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

Goal 1:Increase the averaged combined Reading and Math Proficiency/Distinguished percentages for "All Students" as measured through Unbridled Learning from 61.5% in 2017 to 73.05% in 2020.		
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	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.

		· [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: 68% of All Students will demonstrate student proficiency (pass rate) on the KPREP test in English Language Arts by 05/31/2018 as measured by studying MAP results for students from Fall to Spring. Objective 2: 63% of All Students will demonstrate student proficiency (pass	[KCWP 1: Design and Deploy Standards](#) [KCWP 2: Design and Deliver Instruction](#) [KCWP 4: Review, Analyze and Apply Data](#) [KCWP 6: Establishing Learning Culture and Environment](#) Teachers will participate in Professional	***Activity-Professional Learning Communities*** Teachers will participate in PLCs each week. Teachers will come together and unit plan by subject and grade level. Teachers will agree on a standard(s) to teach in the upcoming unit along with the learning targets that align with the standards. Teachers will then create a unit test for students. Teachers will take the unit tests to ensure their learning targets are aligned with the standards. Teachers will also bring student products or activities to the PLCs so they can present them to their colleagues. Teachers use Hess's matrices to give feedback to the presenter along with suggestions on ways to increase rigor. Once a month we hold learning	On-going progress monitoring by staff against the 80% proficiency expectation for the school.	PLCs-Weekly Tracy Bruno	$0

rate) on KPREP in Mathematics by 05/31/2018 as measured by studying MAP results for students from Fall to Spring.	Learning Communities to ensure consistency of learning targets, formative assessments, summative assessments, progress monitoring, and behavior support across all classes.	cadres. Teachers lead the cadres. Cadre topics include co-teaching, building relationships with students, student feedback, writing across the curriculum, and new teacher support. Once a month teachers will meet with the school psychologist to discuss student academic and behavior needs.			
		Activity-District and School Level Walkthroughs At least once a week each teacher will be visited by a member of administration or a member of the district in order to gain feedback in regard to teaching and learning using the Danielson Framework and/or a district-created document that is qualitative in nature and checks for understanding from students in regard to success criteria.	The amount of "Accomplished" or "Exemplary" ratings given during a walkthrough Percentage of students that can successfully relay the success criteria to visitors.	Weekly Tracy Bruno Jimmy Brehm	$0
		Activity-MAP and Common Assessment Data Tracking After each MAP and/or Common Assessment, teachers will study the results to determine next steps for students. Students that fall below the 25th percentile on MAP could be	An increase in the percentage of students that grow according to Common	Three times a year Tracy Bruno Jimmy Brehm	$7,000

		moved into Tier III. Tier III intervention will use Read180 and Do The Math as interventions. Students that have mastered the material will be challenged through more rigorous work.	Assessments or MAP		
		Activity-Formal Formative Assessment Meetings Once every three weeks, teachers get together by grade level and subject to study the results of their latest formal formative assessments. Students that score below 80% are given interventions. Any student that falls below 80% on the formal formative has the opportunity for Tier II intervention Tuesday-Friday. Students that consistently struggle are given adult advocates. Students check in with their advocate/mentor daily.	An increase in the number of students that score 80% or above on the formal formative assessments.	Every three weeks Administration	$0
		Activity-Professional Development Year-long professional development will be used to train all staff, new and returning in Kagan strategies, PBL, and using formative assessments to drive instruction. Once a every other month we hold learning cadres. Teachers lead the cadres. Cadre topics include co-teaching, building relationships with students,	An increase in the amount of positive feedback on the TELL or Val-Ed surveys in regard to professional support.	Weekly Tracy Bruno	$0

		student feedback, writing across the curriculum, and new teacher support.			
		Activity-PBIS Teachers and students will participate in a school-wide progressive discipline plan that rewards positive behaviors while remediating unwanted behaviors. Consistent expectations are posted in common areas of the building and classrooms. A demerit system is used to stop small, unwanted behaviors and to communicate those behaviors with parents/guardians. Behavior data is studied by the leadership committee and decisions are made based on that data. We will also use the Olweus Anti-Bullying Program to empower students and decrease the amount of bullying taking place in the school.	A decrease in the number of referrals consequently leading to a decrease in missed class time for students.	Monthly Leadership Committee Jan Sellers	$1,000
		Activity-Co-Teach and Core Support Classes Teams of teachers will participate in the CT4GC (Co-Teach for Gap Closure) cohort. A learning cadre will be set up to bring information back from the cohort to other teachers that employ the co-model in their classrooms. Students with IEPs will be taught in core classes by teachers certified in the core subjects along with support from a Special Education	Academic growth for struggling learners.	Weekly Tracy Bruno Staff JImmy Brehm	$7,250

