

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.

Goal 1: Russell Springs Elementary will increase the combined reading and math percentage of students scoring proficient and distinguished from 54.2 % to 63.7 % by 2020 as measured by the state assessment.

					Title I Part A- \$2200
	Technology Rich Instruction- resources used to promote a higher level of student engagement in reading.	Lexia – differentiated literacy instruction for students of all abilities in grades K-5. Provides explicit, systematic, personalized learning in the six areas of reading instruction, targeting skill gaps as they emerge and providing teachers with data and student-specific resources they need for individual or small-group instruction.	Level completed certificates		Classroom Teachers General Fund -\$4800
		Accelerated Reader – School wide mid-year and end-year goals are set per grade level. In addition, some grade levels set monthly goals within their classrooms. Students are encouraged to select reading material based on their individualized reading level according to their STAR reading results. Students are rewarded when goals are met.	Individual goal setting and AR test results.		RSES faculty & staff State funds- \$7,682
		Star Reading – a computer adaptive assessment intervention program that identifies which skills and sub-skills students know, and which skills they’re ready to work on next. Accelerates learning and increases motivation by providing immediate, individualized feedback.	Baseline – beginning of school year reading performance End of year – measure proficiency, growth and mastery of state literacy standards.		Classroom teachers General fund - \$1000
Objective 2: Russell Springs Elementary will increase the percentage of students scoring proficient and distinguished in math from 47.4% to 52.4% by 2018 .	Math Initiative – utilize concrete materials in all math classes during instruction by using CSA instructional sequence to build a conceptual understanding.	CRA – District Instructional Coach will meet with primary teachers to offer support and resources to refine instructional practices.			District instructional coach/classroom teachers - No funding
	Technology Rich Instruction- resources used to promote a higher level of student engagement in math.	Symphony Math – a three-step program that helps students connect the Big Ideas in mathematics. It is an adaptive tool that helps students understand math at a conceptual level. Onscreen manipulatives, word problems, and fluency practice in an engaging environment to provide in-depth development of foundational math concepts.	Individual student level success		Classroom teachers- No funding-free yearly trial
		Math Whizz – students in 2 nd – 5 th grades use this online tutor which assesses individual math skills and presents interactive and animated lessons based on the student’s individual needs.	Individual student level success		Classroom teachers General fund- \$5,415

Goal 1: Russell Springs Elementary will increase the combined reading and math percentage of students scoring proficient and distinguished from 54.2 % to 63.7 % by 2020 as measured by the state assessment.

		Star Math – computer adaptive test and database helps teachers accurately assess students’ mathematical abilities and the on-line program accelerates learning and increases motivation by providing immediate, individualized feedback.	Individual student level success		Classroom teachers General fund - \$1000
		Interactive Board – with multi-point simultaneous touch technology this large-panel display encourages group interaction. A computer based board that allows students a variety of opportunities to be engaged and take part in their own learning process. Can be utilized during small groups where students can play interactive math games, use a variety of interactive manipulatives and allows students to interact and help each other during whole group. Teachers can access any computer-based activity for their classrooms.	Classroom teacher assessments/progress reports/quarter report cards		4 th & 5 th grade math teachers/intermediate special ed. teachers General fund - \$3,000 x3 = \$9,000

2: Gap

State your **Gap Goal**

Goal 2:

Russell Springs Elementary will increase the combined reading and math percentage of students with disabilities scoring proficient and distinguished from 16.1% to 40.5% by 2020 as measured by the state assessment.

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.
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Goal 2:

Russell Springs Elementary will increase the combined reading and math percentage of students with disabilities scoring proficient and distinguished from 16.1% to 40.5% by 2020 as measured by the state assessment.

- [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 - 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](#)

Goal 2:

Russell Springs Elementary will increase the combined reading and math percentage of students with disabilities scoring proficient and distinguished from 16.1% to 40.5% by 2020 as measured by the state assessment.

