

2013-2014 C-SIP

Ockerman Elementary School

Boone County School District

Mr. T. W Loring, Jr., Principal
8250 US Highway 42
Florence, KY 41042-9285

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Overview

Plan Name

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Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Measurable Objective	Total Funding
1	Increase the averaged combined reading and math K-PREP scores for all students from 39.7% in 2012 to 69.9% in 2017.	Objectives: 1 Strategies: 8 Activities: 9	Organizational	Demonstrate a proficiency of 54.3 by 06/30/2014 as measured by K-PREP assessment.	\$83000
2	Increase achievement for all student groups in the Non-Duplicated Gap group at Ockerman Elementary School to increase the combined Reading and Math percent proficient/distinguished from 39.7% in 2012 to 69.9% in 2017, measured by the K-PREP assessment.	Objectives: 1 Strategies: 4 Activities: 10	Academic	46% of African-American/Black, Free/Reduced Lunch Eligible, Hispanic, Individual Education Plan and Limited English Proficient Third, Fourth and Fifth grade students will demonstrate a proficiency in reading and writing in English Language Arts by 05/31/2013 as measured by the K-PREP assessment .	\$110700

Goal 1: Increase the averaged combined reading and math K-PREP scores for all students from 39.7% in 2012 to 69.9% in 2017.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

Demonstrate a proficiency of 54.3 by 06/30/2014 as measured by K-PREP assessment.

Strategy 1:

Program Review - Program Review

Activity - Program Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to support and enhance a process for program reviews where results of all program reviews are reviewed, rationales are established, feedback is given throughout the process, and improvements are made in implementing the proficiency of integrating writing, vocational/career studies and the arts and humanities into all content areas.	Academic Support Program	02/01/2013	06/30/2013	\$1000	School Council Funds	Principal, Assistant Principal, Instructional Coach, and Program Review Leads

Strategy 2:

Curriculum Alignment - Curriculum Alignment

Research Cited: Curriculum Alignment

Activity - Curriculum Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue the development and refinement, as well as implementation, of school curriculum maps aligned with the district curriculum maps and standards-based units of instruction aligned with KCAS and secure SBDM support. Include in the planning and instructional process a clear focus on 21st century skills to include intentional instruction in critical and creative thinking skills, collaboration strategies, and written, spoken communication skills, purposeful opportunities for students to use critical thinking, identifying and investigating real world problems and possible solutions using creative thinking skills; collaboratively with peers and teachers to become responsible, creative, independent lifelong thinkers.	Other	02/01/2013	06/30/2014	\$0	No Funding Required	Principal, Curriculum Coach, Teachers

Activity - Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Within the implementation process of the curriculum maps, formative and summative assessments will be strategically placed through out the units. Data from the assessments will lead the instruction in the classrooms for students who have/have not mastered the standard being assessed.	Academic Support Program	02/01/2013	06/30/2014	\$0	No Funding Required	Principal, Assistant Principal, Instructional Coach, and Team Leaders
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Strategy 3:

School Readiness - School Readiness and Brigance

Research Cited: School Readiness and Brigance

Activity - School Readiness and Brigance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Work with families and community members to ensure all children experience an effective transition to school entry by gathering any transition data from EC education experiences to get to know the incoming K learners; disseminate K readiness video to parents of incoming K students; develop a plan to disseminating results of the K screener to parents; assessing all kindergarteners at school entry with the common statewide screener beginning in 2013 (Brigance); analyze data from the screener and multiple assessments, classroom observations; create and monitor learning plan or profile of next steps of instruction for K students through the RTI process.	Academic Support Program	02/01/2013	06/30/2014	\$0	No Funding Required	Principal, Assistant Principal, Guidance Counselors, and K Teachers

Strategy 4:

CIITS - CIITS

Activity - CIITS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Support the utilization of CIITS as a tool to enhance student learning, teacher professional learning, assessment design, resources, and meet state/district RTTT measures.	Academic Support Program	02/01/2013	06/30/2013	\$0	No Funding Required	Principal, Assistant Principal, and Academic Coach

Strategy 5:

Embedded Professional Development - Embedded Professional Development

Activity - Embedded Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Provide modeling, embedded PD, training and support on: Embedded Marzano Strategies, Embedded 21st Century Skills to include intentional instruction in critical and creative thinking skills, collaboration strategies, implementation of writing skills through 6+1 Writing Traits, spoken communication skills, Differentiation of instruction within units, enhance teachers content knowledge in the areas of literacy and numeracy (developing Lead Teachers to be content specialist in the building through the Literacy and Math Design Collaborative, LDC/MDC), enhance teachers content knowledge in other areas to include writing, Science, and Social Studies for compatibility with pending new focuses in writing and new content standards, formative/summative assessments to assure the strategies are embedded in instruction, feedback, data analysis, interventions, meeting the needs of ELL students, recognize and respond to academic and non-academic barriers to learning.	Academic Support Program	09/17/2012	06/30/2013	\$7000	Title I Schoolwide	Principal, Assistant Principal, Instructional Coach
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Strategy 6:

Transition - Provide support to the 3rd grade and 5th grades to enhance transition activities for students advancing from one level to another i.e. Primary to Intermediate and 5th grade to 6th grade.