		teacher or Instructional Aide. Students may also gain specially designed instruction during core support classes. Students will use System 44 in the core support classes.			
		Activity-Tiger Tutoring Tutoring will take place on Tuesdays and Thursdays. A teacher from each academic area will be available for instruction and support.	Academic growth for struggling learners.	Weekly Scott Hundley Troy Chafin	$5,600

2: Gap

State your <mark>Gap</mark> Goal

Goal 2:Increase the averaged combined Reading and Math Proficiency/Distinguished percentages for students in the "Non-Duplicated Gap" group as measured through Unbridled Learning from 44.5% in 2017 to 61.15% in 2020.

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: 53% of students in the "Non-Duplicated" gap group will demonstrate student proficiency (pass rate) on the KPREP test in English Language Arts by 05/31/2017 as measured by studying MAP results for students from Fall to Spring. Objective 2: 49% of All Students will demonstrate student proficiency (pass rate) on KPREP in Mathematics by 05/31/2018 as measured by	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze and Apply Data KCWP 6: Establishing Learning Culture and Environment Teachers will participate in Professional Learning Communities to ensure consistency of learning targets, formative assessments, summative	***Activity-Professional Learning Communities*** Teachers will participate in PLCs each week. Teachers will come together and unit plan by subject and grade level. Teachers will agree on a standard(s) to teach in the upcoming unit along with the learning targets that align with the standards. Teachers will then create a unit test for students. Teachers will take the unit tests to ensure their learning targets are aligned with the standards. Teachers will also bring student products or activities to the PLCs so they can present them to their colleagues. Teachers use Hess's matrices to give feedback to the presenter along with suggestions on ways to increase rigor. Once a month we hold learning cadres. Teachers lead the cadres. Cadre topics include co-teaching, building relationships with students, student feedback, writing across the curriculum, and new teacher support. Once a month teachers will meet with the school psychologist to discuss student academic and behavior	On-going progress monitoring by staff against the 80% proficiency expectation for the school.	PLCs-Weekly Tracy Bruno	$0

studying MAP results for students from Fall to Spring.	assessments, progress monitoring, and behavior support across all classes.	needs.			
		Activity-District and School Level Walkthroughs At least once a week each teacher will be visited by a member of administration or a member of the district in order to gain feedback in regard to teaching and learning using the Danielson Framework and/or a district-created document that is qualitative in nature and checks for understanding from students in regard to success criteria.	The amount of "Accomplished" or "Exemplary" ratings given during a walkthrough Percentage of students that can successfully relay the success criteria to visitors.	Weekly Tracy Bruno Jimmy Brehm	$0
		Activity-MAP and Common Assessment Data Tracking After each MAP and/or Common Assessment, teachers will study the results to determine next steps for students. Students that fall below the 25th percentile on MAP could be moved into Tier III. Tier III intervention will use Read180 and Do The Math as interventions. Students that have mastered the material will be challenged through more rigorous work.	An increase in the percentage of students that grow according to Common Assessments or MAP	Three times a year Tracy Bruno Jimmy Brehm	$7,000

		Activity-Formal Formative Assessment Meetings	An increase in the number of students that score 80% or above on the formal formative assessments.	Every three weeks Administration	$0
		Once every three weeks, teachers get together by grade level and subject to study the results of their latest formal formative assessments. Students that score below 80% are given interventions. Any student that falls below 80% on the formal formative has the opportunity for Tier II intervention Tuesday-Friday. Students that consistently struggle are given adult advocates. Students check in with their advocate/mentor daily.			
		Activity-Professional Development	An increase in the amount of positive feedback on the TELL or Val-Ed surveys in regard to professional support.	Weekly Tracy Bruno	$0
		Year-long professional development will be used to train all staff, new and returning in Kagan strategies, PBL, and using formative assessments to drive instruction. Once a every other month we hold learning cadres. Teachers lead the cadres. Cadre topics include co-teaching, building relationships with students, student feedback, writing across the curriculum, and new teacher support.			
		Activity-PBIS	A decrease in the number of	Monthly Leadership Committee	$1,000
		Teachers and students will participate in a school-wide progressive discipline			

