

## Comprehensive Progress Report

### Mission:

The Bradley Middle School mission is to provide an environment that fosters accountability and responsibility for success by every member of the school. Learning is paramount and sets the focus for all school activities. We strive for academic excellence for all students.

### Vision:

To create a safe school climate where all students can achieve and teachers are empowered to be creative educators.

### Goals:

Increase overall school Math proficiency scores by 20 percentage points from the 2020-2021 EOG scores (49.8% to 69.8% GLP and 32.6% to 52.6% CCR) by June 2022. Increase overall Reading Proficiency scores by 20 percentage points from the 2020-2021 EOG Reading scores (54.2% to 74.2% GLP and 32.5% to 52.5% CCR) by June 2022. ALIGN TO: A2.04, Great Teaching, Access to Advanced Coursework, Strategic Plan 2024: 71% CCR 8th grade ELA, 62% CCR 8th grade math

Bullying Prevention: Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors. ALIGN TO: A4.06, Student Wellness and Health of District

Duty-Free Lunch: To provide a duty-free lunch period for every teacher on a daily basis. ALIGN TO: A4.06

Duty-free planning: Provide a duty-free instructional planning time for every teacher under G.S.115C-105.27 and -301.1, with the goal of providing an average of at least five hours of planning time per week, with the maximum extent that the safety and proper supervision of students may allow during regular student contact hours. ALIGN TO: A2.01

During the 2021-2022 school year, we will focus on the academic and SEL growth of three subgroups: 1. Increase SWD's literacy grade level proficiency to at least 40% CCR (ESSA suggests 28%) and exceed expected growth for 6th, 7th, and 8th grade on the end of year assessments. 2. Increase African American Student literacy grade level proficiency to 60% CCR and exceed expected growth for end-of-year assessments. 3. Increase Hispanic Student literacy grade level proficiency to 40% CCR and exceed expected growth for end-of-year assessments. ALIGN TO: A2.04, Great Teaching, Student Wellness, Access to Advanced Coursework, Decrease ISS/OSS/Absenteeism, Strategic Plan 2024: 71% CCR 8th grade ELA, 62% CCR 8th grade math

Staff will meet a minimum of two times per month to discuss student achievement and behavior. In these meetings, teams will determine if students need intensive support with the MTSS process. ALIGN TO: A 4.06, Academic Supports - MTSS



! = Past Due Objectives

KEY = Key Indicator

**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>		<p>Weekly, our staff members come together in PLC meetings to plan instruction with the support of an instructional building leader using the backward planning model. Meetings are focused on standards alignment throughout instruction and assessment creation and analysis. The principal is supporting the implementation of the EL and Open Up Curriculum with specific planning support in PLC planning sessions. The Academic Facilitator assists EL planning throughout all ELA sessions to support vertical alignment through all grade levels. The Master Math Teacher supports Open Up planning through 7th and 8th-grade math PLC sessions and is co-department lead in ensuring vertical alignment. The 8th-grade administrator works with the math department as a whole and specifically with the 6th-grade math PLC to align lessons to state standards and to the Open-Up Curriculum. The 6th-grade administrator supports all science PLC's and creates a master schedule aligned to student and staff strengths. The 7th-grade administrator is new on staff and will provide instructional support for all aspects of the Exceptional Children Department and Social Studies Department department and supports the data collection and MTSS process to identify students needing support. She will work with Social Studies teachers to incorporate rigor, the Cambridge Philosophy, and Global Perspectives and rigor. PLCs create standards-aligned objectives and rigorous lessons to challenge students and raise expectations to or above the level of rigor dictated in NC Standards. Informal and formal assessments provide evidence of mastery and the need for remediation and enrichment.</p> <p>All ELA and Math teachers are working to implement the district-wide Curriculum which has been adopted as an equitable program for all schools.</p> <p>All support staff is working with teachers school-wide to readjust instruction to meet the challenges of face-to-face learning and the use of the district Canvas Course, parent communication, and lesson pacing.</p>	Limited Development 06/14/2019		
		Priority Score: 3	Opportunity Score: 3	Index Score: 9	

**How it will look when fully met:**

The PLC uses the curriculum guides to develop a plan with detailed standards and specific objectives. They will design effective lessons, create assessments with the backward planning approach and assemble lessons that are rigorous and exemplify their high expectations of all students. PLC time is focused on modeling strategies and sample lessons with student work exemplars. We want to get back to basics and utilize Canvas as a supplement to the learning versus it being the main tool to deliver content. All classroom observations and walk-throughs show standards alignment with state and district expectations in conversations, instruction, work products, and all forms of assessments. Appropriate PLCs will align all classroom activities/assessments to the EL or Open Up materials. Data will be analyzed after formal common assessments, district benchmarks, and Map Assessments.

