## 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

| Goal 1:  Improve Proficiency scores in all content areas by 3% points. | | | | | |
| --- | --- | --- | --- | --- | --- |
| Objective | Strategy | Activities to deploy strategy |  |  | Funding |
| Objective 1: Increase K-PREP proficiency of all students to targets below:  Reading 40%  Math 43%  Science 37%  Social Studies 54%  Writing 57% | Continue school wide writing approach with the 8 fold method. | All content areas to utilize writing approach with each content area producing 1 writing piece per year per core content area. |  |  | SBDM funds |
| Expand writing approach from just argumentative to other types of writing. |  |  | SBDM |
| Utilize focus groups for intensive RtI with identified students that are currently at novice in math or reading. | Use of school wide on demand practice writing exams. |  |  | SBDM |
| RtI interventions for every grade in reading and math.  KYOTE classes in reading and math for seniors. |  |  | SBDM |
| Systematic approach in English to utilize vocabulary building lessons daily in all English classrooms. | Collaborate with FRC to help eliminate obstacles and distractions to learning. |  |  | FRYSC |
| Chunked lessons in English with daily lessons in vocabulary, grammar and reading comprehension. |  |  | SBDM |
| Objective 2: Reduce students scoring Novice on K-PREP in math and reading by 10% | Student goal setting (CERT, CCR) | Individual meetings with the college coach and counselor for goal setting and career planning. |  |  | Title I – instructional coach |
| Incentive walls displaying goals and honoring those who have met their goals. |  |  | SBDM |
| Increase reading stamina and the use of research based reading strategies. | Pullout classes for ESL students to address individual needs of ESL students. |  |  | ESL |
| Use of an instructional aide for individual help with students with learning difficulties |  |  | Title I |
|  | Close the deal for motivation and career exploration. |  |  | SBDM |
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## 2: Gap

| Goal 2:  Improve GAP scores for all sub groups by reducing novice by 10% in math and reading. | | | | | |
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| Objective | Strategy | Activities to deploy strategy |  |  | Funding |
| Objective 1:lower novice math scores by 2.7% from 26.8% to 24.1% (10% reduction) | Small group instruction  Focus groups for intensive RtI  Regular RtI intervention groups  Tutoring  Pull out program with instructional aide | Utilizing focus groups to address specific needs, i.e., work with kids that do not understand factoring in small focus groups |  |  | SBDM |
| Incentive reading programs via their chrome books and e-reader software |  |  | Title I |
| Guided reading via instructional aide |  |  | Title I |
| Objective 2: lower reading scores by 10% from 58.2% to 52.4% | Daily reading  Vocabulary building  Grammar skills  Reading with tapes in the classroom | Reading along with audio tapes of a book |  |  | Title I |
| Tutoring for specific target skills after school ESS |  |  | ESS |
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## 3: Graduation rate

| Goal 3:  Improve our graduation rate to 95% | | | | | |
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| Objective | Strategy | Activities to deploy strategy |  |  | Funding |
| Objective 1: Improve the graduation rate from 94.8% to 95%. | Utilize credit recovery to minimize students falling behind with their credits.  Utilize credit recovery to minimize the number of students that want to drop out. | Identify students earlier. If students fail classes as freshmen, we will put them in credit recovery the next year. |  |  | SBDM |
| Instituted a weekly text/email to parents of all students that are failing any course at that specific time. |  |  | SBDM |
| Pullout meetings with all students that are failing any classes or missing work. |  |  | SBDM/Title I (curriculum coach conducts these meetings) |
| Objective 2: Utilize virtual learning to educate students that cannot be productive in the school environment. | Enroll students in virtual/computer classes when they are unsuccessful in regular classes or alternative settings. | Virtually placed kids will have one class enrolled at a time, so we can monitor successful completion rates on credits. |  |  | Safe schools grant |
| Homebound students will have the option of doing virtual placement classes. |  |  | SBDM/Safe Schools Grant |
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## 4: Growth

| Goal 4:  We do not have a specific growth goal at this time. High Schools did not have a growth index last year due to the Plan test being dropped.  We will compare growth from the 10th grade ACT test to the 11th grade ACT test once it is instituted. | | | | | |
| --- | --- | --- | --- | --- | --- |
| Objective | Strategy | Activities to deploy strategy | Measure of Success | Progress Monitoring Date & Notes | Funding |
| Objective 1: None. See above | None. See above | None. See above. |  |  | none |
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## 5: Transition readiness

| Goal 5: Improve transition percentage to 83%. | | | | | |
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| Objective | Strategy | Activities to deploy strategy |  |  | Funding |
| Objective 1: Continue to improve CCR rates. Raise CCR percentage to 83.6% | Increase awareness of CCR standards.  Increase the number of students in career pathways.  Increase the number of students taking the ACT test multiple times. | College coach meeting with all students to increase awareness of college and career options.  Career days throughout the year to provide students with information to make career decisions. |  |  | AmeriCorps/NKU grant  SBDM |
| Make an effort to get the ACT testing on site, so more students will be encouraged to take multiple attempts at the test. |  |  | SBDM |
| Start a teaching pathway with dual credit opportunities.  Start a digital learning pathway with dual credit opportunities. |  |  | SBDM |
| Objective 2: Increase dual credit classes to allow more students the opportunity to capitalize on dual credit courses. | Increase the number of dual credit classes offered.  Provide a tuition grant for the first two dual credit classes taken. | Increase the number of seats available in the CCATC for our vocational students.  Start a nursing pathway that includes sophomores- this will increase the number of students in the tech school. |  |  | Board money  Board money |