

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: By 2023, 80% of students will be reaching proficiency in reading/writing, mathematics, science and social studies.										
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: By May, 2018 student proficiency rates will increase by the following:		<ul style="list-style-type: none">KCWP1: Design and Deploy Standards - What monitoring systems are in place to ensure the curriculum is taught at a high level of fidelity. Guaranteed Viable Curriculum-What do we want students to learn and be able to do? What is the assurance the curriculum is valid (e.g. aligned to standards, components that support the instruction and assessment, paced with accuracy.)KCWP2: Design and Deliver Instruction - How do teachers determine the most appropriate and effective high yield strategies in order to ensure congruency to the intent of the learning target? How		Curriculum Monitoring Systems - Instructional leaders will monitor student learning data to ensure curriculum is being taught at a high level of fidelity. Principals will conduct 3 informal walkthroughs daily using the ewalk platform to provide feedback to teachers and analyze data for instructional trends.		ewalk data		District		
	ES			MS	HS	Contextual/Authentic Learning Experiences - Teachers will engage in professional learning experiences that will support a variety of student learning opportunities that match student need and allow for student voice and choice such as personalized learning, project-based learning, 21st Century learning, blended and virtual learning environments, etc.		Professional learning agendas and sign in sheets; implementation of learning; I-2 Conference		School and District PD funds
reading	57 to 62			52 to 57	55 to 60					
math	63 to 68			48 to 53	25 to 50					
science	to 65			to 55	35 to 50					
social studies	65 to 68	63 to 68	56 to 61	Evidence-Based Instructional Strategies - Teachers will engage in Instructional Coaching and Professional learning focused on the areas of best practice/high yield instructional strategies to aid in curricular decisions. (i.e. Metacognition, Gradual Release Model, Teacher Clarity)		student progress data		SBDM; title funds		
				Blended Learning Models - School leaders and teachers will ensure that student voice opportunities are incorporated within the		I-2 conference; learning walk		SBDM; district		

	do we engage learners in the ways that they learn best?	culture of the school and classroom, and that such data is reviewed for analysis of strategy and program improvements. Teachers will learn to integrate technology using best practices to engage students in the ways that they learn best.	data; informal and formal observations		
	• KCWP3: Design and Deliver Assessment Literacy - What type of feedback is given to students on their progression of learning? How do teachers monitor and evaluate the use of assessment results to guide instruction and determine the grouping of students? What does the data tell us? and not tell us?	Progress Monitoring- Develop a progress monitoring system to monitor standards mastery for each student. Common assessment data will be used to determine next steps for students, planning of interventions and enrichments, and formation of student groupings for small group instruction. Teachers and leaders will engage students in goal-setting activities and live scoring events to provide coaching feedback to students.	assessment data; live scoring data; plc minutes; instructional coach data		district
		PLC Processes- PLC processes using the Evidence-Inference-Activate model will be utilized to create highly focused/highly functioning PLCs. Teachers will all receive professional learning to clarify this model and to become knowledgeable with the success criteria.	assessment data; live scoring data; plc minutes; instructional coach data		district; SBDM
	• KCWP5: Design, Align and Deliver Support - What processes do teachers currently have in place that ensure behavioral interventions are taking place and monitored to meet the needs of all students? What system or processes are in place to ensure appropriate academic interventions are taking place to meet the needs of all students?	Multitiered systems of supports for academic and behavior interventions- Develop a clearly defined RtI school/district-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. District RTI procedures will be updated and shared with all school personnel with school RTI plans refined as needed.	RTI data monitoring; assessment data		district; SBDM

2: Gap

State your Gap Goal

Goal 2: By 2023, 80% of students identified in each individual GAP subgroup will reach proficiency in reading, math, science, and social studies.		
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 Standards	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>	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.

