

1 **A. PRINCIPLES**
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3 Principals, assistant principals, teachers, and other instructional staff at each school are
4 responsible for designing and implementing strategies to reach the educational goals of
5 the Transylvania County Board of Education (the “board”). Input from the school
6 community, including parents, students, and representatives from businesses and other
7 agencies, is critical in developing an educational program that will meet the needs of the
8 students and the community.
9

10 The board affirms the General Assembly’s belief that all children can learn and that the
11 mission of public schools is to challenge, with high expectations, each child to learn,
12 achieve, and fulfill his or her potential.
13

14 Accordingly, the board has established in its policies its vision, standards, and means of
15 accountability for the educational program. The superintendent shall provide guidance
16 and establish any other standards necessary for effective implementation of the board’s
17 policies. Principals shall lead each school in implementing the policies. The school
18 improvement plan is one tool that school administrators should use to draw upon the
19 creativity and innovation of the staff and the community. This plan, in its two parts,
20 should identify the school’s efforts to improve student performance and reach the
21 educational goals of the board.
22

23 **B. ~~DEVELOPMENT OF PART ONE OF THE SCHOOL IMPROVEMENT PLAN: STATE PROGRAM~~**
24 **~~FOR SCHOOL-BASED MANAGEMENT AND ACCOUNTABILITY~~**
25

26 ~~The board endorses the principles set forth by the State Board of Education that all~~
27 ~~children need to master basic skills and knowledge and build upon this foundation for~~
28 ~~lifelong learning. Therefore, in~~ **Each school must develop a school improvement plan**
29 **that considers the goals set out in the mission statement for the public schools adopted by**
30 **the State Board of Education (“State Board”) and the annual performance goals for that**
31 **school as established by the State Board under G.S. § 115C-105.35. In developing their**
32 **school improvement plans, all schools should ensure, to the extent possible, that**
33 **sufficient resources and curricula are directed toward meeting the goal of having all**
34 **students performing at grade level or higher in the basic subject and skill areas identified**
35 **by the State Board.**
36

37 **The board also expects schools to be guided by the educational goals of the board. The**
38 **board encourages schools to consider innovative means of educating students to meet**
39 **educational goals. Many board policies provide an opportunity for a school to**
40 **incorporate innovative ideas into its school improvement plan; however, if a school**
41 **would like to try an innovative method that requires deviation from board policy, the**
42 **school may submit a request to the board for a waiver of the board policy. (See also**
43 **policy 2400, Board Policies.) Any waiver request must identify the particular board**
44 **policy that inhibits the school’s ability to improve student performance, set out with**

45 specificity the circumstances under which the waiver may be used, and explain how the
46 requested waiver will permit the school to improve student performance. The board will
47 consider such requests to the extent the waiver is permissible by law and likely to result
48 in improved student performance at the school.

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50 1. School Improvement Team

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52 Each school must have a school improvement team that develops the school
53 improvement plan. The school improvement team must follow all legal
54 requirements for developing and obtaining school approval of the school
55 improvement plan. School improvement teams also must be familiar with state
56 and local board requirements related to managing and using fiscal resources and
57 must comply with these requirements in developing and implementing school
58 improvement plans.

59
60 The school improvement team will consist of the principal, representatives of the
61 assistant principals, instructional personnel, instructional support personnel and
62 teacher assistants assigned to the school building, and parents of students
63 attending the school. Each group of school personnel shall elect representatives
64 from their respective group by secret ballot. Parents are to be elected in
65 accordance with G.S. 115C-105.27(a). The school improvement team is
66 encouraged to involve and seek assistance from central office personnel. The
67 school improvement team, especially at the middle and high schools, also is
68 encouraged to seek input from students. The superintendent shall provide
69 guidance to principals to ensure that the principals establish and work together
70 with school improvement teams to develop, review, and amend school
71 improvement plans.

72
73 ~~The school improvement team shall follow all legal requirements in developing~~
74 ~~and obtaining school approval of the school improvement plan.~~ School
75 improvement team meetings will be held at a convenient time to facilitate
76 substantial parent participation. The principal shall ensure that the school
77 improvement team, as a public body, complies with the Open Meetings Law in
78 regard to its meetings. Deliberations on the school safety components of the plan
79 must be in closed session in accordance with G.S. 143-318.11(a)(8).

80
81 2. Mandatory Components of the State Plan

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83 A school improvement plan must include the following components.

