

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, Separate Academic Indicator, 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

Goal 1: Increase proficiency indicators in reading and math as measured by the ACT taken during the junior year.

| Content Areas | Spring 2019 | Spring 2020 | Spring 2030 |
|---------------|-------------|-------------|--|
| Reading | 93.0 | 94.6 | 109.0 <i>increase of 1.6 each year for 10 years</i> |
| Math | 87.2 | 89.1 | 106.1 <i>increase of 1.9 each year for 10 years</i> |

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](#)
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- [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: Increase proficiency indicators in reading and math as measured by the ACT taken during the junior year. Reading 93.0 → 94.6 Math 87.2 → 89.1 | Create and support school-wide systems to ensure student data is collected, analyzed and utilized to drive classroom instruction, make curricular adjustments and determine professional learning needs/focus. | Ensure that student achievement data is used by PLCs to determine next steps of intervention and enrichment for students. | PLC agenda and meeting notes Classroom observations and instructional walkthroughs | | |

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| | | Establish a process whereby needs assessments and data analysis results are reflected in the systematic approach to funding expenditures and resource allocation, specifically in the strategic planning in and around professional learning opportunities, instructional practices and curriculum. | Audits to determine if resources match areas of need | | |
| | Create and support the work of the PLCs to ensure the development and effectively utilization of common formative assessments for improved student achievement. | Ensure that student achievement data is used by PLCs to determine next steps of intervention and enrichment for students. | PLC agenda and meeting notes Classroom observations and instructional walkthroughs | | |
| | Increase ACT averages in English, Math and Reading. | Teachers will embed ACT-like questions throughout the work they provide their students during the year. | Curriculum guides PLC meeting agendas | | |
| | | All freshmen, sophomores and juniors will be provided at least three opportunities each year to take a practice ACT through Naviance. Teachers in the content areas of ELA, math and science will create opportunities within their classes to practice ACT skills and strategies. Each of those PLCs will develop their own remediation plan to fit the needs of their students. The other content areas will identify work they can integrate into their curriculum that supports students' success on the ACT. | School calendar PLC meeting agendas | | |

2: Gap

Goal 2: Increase proficiency indicators in reading and math for students with disabilities as measured by the ACT taken during each student's junior year.

| Content Areas | Spring 2019 | Spring 2020 | Spring 2030 |
|---------------|-------------|--------------------------------------|---|
| Reading | 55.0 | 57.3 <i>(10% of 10-year goal)</i> | 77.5 <i>increase of 2.3 each year for 10 years</i> |
| Math | 26.3 | 30.0 | 62.5 |

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| | | (10% of 10-year goal) | increase of 3.7 each year for 10 years |
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| <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 |
|-----------|----------|-------------------------------|--------------------|----------------------------------|---------|
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| <p>Objective 1: Increase proficiency indicators of students with disabilities in reading and math as measured by the ACT taken during each student’s junior year.</p> <p>Reading 55.0 → 57.3 Math 26.3 → 30.0</p> | <p>Ensure Tier I curriculum is accessible to all students via the co-teaching model. Instruction and assessments meet the intent and rigor of the standards.</p> | <p>Continue to grow in our understanding and implementation of co-teaching models and processes and provide support to both the regular education and special education teachers through professional learning and monitoring in order to assist both teachers in ensuring curriculum is taught at high levels and evidenced by student performance on rigorous common formative assessments</p> | <p>Instructional walkthroughs and feedback</p> <p>School co-teaching implementation plan</p> | | |
| | | <p>Design a system to frequently measure the achievement/progress monitoring of students with disabilities (SWD) to ensure expected growth.</p> | <p>For every SWD who is not making accelerated growth, a longitudinal student profile will show individualized student plan of action to make accelerated growth through regular reviews of individualized plan and progress monitoring data</p> | | |
| | | <p>Provide support through professional learning and monitoring to assist teachers in ensuring curriculum is taught at high levels and evidenced by student performance on rigorous common formative assessments in the resource and highly-structured classrooms.</p> | <p>Instructional walkthroughs and feedback</p> <p>Increased percentages of ECS teachers trained in evidence-based strategies</p> | | |

