

School Improvement Plan

School:	Ligon MS
Plan Year	2016-2018

Data Components	Strengths (data trend statements)	Concerns (data trend statements)
Student Achievement	<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&C class in 8th grade that is modeled after the C&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 & 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 & SWD the same year.</p> <p>In 14-15, Reading met 15/19 AMO Targets. Did not meet Black, Hispanic/Latino, EDS & SWD.</p> <p>In 14-15, Science met 12/14 AMO Targets. Did not meet Hispanic/Latino, EDS, SWD.</p>

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Process Data	<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 rejunctification. 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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Staff and Student Demographics	<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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Perception	<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 & 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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Priority Concerns/Problem Statement	Root Causes/Hypothesis (ICEL)	Solutions (evidence based)
<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.

School Improvement Plan
Membership of School Improvement Team

School:	Ligon MS
Plan Year	2016-2018
Principal:	Gretta Dula
Date:	May - 2016

SIP Team Members

Name	School Based Job Title
1 Anne Waechter	Assistant Principal
2 Brandon McRae	Assistant Principal
3 Danielle Coats	Teacher
4 Emily Mackie Roberts	Teacher
5 Grace Derstine	Teacher
6 Gretta Dula	Principal
7 Jenn Barker	Parent
8 Lavonne Carter	Teacher
9 Matthew Misuraca	Teacher
10 Melissa Lopez	Teacher
11 Meredith Bradfield	Teacher
12 Michelle Embrey	Instructional Support Personnel
13 Pamela Douglas	Instructional Support Personnel
14 Tabatha Hagen	Parent
15 Taylar Flythe	Teacher
16 Telea Newkirk	School Improvement Chair
17 Tia Newkirk	Teacher

School:	Ligon MS
Plan Year	2016-2018
Date:	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 21st century skills to prepare students for an ever-changing global society.

School Goal		
By June 2018, the percentage of teachers agreeing their instructional time and school leadership needs are sufficiently met will increase by 10% according to the Teacher Working Conditions Survey (TWC).		
Goal Manager	Strategic Objective	State Board of Education Goal
Telea Newkirk	Community Engagement	Globally Competitive Students
Resources		
PTA Business Alliance Career Fair Community businesses Ligon Alumni Duty Free Lunch & Planning BT meetings PBIS New Staff Orientation Staff meetings CORE meetings Department meetings PLTs		

Key Process
<ol style="list-style-type: none"> School Leadership and staff will communicate expectations and information through faculty, PLTs, and Department meetings using written and verbal communication consistently in order to increase staff comfort with raising concerns.
Tier
Tier 1 / Core Instruction
Process Manager
Lynnae Morris
Measurable Process Check(s)
CORE will share strengths and concerns regarding communication revealed through exit slips on a quarterly basis.

Action Step(s)
<ol style="list-style-type: none"> Staff will respond to SIP, CDC and leadership team surveys. <p>Timeline From 11/2017 To 5/2018</p> Exit slips from staff meetings will be analyzed and addressed by the administration and teachers will be notified as to whether their issues and concerns can be resolved or not. <p>Timeline From 9/2017 To 6/2018</p>

3. SIP will survey teachers leaving the school to assess satisfaction of non-instructional time and school leadership.

Timeline From 1/2017 To 6/2018

4. Administration will meet monthly with grade level chairs and counselors to monitor grade level needs.

Timeline From 8/2016 To 6/2018

5. Administrators will meet on a weekly basis to review and analyze data to ensure that each grade level is receiving consistent feedback and administrative support in the areas of non-instructional time and school leadership.

Timeline From 8/2016 To 6/2018

Key Process

2. Ligon Career Development Coordinator (CDC), PTA and the Business Alliance will create and implement opportunities to increase time for teachers to collaborate in order to foster school trust and mutual respect.

Tier

None

Process Manager

Tia Newkirk

Measurable Process Check(s)

SIP members will create, administer and analyze survey results quarterly to determine the success of Career Development Coordinator (CDC), Business Alliance and PTA in effectively creating and implementing school support for school leadership and time.

