

Comprehensive Progress Report

Mission: To provide an exemplary learning experience that encourages students and staff to actively discover, integrate, and apply knowledge in a dynamic, global, and technological environment.

Vision: To be a globally competitive school that inspires, challenges, and empowers students to meet high academic standards, lead ethical lives, and demonstrates knowledgeable, responsible citizenship in an increasingly challenging world.

Goals:

By June 30, 2024, Brown Summit Middle School will increase its overall Performance Composite by at least 3 percentage points, from 97% in 2022-23 to 99% in 2023-24 (A1.07, A1.09, A4.06, Fam-S 29, FAM-S #25, #29, # 31).

By June 2024, Brown Summit Middle School will increase the percentage of African American students scoring Level 5 in ELA as there is a 10-20 pt. gap in performance when they are compared to their White peers (A2.04, A3.10, A4.01, FAM-S #25, #29, # 30, #31).

By June 2024, Brown Summit Middle School will increase the percentage of African American students scoring Level 5 in Math I as there is a 15-20 pt. gap in performance when they are compared to their White peers (A2.04, A3.10, A4.01, FAM-S #25, #29, # 30, #31).

By June 30, 2024, Brown Summit Middle School will decrease chronically student absences (10% or more of days enrolled) by 7.2 percentage points, from 5% in 2022-23 to 5% in 2023-24 (A2.02 action step, FAM-S #16).



! = Past Due Objectives

KEY = Key Indicator

Core Function:			Dimension A - Instructional Excellence and Alignment			
Effective Practice:			High expectations for all staff and students			
	KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<p>Teachers currently use different systems for managing student behavior within their individual classrooms. We believe in order to be at full implementation, we have to have consistent practices within our building. This current year, we will seek to use a system that is consistent throughout the building and aligned to the GCS Code of Conduct.</p> <p>In addition, we have additional steps in place to ensure the health and safety of students and staff members due to the Covid-19 pandemic. Our goals will help us meet full implementation once all students and staff are following protocol and procedures consistently.</p>	Limited Development 08/24/2017		
			Priority Score: 1 Opportunity Score: 3 Index Score: 3			
<i>How it will look when fully met:</i>			Full implementation will consist of uniform practices related to behavior expectations. 100% of our teachers will use their classroom rules, the Brown Summit Middle School discipline policy, and the Brown Summit Way to ensure effective classroom management of all students. Rules and consequences procedures will be positively taught and reinforced throughout the school year. Students will understand teacher expectations and strong instructional practices will engage students in a culture of learning in which they are too busy and goal oriented to misbehave. Teachers will be aware of the clear procedures in regards to dealing with off task behaviors as well as minor and major behavior infractions. Teachers will maintain parent contact logs and discipline logs which will detail what classroom level interventions and consequences were provided.		Kirby Young	06/28/2024
<i>Actions</i>				2 of 7 (29%)		
	9/21/21	Teachers will make sure students follow health and safety protocols around social distancing by monitoring spacing, student work groups, and lunch seating.		Complete 02/11/2022	Linsey McCarthy	12/17/2021
<i>Notes:</i> We will revisit this action step in December based on the current CDC and Guilford Health Guidelines.						
	9/21/21	The BSMS staff will ensure that students are aware of health and safety guidelines related to preventing the spread of Covid-19.		Complete 09/07/2021	Kimberly Robertson	12/20/2021

<i>Notes:</i>				
9/12/23	Teachers will handle all minor incidents in their classroom and call families for support (FAM-S Indicator #29, #31).		Dr. Kimberly Jones-Goods	06/03/2024
<i>Notes:</i> 11/20/23: Tiered support: 1. Enter minor incident into Educators Handbook, 2. Call Parent for support, 3. Refer student to counselor				
11/20/23	Disaggregated discipline data will be shared monthly with the SIT and the staff.		Dr. Kimberly Jones-Goods	09/20/2024
<i>Notes:</i> 11/20/23: Use Discipline Data Solving Team				
9/22/22	Teachers will utilize Educators Handbook to enter minor and major discipline. Teachers will handle all minor incidents in their classroom and call families for support (FAM-S Indicator #29, #31).		Sonja Sloan	12/20/2024
<i>Notes:</i> 1/4/24: Incidents are not consistently entered in Educators Handbook.				
9/12/23	Schoolwide behavior expectations for common areas and classrooms are communicated on “RISE” posters throughout the building (FAM-S Indicator #29, #31). This work is shared among SIP Team Committees.		Dr. Claudja Dwight	06/03/2025
<i>Notes:</i>				
9/12/23	Create a discipline matrix (FAM-S Indicator #29, #31).		Dr. Claudja Dwight	06/03/2025
<i>Notes:</i>				
Implementation:		09/21/2021		
Evidence	2/1/2019 Teachers have established and utilize a behavior and consequence matrix.			
Experience	2/1/2019 Teachers received clear behavioral and management expectations for their classrooms. They established consequences for different behavior types and have created a process for addressing misbehavior.			
Sustainability	2/1/2019 Teachers will continue to use the agreed upon process for managing student behavior.			

