

U.S. Department of Education
2023 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. Bill Harlin

(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 Willamson

Telephone (615) 472-4250

Fax (615) 472-4263

Web site/URL https://www.wcs.edu/bms

E-mail bill.harlin@wcs.edu

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* Mr. Jason Golden E-mail jasong@wcs.edu

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

District Name Williamson County School 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 Mrs. Angela Durham

(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, leave blank.*

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. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2023 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2018 and each tested grade must have been part of the school for at least the three years prior to September 2022.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2018, 2019, 2020, 2021 or 2022.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award.
7. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.
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. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if unlawful discrimination is later discovered.

12. 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.

The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2022-2023) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

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

SCHOOL (To be completed by all schools. **Only include demographic data for the nominated school, not for the district.**)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

☐ Urban (city or town)
☒ Suburban
☐ Rural

3. Number of students in the school as of October 1, 2022 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Students
PreK	0
K	0
1	0
2	0
3	0
4	0
5	0
6	345
7	403
8	376
9	0
10	0
11	0
12 or higher	0
Total Students	1124

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 8 % Asian
 - 3 % Black or African American
 - 3 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 78 % White
 - 8 % 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 2021 - 2022 school year: 5%

If the mobility rate is above 15%, please explain:

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, 2021 until the end of the 2021-2022 school year	24
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	38
(3) Total of all transferred students [sum of rows (1) and (2)]	62
(4) Total number of students in the school as of October 1, 2021	1220
(5) Total transferred students in row (3) divided by total students in row (4)	0.05
(6) Amount in row (5) multiplied by 100	5

6. Specify each non-English language represented in the school (separate languages by commas):
Chinese, Arabic, Spanish, Punjabi, Gujarati, Russian, Uzbek, Korean, French, Telugu, Tagalog, Carib, Haitian Creole, Japanese, Urdu, Greek, Hindi, Thai, Kurdish, Marathi, Tamil, Vietnamese, Amharic

English Language Learners (ELL) in the school: 1 %
7 Total number ELL

7. Students eligible for free/reduced-priced meals: 3 %

Total number students who qualify: 29

8. Students receiving special education services with an IEP: 11 %
Total number of students served 125

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services with an IEP should be reflected in the table below. It is possible that students may be classified in more than one condition.

<u>20</u> Autism	<u>0</u> Multiple Disabilities
<u>0</u> Deafness	<u>0</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>54</u> Other Health Impaired
<u>0</u> Developmental Delay	<u>19</u> Specific Learning Disability
<u>8</u> Emotional Disturbance	<u>29</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>7</u> Intellectual Disability	<u>0</u> Visual Impairment Including Blindness

9. Students receiving special education services with a 504: 9 %
Total number of students served: 104

10. Number of years the principal has been in the position at this school: 8

11. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	4
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	45
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	27
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	12
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	8

12. 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 25:1

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

Required Information	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Daily student attendance	98%	98%	97%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

14. **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 2022.

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%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes X No

If yes, select the year in which your school received the award. 2016

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

Brentwood Middle School is dedicated to becoming a collaborative community relentlessly focused on meeting the individual needs of all students. Brentwood Middle School is a safe and supportive community where all stakeholders work together to provide an exemplary educational experience. We engage, challenge, support and empower all students to build a foundation for lifelong success.

17. Provide a URL link to the school's nondiscrimination policy.

<https://www.wcs.edu/Page/5143>

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

PART III – SCHOOL OVERVIEW

Founded in 1972, Brentwood Middle School (BMS) has been serving students and families in the Nashville suburb of Brentwood, approximately 10 miles south of Tennessee's state capital. Sixty-three percent of our teaching staff have a Masters Degree or higher, and they average 13.5 years of teaching experience. Our Brentwood families are typically highly-educated, two-parent households, who give back both financially and through exceptional volunteerism, to our school. We are fortunate to have parents in our community with diverse professional leadership and talents, including on the Parent-Teacher Organization (PTO) board and Viking Athletic Club (VAC) board, who lend these talents to our school through leading and organizing events, fundraising, and enhancing our school's educational resources.

Each year we revisit our vision and mission, focusing on our beliefs and goals to ensure we are prepared for the contemporary needs of our students and their achievement, learning, and social/emotional development. Celebrating our 50th anniversary this past fall has reminded us to review, reflect, and return to our roots: serving students, caring for individual needs and growing the whole child toward independence of lifelong learning.

We believe that all students can learn at a high level and that our teachers, through collaboration and Professional Learning Communities (PLCs), can teach at the highest level. Therefore, everything BMS does is for the purpose of building student mastery and success. Our community of students, parents, teachers, and local government leaders strongly believe that the education at BMS should be of high quality, and educators should have high expectations of our students. Thus, through these strong partnerships, BMS has maintained high academic achievement and growth, year after year, continuing to rank among the top in Tennessee and the United States.

