## 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

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| Goal 1:Increase the averaged combined reading and math proficiency for East Hardin Middle school students from 55.4% to 78.4% in 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](http://education.ky.gov/school/csip/Documents/KCWP%201%20DesignandDeployStandards.pdf)
* [KCWP 2: Design and Deliver Instruction](http://education.ky.gov/school/csip/Documents/KCWP%202%20DesignandDeliverInstruction.pdf)
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* [KCWP 6: Establishing Learning Culture and Environment](http://education.ky.gov/school/csip/Documents/KCWP%206%20EstablishingLearningCultureandEnvironment.pdf)
 | 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](http://education.ky.gov/school/csip/Documents/KCWP%201%20DesignandDeployStandards_CONTINUOUS%20IMPROVEMENT%20Activities.pdf)
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 | 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:Demonstrate a proficiency by May of 2018; East Hardin Middle School will increase the averaged combined reading and math K-Prep scores from 55.4% to 66.9% by May 2018 as measured by testing results obtained by the 2018 K-Prep results.  | Student Engagement- Teachers will collaborate on a regular basis to create engaging lessons that increase in-depth discussions, rigor, relevance and higher level questioning and thinking.Category: KCWP1/KCWP2/KCWP5 | Kagan strategies-Teachers will use these strategies to promote collaboration among students. Teachers will also meet on a regular basis to develop higher-level questions and activities.Activity: KCWP1/KCWP2/KCWP3/KCWP4/KCWP5/KCWP5 | Students being well-versed in Kagan strategies | Monitored by administration team and team leaders, monthly and quarterly | General Fund |
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| Common Assessments- Teachers will collaborate on a regular basis to create pre and post-assessments that are used consistently in the same grade/content classes. Category: KCWP1/KCWP4 | Professional Learning Communities will meet twice a month that focus on common assessments that have been given and determine what instruction can changed based on the outcomes. Activity: KCWP1/KCWP2/KCWP4 | PLC notes that reflect teachers analyzing data, and the utilization of common assessments | Monitored by administration team and team leaders, monthly and quarterly  | General Fund |
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| ESS Math and Reading-1.5 teachers will be hired to provide math and reading support throughout the school day. They will identify students are that not on grade level for math and reading based on K-Prep results, MAP testing and school wide common assessments.Category: KCWP1/KCWP2/KCWP3/KCWP4/KCWP5 | We will use Title I funds to employee 1.5 Math teachers. These teachers work with students in smaller groups, provide RTI interventions and collaborate on a regular basis with other content teachers. Additionally, teachers will use programs such as Dreambox and Moby Max to enhance the core instruction of both Reading and Math. The math teachers will also utilize READ 180 and MATH 180. We also have two part-time ESS assistants that are used in the READ 180/MATH 180 classes. Activity: KCWP1/KCWP2/KCWP3/KCWP4/KCWP5 | Analyzing and monitoring student data to determine if interventions are adequately helping students that are below their grade level in math and reading | Monitored by administration team, team leaders, ESS teachers, monthly and quarterly | Title I funds/ESS funds |
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|  | Class-size reductionCatergory: KCWP1/KCWP2/KCWP3/KCWP4/KCWP5 | East Hardin Middle School will utilize Title I monies to help reduce class size in order to allow for smaller intervention and RTI classes. The additional staffing will ensure that more students will get more individualized instruction.Activity: KCWP1/KCWP2/KCWP5 | Analyzing and monitoring student data to determine if class-size reduction is adequately helping students that are below their grade level in math and reading | Monitored by administration team, team leaders, Math and Reading teachers, ESS teachers, monthly and quarterly | Title I funds |
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| Academic Enhancement-Students have the opportunity to stay for academic enhancement to receive extra assistance with particular content/skills.Category: KCWP1/KCWP2/KCWP3/KCWP4/KCWP5 | Teachers will provide supplemental or enrichment activities that stay after for academic enhancement. These activities will help students with a particular skill that they may need additional assistance with in the classroom. Activity: KCWP1/KCWP2/KCWP3/KCWP4/KCWP5 | Examining data/grades to determine if there is a correlation between students that stay for Academic Enhancement and students academic growth | Monitored by all teachers that assign students to academic enhancement, weekly | General Funds |
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## 2: Gap

