



Braxton Craven Middle School
School Improvement Plan
2017-2018

Comprehensive Progress Report

Mission:

Randolph County School System Mission Statement

The mission of the Randolph County School System is to maximize educational opportunities for every student by focusing on continuous improvement and having high expectations for students and staff, while preparing students for multiple options to be competitive in a diverse 21st Century global society.

Randolph County School System Vision Statement

The vision of the Randolph County School System is to maximize educational opportunities for every student, based on our beliefs that:

All students can learn;

All students will be taught in a safe and nurturing learning environment;

All students deserve a teacher who is qualified and well-prepared;

All students deserve access to instructional resources managed in a fiscally-responsible manner;

and

All stakeholders share the responsibility and accountability for student learning.

Goals:

By the end of the 2018-2019 school year, at least 75% of the students taking End-of-Grade tests and End-of-Course tests in the Randolph County School System will perform at or above "level 3 and all subgroups of students will perform at the "Expected Growth" Level or higher.



! = Past Due Actions KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment				
Effective Practice:		High expectations for all staff and students				
	KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Braxton has school-wide rules and discipline steps which were established by the School Improvement Leadership Team. Additionally each team/classroom teacher has developed their own		Limited Development 08/24/2017		

		rules and expectations which are taught and practiced early in the year and reviewed at key points in the year and/or when a review is needed. Positive reinforcement of desired behaviors is provided by individual teachers. Both school and team/classroom rules are communicated to students and parents via the school handbook, parent nights, as well as through newsletters and phone contacts from the principal and teachers. School Improvement Leadership Team discusses and makes plans to adapt or re-teach rules and procedures as needed based on student behavior data and anecdotal information.			
How it will look when fully met:		Students will be engaged and well-behaved in classrooms. Rules and procedures review will happen in each classroom as needed. Disruptive behaviors will not interfere with learning in classrooms. When issues do arrive, there will be evidence that teachers have followed the established process of discipline steps rules and procedures re-teaching, and parent communication. Evidence of meeting this objective will be found in Parent Contact Logs, Team/PLT meeting minutes, and School Improvement Meeting minutes.		David Cross	06/08/2019
Action(s)	Created Date		0 of 1 (0%)		
1	9/25/17	Our School Improvement Team is currently in the process of reviewing the Key Indicators. We will continue to review the Key Indicators as part of our school improvement process and note progress. Action Steps will be added in the future as we progress toward achieving this indicator.		David Cross	06/08/2019
		<i>Notes:</i> Although we do not have current action steps for this indicator our Leadership Team has decided to include our ongoing documentation of efforts in this area in order to assist us as we monitor our progress. You will find evidences for this standard by going to the "NCSTAR Dimension A Evidences" folder in uploaded documents.			

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Curriculum and instructional alignment			
	KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To
Initial Assessment:		Core subject areas align instruction to the standards through common planning using a school-wide planning guide/template. This guide prompts teachers to analyze current student data to		Limited Development 03/16/2017	

		direct instructional decisions. Additionally, the guide prompts teachers to analyze what students should know and do to meet each standard at the indicated depth of knowledge. All subject areas plan together and we continue to work toward tight alignment of lessons to standards at a rigorous level as well as address differentiation to meet student needs.			
How it will look when fully met:		Teachers will have evidence of strong standard aligned lesson plans with common goals within their subject areas. Units will end in a culminating teaching task/activity with scaffolded learning experiences to build the skills needed to complete the task. Evidence of meeting this objective will be found in subject area PLT minutes and teacher lesson plans.		Sarah Allred	06/08/2019
Action(s)	Created Date		0 of 1 (0%)		
1	9/25/17	Our School Improvement Team is currently in the process of reviewing the Key Indicators. We will continue to review the Key Indicators as part of our school improvement process and note progress. Action Steps will be added in the future as we progress toward achieving this indicator.		Sarah Allred	06/08/2019
		<i>Notes:</i> Although we do not have current action steps for this indicator our Leadership Team has decided to include our ongoing documentation of efforts in this area in order to assist us as we monitor our progress. You will find evidences for this standard by going to the "NCSTAR Dimension A Evidences" folder in uploaded documents.			

