

**PLANS FOR GROWTH AND IMPROVEMENT
OF LICENSED EMPLOYEES**

Policy Code: **7811**

1 The Transylvania County Board of Education (the “board”) expects all professionally licensed
2 employees to maintain high levels of performance. If an employee does not meet this standard,
3 the superintendent and administrative staff shall address any identified performance or other
4 deficiencies through appropriate means, including placing the employee on a monitored growth,
5 directed growth, or mandatory improvement plan when required by state law, State Board policy,
6 or this policy, or when otherwise deemed necessary.
7

8 Growth and mandatory improvement plans as defined by law and this policy are valuable tools to
9 promote the professional development of licensed employees. The board recognizes, however,
10 that not all conduct and performance issues require the development of a plan. Administrators
11 and supervisory personnel are authorized to address inappropriate conduct and/or inadequate
12 performance using such other lawful means as they may deem appropriate. This policy ~~shall~~
13 **should** not be interpreted to limit in any way the authority of administrators or other supervisory
14 personnel to direct and reprimand licensed employees for inappropriate conduct or inadequate
15 performance.
16

17 **Further, the superintendent may move to recommend nonrenewal, dismissal, or demotion of a**
18 **licensed employee whether or not the employee has been first placed on a growth or other**
19 **improvement plan. (See policies 7930, Professional Employees: Demotion and Dismissal, and**
20 **7950, Non-Career Status Teachers: Nonrenewal.)**
21

22 The superintendent shall ~~develop procedures~~ **require administrative staff to implement the**
23 **requirements of this policy** in accordance with state law, ~~and State Board guidelines, and this~~
24 ~~policy as necessary to carry out the board’s directives.~~
25

26 **A. DEFINITIONS**
27

- 28 1. As used in this policy, “teacher” means an individual defined as a teacher in G.S.
29 115C-325(a)(6) (for career status teachers) or G.S. 115C-325.1(6) (for non-career
30 status teachers).
31
- 32 2. As used in this policy, “licensed employee(s)” includes **principals, assistant**
33 **principals, and other** school administrators as defined in G.S. 115C-325.1(5), and
34 teachers.
35
- 36 3. **“The North Carolina Educator Evaluation System” refers to the professional**
37 **standards, processes, and rubrics approved by the State Board of Education for**
38 **each educator role in North Carolina public schools.**
39

40 **B. INDIVIDUAL, MONITORED, AND DIRECTED GROWTH PLANS FOR TEACHERS**
41

- 42 1. **Use of Growth Plans for Teachers**
43

44 **a. — Teachers**

45
46 Teachers who receive an overall rating of at least “proficient” on all standards on
47 the North Carolina Teacher Educator Evaluation System rubric as indicated on the
48 Teacher Summary Rating Form shall develop an individual growth plan designed
49 to improve performance on specifically identified standards and elements.

50
51 A teacher who is performing below a proficient level on the Teacher Summary
52 Rating Form shall will be placed on a monitored growth plan or a directed growth
53 plan unless dismissal, demotion, nonrenewal, or placement on a mandatory
54 improvement plan (see Section ~~€D~~, below) is warranted. A monitored growth
55 plan developed in accordance with State Board policy is required for a teacher
56 who is rated “developing” on one or more standards of the North Carolina
57 Teacher Educator Evaluation System rubric. State Board policy also requires that
58 a teacher who is rated “not demonstrated” on any standard or who is rated
59 “developing” on any standard for two sequential years be placed on a directed
60 growth plan. The board or superintendent may establish other criteria that will be
61 deemed evidence that performance is below a proficient level or otherwise
62 represents unsatisfactory or below standard performance and warrants placement
63 on either a monitored growth plan or a directed growth plan.

64
65 Unless otherwise limited by state law or State Board policy, the principal is
66 authorized to place a teacher on a monitored or directed growth plan or other plan
67 of improvement assistance at any point during the school year if the principal
68 determines that the teacher is performing below the expected level.

