

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: Reading: By 2019, according to the delivery targets, 75.9% of students in grades 3-5 will score proficient/distinguished in the area based on the state assessment. Math: By 2019, according to the delivery targets, 75.4% of students in grades 3-5 will score proficient/distinguished in the area based on 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.	
<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: By 2018, at least 68% of students in grades 3-5, will score at or above proficiency in Reading.	KCWP 3: South Heights will implement a school-wide literacy initiative that will focus on creating proficient and above readers.	<u>Accelerated Reader</u> : Teachers will set individual student goals each marking period. Students will read a variety of texts and take comprehension quizzes online. Students who meet their goals will be rewarded.	Grade level Readers	8/2017, 11/2017, and 3/2018	7000
		<u>Assessment</u> : In August and in January, students in grades 1-5 will take the STAR reading assessment. Teachers will analyze the results to determine appropriate goals for individual students based on performance.	Grade level Readers	8/2017, 11/2017, and 3/2018	0
		<u>Assessment</u> : MAP will be administered three times per year to all students in grades K-5 in the area of reading. Results will be analyzed to best meet students reading needs.	Grade level Readers	Fall 2017, winter 2018, spring 2018	District funded
	KCWP 1: South Heights will implement a school-wide literacy initiative that will focus on creating proficient and above readers.	<u>Instruction</u> : ELA Teachers will implement 180 minutes daily of reading/language arts instruction using the Journeys and StoryWorks Magazine (3-5) curriculum including phonics, fluency, vocabulary, grammar, writing, whole group and small group activities, weekly lesson tests, and benchmark assessments.	Grade level Readers		District funded
		<u>Planning/Instruction</u> : K-5 ELA teachers developed a comprehensive and rigorous plan aligned with Journeys in a combined effort to create distinguished readers. Reading teachers will participate in weekly PLCs that allows for lesson planning and the opportunity to share effective strategies/activities.	Better planned and prepared teachers=higher student achievement		Title I School Wide \$5000

<p>Goal 1: Reading: By 2019, according to the delivery targets, 75.9% of students in grades 3-5 will score proficient/distinguished in the area based on the state assessment. Math: By 2019, according to the delivery targets, 75.4% of students in grades 3-5 will score proficient/distinguished in the area based on the state assessment</p>					
	<p>KCWP 2 & 5: South Heights will implement a school-wide literacy initiative that will focus on creating proficient and above readers.</p>	<p><u>After School Services:</u> At the community AKZ Center certified teachers will provide additional reading instruction after school for 1 hour 3 times per week for a group of targeted students in grade K-5 who are below grade level.</p>	Greater achievement in reading		\$0
		<p><u>Headsprout:</u> All K and 1 students will complete Headsprout activities 3 x weekly during scheduled computer lab sessions until all episodes are complete. Teachers and/or assistants will administer benchmark assessments at each appropriate point and enter the data. Teachers will monitor student progress of the program.</p>	Increased # of grade level readers		\$0
		<p><u>IXL:</u> All students K-5 will complete IXL activities set up by teachers and/or assigned based on a diagnostic test score during independent work time.</p>	Increased # of grade level readers		\$5000
		<p><u>Teacher Station:</u> Teachers will work with identified Tier II and Tier III students to strengthen their knowledge and stretch their learning in reading.</p>	Increased # of grade level readers		\$0
		<p><u>Special Education:</u> To improve gap scores, special education teachers will implement strategic interventions from the Journeys curriculum to meet individual student needs. This will be accomplished through coordinated co-teaching and resource allotted each day.</p>	Increased # of grade level readers		\$0
		<p><u>Response to Intervention:</u> RtI services will be provided school-wide to all Tier II and Tier III students. Part time Reading Interventionists will provide small group instruction to Tier III students. Classroom teachers will provide small group instruction to all Tier II students. Tier II students will be progressed monitored every bi weekly weeks using AIMSweb learning checks appropriate to their grade level and individual need. Tier III students will be progress monitored weekly using AIMSweb appropriate to their grade level and individual need. Student data is input into AIMSweb system to chart progress. RtI will meet weekly to discuss student growth.</p>	Increased # of grade level readers		\$50000
	<p>KCWP 4: South Heights will implement a school-wide literacy initiative that will focus on creating proficient and above readers.</p>	<p><u>Work Analysis:</u> Teachers in grades K-5 will analyze student work, including but not limited to the Reading Inventory Continuum, grade level common and formative assessments on an ongoing basis craft their delivery to best meet their students' needs.</p>	Increased # of grade level readers		\$0
<p>Objective 2; By 2018, at least 65.5% of students in grades 3-5, will score at or above proficiency in Math.</p>	<p>KCWP 1: South Heights will implement a school-wide initiative that will focus on creating proficient and above mathematicians</p>	<p><u>Instruction:</u> Teachers will implement at least 60 minutes daily of math instruction with MIF curriculum including pre-assessments, guided practice, reteach, extra practice, chapter reviews, and test preps. Teachers will instruct 30 minutes daily using Everyday Calendar Counts Calendar Math through the use of manipulatives and Smart Boards.</p>	Increased # of students on grade level in Math		\$0

