

## 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 be exposed to social and emotional learning support from school staff.  
Brevard Middle School will meet expected academic growth in 8th grade science.



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.		Wythe Newberry	12/31/2022
<b>Actions</b>			<b>6 of 9 (67%)</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	Wythe Newberry	01/15/2019
	<i>Notes:</i>				
	1/20/19	Administer NC Check-ins three times per year.	Complete 09/18/2020	Jodi Huggins	05/30/2019

	<i>Notes:</i>			
1/20/19	Develop/use multiple methods beyond traditional test/Q&A formats for tracking student growth and assessing student mastery	Complete 12/02/2021	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	Jodi Huggins	11/01/2020
	<i>Notes:</i>			
1/20/19	Evaluate current assessment practices as a faculty	Complete 05/31/2022	Wythe Newberry	03/01/2022
	<i>Notes:</i>			
1/20/19	Develop/use standards-based question banks across subject areas (and use question stems across subject areas)		Wythe Newberry	06/01/2023
	<i>Notes:</i>			
5/27/21	Hire new math interventionist to coordinate math intervention as well as overall coordination of interventions and assessments to support MTSS.		Wythe Newberry	06/01/2023
	<i>Notes:</i>			
1/20/19	Track and report individual student progress on subject-area standards using PowerSchool		Wythe Newberry	06/01/2023
	<i>Notes:</i>			

	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
<b>Initial Assessment:</b>			<p>-Established student-centered behavior expectations (DEVILS-Determination, Empathy, Versatility, Integrity, Leadership, and Self-regulation) that form the basis for direct and indirect instruction of common school values and for our positive behavior incentives program (Devil Dollars)</p> <p>-Established common system for tracking and reporting negative classroom behaviors (behavior log, office referrals)</p>	Limited Development 10/10/2018		
<b>How it will look when fully met:</b>			<ul style="list-style-type: none"> <li>• Full implementation of DEVILS acrostic and matrix</li> <li>• Rules of Conduct with expectations for all students that carry rewards and consequences</li> <li>• Behavior expectations consistently and clearly taught to students</li> <li>• Staff training in classroom and behavior management to assure common language and consistent application of expectations</li> <li>• Decrease in Office Referrals</li> <li>• Decrease in Number of Student Absences</li> </ul>		Colleen Fernandez	12/31/2022
<b>Actions</b>				<b>2 of 4 (50%)</b>		
	1/20/19	Increase administrative presence in halls and classrooms	Complete 05/27/2021	Jeff Bailey	09/01/2018	
<i>Notes:</i>						
	1/20/19	Clarify expectations/consequences for consistency across school through school-wide professional development	Complete 05/27/2021	Andrew Healy	08/30/2019	
<i>Notes:</i>						
	1/20/19	Track data from current systems for behavior expectations, surveys of students and staff.		Tammy Deaver	06/01/2023	
<i>Notes:</i>						
	1/21/19	Gather information from staff on behavior/classroom management-related needs.		Tammy Deaver	06/01/2023	

*Notes:* Add link to document that contains this information.

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	Target Date
<i>Initial Assessment:</i>		<p>Transylvania County Schools has recently implemented the Illustrative Math curriculum. In this program, all math teachers in middle and high school math must follow a set curriculum. Math teachers meet regularly (at least once a week) to check with each other about progress and activities. Each lesson has very clear objectives, pre- and post- tests, and differentiated instruction.</p> <p>The first Monday of each month is dedicated to departmental meetings. Each core subject meets and discusses alignment between grade levels. EC teachers have moved their monthly meeting to another day so that they can attend and participate in department meetings.</p> <p>While aligned units are important to teachers, we also value our autonomy. Teachers share units of instruction and often plan together, but they may teach subjects at different times based on resources on hand. This is particularly true in English Language Arts where novel sets sometimes dictate lessons/standards that are being taught.</p>	Limited Development 10/10/2018		
<i>How it will look when fully met:</i>		Full implementation of this indicator will be evident when all teachers in all subject areas have identified essential domain skills that demonstrate mastery of standards. These skills will inform end of year learning targets. Students are frequently assessed on mastery with unit pre and post-tests. Learning activities are aligned with standards and differentiated to student needs. Teachers collaborate in planning and resource creation in communities of practice/professional learning networks that include EC and ELL specialists. Reading and math intervention classes are available for students who demonstrate a need for Tier 2 support in those areas.		Jodi Huggins	12/31/2023
<b>Actions</b>			<b>2 of 4 (50%)</b>		
	1/20/19	Establish tiered student learning targets, focused on individual student needs, in which differentiated instructional content, instructional process, and/or products of learning are utilized.	Complete 12/02/2021	Laurie Kleppe	12/01/2020

