



Saint Paul
PUBLIC SCHOOLS

Envision SPPS: Middle School Model Workgroup

Report on findings | September 2021

I. MIDDLE SCHOOL WORKGROUP MEMBER NAMES, ROLES AND/OR TITLES, ORGANIZATIONAL AFFILIATIONS

1. Workgroup lead: Amanda Herrera-Gundale, Coordinator, Middle Schools
2. Dr. Efe Agbamu, Assistant Superintendent
3. Stacie Bonnick, Principal Washington Tech
4. Billy Chan, Assistant Superintendent
5. Megan Dols, Assistant Director, OTL
6. Sharon Hendrix, Administrator Global Arts Plus
7. Andrew Hodges, Principal Capitol Hill
8. Chreese Jones, Principal Global Arts Plus
9. Kristen Lynch, Principal Creative Arts
10. Mindy McBride, Principal Parkway Montessori
11. Jamin McKenzie, Principal Murray MS
12. LaNisha Paddock, Principal Battle Creek MS
13. Teresa Vibar, Principal Ramsey MS

II. MEETING DATES AND TIMES

Tuesday, December 15, 2020; 12:00- 1:00 pm

Wednesday, December 16, 2020; 12:00-1:00 pm

Tuesday, January 5, 2021; 12:00- 1:00 pm

Tuesday, January 12, 2021; 2:00- 3:00 pm

Tuesday, January 19, 2021; 2:00-3:00 pm

Tuesday, January 26, 2021; 2:00-3:00 pm

III. WORKGROUP PURPOSE STATEMENT

Determine the infrastructure the Middle School Model needs to support its foundational components.



IV. ESSENTIAL QUESTIONS AND RESPONSES (FINDINGS)

1. How does the district define a well-rounded, comprehensive middle school education?

SPPS Middle School Model Mission: Saint Paul Public Schools is committed to providing a successful middle school model that supports students during a key transition time in their lives. We believe that our young adolescents deserve a middle school experience that is developmentally responsive, challenging, empowering and equitable.

A successful middle school model includes challenging core and elective courses, a consistent support team of teachers and advisors, and college and career readiness programming.

The district-wide Middle School Model provides a foundation that will be consistent from building to building for all students in grades 6-8. The model reflects the 16 characteristics and essential elements from the Association for Middle Level Education (AMLE) that are developmentally responsive, challenging, empowering and equitable for adolescent learners. All schools encompass the following through a **culturally-responsive lens**:

Curriculum, Instruction & Assessment	Leadership & Organization	Culture & Community
<ul style="list-style-type: none"> ● Value young adolescents ● Engage in active learning ● Teach challenging curriculum ● Have multiple learning approaches ● Utilize varied assessment (Standard based grading and reporting) 	<ul style="list-style-type: none"> ● Shared vision ● Committed leaders ● Courageous and collaborative leaders ● Professional development ● Organizational structures 	<ul style="list-style-type: none"> ● School environment ● Adult advocate ● Guidance services ● Health and wellness ● Family engagement ● Community and business <p>(AMLE)</p>

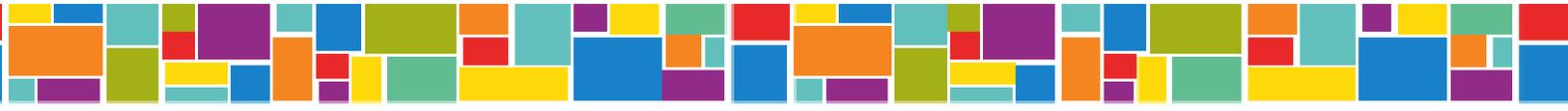
Good to Know: This is the current state of the Middle School Model for 6-8 grades in 6-8 schools, Pk-8 schools and 6-12 schools:

- A. Middle school schedules are adjusted to a seven-period day to allow time for job-embedded professional development, flexible scheduling and a whole class period for the Foundations advisory class every other day on an A/B schedule.

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- B. Sixth grade literacy is redesigned to provide one whole class each of Readers and Writers Workshops daily.
 - Professional development, teacher materials, student materials, and district level on-going support has been provided (exception- PD in 2020 due to COVID-19)
 - ELA FTE's have been allocated to all 15 schools of middle grades to implement the vision for 6th grade ELA.
 - C. Through the Office of Career and College Readiness and the SPPS Achieves PLP initiative, all middle schools have also been allocated a .5 Middle School Counselor, regardless of enrollment.

