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: KPREP Combined Reading and Math Proficiency – Increase the combined reading and math KPREP scores for Lincoln Elementary School from 47 to 70.8, Dayton Middle School from 45.7 to 67.6, and Dayton High School from 41.8 to 63.3 by 2019.

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: Collaborate to increase the combined reading and math KPREP scores for Lincoln Elementary School from 47 to 65, Dayton Middle School from 45.7 to 61.1, and Dayton High School from 41.8 to 55.9 by 06/01/2017 as measured by the Reading and Math KPREP scores and EOC scores.	Design and Deploy Standards	**Vertical/Horizontal Planning and Curriculum Alignment** – The district will provide a structure where teachers can meet in vertical and horizontal planning meetings to plan for instruction and to create and refine Quarterly/Unit Organizers and Curriculum Timelines, as outlined by the Academic Work Plan. District administrators will provide ongoing coaching and feedback to teachers on effective practices for Tier I instruction and curriculum alignment to KCAS.	Curriculum documents in place for all grade levels, content areas, and all classes taught at Dayton Independent Schools		$0
		Live Scoring – School and district leaders will assist teachers in grades 3 – 8 with the implementation of a formal system for effectively scoring writing in the classroom and using feedback to improve student understanding of content. Teachers will utilize Live Scoring twice per academic year for the purpose of assessing instruction and coaching students to proficiency by providing them with descriptive, effective feedback in ways that will allow them to improve in their demonstration of understanding through writing.	Improved Writing Scores across the district		
	Design and Deliver Instruction	**Book a Week Program** – To support family involvement and connect literacy in the preschool program to the home, the district will provide opportunities for preschool teachers to provide students with one book to take home each week. Teachers will design and deploy weekly activities to coincide with the book of the week.	Increased 3rd Grade Reading Scores		

Goal 1: KPREP Combined Reading and Math Proficiency – Increase the combined reading and math KPREP scores for Lincoln Elementary School from 47 to 70.8, Dayton Middle School from 45.7 to 67.6, and Dayton High School from 41.8 to 63.3 by 2019.

	Review, Analyze, and Apply Data	**Flashback/PLC Meetings** – District and Building level administrators will meet with all grade level teachers once per week to review, discuss, and analyze the standards being taught and the student assessment data around those standards.	Increased Reading and Math Scores in grades 3 - 11		
	Design, Align, and Deliver Support	**Reading One to One** – District office personnel will participate in the Reading One to One Program and work with a student each week for thirty minutes to improve the child's fluency and comprehension skills.	Increased Reading Scores for $3^{rd} – 6^{th}$ grade students		
	Design and Deploy Standards	**Academic Work Plan** – Teachers will focus their work during district wide early release meetings on the Academic Work Plan. The Academic Work Plan consists of the following: Quarterly/Unit Organizers, Curriculum Timelines, Creating/Revising Common Assessments and analyzing assessments and student work.	Curriculum documents in place for all grade levels and subject areas throughout the district.		
	Design, Align, and Deliver Support	**Professional Learning Opportunities** – All teachers, including ELA and Math Teachers, will be given the opportunity to attend professional learning opportunities to improve their instructional practice. Some of those trainings consist of: KAGAN, Shared Inquiry, Eric Jensen Book Study.	Improved Instructional Strategies for all teachers throughout the district.		
	Establishing Learning Culture and Environment	**Deeper Dive Walkthroughs** – District and building level administrators will implement a formal system to monitor effective instructional practices and systems for assessment of learning. Using the district created "Deeper Dive" Walkthrough protocol, district and school leaders will observe teachers and collect evidence to make decisions regarding professional learning and additional district support to teachers.	Improved Instructional Strategies for all teachers throughout the district		

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

Goal 2: GAP Reduction – collaborate to increase proficiency for students in identified gap groups from 42.1% to 69.5% at LES, from 42.4% to 67.6% at DMS, from 35.2% to 61.8% at DHS by 5/31/2019.

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	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	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 Reduction – collaborate to increase proficiency for students in identified gap groups from 42.1% to 69.5% at LES, from 42.4% to 67.6% at DMS, from 35.2% to 61.8% at DHS by 5/31/2019.

