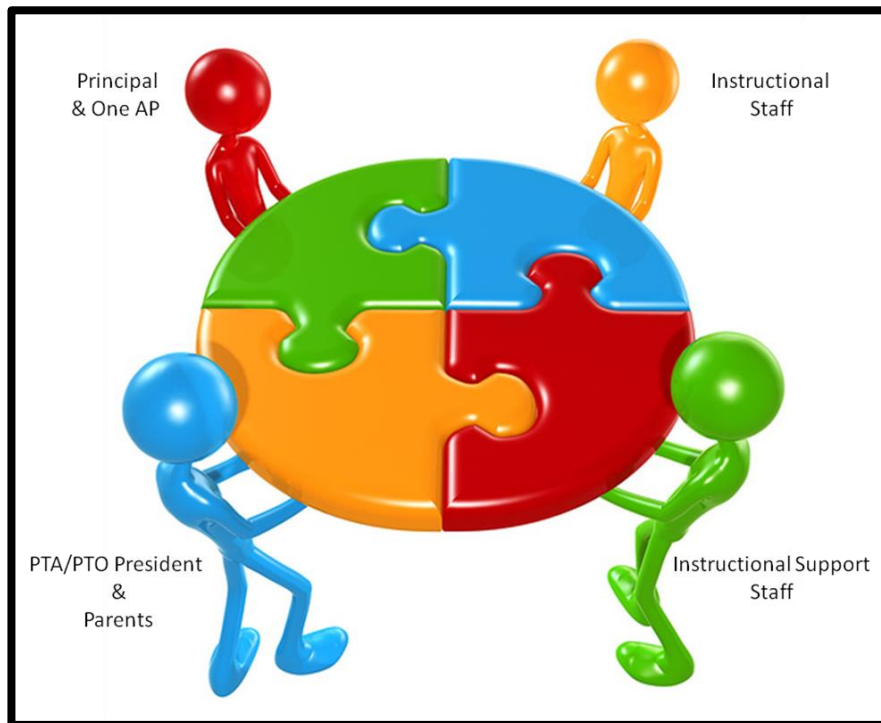




School Leadership Team & School Improvement Plan Handbook



2017-2018



2017-2018 School Improvement Plans & School Leadership Teams Handbook

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What's New for 2017-18 School Improvement Plan Process

Handbook

- Information pertaining to schools with “Low Performing Schools” designation
- Requirement regarding a district safety plan for schools with satellite sites
- Timeline now includes a reminder of the submission of SLT agendas/minutes regarding discussion of Title IX/Sexual Harassment

School Improvement Plan Template

- Quarterly signature pages are now saved as separate documents and are located with the other SIP templates on the CMS Intranet

Webmaster Requirements

- Information on how to link the SIP to a new window
- Converting files to PDFs
- Requirements for Schools who use NCStar

Safety Plan Template

- Universal Verbiage has been added for Communication Tree, Tornado Drill, Gas Leaks, Bomb Threats, Student or Staff Death, Suicide Threats/Attempts, Students Leaving Campus without Permission, and OSHA Training. Schools will still need to add their school specific verbiage
- “Threat Assessment Team Member” and “Suicide Mandated Assessor” contact information lines have been added to the Crisis Team Membership page
- For schools with satellite sites, a separate School Safety Plan will need to be created and submitted for that site. Note that the content of the Safety Plan for the satellite site may not be as comprehensive as the Safety Plan for the main campus, but should contain applicable information for that site



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2017-2018 School Improvement Plan Timeline

Action Item	Due Date
Revise or develop your School Safety Plan	July – September 2017
SLT Meeting <ul style="list-style-type: none"> • Work on Self Evaluation • Select Optional Teacher Workdays • Post minutes to website within 10 days of meeting 	August or September 2017
Solicit input and feedback from teachers, teacher assistants, and other stakeholders for Self Evaluation	August 31, 2017
District SLT/SIP Training with Harold Dixon	August 31, 2017 6:30-7:30 PM Crown Point Elementary School
Update School Website to Reflect 2016-17 School Leadership Team Membership <ul style="list-style-type: none"> • Names of SLT members • Emails for SLT members • Date SLT member was elected by the PTA/PTO or FAC 	September 5, 2017
Self Evaluation Completed <ul style="list-style-type: none"> • Submit to Learning Community 	September 6, 2017
SLT Meeting to Work on SIP & Safety Plan Draft <ul style="list-style-type: none"> • Post minutes to website within 10 days of meeting 	September 2017
District SLT/SIP Training with Harold Dixon	September 7, 2017 6:30-7:30 PM Huntersville Elementary School
School Safety Plan Draft Completed <ul style="list-style-type: none"> • Submit to Learning Community 	September 15, 2017
School Safety Plan Draft sent to Safety Department by Learning Community	September 18, 2017
District SLT/SIP Training with Harold Dixon	September 19, 2017 6:30-7:30 PM Smithfield Elementary School
School Safety Plan Draft with Feedback Returned to Schools <ul style="list-style-type: none"> • If you have not already done so, schedule SLT meeting to ensure signatures on final plan 	September 28, 2017
Revise School Safety Plan based on feedback <ul style="list-style-type: none"> • Hold SLT meeting to get signatures on final plan (need ALL staff signatures as well). 	September 28-October 6, 2017
School Improvement Plan Draft Completed <ul style="list-style-type: none"> • Submit to Learning Community 	October 3, 2017
District SLT/SIP Training with Harold Dixon	October 5, 2017 6:30-7:30 PM Tuckaseegee Elementary School



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School Safety Plan Final Copy Completed <ul style="list-style-type: none"> Submit to Learning Community 	October 6, 2017
School Improvement Plan Draft with Feedback Returned to Schools <ul style="list-style-type: none"> Learning Community Superintendent to return plans to principal 	October 10, 2017
Revise SIP based on feedback <ul style="list-style-type: none"> Hold SLT meeting to get signatures on final plan Principal presents School Improvement Plan to staff for review and vote FAC Chairperson to hold a voting session for approval of SIP This vote is to be completed by secret ballot. Post minutes to website within 10 days of meeting 	October 11- October 16, 2017
School Safety Plan Final submitted from Learning Community to Safety Department	October 13, 2017
School Improvement Plan Final Copy Completed <ul style="list-style-type: none"> Submit to Learning Community Superintendent 	October 17, 2017 (tentative pending official score release)
Learning Community Superintendent sends documents to Chief School Performance Officer via jump drive <ul style="list-style-type: none"> School Improvement Plans 	October 24, 2017 (tentative pending official score release)
Safety Department send documents to Chief School Performance Officer via jump drive <ul style="list-style-type: none"> Safety Plans Executive Summaries 	October 24, 2017
Superintendent to Present School Improvement Plans (open session) and Safety Plans (closed session) to BOE	November 14, 2017 (tentative pending official score release)
Post Approved School Improvement Plan to School Website	November 15, 2017 (tentative pending official score release)
SLT Meeting <ul style="list-style-type: none"> Post minutes to website within 10 days of meeting 	November 2017
SLT Meeting <ul style="list-style-type: none"> Post minutes to website within 10 days of meeting 	December 2017
SLT Meeting – 2 nd Quarter Review of School Improvement Plan <ul style="list-style-type: none"> Post minutes to website within 10 days of meeting Post updated School Improvement Plan (if applicable) to website within 10 days of meeting Post 2nd quarter signature pages to website within 10 days of meeting 	January 2018
SLT Meeting- Title IX/Sexual Harassment Discussion <ul style="list-style-type: none"> Submit SLT agenda and notes to your Learning Community Contact Person from a minimum of two meetings during the 1st semester in which Title IX/Sexual Harassment is discussed 	By the end of the 1 st Semester
SLT Meeting <ul style="list-style-type: none"> Post minutes to website within 10 days of meeting 	February 2018
SLT Meeting <ul style="list-style-type: none"> Post minutes to website within 10 days of meeting 	March 2018