In order to meet these high standards, BMS offers a rigorous academic program that continually meets the needs of all levels of students: BMS offers a curriculum that includes differentiated instruction, thorough planning and pacing by teachers, and daily lessons designed by our Professional Learning Communities. Beginning in 6th grade, students are placed into various advanced levels of math, allowing them to eventually take Algebra I, Geometry and/or Algebra II for high school credit while still attending Brentwood Middle School. Students also have the opportunity to take Spanish I, Chinese I, German I, French I and Latin I, for high school credit. All grades focus on increasing the number of students who build their academic growth beyond the current grade level. Additionally, students participate in related arts courses, including a nationally-ranked robotics program, various computer application classes, video game design, physical education, health and wellness, Spanish, visual arts, such as drawing, painting and sculpture, as well as performing arts, such as drama, music, choir, band, and orchestra.

Growing from our collective desire to empower students to take ownership of their learning, BMS offers a daily tier 1 intervention block called Taking Honorable Responsibility In Viking Excellence (THRIVE). Each morning, every student chooses a session to attend. Teachers design daily THRIVE sessions for: 1) enrichment and extension, 2) targeted homework help, 3) quiz/test preparation, 4) missing work, and 5) reteaching key concepts and important learning.

This year, stemming from our students' need for social/emotional wellness, BMS has created Connections, a new 25-minute class dedicated to connecting students to self and others, forming meaningful relationships and focusing on overall student wellness (physical, mental, social, and emotional).

Due to the diverse interests in our large student body, a variety of extra-curricular opportunities have been created for students. These programs, facilitated by our teaching staff, include academic activities, athletic teams, and after-school clubs such as Mini Mu, NJHS, Model United Nations, Student Government Association, Speech and Debate, Chess Club, Students Taking a Right Stand (STARS), Video Game Club, Quiz Bowl, Pep Club, and many more. Brentwood Middle School also offers an extensive variety of sports programs for boys and girls, including football, bowling, cheerleading, volleyball, soccer, cross country, wrestling, basketball, baseball, softball, golf, tennis, and track. The cross country team is the only sport that does not require tryouts, and typically includes over 200 members. At BMS, we encourage everyone to get

involved in an extra-curricular activity to help grow their interests and self-discovery.

As a proud two-time National Blue Ribbon recipient (2006, 2016), Brentwood Middle School has shown itself to be a stalwart advocate for rigorous academic education. We believe these awards have propelled our school toward receiving National PLC Model School status, attracted families to move into our school zone, and have helped us maintain the highest expectations for our staff, students and community.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Reading/English language arts curriculum content, instruction, and assessment:

The English/Language Arts (ELA) curriculum covers five units per grade level, expounding on topics such as technology, the environment, space exploration, turning points, overcoming personal obstacles and human intelligence. Teachers move through literary skills using short stories, informational texts, speeches, plays and complete novel studies. All grade levels have three full writing units throughout the year, which include mini-lessons on components of an essay and writing essays to show proficiency in these lessons.

Teachers utilize a release of responsibility approach (“I do,” “we do,” “you do”) in writing; Teachers provide intensive feedback during a "training essay" as students learn the process, then demonstrate their own learning when writing in response to a new text. Higher-level classes also implement the “WordMasters Challenge(™)” program to further our students’ understanding of in-depth vocabulary and the application of analogies. Grammar is scattered throughout the units, with an emphasis on punctuation, subject/verb agreement and sentence structure. The teachers use the Learning Management System (LMS) Schoology to organize lessons, provide slideshow decks, and offer checks for understanding through different technological platforms such as Edulastic, Nearpod, myPerspectives, and GoogleDocs. Through these systems, teachers are able to guide the literacy lessons by teaching students to annotate and evaluate two or more texts at a time.

Teachers strategically administer seven directed common formative assessments throughout the year, with each focusing on only one or two essential standards. These are given through the district’s technological platform for ELA curriculum that provides data results in the form of graphs and charts. Teachers then organize data meetings and use this feedback to create intervention lessons that target low standards and/or students not reaching proficiency. The data is also utilized to group students who need enrichment. Teachers use a data-tracking form in their Team Analysis of Common Assessment (TACA) meetings to evaluate the results and create a plan moving forward to fill in the gaps for students under (or over) achieving. Summative assessments are given through essays, analytical projects, or multiple choice/short answer tests. At least three major assessments are administered each 9-week quarter, with a final exam each semester.

1b. Mathematics curriculum content, instruction, and assessment:

Brentwood Middle School (BMS) offers three math levels to each grade: a course taught at grade level, a course taught one year above grade level, and a course taught two years above grade level, with the goal of appropriately challenging each student. We utilize data points from state testing, national screeners, BMS teacher-made tests, as well as input from prior teachers, to place students. Our goal is to identify when a student will be ready to take Algebra I. Students placed into the one-year advanced course will take Algebra I in 8th grade, students placed in the two-year advanced course will take Algebra I in 7th grade and Geometry in 8th grade.

