



KDE Assurances - School

Ockerman Elementary School

Boone County

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Florence, KY 41042

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Introduction

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Assurances

Label	Assurance	Response	Comment	Attachment
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	Teachers received a copy of the all of their students scores from the previous academic year broken down in a spread sheet to analyze and look for individual areas of instructional improvement that could be addressed. Teachers also receive the scores of current students from previous years state assessments as a tool for designing instruction to meet the needs of the current years students.	

Label	Assurance	Response	Comment	Attachment
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	Implementation of the Benchmark Literacy Reading program across grade levels k - 5th. Continued Reading Intervention support through the use of the Scott Foresman Reading Sidewalks Program, Ticket to Read computer based program, Fast Forward Computer based program, Compass Learning, Accelerated Reader, Imagine Learning for English Learner students, Lexia support 2nd year implementation of the Go Math program K - 5th grade. Math intervention support programs include Compass Learning, Fastmath Fact Fluency, Go Math program intervention components, Do The Math.	

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	Yes	Pre- school transition meetings are held for all pre - school students who will be entering Kindergarten the following school year. Included in this meeting are the current preschool teacher, kindergarten teacher, special education teachers, any service providers that have provided services for students, and parents. All Kindergarten students are assessed using the Brigance Assessment tool to determine school readiness as well are areas for targeted intervention.	

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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	Implementation of the Response to Intervention (RTI) model to assess, progress monitor and review data on the lowest 20% of students in the areas of Reading and Math. A dedicated block of time is allocated for RTI implementation. During the intervention block, all students participate in additional reading or math instruction which is delivered to meet their level of need (below level, on level or above level). Only researched based programs or materials are utilized (programs listed under core academic programs section).	

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Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes	Boone County Schools have an ongoing recruitment process. All applications are screened for highly qualified status prior to recommendations for interviews and employment. The Boone County Schools Human Resources Department works with local institutions of higher learning to recruit highly qualified teaching staff in all content areas. To retain highly qualified staff professional development is provided to staff members to continue their growth in instructional practices. Each staff member has a professional growth plan to assist them with identifying areas to improve their teaching craft.	

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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	Title 1 funds are allocated and spent according to the guidelines set forth by the US Department of Education. All Title 1 purchases and expenditures are approved by the building administrator as well as the district level grant administrator. A monthly reconciliation of the Title 1 budget takes place to ensure tracking and accountability of funds.	

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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	The parent compact and parent involvement policy are updated annually. Staff and parent feedback, input are sought out and utilized in order to create a policy which addresses the schools needs. Parents are encouraged to become active participants in all aspects of the school. Parent workshops and parent nights are offered to interested parents in order to increase parents knowledge of the academic content necessary for student success. Parent / Family / Teacher conferences are scheduled at least once per school and can be requested by parents at any time.	

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

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Professional Development	The school planned or provided appropriate professional development activities for staff members who will be serving students.	Yes	See CSIP Goals All staff members are required to attend a minimum of 12 hours of professional development annually. PD activities must be directly related to the current comprehensive school improvement plan. Staff members who attend trainings or PD sessions outside of district are required to share their experiences with fellow staff members through trainings and information sessions. PD activities are selected based upon data collected through student assessments, staff performance evaluation data, district initiatives, staff surveys and individual requests.	

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	The Comprehensive School Improvement Plan is reviewed annually and updates as needed based upon student achievement data results and the needs of the school.	

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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	The teachers received a copy of the all of their students scores from the last year which were sorted by individual student data. This data was then analyzed to identify specific areas of instruction that should be addressed to improve student performance. Teachers also received the same data set for their current year students in order to be able to determine the immediate instructional needs of students. As we are school wide Title 1 program, this process takes place for all students within the building. Ongoing data analysis takes place throughout the school year.	

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Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes	Implementation of the Benchmark Literacy Reading Program which uses the guided reading / literacy centers approach along with multiple instructional strategies to address a variety of learning styles in the are of literacy. Implementation of the Go Math instructional program which is based upon a mathematical concepts / problem solving format along with multiple instructional strategies to address a variety of learning styles in the area of math. All strategies used during are intervention for both reading and math are research based.	

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.	N/A	We are a school wide Title 1 program so all students benefit from programming.	

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.	N/A		

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	Yes	See CSIP Activity Summary by Funding Source	

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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.	N/A		

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.	N/A		

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	Ockerman Elementary is a school wide Title 1 program therefore all students are eligible for services and funds are spent in accordance with federal Title 1 grant guidelines.	

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.	N/A		

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	We are a full school Title 1 location so all students receive Title 1 services and professional development activities are designed for all staff members.	

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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	The CSIP is reviewed and updated as needed based upon student achievement results.	

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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	The CSIP is located on the school website at www.ockerman.boone.kyschools.us under it's own tab.	

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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.	Yes	All teachers on staff have been identified as holding highly qualified status.	

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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	Professional development needs are determined by the results of data disaggregation of KPREP assessments, student growth performance, benchmark assessments, professional growth evaluation system (PGES) data, teacher feedback and surveys and individual requests for PD.	

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		

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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.	N/A	We are full school Title 1 so we do not have targeted students.	

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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		

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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.	N/A		

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		