		A1.09	The school expects students to participate in activities to develop skills outside of the classroom (e.g., service learning, clubs, athletics, enrichment opportunities, internships).(5090)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Students participated in a variety of service learning projects and extracurricular opportunities. Students participated in the Out of the Garden initiative which helps to stop hunger, the United Way campaign, A Box from Home, etc. Students were able to participate in after-school clubs such as Mock Trial, First Lego League, Quiz Bowl, etc. We had even offered opportunities during the school day clubs every Friday. However, the Pandemic put all programming to a halt. We are now making an effort to reintroduce these opportunities with modifications.	Limited Development 09/12/2019		
How it will look when fully met:			When this objective is fully met, Brown Summit will offer students a wider variety of enrichment opportunities. We will even offer students activities that have a positive effect on student achievement.		Shanda Hamm	05/22/2025
Actions				2 of 4 (50%)		
	9/15/21		We will provide additional opportunities for students to participate in leadership roles within the clubs and organizations. We will expand Student Council by adding AA representatives from each classroom, we will start a student-run Kindness Club, Social Justice Club, and an organization for LGBTQ students.	Complete 12/03/2021	Kimberly Robertson	12/03/2021
<i>Notes:</i>						
	9/20/21		BSMS Staff will solicit ideas from students regarding the clubs and organizations they are interested in bringing to the school. We will then make an intentional effort to offer those in which they suggested.	Complete 06/03/2022	Hannah Zamboni	06/03/2022
<i>Notes:</i>						
	9/12/19		Through professional learning activities we will support identified teachers with engaging in higher level questioning/tasks.		Shanda Hamm	05/22/2025

Notes: Professional learning focus established based on walkthrough trends. It was noted from leadership team and myPerspectives coach that questioning should become a focus of the school.

Book Study: Rigor

10/20/22 & 10/21/2022: Chlotile Jones, District Secondary ELA Supervisor completed walkthroughs and facilitated a ELA PLC on questioning.

10/31/22: Dr. Dee Jordan, AG Coordinator, presented whole school professional learning: Marzano's Rigor in the Classroom.

12/6/23: ELA PLC

Use the Cognitive Analysis Activity document to highlight how they have used a skill that was highlighted during the PD session.

Share an activity they found from the PBL Project resource that was shared during the PD session.

Cognitive Analysis Activity

1/17/22: This continues to be an ongoing process. The school has reached out for support from the district AG Coordinator, Science & Social Studies Coordinator and Secondary ELA Supervisor.

9/12/23 It is embedded into school culture that teachers support student participation in academic teams by serving as the coach/sponsor (Mock Trial, First Lego League, Quiz Bowl, etc.)

Hannah Zamboni

06/01/2025

Notes:

Core Function:			Dimension A - Instructional Excellence and Alignment			
Effective Practice:			Curriculum and instructional alignment			
	KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
Initial Assessment:			a. All staff members use the GCS pacing guide for designing lessons that build units which are standards-aligned and appropriately scoped and sequenced. b. Content teams have worked as PLCs, meeting on a regular basis for the last two school years. During these bi-weekly meetings, the teams discuss student progress with learning targets, analyze benchmark data, and generate reteaching strategies for standards which garnered low correct rates. c. ELA and Math teachers are provided before-school year work sessions, guided by the curriculum facilitator, to work as a team to plan and develop units for the upcoming year. d. ELA teachers are transitioning from using the American Reading Company resources as a framework to plan and organize units of study and will by using MyPerspectives. e. Math teachers use OpenUp resources to deliver standards-aligned units of study.	Limited Development 09/20/2016		
			Priority Score: 3 Opportunity Score: 3 Index Score: 9			
How it will look when fully met:			When this indicator is fully implemented, all staff members will consistently use standards-aligned lessons as part of units of study that are at--- or above-grade level and include methods of differentiation for instruction and/or assessment that were created through the collaborative efforts of PLCs, content-area work sessions, and professional development tasks.		Shanda Hamm	06/05/2024
Actions				5 of 11 (45%)		
	11/3/21	The principal, curriculum facilitator, and math teacher leaders will incorporate teaching strategies obtained through MILA's units, book studies, and equity coaching.		Complete 03/15/2022	Mike Cacaci	03/01/2022
Notes:						
	11/3/21	The curriculum facilitator and math teacher leaders will share, utilize, and discuss their experiences with teaching strategies obtained through MILA during bi-weekly PLCs.		Complete 03/15/2022	Curriculum Facilitator	03/01/2022
Notes:						

9/9/19	Teachers will engage in collaborative readings, article analyses, and two book studies to grow their storehouse of pedagogical approaches.	Complete 06/03/2022	Beverly Dye	06/03/2022
<i>Notes:</i> Book studies have included Experience Inquiry by K. Mitchell and The Wild Card by H. and W. King. We are also completing book studies on the following: Bold School, Google-infused Classroom, Culturally Responsive Teaching and the Brain, and The Impact of Identity on K-8 Mathematics.				
9/20/21	English Language Arts Teachers will use MyPerspectives as their new curriculum. They will collaborate with other grade levels to align additional resources to ensure students have access to the needed content.	Complete 06/03/2022	Beverly Dye	06/03/2022
<i>Notes:</i>				
9/20/21	BSMS leadership will continue their work with Pivot and MILA to provide support and resources to BSMS Math teachers. Teachers will receive the aligned coaching and support provided through the grant.	Complete 06/03/2022	Beverly Dye	06/03/2022
<i>Notes:</i>				
9/9/19	Leadership will conduct walk-throughs with coaches aligned to the district and school goals, utilizing curriculum coach feedback to drive changes in instructional best practices.		Shanda Hamm	03/30/2025
<i>Notes:</i> 10/2022: Electronic walkthrough form created. 4/2/2024: The principal and CF continue to conduct walkthroughs with curriculum coaches and principal supervisor.				
9/9/19	Leadership will review lesson plans to ensure teachers are planning at---or above-grade level learning experiences aligned to the NCSCOS standards-aligned units of study.		Shanda Hamm	05/01/2025
<i>Notes:</i> 4/2/2024: The principal and CF continues to review lesson plans and provide quick feedback or ask for clarification when needed.				
10/30/23	ELA teachers will adopt and implement the GCS provided curriculum, myPerspectives and district aligned and supported resources.		Linsey McCarthy	06/01/2025

Notes: 10/30/23: BSMS will continue to utilize myPerspectives ELA curriculum program materials and resources during ELA class, and use the benchmark results, formative assessments, and NWEA Map reading results to help determine instructional focus for students who are not performing on grade level.