2. In order to sustain grades 6-8 within a K-8 model, what elements need to be included to provide students with a well-rounded program to prepare them for a successful transition to high school?

- a. **Building relationships** are key to student success in middle school. Students should have access to administrators, counselors, social workers, as well as their advisory teachers. Their peers are a big part of the middle school experience. **Time and space to gather is important.**
- b. Teachers and staff will serve as **adult advocates** that will guide each student's academic and personal development through learning communities. **Teachers should have areas to collaborate (PLCs)** around student work, lesson planning and student socio- emotional needs.
- c. The middle school model centers around these communities (a team of teachers and advisors) who provide social-emotional and academic support. **Teams** are a smaller community within a school. At schools like Washington Technology and Parkway Montessori, there are **physical houses, or pods to support the teams.**
- d. The middle school model includes **challenging core and elective courses**, a consistent support team of teachers and advisors, and college and career readiness programming.
- e. Teachers, counselors, social workers, and support staff work together to provide students with lessons that help them navigate peer conflict, friendships, bullying, stress and anxiety. The Middle School Model supports **Positive Behavior Intervention Strategies (PBIS), Restorative Practices (RP), and Social-emotional learning (SEL) strategies.** There **need to be, at times, quiet spaces for this work.** **Rooms not close to the entrance of the school (for more student privacy)** are ideal for these types of meetings.

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- f. Every student is supported for who they are and who they hope to become by honoring and celebrating their culture, race/ethnicity and gender. This aligns with the district's emphasis on **equity and culturally responsive teaching practices**.
 - g. Middle schools will implement a more robust **English Language Arts (ELA)** curriculum that expands Writer's workshop to 6th grade. In the workshop, teachers and **students need areas for a classroom library, a space for small groups of students to gather with the teacher, and a space for a teacher and student to confer on reading and writing strategies**. At the elementary level, **this looks like a dedicated space for 1:1 conferring. There is also a special table (sometimes in the shape of a kidney) for small group work**. In middle school classrooms, **sometimes amphitheater style seating arrangements are created for a minilesson. A small group work space away from the independently working students would be ideal**.
 - h. Increase **family communication** and create **engagement** opportunities to help with the transition of fifth grade students into middle school.
 - i. The Middle School **Foundations Class** is a **powerful example of a space where our teachers build community** and guide students in social-emotional learning, career and college topics, financial literacy and the development of personal learning plans (PLPs).

3. What does a 6-8 within a K-8 model provide students programmatically or otherwise? Currently, the 6-8 within a k-8 model is providing some of the same components as the rest of the schools, particularly ELA FTEs, Middle School Counselor, job-embedded PLC time, Foundations Course. In other ways, **there are not as robust elective courses. The question might be: Where do economies of scale come into play? How do we provide all students access to similar opportunities?**

4. To deepen the implementation of the middle school model, what elements need to be included and maintained, e.g., minimum total number of students (and per grade), types of course offering, number of sections, number of FTEs?

- a. **What are the facility needs to support such elements ?**
- b. **What are facility needs for the new MS model, e.g., accommodates the needs of teaming, flexible learning spaces, etc.?**

The Middle School Workgroup, based on their experiences leading schools, agreed that the elements defined in question 2 should be sustained. Furthermore, in order to more closely adhere to the mission of the Middle School Model, there are prioritized needs. The priorities are listed in order of importance:

