

## Understanding Continuous Improvement: Goals, Objectives, Strategies and Activities

**Rationale:** The development of goals and objectives to be obtained through strategies and activities is an essential component of executing a continuous improvement plan. In short, the Needs Assessment completed during Phase II expresses the school or district's CURRENT STATE, while goals, objectives, strategies and activities should succinctly plot the school or district's course to their DESIRED STATE. Here are the operational definitions of each:

**Goal:** Long-term target based on Kentucky Board of Education Goals. Schools may supplement with individual or district goals. **5 YEAR plan**

**Objective:** Short-term target to be attained by the end of the current school year. **1 YEAR PLAN**

**Strategy:** Research-based approach based on the 6 Key Core Work Processes designed to systematically address the process, practice or condition that the school/district will focus its efforts upon in order to reach its goals/objectives.

**Activity:** The actionable steps used to deploy the chosen strategy.

**Key Core Work Processes:** A series of processes that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

### Guidelines for Building an Improvement Plan

- There are 5 required District Goals: Proficiency, Gap, Graduation rate, Growth, and Transition readiness.
- There are 4 required school-level goals:  
For elementary/middle school: Proficiency, Gap, Growth, and Transition readiness, Equity  
For high school: Proficiency, Gap, Graduation rate, and Transition readiness.
- There can be multiple objectives for each goal.
- There can be multiple strategies for each objective.
- There can be multiple activities for each strategy.

1: Proficiency

State your Proficiency Goal

Goal 1: Students grades 3-5 will meet the following content area goal of % Proficient and Distinguished on the KPREP by 2022. (Reading = 51.5%, Math = 47.9%, Science = N/A, Social Studies = 65.4%, Writing = 57.7%)					
Which <b>Strategy</b> will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i> <ul style="list-style-type: none"><li><a href="#">KCWP 1: Design and Deploy Standards</a></li><li><a href="#">KCWP 2: Design and Deliver Instruction</a></li><li><a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li><li><a href="#">KCWP 4: Review, Analyze and Apply Data</a></li><li><a href="#">KCWP 5: Design, Align and Deliver Support</a></li><li><a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li></ul>		Which <b>Activities</b> will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i> <ul style="list-style-type: none"><li><a href="#">KCWP1: Design and Deploy Standards - Continuous Improvement Activities</a></li><li><a href="#">KCWP2: Design and Deliver Instruction - Continuous Improvement Activities</a></li><li><a href="#">KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities</a></li><li><a href="#">KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities</a></li><li><a href="#">KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities</a></li><li><a href="#">KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities</a></li></ul>		Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.	
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: students will meet the overall % of P/D for each content area on the 2018 KPREP.	Reading (42.2%)-PLCs will analyze and use assessment results to inform instruction during weekly PLCs (MAP, KPREP, CFA, DCA)	<b>Curriculum alignment</b> ensures instructional programs are research based and aligned with KY core academic standards and based on student needs Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery. Common planning ensures identification of essential standards/deconstructing standards and rigorous CFA’s	PLC protocols and lesson/unit planning faculty meeting discussion and products developed	progress documentation at the end of each grading cycle	Title I School Wide teachers Part BLP coach
		Ensure ongoing <b>professional development</b> in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery (Fundamental 5, BLP, MAP)	Power Walk results BLP assessments MAP results	progress documentation at the end of each grading cycle	PD budget
	Math (38%) PLCs will analyze and use assessment results to inform instruction during weekly PLCs (MAP, KPREP, CFA, DCA)	<b>Curriculum alignment</b> ensures instructional programs are research based and aligned with KY core academic standards and based on student needs Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery. Common planning ensures identification of essential standards/deconstructing standards and rigorous CFA’s	PLC protocols and lesson/unit planning faculty meeting discussion and products developed	progress documentation at the end of each grading cycle	Title I School Wide teachers
		Ensure ongoing <b>professional development</b> in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery (Fundamental 5, MAP)	Power Walk results BLP assessments MAP results	progress documentation at the end of each grading cycle	PD budget