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| | | | through participation in district-level LBD and HSC PLCs | | |
| | Create, monitor and refine systems and processes to ensure IEP goals are relevant, rigorous, aligned with standards and monitored. | Provide support through professional learning and monitoring to assist teachers in ensuring IEP goals are written with the appropriate level of rigor and in developing monitoring systems to ensure curriculum is taught at a high level of fidelity so that the intent of the standard is preserved. | Increased focus on the quality of the progress monitoring. IEP (quality control) review process will show that a student's grade level curriculum are used to develop goals ECS professional learning will show an emphasis on how to write IEPs that are aligned to standards | | |
| | Increase ACT averages in English, Math and Reading. | Teachers will embed ACT-like questions throughout the work they provide their students during the year. | Curriculum guides PLC meeting agendas | | |
| | | All freshmen, sophomores and juniors will be provided at least three opportunities each year to take a practice ACT through Naviance. Teachers in the content areas of ELA, math and science will create opportunities within their classes to practice ACT skills and strategies. Each of those PLCs will develop their own remediation plan to fit the needs of their students. The other content areas will identify work they can integrate into their curriculum that supports students' success on the ACT. | School calendar PLC meeting agendas | | |

3: Graduation rate

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| Goal 3: Increase the graduation rate indicator from 97.8% to 98.5% in 2020. | | | | |
| | Spring 2019 | Spring 2020 | | Spring 2030 |
| Graduation Rate Indicator (avg) | 97.5 | 97.8 | | 100.0 |

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| of 4 & 5-yr cohort) | | (10% of 10-year goal) | increase of 0.25 each year for 10 years |
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| <p>Which Strategy will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></p> <ul style="list-style-type: none"> ● KCWP 1: Design and Deploy Standards ● KCWP 2: Design and Deliver Instruction ● KCWP 3: Design and Deliver Assessment Literacy ● KCWP 4: Review, Analyze and Apply Data ● KCWP 5: Design, Align and Deliver Support ● KCWP 6: Establishing Learning Culture and Environment | <p>Which Activities will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i></p> <ul style="list-style-type: none"> ● KCWP1: Design and Deploy Standards - Continuous Improvement Activities ● KCWP2: Design and Deliver Instruction - Continuous Improvement Activities ● KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities ● KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities ● KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities ● KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities | <p>Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p> |
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| Objective | Strategy | Activities to deploy strategy | Measure of Success | Progress Monitoring Date & Notes | Funding |
|--|---|--|--|----------------------------------|---------|
| <p>Objective 1: Increase the graduation rate and indicators for all students.</p> <p>97.5% → 97.8%</p> | <p>Regularly review the progress of our at-risk students using a data-driven advisement model</p> | <p>Individual monitoring of students' grades, discipline and attendance by the Student Support Teams (associate principal + guidance counselor + mental health consultant)</p> | <p>Weekly Student Support Teams' agendas and meeting notes</p> | | |
| | | <p>Evaluation of current advisement model to ensure that students' current levels of performance, goals and interests are aligned with current schedule and post-secondary plan.</p> | <p>Completion of the district's advisement program self-assessment</p> | | |
| | | <p>Expand the use of Edgenuity to offer credit recovery and credit accelerations opportunities.</p> | <p>Monitor enrollment and completion of Edgenuity courses</p> | | |
| | | <p>Utilize the Early Warning Report, Check and Connect and Chronic Absentee Focus structures to support the success of students at risk of not graduating.</p> | <p>Complete a quarterly checklist on implementation of Early Warning Report, Check and Connect and Chronic Absentee Focus systems/structures</p> | | |

4: Separate Academic Indicator

Goal 4: Increase proficiency in writing and science as measured by the KPREP assessments taken during each student's junior year.

| | Spring 2019 | Spring 2020 | Spring 2030 |
|--------------------|-------------|--------------------------------|--|
| On-Demand Writing | 72.5% | 74.0% (10% of 10-year goal) | 86.6% increase of 1.41 each year for 10 years |
| Science Assessment | 63.2% | 65.1% (10% of 10-year goal) | 81.5% increase of 1.83 each year for 10 years |

