

Comprehensive Improvement Plan for Schools

Rationale

School improvement efforts focus on student needs through a collaborative process involving all stakeholders to establish and address priority needs, district funding, and closing achievement gaps between identified subgroups of students. Additionally, schools build upon their capacity for high-quality planning by making connections between academic resources and available funding to address targeted needs.

Operational definitions of each area within the plan

Goal: Long-term three to five year target based on Kentucky Board of Education required 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 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.

Measure of Success: the criteria that you believe shows the impact of our work. The **measures** may be quantifiable or qualitative, but they are observable in some way. Without data on what is being accomplished by our deliberate actions, we have little or no foundation for decision-making or improvement.

Progress Monitoring: is used to assess the plan performance, to quantify a rate of improvement based on goals and objectives, and to evaluate the effectiveness of the plan.

Guidelines for Building an Improvement Plan

- There are 6 required District Goals: Proficiency, Separate Academic Indicator, Achievement Gap Closure, Graduation rate, Growth, and Transition readiness.
- There are 5 required school-level goals:
For elementary/middle school: Proficiency, Separate Academic Indicator, Gap, Growth, and Transition readiness.
For high school: Proficiency, Separate Academic Indicator, 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

Goal 1 (*State your proficiency goal*):

Reading: Reading KPREP scores at Cairo Elementary will increase from 59.4% in 2018 to 75.0% in 2023.

Math: Math KPREP scores at Cairo Elementary will increase from 66.9% in 2018 to 82.0% in 2023.

Which **Strategy** will the district use to address this goal? (*The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.*)

- [KCWP 1: Design and Deploy Standards](#)
- [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 district deploy based on the strategy or strategies chosen? (*The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*)

- [KCWP1: Design and Deploy Standards Classroom Activities](#)
- [KCWP2: Design and Deliver Instruction Classroom Activities](#)
- [KCWP3: Design and Deliver Assessment Literacy Classroom Activities](#)
- [KCWP4: Review, Analyze and Apply Data Classroom Activities](#)
- [KCWP5: Design, Align and Deliver Support Classroom Activities](#)
- [KCWP6: Establishing Learning Culture and Environment Classroom Activities](#)

In the following chart, 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: Reading KPREP scores at Cairo Elementary will increase from 59.4% in 2018 to 65.0% in 2019.	KCWP 2: Design and Deliver Instruction	Saxon Phonics will be used for core phonics instruction for Kindergarten, 1 st grade, and 2 nd grade. Students will receive at least 20 minutes of phonics instruction each day during the 120 minute reading block. Students in Tier 3 reading in 3 rd grade will also receive Saxon Phonics instruction.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum Responsible: Classroom Teachers and Instructional Coach		\$0
		Fluency homework will be given at each grade level at least 2 nights per week.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum Responsible: Classroom teachers and Instructional Coach		\$0
		All teachers will follow the grade level Journeys/Saxon pacing guides developed at the school level by the	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web		\$0

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		instructional coach and classroom teachers.	assessments, Reading Inventory Continuum Responsible: Classroom teachers and Instructional Coach		
		Students in Kindergarten, 1 st grade, and 2 nd grade will receive 15-20 minutes of phonemic awareness instruction daily through the use of the Heggerty book. Some 3 rd grade students in Tier groups will also receive phonemic awareness instruction through the use of the Heggerty book.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum Responsible: Classroom Teachers and Instructional Coach		\$0
		Three comprehension strategies will be targeted schoolwide for at least a 6 week period for each strategy. The instructional coach will develop an organizer for each strategy and will set the timeline for teaching the strategies schoolwide.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum Responsible: Instructional Coach and Classroom Teachers		\$0
		120 minutes of explicit, detailed reading instruction is required for kindergarten through 3 rd grade. 90 minutes of explicit, detailed reading instruction is required for 4 th and 5 th grade. During this time, teachers focus on the 5 components of reading: phonics, phonemic awareness, fluency, vocabulary, and comprehension.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum Responsible: Classroom Teachers, Instructional Coach, and Principal		\$0
		Kindergarten students will use Headsprout instructional reading software several times per week to teach beginning reading skills. All students in kindergarten through 5 th grade will use the Compass online learning program as part of each computer lab session. Compass is	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum		\$5,900 – SBDM funds and Title funds

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		designed to reinforce concepts taught within the regular reading classroom setting. A personalized learning continuum is created for each student based on an entry placement test.	Responsible: Classroom Teachers, Library/Media Clerk		
		Accelerated Reader will be used at each grade level (K-5 th). Each student will have an individual A.R. goal set for each marking period and progress toward this goal will be tracked and communicated with the student. Student recognitions will be done at the end of each marking period and end of year rewards will be given to students who meet their individual goals at least 3 out of 4 marking periods.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum Responsible: Classroom Teachers, Instructional Coach, and Principal		\$2,000 – SBDM funds
KCWP 3: Design and Deliver Assessment Literacy		Fluency checks will be given to students in grades 1 st - 2 nd at least once per month and 3 rd grade at least once every 6 weeks. Fluency checks will be given to students in grades 4 th and 5 th at least once per marking period. AIMS Web fluency norms will be used for ranking student percentiles in fluency at each check.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum Responsible: Classroom Teachers		\$0
		The Reading Inventory Continuum will be given to students in kindergarten through 3 rd grade at least three times per year.	Improvement on Reading Inventory Continuum Responsible: Classroom Teachers and Instructional Coach		\$0
		Grade level teams in kindergarten through 3 rd grade have developed a sight word plan for students in their grade level. Sight word assessments	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum		\$0

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		are given to students on an individual basis.	Responsible: Classroom Teachers		
		Reading District Common Assessments will be administered, scored, and analyzed three times per year for 3 rd , 4 th , and 5 th grades. Kindergarten, 1 st , and 2 nd grade will administer, score, and analyze Journeys benchmark assessments at least 2-3 times per year.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum Responsible: Classroom Teachers, Instructional Coach, and Principal		\$0
	KCWP 5: Design, Align, and Deliver Support	An ESS Daytime Waiver was written to hire a part-time retired teacher to work with small groups for reading, math, and writing interventions.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum Responsible: Retired Teacher hired through ESS Daytime Waiver, Classroom Teachers		\$6,000 - ESS funds
		Non-classroom teachers, administrators, and some classified staff have been assigned as a coach to students in 3 rd , 4 th , and 5 th grade who receive accommodations through IEPs and 504 plans. Each coach will work with his/her assigned student at least every other week on a multiple choice, short answer, extended response, or writing assignment to model and reinforce effective test taking strategies.	Improvement on KPREP and classroom/district assessments Responsible: Non-classrooms teachers, classroom teachers, instructional coach, and some classified staff		\$0
		Bringing Up Grades Club (B.U.G. Club) will be held on Wednesday afternoons after school as a support for students who have incomplete or missing assignments. Students stay after school with a certified staff member and work to complete these assignments.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum Responsible: Classroom Teachers, Instructional Coach, and Principal		\$0

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		<p>Certified and/or classified staff will provide extended school services one day a week in reading for targeted students who are reading below grade level.</p>	<p>Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum</p> <p>Responsible: Classroom Teachers, Classified Staff, Instructional Coach</p>		\$2,000 – ESS funds
		<p>All students scoring below grade level on MAP testing will be evaluated for placement in a Tier group. A schedule has been developed to provide intervention services to students 25th percentile and below for 120 additional minutes each week and 26th to 49th percentile for an additional 90 minutes per week. These students will be benchmark tested three times per year and progress monitored through AIMS Web or STAR.</p>	<p>Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum</p> <p>Responsible: Interventionists, Classroom Teachers, Instructional Coach, and Principal</p>		\$60,000 – Title funds
	<p>KCWP 4: Review, Analyze, and Apply Data</p>	<p>RTI team will meet weekly to evaluate AIMS Web data and discuss progress of students in RTI groups.</p>	<p>Improvement on MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum</p> <p>Responsible: Classroom Teachers, Instructional Coach, Principal, Special Education Teachers, School Psychologist, Guidance Counselor, and Family Resource Coordinator</p>		\$0
		<p>Classroom teachers and administration team will meet on a weekly basis during “LEAP” time (PLC time) to analyze assessment data and plan for next steps in instruction for reading, math, and writing.</p>	<p>Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum</p>		\$0

