

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:

Goal 3: The percent of students scoring College and Career Ready (CCR) on Math 1 assessments will increase from 67.4% in SY2024-25 to 72.4% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 3)

The school will retain 80% of its highly effective classroom teachers throughout the 2025-26. (Aligns to CMS Guardrail 4)

Goal 2: The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 6-8 will increase from 31.7% in SY2024-25 to 50% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 2)

The percent of SWD students scoring Grade Level Proficient (GLP), on Math and Reading End of Grade assessments in grades 6-8 will increase from 24.7% in SY2024-25 to 40% in SY2025-26. (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)

The number of OSS incidents will decrease from 305 in SY2024-25 to 290 in SY2025-26. (Aligns to A1.07, A4.06 and CMS Guardrail 2)

The percent of Chronic Absenteeism will decrease from 15.2% in SY2024-25 to 14.4% in SY2025-26. (Aligns to A1.07, A4.06 and CMS Guardrail 3)

The school will retain 85% of its highly effective classroom teachers throughout the 2025-26. (Aligns to C3.04 and CMS Guardrail 4)



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Domain 1: Turnaround Leadership			
Effective Practice:		Practice 1B: Monitor short-and long-term goals			
KEY	D1.02	The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		We have received a status of TSI for our Students With Disability. Due to this designation, we have organized targeted interventions without EC students from our EC department. These interventions will be in addition to the students regular EC services.	Limited Development 10/02/2025		
<i>How it will look when fully met:</i>		Students with Disabilities will have equal access of success to the curriculum as prescribed. We will utilize our plan for monitoring and accessing these students in order to maintain our goal of increasing proficiency and growth. This will be monitored through our iReady and MVPA. Additionally, we will utilize EVAAS projections.		Lathan Fowler (2025-26)	06/01/2026
<i>Actions</i>			1 of 2 (50%)		
	10/2/25	EC team will meet with administration to review data from previous years EOG.	Complete 10/01/2025	Lathan Fowler	10/01/2025
		<i>Notes:</i>			
	10/2/25	EC team will meet monthly with ILT to ensure our student are receiving targeted interventions and support.		Kathy Corbett	06/10/2026
		<i>Notes:</i>			

Core Function:		Domain 3: Instructional Transformation			
Effective Practice:		Practice 3A: Diagnose and respond to student learning needs			
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

<p>Initial Assessment:</p>	<p>As of June 2025, we showed evidence of improvement with our modification of AE. Therefore, 2025-2026, we will fully implement this modification by assigning all Core 4 teachers with an AE block. Elective teachers will monitor and assist assigned students during this block, as well as advise groups in need of academic support.</p> <p>Our challenge is how to use data appropriately. There is an abundance of data that can be used for Academic Enrichment. Teachers also believe that certain students need to be in select classes based on data. The admin team again needs to come in prepared with selected data points to both share and utilize to prepare for the 25-26 school year.</p>	<p>Limited Development 07/18/2024</p>		
<p>How it will look when fully met:</p>	<p>When fully met, this objective will look as follows;</p> <p>What key characteristics are identified in the Wise Ways document?</p> <p>Movement amongst the three tiers is fluid and is not determined or defined by specific designations, such as diagnosed disabilities. Rather, movement is supported by data from universal screeners, diagnostic assessments, progress monitoring, and how a student responds to one level of intervention. Any and all students should have access to supports when they need them. In addition, obtaining services at one point does not mean that students will always need that level of support. The MTSS process is not always linear, but rather oriented around problem solving. When data suggests that students require more or less intensive supports to aid either remediation or enrichment, they will move throughout the tiers based on that need.</p> <p>What will your school look like and sound like if you have fully implemented this indicator?</p> <p>A positive individual student success trajectory will exist in all areas of improvement. Students, teachers and parents would share a succinct knowledge of student performance and plan of success. Tier 1 interventions would enhance the performance of more students.</p> <p>What would it look like if this indicator were fully ingrained into the culture and daily life of your school?</p>		<p>Kathy Corbett (2025-26)</p>	<p>06/10/2026</p>

Tier 1: Core Instruction - High-quality, evidence-based instruction provided to all students.

Teachers use standard curriculum and teaching practices designed to meet the needs of most students. Lessons are differentiated to accommodate varying levels of understanding and learning styles within the general classroom setting. End of Grade, I-Ready and progress monitoring through classroom assessments will be used to solidify full implementation.