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- A. **Interdisciplinary Teams:** First, the group **prioritized interdisciplinary teams**. They defined interdisciplinary teams as such: Each student is part of a cohort of 4 core teachers that all share the same students (majority of students with exceptions such as Sped., Accelerated courses, specific elective requirements, etc.) Some positive aspects of the team approach include mobility; movement or travel; is easier for students to get back and forth to class on time; team teachers have the same planning period and are able to plan for curriculum integration, interdisciplinary units, and field trips. Communication and support among teachers is greater; parent conferences and other meetings are made easier due to common planning time (Mitchell, 2007c). According to Thompson and Homestead (2004), during the 30-year history of the middle school movement, educators have been on a quest to establish an appropriate and effective education for young adolescents. Four components of the middle school organization take precedence over the rest: grade configuration, **interdisciplinary teaming**, scheduling, and specialized programs. Moreover, interdisciplinary teaming and 5-8 or 6-8 grade level structures have been the most successful organizational changes brought to middle level schools over the past 30 years. **An ideal number of students per team would be close to 180 students (e.g., there could be two teams per grade)**, which would allow about 36 students for each of core areas (144), and 1 group of 36 be off team for electives/ teacher prep. **The greater the number of sections, the easier this is to achieve.**

Facility implication/need: Schools created with teaming in mind have clusters of rooms per team. These may be called houses or pods.

- B. **Equitable Electives Opportunities:** By this, the **workgroup means that SPPS should ensure that all schools are providing students a well rounded education**, including MDE requirements (arts, phy ed, health, etc) and access to other elective areas. **These offerings are currently disproportionate across the 15 middle schools.** See question 5, on inventory. These opportunities help develop well-rounded students. The workgroup is leaning toward an **“exploratory wheel”** for 6th grade students at least. For example, during the exploratory wheel period, 6th grade students cycle through a variety of subjects from the career pathways, to visual and performing Arts to enhancing personal growth or skills for adolescence. Bottom line: If this is what we say 6-8th graders deserve, then we need to ensure that **all buildings have it. Currently, a barrier to this is that not all buildings are physically equipped to offer all these courses. The majority of elective opportunities are based on site-based budget capacities.**
- C. Currently there exists a disproportionate number of music opportunities for the middle grades. From the chart [Middle School Music Course Offerings 2021](#) it can be seen that the **PK- 8 schools have the least number of music offerings.**

Facility implication/need: Adequate spaces/ teachers for music would include:

1. 2 ensemble spaces
2. 1 performance space
3. 2 music teachers (1 instrumental, 1 choral)

Reality: Hazel Park K-8 finds itself with scheduling constraints; the band room is inadequate/ stage needs to be used and creates scheduling issues; the new American Indian Magnet



renovation has no ensemble room; **typically K-8s and 6-12s are funded and have spaces for 1 school, when they should really be funded as 2 schools**, especially as needs are different. Humboldt has an ideal space, but again, only for 1 grade band, not enough to meet 6-8 needs + 6-12 needs. Creative Arts has only 1 ensemble room, production rooms are tiny, choir and band have to figure out how to use the same space.

- D. **District-wide Restorative Practices (RP)**: Extend funding for the RP model that developed from the SPPS/SPFE partnership of years' past. All 6-8 schools should have site-based coordinators, programming and professional development. This promising initiative has already shown that discipline and suspension rates decrease. Restorative practices are culturally responsive practices.

Facility implication/need: Enough classroom space to create circles.

- E. **Fully funded mental health supports**: Ensure every school has adequate counseling and social workers including community-based mental health supports/ partnerships. This has been a pre-pandemic need, but now more so. To note: what "fully funded" means for one school might not be enough for another school.

Facility implication/need: Small group conference spaces out of public view.

- F. **Formulaic approach to intervention specialists and support staff**: Establish an enrollment based formulaic approach to staffing for BIPS, Coaches, Applicable support staff. **The caveat to this is that the current formulaic approaches don't work for small schools. The so-called "have" schools are the larger schools that have bigger budgets.**

Facility implication/need: Rooms to house intervention and support staff.

- G. **Other Facilities needs**:

- Adequate space for physical education (Murray).
- Outdoor space for physical education, recess/ recreation, extracurricular sports (Ramsey).
- Possible athletics needs.

5. INVENTORY: Where is each middle grade program (6-8 and PK-8) at with meeting the requirements of a true middle school model? For the schools that don't meet the requirements, what are the barriers for the schools to making this happen?

