

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

<p>Goal 1:</p> <p>Frakes School Center elementary students scoring proficient/distinguished will increase in reading from 53.5% to 70.7% and middle school students will increase from 72.1% to 78.2% in reading by 2019. In Math elementary school students will increase in proficient/distinguished from 37.2% to 59% and middle school students will increase from 30.2% to 63.3% in math by 2019.</p>					
<p>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></p> <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		<p>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></p> <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		<p>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.</p>	
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Frakes School Center students will increase in proficiency in elementary reading from 53.5% to 64.8% and in middle school reading from 72.1% to 73.8% by May 2018.	Ongoing implementation of SFA (research-based) reading program Analysis of data to direct instruction Implementation of PBIS – classroom management Supplemental reading Accelerated Reading Success Maker Reading Explicit Instruction with posted learning targets Professional Development to improve student achievemen Teacher collaboration District and School PLCs	Ability grouping with cooperative learning embedded	Assessments and progress monitoring		
		Work Days and PLCs to analyze data to identify strengths and weaknesses in student achievement and instruction Professional development based on classroom/teacher needs Organizational class and school rules posted to structure student Environment RTI classes and reading tutoring Literacy events and after school workshops Bears Read on Thursday Drop Everything and Read Myon reading-ebooks, Accelerated Reading quizzes	Increased fluency Increased scores on assessment and progress monitoring		
	RTI classes to address student needs	20 minute reading per night for every grade level	Increased reading level		
		Literacy newsletters with tips for parents and reading opportunities	Feedback from parents		

<p>Goal 1:</p> <p>Frakes School Center elementary students scoring proficient/distinguished will increase in reading from 53.5% to 70.7% and middle school students will increase from 72.1% to 78.2% in reading by 2019. In Math elementary school students will increase in proficient/distinguished from 37.2% to 59% and middle school students will increase from 30.2% to 63.3% in math by 2019.</p>					
		Reading Mastery, Imagine It, Novel Studies-supplemental reading programs	Improved checkout scores and improved CBA scores		
		PBIS classroom/school management for structure	Improved classroom structure-students ready to learn		
<p>Objective 2:</p> <p>Frakes School Center students will increase in proficiency in elementary math from 37.2% to 50.8% and in middle school math from 30.2% to 50.8% by May 2018.</p>	<p>Classroom Instruction: Singapore Math Instruction SFA Math Power Math instruction Calendar Math Reflex Math Teacher collaboration Automaticity Instruction Parent communication</p>	Parent communication letters calls Progress monitoring	More completed homework assignments and feedback from parents		2 \$500.00 grants from Reflex Math
		Automaticity and fact checks-principal conducts math automaticity in cafeteria daily Work days and PLCs to analyze data and identify and plan how to address student needs Success Maker math	Improved automaticity times and correct answers		
	Analysis of data from MAP, classroom instruction, Reflex Math, bell ringers and exit slips	One on one tutoring and assistance during school and in class	Improved scores and skill acquisition-progress monitoring		

2: Gap
State your Gap Goal

<p>Goal 2:</p> <p>Frakes School Center student achievement among groups including students with IEPs, free and reduced lunch, and male students scoring proficient and distinguished in reading on K-PREP will increase moving the overall gap scores in elementary reading from 50% to 68% and in middle school reading from 69.4% to 76.8% by 2019. Students included in these gap groups scoring proficient/distinguished in math in elementary will increase from 31.6% to 56% and in middle school math from 25% to 61.5% by 2019.</p>		
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</i>	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>	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.

Goal 2:
 Frakes School Center student achievement among groups including students with IEPs, free and reduced lunch, and male students scoring proficient and distinguished in reading on K-PREP will increase moving the overall gap scores in elementary reading from 50% to 68% and in middle school reading from 69.4% to 76.8% by 2019. Students included in these gap groups scoring proficient/distinguished in math in elementary will increase from 31.6% to 56% and in middle school math from 25% to 61.5% by 2019.

<i>attach evidence for why the strategy was chosen.)</i> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	
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Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Students in elementary reading gap groups including free and reduced lunch, students with IEPs and male students will increase in proficiency from 50% to an overall 61.6% by and in middle school from 69.4% to 72.1 % by May of 2018.	Instruction SFA ability grouping instruction Supplemental reading One on one tutoring RTI groups with reading instruction Analyzing data to determine student needs Progress monitoring to adjust instruction and supplemental instruction Teacher collaboration Professional development	Reading Master, Novel Studies, Imagine It-supplemental reading programs Accelerated Reading, MYON, Success Maker reading Monthly Easy CBM fluency reads	Program reports generated showing scores Benchmark assessments CBAs Increases in fluency WPM		
		One on one tutoring, IEPs for additional support	Formative assessment		
		MAP, K-PREP, classroom assessment –formative, summative for progress monitoring After school literacy programs DEAR, Bears Read on Thursday Teacher discussion during PLCs and work days about student achievement PD designed to help with learning diversity	Increases in scores		
Objective 2: Students in elementary math gap groups including free and reduced, students with IEPs, and male students scoring proficient/distinguished will increase from 31.6% to 48.3%; in middle school gap groups	Instruction Calendar Math Singapore Math SFA power teaching method Automaticity RTI groups based on MAP scores Analyzing data to determine student needs	Relex Math, Success Maker Math, automaticity	Program reports		
		Analyzing data during work days and PLCs and individually to identify student needs and ways to address those needs. Teacher collaboration for continuity RTI classes based on MAP scores	Increases in scores form assessments and progress checks		
		Reports printed from Reflex Math, Success Maker	Benchmark scores Student input on exit		

