

**School Improvement Plan**

<b>School:</b>	Oakview
<b>Plan Year</b>	2016-2018

<b>Data Components</b>	<b>Strengths (data trend statements)</b>	<b>Concerns (data trend statements)</b>
<b>Student Achievement</b>	<p><b>mClass</b></p> <ul style="list-style-type: none"> <li>• Composite Score based on mClass K-3 increased by 5% from 78% to 83% from BOY to MOY</li> <li>• TRC based on mClass K-3 increased by 1% from 58% to 59% from BOY to MOY.</li> <li>• Composite based on mClass Kindergarten increased by 19% from 60% to 79% from BOY to MOY.</li> <li>• Composite Score based on mClass first grade increased by 13% from 72% to 85% from BOY to MOY.</li> <li>• Composite Score based on mClass K-3 10% of students were well below benchmark at BOY, 24% of those students met benchmark at MOY.</li> <li>• Composite Score based on mClass K-3 13% of students that were below benchmark at BOY, 65% of those students met benchmark at MOY.</li> </ul> <p><b>End of Grade Test</b></p> <ul style="list-style-type: none"> <li>• <b>2015-2016 3-5 EOG Reading Proficiency data shows 80% of students are proficient.</b></li> <li>• <b>2015-2016 3-5 EOG Math Proficiency data shows 79% of students are proficient.</b></li> </ul> <p><b>Report Card Data</b></p> <ul style="list-style-type: none"> <li>• <b>Report Card Data shows 80% or higher are proficient in Literacy at MOY.</b></li> <li>• <b>Report Card Data shows that 88% or higher of K-2 are proficient in Math at MOY.</b></li> <li>• <b>Report Card Data shows that an average of 78% of 3-5 are proficient in Math at MOY.</b></li> </ul>	<p><b>mClass</b></p> <ul style="list-style-type: none"> <li>• Composite Score based on mClass at third grade decreased by 1% from BOY to MOY.</li> <li>• Composite Score based on mClass at second grade decreased by 3% from BOY to MOY.</li> <li>• TRC based on mClass K-3 59% of students met benchmark at MOY.</li> <li>• Composite Score based on mClass K-3 58% of students remained at well below benchmark at MOY.</li> </ul> <p><b>End of Grade Test</b></p> <ul style="list-style-type: none"> <li>• <b>2015-2016 3-5 EOG Reading data shows the black subgroup are 47% are proficient.</b></li> <li>• <b>2015-2016 3-5 EOG Math data shows the black subgroup are 42% are proficient.</b></li> </ul>

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<b>Process Data</b>	<p><b>Tiered Fidelity Inventory</b></p> <ul style="list-style-type: none"> <li>• School Wide PBIS Tier I K-5 scored 67% on the Tiered Fidelity Inventory in September 2016.</li> <li>• School Wide PBIS Tier II K-5 scored 65% on the Tiered Fidelity Inventory in September 2016.</li> </ul> <p><b>Self Assessment of MTSS</b></p> <ul style="list-style-type: none"> <li>• Leadership domain of the SAM indicates operationalizing of active principal involvement in December 2016.</li> <li>• Building the capacity for implementation of the SAM indicates operationalizing of MTSS resources in December 2016.</li> <li>• Three-tiered instructional/intervention model of the SAM indicates operationalizing of behavior aligned Tier I.</li> </ul>	<p><b>Tiered Fidelity Inventory</b></p> <ul style="list-style-type: none"> <li>• School Wide PBIS Tier I K-5 requires an increase of 3% on the Tiered Fidelity Inventory in June 2017 for state recognition.</li> </ul> <p><b>Self-Assessment of MTSS</b></p> <ul style="list-style-type: none"> <li>• Three-tiered instructional/intervention model of the SAM indicates emerging/developing in Tier I academic standards and behaviors in December 2016.</li> </ul> <p><b>Learning Walks</b></p> <ul style="list-style-type: none"> <li>• <b>Math and ELA in January 17% of observations demonstrated technology use incorporating the 4Cs.</b></li> <li>• <b>Math and ELA in February 44% of observations demonstrated technology use incorporating the 4Cs.</b></li> </ul>
<b>Staff and Student Demographics</b>	<p><b>Student Enrollment Summary</b></p> <ul style="list-style-type: none"> <li>• 716 Students K-5 (374 males and 342 females)</li> <li>• Ethnicity: 18 (3%)Asian, 92 (13%)Black or African American, 494 (69%)white, 72 (10%)hispanic, 39 (5%)two or more races</li> <li>• Average Class Size K-2 (21 students) and 3-5 (24 students)</li> <li>• MTSS Explorerer 95% attendance</li> </ul> <p><b>Certified Staff</b></p> <ul style="list-style-type: none"> <li>• At Oakview 25 out of 45 (38%) certified staff are Google Certified</li> <li>• Out of the 35 Elementary School Google Certified Wake County Employees, 25 (71%) are OVES staff</li> <li>• 23% of staff have National Board Certification</li> </ul>	<ul style="list-style-type: none"> <li>• Average Class Size K-2 (21 students) and 3-5 (24 students)</li> </ul>

