

# Johnson County Schools

## Porter Elementary

2017-2018

Principal: Heather Butcher



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### 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.

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- 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

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Goal 1: Porter Elementary will increase their reading proficiency from 71.2% combined P/D to 79.5% as indicated on state assessment results. Porter Elementary will increase their math proficiency from 60.0% combined P/D to 74.9% as indicated on state assessment results.

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Demonstrate a proficiency of 79.5 in Reading by 12/31/2018 as measured by KPREP scores.	Teachers will collaborate to examine and interpret data (e.g., universal screeners, formative, summative, benchmark)	Collaboration and data-analysis among Reading grade level teachers, RtI Team, and/or Leadership Team	PLC Notes (teacher/principal) Formative Assessments Data Walls		\$0

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.)*

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Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

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<p>Goal 1:Porter Elementary will increase their reading proficiency from 71.2% combined P/D to 79.5% as indicated on state assessment results. Porter Elementary will increase their math proficiency from 60.0% combined P/D to 74.9% as indicated on state assessment results.</p>					
		Collaboration among horizontal grade level PLCs to determine grouping for intervention and enrichment as measured by formative assessments.	Teachers’ Formative Assessments PLC Notes		\$0
	Collaborate to identify students for intervention and enrichment.	Teachers will use formative assessments and flexible groupings during reading to meet student needs.	Teachers’ Formative Assessments Teacher Observation		\$0
Objective 2: Demonstrate a proficiency of 74.9% in Math by 12/31/18 as evidenced by KPREP scores.	Teachers will collaborate to examine and interpret data (e.g., universal screeners, formative, summative, benchmark)	Collaboration and data-analysis among teachers, RtI Team, and/or Leadership Team	PLC Notes (teacher/ principal) Formative Assessments Data Walls		\$0
		Collaboration among horizontal grade level PLCs to determine grouping for intervention and enrichment as measured by formative assessments.	Teachers' Formative Assessments PLC Notes		\$0

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	Collaborate to identify students for intervention and enrichment.	Teachers will use formative assessments and flexible groupings during reading to meet student needs.	Teachers' Formative Assessments		\$0

**2: Gap**  
State your **Gap** Goal

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Goal 2: Porter Elementary will increase their non duplicated gap score to 68.6% to 77% in Reading and from 56.6% to 71.7% in Mathematics as evidenced by KPREP data.

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.)*

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Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: All students will increase reading and math achievement within the Non-duplicated Gap Group, as measured by ongoing monitoring.	Teachers RtI Team, and leadership team will collaborate to determine and implement intervention and enrichment protocol for reading and math	Teachers will provide intervention and enrichment as measured by formative assessment data.	Exact Path, Formative Assessments, Teacher observations	Administrators and Teachers June 2018	\$0

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Goal 2: Porter Elementary will increase their non duplicated gap score to 68.6% to 77% in Reading and from 56.6% to 71.7% in Mathematics as evidenced by KPREP data.					
	Reading and math.				
Objective 2: All students will track their reading and math achievement.	Teachers, staff, and students will collaborate to ensure students have responsibility for their own learning.	Teachers will formative assessment practices that allow students to understand where they are going, where they currently are, and how to close the gap.	Student Leadership Notebooks (Data) Teacher Feedback	Lighthouse Team, Action Team Leader, Teachers	\$0

**3: Graduation rate**

State your **Graduation rate** Goal

**4: Growth**

State your **Growth** Goal



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Goal 4: Porter Elementary School will increase scores in all academic areas (not including reading and math) December 30, 2018 as measured by KPREP, Exact Path, and other forms of classroom data.

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.)*

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Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Increase student growth in all academic areas (not reading/math) by 12/31/2018 as measured by KPREP and ongoing local assessments/data.	Teachers will collaborate to provide students with engaging lessons aligned to the most up-to-date standards.	Teachers will collaborate within grade-levels/district PLCs to align most up-to-date standards/curriculum for Science, Social Studies, Writing.	PLC Agenda/Minutes Lesson Plans		\$0
		Teachers collaborate in PLCs to continue to plan and implement student engagement strategies, such as, but not limited to: Kagan, Whole Brain, Quality Questioning.	PLC Minutes Lesson Plans		\$0

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Goal 4: Porter Elementary School will increase scores in all academic areas (not including reading and math) December 30, 2018 as measured by KPREP, Exact Path, and other forms of classroom data.					
		Teachers will utilize Stem Scopes, Study Island, and iXL.	Lesson Plans Formative Assessments		\$0
Objective 2: Decrease students scoring novice by 5% by December 2018.	Teachers will collaborate in PLCs to identify students who need intervention/enrichment and provide instruction based on student needs.	Teachers will provide flexible grouping based on data/student needs.	Formative Assessments Lesson Plans		\$0

**5: Transition readiness**

State your **Transition readiness** Goal

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Goal 5: Porter Elementary School will work with our staff and community partners to create and maintain a safe and supportive environment that enhances student learning and prepares our Sixth grade students to transition to the Johnson County Middle School by 05/30/2018 as evidenced by various measures (i.e. KyTELL Survey, ValEd Survey, Student Voice Surveys, Individual Learning Plans (ILPS), Student Participation Surveys, Academic Achievement Data, etc.).

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.)*

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Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: PES will increase its average monthly attendance to to 95% by Dec. 2018.	Teachers, staff, and leadership teams will collaborate to lower the number of chronic	Attendance Action Team—tracks attendance by student, class room, grade level. Student school-wide attendance leaders track the previous day’s attendance and the number that was tardy or left early.	Attendance Percentages Infinite Campus	Attendance Action Team, Teachers June2018	\$0

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	absences among students who miss habitually.	Students track their individual attendance in Leadership Notebooks	Student Notebooks	Action Team, Teachers, Students May 2018	\$0
		Phone calls are made home to students who are absent daily from the automated system. Teachers or administrators make personal phone calls when students have been	Infinite Campus	Administrators, Teachers June 2018	\$0
Objective 2: All students will increase required leadership skills to be successful.	Teachers will utilize Leader in Me to provide students with skills needed to be a leader.	All students will have classroom leader jobs. Students can also apply for school-wide jobs. All students will set personal and academic goals and track them in their Leadership Notebook.	Student Leadership Notebook	Teachers, Lighthouse Team May 2018	\$0
		School events will be student lead (e.g. Thanksgiving Dinner, Christmas Program, 6th Grade Night). Also, students will lead a Leadership Day where the community is invited into the school.	Program Agendas Action Team Principal	Action Teams, Lighthouse Team April 2018	\$0
		Teachers will teacher direct Leader in Me lesson during Lead Time.	Teachers Counselor Essential Skills Teacher	Teachers May 2018	\$0

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