<ul style="list-style-type: none">• 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				<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• 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																			
<p>Objective 1: By May, 2018 student proficiency rates will increase by the following:</p> <table><tr><td></td><td>ES</td><td>MS</td><td>HS</td></tr><tr><td>reading</td><td>52 to 60</td><td>42 to 55</td><td>45 to 55</td></tr><tr><td>math</td><td>57 to 65</td><td>36 to 53</td><td>10 to 50</td></tr><tr><td>science</td><td>to 60</td><td>to 55</td><td>24 to 50</td></tr><tr><td>social studies</td><td>55 to 65</td><td>52 to 57</td><td>48 to 55</td></tr></table>					ES	MS	HS	reading	52 to 60	42 to 55	45 to 55	math	57 to 65	36 to 53	10 to 50	science	to 60	to 55	24 to 50	social studies	55 to 65	52 to 57	48 to 55	<ul style="list-style-type: none">• KCWP5: Design, Align and Deliver Support - What processes do teachers currently have in place that ensure behavioral interventions are taking place and monitored to meet the needs of all students? What system or processes are in place to ensure appropriate academic interventions are taking place to meet the needs of all students?	Multi-tiered systems of supports for subgroup students - Develop a clearly defined RtI school/district-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. District RTi procedures will be updated and shared with all school personnel with school RTI plans refined as needed.	RTI data monitoring; assessment data		district; SBDM
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				reading	52 to 60	42 to 55	45 to 55																					
				math	57 to 65	36 to 53	10 to 50																					
				science	to 60	to 55	24 to 50																					
social studies	55 to 65	52 to 57	48 to 55																									
Evidence-based instructional strategies - Evidence-Based Instructional Strategies- Teachers will engage in Instructional Coaching and Professional learning focused on the areas of best practice/high yield instructional strategies to aid in curricular decisions. (i.e. Metacognition, Gradual Release Model, Teacher Clarity)	student progress data		SBDM; title; district																									
Outreach activities -Create and monitor a “Watch (Cusp) List” for students performing below proficiency. Enact communication protocols for parents/guardians regarding placement and progress in intervention support systems	student data lists; student action plans		SBDM																									
Whole child supports -house systems/belonging-Utilize the Persistence to Graduation Tool/Early Warning Tool to assist in identifying students at risk for remediation, failure, and/or untimely graduation.	student action plans		SBDM; ESS; Title; District																									

3: Graduation rate

State your **Graduation rate** Goal

Goal 3: By 2023, graduation rate will increase from 92.8% to 98%.						
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: By May 2018, graduation rate will increase from 92.8% to 94%.	KCWP 5: Design, Align and Deliver Support What system or processes are in place to ensure appropriate academic interventions are taking place to meet the needs of all students? What data is monitored and evaluated to ensure high levels of teacher effectiveness and student learning? What data points inform modification to curriculum and instructional practices? How does the school leadership (teachers and leaders) measure the effectiveness of current programs and initiatives	<u>Personalized Learning Supports-</u> personalized learning for credit recovery through alternative delivery options (i.e. NextGen Labs, blended & virtual learning experiences)		credits earned by students		district; SBDM
		<u>Accelerated Learning Opportunities-</u> continuous improvement efforts with rigorous and authentic coursework (Dual Credit opportunities, Virtual and face-to-face off-campus college courses, Advanced Placement, Co-op placements, and project-based learning experiences)		credits earned through qualifying scores		district; SBDM

	implemented in classrooms and school?				
	<p>KCWP 6: Establishing Learning Culture and Environment: What supports are currently in place to assist students in decision making in regard to behavioral needs/goals? What processes are in place to communicate with parents in order to address barriers to learning? What processes are in place to communicate with students in order to address barriers to learning?</p> <p>KCWP 4: Review, Analyze and Apply Data</p> <p>How do students know where they are in their own progression of learning? What systems are in place to ensure that students are actively involved in knowing their own data and making decisions about their own learning? What processes are in place to ensure students have a voice in the monitoring/evaluation of classroom improvement cycles?</p>	<p><u>Attendance Review Meetings</u>- With the use of the Persistence to Graduate tool, attendance review meetings held with at risk students to develop action plans.</p>	student action plans; improved attendance		district
		<p><u>Student Empowerment</u>- Continuation of professional learning in student leadership, agency, and empowerment throughout the district (student ambassadors-Leader in Me) to move toward students being the drivers of their learning and behavior. Inclusion of PTO groups for parent engagement in current issues affecting school climates such as bullying, social media awareness, school safety, etc.</p>	Leader in Me evidence; student ambassadors; student participation in activities		district; Boswell grant; SBDM; PD
		<p><u>Student Focus Groups</u>- The use of student voice feedback through focus groups to gather data for improved school climate.</p>	student data		district; SBDM

4: Growth
 State your **Growth** Goal

Goal 4: By 2023, 80% of students will reach the student growth norm for their grade level according to MAP research.

Beginning to End of Year		
Grade	Reading	Math
K	17.1	19.1
1	16.8	18.4
2	14	15.2
3	10.3	13
4	7.8	11.6
5	6.1	9.9
6	4.8	7.7
7	3.7	6
8	2.8	4.6
9	1.7	3.1

