
Success in 86 Model

Dr. Al Brant - Principal of Kaleidoscope Academy

Deb Moreland - Principal of Magellan

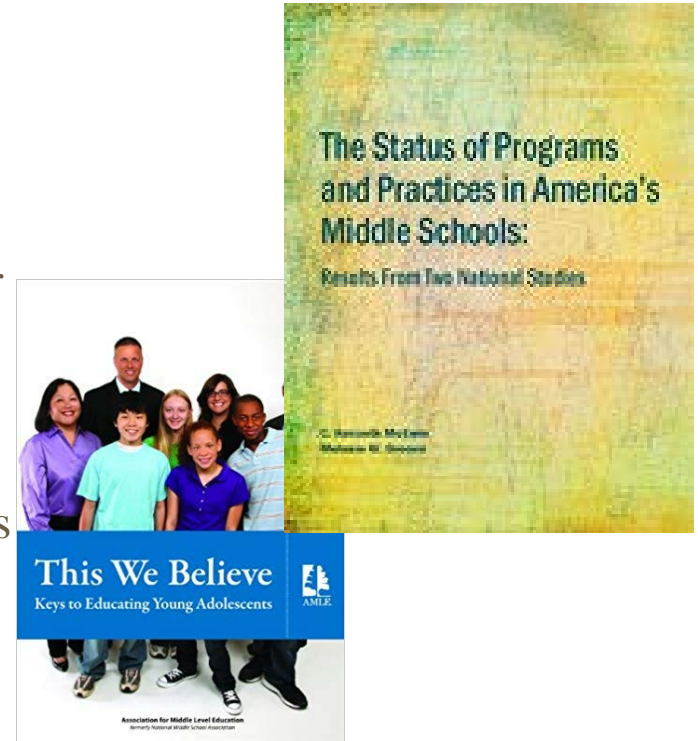
Brian Guilbeault - Magellan 6/7/8 Teacher

Kaleidoscope Academy's 6th Grade Perspective

Research suggests a 3 or 4 grade configuration is best for transitioning students from elementary school to high school.

KA's Administrative Perspective - Much easier to build relationships with students and families over three years versus two years.

Sixth grade is transition year, 7th grade students settled in, 8th grade lead and prepare for high school.



KA- What 6th grade staff had to say?

- Is 4K-6th grade too large of a grade span in elementary? (maturity levels)
- 6th Grade Maturity - too mature for elementary, yet we see great maturity growth in 6th graders being in middle school
- Movement - students have more variety in teachers and spaces at middle school (may vary at elementary sites)
- Dedicated instructional spaces for music, art, PE, technology engineering, family and consumer sciences, etc.
- Access to digital resources - students work with one to one devices at KA and are ready to be engaged with these resources

KA- What our students have to say about being in middle school for 6th grade!

[What the Students Say!](#)

https://drive.google.com/file/d/1rCN5SW2mpaF7_GYck9SnDjmQEziKq0tl/view?ts=5dcace1e

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Odyssey/Magellan 6th Grade Moves to Middle School

- Odyssey/Magellan Magnet School grew this school year to include 2nd grade.
- Because of space needs 6th grade moved from Highlands Elementary to Wilson Middle School this fall.
- We will share our very recent and real life experiences we have had with the move.

Magellan 6th Grade Has Been A Great Cha

- Students have risen to meet the additional challenges and responsibilities
- Social and Emotional Learning
- Students have additional opportunities (student council, student leadership team, men's choir, women's choir, forensics...)
- Ability to meet student academic needs by enrolling in different grade level classes.

6th Grade Magellan Survey Results/Guardians

- 43% of 6th grade Magellan families replied to the survey.
 - Before the move
 - 0% had no concerns
 - 60% somewhat concerned
 - 0% Not sure
 - 30% concerned
 - 10% were very concerned
 - After the move
 - 30% had no concerns
 - 40% somewhat concerned
 - 10% not sure
 - 20% concerned
 - 0% very concerned

6th Grade Magellan Survey Results/Guardians

- *“Have a year up on other kids their age on preparing for middle school and beyond.”* -- Magellan 6th grade parent/guardian
- *“Greater independence.”* --Magellan 6th grade parent/guardian

6th Grade Magellan Survey Results

- 96% of the 6th graders replied to the survey.
 - Before the move
 - 34.8% had no concerns
 - 47.8% somewhat concerned
 - 8.7% not sure
 - 8.7% concerned
 - After the move:
 - 17.4 % think middle school is ok
 - 43.5% like it middle
 - 39.1% love it
 - No student said they would rather be in elementary school.

6th Grade Magellan Survey Results

- *“There is definitely more freedom in middle school, and the teachers treat you like older kids we are. You have the opportunity to be more independent as well and I think that’s a nice change.”* --Magellan 6th grader from survey
- *“It’s been wonderful! I like being trusted not having to walk in a line.”* --Magellan 6th grader when asked in the community

Challenges We Overcame

- Gym space
- Lunchroom schedule/space
- Curriculum needs
 - Academic and Career Planning (ACP) and Health are integrated into all curriculum areas for 6th grade elementary. In middle school:
 - There is a focus on ACP for one quarter of research and exploration.
 - Health is studied in Family and Consumer Science.