<i>Notes:</i>				
10/11/21	Standards-alignment for daily lessons are posted in classrooms.	Complete 12/02/2021	Laurie Kleppe	12/31/2021
<i>Notes:</i>				
1/20/19	Identify 4-5 essential domain skills/overarching standards in each subject area to guide units of instruction.		Jodi Huggins	12/01/2023
<i>Notes:</i>				
1/20/19	Establish intentional collaboration across subject areas to identify shared domains and skills that can be taught in cross-curricular environments.		Jodi Huggins	12/01/2023
<i>Notes:</i>				

<b>Core Function:</b>	<b>Dimension A - Instructional Excellence and Alignment</b>
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<b>Effective Practice:</b>	<b>Student support services</b>
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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
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**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>Jodi Huggins</b>	<b>06/01/2023</b>
<b>Actions</b>		<b>4 of 5 (80%)</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>				
2/9/21	Implement training on current MTSS policies and procedures for all staff.	Complete 05/03/2021	Laurie Kleppe	05/31/2021
<i>Notes:</i>				
5/27/21	Implement new daily intervention time for all students based on academic and social/emotional need.	Complete 12/02/2021	Laurie Kleppe	08/16/2021
<i>Notes:</i>				
5/27/21	Hire new math interventionist to coordinate math intervention as well as overall coordination of interventions and assessments to support MTSS.		Tammy Deaver	06/01/2023
<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
<b>Initial Assessment:</b>		<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		
<b>How it will look when fully met:</b>		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.	<b>Objective Met 12/02/21</b>	<b>Colleen Fernandez</b>	<b>12/01/2022</b>
<b>Actions</b>					
	10/5/20	Professional Development for BMS faculty on Restorative Practices strategy for addressing student well-being and resolving conflict.	Complete 11/13/2020	Colleen Fernandez	11/01/2020
<i>Notes:</i>					
	5/27/21	Implement new in-school SELF (Social Emotional Learning Framework) program to support students with more intensive social/emotional needs.	Complete 05/27/2021	Jodi Huggins	05/27/2021
<i>Notes:</i>					
	5/27/21	Hire additional guidance counselor to provide social/emotional support for students.	Complete 12/02/2021	Jeff Bailey	08/09/2021
<i>Notes:</i>					

	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>			<p>Brevard Middle School has several procedures in place for rising 6th graders. In the spring of their fifth grade year, students tour the middle school, visiting classrooms of elective teachers. At this time elementary school counselors assist students with transition, communicating with the middle school as needed. The counselors and assistant principal from elementary and middle schools meets about specific student needs. Over the summer before 6th grade students with special needs visit the middle school to ease the transition. Sixth grade orientation allows students to practice routines as well as meet teachers and peers.</p> <p>Once students reach Brevard Middle School, they are scheduled into two person 6th grade teams to help adjust to the changes of schedule. Teachers offer frequent after school labs to aid in academic transition. Small group counseling is available to students with greater communication and social needs.</p> <p>A spreadsheet with notes on grades, behavior, EOG scores, classroom performance, and other information is maintained and shared between grade levels and administration for scheduling purposes.</p> <p>The transition to high school begins with targeted lessons during scheduled enrichment time. Students then take a field trip to tour the high school and then fill out their schedules. High school counselors visit the middle school to help with this process.</p> <p>Because BMS follows the NC Standard Course of Study, standards and instruction are aligned across grades.</p>	Limited Development 10/15/2018		
<i>How it will look when fully met:</i>			Evidence of completion of this objective includes revised reporting of individual student performance data by grade level within the school and across transitional schools (elementary to middle and middle to high school.) Data is used to assist in creating appropriate class schedules and determination of instructional placements as well as to delineate intervention needs. Orientation opportunities for rising 6th graders are provided.		Jodi Huggins	12/31/2022
<i>Actions</i>				1 of 2 (50%)		
	5/27/21		Implement orientation opportunity for rising 6th graders.	Complete 12/02/2021	Jodi Huggins	08/31/2021

Notes:

5/27/21 Revise current end-of-year data collection and dissemination of individual student performance by grade level.

