

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 Proficiency Goal

Goal 1: Students grades 3-5 will meet the goal of % Proficient and Distinguished on the KPREP by 2022. (R=71.7, M=66.5, Sc=N/A, SS=72.5, W=53.5)

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.
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Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: An overall % of P/D for each content area on the 2018 KPREP.	Reading (66.3)	Tier 2 and Gap needing assistance will participate in interventions 2-5 times weekly.	Increase in reading scores on district proficiencies	Common assessment results/lesson planning	\$39189
		Students will complete individualized, ability level assignments on computer program Sum Dog.	Greater reading proficiency as noted on Sum Dog	Sum Dog practice results	\$1270
	Math (60.1)	Tier 2 and Gap needing assistance will participate in interventions 2-5 times weekly.	Increase in math scores on district proficiencies	Common assessment results/lesson planning	\$39189
		Students will complete individualized, ability level assignments on computer program Sum Dog.	Greater math proficiency as noted on Sum Dog	Sum Dog practice results	\$1270
	Writing (44.6)	All students will participate in on-demand writing opportunities. Teachers will analyze student writing and provide specific feedback.	Increase in reading scores on district proficiencies	Scores from on-demand writing	0
		Writing activities will be incorporated weekly into lesson plans for students to practice their writing.	More proficient/distinguished writing pieces written by students	Lesson plans/walk-throughs	0
	Science	Teachers will use FOSS kits and other science modules through hands-on science provided by JCPS.	More in-depth classroom conversations revolving around science curriculum	Lesson plans/classroom observations	0
		Students will have the opportunity to use non-fiction writing during each science lesson using science journals, notebooks, and lab notes.	more proficient Non-fiction writing pieces incorporated in classroom	Lesson plans	0

	Social Studies (67.2)	Students will have the opportunity to use non-fiction writing during each social studies lesson using social studies journals, notebooks, and folders.	more proficient Non-fiction social studies writing pieces	Lesson plans/ Walk-throughs	0
		Goal Clarity Coach will teach History Alive lessons to 4th and 5th grade social studies classes and lesson plan content with teachers.	Greater interest in social studies and higher grades in coursework	Lesson planning/ PLC minutes	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=58.3, M=50.2, Sc=N/A, SS=55.5, W=39.0)						
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: Overall Gap Group will meet the goal of % Proficient and Distinguished on the 2018 KPREP.	Reading (50.3)	Tier 2 and Gap needing assistance will participate in interventions 2-5 times weekly. MTSS and ESS intervention services.		Non-duplicated Gap students score proficient/distinguished on district proficiencies	Common assessment results/lesson planning	\$39189
		Struggling Reader Model implemented by goal clarity coach for students and teacher in group planning and implementation.		15% more Gap students reading on grade level	Lesson planning/ common assessment results	0
	Math (40.8)	Tier 2 and Gap needing assistance will participate in interventions 2-5 times weekly. MTSS and ESS intervention services.		Non-duplicated Gap students score proficient/distinguished on district math proficiencies	Common assessment results/lesson planning	\$39189
		Students will complete individualized, ability level assignments on		increased proficiency on	Sum Dog data	\$1270

		computer program Sum Dog.	Sum Dog math	collection	
	Writing (27.4)	Gap students will participate in on-demand writing opportunities. Teachers will analyze student writing and provide specific feedback.	28% of Gap students score P/D on district proficiency assessments.	Scores from on-demand writing	0
		Teachers, counselor, and goal clarity coach will meet every 6 weeks to discuss strategy use and progress monitoring for students below grade level one academic year or more.	25% of Students identified below grade level will increase	Meeting minutes/lesson planning/ MTSS Tab	0
	Science	Teachers will use FOSS kits and other science modules through hands-on science provided by JCPS.	Higher-level questioning and discussions in science	Lesson plans/ Student work samples	0
		Non-fiction writing in science journals and lab reports.	25% higher proficient/distinguished non-fiction writing on classroom writing assessments	Lesson plans/ Student work samples	0
	Social Studies (47.0)	Teachers, counselor, and goal clarity coach will meet every 6 weeks to discuss strategy use and progress monitoring for students below grade level one academic year or more.	District proficiency assessments and common assessments will increase in number of P/D among Gap students	Meeting minutes/lesson planning/ MTSS Tab	0
		Students will have the opportunity to use non-fiction writing during each social studies lesson using social studies journals, notebooks, and folders.	Increased proficient/distinguished scores on district and common assessments	Lesson plans/ Student work samples	0
Objective 2: African American students will meet the goal of % Proficient and Distinguished on the 2018 KPREP. *a baseline was not available for African American students in Sc, SS, or W	Reading (37.0)	Interventionists (ESS, Supplemental, 2 Instructional Assistants) will work with below grade level readers to support classroom instruction and provide students with “catch-up” growth.	Increased P/D at least 37% among African-Americans on KPREP and on district proficiencies	Reading common assessment results/lesson planning	\$39189
		Teachers, counselor, and goal clarity coach will meet every 6 weeks to discuss strategy use and progress monitoring for students below grade level one academic year or more.	Increase in African-American students on grade level in reading	Meeting minutes/lesson planning/ MTSS Tab	0
	Math (24.8)	Interventionists (ESS, Supplemental, 2 Instructional Assistants) will work with below grade level students in mathematics to support classroom instruction and provide students with time for “catch-up” growth.	Increased P/D of 25% on district proficiencies and KPREP	Math common assessment results/lesson planning	\$7800
		Sum Dog will be utilized to support our Gap mathematics students and	25% of African-American students	Sum Dog data collection monitor	\$1270