- 84
85 a. The plan must specify the effective instructional practices and methods to
86 be used to improve the academic performance of students identified as at
87 risk of academic failure or at risk of dropping out of school.
88

- 89 b. The plan must take into consideration the minimum annual performance
90 goal established by the State Board and the goals set out in the mission
91 statement for public schools adopted by the State Board of Education.
92
- 93 c. The plan must be, to the greatest extent possible, data driven. The team
94 shall use the Education Value Added Assessment System (EVAAS) or a
95 compatible and comparable system approved by the State Board of
96 Education to analyze student data to identify root causes for problems and
97 determine actions to address them and to appropriately place students in
98 courses such as Math I. The plan must contain clear, unambiguous
99 targets, explicit indicators and actual measures, and expeditious time
100 frames for meeting measurement standards.
101
- 102 d. The plan must identify how staff development funds allocated to the
103 school will be used.
104
- 105 e. The plan must provide a duty-free lunch period for every teacher on a
106 daily basis or as otherwise approved by the school improvement team.
107
- 108 f. The plan must provide duty-free instructional planning time for every full-
109 time assigned classroom teacher, with the goal of providing an average of
110 at least five hours of planning time per week.
111
- 112 g. The plan must attempt to identify and eliminate unnecessary and
113 redundant reporting requirements for teachers and, to the extent
114 practicable, streamline the school's reporting system and procedures,
115 including requiring forms and reports to be in electronic form when
116 possible and incorporating relevant documents into the student accessible
117 components of the Instructional Improvement System.
118
- 119 h. As part of the school system's efforts to maintain safe and orderly schools,
120 the plan must address safety and discipline concerns. These concerns
121 include any special conditions at the school. The plan should include the
122 components of any positive behavior management or positive behavior
123 support programs that have been adopted at the school and should comply
124 with the requirements of policy 1510/4200/7270, School Safety, and all
125 protocols established by the superintendent or designee under that policy.
126
- 127 i. In accordance with policy 1310/4002, Parental Involvement, the plan must
128 identify the goals and strategies for parents to be involved in their child's
129 education and in the educational program of the school.
130
- 131 j. The plan must include a process by which the school improvement team
132 will review the school improvement plan at least once a year. The annual

- 133 review process must include (1) a review of student scores on all state-
134 and board-mandated tests and (2) a means for the school improvement
135 team to modify the plan, if necessary, when the school has not met the
136 expected growth score established by the state.
137
- 138 k. The plan must require the principal to notify the superintendent if the
139 school improvement team modifies a board-accepted school improvement
140 plan.
- 141
- 142 l. The plan must include strategies for meeting the educational objectives of
143 the board (policy 3000, Goals and Objectives of the Educational Program).
144
- 145 m. The plan must include intervention strategies for students who are not at
146 grade-level proficiency or who are not likely to meet standards of
147 promotion measured by other means (policy 3420, Student Promotion and
148 Accountability).
149
- 150 3. Optional Components of the ~~State~~ Plan
- 151
- 152 ~~Part One of the~~ The school improvement plan may include any or all of the
153 following components.
- 154 a. The plan may include a request to transfer state funds from one allotment
155 category to another, as permitted by state law. The request must identify
156 the funding allotment categories involved in the transfer and identify how
157 the transfer will facilitate improving student performance.
158
- 159 b. The plan may include a comprehensive conflict resolution plan, as
160 provided in G.S. 115C-81.15, in order to help create a safe school.
161
- 162 c. The plan may provide for the use of textbooks that have not been adopted
163 by the State Board (see policy 3200, Selection of Instructional Materials).
164
- 165 d. The plan may include innovative efforts to meet local educational goals.
166 The following are examples of innovative efforts identified in board
167 policies that the plan may address:
168
- 169 i. modifying the school calendar (see policy 3300, School Calendar
170 and Time for Learning);
171
- 172 ii. implementing alternative scheduling of classes or other strategies
173 intended to reduce transitional time and limit interference from
174 non-instructional activities (policy 3300);
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- 176 iii. adding hours of instructional time (policy 3300);

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- iv. providing additional means for evaluating instructional programs (policy 3140, Evaluation of Instructional Programs);
 - v. developing and implementing pilot programs (policy 3110, Innovation in Curriculum and Instruction);
 - vi. expanding the subject areas or objectives of the curriculum (policy 3100, Curriculum Development);
 - vii. eliminating curricula on subject areas or objectives that are not state-required (policy 3100); and
 - viii. modifying the system-wide instructional and curriculum guides (see policy 3115, Curriculum and Instructional Guides).

193 4. Development and Review of the Plan

194
195 School improvement teams should review student performance data from the
196 preceding school year in developing the school improvement plan. Based on the
197 availability of data and when specific school standards are established by the State
198 Board, the superintendent shall establish the date by which school improvement
199 plans must be submitted.

200
201 The principal first shall present the proposed school improvement plan to all of
202 the assistant principals, instructional personnel, instructional support personnel,
203 and teacher assistants assigned to the school building for their review and vote by
204 secret ballot. The principal then shall submit the school improvement plan to the
205 superintendent only if the proposed school improvement plan has the approval of
206 a majority of the staff who voted on the plan.

207
208 The superintendent or designee shall review the plans and seek legal review as
209 necessary prior to presenting the plans with written recommendations to the
210 board. If the superintendent intends to recommend that a plan be rejected, the
211 superintendent shall notify the principal of the school and explain the reasons for
212 the decision. The school improvement team may then submit a modified plan,
213 approved by staff vote, to the superintendent. The superintendent should submit
214 all school improvement plans to the board at the earliest possible date.

