



School Improvement Plan 2016-2018

Davidson River School

Donna Wilde, Principal & School Improvement Team
Co-Chair

Stephen Shields, School Improvement Team Co-chair

Transylvania County Schools Strategic Plan

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.

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.

Mission

The MISSION of DAVIDSON RIVER SCHOOL: To provide our community with responsible, productive citizens through academic and career-technical education provided in a safe, caring environment.

School Improvement Team Membership Elected August 2016

Committee Position	Name
Principal/SIT Co-Chairperson	Donna Wilde
Student Advocate/SIT Co-Chairperson	Stephen Shields
Teacher Representative	Tom Young
Teacher Representative	Verna Jenkins
Teacher Representative	Joe Russo
School Counselor	Sheila Mooney
Parent Representative	Sean Dolan
Parent Representative	Susan Brown
Parent Representative	Denise Wade
Community Member	Terri Merritt, Mediation Center
Community Member	Ashlei Justice, DSS
Student Representative, Junior	Dustin Terry
Student Representative, Junior	McKaylah Griffin
Student Representative, Senior	Ty Holden
Student Representative, Senior	Brandon Spears
Student Representative, Senior	Kerrington Howell
Student Representative, Senior	Taylor Harris

School Data and Introduction of Priority School Requirements

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

NC Teacher Working Conditions survey, 2014 and 2016,
NCStar Needs Assessment spring 2016
Davidson River School Stakeholder survey 2015 and 2016,
State assessments: EVAAS growth data, proficiency, student persistence calculation
School Report cards
School demographic data related to graduation and dropout rates

School Improvement at Davidson River School is a continual cycle of identifying strength and needs, assessing effective practices based on data, identifying and implementing strategies to spur student success, and revising as needed. We adhere to a belief in continuous improvement based on an ever changing at-risk student population. Improvement Plan cycles do not have a beginning or end, but are a fluid working process. This School Improvement Plan is founded on successes and failures of the previous two-year School Improvement Plan involving constant dialogue with staff, parents and community as we work to attain our goals. It includes all aspects of the school - instruction, safety, staff development, parent and community engagement and effective operations, and is founded on evidence based indicators for school improvement.

In the spring of 2012, Davidson River School was identified as a NC Priority School since our graduation rate fell below 60%, the standard required for all high schools whether traditional or alternative. This classification funneled 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.

During the first phase of our Priority School grant, 2013-2016, Davidson River School prepared two separate School Improvement Plan documents, one for the Priority School grant requirements and one using TCS required format. This improvement cycle will eliminate duplication of the plan using two formats and solely align to the Priority School NCStar format. To this end, the development of this plan began with a Needs Assessment conducted in April 2016 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
- Families and Community

In May 2016, we submitted a Comprehensive Plan Report to the Department of Public Instruction Priority School consultant for review and approval. Work continued on the goals of the plan from May through October with a quarterly update submitted October 26, 2016. Included in this Plan are the following:

- Needs Assessment based on 12 Indicators for School Improvement
- Comprehensive Plan Report with quarterly update
- "User Friendly" document of Priority School Improvement Indicators, goals and action steps

The last document was included to provide SIT, staff, parents and community a quick reference guide to the action steps, goals and strategies for this cycle. Of the 12 Indicators, School Improvement Team identified 6 priorities for school year 2016-17 - Indicators 3, 5, 6, 9, 11 and 12.

Priority School Grant
Davidson River School
Action Steps/ Progress to date
October 19, 2016

Indicator 1 (B1.01): TCS has a TCS Support & Improvement Team to assist DRS.

Dimension B - Leadership Capacity

Action Steps/Series of Tasks:	Timeline	Resources	Progress to date
<ul style="list-style-type: none"> Develop a contact list with district support personnel accessible to DRS staff for school improvement advisement Share SIT meeting minutes monthly on the DRS website and bi-monthly in NCStar software 	<p>End of First Semester</p> <p>Bi-Monthly</p>	<p>Dr Gibbs, Principal, TCS website</p> <p>Co-chairs for DRS SIT</p>	<p>Beginning</p> <p>August 2016, SIT minutes shared with Central office, as well as needs assessment information. SIT minutes are posted to NCStar bi-monthly.</p>

Indicator 2 (B1.02): TCS selects qualified principals to be change leaders.

Dimension B - Leadership Capacity

Action Steps/Series of Tasks:	Timeline	Resources	Progress to date
<ul style="list-style-type: none"> Involve staff in decision making process Adhere to protocol for referring students to DRS 	Involvement with hiring process- as needed. Quarterly review	HR & Individual Resumes	NA As of the end of the first quarter, 7 students have been transitioned to DRS at varying intervals. Meetings to review effectiveness are scheduled in December.

