



# **Comprehensive School Improvement Plan**

Ockerman Elementary School

Boone County

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## Introduction

The following Kentucky Department of Education resources should be referenced to assist in the development of Comprehensive School and District Improvement plans. Each document outlines the purpose and characteristics of effective plans by component.

Needs Assessment: <http://education.ky.gov/school/csip/Documents/Effective%20Needs%20Assessment.pdf>

Goals: <http://education.ky.gov/school/csip/Documents/Effective%20KBE%20Goals.pdf>

Objectives: <http://education.ky.gov/school/csip/Documents/Effective%20School%20Objectives.pdf>

Strategies: <http://education.ky.gov/school/csip/Documents/Effective%20Strategies.pdf>

Activities: <http://education.ky.gov/school/csip/Documents/Effective%20Activities.pdf>

Executive Summary: <http://education.ky.gov/school/csip/Documents/Effective%20Executive%20Summary.pdf>

KDE encourages the use of the 30-60-90 day plan template as schools incorporate and monitor the goals, objectives, strategies and activities specified in the Comprehensive Improvement Plan.

# **Phase I - Equitable Access to Effective Educators School Diagnostic**

## Introduction

National data show that poor and minority students, English Language Learners and students with disabilities continue to be taught more often than their peers by inexperienced, out-of-field or ineffective teachers. As a result, the United States Department of Education (USDE) required states to develop equity plans and use evidence based strategies to address this issue. Kentucky's plan is focused on teacher preparation; recruitment, hiring and placement of teachers; providing supports for on-going, job-embedded professional learning; and strategies to retain teacher and leaders.

All districts and schools in Kentucky are required to identify barriers and develop strategies to address these issues to achieving equitable access to effective educators for students most at risk. This is being incorporated within the Comprehensive District and School Improvement Plans. This diagnostic should be used as tool for identification of barriers and a catalyst for development of strategies that will result in novice reduction for gap closure. Strategies will be incorporated into the Comprehensive School Improvement Plan.

Kentucky's Plan Submitted to U.S. Education Department

<http://education.ky.gov/teachers/PGES/Documents/Teacher%20Equity%20Plan.pdf>

**Equitable Access to Effective Educators - School**

Label	Assurance	Response	Comment	Attachment
School Equity Data (1)	<p>Complete the School Equity Data tab for this diagnostic. Include at least one other self-selected indicator for consideration.</p> <p>*Self-selected data could come from a variety of sources. It should be relevant to the needs of the school. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data, TELL, turnover.</p> <p>**The school should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA).</p> <p>Follow the steps below:</p>	I acknowledge that I have uploaded the School Equity Data.		School Equity Data OES

**Provide a brief analysis the school data from the chart. Include any trends, note-worthy data points or perceptions the data has provided related to equitable access to effective educators.**

As indicated by the School Equity Diagnostic, Ockerman Elementary has a very diverse population which is one of the things in which staff, students, family members and community consider to be its selling point. Ockerman Elementary have a high percentage of students from poverty ( 66.90%) along with 33.70% of students representing the minority population. 20% of students are English Language Learners and 17% are students with disabilities. The majority of the teachers (80%) have been teaching longer than 4 years which creates a high level instructional environment for students despite the challenges and barriers that are presented to them as evidenced by the statistics listed above.

**After the data analysis is complete, the school will then identify the barriers (challenges) for some of the identified trends. An identified barrier, for example, could be higher teacher turnover in priority schools as compared with non-priority schools. Once the barriers have been identified, then root causes of why the barriers exist will be included.**

The most prevalent barrier that is presented is that of the high percentage of students from poverty. With close to 67% of students falling in this category, it can create barriers to instruction as research shows that the brains of students in poverty function differently and require a range of instructional strategies and interventions to address the varying needs of students in poverty. Along with the high number of impoverished students, a large percentage of our students are minority students who are also represented in the English Language Learner category. Most of the students listed on the diagnostic actually make up multiple groups. As a result of the special circumstances this presents, those who take on the role of educator in our building are forced to hone their skills of differentiation across a wide range of skills in one classroom. While this does present the opportunity to improve ones teaching skills and result in high level teaching, in can also create stressful situations for newer teachers, those that are resistant to change those that have not had the opportunity to work with diverse populations. The statistic shown for the number of teachers within the building and with the low percentage of teacher turnover evidences that although our population can be one that is more challenging to work it, it is also very rewarding and those that are dedicated remain for the duration.



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Label	Assurance	Response	Comment	Attachment
Goal Setting (4)	Complete the School Equity Goals tab. Use the school's most recent measures in the Equity tab of the School Report Card to set equitable access goals for the next three years. The measures include: Working Conditions, Overall Teacher and Leader Effectiveness, Overall Student Growth, Percentage of new and KTIP teachers, and Percentage of Teacher Turnover.  ***Goals should reflect an analysis of barriers, root causes and strategies.	I acknowledge that I have uploaded the School Equity Goal Data.		Equity Goals

**Equitable access to effective educators must be reflected in the Comprehensive School Improvement Plan. Strategies could include, but are not limited to, recruitment; hiring and placement of teachers and/or students; providing supports for on-going, job-embedded professional learning to improve teacher and leader effectiveness; and strategies to retain teacher and leaders, particularly in high needs schools. Once implemented, these should assist the school in meeting the goals set in the previous section.**

**If there are strategies and activities within one of the five major goals of the CSIP, which adequately addresses equitable access, the school may select the appropriate goal, objective, strategies and activities.**

**OR**

**The school may create a new goal to address equitable access to effective educators. Once a new goal has been created, the school will need to include appropriate objectives, strategies and activities.**

**The school may choose to provide an optional narrative response to include any additional information, but this is not required.**

## **Goal 1:**

Increase the percentage of effective teachers and leaders.

## **Measurable Objective 1:**

demonstrate a proficiency of effective teachers and leaders by 06/30/2017 as measured by PGES Danielson Framework .

## **Strategy1:**

Teacher Effectiveness Framework - The teachers professional growth and evaluation system will be utilized according to the district evaluation plan to evaluate teacher performance in order to increase student learning.

Category: Teacher PGES

Research Cited: Teacher and Principal PGES - Charlotte Danielson

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Activity - Artifacts for evidence	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide training and continual updates on connecting evidences and artifacts to the Kentucky Framework for teaching. Utilization of a google classroom and google docs for sharing of artifacts	Professional Learning	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal Assistant Principal Instructional Coach Team Leaders

Activity - Teacher Effectiveness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Build teacher capacity in the 4 domains of the Kentucky Teacher Effectiveness Framework. Provide support for teachers utilizing research based instructional strategies that impact student growth and achievement. Support teacher in the development and implementation of student growth goals and professional growth plans, assist with monitoring progress toward these goals and other elements of the evaluation plan.	Professional Learning	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal Assistant Principal Instructional Coach Peer Observers

# **Phase I - The Missing Piece**

## **Introduction**

This report provides a comprehensive response to the six objectives of The Missing Piece set for the by the Commissioner's Parent Advisory Council (CPAC). This diagnostic uses performance measurement and progress, as well as relationship building, resources and support to build capacity within schools and districts measure parent involvement and the desired outcome being made. Use the links below to navigate the diagnostic content and respond to the questions.

## Stakeholders

**What stakeholders (name and title) did you engage for the purpose of completing the Missing Piece diagnostic?**

Kim Best - Principal

Chris Ritzi - Assistant Principal

Erin Henson - Parent / SBDM Member / PTO Member

Laura Geis - Parent / School Receptionist

Katie Lynch / SBDM Member/ Teacher

Leslie Harney/ Parent / PTO Member

Melissa Raper - Family Youth Resource Center Coordinator

Laura Toebbe / Teacher / SBDM Member

**Relationship Building**

Overall Rating: 2.57

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
2.1	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
2.2	School staff implements systematic steps to welcome the parents of new and English as-a-Second-Language (ESL) students (for example, using home visits, personal calls or letters, open houses and/or other methods).	School staff implements systematic steps to welcome the parents of new and ESL students (for example, using home visits, personal calls or letters, open houses, and/or other methods).	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
2.3	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
2.4	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Parents are invited to attend school activities related to their own child and are encouraged to attend parent teacher conferences.	Apprentice

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
2.5	School staff involves parents in personal communication about their students' progress at least once a month.	School staff involves parents in personal communication about their students' progress at least once a month.	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
2.6	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	Teachers informally collect some student needs data and some parents are contacted to discuss those needs.	Apprentice

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
2.7	All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts.	Staff occasionally asks for feedback on school's efforts to welcome and engage parents, in an informal or casual way with no regular data collection.	Apprentice

**Communications**

Overall Rating: 2.71

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.1</b>	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, classroom contracts, student assignment books, homework websites, and online grade books).	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, using classroom contracts, student assignment books, homework websites, and online grade books.)	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.2</b>	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, making home visits, or other methods).	School staff offers varied ways to that parent can see share information with teachers about their children's learning needs. (For example, phone and email contact, offering parent conferences, and making home visits).	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.3</b>	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School staff sometime provides community organizations with information about academic expectations for parents who use their services.	Apprentice

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.4</b>	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.5</b>	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences).	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, opportunities for student-led conferences).	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.6</b>	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	District-wide stakeholder surveys are given to parents and teachers encourage parents to respond.	Apprentice

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	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.7</b>	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Proficient



## Decision Making

Overall Rating: 2.29

	Statement or Question	Response	Rating
4.1	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	Parents elected to serve on school council and some other parents who serve on SBDM committees are invited to attend training offered by school or district.	Apprentice

	Statement or Question	Response	Rating
4.2	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.	School council and committees have some parent members, may provide translators, meet at time and place convenient to staff. Elections are held at convenient times and are publicized, but less than 20% of the parents vote in SBDM parent election.	Apprentice

	Statement or Question	Response	Rating
4.3	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	School council chair reports feedback to head of largest parent organization who then decides further dissemination methods or input. There is no provision for parent input other than as required by school law.	Apprentice

	Statement or Question	Response	Rating
4.4	The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	School council has some parent involvement components and action items that deal with specific academic areas. Little or no funding is provided. Little or no implementation and impact checking is done.	Apprentice

	Statement or Question	Response	Rating
4.5	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council policies ensure active roles for parents on SBDM committees, in school improvement planning, and also in decisions about the education of their individual children.	Proficient

	Statement or Question	Response	Rating
4.6	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, the school council, and other groups making decisions about school improvement.	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, and other groups making decisions about school improvement.	Proficient

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	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>4.7</b>	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	School staff provides opportunities for outgoing parent council members to meet with new parent council members to share knowledge of serving on the council.	Apprentice

**Advocacy**

Overall Rating: 2.5

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
5.1	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs.	There is evidence that school staff know which students have a parent or another adult who can speak up for them regarding their academic goals and learning needs.	Apprentice

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
5.2	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
5.3	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
5.4	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	School council has a policy and a process to resolve issues or complaints and outcomes are sometimes tracked and reported to the council.	Apprentice

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
5.5	School staff ensures that parents and community members are well informed about how to become educational advocates, or how to access a trained educational advocate when needed.	School staff ensures that parents and community members are well informed about how to become an educational advocate or how to access an educational advocate when needed.	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
5.6	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	Novice level students are identified by school staff to receive targeted strategies for academic improvement. Parents are informed of the strategies but do not receive training on how to use those strategies or how progress will be measured.	Apprentice

Learning Opportunities

Overall Rating: 2.33

	Statement or Question	Response	Rating
6.1	Parents have multiple opportunities to learn about and discuss the following: - Kentucky standards and expectations for all students - The school's curriculum, instructional methods, and student services - The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees - Their children's learning and development, along with legal and practical options for helping their children succeed, such as the IEP and/or ILP process - Community resources to support learning - Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys.	School provides open house and family nights for some parents to learn about: • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities for parents to participate on councils and SBDM committees. • Their children's learning and development, along with legal and practical options for helping their children succeed such as participation in IEP and/or ILP process. • Community resources to support learning.	Apprentice

	Statement or Question	Response	Rating
6.2	School staff makes systematic use of written communications (for example, newsletters, websites, and bulletin boards) to help parents understand their own children's progress and the progress of the school.	School staff makes systematic use of written communications (for example, newsletters, Web sites, bulletin boards) to help parents understand their own children's academic progress and the progress of school.	Proficient

	Statement or Question	Response	Rating
6.3	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	School staff exhibits some student work with scoring guide and proficient level work.	Apprentice

	Statement or Question	Response	Rating
6.4	School staff offers parent workshops and meetings in convenient locations to help parents develop skills in supporting their children's learning and the school's improvement efforts.	School staff offers parent workshops or meetings in convenient locations to help parents develop skills in supporting their children's learning and school's improvement efforts.	Proficient

	Statement or Question	Response	Rating
6.5	School council has a classroom observation policy that welcomes families to visit all classrooms.	School council has a classroom observation policy that allows parents access to most classrooms by appointment only.	Apprentice

	Statement or Question	Response	Rating
6.6	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	School staff relies on the parent organizations to provide learning opportunities for parent leadership.	Apprentice

## Community Partnerships

Overall Rating: 2.17

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
7.1	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School leadership periodically meets with some business leaders to discuss information on student achievement.	Apprentice

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
7.2	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	Some teachers ensure that students participate in programs within the community that are linked to student learning.	Apprentice

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
7.3	School leadership collaborates with employers to support parent and volunteer participation in students' education.	School leadership rarely invites employers to support adult participation in education.	Novice

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
7.4	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
7.5	Parents make active use of the school's resources and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title I coordinators connect family with community resources and follow up).	Parents make active use of school and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title 1 coordinators connect family with community resources and follow up).	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
7.6	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	School staff maintains a resource directory on some agencies, programs and services that will provide services for students.	Apprentice

## Reflection

**Reflect upon your responses to each of the Missing Piece objectives.**

Relationship - building School staff works productively to build personal relationships with all of their students and their families. This is an area of strength for Ockerman Elementary School despite the diverse population.

Communications - Staff and administration are proficient in the area of communications and create an environment which allows for open communication.

Decision Making - Overall the level of performance for decision making is at the apprentice level. Parents are invited and encouraged to participate in the decision making process but few parents are actually active participants in this process. Three parents are members of the SBDM council and others are encouraged to be active. PTO participation is minimal as well.

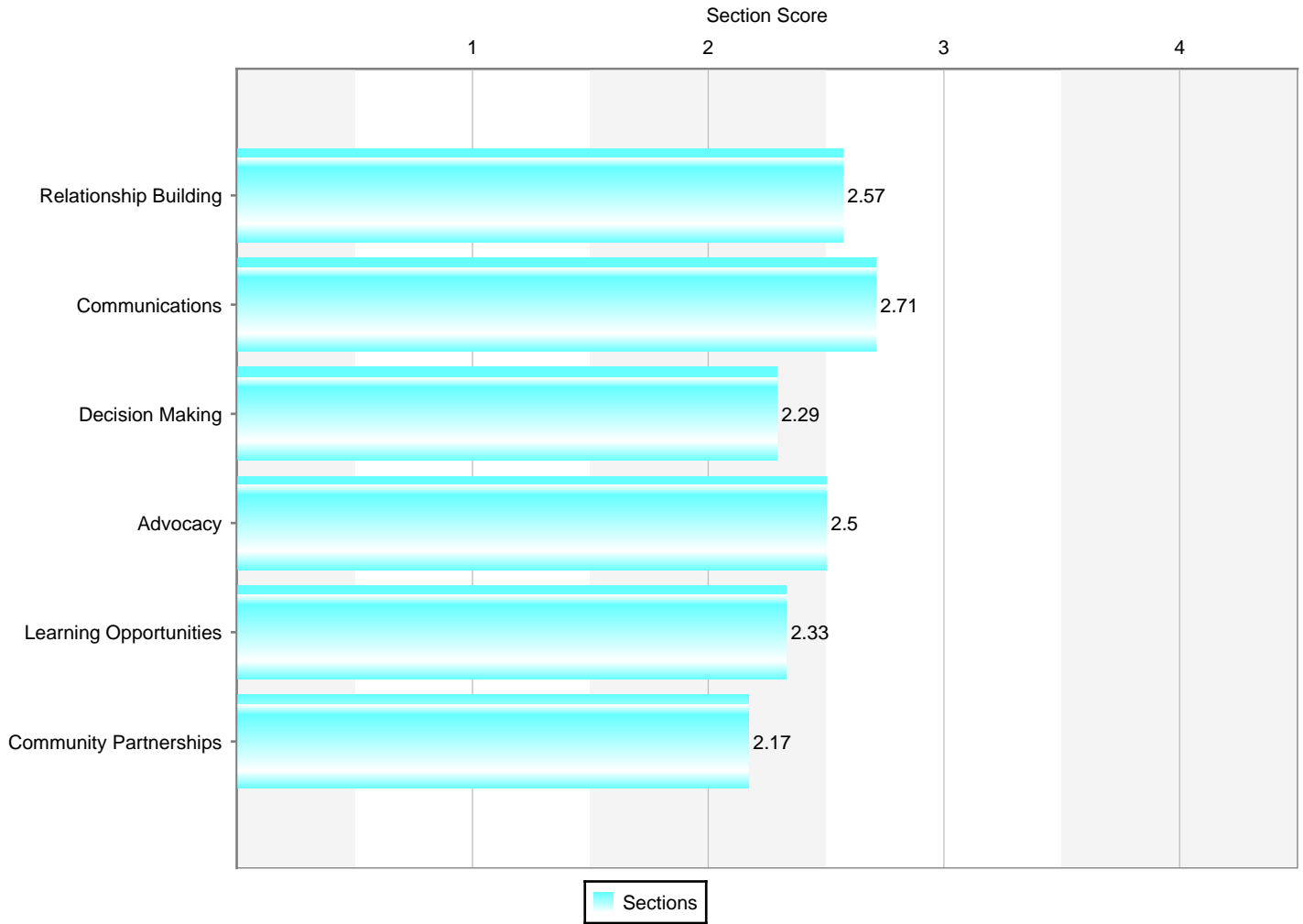
Advocacy - School staff support parents in being advocated for their children by creating an environment that is welcoming to parent participation for speaking for their child's learning needs.

Learning Opportunities - The school staff ensures that families have multiple learning opportunities to understand how to support their children's learning. Multiple opportunities are presented for families to participate in their child's learning and to become knowledgeable about the educational processes that are offered here at Ockerman

Community Partnerships - community partnerships is an area that Ockerman Elementary is the weakest in. Despite being surrounded by businesses, we continue to struggle to achieve a large percentage of participation from the community.

## Report Summary

### Scores By Section



# **Improvement Plan Stakeholder Involvement**



## **Introduction**

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

## **Improvement Planning Process**

### Improvement Planning Process

**Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.**

A mass e-mail was sent out to all staff members asking for voluntary participation in the development of the improvement plan. During the SBDM meeting, a request was made to any parent member that wanted to participate in the development. Persons that wanted to be involved were invited to a planning meeting after school in which the previous years document was reviewed and changes / additions, revisions/ were discussed. The first draft was sent to participants as well as current SBDM members for review and additional input. After additions were made, the improvement plan is resent to the stakeholders. The 1st formal draft will be presented to SBDM council in a special meeting and then will undergo a 2nd reading at the regular monthly SBDM meeting.

**Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.**

Kim Best, Principal - CSIP Committee Member,  
Chris Ritzi, Assistant Principal - CSIP Committee Member  
Julie Lambert - Instructional Coach - CSIP Committee Member  
Melissa Raper - Family Resource Center Coordinator - CSIP Committee Member  
Laura Geis - parent member - Committee Member  
Laura Toebbe - SBDM Member  
Katie Lynch - SBDM Member - Teacher Representative -  
Jordan Farmer - SBDM Member - Teacher Representative  
Erin Henson - SBDM - Parent Representative  
Haley Baker - SBDM - Parent Representative  
Rosalind Cipriano - SBDM Parent Representative

All members of the committee participated in the review of the previous years school improvement plan. Additional parties listed participated in contributing information to the sections of the plan to include strategies and activities, gathering of information and collecting information for submission. SDBM members contributed to the plan by the view and approval through a 1st and 2nd reading.

**Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.**

The final improvement plan is shared at the SBDM council meeting as well as placed on the school website for review. Progress updates will become a part formal part of the monthly SBDM agenda beginning with the 2017 year. A mid year check and progress update is completed and then shared during the May / June SBDM meeting as well.

# **Phase I - Needs Assessment**

## **Introduction**

The purpose of the School Needs Assessment is to use data and information to prioritize allocation of resources and activities.

## **Data Analysis**

**What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you?**

**What does the data/information not tell you?**

The data provided from the school report card and KPREP data assessments tells me that our students who make up the gap groups are not performing at the same level as non - gap group students. It also tells me that the numbers of students who are performing in the novice range in reading and math is much too high. This data leads us to the questions of what elements of instruction do we need to improve upon in order to address these gaps in achievement and how best can we intervene in order to ensure that ALL student are achieving at high levels?

## **Areas of Strengths**

**What were the areas of strength you noted? What actions are you implementing to sustain the areas of strength? What is there cause to celebrate?**

An area of strength for Ockerman Elementary is the content area of Social Studies with only 8% of our students scoring in the novice range. Our females are outscoring our males overall. Cause to celebrate is that we have 5 students who have scored distinguished in writing which is an increase up from zero students for the last two years. The 5th grade students only had 5 % of their students score novice in math and have lower percentages of novice in both reading and math than the other grades while also have higher percentages of distinguished students in reading and math.

## **Opportunities for Improvement**

### **What were areas in need of improvement? What plans are you making to improve the areas of need?**

Need for improvement for all students in reading and math, with a focus on those students in the gap groups, especially English Language Learners and Students with disability. Continued improvement in the area of writing to decrease the number of novice students. Plans for making these improvements involved increased differentiation strategies in all content areas, targeted intervention and individualized novice reduction plans for all students who are at risk for scoring in the novice range.

## **Conclusion**

**Reflect on your answers provided in the previous sections. What are your next steps in addressing areas of concern?**

Continuing to collaborate with teachers during professional learning communities and advisory team meetings to make instructional decisions based upon data.



