



KDE Compliance and Accountability - Schools

Ockerman Elementary School

Boone County

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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:

Increase the averaged combined reading and math K-PREP Proficient and Distinguished scores for all students from 52.5% in 2015 to 62.4 % in 2016

Measurable Objective 1:

63% of All Students will demonstrate a proficiency by scoring proficient or distinguished in Reading by 05/30/2016 as measured by KPREP Assessment.

Strategy1:

CIITS - Continued professional learning into how to utilize the features of CIITS as a tool to enhance student learning. Monitoring of the use of CIITS as a means to access , document and share instructional performance as well as access assessments.

Category: Professional Learning & Support

Research Cited: Professional Learning

Activity - CIITS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Support the utilization of CIITS as a tool to enhance student learning, teacher professional learning, assessment design, resources and meet state/district RTTT measures,	Professional Learning Academic Support Program	01/01/2016	12/31/2016	\$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, Building level CIITS contact person

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide professional development to teachers on the features and uses of the CIITS platform in relationship to improving student learning and teacher instructional capabilities.	Professional Learning	01/01/2016	12/31/2016	\$1000 - Grant Funds	Instructional Coach, Learning Support Services, CIITS building level contact

Strategy2:

Curriculum Alignment - With the creation of vertical teams for each content area, the ongoing review, revision and continuous alignment of the curriculum with the KCAS will take place. Vertical teams will work collaborate with one another to develop a curriculum that vertically aligned in order to meet the needs of all students in all content areas.

Category: Continuous Improvement

Research Cited: Curriculum Alignment

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Activity - Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Within the implementation process of the curriculum maps, formative and summative assessments will be strategically placed throughout the units. Data from the assessments will lead the instruction in the classroom for students who have / have not mastered the standard being assessed.	Academic Support Program	01/01/2016	12/31/2016	\$0 - No Funding Required	Principal , Assistant Principal, Instructional Coach, Team Leaders

Activity - Curriculum Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
continue the refinement as well as implementation of a school wide vertically aligned curriculum which is aligned with the district curriculum maps and standards based units as well as KCAS alignment. Include in the planning and instructional process a clear focus of 21st Century Learning skills to include intentional instruction in critical and creative thinking skill,, purposeful opportunities for students to use critical thinking, identifying and investigating read world problems and possible solutions using creative thinking skills; collaboratively with peers and teachers to become responsible, creative independent lifelong thinkers and learners	Academic Support Program	01/01/2016	12/31/2016	\$0 - No Funding Required	Principal, Instructional Coach, Teachers

Goal 2:

Increase the percent effective teachers and leaders.

Measurable Objective 1:

demonstrate a proficiency of 100% effective teachers and leaders by 05/31/2016 as measured by PGES .

Strategy1:

Professional Growth and Effectiveness System - 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

Activity - Teachers and Principal Effectiveness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Build teacher capacity in the four domains of the Kentucky Teacher Effectiveness Framework. Provide support for teachers utilizing research based instructional strategies that impact student growth and achievement. Support principals as they analyze academic and school culture data for developing and attaining leadership goals as required by the PGES. Support teachers as they write student growth goals, monitor progress toward those goals, peer review and per observe, and other elements of the CEP.	Professional Learning	01/01/2016	12/31/2016	\$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, Peer Observers

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

Goal 1:

Increase achievement for all student groups in the Non-Duplicated Gap group at Ockerman Elementary School to increase the combined Reading and Math percent proficient/distinguished from 44.8% in 2015 to 55.6% in 2016, measured by the K-PREP assessment

Measurable Objective 1:

60% 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 05/31/2016 as measured by KPREP Assessment Data .

Strategy1:

Professional Development - Professional Development will be researched, developed and implemented in order to increase teacher performance with an end result of increased student performance in the areas of reading and math for non duplicated gap group students

Category: Professional Learning & Support

Research Cited: professional development

Activity - Effective Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Establish protocol and procedures to expand the effective collaboration in all classroom. Provide training and support for regular and special education teacher teams on effective collaboration implementing a monitoring system to assess continuous progress and inform instructional decisions for students with disabilities, ELL students, Gifted students included but no limited to : establish a baseline as to where the school is in the use of effective collaboration; identify the barriers to effective collaboration; provide training and support on collaboration to meet the individual needs of students	Academic Support Program	01/01/2016	12/31/2016	\$2000 - Title I Schoolwide	Principal, Assistant Principal, Instructional Coach

Activity - Students From Diverse Backgrounds	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Establish, implement and monitor professional learning in research based strategies for students from diverse backgrounds including Language and content objectives for ELL students; meeting the needs of students of poverty, homeless and transient and specific strategies for students with disabilities.	Academic Support Program	01/01/2016	12/31/2016	\$1000 - Title I Schoolwide	ELL Teachers, Instructional Coach, Special Education Team Members, Special Education Coordinator, Team Leaders

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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 and access to health and social services in collaboration with community and parent/caregiver partners. Continue to educate staff on specific ways to interact and address the needs of those students from impoverished backgrounds.	Professional Learning	01/01/2016	12/31/2016	\$3000 - FRYSC	FRC Coordinator

Strategy2:

Best Practices - Implementation of the 9 Best Practices Standards in order to increase student performance

Category: Continuous Improvement

Research Cited: Best Practices

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	01/01/2016	12/31/2016	\$1000 - FRYSC \$500 - School Council Funds	Principal, Assistant Principal, PBIS Committee Members, Guidance Counselors, Family Youth Resource Center Coordinator

Activity - Family Engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to work with teachers to provide opportunities for family leadership and engagement through the parent nights, family events, educational sessions, parenting classes etc.	Parent Involvement	01/01/2016	12/31/2016	\$5000 - FRYSC	FRYC Coordinator, Guidance Counselors, Classroom Teachers, Principal, Assistant Principal, Parent Involvement Committee

Activity - Implementation of Fast Forward Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implementation of Fast ForWord Program to fidelity to increase student performance in reading for targeted under performing students in the area of reading. Placement of additional para educator in the computer lab to assist with the implementation and monitoring of student progress	Academic Support Program	01/01/2016	12/31/2016	\$2000 - District Funding \$25000 - Title I Schoolwide	Reading Intervention Specialist, Grade Level Teachers, FFW para educator , instructional coach

Activity - Parent Workshops / Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parent workshops and programming will be provided to enhance the parents knowledge of academic standards taught and how to assist their child(ren) in the home setting	Parent Involvement	01/01/2016	12/31/2016	\$5000 - Title I Schoolwide	Principal, Assistant Principal, Instructional Coach, Teachers ,FVRSC, Guidance Counselors, Student Services, Title 1 Coordinator

Strategy3:

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IEP and PLP Alignment - IEP goals will be developed in alignment with the KCAS to ensure that students are receiving monitored instruction that is aligned to the regular education instruction. Ongoing data analysis of progress will be performed in order to determine if the instruction is supportive of the anticipated outcomes for students with IEP goals in the areas of reading /English Language Arts .This strategy will be monitored through data analysis of benchmark data which is aligned to the standards.

Category: Continuous Improvement

Research Cited:

Activity - PLP Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide support to teachers in the development of Personal Language Plans aligned with the KCAS. Analyze student data (ACCESS Test, STAR testing, Core program data, WAPT assessments), use data analysis to plan, review and revise instruction, monitor implementation via advisory team meetings.	Academic Support Program	01/01/2016	12/31/2016	\$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, Guidance Counselors, English Language Learner teachers , English Learner Coordinator, Classroom Teachers

Activity - IEP Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide support to teachers in the development of Individual Education Plans aligned with the KCAS and behavioral expectation: Analyze student data (K-PREP, STAR, core program assessments, etc.), use data analysis to plan, review and revise instruction, monitor implementation via advisory team meetings and special education team meetings.	Academic Support Program	01/01/2016	12/31/2016	\$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, Guidance Counselors, Special Education Team Members, District Special Education Coordinator, Response to Intervention Teachers

Strategy4:

Personalization and Monitoring - In collaboration with the administration and instructional coach, teachers will create personalized learning opportunities for all students to include under performing, on grade level and above level to ensure adequate growth is achieved by all students.