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Russell Springs Elementary will increase the percentage of students with disabilities scoring proficient and distinguished in Reading from 28.6% to 33.8% by 2018	Structured System of Benchmarking – teachers use benchmarking data to evaluate the degree to which students have mastered standards in classrooms.	MAP Assessment – All K-5 students are administered the MAP assessment three times yearly.	Progression of individual data reports		Faculty & staff General fund - \$6,210
		RTI – RTI interventionists work with students falling below the 20 th percentile in reading in small group four times per week for 30 minutes per day using researched-based instruction.	Student set individual goals and placed in correct instructional groups.		RTI Interventionists, classroom teachers, assistants, ESS daytime waiver teachers- Title I Part A \$2200
	Technology Rich Instruction- resources used to promote a higher level of student engagement in reading.	Lexia – differentiated literacy instruction for students of all abilities in grades K-5. Provides explicit, systematic, personalized learning in the six areas of reading instruction, targeting skill gaps as they emerge and providing teachers with data and student-specific resources they need for individual or small-group instruction	Level completed certificates		Classroom Teachers General Fund - \$4800
		Star Reading – a computer adaptive assessment intervention program that identifies which skills and sub-skills students know, and which skills they’re ready to work on next. Accelerates learning and increases motivation by providing immediate, individualized feedback.	Baseline – beginning of school year reading performance End of year – measure proficiency, growth and mastery of state literacy standards.		Classroom teachers General fund - \$1000
		Accelerated Reader – School wide mid-year and end-year goals are set per grade level. In addition, some grade levels set monthly goals within their classrooms. Students are encouraged to select reading material based on their individualized reading level according to their STAR reading results. Students are rewarded when goals are met.	Individual goal setting and AR test results.		RSES faculty & staff State funds- \$7,682

Goal 2:

Russell Springs Elementary will increase the combined reading and math percentage of students with disabilities scoring proficient and distinguished from 16.1% to 40.5% by 2020 as measured by the state assessment.

	Design and Deliver Instruction	Regular classroom teachers and special education teachers collaborate to individualize reading instruction for students with disabilities.	Progress monitoring/IEP goal success		Reg. ed. teachers/special ed. teachers - No funding required
Objective 2: Russell Springs Elementary will increase the percentage of students with disabilities scoring proficient and distinguished in Math from 3.6% to 14.6% by 2018	Structured System of Benchmarking – teachers use benchmarking data to evaluate the degree to which students have mastered standards in classrooms.	MAP Assessment – All K-5 students are administered the MAP assessment three times yearly.	Progression of individual data reports		Faculty & Staff General fund- \$6,210
		RTI – RTI interventionists work with students falling below the 20 th percentile in reading in small group four times per week for 30 minutes per day using researched-based instruction.	Student set individual goals and placed in correct instructional groups		RTI Interventionists, classroom teachers, assistants, ESS daytime waiver teachers Title I Part A \$2200
	Technology Rich Instruction- resources used to promote a higher level of student engagement in math.	Symphony Math – a three-step program that helps students connect the Big Ideas in mathematics. It is an adaptive tool that helps students understand math at a conceptual level. Onscreen manipulatives, word problems, and fluency practice in an engaging environment to provide in-depth development of foundational math concepts.	Individual student level success		Classroom teachers No funding-free yearly trial

Goal 2:

Russell Springs Elementary will increase the combined reading and math percentage of students with disabilities scoring proficient and distinguished from 16.1% to 40.5% by 2020 as measured by the state assessment.

