

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: 64% of students at Foster will demonstrate proficiency in English/Language Arts by 2019.					
Which Strategy 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">KCWP 1: Design and Deploy StandardsKCWP 2: Design and Deliver InstructionKCWP 3: Design and Deliver Assessment LiteracyKCWP 4: Review, Analyze and Apply DataKCWP 5: Design, Align and Deliver SupportKCWP 6: Establishing Learning Culture and Environment		Which Activities 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">KCWP1: Design and Deploy Standards - Continuous Improvement ActivitiesKCWP2: Design and Deliver Instruction - Continuous Improvement ActivitiesKCWP3: Design and Deliver Assessment Literacy - Continuous Improvement ActivitiesKCWP4: Review, Analyze and Apply Data - Continuous Improvement ActivitiesKCWP5: Design, Align and Deliver Support - Continuous Improvement ActivitiesKCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities		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: 56.7% of 3 rd , 4 th , and 5 th grade students will demonstrate proficiency in Common Core Standards in English/Language Arts by 2017/18 as measured by state assessments.	KCWP 4: Review, Analyze, and Apply Data Professional Learning Communities	Teachers will collaborate in grade level groups and administrative staff to address individual student achievement based on Common Core Reading standards.	Professional Learning	Weekly throughout school year 1/1/2018 – 12/31/18 Administrative Team Grade level PLCs	\$0
		Teachers will create common assessments and analyze work of the individual students specific to the standard(s) being assessed. Teachers will use this information to analyze individual teaching strategies, have discussions with colleagues about successful strategies, and reflect on strategies that has assisted students in reading proficiency.	Professional Learning	Weekly throughout school year 1/1/2018 – 12/31/18 Administrative Team Grade level PLCs	\$0
	KCWP 2: Design and Deliver Instruction Instructional Practices	Students that are Tier 2 and 3 will receive daily reading interventions. The district provides RtI protocol which is used to make decisions about tiered services. As a result, students are provided with additional support from classroom teachers, resource teachers, and district interventions.	RtI Data - Product	1/1/2018 – 12/31/18 Administrative Team/RtI team	General Funding

Goal 1: 64% of students at Foster will demonstrate proficiency in English/Language Arts by 2019.					
		Reading instruction is scaffold and students are divided into groups based on DRA scores. 35% of the two-hour reading block is shared reading with whole class instruction. 35% of the reading block is guided reading with teacher-led small group instruction. 30% of the reading block is spent in collaborative or independent learning centers.	Professional Learning	1/1/2018 – 12/31/18 Teachers	\$0
	KCWP 3: Design and Deliver Assessment Literacy Assessment	Teachers will conduct DRAs to determine students reading level. Students will be paced in small reading groups based on ability. Tier 2 and 3 students will meet with their classroom teacher daily for guided reading instruction, while Tier 1 students will meet with their classroom teacher at a minimum of three times per week.	Professional Learning	1/1/2018 – 12/31/18 DRAs 3 times a year	\$0
		Staff will review the district common assessments and MAP data to monitor student growth in reading. Instructional adjustments will be made based on data. Students will take 2 district common assessments and participate in MAP 3 times within a school year.	Professional Learning	1/1/2018 – 12/31/18 MAP 3 times, DCAs twice a year Administration Teachers Interventionists	\$0
Objective 2:					

2: Gap
State your **Gap** Goal

Goal 2: 61% of Gap Foster students will demonstrate proficiency in Reading by 2019.					
Which Strategy 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"> KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment 		Which Activities 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"> KCWP1: Design and Deploy Standards - Continuous Improvement Activities KCWP2: Design and Deliver Instruction - Continuous Improvement Activities KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities 		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: 54.5% of 3 rd , 4 th , and 5 th grade Black or African-American, Economically Disadvantaged, and students with disabilities will demonstrate proficiency in Common Core Standards in English/Language Arts by 2017/18 as measured by state assessments.	KCWP 4: Review, Analyze, and Apply Data Professional Learning Communities	Teachers will collaborate in grade level groups and administrative staff to address individual student achievement based on the Common Core Math standards.	Professional Learning	Weekly throughout school year 1/1/2018 – 12/31/18 Administrative Team Grade level PLCs	\$0
		Teachers will create common assessments and analyze work of the individual students specific to the standard(s) being assessed. Teachers will use this information to analyze individual teaching strategies, have discussions with colleagues about successful strategies, and reflect on strategies that has assisted students in reading proficiency.	Professional Learning	Weekly throughout school year 1/1/2018 – 12/31/18 Administrative Team Grade level PLCs	\$0
Objective 2:	KCWP 2: Design and Deliver Instruction	Students that are Tier 2 and 3 will receive daily reading interventions. The district provides RtI protocol which is used to make decisions about tiered	RtI Data - Product	1/1/2018 – 12/31/18	\$0