Goal 1: Reading: By 2019, according to the delivery targets, 75.9% of students in grades 3-5 will score proficient/distinguished in the area based on the state assessment. Math: By 2019, according to the delivery targets, 75.4% of students in grades 3-5 will score proficient/distinguished in the area based on the state assessment					
		<u>Planning/Instruction:</u> K-5 math teachers developed a comprehensive and rigorous plan aligned with MIF in a combined effort to create distinguished math students. Math teachers will have common planning throughout the week and after school bi-weekly that allows for lesson planning and the opportunity to share effective strategies/activities.	Increased # of students on grade level in Math		
KCWP 2 &5: South Heights will implement a school-wide initiative that will focus on creating proficient and above mathematicians		<u>IXL:</u> All students K-5 will complete IXL activities set up by teachers and/or assigned based on a diagnostic test score during independent work time.	Increased # of students on grade level in Math		
		<u>Teacher Station:</u> Teachers will work with identified Tier II and Tier III students to strengthen their knowledge and stretch their learning in Math.	Increased # of students on grade level in Math		
		<u>Special Education:</u> To improve gap scores, special education teachers will differentiate Math in Focus curriculum to meet individual student needs.	Increased # of students on grade level in Math		
		<u>After School Services:</u> At the community AKZ Center certified teachers will provide additional math instruction after school for 1 hour 3 times per week for a group of targeted students in grade K-5 who are below grade level.	Increased # of students on grade level in Math		
		<u>Response to Intervention:</u> RtI services will be provided school-wide to all Tier II and Tier III students. Part time Math Interventionists will provide small group instruction to Tier III students. Classroom teachers will provide small group instruction to all Tier II students. Tier II students will be progressed monitored every three weeks using AIMSweb learning checks appropriate to their grade level and individual need. Tier III students will be progress monitored weekly using AIMSweb appropriate to their grade level and individual need. Student data is input into AIMSweb system to chart progress. RtI will meet weekly to discuss student growth.	Increased # of students on grade level in Math		
KCWP 3: South Heights will implement a school-wide initiative that will focus on creating proficient and above scores.		<u>Assessment:</u> MAP will be administered three times per year to all students in grades K-5 in the area of math. Results will be analyzed to best meet students' math needs	Increased # of students on grade level in Math		
KCWP 4: South Heights will implement a school-wide initiative that will focus on creating proficient and above scores.		Teachers will give 4 to 6 (depending on grade level) district common assessments to allow for timed practice and to determine mastery of content.	Increased # of students on grade level in Math		

2: Gap

State your **Gap** Goal

Goal 2: By 2019, according to combined Delivery Targets for Reading & Math, 74.6% of students in the non-duplicated gap will scores at or above proficiency.

