

## 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>				
<b>KEY</b>	<b>A1.07</b>	<b>ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>	

**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 use the instructional 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

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	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
<b>How it will look when fully met:</b>	<p>There will be a decrease in office referrals from the baseline year and at least 85% of the student population will be successful at the Tier One level of PBIS implementation. Reports from Educator's Handbook will be the evidence.</p> <p>Outcome data:</p> <p>17-18 662 office referrals and 240 OSS</p> <p>18-19 486 office referrals and 174 OSS</p> <p>19-20 424 office referrals and 155 OSS</p> <p>20-21 COVID YEAR (STUDENTS ON COHORT A/B DAYS) 87 office referrals and 15 OSS</p> <p>21-22 780 office referrals and 79 OSS</p> <p>In summary, office referrals have increased but out-of-school suspensions have decreased. In 21-22, 80 students (approximately 20%) had four or more office referrals during the school year (which includes bus referrals).</p>			<b>Angela Newton</b>	<b>06/01/2023</b>
<b>Actions</b>			<b>7 of 10 (70%)</b>		
10/4/17	All teachers will teach classroom expectations and common area expectations at the beginning of the year.		Complete 10/08/2021	Angela Newton	09/05/2021
<i>Notes:</i>					
10/23/22	Instructional coaches will provide new teachers with modeling and feedback support.		Complete 12/13/2021	April Conley	12/01/2021
<i>Notes:</i>					
10/4/17	All teachers will utilize the PBIS framework to acknowledge and reward students who meet classroom and common area expectations.		Complete 06/02/2022	Angela Newton	06/01/2022
<i>Notes:</i>					
10/4/17	All teachers will reteach expectations after every extended break and as needed.		Complete 05/05/2022	Angela Newton	06/01/2022
<i>Notes:</i>					

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	06/01/2022
<i>Notes:</i>				
9/15/22	Teachers will receive professional development before the start of the school year focusing on the implementation of a positive behavior intervention and support (PBIS) framework. The PD will review school wide guidelines for success and developing a class vision and code. Teachers will develop class rules and a reward system for students.	Complete 10/03/2022	April Conley	10/01/2022
<i>Notes:</i>				
9/15/22	All teachers will teach the school-wide expectations and procedures at the beginning of the year, as well as teach their own classroom expectations.	Complete 10/03/2022	Tammy Dean	10/01/2022
<i>Notes:</i>				
9/15/22	All teachers will reteach common area and classroom expectations after every extended break and also as needed throughout the year using materials shared by the PBIS team.		Angela Newton	05/29/2023
<i>Notes:</i>				
9/15/22	Staff will use the PBIS framework to reward students for meeting expectations. Students will be rewarded at least twice per quarter by the PBIS team and additionally at the teacher's discretion.		Angela Newton	05/29/2023
<i>Notes:</i>				
9/15/22	The PBIS team will meet at least once per quarter to review behavior data and quarterly goals and incentives.		Angela Newton	05/29/2023
<i>Notes:</i>				
<b>Implementation:</b>		09/15/2022		
<b>Evidence</b>	9/15/2022			
<b>Experience</b>	9/15/2022 9/12/22-During the 21-22 school year, there was an increase in office referrals, but a significant decrease in out-of-school suspensions.			
<b>Sustainability</b>	9/15/2022 We will need to continue to implement a Positive Behavior Intervention & Support framework.			

