



Comprehensive School Improvement Plan

Ockerman Middle School
Boone County

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Introduction

The following Kentucky Department of Education resources should be referenced to assist in the development of Comprehensive School and District Improvement plans. Each document outlines the purpose and characteristics of effective plans by component.

Needs Assessment: <http://education.ky.gov/school/csip/Documents/Effective%20Needs%20Assessment.pdf>

Goals: <http://education.ky.gov/school/csip/Documents/Effective%20KBE%20Goals.pdf>

Objectives: <http://education.ky.gov/school/csip/Documents/Effective%20School%20Objectives.pdf>

Strategies: <http://education.ky.gov/school/csip/Documents/Effective%20Strategies.pdf>

Activities: <http://education.ky.gov/school/csip/Documents/Effective%20Activities.pdf>

Executive Summary: <http://education.ky.gov/school/csip/Documents/Effective%20Executive%20Summary.pdf>

KDE encourages the use of the 30-60-90 day plan template as schools incorporate and monitor the goals, objectives, strategies and activities specified in the Comprehensive Improvement Plan.

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Phase I - Equitable Access to Effective Educators School Diagnostic

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Introduction

National data show that poor and minority students, English Language Learners and students with disabilities continue to be taught more often than their peers by inexperienced, out-of-field or ineffective teachers. As a result, the United States Department of Education (USDE) required states to develop equity plans and use evidence based strategies to address this issue. Kentucky's plan is focused on teacher preparation; recruitment, hiring and placement of teachers; providing supports for on-going, job-embedded professional learning; and strategies to retain teacher and leaders.

All districts and schools in Kentucky are required to identify barriers and develop strategies to address these issues to achieving equitable access to effective educators for students most at risk. This is being incorporated within the Comprehensive District and School Improvement Plans. This diagnostic should be used as tool for identification of barriers and a catalyst for development of strategies that will result in novice reduction for gap closure. Strategies will be incorporated into the Comprehensive School Improvement Plan.

Kentucky's Plan Submitted to U.S. Education Department

<http://education.ky.gov/teachers/PGES/Documents/Teacher%20Equity%20Plan.pdf>

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Equitable Access to Effective Educators - School

Label	Assurance	Response	Comment	Attachment
School Equity Data (1)	<p>Complete the School Equity Data tab for this diagnostic. Include at least one other self-selected indicator for consideration.</p> <p>*Self-selected data could come from a variety of sources. It should be relevant to the needs of the school. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data, TELL, turnover.</p> <p>**The school should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA).</p> <p>Follow the steps below:</p>	I acknowledge that I have uploaded the School Equity Data.		OMS Equity Diagnostic

Provide a brief analysis the school data from the chart. Include any trends, note-worthy data points or perceptions the data has provided related to equitable access to effective educators.

Our work with students with disabilities will remain a priority and focus area. Our students with disabilities are not growing at the same rate of their peers and are scoring novice at a greater rate than their peers. We are presently focusing on professional development opportunities for our special education and general education teachers. We are also working with our ARC chairs to improve our targeted interventions and measurement of such as it relates to student disabilities. We have also made some scheduling adjustments building wide to help us better serve students with disabilities

After the data analysis is complete, the school will then identify the barriers (challenges) for some of the identified trends. An identified barrier, for example, could be higher teacher turnover in priority schools as compared with non-priority schools. Once the barriers have been identified, then root causes of why the barriers exist will be included.

As mentioned before, our emphasis will continue to focus on our students with disabilities. Our students with disabilities are not displaying the same amount of annual growth as their peers. Moreover, our students with disabilities are scoring in the novice range at a rate greater than their peers. Professional development this year and next year will hopefully improve our instructional service for students with disabilities.

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Label	Assurance	Response	Comment	Attachment
Goal Setting (4)	Complete the School Equity Goals tab. Use the school's most recent measures in the Equity tab of the School Report Card to set equitable access goals for the next three years. The measures include: Working Conditions, Overall Teacher and Leader Effectiveness, Overall Student Growth, Percentage of new and KTIP teachers, and Percentage of Teacher Turnover. ***Goals should reflect an analysis of barriers, root causes and strategies.	I acknowledge that I have uploaded the School Equity Goal Data.		OMS Equity Goals

Equitable access to effective educators must be reflected in the Comprehensive School Improvement Plan. Strategies could include, but are not limited to, recruitment; hiring and placement of teachers and/or students; providing supports for on-going, job-embedded professional learning to improve teacher and leader effectiveness; and strategies to retain teacher and leaders, particularly in high needs schools. Once implemented, these should assist the school in meeting the goals set in the previous section.

If there are strategies and activities within one of the five major goals of the CSIP, which adequately addresses equitable access, the school may select the appropriate goal, objective, strategies and activities.

OR

The school may create a new goal to address equitable access to effective educators. Once a new goal has been created, the school will need to include appropriate objectives, strategies and activities.

The school may choose to provide an optional narrative response to include any additional information, but this is not required.

Goal 1:

Increase the average combined reading and math K-Prep scores from 58.7% to 79.3% by 2018-2019

Measurable Objective 1:

collaborate to increase the percentage of students scoring proficient and above in combined reading and math from 58.7% to 71.0% by 09/30/2017 as measured by state assessment results.

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:

Comprehensive School Improvement Plan

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Activity - Utilizing Teacher Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	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. Weekly meetings with instructional coach as a grade level, teaching team and grade level content	Academic Support Program	08/01/2016	09/30/2017	\$0 - No Funding Required	Principal, Department & Team Leaders, Instructional Coach teachers

Goal 2:

Increase percentage of students in identified gap groups scoring at or above proficient from 45.5% to 68.7% by 2019.

Measurable Objective 1:

collaborate to increase the percentage of students in identified gap groups scoring proficient or above from 46.1% to 62.8% by 09/30/2017 as measured by state assessment results.

Strategy1:

Professional Learning - Professional Development

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; Establish a two-tiered intervention system for reading and math for focused intervention services provided during the intervention period, Fast Forward lab or ESS	Academic Support Program	08/01/2016	09/30/2017	\$1500 - District Funding	Principal, Counselors, Instructional Coach, ELL Teacher, Special Ed. Department, all teachers

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

Strategy1:

SY 2016-2017

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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 - Other	Principal Assistant and Vice Principals Team and content leaders Teachers Instructional coach

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

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:

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:

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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

Activity - Continued refinement and implementation of PGPs 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

Goal 5:

Reduce the percentage of students scoring Novice in Reading and Math by 50% by 2020.

Measurable Objective 1:

collaborate to reduce the percentage of all students scoring Novice in reading from 25.5% to 23.0% and in math from 19.5% to 17.6% by 09/30/2017 as measured by state assessment results.

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 - Question and Assessment design	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Content specific PLC work will be based on Danielson Framework 3B Questioning and Discussion Techniques and 3D Assessment in Instruction and Writing Formative Assessments	Professional Learning	08/01/2016	09/30/2017	\$0 - No Funding Required	Principal, assistant principals, instructional coach, content leads and teachers

Activity - PGP refinement based on SGG	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School leadership and staff will work collaboratively to refine Student Growth Goals based on data from analysis of student work in PLCs	Professional Learning	08/01/2016	09/30/2017	\$0 - No Funding Required	Principal, assistant principal, instructional coach, all teachers

Phase I - The Missing Piece

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Introduction

This report provides a comprehensive response to the six objectives of The Missing Piece set for the by the Commissioner's Parent Advisory Council (CPAC). This diagnostic uses performance measurement and progress, as well as relationship building, resources and support to build capacity within schools and districts measure parent involvement and the desired outcome being made. Use the links below to navigate the diagnostic content and respond to the questions.