The following is a **matrix of the 2019-20 Grades 6-8 Course Requirements** and Scheduling Guidelines that are still being used this year. Here are the results of a survey that shows how far off schools are from optimal. [PLEASE REVIEW SPREADSHEET HERE](#). **To Note: Most Schools surveyed prioritize the teaming model.**



MDE and SPPS Requirements	SPPS Baseline Course Options Special Education and English Learner courses may have different names.			SPPS Scheduling Guidelines
Language Arts Year Long	Reader's Workshop 6 and Writer's Workshop 6	ELA Workshop 7	ELA Workshop 8	<p>Optimal:</p> <ul style="list-style-type: none"> A Grade 6 student has RW and WW back-to-back with the same teacher. <p>Next best:</p> <ul style="list-style-type: none"> A Grade 6 student has RW and WW with the same teacher, but not back-to back. <p>Minimal:</p> <ul style="list-style-type: none"> A Grade 6 student's RW and WW teachers are not the same. This scenario would require some intentional planning time between reading and writing teachers to ensure that literacy curriculum and instruction are coherent for students.
MDE and SPPS Requirements	SPPS Baseline Course Options Special Education and English Learner courses may have different names.			SPPS Scheduling Guidelines
Math Year Long	Math 6 Math 6 Accelerated Pre-Algebra Accelerated	Pre-Algebra Pre-Algebra Accelerated Algebra Accelerated/ Intermediate Algebra	Algebra 1 Algebra Accelerated/ Intermediate Algebra Geometry	<p>High School Credit Opportunity:</p> <ul style="list-style-type: none"> Successful completion of Algebra Accelerated/Intermediate Algebra may earn a student 2 high school Algebra credits. Successful completion of Geometry may earn a student 4 high school Geometry credits. <p>Math Support: Students who, based on multiple data points, are performing 2-4 grade levels below:</p> <p>Optimal:</p> <ul style="list-style-type: none"> Have math and math support together. These students are blocked for 2 periods (math/math support) with the <u>same teacher</u>. <p>Next Best:</p>



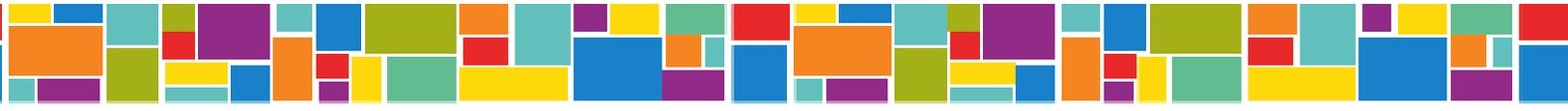
				<ul style="list-style-type: none"> • Have math with his/her grade-level peers and math support with similarly performing peers <u>from his/her class, with the same teacher.</u> <p>Minimal:</p> <ul style="list-style-type: none"> • Have math with his/her grade-level peers and math support with similarly performing peers.
MDE and SPPS Requirements	SPPS Baseline Course Options Special Education and English Learner courses may have different names.			SPPS Scheduling Guidelines
Science Year Long	Physical Science 6	Life Science 7 Life Science 7 Accelerated	Earth Science 8 Science 8 Accelerated/ Physical Science	<p>High School Credit Opportunity:</p> <ul style="list-style-type: none"> • Successful completion of Science 8 Accel/Physical Science may earn a student 2 high school Physical Science credits. <p>All science courses should be scheduled into properly equipped science classrooms.</p>
MDE and SPPS Requirements	SPPS Baseline Course Options Special Education and English Learner courses may have different names.			SPPS Scheduling Guidelines
Social Studies Year Long	Minnesota Studies 6 Minnesota Studies 6 Spanish Immersion Minnesota Studies French Immersion	American Studies 7 American Studies 7 Accelerated American Studies Spanish Immersion American Studies French Immersion	Global Studies 8 Global Studies 8 Accelerated Global Studies 8 Spanish Immersion Global Studies 8 French Immersion	<p>Optimal:</p> <ul style="list-style-type: none"> • Students have the opportunity to take accelerated courses Grade 7 and Grade 8 in order to scaffold success in AP or IB at the high school level. <p>Minimal:</p> <ul style="list-style-type: none"> • Each student is in the appropriate grade specific course.
MDE and SPPS Requirements	SPPS Baseline Course Options Special Education and English Learner courses			SPPS Scheduling Guidelines



