

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

| <div>Goal 1: Proficiency: Increase the percentage of students scoring Proficient and Distinguished in Reading on KPREP Score at Simpson Elementary School from 54.5 to 77.3 by 2030. Increase the percentage of students scoring Proficient and Distinguished in Reading on KPREP Score at Simpson Elementary School from 58 to 79 by 2030.</div> | | | | | |
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| <div>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><ul style="list-style-type: none">KCWP 1: Design and Deploy StandardsKCWP 2: Design and Deliver InstructionKCWP 3: Design and Deliver Assessment LiteracyKCWP 4: Review, Analyze and Apply DataKCWP 5: Design, Align and Deliver SupportKCWP 6: Establishing Learning Culture and Environment</div> | | <div>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><ul style="list-style-type: none">KCWP1: Design and Deploy Standards - Continuous Improvement ActivitiesKCWP2: Design and Deliver Instruction - Continuous Improvement ActivitiesKCWP3: Design and Deliver Assessment Literacy - Continuous Improvement ActivitiesKCWP4: Review, Analyze and Apply Data - Continuous Improvement ActivitiesKCWP5: Design, Align and Deliver Support - Continuous Improvement ActivitiesKCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities</div> | | <div>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.</div> | |
| Objective | Strategy | Activities to deploy strategy | Measure of Success | Progress Monitoring Date & Notes | Funding |
| Objective 1: Achieve and maintain the 80/15/05 ratio in Reading and Math by 05/26/2020 as measured by Brigance, Dibels, Aimsweb, and STAR assessments. | KCWP 4: Review, Analyze and Apply Data Brigance Data | The Brigance Entry Level Screener as required by the state will be administered to all students entering Entry Level to predict their instructional needs based upon the 5 critical entry level skills for academic success. | Evidence: Brigance Data Members Responsible: Principal CIA Preschool Coordinator | | n/a |
| | | Teachers will administer the STAR, Aimsweb, and Dibels during the school year and analyze data for student growth. | Evidence: Assessment Data Members Responsible: Principal CIA Teachers | | n/a |
| | KCWP 5: Design and Deliver Instruction | FES will continue to implement a consistent curriculum around the common core standards, using a common language.We will continue to | Evidence: | | n/a |

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| | Curriculum Mapping | post learning targets, utilize pacing guides, refine common unit plans and common assessments for Math and Reading. | Reviewed and Revised Unit Plans, etc. Members Responsible: Principal CIA Teachers | | |
| | | FES will continue to use the protocol and monitoring/documentation tool for tiered intervention movement considerations including a process for identifying students who do not meet mastery of early literacy and early numeracy skills regardless of tier. | Evidence: Skill Mastery List Members Responsible: Principal CIA Teachers | | n/a |
| | KCWP 6: Establishing a Learning Culture and Environment Stakeholder Communication | Ensure that all available resources are deployed to assist students in need, i.e. FRYSC, DPP, Cabinet for Family and Children, etc. | Evidence: FRYSC Records Members Responsible: Principal CIA Teachers | | n/a |
| | | Ensure culturally responsive behaviors are modeled among faculty, staff, and students. | Evidence: Established protocol for responsiveness for all students based on need. Members Responsible: Principal CIA Teachers | | n/a |
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| | Objective 2: FES will provide a viable and fluid curriculum in every classroom for each student. | KCWP 1: Design and Deploy Standards. Progress Monitoring System | 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 | Evidence: Walkthroughs, observations, etc. Members Responsible: | n/a |

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| | | | Principal CIA | | |
| | | Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students. | Evidence: Tier group changes. Members Responsible: Principal CIA Teachers | | n/a |
| | KCWP: Design and Deliver Assessment Literacy Progress Monitoring and Intervention Systems | Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students. | Evidence: Tier group changes. Members Responsible: Principal CIA Teachers | | n/a |
| | | Use assessment evidence to certify student competency or program effectiveness. | Evidence: First Grade Readiness Data Members Responsible: Principal CIA Teachers | | n/a |

