

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 the average reading math, social studies, and writing proficiency ratings for all MCKA students to 80% proficiency by 2023 as measured by annual state accountability testing/MAP Testing.

8th Grade (KPREP):
 Reading from 53% p/d to 80% p/d
 Math from 51% p/d to 80% p/d
 Social Studies from 63% p/d to 80% p/d
 Writing from 50% p/d to 80% p/d

9th Grade (MAP):
 Reading 39% p/d to 80% p/d
 Math 34% p/d to 80% p/d

<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 average proficiency rating from:</p> <p>8th Grade: Reading 53% to 60% Math 51% to 58% Social Studies 63% to 67% Writing 50% to 58%</p>	<ul style="list-style-type: none"> • 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. 	<p>Higher Order Thinking/Discussion Strategies: Classroom discussion allows students to improve communication skills by voicing their opinions and thoughts by working with principal, instructional coaches, and professional learning opportunities. Teachers also benefit from classroom discussion as it allows them to see if students have learned the concepts that are being taught. Moreover, a classroom discussion creates an environment where everyone learns from each other.</p> <p>Feedback to Students: Students will regularly receive feedback (Live Scoring) of their work to identify areas of strengthens and determine next steps for improvement.</p>			

<p>9th Grade: 39% p/d to 52% 34% p/d to 50%</p>	<ul style="list-style-type: none"> • Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed. • Implement formal and informal processes that teachers and students utilize to gather evidence to directly improve the learning of the students assessed. • Create intentional opportunities for students to receive feedback during learning. 	<p>Collective Teacher Efficacy: staff's shared belief that through their collective action, they can positively influence student outcomes, including those who are disengaged and/or disadvantaged. Educators with high efficacy show greater effort and persistence, a willingness to try new teaching approaches, set more challenging goals, and attend more closely to the needs of students who require extra assistance. During professional learning communities, teachers will build on their collective teacher efficacy.</p>			
		<p>Teacher Modeling: Teachers will plan to provide students with a clear, multi-sensory model of a skill or concept.</p>			
		<p>Teacher clarity: importance to clearly communicate the intentions of the lessons and the success criteria. Clear learning intentions describe the skills, knowledge, attitudes and values that the student needs to learn. Teachers will start lesson with "anticipatory sets" that include learning targets/success criteria.</p>			
		<p>Progress Monitoring: Teachers will use the Student Success Protocol to monitor students' success rate. The protocol will increase teacher communication with students at an early intervention stage and parents to allow for adjustments to be made for students more quickly.</p>			
		<p>Formative Assessment: Teacher's will plan for daily assessment of learning progress before or during the learning process itself.</p>			

2: Gap

State your **Gap Goal**

<p>Goal 2: By 2023, 80% of students identified in each individual GAP subgroup will reach proficiency in reading, math, science, and social studies.</p>		
<p>8th Grade: Reading 45% to 80% Math 41% to 80% Social Studies 54% to 80% Writing 34% to 80%</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>	<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"> • KCWPI: Design and Deploy Standards - 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>

<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"> • 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
<p>Objective 1: Increase the proficiency in the non-duplicated GAP group as measured by KPREP/MAP</p> <p>8th Grade/KPREP: Reading 45% to 50% Math 41% to 50% Social Studies 54% to 60% Writing from 34% to 45%</p>	<ul style="list-style-type: none"> • Develop a clearly defined RtI school/district wide profess with applicable checklist and documentation tools., including such service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks. • 	<p>Mentorship Program: Students will be selected based upon set criteria and assigned an adult mentor from the staff to build relationship, set goals, and monitor successful progress.</p>			
		<p>Extended Learning: Teachers and staff will offer extended learning hours Monday-Thursday and communicate those hours for students to receive more time to learn content.</p>			
		<p>Study Hall: Study Hall will be offered Monday-Thursday after school for students to have a quiet place and support to study and complete assignments.</p>			
<p>Objective 2:</p>		<p>RtI: A comprehensive intervention program will be used to identify students in need of researched based interventions to meet goals in reading, math, and behavior.</p>			

3: Graduation rate

State your **Graduation rate Goal**

Goal 3: By 2023, graduation rate will increase from 92.8% to 98%.

