



Our Direction

Bessemer Elementary

Date of Report: 4/25/2024

Vision:

The vision of Bessemer Elementary School is to NURTURE. INSPIRE. GROW. PROGRESS

Values:

At Bessemer Elementary School, we value: Diversity-in the academic, social, and professional environment as a fundamental ingredient to the full development of the individual, Respect-through attentiveness to attitudes, behaviors, thoughts, words, and interactions, A Welcoming Community-in which students, staff, administration, and parents work collaboratively, combining their talents and ideas to improve the overall quality of our shared experience at Bessemer Elementary.

Diversity, Respect, Community.

Mission:

The mission of Bessemer is to ignite excellence through engagement, inspiration and hope.

Goals:

- 1. By June 30, 2024, Bessemer will increase overall 3rd grade reading EOG proficiency by at least 3 percentage points, from 17% in 2022-23 to 20% in 2023-24.
 - a. Using individualized student performance targets
 - b. Using small group instruction/activities to target skill deficits
 - c. Using personalized skill practice
 - d. Analyzing individual student data consistently after every assessment and determining next steps for student mastery

Utilizing Title 1 funds to support implementation of EIT's to support literacy instruction within the school. Title 1 Funds will be used to support EEA's for additional planning, support, data dives and classroom based assessment creations for student improvement.

- **ATTENDANCE:** By June 2024, students will improve their daily attendance as evidenced by a 10% decrease of students with 9-20 absences (excused/unexcused) and 5% decrease of students having more than 20 absences as indicated by PowerSchool attendance reporting. Will accomplish this by improving and increasing parent and community relationships in order to foster more support with student chronic absenteeism. Student attendance will increase from 91.1% to 92.0% for the year 2023-2024.

Teachers will improve their daily attendance by 2% as indicated by AESOP, going from 93% to 95%.

FAMS#3 Leadership - A linked teaming structure exists that facilitates the

implementation of a multi-tiered system of support for attendance, academic,

behavior, and social and emotional support.

Title 1 funds will be used to support funding Counselor and part time assistant to support with attendance interventions, data tracking, home visits and support in order to improve student attendance and reduce lost instructional time due to chronic absenteeism. Title 1 funds will be used to support materials, resources and food for parent nights to support attendance incentives. Title 1 funds used to support field trips.

Performance Measure(s)

Performance Indicator: Powerschool attendance report of 92% average daily attendance for students.		
Data Source: Powerschool	Baseline Year: 2023	Baseline: 91.1
Target Date:	Target:	Actual:

Performance Indicator: PowerSchool attendance reporting for students. Teachers will improve their daily attendance by 2% as indicated by AESOP.		
Data Source: Powerschool/AESOP	Baseline Year: 2022-2023	Baseline: 93%
Target Date: 2023-2024	Target: 95%	Actual:

- **BUILDING TEACHER CAPACITY:** By June 2024, as measured by the NC Teacher Working Conditions Survey, with at least 90% staff participation, the following statements will increase to at least 50%.
Q2. 1 b. Teachers have time available to collaborate with colleagues from 26.9 to 50%
Q4. 1 a. Parents/guardians are influential decision-makers in this school 21.43 to 50%
Q6. 5 Teachers* have an appropriate level of influence on decision-making in this school 26.19 to 50%
Q7. 1 b. Teachers* feel comfortable raising issues and concerns that are important to them 19.05 to 50%

We will ensure that the school is a professional learning community, we will engage teachers and other professional staff in conversations to plan their career paths and empower accomplished teachers in a distributive leadership manner by; Engaging and participating in 100% of on-site coaching visits with technical partners, Creating processes for teachers to assume leadership and decision-making roles within the school that foster their career development and being systematically and personally involved in the school's professional activities. (A2.17, A1.07, B1.03)

Performance Measure(s)

Performance Indicator: School Improvement Plan TWC Survey Mentor records, beginning teacher feedback Record of professional development provided to staff and an assessment of the impact of professional development on student learning		
Data Source: NC Teacher Working Conditions Survey	Baseline Year: 2021-2022	Baseline: 19%
Target Date: 2023-2024	Target: 50%	Actual:

- **PERFORMANCE COMPOSITE:** By June 2024, as measured by our performance composite scores, Bessemer Elementary will use data and MTSS to support instruction in order to increase our school performance composite increase 34.1% to 35.12%. (A1.07; A2.05; A4.01,A3.01, C2.03)

FAMS #2 Leadership - A leadership team is established that includes 5 to 7

members, has cross-disciplinary representation, and is responsible for

facilitating MTSS implementation.