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Data Components	Strengths (data trend statements)	Concerns (data trend statements)
<b>Perception</b>	<p><b>Teacher Working Condition Survey</b></p> <ul style="list-style-type: none"> <li>• Oakview TWC Survey states that 79% of teachers have time available to collaborate with colleagues.</li> <li>• Oakview TWC Survey states that 84.1% of teachers protected from duties that interfere with their essential role of educating students.</li> <li>• Oakview TWC Survey states that 90.9% of teachers that they share the same vision.</li> <li>• Oakview TWC Survey states that 90.3% of teachers that have a trust and mutual respect in the school.</li> <li>• Oakview TWC Survey states that 86.7% of teachers have sufficient access to instructional technology.</li> </ul> <p><b>Parent Survey</b></p> <ul style="list-style-type: none"> <li>• Oakview MOY Parent Survey states that 83.5% of staff expect their child to work hard</li> <li>• Oakview MOY Parent Survey states that 85% of Oakview is approachable if there is a concern</li> <li>• Oakview MOY Parent Survey states that 80.3% are satisfied with communication</li> <li>• Oakview MOY Parent Survey states that 88.5% value being connected with Dojo</li> <li>• Oakview MOY Parent Survey states that 82.7% says that the students need are being met</li> <li>• Oakview MOY Parent Survey states that 94.9% feels that Oakview is a safe place for their child</li> </ul>	<p><b>Parent Survey</b></p> <ul style="list-style-type: none"> <li>• Oakview MOY Parent Survey states that 62% of students are sharing their digital experiences</li> <li>• Oakview MOY Parent Survey states that 68.3% of students can explain what it means to be WISE.</li> </ul>

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<b>Priority Concerns/Problem Statement</b>	<b>Root Causes/Hypothesis (ICEL)</b>	<b>Solutions (evidence based)</b>
Based on a 2017 parent survey 80% of parents feel that communication was consistent.	Due to Oakview opening in 2016-2017, the school administration, grade levels and individual teachers are in the developing stages of creating a structure of communication.	Classroom teachers will inform parents of their communication mode and will consistently communicate with parents throughout the year. Administration will communicate school-wide events and information to be shared via school messenger, website, and twitter as needed. The PBIS team will train their respective Professional Learning Team (PLT) on best practices for using classroom Dojo with students and parents. Teachers will communicate their use of classroom Dojo within the first two weeks of school.
Oakview Staff will plan with the 4Cs and implement the framework of Understanding by Design in order to engage learners in dynamic learning experiences	Based on Oakview opening in 2016-2017, instructional teams are building relationships, creating common assessments, and unpacking standards.	Instructional teams will unpack the standards. Instructional teams will use common assessments at least quarterly to assess student learning. Instructional teams will create and implement dynamic learning experiences that include learner agency. Instructional teams will intentionally plan for digital learning and 4Cs in lesson design. Instructional teams will use data from common assessments to make instructional decisions.

