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: Collaborate Reading and Math Proficiency – Increase the combined reading and math KPREP scores for Dayton Middle School from 45.7 to 67.6, and Dayton High School from 41.8 to 63.3 by 2019.

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.)*	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.*	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.
• 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	• 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	

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Collaborate to increase the combined reading and math KPREP scores for Dayton Middle School from 45.7% to 61.1% and Dayton High School from 41.8% to 55.9% by 6/1/8 as measured by the reading and math KPREP and EOC scores.	Review, Analyze, and Apply Data	**Weekly PLC Meetings** – Teachers will analyze students' performance and instruction. During these weekly meetings, teachers will meet in content alike groups and analyze formative evidence using the PDSA cycle in order to modify assessments and instructional strategies.	Decrease the percentages of students scoring Novice on state assessments		
	Design and Deploy Standards	**Academic Work Plan** – Teachers will design, monitor and evaluate their Academic Work Plans throughout the school year. The curriculum shall be organized, stored, and submitted digitally to the Principal and the Director of Teaching and Learning in order to ensure all standards are being taught and assessed.	Curriculum documents in place for all grade levels and subject areas throughout Dayton High School		
	Design and Deliver Instruction	**Live Scoring** – All teachers in grades 7 and 8 will implement live scoring three times a year to evaluate individual student progress, provide immediate feedback to students and improve writing.	Improved Writing Scores across the district		
	Review, Analyze, and Apply Data AND Design and Deliver Instruction	**Goal Setting in RTI Classes** – Students, who have not met college readiness benchmarks, will receive intervention in reading and/or math. Students will set individualized goals based on performance in Reading Plus and ALEKS in order to decrease students scoring Novice and Apprentice.	Decrease the percentages of students scoring Novice on state assessments		
	Design and Deliver Instruction	**Standards Based Grading** – Students are given multiple opportunities to ensure academic performance meets the desired level required through	Students are assessed on standards/content and not		

Goal 1: Collaborate Reading and Math Proficiency – Increase the combined reading and math KPREP scores for Dayton Middle School from 45.7 to 67.6, and Dayton High School from 41.8 to 63.3 by 2019.			
		teachers re-teaching standards and students retaking assessments in order to ensure that assessments are a true reflection of learning results.	on behavior. Also, successfully transitioning over to a new learning management system

2: Gap
State your <mark>Gap</mark> **Goal**

Goal 2: GAP Reduction – collaborate to increase proficiency for students in identified gap groups from 42.4% to 67.6% at DMS, from 35.2% to 61.8% at DHS by 5/31/2019.

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: Collaborate to increase proficiency for student in identified gap groups from 45% to 65.5% at the MS, and from 38.8% to 61.8% by 5/31/2019 as measure by the School Report	Design and Deliver instruction	**Intervention Courses -** All students not meeting college readiness benchmarks on CERT will take math and/or English intervention classes to improve performance in the area(s) of college readiness they have not met. 7th, 8th, 9th and 10th grade students will enter at the beginning of a semester and exit these intervention classes upon meeting the college readiness benchmarks on the CERT assessment quarterly.	Decreased percentages of students scoring Novice on KPREP		

Goal 2: GAP Reduction – collaborate to increase proficiency for students in identified gap groups from 42.4% to 67.6% at DMS, from 35.2% to 61.8% at DHS by 5/31/2019.				
Card Next Generation Learners Achievement Data.	Design and deliver instruction	**Transition Ready Courses -** All Juniors and Seniors who have not become transition ready will take an ACT/CCR preparation course in reading and/or math in order to help Juniors and Seniors become transition ready.	Increased percentage of students becoming Transition Ready	
	Establishing learning culture and environment	**PBIS Data Analysis** - With the help of ABRI, the assistant principal will export discipline data from Infinite Campus for the PBIS committee to analyze, identify three areas of concern and the PBIS chairperson will share a data report with the committee's intervention suggestions for all staff quarterly in order to increase positive behaviors across the school.	Decrease the number of office referrals	
	Design and deliver instruction	**PLC Analysis -** Teachers will collectively analyze formative and summative assessment results in weekly same content PLC's to identify standards that students have struggled to learn in order to revise instruction.	Decrease the percentage of students scoring Novice on state assessments	
	Design and deliver assessment literacy	**Standards Based Grading –** Grades will reflect progress on standards in order to communicate valid learning progress to students and parents.	Students are assessed on standards/content and not on behavior. Also, successfully transitioning over to a new learning management system	
	Design, align and deliver support	**Student Assistance Team** – A Student Assistance Team will monitor academic (i.e., CERT, Quarterly Assessments, and Academic Progress) and nonacademic (i.e., behavior and attendance) data of all students to support learning with targeted academic and behavioral intervention, enrichment and mentoring.	Increased Graduation Rate	
	Design and deliver instruction	**PBL and Blended Learning Training –** Our blended learning media specialist and digital learning coach will attend professional development trainings in the area of Problem Based Learning and Blended Learning. They will train other teachers on early release days and a PD day in order to increase and improve instructional engagement and individualized learning..	Increase the number of trainings offered to staff to make them more aware of PBL and Blended Learning	

