

Our Direction

First Flight Elementary School

Date of Report: 10/20/2021

Vision:

At First Flight Elementary School, students, staff and parents will be a collaborative learning community preparing students with strategies to be successful in their educational journey.

Values:

First Flight Elementary lives the KSCRП Way every day by practicing Kindness, Safety, Cooperation, Respect, and Peace everywhere we go.

Mission:

Provide rigorous, relevant instruction in a caring, cooperative, creative and safe environment in which students, staff and parents experience growth and success.

Goals:

- 100% teacher and student participation in KSCRП as our Positive Behavior Intervention and Support Plan. This goal aligns with DCS Strategic Plan goal, Healthy Schools and Key Indicator, A1.07.

Performance Measure(s)

Performance Indicator: Updated matrix including use of technology and other current areas not included in the existing one Decline in number of office referrals submitted in Educators Handbook Teacher lesson plans indicating KSCRП integrated into instruction and/or class meetings		
Data Source: Educators Handbook	Baseline Year: 2018-2019	Baseline:
Target Date:	Target:	Actual:

- First Flight Elementary will provide intentional, targeted instruction based on analysis of assessment and progress monitoring data, and delivered through our Multi-Tiered System of Supports, to close achievement gaps for all students in all sub-groups. This goal aligns with DCS Strategic Plan goal, Active Learning and Key Indicators, A4.01 and C2.01.

Performance Measure(s)

Performance Indicator: EOG score data NC Check-ins data K-2 Math Assessment data Long-range goals for sub-groups provided by NC DPI		
Data Source: EVAAS	Baseline Year: 2018-2019	Baseline: 78.3%
Target Date:	Target:	Actual:

- Increase family involvement in school activities
This goal aligns with DCS Strategic Plan goal, Community Partnerships and Key Indicator, E1.06.

Performance Measure(s)

Performance Indicator: Number of parents attending events, as documented on sign-in sheets; The current year will be our baseline year.		
Data Source: Classroom sign-in sheets	Baseline Year: 2019-2020	Baseline:
Target Date:	Target:	Actual:

- Maintain or decrease teacher turnover and support positive staff morale.

Performance Measure(s)

Performance Indicator: Quarterly staff surveys Bi-annual Teacher Working Conditions Survey		
Data Source: Teacher Working Conditions Survey	Baseline Year: 2020	Baseline:
Target Date:	Target:	Actual:

Data Review:

Needs Assessments, Accreditation Reports, Similar Feedback:

During our 10/14/19 meeting, we worked as a team to look at the 12 key indicators and assessed which ones we were already addressing effectively and which we needed to work on during the 2019-2021 school improvement cycle. We read through each one and discussed it, citing how we were specifically addressing it across grade levels. We determined that four of them needed more attention: a) All teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them; b) The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers; c) The school's Leadership Team regularly looks at school performance data and aggregate classroom observation data and uses that data to make decisions about school improvement and professional development needs; and d) The school regularly communicates with parents about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning). We developed our goals based on these 4 indicators.

Student Outcome Data:

Office referrals for 2020-21 are lower than in 2019-20.

MOY benchmark data indicated growth for students from BOY.

Our Leadership Team's progress in fully implementing Indicators and meeting Objectives:

As of 3/15/2021, we have shared our updated PBIS matrix, developed and shared our First Flight Elementary Classroom managed vs. Office managed Behavior Differentiation Chart and our Incident Protocol Flow Chart, and we are implementing a series of PD refresher sessions for all staff on how to use the matrix in an instructional manner with students.

We are meeting weekly with our MTSS Core Team to look at school performance and classroom observation data and to guide our school team in leading our staff to implement a tiered instructional approach through the MTSS process. We have also trained all teachers and teacher assistants in the Jan Richardson Guided Reading framework and the RISE and RISE Up Intervention framework. Related Arts teachers and classroom teacher assistants have worked with regular classroom teachers, both in remote and in face-to-face learning, to support students through guided reading instruction and through reading and math interventions.

We have provided parents with the opportunity to attend family literacy events, either reading or math, at the beginning, middle, and end of the year. During these events, we have shared tips and strategies for parents to use in supporting their children's learning at home. We have sent them home with resources and materials to refer back to. We have held parent conferences twice each year where teachers offer personalized information for parents about how to support their child's individual learning and academic needs.

Selected Indicators:

Distributed leadership and collaboration

B2.01 School culture promotes and supports the physical, social, emotional, and behavioral health of all school personnel. (5855)

Family Engagement

E1.06 The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)

High expectations for all staff and students

A1.07 ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)

Quality of professional development

C2.01 The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)

Student support services

A4.01 The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)