
*Rescinds Policy Number:**Issued:*

In order to improve student performance, each school shall create a school improvement team to develop a school improvement plan (SIP) in accordance with state law, State Board of Education policy, and Department of Public Instruction guidelines.

The SIP team shall be comprised of: the principal, representatives from the assistant principals, instructional personnel, instructional support personnel, teacher assistants assigned to the school and parents of children enrolled in the school. Schools shall encourage parental participation so that parent representatives reflect the racial and socioeconomic composition of the students enrolled in the school. Likewise, schools should make every effort to ensure that the staff members elected to the SIP team represent a variety of grade levels and/or subject areas.

The SIP team should assess the current program and needs at the school, design strategies for improving student performance, and continually evaluate the results of its decisions and the effectiveness of the plan. The plan should take into consideration the annual performance goal for that school set by the State Board and the goals set out in the mission statement adopted by the State Board of Education (SBOE). In addition, SIP teams must use the Education Value Added Assessment System (EVASS) or a compatible and comparable system approved by the SBOE when analyzing student data for root causes for problems and to determine actions to address them. The SIP must include at a minimum the following elements:

- (1) A plan for the use of staff development funds that may be made available to the school by the Board of Education.
- (2) If the school serves students in kindergarten or first grade, a plan for preparing students to read at grade level by the time they enter second grade. The plan shall require kindergarten and first grade teachers to notify parents or guardians when their child is not reading at grade level and is at risk of not reading at grade level by the time the child enters second grade.
- (3) A plan to address school safety and discipline concerns in accordance with the safe school plan.
- (4) A plan that specifies 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.
- (5) A plan to provide duty-free instructional planning time for every teacher, with the goal of providing an average of at least five hours of planning time per week.
- (6) A plan to provide a duty-free lunch period for every teacher on a daily basis or as otherwise approved by the SIP team.
- (7) A school-wide attendance improvement plan.

All SIPs should be data-driven and contain clear, unambiguous targets, explicit indicators, actual measures, and clear time frames for meeting the goals.

The principal of the school shall present the proposed SIP 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 SIP has been approved at the school level, it shall be submitted to the Board of Education for acceptance or rejection as provided by statute.

The SIP plan should remain in effect for no longer than two years and may be revised as often as necessary.

Legal References: G.S. 115C-47(38), -81, -84.2, -98, -105.21, -105.25, -105.26, -105.27, -105.32, -105.35, -105.47, -301.1; 143 art. 33C