Research Cited: Transition

Activity - Transition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide support to enhance transition activities for students advancing from one level to another i.e. Primary to Intermediate and 5th to 6th grade.	Other	02/01/2013	06/30/2013	\$0	No Funding Required	Principal, Assistant Principal, 3rd, 4th, and 5th grade teachers

Strategy 7:

Science Standards - Science Standards

Activity - Science Standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Support and facilitate the understanding and implementation of the Next Generation Science Standards through study, model lessons, and embedded PD in collaboration with NKU and CINSAM at various grades and transition points for successful implementation and incorporation of STEM principles.	Academic Support Program	10/01/2012	06/30/2013	\$0	No Funding Required	Instructional Coach, 4th Grade and 5th Grade Teacher

Strategy 8:

RTI - RTI

Activity - RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Support the RtI/tiered intervention process at all grade levels for targeted students included in sub populations (LEP, Disabilities, F/R Lunch, African American, and Hispanic) All students' progress to be monitored to ensure the implementation and effectiveness of interventions.	Academic Support Program	08/20/2012	06/30/2013	\$75000	Title I Schoolwide	Principal, Assistant Principal, Guidance Counselors, Instructional Coach, Reading Specialists, and Math Specialist
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Goal 2: Increase achievement for all student groups in the Non-Duplicated Gap group at Ockerman Elementary School to increase the combined Reading and Math percent proficient/distinguished from 39.7% in 2012 to 69.9% in 2017, measured by the K-PREP assessment.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

46% of African-American/Black, Free/Reduced Lunch Eligible, Hispanic, Individual Education Plan and Limited English Proficient Third, Fourth and Fifth grade students will demonstrate a proficiency in reading and writing in English Language Arts by 05/31/2013 as measured by the K-PREP assessment .

Strategy 1:

IEP Alignment - IEP Alignment

Activity - IEP Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide support to teachers in the development of Individual Education Plans aligned with the Common Core State Standards and behavioral expectation: Analyze student data (K-PREP, SWIS, etc.), use data analysis to plan, review and revise instruction, monitor implementation via advisory team meetings.	Academic Support Program	10/01/2012	06/30/2013	\$0	No Funding Required	Principal, Assistant Principal, Instructional Coach, Guidance Counselors, and Special Education Team Leader

Strategy 2:

Professional Development - Professional Development

Research Cited: Professional Development

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Activity - Barriers to Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to provide training, resources and support to address barriers to learning, including but not limited to transience and access to health and social services in collaboration with community and parent/caregiver partners	Professional Learning	02/01/2013	06/30/2014	\$0	No Funding Required	FRC Coordinator
Activity - IEP Aligned with Common Core	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Support to Special Education teachers in the development of Individual Educational Plans aligned with the Common Core State Standards and behavioral expectations: Analyze student data (K-Prep, SWIS, etc); Use data analysis to plan, review and revise instruction; Monitor implementation via special education coordinators	Academic Support Program	02/01/2013	06/30/2014	\$0	No Funding Required	Special Education Coordinator, Principal, Instructional Coach
Activity - Students from Diverse Backgrounds	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Establish, implement, and monitor professional learning in research based strategies for students from diverse backgrounds including: Language and content objectives for ELLs; Meeting the needs of students of poverty, homeless and transient; Specific strategies for students with disabilities.	Academic Support Program	02/01/2013	06/30/2014	\$300	District Funding	ELL Teachers, Instructional Coach, Special Education Coordinator, Special Education Teachers
Activity - Effective Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Establish protocol and procedures to expand the use of effective collaboration in all classrooms. Provide training and support for regular and special education teacher teams on effective collaboration implementing a monitoring system to assess continuous progress and inform instructional decisions for students with disabilities, ELL students, and Gifted students including but not limited to: Establish a baseline as to where the school is in the use of effective collaboration; Identify the barriers to effective collaboration; Provide training and support on collaboration to meet the individual needs of students.	Academic Support Program	02/01/2013	06/30/2014	\$5000	District Funding	Special Education Coordinator, Gifted and Talented Services Coordinator, Instructional Coach

