



# **Closing the Achievement Gap**

Ockerman Middle School

Boone County

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## **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 Middle School culture and climate continues to improve each year. I am beginning my 4th year as principal of OMS and a lot of our initiatives and structures are coming to fruition for all of our stakeholders.

-Our K-Prep data for the 15-16 school year rated us as a Distinguished school with a High Performing classification. This is the 2nd time in 3 years that OMS has been rated Distinguished.

-Our PBIS data has illustrated great gains as structures and proactive discipline procedures have been put into place in our building. Referrals are down by 65% overall.

-The working conditions have clearly improved in our building as TELL survey data reveals over 85% of our staff affirm have rated nearly every standard positively

Our school climate has grown to become very positive and consistently focused on what is best for our students. Our Project-Base Learning initiatives, our 1:1 Chromebook initiative, our revamped Extended School Services program, and our restructured remediation systems during the school day are evident of the positive climate and our focus on improving our ability to grow all of our students.

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

There were several programs implemented and are deploying more to close our achievement gap.

-We offered a 4 week summer enrichment program for our students scoring Novice or predicted to score Novice. Students who attended an entire week were given various rewards as this program was purely voluntary. We had a total of 28 students attend every day for all 4 weeks. We also had 3 sets of parents communicate their praise to us on this program.

-Within our Extended School Services program we designated a math teacher and ELA teacher to work with students in our gap groups that were performing Novice. Families were notified of this opportunity by a letter from head principal. This enrichment opportunity for students was offered 3 days a week for one hour after school. We hope to improve attendance this year by utilizing bus services provided by the neighboring elementary school.

-We have restructured our intervention program during the school day. We have formalized systems and structures for Tier II and Tier III students. In the past, OMS has not formally tiered students needing intervention and did not have formalized structures and systems of intervention in place. This allows us to more accurately target the needs of the students in TierII/TierIII. We anticipate seeing improved growth from our students needing intervention due to these adjustments

-We have established a Friday academic school for students that are not on pace within their core classes

-We have established a mentoring system with teaching teams in the 7th and 8th grade. We are utilizing this mentoring system to build relationships with our students, allow for more student directed learning and engagement, as well as provide a more personalized learning experience.

-Our teachers are made aware of any gap students in their classroom and we are monitoring their progress individually with their respective teachers.

-We also believe our 1:1 Chromebook initiative along with her our personalized and project-based learning initiatives we will better engage our students with greater emphasis on synthesizing and applying their learning

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

The barriers preventing OMS from closing the achievement gap are diminishing. Presently, our focus and greatest area of emphasis is with our special education population. Our general education teachers and our special education teachers are too focused with compliance to IEPs and the letter grades our special education students are getting in classes. There is not enough focus and attention to their academic growth. As a building we have begun some work around Carol Dweck's "Growth Mindset" and its application to our special education population. Our priorities need to be about the growth of our students and not just our compliance to an IEP

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

- Support teachers as they use results of pre, formative, and common assessments and STAR to plan for personalized instruction for students who have not achieved content mastery or met benchmark
- Support/refine the tiered intervention process at all grade levels for all targeted students identified within the non-duplicated gap groups
- Explore and implement research-based strategies for language acquisition
- Provided paraprofessional allocations for ELL and Special Education
- TenMarks math program to support student intervention period for students within our non-duplicated gap groups
- Our ESS programs have specified staff, curriculum, and schedule to service students in non-duplicated gap groups

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

We have a Novice Reduction Committee of teachers and administrators that works collaboratively to analyze our data and potential action steps. This committee also works with our curriculum committee, school administration, and ESS coordinators to develop action plans and structures. We utilize Star testing in reading and math as a diagnostic and predictor to benchmark students. This data is reviewed at beginning of year, quarterly, mid-year, and end of the year to evaluate student growth and effectiveness of plans and systems. This is also shared in whole staff meetings, SBDM meetings, and with district leadership



## Achievement Gap Diagnostic

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

**Goal 1:**

Increase the averaged combined reading and math K-Prep scores from 56.8% to 79.3% in 2018-19

**Measurable Objective 1:**

demonstrate a proficiency of 66.9% by 06/30/2016 as measured by KPREP.

**Strategy1:**

Transition - Administration and teachers will collaborate with students and families to enable a positive transition to and from Ockerman Middle School

Category: Continuous Improvement

Research Cited:

Activity - Transition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Transition activities will be planned and executed that will promote successful movement and acclimation of students and families to and from Ockerman Middle School. These will include but not be limited to Camp Hawk, high school scheduling counseling, 6th grade orientation for students and families, etc.	Academic Support Program	05/01/2014	06/30/2015	\$750 - School Council Funds	Principal, Guidance Counselors, Team Leaders

**Strategy2:**

Tiered Interventions/Personalized Learning - Personalization of instruction and monitoring of student progress

Category: Continuous Improvement

Research Cited:

Activity - Tiered Interventions/Personalized Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use results of interim, pre-, formative and common assessments to plan instruction and refine the implementation of research-based intervention strategies including meeting protocol and matching the intervention to student need based on data and standards. This will require collaboration among teachers to flexibly group based on student needs and regular monitoring of progress using appropriate assessments and progress monitoring intervals.	Academic Support Program	09/01/2014	05/29/2015	\$1000 - School Council Funds	Principal, Guidance Counselors, Team Leaders

**Strategy3:**

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Curriculum Design and Support - District and school leadership (principal, assistant principal, instructional coach, content leaders, etc.) along with teachers will collaborate to develop, refine and implement curricula across all content areas that is aligned to KCAS and will monitor implementation via common assessments and data analysis for continuous instructional improvement.