**Data Summary**

Describe your conclusions

Oakview Elementary School is a new school opening in 2016-2017. It has been a year of building relationships with staff members, students, and community. Data indicates that 80% of students are proficient on the Reading EOG and 79% of students are proficient on the Math EOG. Oakview TWC Survey states that 90.9% of teachers that they share the same vision and that 90.3% of teachers that have a trust and mutual respect in the school. The survey also states that 86.7% of teachers have sufficient access to instructional technology. Oakview is an #owlsome learning environment and experience that continues to grow in academics, social and emotional intelligence, and communication.

**School Improvement Plan**
**Membership of School Improvement Team**

<b>School:</b>	Oakview
<b>Plan Year</b>	2016-2018
<b>Principal:</b>	Steve A. Moore
<b>Date:</b>	Aug - 2016

**SIP Team Members**

	<b>Name</b>	<b>School Based Job Title</b>
1	Amy Hendrickson	School Improvement Chair
2	Carrie Huffman	Other
3	Jaime Warkonyi	Assistant Principal
4	Janet Glasgow	Teacher
5	Jenn Scrimshaw	Parent
6	Katie Barnes	Teacher
7	Kelly Siegert	Instructional Support Personnel
8	Kristin Poe	Instructional Support Personnel
9	Mary Alice Ramsey	Instructional Support Personnel
10	MiLisa McDaniel	Teacher Assistant
11	Stephanie Moore	Instructional Support Personnel
12	Steve A. Moore	Principal
13	Tamara Johnson	Parent

<b>School:</b>	Oakview
<b>Plan Year</b>	2016-2018
<b>Date:</b>	May - 2017

**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**

**At Oakview we are...**

Working Collaboratively as a school community to make a positive impact.  
 Innovating and adapting as our school and world changes.  
 Successfully cultivating positive relationships that create empathetic individuals who value each person.  
 Engaging our learning community in meaningful, captivating experiences that empowers them to change the world.

**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**

1. Teach and model strategies to support the development of solution seekers in both behavior and academics.
2. Believe that through dedication and hard work everyone can grow academically and emotionally.
3. Develop positive relationships through consistency in our words and actions.
4. Cultivate empathy within our school community.
5. Create an environment providing all learners voice, choice and risk-taking opportunities, knowing that best learning comes from failing forward.
6. Enhance professional development by including multiple pathways.

<b>School Goal</b>		
By June 2018, Oakview Elementary will meet or exceed growth in reading, math, and science.		
<b>Goal Manager</b>	<b>Strategic Objective</b>	<b>State Board of Education Goal</b>
Amy Hendrickson	Learning and Teaching	Globally Competitive Students
<b>Resources</b>		
Understand by Design Growth Mindset by Carol Dweck George Couros Innovator Mindset Personalized Learning by Barbara Bray American School Counselor Mindsets and Behaviors		

<b>Key Process</b>
<p><b>1.</b> Oakview Staff will plan with the 4Cs and implement the framework of Understanding by Design in order to engage learners in dynamic learning experiences.</p> <p><b>Tier</b> Tier 1 / Core</p> <p><b>Process Manager</b> School Improvement Team</p> <p><b>Measurable Process Check(s)</b> Instructional teams will analyze PLT survey data and assess student achievement through report card, mClass and CFA data.</p>

<b>Action Step(s)</b>
<p><b>1.</b> Instructional teams will unpack the standards.</p> <p><b>Timeline</b> From 8/2017 To 12/2017</p> <p><b>2.</b> Instructional teams will use common assessments at least quarterly to assess student learning.</p> <p><b>Timeline</b> From 8/2017 To 6/2018</p> <p><b>3.</b> Instructional teams will create and implement dynamic learning experiences that include learner agency.</p> <p><b>Timeline</b> From 8/2017 To 6/2018</p> <p><b>4.</b> Instructional teams will intentionally plan for digital learning and 4Cs in lesson design.</p> <p><b>Timeline</b> From 6/2017 To 6/2018</p> <p><b>5.</b> Instructional teams will use data from common assessments to make instructional decisions.</p> <p><b>Timeline</b> From 8/2017 To 6/2018</p>

- 6.** Instructional teams will engage in training, coaching and instructional rounds for professional development to support the implementation of UBD.

