

U.S. Department of Education
2016 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Dr. Brandon Barkley

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Brentwood Middle School

(As it should appear in the official records)

School Mailing Address 5324 Murray Lane

(If address is P.O. Box, also include street address.)

City Brentwood State TN Zip Code+4 (9 digits total) 37027-6205

County Williamson

Telephone (615) 472-4250 Fax (615) 472-4263

Web site/URL http://www.wcs.edu/bms E-mail brandonb@wcs.edu

Twitter Handle

https://twitter.com/wcsBMS Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent*Dr. Mike Looney E-mail mike.looney@wcs.edu

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Williamson County School District Tel. (615) 472-4000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. Gary Anderson

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

Part I – Eligibility Certification

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The public school has met their state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) using the most recent accountability results available for the year prior to nomination.
3. To meet final eligibility, a public school must meet the state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) for the year in which they are nominated (2015-2016) and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2010 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2011, 2012, 2013, 2014, or 2015.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2015-2016) unless otherwise stated.

DISTRICT

1. Number of schools in the district (per district designation):
- 24 Elementary schools (includes K-8)
 - 8 Middle/Junior high schools
 - 9 High schools
 - 0 K-12 schools
- 41 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. Number of students as of October 1, 2015 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	213	186	399
7	189	207	396
8	210	221	431
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	612	614	1226

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 7 % Asian
 - 3 % Black or African American
 - 3 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 83 % White
 - 4 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2014 – 2015 school year: 3%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2014 until the end of the 2014-2015 school year	23
(2) Number of students who transferred <i>from</i> the school after October 1, 2014 until the end of the 2014-2015 school year	20
(3) Total of all transferred students [sum of rows (1) and (2)]	43
(4) Total number of students in the school as of October 1, 2014	1261
(5) Total transferred students in row (3) divided by total students in row (4)	0.034
(6) Amount in row (5) multiplied by 100	3

6. English Language Learners (ELL) in the school: 0 %
5 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):
Arabic, Korean, Farsi, Chinese

7. Students eligible for free/reduced-priced meals: 3 %
Total number students who qualify: 39

8. Students receiving special education services: 9 %
137 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- | | |
|---------------------------------|--|
| <u>9</u> Autism | <u>1</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>29</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>43</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>9</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>7</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>14</u> Multiple Disabilities | <u>0</u> Developmentally Delayed |

9. Number of years the principal has been in her/his position at this school: 1
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	3
Classroom teachers	48
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	22
Paraprofessionals	13
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	5

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 20:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011
Daily student attendance	97%	97%	97%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**
Show percentages to indicate the post-secondary status of students who graduated in Spring 2015.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.
Yes No

If yes, select the year in which your school received the award. 2006

15. In a couple of sentences, provide the school's mission or vision statement.

Vision Statement: Brentwood Middle School is a safe and supportive community dedicated to developing students who become continuous learners through reflection, inquiry, problem solving and service. Mission Statement: Brentwood Middle School provides an exemplary educational experience by engaging, challenging, supporting, and empowering each student to build a foundation for lifelong success.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III – SUMMARY

Brentwood Middle School (BMS) has been educating students since 1971 in an affluent area in northern Williamson County. Brentwood is located approximately 10 miles from Nashville, the state capital of Tennessee. Our students primarily come from two parent, college educated households; however, we do have a pocket of economically disadvantaged families and homelessness. We successfully partner with the Tennessee Baptist Children's Home to educate students currently in state's custody. BMS has a strong academic legacy of 45 years. Historically, it has served as a junior high school, a middle school, and currently a hybrid middle school (6th and 7th grade are teamed; 8th grade is a junior high concept).

BMS was awarded a National Blue Ribbon (NBR) in 2006, which continues to encourage families to move to our school zone. NBR status has enabled BMS to recruit and retain excellent teachers. Currently, 63% of the teachers hold a Master's Degree or higher, and we have an average of 16 years teaching experience. In addition, our teachers are sought out to present state and national professional developments with organizations such as Tennessee Education Association, Tennessee Association of Middle Schools, and The National Council of Teachers of Mathematics. The expectations of BMS for continuing to excel are high based on the demographic of the school community. The high performance of our students makes annual growth more difficult to attain; however, BMS continues to rise to the expectation. Recently, BMS was named a Tennessee Reward School for Academic Achievement and Growth. The tradition of excellence at BMS is unwavering; all stakeholders are constantly revisiting strategies that will encourage the social, emotional, and academic growth of all students.