Indicator 3 (B1.03): Principal, teachers, stakeholders meet 2+ times per month to review goals, instructional practices and SIP implementation.

Dimension B - Leadership Capacity

Action Steps/Series of Tasks:	Timeline	Resources	Progress to date
<ul style="list-style-type: none"> Engage staff in SIT goals and review progress during weekly staff meetings Involve principal, stakeholders and staff in SIT monthly meetings 	<p>Weekly</p> <p>Once per month</p>	SIT minutes, Staff Meeting Agenda and Meeting Minutes	<p>Weekly</p> <p>Minutes posted twice a month, 6 to date in NCStar software</p>

Indicator 4 (B3.03): Principal monitors curriculum and instruction and provides timely, clear feedback to teachers.

Dimension B - Leadership Capacity

<ul style="list-style-type: none"> Unannounced, regular walk-throughs by principal in each classroom Scheduled observations as required by policy Follow up dialogue on principal's observations 	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Principal</p> <p>Principal & Staff member</p>	<p>7 informal visits to date</p> <p>Ongoing</p> <p>Ongoing</p>
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Indicator 5 (C2.01): TCS/DRS regularly looks at performance data and classroom observation data to make decisions about professional development and school improvement.

Dimension C - Professional Capacity

Action Steps/Series of Tasks:	Timeline	Resources	Progress to date
<ul style="list-style-type: none"> Review end of grade test data, EVAAS growth data with individual teachers Collect classroom observation data Review findings in SIT and staff meetings Coordinate needed professional development to meet student needs 	At the end of the semester	State test/Benchmark tests, EVAAS data	Initial review with staff
	Ongoing	NCEES observations and informal observations	Ongoing
	Ongoing	SIT meeting and staff meetings monthly and weekly	Ongoing
	"Mean Girls" workshop & Girls Circle training (Rebound), Fall 2016; "R-Rules" sessions for students, Spring 2017	Funding for Mean Girls training in Charleston; facilitator and workbooks for R-Rules sessions for students to support grant partnership with Sharing House	REbound teacher completed "Mean Girls" workshop; initial meetings to coordinate "R-Rules" sessions completed in October

Indicator 6 (B3.01): TCS/DRS monitors progress on extended learning programs and strategies and uses data to inform modifications.

Dimension B - Leadership Capacity

Action Steps/Series of Tasks:	Timeline	Resources	Progress to date
<ul style="list-style-type: none"> Survey staff for standards on extended learning Create and distribute standards to staff, students, and parents Design and share beta version of extended learning time tracker with Google to reduce redundant paperwork 	Beta - Spring 2017	Google Form and Spreadsheet	As of the end of the first quarter, google docs are being used to track extended learning program attendance (after school, and Smart lunch). Initial discussion of standards occurred in September resulting in 2 formats to date.
	Full Release - Fall 2017		

<ul style="list-style-type: none"> Create a central location for extended learning time tracker 			
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Indicator 7 (B2.03): DRS has an established team structure with specific duties that allows time for planning.

Dimension B - Leadership Capacity

Action Steps/Series of Tasks:	Timeline	Resources	Progress to date
<ul style="list-style-type: none"> Create master schedule every summer that includes unencumbered planning and unencumbered lunch for teachers Review master schedule throughout year for continual improvements 	<p>Summer, annually</p> <p>Ongoing</p>	<p>Student enrollment data, staff allocation, schedules from BHS and BRCC</p> <p>Student transcripts</p>	<p>Completed August 2016</p> <p>The master schedule was modified to ensure BRCC students complete EOC course requirements at required times, thus increasing proficiency rate</p>

Indicator 8 (A2.04): TCS/DRS develop standard aligned appropriate instruction for each subject and grade level.

Dimension A- Instructional Excellence and Alignment

Action Steps/Series of Tasks:	Timeline	Resources	Progress to date
<ul style="list-style-type: none"> Align classroom instruction with state standards Intradepartmental meetings county wide twice a year 	<p>Ongoing</p> <p>Ongoing; ELA routinely used blogs to share information</p>	<p>State standards and lesson plans</p> <p>NC standards; Early Release Day time</p>	<p>Completed fall, 2016</p> <p>Ongoing, all department areas aligned as of date</p>

Indicator 9 (A4.01): DRS uses a tiered instructional system that aligns with the needs of individual students.