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<p>SLT Meeting – 3rd Quarter Review of School Improvement Plan</p> <ul style="list-style-type: none"> ● Post minutes to website within 10 days of meeting ● Post updated School Improvement Plan (if applicable) to website within 10 days of meeting ● Post 3rd quarter signature pages to website within 10 days of meeting 	<p>April 2018</p>
<p>Hold SLT Elections for the 2018-19 School Year</p> <ul style="list-style-type: none"> ● Hold open positions for incoming K, 6th, and 9th grade parents that may be interested in serving 	<p>April or May 2018</p>
<p>SLT Meeting</p> <ul style="list-style-type: none"> ● Post minutes to website within 10 days of meeting 	<p>May 2018</p>
<p>SLT Meeting – 4th Quarter Review of School Improvement Plan</p> <ul style="list-style-type: none"> ● Post minutes to website within 10 days of meeting ● Post updated School Improvement Plan (if applicable) to website within 10 days of meeting ● Post 4th quarter signature pages to website within 10 days of meeting 	<p>June 2018</p>
<p>SLT Meeting- Title IX/Sexual Harassment Discussion</p> <ul style="list-style-type: none"> ● Submit SLT agenda and notes to your Learning Community Contact Person from a minimum of two meetings during the 2nd semester in which Title IX/Sexual Harassment is discussed 	<p>By the end of the 2nd semester</p>
<p>School Improvement Plan Annual Review Due</p> <ul style="list-style-type: none"> ● Submit to Learning Community Superintendent 	<p>June 29, 2018</p>



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Legal Requirements for School Improvement Plans & School Leadership Teams

- http://www.ncga.state.nc.us/EnactedLegislation/Statutes/HTML/BySection/Chapter_115C/GS_115C-105.27.html
- http://www.ncga.state.nc.us/EnactedLegislation/Statutes/HTML/BySection/Chapter_115C/GS_115C-301.1.html

The following details laws and guidelines for School Improvement Planning, Safety Planning, and School Improvement/Leadership Teams. Please note that as legislation provides updates and changes, this document will be updated to reflect those changes.

Statutory Reference	Statutory Provision	Principal / SLT Required Actions
COMPOSITION OF SCHOOL LEADERSHIP TEAM	<ul style="list-style-type: none"> ● Principal, representatives of APs, instructional personnel, instructional support personnel & TAs, and parents of children enrolled in the school constitute a school improvement team (SLT for CMS purposes). 	<ul style="list-style-type: none"> □ Ensure SLT membership is comprised of: <ul style="list-style-type: none"> □ Principal □ One Assistant Principal □ Teachers □ Instructional Support □ Parents □ Teacher Assistants
	<ul style="list-style-type: none"> ● Representatives of school-based members must be elected by their respective groups by secret ballot. 	<ul style="list-style-type: none"> □ FAC Chairperson to hold SLT staff membership election by secret ballot.
	<ul style="list-style-type: none"> ● Parents are elected by the parents of children enrolled in the school. The election is conducted by the PTO; if none exist, then by the largest organization of parents formed for that purpose. 	<ul style="list-style-type: none"> □ PTA/PTO/PTSA president to hold SLT parent membership election by secret ballot.
	<ul style="list-style-type: none"> ● Parents must reflect the racial and socioeconomic composition of the student body. 	<ul style="list-style-type: none"> □ Work with PTA/PTO to ensure SLT membership is reflective of racial & socioeconomic composition of student body.
	<ul style="list-style-type: none"> ● SLT members in the “parent” seats must not be members of the building-level staff. 	<ul style="list-style-type: none"> □ Work with PTA/PTO to ensure SLT members in the “parent” seats are not members of the building-level staff.
	<ul style="list-style-type: none"> ● SLT meetings must be held at times convenient to parents, so as to “assure substantial parent participation.” 	<ul style="list-style-type: none"> □ Work with SLT Chairperson to develop a meeting schedule that will “assure substantial parent participation”.

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<p style="text-align: center;">115C-105.27 (a1) (new section enacted in July 2013)</p> <p style="text-align: center;">OPEN MEETING REQUIREMENTS</p>	<ul style="list-style-type: none"> ● SLT meetings must be open to the public, with the exception of deliberations on school safety plans. 	<ul style="list-style-type: none"> <input type="checkbox"/> Post SLT meeting schedule and location on school website, in parent communication, and in main office area. <input type="checkbox"/> Title I schools: Meeting minutes uploaded into PLAN YOUR MEETING on NCStar (formerly Indistar). <input type="checkbox"/> One helpful way to comply with the open meetings requirement is to coordinate with the central office Board secretary. They are familiar with the open meetings requirements given his/her work with the Board and can assist the school principal with making the proper notices. Some districts are electing to give the electronic notices. <input type="checkbox"/> The team is not required to allow for public comment at these meetings. If members of the public try to engage in debate or discussion with the team, they can be asked to leave the meeting. However, the team is free to allow public comment and/or invite members of the public to speak or provide information deemed helpful to the committee. Such decisions are normally by majority vote of the committee, if necessary.
<p style="text-align: center;">115C-105.27 (a1) (new section enacted in July 2013)</p> <p style="text-align: center;">SAFETY PLAN REQUIREMENTS</p>	<ul style="list-style-type: none"> ● Deliberations on school safety plans must be done in closed meetings. 	<ul style="list-style-type: none"> <input type="checkbox"/> Work with SLT Chairperson to schedule closed meeting sessions to discuss school safety. <input type="checkbox"/> Send schedule to your Learning Community Superintendent.
<p style="text-align: center;">115C-105.27 (a2) (new section enacted in July 2013)</p> <p style="text-align: center;">PUBLIC RECORD REQUIREMENTS</p>	<ul style="list-style-type: none"> ● A SIP is a public record, except for the school safety component. ● The SIP must be posted on the school's website. ● Names of SLT members, their positions, and date of election must be posted on the school website. 	<ul style="list-style-type: none"> <input type="checkbox"/> Post SLT meeting schedule, date, time, and location on school website, in parent communication, and in main office area. <input type="checkbox"/> Post SLT minutes on school website, within 10 days of meeting <input type="checkbox"/> Post SLT membership, their positions, and the date of the election on school website, in parent communication, and in main office area.

