

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: Students grades 3-5 will meet the goal of % Proficient and Distinguished on the KPREP by 2022. (Reading=66.5, Mathematics 70.4, Science=NA, Social Studies=73.8, Language Mechanics=73.4).					
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: students will meet the overall % of P/D objective for each content on the 2018 KPREP Assessment.	Reading (60.1)- PLCs, Grade Levels Teams as well as vertical Teams, and school leadership will analyze and use assessment results to inform instruction. MAP, KPREP, Wilt Assessments, District common assessments	Ensure vertical and grade level curriculum objectives are aligned and include addressing instructional gaps. Instructional plans will include introduction of standard, development of lessons to facilitate and demonstrate learning, and assessment to show standard mastery.	PLC protocols and Cascade Cover sheet data along with administrative feedback.	Grade level assessment calendar	
		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 (MAP, PLCs, Faculty Meetings)	Walk About Results, Cascade Cover Sheets, Assessments, MAP results	Data analysis of assessment results	
	Math (64.7)- PLCs, Grade Levels Teams as well as vertical Teams, and school leadership will analyze and use assessment results to inform instruction. MAP, KPREP,	Ensure vertical and grade level curriculum objectives are aligned and include addressing instructional gaps. Instructional plans will include introduction of standard, development of lessons to facilitate and demonstrate learning, and assessment to show standard mastery.	PLC protocols and Cascade Cover sheet data along with administrative feedback.	Grade level assessment calendar	

Goal 1: Students grades 3-5 will meet the goal of % Proficient and Distinguished on the KPREP by 2022. (Reading=66.5, Mathematics 70.4, Science=NA, Social Studies=73.8, Language Mechanics=73.4).					
	Wilt Assessments, District common assessments	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 (MAP, PLCs, Faculty Meetings)	Walk About Results, Cascade Cover Sheets, Assessments, MAP results	Data analysis of assessment results	
	Writing (46.7) PLCs, Grade Levels Teams as well as vertical Teams, and school leadership will analyze and use assessment results to inform instruction. MAP, KPREP, Wilt Assessments, District common assessments. Wilt Writing Plan will be adhered to and revised as needed.	Ensure vertical and grade level writing objectives are aligned and include addressing instructional gaps. Instructional plans will include introduction of standard, development of lessons to facilitate and demonstrate learning, and assessment to show standard mastery.	PLC protocols and Cascade Cover sheet data along with administrative feedback.	School-Wide Writing Plan PD and Meetings with staff/grade level teams	
		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 (MAP, PLCs, Faculty Meetings). Continue working with grade level and vertical teams to align school-wide writing plan.	Walk About Results, Assessments, Writing PD	School-Wide Writing Plan PD and Meetings with staff/grade level teams	
	Science PLCs, Grade Levels Teams as well as vertical Teams, and school leadership will analyze and use assessment results to inform instruction.	Ensure vertical and grade level curriculum objectives are aligned and include addressing instructional gaps. Instructional plans will include introduction of standard, development of lessons to facilitate and demonstrate learning, and assessment to show standard mastery.	PLC protocols and Cascade Cover sheet data along with administrative feedback.	Grade level assessment calendar	
		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 (MAP, PLCs, Faculty Meetings)	Walk About Results, Cascade Cover Sheets, Assessments, MAP results	Data analysis of assessment results	
	Social Studies (68.8) PLCs, Grade Levels Teams as well as vertical Teams, and school leadership will analyze and use assessment results to inform instruction. MAP, KPREP, Wilt Assessments, District common assessments	Ensure vertical and grade level curriculum objectives are aligned and include addressing instructional gaps. Instructional plans will include introduction of standard, development of lessons to facilitate and demonstrate learning, and assessment to show standard mastery.	PLC protocols and Cascade Cover sheet data along with administrative feedback.	Grade level assessment calendar	
		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 (MAP, PLCs, Faculty Meetings)	Walk About Results, Cascade Cover Sheets, Assessments, MAP results	Data analysis of assessment results	