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| Goal 2:Increase the average combined reading,math and writing proficiency in the non-duplicated gap group from 43.5% to 68% in 2019 as measured by KPREP. |
| 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](http://education.ky.gov/school/csip/Documents/KCWP%201%20DesignandDeployStandards.pdf)
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| Objective | Strategy | Activities to deploy strategy | Measure of Success | Progress Monitoring Date & Notes | Funding |
| Objective 1:Demonstrate a proficiency; increase the average combined reading,math and writing proficiency ratings for all students in the non-duplicated gap group from 43.5 to 55.6% by May 2018 as measured by K-Prep. | RTI Implementation-Teachers will identify the individual needs and readiness of students and provide the necessary interventions based upon that data. Data will be collected through MAP, K-Prep, and formative and summative assessments. Teachers will meet with administration to examine the MAP/KPREP projected profiency report and to identify the students are projected to score novice and apprentice.Category: KCWP1/KCWP2/KCWP4 | Enhancement classes- Students that are below grade level in the areas of reading, math and writing will be identified (based on data) and be provided one period of instruction a day designed to meet the specific learning need of the students. Activity: KCWP4/KCWP5 | Analyzing student data to determine student growth; this will be monitored on a weekly, monthly and quarterly basis | Monitored by administration and by all teachers | General funds |
| Reading Intervention- READ 180- Reading and special education teachers provide additional interventions to students that score below grade level on K-Prep and MAP testing. Teachers will utilize the READ 180 system that assist identified students with reading comprehension strategies, academic vocabulary and writing skills. Activity: KCWP4/KCWP5 | Analyzing student data, specifically those that are below grade level to determine if short term and long term goals have been met; this will be monitored on a weekly, monthly and quarterly basis | Monitored by administration, ESS teachers and special education teachers | Title I |
| Math Intervention- MATH 180- Math teachers and special education teachers will provide additional interventions to students that score below grade level on K-Prep and MAP testing in the area of math. Teachers will utilize the MATH 180 system that assist identified students with math reasoning and math skills.Activity: KCWP4/KCWP5 | Analyzing student data, specifically those that are below grade level to determine if short term and long term goals have been met; this will be monitored on a weekly, monthly and quarterly basis | Monitored by administration, ESS teachers and special education teachers | Title I |
|  |  | Class Size Reduction- East Hardin Middle School will use TItle I funds to help reduce class size in order to allow more individualized interventions and RTI classes. The additional staffing will ensure that more students will get small group and individualized instruction based upon their need. Activity: KCWP1/KCWP2/KCWP3/KCWP4/KCWP5 | Analyzing student data, to determine if class size reduction is helping students, especially those below grade level, improve their math skills (as determined by MAP and common assessments; this will be monitored on a weekly, monthly and quarterly basis | Monitored by administration, ESS teachers and math teachers | Title I Funds |
| Math and Reading Enhancement- Teachers will use MobyMax and Dreambox for intervention and acceleration in the areas of math and reading. These programs will be able to identify where students are in regards to math and reading, provide the right content/skills to help them to continue show academic growth in reading and math. Activity: KCWP1/KCWP2/KCWP3/KCP4/PCWP5 | Analyze and discuss student data to determine if all students are showing growth; weekly basis | All teachers | General Fund |
| Writing Professional Development- Teachers will continue to provide professional development opportunities for teachers. Teachers will use these strategies in their classroom. | Analyze student writing pieces to determine if students are showing growth; monthly basis | All teachers | No funding required |