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Student support services			
	KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To
Initial Assessment:		Teachers plan together within subject area PLTs using the backwards design model. We need to increase our focus on tightly aligning instruction to standards and building in scaffolded activities to help all students. We meet with teams monthly for WatchDogs/MTSS student support discussions to look at data and plan for interventions for those students who need additional support.		Limited Development 03/16/2017	

How it will look when fully met:		Teacher lesson plans and classroom instruction will show clear focus on standards and scaffolding instruction to meet student needs. Minutes from WatchDogs/MTSS meetings will show evidence of providing interventions to support student success. Principal and lead teacher will use student data and classroom observation data to plan for professional development and provide individual coaching in an effort to improve instructional practices.		Sarah Allred	06/08/2019
Action(s)	Created Date		0 of 1 (0%)		
1	9/25/17	Our School Improvement Team is currently in the process of reviewing the Key Indicators. We will continue to review the Key Indicators as part of our school improvement process and note progress. Action Steps will be added in the future as we progress toward achieving this indicator.		Sarah Allred	06/08/2019
<p><i>Notes:</i> Although we do not have current action steps for this indicator our Leadership Team has decided to include our ongoing documentation of efforts in this area in order to assist us as we monitor our progress. You will find evidences for this standard by going to the "NCSTAR Dimension A Evidences" folder in uploaded documents.</p>					
KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Staff has adopted and promotes the concept to "Be Nice" in all situations. Olweus bully prevention lessons are taught in Health classes and our School Counselor teaches classroom guidance lessons. The counselor also provides professional development for teachers on strategies for addressing student emotion in the classroom. We meet with teams monthly for WatchDogs/MTSS student support discussions to look discuss students who have social/emotional needs and plan for interventions for those students and/or seek outside resources to support them.	Limited Development 03/16/2017		
How it will look when fully met:		Students will be able to focus on learning in their classroom, and have access to strategies and support for emotional and social needs. Evidence of meeting this objective will be found in Counselor notes, professional development plans, PLT and Team meeting minutes, and WatchDogs/MTSS minutes.		Susan Neeves	06/08/2019
Action(s)	Created Date		0 of 1 (0%)		
1	9/25/17	Our School Improvement Team is currently in the process of reviewing the Key Indicators. We will continue to review the Key Indicators as part of our school improvement process and note progress. Action Steps will be added in the future as we progress		Susan Neeves	06/08/2019

		toward achieving this indicator.				
		<i>Notes:</i> Although we do not have current action steps for this indicator our Leadership Team has decided to include our ongoing documentation of efforts in this area in order to assist us as we monitor our progress. You will find evidences for this standard by going to the "NCSTAR Dimension A Evidences" folder in uploaded documents.				
	KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		A multi-tiered system of support team including core teachers, counselor, lead teacher, and principal meet at least monthly to discuss student progress and concerns. This team plans and monitors interventions to support individual student growth, and seeks out additional resources or supports as needed. We can improve on the effectiveness of this team with a stronger focus on taking action in response to data. Additionally we have established a transition plan for rising 6th graders and rising 7th graders to assist our current and future students in transitioning to the next grade level.	Limited Development 08/24/2017			
<i>How it will look when fully met:</i>		Watchdogs/MTSS minutes will reflect analysis of individual student strengths and needs and will include intervention actions and documentation of progress with said interventions. For any student deemed needing further intervention beyond the regular classroom, there will be documentation of the MTSS process.		Justin Pugh	06/08/2019	
Action(s)	Created Date		0 of 3 (0%)			
1	8/28/17	A MTSS team including core teachers, counselor, lead teacher, and principal will meet at least monthly to discuss student progress and concerns. This team will plan and monitor interventions to support individual student growth, and seek out additional resources or supports as needed. A focus will be placed on using student data such as report card grades, NC Check-In scores, and Common Assessment scores to select and implement interventions. Documentation of student discussions, interventions, and progress will be kept in a Watchdogs/MTSS binder and then shared with the school/administrators of Archdale Trinity Middle School.		Sarah Allred	06/08/2019	
		<i>Notes:</i> You will find evidences for this standard by going to the "NCSTAR Dimension A Evidences" folder in uploaded documents. This is an				