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. (Reading=61.2, Mathematics=67.9, Science=NA, Social Studies=69.9, Language Mechanics=68.9).					
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 (53.8) Grade level and administrative PLCs will meet regularly to analyze student progress data to determine academic interventions in order to meet the needs of all students. Data to be used will consist of MAP, school created common formative assessments, district assessments, classroom assessments.	Ensure that formative, interim, summative assessment results, as well as MAP data (universal screener) are used appropriately to determine intervention needs during PLCs, tram meetings, and faculty meetings.	MAP, CFA, DCA, KPREP, ESS, Reflex Math, Moby Max, IEP Progress, ESL supports	Data analysis of assessment results	
		Work with vertical and horizontal teams as well as administrative leadership to define a clear process for determining student needs and next steps to meet GAP groups’ needs to promote student achievement for all. Progress monitoring will be teacher led and discussed at all instructional meetings. ESS and classroom interventions will serve as main drivers.	ESS and intervention data, MAP, CFA, DCA, Reflex, IEP Progress Data and 504 Plans, ESL, ACCESS Data		

Goal 2: GAP students grades 3-5 will meet the goal of % Proficient and Distinguished on the KPREP by 2022. (Reading=61.2, Mathematics=67.9, Science=NA, Social Studies=69.9, Language Mechanics=68.9).					
	Math (61.7) Grade level and administrative PLCs will meet regularly to analyze student progress data to determine academic interventions in order to meet the needs of all students. Data to be used will consist of MAP, school created common formative assessments, district assessments, classroom assessments.	Ensure that formative, interim, summative assessment results, as well as MAP data (universal screener) are used appropriately to determine intervention needs during PLCs, tram meetings, and faculty meetings.	MAP, CFA, DCA, KPREP, ESS, Reflex Math, Moby Max, IEP Progress, ESL supports	Data analysis of assessment results	
		Work with vertical and horizontal teams as well as administrative leadership to define a clear process for determining student needs and next steps to meet GAP groups’ needs to promote student achievement for all. Progress monitoring will be teacher led and discussed at all instructional meetings. ESS and classroom interventions will serve as main drivers.	ESS and intervention data, MAP, CFA, DCA, Reflex, IEP Progress Data and 504 Plans, ESL, ACCESS Data		
	Writing (43.0) PLCs, Grade Levels Teams as well as vertical Teams, and school leadership will analyze and use assessment results to inform instruction. MAP, KPREP, Wilt Assessments, District common assessments. Wilt Writing Plan will be adhered to and revised as needed.	Ensure vertical and grade level writing objectives are aligned and include addressing instructional gaps. Instructional plans will include introduction of standard, development of lessons to facilitate and demonstrate learning, and assessment to show standard mastery.	MAP, CFA, DCA, KPREP, ESS, Reflex Math, Moby Max, IEP Progress, ESL supports	Data analysis of on demand writing prompts and other assessments where writing to demonstrate learning is analyzed	
		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 (MAP, PLCs, Faculty Meetings). Continue working with grade level and vertical teams to align school-wide writing plan.	ESS and intervention data, MAP, CFA, DCA, Reflex, IEP Progress Data and 504 Plans, ESL, ACCESS Data	Data analysis of on demand writing prompts and other assessments where writing to demonstrate learning is analyzed	
	Science Grade level and administrative PLCs meet weekly to analyze student progress data to determine academic interventions to meet the needs of all students (CFA, 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.	TCT results; DCA	Data analysis of assessment results	
		Develop a clearly defined MTSS 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.)	TCT results; DCA		