Action Step(s)

1. SIP committee will develop a survey and analyze the results to assess teacher needs in the areas of time and school leadership.

Timeline From 11/2016 To 3/2018

2. The Career Development Coordinator (CDC) will survey staff quarterly to determine the degree the Business Alliance and PTA are creating and implementing ways to support the staff in the areas of time and school leadership.

Timeline From 11/2016 To 3/2018

3. Create a quarterly plan for bringing identified resources to the staff and providing time to collaborate.

School: Ligon MS**Plan Year** 2016-2018**LEA:** Wake County (920)**Timeline** From 12/2016 To 4/2018

4. SIP will work with PTA to schedule two calendar meetings a year that teachers can attend in order to foster positive relationships between staff and parents.

Timeline From 8/2017 To 6/2018

5. SIP will administer a quarterly survey to all beginning teachers in order to determine teacher satisfaction with non-instructional time and school leadership.

Timeline From 11/2016 To 4/2018

School Goal		
By June 2018, Ligon GT Magnet Middle School will increase overall proficiency from 68.4% to 75% and meet growth in all subgroups as measured by AMO target data.		
Goal Manager	Strategic Objective	State Board of Education Goal
Gretta Dula	Achievement	21st Century Students
Resources		
EVAAS data AMO targets Formative/summative data Easi data iReady data PLTs report card data Walkthrough data Instructional rounds data common planning time pyramid of interventions We wish to utilize DPI flexibility with funds transfer.		

Key Process
1. Teachers/Staff will utilize PLTs to develop common instructional tools and assessments in order to increase student proficiency and growth on the end-of-year assessments.
Tier
None
Process Manager
Telea Newkirk
Measurable Process Check(s)
PLTs will review and analyze state (yearly), district (quarterly), and school (monthly) assessment data in order to determine effectiveness of instruction.

Action Step(s)
1. PLTs will create common formative assessments based on state standards and objectives.
Timeline From 8/2016 To 5/2018
2. All staff will be trained on differentiating classroom instruction.
Timeline From 8/2016 To 5/2018

- Core instructional classes will be provided a full-day PLT to create common instructional resources and assessments.

Timeline From 8/2016 To 5/2017

- PLTs will use data from common formative assessments to determine areas of need for reteaching and enriching students.

Timeline From 8/2016 To 5/2018

- All staff will be trained to complete instructional walkthroughs across all subjects and grade levels.

Timeline From 8/2016 To 5/2018

- Math and ELA departments will use EOG data, student grades, and EVAAS projections to create intervention classes for students in need.

Timeline From 8/2016 To 5/2018

Key Process

- Teachers/Staff will implement student management processes to limit classroom disruptions and increase instructional time.

Tier

None

Process Manager

Melissa Lopez

Measurable Process Check(s)

Staff will review and analyze student discipline and attendance data quarterly in order to determine the next steps for student success.

Action Step(s)

- Staff and students will be trained to implement PBIS ROAR expectations with fidelity.

Timeline From 8/2016 To 5/2018

- Staff will receive professional development in order to develop cultural proficiency and equitable processes.

Timeline From 8/2016 To 5/2018

- Tier II/Tier III committee will identify and develop strategies for students who have been determined to need additional support.

Timeline From 8/2016 To 5/2018

School: Ligon MS**Plan Year** 2016-2018**LEA:** Wake County (920)

4. School-approved student support groups will provide mentoring services for identified services.

Timeline From 8/2016 To 5/2018

5. Attendance committee will meet monthly to review attendance data and identify students in need of extra support for school attendance.