		indicator with ongoing action steps. Evidences will be updated as actions are completed.			
2	8/29/17	Subject area PLTs will use student data such as report card grades, NC Check-In scores, and Common Assessment scores efficiently to reflect on and revise instructional practices to maximize student learning. Specifically, teachers will use this information to plan for re-teaching and remediation as well as deciding on which instructional approaches are most effective with their students and planning for appropriate differentiation. Evidence of this will be seen in meeting minutes as well as individual lesson plans.		Sarah Allred	06/08/2019
		<i>Notes:</i> You will find evidences for this standard by going to the "NCSTAR Dimension A Evidences" folder in uploaded documents. This is an indicator with ongoing action steps. Evidences will be updated as actions are completed.			
3	10/2/17	Use a common data analysis protocol in discussions about student data and document these discussions in team and PLT meeting minutes. Evidence will also be seen in individual lesson plans which include re-teaching and differentiation, prompted by trends seen in student learning data.		David Cross	06/08/2019
		<i>Notes:</i> You will find evidences for this standard by going to the "NCSTAR Dimension A Evidences" folder in uploaded documents. This is an indicator with ongoing action steps. Evidences will be updated as actions are completed.			

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Strategic planning, mission, and vision			
	KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To
<i>Initial Assessment:</i>		We have a School Improvement Leadership team made up of administration, support staff, and teacher representatives from each department which meets monthly to review progress and make decisions.		Full Implementation 03/16/2017	
	KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices.(5137)	Implementation Status	Assigned To
					Target Date

Initial Assessment:		School Improvement Leadership Team meets once monthly to discuss/review instructional goals and progress. Additionally Administration and Lead Teacher meet with each team monthly to discuss student data, and plan/problem solve based on current progress. Finally the administrative team, including principal, assistant principal, lead teacher, school counselor, and Media Specialist meet weekly to plan and discuss progress.	Limited Development 03/16/2017		
How it will look when fully met:		The entire School Improvement Team will meet at least one time a month to review progress on the plan. Individual teams will meet at least one additional time per month to review progress. The smaller meetings will include either the principal or project manager. Evidence of meeting this objective will be found in School Improvement Team meeting minutes, student data meeting notes, and WatchDogs/MTSS minutes.		David Cross	06/08/2018
Action(s)	Created Date		0 of 4 (0%)		
1	6/1/17	The entire School Improvement Team will meet at least one time each month including principal, assistant principal, and Process Manager. Discussions and actions will be recorded in meeting minutes and communicated to all staff after the meeting.		David Cross	06/08/2018
<p><i>Notes:</i> When possible, the meetings will take place as scheduled. There may be times where weather or other school events make it necessary to reschedule this meeting. If rescheduled, the meeting will still happen within the monthly time frame.</p> <p>You will find evidences for this standard by going to the "NCSTAR Dimension B Evidences" folder in uploaded documents. This is an indicator with ongoing action steps. Evidences will be updated as actions are completed.</p>					
2	6/1/17	Individual teams will meet at least one time a month to address specific goals and student progress. This meeting(s) will include either the project manager or the principal. A team member will report back to the School Improvement Team any appropriate information.		Holly Grissom	06/08/2018
<p><i>Notes:</i> Make sure any meetings missed due to weather or other school events are rescheduled within necessary time frame.</p> <p>You will find evidences for this standard by going to the "NCSTAR Dimension B Evidences" folder in uploaded documents. This is an indicator with ongoing action steps. Evidences will be updated as</p>					

		actions are completed.			
3	10/2/17	Subject area Professional Learning Communities will meet weekly to discuss student progress data, plan interventions as appropriate, and develop common formative assessments. Evidence of this work will be found in meeting minutes as well as reflected in individual lesson plans.		Justin Pugh	06/08/2019
		<i>Notes:</i> You will find evidences for this standard by going to the "NCSTAR Dimension B Evidences" folder in uploaded documents. This is an indicator with ongoing action steps. Evidences will be updated as actions are completed.			
4	10/2/17	Additional School Improvement Team meetings will occur weekly including the principal, assistant principal, Process Manager, school counselor, and at least one classroom teacher to monitor progress and discuss any actions or interventions needed. Evidence of these discussions and actions can be found in meeting minutes and reflected in follow up actions in professional development and staff interactions.		David Cross	06/08/2018
		<i>Notes:</i> You will find evidences for this standard by going to the "NCSTAR Dimension B Evidences" folder in uploaded documents. This is an indicator with ongoing action steps. Evidences will be updated as actions are completed.			

