Closing the Achievement Gap

Ockerman Elementary School

Boone County

Kim Best, Principal
8250 Us 42 Hwy
Florence, KY 41042

TABLE OF CONTENTS

Introduction

Addressing achievement gap in schools and districts is a communicative and collaborative effort between district and school leaders, teachers, parents, community members and leaders, students and the Kentucky Department of Education. The use of data from various resources available to schools and districts allows districts and schools to review, monitor and track student performance in each of the achievement gap areas. Not only shall the focus be on the performance of students, but the contributing factors of ensuring that teachers are provided with the professional learning resources and opportunities that foster student success. District and school leaders are aware of working conditions to ensure climate and culture are a positive contribution to fostering student and teacher success.

KDE Closing the Achievement Gap

Introduction

Pursuant to KRS 158.649 reporting requirements for achievement gap shall be October 1 of each year. The principal shall convene a public meeting to present and discuss the plan for closing the achievement gap prior to the submission to the superintendent and local board for review. The local board of education shall review, in a public meeting, the portion of each school's Comprehensive School Improvement Plan (CSIP) addressing the activities and schedule to reduce achievement gaps if a district has more than 20 schools. This can be a consolidated district report in accordance to KRS 160.340 (3)(b).

Achievement gap means a substantive performance difference in each of the tested areas by grade level of the state testing system between the various groups of students including male and female students, students with and without disabilities, students with and without English proficiency, minority and non-minority students, and students who are eligible for free and reduced-price meals and those who are not eligible for free or reduced-price meals.

Addressing achievement gap in schools and districts is a communicative and collaborative effort between district and school leaders, teachers, parents, community members and leaders, students and the Kentucky Department of Education. The use of data from various resources available to schools and districts allows districts and schools to review, monitor and track student performance in each of the achievement gap areas. Not only shall the focus be on the performance of students, but the contributing factors of ensuring that teachers are provided with the professional learning resources and opportunities that foster student success. District and school leaders are aware of working conditions to ensure climate and culture are a positive contribution to fostering student and teacher success.

Achievement Gap Groups Identification

Statement or Question: Use the School Report Card to identify your school's gaps groups. Select all that apply.

Response:

- •African American
- •Hispanic
- •With Disability
- •Free/Reduced Price Meals
- •Limited English Proficiency

Achievement Gap Summary

Describe the school's climate and culture.

Ockerman Elementary School's culture is one that brings cultural and socioeconomic diversity coupled with the idea that all students can learn. Our school culture embraces the idea that a large majority of our students are faced with many barriers outside of the school day but yet we proceed with the understanding and attitude that all students will learn despite the adversity that they face. The culture of Ockerman Elementary is one that supports the individual student academically, emotionally and physically if that is what is needed for student success. Students are encouraged to be risk takers in terms of academics and their successes are celebrated while their failures are used as opportunity for learning. Our primary goal is to develop students who have the skills necessary to be successful in all aspects of the community and to prepare them to be college and career ready. Staff members take on the "whatever it takes" attitude in order to ensure that all students are learning at the highest level attainable for them. The climate of the school is one that is welcoming and inviting. All students and family members know that they are valued and have the opportunity to be cared for. The goal of fostering positive relationships is a priority for all teachers and administrators. Administration, faculty and staff members are all actively involved in ensuring that the environment is safe, nurturing and requires the active involvement of students with attaining their personal goals in regards to academic success.

Describe the strategies that were implemented that helped to close the achievement gap.

Strategies that have been implemented to assist with closing the achievement gap are:
- providing additional reading instruction before school using the Tumblebooks reading program in conjunction with Accelerated Reading to improve comprehension skills.
- Implementation of the ST Math computer based program to target and enhance student performance in the area of conceptual math.
- School wide implementation of the RTI program to identify and target deficits in the area of reading and math. Each grade level utilizes the grade level teachers, special education teachers, English Learner teachers and para educators during the RTI block in order to work with small groups of students during the intervention block. This allows for targeted instruction for those struggling students as well as enhanced instruction for on level and above level students.
- Continued additional counseling personnel on staff to address the mental health issues and barriers that are faced by students in the gap group. Our School Based Decision Making Council has made the commitment to exchange staff positions in order to fund the additional resources needed to address students emotional well being.
- Ongoing work to increase parental involvement through the creation of parent classes, parent involvement activities and support through the Family Resource Youth Services Coordinator.
- Continued professional development for faculty to increase instructional practices to target the specific needs of the those students in the gap groups
- Extended day instructional activities for reading and math through the Extended School Services Program - priority focus given to those students who scored Novice on KPREP
- Adoption of a new reading and math program to allow for alignment across the grade levels both vertically and horizontally
- Participation by staff members in professional development with a targeted focus in the area of poverty and the effects on children in relation to academic and emotional successes and barriers

