

1: Proficiency

State your Proficiency Goal

Goal 1:By May 2018, North Park will demonstrate an increase in percent proficient and distinguished students as measured by MAP scores for Kindergarten students. Reading: 38% to 55% Math: 29% to 50%					
Objective	Strategy	Activities to deploy strategy	Measure of Success and Responsible Person(s)	Progress Monitoring Date & Notes	Funding
Objective 1: At the end of Winter MAP testing, there will be an increase in percent proficient and distinguished students in Kindergarten. Reading: 38% to 46% Math: 29% to 39%	KCWP1	Ensure monitoring measures are in place to support high fidelity in teaching to the standards, by way of peer observations, formal and informal observations, classroom data/running records, and standards mastery checks. <ul style="list-style-type: none">Title I School Wide Program	Walkthroughs, Observation documents, fidelity checks Principal, Asst. Principal	January-May 2018	PD Title I Title II PPA
		Ensure that curricular delivery and assessment measures provide for all pertinent information needs of students. <ul style="list-style-type: none">Walkthroughs, ObservationsTitle I, ESS, ESLKSI monitoring process	Walkthroughs, Observation documents, fidelity checks Teachers, Special Education Teachers, Principal, Assistant Principal	January-May 2018	PD Title I Title II PPA
	KWPC2	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 <ul style="list-style-type: none">KSI district process	Counselor, Instructional Coach/KSI Teacher	January-May 2018	PPA
		Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. <ul style="list-style-type: none">Professional Learning Opportunities- individualized PD, Swivl self -observation and reflection, PLC meetingsTechnology to be used with professional learning activities for classroom teachers to improve classroom instructional practices and reflection on instruction which will result in increased student outcomes.(swivl)Technology resourcesPicture Perfect ScienceKagan StrategiesClassroom Cross VisitsBook studies	Principal, Assistant Principal	January-May 2018	PD PPA

		<p>Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students.</p> <ul style="list-style-type: none"> • Use classroom assessment data to inform teacher’s instructional decisions. (Literacy First, NPES Math Assessment, ESGI testing, MAP) • Use collection of assessment artifacts to inform next steps for individual students and groups of students. (running records, ESGI, MAP, writing samples, etc.) 	All Teachers, Counselor, Principal, Assistant Principal	January-May 2018	PPA
		<p>Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments.</p> <ul style="list-style-type: none"> • Increase collaboration in data analysis and student progress towards standards mastery, including identification of students in need of intervention supports. • Create a fluid and systemic functionality enabled by solid academic planning, schedule creation, and collegial participation in PLCs to enhance and promote a culture of/for learning. 	Teachers, Principal, Assistant Principal	January-May 2018	PPA
		<p>Implement formal and informal processes that teachers and students utilize to gather evidence to directly improve the learning of students assessed.</p> <ul style="list-style-type: none"> • Data chats • ESS/KSI monitoring 	Counselor, Instructional Coach/KSI, Principal, Assistant Principal	January-May 2018	PPA
		<p>Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.</p> <ul style="list-style-type: none"> • use of effective teaching strategies for all students • Kinesthetic learning • Literacy First strategies and process • Early Numeracy Strategies - KCM 	Teachers, Principal, Assistant Principal	January-May 2018	PD PPA
	KWPC3	<p>Develop a progress monitoring system to monitor standards mastery for each student</p> <ul style="list-style-type: none"> • ESGI - Literacy First continuum, Kindergarten Skills, NPES Math Assessment, KSI, Enrichment/Intervention block,MAP <p>Develop a tracking system for monitoring of student achievement progress by learning target and by standard.</p> <ul style="list-style-type: none"> • Create and monitor a “Watch (Cusp) List” for students performing below proficiency. 	Counselor, Instructional Coach/KSI, Principal, Assistant Principal	January-May 2018	PPA
	KWPC4	<p>Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs.</p> <ul style="list-style-type: none"> • Data chats, PLCs 	All Teachers, Counselor, Principal, Assistant Principal	January-May 2018	PPA
		<p>Utilize a protocol and monitoring/documentation tool for tiered intervention movement considerations. Establish communication protocols for parents/guardians regarding placement and progress in intervention support systems.</p> <ul style="list-style-type: none"> • KSI process 	All Teachers, Counselor, Principal, Assistant Principal	January-May 2018	PPA