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
<i>Initial Assessment:</i>		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		
<i>How it will look when fully met:</i>		Evidence: Our teachers meet weekly as a PLC with administration to develop instructional plans. They use N.C. State Standards and the Gaston County Schools pacing guide. In addition, teachers use district-created unit assessments as formative assessments throughout the year.	<b>Objective Met 10/23/22</b>	<b>Cathy Morrison</b>	<b>06/01/2023</b>
<b>Actions</b>					
	6/21/18	A PLC schedule will be created so that teachers will be provided 90 minutes of PLC time during each week to plan unit guides collaboratively.	Complete 08/20/2018	Penny Cable	08/25/2018
<i>Notes:</i>					
	10/5/17	Teacher will be provided one planning day each semester to plan with their grade level.	Complete 05/01/2019	Caroline Black	05/25/2019
<i>Notes:</i> The IF and CFs will work with teachers during these planning days to assist with curriculum planning and pacing.					
	10/5/17	Conduct weekly PLC meetings with each grade level.	Complete 05/23/2019	Penny Cable	06/06/2019
<i>Notes:</i> Teachers will meet with their grade level, IF, CF, and administrator to discuss standards, curriculum, and pacing.					
	6/17/19	Grade level teachers will meet with their team and content teacher each week for 45 minutes to discuss data, curriculum, pacing guides, plans, projects, and instructional strategies.	Complete 05/13/2020	Penny Cable	06/06/2021
<i>Notes:</i> This is fully implemented and will be continued in the 2020-2021 school year as evident by PLC agendas, notes and Master schedule.					
	9/13/21	With the support of the content teachers (also called instructional coaches), each grade level and EC staff will participate in unit planning during an instructional retreat held prior to the beginning of school.	Complete 10/08/2021	April Bridges	09/01/2021

<i>Notes:</i>				
9/13/21	With the support of the content teachers, each grade level and EC staff will develop a meeting schedule for regular, weekly planning.	Complete 10/08/2021	April Bridges	09/01/2021
<i>Notes:</i>				
10/23/22	Teachers will receive professional development on the use of data to inform small group instruction during a Saturday retreat after BOY data is collected and again after MOY data is collected.	Complete 01/17/2022	April Conley	01/15/2022
<i>Notes:</i>				
9/13/21	With the support of the content teachers, each grade level and EC staff will utilize pre- and post-assessments and/or progress monitoring to evaluate students' learning progress on curriculum standards and/or IEP goals.	Complete 05/05/2022	April Bridges	06/01/2022
<i>Notes:</i>				
9/13/21	With the support of the content teachers, each teacher will share and discuss individual student performance on each pre- and post-unit assessment in order to evaluate student progress on priority standards utilizing proficiency scales and each EC teachers will share and discuss progress monitoring data for each individual student.	Complete 05/05/2022	April Bridges	06/01/2022
<i>Notes:</i>				
9/13/21	Teachers will collaborate with content teachers on a weekly basis to analyze student performance data and inform instruction.	Complete 05/05/2022	April Bridges	06/01/2022
<i>Notes:</i>				
9/13/21	Grades will be given uniformly across the grade levels and will reflect student progress on priority standards and scales of proficiency.	Complete 06/02/2022	April Bridges	06/01/2022
<i>Notes:</i>				
<b>Implementation:</b>		10/23/2022		
<b>Evidence</b>	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>Experience</b>	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>Sustainability</b>	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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<b>Initial Assessment:</b>	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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<b>How it will look when fully met:</b>	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.		<b>Heather Rice</b>	<b>06/01/2023</b>
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<b>Actions</b>		<b>7 of 10 (70%)</b>		
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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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<b>Notes:</b>				
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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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<i>Notes:</i>				
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
<i>Notes:</i>				
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
<i>Notes:</i>				
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
<i>Notes:</i>				
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
<i>Notes:</i>				
10/11/21	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.	Complete 06/02/2022	Latoria Gamble	06/01/2022
<i>Notes:</i>				
9/22/22	All teachers will provide daily small group, differentiated instruction for students based on their needs during specified flex times.		Tammy Dean	06/01/2023
<i>Notes:</i>				
9/22/22	Students will be assigned to small flex groups based on BOY data and then based on ongoing formative assessment data. Groups will be reassigned at least twice per month.		Christina McKinney	06/01/2023
<i>Notes:</i>				



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>				
<b>Implementation:</b>		09/22/2022		
<b>Evidence</b>	9/22/2022			
<b>Experience</b>	9/22/2022			
<b>Sustainability</b>	9/22/2022			

