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 combined reading and math KPREP proficiency scores from 54.9% in 2017 to 77.7% by 2019 as measured by school report card proficiency data.

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: Increase the reading KPREP proficiency scores from 59.3% in 2017 to 73.7% by 2018 as measured by school report card delivery targets. Goal at each grade level: 3rd - 74 (55 students) 4th – 97 (71 students) 5th - 103 (76 students)	KCWP2: What is the protocol for ensuring Tier I and Tier II instructional needs are met and next steps for improvement are identified? *During PLC meetings, teachers and administrators will analyze reading assessments for all students.	KCWP2: Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, identify adjustments. *Teachers and administrators will analyze reading assessment data to be utilized for the creation of flashbacks and remediation of content.	Monthly PLC meetings, agendas and minutes Assessment data	Monthly – June 30, 2018 Teachers – regular and sped Administrators	n/a
	KCWP3: How do teachers determine which assessment design will best evaluate the level of student learning? *Teachers will participate in professional learning activities in the areas of curriculum, instruction and assessment.	KCWP3: Create formative and summative assessments that are aligned to the standards. * During PLC meetings, teachers will create reading assessments to be used to determine areas of strengths and areas that need improvement.	Monthly PLC meetings, agendas and minutes Assessment data	Monthly – June 30, 2018 Teachers – regular and sped Administrators Central Office Consultant	n/a
	KCWP3: How do teachers monitor and evaluate the use of assessment results to guide instruction and determine the grouping of students? *Use data to drive instruction – MAP, Common Assessments, KPREP,	KCWP3: Develop a tracking system for monitoring of student achievement progress by learning target and by standard. * Each grade level will utilize an electronic data board. This tracking system will include each student's performance level on MAP, common assessments, grades and other important information.	Electronic Data Boards Assessment Data	Monthly – June 30, 2018 Teachers and administrators	n/a
		KCWP3: Use classroom assessments to inform teacher's instructional decisions.	Monthly PLC meetings, agendas and minutes	Monthly – June 30, 2018	n/a

	RTI Progress Monitoring and daily formative assessments will drive instruction.	* Teachers at each grade level will implement biweekly assessments assessing learner targets in reading. Reteaching/remediation will take place in areas demonstrating the most need.	Assessments Assessment data	Teachers – regular and sped Administrators	
Objective 2: Increase the combined math KPREP proficiency scores from 50.4% in 2017 to 72.6% by 2018 as measured by school report card delivery targets.

Goal at each grade level: 3rd - 74 (54 students) 4th – 97 (70 students) 5th - 103 (75 students) | KCWP2: What is the protocol for ensuring Tier I and Tier II instructional needs are met and next steps for improvement are identified? *During PLC meetings, teachers and administrators will analyze math assessments for all students. | KCWP2: Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, identify adjustments.

*Teachers and administrators will analyze math assessment data to be utilized for the creation of flashbacks and remediation of content. | Monthly PLC meeting, agendas and minutes Assessment data | Monthly – June 30, 2018 Teachers – regular and sped Administrators | n/a |
| | KCWP2: What systems/processes do teachers have in place to ensure Tier I instruction and assessments meet the intent of the adopted standards? *Best practices in math instruction. Teachers will implement best practices within the daily math block. | KCWP2: Plan strategically in the selection of high yield instructional strategy usage within lessons.

*All grade levels will implement the *Ryland Heights Math Instructional Model*. PLC meetings throughout the year will focus on Mathematical Instructional Strategies. | Monthly PLC meetings, agendas and minutes Lesson Plan Feedback Lesson Plans | Monthly – June 30, 2018 Teachers – regular and sped Administrators | n/a |
| | KCWP2: How does the teacher ensure cognitive engagement versus passive or active engagement? *Meaningful engagement – Kagan Strategies – Teachers will use Kagan engagement strategies with all students to increase student engagement and deepen student understanding of concepts. | KCWP2: Plan for and implement active student engagement strategies.

