

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: Increase the math proficiency scores from 31% to 62% by the end of the 2022 school year. Goal 2. Increase the reading proficiency scores from 40% to 80% by the end of the 2022 school year.					
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: By the end of the 2018 school year 45% of the students will demonstrate proficient in math	Curriculum Alignment to Standards, Professional Development Aligned to Goals, Evaluations and Assessment Strategies Around Use of Data	Teachers will collaborate throughout the school year to ensure vertical planning/collaboration time for math. Conversation will be specific to the content/standards at each grade level.	Measure: Contents in grade level PLC binder, including weekly agendas Person Responsible: K-5 teachers, GCC, Walker, Paulin		No Funding required
	Teachers will collaborate in grade level teams to plan instruction, design common assessments and analyze student data. Teachers will align their instruction according to the grade level essential standards for each cycle while using best practices to support math instruction.	Math Interventions- Teachers will provide various types of math interventions and progress monitoring to help students receive instruction at levels needed. These interventions will be provided by homeroom teachers, ESL teachers, ECE teachers, and Intervention teachers. Interventions will occur in an individual and small group format.	Measure: MAP, formative assessments, common assessments and progress monitoring Person Responsible: K-5 teachers, GCC, Walker, Paulin		No Funding required
		Math Instruction- All students are provided daily common core math instruction implementing Eureka Math. This includes crafting, composing and reflection	Measure: Walkthroughs and lesson plans		No Funding required

Goal 1: Increase the math proficiency scores from 31% to 62% by the end of the 2022 school year.					
Goal 2. Increase the reading proficiency scores from 40% to 80% by the end of the 2022 school year.					
			Person Responsible: K-5 teachers, GCC, Walker, Paulin		
		Math PD and personnel support- Teachers will be provided extensive opportunities to collaborate with colleagues regarding math teaching and learning. Additionally professional development on MAP will be	Measure: Walkthroughs GCC		No Funding required
		Math Interventions- small target group of students determined by MAP scores to enhance performance	Person Responsible: Edelen, Parker, Tretter		No Funding required
Objective 1	Curriculum Alignment to Standards, Professional Development Aligned to Goals, Evaluations and Assessment Strategies Around Use of Data	.			
	Teachers will collaborate in grade level teams to plan instruction, design common assessments and analyze student data. Teachers will align their instruction according to the grade level essential standards for each cycle while using best practices to support reading instruction.				
		Leveled Literacy Interventions (LLI)- students will receive 30 mins of individual grade level instruction.	Measure: Walkthroughs Person Responsible: K-5 teachers, GCC, ESL		No Funding required
		Writing in Reading- All teachers will provide opportunities for students to have writing experiences during reading instruction.	Measure: Walkthroughs Person Responsible: K-5 teachers, ESL		
		Reading Recovery Teachers will support early primary students through individualized and appropriate interventions for students. In addition, consistent collaboration with homeroom teachers will occur to ensure below level readers reach (or exceed) target levels.	Measure: Reading Recovery Assessments		No Funding required

Goal 1: Increase the math proficiency scores from 31% to 62% by the end of the 2022 school year. Goal 2. Increase the reading proficiency scores from 40% to 80% by the end of the 2022 school year.					
		Intervention programs for reading and literacy support will include utilizing the IREAD computer instruction based system	Measure: IREAD report Person Responsible: K-2 teachers		
		Progress Monitoring- Teachers will determine next steps for learning by analyzing student data from Bellarmine Literacy Project assessments, Fountas & Pinnell Benchmark Assessment System, Running Records, and MAP results three times a year. Students will be grouped and regrouped according to this on-going data.	Measure: MAP summary reports, BLP assessment data, Letter Identification, Hearing and Recording Sounds in Words. Person Responsible: K-5 teachers, BLP teachers, GCC, Paulin, Walker		No Funding required

2: Gap

State your Gap Goal

Goal 1:By the end of the 2022 school year, 45.9% of students will demonstrate proficient in Reading in the non-duplicated GAP group. Goal 2. By the end of the 2022 school year 40% of the students will demonstrate proficient in Math in the non-duplicated GAP group.		
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.