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 2018, at least 68% of students in grades 3-5, will score at or above proficiency in Reading.	KCWP 3: South Heights will implement a school-wide literacy initiative that will focus on creating proficient and above readers.	<u>Accelerated Reader</u> : Teachers will set individual student goals each marking period. Students will read a variety of texts and take comprehension quizzes online. Students who meet their goals will be rewarded.	Grade level Readers	8/2017, 11/2017, and 3/2018	7000

Goal 2: By 2019, according to combined Delivery Targets for Reading & Math, 74.6% of students in the non-duplicated gap will scores at or above proficiency.					
		<u>Assessment:</u> In August and in January, students in grades 1-5 will take the STAR reading assessment. Teachers will analyze the results to determine appropriate goals for individual students based on performance.	Grade level Readers	8/2017, 11/2017, and 3/2018	0
		<u>Assessment:</u> MAP will be administered three times per year to all students in grades K-5 in the area of reading. Results will be analyzed to best meet students reading needs.	Grade level Readers	Fall 2017, winter 2018, spring 2018	District funded
	KCWP 1: South Heights will implement a school-wide literacy initiative that will focus on creating proficient and above readers.	<u>Instruction:</u> ELA Teachers will implement 180 minutes daily of reading/language arts instruction using the Journeys and StoryWorks Magazine (3-5) curriculum including phonics, fluency, vocabulary, grammar, writing, whole group and small group activities, weekly lesson tests, and benchmark assessments.	Grade level Readers		District funded
		<u>Planning/Instruction:</u> K-5 ELA teachers developed a comprehensive and rigorous plan aligned with Journeys in a combined effort to create distinguished readers. Reading teachers will participate in weekly PLCs that allows for lesson planning and the opportunity to share effective strategies/activities.	Better planned and prepared teachers=higher student achievement		Title I School Wide \$5000
	KCWP 2 & 5: South Heights will implement a school-wide literacy initiative that will focus on creating proficient and above readers.	<u>After School Services:</u> At the community AKZ Center certified teachers will provide additional reading instruction after school for 1 hour 3 times	Greater achievement in reading		\$0

Goal 2: By 2019, according to combined Delivery Targets for Reading & Math, 74.6% of students in the non-duplicated gap will scores at or above proficiency.

		per week for a group of targeted students in grade K-5 who are below grade level.			
		<u>Headsprout</u> : All K and 1 students will complete Headsprout activities 3 x weekly during scheduled computer lab sessions until all episodes are complete. Teachers and/or assistants will administer benchmark assessments at each appropriate point and enter the data. Teachers will monitor student progress of the program.	Increased # of grade level readers		\$0
		<u>IXL</u> : All students K-5 will complete IXL activities set up by teachers and/or assigned based on a diagnostic test score during independent work time.	Increased # of grade level readers		\$5000
		<u>Teacher Station</u> : Teachers will work with identified Tier II and Tier III students to strengthen their knowledge and stretch their learning in reading.	Increased # of grade level readers		\$0
		<u>Special Education</u> : To improve gap scores, special education teachers will implement strategic interventions from the Journeys curriculum to meet individual student needs. This will be accomplished through coordinated co-teaching and resource allotted each day.	Increased # of grade level readers		\$0
		<u>Response to Intervention: RtI</u> services will be provided school-wide to all Tier II and Tier III students. Part time Reading Interventionists will provide small group instruction	Increased # of grade level readers		\$50000