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		Each grade level will submit a “writing folder” to the principal every 4-6 weeks with samples of writing to an intended audience (including on-demand) and across the content areas (short answers, extended responses in math, reading, social studies, science). The writing samples submitted will be scored and analyzed by the teacher first and principal will analyze and provide feedback.	Responsible: Classroom Teachers, Instructional Coach, and Principal		
			Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum Responsible: Classroom Teachers and Principal		\$0
	KCWP 6: Establishing Learning Culture and Environment	Administration and teachers will work to spread the message to parents about the importance of reading at least 20 minutes per day with their child. The message will be distributed through one calls to parents, in school-wide and classroom newsletters, and through direct contact with parents at family events at Cairo.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum Responsible: Classroom teachers, Principal, and Instructional Coach		\$0
		Students in grades 3 rd – 5 th are recognized and earn Dog Tags for scoring proficient or distinguished on reading extended responses and scoring 2’s on reading short answers.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum Responsible: Classroom teachers, Instructional Coach		\$0
	Objective 2: Math: Math KPREP scores at Cairo Elementary will increase from 66.9% in 2018 to 72.0% in 2019.	KCWP 2: Design and Deliver Instruction	Teachers will implement Everyday Counts Calendar Math in the classroom for 30 minutes daily.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments Responsible: Classroom Teachers, Instructional Coach, and Principal	
		Classroom teachers will use the Math in Focus curriculum with	Improvement on KPREP, MAP, STAR, classroom		\$0

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		<p>fidelity including problem solving skills and rich math vocabulary at least 60 minutes daily. Teachers will be provided ongoing professional development by the district.</p>	<p>assessments, AIMS Web assessments</p> <p>Responsible: Classroom Teachers, Instructional Coach, Principal, District Professional Development Coordinators</p>		
		<p>All teachers will follow the grade level Math in Focus pacing guides developed at the district level.</p>	<p>Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum</p> <p>Responsible: Classroom teachers, Instructional Coach, and Principal</p>		\$0
		<p>All grade level teams K – 5th grade will collaborate to develop and submit to the administration team high rigor Calendar Math questions each month.</p>	<p>Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum</p> <p>Responsible: Classroom teachers, Instructional Coach, and Principal</p>		\$0
		<p>Students in grades 2nd through 5th will be required to do Accelerated Math as a supplement to the Math in Focus curriculum. Teachers and students use the online AM program. Classroom and individual student goals are set each marking period and managed by the classroom teachers.</p> <p>Progress toward this goal will be tracked and communicated with the student. Student recognitions will be done at the end of each marking period and end of year rewards will be given to students who meet their</p>	<p>Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments</p> <p>Responsible: Classroom Teachers, Instructional Coach, and Principal</p>		\$2,000 – SBDM Funds

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		individual goals at least 3 out of 4 marking periods.			
		All students in kindergarten through 5 th grade will use the Compass online learning program as part of each computer lab session. Compass is designed to reinforce concepts taught within the regular math classroom setting. A personalized learning continuum is created for each student based on an entry placement test.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments Responsible: Classroom Teachers and Library/Media Clerk		\$5,900 – SBDM funds and Title funds
		Students in kindergarten - 5 th grade will be introduced to critical math vocabulary words every week during morning assembly. Definitions and real world examples will be used to help students understand and apply the math vocabulary words.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments Responsible: Principal		\$0
KCWP 3: Design and Deliver Assessment Literacy		Math District Common Assessments will be administered, scored, and analyzed at the school level for each grade level as specified in the requirements set forth by the district math pacing and assessment guide.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum Responsible: Classroom Teachers, Instructional Coach, and Principal		\$0
		Teachers in grade 2 nd – 5 th will utilize Math Minutes to monitor fact fluency for all students.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments Responsible: Classroom Teachers		\$0
KCWP 5: Design, Align, and Deliver Support		An ESS Daytime Waiver was written to hire a part-time retired teacher to work with small groups for reading, math, and writing interventions.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments Responsible: Retired Teacher hired through		\$6,000 – ESS funds

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
			ESS Daytime Waiver and Classroom Teachers		
		Non-classroom teachers, administrators, and some classified staff have been assigned as a coach to students in 3 rd , 4 th , and 5 th grade who receive accommodations through IEPs and 504 plans. Each coach will work with his/her assigned student at least every other week on a multiple choice, short answer, extended response, or writing assignment to model and reinforce effective test taking strategies.	Improvement on KPREP and classroom assessments Responsible: Classroom and non-classroom teachers, some Classified staff, Principal, and Instructional Coach		\$0
		Bringing Up Grades Club (B.U.G. Club) will be held on Wednesday afternoons after school as a support for students who have incomplete or missing assignments. Students stay after school with a certified staff member and work to complete these assignments.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments Responsible: Classroom Teachers, Instructional Coach, and Principal		\$0
		Certified and/or classified staff will provide extended school services one day a week in math to students who are performing below grade level in math.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments Responsible: Classroom Teachers, Classified Staff, and Instructional Coach		\$2,000 – ESS Funds
		All students scoring below grade level on MAP testing will be evaluated for placement in a Tier group. A schedule has been developed to provide intervention services to students 25 th percentile and below for 120 additional minutes each week and 26 th to 49 th percentile for an additional 90 minutes per week. These students will be benchmark tested three times per year and progress monitored through AIMS Web or STAR.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments Responsible: Interventionists, Classroom Teachers, Instructional Coach, and Principal		\$60,000 – Title funds

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
	KCWP 4: Review, Analyze, and Apply Data	RTI team will meet weekly to evaluate AIMS Web data and discuss progress of students in RTI groups.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments Responsible: Classroom Teachers, Instructional Coach, Principal, Special Education Teachers, School Psychologist, Guidance Counselor, and Family Resource Coordinator		\$0
		Classroom teachers and administration team will meet on a weekly basis during “LEAP” time (PLC time) to analyze assessment data and plan for next steps in instruction for reading, math, and writing.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum Responsible: Classroom Teachers, Instructional Coach, and Principal		\$0
		Each grade level will submit a “writing folder” to the principal every 4-6 weeks with samples of writing to an intended audience (including on-demand) and across the content areas (short answers, extended responses in math, reading, social studies, science). The writing samples submitted will be scored and analyzed by the teacher first and principal will analyze and provide feedback.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum Responsible: Classroom Teachers and Principal		\$0
	KCWP 6: Establishing Learning Culture and Environment	Students in grades 3 rd – 5 th are recognized and earn Dog Tags for scoring proficient or distinguished on	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web		\$0

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		math extended responses and scoring 2's on math short answers.	assessments, Reading Inventory Continuum Responsible: Classroom teachers, Instructional Coach		

2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal):
 On-Demand Writing: On-Demand Writing KPREP scores at Cairo Elementary will increase from 39.3% in 2018 to 70.0% in 2023.
 Science: Science KPREP scores at Cairo Elementary will increase from 37.0% in 2018 to 70.0% in 2023.
 Social Studies: Social Studies KPREP scores at Cairo Elementary will increase from 58.5% in 2018 to 82.0% in 2023.

<p>Which Strategy will the 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 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 Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities 	<p>In the following chart, 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: On-Demand Writing On-Demand Writing KPREP scores at Cairo Elementary will increase from 39.3% in 2018 to 55.0% in 2019.	KWCP 6: Establish Learning Culture and Environment	Students in grades 2 nd -5 th are recognized and earn Writing Dog Tags for scoring proficient or distinguished on extended responses/on-demand writing pieces and 2's on short answers.	Improvement on KPREP, classroom assessments, AIMS Web assessments Responsible: Classroom Teachers, Instructional Coach		\$0
		Classroom teachers will spotlight proficient student writing monthly on the Wall of Writers.	Improvement on KPREP, classroom assessments, AIMS Web assessments Responsible: Classroom Teachers, Instructional Coach		\$0
	KCWP 2: Design and Deliver Instruction	Teachers will utilize specific graphic organizers adapted from Abell & Atherton to teach writing in grades K-5 th .	Improvement on KPREP, classroom assessments, AIMS Web assessments Responsible: Classroom Teachers, Instructional Coach, and Principal		\$0

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		Teachers at all grade levels will follow the requirements set forth in the Cairo Writing Policy and Plan.	Improvement on KPREP, classroom assessments, AIMS Web assessments Responsible: Classroom Teachers, Instructional Coach, and Principal		\$0
	KCWP 5: Design, Align, and Deliver Support	An ESS Daytime Waiver was written to hire a part-time retired teacher to work with small groups for reading, math, and writing interventions	Improvement on KPREP, MAP, classroom assessments, AIMS Web assessments Responsible: Retired Teacher hired through ESS Daytime Waiver and Classroom Teachers		\$6,000 – ESS funds
		Bringing Up Grades Club (B.U.G. Club) will be held on Wednesday afternoons after school as a support for students who have incomplete or missing assignments. Students stay after school with a certified staff member and work to complete these assignments.	Improvement on KPREP, MAP, classroom assessments, AIMS Web assessments Responsible: Classroom Teachers, Instructional Coach, and Principal		\$0
		Non-classroom teachers, administrators, and some classified staff have been assigned as a coach to students in 3 rd , 4 th , and 5 th grade who receive accommodations through IEPs and 504 plans. Each coach will work with his/her assigned student at least every other week on a multiple choice, short answer, extended response, or writing assignment to model and reinforce effective test taking strategies.	Improvement on KPREP and classroom assessments Responsible: Classroom and non-classroom teachers, some Classified staff, Principal, and Instructional Coach		\$0
	KCWP 4: Review, Analyze, and Apply Data	RTI team will meet weekly to evaluate AIMS Web data and discuss progress of students in RTI groups.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments Responsible: Classroom Teachers, Instructional		\$0