Dimension A- Instructional Excellence and Alignment

Action Steps/Series of Tasks:	Timeline	Resources	Progress to date
<ul style="list-style-type: none"> • Create PEPs for every student • Participate in MTSS training; develop intervention model for DRS; develop protocol to evaluate effectiveness of interventions • Conduct Options Team meetings • Expand Rebound Program • Provide and evaluate Credit Recovery opportunities 	<p>Every 6 months</p> <p>Training completed fall, 2016</p>	<p>Intake meetings with parents; referral from other schools MTSS school team</p> <p>Professional development funds Edgenuity training and software</p>	<p>100% for this year</p> <p>Initial training completed fall, 2016</p> <p>3 meetings to date</p> <p>75% of target # admitted; “Mean Girls” training completed On-going</p>

Indicator 10 (C3.04): TCS/DRS recruits, evaluates, rewards and replaces staff appropriately.

Dimension C - Professional Capacity

Action Steps/Series of Tasks:	Timeline	Resources	Progress to date
<ul style="list-style-type: none"> Evaluate teachers with NCEES; disseminate EVAAS data 	Ongoing	NCEES, EVAAS data	Initial PDP reviews conducted
<ul style="list-style-type: none"> Examine student and teacher surveys 	Spring	DRS and TCS Surveys	
<ul style="list-style-type: none"> Classroom walk throughs 	Ongoing	Google doc	6 completed
<ul style="list-style-type: none"> Utilize local colleges to recruit future teachers 	Ongoing	Local colleges	Presentation to students at Brevard College early fall; 2 BC students volunteering at DRS; School Counselor

			supervises new counselor
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Indicator 11 (A.406): Teachers are supportive and attentive to the emotional needs of students.

Dimension A - Instructional Excellence and Alignment

Action Steps/Series of Tasks:	Timeline	Resources	Progress to date
<ul style="list-style-type: none"> Partner with Mental Health services; coordinate referrals to Meridian and Mediation Center 	Ongoing	Meridian onsite therapist; Mediation Center staff member to provide Conflict Resolution and Mediation assistance and Guided Problem Solving Instruction	48% of students receiving services to date for therapy onsite; 25 referrals to Mediation Center for GPS
<ul style="list-style-type: none"> Increase school counselor position to 100% 	Fall, 2016	Use of PRC 105 to fund full time school counselor and student advocate	Full time school counselor in place; half time students advocate as of fall, 2016; supplemental funding for Rebound Coordinator obtained from PRC 105
<ul style="list-style-type: none"> Facilitate Girls Circle 	Ongoing; annual training	Girls Circle Facilitator Training, Training manuals	Completed and Girls Circle session occurring weekly
<ul style="list-style-type: none"> Host TC Care Review Team Meetings 	Monthly	Beth Branagan, DSS, Smokey Mountain, Project Connect	4 students reviewed in October
<ul style="list-style-type: none"> Refine Conflict Resolution Plan with Mediation Center 	Bi-monthly meetings	Terri Merritt, Mediation Center	4 review meetings conducted
<ul style="list-style-type: none"> Obtain food resources and create food and clothing pantry for students and parents 	Fall, 2016	Child Nutrition, Anchor Baptist Food Pantry, Rotary and church donations	Fully implemented and frequently used by parents and students; supper served by DRS staff for after school program twice weekly

Indicator 12: DRS communicate with parents and families graduation expectations and standards and the importance of curriculum support at home.

Dimension E - Families and Community

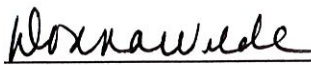
Action Steps/Series of Tasks:	Timeline	Resources	Progress to date
<ul style="list-style-type: none"> Communicate regularly with parents Hold intake meetings for all students and parents Utilize community outreach members to contact and interact with parents and offer parent workshops Parents access grades through Parent Portal Hold parent conferences when necessary 	<p>Ongoing</p> <p>Beginning of each semester or initial entry Each semester, as suggested by SIT</p> <p>Ongoing</p> <p>Quarterly review as needed</p>	<p>Newsletter, website, phone calls, regular mailings, social media, progress reports</p> <p>Intake paperwork</p> <p>Community partners to include CARE Coalition, Meridian, area mental health associates; VISTA grant coordinator; Voc Rehab coordinator</p> <p>Parent Portal access</p> <p>Staff and principal</p>	<p>4 mailings of materials; PEPs developed and quarterly reviews with parents beginning; daily social media communication Occurring regularly</p> <p>CARE Coalition workshop for SIT, student focus group and parent workshop, Nov.- Dec. 2016; VISTA and Voc Rehab presentation scheduled for Dec. SIT meeting Plans for mailing instructions in place for December Quarterly reviews with parents underway</p>