11/17/2023: ELA teachers and principal met with ELA Coordinators to discuss the district ELA Internalization Guide and Integrity Walks. The internalization Guide protocol forces us to be very intentional about the ending goal, want to ensure that the activities that we plan match the learning outcomes and align. We really need to maximize the time that we have. We really need to make sure that the activities that we select really reflect that outcome. Integrity Walks---connects to district indicators and purposeful planning, 5 indicators to focus on during the duration of this school year (6-12).

10/30/23 Math teachers will adopt and implement the GCS provided curriculum, Open Up, and district aligned and supported resources.

Michael Cacaci

06/01/2025

Notes: 10/30/23: BSMS will utilize Open Up, Zearn, Nearpod, Number Worlds, IXL resources and materials during math instruction, and utilize the GCS scope/sequence when lesson planning and delivering math instruction. Teachers will also meet with onsite coaches throughout the year to assist with implementation of the resources, plan, and discuss mathematical practices and discourse moves.

9/23/22 Teachers will be encouraged to utilize Performance Matters, NCCAT and other professional learning sources to register for professional development opportunities, differentiated for their needs.

Dr. Kimberly Jones-Goods

12/08/2026

Notes: 4/2/2024: Teachers continue to utilize Performance Matters, NCCAT and other professional learning sources to register for PD.

9/12/23 Instructional teams that consist of groups of teachers organized into grade-levels, grade-level clusters, or subject-areas provide an opportunity for teachers to work collectively to improve instruction and student achievement (A2.02, FAM-S #16).

Dr. Kimberly Jones-Goods

12/10/2026

Notes: Data PLCs aligned vertically
Content Department teams work as PLCs, meeting on a monthly basis to discuss vertical alignment across grade levels to collaborate and hold ourselves accountable to ensure that that standards aligned instruction is accessible.

Implementation:

09/09/2019

<i>Evidence</i>	<p>6/18/2018 This objective has been met. We will continue to provide support to any new staff members that start the 2018-19 school year. We will also continue following the district roll out of the Instructional Framework.</p> <p>2/26/19 This objective has been met as teachers consistently attend PLCs and contribute to discussions on how to improve and enhance teaching and learning at BSMS. Math teachers have worked hard to implement the new curriculum. Benchmark data shows student success as growth is up from last year.</p>			
<i>Experience</i>	<p>6/18/2018 Support was provided to the new teacher at the beginning of the school year. The teacher resigned and we no longer had to support a beginning teacher. Next school year, we will have new media specialist in which we will be providing support. In regards to the new instructional framework, we used the district materials and dates to support the roll out of this initiative.</p> <p>2/26/2019 In pursuing this Objective, we developed a PLC protocol that is followed in order to ensure that teachers have ample time to collaborate during the school day. An instructional leadership team was established to provide support to colleagues. This team was trained by New Leaders. Teachers have worked really hard to share ideas, review student work, and analysis data to make sound instructional decisions during PLCs. Also, math teachers have consistently followed the new curriculum from OpenUp. They have received coaching and have been implementing the program with fidelity.</p>			
<i>Sustainability</i>	<p>6/18/2018 We will continue to work and support new staff members as needed.</p> <p>2/26/19 Teachers need to continue utilize the PLC model and become comfortable with leading and driving the meetings to complete set goals and objectives. Teachers will need to challenge each other in an effort to continuously enhance student learning.</p>			

Core Function:			Dimension A - Instructional Excellence and Alignment			
Effective Practice:			Data analysis and instructional planning			
		A3.10	All teachers use assessment data and match instruction and supports to individual student needs. (6827)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Teachers use a variety of diagnostic and formative assessments to determine instructional needs and courses of action for students in every subgroup/population. Assessments that are used includes classroom instruction, benchmarks, NWEA MAP assessments and EOG data.	Limited Development 09/19/2023		
How it will look when fully met:			Our MTSS/Problem solving team helps take this to the next level when a teacher/grade level has become stumped in the quest for individual student growth. Student growth and proficiency will rise on end of year assessments and move in a positive direction at progress monitoring check points or formative data collections. Student subgroup gaps on summative/ yearend assessments will close as well.		Shanda Hamm	12/12/2025
Actions				2 of 4 (50%)		
	9/19/23	Analyze subgroup data from 2022-23 school year and share with staff.		Complete 09/08/2023	Dr. Kimberly Jones-Goods	10/02/2023
Notes: 9/8/23 Subgroup data shared with staff						
	10/30/23	Math Leadership Team attended the GCS Middle School Math cohort Professional Learning Day and training in order to review progress from previous school year and set goals for the 2023-2024 school year.		Complete 10/10/2023	Dr. Kimberly Jones-Goods	10/10/2023
Notes: 10/10/2023: MS Math Cohort PD Goals: 1. Explore the impact of school leader’s feedback on teachers practices and student outcomes. 2. Identify the approach leaders will take to start or strengthen their feedback to teachers and advance the movement towards desired results of the problem of practice 3. Finalize/refine Next Level Work, problem of practice action steps.						
	9/19/23	All PLCs structures are intentional and aligned to Dufour PLC Questions.			Dr. Kimberly Jones-Goods	06/07/2024

Notes: 10/30/23: PLC Meeting Goals

1. What do we want students to learn?
 - Analyze test results. Are there commonalities in performance across content areas?
 - Review major skills/learning goals
 - Review content to be covered
 - Discuss different strategies/ideas
 2. How do we know they've learned it?
 - Discuss various formative assessment strategies
 - Review and discuss assessment data
 - Create grade level rubrics
 - Discuss commonalities in student data across the grade level
 - What percentage of students met the standard(s)? Any further action needed?
 3. What do we do when students don't learn it?
 - Discuss strategies to help students who did not learn it
 - Discuss differentiation support
 - AA support: create schedule for support during AA
 - Create plans for recovery
 - What worked for success
 4. What do we do when students do learn it?
 - Discuss strategies for enrichment
- a) Differentiate Instruction
 - b) Create extension activities

10/30/23: Vertical Teams will being on 1/14/23

10/30/23 Instructional Leadership Team/Teacher Leaders will conduct weekly learning walks to gather low inference notes in order to determine effectiveness of instruction, monitor for task and grade level content alignment, and student engagement.

