

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: Decrease the % of those students not meeting the ACT Benchmark in Reading and Math					
<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. Instructional Coach, English and Math Coordinators, English and Math Data Team leaders, Administration Staff.</p> <p>Chad Thompson Tiffany Sights Dana Guess-Chumbler Beth Roberts Laura Williams Aaron Nelson</p>	
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: HCHS will reduce the percentage of students not meeting the ACT Reading Benchmark from 43% to 38% on the 2018 ACT.	Design and Deliver Assessment Literacy	<ul style="list-style-type: none"> • Create formative and summative assessments that are aligned to the standards. 	All common formative and summative assessments will be reviewed with the rubric from “Assessment for Learning”	Assessments will be completed before the unit is taught. On-going for each unit of study.	-0-
		<ul style="list-style-type: none"> • Ensure that assessments are designed to best evaluate student learning (i.e. learning target/assessment match) 	Training on Assessment FOR learning will be attended by all teachers.	Dec. 2018	-0-
		<ul style="list-style-type: none"> • Implement formal and informal processes that teachers and students utilize to gather evidence to directly improve the learning of students assessed. 	Unit outlines of Clear Learning Targets will be used for both Teachers and Students to track learning.	Before unit is taught. On-going for each unit of study.	-0-

Goal 1: Decrease the % of those students not meeting the ACT Benchmark in Reading and Math					
	Review, Analyze and Apply Data	<ul style="list-style-type: none"> Assess with formative and summative assessments that are aligned to the standards and learning targets 	All common formative and summative assessments will be reviewed with the rubric from “Assessment for Learning”. All core classes will give at least 2 common formative assessments and 1 common summative assessment per unit of study.	On-going for each unit of study	-0-
		<ul style="list-style-type: none"> Implement data teaming methodologies, including collection and charting of data, analysis of strengths and obstacles to student learning (using SWOT analysis), creation SMART goals for improvement, and development of a method of quality assurance monitoring. 	Data will be collected and reviews by PLC’s for all CFA, CSA. Coordinators and Instructional coaches will review the data.	On-going for each unit of study	-0-
		<ul style="list-style-type: none"> Implement formal and informal processes that teachers and students utilize to gather evidence to directly improve the learning of students assessed. 	Unit outlines of Clear Learning Targets will be used for both Teachers and Students to track learning.	On-going for each unit of study	-0-
		<ul style="list-style-type: none"> Develop a tracking system for monitoring of student achievement progress by learning target and by standard. 	Unit outlines of Clear Learning Targets will be used for both Teachers and Students to track learning.	On-going for each unit of study	-0-
		<ul style="list-style-type: none"> Ensure that all assessments evolve from high-quality content standards. 	All common formative and summative assessments will be reviewed with the rubric from “Assessment for Learning”	On-going for each unit of study	-0-
Objective 2: HCHS will reduce the percentage of students not meeting the ACT Math Benchmark from 52% to 47% on the 2018 ACT.	Design and Deliver Assessment Literacy	<ul style="list-style-type: none"> Create formative and summative assessments that are aligned to the standards. 	All common formative and summative assessments will be reviewed with the rubric from “Assessment for Learning”	On-going for each unit of study.	-0-
		<ul style="list-style-type: none"> Ensure that assessments are designed to best evaluate student learning (i.e. learning target/assessment match) 	Training on Assessment FOR learning will be attended by all teachers.	On-going for each unit of study.	-0-
		<ul style="list-style-type: none"> Implement formal and informal processes that teachers and students utilize to gather evidence to directly improve the learning of students assessed. 	Unit outlines of Clear Learning Targets will be used for both Teachers and Students to track learning.	On-going for each unit of study.	-0-
	Review, Analyze and Apply Data	<ul style="list-style-type: none"> Assess with formative and summative assessments that are aligned to the standards and learning targets 	All common formative and summative assessments will be reviewed with the rubric from “Assessment for Learning”. All core classes will give at least 2 common formative assessments and 1 common summative assessment per unit of study.	On-going for each unit of study	-0-

Goal 1: Decrease the % of those students not meeting the ACT Benchmark in Reading and Math					
		<ul style="list-style-type: none"> Implement data teaming methodologies, including collection and charting of data, analysis of strengths and obstacles to student learning (using SWOT analysis), creation SMART goals for improvement, and development of a method of quality assurance monitoring. 	Data will be collected and reviews by PLC's for all CFA, CSA. Coordinators and Instructional coaches will review the data.	On-going for each unit of study	-0-
		<ul style="list-style-type: none"> Implement formal and informal processes that teachers and students utilize to gather evidence to directly improve the learning of students assessed. 	Unit outlines of Clear Learning Targets will be used for both Teachers and Students to track learning.	On-going for each unit of study	-0-
		<ul style="list-style-type: none"> Develop a tracking system for monitoring of student achievement progress by learning target and by standard. 	Unit outlines of Clear Learning Targets will be used for both Teachers and Students to track learning.	On-going for each unit of study	-0-
		<ul style="list-style-type: none"> Ensure that all assessments evolve from high-quality content standards. 	All common formative and summative assessments will be reviewed with the rubric from "Assessment for Learning"	On-going for each unit of study	-0-