School Improvement Plan Assurances Sheet

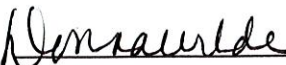
School: Davidson River School

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	<p>All eligible staff members were given the opportunity to vote on the School Improvement Plan by means of secret ballot on December 2, 2016.</p> <p>The results of the vote were as follows:</p> <p style="text-align: center;">13 For 0 Against 0 Abstain</p>
		For Title I Schools Only (Elementary)
		This plan reflects the requirements for Title I Schoolwide Schools


Signature of the Principal

December 2, 2016
Date


Signature of School
Improvement Team
Chairperson(s)

12/2/16
Date

Comprehensive Plan Report

A detailed report showing activity of the school team's work on the improvement plan including assessments, plans, tasks, monitoring, and implementation for selected time periods.

11/1/2016

Davidson River School NCES - 370453002351

Transylvania County Schools

Student Success Indicators

Key Indicators are shown in RED.

Dimension A - Instructional Excellence and Alignment

Curriculum and instructional alignment

Indicator **A2.04 - Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)**

Status Tasks completed: 0 of 1 (0%)

Assessment Level of Development: Initial: **Limited Development** 05/16/2016
Index: 2 (Priority Score x Opportunity Score)
Priority Score: 2 (3 - highest, 2 - medium, 1 - lowest)
Opportunity Score: 1 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development: Currently, each teacher meets twice annually for 6 or more hours of collaboration with the subject alike teachers at other high schools in the district. District subject area facilitators maintain blogs and use other technologies to share lessons and pacing guides. The High School English facilitator is a teacher at DRS and maintains extensive electronic options for district wide collaboration of standard aligned instruction. More work is needed in math and English to determine deficits in math and language arts skills in our students and develop remedial lessons in response. Since DRS is a small school of single teacher "departments" team work within the same subject is limited.

Plan Assigned to: Donna Wilde
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.

Target Date: 06/29/2018

Tasks:

1. A. Align classroom instruction with state standards
- B. Interdepartmental meetings county wide twice a year

Assigned to: All certified teachers
Added date: 10/26/2016
Target Completion Date: 06/01/2018
Comments: A. Ongoing
B. Ongoing, all department areas aligned as of date

Implement Percent Task Complete: Tasks completed: 0 of 1 (0%)

Dimension A - Instructional Excellence and Alignment

Student support services

Indicator **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)**

Status Tasks completed: 0 of 1 (0%)

Assessment Level of Development: Initial: **Limited Development** 05/10/2016
Index: 4 (Priority Score x Opportunity Score)
Priority Score: 2 (3 - highest, 2 - medium, 1 - lowest)
Opportunity Score: 2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development: 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.

Plan Assigned to: Donna Wilde
How it will look when fully met: 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) and will take responsibility to take part in meeting these needs. All staff will be use differentiation routinely with all students.

Target Date: 06/30/2017

Tasks:

1. A. Create PEPs for every student
- B. Participate in MTSS training and develop MTSS model specific to interventions at Davidson River School.
- C. Conduct Options Team meetings
- D. Expand Rebound Program
- E. Provide Credit Recovery opportunities; and monitor effectiveness.

Assigned to: Donna Wilde

Added date: 10/26/2016

Target Completion Date: 06/01/2018

Comments: A. 100% for this year
B. Initial training completed
C. 2 meetings to date
D. 75% of target # admitted
E. On-going

Implement Percent Task Complete: Tasks completed: 0 of 1 (0%)

Indicator **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)**

Status Tasks completed: 0 of 1 (0%)

Assessment Level of Development: Initial: **Limited Development** 05/10/2016
Index: 3 (Priority Score x Opportunity Score)
Priority Score: 3 (3 - highest, 2 - medium, 1 - lowest)
Opportunity Score: 1 (3 - relatively easy to address, 2 - accomplished within

Opportunity Score:

current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development:

Mental health services became available in November after a gap of services for almost 1 1/2 years. Numerous students were referred for individual therapy (over 25% of the students) and staff were aware of the process to obtain school based therapy for students. Simultaneously, school guidance services were reduced to 60% causing a major issue in servicing students with emotional needs.

Plan

Assigned to:

Donna Wilde

How it will look when fully met:

When fully implemented, appropriate mental health and school guidance 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. Referrals to mental health agencies will again be a routine services included in initial intake meetings with parents and therapists will be available to meet the students needs.