		<p>Math Whizz – students in 2nd – 5th grades use this online tutor which assesses individual math skills and presents interactive and animated lessons based on the student’s individual needs.</p> <p>Interactive Board – with multi-point simultaneous touch technology this large-panel display encourages group interaction. A computer based board that allows students a variety of opportunities to be engaged and take part in their own learning process. Can be utilized during small groups where students can play interactive math games, use a variety of interactive manipulatives and allows students to interact and help each other during whole group. Teachers can access any computer-based activity for their classrooms.</p>	Individual student level success		Classroom teachers General fund - \$5,415
		<p>Star Math – computer adaptive test and database helps teachers accurately assess students’ mathematical abilities and the on-line program accelerates learning and increases motivation by providing immediate, individualized feedback.</p>	Baseline – beginning of school year reading performance End of year – measure proficiency, growth and mastery of state math standards.		Classroom teachers General fund - \$1000

Goal 2:

Russell Springs Elementary will increase the combined reading and math percentage of students with disabilities scoring proficient and distinguished from 16.1% to 40.5% by 2020 as measured by the state assessment.

	Design and Deliver Instruction	Regular classroom teachers and special education teachers collaborate to individualize reading instruction for students with disabilities.	Progress monitoring/IEP goal success		Reg. ed. teachers/special ed. teachers - No funding required
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4: Growth

State your **Growth Goal**

Goal 4:

Russell Springs Elementary will increase the percentage of students scoring proficient or above from 60% to 70% by 2020 as measured by the MAP math assessment.

<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 	<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>
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Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective 1: Russell Springs Elementary will increase the percentage of students scoring proficient or above in math from 60% to 63% by 2018</p>	<p>Structured System of Benchmarking – teachers use benchmarking data to evaluate the degree to which students have mastered standards in classrooms.</p>	<p>MAP Assessment – All K-5 students are administered the MAP assessment three times yearly.</p>	<p>Progression of individual data reports</p>		<p>Faculty & Staff General fund- \$6,210</p>
		<p>RTI – RTI interventionists work with students falling below the 20th percentile in reading in small group four times per week for 30 minutes per day using researched-based instruction.</p>	<p>Student set individual goals and placed in correct instructional groups</p>		<p>RTI Interventionists, classroom teachers, assistants, ESS daytime waiver teachers Title I Part A- \$2200</p>
	<p>Technology Rich Instruction- resources used to promote a higher level of student engagement in math.</p>	<p>Symphony Math – a three-step program that helps students connect the Big Ideas in mathematics. It is an adaptive tool that helps students understand math at a conceptual level. Onscreen manipulatives, word problems, and fluency practice in an engaging environment to provide in-depth development of foundational math concepts.</p>	<p>Individual student level success</p>		<p>Classroom teachers No funding-free yearly trial</p>
		<p>Math Whizz – students in 2nd – 5th grades use this online tutor which assesses individual math skills and presents interactive and animated lessons based on the student’s individual needs.</p>	<p>Individual student level success</p>		<p>Classroom teachers General fund - \$5,415</p>
		<p>Interactive Board – with multi-point simultaneous touch technology this large-panel display encourages group interaction. A computer based board that allows students a variety of opportunities to be engaged and take part in their own learning process. Can be utilized during small groups where students can play interactive math games, use a variety of interactive manipulatives and allows students to interact and help each other during whole group. Teachers can access any computer-based activity for their classrooms.</p>	<p>Classroom teacher assessments/progress reports/quarter report cards</p>		<p>4th & 5th grade math teachers/intermediate special ed. teachers General fund - \$3,000 x3 = \$9,000</p>

5: Transition readiness

State your **Transition readiness Goal**

<p>Goal 5: Russell Springs Elementary will increase transition readiness in reading and math combined for students exiting elementary school from 60% % to 66% as measured by the MAP reading assessment by 2020.</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: Russell Springs Elementary students exiting elementary school will increase in Map Reading assessment from 62% to 64% by May 2018</p>	<p>Structured System of Benchmarking – teachers use benchmarking data to evaluate the degree to which students have mastered standards in classrooms.</p>	<p>MAP Assessment – All K-5 students are administered the MAP assessment three times yearly.</p>	<p>Progression of individual data reports</p>		<p>Faculty & Staff General fund- \$6,210</p>
		<p>RTI – RTI interventionists work with students falling below the 20th percentile in reading in small group four times per week for 30 minutes per day using researched-based instruction.</p>	<p>Student set individual goals and placed in correct instructional groups</p>		<p>RTI Interventionists, classroom teachers, assistants, ESS daytime waiver teachers Title I Part A- \$2200</p>

Goal 5:
Russell Springs Elementary will increase transition readiness in reading and math combined for students exiting elementary school from 60% % to 66% as measured by the MAP reading assessment by 2020.