## 3: Graduation rate

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## 3: Growth

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| Goal 3: East Hardin Middle School will reduce the total number of students scoring Novice in Reading and Math by 10 students per year for a total of 40 over 4 years. |
| 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](http://education.ky.gov/school/csip/Documents/KCWP%201%20DesignandDeployStandards.pdf)
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 | 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 use data to expose gaps to identify processes for continuous improvement and reduce the number of novice performing students by 10% annually as measured by spring K-Prep data.  | Our school will collaborate to understand relevant state and local data points and how this data applies to novice reduction goals. Category: KCWP1/KCWP2/KCWP3/KCWP4/KCWP5 | Instructional Lead Team Training- Team leaders and administration will work with teachers and district personnel to enhance knowledge on specific skills that will help reduce novice student performance.Activity: KCWP1/KCWP2/KCWP3/KCWP4/KCWP5//KCWP6 | Analyzing student data on common assessments, MAP growth, K-Prep scores | Team leaders, administration, all teachers monitoring data monthly, quarterly, and annually | No Funding required |
| Data folders- Students will monitor their own progress throughout the school year through the use of data folders. All students will set quarterly goals and monitor their progress.Activity: KCWP4/KCWP6 | Students will work with teachers to analyze their own data, as determined by MAP and K-Prep | Students, all teachers, and administration | No Funding required |
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|  | READ 180 and MATH 180 class- Students identified one grade level or more below grade level will be placed in the READ 180/MATH 180 classroom to provide additional support to improve student reading and math goals.Category: KCWP1/KCP2/KCWP3/KCWP4/KCWP5 | READ 180 and MATH 180 classroom- Students identified as one or more grade levels below their reading and math level based upon MAP scores will be placed in the classroom as part of their math and reading curriculum. Students will receive individualized support during this process.Activity: KCWP1/KCWP2/KCWP3/KCWP4/KCWP5 | Analyzing student data in the RTI classes, MAP growth (fall, winter and spring) | ESS teachers, reading and math teachers monitoring data weekly, monthly, quarterly and annually | Title I funds |
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## 4: Transition readiness

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| Goal 4: East Hardin Middle School will collaborate with feeder elementary and high schools to help ease the transition of upcoming 6th graders and current 8th graders that are preparing high 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](http://education.ky.gov/school/csip/Documents/KCWP%201%20DesignandDeployStandards.pdf)
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| Objective | Strategy | Activities to deploy strategy | Measure of Success | Progress Monitoring Date & Notes | Funding |
| Objective 1:EHMS staff will collaborate with elementary schools to assist upcoming 6th graders. | Visits-5th grade students from our feeder schools will tour the school building and meet the team leaders and administration before the end of the school year. Category: KCWP6 | End of year tours- 5th grade students will tour the school, while in session, to have a better understanding of the daily function of middle school.Activity: KCWP6 | The number of participants of the school tour  | Monitored by administration, annually | No Funding required |
| 6th Grade Fun Day- Upcoming 6th graders will have a fun day, just for 6th graders, right before the start of the school year. During this time, 6th graders will meet with 6th grade teachers and administration. Also, they will visit 6th grade classrooms.Activity: KCWP6 | The number of participants of 6th grade Fun Day | Monitored by administration, annually | No Funding required |
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|  | Visits-High school schedules a parent night for upcoming freshmen and our administration helps get that information out to parents. Also, High school administration visits with 8th graders to answer questions and schedule their classes for their freshmen year.Category: KCWP6 | Parent Meeting- 8th grade parents will be invited to a meeting at the high school. | The number of participants at the Parent Meeting. | Monitored by administration, annually | No funding required |
| High School schedules-8th grade students will be able to meet with high school counselors to address their scheduling needs for their freshmen year. | Completion of high school schedules | Monitored by administration, annually | No funding required |
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## 5: Other (optional)

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| Goal 5: East Hardin Middle School will utilize PBIS to improve the school climate and reduce office referrals by 10%. |
| 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](http://education.ky.gov/school/csip/Documents/KCWP%201%20DesignandDeployStandards.pdf)
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| Objective | Strategy | Activities to deploy strategy | Measure of Success | Progress Monitoring Date & Notes | Funding |
| Objective 1: Student referrals will be reduced by 5% by May 2018.  | All teachers and students will be trained in the PBIS program. This program will reward both students and teachers for monitoring and improvement.Category: KCWP6 | Teachers will create PBIS videos and lessons to help students understand the expectations of East Hardin. Activity: KCWP6 | Number of office referrals per month, annually | Monitored by the PBIS team monthly and annually | PBIS money |
| We will continue reward students for their positive behavior by opening a Rebel Store and popcorn/coke. | Number of office referrals per month, annually | Monitored by the PBIS team monthly and annually | PBIS money |
| Teachers will review the PBIS expectations quarterly with their students. | Number of office referrals per month, annually | Monitored by the PBIS team monthly and annually | PBIS money |
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