

School Improvement Plan

School:	River Oaks MS
Plan Year	2016-2018

Data Components	Strengths (data trend statements)	Concerns (data trend statements)																				
Student Achievement	<p>2015-2016 School Year Based on the trend in quarterly benchmark results, students have performed inline with or better than projected in all assessments. Reading: Progress monitoring by the reading specialist indicates that overall students are showing growth. Direct instruction is provided for students that fall in the intensive level of need as indicated on Path Driver and on other progress monitoring assessments. Math: Progress monitoring by the math intervention teacher indicates that overall students are showing growth. (The full-time intervention position created for math this school year ensures that students have additional time to build adequate foundations and learn basic skills they need to access the curriculum.) This position fills gaps, front loads, and reinforces content concepts for core math teachers. Direct instruction is provided for students that fall in the intensive level of need as indicated on Path Driver and on other progress monitoring assessments.</p> <p>A/B Honor Roll</p> <p>Our students are complying with the demands of schooling.</p> <table border="1" data-bbox="219 638 1182 798"> <thead> <tr> <th></th> <th>1st quarter</th> <th>2nd quarter</th> <th>3rd quarter</th> <th>4th quarter</th> </tr> </thead> <tbody> <tr> <td>6th grade</td> <td>100%</td> <td>100%</td> <td>67%</td> <td></td> </tr> <tr> <td>7th grade</td> <td>65%</td> <td>68%</td> <td>42%</td> <td></td> </tr> <tr> <td>8th grade</td> <td>58%</td> <td>46%</td> <td>42%</td> <td></td> </tr> </tbody> </table> <p>2014-2015 School Year Growth Index 6th grade Reading = +4.8 (met growth) 6th grade Math = +1.1 7th grade Reading = +7.5 (exceeded growth) 7th grade Math = +9.7 (exceeded growth) 8th grade Reading = +3.3 (met growth) 8th grade Math = +0.4 8th grade Science = +0.3 (met growth) Overall yearly growth = +3.21 (exceeds growth) Overall, there was significant growth from the first year to the second school-wide and in five of the seven cohorts.</p> <p>2013-2014 School Year Growth Index 6th grade Reading = no data 6th grade Math = no data 7th grade Reading = -1.5 (met growth) 7th grade Math = +2.5 (met growth) 8th grade Reading = -1.1 (met growth) 8th grade Math = +0.4 (met growth) 8th grade Science = 1.2 (met growth) Overall yearly growth = -0.50 (met growth)</p>		1st quarter	2nd quarter	3rd quarter	4th quarter	6th grade	100%	100%	67%		7th grade	65%	68%	42%		8th grade	58%	46%	42%		<p>2015- 2016 School Year Though our data indicates that prior cohorts have met growth in reading and in math the past two school years, our current students may show a decline in reading and in math scores.</p> <p>EOG Testing & Growth</p> <ul style="list-style-type: none"> Year-to-year comparisons are problematic for several reasons: there have been changes in staffing, changes in student profiles, and mid-year changes in staff assignments as a result of illnesses. Average growth tends to be more indicative of inconsistent growth within the cohort rather than average growth for all students within a particular cohort. High growth can mask negative and even average growth outcomes for some students within a particular cohort. This may lead to false conclusions about overall achievement. The deliberately poor performance of a few students can heavily influence scores. Incoming students may have different academic and behavioral skill sets than previous cohorts. Growth that is attributable to small class sizes may be more pronounced the first year that the student attends River Oaks. Subsequent years may see a leveling off of achievement. Teachers may have inconsistent success in building individual relationships. Teaching methodologies misaligned to maximizing learning outcomes. Some students may have an inadequate vocabulary to successfully access grade level curriculum. <p>Honor Roll The number of students who made the A/B Honor Roll the first quarter seemed high given that our population of students tends to be at-risk for academic failure. While most if not all of the students tend to do better in a smaller setting, there was a general concern that grading policies were contributing to this phenomenon.</p> <ul style="list-style-type: none"> 7th and 8th grade teams agreed to work on grading practices Scores for formative and summative assessments were not conforming to best practices The "no zero" policy resulted in distorted grades because of existing grading practices.
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Data Components	Strengths (data trend statements)	Concerns (data trend statements)
Process Data	<p>Instructional Practices</p> <ul style="list-style-type: none"> • Displaying learning objectives and essential questions • Providing feedback • Reinforcing effort and recognition • Academic rigor • Grading practices <p>Remediation Efforts</p> <ul style="list-style-type: none"> • SuccessMaker • Mobi Max • Read Theory • Academy of Reading • Guided Study • Intervention Teachers <p>Supervision & Structure</p> <ul style="list-style-type: none"> • Classroom management • Classroom procedures (structure) • Alternative Learning Center • Significant declines in OSS • Attendance 	<p>Teaching</p> <ul style="list-style-type: none"> • Higher level questioning • Protecting instructional time. • Consensus on grading practices • Standardized classroom procedures and structures for learning • Research based teaching methods for at-risk students • Cross-Curriculum planning/collaboration • Creating lessons to implement vision 2020 • Pacing in core classes • More specific and observable strategies for differentiation <p>Learning</p> <ul style="list-style-type: none"> • Engagement • Motivation • Cooperation <p>Student Enrollment</p> <ul style="list-style-type: none"> • New students every two weeks disrupts the learning environment • Students are not referred to begin the first day because of ADM • 8th graders that enroll after first semester, it is hard to recover failing grades in preparation for high school.
Staff and Student Demographics	<p>Staff</p> <ul style="list-style-type: none"> • 100% of Certified River Oaks staff is highly qualified. • The majority of our staff hold advanced degrees. • We have a teacher and counselor that are NBCT. • 85% of our staff have at least 4 years of experience. <p>Students</p> <p>During the 2015-2016 school year- students attended school more than 90% of the time.</p>	<p>2016-2017 School Year</p> <p>Teacher Retention</p> <ul style="list-style-type: none"> • The integration of new staff members that will be hired to replace retirees, spousal transfers, and one with an opportunity to teach at a school on the Outer Banks! <p>Student Attendance</p> <ul style="list-style-type: none"> • Short duration suspensions that separate students from the learning environment • District mandated long-term suspensions • Slightly below the district goal for average school attendance. <p>2014-2015 School Year</p> <p>Teacher retention - 18% Teacher Turnover</p> <p>This depicts a total of five staff members of which three moved to Central Office positions and/or school administrator, one-moved out of state, and one returned to home county.</p> <p>2013-2014 School Year</p> <p>Teacher retention - 29% Teacher Turnover</p>