69
70 **b. — School Administrators**

71
72 ~~Professional growth plans will be developed for school administrators as
73 provided in State Board policy. A professional growth plan will include
74 mutually agreed upon performance goals and recommendations based
75 upon the school administrator’s self assessment, the consolidated
76 assessment and the summary evaluation using the North Carolina School
77 Executive; Principal and Assistant Principal Evaluation Process.
78 Development of the professional growth plan will be discussed at a
79 meeting between the school administrator and the superintendent or
80 designee when completing the annual evaluation process.~~

81
82 ~~The superintendent may move to dismiss or demote a licensed employee whether or not
83 the employee has been first placed on a growth or other improvement plan. See policy
84 7930, Professional Employees: Demotion and Dismissal.~~

85
86 **2. Components of Growth Plans for Teachers**

87
88 Individual growth plans may contain, but are not limited to, any of the
89 components listed below. However, monitored or directed growth plans must
90 include at least the following components.

91
92 **a. Identification of Performance Deficiencies**

93
94 All performance deficiencies, including **conduct deficiencies** and all
95 specific standards and elements of the Teacher Evaluation Rubric
96 identified for improvement during the teacher's evaluation, must be
97 identified and addressed in the growth plan.

98
99 **b. Performance Expectations and Goals**

100
101 For each ~~problem~~ **performance deficiency** identified, the growth plan must
102 include a statement of the expected level of performance and/or other
103 goals to be accomplished.

104
105 **c. Strategies**

106
107 The growth plan must set forth a strategy or strategies designed to correct
108 each identified **performance** deficiency. The strategies should be specific
109 and clearly state the activities the teacher should undertake to achieve the
110 expected level of performance. The strategies also should identify all
111 individuals responsible for implementing the plan.

112
113 **d. Dates for Monitoring and Completion**

114
115 The growth plan must include dates upon which the teacher's progress
116 under the plan will be reviewed and the date by which performance **or**
117 **conduct** is to be improved to the expected level. Under a monitored
118 growth plan, the teacher must achieve proficiency within one school year.
119 A directed growth plan may provide for a shorter period to achieve
120 proficiency, not to exceed one school year.

121
122 **3. Review of Growth Plans**

123
124 Individual ~~and professional~~ growth plans should be reviewed at least annually
125 with the ~~licensed employee's~~ **teacher's principal or** supervisor ~~and/or the~~
126 ~~principal, the superintendent, or their designees, as applicable.~~

127
128 In the case of a teacher's monitored or directed growth plan, once the designated
129 time period for completion of a plan has elapsed, the principal or supervisor shall

130 review the teacher's performance, including the results of any subsequent
131 evaluation and determine whether the teacher continues to perform below the
132 expected level in any area or whether the teacher's performance has improved
133 sufficiently. If the teacher's performance remains below proficient, the principal
134 or supervisor shall recommend to the superintendent one of the following:

- 135
- 136 a. the board **non-renew**, dismiss, or **demote** the teacher, or ~~demote~~ or transfer
137 the teacher to a position in which the teacher can be successful;
 - 138
 - 139 b. the teacher be placed on a mandatory improvement plan in accordance
140 with the provisions of Section **DE**, below; or
 - 141
 - 142 c. the teacher be moved to a new monitored or directed growth plan or
143 continue on a previous growth plan that has been revised as necessary,
144 provided the principal or supervisor determines that:
 - 145
 - 146 1) the teacher's continuing performance problems are not having an
147 adverse impact on student learning or the school environment, or
 - 148
 - 149 2) the teacher is making good progress toward improvement in
150 deficient areas and is likely to improve to an acceptable level
151 within a reasonable, additional time period.
 - 152

153 **C. PROFESSIONAL GROWTH PLANS FOR PRINCIPALS AND ASSISTANT PRINCIPALS**

154

155 **1. Professional Growth Plans**

156

157 Professional growth plans will be developed for principals and assistant principals
158 as provided in State Board policy. The professional growth plan will include
159 mutually agreed upon performance goals and recommendations based upon the
160 principal or assistant principal's self-assessment, the consolidated assessment, and
161 the summary evaluation using the *North Carolina School Executive; Principal
162 and Assistant Principal Evaluation Process*. Development of the professional
163 growth plan will be discussed at a meeting between the principal or assistant
164 principal and the superintendent or designee when completing the annual
165 evaluation process. The superintendent or designee should review the
166 professional growth plan with the employee at least annually.

