

Middle School Planning Follow-Up Survey

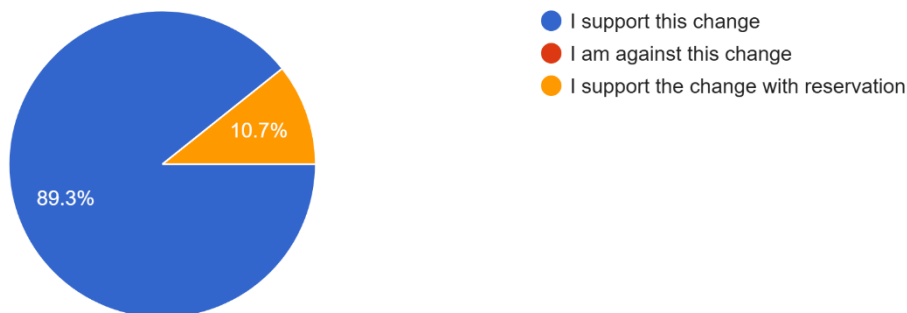
Thank you for your participation in the MS Planning Survey. There was overwhelming support for the movement of 6th grade into our middle school program, while some concerns still need addressed.

This follow-up survey is intended to gather feedback based on the following plan details that were missing:

1. MS and HS lunch periods will be separate.
2. There will be a MS success course for 6th grade.
3. We will hold a MS Orientation this spring for our incoming 6th grade students and an additional one Fall 2026.
4. The schedule would be designed as a typical secondary schedule, periods 1-7 and advisory.
5. This does not remove a teacher, rather the elementary teacher transitions to a middle school teacher.
6. Master schedule will be rebuilt to accommodate instructional needs for MS and HS assignments.

Indicate your position on the move of 6th grade into the middle school.

28 responses



Overall Sentiment on Moving 6th Grade to Middle School

- Feedback reflects strong overall support for moving 6th grade to the middle school, with many stakeholders describing the change as a positive and forward-thinking decision. Respondents frequently noted that the shift better aligns with students' developmental stage and will help prepare them for high school through increased academic rigor, access to electives, and opportunities to build independence, responsibility, and time management skills.
- There is also appreciation for the planning and supports being put in place, with several comments recognizing the importance of structure, student movement throughout the day, and expanded programming. Many expressed optimism about long-term benefits for both students and staff.
- Some concerns were identified, primarily related to transition challenges for the first cohort, including academic readiness, social-emotional adjustment, and ensuring appropriate supports are in place. Specific considerations include supervision during shared spaces (e.g., lunch and passing times), clear communication and implementation of IEP accommodations across multiple teachers, and the need to prepare 5th grade students more intentionally for this shift. Suggestions were also made to build a strong middle school identity through dedicated staff collaboration and student activities. Though, limited in responses, upper classmen have shared their opposition to adding more middle level students to their setting but happy to hear they have separate lunch periods.
- Overall, sentiment is highly supportive, with an understanding that careful implementation, proactive supports, and ongoing monitoring will be key to ensuring a successful transition.