**Timeline** From 8/2017 To 6/2018

**Key Process**

- 2.** Staff and students will utilize and incorporate the precepts of social and emotional learning in their daily work.

**Tier**

Tier 1 / Core

**Process Manager**

School Improvement Team

**Measurable Process Check(s)**

Data will be gathered from surveys, informal interviews and Standard 2 of the Teacher Evaluation Instrument.

**Action Step(s)**

- 1.** Oakview staff will continue to value, build and repair relationships within the school community.

**Timeline** From 8/2017 To 6/2018

- 2.** Conduct Learner Profiles for all staff and students.

**Timeline** From 8/2017 To 12/2017

- 3.** Grade Level Teams will review American School Counselor Mindsets and Behaviors annually with counselor to determine areas of need.

**Timeline** From 10/2017 To 6/2018

- 4.** Provide resources to staff and parents through a variety of sources.

**Timeline** From 10/2017 To 6/2018

**Key Process**

- 3.** Oakview will communicate clearly and consistently with families.

**Tier**

Tier 1 / Core

**Process Manager**



School Improvement Team

**Measurable Process Check(s)**

Oakview Elementary will administer a parent survey at the middle and end of each school year to determine parent satisfaction in the area of communication.

**Action Step(s)**

1. Classroom teachers will inform parents of their communication mode and will consistently communicate with parents throughout the year.

**Timeline** From 6/2017 To 6/2018

2. Administration will communicate school-wide events and information to be shared via school messenger, website, and twitter as needed.

**Timeline** From 6/2017 To 6/2018

3. The PBIS team will train their respective Professional Learning Team (PLT) on best practices for using classroom Dojo with students and parents.

**Timeline** From 8/2017 To 12/2017

4. Teachers will communicate their use of classroom Dojo within the first two weeks of school.

**Timeline** From 8/2017 To 9/2017

<b>School:</b>	Oakview
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<b>Date</b>	May - 2017
<b>Waiver Requested</b>	
na	
<b>How will this waiver impact school improvement?</b>	
na	
<b>Please indicate the type of waiver:</b>	Local
<b>Please indicate the policy to be waived</b>	na

**School Improvement Plan**

**Summary Sheet of Professional Development Activities**

<b>School:</b>	Oakview
<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>
Understand By Design	Oakview Staff	By June 2018, Oakview Elementary will meet or exceed growth in reading, math, and science.

