



**Braxton Craven Middle School**  
**School Improvement Plan**  
**2019-2020**

## Comprehensive Progress Report

**Mission:** 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.

**Vision:** 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:**  
Students First in All We Do.



! = Past Due Objectives      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>		4/2019 Efforts are ongoing with this indicator. Classroom management is consistent and effective. All teams have established procedures to monitor and guide student behavior and work ethic. An area for improvement is systematic documentation of behavior management efforts.  8/2018 As mentioned in the review from April 2018, our current area for growth is in building consistency in documenting student behavioral concerns and related parent contacts.	Limited Development 08/24/2017			

	<p>4/2018- Classroom management strategies are in place as described above. All classrooms are well maintained environments conducive to learning. We are working toward documenting efforts to address student behavioral concerns, but need to build consistency.</p> <p>8/2017- 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 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.</p>			
	Priority Score: 1	Opportunity Score: 2	Index Score: 2	
<b>How it will look when fully met:</b>	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 arise, 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.		<b>Anthony Grosch</b>	<b>06/08/2020</b>
<b>Actions</b>		<b>1 of 2 (50%)</b>		
9/25/17	Teams will develop and implement rules, procedures, and consequences which will be communicated with students and parents	Complete 10/02/2017	Anthony Grosch	05/28/2020
	<i>Notes:</i> Post in classrooms, send in parent newsletters, and share in class discussions as well as parent nights.			
4/26/18	Teams will develop and use a system to document student behavior interventions and parent contacts.		Anthony Grosch	05/28/2020

Notes: 4/2019- Effort needs to be made to have a systematic way of documenting behavior interventions and parent contacts.

4/26/18- While we have this in place currently, as a faculty we need to develop more consistency with follow through.

<b>Implementation:</b>		04/26/2018		
<b>Evidence</b>	10/2/2017 Evidence includes samples of team rules and procedures and newsletters, as well as a sample copy of the school wide discipline policy.			
<b>Experience</b>	10/2/2017 All teams have developed and are implementing rules, procedures, and consequences. These were communicated with students and parents through class discussion, newsletters sent home, and discussions at parent night.			
<b>Sustainability</b>	10/2/2017 The expectation for teams to maintain rules, procedures, and consequences will continue as a standard for how our school works. Teams will review these with students and parents periodically.			

**Core Function: Dimension A - Instructional Excellence and Alignment**

**Effective Practice: Curriculum and instructional alignment**

	A2.02	Instructional Teams meet for blocks of time (e.g., 4 to 6 hour blocks, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data.(5092)	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>		<p>4/2019 Extended planning sessions for core PLTs have taken place 2 times this year, which is short of our goal. This practice shows to be effective so we will continue the practice.</p> <p>8/2018 Weekly PLT planning meetings are ongoing, and administration has plans for providing extended planning times for teachers each quarter.</p> <p>4/2018 Subject area PLTs meet weekly to look at student data and plan for instruction. Additional lengthier meetings take place on teacher workdays for extended planning. Administration has provided one half-day, extended planning period for subject area PLTs this spring with the intention of making this happen at least quarterly going forward.</p>	Limited Development 04/26/2018		

<b>How it will look when fully met:</b>		Subject area teachers will meet at least once quarterly for an extended planning time to review student learning data and develop instructional units which address current student needs. Evidence of this will be seen through a calendar of these dates, agenda for each planning meeting, as well as units developed during this time.		Anthony Grosch	06/08/2020
<b>Actions</b>			<b>0 of 2 (0%)</b>		
4/26/18	Administration will schedule and follow through with at least 1 extended planning time for each subject area PLT each semester. This will require making plans for covering supervision of students during the planning time. This time will be used for teachers to complete data analysis. The data can be used to further align instruction. A calendar for extended planning times will be developed in the 19-20 school year.			Anthony Grosch	06/08/2020
<i>Notes:</i>					
4/26/18	Subject area PLT members will participate in at least 1 extended planning time for their subject area PLT each semester. During this extended planning time, teams will develop standards based instructional units using our common school planning guide. A calendar of meetings, agendas, and units developed will be accessible as evidence.			Anthony Grosch	06/08/2020
<i>Notes:</i>					
<b>KEY</b>	<b>A2.04</b>	<b>Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		<p>4/2019 PLTs have become strong with common assessments and using common pacing, however more can be done with using data to differentiate instruction. We still need to continue working on standards based planning.</p> <p>8/2018 Core subject PLTs have continued to make progress with standards based planning. This will continue to be an expectation during the 2018-2019 school year.</p> <p>4/2018 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 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</p>	Limited Development 03/16/2017		