Category: Continuous Improvement

Research Cited: personalization and monitoring

Activity - Personalization and Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use results of pre, formative and common assessments to plan for the personalized instruction for students who have not achieved content mastery and for under performing students. Personalization requires collaboration among teachers to flexibly group based on student needs and the results of weekly and bi weekly progress.	Academic Support Program	01/01/2016	12/31/2016	\$5000 - Title I Schoolwide	Principal, Instructional Coach, Reading Intervention Specialists, Math Intervention Specialists, Team Leaders, Vertical Content Team Leaders

Strategy5:

Response to Intervention - The current Response to Intervention Program will continue to be assessed for it's effectiveness for all students at any level. Based upon the data analysis, all students will be placed into differentiated groups which will target their areas for improvement or enrichment. Student progress will be determined through advisory team meetings and appropriate changes to instruction will occur based

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upon the results of those meetings. This strategy will be monitored via the STAR progress monitoring data as well as STAR benchmark data.

Category: Continuous Improvement

Research Cited:

Activity - Targeted RTI Differentiation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide ongoing support to teachers through the use of para educators to assist with addressing student needs in a differentiated group setting.	Academic Support Program	01/01/2016	12/31/2016	\$80000 - Title I Schoolwide	Principal, Assistant Principal, Instructional Coach , Grade level team leaders, Learning Support Services

Measurable Objective 2:

60% 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 English Language Arts in Reading by 05/29/2015 as measured by KPREP Assessment .

Strategy1:

Response to Intervention - The current Response to Intervention Program will continue to be assessed for it's effectiveness for all students at any level. Based upon the data analysis, all students will be placed into differentiated groups which will target their areas for improvement or enrichment. Student progress will be determined through advisory team meetings and appropriate changes to instruction will occur based upon the results of those meetings. This strategy will be monitored via the STAR progress monitoring data as well as STAR benchmark data.

Category: Continuous Improvement

Research Cited:

Activity - Targeted RTI Differentiation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide ongoing support to teachers through the use of para educators to assist with addressing student needs in a differentiated group setting.	Academic Support Program	01/01/2016	12/31/2016	\$80000 - Title I Schoolwide	Principal, Assistant Principal, Instructional Coach , Grade level team leaders, Learning Support Services

Strategy2:

Best Practices - Implementation of the 9 Best Practices Standards in order to increase student performance

Category: Continuous Improvement

Research Cited: Best Practices

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Activity - Family Engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to work with teachers to provide opportunities for family leadership and engagement through the parent nights, family events, educational sessions, parenting classes etc.	Parent Involvement	01/01/2016	12/31/2016	\$5000 - FRYSC	FRYC Coordinator, Guidance Counselors, Classroom Teachers, Principal, Assistant Principal, Parent Involvement Committee

Activity - Implementation of Fast Forward Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implementation of Fast ForWord Program to fidelity to increase student performance in reading for targeted under performing students in the area of reading. Placement of additional para educator in the computer lab to assist with the implementation and monitoring of student progress	Academic Support Program	01/01/2016	12/31/2016	\$2000 - District Funding \$25000 - Title I Schoolwide	Reading Intervention Specialist, Grade Level Teachers, FFW para educator , instructional coach

Activity - Parent Workshops / Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parent workshops and programming will be provided to enhance the parents knowledge of academic standards taught and how to assist their child(ren) in the home setting	Parent Involvement	01/01/2016	12/31/2016	\$5000 - Title I Schoolwide	Principal, Assistant Principal, Instructional Coach, Teachers ,FWRSC, Guidance Counselors, Student Services, Title 1 Coordinator

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	01/01/2016	12/31/2016	\$500 - School Council Funds \$1000 - FRYSC	Principal, Assistant Principal, PBIS Committee Members, Guidance Counselors, Family Youth Resource Center Coordinator

Strategy3:

Professional Development - Professional Development will be researched, developed and implemented in order to increase teacher performance with and end result of increased student performance in the areas of reading and math for non duplicated gap group students

Category: Professional Learning & Support

Research Cited: professional development

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 and access to health and social services in collaboration with community and parent/caregiver partners. Continue to educate staff on specific ways to interact and address the needs of those students from impoverished backgrounds.	Professional Learning	01/01/2016	12/31/2016	\$3000 - FRYSC	FRC Coordinator

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Activity - Students From Diverse Backgrounds	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Establish, implement and monitor professional learning in research based strategies for students from diverse backgrounds including Language and content objectives for ELL students; meeting the needs of students of poverty, homeless and transient and specific strategies for students with disabilities.	Academic Support Program	01/01/2016	12/31/2016	\$1000 - Title I Schoolwide	ELL Teachers, Instructional Coach, Special Education Team Members, Special Education Coordinator, Team Leaders

Activity - Effective Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Establish protocol and procedures to expand the effective collaboration in all classroom. Provide training and support for regular and special education teacher teams on effective collaboration implementing a monitoring system to assess continuous progress and inform instructional decisions for students with disabilities, ELL students, Gifted students included but no limited to : establish a baseline as to where the school is in the use of effective collaboration; identify the barriers to effective collaboration; provide training and support on collaboration to meet the individual needs of students	Academic Support Program	01/01/2016	12/31/2016	\$2000 - Title I Schoolwide	Principal, Assistant Principal, Instructional Coach

Strategy4:

IEP and PLP Alignment - IEP goals will be developed in alignment with the KCAS to ensure that students are receiving monitored instruction that is aligned to the regular education instruction. Ongoing data analysis of progress will be performed in order to determine if the instruction is supportive of the anticipated outcomes for students with IEP goals in the areas of reading /English Language Arts .This strategy will be monitored through data analysis of benchmark data which is aligned to the standards.

Category: Continuous Improvement

Research Cited:

Activity - PLP Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide support to teachers in the development of Personal Language Plans aligned with the KCAS. Analyze student data (ACCESS Test, STAR testing, Core program data, WAPT assessments), use data analysis to plan, review and revise instruction, monitor implementation via advisory team meetings.	Academic Support Program	01/01/2016	12/31/2016	\$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, Guidance Counselors, English Language Learner teachers , English Learner Coordinator, Classroom Teachers

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Activity - IEP Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide support to teachers in the development of Individual Education Plans aligned with the KCAS and behavioral expectation: Analyze student data (K-PREP, STAR, core program assessments, etc.), use data analysis to plan, review and revise instruction, monitor implementation via advisory team meetings and special education team meetings.	Academic Support Program	01/01/2016	12/31/2016	\$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, Guidance Counselors, Special Education Team Members, District Special Education Coordinator, Response to Intervention Teachers

Strategy5:

Personalization and Monitoring - In collaboration with the administration and instructional coach, teachers will create personalized learning opportunities for all students to include under performing, on grade level and above level to ensure adequate growth is achieved by all students.

Category: Continuous Improvement

Research Cited: personalization and monitoring

Activity - Personalization and Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use results of pre, formative and common assessments to plan for the personalized instruction for students who have not achieved content mastery and for under performing students. Personalization requires collaboration among teachers to flexibly group based on student needs and the results of weekly and bi weekly progress.	Academic Support Program	01/01/2016	12/31/2016	\$5000 - Title I Schoolwide	Principal, Instructional Coach, Reading Intervention Specialists, Math Intervention Specialists, Team Leaders, Vertical Content Team Leaders

Goal 2:

Increase the averaged combined reading and math K-PREP Proficient and Distinguished scores for all students from 52.5% in 2015 to 62.4 % in 2016

Measurable Objective 1:

63% of All Students will demonstrate a proficiency by scoring proficient or distinguished in Reading by 05/30/2016 as measured by KPREP Assessment.