All math classes at BMS focus on the grade-level state standards. Academic teams meet during the summer to create a pacing guide for the year. Teachers estimate how long it will take to instruct each unit before adding common quizzes and tests to a year-long calendar. Throughout the year, academic teams meet twice weekly (Monday morning, and during Thursday's planning period) to plan for instruction, analyze assessment data, and create interventions. Teachers use Schoology, Edulastic, Performance Matters and paper-pencil assessments to monitor student progress. Common Formative Assessments (CFA) are directed by the district to be given seven times throughout the year. TACA meetings are held after each CFA to identify what percentage of students showed mastery, what instructional strategies worked well, where students struggled the most, and what resources are available for intervention. Teams continually fine tune each assessment.

All math classes begin with a warm-up to either introduce new or review prior, material. Direct instruction is given most days, but students will be found using whiteboards, NearPods, escape rooms, partner and individual practice, and station work in class to complete math problems. Additionally, students are assigned homework to practice the math skills taught earlier that day. Students often enter their answers online so that teachers can provide immediate feedback.

1c. Science curriculum content, instruction, and assessment:

Brentwood Middle School teaches an integrated science curriculum based on Next Generation Science Standards (NGSS) standards where each grade covers units in life, earth, and physical science, with a focus on engineering, technology and applied science. Science teachers incorporate scientific reasoning, critical thinking, writing skills, hands-on learning, and interpretation and analysis of data. Labs are a critical component of instruction in each grade level. For example, the 6th graders design, build and launch bottle rockets, while the 7th graders have the opportunity to participate in dissecting a frog, a cow's eye and a fetal pig. The 8th grade students, on the other hand, are focused more on labs in the field of physics; students conduct a series of labs focused on building a simple motor. Science teachers at each grade level work in academic teams to design common formative and summative assessments.

Sixth grade students explore physical, earth, and life science through a variety of hands-on experiences and simulations. Examples include proving Goldilocks wrong, creating an insulated cup in our thermal energy unit, interpreting weather data and predicting the weather in the weather unit, simulating population growth and carrying capacity in our ecology unit. Students analyze and synthesize information to help them develop a deeper understanding of the content. Sixth grade science wraps up the year with a bottle rocket project, where students work in groups to research, design, build, and launch their own bottle rockets. These experiences provide a foundation for students as they continue their middle school career.

Seventh grade science spends part of the year focused on chemistry, and the remaining school year learning biology. In chemistry there are student labs, as well as demonstrations done by the teacher, to show endothermic reactions, exothermic reactions, reactivity of different metals in the alkali family, and chemical reactions. The 7th grade biology curriculum includes lessons on organelles, cells, cell tissue, organs and body systems. Students are taught how to use a microscope. Teachers have them look at a variety of prepared slides, as well as wet-mount slides of living organisms, which students prepare themselves.

Eighth graders study physics in the first semester, specifically motion/force and electromagnetism, waves, wave interactions and gravitational pull, and in the second semester, they study earth science, such as plate tectonics, rocks, fossils, adaptations and natural selection.

1d. Social studies/history/civic learning curriculum content, instruction, and assessment:

Learning about government and how its citizens interact with it occurs in all grade levels at Brentwood Middle. In the 8th grade with American History, students learn about the evolution of the Constitution of the United States and how it was created to replace the original Articles of Confederation. The factual actions of the United States government from 1783-1877 is taught throughout the school year through class activities. Students receive their own copy of the Constitution of the United States to break down the components of each article, to understand the concept of federalism, and to participate in mock Congressional sessions to understand how the three branches of government exercised their power. Additionally, the course allows for students to understand American citizens' interaction with the Constitution, including individual protections under the Bill of Rights and Constitutional amendments.

Through World History in 6th and 7th grades, students learn about different types of governmental structures such as monarchies, feudal systems, dictatorships, and early versions of democracy (specifically, the Greek and the Roman Empires). By having students understand different types of government, they gain the factual knowledge to analyze the similarities and differences between them. In all grade levels, teachers check students' understanding through formative and summative assessments. Summative assessments would be in the form of a test or project, while formative checks are based on class activities, notes, inquiry-

based questioning and quizzes. Teachers put emphasis on the formative checks, in order to prepare students for the summative checks.

1e. For schools that serve grades 7-12:

Brentwood Middle has multiple opportunities for students to earn high school credits. Starting in 7th grade, students can earn high school credit by taking Algebra I or Spanish 7A. Students who take Spanish 7A in 7th grade may take Spanish 8B in 8th grade to earn one high school credit of Spanish 1 Honors.