Category: Professional Learning & Support

Research Cited:

Activity - Use of Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School leadership and teachers will use data from EPAS, KPREP, common formative and summative assessments, STAR and progress monitoring to drive instructional practice as well as provide guidance for interventions and counseling points.	Academic Support Program	12/02/2013	06/30/2014	\$0 - No Funding Required	Principal, assistant principal, instructional coach, Guidance Counselors, Content & Team Leaders

### Goal 2:

Increase the number of students who are college and career ready from 42.9% to 71.18% by 2018-19.

### Measurable Objective 1:

collaborate to demonstrate a proficiency of 62.2% by 06/30/2014 as measured by College and Career Readiness Rate..

### Strategy1:

Targeted Intervention - Pre-assessment; STAR, common formative assessment will be analyzed in teacher teams to design specific targeted instruction and intervention for students

Category: Continuous Improvement

Research Cited:

Activity - System of Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to implement/support a system of intervention based on data specific to individual student needs and present levels of performance	Academic Support Program	09/01/2014	06/30/2015	\$1500 - School Council Funds	Principal, Instructional Coach, all teachers

### Goal 3:

Increase achievement for all student groups in Ockerman Middle School so that the achievement gap increases from 42.9% PD in 2015 to 71.1% PD in 2019 as measured by KPREP achievement data

### Measurable Objective 1:

demonstrate a proficiency of 71.1% by 06/30/2019 as measured by KPREP Assessment.

### Strategy1:

Professional Learning - Professional Development

SY 2016-2017

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Category: Professional Learning & Support

Research Cited:

Activity - Students from Diverse Backgrounds	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Support/refine the tiered intervention process at all grade levels for all targeted students including non-duplicated gap group (ELL, special education, F/R). Student progress will be monitored regularly to ensure implementation/fidelity/ effectiveness of intervention.	Academic Support Program	09/01/2014	06/30/2015	\$1500 - District Funding	Principal, Counselors, Instructional Coach, ELL Teacher, Special Ed. Department, all teachers

### Strategy2:

Best Practice; Progress Monitoring - Best Practice; Progress Monitoring

Category:

Research Cited:

Activity - Personalization and Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Support teachers as they use results of pre, formative, and common assessments and STAR to plan for personalized instruction for students who have not achieved content mastery and for underperforming students. Personalization requires collaboration among teachers to flexibly group their students based on their needs as derived by progress monitoring	Academic Support Program	09/01/2014	06/30/2015	\$0 - No Funding Required	Principal, Counselor, Instructional Coach, all teachers

### Strategy3:

Best Practice - Best Practice

Category:

Research Cited:

Activity - Student Problem Solving	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Training and support for implementation of a student problem solving and intervention process	Behavioral Support Program	12/02/2013	06/30/2014	\$0 - No Funding Required	Principal, Assistant Principal, Counselor(s); Team Leaders

Activity - Language Acquisition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Explore and implement research-based strategies for language acquisition	Academic Support Program	12/02/2013	06/30/2014	\$500 - District Funding	Principal, ELL Teacher, counselors

### Strategy4:

Parent/Community Engagement - Parents, caregivers, and community will be actively engaged at OMS

Category: Stakeholder Engagement

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Research Cited:

Activity - Parent Engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to refine opportunities for increasing parent engagement to include: Parent/Teacher conference, Bi-weekly newsletters, Principal message, daily school announcements posted electronically, etc.	Parent Involvement	08/01/2014	06/30/2015	\$0 - No Funding Required	Principal, STC,

Activity - Increase communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ensure communication among school leadership, teachers, and parents/caregivers regarding effectiveness of interventions and continuous progress/student improvement	Parent Involvement	09/01/2014	06/30/2015	\$0 - No Funding Required	Principal, Assistant principal, instructional coach, counselors, teachers

### Goal 4:

Reduce the percent of students scoring Novice in Reading from 15.1% in 2015 to less than 7.6% in 2020 as measured by state and local assessments

### Measurable Objective 1:

50% of Sixth, Seventh and Eighth 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 by increasing the overall %P/D in Reading by 06/30/2020 as measured by Kprep and district level assessments.

### Strategy1:

Targeted Intervention - Targeted intervention will be implemented with students identified using data from KPrep, STAR and embedded classroom assessment who need intervention to meet proficiency. Preference will be given to students in the gap subpopulations.

Category: Learning Systems

Research Cited:

Activity - ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
3x a week, after school, students identified as below grade level or within Gap group, or scoring Novice or Apprentice will attend intervention for reading	Academic Support Program	10/01/2015	05/20/2016	\$3000 - Other	ESS coordinator and designated teachers

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Activity - Saturday Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students need more intense intervention, as identified by KPrep, STAR, or classroom embedded assessment, will be personally invited to attend intensive intervention every Saturday until skills are on target and students are on track to proficiency. This intensive intervention is for students identified as below grade level with special consideration given to those within Gap group, or scoring Novice or Apprentice	Academic Support Program	10/01/2015	05/20/2016	\$2000 - Other	ESS coordinator and designated teachers

### Goal 5:

Reduce the percent of students scoring Novice in math from 11.6% in 2015 to less than 5.8% by 2020 as measured by state and local assessments

### Measurable Objective 1:

50% of Sixth, Seventh and Eighth 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 by increasing the overall %P/D in Mathematics by 06/30/2020 as measured by a reduction in Novice on KPrep and other state and local assessments.

### Strategy1:

Targeted Interventions - Targeted Interventions

Category:

Research Cited:

Activity - Not Meeting Benchmark	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review of EPAS data to analyze gaps in instructional programming for identification of students who did not meet benchmarks and review other student level evaluation data for the purpose of specifying targeted interventions.	Academic Support Program	02/01/2013	01/31/2014	\$0 - No Funding Required	Principal, Instructional coach, Team Leaders

Activity - Interventions Not Meeting Benchmark	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implementation of interventions for students who have not met grade level benchmarks.	Academic Support Program	02/01/2013	01/31/2014	\$1500 - School Council Funds	Principal, Instructional Coach, Team Leaders

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

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We have a Novice Reduction Committee of teachers and administrators that works collaboratively to analyze our data and potential action steps. This committee also works with our curriculum committee, school administration, and ESS coordinators to develop action plans and structures. We utilize Star testing in reading and math as a diagnostic and predictor to benchmark students. This data is reviewed at beginning of year, quarterly, mid-year, and end of the year to evaluate student growth and effectiveness of plans and systems. This is also shared in whole staff meetings, SBDM meetings, and with district leadership

**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 scores from 56.8% to 79.3% in 2018-19

### Measurable Objective 1:

demonstrate a proficiency of 66.9% by 06/30/2016 as measured by KPREP.