In addition to the above PLC guidelines, each PLC will use the IPA process during full implementation. This includes the data analysis protocol and action planning template. Both of these documents have very clear guidelines on how data will be used to drive instruction and what action plan will be used for students who are not mastering content.

Evidence of full implementation will include:

Rigor levels will continue to support the needs of our diverse learners. Our data will reflect that all of our students show growth and our subgroups perform above ESSA requirements: 70% or above GLP math Composite, 70% or above GLP reading Composite, 100% GLP Math I, and 90% or above GLP Science 8th grade Composite, and Social Studies 90% or above on comprehensive in-house assessments.

80% of teachers will indicate that instructional time is used to address grade-level standards even when students are below grade level on the Insight Survey.

80% of teachers will indicate they collaborate at least weekly with other teachers and leaders to improve instructional plans based on student responses to tasks on the Insight Survey.

Walk-through data indicates alignment to standards and appropriately differentiated work tasks.

**Amy Mims  
(9/12/19)**

**06/08/2022**

All sub-groups exceed growth on the end-of-year assessments.

Professional Development Document Created August 2021:  
<https://docs.google.com/document/d/1yYrC4mkdIMN7aEdnHFVCMEFDHvJNoy9AE6QanHDghl0/edit?usp=sharing>

**Actions** **0 of 5 (0%)**

10/16/19 The leadership team will utilize a universal walkthrough form to monitor PLC work and assessment alignment. Once walk-throughs are complete, members of the administrative staff will calibrate to discuss observations and suggestions. The forms along with formal assessments will be used to coach teachers to improve instruction.

Amy Mims  
(9/12/19)

01/24/2022

*Notes:* The leadership team will share all walk-through expectations with staff members to ensure alignment in planning and in instruction.

The teacher teams will complete walk-throughs per PLC each week on a predetermined schedule. The team will use the information to coach teachers to improve instruction as observed informal classroom observations.

August 2021: The instructional team follows an observation schedule to observe teachers and provide feedback.

A district walkthrough form will be used by the admin/facilitators to coach teachers.

The leadership team will monitor instruction and implement the coaching process to improve the instructional process.

10/16/19	<p>The math and ELA instructional leaders will ensure that planning consistently aligns with standards in weekly planning and data meetings. The Math I teachers will attend training in the new curriculum and will continue to receive support in implementing the new instructional process. The school will provide substitutes to allow teachers to spend a full day planning for the new curriculum. Continue to provide planning days for ELA and math teachers to support the implementation of the new curriculum. District specialists will come in to observe ELA lessons in grades 6-8 and in Math grades 6-8 to provide feedback and support the implementation of the new curriculum. District specialists will coach the ELA facilitator and Master Math Teacher in supporting teachers.</p>		Moninda Eslick (9/12/19)	01/24/2022
<p><i>Notes:</i> Planning Days have been established for January and February for all core EOG tested subjects. We have scheduled to work with learning community middle schools to plan together and share lessons.</p> <p>August 2021: All content PLCs meet during the summer to plan lessons and assessments for the start of the school year. In addition, they create an instructional map and calendar to pace instruction.</p> <p>Formative cumulative assessments will be administered in January and April 2022 and the data analyzed to prepare for EOGs. Teams will create individualized remediation plans for students to support missed concepts before EOGs are administered.</p>				
1/12/20	<p>Create social studies lessons aligned to the rigorous Cambridge Attributes and support the high school Global Perspectives, classes. The team will focus on reading in the content area to support the school's reading goals.</p>		Lynn King (1/19/21)	01/24/2022
<p><i>Notes:</i> Ms. King will support the Social Studies department in reviewing the goals of the global perspectives and then altering assignments to support those standards. She will lead professional development to ensure rigorous instruction, questioning techniques, and assessments in lessons. The team will focus on reading in the content area to support the school reading goals.</p> <p>August 2021: King will support the development of Global Perspectives Challenges three times a year. The challenges model the projects used in the Cambridge lessons in high school. The challenges will be adapted from the Cambridge website to meet the standards of each grade-level social studies content.</p>				