In 8th grade, students can take either Algebra I or Geometry for a high school math credit, and French, German, Latin, Mandarin or Spanish for a high school foreign language credit.

Brentwood Middle School works closely with our high school to create programs to prepare students for their CTE classes. Our Introduction To Video Production and Advanced Video Production classes provide foundational skills for the TV and Film program of study at Brentwood High School. Our coding, video game design, and robotics classes prepare students for the coding and information technology paths available to them after they leave BMS.

1f. For schools that offer preschool for three- and/or four-year old students:

2. Other Curriculum Areas:

2a. Arts (visual and/or performing)

The visual arts program consists of courses in digital media, drawing, painting, and sculpture for all grade levels. Art students present art shows in the fall and spring to showcase their artistic creations for parents and staff members.

The performing arts include band, theater, choir and orchestra. The theater department has classes that focus on scriptwriting, Broadway theatrics, and acting. Students are exposed to a diverse repertoire of acting styles, as well as theater-specific jargon and roles. During this school year, a locally-written play, which showcases a student with non-verbal needs, was performed by our middle school cast. The play, “Oddly Puddle,” focused on inclusivity and acceptance. It was such a hit in our community that school board members, local businesses and city representatives asked for an encore presentation!

The band, orchestra and choir programs allow for grade-level practice groups during the school day, as well as an audition-based acapella vocal performance group, Powerhouse, that also meets daily. We have an excellent, energetic staff to lead our performing arts ensembles; We are especially proud of our orchestra program teacher who was named, in May of 2022, as one of 30 teachers chosen nationwide as a “CMA Foundation Music Teacher of Excellence.”

The band and orchestra teachers focus on helping the students learn the physical skills of playing an instrument as well as the conceptual understanding of music. Students must understand embouchure and finger patterns as well as musical vocabulary and music theory concepts. Students in all school music ensembles perform concerts in the winter and spring, as well as at a community showcase event entitled Musicfest, at varsity football games and school pep rallies.

2b. Physical education/health/nutrition

MS Lifelong Wellness and Physical Education classes at BMS include participation in games such as volleyball, tennis, ping pong, flag football, circuit training, ultimate frisbee, frisbee golf, and spike ball. Fitness testing and re-testing are completed every couple weeks to evaluate student progress. In addition, each grade level has a focus on one area of health: personal hygiene (6th grade), staying drug and tobacco free (7th grade), and nutrition (8th grade).

free (7th grade), or nutrition (8th grade). BMS has the local D.A.R.E. chapter, run by the Brentwood Police Department, visit the school to educate and inform the 7th grade students on the dangers of drug use and abuse.

The difference between the grade levels in PE is which activities are introduced, and how often students get to play those activities: 6th graders are introduced to team sports (i.e., learning how to work well with others), while 7th and 8th graders build off what they have learned in the previous PE classes by introducing longer games, scalable activities and lead-up activities.

BMS teaches our students all components of wellness, including physical, mental and emotional wellness. BMS emphasizes physical wellness, with the hope that students will retain lifelong wellness through community programs, and the utilization of recreational facilities and outdoor spaces.

2c. Foreign language(s), if offered (if not offered, leave blank)

Seventh and eighth graders have the opportunity to take a world language through BMS or Brentwood High School. Students interested in Spanish receive instruction through BMS's Spanish teacher in either a 7A/8B format (half of the curriculum in seventh grade, half of the curriculum in 8th grade) or Spanish 1 Honors in their 8th grade year. Students starting their world language path in 8th grade are allowed to choose from Spanish, French, German, Latin or Chinese. Students must receive positive teacher feedback and achieve high state testing scores to be permitted to take a world language in middle school. We currently have eighty 7th and 8th graders enrolled in a Spanish 1 Honors course, and thirty-one 8th graders enrolled in a different world language through our feeder high school. Students are encouraged to practice their world language orally 60% of the time in class, and written 40% of the time in class.

2d. Technology/library/media

Students at BMS have the option to participate in multiple different media and technology courses. In 6th grade, students can take Keyboarding, Introduction to Media and Google Applications, or Introduction to Coding, where students study the history of computers and the World Wide Web and develop a primary understanding of HTML and CSS. In 7th grade, BMS media classes offer more exposure to desktop publishing and coding, and will introduce students to the coding language of JavaScript. Seventh graders can also elect the course Introduction to Video Production where students plan, create, record and edit video projects. In 8th grade students can elect Advanced Media and Web Design or Advanced Video Design (where students are responsible for writing, producing, directing, recording and editing many projects). In addition, 8th grade students can take the course Video Game Design, where students learn technical skills like programming, graphic design, and animation that will help them in the creation of several games.

