

Our Direction

Brevard Middle School

Date of Report: 12/15/2025

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.

Values:

- Be respectful of adults, students, and others.
- Be involved in class. Listen, follow instructions and participate.
- High academic expectations for all students.
- Student attendance is a priority, in all classes at BMS.
- Observe safe behavior at all times.
- Respect school property.
- Be honest, truthful, trustworthy, and fair.
- Zero tolerance for bullying.
- Take PRIDE in our school, and build positive school culture.

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!

Goals:

- 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.”

Performance Measure(s)

Performance Indicator: Calendar of Professional Development opportunities attended by staff		
Data Source: PD Calendar of events	Baseline Year: 2024-25	Baseline: 10
Target Date: 2025-26	Target: 20	Actual:

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

Performance Measure(s)

Performance Indicator: Smore Engagement		
Data Source: Smore Analytics	Baseline Year: 2024-25	Baseline: 271
Target Date: 2025-26	Target: 400	Actual:

- 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.”

Performance Measure(s)

Performance Indicator: NC Check Ins (BOY, MOY, EOY) EOGs		
Data Source: NC EOGs	Baseline Year: 2024-25	Baseline: 52%
Target Date: 2025-26	Target: 59%	Actual:

Data Review:

Needs Assessments, Accreditation Reports, Similar Feedback:

Brevard Middle School staff will look at a variety of data points formally and informally throughout the lifetime of this plan to ensure our students are growing academically, socially, and emotionally. These include, but are not limited to:

- Weekly SchoolNet assessments (grades 6-8, ELA, math, science)
- NC Check Ins (BOY, MOY, EOY)
- Tier 3 students receiving reading interventions from a Reading Interventionist
- Tier 2 students receiving interventions from classroom teachers
- Math Spotlight Walk throughs (PD)
- ELA Walkthroughs with AP and curriculum director, 1x/month
- Curriculum support from district Lead Teacher (PD)
- Student produced Data Folders
- School-wide Level Up for intervention & enrichment 4x/week
- Protected 100 min/day planning time

Student Outcome Data:

BMS Proficiency Levels by Subject (2024-2025)

- Reading:
6th grade- 50%
7th grade- 52%
8th grade- 58%
- Math:
6th grade- 45%
7th grade- 53%
8th grade- 58%
- Science:
8th grade- 63%

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

Our team will continue the ongoing process of implementing support for student achievement and continued staff growth.

Selected Indicators:

Practice 1B: Monitor short-and long-term goals

B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)
D1.02	The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)

Practice 2B: Target professional learning opportunities

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)
C2.03	The LEA/School provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(5163)
C2.04	The LEA/School structures professional development to provide adequate time for collaboration and active learning.(5164)

Practice 3A: Diagnose and respond to student learning needs

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)

Practice 3B: Provide rigorous evidence-based instruction

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

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

Practice 3C: Remove barriers and provide opportunities

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)

Practice 4A: Build a strong community intensely focused on student learning

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)

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)

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)