

## Comprehensive Progress Report

**Mission:**

Believe All Children Can Learn,  
Learn for the Future,  
Unify our School Community,  
Enrich through a Safe and Supportive Environment.

**Vision:**

Students, educators, parents and the community will work together to provide all students with a well-rounded education including academic and extracurricular educational experiences in a safe and supportive environment, that will allow them to achieve success and personal responsibility through the three R's: Rigor, Relevance, and Relationships.

**Goals:**

Brevard Middle School will meet expected academic growth in math.  
Brevard Middle School will meet expected academic growth in reading.  
All students will demonstrate growth in social and emotional competence.



Activity in the last 12 months

! = Past Due Objectives      KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		High expectations for all staff and students			
!	A1.04	ALL teachers assess student progress frequently using a variety of evaluation methods and make appropriate curriculum adjustments based on results.(5085)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		BMS teachers frequently assess and monitor student progress within their classrooms using a variety of assessment tools and procedures. Teachers individually use this data to make instructional decisions. On a limited basis, instructional teams (grade level and departmental) discuss and use assessment/progress data. On a quarterly basis, reading and math benchmark assessments are administered to all students in regular or inclusion classes. Data from these assessments is provided to teachers by the assessment agency. In addition, Brevard Middle School uses Edmentum's Exact Path assessment tool for both reading and math. Students complete diagnostic assessments approximately each quarter. Students are provided with targeted instructional interventions through Exact Path that are based on diagnostic results as well as progress within the interventions themselves.	Limited Development 12/19/2018		
<i>How it will look when fully met:</i>		Teachers consistently work together to develop common standards-based assessments across subjects and grade levels. Teachers work with the range of specialists and utilize data collected to target individual learning needs of students. Teachers develop/use standards-based question banks to track student progress on standard mastery. Effective assessment practices lay the groundwork for more intentional emphasis on growth mindset, student self-regulation, and persistence to mastery.		Laurie Kleppe	12/01/2020
<b>Actions</b>			<b>4 of 8 (50%)</b>		
	1/20/19	Assessment-focused Professional Learning Community (PLC) will meet twice monthly to research best practices (with possible professional development opportunities considered)	Complete 01/08/2019	Laurie Kleppe	01/15/2019
<i>Notes:</i>					
	1/20/19	Evaluate current assessment practices as a faculty		Laurie Kleppe	03/01/2019

<i>Notes:</i>				
1/20/19	Evaluate timing and standards assessed on Benchmarks (reading and math)	Complete 09/18/2020	Jodi Huggins	05/30/2019
<i>Notes:</i>				
1/20/19	Develop/use standards-based question banks across subject areas (and use question stems across subject areas)		Laurie Kleppe	12/31/2019
<i>Notes:</i>				
1/20/19	Develop/use multiple methods beyond traditional test/Q&A formats for tracking student growth and assessing student mastery		Jodi Huggins	12/31/2019
<i>Notes:</i> Brevard Middle School has implemented Edmentum's Exact Path to administer diagnostic assessments in reading and math, to provide targeted instruction to students, and for progress monitoring for tracking student growth. BMS has also implemented the use of IXL to provide supplemental instruction in reading, math, social studies, and science. IXL will also be used a tool to track student growth.				
11/24/20	Targeted Support for Instruction Initiative: Administer diagnostic assessments in Edmentum three times per year.	Complete 11/02/2020	Laurie Kleppe	10/31/2020
<i>Notes:</i>				
11/24/20	Targeted Support for Instruction Initiative: Weekly student practice in Exact Path (math and reading) on targeted student learning paths.	Complete 11/02/2020	Laurie Kleppe	11/01/2020
<i>Notes:</i>				
1/20/19	Track and report individual student progress on subject-area standards using PowerSchool		Laurie Kleppe	12/01/2020
<i>Notes:</i>				

<b>Core Function:</b>		<b>Dimension A - Instructional Excellence and Alignment</b>			
<b>Effective Practice:</b>		<b>Student support services</b>			
<b>KEY</b>	<b>A4.01</b>	<b>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)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>