Goal 2: Frakes School Center student achievement among groups including students with IEPs, free and reduced lunch, and male students scoring proficient and distinguished in reading on K-PREP will increase moving the overall gap scores in elementary reading from 50% to 68% and in middle school reading from 69.4% to 76.8% by 2019. Students included in these gap groups scoring proficient/distinguished in math in elementary will increase from 31.6% to 56% and in middle school math from 25% to 61.5% by 2019.					
will increase in proficient/distinguished from 25% to 53.8% by May of 2018.	Progress monitoring to adjust instruction and supplemental instruction Teacher collaboration Professional development	Classroom assessments Progress monitoring Flashbacks Exit slips	Improve correct responses to exit slips and flashbacks Improved scores on assessments and progress monitoring		

3: Graduation rate

State your **Graduation rate** Goal

Goal 3:						
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:						
Objective 2:						

Goal 3:					

4: Growth
State your Growth Goal

Goal 4: Increase the average combine reading and math growth in elementary from 45.4% to 64.9% and increase the average reading and math growth from 51.2% to 70.8% by 2019.					
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 combined reading and math elementary growth from 45.5 % to 57.8%	Ongoing implementation of SFA (research-based) reading program Analysis of data to direct	Ability grouping with cooperative learning embedded	Assessments and progress monitoring		2 \$500.00 grants from

Goal 4: Increase the average combine reading and math growth in elementary from 45.4% to 64.9% and increase the average reading and math growth from 51.2% to 70.8% by 2019.					
proficient and distinguished and the combine reading and math growth in middle school from 51.2% to 64.9% by May 2018.	instruction Implementation of PBIS – classroom management Supplemental reading Accelerated Reading Success Maker Reading Explicit Instruction with posted learning targets Professional Development to improve student achievemen Teacher collaboration District and School PLCs RTI classes to address student needs				Reflex Math
		Work Days and PLCs to analyze data to identify strengths and weaknesses in student achievement and instruction Professional development based on classroom/teacher needs Organizational class and school rules posted to structure student Environment RTI classes and reading tutoring Literacy events and after school workshops Bears Read on Thursday Drop Everything and Read Myon reading-ebooks, Accelerated Reading quizzes	Increased fluency Increased scores on assessment and progress monitoring		
		Relex Math, Success Maker Math, automaticity	Increased reading level		
Objective 2:	Instruction Calendar Math Singapore Math SFA power teaching method Automaticity	Analyzing data during work days and PLCs and individually to identify student needs and ways to address those needs. Teacher collaboration for continuity RTI classes based on MAP scores	Feedback from parents		
		Reports printed from Reflex Math, Success Maker Classroom assessments Progress monitoring Flashbacks Exit slips	Improved checkout scores and improved CBA scores		
		PBIS classroom/school management for structure	Improved classroom structure-students ready to learn		
			More completed homework assignments and feedback from parents		
			Improved automaticity times and correct answers		
			Improved scores and skill acquisition-progress monitoring		

5: Transition readiness

State your **Transition readiness** Goal

Goal 5: Increase the percentage of students which are kindergarten ready from 57.1% to 72.5% by 2019.					
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
O Objective 1: Increase the number of students who are kindergarten ready from 57.1% to 66.9% by October 2018.bjective 1:	KCWP2 Implementation of Curiosity Corner for instruction in preschool KCWP6 Increase the number of students enrolled in preschool Communication with parents to remove barriers to learning Adding 5 th day to preschool instruction	Needs assessments and surveys Administration of Brigance	Surveys returned and communication with the school Increased number of students scoring kindergarten ready on Brigance		
		Home visits to establish parent/school communication	Number of students who enroll in school		
		Workshops provided through FYRSC (i.e. parenting , literacy)	Number of parents who attend		
Objective 2:					

Goal 5: Increase the percentage of students which are kindergarten ready from 57.1% to 72.5% by 2019.					

6: Other (optional)

State your **Other** Goal (optional)

Goal 6:					
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:					

Goal 6:					
Objective 2:					