

**School Improvement Plan**

<b>School:</b>	Ligon MS
<b>Plan Year</b>	2016-2018

Data Components	Strengths (data trend statements)	Concerns (data trend statements)
<b>Student Achievement</b>	<p>Total student percent proficient has been at or above target for the past 3 years. Asian, white, AG have been at or above target for the past 3 years. In EOC performance, we are consistently at or above target. We made 100% of our targets in Math 1 and Biology 1 last year.</p> <p>AIG scores are increasing in Reading and Math each year from 96% reading and 93.9% math in 2013 to 99% in reading and 98% in math in 2015. We have increased rigor and added a pre C&amp;C class in 8th grade that is modeled after the C&amp;C class at Enloe. Strict academic requirements.</p> <p>EOC targets have been met the last 2 years in a row with 100% both years.</p> <p>Exceeds expected growth in 8th grade math according to the EVASS value added report for 2014-15.</p> <p>Meets expected growth in 8th grade science, Algebra 1, 6th grade math and 7th grade reading according to the EVAAS value added report for 2014-15.</p>	<p>Overall EOG proficiency (levels 3,4,5) decreased 4.4% points from 2012/13 to 2014/15 (72.2% to 67.8%)</p> <p>Overall EOG college and career (levels 4, 5) decreased 3.4% points from 2012/13 to 2014 (66.5% to 63.1%)</p> <p>Overall "Not Met" school designation according to EVAAS in 2014/15 with a average growth index of -4.19 ("Exceed" status in 2011/12 and "Met" status in 2012/13 and 2013/14) Blacks made AMO in reading 4 years in a row but not last year and in math for three consecutive years but did not make AMO the last 2 years. However, there has been a steady decline in score in both reading and math. Reading declined from 35.3 in 12-13 to 30.3 in 14-15. Math declined from 23.5 in 12-13 to 21.4 in 14-15. Last year we made less than 80% of our targets in math and reading.</p> <p>ED students have not made AMO in math or reading in the last 3 years and scores are on a steady decline. In reading, ED students went from 28.8 in 2014 to 23. 2 in 2015. In Math, ED students went from 13.4 in 2014 to 14.3 in 2015 which was a slight improvement after a steady 3 year decline.</p> <p>SWD have not made AMO the last 2 years in math and scores have declined at an alarming rate. Math proficiency went from 6.8 in 2012 to 7.6 in 2015.</p> <p>SWD met AMO once in reading in the past 3 years which was 2014. They did not meet AMO in 2014.</p> <p>Hispanic/Latinos have made AMO the past 4 years in reading (58.2, 63, 45,5, 42) but fell short in 14-15 with 36.7.</p> <p>Science Grade 8 proficiency has declined in the past year from 85.2% in 2014 to 78% in 2015.</p> <p>3 Year Growth Averages in 6, 7 and 8 math. All 3 fell significantly.</p> <p>Reading &amp; Math have not met the AMO target for EDS in the past 5 years.</p> <p>Math met 15/20 AMO Targets in 14-15. Did not meet Black, Hispanic/Latino, LEP, EDS &amp; SWD the same year.</p> <p>In 14-15, Reading met 15/19 AMO Targets. Did not meet Black, Hispanic/Latino, EDS &amp; SWD.</p> <p>In 14-15, Science met 12/14 AMO Targets. Did not meet Hispanic/Latino, EDS, SWD.</p>

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<b>Data Components</b>	<b>Strengths (data trend statements)</b>	<b>Concerns (data trend statements)</b>
<b>Process Data</b>	<p>Based on SIRS data we have 300 fewer referrals in 2015-16 than we did in 2014-15.</p> <p>Based on a PBIS staff survey in 2016, 63% of the staff wants to continue our PBIS program.</p> <p>An analysis of the 2013-14 teacher evaluation tools has demonstrated that 100% of teachers are Proficient, Accomplished or Distinguished in all standards which is an increase from 2012-2013 when we had one teacher Developing in Standards 1, 2 and 4 and two teachers developing in Standard 5.</p>	<p>Student enrollment is declining each year. We went from 1190 in 2013 to 1060 in 2015. We are projected to further decline in 2016 to 1026. Magnet applications were on a decline but have increased. The neighborhood surrounding the school is changing rapidly due to rejunification. In the future, we may need to adjust the percentages of magnet and base to accommodate the changing demographics of our base area.</p> <p>Total absences for 2014-15 were 6379.</p> <p>Out of 1,154 students in our school, there were a total of 4 acts of crime or violence.</p> <p>Total suspensions have risen from 189 in 2013 to 194 in 2014 to 294 in 2015. In 2015, black students made up 60.4% of total suspensions while white students only accounted for 1% of the 294 suspensions. The high suspension rate has led to Ligon being a part of the WCPSS Equity Project along with 4 other middle schools in the county.</p> <p>An increasing trend since 2014 has been a high number of suspensions of Black females. Female aggressive behavior, refusal to comply with adult directives and attend class have all been factors that the staff and administration are struggling to address in a manner that changes the behaviors.</p> <p>87% of teachers surveyed in 2016 stated time was the barrier that prevented them from documenting incidents in SIRS.</p>

