



Transylvania County Schools

School Improvement Plan 2016-2018

Davidson River School

Donna Wilde, Principal and School Improvement Co-Chair

Stephen Shields, School Improvement Co-Chair

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Mission, Vision, Motto, Goals, and Values

Adopted October 20, 2014 by a unanimous vote of the Transylvania County Board of Education

Mission Statement: The mission of Transylvania County Schools is to prepare students to become caring and productive citizens in an ever-changing society through the shared responsibility of students, parents, educators, and the community.

Vision Statement: Transylvania County Schools provides a bright and promising future for its students; both recruits and retains a professional, caring, and talented workforce; engages with parents, families and the community at large; drives economic development and opportunity for our citizens; and exists as the central point of pride in our community.

Motto: Teaching Everyone Takes Everyone

Goals:

1. Every Transylvania County Schools student has a personalized education graduating from high school prepared for work, higher education, and citizenship.
2. Every Transylvania County Schools student, every day has excellent educators.
3. Every Transylvania County Schools student is healthy, safe, and responsible.

Values:

- All children can learn; however, they learn differently, and we must value and understand those differences.
- High expectations will result in high achievement.
- Through the shared responsibility of students, teachers, parents, and community, we can reach our goals.
- Children are our most important resource.
- All children deserve a safe, comfortable, attractive, and inviting atmosphere that fosters learning.
- All educators, students, and parents deserve respect.
- Minds and hearts are the focus of education.



Our Direction

Davidson River School

Date of Report: 12/8/2017

Vision:

- The vision for Davidson River School is to offer a creative learning environment where students take pride in their school and in their personal achievement. Collaboration by staff, families, and the community demonstrate to the students we are invested in their success through building strong and sustainable relationships focused on student achievement. We hold that all students will feel valued, safe, respected, and that this learning environment will promote academic and personal success.

Values:

Every student at Davidson River School has different reason for attending our school, whether for academic need, social-emotional support or parent request and, each learner has unique needs that must be considered when developing schedules and offering options for graduation. We must look at the “whole child” including family circumstances, social-emotional status, and academic history in order to develop, implement, and modify academic plans frequently to best serve our population.

Mission:

Davidson River School is committed to providing Transylvania County with responsible and healthy citizens through academic and career-technical education provided in a safe and caring environment.

Goals:

Data Review:

Needs Assessments, Accreditation Reports, Similar Feedback:

Davidson River School completed a Needs Assessment in September 2017 to determine goals for this next improvement cycle. Extensive discussion took place at staff meetings and with parents, community, and students during School Improvement Team meetings to obtain input from all stakeholders. We identified goals that had been met in the last improvement cycle, adopted three new goals, and added two goals that are now required for this grant.

The following data sources were reviewed by staff and School Improvement Team to determine goals for the School Improvement Plan:

- [NCStar Needs Assessment fall 2017](#)
- [Davidson River School Stakeholder survey data 2016-17](#)
- State assessments [2016-17](#) and [2015-16](#): Education Value-Added Assessment System (EVAAS) growth data, proficiency, student persistence calculation
- School Report cards (see documents uploaded to File Cabinet)
- School demographic data related to [graduation and dropout rates](#)

Davidson River School was identified as a NC Priority School in 2012 since our graduation rate fell below 60%, the standard required for all high schools whether traditional or alternative. This made us eligible for significant funds to support our students and implement new programs, including the addition of over three staff positions and implementation of extended day/extended year programs. In contrast, funding for the 2017-18 year is limited and used to fund 40% of the school counselor position and a full time student advocate position. In addition, the grant pays for a bus driver for the after-school program.

The development of this plan began with a Needs Assessment conducted in August 2017 based on 12 Indicators for School Improvement. The 12 Indicators align to the following dimensions for school improvement: Instructional Excellence and Alignment, Leadership Capacity, Professional Capacity, and Families and Community.

Student Outcome Data:

The growth calculation for alternative schools is significantly different than for traditional high schools. Ratings are listed as Progressing, Maintaining or Declining.

The growth model rating uses this formula: [20% student proficiency on state exams] + [60% growth using EVAAS data] + [20% persistence (The percentage of students who were still enrolled in a public school in NC at the end of the school year)].

For 2015-16, Davidson River School improved from the prior year, moving from a school rated as “Maintaining” in the first year of the new accountability model to a school earning the highest status of “Progressing”. In contrast, for 2016-17, we rated as a school that was “Declining”. While while we did not make growth in 2016-17, we did the year before. In 2016-17, respective subject-areas made growth in the following courses: American History 1 & 2, English 10 & 11, and Earth Science. We did not make growth in 2016-17 in Biology, Civics, and English IV. Ironically, the three-year

average for English II did not make expected growth, yet English II *DID make growth* for all three years used in the calculation. DRS had insufficient data for Math 1 growth calculations.

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

- The following school improvement indicator goals were met:

B1.01

The LEA has an LEA Support & Improvement Team.

* During the past two years, Davidson River School has worked closely with Central Office staff to develop open lines of communication. Agendas and meeting minutes are shared and regular dialogue for guidance and direction occurs between Central Office staff and principal. At monthly District Leadership meetings, additional dialogue for school improvement planning occurs.

B1.02

The LEA selects and hires qualified principals with the necessary competencies to be change leaders.

*Transylvania County Schools follows district policy for recruiting and hiring school leadership. Stakeholder groups are requested to be active in helping to select new administration. Current administration at DRS receives regular feedback from the Superintendent and Central Office staff.

B1.03

A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices.

*The staff and School Improvement Team meet at least twice each month to develop the School Improvement Plan and monitor progress towards goals. Meeting times are posted on the school website and all meetings include agendas and meeting minutes shared with stakeholders. This is an institutionalized practice at DRS.

Selected Indicators:

- A1.07 ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)
- A1.08 ALL teachers promote a growth mindset by attributing learning success to effort and self-regulation and insist upon and reward persistence to mastery.(5089)
- A2.04 Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)
- A2.17 ALL teachers establish classroom norms for personal responsibility, cooperation, and concern for others.(5107)
- 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)
- 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)
- A4.16 The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)
- B1.01 The LEA has an LEA Support & Improvement Team.(5135)
- B1.03 A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices.(5137)
- B2.03 The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)
- B3.01 The LEA/School monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications.(5147)
- B3.03 The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)
- B3.05 The Leadership Team implements, monitors, and analyzes results from an early warning system at the school level using indicators (e.g., attendance, academic, behavior monitoring) to identify students at risk for dropping out.(5151)
- 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)
- C3.04 The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)
- 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)

✓ Last 90 Days:

Actions Completed **4**

🏆 Last 90 Days:

Objectives Achieved **2**

💬 Last 90 Days:

