

**First Flight Middle School  
2013-15**

**Principal: John Donlan**

**Approved by Local Board of Education Date: November 12, 2013**

**School Improvement Team Membership**

<b>Committee Position</b>	<b>Name</b>
Principal	John Donlan
Assistant Principal	Tim Albert
Teacher Representative	Mora Newton
Teacher Representative	Landra Cartwright
Teacher Representative	Holly Gibbons
Teacher Representative	Terry Wingenroth
Teacher Representative	Terry Maurer
Teacher Representative	Paula Miller
Teacher Representative	Maria Wise
Teacher Representative	Ann Sumners
Teacher Representative	Cliff Jenkins
Parent Representative	Dave Tonneson
Parent Representative	Stephanie Huband
Parent Representative	Heidi Leo
Parent Representative	Lisa Crumpler

# First Flight Middle School School Improvement Plan 2013-2015

## Vision

Prepare students to be productive citizens of the world.

## Mission

First Flight Middle School is a collaborative learning community fostering relationships that support individual student achievement.



**Goal 1:** FFMS students will demonstrate high student performance as measured by the End of Grade tests (EOG).

**District Goal:** Prepare students for the 21<sup>st</sup> Century.

**State Board of Education Goal:** North Carolina public schools will produce globally competitive students.

**AdvancED Standard 1:** Purpose and Direction

**AdvancED Standard 3:** Teaching and Assessing for Learning

**AdvancED Standard 5:** Using Results for Continuous Improvement

**Goal 2:** FFMS will promote healthy students in a safe, orderly, and caring environment.

**District Goal:** Prepare students for the 21<sup>st</sup> Century.

**State Board of Education Goal:** North Carolina public school students will be healthy and responsible.

**AdvancED Standard 4:** Resources and Support Systems

**Goal 3:** Through staff development, we are 21<sup>st</sup> Century professionals.

**District Goal:** Recruit, train, and retain quality teachers and administrators.

**State Board of Education Goal:** North Carolina public school students will be lead by 21<sup>st</sup> Century professionals.

**AdvancED Standard 1:** Purpose and Direction

**AdvancED Standard 2:** Governance and Leadership

**AdvancED Standard 4:** Resources and Support Systems

# First Flight Middle School School Improvement Plan 2013-2015



**Goal 4:** FFMS will strive to develop leadership for innovation.

**District Goal:** Continue an active public relations program to engender community support.

**State Board of Education Goal:** Leadership will guide innovation in North Carolina public schools.

**AdvancED Standard 1:** Purpose and Direction

**AdvancED Standard 2:** Governance and Leadership

**Goal 5:** The educational professionals at FFMS will model 21<sup>st</sup> Century systems in their practice.

**District Goal:** Continue to implement the Facilities Plan and to provide responsible maintenance for facilities and grounds.

**State Board of Education Goal:** North Carolina public schools will be governed and supported by 21<sup>st</sup> Century systems.

**AdvancED Standard 4:** Resources and Support Systems

**Goal 1:** FFMS students will demonstrate high student performance as measured by the End of Grade tests (EOG).

Major Strategies	Indicators
<ul style="list-style-type: none"> <li>● Plan interdisciplinary work and projects. (problem based learning)</li>   <li>● Integrate total literacy across the curriculum. (Reading and Writing)</li>   <li>● Increase enrollment in Honors Math and Language Arts classes.</li>   <li>● Plan instructional activities utilizing Revised Bloom’s Taxonomy and Depth of Knowledge questioning strategies.</li>   <li>● Encourage professional collaboration across the curriculum within teams.</li>   <li>● Expand philosophy of the AVID program across grade levels.</li>   <li>● Observe colleagues during instructional time.</li> </ul>	<ul style="list-style-type: none"> <li>● a) The number/percentage of teachers implementing interdisciplinary lessons; b) The percentage of students completing projects utilizing problem based learning</li>   <li>● The percentage of students by grade level who meet expected or high growth on the Reading EOG test</li>   <li>● The number/percentage of students enrolled in Honors Math and Language Arts classes by grade level</li>   <li>● The number/percentage of teachers who utilize Revised Bloom’s Taxonomy and Depth of Knowledge questioning strategies in their daily lessons</li>   <li>● The number of team planning meetings by grade level held throughout the school year</li>   <li>● a) The number/percentage of students enrolled in AVID in grades 6, 7, and 8; b) The percentage of students by grade level who utilize AVID strategies; c) The participation of various staff members on school wide AVID committee</li>   <li>● The number/percentage of teachers who observe colleagues throughout the school year</li> </ul>

