



Continuous Improvement Planning Cycle

Combined Workbook for:

Phase 3 - *Plotting the Course*

Establishing Goals, Objectives, Strategies and Activities

AND

Phase 4 – *Making District/School Improvement Continuous*

Progress Monitoring and Evaluation

IMPORTANT NOTE:

This workbook has been adapted from the original *Goal Building Template* located on KDE’s Comprehensive Improvement Planning for Schools and Districts webpage (<https://education.ky.gov/school/csip/Pages/default.aspx>). This adaptation will allow for the document to serve as a “one-stop” location for both the plan and the continuous monitoring and evaluation during this year’s implementation period. The planning of goals, objectives, strategies and activities that are required of the Continuous Improvement Cycle - Phase 3 process look just as they do in the original template. The adaptation will allow for support in the Phase 4 process of continuous monitoring and evaluation using the 30-60-90 day planning format. Additional planning and quality tools for continuous improvement can be located on the Continuous Improvement for Gap Closure webpage (<https://education.ky.gov/school/stratclsgap/Pages/default.aspx>).

Comprehensive Improvement Plan

Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes student growth and achievement.

Operational Definitions

Goal: Long-term three to five year targets based on the required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, and growth. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

Objective: Short-term target to be attained by the end of the current academic year. There can be multiple objectives for each goal.

Strategy: An approach to systematically address the process, practice, or condition that the school will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma, Shipley, Baldrige, etc.*).

Activity: Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

Key Core Work Processes: A series of processes identified by the Kentucky Department of Education 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.

Measure of Success: Criteria that shows the impact of the work. The measures may be quantitative or qualitative, but are observable in some way.

Progress Monitoring: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

Funding: Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative.

Requirements for Building an Improvement Plan

- There are six (6) required district goals: proficiency, separate academic indicator, achievement gap, graduation rate, growth, and transition readiness.
- The required school goals include the following:
 - For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and growth.
 - For high school, these include proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness

Explanations/Directions

Goal: Include long-term three to five year targets based on the required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, and growth. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Include short-term targets to be attained by the end of the current academic year. There can be multiple objectives for each goal.</p>	<p>An approach to systematically address the process, practice, or condition that the school will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed above or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i>).</p>	<p>Include actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.</p>	<p>List the criteria that shows the impact of the work. The measures may be quantitative or qualitative, but are observable in some way.</p>	<p>Discuss the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals. Progress monitoring ensures that plans are being revisited and an opportunity to determine whether the plan is working.</p>	<p>List the funding source(s) used to support (or needed to support) the improvement initiative.</p>

1: Proficiency Goal

Goal: Increase proficiency from 60% to 85% in reading by 2024-25 as measured by school level benchmark assessments (e.g., DRA, DIEBELS) and universal screeners.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 Increase proficiency from 60% to 67% in reading by 2020-21 as measured by school level benchmark assessments (e.g., DRA, DIEBELS) and universal screeners.</p>	<p>Develop a system for designing and delivering instruction in order to ensure that all students are receiving high quality core reading instruction that is aligned to standards in both rigor and intent.</p>	Curriculum mapping	Shared progression and understanding of instruction of standards	<ul style="list-style-type: none"> In PLC, weekly review of curriculum maps tied to instruction. Weekly walkthrough data 	Standards Grant and embedded work
		Creation and implementation of common assessments	Grade level appropriate assessments that reflect that rigor and intent of the standards	<ul style="list-style-type: none"> Each common assessment cycle, individual and team analysis of common assessments and results 	Standards grant and embedded work
		Resources to support standards instruction	Grade level appropriate instruction that reflects that rigor and intent of the standards	<ul style="list-style-type: none"> Purchase, create, and align grade level appropriate resources to support literacy instruction 	SEEK, Title I
		Data analysis	Instruction responsive to data analysis	<ul style="list-style-type: none"> PLCs reflect: analysis of data from benchmark assessments, common assessments, summative and formative assessments. PLCs reflect: determination of instructional next steps based on data analysis. 	n/a

		Units of study to support common assessments	Instruction bound by standards and anchored with rigorous, authentic assessments	<ul style="list-style-type: none">• Teachers utilize integrated units of study at each grade level; analyze data from common assessments	n/a
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2: Separate Academic Indicator Goal

Goal: Increase proficiency to 85% in handwriting and composition by 2024-25 as measured by school level benchmark assessments. (no baseline)					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Establish a baseline data points in handwriting and composition as measured by school level benchmark assessments.	Develop a system for designing and delivering instruction in order to ensure that all students are receiving high quality core writing instruction that is aligned to standards in both rigor and intent	Curriculum mapping (see goal 1)			
		Creation of common assessments (see goal 1)			
		Handwriting Without Tears implementation	Students produce letters using correct formation across grade levels. Students understand and describe formation with common language.	<ul style="list-style-type: none"> During PLCs, teachers analyze student writing samples and discuss progress with implementation 	n/a
		Units of study to support common assessments (see goal 1)			

3: Achievement Gap

Goal: Increase proficiency of students in the Hispanic student group from 40% to 85% in reading by 2024-25 as measured by school level benchmark assessments and universal screeners.
 Increase proficiency of students in the African American student group from 57% to 85% in reading by 2024-25 as measured by school level benchmark assessments and universal screeners.
 Increase proficiency of students in the students with IEP student group from 43% to 85% in reading by 2024-25 as measured by school level benchmark assessments and universal screeners