Goal 2: 61% of Gap Foster students will demonstrate proficiency in Reading by 2019.					
	Instructional Practices	services. As a result, students are provided with additional support from classroom teachers, resource teachers, and district interventions.		Administrative Team/RtI team	
		Reading instruction is scaffold and students are divided into groups based on DRA scores. 35% of the two-hour reading block is shared reading with whole class instruction. 35% of the reading block is guided reading with teacher-led small group instruction. 30% of the reading block is spent in collaborative or independent learning centers.	Professional Learning	1/1/2018 – 12/31/18 DRAs 3 times a year	\$0
		Students identified will receive corrective reading as an intervention.	Professional Learning	1/1/2018 – 12/31/18 Daily Reading Recovery Teachers Reading Interventionist	General Fund

3: Graduation rate

State your **Graduation rate** Goal

Goal 3:		
Which Strategy 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"> KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment 	Which Activities 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"> KCWP1: Design and Deploy Standards - Continuous Improvement Activities KCWP2: Design and Deliver Instruction - Continuous Improvement Activities KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities 	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.

Goal 3:					
		<ul style="list-style-type: none"> KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities 			
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1:					
Objective 2:					

4: Growth
State your **Growth** Goal

Goal 4: 54.6% of Foster’s students will reach proficiency in Reading and Math by 2017/18.		
Which Strategy 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"> KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data 	Which Activities 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"> KCWP1: Design and Deploy Standards - Continuous Improvement Activities KCWP2: Design and Deliver Instruction - Continuous Improvement Activities KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities 	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>Goal 4: 54.6% of Foster’s students will reach proficiency in Reading and Math by 2017/18.</p>					
<ul style="list-style-type: none"> KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment 		<ul style="list-style-type: none"> KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities 			
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: 56.7% of 3 rd , 4 th , and 5 th grade students will demonstrate proficiency in Common Core Standards in English/Language Arts by 2017/18 as measured by state assessments.	KCWP 2: Design and Deliver Instruction Instructional Practices	Students that are Tier 2 and 3 will receive daily reading interventions. The district provides RtI protocol which is used to make decisions about tiered services. As a result, students are provided with additional support from classroom teachers, resource teachers, and district interventions.	RtI Data - Product	1/1/2018 – 12/31/18 Teachers Administrative Team/RtI team	\$0
		Guided Reading Groups - Reading instruction is scaffold and students are divided into groups based on DRA scores. 35% of the two-hour reading block is shared reading with whole class instruction. 35% of the reading block is guided reading with teacher-led small group instruction. 30% of the reading block is spent in collaborative or independent learning centers.	Professional Learning	1/1/2018 – 12/31/18 Teachers	\$0
		Students identified will receive corrective reading as an intervention.	Professional Learning	1/1/2018 – 12/31/18 Daily Reading Recovery Teachers Reading Interventionist	General Fund
Objective 2: 52.5% of 3 rd , 4 th , and 5 th grade students will demonstrate proficiency in Common Core Standards in Mathematics 2017/18 as measured by state assessments.	KCWP 2: Design and Deliver Instruction Instructional Practices	Instructional staff will participate in additional professional development on research based, best practice instruction in Mathematics.	Professional Learning	1/1/2018 – 12/31/18 Administrative Team Grade level PLCs Professional Development	\$0
		Teachers will meet in weekly PLCs for 55 minutes by grade level. These meetings are used to analyze district assessments, MAP, develop common assessments, and analyze individual student work. Teachers will share	Professional Learning	Weekly throughout school year 1/1/2018 – 12/31/18	\$0

