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:
Achieve the goal of 73.3% Proficient and Distinguished overall (including all student groups) in Reading by 2022.

| Which **Strategy** will the school/district use to address this goal? *(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.)*
 • 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? *(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.*
 • 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: By the administration of K-PREP in 2018, 68.2% of students in grades 3-5 will achieve a score of proficient or distinguished based on the Kentucky Core Academic standards for ELA/Reading.	KCWP 2: Design and Deliver Instruction	Vertical and rigorous reading instruction- students will advance through a structured reading curriculum that incorporates the workshop model. Grouping within workshop model will be flexible and change to meet the learning needs of students.	K-PREP Scored, CFA results		N/A
		Technology- embedded instruction- teachers will utilize relevant technology to engage students within the reading curriculum. This may include the use of the interactive projector, iPads, Chrome Books, digital readers, etc.	Classroom walkthroughs, student proficiency data		$6500
	KCWP 4: Review, Analyze and Apply Data	Formative and summative assessments- teachers will use a variety of formative and summative assessments in their classroom to identify student needs and areas for extension or reteaching.	CFA results, K-PREP results		N/A
		Student data analysis- teachers will utilize a systematic data analysis protocol to 'name and claim' students based on formative and summative assessment data. Teachers will utilize the data to determine next steps within the instructional framework.	MAP growth, K-PREP results, District Common Assessment growth		N/A
		Utilize MAP- teachers and staff will utilize the results from MAP assessments to determine growth and student needs.	MAP growth		District Funded
	KCWP 5: Design, align and deliver support	Extended Learning Opportunities- Students falling below the proficiency line will participate in programs before and after school to enhance core instruction.	MAP growth, K-PREP results, District Common Assessment growth		$5600

Goal 1:					
Achieve the goal of 73.3% Proficient and Distinguished overall (including all student groups) in Reading by 2022.					
		Parent Engagement- the school will host several events to engage parents in the learning process. This includes Knowledge Knight, Literacy Night and other opportunities for parent engagement.	CSS results		N/A
		Professional learning community- teachers will meet at least weekly in PLC teams to analyze student data and plan. This includes the development of common formative assessments and the discussion of instructional best practices.	MAP growth, K-PREP results, District Common Assessment growth		N/A
Objective 2: By the administration of K-PREP in 2018, the percent of students scoring in the novice and apprentice performance levels will decrease by 3% as based on the Kentucky Core Academic Standards for ELA/Reading.	KCWP 2: Design and Deliver Instruction	Technology- embedded instruction- teachers will utilize relevant technology to engage students within the reading curriculum. This may include the use of the interactive projector, iPads, Chrome Books, digital readers, etc.	Classroom walkthrough data, student proficiency data		$6500
		Utilize MAP- teachers and staff will utilize the results from MAP assessments to determine growth and student needs, including formulating groups based on individual student performance domains.	MAP growth		District Funded
	KCWP 4: Review, Analyze and Apply Data	Formative and summative assessments- teachers will use a variety of formative and summative assessments in their classroom to identify student needs and areas for extension or reteaching.	CFA results, K-PREP results		N/A
		Student data analysis- teachers will utilize a systematic data analysis protocol to 'name and claim' students based on formative and summative assessment data. Teachers will utilize the data to determine next steps within the instructional framework.	MAP growth, K-PREP results, District Common Assessment growth		N/A
	KCWP 5: Design, align and deliver support	Focus Groups- teachers will use standards-based data to form focus groups for remediation and extension.	RTI data, CFA results, DCA results, MAP growth		N/A
		Extended Learning Opportunities- Students falling below the proficiency line will participate in programs before and after school to enhance core instruction.	RTI data, CFA results, DCA results, MAP growth		$5600
		Professional Development- instructional leaders will participate in district MAP training regarding utilizing the reports and information obtained through the MAP assessment process. This information, then, will be brought back to the school level and discussed/applied during PLC meetings.	MAP growth, K-PREP Results		N/A

2: Gap
State your *Gap* **Goal**

Goal 2:						
Achieve the goal of 62.5% proficient and distinguished in reading for students in the non-duplicated gap group by 2022.						

