

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 proficiency in reading and math as measured by the ACT benchmarks from 49.5% in 2016-2017 to 80% in 2023.

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: Increase the proficiency in reading and math as measured by the ACT benchmarks from 49.5% in 2016 to 55% in 2018.	KCWP1: Design and Deploy Standards - What monitoring systems are in place to ensure the curriculum is taught at a high level of fidelity? Guaranteed Viable Curriculum- What do we want students to learn and be able to do? What is the assurance the curriculum is valid (e.g. aligned to standards, components that support the instruction and assessment, paced with accuracy.)	Curriculum Monitoring Systems- Instructional leaders will monitor student learning data to ensure curriculum is being taught at a high level of fidelity. Principals will conduct 3 informal walkthroughs daily using the ewalk platform to provide feedback to teachers and analyze data for instructional trends.	Walk through feedback, documentation of improved questioning, improved test questions in Unit Plans and Unit Test	November 2017, December 2017, February 2018, April 2018	
		Contextual/Authentic Learning Experiences- Teachers will engage in professional learning experiences that will support a variety of student learning opportunities that match student need and allow for student voice and choice such as personalized learning, project-based learning, 21st Century learning, blended and virtual learning environments, etc., Math Modeling Tasks in Algebra 2	Teachers will work in conjunction with GRREC and receive Framework of Poverty Training focusing on reading strategies.	July 2017, October 2017, January 2018, March 2018	GRREC
	KCWP2: Design and Deliver Instruction - How do teachers determine the most appropriate and effective high yield strategies in order to ensure congruency to the intent of the learning target? How do we	Evidence-Based Instructional Strategies- Teachers will engage in Instructional Coaching and Professional learning focused on the areas of best practice/high yield instructional strategies to aid in curricular decisions. (i.e. Metacognition, Gradual Release Model, Teacher Clarity)	ELA work with GRREC in regards to On Demand Writing. Biology teachers training in regards to TCT models	December 2017, February 2018, April 2018 January 2018, March 2018	GRREC

	engage learners in the ways that they learn best?				
	KCWP3: Design and Deliver Assessment Literacy - What type of feedback is given to students on their progression of learning? How do teachers monitor and evaluate the use of assessment results to guide instruction and determine the grouping of students? What does the data tell us? and not tell us?	Progress Monitoring- Develop a progress monitoring system to monitor standards mastery for each student. Common assessment data will be used to determine next steps for students, planning of interventions and enrichments, and formation of student groupings for small group instruction. Teachers and leaders will engage students in goal-setting activities and live scoring events to provide coaching feedback to students.	Central office will work with school administration to develop a progress monitoring system. Monitoring of reporting by CO and designated school administration. Instructional coaches will work with content teachers to ensure rigorous and aligned assessments.	Monthly	
		PLC Processes- PLC processes using the Evidence-Inference-Activate model will be utilized to create highly focused/highly functioning PLCs. Teachers will all receive professional learning to clarify this model and to become knowledgeable with the success criteria. Teachers will continue to focus on, receive feedback regarding, and learn new strategies to improve formative assessment.	PLC groups meet a minimum of twice per month focusing on student's achievement.	August 2017 –May 2018. PLC notes	
	KCWP5: Design, Align and Deliver Support - What processes do teachers currently have in place that ensure behavioral interventions are taking place and monitored to meet the needs of all students? What system or processes are in place to ensure appropriate academic interventions are taking place to meet the needs of all students?	Multit-tiered systems of supports for academic and behavior interventions- Develop a clearly defined RtI school/district-wide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks. District RTi procedures will be updated and shared with all school personnel with school RTI plans refined as needed.	ESS daytime waiver used in Biology and Algebra II along with other subjects. One on One instruction and support.	Bi monthly monitoring of progress by school administration.	

2: Gap

State your **Gap** Goal

Goal 2: Increase the proficiency in reading and math as measured by the ACT benchmarks from 33% in 2016-2017 to 80% in 2023.					
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
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 1: Increase from 33% in 16-17 as measured by ACT benchmarks in reading and math to 42% in 2018.	KC WP5: Design, Align and Deliver Support - What processes do teachers currently have in place that ensure behavioral interventions are taking place and monitored to meet the needs of all students? What system or processes are in place to ensure appropriate academic interventions are taking place to meet the needs of all students?	Multi-tiered systems of supports for subgroup students- Develop a clearly defined RTI school/district-wide process with applicable checklists and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks. District RTI procedures will be updated and shared with all school personnel with school RTI plans refined as needed	ESS daytime waiver used in Biology and Algebra II along with other subjects. One on One instruction and support.	Bi monthly monitoring of progress by school administration.	ESS
		Evidence-based instructional strategies- Evidence-Based Instructional Strategies- Teachers will engage in Instructional Coaching and Professional learning focused on the areas of best practice/high yield instructional strategies to aid in curricular decisions. (i.e. Metacognition, Gradual Release Model, Teacher Clarity, Novice Reduction strategies)	Mentoring students in gap population with school staff. Based on Gap and Novice Reduction	Monthly updates	N/A
		Outreach activities-Create and monitor a “Watch (Cusp) List” for students performing below proficiency. Enact communication protocols for parents/guardians regarding placement and progress in intervention support systems	KCC works with 60 identified students in gap and novice group.	Weekly	KCC
		Whole child supports-house systems/belonging-Utilize the Persistence to Graduation Tool/Early Warning Tool to assist in identifying students at risk for remediation, failure, and/or untimely graduation.	Get the Picture. Staff work with 20 at risk students identified gap, novice and/or SE	Weekly	GRREC Get the Picture Grant