### Strategy1:

Curriculum Design and Support - District and school leadership (principal, assistant principal, instructional coach, content leaders, etc.) along with teachers will collaborate to develop, refine and implement curricula across all content areas that is aligned to KCAS and will monitor implementation via common assessments and data analysis for continuous instructional improvement.

Category: Professional Learning & Support

Research Cited:

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide modeling, embedded PD, training, to: A) support all teachers as they use research-based instructional strategies; 21st Century Skills; differentiation of instruction based on formative and summative assessments to meet the needs of all learners and move learning forward for all students B) implement the Literacy and Math Design Collaborative models.	Professional Learning	12/02/2013	06/30/2014	\$0 - No Funding Required	Principal, Instructional Coach, all teachers

### Goal 2:

Increase achievement for all student groups in Ockerman Middle School so that the achievement gap increases from 42.9% PD in 2015 to 71.1% PD in 2019 as measured by KPREP achievement data

### Measurable Objective 1:

demonstrate a proficiency of 71.1% by 06/30/2019 as measured by KPREP Assessment.

### Strategy1:

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Best Practice - Best Practice

Category:

Research Cited:

Activity - Reduce Suspensions/Student Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PBIS Team will use SWIS data to identify T2/T3 students needing behavior (and, if needed academic) interventions. Team will further analyze SWIS data to identify trends in behavior and offer ideas for improvement	Other	10/01/2014	06/30/2015	\$1500 - School Council Funds	Principal, Assistant Principal, PBIS Team

Activity - Student Problem Solving	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Training and support for implementation of a student problem solving and intervention process	Behavioral Support Program	12/02/2013	06/30/2014	\$0 - No Funding Required	Principal, Assistant Principal, Counselor(s); Team Leaders

### Strategy2:

Parent/Community Engagement - Parents, caregivers, and community will be actively engaged at OMS

Category: Stakeholder Engagement

Research Cited:

Activity - Increase communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ensure communication among school leadership, teachers, and parents/caregivers regarding effectiveness of interventions and continuous progress/student improvement	Parent Involvement	09/01/2014	06/30/2015	\$0 - No Funding Required	Principal, Assistant principal, instructional coach, counselors, teachers

Activity - Parent Engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to refine opportunities for increasing parent engagement to include: Parent/Teacher conference, Bi-weekly newsletters, Principal message, daily school announcements posted electronically, etc.	Parent Involvement	08/01/2014	06/30/2015	\$0 - No Funding Required	Principal, STC,

### Goal 3:

Reduce the percent of students scoring Novice in math from 11.6% in 2015 to less than 5.8% by 2020 as measured by state and local assessments

### Measurable Objective 1:

50% of Sixth, Seventh and Eighth 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 by increasing the overall %P/D in Mathematics by 06/30/2020 as measured by

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a reduction in Novice on KPrep and other state and local assessments.

### Strategy1:

Professional Learning Communities - Teachers will continue to work in PLCs to refine their understanding of all content standards, design instruction and assessment to meet the needs of all students and for progress monitoring of student growth goals.

Category: Professional Learning & Support

Research Cited:

Activity - PGES Framework	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Department specific PLCs work will be based on Danielson Framework 3B Questioning and Discussion Techniques and 3D Using Assessment in Instruction and writing Formative Assessments	Professional Learning	08/12/2015	06/30/2016	\$0 - Other	Principal Assistant and vice principals Team and content leaders Teachers Instructional coach

Activity - Continued refinement and implementation of PGP's resulting from SGGs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School administrators and staff will work collaboratively to refine Student Growth Goals based on data from analysis in PLCs.	Professional Learning	08/12/2015	06/30/2016	\$0 - Other	Principal Assistant and Vice Principals Team and content leaders Teachers Instructional coach

### Goal 4:

Reduce the percent of students scoring Novice in Reading from 15.1% in 2015 to less than 7.6% in 2020 as measured by state and local assessments

### Measurable Objective 1:

50% of Sixth, Seventh and Eighth 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 by increasing the overall %P/D in Reading by 06/30/2020 as measured by Kprep and district level assessments.

### Strategy1:

Targeted Intervention - Targeted intervention will be implemented with students identified using data from KPrep, STAR and embedded classroom assessment who need intervention to meet proficiency. Preference will be given to students in the gap subpopulations.

Category: Learning Systems

Research Cited:



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Activity - ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
3x a week, after school, students identified as below grade level or within Gap group, or scoring Novice or Apprentice will attend intervention for reading	Academic Support Program	10/01/2015	05/20/2016	\$3000 - Other	ESS coordinator and designated teachers

Activity - Saturday Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students need more intense intervention, as identified by KPrep, STAR, or classroom embedded assessment, will be personally invited to attend intensive intervention every Saturday until skills are on target and students are on track to proficiency. This intensive intervention is for students identified as below grade level with special consideration given to those within Gap group, or scoring Novice or Apprentice	Academic Support Program	10/01/2015	05/20/2016	\$2000 - Other	ESS coordinator and designated teachers

### Strategy2:

Professional Learning Communities - Teachers will continue to work in PLCs to refine their understanding of all content standards, design instruction and assessment to meet the needs of all students and for progress monitoring of student growth goals.