8/2/21	<p>The teachers will participate in school-created PD to focus on data disaggregation, use of technology, and Canvas, MTSS, and Kagan to support diverse learning in the classroom setting.</p> <p>Bradley Middle PD Plan:  <a href="https://docs.google.com/document/d/1yYrC4mkdIMN7aEdnHFVCMEDHvJNoy9AE6QanHDghl0/edit?usp=sharing">https://docs.google.com/document/d/1yYrC4mkdIMN7aEdnHFVCMEDHvJNoy9AE6QanHDghl0/edit?usp=sharing</a></p> <p>Fall 2021: Instructional Leadership Team and teacher leaders lead a PD to support data disaggregation and remediation lessons.</p> <p>Fall 2021: Monthly, the instructional team will use classroom observation data to assess the need for data analysis and differentiated instruction to plan PD for early release days and during grade-level meetings.</p>		Amy Mims (9/12/19)	01/24/2022
<p><i>Notes:</i> Leaders in the building will also participate in PD through book studies: The Hard Hat and Dare to Lead.  All school staff will participate in Mastery Connect and Data disaggregation PD.</p>				
9/13/21	<p>The Science instructional leader will ensure that planning aligns with standards and the Data process for the school. She will monitor the effectiveness of the process and the data disaggregation.</p>		Ashley McKinley (9/12/19)	01/24/2022
<p><i>Notes:</i> We will develop a standard lab process and common vocabulary in the science department.  The team will implement the IPA process using Mastery Connect.</p>				
<b>Implementation:</b>		06/09/2021		
<b>Evidence</b>	<p>6/3/2020  Weekly PLC Meetings  Aligned lesson plans and assessments  Walkthroughs showed continuity when traveling between classrooms in the same content area</p>			

<p><b>Experience</b></p>	<p>6/3/2020</p> <p>5/31/2021:</p> <p>Weekly, our staff members come together in PLC meetings to plan instruction with the support of an instructional building leader using the backward planning model. Meetings are focused on standards alignment throughout instruction and assessment creation and analysis. The Academic Facilitator assists planning throughout all ELA sessions to support vertical alignment through all grade levels. The 6th-grade administrator, as well as an 8th-grade math teacher, assists math PLCs with aligned planning. The Dean of Students works with Social Studies teachers to incorporate the Cambridge Philosophy, Global Perspectives, and literacy in planning and instruction. The 8th-grade administrator provides instructional support for the science PLCs. All PLCs create standards-aligned objectives and rigorous lessons to challenge students and raise expectations to or above the level of rigor dictated in NC Standards. Informal and formal assessments provide evidence of mastery and the need for remediation and enrichment. Successes: walkthroughs, common planning, district specialists frequently visited Bradley providing feedback, Cambridge initiatives</p>			
<p><b>Sustainability</b></p>	<p>6/3/2020</p> <p>Areas for growth</p> <p>The IPA process was difficult to implement fully this school year. It is something we want to build upon for the upcoming school year. We successfully had each professional learning community unpacking the standards in each meeting and examining their data. The third component has teachers having high quality data meetings at least once per month and then creating a remediation plan to target struggling learners. We not formally implement a school wide plan for remediation and teachers fit in re-looping as much as needed. We were unable to complete the rigor pd due to virtual learning and COVID 19. The 7th grade Dean of Students and Academic Facilitator will continue this professional development to increase academic rigor in the classroom.</p>			

<p><b>Core Function:</b></p>	<p><b>Dimension A - Instructional Excellence and Alignment</b></p>
<p><b>Effective Practice:</b></p>	<p><b>Student support services</b></p>

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
<i>Initial Assessment:</i>	<p>Although Bradley Middle has made significant growth in the area of building the capacity/infrastructure for implementation, the team is still at the emerging/developing range in all key areas within this component and could benefit from continuing efforts in these areas. Professional development and coaching around the essential elements of MTSS and using data for decision-making for all job roles in the school will help continue the growth in this area. Teachers are using team time and PLC meetings to determine the needs of students. Teachers analyze data from EOGs, MAP, District Benchmarks, and Common Assessments to determine the students in need of interventions. Our MTSS specialist leads the MTSS team to help implement interventions and progress monitor. Tier 2 and Tier 3 interventions are put in place to support students appropriately. The Behavioral Team assesses students in need of Tier 2 interventions. The Learning Lab is implemented on all three grade levels to support EC students through Fusion and Core Reading support. Teachers use interventions in the classroom to provide Level Tier 2 interventions.</p> <p>There is room to grow in our data collection process and implementation of classroom-level Tier 2 interventions so that they are consistently in place without interrupting the core curriculum.</p> <p>Our student services team created a great referral form for students of concern that filters to the appropriate support team personnel.  <a href="https://forms.gle/6r15F8dguqcKb5RaA">https://forms.gle/6r15F8dguqcKb5RaA</a></p> <p>We are also following the steps outlined in the Whole Child Document:  <a href="https://drive.google.com/file/d/1KVwk0hQn1PHQZGQ93ue8Kn5T2tXRqAO-/view?usp=sharing">https://drive.google.com/file/d/1KVwk0hQn1PHQZGQ93ue8Kn5T2tXRqAO-/view?usp=sharing</a></p>	Limited Development 09/02/2019			
	Priority Score: 2	Opportunity Score: 3	Index Score: 6		
<i>How it will look when fully met:</i>	All students have access to a standards-based core curriculum. Teachers track individual student progress, implement in-class interventions, progress monitor, and refer to the next level appropriately. Teachers differentiate the core curriculum with face-to-		Moninda Eslick (9/12/19)	06/08/2022	

face and virtual learning to meet the needs of a variety of learners so that all students show academic growth.

