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: By 2019, Woodland Middle School will increase the combined reading and math proficiency for all students from 52.6% in 2017 to 75.3% in 2019 as measured by the 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: By 2018, Woodland Middle School will increase the reading proficiency for all students from 56.0% in 2017 to 72.8% in 2018 as measured by the school report card proficiency data.	KCWP2: Design and Deliver Instruction	Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments.	MAP Data, KPREP Data, Mid-Point and Summative Assessment and Data Notebooks.	Weekly PLCs, Professional Development sessions to analyze school and student specific data. Teachers are bringing Mid-point (formative) and summative assessments to the weekly PLCs. Teachers and administrators analyze the assessments to ensure that the assessments are quality and standards based. The student assessment results are plugged into the data tool. During PLCs data is	

				shared and assessments are re-evaluated for quality control.	
		Develop a protocol and monitoring/documentation tool for tiered intervention movement considerations.	MAP Data, KPREP Data, Mid-Point and Summative Assessment and Data Notebooks.	Weekly PLCs, Professional Development sessions to analyze school and student specific data. Students not reaching proficiency on formative and summative assessments in Reading are being identified at PLCs and re-teaching of the standard is occurring. RTI in addition to core instruction in Reading for the students who are consistently scoring below grade level on formative and summative assessments.	
	KCWP 4: Review, Analyze and Apply Data	Implement formal and informal processes that teachers and students utilize to gather evidence to directly improve the learning of students assessed.	PPR Walks, MAP Data, KPREP Data, Mid-Point and Summative Assessment and Data Notebooks.	Weekly PLCs, Professional Development sessions to analyze school and student specific data. Students not reaching proficiency on formative and summative assessments in Reading are being identified and re-teaching of the	

				standard is occurring. Teachers with help from consultants and administrators have created a student data tool to track students not reaching proficiency.
		Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data.	MAP Data, KPREP Data, Mid-Point and Summative Assessment and Data Notebooks.	Weekly PLCs, Professional Development sessions to analyze school and student specific data. Weekly meetings that are focused on student achievement and instructional strategies. Student specific data is reviewed and instructional strategies and Interventions are discussed to ensure students are improving.
Objective 2: By 2018, Woodland Middle School will increase the math proficiency for all students from 49.1% in 2017 to 68.0% in 2018 as measured by the school report card proficiency data.	KCWP 2: Design and Deliver Instruction	Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments.	MAP Data, KPREP Data, Mid-Point and Summative Assessment and Data Notebooks.	Weekly PLCs, Professional Development sessions to analyze school and student specific data. Teachers are bringing Mid-point (formative) and summative assessments to the

				weekly PLCs. Teachers and administrators analyze the assessments to ensure that the assessments are quality and standards based. The student assessment results are plugged into the data tool. During PLCs data is shared and assessments are re-evaluated for quality control.	
			Develop a protocol and monitoring/documentation tool for tiered intervention movement considerations.	MAP Data, KPREP Data, Mid-Point and Summative Assessment and Data Notebooks.	Weekly PLCs, Professional Development sessions to analyze school and student specific data. Students not reaching proficiency on formative and summative assessments in Math are being identified at PLCs and re-teaching of the standard is occurring. RTI in addition to core instruction in Math for the students who are consistently scoring below grade level on formative and summative assessments.	

		KCWP 4: Review, Analyze and Apply Data	Implement formal and informal processes that teachers and students utilize to gather evidence to directly improve the learning of students assessed.	MAP Data, KPREP Data, Mid-Point and Summative Assessment and Data Notebooks.	Weekly PLCs, Professional Development sessions to analyze school and student specific data. Students not reaching proficiency on formative and summative assessments in Math are being identified and re-teaching of the standard is occurring. Teachers with help from consultants and administrators have created a student data tool to track students not reaching proficiency.	
			Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data.	MAP Data, KPREP Data, Mid-Point and Summative Assessment and Data Notebooks.	Weekly PLCs, Professional Development sessions to analyze school and student specific data. Weekly meetings that are focused on student achievement and instructional strategies. Student specific data is reviewed and instructional strategies and Interventions are discussed to ensure students are improving.	