**Goal 1:** FFMS students will demonstrate high student performance as measured by the End of Grade tests (EOG).

Major Strategies	Indicators
<ul style="list-style-type: none"> <li>● Administer common formative assessments.</li>   <li>● Implement strategies to close the achievement gap.</li>   <li>● Implement ASPIRE before and after school to assist struggling students.</li>   <li>● Utilize a variety of data sources (EVAAS, EOGs/EOCs, math test data, formative assessments, etc.) to meet the academic needs of students.</li>   <li>● Celebrate academic success with quarterly recognition.</li>   <li>● Implement Personalized Education Plans (PEPs) for all at risk students.</li>   <li>● Implement “working lunch” program as a strategy in the FFMS pyramid of interventions to address student academic needs.</li> </ul>	<ul style="list-style-type: none"> <li>● a) The number/percentage of teachers administering common formative assessments; b) The percentage of students who meet expected or high growth on the EOG tests</li>   <li>● a) The number of strategies implemented to close the achievement gap (including the ASPIRE program, Hawk Time, Study Skills classes, AVID, and data analysis); b) The number/percentage of students who participate in these programs/classes</li>   <li>● The number/percentage of students who participate in this class</li>   <li>● The number/percentage of students by grade level who meet expected or high growth on the Math EOG test</li>   <li>● The number/percentage of students by grade level who are recognized at these events</li>   <li>● The number/percentage of students who have PEPS</li>   <li>● The number/percentage of students per grade level participating in “working lunch”</li> </ul>

**Goal 2:** FFMS will promote healthy students in a safe, orderly, and caring environment.

Major Strategies	Indicators
<ul style="list-style-type: none"> <li>● Present cultural arts programs throughout the school year in order to acknowledge and celebrate cultural differences.</li> <li>● Use consistent enforcement of the pyramid of intervention strategies for discipline consequences.</li> <li>● Implement Dare County Schools' Drug Testing Policy.</li> <li>● Implement the Positive Behavioral Interventions and Support program.</li> <li>● Implement Problem Solving Team (PST).</li> <li>● Continue diligent adult supervision of students campus-wide.</li> <li>● Educate students about bus safety.</li> <li>● Utilize installed interior/exterior video cameras.</li> <li>● Review and discuss the FFMS Crisis/Incident Response Plan as necessary.</li> <li>● Implement and practice all emergency procedures.</li> </ul>	<ul style="list-style-type: none"> <li>● The number/percentage of students participating in the cultural arts programs.</li> <li>● The number/percentage of students by grade level and by intervention strategy.</li> <li>● The number/percentage of students who participate in this program</li> <li>● a) The number/percentage of students who participate in this program; b) The number of classroom presentations conducted by Counselors and Resource Officer to address bullying</li> <li>● The number/percentage of PST meetings conducted yearly</li> <li>● a) The number/percentage of staff members who continuously monitor and supervise students; b) The number of interior/exterior cameras that have been installed</li> <li>● The number of education opportunities afforded to students regarding bus safety, including loading and unloading, safe seating, and emergency procedures</li> <li>● The number/percentage of incidents reviewed using this system</li> <li>● The number of Crisis Team meetings</li> <li>● The number of fire drills, lockdown procedures, and tornado drills conducted</li> </ul>

**Goal 2 (Continued):** FFMS will promote healthy students in a safe, orderly, and caring environment.

Major Strategies	Indicators
<ul style="list-style-type: none"> <li>● Engage all students in organized year long Physical Education classes.</li> <li>● Strengthen and maintain communication between family and school by e-mail, conferences, school web page, teacher web pages, telephone calls, and newsletters.</li> <li>● Communicate and promote student activities on Dare County's Public Access Channel 19.</li> <li>● Disseminate information about school events and highlight achievements on the dedicated Facebook page.</li> <li>● Facilitate communication between family and school through PTO website and blog.</li> <li>● Implement Problem Solving Team (PST) Intervention Process (pyramid of intervention strategy).</li> <li>● Promote and continue the ASPIRE after-school program in order to close the achievement gap.</li> <li>● Provide Study Skills class for regular education, limited English Proficient, and exceptional identified students needing support within the school day in order to close the achievement gap.</li> <li>● Provide all students with 30 minutes of physical activity each day.</li> </ul>	<ul style="list-style-type: none"> <li>● The number/percentage of students by grade level who participate in physical education classes</li> <li>● a) The number of parent conferences scheduled, duplicated and unduplicated; b) The number of parent letters sent home by the principal; c) The number of communication strategies utilized by teachers as noted in their Parent Contact Logs</li> <li>● The number of events and activities posted weekly on Channel 19</li> <li>● a) The number of events and achievements posted on the page; b) The number of ongoing conversations and communications facilitated by the page</li> <li>● The number of parent and family communications</li> <li>● The number of student concerns by grade level, duplicated and unduplicated, discussed with the PST</li> <li>● The number/percentage of students by grade level who attend ASPIRE, tracking by number of sessions attended</li> <li>● The number/percentage of students by grade level who are enrolled in the Study Skills classes</li> <li>● One hundred percent of students have 30 minutes of physical activity each day</li> </ul>