The team reviewed the MTSS FAM-S document to create the action steps. We determined that we needed a better system of tracking and supporting student behavior and attendance as the plan indicated emerging and developing for tracking. The data is analyzed by grade level administrators, the counselors, the SSPLC, and the behavior committee.

Tier 2 and Tier 3 interventions are structures to properly identify and support students in need of EC assessment and/or placement.

Evidence of full implementation will include:

Referred students will receive the appropriate interventions in Tier 2 and 3 interventions per MTSS structure.

All subgroups will exceed growth per state testing

Team members will meet to monitor students in need of support and the interventions. The grade level administrator collects data from teams and tracks student progress.

Monthly, grade level team teachers participate in structured MTSS meetings to address the essential components and address deficits seen in struggling learners. Team teachers devise a plan based on the MTSS structure to recommend students and monitor their learning through a series of interventions. The teachers meet in PLCs to develop instruction, assessments, and remediation for students. Both of these meetings together, will improve the wrap-around services and capture every student.

To help with full implementation, we will use IXL as a proven intervention method to implement interventions for all students that need them with fidelity.

100% of all students entering the MTSS process during the 2020-21 school year will receive the appropriate interventions and support to ensure 5% growth at the end of year assessments.

<b>Actions</b>		<b>0 of 5 (0%)</b>			
11/4/19	<p>Create a monthly MTSS schedule of meetings for groups to support academic, behavioral, and emotional support.</p> <p><i>Notes:</i> Continuing to follow the schedule the last Wednesday of each month.</p> <p>August 2021: The calendar and teacher expectations were shared with teachers and current MTSS plans were reviewed to start the school year. We reviewed the process for data collection and the need for information to be used during an MTSS monthly meeting. A process for data collection was created by the grade level admins who will disseminate the information to the support staff - attendance secretary, counselors, BST... The support staff will contact families to determine the need for support. All data will be collected and shared at the monthly MTSS meetings.</p> <p>Mrs. Eslick will meet with each grade level to identify struggling students and create appropriate intervention plans based on data. The staff has been trained on Dreambox and will work cohesively with our EC department to ensure student progress was being monitored with fidelity.</p>		Lynn King (1/19/21)	01/24/2022	
11/4/19	<p>Develop a learning lab for all EC students with reading goals on IEP. Support the learning lab teacher in the creation of lessons and strategies to grow students.</p> <p>Create a common format and procedures to provide support to students in the classroom and document so that student needs are met consistently across the school.</p>		Lynn King (1/19/21)	01/24/2022	

*Notes:* We add students to the Learning Lab as IEP goals are updated and data is collected throughout the school year.

The maximum number of students has been added to the learning lab classroom. The teacher has attended Fusion Training and is implementing the reading support consistently. She has created a google doc to communicate with teachers so that she can provide student support in core classes. The goal is that all students pass all core classes and improve reading EOG scores by a minimum of 10%.

August 2020: Roy is reassessing students scheduled in the learning lab to determine appropriate placement. In addition, she is working with the EC PLC to develop criteria for learning lab placement. She is also reassessing strategies used in the learning lab to ensure maximum student support. She works with the EC teacher to provide interventions for students.

She is working with the EC department and ELL department to ensure we have collected the appropriate data to support student movement throughout the MTSS process and move toward testing as appropriate for individual students.

11/4/19 PLC and Team Meetings agenda formats will be created with the focus of academic and behavioral support. Meetings are held on a weekly basis to monitor students and students not responding to interventions are referred to MTSS the last Wednesday of each month. Grade level administrators will support teachers with data collection and student support.

Lynn King (1/19/21)

01/24/2022

*Notes:* Student data will be formally reviewed weekly in the team and PLC meetings and monthly in the MTSS process.

Grade level administrators monitor student progress on their grade level through the support of the teams and team leaders. A data team (DeVaul, Todd, McLean) will track school-wide data.

The grade-level administrators developed a systematic plan to track students and on a weekly basis, reach out to appropriate support staff (counselors, ISS teacher, BST, instructional leaders) and parents to help students in need. Students with special needs will be monitored closely throughout the school year.

Team meetings will be held consistently using the whole child document to focus on students of concern. From these meetings, MTSS referrals will be generated and resources provided.

11/4/19 During the 2021-22 school year, we will review professional development will be provided to support staff in understanding and expectations of IPA and the data collection process. Administration and instructional leaders will support PLC data meetings and help create small group remediation groups as well as other remediation strategies.

Lynn King

01/24/2022

*Notes:* IPA PD sessions will continue school-wide throughout the year.

PD provided and now the teams are working to implement the process quarterly.

Data is collected about the need for additional PD and will be modified based on observations from teacher walk-throughs.

7/28/20 IXL Implementation for remediation and extension purposes.