* Teachers will use Kagan engagement strategies with all students to increase student engagement and deepen student understanding of concepts. | Monthly PLC meetings, agendas and minutes Lesson Plan Feedback Lesson Plans | Monthly – June 30, 2018 Teachers – regular and sped Administrators Central Office Consultants | n/a |
| | KCWP3: How do teachers monitor and evaluate the use of assessment results to guide instruction and determine the grouping of students? *Use data to drive instruction – MAP, Common Assessments, KPREP, RTI Progress Monitoring and daily formative assessments will drive instruction. | KCWP3: Use classroom assessments to inform teacher's instructional decisions.

* Teachers at each grade level will implement biweekly math assessments assessing learner targets in math. Reteaching/remediation will take place in areas demonstrating the most need. | Monthly PLC meetings, agendas and minutes Assessments Assessment data | Monthly – June 30, 2018 Teachers – regular and sped Administrators | n/a |

2: Gap
State your <mark>Gap</mark> Goal

Goal 2: Increase the combined reading and math KPREP proficiency scores for students in the non-duplicated gap group from 36.7% in 2017 to 70.5% by 2019 as measured by school report card proficiency data.

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: Increase the reading KPREP proficiency scores for students in the non-duplicated gap group from 43.8% in 2017 to 66% by 2018 as measured by school report card delivery targets. 3rd - 42 (28 students) 4th - 52 (34 students) 5th - 62 (41 students) Objective 2: Increase the math KPREP proficiency scores for students in the non-duplicated gap group from 29.5% in 2017 to 63.2% by 2018 as measured by school report card delivery targets. 3rd - 42 (27 students) 4th - 52 (32 students) 5th - 62 (39 students)	KCWP1: What monitoring systems are in place to ensure the curriculum is taught at a high level of fidelity (e.g., complete document is consistently used by all staff, the intent of the standard is preserved)	KCWP1: Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. * All teachers will receive training on appropriate reading and math strategies that correlate with KCAS.	Monthly PLC meetings, agendas and minutes Lesson Plan Feedback Lesson Plans	Monthly – June 30, 2018 Teachers – regular and sped Administrators Central Office Consultants	n/a
	KCWP4: How do teachers use data to determine students' needs (e.g., movement through the tiers of intervention, grouping/regrouping, teacher placement, scheduling)?	KCWP4: Create and monitor a "Watch List" for students performing below proficiency. * Each grade level will develop electronic data notebooks that are consistently updated and monitored. Watch list students are identified and strategies to meet their needs. Each Gap student in third through fifth grade will receive a mentor. This staff member will routinely meet with the student. Assessment data, attendance, behavior, etc. will be reviewed.	Monthly PLC meetings, agendas and minutes Grade level electronic data boards	Monthly – June 30, 2018 Teachers – regular and sped Administrators	n/a
		KCWP4: Develop a system for student monitoring using data notebooks. * Data Notebooks are regularly updated and reviewed by teachers and administrators.	Monthly PLC meetings, agendas and minutes Grade level electronic data boards	Monthly – June 30, 2018 Teachers – regular and sped Administrators	n/a
		KCWP4: Assure consideration and addressment of non-academic barriers to learning. Assure that attendance issues are rectified as to not pose an interference with the educational process of students. *The RBTL (Reducing Barriers to Learning) Admin Team will meet weekly to review attendance. Barriers will be identified, parents contacted, and strategies to assist with attendance issues will be discussed.	Weekly RBTL meeting – agendas and minutes	Weekly – June 30, 2108 Administrators, Counselor, FRC Coordinator, Central Office RBTL consultant	n/a

3. Growth
State your *Growth* Goal

Goal 4: By 2022, Ryland Heights Elementary will increase the percentage of students showing growth in MAP for reading from 45.8% in Spring 2017 to 72.9%; and for math from 36.6% in Spring 2017 to 68.3%.

