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: **GOAL-** Increase the percentage of students scoring Proficient/Distinguished in Reading from 27.9 to 41.78 and in Math from 22.6 to 37.48 by the year 2022, as measured by state assessment data.

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 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: **OBJECTIVE-** Increase the percentage of students scoring Proficient/Distinguished in Reading from 27.9 to 30.67 and in Math from 22.6 to 25.58 by the year 2018, as measured by state assessment data.	Leverage existing structures of support to build teacher capacity and to improve student learning for the**. Design and Deliver Instruction** standards.	**Coaching from Resource Teachers**: A team of content resource teachers will support teachers in planning lessons, implementing curriculum, establishing a positive learning environment, implementing instructional strategies, and analyzing assessments in order to improve teacher effectiveness and student learning.	Based on qualitative and quantitative data, such as walk through data, student assessment data, anecdotal data—as monitored through School-wide Instructional Process 30-60-90.		General Fund
		TJ101: A full-time resource teacher will be allocated to support, mentor, coach, and induct new teachers to Thomas Jefferson Middle School. The dedicated mentor and teachers will meet once per week to engage in a tailored curriculum to support teacher growth, develop capacity, and retain teacher to the profession.	Monitored and measured through Teacher Capacity 30-60-90.		General Fund
		Professional Learning Communities: • Content PLC: Staff in accountability areas will participate weekly focused on the instructional process, i.e. Fundamental Five, sequencing of curriculum, creating and implementing common assessments, and analysis of student work/assessment data. • Rigor PLC: All teachers will participate in the afterschool Rigor PLCs that will focus on curriculum vertical alignment, formative	Based on qualitative and quantitative data, such as walk through data, student assessment data, library usage report, anecdotal data—as monitored through		General Fund; SIG

Goal 1: **GOAL-** Increase the percentage of students scoring Proficient/Distinguished in Reading from 27.9 to 41.78 and in Math from 22.6 to 37.48 by the year 2022, as measured by state assessment data.				
		assessment to inform instructional next steps, instructional process, and to extend the work from Content PLCs. • Accountability Cohort: All teachers are invited to participate in weekly afterschool PLCs to engage in professional development, curriculum planning, and student work analysis as part of an Accountability Cohort.	School-wide Instructional Process 30-60-90.		
		Instructional Improvement Committee: To develop teacher leaders, efforts will be made to conduct peer observations routinely, including PGES, TJ101, and PLC peers as opportunities. Members will be trained and calibrate with ILT members to conduct ELEOT walkthroughs.	Completed walkthrough observations.		SIG
		Project Based Learning: Teachers that received training from the Buck Institute will plan for PBL implementation in their lessons and reflect on student work from projects to discuss lesson successes and opportunities for growth.	Follow up feedback will be provided from the Buck Institute (mid-January) and used to develop next steps.		District Funded

2: Gap
State your <mark>Gap</mark> Goal

Goal 2: **Gap**		
GOAL- Increase the percentage of students in the Non-Duplicated Gap group scoring Proficient/Distinguished in Reading from 26.9 to 40.98 and in Math from 21.8 to 36.84 by the year 2022, as measured by state assessment data.		
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 • <mark>KCWP 6: Establishing Learning Culture and Environment</mark>	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 2: **Gap**
GOAL- Increase the percentage of students in the Non-Duplicated Gap group scoring Proficient/Distinguished in Reading from 26.9 to 40.98 and in Math from 21.8 to 36.84 by the year 2022, as measured by state assessment data.

	• 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: **OBJECTIVE-** Increase the percentage of students in the Non-Duplicated Gap group scoring Proficient/Distinguished in Reading from 26.9 to 29.71 and in Math from 21.8 to 24.81 by the year 2018, as measured by state assessment data.	Improve and sustain **Learning Culture and Environment** systems in order to ensure an optimal and safe learning environment and reduce barriers to learning	**Trauma Informed Care Initiative**: • All staff are participating in the District initiative focused on trauma informed care. • District-provided Trauma Informed Care resource teacher will work with selected teachers on implementing strategies. • Mental Health Counselor is also collaborating with the selected teachers for follow up.	Selected teachers will reflect on how this training and collaboration informed and modified their interactions and instruction with traumatized students. Success will lead to selected teachers and mental health counselor providing future professional development for other identified teachers.		District Funded
		Social-Emotional Learning: • All students will engage in daily age appropriate social-emotional learning to strengthen student/teacher and student/student relationships to build community. • Identified students will participate in targeted groups focusing on specific social-emotional needs with members of the student support team, which includes counselors, Mental Health Counselor, FRYSC coordinator, as well as outside agencies.	Climate sections of 30-60-90s for each grade level team will be used to monitor and measure success.		General Fund; District Funded (add-on position)
		Grade Level Leadership Teams: Teams will be established to include an Assistant Principal, a counselor, and a novice reduction/student support resource teacher at every grade level to provide support in the areas of academics, behavior, and culture, as well as reduce barriers to student learning.	Based on qualitative and quantitative data, such as walk through data, student assessment data, anecdotal data, and behavior data— as monitored through Grade Level Team 30-60-90s.		General Fund; District Funded (add-on position)

		Behavior Intervention System: Grade Level Leadership teams will collaborate to develop measures for monitoring school-wide behavior, interventions, and incentives for student behavior.	Based on qualitative and quantitative data, such as walk through data, student assessment data, anecdotal data, and behavior data— as monitored through Grade Level Team 30-60-90s and Quarterly Report. HERO will also be used to monitor and measure success.	General Fund

Goal 2: **Gap**

GOAL- Increase the percentage of students in the Non-Duplicated Gap group scoring Proficient/Distinguished in Reading from 26.9 to 40.98 and in Math from 21.8 to 36.84 by the year 2022, as measured by state assessment data.