Target Date:

06/30/2018

Tasks:

1. A. Partner with Mental Health services
- B. Increase access to Meridian services
- C. Increase support staff
- D. Facilitate Girls Circle
- E. Participate in Care Review Meetings
- F. Refine Conflict Resolution Plan with Mediation Center
- G. Expand resources for students

Assigned to:

Donna Wilde

Added date:

10/26/2016

Target Completion Date:

06/01/2018

Comments:

- A. Full time therapist on site.
- B. 33 students receiving services to date
- C. PRC 105 funding 40% school counselor
- D. 6 sessions to date
- E. 4 students reviewed in October
- F. Ongoing
- G. Ongoing

Implement Percent Task Complete:

Tasks completed: 0 of 1 (0%)

Dimension B - Leadership Capacity

Strategic planning, mission, and vision

Indicator **B1.01 - The LEA has an LEA Support & Improvement Team.(5135)**

Status Tasks completed: 0 of 1 (0%)

Assessment Level of Development:

Initial: **Limited Development** 05/05/2016

Index:

3

(Priority Score x Opportunity Score)

Priority Score:

1

(3 - highest, 2 - medium, 1 - lowest)

Opportunity Score:

3

(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development:

Currently, the director of curriculum for Transylvania County meets regularly with Principal to discuss school improvement initiatives and

	Describe current level of development:	progress towards meeting goals, currently serving as a consultant and liaison to the Superintendent. He is not in attendance at School Improvement team meetings.
Plan	Assigned to:	Stephen Shields
	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.
	Target Date:	06/01/2017
	Tasks:	
	1. A. Develop a contact list with TCS SIT personnel accessible to DRS staff.	
	B. Share DRS SIT minutes with TCS	
	Assigned to:	Donna Wilde
	Added date:	10/26/2016
	Target Completion Date:	06/01/2018
	Comments:	A. Beginning B. August 2016; SIT minutes shared with Central Office, as well as needs assessment information
Implement	Percent Task Complete:	Tasks completed: 0 of 1 (0%)
Indicator	B1.02 - The LEA selects and hires qualified principals with the necessary competencies to be change leaders.(5136)	
Status	Tasks completed: 0 of 1 (0%)	
Assessment	Level of Development:	Initial: Limited Development 05/10/2016
	Index:	4 (Priority Score x Opportunity Score)
	Priority Score:	2 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The LEA has experienced a high turn over of principals and central office leadership in the past 2 years. 5 of the 9 schools have new principals (less than 2 years in current position) and 3 central office positions are occupied by people in new roles. Decisions have been made that greatly alter the efficacy of DRS with little to no input from the principal. New principals at other schools have new expectations of Davidson River School, specifically the referral process, transitions times between schools, and types of student we are serving. One high school is piloting new programs that reduce the number of students referred to DRS for help. New leaders are making decisions that affect not only their schools but the alternative schools as well, unaware of how their decisions affect the district.
Plan	Assigned to:	Jeremy Gibbs
	How it will look when fully met:	When fully implemented, there will be strong communication of expectations for the traditional and alternative high school, sufficient resources to have strong communications between schools, and efficient transitions between schools that do not negatively impact the instruction at any school.
	Target Date:	06/30/2017
	Tasks:	

1. A. Involve staff in decision making process.

Assigned to: Donna Wilde

Added date: 10/26/2016

Target Completion Date: 06/01/2018

Comments:

Implement Percent Task Complete: Tasks completed: 0 of 1 (0%)

Indicator **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)**

Status Tasks completed: 0 of 1 (0%)

Assessment Level of Development: Initial: **Limited Development** 05/05/2016

Index: 4 (Priority Score x Opportunity Score)

Priority Score: 2 (3 - highest, 2 - medium, 1 - lowest)

Opportunity Score: 2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development: 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.

Plan Assigned to: Donna Wilde

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.

Target Date: 06/30/2017

Tasks:

1. A. Engage staff in SIT goals and progress during staff meetings.

B. Involve Principal, stakeholders and staff in SIT monthly meetings

Assigned to: Donna Wilde

Added date: 10/26/2016

Target Completion Date: 06/01/2018

Comments: A. Weekly
B. Minutes posted twice a month, 4 to date.

Implement Percent Task Complete: Tasks completed: 0 of 1 (0%)

Dimension B - Leadership Capacity

Distributed leadership and collaboration

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

Status Tasks completed: 0 of 1 (0%)

Assessment Level of Development: Initial: **Limited Development** 05/10/2016

Index: 2 (Priority Score x Opportunity Score)

Priority Score: 1 (3 - highest, 2 - medium, 1 - lowest)

Opportunity Score: 2 (3 - relatively easy to address, 2 - accomplished within

Opportunity Score:

current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development:

Currently, the school only has one teacher in each subject area so true subject area teams are not logical. Staff participate in professional development workshops in groups with subject alike job staff throughout the county. We implement an informal schedule to accommodate teachers using Edgenuity software who are dependent on one another and need professional planning time together. Collaboration is evident between Rebound and math, Rebound and science, and between all subject area teachers with credit recovery courses coordinated by Ms. Owen. Meeting times are informal and occur throughout the week. Teachers are highly motivated and work closely together as if a "departmental team" regardless of position.

