

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:By the end of the 2021-2022 school year, Valley High School will reach an average combined 38.7% proficient and distinguished in combined reading and math on the state assessment(s).					
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> <ul style="list-style-type: none">KCWP 1: Design and Deploy StandardsKCWP 2: Design and Deliver InstructionKCWP 3: Design and Deliver Assessment LiteracyKCWP 4: Review, Analyze and Apply DataKCWP 5: Design, Align and Deliver SupportKCWP 6: Establishing Learning Culture and Environment		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> <ul style="list-style-type: none">KCWP1: Design and Deploy Standards - Continuous Improvement ActivitiesKCWP2: Design and Deliver Instruction - Continuous Improvement ActivitiesKCWP3: Design and Deliver Assessment Literacy - Continuous Improvement ActivitiesKCWP4: Review, Analyze and Apply Data - Continuous Improvement ActivitiesKCWP5: Design, Align and Deliver Support - Continuous Improvement ActivitiesKCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities		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: Using ACT benchmark scores, Valley will increase the number of students meeting benchmark in English from 22.7% in the 2016/2017 school year to 25.9% in the 2017/2018 school year.	Use practice ACT data and MAP data to establish student baselines.	All 9th, 10th, and 11th grade students will take a Practice ACT in the fall and one in the spring (9th & 10th).	Practice ACT data	Jennie Currin	\$0
		9th grade students will take the MAP test to establish growth trends in English three times a year.	MAP results	Donald Spanyer, Genieve Harris,	\$0
		PLCs will monitor and track student data and growth on practice ACT, MAP and essential standards.	Data charts	Dawn Roy	\$0
	Professional Learning geared specific to English/grammar skills.	English teachers will be involved in embedded professional learning opportunities during the school year. Professional learning will focus on specific English and grammar skills that will be incorporated into daily instruction.	Walk-through data/PLC minutes and notes	Megan Winter, Jennie Aberli	\$0
		Teachers will incorporate ACT-like problems into daily instruction i.e. sponge activities, closings, etc.	Walk-through data/Lesson plans/Formative Assessments	Dawn Roy, Megan Winter, Geneieve Harris	\$0
	Identify students' individual academic needs and goals via Student Conferencing.	All 10th and 11th grade students will meet with a faculty member to identify academic goals and needs in order to meet success. These conferences will happen once each year.	Practice ACT data, Actual ACT results	Jennie Currin	\$0

Objective 2: Using ACT benchmark scores, Valley will increase the number of students meeting benchmark in Math from 17.9% in the 2016/2017 school year to 20.9% in the 2017/2018 school year.	Use practice ACT data and Map data to establish student baselines.	All 9th, 10th, and 11th grade students will take a Practice ACT in the fall and one in the spring (9th & 10th).	Practice ACT data	Jennie Currin	\$0
		All 9th, 10th, and 11th grade students will take the MAP to establish growth trends for all students in Math	MAP data	Donald Spanyer	\$0
		PLCs will monitor and track student data and growth on practice ACT, MAP and essential standards.	Data charts	Dawn Roy	\$0
	Professional Learning geared specific to Math.	Math teachers will be involved in embedded professional learning opportunities during the school year. Professional learning will focus on specific Math skills that will be incorporated into daily instruction. i.e. MDC	Walk-through data/PLC minutes and notes	Genevieve Harris/ Casey Watson	District Funding for MDC
		Teachers will incorporate ACT-like problems into daily instruction i.e. sponge activities, closings, etc.	Walk-through data/Lesson plans/Formative Assessments	Math Teachers	\$0
	Identify students' individual academic needs and goals via Student Conferencing.	All 10th and 11th grade students will meet with a faculty member to identify academic goals and needs in order to meet success. These conferences will happen once each year.	Practice ACT data, Actual ACT results	Jennie Currin	\$0
Objective 3: Using ACT benchmark scores, Valley will increase the number of students meeting benchmark in Reading from 24.6% in the 2016/2017 school year to 27.6% in the 2017/2018 school year.	All teachers will be trained on how to use nonfiction reading text and provide students with on grade level text in all classrooms.	Teachers will be trained on a variety of resources (content-specific) to use in their classrooms.	Resource Teachers/Embedded PD	Resource Teachers, Jenni Aberli	\$1000 (Title I)
		Teachers will strive to use a minimum of 70% non-fiction text	Lesson Plans/PLC Minutes and Notes	Megan Winter, Jenni Aberli	\$0
	Fundamental Five	All teachers will use implement Fundamental Five best practices to support nonfiction text.	Walk-through data/PLC minutes/Lesson Plans	Stephanie Bard	\$15000 (SIG)
	3 Shifts in Literacy Model	All teachers will incorporate the 3 Shifts in Literacy model into all classrooms.	Resource Teachers/ Lesson Plans/PLC minutes	Megan Winter	\$0
	Teachers will incorporate a variety of reading instructional strategies into all classrooms.	Teachers will use a variety of reading specific instructional strategies such as: Word Walls, vocabulary, Close reading, and collaborative discussion based on primary and secondary sources.	PLC minutes, Walk-throughs	Megan Winter, Jenni Aberli	\$0
	Use practice ACT data and Map data to establish student baselines.	All 9th, 10th, and 11th grade students will take a Practice ACT in the fall and one in the spring (9th & 10th).	Practice ACT data	Jennie Currin	\$0
		All 9th, 10th, and 11th grade students will take the MAP to establish growth trends for all students in Reading	MAP data	Donald Spanyer	\$0
		PLCs will monitor and track student data and growth on practice ACT, MAP and essential standards.	Data charts	Dawn Roy	\$0