3: Graduation rate
State your <mark>Graduation rate</mark> **Goal**

Goal 3: N/A

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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Goal 3: N/A					

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1:					

4: Growth

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

Goal 4: **GOAL-** Decrease the percentage of students scoring below proficiency in Reading from 72.1 to 58.22 and in Math from 77.4 to 62.52 by the year 2022, as measured by state assessment data.		
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: **OBJECTIVE-** Decrease the percentage of students scoring below proficiency in Reading	Develop a systematic classroom approach to Review, Analyze, and Apply Data standards to increase student awareness and	**Use of Assessment Data**: ILT will collaborate to create a system of accountability for teachers to use student data from a variety of assessments (KPREP, common formative assessments, District assessments, MAP) to determine students' needs and to develop classroom grouping/regrouping	Creation and implementation of monitoring tool will provide measurement of success.		General Fund

from 72.1 to 69.33 and in Math from 77.4 to 74.42 by the year 2020, as measured by state assessment data.	accountability of their own learning and progress.	and classroom academic interventions to ensure that data is being used effectively.			
		Student Progress Monitoring: Students will engage in self-monitoring using a provided Data Notebook four times throughout the year. Students will lead a conference with an adult staff member where goals are established and reviewed.	Completed data notebooks and conferences. Measurement of students meeting MAP goals.		General Fund
		System of Feedback: ILT will collaborate to develop a system to monitor effective use of teacher feedback defined as in <u>Fundamental Five</u> (Recognize and Reinforce).	Creation and implementation of system of feedback monitoring is necessary to measure success. Student interviews will provide a measure of success.		General Fund

5: Transition readiness

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

Goal 5: **Transition Readiness**

GOAL- Increase the percentage of 8th grade students who are "transition ready" (average score of Proficient/Distinguished across Reading, Math, and Social Studies) from 25.9 to 40.2 by the year 2022, as measured by state assessment data.

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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Goal 5: Transition Readiness

GOAL- Increase the percentage of 8th grade students who are "transition ready" (average score of Proficient/Distinguished across Reading, Math, and Social Studies) from 25.9 to 40.2 by the year 2022, as measured by state assessment data.

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: **OBJECTIVE-** Increase the percentage of 8th grade students who are "transition ready" (average score of Proficient/Distinguished across Reading, Math, and Social Studies) from 25.9 to 28.7 by the year 2018, as measured by state assessment data.	**Design, Align, and Deliver Support** processes to ensure that behavior and academic interventions are in place and monitored to meet the needs of students..	**Grade-Level Leadership Teams:** Each team will develop, implement, and monitor a tiered behavior system that is designed to meet the age-appropriate developmental needs of students.	Based on qualitative and quantitative data, such as walk through data, anecdotal data, student HERO data and behavior data— as monitored through Grade Level Team 30-60-90s.		General Fund
		CHAMPs Implementation: Staff will receive on-going professional development in using Foundations and CHAMPs strategies in order to explicitly teach students grade-level and classroom expectations and to hold students accountable to those expectations. Teachers will receive feedback on effective implementation through walkthrough data and coaching.	Measure of success is at least 75% on walkthroughs.		General Fund
		Digital Global Leadership Magnet Program: • DGL magnet process includes elementary visits to invite and encourage students to attend and transition successfully to Thomas Jefferson Middle School. • All students participate in DGL program classes throughout their middle school experience where students engage in curriculum driven by student choice. • Each grade level has specific curriculum expectations to support transitions grade-to-grade, with students experiencing tiered and varied academic programs from 6th to 8th grade successful vertical progression toward high school readiness will be more readily ensured.	Number of student applications provide a measure of success. 80% of 8th Grade DGL Magnet students engage in a showcase of their internship work.		General Fund
		Transition Center: • Students in need of course recovery and standard remediation will be assigned to the Transition Center and a combination of teacher and computer-assisted learning (Edgenutiy) will be used. • Considering that there is no state or district EOY assessment in Social Studies available at this time, in order to support student successful transition to 6th and 7th grade, Social Studies teachers and resource coach will develop EOY assessments to provide data	Students transition back to grade-level classroom as monitored by Assistant Principal who oversees the Transition Center.		General Fund; District support (add-on position)

Goal 5: **Transition Readiness**					
GOAL- Increase the percentage of 8th grade students who are "transition ready" (average score of Proficient/Distinguished across Reading, Math, and Social Studies) from 25.9 to 40.2 by the year 2022, as measured by state assessment data.					

		on student preparedness. Students who are not transition-ready will be assigned to the Transition Center to complete intervention on core Social Studies based on EOY assessment.			
		Transition Nights: Student Support Services Team, consisting of grade-level counselors, FRYSC and Mental Health Counselor will coordinate transition activities for students and families. Activities may include 6th Grade Summer Camp, 5th Grade Open House, 8th Grade Mini-Showcase, and 8th Grade Transition Night.	Measure of success based on number of students and families that attend (sign-in sheets).		General Fund; Title 1; District support (add-on position)

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

Goal 6:					

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:					

Goal 6:					
Objective 2:				Objective 2	