Which **Strategy** will the school/district use to address this goal? *(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.)* • 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? *(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.* • 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: By the administration of K-PREP in 2018, 55.4% of gap students in grades 3-5 will achieve a score of proficient or distinguished based on the Kentucky Core Academic standards for ELA/Reading.	KCWP 2: Design and deliver instruction	Vertical and rigorous reading instruction- students will advance through a structured reading curriculum that incorporates the workshop model. Grouping within workshop model will be flexible and change to meet the learning needs of students.	RTI data, CFA results, DCA results, MAP growth		N/A
		Technology- embedded instruction- teachers will utilize relevant technology to engage students within the reading curriculum. This may include the use of the interactive projector, iPads, Chrome Books, digital readers, etc.	Classroom walkthroughs, student proficiency data, deeper learning experience student work		$6500
		Utilize MAP- teachers and staff will utilize the results from MAP assessments to determine growth and student needs, including formulating groups based on individual student performance domains.	MAP growth		District Funded
Objective 2: By the administration of K-PREP in 2018, the percent of gap students scoring in the novice and apprentice performance levels will decrease by 3% as based on	KCWP 5: Design, align and deliver support	Social/Emotional Learning- all staff members will use SEL techniques to encourage student engagement.	Comprehensive School Survey data		N/A
		Extended Learning Opportunities- Students falling below the proficiency line will participate in programs before and after school to enhance core instruction.	RTI data, CFA results, DCA results, MAP growth		$5600

Goal 2:					
Achieve the goal of 62.5% proficient and distinguished in reading for students in the non-duplicated gap group by 2022.					
the Kentucky Core Academic Standards for ELA/Reading.		Tiered interventions- RTI/ MTSS will be employed throughout the school year. Tier II students will receive 30 minutes of intervention and Tier III students will receive an additional 60 minutes of reading instruction using research based intervention strategies	RTI data, CFA results, DCA results, MAP growth		N/A
	KCWP 6: Establishing Learning Culture and Environment	Teacher Professional Development- Teachers will engage in professional development regarding meeting the needs of all learners within their classroom. The PD will be held before and after school and during the day. Topics will include culturally responsive teaching, engagement through the use of technology, MTSS, and best practices for intervention and extensions within the classroom.	TELL Survey Data, CSS Data, Student performance data		N/A
		Student attendance support- the counselor and attendance clerk will chair a committee for improving student attendance. The committee will develop interventions and activities designed to ensure that students are present in school and able to participate actively in learning.	School attendance data		N/A

3: Growth
State your <mark>Growth</mark> **Goal**

Goal 3:		
Increase the average combined reading and math growth in grades 3-5 by 5% from a 67.9 to a 72.9% by 2019.		
Which **Strategy** will the school/district use to address this goal? *(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.)* • 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? *(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.* • 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:
Increase the average combined reading and math growth in grades 3-5 by 5% from a 67.9 to a 72.9% by 2019.

		• 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: By the administration of K-PREP in 2018, the percent of students achieving their individual growth targets in reading and math will increase by 2.5% to a 70.4%.	KCWP 2: Design and deliver instruction	Use of visual displays and learning targets to ensure relevance- teachers will use visual displays such as anchor charts and learning targets to support the core standards. Learning targets will be utilized to enable goal setting and self-assessment.	Classroom walkthroughs, CFA data, student proficiency data		N/A
		Cooperative and Deeper Learning- students will engage in deeper learning experiences (including cooperative learning) throughout the school day. This includes a focus on enhancing core standards within special area classes.	Classroom walkthroughs, student proficiency data, deeper learning experience student work		N/A
		Literacy connections- all teachers will collaborate and infuse high level vocabulary and literacy connections into every content area.	CFA and DCA data, K-PREP results		N/A

4: Transition readiness
State your Transition readiness **Goal**

Goal 4:
Increase the percentage of students who are transition ready (based on performance in math, reading and social studies) to 66.2% by 2019 in order to meet the state's transition objective.

Which **Strategy** will the school/district use to address this goal? *(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.)*	Which **Activities** will the school/district deploy based on the strategy or strategies chosen? *(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.*	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.
• 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	• 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	

Goal 4:

Increase the percentage of students who are transition ready (based on performance in math, reading and social studies) to 66.2% by 2019 in order to meet the state's transition objective.

• KCWP 6: Establishing Learning Culture and Environment	• 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: By the administration of K-PREP in 2018, the percent of students achieving their individual transition readiness targets in reading, social studies and math will increase to 63.4% combined.	KCWP 2: Design and Deliver Instruction; KCWP 5: Design, align and deliver support	Differentiated instruction- teachers will utilize flexible grouping, including targeting both remediation needs and extension opportunities for students.	Teacher lesson plans, classroom walkthroughs, CSS data, student performance data		N/A
		Cooperative and Deeper Learning- students will engage in deeper learning experiences (including cooperative learning) throughout the school day. This includes a focus on enhancing core standards within special area classes.	Classroom walkthroughs, student proficiency data, deeper learning experience student work		N/A
		Tiered interventions- RTI/ MTSS will be employed throughout the school year. Tier II students will receive 30 minutes of intervention and Tier III students will receive an additional 60 minutes of reading instruction using research based intervention strategies	RTI data, CFA results, DCA results, MAP growth		N/A
		Parent Engagement- teachers will utilize a weekly communication framework to inform parents about curriculum, learning targets and activities to assist their students at home.	CSS Data		N/A