Goal 2: By 2019, according to combined Delivery Targets for Reading & Math, 74.6% of students in the non-duplicated gap will scores at or above proficiency.					
		to Tier III students. Classroom teachers will provide small group instruction to all Tier II students. Tier II students will be progressed monitored every bi weekly weeks using AIMSweb learning checks appropriate to their grade level and individual need. Tier III students will be progress monitored weekly using AIMSweb appropriate to their grade level and individual need. Student data is input into AIMSweb system to chart progress. RtI will meet weekly to discuss student growth.			
	KCWP 4: South Heights will implement a school-wide literacy initiative that will focus on creating proficient and above readers.	<u>Work Analysis:</u> Teachers in grades K-5 will analyze student work, including but not limited to the Reading Inventory Continuum, grade level common and formative assessments on an ongoing basis craft their delivery to best meet their students' needs.	Increased # of grade level readers		\$0
Objective 2; By 2018, at least 65.5% of students in grades 3-5, will score at or above proficiency in Math.	KCWP 1: South Heights will implement a school-wide initiative that will focus on creating proficient and above mathematicians	<u>Instruction:</u> Teachers will implement at least 60 minutes daily of math instruction with MIF curriculum including pre-assessments, guided practice, reteach, extra practice, chapter reviews, and test preps. Teachers will instruct 30 minutes daily using Everyday Calendar Counts Calendar Math through the use of manipulatives and Smart Boards.	Increased # of students on grade level in Math		\$0
		<u>Planning/Instruction:</u> K-5 math teachers developed a	Increased # of students on grade level in Math		

Goal 2: By 2019, according to combined Delivery Targets for Reading & Math, 74.6% of students in the non-duplicated gap will scores at or above proficiency.

		comprehensive and rigorous plan aligned with MIF in a combined effort to create distinguished math students. Math teachers will have common planning throughout the week and after school bi-weekly that allows for lesson planning and the opportunity to share effective strategies/activities.			
KCWP 2 &5: South Heights will implement a school-wide initiative that will focus on creating proficient and above mathematicians		<u>IXL</u> : All students K-5 will complete IXL activities set up by teachers and/or assigned based on a diagnostic test score during independent work time.	Increased # of students on grade level in Math		
		<u>Teacher Station</u> : Teachers will work with identified Tier II and Tier III students to strengthen their knowledge and stretch their learning in Math.	Increased # of students on grade level in Math		
		<u>Special Education</u> : To improve gap scores, special education teachers will differentiate Math in Focus curriculum to meet individual student needs.	Increased # of students on grade level in Math		
		<u>After School Services</u> : At the community AKZ Center certified teachers will provide additional math instruction after school for 1 hour 3 times per week for a group of targeted students in grade K-5 who are below grade level.	Increased # of students on grade level in Math		
		<u>Response to Intervention</u> : RtI services will be provided school-wide to all Tier II and Tier III students. Part time Math Interventionists will provide	Increased # of students on grade level in Math		

Goal 2: By 2019, according to combined Delivery Targets for Reading & Math, 74.6% of students in the non-duplicated gap will scores at or above proficiency.					
		small group instruction to Tier III students. Classroom teachers will provide small group instruction to all Tier II students. Tier II students will be progressed monitored every three weeks using AIMSweb learning checks appropriate to their grade level and individual need. Tier III students will be progress monitored weekly using AIMSweb appropriate to their grade level and individual need. Student data is input into AIMSweb system to chart progress. RtI will meet weekly to discuss student growth.			
	KCWP 3: South Heights will implement a school-wide initiative that will focus on creating proficient and above scores.	<u>Assessment</u> : MAP will be administered three times per year to all students in grades K-5 in the area of math. Results will be analyzed to best meet students' math needs	Increased # of students on grade level in Math		
	KCWP 4: South Heights will implement a school-wide initiative that will focus on creating proficient and above scores.	Teachers will give 4 to 6 (depending on grade level) district common assessments to allow for timed practice and to determine mastery of content.	Increased # of students on grade level in Math		

3: 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>
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Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1:					

Goal 3:					
Objective 2:					

4: Growth

State your **Growth Goal**

Goal 4: By 2019, students showing growth in Reading and Math as measured by the KPREP will increase to at least 70%.