Strategy1:

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

Category: Professional Learning & Support

Research Cited:

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Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide modeling, embedded PD, training and support on: Renaissance Learning (STAR Reading, Math and Early Literacy), Embedded Marzano Strategies, Embedded 21st Century Skills to include intentional instruction in critical and creative thinking skills, collaboration strategies, the District Literacy Studio, continued support with the implementation of writing skills through 6+1 Writing Traits, spoken communication skills, Differentiation of instruction within units, enhance teachers content knowledge in the areas of literacy and numeracy (developing Lead Teachers to be content specialist in the building through the Literacy and Math Design Collaborative, LDC/MDC), enhance teachers content knowledge in other areas to include writing, Science, and Social Studies for compatibility with pending new focuses in writing and new content standards, formative/summative assessments to assure the strategies are embedded in instruction, feedback, data analysis, interventions, meeting the needs of ELL students, implementation of technology through interactive boards and iPads to effectively engage students in learning, student implementation of technology for learning, recognize and respond to academic and non-academic barriers to learning, continues work in the are of UBD, PBL (project based learning) Launch and Learn Grant Tools, Benchmark reading series professional development	Professional Learning	01/01/2016	12/31/2016	\$4000 - Grant Funds	Assistant Superintendent of Learning Support, Principal, Assistant Principal, Instructional Coach, Team Leaders

Strategy2:

Response to Intervention - continued implementation of the RTI model as a means to identify and address the needs of all students using the tiered model of interventions in conjunction with ongoing progress monitoring

Category: Continuous Improvement

Research Cited: Responsiveness to Intervention

Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Support the RTI / tiered intervention process at all grade levels for all students. All students progress to be monitored to ensure the implementation and effectiveness of interventions over the course of the school year. Data analysis will take place to identify the needs of individual students.	Academic Support Program	01/01/2016	12/31/2016	\$75000 - Title I Schoolwide	Principal, Assistant Principal, Guidance Counselors, Instructional Coach, Reading and Math Interventionists

Strategy3:

CIITS - Continued professional learning into how to utilize the features of CIITS as a tool to enhance student learning. Monitoring of the use of CIITS as a means to access , document and share instructional performance as well as access assessments.

Category: Professional Learning & Support

Research Cited: Professional Learning

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Activity - CIITS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Support the utilization of CIITS as a tool to enhance student learning, teacher professional learning, assessment design, resources and meet state/district RTTT measures,	Professional Learning Academic Support Program	01/01/2016	12/31/2016	\$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, Building level CIITS contact person

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide professional development to teachers on the features and uses of the CIITS platform in relationship to improving student learning and teacher instructional capabilities.	Professional Learning	01/01/2016	12/31/2016	\$1000 - Grant Funds	Instructional Coach, Learning Support Services, CIITS building level contact

Strategy4:

Curriculum Alignment - With the creation of vertical teams for each content area, the ongoing review, revision and continuous alignment of the curriculum with the KCAS will take place. Vertical teams will work collaborate with one another to develop a curriculum that vertically aligned in order to meet the needs of all students in all content areas.

Category: Continuous Improvement

Research Cited: Curriculum Alignment

Activity - Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Within the implementation process of the curriculum maps, formative and summative assessments will be strategically placed throughout the units. Data from the assessments will lead the instruction in the classroom for students who have / have not mastered the standard being assessed.	Academic Support Program	01/01/2016	12/31/2016	\$0 - No Funding Required	Principal , Assistant Principal, Instructional Coach, Team Leaders

Activity - Curriculum Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
continue the refinement as well as implementation of a school wide vertically aligned curriculum which is aligned with the district curriculum maps and standards based units as well as KCAS alignment. Include in the planning and instructional process a clear focus of 21st Century Learning skills to include intentional instruction in critical and creative thinking skill,, purposeful opportunities for students to use critical thinking, identifying and investigating read world problems and possible solutions using creative thinking skills; collaboratively with peers and teachers to become responsible, creative independent lifelong thinkers and learners	Academic Support Program	01/01/2016	12/31/2016	\$0 - No Funding Required	Principal, Instructional Coach, Teachers

Strategy5:

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

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 experience an effective transition to school entry by gathering any transition data from early childhood educational experiences to get to know the incoming kindergarten learners, to disseminate kindergarten readiness video to parents of incoming students, to assess all kindergartners at school entry with a common statewide assessment tool (Brigance), analyze data from the screener and multiple assessments, classroom observations; create and monitor learning plan or profiles of next steps of instruction for K students through the RTI process	Academic Support Program	01/01/2016	12/31/2016	\$500 - Title I Schoolwide	Principal, Assistant Principal, Guidance Counselors, Pre School and Kindergarten Teachers, Instructional Coach

Strategy6:

Program Review - Ongoing program review will take place to ensure that instruction is aligned with standards and that outcomes are utilized to facilitate ongoing improvements

Category: Continuous Improvement

Research Cited: Program Review

Activity - Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to support and enhance a process for program reviews where results of all program reviews are reviewed, rationales are established, feedback is given throughout the process, and improvements are made in implementing the proficiency of integrating writing, vocational / career studies in the arts/ humanities into all content areas.	Academic Support Program	01/01/2016	12/31/2016	\$1500 - School Council Funds	Principal, Assistant Principal, Instructional Coach, Program Review Leads

Goal 3:

Increase the percent effective teachers and leaders.

Measurable Objective 1:

demonstrate a proficiency of 100% effective teachers and leaders by 05/31/2016 as measured by PGES .

Strategy1:

Professional Growth and Effectiveness System - 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

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Activity - Teachers and Principal Effectiveness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Build teacher capacity in the four domains of the Kentucky Teacher Effectiveness Framework. Provide support for teachers utilizing research based instructional strategies that impact student growth and achievement. Support principals as they analyze academic and school culture data for developing and attaining leadership goals as required by the PGES. Support teachers as they write student growth goals, monitor progress toward those goals, peer review and per observe, and other elements of the CEP.	Professional Learning	01/01/2016	12/31/2016	\$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, Peer Observers

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

Goal 1:

Increase the averaged combined reading and math K-PREP Proficient and Distinguished scores for all students from 52.5% in 2015 to 62.4 % in 2016

Measurable Objective 1:

63% of All Students will demonstrate a proficiency by scoring proficient or distinguished in Reading by 05/30/2016 as measured by KPREP Assessment.

Strategy1:

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

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 experience an effective transition to school entry by gathering any transition data from early childhood educational experiences to get to know the incoming kindergarten learners, to disseminate kindergarten readiness video to parents of incoming students, to assess all kindergartners at school entry with a common statewide assessment tool (Brigance), analyze data from the screener and multiple assessments, classroom observations; create and monitor learning plan or profiles of next steps of instruction for K students through the RTI process	Academic Support Program	01/01/2016	12/31/2016	\$500 - Title I Schoolwide	Principal, Assistant Principal, Guidance Counselors, Pre School and Kindergarten Teachers, Instructional Coach

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

Goal 1:

Increase the averaged combined reading and math K-PREP Proficient and Distinguished scores for all students from 52.5% in 2015 to 62.4 % in 2016

Measurable Objective 1:

63% of All Students will demonstrate a proficiency by scoring proficient or distinguished in Reading by 05/30/2016 as measured by KPREP Assessment.

Strategy1:

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

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 experience an effective transition to school entry by gathering any transition data from early childhood educational experiences to get to know the incoming kindergarten learners, to disseminate kindergarten readiness video to parents of incoming students, to assess all kindergartners at school entry with a common statewide assessment tool (Brigance), analyze data from the screener and multiple assessments, classroom observations; create and monitor learning plan or profiles of next steps of instruction for K students through the RTI process	Academic Support Program	01/01/2016	12/31/2016	\$500 - Title I Schoolwide	Principal, Assistant Principal, Guidance Counselors, Pre School and Kindergarten Teachers, Instructional Coach

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

Goal 1:

Increase achievement for all student groups in the Non-Duplicated Gap group at Ockerman Elementary School to increase the combined Reading and Math percent proficient/distinguished from 44.8% in 2015 to 55.6% in 2016, measured by the K-PREP assessment

Measurable Objective 1:

60% 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 05/31/2016 as measured by

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KPREP Assessment Data .

Strategy1:

Response to Intervention - The current Response to Intervention Program will continue to be assessed for it's effectiveness for all students at any level. Based upon the data analysis, all students will be placed into differentiated groups which will target their areas for improvement or enrichment. Student progress will be determined through advisory team meetings and appropriate changes to instruction will occur based upon the results of those meetings. This strategy will be monitored via the STAR progress monitoring data as well as STAR benchmark data.