	Writing (49.6%)PLCs will analyze and use assessment results to inform instruction during weekly PLCs (MAP, KPREP, CFA, DCA)	<b>Curriculum alignment</b> ensures instructional programs are research based and aligned with KY core academic standards and based on student needs Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery.	PLC protocols and lesson/unit planning faculty meeting discussion and products developed	progress documentation at the end of each grading cycle	Title I School Wide teachers
		Ensure ongoing <b>professional development</b> in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery (Fundamental 5)	Power Walk results BLP assessments MAP results	progress documentation at the end of each grading cycle	PD budget
	Science PLCs will analyze and use assessment results to inform instruction during weekly PLCs (MAP, KPREP, CFA, DCA)	<b>Curriculum alignment</b> ensures instructional programs are research based and aligned with KY core academic standards and based on student needs. Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery.	PLC protocols and lesson/unit planning faculty meeting discussion and products developed	progress documentation at the end of each grading cycle	Title I School Wide teachers
		Ensure ongoing <b>professional development</b> in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery (Fundamental 5)	Power Walk results BLP assessments MAP results	progress documentation at the end of each grading cycle	PD budget
	Social Studies (58.8%)PLCs will analyze and use assessment results to inform instruction during weekly PLCs (MAP, KPREP, CFA, DCA)	<b>Curriculum alignment</b> ensures instructional programs are research based and aligned with KY core academic standards and based on student needs Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery.	PLC protocols and lesson/unit planning faculty meeting discussion and products developed	progress documentation at the end of each grading cycle	Title I School Wide teachers
		Ensure ongoing <b>professional development</b> in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery (Fundamental 5)	Power Walk results BLP assessments MAP results	progress documentation at the end of each grading cycle	PD budget

2: Gap  
State your **Gap** Goal

Goal 2: Gap Students grades 3-5 will meet the following content area goal of % Proficient and Distinguished on the KPREP by 2022. (Reading = 49.9%, Math = 48.6%, Science = N/A, Social Studies = 65.8%, Writing = 59%)		
Which <b>Strategy</b> will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i> <ul style="list-style-type: none"><li><a href="#">KCWP 1: Design and Deploy Standards</a></li><li><a href="#">KCWP 2: Design and Deliver Instruction</a></li></ul>	Which <b>Activities</b> will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i> <ul style="list-style-type: none"><li><a href="#">KCWP1: Design and Deploy Standards - Continuous Improvement Activities</a></li><li><a href="#">KCWP2: Design and Deliver Instruction - Continuous Improvement Activities</a></li><li><a href="#">KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities</a></li></ul>	Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

<ul style="list-style-type: none"> <li>• <a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li> <li>• <a href="#">KCWP 4: Review, Analyze and Apply Data</a></li> <li>• <a href="#">KCWP 5: Design, Align and Deliver Support</a></li> <li>• <a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li> </ul>		<ul style="list-style-type: none"> <li>• <a href="#">KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities</a></li> <li>• <a href="#">KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities</a></li> <li>• <a href="#">KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities</a></li> </ul>			
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Overall Gap Group will meet the goal of % Proficient and Distinguished on the 2018 KPREP.	Reading (40.3%) Grade level and administrative PLCs meet weekly to analyze student progress data to determine academic interventions to meet the needs of all students (MAP, BLP assessments, CFA, DCA)	Ensure that <b>evaluation and assessment strategies</b> include formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs during weekly PLCs. Common planning ensures identification of essential standards/deconstructing standards and rigorous CFA’s	MAP, CFA, DCA, KPREP, BLP, ESS/Lexia, IEP progress data/504 data, BLP data	progress documentation at the end of each grading cycle	Title I School Wide teachers Part BLP coach
		Develop a clearly defined <b>multi-tiered system of supports</b> with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks. (ESS, classroom and school-wide interventions, tutoring services, etc.)	ESS and intervention data, classroom data, MAP, CFA, BLP, Lexia, IEP progress data, BLP data	progress documentation at the end of each grading cycle	ESS budget
	Math (38.8%) Grade level and administrative PLCs meet weekly to analyze student progress data to determine academic interventions to meet the needs of all students (MAP, CFA, DCA)	Ensure that <b>evaluation and assessment strategies</b> include formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs during weekly PLCs. Common planning ensures identification of essential standards/deconstructing standards and rigorous CFA’s	MAP, CFA, DCA, KPREP,ESS/Lexia, IEP progress data/504 data	progress documentation at the end of each grading cycle	Title I School Wide teachers
		Develop a clearly defined <b>multi-tiered system of supports</b> with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks. (ESS, classroom and school-wide interventions, tutoring services, etc.)	ESS and intervention data, classroom data, MAP, CFA,Lexia, IEP progress data, BLP data	progress documentation at the end of each grading cycle	ESS budget
	Writing (51.2%) Grade level and administrative PLCs meet weekly to analyze student progress data to determine academic interventions to meet the needs of all students (CFA, DCA)	Ensure that <b>evaluation and assessment strategies</b> include formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs during weekly PLCs.	school-wide on-demand prompts, student writing folder pieces, CFA, ERQ/SA	progress documentation at the end of each grading cycle	Title I School Wide teachers
		Develop a clearly defined <b>multi-tiered system of supports</b> with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks. (ESS, classroom and school-wide interventions, tutoring services, etc.)	ESS and intervention data, classroom data, MAP, CFA,Lexia, IEP progress data, BLP data	progress documentation at the end of each grading cycle	ESS budget