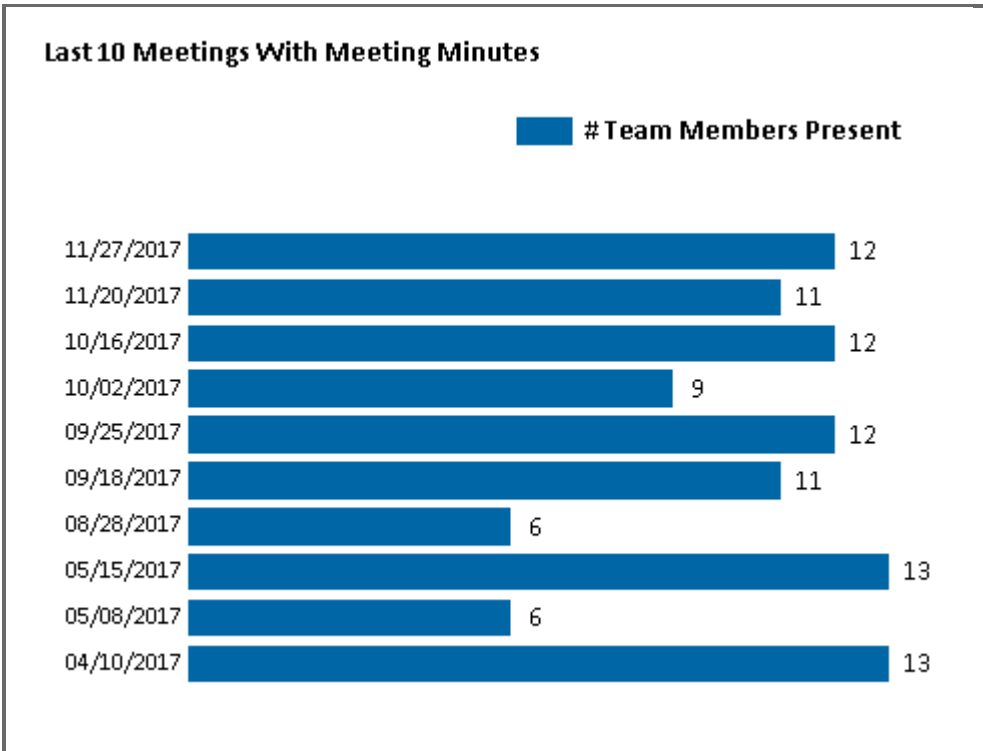
Coaching Comments **0**

💬 Last 90 Days:

Responses to Comments **0**

⚠️ Last 90 Days:

Selected Objectives -NO Actions **0**



Selected Indicator Progress by Effective Practice

Dimension A - Instructional Excellence and Alignment	
Implementation Progress	Actions Progress

High expectations for all staff and students

% Assessed % Planned % Achieved

50%
50%
0%



3 Actions Created
0 Complete

2/9 indicators currently selected

Implementation Progress

Actions Progress

Curriculum and instructional alignment

% Assessed % Planned % Achieved

100%
100%
0%



7 Actions Created
0 Complete

2/19 indicators currently selected

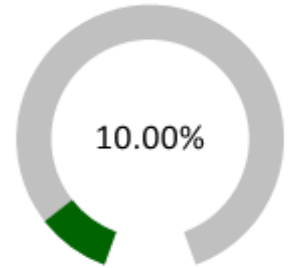
Implementation Progress

Actions Progress

Student support services

% Assessed % Planned % Achieved

100%
100%
0%



10 Actions Created
1 Complete

3/17 indicators currently selected

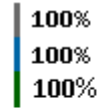
Dimension B - Leadership Capacity

Implementation Progress

Actions Progress

Strategic planning, mission, and vision

■ % Assessed ■ % Planned ■ % Achieved



2/7 indicators currently selected

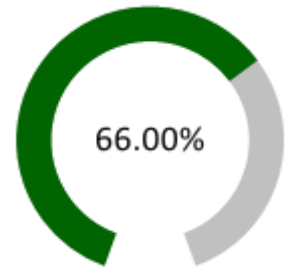
2 Actions Created
2 Complete

Implementation Progress

Actions Progress

Distributed leadership and collaboration

■ % Assessed ■ % Planned ■ % Achieved



1/6 indicators currently selected

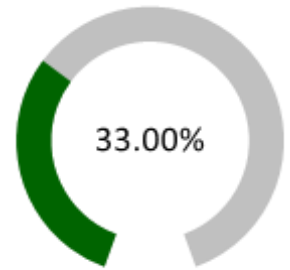
3 Actions Created
2 Complete

Implementation Progress

Actions Progress

Monitoring instruction in school

■ % Assessed ■ % Planned ■ % Achieved



3/5 indicators currently selected

3 Actions Created
1 Complete

Dimension C - Professional Capacity

Implementation Progress

Actions Progress

Quality of professional development

% Assessed % Planned % Achieved



1/4 indicators currently selected

2 Actions Created
0 Complete

Implementation Progress

Actions Progress

Talent recruitment and retention

% Assessed % Planned % Achieved



1/3 indicators currently selected

4 Actions Created
0 Complete

Dimension E - Families and Community

Implementation Progress

Actions Progress

Family Engagement

% Assessed % Planned % Achieved



1/11 indicators currently selected

4 Actions Created
0 Complete

Celebrate Our Success

Davidson River School has successfully implemented the following practices. These Indicators are our norms, what we do routinely and with high quality.

Date of Report: 12/8/2017

Core Function:	Dimension A - Instructional Excellence and Alignment		
Effective Practice:	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.	Objective Met	12/01/2017
Core Function:	Dimension B - Leadership Capacity		
Effective Practice:	Strategic planning, mission, and vision		
B1.01	The LEA has an LEA Support & Improvement Team.	Objective Met	12/04/2017
B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices.	Objective Met	12/04/2017
B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.	Objective Met	12/01/2017
B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.	Objective Met	12/01/2017

Summary Report

The Summary Report includes detailed information such as the number of meetings held, numbers of Indicators assessed and planned, number of coaching comments, and forms submitted, as well as Leadership Team information.

Davidson River School

Last Login: 12/07/2017

Report Date: 12/08/2017

Coach / Capacity Builder(s)

Coach/Capacity Builder: Alessandro Montanari (NCDPI)

Coach/Capacity Builder: Dr. Jeremy Gibbs (TCS)

Leadership Team Members

Guidance Counselor	Mandy Blake
Parent	Susie Brown
Parent	Sean Dolan
Science Teacher	Noelle Fehn
Math Teacher	Philip Fisher
District Staff	Jeremy Gibbs
Community Member, Dept. of Social Services	Angie Gillespie
Math and English Teacher	Verna Jenkins
Community Member, Meridian Staff	Terri Merritt
English Teacher	Arami Moore
Student	Madison Murr
Online Learning Coordinator	Penny Owen
Student	Alex Padilla
Business/Marketing Teacher	Susanne Pritchett
Student	Ricki Robbins

Social Studies Teacher	Joe Russo
Student Advocate	Stephen Shields
Special Education Teacher	Jennifer Speckman
Parent	Denise Wade
Rebound Teacher	Jessica Webb
Principal	Donna Wilde

