

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: Increase math and reading proficiency on 2017-18 KPREP assessment to 60% or greater.					
<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
Objective 1: Increase reading and math proficiency to 60% or greater.	KCWP 2 Ensure there are systems of collaboration in place so that Tier I instruction and assessments meet the intent of the adopted standards and the needs of all students.	<ul style="list-style-type: none"> • Weekly grade & subject PLC; Monthly subject PLC (vertical alignment) <ul style="list-style-type: none"> ○ Collaborative deconstruction of adopted standards and creation of student friendly learning targets and pacing guide with common units of study and common formative and summative assessments. ○ Collaborative vertical alignment of key vocabulary and standard progression through pacing guides. • Administration monitoring of collaboration and holistic planning done in weekly and monthly PLCs. • Professional learning on best practices with increasing student engagement through cooperative learning and workshop model of instruction. <ul style="list-style-type: none"> ○ Kagan cooperative learning strategies shared with staff in weekly PLCs. ○ Team building Kagan strategy modeled in faculty meetings. ○ Workshop model of instruction taught to staff in variety of ways; attending learning labs 	<p>Documents uploaded into PLC team drive prior to school starting.</p> <ul style="list-style-type: none"> • deconstruction of standards, creation of learning targets & pacing guides <p>Documents uploaded into PLC team drive prior to starting the unit.</p> <ul style="list-style-type: none"> • common unit of study with learning targets • common vocabulary for units • minimum of 3 common formative assessments and 1 common 	<p>Winter MAP Spring MAP Formal Formative meetings every 3 weeks Walkthroughs conducted weekly PLC Team Drive</p>	\$5000

			<p>summative assessment for the unit</p> <p>All teachers will implement workshop model of instruction by March 1st and receive feedback from building or district admin. Admin attend weekly PLCs.</p>		
	<p>KCWP 2</p> <p>Implement processes to ensure students have an understanding of learning expectations (e.g., learning targets, goal setting, purpose) and know the criteria for success.</p>	<ul style="list-style-type: none"> ● Weekly grade & subject PLC; Monthly subject PLC (vertical alignment) <ul style="list-style-type: none"> ○ Collaborative deconstruction of adopted standards and creation of student friendly learning targets and pacing guide with common units of study and common formative and summative assessments. ○ Collaborative vertical alignment of key vocabulary and standard progression through pacing guides. ○ Summative itemized mastery planning sheet completed for each unit summative assessment. Questions are aligned to standards and minimum proficiency (# of correct responses) by standard is identified as 80% or greater. Number of questions per standard allows for determining proficiency and matches emphasis on during instruction. Teachers take summative assessments prior to starting unit ● Targets and standards posted and reviewed daily in all classrooms (core and exploratory) and are intentionally aligned to activities/tasks. ● Math and ELA teachers provided with guidance on how to goal set with individual students for fall, winter, and spring MAP testing. <ul style="list-style-type: none"> ○ School wide incentive provided for students meeting or exceeding projected growth on MAP provided. 	<p>During weekly walkthroughs there is monitoring of expectation for teachers to post and review learning target & standard with an aligned activity/task. Documents uploaded into PLC team drive prior to starting the unit</p> <ul style="list-style-type: none"> ● summative itemized mastery planning sheet <p>Attendance based on qualification at Winter (Jan 17, 2017) & Spring DJ Pizza Party</p>	<p>Winter and Spring MAP Goal Setting PLC Team Drive</p>	<p>\$0</p>
	<p>KCWP 2</p> <p>Execute plan for teachers to collaboratively determine the most appropriate and effective high yield strategies in order to ensure congruency to the</p>	<ul style="list-style-type: none"> ● Lesson review process during weekly PLCs: <ul style="list-style-type: none"> ○ Teachers present past or future lessons by standard for feedback from peers on cognitive rigor using the Hess Cognitive Rigor Matrix with suggestions for increasing rigor and feedback on how to differentiate (process or product). 	<p>Lessons presented in PLC will increase in rigor and differentiation as the year progresses. 100% of walkthroughs will include some form of cooperative learning.</p>	<p>Winter MAP Spring MAP CTAs after Summative assessments Monthly school wide learning walks</p>	<p>\$2000</p>

