

## 2019-20 Phase Three: Executive Summary for Schools\_12192019\_14:48

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### **Ockerman Elementary School**

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Florence, Kentucky, 41042

United States of America

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## 2019-20 Phase Three: Executive Summary for Schools

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#### Description of the School

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

Ockerman Elementary is one of 14 elementary schools within the Boone County School District and is one of five elementary schools located in the city of Florence. The city of Florence is the 2nd largest city in Northern Kentucky with an estimated population of just over 31,000 people and one of the fastest growing communities in the state with an estimated increase of over 6% since the 2010 census. Ockerman Elementary School is a Preschool through 5th grade school, It is an urban school and is located in the heart of the city of Florence. Ockerman Elementary is located on the same campus as Ockerman Middle School and the Boone County Board of Education. The current enrollment is 742 students with 67.3% of students qualifying for free or reduced however we do participate in the CEP program so 100 % of our students receive breakfast and lunch at no cost. As of the current school year, 37% of our population is non - white and of that population the representative majority is Hispanic which makes up 23% of the school population. The remaining percentages are made up of smaller pockets with 8% being African American, 3.6% being of two or more races and 1.2% being Asian. Of this diverse population approximately 19% of the students are English learners and represent 16 different home languages. Within these families, many of the parents do have the capability to communicate as they need to as their children typically have a greater mastery of the English language than their parents do. Students travel an average of 3.5 miles to and from school. The majority of our students live in mobile home parks and nearby apartment complexes. We also face the challenge of transiency as many of our families move frequently due to the socioeconomic challenges they face. It is not uncommon for a student to enroll, unenroll and return once again throughout the school year. Only a small percentage of our 5th graders have attended only Ockerman Elementary since they began their school careers. Typically the largest number of enrollments come to us from other within district schools however we have seen a recent increase of enrollments from students from out of state. Many of our families also share their homes with extended family members of the family in order to meet the basic needs of the family members. Although Ockerman does have a high percentage of students that are in the poverty zone, we also have a percentage of students who are middle to higher income families and who reside in more affluent neighborhoods. Many of our students do not come prepared for kindergarten which creates a challenge from day During the current school year, 64% of our incoming kindergarten students were classified as "not ready" as evidenced by Brigance data. We also have approximately 20% of our students who receive special education services and 4,4% who are identified as gifted and talented or primary talent pool. Despite these barriers and challenges, we continue to increase the level of academic growth for our students as well as create opportunities for them to become 21st century learners. Within the last three years, our demographic and school make up has not changed a great deal, however we have noticed that the level of need for student has increased in the area of mental healthy and the impact of environmental factors on their families. We have many students who are being raised by relatives to include aunts, uncles, cousins and many grand parents. We continue to implement The Leader in Me. The Leader in Me is based upon Stephen Covey's 7 Habits process and works to build leadership skills for students to be successful in the 21st century. We are very excited about the outcomes of these concepts for our students as despite the barriers that many of them face, we want to instill in them the value of leadership skills and choosing your own path through goal setting and service learning.

### School's Purpose

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

During the 2019-2020 school year we began to update our schools mission statement to be more reflective of our purpose. Our schools mission is built around the premise of student first. The new mission statement is All Belong All Learn All Lead to Succeed. This new mission statement exemplifies our goals for students which is for them to become leaders of their own learning and to become positive role models for others. We set high expectations for students through goal setting using the 4DX model. Our work through the Leader in Me sets the culture of acceptance, hard work and being kind humans - all of which one can see at any time when they enter the doors of our building. With such a diverse culture here at Ockerman, we work hard to be accepting of all people and to instill this into all students.

### Notable Achievements and Areas of Improvement

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

During the last three years we have continued to focus on improving core instruction as a means to reduce the numbers of students who are not proficient. We have seen tremendous growth in all areas as evidenced by KPREP. Even though our proficiency percentages are currently rated as medium based upon the current accountability process, we continue to see our students make great strides in their learning and social emotional well being. We continue to implement guided reading and guided math into our core instruction and just his year we have implemented the co teach model for students with disabilities.

### Additional Information

**CSI/TSI Schools Only:** Describe the procedures used to create the school's improvement plan and briefly state the specific efforts to address the causes of low student performance and resource inequities.

n/a

### Additional Information

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

n/a

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## Attachment Summary

Attachment Name	Description	Associated Item(s)
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