



E. Lawson Brown Middle School
1140 Kendall Mill Rd.
Thomasville, NC 27360

September 30, 2025

Dear Parent/Guardian:

I am writing this letter to notify you that *E. Lawson Brown Middle School* has been dually designated as both a North Carolina Low-Performing school and a federally identified Additional Targeted Support & Improvement (ATSI) school by the North Carolina State Board of Education.

As defined in G.S. 115C-105.37: “The State Board of Education shall identify low-performing schools on an annual basis. Low-performing schools are those that earn an overall school performance grade of D or F and a school growth score of "met expected growth" or "not met expected growth" as defined by G.S. 115C-83.15.” Legislation (G.S. §115C-83.15) passed during the 2013 long North Carolina General Assembly session provides parents with an additional measure of school performance in the form of School Performance Grades. Beginning with the 2013–14 school year, the annual North Carolina School Report Cards display a letter grade of A, B, C, D, or F for each school in the state.

School Performance Grades are based 80 percent on our school’s achievement score (student proficiency) and 20 percent on students’ academic growth. At *E. Lawson Brown Middle* our achievement score for the 2024-2025 school year is based on how well our students performed on *Grades 6–8 Mathematics, Grades 6–8 English Language Arts/Reading, Grades 8 Science, NC Math 1, and additional indicators including English Learner Progress*. *E. Lawson Brown* received a School Performance Grade of **D** and a growth designation of **Did Not Meet** for the 2024-2025 school year.

In addition, per the Every Student Succeeds Act (ESSA) Section 1111(d)(2)(C), schools receive the federal identification of TSI-AT in North Carolina by having one or more of the following subgroups receive a subgroup performance grade score at or below the lowest 5% of schools across the state during the *2024-2025* academic year; and being identified as a consistently underperforming subgroup for the previous year. Subgroup performance scores are provided for the following subgroups of students: (1) Students with Disabilities, (2) Economically Disadvantaged, (3) Black, (4) White, (5) Hispanic, (6) Asian-Pacific Islander, (7) Multi-racial, and (8) English Learners.

As a dually designated ATSI and NC low-performing school, *E. Lawson Brown Middle* is required to develop a comprehensive improvement plan that specifically addresses how the school will improve student achievement. The plan will also include strategies that our district or charter will employ to support *E. Lawson Brown Middle* improvement efforts. The comprehensive improvement plan will address the following areas:

- *Enhancing Classroom Management: Implementing consistent, school-wide expectations and proactive behavior strategies to foster a positive and productive learning environment.*
- *Delivering Standards-Aligned Instruction: Ensuring all teaching practices are aligned with state standards and promote rigor, relevance, and student engagement.*
- *Strengthening Professional Learning Communities (PLCs): Fostering collaboration among educators to analyze student data, plan instruction, and implement best practices.*
- *Building Instructional Leadership Capacity: Developing and supporting school leaders in driving instructional excellence and promoting a culture of high expectations.*



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- *Recruiting and Retaining Effective Teachers: Employing strategic hiring practices and ongoing support systems to attract, develop, and retain high-quality educators.*
- *Supporting Grade-to-Grade Transitions: Creating structures and supports that ease student transitions between grade levels to ensure academic and social continuity.*
- *Implementing a Tiered Instructional System: Utilizing a Multi-Tiered System of Support (MTSS) to address diverse student needs through differentiated instruction and interventions.*
- *Promoting Data-Driven Decision Making: Using multiple sources of data to inform instruction, monitor progress, and guide school improvement initiatives.*
- *Expanding Student Support Services: Providing academic, social, emotional, and behavioral support to meet the holistic needs of all students.*
- *Increasing Family and Community Engagement: Strengthening partnerships with families and community organizations to support student learning and well-being.*

We have set the following goals for 2025-2026 this year:

- During the 2025-2026 school year, Brown Middle School will build a strong foundation of instructional practices that will lead to high-quality learning for each student. This strong foundation will ensure grade-levels have an increase of 10% proficiency in scores for all tested areas. These practices will also increase the overall performance grade by at least 1 letter grade.
- 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.
- 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.

Here are some strategies that *E. Lawson Brown Middle* will be implementing to improve student outcomes:

1. *All teachers will implement evidence-based Core instructional practices aligned to the Davidson County Schools Instructional Framework, as monitored through weekly administrative walkthroughs and monthly PLC reflection cycles.*
2. *PLCs will meet weekly to analyze student learning data, adjust Core instruction, and share effective strategies to improve student mastery of standards.*
3. *The instructional coach will provide targeted support to PLCs and individual teachers in implementing the new curriculum, focusing on rigorous instruction, engagement strategies, and differentiation.*
4. *Teachers will use formative and summative assessment data to guide instructional planning, with at least one data-reflection protocol completed per unit in PLCs.*
5. *All certified staff will receive training and begin implementing the MTSS framework.*
6. *Using 2024–2025 EOG baseline data, staff will identify specific skill gaps for SWD and ELL.*
7. *All general and special education teachers will participate in professional development focused on inclusive practices, accommodations, and differentiated instruction, with progress monitored through coaching and classroom walkthroughs.*



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8. *Implementation of PBIS and Character Strong will occur school-wide, with all staff trained by the end of Q1 and behavior data will be reviewed monthly to guide Core and Supplemental support.*
9. *Teachers will maintain regular, two-way communication with families through newsletters, Remind, email, and/or in-person events.*

Parent engagement is at the heart of our school improvement efforts. Here are some ways you can help:

- Ensure you and your child know the academic expectations for your child this school year. A list of learning objectives in student-friendly language is available from your child's teacher(s).
- Call *Lawson Brown Middle School* at (336)475-8845 if you have questions or concerns about your child or to set up an appointment to meet with a school staff member who will be working with your child.
- Make sure that your child is prepared and attends school each day.
- Monitor your child's homework.
- Monitor the progress your child is making and attend meetings with your child's teacher(s).
- Keep track of our website and social media sites <https://bms.davidson.k12.nc.us/>
- Join the E. Lawson Brown Middle School PTO

Additionally, listed below are a few resources available to help:

- Graduation requirements: www.ncpublicschools.org/gradrequirements/
- K-12 standards in academic subjects: www.ncpublicschools.org/curriculum/
- State student achievement test results: www.ncpublicschools.org/accountability/ • N.C. School Report Cards: <https://www.dpi.nc.gov/data-reports/school-report-cards>

We are committed to improving student performance. 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 a school or the opportunities that our school provides. The intent of receiving these designations is to improve educational outcomes for all students, close achievement gaps, increase equity, and improve the quality of instruction. We're excited about this school year and are working to make it a success for your child. Already, we have:

- Recognized students for demonstrating positive behavior through our school-wide PBIS program.
- Engaged staff in professional development to strengthen instruction and support student learning.
- Launched academic and behavioral interventions to address individual student needs early.
- Ensured our school is fully staffed with qualified, dedicated educators in every classroom.
- Strengthened classroom routines and expectations to promote a safe and focused learning environment.
- Begun building strong relationships with students and families to support success throughout the year.

If you have questions about the content of this letter, please contact *Ronnie Hewitt* @ ronaldhewitt@davidson.k12.nc.us or by phone at (336) 475-8845.

Ronnie Hewitt

*Principal-Brown Middle School
2025 Piedmont Triad Principal of the Year*