	we continue to work toward tight alignment of lessons to standards at a rigorous level as well as address differentiation to meet student needs. While this expectation/practice is in place, faculty are still growing skill and efficiency in planning this way.			
<b>How it will look when fully met:</b>	Teachers will have evidence of strong standard aligned unit 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 subject area unit plans.		<b>Sarah Allred</b>	<b>06/08/2020</b>
<b>Actions</b>		<b>1 of 2 (50%)</b>		
9/10/18	English Language Arts and Math teachers will engage in year long professional development and study of the new standards. This will include independent study, collaborative study as Professional Learning Teams at school, and through participation in district provided trainings.	Complete 04/09/2019	Sarah Allred	06/08/2019
Notes: 4/2019 ELA and Math teachers have completed training in the new content standards.				
9/25/17	Subject area Professional Learning Teams will use a common standards based planning guide to develop units of instruction which are aligned with standards. This guide addresses standards, depth of knowledge, vocabulary, learning targets, criteria for success, learning activities, and differentiation to meet student needs.		Sarah Allred	06/08/2020
Notes: 4/26/18- We currently have a format in place for this, and PLTs have been using this for a few months now. PLT groups are adapting to planning this way and are more and more successful with it as we continue on. ELA and Math will incorporate this with their study of revised NC standard course of study.				
<b>A2.15</b>	<b>Instructional Teams develop materials for their standards-aligned learning activities and share the materials among themselves.(5105)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>	4/2019 Professional Learning Teams (PLT) continue to meet with their subject area at least once a week to plan collaboratively. They have become strong in creating common assessments and keeping a common pacing. There is room to grow in terms of planning collaboratively.  8/2018 Professional Learning Teams meet with their subject area at least once a week to plan collaboratively. With this planning, they	Limited Development 08/31/2018		

	maintain a share folder in Google Drive where they keep lesson plans and lesson resources accessible to all group members. During the previous school year, PLTs began using a backward design based model to plan for standards based instruction. Teachers have a good understanding of how to plan this way. An area for growth would be to refine their ability to plan collaboratively using this approach in order to provide powerful instruction for students.			
<b>How it will look when fully met:</b>	<p>Professional Learning Teams will create collaborative plans using backwards design that address specifically how they will facilitate student learning of that standard, and how formative assessments will be used to check progress and adjust instruction along the way.</p> <p>Evidence will be found in Professional Learning Team meeting notes, teacher lesson plans, and student learning data. Student learning data from classroom assessments, benchmarks, NC Check Ins, and end of year testing should reflect growth in student command of the standards taught.</p>		Sarah Allred	06/08/2020
<b>Actions</b>		<b>0 of 2 (0%)</b>		
8/31/18	Professional Learning Teams will meet at least once weekly in order to review student progress and plan for upcoming instruction. In these meetings a focus will be to start with standards when planning and then develop instructional plans and materials for use in their classrooms.		Sarah Allred	06/08/2020
<i>Notes:</i> 4/2019 We are moving in a positive direction with this but there is still room for improvement.				
8/31/18	Professional Learning Teams will use a variety of formative assessments such as tickets out the door, quizzes, and bell ringers to check student understanding, and use the resulting data to make revisions to instructional plans.		Anthony Grosch	06/10/2020
<i>Notes:</i> 4/2019 This practice is taking place but we have room to grow in terms of the consistency with this happening on a regular basis and in every classroom.				

