

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



! = Past Due Objectives KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		High expectations for all staff and students			
KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<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		
<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.	Objective Met 10/18/18	Mandy Blake	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
<i>Notes:</i>					
	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
<i>Notes:</i>					
	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>					

	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>	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.		Mandy Blake	06/10/2019	
Actions			1 of 2 (50%)		
5/7/18	Conduct PD on Trauma and Resiliency	Complete 05/07/2018	Donna Wilde	05/02/2018	
	<i>Notes:</i>				
5/7/18	Teach Mindful Listening to classroom groups (3 or more)		Mandy Blake	06/07/2020	
	<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 11/26/18	Barbara Grimm	06/29/2018
Actions					
	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	Donna Wilde	06/08/2018
<i>Notes:</i>					
	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>					
Implementation:			11/26/2018		
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:		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		
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. 		Barbara Grimm	06/08/2019
Actions			2 of 3 (67%)		
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	02/28/2018
<i>Notes:</i>					
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.		Barbara Grimm	06/30/2019
<i>Notes:</i>					

	A2.23	All teachers assign rich reading and the application of the reading in written work and discussion.(5327)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	Individual teachers have established instructional routines, but not established outside of Language Arts department.	Limited Development 10/17/2018			
<i>How it will look when fully met:</i>					
<i>Actions</i>					
<i>Notes:</i>					

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		
		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 differentiated academics supports routinely with all students.		Barbara Grimm	06/28/2019
<i>Actions</i>			2 of 4 (50%)		
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.	Complete 01/31/2018	Stephen Shields	01/31/2018
<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.		Barbara Grimm	06/01/2019
<i>Notes:</i>					

12/1/17	d.) Staff will complete Trauma and Resiliency training and utilize techniques with students. Going forward, at least one professional development session per year will target Trauma and Resiliency training and techniques.	Complete 05/02/2018	Barbara Grimm	06/12/2019	
<i>Notes:</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.		Barbara Grimm	11/30/2019	
<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		
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		
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.	Objective Met 05/07/18	Barbara Grimm	06/30/2018
Actions					
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).	Complete 05/07/2018	Mandy Blake	06/01/2019	

<i>Notes:</i>							
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.			Complete 05/07/2018	All staff	06/09/2019	
<i>Notes:</i>							
Implementation:			05/07/2018				
Evidence			5/7/2018 School Improvement team minutes				
Experience			5/7/2018 More work on this goal is needed to maintain momentum with new staff each year.				
Sustainability			5/7/2018 Each year, we need to revisit Trauma and Resiliency training and elaborate on it.				
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			
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 feel comfortable about navigating the home school, finding classes and know academic and behavioral expectations.		Mandy Blake	06/07/2019	
Actions				2 of 4 (50%)			
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.			Complete 06/08/2018	Stephen Shields	06/08/2018	
<i>Notes:</i>							
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.				Mandy Blake	06/08/2020	

<i>Notes:</i>					
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	06/08/2020	
<i>Notes:</i>					
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 05/07/2018	Mandy Blake	06/08/2020	
<i>Notes:</i>					
	A4.21	The school selects, implements, and evaluates evidenced-based programs that enhance social/emotional competency.(5355)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		We have implemented mindset training, work with community agencies and students are engaged in mediation and counseling, as needed.	Limited Development 11/26/2018		
<i>How it will look when fully met:</i>		Indication of meeting this goal will be assessed by the quantity of mental health professionals serving our students within the school day.		Mandy Blake	06/08/2019
<i>Actions</i>					
<i>Notes:</i>					

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
<i>Initial Assessment:</i>		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		
<i>How it will look when fully met:</i>		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 05/07/18	Jeremy Gibbs	06/01/2017
Actions					
	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
		<i>Notes:</i> 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			
<i>Implementation:</i>			05/07/2018		
<i>Evidence</i>		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.			
<i>Experience</i>		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	Barbara Grimm	06/09/2017
Actions					
	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	Target Date
<i>Initial Assessment:</i>		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.		Barbara Grimm	06/08/2019
Actions			2 of 3 (67%)		
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>					
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>					
12/4/17	c.)	The duty schedule will be monitored weekly and individual staff addressed when not properly supervising students.		Barbara Grimm	06/08/2019
<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			
	B3.01	The LEA/School monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications.(5147)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		DRS continues to evaluate the effectiveness of after school programs through the use of attendance sheets and reports cards. Students are provided opportunities each week to stay after to work with teachers. Food an transportation are provided.	Limited Development 05/07/2018		
		Priority Score: 2 Opportunity Score: 2	Index Score: 4		
<i>How it will look when fully met:</i>		The after school program with be available to all students with food and transportation provided. Students will be able to stay after with teachers for help with subjects, make up time, and make up assignments.	Objective Met 11/26/18	Barbara Grimm	06/08/2018
Actions					
	5/7/18	Daily attendance sheets will be kept for students signing up for after school	Complete 12/04/2017	Stephen Shields	12/04/2017
		<i>Notes:</i> Students will sign up for after school in the office to keep track of students attending after school and to sign up for food and transportation.			
Implementation:			11/26/2018		
<i>Evidence</i>	5/7/2018	Attendance sheets were kept throughout the year for students that signed up for after school.			
<i>Experience</i>	5/7/2018	Students were required to sign up for each after school session and to indicate if they needed transportation home, food was also provided.			
<i>Sustainability</i>	5/7/2018	Staff will continue to be available for after 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.		Barbara Grimm	06/30/2019
Actions			2 of 3 (67%)		
	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 09/29/2017	Donna Wilde	12/01/2017
<i>Notes:</i>					
	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 05/07/2018	Donna Wilde	06/07/2019
<i>Notes:</i>					
	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.		Barbara Grimm	06/08/2019
<i>Notes:</i>					
Implementation:			12/01/2017		
Evidence		12/1/2017			
Experience		12/1/2017			

Sustainability		12/1/2017			
	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:		Limited development due to sporadic meetings of the Leadership Team meetings. More time and resources are needed in this area.	Limited Development 05/07/2018		
How it will look when fully met:		When fully implemented, we will have fewer dropouts and more interventions.		Barbara Grimm	06/09/2019
Actions			0 of 1 (0%)		
	5/7/18	Develop protocol for efficiently identify strategies.		Donna Wilde	06/09/2019
Notes:					

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Quality of professional development			
KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		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		
<i>How it will look when fully met:</i>		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	06/01/2020
<i>Actions</i>			1 of 2 (50%)		
	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>					
	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.	Complete 05/07/2018	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
<i>Initial Assessment:</i>		<p>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.</p> <p>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.</p>	Limited Development 05/10/2016		
<i>How it will look when fully met:</i>		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.		Barbara Grimm	06/01/2019
Actions			3 of 4 (75%)		
	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 05/07/2018	Donna Wilde	06/07/2019
<i>Notes:</i>					
	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 05/07/2018	Donna Wilde	06/07/2019
<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 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.	Complete 05/07/2018	Donna Wilde	06/09/2019
<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.		Barbara Grimm	06/09/2019
<i>Notes:</i>				

Core Function:	Dimension E - Families and Community
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Effective Practice:	Family Engagement
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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 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.	Limited Development 05/10/2016		
<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. 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.		Mandy Blake	06/30/2019
Actions			2 of 4 (50%)		
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

Notes:

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 05/07/2018	Certified teachers	06/08/2019
<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.		Barbara Grimm	06/09/2019
<i>Notes:</i>				
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.	Complete 03/01/2018	Barbara Grimm	02/28/2020
<i>Notes:</i>				