# **Plan for Comprehensive School Improvement Plan 2016-2017**

## **Overview**

### **Plan Name**

Plan for Comprehensive School Improvement Plan 2016-2017

### **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	Total Funding
1	Increase the average combined reading and math KPREP Proficient and Distinguished scores for all students from 51.1 % to 67.1 in 2017 as measured by KREP data.	Objectives: 2 Strategies: 5 Activities: 7	Academic	\$26500
2	Increase the combined reading and math percent of proficient and distinguished for all student groups within the non - duplicated gap group from 41.3% to 61.2% by June 2017	Objectives: 2 Strategies: 5 Activities: 11	Academic	\$64000
3	Decrease the percentage of students scoring in the novice range in the areas fo reading and math.	Objectives: 2 Strategies: 5 Activities: 7	Academic	\$192000
4	Increase the percentage of effective teachers and leaders.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0
5	Increase the level of proficiency in writng by increasing the percentage of students scoring proficinet or distinguished in writing from 28.1% to 46.9%	Objectives: 1 Strategies: 4 Activities: 4	Academic	\$8000

## **Goal 1: Increase the average combined reading and math KPREP Proficient and Distinguished scores for all students from 51.1 % to 67.1 in 2017 as measured by KREP data.**

**Measurable Objective 1:**

67% of All Students will demonstrate a proficiency by scoring proficient or distinguished in Reading by 05/30/2017 as measured by KPREP Assessment Data .

**(shared) Strategy 1:**

Professional Learning Communities ( PLC) - Teachers will participate in weekly professional learning communities with their grade level team to review data and make instructional decisions based upon the data to address the learning needs of all students.

Category: Professional Learning & Support

Activity - Professional Learning Communities ( PLC)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional learning communities will take place weekly during the teachers common planning time. During this time period teachers will review student performance data and determine the next steps for personalized instruction for students who have not achieved content master and for under performing students. Personalization requires collaboration among teachers for flexible grouping based on student needs.	Academic Support Program	01/01/2017	12/31/2017	\$1500	School Council Funds	Principal, Assistant Principal, Instructional Coach, Teachers, District Level Learning Support

**(shared) Strategy 2:**

Best Practices - Teachers will continue training in researched best practices for instructional delivery in the areas of reading and math. The STAR Reading, STAR math and STAR Early Literacy assessments along with formative assessments will be administered regularly to monitor growth.

Category: Professional Learning & Support

Research Cited: Danielson Framework, Marzano

Activity - Personalization and Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use results of a variety of assessments ( pretests, post tests, benchmarking, formative, common etc.) to plan for personalized instruction for student who have not achieved content mastery as well as those who are underperforming. Data gathered from these assessments will be used to make immediate instructional decisions to address areas of need. Collaboration with the RTI teachers along with participation in the advisory team meetings to determine next steps for instruction.	Academic Support Program	01/01/2017	12/31/2017	\$0	No Funding Required	Principal, Assistant Principal, Instructional Coach, Teachers

## Comprehensive School Improvement Plan

Ockerman Elementary School

### (shared) Strategy 3:

Embedded Professional Development - Continued professional development in the areas of reading and math implementation will be designed and delivered to staff. Follow up on implementation of strategies and programming will be monitored through lesson plans and collaboration among team members.

Category: Professional Learning & Support

Activity - Embedded Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide modeling, embedded PD, training and support for both the reading and math programs, Renaissance Learning, Marzano strategies, guided reading implementation, Kagan strategies, differentiation of learning across all content areas, spoken communication skills, enhance teachers skills in the area of science and social studies so they can embed these areas into reading and math instruction, focus on data disaggregation of assessments, implementation of technology skills in the classroom in relation to reading and math, continued work in project based learning and understanding by design ( UBD)	Academic Support Program	01/01/2017	12/31/2017	\$10000	Grant Funds	Learning Support Services Principal Assistant Principal Instructional Coach Team leaders Teacher leaders

### (shared) Strategy 4:

School Readiness - Educate and inform parents about the skills needed for students to be ready for entrance into school in order to facilitate school readiness.

Increase collaboration between preschool teachers and kindergarten teachers to transition students from one program to the next.

Category: Early Learning

Research Cited: School Readiness

Activity - School Readiness / Brigance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Work with families and community members to ensure all children are give the opportunity to experience and effective transition to school entry by gathering any transition data from early childhood educational experiences to get to know the incoming kindergarten learner.	Academic Support Program	01/01/2017	12/31/2017	\$5000	Title I Part C	Principal Assistant Principal Guidance Counselors Instructional Coach Family Youth Resource Center Coordinator (FRC) PreSchool Teachers Kindergarten Teachers

## Comprehensive School Improvement Plan

Ockerman Elementary School

Activity - Common Assessment / Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement the use of a common assessment for all kindergarten students to be administered a minimum of 6 times during the year to determine levels of mastery as well as areas where support is needed for individual students. This data will be used to design individualized instruction for all students.	Academic Support Program	01/01/2017	12/31/2017	\$0	No Funding Required	Principal Assistant Principal Instructional Coach Kindergarten Teachers

### Measurable Objective 2:

62% of All Students will demonstrate a proficiency by scoring proficient or distinguished in Mathematics by 05/31/2017 as measured by KPREP Assessment Data.

### (shared) Strategy 1:

Professional Learning Communities ( PLC) - Teachers will participate in weekly professional learning communities with their grade level team to review data and make instructional decisions based upon the data to address the learning needs of all students.

Category: Professional Learning & Support

Activity - Professional Learning Communities ( PLC)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional learning communities will take place weekly during the teachers common planning time. During this time period teachers will review student performance data and determine the next steps for personalized instruction for students who have not achieved content master and for under performing students. Personalization requires collaboration among teachers for flexible grouping based on student needs.	Academic Support Program	01/01/2017	12/31/2017	\$1500	School Council Funds	Principal, Assistant Principal, Instructional Coach, Teachers, District Level Learning Support

### (shared) Strategy 2:

Best Practices - Teachers will continue training in researched best practices for instructional delivery in the areas of reading and math. The STAR Reading, STAR math and STAR Early Literacy assessments along with formative assessments will be administered regularly to monitor growth.

Category: Professional Learning & Support

Research Cited: Danielson Framework, Marzano

Activity - Personalization and Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use results of a variety of assessments ( pretests, post tests, benchmarking, formative, common etc.) to plan for personalized instruction for student who have not achieved content mastery as well as those who are underperforming. Data gathered from these assessments will be used to make immediate instructional decisions to address areas of need. Collaboration with the RTI teachers along with participation in the advisory team meetings to determine next steps for instruction.	Academic Support Program	01/01/2017	12/31/2017	\$0	No Funding Required	Principal, Assistant Principal, Instructional Coach, Teachers

## Comprehensive School Improvement Plan

Ockerman Elementary School

### (shared) Strategy 3:

Embedded Professional Development - Continued professional development in the areas of reading and math implementation will be designed and delivered to staff. Follow up on implementation of strategies and programming will be monitored through lesson plans and collaboration among team members.

Category: Professional Learning & Support

Activity - Embedded Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide modeling, embedded PD, training and support for both the reading and math programs, Renaissance Learning, Marzano strategies, guided reading implementation, Kagan strategies, differentiation of learning across all content areas, spoken communication skills, enhance teachers skills in the area of science and social studies so they can embed these areas into reading and math instruction, focus on data disaggregation of assessments, implementation of technology skills in the classroom in relation to reading and math, continued work in project based learning and understanding by design ( UBD)	Academic Support Program	01/01/2017	12/31/2017	\$10000	Grant Funds	Learning Support Services Principal Assistant Principal Instructional Coach Team leaders Teacher leaders

### (shared) Strategy 4:

School Readiness - Educate and inform parents about the skills needed for students to be ready for entrance into school in order to facilitate school readiness.

Increase collaboration between preschool teachers and kindergarten teachers to transition students from one program to the next.

Category: Early Learning

Research Cited: School Readiness

Activity - School Readiness / Brigance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Work with families and community members to ensure all children are give the opportunity to experience and effective transition to school entry by gathering any transition data from early childhood educational experiences to get to know the incoming kindergarten learner.	Academic Support Program	01/01/2017	12/31/2017	\$5000	Title I Part C	Principal Assistant Principal Guidance Counselors Instructional Coach Family Youth Resource Center Coordinator (FRC) PreSchool Teachers Kindergarten Teachers

**Comprehensive School Improvement Plan**

Ockerman Elementary School

Activity - Common Assessment / Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement the use of a common assessment for all kindergarten students to be administered a minimum of 6 times during the year to determine levels of mastery as well as areas where support is needed for individual students. This data will be used to design individualized instruction for all students.	Academic Support Program	01/01/2017	12/31/2017	\$0	No Funding Required	Principal Assistant Principal Instructional Coach Kindergarten Teachers

**Strategy 5:**

Implementation of Math Program - Implementation of the math program and extensions programs

Category: Continuous Improvement

Activity - ST Math Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilization of the ST Math program to enhance mathematical instruction as well as to address deficits for students who are under performing. ST Math will be used to offer personalized learning to all students.	Academic Support Program	01/01/2017	12/31/2017	\$8000	Title I Part A	Principal Assistant Principal Instructional Coach School Technology Coordinator RTI Math teacher Classroom Teachers

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continued professional development in the area of math instruction and the mathematical standards to increase student learning.	Professional Learning	01/01/2017	12/31/2017	\$2000	Grant Funds	Principal Assistant Principal Instructional Coach

## **Goal 2: Increase the combined reading and math percent of proficient and distinguished for all student groups within the non - duplicated gap group from 41.3% to 61.2% by June 2017**

**Measurable Objective 1:**

61% of Third, Fourth and Fifth grade Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will demonstrate a proficiency by scoring proficient or distinguished in Reading by 05/31/2017 as measured by KPREP Assessment Data.



# Comprehensive School Improvement Plan

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## (shared) Strategy 1:

Personalization and Progress Monitoring - In collaboration with the administration and the instructional coach, through participation in professional learning communities, teacher will create personalized learning opportunities for all student to include under performing, on grade level, and above level to ensure adequate growth and mastery of content is achieved by all students.

Category: Continuous Improvement

Research Cited: personalization and monitoring

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In Collaboration with administration, instructional coach and team level teachers, teachers will use the results of a variety of assessments ( pretest, post test, formative, benchmarking, performance tasks etc.) to plan for personalized and differentiated learning for students.	Academic Support Program	01/01/2017	12/31/2017	\$0	No Funding Required	Principal Assistant Principal Instructional Coach Teachers

Activity - IEP/ PLP Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
IEP and PLP's will be development, implemented and monitored effectively. Plans will be aligned with the Common Core State Standards to increase the level of student performance. Student data will be analyzed and utilized to make instructional decisions related to the development of the PLP and IEP	Academic Support Program	01/01/2017	12/31/2017	\$0	No Funding Required	Principal Assistant Principal Special Education Teachers Special Education Coordinators General Education Teachers

## (shared) Strategy 2:

School Readiness - School readiness activities to facilitate early learning opportunities and readiness for transition into the kindergarten program.

Category: Early Learning

Activity - School Readiness / Brigance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Comprehensive School Improvement Plan

Ockerman Elementary School

Staff will continue partnership with the Me and My School Program and Kindergarten Camp in order to offer incoming kindergarten students the opportunity to have a school experience prior to the start of school. This will create a smoother transition into the kindergarten program and will give teachers the opportunity to identify those students who may need additional support or services.	Academic Support Program	01/01/2017	12/31/2017	\$5000	Grant Funds	Learning Support Services Principal Assistant Principal Guidance Counselors Extended School Services Coordinator Kindergarten Teachers
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### Strategy 3:

Literacy Initiatives - Curriculum and Assessment

Category: Professional Learning & Support

Activity - Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide modeling, embedded PD and training to support embedded Marzano/ best practice strategies, 21st Century Learning skills, differentiation of instruction within units, formative and summative assessments to include current technology ( use of Chromebooks) guided reading implementation, meeting the needs of EL students, recognize and respond to academic and non academic barriers to learning, enhance teachers content knowledge especially in the area of literacy and the connection to the current content standards	Professional Learning	01/01/2017	12/31/2017	\$3000	School Council Funds	Principal Assistant Principal Instructional Coach

Activity - Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading instruction will include the use of the guided reading model as outlined in the district recommended reading program, Benchmark Literacy. Reading instruction will include differentiated instruction that allows for rigorous instruction with the purpose of increasing student comprehension and fluency levels.	Academic Support Program	01/01/2017	12/31/2017	\$15000	Text Books	Principal Assistant Principal Instructional Coach Team Leaders Teachers

### Strategy 4:

Best Practices - Implementation of best practice standards in order to increase student performance and achievement

Category: Continuous Improvement

Research Cited: Marzano Best Practices

## Comprehensive School Improvement Plan

Ockerman Elementary School

Activity - PBIS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
continued training, support and monitoring of implementation of tiered school wide positive behavior intervention system ( PBIS) program	Behavioral Support Program	01/01/2017	12/31/2017	\$2000	FRYSC	FRC coordinator Principal Assistant Principal Teachers PBIS coach
Activity - Implementaion of Fast Forward Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implementation of Fast Forward Program to fidelity to increase student performance in reading for targeted under performing students in the area of reading. Placement of additional para educators and certified staff members in the lab as well as in the morning so that students may begin work on Fast Forward as soon as they arrive at school.	Academic Support Program	12/12/2016	12/31/2017	\$29000	Grant Funds	Principal Assistant Principal Reading Interventionist FFW para educators Extended School Services Coordinator Instructional Coach
Activity - Family Engagement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parent workshops and programming will be provided to enhance the knowledge of parents regarding the academic standards and content. Strategies will be given to parents in all areas that would assist them with supporting their children in order to achieve academic success. This will be completed through parent nights, family events, parenting classes, educational sessions etc.	Parent Involvement	01/01/2017	12/31/2017	\$5000	Title I Part C	Principal Assistant Principal Teachers Family Resource Center Coordinator Guidance Counselors Title 1 Coordinator Teachers

### Measurable Objective 2:

61% of Third, Fourth and Fifth grade Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will demonstrate a proficiency in mathematical performance in Mathematics by 05/31/2017 as measured by KPREP Assessment Data.

### (shared) Strategy 1:

Personalization and Progress Monitoring - In collaboration with the administration and the instructional coach, through participation in professional learning communities, teacher will create personalized learning opportunities for all student to include under performing, on grade level, and above level to ensure adequate

## Comprehensive School Improvement Plan

Ockerman Elementary School

growth and mastery of content is achieved by all students.

Category: Continuous Improvement

Research Cited: personalization and monitoring

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In Collaboration with administration, instructional coach and team level teachers, teachers will use the results of a variety of assessments ( pretest, post test, formative, benchmarking, performance tasks etc.) to plan for personalized and differentiated learning for students.	Academic Support Program	01/01/2017	12/31/2017	\$0	No Funding Required	Principal Assistant Principal Instructional Coach Teachers

Activity - IEP/ PLP Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
IEP and PLP's will be development, implemented and monitored effectively. Plans will be aligned with the Common Core State Standards to increase the level of student performance. Student data will be analyzed and utilized to make instructional decisions related to the development of the PLP and IEP	Academic Support Program	01/01/2017	12/31/2017	\$0	No Funding Required	Principal Assistant Principal Special Education Teachers Special Education Coordinators General Education Teachers

### (shared) Strategy 2:

School Readiness - School readiness activities to facilitate early learning opportunities and readiness for transition into the kindergarten program.

Category: Early Learning

Activity - School Readiness / Brigance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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# Comprehensive School Improvement Plan

Ockerman Elementary School

<p>Staff will continue partnership with the Me and My School Program and Kindergarten Camp in order to offer incoming kindergarten students the opportunity to have a school experience prior to the start of school. This will create a smoother transition into the kindergarten program and will give teachers the opportunity to identify those students who may need additional support or services.</p>	<p>Academic Support Program</p>	<p>01/01/2017</p>	<p>12/31/2017</p>	<p>\$5000</p>	<p>Grant Funds</p>	<p>Learning Support Services Principal Assistant Principal Guidance Counselors Extended School Services Coordinator Kindergarten Teachers</p>
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### Strategy 3:

Best Practices / Mathematical Instruction - Best Practices will be utilized to increase mathematical performance

Category: Continuous Improvement

Research Cited: Marzano

Activity - Implementation of Math Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Implementation of the Go Math Program and the mathematical practices to ensure alignment across the grade levels for increased performance in the area of math.</p>	<p>Academic Support Program</p>	<p>01/01/2017</p>	<p>12/31/2017</p>	<p>\$3000</p>	<p>Text Books</p>	<p>Principal Assistant Principal Instructional Coach Teachers Math RTI teacher</p>

Activity - Family Engagement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Continue to work with teachers, coaches and other outside agencies to provide opportunities for family leadership and engagement through parent nights, family events, educational sessions, parenting classes etc. to increase understanding of math content and ways to assist their child to be successful in the area of math.</p>	<p>Parent Involvement</p>	<p>01/01/2017</p>	<p>12/31/2017</p>	<p>\$1000</p>	<p>FRYSC</p>	<p>Principal Assistant Principal Instructional Coach FRC Coordinator Teachers Guidance Counselors</p>

Activity - PBIS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**Comprehensive School Improvement Plan**

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Continued training, support and monitoring for implementation of the tiered school wide PBIS program	Behavioral Support Program	01/01/2017	12/31/2017	\$1000	School Council Funds	Principal Assistant Principal PBIS Coach Classroom teachers
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**Goal 3: Decrease the percentage of students scoring in the novice range in the areas fo reading and math.**

**Measurable Objective 1:**

100% of Third, Fourth and Fifth grade students will demonstrate a proficiency by decreasing the current percentage of novice from 18.5 to 13.5 in Reading by 05/31/2017 as measured by KPREP Assessment Data.

**(shared) Strategy 1:**

Professional Learning Communities ( PLC) - Teachers in collaboration with administrations and the instructional coach will participate in PLC's to identify areas of need in regards to instruction in the area of reading. Data will be analyzed and instructional decisions will be made in order to reduce the number of student scoring in the novice range.

Category: Continuous Improvement

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in collaboration with administrators and the instructional will use the results from a variety of assessments to determine the instructional needs of students scoring in the novice range. Ongoing progress monitoring of students will take place in and changes to instruction will take place as needed.	Professional Learning	01/01/2017	12/31/2017	\$0	No Funding Required	Principal Assistant Principal Instructional Coach Classroom teachers Special Education teachers RTI teachers

Activity - Effective Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
support teacher teams to build collaboration skills in order to address the varying needs of students scoring in the novice range. provide teacher training and support for all teachers on effective collaboration skills and implementing a monitoring system to assess continuous progress and inform instructional decisions for students.	Professional Learning	01/01/2017	12/31/2017	\$1000	Grant Funds	Principal Assistant Principal Instructional Coach Teachers

## Comprehensive School Improvement Plan

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### (shared) Strategy 2:

Align TPGES with student performance - Using the TPGES tool to directly impact instruction in an effort to reduce the number of students scoring in the novice range.

Category: Teacher PGES

Activity - Questioning and Discussion	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
provide extensive professional learning opportunities in questioning and discussion techniques. This will include high level questions and student discourse discussion as described in the Framework for Teaching and will take advantage of questioning strategies included in the reading series	Professional Learning	01/01/2017	12/31/2017	\$2000	Grant Funds	Principal Assistant Principal Instructional Coach

### (shared) Strategy 3:

Growth Mindset - Provide opportunities for extensive reflection and professional learning about the growth mindset.

Category: Professional Learning & Support

Research Cited: Eric Jenson, Growth Mindset

Carol Dweck

Activity - Book Study	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize Eric Jenson's book Poor Students, Rich Teacher as the centerpiece for reflective work that all students can learn given the opportunity and presented with a culture deigned for high level cognitive engagement.	Professional Learning	11/01/2016	05/31/2017	\$0	No Funding Required	All staff will participate

### (shared) Strategy 4:

Personalization and Progress Monitoring - Personalized learning and monitoring of student progress to increase student performance and decrease the percentage of student performing in the novice range.

Category: Continuous Improvement

Activity - Response to Intervention ( RTI)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Support the RTI intervention process at all grade levels and monitor the progress of students to ensure the implementation and effectiveness interventions. A systematic approach for student improvement will be implemented through the use data collection and information gathered from advisory team meetings.	Academic Support Program	01/01/2017	12/31/2017	\$161000	Grant Funds	Principal Assistant Principal RTI teachers Teachers Instructional Coach

Activity - Individualized Novice Reduction Student Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**Comprehensive School Improvement Plan**

Ockerman Elementary School

All students who scored in the the novice range on the previous years KPREP assessment in either reading or math as well as those who are currently scoring in the novice range on STAR testing for reading or math will have a novice reduction plan development for them by their teacher in collaboration with other support personnel.	Academic Support Program	01/01/2017	12/31/2017	\$0	No Funding Required	Principal Assistant Principal Instructional Coach Classroom Teachers Special Education Teachers RTI Teachers
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**(shared) Strategy 5:**

Extended School Services - The extended school services program will be utilized to support students who score in the novice range in reading and math.

Category: Continuous Improvement

Activity - Targeted Differentiation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Extended School Services program will target those students who are in the novice range in either reading or math. Students will receive differentiated instruction designed to meet their instructional needs during the extended school services program. The use of programs such as Fountas and Pinnell intervention for reading and Summer Math for math will be used along with ST Math, Accelerated Reader, Tumblebooks, Fast Forward, Compass etc. to support deficits in reading and math.	Tutoring	01/01/2017	12/31/2017	\$28000	Grant Funds	Principal Assistant Principal Extended School Services Coordinator Extended School Services tutors classroom teachers

**Measurable Objective 2:**

100% of Third, Fourth and Fifth grade students will demonstrate a proficiency by decreasing the percentage of novice from 17% to 12% in Mathematics by 05/31/2017 as measured by KPREP Assessment Data.

**(shared) Strategy 1:**

Professional Learning Communities ( PLC) - Teachers in collaboration with administrations and the instructional coach will participate in PLC's to identify areas of need in regards to instruction in the area of reading. Data will be analyzed and instructional decisions will be made in order to reduce the number of student scoring in the novice range.

