## 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 averaged combined reading and math scores by 2018-2019 to the following: elementary schools from 58.8% to 77.3%, middle school from 65.6% to 74.0% and high school from 45.6% to 71.4%** | | | | | |
| --- | --- | --- | --- | --- | --- |
| 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](http://education.ky.gov/school/csip/Documents/KCWP%201%20DesignandDeployStandards.pdf) * [KCWP 2: Design and Deliver Instruction](http://education.ky.gov/school/csip/Documents/KCWP%202%20DesignandDeliverInstruction.pdf) * [KCWP 3: Design and Deliver Assessment Literacy](http://education.ky.gov/school/csip/Documents/KCWP%203%20DesignandDeliverAssessmentLiteracy.pdf) * [KCWP 4: Review, Analyze and Apply Data](http://education.ky.gov/school/csip/Documents/KCWP%204%20ReviewAnalyzeApplyData.pdf) * [KCWP 5: Design, Align and Deliver Support](http://education.ky.gov/school/csip/Documents/KCWP%205%20DesignAlignDeliverSupport.pdf) * [KCWP 6: Establishing Learning Culture and Environment](http://education.ky.gov/school/csip/Documents/KCWP%206%20EstablishingLearningCultureandEnvironment.pdf) | | 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](http://education.ky.gov/school/csip/Documents/KCWP%201%20DesignandDeployStandards_CONTINUOUS%20IMPROVEMENT%20Activities.pdf) * [KCWP2: Design and Deliver Instruction - Continuous Improvement Activities](http://education.ky.gov/school/csip/Documents/KCWP%202%20DesignandDeliverInstruction_CONTINUOUS%20IMPROVEMENT%20Activities.pdf) * [KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities](http://education.ky.gov/school/csip/Documents/KCWP%203%20DesignandDeliverAssessmentLiteracy_CONTINUOUS%20IMPROVEMENT%20Activities.pdf) * [KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities](http://education.ky.gov/school/csip/Documents/KCWP%20%204%20Review%2c%20Analyze%2c%20and%20Apply%20Data_CONTINUOUS%20IMPROVEMENT%20Activities.pdf) * [KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities](http://education.ky.gov/school/csip/Documents/KCWP%205%20DesignAlignDeliverSupport_CONTINUOUS%20IMPROVEMENT%20Activities.pdf) * [KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities](http://education.ky.gov/school/csip/Documents/KCWP%206%20EstablishingLearningCultureandEnvironment_CONTINUOUS%20IMPROVEMENT%20Activities.pdf) | 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:  To increase the average combined reading and math scores by 2017-2018:   * Elem – 72.8 * Middle – 68.7 * High – 65.6   Objective 1:  To increase the average combined reading and math scores by 2017-2018:   * Elem – 72.8 * Middle – 68.7 * High – 65.6 | Math Fluency | All math teachers will implement a math fluency component at the beginning of class (math automaticity, Engage NY, etc.) | MAP & KPREP Data |  | None |
| Math Programs | All schools will research and adopt math programs that are research based and aligned with the Kentucky Academic Standards. These programs will be monitored and taught with consistency and fidelity at each grade level. | MAP & KPREP Data |  | None |
| Intentional Math Focus | Math learning walks focused on best practice strategies will take place in all schools. | Walk Through Instrument |  | None |
| Science and math teachers will collaborate to embed math into the science classroom. | PLC Notes / Agenda |  | $1000  Title II |
| Vertical conversations will take place between the schools to ensure a smooth transition for all students | Meeting Notes |  | $1000  Title II |
| Each school will develop a 30/60/90 day plan for improving math instruction in the classroom | Plans |  | None |
| Literacy Programs | All schools will research and adopt literacy programs that are research based and aligned with the Kentucky Academic Standards. These programs will be monitored and taught with consistency and fidelity at each grade level. | Literacy Plan |  | $2000  Title I |
| Literacy Specialists | A literacy specialist will be hired at all schools to address literacy concerns. | MAP & KPREP Gap Data |  | $60,000  Grant Funds |
| Personalized Learning | All students will set goals based on MAP scores. These goals will be monitored and reviewed with the student on a regular basis. | Student Data Journals |  | None |
| RIT Band Instruction will be implemented to provide the appropriate personalized instruction for each student. | RTO Schedules & Progress Monitoring Data |  | None |
| Students will participate in leadership initiatives that will empower them in the learning process. | Student Participation |  | None |
| Peer Learning Labs | A peer learning lab protocol will be implemented to reinforce the leaning that takes place during a peer observation experience | Observations |  | $2000  Title I |
| Curriculum Planning | All teachers will utilize curriculum documents and timelines aligned with the Kentucky Academic Standards as well as collaborate regularly in order to continuously refine and improve instruction. | Curriculum Documents |  | None |
| Curriculum maps/Pacing guides will be maintained in each teacher's lesson plan binder and monitored during Learning Walks and classroom visits. | Curriculum Documents |  | None |
| Each principal will conduct Quarterly Curriculum Reviews (QCRs) after each MAP assessment in order to monitor curriculum, assessment and individual student progress. | Meeting / PLC Schedules |  | None |
| Vertical discussions will be held with teachers to eliminate gaps and overlaps in the curriculum, refine instruction and assessment, and share information on individual students | Meeting Agenda / Notes |  | $1500  PD Funds |
| Teachers will give common unit assessments in order to improve academic achievement. They will collaborate to write the  assessments, analyze the results, and determine next steps. | Assessment Data |  | None |