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<b>Data Components</b>	<b>Strengths (data trend statements)</b>	<b>Concerns (data trend statements)</b>
<b>Staff and Student Demographics</b>	<p>Teacher demographic profile: 65.7% white, 30% black, 2.9% asian, 1.4% hispanic            Student demographic profile: 44% white, 34% black, 8% asian, 10% hispanic            Teacher demographics closely reflect student demographics in most race and ethnic groups.</p> <p>In an effort to save time and examine assessment results, we have implemented a PLT schedule that matches staff responsibilities as well as data analysis for instructional decision-making. As a part of that schedule, we have implemented Kid Talk in order to utilize the school-wide intervention pyramid.</p> <p>100% of our 2015-2016 beginning teachers are returning for the 2016-2017 school year.</p> <p>Staff turnover was once as high as 20% in 2012-13 but has been as low as 4.9% in 2013-2014.            2014-15: Fully Licensed Teachers is at 93.1%. Teachers with Advanced Degrees is at 31.5%. National Board Certified Teachers is up to 6.</p> <p>27.4% of our teachers are BTs. 24.7% have 4-10 years of experience. 47.9% of our teachers have over 10 years of experience.</p> <p>The implementation of PBIS has had a positive impact on discipline data this year. Suspensions and referrals are down for the year because of PBIS reset days and the first 3 days of school being PBIS expectation days.</p> <p>Based on the 2013-14 PLT survey results, our PLTs meet consistently on a weekly basis, utilize increasingly more effective instructional strategies, work to align instruction with learning outcomes and align their goals with the SIP goals.</p>	<p>Hispanic teacher demographics (1.4%) and disproportionate to hispanic student demographics (10%).            Lack of non-instruction time for faculty and staff. One 47-minute planning period a day. Two days a week those are used for PLTs. Most other days they are used for parent conferences and/or IEP meetings.</p> <p>Enrollment is steadily declining making it difficult to retain quality teachers because with declined enrollment comes a decreased number of teachers needed.</p>

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Data Components	Strengths (data trend statements)	Concerns (data trend statements)
<b>Perception</b>	<p>Based on a 2016 PBIS staff survey, 22/30 Teachers feel that the PBIS reset days are effective and that PBIS is working.</p> <p>Based on a 2016 TWC created by SIP that focused on areas we did poorly on in our 2014 state TWC, teachers feel that administration is visible and remediation is working. 93% of staff feel Ligon is a good place to work and learn. 81% feel Ligon is safe. 78% feel they are allowed to focus on educating students with minimal interruptions. 81% feel students understand expectations for their conduct.</p> <p>Additional early release days and teacher workdays provide dedicated time for PL and teacher planning/collaboration.</p> <p>Inside transitions have improved student management and reduced skipping and tardies. 2015-16 First week of school has been the best in the past 5 years due to PBIS expectations being taught the first 3 days of school, PBIS rewards being implemented and increased teacher buy-in of the PBIS philosophy.</p> <p>Extended core course offerings have added to the attractiveness of the magnet at Ligon. Magnet recruitment has yielded the second largest number of magnet applications in the county.</p> <p>As part of the Equity initiative in the county, Ligon is working to improve student behaviors that impact the student achievement of our minority students who are performing below grade level and make up a large number of our student referrals.</p>	<p>Based on a 2016 TWC created by SIP that focused on areas we did poorly on in our 2014 state TWC, 50% of teachers feel they do not have time to collaborate with colleagues and 56% feel that the non-instructional time provided is not sufficient.</p> <p>Demanding schedule provides minimal time for planning, preparation, and collaboration. Teachers will receive a PLT schedule at the beginning of the year to focus their efforts on data driven instruction, consistency in classroom rigor across subjects and grade levels, PBIS and MTSS. Also, time for planning preparation and collaboration will be built into that schedule.</p> <p>Homeroom is not an effective period. We are switching homeroom to correlate with first period so that students will receive additional instruction and teacher buy-in as well as student accountability will be high.</p> <p>Based on the 2013-14 PLT Survey, teachers feel that we do not have a process for effectively resolving conflict, we do not celebrate team progress towards SMART goals or PLT implementation, PLTs do not save time, we do not examine results to identify students in need nor do we examine results to evaluate instructional practices, we do not require students in need to participate in other learning opportunities and we do not utilize the school-wide intervention pyramid of interventions.</p>

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Priority Concerns/Problem Statement	Root Causes/Hypothesis (ICEL)	Solutions (evidence based)
<p>MATH</p> <p>Overall decline in math growth for 6, 7, and 8</p> <p>SWD &amp; EDS have not made AMO in math in the past 4 years</p> <p>African American students are not progressing at a substantial rate in math</p> <p>LEP/ESL students are not progressing at a substantial rate in math</p>	<p>At one time ICR math teachers were not the math resource teacher for that same grade level that they served as an ICR teacher. Now the ICR math teacher is the case manager and the math resource teacher. It provides continuity of instruction, quality reteaching and remediation and consistency for the child.</p> <p>2015-16 we do not have a math intervention teacher to focus on our level 1 and 2 math students. In lieu, we have given some of our math teachers a math intervention elective which allows them to work with small groups of students who are currently below grade level in math.</p>	<p>SPED should be the second thing placed on the master schedule so that students are not heavily concentrated in classes because there are too few sections or they are only offered at certain times. More teachers with ICR classes to spread the needs across several teachers and class periods. Decreases staff burnout.</p> <p>Targeted, rigorous instruction in all math resource classes.</p> <p>Offer more SPED math classes in the AM and an additional math support class with the math teacher on the same day.</p> <p>Math resources for making huge academic strides in one school year.</p> <p>Increased PLT time on data driven instruction targeting these specific subgroups</p>