**Goal 3:** Through staff development, we are 21<sup>st</sup> Century professionals.

Major Strategies	Indicators
<ul style="list-style-type: none"> <li>• Provide staff development opportunities for use of technology in the classroom/curriculum.</li> <li>• Provide staff development opportunities outside of the district.</li> <li>• Integrate technology across the curriculum.</li> <li>• Integrate writing across the curriculum as facilitated by the Common Core and Essential Standards curriculum.</li> <li>• Implement the “Writing Process” in Language Arts classrooms.</li> <li>• Provide planning time for grade level team meetings, content area at grade level meetings, and content area across grade levels meetings.</li> <li>• Collaborate at yearly meetings with teachers from high school and elementary feeder schools to assist students in transition.</li> <li>• Implement common formative assessments in all four core classes.</li> <li>• Analyze data from common formative assessments.</li> <li>• Provide teachers with duty-free lunch and five hours of planning per week.</li> </ul>	<ul style="list-style-type: none"> <li>• a) The number/percentage of teachers that attend staff development opportunities; b) The number of technology staff development opportunities available to staff.</li> <li>• a) The number/percentage of staff that attend staff development sessions outside of the district; b) The number of staff development opportunities available to staff</li> <li>• The number/percentage of teachers that integrate technology in their subject areas</li> <li>• The number/percentage of teachers that integrate a variety of writing methods in all subject areas, including writing short essay answers and report writing</li> <li>• The percentage of LA teachers that utilize the “Writing Process”</li> <li>• The number/percentage of teachers who attend grade level team, content area at grade level, and content area across grade levels</li> <li>• The number/percentage of teachers who attend a yearly meeting with teachers from high school and elementary feeder schools</li> <li>• The number/percentage of core teachers by grade level who administer and analyze formative assessments</li> <li>• One hundred percent of teachers are scheduled for duty-free lunch and planning time</li> </ul>



**Goal 4:** FFMS will strive to develop leadership for innovation.

Major Strategies	Indicators
<ul style="list-style-type: none"> <li>● Schedule parent/teacher conferences throughout the year as needed.</li> <li>● Communicate with parents via e-mail or website on a regular basis.</li> <li>● Update and maintain FFMS, DCS websites, FFMS segment on Dare County Public Access Channel 19.</li> <li>● Network with community associations such as Friends of the Coastal Wildlife Refuge, The Chamber of Commerce of Dare County, Dare Education Foundation (DEF), Friends of Youth, and Fellowship of Christian Athletes.</li> <li>● Promote membership in the FFMS PTO.</li> <li>● Promote FFMS Athletic and AVID Booster Club.</li> <li>● Communicate academic progress of students via interim reports and report cards.</li> <li>● Recognize Principal’s list students.</li> <li>● Recognize Honor Roll students.</li> </ul>	<ul style="list-style-type: none"> <li>● The number/percentage of parent conferences, duplicated and unduplicated, scheduled throughout the year</li> <li>● The number of communication strategies utilized by teachers as noted in Parent Contact Logs</li> <li>● The number of activities/events posted on the school website and Channel 19</li> <li>● The number of community associations and business partners who support FFMS</li> <li>● The number/percentage of members in the FFMS PTO</li> <li>● The number of parents and business partners who sponsor the FFMS Athletic and Avid Booster club</li> <li>● The percentage of positive comments noted on the reports from teachers and principal</li> <li>● a) The number/percentage of students by grade level who participate in these events; b) The percentage increase in the number of students who participate in these events</li> </ul>

**Goal 4:** FFMS will strive to develop leadership for innovation.

Major Strategies	Indicators
<ul style="list-style-type: none"> <li>• Utilize FFMS campus for a variety of community activities.</li> <li>• Encourage and promote community volunteers to participate in the school in various capacities as needed.</li> <li>• Encourage membership in the FFMS PTO.</li> <li>• Encourage membership in the Dare Education Foundation (DEF).</li> <li>• Utilize opportunities for grants from the DEF.</li> <li>• Maintain active business partnerships in the community.</li> <li>• Promote student participation in literary and other fine arts events sponsored by FFMS and the community, including the before school “Strings Program”.</li> <li>• Utilize peer tutors from First Flight High School.</li> </ul>	<ul style="list-style-type: none"> <li>• The number of community events held at FFMS</li> <li>• a) The number/percentage of school volunteers; b) The number of volunteer hours</li> <li>• The number/percentage of FFMS PTO members</li> <li>• The number/percentage of FFMS DEF members</li> <li>• The number of DEF grants awarded to FFMS</li> <li>• The number of business partnerships</li> <li>• The number/percentage of students who participate in these events</li> <li>• a) The number of peer tutors who participate in this program; b) The number of teachers who have FFHS peer tutors assigned to their classrooms</li> </ul>