2: Separate Academic Indicator

| Goal 2: Increase the Writing Exit scores for Franklin Elementary students to 80% Tier 1 as measured by the FES Writing Exit Criteria by 2030. | | | | | |
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| 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> <ul style="list-style-type: none">KCWP 1: Design and Deploy StandardsKCWP 2: Design and Deliver InstructionKCWP 3: Design and Deliver Assessment LiteracyKCWP 4: Review, Analyze and Apply DataKCWP 5: Design, Align and Deliver SupportKCWP 6: Establishing Learning Culture and Environment | | 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> <ul style="list-style-type: none">KCWP1: Design and Deploy Standards - Continuous Improvement ActivitiesKCWP2: Design and Deliver Instruction - Continuous Improvement ActivitiesKCWP3: Design and Deliver Assessment Literacy - Continuous Improvement ActivitiesKCWP4: Review, Analyze and Apply Data - Continuous Improvement ActivitiesKCWP5: Design, Align and Deliver Support - Continuous Improvement ActivitiesKCWP6: 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: Achieve and maintain 60% Tier 1 in Writing as measured by the FES Writing Exit Criteria by 2020. | KCWP 4: Review, Analyze and Apply Data Writing Samples | The Brigance Entry Level Screener as required by the state will be administered to all students entering Entry Level to predict their instructional needs based upon the 5 critical entry level skills for academic success including fine motor skills | Evidence: Brigance Data Members Responsible: Principal CIA Preschool Coordinator | | n/a |
| | | Teachers will administer Writing Prompts during the school year and analyze student work against the Exit Criteria for student growth. | Evidence: Assessment Data Members Responsible: Principal CIA Teachers | | n/a |
| | KCWP 5: Design and Deliver Instruction | FES will continue to implement a consistent curriculum around the common core standards, using a common language.We will continue to | Evidence: | | n/a |

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| | Curriculum Mapping | post learning targets, utilize pacing guides, refine common unit plans and common assessments for Reading. | Reviewed and Revised Unit Plans, etc. Members Responsible: Principal CIA Teachers | | |
| | | FES will continue to use the protocol and monitoring/documentation tool for tiered intervention movement considerations including a process for identifying students who do not meet mastery of early literacy skills regardless of tier. | Evidence: Skill Mastery List Members Responsible: Principal CIA Teachers | | n/a |
| | KCWP 6: Establishing a Learning Culture and Environment Stakeholder Communication | Ensure that all available resources are deployed to assist students in need, i.e. FRYSC, DPP, Cabinet for Family and Children, etc. | Evidence: FRYSC Records Members Responsible: Principal CIA Teachers | | n/a |
| | | Ensure culturally responsive behaviors are modeled among faculty, staff, and students. | Evidence: Established protocol for responsiveness for all students based on need. Members Responsible: Principal CIA Teachers | | n/a |

3: Gap

| Goal 3: Gap: Increase the Reading scores for the Free/Reduced Lunch population as measured by STAR Early Literacy to 80% Tier 1 by 2030. | | | | | |
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| 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> <ul style="list-style-type: none">KCWP 1: Design and Deploy StandardsKCWP 2: Design and Deliver InstructionKCWP 3: Design and Deliver Assessment LiteracyKCWP 4: Review, Analyze and Apply DataKCWP 5: Design, Align and Deliver SupportKCWP 6: Establishing Learning Culture and Environment | | 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> <ul style="list-style-type: none">KCWP1: Design and Deploy Standards - Continuous Improvement ActivitiesKCWP2: Design and Deliver Instruction - Continuous Improvement ActivitiesKCWP3: Design and Deliver Assessment Literacy - Continuous Improvement ActivitiesKCWP4: Review, Analyze and Apply Data - Continuous Improvement ActivitiesKCWP5: Design, Align and Deliver Support - Continuous Improvement ActivitiesKCWP6: 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 |
| Ojective 1: Achieve 60% Tier 1 in Reading of the Free /Reduced Lunch population as measured by STAR Early Literacy by 2020. | KCWP 4: Review, Analyze and Apply Data Brigance Data | The Brigance Entry Level Screener as required by the state will be administered to all students entering Entry Level to predict their instructional needs based upon the 5 critical entry level skills for academic success. | Evidence: Brigance Data Members Responsible: Principal CIA Preschool Coordinator | | n/a |
| | | Teachers will administer the STAR, Aimsweb, and Dibels during the school year and analyze data for student growth. | Evidence: Assessment Data Members Responsible: Principal CIA Teachers | | n/a |

