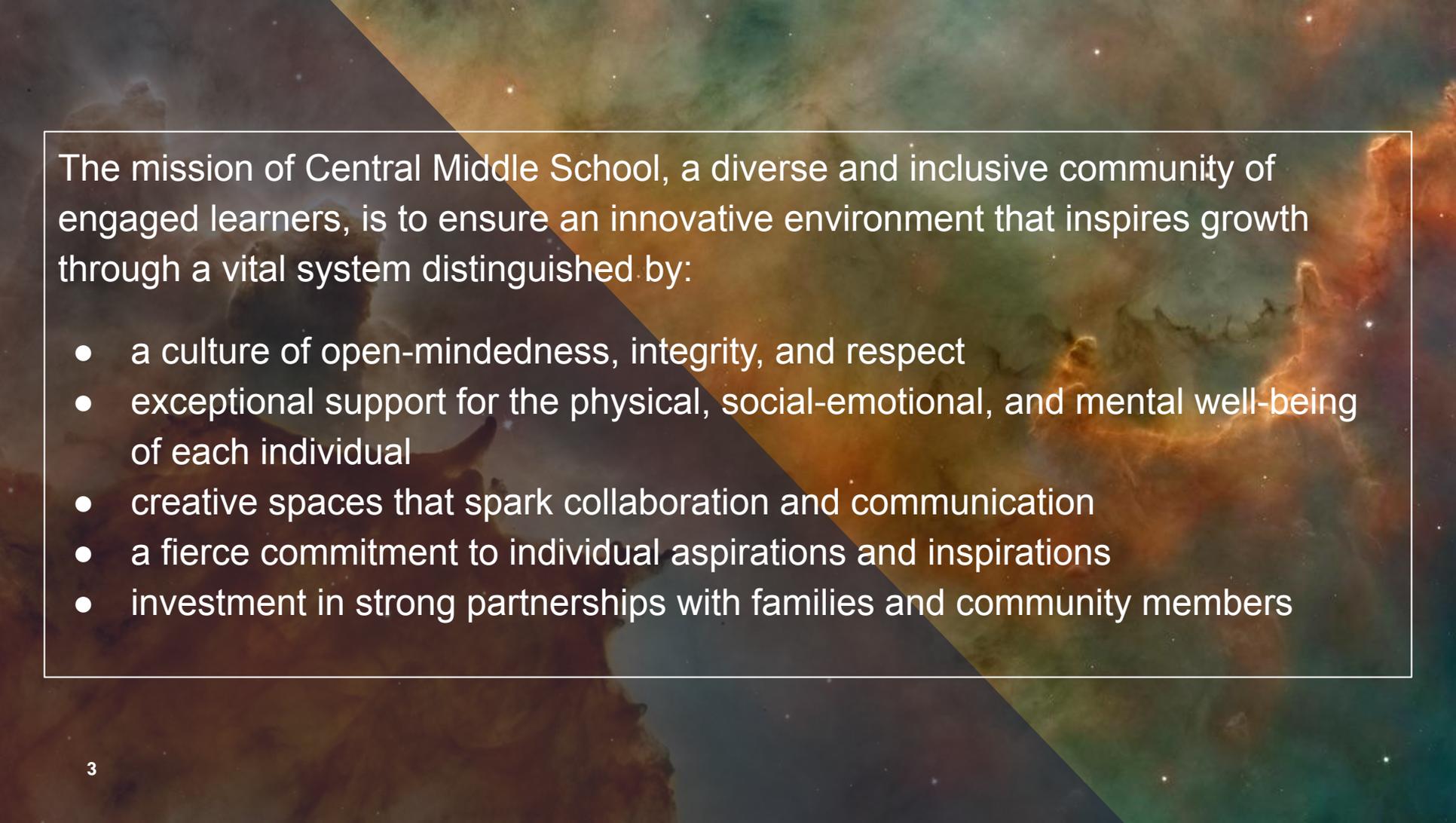


A person in a dark jacket and shorts stands on a rocky shore, looking out at the ocean during a vibrant sunset. The sun is low on the horizon, casting a long, shimmering reflection across the water. The sky is filled with colorful clouds in shades of orange, yellow, and blue. The foreground is dominated by dark, wet rocks. A diagonal line divides the image, with the person and rocks on the left and the ocean and sky on the right.