Moninda Eslick

01/24/2022

*Notes:* First two weeks of the school year, students will complete the IXL Diagnostic Test to establish baseline data for all students.

IXL remediation and extension activities will be used to strengthen skills in all core subjects. This is a personalized learning online program.

Math and ELA teachers will administer IXL assessments to all students in ELA and Math to determine missed concepts. The teachers will develop plans to address the needs for remediation based on data collected. Remediation opportunities are provided during the morning enrichment block and during lunch advisory.

**Implementation:**

06/09/2021

**Evidence**

11/4/2019  
Meeting notes and students referred  
Purchase of IXL for remediation and intervention.

6/3/2020  
  
Monthly MTSS Meetings  
Purchase of IXL for structured intervention  
Monthly Agendas  
IPA training documentation

<p><b>Experience</b></p>	<p>11/4/2019  Monthly Meeting Schedule  PLC Notes in Google Shared Folder  New Required Team Meeting Document to discuss student concerns/successes in preparation for MTSS meeting.</p> <p>6/3/2020  Although Bradley Middle has made significant growth in the area of building the capacity/infrastructure for implementation, the team is still at the emerging/developing range in all key areas within this component and could benefit from continuing efforts in these areas. Professional development and coaching around the essential elements of MTSS and using data for decision-making for all job roles in the school will help continue the growth in this area. Teachers are using team time and PLC meetings to determine the needs of students. Teachers analyze data from EOGs, MAP, Check-Ins, and Common Assessments to determine the students in need of interventions. Our MTSS specialist leads the MTSS team to help implement interventions and progress monitor. Tier 2 and Tier 3 interventions are put in place to support students appropriately. The Behavioral Team assesses students in need of Tier 2 interventions. The Learning Lab is implemented on all three grade levels to support EC students through Fusion and Core Reading support. Teachers use interventions in the classroom to provide Level Tier 2 interventions.</p>				
<p><b>Sustainability</b></p>	<p>11/4/2019  Meet on a monthly basis to support students</p> <p>6/3/2020  The school needs a simplified system for referrals to the MTSS team and tracking data with fidelity to make informed decisions. We purchased IXL and restructured the bell schedule to provide an opportunity for remediation and extension activities. This started in February, so we had a short time to see its effectiveness before the quarantine guidelines. Teachers would benefit from coaching on other research based interventions.</p>				
<p><b>KEY</b></p>	<p><b>A4.06</b></p>	<p><b>ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)</b></p>	<p><b>Implementation Status</b></p>	<p><b>Assigned To</b></p>	<p><b>Target Date</b></p>

**Initial Assessment:**

- Parent surveys administered at the end of the 2020 school year indicated a need for additional student support.
- Currently, students receive lessons at the beginning of the year that focus on Bradley's Positive Behavior Intervention Support System. In addition to these lessons, the counselors have made an effort to schedule out classroom guidance lessons that focus on social/emotional health.
- Each grade level counselor and administrator created a small group for students (SB9) who have shown difficulty in balancing their emotional health in a classroom setting. There are plans to continue with this group work. The Student Services Department provides small group and individual counseling services to address bullying, student loss, and emotional support. On-site mental health, Anderson Counseling, provides intensive services based on student needs.

Limited Development  
07/13/2019

<p><b>Initial Assessment:</b></p>	<ul style="list-style-type: none"><li>• Parent surveys administered at the end of the 2020 school year indicated a need for additional student support.</li><li>• Currently, students receive lessons at the beginning of the year that focus on Bradley's Positive Behavior Intervention Support System. In addition to these lessons, the counselors have made an effort to schedule out classroom guidance lessons that focus on social/emotional health.</li><li>• Each grade level counselor and administrator created a small group for students (SB9) who have shown difficulty in balancing their emotional health in a classroom setting. There are plans to continue with this group work. The Student Services Department provides small group and individual counseling services to address bullying, student loss, and emotional support. On-site mental health, Anderson Counseling, provides intensive services based on student needs.</li></ul>	<p>Limited Development 07/13/2019</p>		
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	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
<b>How it will look when fully met:</b>	<ul style="list-style-type: none"> <li>Classroom guidance lessons that are aligned with the ASCA national model will be designed based on data and feedback from students and parents. Data such as grades and the number of disciplinary referrals will be used to measure the effectiveness of this program.</li> <li>Lessons will be delivered on a regular basis to students to support social and emotional health</li> <li>Students, parents, and teachers will have access to make an online appointment with school counselors to address issues that present themselves in the academic setting.</li> <li>Small groups will be devised based on data and feedback from parents/teachers to support students who struggle with social/emotional health and academics.</li> <li>Teachers will utilize the Caring Schools Community curriculum to support social and emotional health. The panorama survey will be used to assess the effectiveness of this curriculum.</li> <li>Panorama results from spring 2022 will show a 10% improvement in student results as compared to results of the survey administered in fall 2021 due to the implementation of SEL support and Caring Schools/Restorative Circles implemented during the SEL block.</li> </ul>			<b>Ashley McKinley (9/12/19)</b>	<b>06/08/2022</b>
<b>Actions</b>			<b>0 of 7 (0%)</b>		
10/17/19	The counseling department devised a schedule focusing on school-wide goals including study skills, bullying, the growth mindset, diversity, goals and GPA calculations, kindness, perseverance, college and career readiness, wellness, and celebrations.			Joanerry Mitchell	01/24/2022
	<p><i>Notes:</i> The counseling department will lead groups to address the goals of the month. Students will participate in activities during the lunch and advisory block.</p> <p>Addressed in Monday matters.</p> <p>August 2021: Goals reviewed and lessons adapted based on Spring Panarama data.</p> <p>October 2021: Update goals based on Fall 2021 Panarama data.</p>				
10/17/19	Team teachers on each grade level will discuss students needing support academically or behaviorally and will follow the MTSS process to support their needs.			Ashley McKinley (9/12/19)	01/24/2022