K-6 Curriculum & Instruction Challenges

— Steve Harrison —
Assistant Superintendent
Assessment, Curriculum & Instruction

K-6 Curriculum Design Challenges

Math Domains and Next Generation Science Standards are not in K -6 grade bands

Common Core State Standards – Mathematics

Standards Progressions

Kindergarten	1	2	3	4	5	6	7	8	HS
Counting and Cardinality									Number and Quantity
Number and Operations in Base Ten					Ratios and Proportional Relationships				
Number and Operations - Fractions					The Number System				
Operations and Algebraic Thinking					Expressions and Equations				Algebra
					Functions				Functions
Geometry					Geometry				Geometry
Measurement and Data					Statistics and Probability				Statistics and Probability

Science and Engineering Practices	K-2 Condensed Practices	3-5 Condensed Practices	6-8 Condensed Practices	9-12 Condensed Practices
<p>Developing and Using Models</p> <p>A practice of both science and engineering is to use and construct models as helpful tools for representing ideas and explanations. These tools include diagrams, drawings, physical replicas, mathematical representations, analogies, and computer simulations.</p> <p>Modeling tools are used to develop questions, predictions and explanations; analyze and identify flaws in systems; and communicate ideas. Models are used to build and revise scientific explanations and proposed engineering systems. Measurements and observations are used to revise models and designs.</p>	<p>Modeling in K-2 builds on prior experiences and progresses to include using and developing models (i.e., diagram, drawing, physical replica, diorama, dramatization, or storyboard) that represent concrete events or design solutions.</p> <ul style="list-style-type: none"> Distinguish between a model and the actual object, process, and/or event the model represents. Compare models to identify common features and differences. Develop and/or use a model to represent amounts, relationships, relative scales (bigger, smaller), and/or patterns in the natural and designed world(s). 	<p>Modeling in 3-5 builds on K-2 experiences and progresses to building and revising simple models and using models to represent events and design solutions.</p> <ul style="list-style-type: none"> Identify limitations of models. Collaboratively develop and/or revise a model based on evidence that shows the relationships among variables for frequent and regular occurring events. Develop a model using an analogy, example, or abstract representation to describe a scientific principle or design solution. Develop and/or use models to evaluate and/or predict phenomena. 	<p>Modeling in 6-8 builds on K-5 experiences and progresses to developing, using, and revising models to describe, test, and predict more abstract phenomena and design systems.</p> <ul style="list-style-type: none"> Evaluate limitations of a model for a proposed object or tool. Develop or modify a model—based on evidence—to match what happens if a variable or component of a system is changed. Use and/or develop a model of simple systems with uncertain and less predictable factors. Develop and/or revise a model to show the relationships among variables, including those that are not observable but predict observable phenomena. Develop and/or use a model to predict and/or describe phenomena. Develop a model to describe unobservable mechanisms. 	<p>Modeling in 9-12 builds on K-8 experiences and progresses to using, synthesizing, and developing models to predict and show relationships among variables between systems and their components in the natural and designed world(s).</p> <ul style="list-style-type: none"> Evaluate merits and limitations of two different models of the same proposed tool, process, mechanism, or system in order to select or revise a model that best fits the evidence or design criteria. Design a test of a model to ascertain its reliability. Develop, revise, and/or use a model based on evidence to illustrate and/or predict the relationships between systems or between components of a system. Develop and/or use multiple types of models to provide mechanistic accounts and/or predict phenomena, and move flexibly between model types based on merits and limitations.

Elementary: 40 minutes day of inquiry

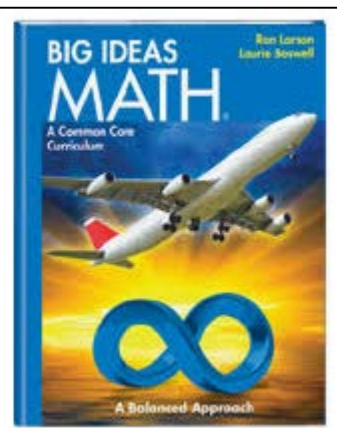
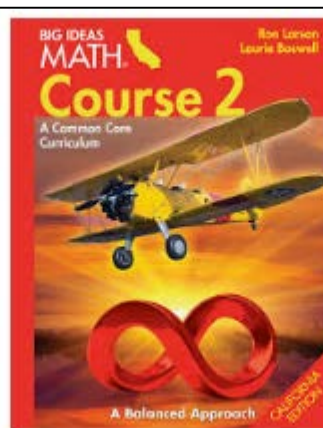
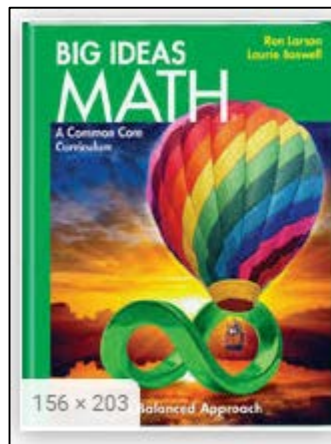
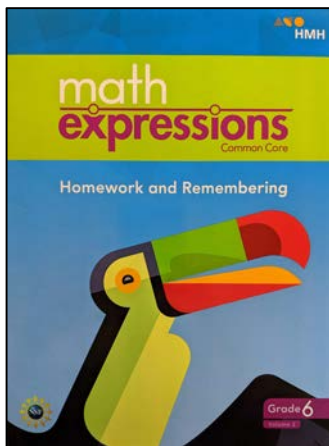
- (Science & Social Studies alternating)

