Comprehensive Progress Report

Mission:

I belong to a community of learners where we are accountable to one another, celebrate accomplishments, and strive to reach our fullest potential. This is why we are Blue Devil proud!

Vision: Brevard Middle School will create an environment that inspires students to prioritize academic excellence, self-efficacy, and compassion by becoming leaders in their school and community.

Goals:

EOG/NC check in Proficiency, specifically an increase in Math proficiency as follows: 6th: 60%, 7th: 58%, 8th: 58% TCS District Goal: Student Achievement, specifically "meeting or exceeding growth and proficiency targets."

Build strong relationships with families and community members. TCS District Goal: Communication and Community Engagement

Brevard Middle School will deliver high quality Professional Development which targets specific subject area or impacts school culture. TCS District Goal: Human Resources / Quality Staff, specifically "maintaining a higher-than-state average retention rate ensuring staffing stability."

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| ! = Past Due Objectives   KEY = Key Indicator |

Core Function:			Domain 1: Turnaround Leadership			
Effective Practice:			**Practice 1B: Monitor short-and long-term goals**			
	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**
Initial Assessment:			The principal will be a visible instructional leader, conducting regular classroom walkthroughs, formal and informal observations, and participating in collaborative planning sessions. Feedback provided to teachers will be timely, specific, and actionable while supporting continuous growth and instructional improvement.	Limited Development 10/15/2025		
How it will look when fully met:			When this objective is fully met, classroom instruction across all grade levels will reflect consistent alignment with curriculum standards and effective teaching practices. Teachers will demonstrate responsiveness to feedback through adjustments in lesson plans, instructional strategies, and assessment practices. Evidence of Full Implementation: • Observation Data • Feedback Records • Teacher Growth • Student Outcomes • Collaborative Practices Resources and Data Used • Classroom walkthrough forms and observation tools • Teacher evaluation system data • PLC meeting notes and instructional plans • Student achievement data (formative and summative) • Feedback logs and follow-up documentation		Jessica McCall	06/12/2026
Actions				**0 of 1 (0%)**		
	10/15/25		Super Observations		Jessica McCall	12/18/2025
		Notes:				
	KEY	**D1.02**	**The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)**	**Implementation Status**	**Assigned To**	**Target Date**

| Initial Assessment: | BMS-ATSI

We were successfully able to utilize tutors for the second semester and saw growth in many students who were served. However, we do intend to continue this model next year. | Full Implementation
06/12/2025 | | |

Core Function:	Domain 2: Talent Development			
Effective Practice:	Practice 2B: Target professional learning opportunities			
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
Initial Assessment:	BMS regularly reviews performance and observation data to guide school improvement and professional development. Weekly PLC meetings focus on student grades and academic trends, while weekly administrative meetings address attendance and engagement concerns. Departments use SchoolNet assessments as common formative and summative measures, and IXL during Level Up provides ongoing monitoring of student growth. Benchmark data from NC Check-Ins and IXL Snapshots inform instructional adjustments. In addition, formal and informal observations provide insight into instructional practices and help identify targeted professional development needs.	Limited Development 10/13/2025		

	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	When this objective is fully met, the LEA/School will have a systematic, data-driven process for monitoring both school performance and classroom instruction. Student achievement, growth, and engagement data from multiple sources will be regularly analyzed. Classroom observation data from formal and informal walkthroughs will be reviewed to identify instructional trends, strengths, and areas for growth. This information will directly inform decisions about school improvement priorities and targeted professional development, ensuring resources are aligned to both student and teacher needs. Evidence of Full Implementation: • Assessment data • Observation data • Agenda records • Teacher feedback • Student outcomes Resources and Data Used: • Benchmark assessments (NC Check-Ins, SchoolNet, IXL) • Classroom observation tools and walkthrough forms • Attendance and engagement records • PLC and administrative meeting notes • Professional development documentation		**Jessica McCall**	**06/12/2026**
Actions		**1 of 2 (50%)**			
	10/13/25 SchoolNet training sessions for tested subjects.	Complete 10/14/2025	Jessica McCall	10/14/2025
	Notes: Teachers attended a planning session at the MEC. Another session will take place for next semester.			
	10/15/25 Student assessment review		Wythe Newberry	06/12/2026
	Notes:			
Implementation:		10/15/2025		
Evidence	10/15/2025 Teachers attended these sessions at the MEC			

