

## 2014 - 2016 Bessemer City Middle Improvement Plan

### Bessemer City Middle Contact Information

School	Bessemer City Middle	<b>Courier Number</b>	360436
Street Address	525 Ed Wilson Road	Phone Number	704-629-3281
City, State, Zip Code	Bessemer City, NC 28016	Fax Number	704-629-4501
School Website	<a href="http://www.gaston.k12.nc.us/Domain/63">http://www.gaston.k12.nc.us/Domain/63</a>	Principal	Rebecca Wilson

### Bessemer City Middle: School Improvement Team Membership

From GS 115C-105.27: "The principal at each school, representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building, and parents of children enrolled in the school shall constitute a school improvement team to develop a school improvement plan to improve student performance. Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants shall be elected by their respective groups by secret ballot... Parents serving on school improvement teams shall reflect the racial and socioeconomic composition of the students enrolled in that school and shall not be members of the building-level staff."

Committee Positions	Name	Email Address	Date Elected
Principal	Rebecca Wilson	rewilson@gaston.k12.nc.us	6/1/2014
Assistant Principal	Melissa Williams	mowilliams@gaston.k12.nc.us	6/1/2014
Teacher Representative	Danielle Gilbert	dngilbert@gaston.k12.nc.us	6/1/2015
Teacher Representative	Michael Lindquist	mrlindquist@gaston.k12.nc.us	6/1/2014
Teacher Representative	Elisa Homesley	ejhomesley@gaston.k12.nc.us	8/18/2015
Teacher Representative	Marion Boudman	mmboudman@gaston.k12.nc.us	6/1/2015
Teacher Representative	Karen Archer	kaarcher@gaston.k12.nc.us	6/1/2014
Teacher Representative	Patricia Adolph	paadolph@gaston.k12.nc.us	6/1/2015
Instructional Support Representative	Steven Gantt	sjgantt@gaston.k12.nc.us	6/1/2014
Parent Representative			6/1/2014
Instructional Assistant	Angela Greason	ajgreason@gaston.k12.nc.us	6/1/2014

Principal Signature: \_\_\_\_\_

Date: \_\_\_\_\_

GCS Board Approval Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## 2014 - 2016 Bessemer City Middle Improvement Plan

### Gaston County School's Values

				Beliefs			Four C's				
				Safety			Commitment				
				Diversity			Community				
				Innovation			Communication				
				Collaboration			Choice				
				Excellence							

### Gaston County School's Vision and Mission Statement

Vision: The vision of Gaston County Schools is to inspire success and a lifetime of learning

Mission: Through outstanding employees and community partners, Gaston County Schools provides innovative educational opportunities for all students in a safe and nurturing learning environment

### Bessemer City Middle Mission and Vision Statement

Vision: Our vision at Bessemer City Middle School is to educate all learners to achieve post-secondary education and become successful citizens in the twenty-first century workforce.

Mission: Our mission at Bessemer City Middle School, through high expectations, is to encourage students to work collaboratively and make real world connections while differentiating instruction to foster independent knowledge using common core strategies and using interventions to increase positive behavior.

### Bessemer City Middle SMART GOALS

Based upon data analysis our focus will be upon the following outcomes:

1. Based on school focus area --- different for each school

**2. AMO and Ready Accountability Model Targets ---- every school**

## Gaston County Schools Strategic Goals

Goal 1: Every student will graduate prepared for post-secondary opportunities

Focus Area	1.1 Increase the graduation rate
	1.2 Increase students completing Career and Technical Education courses and opportunities
	1.3 Increase the number of students who graduate from high school with post-secondary credit

Goal 2: Every member of our diverse student population has the opportunity for individualized instruction.

Focus Area	2.1 Increase the percentage of students reading on or above grade level by the end of the third grade
	2.2 Increase the strategies and tools available to ensure success of all students
	2.3 Increase opportunities for a wide variety of academic choices

Goal 3: Every employee is capable and committed to the education of the whole child.

Focus Area	3.1 Attract and retain a high qualified workforce in all schools, including high-needs areas, through increased incentives.
	3.2 Provide employees increased access to quality, research-based professional development
	3.3 Survey students annually to determine the level of administrator-student relationships, teacher-student relationships, and overall school classroom climate

Goal 4: Every school has up-to-date technology to support teaching and learning.