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Stakeholders

What stakeholders (name and title) did you engage for the purpose of completing the Missing Piece diagnostic?

Staff, teachers, leadership, parents/caregivers, and district office

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Relationship Building

Overall Rating: 3.71

	Statement or Question	Response	Rating
2.1	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Teachers and staff have developed collaborative partnering relationships with all parents and students to improve teaching and learning.	Distinguished

	Statement or Question	Response	Rating
2.2	School staff implements systematic steps to welcome the parents of new and English as-a-Second-Language (ESL) students (for example, using home visits, personal calls or letters, open houses and/or other methods).	School staff implements systematic steps to welcome the parents of new and ESL students (for example, using home visits, personal calls or letters, open houses, and/or other methods).	Proficient

	Statement or Question	Response	Rating
2.3	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Proficient

	Statement or Question	Response	Rating
2.4	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Parents and community stakeholders have authentic participation, help plan and implement school and district improvement activities.	Distinguished

	Statement or Question	Response	Rating
2.5	School staff involves parents in personal communication about their students' progress at least once a month.	District and school staffs encourage continuous and meaningful communication with all parents about their student's academic goals and progress.	Distinguished

	Statement or Question	Response	Rating
2.6	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	District and school staff identify family interests, needs and barriers and provides services to ensure academic success.	Distinguished

	Statement or Question	Response	Rating
2.7	All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts.	Students/family feedback data on school welcoming and engagement efforts is retained in a usable confidential format and can be retrieved for district or school assistance to families.	Distinguished

Communications

Overall Rating: 3.86

	Statement or Question	Response	Rating
3.1	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, classroom contracts, student assignment books, homework websites, and online grade books).	Multiple two-way communications in the home language are used to communicate academic goals, class work, and homework, and grades. (See Proficient Examples)	Distinguished

	Statement or Question	Response	Rating
3.2	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, making home visits, or other methods).	District/school staff, parents and community stakeholder's work together to learn from the use of all resources available to meet the student's and parent's learning needs.	Distinguished

	Statement or Question	Response	Rating
3.3	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School and district staffs use several strategies to involve community leaders to assist in parent education on issues directly related to student achievement.	Distinguished

	Statement or Question	Response	Rating
3.4	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	District and school leadership ensure that student achievement is discussed each semester with all parents.	Distinguished

	Statement or Question	Response	Rating
3.5	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences).	A conference is held twice a year for all students and includes parent or advocate, student and teachers. School council develops ways to address data that is collected.	Distinguished

	Statement or Question	Response	Rating
3.6	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	At least 50% of parents respond to annual school and/or district stakeholder surveys.	Proficient

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	Statement or Question	Response	Rating
3.7	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Stakeholders help plan district and school survey content regarding school performance as it relates to their child.	Distinguished

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Decision Making

Overall Rating: 3.29

	Statement or Question	Response	Rating
4.1	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	All stakeholders are provided with multiple opportunities to learn about the decision-making process and to participate at all levels including professional learning communities, school council, and its committees.	Distinguished

	Statement or Question	Response	Rating
4.2	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials, setting convenient meeting times, seeking wide parent input. At least 40% of parents vote in SBDM parent election.	Proficient

	Statement or Question	Response	Rating
4.3	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	School council seeks all parents' input and mentors participation through multiple sources and seeks all stakeholder groups' involvement.	Distinguished

	Statement or Question	Response	Rating
4.4	The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	School council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	Proficient

	Statement or Question	Response	Rating
4.5	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council policies ensure active roles for parents on SBDM committees, in school improvement planning, and also in decisions about the education of their individual children.	Proficient

	Statement or Question	Response	Rating
4.6	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, the school council, and other groups making decisions about school improvement.	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, and other groups making decisions about school improvement.	Proficient

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	Statement or Question	Response	Rating
4.7	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and in committee work.	Proficient

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Advocacy

Overall Rating: 3.33

	Statement or Question	Response	Rating
5.1	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs.	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the students' academic goals and learning needs.	Proficient

	Statement or Question	Response	Rating
5.2	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Proficient

	Statement or Question	Response	Rating
5.3	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Proficient

	Statement or Question	Response	Rating
5.4	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	School staff collaborates with stakeholders in developing policies and procedures to resolve issues and complaints and to identify needed improvements.	Distinguished

	Statement or Question	Response	Rating
5.5	School staff ensures that parents and community members are well informed about how to become educational advocates, or how to access a trained educational advocate when needed.	School staff ensures that parents and community members are well informed about how to become educational advocates, or how to access a trained educational advocate when needed.	Distinguished

	Statement or Question	Response	Rating
5.6	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that the parent has the option to use a trained advocate to assist them in speaking for their child's needs.	Proficient

Learning Opportunities

Overall Rating: 3.67

	Statement or Question	Response	Rating
6.1	Parents have multiple opportunities to learn about and discuss the following: - Kentucky standards and expectations for all students - The school's curriculum, instructional methods, and student services - The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees - Their children's learning and development, along with legal and practical options for helping their children succeed, such as the IEP and/or ILP process - Community resources to support learning - Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys.	Parents have multiple opportunities to learn about and discuss: • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities to participate on SBDM councils and committees. • Their children's learning and development, along with legal and practical options for helping their children succeed such as participation in IEP and/or ILP process. • Community resources to support learning. • Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys.	Proficient

	Statement or Question	Response	Rating
6.2	School staff makes systematic use of written communications (for example, newsletters, websites, and bulletin boards) to help parents understand their own children's progress and the progress of the school.	All stakeholders are engaged in conversation and written communication about the academic progress of all students in school and district.	Distinguished

	Statement or Question	Response	Rating
6.3	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	Proficient

	Statement or Question	Response	Rating
6.4	School staff offers parent workshops and meetings in convenient locations to help parents develop skills in supporting their children's learning and the school's improvement efforts.	District and school staffs collaborate with parents and community members to provide training on how to support children's learning, district and school improvement efforts.	Distinguished

	Statement or Question	Response	Rating
6.5	School council has a classroom observation policy that welcomes families to visit all classrooms.	School council has a classroom observation policy that welcomes families to visit all classrooms.	Distinguished

	Statement or Question	Response	Rating
6.6	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	Distinguished

Community Partnerships

Overall Rating: 3.83

	Statement or Question	Response	Rating
7.1	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School staff networks and partners with multiple businesses and organizations to support student achievement at a school council and a programmatic level.	Distinguished

	Statement or Question	Response	Rating
7.2	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	District and school staff leverages all partnerships to gain maximum benefit to support all students learning from the human and financial resources available.	Distinguished

	Statement or Question	Response	Rating
7.3	School leadership collaborates with employers to support parent and volunteer participation in students' education.	School leadership collaborates with employers to support parent and volunteer participation in students' education.	Proficient

	Statement or Question	Response	Rating
7.4	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	District and school staffs collaborate with all willing organizations to support parents and advocates in addressing individual student needs.	Distinguished

	Statement or Question	Response	Rating
7.5	Parents make active use of the school's resources and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title I coordinators connect family with community resources and follow up).	School staff and parents have seamless integration of consistent and sustained family support services from school and the community to reduce student barriers to learning.	Distinguished

	Statement or Question	Response	Rating
7.6	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	District staff and school leadership ensures all stakeholders are aware of community based learning opportunities that are linked to student-specific needs.	Distinguished