2: Gap

State your **Gap** Goal

Goal 2: Decrease the % of all gap groups meeting combined proficiency in math and reading.		
<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 	<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> <p>Instructional Coach, English and Math Coordinators, English and Math Data Team leaders, Administration Staff.</p> <p>Chad Thompson Tiffany Sights Dana Guess-Chumbler Beth Roberts Laura Williams Aaron Nelson</p>

Goal 2: Decrease the % of all gap groups meeting combined proficiency in math and reading.					
		<ul style="list-style-type: none"> 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: 56.6% of Black or African-American, Economically Disadvantaged, Hispanic or Latino and Students with Disabilities students will demonstrate a proficiency in combined reading and math by 05/31/2018 as measured state assessments.	What system is in place for teachers to monitor students' progress on standards in order to know when they have achieved mastery?	A tracking system for monitoring of student achievement progress by learning target and by standard will be develop for Math and English.	Students in the gap group will be monitor and CFA's and CSA's scores will show growth.	On-going for each unit of study	
	What systems are in place to ensure that students are actively involved in knowing their own data and making decisions about their own learning?	A progress monitoring system to monitor standards mastery for each gap student.	Unit outlines of Clear Learning Targets will be used for both Teachers and Students to track learning.	On-going for each unit of study	
		Implement formal and informal processes that teachers and students utilize to gather evidence to directly improve the learning of students assessed.	Unit outlines of Clear Learning Targets will be used for both Teachers and Students to track learning.	On-going for each unit of study	
	What system or processes are in place to ensure appropriate academic interventions are taking place to meet the needs of all students?	Develop a clearly defined Rtl school-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	RTI team	Guidance Counselors and Administration staff,	
		Develop a protocol and monitoring/documentation tool for tiered intervention movement considerations. Establish communication protocols for parents/guardians regarding placement and progress in intervention support systems.	RTI team	Guidance Counselors and Administration staff,	
	Implement data teaming methodologies, including collection and charting of data, analysis of strengths and obstacles to student learning (using SWOT analysis), creation SMART goals for improvement, and				

Goal 2: Decrease the % of all gap groups meeting combined proficiency in math and reading.					
		development of a method of quality assurance monitoring.			

3: Graduation rate

State your **Graduation rate Goal**

Goal 3: Increase our 4 year adjusted cohort graduation rate.
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<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
Objective 1: Collaborate to increase the 4 year cohort graduation rate to 97% by 05/30/2018.		Students identified with early warning signs are assigned to Study Skills, and closely monitored to ensure academic success.	Study skills teachers and Guidance	Ongoing review of students grades and behavior by RTI team	-0-
		Use the school-wide behavioral support system that aligns with the Code of Conduct as well as student action plans for self-monitoring and immediate feedback to help students stay on track for graduation.	RTI team list of students will decrease.	Every Friday RTI meeting	-0-

Goal 3: Increase our 4 year adjusted cohort graduation rate.					
		Utilize the Persistence to Graduation Tool/Early Warning Tool to assist in identifying students at risk for remediation, failure, and/or untimely graduation.	RTI team list of students will decrease.	Every Friday RTI meeting	
Objective 2:					

4: Growth

State your **Growth Goal**

Goal 4: Not for High School		
<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>

Goal 4:
Not for High School

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1:					
Objective 2:					

5: Transition readiness

State your **Transition readiness Goal**

Goal 5: Increase Transition Readiness rate for all studnets.

<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 	<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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Goal 5: Increase Transition Readiness rate for all studnets.					
		<ul style="list-style-type: none"> 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 our Transition Readiness rate from 83.3% to 88% by 05/31/2018 as measured by the definition of Transition Readiness agreed upon by the Kentucky Department of Education and the Kentucky Council for Post-Secondary Education.		Hire a TR coach, Becky Bozarth, to work with all students who did not meet benchmark on ACT.	Students retaking the ACT to meet benchmarks in all areas.		
		TR coach will work with CTE Completers and Preparatory students on KOSSA and ASVAB.	Students retaking KOSSA and pass rate increasing.		
		Math and English teachers will practice test in class and give feedback to students bimonthly on ACT like practices.	Data sheets kept and student scores will improve.		
		Freshmen, Sophomores, and Juniors will take mock benchmark ACT like Cambridge tests. Data will be use to influence classroom instruction.	Students will use data to track success on benchmark tests and scores improve.		
		Data week will be twice a year to discuss and focus on the importance of meeting benchmarks in academic and career readiness.	Students will track growth to improve scores.		
Objective 2:					

6: Other (optional)

State your **Other** Goal (optional)

Goal 6:

<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
Objective 1:					
Objective 2:					