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Statutory Reference	Statutory Provision	Principal / SLT Required Actions
DATA DRIVEN SCHOOL IMPROVEMENT PLAN REQUIREMENTS	This section describes in detail what must be included in the SIP. In general: <ul style="list-style-type: none"> ● The SIP must take into account the annual performance goal for the school set by the NC State Board of Ed, and the goals set out in the mission statement for the public schools adopted by the SBE; and 	<input type="checkbox"/> Review NC-BOE goals <input type="checkbox"/> Review CMS BOE goals <input type="checkbox"/> Review CMS Revised Strategic Plan goals
	<ul style="list-style-type: none"> ● To the greatest extent possible, be data-driven. 	<input type="checkbox"/> Review all pertinent data with SLT membership to identify target areas of focus
	<ul style="list-style-type: none"> ● SLTs must use EVAAS (or a comparable, compatible system approved by the SBE) to: <ul style="list-style-type: none"> ○ analyze student data and ID root causes for problems; ○ determine actions to address such problems; and ○ appropriately place students in courses such as Algebra I. ○ SIPs must contain clear, unambiguous targets, explicit indicators and actual measures, and expeditious time frames for meeting the measurement standards. 	<input type="checkbox"/> Review EVAAS data related to school with SLT membership to identify root cause for problems <input type="checkbox"/> Generate clear, unambiguous targets, and measurable indicators <input type="checkbox"/> Develop strategic actions to address identified problems
115C-105.27 (b)(1)–(8) STRATEGY REQUIREMENTS	The statute sets forth 8 strategies for improving student performance that must be in the SIP.	
115C-105.27 (b) (1) STAFF DEVELOPMENT FUND REQUIREMENTS	<ul style="list-style-type: none"> ● Must include a plan for the use of staff development funds made available to the school by the local BOE to implement the SIP. May provide that part of these funds are to be used for mentor trainings, release time and substitute teachers while mentors and teacher-mentees are meeting together. 	<input type="checkbox"/> Work with SLT membership to develop a plan for the use of staff development funds. <input type="checkbox"/> If a Title I School you will need to address your spend down plan within your SIP or NCStar (formerly Indistar) Plan.
115C-105.27 (b) (2) SAFETY & DISCIPLINE PLAN REQUIREMENTS	<ul style="list-style-type: none"> ● Must include a plan to address school safety and discipline concerns. 	<input type="checkbox"/> Develop a comprehensive school safety plan <input type="checkbox"/> Develop a comprehensive school discipline plan <input type="checkbox"/> Review plans with SLT in closed session
115C-105.27 (b) (3) STATE FUND REQUIREMENTS	<ul style="list-style-type: none"> ● May include a decision to use state funds in accordance with the statute that permits budget flexibility. 	<input type="checkbox"/> If a Title I School, you will need to address your spend down plan within your SIP or NCStar (formerly Indistar) Plan.



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Statutory Reference	Statutory Provision	Principal / SLT Required Actions
115C-105.27 (b) (4) INSTRUCTIONAL PRACTICE REQUIREMENTS	<ul style="list-style-type: none"> Must include 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. 	<input type="checkbox"/> Develop a comprehensive instructional plan to address effective instructional practices and methods to improve identified target areas. <input type="checkbox"/> Include strategies to improve the academic performance of students identified as at risk of academic failure or at risk of dropping out.
115C-105.27 (b) (5) WAIVER REQUIREMENTS	<ul style="list-style-type: none"> May include requests for waivers of laws or SBE policies. Waivers must meet statutory requirements. 	<input type="checkbox"/> Work with SLT membership to complete the Waiver Request template.
115C-105.27 (b) (6) DUTY FREE LUNCH REQUIREMENTS	<ul style="list-style-type: none"> Must include a plan to provide a duty-free lunch period for every teacher on a daily basis or as otherwise approved by the SIP. 	<input type="checkbox"/> Work with SLT membership to develop a plan to provide a duty-free lunch period for every teacher on a daily basis.
115C-105.27 (b) (7) DUTY FREE INSTRUCTIONAL PLANNING TIME REQUIREMENTS	<ul style="list-style-type: none"> Must include a plan to provide duty-free instructional planning time for every teacher under G.S. §115C-301.1, with the goal of providing an average of at least 5 hours of planning time a week. [Note that the statute referenced provides that all classroom teachers are to be provided duty-free instructional planning time during regular student contact hours, to the extent that the safety and proper supervision of student may allow.] 	<input type="checkbox"/> Work with SLT membership to develop a plan to provide duty-free instructional planning time for every teacher, with the goal of providing an average of at least 5 hours of planning time a week. <input type="checkbox"/> Ensure that duty-free instructional planning time for every teacher takes place during <u>regular student contact hours, to the extent that the safety and proper supervision of student may allow.</u>
115C-105.27 (b) (8) REDUNDANT REPORTING REQUIREMENTS	<ul style="list-style-type: none"> Shall include a plan to identify and eliminate unnecessary and redundant reporting requirements for teachers and, to the extent practicable, streamline the school's reporting system and procedures, including requiring forms and reports to be in electronic form when possible and incorporating relevant documents into the student accessible components of the Instructional Improvement System." 	
115C-105.27 (c) SCHOOL IMPROVEMENT PLAN APPROVAL REQUIREMENTS	<p>Approval at the school level</p> <ul style="list-style-type: none"> Principal presents the plan to all principals, APs, instructional personnel, instructional support personnel and TAs for review and vote. Vote is by secret ballot. SIP goes to BOE only if approved by a majority of the staff who voted on the plan. [Note this is a different number than a majority of such staff assigned to the school.] 	<input type="checkbox"/> Principal presents School Improvement Plan to staff for review and vote. <input type="checkbox"/> Principal presents School Improvement Plan to SLT for review and vote. <input type="checkbox"/> FAC Chairperson to hold a voting session for approval of SIP. This vote is to be completed by secret ballot. <input type="checkbox"/> Principal submits approved (by staff and SLT vote) School Improvement Plan to Learning Community Superintendent.

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<p style="text-align: center;">115C-105.27 (c1) (new section enacted in July 2013)</p> <p style="text-align: center;">SAFETY & DISCIPLINE PLAN REQUIREMENTS</p>	<ul style="list-style-type: none"> ● The superintendent reviews the safety components of the SIP and makes written recommendations to the BOE. <hr/> <ul style="list-style-type: none"> ● The BOE reviews the safety components in closed session. <hr/> <ul style="list-style-type: none"> ● The BOE must make findings on the safety components. <hr/> <ul style="list-style-type: none"> ● Safety components and the BOE's findings are not to be included in BOE minutes. 	<ul style="list-style-type: none"> <input type="checkbox"/> Principal submits safety plan of School Improvement Plan to Learning Community Superintendent. <input type="checkbox"/> Learning Community Superintendent reviews safety plan and submits to Superintendent. <input type="checkbox"/> Superintendent makes written recommendations to the BOE.
<p style="text-align: center;">115C-105.27 (d)</p> <p style="text-align: center;">SCHOOL IMPROVEMENT PLAN ADOPTION REQUIREMENTS</p>	<p>Adoption of the Plan by the BOE</p> <ul style="list-style-type: none"> ● BOE accepts or rejects the SIP. ● If the BOE accepts an SIP, it may not make any substantive changes in it. ● If the BOE rejects an SIP, it must give the specific reasons for doing so. ● If an SIP is rejected, the SLT prepares another one and goes through the same approval process. ● If no SIP is approved by the BOE within 60 days after being submitted for the first time, the school or BOE may request to use the dispute resolution process adopted by the SBE. ● If a request is made, both school and BOE must participate in the process. ● If no such request is made, the BOE may develop a SIP for the school. 	
<p style="text-align: center;">115C-105.27 (e)</p> <p style="text-align: center;">SCHOOL IMPROVEMENT PLAN DURATION REQUIREMENTS</p>	<ul style="list-style-type: none"> ● SIPs remain in effect for two years, but an SLT may amend an SIP as often as necessary or appropriate. <hr/> <ul style="list-style-type: none"> ● If any part of an SIP becomes unlawful or if the BOE finds it is impeding student performance, the BOE may vacate the relevant portion of the plan and direct the school to revise it. 	<ul style="list-style-type: none"> <input type="checkbox"/> Post amendments to the School Improvement Plan on school website, within 10 days. <input type="checkbox"/> Submit amendments to the School Improvement Plan to the Learning Community Superintendent.