# Central Middle School Site Plan

# Strategic Planning Process



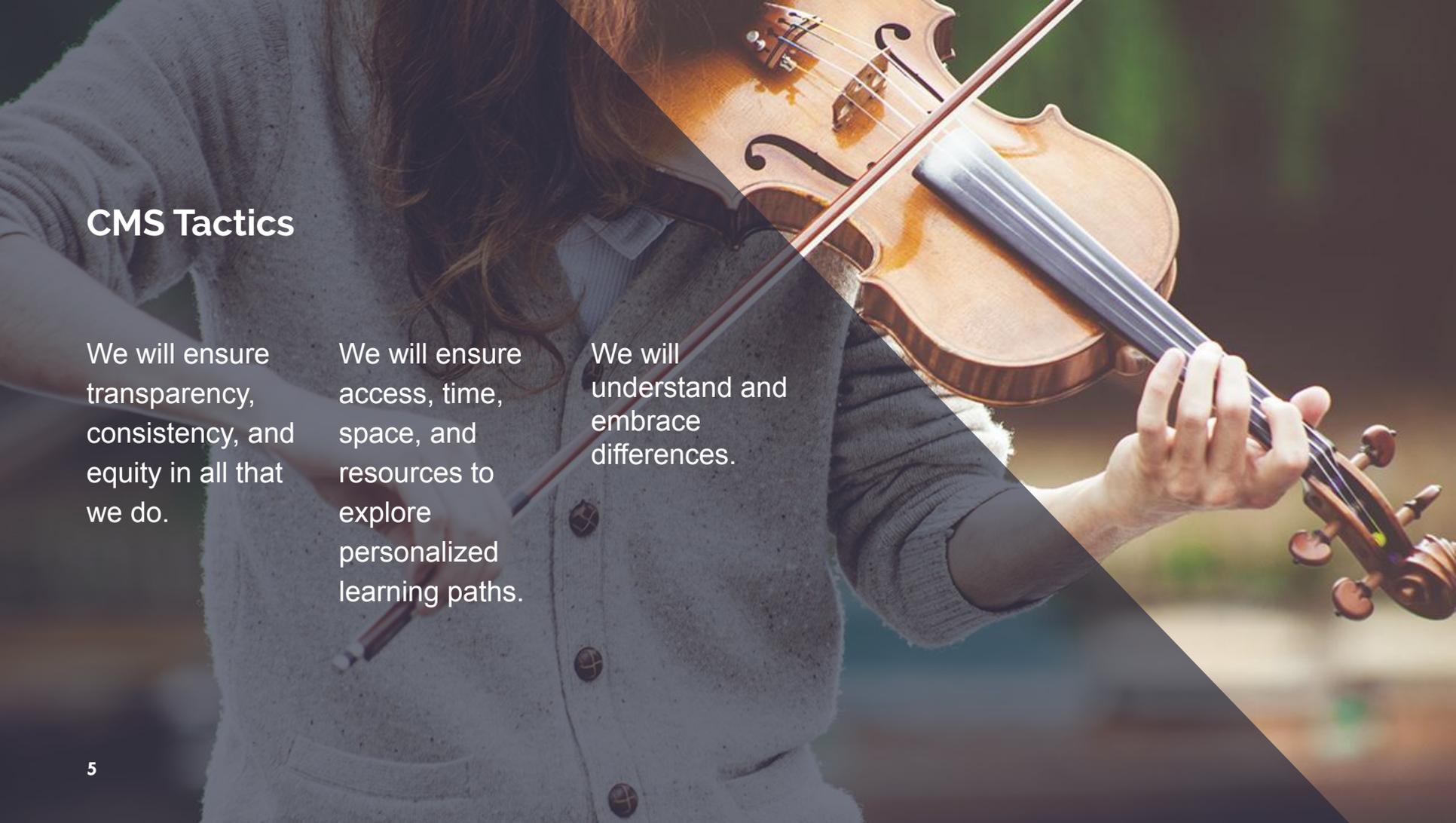


The mission of Central Middle School, a diverse and inclusive community of engaged learners, is to ensure an innovative environment that inspires growth through a vital system distinguished by:

- a culture of open-mindedness, integrity, and respect
- exceptional support for the physical, social-emotional, and mental well-being of each individual
- creative spaces that spark collaboration and communication
- a fierce commitment to individual aspirations and inspirations
- investment in strong partnerships with families and community members

- 
- A close-up photograph of a hand holding a small, textured globe. The hand is positioned in the center-right of the frame, with the fingers gently cradling the globe. The lighting is soft, highlighting the texture of the skin and the globe. The background is dark and out of focus. A diagonal line runs from the top-left corner towards the bottom-right, separating the image into two sections. The left section is dark blue, and the right section is dark red.
- 100% of students have value and feel included
  - 100% of students accomplish individual growth goals
  - 100% of students, families and community members are unified

- each student creates habits to ensure success for the next level
- each individual has the space and materials they need to be safe and supported

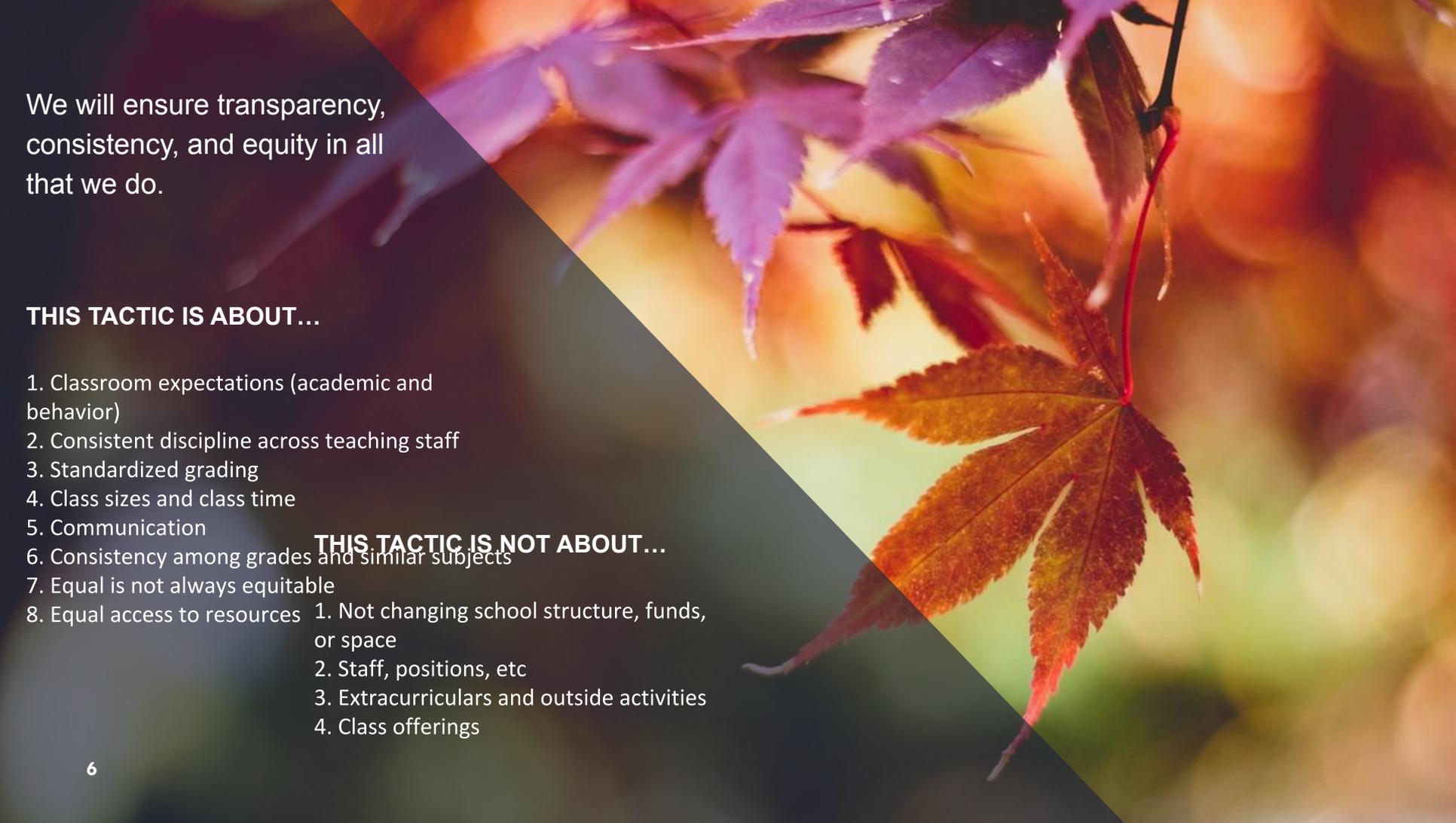


## CMS Tactics

We will ensure transparency, consistency, and equity in all that we do.

We will ensure access, time, space, and resources to explore personalized learning paths.

We will understand and embrace differences.



We will ensure transparency, consistency, and equity in all that we do.

**THIS TACTIC IS ABOUT...**

1. Classroom expectations (academic and behavior)
2. Consistent discipline across teaching staff
3. Standardized grading
4. Class sizes and class time
5. Communication

**THIS TACTIC IS NOT ABOUT...**

6. Consistency among grades and similar subjects
  7. Equal is not always equitable
  8. Equal access to resources
1. Not changing school structure, funds, or space
  2. Staff, positions, etc
  3. Extracurriculars and outside activities
  4. Class offerings

**We will ensure  
transparency,  
consistency, and  
equity in all that we  
do.**

## Standards Based Grading

- Site Team rejected the plan
