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**

<table>
<tr><td colspan="5">Goal 1: Jefferson's combined reading and math proficiency will increase from 57% in 2016/2017 to 66.3% in May 2018/2019, as measured by the KPREP Assessment.</td></tr>
<tr>
<td colspan="2">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
● 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</td>
<td colspan="2">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
● 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</td>
<td>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.</td>
</tr>
<tr>
<td>Objective</td>
<td>Strategy</td>
<td>Activities to deploy strategy</td>
<td>Measure of Success</td>
<td>Progress Monitoring Date & Notes</td>
<td>Funding</td>
</tr>
<tr>
<td rowspan="8">Objective 1: Jefferson's reading proficiency score will increase from 60% in 2017/2018 to 63% in May 2018/2019, as measured by the KPREP Assessment.</td>
<td>Design and Deliver Instruction</td>
<td>RTI- Tier 2 RTI services will be provided for all students in reading and math 4 days a week for 45 minutes. Students receiving tier 3 will be serviced at an additional time. This allows for most kids to have tier 1 universal direct instruction as well as tier 2 reteach time.</td>
<td>Formative and Summative Assessments</td>
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<td></td>
<td>Headsprout- Headsprout is a researched based foundational literacy program. All kindergarten and 1st grade students do headsprout 4 days a week for 40 minutes.</td>
<td>Headsprout Reports and Summative Assessments</td>
<td></td>
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<tr>
<td>Design and deliver instruction</td>
<td>Saxon Phonics- Teachers in grade K-3 will use Saxon Phonics to deliver phonics instruction daily during the reading instructional block.</td>
<td>RIC and Saxon Assessments</td>
<td></td>
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<td>Instructional time- All students in grades K-3 will receive 120 minutes of reading instruction daily.</td>
<td>Lesson plans and walkthroughs</td>
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<tr>
<td>Design and deliver instruction</td>
<td>Full time reading interventionist</td>
<td>MAP. KPREP, STAR, AIMSweb</td>
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<tr>
<td>Design and deliver instruction</td>
<td>Reading pacing guides for grades 3-5</td>
<td>lesson plans</td>
<td></td>
<td></td>
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<tr>
<td>Design and deliver instruction</td>
<td>Education Galaxy- Students use this computer based research proven program to learn and work on skills they need. The program assesses each kid and then assigns them standards and skill based assignments/games aligned to their grade level content   There is also an RTI portion called liftoff for kids that are performing below grade level.</td>
<td>Education Galaxy Reports and Star Math</td>
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<td></td>
<td>RIC (Reading Inventory Continuum) Assessment given to all students in grades k-3 three times a year to measure skills such as phonics, phonemic awareness, fluency, and sight word recognition</td>
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	Review, Analyze, and Apply Data	Data Teams- Teacher meet with Instructional Coach and Principal weekly for 1 hour to analyze assessment data (MAP, STAR Reader, Star Math, common assessments, KPREP, etc), determine skills that need to be addressed in tier 2 time, and develop next steps for delivering the instruction.	Data Team minutes		
		Progress Monitor grade K-5 on a monthly basis using STAR Reader, STAR Math, and Headsprout	PLCs and RTI		
Objective 2: Jefferson's math proficiency score will increase from 68 % in 2017/2018 to 70% in May 2018/2019, as measured by the KPREP Assessment.	Design and Deliver Instruction	RTI- Tier 2 RTI services will be provided for all students in reading and math 4 days a week for 45 minutes. Students receiving tier 3 will be services at an additional time. This allows for all kids to have tier 1 universal direct instruction as well as tier 2 reteach time.	Formative and Summative Assessments		
		Education Galaxy- 4th and 5th grade Students use this computer based research proven program to learn and work on skills they need. The program assesses each kid and then assigns them standards and skill based assignments/games aligned to their grade level content There is also an RTI portion called liftoff for kids that are performing below grade level.	Education Galaxy Reports and Star Math		
	Design and Deliver Instruction	Grades 1-5 use accelerated math for all students. The assignments are given based on their instructional level which is determined based on STAR math assessment results.	STAR, MAP, KPREP		
		grade 1-5 do routine fact fluency checks	assessment results		
	Review, Analyze, and Apply Data	Data Teams- Teacher meet with Instructional Coach and Principal weekly for 1 hour to analyze assessment data (MAP, STAR Reader, Star Math, common assessments, KPREP, etc), determine skills that need to be addressed in tier 2 time, and develop next steps for delivering the instruction.	Data Team minutes		

