## 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

| Goal 1: By September 2018, Woodland Elementary School will increase the average combined reading and math KPREP scores for the non-duplicated gap group from 37.3% to 62.3%. |
| --- |
| 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 and Responsible Person(s) | Progress Monitoring Date & Notes | Funding |
| Objective 1 - increase student growth average through combined reading and math proficiency by 05/31/2019 as measured by state assessment results. | KCWP 2: Design and Deliver Instruction - Differentiated Instruction - For 1-5 reading, teachers will use all available data (MAP, KPREPPERs, and Reading Street) to determine specific student needs. Studentswill be placed in flexible small groups during the one hour small group reading time and will focus on reading strategies at their instructional level. During the one hour whole group reading period, teachers will focus on standards-based grade level content. | NWEA Learning Continuum - MAP scores will be analyzed by RIT band and using the NWEA Learning Continuum, small group skill-based activities will be developed for small group reading instruction and the 40 minute intervention/enrichment period. | Individual 1-5 teachers, special education teachers, principal, assistant principal,counselor | 8/2017-5/2018 | $3500.00 PPA |
| Progress Monitoring - MAP scores will measure gains three times yearly; however students whodo not meet the specified norm (measured by HCS cut points) at theirgrade levels in reading and math will be placed in the RtI process.Progress monitoring will be specific and regular to determine progress andadjustments to plans (unless students are already being serviced in thoseareas on their IEPs). | Individual 1-5 teachers, special education teachers, principal, assistant principal,counselor | 8/2017-5/2018 | n/a |
| Instructional Rounds/Walk-Throughs - Teachers will participate in quarterly Instructional Rounds in order to improve instructional practice. Following Instructional Rounds, PLCs will determine their area of focus anddetermine SMART goals based on the data. | Teachers, assistantprincipal, principal, ISDstaff | 8/2017-5/2018 | $1000 Title I |
| KCWP 5: Design, Align and deliver support | Intervention Period - After evaluating individual MAP results, teachers will group students by strand for the 40 minute intervention/enrichment period and assess according to the content delivered. | All certified staff | 8/2017-5/2018 | n/a |
| Flexible Small Groups in Reading Instruction - For reading, students will be assessed as appropriate based on content during small group time to determine specific needed skills. | Reading teachers | 8/2017-5/2018 | n/a |
| KCWP 5: Design, Align and deliver support (continued) | Compass Learning/PathBlazer - All teachers will utilize Compass Learning/PathBlazer as part of the independent centers rotations in the areas of reading and math. Additionally, when visiting the computer lab, students will rotate between reading and math Compass/PathBlazer. | teachers, administration, computer lab staff | 8/2017-5/2018 | $3500 PPA |
| iRead - All students who perform below second grade reading level will receive iRead intervention for 20 minutes daily. When first and second grade classes enter the computer lab, they will participate in iRead for the first 20 minutes of the period. | first and second gradeteachers, computer labstaff | 8/2017-5/2018 | District funding |
|  | KCWP 1: Design and Deploy Standards  | PLCs will identify strategies to address SMART goal activities for implementation and to be measured prior to next Instructional Round sessions. | Teachers, assistantprincipal, principal, ISDstaff | 8/2017-5/2018 | n/a |
| SMART Goal Creation – Following instructional rounds, PLCs will determine their area of focus and determine SMART Goals based on the data. |  |  |  |
| Walk Throughs/Fidelity Checks - Assistant principal and principal will conduct walk-throughs, Fidelity Checks, mini observations or formal observations (a combination of at least 5 per day) to monitor implementation of strategies developed by each PLC. | Assistant principal and principal | 8/2017-5/2018 | n/a |
| Objective 2: |  |  |  |  |  |
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## 2: Gap

State your *Gap* **Goal**

| Goal 2:Increase the average combined reading and math proficiency ratings for all students in the non0duplicated gap group from 41.7 to 76.6 as measured by the School Report Card. |
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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:Collaboarate to increase the achievement for students in the non-duplicated gap group from41.7 to 51.4 by 2018 as measured by the school report card. | KCWP 2 | Data Analysis - Analyze student achievement gap groups during PLCs. Teachers will use MAP sub-category data in order to determine math intervention groups and small groups for reading. | MAP dataReading teachers | 8/2017-5/2018 | n/a |
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|  | KCWP 5KCWP 6 | KSI Meetings - During required individual monthly meetings, teachers will work with their assigned leadership team member on discussing specific KSI students and determine next-steps for targeted curricular areas. Additional progress meetings may take place as necessary | MAP data, KSI progress monitoring data/Reading teachers | 8/2017-5/2018 | n/a |
| PBIS - Teachers will build upon annual PBIS training and continue to implement PBIS strategies as outlined by Woodland’s PBIS Handbook. The PBIS Team meets monthly to review behavior data, develop building-wide behavior strategies and train staff as necessary. | WES PBIS Handbook; all staff; Assistant principal; behavior interventionist | 8/2017-5/2018 | .5 related arts allocation; $56,017 salaries from Title I |
| Family Involvement - Family events will take place at least quarterly and will incorporate reading and math as well as other topics as evidenced by the FRC Needs Assessment. | FRC Needs assessment; FRC Coordinator; teachers | 8/2017-5/2018 | $1333 Parent Involvement Funds |

