

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: Increase the average combined math and reading proficiency from 53.1% to 75.3% by Spring 2018.

<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> <p>Department Team Leaders, Instructional Coach, CCR Coach, Administration</p>
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Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective: Demonstrate a combined math and reading proficiency of 75.3% by 6/30/18 as measured by KPREP.</p>	<p>Reading Strategies</p>	<p>Departments will embed assessment-like reading passages from the reading test sections of released tests (ACT, PSAT, CERT, AP or equivalent resources; i.e.: study guides, ACT Books) into curriculum and lesson plans on a regular basis. Regular materials will be provided through Common Core aligned resources (Springboard, CommonLit.org, NEWSELA.com, etc). Students will use annotation methods in all levels of English classes to help aide in comprehension and understanding. CTE Department will utilize content appropriate reading passages in project-based, formative, and summative assessments.</p>			
		<p>The Social Studies Department will utilize primary and secondary source documents (1) at least twice a week, to increase analysis and comprehension skills to promote student growth in the areas of critical thinking, interpretation, and communication of meaning.</p>			
		<p>Fine Arts teachers will increase focus on providing intentional cross-curricular connections that are present in arts curricula. Teachers will seek out opportunities to strengthen math and reading skills through projects and performances already in place.</p>			
		<p>The World Language Department will increase the usage of complex reading strategies in the Target Language to assist students with Interpretive Data. Activities will be developed and assessments will be</p>			

Goal 1: Increase the average combined math and reading proficiency from 53.1% to 75.3% by Spring 2018.					
		administered that adhere to world language proficiency and the integrated performance assessment model			
	Math Strategies	The Math Department will improve ACT preparation by doing CERT and using ACT questions as flashbacks.			
		The Math Department has incorporated technology (smartboards, ENO boards, graphing calculators, etc.) to increase math proficiency.			
		The Math Department has adopted new textbooks with a focus on vocabulary and researched based strategies for instruction. They will focus on tier I classroom instruction and work toward standard mastery.			
	Tiered Instruction	The English Department has each grade level target deficiencies in reading based on common assessment and CERT data and intervenes through RTI activities, direct instruction, CERT videos and lessons, and differentiated learning objectives in class. Using STAR data from 8 th grade, a remedial reading class was created for students at the 9 th grade level, where there is a collaborative teacher working with the English teacher to help students with deficiencies. The CTE department will include real world reading passages in lessons and projects.			
		The Math Department will use the ACT ideas for progress with students to support their scores utilizing a goal sheet and CERT data. They have also created classes to address deficiencies such as Extended Algebra which is a two period class that provides intense interventions. CTE Department will include real world math problems in lessons and projects.			
	Curriculum Assessment and Alignment	All Departments are divided into Instructional Leadership Teams by specific content areas to analyze formative and summative assessment data, at a minimum of once per quarter. The results are shared with SBDM council on a regular basis. Our collaborative services teachers attend their own ILT, but attend department meetings with the department they collaborate in.			
		All Departments are reviewing standards and creating Guaranteed 3 (G3) documents which highlight 3 standards per unit that teachers are guaranteeing their students will have mastered.			
	Use of Research Based Strategies	Content area teachers will continue to implement and refine research-based tier I strategies to meet level one interventions and expectations in the classroom. Intentional instructional design to include ACT test taking strategies, reading and inference skills. The math department uses actual released ACT questions in the classroom for flashbacks.			

Goal 1: Increase the average combined math and reading proficiency from 53.1% to 75.3% by Spring 2018.					
		Daily use of learning targets that are visible in the classroom that aide in instruction and student self-assessment.			

2: Gap
State your **Gap** Goal

Goal 2: Increase achievement for the overall student gap group in reading and math proficiency from 38.5% to 62% by spring of 2018.					
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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>	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>	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: Demonstrate a proficiency of 62% by 6/30/2018 as measured by KPREP.	Targeted Interventions	Continue to sustain our Positive Behavior Intervention System, including both tier I and tiers II/III, that outlines expectations for students, specific to RCHS and our educational environment. Tier II/III team will continue to identify students at-risk in behavioral areas (utilizing PTG reports, Resiliency survey results, and staff referrals) and work on specific plans to address their needs and monitor data to determine success.			
		The collaborative team will meet monthly to derive strategies to help aid in the reduction of the novice performance of the special education population and other gap populations in the collaborative classes. These strategies will be passed on to the departments through their special education representative.			