Describe the barriers that prevented the school from closing the achievement gap.

The greatest barriers that Ockerman Elementary faces in regards to preventing the school from closing the achievement gap are nonacademic in nature such as poverty, lack of resources for families to expose children to enrichment activities to build background knowledge, limited English proficiency of students, parents and family members and parental support. The majority of our students do not come to Kindergarten prepared for school so we spend a great amount of instructional time playing " catch up" to address those skills that incoming kindergartners are lacking.

Provide specific examples from the CSIP as to how the district and school collaborated to ensure that the achievement gap was addressed.

Goal #1 was to increase the achievement for all student groups in the non duplicated gap group at Ockerman Elementary School - to increase the combined reading and math percentile of proficient / distinguished from 44.8% to 55.6 % in 2016 as measured by the KPREP assessment. This goal was supported through strategy #1 IEP and PLP Alignment which called for teacher support in the areas of IEP and PLP development using district programs such as STAR, PBIS, Fast Forword and Compass Learning to collect student data to improve the alignment of IEPs and PLPs with the Kentucky Core Academic Standards. Additional support from the district came in the form of support for acquiring a district wide reading curriculum to address the needs of the large number of transient students that remain in county. Goal # 5 is to decrease the percentage of novice for combined reading and math from 14.6% in 2015 to 7% in 2020. This goal is supported through strategy 1 and 2 are to to utilize the extended school services program to support those students who have been identified as scoring novice or on track to perform in the novice range in the area of reading and math.

Describe the process to involve teachers, leaders, and other stakeholders to review the CSIP and its progress to close the achievement gap.

The development of the school improvement plan takes place with the collaborative efforts of the school improvement plan committee which is made of up administrators, teachers and parent representatives. The CSIP is written based upon the immediate instructional needs as indicated by current KPREP data. Once it is completed and approved by the School Based Decision Making Council, the School Improvement Plan is posted on the school website so that it can be viewed by the general public at any time. It is also reviewed carefully by the faculty,staff, administrators and members of the School Based Decision Making Council in order to ensure complete understanding of the goals, objectives and strategies contained within the plan. Throughout the school year the CSIP will be reviewed during bench marking times to calibrate the understanding of our goals for the year and to use those goals and objectives in order to make all decisions regarding instruction.

Achievement Gap Diagnostic

Describe how data are used to inform your school's improvement plan to address the achievement gap.

Goal 1:

Increase the percent of effective teachers and leaders.

Measurable Objective 1:

demonstrate a proficiency of effective teachers and leaders by 06/30/2014 as measured by the PGES.

Strategy1:

Professional Growth and Effectiveness System - Pilot Program

Category:

Research Cited: MET Project

Activity - Teacher and Principal Pilot	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal and Assistant Principal will become certified by Teachscape and prepare for implementation. Our school will create a pilot team of teachers (that meets the KDE minimum requirement) to participate in the teacher pilot and the principal will partcipate in the principal pilot.	Professional Learning	05/24/2013	06/30/2015	$0 - Title II Part A	Chief Academic Officer, Assistant Superintendent of Learning Support, Principal, Assistant Principal, and Pilot Teachers

Strategy2:

Kentucky Teacher Effectiveness Framework - Kentucky Teacher Effectiveness Framework

Category:

Research Cited: Danielson Model

Activity - Teacher Effectiveness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Build teacher capcity in the five domains of the Kentucky Teacher Effectiveness Framework. This work is scaffolded at monthly pilot team meetings to support the Pilot Teachers.	Professional Learning	08/14/2013	06/30/2015	$0 - No Funding Required	Assistant Superintendent of Learning Support, Principal, and Assistant Principal