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<b>Priority Concerns/Problem Statement</b>	<b>Root Causes/Hypothesis (ICEL)</b>	<b>Solutions (evidence based)</b>
<p>ED students did not make AMO in math or reading 5 years in a row.</p>	<p>Poor attendance Numerous tardies to school and during the day Lack of parental support, working telephone numbers, attendance at conferences, etc.</p> <p>Poor homework completion</p> <p>Lack of student motivation</p>	<p>Our current social worker conducts home visits, contacts parents when students have excessive unexcused absences, tracks down phone numbers of parents when teachers have issues making parent contacts. Increased diligence by the social worker has made all the difference these past 2 school years.</p> <p>Decrease the number of students in each SPED math class by offering more sections of it and offering more sections of ICR math.</p> <p>Better system of communication between the school social worker and teachers, data manager, counselors and administrators.</p> <p>Increased PLT time on data driven instruction targeting this specific subgroup</p> <p>Math professional development on how to bring students up from lower grade levels</p> <p>Utilize Study Island and Path Driver as responses to instruction, data collection tools, and as progress monitoring tools</p> <p>Review schedules of at risk students prior to school starting to guarantee they receive support classes (math remediation, reading remediation, guided study).</p>

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**Data Summary**

Describe your conclusions

Ligon G.T. Magnet Middle School continues to make a conscious effort to provide instructional staff with all pertinent data about the students they teach. After examining the data, including common, summative, and formative assessments, educators have a clear focus on the students they teach that fall into the subgroups that did not make AMO. Teachers, including special education, intervention, ESL and elective teachers, regularly meet in grade level and Professional Learning Teams (PLT) with counselors, administrators, the school social worker and the school psychologist to discuss, plan and implement research-based practices to meet the needs of all Ligon students.

Changes have been implemented in our math department to improve scores for the 2016-2018 academic years. Math teachers are collaborating more, utilizing data to determine instruction, progress monitoring regularly, administering benchmarks in a timely manner and being scheduled in a manner that is conducive to optimal learning and better utilization of teachers whose data shows their effectiveness with students in the subgroups that did not meet the AMO targets.

Ligon administration, counselors, and support staff are working to ensure that students are in school and prepared to learn. They provide opportunities for parents to be involved in the Ligon school community and to be aware of their child's academic progress. Staff continue to utilize a variety of tools, including PowerSchools, CANVAS, individual teacher websites, team websites and Edmodo, to communicate with parents and provide prompt feedback on student academic achievement and progress. More than ever, Ligon staff are making an effort to collaborate with core teachers to ensure quality instruction in all areas with a concentrated focus in math.

In 2015, all staff was placed on a SIP subcommittee in order to involve everyone in the decision making process, ensure that data and pertinent information is shared with all staff and to provide every stakeholder with an opportunity for input. This change allows every staff member a chance to positively impact the school community in some way.

Increase staff satisfaction and minimize staff turnover, Ligon's Beginning Teacher program recognizes the demanding schedule and continues to advocate for increased non-instructional planning time and minimized duties for all new staff.

Ligon's faculty and staff continue to collaborate to raise student achievement scores, close gaps, meet AMO in all subgroup areas, and maintain clear and consistent staff and parent communication and engagement through PBIS and community involvement and engagement.

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<b>Principal:</b>	Gretta Dula
<b>Date:</b>	May - 2016

**SIP Team Members**

<b>Name</b>	<b>School Based Job Title</b>
1 Anne Cooper	Parent
2 Brittany Troutman	Teacher
3 Danielle Coats	Teacher
4 Donna Laiosa	Instructional Support Personnel
5 Dr. Lynnae Morris	Assistant Principal
6 Gretta Dula	Principal
7 Hannah Elliott	Teacher
8 Jenn Zezza	Assistant Principal
9 Justin Abrams	Teacher
10 Mary Relyea	Teacher
11 Matthew Misuraca	Teacher
12 Melissa Lopez	Teacher
13 Meredith Pinckney	Teacher
14 Michelle Passafiume	Teacher
15 Philip Boayue	School Improvement Chair
16 Sandra Shipp	Teacher
17 Telea Newkirk	School Improvement Chair
18 Terri Hart	Parent
19 Thomas Wright	Teacher
20 Wendell Smith	Teacher

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<b>Date:</b>	May - 2016

**Mission Statement**

Wake County Public School System will provide a relevant and engaging education and will graduate students who are collaborative, creative, effective communicators and critical thinkers.

