

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.

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.

Goals:

Every Transylvania County Schools student has a personalized education plan that creates a path for high school graduation prepared for work, and/or higher education, and citizenship.

Every Transylvania County Schools student, every day has excellent educators.

Every Transylvania County Schools student is healthy, safe, and responsible.

Every Davidson River student will be paired with at least one caring adult who will advocate on their behalf.

Every student at Davidson River will have access to the resources necessary to support student success.



Activity in the last 12 months

! = Past Due Objectives

KEY = Key Indicator

Core Function:			Dimension A - Instructional Excellence and Alignment			
Effective Practice:			High expectations for all staff and students			
	KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
Initial Assessment:			<p>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 goal 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.</p> <p>As of 8/22/18...Faculty and staff continue to need more training on working with students with severe socio-emotional needs. We will continue to monitor instruction and classroom climates through administrative walkthroughs.</p>	Limited Development 11/30/2017		
			Priority Score: 1 Opportunity Score: 3 Index Score: 3			
How it will look when fully met:			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.	Objective Met 10/14/20	Barbara Grimm	06/30/2020
Actions						
	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.		Complete 02/28/2018	Homeroom teachers	02/28/2020
Notes:						
	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.		Complete 02/28/2018	Barbara Grimm	02/28/2020
Notes:						

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.	Complete 06/07/2019	Barbara Grimm	06/01/2020
<i>Notes:</i>				
Implementation:		10/14/2020		
Evidence	9/25/2020 WE have agreed on values, expectations and a behavioral rubric and have those available to all. We are using common restorative practices to manage disruptions in our building.			
Experience	9/25/2020 The staff has worked diligently with the National Dropout Center, and has had much training in restorative practices. We have identified our values in an effort to better impact culture.			
Sustainability	9/25/2020 We are moving forward with the model identified by the NDPC to ensure a common language and practices in every teacher's classroom.			

		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)	Implementation Status	Assigned To	Target Date
Initial Assessment:			<p>As of May 2018, the school counselor has conducted classroom lessons with 3 groups on how to use Mindful Listening and Growth Mindset techniques. All staff completed a 2-hour workshop May 2nd on Trauma and Resiliency and discusses resources and positive connections.</p> <p>September, 2018 Ms. Blake holds a Monday morning mindset class for anyone who wishes to come and is working in individual classes to help students better manage the stressors in their lives.</p> <p>As of August 2019, the school is receiving training to become a trauma skilled school over the next two years. Additionally, many teachers are beginning the day with mindfulness activities and we have instituted a restorative model for behavior issues. Student are asked to go through a calm down process and reflect on what happened. Finally, they determine ways that restoration can occur with the offended party.</p>	Limited Development 05/07/2018		
How it will look when fully met:			Students will employ self-regulation techniques; staff will be able to direct them to use cool-down techniques.		Barbara Grimm	06/10/2021
Actions				1 of 2 (50%)		
	5/7/18	Conduct PD on Trauma and Resiliency		Complete 05/07/2018	Barbara Grimm	05/02/2020
<i>Notes:</i>						
	5/7/18	Teach Mindful Listening to classroom groups (3 or more)			Ashley Witt	06/07/2021
<i>Notes:</i> Good progress as of May 2018						

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
Initial Assessment:			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		
			Priority Score: 2 Opportunity Score: 2	Index Score: 4		
How it will look when fully met:			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.	Objective Met 12/09/19	Barbara Grimm	06/29/2018
Actions						
	10/26/16	a) Teachers will review the required curriculum and develop pacing guides that will be shared with administration each semester.		Complete 06/08/2018	All certified teachers	06/08/2018
<i>Notes:</i>						
	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.		Complete 05/07/2018	Certified teacheres	06/08/2018
<i>Notes:</i>						
	12/1/17	c) Teachers will use benchmark assessment data to focus interventions for instruction.		Complete 05/07/2018	Certified teachers	06/08/2018
<i>Notes:</i>						
	12/1/17	d) Teachers will use EVAAS data to review student growth predictions, and other data to monitor curriculum delivery.		Complete 05/07/2018	Barbara Grimm	06/08/2020
<i>Notes:</i>						
Implementation:				12/09/2019		
Evidence			5/7/2018 PDP documents			
Experience			5/7/2018 Good dialogue with staff during PDP meetings			

Sustainability			5/7/2018 These initiatives need to occur each semester each year to continue the momentum.			
		A2.17	ALL teachers establish classroom norms for personal responsibility, cooperation, and concern for others.(5107)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Since beginning the journey of becoming a Trauma Skilled School, we have been identifying cultural changes that will impact student learning and behavior. We have identified our values as a team and are using those values to inform our behavioral matrix.	No Development 10/19/2017		
			Priority Score: 3 Opportunity Score: 3 Index Score: 9			
How it will look when fully met:			<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. 	Objective Met 10/21/20	Barbara Grimm	06/08/2021
Actions						
	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.		Complete 09/10/2018	Homeroom teachers	10/01/2018
<i>Notes:</i>						
	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.		Complete 06/30/2020	Barbara Grimm	06/30/2020
<i>Notes:</i>						
	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.		Complete 05/07/2018	Homeroom teachers	02/28/2021

Notes:

Notes:				
Implementation:		10/21/2020		
Evidence	10/21/2020 Bi annual awards days, bulletin boards, Monday morning Happening Hellbenders			
Experience	10/21/2020 We have continued to celebrate our students in awards ceremonies and individual recognition.			
Sustainability	10/21/2020 We will continue to identify students who display exemplary growth through individual recognition and group awards ceremonies.			