Category: Continuous Improvement

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Ockerman Elementary School

Teachers in collaboration with administrators and the instructional will use the results from a variety of assessments to determine the instructional needs of students scoring in the novice range. Ongoing progress monitoring of students will take place in and changes to instruction will take place as needed.	Professional Learning	01/01/2017	12/31/2017	\$0	No Funding Required	Principal Assistant Principal Instructional Coach Classroom teachers Special Education teachers RTI teachers
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Activity - Effective Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
support teacher teams to build collaboration skills in order to address the varying needs of students scoring in the novice range. provide teacher training and support for all teachers on effective collaboration skills and implementing a monitoring system to assess continuous progress and inform instructional decisions for students.	Professional Learning	01/01/2017	12/31/2017	\$1000	Grant Funds	Principal Assistant Principal Instructional Coach Teachers

### (shared) Strategy 2:

Align TPGES with student performance - Using the TPGES tool to directly impact instruction in an effort to reduce the number of students scoring in the novice range.  
Category: Teacher PGES

Activity - Questioning and Discussion	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
provide extensive professional learning opportunities in questioning and discussion techniques. This will include high level questions and student discourse discussion as described in the Framework for Teaching and will take advantage of questioning strategies included in the reading series	Professional Learning	01/01/2017	12/31/2017	\$2000	Grant Funds	Principal Assistant Principal Instructional Coach

### (shared) Strategy 3:

Growth Mindset - Provide opportunities for extensive reflection and professional learning about the growth mindset.

Category: Professional Learning & Support

Research Cited: Eric Jenson, Growth Mindset

Carol Dweck

Activity - Book Study	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize Eric Jenson's book Poor Students, Rich Teacher as the centerpiece for reflective work that all students can learn given the opportunity and presented with a culture deigned for high level cognitive engagement.	Professional Learning	11/01/2016	05/31/2017	\$0	No Funding Required	All staff will participate

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### (shared) Strategy 4:

Personalization and Progress Monitoring - Personalized learning and monitoring of student progress to increase student performance and decrease the percentage of student performing in the novice range.

Category: Continuous Improvement

Activity - Response to Intervention ( RTI)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Support the RTI intervention process at all grade levels and monitor the progress of students to ensure the implementation and effectiveness interventions. A systematic approach for student improvement will be implemented through the use data collection and information gathered from advisory team meetings.	Academic Support Program	01/01/2017	12/31/2017	\$161000	Grant Funds	Principal Assistant Principal RTI teachers Teachers Instructional Coach

Activity - Individualized Novice Reduction Student Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students who scored in the the novice range on the previous years KPREP assessment in either reading or math as well as those who are currently scoring in the novice range on STAR testing for reading or math will have a novice reduction plan development for them by their teacher in collaboration with other support personnel.	Academic Support Program	01/01/2017	12/31/2017	\$0	No Funding Required	Principal Assistant Principal Instructional Coach Classroom Teachers Special Education Teachers RTI Teachers

### (shared) Strategy 5:

Extended School Services - The extended school services program will be utilized to support students who score in the novice range in reading and math.

Category: Continuous Improvement

Activity - Targeted Differentiation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Comprehensive School Improvement Plan

Ockerman Elementary School

The Extended School Services program will target those students who are in the novice range in either reading or math. Students will receive differentiated instruction designed to meet their instructional needs during the extended school services program. The use of programs such as Fountas and Pinnell intervention for reading and Summer Math for math will be used along with ST Math, Accelerated Reader, Tumblebooks, Fast Forward, Compass etc. to support deficits in reading and math.	Tutoring	01/01/2017	12/31/2017	\$28000	Grant Funds	Principal Assistant Principal Extended School Services Coordinator Extended School Services tutors classroom teachers
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## Goal 4: Increase the percentage of effective teachers and leaders.

### Measurable Objective 1:

demonstrate a proficiency of effective teachers and leaders by 06/30/2017 as measured by PGES Danielson Framework .

### Strategy 1:

Teacher Effectiveness Framework - The teachers professional growth and evaluation system will be utilized according to the district evaluation plan to evaluate teacher performance in order to increase student learning.

Category: Teacher PGES

Research Cited: Teacher and Principal PGES - Charlotte Danielson

Activity - Teacher Effectiveness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Build teacher capacity in the 4 domains of the Kentucky Teacher Effectiveness Framework. Provide support for teachers utilizing research based instructional strategies that impact student growth and achievement. Support teacher in the development and implementation of student growth goals and professional growth plans, assist with monitoring progress toward these goals and other elements of the evaluation plan.	Professional Learning	01/01/2017	12/31/2017	\$0	No Funding Required	Principal Assistant Principal Instructional Coach Peer Observers

Activity - Artifacts for evidence	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide training and continual updates on connecting evidences and artifacts to the Kentucky Framework for teaching. Utilization of a google classroom and google docs for sharing of artifacts	Professional Learning	01/01/2017	12/31/2017	\$0	No Funding Required	Principal Assistant Principal Instructional Coach Team Leaders

## Goal 5: Increase the level of proficiency in writing by increasing the percentage of students scoring proficient or distinguished in writing from 28.1% to 46.9%

### Measurable Objective 1:

46% of Fifth grade students will demonstrate a proficiency by increasing the percentage of students scoring Proficient or Distinguished from 28.1% to 46.9% in Writing by 05/31/2017 as measured by KPREP Assessment Data.

### Strategy 1:

Personalization and Progress Monitoring - Through the development of ongoing writing prompts and the use of the writing program built into the Benchmark Literacy Program, teachers will determine the instructional needs of student in the area of writing.

Category: Continuous Improvement

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through the use of scoring rubrics teachers will determine the instructional needs of students in the area of writing. Differentiated instruction will then take place to meet the needs of all students and to address those students who are under performing, on grade level and above level.	Academic Support Program	01/01/2017	12/31/2017	\$0	No Funding Required	Principal Assistant Principal Instructional Coach Writing Program Review Lead

### Strategy 2:

Professional Development - Professional development and support will be delivered to teachers in the area of writing instruction to include the use of rubrics and data analysis.

Category: Professional Learning & Support

Activity - Teacher Training / Writing Pathways	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide training to all teachers in the use of the resource book Writing Pathways to enhance teachers knowledge of the writing process and how best to instruct students in the traits of writing, types of writing, purpose of writing, writing across the content areas, assessing writing and interventions for under performing students.	Professional Learning	01/01/2017	12/31/2017	\$5000	School Council Funds	Principal Assistant Principal Instructional Coach Writing Program Review Lead All teachers

## Comprehensive School Improvement Plan

Ockerman Elementary School

### Strategy 3:

Curriculum Alignment - Curriculum alignment of the writing program with Kentucky Common Core Standards

Category: Professional Learning & Support

Activity - Vertical Teams / Program Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Creation of vertical teams across grade levels and content areas to allow collaboration in the area of writing. Team members will work in the planning, development and implementation of a seamless writing program across all grade levels which is aligned to the Common Core Standards	Professional Learning	01/01/2017	12/31/2017	\$3000	Title I Part A	Principal Instructional Coach Assistant Principal Team Leaders Writing team members Writing Program Review Lead

### Strategy 4:

Assessment - Assessment and monitoring of student performance in the area of writing

Category: Continuous Improvement

Activity - Assessment / Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
using the instructional components of the Writing Pathways Books and the Benchmark Literacy Program, the writing progress of all students will be monitored using performance tasks and coordinated scoring rubrics. Instructional decisions will be made based upon data collected. Mastery of standards for writing will be assessed and areas for improvement and instructional intervention will be identified for those students in need.	Academic Support Program	01/01/2017	12/31/2017	\$0	No Funding Required	Principal Assistant Principal Instructional Coach Teachers

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### FRYSC

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
PBIS	continued training, support and monitoring of implementation of tiered school wide positive behavior intervention system ( PBIS) program	Behavioral Support Program	01/01/2017	12/31/2017	\$2000	FRC coordinator Principal Assistant Principal Teachers PBIS coach
Family Engagement	Continue to work with teachers, coaches and other outside agencies to provide opportunities for family leadership and engagement through parent nights, family events, educational sessions, parenting classes etc. to increase understanding of math content and ways to assist their child to be successful in the area of math.	Parent Involvement	01/01/2017	12/31/2017	\$1000	Principal Assistant Principal Instructional Coach FRC Coordinator Teachers Guidance Counselors
					<b>Total</b>	\$3000

### Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Implementaion of Fast Forward Program	Implementation of Fast Forward Program to fidelity to increase student performance in reading for targeted under performing students in the area of reading. Placement of additional para educators and certified staff members in the lab as well as in the morning so that students may begin work on Fast Forward as soon as they arrive at school.	Academic Support Program	12/12/2016	12/31/2017	\$29000	Principal Assistant Principal Reading Interventionist FFW para educators Extended School Services Coordinator Instructional Coach

# Comprehensive School Improvement Plan

Ockerman Elementary School

Questioning and Discussion	provide extensive professional learning opportunities in questioning and discussion techniques. This will include high level questions and student discourse discussion as described in the Framework for Teaching and will take advantage of questioning strategies included in the reading series	Professional Learning	01/01/2017	12/31/2017	\$2000	Principal Assistant Principal Instructional Coach
Targeted Differentiation	The Extended School Services program will target those students who are in the novice range in either reading or math. Students will receive differentiated instruction designed to meet their instructional needs during the extended school services program. The use of programs such as Fountas and Pinnell intervention for reading and Summer Math for math will be used along with ST Math, Accelerated Reader, Tumblebooks, Fast Forward, Compass etc. to support deficits in reading and math.	Tutoring	01/01/2017	12/31/2017	\$28000	Principal Assistant Principal Extended School Services Coordinator Extended School Services tutors classroom teachers
Embedded Professional Development	Provide modeling, embedded PD, training and support for both the reading and math programs, Renaissance Learning, Marzano strategies, guided reading implementation, Kagan strategies, differentiation of learning across all content areas, spoken communication skills, enhance teachers skills in the area of science and social studies so they can embed these areas into reading and math instruction, focus on data disaggregation of assessments, implementation of technology skills in the classroom in relation to reading and math, continued work in project based learning and understanding by design ( UBD)	Academic Support Program	01/01/2017	12/31/2017	\$10000	Learning Support Services Principal Assistant Principal Instructional Coach Team leaders Teacher leaders
Professional Development	Continued professional development in the area of math instruction and the mathematical standards to increase student learning.	Professional Learning	01/01/2017	12/31/2017	\$2000	Principal Assistant Principal Instructional Coach
School Readiness / Brigance	Staff will continue partnership with the Me and My School Program and Kindergarten Camp in order to offer incoming kindergarten students the opportunity to have a school experience prior to the start of school. This will create a smoother transition into the kindergarten program and will give teachers the opportunity to identify those students who may need additional support or services.	Academic Support Program	01/01/2017	12/31/2017	\$5000	Learning Support Services Principal Assistant Principal Guidance Counselors Extended School Services Coordinator Kindergarten Teachers

**Comprehensive School Improvement Plan**

Ockerman Elementary School

Response to Intervention ( RTI)	Support the RTI intervention process at all grade levels and monitor the progress of students to ensure the implementation and effectiveness interventions. A systematic approach for student improvement will be implemented through the use data collection and information gathered from advisory team meetings.	Academic Support Program	01/01/2017	12/31/2017	\$161000	Principal Assistant Principal RTI teachers Teachers Instructional Coach
Effective Collaboration	support teacher teams to build collaboration skills in order to address the varying needs of students scoring in the novice range. provide teacher training and support for all teachers on effective collaboration skills and implementing a monitoring system to assess continuous progress and inform instructional decisions for students.	Professional Learning	01/01/2017	12/31/2017	\$1000	Principal Assistant Principal Instructional Coach Teachers
<b>Total</b>					<b>\$238000</b>	

**Title I Part C**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Family Engagement	Parent workshops and programming will be provided to enhance the knowledge of parents regarding the academic standards and content. Strategies will be given to parents in all areas that would assist them with supporting their children in order to achieve academic success. This will be completed through parent nights, family events, parenting classes, educational sessions etc.	Parent Involvement	01/01/2017	12/31/2017	\$5000	Principal Assistant Principal Teachers Family Resource Center Coordinator Guidance Counselors Title 1 Coordinator Teachers
School Readiness / Brigance	Work with families and community members to ensure all children are give the opportunity to experience and effective transition to school entry by gathering any transition data from early childhood educational experiences to get to know the incoming kindergarten learner.	Academic Support Program	01/01/2017	12/31/2017	\$5000	Principal Assistant Principal Guidance Counselors Instructional Coach Family Youth Resource Center Coordinator (FRC) PreSchool Teachers Kindergarten Teachers
<b>Total</b>					<b>\$10000</b>	



**Comprehensive School Improvement Plan**

Ockerman Elementary School

**Text Books**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Implementation of Math Program	Implementation of the Go Math Program and the mathematical practices to ensure alignment across the grade levels for increased performance in the area of math.	Academic Support Program	01/01/2017	12/31/2017	\$3000	Principal Assistant Principal Instructional Coach Teachers Math RTI teacher
Reading	Reading instruction will include the use of the guided reading model as outlined in the district recommended reading program, Benchmark Literacy. Reading instruction will include differentiated instruction that allows for rigorous instruction with the purpose of increasing student comprehension and fluency levels.	Academic Support Program	01/01/2017	12/31/2017	\$15000	Principal Assistant Principal Instructional Coach Team Leaders Teachers
<b>Total</b>					<b>\$18000</b>	

**School Council Funds**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher Training / Writing Pathways	Provide training to all teachers in the use of the resource book Writing Pathways to enhance teachers knowledge of the writing process and how best to instruct students in the traits of writing, types of writing, purpose of writing, writing across the content areas, assessing writing and interventions for under performing students.	Professional Learning	01/01/2017	12/31/2017	\$5000	Principal Assistant Principal Instructional Coach Writing Program Review Lead All teachers
Professional Learning Communities ( PLC)	Professional learning communities will take place weekly during the teachers common planning time. During this time period teachers will review student performance data and determine the next steps for personalized instruction for students who have not achieved content master and for under performing students. Personalization requires collaboration among teachers for flexible grouping based on student needs.	Academic Support Program	01/01/2017	12/31/2017	\$1500	Principal, Assistant Principal, Instructional Coach, Teachers, District Level Learning Support

## Comprehensive School Improvement Plan

Ockerman Elementary School

PBIS	Continued training, support and monitoring for implementation of the tiered school wide PBIS program	Behavioral Support Program	01/01/2017	12/31/2017	\$1000	Principal Assistant Principal PBIS Coach Classroom teachers
Professional Learning	Provide modeling, embedded PD and training to support embedded Marzano/ best practice strategies, 21st Century Learning skills, differentiation of instruction within units, formative and summative assessments to include current technology ( use of Chromebooks) guided reading implementation, meeting the needs of EL students, recognize and respond to academic and non academic barriers to learning, enhance teachers content knowledge especially in the area of literacy and the connection to the current content standards	Professional Learning	01/01/2017	12/31/2017	\$3000	Principal Assistant Principal Instructional Coach
<b>Total</b>					<b>\$10500</b>	

### Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ST Math Program	Utilization of the ST Math program to enhance mathematical instruction as well as to address deficits for students who are under performing. ST Math will be used to offer personalized learning to all students.	Academic Support Program	01/01/2017	12/31/2017	\$8000	Principal Assistant Principal Instructional Coach School Technology Coordinator RTI Math teacher Classroom Teachers
Vertical Teams / Program Development	Creation of vertical teams across grade levels and content areas to allow collaboration in the area of writing. Team members will work in the planning, development and implementation of a seamless writing program across all grade levels which is aligned to the Common Core Standards	Professional Learning	01/01/2017	12/31/2017	\$3000	Principal Instructional Coach Assistant Principal Team Leaders Writing team members Writing Program Review Lead
<b>Total</b>					<b>\$11000</b>	

**Comprehensive School Improvement Plan**

Ockerman Elementary School

**No Funding Required**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher Effectiveness	Build teacher capacity in the 4 domains of the Kentucky Teacher Effectiveness Framework. Provide support for teachers utilizing research based instructional strategies that impact student growth and achievement. Support teacher in the development and implementation of student growth goals and professional growth plans, assist with monitoring progress toward these goals and other elements of the evaluation plan.	Professional Learning	01/01/2017	12/31/2017	\$0	Principal Assistant Principal Instructional Coach Peer Observers
Data Analysis	Teachers in collaboration with administrators and the instructional will use the results from a variety of assessments to determine the instructional needs of students scoring in the novice range. Ongoing progress monitoring of students will take place in and changes to instruction will take place as needed.	Professional Learning	01/01/2017	12/31/2017	\$0	Principal Assistant Principal Instructional Coach Classroom teachers Special Education teachers RTI teachers
Common Assessment / Monitoring	Implement the use of a common assessment for all kindergarten students to be administered a minimum of 6 times during the year to determine levels of mastery as well as areas where support is needed for individual students. This data will be used to design individualized instruction for all students.	Academic Support Program	01/01/2017	12/31/2017	\$0	Principal Assistant Principal Instructional Coach Kindergarten Teachers
Assessment / Monitoring	using the instructional components of the Writing Pathways Books and the Benchmark Literacy Program, the writing progress of all students will be monitored using performance tasks and coordinated scoring rubrics. Instructional decisions will be made based upon data collected. Mastery of standards for writing will be assessed and areas for improvement and instructional intervention will be identified for those students in need.	Academic Support Program	01/01/2017	12/31/2017	\$0	Principal Assistant Principal Instructional Coach Teachers
Differentiated Instruction	Through the use of scoring rubrics teachers will determine the instructional needs of students in the area of writing. Differentiated instruction will then take place to meet the needs of all students and to address those students who are under performing, on grade level and above level.	Academic Support Program	01/01/2017	12/31/2017	\$0	Principal Assistant Principal Instructional Coach Writing Program Review Lead

# Comprehensive School Improvement Plan

Ockerman Elementary School

Individualized Novice Reduction Student Plan	All students who scored in the the novice range on the previous years KPREP assessment in either reading or math as well as those who are currently scoring in the novice range on STAR testing for reading or math will have a novice reduction plan development for them by their teacher in collaboration with other support personnel.	Academic Support Program	01/01/2017	12/31/2017	\$0	Principal Assistant Principal Instructional Coach Classroom Teachers Special Education Teachers RTI Teachers
IEP/ PLP Development	IEP and PLP's will be development, implemented and monitored effectively. Plans will be aligned with the Common Core State Standards to increase the level of student performance. Student data will be analyzed and utilized to make instructional decisions related to the development of the PLP and IEP	Academic Support Program	01/01/2017	12/31/2017	\$0	Principal Assistant Principal Special Education Teachers Special Education Coordinators General Education Teachers
Book Study	Utilize Eric Jenson's book Poor Students, Rich Teacher as the centerpiece for reflective work that all students can learn given the opportunity and presented with a culture designed for high level cognitive engagement.	Professional Learning	11/01/2016	05/31/2017	\$0	All staff will participate
Artifacts for evidence	Provide training and continual updates on connecting evidences and artifacts to the Kentucky Framework for teaching. Utilization of a google classroom and google docs for sharing of artifacts	Professional Learning	01/01/2017	12/31/2017	\$0	Principal Assistant Principal Instructional Coach Team Leaders
Data Analysis	In Collaboration with administration, instructional coach and team level teachers, teachers will use the results of a variety of assessments ( pretest, post test, formative, benchmarking, performance tasks etc.) to plan for personalized and differentiated learning for students.	Academic Support Program	01/01/2017	12/31/2017	\$0	Principal Assistant Principal Instructional Coach Teachers
Personalization and Progress Monitoring	Use results of a variety of assessments ( pretests, post tests, benchmarking, formative, common etc.) to plan for personalized instruction for student who have not achieved content mastery as well as those who are underperforming. Data gathered from these assessments will be used to make immediate instructional decisions to address areas of need. Collaboration with the RTI teachers along with participation in the advisory team meetings to determine next steps for instruction.	Academic Support Program	01/01/2017	12/31/2017	\$0	Principal, Assistant Principal, Instructional Coach, Teachers
<b>Total</b>					<b>\$0</b>	

## **Phase II - KDE Assurances - Schools**

## **Introduction**

KDE Assurances - School

**Assurances**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to each of the schoolwide program components.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Core Academic Programs	The school planned and developed Schoolwide researchbased instructional reform strategies to strengthen the core academic program, increase the amount and quality of learning time, and provide additional support to all students.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Preschool Transition	The school planned preschool transition strategies and the implementation process.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Research-based Strategies	The school planned and developed schoolwide researchbased instructional strategies that provide additional instruction for students experiencing the greatest degree of difficulty mastering the state's academic achievement standards.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Title I, Part A Schoolwide Funds	The school allocated and spent Title I, Part A Schoolwide funds only on allowable programs and activities and maintained appropriate financial records in this regard on its Title I, Part A programs and activities.	Yes		

# Comprehensive School Improvement Plan

Ockerman Elementary School

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of assessment results of the Schoolwide activities, which included the development and implementation of a Parent Compact and a Parent Involvement Policy.	Yes		

Label	Assurance	Response	Comment	Attachment
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	Yes		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who will be serving students.	Yes		

Label	Assurance	Response	Comment	Attachment
Comprehensive Plan	The school an annual evaluation that addresses the implementation of the comprehensive plan and student achievement results that will inform changes when needed.	Yes		

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.	Yes		

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.	Yes		



# Comprehensive School Improvement Plan

Ockerman Elementary School

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.	Yes		

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school assigned paraprofessionals who met the requirements of Highly Qualified under ESEA to work with targeted assistance programs and activities.	Yes		

Label	Assurance	Response	Comment	Attachment
Federal Program Funds	The school allocated and spent federal program funds only on programs and activities for identified eligible students. The school maintained appropriate financial records on its Title I, Part A programs and activities.	Yes		

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent Involvement Policy.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance Planning components into the existing school improvement planning process.	N/A		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who serve identified Title I students.	Yes		

# Comprehensive School Improvement Plan

Ockerman Elementary School

Label	Assurance	Response	Comment	Attachment
Comprehensive Improvement Plan	The school planned an annual evaluation that addressed the implementation of the comprehensive plan and student achievement results that informed changes when needed.	Yes		

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website (provide the website link below).	Yes	<a href="http://www.boone.kyschools.us/school_home.aspx?schoolid=21">http://www.boone.kyschools.us/school_home.aspx?schoolid=21</a>	

Label	Assurance	Response	Comment	Attachment
Teacher Quality	The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified.	N/A	we do not utilize teachers who are not highly qualified	

Label	Assurance	Response	Comment	Attachment
Professional Development	The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college and career ready.	Yes		

Label	Assurance	Response	Comment	Attachment
Ranking Report	The school ensures that if the Title I Ranking Report lists counselors, nurses, media, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	Yes		

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes		

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties that involve targeted students are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes		

# Comprehensive School Improvement Plan

Ockerman Elementary School

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school ensures that there is a schedule of non-instructional duties for para-educators demonstrating that the duties are on a limited basis only.	Yes		

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school scheduled non-instructional duties for para-educators working with targeted students demonstrating that the duties are on a limited basis only.	Yes		

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	Yes		

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title II funds.	Yes		

## **Phase II - KDE Compliance and Accountability - Schools**

## **Introduction**

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2015. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools.

Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

## Planning and Accountability Requirements

The school has identified specific strategies to address areas for improvement identified in the TELLKY Survey results.

**Goal 1:**

Decrease the percentage of students scoring in the novice range in the areas fo reading and math.

**Measurable Objective 1:**

100% of Third, Fourth and Fifth grade students will demonstrate a proficiency by decreasing the current percentage of novice from 18.5 to 13.5 in Reading by 05/31/2017 as measured by KPREP Assessment Data.

**Strategy1:**

Align TPGES with student performance - Using the TPGES tool to directly impact instruction in an effort to reduce the number of students scoring in the novice range.

Category: Teacher PGES

Research Cited:

Activity - Questioning and Discussion	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
provide extensive professional learning opportunities in questioning and discussion techniques. This will include high level questions and student discourse discussion as described in the Framework for Teaching and will take advantage of questioning strategies included in the reading series	Professional Learning	01/01/2017	12/31/2017	\$2000 - Grant Funds	Principal Assistant Principal Instructional Coach

**Strategy2:**

Growth Mindset - Provide opportunities for extensive reflection and professional learning about the growth mindset.

Category: Professional Learning & Support

Research Cited: Eric Jenson, Growth Mindset

Carol Dweck

Activity - Book Study	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize Eric Jenson's book Poor Students, Rich Teacher as the centerpiece for reflective work that all students can learn given the opportunity and presented with a culture deigned for high level cognitive engagement.	Professional Learning	11/01/2016	05/31/2017	\$0 - No Funding Required	All staff will participate

**Measurable Objective 2:**

100% of Third, Fourth and Fifth grade students will demonstrate a proficiency by decreasing the percentage of novice from 17% to 12% in

# Comprehensive School Improvement Plan

Ockerman Elementary School

Mathematics by 05/31/2017 as measured by KPREP Assessment Data.

## Strategy1:

Professional Learning Communities ( PLC) - Teachers in collaboration with administrations and the instructional coach will participate in PLC's to identify areas of need in regards to instruction in the area of reading. Data will be analyzed and instructional decisions will be made in order to reduce the number of student scoring in the novice range.

Category: Continuous Improvement

Research Cited:

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in collaboration with administrators and the instructional will use the results from a variety of assessments to determine the instructional needs of students scoring in the novice range. Ongoing progress monitoring of students will take place in and changes to instruction will take place as needed.	Professional Learning	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal Assistant Principal Instructional Coach Classroom teachers Special Education teachers RTI teachers

Activity - Effective Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
support teacher teams to build collaboration skills in order to address the varying needs of students scoring in the novice range. provide teacher training and support for all teachers on effective collaboration skills and implementing a monitoring system to assess continuous progress and inform instructional decisions for students.	Professional Learning	01/01/2017	12/31/2017	\$1000 - Grant Funds	Principal Assistant Principal Instructional Coach Teachers

## Strategy2:

Growth Mindset - Provide opportunities for extensive reflection and professional learning about the growth mindset.

Category: Professional Learning & Support

Research Cited: Eric Jenson, Growth Mindset

Carol Dweck

Activity - Book Study	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize Eric Jenson's book Poor Students, Rich Teacher as the centerpiece for reflective work that all students can learn given the opportunity and presented with a culture deigned for high level cognitive engagement.	Professional Learning	11/01/2016	05/31/2017	\$0 - No Funding Required	All staff will participate

## Strategy3:

Align TPGES with student performance - Using the TPGES tool to directly impact instruction in an effort to reduce the number of students scoring in the novice range.

Category: Teacher PGES

Research Cited:

**Comprehensive School Improvement Plan**

Ockerman Elementary School

Activity - Questioning and Discussion	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
provide extensive professional learning opportunities in questioning and discussion techniques. This will include high level questions and student discourse discussion as described in the Framework for Teaching and will take advantage of questioning strategies included in the reading series	Professional Learning	01/01/2017	12/31/2017	\$2000 - Grant Funds	Principal Assistant Principal Instructional Coach

**Goal 2:**

Increase the average combined reading and math KPREP Proficient and Distinguished scores for all students from 51.1 % to 67.1 in 2017 as measured by KREP data.

**Measurable Objective 1:**

67% of All Students will demonstrate a proficiency by scoring proficient or distinguished in Reading by 05/30/2017 as measured by KPREP Assessment Data .

**Strategy1:**

Professional Learning Communities ( PLC) - Teachers will participate in weekly professional learning communities with their grade level team to review data and make instructional decisions based upon the data to address the learning needs of all students.

Category: Professional Learning & Support

Research Cited:

Activity - Professional Learning Communities ( PLC)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional learning communities will take place weekly during the teachers common planning time. During this time period teachers will review student performance data and determine the next steps for personalized instruction for students who have not achieved content master and for under performing students. Personalization requires collaboration among teachers for flexible grouping based on student needs.	Academic Support Program	01/01/2017	12/31/2017	\$1500 - School Council Funds	Principal, Assistant Principal, Instructional Coach, Teachers, District Level Learning Support

**Strategy2:**

Best Practices - Teachers will continue training in researched best practices for instructional delivery in the areas of reading and math. The STAR Reading, STAR math and STAR Early Literacy assessments along with formative assessments will be administered regularly to monitor growth.

Category: Professional Learning & Support

Research Cited: Danielson Framework, Marzano



# Comprehensive School Improvement Plan

Ockerman Elementary School

Activity - Personalization and Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use results of a variety of assessments ( pretests, post tests, benchmarking, formative, common etc.) to plan for personalized instruction for student who have not achieved content mastery as well as those who are underperforming. Data gathered from these assessments will be used to make immediate instructional decisions to address areas of need. Collaboration with the RTI teachers along with participation in the advisory team meetings to determine next steps for instruction.	Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, Teachers

### Strategy3:

Embedded Professional Development - Continued professional development in the areas of reading and math implementation will be designed and delivered to staff. Follow up on implementation of strategies and programming will be monitored through lesson plans and collaboration among team members.

Category: Professional Learning & Support

Research Cited:

Activity - Embedded Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide modeling, embedded PD, training and support for both the reading and math programs, Renaissance Learning, Marzano strategies, guided reading implementation, Kagan strategies, differentiation of learning across all content areas, spoken communication skills, enhance teachers skills in the area of science and social studies so they can embed these areas into reading and math instruction, focus on data disaggregation of assessments, implementation of technology skills in the classroom in relation to reading and math, continued work in project based learning and understanding by design ( UBD)	Academic Support Program	01/01/2017	12/31/2017	\$10000 - Grant Funds	Learning Support Services Principal Assistant Principal Instructional Coach Team leaders Teacher leaders

### Strategy4:

School Readiness - Educate and inform parents about the skills needed for students to be ready for entrance into school in order to facilitate school readiness. Increase collaboration between preschool teachers and kindergarten teachers to transition students from one program to the next.

Category: Early Learning

Research Cited: School Readiness

Activity - Common Assessment / Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement the use of a common assessment for all kindergarten students to be administered a minimum of 6 times during the year to determine levels of mastery as well as areas where support is needed for individual students. This data will be used to design individualized instruction for all students.	Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal Assistant Principal Instructional Coach Kindergarten Teachers

# Comprehensive School Improvement Plan

Ockerman Elementary School

Activity - School Readiness / Brigrance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Work with families and community members to ensure all children are give the opportunity to experience and effective transition to school entry by gathering any transition data from early childhood educational experiences to get to know the incoming kindergarten learner.	Academic Support Program	01/01/2017	12/31/2017	\$5000 - Title I Part C	Principal Assistant Principal Guidance Counselors Instructional Coach Family Youth Resource Center Coordinator (FRC) PreSchool Teachers Kindergarten Teachers

## Measurable Objective 2:

62% of All Students will demonstrate a proficiency by scoring proficient or distinguished in Mathematics by 05/31/2017 as measured by KPREP Assessment Data.

## Strategy1:

Professional Learning Communities ( PLC) - Teachers will participate in weekly professional learning communities with their grade level team to review data and make instructional decisions based upon the data to address the learning needs of all students.

Category: Professional Learning & Support

Research Cited:

Activity - Professional Learning Communities ( PLC)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional learning communities will take place weekly during the teachers common planning time. During this time period teachers will review student performance data and determine the next steps for personalized instruction for students who have not achieved content master and for under performing students. Personalization requires collaboration among teachers for flexible grouping based on student needs.	Academic Support Program	01/01/2017	12/31/2017	\$1500 - School Council Funds	Principal, Assistant Principal, Instructional Coach, Teachers, District Level Learning Support

## Goal 3:

Increase the percentage of effective teachers and leaders.

## Measurable Objective 1:

demonstrate a proficiency of effective teachers and leaders by 06/30/2017 as measured by PGES Danielson Framework .

## Strategy1:

Teacher Effectiveness Framework - The teachers professional growth and evaluation system will be utilized according to the district evaluation plan to evaluate teacher performance in order to increase student learning.

Category: Teacher PGES

Research Cited: Teacher and Principal PGES - Charlotte Danielson

# Comprehensive School Improvement Plan

Ockerman Elementary School

Activity - Artifacts for evidence	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide training and continual updates on connecting evidences and artifacts to the Kentucky Framework for teaching. Utilization of a google classroom and google docs for sharing of artifacts	Professional Learning	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal Assistant Principal Instructional Coach Team Leaders

Activity - Teacher Effectiveness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Build teacher capacity in the 4 domains of the Kentucky Teacher Effectiveness Framework. Provide support for teachers utilizing research based instructional strategies that impact student growth and achievement. Support teacher in the development and implementation of student growth goals and professional growth plans, assist with monitoring progress toward these goals and other elements of the evaluation plan.	Professional Learning	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal Assistant Principal Instructional Coach Peer Observers

## Goal 4:

Increase the level of proficiency in writing by increasing the percentage of students scoring proficient or distinguished in writing from 28.1% to 46.9%

### Measurable Objective 1:

46% of Fifth grade students will demonstrate a proficiency by increasing the percentage of students scoring Proficient or Distinguished from 28.1% to 46.9% in Writing by 05/31/2017 as measured by KPREP Assessment Data.

### Strategy1:

Professional Development - Professional development and support will be delivered to teachers in the area of writing instruction to include the use of rubrics and data analysis.

Category: Professional Learning & Support

Research Cited:

Activity - Teacher Training / Writing Pathways	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide training to all teachers in the use of the resource book Writing Pathways to enhance teachers knowledge of the writing process and how best to instruct students in the traits of writing, types of writing, purpose of writing, writing across the content areas, assessing writing and interventions for under performing students.	Professional Learning	01/01/2017	12/31/2017	\$5000 - School Council Funds	Principal Assistant Principal Instructional Coach Writing Program Review Lead All teachers

The school identified specific strategies to increase the average combined reading and math K-Prep proficiency scores.

# Comprehensive School Improvement Plan

Ockerman Elementary School

## Goal 1:

Increase the average combined reading and math KPREP Proficient and Distinguished scores for all students from 51.1 % to 67.1 in 2017 as measured by KREP data.

## Measurable Objective 1:

67% of All Students will demonstrate a proficiency by scoring proficient or distinguished in Reading by 05/30/2017 as measured by KPREP Assessment Data .

## Strategy1:

Professional Learning Communities ( PLC) - Teachers will participate in weekly professional learning communities with their grade level team to review data and make instructional decisions based upon the data to address the learning needs of all students.

Category: Professional Learning & Support

Research Cited:

Activity - Professional Learning Communities ( PLC)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional learning communities will take place weekly during the teachers common planning time. During this time period teachers will review student performance data and determine the next steps for personalized instruction for students who have not achieved content master and for under performing students. Personalization requires collaboration among teachers for flexible grouping based on student needs.	Academic Support Program	01/01/2017	12/31/2017	\$1500 - School Council Funds	Principal, Assistant Principal, Instructional Coach, Teachers, District Level Learning Support

## Strategy2:

Embedded Professional Development - Continued professional development in the areas of reading and math implementation will be designed and delivered to staff. Follow up on implementation of strategies and programming will be monitored through lesson plans and collaboration among team members.

Category: Professional Learning & Support

Research Cited:

Activity - Embedded Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide modeling, embedded PD, training and support for both the reading and math programs, Renaissance Learning, Marzano strategies, guided reading implementation, Kagan strategies, differentiation of learning across all content areas, spoken communication skills, enhance teachers skills in the area of science and social studies so they can embed these areas into reading and math instruction, focus on data disaggregation of assessments, implementation of technology skills in the classroom in relation to reading and math, continued work in project based learning and understanding by design ( UBD)	Academic Support Program	01/01/2017	12/31/2017	\$10000 - Grant Funds	Learning Support Services Principal Assistant Principal Instructional Coach Team leaders Teacher leaders

# Comprehensive School Improvement Plan

Ockerman Elementary School

## Strategy3:

Best Practices - Teachers will continue training in researched best practices for instructional delivery in the areas of reading and math. The STAR Reading, STAR math and STAR Early Literacy assessments along with formative assessments will be administered regularly to monitor growth.

Category: Professional Learning & Support

Research Cited: Danielson Framework, Marzano

Activity - Personalization and Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use results of a variety of assessments ( pretests, post tests, benchmarking, formative, common etc.) to plan for personalized instruction for student who have not achieved content mastery as well as those who are underperforming. Data gathered from these assessments will be used to make immediate instructional decisions to address areas of need. Collaboration with the RTI teachers along with participation in the advisory team meetings to determine next steps for instruction.	Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, Teachers

## Strategy4:

School Readiness - Educate and inform parents about the skills needed for students to be ready for entrance into school in order to facilitate school readiness. Increase collaboration between preschool teachers and kindergarten teachers to transition students from one program to the next.

Category: Early Learning

Research Cited: School Readiness

Activity - Common Assessment / Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement the use of a common assessment for all kindergarten students to be administered a minimum of 6 times during the year to determine levels of mastery as well as areas where support is needed for individual students. This data will be used to design individualized instruction for all students.	Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal Assistant Principal Instructional Coach Kindergarten Teachers

Activity - School Readiness / Brigance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Work with families and community members to ensure all children are give the opportunity to experience and effective transition to school entry by gathering any transition data from early childhood educational experiences to get to know the incoming kindergarten learner.	Academic Support Program	01/01/2017	12/31/2017	\$5000 - Title I Part C	Principal Assistant Principal Guidance Counselors Instructional Coach Family Youth Resource Center Coordinator (FRC) PreSchool Teachers Kindergarten Teachers

## Measurable Objective 2:

62% of All Students will demonstrate a proficiency by scoring proficient or distinguished in Mathematics by 05/31/2017 as measured by

# Comprehensive School Improvement Plan

Ockerman Elementary School

KPREP Assessment Data.

## Strategy1:

Implementation of Math Program - Implementation of the math program and extensions programs

Category: Continuous Improvement

Research Cited:

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continued professional development in the area of math instruction and the mathematical standards to increase student learning.	Professional Learning	01/01/2017	12/31/2017	\$2000 - Grant Funds	Principal Assistant Principal Instructional Coach

Activity - ST Math Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilization of the ST Math program to enhance mathematical instruction as well as to address deficits for students who are under performing. ST Math will be used to offer personalized learning to all students.	Academic Support Program	01/01/2017	12/31/2017	\$8000 - Title I Part A	Principal Assistant Principal Instructional Coach School Technology Coordinator RTI Math teacher Classroom Teachers

## Strategy2:

Professional Learning Communities ( PLC) - Teachers will participate in weekly professional learning communities with their grade level team to review data and make instructional decisions based upon the data to address the learning needs of all students.

Category: Professional Learning & Support

Research Cited:

Activity - Professional Learning Communities ( PLC)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional learning communities will take place weekly during the teachers common planning time. During this time period teachers will review student performance data and determine the next steps for personalized instruction for students who have not achieved content master and for under performing students. Personalization requires collaboration among teachers for flexible grouping based on student needs.	Academic Support Program	01/01/2017	12/31/2017	\$1500 - School Council Funds	Principal, Assistant Principal, Instructional Coach, Teachers, District Level Learning Support

## Strategy3:

Best Practices - Teachers will continue training in researched best practices for instructional delivery in the areas of reading and math. The STAR Reading, STAR math and STAR Early Literacy assessments along with formative assessments will be administered regularly to monitor growth.

Category: Professional Learning & Support

Research Cited: Danielson Framework, Marzano

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Activity - Personalization and Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use results of a variety of assessments ( pretests, post tests, benchmarking, formative, common etc.) to plan for personalized instruction for student who have not achieved content mastery as well as those who are underperforming. Data gathered from these assessments will be used to make immediate instructional decisions to address areas of need. Collaboration with the RTI teachers along with participation in the advisory team meetings to determine next steps for instruction.	Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, Teachers

**Strategy4:**

Embedded Professional Development - Continued professional development in the areas of reading and math implementation will be designed and delivered to staff. Follow up on implementation of strategies and programming will be monitored through lesson plans and collaboration among team members.

Category: Professional Learning & Support

Research Cited:

Activity - Embedded Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide modeling, embedded PD, training and support for both the reading and math programs, Renaissance Learning, Marzano strategies, guided reading implementation, Kagan strategies, differentiation of learning across all content areas, spoken communication skills, enhance teachers skills in the area of science and social studies so they can embed these areas into reading and math instruction, focus on data disaggregation of assessments, implementation of technology skills in the classroom in relation to reading and math, continued work in project based learning and understanding by design ( UBD)	Academic Support Program	01/01/2017	12/31/2017	\$10000 - Grant Funds	Learning Support Services Principal Assistant Principal Instructional Coach Team leaders Teacher leaders

**Strategy5:**

School Readiness - Educate and inform parents about the skills needed for students to be ready for entrance into school in order to facilitate school readiness. Increase collaboration between preschool teachers and kindergarten teachers to transition students from one program to the next.

Category: Early Learning

Research Cited: School Readiness

Activity - Common Assessment / Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement the use of a common assessment for all kindergarten students to be administered a minimum of 6 times during the year to determine levels of mastery as well as areas where support is needed for individual students. This data will be used to design individualized instruction for all students.	Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal Assistant Principal Instructional Coach Kindergarten Teachers

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Activity - School Readiness / Brigrance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Work with families and community members to ensure all children are give the opportunity to experience and effective transition to school entry by gathering any transition data from early childhood educational experiences to get to know the incoming kindergarten learner.	Academic Support Program	01/01/2017	12/31/2017	\$5000 - Title I Part C	Principal Assistant Principal Guidance Counselors Instructional Coach Family Youth Resource Center Coordinator (FRC) PreSchool Teachers Kindergarten Teachers

**All children-were screened for kindergarten readiness. If yes, name the assessment.**

**Goal 1:**

Increase the combined reading and math percent of proficient and distinguished for all student groups within the non - duplicated gap group from 41.3% to 61.2% by June 2017

**Measurable Objective 1:**

61% of Third, Fourth and Fifth grade Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will demonstrate a proficiency by scoring proficient or distinguished in Reading by 05/31/2017 as measured by KPREP Assessment Data.

**Strategy1:**

School Readiness - School readiness activities to facilitate early learning opportunities and readiness for transition into the kindergarten program.

Category: Early Learning

Research Cited:

Activity - School Readiness / Brigrance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will continue partnership with the Me and My School Program and Kindergarten Camp in order to offer incoming kindergarten students the opportunity to have a school experience prior to the start of school. This will create a smoother transition into the kindergarten program and will give teachers the opportunity to identify those students who may need additional support or services.	Academic Support Program	01/01/2017	12/31/2017	\$5000 - Grant Funds	Learning Support Services Principal Assistant Principal Guidance Counselors Extended School Services Coordinator Kindergarten Teachers

**Measurable Objective 2:**

61% of Third, Fourth and Fifth grade Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will demonstrate a proficiency in mathematical performance in Mathematics by 05/31/2017 as measured by KPREP Assessment Data.

**Strategy1:**

SY 2016-2017

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# Comprehensive School Improvement Plan

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School Readiness - School readiness activities to facilitate early learning opportunities and readiness for transition into the kindergarten program.

Category: Early Learning

Research Cited:

Activity - School Readiness / Brigrance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will continue partnership with the Me and My School Program and Kindergarten Camp in order to offer incoming kindergarten students the opportunity to have a school experience prior to the start of school. This will create a smoother transition into the kindergarten program and will give teachers the opportunity to identify those students who may need additional support or services.	Academic Support Program	01/01/2017	12/31/2017	\$5000 - Grant Funds	Learning Support Services Principal Assistant Principal Guidance Counselors Extended School Services Coordinator Kindergarten Teachers

## Goal 2:

Increase the average combined reading and math KPREP Proficient and Distinguished scores for all students from 51.1 % to 67.1 in 2017 as measured by KREP data.

## Measurable Objective 1:

67% of All Students will demonstrate a proficiency by scoring proficient or distinguished in Reading by 05/30/2017 as measured by KPREP Assessment Data .

## Strategy1:

School Readiness - Educate and inform parents about the skills needed for students to be ready for entrance into school in order to facilitate school readiness. Increase collaboration between preschool teachers and kindergarten teachers to transition students from one program to the next.