	may have different names.	
<p>Arts</p> <p>Districts must offer three and require two in the areas of Dance, Music, Theatre, Media and/or Visual Arts.</p>	<p>Optimal: At least one semester-long Arts course in two different Arts areas in Grades 6, 7 <u>and</u> 8.*</p> <p>Minimal: Two quarter-long (18 weeks on A/B) Arts courses in two different Arts areas in Grades 6, 7 <u>or</u> 8.*</p>	<p>Middle School level “P” or “V” courses ending in “1”.</p> <p>Leveled courses (beg, int, adv, honors) may <u>only</u> combine up to two levels in the same class period.</p> <p>For Music Performance Courses*:</p> <p>Optimal:</p> <ul style="list-style-type: none"> • Year-long, every day in Grades 6, 7 <u>and</u> 8 <p>Minimal:</p> <ul style="list-style-type: none"> • Year-long, A/B in Grades 6, 7 <u>and</u> 8 <p>*“P” courses that have titles with <i>band, choir, orchestra</i> or <i>ensemble</i> are <u>full year</u> courses.</p> <p>All Arts courses should be scheduled into classrooms with adequate space, venting, acoustics and light.</p>
MDE and SPPS Requirements	<p>SPPS Baseline Course Options</p> <p>Special Education and English Learner courses may have different names.</p>	SPPS Scheduling Guidelines
<p>Health</p> <p>Students must have Health instruction each year <u>or</u> by district determined grade bands.</p>	<p>Optimal: One semester-long Health course in Grades 6 <u>and</u> 8.</p> <p>Recommended: One quarter-long Health course in Grades 6 <u>and</u> 8</p> <p>Minimal: One quarter-long (18 weeks on A/B) Health course in Grade 7 <u>or</u> 8.</p>	<p>It is recommended that counselors take care in separating Grade 6 and Grade 8 students due to the sensitive nature of topics/benchmarks addressed in the course and maturity levels of students.</p>
MDE and SPPS Requirements	<p>SPPS Baseline Course Options</p> <p>Special Education and English Learner courses may have different names.</p>	SPPS Scheduling Guidelines
<p>Physical Education</p> <p>Students must have Phy Ed</p>	<p>Optimal: One semester-long Phy Ed course in Grades 6, 7 <u>and</u> 8.</p> <p>Minimal: One quarter-long (18 weeks on A/B) Phy Ed course in Grades 6, 7 <u>and</u> 8.</p>	<p>It is recommended that any quarter-long Phy Ed courses be scheduled A/B over a semester.</p> <p>Phy Ed is <u>required</u> each year Grades K-8.</p>



instruction each year.		
MDE and SPPS Requirements	SPPS Baseline Course Options Special Education and English Learner courses may have different names.	SPPS Scheduling Guidelines
Career and Technical Education	Optimal: One semester course in Grades 7 <u>and</u> 8. Minimal: One quarter-long (18 weeks on A/B) course in Grades 7 <u>or</u> 8.	Optimal: • One semester every day in Grades 7 <u>and</u> 8 Minimal: • One quarter in Grades 7 <u>or</u> 8
MDE and SPPS Requirements	SPPS Baseline Course Options Special Education and English Learner courses may have different names.	SPPS Scheduling Guidelines
Indigenous and World Language	Minimal: Students should have the opportunity to take one World Language, over 2 years, on A/B days in Grades 7 and 8 <u>or</u> the opportunity to take one World Language over one year in Grades 7 and/or 8.	High School Credit Opportunities: • Two successful years of one World Language over alternating days (A/B) in middle school grades 7 <u>and</u> 8 may earn a student 2 high school World Language credits. • One successful year of one World Language <u>every day</u> in middle school grades 7 <u>or</u> 8 may earn a student 2 high school World Language credits. • Two successful years of one World Language <u>every day</u> in middle school grades 7 <u>and</u> 8 may earn a student 4 high school World Language credits.
MDE and SPPS Requirements	SPPS Baseline Course Options Special Education and English Learner courses may have different names.	SPPS Scheduling Guidelines
Foundations Year Long	Required: 47 minute period, every other day, opposite job-embedded PLC time in Grades 6, 7 <u>and</u> 8 for PK-8- 6-12 schools.	This is being met by 12/15 schools.



6. Is the district committed to providing an authentic middle school model to every 6-8 graders at every school that offers a 6-8 program?