2: Gap

State your **Gap** Goal

<p>Goal 2: By the end of the 2021-2022 school year, Valley High School will reach an average combined reading and math proficiency rate of 37.7% on state assessment(s) in the non-duplicated Gap Group.</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: Using ACT benchmark scores, Valley will increase the number of non-duplicated Gap students meeting benchmark in English from 17.9% in the 2016/2017 school year to 19.5% in the 2017/2018 school year.	Use practice ACT data and MAP data to establish student baselines.	All 9th, 10th, and 11th grade students will take a Practice ACT in the fall and one in the spring (9th & 10th).	Practice ACT data	Jennie Currin	\$0
		9th grade students will take the MAP test to establish growth trends in English three times a year.	MAP results	Donald Spanyer	\$0
		PLCs will monitor and track student data and growth on practice ACT, MAP and essential standards.	Data charts	Dawn Roy	\$0
	Fundamental Five	Teachers will use Fundamental Five best practices to improve instruction and increase rigor for all students.	Walk-through data/ PLC minutes/ Lesson Plans	Stephanie Bard	\$15000 (SIG)
	Viking Time	Students who require intervention for essential standards will attend targeted interventions during the school day (Viking Time)	Data charts, formative assessment data	Jennie Currin	Master Schedule
	Reading Plus/Lexia	Students identified as needing intensive supports in the areas of ELA/Reading will utilize Reading Plus and/or Lexia for intervention.	Reading Plus/Lexia Assessments	Megan Winter	Title I
Objective 2: Using ACT benchmark scores, Valley will increase the number of non-duplicated Gap	MDC	Teachers will integrate MDC strategies to increase rigor and relevance of material for students.	Formative Assessment Lessons/ Data Strategies	Genevieve Harris/ Casey Watson	District Funding

students meeting benchmark in Math from 14.0% in the 2016/2017 school year to 16.0% in the 2017/2018 school year.	Fundamental Five	Teachers will use Fundamental Five best practices to improve instruction and increase rigor for all students.	Walk-through data/ PLC minutes/ Lesson Plans	Stephanie Bard	\$15000 (SIG)
	Viking Time	Students who require intervention for essential standards will attend targeted interventions during the school day (Viking Time)	Data charts, formative assessment data	Jennie Currin	Master Schedule
	Data Monitoring	All PLCs will track and monitor student data for essential standards	Data Charts	Dawn Roy	\$0
Objective 3: Using ACT benchmark scores, Valley will increase the number of students with disabilities meeting benchmark in Math from 8.8% in the 2016/2017 school year to 10.8% in the 2017/2018 school year.	Viking Time	Students who require intervention for essential standards will attend targeted interventions during the school day (Viking Time)	Data charts, formative assessment data	Jennie Currin	Master Schedule
	MDC	ECE teachers will attend MDC training in order to implement MDC strategies into ECE classrooms. Formative Assessment Lessons to be used in all classrooms, not just comprehensive and advanced classrooms. District support specific to ECE teachers to implement MDC. (Technical Assistance)	FALs	Genevieve Harris/ Casey Watson	District Funding

3: Graduation rate

State your **Graduation rate** Goal

<p>Goal 3: By the 2019-2020 school year, Valley High School will increase the 4-year graduation rate to meet the KDE Delivery Target of 87.5%</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: Valley will increase the 4-year graduate rate from 80.8% in the 2016/2017 school year to 82.3% in the 2017/2018 school year.	Academies of Louisville	All 10th grade students will be enrolled into a Pathway at the beginning of the 2018/2019 school year.	TEDS data	Marla Paschal	\$0
		All teachers will be trained in Highly Effective Teaming during the summer of 2018.	PLC documentation & Professional Learning Sign-in sheets	Marla Paschal	\$5,000 (Carl Perkins)
		All students will participate in a Deeper Learning/Passion Project during the 2018/2019 school year.	Lesson plans and Walkthrough data	Marla Paschal	\$5,000 (Carl Perkins)
		Valley will increase the number of Student Ambassadors who will attend community-wide events and become ambassadors for all Career Pathways.	Community events attendance	Marla Paschal	\$0
		Each Career Pathway will create Advisory Councils that will include: teachers, students, community partners, and parents.	Advisory Council agendas & minutes	Marla Paschal	\$0
	Viking Time	Students who require intervention for essential standards will attend targeted interventions during the school day (Viking Time). Students who do not require intervention will attend an enrichment activity of their choice.	Data charts, formative assessment data	Jennie Currin	\$0
	Advisory Time	All students will be enrolled in a grade-level advisory that will focus on academic, social, emotional, and post secondary endeavors.	Master Schedule	Jennie Currin	\$0
	Attendance Committee	Committee will identify students with chronic attendance problems those student will paired with an adult mentor who will conference with them once a week to evaluate attendance issues and problem-solve some solutions.	Attendance Data	Cindy Howard	\$0
	ILP	Individualized Learning Plan - Career Cruising Tool identifies students career interests and assist with goal setting.	ILP completion results	Jennie Currin/ Joyce Brooks	\$0