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Plan Year	2016-2018

Data Components	Strengths (data trend statements)	Concerns (data trend statements)
Perception	<p>According to the data from surveys, parents are supportive and a part of decision making at River Oaks. We have seen a rise in participation due to Title I requirements. According to the data, most parents support the teachers and contribute to their child's success.</p> <p>Intake data indicates that most schools understand the profile of student for River Oaks and have a high acceptance rate.add overall %</p> <p>High fidelity to PBIS program.</p> <p>Small groups with direct instruction in reading comprehension/fluency/ vocabulary or in basic math skills.</p> <p>Alternative Education</p> <p>Promoting the idea or continued education within alternative programs.</p> <p>2015-2016 Mary Philips High School: Six students decided to attend. Vernon Malone: Six students were accepted.</p> <p>2014-2015 Mary Philips: Four students decided to attend. Vernon Malone: One student was accepted.</p>	<p>Staff</p> <ul style="list-style-type: none"> • Collaborating with referring schools on profile and application process for regular program and Boosters to boost attendance for the regular program and to increase the applicant pool for the Boosters. • Some students do not appear to thrive or demonstrate growth as a result of being in a small environment. • Students who have done well in 3rd and 4th grade and then decline seem to benefit the most from the program as measured by standardized test scores. • Overage students who are not eligible or not accepted into the Booster Program might also benefit from a program that offers them an opportunity to be promoted midyear or to transfer to the alternative high school at midyear. <p>Student</p> <ul style="list-style-type: none"> • River Oaks Middle is for "bad" kids instead of Academic Recovery. • They are not always excited about PBIS field trips. • Getting good grades is too easy. • More work was required of them at their base schools. • Guessing and/or doing poorly on assessments is of little concern. <p>Alternative Education</p> <p>We feel that for most or our students that a decision to remain in alternative education during their high school years would provide them with the best opportunity to graduate. Unfortunately, there is a persistent stigma attached to attending a nontraditional school.</p>