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Statutory Reference	Statutory Provision	Principal / SLT Required Actions
115C-105.27 (f) DUPLICIATIVE PLAN REQUIREMENTS	<ul style="list-style-type: none"> If the BOE finds that an SIP adequately covers another plan that the district is required to prepare, the district is not required to prepare an additional plan. 	
115C-105.27 (g) (new section enacted in July 2013)	<ul style="list-style-type: none"> Any employee, parent, or other interested party or organization, is encouraged to notify the principal of concerns about whether the school has complied with these requirements. 	<input type="checkbox"/> Respond to concern in writing within 24-hours of receipt. <input type="checkbox"/> Include Learning Community Superintendent on response.
NOTIFICATION OF VIOLATIONS OR CONCERNS REQUIREMENTS	<ul style="list-style-type: none"> The same parties may also submit in writing to the superintendent concerns about whether the school has complied with these requirements. 	
	<ul style="list-style-type: none"> The superintendent shall make a good-faith effort to investigate the concern. 	
	<ul style="list-style-type: none"> If requested, the superintendent shall provide a written response to the concern. 	
115C-105.37 (a1) IDENTIFICATION OF LOW-PERFORMING SCHOOLS	<ul style="list-style-type: none"> The superintendent shall submit to the local board a preliminary plan addressing needs of low performing status school(s), including how superintendent and central office staff will work with and monitor school's progress. Board must approve, modify or reject the plan. Plan must be made public and submit to the SBE. 	
115C-105.37 (b) WRITTEN NOTIFICATION TO PARENTS	<ul style="list-style-type: none"> Each school that the State Board identifies as low-performing shall provide written notification to the parents of students attending that school. The written notification shall include a statement that the SBE has found that the school has failed to meet minimum growth standards, as defined by the State Board, and a majority of students in the school are performing below grade level. 	<input type="checkbox"/> Send letter template via mail and post on school website to all families in identified school within 30 days of identification. <input type="checkbox"/> Provide Learning Community Superintendent copy of letter.
115C-105.37A (a1-2) SCHOOL IMPROVEMENT PLAN	<ul style="list-style-type: none"> The school improvement team at the school shall review its school improvement plan to ensure consistency with the district plan. They must be reviewed and approved by the State Board of Education. 	<input type="checkbox"/> Principal submits approved (by staff and SLT vote) School Improvement Plan to Learning Community Superintendent. Learning Community Superintendent submits plan to School Board for approval and submission to State Board for review.

*Areas in red are required.



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Functions of a School Leadership Team (SLT)

- Facilitates the involvement of the school community in the development of the School Improvement Plan
- Encourages, supports and creates opportunities for involvement from parents in the community
- Contributes to the design of the School Improvement Plan
- Monitors the effectiveness of the School Improvement Plan strategies

Duties of the School Leadership Team

Members of the School Leadership Team are directly involved in the development of the School Improvement Plan, and as appropriate, some of the day-to-day operations of the school.

The School Leadership Team:

- Facilitates the development of the School Improvement Plan.
- Uses data as the driving force to create programmatic instructional change.
- Monitors, assesses and amends the School Improvement Plan, as needed.
- Advances policies and procedures that enhance achievement and meet educational, safety and parent involvement goals.
- Facilitates communication within the Professional Learning Community.
- Builds the capacity of the school to address parent and staff concerns.

Leadership Team Membership

Composition of Staff Membership:

- School Principal
- Members of the professional staff to include the following:
 - One Assistant Principal
 - Instructional Staff
 - Instructional Support Staff
 - Instructional Assistants

Composition of Parent Membership:

The parent membership must reflect the racial, geographical and socioeconomic status of students in that school.

- One parent must be the PTA/PTSA/PTO President or designee.
- Parents shall not be members of the building-level staff.

Frequency of Meetings

It is recommended that School Leadership Teams meet at least once a month. However, during the development of the School Improvement Plan teams and/or sub-committees may meet more frequently. School Leadership Team meetings must be open to the public, with the exception of deliberations on school safety plans. In addition, School Leadership Team meetings must be held at times convenient to parents, to “assure substantial parent participation.” The meeting schedule, including date, time and location, must be published on the school’s website, in parent communication, as well as in the main office area.



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Election Process

The process for selecting members of the School Leadership Team is flexible. However, in order to secure the broadest cross section of the school and school community points of view, it is suggested that a communication is sent from the principal to parents and teachers outlining the duties and responsibilities of the School Leadership Team. In that same communication it is also recommended that suggestions by parents and teachers be made regarding individuals who would be appropriate candidates for team membership. Candidates must be willing to remain positive, objective and focused on the goal of improving teaching and learning. In addition they should be willing to devote the time, energy, and creativity needed to be an effective team member.

- **Parent Members:** All parent members of the School Leadership Team must be elected using secret ballots by parents of children enrolled in the school. The election should be conducted by the parent and teacher organization in the school or by the largest organization of parents formed for this purpose. If the election does not result in a representative group of parents, the principal may appoint additional parents to the team as needed. Parents shall not be members of the building-level staff.
- **Staff Members:** Representatives of assistant principals, instructional personnel, instructional support personnel, and teacher assistants must be elected by their respective groups by secret ballots.

Term of Service

The term of office is somewhat flexible. Each member will serve a minimum of one year and a maximum of three consecutive years. To ensure that there is some consistency of membership from year to year, it is suggested that approximately two-thirds of the composition of the team remain each year, while approximately one-third of the members rotate off the team. Therefore, some members may be elected to serve a one-year term, while others may be elected for a three-year term. Each team should develop a process for ensuring that there is continuity on the team from year-to-year, while still upholding the election guidelines. The election and attrition process should be outlined in the School Leadership Team by-laws and published by election time.

Note: While not mandatory, development of bylaws is recommended to provide a framework of operation for the team's efforts. Once developed these guidelines should be reviewed and amended as needed on an annual basis, usually in the spring.

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Leadership Positions

As the instructional and organizational leader of the school, the principal is ultimately responsible for the effective implementation of the school improvement process. However, effective implementation by definition must include the sharing of responsibilities and decision-making with other members of the team. Below is a list of leadership positions and responsibilities that would be established for each School Leadership Team at the beginning of each school year. Each team should elect these positions. Any team member other than the school principal may serve as an officer on the School Leadership Team.

Chairperson:

- Meets regularly with principal to discuss school issues and develop meeting agenda.
- Standing items on the agenda should include:
 - Reviews minutes from last meeting
 - Updates from any sub-committee meetings or assigned projects
 - Reviews (Quarterly) progress towards objectives set in SIP
 - Requests agenda items for next meeting
 - Establishes next meeting date
- Leads meetings and facilitates distribution of agenda to all team members of the School Leadership Team
- Keeps the team focused on the topic of discussion
- Reminds team members about meetings at least one week in advance
- Assists in completing reports due for the team
- Facilitates the public notification of meetings

Co-Chairperson:

- Runs the meeting when the chairperson is absent
- Assumes all responsibilities of chairperson in the event that the chairperson is unable to complete term

Recorder:

- Takes minutes at all meetings
- Sends copies of minutes within one week to all School Leadership Team members
- Posts minutes of each School Leadership Team meeting no later than 10 days after the meeting, on school website and in a designated place that is visible to parents and teachers at the school
- Maintains copies of minutes and quarterly/annual reports, School Leadership Team Handbook, and other important documents

Timekeeper:

- Assists team in establishing the length of each meeting and/or the timeframe for each agenda item
- Monitors time throughout the meeting and reminds team of timeframe

Team Members:

- Attend meetings regularly
- Represent the interests of constituent group - not just their own



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- Determine how to engage stakeholders in meaningful ways in school affairs
- Commit to working collaboratively with team
- Bring issues and concerns of constituent group to team meetings and communicates the activities and decisions made by the School Leadership Team
- Accurately communicate information from the School Leadership Team to their constituent group

Process for Developing the School Improvement Plan

It is strongly recommended that all stakeholders in the building have the opportunity to contribute to the development of the School Improvement Plan. Stakeholders should use the Self Evaluation Form to reflect on the school's progress. The Self Evaluation Form along with data and other sources of evidence and collaborative inquiry is used to develop the School Improvement Plan (SIP).

