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: Increase the averaged combined reading and math K-PREP scores from 39.7% proficiency rating to 69.3% in 2019.					
Objective	**Strategy**	**Activities to deploy strategy**	**Measure of Success**	**Progress Monitoring Date & Notes**	**Funding**
Objective 1: Increase the averaged combined reading and math K-PREP scores from 39.7% proficiency rating to 63.2% in 2018.	Instruction - Administrators and teachers will ensure that high-quality, engaging and differentiated instruction occurs daily in all classrooms. Congruency of tasks and assessments to standards, research-based instructional strategies and rigor are focus areas for instruction. Category: Integrated Methods for Learning	Teachers will implement a variety of research-based instructional strategies in reading such as D.E.A.R. (opportunities to read for at least 15 minutes daily), A.C.E.(graphic organizer for extended response reading prompts), read-alouds, reading something non-fiction weekly, vocabulary instruction, etc. Instruction will strengthen the five areas of reading which are phonemic awareness, phonics, fluency, vocabulary, and comprehension. There will be a focus on mastery of foundational skills at each grade level.	STAR/K-PREP		N/A
		Teachers will utilize research-based instructional strategies in math such as daily vocabulary instruction, daily opportunities to practice math fact fluency, use of interactive math journals/notebooks, bell ringers, C.U.B.E.S. (graphic organizer to help answer extended response math questions), etc. There will be a focus on mastery of foundational skills at each grade level.	STAR/K-PREP		N/A
		Students will be given opportunities to practice academic skills through a variety of technological programs which will provide data tracking such as Lexia Core 5, Moby Max, Accelerated Math, Accelerated Reading, Math Facts, STAR for progress monitoring, etc.	Program reports/STAR/K-PREP		SBDM
		Students will receive instruction during dedicated intervention/enrichment for at least thirty minutes daily in math and reading based on individual needs and utilizing a variety of research-based programs and instructional strategies.	Observations, Walkthroughs, Lesson Plans		SBDM
	School leaders, SBDM council, and school committees will ensure that the environment for teaching and learning is maximized.	Staff will be hired through systematic procedures to ensure that only candidates who demonstrate a high knowledge of working with diverse populations are hired at SLES. The process includes but is not limited to use of a screening document for applications, a scoring rubric for interviews, and questions designed to determine the working knowledge of each candidate relating to the implementation of effective practices.	Observations, walkthroughs		N/A
		Teachers will be encouraged and supported in pursuing National Board Certification in an effort to strengthen professional practice.	Observations, walkthroughs		N/A
		Use the Persistence to Graduation Tool and Gallop Poll to identify at-risk students and provide interventions for those students. Work with parents as well as the Family Resource and Youth Services Center/Community Education to reduce and remove the barriers to learning. Develop individual plans for next steps to address areas of concern.	PTG report, Plans		N/A

2: Gap
State your *Gap* Goal

Goal 2: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 52.4% to 66.7% by 2018.

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Increase the combined reading and math proficiency rates for all students in the Gap Group (non-duplicated) from 52.4% to 66.7% in 2018	Various data sources will be analyzed in order to identify priorities for student achievement.	Response to Intervention - Teachers and administrators will analyze the results of K-PREP, STAR Reading, Math, and/or Early Literacy to target students who are not making adequate progress. Teachers and administrators will analyze student progress through Lexia Core 5 and Moby Max. This will allow for instruction to be more individualized therefore meeting the needs of each individual student.	K-PREP, STAR, Lexia Core 5, Moby Max		Instructional Resources
		Utilize all available resources (ie. 21st CCLC, FRYSC, DPP, etc.) to meet student needs and include analysis of nonacademic data such as attendance, behavior, wellness, and retention.	Attendance and behavior reports, PTG report, Gallup Survey		N/A
	Achievement Gap - Achievement gaps will be analyzed at each benchmark and summative assessment period.	An ESS tutor will be provided through receipt of the daytime waiver to provide students additional small group instruction to help strengthen reading and math skills.	Progress monitoring		ESS funds
	Plans will be created to minimize achievement gaps to ensure that all students achieve at expected level.	Students who are at-risk will be referred to the 21st CCLC programs. Several at-risk students are GAP students. These students will receive extra help and support as needed. MRA staff will work with classroom teachers to make sure students work on needed skills.	MRA roster		21st CCLC

3: Growth
State your *Growth* **Goal**

Goal 3: Reduce the number of novice students from 24.7% in reading to 20.7% and math from 18.2% to 15.2% by 2018.					
Objective	**Strategy**	**Activities to deploy strategy**	**Measure of Success**	**Progress Monitoring Date & Notes**	**Funding**
Objective 1: Reduce the number of novice students from 24.7% in reading to 20.7% and math from 18.2% to 15.2% by 2018.	Research-based instruction will implemented by teachers.	Teachers will receive professional learning in Marzano's 9 Instructional Strategies and implement those strategies through intentional lesson plans. Those strategies will be embedded in professional work on instructional units and assessments relating to the standards in content areas.	Observations, Walkthroughs, Lesson Plans, Unit plans		PD
	Students will increase ownership of their own learning and achievement.	Goal-setting sheets will be used for all students to include school-wide achievement goals as well as individual student goals. Goal sheets will be maintained and reviewed through-out the school year.	Growth goals, STAR, K-PREP		General Fund/ SBDM

4: Transition readiness
State your *Transition readiness* **Goal**

Goal 4: Increase the percentage of current fifth grade students scoring on benchmark level to show readiness for entering sixth grade as evidenced by STAR Reading and STAR Math scores from 68% to 75% combined.					
Objective	**Strategy**	**Activities to deploy strategy**	**Measure of Success**	**Progress Monitoring Date & Notes**	**Funding**
Objective 1: Increase the average combined reading and math STAR benchmark percentage for 5th grade students from 68% to 75% by May 2018	Provide support to ensure that all students have the skills and knowledge to be successful at the next level.	All fifth grade students will be screened every fall, winter, and spring at the minimum to identify current levels and provide information to be used for instructional planning.	STAR		District Funds
		Screening data will be used to identify students scoring below grade level and those students will receive targeted instruction and be progress monitored to track growth.	STAR		District Funds
		All available resources, such as Mustang Round-up Academy, with be utilized to provide additional support to support instructional growth.	STAR		21st CCLC Funds