Plan

Assigned to:

Donna Wilde

How it will look when fully met:

When fully implemented, all new staff will be embraced by the school and interdisciplinary lessons will be implemented. Teachers will be familiar with the lessons of one another and cross curricular lessons will be implemented. Informal meetings will be documented and best practices will be incorporated.

Target Date:

06/30/2017

Tasks:

1. A. Create master schedule every summer that includes unencumbered planning and unencumbered lunch
- B. Review master schedule throughout year for continual improvements

Assigned to:

Donna Wilde

Added date:

10/26/2016

Target Completion Date:

06/01/2018

Comments:

A. Ongoing
B. Ongoing

Implement

Percent Task Complete:

Tasks completed: 0 of 1 (0%)

Dimension B - Leadership Capacity

Monitoring instruction in school

Indicator

B3.01 - The LEA/School monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications.(5147)

Status

Tasks completed: 0 of 1 (0%)

Assessment

Level of Development:

Initial: **Limited Development** 05/05/2016

Index:

2

(Priority Score x Opportunity Score)

Priority Score:

2

(3 - highest, 2 - medium, 1 - lowest)

Opportunity Score:

1

(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development:

Currently summer program is reduced to a 20 day (120 hours total) program with two rather than three staff members, therefore fewer students will benefit from this extended learning opportunity. After school programs offer bus transportation twice weekly, but for three months of the school year no bus driver was available. Data was maintained on attendance to extended learning opportunities. Data is not available to determine its effectiveness.

Plan

Assigned to:

Stephen Shields

How it will look when fully met:

Summer program will include 3 staff members to include more students and will run 30 or more days in the summer. The late bus on Tuesdays and Thursdays will be fully used by students who need academic coaching or to make up time. All parents and students will be aware of these options. Data will be maintained and shared quarterly and will indicate the strategies for extended learning programs will be effective and promote the graduation rate.

Target Date:

06/30/2018

Tasks:

1. A. Survey staff for standards on extended learning
- B. Create and distribute standards to staff, students, and parents
- C. Design and share beta version of extended learning time tracker
- D. Create a central location for extended learning time tracker

Assigned to:

Stephen Shields

Added date:

10/26/2016

Target Completion Date:

06/01/2018

Comments:

- A. Continue to monitor extended learning time using current methods
- B. Continue creation of new extended learning time procedures and tools

Implement

Percent Task Complete:

Tasks completed: 0 of 1 (0%)

Indicator

B3.03 - The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)

Status

Tasks completed: 0 of 1 (0%)

Assessment

Level of Development:

Initial: **Limited Development** 05/05/2016

Index:

3 (Priority Score x Opportunity Score)

Priority Score:

3 (3 - highest, 2 - medium, 1 - lowest)

Opportunity Score:

1 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development:

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.

Plan

Assigned to:

Donna Wilde

How it will look when fully met:

The principal or designee will spend 50% of his or her time involved with classroom instruction and curriculum development. 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 school improvement team minutes.

Target Date:

06/30/2019

Tasks:

1. A. Unannounced, regular walk throughs by Principal in each classroom.
- B. Follow up dialogue on Principal's observations

Assigned to: Donna Wilde
Added date: 10/26/2016
Target Completion Date: 06/01/2018
Comments: A. 5 informal visits to date
B. Ongoing

Implement Percent Task Complete: Tasks completed: 0 of 1 (0%)

Dimension C - Professional Capacity

Quality of professional development

Indicator **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)**

Status Tasks completed: 0 of 1 (0%)

Assessment Level of Development: Initial: **Limited Development** 05/10/2016

Index: 2 (Priority Score x Opportunity Score)
Priority Score: 2 (3 - highest, 2 - medium, 1 - lowest)
Opportunity Score: 1 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development: 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 PD improves performance data is lacking.