	<p>Science</p> <p>Grade level and administrative PLCs meet weekly to analyze student progress data to determine academic interventions to meet the needs of all students (CFA, DCA)</p>	<p>Ensure that <b>evaluation and assessment strategies</b> include formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs during weekly PLCs.</p>	<p>ESS and intervention data, classroom data, MAP, CFA, Lexia, IEP progress data, BLP data</p>	<p>progress documentation at the end of each grading cycle</p>	<p>Title I School Wide teachers</p>
		<p>Develop a clearly defined <b>multi-tiered system of supports</b> with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks. (ESS, classroom and school-wide interventions, tutoring services, etc.)</p>	<p>MAP, CFA, DCA, KPREP, BLP, ESS/Lexia, IEP progress data/504 data, BLP data</p>	<p>progress documentation at the end of each grading cycle</p>	<p>ESS budget</p>
	<p>Social Studies (59.2%)</p> <p>Grade level and administrative PLCs meet weekly to analyze student progress data to determine academic interventions to meet the needs of all students (CFA, DCA)</p>	<p>Ensure that <b>evaluation and assessment strategies</b> include formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs during weekly PLCs. Common planning ensures identification of essential standards/deconstructing standards and rigorous CFA's</p>	<p>ESS and intervention data, classroom data, MAP, CFA, Lexia, IEP progress data, BLP data</p>	<p>progress documentation at the end of each grading cycle</p>	<p>Title I School Wide teachers</p>
		<p>Develop a clearly defined <b>multi-tiered system of supports</b> with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks. (classroom and school-wide interventions, tutoring services, etc.)</p>	<p>MAP, CFA, DCA, KPREP, BLP, ESS/Lexia, IEP progress data/504 data, BLP data</p>	<p>progress documentation at the end of each grading cycle</p>	<p>ESS budget</p>
<p>Objective 2: African American students will meet the goal of % Proficient and Distinguished on the 2018 KPREP in Reading, Writing, and Math.</p>	<p>Reading (35.5%)</p> <p>Writing (41.4%)</p>	<p>Ensure that <b>evaluation and assessment strategies</b> include formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs during weekly PLCs. Implement culturally responsive instructional practices and monitor the disaggregated data. Common planning ensures identification of essential standards/deconstructing standards and rigorous CFA's</p>	<p>ESS and intervention data, classroom data, MAP, CFA, Lexia, IEP progress data, BLP data</p>	<p>progress documentation at the end of each grading cycle</p>	<p>Title I School Wide teachers Part BLP coach</p>
		<p>Develop a clearly defined <b>multi-tiered system of supports</b> with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks. (classroom and school-wide interventions, tutoring services, etc.)</p>	<p>MAP, CFA, DCA, KPREP, BLP, ESS/Lexia, IEP progress data/504 data, BLP data</p>	<p>progress documentation at the end of each grading cycle</p>	<p>ESS budget</p>
	<p>Math (27.9%)</p>	<p>Ensure that <b>evaluation and assessment strategies</b> include formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs during weekly PLCs. Implement culturally responsive instructional practices and monitor the disaggregated data.</p>	<p>ESS and intervention data, classroom data, MAP, CFA, Lexia, IEP progress data, BLP data</p>	<p>progress documentation at the end of each grading cycle</p>	<p>Title I School Wide teachers</p>

		Common planning ensures identification of essential standards/ deconstructing standards and rigorous CFA’s			
		Develop a clearly defined <b>multi-tiered system of supports</b> with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks. (classroom and school-wide interventions, tutoring services, etc.)	MAP, CFA, DCA, KPREP, BLP, ESS/Lexia, IEP progress data/504 data, BLP data	progress documentation at the end of each grading cycle	ESS budget

