Understanding Continuous Improvement: Goals, Objectives, Strategies and Activities

- **Rationale:** School improvement efforts focus on student needs through a collaborative process involving all stakeholders to establish and address priority needs, district funding, and closing the achievement gaps between identified subgroups of students. Additionally, schools build upon their capacity for high-quality planning by making connections between academic resources and available funding to address targeted needs.

- **Goal:** Long-term three to five year target based on Kentucky Board of Education required 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 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.

- **Measure of Success:** the criteria that you believe shows the impact of our work. The measures may be quantifiable or qualitative, but they are observable in some way. Without data on what is being accomplished by our deliberate actions, we have little or no foundation for decision-making or improvement.

- **Progress Monitoring:** is used to assess the plan performance, to quantify a rate of improvement based on goals and objectives, and to evaluate the effectiveness of the plan.

Guidelines for Building an Improvement Plan

- There are 6 required District Goals: Proficiency, Separate Academic Indicator, Achievement Gap Closure, Graduation rate, Growth, and Transition readiness.
- For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and growth.
- For high school, these include: proficiency, separate academic indicator, achievement 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.

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.)*	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.*	In the following chart, 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 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	• KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities	

Include a KCWP heading and justification for each **Strategy box** in your CSIP.

Below are sample/example justifications for Strategies.

KCWP = Key Core Work Process

KCWP 1: Design and Deploy Standards
The following activities comprise a system to continually review and revise curriculum to ensure that it is aligned to standards and assessments, accurately paced, and rigorous.

KCWP 2: Design and Deliver Instruction
The following activities ensure that academic and behavior instruction is evidence-based, aligned to standards, engaging, rigorous, and meets the needs of all students (Tiers I-III).

KCWP 3: Design and Deliver Assessment Literacy
The following activities ensure an assessment system that is balanced, aligned to standards, aligned to learning targets, and built upon a culture of learning.

KCWP 4: Review, Analyze and Apply Data
The following activities comprise a system of data collection and analysis, which is used by teachers to drive classroom instruction, and used by students to self-assess their learning progress.

KCWP 5: Design, Align and Deliver Support
The following activities comprise a system of supports (programs, initiatives, resources, etc.) that are monitored and evaluated to ensure they align with identified needs and are implemented with fidelity.

KCWP 6: Establishing Learning Culture and Environment
The following activities ensure a positive school learning climate and culture for students and teachers.
[This might include safety, FRYSC, reward systems, PBIS, etc.]

KENT'S NOTES
Think about how to group your activities. Activities that relate to curriculum fall under KCWP 1; activities that relate to instruction fall under KCWP 2, etc.

1. Curriculum (KCWP 1)
2. Instruction (KCWP 2)
3. Assessments (KCWP 3)
4. Data Analysis (KCWP 4)
5. Program Monitoring (KCWP 5)
6. Climate and Culture (KCWP 6)

GOAL 1: PROFICIENCY (ES, MS, HS) **& GROWTH** (ES & MS ONLY)

Increase reading and math proficiency rates for all students from 64.8% (2020) to 80% by 2025.