2: Gap

State your Gap Goal

Goal 2:North Park will demonstrate an increase in the percent of proficient students in Reading based on MAP scores of students with disabilities from 30% to 55% by May 2018.					
Objective	Strategy	Activities to deploy strategy	Measure of Success and Responsible Person(s)	Progress Monitoring Date & Notes	Funding
Objective 1: At the end of Winter MAP testing, there will be an increase in percent proficient students with disabilities. Reading: 30% to 37%	KCWP 4	Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs. <ul style="list-style-type: none">Students will be identified and assigned intervention based upon the results of MAP Assessments and provided Intervention in the all areas on a 2 week rotation for 30 minutes per day, 4 days per week.Progress monitoring and ESGI/ Literacy First assessment data will be used to determine students that are not making adequate progress.	Special Education teachers, Regular education partner teachers	January 2018 March 2018	No Funding Required
		Special education teachers will continue to work with teachers to prioritize standards and develop assessments for use with students with disabilities.	Special Education teachers, Regular education partner teachers	May 2018	No Funding Required

3: Growth

State your Growth Goal

Goal 3: 90% of students will make a minimum of one year’s growth in Math and Reading from Fall 2017 to Spring 2018 as measured by MAP scores					
Objective	Strategy	Activities to deploy strategy	Measure of Success and Responsible Person(s)	Progress Monitoring Date & Notes	Funding

Objective 1:	KCWP1	<p>Ensure monitoring measures are in place to support high fidelity in teaching to the standards, by way of peer observations, formal and informal observations, classroom data/running records, and standards mastery checks.</p> <ul style="list-style-type: none"> Title I School Wide Program 	<p>Walkthroughs, Observation documents, fidelity checks</p> <p>Principal, Asst. Principal</p>	January-May 2018	<p>PD</p> <p>Title I</p> <p>Title II</p> <p>PPA</p>
		<p>Ensure that curricular delivery and assessment measures provide for all pertinent information needs of students.</p> <ul style="list-style-type: none"> Walkthroughs, Observations Title I, ESS, ESL KSI monitoring process 	<p>Walkthroughs, Observation documents, fidelity checks</p> <p>Teachers, Special Education Teachers, Principal, Assistant Principal</p>	January-May 2018	<p>PD</p> <p>Title I</p> <p>Title II</p> <p>PPA</p>
	KWPC2	<p>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</p> <ul style="list-style-type: none"> KSI district process 	Counselor, Instructional Coach/KSI Teacher	January-May 2018	PPA
		<p>Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.</p> <ul style="list-style-type: none"> Professional Learning Opportunities- individualized PD, Swivl self-observation and reflection, PLC meetings Technology to be used with professional learning activities for classroom teachers to improve classroom instructional practices and reflection on instruction which will result in increased student outcomes. Technology resources Kagan Strategies Classroom Cross Visits Book studies 	Principal, Assistant Principal	January-May 2018	<p>PD</p> <p>PPA</p>
		<p>Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students.</p> <ul style="list-style-type: none"> Use classroom assessment data to inform teacher's instructional decisions. (Literacy First, ESGI testing, MAP) Use collection of assessment artifacts to inform next steps for individual students and groups of students. (running records, ESGI, MAP, writing samples, etc.) 	All Teachers, Counselor, Principal, Assistant Principal	January-May 2018	PPA

		<p>Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments.</p> <ul style="list-style-type: none"> • Increase collaboration in data analysis and student progress towards standards mastery, including identification of students in need of intervention supports. • Create a fluid and systemic functionality enabled by solid academic planning, schedule creation, and collegial participation in PLCs to enhance and promote a culture of/for learning. 	Teachers, Principal, Assistant Principal	January-May 2018	PPA
		<p>Implement formal and informal processes that teachers and students utilize to gather evidence to directly improve the learning of students assessed.</p> <ul style="list-style-type: none"> • Data chats • ESS/KSI monitoring 	Counselor, Instructional Coach/KSI, Principal, Assistant Principal	January-May 2018	PPA
		<p>Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.</p> <ul style="list-style-type: none"> • use of effective teaching strategies for all students • Kinesthetic learning • Literacy First strategies and process 	Teachers, Principal, Assistant Principal	January-May 2018	PD PPA
	KWPC3	<p>Develop a progress monitoring system to monitor standards mastery for each student</p> <ul style="list-style-type: none"> • ESGI - Literacy First continuum, Kindergarten Skills, KSI, Enrichment/Intervention block,MAP <p>Develop a tracking system for monitoring of student achievement progress by learning target and by standard.</p> <ul style="list-style-type: none"> • Create and monitor a “Watch (Cusp) List” for students performing below proficiency. 	Counselor, Instructional Coach/KSI, Principal, Assistant Principal	January-May 2018	PPA
	KWPC4	<p>Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs.</p> <ul style="list-style-type: none"> • Data chats, PLCs 		January-May 2018	PPA
		<p>Utilize a protocol and monitoring/documentation tool for tiered intervention movement considerations. Establish communication protocols for parents/guardians regarding placement and progress in intervention support systems.</p> <ul style="list-style-type: none"> • KSI process 	All Teachers, Counselor, Principal, Assistant Principal	January-May 2018	PPA

