

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: KPREP proficiency scores for Russell County Middle School students in reading will be 63.5 and in math will be 52.8 by 2020.

<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>
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Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective 1: RCMS students will demonstrate a proficiency of 59% in reading as measured by KPREP by 2018.</p>	<p>Instruction: Students are provided instructional courses to meet the rigorous demands of common core standards.</p>	<p>The master schedule reflects that students at RCMS who have an English Language Arts Class also have an English Language Arts lab class daily with focused learning targets and high-yield instructional strategies.</p>	<p>Master Schedule Lesson Plans Walkthroughs PDSA in PLCs</p>	<p>Principals, Teachers, Instructional Coach – 2017-2018</p>	<p>Fund II - \$10,164.50</p>
	<p>KCWP 2</p>	<p>Pre-College prep English classes are offered to students at the middle school level to offer more personalized learning opportunities to prepare them for College and Career Readiness.</p>	<p>Student Scores IC MAP Data</p>	<p>Principals, Teachers, Instructional Coach – 2017-2018</p>	<p>Fund II - \$1667.60</p>
	<p>Support: Purposeful Tier II interventions are provided in addition to the core. KCWP 5</p>	<p>Reading Plus/My Lexia is offered to all students to build reading comprehension capacity and vocabulary to develop reading stamina and incite the motivation to read outside the program.</p>	<p>Reading Plus/My Lexia Reports</p>	<p>Principals, Teachers, Library Media Specialist– 2017-2018</p>	<p>IDEA B - \$900</p>
		<p>Measures of Academic Progress (MAP) benchmarking is utilized to measure student progress and growth. Essential information is available to provide either enrichment or intervention.</p>	<p>MAP Data Data Wall</p>	<p>Principals, Teachers, Instructional Coach – 2017-2018</p>	<p>General Fund - \$8815.50</p>
		<p>The Accelerated Reader program will be a research-based means offered through the Library Media Center to assist students in setting and meeting their personal goals and increasing proficiency.</p>	<p>Accelerated Reader Reports</p>	<p>Principals, Teachers, Library Media Specialist– 2017-2018</p>	<p>State Funds - \$3370.48</p>

Goal 1: KPREP proficiency scores for Russell County Middle School students in reading will be 63.5 and in math will be 52.8 by 2020.					
	Professional Learning: Teachers meet in PLCs using the Plan, Do, Study, Act protocol to share analysis of standards taught and student mastery shown on assessments through item analysis and receive differentiated professional learning to meet individual needs. KCWP 4 &5	Professional Learning Communities occur weekly using the PDSA protocol to continuously monitor student data and adjust instruction/strategies to best meet the needs of all students at their individual level of learning.	PLC Sign-ins & Agendas Presentation Order	Principals, Teachers, Instructional Coach – 2017-2018	No Funding
		RCMS faculty engaged in a book study on “Seven Strategies of Assessment for Learning” to empower their educational decision making with research-based classroom assessment practices.	Sign-ins Presentation Agenda	Principals, Teachers, Instructional Coach – 2017-2018	No Funding
		Teachers attended a rigorous four-day <i>Laying the Foundation</i> training to prepare Pre-CP students with a curriculum to support classroom efforts towards college readiness.	Purchase Orders Certificates of Completion	Principals, Teachers, District PD Coordinator, Instructional Coach – 2017-2018	Title I - \$160.01 Title II- \$78.78 General Fund - \$4353.92
		A teacher-leadership team visited North Laurel Middle School, a consistently high-performing school, to add best practices to their repertoire.	Sub Cards	Principals, Teachers, District PD Coordinator, Instructional Coach – 2017-2018	Title I- \$500
Objective 2: RCMS students will demonstrate a proficiency of 48% in math as measured by KPREP by 2018.	Instruction: Students are provided instructional courses to meet the rigorous demands of common core standards. KCWP 2	The master schedule reflects that students at RCMS who have a math class also have a math lab class daily with focused learning targets and high-yield instructional strategies.	Master Schedule Lesson Plans Walkthroughs PDSA in PLCs	Principals, Teachers, Instructional Coach – 2017-2018	No Funding
		Pre-College prep math classes are offered to students at the middle school level to offer more personalized learning opportunities to prepare them for College and Career Readiness.	Student Scores IC Map Data	Principals, Teachers, Instructional Coach – 2017-2018	Fund II - \$1562.00
	Support: Purposeful Tier II interventions are provided in addition to the core. KCWP 5	IXL/MAP to KAHN is utilized as an intervention tool to build individualized skills to work towards concept mastery and/or accelerate learning.	IXL Progress Monitoring Data	Principals, Teachers, Instructional Coach – 2017-2018	RTT - \$1822.90 State Funds- \$1895.80
		Measures of Academic Progress (MAP) benchmarking is utilized to measure student progress and growth. Essential information is available to provide either enrichment or intervention.	MAP Data Data Wall	Principals, Teachers, Instructional Coach – 2017-2018	General Fund - \$8815.50
	Professional Learning: Teachers meet in PLCs using the Plan, Do, Study, Act protocol to share analysis of	Professional Learning Communities occur weekly using the PDSA protocol to continuously monitor student data and adjust instruction/strategies to best meet the needs of all students at their individual level of learning.	Sign-ins & Agendas Presentation Order	Principals, Teachers, Instructional Coach – 2017-2018	No Funding