5: Transition readiness

State your *Transition readiness* Goal

<p>Goal 5: By the end of the 2019-2020 school year, Valley High School will increase the number of students that are college and career ready to 45%.</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> <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 		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> <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 	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: Valley will increase the number of Career ready students from 33.6% in the 2016/2017 school year to 37% in the 2017/2018 school year evidenced by industry certifications and pathway completions.	Academies of Louisville	All 10th grade students will be enrolled in pathway in which they will strive to attain certification.	Industry Certifications	Marla Paschal	\$0
		Freshmen Academy will provide opportunities for students to explore a variety of career pathway and provide academic and social-emotional supports.	Freshmen Academy Retention Rate	Jeff Gossett	\$0
		Align Summer Works program with Career Pathways - Students will be provided opportunities to increase proficiency in their pathway through the Summer Works program.	Increased employment opportunities in Summerworks Program	Marla Paschal and Lisa Carter	\$0
Objective 2: Valley High School will increase the number of College Ready students from 24 (based on the ACT only)in the 2016/2017 school year to 30 in the 2017/2018 school year.	Increase ACT performance	See proficiency and gap strategies above			
	Dual Credit Classes	Students who earn a “B” or better in 2 or more Dual Credit classes are classified as College ready according to the transition readiness standards.	Dual-Credit Participation and grades	Counselors	State Funding
	Student Conferences	Students will meet with a faculty member to identify goals and priority areas of improvement in order to reach college ready status	ACT results	Jennie Currin	\$0

6: Other (optional)

State your **Other Goal** (optional)

Goal 6: Valley High School will enhance its climate and culture by improving communication and its working conditions (Managing Conduct) as measured by the Tell survey. Valley will increase its score from 61.5% in the 2016-2017 to 74% in the 2019-2020 school year.

<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: Valley High School will improve communication with all stakeholders as measured by the Tell survey data (Q 4.1 b,e,f) from 57.7% in the 2016-2017 school year to 63.0% in the 2018-2019 school year.</p>	<p>Increase Communication with Parents and Staff</p>	<p>Staff members will contact a minimum of 2 parents/guardians per day and log the contact into google docs.</p>	<p>Data from Google Doc</p>	<p>Stephanie Bard</p>	<p>\$0</p>
		<p>Digital Newsletters will be sent to staff and parents regarding school news and activities</p>	<p>Past Newsletters</p>	<p>Dennis Williams</p>	<p>\$0</p>
		<p>Keeping You in the Loop - a weekly calendar of events sent to all staff members</p>	<p>Keeping you in the Loop emails</p>	<p>Rob Stephenson</p>	<p>\$0</p>
		<p>Digital records to communicate with parents. (i.e. parent portal, HERO) teachers will maintain accurate and up-to-date records of student achievement and behavior.</p>	<p>IC records, Hero data</p>	<p>Counselors, Jennie Currin</p>	
		<p>Class Meetings. Principal will meet with each class quarterly to inform students of important activities and expectations.</p>	<p>Class Meeting Power Points</p>	<p>Rob Stephenson</p>	<p>\$0</p>
<p>Objective 2:Valley High School will enhance climate and culture as measured by the Tell survey data (Working conditions - managing conduct) from 61.5% in the 2016-2017 school year to 66.0% in the 2018-2019 school year.</p>	<p>Positive Climate Supports</p>	<p>Teach and Reinforce common expectations for all students. i.e. Hallway expectations, cafeteria expectations, bus expectations, etc.</p>	<p>Behavior Data</p>	<p>PBIS team</p>	<p>\$0</p>
		<p>Utilize HERO to recognize positive student behaviors and reward students who earn HERO points</p>	<p>HERO points</p>	<p>All teacher, Jennie Currin</p>	
		<p>Honor Roll and Perfect Attendance Rewards. Students who earn honor roll status or have perfect attendance will be recognized by the PBIS team</p>	<p>IC Data</p>	<p>Chad Golladay</p>	
		<p>Shout Outs - Staff members can recognize and appreciate the success of colleagues through the use of the Valley Shout Out Google Form</p>	<p>Google Doc</p>	<p>Dawn Roy</p>	<p>\$0</p>

		Assistant Principals will analyze behavior data to ensure that behavior consequences are consistent.	Behavior Data	Rob Stephenson/ Assistant Principals	\$0
		Assistant Principals and resources teachers will coach and collaborated with teachers regarding classroom management strategies to promote behavioral consistency building wide.	Behavior Data	PBIS	\$0