Category: Early Learning

Research Cited: School Readiness

Activity - Common Assessment / Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement the use of a common assessment for all kindergarten students to be administered a minimum of 6 times during the year to determine levels of mastery as well as areas where support is needed for individual students. This data will be used to design individualized instruction for all students.	Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal Assistant Principal Instructional Coach Kindergarten Teachers

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Ockerman Elementary School

Activity - School Readiness / Brigrance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Work with families and community members to ensure all children are give the opportunity to experience and effective transition to school entry by gathering any transition data from early childhood educational experiences to get to know the incoming kindergarten learner.	Academic Support Program	01/01/2017	12/31/2017	\$5000 - Title I Part C	Principal Assistant Principal Guidance Counselors Instructional Coach Family Youth Resource Center Coordinator (FRC) PreSchool Teachers Kindergarten Teachers

## Measurable Objective 2:

62% of All Students will demonstrate a proficiency by scoring proficient or distinguished in Mathematics by 05/31/2017 as measured by KPREP Assessment Data.

## Strategy1:

School Readiness - Educate and inform parents about the skills needed for students to be ready for entrance into school in order to facilitate school readiness. Increase collaboration between preschool teachers and kindergarten teachers to transition students from one program to the next.

Category: Early Learning

Research Cited: School Readiness

Activity - Common Assessment / Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement the use of a common assessment for all kindergarten students to be administered a minimum of 6 times during the year to determine levels of mastery as well as areas where support is needed for individual students. This data will be used to design individualized instruction for all students.	Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal Assistant Principal Instructional Coach Kindergarten Teachers

Activity - School Readiness / Brigrance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Work with families and community members to ensure all children are give the opportunity to experience and effective transition to school entry by gathering any transition data from early childhood educational experiences to get to know the incoming kindergarten learner.	Academic Support Program	01/01/2017	12/31/2017	\$5000 - Title I Part C	Principal Assistant Principal Guidance Counselors Instructional Coach Family Youth Resource Center Coordinator (FRC) PreSchool Teachers Kindergarten Teachers

The school identified specific strategies to increase the percentage of students who are Kindergarten ready.

## Goal 1:

Increase the combined reading and math percent of proficient and distinguished for all student groups within the non - duplicated gap group from 41.3% to 61.2% by June 2017

# Comprehensive School Improvement Plan

Ockerman Elementary School

## Measurable Objective 1:

61% of Third, Fourth and Fifth grade Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will demonstrate a proficiency in mathematical performance in Mathematics by 05/31/2017 as measured by KPREP Assessment Data.

### Strategy1:

School Readiness - School readiness activities to facilitate early learning opportunities and readiness for transition into the kindergarten program.

Category: Early Learning

Research Cited:

Activity - School Readiness / Brigrance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will continue partnership with the Me and My School Program and Kindergarten Camp in order to offer incoming kindergarten students the opportunity to have a school experience prior to the start of school. This will create a smoother transition into the kindergarten program and will give teachers the opportunity to identify those students who may need additional support or services.	Academic Support Program	01/01/2017	12/31/2017	\$5000 - Grant Funds	Learning Support Services Principal Assistant Principal Guidance Counselors Extended School Services Coordinator Kindergarten Teachers

## Measurable Objective 2:

61% of Third, Fourth and Fifth grade Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will demonstrate a proficiency by scoring proficient or distinguished in Reading by 05/31/2017 as measured by KPREP Assessment Data.

### Strategy1:

School Readiness - School readiness activities to facilitate early learning opportunities and readiness for transition into the kindergarten program.

Category: Early Learning

Research Cited:

Activity - School Readiness / Brigrance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will continue partnership with the Me and My School Program and Kindergarten Camp in order to offer incoming kindergarten students the opportunity to have a school experience prior to the start of school. This will create a smoother transition into the kindergarten program and will give teachers the opportunity to identify those students who may need additional support or services.	Academic Support Program	01/01/2017	12/31/2017	\$5000 - Grant Funds	Learning Support Services Principal Assistant Principal Guidance Counselors Extended School Services Coordinator Kindergarten Teachers

## Goal 2:

# Comprehensive School Improvement Plan

Ockerman Elementary School

Increase the average combined reading and math KPREP Proficient and Distinguished scores for all students from 51.1 % to 67.1 in 2017 as measured by KREP data.

## Measurable Objective 1:

62% of All Students will demonstrate a proficiency by scoring proficient or distinguished in Mathematics by 05/31/2017 as measured by KPREP Assessment Data.

### Strategy1:

School Readiness - Educate and inform parents about the skills needed for students to be ready for entrance into school in order to facilitate school readiness. Increase collaboration between preschool teachers and kindergarten teachers to transition students from one program to the next.

Category: Early Learning

Research Cited: School Readiness

Activity - Common Assessment / Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement the use of a common assessment for all kindergarten students to be administered a minimum of 6 times during the year to determine levels of mastery as well as areas where support is needed for individual students. This data will be used to design individualized instruction for all students.	Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal Assistant Principal Instructional Coach Kindergarten Teachers

Activity - School Readiness / Brigrance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Work with families and community members to ensure all children are give the opportunity to experience and effective transition to school entry by gathering any transition data from early childhood educational experiences to get to know the incoming kindergarten learner.	Academic Support Program	01/01/2017	12/31/2017	\$5000 - Title I Part C	Principal Assistant Principal Guidance Counselors Instructional Coach Family Youth Resource Center Coordinator (FRC) PreSchool Teachers Kindergarten Teachers

## Measurable Objective 2:

67% of All Students will demonstrate a proficiency by scoring proficient or distinguished in Reading by 05/30/2017 as measured by KPREP Assessment Data .

### Strategy1:

School Readiness - Educate and inform parents about the skills needed for students to be ready for entrance into school in order to facilitate school readiness. Increase collaboration between preschool teachers and kindergarten teachers to transition students from one program to the next.

Category: Early Learning

Research Cited: School Readiness

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Activity - School Readiness / Brigance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Work with families and community members to ensure all children are given the opportunity to experience an effective transition to school entry by gathering any transition data from early childhood educational experiences to get to know the incoming kindergarten learner.	Academic Support Program	01/01/2017	12/31/2017	\$5000 - Title I Part C	Principal Assistant Principal Guidance Counselors Instructional Coach Family Youth Resource Center Coordinator (FRC) PreSchool Teachers Kindergarten Teachers

Activity - Common Assessment / Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement the use of a common assessment for all kindergarten students to be administered a minimum of 6 times during the year to determine levels of mastery as well as areas where support is needed for individual students. This data will be used to design individualized instruction for all students.	Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal Assistant Principal Instructional Coach Kindergarten Teachers

The school identified specific K-3 strategies to increase the average 3rd grade math and reading combined K-Prep proficiency scores.

**Goal 1:**

Increase the average combined reading and math KPREP Proficient and Distinguished scores for all students from 51.1 % to 67.1 in 2017 as measured by KREP data.

**Measurable Objective 1:**

62% of All Students will demonstrate a proficiency by scoring proficient or distinguished in Mathematics by 05/31/2017 as measured by KPREP Assessment Data.

**Strategy1:**

Best Practices - Teachers will continue training in researched best practices for instructional delivery in the areas of reading and math. The STAR Reading, STAR math and STAR Early Literacy assessments along with formative assessments will be administered regularly to monitor growth.

Category: Professional Learning & Support

Research Cited: Danielson Framework, Marzano

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Activity - Personalization and Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use results of a variety of assessments ( pretests, post tests, benchmarking, formative, common etc.) to plan for personalized instruction for student who have not achieved content mastery as well as those who are underperforming. Data gathered from these assessments will be used to make immediate instructional decisions to address areas of need. Collaboration with the RTI teachers along with participation in the advisory team meetings to determine next steps for instruction.	Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, Teachers

## Strategy2:

Professional Learning Communities ( PLC) - Teachers will participate in weekly professional learning communities with their grade level team to review data and make instructional decisions based upon the data to address the learning needs of all students.

Category: Professional Learning & Support

Research Cited:

Activity - Professional Learning Communities ( PLC)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional learning communities will take place weekly during the teachers common planning time. During this time period teachers will review student performance data and determine the next steps for personalized instruction for students who have not achieved content master and for under performing students. Personalization requires collaboration among teachers for flexible grouping based on student needs.	Academic Support Program	01/01/2017	12/31/2017	\$1500 - School Council Funds	Principal, Assistant Principal, Instructional Coach, Teachers, District Level Learning Support

## Strategy3:

Embedded Professional Development - Continued professional development in the areas of reading and math implementation will be designed and delivered to staff. Follow up on implementation of strategies and programming will be monitored through lesson plans and collaboration among team members.

Category: Professional Learning & Support

Research Cited:

Activity - Embedded Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide modeling, embedded PD, training and support for both the reading and math programs, Renaissance Learning, Marzano strategies, guided reading implementation, Kagan strategies, differentiation of learning across all content areas, spoken communication skills, enhance teachers skills in the area of science and social studies so they can embed these areas into reading and math instruction, focus on data disaggregation of assessments, implementation of technology skills in the classroom in relation to reading and math, continued work in project based learning and understanding by design ( UBD)	Academic Support Program	01/01/2017	12/31/2017	\$10000 - Grant Funds	Learning Support Services Principal Assistant Principal Instructional Coach Team leaders Teacher leaders

# Comprehensive School Improvement Plan

Ockerman Elementary School

## Strategy4:

School Readiness - Educate and inform parents about the skills needed for students to be ready for entrance into school in order to facilitate school readiness. Increase collaboration between preschool teachers and kindergarten teachers to transition students from one program to the next.

Category: Early Learning

Research Cited: School Readiness

Activity - School Readiness / Brigance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Work with families and community members to ensure all children are given the opportunity to experience an effective transition to school entry by gathering any transition data from early childhood educational experiences to get to know the incoming kindergarten learner.	Academic Support Program	01/01/2017	12/31/2017	\$5000 - Title I Part C	Principal Assistant Principal Guidance Counselors Instructional Coach Family Youth Resource Center Coordinator (FRC) PreSchool Teachers Kindergarten Teachers

Activity - Common Assessment / Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement the use of a common assessment for all kindergarten students to be administered a minimum of 6 times during the year to determine levels of mastery as well as areas where support is needed for individual students. This data will be used to design individualized instruction for all students.	Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal Assistant Principal Instructional Coach Kindergarten Teachers

## Strategy5:

Implementation of Math Program - Implementation of the math program and extensions programs

Category: Continuous Improvement

Research Cited:

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continued professional development in the area of math instruction and the mathematical standards to increase student learning.	Professional Learning	01/01/2017	12/31/2017	\$2000 - Grant Funds	Principal Assistant Principal Instructional Coach

Activity - ST Math Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilization of the ST Math program to enhance mathematical instruction as well as to address deficits for students who are under performing. ST Math will be used to offer personalized learning to all students.	Academic Support Program	01/01/2017	12/31/2017	\$8000 - Title I Part A	Principal Assistant Principal Instructional Coach School Technology Coordinator RTI Math teacher Classroom Teachers

## Measurable Objective 2:

# Comprehensive School Improvement Plan

Ockerman Elementary School

67% of All Students will demonstrate a proficiency by scoring proficient or distinguished in Reading by 05/30/2017 as measured by KPREP Assessment Data .

## Strategy1:

Best Practices - Teachers will continue training in researched best practices for instructional delivery in the areas of reading and math. The STAR Reading, STAR math and STAR Early Literacy assessments along with formative assessments will be administered regularly to monitor growth.

Category: Professional Learning & Support

Research Cited: Danielson Framework, Marzano

Activity - Personalization and Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use results of a variety of assessments ( pretests, post tests, benchmarking, formative, common etc.) to plan for personalized instruction for student who have not achieved content mastery as well as those who are underperforming. Data gathered from these assessments will be used to make immediate instructional decisions to address areas of need. Collaboration with the RTI teachers along with participation in the advisory team meetings to determine next steps for instruction.	Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, Teachers

## Strategy2:

Embedded Professional Development - Continued professional development in the areas of reading and math implementation will be designed and delivered to staff. Follow up on implementation of strategies and programming will be monitored through lesson plans and collaboration among team members.

Category: Professional Learning & Support

Research Cited:

Activity - Embedded Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide modeling, embedded PD, training and support for both the reading and math programs, Renaissance Learning, Marzano strategies, guided reading implementation, Kagan strategies, differentiation of learning across all content areas, spoken communication skills, enhance teachers skills in the area of science and social studies so they can embed these areas into reading and math instruction, focus on data disaggregation of assessments, implementation of technology skills in the classroom in relation to reading and math, continued work in project based learning and understanding by design ( UBD)	Academic Support Program	01/01/2017	12/31/2017	\$10000 - Grant Funds	Learning Support Services Principal Assistant Principal Instructional Coach Team leaders Teacher leaders

## Strategy3:

School Readiness - Educate and inform parents about the skills needed for students to be ready for entrance into school in order to facilitate school readiness. Increase collaboration between preschool teachers and kindergarten teachers to transition students from one program to the next.



# Comprehensive School Improvement Plan

Ockerman Elementary School

Category: Early Learning

Research Cited: School Readiness

Activity - Common Assessment / Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement the use of a common assessment for all kindergarten students to be administered a minimum of 6 times during the year to determine levels of mastery as well as areas where support is needed for individual students. This data will be used to design individualized instruction for all students.	Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal Assistant Principal Instructional Coach Kindergarten Teachers

Activity - School Readiness / Brigrance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Work with families and community members to ensure all children are give the opportunity to experience and effective transition to school entry by gathering any transition data from early childhood educational experiences to get to know the incoming kindergarten learner.	Academic Support Program	01/01/2017	12/31/2017	\$5000 - Title I Part C	Principal Assistant Principal Guidance Counselors Instructional Coach Family Youth Resource Center Coordinator (FRC) PreSchool Teachers Kindergarten Teachers

#### Strategy4:

Professional Learning Communities ( PLC) - Teachers will participate in weekly professional learning communities with their grade level team to review data and make instructional decisions based upon the data to address the learning needs of all students.

Category: Professional Learning & Support

Research Cited:

Activity - Professional Learning Communities ( PLC)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional learning communities will take place weekly during the teachers common planning time. During this time period teachers will review student performance data and determine the next steps for personalized instruction for students who have not achieved content master and for under performing students. Personalization requires collaboration among teachers for flexible grouping based on student needs.	Academic Support Program	01/01/2017	12/31/2017	\$1500 - School Council Funds	Principal, Assistant Principal, Instructional Coach, Teachers, District Level Learning Support

#### Goal 2:

Increase the combined reading and math percent of proficient and distinguished for all student groups within the non - duplicated gap group from 41.3% to 61.2% by June 2017

#### Measurable Objective 1:

61% of Third, Fourth and Fifth grade Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will demonstrate a proficiency by scoring proficient or distinguished in Reading by 05/31/2017 as measured by KPREP Assessment Data.

# Comprehensive School Improvement Plan

Ockerman Elementary School

## Strategy1:

School Readiness - School readiness activities to facilitate early learning opportunities and readiness for transition into the kindergarten program.

Category: Early Learning

Research Cited:

Activity - School Readiness / Brigrance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will continue partnership with the Me and My School Program and Kindergarten Camp in order to offer incoming kindergarten students the opportunity to have a school experience prior to the start of school. This will create a smoother transition into the kindergarten program and will give teachers the opportunity to identify those students who may need additional support or services.	Academic Support Program	01/01/2017	12/31/2017	\$5000 - Grant Funds	Learning Support Services Principal Assistant Principal Guidance Counselors Extended School Services Coordinator Kindergarten Teachers

## Strategy2:

Literacy Initiatives - Curriculum and Assessment

Category: Professional Learning & Support

Research Cited:

Activity - Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading instruction will include the use of the guided reading model as outlined in the district recommended reading program, Benchmark Literacy. Reading instruction will include differentiated instruction that allows for rigorous instruction with the purpose of increasing student comprehension and fluency levels.	Academic Support Program	01/01/2017	12/31/2017	\$15000 - Text Books	Principal Assistant Principal Instructional Coach Team Leaders Teachers

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide modeling, embedded PD and training to support embedded Marzano/ best practice strategies, 21st Century Learning skills, differentiation of instruction within units, formative and summative assessments to include current technology ( use of Chromebooks) guided reading implementation, meeting the needs of EL students, recognize and respond to academic and non academic barriers to learning, enhance teachers content knowledge especially in the area of literacy and the connection to the current content standards	Professional Learning	01/01/2017	12/31/2017	\$3000 - School Council Funds	Principal Assistant Principal Instructional Coach

## Strategy3:

Personalization and Progress Monitoring - In collaboration with the administration and the instructional coach, through participation in professional learning communities, teacher will create personalized learning opportunities for all student to include under performing, on grade level, and above level to ensure adequate growth and mastery of content is achieved by all students.

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# Comprehensive School Improvement Plan

Ockerman Elementary School

Category: Continuous Improvement

Research Cited: personalization and monitoring

Activity - IEP/ PLP Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
IEP and PLP's will be development, implemented and monitored effectively. Plans will be aligned with the Common Core State Standards to increase the level of student performance. Student data will be analyzed and utilized to make instructional decisions related to the development of the PLP and IEP	Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal Assistant Principal Special Education Teachers Special Education Coordinators General Education Teachers

Activity - Barriers to Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide additional services, resources and support to address barriers including but not limited to transience, mental health issues, access to social services etc. In collaboration with the guidance counselors and Family Resource Center Coordinator, continue to offer support as well as educate ways to interact and address the needs of those students from impoverished backgrounds	Academic Support Program Behavioral Support Program Parent Involvement	01/01/2017	12/31/2017	\$3000 - FRYSC	FRC Coordinator Principal Assistant Principal School Counselors

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In Collaboration with administration, instructional coach and team level teachers, teachers will use the results of a variety of assessments ( pretest, post test, formative, benchmarking, performance tasks etc.) to plan for personalized and differentiated learning for students.	Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal Assistant Principal Instructional Coach Teachers

## Strategy4:

Best Practices - Implementation of best practice standards in order to increase student performance and achievement

Category: Continuous Improvement

Research Cited: Marzano Best Practices

Activity - Implementaion of Fast Forward Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implementation of Fast Forward Program to fidelity to increase student performance in reading for targeted under performing students in the area of reading. Placement of additional para educators and certified staff members in the lab as well as in the morning so that students may begin work on Fast Forward as soon as they arrive at school.	Academic Support Program	12/12/2016	12/31/2017	\$29000 - Grant Funds	Principal Assistant Principal Reading Interventionist FFW para educators Extended School Services Coordinator Instructional Coach

# Comprehensive School Improvement Plan

Ockerman Elementary School

Activity - Family Engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parent workshops and programming will be provided to enhance the knowledge of parents regarding the academic standards and content. Strategies will be given to parents in all areas that would assist them with supporting their children in order to achieve academic success. This will be completed through parent nights, family events, parenting classes, educational sessions etc.	Parent Involvement	01/01/2017	12/31/2017	\$5000 - Title I Part C	Principal Assistant Principal Teachers Family Resource Center Coordinator Guidance Counselors Title 1 Coordinator Teachers

Activity - PBIS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
continued training, support and monitoring of implementation of tiered school wide positive behavior intervention system ( PBIS) program	Behavioral Support Program	01/01/2017	12/31/2017	\$2000 - FRYSC	FRC coordinator Principal Assistant Principal Teachers PBIS coach

## Measurable Objective 2:

61% of Third, Fourth and Fifth grade Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will demonstrate a proficiency in mathematical performance in Mathematics by 05/31/2017 as measured by KPREP Assessment Data.

## Strategy1:

Best Practices / Mathematical Instruction - Best Practices will be utilized to increase mathematical performance

Category: Continuous Improvement

Research Cited: Marzano

Activity - PBIS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continued training, support and monitoring for implementation of the tiered school wide PBIS program	Behavioral Support Program	01/01/2017	12/31/2017	\$1000 - School Council Funds	Principal Assistant Principal PBIS Coach Classroom teachers

Activity - Family Engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to work with teachers, coaches and other outside agencies to provide opportunities for family leadership and engagement through parent nights, family events, educational sessions, parenting classes etc. to increase understanding of math content and ways to assist their child to be successful in the area of math.	Parent Involvement	01/01/2017	12/31/2017	\$1000 - FRYSC	Principal Assistant Principal Instructional Coach FRC Coordinator Teachers Guidance Counselors

# Comprehensive School Improvement Plan

Ockerman Elementary School

Activity - Implementation of Math Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implementation of the Go Math Program and the mathematical practices to ensure alignment across the grade levels for increased performance in the area of math.	Academic Support Program	01/01/2017	12/31/2017	\$3000 - Text Books	Principal Assistant Principal Instructional Coach Teachers Math RTI teacher

## Strategy2:

School Readiness - School readiness activities to facilitate early learning opportunities and readiness for transition into the kindergarten program.

Category: Early Learning

Research Cited:

Activity - School Readiness / Brigance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will continue partnership with the Me and My School Program and Kindergarten Camp in order to offer incoming kindergarten students the opportunity to have a school experience prior to the start of school. This will create a smoother transition into the kindergarten program and will give teachers the opportunity to identify those students who may need additional support or services.	Academic Support Program	01/01/2017	12/31/2017	\$5000 - Grant Funds	Learning Support Services Principal Assistant Principal Guidance Counselors Extended School Services Coordinator Kindergarten Teachers

## Strategy3:

Personalization and Progress Monitoring - In collaboration with the administration and the instructional coach, through participation in professional learning communities, teacher will create personalized learning opportunities for all student to include under performing, on grade level, and above level to ensure adequate growth and mastery of content is achieved by all students.

Category: Continuous Improvement

Research Cited: personalization and monitoring

Activity - Barriers to Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide additional services, resources and support to address barriers including but not limited to transience, mental health issues, access to social services etc. In collaboration with the guidance counselors and Family Resource Center Coordinator, continue to offer support as well as educate ways to interact and address the needs of those students from impoverished backgrounds	Academic Support Program Parent Involvement Behavioral Support Program	01/01/2017	12/31/2017	\$3000 - FRYSC	FRC Coordinator Principal Assistant Principal School Counselors

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In Collaboration with administration, instructional coach and team level teachers, teachers will use the results of a variety of assessments ( pretest, post test, formative, benchmarking, performance tasks etc.) to plan for personalized and differentiated learning for students.	Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal Assistant Principal Instructional Coach Teachers

# Comprehensive School Improvement Plan

Ockerman Elementary School

Activity - IEP/ PLP Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
IEP and PLP's will be development, implemented and monitored effectively. Plans will be aligned with the Common Core State Standards to increase the level of student performance. Student data will be analyzed and utilized to make instructional decisions related to the development of the PLP and IEP	Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal Assistant Principal Special Education Teachers Special Education Coordinators General Education Teachers

### Goal 3:

Decrease the percentage of students scoring in the novice range in the areas fo reading and math.