2e. Any other interesting or innovative curriculum programs you would like to share

The BMS robotics program has grown in the past two years from an after-school club to a full STEM curriculum implemented into the related arts rotation. Robotics students learn how to strategize, code, create goals, make designs and manage a team. A 6th grade exploratory 9-week class is offered, while 7th and 8th grade can participate in two competitive robotics classes. The students are placed into small teams where they spend the year building a robot and completing a challenge that is provided by VEX IQ Games. Students must code the robot correctly to be able to participate in autonomous and non-autonomous challenges. They are also required to keep an engineering notebook and complete an interview process at state and national tournaments.

To qualify for the State tournament, they have to win one of the top three awards at one of the regional tournaments: Excellence, Design, or Teamwork Champions. Judges award Excellence and Design based on interviews, engineering notebook, robot design, and being in the top percentile of driving and skills during that tournament. To qualify for the World Tournament, they have to be in the top eight in Teamwork Alliance matches (driving), or receive one of the qualifying awards: Excellence, Design, Skills, Amaze, Create, Innovate, Think, or Build.

Last year, BMS had five teams qualify and attend the World Championships, and this year BMS has four teams who qualified and will attend the World Championships in Dallas. This spring, our robotics teacher was awarded “Teacher of the Year” at the State Robotics tournament.

3. Academic Supports

3a. Students performing below grade level:

Brentwood Middle School provides time during the day for student interventions who are currently below grade level. We screen students three times a year through Situation, Task Action and Result (STAR) testing to identify students for our tiered intervention system. Students with the greatest needs receive Response to Intervention (RTI) daily in math, reading comprehension, phonics, or writing taught by a coach or interventionist. Students who perform lower than expected on common formative assessments will receive support through “Bubble Groups” that meet once a week during THRIVE in a specific academic area. Students who show weakness on individual standards are assigned to specific THRIVE sessions to remediate learning. All students participate in Tier 1 interventions four days per week. This specific class is also when teachers target those who failed a summative assessment and allow for review of the test or quiz. They review commonly missed questions and mistakes by working with a small group.

The last block of the day is a focused study hall, and a time used for remediation and intervention. Students may ask to visit a teacher for extra support on an activity or homework assignment, as well as work with a peer for a group project. Teachers also call in students individually to review and target specific areas of needs: For example, teachers might review math problems, help the student edit a paper, or allow students additional time on a test or quiz.

3b. Students performing above grade level:

Brentwood Middle has a large percentage of students who perform above grade level. In order to maintain student growth, we actively work to find ways to meet their needs. When students enter 6th grade, we work to identify their specific needs in math, and place students in a grade-level math class, a one-year advanced math class, or a two-year advanced math class. Sixth grade math teachers have identified all of the standards that would be missed and incorporate them into their class instruction.

Seventh and eighth grade students also have the opportunity to participate in advanced ELA classes. Students are identified by standardized test scores as well as teacher recommendations.

All students have the ability to participate in enrichment activities offered during our THRIVE period. Teachers work with their academic teams to create daily intervention sessions after analyzing assessment data. If students are performing at the desired level, teachers will offer sessions to deepen or enliven their content.

3c. Students with disabilities:

Students with disabilities are served in a wrap-around approach. Program placement includes a certified co-teacher or paraprofessional in the classroom, as well as the general education teacher. Interventions prompted by the students’ specific goals are implemented by a trained professional. Teachers are given individual student-specific training for students with special needs, specifically those with behavior plans and interventions. We have made programs such as Really Great Reading, iReady, Lexia Power UP, and Lexia Everyday Speech available to our interventionists. A directed study focus allows for students with pre-vocational deficits to learn skills and strategies to help them stay organized. Students with dyslexia receive 90 minutes of dyslexic-specific intervention from a literacy coach. Areas such as decoding, fluency and comprehension are focused on thorough direct instruction, as well as the digital programs listed above. Students’ progress is monitored every two weeks and parents receive data reports. Monthly data meetings are held by the intervention team to look at student progress and tweak appropriate interventions, based on STAR results and overall rate of improvement. Students considered exceptional under the gifted category also receive their intervention block through two gifted education teachers. Students track their own

progress and goals, focus on understanding future careers that would be best for their own talents, and participate in high-level, creative projects.

All students, at every grade level, receive a school-wide Tier 1 intervention through a 40-minute block called Taking Honorable Responsibility in Viking Excellence (THRIVE). On Mondays, students review their own grades and progress to make a plan for the next four days. Then while using Flextime Manager, students choose sessions Tuesday - Friday that are provided by any of the grade-level teachers. Sessions are targeted interventions created by academic teams using recent data and assessment outcomes. Students may attend a session that reviews already learned material, enriches a standard already mastered, or allows for more in-depth practice of a current skill. Some sessions are closed to ten students or less to allow for a more direct approach in intervening with students struggling, or not yet proficient.