Goal 1: KPREP proficiency scores for Russell County Middle School students in reading will be 63.5 and in math will be 52.8 by 2020.					
	standards taught and student mastery shown on assessments through item analysis and receive differentiated professional learning to meet individual needs.	RCMS faculty engaged in a book study on “Seven Strategies of Assessment for Learning” to empower their educational decision making with research-based classroom assessment practices.	Sign-ins Presentation Agenda	Principals, Teachers, Instructional Coach – 2017-2018	No Funding
	KCWP 4 & 5	Teachers attended a rigorous four-day <i>Laying the Foundation</i> training to prepare Pre-CP students with a curriculum to support classroom efforts towards college readiness.	Purchase Orders Certificates of Completion	Principals, Teachers, District PD Coordinator, Instructional Coach – 2017-2018	Title I - \$247.24 General Fund - \$2176.96
		A teacher-leadership team visited North Laurel Middle School, a consistently high-performing school, to add best practices to their repertoire.	Sub Cards	Principals, Teachers, District PD Coordinator, Instructional Coach – 2017-2018	Title I - \$500

2: Gap

State your **Gap Goal**

Goal 2: RCMS will increase the average combined reading and math proficiency ratings for free/reduced lunch students from 53.5% to 60.1% and students with disabilities from 10.9% to 24.35% by 2020.		
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
<p>Objective 1: READING: Free/reduced lunch students will demonstrate a proficiency of 54.9% in reading as measured by KPREP and students with disabilities will demonstrate a proficiency of 21%.</p> <p>MATH: Free/reduced lunch students will demonstrate a proficiency of 57.1% in math as measured by KPREP and students with disabilities will demonstrate a proficiency of 12.4%.</p>	<p>Instruction: Targeted students named and claimed within the GAP groups will receive specialized, research-based instruction.</p> <p>Results of MAP and Reading Plus/My Lexia, IXL, MAP to KAHN as well as formative and summative assessments and progress monitoring through AIMS web, as applicable, will be used to guide instruction. KCWP 4 & 5</p>	Targeted students in GAP groups receive specially designed reading instruction in addition to the core funded through Title I and an ESS Daytime Waiver. Interventions are scheduled with a certified teacher and include Map Skills and Teacher Tool Box.	Progress Monitoring IC Intervention Tabs	Principals, ESS Daytime Waiver Teacher - 2017-2018	Title I - \$5,000 ESS Daytime Waiver- \$18,000 State Funds: \$705
		IEP goals of students with disabilities are progressed monitored with AIMSweb.	AIMSweb reports	Principals, Special Education Teachers – 2017-2018	No Funding
		Collaborative/Co-Taught English Language Arts and math classrooms include a special education teacher co-teaching with the general education teacher where accommodations are provided according to the IEPs to assist students to reach success.	Master Schedule MAP Data	Principals, Teachers, Counselor – 2017- 2018	No Funding
		A reading enrichment class that utilizes the research-based Visualizing and Verbalizing Program is provided for students with disabilities to receive specially designed instruction. This is in addition to the core and is provided by a literacy specialist.	Master Schedule Progress Monitoring Documentation	Principal, Literacy Specialist – 2017- 2018	No Funding
		Math Lab will be utilized for students with disabilities to receive specially designed instruction on their individual skill level using power standards to close their achievement gaps.	Master Schedule Progress Monitoring Documentation IXL	Principals, Teachers, Instructional Coach – 2017-2018	RTT - \$1822.90 State Funds- \$1895.80
	<p>Professional Learning: Teachers meet in PLCs using the Plan, Do, Study, Act protocol to share analysis of standards taught and student mastery shown on assessments through item analysis and receive differentiated professional learning to meet individual needs.</p> <p>KCWP 4 & 5</p>	Provide on-going professional learning of best practice and high-yield instructional strategies with the PDSA weekly protocol to meet the personalized needs of students.	PLC Sign-ins & Agendas Presentation Order Data Wall	Principals, Teachers, Instructional Coach – 2017-2018	No Funding
	Support: The school-wide gap initiative will address any	Family Medical Center Services are available to all students. Options include: a free dental screening with a dental assessment, cleaning,	Family Medical Center Services Consent Forms	Principal, FRYSC, Cumberland Family	No Funding

