

MSTF March 1 Feedback-- Overarching Theme and Specific Input

Readiness for the transition of grade 6 for the start of SY 2018-19 repeatedly appeared in this feedback along with specific input about what issues should we address regardless of when this transition occurs. Here are summaries by category:

1. Teaming Concept

- Dedicated core-area (ELA, math, science, and social studies) teams for 6-7-8
- Predictable, common planning time
- Inclusionary practices for at-risk students

2. Curriculum, Instruction and Professional Development

- Time and resources for
 - Program planning and expansions
 - Relevant professional development that is not scheduled for summer 2018
 - Addressing best practices, site visits, curriculum work and securing instructional materials.

3. Staffing

- Securing appropriate MS certification/ licensure
- Determining who from elementary may wish to move
- Identifying additional staffing needs: content teachers, SAC, etc.,
- Creating a middle level team: dedicated assignments, not pulled to teach high school or vice a versa

4. Scheduling

- A flexible schedule for student needs based on ones from like-sized middle schools.
 - Examples schedules from other districts and site visits
 - How to share specialists while adding exploratory experiences.
 - Conflict : band and chorus between elementary and secondary needs, world language—Spanish
 - Do we align with HS for advisories, etc., or have a separate MS schedule.
 - Communicate with SBREA about contractual issues to scheduling: ex. flex schedule with identified staff assigned to come in early or stay later.

5. Supervision and Support Personnel

- A dedicated middle school leader or assistant principal responsible for discipline, educator evaluation, program development, parent contact, etc.
- Share how we plan to use existing support staff: nurse, counselors, etc.

6. Logistics, Physical Space and Resources

- Creating a MS environment within the larger school
- Take all of second floor as dedicated MS space
- Move HS classes downstairs or near stairs to separate populations
- Identify what are material needs for any arrangement: additional labs, computers (lab and/or carts, office or classroom space)
- Staffed drop-in center for students in need of a break in their days.
- Designated middle lunch for grades 6-7-8 along with some form of recess.

7. Parent and Community Input and Feedback Combined with # 9. Transition Support for Students, Faculty/Staff and Parents/Guardians and # 10. Ongoing Communications and Updates

- When to do staff development other than this summer to ensure participation and support
- Support for existing traditions during the transition (grade 6 graduation)
- Communication and planning for transition needs for grade 6 at MERS MS
- How will this impact Grade 5 at UME? Departmentalized by content; rotation practice; invitations to come to visit MS during the year.
- Communication with and from families about this transition: needs, concerns, and input
- Support for existing parent groups—PTA/ PTO in this context.
- Communication with all the status of this transition work.

8. Budget Implications

- How to provide curriculum/ instructional materials, classroom needs/reconfiguration, and professional development within the context of the FY 19 budget?

Parking Lot

- *Which Model?*
 - Retrofit grade 6 into existing grade 7-8 or create a true middle school model?

- *New Hires*
 - Core academic teachers: ELA, math, science and social studies?
 - SAC? In place for the transition?
 - Middle level leader or additional administrator
- *Existing Staff*
 - Support for both new and veteran MS educators is imperative
 - Scheduling conflicts settled so administrators and affected teachers know assignments (core and specialists) in MS master schedule?
 - Communicate how MS scheduling impact secondary and elementary scheduling
- *Student Impact-- NMC*
 - Big concern: Address transition in two years faced by NMC students: grade 5 UME and then grade 6 MERS
 - Impact on grade 5 curriculum, instructional model, transition experiences
- *Vision--*
 - Long-term planning— Remember this is Year 1 of a 3-Year process for grades 6-7-8 reconfiguration.
 - Short-term planning— Do we have the necessary resources now for a fall 2018 transition?