2: Gap

State your Gap **Goal**

Goal 2: Jefferson's GAP Group (non duplicated) combined reading and math proficiency will increase from 53% Proficient/distinguished in 2016/2017 to 64% proficient/distinguished in May 2018/2019, as measured by the KPREP Assessment.

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 ● KCWP 2: Design and Deliver Instruction	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 ● KCWP2: Design and Deliver Instruction - Continuous Improvement Activities	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: Jeffersons GAP Group (non-duplicated) reading proficiency will increase from 42.9% in 2017/2018 to 48% in 2018/2019.	Design and Deliver Instruction	RTI- Tier 2 RTI services will be provided for all students in reading and math 4 days a week for 45 minutes. Students receiving tier 3 and special education services will be services at an additional time. This allows for all kids to have tier 1 universal direct instruction as well as tier 2 reteach time.	Formative and Summative Assessments		
		Education Galaxy- Students use this computer based research proven program to learn and work on skills they need. The program assesses each kid and then assigns them standards and skill based assignments/games aligned to their grade level content There is also an RTI portion called liftoff for kids that are performing below grade level. RIC, Saxon Phonics, and Haggerty are used to determine foundational skills	Education Galaxy Reports and Star Math		
		ELL students use Imagine Learning 5 days a week to increase english reading proficiency.	Assessment results on Imagine Learning and other formative/summative assessments		
	Design and Deliver Instruction	Teachers in grades k-3 use the Haggerty book to teach phonemic awareness	lesson plans and walkthroughs		
	Design and Deliver Assessment Literacy	RIC (Reading Inventory Continuum) Assessment given to all students in grades k-3 three times a year to measure skills such as phonics, phonemic awareness, fluency, and sight word recognition	RIC tracking sheet		
Objective 2: Jeffersons GAP Group (non-duplicated) math proficiency will increase from 57.1% in 2017/2018 to 58% in 2018/2019.	Design and Deliver Instruction	RTI- Tier 2 RTI services will be provided for all students in reading and math 4 days a week for 45 minutes. Students receiving tier 3 and special education services will be services at an additional time. This allows for all kids to have tier 1 universal direct instruction as well as tier 2 reteach time.	Formative and Summative Assessments		
		Education Galaxy- Students use this computer based research proven program to learn and work on skills they need. The program assesses each kid and then assigns them standards and skill based assignments/games aligned to their grade level content There is also an RTI portion called liftoff for kids that are performing below grade level.	Education Galaxy Reports and Star Math		

	Design and Deliver Instruction	MIF calendars/pacing materials developed for all grades to use k-5.	lesson plans and walkthroughs		
	Design, Align, and Deliver Support	District Technology Coach in the classrooms and school 1 day a week to provide support in the area of instructional technology	calendars and walkthroughs		
Objective 3: Jefferson's GAP group (disabilities with and IEP) reading proficiency will increase from 16.7% in 2017/2018 to 19.6% in 2018/2019 as measured by KPREP.	Design and Deliver Instruction	RTI- Tier 2 RTI services will be provided for all students in reading and math 4 days a week for 45 minutes. Students receiving tier 3 services will be services at an additional time. This allows for all kids to have tier 1 universal direct instruction as well as tier 2 reteach time.	Formative and Summative Assessments		
	Design and Deliver Instruction	Education Galaxy- Students use this computer based research proven program to learn and work on skills they need. The program assesses each kid and then assigns them standards and skill based assignments/games aligned to their grade level content There is also an RTI portion called liftoff for kids that are performing below grade level. RIC, Saxon Phonics, and Haggerty are used to determine foundational skills	Education Galaxy Reports and Star Reader		
	Design and Deliver Instruction	Teachers in grades k-3 use the Haggerty book to teach phonemic awareness			
		RIC (Reading Inventory Continuum) Assesment given to all students in grades k-3 three times a year to measure skills such as phonics, phonemic awareness, fluency, and sight word recognition			
Objective 4: Jefferson's GAP group (disabilities with and IEP) math proficiency will increase from 22.7% in 2017/2018 to 24.1% in 2018/2019 as measured by KPREP.	Design and Deliver Instruction	RTI- Tier 2 RTI services will be provided for all students in reading and math 4 days a week for 45 minutes. Students receiving tier 3 services will be services at an additional time. This allows for all kids to have tier 1 universal direct instruction as well as tier 2 reteach time.	Formative and Summative Assessments		
	Design and Deliver Instruction	Education Galaxy- Students use this computer based research proven program to learn and work on skills they need. The program assesses each kid and then assigns them standards and skill based assignments/games aligned to their grade level content There is also an RTI portion called liftoff for kids that are performing below grade level.	Education Galaxy Reports and Star Math		
	Design and Deliver Instruction	MIF calendars/pacing materials developed for all grades to use k-5.			