• KCWP 4: Review, Analyze and Apply Data • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment	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: Collaborate to increase proficiency for students in identified gap groups at all grade levels by 5/31/2017.	Review, Analyze, and Apply Data	**Advisory Team Meetings** – The district will monitor the use of Advisory Team Meetings at Lincoln Elementary School between teachers of all grade levels to determine appropriate interventions for all students scoring below grade level.	All teachers are aware of student data and appropriate interventions for all students		
	Design and Deliver Instruction	**RTI** – The district will monitor the intervention that is taking place at all three levels. The district will monitor school wide RTI at LES, the double block of reading and math taking place at DMS, and the 4th bell RTI block taking place at the high school. Students, who are not meeting grade level benchmarks, are placed in interventions..	Decrease the percentage of students scoring Novice on KPREP		
	Design and Deliver Instruction	**Lexia/Reading Plus** – The district will monitor the use of Lexia/Reading Plus throughout the district. All students in grades 3 – 11 not meeting grade level reading benchmarks will be placed on Lexia/Reading Plus to assist in improving students' fluency and comprehension.	Decrease the percentage of students scoring Novice on KPREP		
	Review, Analyze, and Apply Data	**Professional Learning Day** – The November Professional Learning Day will be designated to analyze KPREP scores, review individual student scores, and determine next steps for reducing novice percentages in all content areas.	All teachers are aware of student data		
	Design, Align, and Deliver Support	**Engaging Students With Poverty in Mind Resources** – The district purchased Eric Jensen's book, "Poor Students, Richer Teaching," for all staff members in the district, and the district will lead all staff members through a book study using this book.	Improved Instructional Strategies for all teachers throughout the district		
	Design, Align, and Deliver Support	**PBIS Implementation** – the Director of Student Services will continue to monitor and support work with school personnel to implement PBIS in both school buildings, in order to track progress towards the long term goal of advancing through the next Tier of PBIS intervention based on benchmark assessment from the PBIS committee.	Decrease the amount of office referrals for all students		

Goal 2: GAP Reduction – collaborate to increase proficiency for students in identified gap groups from 42.1% to 69.5% at LES, from 42.4% to 67.6% at DMS, from 35.2% to 61.8% at DHS by 5/31/2019.					
	Design, Align, and Deliver Support	**KAGAN Training** – The district will continue the initiative of sending all teachers in the district to KAGAN training to learn about cooperative learning and decreasing the percentage of students not meeting grade level benchmarks.	Decrease the percentage of students scoring Novice on KPREP		

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

Goal 3: Collaborate to increase our graduation rate from 94.1% to 100% by 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 • 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: Collaborate to increase our graduation rate from 94.1% to 95% by June 2018.	Review, Analyze, and Apply Data	**Student Assistance Team** - A Student Assistance Team at the high school will monitor academic (i.e., CERT, Quarterly Assessments, and Academic Progress) and nonacademic (i.e., behavior and attendance) data of all students to support learning with targeted academic and behavioral intervention and enrichment. The district will monitor to ensure program	Reduce barriers to learning for students AND Increased Graduation Rate	

Goal 3: Collaborate to increase our graduation rate from 94.1% to 100% by 2020.

		effectiveness and an increase in the Academic achievement of all students.			
	Establishing Learning Culture and Environment	**DaytonA** – The district will continue to monitor the implementation of programs to support students struggling academically i.e. "DaytonA, Credit Recovery	Increased Graduation Rate		
	Establishing Learning Culture and Environment	**Credit Recovery** – A Credit Recovery Program is in place for students falling behind academically. Students having failed classes will be placed in the Credit Recovery Program to prevent these students from falling behind.	Increased Graduation Rate		
	Establishing Learning Culture and Environment	**School Based Health Center** – The district will continue to provide support for and monitor the implementation of the School-based Health Center, designed to help remove barriers that may exist when students are absent from school when medical treatment is necessary.	Increased Attendance Rate		
	Review, Analyze, and Apply Data	**Joint SBDM/Board Meeting** – The district will continue to monitor and support effective communication between the SBDM councils, the Board of Education, and the district office personnel with bi-annual reviews of the district mission statement, school/district goals, and assessment data.	All shareholders are aware of data and school needs		