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: By May 2018, 60% of students will reach the student growth norm for their grade level according to MAP research (below).	<ul style="list-style-type: none">KCWP 5: Design, Align and Deliver SupportWhat system or processes are in place to ensure appropriate academic interventions are taking place to meet the needs of all students? What data is monitored and evaluated to ensure high levels of teacher effectiveness and student learning? What data points inform modification to curriculum and instructional practices? KCWP 2: Design and Deliver Instruction What is the process classroom teachers use when measuring instructional effectiveness based on student data? How does the teacher ensure lessons are designed with students’ cultural, social, and developmental needs in mind? How do teachers determine the most appropriate and effective high yield strategies in order to ensure congruency to the intent of the learning target? What system is in place to ensure	Goal-setting- Schools will meet in concurrent PLC groups to review and modify established goals based on available data using the Activate, Inference, (MAP, Common Assessment) Additionally teacher and students will collaborate to develop individual growth goals.	goal setting evidence		SBDM																																				
		Student Empowerment - provide students with opportunities to make deeper connections with their learning by creating schools within schools (House System Model), personalized learning environments, increased club opportunities, expanded course offerings.	House system activities and plans		SBDM																																				
		Evidence-based strategies- Strategies will be utilized that are grounded in research so that skill-deficit(s) are addressed through targeted interventions and acceleration opportunities for exposure to advanced content.	student assessment data		Title, PD, IDEA; district; SBDM																																				
<table><tr><th colspan="3">Beginning to End of Year</th></tr><tr><th>Grade</th><th>Reading</th><th>Math</th></tr><tr><td>K</td><td>17.1</td><td>19.1</td></tr><tr><td>1</td><td>16.8</td><td>18.4</td></tr><tr><td>2</td><td>14</td><td>15.2</td></tr><tr><td>3</td><td>10.3</td><td>13</td></tr><tr><td>4</td><td>7.8</td><td>11.6</td></tr><tr><td>5</td><td>6.1</td><td>9.9</td></tr><tr><td>6</td><td>4.8</td><td>7.7</td></tr><tr><td>7</td><td>3.7</td><td>6</td></tr><tr><td>8</td><td>2.8</td><td>4.6</td></tr><tr><td>9</td><td>1.7</td><td>3.1</td></tr></table>	Beginning to End of Year			Grade	Reading	Math	K	17.1	19.1	1	16.8	18.4	2	14	15.2	3	10.3	13	4	7.8	11.6	5	6.1	9.9	6	4.8	7.7	7	3.7	6	8	2.8	4.6	9	1.7	3.1					
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	<p>students take responsibility for their own learning?</p> <ul style="list-style-type: none">• KCWP 6: Establishing Learning Culture and Environment <p>What processes are in place to communicate with parents in order to address barriers to learning? What processes are in place to communicate with students in order to address barriers to learning? Ensure that all available resources are deployed to assist students in need, i.e. FRYSC, DPP, Cabinet for Family and Children, etc</p>	<p>Family Engagement-Activities such as Family Data Nights, Literacy Events, Reading Celebration, Born Learning, Special Programs events and services to support families and students working together to increase awareness and identify any needed supports.</p>	<p>parent sign in sheets; title one parent nights; agendas; survey data</p>		<p>Title; SBDM; district; Grant monies</p>
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5: Transition readiness

State your **Transition readiness** Goal

<p>Goal 5: By 2023, 75% of students will reach reading and mathematics transition readiness benchmarks. (College readiness benchmarks will be measured as students reaching the 69th percentiles on MAP; Career readiness benchmarks will be measured through work-ready skills)</p>		
<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	<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	<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>

<ul style="list-style-type: none"> • 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 		<ul style="list-style-type: none"> • 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: By May 2018, 40% of students will reach reading and mathematics transition readiness benchmarks. (College readiness benchmarks will be measured as students reaching the 69th percentiles on MAP; Career readiness benchmarks will be measured through work-ready skills)	<ul style="list-style-type: none"> • KCWP 5: Design, Align and Deliver Support <p>Implement and commit to purposeful, scheduled monitoring efforts in accordance with continuous improvement needs. Identify curricular modification needs using pre-assessment strategies, and use data results to “frontload” concepts where high levels of below proficient prerequisite skills are identified. Incorporate professional knowledge of best practice and high yield strategies with knowledge of personalized student needs to procure a unique match that will propel student achievement</p>	<p>Profile of a graduate - Further develop and refine process used to make connections with the content and 21st century skills , (communication, creativity, commitment, collaboration, content, critical thinking) required of graduates. School district personnel will engage in professional learning in the areas of redefining readiness, the changing nature of work, acceleration of technology, core social emotional skills.</p>	implementation of profile; student assessment data		PD; Title; grant monies
		<p>College Readiness/transition readiness- Cert testing, ILP work, Worktrain resources, and intentional scheduling with early exposure to Area Technology Center, College Visits, Business and Industry visits, Technical Schools to create a purposeful vertical approach to transition readiness.</p> <p>3rd grade- college visit 4th grade- ATC visit 5th grade- Business and Industry visit 6th grade- Technical school 7th grade- ATC visit 8th grade- College visit</p>	evidence of trips; student surveys;		District; SBDM; Title; grant monies
	<ul style="list-style-type: none"> • KCWP 6: Establishing Learning Culture and Environment <p>Enable students to develop leadership roles within the school. . Enable students to develop leadership roles within the classroom</p>	<p>Leadership-continuation of Leader in Me and student ambassador programs to provide leadership experiences for students at all grade levels. Lesson planning will reflect student ownership in the learning. Provide opportunities for internships, co-op placements, club leadership positions, and school based enterprises.</p>	Leader in Me evidence		grant monies; District