Brentwood Middle School's academic program continually meets the needs of all levels of students by offering curriculum that includes language arts, math, social studies, and science and by using a variety of differentiated instructional strategies. The eighth grade students are offered the option of accelerated/honors level courses in math and language arts classes, and also have an opportunity to take Spanish, German, French, Latin, Mandarin, Algebra I & II, and geometry for high school credit at an honors level. We strategically partner with the elementary feeder schools to collect information and data to appropriately place students in classes that meet their current ability levels, which promotes individual academic growth. Key strategies for success include Power Mondays, which is 45 minutes of weekly on-campus additional professional development; Response to Intervention (RTI) classes; academic team planning; common assessments; data team meetings; and Boost classes. Boost classes were created at BMS as an added intervention beyond the state required RTI. As students receive intervention and exit RTI, BMS strives to continue to reduce those gaps by analyzing assessment data during team collaboration. Students are then placed in a Boost class, which is a continuation of strategic interventions that will further assist in closing foundational gaps.

BMS continually redefines opportunities to promote student engagement. It is our philosophy to purposefully create opportunities where students develop a sense of belonging. A variety of quality and unique opportunities are offered to the student body to develop a well-rounded young adult. A sampling of these programs, facilitated by the teaching staff and led by students, include: Students Taking a Right Stand (STARS), which provides group support to students who have common concerns; STARS Executive Council, which is comprised of students supporting and encouraging other students; Geography Bee; Robotics; Model United Nations; Youth Legislature, National Junior Honor Society, Best Buddies, Special Olympics, and others. Co-curricular activities include chorus, drama club, international fair, Science Olympiad, Spanish club, student government, literary club, Destination Imagination, math teams, jazz band, pep band, a capella groups, and coding club. BMS offers a wide variety of sports programs for boys and girls. These programs include football, cheerleading, volleyball, soccer, cross country, wrestling, basketball, baseball, softball, golf, tennis, and track. Teachers at BMS and community volunteers coach these teams. Finally, each grade level has an assigned guidance counselor to help students experience a positive and successful transition between grade levels. The school counselors meet regularly with administration as part of a team effort to plan for the positive progress of all students and provide services, which include: individual counseling, student planning, and direct instruction centered around current adolescent issues.

BMS provides an exemplary educational experience by engaging, challenging, supporting, and empowering each student to build a foundation for lifelong success. Our strong academic legacy will continue to build upon our foundation of learning for all as evidenced by student achievement. Through partnering with students, parents, community, and school, BMS purposely strives to develop a well-rounded, high performing student population. BMS takes time to celebrate successes, but we are constantly seeking information to provide opportunities to become even more successful with each passing year.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Brentwood Middle School’s core curriculum areas are language arts, math, science, and social studies. Teachers in these content areas follow the state standards and add rigor and specificity. A scope and sequence is constructed through department and grade level meetings to guide lesson planning. During these meetings, teachers plan, assess, and discuss re-teaching strategies. Departments meet regularly to check vertical alignment and implementation. Common planning time is used to create instructional plans and allows teachers the opportunity to share their strategies and resources. Classroom instructional activities are determined by various learning styles, prior knowledge, and subject mastery. Students reflect upon their learning, set goals for future learning, and evaluate their own and other’s learning. State rubrics are utilized for much of this reflective goal setting. The implementation of instruction is based upon state testing data, STAR (universal screener) data, and regular benchmarks. Students are assessed through multiple formative assessments, practice tests, and, in the case of language arts, practice writing prompts to determine progress toward curricular goals.