**3: Equity**  
State your **Equity** Goal

Goal 3: A managing student conduct composite total 85.80% of staff agree/strongly agree according to Tell Survey and/or Comprehensive School Survey results by 2022.						
Which <b>Strategy</b> will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i> <ul style="list-style-type: none"><li><a href="#">KCWP 1: Design and Deploy Standards</a></li><li><a href="#">KCWP 2: Design and Deliver Instruction</a></li><li><a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li><li><a href="#">KCWP 4: Review, Analyze and Apply Data</a></li><li><a href="#">KCWP 5: Design, Align and Deliver Support</a></li><li><a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li></ul>		Which <b>Activities</b> will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i> <ul style="list-style-type: none"><li><a href="#">KCWP1: Design and Deploy Standards - Continuous Improvement Activities</a></li><li><a href="#">KCWP2: Design and Deliver Instruction - Continuous Improvement Activities</a></li><li><a href="#">KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities</a></li><li><a href="#">KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities</a></li><li><a href="#">KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities</a></li><li><a href="#">KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities</a></li></ul>		Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.		
Objective	Strategy	Activities to deploy strategy		Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1:A staff survey will result in 83.10% agree/strongly agree on managing student conduct composite score on the 2018 CSS.	The school leadership (teachers and leaders) measure the effectiveness of current programs and initiatives implemented in classrooms and school through discussion at PLCs, faculty meetings, ILT, SBDM,, school wide committee meetings and Title I parent meetings	School wide behavior committee will proactively meet to discuss behavior current data, root causes, improvement goals, action steps, individuals responsible and completion dates		District Monthly Principals Overview Report School Report Card Safety Data	Monthly (2 <sup>nd</sup> week) after Principal Overview Report received	
		Climate and Culture: monthly staff meeting devoted to topics related to climate and culture with embedded team building activities, positive announcements and recognition. Administrative PLC will discuss disciplinary issues and consistency in implementation weekly, including timeliness of response to referrals.		Positive posts Principals Overview Report Meeting agendas Percentage of referrals	Monthly school support committee	



		<b>Support areas – Attendance</b> committee will meet bi- weekly and develop a proactive approach to improving attendance including monitoring, implementing, analyzing and evaluating school wide plan	Letters home Phone calls home Meetings with social workers – others Monthly report of attendance	Monthly (2 <sup>nd</sup> week) after Principal Overview Report received	
		<b>Parental Involvement</b> – Based on Comprehensive School Survey and TELL survey all parents/ caregivers will receive newsletters containing math and ELA resources, ideas and information to increase student achievement, communication and plans related to individual school behavior (Dojo). Parents will be recruited for PTA/ school committee involvement and communication regarding volunteer /parent opportunities will be shared	CSS Survey TELL Survey Title I parent surveys School/parent compact SBDM committees Attendance/ sign in sheets at events	Three times per year October February May	Title I Parent Involve ment budget
		<b>Technical Assistance</b> – School wide behavior committee will work on reform efforts in reducing behavior events and suspensions will collaborate with district resources and staff with training and consulting on strategies aligned with PBIS	District Monthly Principals Overview Report School Report Card Safety Data	Monthly (2 <sup>nd</sup> week) after Principal Overview Report received	
		Staff surveys will be developed and results analyzed at the end of each grading cycle to measure progress in areas of school behavioral/ discipline issues included in the 30-60-90 day Big Rocks plan.	survey results regarding effectiveness will increase each grading cycle on	30-60-90 Monthly Each grading cycle	

4: Growth

State your **Growth** Goal

Goal 4: All students will show growth towards grade level benchmarks on the MAP assessment in reading and math. 50% of students will reach proficient or advanced benchmarks as measured by the MAP projected proficiency report in reading and math.		
Which <b>Strategy</b> will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i> <ul style="list-style-type: none"> <li><a href="#">KCWP 1: Design and Deploy Standards</a></li> <li><a href="#">KCWP 2: Design and Deliver Instruction</a></li> <li><a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li> <li><a href="#">KCWP 4: Review, Analyze and Apply Data</a></li> </ul>	Which <b>Activities</b> will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i> <ul style="list-style-type: none"> <li><a href="#">KCWP1: Design and Deploy Standards - Continuous Improvement Activities</a></li> <li><a href="#">KCWP2: Design and Deliver Instruction - Continuous Improvement Activities</a></li> <li><a href="#">KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities</a></li> <li><a href="#">KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities</a></li> </ul>	Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