Timeline From 8/2016 To 5/2017

6. Student Services will assist students in developing appropriate personal and social skills.

Timeline From 8/2016 To 5/2018

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

School:	Ligon MS
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Development Activities for

Topic:	Participants:	Goal Supported:
PBIS Classroom Management Techniques	All staff	By June 2018, Ligon GT Magnet Middle School will increase overall proficiency from 68.4% to 75% and meet growth in all subgroups as measured by AMO target data.
Differentiation	All staff	By June 2018, Ligon GT Magnet Middle School will increase overall proficiency from 68.4% to 75% and meet growth in all subgroups as measured by AMO target data.
iReady	All staff	By June 2018, Ligon GT Magnet Middle School will increase overall proficiency from 68.4% to 75% and meet growth in all subgroups as measured by AMO target data.
Common Assessments	All teachers	By June 2018, Ligon GT Magnet Middle School will increase overall proficiency from 68.4% to 75% and meet growth in all subgroups as measured by AMO target data.
Standards & 4Cs	All staff	By June 2018, Ligon GT Magnet Middle School will increase overall proficiency from 68.4% to 75% and meet growth in all subgroups as measured by AMO target data.
PLTs	All staff	By June 2018, Ligon GT Magnet Middle School will increase overall proficiency from 68.4% to 75% and meet growth in all subgroups as measured by AMO target data.
Equity	All staff	By June 2018, Ligon GT Magnet Middle School will increase overall proficiency from 68.4% to 75% and meet growth in all subgroups as measured by AMO target data.

School Improvement Plan
Summary Sheet of Professional Development Activities

School:	Ligon MS
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Development Activities for

Topic:	Participants:	Goal Supported:
Equity	All staff	By June 2018, Ligon GT Magnet Middle School will increase overall proficiency from 68.4% to 75% and meet growth in all subgroups as measured by AMO target data.
Unpacking the Standards	All Core and Elective Teachers	By June 2018, Ligon GT Magnet Middle School will increase overall proficiency from 68.4% to 75% and meet growth in all subgroups as measured by AMO target data.
Differentiation	All Core and Elective Teachers	By June 2018, Ligon GT Magnet Middle School will increase overall proficiency from 68.4% to 75% and meet growth in all subgroups as measured by AMO target data.
Understanding by Design	All Core and Elective Teachers	By June 2018, Ligon GT Magnet Middle School will increase overall proficiency from 68.4% to 75% and meet growth in all subgroups as measured by AMO target data.

School Improvement Plan

Intervention Planning Matrix

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School Year:	2016-2017

	Reading	Math	Behavior
Data Decision Process for Entry and Exit	<p>ENTRY (Must show need in at least 2 data points) Strategic:</p> <ul style="list-style-type: none"> History of Level 2 on previous reading EOGs. EVAAS probability of proficiency between 51% and 69%. Common formative post assessments between 40% and 60%. Below 60% on core benchmark indicators. One to two levels below grade level on iReady diagnostic. <p>Intensive:</p> <ul style="list-style-type: none"> History of Level 1 on most or all previous reading EOGs. EVAAS data probability of proficiency below 50%. Common formative post assessments below 39%. Below 59% on core benchmark indicators. More than 3 grade levels below on iReady diagnostic. <p>New Students: Using the screening and documents from previous school, the teacher will determine if any further assessments are needed. The same criteria as above will be used to determine the placement in intervention. Additional data points can be used for new students such as another state's CC testing data.</p> <p>EXIT (Plan to gradually decrease intensity, frequency, and duration of intervention. Continue to monitor success within Core.)</p> <p>Strategic & Intensive: Students has met benchmark as evidenced by progress monitoring data points and formative assessment data from math core classroom teacher. Mutual agreement for exit has been made by all stakeholders, including teachers, administrators, and parents.</p>	<p>ENTRY (Must show need in at least 2 data points) Strategic:</p> <ul style="list-style-type: none"> History of Level 1 and/or level 2 on previous math EOGs. EVAAS probability of proficiency between 51% and 69%. Common formative post assessments between 40% and 60%. Below 60% on core benchmark indicators. One to two levels below grade level on iReady diagnostic. <p>Intensive:</p> <ul style="list-style-type: none"> History of Level 1 on most or all previous math EOGs. EVAAS probability of proficiency below 50%. Common formative post assessments below 39%. Bottom 15% on core benchmark indicators. More than 3 grade levels below on iReady diagnostic <p>New Students: Within two weeks of a new student's arrival, an iReady screening will be given by the core math teacher. Using the screening and documents from previous school, the teacher will determine if any further assessments are needed. The same criteria as above will be used to determine the placement in intervention. Additional data points can be used for new students such as another state's CC testing data.</p> <p>EXIT (Plan to gradually decrease intensity, frequency, and duration of intervention. Continue to monitor success within Core.)</p> <p>Strategic & Intensive: Students has met benchmark as evidenced by progress monitoring data points and formative assessment data from math core classroom teacher. Mutual agreement for exit has been made by all stakeholders, including teachers, administrators, and parents.</p>	<p>Core: SIRS discipline data: Minor and Major referrals will be consistently collected and entered into Easi</p> <p>ENTRY (Must show need in at least 2 data points) Strategic:</p> <ul style="list-style-type: none"> 5 Minor Referrals 2 Major Referrals 5 Absences 1 OSS Suspension 3 ISS Suspensions (# of placements) <p>Intensive:</p> <ul style="list-style-type: none"> 10 Minor Referrals 3 Major Referrals 8 Absences 1 OSS Suspensions 3 ISS Suspension (# of placements) <p>MTSS Explorer Early Warning System: -Red (Likely intensive support needed): 4 or more consecutive unexcused absences for current quarter -Yellow (Likely strategic support needed): 3 consecutive unexcused absences for current quarter -Green (Likely core support only): 2 or fewer consecutive unexcused absences for current quarter -Red (Likely intensive support needed): 10% or more unexcused absences/membership days current year -Yellow (Likely strategic support needed):10% unexcused absences/membership days current year -Green (Likely core support only):9% or less unexcused absences/membership days current year</p> <p>EXIT (Plan to gradually decrease intensity, frequency, and duration of intervention. Continue to monitor success within Core.)</p> <p>Strategic: Student has met goal(s) outlined in Tier II Plan.</p> <p>Intensive: Student has met goal(s) outlined in Tier III Plan.</p>