Leadership Team Meetings

Date of first Meeting Minutes entered	09/12/2016
Date of last Meeting Minutes entered	11/27/2017
Total number of Meeting Minutes entered to date	25
Average number of Team members present at meetings to date	9
Number of Meeting Minutes entered in last 3 months	6
Average number of Team members present in last 3 months	11

Coaching Support

Number of Coaching Comments entered to date	21
Number of Coaching Comments entered in last 3 months	0
Number of School Responses to Coaching Comments to date	2
Number of School Responses to Coaching Comments in last 3 months	0
Last Coaching Comment	8/29/2017 12:00:00 AM

Indicators/Objectives

Total number of Indicators assessed to date	14
Last Indicator Assessed	12/01/2017
Total number of Indicators assessed and Not a Priority	0
Total number of Indicators planned to date	14
Total number of Indicators initially assessed as Fully Implemented	0
Total number of Objectives Met	5
Number of Objectives Past Due	1

Actions

Last Action Added	12/04/2017
Total number of Actions entered to date	39
Total number of Actions completed to date	6
Number of Actions Past Due	0
Number of Actions Due in next 30 days	0

Report Submissions In Past 12 Months

Name of Submission	Date
Student Success Comprehensive Plan Report -	12/07/2017
Student Success Comprehensive Plan Report -	04/13/2017

Indicator Progress (by Core Function and Effective Practice)

Assessed: Number of Indicators assessed out of the total number of Indicators in that section/subsection.	Actions Created (at least 1 action): Number of Objectives planned for out of the number of Objectives available to plan for in that section/subsection (Indicators assessed as Fully Implemented or No development/Not in Plan will not be shown here).	Met with Evidence: Number of Indicators that were fully implemented from the initial assessment and total Objectives in this section/subsection that have been planned for and have reached full implementation out of the total number of Indicators.
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Core Function:	Dimension A - Instructional Excellence and Alignment				
Effective Practice	Subsection I	Subsection II	Assessed	Planned	Achieved
High expectations for all staff and students		(A1.01 - A1.09)	1 of 2	1 of 2	0 of 2
Curriculum and instructional alignment		(A2.01 - A2.19)	2 of 2	2 of 2	0 of 2
Student support services		(A4.01 - A4.17)	3 of 3	3 of 3	0 of 3
Core Function:	Dimension B - Leadership Capacity				
Effective Practice	Subsection I	Subsection II	Assessed	Planned	Achieved
Strategic planning, mission, and vision		(B1.01 - B1.07)	2 of 2	2 of 2	2 of 2

Distributed leadership and collaboration		(B2.01 - B2.06)	1 of 1	1 of 1	0 of 1
Monitoring instruction in school		(B3.01 - B3.05)	1 of 3	1 of 3	0 of 3
Core Function:	Dimension C - Professional Capacity				
Effective Practice	Subsection I	Subsection II	Assessed	Planned	Achieved
Quality of professional development		(C2.01 - C2.04)	1 of 1	1 of 1	0 of 1
Talent recruitment and retention		(C3.01 - C3.05)	1 of 1	1 of 1	0 of 1
Core Function:	Dimension E - Families and Community				
Effective Practice	Subsection I	Subsection II	Assessed	Planned	Achieved
Family Engagement		(E1.01 - E1.11)	1 of 1	1 of 1	0 of 1
Core Function:	Dimension B				
Effective Practice	Subsection I	Subsection II	Assessed	Planned	Achieved
Leadership Capacity			1 of 1	1 of 1	1 of 1

Actions Report

The following report includes detailed information for all actions created by the Leadership Team, including the assigned team member and target date for completion. Actions are created by a Leadership Team to help achieve fully and effective implementation of best practices.

 **Remember:** Actions should be simple, specific, and lead to the achievement of each objective.



! = Past Due Actions		KEY = Key Indicator		Actions Included in the Plan (40)				
		Objective	Added Date	Action	Frequency	Assigned To	Target Date	Completed
			10/26/16	A. Develop a contact list with TCS SIT personnel accessible to DRS staff. B. Share DRS SIT minutes with TCS		Donna Wilde	06/09/2017	06/09/2017
	KEY	B1.01	10/26/16	A. Develop a contact list with TCS SIT personnel accessible to DRS staff. B. Share DRS SIT minutes with TCS		Donna Wilde	06/09/2017	06/09/2017
	KEY	B2.03	12/1/17	a) All certified teachers will have planning time built into their daily schedules as required by state statute.	once a year	Donna Wilde	09/29/2017	10/02/2017
	KEY	A4.01	12/1/17	a) During the first quarter of the school year, staff will revisit progress on Multi-Tiered System of Support (MTSS) interventions offered at DRS and revise as appropriate. This will ensure that all staff members are aware of accommodations available for students and that staff make referrals to resources that support student needs.	once a year	Donna Wilde	11/30/2017	12/01/2017

	KEY	B3.03	12/1/17	a) Each fall, the principal will meet with teachers to discuss observation requirements and approve professional development plans. Constructive feedback will be given according to district guidelines following each observation. EVAAS data will be shared with respective teachers. Each teacher will complete the required Orientation to NCEES by September 1.	once a year	Donna Wilde	12/01/2017	09/29/2017
	KEY	A4.01	12/1/17	b) The Leadership Team will develop a formal tracking system for students referred to Options Team to monitor grades and accommodations over a four week period of time. Options Team will review monthly and results will be shared with staff and parents.	monthly	Stephen Shields	01/31/2018	
	KEY	B2.03	12/1/17	b) The principal will create a list of duties for before, during and after school supervision and post within the first few workdays before school begins.	once a year	Donna Wilde	01/31/2018	12/04/2017
		A2.17	12/1/17	a) Prior to the first day of the school year, staff will agree on three to five classroom "norms" for personal responsibility, cooperation, and concern for others. This will support research on social-emotional learning, decreasing bullying and social rejection, and character education. Professional development will include discussion on the video "Reject" and others that relate to social isolation, trauma and rejection.	twice a year	Homeroom teachers	02/28/2018	
	KEY	A1.07	12/1/17	a) Teachers will review school behavior expectations according to school and board policy with all students within the first week of school. Copies of the handbook will be available both online and in print. Students will review these expectations at least twice annually.	twice a year	Homeroom teachers	02/28/2018	
	KEY	E1.06	12/1/17	a) For the first day of class, teachers will have introductory letters that will include course syllabus, classroom expectations, grading practices and other procedures. This information will be accessible on teacher webpages as well.	twice a year	Certified teachers	02/28/2018	