Reflection

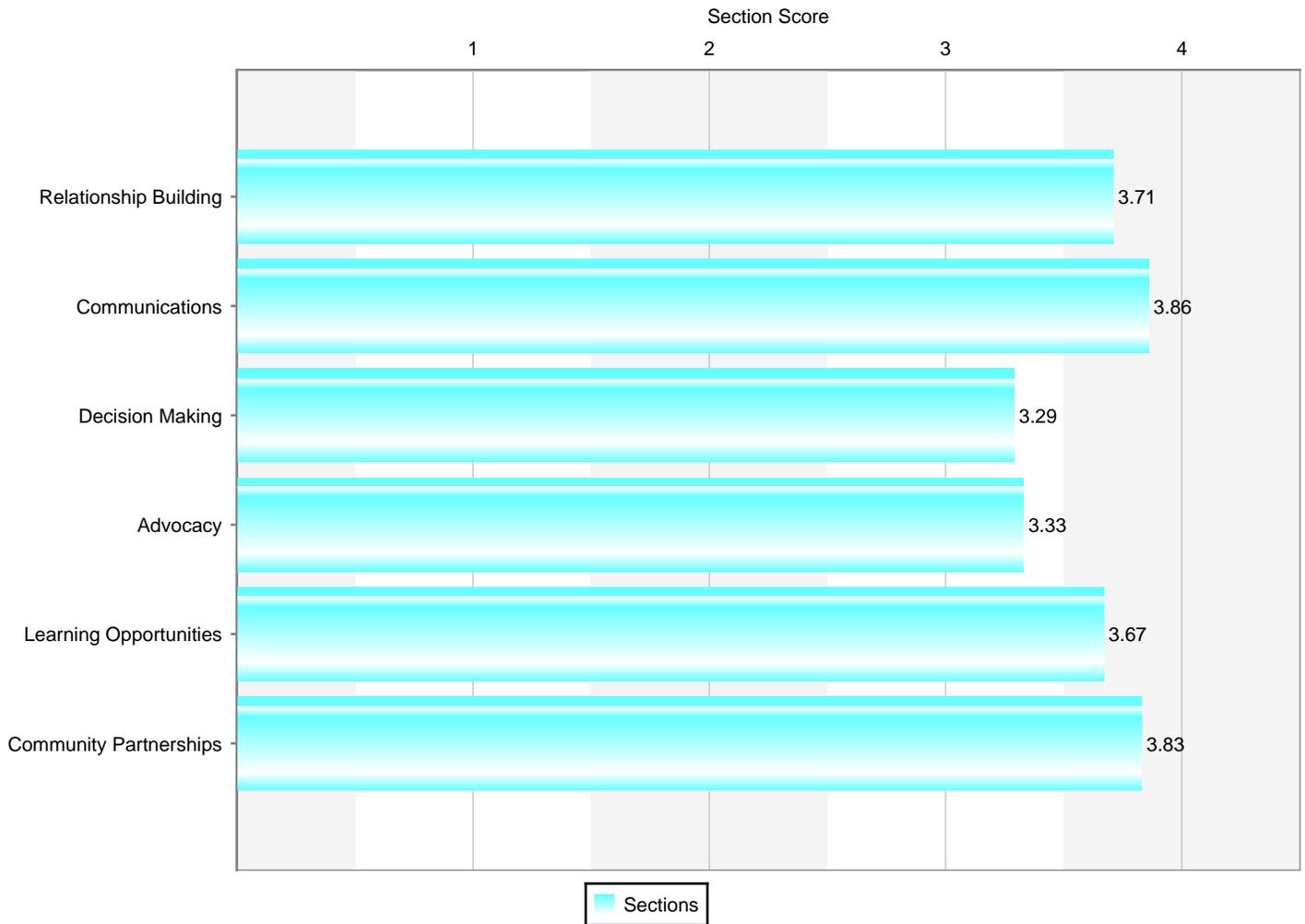
Reflect upon your responses to each of the Missing Piece objectives.

In an effort to more accurately summarize OMS and its needs, we had our stakeholders complete a survey. They provided overwhelmingly positive responses. The one area that presented itself as a growth area for OMS was our means and frequency of communication. Stakeholders were satisfied with the quality and amount of communication in regards to their child's academic and social progress. However, they did express a desire for more communication on various things that are happening at OMS during the school day and after school hours (i.e. coding club, craft fair, PBL, bike club, jingle bell run, academic initiatives, etc.) As a result, we have set a goal to establish an OMS Facebook page and Twitter account to increase the frequency in which we share the great things that are happening within the OMS community.

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Report Summary

Scores By Section



Improvement Plan Stakeholder Involvement

DRAFT

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

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Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

Several committees are involved in the development of our school improvement plan. Our curriculum committee, which is composed the content chairs, serve as one of the bodies that develop and refine our improvement plan. Our administrative team of principals, guidance counselors, and instructional coaches also work to develop and refine our improvement plan. The curriculum committee meets on a monthly basis and they administrative team meets on a weekly basis.

Our SBDM is regularly consulted on our improvement plan through the school year and is updated on our progress toward stated goals. Our SBDM has significant input on development and final improvement of our improvement plan.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

.The representation on our varying committees to develop our improvement plan includes teachers, content chairs, administration, school counselors, instructional coach, and parents. All of these groups had set meeting times in which they were involved in the development of and finalization of our school improvement plan.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

.Our final improvement plan is reviewed with our SBDM at the time of its second reading. Our improvement plan is also reviewed with our curriculum committee and our content chairs upon finalization. Our improvement plan is posted on our website for our community. To begin every school year, our school improvement plan is reduced to a word document that is friendlier for our staff to read and comprehend and remain focused on for the coming year. I intend for this word document to be shared with the community at the start of the school year as well.

Phase I - Needs Assessment

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Introduction

The purpose of the School Needs Assessment is to use data and information to prioritize allocation of resources and activities.

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Data Analysis

What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you?

What does the data/information not tell you?

For all grade levels, there is nearly an equal number of students scoring novice and distinguished in Reading. Clearly there needs to be a greater emphasis on students scoring novice in reading. An analysis of effectiveness of instructional practice in ELA classes and BOLD is deserving (130N to 135D)

Students within our Gap groups compose a considerable portion of our students scoring novice in reading (95)

We are not meeting novice reduction annual targets for special education. Math is not meeting annual novice reduction targets but are making measurable gains

Language mechanics, although 5% of achievement component, has 66 students scoring novice while 126 are scoring proficient or distinguished. 48 of the 66 scoring novice are within our student Gap groups with 38 of 66 proficient and distinguished students are within our Gap groups

7th grade science will be assessed by the state but without consequence

the 14-15 school year saw a significant decline in number of students proficient or distinguished in On-Demand. However, we nearly doubled the number of students scoring proficient in On-Demand for the 15-16 school year due to our spring initiative. We will continue this initiative for the 16-17 school year

Areas of Strengths

What were the areas of strength you noted? What actions are you implementing to sustain the areas of strength? What is there cause to celebrate?

.We have developed PLC's around the SGG and PGP process. These PLC's are using Star as both a diagnostic and predictor as it relates to KPREP and our instructional strategies and priorities.