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Priority Concerns/Problem Statement	Root Causes/Hypothesis (ICEL)	Solutions (evidence based)
<p>According to the data, some River Oak's students have shown growth in reading and math, but measurable growth is desired for all students.</p>	<p>Are as follows:</p> <ol style="list-style-type: none"> 1. Inconsistencies in classroom structures. 2. Teaching methodologies that are potentially misaligned to our student population. 3. Lack of Motivation 4. Insufficient rigor needed to stimulate achievement. 5. Inadequate relationship building. 6. Inconsistent student engagement. 	<ul style="list-style-type: none"> - Utilize our intervention team to create Individualized learning plans for students based on needs in reading and/or math. Progress monitoring to determine proficiency. - Direct reading instruction - PBIS Point Sheets - Implementation of instruction geared towards all levels (Differentiation) - Path Driver - Academy of Reading - Success Maker - Providing Staff Development that addresses High Yield Literacy Strategies across all content areas, classroom management, Differentiating Instruction, Project Based Learning, Implementing the 4 C's, Building Relationships with Students.
<p>Parent Involvement is an ongoing area of concern. According to past TWC Survey, River Oaks consistently scores at or below 50% in parent involvement and parent communication.</p>	<ul style="list-style-type: none"> - Proximity of parents to school - School Schedule - Lack of PTA 	<ul style="list-style-type: none"> - PBIS Point Sheets sent home to parents weekly (6th and 7th Grades) - Regular Phone Message to parents with academic/behavior/social updates - Report Card Pick Up - Parent Surveys - Weekly Team Newsletters - Home Base - Websites (teacher and school) - Training through our Parents Are Connected (PAC) meetings and parent conferences at least once each semester

Data Summary

Describe your conclusions

A comprehensive look at our data indicates that our strengths include strong attendance, ~~and~~ some growth in reading and math, a robust PBIS program that supports learning, and a conscientious effort to place students in high schools that will best meet their needs.

The data indicate that our priority concern is continued growth in Reading & Math.

To address these concerns, we plan to focus on staff development to address the following:

- literacy strategies with an emphasis on vocabulary building
- differentiation strategies
- literacy support in all content areas,
- individualized small group Reading remediation,
- individualized small group Math remediation
- use of SuccessMaker
- classroom management
- Building relationships with students

The data indicates that we are having more success in getting students to apply to nontraditional schools to continue their education.

School Improvement Plan

Membership of School Improvement Team

School:	River Oaks MS
Plan Year	2016-2018
Principal:	Mrs. Sharon Floyd
Date:	Aug - 2016

SIP Team Members

	Name	School Based Job Title
1	Angel Richardson	School Improvement Chair
2	Charlon Gibbs	Teacher
3	Jay Kyte	Instructional Support Personnel
4	Julie Ferrell	Teacher
5	Krisann Wrinkler	Teacher
6	Levi Beckwith	Teacher
7	Lynne Perterson	Teacher
8	Roxane Neal	Assistant Principal
9	Sharon Cole	Teacher
10	Sharon Floyd	Principal

School:	River Oaks MS
Plan Year	2016-2018
Date:	Mar - 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

River Oaks Middle School students will be prepared to reach their full potential and lead productive lives in a complex and changing 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

We will provide a safe and orderly environment with small class sizes, that is conducive to learning, to building relationships, and to the academic growth in our students.
We will provide learning opportunities that meet the needs of all our students through tiered interventions, data driven decision-making, and a shared growth mindset.

We are committed to partnering with our community stakeholders to enhance student supports that will assist them with graduating on time.

School Goal

By June 2018, 100% of all 6th, 7th, and 8th grade students will, with routine incorporation of research based literacy strategies in alignment with the State Standards, meet or exceed expected growth in Reading and Math as measured by state and district assessments and all cohorts will meet their AMO (annual measurable objective) targets.

