



**CENTENNIAL**

MIDDLE SCHOOL

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CENTENNIAL SCHOOL DISTRICT 12

# Middle School Success

School Board Work Study Session

*Course Proposal*

*February 3, 2025*

# STRATEGIC ROADMAP



## MISSION OUR CORE PURPOSE

By providing high quality educational opportunities, emotional support, and social development, Centennial School District prepares learners for excellence in their future.



## VISION WHAT WE INTEND TO CREATE

Centennial School District is a welcoming environment where all students, staff, and families belong and will:

- Provide innovative, personalized, rigorous, and relevant educational opportunities for each student.
- Build and strengthen relationships and partnerships with the community to offer educational programs and opportunities for all.



## CORE VALUES DRIVERS OF OUR WORDS AND ACTIONS

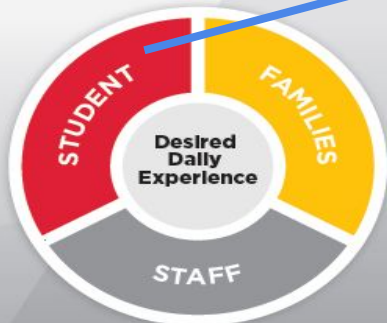
**CONNECTING**  
Engaging students in meaningful ways with their school community.

**ACHIEVING**  
Ensuring student success



## STRATEGIC DIRECTIONS FOCUS OF OUR IMPROVEMENT EFFORTS

- Improving teaching and learning practices for student success and achievement.
- Increasing engagement, belonging, and strengthening the staff and student experience.



*With input from our stakeholders, the plan includes the goals of providing an educational experience for students.*

### STUDENT

- I enjoy flexible learning and activity choices that meet my academic, emotional, and social needs.
- I have access to technology to support my educational needs.
- I am comfortable during passing time, lunch, and other times throughout the day.
- I enter a welcoming environment where I feel safe, accepted, and belong at school.
- My race and preferences are respected, acknowledged, and accepted.
- I have positive interactions and relationships with students and staff.

## ACHIEVING

Ensuring student success through academic excellence in learning and teaching while supporting students in their growth and achievement.

## PREPARING

Providing opportunities for academic excellence to prepare students for their future.

- student's school community.
- Staff provide attention and support to meet my student's needs.
- My student's school provides a relevant and rigorous educational experience.

- I am connected and feel like I belong to the Centennial community.
- I have a manageable workload and appropriate class sizes.
- My mental health needs are recognized and addressed.

# Thrive, Not Survive Activity

## Give One, Get One:

On your three post-it notes, please place the following titles:

### SKILLS

I need to be academically prepared with these universal skills:

### VISION

I need to be able to see where I am going, to envision my future:

### BELIEFS

I need to believe in my potential, to persist when I encounter obstacles:

Give advice to your 6th grade self: What skills, vision and beliefs do you need to have as a Middle School student to be able to achieve your greatest potential?

Make a list under each title. *(Two minutes of silent writing)*

# Give One, Get One

Please stand - Share and trade your post it notes with at one person. Once you have three new post-it notes, you can sit down.

## SKILLS

I need to be academically prepared with these universal skills:

*Organization, Study Skills, goal-setting, reading/writing, note-taking, collaboration, self-advocacy*

## VISION

I need to be able to see where I am going, to envision my future:

*Careers  
High-School Pathways  
College / Certificates  
Community Service*

## BELIEFS

I need to believe in my potential, to persist when I encounter obstacles:

*Growth Mindset  
Stamina  
Resilience  
Leadership Opportunities  
Supportive Classmates*

# Middle School Success Course Description

A course designed to **support middle school students with academic skills** needed to thrive during this transitional period. Students will learn strategies for **organization, time-management, note-taking, study habits, goal-setting, maintaining focus during lessons, self-reflection, and self-advocating.** Literacy and reading skills will also be a component of this class, as **students learn to navigate texts from multiple content areas.** They will become agents of their own learning and learn strategies to **navigate middle school and achieve academic success.**