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
			Coach, Principal, Special Education Teachers, School Psychologist, Guidance Counselor, and Family Resource Coordinator		
		Each grade level will submit a “writing folder” to the principal every 4-6 weeks with samples of writing to an intended audience (including on-demand) and across the content areas (short answers, extended responses in math, reading, social studies, science). The writing samples submitted will be scored and analyzed by the teacher first and principal will analyze and provide feedback.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum Responsible: Classroom Teachers and Principal		\$0
		Classroom teachers and administration team will meet on a weekly basis during “LEAP” time (PLC time) to analyze assessment data and plan for next steps in instruction for reading, math, and writing.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum Responsible: Classroom Teachers, Instructional Coach, and Principal		\$0
	KCWP 3: Design and Deliver Assessment Literacy	District Common Assessments will include a writing assessment for 3 rd , 4 th , and 5 th grades. District Common Assessments will be administered, scored, and analyzed three times per year for 3 rd , 4 th , and 5 th grades.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum Responsible: Classroom Teachers, Instructional Coach, and Principal		\$0
Objective 2: Social Studies:	KCWP 2: Design and Deliver Instruction	5 th grade teacher(s) will follow and implement the “Social Studies Alive” curriculum with all 5 th grade students.	Improvement on KPREP, classroom assessments Responsible: Classroom Teachers, Instructional Coach, and Principal		\$1,000 - Title Funds

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Social Studies KPREP scores at Cairo Elementary will increase from 58.5% in 2018 to 70.0% in 2019.		The “Vault Economics” curriculum will be implemented with all 5 th grade students.	Improvement on KPREP, classroom assessments Responsible: Classroom Teachers, Instructional Coach, and Principal		\$0
		Extended response questions are completed by 5 th grade students at least on a monthly basis.	Improvement on KPREP, classroom assessments Responsible: Classroom Teachers, Instructional Coach, and Principal		\$0
		All teachers in grades K – 5 th use non-fiction reading passages (Journeys included) to teach social studies content and concepts.	Improvement on KPREP, classroom assessments Responsible: Classroom Teachers, Instructional Coach, and Principal		\$0
		Other programs/activities/curriculum are implemented across grade levels to teach social studies content and concepts. These include, but are not limited to: Second Steps curriculum, DARE, Leader in Me, Junior Achievement, Career Week, Reality Day, Veteran’s Day Program, Scholastic News, and Service Learning Projects.	Improvement on KPREP, classroom assessments Responsible: Classroom Teachers, Instructional Coach, and Principal		\$5,100 – Grant funded, Leader in Me funds
		KCWP 5: Design, Align, and Deliver Support	Non-classroom teachers, administrators, and some classified staff have been assigned as a coach to students in 3 rd , 4 th , and 5 th grade who receive accommodations through IEPs and 504 plans. Each coach will work with his/her assigned student at least every other week on a multiple choice, short answer, extended response, or writing assignment to model and reinforce effective test taking strategies.	Improvement on KPREP and classroom assessments Responsible: Principal, Instructional Coach, classroom teachers, and non-classroom teachers	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		Bringing Up Grades Club (B.U.G. Club) will be held on Wednesday afternoons after school as a support for students who have incomplete or missing assignments. Students stay after school with a certified staff member and work to complete these assignments.	Improvement on KPREP, classroom assessments Responsible: Classroom Teachers, Instructional Coach, and Principal		\$0
	KCWP 4: Review, Analyze, and Apply Data	Each grade level will submit a “writing folder” to the principal every 4-6 weeks with samples of writing to an intended audience (including on-demand) and across the content areas (short answers, extended responses in math, reading, social studies, science). The writing samples submitted will be scored and analyzed by the teacher first and principal will analyze and provide feedback.	Improvement on KPREP, classroom assessments Responsible: Classroom Teachers and Principal		\$0
	KCWP 6: Establishing Learning Culture and Environment	Students in grades 3 rd – 5 th are recognized and earn Dog Tags for scoring proficient or distinguished on social studies extended response.	Improvement on KPREP, classroom assessments Responsible: Classroom Teachers, Instructional Coach, Principal		\$0
Objective 3: Science Science KPREP scores at Cairo Elementary will increase from 37.0% in 2018 to 55.0% in 2019.	KCWP 2: Design and Deliver Instruction	Teachers in K – 5 th grade will follow and implement the district pacing guide for the use of “Mystery Science” to teach science standards.	Improvement on KPREP, classroom assessments, Through Course Tasks, and Classroom Embedded Assessments Responsible: Classroom Teachers, Instructional Coach, and Principal		\$0 (School Funds) District Funded
		4 th grade teachers will also implement the “Science Alive” curriculum to teach and assess science standards.	Improvement on KPREP, classroom assessments, Through Course Tasks, and Classroom Embedded Assessments		\$1,000 Title Funds

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
			Responsible: Classroom Teachers, Instructional Coach, and Principal		
		STEM stations will be implemented weekly in the library/media center. These stations will include experiences with: engineering, design, coding, robotics, media/graphic design, and exploration through the Maker's Space. Library/Media Specialist will collaborate with teachers on developing science stations aligned with science instruction being taught within the classroom.	Improvement on KPREP, classroom assessments, Through Course Tasks, and Classroom Embedded Assessments Responsible: Classroom Teachers, Library/Media specialist, Instructional Coach, and Principal		\$13,000 Grant funded
		3 rd , 4 th , and 5 th grade students will participate in authentic learning experiences related to STEM related topics. 3 rd grade will design and create pinewood derby cars to race while learning about energy, friction, and aerodynamics. 4 th grade will engage in a rocketry project where they design and construct rockets to launch while learning about thrust and aerodynamics. 5 th grade students will engage in a project where they learn to program our CNC machine to create authentic plaques for their 5 th grade graduation.	Improvement on KPREP, classroom assessments, Through Course Tasks, and Classroom Embedded Assessments Responsible: Classroom Teachers, Library/Media specialist, Instructional Coach, and Principal		Grant funded from the \$13,000 listed above.
	KCWP 3: Design and Deliver Assessment Literacy	Teachers in grades K – 5 th grade will have students complete Through Course Tasks as specified in the district science pacing and administration guide. Teachers will collaborate through the PLC process to analyze student work to inform instruction.	Improvement on KPREP, classroom assessments, Through Course Tasks, and Classroom Embedded Assessments		\$0

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
			Responsible: Classroom teachers, Instructional Coach, and Principal		
		Collaborative teams will continue to enhance and refine formative assessments within science units.	Improvement on KPREP, classroom assessments, Through Course Tasks, and Classroom Embedded Assessments Responsible: Classroom teachers, Instructional Coach, and Principal		\$0
	KCWP 4: Review, Analyze, and Apply Data	Data from analysis of student work will be used to inform instruction and assessment.	Improvement on KPREP, classroom assessments, Through Course Tasks, and Classroom Embedded Assessments Responsible: Classroom teachers, Instructional Coach, and Principal		\$0
		Each grade level will submit a “writing folder” to the principal every 4-6 weeks with samples of writing to an intended audience (including on-demand) and across the content areas (short answers, extended responses in math, reading, social studies, science). The writing samples submitted will be scored and analyzed by the teacher first and principal will analyze and provide feedback.	Improvement on KPREP, classroom assessments, Through Course Tasks, and Classroom Embedded Assessments Responsible: Classroom teachers and Principal		\$0
	KCWP 5: Design, Align, and Deliver Support	Administration will monitor and provide resources, as available and needed, for implementation of programs such as Mystery Science and Science Alive.	Improvement on KPREP, classroom assessments, Through Course Tasks, and Classroom Embedded Assessments Responsible: Classroom teachers, Instructional Coach, and Principal		\$400 District Funded

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		Administration team and some grade level teachers (two primary teachers) will participate in PIMSER ASSESS professional learning to provide science professional learning to Cairo staff.	Improvement on KPREP, classroom assessments, Through Course Tasks, and Classroom Embedded Assessments Responsible: Two primary classroom teachers, Instructional Coach, and Principal		\$250- District funded
		A Cairo Innovation Team (consisting of two primary teachers, two intermediate teachers, Media Specialist, Family Resource Coordinator, Instructional Coach, and Principal) was created and continues to meet every 4-6 weeks to continue to plan and support teachers in the implementation of STEM related activities..	Improvement on KPREP, classroom assessments, Through Course Tasks, and Classroom Embedded Assessments Responsible: Innovation Team		\$0
		Non-classroom teachers, administrators, and some classified staff have been assigned as a coach to students in 3 rd , 4 th , and 5 th grade who receive accommodations through IEPs and 504 plans. Each coach will work with his/her assigned student at least every other week on a multiple choice, short answer, extended response, or writing assignment to model and reinforce effective test taking strategies.	Improvement on KPREP and classroom assessments Responsible: Principal, Guidance Counselor, and Instructional Coach		\$0
		Bringing Up Grades Club (B.U.G. Club) will be held on Wednesday afternoons after school as a support for students who have incomplete or missing assignments. Students stay after school with a certified staff member and work to complete these assignments.	Improvement on KPREP, classroom assessments, Through Course Tasks, and Classroom Embedded Assessments Responsible: Classroom Teachers, Instructional Coach, Principal		\$0

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
	KCWP 6: Establishing Learning Culture and Environment	One STEM Family Night was held to inform and share ideas with parents/families about the importance of STEM experiences/activities.	<p>Improvement on KPREP, classroom assessments, Through Course Tasks, and Classroom Embedded Assessments</p> <p>Responsible: Classroom Teachers, Family Resource Coordinator, Title 1 Coordinator, Instructional Coach, Principal</p>		\$500 FRC/Title Funds
		Students in grades 3 rd – 5 th are recognized and earn Dog Tags for scoring proficient or distinguished on science extended response.	<p>Improvement on KPREP, classroom assessments, Through Course Tasks, and Classroom Embedded Assessments</p> <p>Responsible: Classroom Teachers and Instructional Coach</p>		\$0

3: Gap

Goal 3 (*State your Gap goal*): Cairo Elementary will improve the percentages of students within the following gap groups scoring proficient or above on state assessments by 2019.