Experience	10/15/2025 Teachers were provided a working session day with our district instructional coach to collaborate with colleagues of the same subject area to receive training on SchoolNet and create a bank of resources for the district to utilize throughout the school year.				
Sustainability	10/15/2025 Teachers will use SchoolNet assessments throughout the school year. Teachers will meet for another session in the winter to create materials for the remainder of the year.				
C2.03	**The LEA/School provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(5163)**	**Implementation Status**	**Assigned To**	**Target Date**	

Initial Assessment:	Our school is implementing targeted, ongoing professional development aligned with content standards and staff needs. Teachers participate in content area PD to strengthen instructional practices and engage in spotlight walkthroughs with job alike peers to observe and reflect on effective strategies. In response to staff feedback, Brian Randall has provided training on Resiliency and Learning to support student well-being and classroom climate. These efforts promote a collaborative, reflective culture focused on continuous instructional growth and student success.	Limited Development 10/15/2025		
How it will look when fully met:	When this objective is fully met, all staff will consistently engage in high quality, ongoing, and job-embedded professional development that aligns with school improvement goals and student learning needs. Professional learning opportunities will be differentiated based on teacher experience, content area, and identified areas for growth. Learning will take place within the school day through PLCs, instructional coaching, peer observations, and collaborative planning. Staff will take ownership of their professional growth, applying new strategies in the classroom and reflecting on their impact. A culture of continuous learning will be evident, where professional development is viewed not as a one-time event but as an integral part of daily practice. Evidence of Full Implementation: • Professional Development Plan • Scheduled PDs (SchoolNet, RCD, Reading Strategies, Resiliency) • Protected 110 minutes planning time daily for core teachers • GearUP sponsored opportunities for PD Resources and Data Used: • School improvement plan • PD calendar • PLC and coaching documentation • Observation and walkthrough data • Teacher feedback surveys and reflection tools • Student achievement data • PD attendance and participation logs		**Wythe Newberry**	**06/12/2026**
Actions				
	Notes:			

		C2.04	The LEA/School structures professional development to provide adequate time for collaboration and active learning.(5164)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Currently, teachers have a total of 110 minutes of daily planning time. At BMS, one of these planning blocks is dedicated to weekly grade-level meetings. In addition, departments meet regularly to collaborate on vertical alignment and ensure consistency across grade levels.	Limited Development 10/15/2025		
How it will look when fully met:			When this objective is fully met, the school will have a structured professional development model that intentionally builds in time for meaningful collaboration, reflection, and active learning. Teachers will regularly engage in PLCs, PD, and collaborative planning sessions that focus on improving teaching and learning. Collaboration will be embedded into the school schedule, ensuring teachers have protected time to plan, share resources, and reflect on instructional practices.

Evidence of Full Implementation:

  • Schedules
  • Participation
  • Teacher Feedback
  • Observation and Implementation Data
  • Student Learning Data

Resources and Data Used:

  • Master schedule and PLC calendar
  • PD attendance records
  • Teacher surveys
  • Observation data
  • PLC notes, agendas, and shared planning documents
  • Student achievement data | | Jessica McCall | 06/12/2026 |
Actions						
Notes:						

Core Function:	Domain 3: Instructional Transformation			
Effective Practice:	**Practice 3A: Diagnose and respond to student learning needs**			
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**
Initial Assessment:	• Quarterly Data Reviews • Monthly PLC and grade level tier meetings • Implementation of County Wide Pacing Guides • Standards based instruction • New schedule to incorporate time for small group instruction (during Level Up) • Reading Interventionist that serves Tier 3 • Quarterly NC Check-Ins • End of Unit Classroom Common Summative Assessments (SchoolNet) • NC EOG Tests • Progress Monitoring (IXL, Tier Interventions)	Limited Development 11/14/2023		
How it will look when fully met:	Brevard Middle School will increase overall EOG proficiency rate by at least 5% from the previous school year. Specifically, math will increase to the following proficiency rates: 6th: 60%, 7th: 58%, 8th: 58%		**Wythe Newberry**	**06/12/2026**
Actions		**0 of 1 (0%)**		
11/14/23	There are small group interventions and enrichment at least once a week for each core class.		Wythe Newberry	06/10/2026
Notes:				