**Vision Statement**

We accept responsibility to see that every child receives their best education through rigor, relevance and relationships. It is our mission to create competitive and compassionate 21st century learners.

**Core Beliefs**

- Every student is uniquely capable and deserves to be challenged and engaged in relevant, rigorous, and meaningful learning each day.
- Every student is expected to learn, grow, and succeed while we will eliminate the ability to predict achievement based on socioeconomic status, race, and ethnicity.
- Well-supported, highly effective, and dedicated principals, teachers, and staff are essential to success for all students.
- The Board of Education, superintendent, and all staff, while sustaining best practices, will promote and support a culture of continuous improvement, risk-taking, and innovation that results in a high-performing organization focused on student achievement.
- The Board of Education, superintendent, and all staff value a diverse school community that is inviting, respectful, inclusive, flexible, and supportive.
- The Wake County residents value a strong public school system and will partner to provide the support and resources to fully realize our shared vision, accomplish the mission, and sustain our core beliefs.

**Value Statement**

- We believe that all children, regardless of socio-economic circumstances, can be high achieving students.
- We believe that highly effective principals, teachers and staff are the key to improving growth in student achievement
- We will pursue collaborative partnerships among students, staff, parents and the community to promote a climate 100% focused on student achievement.
- We will model a passion for learning that encourages all students and teachers to strive for lifelong learning through a diverse set of opportunities and cultural experiences.
- We will foster a climate of respect for each other, the environment, and the community.
- We will promote the use of 21<sup>st</sup> century skills to prepare students for an ever-changing global society.

<b>School Goal</b>		
<p>By June 2018, LMS will continue to engage collaborative partnerships between the school and community partners by finding meaningful ways to engage at least 75% of current collaborate partners, and the LMS PTA that will increase the amount of resources available to teachers and students so that all standards rate above 70% as measured by the Facilities and Resources section of the 2015-2016 North Carolina Teacher Working Conditions Survey.</p>		
<b>Goal Manager</b>	<b>Strategic Objective</b>	<b>State Board of Education Goal</b>
Justin Abrams	Community Engagement	Globally Competitive Students
<b>Resources</b>		
PTA Business Alliance Career Fair Community businesses Ligon Alumni		

<b>Key Process</b>
<p><b>1.</b> Ligon will identify and implement opportunities for PTA, business and community organizations to support the school community.</p>
<b>Tier</b>
Tier 1 / Core
<b>Process Manager</b>
Tia Newkirk
<b>Measurable Process Check(s)</b>
SIP members will analyze survey results quarterly to determine to what degree the Business Alliance and other organizations are implementing ways to support the school.

<b>Action Step(s)</b>
<p><b>1.</b> SIP committee writes a survey of teacher's needs.</p> <p><b>Timeline</b> From 8/2016 To 12/2016</p>
<p><b>2.</b> The CDC will survey staff quarterly to determine to what degree the Business Alliance and other organizations are implementing ways to support the school.</p> <p><b>Timeline</b> From 10/2016 To 3/2017</p>
<p><b>3.</b> SIP members will survey parents to determine ways parents are willing to assist in meeting teacher's needs based on the teacher survey.</p> <p><b>Timeline</b> From 10/2016 To 5/2017</p>
<p><b>4.</b> SIP members and the CDC will review the survey of teacher needs and the survey of parent resources and implement ways the resources will support the school.</p>

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5. School improvement members will poll staff to identify additional support resources needed to assist with school climate and student achievement.

**Timeline** From 8/2016 To 6/2018

6. Create a quarterly plan for bringing identified resources to the school.

**Timeline** From 8/2016 To 6/2018

7. The CDC will bring in 4 more businesses into the Business Alliance. The Business Alliance committee will identify and list new businesses and community organizations to partner with in order to develop positive community relationships for mentor programs and job shadowing opportunities.

**Timeline** From 10/2016 To 6/2018

8. The Business Alliance committee will encourage Business Alliance members to participate in Ligon's annual Career Day in order to provide a variety of careers to meet the diverse interests of our students.

**Timeline** From 1/2016 To 6/2017

9. Work with PTA to calendar two meetings a year that teachers can attend.

**Timeline** From 1/2016 To 6/2017

<b>School Goal</b>		
By June 2018, teacher satisfaction as measured by the TWC survey will meet or exceed the county average in the areas of managing student conduct and school leadership.		
<b>Goal Manager</b>	<b>Strategic Objective</b>	<b>State Board of Education Goal</b>
Donna Laiosa	Learning and Teaching	Leadership for Innovation
<b>Resources</b>		
Duty Free Lunch & Planning BT meetings PBIS New Staff Orientation PTA Staff meetings CORE meetings Department meetings PLTs		

<b>Key Process</b>
<p><b>1.</b> School Leadership will communicate expectations and information through faculty meetings and written communication.</p> <p><b>Tier</b> Tier 1 / Core</p> <p><b>Process Manager</b> Donna Laiosa</p> <p><b>Measurable Process Check(s)</b> Administrative team will share strengths and concerns regarding communication revealed through exit slips on a quarterly basis.</p>

<b>Action Step(s)</b>
<p><b>1.</b> Exit slips from staff meetings will be analyzed and addressed by the administration and teachers will be notified as to whether their issues can be resolved or not.</p> <p><b>Timeline</b> From 9/2016 To 6/2018</p> <p><b>2.</b> Administration will communicate more effectively with faculty and staff through PLTs, CORE, staff and department meetings, Blues News and early release professional development.</p> <p><b>Timeline</b> From 8/2016 To 6/2018</p>

<b>Key Process</b>
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- In order to increase teacher satisfaction with school leadership, Ligon will work to decrease the number of teachers leaving for school-related reasons by 10% by June 2018 as measured by the Teacher Exit Survey.