Plan Assigned to: Donna Wilde
How it will look when fully met: When fully implemented, growth data will be available that clearly guides instructional improvement.
Target Date: 06/01/2018

Tasks:

1. A. Review end of grade test data
- B. Review principal and teacher observations to collect classroom data
- C. Review findings in SIT and staff meetings
- D. Review EVAAS data

Assigned to: Donna Wilde
Added date: 10/26/2016
Target Completion Date: 06/01/2018
Comments: A. Currently implementing
B. Currently implementing
C. Currently implementing
D. Currently implementing

Implement Percent Task Complete: Tasks completed: 0 of 1 (0%)

Dimension C - Professional Capacity

Talent recruitment and retention

Indicator

Indicator	C3.04 - The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)		
Status	Tasks completed: 0 of 1 (0%)		
Assessment	Level of Development:	Initial: Limited Development 05/10/2016	
	Index:	2	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	<p>After the 3 year cycle for Priority School funding was completed, no provisions were put into place to continue the support staff positions under PRC 105. Carry-over funds supported the Student Advocate position and a .5 FTE English teacher but the other .5 FTE English teacher was cut without explanation. The school counselor was reduced to 60% due to student enrollment, not student needs. Teacher assistants were reduced to 60% reducing the number of days that ISS is available at DRS. In the past 3 years, DRS has hosted one English student teacher, an intern school counselor, and several college internships in an effort to develop and recruit teachers. We also encouraged several staff members to complete full teacher certification. Rewarding teachers occurs in informal and formal ways - annual Teacher of the Year recognition, nomination of teachers for local awards, supporting teacher grants and staff celebrations. Regarding staff retention, we have had little teacher turnover in the past 6-8 years. This year, the CTE teacher requested a transfer after teaching at DRS for 10 years; her replacement is a very strong first year teacher. In spring 2016, one teacher resigned to leave the teaching profession after 13 years in his current position.</p>	
Plan	Assigned to:	Jeremy Gibbs	
	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 continue to have a low teacher turnover rate.	
	Target Date:	06/01/2018	
	Tasks:	<ol style="list-style-type: none"> 1. Evaluate teachers with NCEES 2. Examine student and teacher surveys 3. Classroom walk throughs 4. Utilize local colleges to recruit future teachers 	
	Assigned to:	Donna Wilde	
	Added date:	10/26/2016	
	Target Completion Date:	06/01/2018	
	Comments:	<ol style="list-style-type: none"> 1. Ongoing 2. Ongoing 3. Ongoing 4. Presentation to students at Brevard college, teacher practicums 	

Implement Percent Task Complete:

Tasks completed: 0 of 1 (0%)

Dimension E - Families and Community

Family Engagement

Indicator **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)**

Status Tasks completed: 0 of 1 (0%)

Assessment Level of Development:

Initial: **Limited Development** 05/10/2016

Index:

2 (Priority Score x Opportunity Score)

Priority Score:

2 (3 - highest, 2 - medium, 1 - lowest)

Opportunity Score:

1 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development:

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 2 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.

Plan

Assigned to:

Sheila Mooney

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.

Target Date:

06/30/2017

Tasks:

1. A. Communicate regularly with parents
- B. Hold intake meetings for all students and parents
- C. Utilize community outreach members to contact and interact with parents
- D. Meet with parents in SIT once a month
- E. Parents access grades through Parent Portal
- F. Hold parent conferences when necessary

Assigned to:

Donna Wilde

Added date:

10/26/2016

Target Completion Date:

06/01/2018

Comments:

- A. Ongoing
- B. Ongoing
- C. Ongoing
- D. Ongoing
- E. Ongoing
- F. Ongoing

Implement Percent Task Complete:

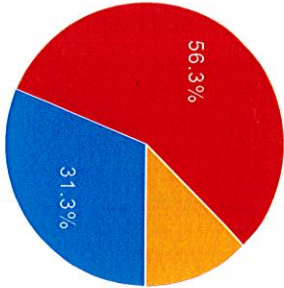
Tasks completed: 0 of 1 (0%)

16 responses

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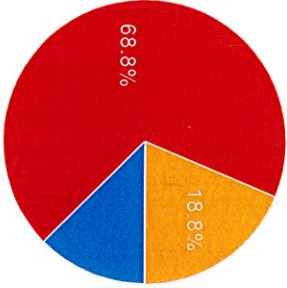
Summary

The LEA has an LEA Support & Improvement team (LEA = Trans County Schools; Brian Weaver)



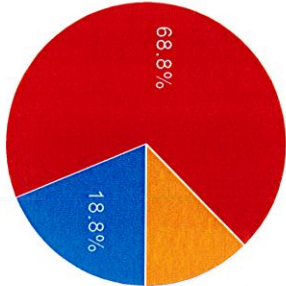
Beginning Implementation	5	31.3%
In Progress	9	56.3%
Fully Implemented	2	12.5%

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



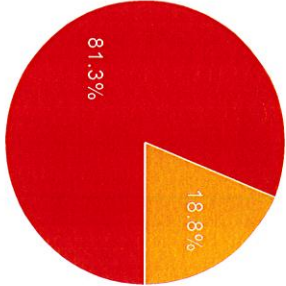
Beginning Implementation	2	12.5%
In Progress	11	68.8%
Fully Implemented	3	18.8%

A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting) to review implementation of effective practice.



