

Comprehensive Progress Report

Mission:

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

Vision:

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

Goals:

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

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

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

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

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



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment				
Effective Practice:		High expectations for all staff and students				
	KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date

Initial Assessment:	<p>100% of teachers will receive an accomplished designation in all categories in the NCEES observation instrument.</p> <p>100% of teachers will have students' expectations posted in their rooms and review at the beginning of each semester.</p>	Full Implementation 10/19/2022		
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Core Function:	Dimension A - Instructional Excellence and Alignment				
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Effective Practice:	Curriculum and instructional alignment				
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	KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
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Initial Assessment:			Teachers currently have standards based units of study that have been created. Some classes need revision (social studies changes), some need to be adapted for our student population (English and Math) and others need to be created (Financial Literacy, Lifetime Fitness and Business skills).	Limited Development 03/22/2022		
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			Priority Score: 3	Opportunity Score: 3	Index Score: 9	
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How it will look when fully met:			100% of the courses offered at Davidson River School have written, standards-based units of study that are adapted to our student population.	Objective Met 11/13/23	Barbara Grimm	06/08/2023
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Actions						
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	3/22/22		Beginning in Spring of 2022, all teachers will identify current units that meet the qualifications and have been adapted to the students at Davidson River Schools	Complete 06/08/2022	Barbara Grimm	06/08/2022
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<i>Notes:</i>						
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	3/22/22		In the Fall of 2022, teachers will create one or two new unit based on the spring, 2022 assessment.	Complete 12/01/2022	Barbara Grimm	12/01/2022
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<i>Notes:</i>						
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	3/22/22		By the end of school, 2023, 100% of teachers will have completed any needed units of study.	Complete 06/08/2023	Barbara Grimm	06/08/2023
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Notes:

Implementation:		11/13/2023		
Evidence	11/13/2023 Units were shared with administrator and ongoing work continues. Teachers are observed 3 times per year			
Experience	11/13/2023 Teachers have prepared units of study which takes into account the need for strong scaffolding			
Sustainability	11/13/2023 Teachers will need to add new and current information and tweak units to ensure student engagement.			

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>		MTSS meetings are held monthly to determine student needs. The team determines students who are at risk and plots the appropriate course of intervention. Prior to this year, the only objective we looked at was absenteeism. Those students who had chronic absenteeism were assigned a champion. A champion is a member of the MTSS team.	Limited Development 10/19/2022		
<i>How it will look when fully met:</i>		When completed, the MTSS team will determine which supports are needed for students and actively work to provide early interventions. The 3 focus areas are attendance, cognitive ability, and behavior. Students will be separated into 3 categories based on their attendance: mild, moderate, severe. The focus will be on the mild and moderate categories. Once those students are determined, we will look at cognitive abilities and behavior to set up the appropriate course of intervention.		Barbara Grimm	06/08/2024
Actions			3 of 5 (60%)		
10/31/22	Assign a MTSS chairperson who will attend the MTSS training.		Complete 10/31/2022	Verna Jenkins	10/13/2022
<i>Notes:</i>					
10/31/22	Teachers will be using proper coding of absences in class so that data can accurately reflect time spent in class.		Complete 12/31/2022	Verna Jenkins	12/31/2022
<i>Notes:</i>					
10/31/22	MTSS creates a survey to collect data from all core content teachers on concerns for students. MTSS will take that information, dependent on absenteeism, to come up with strategies for interventions.		Complete 12/31/2022	Verna Jenkins	12/31/2022
<i>Notes:</i>					

