

## Comprehensive Progress Report

**Mission:** The mission of Bessemer City Central is to facilitate the learning process, build character among students, and embrace global challenges.

The vision for Bessemer City Central is to prepare students for success by promoting a love for learning.

Vision:

Goals:

In 2022-2023 Bessemer City Central Elementary will increase student proficiency on the Math EOG from 30.4% to at least 35% of all students.

In 2022-2023 Bessemer City Central will increase student proficiency on the Reading EOG from 31.7% to at least 40%.

In 2022-2023 Bessemer City Central will increase student proficiency on the fifth grade Science EOG from 47.8 to at least 55%.

In 2022-2023 at least 85% of all students will be successful in Tier One of our Positive Behavior Intervention and Support (PBIS) framework.

In 2022-2023 Bessemer City Central will increase student proficiency among students in our EC subgroup from less than 5% to 20% in reading and to 22% in math.



! = Past Due Objectives

KEY = Key Indicator

<b>Core Function:</b>		<b>Dimension A - Instructional Excellence and Alignment</b>				
<b>Effective Practice:</b>		<b>High expectations for all staff and students</b>				
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	

*Initial Assessment:*

Our school has implemented a school wide behavior plan to become a fully implemented PBIS school. Teachers will attend training to learn how to incorporate the program into their classrooms. A matrix was designed by staff and positive reinforcements have been decided on. We will implement Morning Meeting fully.

Using Restart Flexibility funds, (budget flexibility/flexible staffing) we will be able to . 51rug.onstructional coaches for MTSS and PBIS facilitation. The instructional coaches will facilitate problem solving for students in all four areas, academics, attendance, SEL and behavior, as well as all three levels (tier I, II, III). Instructional coaches will also model effective management strategies for new teachers as needed.

Limited Development  
10/04/2017

Priority Score: 3

Opportunity Score: 3

6/21/18 The PBIS team will meet at least once per quarter to review behavioral data and quarterly incentives. Complete 05/05/2022 Angela Newton

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
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*Initial Assessment:* Using Restart Flexibility funds (budget flexibility/flexible staffing) the instructional coaches will facilitate our weekly PLC meeting for each grade. During these weekly meetings our teachers will collaborate, with the guidance of instructional coaches and district curriculum coaches, to develop instructional plans. They will use N.C. State Standards and the Gaston County Schools pacing guide.

Limited Development  
05/26/2016

Priority Score: 3

Opportunity Score: 3

Index Score: 9

*How it will look when fully met:* Evidence: Our teachers meet weekly as a PLC with administration to develop instructional plans. They k

*Notes:*

9/13/21 With the support of the content teachers, each grade level and EC staff Complete 10/08/2021 April Bridges 09/01/2021  
will develop a meeting schedule for regular, weekly planning.

*Notes:*

<i>Experience</i>	9/22/2022 Gaston County Schools Academic Services department provides standards-aligned unit guides for each subject-area and grade level. Resources to formal and informal assessments are linked within the unit guides, as well as resources to use for interventions and strategies.			
<i>Sustainability</i>	9/22/2022 Gaston County Schools Academic Services department provides standards-aligned unit guides for each subject-area and grade level. Resources to formal and informal assessments are linked within the unit guides, as well as resources to use for interventions and strategies.			

<b>Core Function:</b>	<b>Dimension A - Instructional Excellence and Alignment</b>
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<b>Effective Practice:</b>	<b>Student support services</b>
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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
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<i>Initial Assessment:</i>	Currently the MTSS team, led by the instructional coaches (also known as content teachers) monitors and provides support to teachers for their who have tier plans. The school team has been given training from the district. The team then provides an overview for the staff. Teachers address individual student needs during small group time and individual conferencing time.	Limited Development 05/27/2016		
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Priority Score: 3	Opportunity Score: 3	Index Score: 9		
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<i>How it will look when fully met:</i>	Teachers who have the majority of students in the class performing below grade level will differentiate core instruction for students. The students who do not respond to the differentiated core will have a tier plan. MTSS will meet monthly to review intervention plans, progress monitoring data, and to adjust plans based on data.		Heather Rice	06/01/2023
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<i>Actions</i>		7 of 10 (70%)		
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6/21/18	The school will develop a master schedule that allows for 45 minutes of flex time for each grade level and for both ELA and math.	Complete 10/08/2021	Lacey Walters	09/01/2021
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<i>Notes:</i>				
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10/28/16	The school will utilize BOY assessment data to develop instructional groupings for flex time.	Complete 10/08/2021	Lacey Walters	10/01/2021
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*Notes:*

3/31/17	Teachers, in collaboration with the MTSS team and the content teachers, will identify students and monitor instruction on Tier 1, 2 or 3 based on student performance data.	Complete 05/05/2022	Lacey Walters	06/01/2022
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*Notes:*