### Measurable Objective 1:

100% of Third, Fourth and Fifth grade students will demonstrate a proficiency by decreasing the percentage of novice from 17% to 12% in Mathematics by 05/31/2017 as measured by KPREP Assessment Data.

### Strategy1:

Professional Learning Communities ( PLC) - Teachers in collaboration with administrations and the instructional coach will participate in PLC's to identify areas of need in regards to instruction in the area of reading. Data will be analyzed and instructional decisions will be made in order to reduce the number of student scoring in the novice range.

Category: Continuous Improvement

Research Cited:

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in collaboration with administrators and the instructional will use the results from a variety of assessments to determine the instructional needs of students scoring in the novice range. Ongoing progress monitoring of students will take place in and changes to instruction will take place as needed.	Professional Learning	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal Assistant Principal Instructional Coach Classroom teachers Special Education teachers RTI teachers

Activity - Effective Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
support teacher teams to build collaboration skills in order to address the varying needs of students scoring in the novice range. provide teacher training and support for all teachers on effective collaboration skills and implementing a monitoring system to assess continuous progress and inform instructional decisions for students.	Professional Learning	01/01/2017	12/31/2017	\$1000 - Grant Funds	Principal Assistant Principal Instructional Coach Teachers

### Strategy2:

Align TPGES with student performance - Using the TPGES tool to directly impact instruction in an effort to reduce the number of students

# Comprehensive School Improvement Plan

Ockerman Elementary School

scoring in the novice range.

Category: Teacher PGES

Research Cited:

Activity - Questioning and Discussion	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
provide extensive professional learning opportunities in questioning and discussion techniques. This will include high level questions and student discourse discussion as described in the Framework for Teaching and will take advantage of questioning strategies included in the reading series	Professional Learning	01/01/2017	12/31/2017	\$2000 - Grant Funds	Principal Assistant Principal Instructional Coach

### Strategy3:

Extended School Services - The extended school services program will be utilized to support students who score in the novice range in reading and math.

Category: Continuous Improvement

Research Cited:

Activity - Targeted Differentiation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Extended School Services program will target those students who are in the novice range in either reading or math. Students will receive differentiated instruction designed to meet their instructional needs during the extended school services program. The use of programs such as Fountas and Pinnell intervention for reading and Summer Math for math will be used along with ST Math, Accelerated Reader, Tumblebooks, Fast Forward, Compass etc. to support deficits in reading and math.	Tutoring	01/01/2017	12/31/2017	\$28000 - Grant Funds	Principal Assistant Principal Extended School Services Coordinator Extended School Services tutors classroom teachers

### Strategy4:

Personalization and Progress Monitoring - Personalized learning and monitoring of student progress to increase student performance and decrease the percentage of student performing in the novice range.

Category: Continuous Improvement

Research Cited:

Activity - Individualized Novice Reduction Student Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students who scored in the the novice range on the previous years KPREP assessment in either reading or math as well as those who are currently scoring in the novice range on STAR testing for reading or math will have a novice reduction plan development for them by their teacher in collaboration with other support personnel.	Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal Assistant Principal Instructional Coach Classroom Teachers Special Education Teachers RTI Teachers

# Comprehensive School Improvement Plan

Ockerman Elementary School

Activity - Response to Intervention ( RTI)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Support the RTI intervention process at all grade levels and monitor the progress of students to ensure the implementation and effectiveness interventions. A systematic approach for student improvement will be implemented through the use data collection and information gathered from advisory team meetings.	Academic Support Program	01/01/2017	12/31/2017	\$161000 - Title I Part A	Principal Assistant Principal RTI teachers Teachers Instructional Coach

Activity - Barriers to Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to provide training, resources, and support to address barriers to learning, including but not limited to transience, access to health services, access to basic needs, collaboration with social agencies, collaboration with parent and caregiver partners. Continue to educate staff on specific ways to interact and address the needs of students from impoverished backgrounds.	Academic Support Program Behavioral Support Program	01/01/2017	12/31/2017	\$3000 - FRYSC	FRC Coordinator Principal Assistant Principal School Counselors

## Strategy5:

Growth Mindset - Provide opportunities for extensive reflection and professional learning about the growth mindset.

Category: Professional Learning & Support

Research Cited: Eric Jenson, Growth Mindset

Carol Dweck

Activity - Book Study	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize Eric Jenson's book Poor Students, Rich Teacher as the centerpiece for reflective work that all students can learn given the opportunity and presented with a culture deigned for high level cognitive engagement.	Professional Learning	11/01/2016	05/31/2017	\$0 - No Funding Required	All staff will participate

## Measurable Objective 2:

100% of Third, Fourth and Fifth grade students will demonstrate a proficiency by decreasing the current percentage of novice from 18.5 to 13.5 in Reading by 05/31/2017 as measured by KPREP Assessment Data.

## Strategy1:

Align TPGES with student performance - Using the TPGES tool to directly impact instruction in an effort to reduce the number of students scoring in the novice range.

Category: Teacher PGES

Research Cited:



# Comprehensive School Improvement Plan

Ockerman Elementary School

Activity - Questioning and Discussion	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
provide extensive professional learning opportunities in questioning and discussion techniques. This will include high level questions and student discourse discussion as described in the Framework for Teaching and will take advantage of questioning strategies included in the reading series	Professional Learning	01/01/2017	12/31/2017	\$2000 - Grant Funds	Principal Assistant Principal Instructional Coach

## Strategy2:

Extended School Services - The extended school services program will be utilized to support students who score in the novice range in reading and math.

Category: Continuous Improvement

Research Cited:

Activity - Targeted Differentiation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Extended School Services program will target those students who are in the novice range in either reading or math. Students will receive differentiated instruction designed to meet their instructional needs during the extended school services program. The use of programs such as Fountas and Pinnell intervention for reading and Summer Math for math will be used along with ST Math, Accelerated Reader, Tumblebooks, Fast Forward, Compass etc. to support deficits in reading and math.	Tutoring	01/01/2017	12/31/2017	\$28000 - Grant Funds	Principal Assistant Principal Extended School Services Coordinator Extended School Services tutors classroom teachers

## Strategy3:

Growth Mindset - Provide opportunities for extensive reflection and professional learning about the growth mindset.

Category: Professional Learning & Support

Research Cited: Eric Jenson, Growth Mindset

Carol Dweck

Activity - Book Study	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize Eric Jenson's book Poor Students, Rich Teacher as the centerpiece for reflective work that all students can learn given the opportunity and presented with a culture deigned for high level cognitive engagement.	Professional Learning	11/01/2016	05/31/2017	\$0 - No Funding Required	All staff will participate

## Strategy4:

Professional Learning Communities ( PLC) - Teachers in collaboration with administrations and the instructional coach will participate in PLC's to identify areas of need in regards to instruction in the area of reading. Data will be analyzed and instructional decisions will be made in order to reduce the number of student scoring in the novice range.

Category: Continuous Improvement

Research Cited:

# Comprehensive School Improvement Plan

Ockerman Elementary School

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in collaboration with administrators and the instructional will use the results from a variety of assessments to determine the instructional needs of students scoring in the novice range. Ongoing progress monitoring of students will take place in and changes to instruction will take place as needed.	Professional Learning	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal Assistant Principal Instructional Coach Classroom teachers Special Education teachers RTI teachers

Activity - Effective Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
support teacher teams to build collaboration skills in order to address the varying needs of students scoring in the novice range. provide teacher training and support for all teachers on effective collaboration skills and implementing a monitoring system to assess continuous progress and inform instructional decisions for students.	Professional Learning	01/01/2017	12/31/2017	\$1000 - Grant Funds	Principal Assistant Principal Instructional Coach Teachers

## Strategy5:

Personalization and Progress Monitoring - Personalized learning and monitoring of student progress to increase student performance and decrease the percentage of student performing in the novice range.

Category: Continuous Improvement

Research Cited:

Activity - Individualized Novice Reduction Student Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students who scored in the the novice range on the previous years KPREP assessment in either reading or math as well as those who are currently scoring in the novice range on STAR testing for reading or math will have a novice reduction plan development for them by their teacher in collaboration with other support personnel.	Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal Assistant Principal Instructional Coach Classroom Teachers Special Education Teachers RTI Teachers

Activity - Response to Intervention ( RTI)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Support the RTI intervention process at all grade levels and monitor the progress of students to ensure the implementation and effectiveness interventions. A systematic approach for student improvement will be implemented through the use data collection and information gathered from advisory team meetings.	Academic Support Program	01/01/2017	12/31/2017	\$161000 - Title I Part A	Principal Assistant Principal RTI teachers Teachers Instructional Coach

# Comprehensive School Improvement Plan

Ockerman Elementary School

Activity - Barriers to Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to provide training, resources, and support to address barriers to learning, including but not limited to transience, access to health services, access to basic needs, collaboration with social agencies, collaboration with parent and caregiver partners. Continue to educate staff on specific ways to interact and address the needs of students from impoverished backgrounds.	Academic Support Program Behavioral Support Program	01/01/2017	12/31/2017	\$3000 - FRYSC	FRC Coordinator Principal Assistant Principal School Counselors

## Goal 4:

Increase the percentage of effective teachers and leaders.

### Measurable Objective 1:

demonstrate a proficiency of effective teachers and leaders by 06/30/2017 as measured by PGES Danielson Framework .

### Strategy1:

Teacher Effectiveness Framework - The teachers professional growth and evaluation system will be utilized according to the district evaluation plan to evaluate teacher performance in order to increase student learning.

Category: Teacher PGES

Research Cited: Teacher and Principal PGES - Charlotte Danielson

Activity - Artifacts for evidence	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide training and continual updates on connecting evidences and artifacts to the Kentucky Framework for teaching. Utilization of a google classroom and google docs for sharing of artifacts	Professional Learning	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal Assistant Principal Instructional Coach Team Leaders

Activity - Teacher Effectiveness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Build teacher capacity in the 4 domains of the Kentucky Teacher Effectiveness Framework. Provide support for teachers utilizing research based instructional strategies that impact student growth and achievement. Support teacher in the development and implementation of student growth goals and professional growth plans, assist with monitoring progress toward these goals and other elements of the evaluation plan.	Professional Learning	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal Assistant Principal Instructional Coach Peer Observers

The school identified specific strategies to address subgroup achievement gaps.

## Goal 1:

Increase the combined reading and math percent of proficient and distinguished for all student groups within the non - duplicated gap group

# Comprehensive School Improvement Plan

Ockerman Elementary School

from 41.3% to 61.2% by June 2017

## Measurable Objective 1:

61% of Third, Fourth and Fifth grade Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will demonstrate a proficiency by scoring proficient or distinguished in Reading by 05/31/2017 as measured by KPREP Assessment Data.

## Strategy1:

School Readiness - School readiness activities to facilitate early learning opportunities and readiness for transition into the kindergarten program.

Category: Early Learning

Research Cited:

Activity - School Readiness / Brigrance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will continue partnership with the Me and My School Program and Kindergarten Camp in order to offer incoming kindergarten students the opportunity to have a school experience prior to the start of school. This will create a smoother transition into the kindergarten program and will give teachers the opportunity to identify those students who may need additional support or services.	Academic Support Program	01/01/2017	12/31/2017	\$5000 - Grant Funds	Learning Support Services Principal Assistant Principal Guidance Counselors Extended School Services Coordinator Kindergarten Teachers

## Strategy2:

Best Practices - Implementation of best practice standards in order to increase student performance and achievement

Category: Continuous Improvement

Research Cited: Marzano Best Practices

Activity - Family Engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parent workshops and programming will be provided to enhance the knowledge of parents regarding the academic standards and content. Strategies will be given to parents in all areas that would assist them with supporting their children in order to achieve academic success. This will be completed through parent nights, family events, parenting classes, educational sessions etc.	Parent Involvement	01/01/2017	12/31/2017	\$5000 - Title I Part C	Principal Assistant Principal Teachers Family Resource Center Coordinator Guidance Counselors Title 1 Coordinator Teachers

Activity - PBIS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
continued training, support and monitoring of implementation of tiered school wide positive behavior intervention system ( PBIS) program	Behavioral Support Program	01/01/2017	12/31/2017	\$2000 - FRYSC	FRC coordinator Principal Assistant Principal Teachers PBIS coach

# Comprehensive School Improvement Plan

Ockerman Elementary School

Activity - Implementaion of Fast Forward Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implementation of Fast Forward Program to fidelity to increase student performance in reading for targeted under performing students in the area of reading. Placement of additional para educators and certified staff members in the lab as well as in the morning so that students may begin work on Fast Forward as soon as they arrive at school.	Academic Support Program	12/12/2016	12/31/2017	\$29000 - Grant Funds	Principal Assistant Principal Reading Interventionist FFW para educators Extended School Services Coordinator Instructional Coach

### Strategy3:

Personalization and Progress Monitoring - In collaboration with the administration and the instructional coach, through participation in professional learning communities, teacher will create personalized learning opportunities for all student to include under performing, on grade level, and above level to ensure adequate growth and mastery of content is achieved by all students.

Category: Continuous Improvement

Research Cited: personalization and monitoring

Activity - Barriers to Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide additional services, resources and support to address barriers including but not limited to transience, mental health issues, access to social services etc. In collaboration with the guidance counselors and Family Resource Center Coordinator, continue to offer support as well as educate ways to interact and address the needs of those students from impoverished backgrounds	Parent Involvement Behavioral Support Program Academic Support Program	01/01/2017	12/31/2017	\$3000 - FRYSC	FRC Coordinator Principal Assistant Principal School Counselors

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In Collaboration with administration, instructional coach and team level teachers, teachers will use the results of a variety of assessments ( pretest, post test, formative, benchmarking, performance tasks etc.) to plan for personalized and differentiated learning for students.	Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal Assistant Principal Instructional Coach Teachers

Activity - IEP/ PLP Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
IEP and PLP's will be development, implemented and monitored effectively. Plans will be aligned with the Common Core State Standards to increase the level of student performance. Student data will be analyzed and utilized to make instructional decisions related to the development of the PLP and IEP	Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal Assistant Principal Special Education Teachers Special Education Coordinators General Education Teachers

### Strategy4:

Literacy Initiatives - Curriculum and Assessment

# Comprehensive School Improvement Plan

Ockerman Elementary School

Category: Professional Learning & Support

Research Cited:

Activity - Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading instruction will include the use of the guided reading model as outlined in the district recommended reading program, Benchmark Literacy. Reading instruction will include differentiated instruction that allows for rigorous instruction with the purpose of increasing student comprehension and fluency levels.	Academic Support Program	01/01/2017	12/31/2017	\$15000 - Text Books	Principal Assistant Principal Instructional Coach Team Leaders Teachers

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide modeling, embedded PD and training to support embedded Marzano/ best practice strategies, 21st Century Learning skills, differentiation of instruction within units, formative and summative assessments to include current technology ( use of Chromebooks) guided reading implementation, meeting the needs of EL students, recognize and respond to academic and non academic barriers to learning, enhance teachers content knowledge especially in the area of literacy and the connection to the current content standards	Professional Learning	01/01/2017	12/31/2017	\$3000 - School Council Funds	Principal Assistant Principal Instructional Coach

## Measurable Objective 2:

61% of Third, Fourth and Fifth grade Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will demonstrate a proficiency in mathematical performance in Mathematics by 05/31/2017 as measured by KPREP Assessment Data.

## Strategy1:

School Readiness - School readiness activities to facilitate early learning opportunities and readiness for transition into the kindergarten program.

Category: Early Learning

Research Cited:

Activity - School Readiness / Brigance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will continue partnership with the Me and My School Program and Kindergarten Camp in order to offer incoming kindergarten students the opportunity to have a school experience prior to the start of school. This will create a smoother transition into the kindergarten program and will give teachers the opportunity to identify those students who may need additional support or services.	Academic Support Program	01/01/2017	12/31/2017	\$5000 - Grant Funds	Learning Support Services Principal Assistant Principal Guidance Counselors Extended School Services Coordinator Kindergarten Teachers

## Strategy2:

Best Practices / Mathematical Instruction - Best Practices will be utilized to increase mathematical performance

# Comprehensive School Improvement Plan

Ockerman Elementary School

Category: Continuous Improvement

Research Cited: Marzano

Activity - PBIS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continued training, support and monitoring for implementation of the tiered school wide PBIS program	Behavioral Support Program	01/01/2017	12/31/2017	\$1000 - School Council Funds	Principal Assistant Principal PBIS Coach Classroom teachers

Activity - Family Engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to work with teachers, coaches and other outside agencies to provide opportunities for family leadership and engagement through parent nights, family events, educational sessions, parenting classes etc. to increase understanding of math content and ways to assist their child to be successful in the area of math.	Parent Involvement	01/01/2017	12/31/2017	\$1000 - FRYSC	Principal Assistant Principal Instructional Coach FRC Coordinator Teachers Guidance Counselors

Activity - Implementation of Math Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implementation of the Go Math Program and the mathematical practices to ensure alignment across the grade levels for increased performance in the area of math.	Academic Support Program	01/01/2017	12/31/2017	\$3000 - Text Books	Principal Assistant Principal Instructional Coach Teachers Math RTI teacher

### Strategy3:

Personalization and Progress Monitoring - In collaboration with the administration and the instructional coach, through participation in professional learning communities, teacher will create personalized learning opportunities for all student to include under performing, on grade level, and above level to ensure adequate growth and mastery of content is achieved by all students.

Category: Continuous Improvement

Research Cited: personalization and monitoring

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In Collaboration with administration, instructional coach and team level teachers, teachers will use the results of a variety of assessments ( pretest, post test, formative, benchmarking, performance tasks etc.) to plan for personalized and differentiated learning for students.	Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal Assistant Principal Instructional Coach Teachers

# Comprehensive School Improvement Plan

Ockerman Elementary School

Activity - Barriers to Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide additional services, resources and support to address barriers including but not limited to transience, mental health issues, access to social services etc. In collaboration with the guidance counselors and Family Resource Center Coordinator, continue to offer support as well as educate ways to interact and address the needs of those students from impoverished backgrounds	Academic Support Program Parent Involvement Behavioral Support Program	01/01/2017	12/31/2017	\$3000 - FRYSC	FRC Coordinator Principal Assistant Principal School Counselors

Activity - IEP/ PLP Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
IEP and PLP's will be development, implemented and monitored effectively. Plans will be aligned with the Common Core State Standards to increase the level of student performance. Student data will be analyzed and utilized to make instructional decisions related to the development of the PLP and IEP	Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal Assistant Principal Special Education Teachers Special Education Coordinators General Education Teachers

## Goal 2:

Decrease the percentage of students scoring in the novice range in the areas fo reading and math.

### Measurable Objective 1:

100% of Third, Fourth and Fifth grade students will demonstrate a proficiency by decreasing the percentage of novice from 17% to 12% in Mathematics by 05/31/2017 as measured by KPREP Assessment Data.

### Strategy1:

Professional Learning Communities ( PLC) - Teachers in collaboration with administrations and the instructional coach will participate in PLC's to identify areas of need in regards to instruction in the area of reading. Data will be analyzed and instructional decisions will be made in order to reduce the number of student scoring in the novice range.

Category: Continuous Improvement

Research Cited:

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in collaboration with administrators and the instructional will use the results from a variety of assessments to determine the instructional needs of students scoring in the novice range. Ongoing progress monitoring of students will take place in and changes to instruction will take place as needed.	Professional Learning	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal Assistant Principal Instructional Coach Classroom teachers Special Education teachers RTI teachers



# Comprehensive School Improvement Plan

Ockerman Elementary School

Activity - Effective Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
support teacher teams to build collaboration skills in order to address the varying needs of students scoring in the novice range. provide teacher training and support for all teachers on effective collaboration skills and implementing a monitoring system to assess continuous progress and inform instructional decisions for students.	Professional Learning	01/01/2017	12/31/2017	\$1000 - Grant Funds	Principal Assistant Principal Instructional Coach Teachers

## Strategy2:

Extended School Services - The extended school services program will be utilized to support students who score in the novice range in reading and math.

Category: Continuous Improvement

Research Cited:

Activity - Targeted Differentiation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Extended School Services program will target those students who are in the novice range in either reading or math. Students will receive differentiated instruction designed to meet their instructional needs during the extended school services program. The use of programs such as Fountas and Pinnell intervention for reading and Summer Math for math will be used along with ST Math, Accelerated Reader, Tumblebooks, Fast Forward, Compass etc. to support deficits in reading and math.	Tutoring	01/01/2017	12/31/2017	\$28000 - Grant Funds	Principal Assistant Principal Extended School Services Coordinator Extended School Services tutors classroom teachers

## Strategy3:

Personalization and Progress Monitoring - Personalized learning and monitoring of student progress to increase student performance and decrease the percentage of student performing in the novice range.

Category: Continuous Improvement

Research Cited:

Activity - Individualized Novice Reduction Student Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students who scored in the the novice range on the previous years KPREP assessment in either reading or math as well as those who are currently scoring in the novice range on STAR testing for reading or math will have a novice reduction plan development for them by their teacher in collaboration with other support personnel.	Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal Assistant Principal Instructional Coach Classroom Teachers Special Education Teachers RTI Teachers

# Comprehensive School Improvement Plan

Ockerman Elementary School

Activity - Response to Intervention ( RTI)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Support the RTI intervention process at all grade levels and monitor the progress of students to ensure the implementation and effectiveness interventions. A systematic approach for student improvement will be implemented through the use data collection and information gathered from advisory team meetings.	Academic Support Program	01/01/2017	12/31/2017	\$161000 - Title I Part A	Principal Assistant Principal RTI teachers Teachers Instructional Coach

Activity - Barriers to Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to provide training, resources, and support to address barriers to learning, including but not limited to transience, access to health services, access to basic needs, collaboration with social agencies, collaboration with parent and caregiver partners. Continue to educate staff on specific ways to interact and address the needs of students from impoverished backgrounds.	Behavioral Support Program Academic Support Program	01/01/2017	12/31/2017	\$3000 - FRYSC	FRC Coordinator Principal Assistant Principal School Counselors

## Strategy4:

Align TPGES with student performance - Using the TPGES tool to directly impact instruction in an effort to reduce the number of students scoring in the novice range.

