

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 percentage of students scoring Proficient and Distinguished in Reading on KPREP Score at Lincoln Elementary School from 50.2 to 75.1 by 2030. Increase the percentage of students scoring Proficient and Distinguished in Math on KPREP Score at Lincoln Elementary School from 38.3 to 69.2 by 2030.					
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: Increase the percentage of students scoring Proficient and Distinguished in Reading on KPREP Score at Lincoln Elementary School from 50.2 to 52.5 by 2020. Increase the percentage of students scoring Proficient and Distinguished in Math on KPREP Score at Lincoln Elementary School from 38.3 to 41.1 by 2020.	Design and Deploy Standards to assure the current curriculum is valid to readjust the content and pacing to meet student needs as defined by our assessments.	Clarify, deepen understanding, and develop a consistent curriculum school-wide around the Kentucky Core Academic Standards which begins to include the use of technology by all students as we strive to implement a 1 to 1 initiative. This curriculum will consist of pacing guides, common learning targets, weekly overviews, and assessments which use common content language. This will be completed during weekly guided planning meetings.	Evidence of planning documentation will be provided through weekly overviews and agendas of content planning meetings.	8/09/2019-12/31/2020 Pais, Satterly, Whitney, Classroom Teachers	10,000.00
		Teachers will be involved in two content planning sessions per week to help understand the depth of the standards through assessment and instructional planning.	Increase in STAR scores, CASE assessment scores, K-PREP scores, and unit common assessments scores.	8/09/2019-12/31/2020 Pais, Satterly, Whitney and Classroom Teachers	3,000.00
	Design and Deliver Instruction to ensure that we meet the Tier I needs of our students in all subject areas.	Writing and Literacy plans will be updated annually. Also, the expectations are to include in a variety of constructed responses in all common summative assessments. The teachers will use writing prompts in daily instruction. Students will also have access to Accelerated Reader Program.	Increase in common unit assessment scores, K-PREP scores, and writing learning check scores.	8/09/2019-12/31/2020 Pais, Satterly, Whitney, and Classroom Teachers	5000.00

		Each student will be assigned to flex groups in reading and math according to STAR, pre-assessments, learning checks, or common unit assessment data.	Increase in common unit assessment scores, K-PREP scores, and writing learning check scores.	8/09/2019-12/31/2020 Pais, Whitney, Classroom Teachers	0
	Design and Deliver Instruction to ensure that students have the necessary systems and processes to meet Tier I and Tier II instructional needs.	Teachers will participate in ongoing professional development in the areas of best practice in writing, math problem solving, and reading fluency.	Increase in common unit assessment scores, K-PREP scores, and writing learning check scores.	8/09/2019-12/31/2020 Pais, Whitney, Classroom Teachers	3000.00

	Design and Deliver Instruction to ensure that students have the necessary systems and processes to meet Tier I and Tier II instructional needs.	Additional Chromebooks and carts will be purchased to enhance academic instruction for the use of History Alive, Accelerated Reader, and Dreambox.	Increase in common unit assessment scores, K-PREP scores, and learning check scores.	8/09/2019-12/31/2020 Pais, Satterly, Whitney, Classroom Teachers	10,000.00
	Design, Align, and Deliver support to students who are not meeting benchmark mastery.	Develop a clearly defined RTI model with documentation tools, progress monitoring meetings, and intervention programs/strategies.	Students will move through the RTI process when not meeting standards of 25% or better in math and/or reading. Students will progress through an identified System 44/180 intervention program in reading.	8/09/201912/31/2020 Pais, Whitney, Classroom Teachers of Gordon, Clark, Scott, Baxter, Whittney Maxwell, and School Psychologist.	2,000.00
	Review, Analyze, and Apply Data to ensure processes are in place to collect, analyze, and use data to drive classroom instruction.	Weekly content planning meetings will be held with teachers and school leadership to focus on improving the quality of assessment in which teachers use a balanced assessment system (common formative and summative assessments, self-assessments, state assessments) to inform instruction, provide students with clear learning targets, and provide specific feedback. At these meetings, teachers will plan writing instruction and practice for the following week.	Increase in common unit assessment scores, K-PREP scores, and learning check scores.	8/09/2019-12/31/2020 Pais, Satterly, Whitney, Classroom Teachers	0
		Teachers will develop and continually revise common assessments using various research based resources. Results of assessments will frequently be analyzed to determine the next steps in instruction.	PGES process and overviews	8/09/2019-12/31/2020 Pais, Whitney, Satterly Classroom Teachers	0
		Teachers will meet twice weekly with content leaders to discuss: <ul style="list-style-type: none"> Which learning targets are being taught? Does our instruction meet the rigor of the standard? Are students getting it? 	Content planning/PLC protocol	10/14/2019-12/31/2020 Pais, Satterly, Whitney, Classroom Teachers	