<b>Core Function:</b>	<b>Dimension A - Instructional Excellence and Alignment</b>			
<b>Effective Practice:</b>	<b>Data analysis and instructional planning</b>			
A3.05	The school assesses each student at least 3 times each year to determine progress toward standard-based objectives.(5114)	Implementation Status	Assigned To	Target Date

<p><b>Initial Assessment:</b></p>	<p>4/2019 We are doing this consistently and have become strong in developing common assessments and looking at the data to understand student learning.</p> <p>8/2018 We currently use quarterly NC Check Ins for ELA and Math as well as common summative and formative assessments in Science and Social Studies to monitor student learning progress. An area for growth would be to use this data more consistently to revise instructional plans and plan for remediation.</p>	<p>Limited Development 08/31/2018</p>		
<p><b>How it will look when fully met:</b></p>	<p>Teachers will employ quarterly student assessments including NC Check Ins and common formative assessments to track student progress. Data Talks will occur monthly to review progress data and Professional Learning Teams will use the data to evaluate instruction and plan for ongoing instruction, remediation, and enrichment.</p> <p>Evidence of this will be found in notes from monthly Data Talks, PLT meeting notes, teacher lesson plans, and student assessment data.</p>		<p><b>Anthony Grosch</b></p>	<p><b>06/08/2020</b></p>
<p><b>Actions</b></p>		<p><b>1 of 3 (33%)</b></p>		
<p>8/31/18</p>	<p>Continue to use NC Check Ins and common assessments each quarter to assess student progress.</p>	<p>Complete 04/10/2019</p>	<p>Anthony Grosch</p>	<p>06/08/2019</p>
	<p><i>Notes:</i> We are doing this consistently and have become strong in developing common assessments and looking at the data to understand student learning.</p>			
<p>8/31/18</p>	<p>Professional Learning Teams will use student progress data to plan for instruction, remediation, and enrichment.</p>		<p>Anthony Grosch</p>	<p>05/28/2020</p>
	<p><i>Notes:</i> 4/2019 PLTs look at student data and use that to help understand student learning progress. Individual teachers use the data at varying levels to plan instruction for classroom and remediation and enrichment. PLT groups do minimal common planning based on the data.</p>			
<p>8/31/18</p>	<p>All core subject teachers will participate in monthly Data Talks and planning in response to data.</p>		<p>Anthony Grosch</p>	<p>05/28/2020</p>
	<p><i>Notes:</i> 4/2019 Teachers are engaging in data talks on a regular basis. Additional focus still needs to be given to planning/acting in response to the data.</p>			

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	Target Date
<i>Initial Assessment:</i>		<p>4/2019 Student Support meetings have not been held as consistently as in the past, however teachers are daily and weekly communicating with each other, Dr. Cross, and Mrs. Neeves to provide support for students who are struggling. With fewer formal meetings, documentation of these discussions and interventions are not centralized making it difficult to show what has been done. We already have plans in place for revising our approach to student support in order to make the process more effective and efficient.</p> <p>8/2018 We are continuing to focus on this through PLT planning and MTSS team, and will be adding monthly data talks to help us move forward.</p> <p>4/2018 We are making good progress with this goal, however still need to build consistency and focus on differentiating instruction for student needs.</p> <p>8/2017 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.</p>	Limited Development 03/16/2017		
		Priority Score: 2	Opportunity Score: 2	Index Score: 4	
<i>How it will look when fully met:</i>		Teacher lesson plans and classroom instruction will show clear focus on standards and scaffolding instruction to meet student needs through tiered instructional approaches. Minutes from WatchDogs/MTSS meetings will show evidence of providing a tier of interventions to support student success. Principal and lead teacher will use student data and classroom observation data to plan for professional		Sarah Allred	06/08/2020

	development and provide individual coaching in an effort to improve instructional practices.			
<b>Actions</b>		<b>2 of 5 (40%)</b>		
9/25/17	Team teachers will participate in monthly WatchDogs meetings with Lead Teacher and other school support staff to review student progress and develop interventions to help students succeed. Evidence will be found in WatchDogs meeting notes.	Complete 04/26/2018	Sarah Allred	06/08/2019
<i>Notes:</i> 4/2019 Student Support meetings have not been held as consistently as in the past, however teachers are daily and weekly communicating with each other, Dr. Cross, and Mrs.Neeves to provide support for students who are struggling. With fewer formal meetings, documentation of these discussions and interventions are not centralized making it difficult to show what has been done. We already have plans in place for revising our approach to student support in order to make the process more effective and efficient.				
9/17/19	In order to better deliver student need based instruction classroom scheduling for the 2019-2020 school year was developed based on student data and performance history. Students were scheduled in Math and English Language Arts classes based EVAAS data to allow teachers to align instruction appropriately.	Complete 08/26/2019	Susan Neeves	08/26/2019
<i>Notes:</i> This task was completed at the beginning of the 2019-2020 school year.				
9/17/19	Teachers and administration will use the student testing history, classroom observation and classroom performance for each student to determine the level of student intervention needs. Students will be identified for placement within a Multi-Tiered System of Support program. These discussions will take place through team huddle meetings.		Justin Pugh	05/28/2020
<i>Notes:</i>				
4/26/18	Subject area Professional Learning Teams will use a common standards based planning guide to develop units of instruction which are aligned with standards. This guide addresses standards, depth of knowledge, vocabulary, learning targets, criteria for success, learning activities, and differentiation to meet student needs.		Sarah Allred	06/08/2020
<i>Notes:</i> 4/2019 PLTs have become strong with common assessments and using common pacing, however more can be done with using data to differentiate instruction. We still need to continue working on standards based planning.  4/26/18- We currently have a format in place for this, and PLTs have				

