

**Dare County Alternative School
2015-2017**

Program Manager: L'Tanya Murray

Approved by Local Board of Education Date:

School Improvement Team Membership

Committee Position	Name
Program Manager	L'Tanya Murray
Teacher Representative	Kevin Cox
Teacher Representative	Rebecca Farish
Teacher Representative	Chris Mascio
Teacher Representative	Deb Sauls
Parent Representative	Holly Olfield

School Improvement Team Elections: Staff Meeting on 10/08/2015

Dare County Alternative School School Improvement Plan 2015-2017

Vision

We believe in doing whatever it takes to ensure that every student is college ready.

Mission

To work in partnership with parents and the community to provide every student the knowledge and skills needed to succeed in a changing world.



Goal 1: Higher Expectations for Student Achievement

District Goal: Prepare all students for college, careers and life.

State Board of Education Goal: Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.

Advanced Standard 3: Teaching and Assessing for Learning

Advanced Standard 5: Using Results for Continuous Improvement

Goal 2: School Persistence

District Goal: Prepare all students for college, careers and life.

State Board of Education Goal: Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.

Advanced Standard 3: Teaching and Assessing for Learning

Advanced Standard 5: Using Results for Continuous Improvement

Goal 3: Student Growth

District Goal: Prepare all students for college, careers and life.

State Board of Education Goal: Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.

Advanced Standard 3: Teaching and Assessing for Learning

Advanced Standard 5: Using Results for Continuous Improvement

Goal 1: Higher Expectations for Student Achievement

Major Strategies	Indicators
<ul style="list-style-type: none"> • Utilize state standards for students to earn a Dare County Alternative School diploma. • Modify the master schedule and students' individual schedules to increase opportunities for students to earn course credits. • Collaborate with students' home school problem solving teams to individualize students' plans to graduate on time and transition back to the regular school setting. • Place 9th grade students in smaller groups to allow for more one on one interaction with teachers and ease the transition from middle school setting. • Increase enrollment in higher level math courses • Provide professional development in instructional strategies that target at-risk students. 	<ul style="list-style-type: none"> • Number of students earning a DCAS diploma • The number of opportunities to earn course credits will increase. • Number of students graduating on time from either DCAS or students' home school will increase. • Number of 9th graders enrolled in course sections. • Number of students enrolled in Math III or higher • Number of teachers participating in professional development sessions

Goal 2: School Persistence

Major Strategies	Indicators
<ul style="list-style-type: none">• Implement student rewards for weekly and monthly perfect attendance.• Notify parents through phone calls or text messages to the home of any absent student.• Increase the percentage of students who remain enrolled in school through the end of the school year.• Provide access to community counseling services, mentors and group sessions.	<ul style="list-style-type: none">• The rate of Average Daily Attendance will increase.• Number of parent contacts recorded in Contact Log.• Number of students who remained enrolled in Dare County Alternative School or transferred to another accredited school or home school.• Number of school visits by New Horizons' therapist, Visions in View Intensive In-home, Project Purple's sponsored group sessions with licensed therapist

Goal 3: Student Growth

Major Strategies	Indicators
<ul style="list-style-type: none"> • Utilize a variety of data sources (EVAAS, lexile scores, EOGs/EOCs, formative assessments, etc.) to determine student needs and inform instruction. • Use blended learning as a means to allow students to accelerate at their own pace • Provide teachers with a duty free lunch period daily. • Provide teachers with 5 hours of planning time each week. • Utilize the use of electronic resources to reduce the amount of teacher paperwork 	<ul style="list-style-type: none"> • Number/percentage of students demonstrating proficiency • Number of students enrolled in online programs such as Apex and Edgenuity • One hundred percent of teachers are provided with a duty free lunch period daily. • One hundred percent of teachers are provided with 5 hours of planning time each week. • Number of electronic resources used by teachers in addition to the following: NCEES, Field Trip Forms, Secondary Employment Forms, Haiku/Canvas

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Appendix

I. Safety Components

The School Improvement Team endorses the Confidential Safety Components of the School Improvement Plan. For reasons of security, these safety components are not part of the published School Improvement Plan.

II. "Deborah Greenblatt Act" requirements

"The Deborah Greenblatt Act" is an act to clarify the permissible use of seclusion and restraint in public schools and to provide training in management of student behavior. The Dare County Schools is dedicated to implementing and following all the requirements as set forth in this law.

The Dare County Schools will ensure that all appropriate school personnel are trained in the management of disruptive or dangerous student behavior. This will include instruction in positive management of student behavior, effective communication for defusing and deescalating disruptive or dangerous behavior, and safe and appropriate use of seclusion and restraint. Appropriate school personnel to receive training include, but are not limited to, teachers, teacher assistants, school administrators, bus driver, school resource officers, school psychologists, and school counselors, with priority for those staff members most likely to be called upon to prevent or address dangerous student behavior. The Dare County Schools will also ensure that all lateral entry teachers receive pre-service training in the areas described above, as well as training in the identification and education of children with disabilities. The effectiveness of this training will be evaluated by a continual review of the documentation and reporting data required for each incident.

Finally, the Dare County Schools will follow all procedures as set forth in this law as required for notification, reporting and documentation.

III. Services for At-Risk Students

Counselor Support Services

Parent Conferences

Problem-Solving Team

Community Partnerships and Resources

IV. Discipline

Dare County Schools Code of Student Conduct

Positive Behavior Intervention Support (PBiS)