<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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	<u>IXL:</u> All students K-5 will complete IXL activities set up by teachers and/or assigned based on a diagnostic test score during independent work time.	Increased # of grade level readers		\$5000		
	<u>Teacher Station:</u> Teachers will work with identified Tier II and Tier III students to strengthen their knowledge and stretch their learning in reading.	Increased # of grade level readers		\$0		
	<u>Special Education:</u> To improve gap scores, special education teachers will implement strategic interventions from the Journeys curriculum to meet individual student needs. This will be accomplished through coordinated co-teaching and resource allotted each day.	Increased # of grade level readers		\$0		
	<u>Response to Intervention:</u> RtI services will be provided school-wide to all Tier II and Tier III students. Part time Reading Interventionists will provide small group instruction to Tier III students. Classroom teachers will provide small group instruction to all Tier II students. Tier II students will be progressed monitored every bi weekly weeks using AIMSweb learning	Increased # of grade level readers		\$50000		

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	KCWP 4: South Heights will implement a school-wide initiative that will focus on creating proficient and above scores.	Teachers will give 4 to 6 (depending on grade level) district common assessments to allow for timed practice and to determine mastery of content.	Increased # of students on grade level in Math		

5: Transition readiness

State your **Transition readiness** Goal

Goal 4: By 2019, students showing transitional readiness will increase		
<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 	<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 4: By 2019, students showing transitional readiness will increase					
		<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
Objective 1: By 2018, at least 68% of students in grades 3-5, will score at or above proficiency in Reading.	KCWP 3: South Heights will implement a school-wide literacy initiative that will focus on creating proficient and above readers.	<u>Accelerated Reader</u> : Teachers will set individual student goals each marking period. Students will read a variety of texts and take comprehension quizzes online. Students who meet their goals will be rewarded.	Grade level Readers	8/2017, 11/2017, and 3/2018	7000
		<u>Assessment</u> : In August and in January, students in grades 1-5 will take the STAR reading assessment. Teachers will analyze the results to determine appropriate goals for individual students based on performance.	Grade level Readers	8/2017, 11/2017, and 3/2018	0
		<u>Assessment</u> : MAP will be administered three times per year to all students in grades K-5 in the area of reading. Results will be analyzed to best meet students reading needs.	Grade level Readers	Fall 2017, winter 2018, spring 2018	District funded
	KCWP 1: South Heights will implement a school-wide literacy initiative that will focus on creating proficient and above readers.	<u>Instruction</u> : ELA Teachers will implement 180 minutes daily of reading/language arts instruction using the Journeys and StoryWorks Magazine (3-5) curriculum including phonics,	Grade level Readers		District funded

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		fluency, vocabulary, grammar, writing, whole group and small group activities, weekly lesson tests, and benchmark assessments.			
		<u>Planning/Instruction:</u> K-5 ELA teachers developed a comprehensive and rigorous plan aligned with Journeys in a combined effort to create distinguished readers. Reading teachers will participate in weekly PLCs that allows for lesson planning and the opportunity to share effective strategies/activities.	Better planned and prepared teachers=higher student achievement		Title I School Wide \$5000
	KCWP 2 & 5: South Heights will implement a school-wide literacy initiative that will focus on creating proficient and above readers.	<u>After School Services:</u> At the community AKZ Center certified teachers will provide additional reading instruction after school for 1 hour 3 times per week for a group of targeted students in grade K-5 who are below grade level.	Greater achievement in reading		\$0
		<u>Headsprout:</u> All K and 1 students will complete Headsprout activities 3 x weekly during scheduled computer lab sessions until all episodes are complete. Teachers and/or assistants will administer benchmark assessments at each appropriate point and enter the data. Teachers will monitor student progress of the program.	Increased # of grade level readers		\$0
		<u>IXL:</u> All students K-5 will complete IXL activities set up by teachers and/or assigned based on a diagnostic test score during independent work time.	Increased # of grade level readers		\$5000