Strategy3:

Building Capacity for Full Implementation 2014-2015 - Building Capacity for Full Implementation 2014-2015

Category:

Research Cited: Danielson Model

Activity - Scaling the Work	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During the 2013-2014 school year, the school, in conjunction with the district, will create a plan for building teacher capacity in preparation for full implmentation of the new teacher evaluation system.	Professional Learning	11/26/2013	06/27/2014	$0 - No Funding Required	Asssitant Superintendent for Learning Support, Principal, Assistant Principal, and Instructional Coach

Goal 2:

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 increases 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 - 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

Closing the Achievement Gap

Ockerman Elementary School

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 Differentation	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:

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

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

Activity - Implemention of Fast Forword 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

Strategy5:

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:

Closing the Achievement Gap

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

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 Differentation	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:

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:

Professional Development - Professional Development will be researched, developed and implemented in order to increases 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

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:

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:

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

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

Activity - Implemention of Fast Forword 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

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 Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% 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 - 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 Fasttmath 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 Forword, 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

Describe how the plan will be monitored to ensure that the strategies/activities that address the achievement gap are fully implemented.

Data from multiple sources (Benchmark Literacy Online Assessment, STAR Products, Fast Forword, Compass, KPREP,PBIS etc.) will be collected, analyzed and acted upon to ensure that progress is being made by all students. Student growth data will be used to make instructional decisions on a regular basis. Grade level teams will reviewing data during weekly Professional Learning Community (PLCs) Meetings. Individual student data will be used to make determinations if the achievement gap plan is addressing the areas that need to be impacted to increase student performance. Data will also be shared with vertical team members to ensure content is aligned .   Data sheets will be maintained for all students so that data can easily be monitored for all those included in the gap group.

Cite the goals/objectives/strategies in the plan that specifically addresses how the teaching and learning conditions will be positive and foster success for teachers and students.

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 Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander 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:

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 Srategies, 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

Goal 2:

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:

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

Strategy2:

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 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 Writiing 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,

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

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

Describe the actions that will be taken to remove the barriers that prevented the school from closing the achievement gap.

Continued collaboration with teachers, family members and community partners to provide additional support and resources in order to address the nonacademic barriers such as the effects of poverty, families being " under resourced", lack of experiences to build background knowledge, limited English proficiency of students, caregivers and family members and mental health issues.

- Continued work to provide parents and family members with the support needed to increase academic skills at home such as content area support nights, language acquisition programs, support groups and information for social and emotional issues
- Additional enrichment experiences for those with limited access to extension activities
- Continued support in the academic areas of reading and math through the Extended School Services (ESS) program
- Continued support for behaviors that may inhibit learning through the ongoing implementation of the PBIS program
- Implementation of effective professional learning communities with a focus on students who are performing in the novice range. Student data will be reviewed at each weekly meeting and next step instructional decisions will be made based upon the data that is presented. Data will be reviewed on an ongoing basis to ensure that all students are making progress.

Stakeholder Engagement and Collaboration

Statement or Question: Select all of the ways in which the school will engage and collaborate with stakeholders to develop the strategies that address the achievement gap.

Response:

- •Home Visits
- •Parent information resources (PTA/PTO/SBDM, other)
- •Partnership with community groups and businesses
- •Communication (local newspapers, parent newsletters, school website, school activities, surveys)
- •Parent engagement with students in the classroom or during school activities

Plan for Closing the Achievement Gap

Overview

Plan Name

Plan for Closing the Achievement Gap

Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase 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	Objectives: 2 Strategies: 5 Activities: 11	Academic	$129500
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	Objectives: 1 Strategies: 6 Activities: 8	Academic	$82000
3	All students at Ockerman Elementary School will increase their level of proficiency in the area of writing.	Objectives: 1 Strategies: 4 Activities: 5	Academic	$22000
4	Increase the percent effective teachers and leaders.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$0
5	Decrease the percentage of novice for combined reading and math from 14.6% in 2015 to 7% in 2020.	Objectives: 1 Strategies: 2 Activities: 4	Academic	$17000

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 .