Components of School Improvement Plan:

1. Self Evaluation Form
2. Cover Sheet and School Leadership Team Membership
3. Vision, Mission, and Shared Belief Statements
4. Assessment Data Snapshot
5. School Profile
6. SMART Goal Pages
7. Waiver
8. Signature Pages
9. Annual Review
10. Safety Plan
11. Grading Policy Plan
12. Language Instructional Educational Program Plan

Self Evaluation Form

The Self Evaluation Form is a **required step** in the School Improvement Plan process. Completing this form will help you, your staff, and your School Leadership Team prepare for the School Improvement Plan development process. In addition, this step of the process will aid you in developing your school's branding and marketing strategies, as well as assist you in developing a data culture built on continuous improvement methodologies.

When completing the Self Evaluation Form, please be evaluative, rather than descriptive, and make your focus outcomes for students.

- Include references to where the evidence of your self-evaluation can be found, e.g., "excellent, boys' results in state math tests as shown in annual report to the state".
- Be concise; (for example, use bullet points or note form).
- Aim to confine your response to no more than eight pages.
- You are advised to complete section B last. This section is summative and draws on your evaluations elsewhere in the self-evaluation report.

Schools have adopted different approaches to completing the Self Evaluation Form. In some schools the principal and the School Leadership Team have completed the form as a part of one of their regular meetings. Other schools have devoted part of a faculty meeting as a way of involving all




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members of staff; **this is highly recommended** as a means of engaging the whole staff, helping them to prepare for the School Improvement Plan development process. Whichever approach you adopt, it is recommended that you do not make this an onerous task but that you take the opportunity to stop, reflect and record your immediate perceptions.

Cover Sheet and School Leadership Team Membership

- Replace {School Name} with your specific school’s name in the header of the document.
- Replace {School Name} with your specific school’s name in the Contact Information table.
- Complete the contact information chart.
- Complete the School Improvement Team Membership chart, including the date each member of the team was elected by secret ballot.
 - If additional space is required, add a row to the table and complete the information. In order to keep the information to one page, you may resize the font.



2017-2018 {School Name} School Improvement Plan Report

{School Name} Contact Information			
School:		Courier Number:	
Address:		Phone Number:	
		Fax Number:	
Learning Community		School Website:	

Principal:	
Learning Community Superintendent:	

{School Name} School Improvement Team Membership

From GS §115C-105.27: "The principal of each school, representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building, and parents of children enrolled in the school shall constitute a school improvement team to develop a school improvement plan to improve student performance. Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants shall be elected by their respective groups by secret ballot...Parents serving on school improvement teams shall reflect the racial and socioeconomic composition of the students enrolled in that school and shall not be members of the building-level staff."

Committee Position	Name	Email Address	Date Elected
Principal			
Assistant Principal Representative			
Teacher Representative			
Inst. Support Representative			
Teacher Assistant Representative			
Parent Representative			
Parent Representative			
Parent Representative			
Parent Representative			
Parent Representative			

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Vision, Mission, and Shared Belief Statements

- Record your school’s vision statement.
- Record your school’s mission statement.
- Replace {School Name} with your specific school’s name in the header above the Shared Beliefs section.
- Record your school’s shared beliefs.
- Replace {School Name} with your specific school’s name in the header above the SMART Goals section.
- List your school’s SMART goals, in order, as they appear in the School Improvement Plan.
- In order to keep the information to one page, you may resize the font.

It is not necessary to rewrite your current mission statement if your school already has one. However, you may need to revise it. Revisit your mission statement by gathering fresh opinions and impressions of a representative group of stakeholders. Your mission statement should reflect the spirit of your school’s beliefs while keeping in mind the district’s vision.

To determine if your mission is appropriate, you must assess your beliefs. This can be done by letting the stakeholders develop their own set of beliefs. Once you have developed your listing of shared beliefs, they should be the driving force behind the mission statement. The shared beliefs will be the foundation for your mission statement. Use these shared beliefs to determine if you should keep your mission statement as is, make minor adjustments, or rewrite it.



2017-2018 {School Name} School Improvement Plan Report

Vision Statement

District: CMS provides all students the best education available anywhere, preparing every child to lead a rich and productive life.

School:

Mission Statement

District: The mission of CMS is to maximize academic achievement by every student in every school.

School:

{School Name} Shared Beliefs

.....

{School Name} SMART Goals

.....

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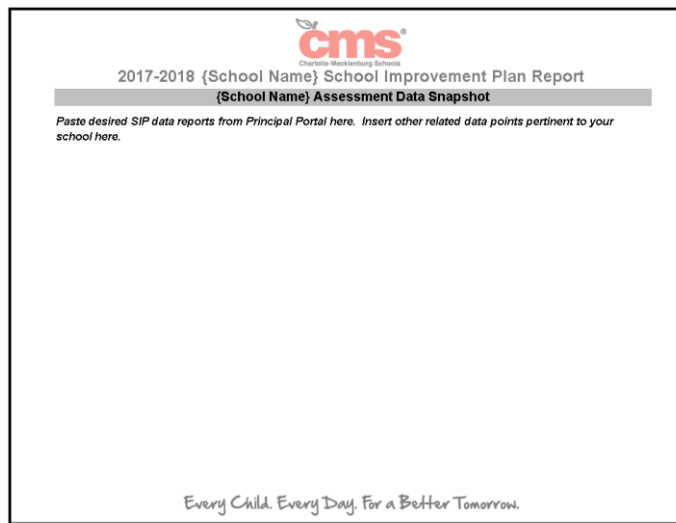
The following questions should be considered when reviewing the mission statement:

- Does the mission statement motivate and inspire?
- Does the mission statement give a clear purpose and direction to the school?
- Could the administration, faculty, staff, parents, and community members readily use the mission statement to guide their actions towards the school?

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Assessment Data Snapshot

- Access the CMS Navigator Portal
 - Intranet
 - Click on Connect to your team's portal
 - Click on Managing for Performance [Principal Portal]
 - Click on the SIP tab
 - Click on the SIP Composite Data Snapshot link
 - Select a format and click Export (select CSV format for ease of reformatting)
 - Copy and paste the data table into the School Improvement Plan template
 - Insert additional pages if needed



The screenshot shows a template page for the Assessment Data Snapshot. At the top center is the CMS logo. Below it, the text reads "2017-2018 {School Name} School Improvement Plan Report" followed by a grey bar containing "{School Name} Assessment Data Snapshot". Below this bar, a paragraph of text states: "Paste desired SIP data reports from Principal Portal here. Insert other related data points pertinent to your school here." At the bottom of the page, the slogan "Every Child. Every Day. For a Better Tomorrow." is displayed. A small number "4" is located at the bottom right corner of the page.

School Profile

The School Profile is essentially a snapshot of current school characteristics and demographics. The Profile should be completed in narrative form and include information related to demographics, staff data, grade structure, student performance data/test scores, and stakeholder perspectives.




The screenshot shows a template page for the School Profile. At the top center is the CMS logo. Below it, the text reads "2017-2018 {School Name} School Improvement Plan Report" followed by a grey bar containing "{School Name} Profile". Below this bar, a paragraph of text states: "This narrative should include a description of student and staff demographics, recent achievement(s), and staff qualifications." At the bottom of the page, the slogan "Every Child. Every Day. For a Better Tomorrow." is displayed. A small number "5" is located at the bottom right corner of the page.



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SMART Goal Pages



2017-2018 {School Name} School Improvement Plan Report

SMART Goal (4):					
Strategic Plan Goal:					
Strategic Plan Focus Area:					
Data Used:					

Strategies (determined by what data)	Point Person (title)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) • Interim Dates
1.					
2.					
3.					
4.					