167

168 **2. Optional Action Plan Component to the Professional Growth Plan**

- 169
- 170 a. The superintendent may incorporate an action plan into the principal or
171 assistant principal's professional growth plan to address performance or
172 conduct deficiencies. The action plan must include the following:

173
174
175
176
177
178
179
180
181
182
183
184
185
186
187
188
189
190
191
192
193
194
195
196
197
198
199
200
201
202
203
204
205
206
207
208
209
210
211
212
213
214
215

i. Identification of Performance Deficiencies

All performance and conduct deficiencies identified in the employee's evaluation must be identified and addressed in the action plan.

ii. Performance Expectations and Goals

For each performance deficiency identified, the action plan must include a statement of the expected level of performance and/or other goals to be accomplished.

iii. Strategies

The action plan must set forth a strategy or strategies designed to correct each identified performance or conduct deficiency. The strategies should be specific and clearly stated and should identify all individuals responsible for implementing the plan.

iv. Dates for Monitoring and Completion

The action plan must include the dates upon which the employee's progress under the plan will be reviewed and the date by which performance is to be improved to the expected level, which will be no less than 60 calendar days and no longer than the end of the current school year.

b. Upon completion of the action plan, the superintendent or designee shall reevaluate the employee and determine whether the employee continues to perform below the expected level in any area or whether the employee's performance has improved sufficiently. If the employee is within the final year of his or her contract, the reevaluation must occur prior to the statutory deadline for notice of contract non-renewal. If the employee's performance remains below proficient, the superintendent shall either:

i. recommend that the board non-renew, dismiss, demote, or transfer the employee to a position in which the employee can be successful; or

ii. retain the employee in the current position if the superintendent determines that the employee is making good progress toward improvement in deficient areas and is likely to improve to an

216 acceptable level within a reasonable period of time. A principal or
217 assistant principal who is retained in his or her position after
218 demonstrating performance below proficiency on the reevaluation
219 must be given a new action plan and reevaluated as described in
220 subsection C.2.b, above.
221

222 **D. MANDATORY IMPROVEMENT PLANS**
223

224 A mandatory improvement plan is an instrument designed to improve a licensed
225 employee's performance by providing the employee with notice of specific performance
226 areas that have substantial deficiencies and a set of strategies, including the specific
227 support to be provided to the employee, so that he or she may satisfactorily resolve such
228 deficiencies within a reasonable timeframe.
229

230 The use of mandatory improvement plans as provided in this policy is discretionary and
231 will be determined on a case-by-case basis. Nothing in this policy will be interpreted so
232 as to require the use of mandatory improvement plans in addition to, or in lieu of, growth
233 plans or other disciplinary action, including non-renewal or dismissal from employment
234 as provided by law.
235

236 **1. Initiating a Mandatory Improvement Plan**
237

238 **a. Licensed Employees in Low-Performing Schools**
239

240 If a licensed employee in a low-performing school receives a rating on any
241 standard on an evaluation that is below proficient or otherwise represents
242 unsatisfactory or below standard performance in an area that the licensed
243 employee was expected to demonstrate, the individual or team that
244 conducted the evaluation shall recommend to the superintendent that (i)
245 the employee receive a mandatory improvement plan designed to improve
246 the employee's performance, ~~or~~ (ii) the superintendent recommend to the
247 board that the employee be dismissed, ~~or~~ demoted (if a career teacher), or
248 nonrenewed (if the teacher is on a contract), or (iii) a proceeding for
249 immediate dismissal or demotion be instituted against the employee for
250 conduct or performance that causes substantial harm to the educational
251 environment. If the individual or team that conducted the evaluation
252 elects not to make either any of the above recommendations, the said
253 individual or team evaluator shall notify the superintendent of this
254 decision. The superintendent shall determine whether to develop a
255 mandatory improvement plan, to recommend nonrenewal of the
256 employee's contract, or to recommend a dismissal proceeding.
257

258 **b. Teachers in Schools Not Identified as Low-Performing**

259
260 If, in an observation report or year-end evaluation, a teacher in a school
261 not identified as low-performing receives a rating that is below proficient
262 or otherwise represents unsatisfactory or below standard performance on
263 any standard that the teacher was expected to demonstrate, the principal
264 may place the employee on a mandatory improvement plan. The
265 mandatory improvement plan will be utilized only if the superintendent or
266 designee determines that an individual, monitored or directed growth plan
267 would not satisfactorily address the deficiencies.
268