		A2.17	12/1/17	b) During the first two weeks of school, teachers will review all of the norms with students. Norms will be posted in every classroom and in the common areas of school. Character education and positive behavior recognition will be emphasized.	twice a year	Homeroom teachers	02/28/2018	
	KEY	A1.07	12/1/17	b) Each classroom will post a set of classroom rules/norms that support school-wide rules. Character education and positive behaviors will be emphasized.	twice a year	Donna Wilde	02/28/2018	
	KEY	A4.16	12/1/17	c) Middle school students who are potential candidates to DRS will visit the school and learn of our programs. This will be coordinated by the Leadership Team and middle school staff, and include parents as well.	once a year	Mandy Blake	05/31/2018	
	KEY	B1.03	10/26/16	A. Engage staff in SIT goals and progress during staff meetings. B. Involve Principal, stakeholders and staff in SIT monthly meetings		Donna Wilde	06/01/2018	06/09/2017
			10/26/16	A. Involve staff in decision making process.		Donna Wilde	06/01/2018	
	KEY	A4.16	12/1/17	a) In September and February, Personal Education Plans will be developed for each student with input from staff, parents and students. An online tracking system will be developed and implemented so that all staff have electronic access to the information.	twice a year	Stephen Shields	06/08/2018	
	KEY	A2.04	10/26/16	a) Teachers will review the required curriculum and develop pacing guides that will be shared with administration each semester.	twice a year	All certified teachers	06/08/2018	

	KEY	A2.04	12/1/17	b) Teachers will collaborate with DRS and subject area teachers from other schools to discuss standards-based instruction, both face to face and through different social media platforms, eg. Twitter, blogs, etc.	twice a year	Certified teacheres	06/08/2018	
	KEY	A4.16	12/1/17	b) The Leadership Team will carry out quarterly audits of each student's academic progress and schedule parent meetings if students are failing two of four courses. These students will also have an accommodations review during the monthly Options Team Meetings.	monthly	Stephen Shields	06/08/2018	
	KEY	B3.03	12/1/17	b) The principal will meet with faculty on a weekly basis to discuss instructional strategies and include monthly spotlights on successful strategies demonstrated by various staff members. Staff will share technology tips and best practices with colleagues.	monthly	Donna Wilde	06/08/2018	
	KEY	A1.07	12/1/17	c) Students will receive positive recognition through awards programs, announcements, bulletin board displays, social media and other means throughout the year. Community service projects will be coordinated through Project Rebound, activities sponsored by the Rotary Club and Salvation Army, and other community agencies.	once a year	Jessica Webb	06/08/2018	
	KEY	A2.04	12/1/17	c) Teachers will use benchmark assessment data to focus interventions for instruction.	twice a year	Certified teachers	06/08/2018	
		A2.17	12/1/17	c) Throughout the school year, teachers will model norms and reinforce them in the entire school. When asked, any DRS student or staff member should be familiar with the norms. Students will be recognized at awards programs, through social media (Twitter, etc) and other ways for their leadership in these areas.	four times a year	Donna Wilde	06/08/2018	

	KEY	A4.01	12/1/17	c) To ensure that each student has an adult to connect with, the principal will pair staff "mentors" with each student each semester. The staff will determine mentor responsibilities to ensure proper support for students.	twice a year	Donna Wilde	06/08/2018	
	KEY	B2.03	12/4/17	c.) The duty schedule will be monitored weekly and individual staff addressed when not properly supervising students.	monthly	Donna Wilde	06/08/2018	
	KEY	A4.16	12/1/17	d) After high school counselors and administrators discuss students that will transition back to home schools, the Leadership Team will arrange transition visits for the students and parents to assist in the transition.	twice a year	Mandy Blake	06/08/2018	
	KEY	A2.04	12/1/17	d) Teachers will use EVAAS data to review student growth predictions, and other data to monitor curriculum delivery.	twice a year	Donna Wilde	06/08/2018	
	KEY	C3.04	12/1/17	a) Staff will review results of stakeholder satisfaction survey data and share with School Improvement Team to evaluate school climate. Adjustments will be made as needed.	once a year	Donna Wilde	06/09/2018	
	KEY	A4.06	10/26/16	a) Teachers will report changes in student behavior to the school counselor who will investigate and connect students with support systems. The school counselor will make parent contacts when noticeable emotional changes occur and refer to appropriate services (eg. Meridian Mental Health services, Guided Problem Solving, DSS).	twice monthly	Mandy Blake	06/01/2019	
	KEY	C2.01	12/1/17	a) Staff will review available data (school report card, growth and proficiency data, survey data, dropout data, etc.) and data will be shared with School Improvement Team. Modifications to professional development and individual teacher growth plans will be based on the results.	four times a year	Certified teachers	06/07/2019	

KEY	C3.04	12/1/17	b) The principal will evaluate teachers throughout the school year using NCEES standards and provide written feedback. Feedback will also be provided using various media (Google forms, emails. etc.) for informal observations.	monthly	Donna Wilde	06/07/2019	
KEY	C2.01	12/1/17	b) Teachers will utilize data from benchmark assessments, EVAAS growth results, and other data to monitor and track student progress. Proficiency targets will be set each semester.	twice a year	Certified teachers	06/07/2019	
KEY	C3.04	12/1/17	c) Positive recognition will be included in weekly meetings and through social media to recognize staff accomplishments. The principal will highlight successful teaching techniques through social media at least four times per month.	monthly	Donna Wilde	06/07/2019	
KEY	B3.03	12/1/17	c) The principal will coordinate professional development to support instructional improvement, increase use of technology and active learning strategies, and increase understanding of at-risk learners.	twice a year	Donna Wilde	06/07/2019	
KEY	E1.06	12/1/17	b) Teachers will update grades in Powerschool weekly for parent/student access. Parent workshops will be conducted to assist parents in accessing grades and attendance through Parent Portal. Staff will make phone calls at least once per nine weeks to update parents on student progress or schedule parent conferences as necessary.	three times a year	Certified teachers	06/08/2019	
KEY	E1.06	12/1/17	c) Progress reports will be mailed to homes as well as distributed to students each quarter accompanied by a school newsletter. The newsletter will highlight student and staff accomplishments, tips for parents to help with coursework, and other information. This will also be accessible on our website. A daily phone call	four times a year	Certified teachers	06/08/2019	

				will be sent home to the parents of students who have been absent for one or more class periods.				
KEY	E1.06	12/1/17	d) The Leadership Team will conduct annual intake meetings with parents/guardians and students to review graduation guidelines for Transylvania County Schools and update student graduation plans. These meetings will occur no less than annually.	once a year	Donna Wilde	06/09/2019		
KEY	A4.06	12/4/17	b) Teachers will participate in professional development to increase understanding of the unique needs of at-risk learners, and learn practical skills for students to utilize for managing emotional needs. This includes training in Social Emotional Learning, generational poverty, and Trauma and Resiliency training.	twice a year	All staff	06/09/2019		
KEY	C3.04	12/1/17	d) The Leadership Team will continue to increase partnerships with the local colleges to recruit future teachers. This includes having a staff member participate in the Blue Ridge Community College Ambassador program, securing college tutors and mentors for students and hosting student teachers when requested.	once a year	Donna Wilde	06/09/2019		
KEY	A4.01	12/1/17	d.) Staff will complete Trauma and Resiliency training and utilize techniques with students.	once a year	Donna Wilde	06/12/2019		

Comprehensive Progress Report

Mission:

Davidson River School is committed to providing Transylvania County with responsible and healthy citizens through academic and career-technical education provided in a safe and caring environment.