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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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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| Objective | Strategy | Activities to deploy strategy | Measure of Success | Progress Monitoring Date & Notes | Funding |
|---|---|--|---|---|---------|
| Objective 1: Increase proficiency in writing as measured by the KPREP On-Demand Writing assessment during each student's junior year. | Students will be guaranteed opportunities to become proficient writers through systematic data analysis and intervention by | Teachers will ensure instruction around high-quality writing is embedded within core instruction on a regular basis. Teachers collaboratively create and administer CFAs that specifically assess students' level of proficiency as it relates to on-demand writing. | PLC agenda and meeting notes Classroom observations and instructional walkthroughs | Monitored continually throughout the year by principals and instructional coaches | |

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| ODW 72.5% → 74.0% Science 63.2% → 65.1% | teachers through regular classroom instructional time, EDGE and ESS. | | | through observations and conversations. | |
| | | Collaborative teacher teams analyze data from CFAs to identify and carryout next steps instructionally. Students not meeting standard will be placed in Tier II instruction during EDGE for timely interventions. | PLC agenda and meeting notes Classroom observations and instructional walkthroughs | Monitored continually throughout the year by principals and instructional coaches through observations and conversations. | |

5: Transition readiness

Goal 5: Increase the percentage of students who are “transition ready” as measured by college and career readiness from 83.4% in 2019 to 84.3% in 2020.

| | Spring 2019 | Spring 2020 | Spring 2030 |
|----------------------------|-------------|--------------------------------------|--|
| All Students | 83.4 | 84.3 <i>(10% of 10-year goal)</i> | 91.5 <i>increase of 0.81 each year for 10 years</i> |
| Students with Disabilities | 44.4 | 47.0 <i>(10% of 10-year goal)</i> | 70.0 <i>increase of 2.6 each year for 10 years</i> |
| Students in Poverty | 72.7 | 73.8 <i>(10% of 10-year goal)</i> | 83.0 <i>increase of 1.03 each year for 10 years</i> |

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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| | | <ul style="list-style-type: none"> KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities | | | |
|---|--|---|---|----------------------------------|---------|
| Objective | Strategy | Activities to deploy strategy | Measure of Success | Progress Monitoring Date & Notes | Funding |
| Objective 1: Increase the percentage of students who are “transition ready” as measured by college and career readiness. Overall 83.4% → 84.3% SWD 44.4% → 47.0% SIP 72.7% → 73.8% | Increase ACT averages in English, Math and Reading. | Teachers will embed ACT-like questions throughout the work they provide their students during the year. | Curriculum guides PLC meeting agendas | | |
| | | All freshmen, sophomores and juniors will be provided at least three opportunities each year to take a practice ACT through Naviance. Teachers in the content areas of ELA, math and science will create opportunities within their classes to practice ACT skills and strategies. Each of those PLCs will develop their own remediation plan to fit the needs of their students. The other content areas will identify work they can integrate into their curriculum that supports students’ success on the ACT. | School calendar PLC meeting agendas | | |
| | Increase course offerings and open opportunities for students to demonstrate transition readiness. | Continue to explore new opportunities for students in Advanced Placement and especially dual credit through expanded offerings and increased enrollment in both. | Number of students enrolled in AP and/or dual credit courses | | |
| | Grow our college and career counseling services | Create an intentional monitoring approach for transition readiness using processes/tools such as an early warning report, behavior data walls, chronic absentee focus, etc. | Student-by-student monitoring tool (data wall) School-wide transition readiness tool | | |

6: Other (optional)

State your *Other Goal* (optional)

Goal 6:

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| Objective | Strategy | Activities to deploy strategy | Measure of Success | Progress Monitoring Date & Notes | Funding |
|--------------|----------|-------------------------------|--------------------|----------------------------------|---------|
| Objective 1: | | | | | |
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| Objective 2: | | | | | |
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