3: Graduation rate
State your <mark>Graduation rate</mark> **Goal**

Goal 3: **Graduation Rate: Collaborate to increase our graduation rate from 94.1% to 100% by 2020.**		
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: Collaborate to increase our graduation rate from 94.1% to 95% by June 2018.	Review, Analyze, and Apply Data	**Student Assistance Team** – A Student Assistance Team will monitor academic (i.e., CERT, Quarterly Assessments, and Academic Progress) and nonacademic (i.e., behavior and attendance) data of all students to support learning with targeted academic and behavioral intervention, enrichment and mentoring.	Increased Graduation Rate		
	Establishing Learning Culture and Environment	**DaytonA** – An alternative program is in place at Dayton High School to provide another option for students that are at risk of dropping out of school. The school will monitor students in this program and work with them to graduate from high school.	Increased Graduation Rate		
	Establishing Learning Culture and Environment	**Credit Recovery** – A Credit Recovery Program is in place for students falling behind academically. Students having failed classes will be placed	Increased Graduation Rate		

		in the Credit Recovery Program to prevent these students from falling further behind.			
	Establishing Learning Culture and Environment	**Youth Service Center Services** – The Youth Service Center Coordinator will put in a variety of programs to reduce barriers to learning and provide support for students that need it.	Increased Graduation Rate		

4: Growth
State your <mark>Growth</mark> **Goal**

Goal 4: MS Growth – For the 2017 – 2018 School year, collaborate to increase the percentage of students meeting College Readiness Benchmarks on the CERT assessment from 39% to 50% in Reading and from 44.7% to 55% in Math.		
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:	Design and deliver instruction	**Intervention Courses -** All students not meeting college readiness benchmarks on CERT will take math and/or English intervention classes to	Increased percentage of students scoring		

Goal 4: MS Growth – For the 2017 – 2018 School year, collaborate to increase the percentage of students meeting College Readiness Benchmarks on the CERT assessment from 39% to 50% in Reading and from 44.7% to 55% in Math.					
For the 2017 – 2018 School year, collaborate to increase the percentage of students meeting College Readiness Benchmarks on the CERT assessment from 39% to 50% in Reading and from 44.7% to 55% in Math.		improve performance in the area(s) of college readiness they have not met. 7th, 8th, 9th and 10th grade students will enter at the beginning of a semester and exit these intervention classes upon meeting the college readiness benchmarks on the CERT assessment quarterly.	Proficient and Distinguished on state testing		
	Review, analyze and apply data	**Data Days** – Seven teachers across content areas will attend a district data day during the first semester to analyze KPREP/EOC data in order to recommend action steps and lead a school-wide data day with other teachers. These seven data day teacher leaders will lead data analysis around the 6 Key Core Work Processes with all teachers on a PD day before December 1st. Teachers will use data analysis on this day to develop suggestions for the 2018/2019 CSIP.	Teachers are more aware of school level data		
	Review, analyze and apply data	**PLC Protocol** – Teachers will analyze student performance and instruction in weekly PLC meetings. During these weekly meetings, teachers will meet in content-like groups and analyze formative and summative evidence using the PDSA cycle in order to modify assessments and instructional strategies.	Decrease the percentage of students scoring Novice on state assessments		
	Design and deliver instruction	**KAGAN Training** – Six teachers will attend professional development trainings in the area of engagement strategies, such as KAGAN, and train other teachers on early release days in order to increase and improve instructional engagement in all classes.	Decreased percentage of students scoring Novice on state assessments		
	Design and deliver instruction	**Friday School** – The Friday School lead teacher will report data related to reoccurring students and subject areas to the Student Assistance Team prior to SAT monthly meetings to provide students with Tier II and Tier III interventions.	Decrease the number of students failing classes		
	Review, analyze and apply data	**Student Voice Surveys** – Teachers will survey students in January in every one of their courses with a 25 question online survey in the areas of support, transparency, understanding, discipline, engagement, nurture and trust. Teachers will share their survey results in weekly PLC's, discussed results with students and use results in their professional growth plans.	Improved Instructional Strategies for all teachers throughout the district		
	Review, Analyze, and Apply Data	**Student Goal Setting**– Students will meet weekly in teacher led small groups to self-reflect on current academic standing, review individual assessment data, and set and review goals to ensure that students are actively involved in knowing their own data and making decisions about their own learning.	Students are more aware of their individual data		

5: Transition readiness

State your *Transition readiness* Goal

Goal 5: **Transition Readiness – Increase our Transition Readiness percentage from 72.9% to 100% as measured by the percentage of graduating seniors that meet Academic Readiness Benchmarks, Technical Readiness Benchmarks, and/or Military Readiness Benchmarks.**

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.)*	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.*	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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Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Increase our Transition Readiness percentage from 72.9% to 75% as measured by the percentage of graduating seniors that meet Academic Readiness Benchmarks, Technical Readiness Benchmarks, and/or Military Readiness Benchmarks.	Design and Deliver Instruction Design, Align, and Deliver Support	**Junior CCR Class** – All juniors will take a Transition Readiness Class in which they will focus on test taking strategies and reading, math, and English skills.	Increased percentage of students graduating Transition Ready		
	Design, Align, and Deliver Support	**CERT Testing** – Students in grades 7 – 12 will take the CERT Assessment three times a year. CERT Testing is a formal system for measuring progress of students in English, Reading, and Mathematics and to determine transition readiness and appropriate interventions for students not meeting benchmarks.	Increased percentage of students graduating Transition Ready		
	Design and Deliver Instruction	**4th Bell RTI** – Students not meeting College Readiness Benchmarks on the CERT Assessments will be placed in a 4th bell RTI class in which instruction will focus on English, Math and Reading Skills that students are lacking.	Increased percentage of students graduating Transition Ready		
	Design, Align, and Deliver Support	**Transition Readiness Monitoring** – The district and school will monitor Transition Readiness programs. The Director of Teaching and Learning and the School Counselor will continue to create and update a Transition Readiness Spreadsheet that will be shared with staff members during weekly PLC's. The Transition Readiness Spreadsheet will be updated each	Increased percentage of students graduating Transition Ready		

		time new transition readiness measures are met by students.			

6: Other (optional)

State your <mark>Other</mark> **Goal** (optional)

Goal 6:

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:					

Goal 6:					
Objective 2:					