Goal Manager

Roxane Neal

Strategic Objective

Learning and Teaching

State Board of Education Goal

Globally Competitive Students

Resources

Teaching and Support Staff
 Professional Development
 Duty Free Planning & Lunch
 Textbooks & Online Resources
 Technology (i.e. web-based instruction, SmartBoards, laptops, BrainPop, Discovery Education, CANVAS and etc.)
 Support from the local community (i.e. churches and local businesses)
 EVAAS Data
 PEPs
 District Benchmarks
 Leadership Team
 PLTs
 Utilize all budget flexibilities allowed by DPI, general statues, applicable laws and local policies

Key Process

1. Administer District Formative Assessments according to the pacing guides and MasteryConnect benchmark windows, and utilize the data to guide instruction.

Tier

None

Process Manager

Krisann Winkler

Measurable Process Check(s)

The IRT will distribute MasteryConnect benchmark materials to teachers before the opening of the testing window for each content area.

Action Step(s)

1. The principal will meet quarterly with staff by Subject Areas PLTs and/or Grade Level PLTs to examine the data from District Formative Assessments. The minutes from PLT's will be used to determine if data is being used consistently to drive classroom instruction.

Timeline From 6/2016 To 6/2018

2. Subject area teachers will use the District Formative Assessment data to modify their instruction and provide remediation as indicated.

Timeline From 6/2016 To 6/2018

3. The IRT will send midyear Benchmark Assessment answer sheets, via UPS, to the vendor immediately following the specified testing window. Upon receipt of results, administration and teachers will be notified via email.

Timeline From 6/2016 To 6/2018

6. Grade level PLTs will determine and implement best practices and strategies to support this goal.

Timeline From 6/2016 To 6/2018

Key Process

2. All River Oaks' students will participate in Exploratory/Enrichment-30 minutes daily for academic enrichment, enhancement and remediation.

Tier

None

Process Manager

Roxane Neal

Measurable Process Check(s)

Administration will conduct at least 8 walkthroughs per month during Exploratory/Enrichment.

Action Step(s)

1. Subject area teachers will modify student's Guided Study location based upon student's weekly performance. (Point sheets and/or Debriefing data will be used.)

Timeline From 6/2016 To 6/2018

Key Process

3. Utilize technology to ensure ISS or ALC students will receive direct teacher instruction.

Tier

None

Process Manager

Levi Beckwith

Measurable Process Check(s)

Mr. Beckwith will keep an updated log (date, teacher, class period, and content area) to track technology usage for this purpose.

School: River Oaks MS**Plan Year** 2016-2018**LEA:** Wake County (920)**Action Step(s)**

1. Subject area teachers will either use technology or provide one-on-one assistance to deliver instruction to ISS and/or ACL students.

Timeline

From 6/2016 To 6/2018

School Goal		
By 2018, the percentage of teachers who identify with the idea that River Oaks Middle School is a good place to work and learn will increase to eighty (80%) or greater on the Teacher Working Conditions Survey.		
Goal Manager	Strategic Objective	State Board of Education Goal
Sharon Floyd	Human Capital	21st Century Professionals
Resources		
Teaching and Support Staff Professional Development Duty Free Planning & Lunch Textbooks & Online Resources Technology (i.e. web-based instruction, SmartBoards, laptops, BrainPop, Discovery Education, CANVAS and etc.) Support from the local community (i.e. churches and local businesses) EVAAS Data PEPs District Benchmarks Leadership Team PLTs Utilize all budget flexibilities allowed by DPI, general statues, applicable laws and local policies		

Key Process
<p>1. Provide parent education involvement activities at least once a quarter.</p> <p>Tier None</p> <p>Process Manager Misti Southern/Jennifer Clifton</p> <p>Measurable Process Check(s) The process managers will collect rosters from each sponsored event on a quarterly basis and report the results to the School Improvement Team. The process managers will collect data quarterly from parent surveys and report the results to the School Improvement Team.</p>

Action Step(s)
<p>1. Host Report Card Pickup / Booster Student Led Conferences</p> <p>Timeline From 6/2016 To 6/2018</p> <p>2. Conduct Parent Surveys</p>

School: River Oaks MS**Plan Year** 2016-2018**LEA:** Wake County (920)**Timeline** From 6/2016 To 6/2018