*Notes:* Team leaders have been chosen to lead team teachers in meetings to focus on the individual needs of their students and find resources to support students.

Team leaders review data to determine which students need support beyond the classroom environment based on the initial portal and MTSS data. On the last Wednesday of the month the team meetings to determine additional supports needed or which students are being successful.

August 2021: Procedures for student monitoring adjusted to include support from grade-level administrators and adapted to virtual learning as needed.

10/17/19 Teams of students and teachers have been created on each grade level to fully execute the teaming concept complete with team competitions and activities to create a wholistic middle school environment. Each month, team leaders will host meetings to discuss successes and students of concern. A form will be used to refer those students to the appropriate administrators and support staff members. This data will drive the MTSS referral process and wraparound services.

Ashley McKinley  
(9/12/19)

01/24/2022

*Notes:* Teams will work to support struggling students and acknowledge leaders and students doing the right thing. Grade-level admin and teachers will support the middle school concept.

Aug 2021: Each grade level chose team names over the summer to align with the "Adventure Awaits" theme. Students of concern have already been sent to the appropriate support staff to provide them with the necessary resources.

10/18/19 Administrators will meet with a chosen group of high needs students (SB9) to provide opportunities to learn appropriate social skills. Students will meet with a mentor to discuss goals, monitor GPA, and attend workshops to improve their skills.

Amy Mims  
(9/12/19)

01/24/2022

*Notes:* The SB9 club has been created to support the needs of African American students as well as EL students who need extra support to meet their academic and/or behavior goals.

Students meet on a weekly basis and are given incentives to support their desire to meet their goals.

The admin team along with the counselors have already begun reviewing data to determine which students will be the leaders of the SB9 program. Grade level counselors have already created a plan for classroom guidance. Students will receive more opportunities for growth during in-person learning.

10/18/19 We have formed a partnership with Caterpillar ministries, an organization that supports many of our EL students living in the Huntington Green neighborhood. The collaboration will provide students after school tutoring sessions as well as parent meetings to support learning, the registration process, and supports students can receive to their study skills.

Ashley McKinley  
(9/12/19)

01/24/2022

*Notes:* We met with the Caterpillar staff in the summer to develop a plan of support and then will host two parent sessions in the fall and spring as well as support tutoring throughout the school year. The PTA has agreed to support the students who are a part of the Caterpillar Ministries.

McKinley and McLean will meet with the Caterpillar Church team to determine a plan to support students. We will host a family night event for the ELL students.

August 2021: Admin team met with Caterpillar Ministries over the summer for a planning session on what our partnership would look like this school year.

8/28/20 Create lessons for the enrichment or SEL block that are attentive to students' emotional states and allows the teacher the opportunity to seek out support with interventions when necessary.

Ashley McKinley  
(9/12/19)

01/24/2022

*Notes:* August 2021: Professional development for SEL using the Caring Schools Curriculum as well as restorative circles. Teachers use lessons to lead homeroom lessons and discussions and identify student needs. They reach out to GLA or counselors if additional support is needed.

8/28/20 Panorama survey administered in fall 2021 and spring 2022. A comparison of data indicates positive student impacts on emotional and social needs.

Ashley McKinley  
(9/12/19)

01/24/2022

Notes: Data will be used to determine Student Services plan for student support.

<b>Implementation:</b>		05/26/2021		
<b>Evidence</b>	6/3/2020 Counseling students of the month Counselor appointment request form Observations conducted by administration Teacher feedback. Classroom Guidance Schedule SB9 data and planned activities Behavior Contracts MTSS meeting documentation			
<b>Experience</b>	1/9/2020 The school counselors have worked closely with administration and other staff to deliver professional development to our staff on recognizing students in crisis, providing strategies to assist with those students in the classroom and providing support for students in need.  6/3/2020 Currently students receive lessons at the beginning of the year that focus on Bradley's Positive Behavior Intervention Support System. In addition to these lessons, the counselors have made an effort to schedule out classroom guidance lessons that focus on social/emotional health. Each grade level counselor and administrator created a small group for students (SB9) who have shown difficulty in balancing their emotional health in a classroom setting. There are plans to continue with this group work. The Student Services Department provides small group and individual counseling services to address bullying, student loss, and emotional support. On-site mental health, Anderson Counseling, provides intensive services based on student needs.			

