

## 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.

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

**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.  
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 in grades 3-5 will meet the goal of % Proficient and Distinguished on the KPREP by 2022. (R=68.8, M=69.5)					
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 (62.8)-PLCs will analyze and use assessment results to inform instruction during weekly PLCs (MAP, KPREP, CFA, DCA)	Staff will identify essential literacy standards and close instructional gaps through intentional planning for enrichments and interventions and mastery of standards. Staff will implement MTSS processes and the RtI team will intentionally monitor progress every 6 weeks and meet with all necessary stakeholders to review data, create next steps, and identify and remove possible barriers. (KCWP 1-5)	PLC protocols and lesson/unit planning, faculty meeting discussion, ILT driven school-wide assessment plan, school-wide calendar of data analysis, parent communication	Progress documentation at the end of each grading cycle	\$0
		Ensure ongoing professional development in the Orton Gillingham multi-sensory approach to phonics and phonemic awareness. New staff members will participate in the initial training and those already trained will have time embedded throughout the year to share strategies to improve instruction. (KCWP 2 - 5)	Student data collected every six weeks, showing mastery towards the grade level phonics and phonemic awareness rules based on the Farmer created scope and sequence.	Progress documentation throughout the year during observations and walkthroughs.	\$10,000 from Flexible Focus Funds (Professional Development)
	Math (63.7) PLCs will analyze and use assessment results to	Staff will identify essential math standards and close instructional gaps through intentional planning for enrichments and	PLC protocols and lesson/unit planning,	Progress documentation at	\$0

Goal 1: Students in grades 3-5 will meet the goal of % Proficient and Distinguished on the KPREP by 2022. (R=68.8, M=69.5)					
	inform instruction during weekly PLCs (MAP, KPREP, CFA, DCA)	interventions and mastery of standards. Staff will implement MTSS processes and the RtI team will intentionally monitor progress every 6 weeks and meet with all necessary stakeholders to review data, create next steps, and identify and remove possible barriers. (KCWP 1-5)	faculty meeting discussion, ILT driven school-wide assessment plan, school-wide calendar of data analysis, parent communication	the end of each grading cycle	
		Ensure ongoing professional development and collaboration around Engage <sup>NY</sup> . Staff members are in their first year of learning the program and teaching it with fidelity. Teachers will collaborate both vertically and horizontally to ensure, as a school, we are developing a common math language that they will be exposed to throughout their experiences at Farmer. We also expect all students to develop a deeper understanding of math concepts and working towards mastery of standards. (KCWP 1, 2, 3, 6)	MAP results, Observation of Deeper Learning, Kagan Strategies, Engage NY, notebooking being implemented school-wide, ABRI coding results	Progress documentation at the end of each grading cycle	\$0

2: Gap  
State your **Gap** Goal

Goal 2: Gap Students grades 3-5 will meet the goal of % Proficient and Distinguished on the KPREP by 2022. (R=59.1, M=60.2)					
<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: Overall Gap Group will meet the goal of % Proficient and Distinguished on the 2018 KPREP.	Reading (51.3) Grade level and administrative PLCs meet to analyze student assessment data to determine enrichment/interventions necessary to meet the needs of all students. (Data folders, MAP, CFA, DCA)	Ensure that formative and summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs during PLCs and MTSS meetings. (KCWP 2, 4, 5)	MAP, CFA, DCA, KPREP	Throughout the school year.	\$0
		Implement school-wide MTSS school-wide process including progress monitoring tools, researched-based interventions, data collection and continuous communication with involved stakeholders. (KCWP 2, 4,5)	ESS and intervention data, classroom data, MAP, CFA	Throughout the school year.	\$0
	Math (52.6) Grade level and administrative PLCs meet to analyze student progress data to determine enrichment/interventions necessary to meet the needs of all students (MAP, CFA, DCA)	Ensure that formative and summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs during PLCs and MTSS meetings. (KCWP 2, 4, 5)	MAP, CFA, DCA, KPREP	Throughout the school year.	\$0
		Implement school-wide MTSS process including progress monitoring tools, researched-based interventions, data collection and continuous communication with involved stakeholders. (KCWP 2, 4,5)	ESS and intervention data, classroom data, MAP, CFA	Throughout the school year.	\$0
Objective 2: English Learners students will meet the goal of	Reading (22.0)	Ensure that all ELL students receive instruction based on their needs as identified through formative and summative assessments, as well as	ACCESS data, MAP, CFA, DCA, KPREP	Throughout the school year.	\$0

