

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 (Proficiency includes 4 objectives: reading/writing, math, social studies, science (data available @HS level))
- 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: <i>By the Spring of 2022 RSMS will increase the number of Math P/D scores by 35%, which is a goal of 75%</i></p> <p><i>By the Spring of 2022 RSMS will increase the number of Reading P/D scores by 20%, which is a goal of 85%.</i></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 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 		<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 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 		<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
<p>Objective 1: By 2021 RSMS will improve the percentage of P/D learners in RD by 10% which is moving an additional 82 students to Proficiency.</p> <p>(Currently RSMS is at 65.7 - 520 student - P/D Learners)</p> <p>Objective 2: By 2021 RSMS will improve the percentage of P/D learners in MA by 15% which is</p>	<p>Process: Improve student learning through deployment of standards.</p> <p>Practice: Improve design and delivery of instruction</p>	<p>A. The Administrative Leadership will ensure curricular alignment reviews are a routine and ongoing action of the PLC's planning process school-wide for Math and Reading.</p>	<p>Increase student progress data on formative assessment</p> <p>Validity of the Plan portion of the PLC Planning Protocols</p> <p>Teachers creating lessons that preserve the intent of the standard, thus alignment of the standard to high quality instruction.</p>	<p>Regular data PLC meetings to analyze data. Admin and core content leadership.</p> <p>Leadership team in weekly PLC meetings.</p> <p>30-60-90 day plans</p> <p>Student data results monitored bi-weekly</p>	

<p>moving an additional 123 students to Proficiency. .</p> <p>(Currently RSMS is at 41% PD in MA or 341 students)</p>		<p>B. The principal will ensure regularly-scheduled curriculum meetings to include high quality and intentional planning for the following:</p> <ul style="list-style-type: none"> ● ensure the alignment of standards ● curriculum mapping ● learning targets (high quality and demonstrates progression) and ● assessment measures 	<p>Weekly scheduled grade aligned PLC by content</p> <p>Monthly scheduled PLC with Content Department (6-8)</p> <p>Weekly scheduled PLC by community (interdisciplinary)</p>	<p>Admin team</p> <p>Core content leadership</p> <p>30-60-90 day plans.</p>	
		<p>C. The principal will 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.</p>	<p>One monthly grade level PLC with a focus on high yield instructional strategies</p> <p>Teachers and students implementing content and universal strategies to increase learning</p>	<p>Teachers will study and select strategies as a PLC Team to practice and embed within their instruction as evidenced by lesson design and walk through and data presented during PLC</p> <p>Review and study data bi-weekly on the success of the strategies</p>	
		<p>D. The principal will ensure that formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap.</p>	<p>Process is in place for students to track personal progress on standards. (Possible Examples - data notebook, data walls, smart goal setting, mentoring processes, CCR - PSP through Careers Class)</p>	<p>PLC Leads in collaboration with Adm. will develop the process</p> <p>Process shared and practiced by all staff and timeline for student implementation</p> <p>Adm. Team and PLC Leads study monthly the impact of strategy</p>	

				on student achievement	
--	--	--	--	------------------------	--

2: Gap

State your *Gap Goal*

Goal 2: By Spring of 2022 RSMS will decrease the novice rate for students with an IEP in Reading and Math by 25%. This gap population is currently 43% Novice in Reading. This gap population is currently 45% Novice in Math

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 2021 RSMS will move an additional 31 students with an IEP out of Novice in Reading	Process: <u>Design and Deliver Instruction:</u> SPED teachers will plan using the PDSA model. Making modifications of activities and instructional strategies based on data.	A. Intentional focus on Tier 1 and Tier II instructional modifications that target metacognitive strategies and self regulation, student ownership. e.g., Hattie Influences	PLC Agenda Teacher Completion of PLC Planning Protocols Bi-weekly PDSA by admin. Strategy selections	Weekly PLC meetings run by administration. for PDSA. Amanda Wands	
Benchmark for Special Education.: Move no less than 80% of NH special education students in each grade level to		B. Principal will ensure regularly-scheduled curriculum meetings to review the alignment between standards, curriculum mapping, learning targets, and assessment measures. Construct student friendly learning targets	Weekly scheduled grade aligned PLC by content Monthly scheduled PLC with Content Department (6-8)	Monthly at PLC meetings. Amanda Wands	