Dr. Kimberly Jones-Goods

11/01/2024

Notes:

Core Function:			Dimension A - Instructional Excellence and Alignment			
Effective Practice:			Student support services			
	KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
Initial Assessment:			As teachers trained to meet the needs of Academically Gifted (AG) students and tasked with maintaining the rigor of an advanced academics program, staff uses diagnostic, formative, and summative assessment data to meet the tiered needs of students. Data come from pre-assessments, classroom assessments, Check-for-Understandings and exit tickets, benchmarks, placement, and end-of-grade assessments. GCS’s math placement criteria grounds the system that allows ELA and math teachers to structure needs-based learning experiences and offer a range of approaches and support. c. Teachers, with input from the AG district office, develop Annual Plans that guide differentiation practices across the content areas.	Limited Development 09/20/2016		
			Priority Score: 3	Opportunity Score: 3	Index Score: 9	
How it will look when fully met:			When this indicator is fully met, all teachers will consistently work within the tiered instructional system to plan and deliver evidence-based instruction aligned to student needs. Common language in PLCs, work sessions, and professional development will include that of the MTSS Instructional Core Practices: focused lessons, gradual release, inquiry model, scaffolding, feedback, eliciting student responses, and retrieval practice. In all classrooms, there will be evidence of teachers’ intentional efforts to structure the learning environment and experience to serve all students, Lesson plans account for the range of response to core instruction by providing appropriate intervention, particularly for those who struggle as well as those who need enrichment.		Noreen Bonner	06/09/2026
Actions				2 of 5 (40%)		
	11/3/21	Teachers will receive additional guidance and training on the various data reports available in Performance Matters and through NWEA.		Complete 12/01/2021	Kelly Woody	12/01/2021
Notes:						
	11/3/21	Teachers will use NWEA MAP assessment data as well as GCS Interim assessment data to determine instructional focus areas, create small groups, and provide students with individualized support.		Complete 03/15/2022	Linsey McCarthy	03/01/2022
Notes:						

10/30/23	Invite District Data Coach to review with teachers on how to use the various student performance data sources such as Microsoft Power Bi program, NWEA student reports, and Performance Matters to use the data and information for individual students and demographic groups. The data is utilized to make decisions about daily instruction.		Shanda Hamm	03/05/2025
<i>Notes:</i> 3/13/24: Utilizing data coach to support data analysis is ongoing.				
10/30/23	Utilize the NWEA, Interim Benchmark data, EOG results, EVAAS projections and scores to level students into three tiers to determine the level of support/need a student may need for planning purposes.		Shanda Hamm	04/30/2025
<i>Notes:</i>				
9/10/19	Develop a multi-tiered system of instructional support that will be used by teachers across all grade levels and content areas for the purpose of delivering evidence-based instruction (FAM-S Indicator #30).		Shanda Hamm	06/01/2025
<i>Notes:</i> 5/9/23: The school is reviewing FAM-S data for next steps.				
Implementation:		02/27/2019		
Evidence	<p>2/1/2019 Course completion documentation will serve as evidence as it was done through Performance Matters.</p> <p>2/26/19 Completed Capstone projects and records of student task completion at various levels serve as evidence that enrichment opportunities were provided.</p>			
Experience	<p>2/1/2019 Mrs. Cox received training on implementing the flipped classroom method.</p> <p>2/27/19 Students took part in the Capstone Assignment this school year which was a self-guided research project. Students worked hard to meet monthly deadlines to support them in completing their project. Student work focused on relevant issues affecting youth, global issues/service learning, and career exploration.</p>			
Sustainability	<p>2/1/2019 Mrs. Cox needs time to use it within her classroom</p> <p>2/26/19 Staff needs to continue working to improve the Capstone so that the process can be improved for the future.</p>			

	KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Attending to the emotional needs of students means eliminating serious roadblocks to educational engagement, but it also means helping students develop the emotional skills necessary to be successful both inside and outside the classroom. Our school has the following staff school psychologist, social worker, AG department and guidance counselor in place, to support various needs that may occur throughout the school year. The faculty members are visible in the school to do class guidance, small group guidance and to help with one on one needs. There are opportunities for students to attend these groups such as Wise Guys/Smart Girls, clubs, etc. Friend Watch is also an anonymous outreach tool for students to report instances of bullying online. The school’s goal is to handle all situations in a timely manner once reported.	Limited Development 09/20/2016		
			Priority Score: 2 Opportunity Score: 3 Index Score: 6			
How it will look when fully met:			When this indicator is fully implemented, current implementation efforts will be continued. In addition, all teachers will be well trained and skilled in assisting students in managing their emotions. Support systems will be in place to assist in any type of situation that is needed by students within our student body.		Sonja Sloan	04/17/2026
Actions				3 of 6 (50%)		
11/3/21		Teachers will be provided with strategies to assist them in building relationships with students in an effort to be more attentive to their needs.		Complete 02/01/2022	Sonja Sloan	01/01/2022
Notes:						
11/3/21		The school counselor will attend monthly grade level meetings in order to stay abreast of teacher concerns related to students' social and emotional well-being.		Complete 03/15/2022	Sonja Sloan	03/01/2022
Notes:						
9/9/19		Mrs. Sloan will provide teachers with a brief refresher on building relationships with students centered around SEL practices (FAM-S Indicator #31).		Complete 04/17/2023	Sonja Sloan	04/17/2023

