

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.



! = 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.	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
<i>Actions</i>			1 of 6 (17%)		
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)		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>					
1/20/19	Track and report individual student progress on subject-area standards using PowerSchool		Laurie Kleppe	12/01/2020	
<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
Initial Assessment:		<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		
How it will look when fully met:		<ul style="list-style-type: none"> • Full implementation of DEVILS acrostic and matrix • Rules of Conduct with expectations for all students that carry rewards and consequences • Behavior expectations consistently and clearly taught to students • Staff training in classroom and behavior management to assure common language and consistent application of expectations • Decrease in Office Referrals • Decrease in Number of Student Absences 		Emily Atkinson	12/01/2020
Actions			0 of 5 (0%)		
1/20/19	Increase administrative presence in halls and classrooms			Jeff Bailey	09/01/2018

<i>Notes:</i>				
1/21/19	Gather information from staff on behavior/classroom management-related needs.		Jeff Bailey	03/01/2019
<i>Notes:</i>				
1/20/19	Finalize and display new expectations matrix.		Teresa Duvall	04/01/2019
<i>Notes:</i>				
1/20/19	Clarify expectations/consequences for consistency across school through school-wide professional development		Emily Atkinson	05/01/2019
<i>Notes:</i>				
1/20/19	Track data from current systems for behavior expectations, surveys of students and staff.		Jeff Bailey	12/01/2019
<i>Notes:</i>				

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. A reading specialist continues to work with students and a math intervention specialist is on staff.		Jayme Case	12/01/2020
Actions			0 of 3 (0%)		
	1/20/19	Identify 4-5 essential domain skills/overarching standards in each subject area to guide units of instruction.		Jodi Huggins	12/01/2019
<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.		Melissa McKinnon	12/01/2019
<i>Notes:</i>				
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.		Laurie Kleppe	12/01/2020
<i>Notes:</i>				

Core Function:	Dimension A - Instructional Excellence and Alignment
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Effective Practice:	Student support services
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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 Endeavor (Behavioral Day Treatment). To facilitate the identification of students who need more intensive support and interventions beyond the regular classroom, BMS utilizes a Tier 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 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

How it will look when fully met:					
Actions					
<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
Initial Assessment:		<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		
How it will look when fully met:		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.		Emily McGraw	12/01/2022
Actions					
<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>					
<i>Actions</i>					
<i>Notes:</i>					

Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			Strategic planning, mission, and vision			
KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date	
<i>Initial Assessment:</i>		<p>There are several supports in place from the district to support schools/teachers and district wide initiatives:</p> <ul style="list-style-type: none"> • Monthly vertical alignment meetings led by district Chief Academic Officer • Quarterly Beginning Teacher (BT) meeting led by Dr. Weaver and school based BT supports/mentors • District Leadership Meetings, Principal Meetings, Assistant Principal Meetings, Administrator Retreat • Math curriculum team- 4 teacher leaders attended Professional Development on new math curriculum and lead other math teachers in training and implementation • Various department meetings across the county lead by district/LEA leaders- EC/AIG/Counselors • District wide PD days- 2 planned by the district to work on district goals/2 planned by individual schools to meet school goals and needs 	Limited Development 10/15/2018			
<i>How it will look when fully met:</i>						
<i>Actions</i>						
<i>Notes:</i>						
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	

Initial Assessment:	<p>The School Improvement Team meets once per month. The team consists of administrators, teachers across both grade and subject areas, parents, and student support staff members. The team is responsible for developing a plan to identify goals that support student performance and reach educational goals.</p> <p>The Tier Team, which works as a form of MTSS, also meets once per month. This team consists of administrators, teachers and student support staff to provide students in need with an intervention plan that focuses on academic and behavioral needs of students.</p>	Full Implementation 10/15/2018		
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Core Function:	Dimension B - Leadership Capacity			
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Effective Practice:	Distributed leadership and collaboration			
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	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
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Initial Assessment:	<p>Grade levels are organized into various team structures from the two-person teams, three-person teams, and grade level team. Core teachers are given two periods per day for appropriate planning and collaboration. Teachers have one dedicated planning per week for entire grade-level meeting. Formal subject-area department meetings are held once per week. School-wide departmental meetings once per month.</p>	Limited Development 10/15/2018		
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How it will look when fully met:				
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Notes:				
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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>					
<i>Actions</i>					
<i>Notes:</i>					

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Quality of professional development			
KEY	C2.01	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)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>School performance data, including quarterly benchmarks and end-of-year assessments, is regularly reviewed by the School Improvement Team and by grade level and departmental teams to determine student academic growth. As part of regularly scheduled weekly and monthly meetings, grade level and departmental teams discuss classroom observational data as well as more formal assessment data to inform decision-making about instructional practices and instructional needs. In addition to analyzing school performance data, administration analyzes and reflects on classroom walk-through and formal observational data to inform decision-making.</p> <p>Current constraints in this area include limited funds for professional development needs that may be determined helpful or essential as a result of data analysis.</p>	Limited Development 10/15/2018		
<i>How it will look when fully met:</i>					
<i>Actions</i>					
<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
<i>Initial Assessment:</i>		<p>Transylvania County Schools regularly participates in local & regional job fairs as well as attending College and University campuses to recruit new teachers. TCS and BMS also advertise on Social Media and other media across the state and the US. All Transylvania County Schools (including Brevard Middle School) utilize the NC Educator Evaluation System (NCEES) for evaluation of teachers. Brevard Middle School recognizes outstanding efforts by electing a Teacher and Teacher Assistant of the Year for each school year. Transylvania County then selects one of these employees as the District representative and is eligible for the NC Teacher of the Year. On a smaller scale, BMS weekly recognizes one teacher as the Lucky Devil. As for replacing staff, BMS and TCS has a protocol that we utilize for hiring purposes (such as interview committee member requirements, wording for interview questions and evaluation of candidates.) BMS and TCS also evaluate the needs of the school to determine staffing for the upcoming school year.</p>	Limited Development 10/15/2018		
<i>How it will look when fully met:</i>					
<i>Actions</i>					
<i>Notes:</i>					

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.		Emily Atkinson	12/01/2020
Actions			0 of 5 (0%)		
	1/21/19	Establish a common method of communication with parents/guardians regarding school-related information.		Jeff Bailey	02/28/2019
<i>Notes:</i>					
	1/20/19	Use available platforms for communications for class and school-wide events and assignments: email, reminder apps, website updates, timely all-calls, social media		Bridgette Whitlock	03/01/2019
<i>Notes:</i>					

1/20/19	Connect parents with Google Classroom		Bridgette Whitlock	04/01/2019
<i>Notes:</i>				
1/20/19	Parent Nights with breakout sessions		Gretchen Greene	12/01/2019
<i>Notes:</i>				
1/20/19	Establish regular communication with community support groups (B&G club, Rise & Shine, El Centro) via email and face-to-face meetings		Teresa Duvall	12/01/2019
<i>Notes:</i>				