Category: Continuous Improvement

Research Cited:

Activity - Targeted RTI Differentiation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide ongoing support to teachers through the use of para educators to assist with addressing student needs in a differentiated group setting.	Academic Support Program	01/01/2016	12/31/2016	\$80000 - Title I Schoolwide	Principal, Assistant Principal, Instructional Coach , Grade level team leaders, Learning Support Services

Strategy2:

Best Practices - Implementation of the 9 Best Practices Standards in order to increase student performance

Category: Continuous Improvement

Research Cited: Best Practices

Activity - Family Engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to work with teachers to provide opportunities for family leadership and engagement through the parent nights, family events, educational sessions, parenting classes etc.	Parent Involvement	01/01/2016	12/31/2016	\$5000 - FRYSC	FRYC Coordinator, Guidance Counselors, Classroom Teachers, Principal, Assistant Principal, Parent Involvement Committee

Activity - Parent Workshops / Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parent workshops and programming will be provided to enhance the parents knowledge of academic standards taught and how to assist their child(ren) in the home setting	Parent Involvement	01/01/2016	12/31/2016	\$5000 - Title I Schoolwide	Principal, Assistant Principal, Instructional Coach, Teachers ,FYRSC, Guidance Counselors, Student Services, Title 1 Coordinator

KDE Compliance and Accountability - Schools

Ockerman Elementary School

Activity - Implementation of Fast Forward Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implementation of Fast ForWord Program to fidelity to increase student performance in reading for targeted under performing students in the area of reading. Placement of additional para educator in the computer lab to assist with the implementation and monitoring of student progress	Academic Support Program	01/01/2016	12/31/2016	\$2000 - District Funding \$25000 - Title I Schoolwide	Reading Intervention Specialist, Grade Level Teachers, FFW para educator , instructional coach

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	01/01/2016	12/31/2016	\$500 - School Council Funds \$1000 - FRYSC	Principal, Assistant Principal, PBIS Committee Members, Guidance Counselors, Family Youth Resource Center Coordinator

Strategy3:

Personalization and Monitoring - In collaboration with the administration and instructional coach, teachers will create personalized learning opportunities for all students to include under performing, on grade level and above level to ensure adequate growth is achieved by all students.

Category: Continuous Improvement

Research Cited: personalization and monitoring

Activity - Personalization and Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use results of pre, formative and common assessments to plan for the personalized instruction for students who have not achieved content mastery and for under performing students. Personalization requires collaboration among teachers to flexibly group based on student needs and the results of weekly and bi weekly progress.	Academic Support Program	01/01/2016	12/31/2016	\$5000 - Title I Schoolwide	Principal, Instructional Coach, Reading Intervention Specialists, Math Intervention Specialists, Team Leaders, Vertical Content Team Leaders

Strategy4:

IEP and PLP Alignment - IEP goals will be developed in alignment with the KCAS to ensure that students are receiving monitored instruction that is aligned to the regular education instruction. Ongoing data analysis of progress will be performed in order to determine if the instruction is supportive of the anticipated outcomes for students with IEP goals in the areas of reading /English Language Arts .This strategy will be monitored through data analysis of benchmark data which is aligned to the standards.

Category: Continuous Improvement

Research Cited:

KDE Compliance and Accountability - Schools

Ockerman Elementary School

Activity - PLP Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide support to teachers in the development of Personal Language Plans aligned with the KCAS. Analyze student data (ACCESS Test, STAR testing, Core program data, WAPT assessments), use data analysis to plan, review and revise instruction, monitor implementation via advisory team meetings.	Academic Support Program	01/01/2016	12/31/2016	\$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, Guidance Counselors, English Language Learner teachers , English Learner Coordinator, Classroom Teachers

Activity - IEP Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide support to teachers in the development of Individual Education Plans aligned with the KCAS and behavioral expectation: Analyze student data (K-PREP, STAR, core program assessments, etc.), use data analysis to plan, review and revise instruction, monitor implementation via advisory team meetings and special education team meetings.	Academic Support Program	01/01/2016	12/31/2016	\$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, Guidance Counselors, Special Education Team Members, District Special Education Coordinator, Response to Intervention Teachers

Strategy5:

Professional Development - Professional Development will be researched, developed and implemented in order to increase teacher performance with an end result of increased student performance in the areas of reading and math for non-duplicated gap group students

Category: Professional Learning & Support

Research Cited: professional development

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 and access to health and social services in collaboration with community and parent/caregiver partners. Continue to educate staff on specific ways to interact and address the needs of those students from impoverished backgrounds.	Professional Learning	01/01/2016	12/31/2016	\$3000 - FRYSC	FRC Coordinator

Activity - Effective Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Establish protocol and procedures to expand the effective collaboration in all classrooms. Provide training and support for regular and special education teacher teams on effective collaboration implementing a monitoring system to assess continuous progress and inform instructional decisions for students with disabilities, ELL students, Gifted students included but not limited to: establish a baseline as to where the school is in the use of effective collaboration; identify the barriers to effective collaboration; provide training and support on collaboration to meet the individual needs of students	Academic Support Program	01/01/2016	12/31/2016	\$2000 - Title I Schoolwide	Principal, Assistant Principal, Instructional Coach

KDE Compliance and Accountability - Schools

Ockerman Elementary School

Activity - Students From Diverse Backgrounds	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Establish, implement and monitor professional learning in research based strategies for students from diverse backgrounds including Language and content objectives for ELL students; meeting the needs of students of poverty, homeless and transient and specific strategies for students with disabilities.	Academic Support Program	01/01/2016	12/31/2016	\$1000 - Title I Schoolwide	ELL Teachers, Instructional Coach, Special Education Team Members, Special Education Coordinator, Team Leaders

Measurable Objective 2:

60% 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 English Language Arts in Reading by 05/29/2015 as measured by KPREP Assessment .

Strategy1:

Professional Development - Professional Development will be researched, developed and implemented in order to increase teacher performance with an end result of increased student performance in the areas of reading and math for non duplicated gap group students

Category: Professional Learning & Support

Research Cited: professional development

Activity - Students From Diverse Backgrounds	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Establish, implement and monitor professional learning in research based strategies for students from diverse backgrounds including Language and content objectives for ELL students; meeting the needs of students of poverty, homeless and transient and specific strategies for students with disabilities.	Academic Support Program	01/01/2016	12/31/2016	\$1000 - Title I Schoolwide	ELL Teachers, Instructional Coach, Special Education Team Members, Special Education Coordinator, Team Leaders

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 and access to health and social services in collaboration with community and parent/caregiver partners. Continue to educate staff on specific ways to interact and address the needs of those students from impoverished backgrounds.	Professional Learning	01/01/2016	12/31/2016	\$3000 - FRYSC	FRC Coordinator

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Activity - Effective Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Establish protocol and procedures to expand the effective collaboration in all classroom. Provide training and support for regular and special education teacher teams on effective collaboration implementing a monitoring system to assess continuous progress and inform instructional decisions for students with disabilities, ELL students, Gifted students included but no limited to : establish a baseline as to where the school is in the use of effective collaboration; identify the barriers to effective collaboration; provide training and support on collaboration to meet the individual needs of students	Academic Support Program	01/01/2016	12/31/2016	\$2000 - Title I Schoolwide	Principal, Assistant Principal, Instructional Coach

Strategy2:

Response to Intervention - The current Response to Intervention Program will continue to be assessed for it's effectiveness for all students at any level. Based upon the data analysis, all students will be placed into differentiated groups which will target their areas for improvement or enrichment. Student progress will be determined through advisory team meetings and appropriate changes to instruction will occur based upon the results of those meetings. This strategy will be monitored via the STAR progress monitoring data as well as STAR benchmark data.