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| | KCWP 5: Design and Deliver Instruction Curriculum Mapping | FES will continue to implement a consistent curriculum around the common core standards, using a common language. We will continue to post learning targets, utilize pacing guides, refine common unit plans and common assessments for Math and Reading. | Evidence: Reviewed and Revised Unit Plans, etc. Members Responsible: Principal CIA Teachers | | n/a |
| | | FES will continue to use the protocol and monitoring/documentation tool for tiered intervention movement considerations including a process for identifying students who do not meet mastery of early literacy and early numeracy skills regardless of tier. | Evidence: Skill Mastery List Members Responsible: Principal CIA Teachers | | n/a |
| | KCWP 6: Establishing a Learning Culture and Environment Stakeholder Communication | Ensure that all available resources are deployed to assist students in need, i.e. FRYSC, DPP, Cabinet for Family and Children, etc. | Evidence: FRYSC Records Members Responsible: Principal CIA Teachers | | n/a |
| | | Ensure culturally responsive behaviors are modeled among faculty, staff, and students. | Evidence: Established protocol for responsiveness for all students based on need. Members Responsible: Principal CIA Teachers | | n/a |
| Objective 2: FES will provide a viable and fluid curriculum in every classroom for each student. | KCWP 1: Design and Deploy Standards. Progress Monitoring System | 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 | Evidence: Walkthroughs, observations, etc. | | n/a |

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| | | | Members Responsible: Principal CIA | | |
| | | Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students. | Evidence: Tier group changes. Members Responsible: Principal CIA Teachers | | n/a |
| | KCWP: Design and Deliver Assessment Literacy Progress Monitoring and Intervention Systems | Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students. | Evidence: Tier group changes. Members Responsible: Principal CIA Teachers | | n/a |
| | | Use assessment evidence to certify student competency or program effectiveness. | Evidence: First Grade Readiness Data Members Responsible: Principal CIA Teachers | | n/a |

4: Growth

| Goal 4: Increase the Reading scores for Franklin Elementary from 77% Tier 1 to 80% Tier 1 as measured by STAR Early Literacy by 2030. | | | | | | |
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| 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> <ul style="list-style-type: none">KCWP 1: Design and Deploy StandardsKCWP 2: Design and Deliver InstructionKCWP 3: Design and Deliver Assessment LiteracyKCWP 4: Review, Analyze and Apply DataKCWP 5: Design, Align and Deliver SupportKCWP 6: Establishing Learning Culture and Environment | | 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> <ul style="list-style-type: none">KCWP1: Design and Deploy Standards - Continuous Improvement ActivitiesKCWP2: Design and Deliver Instruction - Continuous Improvement ActivitiesKCWP3: Design and Deliver Assessment Literacy - Continuous Improvement ActivitiesKCWP4: Review, Analyze and Apply Data - Continuous Improvement ActivitiesKCWP5: Design, Align and Deliver Support - Continuous Improvement ActivitiesKCWP6: 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: Achieve and maintain the 80/15/05 ratio in Reading by 2020 as measured by STAR Early Literacy | KCWP 4: Review, Analyze and Apply Data | The Brigance Entry Level Screener as required by the state will be administered to all students entering Entry Level to predict their instructional needs based upon the 5 critical entry level skills for academic success. | | Evidence: Brigance Data | | n/a |
| | Brigance Data | | | Members Responsible: Principal CIA Preschool Coordinator | | |
| | | Teachers will administer the STAR and Dibels during the school year and analyze data for student growth. | | Evidence: Assessment Data | | n/a |
| | | | | Members Responsible: Principal CIA | | |