3: Graduation rate
State your *Graduation rate* **Goal**

Goal 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
 ● 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 | 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
 ● 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 | 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:					
Objective 2:					

4: Growth
State your *Growth* **Goal**

Jefferson will increase reading proficiency from 90% on/above grade level in spring of 2021, as measured by the NWEA MAP Assessment.

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 ● 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	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 ● 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	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: Jefferson will increase reading proficiency from 52% on/above grade level in spring 2018 to 69% on/above grade level in spring 2019, as measured by the NWEA MAP Assessment.	Design and Deliver Instruction	RTI- Tier 2 RTI services will be provided for all students in reading and math 4 days a week for 45 minutes. Students receiving tier 3 and special education services will be services at an additional time. This allows for all kids to have tier 1 universal direct instruction as well as tier 2 reteach time.	Formative and Summative Assessments		
		Headsprout- Headsprout is a researched based foundational literacy program. All kindergarten and 1st grade students do headsprout 4 days a week for 40 minutes.	Headsprout Reports and Summative Assessments		
	Design and Deliver Instruction	Reading Foundations- 1st and 2nd grade will ability group students between 5 teachers to teach reading foundational skills. Groups are based on phonics and phonemic awareness assessments.	lesson plans and walkthroughs		
	Design and deliver instruction	Saxon Phonics- Teachers in grade 1-3 will use Saxon Phonics to deliver phonics instruction daily during the reading instructional block.	Formative and Summative Assessments and walkthroughs		
		Instructional time- All students in grades K-3 will receive 120 minutes of reading instruction daily.			
	Design and deliver instruction	Education Galaxy- Students use this computer based research proven program to learn and work on skills they need. The program assesses each kid and then assigns them standards and skill based assignments/games aligned to their grade level content There is also an RTI portion called liftoff for kids that are performing below grade level.	Edu galaxy reports and formative assessment data		
	Review, Analyze, and Apply Data	Data Teams- Teacher meet with Instructional Coach and Principal weekly for 1 hour to analyze assessment data (MAP, STAR Reader, Star Math, common assessments, KPREP, etc), determine skills that need to be	Data Team minutes		

		addressed in tier 2 time, and develop next steps for delivering the instruction.			
	_Deliver and Design Instruction _____	Full time reading interventionist to service grades k-5 tier 3 kids	schedules, formative, and summative assessments		
	Design and deliver instruction	ELL students use Imagine Learning 5 days a week to increase english reading proficiency.	Assessment results on Imagine Learning and other formative/summative assessments		
	_____ Design and deliver instruction _____	RIC (Reading Inventory Continuum) Assesment given to all students in grades k-3 three times a year to measure skills such as phonics, phonemic awareness, fluency, and sight word recognition	formative and summative assessments		
	Review, Analyze, and Apply Data	Teachers will use star reader and star math to measure growth and progress. Students will take both assessments each month and the data is entered into a spreadsheet for monitoring purposes.			

5: Transition readiness
State your *Transition readiness* **Goal**

Goal 5: Jefferson's 5th grade students will increase reading proficiency from 71% on/above grade level in spring 2017 to 90%on/above grade level in spring 2021, as measured by NWEA MAP assessment.