## 2: Gap

State your *Gap* **Goal**

| Goal 2: **Increase the averaged combined reading and math scores by 2018-2019 for GAP students to the following: elementary schools from 50.8 to 72.1%, middle school from 54.8% to 68.4% and high school from 38.3% to 65.0%.** | | | | | |
| --- | --- | --- | --- | --- | --- |
| 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. | | |
| Objective | Strategy | Activities to deploy strategy | Measure of Success | Progress Monitoring Date & Notes | Funding |
| Objective 1:  To increase the average combined reading and math scores for GAP Student by 2017-2018:   * Elem – 60.1 * Middle – 62.4 * High – 50.0   To increase the average combined reading and math scores for GAP Student by 2017-2018:   * Elem – 60.1 * Middle – 62.4 * High – 50.0 | RIT Band Instruction | MAP data and the associated resources will be used to differentiate instruction for individual students based on their specific academic needs. | MAP & KPREP Data |  | None |
| ECE Progress monitoring & support | ECE teachers will conduct progress monitoring with their students on a regular basis and meet with principals to determine effectiveness of instruction. | Progress Monitoring Data |  | None |
| All students receiving ECE services will reflect on past performance on MAP and K-PREP and set goals through the development of Individual Success Plans or school-developed plans. The plan will be reviewed with students at least every nine weeks. | Goal Setting Journals |  | None |
| All ECE department and ARC chairpersons will attend monthly meetings with the Director of Special Education. | Meeting Agendas |  | None |
| The targeted schools will implement/monitor a schedule that allows students and opportunity for mastery learning through content reinforcement activities. | Schedules |  | None |
| Schools will implement one-on-one testing schedules throughout the school year for ECE students who need this testing environment. Proctors will be identified and trained early in the school year. Proctors will develop positive relationships with their students and provide individual student instruction on how to utilize their accommodations throughout the school year. | Assessment Schedules |  | None |
| Instruction | Each school will implement/monitor a plan to improve Tier I instruction using research-based strategies. | Plans |  | None |
| Intentional PLC Process | All schools will utilize and intentional PLC process focused on data analysis and gap reduction. | PLC Protocol |  | None |
| The high school will utilize Grade Cam to analyze student data and modify instruction. | PLC Notes |  | $2000  Activity  Funds |
| All principals and teachers will do an in-depth data analysis of all test results (MAP, K-PREP, End of Course, ACT, etc.) to determine which students are not making adequate progress and to inform instruction. | Data Analysis |  | None |