10/28/16	Students served on Tier 2 or 3 will receive research-based intervention in ELA and math using Spire, AMC, and individualized learning pathways in iReady (passing at least 1-2 iReady lessons per week). Instructional coaches (also known as content teachers) will assist teachers in identifying the appropriate interventions within the above-listed resources.	Complete 06/02/2022	Lacey Walters	06/01/2022
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*Notes:*

10/28/16	Each grade level will modify the flex groupings at least twice during the school year based on student performance and progress after receiving professional development on the use of data (during two Saturday retreats) with administration and the instructional coaches.	Complete 05/05/2022	Lacey Walters	06/01/2022
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*Notes:*

9/13/21	Classroom teachers will collaborate with support staff quarterly (EC, AIG, ELL, Title I Literacy) to identify ways to support students academically.	Complete 06/02/2022	Lacey Walters	06/01/2022
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*Notes:*

10/11/21	EC students will be served during flex time to the greatest extent
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9/22/22	EC students will be served during flex time to the greatest extent possible to avoid missing direct core instruction. When service time exceeds flex time, students will be pulled during a time that does not include direct core instruction.		Latoria Gamble	06/01/2023
<i>Notes:</i>				
<i>Implementation:</i>		09/22/2022		
<i>Evidence</i>	9/22/2022			
<i>Experience</i>	9/22/2022			
<i>Sustainability</i>	9/22/2022			







Core Function: Dimension B - Leadership Capacity

Effective Practice: Strategic planning, mission, and vision

KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
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*Initial Assessment:* A BC Central Leadership team will be developed through our School



9/13/21 The leadership team will make recommendations to area-specific teams in their regularly scheduled area-specific team meetings based on data review and review of action steps. Complete 06/02/2022

April Conley

06/01/2022

*Notes:*

*Implementation:*

09/22/2022

*Evidence*

9/22/2022

**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
<i>Initial Assessment:</i>		Each grade level will have a grade level chair person. Instructional planning time is also planned for in the weekly schedule so that teachers receive time for planning during the day. This is achieved through itinerant time in art, music, p.e., library, guidance and innovation station. Teachers will have common planning time to allow them to collaborate with their colleagues.	Limited Development 05/27/2016		
		Priority Score: 2	Opportunity Score: 3	Index Score: 6	
<i>How it will look when fully met:</i>		Specific duties are assigned such as: preparing hall bulletin boards, hosting family fun nights and student performances, morning and bus duties as well as field trip planning responsibilities. Each grade level has a grade level chair person. Instructional planning time is also planned for in the weekly schedule so that teachers receive time for planning during the day. This is achieved through itinerant time in art, music, p.e., library, guidance and innovation station. Teachers have common planning time to allow them to collaborate.	Objective Met 09/22/22	Cedric Bowie	06/01/2022
<i>Actions</i>					
	10/5/17	A master schedule will be developed that provides teachers with 240 minutes of planning time per week during school days.	Complete 10/08/2021	Megan James Thomas	09/01/2021
<i>Notes:</i>					
	10/11/21	EC teachers will be exempt from extra duties to allow more time for planning specialized instruction and creating Individualized Education Plans (IEPs) based on student performance data and other relevant data.	Complete 10/08/2021	Latoria Gamble	09/30/2021
<i>Notes:</i>					
	6/17/19	Teachers will meet once per week after the instructional day with content teachers, academic facilitators and administrators to plan instruction based on priority standards and scales of proficiency.	Complete 06/02/2022	Megan James Thomas	06/01/2022
<i>Notes:</i>					



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
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Initial Assessment:

9/22/22	The principal will assign beginning teachers (both regular and EC teachers) within the first 3 years of their career as well as EPI teachers a mentor who will also be assigned the duty to provide feedback and support to their mentees.	Complete 08/23/2022	Tammy Dean	09/01/2022
<i>Notes:</i>				
10/28/16	An evaluation schedule will be developed and shared with teachers (including EC teachers) at an orientation meeting at the beginning of the year that includes a timeline for observations.	Complete 08/12/2022	Cathy Morrison	09/01/2022
<i>Notes:</i>				
10/12/22	Walk-throughs will occur for all core, EC and ESL teachers in order to provide timely feedback for teachers that will support them in their professional growth. Walk-throughs will utilize the Get Better Faster materials.		April Conley	06/01/2023
<i>Notes:</i>				
9/13/21	Classroom walk-throughs will occur each week for every teacher (including EC teachers) with written feedback from an administrator, content teacher and/or academic facilitator.	Complete 05/05/2022	April Conley	06/01/2023
<i>Notes:</i>				
<i>Implementation:</i>		06/02/2022		
<i>Evidence</i>	5/13/2020 See GCS walk-through data, feedback sheets from the back of doors, and coaching notes from content teachers.			
<i>Experience</i>	5/13/2020 Content teachers are also providing instructional feedback to teacher weekly.			
<i>Sustainability</i>	5/13/2020 This will be continued. Administration will create a calendar to ensure all teachers receive walk through and feedback at least 5 times a year.			