4: Growth
State your *Growth* Goal

Goal 4: For the 2017 – 2018 school year, collaborate to increase the percentage of students meeting grade level benchmarks on the MAP Assessment from 38.5% to 45% in Math and from 44.6% to 50% in Reading at Lincoln Elementary School and increase the percentage of students meeting the College Readiness Benchmarks on the CERT assessment 39% to 50% in Reading and from 44.7% to 55% in Math at Dayton Middle School.

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: For the 2017 – 2018 school year, collaborate to increase the percentage of students meeting grade level benchmarks on the MAP Assessment from 38.5% to 45% in Math and from 44.6% to 50% in Reading at Lincoln Elementary School and increase the percentage of students meeting the College Readiness Benchmarks on the CERT assessment 39% to 50% in Reading and from 44.7% to 55% in Math at Dayton Middle School.	Design and Deliver Instruction	**Lexia/Reading Plus -** Students in grades 3 through 11 will participate in the computer intervention program, Lexia and/or Reading Plus. These students will be determined by teacher referral and performance on KPREP, MAP, AIMSweb, and other classroom data.	Decrease the percentage of students scoring Novice on KPREP		
	Design and Deliver Assessment Literacy	**District Wide Assessment Analysis** – Teachers in grades 4 – 12 will meet twice a month in content alike groups to analyze assessments, assessment data, and student work.	Decrease the percentage of students scoring Novice on the On Demand portion of KPREP		
	Review, Analyze, and Apply Data	**Analyzing Writing** – ELA teachers district wide will score On Demand Writing prompts written by students throughout the district. The scores, strengths and areas of growth, and next steps will be shared with the students by the district office and building administration.	Decrease the percentage of students scoring Novice on KPREP		
	Design and Deliver Instruction	**RTI** – The district will monitor the intervention that is taking place at all three levels. The district will monitor school wide RTI at LES, the double block of reading and math taking place at DMS, and the 4th bell RTI block taking place at the high school. Students, who are not meeting grade level benchmarks, are placed in interventions..	Decrease the percentage of students scoring Novice on KPREP		
	Review, Analyze, and Apply	**Flashback/PLC Meetings** – District and Building level administrators will	Improved Instructional		

	Data	meet with all grade level teachers once per week to review, discuss, and analyze the standards being taught and the student assessment data around those standards.	Strategies for all teachers throughout the district		

Goal 4: For the 2017 – 2018 school year, collaborate to increase the percentage of students meeting grade level benchmarks on the MAP Assessment from 38.5% to 45% in Math and from 44.6% to 50% in Reading at Lincoln Elementary School and increase the percentage of students meeting the College Readiness Benchmarks on the CERT assessment 39% to 50% in Reading and from 44.7% to 55% in Math at Dayton Middle School.

5: Transition readiness
State your **Transition readiness** Goal

Goal 5: Transition Readiness – Increase our Transition Readiness percentage from 72.9% to 100% as measured by the percentage of graduating seniors that meet Academic Readiness Benchmarks, Technical Readiness Benchmarks, and/or Military Readiness Benchmarks.

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: Increase our Transition Readiness percentage from 72.9% to 75% as measured by the percentage of graduating seniors that meet Academic Readiness Benchmarks,	Review, Analyze, and Apply Data	**Transition Readiness Training and Support** – District and school leaders, in collaboration with the guidance office, will monitor graduation data, academic progress, and transition readiness (through an analysis of ACT, KOSSA, Industry Certification, and the ASK Assessment)	Increased Transition Readiness percentage		
	Design, Align, and Deliver Support	**Career Pathways Communication** – The district will support Transition Readiness communication between teachers to provide students access to programs that align with career pathways identified in their ILP. The	Increased Transition Readiness percentage		

