

Comprehensive Progress Report

Mission:

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

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.

Goals:

First Flight Elementary School 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.

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

Increase parent and community engagement during both low-contact protocol and fully open periods of the school year. This goal aligns with DCS Strategic Plan goal, Community Partnerships and Key Indicator, E1.06.

Maintain or decrease teacher turnover and support positive staff morale.



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		High expectations for all staff and students			
KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Most teachers are fully implementing the current KSCRП program and matrix into instruction and culture. However, we have many new teachers and staff this year and need to ensure everyone understands it fully.	Limited Development 10/14/2019		
		Priority Score: 2 Opportunity Score: 3	Index Score: 6		
<i>How it will look when fully met:</i>		<p>How it will look:</p> <ul style="list-style-type: none"> • Updated KSCRП matrix in every classroom, including a technology piece • An at-home version of the matrix for each family • Incorporate KSCRП further in school by pushing it out to the community • Nomination slips sent home for family nominations <p>Information to determine full implementation:</p> <ul style="list-style-type: none"> • Update matrices visible throughout the school • Documentation of KSCRП assemblies announced each month ahead of time • Number of nominations each month 	Objective Met 01/29/21	Blair James	06/10/2020
Actions					
	10/14/19	MTSS team spearhead revision of KSCRП matrix	Complete 12/03/2020	Blair James	01/15/2020
<i>Notes:</i>					
	2/12/20	MTSS team members collect feedback from grade level teams to update matrix	Complete 12/03/2020	Blair James	02/19/2020
<i>Notes:</i>					
Implementation:			01/29/2021		
Evidence		1/29/2021 Updated in-school matrix; Remote learning matrix			

Experience	1/29/2021 The MTSS PBIS team communicated with grade levels to get feedback from all staff. The PBIS team met 3 times to put all ideas into the matrix. They reported out to staff at one staff meeting then took feedback from that meeting, met again to tweak, and reported out at the next staff meeting. All staff has both a remote matrix and the updated in-school matrix.			
Sustainability	1/29/2021 The PBIS team will be doing a series of trainings on how to utilize the matrix as a teaching tool with students.			

Core Function:	Dimension A - Instructional Excellence and Alignment			
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Effective Practice:	Student support services			
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!	KEY	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)	Implementation Status	Assigned To	Target Date
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Initial Assessment:	We have pushed related arts and other staff into our Flyer time (intervention/enrichment block). We have begun to implement this within the grade level, but we want to work on interventions across grade levels as appropriate.	Limited Development 10/14/2019		
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How it will look when fully met:	<p>How it will look when fully met:</p> <ul style="list-style-type: none"> • Students in small groups with various staff working on targeted skills based on assessment data • Fluid small groups based on needs of students at the current time • Planning time/tool and collaboration time for support teachers to know what their group needs to work on • Flex time where students are grouped across the grade level in fluid groups for intervention <p>Information to determine objective has been reached:</p> <ul style="list-style-type: none"> • Assessment data including classroom benchmark assessments, mClass, Pioneer Valley assessments, PreK Gold, Kindergarten ELL, and reading and math applications. • Branching Minds information • MTSS data tracking documents 		Jodie Mitchum	06/04/2021
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Actions		1 of 2 (50%)		
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10/14/19	Conversation within and across grade levels to brainstorm how shared intervention time will work best.	Complete 01/12/2021	Shea LaFontaine	12/01/2019
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<i>Notes:</i>				
1/29/21	Continued conversations about implementing interventions across grade levels.		Jodie Mitchum	06/04/2021
<i>Notes:</i> We will continue meeting with grade level PLCs weekly and vertical PLCs quarterly to continue conversations about how to make interventions across grade levels a reality. We have begun implementing this at grade levels, but we would like to have teachers branch out to providing interventions across multiple grade levels as appropriate.				

Core Function:	Dimension B - Leadership Capacity
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Effective Practice:	Distributed leadership and collaboration
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	B2.01	School culture promotes and supports the physical, social, emotional, and behavioral health of all school personnel. (5855)	Implementation Status	Assigned To	Target Date
Initial Assessment:		<p>School Improvement/Leadership Team meets monthly to problem-solve issues and brainstorm ideas for how to improve school climate and staff morale.</p> <p>School Improvement/Leadership Team addresses virtual suggestion box ideas from staff to brainstorm and implement solutions.</p> <p>Support staff members to develop strong leadership roles on school teams.</p> <p>Continue monthly social opportunities and regular staff treats.</p> <p>Conduct quarterly surveys of all faculty and staff to gauge morale, needs, and/or suggestions for improving school climate.</p>	Limited Development 10/19/2021		
How it will look when fully met:		<p>All staff members will take an active role in decision-making and will take ownership in creating and implementing strategies for increasing staff morale in low times.</p> <p>Quarterly staff surveys and bi-annual Teacher Working Conditions Surveys will reflect staff collective perception of positive working conditions and shared leadership and decision-making.</p>		Krystal Goris	06/01/2022
Actions					

Core Function:			Dimension C - Professional Capacity			
Effective Practice:			Quality of professional development			
!	KEY	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)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<p>Assessment and other informational data is shared with staff when made available, including classroom benchmark assessments, mClass, Pioneer Valley assessments, PreK Gold, Kindergarten ELL, reading and math application data, and Branching Minds.</p> <p>Staff training will occur on using this data to guide instruction and make decisions regarding appropriate professional development to participate in.</p>	Limited Development 10/14/2019		
<i>How it will look when fully met:</i>			<p>How it will look:</p> <ul style="list-style-type: none"> Staff and parents will be aware of current assessment data, including whole group and subgroups <p>Full implementation determined:</p> <ul style="list-style-type: none"> Assessment data presentations documented Assessment data displayed on school web page 		Jodie Mitchum	06/04/2021
Actions				0 of 1 (0%)		
	10/14/19		Current assessment data will be shared with SIT, staff, and FFES parents.		Jodie Mitchum	06/04/2021
Notes: Assessment data will be published to our FFES web page.						

Core Function:			Dimension E - Families and Community			
Effective Practice:			Family Engagement			
!	KEY	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)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<p>We are offering family days for math and reading during the school day. We would like to expand that to some evening events as well.</p> <p>We are communicating a lot about current events and what is happening in the school, but we want to do more about curriculum and skills that parents can help them practice at home. We want to help parents understand how to work with their children on specific skills and strategies.</p>	Limited Development 10/14/2019		
<i>How it will look when fully met:</i>			<p>How it will look:</p> <ul style="list-style-type: none"> • Communication to parents through a school wide means that all parents understand and use • At least 80% of school families participating in all school events <p>Information to determine full implementation:</p> <ul style="list-style-type: none"> • Family night attendance in percentage of the population • Historical attendance documents • Parent surveys for each event 		Kristin Dyer	06/04/2021
Actions				0 of 1 (0%)		
	10/14/19	Create a system for and capture attendance at family night events			Kristin Dyer	06/04/2021
<i>Notes:</i>						