Tier 2: Targeted Support- Additional support for students who need more help beyond what is provided in Tier 1.

Small group instruction or targeted interventions for students who are struggling. This will include extra tutoring sessions with teachers before or after school which will include more focused lessons, or the use of specific strategies to address learning gaps.

Tier 3: Intensive Intervention - Highly individualized support for students with significant learning challenges.

One-on-one instruction or very small group sessions with specialized interventions. This could involve specialized instructional strategies, behavioral support, or additional resources tailored to individual needs during morning school-wide Academic Enrichment period.

Increasing Multi-Learner Grade Level Proficiency - Data-Driven Instruction

Assessment and Monitoring: Regular formative and summative assessments to track student progress and adjust instruction as needed.

Teachers analyze assessment data to identify trends and areas for improvement, guiding instructional decisions and interventions.

Professional Development

Ongoing professional development on evidence-based practices and effective use of tiered instruction to ensure high-quality teaching across all tiers.

Increasing Exceptional Children's (EC) Career College Readiness (CCR)

Individual Education Plans (IEPs) used to tailor educational goals and

supports to ensure progress towards CCR. Utilization of Cambridge learning components with EC students to build essential skills like critical thinking, problem-solving, and career exploration.

Decreasing Chronic Absenteeism

Positive School Climate through Capturing Kids Heart, creating an environment that encourages attendance through supportive relationships and engaging activities.

Family Engagement: Involving families in addressing absenteeism, providing support, and understanding the importance of regular attendance.

Attendance Monitoring: Tracking attendance patterns and identifying students at risk of chronic absenteeism.

Early Intervention: Implementing strategies to address the root causes of absenteeism, such as providing additional support for students facing personal or family challenges.

In summary, the tiered instructional system will to meet the diverse needs of students, ensuring that each learner receives the appropriate level of support to thrive academically and achieve long-term success.

Actions		1 of 3 (33%)		
8/6/25	The Admin Team will intentionally schedule students based on previous year's data to address the academic and behavior needs of all students. (FAM-S 3 and Guardrail 1)	Complete 10/01/2025	Kathy Corbett	10/01/2025
<i>Notes:</i>				
7/18/24	Student Services will review monthly D/F reports, absenteeism reports, Bradley Attendance Plan and teacher data trackers showing which courses have the highest amount of failures to create academic supports and interventions for both PLCs and Tier 3 candidates to increase overall student progress.(Goal 2, Goal 3, Guardrail 3)		Kathy Corbett	06/01/2026
<i>Notes:</i>				
8/6/25	Instructional leaders will facilitate PLC planning sessions to include all subgroups in order to help differentiate instruction to meet their academic needs of these students. (FAM-S 3, Goals 2 and 3, Guardrail 1)		Laura Champury & Katrina Thomas	06/01/2026
<i>Notes:</i>				

Core Function:		Domain 3: Instructional Transformation			
Effective Practice:		Practice 3B: Provide rigorous evidence-based instruction			
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>As of June 2025, we completed all of our objectives for this indicator. However, our overall CCR school composite decreased by -2.6 (from 39.1% to 36.5% overall). In order to change this trajectory we will include the Core 4 within this charge. Therefore, all core teachers will be responsible for analyzing and reviewing data at least twice a month to target whole and small group instruction. PLC's will meet weekly to internalize lesson content and delivery.</p> <p>PLC's will use common assessments, benchmarks and MVPA's to determine opportunities for enhancements and celebrations.</p>	Limited Development 07/18/2024		
<i>How it will look when fully met:</i>		<p>When instructional teams develop standards-aligned units of instruction for each subject and grade level, and support this process through face-to-face feedback sessions, calibration for observations, and strategic staffing, it manifests as a well-coordinated and data-driven approach to improving educational outcomes. Here's what this process looks like in practice:</p> <p>1. Standards-Aligned Units of Instruction Standards Alignment: Instructional teams work collaboratively to ensure that all units of instruction are aligned with state or national standards. This ensures that what is taught meets required educational benchmarks. Grade-Level and Subject-Specific Units: Units are designed for each grade level and subject area, taking into account the developmental needs and learning objectives for each student group during routine PLC meetings</p> <p>Instructional Design: Detailed lesson plans are developed within each unit, outlining specific learning goals, instructional strategies, and assessment methods.</p>		Lathan Fowler (2025-26)	06/10/2026

Resources and Materials: Teams identify and integrate appropriate resources, such as textbooks, digital tools, and hands-on materials, to support the units.