3d. English Language Learners:

Our District's English as a Second Language (ESL) teacher currently serves seven students at our school and provides a blend of "push-in" and "pull-out" strategies. "Push-in" occurs when the ESL teacher enters the general education classroom of their student and provides extra assistance to the student, and might co-teach with the lead teacher. When in a "pull-out" setting, the teacher removes the student from the general classroom to work on individual writing skills and concepts, as well as vocabulary enhancement and reading tools. The students are provided strategies to assist them in the classroom while the ESL teacher works alongside the general education teachers to provide support, teaching strategies and intervention ideas. Our ESL teacher is shared between BMS and its feeder school, Brentwood High School. Our official screener/assessments are the World-Class Instructional Design and Assessment (WIDA) Screener and the WIDA ACCESS test. Other assessment tools used to track progress are IX and Imagine Language and Literacy/Reading.

3e. Other populations, if a special program or intervention is offered:

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Brentwood Middle School aims to engage students to meet their academic, social, and emotional needs. Numerous programs are in place to create an inclusive culture where all students belong. BMS utilizes a Positive Behavior Intervention and Supports (PBIS) program in which students are recognized for showing respect, responsibility, and diligence. Students may earn privileges through PBIS (choosing a lunch seat outside, participation in quarterly PBIS activities and drawings) which motivate them to make good choices. Positive office referrals from teachers allow our four administrators to affirm students' praiseworthy actions in a brief office visit and a phone call home to share students' good deeds with their parents. This practice helps build positive relationships between school and families and draws attention to the everyday acts of kindness and good character in our students. A diverse selection of after-school clubs and activities allow students to find a smaller niche of classmates with whom they can connect through similar interests. Due to the overwhelming popularity of athletics in our community, BMS offers sports teams at all grade levels (e.g. 6th grade basketball, 7th grade basketball, etc) to increase student participation. Brentwood Middle School seeks to connect with all students in some way to create a safe and welcoming environment at school.

Teachers and staff at Brentwood Middle play a key role in engaging our students by making them feel welcome and incorporating fun. Teachers are visibly present in hallways each day, greeting arriving sixth graders with a morning playlist of tunes and eighth graders with a personal "Good Morning, [student name]" chorus from their English teachers. Popular events are held at the beginning and end of the year to celebrate the school community. In the fall, students and teachers participate in the BMS BASH, an after-school event that includes such activities as basketball tournaments, Nintendo Switch sessions, karaoke, cakewalks, and Jenga. The BASH kicks off the year by allowing students to interact with their teachers and friends in a positive way. Students and teachers celebrate the end of each year with 6th grade rocket launches, 7th grade kickball tournaments, and 8th grade "Field of Dreams" competitions. Throughout the year, in response to eager requests, teachers regularly attend students' sporting events, musical and other extracurricular events.

While our community definitely enjoys a sense of play during extracurricular activities, teachers establish a structured and intentional environment in academic periods. In the last five years, our school has dramatically shifted the way we engage students academically. A 1:1 chromebook pilot launched in August 2019 eased Brentwood Middle into school-wide technology-based instruction delivery. This change helped teachers support students through the remote-instruction phases of Spring 2020 (Covid Pandemic) and the 2020-2021 school year. Teachers uploaded video lessons, provided live instruction through Zoom, and digitized all resources, including assessments, in order to deliver a high-quality learning experience for in-person and remote learners. As a result, our teachers returned to full in-person learning much more able to rapidly create and nimbly incorporate a variety of engaging instructional techniques. Teachers now leverage digital platforms with interactive video, slides, and simulations, as well as game-based applications, to present engaging content and check for understanding. Resulting benefits are capacity for individual student accountability, real-time data to which teachers can respond, and ability to collaborate through the technology tools.

2. Engaging Families and Community:

Brentwood Middle School (BMS) has a variety of ways in which it engages the the parent community. A "Back to School Kick-off" in late summer, an Open House in early fall and Rising Grade Level Parent Meetings in early spring.

In the week or two before the school year begins, BMS hosts its "Back to School Kick-Off" event for students and parents. At this event, we hand out class schedules and collect medical forms, and parents and students can load cafeteria accounts, meet teachers, pay dues and find out how to get involved in various committees of interest through the BMS Parent Teacher Organization (PTO) and/or Viking Athletic Club (VAC) (VAC supports sports teams and athletic programs at BMS).

Prior to Labor Day, we invite all parents to attend a grade-level Open House. On this night, our parents walk through their child's schedule and meet all of their teachers. The teachers share their course expectations, an overview of the curriculum, and educational apps that they use through the learning management platform, Schoology. In late September, BMS hosts a zoom meeting for parents to learn more from our school counseling department and STARS counselors. Our counselors share different ways in which they offer academic support, mental health support, small groups and other services for students.

In the late winter, BMS hosts grade-level Rising Student parent meetings, during which administrators offer parents two sessions. One session is used to review the core class offerings, including the different levels of middle school and high school math offerings. The second session is offered to share related arts course offerings which include World Language opportunities either at BMS or in partnership with Brentwood High School and extra-curricular opportunities.