Category: Teacher PGES

Research Cited:

Activity - Questioning and Discussion	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
provide extensive professional learning opportunities in questioning and discussion techniques. This will include high level questions and student discourse discussion as described in the Framework for Teaching and will take advantage of questioning strategies included in the reading series	Professional Learning	01/01/2017	12/31/2017	\$2000 - Grant Funds	Principal Assistant Principal Instructional Coach

## Strategy5:

Growth Mindset - Provide opportunities for extensive reflection and professional learning about the growth mindset.

Category: Professional Learning & Support

Research Cited: Eric Jenson, Growth Mindset

Carol Dweck

Activity - Book Study	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize Eric Jenson's book Poor Students, Rich Teacher as the centerpiece for reflective work that all students can learn given the opportunity and presented with a culture deigned for high level cognitive engagement.	Professional Learning	11/01/2016	05/31/2017	\$0 - No Funding Required	All staff will participate

## Measurable Objective 2:

# Comprehensive School Improvement Plan

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100% of Third, Fourth and Fifth grade students will demonstrate a proficiency by decreasing the current percentage of novice from 18.5 to 13.5 in Reading by 05/31/2017 as measured by KPREP Assessment Data.

## Strategy1:

Growth Mindset - Provide opportunities for extensive reflection and professional learning about the growth mindset.

Category: Professional Learning & Support

Research Cited: Eric Jenson, Growth Mindset

Carol Dweck

Activity - Book Study	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize Eric Jenson's book Poor Students, Rich Teacher as the centerpiece for reflective work that all students can learn given the opportunity and presented with a culture deigned for high level cognitive engagement.	Professional Learning	11/01/2016	05/31/2017	\$0 - No Funding Required	All staff will participate

## Strategy2:

Professional Learning Communities ( PLC) - Teachers in collaboration with administrations and the instructional coach will participate in PLC's to identify areas of need in regards to instruction in the area of reading. Data will be analyzed and instructional decisions will be made in order to reduce the number of student scoring in the novice range.

Category: Continuous Improvement

Research Cited:

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in collaboration with administrators and the instructional will use the results from a variety of assessments to determine the instructional needs of students scoring in the novice range. Ongoing progress monitoring of students will take place in and changes to instruction will take place as needed.	Professional Learning	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal Assistant Principal Instructional Coach Classroom teachers Special Education teachers RTI teachers

Activity - Effective Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
support teacher teams to build collaboration skills in order to address the varying needs of students scoring in the novice range. provide teacher training and support for all teachers on effective collaboration skills and implementing a monitoring system to assess continuous progress and inform instructional decisions for students.	Professional Learning	01/01/2017	12/31/2017	\$1000 - Grant Funds	Principal Assistant Principal Instructional Coach Teachers

## Strategy3:

Personalization and Progress Monitoring - Personalized learning and monitoring of student progress to increase student performance and decrease the percentage of student performing in the novice range.

Category: Continuous Improvement

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Research Cited:

Activity - Barriers to Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to provide training, resources, and support to address barriers to learning, including but not limited to transience, access to health services, access to basic needs, collaboration with social agencies, collaboration with parent and caregiver partners. Continue to educate staff on specific ways to interact and address the needs of students from impoverished backgrounds.	Academic Support Program Behavioral Support Program	01/01/2017	12/31/2017	\$3000 - FRYSC	FRC Coordinator Principal Assistant Principal School Counselors

Activity - Response to Intervention ( RTI)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Support the RTI intervention process at all grade levels and monitor the progress of students to ensure the implementation and effectiveness interventions. A systematic approach for student improvement will be implemented through the use data collection and information gathered from advisory team meetings.	Academic Support Program	01/01/2017	12/31/2017	\$161000 - Title I Part A	Principal Assistant Principal RTI teachers Teachers Instructional Coach

Activity - Individualized Novice Reduction Student Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students who scored in the the novice range on the previous years KPREP assessment in either reading or math as well as those who are currently scoring in the novice range on STAR testing for reading or math will have a novice reduction plan development for them by their teacher in collaboration with other support personnel.	Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal Assistant Principal Instructional Coach Classroom Teachers Special Education Teachers RTI Teachers

## Strategy4:

Extended School Services - The extended school services program will be utilized to support students who score in the novice range in reading and math.

Category: Continuous Improvement

Research Cited:

Activity - Targeted Differentiation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Extended School Services program will target those students who are in the novice range in either reading or math. Students will receive differentiated instruction designed to meet their instructional needs during the extended school services program. The use of programs such as Fountas and Pinnell intervention for reading and Summer Math for math will be used along with ST Math, Accelerated Reader, Tumblebooks, Fast Forward, Compass etc. to support deficits in reading and math.	Tutoring	01/01/2017	12/31/2017	\$28000 - Grant Funds	Principal Assistant Principal Extended School Services Coordinator Extended School Services tutors classroom teachers

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## Strategy5:

Align TPGES with student performance - Using the TPGES tool to directly impact instruction in an effort to reduce the number of students scoring in the novice range.

Category: Teacher PGES

Research Cited:

Activity - Questioning and Discussion	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
provide extensive professional learning opportunities in questioning and discussion techniques. This will include high level questions and student discourse discussion as described in the Framework for Teaching and will take advantage of questioning strategies included in the reading series	Professional Learning	01/01/2017	12/31/2017	\$2000 - Grant Funds	Principal Assistant Principal Instructional Coach

## Goal 3:

Increase the percentage of effective teachers and leaders.

## Measurable Objective 1:

demonstrate a proficiency of effective teachers and leaders by 06/30/2017 as measured by PGES Danielson Framework .

## Strategy1:

Teacher Effectiveness Framework - The teachers professional growth and evaluation system will be utilized according to the district evaluation plan to evaluate teacher performance in order to increase student learning.

Category: Teacher PGES

Research Cited: Teacher and Principal PGES - Charlotte Danielson

Activity - Artifacts for evidence	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide training and continual updates on connecting evidences and artifacts to the Kentucky Framework for teaching. Utilization of a google classroom and google docs for sharing of artifacts	Professional Learning	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal Assistant Principal Instructional Coach Team Leaders

Activity - Teacher Effectiveness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Build teacher capacity in the 4 domains of the Kentucky Teacher Effectiveness Framework. Provide support for teachers utilizing research based instructional strategies that impact student growth and achievement. Support teacher in the development and implementation of student growth goals and professional growth plans, assist with monitoring progress toward these goals and other elements of the evaluation plan.	Professional Learning	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal Assistant Principal Instructional Coach Peer Observers

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## Goal 4:

Increase the average combined reading and math KPREP Proficient and Distinguished scores for all students from 51.1 % to 67.1 in 2017 as measured by KREP data.

### Measurable Objective 1:

62% of All Students will demonstrate a proficiency by scoring proficient or distinguished in Mathematics by 05/31/2017 as measured by KPREP Assessment Data.

### Strategy1:

Best Practices - Teachers will continue training in researched best practices for instructional delivery in the areas of reading and math. The STAR Reading, STAR math and STAR Early Literacy assessments along with formative assessments will be administered regularly to monitor growth.

Category: Professional Learning & Support

Research Cited: Danielson Framework, Marzano

Activity - Personalization and Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use results of a variety of assessments ( pretests, post tests, benchmarking, formative, common etc.) to plan for personalized instruction for student who have not achieved content mastery as well as those who are underperforming. Data gathered from these assessments will be used to make immediate instructional decisions to address areas of need. Collaboration with the RTI teachers along with participation in the advisory team meetings to determine next steps for instruction.	Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, Teachers

### Strategy2:

School Readiness - Educate and inform parents about the skills needed for students to be ready for entrance into school in order to facilitate school readiness. Increase collaboration between preschool teachers and kindergarten teachers to transition students from one program to the next.

Category: Early Learning

Research Cited: School Readiness

Activity - School Readiness / Brigance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Work with families and community members to ensure all children are give the opportunity to experience and effective transition to school entry by gathering any transition data from early childhood educational experiences to get to know the incoming kindergarten learner.	Academic Support Program	01/01/2017	12/31/2017	\$5000 - Title I Part C	Principal Assistant Principal Guidance Counselors Instructional Coach Family Youth Resource Center Coordinator (FRC) PreSchool Teachers Kindergarten Teachers

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Activity - Common Assessment / Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement the use of a common assessment for all kindergarten students to be administered a minimum of 6 times during the year to determine levels of mastery as well as areas where support is needed for individual students. This data will be used to design individualized instruction for all students.	Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal Assistant Principal Instructional Coach Kindergarten Teachers

### Strategy3:

Professional Learning Communities ( PLC) - Teachers will participate in weekly professional learning communities with their grade level team to review data and make instructional decisions based upon the data to address the learning needs of all students.

Category: Professional Learning & Support

Research Cited:

Activity - Professional Learning Communities ( PLC)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional learning communities will take place weekly during the teachers common planning time. During this time period teachers will review student performance data and determine the next steps for personalized instruction for students who have not achieved content master and for under performing students. Personalization requires collaboration among teachers for flexible grouping based on student needs.	Academic Support Program	01/01/2017	12/31/2017	\$1500 - School Council Funds	Principal, Assistant Principal, Instructional Coach, Teachers, District Level Learning Support

### Strategy4:

Implementation of Math Program - Implementation of the math program and extensions programs

Category: Continuous Improvement

Research Cited:

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continued professional development in the area of math instruction and the mathematical standards to increase student learning.	Professional Learning	01/01/2017	12/31/2017	\$2000 - Grant Funds	Principal Assistant Principal Instructional Coach

Activity - ST Math Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilization of the ST Math program to enhance mathematical instruction as well as to address deficits for students who are under performing. ST Math will be used to offer personalized learning to all students.	Academic Support Program	01/01/2017	12/31/2017	\$8000 - Title I Part A	Principal Assistant Principal Instructional Coach School Technology Coordinator RTI Math teacher Classroom Teachers

### Strategy5:

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Embedded Professional Development - Continued professional development in the areas of reading and math implementation will be designed and delivered to staff. Follow up on implementation of strategies and programming will be monitored through lesson plans and collaboration among team members.

Category: Professional Learning & Support

Research Cited:

Activity - Embedded Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide modeling, embedded PD, training and support for both the reading and math programs, Renaissance Learning, Marzano strategies, guided reading implementation, Kagan strategies, differentiation of learning across all content areas, spoken communication skills, enhance teachers skills in the area of science and social studies so they can embed these areas into reading and math instruction, focus on data disaggregation of assessments, implementation of technology skills in the classroom in relation to reading and math, continued work in project based learning and understanding by design ( UBD)	Academic Support Program	01/01/2017	12/31/2017	\$10000 - Grant Funds	Learning Support Services Principal Assistant Principal Instructional Coach Team leaders Teacher leaders

## Measurable Objective 2:

67% of All Students will demonstrate a proficiency by scoring proficient or distinguished in Reading by 05/30/2017 as measured by KPREP Assessment Data .

## Strategy1:

Professional Learning Communities ( PLC) - Teachers will participate in weekly professional learning communities with their grade level team to review data and make instructional decisions based upon the data to address the learning needs of all students.

Category: Professional Learning & Support

Research Cited:

Activity - Professional Learning Communities ( PLC)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional learning communities will take place weekly during the teachers common planning time. During this time period teachers will review student performance data and determine the next steps for personalized instruction for students who have not achieved content master and for under performing students. Personalization requires collaboration among teachers for flexible grouping based on student needs.	Academic Support Program	01/01/2017	12/31/2017	\$1500 - School Council Funds	Principal, Assistant Principal, Instructional Coach, Teachers, District Level Learning Support

## Strategy2:

Embedded Professional Development - Continued professional development in the areas of reading and math implementation will be designed and delivered to staff. Follow up on implementation of strategies and programming will be monitored through lesson plans and collaboration among team members.

Category: Professional Learning & Support

Research Cited:



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Activity - Embedded Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide modeling, embedded PD, training and support for both the reading and math programs, Renaissance Learning, Marzano strategies, guided reading implementation, Kagan strategies, differentiation of learning across all content areas, spoken communication skills, enhance teachers skills in the area of science and social studies so they can embed these areas into reading and math instruction, focus on data disaggregation of assessments, implementation of technology skills in the classroom in relation to reading and math, continued work in project based learning and understanding by design ( UBD)	Academic Support Program	01/01/2017	12/31/2017	\$10000 - Grant Funds	Learning Support Services Principal Assistant Principal Instructional Coach Team leaders Teacher leaders

### Strategy3:

Best Practices - Teachers will continue training in researched best practices for instructional delivery in the areas of reading and math. The STAR Reading, STAR math and STAR Early Literacy assessments along with formative assessments will be administered regularly to monitor growth.

Category: Professional Learning & Support

Research Cited: Danielson Framework, Marzano

Activity - Personalization and Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use results of a variety of assessments ( pretests, post tests, benchmarking, formative, common etc.) to plan for personalized instruction for student who have not achieved content mastery as well as those who are underperforming. Data gathered from these assessments will be used to make immediate instructional decisions to address areas of need. Collaboration with the RTI teachers along with participation in the advisory team meetings to determine next steps for instruction.	Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, Teachers

### Strategy4:

School Readiness - Educate and inform parents about the skills needed for students to be ready for entrance into school in order to facilitate school readiness. Increase collaboration between preschool teachers and kindergarten teachers to transition students from one program to the next.

Category: Early Learning

Research Cited: School Readiness

Activity - Common Assessment / Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement the use of a common assessment for all kindergarten students to be administered a minimum of 6 times during the year to determine levels of mastery as well as areas where support is needed for individual students. This data will be used to design individualized instruction for all students.	Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal Assistant Principal Instructional Coach Kindergarten Teachers

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Activity - School Readiness / Brigrance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Work with families and community members to ensure all children are give the opportunity to experience and effective transition to school entry by gathering any transition data from early childhood educational experiences to get to know the incoming kindergarten learner.	Academic Support Program	01/01/2017	12/31/2017	\$5000 - Title I Part C	Principal Assistant Principal Guidance Counselors Instructional Coach Family Youth Resource Center Coordinator (FRC) PreSchool Teachers Kindergarten Teachers

## Goal 5:

Increase the level of profiiciency in writng by increasing the percentage of students scoring proficinet or distinguished in writing from 28.1% to 46.9%

## Measurable Objective 1:

46% of Fifth grade students will demonstrate a proficiency by increasing the percentage of students scoring Proficient or Distinguished from 28.1% to 46.9% in Writing by 05/31/2017 as measured by KPREP Assessment Data.

## Strategy1:

Personalization and Progress Monitoring - Through the development of ongoing writing prompts and the use of the writing program built into the Benchmark Literacy Program, teachers will determine the instructional needs of student in the area of writing.

Category: Continuous Improvement

Research Cited:

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through the use of scoring rubrics teachers will determine the instructional needs of students in the area of writing. Differentiated instruction will then take place to meet the needs of all students and to address those students who are under performing, on grade level and above level.	Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal Assistant Principal Instructional Coach Writing Program Review Lead

Activity - Barriers to Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to provide training, resources, and support to address barriers to learning, including but not limited to transience, access to health services, access to basic needs, collaboration with social agencies, collaboration with parent and caregiver partners. Continue to educate staff on specific ways to interact and address the needs of students from impoverished backgrounds.	Behavioral Support Program Academic Support Program	01/01/2017	12/31/2017	\$3000 - FRYSC	FRC Coordinator Principal Assistant Principal School Counselors

## Strategy2:

Professional Development - Professional development and support will be delivered to teachers in the area of writing instruction to include

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the use of rubrics and data analysis.

Category: Professional Learning & Support

Research Cited:

Activity - Teacher Training / Writing Pathways	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide training to all teachers in the use of the resource book Writing Pathways to enhance teachers knowledge of the writing process and how best to instruct students in the traits of writing, types of writing, purpose of writing, writing across the content areas, assessing writing and interventions for under performing students.	Professional Learning	01/01/2017	12/31/2017	\$5000 - School Council Funds	Principal Assistant Principal Instructional Coach Writing Program Review Lead All teachers

### Strategy3:

Assessment - Assessment and monitoring of student performance in the area of writing

Category: Continuous Improvement

Research Cited:

Activity - Assessment / Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
using the instructional components of the Writing Pathways Books and the Benchmark Literacy Program, the writing progress of all students will be monitored using performance tasks and coordinated scoring rubrics. Instructional decisions will be made based upon data collected. Mastery of standards for writing will be assessed and areas for improvement and instructional intervention will be identified for those students in need.	Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal Assistant Principal Instructional Coach Teachers

### Strategy4:

Curriculum Alignment - Curriculum alignment of the writing program with Kentucky Common Core Standards

Category: Professional Learning & Support

Research Cited:

Activity - Lesson Plans Aligned to Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The implementation and monitoring of common lesson plan formatting to ensure alignment with the standards. Use the Planbookedu tool as the mechanism for this activity	Professional Learning	01/01/2017	12/31/2017	\$1000 - School Council Funds	Principal Assistant Principal

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Activity - Vertical Teams / Program Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Creation of vertical teams across grade levels and content areas to allow collaboration in the area of writing. Team members will work in the planning, development and implementation of a seamless writing program across all grade levels which is aligned to the Common Core Standards	Professional Learning	01/01/2017	12/31/2017	\$3000 - Title I Part A	Principal Instructional Coach Assistant Principal Team Leaders Writing team members Writing Program Review Lead

**The school identified specific strategies to increase the average freshman graduation rate.**

N/A (this question does not apply)

**The school identified specific strategies to increase the percentage of students who are college and career ready.**

N/A (this question does not apply)

**The school identified specific strategies to increase the percentage of distinguished programs in the arts and humanities, PL/CS and writing.**

## Goal 1:

Increase the combined reading and math percent of proficient and distinguished for all student groups within the non - duplicated gap group from 41.3% to 61.2% by June 2017

## Measurable Objective 1:

61% of Third, Fourth and Fifth grade Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will demonstrate a proficiency in mathematical performance in Mathematics by 05/31/2017 as measured by KPREP Assessment Data.

## Strategy1:

Personalization and Progress Monitoring - In collaboration with the administration and the instructional coach, through participation in professional learning communities, teacher will create personalized learning opportunities for all student to include under performing, on grade level, and above level to ensure adequate growth and mastery of content is achieved by all students.

Category: Continuous Improvement

Research Cited: personalization and monitoring

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Activity - IEP/ PLP Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
IEP and PLP's will be development, implemented and monitored effectively. Plans will be aligned with the Common Core State Standards to increase the level of student performance. Student data will be analyzed and utilized to make instructional decisions related to the development of the PLP and IEP	Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal Assistant Principal Special Education Teachers Special Education Coordinators General Education Teachers

Activity - Barriers to Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide additional services, resources and support to address barriers including but not limited to transience, mental health issues, access to social services etc. In collaboration with the guidance counselors and Family Resource Center Coordinator, continue to offer support as well as educate ways to interact and address the needs of those students from impoverished backgrounds	Parent Involvement Behavioral Support Program Academic Support Program	01/01/2017	12/31/2017	\$3000 - FRYSC	FRC Coordinator Principal Assistant Principal School Counselors

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In Collaboration with administration, instructional coach and team level teachers, teachers will use the results of a variety of assessments ( pretest, post test, formative, benchmarking, performance tasks etc.) to plan for personalized and differentiated learning for students.	Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal Assistant Principal Instructional Coach Teachers

## Strategy2:

School Readiness - School readiness activities to facilitate early learning opportunities and readiness for transition into the kindergarten program.

Category: Early Learning

Research Cited:

Activity - School Readiness / Brigance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will continue partnership with the Me and My School Program and Kindergarten Camp in order to offer incoming kindergarten students the opportunity to have a school experience prior to the start of school. This will create a smoother transition into the kindergarten program and will give teachers the opportunity to identify those students who may need additional support or services.	Academic Support Program	01/01/2017	12/31/2017	\$5000 - Grant Funds	Learning Support Services Principal Assistant Principal Guidance Counselors Extended School Services Coordinator Kindergarten Teachers

## Strategy3:

Best Practices / Mathematical Instruction - Best Practices will be utilized to increase mathematical performance

Category: Continuous Improvement

Research Cited: Marzano

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Activity - Implementation of Math Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implementation of the Go Math Program and the mathematical practices to ensure alignment across the grade levels for increased performance in the area of math.	Academic Support Program	01/01/2017	12/31/2017	\$3000 - Text Books	Principal Assistant Principal Instructional Coach Teachers Math RTI teacher

Activity - Family Engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to work with teachers, coaches and other outside agencies to provide opportunities for family leadership and engagement through parent nights, family events, educational sessions, parenting classes etc. to increase understanding of math content and ways to assist their child to be successful in the area of math.	Parent Involvement	01/01/2017	12/31/2017	\$1000 - FRYSC	Principal Assistant Principal Instructional Coach FRC Coordinator Teachers Guidance Counselors

Activity - PBIS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continued training, support and monitoring for implementation of the tiered school wide PBIS program	Behavioral Support Program	01/01/2017	12/31/2017	\$1000 - School Council Funds	Principal Assistant Principal PBIS Coach Classroom teachers

## Measurable Objective 2:

61% of Third, Fourth and Fifth grade Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will demonstrate a proficiency by scoring proficient or distinguished in Reading by 05/31/2017 as measured by KPREP Assessment Data.

## Strategy1:

School Readiness - School readiness activities to facilitate early learning opportunities and readiness for transition into the kindergarten program.