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: Increase the percentage of students showing growth in MAP in the area of Reading from 45.8% to 51.22% of all students by 2018.	KCWP2: What is the protocol for ensuring Tier I and Tier II instructional needs are met and next steps for improvement are identified? *All students scoring below the 40th percentile on MAP in the areas of Reading and Math will be identified for RtI.	KCWP2: Develop a clearly defined RtI school/district-wide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks. *Students identified in the 40th percentile and below will be placed in small groups for math and reading, which will focus on areas of need as demonstrated by the MAP assessment.	● RtI data ● Electronic Databoards with identified students ● PLC Agendas & Minutes	● Monthly – June 30, 2018 ● Teachers, Administrators	n/a
Objective 2: Increase the percentage of students showing growth in MAP in the area of Math from 36.6% to 42.94% of all students by 2018.	KCWP3: What systems do teachers have in place so that students can communicate how they track and evaluate their progress and set goals? *Teachers will develop a system for students to track progress and set goals.	KCWP3: Implement student participation in self-assessment and goal setting. *Students will set goals and track their progress on MAP, Common Assessments, KPREP and other grade level appropriate assessments. Each grade will implement individual student data tracking system.	● Student Data Notebooks ● Individual Goal Sheets	● Monthly – June 30, 2018 ● Teachers, Administrators	n/a
	KCWP4: What systems are in place to ensure that student data is collected, analyzed, and being used to drive classroom instruction?	KCWP4: Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs. * MAP assessment will be given three times per year to be utilized in a summative and formative manner. MAP and classroom assessment data will be reviewed both collectively and individually with grade level teams. Students will be placed in Tier II or III interventions as needed.	● RtI data ● Electronic Databoards with identified students ● MAP data ● PLC Agendas & Minutes	● Monthly – June 30, 2018 ● Teachers, Administrators	n/a

4: Transition readiness

State your *Transition readiness* **Goal**

Goal 4: By 2022, Ryland Heights Elementary will increase the percentage of students transition ready in grade 5 from 48.96% in 2017 to 74.48% as measured by P/D in all areas of Reading, Math, Social Studies and Writing.

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: Increase the percentage of students transition ready in grade 5 from 48.96 in 2017 to 54.06% in 2018.	KCWP2: What is the protocol for ensuring Tier I and Tier II instructional needs are met and next steps for improvement are identified? *All students scoring below the 40th percentile on MAP in the areas of Reading and Math will be identified for RtI.	KCWP2: Develop a clearly defined RtI school/district-wide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks. *Students identified in the 40th percentile and below will be placed in small groups for math and reading, which will focus on areas of need as demonstrated by the MAP assessment.	• RtI data • Electronic Databoards with identified students • PLC Agendas & Minutes	• Monthly – June 30, 2018 • Teachers, Administrators	n/a
	KCWP3: How do teachers monitor and evaluate the use of assessment results to guide instruction and determine the grouping of students? *Use data to drive instruction – MAP, Common Assessments, KPREP, RTI Progress Monitoring and daily formative assessments will drive instruction.	KCWP3: Use classroom assessments to inform teacher's instructional decisions. * MAP and Common Assessment data will be analyzed consistently for student progress. Reteaching/remediation will take place in areas demonstrating the most need.	• Monthly PLC meetings, agendas and minutes • Assessments • Assessment data	• Monthly – June 30, 2018 • Teachers – regular and sped • Administrators	n/a
	KCWP4: How do teachers use data to determine students' needs (e.g., movement through the tiers of intervention, grouping/regrouping, teacher placement, scheduling)?	KCWP4: Create and monitor a "Watch (Cusp) List" for students performing below proficiency. * Each grade level will develop electronic data notebooks that are consistently updated and monitored. Watch list students are identified and strategies to meet their needs. Each Gap student in third through fifth grade will receive a mentor. This staff member will routinely meet with the student. Assessment data, attendance, behavior, etc. will be reviewed.	• Monthly PLC meetings, agendas and minutes • Grade level electronic data boards	• Monthly – June 30, 2018 • Teachers – regular and sped • Administrators	n/a