  - Can't do in isolation
  - Broad scope of tactic
- Feedback given to team
- Additional plan recommended to move to this tactic

COSTS	BENEFITS
<p>Tangible</p> <ul style="list-style-type: none"><li>● Staff PD (subs, trainers)</li><li>● Skyward training? Changing skyward setup (new report card?)</li><li>● Enrich courses - Gone</li></ul>	<p>Tangible</p> <ul style="list-style-type: none"><li>● Knowledge of standards by students</li><li>● Consistent gradebook between teachers</li><li>● Equity - knowing what students know and don't know.</li></ul>
<p>Intangible</p> <ul style="list-style-type: none"><li>● Honor roll - Gone</li><li>● Transfer student grades? In and out of district</li></ul>	<p>Intangible</p> <ul style="list-style-type: none"><li>● Less stress</li><li>● Better relationships between students/staff</li><li>● Accountability</li><li>● Collaboration between teachers (common preps)</li></ul>

We will ensure access, time, space and resources to explore personalized learning paths.

This tactic is about...

- A way for students to discover their learning paths
- This tactic is not about:
  - Creating a culture for student's to own their own learning
  - Giving kids exactly what they want
  - Shift in class design in structure, time and curriculum
  - Taking away options
  - Mass change
- Student voice in policies, expectations and outcomes
- Improving Student/Teacher relationships and collaboration
- Space usage for - all
- Balancing consistency in
- Self Advocacy, expectations for all
- Differing expectations with individual needs
- Time to let students follow their paths
- Personal agendas
- Unlimited financial resources
- Providing practical life lessons and experiences

Increased student  
engagement  
at CMS

The diagram features two overlapping white circles on a background of green leaves. The left circle contains the text 'Redefine and develop CMS conferencing'. The right circle contains the text 'Design and establish a flexible CMS schedule'. A white arrow points downwards from the text 'Increased student engagement at CMS' to the intersection of the two circles.