# Middle School Success - Units of Study

## Organization

- Agendas, Google Drive, binders, checking grades, task-planning, time-management strategies, reflection tools, Campus / Schoology

## Focused-Note-taking

- Variety of note-taking strategies

## Smart Goals

- Self-Advocacy / Growth Mindset

## Study-strategies

- Individual / group, graphic organizers, study strategies for multiple subject areas

## Critical Reading Skills

- Text annotations, graphic organizers, chunking, vocabulary

## Reading for Disciplinary Literacy

- How to read Science, Social Studies

## Inquiry / Research Skills

- Process of using digital and print resources to learn about topics

## Speaking / Communication

- Socratic Seminars, academic conversations norms

## Community / Service Project

## Group collaboration norms

## Guest Speakers (Career-focused)

## Exploring College / Career Unit

## 6th Grade Digital Portfolio

# Data to Support Need

*CMS Students with at least one F\*:*

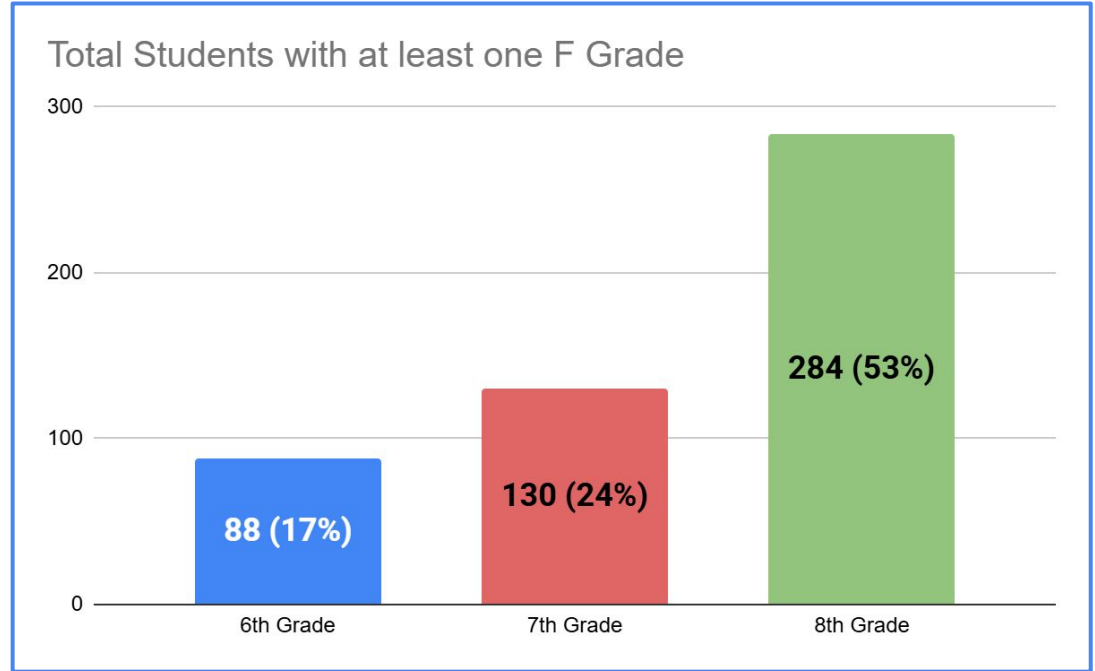
**Total: 507 / 1592 = 32%**

**Grade 6: 88/523 = 17%**

**Grade 7: 130/539 = 24%**

**Grade 8: 284/530 = 53%**

*\*Nov. 2024 Data*



## Student Skill deficits

Teaching 6th graders skills to successfully navigate academic coursework will reduce failing grades throughout middle school.