		<ul style="list-style-type: none"> How do you know they are getting it? These planning times will include data review and instructional planning.			
	Design, Align, and Deliver Support to ensure appropriate academic interventions are taking place to meet the needs of all students.	Students who have been identified as Gifted and Talented as well as students who are exceeding learning goals will be provided with extended opportunities to stretch learning through enrichment classes, flexible grouping, and acceleration through curriculum. Fifty students from LES will be involved in the EDGE Academy.	Increase in common unit assessment scores, K-PREP scores, and learning check scores.	8/09/2019-12/31/2020 Pais, Wade, Sheffield, Whitney	0
		Behavioral RTI will be implemented using the three tier process.	Folders and student's behavior episodes decreasing	8/09/2019-12/31/2020 Pais, Joiner, Baxter, School Psychologist	0
	Design, Align, and Deliver Support to ensure appropriate academic interventions are taking place to meet the needs of all students.	Morning tutoring in math and reading for content and writing will begin in January.	Increase in common unit assessment scores, K-PREP scores, and learning check scores.	11/09/2019-12/31/2020	ESS 2,000
		Added support will be given through B44 program in monthly meetings conducted by Mrs. Pais. The meetings will include help in the areas of instructional strategies, vocabulary, questioning, and assessments.	Increase in common unit assessment scores, K-PREP scores, and learning check scores.	08/09/2019-12/31/2020	
	Design and Deliver Testing Literacy to ensure that students are meeting standards in all tested subject areas.	CASE assessments will be administered in the content areas of math and reading. In the areas of science, writing, and social studies. learning checks will be administered three times a year to emulate K-PREP content and environment.	Increase the CASE assessment scores over time as well as the learning check scores.	08/09/2019-12/31/2020	0

2: Gap

Goal 2: By 2030, the number of GAP students scoring less than proficient on the KPREP will be reduced by 50%. Each year, our GAP students will need to increase in proficiency by an average of 3% in all areas. More specifically, our African American math proficiency will need to increase by 4% each year. The African American and Students with Disabilities GAP groups will need to increase in science proficiency by 4%, as well as our Students with Disabilities in the area of writing.

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.
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Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Collaborate to increase the average combined reading and math proficiency ratings for all students in the non- duplicated gap group to 40% by 12/31/2020 as measured by K- PREP.	Review, Analyze, and Apply Data to ensure a system is in place for teachers to monitor students’ progress on standards in order to know when they have achieved mastery.	Assessment data will be analyzed by school leadership and teachers. Student achievement gap groups will be analyzed relative to state, district, and school assessments to determine needs in core areas. Projected proficiency data from benchmark assessments will be analyzed after each administration. Focus goals will be established after analyzing the test data. Our big rocks will be decided for the school year which include: writing, literacy, competency based grading, and science assessments.	Increase in common unit assessment scores, K-PREP scores, and learning check scores.	8/09/2019-12/31/2020 Pais, Satterly, Whitney, Classroom Teacher	0