Category: Continuous Improvement

Research Cited:

Activity - Targeted RTI Differentiation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide ongoing support to teachers through the use of para educators to assist with addressing student needs in a differentiated group setting.	Academic Support Program	01/01/2016	12/31/2016	\$80000 - Title I Schoolwide	Principal, Assistant Principal, Instructional Coach , Grade level team leaders, Learning Support Services

Strategy3:

Personalization and Monitoring - In collaboration with the administration and instructional coach, teachers will create personalized learning opportunities for all students to include under performing, on grade level and above level to ensure adequate growth is achieved by all students.

Category: Continuous Improvement

Research Cited: personalization and monitoring

Activity - Personalization and Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use results of pre, formative and common assessments to plan for the personalized instruction for students who have not achieved content mastery and for under performing students. Personalization requires collaboration among teachers to flexibly group based on student needs and the results of weekly and bi weekly progress.	Academic Support Program	01/01/2016	12/31/2016	\$5000 - Title I Schoolwide	Principal, Instructional Coach, Reading Intervention Specialists, Math Intervention Specialists, Team Leaders, Vertical Content Team Leaders

Strategy4:

IEP and PLP Alignment - IEP goals will be developed in alignment with the KCAS to ensure that students are receiving monitored instruction

KDE Compliance and Accountability - Schools

Ockerman Elementary School

that is aligned to the regular education instruction. Ongoing data analysis of progress will be performed in order to determine if the instruction is supportive of the anticipated outcomes for students with IEP goals in the areas of reading /English Language Arts .This strategy will be monitored through data analysis of benchmark data which is aligned to the standards.

Category: Continuous Improvement

Research Cited:

Activity - PLP Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide support to teachers in the development of Personal Language Plans aligned with the KCAS. Analyze student data (ACCESS Test, STAR testing, Core program data, WAPT assessments), use data analysis to plan, review and revise instruction, monitor implementation via advisory team meetings.	Academic Support Program	01/01/2016	12/31/2016	\$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, Guidance Counselors, English Language Learner teachers , English Learner Coordinator, Classroom Teachers

Activity - IEP Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide support to teachers in the development of Individual Education Plans aligned with the KCAS and behavioral expectation: Analyze student data (K-PREP, STAR, core program assessments, etc.), use data analysis to plan, review and revise instruction, monitor implementation via advisory team meetings and special education team meetings.	Academic Support Program	01/01/2016	12/31/2016	\$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, Guidance Counselors, Special Education Team Members, District Special Education Coordinator, Response to Intervention Teachers

Strategy5:

Best Practices - Implementation of the 9 Best Practices Standards in order to increase student performance

Category: Continuous Improvement

Research Cited: Best Practices

Activity - Parent Workshops / Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parent workshops and programming will be provided to enhance the parents knowledge of academic standards taught and how to assist their child(ren) in the home setting	Parent Involvement	01/01/2016	12/31/2016	\$5000 - Title I Schoolwide	Principal, Assistant Principal, Instructional Coach, Teachers ,FYRSC, Guidance Counselors, Student Services, Title 1 Coordinator

Activity - Family Engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to work with teachers to provide opportunities for family leadership and engagement through the parent nights, family events, educational sessions, parenting classes etc.	Parent Involvement	01/01/2016	12/31/2016	\$5000 - FRYSC	FRYC Coordinator, Guidance Counselors, Classroom Teachers, Principal, Assistant Principal, Parent Involvement Committee

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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	01/01/2016	12/31/2016	\$1000 - FRYSC \$500 - School Council Funds	Principal, Assistant Principal, PBIS Committee Members, Guidance Counselors, Family Youth Resource Center Coordinator

Activity - Implementation of Fast Forward Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implementation of Fast ForWord Program to fidelity to increase student performance in reading for targeted under performing students in the area of reading. Placement of additional para educator in the computer lab to assist with the implementation and monitoring of student progress	Academic Support Program	01/01/2016	12/31/2016	\$2000 - District Funding \$25000 - Title I Schoolwide	Reading Intervention Specialist, Grade Level Teachers, FFW para educator , instructional coach

Goal 2:

Increase the averaged combined reading and math K-PREP Proficient and Distinguished scores for all students from 52.5% in 2015 to 62.4 % in 2016

Measurable Objective 1:

63% of All Students will demonstrate a proficiency by scoring proficient or distinguished in Reading by 05/30/2016 as measured by KPREP Assessment.

Strategy1:

Response to Intervention - continued implementation of the RTI model as a means to identify and address the needs of all students using the tiered model of interventions in conjunction with ongoing progress monitoring

Category: Continuous Improvement

Research Cited: Responsiveness to Intervention

Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Support the RTI / tiered intervention process at all grade levels for all students. All students progress to be monitored to ensure the implementation and effectiveness of interventions over the course of the school year. Data analysis will take place to identify the needs of individual students.	Academic Support Program	01/01/2016	12/31/2016	\$75000 - Title I Schoolwide	Principal, Assistant Principal, Guidance Counselors, Instructional Coach, Reading and Math Interventionists

Strategy2:

Curriculum Alignment - With the creation of vertical teams for each content area, the ongoing review, revision and continuous alignment of the curriculum with the KCAS will take place. Vertical teams will work collaborate with one another to develop a curriculum that vertically aligned in order to meet the needs of all students in all content areas.

Category: Continuous Improvement

Research Cited: Curriculum Alignment

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Activity - Curriculum Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
continue the refinement as well as implementation of a school wide vertically aligned curriculum which is aligned with the district curriculum maps and standards based units as well as KCAS alignment. Include in the planning and instructional process a clear focus of 21st Century Learning skills to include intentional instruction in critical and creative thinking skill,, purposeful opportunities for students to use critical thinking, identifying and investigating read world problems and possible solutions using creative thinking skills; collaboratively with peers and teachers to become responsible, creative independent lifelong thinkers and learners	Academic Support Program	01/01/2016	12/31/2016	\$0 - No Funding Required	Principal, Instructional Coach, Teachers

Activity - Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Within the implementation process of the curriculum maps, formative and summative assessments will be strategically placed throughout the units. Data from the assessments will lead the instruction in the classroom for students who have / have not mastered the standard being assessed.	Academic Support Program	01/01/2016	12/31/2016	\$0 - No Funding Required	Principal , Assistant Principal, Instructional Coach, Team Leaders

Strategy3:

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

Category: Professional Learning & Support

Research Cited:

KDE Compliance and Accountability - Schools

Ockerman Elementary School

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide modeling, embedded PD, training and support on: Renaissance Learning (STAR Reading, Math and Early Literacy), Embedded Marzano Strategies, Embedded 21st Century Skills to include intentional instruction in critical and creative thinking skills, collaboration strategies, the District Literacy Studio, continued support with the implementation of writing skills through 6+1 Writing Traits, spoken communication skills, Differentiation of instruction within units, enhance teachers content knowledge in the areas of literacy and numeracy (developing Lead Teachers to be content specialist in the building through the Literacy and Math Design Collaborative, LDC/MDC), enhance teachers content knowledge in other areas to include writing, Science, and Social Studies for compatibility with pending new focuses in writing and new content standards, formative/summative assessments to assure the strategies are embedded in instruction, feedback, data analysis, interventions, meeting the needs of ELL students, implementation of technology through interactive boards and iPads to effectively engage students in learning, student implementation of technology for learning, recognize and respond to academic and non-academic barriers to learning, continues work in the are of UBD, PBL (project based learning) Launch and Learn Grant Tools, Benchmark reading series professional development	Professional Learning	01/01/2016	12/31/2016	\$4000 - Grant Funds	Assistant Superintendent of Learning Support, Principal, Assistant Principal, Instructional Coach, Team Leaders

Strategy4:

CIITS - Continued professional learning into how to utilize the features of CIITS as a tool to enhance student learning. Monitoring of the use of CIITS as a means to access , document and share instructional performance as well as access assessments.

