

## 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:**

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

The percentage of 8th-grade students who score at the College and Career (CCR) level -- a 4 or 5 -- on the Grade 8 Mathematics EOG will increase from 20.1% in SY2021-22 to 25.1% in SY2022-23 and 30.1% in SY2023-24.

We will meet or exceed expected Educator Value-Added Assessment System (EVAAS) growth for our overall school index in SY2022-23 and SY2023-24. (Aligns to A4.01 and B3.03 and CMS Goal 4)

Disproportionality: Out-of-School Suspension (OSS) disproportionately for Black students will decrease from 25.4% in SY2021-22 to 20.4% in SY2022-23 and 15.4% in SY2023-24. (Aligns to A4.06 and CMS Guardrail 1)

The Percent of students reporting a positive self-perception of their engagement in school on the Fall Panorama Screener will increase from 34% in Grades 6-12 in September 2021 to 39% in Grades 6-12 in 2022-23 and 44% in 2023-24.

Bullying Prevention: Provide a positive school culture, under CMS regulation JICK-R by promoting a safe learning environment free of bullying and harassing behaviors. (Aligns 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 contact hours (Aligns to A2.04)



! = 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>		<ul style="list-style-type: none"> <li>-Weekly PLC meetings with an emphasis on curriculum alignment, differentiation and rigor.</li> <li>-Utilization of assessment data including both formative and summative</li> <li>-Bell schedule setup for PLC planning</li> <li>-Monthly department meetings</li> <li>-We need a consistent data collection protocol for all three grade levels</li> <li>-More consistency using Open Up Math curriculum</li> <li>-More support with new teachers implementing the curriculum</li> </ul>	Limited Development 08/08/2022		
<i>How it will look when fully met:</i>		<ul style="list-style-type: none"> <li>-Through MTSS and academic practices in all grade levels, teachers will focus on both instruction and curriculum using the implementation of a data process to ensure formal academic framework and instructional plans for student, academic and SEL success.</li> <li>-Curriculum implementation, PLC processes, standards alignment, rigor, engagement, data analysis, professional development and culturally responsive instruction</li> </ul>		Richard McLean	06/15/2024
<b>Actions</b>			<b>0 of 5 (0%)</b>		
	8/8/22	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.		Richard McLean	10/28/2022

*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 2022: The instructional team follows an observation schedule to observe teachers and provide feedback.

This does not take the place of the Core Action Walkthrough.

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

8/8/22 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. Continue to provide planning days for ELA and Math teachers to support the implementation of the new curriculum. District specialists will continue 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.

Richard McLean

10/28/2022

*Notes:* ELA and Math cohorts are working with both elementary and high school programs to ensure that vertical alignment is met.

August 2022: 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.

8/8/22 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.

Richard McLean

10/28/2022

*Notes:* 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.

August 2022: 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.

8/8/22 The teachers will participate in school-created PD to focus on Rigor, analyzing data and student engagement

Fall 2022: 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.

Richard McLean

10/28/2022

*Notes:* 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.

8/8/22 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.

Richard McLean

10/28/2022

*Notes:* A standard lab process will continue to be developed alongside common vocabulary in the science department. The Science team will continue to implement the IPA process using Mastery Connect.

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

	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>			<ul style="list-style-type: none"> <li>-Bi-monthly team meetings that focus on individual student needs</li> <li>-Two SSHPLC meetings per month</li> <li>-Monthly MTSS referral meeting</li> <li>-Morning interventions (Aimsweb and I-Ready)</li> <li>-Lunch interventions</li> <li>-TEAL Time</li> <li>-Teachers during instructional block utilize DDI framework based on classroom assessments</li> <li>-Whole Child Document to unify data for students and staff</li> </ul>	Limited Development 08/08/2022		
<i>How it will look when fully met:</i>			<ul style="list-style-type: none"> <li>-Strategic staffing and scheduling</li> <li>-Refined MTSS leadership team utilizing Branching Minds</li> <li>-Focus on community relationships with ELL population</li> <li>-Strategic ELL scheduling (ELL Lab, Inclusion model)</li> <li>-ELL and EC teachers also providing interventions through intervention platforms</li> <li>-TD and academic achievement (Rigor)</li> <li>-Full staff collaboration when it comes to the MTSS process</li> <li>-Revisit the DDI/IPA standard protocol for the entire staff</li> <li>-Concrete data with a new MTSS facilitator</li> </ul>		Richard McLean	06/15/2024
<b>Actions</b>				<b>0 of 5 (0%)</b>		
		8/8/22	Create a monthly MTSS schedule of meetings for groups to support academic, behavioral, and emotional support using our MTSS Specialist.		Richard McLean	10/28/2022

*Notes:* Continuing to follow the schedule the last Wednesday of each month.

