

Comprehensive Progress Report

Mission:

At First Flight Middle we:

Think Critically.

Act Responsibly.

Live Compassionately.

Take Flight.

To pursue an educational environment where positive relationships will lead to academic, social and future success for all students.

Vision:

Goals:

All students will meet or exceed their projections. This goal is aligned with DCS Strategic Goal, Active Learning.

80% of our students will be Grade Level Proficient. This goal is aligned with DCS Strategic Goal, Active Learning.

I = Past Due Objectives

KEY = Key Indicator

| | | | | |
|---|--|---|-----------------------------------|--------------------|
| 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 |
| Initial Assessment: | | <p>FFMS has provided each teacher with a staff handbook that includes a flow chart resource to help them determine the difference between a minor and major incident that may occur. In addition to this resource, most staff have been trained in No Nonsense Nurturing practices which provided teachers with strategies to use during core instruction that focuses on student engagement. Based on this professional learning, a sub committee created a "consequence" chart for teachers to use to help them in the classroom. (warning, change and chat, bounce, parent contact, referral) We have rewritten our vision and mission and have a rubric for students to Be Kind, Be Respectful, Be a Leader and Be my Best!</p> <p>Teachers are concerned that admin isn't being consistent when determining consequences, however, many teachers are posting rules and assuming students know how to follow them rather than teaching them.</p> | Limited Development 10/06/2019 | |
| | | Priority Score: 3 | Opportunity Score: 2 | Index Score: 6 |
| How it will look when fully met: | | <p>By June 2024, there will be a downward trend in office referrals.</p> <p>Teachers actively teach and reinforce consistent rules and procedures in their classroom. Teachers are mentally ready for each and every contingency, by organizing and managing the complex variables of curriculum, time, space, and interaction with students. Teachers utilize strategic routines in order to promote a positive classroom culture and positive student behavior. Teachers use the behavior flow chart to determine if the behavior should be retaught in the classroom or written as an office referral. For minor behaviors, teachers contact parents/guardians in order to form a collaborative two way communication with home.</p> <p>Administration consistently reinforces behavior expectations throughout the school.</p> <p>Students are actively engaged in instructional activities and discussions throughout the school day. Teachers and staff have positive relationships with students.</p> <p>Evidence of full implementation is found in Educators' Handbook documentation, observations, student and parent surveys, as well as the use of positive language regarding the school-wide PBIS matrix.</p> | | |
| | | Diane Childress | | |
| Actions | | | 3 of 6 (50%) | |
| | 6/20/23 | Review and teach how a teacher is supposed to use the behavior flow chart. | Complete 08/21/2023 | Matt McGough |
| | <i>Notes:</i> Matt will share EH, attendance and grade data each month at team PLCs in order to review the flow chart as needed. | | | |
| | 6/20/23 | Review how to use EH effectively (create rosters, write referrals, make phone calls, etc.). | Complete 08/21/2023 | Matt McGough |
| | <i>Notes:</i> This will be done at opening days and as needed throughout the year. | | | |
| | 6/20/23 | Offer PD on how to make a positive or negative phone call to parents. | Complete 08/21/2023 | Matt McGough |
| | <i>Notes:</i> Team Leads may also help with this as needed throughout the year. | | | |
| | 6/20/23 | Facilitate professional learning on student engagement. What it means and what it looks like... | | Diane Childress |
| | <i>Notes:</i> | | | |
| | 6/20/23 | Participate in regular Learning Walks to identify best practices and strategies that are highly engaging. | | Triva Day |
| | <i>Notes:</i> *Emphasize cross-curricular Learning Walks at least once each year. | | | |

New hires will be provided with a packet and opportunity to view a PD video.

Notes:

Implementation:

09/25/2021

Evidence

9/25/2021

We have a voice level document, a consequence document and a bounce sheet in every classroom.

Experience

9/25/2021

Our team met three times to discuss and preview the documents.

Sustainability

9/25/2021

We will have the NNN trainer visit our school on 10/28/21 to visit classes and give us feedback.

Core Function:

Dimension A - Instructional Excellence and Alignment

Effective Practice:

Curriculum and instructional alignment

KEY

A2.04

Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)

Implementation
Status

Assigned To

Initial Assessment:

Limited Development
10/08/2019

Teachers are using pacing guides and curricula to teach standards, but not all teachers are comfortable with how to align the curriculum to what themes they are used to teaching. Some teachers are posting their standards on the board in student-friendly language so that students can take some ownership over their comprehension of the standard.