Core Function:		Dimension B - Leadership Capacity				
Effective Practice:		Distributed leadership and collaboration				
	KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			We have established a structure with specific times for instructional planning. We have not established specific duties for each core content area, though there is one person in each content area designated as the chairperson.	Limited Development 03/16/2017		
How it will look when fully met:			The staff will meet during scheduled times with their specific departments and teams to plan appropriate, standards based instruction and discuss individual academic and emotional needs of our students. Teacher attendance will be monitored and meeting		Justin Pugh	06/08/2019

		minutes will be collected and reviewed to ensure all necessary areas are being addressed.			
Action(s)	Created Date		0 of 3 (0%)		
1	6/1/17	Subject area Professional Learning Teams will meet weekly to discuss student progress data, plan interventions as appropriate, and develop common formative assessments. Evidence of this work will be found in meeting minutes as well as reflected in individual lesson plans.		Allred, Grissom, Franko, Bower, Hedrick	06/08/2019
		<p><i>Notes:</i> Meetings will be planned on consistent basis to help all members in prioritizing their schedules to attend. A set of common guiding questions for data and planning will be provided to focus discussions.</p> <p>You will find evidences for this standard by going to the "NCSTAR Dimension B Evidences" folder in uploaded documents. This is an indicator with ongoing action steps. Evidences will be updated as actions are completed.</p>			
2	6/1/17	Individual teams will meet at least one time a month to address specific goals and student progress. This meeting(s) will include either the project manager or the principal. A team member will report back to the School Improvement Team any appropriate information.		Sarah Allred	06/08/2019
		<p><i>Notes:</i> Attendance and minutes will be shared electronically with Lead Teacher after every meeting. A rubric or online form will be provided to each department by Lead Teacher to use so this data will look consistent for everyone.</p> <p>To access the Dimension B Indicator evidences go to "Dimension B You will find evidences for this standard by going to the "NCSTAR Dimension B Evidences" folder in uploaded documents. This is an indicator with ongoing action steps. Evidences will be updated as actions are completed.</p>			
3	8/29/17	Lead Teacher will plan and facilitate weekly professional development to help faculty work on instructional practices listed below. -Build understanding of and apply concepts of inquiry learning and productive struggle. -Strengthen skill in standards based planning and literacy in each content area.		Sarah Allred	06/08/2019

-Learn and employ strategies to make thinking visible.

Notes: You will find evidences for this standard by going to the "NCSTAR Dimension B Evidences" folder in uploaded documents. This is an indicator with ongoing action steps. Evidences will be updated as actions are completed.

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Monitoring instruction in school			
KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		This is a consistent practice already in place; intentional planning of administration schedule is needed to make this more effective.	Limited Development 03/16/2017		
<i>How it will look when fully met:</i>		The principal will follow a schedule to consistently observe staff and provide both formal and informal feedback through the use of True North Logic, walkthrough feedback, email and hand written notes. The principal and lead teacher will also attend PLT meetings when possible. Evidence of meeting this goal can be seen in walkthrough feedback, calendar of classroom visits, and PLT meeting minutes.		David Cross	06/08/2018
Action(s)	Created Date		0 of 3 (0%)		
1	6/1/17	The lead teacher will informally observe every staff member at least one time a month, providing feedback to the teacher electronically or through hand written notes. Notes from visits will be kept electronically to refer to when planning professional development and coaching teachers.		Sarah Allred	06/08/2018
<i>Notes:</i>		You will find evidences for this standard by going to the "NCSTAR Dimension B Evidences" folder in uploaded documents. This is an indicator with ongoing action steps. Evidences will be updated as actions are completed.			
2	8/28/17	The principal will follow a schedule to conduct informal observations/walkthroughs weekly as well as formal observations, and provide feedback to teachers either through discussion, notes, email, or through True North Logic.		David Cross	06/08/2018
<i>Notes:</i>		You will find evidences for this standard by going to the "NCSTAR Dimension B Evidences" folder in uploaded documents. This is an indicator with ongoing action steps. Evidences will be updated as actions are completed.			