Focus Area	4.1 Ensure all schools have sufficient wireless coverage
	4.2 Increase the use of technology as a communication tool for all stakeholders
	4.3 Increase the number of teachers and students who effectively use digital learning tools

Goal 5: Every student has the opportunity to learn in a safe school environment.

Focus Area	5.1 Increase facility safety features
	5.2 Increase anti-bullying efforts at every school
	5.3 Increase community resources to maximize student support systems

## 2014 - 2015 Bessemer City Middle Improvement Plan

Smart Goal # 1		To increase positive behavior throughout the school.	
Strategic Plan Goal:		Goal 1	
Strategic Plan Goal focus area:		1.1, 1.2	
Current Status: Our suspension rate is 134.7 per 100 students.			
School Interim Goal 2014-2015: To decrease the rate by 10% (121.2/100)			
School Goal 2014-2016: To decrease the suspension rate to 109 per 100 students.			
Data Used: Educator's Handbook data			
Strategies(Action Steps)	Implementation Team	What Data will you collect	When will you monitor?
We will implement procedures in each classroom to promote positive behavior.	All staff	Team blue prints, educator's handbook data	Monthly
We will implement interventions for students who struggle to follow classroom procedures. Students will be identified by the number of referrals (4+) and type of referral (as decided by teachers).	All staff	MTSS referrals, behavior plan data, educator's handbook data	On going
We will implement school-wide focus behaviors weekly.	All staff	Educator's handbook data will be used to see if the number of referrals for the focus behavior reduces. Lesson plan data will be used to evaluate how the focus behavior is reinforced during instruction.	On going
Professional Development - Identify the professional development required to successfully implement the strategies listed above			
Staff/group participants	Professional Learning/Activities	Trainer	Date Completed
All Staff	Monthly PBIS training	PBIS team, Angela Newton	6/1/2015
All Staff	Poverty Training	TBD	TBD

<b>Section I. Goal # 1:</b>			
13-14 (Current Status)	Our suspension rate is 55.83 per 100 students.	2014-15 Target	To decrease the rate by 10% (121.2/100)
		2015-16 Target	To decrease the suspension rate to 109 per 100 students.
Status as of June/July 2015	93.9509/100 students	Year one target met? (Yes or No)	No
<b>Section II Year One Target Met</b>			
Adjusted Target for 2015-16		<b>**** Please add your new strategies below</b>	
<b>Strategies(Action Steps)</b>	<b>Implementation Team</b>	<b>What data will you collect</b>	<b>When will you monitor?</b>
<b>Section III Year One Target Not Met</b>			
Adjusted Target for 2015-16	Decrease the suspension rate by 10% to 83/100 students	<b>**** Please add your new strategies below</b>	
<b>Strategies(Action Steps)</b>	<b>Implementation Team</b>	<b>What data will you collect</b>	<b>When will you monitor?</b>
Continue school-wide PBIS strategies.	All staff	EH data broken into specific categories	quarterly
Focused PD and support for the top 5 referring faculty members.	Administration and Angela Newton	EH data broken down into specifics for each person	monthly
<b>Section IV. What Professional Development is needed for year two?</b>			
Continue with a focus on Poverty Training for faculty. Continue working with school PBIS team and school-wide best practices.			

## 2014 - 2015 Bessemer City Middle Improvement Plan

Smart Goal # 2			
Strategic Plan Goal:		Goal 2	
Strategic Plan Goal focus area:		2.1, 2.2	
Current Status: During the 2013/14 school year, only 28.1% of students were proficient on the Reading EOG test.			
School Interim Goal 2014-2015: Have 49.5% of students become proficient on the Reading EOG test.			
School Goal 2014-2016: Have 70% of students become proficient on the Reading EOG test.			
Data Used: Annual AMO data			
Strategies(Action Steps)	Implementation Team	What Data will you collect	When will you monitor?
We will focus on reading strategies in the reading content area. The focus will specifically be on infusing reading into all subjects, breaking down the meaning of the text, and how this applies to the subject matter.	all teacher	Evidence of reading in the content area in daily lesson plans and STAR progress monitoring looking at the overall level of students.	Quarterly
We will level students using F & P kits.	ELA teachers	F & P levels of students	11/1/2014
We will create focus interventions plans for students to help them progress through the F & P levels and to increase the reading level of students by 2 F & P levels. The focus of the intervention plan will differ from student to student depending on the area of need.	ELA Teachers	F & P documentation of level progression, evidence of literacy strategies in lesson plans, list of "conference with" in lesson plans	Quarterly
Professional Development - Identify the professional development required to successfully implement the strategies listed above			
Staff/group participants	Professional Learning/Activities	Trainer	Date Completed
All	Reading in the content area	TBD	TBD
ELA Teachers	F & P refresher training	TBD (Celeste Sadler?)	TBD