We have improved our professional development opportunities for all staff members. Math, Science, Special Education, Social Studies, and ELA teachers have attended state sponsored conferences. 7 teachers completed 4-day PBL training with the Buck institute. Northern Kentucky Fishbowl Professional Development will continue for our science teachers. All math and Special Education teachers received 4 hour training in TenMarks. Extensive "in-house" technology professional development has been offered on Google classroom. 10 teachers completed week long training on PBL, blended, and personalized learning as a result of our partnership with Summit Schools

We have created an intervention program during the school day. We have improved our ESS programs to directly target students within our Gap groups or identified as scoring novice.

TELL survey results continue to indicate a positive and improving school culture.

Our On-Demand initiative from 2015-16 school year nearly doubled percentage of our students scoring proficient. This initiative is being expanded to all content areas for the 2016-17 school year.

All teachers for the 2015-16 school year have created a PBL experience for their students.

Our partnership for the 2015-16 school year with Summit Schools will empower our initiatives for Project-Based and Blended Learning

Opportunities for Improvement

What were areas in need of improvement? What plans are you making to improve the areas of need?

- On-Demand performance has shown improvement but needs to continued intentionality and needs to be a part of all classes
- Annual targets for Novice reduction with special education students was not met
- Students scoring novice within reading is areas of improvement
- consistent and intentional use of formative assessment practices to inform daily instruction

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Conclusion

Reflect on your answers provided in the previous sections. What are your next steps in addressing areas of concern?

See previous answers

Monitoring and evaluation are integral parts of our program implementation. Data from KPREP, common formative assessments, and Star are critical to making informed decisions and tracking student growth in order to move learning forward for all students

Progress notes from CSIP will be regularly shared with SBDM and reviewed with teachers and staff

In a concerted effort to maximize the impact of the intervention time, the leadership and staff work to involve all stakeholders in meeting the needs of all students. Math and ELA remediation groups are decided based on data and then flexible groups according to additional data as it is made available

OMS is a school that sets high expectations for all students and provides a supportive atmosphere that facilitates student achievement. At OMS we are focused on academic rigor, real-world relevance, and we are focused on building relationships with our parents, students, and community.

OMS will continue to seek strengths and areas for growth using multiple forms of data

Comprehensive School Improvement Plan 2016- 2017

DRAFT

Overview

Plan Name

Comprehensive School Improvement Plan 2016-2017

Plan Description

DRAFT

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 average combined reading and math K-Prep scores from 58.7% to 79.3% by 2018-2019	Objectives: 1 Strategies: 4 Activities: 9	Organizational	\$23750
2	Increase the percentage of students who are college and career ready from 58.7% to 79.3% by 2018-19.	Objectives: 1 Strategies: 3 Activities: 4	Organizational	\$21500
3	Increase percentage of students in identified gap groups scoring at or above proficient from 45.5% to 68.7% by 2019.	Objectives: 1 Strategies: 4 Activities: 8	Organizational	\$3500
4	Reduce the percentage of students scoring Novice in Reading and Math by 50% by 2020.	Objectives: 1 Strategies: 2 Activities: 6	Organizational	\$6000

Goal 1: Increase the average combined reading and math K-Prep scores from 58.7% to 79.3% by 2018-2019

Measurable Objective 1:

collaborate to increase the percentage of students scoring proficient and above in combined reading and math from 58.7% to 71.0% by 09/30/2017 as measured by state assessment results.

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	08/01/2016	09/30/2017	\$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	08/01/2016	09/30/2017	\$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

Comprehensive School Improvement Plan

Ockerman Middle School

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	08/01/2016	09/30/2017	\$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	08/01/2016	09/30/2017	\$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	Academic Support Program	08/01/2016	09/30/2017	\$20000	School Council Funds	Principal, Instructional Coach, Department Chairs

Comprehensive School Improvement Plan

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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 provided by 16/17 personalized learning initiative; 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	08/01/2016	09/30/2017	\$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. Weekly meetings with instructional coach as a grade level, teaching team and grade level content	Academic Support Program	08/01/2016	09/30/2017	\$0	No Funding Required	Principal, Department & Team Leaders, Instructional Coach teachers
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) personalized learning training and initiative C) Ten Marks training D) State conferences in content areas E) On Demand writing state training to support 15/16 On Demand writing initiative	Professional Learning	08/01/2016	09/30/2017	\$0	No Funding Required	Principal, Instructional Coach, all teachers

Goal 2: Increase the percentage of students who are college and career ready from 58.7% to 79.3% by 2018-19.

Measurable Objective 1:

collaborate to increase the percentage of students who are college and career ready from 58.7% to 71.0% by 09/30/2017 as measured by state assessment results.

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

Comprehensive School Improvement Plan

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Category: Continuous Improvement

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. Students scoring below the 40th percentile in reading as identified by STAR Reading will have FastForward 40 minutes daily. Students scoring below the 40th percentile in math as identified by STAR Math will have their intervention with TenMarks. Special education teachers will have their caseloads during remediation period to focus on TenMarks.	Academic Support Program	08/01/2016	09/30/2017	\$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. Blended learning initiative 16/17; PBL initiative 16/17; 1:1 with Chromebooks	Career Preparation/Orientation	08/01/2016	09/30/2017	\$20000	District Funding	Principal, Instructional Coach, Department Head(s); teachers

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; 1:1 with Chromebooks; High School credit-bearing classes	Career Preparation/Orientation	08/01/2016	09/30/2017	\$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	08/01/2016	09/30/2017	\$0	No Funding Required	Practical living Teacher, Guidance Counselors

Goal 3: Increase percentage of students in identified gap groups scoring at or above proficient from 45.5% to 68.7% by 2019.

Measurable Objective 1:

collaborate to increase the percentage of students in identified gap groups scoring proficient or above from 46.1% to 62.8% by 09/30/2017 as measured by state assessment results.

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; Flexibly group students during remediation period; utilize FastForward lab; Novice reduction progress through ESS	Academic Support Program	08/01/2016	09/30/2017	\$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; Establish a two-tiered intervention system for reading and math for focused intervention services provided during the intervention period, Fast Forward lab or ESS	Academic Support Program	08/01/2016	09/30/2017	\$1500	District Funding	Principal, Counselors, Instructional Coach, ELL Teacher, Special Ed. Department, all teachers

Strategy 3:

Best Practice - Best Practice

Category:

Comprehensive School Improvement Plan

Ockerman Middle School

Activity - Language Acquisition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Explore and implement Rosetta Stone for language acquisition	Academic Support Program	08/01/2016	09/30/2017	\$500	District Funding	Principal, ELL Teacher, counselors
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	08/01/2016	09/30/2017	\$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	08/01/2016	09/30/2017	\$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	08/01/2016	09/30/2017	\$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	08/01/2016	09/30/2017	\$0	No Funding Required	Principal, STC,
Activity - Increase communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Ensure communication among school leadership, teachers, and parents/caregivers regarding effectiveness of interventions and continuous progress/student improvement	Parent Involvement	08/01/2016	09/30/2017	\$0	No Funding Required	Principal, Assistant principal, instructional coach, counselors, teachers
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Goal 4: Reduce the percentage of students scoring Novice in Reading and Math by 50% by 2020.**Measurable Objective 1:**

collaborate to reduce the percentage of all students scoring Novice in reading from 25.5% to 23.0% and in math from 19.5% to 17.6% by 09/30/2017 as measured by state assessment results.