Goals:



! = Past Due Actions

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>		DRS has several new staff members who are adjusting to working with at-risk populations. Early in the semester, teachers establish classroom rules and behavior management in each classroom is generally effective. Our goals is to develop protocol using Growth Mindset applications. The school counselor surveyed staff and students early in the year to determine major needs of the school.	Limited Development 11/30/2017			
<i>How it will look when fully met:</i>		Staff will be familiar with Growth Mindset techniques and will engage students in developing classroom rules in positive ways. Discussions about tolerance, acceptance, and character education will occur in all classes. We will provide evidence of improving in this area through student and staff surveys data.		Mandy Blake	06/08/2018	
<i>Action(s)</i>	<i>Created Date</i>		0 of 3 (0%)			

1	12/1/17	a) Teachers will review school behavior expectations according to school and board policy with all students within the first week of school. Copies of the handbook will be available both online and in print. Students will review these expectations at least twice annually.		Homeroom teachers	02/28/2018
<i>Notes:</i>					
2	12/1/17	b) Each classroom will post a set of classroom rules/norms that support school-wide rules. Character education and positive behaviors will be emphasized.		Donna Wilde	02/28/2018
<i>Notes:</i>					
3	12/1/17	c) Students will receive positive recognition through awards programs, announcements, bulletin board displays, social media and other means throughout the year. Community service projects will be coordinated through Project Rebound, activities sponsored by the Rotary Club and Salvation Army, and other community agencies.		Jessica Webb	06/08/2018
<i>Notes:</i>					

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	Target Date
<i>Initial Assessment:</i>		In past years, subject-alike meetings occurred twice annually on Professional Development Early Release Days. Currently, Early Release Day meetings are not occurring in this way, but teachers are meeting after school with other high school subject-alike teachers. Online resources, such as Google Hangouts or blogs, are also used to collaborate and share curriculum discussions between schools.	Limited Development 05/16/2016		
<i>How it will look when fully met:</i>		When fully implemented, all teachers at DRS will collaborate regularly with subject-alike staff at the other high schools, creating a 'team' approach to standard-based instruction. Benchmark assessments will be used to direct interventions and strengthen instruction.		Donna Wilde	06/29/2018
Action(s)	Created Date		0 of 4 (0%)		
1	10/26/16	a) Teachers will review the required curriculum and develop pacing guides that will be shared with administration each semester.		All certified teachers	06/08/2018
<i>Notes:</i>					

2	12/1/17	b) Teachers will collaborate with DRS and subject area teachers from other schools to discuss standards-based instruction, both face to face and through different social media platforms, eg. Twitter, blogs, etc.		Certified teacheres	06/08/2018
<i>Notes:</i>					
3	12/1/17	c) Teachers will use benchmark assessment data to focus interventions for instruction.		Certified teachers	06/08/2018
<i>Notes:</i>					
4	12/1/17	d) Teachers will use EVAAS data to review student growth predictions, and other data to monitor curriculum delivery.		Donna Wilde	06/08/2018
<i>Notes:</i>					
	A2.17	ALL teachers establish classroom norms for personal responsibility, cooperation, and concern for others.(5107)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		As of 10/19/17, DRS staff is in currently developing action steps for this goal which will be shared with SIT in November and finalized at the school board meeting December 2017.	No Development 10/19/2017		
<i>How it will look when fully met:</i>		<ul style="list-style-type: none"> Throughout the school year, teachers will model norms and reinforce them in the entire school. When asked, any DRS student or staff member should be familiar with the norms. Students will be recognized at awards programs, through social media (Twitter, etc) and other ways for their leadership in these areas. 		Stephen Shields	06/08/2018
Action(s)	Created Date		0 of 3 (0%)		
1	12/1/17	a) Prior to the first day of the school year, staff will agree on three to five classroom "norms" for personal responsibility, cooperation, and concern for others. This will support research on social-emotional learning, decreasing bullying and social rejection, and character education. Professional development will include discussion on the video "Reject" and others that relate to social isolation, trauma and rejection.		Homeroom teachers	02/28/2018
<i>Notes:</i>					
2	12/1/17	b) During the first two weeks of school, teachers will review all of the norms with students. Norms will be posted in every classroom and in the common areas of school. Character education and positive behavior recognition will be emphasized.		Homeroom teachers	02/28/2018
<i>Notes:</i>					

3	12/1/17	c) Throughout the school year, teachers will model norms and reinforce them in the entire school. When asked, any DRS student or staff member should be familiar with the norms. Students will be recognized at awards programs, through social media (Twitter, etc) and other ways for their leadership in these areas.		Donna Wilde	06/08/2018
Notes:					

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
<i>Initial Assessment:</i>		<p>Identifying a specialized Tier Intervention System unique to DRS is well underway. Staff began the process of categorizing interventions in early spring as part of our school-based Professional Development. We compared our intervention strategies to the traditional school setting and we are developing a method to track the success of students based on effective interventions. More work on this is still needed, especially to identify research based practices that best support our students.</p> <p>More than twelve hours of professional development has been accomplished in this area to define the unique interventions offered at DRS for school year 2016-18. More work is needed in this area since several staff members are new to DRS and not familiar with our past work.</p>	Limited Development 05/10/2016		
		Priority Score: 2 Opportunity Score: 2	Index Score: 4		
<i>How it will look when fully met:</i>		When fully implemented, all staff will be adept at identifying needs of students, including mental health and appropriate referral processes. All staff will know procedures for systems to meet student needs (i.e. food, clothing, etc.) and will take responsibility to take part in meeting these needs. All staff will be use differentiation routinely with all students.		Donna Wilde	06/28/2018
Action(s)	Created Date		1 of 4 (25%)		
1	12/1/17	a) During the first quarter of the school year, staff will revisit progress on Multi-Tiered System of Support (MTSS) interventions offered at DRS and revise as appropriate. This will ensure that all staff members are	Complete 12/01/2017	Donna Wilde	11/30/2017

		aware of accommodations available for students and that staff make referrals to resources that support student needs.			
<i>Notes:</i>					
2	12/1/17	b) The Leadership Team will develop a formal tracking system for students referred to Options Team to monitor grades and accommodations over a four week period of time. Options Team will review monthly and results will be shared with staff and parents.		Stephen Shields	01/31/2018
<i>Notes:</i>					
3	12/1/17	c) To ensure that each student has an adult to connect with, the principal will pair staff "mentors" with each student each semester. The staff will determine mentor responsibilities to ensure proper support for students.		Donna Wilde	06/08/2018
<i>Notes:</i>					
4	12/1/17	d.) Staff will complete Trauma and Resiliency training and utilize techniques with students.		Donna Wilde	06/12/2019
<i>Notes:</i>					
Implementation:			12/01/2017		
Evidence		12/1/2017			
Experience		12/1/2017			
Sustainability		12/1/2017			
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	Target Date
Initial Assessment:		Davidson River School now partners with a local mental health agency to serve students on site. Parents are able to initiate mental health referrals during required orientation Intake meetings for their child. Currently, our guidance counselor is only 60% FYE, so funds from this Priority School grant are needed to fund the position to be full time.	Limited Development 05/10/2016		
How it will look when fully met:		When fully implemented, appropriate fully-funded school guidance and mental health services will be available to all students. School guidance services will be returned to full time and students will receive group and individual counseling from the school counselor.		Donna Wilde	06/30/2018
Action(s)	Created Date		0 of 2 (0%)		

