



# 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

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- 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

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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)  
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)