## 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 May 2020, Heartland Elementary will increase the average combined proficiency for reading and math from 42.0% to 72% |
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| 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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 | 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 and Responsible Person(s) | Progress Monitoring Date & Notes | Funding |
| Objective 1: By May 2019, Heartland will increase the percent of proficient in reading KPREP scores from 45.8% to 72% | • KCWP 2: Design and Deliver  Instruction | Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard,development and gradual release phases, and arrival at standards mastery.**PLCs, Vertical teams, curriculum map, learning targets, committees** | AdministrationAll teachersCommittees | Ongoing |  |
| Ensure item analysis methods are occurring within PLCs to evaluateinstructional effectiveness and determine if instructional adjustments areneeded, and if so, what those adjustments are.**PLCs, data analysis, MAP data, CSA, CFA** | AdministrationAll teachers | Ongoing | 1,000 |
| • KCWP 5: Design, Align and  Deliver Support | Implement data teaming methodologies, including collection and chartingOf data, analysis of strengths and obstacles to student learning (using data analysis), creation SMART goals for improvement, anddevelopment of a method of quality assurance monitoring.**HOPS, proficiency analysis, student growth goals,**  | AdministrationAll teachers | Ongoing |  |
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| Objective 2:By May 2019, Heartland will increase the percent of proficient in math KPREP scores from 38.2% to 65% | • KCWP 2: Design and Deliver  Instruction | Increase collaboration in deconstructing standards and developingCongruent learning targets. **Grade PLCs** | All teachers | Quarterly |  |
| Plan for and implement active student engagement strategies.**PLC planning using Kagan, Thoughtful Ed** | All teachers | Ongoing |  |
| • KCWP 5: Design, Align and  Deliver Support | Create a fluid and systemic functionality enabled by solid academicplanning, schedule creation, and collegial participation in PLCs toenhance and promote a culture of/for learning. **PLCs, lead team, committees, enrichment, master schedule** | AdministrationAll teachers | Ongoing |  |
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## 2: Gap

| Goal 2:By May 2020 Heartland Elementary will increase the combined reading and math proficiency ratings for all students in the non-duplicated gap group from 30.6% to 70% |
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| 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 and Responsible Person(s) | Progress Monitoring Date & Notes | Funding |
| Objective 1:By May 2019, Heartland will increase the percentage of proficient in reading and math on KPREP for our African American gap group from 28.3% to 45% | • KCWP 2: Design and Deliver  Instruction• KCWP 5: Design, Align and  Deliver Support | Develop a clearly defined RtI school-wide process with applicablechecklist(s) and documentation tools, including such information asservice frequency, intervention programs/strategies, SMART goalmeasurement, and progress monitoring checks.**Enrichment, PLCs, master schedule** | AdministrationAll teachersRTI committee | August 2017-2018 |  |
| Ensure that formative, interim, summative assessment results, as wellAs universal screener data, are used appropriately to determine tieredIntervention needs. **MAP, literacy first, Lexia, Iread, Read 180 small groups** | RTI committeePBIS committeeAdministrationAll teachers | August 2017 ongoing | 4,000 |
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| Objective 2:By May 2019, Heartland will increase the percentage of proficient in reading and math on KPREP for our free and reduced gap group from 31.1% to 62% | • KCWP 2: Design and Deliver  Instruction• KCWP 5: Design, Align and  Deliver Support | Ensure that instructional modifications are made based upon theImmediate feedback gained from formative assessments (assessment for learning). **PLCs, CFA, CSA, flexible groups** | AdministrationAll teachers | ongoing |  |
| Incorporate professional knowledge of best practice and high yieldStrategies with knowledge of personalized student needs to procure aUnique match that will propel student achievement. **Kagan, Thoughtful Ed. Google classroom** | AdministrationAll teachers | ongoing | 5,000 |
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| Objective 3:By May 2019, Heartland will increase the percentage of proficient in reading and math on KPREP for our disability gap group from17.2% 46% | • KCWP 2: Design and Deliver  Instruction• KCWP 5: Design, Align and  Deliver Support | Utilize knowledge of best practice/high yield instructional strategies toaid in curricular adjustments when students fail to meet mastery. **Kagan, Thoughtful Ed. Marzano, specially designed instruction**Create and monitor a “Watch (Cusp) List” for students performingBelow proficiency. **Name and claim, tutoring** | AdministrationAll teachers | OngoingSeptember 2017 revised quarterly |  |

## 3: Growth Goal

| Goal 3:By May 2020, Heartland Elementary will increase the percentage of students meeting their growth target in reading and math on KPREP. |
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| 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 1:By May 2019, Heartland will increase the percentage of student growth in reading and math by 5%. | • KCWP 5: Design, Align and  Deliver Support | Create school ‐wide behavioral support system that aligns with theCode of Conduct as well as student action plans for self ‐monitoringand immediate feedback. **PBIS, Energy Bus for Kids, goal setting, tutoring** | AdministrationAll teachers | Ongoing | 3,000 |
| Ensure proper data collection efforts are implemented in RunningRecord documentation (i.e.Literacy – fluency, comprehension, MAP;Math-numeracy). **Goal setting, data notebooks/graphs** | AdministrationAll teachers | Ongoing |  |
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## 4: Transition readiness Goal

| Goal 4:By 2020, Heartland Elementary will increase the percentage of students successfully transitioning at entry/exit points. |
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| 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 and Responsible Person(s) | Progress Monitoring Date & Notes | Funding |
| Objective 1:By 2019, 80 % of incoming preschool and kindergarten students will participate in our transition activities. | • KCWP 6: Establishing  Learning Culture and  Environment | Ensure that all available resources are deployed to assist students in need, **FRYSC, Title 1, in school therapy, tutoring, middle school programs, kindergarten camp, book buddies, open house, preschool transition dinner** | AdministrationAll teachersFRCPTO | ongoing | 3,000 |
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| Objective 2: |  |  |  |  |  |
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## 5: Other (optional)

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

| Goal 5: |
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| 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 1: |  |  |  |  |  |
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| Objective 2: |  |  |  |  |  |
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