Category: Professional Learning & Support

Research Cited: Professional Learning

Activity - CIITS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Support the utilization of CIITS as a tool to enhance student learning, teacher professional learning, assessment design, resources and meet state/district RTTT measures,	Academic Support Program Professional Learning	01/01/2016	12/31/2016	\$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, Building level CIITS contact person

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide professional development to teachers on the features and uses of the CIITS platform in relationship to improving student learning and teacher instructional capabilities.	Professional Learning	01/01/2016	12/31/2016	\$1000 - Grant Funds	Instructional Coach, Learning Support Services, CIITS building level contact

Strategy5:

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

Category: Early Learning

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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 experience an effective transition to school entry by gathering any transition data from early childhood educational experiences to get to know the incoming kindergarten learners, to disseminate kindergarten readiness video to parents of incoming students, to assess all kindergartners at school entry with a common statewide assessment tool (Brigance), analyze data from the screener and multiple assessments, classroom observations; create and monitor learning plan or profiles of next steps of instruction for K students through the RTI process	Academic Support Program	01/01/2016	12/31/2016	\$500 - Title I Schoolwide	Principal, Assistant Principal, Guidance Counselors, Pre School and Kindergarten Teachers, Instructional Coach

Strategy6:

Program Review - Ongoing program review will take place to ensure that instruction is aligned with standards and that outcomes are utilized to facilitate ongoing improvements

Category: Continuous Improvement

Research Cited: Program Review

Activity - Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to support and enhance a process for program reviews where results of all program reviews are reviewed, rationales are established, feedback is given throughout the process, and improvements are made in implementing the proficiency of integrating writing, vocational / career studies in the arts/ humanities into all content areas.	Academic Support Program	01/01/2016	12/31/2016	\$1500 - School Council Funds	Principal, Assistant Principal, Instructional Coach, Program Review Leads

Goal 3:

Decrease the percentage of novice for combined reading and math from 14.6% in 2015 to 7% in 2020.

Measurable Objective 1:

2% of All Students will increase student growth through the reduction of novice in Reading by 05/31/2016 as measured by the overall novice scores on KPREP assessment in reading. .

Strategy1:

Math Novice Reduction Strategies - Students that perform at the novice level or who are identified as scoring in the bottom 20% in math on the STAR benchmark assessment will be offered extended school services to address deficits in math.

Category: Continuous Improvement

Research Cited:

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Activity - Instructional strategies for math skills	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in extended school services will receive direct instruction in the area of math using a variety of materials and resources to include the Go Math Program and / or Do the Math program, computer based components using Fastmath or Compass Learning etc.	Tutoring	01/01/2016	12/31/2016	\$5000 - District Funding	Extended School Services Staff

Activity - Math novice reduction monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students that performed at the novice level based upon the previous years KPREP assessment as well as those students who perform in the bottom 20% of the STAR math benchmark assessment will work with the classroom teacher to set goals for improvement. Student progress towards their goals will be monitored bi - weekly and changes made to instruction and / or interventions will be made as needed in order to attain the goal.	Other - Progress Monitoring	01/01/2016	12/31/2016	\$0 - No Funding Required	Classroom teachers, intervention teachers , administration , instructional coach

Strategy2:

Instructional strategies for reading skills - The extended school services program will target those students who have been identified as scoring novice or on track to perform in the novice range.

Category: Continuous Improvement

Research Cited:

Activity - Extended School Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who scored in the novice range in reading on KPREP from the previous year as well as those current 3rd grade students who have a projected scored of Novice based upon their STAR assessment correlation will be targeted to receive an offer of extended school services that would include direct instruction with the Benchmark Literacy program along with online support though programs such as Ticket to Read, Compass Learning, Fast Forward, Reading Assistant, Headsprout, and Lexia. A variety of instructional models and methods will be used to meet the needs of a variety of learners.	Tutoring	01/01/2016	12/31/2016	\$12000 - District Funding	Extended School Services Staff

Activity - Novice Reduction Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students that perform at the Novice level in reading will be monitored by the classroom teacher along with any additional support staff needed. Classroom teachers will review the progress with the student bi- weekly and set goals for improvement with the students.	Other - Progress Monitoring	01/01/2016	12/31/2016	\$0 - No Funding Required	Classroom teachers, intervention teachers, administration , instructional coach

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Increase achievement for all student groups in the Non-Duplicated Gap group at Ockerman Elementary School to increase the combined Reading and Math percent proficient/distinguished from 44.8% in 2015 to 55.6% in 2016, measured by the K-PREP assessment

Measurable Objective 1:

60% 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 English Language Arts in Reading by 05/29/2015 as measured by KPREP Assessment .

Strategy1:

Professional Development - Professional Development will be researched, developed and implemented in order to increase teacher performance with an end result of increased student performance in the areas of reading and math for non duplicated gap group students

Category: Professional Learning & Support

Research Cited: professional development

Activity - Effective Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Establish protocol and procedures to expand the effective collaboration in all classroom. Provide training and support for regular and special education teacher teams on effective collaboration implementing a monitoring system to assess continuous progress and inform instructional decisions for students with disabilities, ELL students, Gifted students included but not limited to : establish a baseline as to where the school is in the use of effective collaboration; identify the barriers to effective collaboration; provide training and support on collaboration to meet the individual needs of students	Academic Support Program	01/01/2016	12/31/2016	\$2000 - Title I Schoolwide	Principal, Assistant Principal, 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 and access to health and social services in collaboration with community and parent/caregiver partners. Continue to educate staff on specific ways to interact and address the needs of those students from impoverished backgrounds.	Professional Learning	01/01/2016	12/31/2016	\$3000 - FRYSC	FRC Coordinator

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Activity - Students From Diverse Backgrounds	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Establish, implement and monitor professional learning in research based strategies for students from diverse backgrounds including Language and content objectives for ELL students; meeting the needs of students of poverty, homeless and transient and specific strategies for students with disabilities.	Academic Support Program	01/01/2016	12/31/2016	\$1000 - Title I Schoolwide	ELL Teachers, Instructional Coach, Special Education Team Members, Special Education Coordinator, Team Leaders

Strategy2:

IEP and PLP Alignment - IEP goals will be developed in alignment with the KCAS to ensure that students are receiving monitored instruction that is aligned to the regular education instruction. Ongoing data analysis of progress will be performed in order to determine if the instruction is supportive of the anticipated outcomes for students with IEP goals in the areas of reading /English Language Arts .This strategy will be monitored through data analysis of benchmark data which is aligned to the standards.

Category: Continuous Improvement

Research Cited:

Activity - IEP Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide support to teachers in the development of Individual Education Plans aligned with the KCAS and behavioral expectation: Analyze student data (K-PREP, STAR, core program assessments, etc.), use data analysis to plan, review and revise instruction, monitor implementation via advisory team meetings and special education team meetings.	Academic Support Program	01/01/2016	12/31/2016	\$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, Guidance Counselors, Special Education Team Members, District Special Education Coordinator, Response to Intervention Teachers

Activity - PLP Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide support to teachers in the development of Personal Language Plans aligned with the KCAS. Analyze student data (ACCESS Test, STAR testing, Core program data, WAPT assessments), use data analysis to plan, review and revise instruction, monitor implementation via advisory team meetings.	Academic Support Program	01/01/2016	12/31/2016	\$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, Guidance Counselors, English Language Learner teachers , English Learner Coordinator, Classroom Teachers

Strategy3:

Best Practices - Implementation of the 9 Best Practices Standards in order to increase student performance

Category: Continuous Improvement

Research Cited: Best Practices

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	01/01/2016	12/31/2016	\$500 - School Council Funds \$1000 - FRYSC	Principal, Assistant Principal, PBIS Committee Members, Guidance Counselors, Family Youth Resource Center Coordinator

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Ockerman Elementary School

Activity - Parent Workshops / Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parent workshops and programming will be provided to enhance the parents knowledge of academic standards taught and how to assist their child(ren) in the home setting	Parent Involvement	01/01/2016	12/31/2016	\$5000 - Title I Schoolwide	Principal, Assistant Principal, Instructional Coach, Teachers ,FYRSC, Guidance Counselors, Student Services, Title 1 Coordinator

Activity - Family Engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to work with teachers to provide opportunities for family leadership and engagement through the parent nights, family events, educational sessions, parenting classes etc.	Parent Involvement	01/01/2016	12/31/2016	\$5000 - FRYSC	FRYC Coordinator, Guidance Counselors, Classroom Teachers, Principal, Assistant Principal, Parent Involvement Committee

Activity - Implementation of Fast Forward Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implementation of Fast ForWord Program to fidelity to increase student performance in reading for targeted under performing students in the area of reading. Placement of additional para educator in the computer lab to assist with the implementation and monitoring of student progress	Academic Support Program	01/01/2016	12/31/2016	\$25000 - Title I Schoolwide \$2000 - District Funding	Reading Intervention Specialist, Grade Level Teachers, FFW para educator , instructional coach

Strategy4:

Response to Intervention - The current Response to Intervention Program will continue to be assessed for it's effectiveness for all students at any level. Based upon the data analysis, all students will be placed into differentiated groups which will target their areas for improvement or enrichment. Student progress will be determined through advisory team meetings and appropriate changes to instruction will occur based upon the results of those meetings. This strategy will be monitored via the STAR progress monitoring data as well as STAR benchmark data.