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

Goal 2: By 2019, Woodland Middle School will increase the combined reading and math proficiency for non-duplicated gap students from 38.2% in 2017 to 68.5% in 2019 as measured by the 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: By 2018, Woodland Middle School will increase the reading proficiency for non-duplicated gap students from 42.3% in 2017 to 65.5% in 2018 as measured by the school report card proficiency data.	KCWP 2: Design and Deliver Instruction	Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments.	MAP Data, KPREP Data, Mid-Point and Summative Assessment and Data Notebooks.	Weekly PLCs, Professional Development sessions to analyze school and student specific data. Teachers are bringing Mid-point (formative) and summative assessments to the weekly PLCs. Teachers and administrators analyze the assessments to ensure	

				that the assessments are quality and standards based. The student assessment results are plugged into the data tool. During PLCs data is shared and assessments are re-evaluated for quality control.	
		Develop a protocol and monitoring/documentation tool for tiered intervention movement considerations.	MAP Data, KPREP Data, Mid-Point and Summative Assessment and Data Notebooks.	Weekly PLCs, Professional Development sessions to analyze school and student specific data. Students not reaching proficiency on formative and summative assessments in Reading are being identified at PLCs and re-teaching of the standard is occurring. RTI in addition to core instruction in Reading for the non-duplicated gap students who are consistently scoring below grade level on formative and summative assessments.	
	KCWP 4: Review, Analyze and Apply Data	Implement formal and informal processes that teachers and students utilize to gather evidence to directly improve the learning of students assessed.	MAP Data, KPREP Data, Mid-Point and Summative Assessment and Data Notebooks.	Weekly PLCs, Professional Development sessions to analyze	

				school and student specific data. Students not reaching proficiency on formative and summative assessments in Reading are being identified and re-teaching of the standard is occurring. Teachers with help from consultants and administrators have created a student data tool to track students not reaching proficiency.	
		Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data.	MAP Data, KPREP Data, Mid-Point and Summative Assessment and Data Notebooks.	Weekly PLCs, Professional Development sessions to analyze school and student specific data. Weekly meetings that are focused on student achievement and instructional strategies. Student specific data is reviewed and instructional strategies and Interventions are discussed to ensure students are improving.	

Objective 2: By 2018, Woodland Middle School will increase the math proficiency for non-duplicated gap students from 34.0% in 2017 to 58.8% in 2018 as measured by the school report card proficiency data.	KCWP 2: Design and Deliver Instruction	Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments.	MAP Data, KPREP Data, Mid-Point and Summative Assessment and Data Notebooks.	Weekly PLCs, Professional Development sessions to analyze school and student specific data. Teachers are bringing Mid-point (formative) and summative assessments to the weekly PLCs. Teachers and administrators analyze the assessments to ensure that the assessments are quality and standards based. The student assessment results are plugged into the data tool. During PLCs data is shared and assessments are re-evaluated for quality control.	
		Develop a protocol and monitoring/documentation tool for tiered intervention movement considerations.	MAP Data, KPREP Data, Mid-Point and Summative Assessment and Data Notebooks.	Weekly PLCs, Professional Development sessions to analyze school and student specific data. Students not reaching proficiency on formative and	

				summative assessments in Math are being identified at PLCs and re-teaching of the standard is occurring. RTI in addition to core instruction in Math for the non-duplicated gap students who are consistently scoring below grade level on formative and summative assessments.	
	KCWP 4: Review, Analyze and Apply Data	Implement formal and informal processes that teachers and students utilize to gather evidence to directly improve the learning of students assessed.	MAP Data, KPREP Data, Mid-Point and Summative Assessment and Data Notebooks.	Weekly PLCs, Professional Development sessions to analyze school and student specific data. Students not reaching proficiency on formative and summative assessments in Math are being identified and re-teaching of the standard is occurring. Teachers with help from consultants and administrators have created a student data tool to track students not reaching proficiency.	

		Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data.	MAP Data, KPREP Data, Mid-Point and Summative Assessment and Data Notebooks.	Weekly PLCs, Professional Development sessions to analyze school and student specific data. Weekly meetings that are focused on student achievement and instructional strategies. Student specific data is reviewed and instructional strategies and Interventions are discussed to ensure students are improving.	

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

Goal 4: By 2022, Woodland Middle School will increase the percentage of students showing growth in MAP for reading from 44.1% in Spring 2017 to 72.05% and for math from 45.9% in Spring 2017 to 72.95%.