		All students regardless of test scores or population group identification will have access to the same core curriculum. Teachers who have students with disabilities will work collaboratively with special education teachers to implement individual education plans. IEP's will be implemented and	Increase in common unit assessment scores, K-PREP scores, and learning check scores.	8/09/2019-12/31/2020 Pais, Satterly, Whitney, Classroom Teacher	100,000 Title I Funds
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		differentiation will be evidenced in lesson overviews. Annual review of staffing and student needs will be completed to ensure academic and emotional needs are met. Title I funds will be used to secure additional faculty and staff.			
		Students that are identified through a testing process to receive EL services are provided the services by a teacher and a computer software program, Imagine Learning.	Increase in common unit assessment scores, K-PREP scores, and learning check scores.	8/09/2019-12/31/2020 Pais, Mylor, Satterly, Classroom Teacher	District
		A competency-based report card will be utilized to show mastery, partial mastery, or no mastery of standards.	A defined system will be put in place to measure standard mastery of skills.	8/09/2019-12/31/2020 Pais, Satterly, Whitney, Classroom Teachers	2000.00
Objective 2: Collaborate to decrease the turnover of teachers for the 2019-2020 school to no more than 5% as measured by the LEAD Report.	Design, align, deliver support processes that measures the effectiveness of current programming and initiatives implemented in classrooms and school.	Social skills training and guidance services will be offered on a consistent basis to students in the gap group.	Decrease in student referrals.	8/09/2019-12/31/2020 Taylor and Smith	200.00
		Students that are identified through a testing process to receive ELL services are provided the services by a teacher and a computer software program entitled, Imagine Learning.	Increase in common unit assessment scores, K-PREP scores, and learning check scores.	8/09/2019-12/31/2020 Pais, Satterly, Mylor, Classroom Teacher	0
		All new hires to the district attend New Teacher Workshop. Also, all non tenured teachers will be involved in the B44 group each month. This group is designed to give these teachers a mentor and constant support of curricular needs.	Teacher turnover will decrease.	8/09/2019-12/31/2020 Pais, Whitney, new teachers	200.00
		Students will be divided into each classroom equitable by gender, race, ability level, resource, EL, and any other factors that promote classroom equity.	Equitable classrooms as approved by the SBDM council.	8/09/2019-12/31/2020 Pais	0
Objective 3: Collaborate to increase the actual score of gap groups to 4% above actual score received during the 2019-2020 school year in each area.	Design, align, deliver support processes that measures the effectiveness of current programming and initiatives implemented in classrooms and school.	Before-school tutoring program will be implemented for students who are not meeting benchmarks in reading or math beginning in January 2020.	Increase in common unit assessment scores, K-PREP scores, and learning check scores.	8/09/2019-12/31/2020 Pais	3,000.00 ESS Funds

		Each student will be assigned to flex groups in reading and math according to STAR, pre-assessments, learning checks, or common unit assessment data.	Increase in common unit assessment scores, K-PREP scores, and learning check scores.	8/09/2018-12/31/2020 Pais, Whitney, Classroom Teachers	0
		Each student will be involved in RTI instruction if they are placed in Tier 2 or Tier 3 instruction. This differentiated instruction will occur within the flex group block.	Increase in common unit assessments, K-PREP scores, and learning check scores.	8/09/2018-12/31/2020 Pais, Whitney, Classroom Teachers	0
	Establish a Learning Culture and Environment	School truancy team will identify non-cognitive data such as attendance, behavior, and retention. Data will be reviewed on a monthly basis along with a meeting from the DPP. The admin team will also discuss students weekly and behavior programs will be initiated by the PBIS team.	attendance counseling notes agenda with DPP meeting with PBIS school team and District Team	8/09/2018-12/31/2020 Pais, Whitney, Classroom Teachers Satterly, Baxter, and Joiner	0