Reading:

Reading KPREP scores for students who qualify as having low socio-economic status (free/reduced lunch) at Cairo Elementary will improve from 52.8% to 70.0% by 2023.

Reading KPREP scores for students who qualify as having a disability at Cairo Elementary will improve from 30.0% to 50.0% by 2023.

Math:

Math KPREP scores for students who qualify as having low socio-economic status (free/reduced lunch) at Cairo Elementary will improve from 61.8% to 77.0% by 2023.

Math KPREP scores for students who qualify as having a disability at Cairo Elementary will improve from 30.0% to 50.0% by 2023.

On-Demand Writing:

On-Demand Writing KPREP scores for students who qualify as having low socio-economic status (free/reduced lunch) at Cairo Elementary will improve from 23.3% to 50.0% by 2023.

Which **Strategy** will the district use to address this goal? (*The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.*)

- [KCWP 1: Design and Deploy Standards](#)
- [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 district deploy based on the strategy or strategies chosen? (*The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*)

- [KCWP1: Design and Deploy Standards Classroom Activities](#)
- [KCWP2: Design and Deliver Instruction Classroom Activities](#)
- [KCWP3: Design and Deliver Assessment Literacy Classroom Activities](#)
- [KCWP4: Review, Analyze and Apply Data Classroom Activities](#)
- [KCWP5: Design, Align and Deliver Support Classroom Activities](#)
- [KCWP6: Establishing Learning Culture and Environment Classroom Activities](#)

In the following chart, 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: Reading: Reading KPREP scores for students who qualify as having low socio-economic status (free/reduced lunch) at	KCWP 2: Design and Deliver Instruction	Saxon Phonics will be used for core phonics instruction for Kindergarten, 1 st grade, and 2 nd grade. Students will receive at least 20 minutes of phonics instruction each day during the 120 minute reading block. Students in Tier 3	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum		\$0

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Cairo Elementary will improve from 52.8% to 60.0% by 2019.</p> <p>Reading KPREP scores for students who qualify as having a disability at Cairo Elementary will improve from 30.0% to 38.0% by 2019.</p>		<p>reading in 3rd grade will also receive Saxon Phonics instruction.</p>	<p>Responsible: Classroom Teachers and Instructional Coach</p>		
		<p>Fluency homework will be given at each grade level at least 2 nights per week.</p>	<p>Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum</p> <p>Responsible: Classroom teachers and Instructional Coach</p>		\$0
		<p>All teachers will follow the grade level Journeys/Saxon pacing guides developed at the school level by the instructional coach and classroom teachers.</p>	<p>Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum</p> <p>Responsible: Classroom teachers and Instructional Coach</p>		\$0
		<p>Students in Kindergarten, 1st grade, and 2nd grade will receive 15-20 minutes of phonemic awareness instruction daily through the use of the Heggerty book. Some 3rd grade students in Tier groups will also receive phonemic awareness instruction through the use of the Heggerty book.</p>	<p>Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum</p> <p>Responsible: Classroom Teachers and Instructional Coach</p>		\$0

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		<p>Three comprehension strategies will be targeted schoolwide for at least a 6 week period for each strategy. The instructional coach will develop an organizer for each strategy and will set the timeline for teaching the strategies schoolwide.</p>	<p>Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum</p> <p>Responsible: Instructional Coach and Classroom Teachers</p>		\$0
		<p>120 minutes of explicit, detailed reading instruction is required for kindergarten through 3rd grade. 90 minutes of explicit, detailed reading instruction is required for 4th and 5th grade. During this time, teachers focus on the 5 components of reading: phonics, phonemic awareness, fluency, vocabulary, and comprehension.</p>	<p>Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum</p> <p>Responsible: Classroom Teachers, Instructional Coach, and Principal</p>		\$0
		<p>Kindergarten students will use Headsprout instructional reading software several times per week to teach beginning reading skills. All students in kindergarten through 5th grade will use the Compass online learning program as part of each computer lab session. Compass is designed to reinforce concepts taught within the regular reading classroom setting. A personalized learning continuum is created for each student based on an entry placement test.</p>	<p>Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum</p> <p>Responsible: Classroom Teachers, Library/Media Clerk</p>		\$5,900 – SBDM funds and Title Funds
		<p>Accelerated Reader will be used at each grade level (K-5th). Each student will have an individual A.R. goal set for each marking period and progress toward this goal will be tracked and communicated with the student. Student recognitions will be done at the end of each marking period and end of year rewards will be given to students who meet their</p>	<p>Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum</p> <p>Responsible: Classroom Teachers, Instructional Coach, and Principal</p>		\$2,000 – SBDM Funds

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		individual goals at least 3 out of 4 marking periods.			
	KCWP 3: Design and Deliver Assessment Literacy	Fluency checks will be given to students in grades 1 st - 2 nd at least once per month and 3 rd grade at least once every 6 weeks. Fluency checks will be given to students in grades 4 th and 5 th at least once per marking period. AIMS Web fluency norms will be used for ranking student percentiles in fluency at each check.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum Responsible: Classroom Teachers, Instructional Coach, and Principal		\$0
		The Reading Inventory Continuum will be given to students in kindergarten through 3 rd grade at least three times per year.	Improvement on Reading Inventory Continuum Responsible: Classroom Teachers, Instructional Coach, and Principal		\$0
		Grade level teams in kindergarten through 3 rd grade have developed a sight word plan for students in their grade level. Sight word assessments are given to students on an individual basis.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum Responsible: Classroom Teachers, Instructional Coach, and Principal		\$0
		Reading District Common Assessments will be administered, scored, and analyzed three times per year for 3 rd , 4 th , and 5 th grades. Kindergarten, 1 st , and 2 nd grade will administer, score, and analyze Journeys benchmark assessments at least 2-3 times per year.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum Responsible: Classroom Teachers, Instructional Coach, and Principal		\$0
KCWP 5: Design, Align, and Deliver Support	An ESS Daytime Waiver was written to hire a part-time retired teacher to work	Improvement on KPREP, MAP, STAR, classroom		\$6,000 - ESS funds	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		with small groups for reading, math, and writing interventions.	assessments, AIMS Web assessments, Reading Inventory Continuum Responsible: Retired Teacher hired through ESS Daytime Waiver, Classroom Teachers		
		Non-classroom teachers, administrators, and some classified staff have been assigned as a coach to students in 3 rd , 4 th , and 5 th grade who receive accommodations through IEPs and 504 plans. Each coach will work with his/her assigned student at least every other week on a multiple choice, short answer, extended response, or writing assignment to model and reinforce effective test taking strategies.	Improvement on KPREP and classroom assessments Responsible: Classroom Teachers, Non-classroom teachers, some classified staff, Principal, and Instructional Coach		\$0
		Bringing Up Grades Club (B.U.G. Club) will be held on Wednesday afternoons after school as a support for students who have incomplete or missing assignments. Students stay after school with a certified staff member and work to complete these assignments.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum Responsible: Classroom Teachers, Instructional Coach, and Principal		\$0
		Certified and/or classified staff will provide extended school services one day a week in reading for targeted students who are reading below grade level.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum Responsible: Classroom Teachers, Classified Staff, Instructional Coach		\$2,000 – ESS funds
		All students scoring below grade level on MAP testing will be evaluated for placement in a Tier group. A schedule has been developed to provide intervention services to students 25 th	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum		\$60,000 – Title funds