Jayne Case

06/01/2023

Notes:

**Core Function:**

**Dimension B - Leadership Capacity**

**Effective Practice:**

**Strategic planning, mission, and vision**

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
		<i>Initial Assessment:</i> Grade level teachers, administrators, and other school staff such as counselors and technology facilitators meet weekly to review academic and social/emotional needs and practices related to the student body as a whole as well as to specific students identified as at risk.	Full Implementation 12/02/2021		

**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> All teachers are provided with instructional planning time daily. Teachers and other school staff shared school-wide duties to ensure the safety and success of students. Duties are assigned on an equitable rotating basis.	Full Implementation 12/02/2021		

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>		In addition to scheduled formal observations, administration conduct informal classroom walk-throughs. These walk-throughs serve as check-ins that provide insight to the quality of instruction and curriculum monitoring. A Google Form is utilized to provide feedback to teachers and data to review for administrators and teachers. This data provides insight on trends and common instructional practices currently being used in the classroom which in turn provides quality insight and information to pass on to other teachers that might need instructional resources or support. It also serves as a comparison tool for pacing for teachers. This year's goal for our district has been set for administrators to conduct 15 walk-throughs per week.	Limited Development 10/15/2018		
<i>How it will look when fully met:</i>		Administrative walk-throughs are recurring on a weekly basis with evidence of at least 15 per week. Teachers and administrative staff have access to walk-through data to inform reflection and action.		Jenna Sorrells	06/01/2023
<b>Actions</b>			<b>1 of 2 (50%)</b>		
	5/27/21	Establish and utilize spreadsheet to record weekly administrative walk-through data.	Complete 12/02/2021	Wythe Newberry	06/01/2023
<i>Notes:</i>					
	5/27/21	Provide walk-through data to teachers and administrative staff.		Tammy Deaver	06/01/2023
<i>Notes:</i>					
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

<b>Initial Assessment:</b>	Brevard Middle School utilizes the LEAs system for posting vacancies and obtaining applicants. School staff are evaluated according to the state guidelines for observations and evaluations. Staff are provided with acknowledgements of exceptional performance, such as "of the Year" awards and supplements based on aggregate student academic growth.	Full Implementation 12/02/2021		
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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>		Parents/guardians have access at all times to their student's grades through Parent Portal. This keeps them informed of the academic standing of their child(ren). Mid-term reports are provided halfway through the grading quarter. In some grade levels, daily/weekly assignment agendas are required to be signed by parents/guardians. Conferences are routinely scheduled as needed. A student handbook is made available to parents, guardians and students. Message alerts about upcoming events are also sent to families as needed.	Limited Development 10/15/2018		
<i>How it will look when fully met:</i>		Input from 70% of parents- Survey- (get emails for Google Classroom) parent night topics, preferred communication platform (what they know of, what they use), community resources (what they know of, what they use/what to).  All teachers will update Google Classroom with guardian emails provided- including Spanish.		Bridgette Whitlock	12/31/2022
<b>Actions</b>			<b>6 of 7 (86%)</b>		
	1/20/19	Training provided to teachers on how to use available platforms for communications for class and school-wide events and assignments: email, reminder apps, website updates, timely all-calls.	Complete 09/01/2020	Bridgette Whitlock	03/01/2019
<i>Notes:</i>					
	1/20/19	Connect parents with Google Classroom via Parents' Night events	Complete 09/17/2019	Bridgette Whitlock	09/15/2019
<i>Notes:</i>		First parent night was 9/17/19. A Google Classroom session was included.			

1/20/19	Parent Nights with breakout sessions	Complete 11/25/2019	Gretchen Greene	12/01/2019
<i>Notes:</i> <a href="https://docs.google.com/document/d/1DDfuXLRdMx6YSdITePnwxyN1u4v9LoQ-Tm9OTpp-nZ8/edit?usp=sharing">https://docs.google.com/document/d/1DDfuXLRdMx6YSdITePnwxyN1u4v9LoQ-Tm9OTpp-nZ8/edit?usp=sharing</a>				
1/20/19	Establish regular communication with community support groups (B&G club, Rise & Shine, El Centro) via email and face-to-face meetings	Complete 12/02/2019	April Nelson	12/01/2019
<i>Notes:</i> B&G club met with teachers during planning periods on.....				
2/11/21	Parents and students were provided video and print resources to help facilitate learning on the Chromebook and access to grades via Parent Portal.	Complete 09/01/2020	Bridgette Whitlock	09/01/2020
<i>Notes:</i>				
1/21/19	Establish a unified approach by grade level to communicate with parents/guardians regarding school-related information.	Complete 06/01/2022	Bridgette Whitlock	12/31/2022
<i>Notes:</i>				
3/18/19	Establish committee to plan parent communication efforts.		April Nelson	06/01/2023
<i>Notes:</i>				