Category: Professional Learning & Support

Research Cited:

Activity - Continued refinement and implementation of PGP's resulting from SGGs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School administrators and staff will work collaboratively to refine Student Growth Goals based on data from analysis in PLCs.	Professional Learning	08/12/2015	06/30/2016	\$0 - No Funding Required	Principal; assistant principal, vice principal; team leaders, content leaders and staff

Activity - PGES Framework	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Department specific PLCs work will be based on Danielson Framework 3B Questioning and Discussion Techniques and 3D Using Assessment in Instruction and writing Formative Assessments	Professional Learning	08/12/2015	06/30/2016	\$0 - No Funding Required	Principal, Assistant and Vice Principal Coach Team and content leaders Teachers

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

District personnel, school administration, and teachers will continue to progress monitor student growth within our non-duplicated gap group. School administration and school established committees focused on curriculum, novice reduction, and ESS will monitor effectiveness of systems and instruction. Special education teachers completed TenMarks training and have begun implementation. School administration will participate in Novice reduction training in October.

## **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)
- Communication (local newspapers, parent newsletters, school website, school activities, surveys)
- Parent engagement with students in the classroom or during school activities

# **CSIP 2016**

# Overview

**Plan Name**

CSIP 2016

**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 the averaged combined reading and math K-Prep scores from 56.8% to 79.3% in 2018-19	Objectives: 1 Strategies: 4 Activities: 9	Organizational	\$23750
2	Increase the number of students who are college and career ready from 42.9% to 71.18% by 2018-19.	Objectives: 1 Strategies: 3 Activities: 4	Organizational	\$21500
3	Increase achievement for all student groups in Ockerman Middle School so that the achievement gap increases from 42.9% PD in 2015 to 71.1% PD in 2019 as measured by KPREP achievement data	Objectives: 1 Strategies: 4 Activities: 8	Organizational	\$3500
4	Increase the percent of effective teachers and leaders as measured by the Professional Growth and Effectiveness System	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$0
5	Reduce the percent of students scoring Novice in Reading from 15.1% in 2015 to less than 7.6% in 2020 as measured by state and local assessments	Objectives: 1 Strategies: 2 Activities: 4	Academic	\$5000
6	Reduce the percent of students scoring Novice in math from 11.6% in 2015 to less than 5.8% by 2020 as measured by state and local assessments	Objectives: 1 Strategies: 2 Activities: 4	Academic	\$1500

## Goal 1: Increase the averaged combined reading and math K-Prep scores from 56.8% to 79.3% in 2018-19

### Measurable Objective 1:

demonstrate a proficiency of 66.9% by 06/30/2016 as measured by KPREP.

### Strategy 1:

Program Review Implementation and Support - Program Review

Category: Continuous Improvement

Activity - Process for 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 all aspects program reviews are reviewed, rationales are established, feedback is given throughout the process, and improvements are made in implementing the proficiency of integrating writing, practical living/career studies and arts and humanities into all content areas. Develop a process for the World Language program review where where all aspects of the world program review are studied in anticipation of the pilot in the 15-16 school year. This will include rationales being established, feedback given throughout the process, and decisions will be made as to how to build/support/sustain a viable world language program.	Academic Support Program	09/01/2014	05/29/2015	\$500	General Fund	Principal; Program Review Lead(s); Instructional coach

### Strategy 2:

Tiered Interventions/Personalized Learning - Personalization of instruction and monitoring of student progress

Category: Continuous Improvement

Activity - Tiered Interventions/Personalized Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use results of interim, pre-, formative and common assessments to plan instruction and refine the implementation of research-based intervention strategies including meeting protocol and matching the intervention to student need based on data and standards. This will require collaboration among teachers to flexibly group based on student needs and regular monitoring of progress using appropriate assessments and progress monitoring intervals.	Academic Support Program	09/01/2014	05/29/2015	\$1000	School Council Funds	Principal, Guidance Counselors, Team Leaders

### Strategy 3:

Transition - Administration and teachers will collaborate with students and families to enable a positive transition to and from Ockerman Middle School

Category: Continuous Improvement

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Activity - Transition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Transition activities will be planned and executed that will promote successful movement and acclimation of students and families to and from Ockerman Middle School. These will include but not be limited to Camp Hawk, high school scheduling counseling, 6th grade orientation for students and families, etc.	Academic Support Program	05/01/2014	06/30/2015	\$750	School Council Funds	Principal, Guidance Counselors, Team Leaders

### Strategy 4:

Curriculum Design and Support - District and school leadership (principal, assistant principal, instructional coach, content leaders, etc.) along with teachers will collaborate to develop, refine and implement curricula across all content areas that is aligned to KCAS and will monitor implementation via common assessments and data analysis for continuous instructional improvement.

Category: Professional Learning & Support

Activity - Common Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Facilitate the implementation and refinement of common assessments in all grades and all content areas that are aligned with EPAS and KCAS. Through PLCs, teachers will review and analyze student level data from common assessments to improve instruction and enhance student growth. This formative data analysis process will provide data points along the way for teachers as they work on student growth goals.	Academic Support Program	09/01/2014	06/30/2015	\$500	District Funding	Principal, assistant principal, instructional coach and all teachers

Activity - Use of Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School leadership and teachers will use data from EPAS, KPREP, common formative and summative assessments, STAR and progress monitoring to drive instructional practice as well as provide guidance for interventions and counseling points.	Academic Support Program	12/02/2013	06/30/2014	\$0	No Funding Required	Principal, assistant principal, instructional coach, Guidance Counselors, Content & Team Leaders

Activity - Curriculum Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue to work with district and school leadership to develop, refine and implement standards-based units of instruction aligned to KCAS and College Readiness Standards with a clear focus on 21st century skills of critical and creative thinking, collaboration strategies, and written, spoken communication skills via research-based instruction, e.g. SpringBoard.	Academic Support Program	09/01/2014	06/30/2015	\$20000	School Council Funds	Principal, Instructional Coach, Department Chairs