2. Face-to-Face Feedback Sessions

Walkthroughs and

Classroom Observations: ILT leaders conduct walkthroughs to observe how the units of instruction are being implemented in the classroom.

Feedback Collection: Observations are followed by face-to-face feedback sessions where teachers receive constructive input on their instructional practices and alignment with the units.

Collaboration:

Teachers discuss the feedback received, share their experiences, and refine their instructional practices based on collaborative input.

Best Practices Sharing: Instructional teams exchange best practices and strategies that have proven effective in enhancing student learning and engagement.

3. Calibration for Observations

Consistency in Evaluation: Calibration sessions are held to ensure that all observers are using consistent criteria and standards when evaluating instructional practices.

Ongoing Calibration:

ILT Calibration meetings are conducted periodically to review and adjust observation practices, ensuring ongoing alignment and accuracy in feedback.

Review of Evidence: Observers review recorded observations and discuss any discrepancies to maintain consistency in evaluating teaching practices.

4. Strategic Staffing Based on Data

Data Analysis:

Student Performance Data: Instructional teams analyze student performance data to identify areas of need and inform decisions about staffing and resource allocation.

Teacher Performance Data: Data on teacher effectiveness and areas of strength or need are used to strategically place staff where they can have the most impact.

Master Schedule Development:

Strategic Placement: Based on data, instructional teams create a master schedule that aligns staff expertise with student needs. This might involve placing more experienced teachers in high-need areas or assigning additional support staff to classes with larger numbers of struggling students.

Resource Allocation: Ensure that scheduling decisions allow for effective use of resources, such as additional time for intervention or enrichment activities.

5. Implementation and Monitoring

Classroom Integration: Teachers implement the standards-aligned units in their classrooms, using the feedback and strategies discussed during face-to-face sessions.

Regular Check-Ins: ILT regularly check in with teachers to monitor the effectiveness of the units and make adjustments as necessary.

Continuous Improvement:

Feedback Loops: Ongoing feedback loops between instructional teams and teachers help to continuously refine and improve instructional units and teaching practices.

Data-Driven Adjustments: Instructional teams use student performance data to make informed decisions about future unit development and adjustments to the master schedule.

Actions		1 of 3 (33%)		
7/18/24	The administrative team & ILT will develop a calibrated walkthrough document to guide monthly walkthroughs of all teachers to identify coaching needs and for ensuring standards aligned instruction. (Goal 2, Goal 3, FAM-S 29)	Complete 10/01/2025	Lathan Fowler	10/01/2025
<i>Notes:</i> Monthly meetings will take place with the admin team to complete a walkthrough for a designated content area. Admin team will discuss overall calibration ratings and reflect on coaching opportunities (Relay, New Teacher Cohort)				

8/7/24	The Core 4 AP's will develop and execute a PLC-wide data analysis protocol for the PLC to analyze and review attendance, behavior, and common assessment data at least twice a month to provide strategic coaching and small group action plans to all grade levels. This will improve teacher practices and will improve student achievement(Goal 2, Goal 3, FAM-S 29)		Yolanda Reddick and Wendel Evans	12/01/2025
<i>Notes:</i>				
8/6/25	Master ELA and Math teacher will work with district facilitator to create planning documents for all content areas in order to align high quality instruction and pacing which will be used to inform our data discussions. (FAM-S 29, Goals 2 and 3)		Laura Champury & Katrina Thomas	06/01/2026
<i>Notes:</i>				

Core Function:	Domain 4: Culture Shift
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Effective Practice:	Practice 4A: Build a strong community intensely focused on student learning
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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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Initial Assessment:

As of June 2024, we met all the objectives for this indicator. However, we did not reach our OSS goal. 61.8% of our suspensions were black students. However, we updated our Discipline Matrix to provide additional intervention support for students including Community Service and other school based supports that also supported academics. We also spent time supporting our SB9 and MLL students through various initiatives including MLL Nights and off campus community building events. In regards to our SEL component, teachers utilized that time weekly. We also had our PBIS initiative that supported positive behavior. Students also completed a survey on their teachers. Bradley had 4782 responses.

Behavior Matrix

Discipline Matrix

We had success with our PBIS initiatives and celebrating our minority students. We also celebrated our Bradley Ambassadors who helped implement the majority of our student initiatives. As PBIS progressed, each celebration provided students with more rigorous stipulations. We had 586 students attend our final celebration.