1	10/26/16	a) Teachers will report changes in student behavior to the school counselor who will investigate and connect students with support systems. The school counselor will make parent contacts when noticeable emotional changes occur and refer to appropriate services (eg. Meridian Mental Health services, Guided Problem Solving, DSS).		Mandy Blake	06/01/2019
<i>Notes:</i>					
2	12/4/17	b) Teachers will participate in professional development to increase understanding of the unique needs of at-risk learners, and learn practical skills for students to utilize for managing emotional needs. This includes training in Social Emotional Learning, generational poverty, and Trauma and Resiliency training.		All staff	06/09/2019
<i>Notes:</i>					
KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		In spring 2017, BMS students who were referred to DRS visited with their teachers and toured the school. Their parents met with DRS staff in June and July to tour the school, develop PEPs and graduation plans and share schedules.	Limited Development 12/01/2017		
<i>How it will look when fully met:</i>		When fully implemented, ALL students and their parents will feel comfortable at and knowledgeable about services offered at DRS. When students are returning to their home schools, they will feel comfortable about navigating the home school, finding classes and know academic and behavioral expectations.		Mandy Blake	06/07/2019
Action(s)	Created Date		0 of 4 (0%)		
1	12/1/17	a) In September and February, Personal Education Plans will be developed for each student with input from staff, parents and students. An online tracking system will be developed and implemented so that all staff have electronic access to the information.		Stephen Shields	06/08/2018
<i>Notes:</i>					
2	12/1/17	b) The Leadership Team will carry out quarterly audits of each student's academic progress and schedule parent meetings if students are failing two of four courses. These students will also have an accommodations review during the monthly Options Team Meetings.		Stephen Shields	06/08/2018

Notes:					
3	12/1/17	c) Middle school students who are potential candidates to DRS will visit the school and learn of our programs. This will be coordinated by the Leadership Team and middle school staff, and include parents as well.		Mandy Blake	05/31/2018
Notes:					
4	12/1/17	d) After high school counselors and administrators discuss students that will transition back to home schools, the Leadership Team will arrange transition visits for the students and parents to assist in the transition.		Mandy Blake	06/08/2018
Notes:					

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Strategic planning, mission, and vision			
KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Currently, the director of curriculum for Transylvania County meets periodically with the principal to discuss school improvement initiatives and progress towards meeting goals, currently serving as a consultant and liaison to the Superintendent.	Limited Development 05/05/2016		
		Priority Score: 1 Opportunity Score: 3	Index Score: 3		
How it will look when fully met:		Since Transylvania County is a very small district, the Support and Improvement Team will be tailored to the size of the school district and alternative school. The LEA liaison will participate actively in school improvement team meetings twice a month or more throughout the year, and provide guidance on school improvement initiatives.	Objective Met 12/04/17	Stephen Shields	06/01/2017
Action(s)	Created Date				
1	10/26/16	A. Develop a contact list with TCS SIT personnel accessible to DRS staff. B. Share DRS SIT minutes with TCS	Complete 06/09/2017	Donna Wilde	06/09/2017
Notes:		A. Beginning B. August 2016; SIT minutes shared with Central Office, as well as needs assessment information 4/11/17			

		A. Completed B. Ongoing, posted on website			
Implementation:			12/04/2017		
Evidence		12/4/2017 In such a small school system, principals are in constant communication now that TCS is using district NC Star. Central office staff has full access to DRS documents on NC Star.			
Experience		12/4/2017 Regular meetings of SIT with posted agendas and minutes of meetings have occurred historically at DRS. This objective enabled us to refine our procedures by routinely posting the information on our website and including District Leadership. Using the NCStar software made this easier since District Leadership have access to our information electronically and can view recent developments.			
Sustainability		12/4/2017 DRS will continue to post meeting minutes to NC Star and on the DRS website. DRS will continue to communicate with district level leadership.			
KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices.(5137)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Currently, school staff meet no less than twice monthly to review progress towards school improvement goals. While an agenda is part of these meetings, minutes of the meeting are currently not maintained. School Improvement team currently meets 6-8 times per year with agendas and minutes posted regularly. School Improvement Team meetings with meeting minutes updated to the Davidson River School website monthly.	Limited Development 05/05/2016		
		Priority Score: 2 Opportunity Score: 2	Index Score: 4		
How it will look when fully met:		School Improvement team meetings will occur twice monthly or more with minutes and agendas posted to all participants and on the school website. Review of the minutes will support continuous dialogue focused on school improvement goals and outcomes of initiatives. Staff will be appraised of improvement initiatives at least three times per month.	Objective Met 12/04/17	Donna Wilde	06/09/2017
Action(s)	Created Date				

1	10/26/16	A. Engage staff in SIT goals and progress during staff meetings. B. Involve Principal, stakeholders and staff in SIT monthly meetings	Complete 06/09/2017	Donna Wilde	06/01/2018
		Notes: A. Weekly B. Minutes posted twice a month, 4 to date. 4/11/17 A. Ongoing B. 14 SIT meetings to date.			
Implementation:			12/04/2017		
Evidence		12/4/2017 All SIT meeting minutes have been recorded in NC Star			
Experience		12/4/2017 The staff and School Improvement Team meet at least twice each month to develop the School Improvement Plan and monitor progress towards goals. Meeting times are posted on the school website and all meetings include agendas and meeting minutes shared with stakeholders. This is an institutionalized practice at DRS.			
Sustainability		12/4/2017 Staff will continue to meet weekly and SIT goals will be monitored, SIT meetings will continue twice a month and meeting minutes are recorded in NC Star.			