Objective and Progress notes	Strategy	Activities and Progress Notes	Measure of Success	Person Responsible, Date	Funding Source & Amount
Objective 1: Increase reading proficiency rates for all students from 71.7% (2020) to 73.0% by 2021.	**Strategy:** **KCWP 2: Design and Deliver Instruction** The following activities ensure that academic and behavior instruction is evidence-based, aligned to standards, engaging, rigorous, and meets the needs of all students (Tiers I-III).	**Activity 1:** The SMS faculty will design and deliver instruction that is proven to be higher-level learning by implementing aspects of PDSA instructional strategies, combined with the use of the new platforms of instruction (Kami, Screencastify, and other electronic means of instruction) to both virtual and in-person students	Observation data, Grade-level data analysis, iReady Assessments, K-PREP data	Principals, Curriculum Coordinator	No funding required
		Activity 2: SMS faculty will use findings from the discussion of twice-monthly data analysis PLCs to determine the efficacy of instructional techniques and strategies, as well as analyzing data from grade-level common quizzes and assessments, iReady Assessment data, and any other instructional data that will prove useful to the improved academic progress of SMS Students	Observation data, Grade-level data analysis, iReady Assessments, K-PREP data, Common quiz/ assessment data	Principals, Curriculum Coordinator, Department Chairs	No funding required
		Activity 3: SMS faculty will incorporate writing strategies led by the ELA team leaders and the Writing Committee's plan into weekly lessons to improve the quality of written communication in students' short answer responses as well as larger writing pieces in all classes.	Observation data, Grade-level data analysis, student artifacts, and K-PREP writing results	Principals, Curriculum Coordinator, ELA teachers	No funding required
		Activity 4:			
		Activity 5:			
		Activity 6:			
Objective 2: Increase math proficiency rates for all students from	**Strategy:** **KCWP 2: Design and Deliver Instruction**	**Activity 1:** The SMS faculty will design and deliver instruction that is proven to be higher-level learning by implementing aspects of PDSA instructional strategies, combined with the use of the new platforms of	Observation data, Grade-level data analysis, iReady Assessments, K-PREP data	Principals, Curriculum Coordinator	No funding required

64.5% (2020) to 68.0% by 2021.

The following activities ensure that academic and behavior instruction is evidence-based, aligned to standards, engaging, rigorous, and meets the needs of all students (Tiers I-III).	instruction (Kami, Screencastify, and other electronic means of instruction) to both virtual and in-person students		
	Activity 2: SMS faculty will use findings from the discussion of twice-monthly data analysis PLCs to determine the efficacy of instructional techniques and strategies, as well as analyzing data from grade-level common quizzes and assessments, iReady Assessment data, and any other instructional data that will prove useful to the improved academic progress of SMS Students	Observation data, Grade-level data analysis, iReady Assessments, K-PREP data Common quiz/ assessment data	Principals, Curriculum Coordinator	No funding required
	Activity 3:		
	Activity 4:		
	Activity 5:		
	Activity 6:		

GOAL 2: GAP

Increase reading proficiency rates for students in the [Special Needs w/IEP] gap group from 41.6% (2020) to 80% by 2025.

Increase math proficiency rates for students in the [Special Needs w/IEP] gap group from 37.% (2020) to 80% by 2025.

Objective	Strategy	Activities	Measure of Success	Person Responsible, Date and Progress Note	Funding Source & Amount
Objective 1: Increase reading proficiency rates for students in the [ ] gap group from 41.6% (2020) to 49.9% by 2021.	**Strategy:** **KCWP 2: Design and Deliver Instruction** The following activities ensure that academic and behavior instruction is evidence-based, aligned to standards, engaging, rigorous, and meets the needs of all students (Tiers I-III).	**Activity 1:** Resource teachers will participate in all grade-level department PLCs, and will work alongside core classroom teachers with specificity to students with IEPs weekly during Enrichment classes as well as core courses on testing, writing, and listening skills for improvement of academic performance by individuals in the gap group.	Common quiz/ assessment data Documentation in grade-level PLCs' meetings and Google Folders iReady Assessments K-PREP	Mr. Sims, Ms. Cooper,	No funding required
		Activity 2: Core and Resource teachers will analyze quiz and unit assessments by inspecting and reporting gap group scores separately from the overall averages in order to further target specific learning needs for students with IEPs	Documentation in grade-level PLCs' meetings and Google Folders iReady Assessments K-PREP	Mr. Sims, Ms. Cooper, SPED Liaison, SPED Teachers	No funding required
		Activity 3:			
Objective 2: Increase math proficiency rates for students in the [ ] gap group from 37.8% (2020) to 46.2% by 2021.		**Activity 1:** Resource teachers will participate in all grade-level department PLCs, and will work alongside core classroom teachers with specificity to students with IEPs weekly during Enrichment classes as well as core courses on testing, writing, and listening skills for improvement of academic performance by individuals in the gap group.	Common quiz/ assessment data Documentation in grade-level PLCs' meetings and Google Folders iReady Assessments K-PREP	Mr. Sims, Ms. Cooper,	No funding required
		Activity 2: Core and Resource teachers will analyze quiz and unit assessments by inspecting and reporting gap group scores separately from the overall averages in order to further target specific learning needs for students with IEPs	Documentation in grade-level PLCs' meetings and Google Folders iReady Assessments K-PREP	Mr. Sims, Ms. Cooper, SPED Liaison, SPED Teachers	No funding required
		Activity 3:			