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		percentile and below for 120 additional minutes each week and 26 th to 49 th percentile for an additional 90 minutes per week. These students will be benchmark tested three times per year and progress monitored through AIMS Web or STAR.	Responsible: Interventionists, Classroom Teachers, Instructional Coach, and Principal		
	KCWP 4: Review, Analyze, and Apply Data	RTI team will meet weekly to evaluate AIMS Web data and discuss progress of students in RTI groups.	Improvement on MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum Responsible: Classroom Teachers, Instructional Coach, Principal, Special Education Teachers, School Psychologist, Guidance Counselor, and Family Resource Coordinator		\$0
		During PLC meetings (LEAP time), teachers and administration team will develop a GAP Analysis tool to track student assessment data on previous KPREP data, MAP data, and District Common Assessment Data. Teachers will add student assessment data to the tracking as assessments are given throughout the school year.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum Responsible: Classroom Teachers, Instructional Coach, and Principal		\$0
		Classroom teachers and administration team will meet on a weekly basis during “LEAP” time (PLC time) to analyze assessment data and plan for next steps in instruction for reading, math, and writing.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum Responsible: Classroom Teachers, Instructional Coach, and Principal		\$0
		Each grade level will submit a “writing folder” to the principal every 4-6 weeks with samples of writing to an intended	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web		\$0

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		audience (including on-demand) and across the content areas (short answers, extended responses in math, reading, social studies, science). The writing samples submitted will be scored and analyzed by the teacher first and principal will analyze and provide feedback.	assessments, Reading Inventory Continuum Responsible: Classroom Teachers and Principal		
	KCWP 6: Establishing Learning Culture and Environment	Administration and teachers will work to spread the message to parents about the importance of reading at least 20 minutes per day with their child. The message will be distributed through one calls to parents, in school-wide and classroom newsletters, and through direct contact with parents at family events at Cairo.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum Responsible: Classroom teachers, Principal, and Instructional Coach		\$0
		Students in grades 3 rd – 5 th are recognized and earn Dog Tags for scoring proficient or distinguished on reading extended responses and scoring 2's on reading short answers.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum Responsible: Classroom teachers, Instructional Coach		\$0
<p>Objective 2:</p> <p>Math:</p> <p>Math KPREP scores for students who qualify as having low socio-economic status (free/reduced lunch) at Cairo Elementary will improve from 61.8% to 70.0% by 2019.</p> <p>Math KPREP scores for students who qualify as having a disability at Cairo Elementary will improve</p>	KCWP 2: Design and Deliver Instruction	Teachers will implement Everyday Counts Calendar Math in the classroom for 30 minutes daily.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments Responsible: Classroom Teachers, Instructional Coach, and Principal		\$0

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>from 30.0% to 38.0% by 2019.</p>					
		<p>Classroom teachers will use the Math in Focus curriculum with fidelity including problem solving skills and rich math vocabulary at least 60 minutes daily. Teachers will be provided ongoing professional development by the district.</p>	<p>Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments</p> <p>Responsible: Classroom Teachers, Instructional Coach, Principal, District Professional Development Coordinators</p>		<p>\$0</p>
		<p>All teachers will follow the grade level Math in Focus pacing guides developed at the district level.</p>	<p>Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum</p> <p>Responsible: Classroom teachers and Instructional Coach</p>		<p>\$0</p>
		<p>All grade level teams K – 5th grade will collaborate to develop and submit to the administration team high rigor Calendar Math questions each month.</p>	<p>Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum</p> <p>Responsible: Classroom teachers, Instructional Coach, and Principal</p>		<p>\$0</p>
		<p>Students in grades 2nd through 5th will be required to do Accelerated Math as a supplement to the Math in Focus curriculum. Teachers and students use the online AM program. Classroom and individual student goals are set</p>	<p>Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments</p> <p>Responsible: Classroom Teachers, Instructional Coach, and Principal</p>		<p>\$2,000 – SBDM Funds</p>

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		<p>each marking period and managed by the classroom teachers. Progress toward this goal will be tracked and communicated with the student. Student recognitions will be done at the end of each marking period and end of year rewards will be given to students who meet their individual goals at least 3 out of 4 marking periods.</p>			
		<p>All students in kindergarten through 5th grade will use the Compass online learning program as part of each computer lab session. Compass is designed to reinforce concepts taught within the regular math classroom setting. A personalized learning continuum is created for each student based on an entry placement test.</p>	<p>Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments Responsible: Classroom Teachers and Library/Media Clerk</p>		<p>\$5,900 – SBDM funds and Title Funds</p>
		<p>Students in kindergarten - 5th grade will be introduced to critical math vocabulary words every week during morning assembly. Definitions and real world examples will be used to help students understand and apply the math vocabulary words.</p>	<p>Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments Responsible: Principal</p>		<p>\$0</p>
	<p>KCWP 3: Design and Deliver Assessment Literacy</p>	<p>Math District Common Assessments will be administered, scored, and analyzed at the school level for each grade level as specified in the requirements set forth by the district math pacing and assessment guide.</p>	<p>Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum Responsible: Classroom Teachers, Instructional Coach, and Principal</p>		<p>\$0</p>
		<p>Teachers in grade 2nd – 5th will utilize Math Minutes to monitor fact fluency for all students.</p>	<p>Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments</p>		<p>\$0</p>

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
	KCWP 5: Design, Align, and Deliver Support		Responsible: Classroom Teachers		
		An ESS Daytime Waiver was written to hire a part-time retired teacher to work with small groups for reading, math, and writing interventions.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments Responsible: Retired Teacher hired through ESS Daytime Waiver and Classroom Teachers		\$6,000 – ESS funds
		Non-classroom teachers, administrators, and some classified staff have been assigned as a coach to students in 3 rd , 4 th , and 5 th grade who receive accommodations through IEPs and 504 plans. Each coach will work with his/her assigned student at least every other week on a multiple choice, short answer, extended response, or writing assignment to model and reinforce effective test taking strategies.	Improvement on KPREP and classroom assessments Responsible: Classroom and non-classroom teachers, some Classified staff, Principal, and Instructional Coach		\$0
		Bringing Up Grades Club (B.U.G. Club) will be held on Wednesday afternoons after school as a support for students who have incomplete or missing assignments. Students stay after school with a certified staff member and work to complete these assignments.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments Responsible: Classroom Teachers, Instructional Coach, and Principal		\$0
		Certified and/or classified staff will provide extended school services one day a week in math to students who are performing below grade level in math.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments Responsible: Classroom Teachers, Classified Staff, and instructional Coach		\$2,000 – ESS Funds
		All students scoring below grade level on MAP testing will be evaluated for placement in a Tier group. A schedule	Improvement on KPREP, MAP, STAR, classroom		\$60,000 – Title funds

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		has been developed to provide intervention services to students 25 th percentile and below for 120 additional minutes each week and 26 th to 49 th percentile for an additional 90 minutes per week. These students will be benchmark tested three times per year and progress monitored through AIMS Web or STAR.	assessments, AIMS Web assessments Responsible: Interventionists, Classroom Teachers, Instructional Coach, and Principal		
	KCWP 4: Review, Analyze, and Apply Data	RTI team will meet weekly to evaluate AIMS Web data and discuss progress of students in RTI groups.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments Responsible: Classroom Teachers, Instructional Coach, Principal, Special Education Teachers, School Psychologist, and Family Resource Coordinator		\$0
		During PLC meetings (LEAP time), teachers and administration team will develop a GAP Analysis tool to track student assessment data on previous KPREP data, MAP data, and District Common Assessment Data. Teachers will add student assessment data to the tracking as assessments are given throughout the school year.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum Responsible: Classroom Teachers, Instructional Coach, and Principal		\$0
		Classroom teachers and administration team will meet on a weekly basis during “LEAP” time (PLC time) to analyze assessment data and plan for next steps in instruction for reading, math, and writing.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum Responsible: Classroom Teachers, Instructional Coach, and Principal		\$0
		Each grade level will submit a “writing folder” to the principal every 4-6 weeks	Improvement on KPREP, MAP, STAR, classroom		\$0

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		with samples of writing to an intended audience (including on-demand) and across the content areas (short answers, extended responses in math, reading, social studies, science). The writing samples submitted will be scored and analyzed by the teacher first and principal will analyze and provide feedback.	assessments, AIMS Web assessments, Reading Inventory Continuum Responsible: Classroom Teachers and Principal		
	KCWP 6: Establishing Learning Culture and Environment	Students in grades 3 rd – 5 th are recognized and earn Dog Tags for scoring proficient or distinguished on math extended responses and scoring 2's on math short answers.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum Responsible: Classroom teachers, Instructional Coach		\$0
Objective 3: On-Demand Writing On-Demand Writing KPREP scores for students who qualify as having low socio-economic status (free/reduced lunch) at Cairo Elementary will improve from 23.3% to 35.0% by 2019.	KWCP 6: Establish Learning Culture and Environment	Students in grades 2 nd -5 th are recognized and earn Writing Dog Tags for scoring proficient or distinguished on extended responses/on-demand writing pieces and 2's on short answers.	Improvement on KPREP, MAP, classroom assessments, AIMS Web assessments Responsible: Classroom Teachers, Instructional Coach		\$0
		Classroom teachers will spotlight proficient student writing monthly on the Wall of Writers.	Improvement on KPREP, MAP, classroom assessments, AIMS Web assessments		\$0