Section I. Goal # 2:			
13-14 (Current Status)	28.1% of students were proficient on the Reading EOG test.	2014-15 Target	49.5% of students become proficient on the Reading EOG test.
		2015-16 Target	70% of students become proficient on the Reading EOG test.
Status as of June/July 2015	38% proficient (based on my raw data)	Year one target met? (Yes or No)	no
Section II Year One Target Met			
Adjusted Target			
**** Please add your new strategies below			
Strategies(Action Steps)	Implementation Team	What data will you collect	When will you monitor?
Section III Year One Target Not Met			
Adjusted Target for 2015-16	48% proficient in reading (or 10% more than our 14/15 proficiency)	**** Please add your new strategies below	
Strategies(Action Steps)	Implementation Team	What data will you collect	When will you monitor?
Focus on the core instruction by improving the daily lesson plan structure to meet the expected outline by GCS to include all aspects of a language arts class in a 65 minute setting.	ELA teachers, IF, CF for ELA, administrators	Weekly lesson plans, walk through data	quarterly
Implement the Workshop Model for Writing in 6th ELA classes	6th ELA teachers, IF, Administrators, CF for ELA	Weekly Lesson Plans, Walk Through Dat	quarterly
Section IV. What Professional Development is needed for year two?			
Lucy Calkins			

**Section V. Reviewed by**

**Assistant Superintendent for Elementary & Secondary Schools**

**Assistant Superintendent for Adminstration**

**Assistant Superintendent for Curriculum & Instruction**

**Chief Accountability Officer**



## 2014 - 2015 Bessemer City Middle Improvement Plan

Smart Goal # 3		School Improvement Team decides what the focus will be	
Strategic Plan Goal:		Goal 2	
Strategic Plan Goal focus area:		2.2	
Current Status: During the 2013/14 school year, only 11.7% of students were proficient on the Math EOG test.			
School Interim Goal 2014-2015: Have 48.1% of students become proficient on the Math EOG test.			
School Goal 2014-2016: Have 80% of students become proficient on the Math EOG test.			
Data Used: Annual AMO data			
Strategies(Action Steps)	Implementation Team	What Data will you collect	When will you monitor?
We will implement Thinking Maps in all classes.	All teachers	Evidence of use in lesson plans	On going
We will use math vocabulary integration in our daily lessons.	Math teachers	Evidence of vocabulary integration on lesson plans, CFA questions involving vocabulary, and word walls in classrooms	On going
We will offer professional development on math problem solving strategies with coding of vocabulary/terms.	Math teachers	Professional development agenda, professional development sign-in, evidence of problem solving strategies in daily lesson plans	On going
Professional Development - Identify the professional development required to successfully implement the strategies listed above			
Staff/group participants	Professional Learning/Activities	Trainer	Date Completed
All teachers	Thinking Maps	TBD	12/1/2014
Math teachers	Math problem solving strategies	TBD	TBD

Section I. Goal # 3:			
13-14 (Current Status)	11.7% of students were proficient on the Math EOG test.	2014-15 Target	48.1% of students become proficient on the Math EOG test.
		2015-16 Target	Have 80% of students become proficient on the Math EOG test.
Status as of June/July 2015	22% proficient (based on my raw data)	Year one target met? (Yes or No)	no
Section II Year One Target Met			
Adjusted Target			
**** Please add your new strategies below			
Strategies(Action Steps)	Implementation Team	What data will you collect	When will you monitor?
Section III Year One Target Not Met			
Adjusted Target for 2015-16	33% proficient in math (or 10% more than our 14/15 proficiency)	**** Please add your new strategies below	
Strategies(Action Steps)	Implementation Team	What data will you collect	When will you monitor?
To implement Connected Mathematics Project in all grade levels.	Math teachers, Math Support, Math CF, administrators	Benchmark Data	Quarterly (or when benchmarks are given)
We will use math vocabulary integration in our daily lessons.	Math teachers	Evidence of vocabulary integration on lesson plans, CFA questions involving vocabulary, and word walls in classrooms	On going
Section IV. What Professional Development is needed for year two?			
Implementation of CMP			