Language arts teachers determine their students’ reading levels through STAR screeners given throughout the year. Teachers use the Lexile levels predicted by the tests to tailor instruction by selecting appropriate skills, texts, and strategies for direct instruction and modeling. With this data, teachers are able to assist each student in choosing independent reading that is within his or her zone of proximal development. Additionally, language arts teachers provide writing instruction that supports and expands ideas, themes, and vocabulary encountered in reading. Students acquire foundational skills through writing models, collaborative writing, kinesthetic strategies, visual codes, and a common graphic organizer. Finally, grammar instruction is embedded in writing instruction so that students practice skills and make connections that will most benefit them later in life.

In math, students are grouped by ability level to ensure they are appropriately challenged through proper pacing and introduction of material. The levels are determined for the following school year by state tests and school-created placement tests taken at the end of each school year and can be adjusted as needed based on performance. Students acquire foundational skills through ACT-type questioning, math experiments, and hands-on learning. Teachers and students utilize technology such as Promethean boards, ELMOs, Chromebooks, laptops, graphing calculators, and online textbooks for more hands-on, accessible learning and to ensure students are familiar with resources available.

The science curriculum is an integrated course of study across all grade levels. Within the standards, students sharpen their foundational skills, scientific inquiry skills, and explore technology and engineering using the following methods: participating in hands-on laboratory activities to make proper observations and draw conclusions; investigating multiple solutions to scientific questions; identifying and testing the best solutions; and, appropriately communicating their findings to a specific audience.

Social studies teachers prepare students to delve deeper into world history through the study of geography, religion, achievement, government, economy, and social structures. As students move from sixth to eighth grade, they study human origins and how that impacted history from ancient Greece all the way through the Reconstruction in the United States. Students acquire the foundational skills for these aspects of history through analytical reading of primary and secondary sources, analytical and objective writing, collaborative work, thought-provoking projects and presentations, interactive simulations, graphic organizers, and relevant vocabulary.

BMS strives to meet the needs of all students. For example, to ensure individualized learning in language arts and social studies, teachers use Achieve 3000, a program targeting specific Lexile levels, as a form of enrichment in comprehension and writing. Students identified as below grade level on STAR screeners are placed in RTI, where improvement needs are identified. The student then works with a reading teacher to target areas of deficiency. Students also participate in Encore where they are provided with either a 30-minute extension of content, or they receive interventions that specifically target their Individualized

Education Plan (I.E.P.). Students with language difficulties receive English Language Learner (E.L.L.) intervention. For students performing above grade level, BMS offers WordMasters for accelerated readers and gifted services through our school-based gifted teacher. BMS teachers implement Dr. Barbara Blackburn's approach to increasing rigor in the classroom where expectations are high for student success and learning strategies are put in place to support those expectations.

BMS offers students the opportunity to participate in world language and advanced math classes for high school honors credit. Our EXPLORE results (College Board academic assessment) support our advanced curriculum instruction: 95% of students are at or above benchmark in English for college and career readiness compared to 68% nationally; 75% in mathematics compared to 36% nationally; 67% in reading compared to 36% nationally; 77% in science compared to 37% nationally. All BMS students are zoned for Brentwood High School (BHS), and the average ACT score last year was 25.1. BMS partners closely with BHS to align core curriculum expectations.

2. Other Curriculum Areas:

The philosophy of BMS is to provide a general introduction of related art classes to the student body each quarter; however, for those students desiring to sharpen their skills in a particular area, BMS provides opportunities to take lengthier, skill-specific courses.

In Media, sixth, seventh, and eighth graders reinforce their essential skills and knowledge by working on projects that encourage problem solving, creative writing, and collaboration with peers. Approximately 70 eighth grade students participate in the semester Video Production class where they focus on higher-order thinking skills, collaborative projects, and project planning. These students also have opportunities to collaborate with students enrolled in the high school program.

Spanish is offered in an exploratory setting to all grade levels. In eighth grade, students can choose between Mandarin, Spanish, German, French, or Latin for high school honors credit. Currently, we have 66 students enrolled in Honors World Language classes. These classes focus on grammar and vocabulary related to the languages, as well as historical and cultural contexts.