3: Graduation rate

State your **Graduation rate** Goal

Goal 3: Increase graduation rate from 92.8% to 98% 2023					
<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>	
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Increase graduation rate to 94% in 2018.	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 school?	Personalized Learning Supports- personalized learning for credit recovery through alternative delivery options (i.e. NextGen Labs, blended & virtual learning experiences)	Next Gen Lab, Online platform along with Distance Learning. Monitored by Certified Staff.	Weekly monitoring	
		Accelerated Learning Opportunities- continuous improvement efforts with rigorous and authentic coursework (Dual Credit opportunities, Virtual and face-to-face off-campus college courses, Advanced Placement, Co-op placements, and project-based learning experiences)	Students being offered the option of virtual school to increase graduation rate and customize individual learning. Open Enrollment for more dual credit course offerings.	Weekly monitoring, monthly monitoring and reports to track progress and student achievement.	
		Attendance Review Meetings- With the use of the Persistence to Graduate tool, attendance review meetings held with at risk students to develop action plans.	Meetings held weekly with CO, school administration and attendance staff. Parent and student face to face meetings held on an as needed basis.	Weekly	

	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?	Student Empowerment- Continuation of professional learning in student leadership, agency, and empowerment throughout the district (student ambassadors-Leader in Me) to move toward students being the drivers of their learning and behavior. Inclusion of PTO groups for parent engagement in current issues affecting school climates such as bullying, social media awareness, school safety, etc.	Mentoring students in gap population with school staff. Based on Gap and Novice Reduction	Weekly	
		Student Relationships- Focus placed on recognizing positive student behaviors and interactions token system, FRYSC supports for students and staff, student accesses to on site Communicare counselor and nurse, student mentoring program for grade 10-12, additional club day times and offerings. All of these things were designed and/or added to build positive student and staff relationships and encourage student participation and involvement while in school.		Monthly	
	KCWP 4: Review, Analyze and Apply Data How do students know where they are in their own progression of learning? What systems are in place to ensure that students are actively involved in knowing their own data and making decisions about their own learning? What processes are in place to ensure students have a voice in the monitoring/evaluation of classroom improvement cycles?	Student Focus Groups- The use of student voice feedback through focus groups to gather data for improved school climate.	Check and connect by front office staff including Guidance office.	Weekly	

4: Transition readiness

State your **Transition readiness** Goal

Goal 4: Increase transition readiness rate from 71.2% in 2016-2017 to 80% in 2023.					
<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>	
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Increase from 71.2% in 2016-2017 to 75% in 2018.	KCWP 5: Design, Align and Deliver Support 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	Profile of a graduate - Further develop and refine process used to make connections with the content and 21st century skills , (communication, creativity, commitment, collaboration, content, critical thinking) required of graduates. School district personnel will engage in professional learning in the areas of redefining readiness, the changing nature of work, acceleration of technology, core social emotional skills.	Students and staff focus us of the ILP Faculty and staff will work and define profile of a graduate. They will meet a minimum of quarterly to discuss the work that is being completed and how progress is being made.	Reviewed quarterly	N/A

	<p>KCWP 6: Establishing Learning Culture and Environment Enable students to develop leadership roles within the school. . Enable students to develop leadership roles within the classroom</p>	<p>College Readiness/transition readiness- Cert testing, ILP work, Worktrain resources, and intentional scheduling with early exposure to Area Technology Center, College Visits, Business and Industry visits, Technical Schools to create a purposeful vertical approach to transition readiness. 10th Grade ILP completion, CERT interim assessments, Scheduling meetings 11th Grade ILP, College campus visits, CERT interim assessments, Scheduling DC meetings. 10th and 11th grade, One-on-one meeting with counselor to discuss scheduling with a focus on career pathway completion 12th grade, Meetings with College Coach, ILP work, Campus visits, CERT (if request)</p>	<p>Improvement on CERT assessments, ILP completion.</p>	<p>Monthly checks by staff and admin</p>	<p>CO Funding CERT test</p>
		<p>Leadership-continuation of student ambassador and student council programs to provide leadership experiences for students at all grade levels. Lesson planning will reflect student ownership in the learning. Provide opportunities for internships, co-op placements, club leadership positions, and school based enterprises.</p>	<p>Ambassadors, Student Council</p>	<p>Monthly meetings held with ambassadors and student council meetings.</p>	<p>N/A</p>