<p>Apprentice in Reading.</p> <p>Be specific by category.</p> <p>6th Grade- Move 7 from novice high to apprentice for Reading</p> <p>7th Grade- Move 3 from novice high to apprentice for Reading</p> <p>8th Grade- Move 4 from novice high to apprentice for Reading</p> <p>By 2021 RSMS will move an additional 29 students with IEPs out of Novice in Math</p> <p>Move no less than 80% of NH special education students in each grade level to Apprentice in MA.</p> <p>6th Grade- Move 6 from novice high to apprentice for Math</p> <p>7th Grade- Move 4 from novice high to apprentice for Math</p> <p>8th Grade- Move 6 from novice high to apprentice for Math</p>			<p>Weekly scheduled PLC by community (interdisciplinary)</p>		
<p>C. The principal will ensure ongoing professional learning in the area of best practice for instruction that reduces novice performance and create learning environments that best enhance learning for varied student identifications. <i>Multiple tiered PLCs</i></p> <ul style="list-style-type: none"> ● Spec. ed. teachers will be strategy experts - size effects ● Sped teachers will train PLC leads on instructional strategies. ● Special Ed. Teachers and PLC leads will then collaborate and train. 	<p>One monthly grade level PLC with a focus on high yield instructional strategies</p>	<p>Monthly at PLC and department meetings. "Lesson that Worked"</p> <p>Amanda Wands</p>			

		D. Special Education, teacher mentor, administration will routinely meet with case-load students to instruct students on self progress monitoring data and support student self- advocacy and self-regulation based on their own data.	Develop processes for students to track personal progress on standards. (Possible Examples - data notebook, data walls, smart goal setting, mentoring processes, CCR - PSP through Careers Class)		
--	--	--	---	--	--

3: Growth

State your Growth Goal

Goal 4: By the Spring of 2022 70% of RSMS students will meet their projected yearly growth on math MAP. Currently 50% of 6th graders or 118 students met projected growth. 43% of 7th graders or 108 students met projected growth. 54% of 8th or 137 students met projected growth.

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>)	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.
<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 	

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Increase the percent of students who meet their growth projection in math to	Process: Review, Analyze and Apply Data Results PLC's assess, review and revise school data results and create	A. Department PLC Teams will monthly monitor student growth by content using multiple data points through a balanced assessment approach. (MAP, Common Unit Assessments, Mini Formatives, and Daily Formatives). Core instruction decisions will be made based on data.	All Core Classrooms know and understand their data Bimonthly PLC data of formative assessments,	Monthly by Principal and Department Leaders.	\$0

60% by the Spring 2021 for all current RSMS students.	<p>next steps for data improvements</p> <p>Practice: Reveiw, Analyze and Apply Data Results</p> <p>Math Department PLC examine data on their communities to determine priorities for individual student success. (Formative, summative, Winter MAP data)</p>		MAP scores, CUA's should show student growth.		
		B. Monthly content RTI PLC will use multiple data points to drive decisions for student intervention needs to place students in intervention.	<p>Student are fluid (moving in and out as data determines)</p> <p>Fewer students needing RTI</p> <p>Notable Student Growth</p>	Monthly by interventionist, department leaders, teachers, and administration	\$0
		C. Administration will monitor and ensure implementation of Math IXL for all students 30-60 minutes weekly.	<p>Notable student growth in Math</p> <p>Valid data being used for RTI decision making</p>	Reports will show required student work	

4: Separate Academic Indicator

State your Goal

Goal 6: <i>By Spring of 2022 RSMS will Increase P/D in Science by 47%. From 33% P/D to 80% P/D</i>		
<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 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 	<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 Activities • KCWP2: Design and Deliver Instruction - Continuous Improvement Activities • KCWP3: Design and Deliver Assessment Literacy - 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>

<ul style="list-style-type: none"> KCWP 6: Establishing Learning Culture and Environment 	<ul style="list-style-type: none"> 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
<p>Objective 1: RSMS students will increase P/D in Science by 20% by Spring 2021 as evidenced by state assessment. From 33% to 53%.</p>	<p>A Process: Deployment of Standards Practice: Design and Delivery of Instruction:</p> <p>B. Process: Review, Analyze and Apply Data Results Continual evaluation of standards to content being taught.</p>	<p>A. Admin. in collaboration with PLC Content Teams of Mathematic and Science will routinely examine standards that are to be addressed in tandem to increase the application of skills and concepts in both contents.</p> <p>Example of content to examine:</p> <ul style="list-style-type: none"> 6th-Integration of graphs and measurement tools. 7th-Integration of percentage change, fractions, and ratios. 8th-Integration of linear relationships and associations in data. 	<p>Evidence through walkthroughs and lesson plans.</p> <p>Minimum of 1 quarterly PLC meeting between Math and Science content teachers.</p>	<p>Quarterly by Administration Amanda Wands</p>	<p>\$0</p>
	<p>C. Use of CEA/TCT style questioning (phenomenon and inquiry based) throughout units.</p>	<p>B. Weekly monitoring of student data results by classroom teachers on the focus standards with the progression measured for mastery. Science and Math teachers will meet quarterly to evaluate gaps in focus standards to ensure vertical alignment to identify skill deficits/gaps.</p>	<p>Minimum of 1 quarterly PLC meeting between Math and Science content teachers.</p>	<p>Quarterly PLC led by administration and teacher leads.</p>	
		<p>C. Release time/professional learning for Science teachers in TCT, vertical alignment and standards work.</p>	<p>Teachers active in PLC to design lessons that are aligned to NGSS and create assessments that are aligned</p>	<p>PLT and Intervention time weekly. Amanda Wands</p>	