3. Schedule parent education opportunities / In House Report Card Pickup

Timeline From 6/2016 To 6/2018

4. Provide educational and homework tips for parents online via the school's homepage

Timeline From 6/2016 To 6/2018

5. Provide Parent High School Information Sessions

Timeline From 6/2016 To 6/2018

Date	May - 2016
Waiver Requested	
None	
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 Improvement Plan

Summary Sheet of Professional Development Activities

School:	River Oaks MS
Plan Year	2016-2018
School Year:	2016-2017

Development Activities for

Topic:	Participants:	Goal Supported:
1. Structured Classrooms and School-Wide Routines and Procedures 2. Effective Instructional Practices (differentiating instruction) 3. Building Relationships with Students	All Classroom Teachers	Growth in reading and math

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

School:	River Oaks MS
Plan Year	2016-2018
School Year:	2017-2018

Development Activities for

Topic:	Participants:	Goal Supported:
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School Improvement Plan

Intervention Planning Matrix

School:	River Oaks MS
Plan Year	2016-2018
School Year:	2016-2017

	Reading	Math	Behavior
Data Decision Process for Entry and Exit	<p>What data will be used to determine criteria to identify the students who are not achieving at benchmark or meeting universal behavior expectations?</p> <ul style="list-style-type: none"> • Path Driver • Past EOGs (if available) • Report card grades • Success Maker pre-test • benchmarks • Read Theory • Academy of Ready • CA <p>What is the threshold at which students will enter and/or exit strategic and/or intensive interventions for academics or behavior?</p> <ul style="list-style-type: none"> • Use the data mentioned above to determine high, medium, and low risk groups • Students will be progress monitored every three weeks • Success Maker data will be reviewed monthly <p>What frequency, structures, and processes will be utilized to identify students exhibiting a need for academic or behavior intervention throughout the year?</p> <ul style="list-style-type: none"> • Path Driver (progress monitoring) • Class grades • Success Maker data • Read Theory • Academy of Reading <p>How will your team determine the effectiveness of this plan, as evidenced by at least 70% of served students responding to interventions based on the rate of improvement and/or transitioning towards Core benchmarks?</p> <ul style="list-style-type: none"> • progress monitoring 	<p>What data will be used to determine criteria to identify the students who are not achieving at benchmark or meeting universal behavior expectations?</p> <ul style="list-style-type: none"> • pathdriver • Report card Grades • various common assessments • Several evaluation tools (Moby Max) • Anecdotal Records from teachers • Progress monitoring • CA <p>What is the threshold at which students will enter and/or exit strategic and/or intensive interventions for academics or behavior?</p> <ul style="list-style-type: none"> • All students will receive individualized math intervention • Progress monitoring every three weeks <p>What frequency, structures, and processes will be utilized to identify students exhibiting a need for academic or behavior intervention throughout the year?</p> <ul style="list-style-type: none"> • Are students responding to tier 1 interventions? • informal check-ins with classroom teachers • monthly collaboration as a PLT • Review progress monitoring every three weeks • Target Moby Max • Re-assess every three weeks <p>How will your team determine the effectiveness of this plan, as evidenced by at least 70% of served students responding to interventions based on the rate of improvement and/or transitioning towards Core benchmarks?</p> <ul style="list-style-type: none"> • progress monitoring every three weeks 	<p>What data will be used to determine criteria to identify the students who are not achieving at benchmark or meeting universal behavior expectations?</p> <ul style="list-style-type: none"> • Point sheet data • SIRS • Attendance data • Requests from teachers • Intervention notebooks <p>What is the threshold at which students will enter and/or exit strategic and/or intensive interventions for academics or behavior?</p> <ul style="list-style-type: none"> • When a student has below 70-84 points for two weeks in a row (strategic) • When a student has been in strategic intervention for more than 4 weeks, they should qualify for intensive • To move out of each intervention area, they would need to meet their point sheet goal for two weeks in a row • After three minors we would offer strategic • After each major, a strategic intervention <p>What frequency, structures, and processes will be utilized to identify students exhibiting a need for academic or behavior intervention throughout the year?</p> <ul style="list-style-type: none"> • Point sheet data • Weekly PLT meetings • Attendance • SIRS • Teacher referral <p>How will your team determine the effectiveness of this plan, as evidenced by at least 70% of served students responding to interventions based on the rate of improvement and/or transitioning towards Core benchmarks?</p> <ul style="list-style-type: none"> • Point sheet data • Anecdotal notes from the person given the intervention • SIRS referrals