Category: Continuous Improvement

Research Cited:

Activity - Targeted RTI Differentiation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide ongoing support to teachers through the use of para educators to assist with addressing student needs in a differentiated group setting.	Academic Support Program	01/01/2016	12/31/2016	\$80000 - Title I Schoolwide	Principal, Assistant Principal, Instructional Coach , Grade level team leaders, Learning Support Services

Strategy5:

Personalization and Monitoring - In collaboration with the administration and instructional coach, teachers will create personalized learning opportunities for all students to include under performing, on grade level and above level to ensure adequate growth is achieved by all students.

Category: Continuous Improvement

KDE Compliance and Accountability - Schools

Ockerman Elementary School

Research Cited: personalization and monitoring

Activity - Personalization and Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use results of pre, formative and common assessments to plan for the personalized instruction for students who have not achieved content mastery and for under performing students. Personalization requires collaboration among teachers to flexibly group based on student needs and the results of weekly and bi weekly progress.	Academic Support Program	01/01/2016	12/31/2016	\$5000 - Title I Schoolwide	Principal, Instructional Coach, Reading Intervention Specialists, Math Intervention Specialists, Team Leaders, Vertical Content Team Leaders

Measurable Objective 2:

60% 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 05/31/2016 as measured by KPREP Assessment Data .

Strategy1:

Response to Intervention - The current Response to Intervention Program will continue to be assessed for it's effectiveness for all students at any level. Based upon the data analysis, all students will be placed into differentiated groups which will target their areas for improvement or enrichment. Student progress will be determined through advisory team meetings and appropriate changes to instruction will occur based upon the results of those meetings. This strategy will be monitored via the STAR progress monitoring data as well as STAR benchmark data.

Category: Continuous Improvement

Research Cited:

Activity - Targeted RTI Differentiation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide ongoing support to teachers through the use of para educators to assist with addressing student needs in a differentiated group setting.	Academic Support Program	01/01/2016	12/31/2016	\$80000 - Title I Schoolwide	Principal, Assistant Principal, Instructional Coach , Grade level team leaders, Learning Support Services

Strategy2:

IEP and PLP Alignment - IEP goals will be developed in alignment with the KCAS to ensure that students are receiving monitored instruction that is aligned to the regular education instruction. Ongoing data analysis of progress will be performed in order to determine if the instruction is supportive of the anticipated outcomes for students with IEP goals in the areas of reading /English Language Arts .This strategy will be monitored through data analysis of benchmark data which is aligned to the standards.

Category: Continuous Improvement

Research Cited:

KDE Compliance and Accountability - Schools

Ockerman Elementary School

Activity - PLP Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide support to teachers in the development of Personal Language Plans aligned with the KCAS. Analyze student data (ACCESS Test, STAR testing, Core program data, WAPT assessments), use data analysis to plan, review and revise instruction, monitor implementation via advisory team meetings.	Academic Support Program	01/01/2016	12/31/2016	\$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, Guidance Counselors, English Language Learner teachers , English Learner Coordinator, Classroom Teachers

Activity - IEP Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide support to teachers in the development of Individual Education Plans aligned with the KCAS and behavioral expectation: Analyze student data (K-PREP, STAR, core program assessments, etc.), use data analysis to plan, review and revise instruction, monitor implementation via advisory team meetings and special education team meetings.	Academic Support Program	01/01/2016	12/31/2016	\$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, Guidance Counselors, Special Education Team Members, District Special Education Coordinator, Response to Intervention Teachers

Strategy3:

Personalization and Monitoring - In collaboration with the administration and instructional coach, teachers will create personalized learning opportunities for all students to include under performing, on grade level and above level to ensure adequate growth is achieved by all students.

Category: Continuous Improvement

Research Cited: personalization and monitoring

Activity - Personalization and Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use results of pre, formative and common assessments to plan for the personalized instruction for students who have not achieved content mastery and for under performing students. Personalization requires collaboration among teachers to flexibly group based on student needs and the results of weekly and bi weekly progress.	Academic Support Program	01/01/2016	12/31/2016	\$5000 - Title I Schoolwide	Principal, Instructional Coach, Reading Intervention Specialists, Math Intervention Specialists, Team Leaders, Vertical Content Team Leaders

Strategy4:

Professional Development - Professional Development will be researched, developed and implemented in order to increase teacher performance with an end result of increased student performance in the areas of reading and math for non duplicated gap group students

Category: Professional Learning & Support

Research Cited: professional development

KDE Compliance and Accountability - Schools

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 and access to health and social services in collaboration with community and parent/caregiver partners. Continue to educate staff on specific ways to interact and address the needs of those students from impoverished backgrounds.	Professional Learning	01/01/2016	12/31/2016	\$3000 - FRYSC	FRC Coordinator

Activity - Students From Diverse Backgrounds	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Establish, implement and monitor professional learning in research based strategies for students from diverse backgrounds including Language and content objectives for ELL students; meeting the needs of students of poverty, homeless and transient and specific strategies for students with disabilities.	Academic Support Program	01/01/2016	12/31/2016	\$1000 - Title I Schoolwide	ELL Teachers, Instructional Coach, Special Education Team Members, Special Education Coordinator, Team Leaders

Activity - Effective Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Establish protocol and procedures to expand the effective collaboration in all classroom. Provide training and support for regular and special education teacher teams on effective collaboration implementing a monitoring system to assess continuous progress and inform instructional decisions for students with disabilities, ELL students, Gifted students included but no limited to : establish a baseline as to where the school is in the use of effective collaboration; identify the barriers to effective collaboration; provide training and support on collaboration to meet the individual needs of students	Academic Support Program	01/01/2016	12/31/2016	\$2000 - Title I Schoolwide	Principal, Assistant Principal, Instructional Coach

Strategy5:

Best Practices - Implementation of the 9 Best Practices Standards in order to increase student performance

Category: Continuous Improvement

Research Cited: Best Practices

Activity - Implementation of Fast Forward Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implementation of Fast ForWord Program to fidelity to increase student performance in reading for targeted under performing students in the area of reading. Placement of additional para educator in the computer lab to assist with the implementation and monitoring of student progress	Academic Support Program	01/01/2016	12/31/2016	\$25000 - Title I Schoolwide \$2000 - District Funding	Reading Intervention Specialist, Grade Level Teachers, FFW para educator , instructional coach

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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	01/01/2016	12/31/2016	\$1000 - FRYSC \$500 - School Council Funds	Principal, Assistant Principal, PBIS Committee Members, Guidance Counselors, Family Youth Resource Center Coordinator

Activity - Parent Workshops / Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parent workshops and programming will be provided to enhance the parents knowledge of academic standards taught and how to assist their child(ren) in the home setting	Parent Involvement	01/01/2016	12/31/2016	\$5000 - Title I Schoolwide	Principal, Assistant Principal, Instructional Coach, Teachers ,FYRSC, Guidance Counselors, Student Services, Title 1 Coordinator

Activity - Family Engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to work with teachers to provide opportunities for family leadership and engagement through the parent nights, family events, educational sessions, parenting classes etc.	Parent Involvement	01/01/2016	12/31/2016	\$5000 - FRYSC	FRYC Coordinator, Guidance Counselors, Classroom Teachers, Principal, Assistant Principal, Parent Involvement Committee

Goal 2:

Increase the percent effective teachers and leaders.