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
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*Initial Assessment:* Currently, school wide data and classroom data are shared and discussed with all teaches. EVAAS data, I Ready data and MClass data are reviewed and instructional strategies determined based on this information, such as professional development needed and placement of the the teacher assistant during small grouppta and MClasAre fl.999 Tf



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>		Currently, recruitment is done at the county level. However, schools do have a display at the yearly job fair. Teachers are evaluated using state expectations and forms and replacing teachers is accomplished by interviewing applicants that are from the applicant system used by our human resources department. The HR department reviews applicant information to make sure they are qualified for the position. At the school levels, teachers are recognized for accomplishments throughout the year and provided with monthly tokens of appreciation. Incentives for working at our school and meeting growth and proficiency expectations, as well as demonstrating exemplary attendance, will be rewarded using Restart funds flexibility.	Limited Development 05/27/2016		
		Priority Score: 2	Opportunity Score: 3	Index Score: 6	
<i>How it will look when fully met:</i>		Our school district will provide a specific plan and procedures for recruiting and evaluating staff. The school will host quarterly meetings for new staff members only to ensure that their needs are discussed and met. Monthly gifts/tokens of appreciation will also be given to each staff member. A Sunshine committee will plan events for staff to maintain a sense of community.		Cathy Morrison	06/01/2023
<i>Actions</i>			5 of 7 (71%)		
	10/11/21	Incentives and eligibility for attendance bonuses, proficiency bonuses, growth bonuses and retention bonuses will be explained to staff at the beginning of the year.	Complete 10/08/2021	Megan James Thomas	09/30/2021
<i>Notes:</i>					
	10/28/16	Vacancies will be filled by recommending the best possible candidates by using a school based interview team and by validating candidates through at least 3 professional references.	Complete 06/02/2022	Lacey Walters	06/01/2022
<i>Notes:</i>					
	10/28/16	Staff, including EC teachers, will be eligible for incentives for attendance, retention, proficiency and/or growth.	Complete 06/02/2022	April Conley	06/01/2022
<i>Notes:</i>					
	10/11/21	Staff members will be rewarded/acknowledged monthly by administration to thank them for their service.	Complete 06/02/2022	Megan James Thomas	06/01/2022

<i>Notes:</i>				
10/23/22	New teachers and EPI teachers will receive a mentor within the first two weeks of August employment.	Complete 09/12/2022	Angela Newton	08/17/2022
<i>Notes:</i>				
9/22/22	A school based team will interview candidates for open positions for the upcoming year and/or as openings occur.		Cathy Morrison	06/01/2023
<i>Notes:</i>				
9/22/22	Recruitment will occur by participating in a job fair.		April Conley	06/01/2023
<i>Notes:</i>				
<i>Implementation:</i>		06/02/2022		
<i>Evidence</i>	6/2/2022			
<i>Experience</i>	6/2/2022			
<i>Sustainability</i>	6/2/2022			

Core Function:		Dimension E - Families and Community			
Effective Practice:		Family Engagement			
KEY	E1.06		Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		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)	Limited Development 05/27/2016		
		Priority Score: 3	Opportunity Score: 3	Index Score: 9	
<i>How it will look when fully met:</i>		The school will host various events to focus on curriculum, including a Read to Achieve Night for 3rd grade to explain how parents can assist their children at home to meet the state requirements for Read to Achieve. Newsletters will be sent home to inform parents of what standards and content their children are currently learning. There will also be flyers sent home on a quarterly basis to provide resources that parents can access at home to help their children with their academics. I Ready reports will be sent home to inform parents of where their child's current levels are and the progress they are making throughout the year. BCC will also utilize social media to engage families and a school website that is updated regularly.		Christina McKinney	06/01/2023
<i>Actions</i>			5 of 8 (62%)		
	10/28/16	Parents will receive contact information from the classroom teacher at an orientation event prior to the first day of school.	Complete 10/08/2021	Michelle Hasenjager	09/01/2021
<i>Notes:</i>					
	10/28/16	The school will communicate with parents weekly through Parent Connect phone calls, Dojo messages, personal phone calls, emails, notes, and/or newsletters.	Complete 06/02/2022	Michelle Hasenjager	06/01/2022
<i>Notes:</i>					
	10/28/16	Teachers will make a contact home after 2 consecutive days of student absence to inquire about the well-being of the student.	Complete 06/02/2022	April Conley	06/01/2022
<i>Notes:</i>					

10/28/16	Each classroom teacher will maintain a parent contact log that shows regular communication with each student's family.	Complete 06/02/2022	Patrick Watson	06/01/2022
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*Notes:*

10/11/21	EC teachers will share contact information within the first month of school and communicate with families regularly (at least once per quarter) about their child's progress in the EC classroom.	Complete 06/02/2022	Latoria Gamble	06/01/2022
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*Notes:*

9/22/22	Parents will receive contact information from all classroom teachers within the first week of school or within the first week of their child's enrollment.		Heather Rice	06/01/2023
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*Notes:*

9/22/22	The school will communicate with families regularly through messaging apps, a school newsletter, weekly Parent Link calls, or other means.			
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