August 2022: The calendar and teacher expectations will be shared with teachers and current MTSS plans will be reviewed to start the school year. The SSHPLC team 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 SSHPLC team. The support staff will contact families to determine the need for support. All data will be collected and shared at the monthly MTSS meetings.

Mrs. Corbett will meet with each grade level to identify struggling students and create appropriate intervention plans based on data. The staff will be trained on interventions and the implementation of Branching Minds. The team will work cohesively with our EC department to ensure student progress was being monitored with fidelity.

8/8/22 Continue to implement 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.

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.

Richard McLean

10/28/2022

*Notes:* Students are added to 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. A spreadsheet is used 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%.

The SSHPLC team will continue to work with both the EC department and ELL departments 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.

8/8/22	<p>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.</p>		Richard McLean	10/28/2022
<p><i>Notes:</i> Student data will be formally reviewed weekly in the team and PLC meetings and monthly in the MTSS process.</p> <p>Grade level administrators monitor student progress on their grade level through the support of the teams and team leaders.</p> <p>Using our MTSS Specialist, a systematic plan will be used to track students and on a weekly basis while reaching 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.</p> <p>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.</p>				
8/8/22	<p>During the 2022-23 school year, 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.</p>		Richard McLean	10/28/2022
<p><i>Notes:</i> IPA PD sessions will continue school-wide throughout the year.</p> <p>Data is collected about the need for additional PD and will be modified based on observations from teacher walk-throughs.</p>				
8/8/22	<p>IXL Implementation for remediation and extension purposes.</p>		Richard McLean	10/28/2022

*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.

	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
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<b>Initial Assessment:</b>	<ul style="list-style-type: none"> <li>-Panorama data collection</li> <li>-Reviewed Spring data to create plan. Meeting with counselors to review data</li> <li>-Zen room</li> <li>-SEL block at beginning of school day including Mood Meter</li> <li>-Guidance lessons and presentations focused on survey data</li> <li>-Focus on attendance</li> <li>-Small group support for students</li> <li>-Behavior Matrix/PBIS</li> </ul>	Limited Development 08/08/2022		
<b>How it will look when fully met:</b>	<ul style="list-style-type: none"> <li>-A detailed attendance plan for the entire staff</li> <li>-Both BMTS, attendance secretary, MTSS facilitator track and monitor attendance</li> <li>-Observation List</li> <li>-Counselors continue to create SEL lessons based on survey data</li> <li>-Focus on including parents in the MTSS process</li> <li>-Focus on individual student needs and ensuring that all students receive equitable support throughout all grades and classrooms</li> <li>-Focus on a proactive approach to behavior</li> <li>-Staff professional development focused on survey data and Branching Minds.</li> </ul>		Richard McLean	06/15/2024
<b>Actions</b>		<b>0 of 6 (0%)</b>		
	8/8/22 The counseling department has 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. These are based on Spring 2022 Panorama data.		Richard McLean	10/28/2022

*Notes:* The counseling department will lead groups to address the goals of the month. Students will participate in activities during the lunch and advisory block.

Addressed in Monday matters.

8/8/22 Team teachers on each grade level will discuss students needing support academically or behaviorally and will follow the MTSS process to support their needs.

Richard McLean

10/28/2022

*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.

8/8/22 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. Those students will be referred to the proper support staff. This data will drive the MTSS referral process and wraparound services.

Richard McLean

10/28/2022

*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.

8/8/22	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.		Richard McLean	10/28/2022
<p><i>Notes:</i> 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.</p> <p>Students meet on a weekly basis and are given incentives to support their desire to meet their goals.</p> <p>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.</p>				
8/8/22	Continue our 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. This was not able to be fulfilled before due to the pandemic.		Richard McLean	10/28/2022
<p><i>Notes:</i></p>				
8/8/22	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.		Richard McLean	10/28/2022
<p><i>Notes:</i> The counselors will provide professional development for SEL using the Caring Schools Curriculum. Teachers will use lessons to lead homeroom lessons and discussions and identify student needs. They reach out to GLA or counselors if additional support is needed.</p>				

	KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<ul style="list-style-type: none"> <li>-Intentional scheduling of all students with a focus on 6th grade to ensure Honors placement.</li> <li>-Diverse student population in Honors classes</li> <li>-Advanced coursework in Math classes geared towards raising rigor in preparation for high school Math 1.</li> <li>-Use of differential Math teachers teaching PLCs to support the curriculum and rigor</li> </ul>	Limited Development 08/08/2022		
<i>How it will look when fully met:</i>			<ul style="list-style-type: none"> <li>-Advanced coursework in Math classes geared towards raising rigor in preparation for high school Math 1.</li> <li>-Focus on TD students to ensure success in Math 1 coursework</li> <li>-Analysis of various data points to analyze student placement in advanced coursework starting with 6th grade</li> <li>-Strong vertical alignment and teaming with elementary and high school PLCs</li> <li>-Closing the achievement gap between our low income students, African American, ML and EC students</li> <li>-Transition plan for students transitioning from middle to high</li> </ul>		Richard McLean	06/15/2024
<b>Actions</b>				<b>0 of 4 (0%)</b>		
		8/8/22	Strategic staffing and scheduling to ensure that teachers are placed to meet the needs of all learners with a focus on African American, low income, ML and EC students		Richard McLean	10/28/2022

*Notes:*

8/8/22 Provide additional support for students, who are Level 3 or 4, to move into more rigorous coursework. This can include World Languages, Cambridge/Honors, Math 1 and Math 2.

Richard McLean

10/28/2022

*Notes:*

8/8/22 Train the counselors on strategically scheduling and counseling students for course registration

Richard McLean

10/28/2022

*Notes:*

8/8/22 Create an effective vertical alignment plan within content areas. This plan also will eventually include feeder elementary and high schools.

Richard McLean

10/28/2022

*Notes:*

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Monitoring instruction in school			
KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<ul style="list-style-type: none"> <li>-Monthly walkthrough schedule with an emphasis on strategic feedback</li> <li>-New teacher Program</li> <li>-Course Action Walkthrough</li> <li>-Effective mentor and mentee program</li> <li>-Professional development with both new teachers and entire staff led by Bradley staff members</li> <li>-Differentiated PD</li> </ul>	Limited Development 08/08/2022		
<i>How it will look when fully met:</i>		<ul style="list-style-type: none"> <li>-Providing face-to-face feedback to teachers after walkthroughs</li> <li>-Calibration for observations</li> <li>-Utilize district retention strategies</li> <li>-Middle School Concept</li> <li>-District coaches to provide additional support</li> <li>-Strategic staffing</li> </ul>		Richard McLean	06/15/2024
<b>Actions</b>			<b>0 of 3 (0%)</b>		
	8/8/22	Members of the admin team will conduct walkthroughs in classrooms on a frequent basis. The team will use the Google Form 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)	10/28/2022
<i>Notes:</i>					
	8/8/22	Principal led observation data meetings with the leadership team.		Amy Mims (9/12/19)	10/28/2022
<i>Notes:</i>					

8/8/22	Facilitators will conduct walk-throughs every two weeks and data analyzed by the administrative team to assess instructional progress.		Amy Mims (9/12/19)	10/28/2022
Notes:				

<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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<i>Initial Assessment:</i>	<ul style="list-style-type: none"> <li>-Effective schoolwide communication plan:</li> <li>-Parent Square, teacher websites, team weekly newsletters, Canvas, Power School, weekly Connect Eds, IEP meetings, parent conferences, PTA, social media</li> </ul>	Limited Development 08/08/2022		
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<i>How it will look when fully met:</i>	<ul style="list-style-type: none"> <li>-Partner with Caterpillar ministries</li> <li>-Vertical teaming with other schools</li> <li>-Community partnerships</li> <li>-Parent nights</li> <li>-Curriculum nights and Open House (Virtual options provided)</li> <li>-Continue to ensure that all families and student populations feel included</li> </ul>		Richard McLean	06/15/2024
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<b>Actions</b>		<b>0 of 3 (0%)</b>		
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8/8/22	Parent meetings (Virtual Options provided) will be held quarterly to address a plethora of needs. Examples: curriculum night, town hall meetings, PTA, SLT and AVID parent meetings.		Richard McLean	10/28/2022
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*Notes:* Parent meetings are ongoing at one per quarter

August 2022 - Open House will take place In-Person. However, a virtual option will also be provided to parents.

8/8/22 Parent Conference Days will take place this school year. Parents will be provided a Face-to-Face and virtual option. Each grade level counselor will work with teams to devise a schedule that maximizes the number of parent conferences we are able to host

Richard McLean

10/28/2022

*Notes:* Conference day is geared to get students on the positive track at the beginning of the 2nd quarter. Staff members also have the option to conduct ongoing parent conferences throughout the year during the week.

8/8/22 The 2021-2022 SIT indicated a need for parent communication and input into instruction and community perception.

Richard McLean

10/28/2022

*Notes:* The work will continue to determine Bradley Community Perception and instructional needs. The team will host Bradley Parent nights, community outreach events, and vertical teaming activities.

We will host elementary registration nights and community outreach meetings with feeder schools.