

## Phase III: Executive Summary for Schools\_12072017\_09:47

### Phase III: Executive Summary for Schools

#### **Ockerman Elementary School**

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Florence, Kentucky, 41042

United States of America

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## Phase III: Executive Summary for Schools

### Executive Summary

#### 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 789 students with 67.5 % of the 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. 37.1 % of our population is non - white and of that population the representative majority is Hispanic which makes up 25% of that 37%. The remaining percentages are made up of smaller pockets with 4% being African American, 2.7 % being, 4.9% being of two or more races and 2.7% being Asian. Of these diverse population approximately 19% of the students are English learners and represent 14 different home languages. Within these families, many of the parent 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. Typcially 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 2016-2017 school year, only 33% of our students were ready for kindergarten as assessed by the Brigance Readiness test. We also have approximately 26% of our students who receive special education services and about an equal percentage 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 - currently \_\_\_\_\_ %. The most significance change that OES is undergoing is the implementation of 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.

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

### 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.

With the transformation into a Leader in Me school we are in the process of working with one of our action teams to revise and update our current school mission and vision statement so that it is compatible with the ideas of The Leader in Me. We have completed preliminary work with the acronym LEAD L - learn, E - explore, A - achieve and D - dream. Our goal as educators is to create an environment that promotes deep levels of learning while being exposed to a wide variety of instructional opportunities to achieve success and to develop leadership skills throughout their time here at Ockerman.

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### 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 been very focused on improving the level of core instruction in the areas of reading and math. Although not currently reflected in our reading scores, the transformation into guided reading based ELA instruction is showing positive results. Our math scores continue to improve and the gaps between our sub groups is narrowing with the exception of our students with disabilities. Our writing instruction underwent changes during the 16 - 17 school year and resulted in notable improvement for all groups of students. The implementation of The Leader In Me is showing early success with student ownership of their work and personal goal setting. The areas for improvement that will be a focus for the next three years will continue to be core instruction for ELA and math with ongoing across the board implementation of supported writing instruction. All gap groups will continue to be a focus. Our response to intervention program is currently undergoing significant changes in conjunction with shoring up the core instruction so the expectation that with these vast changes we will be improved proficiency levels among all students in the next three years.

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### Additional Information

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

Ockerman Elementary is a place that loves students and despite the challenges and barrier that these students face daily, they also love to be here. We are extremely proud of the students and staff ! We have increased our level of parent involvement this year and have seen more parents walk through the doors this year than we have in many years. Exciting things are happening at Ockerman each and every day!

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## ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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