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase proficiency of students in the Hispanic student group from 40% to 50% in reading by 2020-21 as measured by school level benchmark assessments and universal screeners	Establish a systematic approach for creating and sustaining a learning culture and environment in which all students have opportunities for success.	Clarify common area expectations	Students and staff understand and demonstrate common area expectations. Decrease in behavior incidents.	<ul style="list-style-type: none"> Monthly review of behavior data by Culture Crew Re-teaching/adjusting of common area expectations as needed 	n/a
		Implement school-wide calming techniques (mindfulness)	Students and staff have shared language and understanding of calming techniques.	<ul style="list-style-type: none"> School wide use of calming strategies Monthly review of behavior data by Culture Crew Student Support Team meeting data 	n/a
Objective 2 Increase proficiency of students in the African American student group from 57% to 62% in reading by 2020-21 as measured by school level benchmark assessments and universal screeners	Establish a systematic approach for creating and sustaining a learning culture and environment in which all students have opportunities for success.	Culture Crew meetings	Improvement of PBIS implementation from broad shareholder involvement	<ul style="list-style-type: none"> Monthly review of behavior data by Culture Crew 	n/a
		Second Step implementation and refinement	Students have social and emotional skills to succeed in school. Decrease in behavior incidents.	<ul style="list-style-type: none"> Monthly review of behavior data by Culture Crew Walkthrough data for evidence of Second Step instruction Student Support Team meeting data 	n/a

<p>Objective 3 Increase proficiency of students in the students with IEP student group from 43% to 51% in reading by 2020-21 as measured by school level benchmark assessments and universal screeners.</p>		<p>Social emotional learning during content instruction</p>	<p>Students improved social emotional skills through academic content. Teachers understand and demonstrate how to embed SEL in content instruction.</p>	<ul style="list-style-type: none"> ● Feedback from classroom teachers ● Pre and Post SEL Strength Assessment data 	<p>n/a</p>
		<p>Celebrate grading period student success</p>	<p>Increased number of students celebrated from prior grading period.</p>	<ul style="list-style-type: none"> ● Review of behavior data for given grading period 	<p>n/a</p>
		<p>Implicit bias</p>	<p>Staff have a better understanding of their own implicit bias and work to remove barriers for students.</p>	<ul style="list-style-type: none"> ● Staff participate in Implicit Bias training. ● School participate in racism audit. ● Staff participate on district equity committee. 	<p>District funds</p>

4: Growth

Goal: Increase proficiency from 25% (2020) to 65% in school readiness by August 2025 as measured by the Brigance. <i>Average 8 point gain per year.</i>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase proficiency from 25% to 65% in school readiness by August 2025 as measured by the Brigance.	Implement a system for aligning and deploying standards in a logical progression from preschool through first grade to ensure transition readiness.	Dolly Parton Imagination Library implementation	Staff capacity increases in supporting family literacy. Students' literacy experiences improve.	<ul style="list-style-type: none"> • Walkthrough data • TSG Data • Family engagement events 	QIF grant
		Support daycares and Cradle School with Brigance and Second Step implementation	School readiness improves in students from childcare settings.	<ul style="list-style-type: none"> • CECC meetings 	n/a
		Collaborative child find and screenings with Head Start	Both enrollments in public preschool and special education services increase to meet current unidentified students.	<ul style="list-style-type: none"> • Increase number of screenings from previous years 	n/a
		Creative Curriculum implementation	Student improvement as measured by Teaching Strategies Gold, and alignment of instruction across preschool/childcare settings.	<ul style="list-style-type: none"> • Walkthrough data • TSG Data 	n/a

		Early Literacy Cadre implementation	Student literacy achievement improves through increased staff capacity to teach literacy.	<ul style="list-style-type: none"> • TSG data • Walkthrough data 	Striving Readers supplemental grant
		School readiness night	School readiness improves through increased family awareness and capacity	<ul style="list-style-type: none"> • Survey for new knowledge gained by families that participated 	Title I
		Home visits and supporting younger siblings with school readiness awareness and materials	Early childhood experiences (before preschool) improve in the home. Students enroll in preschool with improved readiness.	<ul style="list-style-type: none"> • Survey feedback from families • Established database that can be used for ongoing communication and engagement 	n/a

5: Transition Readiness

Goal:					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

6: Graduation Rate

Goal:					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

7: Other

Goal:					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

Special Considerations for Targeted Support and Improvement (TSI) Schools

TSI schools must embed their subgroup(s) plan for improvement within their CSIPs. TSI stakeholders, including the principal and other school leaders, teachers, and parents, should carefully consider what must be done to ensure the subgroup(s) perform(s) at high levels in the state accountability system. In addition to identifying strategies and activities within the CSIP that address the specific needs of underperforming groups, provide narrative information regarding the additional requirements for TSI schools in the following chart:

Components Of Turnaround Leadership Development And Support:

Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups?

Response:

Identification Of Critical Resources Inequities:

Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.

Response:

Targeted Subgroups and Evidence-Based Interventions:

Consider: Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity? Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

Response:

Evidence-based Activity	Evidence Citation	Uploaded in eProve
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	<input checked="" type="checkbox"/>
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Additional Actions That Address The Causes Of Consistently Underperforming Subgroups Of Students

Consider: Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance.

Response: