

# Vickery Creek Middle School

FCS Strategic Goal Area	FCS Strategic Performance Objective	Major Focus
#1. Social & Emotional Health	(C) Promote respect, wellness, and balance for staff and students	Develop and continue to embed the PBIS (Positive Behavioral Interventions and Supports) 4Rs (Responsible, Respectful, Ready to Succeed, and Reflective) throughout our school culture.
#4 Climate, Culture, & Community	(B) Work collaboratively with all people to promote inclusivity, school pride, and belonging	Create authentic sense of community among all stakeholders in the West Community of Schools.
#5 The Learner Experience	(A) Increase student <u>achievement</u> & growth	Strengthen the VCMS PLC process (Collaborative Teams) to increase student achievement.
#5 The Learner Experience	(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.

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FCS Strategic Goal Area	Reflection on Year #1
<b>#1. Social &amp; Emotional Health</b>	<p>PBIS has been a mainstay at VCMS for many years. As we try to recognize as many students as possible, we found that there was a number of students who never earned a reward (other than receiving a PBIS ticket). As such, this year's efforts included the addition of a quarterly reward known as "Fang Fest". Students qualified for Fang Fest each quarter by not receiving any minor or major behavior infractions. 89.8% of students qualified this year to participate in Fang Fest. We consider this a successful initiative as our goal was to have 80% participation.</p> <p>We did run into a few issues with what may appear as a double consequence. While it was widely known that students only qualified for Fang Fest by not receiving any minor or major behavior infractions, students who did not qualify for Fang Fest receive a detention for the first minor infraction. This is where we heard from some students and families who felt it was unfair that students were being "double punished". As a PBIS Team, we are discussing this as it relates to our Behavior Matrix and determining how to make improvements. It is suggested that in order to qualify for Fang Fest, the criterion include 1st minor offense be a detention with the understanding that the 2nd minor offense be removal from Fang Fest activities for that quarter (and no detention). This could prevent the "double consequence" appearance. However, if a student receives a major office referral at any point during a quarter, Fang Fest participation is automatically revoked along with any other consequences determined appropriate by the administration.</p>
<b>#4 Climate, Culture, &amp; Community</b>	<p>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.</p>
<b>#5 The Learner Experience</b>	<p>Continued discussions on Success Criteria and Learning Targets, along with a focus on Learning Experiences amongst the Collaborative Teams (CTs) played a significant role in the increases in the number of students performing at or above the Proficient and Distinguished levels. While some CTs were more functional than others, a limitedly defined process was put in place at the beginning of the year. As the year continued, it was determined that a plan to address the differences amongst the CTs and a more formal process was needed. As a result, the Guiding Coalition was created and has developed a 5 year plan. The 5 year plan will set benchmark goals throughout the duration along with specific interventions and strategies to be implemented. The first of which will include identifying a CT Facilitator for each team along with specific professional learning lead by the VCMS Instructional Coach to provide structure, examples, and expectations.</p>

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#5 The Learner Experience	<p>Based on the action steps initiated, we have seen an increase in the number of students who performed at or above the Midpoint Lexile Level. We still think there is room to improve and will be continuing our professional learning and Collaborative Team work specifically in the area of standards alignment between our separate ELA and Reading classes. We have already had a first round of PL with the ELA and Reading teachers on June 2. During this time the team of teachers looked at standards and began to align work between ELA and Reading classes. There will be a continuation of this throughout the school year. This work will also be paired with work of the Guiding Coalition involving their Collaborative Team work.</p>