<p><b>Sustainability</b></p>	<p>1/9/2020 Continue with the school counseling curriculum and professional development to staff</p> <p>6/3/2020</p> <p>The counselors will need to continue to meet at least once per month to schedule appropriate guidance lessons and work cohesively with teachers. An area for growth would be to devise a data system for keeping up with behavior contracts and checklists that are devised so that they are in a central location. Also teachers need additional training on how to handle student situations that arise in the classroom.</p>			
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<b>Core Function:</b>	<b>Dimension B - Leadership Capacity</b>
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<b>Effective Practice:</b>	<b>Monitoring instruction in school</b>
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	KEY	B3.03	<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>
<b>Initial Assessment:</b>			<p>Principal Mims devises a very clear observation schedule to conduct all formal observations throughout the school year. She also requires that all administrators including Assistant Principals, Dean of Students, Academic Facilitator, Master Math Teacher conduct regular classroom walkthroughs using an appropriate Google Form. The form allows the observer to capture successes, engagement, and areas for growth. Once the observation has concluded, the teacher receives instant feedback in an email.</p> <p>Below are the forms we have used in the past but are required to use the 10-page district walk-through form during the 2021-2022 school year.</p> <p><a href="#">Virtual Walkthrough Feedback Form</a></p> <p><a href="#">In House Walkthrough Feedback Form</a></p>	Limited Development 08/11/2019		

	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
<b>How it will look when fully met:</b>	<p>We will meet as an administrative team at the beginning of the year in conjunction with our PLC leads and review the walkthrough process and form. Once feedback is received, we will revisit the process and fine-tune it where need be. Seasoned teachers will conduct peer observations and provide coaching and feedback to beginning teachers. Content-specific teachers will observe colleagues in the same content area to develop a cohesive vertical alignment plan.</p> <p>The data collected from these classroom visits will be analyzed and discussed bi-monthly at administrative meetings. Data analysis will guide immediate PLC professional development and school-wide professional development.</p> <p>Evidence of full implementation will include:</p> <p>80% of teachers will indicate that they receive enough instructional feedback per the Insight Survey.</p> <p>80% of teachers will indicate that after an observation they receive feedback that includes specific actions to improve their practice per the Insight Survey.</p> <p>80% of teachers will indicate that the school is committed to improving their instructional practice per the Insight Survey.</p> <p>80% of teachers will indicate that an instructional leader regularly reviews student work from their classes per the Insight Survey.</p>			<b>Amy Mims (9/12/19)</b>	<b>06/08/2022</b>
<b>Actions</b>			<b>0 of 3 (0%)</b>		
8/11/19	Members of the admin team will conduct walkthroughs in classrooms on a frequent basis. The team will use the Google Doc walk-through form or required district form to provide feedback to teachers as well as provide data for the leadership team in order to support teacher growth.			Amy Mims (9/12/19)	01/24/2022
<i>Notes:</i>					
10/17/19	Principal led observation data meetings with the leadership team.			Amy Mims (9/12/19)	01/24/2022

<i>Notes:</i>				
8/28/20	Facilitators will conduct walk-throughs every two weeks and data analyzed by the administrative team to assess instructional progress.		Amy Mims (9/12/19)	01/24/2022
<i>Notes:</i>				
<b>Implementation:</b>		06/09/2021		
<b>Evidence</b>	6/2/2020  Observation Schedule Walkthrough Feedback Form Admin Meeting Agendas EVAAS data meeting Notes			
<b>Experience</b>	6/2/2020  This year the admin team met on a consistent basis to discuss data and information gleaned during scheduled observations and walkthroughs. Each administrator was responsible for a certain professional learning community and was on a rotating schedule to observe teachers in every content level. In addition to the formal feedback teachers received, the administrators also gave shout outs and informal feedback on positive sticky notes!			
<b>Sustainability</b>	6/2/2020  We will need to continue to have a consistent way to observe teachers in all content areas and utilize data to make decisions about appropriate professional development and strategies to use in the classroom to improve teacher/student performance.			

<b>Core Function:</b>	<b>Dimension E - Families and Community</b>			
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<b>Effective Practice:</b>	<b>Family Engagement</b>			
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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
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***Initial Assessment:***

Parents currently receive weekly communication about current events and updates directly from Principal Mims in a ConnectEd message and it is duplicated in email and on Parent Square. All parents are encouraged to check Powerschool for their child's grades on a frequent basis, and progress reports are sent home on a regular schedule each quarter. Teachers are required to maintain a personal website that houses important information pertaining to their classroom specifically. Some teacher sites are more detailed than others and they can be improved across the board. We are also using two-way communication via the student agenda.