	KEY	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)	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>			<p>Currently, each classroom has a scheduled guidance class time every week. Throughout the class, the counselor reviews character traits and how to handle various situations that may present themselves. This also allows students an opportunity to get to know the school counselor.</p> <p>The staff received PD on Morning Meetings during the 2020-2021 school year. These will be implemented daily with an SEL focus. Teachers were provided PD on Trauma Informed practices and Teaching children in poverty during the 2020-2021 school year.</p>	Limited Development 05/27/2016		
			Priority Score: 2                      Opportunity Score: 3	Index Score: 6		
<b>How it will look when fully met:</b>			Restart Flexibility funds will be used so that content teachers can model Morning Meeting for beginning teachers as needed. All students will attend their scheduled guidance class time weekly and Morning Meeting daily. The teachers will allow students to see the school counselor as needed. Staff will refer students using the counselor's referral process when necessary. Staff will work with families to use the mental health referral process as needed. Students will be referred to our MH clinician as needed and school based therapy services will be explained and offered for parents when needed.		Johanna Perez	06/01/2023
<b>Actions</b>				<b>4 of 7 (57%)</b>		
10/11/21	All teachers will launch Morning Meeting in their classroom at the beginning of the year to support students' social and emotional development and well-being.		Complete 10/08/2021	Johanna Perez	09/01/2021	
<i>Notes:</i>						
5/27/16	All teachers will fully implement Morning Meeting daily with students to support their social and emotional development and implementation will become an expected part of students' daily routine.		Complete 10/08/2021	Johanna Perez	09/30/2021	
<i>Notes:</i>						
10/28/16	Students who require additional support in managing their emotions will be referred to the behavior lab assistant, school counselor and/or mental health therapist.		Complete 06/02/2022	Johanna Perez	06/01/2022	
<i>Notes:</i>						

10/28/16	The student support team will meet monthly to identify students who need additional support and to review student support plans.	Complete 06/02/2022	Johanna Perez	06/01/2022	
<i>Notes:</i> We anticipated meeting monthly but we did not meet as frequently as intended.					
9/22/22	All teachers will have Morning Meeting time daily from 7:30 a.m. to 7:50 a.m. with a focus on social-emotional development.		Johanna Perez	06/01/2023	
<i>Notes:</i>					
9/22/22	The Student Support Team will increase their meeting frequency to twice per month to discuss the needs of students.		Johanna Perez	06/01/2023	
<i>Notes:</i>					
9/22/22	All teachers will have a class vision and code that they develop with students at the beginning of the year. This vision and code will be emphasized with students throughout the year.		Tammy Dean	09/30/2023	
<i>Notes:</i>					
<b>Implementation:</b>		06/02/2022			
<b>Evidence</b>	6/2/2022 We kept minutes for the times we met. We did not meet monthly as intended, but we did meet as necessary.				
<b>Experience</b>	6/2/2022				
<b>Sustainability</b>	6/2/2022				
<b>KEY</b>	<b>A4.16</b>	<b>The school develops and implements consistent, intentional, and ongoing plans to support student transitions for grade-to-grade and level-to-level.(5134)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		Teachers currently meet to briefly discuss student concerns as they transition from grade levels. All students receive an orientation prior to the next grade.	Limited Development 10/04/2017		
Priority Score: 2		Opportunity Score: 3	Index Score: 6		
<b>How it will look when fully met:</b>		Transitional activities will be documented that help students with a smooth and supportive transition to the next grade level.		<b>Christina McKinney</b>	<b>06/01/2023</b>
<b>Actions</b>			<b>5 of 7 (71%)</b>		
10/4/17	Families and students will receive an orientation to their new grade level prior to the first day of school.	Complete 10/08/2021	Michelle Hasenjager	09/01/2021	
<i>Notes:</i>					