**Tier**

Tier 1 / Core

**Process Manager**

Danielle Coats

**Measurable Process Check(s)**

The School Improvement team will survey all staff that leaves in order to collect data and analyze it for ways to improve teacher satisfaction, to determine why teachers are leaving and to determine if our efforts to improve teacher satisfaction are effective.

**Action Step(s)**

- School Improvement Team will administer a teacher exit survey for all staff leaving for school-related reasons throughout the year.  
**Timeline** From 12/2016 To 6/2018
- Administrators will meet on a weekly basis to ensure that each grade level is receiving consistent information and administrative support.  
**Timeline** From 8/2016 To 6/2018
- Administration will meet monthly with grade level chairs and counselors to monitor grade level needs.  
**Timeline** From 8/2016 To 6/2018
- School Improvement Team will administer a quarterly survey to all Beginning Teachers in order to determine teacher satisfaction.  
**Timeline** From 1/2016 To 6/2017

**Key Process**

- All staff will implement PBIS expectations in order to strengthen the student management system.

**Tier**

Tier 1 / Core

**Process Manager**

Donna Laiosa

**Measurable Process Check(s)**

The School Improvement team will collect teacher survey data each semester and analyze it to determine teacher satisfaction with effective implementation and consistency of enforcing rules and assigning corresponding consequences.

**Action Step(s)**

1. Staff will consistently enter incidents into SIRS and SIRS training will be offered annually and as needed.

**Timeline** From 8/2016 To 6/2018

2. SIP will conduct a teacher survey at the end of each semester in order to determine teacher satisfaction with the consistency of enforcing rules and assigning corresponding consequences.

**Timeline** From 1/2017 To 2/2018

3. All teachers will teach PBIS expectations during the first three school days and a full day refresh at the beginning of each quarter.

**Timeline** From 8/2016 To 4/2018

<b>School Goal</b>		
By June 2018, LMS will have reimaged and created a sound PBIS plan to be implemented that will increase student instructional time by 5%.		
<b>Goal Manager</b>	<b>Strategic Objective</b>	<b>State Board of Education Goal</b>
Melissa Lopez	Learning and Teaching	Healthy Responsible Students
<b>Resources</b>		
PBIS coach SIRS data Character Education plans PBIS plans Safe & Orderly Schools plan Teacher feedback ISS/ALC teacher Staff retreat		

<b>Key Process</b>
<p><b>1. PBIS will conduct regular meetings to formulate the PBIS plan, LMS will have faculty trainings to teach the PBIS model, grade levels will continue to document student behaviors in SAM, (SWIS) and the LMS student matrix shared folder.</b></p> <p><b>Tier</b> Tier 1 / Core</p> <p><b>Process Manager</b> Hannah Elliott</p> <p><b>Measurable Process Check(s)</b> <b>PBIS will submit an implementation timeline to supervising administrator (Morris) that details specific actions that are to take place and when. PBIS will administer a quantitative and qualitative survey to teachers at the beginning of second quarter and at the end of the year to help determine effectiveness of the 2015-2016 initiatives. Begin implementing aspects of the PBIS plan during the second quarter of the 2016-2017 school year.</b></p>

<b>Action Step(s)</b>
<p><b>1.</b> The PBIS committee will design a PBIS plan to be implemented school wide.</p> <p><b>Timeline</b> From 6/2016 To 8/2016</p> <p><b>2.</b> PBIS will train all staff to effectively implement the revised PBIS plan.</p> <p><b>Timeline</b> From 8/2016 To 9/2017</p> <p><b>3.</b> Funds will be secured yearly for student prizes and rewards to encourage a PBIS school culture.</p>

**Timeline** From 8/2016 To 8/2017

4. PBIS will implement a rewards system that recognizes students for exemplary behavior or following the ROAR expectations

**Timeline** From 10/2015 To 8/2017

5. PBIS will formalize data tracking using flow charts, data collection in class, and inputting into SIRs.

**Timeline** From 10/2015 To 10/2017

6. PBIS will implement a trial run of CICO (check in/check out) for 2-4, six week sessions, for at risk students compiled from SIRS data and teacher input (15 students).

**Timeline** From 12/2016 To 6/2017

7. PIS will support the implementation of character education. PBIS will recognize one student per month per grade level that displays the character trait of the month.

**Timeline** From 8/2015 To 6/2017

### Key Process

2. Place at risk students in an intervention program that effectively addresses their needs and provides them with tools for success.