		access will be provided at school and at home.	showing mastery on Sum Dog math		
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3: Equity
 State your **Equity** Goal

Goal 3: A school leadership composite total 88.70% of staff agree/strongly agree with direction of school leadership according to Tell Survey and/or Comprehensive School Survey results by 2022.					
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:A staff survey will result in 86.50% agree/strongly agree on school leadership composite score on the 2018 CSS.	Instructional Leadership Team will have teacher input as will faculty meetings and culture and climate interview conducted by the principal during 2017-18 school year.	Culture/Climate interview answering two questions from principal.	100% participation and increased teacher voice.	06/01/2018	0
		Trauma-Informed Care PD during PLC time to foster understanding of difficult students.	More strategic conversation and less out of classroom time for students.	All teachers trained and implementing trauma-sensitive strategies by 06/01/2018	0
		PLC time is protected time to review student data and plan formative common assessments.	No interruptions or extra work for teachers during PLC time.	Increased percentage on school leadership on Comprehensive School Survey	0

4: Growth
State your **Growth** Goal

Goal 4: All students will show growth on grade-level benchmarks on the MAP Assessment. 70% of students will reach end of year grade level benchmarks as measured on MAP data from Fall 2017 to Spring 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
Each student will make 10% growth towards grade level benchmarks on Map data from Fall 2017 to Spring 2018.	Reading	The goal clarity coach will work with teachers interested in implementing the Struggling Reader Model. She will model this guided reading approach with students and the teacher. She will also share ideas and the planning template to help the teacher with grouping, planning, and implementation.	MAP assessments will increase 20% on benchmarks from Fall 2017 to Spring 2018	Lesson plans/ PLC minutes/ Student work samples	0
		Sum Dog will support our reading program. Teachers have been trained and students have access at school and at home.	Students will show a 20% in mastery on Sum Dog reading	Sum Dog Results filter monitor	\$1270
	Math	Grade level teams will meet monthly to build and analyze common formative mathematics assessments aligned to KCAS standards. Teachers will provide student work into four categories (proficient, close to proficient, far to go but likely, and not likely to master). Teachers will collaboratively plan instruction for these groups of students.	Students will score over 60% P/D on district assessments	PLC minutes/ Lesson plans/ Student work samples	0
		Interventionists (ESS, Supplemental, 2 Instructional Assistants) will work with below grade level students in mathematics to support classroom instruction and provide students with time for “catch-up” growth. Teachers will work with Tier 3 students to provide instruction and Tier 1 will do	Tier 2 and 3 students will decrease 10% from 2016-17 to 2017-18	Math common assessment results/lesson planning/Student math grades	\$39189

		math enrichment.			
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5: Transition readiness

State your **Transition readiness** Goal

Goal 5:5th grade students will meet their transition goal of 70.1 % P/D by 2022.					
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: 5th grade students will meet their transition objective of 62.3 by 2018.	Ensure students are prepared for the workload and environment of middle school.	Middle School Parent/Student Night	Relay information about various middle schools and how to enroll online.	06/01/2018	0
		Visits by counselors from Westport, Barrett, Myzeek, and Western Middle	Information about programs offered at these middle schools.	06/01/2018	0
		More rigorous Tier 1 instruction and project-based learning opportunities	Increased rigor in student assignments and instruction.	06/01/2018	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:					