<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 	<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>
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Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding			
<ul style="list-style-type: none"> • 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"> • 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>Objective 1: By May 2018, graduation rate will increase from 92.8% to 94%.</p>	<p>KCWP 6: Establishing Learning Culture and Environment: What supports are currently in place to assist students in decision making in regard to behavioral needs/goals? What processes are in place to communicate with parents in order to address barriers to learning? What processes are in place to communicate with students in order to address barriers to learning?</p> <p>KCWP 5: Design, Align and Deliver Support What system or processes are in place to ensure appropriate academic interventions are taking place to meet the needs of all students? What data is monitored and evaluated to ensure high levels of teacher effectiveness and student learning? What data points inform modification to curriculum and instructional practices? How does the school leadership (teachers and leaders) measure the effectiveness of current programs and initiatives implemented in classrooms and</p>	<p>Accelerated Learning Opportunities- continuous improvement efforts with rigorous and authentic coursework (Advanced Placement Courses, high school credit 8th grade courses)</p> <p>Attendance Review Meetings: With the use of the Persistence to Graduate tool, attendance review meetings held with at risk students to develop action plans.</p> <p>Early Exploration of Career and Technical Education: With a partnership with the Area Technology Center, students in 8th and 9th grade are able to take courses at the ATC and identify career pathways early.</p> <p>Future Story: : Students will develop a Future Story that aligns their life goals with a plan of accomplishment</p>			

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4: Growth

State your **Growth Goal**

Goal 4:
By 2023, 80% of students will reach the student growth norm for their grade level according to MAP research.

8	2. 8	4. 6
9	1. 7	3. 1

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 May 2018, 60% of students will reach the student growth norm for	<ul style="list-style-type: none"> • Implement student participation in self-assessment and goal setting. 	Self-Reported Grades/Goal Setting: this strategy involves the teacher finding out what are the student's expectations and pushing the learner to exceed these expectations. Goal setting will occur for summative test, benchmarks, and predictive assessments.			

their grade level according to MAP research (below). 8 th 2.8 to 4.6 9 th 1.7 to 3.1	<ul style="list-style-type: none"> Plan for and implement active student engagement strategies. Assure consideration and addressment of non-academic barriers to learning. Develop a progress monitoring system to monitor standards of mastery for each student. 	Student Engagement: Allow for student voice and choice in how, when, and where they learn			
		Academic Choices: MCKA students will have a range of academic choices from: <ul style="list-style-type: none"> Types of classes offered Career Pathways to study How they access information How they learn information How they demonstrate their knowledge 			
		Family Engagement: Work with FRYSC to ensure that families are informed and academic barriers are reduced.			

5: Transition readiness

State your **Transition readiness Goal**

Goal 5: By 2023, 75% of students will reach reading and mathematics transition readiness benchmarks. (College readiness benchmarks will be measured as students reaching the 69th percentiles on MAP)					
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>) <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 	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>) <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 	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

<p>Objective 1: By May 2018, 40% of students will reach reading and mathematics transition readiness benchmarks. (College readiness benchmarks will be measured as students reaching the 69th percentiles on MAP)</p>	<ul style="list-style-type: none"> • KCWP 5: Design, Align and Deliver Support <p>Implement and commit to purposeful, scheduled monitoring efforts in accordance with continuous improvement needs. Identify curricular modification needs using pre-assessment strategies, and use data results to “frontload” concepts where high levels of below proficient prerequisite skills are identified. Incorporate professional knowledge of best practice and high yield strategies with knowledge of personalized student needs to procure a unique match that will propel student achievement</p>	<p>Marion County Knight Academy Profile of a Graduate: The MCKA Profile of a Graduate will give the school “end goals” to develop skills in students in the areas of: collaboration, creativity, communication, and critical thinking. The life readiness skills will enable students to be successful in school and beyond.</p>			
<p>Objective 2:</p>		<p>Essential 55: Using Ron Clark’s work, The Essential 55, teachers will teach students skills that make them better citizens and employees.</p>			
		<p>Club Day: 100% of students will be involved in Club Day to allow more opportunity to explore areas of passion and interest.</p>			
		<p>Early Exploration of Career and Technical Education: Students will have opportunities to explore and take classes offered at the Area Technology Center (as early as 8th grade).</p>			
		<p>Future Story: Students will develop a Future Story that aligns their life goals with a plan of accomplishment.</p>			
		<p>Live School: The Live School Rewards Program will allow students to receive recognition (points) in areas of growth mindset, leadership, academic success, and displaying characteristics of a 21st century learner.</p>			