



Our Direction

Bessemer Elementary

Date of Report: 4/10/2025

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, 2025, Bessemer will increase overall 3rd grade reading EOG proficiency by at least 3 percentage points, from 21% in 2023-24 to 24% in 2024-25.
 - 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

Title 1 Funds will be used to support EEA's for additional tutoring, planning, support, data dives and classroom based assessment creations for student improvement.

Restart funds used to support 2 EIT's to support with literacy instruction during the 2023-2024 school year.

- 1. By June 30, 2025, Bessemer will increase overall 4th grade reading EOG proficiency by at least 3 percentage points in 4th grade from 33.8% in 2023-2024 to 36.8 % in 2024-2025
 - 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

Title 1 Funds will be used to support EEA's for additional tutoring, planning, support, data dives and classroom based assessment creations for student improvement.

Restart funds used to support 2 EIT's to support with literacy instruction during the 2023-2024 school year.

- 1. By June 30, 2025, Bessemer will increase overall 5th grade reading EOG proficiency by at least 3 percentage points in 5th grade from 36.9 % in 2023-2024 to 39.9 % in 2024-2025
 - 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

Title 1 Funds will be used to support EEA's for additional tutoring, planning, support, data dives and classroom based assessment creations for student improvement.

Restart funds used to support 2 EIT's to support with literacy instruction during the 2023-2024 school year.

- **ATTENDANCE:** By June 2025, 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 92% to 94.8% for the year 2024-2025.

Teachers will improve their daily attendance by 5% as indicated by AESOP, going from 89% to 94%.

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: 2023-2024	Baseline: 92
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: 2023-2024	Baseline: 100%
Target Date: 2024-2025	Target: 94.8%	Actual:

- **PERFORMANCE COMPOSITE:** By June 2025, 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 30.3% to 31.8%. (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.

Restart Funds used to support 3 EIT's to support with Literacy and Math instruction within the school.

Performance Measure(s)

Performance Indicator: Our math composite will increase from 29.4% from 2024 to 30.9% in 2025.		
Data Source: 3-5 Math EOG	Baseline Year: 2023-2024	Baseline: 29.4
Target Date: 2024-2025	Target: 30.9	Actual:
Performance Indicator: Our reading composite will increase from 30.3% from the 2024 year to 31.8% 2025.		
Data Source: 3-5 Reading EOG	Baseline Year: 2023-2024	Baseline: 30
Target Date: 2024-2025	Target: 31.8	Actual:
Performance Indicator: Our science proficiency will increase from 2024 63% to 2025 63.1.		
Data Source: 5th Grade Science EOG	Baseline Year: 2023-2024	Baseline: 63%
Target Date: 2024-2025	Target: 63.1%	Actual:

- **REDUCTION OF LOSS OF INSTRUCTIONAL DAYS:** By June 2025, 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 the number of days miss from 30 to 27 (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.

Title 1 funds will be used to support funding an additional 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 2023-2024		
Data Source: Power School Suspensions	Baseline Year: 2023-2024	Baseline: 30
Target Date: 2024-2025	Target: 27	Actual:

Data Review:

Needs Assessments, Accreditation Reports, Similar Feedback:

Throughout 2024-2025, staff and administration at Bessemer Elementary will review 2023-2024, 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 2024-2025, student outcome data will guide planning and instruction. 2023-2024 EOG data reflects __34.1%__ overall reading proficiency. 2023-2024 reading scores included __21%__ for 3rd grade ELA, __34%__ for 4th grade, and __37%__ for 5th grade. Math proficiency was 34.7% overall. __29%__ for 3rd, __26%__ for 4th, and __34%__ for 5th. 5th grade Science proficiency was 63%. 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 2025, 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:

Practice 1A: Prioritize improvement and communicate its urgency

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

Practice 1B: Monitor short-and long-term goals

- B3.03 The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)
- D1.02 The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)

Practice 2A: Recruit, develop, retain, and sustain talent

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

Practice 2B: Target professional learning opportunities

- 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)

Practice 3A: Diagnose and respond to student learning needs

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

Practice 3B: Provide rigorous evidence-based instruction

- 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)
- 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)

Practice 3C: Remove barriers and provide opportunities

- 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)

Practice 4A: Build a strong community intensely focused on student learning

- 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)

Practice 4C: Engage students and families in pursuing education goals

- 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)