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
			Responsible: Classroom Teachers, Instructional Coach		
	KCWP 2: Design and Deliver Instruction	Teachers will utilize specific graphic organizers adapted from Abell & Atherton to teach writing in grades K-5 th .	Improvement on KPREP, MAP, classroom assessments, AIMS Web assessments Responsible: Classroom Teachers, Instructional Coach, and Principal		\$0
		Teachers at all grade levels will follow the requirements set forth in the Cairo Writing Policy and Plan.	Improvement on KPREP, MAP, classroom assessments, AIMS Web assessments Responsible: Classroom Teachers, Instructional Coach, and Principal		\$0
	KCWP 5: Design, Align, and Deliver Support	An ESS Daytime Waiver was written to hire a part-time retired teacher to work with small groups for reading, math, and writing interventions	Improvement on KPREP, MAP, classroom assessments, AIMS Web assessments Responsible: Retired Teacher hired through ESS Daytime Waiver and Classroom Teachers		\$6,000 – ESS funds
		Bringing Up Grades Club (B.U.G. Club) will be held on Wednesday afternoons after school as a support for students who have incomplete or missing assignments. Students stay after school with a certified staff member and work to complete these assignments.	Improvement on KPREP, MAP, classroom assessments, AIMS Web assessments Responsible: Classroom Teachers, Instructional Coach, and Principal		\$0
		Non-classroom teachers, administrators, and some classified staff have been assigned as a coach to students in 3 rd , 4 th , and 5 th grade who receive accommodations through IEPs	Improvement on KPREP and classroom assessments		\$0

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		and 504 plans. Each coach will work with his/her assigned student at least every other week on a multiple choice, short answer, extended response, or writing assignment to model and reinforce effective test taking strategies.	Responsible: Classroom and non-classroom teachers, some Classified staff, Principal, and Instructional Coach		
	KCWP 4: Review, Analyze, and Apply Data	RTI team will meet weekly to evaluate AIMS Web data and discuss progress of students in RTI groups.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments Responsible: Classroom Teachers, Instructional Coach, Principal, Special Education Teachers, School Psychologist, Guidance Counselor, and Family Resource Coordinator		\$0
		Each grade level will submit a “writing folder” to the principal every 4-6 weeks with samples of writing to an intended audience (including on-demand) and across the content areas (short answers, extended responses in math, reading, social studies, science). The writing samples submitted will be scored and analyzed by the teacher first and principal will analyze and provide feedback.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum Responsible: Classroom Teachers and Principal		\$0
		Classroom teachers and administration team will meet on a weekly basis during “LEAP” time (PLC time) to analyze assessment data and plan for next steps in instruction for reading, math, and writing.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum Responsible: Classroom Teachers, Instructional Coach, and Principal		\$0
	KCWP 3: Design and Deliver Assessment Literacy	District Common Assessments will include a writing assessment for 3 rd ,	Improvement on KPREP, MAP, STAR, classroom		\$0

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		<p>4th, and 5th grades. District Common Assessments will be administered, scored, and analyzed three times per year for 3rd, 4th, and 5th grades.</p>	<p>assessments, AIMS Web assessments, Reading Inventory Continuum</p> <p>Responsible: Classroom Teachers, Instructional Coach, and Principal</p>		

4: Growth

Goal 5 (State your Growth goal):

Reading: Spring Reading MAP scores at Cairo Elementary will increase from 72% in spring 2018 to 85% in spring 2023.
 Math: Spring Math MAP scores at Cairo Elementary will increase from 75% spring in 2018 to 85% in spring 2023.

<p>Which Strategy will the 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 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 Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities 	<p>In the following chart, 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
<p>Objective 1</p> <p>Spring Reading MAP scores at Cairo Elementary will increase from 72.0% in spring 2018 to 78.0% in 2019.</p>	<p>KCWP 2: Design and Deliver Instruction</p>	<p>Saxon Phonics will be used for core phonics instruction for Kindergarten, 1st grade, and 2nd grade. Students will receive at least 20 minutes of phonics instruction each day during the 120 minute reading block. Students in Tier 3 reading in 3rd grade will also receive Saxon Phonics instruction.</p>	<p>Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum</p> <p>Responsible: Classroom Teachers and Instructional Coach</p>		<p>\$0</p>
		<p>Fluency homework will be given at each grade level at least 2 nights per week.</p>	<p>Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum</p> <p>Responsible: Classroom teachers and Instructional Coach</p>		<p>\$0</p>
		<p>All teachers will follow the grade level Journeys/Saxon pacing guides</p>	<p>Improvement on KPREP, MAP, STAR, classroom</p>		<p>\$0</p>

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		developed at the school level by the instructional coach and classroom teachers.	assessments, AIMS Web assessments, Reading Inventory Continuum Responsible: Classroom teachers and Instructional Coach		
		Students in Kindergarten, 1 st grade, and 2 nd grade will receive 15-20 minutes of phonemic awareness instruction daily through the use of the Heggerty book. Some 3 rd grade students in Tier groups will also receive phonemic awareness instruction through the use of the Heggerty book.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum Responsible: Classroom Teachers and Instructional Coach		\$0
		Three comprehension strategies will be targeted schoolwide for at least a 6 week period for each strategy. The instructional coach will develop an organizer for each strategy and will set the timeline for teaching the strategies schoolwide.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum Responsible: Instructional Coach and Classroom Teachers		\$0
		120 minutes of explicit, detailed reading instruction is required for kindergarten through 3 rd grade. 90 minutes of explicit, detailed reading instruction is required for 4 th and 5 th grade. During this time, teachers focus on the 5 components of reading: phonics, phonemic awareness, fluency, vocabulary, and comprehension.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum Responsible: Classroom Teachers, Instructional Coach, and Principal		\$0
		Kindergarten students will use Headsprout instructional reading software several times per week to teach beginning reading skills. All students in kindergarten through 5 th grade will use the Compass online learning program as part of each	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum		\$5,900 – SBDM funds and Title Funds

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		computer lab session. Compass is designed to reinforce concepts taught within the regular reading classroom setting. A personalized learning continuum is created for each student based on an entry placement test.	Responsible: Classroom Teachers, Library/Media Clerk		
		Accelerated Reader will be used at each grade level (K-5 th). Each student will have an individual A.R. goal set for each marking period and progress toward this goal will be tracked and communicated with the student. Student recognitions will be done at the end of each marking period and end of year rewards will be given to students who meet their individual goals at least 3 out of 4 marking periods.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum Responsible: Classroom Teachers, Instructional Coach, and Principal		\$2,000 – SBDM Funds
KCWP 3: Design and Deliver Assessment Literacy		Fluency checks will be given to students in grades 1 st - 2 nd at least once per month and 3 rd grade at least once every 6 weeks. Fluency checks will be given to students in grades 4 th and 5 th at least once per marking period. AIMS Web fluency norms will be used for ranking student percentiles in fluency at each check.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum Responsible: Classroom Teachers, Instructional Coach, and Principal		\$0
		The Reading Inventory Continuum will be given to students in kindergarten through 3 rd grade at least three times per year.	Improvement on Reading Inventory Continuum Responsible: Classroom Teachers, Instructional Coach, and Principal		\$0
		Grade level teams in kindergarten through 3 rd grade have developed a sight word plan for students in their grade level. Sight word assessments	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web		\$0

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		are given to students on an individual basis.	assessments, Reading Inventory Continuum Responsible: Classroom Teachers, Instructional Coach, and Principal		
		Reading District Common Assessments will be administered, scored, and analyzed three times per year for 3 rd , 4 th , and 5 th grades. Kindergarten, 1 st , and 2 nd grade will administer, score, and analyze Journeys benchmark assessments at least 2-3 times per year.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum Responsible: Classroom Teachers, Instructional Coach, and Principal		\$0
	KCWP 5: Design, Align, and Deliver Support	An ESS Daytime Waiver was written to hire a part-time retired teacher to work with small groups for reading, math, and writing interventions.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum Responsible: Retired Teacher hired through ESS Daytime Waiver, Classroom Teachers		\$6,000 - ESS funds
		Non-classroom teachers, administrators, and some classified staff have been assigned as a coach to students in 3 rd , 4 th , and 5 th grade who receive accommodations through IEPs and 504 plans. Each coach will work with his/her assigned student at least every other week on a multiple choice, short answer, extended response, or writing assignment to model and reinforce effective test taking strategies.	Improvement on KPREP and classroom assessments Responsible: Classroom Teachers, Non-classroom teachers, some Classified Staff, Principal, and Instructional Coach		\$0
		Bringing Up Grades Club (B.U.G. Club) will be held on Wednesday afternoons after school as a support for students who have incomplete or missing assignments. Students stay after school with a certified staff	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum		\$0