	academic or non-academic factors that impact student achievement, such as social, emotional and health needs, as well as school safety and discipline strategies. KCWP 5 & 6	fluoride and a follow-up letter indicating dental concerns, an opportunity for a flu shot and other medical services including physicals and sick-child visits on school campus with parent permission.		Medical Staff, School Nurse – 2017-2018	
		The Youth Services Center provides a diverse range of services to the students of Russell County Middle School to eliminate barriers to academic success.	Student Services Documentation Records	Principal, FRYSC, Teachers – 2017- 2018	No Funding
		Migrant and EL staff will act as a liaison between the school and home by interpreting/translating information/meetings to promote family involvement in school activities and collaborate with the classroom teacher and parents to analyze assessment data, set goals, provide resources, including summer school and support needed to implement the Program Services Plan. Furthermore, PD information will be provided to principals and teachers.	Implementation of Program Services Plans	EL/Migrant Instructor, District EL/Migrant Contact – 2017-2018	Title I Part C - \$1,000
		Stakeholder meetings are held with parents and the community to share information about the school. Specific data about the gap, achievement and growth is shared. Feedback from parents and community stakeholders regarding reducing barriers are received and discussed as avenues for improvement.	Sign-ins, Agendas and Feedback	Principal, Instructional Coach, Counselor, Teachers, Stakeholders – 2017- 2018	No Funding
		Russell County Middle School in partnership with Kentucky State Police and Adanta provided an “On-line Sexual Exploitation: Lessons in Prevention from the Front Lines” assembly to students and parents. Topics included: internet safety, sexting and cyberbullying.	Sign-ins and Agendas	Principal, Counselor, Teachers, Stakeholders – 2017- 2018	Title I - \$377
		Before/After School tutoring opportunities are provided for students.	Student Sign-ins	Principal, ESS District Coordinator, ESS/21 st Century School Coordinators & Teachers – 2017- 2018	State Funds - \$4,000 21 st Century - \$3080
		Positive Behavior Intervention Supports (PBIS) is a proactive approach to improve student behavior to serve as a means to improve climate and culture. It includes school-wide expectations and common areas rules to result in fewer office discipline referrals and suspensions allowing more time for teachers to have students in class and engage them in instruction. PBIS has been implemented and shared with all stakeholders.	*Practice Procedure Schedules *PBIS Lesson Plans *Office Discipline Referrals	Principal, Teachers, Students, Stakeholders – 2017- 2018	IDEA - \$425
		School representation attended a novice reduction training to work through the Key Core Work Processes to analyze the “as-is” state of the school and identified leverages and concerns for the school.	Sign-ins and Agenda Follow-up in PLCs	Principal, Instructional Coach, Novice Reduction Team – 2017-2018	Title I - \$300