Middle School: 50 -60 minutes/day or blocks

- (Science)

K-6 Instructional Materials Challenges

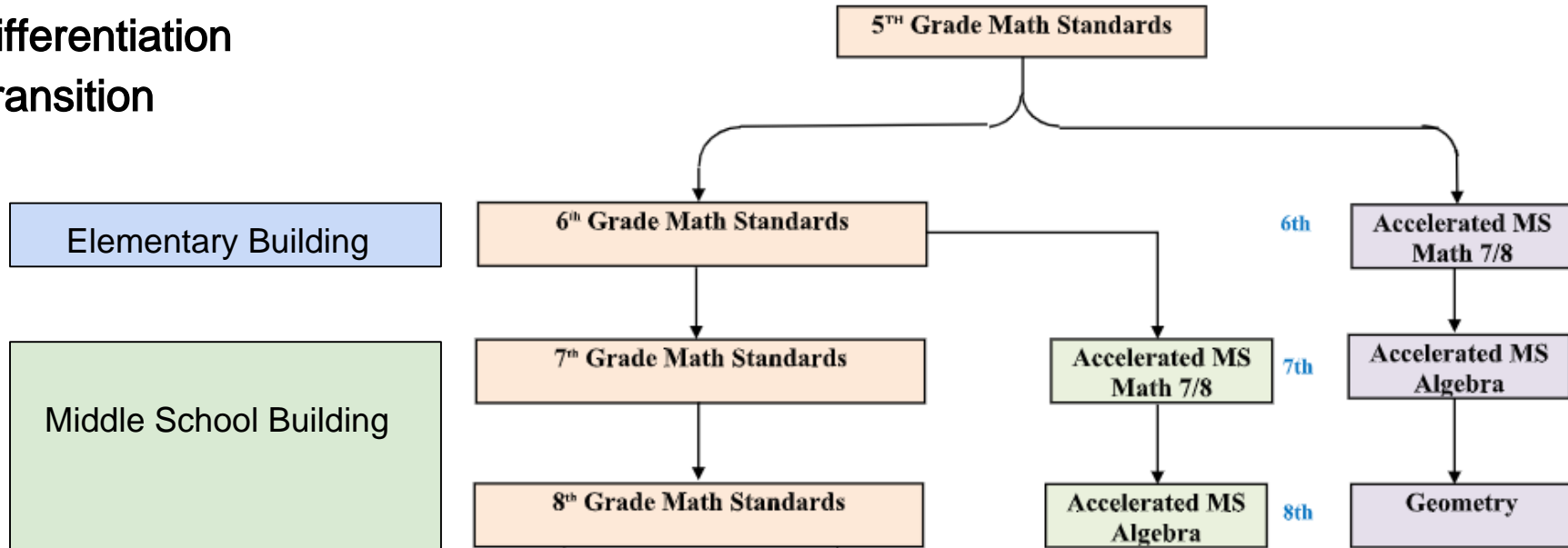
- Majority of publishers produce K -5, 6-8 products
 - Limits options when making adopting new materials
 - Add-on products may lack rigor needed for 6th grade



Math Acceleration Challenges

Challenges

- Recommendations
- Differentiation
- Transition



K-5 Advantages (Elementary Perspective)

— Bill McClone —
Principal at Lincoln Elementary

WE LOVE OUR 6TH GRADE STUDENTS

- ELEVEN AND TWELVE YEAR OLDS HAVE SIMILAR INTERESTS TO MIDDLE SCHOOL STUDENTS
- CO CURRICULAR ACTIVITIES ARE MORE ROBUST
- CURRICULUM RESOURCES/MATERIALS FIT BETTER
- READING MATERIALS AND INTERESTS FIT BETTER
- THREE YEARS IN THE MIDDLE LEVEL ALLOW FOR BETTER CONNECTIONS AND STRONGER RELATIONSHIPS
- CREATES MUCH NEEDED SPACE IN OUR ELEMENTARY SCHOOLS