

Comprehensive Progress Report

Mission:

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

Vision:

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

Goals:

PERFORMANCE COMPOSITE: By June 2026, as measured by our performance composite scores, Bessemer Elementary will use data and MTSS to support instruction, increasing our school performance composite by 29.1% to 32.1%. (A1.07; A2.05; A4.01,A3.01, C2.03)

1. By June 30, 2026, Bessemer will increase overall Math EOG proficiency by at least three percentage points, from 28.7% in 2024-25 to 31.7% in 2025-26. Restart funds will be used to support 1 MCL to help with math instruction during the 2025-2026 school year.

By the end of the 2025-2026 school year, Bessemer Elementary will expose all K-5 students to a minimum of three or more opportunities that will excite scholars about future careers. Title I funds are used for 1 Counselor position

By June 2026, our school will achieve a rating of "Optimizing (2)" on FAM-S Item 23. We will accomplish this by ensuring that educators utilize multiple sources of data to inform decision-making and instructional priorities throughout the school year. (Fam-S 23).

The principal celebrates individual, team, and school successes, especially related to student learning outcomes (C3.01)



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Domain 2: Talent Development			
Effective Practice:		Practice 2C: Set clear performance expectations			
	C3.01	The principal celebrates individual, team, and school successes, especially related to student learning outcomes.(5165)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<ul style="list-style-type: none"> • Staff shoutouts • Sharing data • Attendance awards and emails • “Bobcats Making the Mark” • In-house PDs • PD conferences 	Limited Development 09/01/2025		
<i>How it will look when fully met:</i>		<p>Full Implementation: The principal will build the capacity of his/her staff by celebrating successes at every level (student, team, and school). These recognitions are routinely identified, communicated, and celebrated, creating a positive culture of achievement. The recognition is intentional, connected to learning outcomes, and valued by students, staff, and the community.</p> <p>Title I funds are used for Parent Food Purchases.</p>		Tyron McMillon	06/09/2026
Actions			0 of 2 (0%)		
	10/7/25	Administration coordinates "First Friday" treats for the staff.		Tyron McMillon	06/05/2026
	<i>Notes:</i>				
	9/1/25	During monthly meetings, staff will be recognized for attendance, going above and beyond, data, etc.		Tyron McMillon	06/09/2026
	<i>Notes:</i>				

Core Function:		Domain 3: Instructional Transformation			
Effective Practice:		Practice 3A: Diagnose and respond to student learning needs			
	A1.04	ALL teachers assess student progress frequently using a variety of evaluation methods and make appropriate curriculum adjustments based on results.(5085)	Implementation Status	Assigned To	Target Date

<p>Initial Assessment:</p>	<ul style="list-style-type: none"> • DIBELS benchmarks (3x/yr) were implemented • Progress monitoring for at-risk students (weekly or biweekly) was not fully implemented in all classrooms • EC students are progress monitored (FastBridge) for reading and math • CORE Phonics Survey was used intermittently in classrooms; it was used diagnostically in Tier 3 assessments • Restart funds will be used to support 1 MCL to help with math instruction during the 2025-2026 school year. 	<p>Limited Development 09/01/2025</p>		
<p>How it will look when fully met:</p>	<p>Full Implementation:</p> <ul style="list-style-type: none"> • Benchmarks continue 3x/yr • Reading Amplify or FastBridge reflects biweekly or weekly progress monitoring for at-risk students in math or reading • CORE Phonics Survey is used diagnostically for students requiring supplemental support in classrooms • Profect Read (UFLI Portal) is utilized to assess, monitor, and reteach students across grade levels. • Interim assessment data, NWEA data, and DIBELS data are utilized during PLCs to make informed decisions about instruction. • Restart funds will be used to support 1 MCL to help with math instruction during the 2025-2026 school year. <p>MTSS Alignment: (Item 30) Core behavior practices exist that are defined schoolwide or across all grade levels/spans by essential components of instruction, curriculum, and environment (ICE).</p> <p>Possible data sources: IPS Data, PLC Data, DIBELS data, NWEA data, Interim Assessment Data, CICO data (agenda, minutes, student behavior data), discipline data</p> <p>Frequency of Updates are listed via each action step. These dates will be adhered to with evidence of discussion in the agenda and minutes. The person responsible may provide supporting evidence for the update to the document folder. These checks are to ensure that the changes or adaptations are made if needed to improve the implementation process or programming.</p> <p>Title I funds are used for 0.9 Teacher position.</p>		<p>Teresa Anderson</p>	<p>06/09/2026</p>
<p>Actions</p>		<p>1 of 5 (20%)</p>		
<p>10/16/25</p>	<p>Restart Fund will be used to purchase EIT 2024-2025.</p>	<p>Complete 06/25/2025</p>	<p>Danielle Morehead</p>	<p>06/25/2025</p>
<p><i>Notes:</i></p>				

9/1/25	IPS/SPS teams will review the implementation of supplemental instruction and intensive interventions monthly with classroom teachers.			06/09/2026
<i>Notes:</i>				
9/1/25	EC team to review the implementation of SDI monthly through EC meetings.		Danielle Morehead	06/09/2026
<i>Notes:</i>				
9/26/25	Weekly PLC's with curriculum facilitator and administration.		Teresa Anderson	06/09/2026
<i>Notes:</i>				
9/1/25	All teachers to be trained in using progress monitoring tools (Amplify + FastBridge); CORE Phonics Survey		Teresa Anderson	12/01/2026
<i>Notes:</i>				