Category: Early Learning

Research Cited:

Activity - School Readiness / Brigrance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will continue partnership with the Me and My School Program and Kindergarten Camp in order to offer incoming kindergarten students the opportunity to have a school experience prior to the start of school. This will create a smoother transition into the kindergarten program and will give teachers the opportunity to identify those students who may need additional support or services.	Academic Support Program	01/01/2017	12/31/2017	\$5000 - Grant Funds	Learning Support Services Principal Assistant Principal Guidance Counselors Extended School Services Coordinator Kindergarten Teachers

## Strategy2:

Personalization and Progress Monitoring - In collaboration with the administration and the instructional coach, through participation in professional learning communities, teacher will create personalized learning opportunities for all student to include under performing, on

# Comprehensive School Improvement Plan

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grade level, and above level to ensure adequate growth and mastery of content is achieved by all students.

Category: Continuous Improvement

Research Cited: personalization and monitoring

Activity - IEP/ PLP Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
IEP and PLP's will be development, implemented and monitored effectively. Plans will be aligned with the Common Core State Standards to increase the level of student performance. Student data will be analyzed and utilized to make instructional decisions related to the development of the PLP and IEP	Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal Assistant Principal Special Education Teachers Special Education Coordinators General Education Teachers

Activity - Barriers to Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide additional services, resources and support to address barriers including but not limited to transience, mental health issues, access to social services etc. In collaboration with the guidance counselors and Family Resource Center Coordinator, continue to offer support as well as educate ways to interact and address the needs of those students from impoverished backgrounds	Parent Involvement Behavioral Support Program Academic Support Program	01/01/2017	12/31/2017	\$3000 - FRYSC	FRC Coordinator Principal Assistant Principal School Counselors

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In Collaboration with administration, instructional coach and team level teachers, teachers will use the results of a variety of assessments ( pretest, post test, formative, benchmarking, performance tasks etc.) to plan for personalized and differentiated learning for students.	Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal Assistant Principal Instructional Coach Teachers

### Strategy3:

Literacy Initiatives - Curriculum and Assessment

Category: Professional Learning & Support

Research Cited:

Activity - Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading instruction will include the use of the guided reading model as outlined in the district recommended reading program, Benchmark Literacy. Reading instruction will include differentiated instruction that allows for rigorous instruction with the purpose of increasing student comprehension and fluency levels.	Academic Support Program	01/01/2017	12/31/2017	\$15000 - Text Books	Principal Assistant Principal Instructional Coach Team Leaders Teachers

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Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide modeling, embedded PD and training to support embedded Marzano/ best practice strategies, 21st Century Learning skills, differentiation of instruction within units, formative and summative assessments to include current technology ( use of Chromebooks) guided reading implementation, meeting the needs of EL students, recognize and respond to academic and non academic barriers to learning, enhance teachers content knowledge especially in the area of literacy and the connection to the current content standards	Professional Learning	01/01/2017	12/31/2017	\$3000 - School Council Funds	Principal Assistant Principal Instructional Coach

## Strategy4:

Best Practices - Implementation of best practice standards in order to increase student performance and achievement

Category: Continuous Improvement

Research Cited: Marzano Best Practices

Activity - Family Engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parent workshops and programming will be provided to enhance the knowledge of parents regarding the academic standards and content. Strategies will be given to parents in all areas that would assist them with supporting their children in order to achieve academic success. This will be completed through parent nights, family events, parenting classes, educational sessions etc.	Parent Involvement	01/01/2017	12/31/2017	\$5000 - Title I Part C	Principal Assistant Principal Teachers Family Resource Center Coordinator Guidance Counselors Title 1 Coordinator Teachers

Activity - PBIS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
continued training, support and monitoring of implementation of tiered school wide positive behavior intervention system ( PBIS) program	Behavioral Support Program	01/01/2017	12/31/2017	\$2000 - FRYSC	FRC coordinator Principal Assistant Principal Teachers PBIS coach

Activity - Implementaion of Fast Forward Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implementation of Fast Forward Program to fidelity to increase student performance in reading for targeted under performing students in the area of reading. Placement of additional para educators and certified staff members in the lab as well as in the morning so that students may begin work on Fast Forward as soon as they arrive at school.	Academic Support Program	12/12/2016	12/31/2017	\$29000 - Grant Funds	Principal Assistant Principal Reading Interventionist FFW para educators Extended School Services Coordinator Instructional Coach

## Goal 2:

Decrease the percentage of students scoring in the novice range in the areas fo reading and math.

## Measurable Objective 1:



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100% of Third, Fourth and Fifth grade students will demonstrate a proficiency by decreasing the percentage of novice from 17% to 12% in Mathematics by 05/31/2017 as measured by KPREP Assessment Data.

## Strategy1:

Personalization and Progress Monitoring - Personalized learning and monitoring of student progress to increase student performance and decrease the percentage of student performing in the novice range.

Category: Continuous Improvement

Research Cited:

Activity - Barriers to Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to provide training, resources, and support to address barriers to learning, including but not limited to transience, access to health services, access to basic needs, collaboration with social agencies, collaboration with parent and caregiver partners. Continue to educate staff on specific ways to interact and address the needs of students from impoverished backgrounds.	Academic Support Program Behavioral Support Program	01/01/2017	12/31/2017	\$3000 - FRYSC	FRC Coordinator Principal Assistant Principal School Counselors

Activity - Individualized Novice Reduction Student Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students who scored in the the novice range on the previous years KPREP assessment in either reading or math as well as those who are currently scoring in the novice range on STAR testing for reading or math will have a novice reduction plan development for them by their teacher in collaboration with other support personnel.	Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal Assistant Principal Instructional Coach Classroom Teachers Special Education Teachers RTI Teachers

Activity - Response to Intervention ( RTI)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Support the RTI intervention process at all grade levels and monitor the progress of students to ensure the implementation and effectiveness interventions. A systematic approach for student improvement will be implemented through the use data collection and information gathered from advisory team meetings.	Academic Support Program	01/01/2017	12/31/2017	\$161000 - Title I Part A	Principal Assistant Principal RTI teachers Teachers Instructional Coach

## Strategy2:

Professional Learning Communities ( PLC) - Teachers in collaboration with administrations and the instructional coach will participate in PLC's to identify areas of need in regards to instruction in the area of reading. Data will be analyzed and instructional decisions will be made in order to reduce the number of student scoring in the novice range.

Category: Continuous Improvement

Research Cited:

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Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in collaboration with administrators and the instructional will use the results from a variety of assessments to determine the instructional needs of students scoring in the novice range. Ongoing progress monitoring of students will take place in and changes to instruction will take place as needed.	Professional Learning	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal Assistant Principal Instructional Coach Classroom teachers Special Education teachers RTI teachers

Activity - Effective Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
support teacher teams to build collaboration skills in order to address the varying needs of students scoring in the novice range. provide teacher training and support for all teachers on effective collaboration skills and implementing a monitoring system to assess continuous progress and inform instructional decisions for students.	Professional Learning	01/01/2017	12/31/2017	\$1000 - Grant Funds	Principal Assistant Principal Instructional Coach Teachers

### Strategy3:

Growth Mindset - Provide opportunities for extensive reflection and professional learning about the growth mindset.

Category: Professional Learning & Support

Research Cited: Eric Jenson, Growth Mindset

Carol Dweck

Activity - Book Study	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize Eric Jenson's book Poor Students, Rich Teacher as the centerpiece for reflective work that all students can learn given the opportunity and presented with a culture deigned for high level cognitive engagement.	Professional Learning	11/01/2016	05/31/2017	\$0 - No Funding Required	All staff will participate

### Strategy4:

Align TPGES with student performance - Using the TPGES tool to directly impact instruction in an effort to reduce the number of students scoring in the novice range.

Category: Teacher PGES

Research Cited:

Activity - Questioning and Discussion	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
provide extensive professional learning opportunities in questioning and discussion techniques. This will include high level questions and student discourse discussion as described in the Framework for Teaching and will take advantage of questioning strategies included in the reading series	Professional Learning	01/01/2017	12/31/2017	\$2000 - Grant Funds	Principal Assistant Principal Instructional Coach

### Strategy5:

Extended School Services - The extended school services program will be utilized to support students who score in the novice range in

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reading and math.

Category: Continuous Improvement

Research Cited:

Activity - Targeted Differentiation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Extended School Services program will target those students who are in the novice range in either reading or math. Students will receive differentiated instruction designed to meet their instructional needs during the extended school services program. The use of programs such as Fountas and Pinnell intervention for reading and Summer Math for math will be used along with ST Math, Accelerated Reader, Tumblebooks, Fast Forward, Compass etc. to support deficits in reading and math.	Tutoring	01/01/2017	12/31/2017	\$28000 - Grant Funds	Principal Assistant Principal Extended School Services Coordinator Extended School Services tutors classroom teachers

## Measurable Objective 2:

100% of Third, Fourth and Fifth grade students will demonstrate a proficiency by decreasing the current percentage of novice from 18.5 to 13.5 in Reading by 05/31/2017 as measured by KPREP Assessment Data.

## Strategy1:

Align TPGES with student performance - Using the TPGES tool to directly impact instruction in an effort to reduce the number of students scoring in the novice range.

Category: Teacher PGES

Research Cited:

Activity - Questioning and Discussion	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
provide extensive professional learning opportunities in questioning and discussion techniques. This will include high level questions and student discourse discussion as described in the Framework for Teaching and will take advantage of questioning strategies included in the reading series	Professional Learning	01/01/2017	12/31/2017	\$2000 - Grant Funds	Principal Assistant Principal Instructional Coach

## Strategy2:

Personalization and Progress Monitoring - Personalized learning and monitoring of student progress to increase student performance and decrease the percentage of student performing in the novice range.

Category: Continuous Improvement

Research Cited:

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Activity - Individualized Novice Reduction Student Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students who scored in the the novice range on the previous years KPREP assessment in either reading or math as well as those who are currently scoring in the novice range on STAR testing for reading or math will have a novice reduction plan development for them by their teacher in collaboration with other support personnel.	Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal Assistant Principal Instructional Coach Classroom Teachers Special Education Teachers RTI Teachers

Activity - Response to Intervention ( RTI)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Support the RTI intervention process at all grade levels and monitor the progress of students to ensure the implementation and effectiveness interventions. A systematic approach for student improvement will be implemented through the use data collection and information gathered from advisory team meetings.	Academic Support Program	01/01/2017	12/31/2017	\$161000 - Title I Part A	Principal Assistant Principal RTI teachers Teachers Instructional Coach

Activity - Barriers to Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to provide training, resources, and support to address barriers to learning, including but not limited to transience, access to health services, access to basic needs, collaboration with social agencies, collaboration with parent and caregiver partners. Continue to educate staff on specific ways to interact and address the needs of students from impoverished backgrounds.	Academic Support Program Behavioral Support Program	01/01/2017	12/31/2017	\$3000 - FRYSC	FRC Coordinator Principal Assistant Principal School Counselors

### Strategy3:

Growth Mindset - Provide opportunities for extensive reflection and professional learning about the growth mindset.

Category: Professional Learning & Support

Research Cited: Eric Jenson, Growth Mindset

Carol Dweck

Activity - Book Study	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize Eric Jenson's book Poor Students, Rich Teacher as the centerpiece for reflective work that all students can learn given the opportunity and presented with a culture deigned for high level cognitive engagement.	Professional Learning	11/01/2016	05/31/2017	\$0 - No Funding Required	All staff will participate

### Strategy4:

Professional Learning Communities ( PLC) - Teachers in collaboration with administrations and the instructional coach will participate in PLC's to identify areas of need in regards to instruction in the area of reading. Data will be analyzed and instructional decisions will be made in order to reduce the number of student scoring in the novice range.

Category: Continuous Improvement

Research Cited:

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Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in collaboration with administrators and the instructional will use the results from a variety of assessments to determine the instructional needs of students scoring in the novice range. Ongoing progress monitoring of students will take place in and changes to instruction will take place as needed.	Professional Learning	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal Assistant Principal Instructional Coach Classroom teachers Special Education teachers RTI teachers

Activity - Effective Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
support teacher teams to build collaboration skills in order to address the varying needs of students scoring in the novice range. provide teacher training and support for all teachers on effective collaboration skills and implementing a monitoring system to assess continuous progress and inform instructional decisions for students.	Professional Learning	01/01/2017	12/31/2017	\$1000 - Grant Funds	Principal Assistant Principal Instructional Coach Teachers

## Strategy5:

Extended School Services - The extended school services program will be utilized to support students who score in the novice range in reading and math.

Category: Continuous Improvement

Research Cited:

Activity - Targeted Differentiation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Extended School Services program will target those students who are in the novice range in either reading or math. Students will receive differentiated instruction designed to meet their instructional needs during the extended school services program. The use of programs such as Fountas and Pinnell intervention for reading and Summer Math for math will be used along with ST Math, Accelerated Reader, Tumblebooks, Fast Forward, Compass etc. to support deficits in reading and math.	Tutoring	01/01/2017	12/31/2017	\$28000 - Grant Funds	Principal Assistant Principal Extended School Services Coordinator Extended School Services tutors classroom teachers

## Goal 3:

Increase the percentage of effective teachers and leaders.

## Measurable Objective 1:

demonstrate a proficiency of effective teachers and leaders by 06/30/2017 as measured by PGES Danielson Framework .

## Strategy1:

Teacher Effectiveness Framework - The teachers professional growth and evaluation system will be utilized according to the district evaluation plan to evaluate teacher performance in order to increase student learning.

Category: Teacher PGES

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Research Cited: Teacher and Principal PGES - Charlotte Danielson

Activity - Artifacts for evidence	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide training and continual updates on connecting evidences and artifacts to the Kentucky Framework for teaching. Utilization of a google classroom and google docs for sharing of artifacts	Professional Learning	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal Assistant Principal Instructional Coach Team Leaders

Activity - Teacher Effectiveness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Build teacher capacity in the 4 domains of the Kentucky Teacher Effectiveness Framework. Provide support for teachers utilizing research based instructional strategies that impact student growth and achievement. Support teacher in the development and implementation of student growth goals and professional growth plans, assist with monitoring progress toward these goals and other elements of the evaluation plan.	Professional Learning	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal Assistant Principal Instructional Coach Peer Observers

## Goal 4:

Increase the level of proficiency in writing by increasing the percentage of students scoring proficient or distinguished in writing from 28.1% to 46.9%

### Measurable Objective 1:

46% of Fifth grade students will demonstrate a proficiency by increasing the percentage of students scoring Proficient or Distinguished from 28.1% to 46.9% in Writing by 05/31/2017 as measured by KPREP Assessment Data.

### Strategy1:

Personalization and Progress Monitoring - Through the development of ongoing writing prompts and the use of the writing program built into the Benchmark Literacy Program, teachers will determine the instructional needs of student in the area of writing.

Category: Continuous Improvement

Research Cited:

Activity - Barriers to Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to provide training, resources, and support to address barriers to learning, including but not limited to transience, access to health services, access to basic needs, collaboration with social agencies, collaboration with parent and caregiver partners. Continue to educate staff on specific ways to interact and address the needs of students from impoverished backgrounds.	Academic Support Program Behavioral Support Program	01/01/2017	12/31/2017	\$3000 - FRYSC	FRC Coordinator Principal Assistant Principal School Counselors

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Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through the use of scoring rubrics teachers will determine the instructional needs of students in the area of writing. Differentiated instruction will then take place to meet the needs of all students and to address those students who are under performing, on grade level and above level.	Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal Assistant Principal Instructional Coach Writing Program Review Lead

## Strategy2:

Professional Development - Professional development and support will be delivered to teachers in the area of writing instruction to include the use of rubrics and data analysis.

Category: Professional Learning & Support

Research Cited:

Activity - Teacher Training / Writing Pathways	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide training to all teachers in the use of the resource book Writing Pathways to enhance teachers knowledge of the writing process and how best to instruct students in the traits of writing, types of writing, purpose of writing, writing across the content areas, assessing writing and interventions for under performing students.	Professional Learning	01/01/2017	12/31/2017	\$5000 - School Council Funds	Principal Assistant Principal Instructional Coach Writing Program Review Lead All teachers

## Strategy3:

Curriculum Alignment - Curriculum alignment of the writing program with Kentucky Common Core Standards

Category: Professional Learning & Support

Research Cited:

Activity - Lesson Plans Aligned to Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The implementation and monitoring of common lesson plan formatting to ensure alignment with the standards. Use the Planbookedu tool as the mechanism for this activity	Professional Learning	01/01/2017	12/31/2017	\$1000 - School Council Funds	Principal Assistant Principal

Activity - Vertical Teams / Program Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Creation of vertical teams across grade levels and content areas to allow collaboration in the area of writing. Team members will work in the planning, development and implementation of a seamless writing program across all grade levels which is aligned to the Common Core Standards	Professional Learning	01/01/2017	12/31/2017	\$3000 - Title I Part A	Principal Instructional Coach Assistant Principal Team Leaders Writing team members Writing Program Review Lead

## Strategy4:

Assessment - Assessment and monitoring of student performance in the area of writing

Category: Continuous Improvement

Research Cited:

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Activity - Assessment / Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
using the instructional components of the Writing Pathways Books and the Benchmark Literacy Program, the writing progress of all students will be monitored using performance tasks and coordinated scoring rubrics. Instructional decisions will be made based upon data collected. Mastery of standards for writing will be assessed and areas for improvement and instructional intervention will be identified for those students in need.	Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal Assistant Principal Instructional Coach Teachers



# **Executive Summary**

## **Introduction**

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

## **Description of the School**

**Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?**

Ockerman Elementary is one of 14 elementary schools within the Boone County School district and is one of 5 elementary schools located within the city of Florence Kentucky. The city of Florence is the 2nd largest city in Northern Kentucky with an estimated population of just over 32,000 people which places it as the 9th most populated city in the state. Ockerman Elementary sits on the campus with the Boone County Board of Education and Ockerman Middle School and is located in an urban area and sits amidst a mixture of residential areas and businesses. Students travel an average of 3.5 miles to and from school with the largest percentage of our students living in mobile home parks or apartment complexes.

The current enrollment is 784 students ranging from preschool to 5th grade. Ockerman Elementary receives full school Title 1 services as we have 68% of our students who receive free or reduced lunch. 62% of our students are Caucasian followed by the next largest representation of Hispanic students at 25%. The remaining population is made up of approximately 5% African American students, 5% two or more races, and 2% Asian. Within our student population we have approximately 23% of our students who have a first language other than English and represent at least 14 other languages which creates one of our greatest challenges here at Ockerman. Within these families, many of the parents do not have the capability to communicate as their children typically have a better mastery of the English language than they do. We also face the challenge of a high percentage of transiency within our school and the neighboring schools. It is not uncommon for a student to withdraw and go to another elementary school within Boone County and then return again later in the school year. Typically the largest percentage of new enrollments come from schools within our own district and most often from schools within our same city. The level of transiency is due to the large number of our families that live in either the mobile home parks or apartments some of which move frequently due to socioeconomic challenges. Many of our families share homes with their extended families in order to meet the basic needs for the families. At the beginning of the 2016-2017 school year we had 70% of our incoming kindergarten students identified by Brigance Readiness Test as not being ready for kindergarten. In addition to these challenges, we have 17% of our population that receive special education services. Our current staff count is 57 certified teachers with an average of 11.5 years of teaching experience with 61% of teachers holding a master's degree and 15% percent holding their Rank 1.

We have a community that supports our school in a variety of ways as well as many parent and family volunteers who allow us to provide many programs and support programs to students.

## **School's Purpose**

**Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.**

We at Ockerman Elementary truly believe that all students can and will achieve every day. We recently adopted the LEAD acronym as our motto which stands for Learn, Explore, Achieve, Dream. Each year we do a variety of testing and benchmarking throughout the year to identify student needs and then monitor their progress. This takes place for all students in all grade levels. All teacher keep accurate data and records and participate in professional learning communities with their grade level partners. During these meetings, they create learning goals for each child and monitor them throughout the year. Our school mission is that we will develop academically and socially prepared students who are responsible, independent thinkers possessing effective communication skills, self discipline and respect by providing an innovative learning environment supported by quality teachers and staff, involved parents and active community involvement.

As a staff we firmly believe in meeting all of the needs of the child academic, social emotional and physical so that they are able to achieve their highest potential. We also firmly believe in creating a positive culture and climate and are committed to maintaining a caring, trusting, safe and orderly environment where student achievement it the primary focus.

We employ the acronym LEAD - learn , explore, achieve, dream to exemplify our commitment to creating school which sets up all students to be successful and moving towards being college and career ready.

## **Notable Achievements and Areas of Improvement**

**Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.**

Ockerman Elementary continues to strive for student success in all areas. Historically we are a school that was ranked as one of the top schools in science which helped us to achieve the proficient rating on KPREP. When science accountability was removed from KPREP, we did drop into the Needs Improvement category which although disappointing, has forced us to redirect our focus. We are a Project Lead the Way school and pride ourselves on offering the full Project Lead the Way STEM programs to all students k - 5. We are the only Boone County Elementary School that offers the program in its entirety.

Ockerman Elementary was also recognized again this year as a School of Contribution for our participation in service learning in the community. To our staff, students and family members, this is a significant accomplishment as can be evidenced by our demographics. With 68% of our student body receiving free or reduced lunch, it is commendable that they are so willing to give service to others when some have so little themselves.

Ockerman Elementary is in the 2nd year of participation in the REACH Grant with the Northern Kentucky Health Department which focuses on improving the overall health of students in an effort to reduce health related barriers for students. This grant allows a partnership with the health department and focuses on action plans to improve both the nutritional and physical elements of the school environment.

Ockerman Elementary has also received the Launch and Learn Grant awarded by KDE to address global competency. Global competency is critical for innovation in the 21st century and is the next step for Kentucky's commitment to college and career readiness. The Launch and Learn Grant will assist with providing understanding of international issues and an appreciation of and ability to learn and work with people from diverse linguistic and cultural backgrounds, proficiency in foreign language and the skills to function productively in an interdependent world and community.

Over the next three years, Ockerman Elementary will continue to work to reduce the number of novice students in the areas of reading and math while increasing the number of students who are achieving at high levels. We will continue to embed writing instruction across all content areas. We will continue to increase the level of expectation for all students while continuing to provide support in non academic areas as well.

## **Additional Information**

**Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.**

Ockerman Elementary School can be described as a family. We work hard and set high expectations for ALL students EVERY day. We hold strong to the idea that "it takes a village" and will work tirelessly to ensure that we are providing the supports that students need to be successful. We strive to create an environment that is welcoming and inviting while still demanding a high level of effort and dedication by all - students, staff, family and community.