been using this for a few months now. PLT groups are adapting to planning this way and are more and more successful with it as we continue on. ELA and Math will incorporate this with their study of revised NC standard course of study.

8/31/18

Professional Learning Teams will evaluate student learning data from NC Check Ins and common formative and summative assessments to identify trends and make instructional plans to meet students at all levels.

Sarah Allred

06/08/2020

*Notes:* 4/2019 PLTs have become strong with common assessments and using common pacing, however more can be done with using data to differentiate instruction. We still need to continue working on standards based planning. All PLTs are using common assessments as well as Check Ins data for ELA and Math. The results are used level to guide individual teacher planning but not so much for PLTs.

**Implementation:**

04/26/2018

**Evidence**

4/26/2018 Since the minutes from these meetings contain sensitive student information, our evidence includes a calendar of meeting dates. If specific minutes are needed, they can be provided with student names blacked out.

**Experience**

4/26/2018 We have developed a schedule and process for monthly WatchDogs team meetings to discuss student progress and determine interventions as needed. This has been an ongoing process for the last few school years, and WatchDogs meeting minutes reflect this.

**Sustainability**

4/26/2018 We will continue to meet with team teachers to discuss intervention and student support. To ensure this we will set meeting dates early in the school year.

**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:**

4/2019 The actions mentioned in the update from 8/17 have continued.

08/2017 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

Limited Development  
03/16/2017

	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.			
	04/2018 We have been successful with providing support via our WatchDogs program and School Counselor services.			
	Priority Score: 3	Opportunity Score: 3	Index Score: 9	
<b>How it will look when fully met:</b>	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	05/28/2020
<b>Actions</b>		<b>1 of 2 (50%)</b>		
9/25/17	Team teachers will participate in monthly WatchDogs meetings with Lead Teacher and other school support staff to review student progress and develop interventions to help students succeed. Evidence will be found in WatchDogs meeting notes.	Complete 04/26/2018	Sarah Allred	05/28/2020
	<i>Notes:</i> You will find evidences for this standard by going to the "NCSTAR Dimension A Evidences" folder in uploaded documents.			
9/17/19	School staff will continue the student programs through the school counseling department for Bulldog Buddies, GIRLS and SMART clubs. These programs allow teachers to identify students in need of emotional, social or academic support. Students are then included in groups to help them develop appropriate skills in needed areas to be successful in school.		Susan Neeves	05/28/2020
	<i>Notes:</i>			
<b>Implementation:</b>		09/16/2019		
<b>Evidence</b>	4/26/2018 Minutes from meetings with teams document discussions and actions taken, and the School Counselor has additional documentation of interventions. Since meeting minutes include sensitive student information, our documentation is a list of meeting dates. If specific detail is needed, minutes can be provided with student names blacked out.			