In pockets throughout the building, we have teachers who are giving both pre/post assessments to guide instruction and determine growth and mastery. Some teachers use a mid-unit assessment or quizzes throughout a unit instead of a post-test to determine if a teacher needs to change course throughout the unit. We also have pockets of grade levels and subjects that use common assessments.

Each teacher attends a weekly content PLC. At this PLC, only core teachers are included and not all PLCs are used to discuss standards and create high-quality lessons. The discussions are more surface level, rather than digging deeply into standards and how to teach the standards. Math teachers are reviewing the unpacking documents and comparing standards vertically.

Priority Score: 3

Opportunity Score: 2

Index Score: 6

when fully met:

Content area teachers meet regularly with EC/ELL teachers in PLCs to identify the most critical learning standards for the grade level and unpack the skills that are most important for those learning standards. Teachers use backward design to create differentiated lessons that consider the needs of students with disabilities or exceptionalities. In addition, they are using the district pacing guides to pace their lessons. By doing this, teachers build a deep understanding of knowledge, standards, and pedagogy, as well as the capacity to utilize evidence-based instructional practices. All teachers are using pre/post assessments as well as formative assessments and oral questioning to identify students who have mastered standards. Teachers analyze the data to identify students who need reteaching and/or remediation/enhanced learning. Teachers collaborate to create a bank of shared resources. Teachers are using Check-In data throughout the year, EVAAS data and EOG reports to identify subgroups and standards strands that need the most attention.

Grade-Level PLC meetings focus on conversations geared toward pacing, student growth, curriculum mastery and unit planning.

Vertical Meetings occur regularly and teachers understand the standards above and below their grade level. Teachers share ideas for lessons related to the standards that are most difficult to teach/learn and we find a common language or process of teaching certain standards so as not to confuse our students from one grade level to another.

Actions

4 of 8 (50%)

| | | | |
|---|--|---------------------|--|
| 10/21/19 | Our admin team and interventionists will update our data document throughout the year with projections for EOGs, Screener results as well as Check-In results. | Complete 10/21/2019 | Marianne Lowe |
| <i>Notes:</i> | | | |
| 10/23/19 | A member of the school's leadership team will meet with each grade level/content area weekly to discuss students, pacing, instruction, and assessments. | Complete 12/09/2020 | Marianne Lowe |
| <i>Notes:</i> Evidence of completion will be based on PLC minutes and Check-in assessments. We will use our data sheet to monitor student progress. | | | |
| 10/23/19 | A recommended lesson plan format will be shared with staff during PD. | Complete 11/12/2019 | Diane Childress |
| <i>Notes:</i> Will be shared at PD on 11/13/23. | | | |
| 10/23/19 | Professional learning related to effective lesson planning and looking at Tier I practices will be conducted throughout the year. Professional learning in how a PLC should be run; PL in how to unpack standards; PL in differentiation/personalization; PL on backwards design; PL in how to create and use pre/post, as well as formative assessments to adapt instruction | Complete 11/04/2019 | Teresa Twyne & Janelle Erickson & Stacey Jones |
| <i>Notes:</i> These types of PD, although not formally taught, are addressed and discussed at bi-monthly content PLCs. | | | |
| 12/9/20 | Teachers will introduce the standards to students in one of a variety of ways. The standards can be written on the board in student-friendly language, shared on the actual assignment that is given to students, or shared verbally with students. At the end of a lesson, students should be able to explain what it is that they learned that day through an exit ticket or discussion. | | Matt McGough |
| <i>Notes:</i> | | | |
| 12/9/20 | Teachers will begin to plan units of instruction that are more aligned with what is written and assess their students' learning at least every 3 - 6 weeks. | | Triva Day |
| <i>Notes:</i> | | | |
| 11/5/23 | Weekly PLCs must be scheduled at a time when all stakeholders can attend. | | Diane Childress |

all stakeholders to attend all PLCs. Triva and Marianne are sharing PLC minutes with EC/ELL teachers.

11/5/23 Teachers align classroom vocabulary to instructional standards. These words should be vertically aligned.

Hillary Szalkiewicz

Notes:

Implementation:

10/21/2019

Evidence

10/21/2019

Experience

10/21/2019

Administration emailed teachers at 8:10 to bring lesson and unit plans to our PLC.

Sustainability

10/21/2019

The administration will be looking closely at aligning and pacing regularly through walkthroughs and post conferences. In addition, planbook.edu will be utilized within our building.