Title 1 funds will be used to support funding teacher assistants to support with MTSS interventions and support in order to improve student performance. Title 1 Funds will be used to support a STEM teacher to extend Science Instruction within the school and funds to support science materials, resources and food for parent nights to support academics.

Performance Measure(s)

Performance Indicator: Our math composite will increase from 15% from 2023 (39.9).		
Data Source: 3-5 Math EOG	Baseline Year: 2022-2023	Baseline: 34.7
Target Date: 2023-2024	Target: 39.9	Actual:

Performance Indicator: Our reading composite will increase from 15% from the 2023 year (31.3)		
Data Source: 3-5 Reading EOG	Baseline Year: 2022-2023	Baseline: 26.7
Target Date: 2023-2024	Target: 30.7	Actual:

Performance Indicator: Our science proficiency will increase 15% from 2023 (60.3)		
Data Source: 5th Grade Science EOG	Baseline Year: 2022-2023	Baseline: 52.4%
Target Date: 2023-2024	Target: 60.3%	Actual:

- REDUCTION OF LOSS OF INSTRUCTIONAL DAYS: By June 2024, Bessemer Elementary will increase the school climate and culture of the instructional environment by decreasing the number of lost days of instruction due to OSS and major office referrals as well as increase the overall school atmosphere of trust, respect and collaboration as measured in the NC TWC. Our goal for discipline, as indicated by Educators Handbook & PowerSchool, is to reduce suspensions from 13 to 12. (A.107; A.406; C3.04; E.106)

FAMS#3 Leadership - A linked teaming structure exists that facilitates the

implementation of a multi-tiered system of support for attendance, academic,

behavior, and social and emotional support.

FAMS #30 Multiple Tiers of Instruction and Intervention Model - Core behavior

practices exist that are defined schoolwide or across all grade levels/spans

by essential components of instruction, curriculum, and environment.

These are refined based on both student outcome and implementation data for

continuous improvement.

Utilizing Restart Funds to support additional counselor to support SEL and Behavior within the school.

Title 1 funds will be used to support funding Counselor to support with behavior interventions and support in order to improve student behavior and reduce lost instructional time due to disciplinary infractions. funds to support SEL materials, resources and food for parent nights to support SEL and behavior. Title 1 funds used to support field trips.

Performance Measure(s)

Performance Indicator: Out-of-school suspensions will be reduced 7% from 2022-2023.		
Data Source: Power School Suspensions	Baseline Year: 2022-2023	Baseline: 13
Target Date: 2023-2024	Target: 12	Actual:

Data Review:

Needs Assessments, Accreditation Reports, Similar Feedback:

Throughout 2023-2024, staff and administration at Bessemer Elementary will review 2022-2023, FAM-S data, EOG data, formative and summative classroom data, district-based Interim Assessments, and mClass data to improve teaching and learning.

Student Outcome Data:

Throughout 2023-2024, student outcome data will guide planning and instruction. 2022-2023 EOG data reflects 26.7% overall reading proficiency. 2022-2023 reading scores included _____ for 3rd grade ELA, ____ for 4th grade, and _____ for 5th grade. Math proficiency was 34.7% overall. _____ for 3rd, _____ for 4th, and _____ for 5th. 5th grade Science proficiency was 52.4%. All tested areas demonstrate room for improved teaching and learning practices.

Our Leadership Team's progress in fully implementing Indicators and meeting Objectives:

By June 2024, Bessemer Elementary will demonstrate full implementation in at least three of the identified twelve key indicators. We will evaluate progress towards meeting objectives monthly in School Improvement Team and sub-committee meetings.

Selected Indicators:

Curriculum and instructional alignment

A2.04 Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)

A2.17 ALL teachers establish classroom norms for personal responsibility, cooperation, and concern for others.(5107)

Data analysis and instructional planning

A3.01 Instructional Teams use student learning data to identify students in need of instructional support or enhancement.(5110)

Distributed leadership and collaboration

B2.03 The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)

Family Engagement

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)

High expectations for all staff and students

- A1.06 ALL teachers provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; independent work; computer-based.(5087)
- A1.07 ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)

Monitoring instruction in school

- B3.03 The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)

Quality of professional development

- C2.01 The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)
- C2.03 The LEA/School provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(5163)

Resource Allocation

- D1.02 The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)

Strategic planning, mission, and vision

- B1.01 The LEA has an LEA Support & Improvement Team.(5135)
- 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)

Student support services

- 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)
- 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)
- 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)

Talent recruitment and retention

- C3.04 The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)