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

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

	Reading	Math	Behavior
<p><b>Data Decision Process for Entry and Exit</b></p>	<p>The following data will be used to indicate students need additional data points:            MTSS Early Warning System Indicators            K-3: mCLASS data            4-5: EOG below 4, ELA Report Card grades below a 4 (administer mCLASS assessments )</p> <p>Threshold for Entry into the Problem Solving Cycle: students demonstrating a need in two or more measures (excluding composite). Team refers to <a href="#">WCPSS Tiered Support Flowchart</a> to guide decisions.            Exit: Reference <a href="#">WCPSS Tiered Support Flowchart</a> as well as gaining mutual agreement of all stakeholders.</p> <p>PLTs will meet with their case managers monthly or as needed.            Intervention/Owleration Team will meet 2 times a month to problem solve Tier III students.            During the Problem Solving Cycle PLTs/Intervention Team will follow the <a href="#">WCPSS Tiered Support Flowchart</a> to guide decisions.</p> <p>At MOY &amp; EOY, the intervention team will pull the mCLASS DEF report to determine the number of students responding to interventions.</p>	<p>The following data will be used to identify students            MTSS Early Warning System Indicator            K: Number Knowledge Test (1st where applicable)            2-5: Report Card, EOY math summative or EOG, Mastery Connect</p> <p>Threshold for Entry into the Problem Solving Cycle: K/1st (where applicable) reference <a href="#">WCPSS Using NKT to Make Data-Based Decisions</a>            2-5: Students demonstrating a need in 2 or more measures.            Exit: Reference <a href="#">WCPSS Tiered Support Flowchart</a> as well as gaining mutual agreement of all stakeholders.</p> <p>PLTs will meet with their case managers monthly or as needed.            Intervention/Owleration Team will meet 2 times a month to problem solve Tier III students. During the Problem Solving Cycle PLTs/Intervention Team will follow the <a href="#">WCPSS Tiered Support Flowchart</a> to guide decisions.</p> <p>At MOY &amp; EOY, the intervention team will pull K/1st (where applicable) NKT scores in Oasis. 2-5: Mastery Connect</p>	<p><b>Core:</b>            SIRS discipline data: Minor and Major <a href="#">referrals</a> will be consistently collected and entered into Easi.  <a href="#">Classroom Dojo Reports</a>            Teacher observation/documentation            Strategic: Tier II</p> <p><b>ENTRY</b>            A student will be discussed at grade level PLT for potential strategic interventions when a student receives:            3 or more minors/quarter            2 or more major/quarter            90% or less for class dojo/monthly            1 on report card for conduct</p> <p><b>EXIT:</b>            Plan to gradually decrease intensity, frequency, and/or duration of intervention. Continue to monitor success within Core.            Strategic: Tier II            Student has met at least 70% success rate based on expectations and outlined in Tier II Plan.            Intensive: Tier III            Entry:            If a student has not responded to Tier II interventions after modifying plan twice with fidelity.</p> <p>EXIT: Plan to gradually decrease intensity, frequency, and/or duration of intervention. Continue to monitor success within Core.</p> <p>PLTs will meet with their case managers at least once a month.            Owleration Team will meet at least two times a month to problem solve Tier III students. During the <a href="#">Problem Solving Cycle</a> PLTs/Intervention Team will follow the <a href="#">WCPSS Tiered Support Flowchart</a> to guide decisions.</p> <p>At MOY &amp; EOY, the intervention team will use <a href="#">TFI data</a> to evaluate the effectiveness of the behavior structures outlined in the intervention matrix.</p>

**School Improvement Plan**

**Intervention Planning Matrix**

<b>School:</b>	Oakview
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<b>School Year:</b>	2016-2017