Goal 2: Gap Students grades 3-5 will meet the goal of % Proficient and Distinguished on the KPREP by 2022. (R=59.1, M=60.2)					
% Proficient and Distinguished on the 2018 KPREP in Reading and Math.		universal screener data. ACCESS for ELL’s data will also be used to inform instruction and determine students tiered intervention needs and enrichments.(KCWP 1,2,4,5,6)			
	Reading (22.0) English as a Second Language (ESL) Program Redesign	The format of receiving ELL services will be redesigned for the 2017-18 school year. With addition of an additional certified instructor, students individual needs can be addressed in a more efficient and impactful way. (KCWP 2, 4,5)	ACCESS data ESS and intervention data, classroom data, MAP, CFA	Throughout the school year.	\$0
	Reading (22.0) English as a Second Language (ESL) Stakeholder Support	ELL teachers will create a newcomer group for students that have recently enrolled in an English speaking school for the first time. This group will provide them with language and cultural support to create a smoother transition and a happier student. (KCWP 2, 5 ,6)	ACCESS data, intervention data, classroom data, MAP, CFA, KPREP	Throughout the school year.	
	Math (50.7) Standards focus	Ensure that formative and summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs during PLCs and MTSS meetings. Ensure learning environment committee work provides leadership on culturally responsive instructional practices. Implementation of Kagan strategies to enhance student engagement and increase student accountability. (KCWP 1,2,4,5,6)	Data Folders, MAP, CFA, DCA, KPREP	Throughout the school year.	\$0
	Math (50.7) MTSS focus	Implement school-wide MTSS school-wide process including progress monitoring tools, researched-based interventions, data collection and continuous communication with involved stakeholders. (KCWP 2, 4,5)	Data Folders, ESS and intervention data, classroom data, MAP, CFA	Throughout the school year.	\$0

3: Growth
State your Growth Goal

Goal 3: By the end of the 2019-2020 school year, our school will increase the percentage of students meeting their expected growth by 5% in reading and math as measured by MAP. Baseline data is being collected in 2017-2018.					
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: 53% of students assessed on MAP reading will meet their projected growth goal 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.	Develop and implement WIN groups and differentiated instruction based on MAP results and formative and summative assessments. (KWCP 4)	MAP growth projection scores increase from Fall to Winter and Winter to Spring.	Progress monitoring every 8 weeks.	\$0
		PLC work focused on the 4 essential questions. (KWCP 1, 2, 3, 4)	MAP growth projection scores increase from Fall to Winter and Winter to Spring.	Weekly Notes and progress checklists	\$0
Objective 2: 50% of students assessed on MAP math will meet their projected growth goal in Spring of 2018, as measured on the MAP	Math: Teachers monitor and evaluate the use of assessment results to guide instruction and determine the grouping of students following the Fall,	Develop and implement WIN groups and differentiated instruction based on MAP results and formative and summative assessments. (KWCP 4)	Growth projection scores increase from Fall to Winter and Winter to Spring.	Throughout the school year.	\$0
		PLC work focused on the 4 essential questions. (KWCP 1, 2, 3, 4)	Growth projection scores increase from	Throughout the school year.	\$0

Goal 3: By the end of the 2019-2020 school year, our school will increase the percentage of students meeting their expected growth by 5% in reading and math as measured by MAP. Baseline data is being collected in 2017-2018.					
Student Growth Summary report.	Winter and Spring administration of MAP.		Fall to Winter and Winter to Spring.		

5: Transition readiness

State your **Transition readiness** Goal

Goal 5: By the end of the 2021-2022 school year, our school will increase the percentage of students scoring at the Proficient/Distinguished level to 71.9 in combined 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>		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>		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.	
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Objective	Strategy	Activities to deploy strategy		Measure of Success	Progress Monitoring Date & Notes
By the end of the 2017-18 school year, our school will increase the percentage of students scoring at the Proficient/Distinguished level to 63.6% in combined reading and math.	Teachers will implement evidence-based curriculum and/or strategies with fidelity for both academic and behavioral instruction in both reading and math.	Ensure ongoing professional development in the area of best practice/high yield instructional strategies to ensure mastery of standards. (KCWP 2, 4)		MAP, CFA, classroom and ESS data	Progress monitoring throughout the year.
		Implementation of School-wide assessment plan, work in PLC, incorporation of Deeper Learning strategies, implementation of Kagan structures and MTSS processes. (KCWP 3, 4, 6)		MAP, CFA, classroom and ESS data	Progress monitoring throughout the year.
					\$0
					\$0

