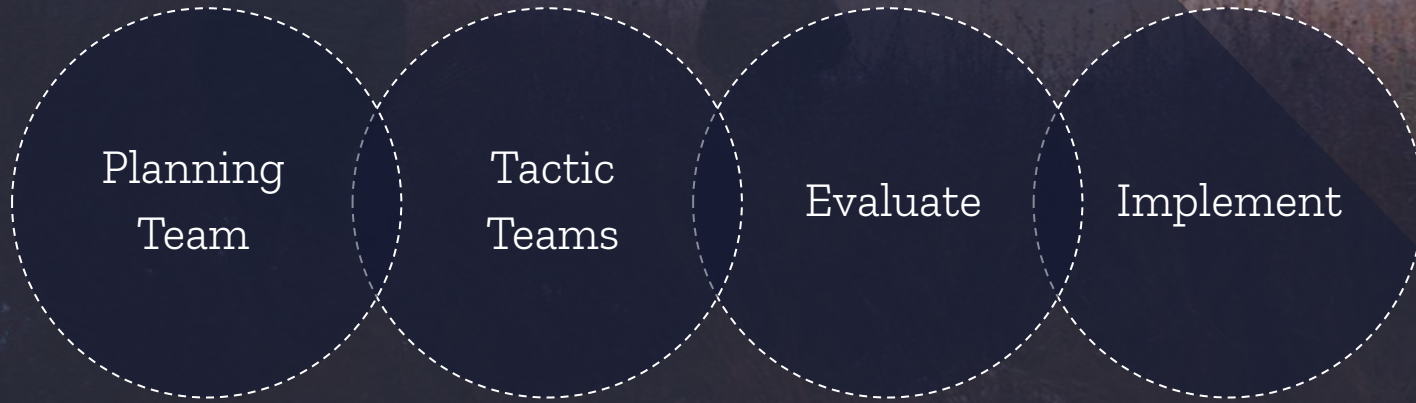



A full-page background image featuring a person standing on dark, wet rocks at a rocky coastline during sunset. The person is seen from behind, wearing a dark jacket and shorts, looking out at the ocean. The sun is a bright orange orb on the horizon, with its light reflecting as a shimmering path on the water. The sky is filled with dramatic, dark clouds tinged with orange and yellow from the low sun. The overall mood is contemplative and serene. A diagonal line runs from the top left towards the center, separating the darker, more shadowed left side of the image from the brighter right side.

Central Middle School Site Plan


Strategic Planning Process



The background of the slide is a cosmic image featuring vibrant nebulae in shades of orange, red, and green against a dark space filled with stars. A prominent diagonal line, colored in a gradient from dark purple to bright yellow, splits the image from the top-left to the bottom-right. The text is overlaid on the left side of this diagonal.

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 held palm-up, filled with a fine, bright pink powder. The hand is positioned diagonally across the frame, with the fingers slightly curled. The background is dark and out of focus. A semi-transparent dark blue diagonal band runs from the top-left corner towards the bottom-right, partially obscuring the hand and the text on the left.
- 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"> • Staff PD (subs, trainers) • Skyward training? Changing skyward setup (new report card?) • Enrich courses - Gone 	<p>Tangible</p> <ul style="list-style-type: none"> • Knowledge of standards by students • Consistent gradebook between teachers • Equity - knowing what students know and don't know.
<p>Intangible</p> <ul style="list-style-type: none"> • Honor roll - Gone • Transfer student grades? In and out of district 	<p>Intangible</p> <ul style="list-style-type: none"> • Less stress • Better relationships between students/staff • Accountability • Collaboration between teachers (common preps)

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
 - Student voice in policies, Giving kids exactly what they want
 - Shift in class design in structure, Taking away options
 - Improving Student/Teacher relationships and collaboration
 - Mass change
 - Space usage for - all
 - Self Advocacy
 - Differing expectations for all
 - Balancing consistency in
 - Time to let students follow their Personal agendas
 - Providing practical life lessons and experiences
 - Unlimited financial resources



Increased student
engagement
at CMS

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 Stuff

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	Benefits
<p>Tangible:</p> <ul style="list-style-type: none">- 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	<p>Tangible:</p> <ul style="list-style-type: none">- 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 difference.
- Supporting individuals who have felt uncomfortable because of their differences.
- 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.


```
graph TD; A((School Pride)) --> B((Personal Identity)); B --> C((Empathy));
```

School
Pride

Personal
Identity

Empathy

COSTS	BENEFITS
<p>Tangible</p> <ul style="list-style-type: none"> • Buying texts for whole school implementation • Professional Development 	<p>Tangible</p>
<p>Intangible</p> <ul style="list-style-type: none"> • Approved texts by school board and parents • Do we need permission for certain texts? • Will all books be inclusive to all students? If not, how do we accommodate for that? • Will this create isolation or divide where there wasn't one before? Will highlighting a "group" cause a problem that wasn't originally there? • Is it possible to embrace "all" differences? 	<p>Intangible</p> <ul style="list-style-type: none"> • Improved literacy • Stronger school community • Stronger peer to peer relationships • Stronger teacher to teacher relationships • Stronger student to teacher relationships • Improved student confidence • Shared experiences for discussion • One common curriculum that everyone can talk about. • Increased empathy • Improved student awareness of differences • Understanding personal identity

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?