	Reading	Math	Behavior
<b>Intervention Structure</b>	<p>Students in need of strategic support will receive intervention 2 to 4 days a week for 10-15 minutes per session with no more than 6 in a group.</p> <p>Students in need of intensive support will receive interventions 4 to 5 days a week for 20-30 minutes per session with no more than 6 in a group.</p> <p>Interventions will be delivered in small group in addition to core instruction/expectation.</p>	<p>Students in need of strategic interventions will receive intervention 2 to 4 days a week.</p> <p>Students in need of intensive interventions will receive interventions 4 to 5 days a week.</p> <p>Interventions will be delivered based upon grade level decisions.</p>	<p><b>Strategic Options:</b> Check-In, Check-Out, Mentoring, Small Social/Emotional Groups, Classroom success charts</p> <p><b>Structure:</b> Core + strategic intervention, which will vary by group size, frequency, and duration based on student need and responsiveness.</p> <p><b>Intensive Options:</b> FBA/BIP aligned with wraparound services</p> <p><b>Structure:</b> Core + Intensive interventions will vary by frequency and duration based on student need and responsiveness</p> <p>Interventions will be delivered as needed whenever it is an additional support to Core.</p>
<b>Instruction</b>	<p>All stakeholders will be informed of instructional decisions &amp; planning during grade level PLTs.</p> <p>Digging deeper assessments will be administered, as outlined by WCPSS Universal Screening &amp; Diagnostic Assessment Flowchart</p> <p>K-2 Phonics Intervention lessons will follow Letterland</p> <ul style="list-style-type: none"> <li>• Intensive will follow Letterland Intervention Strand</li> <li>• Strategic will follow Letterland Small Group Lessons</li> </ul> <p>3-5 Phonics intervention lessons will use Recipe for Reading</p> <p>Intervention/Owleration Team will keep a MTSS Explorer Ad Hoc groups of students receiving interventions</p>	<p>All stakeholders will be informed of instructional decisions &amp; planning during grade level PLTs.</p> <p>Assessing Math concepts diagnostic assessments will be administered for Kindergarten &amp; 1st grades as outlined by the <a href="#">WCPSS</a></p> <p>K &amp; 1st grade where applicable will follow lessons from Kathy Richardson's Assessing Math Concepts Intervention/Owleration Team will keep a MTSS Explorer Ad Hoc groups of students receiving interventions</p>	<p>All stakeholders will be informed of instructional decisions &amp; planning during grade level PLTs or meeting with stakeholders.</p> <p>Strategic: Tier II</p> <p>Explicit behavioral/social emotional instruction + Tier 2, targeted intervention as outlined in Tier 2 plan.</p> <p>Intensive: Tier III</p> <p>Explicit behavioral/social emotional instruction + Tier 3, targeted intervention as outlined in Tier 3 plan</p> <p>Fidelity checks will be a part of every student's Tier II/Tier III plan within EASi and the Intervention Team will be checked using the TFI three times a year.</p>
<b>Assessment and Progress Monitoring</b>	<p>Reference EASi Progress Monitoring Master List spreadsheet</p> <p>Duration, frequency &amp; intensity will be adjusted based on progress monitoring data points and following the <a href="#">WCPSS Tiered Support Flowchart</a></p> <p>Every 20 days for Strategic Need</p> <p>Every 10 days for Intensive Need</p> <p>Using a problem solving framework, along with the <a href="#">WCPSS Tiered Support Flowchart</a>, PLTs and Intervention Team will analyze data to make data-based decisions</p>	<p>Reference EASi Progress Monitoring Master List spreadsheet</p> <p>Duration, frequency &amp; intensity will be adjusted based on progress monitoring data points and following the <a href="#">WCPSS Tiered Support Flowchart</a></p> <p>Progress monitor every 3 to 4 weeks</p> <p>Using a problem solving framework, along with the <a href="#">WCPSS Tiered Support Flowchart</a>, PLTs and Intervention Team will analyze data to make data-based decisions</p>	<p>Strategic: Progress monitoring based upon entry/exit criteria will be documented in Easi and targets will be outlined in Tier II Behavior Intervention plan.</p> <p>Intensive: Progress monitoring based upon entry/exit criteria will be documented in Easi and targets will be outlined in Tier III Behavior intervention plan.</p> <p>Duration, frequency &amp; intensity will be adjusted based on progress monitoring data points and following the <a href="#">WCPSS Tiered Support Flowchart</a></p> <p>Progress monitor every 4 to 6 week</p> <p>Using a problem solving framework, along with the <a href="#">WCPSS Tiered Support Flowchart</a>, PLTs and Intervention Team will analyze data to make data-based decisions</p>

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<b>School:</b>	Oakview
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	Reading	Math	Behavior
<b>Curriculum/Resources</b>	K-2 Word Work: Strategic: Letterland Small Group lessons Intensive: Letterland Intervention Strand 3-5 Word Work: Recipe for Reading K-5: The Reading Strategies Book EASi Interventions Master List spreadsheet EASi Progress Monitoring Master List spreadsheet	K/1 (where applicable): <a href="#">WCPSS Strategic Interventions to Support K-2 Mathematics</a> document & Linking AMC Instruction document for intensive students Assessing Math Concepts book EASi Interventions Master List spreadsheet EASi Progress Monitoring Master List spreadsheet 2-5: Math Expressions, CMAPP	<b>Core:</b> PBIS/Core Behavior Systems and Structures <b>Strategic:</b> Tier II Check In Check Out Check-N-Connect Zones of Regulation Kelso's Choices Anxiety Workbook (school counselors K-12) Second Step, Steps to Respect CMAPP curriculum (small groups) Teachers Encyclopedia of Behavior Management <b>Intensive:</b> Tier III PTR-Prevent, Teach, Reinforce

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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>			