## 3: Growth

State your *Growth* **Goal**

| Goal 3:By May 2018, the percent of students in grades 2-5 scoring novice on the Reading MAP test will decrease from 26.2% to 10% as measured by the Spring Projected Proficiency Report. |
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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: The instructional focus of the school-wide Title I program will be to provideinstructional support for those students deemed below proficiency in theareas of math and reading. Title I instructional assistants will work withteachers to provide additional instruction for these students. | KCWP 5 | FRC - FRC will assist with providing needed services and consultation toidentified students and families to reduce barriers to learning and facilitatepositive learning experiences. | FRC Referrals/FRC Coordinator | 8/2017-5/2018 | FRC |
| ELL Services - ELL students will be provided with specifically designed instructional activities to make content more comprehensive in the regular classroom by working collaboratively with regular education teachers. | ELL Data/ELL staff | 8/2017-5/2018 | ELL |
| ESS - ESS Daytime Waiver will be implemented in order to provide instructional support for those students deemed at risk in the areas of reading or math. ESS Instructional Assistants will work with teachers to provide additional instruction/support to these students. | ESSCoordinator,ESSinstructionalassistants,teachers. | 8/2017-5/2018 | ESS $15541 |
|  | iRead - dentified stduents working below first and second grade levels will use iRead to increase competency in reading skills. | All Woodland Staff | 8/2017-5/2018 | General Fund $5500 |
| The Leader in Me - Building on first year training and second year momentum, we will continue to apply the Seven Habits and leadership concepts at a higher order. Implement specific tools that empower staff and students and focus on effective schoolwide goals that produce results and build a lasting capacity to produce results in the future. | All Woodland Staff | 8/2017-5/2018 |  |
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## 5: Transition readiness

State your *Transition readiness* **Goal**

| Goal 4: Woodland will provide transition opportunities for all incoming first graders and outgoing fifth graders. |
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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 | Progress Monitoring Date & Notes | Funding |
| Objective 1: Stakeholders will collaborate to increase the percentage of students successfully transitioning from kindergarten to first grade through various programs as measured by MAP data as a follow up of Brigance. | KCWP 4 | Little Eagle’s Day Out – incoming first graders will be invited to attend their own Open House prior to the general population so that they have an opportunity to meet their teacher. | Attendance sign in sheets | August, 2017 | n/a |
| Students from North Park will visit Woodland in May of 2018 to tour the school with their current teachers. | Field trip manifest | May, 2018 | n/a |
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| Objective 2: |  |  |  |  |  |
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## 6: Other (optional)

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

| Goal 5: By March 2019, the percent of teachers in agreement with the statement, “Professional Learning: Q 8.1 K Professional learning provides ongoing opportunities for teachers to work with colleagues to refine teaching practices.” Will increase from 69% to 79% on the Kentucky TELL Survey. |
| --- |
| 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: Students will be offered a safe, positive and efficient learning environment to ensure they are learning at optimal levels and that the barriers to learning are few. | KCWP 5 | Stakeholder participation - 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.* Comprehensive Needs Assessment
* Parent Engagement
* CSIP Committees
* PLCs
* SBDM
 | Implementation/Impact Checks, Parent Surveys, TELL & other Teacher Surveys, Data analysisTitle I Coordinator, Committee Chairpersons, Principal | January, March, May 2018 | Fund 22 |
| Assure consideration and addressment of non‐academic barriers to learning* Addressing poverty related needs
* Attendance needs
* Addressing Mental Health Needs
* Individual Counseling/Classroom Guidance
* Second Steps Curriculum
* Student Assignment
 | Leadership Team, FRYSC, Principal | PLC Days weekly through May, 2018 | PPA |
|  | KCWP 6 | Ensure culturally responsive behaviors are modeled among faculty, staff, and students.* PBIS expectations, routines and procedures, lesson plans
* PBIS assemblies and  student recognitions
 | office referrals Classroom teachers, PBIS Team, Counselor, Assistant Principal, Principal | March 2018May 2018 | PPA |
| 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.* PBIS
* discipline referral process
 | PBIS Team, Counselor, Assistant Principal, Principal | March 2018May 2018 |  |
| 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 2018May 2018 |  |
|  |  | Develop school culture supports, both academic and behavioral, to promote and support learning for all.* PBIS
* Universal Behavior Screen
* KSI Supports
* Counselor Target Groups
 | Classroom teachers, PBIS Team, Assistant Principal, Principal |  |  |