Goal 2: Increase achievement for the overall student gap group in reading and math proficiency from 38.5% to 62% by spring of 2018.

		<p>Each Special Education Intervention Department Team will share professional resources quarterly with their assigned departments on interventions to help with differentiation, remediation of skills, motivation and other skills needed for the departments targeted at gap groups. **Transitions will be assigned to a core group to help find resources. Each department is assigned a leader in charge of communicating with their members and finding resources to share with their department leader about the achievement gap.</p>			
		<p>1. Continuation of Cooper University professional learning opportunities after school- based on teacher feedback and responses from PD Days at the beginning of the school year. There are several PD's targeted at closing the gap with students. 2. Maintain our structure of Instructional Learning Teams by content area and providing them opportunities each month to have specific professional learning as identified needs/focus in lieu of faculty meetings each month. Teachers work in data teams to analyze assessment data.</p>			
	<p>Utilizing Data to Make Informed Decisions</p>	<p>Use of diagnostic data to ensure proper placement of all at-risk students in Reading and Math and develop individual interventions and strategies that are appropriate to meet the needs of students.</p>			
		<p>The identified gap group is targeted for progress monitoring quarterly to ensure adequate progress is being achieved and interventions are being provided. (Math) The identified gap group is targeted for progress monitoring quarterly to ensure adequate progress is being achieved and interventions are being provided. Because all ILT groups in the English Department will identify three key standards for each unit that will be monitored for proficiency by all students, students found not meeting proficiency will be given multiple opportunities to meet proficiency of these key standards identified in every unit, further providing interventions for gap group students.</p>			
		<p>The English Department will utilize ACT and CERT English and Reading, On-Demand, and EOC scores along with summative and formative achievement data to identify Sophomores and Juniors not meeting benchmark and determine criteria for remediation of reading and writing skills through English classes and English tutoring during JAM. English</p>			

Goal 2: Increase achievement for the overall student gap group in reading and math proficiency from 38.5% to 62% by spring of 2018.

		<p>department utilizes released scores to help determine student growth goals on the PGES so this will focus on the instruction and intervention work for the year. Focus is given at all levels on the G3 standards, focusing on the standards related to achievement.</p>			
	<p>Department Activities</p>	<p>The Social Studies Department will utilize a variety of primary and secondary sources focused on increasing competency skills and moving students towards reaching a proficiency goal. Part of this process requires teachers to identify students below the proficiency target using G3 framework.</p>			
		<p>The Fine Arts teachers will work to identify gap students already enrolled in arts courses and work to target students not enrolled in the arts for possible enrollment. The Fine Arts teachers will research ways in which the arts have been used to address the achievement gap in other districts as well as exploring options for our own students and in collaboration with our feeder schools.</p>			
		<p>The World Language Department will increase opportunities in assessing a variety of core competencies (Interpretive Listening and Reading, Interpersonal Communication, and Presentational Speaking and Writing). The summative results of these assessments will take the form of quarterly common assessments. Individual student data and progress will be documented and this data will be used to track their proficiency throughout their enrollment in World Language courses.</p>			
		<p>The math department uses RTI to target students who need additional math remediation. Tutoring is offered every day after school and during the built in JAM time. Self-check quizzes will be utilized to let students self-assess as well as time for CERT study hall to review their individual deficits. Teachers are providing guided notes for students who need additional assistance with note taking. The Math Department will update and implement sets of questions based off the ideas for progress from the new career and college readiness standards. These will target the individual needs of students based on assessment data. This also includes identifying a list of students who are below benchmark and specifically targets them.</p>			
		<p>The CTE Department will embed a variety of project based assessments (incorporating math, reading, and writing).</p>			