3: Separate Academic Indicator (Writing, Social Studies, Science)

Goal 3: Increase the percentage of students scoring Proficient and Distinguished in Writing on KPREP Score at Lincoln Elementary School from 51.9 to 76.0 by 2030. Increase the percentage of students scoring Proficient and Distinguished in Social Studies on KPREP Score at Lincoln Elementary School from 48.9 to 51.2 by 2030. Increase the percentage of students scoring Proficient and Distinguished in Science on KPREP Score at Lincoln Elementary School from 29.7 to 64.9 by 2030.					
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: Increase the percentage of students scoring Proficient and Distinguished in Writing on KPREP Score at Lincoln Elementary School from 51.9 to 54.1 by 2020. Increase the percentage of students scoring Proficient and Distinguished in Social Studies on KPREP Score at Lincoln Elementary School from 48.9 to 74.5 by 2020. Increase the percentage of students scoring Proficient and Distinguished in Science on KPREP Score at Lincoln Elementary School from 29.7 to 32.9 by 2020.	Design and Deploy Standards to assure the current curriculum is valid to readjust the content and pacing to meet student needs as defined by our assessments.	Clarify, deepen understanding, and develop a consistent curriculum school-wide around the Kentucky Core Academic Standards which begins to include the use of technology by all students as we strive to implement a 1 to 1 initiative. This curriculum will consist of pacing guides, common learning targets, weekly overviews, and assessments which use common content language. This will be completed during weekly guided planning meetings.	Evidence of planning documentation will be provided through weekly overviews and agendas of content planning meetings.	8/09/2019-12/31/2020 Pais, Satterly, Whitney, Classroom Teachers	10,000.00
		Teachers will be involved in learning and using literacy strategies to help in the area of comprehension to demonstrate learning in these content areas. This will be done through professional development and guided planning meetings.	Increase in STAR scores, K-PREP scores, and unit common assessments.	8/09/2019-12/31/2020 Pais, Satterly, Whitney	0
		Design and Deliver Instruction to ensure that students have the necessary resources and materials in these areas to support literacy integrated into the curriculum.	Teachers are ensured to have ongoing professional development in the areas of literacy strategies to be used in science, social studies, and writing. Teachers will also begin transitioning to the new Kentucky Academic Standards. Each core teacher will receive training using KDE’s reading and writing and math modules to ensure a smooth transition.	Increase in common unit assessment scores, K-PREP scores, and learning check scores.	8/09/2019-12/31/20 Pais, Whitney, Classroom Teachers

	Design and Deliver Testing Literacy to ensure that students are meeting standards in all tested subject areas.	Assessment data will be analyzed by school leadership and teachers. Student achievement gap groups will be analyzed relative to state, district, and school assessments to determine needs in core areas. Projected proficiency data from benchmark assessments will be analyzed after each administration. Focus goals will be established after analyzing the test data. Our big rocks will be decided for the school year which include: writing, literacy, competency based grading, and science assessments.	Increase in common unit assessment scores, K-PREP scores, and learning check scores.	8/09/2019-12/31/2020 Pais, Satterly, Whitney, Classroom Teachers	0
	Design and Deliver Testing Literacy to ensure that students are meeting standards in all tested subject areas.	In the areas of science and social studies, learning checks will be administered three times a year to emulate K-PREP content and environment. Students with accommodations will be given the opportunity to practice with a testing partner in order to establish a positive relationship.	Increase the learning check scores over time during the school year.	8/09/2019-12/31/2020 Pais, Satterly, Whitney, Classroom Teacher	
	Design, Align, and Deliver Support/Design, Design and Deliver Assessment Literacy through professional development and assessments that correlate to the design of K-PREP.	Writing teachers will continue to improve writing instruction by using on-demand writing opportunities, live scoring, and school-wide grading to help improve the writing program. A writing consultant will assist in classrooms two days a week to provide assistance in meeting the needs of our potentially distinguished writers.	Increase in common unit assessment scores, K-PREP scores, and learning check scores.	8/09/2019-12/31/2020 Pais, Satterly, Whitney, Classroom Teachers, Arney	
	Design, Align, and Deliver Support/Design, Design and Deliver Assessment Literacy through professional development and assessments that correlate to the design of K-PREP.	Science teachers will redesign assessments that align with the new K-PREP format so more emphasis will be placed on being able to integrate knowledge from nonfiction passages, graphs, charts, and vocabulary. Also, professional development, learning community days, and content days will be provided to work on the assessments. These assessments will be used to guide instruction.	Increase in common unit assessment scores, K-PREP scores, and learning check scores.	8/09/2019-12/31/2020 Pais, Satterly, Whitney, Science Teachers	
	Design, Align, and Deliver Support/Design, Design and Deliver Assessment Literacy through professional development and assessments that correlate to the design of K-PREP.	Social Studies teachers will work together in professional development to continue to build curriculum maps and refine needed assessments in that content. This group will begin developing lessons using the inquiry cycle. Meetings with a consultant will increase the skill level of teachers with this format.	Increase in common unit assessment scores, K-PREP scores, and learning check scores.	8/09/2019-12/31/2020 Pais, Satterly, Whitney, Social Studies Teachers, Kirchner	

4: Growth

Goal 4: Current goal would be to reduce the percentage of students scoring novice by 50% by 2030.

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.
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Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: In order to increase, our growth index from 48.1% to 55% by 12/31/2020.	Design and Deliver Instruction of strategies and programs being implemented and their effectiveness on student achievement.	Students scoring 25 th percentile or below on STAR benchmarks will receive further reading instruction using research-based resources and programs for interventions. Intervention programs will include System 44 and Read 180 to supplement the core programs.	Increase common unit assessments scores, K-PREP scores, and learning check scores.	8/09/2019-12/31/2020 Pais, Whitney, Classroom Teachers	5500.00
		Teachers will track student mastery through weekly formative assessments and data will be reviewed at content planning. Creating these assessments will begin with admin staff, then pass to team leaders, and finally to teachers.	Increase common unit assessments scores, K-PREP scores, and learning check scores.	08/09/2019-12/31/2020 Pais, Satterly, Whitney, Classroom Teachers	0

		Learning checks/CASE assessments will be administered three times a year in each tested area to identify mastery of standards, as well as opportunities for students receiving accommodations to practice with his or her mentor. Re-teaching will take place for students who do not meet goals set by core teacher. The students who meet his or her goal will participate in student celebrations.	Increase in common unit assessment scores, K-PREP scores, and learning check scores.	8/09/2019-12/31/2020 Pais, Satterly, Whitney, Classroom Teachers	0
Objective 2: Collaborate to increase overall school attendance percentage by 1% by 12/31/2020 as measured by daily attendance in Infinite Campus.	Establishing Learning Culture and Environment to ensure that parents and students understand the barrier to learning and how they can be addressed.	School leadership will identify non-cognitive data such as attendance and behavior. Data will be reviewed on a quarterly basis through a quarterly PBIS report and site visit. DPP will monitor attendance along with school team.	Increase common unit assessment scores, K-PREP scores, and learning check scores.	8/09/2019-12/31/2020 Pais, Satterly, Joiner, Classroom Teachers	1500.00
		LES will implement a student support system to meet students' non-academic needs in order to remove any potential barriers to academic success. Programs and services such as Check and Connect, the PASS program, and Family Resource Youth and Service Center will be implemented as supports to students at each school. These programs may be initiated by the school social worker and/or school counselor.	Increase common unit assessment scores, K-PREP scores, and learning check scores.	8/09/2019-12/31/2020 Pais, Satterly, Baxter, Joiner, Eversman, and Classroom Teachers	