<p><i>Notes:</i> 10/7/22: Teachers, counselors, and staff will utilize a variety methods to check the cognitive and emotional well-being of students weekly through google forms, verbal conversations, check-in/check-out and exit tickets. 10/7/22: Counselor provided staff development refresher on SEL practices.</p>				
10/29/23	The attendance goal team will monitor ongoing student attendance, and make recommendations for interventions to decrease chronic absenteeism and increase student engagement at school.		Cydeny Cook	06/01/2025
<i>Notes:</i>				
10/29/23	BSMS will utilize the available mental health coordinator to facilitate students receiving appropriate mental health services and support as outlined by the psychological support services department.		Sonja Sloan	06/01/2025
<i>Notes:</i>				
10/29/23	Incorporate a specific social/emotional learning needs for students into Club Fridays. Themes will include information and content on goal settings, gratitude, decision-making, conflict, etc.		Sonja Sloan	06/01/2026
<i>Notes:</i>				
Implementation:		09/09/2019		
Evidence	9/9/2019			
Experience	<p>9/9/2019</p> <p>The school counselor, social worker and media specialist attended Restorative Justice training in 2018. The practice helped those that attended to be able to use conflict management with students when necessary.</p>			
Sustainability	<p>9/9/2019</p> <p>The team that was trained will continue to use the behavioral conflict management skills to assist students that are struggling to get along. These skills also help students to talk with anyone outside of school to resolve issues that come up.</p>			

	KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Currently, there are no efforts in progress.	Limited Development 09/20/2021		
How it will look when fully met:			BSMS will have a transition plan in place to help students navigate their middle school experience.		Sonja Sloan	03/09/2025
Actions				3 of 6 (50%)		
	9/20/21	The counselor will conduct "Minute Meetings" with all students at the beginning of the school year.		Complete 10/01/2021	Sonja Sloan	10/01/2021
Notes:						
	9/20/21	The counseling office will host various workshops to help students to be successful. Workshops will cover Executive Functioning skills.		Complete 04/01/2022	Sonja Sloan	04/01/2022
Notes:						
	9/20/21	The Counseling office will work with 8th grade students on their transition plan and assist them with navigating their high school options.		Complete 06/03/2022	Sonja Sloan	06/03/2022
Notes:						
	11/9/23	The counselor will hold "minute meetings" will all students, to include registration meetings with 8th grade students.			Noreen Bonner	05/31/2024
Notes:						
	9/20/21	BSMS will host "step up" events at the end of the school year to prepare students for the following grade.			Noreen Bonner	06/09/2025
Notes:						
	11/9/23	7th Grade Students will participate in YouScience Career Assessment.			Ashley Hughes	12/30/2025
Notes:						

Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			Strategic planning, mission, and vision			
		B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Guilford County Schools has a Support and Improvement team that is responsible for the work set forth in any of the LEA indicators. The district leadership team will be responsible for working on the district implementation of MTSS and the connection to each School Improvement Plan.	Limited Development 09/20/2016		
<i>How it will look when fully met:</i>			The LEA will have an organized effective transformation team that includes various stakeholders. This team will ensure that it continues to support our schools by providing professional development to our school leaders and commits to making transformative work to increase student achievement in the district.		Dr. Kimberly Jones-Goods	04/09/2025
Actions				1 of 2 (50%)		
	11/3/21		The district will review school improvement plans and provide feedback through coaching comments.	Complete 03/15/2022	Kimberly Robertson	03/01/2022
<i>Notes:</i>						
	9/9/19		The School Improvement team will be created and will meet on a regular basis to help transform any and all underperforming areas of the school.		Kimberly Jones-Goods	03/22/2025
<i>Notes:</i> 5/2023: Note: Parent reps will be needed for the 23-24 school year. 4/2/2024: The SIP Team continues to meet on a regular basis.						

	KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Our School Improvement Team is made up of faculty and staff members who represent each grade level and content area, in addition to our parent representatives who are our parent liaisons. We meet on a monthly basis with additional sub committee meetings occurring as well. All stakeholders are invited to attend, and meetings minutes and agendas are posted on the school website. The Admin Team meets weekly to implement effective practices, review data, and schedule academic and enrichment opportunities. Twice a month, Content PLCs meet to implement effective practices and evaluate effective practices to meet the needs of our students. Grade level teams meet bi-weekly to discuss concerns and other matters.	Limited Development 09/20/2016		
			Priority Score: 2 Opportunity Score: 3 Index Score: 6			
How it will look when fully met:			When this objective is fully implemented, the leadership team will have a School Success Marker of 100%. All meeting agendas and minutes would be posted consistently on our school website. Sub-committee meetings will occur monthly and action steps would be reviewed and updated. Leadership team members will work collaboratively be guided by a common purpose and vision.		Kirby Young	12/09/2025
Actions				3 of 5 (60%)		
	8/29/17	The Leadership team will assess our team effectiveness by completing the School Success Markers midway through the school year.		Complete 06/03/2022	Mike Cacaci	03/01/2022
<i>Notes:</i>						
	11/3/21	The leadership team will develop sub committees who will also meet monthly.		Complete 03/15/2022	Mike Cacaci	03/01/2022
<i>Notes:</i>						
	11/3/21	The Leadership team will assess our team effectiveness by completing the School Success Markers at the end of the school year.		Complete 06/03/2022	Mike Cacaci	06/05/2022
<i>Notes:</i>						
	11/20/23	The leadership team will develop sub committees who will also meet monthly.			Kirby Young	06/02/2025
<i>Notes:</i>						
	11/20/23	Committees will be created and aligned with the Leadership Team. All committees will be created with a focus on school improvement and will be lead by a school improvement team member.			Dr. Claudja Dwight	06/02/2025