Goal 4: 54.6% of Foster’s students will reach proficiency in Reading and Math by 2017/18.					
		instructional resources and supplemental activities with each other in order to help all students reach proficiency.		Administrative Team	
		Math interventions will target specific students and provide meaningful interventions to help students get closer to proficiency.	Professional Learning	Grade level PLCs 1/1/2018 – 12/31/18 Daily Math Interventionist	

5: Transition readiness

State your **Transition readiness** Goal

Goal 5: Students will transition on grade level to their assigned Middle school.					
Which Strategy 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">KCWP 1: Design and Deploy StandardsKCWP 2: Design and Deliver InstructionKCWP 3: Design and Deliver Assessment LiteracyKCWP 4: Review, Analyze and Apply DataKCWP 5: Design, Align and Deliver SupportKCWP 6: Establishing Learning Culture and Environment		Which Activities 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">KCWP1: Design and Deploy Standards - Continuous Improvement ActivitiesKCWP2: Design and Deliver Instruction - Continuous Improvement ActivitiesKCWP3: Design and Deliver Assessment Literacy - Continuous Improvement ActivitiesKCWP4: Review, Analyze and Apply Data - Continuous Improvement ActivitiesKCWP5: Design, Align and Deliver Support - Continuous Improvement ActivitiesKCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities		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: 54.6% of Foster’s students will reach	KCWP 2: Design and Deliver Instruction	Instructional staff will participate in additional professional development on research based, best practice instruction in Reading and Mathematics.	Professional Learning	1/1/2018 – 12/31/18 Administrative Team	\$0

Goal 5: Students will transition on grade level to their assigned Middle school.					
proficiency in Reading and Math by 2017/18 as measured by state assessments.	Instructional practices			Grade level PLCs Professional Development	
		Teachers will meet in weekly PLCs for 55 minutes by grade level. These meetings are used to analyze district assessments, MAP, develop common assessments, and analyze individual student work. Teachers will share instructional resources and supplemental activities with each other in order to help all students reach proficiency in Reading and Mathematics.	Professional Learning	1/1/2018 – 12/31/18 Administrative Team Grade level PLCs Professional Development	\$0
		Students that are Tier 2 and 3 will receive daily reading and mathematics interventions. The district provides RtI protocol which is used to make decisions about tiered services. As a result, students are provided with additional support from classroom teachers, resource teachers, and district interventions.	Professional Learning	1/1/2018 – 12/31/18 Teachers Administrative Team/RtI team	\$0
Objective 2: 50% of Foster’s students will reach proficiency in Writing by 2-17/18 as measured by state assessments.	KCWP 2: Design and Deliver Instruction Instructional practices	Instruction will focus on standards based planning. All lessons and activities will be aligned with Kentucky Core Academic Standards (KCAS).	Professional Learning	1/1/2018 – 12/31/18 Teachers Administrative Team/RtI team	\$0
		Teachers (K-5) will analyze student writing every nine weeks during PLCs following the curriculum calendar for Writing. Group for next steps of implementation occur.	Professional Learning	1/1/2018 – 12/31/18 Administrative Team Grade level PLCs Professional Development	\$0
		School wide writing prompts will be provided for grades (K-5). These pieces will be analyzed during grade level PLCs and writing pieces will be posted throughout the school.	Professional Learning Product	1/1/2018 – 12/31/18 Administrative Team Grade level PLCs Professional Development	\$0

6: Other (optional)

State your **Other Goal** (optional)

Goal 6:					
Which Strategy 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">KCWP 1: Design and Deploy StandardsKCWP 2: Design and Deliver InstructionKCWP 3: Design and Deliver Assessment LiteracyKCWP 4: Review, Analyze and Apply DataKCWP 5: Design, Align and Deliver SupportKCWP 6: Establishing Learning Culture and Environment		Which Activities 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">KCWP1: Design and Deploy Standards - Continuous Improvement ActivitiesKCWP2: Design and Deliver Instruction - Continuous Improvement ActivitiesKCWP3: Design and Deliver Assessment Literacy - Continuous Improvement ActivitiesKCWP4: Review, Analyze and Apply Data - Continuous Improvement ActivitiesKCWP5: Design, Align and Deliver Support - Continuous Improvement ActivitiesKCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities		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:					
Objective 2:					