

## **Article I. Name**

### **The name of the association is:**

Nathanael Greene Elementary (SIT)  
2717 Highway 62 East  
Liberty, NC 27298

## **Article II. Purpose**

School improvement is a collaborative process to improve student performance that is supported through general statute (115C-105.27) with representatives of all stakeholders. This process is focused through the development of a School Improvement Plan, generated by an elected body, the School Improvement Team. This team is comprised of teachers, parents, administrators, and other key stakeholders.

The School Improvement Team is not designed to usurp the legal authority of the principal. Rather, the team's function is to:

- facilitate the involvement of the school community in designing and implementing the School Improvement Plan
- encourage, support, and create opportunities for involvement from parents
- coordinate activities associated with the development and design of the School Improvement Plan
- provide direction in the development of the professional development plan
- provide direction in the use of available resources to optimize improvement of instruction and student outcomes, and to ensure adequate planning time for all teachers

The School Improvement Team shall use a data system approved by the State Board of Education to analyze student data to develop a School Improvement Plan for improving student performance. The strategies for improvement must include plans for the following:

- improved instruction and student outcomes, including targeted instructional strategies;
- the use of staff development funds aligned to specific and measurable goals;
- preparing students to read at grade level by the time they enter second grade;
- school safety and discipline;
- strategies to collect and address feedback from students, staff (including working conditions), and parents;
- duty-free instructional planning time for all teachers with a goal of up to five hours per week;
- duty-free lunch period for all teachers on a daily basis or as otherwise approved by the school improvement team;

The principal shall present the proposed School Improvement Plan to the faculty (assistant principals, instructional personnel, instructional support personnel, and teacher assistants) assigned to the school for review and vote.

### **Article III. Membership**

The School Improvement Team composition, as defined in G.S. 115C-105.27, consists of the following:

- school principal,
- representatives from assistant principals,
- instructional staff,
- instructional support staff,
- teacher assistants, and
- parents.

Schools should have a goal of including a minimum of two parent representatives on the School Improvement Team. A maximum of 30 percent of the team should be comprised of parents. Teachers who have children attending the school are not eligible to serve as parent representatives. The team may also include student representatives to serve in an advisory or non-voting capacity.

### **Article V. Elections Process and Term of Service**

The election process is designed to secure varied points of view by securing the broadest cross section of the school. Principals and parent organizations must provide information to teachers and parents pertaining to the duties and responsibilities of the School Improvement Team. In that same communication, it is also recommended that suggestions be solicited regarding individuals whom the respondent believes would be willing to devote the time, energy, objectivity, and creativity required to fulfill the responsibilities of a team. It is recommended that an open meeting be conducted in late April or early May to inform parents of the School Improvement Team's roles and responsibilities.

**School-Based Personnel:** Representatives of assistant principals, instructional personnel, instructional support, and teacher assistants shall be elected by their respective groups via secret ballot.

**Parent Membership:** Parent representatives shall be elected by parents of children enrolled in the school via a secret ballot election conducted by the parent and teacher organization of the school, or if none exists, by the largest organization of parents formed for this purpose. Parents representatives should reflect the racial and socio economic composition of the students enrolled in that school and shall not be members of the building-level staff.

Schools may seek a waiver to the membership requirements by submitting a written request to the assigned regional superintendent.

The election process should be completed annually no later than June 1st for the upcoming school year.

- Each staff member shall serve a two-year term.
  - Kindergarten, Second Grade, Fourth Grade, Support Staff (EC/Guidance/Social Worker/ESL) and Teacher Assistants representatives will be elected on even years
  - First Grade, Third Grade, Fifth Grade, Office Staff (Data Manager/Treasurer/Secretary/Custodians) and Specialist(Music/Art/Dance/Drama/Media/P.E.) representatives will be elected on odd years
- Each elected classroom teacher will also serve as the grade level chair.
- Empty or positions made vacant will require a new election for that position.

#### **Article VI. Meeting Information and Notification Procedures**

School Improvement Teams should meet at least once a month. Schools must schedule meetings that will accommodate the participation of parent representatives. As the needs of each team are unique, the scheduling and frequency should be determined by the School Improvement Team. Regular meetings/planning sessions should result in more thorough monitoring of the School Improvement Plan.

It is essential that all members of a school are fully aware of the ongoing direction and work of the team. Members should be notified of meetings at least one week in advance. Minutes of meetings should be public record, and posted within one week of the meeting date in a prominent location and/or on the school website. Copies of the minutes must be given to all team members and sent to the school's regional superintendent via e-mail within one week of the meeting date.

#### **Article VII. Leadership Positions and Responsibilities**

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. To this end, the following leadership positions will be established for Parkview Elementary School Based Leadership Team at the beginning of each school year: Chair, Recorder, and facilitator. The SBLT will elect these positions. Any team member other than the school principal may serve as an officer on the School Based Leadership Team. Below is a list of responsibilities for each of these positions:

**CHAIR:**

- Meet regularly with principal to discuss school issues and develop meeting agenda. Standing items on the agenda should include:
  - Review of minutes from last meeting and conduct new business
  - Updates from any sub-committee meeting or assigned projects
  - Review of progress towards objectives set in the School Improvement Plan
  - Request for agenda items for next meeting
  - Establishment of next meeting date
- Lead meetings and facilitate distribution of agenda to all team members of the School Leadership Team
- Remind team members about meetings at least one week in advance
- Assist in completing reports due for the team
- Facilitate the public notification of meetings
- Coordinates the activities of the sub committees

**RECORDER:**

- Is responsible for taking minutes at all meetings that clearly reflect the activities of the School Based Leadership Team
- Distributes minutes one week after the meeting
- Posts minutes of each School Based Leadership Team meeting in a designated place that is visible to parents and teachers, including the school's website
- Sends copies of minutes to all School Based Leadership Team members
- Sends copies of minutes to the Regional Superintendent
- Maintains copies of minutes and quarterly / annual reports, and other important documents.

**FACILITATOR:**

- Focuses group energy, and keeps group on task
- Directs process and tries to involve everyone in the discussion
- Contributes to agenda planning
- Assists team in establishing the length of each meeting and/or the timeframe for each agenda item
- Monitors time throughout meeting and reminds team of timeframe

**TEAM MEMBER:**

- Attend meetings regularly
- Represent the interests of constituent group – not just their own
- 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 communicate the activities and decisions made by School Based Leadership Team to the constituent group