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 <mark>Proficiency</mark> **Goal**

Goal 1: By 2022, students in grades 3-5 will meet the goal of % Proficient and Distinguished on the KPREP assessment. (R=27.9, M=25.1, Sc=N/A, SS=33.2, W=23.9)

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 • KCWP 6: Establishing Learning Culture and Environment	• 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 ActivitiesKCWP5: 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: Students will meet the overall % of P/D for each content area on the 2018 KPREP.	KCWP 4: Review, Analyze and Apply Data Reading (14.1)-PLCs will analyze and use assessment results to inform instruction during weekly PLCs	1. 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 using our new core reading program (ReadyGen).	PLC protocols and lesson/unit planning and ReadyGen assessments and CFA's developed	progress documentation at the end of each Module cycles and grading cycle and quarterly reports	SIG Grant

	(MAP, KPREP, CFA, DCA)	2. Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery (Fundamental 5, ReadyGen, BLP, MAP, Leveled Literacy Interventions, ESS)	Power Walk results BLP assessments MAP results Intervention Data ESS Data MTSS Data	progress documentation at the end of each Module cycles and grading cycle and quarterly reports	SIG Grant Title I
	Math (10.9) PLCs will analyze and use assessment results to inform instruction during weekly PLCs (MAP, KPREP, CFA, DCA)	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 using our core math program (Envisions 2.0).	PLC protocols and lesson/unit planning Envisions 2.0 assessments and CFA's developed,	progress documentation at the end of each Module cycles and grading cycle and quarterly reports	SIG Grant
		Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery (Fundamental 5, Envisions 2.0, MAP)	Power Walk results BLP assessments MAP results Intervention Data MTSS Data ESS Data	progress documentation at the end of each Module cycles and grading cycle and quarterly reports	SIG Grant Title I
	Writing (9.4)PLCs will analyze and use assessment results to inform instruction during weekly PLCs (KPREP, CFA-ReadyGen writing task, DCA)	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 using our ReadyGen writing task assessments).	PLC protocols and lesson/unit planning and ReadyGen writing tasks and On-Demand writing products developed	Writing task progress documentation at the end of each Module cycles and grading cycle and quarterly reports	SIG Grant Title I
		Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet	Power Walk results BLP assessments Writing Task On Demand writing prompts	progress documentation at the end of each Module cycles and grading cycle and quarterly reports	SIG Grant

		mastery (ReadyGen writing tasks, Fundamental 5)			

2: Gap

State your <mark>Gap</mark> **Goal**

Goal 2: By 2022, Gap Students grades 3-5 will meet the goal of % Proficient and Distinguished on the KPREP assessment. (R=27.9, M=25.1, Sc=N/A, SS=33.2, W=23.9)

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.
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Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring	Funding

				Date & Notes	
Objective 1: Overall Gap Group will meet the goal of % Proficient and Distinguished on the 2018 KPREP.	KCWP 5: Design, Align and Deliver Support Reading (14.1) 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 formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs during PLCs.	MAP, CFA, DCA, KPREP, BLP, ESS/Leveled Literacy Intervention, Literacy Lessons, IEP progress data/504 data	MTSS Data and minutes	SIG Grant Title I
		Refine and implement our MTSS school-wide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, and progress monitoring checks during PLC's. (ESS, classroom and school-wide interventions, tutoring services, etc.)	ESS and intervention data, classroom data, MAP, CFA, BLP, Literacy Lessons, CIM, IEP progress data	MTSS Data and minutes	SIG Grant Title I
		Ensure the instructors in the classrooms are providing the Tier 2 interventions that support the core program in reading	CFA's, DRA's	MTSS Data	SIG Grant Title I
	Math (10.9) 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 formative and summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs during PLCs.	MAP, CFA, DCA, KPREP,ESS/Compass, IEP progress data/504 data	MTSS Data and minutes	SIG Grant Title I
		Refine and implement our MTSS school-wide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, and progress monitoring checks during PLC's.	ESS and intervention data, classroom data, MAP, CFA, Reflex Math, IEP progress data	MTSS Data and minutes	SIG Grant Title I