Goal 5: **Transition Readiness – Increase our Transition Readiness percentage from 72.9% to 100% as measured by the percentage of graduating seniors that meet Academic Readiness Benchmarks, Technical Readiness Benchmarks, and/or Military Readiness Benchmarks.**					
Technical Readiness Benchmarks, and/or Military Readiness Benchmarks.		TEDS Coordinator/High School Business Teacher will track the students and progress in these career pathways to make decisions requiring additional district support.			
	Design and Deliver Instruction	**Junior CCR Class** – All juniors will take a Transition Readiness Class in which they will focus on test taking strategies and reading, math, and English skills.	Increased percentage of students meeting Transition Readiness Benchmarks		
	Design, Align, and Deliver Support	**CERT Testing** – the district will continue to provide support to school administration and teachers during CERT Testing, a formal system for measuring progress of students in English, Reading, and Mathematics and to determine transition readiness and appropriate interventions for students not meeting benchmarks.	Increased percentage of students meeting Transition Readiness Benchmarks		
	Design, Align, and Deliver Support	**Operation Preparation** – District Administrative Team (Superintendent, Director of Teaching and Learning, and Director of Student Services) will develop and promote Operation Preparation district wide to promote transition readiness. Through the use of a monitoring system within the guidance office at each school, the district will provide support to students regarding their ILP completion status, career interests, and their progress towards meeting Transition Readiness benchmarks as needed.	Increased percentage of students meeting Transition Readiness Benchmarks		
	Design, Align, and Deliver Support	**Transition Readiness Monitoring** – The district will continue to support and monitor Transition Readiness programs. The Director of Teaching and Learning and the School Counselor will continue to create and update a Transition Readiness Spreadsheet that will be shared with staff members during weekly PLC's. The Transition Readiness Spreadsheet will be updated each time new transition readiness measures are met by students.	Increased percentage of students meeting Transition Readiness Benchmarks		

6: Other (optional)
State your *Other* **Goal** (optional)

<table>
<tr><td colspan="3">Goal 6: Professional Learning - collaborate to increase the percentage of positive responses on the TELL survey professional development section from 76.1% to 85% by 05/26/2019 as measured by the TELL Survey.</td></tr>
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<td>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>
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Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: collaborate to increase the percentage of positive responses on the TELL survey professional development section from 76.1% to 85% by 05/26/2019 as measured by the TELL Survey.	Design, Align, and Deliver Support	**New Teacher Induction Program** - The district will continue to support all new teachers of Dayton Independent Schools by providing them with monthly opportunities to participate in professional learning and coaching sessions as part of a formal induction program.	Higher retention rate of first year teachers to the district		
	Design, Analyze, and Apply Data	**Early Release Wednesdays** - Dayton Independent Schools will continue to support all teachers by providing a structure for intentional professional experiences for all staff members during weekly early release Wednesday meetings. The district will monitor to ensure that an intentional focus remains on district wide curriculum alignment in which content area teachers from all grade levels will meet to create/refine curriculum documents and review/analyze assessments and student work.	Decrease the percentage of students scoring Novice on KPREP		
	Design, Align, and Deliver Support	**New Teacher Regional Meetings** - The district will continue to support teachers in their first year of teaching by providing them with opportunities to participate in the Regional New Teacher Induction Program by the Northern Kentucky Cooperative. These teachers will meet monthly with other first year teachers throughout the Northern Kentucky region and the district will monitor to ensure that these meetings align with the support	Higher retention rate of first year teachers to the district		