## Closing the Achievement Gap

Ockerman Middle School

Activity - Acceleration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement a framework to use and monitor appropriate activities for students who have shown mastery of content through formative assessments with district support.  Framework may include: Pyramid of interventions for moving our advanced students and formally identified gifted and talented students by offering personalized learning paths; instructional strategies to enhance/accelerate learning in the classroom; strategies to address affective needs of learners; resources for instruction and/or extensions.	Academic Support Program	09/01/2014	06/30/2015	\$1000	School Council Funds, No Funding Required	Principal, Instructional Coach, Guidance Counselors, all teachers
Activity - Utilizing Teacher Teams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to facilitate and support the collaboration of teacher teams via the use of data teams process to drive instructional decisions and enrich instructional practice.	Academic Support Program	09/01/2014	06/30/2015	\$0	No Funding Required	Principal, Department & Team Leaders, Instructional Coach
Activity - Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide modeling, embedded PD, training, to: A) support all teachers as they use research-based instructional strategies; 21st Century Skills; differentiation of instruction based on formative and summative assessments to meet the needs of all learners and move learning forward for all students B) implement the Literacy and Math Design Collaborative models.	Professional Learning	12/02/2013	06/30/2014	\$0	No Funding Required	Principal, Instructional Coach, all teachers

## Goal 2: Increase the number of students who are college and career ready from 42.9% to 71.18% by 2018-19.

### Measurable Objective 1:

collaborate to demonstrate a proficiency of 62.2% by 06/30/2014 as measured by College and Career Readiness Rate..

### Strategy 1:

Targeted Intervention - Pre-assessment; STAR, common formative assessment will be analyzed in teacher teams to design specific targeted instruction and intervention for students

Category: Continuous Improvement



## Closing the Achievement Gap

Ockerman Middle School

Activity - System of Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to implement/support a system of intervention based on data specific to individual student needs and present levels of performance	Academic Support Program	09/01/2014	06/30/2015	\$1500	School Council Funds	Principal, Instructional Coach, all teachers

### Strategy 2:

Academic/Career Advising - Academic and Career Advising

Category: Career Readiness Pathways

Activity - Innovation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Increase access and opportunities for all students to participate in science, technology, engineering, and mathematics (STEM) programs including but not limited to: virtual zoo, bicycle STEM club. Priority will also be made to increase the inventory of mobile labs	Career Preparation/Orientation	09/01/2014	06/30/2015	\$20000	District Funding	Principal, Instructional Coach, Department Head(s)

Activity - Technology Tools for Careers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide all students the opportunity to explore and utilize technology tools and applications effectively and productively in all subjects to advance them on their path to career and college readiness.	Career Preparation/Orientation	12/02/2013	06/30/2014	\$0	No Funding Required	Principal, all teachers

### Strategy 3:

Career Readiness Pathway - Career Readiness Pathway will be studied for integration in current curriculum

Category: Career Readiness Pathways

Activity - Career and Academic Advising for CTE	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Study and begin to implement career and academic advising to broaden career pathways for CTE programs available within the district.	Career Preparation/Orientation	09/01/2014	06/30/2015	\$0	No Funding Required	Careers Teacher, Guidance Counselors

**Goal 3: Increase achievement for all student groups in Ockerman Middle School so that the achievement gap increases from 42.9% PD in 2015 to 71.1% PD in 2019 as measured by KPREP achievement data**

## Closing the Achievement Gap

Ockerman Middle School

### Measurable Objective 1:

demonstrate a proficiency of 71.1% by 06/30/2019 as measured by KPREP Assessment.

### Strategy 1:

Best Practice; Progress Monitoring - Best Practice; Progress Monitoring

Category:

Activity - Personalization and Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Support teachers as they use results of pre, formative, and common assessments and STAR to plan for personalized instruction for students who have not achieved content mastery and for underperforming students. Personalization requires collaboration among teachers to flexibly group their students based on their needs as derived by progress monitoring	Academic Support Program	09/01/2014	06/30/2015	\$0	No Funding Required	Principal, Counselor, Instructional Coach, all teachers

### Strategy 2:

Professional Learning - Professional Development

Category: Professional Learning & Support

Activity - Students from Diverse Backgrounds	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Support/refine the tiered intervention process at all grade levels for all targeted students including non-duplicated gap group (ELL, special education, F/R). Student progress will be monitored regularly to ensure implementation/fidelity/ effectiveness of intervention.	Academic Support Program	09/01/2014	06/30/2015	\$1500	District Funding	Principal, Counselors, Instructional Coach, ELL Teacher, Special Ed. Department, all teachers

### Strategy 3:

Best Practice - Best Practice

Category:

Activity - Language Acquisition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Explore and implement research-based strategies for language acquisition	Academic Support Program	12/02/2013	06/30/2014	\$500	District Funding	Principal, ELL Teacher, counselors

## Closing the Achievement Gap

Ockerman Middle School

Activity - PBIS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continued training and support/monitoring for school-wide implementation of PBIS	Behavioral Support Program	08/13/2014	06/30/2015	\$0	No Funding Required	Assistant Principal, PBIS Coach/Team
Activity - Reduce Suspensions/Student Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PBIS Team will use SWIS data to identify T2/T3 students needing behavior (and, if needed academic) interventions. Team will further analyze SWIS data to identify trends in behavior and offer ideas for improvement	Other	10/01/2014	06/30/2015	\$1500	School Council Funds	Principal, Assistant Principal, PBIS Team
Activity - Student Problem Solving	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Training and support for implementation of a student problem solving and intervention process	Behavioral Support Program	12/02/2013	06/30/2014	\$0	No Funding Required	Principal, Assistant Principal, Counselor(s); Team Leaders

### Strategy 4:

Parent/Community Engagement - Parents, caregivers, and community will be actively engaged at OMS

Category: Stakeholder Engagement

Activity - Parent Engagement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to refine opportunities for increasing parent engagement to include: Parent/Teacher conference, Bi-weekly newsletters, Principal message, daily school announcements posted electronically, etc.	Parent Involvement	08/01/2014	06/30/2015	\$0	No Funding Required	Principal, STC,
Activity - Increase communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ensure communication among school leadership, teachers, and parents/caregivers regarding effectiveness of interventions and continuous progress/student improvement	Parent Involvement	09/01/2014	06/30/2015	\$0	No Funding Required	Principal, Assistant principal, instructional coach, counselors, teachers

## Goal 4: Increase the percent of effective teachers and leaders as measured by the Professional Growth and Effectiveness System

### Measurable Objective 1:

demonstrate a proficiency of 100% effective teacher and leaders by 06/30/2015 as measured by KY Professional Growth and Effectiveness System.