School Improvement Plan

Intervention Planning Matrix

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School Year:	2016-2017

	Reading	Math	Behavior
Intervention Structure	<p>Strategic: Options: Structure: No more than 10 students per teacher. Intensive: Options: Structure:</p>	<p>Strategic: Options: -Quantile Framework resources to pre-teach and/or re-teach math standards. Structure: Core + bi-weekly intervention instruction with math intervention teacher during elective periods (30 minutes). No more than 10 students at a time. Intensive: Options: -Quantile Framework resources to pre-teach and/or re-teach math standards. -Vmath Structure: Core + daily instruction during elective time with certified math teacher (45 minutes). No more than 10 students per teacher. Additional optional choices: These will not replace strategic or intensive intervention structions: <ul style="list-style-type: none"> • Peer tutoring during 8th period • Homework help offered after school 2 days/wk • Math tutoring after school in media center (2nd semester) </p>	<p>Strategic: Options: Structure: Core + strategic intervention, which will vary by group size, frequency, and duration based on student need and responsiveness. Intensive: Options: Structure: Core + intensive interventions will vary by frequency and duration based on student need and responsiveness</p>
Instruction	<p>Strategic: Intensive: **Instructional modifications will be data-driven and occur at monthly Intervention Team meetings. *Any changes in instruction format will be approved by administration prior to changes.</p>	<p>Strategic: Math teachers and intervention teacher will use Quantile Framework resources to pre-teach and/or re-teach math standards. Teaching strategies will be planned during weekly PLT and/or common planning meetings. Intensive: Math teachers will use Quantile Framework and/or Vmath with fidelity. **Instructional modifications will be data-driven and occur at monthly Intervention Team meetings.</p>	<p>Strategic: Explicit core behavioral/social emotional instruction + Tier 2, targeted intervention as outlined in Tier 2 plan. Intensive: Explicit core behavioral/social emotional instruction + Tier 3, targeted intervention as outlined in Tier 3 plan. **Instructional modifications will be data-driven and occur at monthly Intervention Team meetings.</p>