Strategy 3:

Personalization and Monitoring - Personalization and Monitoring

Research Cited: Personalization and Monitoring

Activity - Personalization and Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use results of pre, formative, and common assessments, to plan for personalized instruction for students who have not achieved content mastery and for under performing students. Personalization requires collaboration among teachers to flexibly group based on student needs and weekly/bi-weekly assessments to monitor progress.	Academic Support Program	02/01/2013	06/30/2014	\$95000	Title I Part A	Principal, Instructional Coach, Reading Intervention Teachers, Math Intervention Teacher

Strategy 4:

Best Practices - Best Practices

Research Cited: Best Practices

Activity - Language Acquisition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Explore and implement research-based strategies for language acquisition.	Academic Support Program	02/01/2013	06/30/2014	\$400	District Funding	ELL Teachers

Activity - PBIS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continued training and support/monitoring for implementation of school-wide PBIS.	Behavioral Support Program	02/01/2013	06/30/2014	\$0	No Funding Required	Assistant Principal, PBIS Committee

Activity - Parent Workshops	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parent workshops will be provided to enhance the parents' knowledge of academic standards taught and how to assist their child(ren) in the home setting.	Community Engagement	01/15/2013	06/30/2014	\$5000	Other	Principal, Assistant Principal, Instructional Coach, and Teachers

Activity - Family Engagement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to work with teachers to provide opportunities for family leadership and engagement.	Parent Involvement	02/01/2013	06/30/2014	\$5000	District Funding	FRC Coordinator, Teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Personalization and Monitoring	Use results of pre, formative, and common assessments, to plan for personalized instruction for students who have not achieved content mastery and for under performing students. Personalization requires collaboration among teachers to flexibly group based on student needs and weekly/bi-weekly assessments to monitor progress.	Academic Support Program	02/01/2013	06/30/2014	\$95000	Principal, Instructional Coach, Reading Intervention Teachers, Math Intervention Teacher
Total					\$95000	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Parent Workshops	Parent workshops will be provided to enhance the parents' knowledge of academic standards taught and how to assist their child(ren) in the home setting.	Community Engagement	01/15/2013	06/30/2014	\$5000	Principal, Assistant Principal, Instructional Coach, and Teachers
Total					\$5000	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Effective Collaboration	Establish protocol and procedures to expand the use of effective collaboration in all classrooms. Provide training and support for regular and special education teacher teams on effective collaboration implementing a monitoring system to assess continuous progress and inform instructional decisions for students with disabilities, ELL students, and Gifted students including but not limited to: Establish a baseline as to where the school is in the use of effective collaboration; Identify the barriers to effective collaboration; Provide training and support on collaboration to meet the individual needs of students.	Academic Support Program	02/01/2013	06/30/2014	\$5000	Special Education Coordinator, Gifted and Talented Services Coordinator, Instructional Coach
Family Engagement	Continue to work with teachers to provide opportunities for family leadership and engagement.	Parent Involvement	02/01/2013	06/30/2014	\$5000	FRC Coordinator, Teachers
Language Acquisition	Explore and implement research-based strategies for language acquisition.	Academic Support Program	02/01/2013	06/30/2014	\$400	ELL Teachers
Students from Diverse Backgrounds	Establish, implement, and monitor professional learning in research based strategies for students from diverse backgrounds including: Language and content objectives for ELLs; Meeting the needs of students of poverty, homeless and transient; Specific strategies for students with disabilities.	Academic Support Program	02/01/2013	06/30/2014	\$300	ELL Teachers, Instructional Coach, Special Education Coordinator, Special Education Teachers
Total					\$10700	