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Distributed leadership and collaboration			
!	KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To
Initial Assessment:		The additional of several new staff members to DRS necessitates specific duty schedules with staff expectations outlined more specifically than in past years. Subject-alike meetings take place mostly after school or online through blogs or wikis.		Limited Development 05/10/2016	
		Priority Score: 1	Opportunity Score: 3	Index Score: 3	
How it will look when fully met:		When fully implemented, all staff will follow the assigned duty schedule. Planning time will be utilized for individual planning and collaboration.			Donna Wilde
					10/02/2017

Action(s)	Created Date		2 of 3 (67%)		
1	12/1/17	a) All certified teachers will have planning time built into their daily schedules as required by state statute.	Complete 10/02/2017	Donna Wilde	09/29/2017
<i>Notes:</i>					
2	12/1/17	b) The principal will create a list of duties for before, during and after school supervision and post within the first few workdays before school begins.	Complete 12/04/2017	Donna Wilde	01/31/2018
<i>Notes:</i>					
3	12/4/17	c.) The duty schedule will be monitored weekly and individual staff addressed when not properly supervising students.		Donna Wilde	06/08/2018
<i>Notes:</i>					
Implementation:			12/01/2017		
<i>Evidence</i>	8/16/2017				
<i>Experience</i>	8/16/2017				
<i>Sustainability</i>	8/16/2017				

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Monitoring instruction in school			
KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Currently, the principal monitors instruction as required by district policy. Career teachers are observed two or more times a year for four years and receive a full evaluation of three observations every fifth year. Probationary teachers receive four observations as required by policy for three years or longer. Written feedback is provided after each observation and professional development plans are formally reviewed three or more times per year with each teacher.	Limited Development 05/05/2016		
		Priority Score: 3	Opportunity Score: 1	Index Score: 3	
How it will look when fully met:		Timely and clear and constructive feedback will be provided in writing after all formal and informal observations. Records of classroom walk-through data and formal observations will be made available to School Improvement Team on a quarterly basis and noted in meeting minutes.		Donna Wilde	06/30/2019

Action(s)	Created Date		1 of 3 (33%)		
1	12/1/17	a) Each fall, the principal will meet with teachers to discuss observation requirements and approve professional development plans. Constructive feedback will be given according to district guidelines following each observation. EVAAS data will be shared with respective teachers. EEach teacher will complete the required Orientation to NCEES by September 1.	Complete 09/29/2017	Donna Wilde	12/01/2017
Notes:					
2	12/1/17	b) The principal will meet with faculty on a weekly basis to discuss instructional strategies and include monthly spotlights on successful strategies demonstrated by various staff members. Staff will share technology tips and best practices with colleagues.		Donna Wilde	06/08/2018
Notes:					
3	12/1/17	c) The principal will coordinate professional development to support instructional improvement, increase use of technology and active learning strategies, and increase understanding of at-risk learners.		Donna Wilde	06/07/2019
Notes:					
Implementation:			12/01/2017		
Evidence		12/1/2017			
Experience		12/1/2017			
Sustainability		12/1/2017			

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
Initial Assessment:		Currently, all certified teachers receive observations as required by district policy. Informal observations (Classroom Walk-throughs) generally do not include written feedback and are not frequent nor methodically conducted. EVAAS growth data is used sporadically and not linked to instructional improvement. Professional development is based on needs of students and active engagement techniques. While	Limited Development 05/10/2016		

		professional development focuses on use of technology, active engagement of learners and curriculum trends, clear documentation that the Professional Development improves performance data is lacking.			
How it will look when fully met:		When fully implemented, growth data will be available that clearly guides instructional improvement. Proficiency targets will be set based on past performance and analyzed each semester.		Donna Wilde	06/01/2018
Action(s)	Created Date		0 of 2 (0%)		
1	12/1/17	a) Staff will review available data (school report card, growth and proficiency data, survey data, dropout data, etc.) and data will be shared with School Improvement Team. Modifications to professional development and individual teacher growth plans will be based on the results.		Certified teachers	06/07/2019
<i>Notes:</i>					
2	12/1/17	b) Teachers will utilize data from benchmark assessments, EVAAS growth results, and other data to monitor and track student progress. Proficiency targets will be set each semester.		Certified teachers	06/07/2019
<i>Notes:</i>					

Core Function:		Dimension C - Professional Capacity				
Effective Practice:		Talent recruitment and retention				
	KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Staff recognition - Each year, DRS elects a Teacher of the Year and Assistant of the Year. When applicable, new teachers are nominated for Rockie of the Year Awards. Periodically, staff are nominated for awards such as School Social Worker of the Year. Social media is used to promote and recognize good instruction. Recruiting and replacing staff - Staff members are always part of interview teams for hiring new staff members. At DRS, we are dedicated to enhancing and promoting the teaching profession and frequently host student teachers, intern teachers, and Brevard College students who are interested in becoming teachers. Our relationship with the Brevard College teacher education program is strong.	Limited Development 05/10/2016		
How it will look when fully met:		When fully implemented, teachers and administrators, as well as community members, will have a better understanding of the unique			Donna Wilde	06/01/2019

		needs and challenges of the alternative school. More internships and student teachers will be hosted at DRS. New teachers to DRS will be fully supported and teaching high quality instruction designed to meet with unique needs of at risk students. Staff will receive both community and school district recognition. We will have a low teacher turnover rate.			
Action(s)	Created Date		0 of 4 (0%)		
1	12/1/17	b) The principal will evaluate teachers throughout the school year using NCEES standards and provide written feedback. Feedback will also be provided using various media (Google forms, emails. etc.) for informal observations.		Donna Wilde	06/07/2019
<i>Notes:</i>					
2	12/1/17	c) Positive recognition will be included in weekly meetings and through social media to recognize staff accomplishments. The principal will highlight successful teaching techniques through social media at least four times per month.		Donna Wilde	06/07/2019
<i>Notes:</i>					
3	12/1/17	a) Staff will review results of stakeholder satisfaction survey data and share with School Improvement Team to evaluate school climate. Adjustments will be made as needed.		Donna Wilde	06/09/2018
<i>Notes:</i>					
4	12/1/17	d) The Leadership Team will continue to increase partnerships with the local colleges to recruit future teachers. This includes having a staff member participate in the Blue Ridge Community College Ambassador program, securing college tutors and mentors for students and hosting student teachers when requested.		Donna Wilde	06/09/2019
<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	Target Date
<i>Initial Assessment:</i>		Prior to attending DRS, parents and students participate in orientation sessions including development of a PEP, review of graduation plans and transcripts, and goal setting. Parents are invited to review progress	Limited Development 05/10/2016		

		at least one time per year. Academic progress reports and newsletters are mailed to parents two or more times per quarter but little information is included that would strengthen parents to support the curriculum at home. Parents are told of software for credit recovery and acceleration but are not shown how to actually use it with their child at home.			
How it will look when fully met:		When fully implemented, parents will have a working knowledge of software for credit recovery and acceleration. Parent portal will be used frequently by parents to monitor student progress. Teachers will participate in mini-workshops that support the curriculum at home. Parents will receive not only academic and newsletter mailings, but activity packets that support the curriculum at home.		Donna Wilde	06/30/2019
Action(s)	Created Date		0 of 4 (0%)		
1	12/1/17	d) The Leadership Team will conduct annual intake meetings with parents/guardians and students to review graduation guidelines for Transylvania County Schools and update student graduation plans. These meetings will occur no less than annually.		Donna Wilde	06/09/2019
<i>Notes:</i>					
2	12/1/17	a) For the first day of class, teachers will have introductory letters that will include course syllabus, classroom expectations, grading practices and other procedures. This information will be accessible on teacher webpages as well.		Certified teachers	02/28/2018
<i>Notes:</i>					
3	12/1/17	b) Teachers will update grades in Powerschool weekly for parent/student access. Parent workshops will be conducted to assist parents in accessing grades and attendance through Parent Portal. Staff will make phone calls at least once per nine weeks to update parents on student progress or schedule parent conferences as necessary.		Certified teachers	06/08/2019
<i>Notes:</i>					
4	12/1/17	c) Progress reports will be mailed to homes as well as distributed to students each quarter accompanied by a school newsletter. The newsletter will highlight student and staff accomplishments, tips for parents to help with coursework, and other information. This will also be accessible on our website. A daily phone call will be sent home to the parents of students who have been absent for one or more class periods.		Certified teachers	06/08/2019
<i>Notes:</i>					

Year 2 Update Addendum Information

Professional Development Plan (2017-2018):

Each year at DRS, teachers engage in professional development to (1.) enhance instructional skills through active learning strategies for at-risk youth, (2.) gain greater understanding of the social-emotional issues that hinder learning and (3.) increase technology skills for classroom use. In 2016-17, we focused on streamlining processes for interventions offered to struggling students called the Multi-Tiered System of Support (MTSS). We also offered training on how trauma affects students, operative listening skills techniques, and instructional technology focused around the district's initiatives called Tech Quest.