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	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		
			<p>Priority Score: 2</p> <p>Opportunity Score: 2</p> <p>Index Score: 4</p>			
<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 differentiated academics supports routinely with all students.	Objective Met 09/24/20	Barbara Grimm	06/28/2020
<i>Actions</i>						
	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.	Complete 12/04/2019	Barbara Grimm	11/30/2019
<i>Notes:</i>						
	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 twice a month and results will be shared with staff and parents.	Complete 06/05/2020	Emily McGraw	03/15/2020
<i>Notes:</i>						

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.	Complete 06/05/2020	Barbara Grimm	06/01/2020
Notes:						
12/1/17			d.) Staff will complete Trauma and Resiliency training and utilize techniques with students. The school is working toward becoming a trauma -skilled school and will complete this process in June of 2021	Complete 06/05/2020	Barbara Grimm	06/12/2021
Notes:						
Implementation:				09/24/2020		
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:			2020 - We are using restorative conversations to address behaviors and daily emotional check-ins on days when they aren't in school. Each classroom teacher conducts circles on the days that students are in the building. Mrs. Grimm creates a weekly video and focuses on one of the core competencies from the Casel Framework. Teachers use purposeful practices to create rituals and we have adjusted the start of the day to bring a calmer start. We are connecting students to all needed resources to support mental health.	Limited Development 12/03/2020		
How it will look when fully met:			2020 - When fully implemented, attendance rates will be higher and students will be staying in class more consistently. Referrals for behavior will be less and we will see a heightened focus on content in the classroom. We will see higher graduation rates and test scores. Trauma responses will be minimized and students will use better tools when frustrated and will face obstacles with higher resiliency.		Barbara Grimm	06/08/2022
Actions				0 of 3 (0%)		
12/3/20			By June of 2021, the staff of Davidson River School will have Trauma skilled schools certification.		Barbara Grimm	06/08/2021

Notes:						
12/3/20	Create baseline and monitor data concerning behavioral and mental health referrals.			Ashley Witt	06/08/2021	
Notes:						
12/3/20	Create Educational Modules for 4 areas to decrease suspension rates.			Barbara Grimm	06/08/2021	
Notes: These modules will be in the areas of : Vaping, substance abuse, sexual harassments and bullying.						
	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
Initial Assessment:			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		
			Priority Score: 2 Opportunity Score: 2 Index Score: 4			
How it will look when fully met:			When fully implemented, 90% of 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 fell comfortable about navigating the home school, finding classes and know academic and behavioral expectations.	Objective Met 10/02/20	Barbara Grimm	06/07/2020
Actions						
12/1/17	a) In September and February, Personal Graduation Plans will be developed for each student with input from staff, parents and students.		Complete 06/08/2018	Barbara Grimm	06/08/2020	
Notes:						
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.		Complete 06/08/2020	Barbara Grimm	06/08/2020	
Notes:						
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.		Complete 06/08/2020	Emily McGraw	06/08/2020	
Notes: Completed in May of each year. Invited students for tour and overview of DRS.						

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.	Complete 05/07/2019	Emily McGraw	06/08/2020
<i>Notes:</i>				
Implementation:		10/02/2020		
Evidence	10/2/2020 In May, students from BMS visited DRS campus for tour. High School Audits on every student.			
Experience	10/2/2020 Leadership Team schedules meetings with each student to discuss progress and path to completion.			
Sustainability	10/2/2020 Annual visits by BMS students to DRS. Quarterly meetings with struggling students. Parent conferences to develop a plan moving forward.			

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	Target Date
Initial Assessment:			The addition 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.	Objective Met 12/01/17	Barbara Grimm	06/08/2020
Actions						
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 06/05/2020	Barbara Grimm	01/31/2020
Notes:						
12/4/17		c.) The duty schedule will be monitored weekly and individual staff addressed when not properly supervising students.		Complete 06/05/2020	Barbara Grimm	06/08/2020
Notes:						

12/1/17	a) All certified teachers will have planning time built into their daily schedules as required by state statute.	Complete 06/05/2020	Barbara Grimm	09/29/2020
<i>Notes:</i>				
Implementation:		12/01/2017		
Evidence	8/16/2017			
Experience	8/16/2017			
Sustainability	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.	Objective Met 10/02/20	Barbara Grimm	06/30/2020
Actions						
	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.		Complete 06/07/2020	Barbara Grimm	06/07/2020
Notes: All observations completed according to district guidelines. Teacher feedback was provided throughout the year.						
	12/1/17	b) The principal will meet with faculty twice a month 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.		Complete 06/08/2020	Barbara Grimm	06/08/2020

Notes: Staff Meetings were held twice per month, information was distributed as needed to improve instruction.