The workgroup members have unanimously expressed support for an increased focus on the Middle. From the report [Winning Back students for SPPS](#), the **community expects music/art enrichment; exposure to a variety of electives; safe schools.** Through SPPS Achieves the Middle School Model has been prioritized and mostly funded since 2018. **The level of commitment in the coming years will be determined by either an increase of funding or decrease in funding.** This is yet to be determined.

7. To align to the high school career pathways, are there MS programs that need particular facilities to support students to transition to particular high school career pathways?

Please see Career Pathways findings.

8. In what ways has COVID-19 and distance learning impacted the middle school model?

The Middle School model has been somewhat compromised by the pandemic. While we have been successful in implementing certain core components of the model, such as bringing the 6-12 schools on board.

Middle School ELA (from an interview with 6-8 principals, March 2021):

What has worked well in terms of using/implementing your selected Evidence Based Practices during virtual instruction?	In light of using/implementing the selected EBP, what have you noticed to be most engaging for the students?	In light of using/implementing the selected EBP's, what have you noticed to be an essential barrier for students' learning?
<p>Some students are showing up; attempting to have small groups with students that show up:</p> <p>At BCMS, the focus is on the bands of text complexity, getting hands on books in print;</p> <p>Most value- learn to teach the Culturally Responsive Teaching (CRT) strategies that students need;</p> <p>Transferable strategy instruction (across all contents)</p>	<p>At schools there was an emphasis on climate and culture EBPs; building team; increasing engagement;</p> <p>Some schools tried book club groups in order to engage families along with students to talk about text</p> <p>Some schools focused on Small group instruction EBP: how to structure tasks so that students are interacting with peers & teacher alike</p>	<p>Time management has been a barrier; whole self- management skill set; technology; hard to teach through a screen/ with masks</p> <p>Teachers new to the workshop model might not understand the “why are we meeting in small groups?”, much less implementing small groups- this year there was no professional development opportunities due to COVID-19; this really set us back, as this is a huge part of the Middle School model</p> <p>Sometimes the small group feels</p>



		punitive in a virtual learning format when in reality all students should have the opportunity to access small group instruction and benefit from it.
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As an aside, part of the Middle School Model funding was re-allocated to support 6th grade students with print books.

Middle School Foundations: During distance learning, the Middle School Foundations course proved to be conducive to making connections, building community, learning about life skills and was also used as an attendance- taking mechanism. Foundations has been used as a natural grouping for students during the “on-site” support phase and as a conduit for timely and important information. However, the shift of schedules (in April, most students will be experiencing a new schedule for at least the 3rd time) has shortened the time and frequency of foundations at most schools. The district team that creates the scope and sequence of curriculum for this course has had to keep flexibility in mind. The team developed both types of lessons- for synchronous and asynchronous learning. This has been time consuming, especially knowing that adjustments will need to be made again once students go back full time next fall.

The pandemic has forced educators to think about instruction differently. Returning to face to face instruction in classrooms during this pandemic has its challenges. In a few weeks, Middle Schools will be opening their doors to all students who are comfortable coming back to school. With distancing restrictions in place, there is a cap on the number of students that will be allowed in a classroom. The struggle for admin is trying to figure out how to space students 3-6 feet apart. Most middle school classrooms have tables. These are great for collaboration, but in this scenario, staff can only seat two students per table. If the furniture was more flexible and more mobile, there would be more options for seating arrangements and possibly allow for more students to be in the room. As it stands, **3 middle schools are finding themselves over capacity.** This is also a case where, if there were accordion style doors, more space could be opened up and only need 1 licensed teacher rather than 2 to operate closer to regular capacity (with a larger space).

V. INTERSECTIONS WITH OTHER WORKGROUPS - consider the following:

a. How does your focus area intersect with other Envision Workgroup focus areas?

- 1. College and Career Pathways:** Middle school is planning to incorporate some type of career pathways experience for students, either as individual course(s) or integrated within the content areas.
- 2. Enrollment:** Enrollment has been declining in our middle schools and this is a problem if we are to sustain and deepen the middle school model. Ideally



there is collaboration between the Middle School Model workgroup and Enrollment to develop mutual objectives to increase enrollment.