Core Function:

Dimension A - Instructional Excellence and Alignment

Effective Practice:

Student support services

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

Initial Assessment:

We have hired two interventionists in reading and math to help teachers analyze data and implement research-based interventions related to students' needs in tier 1.

Limited Development
09/20/2021

Our interventionists have created folders for individual students based on Classworks universal screener data and MTSS books for the teachers to help with interventions.

How it will look
when fully met:

When this is fully met, our MTSS process is proficient in all grades. Teachers analyze assessment data to determine which students need more support than Tier I. Teachers contact parents to inform them of Tier II/Tier III intervention. Teachers use the data from classroom assessments to plan small group instruction or a combination of blended learning to implement Tier II interventions in their classroom and our interventionists pull students for Tier III interventions.

Triva Day

Actions

0 of 1 (0%)

9/20/21 Once a month, during Kid Talks, we will give our teachers time to meet to complete the purple folders on kids who need more help in reading, math or behavior.

Triva Day

Notes:

KEY

A4.06

ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)

Implementation
Status

Assigned To

Initial Assessment:

All staff has been trained in No Nonsense Nurturing. This is professional learning related to creating a culture where students are a part of the solution to time on task in the classrooms and any behavior concerns.

Limited Development
09/20/2021

A small team created a Volume Level chart, a Consequence chart, and a consequence tracker for

How it will look
when fully met:

Our school culture is more positive and students are following the school-wide behavior expectations: be kind, respectful, leaders and put forth their best effort. They take ownership of their behaviors and work to improve them.

Hillary Braden

Actions

Notes:

Core Function:

Dimension B - Leadership Capacity

| KEY | B3.03 | The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149) | Implementation Status | Assigned To |
|---|----------|--|-----------------------------------|-----------------|
| <i>Initial Assessment:</i> | | <p>The school leadership team has created a walkthrough document that will be used with all teachers to offer feedback and improve instruction.</p> <p>The school leadership team completed a coaching presentation and had 21 teachers opt in to coaching. They are working with the Director of Innovation to focus on coaching 4 math teachers on calling out strategies.</p> <p>The school leadership team will refine a staff survey to send out MOY and EOY to receive feedback on coaching.</p> <p>The school leadership team will meet weekly with grade level/content areas to discuss pacing, instruction, pre/post assessments and use of Take Flight Time.</p> | Limited Development 10/08/2019 | |
| <i>How it will look when fully met:</i> | | <p>When this objective is fully met, teachers will be more confident receiving regular feedback about their teaching. They will be able to offer suggestions to their peers and reflect on what is working or not working. Teachers will be able to identify students who need remediation or enrichment.</p> <p>The data we will use/collect is:</p> <ul style="list-style-type: none"> *# of walkthroughs and improved ratings over time *minutes of our PLC meetings *lists of students showing growth on our data chart *improved results from MOY to EOY on the staff survey | | Diane Childress |
| <i>Actions</i> | | | 1 of 2 (50%) | |
| | 10/25/19 | School leadership will conduct walkthroughs each week and offer specific feedback to these teachers. | | Robert Tripp |
| | | <i>Notes:</i> Holly King has created a digital walkthrough tool that gives immediate feedback to the teachers. | | |
| | 10/25/19 | Grade levels/content areas will meet weekly to discuss assessments and data. | Complete 12/09/2020 | Tracey Jones |
| | | <i>Notes:</i> | | |
| 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 |
| <i>Initial Assessment:</i> | | <p>Teachers in each content area at each grade level meet regularly to analyze and discuss results from formative assessments to make instructional decisions.</p> <p>Universal Screeners in Exact Path</p> <p>District Benchmarks/Check ins</p> <p>Pre/post tests with data sheets</p> <p>Use of Formative/Summative Assessments- do now, exit tickets</p> <p>EOG data</p> | Limited Development 10/08/2019 | |