Measurable Objective 1:

demonstrate a proficiency of 100% effective teachers and leaders by 05/31/2016 as measured by PGES .

Strategy1:

Professional Growth and Effectiveness System - 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

Activity - Teachers and Principal Effectiveness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Build teacher capacity in the four domains of the Kentucky Teacher Effectiveness Framework. Provide support for teachers utilizing research based instructional strategies that impact student growth and achievement. Support principals as they analyze academic and school culture data for developing and attaining leadership goals as required by the PGES. Support teachers as they write student growth goals, monitor progress toward those goals, peer review and per observe, and other elements of the CEP.	Professional Learning	01/01/2016	12/31/2016	\$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, Peer Observers

Goal 3:

Decrease the percentage of novice for combined reading and math from 14.6% in 2015 to 7% in 2020.

Measurable Objective 1:

2% of All Students will increase student growth through the reduction of novice in Reading by 05/31/2016 as measured by the overall novice scores on KPREP assessment in reading. .

Strategy1:

Math Novice Reduction Strategies - Students that perform at the novice level or who are identified as scoring in the bottom 20% in math on the STAR benchmark assessment will be offered extended school services to address deficits in math.

Category: Continuous Improvement

Research Cited:

Activity - Math novice reduction monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students that performed at the novice level based upon the previous years KPREP assessment as well as those students who perform in the bottom 20% of the STAR math benchmark assessment will work with the classroom teacher to set goals for improvement. Student progress towards their goals will be monitored bi - weekly and changes made to instruction and / or interventions will be made as needed in order to attain the goal.	Other - Progress Monitoring	01/01/2016	12/31/2016	\$0 - No Funding Required	Classroom teachers, intervention teachers , administration, instructional coach

Activity - Instructional strategies for math skills	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in extended school services will receive direct instruction in the area of math using a variety of materials and resources to include the Go Math Program and / or Do the Math program, computer based components using Fastmath or Compass Learning etc.	Tutoring	01/01/2016	12/31/2016	\$5000 - District Funding	Extended School Services Staff

Strategy2:

Instructional strategies for reading skills - The extended school services program will target those students who have been identified as scoring novice or on track to perform in the novice range.

Category: Continuous Improvement

Research Cited:

KDE Compliance and Accountability - Schools

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Activity - Extended School Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who scored in the novice range in reading on KPREP from the previous year as well as those current 3rd grade students who have a projected score of Novice based on their STAR assessment correlation will be targeted to receive an offer of extended school services that would include direct instruction with the Benchmark Literacy program along with online support through programs such as Ticket to Read, Compass Learning, Fast Forward, Reading Assistant, Headsprout, and Lexia. A variety of instructional models and methods will be used to meet the needs of a variety of learners.	Tutoring	01/01/2016	12/31/2016	\$12000 - District Funding	Extended School Services Staff

Activity - Novice Reduction Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students that perform at the Novice level in reading will be monitored by the classroom teacher along with any additional support staff needed. Classroom teachers will review the progress with the student bi-weekly and set goals for improvement with the students.	Other - Progress Monitoring	01/01/2016	12/31/2016	\$0 - No Funding Required	Classroom teachers, intervention teachers, administration, instructional coach

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:

All students at Ockerman Elementary School will increase their level of proficiency in the area of writing.

Measurable Objective 1:

39% of Fifth grade students will demonstrate a proficiency by scoring proficient or distinguished in Writing by 05/31/2016 as measured by KPREP Assessment.

Strategy1:

Curriculum Alignment - Vertical teams have been created which include members from each grade level as well as special area and special education. In collaboration with one another, the team will work together to align the writing curriculum as to ensure that the needs at each grade level are being met and that there is consistency of instruction from one grade level to the next. Writing instruction will be aligned to the

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KCAS.

Category: Professional Learning & Support

Research Cited: Professional Learning and Support

Activity - Vertical Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Vertical teams have been created to allow collaboration across grade levels 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 KCAS.	Academic Support Program	01/01/2016	12/31/2016	\$10000 - Title I Schoolwide	Principal, Instructional Coach, Team Leaders, Vertical Writing Content Team Members

Strategy2:

Personalization and Monitoring - Through the development of monthly writing prompts and the use of the writing program built into the Benchmark Literacy Program, teachers will determine the instructional needs of students in the area of writing. Targeted instruction will take place in flexible grouping settings to address the writing deficits. As students make progress they will be moved to groupings that are meeting their needs in the areas of writing. Writing instruction will be designed and implemented to meet the needs of students who are under performing, on grade level as well as above grade level.

Category: Continuous Improvement

Research Cited: Personalization and Monitoring

Activity - Personalization and Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use the results of pre, formative and common assessments to plan for personalized instruction for students who have not achieved content mastery and for under performing students in the area of writing. Personalization requires collaboration among teachers to flexibly group based on student needs and weekly/ bi-weekly assessments to monitor progress.	Academic Support Program	01/01/2016	12/31/2016	\$0 - No Funding Required	Principal, Instructional Coach, Team Leaders, Program Review lead for writing, Writing Content Areas vertical team members

Activity - Monitor Implementation of Writing Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monthly writing prompts will be delivered school wide to determine the ongoing needs for student progress in the area of writing. Teachers will score prompts and then meet together to determine grade level areas of need for writing improvement as well as individual needs in writing. Data from these meetings will then be shared with administration and the instructional coach as a means to determine professional development needs and supports.	Direct Instruction	01/01/2016	12/31/2016	\$5000 - School Council Funds	Principal, Instructional Coach, Grade level team members, Writing Vertical Team members

Strategy3:

Professional Development - The instructional coach will be creating researched based professional development sessions to improve teacher learning in the area of writing instruction. Teachers will participate in trainings and then take newly gained instruction back to their classrooms and directly implement them into their instruction. Assessment of the strategy implementation will occur through monthly school wide writing prompts which will be scored. Data and information obtained from these prompts will be used to determine the ongoing needs for students in

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the area of writing and will be used to determine next steps for professional development.

Category: Professional Learning & Support

Research Cited: Professional Development

Activity - Teacher Training in Writing Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide training in all levels of writing instruction to enhance teachers knowledge of the writing process, traits of writing, types of writing, differentiation in writing instruction, cross curricular instruction in writing, assessing writing and meeting the needs of under performing in the area of writing.	Professional Learning	01/01/2016	12/31/2016	\$2000 - Title I Schoolwide	Principal, Instructional Coach, Writing Content Team, Grade Level Team Leaders,

Strategy4:

Assessment - Using the instructional components for writing found within the Benchmark Literacy Program, the writing progress of all students will be monitored using performance tasks and coordinated scoring rubrics. Based upon the data collected from these rubrics, the mastery of the standards for writing will be assessed and areas for improvement will students will be identified and targeted.

Category: Continuous Improvement

Research Cited:

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development will be offered in the area of writing to provide teachers with the ability to assess the writing skills of their students in relation to the KCAS standards for writing. Teachers will be provided with the supports needed to assess their students and make identifiable changes to individual instruction to meet the needs of all students.	Professional Learning	01/01/2016	12/31/2016	\$5000 - Grant Funds	Principal, Assistant Principal, Instructional Coach

Goal 2:

Increase the percent effective teachers and leaders.

Measurable Objective 1:

demonstrate a proficiency of 100% effective teachers and leaders by 05/31/2016 as measured by PGES .

Strategy1:

Professional Growth and Effectiveness System - 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

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Activity - Teachers and Principal Effectiveness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Build teacher capacity in the four domains of the Kentucky Teacher Effectiveness Framework. Provide support for teachers utilizing research based instructional strategies that impact student growth and achievement. Support principals as they analyze academic and school culture data for developing and attaining leadership goals as required by the PGES. Support teachers as they write student growth goals, monitor progress toward those goals, peer review and per observe, and other elements of the CEP.	Professional Learning	01/01/2016	12/31/2016	\$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, Peer Observers