School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Program Review	Continue to support and enhance a process for program reviews where results of all program reviews are reviewed, rationales are established, feedback is given throughout the process, and improvements are made in implementing the proficiency of integrating writing, vocational/career studies and the arts and humanities into all content areas.	Academic Support Program	02/01/2013	06/30/2013	\$1000	Principal, Assistant Principal, Instructional Coach, and Program Review Leads
Total					\$1000	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Embedded Professional Development	Provide modeling, embedded PD, training and support on: Embedded Marzano Strategies, Embedded 21st Century Skills to include intentional instruction in critical and creative thinking skills, collaboration strategies, implementation of writing skills through 6+1 Writing Traits, spoken communication skills, Differentiation of instruction within units, enhance teachers content knowledge in the areas of literacy and numeracy (developing Lead Teachers to be content specialist in the building through the Literacy and Math Design Collaborative, LDC/MDC), enhance teachers content knowledge in other areas to include writing, Science, and Social Studies for compatibility with pending new focuses in writing and new content standards, formative/summative assessments to assure the strategies are embedded in instruction, feedback, data analysis, interventions, meeting the needs of ELL students, recognize and respond to academic and non-academic barriers to learning.	Academic Support Program	09/17/2012	06/30/2013	\$7000	Principal, Assistant Principal, Instructional Coach
RTI	Support the RtI/tiered intervention process at all grade levels for targeted students included in sub populations (LEP, Disabilities, F/R Lunch, African American, and Hispanic) All students' progress to be monitored to ensure the implementation and effectiveness of interventions.	Academic Support Program	08/20/2012	06/30/2013	\$75000	Principal, Assistant Principal, Guidance Counselors, Instructional Coach, Reading Specialists, and Math Specialist
Total					\$82000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Assessment	Within the implementation process of the curriculum maps, formative and summative assessments will be strategically placed through out the units. Data from the assessments will lead the instruction in the classrooms for students who have/have not mastered the standard being assessed.	Academic Support Program	02/01/2013	06/30/2014	\$0	Principal, Assistant Principal, Instructional Coach, and Team Leaders
PBIS	Continued training and support/monitoring for implementation of school-wide PBIS.	Behavioral Support Program	02/01/2013	06/30/2014	\$0	Assistant Principal, PBIS Committee

School Readiness and Brigance	Work with families and community members to ensure all children experience an effective transition to school entry by gathering any transition data from EC education experiences to get to know the incoming K learners; disseminate K readiness video to parents of incoming K students; develop a plan to disseminating results of the K screener to parents; assessing all kindergarteners at school entry with the common statewide screener beginning in 2013 (Brigance); analyze data from the screener and multiple assessments, classroom observations; create and monitor learning plan or profile of next steps of instruction for K students through the RTI process.	Academic Support Program	02/01/2013	06/30/2014	\$0	Principal, Assistant Principal, Guidance Counselors, and K Teachers
Curriculum Alignment	Continue the development and refinement, as well as implementation, of school curriculum maps aligned with the district curriculum maps and standards-based units of instruction aligned with KCAS and secure SBDM support. Include in the planning and instructional process a clear focus on 21st century skills to include intentional instruction in critical and creative thinking skills, collaboration strategies, and written, spoken communication skills, purposeful opportunities for students to use critical thinking, identifying and investigating real world problems and possible solutions using creative thinking skills; collaboratively with peers and teachers to become responsible, creative, independent lifelong thinkers.	Other	02/01/2013	06/30/2014	\$0	Principal, Curriculum Coach, Teachers
CIITS	Support the utilization of CIITS as a tool to enhance student learning, teacher professional learning, assessment design, resources, and meet state/district RTTT measures.	Academic Support Program	02/01/2013	06/30/2013	\$0	Principal, Assistant Principal, and Academic Coach
IEP Development	Provide support to teachers in the development of Individual Education Plans aligned with the Common Core State Standards and behavioral expectation: Analyze student data (K-PREP, SWIS, etc.), use data analysis to plan, review and revise instruction, monitor implementation via advisory team meetings.	Academic Support Program	10/01/2012	06/30/2013	\$0	Principal, Assistant Principal, Instructional Coach, Guidance Counselors, and Special Education Team Leader
Science Standards	Support and facilitate the understanding and implementation of the Next Generation Science Standards through study, model lessons, and embedded PD in collaboration with NKU and CINSAM at various grades and transition points for successful implementation and incorporation of STEM principles.	Academic Support Program	10/01/2012	06/30/2013	\$0	Instructional Coach, 4th Grade and 5th Grade Teacher

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IEP Aligned with Common Core	Support to Special Education teachers in the development of Individual Educational Plans aligned with the Common Core State Standards and behavioral expectations: Analyze student data (K-Prep, SWIS, etc); Use data analysis to plan, review and revise instruction; Monitor implementation via special education coordinators	Academic Support Program	02/01/2013	06/30/2014	\$0	Special Education Coordinator, Principal, Instructional Coach
Barriers to Learning	Continue to provide training, resources and support to address barriers to learning, including but not limited to transience and access to health and social services in collaboration with community and parent/caregiver partners	Professional Learning	02/01/2013	06/30/2014	\$0	FRC Coordinator
Transition	Provide support to enhance transition activities for students advancing from one level to another i.e. Primary to Intermediate and 5th to 6th grade.	Other	02/01/2013	06/30/2013	\$0	Principal, Assistant Principal, 3rd, 4th, and 5th grade teachers
Total					\$0	

Progress Notes

Type	Name	Status	Comments	Created On	Created By
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