10/31/22	Each student who is identified as needing interventions will have a champion, who is a member of MTSS or staff member. The champion will review the student's obstacles and will bring ideas to the MTSS meeting for review.		Verna Jenkins	06/08/2024	
<i>Notes:</i>					
10/31/22	MTSS meetings held once per month at the district level.		Verna Jenkins	06/08/2024	
<i>Notes:</i>					
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
<i>Initial Assessment:</i>		2020 - We are using restorative conversations to address behaviors and daily emotional check-ins on days when they aren't in school. Each classroom teacher conducts circles on the days that students are in the building. Mrs. Grimm creates a weekly video and focuses on one of the core competencies from the Casel Framework. Teachers use purposeful practices to create rituals and we have adjusted the start of the day to bring a calmer start. We are connecting students to all needed resources to support mental health.	Limited Development 12/03/2020		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>		2020 - When fully implemented, attendance rates will increase and students will be staying in class more consistently. Referrals for behavior will be less and we will see a heightened focus on content in the classroom. We will see higher graduation rates and test scores. Trauma responses will be minimized and students will use better tools when frustrated and will face obstacles with higher resiliency.	Objective Met 10/19/22	Barbara Grimm	06/08/2022
Actions					
12/3/20	By September of 2021, the staff of Davidson River School will have Trauma skilled schools certification.		Complete 09/10/2021	Barbara Grimm	09/08/2021
<i>Notes:</i>					
12/3/20	Create baseline and monitor data concerning behavioral and mental health referrals.		Complete 03/01/2022	Jaime Dulberg	06/08/2022
<i>Notes:</i>					
12/3/20	Subscribe to Vape Education. This tool is a 4 hour class for students who are caught vaping.		Complete 12/01/2021	Barbara Grimm	06/08/2022

		<i>Notes:</i>			
	9/3/21	Teachers will participate in at least one proactive/relational circle each week with their homeroom classes.	Complete 06/08/2022	Barbara Grimm	06/08/2022
		<i>Notes:</i>			
	9/3/21	Davidson River School will hold monthly MTSS meetings to discuss struggling students and determine appropriate interventions	Complete 06/08/2022	Barbara Grimm	06/08/2022
		<i>Notes:</i>			
Implementation:			10/19/2022		
	Evidence	10/19/2022			
	Experience	10/19/2022			
	Sustainability	10/19/2022			
KEY	A4.16	The school develops and implements consistent, intentional, and ongoing plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Currently, the principal meets with every family who is referred to DRS. Additionally, The 9th grade English teacher did take new students on a tour to orient them to our school.	No Development 10/25/2022		
How it will look when fully met:		In order to fully support students during transition, we will have orientation set up for new students, and re-entry plans for returning students. Students will also have an understanding of graduation requirements as they transition from grade to grade.		Noelle Fehn	06/08/2024
Actions			1 of 6 (17%)		
	2/21/23	Create a transition plan for students coming to DRS mid-year	Complete 06/08/2023	Noelle Fehn	01/24/2023
		<i>Notes:</i>			
	10/31/22	Create an orientation visit for current 8th grade students who will be entering their freshman year here at Davidson River School.		Noelle Fehn	06/08/2024
		<i>Notes:</i>			
	10/31/22	Establish an orientation day for rising 9th graders during the summer.		Barbara Grimm	06/08/2024

<i>Notes:</i>			
10/31/22	Create a team of students to become student ambassadors who can lead tours of the school and answer questions concerning student life here. These students will act as a mentor to the incoming students.	Jaime Dulberg	06/08/2024
<i>Notes:</i>			
10/31/22	Complete graduation audits with students to prepare for the next school year.	Noelle Fehn	06/08/2024
<i>Notes:</i>			
10/31/22	Create and implement a plan for re-entry for students returning to school from long-term suspension, hospitalization, or any other facility when their absence has been prolonged. Parents will be required to attend the meeting for re-entry.	Jaime Dulberg	06/08/2024
<i>Notes:</i>			

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Monitoring instruction in school			
KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The principal does timely and consistent observations of all faculty. The principal also engages in unannounced walk-throughs. The district engages in walkthroughs twice per year. Additionally, teachers complete peer observations on each other.	Full Implementation 10/31/2022		

