

# Hendricks Middle School

FCS Strategic Goal Area	FCS Strategic Performance Objective	Major Focus
<b>#1. Social &amp; Emotional Health</b>	(C) Promote respect, wellness, and balance for staff and students	Establish a safe and supportive learning environment through SOAR (Scholarly, Open Minded, Accountable, and Respectful)
<b>#4 Climate, Culture, &amp; Community</b>	(B) Work collaboratively with all people to promote inclusivity, school pride, and belonging	Create an authentic sense of community among all stakeholders in the West Community of Schools.
<b>#5 The Learner Experience</b>	(A) Increase student <u>achievement</u> & growth	Increase student achievement through Professional Learning Communities.
<b>#5 The Learner Experience</b>	(A) Increase student achievement & <u>growth</u>	Increase the percentage of students scoring at the midpoint and above on their Lexile grade level stretch band.

# Hendricks Middle School

FCS Strategic Goal Area	Reflection on Year #1
<b>#1. Social &amp; Emotional Health</b>	In our first year of SOAR implementation staff and students noted a clearer understanding of common area (hallway, cafeteria, playground, and bathroom) behavioral expectations. When students were referred to HMS Administrators for behavioral needs it was often due to infractions within the classroom. As the SOAR initiative continues to roll out in subsequent years we will be able to fine-tune our behavioral supports to include classroom practices and support student's individual problem-solving skills.
<b>#4 Climate, Culture, &amp; Community</b>	The West Community of Schools came together for two joint Local School Council meetings as well as a large-scale community event, West Fest. Feedback from the LSC meetings was used to determine our community needs for branding the West Community. Committee members as well as from attendees of the West Fest provided positive and encouraging feedback to not only continue the West Fest event, but to also include a fall informational night around transitioning levels and academics for elementary, middle, and/or high school.
<b>#5 The Learner Experience</b>	Our school is continuing to monitor the implementation of Professional Learning Communities and their impact on student growth and achievement. As a new school, our teachers are engaged in an ongoing effort to build and strengthen the relationships within each PLC and to implement PLC practices with fidelity. Coaching was provided to PLC facilitators to increase their capacity to lead, and we will continue this work into next year. Classroom observations have shown an increase in the fidelity of best practices with our PLCs; however, we want to continue to grow in these practices as teams solidify and strengthen. Our continued goal is to impact student achievement through more effective Professional Learning Communities.
<b>#5 The Learner Experience</b>	This year, we created specific classes focused on reading and lieteracy in each grade level and took several steps to train staff in practices that support increasing literacy levels for all students. Staff was trained through targeted professional developmen on effective strategies for ESOL students. English Language Arts teachers also participated in district training targeted at supporting students in strengthening reading skills impacted by pandemic-related learning loss. We will continue to work with teachers in all content areas to intentionally increase the incorporation of activies related to reading, writing, listening, and speaking. As our students have moved from one grade level to the next, they are showing growth in their reading skills.