### Strategy 1:

Teacher and Principal Effectiveness - Principal and teacher capacity will continue to be built through the process of continuous growth according to the KY PGES Category: Continuous Improvement

Activity - Principal and Teacher Effectiveness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide support to build teacher capacity in the four domains of the KY Teacher Effectiveness Framework in using research based instructional strategies that positively impact student growth and achievement. Leadership (Principal/Assistant Principal) will analyze academic and school culture data in order to develop and attain leadership goals as required by KY PPGES. Implement the Certified Evaluation Plan(CEP) in terms of guiding teachers to write student growth goals and assist in monitoring continuous progress toward attainment of those goals through peer review, peer observation and other elements of the CEP.	Professional Learning	01/05/2015	06/30/2015	\$0	No Funding Required	Principal; Assistant Principal; Peer observers, Instructional coach

### Strategy 2:

Build Capacity for School Accountability 2015-16 - KY Teacher Effectiveness Framework

KY Principal Effectiveness Framework

Category: Continuous Improvement

Activity - Review of Certified Evaluation Process	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During the 2014-15 school year, school leadership and teachers will provide feedback to the 50/50 committee regarding the effectiveness of the district Certified Evaluation Plan.	Professional Learning	09/01/2014	06/30/2015	\$0	No Funding Required	Principal/Assistant Principal/Teachers/Instructional coach

## Goal 5: Reduce the percent of students scoring Novice in Reading from 15.1% in 2015 to less than 7.6% in 2020 as measured by state and local assessments

## Closing the Achievement Gap

Ockerman Middle School

### Measurable Objective 1:

50% of Sixth, Seventh and Eighth 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 by increasing the overall %P/D in Reading by 06/30/2020 as measured by Kprep and district level assessments.

### Strategy 1:

Professional Learning Communities - Teachers will continue to work in PLCs to refine their understanding of all content standards, design instruction and assessment to meet the needs of all students and for progress monitoring of student growth goals.

Category: Professional Learning & Support

Activity - Continued refinement and implementation of PGPs resulting from SGGs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School administrators and staff will work collaboratively to refine Student Growth Goals based on data from analysis in PLCs.	Professional Learning	08/12/2015	06/30/2016	\$0	No Funding Required	Principal; assistant principal, vice principal; team leaders, content leaders and staff

Activity - PGES Framework	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Department specific PLCs work will be based on Danielson Framework 3B Questioning and Discussion Techniques and 3D Using Assessment in Instruction and writing Formative Assessments	Professional Learning	08/12/2015	06/30/2016	\$0	No Funding Required	Principal, Assistant and Vice Principal Coach Team and content leaders Teachers

### Strategy 2:

Targeted Intervention - Targeted intervention will be implemented with students identified using data from KPrep, STAR and embedded classroom assessment who need intervention to meet proficiency. Preference will be given to students in the gap subpopulations.

Category: Learning Systems

Activity - ESS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Closing the Achievement Gap

Ockerman Middle School

3x a week, after school, students identified as below grade level or within Gap group, or scoring Novice or Apprentice will attend intervention for reading	Academic Support Program	10/01/2015	05/20/2016	\$3000	Other	ESS coordinator and designated teachers
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Activity - Saturday Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students need more intense intervention, as identified by KPrep, STAR, or classroom embedded assessment, will be personally invited to attend intensive intervention every Saturday until skills are on target and students are on track to proficiency. This intensive intervention is for students identified as below grade level with special consideration given to those within Gap group, or scoring Novice or Apprentice	Academic Support Program	10/01/2015	05/20/2016	\$2000	Other	ESS coordinator and designated teachers

## Goal 6: Reduce the percent of students scoring Novice in math from 11.6% in 2015 to less than 5.8% by 2020 as measured by state and local assessments

### Measurable Objective 1:

50% of Sixth, Seventh and Eighth 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 by increasing the overall %P/D in Mathematics by 06/30/2020 as measured by a reduction in Novice on KPrep and other state and local assessments.

### Strategy 1:

Targeted Interventions - Targeted Interventions

Category:

Activity - Not Meeting Benchmark	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Review of EPAS data to analyze gaps in instructional programming for identification of students who did not meet benchmarks and review other student level evaluation data for the purpose of specifying targeted interventions.	Academic Support Program	02/01/2013	01/31/2014	\$0	No Funding Required	Principal, Instructional coach, Team Leaders

Activity - Interventions Not Meeting Benchmark	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implementation of interventions for students who have not met grade level benchmarks.	Academic Support Program	02/01/2013	01/31/2014	\$1500	School Council Funds	Principal, Instructional Coach, Team Leaders

## Closing the Achievement Gap

Ockerman Middle School

### Strategy 2:

Professional Learning Communities - Teachers will continue to work in PLCs to refine their understanding of all content standards, design instruction and assessment to meet the needs of all students and for progress monitoring of student growth goals.