Theater allows students at all grade levels to participate in activities that promote collaboration, communication, and critical and creative thinking. Additionally, 70 eighth grade students are offered the opportunity to expand these skills in a semester-long class, which is designed to prepare students for participation in high school theatrical performances.

In Visual Arts, students in all grade levels are taught and encouraged to use their organizational and communication skills to create exhibits of their work. Additionally, approximately 40 eighth graders may choose to take a semester-long visual arts class where they research, analyze, and evaluate artwork citing evidence to support their analysis.

In the Empower class, students in all grade levels study public speaking strategies, organizational skills, social awareness, test-taking and study strategies, leadership skills, and how to make proactive choices.

Physical Education is a requirement for all students. This class focuses on mental, physical, and emotional health awareness. Students are engaged in physical activity, which provides opportunities for enjoyment, challenge, self-expression, social interaction, teamwork, and positive decision-making.

General Music, offered to sixth, seventh, and eighth grade students, encourages them to explore their musical intelligence by learning to create and collaborate, listen critically, communicate through music, and explore world cultures and their value. Students also learn spatial intelligence through instrumental performance. Chorus is a semester-long course with 57 seventh and eighth graders enrolled. In this class, students learn attentiveness, practice communication, utilize nonverbal communication, explore world cultures, develop technical skills, and reflect on expression. They learn to think critically, expand their voices, and perform in unity.

Band is a year-long class offered to sixth, seventh, and eighth grade students. The director works closely with the BHS director to foster musicians who will participate in band at the high school level. For example, the BHS band director co-teaches our eighth grade band class. Sixth grade instruction focuses on fundamentals such as reading music, instrument familiarity, and blending instrument sounds together. Seventh grade's instruction focuses on sharpening these skills. In eighth grade, band students are combined to fine tune their sound and play collaboratively. Approximately 20 students elect annually to participate in jazz band, which provides an opportunity for advanced students to excel and expand their knowledge of their chosen instrument.

In sixth grade, Strings class is a yearlong course for currently 12 students of all ability levels who are interested in playing or who already play a string instrument. The class focuses on introducing students to the instruments, as well as providing differentiated instruction for students with previous experience. The students learn the basics of their instrument, music notation, ear training, music history, basic musicianship, as well as teamwork. For seventh and eighth grade, the strings class is a yearlong course for students with at least one year experience with a strings instrument. There are currently 17 students enrolled in this class. This class focuses on refining intonation, developing characteristic tone, rhythmic accuracy, note-reading literacy, and ensemble development.

The structure and scheduling of the related arts classes allow students the opportunity to participate in and be exposed to an array of arts within their academic school year. This lends itself to a diverse learning platform from which students can expand their knowledge and skill set beyond the core curriculum.

3. Instructional Methods and Interventions:

Differentiated instruction begins each school year with student scheduling, which utilizes state and local data from the past three years allowing all grade levels the opportunity to take advanced math and language arts classes. Students receive differentiated assignments and instruction at their current ability level, and math tutors and literacy coaches are placed in classes that have struggling learners to provide more individualized instruction. Other interventions that address students performing below and above grade level take place during the aforementioned Encore, Boost, E.L.L classes, gifted classes, and RTI.

The Williamson County School District implemented a bring your own technology (B.Y.O.T.) initiative; therefore, teachers are constantly developing ways to engage students with technology during instruction. Also, teachers utilize Google Classroom as a communication tool with parents and students. Within this online classroom, students are able to participate in webquests and flipped classrooms, where students watch videos or preview material prior to class. This sort of instruction allows teachers to further delve into the discussion and promote critical thinking in their daily lessons.

Teachers also plan for student choice in lessons and projects. For example, in eighth grade language arts, students are provided the choice of writing a script, reenacting or rewriting powerful scenes, publishing the program, or creating a media presentation that explores the cultural, political, and historical context of the 1930's to parallel the reading of two novels.

Collaborative grouping and project-based learning are key strategies for instruction as well. Teachers customize the grouping strategies to the individual lesson outcome desired. Teachers provide specific, clear instructions, utilize rubrics, and establish group roles to ensure engagement for all students. An example of project-based learning includes an electromagnetism fair where students reverse engineer an electronic, household device, rebuild the device, and determine how the relationship between electricity and magnetism play a role in the function of the device.