School Improvement Plan

Intervention Planning Matrix

School:	River Oaks MS
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	Reading	Math	Behavior
Intervention Structure	<p>What will be the strategic and intensive structures for delivering services to students who are not meeting benchmark or universal behavior expectation?</p> <ul style="list-style-type: none"> • small group instruction using researched based strategies • Success Maker/ Academy of Reading • Literacy strategies in all classrooms which includes electives • Exploratory enrichment/ one-on-one and small group support for students not meeting common core goals <p>How does your master schedule allow for delivery of strategic and intensive intervention in addition to Core?</p> <ul style="list-style-type: none"> • exploratory enrichment every day for 30 minutes • all students take a reading class every third week • Intensive students will receive weekly instruction 	<p>What will be the strategic and intensive structures for delivering services to students who are not meeting benchmark or universal behavior expectation?</p> <ul style="list-style-type: none"> • All students receive individualized math intervention • students who do not progress or struggle with learning their classroom objectives get one-on-one pull out instruction <p>How does your master schedule allow for delivery of strategic and intensive intervention in addition to Core?</p> <ul style="list-style-type: none"> • all students take Math Intervention class • During math intervention, Mr. Rivers pulls students individually • During Exploratory enrichment, students are getting one-on-one or small group support 	<p>What will be the strategic and intensive structures for delivering services to students who are not meeting benchmark or universal behavior expectation?</p> <ul style="list-style-type: none"> • Strategic-check in/ check out, clean slate conference, conference with student, parent meeting, attendance contract, individual point sheet, lunch detention, period removal, peer mediation, visual structure, Physical structure, reteaching appropriate behaviors and social skills • Intensive-one-on-one shadowing, escort, ALC, FBA/ BIP, time-out pass, individual classroom schedules <p>How does your master schedule allow for delivery of strategic and intensive intervention in addition to Core?</p> <ul style="list-style-type: none"> • The intervention teachers can assist • Students reflect on point sheets during exploratory enrichment and home room • ISS/ALC is available for every period
Instruction	<p>What structures are in place to ensure that instructional decisions and planning are aligned to core?</p> <ul style="list-style-type: none"> • intervention teachers will consult with classroom teachers during weekly PLTs • remediate based on performance in the classroom • use CMAPP as a tool • Success Maker and Read Theory are aligned to common core/ Academy of Reading • Daily reading instruction for intensive students <p>What is the intervention lesson format(s) for academics or behavior?</p> <ul style="list-style-type: none"> • AMP materials, • High interest reading materials at student's instructional reading level with vocabulary, comprehension, and fluency strategies taught. • Success Maker • Academy of Reading for special ed students <p>How will you know the interventions have been implemented with fidelity? Who will ensure fidelity?</p> <ul style="list-style-type: none"> • Data will be discussed during PLT • Progress monitoring 	<p>What structures are in place to ensure that instructional decisions and planning are aligned to core?</p> <ul style="list-style-type: none"> • CMAPP • PLTs • informal meetings with teachers <p>What is the intervention lesson format(s) for academics or behavior?</p> <ul style="list-style-type: none"> • use a variety of tools (math fluency, Moby Max, Success Maker, Aleks, common core) <p>How will you know the interventions have been implemented with fidelity? Who will ensure fidelity?</p> <ul style="list-style-type: none"> • PLTs • Benchmarks/ progress monitoring 	<p>What structures are in place to ensure that instructional decisions and planning are aligned to core?</p> <ul style="list-style-type: none"> • PBIS • Point sheets • Scheduling • Support for new students to teach RAMS expectations • Transition support <p>What is the intervention lesson format(s) for academics or behavior?</p> <ul style="list-style-type: none"> • Teach expectations in each class • SOAR program for organization • Daily announcements for PBIS • Student celebrations <p>How will you know the interventions have been implemented with fidelity? Who will ensure fidelity?</p> <ul style="list-style-type: none"> • The intervention team will review the point sheets • Check in/ check out- documentation • Attendance • PLT minutes • Parent contacts in Easi