Goal 2: GAP students grades 3-5 will meet the goal of % Proficient and Distinguished on the KPREP by 2022. (Reading=61.2, Mathematics=67.9, Science=NA, Social Studies=69.9, Language Mechanics=68.9).					
	Social Studies (64.1) PLCs, Grade Levels Teams as well as vertical Teams, and school leadership will analyze and use assessment results to inform instruction. MAP, KPREP, Wilt Assessments, District common assessments	Ensure vertical and grade level curriculum objectives are aligned and include addressing instructional gaps. Instructional plans will include introduction of standard, development of lessons to facilitate and demonstrate learning, and assessment to show standard mastery. 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 (MAP, PLCs, Faculty Meetings)	PLC protocols and Cascade Cover sheet data along with administrative feedback.		
Objective 2: African American students will meet goal of % Proficient nad Distinguished on the 2018 KPREP in Reading, Math, Writing and Social Studies (a baseline was not available for Science)	Reading (57.3) Grade level and administrative PLCs will meet regularly to analyze student progress data to determine academic interventions in order to meet the needs of all students. Data to be used will consist of MAP, school created common formative assessments, district assessments, classroom assessments.	Ensure that formative, interim, summative assessment results, as well as MAP data (universal screener) are used appropriately to determine intervention needs during PLCs, tram meetings, and faculty meetings.	MAP, CFA, DCA, KPREP, ESS, Reflex Math, Moby Max, IEP Progress, ESL supports	Data analysis of assessment results	
		Work with vertical and horizontal teams as well as administrative leadership to define a clear process for determining student needs and next steps to meet GAP groups’ needs to promote student achievement for all. Progress monitoring will be teacher led and discussed at all instructional meetings. ESS and classroom interventions will serve as main drivers.			
	Math (68.0) Grade level and administrative PLCs will meet regularly to analyze student progress data to determine academic interventions in order to meet the needs of all students. Data to be used will consist of MAP, school created common formative assessments, district assessments, classroom assessments.	Ensure that formative, interim, summative assessment results, as well as MAP data (universal screener) are used appropriately to determine intervention needs during PLCs, tram meetings, and faculty meetings.	MAP, CFA, DCA, KPREP, ESS, Reflex Math, Moby Max, IEP Progress, ESL supports	Data analysis of assessment results	
		Work with vertical and horizontal teams as well as administrative leadership to define a clear process for determining student needs and next steps to meet GAP groups’ needs to promote student achievement for all. Progress monitoring will be teacher led and discussed at all instructional meetings. ESS and classroom interventions will serve as main drivers.			
	Writing (54.7) PLCs, Grade Levels Teams as well as vertical Teams, and school leadership will analyze	Ensure vertical and grade level writing objectives are aligned and include addressing instructional gaps. Instructional plans will include introduction of standard,	MAP, CFA, DCA, KPREP, ESS, Reflex Math, Moby	Data analysis of on demand writing prompts and other assessments where	

Goal 2: GAP students grades 3-5 will meet the goal of % Proficient and Distinguished on the KPREP by 2022. (Reading=61.2, Mathematics=67.9, Science=NA, Social Studies=69.9, Language Mechanics=68.9).					
	and use assessment results to inform instruction. MAP, KPREP, Wilt Assessments, District common assessments. Wilt Writing Plan will be adhered to and revised as needed.	development of lessons to facilitate and demonstrate learning, and assessment to show standard mastery.	Max, IEP Progress, ESL supports	writing to demonstrate learning is analyzed	
		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 (MAP, PLCs, Faculty Meetings). Continue working with grade level and vertical teams to align school-wide writing plan.			
	Social Studies (66.1) PLCs, Grade Levels Teams as well as vertical Teams, and school leadership will analyze and use assessment results to inform instruction. MAP, KPREP, Wilt Assessments, District common assessments	Ensure vertical and grade level curriculum objectives are aligned and include addressing instructional gaps. Instructional plans will include introduction of standard, development of lessons to facilitate and demonstrate learning, and assessment to show standard mastery.	MAP, CFA, DCA, KPREP, ESS, Reflex Math, Moby Max, IEP Progress, ESL supports	Data analysis of assessment results	
		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 (MAP, PLCs, Faculty Meetings)			

3: Equity
State your Equity Goal

Goal 3: A school leadership composite total 96.9% of staff agree/strongly agree according to Tell Survey and/or Comprehensive School survey results by 2022		
<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 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 	<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 Activities KCWP2: Design and Deliver Instruction - Continuous Improvement Activities KCWP3: Design and Deliver Assessment Literacy - 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>