Cross-curricular planning and instruction take places frequently. For example, seventh grade social studies and language arts teachers work together on a year-long debate project to answer essential questions about ancient empires studied in social studies classes. The culminating assessment is a research paper, where students are asked to demonstrate their knowledge of the writing and research process learned in language arts. Overall, a wide variety of instructional strategies and interventions are utilized to maximize the potential of each student.

4. Assessment for Instruction and Learning and Sharing Assessment Results:

At the beginning of each school year, BMS administrators dig into the school's data from the previous year to identify any specific target areas, such as subgroup data, to develop school wide goals. Also, academic teams and individual teachers investigate their data to set individual and team goals for the year. Encore intervention was implemented in the 2015-2016 year to be able to appropriately support students with disabilities and target their specific areas of deficit.

At the back to school night, counselors share the previous year's testing data and provide parents the opportunity to ask questions regarding their child's data. During the student's eighth grade year, counselors work to share PSAT and EXPLORE data with parents and students. EXPLORE results are reviewed in detail with students to identify future career opportunities as well as focus areas in preparation for the ACT. Three times a year, the STAR math and reading screener is given to the entire student population. Students scoring at the 10th percentile and below are placed in Tier 3 intervention. Students scoring between the 11th and 25th percentile are placed in Tier 2 intervention. RTI classes are taught by a highly qualified teacher who develops individualized lesson plans based on student deficits in reading and math. Students participating in RTI are progress-monitored, and results are communicated to parents biweekly. Cumulative scores are sent home with an information sheet to help parents read the data. Students scoring above the 25th percentile, but still performing below grade level, are put in a Boost class with their math or language arts teacher twice a week. At BMS, teachers use STAR data, grades, and teacher observations to generate lessons to help students bridge academic gaps and move towards grade level mastery.

Data meetings are held every six weeks. STAR data, beginning with the fifth grade year, state testing results, beginning with the third grade year, and subgroup information are recorded on all students testing below grade level. This information helps guide discussions during data meetings. Discussions include current grades, attendance, behavior, and teacher observations. Intervention plans are discussed and modified if necessary.

During daily classroom instruction, teachers use various assessment strategies to monitor student progress and guide instruction. These strategies include formative assessments such as spiraling bell work, technology based assessments, and exit tickets. Summative assessments consist of a variety of types of questions including free response, evidence and analysis, short answer, and essay. Common planning, common assessments, and vertical planning assist teachers with differentiation of lessons and creating enrichment lessons taught during Encore to help encourage high achieving students. Teachers utilize parent conferences, Google Classroom, and Skyward to communicate student performance to parents.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Brentwood Middle School strives to help students find a sense of belonging so they can be academically, socially, and emotionally successful. With a student population of over 1200, programs are available to meet all students' needs such as Positive Behavior Intervention and Support (PBIS), where students are recognized for behavior exhibiting respect, responsibility, and diligence; Golden Vikings, a monthly student award that recognizes students who demonstrate their best; over forty clubs to help ensure all students feel they have a place; one-on-one counselor meetings to gauge both academic and emotional well-being; after-school tutoring where teachers from each content area help students needing academic assistance; school-wide opportunities for all students to shine through concerts, talent shows, experiments, exhibits, sporting events, and academic competitions; and Camp Viking, an orientation for incoming BMS students to foster a sense of familiarity with the school and faculty.

The teachers at BMS are integral to the success of our school. Events such as the BMS Bash, held early in the school year, remind students and teachers that everyone here is a part of the BMS family. It is a time when teachers and students gather after school to play games and spend time together outside the classroom environment. This is one of many examples where teachers and students spend time together beyond the hours of the school day. There are numerous extracurricular activities on campus, which are all sponsored by BMS staff members. Teachers attend sporting events, academic competitions, musicals, and much more to show support toward students. They communicate daily with parents about what is happening in the classroom and are easily accessible.