Teachers struggle to treat students as equals on multiple occasions. Bradley is struggling with the restorative piece as I am sure many other places are as well. When students are suspended, teachers have a challenging time with the triage piece.

The admin team will do more modeling of appropriate behavior with student interactions during the 24-25 school year. We also continue to model restorative circles in all meetings as possible. It is also our challenge to disrupt negative and inequitable behaviors in the hallway.

Limited Development
07/18/2024

How it will look when fully met:	When fully met, staff will implement the components of Capturing Kids Hearts on a daily basis, complete weekly SEL Lessons, and be attentive to the needs of students through: Chronic Absenteeism, parent outreach efforts, and engagement through PBIS initiatives.		Kathy Corbett (2025-26)	06/10/2026
Actions		0 of 5 (0%)		
7/18/24	The administrative team will create and facilitate a structured professional development plan for teachers to execute Capturing Kids Hearts to enhance the school culture. (Guardrail 3, and Guardrail 4)		Kathy Corbett	12/01/2025
<i>Notes:</i>				
9/16/24	Teachers will communicate with families of students who have been absent 3 consecutive days. Members of the SSPLC will divide up individual calls to chronically absent students. Counselors will establish parent communication via conferences/home visits for students who continue to be chronically absent. SSPLC will assess 3-6-10 day letters and Chronic Absenteeism using the Bradley Attendance Plan (FAMS-30)		Kathy Corbett	06/01/2026
<i>Notes:</i> Bradley Attendance Plan: https://docs.google.com/document/d/1E3jaXcc5vSRRn6FcnCNA7euBQeF7peFIS_1AKxYcbuk/edit?tab=t.0				
8/6/25	FBMS will have a quarterly CKH event/celebration based on student behavior and academic participation.		Lathan Fowler	06/01/2026
<i>Notes:</i>				
8/6/25	FBMS will have a quarterly honor roll and attendance celebration to recognize students.		Yolanda Reddick	06/01/2026
<i>Notes:</i>				
10/2/25	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)		Kathy Corbett	06/10/2026
<i>Notes:</i>				

Core Function:		Domain 4: Culture Shift			
Effective Practice:		Practice 4C: Engage students and families in pursuing education goals			
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>		<p>As of June 2025 the school regularly communicates with all stakeholders. We utilize Parent Square, Canvas and social media to reach out to all stakeholders. We also created and implemented our Bradley Attendance Plan to continue to communicate with parents as needed.</p> <p>Attendance Plan</p> <p>Parents were impressed with the ongoing communication from Parent Square, Social Media, teachers, Canvas and grade level newsletters. The attendance plan was also a huge part of our success this year. This correlates to both the MTSS team and the Behavior team at Bradley.</p> <p>We as an admin team just need to ensure that the same uniform communication is happening on all three grade levels. Parents with siblings deserve that. Also that our communication is consistent from week to week.</p> <p>We have opportunities to include apps that can assist Bradley with our ML students. We can utilize our ML teachers more and ensure that this is provided across curriculum and various opportunities for parent engagement. These can include ML nights, Curriculum Night and Open House.</p>	Limited Development 07/18/2024		
<i>How it will look when fully met:</i>		Vertical teaming with other schools; parent nights; continuation of community partnerships.		Lathan Fowler (2025-26)	06/01/2026
<i>Actions</i>			0 of 4 (0%)		
	7/18/24	The principal and teachers will use ParentSquare for consistent communication between school and home to engage parents in ways that directly relate to their children’s academic progress. (, Guardrail 3)		Lathan Fowler	06/01/2026
<i>Notes:</i>					

8/6/25	The Core 4 and Elective teachers will collaborate with their grade level admin and publish a monthly newsletter via ParentSquare. This newsletter will provide parents information on what their students are learning for the month ahead.		Lathan Fowler	06/01/2026
<i>Notes:</i>				
8/6/25	Teachers will communicate by phone call to celebrate positives as well as communicate the need of support from the parent/guardian.		Lathan Fowler	06/01/2026
<i>Notes:</i>				
8/6/25	Teachers will create Curriculum Night presentations in order to make parents aware of what students are learning, how to check grades in Infinite Campus, and to how to be a Parent Observer in Canvas.		Lathan Fowler	11/01/2026
<i>Notes:</i>				