5: Transition readiness

Goal 5: To increase the number of LES students that are identified as Next Grade Ready by 2030 to 90%.					
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 Data		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 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.	
<ul style="list-style-type: none">KCWP 5: Design, Align and Deliver SupportKCWP 6: Establishing Learning Culture and Environment		<ul style="list-style-type: none">KCWP5: Design, Align and Deliver Support - Continuous Improvement ActivitiesKCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities			
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Collaborate to prepare 30% of students to be the next grade ready as defined by school created goals by 12/2020.	Establishing Learning Culture and Environment which is in place to assist students academically and behaviorally.	Students will participate in transitioning activities which will include students coming from Simpson Elementary and students going to middle school. Academic readiness will be measured using the newly-established Next Grade Ready benchmarks.	Increase common unit assessment scores, K-PREP scores, and learning check scores.	8/09/2019-12/31/2020 Pais, Satterly, Whitney, Classroom Teachers	300.00
		A balanced curriculum which involves non-tested subjects will be implemented. The curriculum is designed to strengthen the tested subject in subsequent grade levels.	Increase in common unit assessment scores, K-PREP scores, and learning check scores.	8/09/2019-12/31/2020 Pais, Satterly, Whitney, Classroom Teachers	0

		With the support of the Renaissance Program, monthly Hype Rallies will be held to focus on students' successes and talents.	Increase common unit assessment scores, K-PREP scores, and learning check scores.	8/09/2019-12/31/2020 Pais, Classroom Teachers	200.00
		The Next Grade Ready standards will be introduced to parents at Parent Teacher Conferences to allow them to see how their students are progressing through either 4th or 5th grade curriculum. Additionally, a session will be held on Parent Night to inform parents of the purpose of the tool and allow them to ask additional questions about it.	Increase the number of students ready for the next grade.	Whitney, Vaughn, Classroom Teachers	
Objective 2: Collaborate to reduce problem behaviors of disrespect by 12/31/2020 as measured by office referrals.	Establishing Learning Culture and Environment to ensure systems are in place to support an environment where everyone feels safe and wants to learn.	Students when referred to the office on items of disrespect to adults or students, problems on the playground, or any other social skills item will be referred to the school social worker for social skills training. Follow-up will occur. This will be determined as the Tenderfoot Referral.	Decrease in office referral	8/09/2019-12/31/2020 Pais, Satterly, Joiner, Classroom Teachers	200.00
		PBIS will be implemented as well as a Tier Behavior System.	Decrease in office referrals.	8/09/2019-12/31/2020 Pais, Satterly, Classroom Teachers	500.00
		Each 9 weeks the students may earn Hall of Fame status. They must have their AR goal met, 45 Dreambox lessons completed, 4 or fewer needs work dojos, 0 office referrals, and 2 or fewer tardies and 1 or fewer absences. After the first quarter, students must also increase or stay the same in STAR Math and STAR Reading to receive the award.	Increase the academic and behavioral goals for students as identified through attendance, behavior referrals, and academic measures.	8/09/2019-12/31/2020 Pais, Satterly, Whitney, Classroom Teachers	0
		Class Dojo is the school wide behavior monitoring system. Students from each homeroom are honored weekly by being named Dojo Master of the Week.	Decrease in office referrals	8/09/2019-12/31/2020 Pais, Satterly, Whitney, Classroom Teachers	500.00
	Design, Align, Deliver Support processes to involve all stakeholders in the communication process.	Communicate through various media (e.g. weekly school newsletter, Facebook, Twitter, school website, newspaper, School Reach, radio spots, and parent portal) for the purpose of fostering individual and school pride through celebrations of achievements and success. This will increase a positive sense of accomplishment and personal recognition among students, teachers, and administration. Also, the communication process will carryover to CSIP planning.	Increase in common unit assessment scores, K-PREP scores, and learning check scores.	8/09/2019-12/31/2020 Pais, Satterly, Baxter, Classroom Teachers	250.00