Limited Development  
08/11/2019

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	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
<b>How it will look when fully met:</b>	<p>All teachers will have an updated teacher website that includes a monthly calendar outlining NC standards, learning objectives, homework assignments, and upcoming projects/tests in an effort to better communicate with families on educational expectations. Teachers from each team will also be sending home a monthly newsletter and assigning two-way communication via Parent Square. The connect ed messages and parent square messages will continue weekly. Parent nights for various groups will be provided throughout the school year.</p> <p>All parents will be aware of the various platforms available to them which allow monitoring of school assignments and academic progress. Parents will be informed of other communication procedures available to them such as Connect 5, Parent Square, grade level newsletters, social media posts, Canvas Pages (common lessons, teacher videos, and syllabi), and staff websites. Parents will be provided with quarterly data on their child's progress as normed with national standards (MAP). They will be notified of quarterly progress reports detailed in Power School.</p> <ul style="list-style-type: none"> <li>• <a href="#">Teacher Website Expectations</a></li> <li>• <a href="#">Canvas Expectations</a></li> <li>• <a href="#">Technology One Pager</a></li> </ul> <p>At full implementation, we will see an increase in parents being more aware of their student grades, important dates, and events at the school. In addition to this, putting out a survey specifically about how our communication is structured. We will continue to work closely with the Bradley PTA to ensure families are aware of all school events. Once we return to in-person instruction, the communities will be invited to attend school-wide events.</p>			<b>Ashley McKinley (9/12/19)</b>	<b>06/08/2022</b>
<b>Actions</b>			<b>0 of 3 (0%)</b>		
10/17/19	<p>Face-to-dace and virtual parent meetings will be held quarterly to address a plethora of needs. Examples: curriculum night, town hall meetings, PTA, SLT and AVID parent meetings.</p>			Ashley McKinley (9/12/19)	01/24/2022

*Notes:* Parents learn how to support student learners through AVID strategies.

Parent meetings are ongoing at one per quarter

Aug 2021: We will gather anecdotal feedback from teachers/parents on how to best structure these meetings and which topics are the most relevant for the 2021-2022 school year.

August 2021 - Staggered Open House in a face-to-face setting to ensure the safety of all students, staff, and families.

September 2020- Virtual 6th Grade EC Parent Night and Curriculum Night will be held

10/17/19 We will host face-to-face and virtual parent conference days before the end of the 1st quarter. Each grade level counselor will work with teams to devise a schedule that maximizes the number of parent conferences we are able to host

Ashley McKinley  
(9/12/19)

01/24/2022

*Notes:* Conference day is geared to get students on the positive track at the beginning of the 2nd quarter. Staff members also conduct weekly conferences with parents on Tuesday.

Aug 2021: The counselors have already been receiving parent conference requests and teachers are meeting with parents via phone conference and zoom conference.

1/12/20 SLT indicated a need for parent communication and input into instruction and community perception.

Ashley McKinley  
(9/12/19)

01/24/2022

*Notes:* Mrs. McKinley will create a vertical team of parents and CMS staff to determine Bradley Community Perception and instructional needs. The team will host Bradley Parent nights, community outreach events, and vertical teaming activities.

Meetings to address parent concerns about the 2021-2022 school year. We will host elementary registration nights and community outreach meetings with feeder schools.

**Implementation:**

06/09/2021

<p><b>Evidence</b></p>	<p>6/2/2020  Parent Conferences  Weekly Emails/Parent Square Messages  Canvas classes  Weekly Newsletter</p>			
<p><b>Experience</b></p>	<p>6/2/2020  Parents currently receive weekly communication about current events and updates directly from Principal Mims in a Connect Ed message and it is duplicated in email and on Parent Square. All parents are encouraged to check Powerschool for their child's grades on a frequent basis, and progress reports are sent home on a regular schedule each quarter. Teachers are required to maintain a personal website that houses important information pertaining to their classroom specifically. Some teacher sites are more detailed than others and they can be improved across the board. We are also using two way communication via the student agenda  Once we transitioned to virtual learning, each grade level sent out a weekly newsletter and each teacher was required to complete canvas training and maintain a canvas classroom. With the numerous updates and changes, teachers were required to communicate frequently to keep parents informed.</p>			
<p><b>Sustainability</b></p>	<p>6/2/2020  The communication structure that we currently use has been very effective. Keeping that in place along with the new knowledge acquired during remote learning will strengthen this indicator. Grade level administrators will keep this component in place for the 2020-2021 school year to keep parents updated on curriculum and current events.</p>			