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		member and work to complete these assignments.	Responsible: Classroom Teachers, Instructional Coach, and Principal		
		Certified and/or classified staff will provide extended school services one day a week in reading for targeted students who are reading below grade level.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum Responsible: Classroom Teachers, Classified Staff, Instructional Coach		\$2,000 – ESS funds
		All students scoring below grade level on MAP testing will be evaluated for placement in a Tier group. A schedule has been developed to provide intervention services to students 25 th percentile and below for 120 additional minutes each week and 26 th to 49 th percentile for an additional 90 minutes per week. These students will be benchmark tested three times per year and progress monitored through AIMS Web or STAR.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum Responsible: Interventionists, Classroom Teachers, Instructional Coach, and Principal		\$60,000 – Title funds
	KCWP 4: Review, Analyze, and Apply Data	RTI team will meet weekly to evaluate AIMS Web data and discuss progress of students in RTI groups.	Improvement on MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum Responsible: Classroom Teachers, Instructional Coach, Principal, Special Education Teachers, School Psychologist, Guidance Counselor, and Family Resource Coordinator		\$0
		Classroom teachers and administration team will meet on a weekly basis during “LEAP” time (PLC time) to analyze assessment data and plan for	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web		\$0

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		next steps in instruction for reading, math, and writing.	assessments, Reading Inventory Continuum Responsible: Classroom Teachers, Instructional Coach, and Principal		
		Each grade level will submit a “writing folder” to the principal every 4-6 weeks with samples of writing to an intended audience (including on-demand) and across the content areas (short answers, extended responses in math, reading, social studies, science). The writing samples submitted will be scored and analyzed by the teacher first and principal will analyze and provide feedback.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum Responsible: Classroom Teachers and Principal		\$0
	KCWP 6: Establishing Learning Culture and Environment	Administration and teachers will work to spread the message to parents about the importance of reading at least 20 minutes per day with their child. The message will be distributed through one calls to parents, in school-wide and classroom newsletters, and through direct contact with parents at family events at Cairo.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum Responsible: Classroom teachers, Principal, and Instructional Coach		\$0
		Students in grades 3 rd – 5 th are recognized and earn Dog Tags for scoring proficient or distinguished on reading extended responses and scoring 2’s on reading short answers.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum Responsible: Classroom teachers, Instructional Coach		\$0
Objective 2: Math:	KCWP 2: Design and Deliver Instruction	Teachers will implement Everyday Counts Calendar Math in the classroom for 30 minutes daily.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments		\$0

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Spring Math MAP scores at Cairo Elementary will increase from 75.0% in spring 2018 to 80.0% in spring 2019.</p>			<p>Responsible: Classroom Teachers, Instructional Coach, and Principal</p>		
		<p>Classroom teachers will use the Math in Focus curriculum with fidelity including problem solving skills and rich math vocabulary at least 60 minutes daily. Teachers will be provided ongoing professional development by the district.</p>	<p>Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments</p> <p>Responsible: Classroom Teachers, Instructional Coach, Principal, District Professional Development Coordinators</p>		\$0
		<p>All teachers will follow the grade level Math in Focus pacing guides developed at the district level.</p>	<p>Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum</p> <p>Responsible: Classroom teachers and Instructional Coach</p>		\$0
		<p>All grade level teams K – 5th grade will collaborate to develop and submit to the administration team high rigor Calendar Math questions each month.</p>	<p>Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum</p> <p>Responsible: Classroom teachers, Instructional Coach, and Principal</p>		\$0
		<p>Students in grades 2nd through 5th will be required to do Accelerated Math as a supplement to the Math in Focus curriculum. Teachers and students use the online AM program. Classroom and individual student goals are set each marking period and managed by the classroom teachers. Progress toward this goal will be tracked and communicated with the</p>	<p>Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments</p> <p>Responsible: Classroom Teachers, Instructional Coach, and Principal</p>		\$2,000 – SBDM Funds

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		<p>student. Student recognitions will be done at the end of each marking period and end of year rewards will be given to students who meet their individual goals at least 3 out of 4 marking periods.</p>			
		<p>All students in kindergarten through 5th grade will use the Compass online learning program as part of each computer lab session. Compass is designed to reinforce concepts taught within the regular math classroom setting. A personalized learning continuum is created for each student based on an entry placement test.</p>	<p>Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments</p> <p>Responsible: Classroom Teachers and Library/Media Clerk</p>		<p>\$5,900 – SBDM funds and Title funds</p>
		<p>Students in kindergarten - 5th grade will be introduced to critical math vocabulary words every week during morning assembly. Definitions and real world examples will be used to help students understand and apply the math vocabulary words.</p>	<p>Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments</p> <p>Responsible: Principal</p>		<p>\$0</p>
		<p>Math District Common Assessments will be administered, scored, and analyzed at the school level for each grade level as specified in the requirements set forth by the district math pacing and assessment guide.</p>	<p>Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum</p> <p>Responsible: Classroom Teachers, Instructional Coach, and Principal</p>		<p>\$0</p>
KCWP 3: Design and Deliver Assessment Literacy		<p>Teachers in grade 2nd – 5th will utilize Math Minutes to monitor fact fluency for all students.</p>	<p>Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments</p> <p>Responsible: Classroom Teachers</p>		<p>\$0</p>
		KCWP 5: Design, Align, and Deliver Support		<p>An ESS Daytime Waiver was written to hire a part-time retired teacher to work</p>	<p>Improvement on KPREP, MAP, STAR, classroom</p>

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		with small groups for reading, math, and writing interventions.	assessments, AIMS Web assessments Responsible: Retired Teacher hired through ESS Daytime Waiver and Classroom Teachers		
		Non-classroom teachers, administrators, and some classified staff have been assigned as a coach to students in 3 rd , 4 th , and 5 th grade who receive accommodations through IEPs and 504 plans. Each coach will work with his/her assigned student at least every other week on a multiple choice, short answer, extended response, or writing assignment to model and reinforce effective test taking strategies.	Improvement on KPREP and classroom assessments Responsible: Classroom and non-classroom teachers, some Classified staff, Principal, and Instructional Coach		\$0
		Bringing Up Grades Club (B.U.G. Club) will be held on Wednesday afternoons after school as a support for students who have incomplete or missing assignments. Students stay after school with a certified staff member and work to complete these assignments.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments Responsible: Classroom Teachers, Instructional Coach, and Principal		\$0
		Certified and/or classified staff will provide extended school services one day a week in math to students who are performing below grade level in math.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments Responsible: Classroom Teachers, Classified Staff, and instructional Coach		\$2,000 – ESS Funds
		All students scoring below grade level on MAP testing will be evaluated for placement in a Tier group. A schedule has been developed to provide intervention services to students 25 th percentile and below for 120 additional minutes each week and 26 th to 49 th	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments Responsible: Interventionists,		\$60,000 – Title funds

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		percentile for an additional 90 minutes per week. These students will be benchmark tested three times per year and progress monitored through AIMS Web or STAR.	Classroom Teachers, Instructional Coach, and Principal		
	KCWP 4: Review, Analyze, and Apply Data	RTI team will meet weekly to evaluate AIMS Web data and discuss progress of students in RTI groups.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments Responsible: Classroom Teachers, Instructional Coach, Principal, Special Education Teachers, School Psychologist, Guidance Counselor, and Family Resource Coordinator		\$0
		Classroom teachers and administration team will meet on a weekly basis during “LEAP” time (PLC time) to analyze assessment data and plan for next steps in instruction for reading, math, and writing.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum Responsible: Classroom Teachers, Instructional Coach, and Principal		\$0
		Each grade level will submit a “writing folder” to the principal every 4-6 weeks with samples of writing to an intended audience (including on-demand) and across the content areas (short answers, extended responses in math, reading, social studies, science). The writing samples submitted will be scored and analyzed by the teacher first and principal will analyze and provide feedback.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum Responsible: Classroom Teachers and Principal		\$0

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
	KCWP 6: Establishing Learning Culture and Environment	Students in grades 3 rd – 5 th are recognized and earn Dog Tags for scoring proficient or distinguished on math extended responses and scoring 2's on math short answers.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum Responsible: Classroom teachers, Instructional Coach		\$0

5: Transition Readiness

Goal 6 (State your Transition Readiness goal):

100% of 5th grade students at Cairo Elementary will be transition ready to move to middle school by 2023.