School Improvement Plan

Intervention Planning Matrix

School:	Ligon MS
Plan Year	2016-2018
School Year:	2016-2017

	Reading	Math	Behavior
Assessment and Progress Monitoring	<p>Strategic: Fidelity check within 2 weeks of implementation of plan.</p> <p>PLT with the case manager will meet monthly to review progress monitoring results and plan accordingly.</p> <p>Intensive: Fidelity check within 2 weeks of implementation of plan.</p> <p>Intervention team will meet monthly to review progress monitoring results and plan accordingly for students.</p>	<p>Strategic: Fidelity check within 2 weeks of implementation of plan.</p> <p>Students in strategic intervention will be progress monitored every 2 weeks (common PM tool across grade level).</p> <p>PLT with the case manager will meet monthly to review progress monitoring results and plan accordingly.</p> <p>Intensive: Fidelity check within 2 weeks of implementation of plan.</p> <p>Students in intensive intervention will be progress monitored every week (common PM tool across grade level).</p> <p>Intervention team will meet monthly to review progress monitoring results and plan accordingly for students.</p>	<p>Strategic: Fidelity check within 2 weeks of implementation of plan.</p> <p>Progress monitoring will be documented in EASi and targets will be outlined in Tier II Intervention Plan.</p> <p>PLT with the case manager will meet to review data monthly and adjust intervention as needed.</p> <p>Intensive: Fidelity check within 2 weeks of implementation of plan.</p> <p>Daily progress monitoring will occur using Behavior Rating Scale. Data type collected for PM will be determined by Intervention Team and/or sub-committee (frequency, duration, intensity).</p> <p>Intervention team will meet monthly to review progress monitoring results and plan accordingly for students.</p> <p>Based on the data reviewed, the frequency and duration of the intervention will be increased, faded or modified.</p> <p>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>
Curriculum/Resources	<p>Strategic: iReady for diagnostic and progress monitoring.</p> <p>Intensive: iReady for diagnostic and progress monitoring. MCI- Intensive reading support</p>	<p>Strategic/Intensive: iReady Curriculum Tools Quantile Framework VMath</p>	<p>Strategic: CICO- Responding to Problem Behavior Check-N-Connect-University of Minnesota Resources Small Groups-Why Try Anxiety Workbook (school counselors K-12) CMAPP curriculum (small groups) Homework, Organization and Planning Skill Manual (School Psychologists)</p> <p>Intensive: PTR-Prevent, Teach, Reinforce</p>