<b>Experience</b>		4/26/2018 We have a schedule and format that we follow for monthly Watchdogs Meetings to discuss student progress/needs and determine interventions.			
<b>Sustainability</b>		4/26/2018 We will make it a priority to set meeting dates early in the school year.			
<b>KEY</b>	<b>A4.16</b>	<b>The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		<p>4/2019 Student Support meetings have not been held as consistently as in the past, however teachers are daily and weekly communicating with each other, Dr. Cross, and Mrs. Neeves provide support for students who are struggling. With fewer formal meetings, documentation of these discussions and interventions are not centralized making it difficult to show what has been done. We already have plans in place for revising our approach to student support in order to make the process more effective and efficient.</p> <p>8/2018 We are continuing this team's work as last year. We already have dates on our school calendar to meet with each team monthly to discuss student progress and problem solving. As a school we are focusing on identifying appropriate strategies to assist students and then following through with fidelity.</p> <p>8/2017 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.</p>	Limited Development 08/24/2017		
<b>How it will look when fully met:</b>		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	06/08/2020
<b>Actions</b>			<b>2 of 4 (50%)</b>		

4/26/18	School Counselor and Administration will collaborate with Administration from our sister school to make arrangements for our students to visit the school for their next grade level and learn about what to expect as they move to 7th grade. This will happen in April. Details about the visit and schedule will be available as evidence.	Complete 04/26/2018	Susan Neeves	04/10/2018
<i>Notes:</i> This has been an ongoing practice for many years.				
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.	Complete 04/26/2018	Sarah Allred	06/08/2020
<i>Notes:</i> 4/2019 Student Support meetings have not been held as consistently as in the past, however teachers are daily and weekly communicating with each other, Dr. Cross, and Mrs. Neeves to provide support for students who are struggling. With fewer formal meetings, documentation of these discussions and interventions are not centralized making it difficult to show what has been done. We already have plans in place for revising our approach to student support in order to make the process more effective and efficient.				
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	06/08/2020
<i>Notes:</i> 4/2019 All PLTs are using common assessments as well as Check Ins data for ELA and Math. The results are used level to guide individual teacher planning but not so much for PLTs.  4/2018 We are making good progress with this action step. Teachers are comfortable with analyzing student data, and are focusing their efforts now on using data discoveries to pan for instruction, remediation, and reteaching.				

	You will find evidences for this standard by going to the "NCSTAR Dimension A Evidences" folder in uploaded documents.			
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.		Justin Pugh	06/08/2020
	<p><i>Notes:</i> 4/2019 All PLTs are using common assessments as well as Check Ins data for ELA and Math. The results are used level to guide individual teacher planning but not so much for PLTs.</p> <p>4/2018 We are making good progress with this action step. Teachers are comfortable with analyzing student data, and are focusing their efforts now on using data discoveries to plan for instruction, remediation, and reteaching.</p> <p>You will find evidences for this standard by going to the "NCSTAR Dimension A Evidences" folder in uploaded documents.</p>			

<b>Core Function:</b>		<b>Dimension B - Leadership Capacity</b>			
<b>Effective Practice:</b>		<b>Strategic planning, mission, and vision</b>			
<b>KEY</b>	<b>B1.01</b>	<b>The LEA has an LEA Support &amp; Improvement Team.(5135)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		The district office has a support team in place for all schools within Randolph County School System. Document is uploaded Dimension B.	Full Implementation 09/16/2019		
<b>KEY</b>	<b>B1.03</b>	<b>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)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		<p>4/2019 Following through with fidelity.</p> <p>8/2018 This is continuing to be followed through as described as below. New dates have been set for the 18-19 school year, and new members have been elected to the team in order to rotate others off.</p> <p>8/2017 School Improvement Leadership Team meets once monthly to discuss/review instructional goals and progress. Additionally</p>	Limited Development 03/16/2017		

	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.			
<b>How it will look when fully met:</b>	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.		<b>Anthony Grosch</b>	<b>06/08/2020</b>
<b>Actions</b>		<b>2 of 4 (50%)</b>		
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.	Complete 04/26/2018	Anthony Grosch	05/28/2020
	<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>			
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.	Complete 04/26/2018	Anthony Grosch	05/28/2020
	<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 actions are completed.</p>			

10/2/17	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.		Anthony Grosch	06/08/2020
<p><i>Notes:</i> 4/2019 PLTs continue with this practice. There has been significant growth with creating and using common assessments. There is still room for growth with planning in response to data.</p> <p>4/2018 We are making great progress on this action step, but feel that it is so vitally important that we will keep it as an action item.</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>				
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.		Anthony Grosch	06/08/2020
<p><i>Notes:</i> 4/2019 We have been more consistent with these meetings this year. Improvement could be made in systematically documenting the discussions and actions.</p> <p>4/2018 We are making good progress with this action step. We will continue with this action focusing on consistency.</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>				