Core Function:	Domain 3: Instructional Transformation			
Effective Practice:	**Practice 3B: Provide rigorous evidence-based instruction**			

	KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Instructional teams develop standards-aligned units by following district pacing guides, utilizing resources like the Curriculum Hub and enVision Math. Weekly PLC meetings support collaboration and enhancement of instruction, while quarterly NC Check-In data dives inform adjustments to meet student needs.	Limited Development 09/07/2023		
How it will look when fully met:			When this objective is fully met, instructional teams will consistently develop and implement standards-aligned units of instruction for each subject and grade level. Teachers will exercise autonomy in lesson planning while actively collaborating with grade-level and departmental colleagues to ensure alignment and consistency. Evidence of Full Implementation: • Lesson plans • Teacher collaboration • Assessment data • Student performance • Teacher growth mindset Resources and Data Used: • Collected lesson plans • District pacing guides • SchoolNet common assessments • EVAAS data • PLC agendas and collaboration documentation • Teacher reflections and feedback	**Objective Met 10/13/25**	**Wythe Newberry**	**06/10/2025**

Actions					
9/7/23	Subject area teachers will share feedback at monthly department meetings.	Complete 06/10/2025	Wythe Newberry	06/10/2025
Notes:				
10/13/25	Level Up time will be organized for intervention times with small groups, every day in each core class.	Complete 06/05/2026	Jessica McCall	06/05/2026
Notes:				

Core Function:	Domain 4: Culture Shift

Effective Practice:			Practice 4C: Engage students and families in pursuing education goals			
		E1.05	The "ongoing conversation" between school personnel and parents/guardians is candid, supportive, and flows in both directions. (5181)	Implementation Status	Assigned To	Target Date
Initial Assessment:			BMS currently maintains regular communication with families through multiple channels. These include a weekly phone call from the principal highlighting important information for the upcoming week, distribution of the Smore Newsletter via email and social media, and staff use of Talking Points to ensure all families have a voice. Additionally, all contact is documented in the Infinite Campus Contact Log, complementing the ongoing email and phone communications that teachers maintain with families as needed.	Limited Development 10/15/2025		
How it will look when fully met:			When this objective is fully met, communication between school personnel and parents/guardians will be consistent, transparent, and collaborative. Conversations will be candid yet supportive, addressing student progress, concerns, and successes in a constructive manner. Parents will feel welcomed and heard. Communication will flow in both directions through multiple channels, including conferences, phone calls, emails, newsletters, and digital platforms, ensuring that parents are informed and engaged partners in their child's education. Evidence of Full Implementation: • Parent feedback • Communication logs • Student outcomes • Staff reflections • Documentation Resources and Data Used: • Parent surveys and feedback tools • Contact logs in Infinite Campus and communication platforms using Talking Points • Conference notes • Student performance and engagement data • Staff involvement at extracurricular activities and professional learning around family engagement		Jessica McCall	06/12/2026
Actions						

	Notes:				
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**
Initial Assessment:		BMS has implemented several initiatives to strengthen communication and family engagement. The BMS Family Edition Newsletter, student agendas, and increased social media updates keep families informed and connected. Staff consistently document outreach in Infinite Campus, and monthly PTO meetings foster collaboration with parents.	Limited Development 11/14/2023		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:		Brevard Middle School will have a systematic communication plan that will filter down from administration, grade levels, teams, and individual teachers. Data/Resources • SchoolMessenger Reports • Meeting Agendas/Meeting Notes • Sign-in Logs from PTO meetings • Support Documentation from Career Coordinator • Parent Sign-In • Posts on Social Media • Teacher Communication Logs	**Objective Met 10/13/25**	**Jessica McCall**	**06/12/2026**
Actions					
	11/14/23	The school improvement team will form a committee to develop a schoolwide plan to more effectively communicate classroom information to parents.	Complete 06/02/2025	Crystal Holland	06/02/2025

Notes:				
Implementation:		10/13/2025		
Evidence	10/13/2025 Staff, parent, and community feedback has been positive, noting the easy accessibility to school information.			
Experience	10/13/2025 School-wide use of Smore Newsletter delivered via email and social media with updates weekly. Parent and staff informational phone calls every Sunday evening. Staff utilized Remind App to communicate with families.			
Sustainability	10/13/2025 Smores Newsletter will continue to be used for sharing school-wide information with families and community. Weekly phone calls from Principal will continue.			