

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**

<p>Goal 1: By 2019, BCCHS will increase combined (reading and math) percentage of proficient/distinguished students to 63.1% from 42.7%. Delivery Target SCR.</p>					
<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>	
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: BCCHS will increase the percentage of Proficient/Distinguished students in the area of mathematics to 57.5 from 32.2 by 2018	KCWP 1: Design and Deploy Standards	Math teachers are creating units of study aligned with standards, curriculum maps/pacing guides and common summative assessments in collaboration with Collaborative Teaching and Learning (CTL) to create a guaranteed and viable curriculum across all high schools. This information is then being shared and implemented with PLC groups within the building.	Curriculum Maps/Pacing Guides are created and followed by all Math teachers		\$0
		PLC Lead teachers will participate in monthly ILT meetings where assessment	District and Fundamental 5 walk through data		\$0

		data is shared and high yield instructional strategies are introduced which may aid in curricular adjustments when students fail to meet mastery.	indicating use of highly effective instructional strategies. PLC data and actions steps presented at ILT meetings.		
	KCWP 4: Review, Analyze and Apply Data	Administrators and teachers will utilize the Fundamental 5 Powerwalk tool and the District Instructional Feedback Tool when conducting classroom walk through visits. Data will be collected through the use of these tools, and analyzed monthly to determine instructional needs and areas for growth among all teachers.	Analysis of District IFT and Fundamental 5 walk through data indicating use of highly effective instructional strategies.		\$500
Objective 2: BCHS will increase the percentage of Proficient/Distinguished students in the area of reading to 68.6 from 53.2 by 2018	KCWP 1: Design and Deploy Standards	ELA teachers are creating units of study aligned with standards, curriculum maps/pacing guides and common summative assessments in collaboration with Collaborative Teaching and Learning (CTL) to create a guaranteed and viable curriculum across all high schools. This information is then being shared and implemented with PLC groups within the building.	Analysis of Common Summative Assessments		\$0
		PLC Lead teachers will participate in monthly ILT meetings where assessment data is shared and high yield instructional strategies are introduced which may aid in curricular adjustments when students fail to meet mastery.	Walk through data indicating use of highly effective instructional strategies		\$0
	KCWP 4: Review, Analyze and Apply Data	Administrators and teachers will utilize the Fundamental 5 Powerwalk and Instructional Feedback Tool when conducting classroom walk through visits. Data will be collected through the use of this tool, and analyzed monthly to	Analysis of District IFT and Fundamental 5 walk through data indicating use of highly effective instructional strategies.		\$500

		determine instructional needs and areas for growth among all teachers.			
	KCWP 2: Design and Deliver Instruction	ELA teachers will continue to be trained in the 4 pillars of Thinking Strategies: Community, Gradual Release of Responsibility, Discourse, and the Workshop Model. Teachers will participate in monthly trainings, coaching and lab classroom observations.	Lab Classroom visits and teacher reflections		\$0

2: Gap

State your **Gap Goal**

Goal 2: By 2019, BCHS will increase combined (reading and math) percentage of proficient/distinguished students to 59.6% from 31.7%. Delivery Target SCR.

<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 	<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 	<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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<ul style="list-style-type: none"> • KCWP 6: Establishing Learning Culture and Environment 	<ul style="list-style-type: none"> • 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 	
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Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
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Objective 1: Increase the percentage of non-duplicated GAP students who score Proficient/Distinguished in the area of mathematics to 56% from 22% by 2018	KCWP 5: Design, Align, and Deliver Support	<p>BCHS will offer a rigorous transition math course for those seniors not meeting the ACT math benchmark of 19. Students will be reassessed using the KYOTE exam. There will also be an intentional focus in this course of bringing those novice/apprentice scorers up to proficiency</p>	<p>Number of students achieving benchmark status on ACT or KYOTE</p>		\$0
		<p>Freshmen students in the bottom 10%, according to their 8th grade math MAP test, will be assigned an additional Math Lab class to follow their Integrated Math class each day. These classes will provide additional small group support and direct instruction to complement their traditional math classes.</p>	<p>Math common assessment score, CERT composite score</p>		\$0
		<p>Sophomore students who scored in the bottom tier on the math CERT test, and receive teacher recommendation for placement, will be assigned a Math Lab class to follow their Integrated Math class each day. These classes will provide additional small group support and direct instruction to complement their traditional math classes.</p>	<p>Math common assessment score, CERT composite score and ACT score</p>		\$0
		<p>ESS Learning Labs and Friday School will be offered after school 4 days per week to all students struggling in their regular math class.</p>	<p>Number of students participating in ESS after school program</p>		<p>ESS Funds based on</p>