(shared) Strategy 1:

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

Activity - IEP Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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	Resource Assigned	Source Of Funding	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

(shared) Strategy 2:

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	Resource Assigned	Source Of Funding	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

(shared) Strategy 3:

Professional Development - Professional Development will be researched, developed and implemented in order to increases 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 - Students From Diverse Backgrounds	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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	Resource Assigned	Source Of Funding	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 - Barriers to Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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

(shared) Strategy 4:

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	Resource Assigned	Source Of Funding	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 | $1500 | FRYSC, School Council Funds | Principal, Assistant Principal, PBIS Committee Members, Guidance Counselors, Family Youth Resource Center Coordinator |

Activity - Implemention of Fast Forword Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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	$27000	Title I Schoolwide, District Funding	Reading Intervention Specialist, Grade Level Teachers, FFW para educator , instructional coach

Activity - Family Engagement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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	Resource Assigned	Source Of Funding	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

(shared) Strategy 5:

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

Activity - Targeted RTI Differentation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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 mathematical performance in Mathematics by 05/31/2016 as measured by KPREP Assessment Data .

(shared) Strategy 1:

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

Activity - IEP Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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	Resource Assigned	Source Of Funding	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

(shared) Strategy 2:

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	Resource Assigned	Source Of Funding	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

(shared) Strategy 3:

Professional Development - Professional Development will be researched, developed and implemented in order to increases 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 - Students From Diverse Backgrounds	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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	Resource Assigned	Source Of Funding	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

Closing the Achievement Gap

Ockerman Elementary School

Activity - Barriers to Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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

(shared) Strategy 4:

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	Resource Assigned	Source Of Funding	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	$1500	School Council Funds, FRYSC	Principal, Assistant Principal, PBIS Committee Members, Guidance Counselors, Family Youth Resource Center Coordinator

Activity - Implemention of Fast Forword Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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	$27000	Title I Schoolwide, District Funding	Reading Intervention Specialist, Grade Level Teachers, FFW para educator , instructional coach

Activity - Family Engagement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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	Resource Assigned	Source Of Funding	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

(shared) Strategy 5:

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

Activity - Targeted RTI Differentation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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

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 Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency by scoring proficient or distinguished in Reading by 05/30/2016 as measured by KPREP Assessment.

Strategy 1:

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

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide modeling, embedded PD, training and support on: Renaissance Learning (STAR Reading, Math and Early Literacy), Embedded Marzano Srategies, 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

Strategy 2:

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	Resource Assigned	Source Of Funding	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

Strategy 3:

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	Resource Assigned	Source Of Funding	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	Resource Assigned	Source Of Funding	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

Strategy 4:

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	Resource Assigned	Source Of Funding	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

Strategy 5:

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	Resource Assigned	Source Of Funding	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

Strategy 6:

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 - Curriculum Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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	Resource Assigned	Source Of Funding	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

Goal 3: 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.

Strategy 1:

Personalization and Monitoring - Through the development of monthly writing prompts and the use of the writing program built into the Benchmark Literacy Program, teaches 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	Resource Assigned	Source Of Funding	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	Resource Assigned	Source Of Funding	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

Strategy 2:

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 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 Writiing Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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,

Strategy 3:

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 KCAS.

Category: Professional Learning & Support

Research Cited: Professional Learning and Support

Activity - Vertical Teams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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

Strategy 4:

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

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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 4: 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 .

Strategy 1:

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	Resource Assigned	Source Of Funding	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 5: Decrease the percentage of novice for combined reading and math from 14.6% in 2015 to 7% in 2020.

Measurable Objective 1:

2% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% 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. .