10/4/17	Families and students will be invited to an annual Title I meeting and curriculum event within the first 30 days of school.	Complete 10/08/2021	Michelle Hasenjager	10/01/2021
<i>Notes:</i>				
6/21/18	Parents will be invited to attend a parent-teacher conference at least twice during the school year to discuss their child's progress and to identify ways to support their child's learning at home.	Complete 03/11/2022	Michelle Hasenjager	06/01/2022
<i>Notes:</i>				
9/13/21	Students entering sixth grade will have an opportunity to visit the middle school (either in person or virtually) prior to their sixth grade year.	Complete 06/02/2022	Michelle Hasenjager	06/01/2022
<i>Notes:</i>				
9/22/22	Families will have the opportunity to meet their child's teacher(s) prior to the start of the school year.	Complete 08/17/2022	Cathy Morrison	08/17/2022
<i>Notes:</i>				
9/22/22	Parents will be invited to attend a parent-teacher conference at least twice during the school year to discuss their child's progress and to identify ways to support their child's learning at home.		Tammy Dean	03/31/2023
<i>Notes:</i>				
9/22/22	Students transitioning to or from BCC will have the opportunity to receive an orientation to their new school prior to the start of their new grade level.		April Conley	06/01/2023
<i>Notes:</i>				
<b>Implementation:</b>		06/02/2022		
<b>Evidence</b>	6/2/2022			
<b>Experience</b>	6/2/2022			
<b>Sustainability</b>	6/2/2022			

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
<i>Initial Assessment:</i>		A BC Central Leadership team will be developed through our School Improvement Team to discuss the needs of our school. We will meet monthly to review progress and growth opportunities for our school.	Limited Development 09/12/2018		
		Priority Score: 3                      Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>		The team will be established based on voting. The team will meet on the first Thursday or Friday of each month (varies from month to month).	<b>Objective Met 09/22/22</b>	<b>Tommi Splawn</b>	<b>06/01/2022</b>
<b>Actions</b>					
	9/12/18	All members of the school will have a representative on the School Improvement Team identified through secret ballot voting.	Complete 10/08/2021	Tommi Splawn	09/15/2021
<i>Notes:</i>					
	9/12/18	The School Improvement Team will meet at least once per month to monitor progress on the School Improvement Plan and supporting action steps and to analyze school data in the areas of attendance, behavior, social/emotional support and academics. A second meeting each month will consist of PLC meetings focused on instruction and MTSS meetings facilitated by the content teachers focused on tiered levels of support. Restart funds are used to fund the content teachers to provide this additional level of support for multi-tiered systems of support.	Complete 06/02/2022	Cathy Morrison	06/01/2022
<i>Notes:</i>					
<b>Implementation:</b>			09/22/2022		
<i>Evidence</i>		9/22/2022 Gaston County Schools has a senior leadership team and MTSS district team that reviews school and student performance data and makes instructional and operational decisions that help provide guidance to schools in response to both school and student needs.			

<b>Experience</b>		9/22/2022 Gaston County Schools has a senior leadership team and MTSS district team that reviews school and student performance data and makes instructional and operational decisions that help provide guidance to schools in response to both school and student needs.			
<b>Sustainability</b>		9/22/2022 Gaston County Schools has a senior leadership team and MTSS district team that reviews school and student performance data and makes instructional and operational decisions that help provide guidance to schools in response to both school and student needs.			
<b>KEY</b>	<b>B1.03</b>	<b>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)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		The School Improvement Team meets once per month. All meetings are held on a Wednesday after school in the Media Center. The team consists of the principal, a lead teacher from each grade level, and two instructional support staff members.  A second Leadership team (PBIS TEAM) will also meet monthly to discuss school improvement as it pertains to behavior and SEL.	Limited Development 05/26/2016		
		Priority Score: 3                      Opportunity Score: 3	Index Score: 9		
<b>How it will look when fully met:</b>		The school improvement team meets the first Wednesday of each month. The meetings are held after school in the Media Center. The team consists of the principal, a lead teacher from each grade level, as well as two instructional support staff members.	<b>Objective Met 09/22/22</b>	<b>April Conley</b>	<b>06/01/2022</b>
<b>Actions</b>					
	5/26/16	Practices in the area of improving attendance, behavior, social/emotional development, and academics will be discussed weekly in PLCs, MTSS meetings, PBIS meetings, SIT meetings and/or student support meetings.	Complete 05/13/2020	April Conley	06/01/2022
<b>Notes:</b>					
	9/13/21	All meeting minutes will be compiled by the leadership team to review overall implementation of practices at the school level and a monthly report will be made available to school staff.	Complete 06/02/2022	April Conley	06/01/2022
<b>Notes:</b>					