BMS is fortunate to have an incredibly active PTO that also engages our parent community: The PTO is a tremendous support to BMS, both financially and through active volunteering. Over the past two school years, the PTO has raised more than \$100,000 dollars through parent donations. The funds raised support numerous academic and extracurricular activities at BMS; for example, BMS is able to pay for four teachers to run Homework Club twice per week after school. The PTO has also supported the school by purchasing band and orchestra instruments, robotics equipment, coding software, and technical equipment for the theater, such as wireless microphones. The PTO supports BMS teachers by assisting with the cost for new teachers to attend Solution Tree's Professional Learning Communities (PLC) conferences. These conferences provide teachers with in-depth learning of how high-functioning PLCs work for the benefit of students.

3. Creating Professional Culture:

Brentwood Middle School creates a professional culture by empowering teachers to lead others within our building. Administration routinely draws on teachers' professional content and pedagogical knowledge, acknowledging that often "the answer is within the room." There are many layers of leadership throughout the building, from department chairs to grade-level team leaders, and our administrators routinely seek their expertise in leading others and in school-based decision-making.

Building-level professional development is based upon the needs identified by teachers, administration, and district leaders. Recently BMS has supported teachers in digital instructional delivery, literacy instruction in the content areas, PLC and common assessments, and best practices for new teachers.

Intensive technology training began at BMS just prior to the COVID pandemic, as our school was chosen to pilot a middle school 1:1 student Chromebook integration. A 10-person teacher team formed to problem-solve, train other staff, and work with district specialists on the roll-out of Chromebook use and of the Schoology LMS platform. In this case, and generally, BMS prioritizes differentiated technology training so that our teachers can learn at their own pace. Essential training is provided in faculty meetings with tech team members spread throughout to provide hands-on support. Additional team-specific training takes place with individual PLC's. Because teacher tech leaders are intentionally spread throughout the building, they can support teachers' technology integration on a daily basis as PLCs jointly plan for lesson delivery. Our school's willingness to lead the way on effective digital instruction prior to the pandemic proved invaluable as the district transitioned to remote instruction in Spring 2020.

Professional training in the Covid 2020-2021 school year focused upon deep learning of the most essential lesson-delivery platforms (Schoology, Zoom, Google Suite, Screencastify, newly-adopted ELA online textbook) and on the safety protocols for in-person instruction. Our school and district alternated between in-person and remote instruction, so our training had to equip teachers to meet, teach, and support students and families at a distance. In extraordinary circumstances, the staff's professionalism shone, as evidenced by all members pulling together to maintain high quality instruction while working furiously to create daily instructional videos, upload resources, and provide seamless learning experiences for students. The need to build new skills quickly under pressure has continued to show benefits even after the return to a post-Covid environment.

Currently, technology PD focuses on an intentional, "Bold School approach" based on the book by Weston Kieschnick: first, decide the learning outcome; then, choose the technology to best facilitate it. This has been a guiding principle in this year's Literacy Integration PD. Once a month, science, social studies, language arts teachers, and the literacy instructional coach engage in training on eight highly effective literacy practices, including learning maps, vocabulary instruction, questioning, and classroom discussion. Teachers participated in sample lessons and provided thoughtful feedback on how these lessons would work in their classroom instruction while reading texts. The digital learning leader shares monthly tech tips and suggestions for practical use of these literacy strategies.

At the start of each year, BMS trains new teachers about our school culture and systems. Teachers are set up with individual mentors who act as their touchpoint within the school. In addition, instructional coaches support new teachers by checking in with them weekly to help them acclimate to their new role.

4. School Leadership:

The foundation of BMS's leadership philosophy is the Professional Learning Community (PLC) and each unit that makes up a Professional Learning Team (PLT) in the grade-level curriculum teams. The administrators support their work by setting up guidelines for the PLCs. Each PLT creates a pacing guide which maps the pacing of standards from the previous school year. Each PLT determines the depth at which they need to go into each standard. Each PLT also creates common formative assessments so that they are the same among each teacher in the Team. The administrators support time for the teams to have common planning before school begins on "Late-Start Mondays" and during a day-time planning period on Thursdays. Following the data team meetings, the curriculum team leader facilitates a data conversation among team members to see which students mastered standards and which did not. These leaders facilitate discussions to analyze effective teaching strategies, and they lead team members to create intervention sessions for those students who did not master standards, and enrichment for those who did. These curriculum teams are important for driving discussion on purchasing education tools or using educational tools purchased by the district. Our student support teachers also attend these curriculum meetings and help inform planning for students in special education. Our instructional coaches and administrators regularly visit curriculum team meetings and data team meetings to ask questions and prompt reflection on teacher practices.