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○ **SMART Goal (#)**

- Record your school’s specific, measurable, actionable, relevant, and timely goal and update the (#) to reflect each new SMART goal.
- All schools must include a plan to provide a duty-free lunch period for every teacher on a daily basis or as otherwise approved by the SIP. (Goal #1 on template)
- All schools must include a plan to provide duty-free instructional planning time for every teacher under 115C-301.1, with the goal of providing an average of at least 5 hours of planning time a week. Note that the statute referenced provides that all classroom teachers are to be provided duty-free instructional planning time during regular student contact hours, to the extent that the safety and proper supervision of student may allow. (Goal #2 on template)
- All schools must include a plan to address school safety and discipline concerns. (Goal #3 on template addresses anti-bullying / character education). School safety plans are to be developed in a separate document.
- All schools must address closing achievement gaps or disproportionality.

○ **Strategic Plan Goal – see pages 7 – 12 in SIP Template**

- Align your school’s SMART goal to one of the Strategic Plan Goals provided.
- Copy and paste the Strategic Plan goal into your template.

○ **Strategic Plan Focus Area – see page 6 in SIP Template**

- Align your school’s SMART goal to one of the Strategic Plan Focus Areas provided.
- Copy and paste the Focus Area into your template.



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o Data Used

- Identify the data points that were evaluated and supported your school’s SMART goal.
- Record the data points in the appropriate box.
- Data sources may include, but are not limited to, the following:

EOC Assessment Results	Student/Teacher Attendance Rates	School Safety Audits
EOG Assessment Results	Student/Teacher Retention Rates	Suspension Rates
North Carolina Final Exams	4-Year Cohort Graduation Rate	Teacher Surveys
CTE Work Keys	AP / IB Enrollment Rates	Parent Surveys
MAP Assessment Results	AP / IB Assessment Results	Student Surveys
Reading 3D Results	SAT / ACT Results	Working Conditions Survey
EVAAS Data	Post Secondary Exam Results	Insight Survey

o Strategies

- Number each strategy that supports your SMART goal.
- Strategies are school-specific plans or activities that directly support the SMART goal.
- The strategies should be research based and documented to have an impact student learning and results.
- Strategies should target core instruction and support Tier I students.

o Tasks

- Tasks should be documented in a bulleted list.
- Tasks are the specific activities/jobs that support a strategy and must occur for the strategy to be successful

o Point Person

- Point Person(s) should be documented in a bulleted list.
- List the title of the person only, not the person’s name, accountable for making sure the tasks listed are on schedule and/or accomplished.
- Parents involved in a strategy may be listed, if applicable.

o Evidence of Success

- Evidence of success should be documented in a bulleted list.
- Evidence of success is the proof that the strategy is working and has a positive impact on student achievement.
- Identify the artifacts that show the strategy or task has been put into motion or completed. (Process Evidence)
- Identify the artifacts that show that the strategy is working. (Outcome Evidence)
 - Outcome evidence should answer questions such as: What will success look like?; Is the strategy working?; How do we know?



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- **Funding**
 - Funding should be documented in a bulleted list.
 - Identify estimated costs.
 - Identify funding source.

- **Timeline**
 - Timeline should be documented in a bulleted list.
 - Identify start date.
 - Identify interim dates.
 - Identify end date.

If applicable, identify Professional Development that is needed in order for the strategy/best practice to be effectively implemented. The Professional Development listed may be offered by the district or provided in-house.

The School Improvement Plan is a living document. Each SMART Goal of the School Improvement Plan should be continuously reviewed and updated. As you reach your desired result in an area, the related strategies and tasks should be removed from the School Improvement Plan and replaced with amendments.

The Principal and Teacher Professional Development Plans should align with the School Improvement Plan.

If additional space is needed, feel free to adjust the font size as well as add additional rows.



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Mastery Grading Plan

- All schools must include a plan to address the school’s grading policy (on template).
- Please note that this is not a SMART Goal; it is a plan.
- Each grading plan should have specific strategies and tasks related to:
 - Common Assessments
 - Data Disaggregation
 - Flexible Grouping
 - Additional Learning Opportunities
 - Late and Make-up Work
 - Grade Reporting

Execute a Mastery Grading Procedures Plan					
Strategic Plan Goal:		Goal 1: Maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college- and career-ready.			
Strategic Plan Focus Area:		Focus Areas: Academic growth/high academic achievement			
Data Used:					
Strategies (determined by what data) <ul style="list-style-type: none"> ● Task ● Task ● Task (PD) 	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) ● Interim Dates
Common assessments: <ul style="list-style-type: none"> ● Pre- and post- assessments created in School Net aligned to objectives 					
Data disaggregation: <ul style="list-style-type: none"> ● Process of monitoring student achievement by objective in order to facilitate remediation/intervention plans (i.e. RTI) 					
Flexible grouping: <ul style="list-style-type: none"> ● Process of grouping students according to academic need by objective 					
Additional learning opportunities: <ul style="list-style-type: none"> ● Process of holding students accountable for learning via re-teaching, re-assessment and assigning a final value (i.e. 84%) 					
Late and make-up work: <ul style="list-style-type: none"> ● School expectations for holding students accountable for completing assignments 					
Grade reporting: <ul style="list-style-type: none"> ● Set expectations for the timeliness of recording grades in PowerSchool (initial grades and final grades after retest if applicable) 					

The bullet points used above in the chart are examples, not requirements



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Waiver

- Replace {School Name} with your specific school's name in Waiver Requests title
- Complete the waiver template based on your school's specific needs by typing over the italicized text in each box.

Request for Waiver	
1. Insert the waivers you are requesting	<ul style="list-style-type: none">• <i>Maximum Teaching Load and Maximum Class Size (grades 4-12) [required for all schools with grades 4-12]</i>
2. Please identify the law, regulation or policy from which you are seeking an exemption.	<ul style="list-style-type: none">• <i>115C-301 (c and d) Maximum Teaching Load and Maximum Class Size [required for all schools with grades 4-12]</i>
3. Please state how the waiver will be used.	<ul style="list-style-type: none">• <i>Class size will be adjusted to address student individual instructional needs through flexible grouping of students in the most effective utilization of teaching teams. Maximum teaching load will be used to allow teachers in specific areas of the curriculum to teach students designated for specific skill needs and to address the large number of students requesting elective classes.</i>
4. Please state how the waiver will promote achievement of performance goals.	<ul style="list-style-type: none">• <i>This waiver will allow more flexibility in grouping students to meet their abilities and needs and thus should enhance their achievement on the performance goals.</i>


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Signature Pages

- Populate the signature pages with your School Leadership Team membership
- Ensure that the plan is reviewed, amended, and approved quarterly
- Signatures should be obtained quarterly
- Signature pages should be posted on the school’s website each quarter within 10 days of the meeting
- Signature pages should be maintained in the main office area
- Only the SIP approval page will be provided in the SIP Plan Report template. Quarter 2-4 signature pages will be saved separately as their own template and can be found amongst the other SIP templates on the intranet



2017-2018 {School Name} School Improvement Plan Report

Approval of Plan			
Committee Position	Name	Signature	Date
Principal			
Assistant Principal Representative			
Teacher Representative			
Inst. Support Representative			
Teacher Assistant Representative			
Parent Representative			
Parent Representative			
Parent Representative			
Parent Representative			
Parent Representative			


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Annual Review

Reporting the results at the end of the year involves collecting evidence of the school's achievement(s) utilizing a variety of data. This is accomplished by using the School Improvement Plan Annual Review form. The Annual Review, which is to be completed in June, is a school's self-evaluation, and reflect upon the results of the School Improvement Plan.