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.

Complete 12/01/2020

Barbara Grimm

12/01/2020

Notes: All teachers were trained and given feedback for the evaluation process. PDP's were reviewed at appropriate times throughout the year.

Implementation:

10/02/2020

Evidence

12/1/2017 Evaluation schedule provided by district.

Experience

12/1/2017 Observations were completed within the designated time.

Sustainability

12/1/2017 Observations continue on an ongoing basis.

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)

Implementation Status

Assigned To

Target Date

Initial Assessment:

Leadership Team is meeting at least three times per month. Because we are a small school, we also meet often after school to discuss individual students and situations that have come up during that day.

Limited Development
05/07/2018

Priority Score: 3

Opportunity Score: 2

Index Score: 6

How it will look when fully met:

2019-2020 When fully implemented, we will have fewer dropouts and more interventions. We help students receive the mental health support they need, over come the barriers to attendance and work to remediate the academic struggles that they face.

Barbara Grimm

06/09/2021

Actions

1 of 2 (50%)

5/7/18 Create Attendance collaborative to identify barriers to attendance.

Complete 06/09/2020

Barbara Grimm

06/09/2020

Notes: The attendance collaborative was created in 2019-2020. We partnered with United Way and the Mediation Center to provide funding and support.

10/2/20	Implement restorative practices which will result in less removals from the classroom.		Ashley Witt	06/04/2021
<i>Notes:</i> 10/2/20 -Met with district leaders and shared ideas for implementation from each school.				
Implementation:		10/02/2020		
Evidence	10/2/2020 Attendance improved with the support of community engagement.			
Experience	10/2/2020 Collaborative established. Mediation, enrichment, and monitoring occurred consistently.			
Sustainability	10/2/2020 The team meets regularly to discuss at risk students and provides opportunities for support.			

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 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.	Limited Development 05/10/2016		
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.		Barbara Grimm	06/01/2022
Actions				0 of 2 (0%)		
	12/1/17	a) Staff will review available data (school report card, growth and proficiency data, survey data, dropout data, behavioral 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	06/07/2021
<i>Notes:</i>						

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	06/07/2021	
Notes:						
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		
			Priority Score: 2	Opportunity Score: 2	Index Score: 4	
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 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.	Objective Met 12/03/20	Barbara Grimm	06/01/2020
Actions						
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.		Complete 06/08/2020	Barbara Grimm	06/07/2020	
Notes:						

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.	Complete 06/08/2020	Barbara Grimm	06/07/2020
<i>Notes:</i>				
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.	Complete 06/08/2020	Barbara Grimm	06/09/2020
<i>Notes:</i>				
12/1/17	d) The Leadership Team will continue to increase partnerships with the local colleges to recruit future teachers. This includes securing college tutors and mentors for students and hosting student teachers when requested.	Complete 06/08/2020	Barbara Grimm	06/09/2020
<i>Notes:</i>				
Implementation:		12/03/2020		
Evidence	12/3/2020 We are fully staffed and have a 7 % turnover rate.			
Experience	12/3/2020 We have had many opportunities to share our school with the community and to highlight the great things that we are doing. Because of this, we have not lacked for qualified teachers and other professionals who want to work in this environment.			
Sustainability	12/3/2020 We need to continue to support new and returning teachers, highlight successes in the community, and seek professionals who truly understand the trauma model.			

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 Personal Graduation Plan, transcripts, and goal setting. Parents are invited to review progress as often as needed. Academic progress reports and newsletters are mailed to parents once per quarter.	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, 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. Newsletters will be mailed to parents once per quarter.	Objective Met 09/24/20	Barbara Grimm	06/30/2020
Actions						
	12/1/17	a) For the first day of class, teachers will explain classroom expectations, grading practices and other procedures. This information will be accessible on teacher webpages as well.		Complete 06/08/2020	Barbara Grimm	06/08/2020
<i>Notes:</i>						
	12/1/17	b) Teachers will update grades in Powerschool weekly for parent/student access. Staff will make phone calls at least once per nine weeks to update parents on student progress or schedule parent conferences as necessary.		Complete 06/08/2020	Barbara Grimm	06/08/2020
<i>Notes:</i>						
	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.		Complete 06/08/2020	Barbara Grimm	06/08/2020
<i>Notes:</i>						
	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.		Complete 06/08/2020	Barbara Grimm	06/09/2020

Notes:

Notes:				
Implementation:		09/24/2020		
Evidence	9/24/2020			
Experience	9/24/2020			
Sustainability	9/24/2020 This must be an ongoing practice.			