**Initial Assessment:**

BMS recognizes that choices in curricular materials and in specific teaching practices are both equally integral to the academic success of students. To support effective classroom instructional practices, BMS teachers use data-based decisions regarding how and when to apply particular teaching practices, curricular materials, and interventions. Data from classroom formative and summative assessments, as well as data from district-wide quarterly benchmarks inform instructional practices. Teachers create professional growth goals annually and participate in professional development opportunities to increase their knowledge of and ability to implement effective instructional practices. In addition, BMS teachers meet in grade level cohorts and in instructional department cohorts to improve instructional practices and to problem-solve Tier 1 academic issues and concerns. Administrators monitor and support effective teaching practices through classroom walk-throughs and formal observations.

To meet the instructional needs of all students, especially those who need support beyond the regular classroom environment, Brevard Middle School employs a tiered system in which students' individual instructional needs are met through a variety of school-based support services including Exceptional Children services, Academically and Intellectually Gifted services, School Within a School (individualized academic and behavioral support environment), and SELF (Social Emotional Learning Framework). To facilitate the identification of students who need more intensive support and interventions beyond the regular classroom, BMS utilizes a Tier/MTSS Team that consists of administrators, teachers, and student support staff who meet at least once per month to discuss referrals from teachers and support staff regarding individual student instructional and behavioral needs. The purpose of these problem-solving meetings is to recommend and implement evidence-based instructional interventions to address identified areas of concern and support academic and behavioral growth. Outcomes of the Tier/MTSS Team referral process may include adjustments to classroom instruction (Tier 1) or any of the school-based support services listed above or additional instructional and behavioral interventions applicable to the individual student's needs (Tiers 2 and 3). In addition, BMS dedicates school-wide time each day for academic interventions and/or enrichment to support student growth and progress.

Limited Development  
10/15/2018

<b>How it will look when fully met:</b>	All BMS staff will be trained in MTSS procedures. MTSS documentation will be in place for all students who are referred for additional tier supports, including for EC referral. Interventions and progress monitoring occur in all tiers as needed and recommended by MTSS/Tier Team.	<b>Objective Met 12/04/20</b>	<b>Jodi Huggins</b>	<b>12/01/2020</b>
<b>Actions</b>				
12/4/20	Targeted Support for Instruction: Administer initial Exact Path diagnostic assessments to all students for universal screening and establishment of targeted learning paths.	Complete 11/02/2020	Laurie Kleppe	10/31/2020
<i>Notes:</i>				
12/4/20	Targeted Support for Instruction: Weekly student practice in Exact Path targeted learning paths.	Complete 12/04/2020	Jodi Huggins	11/01/2020
<i>Notes:</i>				

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
<i>Initial Assessment:</i>	<p>-- Teachers received training on Suicide Prevention and Intervention to learn warning signs and risk factors of suicide in early adolescents. The appropriate steps to take when worried about self-harm or suicide were also discussed.</p> <p>-- In a survey in 2017, 23 out of 27 staff members reported feeling very comfortable referring students to the school counselor. Teachers and staff regularly refer to the school counselor for different issues such as peer conflicts, a change in mood/demeanor, self-harm, problems at home, etc.</p> <p>--Staff may refer students to Tier Team if they feel the student needs an extra layer of support, such as Check In/Check Outs, School Within A School or Day Treatment.</p>	Limited Development 10/15/2018			
<i>How it will look when fully met:</i>	BMS will first work on improving classroom management policies and practices and will then begin work on this indicator in a future School Improvement cycle, as this indicator needs some foundational groundwork prior to it being fully implemented.		Colleen Fernandez	12/01/2022	
<i>Actions</i>			0 of 1 (0%)		
	10/5/20	Professional Development for BMS faculty on Restorative Practices strategy for addressing student well-being and resolving conflict.		Colleen Fernandez	11/01/2020
<i>Notes:</i>					