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 - PGP refinement based on SGG	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School leadership and staff will work collaboratively to refine Student Growth Goals based on data from analysis of student work in PLCs	Professional Learning	08/01/2016	09/30/2017	\$0	No Funding Required	Principal, assistant principal, instructional coach, all teachers

Activity - Question and Assessment design	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Content specific PLC work will be based on Danielson Framework 3B Questioning and Discussion Techniques and 3D Assessment in Instruction and Writing Formative Assessments	Professional Learning	08/01/2016	09/30/2017	\$0	No Funding Required	Principal, assistant principals, instructional coach, content leads and teachers

Strategy 2:

Tiered Intervention - Targeted intervention will be implemented and monitored for students identified from multiple data sources, including but not limited to state assessments, STAR, embedded classroom assessments, who need intervention to meet proficiency. Preference will be given to students in the gap subpopulations.

Category: Learning Systems

Comprehensive School Improvement Plan

Ockerman Middle School

Activity - ESS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Three times/week after school students identified as below grade level, in gap group, or scoring Novice or Apprentice will attend intervention for reading or math	Academic Support Program	08/01/2016	09/30/2017	\$3000	Other	ESS coordinator and designated teachers
Activity - Afterschool Intervention (ESS)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students needing more intensive intervention, as identified by state assessments, STAR, or classroom embedded assessments will be personally invited to attend intensive intervention once a week for three hours 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 identified gap groups or scoring Novice or Apprentice.	Academic Support Program	08/01/2016	09/30/2017	\$3000	Other	ESS Coordinator; designated teachers
Activity - Students Not Meeting Benchmark	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Review of data to analyze gaps in instructional programming for identification of students not meeting benchmark and review other student level evaluation data for the purpose of specifying targeted, tiered interventions	Academic Support Program	08/01/2016	09/30/2017	\$0	No Funding Required	Principal, assistant principals, instructional coach, team leaders
Activity - Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement and monitor tiered interventions for students who have not met grade level benchmarks: Reading Tier 1-FastForward Tier 2-BOLD Math Tier 1-BOLD Tier 2-ESS	Academic Support Program	08/01/2016	09/30/2017	\$0	No Funding Required	Principal, instructional coach, ESS Coordinator, teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ESS	Three times/week after school students identified as below grade level, in gap group, or scoring Novice or Apprentice will attend intervention for reading or math	Academic Support Program	08/01/2016	09/30/2017	\$3000	ESS coordinator and designated teachers
Afterschool Intervention (ESS)	Students needing more intensive intervention, as identified by state assessments, STAR, or classroom embedded assessments will be personally invited to attend intensive intervention once a week for three hours 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 identified gap groups or scoring Novice or Apprentice.	Academic Support Program	08/01/2016	09/30/2017	\$3000	ESS Coordinator; designated teachers
Total					\$6000	

School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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
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	08/01/2016	09/30/2017	\$1500	Principal, Assistant Principal, PBIS Team
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	Academic Support Program	08/01/2016	09/30/2017	\$20000	Principal, Instructional Coach, Department Chairs

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System of Interventions	Continue to implement/support a system of intervention based on data specific to individual student needs and present levels of performance. Students scoring below the 40th percentile in reading as identified by STAR Reading will have FastForward 40 minutes daily. Students scoring below the 40th percentile in math as identified by STAR Math will have their intervention with TenMarks. Special education teachers will have their caseloads during remediation period to focus on TenMarks.	Academic Support Program	08/01/2016	09/30/2017	\$1500	Principal, Instructional Coach, all teachers
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 provided by 16/17 personalized learning initiative; 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	08/01/2016	09/30/2017	\$1000	Principal, Instructional Coach, Guidance Counselors, all teachers
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	08/01/2016	09/30/2017	\$1000	Principal, Guidance Counselors, Team Leaders
Total					\$25750	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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) personalized learning training and initiative C) Ten Marks training D) State conferences in content areas E) On Demand writing state training to support 15/16 On Demand writing initiative	Professional Learning	08/01/2016	09/30/2017	\$0	Principal, Instructional Coach, all teachers
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	08/01/2016	09/30/2017	\$0	Principal, STC,

Comprehensive School Improvement Plan

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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; 1:1 with Chromebooks; High School credit-bearing classes	Career Preparation/Orientation	08/01/2016	09/30/2017	\$0	Principal, all teachers
Student Problem Solving	Training and support for implementation of a student problem solving and intervention process	Behavioral Support Program	08/01/2016	09/30/2017	\$0	Principal, Assistant Principal, Counselor(s); 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 provided by 16/17 personalized learning initiative; 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	08/01/2016	09/30/2017	\$0	Principal, Instructional Coach, Guidance Counselors, all teachers
Students Not Meeting Benchmark	Review of data to analyze gaps in instructional programming for identification of students not meeting benchmark and review other student level evaluation data for the purpose of specifying targeted, tiered interventions	Academic Support Program	08/01/2016	09/30/2017	\$0	Principal, assistant principals, instructional coach, team leaders
PGP refinement based on SGG	School leadership and staff will work collaboratively to refine Student Growth Goals based on data from analysis of student work in PLCs	Professional Learning	08/01/2016	09/30/2017	\$0	Principal, assistant principal, 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	08/01/2016	09/30/2017	\$0	Principal, assistant principal, instructional coach, Guidance Counselors, Content & Team Leaders

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Question and Assessment design	Content specific PLC work will be based on Danielson Framework 3B Questioning and Discussion Techniques and 3D Assessment in Instruction and Writing Formative Assessments	Professional Learning	08/01/2016	09/30/2017	\$0	Principal, assistant principals, instructional coach, content leads and teachers
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; Flexibly group students during remediation period; utilize FastForward lab; Novice reduction progress through ESS	Academic Support Program	08/01/2016	09/30/2017	\$0	Principal, Counselor, Instructional Coach, all teachers
PBIS	Continued training and support/monitoring for school-wide implementation of PBIS	Behavioral Support Program	08/01/2016	09/30/2017	\$0	Assistant Principal, PBIS Coach/Team
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. Weekly meetings with instructional coach as a grade level, teaching team and grade level content	Academic Support Program	08/01/2016	09/30/2017	\$0	Principal, Department & Team Leaders, Instructional Coach teachers
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	08/01/2016	09/30/2017	\$0	Practical living Teacher, Guidance Counselors
Increase communication	Ensure communication among school leadership, teachers, and parents/caregivers regarding effectiveness of interventions and continuous progress/student improvement	Parent Involvement	08/01/2016	09/30/2017	\$0	Principal, Assistant principal, instructional coach, counselors, teachers
Interventions	Implement and monitor tiered interventions for students who have not met grade level benchmarks: Reading Tier 1-FastForward Tier 2-BOLD Math Tier 1-BOLD Tier 2-ESS	Academic Support Program	08/01/2016	09/30/2017	\$0	Principal, instructional coach, ESS Coordinator, teachers
Total					\$0	

General Fund

Comprehensive School Improvement Plan

Ockerman Middle School

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	08/01/2016	09/30/2017	\$500	Principal; Program Review Lead(s); Instructional coach
Total					\$500	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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. Blended learning initiative 16/17; PBL initiative 16/17; 1:1 with Chromebooks	Career Preparation/Orientation	08/01/2016	09/30/2017	\$20000	Principal, Instructional Coach, Department Head(s); teachers
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	08/01/2016	09/30/2017	\$500	Principal, assistant principal, instructional coach and all teachers
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; Establish a two-tiered intervention system for reading and math for focused intervention services provided during the intervention period, Fast Forward lab or ESS	Academic Support Program	08/01/2016	09/30/2017	\$1500	Principal, Counselors, Instructional Coach, ELL Teacher, Special Ed. Department, all teachers
Language Acquisition	Explore and implement Rosetta Stone for language acquisition	Academic Support Program	08/01/2016	09/30/2017	\$500	Principal, ELL Teacher, counselors
Total					\$22500	