3: Graduation rate

State your **Graduation rate** Goal

Goal 3: Increase the graduation rate from 93.8% to 96.2% by spring of 2018					
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<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> <p>Department Team Leaders, ILT Leads, Instructional Coach, CCR Coach, Administration.</p>					
<p>Objective: Increase graduation proficiency to 96.2% by 6/30/2018.</p>	Risk Identification	<p>Increase at risk identification with incoming freshman students with our feeder middle schools. Students labeled as at-risk will receive proper academic interventions based upon their individual needs. * The Math Department uses Extended Algebra for students scoring low in mathematics. *The Science Department will begin identifying ways to identify incoming at-risk students as they enter the 9th grade. Teacher led collaborative teams will use PLC time to develop methods to increase course retention which will lead to students staying on grade level and increasing average Freshman graduation rates.</p> <p>Students are asked to set goals on CERT at the beginning of each school year and also asked to make long term career goals. Teachers have students look at the required ACT score for this career path, and then align their CERT goals to that score. Students then are reminded of this goal when they take the next CERT test.</p>			

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Goal 3: Increase the graduation rate from 93.8% to 96.2% by spring of 2018

		Seniors are assigned a graduation presentation that focuses on their career choice. English teacher's help students research their career and its requirements, as well as create and give a presentation on the subject in class. Teachers provide students with opportunities to work on this assignment in class.			
	Department Activities	The health and physical education department will use results of pre, formative, and common assessments to plan for personalized instruction for students who have not achieved content mastery for health and physical education.			
		The World Language Department will identify students who would be successful in World Language courses as 8 th graders and work with the Middle Schools with this process.			
		The World Language Department will work with Middle School teachers that offer level 1 of Spanish to align curriculum and effectively advise students to choose courses that will enable them to take 4 years of a language.			
		Working in ILT's, the Science Department will continue to identify the main three Disciplinary Core Ideas for each unit. Once identified, the science Department ILT's will continue to develop and implement Classroom Embedded Assessments around these dimensions of the curriculum.			
		Teachers will collaborate on strategies to develop necessary skills to ensure achievement in not only Introduction to Social Studies, but future Social Studies classes they will take during high school. Efficiently creating more one on one time with students as an intervention method. During this time the SS teacher will provide tutoring advice, organization assistance, and guidance, which will increase grades in the classroom.			
		The CTE department will increase enrollment in their classes by analyzing TEDS data and student transcripts to promote CTE classes.			
		The Math Department offers a test retake policy that offers students the ability to get to mastery.			
		Cooper will continue the Freshmen Mentoring Program that allows junior and senior students the ability to mentor freshmen students in small groups, utilizing lesson plans, and getting to know you games.			

4: Growth

State your **Growth** Goal

Goal 4:
Reduce the percentage of students scoring Novice on the reading and math portions of KPREP from 21% to 18.5% by Spring of 2018.

<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> <p>Department Team Leaders, ILT Leads, Instructional Coach, CCR Coach, Administration.</p>
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Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective: Novice reduction to 18.5% by 6/30/2018.</p>	<p>Data Analysis</p>	<p>The English Department will utilize ACT and On Demand scores along with summative and formative achievement data to identify freshmen not meeting benchmark or in danger of failing and determine the criteria for remediation through English classes and English tutoring during RTI.</p>			
		<p>Departments will embed assessment-like reading passages (from the reading test sections of released test or equivalent resources; i.e.; study guides, SpringBoard, ACT Books, CommonLit.org, and Newsela.com) into curriculum and lesson plans. Other assessment-like reading passages will be utilized throughout all departments.</p>			
		<p>The Social Studies Department will utilize primary source documents at least twice a week. This will increase analysis and comprehension skills</p>			

