Introduce yourself and the grade of your child. Think about a time when you were in middle school, what was the most fun and memorable experience, why?
Our Agenda

- Why a Vision 2025 Middle Grades Redesign?
- Vision 2025: Middle Grades Redesign Elements
- Middle Grades Redesign Elements at Roosevelt
- Conversations and questions
Why a Vision 2025 Middle Grades Redesign?
The Graduate Profile: Developing Students to Compete and Thrive in the 21st Century World

Content Knowledge
Mastery of the core knowledge, critical thinking skills, and competencies outlined by the Common Core State Standards (CCSS). Standards-based knowledge and skills will remain the central pillars of every student’s learning, creating a deep foundation that enables further inquiry and exploration in a variety of fields and areas of interest. As part of this core learning, SFUSD students will develop global, civil, and environmental literacies, as well as financial, health, and media literacies, throughout their schooling.

Career and Life Skills
The knowledge, skills, and experience to navigate the “real world” and solve problems that arise in everyday life and in the workplace. Students will have been exposed to a spectrum of industries and sectors and had experience working and implementing their learning in a variety of real-world settings. Students will know how to create compelling content in a variety of formats—through writing, speaking, and multimedia—and be able to express themselves digitally, artistically, musically, or with their hands.

Global, Local, and Digital Identity
The ability to navigate and engage in a 21st century global society that is more inclusive and interconnected. Students will be “multilingual,” gaining exposure to or fluency in other languages that might range from Spanish and Chinese to sign language and computer coding. They will know how to contribute their voices responsibly in all aspects of daily life, from social media to face-to-face communication. They will display an understanding and a respect for different cultures, and possess the ability to connect across racial, cultural, and linguistic lines.

Leadership, Empathy, and Collaboration
Strong interpersonal skills and the ability to positively influence and collaborate with others. SFUSD students will have the experience and the knowledge to lead others toward solutions and to manage the resources and decisions entrusted to them equitably and responsibly. Our graduates will display empathy for others and—having had abundant opportunities to work in teams with both peers and adults during their schooling—will be well prepared to lead and collaborate, both inside and outside the workplace.

Creativity
The freedom, confidence, and ability to express their unique selves. Students will have exposure to and experience in a variety of creative and artistic forms and disciplines that serve to ignite their curiosity and enable them to find new pathways for expressing their unique identities and for exploring their own skills and styles. They will know how to integrate creative problem-solving into their work and how to approach problems and challenges creatively and from multiple perspectives.

Sense of Purpose and Sense of Self
Our graduates will see themselves as filled with purpose and value. Having been nurtured to focus on their capacity to grow intellectually, socially, and creatively (sometimes described as having a “growth mindset”), SFUSD graduates will possess the grit to persist in long-term efforts and persevere toward important goals. They will graduate with a strong, healthy sense of self and the confidence that they have a valuable role to play in the world. They will possess self-knowledge and self-esteem, conduct themselves ethically and with integrity, and know how to reflect on and learn from their experiences.

SFUSD is committed to helping all students develop strong academic knowledge and skills, as well as a host of dispositions and behaviors, that increase their curiosity and engagement, activate their full potential for learning, and prepare them for life, work, and study beyond their secondary school years. While the pace and the path toward achieving these outcomes will vary among students and unfold along a set of learning progressions, the goal is for every SFUSD student to possess these capacities by the time they graduate.
In Our Current System....

There are not enough minutes in a 6 period day. Different sites. Different allocations. Different choices. ELD & Study Skills requirements prevent electives choice. The Result: Students experience inequitable access to opportunities.

And solving these problems alone does not redesign the learning experience.
Current State Instruction

Vision 2025 State Deeper Learning
Current State
One Size Fits All

Vision 2025 State
Personalized Learning
Vision 2025: Middle Grades Redesign Theory of Change

If we...

- Redesign Structures
- Adult Professional Learning
- Deeper Learning Structures

To include...

- Equitable Access
- Exploration Wheel
- Acceleration
- Aligned Early Release

That support...