		During ESS, teachers are able to answer questions in a smaller group setting as well as reteach content missed during the regular school day.			Hourly Wage
Objective 2: Increase the percentage of non-duplicated GAP students who score Proficient/Distinguished in the area of reading to 63.3% from 41.2% by 2018	KCWP 5: Design, Align, and Deliver Support	Any student, 9-12, not meeting benchmark in both Reading and English, will be assigned a Reading Lab which focuses on ACT prep, including questioning and test taking strategies as well as the ELA content. Class sizes will be smaller to allow for more individualized instruction and remediation to help students to master the ELA content.	Number of students achieving benchmark status on ACT or KYOTE test		\$0
		Students who have a Reading goal on their IEP, or are below grade level in Reading, will have access to Reading Plus to build on their cognitive reading and coding skills.	Increased reading comprehension and fluency		\$17,000 over 3 years from Title 1.
		ESS Learning Labs and Friday School will be offered after school 4 days per week to all students struggling in their regular math class. During ESS, teachers are able to answer questions in a smaller group setting as well as reteach content missed during the regular school day.	Number of students participating in ESS after school program		

3: Graduation rate

State your **Graduation rate** Goal

Goal 3: By 2022, BCHS will increase the graduation rate to 92% from 88.5%. Delivery Target SRC.

<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: Increase the Graduation Rate to 90.5% from 88.5% by 2018	KCWP 5: Design, Align and Deliver Support	School counselors, CCR Coach, and instructors within the FLEX classrooms will monitor student progress in credit recovery classes and meet with individual students weekly to mentor, encourage, and support students in their progress.	Progress among Flex students in credit recovery		\$0
	KCWP 6: Establish Learning Culture and Environment	Persistence to Graduation tool and the Early Warning Report are reviewed weekly at Leadership Team Meeting Student supports are discussed in order to create plans for individual students in order to meet their needs both in and outside of the classroom.	Attendance reports, Behavior data, and Grade summary among high risk students		\$0

		FRYSC will identify high risk students and meet with them to identify barriers that prevent them from coming to school and learning. FRYSC will provide resources to eliminate barriers and follow up regularly to ensure student needs are being met.	Attendance reports, Behavior data, and Grade summary among high risk students.		\$0
		PBIS committee will assess the needs of our school and determine appropriate incentives to encourage positive behavior, attendance, and academic performance.	Attendance reports, Behavior data, and Grade summary among high risk students.		\$0
Objective 2: Increase the Attendance Rate to 95% from 92.3% by 2018	KCWP 6: Establish Learning Culture and Environment	Assistant Principals and Counselors will monitor student attendance data and meet with individual students who have 3 or more unexcused absences monthly to discuss additional supports needed. Truancy will be filed after 10 unexcused absences.	Attendance reports		\$0
		PBIS committee will assess the needs of our school and determine appropriate incentives to encourage positive behavior, attendance, and academic performance.	Attendance reports, Behavior data, and Grade summary among high risk students.		\$0

5. Transition Readiness

State your *Transition Readiness* Goal

Goal 5: By 2020, BCHS will increase our ACT composite score to 20.0 from 18.2. Assessment SRC.

<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>			
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective 1: BCHS will increase our ACT composite score to 19.0 from 18.2 by 2018.</p>	<p>KCWP 5: Design, Align and Deliver Support</p>	<p>ACT Prep classes will be provided after school several times per year by our math and ELA department teachers to prepare and support students prior to the ACT test. These classes are on a volunteer basis but are open to any student preparing to take the ACT test.</p>	<p>Increased participation in after school classes resulting in an increase in ACT scores</p>		<p>\$0</p>
<p>Objective 2: BCHS will increase the composite CERT score of each class by 3 points by 2018</p>	<p>KCWP 3: Design and Deliver Assessment Literacy</p>	<p>All 9-11 grade students will take the CERT test three times during the school year. This ACT like test will allow students to gain an understanding of the testing situation and provide an estimated ACT score based on their progress to allow students to recognize where they currently stand and develop a plan to work towards their goal.</p> <p>All 9-11 grade students will be encouraged to complete the CERT remediation programs between each testing window. Incentives will be provided for full completion of the remediation in all content areas.</p>	<p>Composite scores on CERT test</p>		<p>\$0</p>
			<p>Number of students participating in CERT remediation</p>		<p>\$0</p>

6: Other (optional)

State your **Other Goal** (optional)

Goal 6: By 2020, BCHS will decrease the teacher turnover rate from 23.1% to 5%. Equity SRC.

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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<p>Objective 1: Develop And implement a new teacher induction and retention plan by the start of the 2018-19 school year.</p>	<p>KCWP 6: Establishing Learning Culture and Environment</p>	<p>Principals and Mentor teachers will provide the necessary information, resources and mentorship for teachers new to Bullitt County Schools to assure classroom success and professional growth. Our program will take into account the experiences and needs of each new teacher and will be differentiated by these factors. The induction program will be a joint effort between the school and the district with each having defined roles in assisting new teachers.</p>	<p>Teacher retention and New teacher Survey. Tell Survey results.</p>		<p>\$0</p>
		<p>Administrators and teachers will utilize the Fundamental 5 Powerwalk tool and the District Instructional Feedback Tool when conducting classroom walk through visits. Data will be collected through the use of these tools, and analyzed monthly to determine instructional needs and areas for growth among all teachers for use during teacher coaching sessions.</p>	<p>Analysis of District IFT and Fundamental 5 walk through data indicating use of highly effective instructional strategies.</p>		<p>\$500</p>

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