

Bergman School District

Bergman Middle School

2023-2024 School Improvement Plan

Overall District Weakness Identified in ESSA School Reports: (mark all that apply)

- **Achievement:** ELA Math Science
- **Growth:** Content- Math and ELA English Language Proficiency
- **Graduation Rate:** Four Year Five Year
- **SQSS:** Chronic Absence Reading Achievement Science Achievement
Science Growth On-Time Credits ACT Composite
ACT Benchmark Readiness High School Final GPA
AP/Concurrent Credits Computer Science Credits
Community Learning Services Credits

- **Identified Sub Groups Needing Attention:** All Students White
Black or African American Hispanic/Latino English Learners
Economically Disadvantaged Students with Disabilities

- **Middle School Priorities:** 1. Increase achievement/growth specifically in the area of Reading, as well as continue to focus on ELA, Math, and Science achievement/growth.
2. Identify students with weaknesses and provide targeted interventions and continue to improve upon, analyze, and utilize the TRI process and strive for continued growth.
- **Middle School Expectations:** Student level plans will emphasize the priorities listed above, identifying the evidence based instructional strategies, and interventions being used at each grade level.

Middle School Improvement Goal #1

**Curriculum, Assessment, and Instructions Planning:
Assess student learning frequently with standards-based assessments.**

- IID09 Instructional Teams use student learning data to plan instruction.
- IID10 Instructional Teams use student learning data to identify students in need of instructional support or enhancement.
- IIA03 Instructional Teams review the results of unit pre/post tests to made decisions about the curriculum and instructional plans and to “red flag” students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives).

Middle School Improvement Goal #2

Classroom Instruction:

Provide a tiered system of instructional and behavioral supports and interventions.

- ❑ IIID01 The school implements a reliable and valid system-wide screening process for academics and behavior that includes the assessment of all students multiple times per year and establishes decision rules to determine those students in need of targeted intervention.
- ❑ IIID02 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.
- ❑ IIID04 The school implements a system-wide monitoring process that utilizes collaborative instructional teams who meet regularly to review students data from screening, progress monitoring , and outcome assessment to identify next steps for instruction for students across all tiers.