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		<u>Teacher Station:</u> Teachers will work with identified Tier II and Tier III students to strengthen their knowledge and stretch their learning in reading.	Increased # of grade level readers		\$0
		<u>Special Education:</u> To improve gap scores, special education teachers will implement strategic interventions from the Journeys curriculum to meet individual student needs. This will be accomplished through coordinated co-teaching and resource allotted each day.	Increased # of grade level readers		\$0
		<u>Response to Intervention: RtI</u> services will be provided school-wide to all Tier II and Tier III students. Part time Reading Interventionists will provide small group instruction to Tier III students. Classroom teachers will provide small group instruction to all Tier II students. Tier II students will be progressed monitored every bi weekly weeks using AIMSweb learning checks appropriate to their grade level and individual need. Tier III students will be progress monitored weekly using AIMSweb appropriate to their grade level and individual need. Student data is input into AIMSweb system to chart progress. RtI will meet weekly to discuss student growth.	Increased # of grade level readers		\$50000
	KCWP 4: South Heights will implement a school-wide literacy initiative that will focus	<u>Work Analysis:</u> Teachers in grades K-5 will analyze student work, including but not limited	Increased # of grade level readers		\$0

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	on creating proficient and above readers.	to the Reading Inventory Continuum, grade level common and formative assessments on an ongoing basis craft their delivery to best meet their students' needs.			
Objective 2; By 2018, at least 65.5% of students in grades 3-5, will score at or above proficiency in Math.	KCWP 1: South Heights will implement a school-wide initiative that will focus on creating proficient and above mathematicians	<u>Instruction:</u> Teachers will implement at least 60 minutes daily of math instruction with MIF curriculum including pre-assessments, guided practice, reteach, extra practice, chapter reviews, and test preps. Teachers will instruct 30 minutes daily using Everyday Calendar Counts Calendar Math through the use of manipulatives and Smart Boards.	Increased # of students on grade level in Math		\$0
		<u>Planning/Instruction:</u> K-5 math teachers developed a comprehensive and rigorous plan aligned with MIF in a combined effort to create distinguished math students. Math teachers will have common planning throughout the week and after school bi-weekly that allows for lesson planning and the opportunity to share effective strategies/activities.	Increased # of students on grade level in Math		
	KCWP 2 & 5: South Heights will implement a school-wide initiative that will focus on creating proficient and above mathematicians	<u>IXL:</u> All students K-5 will complete IXL activities set up by teachers and/or assigned based on a diagnostic test score during independent work time.	Increased # of students on grade level in Math		
		<u>Teacher Station:</u> Teachers will work with identified Tier II and Tier III students to strengthen	Increased # of students on grade level in Math		

Goal 4: By 2019, students showing transitional readiness will increase					
		their knowledge and stretch their learning in Math.			
		<u>Special Education:</u> To improve gap scores, special education teachers will differentiate Math in Focus curriculum to meet individual student needs.	Increased # of students on grade level in Math		
		<u>After School Services:</u> At the community AKZ Center certified teachers will provide additional math instruction after school for 1 hour 3 times per week for a group of targeted students in grade K-5 who are below grade level.	Increased # of students on grade level in Math		
		<u>Response to Intervention:</u> RtI services will be provided school-wide to all Tier II and Tier III students. Part time Math Interventionists will provide small group instruction to Tier III students. Classroom teachers will provide small group instruction to all Tier II students. Tier II students will be progressed monitored every three weeks using AIMSweb learning checks appropriate to their grade level and individual need. Tier III students will be progress monitored weekly using AIMSweb appropriate to their grade level and individual need. Student data is input into AIMSweb system to chart progress. RtI will meet weekly to discuss student growth.	Increased # of students on grade level in Math		

Goal 4: By 2019, students showing transitional readiness will increase					
	KCWP 3: South Heights will implement a school-wide initiative that will focus on creating proficient and above scores.	<u>Assessment</u> : MAP will be administered three times per year to all students in grades K-5 in the area of math. Results will be analyzed to best meet students' math needs	Increased # of students on grade level in Math		
	KCWP 4: South Heights will implement a school-wide initiative that will focus on creating proficient and above scores.	Teachers will give 4 to 6 (depending on grade level) district common assessments to allow for timed practice and to determine mastery of content.	Increased # of students on grade level in Math		

6: 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"> • 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 	<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 6:

	<ul style="list-style-type: none"> • 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 	
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Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1:					
Objective 2:					