A. **Principles**

Principals, assistant principals, teachers, and other instructional staff at each school are responsible for designing and implementing strategies to reach the educational goals of the Cleveland County Board of Education (the “Board”). Input from the school community, including parents, students, and representatives from businesses and other agencies, is critical in developing an educational program that will meet the needs of the students and the community.

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

Accordingly, the Board has established in its policies its vision, standards, and means of accountability for the educational program. The Superintendent shall provide guidance and establish any other standards necessary for effective implementation of the Board’s policies. Principals shall lead each school in implementing the policies. The school improvement plan is one tool that school administrators should use to draw upon the creativity and innovation of the staff and the community. This plan should identify the school’s efforts to improve student performance and reach the educational goals of the Board.

B. **School Improvement Plan**

The Board endorses the principles set forth by the State Board of Education that all children need to master basic skills and knowledge and build upon this foundation for lifelong learning. Therefore, in developing their school improvement plans, all schools should ensure, to the extent possible, that sufficient resources and curricula are directed toward meeting the goal of having all students performing at grade level or higher in the basic subject and skill areas identified by the State Board.

1. **School Improvement Team**

Each school must have a school improvement team that develops the school improvement plan. The school improvement team will consist of the principal, representatives of the assistant principals, instructional personnel, instructional support personnel and teacher assistants assigned to the school building, and parents of students attending the school. Each group of school personnel shall elect representatives from their respective group by secret ballot. Parents are to be elected in accordance with G.S. 115C-105.27(a). The school improvement team, especially at the middle and high schools, also is encouraged to seek input from students.

The Superintendent or designee shall annually provide guidance to principals on all statutory and district requirements to ensure that principals establish and work together with school improvement teams to develop, review, and amend school
improvement plans.

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

2. Development of School Improvement Plan
   a. The plan must specify the effective instructional practices and methods to be used to improve the academic performance of students identified as at risk of academic failure or at risk of dropping out of school.
   b. The plan must follow all statutory requirements, as well as, all local Board and district requirements. The plan must align with the district’s strategic plan. Furthermore, the plan must take into consideration the minimum annual performance goal established by the State Board and the goals set out in the mission statement for public schools adopted by the State Board of Education.
   c. The plan must be, to the greatest extent possible, data driven. As part of the Comprehensive Needs Assessment, school improvement teams should review student performance data from one to three preceding school years in developing the school improvement plan and its goals. The team shall use the Education Value Added Assessment System (EVAAS) or a compatible and comparable system approved by the State Board of Education to analyze student data to identify root causes for problems and determine actions to address them. Other data sources will include perception, demographic, and process data points. The plan must contain clear, unambiguous targets, explicit indicators and actual measures, and expeditious time frames for meeting measurement standards.
   d. The proposed school improvement plan shall be presented to the school staff for a vote. The principal of the school shall present the proposed school improvement plan to all of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building for their review and vote by secret ballot. A majority vote of the staff who voted on the plan is required to approve the plan at the school level. Once the school improvement plan has been approved at the school level, it shall be submitted to the Superintendent and Board for acceptance or rejection as provided by statute.
   e. The school improvement plan shall remain in effect for no longer than two years and may be revised as often as necessary. The school improvement
team shall have a process in place for reviewing and monitoring the progress of the plan on a quarterly basis and modifying the plan as needed in response to data collected.

C. **Posting the School Improvement Plan Online**

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

Legal References: U.S. Department of Education approval of Elementary and Secondary Education Act (ESEA) Flexibility Request (May 29, 2012); G.S. 115C-47(38), -81.15, -84.2, -98, -105.20, -105.21, -105.25, -105.26, -105.27, -105.32, -105.35, -105.37, -105.41(b), -301.1, -307(g); 143 art. 33C

Adopted: April 9, 2018

Replaces: Board policy 3110, School Improvement Teams