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| | | | Teachers | | |
| | KCWP 5: Design and Deliver Instruction Curriculum Mapping | FES will continue to implement a consistent curriculum around the common core standards, using a common language. We will continue to post learning targets, utilize pacing guides, refine common unit plans and common assessments for Reading. | Evidence: Reviewed and Revised Unit Plans, etc. Members Responsible: Principal CIA Teachers | | n/a |
| | | FES will continue to use the protocol and monitoring/documentation tool for tiered intervention movement considerations including a process for identifying students who do not meet mastery of early literacy skills regardless of tier. | Evidence: Skill Mastery List Members Responsible: Principal CIA Teachers | | n/a |
| | KCWP 6: Establishing a Learning Culture and Environment Stakeholder Communication | Ensure that all available resources are deployed to assist students in need, i.e. FRYSC, DPP, Cabinet for Family and Children, etc. | Evidence: FRYSC Records Members Responsible: Principal CIA Teachers | | n/a |
| | | Ensure culturally responsive behaviors are modeled among faculty, staff, and students. | Evidence: Established protocol for responsiveness for all students based on need. Members Responsible: Principal CIA Teachers | | n/a |

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| Objective 2: FES will provide a viable and fluid curriculum in every classroom for each student. | KCWP 1: Design and Deploy Standards. Progress Monitoring System | 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 | Evidence: Walkthroughs, observations, etc. Members Responsible: Principal CIA | | n/a |
| | | Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students. | Evidence: Tier group changes. Members Responsible: Principal CIA Teachers | | n/a |
| | KCWP: Design and Deliver Assessment Literacy Progress Monitoring and Intervention Systems | Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students. | Evidence: Tier group changes. Members Responsible: Principal CIA Teachers | | n/a |
| | | Use assessment evidence to certify student competency or program effectiveness. | Evidence: First Grade Readiness Data Members Responsible: Principal CIA Teachers | | n/a |

5: Transition readiness

| Goal 5: Increase the Number of Kindergarten Ready Students as measured by Brigance by 10% by 2030. | | | | | |
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| 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> <ul style="list-style-type: none">KCWP 1: Design and Deploy StandardsKCWP 2: Design and Deliver InstructionKCWP 3: Design and Deliver Assessment LiteracyKCWP 4: Review, Analyze and Apply DataKCWP 5: Design, Align and Deliver SupportKCWP 6: Establishing Learning Culture and Environment | | 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> <ul style="list-style-type: none">KCWP1: Design and Deploy Standards - Continuous Improvement ActivitiesKCWP2: Design and Deliver Instruction - Continuous Improvement ActivitiesKCWP3: Design and Deliver Assessment Literacy - Continuous Improvement ActivitiesKCWP4: Review, Analyze and Apply Data - Continuous Improvement ActivitiesKCWP5: Design, Align and Deliver Support - Continuous Improvement ActivitiesKCWP6: 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: 65% of Pre-Kindergarten students will demonstrate a proficiency in Kindergarten Readiness by October 2020 as measured by Brigance Scores. | Strategy #1 Community Involvement - Establish Community Relationships and Involvement that will help facilitate the common message of Kindergarten Readiness. Category: Stakeholder Engagement | Invite Community Members as well as Daycare providers to become involved in the Kiddie Kats meeting that focuses on Kindergarten Readiness. Continue to increase our community focus on Kindergarten Readiness through social media and programming. | Evidence: Meeting Reports and Notes: Members Responsible: Principal CIA Preschool Coordinator | | n/a |
| | Strategy #2: Implement new testing procedures that will make the most of the testing parameters. | Align our Kindergarten Screener to assess incoming students more closely to Brigance and subsequently share that information with their parents during the individual conferences in May. Parents will be informed of specific skills students need to by K-ready. | Evidence: Updated Screeners and protocol Members Responsible: Principal CIA Preschool Coordinator | | n/a |
| | Strategy #3: JumpStart Program - Investigate the benefits of | | | | |

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| | hosting a JumpStart Program for incoming Kindergarten students Program Data Brigance Data | Expand our Little Cats Programming to include more opportunities for 4 year olds entering Kindergarten to access school based programming targeted at individualized Kindergarten Readiness. | Evidence: Little Cats Programming data Members Responsible: Principal CIA Preschool Coordinator | | n/a |
|--|---|--|--|--|-----|