Category: Professional Learning & Support

Activity - Continued refinement and implementation of PGP's resulting from SGGs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School administrators and staff will work collaboratively to refine Student Growth Goals based on data from analysis in PLCs.	Professional Learning	08/12/2015	06/30/2016	\$0	Other	Principal Assistant and Vice Principals Team and content leaders Teachers Instructional coach

Activity - PGES Framework	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Department specific PLCs work will be based on Danielson Framework 3B Questioning and Discussion Techniques and 3D Using Assessment in Instruction and writing Formative Assessments	Professional Learning	08/12/2015	06/30/2016	\$0	Other	Principal Assistant and vice principals Team and content leaders Teachers Instructional coach

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Personalization and Progress Monitoring	Support teachers as they use results of pre, formative, and common assessments and STAR to plan for personalized instruction for students who have not achieved content mastery and for underperforming students. Personalization requires collaboration among teachers to flexibly group their students based on their needs as derived by progress monitoring	Academic Support Program	09/01/2014	06/30/2015	\$0	Principal, Counselor, Instructional Coach, all teachers
Use of Data	School leadership and teachers will use data from EPAS, KPREP, common formative and summative assessments, STAR and progress monitoring to drive instructional practice as well as provide guidance for interventions and counseling points.	Academic Support Program	12/02/2013	06/30/2014	\$0	Principal, assistant principal, instructional coach, Guidance Counselors, Content & Team Leaders
Increase communication	Ensure communication among school leadership, teachers, and parents/caregivers regarding effectiveness of interventions and continuous progress/student improvement	Parent Involvement	09/01/2014	06/30/2015	\$0	Principal, Assistant principal, instructional coach, counselors, teachers
Continued refinement and implementation of PGPs resulting from SGGs	School administrators and staff will work collaboratively to refine Student Growth Goals based on data from analysis in PLCs.	Professional Learning	08/12/2015	06/30/2016	\$0	Principal; assistant principal, vice principal; team leaders, content leaders and staff
Not Meeting Benchmark	Review of EPAS data to analyze gaps in instructional programming for identification of students who did not meet benchmarks and review other student level evaluation data for the purpose of specifying targeted interventions.	Academic Support Program	02/01/2013	01/31/2014	\$0	Principal, Instructional coach, Team Leaders



## Closing the Achievement Gap

Ockerman Middle School

Utilizing Teacher Teams	Continue to facilitate and support the collaboration of teacher teams via the use of data teams process to drive instructional decisions and enrich instructional practice.	Academic Support Program	09/01/2014	06/30/2015	\$0	Principal, Department & Team Leaders, Instructional Coach
Parent Engagement	Continue to refine opportunities for increasing parent engagement to include: Parent/Teacher conference, Bi-weekly newsletters, Principal message, daily school announcements posted electronically, etc.	Parent Involvement	08/01/2014	06/30/2015	\$0	Principal, STC,
Student Problem Solving	Training and support for implementation of a student problem solving and intervention process	Behavioral Support Program	12/02/2013	06/30/2014	\$0	Principal, Assistant Principal, Counselor(s); Team Leaders
PGES Framework	Department specific PLCs work will be based on Danielson Framework 3B Questioning and Discussion Techniques and 3D Using Assessment in Instruction and writing Formative Assessments	Professional Learning	08/12/2015	06/30/2016	\$0	Principal, Assistant and Vice Principal Coach Team and content leaders Teachers
PBIS	Continued training and support/monitoring for school-wide implementation of PBIS	Behavioral Support Program	08/13/2014	06/30/2015	\$0	Assistant Principal, PBIS Coach/Team
Technology Tools for Careers	Provide all students the opportunity to explore and utilize technology tools and applications effectively and productively in all subjects to advance them on their path to career and college readiness.	Career Preparation/Orientation	12/02/2013	06/30/2014	\$0	Principal, all teachers
Professional Learning	Provide modeling, embedded PD, training, to: A) support all teachers as they use research-based instructional strategies; 21st Century Skills; differentiation of instruction based on formative and summative assessments to meet the needs of all learners and move learning forward for all students B) implement the Literacy and Math Design Collaborative models.	Professional Learning	12/02/2013	06/30/2014	\$0	Principal, Instructional Coach, all teachers

## Closing the Achievement Gap

Ockerman Middle School

Acceleration	Implement a framework to use and monitor appropriate activities for students who have shown mastery of content through formative assessments with district support.  Framework may include: Pyramid of interventions for moving our advanced students and formally identified gifted and talented students by offering personalized learning paths; instructional strategies to enhance/accelerate learning in the classroom; strategies to address affective needs of learners; resources for instruction and/or extensions.	Academic Support Program	09/01/2014	06/30/2015	\$0	Principal, Instructional Coach, Guidance Counselors, all teachers
Principal and Teacher Effectiveness	Provide support to build teacher capacity in the four domains of the KY Teacher Effectiveness Framework in using research based instructional strategies that positively impact student growth and achievement. Leadership (Principal/Assistant Principal) will analyze academic and school culture data in order to develop and attain leadership goals as required by KY PPGES. Implement the Certified Evaluation Plan(CEP) in terms of guiding teachers to write student growth goals and assist in monitoring continuous progress toward attainment of those goals through peer review, peer observation and other elements of the CEP.	Professional Learning	01/05/2015	06/30/2015	\$0	Principal; Assistant Principal; Peer observers, Instructional coach
Career and Academic Advising for CTE	Study and begin to implement career and academic advising to broaden career pathways for CTE programs available within the district.	Career Preparation/Orientation	09/01/2014	06/30/2015	\$0	Careers Teacher, Guidance Counselors
Review of Certified Evaluation Process	During the 2014-15 school year, school leadership and teachers will provide feedback to the 50/50 committee regarding the effectiveness of the district Certified Evaluation Plan.	Professional Learning	09/01/2014	06/30/2015	\$0	Principal/Assistant Principal/Teachers/Instructional coach
<b>Total</b>					<b>\$0</b>	