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
<i>Notes:</i>				
<b>Implementation:</b>		09/22/2022		
<b>Evidence</b>	9/22/2022 The School leadership team will meet once a month to review progress towards annual goals. The MTSS Leadership Team will meet once a month to review student specific performance and to adjust the instructional plans in response to where students' are in their learning. Minutes for both meetings will be maintained in Indistar twice a month to reflect the agenda and minutes of both the SIT and MTSS leadership team meetings.			
<b>Experience</b>	9/22/2022 The School leadership team will meet once a month to review progress towards annual goals. The MTSS Leadership Team will meet once a month to review student specific performance and to adjust the instructional plans in response to where students' are in their learning. Minutes for both meetings will be maintained in Indistar twice a month to reflect the agenda and minutes of both the SIT and MTSS leadership team meetings.			
<b>Sustainability</b>	9/22/2022 The School leadership team will meet once a month to review progress towards annual goals. The MTSS Leadership Team will meet once a month to review student specific performance and to adjust the instructional plans in response to where students' are in their learning. Minutes for both meetings will be maintained in Indistar twice a month to reflect the agenda and minutes of both the SIT and MTSS leadership team meetings.			

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.	<b>Objective Met 09/22/22</b>	<b>Cedric Bowie</b>	<b>06/01/2022</b>
<b>Actions</b>					
	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>					
<b>Implementation:</b>			09/22/2022		
<i>Evidence</i>		9/22/2022			
<i>Experience</i>		9/22/2022			



<i>Sustainability</i>		9/22/2022			
<b>Core Function:</b>		<b>Dimension B - Leadership Capacity</b>			
<b>Effective Practice:</b>		<b>Monitoring instruction in school</b>			
<b>KEY</b>	<b>B3.03</b>	<b>The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		Currently, classroom walk through observations are conducted using an observation tool that was shared with teachers prior to its use. This tool provides specific teacher feedback and is used to provide praise and share helpful ideas or strategies that could be used in the future. Using Restart Flexibility Funds to add an extra instructional coach (also known as content teacher) allows another view of walk through and feedback for teacher and increases the frequency of helpful feedback. The instructional coaches will observe in each classroom, including EC classrooms, every week.	Limited Development 05/27/2016		
		Priority Score: 3	Opportunity Score: 3	Index Score: 9	
<i>How it will look when fully met:</i>		A walk-through form will be used to observe and provide immediate feedback to classroom teachers. A walk-through calendar will be used for each administrator and instructional coach to follow to ensure every classroom teacher has been observed and provided feedback on a regular basis.		<b>Cathy Morrison</b>	<b>06/01/2023</b>
<b>Actions</b>			<b>5 of 6 (83%)</b>		
	10/28/16	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 10/08/2021	Patrick Watson	09/01/2021
<i>Notes:</i>					
	10/28/16	The principal will ensure that all teachers, including EC teachers, have access to instructional coaching, modeled lessons, and support in the area of instructional planning through services provided by content teachers and academic facilitators.	Complete 06/02/2022	Patrick Watson	06/01/2022
<i>Notes:</i>					