 2017-2018 {School Name} School Improvement Plan Report			
SMART Goal 1: Provide a duty-free lunch period for every teacher on a daily basis.			
2016-2017 End-of-Year Results	2017-2018 Targets	2017-2018 End-of-Year Results	2017-2018 Current Reality <small>Write a narrative to describe the effectiveness of the strategies/tasks implemented and use quantitative terminology to describe the school's progress toward the outcome.</small>
N/A	100%		

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Annual Review Exemplar:

SMART Goal 6: For 2017-2018 academic year, we will increase 5th grade science proficiency from 30.9% to 50% as measured by the N.C. Ready EOG Science Assessment.			
2016-2017 End-of-Year Results	2017-2018 Targets	2017-2018 End-of-Year Results	2017-2018 Current Reality Write a narrative to describe the effectiveness of the strategies/tasks implemented and use quantitative terminology to describe the school's progress toward the outcome.
30.9%	50%	65%	<p>At the beginning of each quarter, science standards of focus were identified and teachers developed a pacing calendar to address them. Initially this work was challenging, but improved as the year continued. Pre-and post-assessments were developed and administered by the PLC. The proficiency results for each quarter were 35%, 37%, 45%, and 60%.</p> <p>After the second assessment (37%), Science specialists from the district assisted Happy Elementary with an in-depth analysis of results. As a result of this analysis, small groups and action plans were created. In addition, science teachers collaborated with school reading teachers by learning and implementing best practices in reading. Vocabulary acquisition and using text structures were a major emphasis.</p> <p>As a result of these collaborative efforts and the small group action plans, proficiency scores increased significantly (from 37% to 60%) before the administration of the science EOG.</p>



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School Safety Plans

All schools are required to produce a school safety plan that addresses both school safety and discipline concerns as a part of G.S.§115C-105.27. School Safety Plans are **HIGHLY CONFIDENTIAL** documents that are not to be published on the school's website. In addition, deliberations on school safety plans **must** be conducted in closed School Leadership Team meetings. The superintendent is required to review all school safety plans and make written findings and recommendations to the Board of Education in a closed session meeting. As a result, a district wide template has been developed for consistency in reporting.

All schools are required to use the provided format

It is strongly recommended that schools copy and paste existing plans into the provided template that has been updated. Please ensure that the following safety plan contents are completed, reviewed with staff and members of the School Leadership Team, and signed off on.

Schools with Satellite Locations

For schools with satellite sites, a separate School Safety Plan will need to be created and submitted for that site. Note that the content of the Safety Plan for the satellite site may not be as comprehensive as the Safety Plan for the main campus, but should contain applicable information for that site.

Contents of School Safety Plan

1. Communication Tree
2. Pre-Designated Crisis Meeting Location
3. Crisis Evacuation
 - a. Level I
 - b. Level II
 - c. Level III – *site to be determined by district staff*
4. Nuclear Emergency Planning - *if applicable for your school*
5. Lockdown Procedures
 - a. Intruder on Campus
 - b. Active Shooter
6. Fire Drill Plan
7. Tornado Drill Plan
 - a. Tornado Watch
 - b. Tornado Warning
8. Gas Leak
9. Bomb Threats
10. Student or Staff Death
11. Medical Emergency / Physical Injury / Assault
12. Suicide Threats/Attempts or Psychological Emergency
13. OSHA Training of Staff
14. School Discipline Plan



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“Low-Performing” School Status

Low Performing Districts and Schools in North Carolina are defined by the NC General Assembly and are based on the School Performance Grade and EVAAS growth.

“Low-performing schools are those that receive a school performance grade of D or F and a school growth score of “met expected growth” or “not met expected growth” as defined by G.S. 115C-83.15.” (G.S. 115C-105.37(a)).

One of the requirements of the law is the development of a school plan for improvement in the NCStar school improvement online platform that specifically addresses the strategies the school will implement to improve both the School Performance Grade and School Growth designation. These final plans are shared with the public, including parents, guardians, and staff and are made available through the local district website and the NCDPI website.

Plan for “LP” Schools

Within 30 days of the initial identification of a school as low-performing by the State Board, the superintendent shall submit to the local board of education a preliminary plan for improving both the school performance grade and school growth score, including how the superintendent and other central office administrators will work with the school and monitor the school’s progress.

All low performing school plans will be submitted through the NCStar system for the 2017-18 school year.

Within 30 days of its receipt of the preliminary plan, the local board shall vote to approve, modify, or reject this plan. Before the local board votes on the preliminary plan, it shall make the plan available to the public, including the personnel assigned to that school and the parents and guardians of the students who are assigned to the school, and shall allow for written comments.

The local board shall submit a final plan to the State Board within five days of the local board’s approval of the plan. The State Board shall review the plan expeditiously and, if appropriate, may offer recommendations to modify the plan.

The local board shall consider any recommendations made by the State Board and, if necessary, amend the plan and vote on approval of any changes to the final plan. The local board of education shall provide access to the final plan on the local school administrative unit’s Web site and submit the final plan to The State Board of Education who shall also provide access to the plan on the Department of Public Instruction’s website.



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Title I Requirements

1. Comprehensive Needs Assessment
2. School Reform Strategies
3. Highly Qualified Staff
4. High Quality and Ongoing Professional Development
5. Teacher Recruitment and Placement
6. Parental Involvement (see Parental Involvement Plan)
7. Pre-K, K, Elem-Middle, and/or Middle-High School Transition
8. Teacher Involvement in Assessment Use
9. Instructional Activities for Identified Students
10. Coordination/Integration of Federal, State and Local

Title I ESEA Waiver Schools That Must Use NCStar (formerly Indistar) 2017-2018
NCDPI has elected to postpone Every Student Succeeds Act (ESSA) school improvement components until 2018-2019 school year.

Note: Any Title 1 School may utilize NCStar to complete the School Improvement Plan.

Priority Schools	Focus Schools
Ashley Park Academy	Albemarle Road MS
Billingsville Elementary	Cochrane Collegiate Academy
Bruns Academy	Hornets Nest EX
Lincoln Heights Academy	Huntingtowne Farms ES
Martin Luther King, Jr. MS	J.H. Gunn ES
Reid Park Academy	Nathaniel Alexander ES
Turning Point Academy	Northridge MS
West Charlotte HS	Piney Grove ES
West Mecklenburg HS	Ranson MS
Westerly Hills Academy	Sedgefield MS

All NCStar Schools will be required to complete and submit:	All Turnaround Schools will be required to complete and submit:
<ul style="list-style-type: none"> ● School Safety Plan ● Self Evaluation Form ● CMS School Improvement Plan template: <ul style="list-style-type: none"> ○ Cover Page ○ Page 2 ○ Goal #1 – Duty Free Lunch ○ Goal #2 – Duty Free Instructional Planning Time ○ Goal #3 – Positive School Climate / Bully Prevention / Character Education ○ Mastery Grading Procedures Plan ○ Quarterly Signature Pages ● On pages that should not be completed, please indicate “See Comprehensive Plan Report” in a textbox across the page 	<ul style="list-style-type: none"> ● School Safety Plan ● Self Evaluation Form ● CMS School Improvement Plan template: <ul style="list-style-type: none"> ○ Cover Page ○ Page 2 ○ Goal #1 – Duty Free Lunch ○ Goal #2 – Duty Free Instructional Planning Time ○ Goal #3 – Positive School Climate / Bully Prevention / Character Education ○ Mastery Grading Procedures Plan ○ 90 Day Signature Pages ● On pages that should not be completed, please indicate “See 90 Day Plan” in a textbox across the page