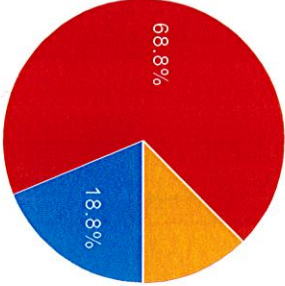
Beginning Implementation	3	18.8%
In Progress	11	68.8%
Fully Implemented	2	12.5%

The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.



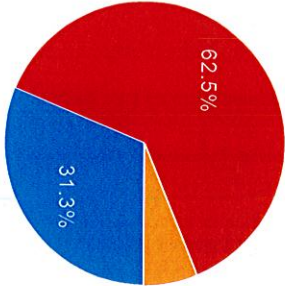
Beginning Implementation	0	0%
In Progress	13	81.3%
Fully Implemented	3	18.8%

The TCS/School regularly looks at school performance data and aggregated classroom observation data and uses the data to make decisions about school improvement and professional development needs.



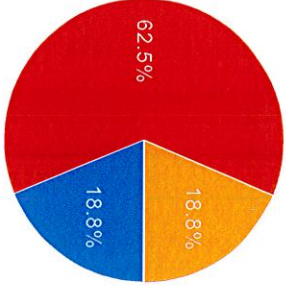
Beginning Implementation	3	18.8%
In Progress	11	68.8%
Fully Implemented	2	12.5%

The TCS/School monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications.



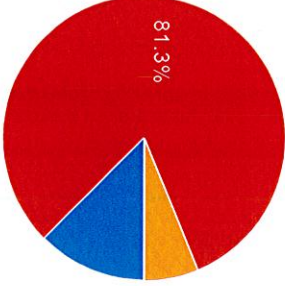
Beginning Implementation	5	31.3%
In Progress	10	62.5%
Fully Implemented	1	6.3%

The school has established a team structure among teachers with specific duties and time for instructional planning.



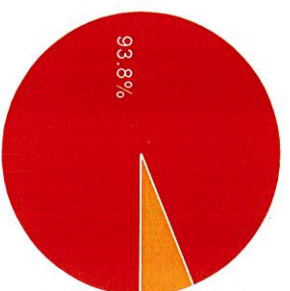
Beginning Implementation	3	18.8%
In Progress	10	62.5%
Fully Implemented	3	18.8%

Instructional Teams develop standards-aligned units of instruction for each subject and grade level.



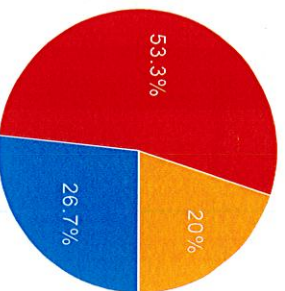
Beginning Implementation	2	12.5%
In Progress	13	81.3%
Fully Implemented	1	6.3%

The school implements a tiered instruction system that allows teachers to deliver evidence-based instruction aligned with the individual needs of student across all tiers.



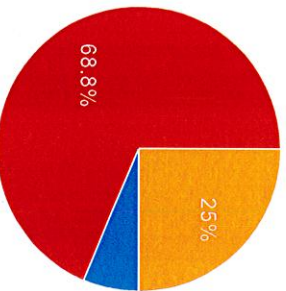
Beginning Implementation	0	0%
In Progress	15	93.8%
Fully Implemented	1	6.3%

The TCS/School has established a system of procedures and protocols for recruiting, evaluating, rewarding and replacing staff.



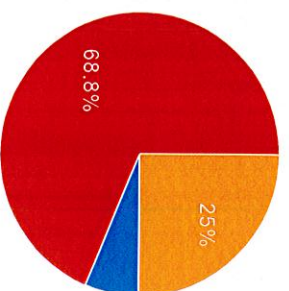
Beginning Implementation	4	26.7%
In Progress	8	53.3%
Fully Implemented	3	20%

All teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.



Beginning Implementation	1	6.3%
In Progress	11	68.8%
Fully Implemented	4	25%

The school regularly communicates with parents (families) 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).



Beginning Implementation	1	6.3%
In Progress	11	68.8%
Fully Implemented	4	25%

Comments:

Lost momentum in the past year on attaining these goals

This is just a test.

A few of these are between "in progress" and "fully implemented."

Number of daily responses