3	8/28/17	The principal will attend PLT meetings as frequently as possible, but at least monthly, and will review PLT meeting minutes to keep track of curriculum topics and instructional planning.		David Cross	06/08/2018
<p><i>Notes:</i> You will find evidences for this standard by going to the "NCSTAR Dimension B Evidences" folder in uploaded documents. This is an indicator with ongoing action steps. Evidences will be updated as actions are completed.</p>					

Core Function:	Dimension C - Professional Capacity
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Effective Practice:	Quality of professional development
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KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		We use NC Check-Ins / Benchmark / End of Grade / NC Final Assessment / Attendance / Discipline Data as well as data from classroom observations and Data Mart to make decisions about our School Improvement Focus.	Limited Development 03/16/2017		
<i>How it will look when fully met:</i>		The School Improvement Team, each department, and each team will review benchmark data and common formative assessment data to help guide remediation and instructional planning. Evidence of meeting this goal will be found in PLT meeting minutes from data discussions as well as being observed in classroom observations. Administrators and Lead Teacher will use data from classroom observations to plan for Professional Development and coaching for individual teachers in order to strengthen instructional practice.		Nicole Duncan	06/08/2018
Action(s)	Created Date		0 of 4 (0%)		
1	6/1/17	Core subject teachers will use a common data analysis protocol to review Common Formative Assessment data as well as NC Check-In data when available in order to identify strengths and weaknesses and adapt instruction based on student results.		Nicole Duncan	06/08/2018
<p><i>Notes:</i> After each quarter the ELA and Math teachers will review their Common Formative Assessment and NC Check-In data. Science and Social Students will review Common Formative Assessment data quarterly. This will guide remediation topics. assessment windows for common assessments and NC Check-Ins are:</p>					

		<p>Common Assessment 1 - 9/25-9/29, NC Check-In 1 & Social Studies/Science Common Assessment - 10/23-11/2, Common Assessment 2 - 12/4-8, NC Check-In 2 & Social Studies/Science Common Assessment - 1/8-19 Common Assessment 3- 2/19-23, NC Check-In 3 & Social Studies/Science Common Assessment - 3/19-29 Common Assessment 4 - 5/7-11</p> <p>You will find evidences for this standard by going to the "NCSTAR Dimension C Evidences" folder in uploaded documents. This is an indicator with ongoing action steps. Evidences will be updated as actions are completed.</p>			
2	8/28/17	<p>Team Teachers will meet monthly with Principal and Lead Teacher to review student data and progress and make plans based on the data gathered.</p>		Sarah Allred	06/08/2018
		<p><i>Notes:</i> You will find evidences for this standard by going to the "NCSTAR Dimension C Evidences" folder in uploaded documents. This is an indicator with ongoing action steps. Evidences will be updated as actions are completed.</p>			
3	8/28/17	<p>School Improvement Team will meet twice monthly to review student progress data and plan/revise interventions in response to this data as well as plan for appropriate professional development.</p>		David Cross	06/08/2018
		<p><i>Notes:</i> You will find evidences for this standard by going to the "NCSTAR Dimension C Evidences" folder in uploaded documents. This is an indicator with ongoing action steps. Evidences will be updated as actions are completed.</p>			
4	10/2/17	<p>Administrative Team School Improvement meetings will occur weekly including the principal, assistant principal, Process Manager, school counselor, and at least one classroom teacher to monitor progress and discuss any actions, interventions, or professional development needed. Data from classroom observations and student progress will be discussed and used to guide the decision making process. Evidence of these discussions and actions can be found in meeting minutes and reflected in follow up in professional development and staff interactions. This is an indicator with ongoing action steps. Evidences will be updated as actions are completed.</p>		David Cross	06/08/2018
		<p><i>Notes:</i> You will find evidences for this standard by going to the "NCSTAR</p>			

Dimension C Evidences" folder in uploaded documents. This is an indicator with ongoing action steps. Evidences will be updated as actions are completed.

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Talent recruitment and retention			
KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Complete per RCSS Central Services. School administrator uses a protocol of an interview team with a standards list of questions when hiring new staff in order to get feedback on candidates from current staff. The administrators and lead teacher have a schedule and process for completing formal and informal classroom visits and providing feedback. We do a weekly "Staff Shout Out" to acknowledge staff making exceptional effort.	Full Implementation 03/16/2017		