School Improvement Plan

Intervention Planning Matrix

School:	Ligon MS
Plan Year	2016-2018
School Year:	2017-2018

	Reading	Math	Behavior
<p>Data Decision Process for Entry and Exit</p>	<p>ENTRY (Must show need in at least 2 data points) Strategic:</p> <ul style="list-style-type: none"> • History of Level 2 on previous reading EOGs. • EVAAS probability of proficiency between 51% and 69%. • Common formative post assessments between 40% and 60%. • Below 60% on core benchmark indicators. • One to two levels below grade level on iReady diagnostic. <p>Intensive:</p> <ul style="list-style-type: none"> • History of Level 1 on most or all previous reading EOGs. • EVAAS data probability of proficiency below 50%. • Common formative post assessments below 39%. • Below 59% on core benchmark indicators. • More than 3 grade levels below on iReady diagnostic. <p>New Students: Using the screening and documents from previous school, the teacher will determine if any further assessments are needed. The same criteria as above will be used to determine the placement in intervention. Additional data points can be used for new students such as another state's CC testing data. EXIT (Plan to gradually decrease intensity, frequency, and duration of intervention. Continue to monitor success within Core.)</p> <p>Strategic & Intensive: Students has met benchmark as evidenced by progress monitoring data points and formative assessment data from math core classroom teacher.</p> <p>Mutual agreement for exit has been made by all stakeholders, including teachers, administrators, and parents.</p>	<p>ENTRY (Must show need in at least 2 data points) Strategic:</p> <ul style="list-style-type: none"> • History of Level 1 and/or level 2 on previous math EOGs. • EVAAS probability of proficiency between 51% and 69%. • Common formative post assessments between 40% and 60%. • Below 60% on core benchmark indicators. • One to two levels below grade level on iReady diagnostic. <p>Intensive:</p> <ul style="list-style-type: none"> • History of Level 1 on most or all previous math EOGs. • EVAAS probability of proficiency below 50%. • Common formative post assessments below 39%. • Below 59% on core benchmark indicators. • More than 3 grade levels below on iReady diagnostic <p>New Students: Using the screening and documents from previous school, the teacher will determine if any further assessments are needed. The same criteria as above will be used to determine the placement in intervention. Additional data points can be used for new students such as another state's CC testing data.</p> <p>EXIT (Plan to gradually decrease intensity, frequency, and duration of intervention. Continue to monitor success within Core.)</p> <p>Strategic & Intensive: Students has met benchmark as evidenced by progress monitoring data points and formative assessment data from math core classroom teacher.</p> <p>Mutual agreement for exit has been made by all stakeholders, including teachers, administrators, and parents.</p>	<p>ENTRY (Must show need in at least 2 data points) Strategic:</p> <ul style="list-style-type: none"> __ Minor Referrals __ Major Referrals __ Absences __ Classroom data points (reflections/charts) __ Suspensions <p>Intensive:</p> <ul style="list-style-type: none"> __ Minor Referrals __ Major Referrals __ Absences __ Classroom data sheets/ - daily point sheets __ Suspensions <p>MTSS Explorer Early Warning System: -Red (Likely intensive support needed)): 4 or more consecutive unexcused absences for current quarter -Yellow (Likely strategic support needed): 3 consecutive unexcused absences for current quarter -Green (Likely core support only): 2 or fewer consecutive unexcused absences for current quarter -Red (Likely intensive support needed): 10% or more absences/membership days current year -Yellow (Likely strategic support needed):10% or more absences/membership days current year -Green (Likely core support only):9% or less absences/membership days current year</p> <p>EXIT(Plan to gradually decrease intensity, frequency, and duration of intervention. Continue to monitor success within Core.)</p> <p>Strategic: Student has met 80% of total points (daily progress report) based on expectations and outlined in Tier II Plan..</p> <p>Intensive: Student has met goal (s) outlined in Tier III Plan</p>

School Improvement Plan

Intervention Planning Matrix

School:	Ligon MS
Plan Year	2016-2018
School Year:	2017-2018

	Reading	Math	Behavior
Intervention Structure	<p>Strategic: Structure: Core + daily intervention instruction with core ELA teacher during flex time. (30 minutes) No more than 10 students per teacher.</p> <p>Intensive: Structure: Core + Daily instruction during elective time with reading intervention teacher. (45 minutes) No more than 8 students per teacher. Also, will attend flex time with Social Studies teacher for additional practice. . (30 minutes)</p> <p>Additional optional choices: These will not replace strategic or intensive intervention structures: <ul style="list-style-type: none"> • Attend Homework Helper club offered Tuesdays and Thursdays after school. • Reading tutoring after school in media center. </p>	<p>Strategic: Structure: Core + daily intervention instruction with core math teacher during flex time. (30 minutes) No more than 10 students per teacher.</p> <p>Intensive: Structure: Core + Daily instruction during elective time with reading intervention teacher. (45 minutes). No more than 8 students per teacher. Also, will attend flex time with Science teacher for additional online practice.. (30 minutes)</p> <p>Additional optional choices: These will not replace strategic or intensive intervention structures: <ul style="list-style-type: none"> • Attend Homework Helper club offered Tuesdays and Thursdays after school. • Math tutoring after school in media center. </p>	<p>Strategic: Structure: Core+ at least one of the strategies below. <ul style="list-style-type: none"> • Prevention strategies - additional structure and predictability • Teaching strategies - additional instruction/time for student skill development • Reinforcement strategies - opportunity for feedback </p> <p>Intensive: Structure: Core + all strategies below. <ul style="list-style-type: none"> • Prevention strategies - additional structure and predictability • Teaching strategies - additional instruction/time for student skill development • Reinforcement strategies - opportunity for feedback </p>
Instruction	<p>Strategic: ELA teachers will use i-Ready Teacher Toolbox.. These materials will be chosen based on data, and used for planning lessons during bi-weekly PLT meetings.</p> <p>Intensive: Reading Intervention teacher will use i-Ready Teacher Toolbox resources with fidelity. Social Studies will use i-Ready Teacher Toolbox resources with fidelity for additional reading reinforcement.</p> <p>**Instructional modifications will be data-driven and occur at monthly Intervention Team meetings</p>	<p>Strategic: Math teachers will use i-Ready Teacher Toolbox resources to pre-teach and/or re-teach math standards. These will be planned during bi-weekly PLT meetings.</p> <p>Intensive: Math Intervention teacher will use i-Ready with fidelity. Science Teacher will use i-Ready Teacher Toolbox resources with fidelity for additional math reinforcement.</p> <p>**Instructional modifications will be data-driven and occur at monthly Intervention Team meetings</p>	<p>Strategic: Team will use Three Tiered Instruction/Intervention Behavior Resource Guide to identify resources needed for: <ul style="list-style-type: none"> • Check-In, Check-Out • Check & Connect (mentoring) • Small Groups • Brief PTR </p> <p>Intensive: Team will use Three Tiered Instruction/Intervention Behavior Resource Guide to identify resources needed for: <ul style="list-style-type: none"> • PTR FBA/BIP </p> <p>**Instructional modifications will be data-driven and occur at monthly Intervention Team meetings</p>