Goal 6: **Professional Learning** - collaborate to increase the percentage of positive responses on the TELL survey professional development section from 76.1% to 85% by 05/26/2019 as measured by the TELL Survey.					
		that is being offered to new teachers during monthly meetings within the district.			
	Design, Align, and Deliver Support	**KAGAN Training** - The Dayton Independent School district will continue to support cooperative learning in the classrooms by providing opportunities for all teachers throughout the district attend KAGAN workshops. The district will monitor teacher attendance in these meetings to ensure that all teachers have attended at least one KAGAN workshop. The district will integrate protocols within the classroom walkthrough system to monitor the level of implementation of cooperative learning in the classrooms.	Improved Instructional Strategies for all teachers throughout the district		
	Design, Align, and Deliver Support	**"Deeper Dive" Walkthroughs** - District and School administrators will conduct "Deeper Dive" Walkthroughs twice a year in all grade levels and content areas. The focus of these deeper dive walkthroughs is to focus on evidence from the Charlotte Danielson framework and provide all teachers with feedback on their instructional practice.	Improved Instructional Strategies for all teachers throughout the district		
	Design, Align, and Deliver Support	**Professional Learning Day** – The November Professional Learning Day will be designated to analyze KPREP scores, review individual student scores, and determine next steps for reducing novice percentages in all content areas.	Increased awareness of school level data		
	Design, Align, and Deliver Support	**Engaging Students With Poverty in Mind Resources** – The district purchased Eric Jensen's book, "Poor Students, Richer Teaching," for all staff members in the district, and the district will lead all staff members through a book study using this book.	Improved Instructional Strategies for all teachers throughout the district		

6: Other (optional)

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

Goal 6: **Early Learning**: Collaborate to increase the percentage of students determined "Kindergarten Ready" from 53% to 60% by 10/27/2018 as measured by the Brigance Assessment.

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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Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Collaborate to increase the percentage of students determined "Kindergarten Ready" from 53% to 60% by 10/27/2018 as measured by the Brigance Assessment.	Design and Deliver Instruction AND Establishing Learning Culture and Environment	**Head Start** - The Dayton School District will continue to support early childhood learning by collaborating with Head Start to provide opportunities for Head Start staff to teach a preschool class for three and four year old children at Lincoln Elementary School. The district will monitor to support this partnership.	Increased Kindergarten Readiness percentages		
	Design and Deliver Instruction AND Establishing Learning Culture and Environment	**Children Inc.** - Dayton School District will continue to collaborate with Children Inc. to offer a full day preschool option to our families with children ages 3 - 5. Children Inc. will also provide an after school program for students at LES. The district will monitor to ensure that this is promoting kindergarten readiness for students entering elementary school.	Increased Kindergarten Readiness percentages		
	Design, Align, and Deliver Support	**United Way Partnership** - Dayton Independent Schools will continue to partner with United Way to provide a number of programs to the families and students of Dayton. Those programs include: **Pre - K Works** - a group of top level business CEO's and superintendents that brainstorm ways to improve Kindergarten Readiness. **Urban Core Collaborative** - a program similar to Pre - K works but will	Increased Kindergarten Readiness percentages		

Goal 6: **Early Learning**: Collaborate to increase the percentage of students determined "Kindergarten Ready" from 53% to 60% by 10/27/2018 as measured by the Brigance Assessment.					
		include school level people. **Me and My School** - A summer Kindergarten Readiness program intended for children enrolling in Kindergarten. **Borne Learning Academy** - an innovative school based academy consisting of six workshop sessions that provide parents the tools to help their children succeed in kindergarten and beyond. The district will monitor to ensure that these activities are promoting kindergarten readiness for students entering elementary school.			
	Design, Align, and Deliver Support	**Book a Week Program** - Dayton Independent Schools will collaborate with United Way and Scholastic to provide a "Book a Week" to all students enrolled in Lincoln Elementary Schools Preschool. The book, which is sent home each week, will contain strategies in the back of the book that parents can use when reading the book with their child.	Increased Kindergarten Readiness percentages		
	Design, Align, and Deliver Support	**Zones of Regulation Training** - Dayton Independent Schools will support teachers of paraprofessionals of the early childhood program by providing Zones of Regulation Training, which focuses on teaching students skills for self-regulation. The district will monitor to ensure that this is being implemented within the early childhood classroom.	Increased Kindergarten Readiness percentages		
	Design, Align, and Deliver Support	**Early Childhood Grant** - Dayton Independent Schools will monitor the implementation of a secured Early Childhood Grant to enhance the preschool program and provide additional resources for our families.	Increased Kindergarten Readiness percentages		
	Design, Align, and Deliver Support	**School Readiness Summit** - The district will continue to support community engagement and early childhood learning by promoting a district wide early childhood plan. District leaders will monitor to ensure optimal partnerships continue with the community of Dayton and the Early Childhood Council.	Increased Kindergarten Readiness percentages		