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Intervention Planning Matrix

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	Reading	Math	Behavior
Assessment and Progress Monitoring	<p>What data will be used to assess the student's responsiveness to intervention?</p> <ul style="list-style-type: none"> • strategic group- progress monitoring • intensive group- Success Maker data, Academy of Reading • Progress Monitoring <p>How does data guide your instruction?</p> <ul style="list-style-type: none"> • determine groups for intensive • student response will drive the level of intervention they will receive next • help identify areas of need • lexile levels to help students pick appropriate literature to read <p>How often will you progress monitor?</p> <ul style="list-style-type: none"> • Intensive- every month • strategic- every month <p>What is the process for analyzing the data and making data based decisions?</p> <ul style="list-style-type: none"> • Determine if students are placed appropriately • determine if the intervention is effective 	<p>What data will be used to assess the student's responsiveness to intervention?</p> <ul style="list-style-type: none"> • path driver • Reports from Mobi Max/ Success Maker/ Aleks/ extra math • teacher reports • report cards <p>How does data guide your instruction?</p> <ul style="list-style-type: none"> • PLT • referral to intervention team • intensify interventions <p>How often will you progress monitor?</p> <p>Math</p> <ul style="list-style-type: none"> • Success maker/ Mobi Max/ Aleks reports • Pathdriver • Report card grades <p>What is the process for analyzing the data and making data based decisions?</p> <ul style="list-style-type: none"> • PLT to review math data • Progress Monitoring 	<p>What data will be used to assess the student's responsiveness to intervention?</p> <ul style="list-style-type: none"> • point sheets • check in/check out documentation • individually assessing students goals (assigning a progress monitor and a time frame for each intervention) • teacher reports • SIRS • Progress Monitoring Data <p>How does data guide your instruction?</p> <ul style="list-style-type: none"> • Point Sheets • ALC exits guide high flyers list <p>How often will you progress monitor?</p> <ul style="list-style-type: none"> • Weekly discuss students during PLT • Daily point sheets • Based on the data reviewed the frequency and duration of the intervention will be increased, faded, or modified <p>What is the process for analyzing the data and making data based decisions?</p> <ul style="list-style-type: none"> • Progress monitoring will occur at least monthly, with the possibility of occurring more frequently based on the action plan step in the TIPS process.

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School Year:	2016-2017

	Reading	Math	Behavior
Curriculum/Resources	<p>What evidence based materials and resources will be used to support the academic or behavior strategic intervention?</p> <ul style="list-style-type: none"> • AMP • Success Maker • Read Theory • Scope • CMAPP • Academy of Reading <p>What evidence based materials and resources will be used to support the academic or behavior intensive intervention?</p> <ul style="list-style-type: none"> • AMP • Success Maker • Read Theory • Scope • CMAPP • Academy of Reading 	<p>What evidence based materials and resources will be used to support the academic or behavior strategic intervention?</p> <ul style="list-style-type: none"> • Mobi Max • Success Maker • Common Core math curriculum • PLTs • CMAPP <p>What evidence based materials and resources will be used to support the academic or behavior intensive intervention?</p> <ul style="list-style-type: none"> • Mobi Max • Common Core math curriculum • PLTs • CMAPP 	<p>What evidence based materials and resources will be used to support the academic or behavior strategic intervention?</p> <ul style="list-style-type: none"> • PBIS.org • PBIS team • PBIS coach <p>What evidence based materials and resources will be used to support the academic or behavior intensive intervention?</p> <ul style="list-style-type: none"> • Resourced text interventions for students • Teachers' encyclopedia of behavior management

School Improvement Plan

Intervention Planning Matrix

School:	River Oaks MS
Plan Year	2016-2018
School Year:	2017-2018

	Reading	Math	Behavior
Data Decision Process for Entry and Exit			
Intervention Structure			
Instruction			
Assessment and Progress Monitoring			
Curriculum/Resources			