



School Improvement Plan 2025-2026

School: E. Lawson Brown Middle School

Goal 1

During the 2025/2026 school year, Brown Middle School Will build a strong foundation of instructional practices that lead to high-quality learning for each student. This strong foundation will ensure grade-level proficiency.

Indicators

D1.02 The LEA/School as aligned resources allocation within each school's instructional priorities

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.

A4.06 All teachers are attentive to students' emotional state, guide students in managing their emotions and arrange for support and interventions.

D1.02 The LEA/School has aligned resources allocation within each school's instructional priorities.

Description of Strategies or Actions to Reach the Goal

- Funds will be strategically allocated to provide targeted support for students with disabilities, those not currently demonstrating proficiency, and students requiring additional assistance.
- The leadership team will meet with the district team to work on a plan for improvement for low-performing schools.
- The School Improvement Team will meet monthly to ensure resources are aligned.
- PLCs will analyze assessment data to implement an MTSS tiered framework.
- PLCs will use NC standards to develop aligned lessons.
- By December 2025 a school wide data document will be created and utilized to identify students and inform instruction.
- Develop teacher capacity through strong PLC collaboration, lesson planning and unpacking standards.
- Frequent instructional rounds to provide feedback to all staff to increase rigor and relevance inside the classroom, professional development for all staff that is differentiated for staff needs
- School wide increase in student writing. Students writing daily to explain their understanding
- Brown Middle school will begin an After School Tutoring program beginning in November,2025 to address the needs of all students.
- Staff will have a meeting in October,2025 with Dr. Tate to begin a new Inclusion Model.
- Staff will have 3 data dive days that also allows for meeting with vertically aligned subject areas.

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Goal 2

During the 2025-2026 school year, Brown Middle will utilize a school-wide PBIS initiative in order to foster positive relationships and encourage positive behavior in 100% of our student population, with the expectation that 90 % of students will be recognized through the PBIS initiative.

Indicators

A4.06 All teachers are attentive to students' emotional state, guide students in managing their emotions and arrange for support and interventions.

E1.06 The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the chrome (What parents can do at home to support their children's learning)

Description of Strategies or Actions to Reach the Goal

- All staff facilitate weekly Core Project Lessons (social-emotional lessons).
- Guidance counselors will provide Core Project lesson plans to staff each month in a shared digital folder.
- A consistent weekly time (e.g., during homeroom or advisory) will be scheduled schoolwide for Core Project implementation.
- Host beginning-of-year and mid-year refresher training sessions on how to deliver Core Project lessons effectively.
- Administrators and counselors will conduct informal observations or check-ins to ensure fidelity and gather feedback from staff and students.
- Teachers will complete a brief weekly form noting lesson completion and student engagement for accountability and improvement. Objective 2: Students meet with school counselors as needed.
- Teachers and staff will use a standardized referral form to notify counselors of students needing support.
- Counselors will clearly communicate availability to students and staff, maintaining an open-door schedule during non-instructional periods.
- Counselors will establish triage procedures to prioritize urgent student needs while managing ongoing sessions.
- All meetings and interventions will be logged confidentially to track services and identify patterns in student needs.
- Counselors will contact families when appropriate to involve them in the support process.
- Use academic, attendance, behavior, and teacher referral data to identify students who qualify as at-risk.
- Counselors will create small group rosters and set a regular schedule (e.g., weekly or bi-weekly) for Why Try sessions.
- Obtain permission from parents/guardians for student participation in Why Try groups.
- Counselors will document group attendance and track behavioral/academic changes over time. Groups will be reevaluated quarterly to modify membership or approach based on student growth and needs.
- Students participate in social-emotional check-ins created by guidance counselors.
- Counselors will develop weekly or bi-weekly digital and/or paper-based check-in tools (e.g., Google Forms, emoji scales).
- Teachers will administer SEL check-ins during designated homeroom, advisory, or morning

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meeting time.

- Guidance counselors will review student responses regularly and follow up with students who indicate stress, sadness, or other concerns.
- Counselors and administrators will use aggregated check-in data to identify trends and adjust schoolwide SEL initiatives.
- Ensure check-in responses are confidential and handled with sensitivity.
- Designate Safe Spaces: Identify and clearly label designated safe-space rooms (e.g., counselor offices, calming corners, sensory rooms).
- Train staff on the purpose, process, and protocol for allowing students to access safe spaces.
- Create clear expectations for when and how students may use safe spaces (e.g., teacher referral, self-request, time limit).
- Ensure safe spaces are monitored or staffed to provide emotional support without stigma.
- Maintain a simple log to monitor frequency of use and follow up with students who regularly need a safe space.

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Goal 3

Our goal for the 2025-2026 school year is to increase teacher capacity across all grade levels and content areas. Through the implementation of strong Professional Learning Communities (PLCs), intentional lesson planning, and targeted professional development, all staff will deepen their expertise in the subjects they teach. Teachers will collaborate with school, curriculum, and district leadership to unpack and understand grade-level standards and learning objectives, ensuring alignment and clarity in instruction .

Indicators

C2.02: ALL teachers develop individual professional development plans based on classroom observations and self-assessments. (5161)

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)

B3.03 The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers. (5149)

Description of Strategies or Actions to Reach the Goal

- PLCs will analyze assessment data to implement an MTSS tiered framework.
- PLCs will use NC standards to develop aligned lessons.
- Strengthen PLC Structures: Teachers will engage in weekly PLC meetings facilitated by teacher leaders and instructional support staff. These sessions will focus on unpacking standards, aligning instruction, analyzing student work, and adjusting instruction based on data.
- Professional Development Plans: All teachers will develop and implement individual professional development plans. These plans will target specific areas of instructional growth aligned with school and district goals.
- Targeted Professional Development: Staff will participate in PD opportunities throughout the year, including workshops, coaching cycles, and peer observations, to deepen content knowledge and improve instructional practices across grade levels.
- Instructional Monitoring and Feedback: The principal and instructional leaders will regularly conduct classroom walkthroughs and formal observations to monitor the implementation of curriculum and provide timely, actionable feedback to support continuous improvement.
- Collaboration with District and Curriculum Leaders: Teachers will work closely with school and district leadership to ensure instructional alignment, clarify learning objectives, and enhance rigor in lesson planning and delivery.

Principal

Process Manager

School Improvement Plan Vote

YES

NO

Date voted

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