Section V. Reviewed by
Assistant Superintendent for Elementary & Secondary Schools
Assistant Superintendent for Adminstration
Assistant Superintendent for Curriculum & Instruction
Chief Accountability Officer

## Compliance Statements

1. Describe your plan to provide duty-free lunch to all teachers: SIT has voted to allow teachers to switch out days to provide each individual a duty free lunch week.
2. Describe your plan to provide planning time for each regular classroom teacher each week, with the goal of 5 hours per week: Each core teacher is provided 45 minutes of team/area planning and 45 minutes of personal planning each day. Encore teachers will receive split plannings with one lasting 45 minutes and the other lasting 30 minutes which includes a duty-free lunch.
3. Physical activity is not denied to any students as a means of discipline, nor physical activity used as a form of punishment (K-8 only) : Physical activity is not denied nor a part of our school-wide discipline plan.
4. Each student participates in an average of 30 minutes per day of physical activity outside of the physical education class (K -8 only): Students are given opportunities to get 90 minutes of physical activity week through intramurals and HAC. Class changes as well as activities in the classroom address this mandate.

## Title I Statewide Project Summary: Needs Assessment

Provide an explanation of the Comprehensive Needs Assessment which reflects statutory requirements. Schools must address particularly the needs of low-achieving children and those at risk of not meeting state student achievement standards. Refer to the SIP profile or plan for any of these items (note page numbers).

Important note: Components 1-9 on the Title I Compliance Statements of the School Improvement Plan must refer to this needs assessment.

1. Summary of Comprehensive needs summary: Data is collected from the NC Report Card, PowerSchool, Incident Data System, and state assessments. Based on the data snapshot, our focus will be on our ALL subgroups in reading except AIG (ALL - 28.1%, White - 31.1%, SWD - 6.3%, Black - 19.4%, EDS - 23.3%, and Hispanic - 21.4%) and ALL subgroups in math (ALL - 11.7%, White - 13.5%, SWD - <5%, Black - 7.1%, EDS - 6.8%, Hispanic - <5%, and AIG - 83.8%). Input is provided by members of the SIT, PTA, Teacher Working Conditions Survey, and parent surveys. SIT creates monitoring goals, analyzes them, and updates them quarterly. Since the implementation of Common Core, student proficiency is very low but student growth has been impressive. Our goal for the 2014/15 school year is to continue student growth with a focus on math proficiency, especially increasing hands-on instruction and math literacy.

2. School wide Reform Strategies: Remix (40 minute remediation/acceleration period), MTSS interventions, and PBIS interventions and structures.

3. Instruction by a highly qualified professional staff: One hundred percent of our teachers and teacher assistants meet federal guidelines for NCLB. All teachers are currently assigned to the areas in which they are the strongest.

4. High quality and ongoing professional development: Teachers and staff participate in various staff development activities designed to facilitate school-wide initiatives. The focus for the 2014/15 school year will be relationship building. The SIT analyzes and approves all PD activities. Thinking Maps and reading in the content area are definite needs.

5. Strategies to attract high quality teachers to high needs schools: Teaching candidates are interviewed by an interview team made up of members of the faculty. Teachers have 21st Century technology to implement in their classroom. We also offer many professional learning opportunities for our staff members to grow. Time and professionalism are respected amongst all staff.

6. Strategies to increase parent involvement: We are working to provide parents with meaningful opportunities to connect with the school through mentoring, family night programs, parent advisory council, parent-teacher conferences, PTA membership, and proctoring.

7. Preschool transition strategies: We conduct a sixth grade transition camp in August for rising 6th graders.

8. Including teachers in decisions regarding the use of assessment: All tested area teachers receive multiple data reports concerning their current students. CFAs are utilized in PLCs to help intervene students.

9. Activities for children experiencing difficulty: Through remix, we work with students who are struggling in specific areas. We facilitate discussions in research-based interventions within the classroom.