	B3.04	The LEA/School sets goals for professional development (based on data) and monitors the extent to which it has changed practice.(5150)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	<p>The district has 4 scheduled early release days where PD is pushed out.</p> <p>Teachers have online modules for the required 6 hours of SEL training.</p> <p>The IT department has pushed out a self- paced PD that is due in May of 2022.</p>	Limited Development 09/15/2021			
	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>	<p>Staff will have attended 3 of the 4 early release days and completed the PD assigned.</p> <p>Staff will have completed the 6 hours of SEL training and earned the .5 Tech credit.</p>	Objective Met 10/25/22	Barbara Grimm	06/08/2023	
Actions					
9/15/21	All staff will complete 6 hours of SEL training	Complete 06/08/2022	Barbara Grimm	06/08/2023	
	<i>Notes:</i> These are self-paced modules and teachers may work on these as time allows.				
9/15/21	All staff will receive the .5 tech credit.	Complete 06/08/2022	Barbara Grimm	06/08/2023	
	<i>Notes:</i>				
Implementation:			10/25/2022		
Evidence	10/25/2022 Evidence is in Timekeeper where records are kept for CEU's.				
Experience	10/25/2022 We felt supported.				
Sustainability	10/25/2022 Continue to obtain professional development.				

	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
<i>Initial Assessment:</i>	Leadership Team is meeting at least three times per month. Because we are a small school, we also meet often after school to discuss individual students and situations that have come up during that day.		Limited Development 05/07/2018		
	Priority Score: 3 Opportunity Score: 2		Index Score: 6		
<i>How it will look when fully met:</i>	2019-2020 When fully implemented, we will have fewer dropouts and more interventions. We help students receive the mental health support they need, over come the barriers to attendance and work to remediate the academic struggles that they face.			Barbara Grimm	06/09/2024
Actions			2 of 3 (67%)		
5/7/18	Create Attendance collaborative to identify barriers to attendance.		Complete 06/09/2020	Barbara Grimm	06/09/2020
<i>Notes:</i> The attendance collaborative was created in 2019-2020. We partnered with United Way and the Mediation Center to provide funding and support.					
10/2/20	Implement restorative practices /trauma skilled strategies which will result in less removals from the classroom.		Complete 06/04/2022	Barbara Grimm	06/04/2022
<i>Notes:</i> 10/2/20 -Met with district leaders and shared ideas for implementation from each school.					
9/3/21	We will create a spreadsheet to monitor attendance and discipline throughout the school. Teachers will note parent phone calls and discipline on the respective sheet. Jessica Sharp, dropout prevention specialist will also be scheduling parent meetings and attendance contracts with students.			Barbara Grimm	06/08/2024
<i>Notes:</i>					
Implementation:			10/02/2020		
Evidence	10/2/2020 Attendance improved with the support of community engagement.				
Experience	10/2/2020 Collaborative established. Mediation, enrichment, and monitoring occurred consistently.				
Sustainability	10/2/2020 The team meets regularly to discuss at risk students and provides opportunities for support.				

Core Function:		Dimension E - Families and Community			
Effective Practice:		Family Engagement			
KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		We reach out to parents using the School Messenger system to let them know of important happenings in the life of the school. We also hold an Open House at the beginning of the school year for parents to meet faculty. We do have a parent on the SIT team but struggle to get them to attend. I also meet with every parent when the students are assigned here and speak to them often on the phone and when they are picking up students. In the past, we have tried to hold events and offered food, but it hasn't afforded us much success.	Limited Development 10/31/2022		
<i>How it will look when fully met:</i>		We will host two events specifically for parents of At-Risk students and students with mental Health issues.		Barbara Grimm	06/08/2024
<i>Actions</i>			0 of 2 (0%)		
10/31/22	100% of students referred to Davidson River will be invited to meet with the principal to discuss opportunities.			Barbara Grimm	06/08/2024
<i>Notes:</i>					
10/31/22	We will host two events per year for parents to interact with the DRS faculty.			Barbara Grimm	06/08/2024
<i>Notes:</i>					