The administration and parents have a great deal of appreciation for the effort of the faculty and confidence in their abilities. This is demonstrated by monthly teacher awards recognizing faculty members, student-led teacher recognition, teacher-led professional development, constructive communication with the administration, and an active Parent Teacher Organization (PTO), which provides lunches, birthday treats, volunteers, campus upkeep, and equipment to stay current with today's technology.

The Brentwood Middle School community works tirelessly to maintain a sense of continuity and harmony for our students. There is truly a sense of family and support that is felt by teachers, students, administrators, and parents, which creates an environment of open and ongoing communication about the best ways to ensure the success of both our students and our faculty.

2. Engaging Families and Community:

BMS works consistently to open its doors to the community. As a staff, we believe this encourages parents to become more invested in partnering with BMS to successfully educate our students. BMS welcomes parents and community members to celebrate the success of our students in academics, athletics, and the arts. Parents and community members are invited into the school to events such as the back to school kickoff, school musicals, concerts, art shows, athletic events, chili cook-off, pep rallies, awards day, tailgates, parent meetings, electromagnetism fair, and the international fair.

BMS invites nationally-recognized speakers in the African- American community to our Black History month program and local veterans to speak at the Veteran's Day Assembly. We invite parents and community members into our building to promote awareness. For example, BMS hosts guest speakers from the counseling and medical profession as well as law enforcement and the local District Attorney's office to promote positive parenting strategies, educate parents about teenage development, promote social media awareness, and implement strategies to educate students about online safety and how to monitor their child's online behavior.

BMS parents created PS (Parents Supporting) STARS where they partner with the school to organize book studies centered around child development. Likewise, parents are invited to participate in our "Pink Out" night which supports cancer awareness and to our Parents of Great Students (POGS) meetings where we

discuss school information as well as shifts in education at the state and national level. Parent volunteers also participate in our PTO, Viking Athletic Club (VAC), and our Be Nice Day, where we encourage others to be kind to one another in all aspects of their life.

Likewise, organizations such as the Rotary Club, Red Cross, and Destination Imagination host fundraisers, blood drives, and school competitions on the BMS campus. During the month of March, BMS openly invites all stakeholders to partner with us in the Walk Across Williamson, which promotes physical activity for students, parents, staff, and community, and encourages them to lead a healthy lifestyle.

BMS believes this sense of partnership and exposure to the community leads to student academic, social, and emotional success. As students become more invested in the world around them, they see that what they are doing in the classroom is vital to their relationship with the world outside the school building.

3. Professional Development:

Planning for professional development is purposeful, and these plans begin as early as the previous school year to target the specific needs of students and teachers at BMS. The administrative team works with the current staff to gather feedback regarding areas of desired professional growth. At the beginning of each semester, administrators partner with the Building Leadership Team (BLT) and department chairs to map out a professional development plan that specifically targets their content area for Power Monday collaboration time established for teachers.

Much of the professional development is centered around the expertise and knowledge of our staff. The Williamson County School District provides excellent opportunities for teachers to receive current and relevant professional development, and each year, BMS supports teachers and their desire to attend local and national professional developments such as LEAD conference and the American Middle Level Education conference. After attending professional development at multiple levels, BMS utilizes the knowledge of these attendees to bring the information back to the faculty and share their knowledge with their peers, creating a level of respect for one another as colleagues. This information is shared in Power Monday meetings, faculty meetings, and district wide professional development days.

One of the current challenges that we face as a school is attaining as much information as possible regarding the recent shift in our state testing. Our team has relied heavily upon the teachers to attend professional developments that focus on preparation and implementation of the new TNReady test. Each department head is responsible for providing professional development to their team of teachers to ensure that each teacher knows where to obtain materials and how to utilize the websites associated with practice test preparation for students. These professional development presentations assist our teachers with classroom instruction that leads to successfully preparing students for the upcoming assessments.