	intended depth of the learning target.	<ul style="list-style-type: none"> ● Teach staff cooperative learning and discourse strategies through Kagan, learning walks, learning labs, workshop model of instruction cadres, and thinking strategies. Plan for and implement active student engagement strategies. 			
	<p>KCWP 3 Teachers ensure the creation of a balanced assessment system and the grading system communicate student learning accurately.</p>	<p>Common unit assessments (formative and summative) created collaboratively in PLCs will reflect balanced assessment system.</p> <ul style="list-style-type: none"> ● As appropriate assessments of and for learning will include multiple choice and written response (short answer, extended constructed response, on-demand). ● As appropriate assessments will vary and include performance based or project based assessment of and for learning. ● Students given feedback on proficiency level by standard using itemized assessment mastery planning sheet. <p>Individualized progress data is collected and graphed daily to monthly depending on the goal area for students receiving academic or behavior intervention:</p> <ul style="list-style-type: none"> ● behavior/executive skill data collected daily ● reading fluency collected weekly to biweekly ● math calculation/computation and math reasoning data collected weekly to biweekly ● writing samples scored collected weekly to biweekly ● reading comprehension data collected monthly <p>Grading policy as revised by site based shows an accurate picture of student learning.</p> <ul style="list-style-type: none"> ● Participation grades were removed from weighted categories. ● Summative assessments were weighted as 80% of student grades. ● Formative assessments account for the remaining 20% of student grades. ● Policy includes addition of re-learning plans that allows students to re-take summative assessments when they are ready to demonstrate a higher proficiency with the standard. 	<p>Classroom assessments located in team PLC drive prior to starting unit. Classroom assessment data discussed with admin through formal formative meetings. SBDM Policy Evidence of re-learning plans</p>	<p>MAP testing CTAs after summative assessments progress data review meetings every 4 weeks with special education teacher; academic SST meetings to review universal screener/classroom assessments/progress data monthly</p>	\$0
	<p>KCWP 3 Teachers monitor and evaluate the use of assessment results to guide instruction and determine the grouping of students. (Addressing TSI goals for disability, Hispanic, and two or more races)</p>	<p>CTA meetings with administrator.</p> <ul style="list-style-type: none"> ● Core teachers complete a document after giving a summative that displays results of common summative assessments, percent of all students and percent of each class at or above proficiency (80% and higher by standard), names of students requiring classroom interventions, specific interventions to be provided for individual students and groups of students based on their proficiency level, patterns of questions missed, misconceptions that need to be 	<p>Classroom common formative assessments located in team PLC drive prior to starting unit. 100% of walkthroughs in math classes will demonstrate use of exit slips at the end of class or</p>	<p>Formal formative worksheets (hard copy or shared in google drive) Next steps worksheet for meetings with caseload managers on IEP goal data.</p>	\$0

		<p>addressed, questions that need to be reviewed and pacing issues that need to be addressed.</p> <ul style="list-style-type: none"> ○ School wide practice of providing re-learning plans for students not at proficiency with standards. Re-learning plans vary from small group instruction, before/after school re-teaching, watching re-learning video or presentation, practicing skill, or other. Upon successful completion of re-learning plan, students are provided with the opportunity to retake assessments from any grading period throughout the year. ● Special education teachers meet with administrator every 4 weeks on their caseload students' IEP goals and objective data to determine when changes are needed in specially designed instruction. ● Intervention teachers regularly monitor EasyCBM progress data to determine when changes to intervention are required, when students are ready to exit intervention and when students require more intensive intervention. ● Math teachers are required give an exit slip every day (if they were teaching a concept and not giving an assessment). 	<p>data from previous day to guide instruction/group students.</p> <p>Formal formative meetings- check off list in google drive</p> <p>IEP goals & objectives data meetings with caseload student monthly.</p> <p>SBDM grading policy.</p> <p>EasyCBM progress data for intervention students.</p>	<p>Grades in infinite campus reflect policy and students grades change after</p>	
	<p>KCWP 5 Processes are in place that ensure behavioral interventions are taking place and monitored to meet the needs of all students.</p>	<p>Provide behavior-specific praise and reinforcement. Student with 6 or less demerits in a demerit period will receive Elk time (intramurals)</p>	<p>Elk Time, DJ pizza party, GFE</p>	<p>Elk time is once a month/</p>	<p>\$1000</p>
		<p>Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs. This will happen once a month.</p>	<p>MAP data on specific students in RtI. EasyCBM data.</p>	<p>Winter/Spring MAP EASY CBM is every 3 weeks PLC minutes</p>	<p>\$19000</p>
	<p>KCWP 5 School wide system for staff to positively reinforce desired behaviors.</p>	<p>Demerit system is used school-wide at the classroom to provide support, consequences, and rewards for student behavior.</p> <ul style="list-style-type: none"> ● Students not meeting expectations after multiple warnings/intervention are given a demerit. 	<p>Demerit log in google drive</p>		
	<p>KCWP 5 Structures are in place to ensure appropriate academic interventions are taking place to meet the needs of all students.</p>				
Objective 2:	KCWP 1	<p>Ensure curricular alignment reviews are an ongoing action of the PLC's planning process.</p>	<p>PLC process</p>	<p>Every week Thursday</p>	<p>\$0</p>

Improve our reading proficiency and distinguished/ to 60%		Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students. Meaning, teachers are varying their delivery and instruction to ensure that students have multiple ways to demonstrate their mastery of an assessment.	PLC documents	Every week Thursday	\$0
	KCWP 2	Ensure congruence is present between standards, learning targets, and assessment measures. During PLCs teacher will plan at minimum 2-3 targets per standards and use an assessment review sheet to determine the number of questions related to each standard and target. During walkthroughs, administrators will be checking for standards and targets posted for everyone.	PLC unit plans 100% of classrooms will have learning targets congruent to standard based on walkthrough data	PLC unit plans Walkthroughs	\$0
		Plan for and implement active student engagement strategies. During the beginning of PLCs, teachers will be introduced to at least 1 Kagan strategy for implementing in their daily instruction.	Learning Cadres/Kagan strategies/Differentiation strategies	Walkthroughs/Formal Formatives/PLCs	\$2000
	KCWP 3	Ensure that assessments are designed to best evaluate student learning (i.e. learning target/assessment match).	PLC assessment breakdown template	PLC unit plans	\$0
		Implement formal and informal processes that teachers and students utilize to gather evidence to directly improve the learning of students assessed	Exit slips/Formal Formatives/MAP testing		\$0