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 ● 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	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 ● 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	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:	Design and Deliver Instruction	RTI- Tier 2 RTI services will be provided for all students in reading and math 3/ 4 days a week for 60 minutes. Students receiving tier 3 students	Formative and Summative Assessments		

Jefferson's 5th grade students will increase reading proficiency from 61% on/above grade level in spring 2018 to 72% on/above grade level in spring 2019, as measured by NWEA MAP assessment.		will be services at an additional time. This allows for all kids to have tier 1 universal direct instruction as well as tier 2 reteach time.			
		Education Galaxy- Students use this computer based research proven program to learn and work on skills they need. The program assesses each kid and then assigns them standards and skill based assignments/games aligned to their grade level content There is also an RTI portion called liftoff for kids that are performing below grade level.	Edu galaxy reports and formative assessment data		
	Review, Analyze, and Apply Data	Data Teams- Teacher meet with Instructional Coach and Principal weekly for 55 minutes to analyze assessment data (MAP, STAR Reader, Star Math, common assessments, KPREP, etc), determine skills that need to be addressed in tier 2 time, and develop next steps for delivering the instruction.	Data Team minutes		
	Design and Deliver Instruction _____	ELL students use Imagine Learning 5 days a week to increase english reading proficiency.	Assessment results on Imagine Learning and other formative/summative assessments		
	Review, Analyze, and Apply Data _____	Teachers will use star reader to measure growth and progress. Students will take both assessments each month and the data is entered into a spreadsheet for monitoring purposes.	growth on spreadsheets and formative/summative assesssments		
	Design and Deliver Instruction	Teacher use the following supplemental programs and resources to engage students in reading in a way that connects to their interests: RAZ, Readworks, Studyladder, Flocabulary, EdPuzzle	lesson plans		

6: Separate Academic Indicator
State your *Other* **Goal** (optional)

Goal 6: We will increase the % of students scoring proficient/distinguished in writing to 30%, science to 30%, and social studies to 80% by May 2023 as measured by KPREP assessment results.		
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	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 ● KCWP2: Design and Deliver Instruction - Continuous Improvement Activities	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.

• 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		• 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			
Objective	**Strategy**	**Activities to deploy strategy**	**Measure of Success**	**Progress Monitoring Date & Notes**	**Funding**
Objective 1: Jefferson's Science proficiency score will increase from 15 % in 2017/2018 to 25% in May 2018/2019, as measured by the KPREP Assessment.	• Design and Deliver Instruction	Mystery Science used in all grades k-5	lessons plans		
		4th grade using Science Alive as an supplemental resource	lesson plans		
		Implementation of STEAM activities and resources in the library for all grades to use bi-weekly during library.	lesson plans and walkthroughs		
	• Design and Deploy Standards	Science Pacing guides developed for grades K-5	PLCs		
	• : Design and Deliver Instruction	District professional development for teachers in the summer	Walkthroughs		
	• Design and Deliver Instruction	5th grade utilize Education galaxy for science as a supplemental resource	ed galaxy reports and lesson plans		
Objective 2: Jefferson's Writing proficiency score will increase from 10 % in 2017/2018 to 20% in May 2018/2019, as measured by the KPREP Assessment.	• Review, Analyze and Apply Data	Redesign the school wide writing plan and SBDM policy	monitor implementation of plan and policy		
		Analyze writing district common assessments	assessment results		
	• Review, Analyze and Apply Data	Implement school wide writing folders to analyze writing samples from each grade	monthly schedule of when and what to turn in to admin		
	• Design and Deliver Instruction	Work with 5th grade in small groups to provide differentiated instruction 4 times per week for 45 minutes.	schedules and lesson plans		
Objective 3: Jefferson's Social Studies proficiency score will increase from 64 % in 2017/2018 to 68% in May 2018/2019, as measured by the KPREP Assessment.	• Design and Deliver Instruction	K-5 will teach social students a minimum of 30 minutes 2X a week.	schedules and lesson plans and walkthroughs		
		Students will use Ed Galaxy as a supplemental resource for social studies content	schedules and lesson plans and walkthroughs		