<ul style="list-style-type: none"> <li>• <a href="#">KCWP 5: Design, Align and Deliver Support</a></li> <li>• <a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li> </ul>		<ul style="list-style-type: none"> <li>• <a href="#">KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities</a></li> <li>• <a href="#">KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities</a></li> </ul>			
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Students assessed on MAP will meet a goal of 45% on growth projection in Spring of 2018, as measured on the MAP Student Growth Summary report.	Reading: Teachers monitor and evaluate the use of assessment results to guide instruction and determine the grouping of students following the Fall, Winter and Spring administration of MAP.	Ensure that <b>evaluation and assessment strategies</b> include formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs during weekly PLCs. Implement culturally responsive instructional practices and monitor the disaggregated data.	MAP growth projection scores increase from F to W and W to S.	At the conclusion of testing windows October February May	
		Develop a clearly defined <b>multi-tiered system of supports</b> with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks. (classroom and school-wide interventions, tutoring services, etc.)	MAP growth projection scores increase from F to W and W to S.	At the conclusion of testing windows October February May	
	Math: Teachers monitor and evaluate the use of assessment results to guide instruction and determine the grouping of students following the Fall, Winter and Spring administration of MAP.	Ensure that <b>evaluation and assessment strategies</b> include formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs during weekly PLCs. Implement culturally responsive instructional practices and monitor the disaggregated data.	MAP growth projection scores increase from F to W and W to S.	At the conclusion of testing windows October February May	
		Develop a clearly defined <b>multi-tiered system of supports</b> with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks. (classroom and school-wide interventions, tutoring services, etc.)	MAP growth projection scores increase from F to W and W to S.	At the conclusion of testing windows October February May	

5: Transition readiness

State your *Transition readiness* Goal



Goal 5:5th grade students will meet their transition goal of 63.3% by 2022.					
Which <b>Strategy</b> will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i> <ul style="list-style-type: none"><li><a href="#">KCWP 1: Design and Deploy Standards</a></li><li><a href="#">KCWP 2: Design and Deliver Instruction</a></li><li><a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li><li><a href="#">KCWP 4: Review, Analyze and Apply Data</a></li><li><a href="#">KCWP 5: Design, Align and Deliver Support</a></li><li><a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li></ul>		Which <b>Activities</b> will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i> <ul style="list-style-type: none"><li><a href="#">KCWP1: Design and Deploy Standards - Continuous Improvement Activities</a></li><li><a href="#">KCWP2: Design and Deliver Instruction - Continuous Improvement Activities</a></li><li><a href="#">KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities</a></li><li><a href="#">KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities</a></li><li><a href="#">KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities</a></li><li><a href="#">KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities</a></li></ul>		Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.	
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: 5th grade students will meet their transition objective of 54.6% by 2018.	Teachers will implement evidence based curriculum and or strategies for both academic and behavioral instruction	Implement formal and informal processes that teachers and student utilize to gather evidence to directly improve the learning and progress of students. Writing folders, MAP assessments (F,W,S) common formative assessments, district assessments, Deeper Learning Project Based Learning Evidence.	MAP results CASCADE results PLC evaluation of CFA’s and student progress Writing folders	progress documentation at the end of each grading cycle	
		Student led conferences highlighting academic/ extracurricular / attendance/ social/ behavioral strengths and challenges along with students interest surveys matching student progress with middle school choices	MAP results CASCADE results PLC evaluation of CFA’s and student progress Writing folders Conferences Attendance record	Last two grading cycles Spring conferences	

6: Other (optional)  
 State your Other Goal (optional)

Goal 6:					
<p>Which <b>Strategy</b> will the school/district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>)</p> <ul style="list-style-type: none"><li><a href="#">KCWP 1: Design and Deploy Standards</a></li><li><a href="#">KCWP 2: Design and Deliver Instruction</a></li><li><a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li><li><a href="#">KCWP 4: Review, Analyze and Apply Data</a></li><li><a href="#">KCWP 5: Design, Align and Deliver Support</a></li><li><a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li></ul>		<p>Which <b>Activities</b> will the school/district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>)</p> <ul style="list-style-type: none"><li><a href="#">KCWP1: Design and Deploy Standards - Continuous Improvement Activities</a></li><li><a href="#">KCWP2: Design and Deliver Instruction - Continuous Improvement Activities</a></li><li><a href="#">KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities</a></li><li><a href="#">KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities</a></li><li><a href="#">KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities</a></li><li><a href="#">KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities</a></li></ul>		<p>Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>	
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1:					
Objective 2:					