#### Tier

Tier 2

#### Process Manager

Rachel Wolf

#### Measurable Process Check(s)

PBIS will identify students who are struggling to follow the PBIS expectations matrix from the data collected through SIRS and utilize research based interventions in order to properly provide targeted intervention strategies which will be measured through a decrease in SIRS referrals as monitored by the PBIS team in their monthly meetings.

### Action Step(s)

1. Select at-risk students per teacher input and tardy data.

**Timeline** From 10/2016 To 12/2018

2. Match at-risk students with intervention services.

**Timeline** From 11/2016 To 2/2018

3. At-Risk Task Force will identify female students who need behavior and social support.

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4. Semester elective will begin for female students who are identified as needing behavior and social support.

**Timeline** From 1/2016 To 1/2016

5. Look at suspension data, academic progress, and tardy reduction to assess measurable improvement.

**Timeline** From 2/2016 To 3/2017

6. Continuing or changing intervention support based on At-Risk data and targeting students who have not shown marked improvement.

**Timeline** From 3/2016 To 6/2017

<b>School Goal</b>		
By June 2018, Ligon will have a 75% combined score for all data points on the 2017-18 EOGs.		
<b>Goal Manager</b>	<b>Strategic Objective</b>	<b>State Board of Education Goal</b>
Mary Relyea	Achievement	21st Century Students
<b>Resources</b>		
EVAAS Reading Intervention elective Math Intervention elective Scheduling Guided Study Path Driver MTSS		

<b>Key Process</b>
<p><b>1.</b> Provide regular and targeted interventions for students not on grade level.</p> <p><b>Tier</b> Tier 2</p> <p><b>Process Manager</b> Britney Lewis</p> <p><b>Measurable Process Check(s)</b> The math and language arts department chairs, the IRT and the intervention coordinator will review and analyze formative and summative data monthly in order to determine student progress and the effectiveness of instruction.</p>

<b>Action Step(s)</b>
<p><b>1.</b> Students needing math and/or ELA intervention, based on their 2015-16 EOG scores, will be scheduled into those intervention classes prior to their core classes being scheduled.</p> <p><b>Timeline</b> From 2/2017 To 6/2018</p> <p><b>2.</b> Students needing math and/or ELA intervention, based on their benchmark scores or Path Driver scores, will receive targeted instruction during ROAR time.</p> <p><b>Timeline</b> From 8/2017 To 6/2018</p> <p><b>3.</b> Math &amp; ELA teachers will be trained to use Path Driver, read the reports and implement next steps.</p> <p><b>Timeline</b> From 8/2016 To 10/2016</p>

- 4.** Math and ELA teachers will offer additional after school tutoring and remediation for students based on quarterly grades, Path Driver screening results, semester benchmark scores and intervention data.

**Timeline** From 10/2016 To 5/2017

**Key Process**

- 2.** Utilize PLTs to develop instructional strategies for students not meeting ELA and math quarterly assessments and semester benchmarks on common core standards.

**Tier**

Tier 2

**Process Manager**

Telea Newkirk

**Measurable Process Check(s)**

The math and ELA department chairs and the IRT will review PLT minutes, quarterly math grades and Path Driver data to determine the effective use of PLT time and the progress towards the school academic goal.

**Action Step(s)**

- 1.** PLT time will be a protected time on a specific day of the week.

**Timeline** From 8/2016 To 6/2018

- 2.** During PLT time, after each quarter, teachers will complete a quarterly review in order to determine next steps and targeted interventions for students who need remediation and reteaching of skills and concepts.

**Timeline** From 10/2016 To 4/2018

<b>Date</b>	Apr - 2016
<b>Waiver Requested</b>	
N/A	
<b>How will this waiver impact school improvement?</b>	
N/A	
<b>Please indicate the type of waiver:</b>	Local
<b>Please indicate the policy to be waived</b>	N/A

**School Improvement Plan**

**Summary Sheet of Professional Development Activities**

<b>School:</b>	Ligon MS
<b>Plan Year</b>	2016-2018
<b>School Year:</b>	2016-2017

**Development Activities for**

<b>Topic:</b>	<b>Participants:</b>	<b>Goal Supported:</b>
AIG Training	Teachers who are not AIG certified	Teacher Recruitment and Retention Academics
PBIS Classroom Management Techniques	All staff	Teacher Recruitment and Retention Student Management
GT/AG Basics	All staff	Teacher Recruitment and Retention
Diversity	All staff	Academic Goal

**School Improvement Plan****Summary Sheet of Professional Development Activities**

<b>School:</b>	Ligon MS
<b>Plan Year</b>	2016-2018
<b>School Year:</b>	2017-2018

**Development Activities for**

<b>Topic:</b>	<b>Participants:</b>	<b>Goal Supported:</b>
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**School Improvement Plan**