Redefine and  
develop CMS  
conferencing

Design and  
establish a  
flexible CMS  
schedule

## COSTS

### Tangible:

- Determining Diverse Group

### Intangible:

- Time Sacrifice

## BENEFITS

### Tangible:

- Ownership, student-led decisions on rules and regulations
- Fewer violations if students have a say
- More user-friendly for a group

### Intangible:

## Costs

### Tangible:

- Building Sub
- Survey and Looking at Results
- Scheduling
- Union/Contract Staff

### Intangible:

- Time to assemble materials
- Time to select formats

## Benefits

### Tangible:

- Higher attendance from students in need
- Greater cross-section of families
- Student input
- Better student/teacher communication
- Better meet parent needs

### Intangible:

## Costs

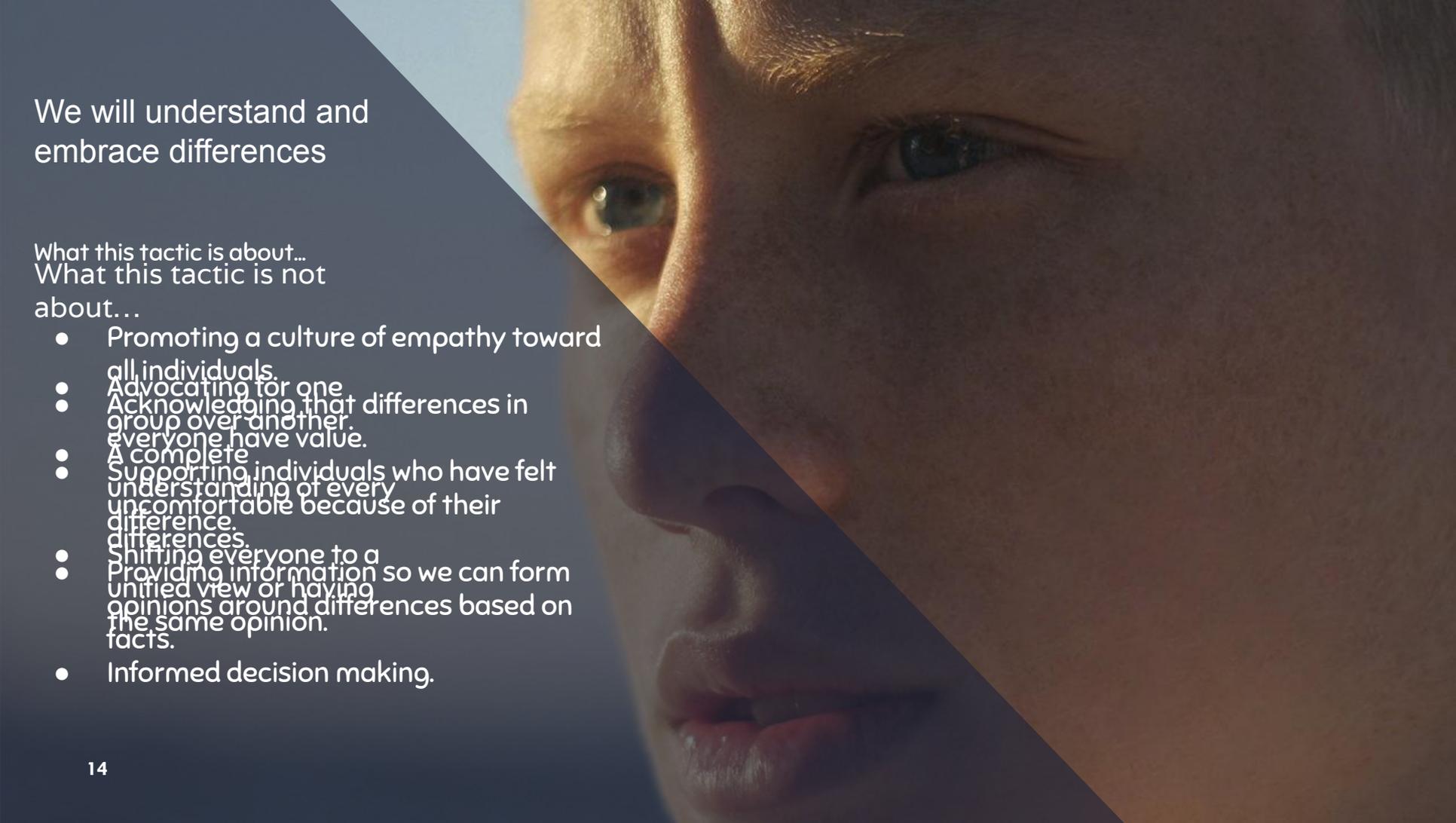
### Tangible:

- Redesign and implementation 3
- FTEs 5
- Lunch timing issues 1
- Unhappy teachers at the change/inequity of time 1
- Required duties 3
- Lunchroom expansion 5
- Main office in commons, ESL, FACS, and Art in the main office 5
- Food Service Accommodations 5
- Round tables 4
- Construction costs....probably hundred of thousands

## Benefits

### Tangible:

- Less stress for students
- Less missing work
- More social/emotional support
- More physical activity
-



## We will understand and embrace differences

What this tactic is about...  
What this tactic is not about...