| | | | | |
|---|---------------|---|-----------------------------------|------------------|
| <i>when fully met:</i> | | Regular committee/team meetings focus on teaching and learning. Our staff is more reflective, thinking about their students and how they can meet their needs. Conversations focus on the learner characteristics of students and what can be done to differentiate to meet the needs of students. | | |
| | | Data to collect: | | |
| | | Minutes from our monthly/weekly meetings | | |
| | | Documentation of teacher partners' collaboration | | |
| | | Sample lesson plans-exemplars shared with the staff | | |
| | | Corrected Fully Implemented: Teachers in regular PLCs, SIT & Leadership, Vertical, and Faculty meetings are focused on teaching and learning. Staff is more reflective, thinking about their students and how they are meeting their needs. Teachers will participate in Learning Walks to understand how other teachers are meeting students' needs. Conversations are focused on the learner characteristics of students and is being be done to differentiate to meet the needs of students. Evidence of success will be minutes from PLCs and regular meetings. | | |
| Actions | | | 2 of 3 (67%) | |
| | 10/25/19 | The school will hold its 2nd annual student-led conference session. | Complete 02/10/2020 | Triva Day |
| | <i>Notes:</i> | | | |
| | 10/25/19 | There will be three opportunities for Learning Walks held during planning for teachers to observe other teachers using best practices. | Complete 06/12/2020 | Janelle Erickson |
| | <i>Notes:</i> | | | |
| | 10/25/19 | Professional development modules will be created by our school's instructional facilitator and media coordinator. | | Hillary Braden |
| | <i>Notes:</i> | | | |
| 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 |
| <i>Initial Assessment:</i> | | We currently host conferences (two/year), Open House (one/year), Table Talks (3/year). Parents are encouraged to join PTO, SIT, Booster Club, and to attend sporting/arts events. FFMS' Administrative Team sends a weekly email with school updates. Communication between teachers and families varies depending on students' behavioral and academic needs. | Limited Development 11/05/2023 | |
| <i>How it will look when fully met:</i> | | Teachers share a weekly newsletter (grade-level initiative) with academic information as well as upcoming information. | | Kassie Mount |
| | | FFMS articulates expectations for parental involvement (ways that parents can maximize student learning). | | |
| | | FFMS offers sessions that provide suggestions for maximizing student learning outside of school. | | |
| | | Every family receives one welcoming phone call at the beginning of the school year (by the end of September) and emails positive notes home throughout the year as warranted. (Student's name in the subject line) | | |
| | | FFMS hosts a 6th-grade Welcome Night in the spring. | | |
| | | Admin offers suggestions and links to help support academics and the day-to-day situations of a middle school student. | | |

| | | | |
|---------|---|---------------------|------------------|
| 11/5/23 | Every family receives one welcoming phone call at the beginning of the school year (by the end of September). | | Diane Childress |
| | <p>Action:</p> <p>Provide teachers with access to parents' contact info in PowerSchool</p> <p>Set a deadline (Sept. 29)</p> <p>Create and provide a script</p> <p>Create a documentation spreadsheet</p> <p>Notes:</p> | | |
| 11/5/23 | Create a survey to send to families asking them what they might be interested in learning more about. | Complete 11/07/2023 | Diane Childress |
| | Notes: | | |
| 11/7/23 | FFMS will participate in student-led conferences at the conference day in February. | | Triva Day |
| | Notes: | | |
| 11/5/23 | Find/Create a template and distribute it to each grade level for teachers to communicate weekly with families. Admin will send out the weekly email with the templates. | | Stacey Jones |
| | Notes: | | |
| 11/5/23 | FFMS offers sessions that provide suggestions for maximizing student learning outside of school. | | Triva Day |
| | <p>Action:</p> <p>Create a list of sessions that will support parent partnerships.</p> <p>Social Media Use</p> <p>Vaping</p> <p>How to navigate PowerSchool and LMS</p> <p>Content-Area Sessions</p> <p>Set dates for sessions.</p> <p>Reach out to teacher-leaders and/or community members for facilitation of sessions.</p> <p>Obtain refreshments for sessions.</p> <p>Notes:</p> | | |
| 11/5/23 | FFMS hosts a 6th-grade Welcome Night. | | Triva Day |
| | <p>Action:</p> <p>Create a slideshow with helpful information</p> <p>Set a date</p> <p>Advertise on social media and through email.</p> <p>Determine who will attend and facilitate (student ambassadors, etc.)</p> <p>Organize an agenda/game-plan</p> <p>Consider Chromebook distribution during this time?</p> <p>Notes:</p> | | |
| 11/5/23 | FFMS articulates expectations for parental involvement (ways that parents can maximize student learning). | | Shannon Brinkley |
| | <p>Action:</p> <p>Create a list of expectations for parental involvement.</p> <p>Potential Expectations:</p> <p>Monitor students' social media/phone usage.</p> <p>Check PowerSchool and LMS</p> <p>Read weekly newsletter</p> <p>Contact teachers with concerns/questions</p> <p>Assume positive intent</p> <p>Notes:</p> | | |
| 11/7/23 | Behavior Matrix | | Matt McGough |
| | <p>Include these expectations in a Parent Partnership Agreement.</p> <p>Distribute and collect Parent Partnership Agreement</p> <p>Notes:</p> | | |