2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal):		
<p>Which Strategy will the 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 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 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 	<p>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.</p>

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
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Objective 1 Improve writing P/D to 70%	KCWP 2 Execute plan for teachers to collaboratively determine the most appropriate and effective high yield strategies in order to ensure congruency to the intended depth of the learning target.	Writing workshop with LA teachers leading small groups to share graphic organizers and writing focus with other content teachers.	100% of teacher do a writing piece in their curriculum	By March of 2019, all subjects would have conducted a writing piece in the classes.	\$0
		On-Demand writing day to calibrate how students are progressing on writing with detail and addressing counter claims.	Students score on average a 3 or higher per the Kentucky On-Demand writing rubric.	Before May 1 st , LA will share with the staff how students did on ODW day.	\$500
	KCWP 5 Structures are in place to ensure appropriate academic interventions are taking place to meet the needs of all students.	ERQs/On-Demand are included in Summative assessments.	Teacher are using ERQs/ODW on summative assessments 75% of the time.	During CTAs teachers will analyze ERQ results to determine if re-teaching is necessary.	\$0
Objective 2 Improve Science P/D to 40%	KCWP 2 Execute plan for teachers to collaboratively determine the most appropriate and effective high yield strategies in order to ensure congruency to the intended depth of the learning target.	KPREP data review and score rationale	Reflection completed	Complete on Nov. 6 th	\$0
		Science rubrics were given to all other core teachers to support in modeling and writing with detail.	Students will improve summative grades on science ERQs compared to last year.	Completed before May 23 rd	\$0
	KCWP 5 Structures are in place to ensure appropriate academic interventions are taking place to meet the needs of all students.	CTAs are done after a summative to improve student learning.	There will be an increase in students passing science classes compared to last year.	Completed before May 23 rd	\$0

3: Gap

State your **Gap Goal**

Goal 2: Increase percentage of proficient/distinguished GAP students in reading and math from 41.5 to 62.8 (combined goal pulled from school report card - delivery targets - proficiency gap).					
<p>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.)</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? (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.)</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
Objective 1: Increase proficiency in math for students with disabilities, Hispanic, and two or more races by 10%	KCPW 5	Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs. MAP testing will occur 3x's in the year to help identify students in need of intervention.	MAP testing results/ KPREP testing results Formal Formatives	MAP testing windows/Formal Formative meetings	\$0
		Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data	PLC process completion	PLC unit planning documents	\$0
Objective 2: Increase proficiency in reading for students with disabilities, Hispanic, and two or more races by 10%	KCPW 5	Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs.	MAP testing results/ KPREP testing results Formal Formatives	MAP testing windows/Formal Formative meetings	\$0
		Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of	PLC process completion	PLC unit planning documents	\$0

		assessment measures, resource sharing and collaborative lesson creation, and analysis of data			

4: Graduation rate

State your **Graduation rate** Goal

Goal 3:					
<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
Objective 1:					
Objective 2:					

5: Growth

State your **Growth** Goal

<p>Goal 4: 60% or more students will meet or exceed their expected growth in reading and math as measured by fall to spring growth on the MAP assessment.</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
Objective 1: Improving Math KPREP scores to 50% proficient and distinguished.	KCWP 1 KCWP 2	Ensure regularly-scheduled curriculum meetings to review the alignment between standards, learning targets, and assessment measures	MAP projections and KPREP data	MAP Projection data/Formal Formative data	\$0
		Ensure that formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap	Common Formative data/MAP data/Summative and Formative grades.	MAP Projection data/Formal Formative data	
		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.	Common Formative data/MAP data/Summative and Formative grades.	Walkthrough data, Learning Cadres, other school imbedded PD.	\$2000
Objective 2:					

6: Transition readiness

State your **Transition readiness** Goal

<p>Goal 5: MAP projection data will show that 70% of 8th graders are ready at proficiency in reading.</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
Objective 1: MAP projection data will show that 70% of 8th graders are ready at proficiency in reading.	KCWP 3 KCWP 4	validity of assessments (formative and summative) monitored to ensure congruency to the standards/targets.	PLC Unit planning summative analysis	Weekly PLC meetings	\$0
		The grading system communicate student learning accurately?	MAP data/KPREP data Formal Formatives	SBDM Policy	\$0
		System is in place for teachers to monitor students' progress on standards in order to know when they have achieved mastery	Formal formative data/ Literacy Quizzes	Lit. Quizzes/Formal Formative data	\$0
Objective 2:					

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7: Other (optional)

State your **Other Goal** (optional)

Goal 6:

<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"> • 0 • 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
Objective 1:					
Objective 2:					