Goal 3: A school leadership composite total 96.9% of staff agree/strongly agree according to Tell Survey and/or Comprehensive School survey results by 2022					
<ul style="list-style-type: none"> 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: A staff survey will result in 96.3% agree/strongly agree on school leadership composite score on the 2018 CSS	The school leadership (teachers and leaders) continuously measure the effectiveness of current systems, programs, initiatives and instruction that are implemented throughout the school through daily monitoring, PLCs, faculty meetings, SBDM, and committee meetings.	Communication: Improve the availability for teachers and parents to offer feedback and be ongoing decision makers in policy and betterment of the school. Work alongside PTA to invite participation in events that improve the culture of the school.	Survey results regarding the effectiveness of communication with staff, parents, and community.		
		Climate and Culture: Weekly newsletter sharing learning and student/teacher accomplishments is ongoing. Leadership team plans monthly/quarterly events to invite all staff to participate with the focus of promoting positive relationships with staff and students. Systemically, leadership team works with staff to ensure proper protocol for all procedures are in place to create efficient practice in all aspects of school operations.	Survey results regarding the effectiveness of communication with staff, parents, and community.		
		Wilt walkabouts will serve as a tool for leadership to present in the ongoing engagement taking place throughout the classroom. The intent is to support teaching staff and be aware of the curricular needs and delivery that is consistently occurring throughout the building.	Survey results regarding the effectiveness of communication with staff, parents, and community.		

Goal 4: All students will show growth towards grade level benchmarks on the MAP assessment in reading and math. 70% of all students will proficiency benchmarks as measured by MAP projected proficiency report in reading and math.						
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: Students assessed on MAP will meet a goal of 75% on growth projection in Spring of 2018, as measured on the MAP Student Growth Summary report.	Reading: Teachers monitor and evaluate the use of assessment results to guide instruction and determine needs of student learning and adjust, adapt teaching plan accordingly. Three MAP testing sessions will provide teachers opportunities to analyze data that supports next steps to address reading instruction.	Ensure all assessment results (CFA, DCA, Teacher created assessments and Universal Screener of MAP) are used to appropriately determine instruction needs as well as interventions as needed.		Growth for all students during MAP testing sessions from Fall to Winter, Winter to Spring, and cumulatively from Fall to Spring.	Fall, Winter, Spring, and PLC meetings	
		Develop PLC plan to address need for standard deconstruction and implementation of appropriate and effective assessment measures through horizontal and vertical (when possible) team planning.				
	Math: Teachers monitor and evaluate the use of assessment results to guide instruction and determine needs of student learning and adjust, adapt teaching plan accordingly. Three MAP testing sessions will provide teachers opportunities to analyze data that supports next steps to address reading instruction.	Ensure all assessment results (CFA, DCA, Teacher created assessments and Universal Screener of MAP) are used to appropriately determine instruction needs as well as interventions as needed.		Growth for all students during MAP testing sessions from Fall to Winter, Winter to Spring, and cumulatively from Fall to Spring.	Fall, Winter, Spring, and PLC meetings	
		Develop PLC plan to address need for standard deconstruction and implementation of appropriate and effective assessment measures through horizontal and vertical (when possible) team planning.				

5: Transition readiness

State your **Transition readiness** Goal

Goal 5: 5 th Grade students will meet their transition goal of 72.9 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: 5 th grade students will meet their transition objective of 66.8 by 2018.	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.		Wilt Walkabouts, Cascade cover sheet data, faculty meeting agendas, PLC 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 (Fall, Winter, Spring), DCA (3x’s per year), CFA (teacher created, frequent), Wilt Assessments Deeper Learning activities (grade level projects 2 x’s per year)		Increase in student growth as recorded on CASCADE/School-wide assessment data protocol, MAP data, PLC agendas and notes, scoring guides and rubrics of projects		

Goal 5: 5 th Grade students will meet their transition goal of 72.9 by 2022					
		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.			

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:					