Phase II - KDE Assurances - Schools

Introduction

KDE Assurances - School

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Assurances

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to each of the schoolwide program components.	Yes		

Label	Assurance	Response	Comment	Attachment
Core Academic Programs	The school planned and developed Schoolwide researchbased instructional reform strategies to strengthen the core academic program, increase the amount and quality of learning time, and provide additional support to all students.	Yes		

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	N/A	School is grades 6-8	

Label	Assurance	Response	Comment	Attachment
Research-based Strategies	The school planned and developed schoolwide researchbased instructional strategies that provide additional instruction for students experiencing the greatest degree of difficulty mastering the state's academic achievement standards.	Yes		

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes		

Label	Assurance	Response	Comment	Attachment
Title I, Part A Schoolwide Funds	The school allocated and spent Title I, Part A Schoolwide funds only on allowable programs and activities and maintained appropriate financial records in this regard on its Title I, Part A programs and activities.	N/A	School does not receive Title 1 funds	

Comprehensive School Improvement Plan

Ockerman Middle School

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of assessment results of the Schoolwide activities, which included the development and implementation of a Parent Compact and a Parent Involvement Policy.	N/A	School does not receive Title 1 funds	

Label	Assurance	Response	Comment	Attachment
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	Yes		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who will be serving students.	Yes		

Label	Assurance	Response	Comment	Attachment
Comprehensive Plan	The school an annual evaluation that addresses the implementation of the comprehensive plan and student achievement results that will inform changes when needed.	Yes		

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.	N/A	School does not receive Title 1 funds	

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	N/A	School does not receive Title 1 funds	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs.	N/A	School does not receive Title 1 funds	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.	N/A	School does not receive Title 1 funds	

Comprehensive School Improvement Plan

Ockerman Middle School

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	N/A	School does not receive Title 1 funds	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.	N/A	School does not receive Title 1 funds	

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school assigned paraprofessionals who met the requirements of Highly Qualified under ESEA to work with targeted assistance programs and activities.	N/A	School does not receive Title 1 funds	

Label	Assurance	Response	Comment	Attachment
Federal Program Funds	The school allocated and spent federal program funds only on programs and activities for identified eligible students. The school maintained appropriate financial records on its Title I, Part A programs and activities.	N/A	School does not receive Title 1 funds	

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent Involvement Policy.	N/A	School does not receive Title 1 funds	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance Planning components into the existing school improvement planning process.	N/A	School does not receive Title 1 funds	

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who serve identified Title I students.	N/A	School does not receive Title 1 funds	

Comprehensive School Improvement Plan

Ockerman Middle School

Label	Assurance	Response	Comment	Attachment
Comprehensive Improvement Plan	The school planned an annual evaluation that addressed the implementation of the comprehensive plan and student achievement results that informed changes when needed.	Yes		

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website (provide the website link below).	Yes	http://www.boone.k12.ky.us/09/Home	

Label	Assurance	Response	Comment	Attachment
Teacher Quality	The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified.	Yes		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college and career ready.	Yes		

Label	Assurance	Response	Comment	Attachment
Ranking Report	The school ensures that if the Title I Ranking Report lists counselors, nurses, media, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	N/A	School does not receive Title 1 funds	

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	N/A	School does not receive Title 1 funds	

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties that involve targeted students are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	N/A	School does not receive Title 1 funds	

Comprehensive School Improvement Plan

Ockerman Middle School

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school ensures that there is a schedule of non-instructional duties for para-educators demonstrating that the duties are on a limited basis only.	N/A	School does not receive Title 1 funds	

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school scheduled non-instructional duties for para-educators working with targeted students demonstrating that the duties are on a limited basis only.	N/A	School does not receive Title 1 funds	

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	N/A	School does not receive Title 1 funds	

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title II funds.	N/A	School does not receive Title 1 funds	

DRAFT

Phase II - KDE Compliance and Accountability - Schools

DRAFT

Introduction

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2015. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools.

Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

DRAFT

Planning and Accountability Requirements

The school has identified specific strategies to address areas for improvement identified in the TELLKY Survey results.

Goal 1:

Increase percentage of students in identified gap groups scoring at or above proficient from 45.5% to 68.7% by 2019.

Measurable Objective 1:

collaborate to increase the percentage of students in identified gap groups scoring proficient or above from 46.1% to 62.8% by 09/30/2017 as measured by state assessment results.

Strategy1:

Professional Learning - Professional Development

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; Establish a two-tiered intervention system for reading and math for focused intervention services provided during the intervention period, Fast Forward lab or ESS	Academic Support Program	08/01/2016	09/30/2017	\$1500 - District Funding	Principal, Counselors, Instructional Coach, ELL Teacher, Special Ed. Department, all teachers

Goal 2:

Reduce the percentage of students scoring Novice in Reading and Math by 50% by 2020.

Measurable Objective 1:

collaborate to reduce the percentage of all students scoring Novice in reading from 25.5% to 23.0% and in math from 19.5% to 17.6% by 09/30/2017 as measured by state assessment results.

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:

Comprehensive School Improvement Plan

Ockerman Middle School

Activity - Question and Assessment design	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Content specific PLC work will be based on Danielson Framework 3B Questioning and Discussion Techniques and 3D Assessment in Instruction and Writing Formative Assessments	Professional Learning	08/01/2016	09/30/2017	\$0 - No Funding Required	Principal, assistant principals, instructional coach, content leads and teachers

Activity - PGP refinement based on SGG	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School leadership and staff will work collaboratively to refine Student Growth Goals based on data from analysis of student work in PLCs	Professional Learning	08/01/2016	09/30/2017	\$0 - No Funding Required	Principal, assistant principal, instructional coach, all teachers

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

Goal 1:

Increase the average combined reading and math K-Prep scores from 58.7% to 79.3% by 2018-2019

Measurable Objective 1:

collaborate to increase the percentage of students scoring proficient and above in combined reading and math from 58.7% to 71.0% by 09/30/2017 as measured by state assessment results.

Strategy1:

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	08/01/2016	09/30/2017	\$1000 - School Council Funds	Principal, Guidance Counselors, Team Leaders

Strategy2:

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

Comprehensive School Improvement Plan

Ockerman Middle School

monitor implementation via common assessments and data analysis for continuous instructional improvement.

Category: Professional Learning & Support

Research Cited:

Activity - Curriculum Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	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	Academic Support Program	08/01/2016	09/30/2017	\$20000 - School Council Funds	Principal, Instructional Coach, Department Chairs

Activity - Utilizing Teacher Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	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. Weekly meetings with instructional coach as a grade level, teaching team and grade level content	Academic Support Program	08/01/2016	09/30/2017	\$0 - No Funding Required	Principal, Department & Team Leaders, Instructional Coach teachers

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	08/01/2016	09/30/2017	\$0 - No Funding Required	Principal, assistant principal, instructional coach, Guidance Counselors, Content & Team Leaders

Activity - Common Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	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	08/01/2016	09/30/2017	\$500 - District Funding	Principal, assistant principal, instructional coach and all teachers

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Activity - Acceleration	Activity Type	Begin Date	End Date	Funding Amount & Source	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 provided by 16/17 personalized learning initiative; 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	08/01/2016	09/30/2017	\$1000 - School Council Funds \$0 - No Funding Required	Principal, Instructional Coach, Guidance Counselors, all teachers

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) personalized learning training and initiative C) Ten Marks training D) State conferences in content areas E) On Demand writing state training to support 15/16 On Demand writing initiative	Professional Learning	08/01/2016	09/30/2017	\$0 - No Funding Required	Principal, Instructional Coach, all teachers

Strategy3:

Program Review Implementation and Support - Program Review

Category: Continuous Improvement

Research Cited:

Activity - Process for Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	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	08/01/2016	09/30/2017	\$500 - General Fund	Principal; Program Review Lead(s); Instructional coach

Strategy4:

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:

Comprehensive School Improvement Plan

Ockerman Middle School

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

Goal 2:

Increase percentage of students in identified gap groups scoring at or above proficient from 45.5% to 68.7% by 2019.