- Project Based Learning
- Technology Integration
- Performance Based Assessment
- Cross Disciplinary Learning
- Socio-Emotional Embeddedness
- Personalized Learning

We will realize...

- Vision 2025 8th Grade Grad Profile

- Master Schedule
- Bell Schedule
- Families
- Blocks
Vision 2025: Middle Grades Redesign Elements
Vision 2025: Middle Grades Redesign Elements

✓ New Universal Learning Experiences for All Middle School Students
  ● Core Courses (Language Arts, Math, History, Science, PE)
  ● Exploratory Courses (Computer Science, Health, Visual and Performing Arts, World Language)
  ● Acceleration for All (Needs-Based and Interest-Based)
  ● Electives (including for the first time World Language for High School Credit)

✓ Block Schedule
  ● Students will have longer periods of time for deeper learning, and an exploratory wheel at each grade.
  ● This new schedule will permit all students to participate in, and benefit from an expanded range of classes and programs.

✓ District-Wide K-12 Professional Learning Time
  ● Two hour Early Release on Wednesday and Friday Afternoon
DRAFT Universal Courses: All students will have the following...

**THE 5 CORE AREAS**
Annual year-long courses in the following areas:
- English Language Arts
- Mathematics
- Social Studies
- Science
- Physical Education

**EXPLORATORY WHEEL**
A trimester wheel that exposes students to the following courses:
- 3 trimesters of Visual & Performing Arts
- 3 trimesters of Computer Science
- 2 trimesters of Health
- 1 trimester of World Language

**ELECTIVE**
Annual year-long elective for every student (identified by site leader)

**ACCELERATION COURSE**
One class to go deeper and build skills in an area of need or passion
## Exploratory Courses: A Rotating Trimester Wheel

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<thead>
<tr>
<th>6th Grade</th>
<th>7th Grade</th>
<th>8th Grade</th>
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<tbody>
<tr>
<td>Visual &amp; Performing Arts 1</td>
<td>Visual &amp; Performing Arts 2</td>
<td>Visual &amp; Performing Arts 3</td>
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<tr>
<td>Computer Science 1</td>
<td>Computer Science 2</td>
<td>Computer Science 3</td>
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<tr>
<td>World Language</td>
<td>Health 1</td>
<td>Health 2</td>
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### Annual Electives

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<tbody>
<tr>
<td>Band</td>
<td>Orchestra</td>
<td>Choir</td>
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<tr>
<td>Art</td>
<td>Music</td>
<td>Ceramics</td>
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<tr>
<td>Dance</td>
<td>Digital Arts</td>
<td>Drama</td>
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<td>Design Thinking</td>
<td>Engineering</td>
<td>Ethnic Studies</td>
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<td>Home Economics</td>
<td>Makers Garage</td>
<td>Project Lead the Way</td>
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<td>World Language</td>
<td>Newspaper</td>
<td>Peer Resources</td>
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<td>Robotics</td>
<td>Student Government</td>
<td>Yearbook</td>
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WHY
Aligned Professional Learning Time?

To ensure ALL teachers in SFUSD have access to professional learning and collaboration time to learn to teach toward Vision 2025 for ALL students.

It allows staff to collaborate within and across sites and with central offices.

It maximizes talent and time while reducing cost.

WHAT IS
Aligned Professional Learning Time?

- Two hours early release on Wednesdays and Fridays for all schools
- Clear plan for use of time & best practices
Middle School Bell Schedules

Aptos 9:10-3:45
Everett 8am-3:30pm
James Lick -8:30-3:30pm
Presidio 9:05-3:25
Roosevelt Proposed 8:40-3:50
Table talk

- What aspects of the Middle Grade Redesign excite you and align with your hopes and aspirations for your child’s experience in middle school?

- What aspects of the Middle Grade Redesign do you have questions about or does not align with your hopes and aspirations for your child’s learning experience in middle school?
Closing

http://tinyurl.com/y6ygz9s3