## District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Language Acquisition	Explore and implement research-based strategies for language acquisition	Academic Support Program	12/02/2013	06/30/2014	\$500	Principal, ELL Teacher, counselors
Common Assessment	Facilitate the implementation and refinement of common assessments in all grades and all content areas that are aligned with EPAS and KCAS. Through PLCs, teachers will review and analyze student level data from common assessments to improve instruction and enhance student growth. This formative data analysis process will provide data points along the way for teachers as they work on student growth goals.	Academic Support Program	09/01/2014	06/30/2015	\$500	Principal, assistant principal, instructional coach and all teachers

## Closing the Achievement Gap

Ockerman Middle School

Students from Diverse Backgrounds	Support/refine the tiered intervention process at all grade levels for all targeted students including non-duplicated gap group (ELL, special education, F/R). Student progress will be monitored regularly to ensure implementation/fidelity/effectiveness of intervention.	Academic Support Program	09/01/2014	06/30/2015	\$1500	Principal, Counselors, Instructional Coach, ELL Teacher, Special Ed. Department, all teachers
Innovation	Increase access and opportunities for all students to participate in science, technology, engineering, and mathematics (STEM) programs including but not limited to: virtual zoo, bicycle STEM club. Priority will also be made to increase the inventory of mobile labs	Career Preparation/Orientation	09/01/2014	06/30/2015	\$20000	Principal, Instructional Coach, Department Head(s)
<b>Total</b>					<b>\$22500</b>	

## General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Process for Program Review	Continue to support and enhance a process for program reviews where all aspects program reviews are reviewed, rationales are established, feedback is given throughout the process, and improvements are made in implementing the proficiency of integrating writing, practical living/career studies and arts and humanities into all content areas. Develop a process for the World Language program review where where all aspects of the world program review are studied in anticipation of the pilot in the 15-16 school year. This will include rationales being established, feedback given throughout the process, and decisions will be made as to how to build/support/sustain a viable world language program.	Academic Support Program	09/01/2014	05/29/2015	\$500	Principal; Program Review Lead(s); Instructional coach
<b>Total</b>					<b>\$500</b>	

## School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Interventions Not Meeting Benchmark	Implementation of interventions for students who have not met grade level benchmarks.	Academic Support Program	02/01/2013	01/31/2014	\$1500	Principal, Instructional Coach, Team Leaders
System of Interventions	Continue to implement/support a system of intervention based on data specific to individual student needs and present levels of performance	Academic Support Program	09/01/2014	06/30/2015	\$1500	Principal, Instructional Coach, all teachers

## Closing the Achievement Gap

Ockerman Middle School

Curriculum Alignment	Teachers will continue to work with district and school leadership to develop, refine and implement standards-based units of instruction aligned to KCAS and College Readiness Standards with a clear focus on 21st century skills of critical and creative thinking, collaboration strategies, and written, spoken communication skills via research-based instruction, e.g. SpringBoard.	Academic Support Program	09/01/2014	06/30/2015	\$20000	Principal, Instructional Coach, Department Chairs
Tiered Interventions/Personalized Learning	Use results of interim, pre-, formative and common assessments to plan instruction and refine the implementation of research-based intervention strategies including meeting protocol and matching the intervention to student need based on data and standards. This will require collaboration among teachers to flexibly group based on student needs and regular monitoring of progress using appropriate assessments and progress monitoring intervals.	Academic Support Program	09/01/2014	05/29/2015	\$1000	Principal, Guidance Counselors, Team Leaders
Transition	Transition activities will be planned and executed that will promote successful movement and acclimation of students and families to and from Ockerman Middle School. These will include but not be limited to Camp Hawk, high school scheduling counseling, 6th grade orientation for students and families, etc.	Academic Support Program	05/01/2014	06/30/2015	\$750	Principal, Guidance Counselors, Team Leaders
Acceleration	Implement a framework to use and monitor appropriate activities for students who have shown mastery of content through formative assessments with district support.  Framework may include: Pyramid of interventions for moving our advanced students and formally identified gifted and talented students by offering personalized learning paths; instructional strategies to enhance/accelerate learning in the classroom; strategies to address affective needs of learners; resources for instruction and/or extensions.	Academic Support Program	09/01/2014	06/30/2015	\$1000	Principal, Instructional Coach, Guidance Counselors, all teachers
Reduce Suspensions/Student Support	PBIS Team will use SWIS data to identify T2/T3 students needing behavior (and, if needed academic) interventions. Team will further analyze SWIS data to identify trends in behavior and offer ideas for improvement	Other	10/01/2014	06/30/2015	\$1500	Principal, Assistant Principal, PBIS Team
<b>Total</b>					<b>\$27250</b>	

### Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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## Closing the Achievement Gap

Ockerman Middle School

Saturday Intervention	Students need more intense intervention, as identified by KPrep, STAR, or classroom embedded assessment, will be personally invited to attend intensive intervention every Saturday until skills are on target and students are on track to proficiency. This intensive intervention is for students identified as below grade level with special consideration given to those within Gap group, or scoring Novice or Apprentice	Academic Support Program	10/01/2015	05/20/2016	\$2000	ESS coordinator and designated teachers
ESS	3x a week, after school, students identified as below grade level or within Gap group, or scoring Novice or Apprentice will attend intervention for reading	Academic Support Program	10/01/2015	05/20/2016	\$3000	ESS coordinator and designated teachers
PGES Framework	Department specific PLCs work will be based on Danielson Framework 3B Questioning and Discussion Techniques and 3D Using Assessment in Instruction and writing Formative Assessments	Professional Learning	08/12/2015	06/30/2016	\$0	Principal Assistant and vice principals Team and content leaders Teachers Instructional coach
Continued refinement and implementation of PGPs resulting from SGGs	School administrators and staff will work collaboratively to refine Student Growth Goals based on data from analysis in PLCs.	Professional Learning	08/12/2015	06/30/2016	\$0	Principal Assistant and Vice Principals Team and content leaders Teachers Instructional coach
<b>Total</b>					<b>\$5000</b>	