Measurable Objective 1:

collaborate to increase the percentage of students in identified gap groups scoring proficient or above from 46.1% to 62.8% by 09/30/2017 as measured by state assessment results.

Strategy1:

Professional Learning - Professional Development

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; Establish a two-tiered intervention system for reading and math for focused intervention services provided during the intervention period, Fast Forward lab or ESS	Academic Support Program	08/01/2016	09/30/2017	\$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:

Comprehensive School Improvement Plan

Ockerman Middle School

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; Flexibly group students during remediation period; utilize FastForward lab; Novice reduction progress through ESS	Academic Support Program	08/01/2016	09/30/2017	\$0 - No Funding Required	Principal, Counselor, Instructional Coach, all teachers

Strategy3:

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	08/01/2016	09/30/2017	\$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	08/01/2016	09/30/2017	\$0 - No Funding Required	Principal, STC,

Strategy4:

Best Practice - Best Practice

Category:

Research Cited:

Activity - Language Acquisition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Explore and implement Rosetta Stone for language acquisition	Academic Support Program	08/01/2016	09/30/2017	\$500 - District Funding	Principal, ELL Teacher, counselors

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	08/01/2016	09/30/2017	\$1500 - School Council Funds	Principal, Assistant Principal, PBIS Team

Comprehensive School Improvement Plan

Ockerman Middle School

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	08/01/2016	09/30/2017	\$0 - No Funding Required	Principal, Assistant Principal, Counselor(s); Team Leaders

Activity - PBIS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continued training and support/monitoring for school-wide implementation of PBIS	Behavioral Support Program	08/01/2016	09/30/2017	\$0 - No Funding Required	Assistant Principal, PBIS Coach/Team

Goal 3:

Reduce the percentage of students scoring Novice in Reading and Math by 50% by 2020.

Measurable Objective 1:

collaborate to reduce the percentage of all students scoring Novice in reading from 25.5% to 23.0% and in math from 19.5% to 17.6% by 09/30/2017 as measured by state assessment results.

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 - PGP refinement based on SGG	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School leadership and staff will work collaboratively to refine Student Growth Goals based on data from analysis of student work in PLCs	Professional Learning	08/01/2016	09/30/2017	\$0 - No Funding Required	Principal, assistant principal, instructional coach, all teachers

Activity - Question and Assessment design	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Content specific PLC work will be based on Danielson Framework 3B Questioning and Discussion Techniques and 3D Assessment in Instruction and Writing Formative Assessments	Professional Learning	08/01/2016	09/30/2017	\$0 - No Funding Required	Principal, assistant principals, instructional coach, content leads and teachers

Strategy2:

Tiered Intervention - Targeted intervention will be implemented and monitored for students identified from multiple data sources, including but not limited to state assessments, STAR, embedded classroom assessments, who need intervention to meet proficiency. Preference will be given to students in the gap subpopulations.

Category: Learning Systems

SY 2016-2017

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Comprehensive School Improvement Plan

Ockerman Middle School

Research Cited:

Activity - Afterschool Intervention (ESS)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students needing more intensive intervention, as identified by state assessments, STAR, or classroom embedded assessments will be personally invited to attend intensive intervention once a week for three hours 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 identified gap groups or scoring Novice or Apprentice.	Academic Support Program	08/01/2016	09/30/2017	\$3000 - Other	ESS Coordinator; designated teachers

Activity - ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Three times/week after school students identified as below grade level, in gap group, or scoring Novice or Apprentice will attend intervention for reading or math	Academic Support Program	08/01/2016	09/30/2017	\$3000 - Other	ESS coordinator and designated teachers

Activity - Students Not Meeting Benchmark	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review of data to analyze gaps in instructional programming for identification of students not meeting benchmark and review other student level evaluation data for the purpose of specifying targeted, tiered interventions	Academic Support Program	08/01/2016	09/30/2017	\$0 - No Funding Required	Principal, assistant principals, instructional coach, team leaders

Activity - Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement and monitor tiered interventions for students who have not met grade level benchmarks: Reading Tier 1-FastForward Tier 2-BOLD Math Tier 1-BOLD Tier 2-ESS	Academic Support Program	08/01/2016	09/30/2017	\$0 - No Funding Required	Principal, instructional coach, ESS Coordinator, teachers

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

N/A (this question does not apply)

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

N/A (this question does not apply)

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

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Ockerman Middle School

N/A (this question does not apply)

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Increase percentage of students in identified gap groups scoring at or above proficient from 45.5% to 68.7% by 2019.

Measurable Objective 1:

collaborate to increase the percentage of students in identified gap groups scoring proficient or above from 46.1% to 62.8% by 09/30/2017 as measured by state assessment results.

Strategy1:

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

Category: Stakeholder Engagement

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	08/01/2016	09/30/2017	\$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	08/01/2016	09/30/2017	\$0 - No Funding Required	Principal, Assistant principal, instructional coach, counselors, teachers

Strategy2:

Professional Learning - Professional Development

Category: Professional Learning & Support

Research Cited:

Comprehensive School Improvement Plan

Ockerman Middle School

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; Establish a two-tiered intervention system for reading and math for focused intervention services provided during the intervention period, Fast Forward lab or ESS	Academic Support Program	08/01/2016	09/30/2017	\$1500 - District Funding	Principal, Counselors, Instructional Coach, ELL Teacher, Special Ed. Department, all teachers

Strategy3:

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	08/01/2016	09/30/2017	\$1500 - School Council Funds	Principal, Assistant Principal, PBIS Team

Activity - Language Acquisition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Explore and implement Rosetta Stone for language acquisition	Academic Support Program	08/01/2016	09/30/2017	\$500 - District Funding	Principal, ELL Teacher, counselors

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	08/01/2016	09/30/2017	\$0 - No Funding Required	Principal, Assistant Principal, Counselor(s); Team Leaders

Activity - PBIS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continued training and support/monitoring for school-wide implementation of PBIS	Behavioral Support Program	08/01/2016	09/30/2017	\$0 - No Funding Required	Assistant Principal, PBIS Coach/Team

Strategy4:

Best Practice; Progress Monitoring - Best Practice; Progress Monitoring

Category:

Research Cited:

Comprehensive School Improvement Plan

Ockerman Middle School

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; Flexibly group students during remediation period; utilize FastForward lab; Novice reduction progress through ESS	Academic Support Program	08/01/2016	09/30/2017	\$0 - No Funding Required	Principal, Counselor, Instructional Coach, all teachers

The school identified specific strategies to increase the average freshman graduation rate.

N/A (this question does not apply)

The school identified specific strategies to increase the percentage of students who are college and career ready.

Goal 1:

Increase the percentage of students who are college and career ready from 58.7% to 79.3% by 2018-19.

Measurable Objective 1:

collaborate to increase the percentage of students who are college and career ready from 58.7% to 71.0% by 09/30/2017 as measured by state assessment results.