At the end of each year, administration discusses individual plans for professional development with each teacher that will yield results in sharpening their craft. Administrators utilize the current evaluation rubric to make suggestions, and as a result teachers are able to implement these new strategies to positively impact instruction and learning in their classroom. Currently, BMS is working collaboratively to seek out professional development that focuses upon reading and writing in all content areas. The departments have all worked together to make extended writing more of a school wide focus. Moreover, a team of 10 teachers and administrators are scheduled to attend the Professional Learning Community Institute, as we continue to implement a PLC structure at BMS.

4. School Leadership:

The philosophy behind Brentwood Middle School's leadership is based upon democratic leadership where collaboration is utilized to continually redefine and reconsider current policy, procedure, protocol, and academic strategies to ensure student achievement and growth. Feedback is gained through collaboration from all key stakeholders including the BLT, the PTO, and the Viking Athletic Club to address any concerns and to make the most informed decisions. Data driven decisions from all stakeholders ensures academic success that is influenced by the culture of high expectations.

Distributed leadership is important to the success of the school, and this creates an empowered campus that works carefully to protect instructional time. For example, BMS has a rigor team, which focuses on instructional strategies to increase rigor in the classroom; a BYOT team, which educates teachers about incorporating technology in the classroom and assists with advancing student knowledge of the curriculum; and a PBIS team, which encourages and rewards students for positive behavior. Each grade level content team leader facilitates a weekly common planning meeting that drives instruction and assessment for the upcoming week. Each of these teams is critical to the academic and socioemotional success of BMS. Shared leadership allows teachers to feel valued, empowered, and heard, and the result is a positive impact on their leadership and instruction in the classroom, which directly impacts student success.

Instructional leadership is important to the administrative team; therefore, principals and assistant principals are carefully chosen to have an appropriate balance in content areas. Each administrator is linked to a department so that relevant feedback is provided to teachers for the purpose of sharpening instructional strategies during evaluations. Each principal demonstrates values and morals that reflect the school's mission and vision and holds the rest of the staff to the same high standards.

The structure of the administrative team and the counseling team is set up where the adults loop with the children as they rotate through grade levels. This creates an opportunity for the leadership in the building to establish meaningful relationships with families and students and to provide valuable insight to the teachers regarding the whole child as they enter into the next grade level. Also, this provides the staff an opportunity to build relationships with each administrator, which broadens collegial camaraderie and widens opportunity to grow and learn together as educators.

Part VI – INDICATORS OF ACADEMIC SUCCESS

The core of Brentwood Middle School's academic success is a relentless approach to meeting the individual needs of every student. Because our school family is built upon trust and honesty, all stakeholders are able to have honest conversations with one another that yield a rigorous pursuit of academic, social, and emotional student growth. BMS holds all stakeholders to a very high standard, and we genuinely care about every child and their educational journey. The relationships fostered in this school create an environment that focuses on what is best for each individual student.

A tireless approach to instruction enables our school to create a culture of intentional and focused academic expectations, foster parent involvement and support, demand data driven decisions, and incorporate rigorous instruction supported by relevant assignments. Through collaborative discussions, our content and grade level teams are constantly reevaluating instruction to be reflective of current educational trends, to incorporate new technology into lessons, and to discover new teaching strategies that will promote rigor in daily lessons, assignments, and assessments that all meet the individual needs of students.

The dedication and effort of the faculty and staff to implement such excellence is greatly valued by all stakeholders, and the immediate result of this relentless approach is directly reflected in the academic performance of students at BMS. The staff regularly utilizes data to reevaluate individual instruction and makes the necessary changes in their instruction to best serve the educational needs of students. Students and parents expect to receive a high quality education that meets individual needs and pushes students to continue to show growth each academic school year. Students actively participate in instruction and partner with teachers to master the standards, lessons, assignments, and instruction provided to them. BMS truly strives to engage each stakeholder in achieving student success so that they are supported at home, in the community, and in the classroom. This sense of teamwork creates continuity of instruction, which provides students a feeling of support so they can focus on becoming active and vital citizens of society.

In reflection, there are many factors that make BMS successful including: bell to bell instruction, data driven decision making, differentiated instruction, and creating a safe and supportive learning environment for all students. But what truly makes BMS an incredible place for all is the synergy within each of these categories: a relentless approach by all stakeholders to meet the needs of individual students.