



# Our Direction

**Davidson River School**

**Date of Report: 1/31/2019**

## **Vision:**

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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:**

- 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 is healthy, safe, and responsible.

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

## 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:**

### **Curriculum and instructional alignment**

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)

A2.23 All teachers assign rich reading and the application of the reading in written work and discussion.(5327)

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**Distributed leadership and collaboration**

B2.03 The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)

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**Family Engagement**

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)

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**High expectations for all staff and students**

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)

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**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)

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)

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**Quality of professional development**

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)

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**Strategic planning, mission, and vision**

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)

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**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.(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)

A4.21 The school selects, implements, and evaluates evidenced-based programs that enhance social/emotional competency.(5355)

## Talent recruitment and retention

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C3.04 The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)