**Intervention Planning Matrix**

<b>School:</b>	Ligon MS
<b>Plan Year</b>	2016-2018
<b>School Year:</b>	2016-2017

	Reading	Math	Behavior
<b>Data Decision Process for Entry and Exit</b>	<p><u>Strategic</u></p> <ul style="list-style-type: none"> <li>• Path Driver Maze National Percentile between 26 and 50.</li> <li>• History of Level 2 on previous reading EOGs.</li> <li>• EVAAS probability of proficiency between 51% and 69%.</li> <li>• Below 60% on core benchmark indicators.</li> <li>• Must show need in at least two of these stated data points.</li> </ul> <p><u>Intensive</u></p> <ul style="list-style-type: none"> <li>• Path Driver Maze National Percentile below 25th percentile.</li> <li>• History of Level 1 on most or all previous reading EOGs.</li> <li>• EVAAS data probability of proficiency below 50%.</li> <li>• Bottom 15% on core benchmark indicators.</li> <li>• Must show need in at least two of these stated data points.</li> </ul> <p><u>New students</u></p> <ul style="list-style-type: none"> <li>• Within two weeks of a new student's arrival, a Path Driver screening will be given by the core ELA teacher.</li> <li>• Using the screening and documents from the previous school, the teacher will determine if any further assessments are needed.</li> <li>• The same criteria as above will be used to determine the placement in intervention.</li> <li>• Additional data points can be used for new students such as another state's CC testing data.</li> </ul> <p><u>Exiting</u></p> <ul style="list-style-type: none"> <li>• Students will exit the program at the end of the school year if benchmark is achieved and maintained as evidenced by progress monitoring data points from Path Driver, progress monitoring unique to the intervention program and formative assessment data from the ELA core classroom teacher as well as a mutual agreement of all stakeholders, including teachers, administrators and parents.</li> </ul> <p><u>Review Schedule</u></p> <ul style="list-style-type: none"> <li>• Students in strategic intervention will be progress monitored every 2-4 weeks.</li> <li>• Intervention team members will review data at least once a quarter.</li> <li>• Students in intensive intervention will be progress monitored every 2-4 weeks.</li> <li>• Intervention team members will review data at least once every 4 weeks.</li> </ul>	<p><u>Strategic</u></p> <ul style="list-style-type: none"> <li>• Path Driver Maze National Percentile between 26 and 50.</li> <li>• History of Level 2 on previous math EOGs.</li> <li>• EVAAS probability of proficiency between 51% and 69%.</li> <li>• Below 60% on core benchmark indicators.</li> <li>• Must show need in at least two of these stated data points.</li> </ul> <p><u>Intensive</u></p> <ul style="list-style-type: none"> <li>• Path Driver Maze National Percentile below 25th percentile.</li> <li>• History of Level 1 on most or all previous math EOGs.</li> <li>• EVAAS data probability of proficiency below 50%.</li> <li>• Bottom 15% on core benchmark indicators.</li> <li>• Must show need in at least two of these stated data points.</li> </ul> <p><u>New students</u></p> <ul style="list-style-type: none"> <li>• Within two weeks of a new student's arrival, a Path Driver screening will be given by the core math teacher.</li> <li>• Using the screening and documents from the previous school, the teacher will determine if any further assessments are needed.</li> <li>• The same criteria as above will be used to determine the placement in intervention.</li> <li>• Additional data points can be used for new students such as another state's CC testing data.</li> </ul> <p><u>Exiting</u></p> <ul style="list-style-type: none"> <li>• Students will exit the program at the end of the school year if benchmark is achieved and maintained as evidenced by progress monitoring data points from Path Driver, progress monitoring unique to the intervention program and formative assessment data from the ELA core classroom teacher as well as a mutual agreement of all stakeholders, including teachers, administrators and parents.</li> </ul> <p><u>Review Schedule</u></p> <ul style="list-style-type: none"> <li>• Students in strategic intervention will be progress monitored every 2-4 weeks.</li> <li>• Intervention team members will review data at least once a quarter.</li> <li>• Students in intensive intervention will be progress monitored every 2-4 weeks.</li> <li>• Intervention team members will review data at least once every 4 weeks.</li> </ul>	<p>SIRS discipline data, minor and major, will be collected and entered into the system on a consistent basis. Our school has been trained and we have a common understanding of what major and minor data will be recorded. Attendance issues will be addressed by the school social worker and data manager. Our school has a process for addressing student absences at specific intervals.</p> <p>Entering strategic intervention: Student data when compared to his or her peer group is falling below benchmark. A decrease in instructional time is offered.</p> <p>Fading intervention: Student is demonstrating progress towards meeting benchmark based on a specified rate of growth. Fading will occur in frequency first and then in intensity.</p> <p>Intensive intervention: When the students growth rate trajectory is parallel or negative.</p> <p>Exiting: Student meets benchmark</p> <p>Frequency: at least once a month</p> <p>Structure: Kid Talk, PLT, Intervention team, PBIS meeting. The intervention team will be used to determine the effectiveness of core instruction, core curriculum and/or core environment. If core is effective the intervention team will further be utilized to identify students in need of behavior intervention. The team will determine the effectiveness by reviewing and evaluating the data through progress monitoring toward the targeted goal.</p>