Continued work will take place for 2017-18 in each of these areas. Staff members will be encouraged to complete Level 1 Google Certification but will be required to use technology to promote classroom activities through social media, and increase active engagement. Techniques will include Twitter, Instagram, BreakOut EDUs, Google classroom and HyperDocs. We have appropriated time during staff meetings in August-October and fall Early Release Days to identify the North Carolina Standards for Educators that pertain to technology and 21st century skills, and how they cross reference Digital Learning Competencies. In late fall and throughout the spring, we will revisit our roster of MTSS interventions that support struggling students and refine procedures for documenting interventions. In addition, we are working with local mental health organizations to expand on issues of poverty and trauma for students through training in the Community Resiliency Model (CRM).

School Assessment Activities:

Offering students numerous opportunities to be academically successful is a founding principle at DRS. Students are graded on concepts mastered rather than on compliance of behavior measures, such as returning a paper with parent signatures. Teachers post grading practices on their school websites and encourage numerous opportunities for students to improve on assignments, frequently offering alternative assignments to improve grades or resubmit work. Besides mailing home midterm progress reports and report cards, teachers share grades with students intermittently.

Math instruction at DRS is very individualized. Students taking math courses receive a skills placement test to determine ability and help teachers guide instruction. The assessment has 6 levels and identifies gaps in learning. Students are offered remedial math courses to prepare them for success in Math 1. These intensive math interventions are offered in small group and one to one instruction to those not ready for algebraic equations. Students progress to other math courses as master content is mastered. Online courses for Math 2 required mastery of concepts before moving to the next lesson and given repetitive chances to demonstrate mastery. Testing, re-teaching and retesting are common practice.

Students taking English classes receive multiple benchmark assessments throughout the semester to help teacher focus instruction. The final formative assessment is given approximately four weeks before final exams. Students taking Senior English are offered a support lab class to assist with the research requirements. Multiple opportunities are provided with specific feedback to improve on the Senior research project and paper.

All Career Technology Education classes utilize state CTE Post-assessment tests and formative assessment tools. Other subject areas use various formative assessments through technology such as Plicker and Kahoot, providing immediate feedback so the teacher knows how to focus instruction if concepts need to be retaught.

School Homework Plan/Philosophy:

At-risk learners frequently lack home support and motivation needed to effectively learn through homework assignments. Many of our students have jobs or obligations after school that limits time for homework or are not living in stable housing environments. To this end, teachers take into account the differences in financial, educational, and technological resources of students when considering homework assignments. While traditional homework is not strongly emphasized at DRS, students who are absent and have missed assignments are encouraged to complete this work after school, during SmartLunch sessions or at home. If students choose to stay after school, transportation is provided at 4:15 on Tuesdays and Thursdays, or with a teacher by appointment on other days.

Assurances Forms (2016 and 2017)

School Improvement Plan Assurances Sheet

School: **Davidson River School**

Please complete the following assurance items, sign, date, and attach to the School Improvement Plan for your school.

✓		Requirement
X	1	The SIP meets all of the requirements set forth in North Carolina General Statute 115C-105.27.
X	2	The members of the School Improvement Team and their position titled are included with this plan.
X	3	All required components (student achievement, excellent educators, and healthy/safe/responsible students) have been addressed in this plan in some meaningful way.
X	4	Relevant achievement (proficiency) targets as identified by the data have been addressed in this plan.
X	5	Instructional objectives address growth. EVAAS is explicitly mentioned somewhere in the plan as a resource/tool/objective/strategy.
X	6	Professional development has been included in this plan
X	7	Safe school plans have been included in this plan. (This is managed separately and is coordinated with A. Justice).
NA	8	Waivers have been included in this plan (if applicable, see Gibbs).
NA	9	Financial flexibility and budget information have been included in this plan.
X	10	All eligible staff members were given the opportunity to vote on the School Improvement Plan by means of secret ballot on December 2, 2016.
		The results of the vote were as follows: 13 For 0 Against 0 Abstain
		For Title I Schools Only (Elementary)
		This plan reflects the requirements for Title I Schoolwide Schools

W. Saunders
Signature of the Principal

December 2, 2016
Date

W. Saunders
Signature of School Improvement Team Chairperson(s)

12/2/16
Date

Transylvania County Schools School Improvement Plan Assurances Year 2 Update (2017-2018 School Year)

School: _____

Please complete the following assurance items, sign, date, and attach to the updated School Improvement Plan for your school.

✓		Requirement
✓	1	The SIP meets all of the requirements set forth in North Carolina General Statute 115C-105.27 and BOE Policy 3430
✓	2	Current members of the School Improvement Team and their position titled are included with this plan (note changes or updates from original membership from 2016-17).
✓	3	All required components (student achievement, excellent educators, and healthy/safe/responsible students) have been addressed in this plan in some meaningful way. An evaluation of progress is evidenced.
✓	4	Relevant achievement (proficiency) targets as identified by the data have been addressed in this plan. An evaluation of progress is evidenced.
✓	5	Instructional objectives address student growth. EVAAS is explicitly mentioned somewhere in the plan as a resource/tool/objective/strategy. An evaluation of progress is evidenced.
✓	6	Professional development information has been included in this plan.
✓	7	Safe school plans have been included in this plan. (This is managed separately and is coordinated with A. Justice).
	8	Waivers have been included in this plan (if applicable, see Gibbs).
✓	9	SIT and/or other Teacher Leaders have had meaningful consultation in developing the school's budget. Financial flexibility and budget information have been included in this SIP, if necessary based on goals.
	10	No vote is required as this is year 2 of an approved plan. However, a presentation to SIT as well as the school's staff to provide an update on the plan's progress must be held.
		Indicate date(s) of presentation to SIT: <u>12/4/17</u> Indicate date(s) of presentation to school staff: <u>12/4/17</u>
		For Title I Schools Only (Elementary)
		This plan supports the requirements for Title I School-wide Schools

W. Saunders
Signature of the Principal

12/11/17
Date

W. Saunders
Signature of School Improvement Team Chairperson(s)

12/11/17
Date