## 3: Graduation rate

State your *Graduation rate* **Goal**

| Goal 3: **Increase the Four Year Adjusted Cohort Graduation Rate from 94.7 to 97.0 by the 2019-2020 school year.** | | | | | |
| --- | --- | --- | --- | --- | --- |
| 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. | | |
| Objective | Strategy | Activities to deploy strategy | Measure of Success | Progress Monitoring Date & Notes | Funding |
| Objective 1:  Increase the four year adjusted cohort graduation rate from 94.7 to 96.0 by the 2018-2019 school year | Career Pathways | Spencer County High School will explore options for expanding the career pathways as well as seeking out additional opportunities for students. | Site Visits |  | None |
| Spencer County Schools will utilize the Edgenuity platform to expand the career pathways offered to students. | Edgenuity Data |  | $35,000  General  Fund |
| Spencer County will investigate the options for implementing the Project Lead the Way initiative. | Implementation of PLTW |  | None |
| College and Career Coach | CCR Coach will lead activities to prepare students for life after high school, especially in the areas of college and career. | CCR Coach job Description |  | $50,000  General Fund |
| Targeted Interventions | Seniors who have not yet met the benchmarks on the ACT for College Ready will take a CCR Lab course in addition to their regular English and/or Math so that they can meet the required benchmarks. | Student Schedules |  | None |
| ACT Prep software will be utilized to better prepare students for the ACT assessment. | ACT Data |  | None |
| All schools will develop and implement a plan for improving student attendance rates. | Attendance Rates |  | None |

## 4: Growth

State your *Growth* **Goal**

| Goal 4: **Increase the percentage of students who are ready for kindergarten from 66% to 75% by 2020 as measured by the Brigance Screener. (Readiness Initiative)** | | | | | |
| --- | --- | --- | --- | --- | --- |
| 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. | | |
| Objective | Strategy | Activities to deploy strategy | Measure of Success | Progress Monitoring Date & Notes | Funding |
| Objective 1:  Increase the percentage of students who are ready for ready for kindergarten from 66% to 70% by 2018-2019 school year | Awareness | Post awareness information on the district website. | Updated Website |  | None |
| Present readiness information at the various community events that take place in the district (Chamber Meetings, School events, etc.). | Observation |  | None |
| Utilize both social and regular media sources to communicate the importance of Kindergarten Readiness. | Observation |  | None |
| Community Outreach | Schedule regular meetings with the private child care facilities in the community for the purpose of communication and training. | Meeting Schedule |  | None |
| Develop and utilize an outreach bus to provide ongoing educational services throughout the community. | Successful Implementation |  | $20,000  Grant Funds |
| Schedule and host readiness events at the various centers in the community as well as the public library | Observation |  | $1500  General Funds |
| Plan and implement a summer readiness event | Event Schedule |  | $1500  Grant Funds |

## 5: Transition readiness

State your *Transition readiness* **Goal**

| Goal 5: **All stakeholders will have an understanding of the competencies and dispositions that are embedded into the Spencer County graduate profile by 2019-2020.** | | | | | |
| --- | --- | --- | --- | --- | --- |
| 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.)* | | 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. | | |
| Objective | Strategy | Activities to deploy strategy | Measure of Success | Progress Monitoring Date & Notes | Funding |
| Objective 1  Students in middle and high school will be introduced to the graduate profile by 2018-2019 | Awareness | Develop district committee to address components of a competency based learning system. | Committee Notes |  | None |
| Share Graduate Profile information with the Spencer County Leadership Teams (SCLT) so that they can take back to individual schools and gather feedback | Meeting Agenda |  | None |
| Share draft version of the graduate profile with the Chamber of Commerce and seek feedback. | Meeting Agenda |  | None |
| Post information on the Graduate Profile on the district webpage. | Observation |  | None |
| Implementation | Determine a vertical alignment of measuring mastery of competencies (from Graduate Profile) at certain grade levels and/or transition points | Continuum of Activities |  | $2000  PD Funds |
| Begin district discussions on revising the grading system to a mastery reporting system. | Meeting Agenda & Notes |  | None |
| Introduce the idea of student agency at each school | PLC / PD Schedule |  | None |
| Work Essential Skills | A program that addressed the essential work skills will be developed and implemented at all schools. | Observation |  | None |