Core Function:		Dimension E - Families and Community			
Effective Practice:		Family Engagement			
KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		A monthly school newsletter, weekly Connect Ed., team newsletters, and the remind app are used to communicate with Braxton families. Various avenues of inviting families into the school such as interim report pick-up nights and open house opportunities are being implemented to establish more meaningful relationship with all stakeholders.	Limited Development 03/16/2017		
<i>How it will look when fully met:</i>		Teachers will send bi-monthly communications home in the form of a newsletter through email or hard copy when necessary with team specific information. Teachers will use the remind app to		Sarah Allred	06/08/2018

		communicate through text message or through email with parents. Lead Teacher will send monthly newsletters to all parents with school specific information. Lead Teacher will utilize remind app as well. Evidence of meeting this objective will be found through an archive of school newsletters and samples of team newsletters.			
Action(s)	Created Date		0 of 4 (0%)		
1	6/5/17	Mountaineer, Pirates, Seahawks & Spartans will send newsletters home at least twice a month to inform families about current curriculum topics, team activities, and helpful resources.		Sarah Allred	09/28/2018
		<i>Notes:</i> You will find evidences for this standard by going to the "NCSTAR Dimension E Evidences" folder in uploaded documents. This is an indicator with ongoing action steps. Evidences will be updated as actions are completed.			
2	6/5/17	The Lead Teacher will send monthly newsletters home to families via Peachjar and the Remind App to inform parents about current curriculum topics, school-wide activities, and ways families can help with learning at home. The school will provide families with access to school information translated into a parent/guardians native language as needed.		Sarah Allred	09/28/2018
		<i>Notes:</i> Will recur as needed based on current population. You will find evidences for this standard by going to the "NCSTAR Dimension E Evidences" folder in uploaded documents. This is an indicator with ongoing action steps. Evidences will be updated as actions are completed.			
3	10/2/17	The principal will send out calls with recorded message to families at least weekly with school activity information, important dates, and reminders.		David Cross	06/08/2018
		<i>Notes:</i> You will find evidences for this standard by going to the "NCSTAR Dimension E Evidences" folder in uploaded documents. This is an indicator with ongoing action steps. Evidences will be updated as actions are completed.			
4	10/2/17	The school will hold curriculum nights each quarter, inviting parents to visit classrooms, talk with teachers, and pick up progress reports. On each curriculum night, parent sessions will be held to offer strategies for supporting their child's learning progress.		David Cross	06/08/2018
		<i>Notes:</i> You will find evidences for this standard by going to the "NCSTAR Dimension E Evidences" folder in uploaded documents. This is an			

indicator with ongoing action steps. Evidences will be updated as actions are completed.



NCStar/SIP Mandatory Components

School Name: Braxton Craven Middle School

School Year: 2017-2018

Duty-Free Lunch

A duty-free lunch period will be provided for every teacher on a daily basis or as otherwise approved by the School Improvement Team. Please describe the plan below.

All teachers are provided 25 minutes of duty-free lunch. Teachers are expected to drop students off at the cafeteria for the beginning of the lunch period and pick them up at the conclusion of lunch. Teachers have the flexibility to work in their rooms, eat in the staff lounge, or choose to utilize this time in however they see fit.

Duty-Free Instructional Planning

Duty-free instructional planning will be provided for every full-time assigned classroom teacher, with the goal of providing an average of at least five hours of planning time per week. Please describe the plan below.

All certified classroom teachers have a 90-minute planning period each school day that is built in the master schedule, which provides 7.5 hours of planning each week.

Transition Plan for At-Risk Students

- Elementary to Middle School
- Middle School to Archdale-Trinity Middle School

Please describe transition plan below.

Elementary to Middle School – 5th grade teachers provide feedback through the student registration cards provided towards the end of the student's 5th grade school year. Teachers comment on academic performance, effort, and any other potential issues that Braxton staff needs to meet student behavioral and academic needs. Student schedules are hand-picked by the school counselor to meet the specific needs of students. Teachers and other support staff work closely with students the first month to ensure a smooth transition for all students. Teachers and staff work closely with elementary schools to ensure MTSS documentation is effectively transitioned to Braxton.

Middle School to Archdale-Trinity Middle School – All students participate in a field trip to the ATMS

campus. The guidance counselor provides classroom activities that help students get acclimated to life at ATMS. Teachers and staff work closely with ATMS staff to ensure MTSS documentation is effectively transitioned from Braxton. Teachers provide documentation to ATMS teachers regarding student behavior, academic performance, and specific student issues that may prevent them from excelling in school.

Safe School Plan for

Braxton Craven Middle School

Pursuant to General Statute 115C-105.47, this Safe School Plan provides required information regarding roles and responsibilities of district and school-level personnel with respect to establishing and maintaining a safe, secure, and orderly school.