## School Improvement Plan

## Intervention Planning Matrix

<b>School:</b>	Ligon MS
<b>Plan Year</b>	2016-2018
<b>School Year:</b>	2016-2017

	Reading	Math	Behavior
<b>Intervention Structure</b>	<p>Strategic</p> <ul style="list-style-type: none"> <li>• Daily intervention instruction with the core ELA teacher during warm ups or homeroom for 10-20 minutes</li> <li>• No more than 20 students per teacher</li> </ul> <p>Intensive</p> <ul style="list-style-type: none"> <li>• Daily instruction during elective time with the reading intervention teacher for 47 minutes</li> <li>• No more than 10 students per teacher</li> </ul>	<p>Strategic</p> <ul style="list-style-type: none"> <li>• Daily intervention instruction with the core math teacher during warm ups and/or homeroom for 10-20 minutes.</li> <li>• No more than 20 students per teacher</li> </ul> <p>Intensive</p> <ul style="list-style-type: none"> <li>• Daily instruction during elective time with a math teacher for 47 minutes</li> <li>• No more than 10 students per teacher</li> </ul>	<p>Strategic and intensive interventions can be delivered through core. Classroom-based interventions will be delivered throughout the day by core and elective teachers. The master schedule is designed to allow time for flexible grouping to occur for strategic and intensive intervention. Homeroom and the typical 3 electives a student has can be altered in the master schedule based on student need. An intervention will be chosen and the frequency and duration will be determined by the intervention team. The frequency and duration will be contingent upon the progress made towards the target goal and the severity of the behavior.</p>
<b>Instruction</b>	<p>Strategic</p> <p>ELA teachers will use Coach, Study Island, readworks.org, readtheory, and other materials. These materials will be chosen in collaboration with special education teachers during PLT planning each week.</p> <p>Intensive</p> <p>Reading intervention teacher will use MCI, AMP and Academy of Reading with fidelity. Intervention team will meet monthly to review intensive intervention data and plans to readjust instruction as needed.</p> <p>*Any changes in instruction format will be approved by administration prior to changes.</p>	<p>Strategic</p> <p>Math teachers will use Coach, Study Island, MobyMax and other materials. These materials will be chosen in collaboration with special education teachers during PLT planning each week.</p> <p>Intensive</p> <p>Math teachers will use vMath with fidelity. Intervention team will meet monthly to review intensive intervention data and plans to readjust instruction as needed.</p> <p>*Any changes in instruction format will be approved by administration prior to changes.</p>	<p>School-wide expectations developed and taught the first 3 days of school and then revisited at the beginning of each quarter. Once a month, during PLTs, teams will conduct Kid Talk with documentation. Social worker, school psychologist, MTSS team member and grade level counselor will attend Kid Talk. Once a quarter, during SIP meetings, whole school and grade level data is reviewed. PLTs meet the next week to further review grade level discipline trends and use intervention strategies to make adjustments. The intervention team will consistently monitor how effective intervention is and how structures should modify as related to data. Grade levels and support staff may serve the role of monitoring.</p>
<b>Assessment and Progress Monitoring</b>	<p>All students will be screened using the Path Driver tool. All students scoring high risk on the screening will also be given Path Driver ORF assessment. Any student that is receiving intensive or strategic intervention will be progress monitored using Path Driver Maze and if needed ORF every 3 weeks. Intervention team will meet and review data and adjust intervention as needed. PLTs will meet to review progress monitoring results and plan accordingly.</p>	<p>All students will be screened using the Path Driver tool. Any student that is receiving intensive or strategic intervention will be progress monitored using Path Driver Maze and if needed ORF every 3 weeks. In addition, vMath students will adhere to assessment time frame as prescribed by the program. Math teacher and intervention team will review vMath and Study Island data after each progress monitoring assessment and program benchmark. Intervention team will meet and review data and adjust intervention as needed. PLTs will meet to review progress monitoring results and plan accordingly.</p>	<p>SIRS incident reports Attendance data Walk through observations Student feedback Staff feedback Parent feedback Behavior screening Behavior data collection forms to collect baseline data and progress monitoring behavioral goals</p> <p>Based on the data reviewed, the frequency and duration of the intervention will be increased, faded or modified. Progress monitoring will occur at least monthly with the possibility of occurring more frequently based on the action plan step in the intervention process.</p>

**School Improvement Plan**

**Intervention Planning Matrix**

<b>School:</b>	Ligon MS
<b>Plan Year</b>	2016-2018
<b>School Year:</b>	2016-2017

	Reading	Math	Behavior
<b>Curriculum/Resources</b>	Path Driver for student identification and progress monitoring MCI AMP Study Island Academy of Reading Scope & Scholastic magazines High Wire Teen Tribune Coach	Quantile Framwork vMath MobyMax Study Island Homeroom time	Mentor program Check in/Check out Behavior contracts Dojo points PBIS CIS Wake graduation coach

**School Improvement Plan**

**Intervention Planning Matrix**

<b>School:</b>	Ligon MS
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	Reading	Math	Behavior
<b>Data Decision Process for Entry and Exit</b>			
<b>Intervention Structure</b>			
<b>Instruction</b>			
<b>Assessment and Progress Monitoring</b>			
<b>Curriculum/Resources</b>			