- Organization, student agency, note-taking, study skills, goal-setting, stress management, growth mindset, personal reflection

# Research and Reflection

- In developing this proposal, we researched other middle schools that we typically view as our “competitor middle schools”.



**Mahtomedi  
Middle School**



**STILLWATER  
MIDDLE SCHOOL**



**Forest Lake  
Middle School**



**Central  
Middle School**



**Roosevelt  
Middle School**



# Other Districts offering similar course

## Middle School Success



**Mahtomedi Middle School**

### Middle School Success

#### Full Year, Every Other Day

A dedicated time for students to learn and develop the academic and social-emotional skills they will need as they build independence and become agents of their learning. Strategies for organization, time management, note-taking, studying, and self-advocacy will be emphasized. Academic advisement will provide students an opportunity to monitor their status and plan for their needs. Time is given for students to complete work, get support, and further explore their interests. Social-emotional learning curriculum focuses on positive character development and focuses on the emotional needs of growing adolescents will also be included.



## Middle School Success I - 1 Quarter

Middle School Success I will be taken by students during either quarter 1 or quarter 2 of their 6th grade year. This course is designed to introduce students to study, note-taking, and organizational skills needed in middle school through project-based activities that also help students explore how they learn and interact with others.



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# Other Districts offering similar course

## LANGUAGE ARTS

### Language Arts 6 (Year)

**Literacy 6** (year - every other day)

Literature, writing, speaking, and listening skills are developed over the course of this class. The content of the course focuses on fiction and nonfiction reading skills and strategies, as well as vocabulary building and comprehension skills. Students are required to read independently on a daily basis. Writing requirements for sixth grade include a response to literature, descriptive writing, poetry, and oral presentations. Students also work on spelling, grammar, capitalization, and punctuation skills.

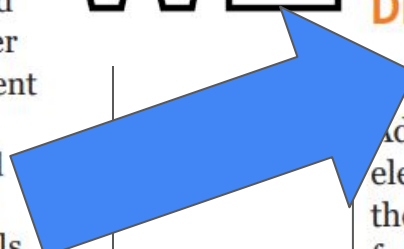
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## GRADE 6

### ADVANCEMENT VIA INDIVIDUAL DETERMINATION (AVID)

#### AVID 6 (year)

Advancement Via Individual Determination (AVID) is an elective course for students in the academic middle who have the desire and determination to prepare for admission to four-year colleges and universities. The elective class provides students with the academic and motivational support to succeed in rigorous courses. The AVID curriculum teaches higher-level reading, writing, organizational and study skills. Two days per week in AVID class, students are coached by trained college tutors, and work collaboratively in groups with curriculum focused on writing and inquiry. The course also includes motivational presentations by guest speakers.



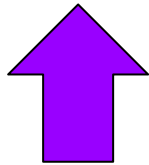
# Course Offering Adjustment - 6th Required Electives

## 6th

## 7th

<b>Current Offering '24-25</b>	<b>FACS</b> (1 Sem) 15 Sections Total 1.5	<b>Art</b> (1 Sem) 15 Sections Total 1.5
<b>Proposed Offering '25-26</b>	<b>Student Success</b> (1 Sem) 15 Sections Total 1.5	<b>Art</b> (1 Sem) 15 Sections Total 1.5

<b>Current Offering '24-25</b>	<b>STEM</b> (1 Sem) 15 Sections Total 1.5	<b>Health</b> (1 Sem) 15 Sections Total 1.5
<b>Proposed Offering '25-26</b>	<b>STEM</b> (1 Sem) 15 Sections Total 1.5	<b>Health</b> (1 Sem) 15 Sections Total 1.5



We are considering an A/B schedule vs. Semester

## 8th

<b>Current Offering '24-25</b>	<b>Spanish, Rec Games, or Art (1 Sem) /STEM (1 Sem)</b>
<b>Proposed Offering '25-26</b>	<b>Spanish, Rec Games, or Art (1 Sem) /STEM (1 Sem)</b>

Questions