While the PLC's are the foundational units of the school, BMS also has department chairs who lead their teachers in coordinating vertical alignment of practice and spiraling skills through the three grade levels in their subject areas. These department chairs serve on the "Building Leadership Team" (BLT), which meets once per month to discuss instruction and management of the school. In addition to the department chairs, the BLT has grade-level teacher leaders who act as liaisons between teacher needs and grade-level assistant principals. They help inform discipline practice for students and important management of the grade level as a whole.

Another significant component to our leadership structure is the Anchor Team, which is made up of a grade-level counselor, school-wide counselor, social worker, student support service chair, 504 coordinator, and STARS (Students Taking a Right Stand) counselor. Each grade-level administrator leads meetings where the Anchor Team looks at behavior, grades, and attendance statistics at 2-week intervals. These teams create action plans for students who are failing one class or multiple classes, have chronic attendance issues; or behavioral setbacks.

These structures provide a system to help students who are deficient in areas of academics, social, emotional, behavior, or attendance, as well as distribute accountability and action between the administrators and the various BMS teams, including PLCs, BLT, Anchor Teams and departments.

5. Culturally Responsive Teaching and Learning:

Brentwood Middle School celebrates the diverse individuals within our school and seeks to value and support students' differences. In each school day, students participate in a twenty-five-minute Connections

class, during which teachers and students seek to build relationships and find common ground. Daily activities incorporate ways students can connect with themselves (personal reflection), their family, the school community, and society as a whole. One core activity of this class is community circles. Students and teachers form a circle and address one central discussion question with the goal of listening to their peers and understanding others' perspectives. This practice allows students' voices to be heard. This designated time has been used for lessons such as Filter First (online safety), character-building, and student-led Black History Month presentations.

BMS has gained district-wide acclaim for our sold-out production of Oddly Puddle, an inclusive theater experience that reminds us of the need to cultivate an environment of respect for people of all abilities. In addition, through the "Spread the Word to End the Word" presentation this year, students discussed how our word choices matter and pledged to speak mindfully.

Counselors, administrators, and the school social worker work together to address needs of varying populations. They form connections with families, and when appropriate, connect those with limited financial resources to additional services: food, clothing, shelter, insurance, welfare checks, medical resources, and local agencies. A small population of immigrant students are served by partnering with mentor students and by supporting them with appropriate language services when needed.

PART VI - STRATEGY FOR EXCELLENCE

The one practice that has been most instrumental to the school's success is the incorporation of professional learning communities, beginning in 2016. At that time, the school leadership team set a goal of ensuring high levels of learning for all students. The team analyzed current practices and noticed that the school's highly effective teachers and teams consistently collaborated about instruction, used shared assessments, and then responded to the results with timely, targeted instruction. Consequently, the school leadership team committed to the professional learning community concept and began a three-year journey of implementation. Since that time, BMS has committed to training teachers on the PLC process, taking cohorts of eight to twelve teachers to PLC conferences to build knowledge and capacity in the staff. More of the school staff has experienced professional training on PLCs.

BMS implemented the professional learning community by focusing on one big principle of PLCs each year. In year one, BMS focused on developing a collaborative culture and building strong academic teams that worked interdependently. The school provided additional planning time for collaborative work in the summer and throughout the school year. Weekly meeting-free planning times were protected for all academic teams. Teachers created year-long pacing guides that included standards, skills and resources. In the first year, teaching teams became more cohesive as they agreed upon a guaranteed and viable curriculum for all students and administered common summative assessments across course and grade-levels. This practice encouraged professional conversations about student learning expectations, work samples, and assessments. As instructional conversations ramped up, the school supported teachers in their collaborative work by training them on what it means to be an effective team. Characteristics of a "model 10 team" are revisited annually and teams reflect on their stage in that process. Identified team leaders were trained to lead teams in establishing collaboration norms to set teams up for a positive working relationship and annually meet with administrators and coaches to brainstorm solutions to collaboration challenges.

Once the expectation of collaboration solidified, the school focused on setting high learning expectations for all students in year two of implementation. In 2017-2018, BMS changed the daily schedule to build in dedicated time for Tier 1, 2, and 3 interventions. By adding a forty-minute intervention period (THRIVE), teachers now had time to schedule targeted Tier 1 interventions and extensions available to all students. The THRIVE class organization works on a cafeteria-style menu of sessions from which students may choose to attend based upon their learning needs for that week. This structure encourages student reflection and accountability as students make choices about which session to attend. THRIVE empowers teachers to take collective responsibility for learning of all students in the grade level course.

In years three (and beyond), school-wide attention has turned to developing a results-oriented mindset.

Both school and district leadership provided training for creating common formative assessments, analyzing student performance data, and developing action steps in response to the results. Teachers systematically capture and report data from seven common formative assessments each year. Universal expectations for data analysis extend across all core teachers.