Strategy 1:

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

Activity - Extended School Services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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 Forword, 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	Resource Assigned	Source Of Funding	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

Strategy 2:

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

Activity - Instructional strategies for math skills	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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 Fasttmath 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	Resource Assigned	Source Of Funding	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 Summary by Funding Source

Below is a breakdown of your activities by funding source

FRYSC

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Family Engagement	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	FRYC Coordinator, Guidance Counselors, Classroom Teachers, Principal, Assistant Principal, Parent Involvement Committee
PBIS	continued training, support and monitoring for implementation of the tiered school wide PBIS program	Behavioral Support Program	01/01/2016	12/31/2016	$1000	Principal, Assistant Principal, PBIS Committee Members, Guidance Counselors, Family Youth Resource Center Coordinator
Barriers to Learning	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	FRC Coordinator
				Total	$9000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible

PLP Development	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	Principal, Assistant Principal, Instructional Coach, Guidance Counselors, English Language Learner teachers , English Learner Coordinator, Classroom Teachers
Curriculum Alignment	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	Principal, Instructional Coach, Teachers
Personalization and Monitoring	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	Principal, Instructional Coach, Team Leaders, Program Review lead for writing, Writing Content Areas vertical team members

IEP Development	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	Principal, Assistant Principal, Instructional Coach, Guidance Counselors, Special Education Team Members, District Special Education Coordinator, Response to Intervention Teachers
Math novice reduction monitoring	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	Classroom teachers, intervention teachers , administration , instructional coach
CIITS	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	Principal, Assistant Principal, Instructional Coach, Building level CIITS contact person
Teachers and Principal Effectiveness	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	Principal, Assistant Principal, Instructional Coach, Peer Observers
Novice Reduction Monitoring	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	Classroom teachers, intervention teachers, administration , instructional coach

Assessment	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	Principal , Assistant Principal, Instructional Coach, Team Leaders
				Total	$0	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Students From Diverse Backgrounds	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	ELL Teachers, Instructional Coach, Special Education Team Members, Special Education Coordinator, Team Leaders
Effective Collaboration	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	Principal, Assistant Principal, Instructional Coach
Implemention of Fast Forword Program	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	Reading Intervention Specialist, Grade Level Teachers, FFW para educator , instructional coach

Teacher Training in Writiing Implementation	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	Principal, Instructional Coach, Writing Content Team, Grade Level Team Leaders,
Targeted RTI Differentiation	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	Principal, Assistant Principal, Instructional Coach , Grade level team leaders, Learning Support Services
Vertical Teams	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	Principal, Instructional Coach, Team Leaders, Vertical Writing Content Team Members
RTI	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	Principal, Assistant Principal, Guidance Counselors, Instructional Coach, Reading and Math Interventionists
Parent Workshops / Programs	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	Principal, Assistant Principal, Instructional Coach, Teachers ,FYRSC, Guidance Counselors, Student Services, Title 1 Coordinator

Personalization and Monitoring	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	Principal, Instructional Coach, Reading Intervention Specialists, Math Intervention Specialists, Team Leaders, Vertical Content Team Leaders
School Readiness/ Brigance	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	Principal, Assistant Principal, Guidance Counselors, Pre School and Kindergarten Teachers, Instructional Coach
				Total	$205500	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Instructional strategies for math skills	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 Fasttmath or Compass Learning etc.	Tutoring	01/01/2016	12/31/2016	$5000	Extended School Services Staff
Extended School Services	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 Forword, 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	Extended School Services Staff

Closing the Achievement Gap

Ockerman Elementary School

Implemention of Fast Forword Program	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	Reading Intervention Specialist, Grade Level Teachers, FFW para educator , instructional coach
				Total	$19000	

Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Provide modeling, embedded PD, training and support on: Renaissance Learning (STAR Reading, Math and Early Literacy), Embedded Marzano Srategies, 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	Assistant Superintendent of Learning Support, Principal, Assistant Principal, Instructional Coach, Team Leaders
Professional Development	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	Principal, Assistant Principal, Instructional Coach

Closing the Achievement Gap

Ockerman Elementary School

Professional Development	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	Instructional Coach, Learning Support Services, CIITS building level contact
				Total	$10000	

School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Program Review	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	Principal, Assistant Principal, Instructional Coach, Program Review Leads
Monitor Implementation of Writing Instruction	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	Principal, Instructional Coach, Grade level team members, Writing Vertical Team members
PBIS	continued training, support and monitoring for implementation of the tiered school wide PBIS program	Behavioral Support Program	01/01/2016	12/31/2016	$500	Principal, Assistant Principal, PBIS Committee Members, Guidance Counselors, Family Youth Resource Center Coordinator
				Total	$7000	