Notes:

Implementation:		02/27/2019		
Evidence	2/27/2019 Student surveys and evidence from discussion panels, etc.			
Experience	2/27/2019 We have made strong efforts to provide students with opportunities to share their concerns and to provide feedback about their learning experiences. We have created several platforms that allow students to speak freely about issues that are important to them. We try to honor their feedback and make changes when we can.			
Sustainability	2/27/2019 We will continue to reassess the needs of our students with continued surveys and forums that allow them an opportunity to share information with us.			

Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			Distributed leadership and collaboration			
	KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Throughout the year, teachers meet for 30 minutes with a subject area PLC every other week School Leadership Team of teachers, administration, and parents are elected on a two-year term basis. This team meets every month for one hour. Professional development is conducted in subject areas after school throughout the year. The Instructional Leadership team received coaching on supporting their same subject colleagues in instructional improvement.	Limited Development 09/20/2016		
			Priority Score: 2 Opportunity Score: 3 Index Score: 6			
How it will look when fully met:			Teachers and teams (grade level and content) will meet regularly to develop instructional strategies, review data, create common assessments, etc. Meetings will have a clear focus and objective and members will have a shared commitment to student achievement. Documentation such as agendas and minutes will be used to support their work and be evidence of their productivity.		Linsey McCarthy	06/03/2024
Actions				2 of 4 (50%)		
9/9/19			Teams will maintain a portfolio of their agendas, minutes, evidence of product creation, and reflections on practices attempted. Admin will review portfolios to see history of team work and provide feedback.	Complete 02/01/2022	All Teachers	12/17/2021

<i>Notes:</i> Teams could share their work within general staff meetings or to the leadership team to share ideas beyond their content area				
11/3/21	At each monthly staff meeting, teachers will present on various instructional strategies obtained through our BOLD School book study. Teachers will be filmed utilizing the strategy in which their colleagues will view prior to their presentation.	Complete 06/03/2022	Beverly Dye	06/01/2022
<i>Notes:</i> Teachers will share successes and offer advice for those trying the strategy.				
9/22/22	At each monthly staff meeting, teachers will present on various instructional strategies obtained through our book study. Teachers will be filmed utilizing the strategy in which their colleagues will view prior to their presentation.		Shanda Hamm	06/08/2024
<i>Notes:</i> Build staff leadership capacity and support the use of high leverage instructional strategies. Note: Staff have requested more opportunities to present instructional strategies to their peers.				
11/9/23	Monitor team structures throughout the year to ensure active participation and artifact collection.		Dr. Kimberly Jones-Goods	06/10/2025
<i>Notes:</i>				
Implementation:		06/13/2022		
Evidence	6/13/2022			
Experience	6/13/2022			
Sustainability	6/13/2022			

Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			Monitoring instruction in school			
	KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
Initial Assessment:			The principal and curriculum facilitator provide consistent lesson plan and walk-through feedback to teachers. The administrative team leads conversations during PLCs that discuss upcoming lessons, activities, and assessments. The principal provides teachers' with resources aligned to areas of needs based on observations. The principal uses a calendar to track the amount of walk-throughs conducted. The principal ensures visibility by visiting classrooms weekly.	Limited Development 09/20/2016		
How it will look when fully met:			The principal spends time in classrooms in order to observe and provide actionable and supportive feedback on instruction. This allows teachers to see where their current performance can be improved and where it is already strong. When this indicator is fully met, teachers will receive feedback bi-weekly. The principal will be directly involved in the instructional program of the school and a considerable amount of time will be spent observing classrooms.		Dr. Kimberly Jones-Goods	03/14/2025
Actions				1 of 2 (50%)		
	10/11/21	The administrative team develops an online system for lesson plan submissions.		Complete 09/27/2021	Kelly Woody	10/01/2021
Notes:						
	8/29/17	Teachers receive feedback from walkthroughs that helps them reflect on their instructional choices and lesson design (A1.02).			Kimberly Jones-Goods	04/30/2025
Notes: 9/19/23: Beginning the 2023-24 school year, we will be adding "5x5" walkthroughs into our practice. 5x5s consists of the leadership team completing 5 teacher walkthroughs, 5 days a week for 5 minutes to provide higher-frequency, lower stakes visits. 4/2/24: Walkthrough feedback is provided as needed.						