		plan that rewards positive behaviors while remediating unwanted behaviors. Consistent expectations are posted in common areas of the building and classrooms. A demerit system is used to stop small, unwanted behaviors and to communicate those behaviors with parents/guardians. Behavior data is studied by the leadership committee and decisions are made based on that data. We will also use the Olweus Anti-Bullying Program to empower students and decrease the amount of bullying taking place in the school.	referrals consequently leading to a decrease in missed class time for students.	Jan Sellers	
		Activity-Co-Teach and Core Support Classes Teams of teachers will participate in the CT4GC (Co-Teach for Gap Closure) cohort. A learning cadre will be set up to bring information back from the cohort to other teachers that employ the co-model in their classrooms. Students with IEPs will be taught in core classes by teachers certified in the core subjects along with support from a Special Education teacher or Instructional Aide. Students may also gain specially designed instruction during core support classes. Students will use System 44 in the core support classes.	Academic growth for struggling learners.	Weekly Tracy Bruno Staff JImmy Brehm	$7,250

		Activity-Tiger Tutoring Tutoring will take place on Tuesdays and Thursdays. A teacher from each academic area will be available for instruction and support.	Academic growth for struggling learners.	Weekly Scott Hundley Troy Chafin	$5,600

4: Growth

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

Goal 4: Increase the combined Math and Reading expected growth percentages for "All Students" as measured through MAP tests from 58.5 in the Spring of 2017 to 70.95 in the Spring of 2020.		
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	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.

| | | · 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: Increase the Reading expected growth percentages for "All Students" as measured through MAP tests from 60.6 in the Spring of 2017 to 64.6 in the Spring of 2018.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze and Apply Data KCWP 6: Establishing Learning Culture and Environment Teachers will participate in	***Activity-Professional Learning Communities*** Teachers will participate in PLCs each week. Teachers will come together and unit plan by subject and grade level. Teachers will agree on a standard(s) to teach in the upcoming unit along with the learning targets that align with the standards. Teachers will then create a unit test for students. Teachers will take the unit tests to ensure their learning targets are aligned with the standards. Teachers will also bring student products or activities to the PLCs so they can present them to their colleagues. Teachers use Hess's matrices to give feedback to the presenter along with suggestions on	On-going progress monitoring by staff against the 80% proficiency expectation for the school.	PLCs-Weekly Tracy Bruno	$0

	Professional Learning Communities to ensure consistency of learning targets, formative assessments, summative assessments, progress monitoring, and behavior support across all classes.	ways to increase rigor. Once a month we hold learning cadres. Teachers lead the cadres. Cadre topics include co-teaching, building relationships with students, student feedback, writing across the curriculum, and new teacher support. Once a month teachers will meet with the school psychologist to discuss student academic and behavior needs.			
		Activity-District and School Level Walkthroughs At least once a week each teacher will be visited by a member of administration or a member of the district in order to gain feedback in regard to teaching and learning using the Danielson Framework and/or a district-created document that is qualitative in nature and checks for understanding from students in regard to success criteria.	The amount of "Accomplished" or "Exemplary" ratings given during a walkthrough Percentage of students that can successfully relay the success criteria to visitors.	Weekly Tracy Bruno Jimmy Brehm	$0
		Activity-MAP and Common Assessment Data Tracking After each MAP and/or Common Assessment, teachers will study the	An increase in the percentage of students	Three times a year Tracy Bruno Jimmy Brehm	$7,000