<p>Goal 4: Reduce the percentage of students scoring Novice on the reading and math portions of KPREP from 21% to 18.5% by Spring of 2018.</p>					
		<p>promoting student growth in the areas of critical thinking, interpretation, and expressive thought. Content based vocabulary will also be utilized to assist in the understanding of content needed to comprehend the sources.</p>			
	Department Activities	<p>The English Department will continue to implement and refine strategies based on tier I strategies to meet level one interventions and expectations in the classroom. Intentional instructional design to include ACT test taking strategies, reading and inference skills, and texts and questions aligned to the Common Core (CommonLit.org, NEWSLA.com, etc.). English utilizes CERT/ACT test taking strategies and non-fiction texts to focus on CERT/ACT style multiple choice questions through Common Core aligned texts. Daily use of G3 power standards that are visible in the classroom that aide in instruction and student self-analysis, increasing vocabulary.</p>			
		<p>Intentional instructional design to include ACT test taking strategies, reading and inference skills. (Math uses flashbacks that are actual released ACT questions and the CCR standards along with packets made from the ideas for progress to target students individual needs. They also take frequent practice ACT tests as part of the class.)</p>			
		<p>CTE will utilize content appropriate reading passages in project-based, formative, and summative assessments.</p>			
		<p>The Health Education Department will provide students with quarterly planned activities that raise awareness and improve health consumerism with the intent on improving knowledge, communication skills, and critical thinking.</p>			

5: Transition readiness

State your **Transition readiness** Goal

Goal 5: Increase the percentage of students that are College and Career Readiness from 60.9% to 78.8% by spring of 2018

<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> <p>Department Team Leaders, ILT Leads, Instructional Coach, CCR Coach, Administration.</p>
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Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective: Increase proficiency of students CCR to 78.8% by 6/30/2018.</p>	Curriculum Alignment	<p>Refinement of CTE course offerings to ensure all CTE courses provide students an opportunity to complete in a pathway. The CTE department will conference with students individually before scheduling. Students will be identified and flagged for specific pathways after their first course. Students will be encouraged to progress in their current pathway. CTE Department will research options for dual credit courses to make pathway completion more attainable.</p>			
		<p>CTE: Industry Certification exams for those students who are enrolled in MOS, Multimedia Publishing, ServSafe. World Language: National Language Exams will be administered to each student enrolled in a World Language class to provide feedback on student progress and performance in their specific language.</p>			
		<p>The French and German programs will offer 2 courses each of Dual Credit. The Spanish program will offer 4 courses of Dual Credit.</p>			
	Department Activities	<p>The Social Studies Department will promote and support increasing the number of students taking AP/Dual Enrollment Social Studies Classes by 10% by 2018-2019 school year. We will continue to enhance rigor in U.S. History Classes by increasing student completion of primary source work and evidence based writing.</p>			

Goal 5: Increase the percentage of students that are College and Career Readiness from 60.9% to 78.8% by spring of 2018

		Increase in the number of students that are taking college level experience courses (AP, Dual Enrollment, etc.)		
		The Math Department will allow class time to take the CERT test and review CERT data. Daily math problems are made by ACT study guides based on students score goals. Two classes are offered: College Prep Algebra and one offered through KSU. There is another class that uses KOYOTE to give students opportunity to get to CCR.		
		Social Studies Teachers will implement interventions that will reduce the at risk students (Gap Group) to become career and college ready. Which will be moved to Goal 3 as well as implement ACT like reading passages (2018-2019) to increase the percentage of students that are CCR.		
		Working in ILT's, the Science Department will continue to identify the Cross Cutting Concepts and Science and Engineering Practices relevant to each unit. Once identified, the Science Department ILT's will continue to develop and implement classroom embedded assessments around these dimensions of the curriculum.		
		The English Department will utilize ACT and Compass scores along with summative and formative achievement data to identify seniors who are not meeting benchmark and determine criteria for remediation of CCR skills through English classes and English tutoring during JAM and Reading RTI. Students will also be directed towards CCR Coach and Instructional Coach for additional monitoring and help. Students are also encouraged to use their JAM time to access the instructional videos on the CERT website, where they can receive instruction on the areas they need remediation in. This is also promoted in the English class.		
		Teachers will identify and implement instructional strategies to address deficits for all students below CCR benchmark [Identified in April of junior year].		
	Data Analysis	School Counselors monitor this Persistence to Graduation Report regularly to identify groups of students that are at-risk and to work with them to identify and eliminate barriers to increase success and completion rate		