		(ESS, classroom and school-wide interventions, tutoring services, etc.)			
	Writing (9.4) Grade level and administrative PLCs meet weekly to analyze student progress data to determine academic interventions to meet the needs of all students (CFA-writing tasks, DCA)	Ensure that 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	MTSS Data and minutes	SIG Grant Title I
		Develop a clearly defined writing protocol (writing committee) school-wide process 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.)	School wide writing plan	MTSS Data and minutes	SIG Grant Title I

3: Growth

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

Goal 3: By 2022, we will reduce novice by 40% and all students will show growth towards grade level benchmarks on the MAP assessment in reading and math. 40% of students will reach proficient or advanced benchmarks as measured by the MAP projected proficiency report in reading and math 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*	Which **Activities** will the school/district deploy based on the strategy or strategies chosen? *(The*	Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the

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	*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	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
Students assessed on MAP will meet a goal of 20% on growth projection in Spring of 2018, as measured on the MAP Student Growth Summary report.	KCWP 4: Review, Analyze and Apply Data 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 formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs.	MAP growth projection scores increase from F to W and W to S.	MAP Testing results (Fall, Spring, Winter	
		Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource	MAP growth projection scores increase from F to W and W to S.	PLC minutes	

		sharing and collaborative lesson creation, and analysis of data.			
	We will reduce novice in reading and math by 10%.	Monitor CFA's and interventions to ensure the students are receiving the appropriate instructional strategies to help them be successful and reach mastery	MAP growth scores, and decrease in Novice based on CFA's and summative assessments	PLC Minutes MTSS Data CFA Data	

4: Transition readiness

State your <mark>*Transition readiness*</mark> **Goal**

Goal 4: By 2022, 5th grade students will meet their transition goal of 32.4.		
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	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	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 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	• 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				

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 15.4 by 2018.	KCWP 2: Design and Deliver Instruction Teachers will implement evidence-based curriculum and/or strategies with fidelity for both academic and behavioral instruction.	Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. (Fundamental 5, BLP)	Power Walks, BLP assessments, ILT agendas, staff surveys		
		Implement formal and informal processes that teachers and students utilize to gather evidence to directly improve the learning of students assessed. School-wide assessment plan: Universal Screening (F, W, A), DCA (3x's per year), CFA (teacher created, frequent) Deeper Learning activities (grade level projects 2 x's per year)	increase in student growth as recorded on CASCADE/School-wide assessment data protocol, PLC agendas and notes, scoring guides and rubrics of projects		
		Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine			

		if instructional adjustments are needed, and if so, what those adjustments.			

5: Equity
State your <mark>Equity</mark> **Goal**

Goal 5: A school leadership composite total 80% of staff agree/strongly agree according to Tell Survey and/or Comprehensive School Survey results 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: A staff survey will result in 80% agree/strongly agree on school leadership composite score on the 2018 CSS.	KCWP 6: Establishing Learning Culture and Environment 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 and ILT meetings	Communication: improved consistency in written communication with Panthers Pages (parent newsletter) and Panthers Post (staff newsletter) as well as calendar. One Call (email and text) for staff and parents. All Events will be on the school calendar, flyers, and One Call.	survey results regarding effectiveness will increase each quarter	Mini CSS and Full CSS and TELL survey data	
		Climate and Culture: monthly staff meeting devoted to topics related to climate and culture with embedded team building activities, FUN committee plans monthly activities to boost morale. Administrative PLC will discuss disciplinary issues and consistency in implementation weekly, including timeliness of response to referrals.	survey results regarding effectiveness will increase each grading cycle on		
		Staff surveys will be developed and results analyzed at the end of each grading cycle to measure progress in areas of school leadership.	survey results regarding effectiveness will increase each grading cycle on		

6: Other (optional)

State your <mark>Other</mark> **Goal** (optional)

Goal 6: By 2022, we will reduce the number of suspensions by 50%.		
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	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 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

- 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

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: We will reduce the number of CRT Calls by 10% by 2018.	KCWP 6: Establishing Learning Culture and Environment We will fully implement PATHS (Social & Emotional Curriculum)	Ensures all teachers will use PAWS time to teach the Social/Emotional Curriculum daily to ensure students are learning strategies to deal and cope with their social emotional needs.	Students using strategies learned when escalated. Students and staff will also use common language being taught in the lessons	CRT Calls BIL data	
		We will use PASS coaches to provide social skills groups with the Tier 3 behavior students.	Increase of success of students in the PASS program being successful all day.	PASS Data	

Objective 2:					