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Website Requirements (refer to legal requirements section of handbook)

- SLT Team Membership and Date of Election
- SLT Meeting Schedule and Location
- SLT Meeting Minutes, w/in 10 days of meeting
- Final SIP
- Quarterly Updated SIPs
- Quarterly Signature Pages

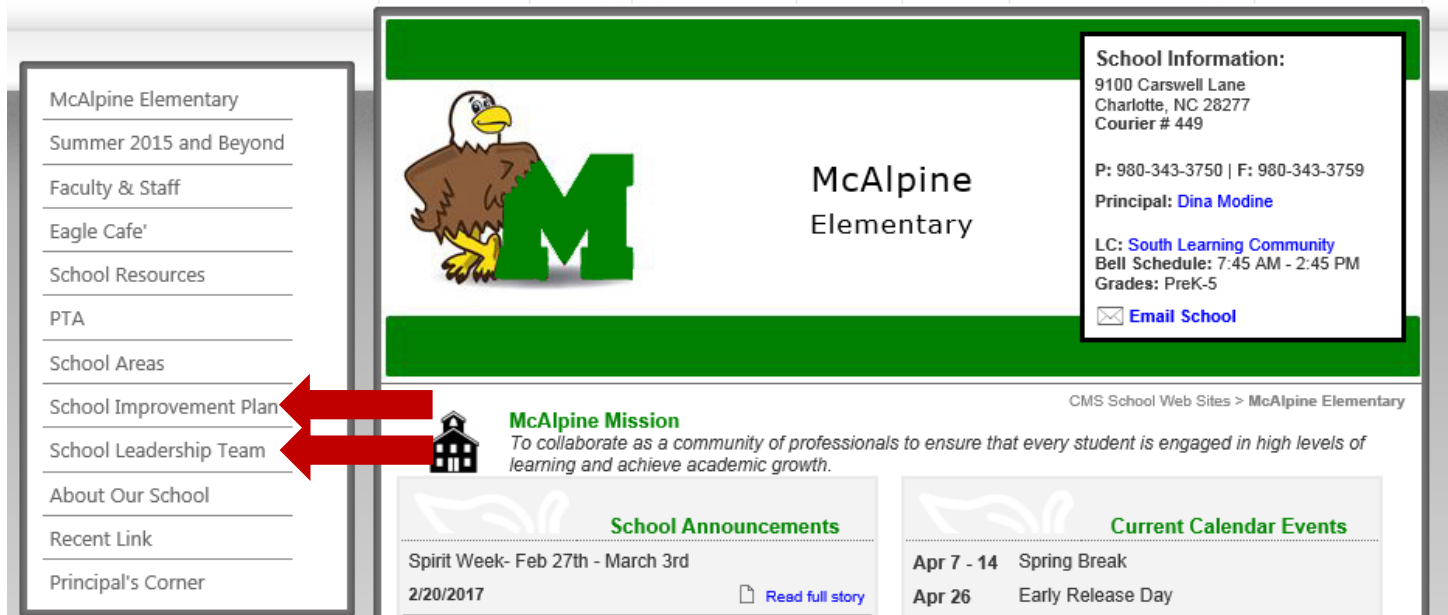
Each school should have two clearly identifiable sections on the school website titled:

• School Leadership Team

- o List current SLT membership
- o List date each member was elected to the SLT
- o Post Meeting Schedule (date, time, location)
- o Post Meeting Agenda and Minutes (within 10 days of meeting)
- o It is recommended that information regarding the Role of the SLT be included on the School Leadership Team website. Feel free to copy the information from this guide and tailor it to suit your needs.

• School Improvement Plan

- o **Post final School Improvement Plan as a PDF, not a Word document. Also, please do NOT scan the final SIP into PDF format and upload the scanned image to your website.**
 - Remove all hyperlinks in data reports inserted from Navigator Portal
 - PDF document
- o Post Updated/Revised School Improvement Plans (on a quarterly basis)
- o Post School Improvement Plan Quarter Review Signature Pages
- o **Reminder: DO NOT post your School Safety Plan online!**
- o Example:



The screenshot shows the website for McAlpine Elementary. On the left is a navigation menu with links: McAlpine Elementary, Summer 2015 and Beyond, Faculty & Staff, Eagle Cafe', School Resources, PTA, School Areas, School Improvement Plan, School Leadership Team, About Our School, Recent Link, and Principal's Corner. Two red arrows point from the 'School Improvement Plan' and 'School Leadership Team' links to the main content area. The main content area has a green header with an eagle logo and a large green 'M'. To the right is a 'School Information' box containing: 9100 Carswell Lane, Charlotte, NC 28277, Courier # 449; P: 980-343-3750 | F: 980-343-3759; Principal: Dina Modine; LC: South Learning Community; Bell Schedule: 7:45 AM - 2:45 PM; Grades: PreK-5; and an 'Email School' link. Below the header is the 'McAlpine Mission' statement: 'To collaborate as a community of professionals to ensure that every student is engaged in high levels of learning and achieve academic growth.' At the bottom, there are two boxes: 'School Announcements' with a post for Spirit Week (Feb 27th - March 3rd) dated 2/20/2017, and 'Current Calendar Events' with entries for Spring Break (Apr 7 - 14) and Early Release Day (Apr 26).



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Website Requirements for ALL School Webmasters

Webmasters are no longer able to link directly to the SIP or SLT from the left navigation area. Create a new page and place the PDF as a link on the page. There are instructions on the SPHELP site titled, "Formatting Your Links". When a PDF opens, it needs to "open in a new window", there is an option box to check for this.

NOTE: School Improvement Plans and School Leadership Team information should be posted online for the current school year only. Delete plans, minutes, signature sheets, etc. for previous years.

Website Requirements for School Webmasters using NCStar

Webmasters of schools that utilize NCStar must also include the school's SIP saved in PDF format, following the requirements listed above. In addition, on this same page, webmasters should include a link to their NCStar comprehensive report and provide the guest login and password to Indistar.

Webmaster Requirements for SIP Content Editors/Authors/Designees

Open the Word document in Office 365 (portal.office365.com). As long as the SIP is first created in Word, a version newer than 2013, it should convert to a PDF correctly. Please make note of the following items:

- o If there are links within the PDF they MUST be tabbable...by pressing the tab key, the cursor will move link to link (if you press the tab key and it skips page to page, it will not be compliant)
- o When creating the document, use Style Type of "Paragraph" and "Heading 1"
- o Any graphics must have Alt Text
- o Do NOT use Tab, Spacebar, or Enter for formatting (alignment)



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Formatting Requirements for School Improvement Plans:

Font Type	Arial
Font Color	Black
Font Size	No larger than 12, can be adjusted smaller if needed
Font Style Type	“Paragraph” and “Heading 1”
{School Name}	Replace with your school name on every page
Page Breaks	Ensure that breaks occur at appropriate place (ie. don't let SMART goal boxes go across multiple pages)
Blank/Unused Pages	Delete all blank/unused pages from final document
Hyperlinks	Removed from all data tables
Document Type	PDF final versions before posting to school website
Watermarks	Remove any watermarks that say “draft” on final copies of SIP. Do not remove the “confidential” watermark on the safety plan.
Names	Remove specific names of staff members. Use titles of staff members instead, ie. Academic Facilitator, Assistant Principal, Principal, 3 rd grade teacher, etc.

Marketing and Branding Your School:

Your School Improvement Plan reflects your school and your leadership. Attention to detail is key. The final posted School Improvement Plan should be of the highest quality; adhering to all of the guidelines and requirements outlined in this guide.

2017-2018 School Improvement Plans & School Leadership Teams Handbook

Technical Help

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