School Improvement Plan

Intervention Planning Matrix

School:	Ligon MS
Plan Year	2016-2018
School Year:	2017-2018

	Reading	Math	Behavior
Assessment and Progress Monitoring	<p>All non-proficient students will take a BOY, MOY and EOY i-Ready diagnostic assessment in the identified testing windows.</p> <p>Progress monitoring using i-Ready will occur during months that the students do not take a diagnostic.</p> <p>Strategic: Fidelity check within 2 weeks of implementation of plan.</p> <p>Intervention team and case manager will meet monthly to review progress monitoring data results from the “at-risk” list and plan accordingly for students.</p> <p>Intensive: Fidelity check within 2 weeks of implementation of plan.</p> <p>Intervention team and case manager will meet monthly to review progress monitoring data results from the “at-risk” list and plan accordingly for students.</p>	<p>All non-proficient students will take a BOY, MOY and EOY i-Ready diagnostic assessment in the identified testing windows.</p> <p>Progress monitoring using i-Ready will occur during months that the students do not take a diagnostic.</p> <p>Strategic: Fidelity check within 2 weeks of implementation of plan.</p> <p>Intervention team and case manager will meet monthly to review progress monitoring data results from the “at-risk” list and plan accordingly for students.</p> <p>Intensive: Fidelity check within 2 weeks of implementation of plan.</p> <p>Intervention team and case manager will meet monthly to review progress monitoring data results from the “at-risk” list and plan accordingly for students.</p>	<p>Strategic: Fidelity check within 2 weeks of implementation of plan.</p> <p>Intervention team and case manager will meet monthly to review progress monitoring data results from the “at-risk” list and plan accordingly for students.</p> <p>Intensive: Fidelity check within 2 weeks of implementation of plan.</p> <p>Intervention team and case manager will meet monthly to review progress monitoring data results from the “at-risk” list and plan accordingly for students.</p>
Curriculum/Resources	<p>Strategic: iReady for diagnostic and progress monitoring. i-Ready Teacher Toolbox</p> <p>Intensive: iReady for diagnostic and progress monitoring. i-Ready Teacher Toolbox</p>	<p>Strategic: iReady for diagnostic and progress monitoring. i-Ready Teacher Toolbox</p> <p>Intensive: iReady for diagnostic and progress monitoring. i-Ready Teacher Toolbox</p>	<p>Strategic: Three Tiered Instruction/Intervention Behavior Resource Guide</p> <p>Intensive: Three Tiered Instruction/Intervention Behavior Resource Guide</p>