<b>Core Function:</b>		<b>Dimension B - Leadership Capacity</b>			
<b>Effective Practice:</b>		<b>Distributed leadership and collaboration</b>			
<b>KEY</b>	<b>B2.03</b>	<b>The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>

<b>Initial Assessment:</b>	<p>4/2019 We have implemented the Problem of Practice PD and we are looking to implement PD for the 2019-2020 school year to support our new MTSS plan for reaching our 80% during Core time.</p> <p>9/2018 We are following through with implementation efforts as noted last school year. To strengthen our focus on content specific PD, this year each subject area PLT will identify a problem of practice to study and develop strategies for.</p> <p>8/2017 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.</p>	Limited Development 03/16/2017		
<b>How it will look when fully met:</b>	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 minutes will be collected and reviewed to ensure all necessary areas are being addressed. Administrators and/or lead teacher will take part in the planning meetings when appropriate to provide input and feedback. Additionally teachers will be required to submit lesson plans at least once per quarter for formal review and will have them available upon request at all times.		Justin Pugh	06/08/2020
<b>Actions</b>		<b>2 of 3 (67%)</b>		
8/29/17	<p>Lead Teacher will plan and facilitate weekly Professional Development to help faculty work on instructional practices listed below.</p> <ul style="list-style-type: none"> <li>-Build understanding of and apply concepts of inquiry learning and productive struggle.</li> <li>-Strengthen skill in standards based planning and literacy in each content area.</li> <li>-Learn and employ strategies to make thinking visible.</li> </ul>	Complete 04/26/2018	Sarah Allred	06/08/2019
<p><i>Notes:</i> 4/2018 This has been followed through with success and seems to have made a positive impact on classroom instruction. You will find evidences for this standard by going to the "NCSTAR Dimension B Evidences" folder in uploaded documents. This is an indicator which will remain a focus each school year. Evidences will be updated as actions are completed.</p>				

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.	Complete 04/26/2018	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>				
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	06/08/2020
<p><i>Notes:</i> 4/2019 Continued efforts to systematically record documentation is an area for growth.</p> <p>4/2018 We are making good progress on this action step, but need to focus on consistently recording minutes of these meetings.</p> <p>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>				

<b>Core Function:</b>		<b>Dimension B - Leadership Capacity</b>			
<b>Effective Practice:</b>		<b>Monitoring instruction in school</b>			
<b>KEY</b>	<b>B3.03</b>	<b>The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>

<b>Initial Assessment:</b>	<p>4/2019 Formal observations are on track with this goal. Administrators and Lead Teacher visit classrooms daily. Providing feedback and documenting visits is an area for growth.</p> <p>9/2017 We are continuing this practice and will be using ELA and Math specific walk through guides when providing classroom visit feedback.</p> <p>8/2017 This is a practice already in place; intentional planning of administration schedule is needed to make this more effective.</p>	Limited Development 03/16/2017		
<b>How it will look when fully met:</b>	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.		<b>Anthony Grosch</b>	<b>06/08/2020</b>
<b>Actions</b>		<b>2 of 4 (50%)</b>		
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.	Complete 04/26/2018	Anthony Grosch	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.				
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.	Complete 04/26/2018	Sarah Allred	06/08/2020
<i>Notes:</i> 4/2019 Formal observations are on track with this goal. Administrators and Lead Teacher visit classrooms daily. Providing feedback and documenting visits is an area for growth.  4/2018 This continues to be a successful practice which we will				

	continue.			
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.		Anthony Grosch	06/08/2020
	<p><i>Notes:</i> 4/2018 The principal does visit classrooms frequently and complete formal observations with feedback provided. Room for growth would dedicating time for more informal classroom visits with feedback.</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>			
9/10/18	Subject specific instructional walk though guides will be used when visiting ELA and Math classes and providing feedback.		Anthony Grosch	06/08/2020
	<i>Notes:</i>			

