

SCHOOLS TO WATCH

MODEL SCHOOL—VISITOR'S GUIDE

Broad Creek Middle School



Designated in 2007 Re-Designated in 2010 and 2013

- Broad Creek Middle School • Carteret County Schools
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2011-2013 School Statistics

(Source: 2012 NC School Report Card)

Community: Rural
Enrollment: 679
Grade Levels: 6-8
School Schedule: Traditional

Student Demographics

| | |
|-------|------------------|
| 1.4% | Hispanic |
| 92.3% | White |
| 3.7% | African American |
| 1.2% | Multi-Racial |
| 0% | Filipino |
| 1% | Asian |
| .35% | Native American |

2007 AYP: School of Distinction
Met 17 of 17 performance targets

2008 AYP: School of Distinction
Met 17 of 17 performance targets

2009 AYP: High Growth, School of Distinction
Met 17 of 17 performance targets

2010 AYP: High Growth, Honor School of Excellence
Met 17 of 17 performance targets

2011 AYP: Expected Growth, Honor School of Excellence
Met 17 of 17 performance targets

2012 AYP: High Growth, School of Distinction
Met 17 of 17 performance targets

(Visit <http://www.ncreportcards.org> to view this school's data for prior years.)

School Characteristics and Replicable Practices

Broad Creek Middle School is located in Carteret County, near Morehead City. The school serves students from a wide geographic region with considerable economic diversity. Broad Creek Middle School has demonstrated tremendous academic success. The faculty and students are justly proud of their accomplishments. They have been named one of the Governor's "Real Deal" (Dedicated Educators, Administrators, and Students) Schools. They were also named an IMPACT Model School for Media and Technology. They have been a School of Distinction, School of Excellence, or Honor School of Excellence from 1997-2012. The administration of Broad Creek Middle has created an environment where teachers enjoy coming to work and students enjoy learning. The FISH Philosophy (be present, play, choose your attitude, and make their day) permeates the building. There is valuable input and buy in from stakeholders when making decisions for the school. Parents are very pleased with programs and the care/concern shown by teachers and staff. There is a high focus to integrate technology in the classrooms.

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Academic Excellence

- High Standards are Expected by students, faculty, staff, and administration
- Differentiated instructional strategies implementing Common Core and Essential Standards
- Assessments were found in many and various forms: self-assessment, rubrics, projects, peer review, portfolio and both formative & summative assessments are regularly used
- Teachers do peer observations to obtain new strategies
- Various instructional strategies involving higher order approaches to thinking targets and essential questions were observed
- Professional Learning Communities collaborate to analyze student achievement data and make decisions about rigorous curriculum
- Our master schedule provides the time to meet rigorous academic standards

Developmental Responsiveness

- Teachers foster curiosity, creativity, and the development of social skills in a structured and supportive environment
- Teachers are passionate about their students' well-being
- Integrated units are designed to reinforce important concepts and skills that address real world problems with project-based learning
- Curriculum is socially significant and relevant to the personal and the career interests of young adolescents
- It was evident that students have opportunities for voice posing questions, reflecting on experiences, participating in decision-making, and leadership activities
- Students participate in school-family conferences
- Students are provided multiple opportunities to explore a variety of topics and interests in order to develop their identity, learn about their strengths, discover and demonstrate their own competence, and plan for their future
- The school provides access to comprehensive services to foster healthy physical, social, emotional, and intellectual development—along with age appropriate co-curricular activities that foster social skills and character

Social Equity

- All students have access to rigorous curriculum and co-curricular activities
- All students use a variety of technology to do research and analyze data
- A plethora of strategies observed: games, rubrics, reports, technology
- FISH Philosophy has permeated the school culture: 2 students from each team are chosen as Little Fish of the Month along with 6 teachers that are selected as the Big Fish of the Month; Lucky Ducks are chosen by administrators for those showing good character
- Awards are given for academics, athletics, good deeds and behavior
- Parent Advisory Board are advocates for all students
- Our school welcomes and encourages the active participation of all our families through our volunteer program

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Organizational Support

- Our school is a learning organization that establishes norms, structures, and organizational arrangements to support and sustain our trajectory toward excellence
- The FISH Philosophy has been driven deep into the culture of the building and there is strong buy-in from faculty, staff, and students
- Professional development is a high priority; Staff Study Groups are developed; Book Clubs, monthly IMPACT meetings, quarterly MTAC meetings
- Parent Advisory Council: an integral part of leadership
- There is very tight communication with feeder schools
- Carteret Craven Electric: partnership on energy efficiency and consumption
- CNN partnership: Student Headline News
- University of Indiana: Quest Atlantis
- Coastal Wildlife Federation: planting seedlings
- Best Buy partnership: assistive technology for students
- All members of our school family, from custodians, cafeteria workers, bus drivers, teacher assistants, teachers, counselors, administrative assistants, and administration hold themselves accountable for the students' success