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: By 2018 Woodland Middle School will increase the percentage of students showing growth in reading MAP from 44.1% in 2017 to 49.5% in 2018.	KCWP 2: Design and Deliver Instruction	Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments.	MAP Data, KPREP Data, Mid-Point and Summative Assessment and Data Notebooks.	Weekly PLCs, Professional Development sessions to analyze school and student specific data. Teachers are bringing Mid-point (formative) and summative assessments to the weekly PLCs. Teachers and administrators analyze the assessments to ensure that the assessments are quality and standards based. The student assessment results are plugged into the data tool. During PLCs data is shared and assessments are re-evaluated for quality control.	
		Develop a protocol and monitoring/documentation tool for tiered intervention movement considerations.	MAP Data, KPREP Data, Mid-Point and Summative Assessment and Data Notebooks.	Weekly PLCs, Professional Development sessions to analyze school and student specific data.	

				Students not reaching proficiency on formative and summative assessments in Reading are being identified at PLCs and re-teaching of the standard is occurring. RTI in addition to core instruction in Reading for the students who are consistently scoring below grade level on formative and summative assessments.	
Objective 2: By 2018 Woodland Middle School will increase the percentage of students showing growth in math MAP from 45.9% in 2017 to 51.31% in 2018.	KCWP 4: Review, Analyze and Apply Data	Implement formal and informal processes that teachers and students utilize to gather evidence to directly improve the learning of students assessed.	MAP Data, KPREP Data, Mid-Point and Summative Assessment and Data Notebooks.	Weekly PLCs, Professional Development sessions to analyze school and student specific data. Students not reaching proficiency on formative and summative assessments in Math are being identified and re-teaching of the standard is occurring. Teachers with help from consultants and administrators have created a student data tool to track students not reaching proficiency.	

| | | Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data. | MAP Data, KPREP Data, Mid-Point and Summative Assessment and Data Notebooks. | Weekly PLCs, Professional Development sessions to analyze school and student specific data. Weekly meetings that are focused on student achievement and instructional strategies. Student specific data is reviewed and instructional strategies and Interventions are discussed to ensure students are improving. | |
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4: Transition readiness

State your <mark>Transition readiness</mark> **Goal**

Goal 5: By 2022 Woodland Middle School will increase the percentage of students transition ready in grade 8 from 26.72% in 2017 to 63.36% 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	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.

		● 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: By 2018, Woodland Middle School will increase the percentage of students transition ready from 26.72% in 2017 to 34.05%.	KCWP 2: Design and Deliver Instruction	Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments.	MAP Data, KPREP Data, Mid-Point and Summative Assessment and Data Notebooks.	Weekly PLCs, Professional Development sessions to analyze school and student specific data. Teachers are bringing Mid-point (formative) and summative assessments to the weekly PLCs. Teachers and administrators analyze the assessments to ensure that the assessments are quality and standards based. The student assessment results are plugged into the data tool. During PLCs data is shared and assessments are re-evaluated for quality control.	
		Develop a protocol and monitoring/documentation tool for tiered intervention movement considerations.	MAP Data, KPREP Data, Mid-Point and Summative Assessment and Data Notebooks.	Weekly PLCs, Professional Development sessions to analyze school and student specific data. Students not reaching proficiency on formative and summative assessments in	

				Reading, Math, Social Studies and Writing are being identified at PLCs and re-teaching of the standard is occurring. RTI in addition to core instruction in Reading and Math for the students who are consistently scoring below grade level on formative and summative assessments.	
	KCWP 4: Review, Analyze and Apply Data	Implement formal and informal processes that teachers and students utilize to gather evidence to directly improve the learning of students assessed.	MAP Data, KPREP Data, Mid-Point and Summative Assessment and Data Notebooks.	Weekly PLCs, Professional Development sessions to analyze school and student specific data. Students not reaching proficiency on formative and summative assessments in Reading, Math, Social Studies and Writing are being identified and re-teaching of the standard is occurring. Teachers with help from consultants and administrators have created a student data tool to track students not reaching proficiency.	

		Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data.	MAP Data, KPREP Data, Mid-Point and Summative Assessment and Data Notebooks.	Weekly PLCs, Professional Development sessions to analyze school and student specific data. Weekly meetings that are focused on student achievement and instructional strategies. Student specific data is reviewed and instructional strategies and Interventions are discussed to ensure students are improving.	