Core Function:			Dimension C - Professional Capacity			
Effective Practice:			Quality of professional development			
	KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Guilford County Schools looks regularly at school performance data. An area that needs improvement is looking at classroom observation data. At the present time, there is no district walk through tool and therefore the district is unable to review classroom observation data. However, within our building, the instructional leadership will begin consistently conducting walk-throughs and debriefing after each one. Currently, the administrative team completes walk-throughs and provide the teachers with feedback via email, notes, and Taught and Caught uploaded videos. The instructional team meets weekly to discuss to data and determine professional development needs.	Limited Development 09/20/2016		
			Priority Score: 3 Opportunity Score: 2 Index Score: 6			
How it will look when fully met:			Professional development would be driven by observed areas of need realized through observational data. Data analysis of walk-through feedback gathered through administrative and peer observations as well as teacher self assessment would be triangulated with student data to identify areas of needed support. Professional development would be evaluated and the administrative team would provide support to ensuring that staff members are using the resources they have been provided. Also, school performance data would be consistently utilized as a way to measure the effect of the instructional practices used to increase academic performance.		Shanda Hamm	06/09/2024
Actions				2 of 3 (67%)		
	9/9/19	The administrative team and select teachers will participate in Instructional Leadership Team training for walk-throughs and coaching professional development.		Complete 05/27/2022	Kimberly Robertson	12/17/2021
Notes:						
	9/9/19	Review classroom and benchmark data to provide any needed interventions by way of Next Steps or other remediation opportunities.		Complete 03/15/2022	Beverly Dye	03/01/2022

<i>Notes:</i>				
11/3/21	Students will reflect on their own personal data snapshot that contains their previous EOG scores, projections, MAP data, and interim assessment data. They will then set goals and revisit the snapshot throughout the school year (FAM-S Indicator #25).		Sonja Sloan	03/27/2025
<i>Notes:</i> Effect size of 1.33 (Hattie) 1/23/23: The school is working in partnership with a data coach to create a document that is more accessible using technology and for increase in student data. 4/2023: A student reflection tool was created in PowerBI specific to BSMS. 4/2/2024: The district has created a student reflection tool in PowerBI that is different from the version that students used last year. In addition to using data reflection tools, teachers continue to meet with students to discuss their data and set goals.				
Implementation:		09/10/2018		
Evidence	9/10/2018 PLC agendas/minutes, data worksheets, professional development session materials, and teacher feedback can be provided to support the completion of this objective. 9/10/2018			
Experience	9/10/2018 Data drove much of our work this past school year. We focused our efforts using data points obtained through IRLA results, Benchmarks/Interims, EOG/EOC data, etc. We hosted various data sessions where we triangulated data points and analyzed those points in conjunction with walk-through data (admin & peer) 9/10/2018			
Sustainability	9/10/2018 We will continue to use data in this meaningful way. However, our focus now will be the new action steps to increase performance for the 18-19 school year. 9/10/2018			

Core Function:			Dimension C - Professional Capacity			
Effective Practice:			Talent recruitment and retention			
	KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			a. It is the policy of the Guilford County Board of Education that a continuous system of recruitment and selection of personnel be maintained in order to assure competent candidates for vacancies as needed. The district attaches a high priority to securing the most competent personnel available and, once they are employed, in assisting them in their professional growth and development throughout their careers. The district regards a personnel evaluation plan as a critical and essential part of professional growth. The Board acknowledges that the most important aspect of attaining excellence in education is the quality of the teaching staff and the administrative staff. The Board therefore adopts as policy and states its determination to strive for such excellence, and further declares its intent to employ and reemploy only those teachers and administrators who possess, have exhibited, and continue to strive for excellence in their preparation for, performance of, and contribution toward the educational process. Achievement of a proficient rating on the North Carolina Teacher or Administrator summative evaluation is the minimum acceptable standard of performance for teachers and administrators in this school system. However, proficient performance shall not constitute any assurance to any teacher or administrator of rights to or consideration for employment or reemployment. The Board of Education holds all personnel accountable for striving for a summative rating of distinguished on all performance. b. Principal and Curriculum Facilitator conduct regular classroom walk-throughs, providing feedback for staff.	Limited Development 09/20/2016		
			Priority Score: 2 Opportunity Score: 3 Index Score: 6			
<i>How it will look when fully met:</i>			The school will work hard to recruit quality teachers that have experience and/or are passionate about educating gifted learners. Teachers will work to improve academic outcomes by ensuring that students are taught using various modalities and are constantly being challenged within the classroom. Also, teachers would be evaluated consistently utilizing the NCEES system.		Dr. Kimberly Jones-Goods	06/10/2025
<i>Actions</i>				3 of 6 (50%)		
	9/12/19	The principal will celebrate individual, team, and school successes, especially related to student learning outcomes through recognition in the school newsletter and on the staff shout out board (C3.01).		Complete 12/20/2019	Kimberly Robertson	12/01/2019

<i>Notes:</i>				
8/29/17	A pool of qualifying applicants will be created to assist in the event of future vacancies	Complete 06/10/2022	Kimberly Robertson	05/01/2022
<i>Notes:</i>				
11/9/23	Train and assign staff to conduct a Peer Observation for all staff on the Comprehensive Observation Cycle.	Complete 01/12/2024	Dr. Kimberly Jones-Goods	01/31/2024
<i>Notes:</i> 11/9/2023: Assignments made in August. Training and information for conducting the peer observation will be completed by January 31, 2024.				
11/9/23	Principal and team attend the District Recruitment Fair.		Dr. Kimberly Jones-Goods	06/06/2024
<i>Notes:</i>				
11/9/23	Participates in nominating staff for the GCS Teacher of the Year, Mentor of the Year, Rookie Teacher of the Year, etc...as a way to recognize staff for their outstanding efforts.		Dr. Kimberly Jones-Goods	05/20/2025
<i>Notes:</i>				
9/12/19	Mentors are provided to new teachers so that they receive job-embedded coaching, mentorship and differentiated professional development to increase retention and job satisfaction (C2.03)		Linsey McCarthy	06/10/2025
<i>Notes:</i>				
Implementation:		09/20/2021		
Evidence	9/20/2021			
Experience	9/20/2021			
Sustainability	9/20/2021			