215
216 The board will review the school improvement plans. The review of the school
217 safety components of the plans must be in closed session. The board shall make
218 findings on the safety components of the plan. Neither the safety components of
219 the plans nor the board's findings on the safety components of the plans may be
220 set out in the minutes of the board.

221
222 After review of the school improvement plans, the board will accept or reject each
223 school improvement plan. If a plan is rejected, the board will explain the specific
224 reason(s) for the rejection.
225

226 Any plan modified by the school improvement team after being rejected by the
227 board must be resubmitted to the school personnel for vote and, upon majority
228 approval, resubmitted to the superintendent for review. The superintendent shall
229 resubmit the modified plan to the board with his or her recommendations as soon
230 as is practical. The board will review the modifications along with any
231 recommendations from the superintendent and accept or reject the plan.
232

233 If the board and the school improvement team cannot reach agreement on the plan
234 within 60 days after its initial submission, the board or school may request to use
235 the dispute resolution process developed by the State Board under G.S. 115C-
236 105.20(b)(5). Alternatively, if use of the dispute resolution process is not
237 requested, the board may develop a school improvement plan for the school.
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239 A school improvement plan may be in effect for no more than two years. The
240 plan must be reviewed at least annually by the school improvement team in
241 accordance with the review process established in the school's plan. If a school
242 does not **earn an overall performance grade of at least a C or does not** meet its
243 expected growth standard as established by the State Board ~~or if more than 25%~~
244 ~~of the students performed below grade level~~, the principal must submit to the
245 superintendent and the board a report of the school improvement team. The
246 report must explain the reasons for the standard(s) not being met and describe any
247 modifications that will be made in the school improvement plan. After
248 considering any recommendations of the superintendent, if the board is not
249 satisfied with the response of the school improvement team, the board may
250 suggest modifications to the plan or may vacate those portions of the plan that
251 impede student performance and require the school improvement team to revise
252 the plan.
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254 5. Elimination of Redundant or Unnecessary Reporting Requirements 255

256 If, at any time before or after the board approves the school improvement plan,
257 the school improvement team identifies a more expeditious manner of providing
258 information to the board that will eliminate a redundant or unnecessary reporting
259 requirement for teachers at its school, the team may make a written request to the
260 superintendent to eliminate the redundant or unnecessary report. The
261 superintendent shall recommend to the board whether the reporting requirement
262 should be eliminated for that school. If the superintendent does not recommend
263 elimination of the reporting requirement, the school improvement team may
264 request a hearing by the board as provided in policy 2500, Hearings Before the

265 Board.

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267 6. Compliance with Requirements

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269 Any employee, parent, or other interested party is encouraged to notify the
270 principal of any concerns regarding compliance with this policy or G.S. 115C-
271 105.27. In addition, any employee, parent, or other interested party may submit in
272 writing to the superintendent concerns regarding compliance with this policy or
273 G.S. 115C-105.27. The superintendent shall make a good faith effort to
274 investigate the concern and shall provide a written response upon request.

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276 **C. POSTING THE SCHOOL IMPROVEMENT PLAN ONLINE**

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278 The school improvement plan, except for its school safety components which are not
279 public record, must be posted on the school's website. The names and positions of the
280 members of the school improvement team, along with the date of each member's election
281 to the team, must also be posted on the website.

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283 **D. STAFF DEVELOPMENT**

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285 The superintendent shall develop a process by which schools can learn from other
286 schools' improvement plans. The superintendent and the schools are encouraged to use
287 staff development resources to provide training to staff on the development,
288 implementation, and evaluation of school improvement plans.

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290 School administrators must be evaluated by their supervisors on the school-based
291 management process ~~as required by board policy and state law~~ and on the effectiveness of
292 the school improvement plan.

293

294 Legal References: G.S. 115C-47(38), -81.15, **-83.15**, -84.2, -98, -105.20, -105.21, -105.25, -
295 105.26, -105.27, -105.32, -105.35, -105.37, -105.41(b), -301.1, -307(g); 143 art. 33C

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297 Cross References: Parental Involvement (policy 1310/4002), School Safety (policy
298 1510/4200/7270), Compliance with the Open Meetings Law (policy 2320), **Board Policies**
299 **(policy 2400)**, Hearings Before the Board (policy 2500), Goals and Objectives of the Educational
300 Program (policy 3000), Curriculum Development (policy 3100), Innovation in Curriculum and
301 Instruction (policy 3110), **Curriculum and Instructional Guides (policy 3115)**, Lesson Planning
302 (policy 3120), Evaluation of Instructional Programs (policy 3140), **Selection of Instructional**
303 **Materials (policy 3200)**, School Calendar and Time for Learning (policy 3300), Students at Risk
304 of Academic Failure (policy 3405), Student Promotion and Accountability (policy 3420)

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306 **Other Resources:** *North Carolina School Improvement Planning Implementation Guide, Version*
307 *2.3 – July 2016*, N.C. State Board of Education/Department of Public Instruction, available at
308 <https://www.dpi.nc.gov/media/4632/download>

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