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>				
<b>Implementation:</b>		06/02/2022		
<b>Evidence</b>	5/13/2020 See GCS walk-through data, feedback sheets from the back of doors, and coaching notes from content teachers.			
<b>Experience</b>	5/13/2020 Content teachers are also providing instructional feedback to teacher weekly.			
<b>Sustainability</b>	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
<i>Initial Assessment:</i>		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 group instruction. Instructional Coaches provided using restart flexibility funds (budget flexibility/flexible staffing) will facilitate data discussions with teachers in PLC and Staff meetings and facilitate collaboration to create action steps to improve reading and math proficiency.	Limited Development 05/27/2016		
		Priority Score: 3                      Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>		Administration will meet with the grade level teachers during PLC meetings on a monthly basis to review data. EVAAS data will be reviewed with individual teachers during post observation conferences to inform teachers of their students' academic growth. The district office for accountability and professional development will assist in determining professional development needs for staff based on current EVAAS and testing data. Walk-through data will also be used to identify trends within the school that may indicate the need for specific professional development topics.		Christina McKinney	06/01/2023
<b>Actions</b>			<b>4 of 6 (67%)</b>		
	10/11/21	Professional development will be provided to teachers based on beginning-of-year data to assist teachers with formulating small, flexible groups based on need as evidenced by iReady, mClass, and/or pre-unit assessments.	Complete 10/08/2021	April Bridges	09/30/2021
<i>Notes:</i>					
	10/28/16	Professional development needs will be identified based on findings from school data and classroom walk-throughs and recorded in meeting minutes.	Complete 03/11/2022	April Bridges	12/21/2021
<i>Notes:</i>					

10/28/16	Staff will receive updates on school data and decisions about school improvement and/or professional development needs at school staff meetings.	Complete 06/02/2022	Latoria Gamble	06/01/2022
<i>Notes:</i>				
10/28/16	School performance data and classroom observation data will be analyzed during PLCs, SIT meetings, and leadership team meetings.	Complete 06/02/2022	April Bridges	06/01/2022
<i>Notes:</i>				
9/22/22	School performance data and classroom observation data will be analyzed during PLCs and SIT meetings to help determine professional development needs.		Tammy Dean	06/01/2023
<i>Notes:</i>				
9/22/22	All core and EC teachers will participate in LETRS training during the 2022-2023 school year and complete Units 1-4.		Angela Newton	06/01/2023
<i>Notes:</i>				
<b>Implementation:</b>		06/02/2022		
<b>Evidence</b>	6/2/2022			
<b>Experience</b>	6/2/2022			
<b>Sustainability</b>	6/2/2022			

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
<b>Actions</b>			<b>5 of 7 (71%)</b>		
	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>				
<b>Implementation:</b>		06/02/2022		
<b>Evidence</b>	6/2/2022			
<b>Experience</b>	6/2/2022			
<b>Sustainability</b>	6/2/2022			

Core Function:		Dimension E - Families and Community			
Effective Practice:		Family Engagement			
KEY	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)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Currently, the school holds a 3rd grade parent information night to provide information about Read to Achieve. The school also conducts parent conferences twice a year. Family newsletters are sent home every other month with information about what is happening at our school. Flyers are sent home with students with information about how to help their student at home with their academics.	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
<b>Actions</b>			<b>5 of 8 (62%)</b>		
	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
<i>Notes:</i>				
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
<i>Notes:</i>				
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
<i>Notes:</i>				
9/22/22	The school will communicate with families regularly through messaging apps, a school newsletter, weekly Parent Link calls, or other means.		Christina McKinney	06/01/2023
<i>Notes:</i>				
9/22/22	Families will receive updates about their child's performance at least once per quarter at the time of mid-quarter.		Tammy Dean	06/01/2023
<i>Notes:</i>				
<b>Implementation:</b>		06/02/2022		
<b>Evidence</b>	6/2/2022			
<b>Experience</b>	6/2/2022			
<b>Sustainability</b>	6/2/2022			