4: Transition readiness

State your **Transition readiness Goal**

Goal 4:North Park will provide transition opportunities to all incoming Kindergarten students.					
Objective	Strategy	Activities to deploy strategy	Measure of Success and Responsible Person(s)	Progress Monitoring Date & Notes	Funding
Objective 1: Stakeholders will collaborate to increase the percentage of students successfully transitioning to Kindergarten through various programs as measured by the BRIGANCE Kindergarten Readiness Screener given in the first month of school each year.	Readiness Support Activities	Students prior to Kindergarten will be invited to participate in Readiness Support Activities to enhance their social.emotional and pre-literacy/pre-numeracy skills. <ul style="list-style-type: none"> ● Jump Start Camp ● Cradle School/First Connections ● Get Ready Camp ● Born Learning Academy 	BRIGANCE Screen	March 2018 May 2018 August 2018 January 2019	Born Learning Grant FRYSC Hardin County CECC
		The BRIGANCE Screen will be given according to KDE guidelines and used to determine individual needs and inform instruction and support overall program planning.	BRIGANCE Screen	January 2019	State Funded
	Kindergarten Transition Activities	Students entering Kindergarten at North Park from preschool will participate in a variety of activities. <ul style="list-style-type: none"> ● Class Visits ● Practice Simulations (lunch, related arts) ● Family Support Meetings 		December 2017 May 2018	Prescho ol Funds

5: Learning Environment

State your Learning Environment Goal

Goal 5:A positive and efficient learning environment will be enhanced and maintained as measured by TELL survey data and PBIS data results.					
Objective	Strategy	Activities to deploy strategy	Measure of Success and Responsible Person(s)	Progress Monitoring Date & Notes	Funding

Objective 1: Students will be offered a positive, safe, and efficient learning environment to ensure students are learning at optimal levels and that barriers to learning are few.	KCWP5 Design, Align and Deliver Support	Encourage participation by all stakeholders in open forums focused on continuous improvement planning, including evaluating the current state, triangulating data sources, identifying of the desired state, creating action steps for goal attainment, establishing a periodic monitoring timeline, and defining timelines for communication updates. <ul style="list-style-type: none"> Comprehensive Needs Assessment Parent Engagement CSIP Committees PLCs SBDM 	Implementation/Impact Checks, Parent Surveys, TELL & other Teacher Surveys, Data analysis Title I Coordinator, Committee Chairpersons, Principal,	March 2018 May 2018	Title I PPA Fund 22
		Assure consideration and addressment of non-academic barriers to learning <ul style="list-style-type: none"> Addressing poverty related needs Attendance needs Addressing Mental Health Needs Individual Counseling/Classroom Guidance Second Steps Curriculum Student Assignment 	Leadership Team, FRYSC, Principal	Weekly until May 2018	FRYSC Fund 22 Title I
	<u>KCWP6</u> Establishing Learning Culture and Environment	Ensure culturally responsive behaviors are modeled among faculty, staff, and students. <ul style="list-style-type: none"> PBIS expectations, routines and procedures, lesson plans PBIS assemblies and student recognitions 	office referrals Classroom teachers, PBIS Team, Counselor, Assistant Principal, Principal	March 2018 May 2018	PPA, Fund 22
		Ensure the effective implementation of anti-bullying policies and procedures, including how violations are addressed, how reporting should occur, and how communication measures should be conducted. <ul style="list-style-type: none"> PBIS discipline referral process 	PBIS Team, Counselor, Assistant Principal, Principal	March 2018 May 2018	PPA, Fund 22 PBIS
		Ensure the expectations of students are clearly defined, and that group norms have been established within the classrooms.	Classroom teachers, PBIS Team, Assistant Principal, Principal	March 2018 May 2018	PPA PBIS
		Develop school culture supports, both academic and behavioral, to promote and support learning for all. <ul style="list-style-type: none"> PBIS Universal Behavior Screen KSI Supports Counselor Target Groups 	Classroom teachers, PBIS Team, Assistant Principal, Principal	March 2018 May 2018	PPA Fund 22 PBIS

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.

<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● 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	<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● 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	<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>
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