**Goal 5:** The educational professionals at FFMS will model 21<sup>st</sup> Century systems in their practice.

Major Strategies	Indicators
<ul style="list-style-type: none"> <li>● Provide staff development opportunities for use of technology in the classroom/curriculum.</li> <li>● Employ data-driven decision making strategies to ensure student success in tested subject areas.</li> <li>● Utilize a variety of means to communicate with parents.</li> <li>● Utilize community resources to expand educational opportunities.</li> <li>● Provide off campus staff development opportunities for teachers.</li> <li>● Encourage and support teachers to pursue National Board certification.</li> <li>● Provide planning time to review and revise core subject pacing guides.</li> <li>● Provide a duty-free lunch for teachers.</li> <li>● Provide five hours of planning per week for teachers.</li> </ul>	<ul style="list-style-type: none"> <li>● The number/percentage of teachers participating in technology staff development</li> <li>● The number/percentage of students by grade level earning Expected Growth or High Growth on End-of Grade tests training throughout the school year</li> <li>● The number/percentage of teachers who communicate with parents regularly via e-mail. Other means of communication include student planners, telephone calls, channel 19, and school website</li> <li>● a) The number/percentage of school volunteers and volunteer hours; b) The number of FFMS PTO Cultural Arts assemblies each school year; c) The number of guest speakers invited to FFMS</li> <li>● The number/percentage of teachers who attend staff development conferences/seminars</li> <li>● The number/percentage of teachers earning National Board certification (presently have eight teachers who have earned NBC)</li> <li>● The number of vertical team planning meetings with other district middle school teachers and teachers from elementary feeder schools</li> <li>● One hundred percent of teachers have duty free lunch daily.</li> <li>● One hundred percent of teachers have five hours of planning per week</li> </ul>

**Goal 5:** The educational professionals at FFMS will model 21<sup>st</sup> Century systems in their practice.

Major Strategies	Indicators
<ul style="list-style-type: none"> <li>• Submit a comprehensive annual budget request.</li> <li>• Seek input from all stakeholders in budget preparation.</li> <li>• Maintain sound financial/payroll records.</li> <li>• Supervise custodial staff in maintaining cleanliness of school building and grounds.</li> <li>• Submit maintenance requests in a timely manner.</li> <li>• Identify technology and learning tools needed to support 21st Century learning.</li> <li>• Utilize necessary components to provide school broadcast capabilities to each classroom.</li> <li>• Train all staff members in the use of software, hardware, and programs to meet 21st Century standards.</li> <li>• Analyze test data to improve instruction and accountability.</li> </ul>	<ul style="list-style-type: none"> <li>• The number of items/areas of improvement listed in budget</li> <li>• The number of stakeholders actively involved in the budget process</li> <li>• Percentage of positive feedback from school staff, administrators, supervisors, and auditors</li> <li>• The number of inspection reports completed by school administration</li> <li>• The number/percentage of maintenance requests submitted to the central office</li> <li>• The number of classrooms fully equipped with 21st Century technology, including network access, student computers, sound fields, telephone, video projectors and cable TV</li> <li>• The number of classrooms fully equipped to receive broadcast events</li> <li>• a) The number of technology staff development opportunities; b) The number/percentage of teachers participating in these staff development sessions</li> <li>• The number/percentage of students by grade level and sub group who meet expected or high growth on EOG tests</li> </ul>

## Dare County Schools Safe Schools Plan

House Bill 1032 – “The Deborah Greenblatt Act” is an act to clarify the permissible use of seclusion and restraint in public schools and to provide for training in management of student behavior. Dare County Schools is dedicated to implementing and following all the requirements as set forth in this law.

Dare County Schools will ensure that all appropriate personnel are trained in the management of disruptive or dangerous student behavior. This will include instruction in positive management of student behavior, effective communication for defusing and de-escalating disruptive or dangerous behavior, and safe and appropriate use of seclusion and restraint. Appropriate school personnel to receive training include, but are not limited to, teachers, teacher assistants, school administrators, bus drivers, school resource officers, school psychologists, and school counselors, with priority for those staff members most likely to be called upon to prevent or address dangerous student behavior. Dare County Schools will also ensure that all lateral entry teachers receive pre-service training in the areas described above, as well as training in the identification and education of children with disabilities.

The effectiveness of this training will be evaluated by a continual review of the documentation and reporting data required for each incident.

Finally, Dare County Schools will follow all procedures as set forth in this law as required for notification, reporting and documentation.