Strategy1:

Academic/Career Advising - Academic and Career Advising

Category: Career Readiness Pathways

Research Cited:

Activity - Technology Tools for Careers	Activity Type	Begin Date	End Date	Funding Amount & Source	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; 1:1 with Chromebooks; High School credit-bearing classes	Career Preparation/ Orientation	08/01/2016	09/30/2017	\$0 - No Funding Required	Principal, all teachers

Comprehensive School Improvement Plan

Ockerman Middle School

Activity - Innovation	Activity Type	Begin Date	End Date	Funding Amount & Source	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. Blended learning initiative 16/17; PBL initiative 16/17; 1:1 with Chromebooks	Career Preparation/Orientation	08/01/2016	09/30/2017	\$20000 - District Funding	Principal, Instructional Coach, Department Head(s); teachers

Strategy2:

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. Students scoring below the 40th percentile in reading as identified by STAR Reading will have FastForward 40 minutes daily. Students scoring below the 40th percentile in math as identified by STAR Math will have their intervention with TenMarks. Special education teachers will have their caseloads during remediation period to focus on TenMarks.	Academic Support Program	08/01/2016	09/30/2017	\$1500 - School Council Funds	Principal, Instructional Coach, all teachers

Strategy3:

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

Category: Career Readiness Pathways

Research Cited:

Activity - Career and Academic Advising for CTE	Activity Type	Begin Date	End Date	Funding Amount & Source	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	08/01/2016	09/30/2017	\$0 - No Funding Required	Practical living Teacher, Guidance Counselors

The school identified specific strategies to increase the percentage of distinguished programs in the arts and humanities, PL/CS and writing.

Goal 1:

Increase the average combined reading and math K-Prep scores from 58.7% to 79.3% by 2018-2019

Comprehensive School Improvement Plan

Ockerman Middle School

Measurable Objective 1:

collaborate to increase the percentage of students scoring proficient and above in combined reading and math from 58.7% to 71.0% by 09/30/2017 as measured by state assessment results.

Strategy1:

Program Review Implementation and Support - Program Review

Category: Continuous Improvement

Research Cited:

Activity - Process for Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	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	08/01/2016	09/30/2017	\$500 - General Fund	Principal; Program Review Lead(s); Instructional coach

Executive Summary

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Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

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Description of the School

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

Ockerman Middle School has proudly served the Florence area community for over five decades, offering a comprehensive range of courses for all of our students, at all ability levels and interests, as well as a full range of activities. Ockerman Middle School recognizes that change is a key word during the middle school years. Our educational programs are continuing to meet the changing needs of our students.

Our central location in the Boone County School District allows us to draw from as many as 8-9 elementary schools while sending our students to Boone County, Randall Cooper, and Larry A. Ryle High Schools. We have an enrollment of just about 880 students with 44% of our students qualifying for Free and Reduced Lunch. Special Education students account for just under 10% of our student population. Presently, there are over 14 different native languages spoken among these students.

Over the past three years Ockerman Middle School has welcomed 19 teachers that are new to the building. The head principal, assistant principal, vice principal and one of the guidance counselors are also new to Ockerman within the last three school years. This transition in staffing has improved the instruction to our students as well as improved the culture of our building. For the 2013-14 school, OMS was rated "distinguished" by the state of Kentucky. For the 2014-15 school year, OMS was ranked "proficient" by the state of Kentucky. For the 2015-16 school year, OMS was rated "distinguished" and "high performing."

Our 2016-17 school year has gotten off to a very successful and exciting start. We are now a 1:1 school with a chromebook for every student. The availability of technology for our students has empowered our initiatives toward project-based learning and blended learning. Our technology has also allowed us to provide new offerings to our students such as a foreign language of the students' choice through Rosetta Stone.

School's Purpose

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

.Our mission at Ockerman Middle School is to develop life-long learners and to inspire every student to achieve his or her potential. Additionally, all people involved in the educational process work together to create a safe and challenging environment in which students make successful transitions from the elementary schools to the high schools. Furthermore, students are given the opportunity to develop:

- a positive self-image based on success in academic accomplishments and a maturing means of handling social and emotional issues
- an understanding of their individual responsibilities in the school community and 21st century society in general
- skills in critical and creative thinking, problem solving, and decision making that aid in communicating their ideas and beliefs clearly, accurately, and appropriately
- an understanding of academic disciplines, technology, the arts, physical wellness, and practical living skills as they relate to the 21st century learner

We realize also that children of the middle school age change and differ in abilities, capacities, and patterns of growth. Therefore, our programs are structured to attempt to meet the emotional, intellectual, moral, and physical needs of this age group. We believe that every child should be afforded the educational opportunity, regardless of economic, racial, or religious background. We believe that students should enjoy being in school, should be in regular attendance, and be instructed by teachers with the highest degree of excellence.

Notable Achievements and Areas of Improvement

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

.Ockerman Middle School has had numerous notable achievements of the last three years that had had significant contribution to our efforts to continuously improve.

-For the 2013-14 school year, and to the present, OMS established a 25 minute remediation and enrichment period called BOLD (Building Opportunities and Leading Development). This universal time in our daily schedule has allowed all staff to work together to meet all of our students needs and ensure their growth.

-Beginning in 2013-14 school year, all teachers developed Student Growth Goals (SGG) and Professional Growth Plans (PGP) that were directly tied to the present levels of student performance, curricular gaps and pacing, and best instructional practices. This has resulted in thriving PLC's among same grade level/content teachers

-Safety and emergency procedures have been refined, implemented, and practiced to a much greater degree to ensure the safety of all stakeholders at OMS

-Beginning in the 2016-16 school year, we created within our ESS program offerings specific to our students in our Gap groups or students that are performing novice as indicated by Star or KPREP

-Beginning in the 2014-15 school year, teachers have maintained Project and Problem-Based learning as a priority within their instruction. We have a "virtual zoo," offering during our BOLD period. We have an Energy class and club during our BOLD period that also works with district level personnel. In partnership with BMX and Duke Energy we have a bike club that builds bicycles from scratch during our BOLD period. For the 2015-16 school year, every teacher has created one PBL experience for their students.

-Our SBDM pays a stipend to a staff member to work in our library for an additional hour everyday after school. We have made this adjustment to better support our students who may not have the necessary structures or supports at home.

-We adjusted our intramural sports program in 2015-16 to offer four, 2-week sessions of varying physical activity events. We will maintain this during the 2016-17 school year to support our intentions to increase the amount of students participating as well as teach principles of wellness for life

-2015-16 school year we are a 1:1 school with a chromebook for every student

-2015-16 school year includes a partnership with Summit Schools to help facilitate our Project-Based and Blended Learning initiatives

-2015-16 school year we have approximately 200 students utilizing Rosetta Stone for a foreign language exposure. We want to increase this number to 600 for the 2016-17 school year.

Our greatest priorities over the next three years will be;

-Continue to support the academic growth of our Gap students as well as our students scoring novice according to KPREP

-Continue to grow and improve our instructional practices as they relate to PBL and Blended Learning

-Incorporation of a World Language curriculum for all of our students

Additional Information

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

Ockerman Middle School has maintained its BEST partnership with Heritage Bank. Heritage Bank was founded in 1990 to provide excellent banking services in a friendly, hometown environment. They offer outstanding customer service and local decision making for the families and businesses they serve. With over 17 branches in 5 counties, they are Northern Kentucky's community bank.

Heritage Bank has been a great partner in helping OMS meet our mission for all stakeholders

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