GOAL 3: Separate Academic Indicator

Increase social studies proficiency rates from 73.3% (2019) to 80%, science proficiency rates from 29.7% (2020) to 80%, and writing proficiency rates from 46.1% (2020) to 80% by 2025.

Objective	Strategy	Activities	Measure of Success	Person Responsible, Date and Progress Note	Funding Source & Amount
Objective 1: Increase social studies proficiency rates from 73.3% to 74.7% by 2021.	**KCWP 4: Review, Analyze and Apply Data** The following activities comprise a system of data collection and <u>analysis</u>, which is used by teachers to drive classroom instruction, and used by students to self-assess their learning progress.	**Activity 1: Through data analysis, SMS Social Studies will identify and target students not meeting proficiency through common quizzes and assessments to offer remediation and reteaching strategies to identified students.**	Unit Assessments PLC data analysis K-PREP Assessment	SS teachers	No funding required
		Activity 2:			
		Activity 3:			
Objective 2: Increase science proficiency rates from 29.7% to 40.0% by 2021.	**KCWP 1: Design and Deploy Standards** The following activities comprise a system to continually review and revise <u>curriculum</u> to ensure that it is aligned to standards and assessments, accurately paced, and rigorous.	**Activity 1: Science Teachers will be utilizing and implementing a variety of on-line science resources (Gizmos, Learning Blades, Stemscopes) to increase academic performance on science assessments.**	Unit Assessments PLC data analysis K-PREP Assessment	Science Teachers	No funding required
		Activity 2:			
		Activity 1:	Unit Assessments PLC data analysis K-PREP Assessment	Science Teachers	No funding required
Objective 3: Increase writing proficiency rates from 46.1% to 52.8% by 2021.	**KCWP 2: Design and Deliver Instruction** The following activities ensure that academic and behavior <u>instruction</u> is evidence-based, aligned to standards, engaging, rigorous, and meets the needs of all students (Tiers I-III).	**Activity 1: Teachers will provide written and oral feedback on selected writing assignments quarterly. These written assignment evaluations will occur through a variety of questions: short-answer, long-response answer, and on-demand answer questions.**	K-PREP Writing Assessment Common unit writing assessment questions	ELA Teachers	No funding required
		Activity 2: Teachers for all subjects will reinforce editing and revising strategies for writing pieces, as directed by the grade-level writing teacher-leaders	Common unit writing assessment questions	ELA Teachers	No funding required

Activity 3:

GOAL 4: TRANSITION READINESS (HS ONLY)

Increase the percent of students who are transition ready from ___% (2020) to ___% by 2025.

Objective	Strategy	Activities	Measure of Success	Person Responsible, Date and Progress Note	Funding Source & Amount
Objective 1: Increase the percent of students who are transition ready from ___% to ___% by 2021.	**Strategy:**	**Activity 1:**			
		Activity 2:			
		Activity 3:			
Objective 2: Increase the percent of students EL ready from ___% to ___% by 2021.	**Strategy:**	**Activity 1:**			
		Activity 2:			
		Activity 3:			

Increase the Graduation Rate from ___% (2020) to ___% by 2025

Objective	Strategy	Activities	Measure of Success	Person Responsible, Date and Progress Note	Funding Source & Amount
Objective 1: Increase the Graduation Rate from ___% to ___% by 2021	*Strategy:*	*Activity 1:*			
		Activity 2:			
		Activity 3:			
		Activity 4:			
		Activity 5:			
		Activity 6:			
Objective 2:	*Strategy:*	*Activity 1:*			
		Activity 2:			
		Activity 3:			