3. **Facilities Utilization:** The Facilities workgroup would benefit from learning about the programming unique to the Middle School Model to be able to support with spaces, furniture needs, grounds, etc. Conversely, Facilities could support us with creating plans to help maximize existing space in buildings (some of this is currently being done as students move back into buildings).
4. **Language Immersion:** The work of the Immersion team will impact programming at the schools that offer a continuation of immersion, such as Ramsey, BCMS and Highland Middle School. Alignment in vision, programming, resources are topics to discuss with this group.
5. **Integration:** The work of the integration team may have a bearing on enrollment in Middle Schools, demographic shifts, and therefore a potential of reallocation of resources, such as in the area of Family and Community Engagement.
6. **Montessori Pathway:** While this group seems focused on the elementary Montessori programs in SPPS, there is a Montessori Middle School: Parkway. Since the founding of Parkway in SY 2013-14, it has been acknowledged that this program is an expensive investment. The questions about accreditation of the school as a Montessori site and the certification of teachers through an institution not located in the Twin Cities have been barriers to sustainability. It would behoove the Montessori group to articulate the expectations of the Middle school program, and also hear from prospective parents to understand the demand for a middle school Montessori program.
7. **Special Education:** The purpose statement of the Special Education workgroup is as follows: *Determine how Special Education programs and their locations can be better aligned to improve the experiences and needs of students and their families.* The group will be investigating the needs of special education students and will assess if the buildings, materials, programming, support etc., are adequate. Their findings may impact the work, priorities, etc. of the Middle School model.
8. **TDAS:** This group is focusing on: “Outline the viability for SPPS to sustain accelerated learning under three distinct scenarios”, two of which involve growing TDAS services and offering them at more schools across SPPS.
9. **Well- rounded Education:** Much like the Middle School Model Workgroup, the Well- Rounded Education Workgroup has as its purpose statement, *“Determine what is needed to ensure all students have access to a well-rounded education”.* WRE dovetails nicely with this workgroup. Alignment is key. Both groups should explore seamless transitions for students as they move into and out of the middle grades.



VII. SUGGESTED PERFORMANCE MEASURES AND INDICATORS TO TRACK PROGRESS

Outcomes	Measure	Metric	Target
Middle School PLC are functioning during the school day as job-embedded time; PLC teams are content- alike or grade level teams	Teachers are focusing on social/emotional learning objectives and/or English Language Arts strategies through PLC teams meeting in job-embedded time SCIP reports	% of schools that have job-embedded PLCs focused on either instructional practices or PBIS/ SEL supports	90% of schools have job-embedded PLCs focused on either instructional practices or PBIS/ SEL supports
All students have experienced social emotional learning, personal learning planning, financial literacy, and AVID organizational strategies through full implementation of the Foundations program and curriculum	Audit collecting data from schools	% of 6-8, K-8 and 6-12 programs that are fully implementing Foundations	100% of 6-8, K-8 and 6-12 programs are implementing Foundations
All programs provide students a place for community and support	Responses from a student survey	% of students who report a sense of belonging and adult support through Foundations class	80% of students report a sense of belonging and adult support through Foundations class
Students understand how to navigate the financial world with confidence	Student Pre- & Post-assessment results compiled in EverFi curriculum Impact report	xx% of gain in knowledge following participation in Everfi financial literacy lessons	There is at least a 50% gain in knowledge following participation in Everfi financial literacy lessons
% of grade 6 students achieving typical and aggressive growth in literacy has increased	FAST Assessment	% of grade 6 students achieving typical and aggressive growth in literacy	46% of students achieving typical and aggressive growth in literacy

VI. LIST OF DATA SOURCES & Resources

Supplementary info:

- [Middle Grades Model: FMP Think Along_May-8-2019](#)
- [Middle Grades Model: FMP Think Along presentation](#)
- [SPPS Finance Facts](#)
- [Middle School Model 1- pager](#)

Working documents (info already integrated in report):

- Workgroup meeting notes: [Middle School Workgroup 2020-21 - Google Docs](#)

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- Original questions: [MiddleSchoolModel_Essential Questions Envision_12.3.20.docx - Google Docs](#)

VIII. OTHER COMMENTS

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