- Promoting a culture of empathy toward all individuals.
- Advocating for one group over another.
- Acknowledging that differences in everyone have value.
- A complete understanding of every individual who has felt uncomfortable because of their difference.
- Supporting individuals who have felt uncomfortable because of their difference.
- Shifting everyone to a unified view or having opinions around differences based on the same opinion.
- Providing information so we can form facts.
- Informed decision making.

School  
Pride

Personal  
Identity

Empathy

COSTS	BENEFITS
<p data-bbox="202 208 343 246"><b>Tangible</b></p> <ul data-bbox="227 255 774 380" style="list-style-type: none"><li data-bbox="227 255 774 336">● Buying texts for whole school implementation</li><li data-bbox="227 341 724 380">● Professional Development</li></ul>	<p data-bbox="966 208 1107 246"><b>Tangible</b></p>
<p data-bbox="202 426 369 465"><b>Intangible</b></p> <ul data-bbox="227 473 909 809" style="list-style-type: none"><li data-bbox="227 473 909 506">● Approved texts by school board and parents</li><li data-bbox="227 512 861 544">● Do we need permission for certain texts?</li><li data-bbox="227 550 904 615">● Will all books be inclusive to all students? If not, how do we accommodate for that?</li><li data-bbox="227 621 909 768">● Will this create isolation or divide where there wasn't one before? Will highlighting a "group" cause a problem that wasn't originally there?</li><li data-bbox="227 774 871 809">● Is it possible to embrace "all" differences?</li></ul>	<p data-bbox="966 426 1132 465"><b>Intangible</b></p> <ul data-bbox="991 473 1663 926" style="list-style-type: none"><li data-bbox="991 473 1309 506">● Improved literacy</li><li data-bbox="991 512 1445 544">● Stronger school community</li><li data-bbox="991 550 1547 583">● Stronger peer to peer relationships</li><li data-bbox="991 588 1628 621">● Stronger teacher to teacher relationships</li><li data-bbox="991 626 1628 659">● Stronger student to teacher relationships</li><li data-bbox="991 665 1470 697">● Improved student confidence</li><li data-bbox="991 703 1532 736">● Shared experiences for discussion</li><li data-bbox="991 741 1663 806">● One common curriculum that everyone can talk about.</li><li data-bbox="991 812 1329 845">● Increased empathy</li><li data-bbox="991 850 1663 883">● Improved student awareness of differences</li><li data-bbox="991 888 1512 926">● Understanding personal identity</li></ul>

# Key Next Steps for Central Middle School

## Tactic A

1. Feedback loop with Site Team recommendations.
2. Identify students for Governing Board
3. Committee of teachers to identify next steps in grading practices (retakes, late work, daily vs. test)

## Tactic B

1. Teacher committee to research conferencing types, recommend changes.
2. Group to look at what flex time could look like at CMS.

## Tactic C

1. Teachers on the advisory group embed lessons on A+ days.
2. School pride days identified.
3. Literature identified and embedded led by a teacher team.

## Costs WBL needs to consider to support CMS

- Cost of books/audio books for each classroom 3x or 4x per year. (\$2400 ongoing)
- Staff costs on “C” schedule to build/coordinate empathy and school pride sections of Tactic C.
- Flex Time: once a plan is developed, there will be ongoing supply costs to support the social/emotional side of the plan.
- Grading Practices: cost of experts in the field (\$5000) for PD days.
- Several teacher groups will need to be formed. Consider using some of the scheduled CIT time to broaden membership. (look at rotation)
- Flexible PD Days
- Summer Hours





Questions?