Name and role of person(s) responsible for implementing this plan:

Statement of Responsibility for the School District Superintendent – In accordance with General Statute 115C-105.47 (b) (2), the district superintendent is responsible for coordinating adoption and implementation of this plan, evaluating the principal’s performance with respect to school safety, monitoring and evaluating implementation of this plan at the school-level, and coordinating with local law enforcement and court officials as appropriate.

In the event the district superintendent fails to fulfill these responsibilities as required by law, the following disciplinary consequences may occur:
If the superintendent fails to carry out the above mentioned responsibilities, the superintendent may be subject to a reprimand in his personnel file, or withholding of the superintendent's salary or both.

Statement of Responsibility for the School Principal – In accordance with General Statute 115C-105.47 (b)(3), the school principal is responsible for restoring, if necessary, and maintaining a safe, secure, and orderly school environment. The duties of the principal with respect to this include exhibiting appropriate leadership for school personnel and students, providing for alternative placements for students who are seriously disruptive, reporting all criminal acts under G.S. 115C-288(g), and providing appropriate disciplinary consequences for disruptive students.

If the principal fails to carry out the above mentioned responsibilities, the principal shall be subject to disciplinary action including a reprimand in the principal's personnel file and disciplinary proceedings under General Statute 115C-325.

Statement of the Roles of Other Administrators, Teachers, and Other School Personnel – In accordance with General Statute 115C-105.47 9b) (4), other school personnel are tasked as follows with restoring, if necessary and maintaining a safe, secure, and orderly school environment:

Assistant Principal(s):

Teachers:

All school personnel are responsible for maintaining a safe, secure, and orderly school environment in accordance with RCSS and school developed crisis management plans.

Teacher Assistants:

Other School Staff:

Services for At-risk Students – Pursuant to General Statute 115C-105.47 (b)(5), the following procedures are used to identify and serve the needs of students at-risk of academic failure, or of engaging in disruptive or disorderly behavior, or both:

The Randolph County School System utilizes the Multi-Tiered System of Support (MTSS).

Pursuant to General Statute 115C-105.47 (b)(6), the following mechanisms are used for assessing the needs of disruptive and disorderly students who are at risk of academic failure, providing these students with services to assist them in achieving academically and modifying their behavior, and for removing them from classrooms when necessary:

The Randolph County School System utilizes the Mutli-Tiered System of Support as well as the RCSS Code of Conduct to assist students as needed.

Pursuant to General Statute 115C-105.47 (b)(13a), the following services are provided to students assigned to an alternative school or an alternative learning program:

Short-Term (less than 15 days):

Middle and high school students are provided an educational alternative setting. During this setting, students are provided assistance with their class work which is expected to be completed prior to returning into the regular education setting.

Short-Term (minimum of 15 days):

Middle and high school students assigned to Intervention Center Aggression Replacement Training (ICART) receive a minimum of 15 days (30 sessions) of character education sessions. During this time, students are also provided assistance with their class work. Students must successfully fulfill the expectations of ART as well as complete school assignments to begin the transition back into the regular education setting.

Long-Term Suspended:

Schools will follow the Randolph County School System Alternative Education Options procedures.

In accordance with General Statute 115C-105.47 (b)(7), the following measurable (goals) for improving school safety and order are in place. *(Copy as needed depending upon the number of goals.)*

Goal: Promote a safe and orderly environment conducive to learning while maintaining a safe and orderly campus

Target: Increase staff awareness and implementation of safety procedures throughout the campus

Indicator: Rosters of staff trainings; safety drill logs; visitor logs

Milestone Date: Quarterly

Goal:

Target:

Indicator:

Milestone Date:

Goal:

Target:

Indicator:

Milestone Date:

In accordance with General Statute 115C-105.47 (b)(8), the following measures are used to determine the effectiveness of the school's efforts to assist at-risk students, including effectiveness of procedures adopted under G.S. 115C-105.48 (Alternative Learning Programs):

Goal: **Promote a safe and orderly environment conducive to learning by maintaining a secure campus**

Target: **Decrease disciplinary referrals and suspensions while utilizing strategies provided through the MTSS team**

Indicator: **Discipline data, attendance data, suspension data, MTSS logs**

Milestone Date: **Quarterly**

Goal:

Target:

Indicator:

Milestone Date:

In accordance with General Statute 115C-105.47(b)(9), the following planned or recently completed professional development aligns with the goals of our safe school initiative:

Professional Development	Planned/Completed			
Safe School Training				
MTSS Training				
Data Analysis				

Pursuant to General Statute 115C-105.47 (b)(10), identify the district's plan to work effectively with local law enforcement and court officials:

Maintain the Sheriff's Department as a community partner as it continues to provide:

- **one SRO's (School Resource Officers) at each of the six traditional high schools**
- **one SRO (School Resource Officer) for each of the six middle schools**
- **one SRO (School Resource Officer) for the one sixth grade school**
- **two SRO's (School Resource Officers) are assigned to Randolph Community College, which also serve our Randolph County Early College High School**
- **one full time and one part-time DARE (Drug Abuse Resistance Education) Officer to work with our seventeen elementary schools**
- **two full time CARE (Child Abuse Reduction Education) Officers to work with our seventeen elementary schools**

Maintain established protocol for communication and collaboration with community agencies that provide support to students.

Pursuant to General Statute 115C-105.47 (b)(11), identify the district's plan to provide access to information to the school community, parents, and representatives of the local community:

- **The Randolph County School System will use communication tools including the website and social media to provide safety updates and vital information when appropriate. The RCSS Public Information Officer will assist with facilitating communication needs throughout the system.**
- **District and school level safety meetings will be held quarterly to provide information updates and training.**
- **A separate detailed Crisis Management Plan is maintained per facility.**



October 6, 2017

Dear Parent/Guardian:

One of the benefits offered by the public schools in North Carolina is transparency. Public school accountability is a standard practice for North Carolina going back to the early 1990's. The North Carolina School Report Card provides parents with information on key issues such as student performance, teacher experience, and school safety. Data is provided at the school, district, and state levels to enable a parent to compare the performance of his/her child's school with other schools across the district and state.

Legislation (G.S. §115C-83.15) passed during the 2013 Legislative Session of the North Carolina General Assembly provides an additional measure of school performance in the form of a School Performance Grade. Beginning with the 2013–2014 school year, the annual North Carolina School Report Card for each school displays a letter grade of A, B, C, D, or F.

A school's performance grade is based on 80 percent of its achievement score (student proficiency) and 20 percent of its academic growth. At Braxton Craven School, our achievement score for the 2016–2017 school year was based on how well our students performed on the annual end-of-grade mathematics and reading assessments in grade 6 (achievement level 3 and higher).

The purpose of this letter is to inform you that Braxton Craven School received a School Performance Grade of D for the 2016–2017 school year. Although we are committed to improving this score, it is important to remember that just as no one single score or grade tells the whole story of a student, neither does it tell you everything about the performance of our school or the opportunities that our school provides. Braxton Craven School is a single grade school focused on nurturing sixth grade students as they transition from elementary school to middle school. Braxton Craven School has a dedicated remediation/enrichment time built into the daily schedule to provide students with the opportunity to receive assistance in areas of need and allow for enrichment in areas of strength. Our school also is a participant in the Literacy Design Collaborative and the Mathematics Design Collaborative associated with the Southern Regional Education Board (SREB) instructional model. This initiative focuses on powerful teaching and learning in the classroom through extensive professional development. In addition, with a dedicated focus on data tracking by students and staff members, we are focused on identifying areas of need for our students, implementing strategies to move students forward in their understanding, and working to help our students become college and career ready.

One of our top priorities for the 2017–2018 school year is to improve our School Performance Grade. In addition to the previously-noted initiatives, a number of key strategies have been implemented to help improve student performance. These strategies include:

- Common assessments used to determine areas of strength/need with regard to students' understanding of the curriculum in a particular subject area
- Annual intramural plan to incentivize students to provide maximum effort on a daily basis
- Weekly team and content Professional Learning Community meetings with teachers to enhance daily instructional practices
- School-wide tutoring and Saturday Academy
- 40 Book Challenge to entice student reading across content areas
- Opportunities for parental engagement in the academic environment such as parent/teacher conferences, newsletters with curriculum tips, and interim report open houses

Working together as a team, we can improve not only how well our students are performing individually, but also how our school is performing as a whole. The staff members at Braxton Craven School are committed to ensuring that each student is ready for the next step in his/her academic career. I look forward to working with you to make sure your student is on track for success.

If you have any questions or concerns regarding our School Performance Grade and/or our plan for school improvement, please do not hesitate to give me a call.

Respectfully,

David Cross
Principal