		results to determine next steps for students. Students that fall below the 25th percentile on MAP could be moved into Tier III. Tier III intervention will use Read180 and Do The Math as interventions. Students that have mastered the material will be challenged through more rigorous work.	that grow according to Common Assessments or MAP		
Objective 2: Increase the Math expected growth percentages for "All Students" as measured through MAP tests from 56.3 in the Spring of 2017 to 61.3 in the Spring of 2018.		***Activity-Formal Formative Assessment Meetings*** Once every three weeks, teachers get together by grade level and subject to study the results of their latest formal formative assessments. Students that score below 80% are given interventions. Any student that falls below 80% on the formal formative has the opportunity for Tier II intervention Tuesday-Friday. Students that consistently struggle are given adult advocates. Students check in with their advocate/mentor daily.	An increase in the number of students that score 80% or above on the formal formative assessments.	Every three weeks Administration	$0
		Activity-Professional Development Year-long professional development will be used to train all staff, new and returning in Kagan strategies, PBL, and using formative assessments to drive instruction. Once a every other month we hold learning cadres. Teachers lead the	An increase in the amount of positive feedback on the TELL or Val-Ed surveys in regard to	Weekly Tracy Bruno	$0

		cadres. Cadre topics include co-teaching, building relationships with students, student feedback, writing across the curriculum, and new teacher support.	professional support.		
		Activity-PBIS Teachers and students will participate in a school-wide progressive discipline plan that rewards positive behaviors while remediating unwanted behaviors. Consistent expectations are posted in common areas of the building and classrooms. A demerit system is used to stop small, unwanted behaviors and to communicate those behaviors with parents/guardians. Behavior data is studied by the leadership committee and decisions are made based on that data. We will also use the Olweus Anti-Bullying Program to empower students and decrease the amount of bullying taking place in the school.	A decrease in the number of referrals consequently leading to a decrease in missed class time for students.	Monthly Leadership Committee Jan Sellers	$1,000
		Activity-Co-Teach and Core Support Classes Teams of teachers will participate in the CT4GC (Co-Teach for Gap Closure) cohort. A learning cadre will be set up to bring information back from the cohort to other teachers that employ the co-model in their classrooms. Students with IEPs will	Academic growth for struggling learners.	Weekly Tracy Bruno Staff JImmy Brehm	$7,250

		be taught in core classes by teachers certified in the core subjects along with support from a Special Education teacher or Instructional Aide. Students may also gain specially designed instruction during core support classes. Students will use System 44 in the core support classes.			
		Activity-Tiger Tutoring Tutoring will take place on Tuesdays and Thursdays. A teacher from each academic area will be available for instruction and support.	Academic growth for struggling learners.	Weekly Scott Hundley Troy Chafin	$5,600

5: Transition readiness

State your **Goal**

Goal 5: Increase the Writing Proficiency/Distinguished percentages for 8th Grade students as measured through Unbridled Learning from 49.4% in 2017 to 64.58% in 2020.

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: Increase the Writing Proficiency/Distinguished percentages for 8th Grade students as measured through Unbridled Learning from 49.4% in 2017 to 54.5% in 2018.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze and Apply Data KCWP 6: Establishing Learning Culture and Environment Teachers will participate in Professional Learning Communities to ensure consistency of learning targets, formative assessments, summative assessments, progress	***Activity-Professional Development*** Language Arts teachers will lead a faculty meeting to discuss writing across the curriculum and to provide training and resources. Students will write an Argumentative, Informational, or Narrative piece in all classes throughout the school year. Language Arts teachers will spend additional PD time helping train teachers on effective feedback. The writing done in classes will alternate between a five paragraph piece and a timed piece.	On-going progress monitoring by staff against the 80% proficiency expectation for the school.	Quarterly Tracy Bruno Language Arts Staff	$0
		Activity-Co-Teach and Core Support Classes Teams of teachers will participate in the CT4GC (Co-Teach for Gap Closure) cohort. A learning cadre will be set up to bring information back from the cohort to other teachers that employ the co-model in their classrooms. Students with IEPs will be taught in core classes by teachers certified in the core subjects along with support from a Special Education teacher or Instructional Aide. Students may also gain specially designed instruction during core	Writing growth for struggling learners.	Weekly Tracy Bruno Staff JImmy Brehm	$7,250

monitoring, and behavior support across all classes.	support classes.			
	Activity-Tiger Tutoring Tutoring will take place on Tuesdays and Thursdays. A teacher from each academic area will be available for instruction and support.	Academic growth for struggling learners.	Weekly Scott Hundley Troy Chafin	$5,600