		A training focused around Developing High Challenge/High Support Lessons for English Learners was attended by the instructional coach and EL instructor to improve the ability to carry out coaching conversations with peers.	EL Scores	Principal, Instructional Coach, EL Instructor, Teachers – 2017-2018	Title I - \$417.05
		A training provided by the Kentucky Association of School Councils was attended to better understand how to Reduce Novice Performance in Schools and Target the Disability Achievement Gap with specific strategies.	*Reduction in Gap with Disability Students *Reduction in Novice *PDSA in PLCs	Principal, Instructional Coach, Teachers – 2017-2018	Title I - \$250
		An instructional coach is designated at the school level to support curriculum and instruction and to help teachers plan and employ academic strategies.	Sign-ins PLCs	Principal, Instructional Coach, Teachers, DOSE, Director of Curriculum and Instruction – 2017-2018	IDEA B - \$30,909.20 Title I - \$46,363.80

3: Growth

State your **Growth Goal**

Goal 3: Student growth in reading and math combined will Catch Up from 49% to 55% and Keep Up from 52% to 58% as measured by MAP benchmarking data by 2020.		
<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>

Goal 3: Student growth in reading and math combined will Catch Up from 49% to 55% and Keep Up from 52% to 58% as measured by MAP benchmarking data by 2020.

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Reading RCMS students will <i>Catch Up</i> in reading from 44% to 46% and <i>Keep Up</i> from 56% to 58% as measured by spring 2018 MAP results.	All students will either Catch Up (Novice/Apprentice) or Keep Up (Proficient/Distinguished), depending on their current level of performance. KCWP 4	Reading Plus will be used to monitor student reading levels and set individual goals. A plan of action to meet the intended goal will be documented.	Teacher Documentation/Reading Plus Goal-Setting Sheet	Principals, Teachers, Library Media Specialist– 2017-2018	No Funding
		A data wall will be utilized as a visual to monitor movement of student performance levels with MAP benchmarking results.	Students moving up in performance levels/cut scores on data wall	Principals, Teachers, Instructional Coach – 2017-2018	No Funding
Objective 2: Math RCMS students will <i>Catch Up</i> in math from 53% to 55% and <i>Keep Up</i> from 47% to 49% as measured by spring 2018 MAP results.	All students will either Catch Up (Novice/Apprentice) or Keep Up (Proficient/Distinguished), depending on their current level of performance. KCWP 4	Students will set individual goals based on MAP scale scores. A plan of action to meet the intended goal will be documented and monitored.	MAP Goal-Setting Documentation	Principals, Teachers, Instructional Coach – 2017-2018	No Funding
		A data wall will be utilized as a visual to monitor movement of student performance levels with MAP benchmarking results.	Students moving up in performance levels/cut scores on data wall	Principals, Teachers, Instructional Coach – 2017-2018	No Funding

4: Transition readiness

State your **Transition readiness** Goal

Goal 4: Student growth in reading and math combined will Catch Up from 49% to 55% and Keep Up from 52% to 58% as measured by MAP benchmarking data by 2020.

<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 	<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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Goal 4: Student growth in reading and math combined will Catch Up from 49% to 55% and Keep Up from 52% to 58% as measured by MAP benchmarking data by 2020.					
		<ul style="list-style-type: none"> 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: Reading RCMS students will <i>Catch Up</i> in reading from 44% to 46% and <i>Keep Up</i> from 56% to 58% as measured by spring 2018 MAP results.	All students will either Catch Up (Novice/Apprentice) or Keep Up (Proficient/Distinguished), depending on their current level of performance. KCWP 4	Students will set individual goals based on MAP scale scores. A plan of action to meet the intended goal will be documented and monitored.	MAP Goal-Setting Documentation	Principal, Teachers – 2017-2018	No Funding
		A data wall will be utilized as a visual to monitor movement of student performance levels with MAP benchmarking results.	Movement of students in performance levels/cut scores on data wall	Principal, Teachers, Instructional Coach – 2017-2018	No Funding
Objective 2: Math RCMS students will <i>Catch Up</i> in math from 53% to 55% and <i>Keep Up</i> from 47% to 49% as measured by spring 2018 MAP results.	All students will either Catch Up (Novice/Apprentice) or Keep Up (Proficient/Distinguished), depending on their current level of performance. KCWP 4	Students will set individual goals based on MAP scale scores. A plan of action to meet the intended goal will be documented and monitored.	MAP Goal-Setting Documentation	Principal, Teachers – 2017-2018	No Funding
		A data wall will be utilized as a visual to monitor movement of student performance levels with MAP benchmarking results.	Movement of students in performance levels/cut scores on data wall	Principal, Teachers, Instructional Coach – 2017-2018	No Funding