269 **c. Any Licensed Employees Engaging in Inappropriate Conduct or**
270 **Performance**
271

272 A principal may recommend to the superintendent or designee that a
273 licensed employee be placed immediately on a mandatory improvement
274 plan if the employee engages in inappropriate conduct or performs
275 inadequately to such a degree that the conduct or performance causes
276 substantial harm to the educational environment, but immediate dismissal
277 or demotion of the employee is not appropriate. The principal must
278 document the exigent reason for immediately instituting such a plan.
279

280 **2. Components of the Plan**
281

282 A mandatory improvement plan for any licensed employee must include the
283 following components.
284

285 **a. Identification of Performance Deficiencies**
286

287 The performance **or conduct** areas in which the employee is deficient must
288 be identified and addressed in the mandatory improvement plan.
289

290 **b. Performance Expectations**
291

292 For each ~~problem~~ **performance or conduct deficiency** identified, the plan
293 must include a statement of the expected level of performance.
294

295 **c. Strategies**
296

297 The plan must establish a strategy or strategies designed to correct each
298 identified **performance or conduct** deficiency. The strategies should be
299 specific and clearly state the activities the employee should undertake to
300 achieve the expected level of performance **or conduct** and the specific

301 support to be provided to the employee. The strategies also should
302 identify all individuals responsible for implementing the plan.
303

304 **d. Dates for Monitoring and Completion**
305

306 The plan must include dates upon which the employee's progress under
307 the plan will be reviewed and the date by which performance is to be
308 improved to the expected level.
309

310 **3. Development and Implementation of the Plan**
311

312 **a. Licensed Employees in Low-Performing Schools**
313

314 When directed by the superintendent, a mandatory improvement plan to
315 improve the performance of a licensed employee will be developed by the
316 person who evaluated the licensed employee or the employee's supervisor,
317 unless the evaluation was conducted by an assistance team. If the
318 evaluation was conducted by an assistance team, that team shall develop
319 the mandatory improvement plan in collaboration with the employee's
320 supervisor. Mandatory improvement plans will be designed to be
321 completed within 90 instructional days or before the beginning of the next
322 school year.
323

324 **b. Teachers in Schools Not Identified As Low-Performing**
325

326 When a principal decides to put a teacher on a mandatory improvement
327 plan, the principal shall develop the plan in consultation with the teacher.
328 The teacher shall have five instructional days after receiving the plan to
329 request a modification to the plan before it is implemented. The principal
330 must consider the requested modification before finalizing the plan. The
331 teacher shall have at least 60 instructional days to complete the mandatory
332 improvement plan.
333

334 A teacher has five workdays after finalization of the mandatory
335 improvement plan within which to submit a request to the principal for a
336 qualified observer, as defined in G.S. 115C-333.1(c)(1), to observe the
337 teacher in the area or areas of concern identified in the plan. In
338 accordance with G.S. 115C-333.1(c)(2), the board will create and maintain
339 a list of qualified observers who are employed by the board and available
340 to conduct observations. The board will strive to limit the list to
341 administrators and teachers who have excellent reputations for
342 competence and fairness. Selection of the qualified observer and
343 submission of the qualified observer's report to the principal will be in

344 accordance with G.S. 115C-333.1(c)(3).

345

346

4. Reassessment

347

348

a. Licensed Employees in Low-Performing Schools

349

350

351

352

353

354

355

356

357

358

359

360

b. Teachers in Schools Not Identified As Low-Performing

361

362

363

364

365

366

367

368

369

370

371

372

373

374

375

376

377

378

379

380

381

382

383

384

385

386

Legal References: G.S. 115C-325 (applicable to career status teachers), -325.1 *et seq.* (applicable to non-career status teachers), -333, -333.1; State Board of Education Policy TCP-C-004, TCP-C-005

Cross References: Professional and Staff Development (policy 1610/7800), Evaluation of Licensed Employees (policy 7810), Professional Employees: Demotion and Dismissal (policy 7930), **Non-Career Status Teachers: Nonrenewal (policy 7950)**

Adopted: June 16, 2014

387 Revised: April 18, 2016; [DATE]

REVISED