

# Our Direction

**Brevard Middle School**

**Date of Report: 1/31/2019**

## **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.

## **Values:**

- All children can learn; however, they learn differently, and we must value and understand those differences.
- High expectations will result in high achievement.
- Through the shared responsibility of students, teachers, parents, and community, we can reach our goals.
- Children are our most important resource.
- All children deserve a safe, comfortable, attractive, and inviting atmosphere that fosters learning.
- All educators, students, and parents deserve respect.
- Minds and hearts are the focus of education.

## **Mission:**

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

## **Goals:**

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

**Performance Measure(s)**

Performance Indicator: by December 2020 as measured by state standards		
Data Source: EVAAS	Baseline Year: 2018	Baseline:
Target Date: 2020	Target:	Actual:

- Brevard Middle School will meet expected academic growth in reading.

**Performance Measure(s)**

Performance Indicator: as measured by state standards		
Data Source: EVAAS	Baseline Year: 2018	Baseline:
Target Date: 2020	Target:	Actual:

**Data Review:**

**Needs Assessments, Accreditation Reports, Similar Feedback:**

2018 NC Teacher Working Conditions Survey (BMS needs):

- relevant professional development opportunities
- access to teaching supplies
- lack of adequate instructional time to meet student needs
- class scheduling that maximizes student success
- more effective behavior management (teaching expectations/enforcing expectations)
- increased parent/guardian involvement

**Student Outcome Data:**

## BMS Proficiency Levels by Grade/Subject (2017-18)\*

- 6th Grade Reading: 71%
- 7th Grade Reading: 70%
- 8th Grade Reading: 55%
- 6th Grade Math: 63%
- 7th Grade Math: 60%
- 8th Grade Math: 51%
- Math I: 100%
- 8th Grade Science: 80%

\*Brevard Middle School 2017-18 School Report Card

### Our Leadership Team's progress in fully implementing Indicators and meeting Objectives:

#### Selected Indicators:

##### Curriculum and instructional alignment

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A2.04 Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)

##### Distributed leadership and collaboration

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B2.03 The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)

##### Family Engagement

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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)

##### High expectations for all staff and students

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A1.04 ALL teachers assess student progress frequently using a variety of evaluation methods and make appropriate curriculum adjustments based on results.(5085)

A1.07 ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)

##### Monitoring instruction in school

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

##### Quality of professional development

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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)

## **Strategic planning, mission, and vision**

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B1.01 The LEA has an LEA Support & Improvement Team.(5135)

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)

## **Student support services**

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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)

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)

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)

## **Talent recruitment and retention**

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C3.04 The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)