Goal 1:By the end of the 2022 school year, 45.9% of students will demonstrate proficient in Reading in the non-duplicated GAP group.

Goal 2. By the end of the 2022 school year 40% of the students will demonstrate proficient in Math in the non-duplicated GAP group.

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: By the end of the 2018 school year, 35.9% of students will demonstrate proficiency in Reading in the non-duplicated GAP group.	Curriculum Alignment to standards, professional development aligned to goals, evaluation and assessment strategies around use of data. Minors Lane will intentionally create instructional opportunities for gap students to promote student achievement.				
		Identified ESL students will receive interventions in reading from ESL teachers, homeroom teachers, GCC.	Measure: MAP Person Responsible:ESL teacher, GCC, K-5		
		Reading Intervention-Small skill based focus groups. Students that are struggling with reading will receive and additional small, skill based focus group based on their specific needs for 30 mins each day.	Measure: BLP assesements Person Responsible: K-5 teachers		
		K-2 nd grade students use IREAD. IREAD is a web-based intervention program. All students will have access to IREAD during the school day and at home to ensure they are receiving additional support in reading.	Measure: IREAD reports Person Responsible: K-2 nd teachers		
Goal 2: By the end of the 2018 school year, 30% of students will demonstrate proficiency in Math in the non-duplicated GAP group.					
		Small, skill-based focus groups-Students that are struggling with math receive an additional small, skill-based focus group from a certified teacher based on their specific needs from Common Formative Assessments. Classroom teachers and instructional assistants will provide direct instruction in small groups using hands-on manipulatives for students who are having difficulty mastering grade level math concepts.	Measure: Common Assessments Person Responsible: Parker, Tretter, Edelen		

Goal 1:By the end of the 2022 school year, 45.9% of students will demonstrate proficient in Reading in the non-duplicated GAP group. Goal 2. By the end of the 2022 school year 40% of the students will demonstrate proficient in Math in the non-duplicated GAP group.					
		Certified Math Interventionist- A certified math interventions will provide intensive math instruction to small group of 3 rd -5 th grade students on a daily basis who are novice and apprentice.			

3: Growth

State your **Growth** Goal

Goal 4: By the end of 2022 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 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:By the end of the 2017-2018 school year, 60% of students will meet their expected Fall to Spring growth						

Goal 4: By the end of 2022 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					
in Reading and Math as measured by MAP.					
		Our school will have educators attend district and/or school-based provided training.			
		Our teachers will examine MAP data in PLCs in order to provide feedback on instruction and grouping.			

5: Transition readiness

State your Transition readiness Goal

Goal 4:By the end of the 2022 school year, our school will increase 5% of 5 th grade students scoring at the Proficient/Distinguished level to 45% in combined Reading, Math and Social Studies.						
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:						

Goal 4:By the end of the 2022 school year, our school will increase 5% of 5 th grade students scoring at the Proficient/Distinguished level to 45% in combined Reading, Math and Social Studies.					
	Transition from Pre-K to K and 5 th grade to Middle School				
	Okolona will provide activities to both incoming Kindergarten students and current 5 th graders to ensure a smooth transition and readiness to the next level.				
Objective 2:		Kindergarten Transition –Parents of incoming Kindergarten students who will be attending Minors Lane in the 18-19 school year will be invited to several events to acquaint their children to school.			
		5 th Grade Transition - Our counselor has two area middle schools visit to talk about their programs. Both the counselor and FRC help parents with filling out applications for middle school and are available to answer any questions about this transition. The FRC works with students before the end of the year on opening locks to ease their anxiety about being responsible for lockers and locks for middle school. Peace education does a workshop with both 5 th grade classes around social and emotional issues in transitioning to middle school. The counselor holds a guidance class at the end of the year to discuss any anxiety and nerves about leaving elementary school.			

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

Goal 6:					
<p>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>)</p> <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		<p>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>)</p> <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		<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:					