<b>Core Function:</b>		<b>Dimension C - Professional Capacity</b>			
<b>Effective Practice:</b>		<b>Quality of professional development</b>			
<b>KEY</b>	<b>C2.01</b>	<b>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)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		<p>4/2019 PLTs look at student data and use that to help understand student learning progress. Individual teachers use the data at varying levels to plan instruction for classroom and remediation and enrichment. PLT groups do minimal common planning based on the data. This is taking place more on an individual basis. improvement can be made in planning/taking action based on data.</p> <p>8/2018 Our practice of using student data for instructional decisions was productive last year, and we plan to continue our focus on using formative and summative assessments to guide instructional planning.</p> <p>8/2017 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</p>	Limited Development 03/16/2017		

	Improvement Focus.			
<b>How it will look when fully met:</b>	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.		<b>Sarah Allred</b>	<b>06/08/2020</b>
<b>Actions</b>		<b>1 of 7 (14%)</b>		
9/17/19	School faculty will receive training from Laurie Sypole on Daily Differentiation to support skill with differentiating to meet student needs.		Anthony Grosch	10/01/2019
<i>Notes:</i>				
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.		Sarah Allred	06/08/2020
<i>Notes:</i> 3/2019 This is a practice that we need to continue to strengthen. In particular, planning based on student data.  After each quarter the ELA and Math teachers will review their Common Formative Assessment and NC Check-Ins 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: Common Assessment 1 - 9/25-9/29, NC Check-Ins 1 & Social Studies/Science Common Assessment - 10/23-11/2, Common Assessment 2 - 12/4-8, NC Check-Ins 2 & Social Studies/Science Common Assessment - 1/8-19 Common Assessment 3- 2/19-23, NC Check-Ins 3 & Social Studies/Science Common Assessment - 3/19-29 Common Assessment 4 - 5/7-11  4/2018 We have had great success with this practice this year and are seeing benefits of it. Moving forward we need to focus our work with student data on using trends to inform instructional planning.				

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.

8/28/17 Team Teachers will meet monthly with Principal and Lead Teacher to review student data and progress and make plans based on the data gathered.

Sarah Allred

06/08/2020

*Notes:* 4/2019 We are continuing to strengthen this practice, however this year it has been difficult to maintain a consistent schedule of meeting for these discussions. Therefore we will continue to work on this goal.

8/28/17 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.

Complete 06/08/2018

Anthony Grosch

06/08/2020

*Notes:*

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.

10/2/17 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.

Anthony Grosch

06/08/2020

*Notes:* 4/2019 This remains to be a powerful practice and we have done much better with maintaining the consistency of this practice during the 18-19 school year. We feel that there is still room for growth, therefore will continue this goal.

4/2018 This has been a productive action step which has a positive impact on school direction. To make it even more effective we plan to work toward meeting more consistently.

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.			
9/10/18	School Improvement/Data Team meetings will occur twice monthly. The team will focus discussion/work on identifying appropriate interventions and tracking progress.		Sarah Allred	06/08/2020
<i>Notes:</i>				
9/17/19	School Counselor and administration will use individual student EVAAS data to hand schedule students in order to provide instruction and support that best meets each students' needs.		Susan Neeves	06/08/2020
<i>Notes:</i>				
	<b>C2.02</b>	<b>ALL teachers develop individual professional development plans based on classroom observations and self-assessments.(5161)</b>	<b>Implementation Status</b>	<b>Assigned To</b>
<i>Initial Assessment:</i>	<p>4/2019 PLTs have implemented their problem of practice. There has been noted improvement across PLT Common Assessment Data due to the planning by content PLTs; however, we need more emphasis on data analysis to dig deeper on meeting all learning needs broken down by content standards.</p> <p>9/2018 To meet this indicator more specifically this school year we will continue to determine PD needs based on data. This practice will change in that this will be more teacher directed and subject area specific this year. Each subject area PLT will identify a problem of practice to research, identify strategies to address and implement in classrooms.</p> <p>8/2017 Currently our practice has been to use student and classroom data to determine areas for professional development and then create a plan to address those needs. Teacher input is sought regarding these topics, but typically the plan has been primarily developed by the Lead Teacher and Principal/</p>	No Development 08/31/2018		
<i>How it will look when fully met:</i>	Professional Learning Teams will identify a problem of practice to address, and then spend time independently and within the PLT to study the problem of practice, identify research based strategies to address it, and then implement these strategies into their classroom practice. Teachers will use formative and summative assessments to evaluate the impact of strategies implemented and to guide further revision and planning.		Sarah Allred	06/08/2020

Evidence will be found in individual Professional Development Plans, PLT meeting notes, lesson plans, and student progress data.