	A4.03	Instructional teams utilize student learning data to determine whether a student requires a referral for special education services. (5121)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	<ul style="list-style-type: none"> IPS met weekly to set up new cases, review ongoing cases, and identify students not responding to interventions. Team consists of: IPS Coordinator (Reading Specialist), School Psychologist, School Counselor, NCEL Math Specialist/Teacher, Social Worker, and Administration. Referrals were emailed within 48 hours of submission to EC teacher. 	Limited Development 09/01/2025			
<i>How it will look when fully met:</i>	<p>Fully Implementation: The MTSS Tiered system will be fully utilized to respond to student academic and behavioral deficiencies. Each tier will be well defined with interventions supporting students and creating a cyclic movement of students throughout Tier I and II to an EC referral if necessary. Once referred, meetings, evaluations, and eligibility will be completed within 90 days of the referral. Restart funds will be used to support 1 MCL to help with math instruction during the 2025-2026 school year.</p> <p>MTSS Alignment: (Item 30) Core behavior practices exist that are defined schoolwide or across all grade levels/spans by essential components of instruction, curriculum, and environment (ICE).</p> <p>Possible data sources: IPS Data, PLC Data, DIBELS data, NWEA data, Interim Assessment Data, CICO data (agenda, minutes, student behavior data), discipline data</p> <p>Frequency of Updates are listed via each action step. These dates will be adhered to with evidence of discussion in the agenda and minutes. The person responsible may provide supporting evidence for the update to the document folder. These checks are to ensure that the changes or adaptations are made if needed to improve the implementation process or programming.</p>		Danielle Morehead	06/09/2026	
Actions		0 of 3 (0%)			
9/1/25	Ensure sufficient data is present at the time of IPS (attendance, CORE Phonics, mClass data in math/reading).		Martika Harrington	12/01/2025	
<i>Notes:</i>					

9/1/25	Ensure sufficient data is present at the time of IPS (attendance, CORE Phonics, mClass data in math/reading).		Martika Harrington	06/09/2026
<i>Notes:</i>				
9/1/25	FastBridge Training to any staff who may need it.		Danielle Morehead	12/01/2026
<i>Notes:</i> SAEBERS - a survey will be sent home in November informing parents of the survey, they can opt out. January is when the actual survey will begin for students.				

Core Function:	Domain 3: Instructional Transformation
Effective Practice:	Practice 3C: Remove barriers and provide opportunities

D2.05

The environment of the school (physical, social, emotional, and behavioral) is safe, welcoming, and conducive to learning. (5854)

**Implementation
Status**

Assigned To

Target Date

<p>Initial Assessment:</p>	<ul style="list-style-type: none"> • Updated Bobcat Expectations, visibly posted around the school. • New fencing around the playground area • Updated vestibule area • Weekly check-ins • Class Dojo points 	<p>Limited Development 09/01/2025</p>		
<p>How it will look when fully met:</p>	<p>Fully Implemented: Evidence of full implementation would show that students feel safe and comfortable, are engaged in learning, and have trusted adults they can turn to for support. This includes:</p> <ul style="list-style-type: none"> • Increase in safety in hallways and around campus • Decrease in physical behavior problems with students • Community events which promote safety, social and emotional awareness, and increased academic outcomes • More ELL opportunities for students and parents • Increased parent support in upholding new safety systems and procedures. <p>MTSS Alignment: (Item 30) Core behavior practices exist that are defined schoolwide or across all grade levels/spans by essential components of instruction, curriculum, and environment (ICE).</p> <p>Possible data sources: District safety data, District SEL Coaches feedback, IPS Data, PLC Data, DIBELS data, NWEA data, Interim Assessment Data, CICO data (agenda, minutes, student behavior data), discipline data</p> <p>Frequency of Updates are listed via each action step. These dates will be adhered to with evidence of discussion in the agenda and minutes. The person responsible may provide supporting evidence for the update to the document folder. These checks are to ensure that the changes or adaptations are made if needed to improve the implementation process or programming.</p> <p>Title I funds are used for 1 Counselor position .</p> <p>Title I funds are used for 0.9 Teacher position.</p> <p>Title I funds are used for Supplies and Materials .</p>		<p>Avery Steele</p>	<p>06/09/2026</p>
<p>Actions</p>		<p>1 of 6 (17%)</p>		
<p>10/7/25</p>	<p>Vestibule has been installed and completed.</p>	<p>Complete 10/10/2025</p>	<p>Tyron McMillon</p>	<p>10/10/2025</p>
<p>Notes:</p>				

9/1/25	Men of Bessemer event		Carl Ebron	12/01/2025
	<i>Notes:</i>			
10/7/25	PBIS Monthly Incentives		Avery Steele	06/02/2026
	<i>Notes:</i> 09/26/2025 - Dance 10/31/2025 - Fall-O-Ween Trunk or Treat and Read Aloud by Dr. McMillon 12/02/2025 - K-2 extra 30 minutes in recess, 3-5 UNCG Basketball game			
10/7/25	Bobcat Bucks and Bobcats store.		Avery Steele	06/05/2026
	<i>Notes:</i> 12/12/2025 - Bobcat store during specials			
9/1/25	Men of Bessemer event		Carl Ebron	06/09/2026
	<i>Notes:</i>			
9/1/25	Continue to partner with Reading Connections which serves any Guilford County adult over the age of 18 who wants to improve literacy skills.			06/09/2026
	<i>Notes:</i>			