	Technology Rich Instruction	Lexia – differentiated literacy instruction for students of all abilities in grades K-5. Provides explicit, systematic, personalized learning in the six areas of reading instruction, targeting skill gaps as they emerge and providing teachers with data and student-specific resources they need for individual or small-group instruction	Level completed certificates		Classroom Teachers General Fund -\$4800
		Star Reading – a computer adaptive assessment intervention program that identifies which skills and sub-skills students know, and which skills they’re ready to work on next. Accelerates learning and increases motivation by providing immediate, individualized feedback	Baseline – beginning of school year reading performance End of year – measure proficiency, growth and mastery of state literacy standards.		Classroom teachers General fund - \$1000
		Accelerated Reader – School wide mid-year and end-year goals are set per grade level. In addition, some grade levels set monthly goals within their classrooms. Students are encouraged to select reading material based on their individualized reading level according to their STAR reading results. Students are rewarded when goals are met.	Individual goal setting and AR test results		RSES faculty & staff State funds- \$7,682
	Goal setting	Teachers meet with students after fall benchmarking to discuss MAP scores and set goals for winter Map testing. They will then discuss winter MAP scores to set goals for spring MAP testing. Students will track progress with goal setting sheet	Individual student goals met.		5 th grade teachers-no funding
Objective 2: Russell Springs Elementary students exiting elementary school will increase in Math assessment from 58% to 60% by May 2018	Structured System of Benchmarking – teachers use benchmarking data to evaluate the degree to which students have mastered standards in classrooms.	MAP Assessment – All K-5 students are administered the MAP assessment three times yearly.	Progression of individual data reports		Faculty & Staff General fund- \$6,210
		RTI – RTI interventionists work with students falling below the 20 th percentile in math in small group four times per week for 30 minutes per day using researched-based instruction.	Student set individual goals and placed in correct instructional groups		RTI Interventionists, classroom teachers, assistants, ESS daytime waiver teachers Title I Part A- \$2200

Goal 5:

Russell Springs Elementary will increase transition readiness in reading and math combined for students exiting elementary school from 60% % to 66% as measured by the MAP reading assessment by 2020.

	Technology Rich Instruction	Symphony Math – a three-step program that helps students connect the Big Ideas in mathematics. It is an adaptive tool that helps students understand math at a conceptual level. Onscreen manipulatives, word problems, and fluency practice in an engaging environment to provide in-depth development of foundational math concepts.	Individual student level success		Classroom teachers No funding-free yearly trial
		Math Whizz – students in 2 nd – 5 th grades use this online tutor which assesses individual math skills and presents interactive and animated lessons based on the student’s individual needs.	Individual student level success		Classroom teachers General fund - \$5,415
		Interactive Board – with multi-point simultaneous touch technology this large-panel display encourages group interaction. A computer based board that allows students a variety of opportunities to be engaged and take part in their own learning process. Can be utilized during small groups where students can play interactive math games, use a variety of interactive manipulatives and allows students to interact and help each other during whole group. Teachers can access any computer-based activity for their classrooms.	Classroom teacher assessments/progress reports/quarter report cards		4th & 5th grade math teachers/intermediate special ed. teachers General fund - \$3,000 x3 = \$9,000
	Goal setting	Teachers meet with students after fall benchmarking to discuss MAP scores and set goals for winter Map testing. They will then discuss winter MAP scores to set goals for spring MAP testing. Students will track progress with goal setting sheet	Individual student goals met.		5 th grade teachers-no funding