<b>Actions</b>		<b>1 of 2 (50%)</b>		
8/31/18	Professional Learning Teams will identify and implement one or more strategies to address the identified problem of practice.	Complete 01/09/2019	Sarah Allred	01/10/2019
<i>Notes:</i> 4/2019 Our timeline for this goal had to be altered due to missing school for various weather events during first quarter, however Core PLTs have completed this goal now. Evidence can be found in PLT meeting notes, and teacher lesson plans.				
9/16/19	All staff will be given two school-wide goals for their Professional Development Plan (PDP). These are common goals to support the school initiative to use data for instructional planning and implementation of a Muti-Tiered System of Support (MTSS). Teachers are then asked to develop a third goal of their choice based off of their self-assessment and previous data.		Anthony Grosch	05/28/2020
<i>Notes:</i>				

<b>Core Function:</b>		<b>Dimension C - Professional Capacity</b>			
<b>Effective Practice:</b>		<b>Talent recruitment and retention</b>			
<b>KEY</b>	<b>C3.04</b>	<b>The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		The Local School Agency (LEA)/School have established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.  Documentation is uploaded under the Dimension C folder.	Full Implementation 09/16/2019		

<b>Core Function:</b>		<b>Dimension E - Families and Community</b>			
<b>Effective Practice:</b>		<b>Family Engagement</b>			
<b>KEY</b>	<b>E1.06</b>	<b>The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>

		home (what parents can do at home to support their children's learning).(5182)			
<b>Initial Assessment:</b>		<p>4/2019 Communication with stakeholders continues to be a strength as we utilize various systems for keeping stakeholders informed. We need to continue our efforts in getting parents on campus more frequently to support student academic improvement.</p> <p>9/2018 Our communication practices have been successful and we have had positive feedback from parents and community, thus we will continue as planned.</p> <p>8/2017 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.</p>	Limited Development 03/16/2017		
<b>How it will look when fully met:</b>		<p>Teachers will send quarterly 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 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.</p> <p>8/31/18</p> <p>This has become a consistent practice for our school and faculty. We will continue to do the actions indicated here.</p>		Sarah Allred	06/08/2020
<b>Actions</b>			<b>2 of 4 (50%)</b>		
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.		Complete 04/26/2018	Anthony Grosch	06/08/2018

*Notes:* 4/2018 This happens consistently and will continue.

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.

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.

Complete 04/26/2018

Sarah Allred

09/28/2018

*Notes:* 4/2018 This happens consistently and will continue moving forward.

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.

6/5/17 Pirates, Seahawks & Spartans will send newsletters home at least once a quarter to inform families about current curriculum topics, team activities, and helpful resources.

Sarah Allred

06/03/2020

*Notes:* 4/2019 Our goal for this to happen twice monthly has proved to be a bit ambitious. Core Teams have each sent out newsletters at least once a quarter and are also using Remind to communicate with parents. Our goal and actions for this indicator need to be revised.

4/2018 This is happening consistently every quarter for all teams. Some teams send weekly news as well. This will continue as an expectation going forward.

10/2/17 The school will hold curriculum nights during the First and Third quarters, inviting parents to visit classrooms, talk with teachers, and pick up report cards. On each curriculum night, parent sessions will be held to offer strategies for supporting their child's learning progress.

Anthony Grosch

06/08/2020

*Notes:* 4/2019 While we have had to reschedule dates for this, we have had 2 parent curriculum nights this school year. We could strengthen this

practice by planning more specific informational sessions for parents. Due to the remaining room for growth we are continuing this goal for the next school year.

6/2018 We did have 2 curriculum night this year, but not each quarter as planned. Will revisit this action step for revision for the 18-19 school year.

8/31/18 SIT reviewed this plan and decided to back up and aim for 2 curriculum nights coinciding with the 1st and 3rd report card.





## NCStar/SIP Mandatory Components

School Name: Braxton Craven

School Year: 2019-2020

### 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 High School

Please describe transition plan below.

Elementary to Middle School – 5<sup>th</sup> grade teachers provide feedback through the student registration cards provided towards the end of the student's 5<sup>th</sup> 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.