Core Function:			Dimension E - Families and Community			
Effective Practice:			Family Engagement			
	KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
Initial Assessment:			In order to ensure that teachers and staff regularly communicate expectations of the curriculum, our school follows several different modes of communication. Weekly ConnectEd phone messages are sent home to communicate school news and events of the upcoming week. These messages are also followed with an email that details what is said in the phone call. Our school website is updated regularly, and important information is placed on the homepage to ensure it is seen. Parent concerns and questions are addressed within 24-48 hours. Twitter, Facebook, and Instagram are used to connect with the communicate on a different platform and share events with followers and the school marquee is weekly updated to remind everyone of events coming up. Teachers also communicate with parents regarding individual students in a timely manner.	Limited Development 09/20/2016		
			Priority Score: 3 Opportunity Score: 3 Index Score: 9			
How it will look when fully met:			The School Community Council will ensure the continuation of practices such as Weekly ConnectEd phone messages and emails that are sent home on Sunday evenings to communicate the events of the upcoming week, website updates, Principal parent communication events such as Coffee with the Principal meetings, etc. Also, social media will continue to be a communication tool for families.		Hannah Zamboni	06/09/2025
Actions				10 of 14 (71%)		
	11/3/21	The school will safely host a Fall event this school year geared to building community.		Complete 10/25/2021	Kimberly Robertson	12/20/2021
Notes: Fall Fest						
	9/9/19	The School Counselor will host frequent meetings with parents (Coffee with the Counselor) in addition to Coffee with the Principal meetings in order to answer parents’ questions or address any concerns in a “town hall” like setting (face to face or virtual). [E1.05 The "ongoing conversation" between school personnel and parents/guardians is candid, supportive, and flows in both directions. (5181)]		Complete 03/15/2022	Sonja Sloan	03/01/2022
Notes:						

9/22/22	The school will host an information meeting to engage families in at least one AG PD session for families of students identified as AG/AIG.	Complete 11/29/2022	Linsey McCarthy	12/16/2022
<i>Notes:</i> The school will utilize the support of the AG Department, district ELA & Math supervisors and school staff . AG meeting held on 11/29/22 with support from the district AG Department, Dr. Dee Jordan.				
12/13/22	The school will host an information meeting to engage families in at least one PD sessions to discuss Math I and English I criteria.	Complete 01/24/2023	Sonja Sloan	02/24/2023
<i>Notes:</i> 6/7th Grade Meeting held 1/24/23 8th Grade Meeting 1/10/2023				
11/3/21	The school in conjunction with PTSA will host a Fall Fest event to building community with our families.	Complete 10/28/2022	Sonja Sloan	04/28/2023
<i>Notes:</i> Completed 10/28/2022				
11/3/21	BSMS students will be provided with a high school options day where they are able to get more information about high school options.	Complete 02/09/2023	Sonja Sloan	05/01/2023
<i>Notes:</i> 2/9/23: The following high schools participated: Advanced Placement Academy at Western High Academy of Transportation, Distribution and Logistics at Western The STEM Early College at NC A&T The Early College at Guilford Grimsley IB Dudley Academy of Engineering, Education and Health Science Andrews Aviation Southern Guilford Academy				
2/21/23	Students will participate in at least 1 Phoenix Ignite Conference. Phoenix Ignite is like a professional conference for students to explore a variety of interests.	Complete 03/30/2023	Dr. Kimberly Jones-Goods	05/15/2023
<i>Notes:</i> 2/21/2023: Proposals from community partners have been submitted. 3/30/2023: Phoenix Ignite Conference Held				
11/9/23	The school team will advertise to students and families the GCS Choice Fair held annually and participate in the event in January.	Complete 01/19/2024	Dr. Kimberly Jones-Goods	01/30/2024
<i>Notes:</i>				

11/9/23	Counselor provides 8th grade students and families high school registration sessions to provide important information about completing high school class registration, four year plans, and answer questions about the registration process. Information nights for current 6th and 7th grade students will be held to provide important course registration information.	Complete 01/16/2024	Hannah Zamboni	02/16/2024
<i>Notes:</i>				
11/9/23	A Family Engagement calendar will be used to plan and organize events to provide families with important information to support their student's learning and support a positive school culture.	Complete 01/19/2024	Hannah Zamboni	06/10/2024
<i>Notes:</i> 1/19/24: A family engagement calendar is in use by the school and updated as new events are planned.				
11/9/23	Teach students how to use their planners to record all assignments and responsibilities, making sure they know and understand the expectations		Sonja Sloan	04/15/2025
<i>Notes:</i> 1/19/24: The Student Support Subcommittee provides incentives to students for consistent use of their planner.				
11/9/23	Conduct IEP/504 meetings for students who are transitioning to 9th grade.		Dr. Kimberly Jones-Goods	05/31/2025
<i>Notes:</i>				
11/9/23	Provide school tours for families during the Choice Schools application period in January and again in the Spring for families of accepted students.		Hannah Zamboni	05/31/2026
<i>Notes:</i>				
5/16/23	To cultivate a partnership, beginning in May 2023, the school will collaborate with The Joint School of Nanoscience and Nanoengineering at North Carolina A&T State University and UNC Greensboro to create a STEM club for girls.		Dr. Kimberly Jones-Goods	06/07/2026
<i>Notes:</i> 5/12/2023: Graduate students from the JSNN provided a select group of girls an overview of the program and an hands on activity. 1/19/2024: The Girls is Stem Club kicked off it's first meeting of the 2023-2024 school year in December. 1/19/2024: Dr. Jones-Goods is in communication with the Biology Department to incorporate an Eco Marine Club component to the Girls is Stem Club.				
Implementation:		02/01/2019		
Evidence	2/1/2019 Evidence is viewable on social media.			

<i>Experience</i>	2/1/2019 The media specialist and Latin teacher have increased the amount of posts and tweets on our school account.			
<i>Sustainability</i>	2/1/2019 We will continue posting all the good news and things that go on in the school.			