Which **Strategy** will the district use to address this goal? (*The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.*)

- [KCWP 1: Design and Deploy Standards](#)
- [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 district deploy based on the strategy or strategies chosen? (*The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*)

- [KCWP1: Design and Deploy Standards Classroom Activities](#)
- [KCWP2: Design and Deliver Instruction Classroom Activities](#)
- [KCWP3: Design and Deliver Assessment Literacy Classroom Activities](#)
- [KCWP4: Review, Analyze and Apply Data Classroom Activities](#)
- [KCWP5: Design, Align and Deliver Support Classroom Activities](#)
- [KCWP6: Establishing Learning Culture and Environment Classroom Activities](#)

In the following chart, 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 5 th grade Reading KPREP scores at Cairo Elementary will increase from 75.0% in 2018 to 80.0% in 2019.	KCWP 2: Design and Deliver Instruction	Saxon Phonics will be used for core phonics instruction for Kindergarten, 1 st grade, and 2 nd grade. Students will receive at least 20 minutes of phonics instruction each day during the 120 minute reading block. Students in Tier 3 reading in 3 rd grade will also receive Saxon Phonics instruction.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum Responsible: Classroom Teachers and Instructional Coach		\$0
		Fluency homework will be given at each grade level at least 2 nights per week.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum Responsible: Classroom teachers and Instructional Coach		\$0
		All teachers will follow the grade level Journeys/Saxon pacing guides developed at the school level by the instructional coach and classroom teachers.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum		\$0

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
			Responsible: Classroom teachers and Instructional Coach		
		Students in Kindergarten, 1 st grade, and 2 nd grade will receive 15-20 minutes of phonemic awareness instruction daily through the use of the Heggerty book. Some 3 rd grade students in Tier groups will also receive phonemic awareness instruction through the use of the Heggerty book.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum Responsible: Classroom Teachers and Instructional Coach		\$0
		Three comprehension strategies will be targeted schoolwide for at least a 6 week period for each strategy. The instructional coach will develop an organizer for each strategy and will set the timeline for teaching the strategies schoolwide.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum Responsible: Instructional Coach and Classroom Teachers		\$0
		120 minutes of explicit, detailed reading instruction is required for kindergarten through 3 rd grade. 90 minutes of explicit, detailed reading instruction is required for 4 th and 5 th grade. During this time, teachers focus on the 5 components of reading: phonics, phonemic awareness, fluency, vocabulary, and comprehension.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum Responsible: Classroom Teachers, Instructional Coach, and Principal		\$0
		Kindergarten students will use Headsprout instructional reading software several times per week to teach beginning reading skills. All students in kindergarten through 5 th grade will use the Compass online learning program as part of each computer lab session. Compass is designed to reinforce concepts taught within the regular reading classroom setting. A personalized learning	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum Responsible: Classroom Teachers, Library/Media Clerk		\$5,900 – SBDM funds and Title funds

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		continuum is created for each student based on an entry placement test.			
		Accelerated Reader will be used at each grade level (K-5 th). Each student will have an individual A.R. goal set for each marking period and progress toward this goal will be tracked and communicated with the student. Student recognitions will be done at the end of each marking period and end of year rewards will be given to students who meet their individual goals at least 3 out of 4 marking periods.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum Responsible: Classroom Teachers, Instructional Coach, and Principal		\$2,000 – SBDM funds
	KCWP 3: Design and Deliver Assessment Literacy	Fluency checks will be given to students in grades 1 st - 2 nd at least once per month and 3 rd grade at least once every 6 weeks. Fluency checks will be given to students in grades 4 th and 5 th at least once per marking period. AIMS Web fluency norms will be used for ranking student percentiles in fluency at each check.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum Responsible: Classroom Teachers, Instructional Coach, and Principal		\$0
		The Reading Inventory Continuum will be given to students in kindergarten through 3 rd grade at least three times per year.	Improvement on Reading Inventory Continuum Responsible: Classroom Teachers, Instructional Coach, and Principal		\$0
		Grade level teams in kindergarten through 3 rd grade have developed a sight word plan for students in their grade level. Sight word assessments are given to students on an individual basis.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum		\$0

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
			Responsible: Classroom Teachers, Instructional Coach, and Principal		
		Reading District Common Assessments will be administered, scored, and analyzed three times per year for 3 rd , 4 th , and 5 th grades. Kindergarten, 1 st , and 2 nd grade will administer, score, and analyze Journeys benchmark assessments at least 2-3 times per year.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum Responsible: Classroom Teachers, Instructional Coach, and Principal		\$0
	KCWP 5: Design, Align, and Deliver Support	An ESS Daytime Waiver was written to hire a part-time retired teacher to work with small groups for reading, math, and writing interventions.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum Responsible: Retired Teacher hired through ESS Daytime Waiver, Classroom Teachers		\$6,000 - ESS funds
		Non-classroom teachers, administrators, and some classified staff have been assigned as a coach to students in 3 rd , 4 th , and 5 th grade who receive accommodations through IEPs and 504 plans. Each coach will work with his/her assigned student at least every other week on a multiple choice, short answer, extended response, or writing assignment to model and reinforce effective test taking strategies.	Improvement on KPREP and classroom assessments Responsible: Classroom Teachers, Non-classroom teachers, some classified staff, Principal, and Instructional Coach		\$0
		Bringing Up Grades Club (B.U.G. Club) will be held on Wednesday afternoons after school as a support for students who have incomplete or missing assignments. Students stay after school with a certified staff member and work to complete these assignments.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum Responsible: Classroom Teachers, Instructional Coach, and Principal		\$0

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		<p>Certified and/or classified staff will provide extended school services one day a week in reading for targeted students who are reading below grade level.</p>	<p>Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum</p> <p>Responsible: Classroom Teachers, Classified Staff, Instructional Coach</p>		\$2,000 – ESS funds
		<p>All students scoring below grade level on MAP testing will be evaluated for placement in a Tier group. A schedule has been developed to provide intervention services to students 25th percentile and below for 120 additional minutes each week and 26th to 49th percentile for an additional 90 minutes per week. These students will be benchmark tested three times per year and progress monitored through AIMS Web or STAR.</p>	<p>Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum</p> <p>Responsible: Interventionists, Classroom Teachers, Instructional Coach, and Principal</p>		\$60,000 – Title funds
	<p>KCWP 4: Review, Analyze, and Apply Data</p>	<p>RTI team will meet weekly to evaluate AIMS Web data and discuss progress of students in RTI groups.</p>	<p>Improvement on MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum</p> <p>Responsible: Classroom Teachers, Instructional Coach, Principal, Special Education Teachers, School Psychologist, Guidance Counselor, and Family Resource Coordinator</p>		\$0
		<p>Classroom teachers and administration team will meet on a weekly basis during “LEAP” time (PLC time) to analyze assessment data and plan for next steps in instruction for reading, math, and writing.</p>	<p>Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum</p>		\$0

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		<p>Each grade level will submit a “writing folder” to the principal every 4-6 weeks with samples of writing to an intended audience (including on-demand) and across the content areas (short answers, extended responses in math, reading, social studies, science). The writing samples submitted will be scored and analyzed by the teacher first and principal will analyze and provide feedback.</p>	<p>Responsible: Classroom Teachers, Instructional Coach, and Principal</p> <p>Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum</p> <p>Responsible: Classroom Teachers and Principal</p>		\$0
	<p>KCWP 6: Establishing Learning Culture and Environment</p>	<p>Administration and teachers will work to spread the message to parents about the importance of reading at least 20 minutes per day with their child. The message will be distributed through one calls to parents, in school-wide and classroom newsletters, and through direct contact with parents at family events at Cairo.</p>	<p>Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum</p> <p>Responsible: Classroom teachers, Principal, and Instructional Coach</p>		\$0
		<p>Students in grades 3rd – 5th are recognized and earn Dog Tags for scoring proficient or distinguished on reading extended responses and scoring 2’s on reading short answers.</p>	<p>Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum</p> <p>Responsible: Classroom teachers, Instructional Coach</p>		\$0
<p>Objective 2: Math: 5th grade Math KPREP scores at Cairo Elementary will increase from 88.4% in 2018 to 90.0.0% in 2019.</p>	<p>KCWP 2: Design and Deliver Instruction</p>	<p>Teachers will implement Everyday Counts Calendar Math in the classroom for 30 minutes daily.</p> <p>Classroom teachers will use the Math in Focus curriculum with</p>	<p>Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments</p> <p>Responsible: Classroom Teachers, Instructional Coach, and Principal</p> <p>Improvement on KPREP, MAP, STAR, classroom</p>		\$0

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		<p>fidelity including problem solving skills and rich math vocabulary at least 60 minutes daily. Teachers will be provided ongoing professional development by the district.</p>	<p>assessments, AIMS Web assessments</p> <p>Responsible: Classroom Teachers, Instructional Coach, Principal, District Professional Development Coordinators</p>		
		<p>All teachers will follow the grade level Math in Focus pacing guides developed at the district level.</p>	<p>Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum</p> <p>Responsible: Classroom teachers and Instructional Coach</p>		\$0
		<p>All grade level teams K – 5th grade will collaborate to develop and submit to the administration team high rigor Calendar Math questions each month.</p>	<p>Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum</p> <p>Responsible: Classroom teachers, Instructional Coach, and Principal</p>		\$0
		<p>Students in grades 2nd through 5th will be required to do Accelerated Math as a supplement to the Math in Focus curriculum. Teachers and students use the online AM program. Classroom and individual student goals are set each marking period and managed by the classroom teachers.</p> <p>Progress toward this goal will be tracked and communicated with the student. Student recognitions will be done at the end of each marking period and end of year rewards will be given to students who meet their</p>	<p>Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments</p> <p>Responsible: Classroom Teachers, Instructional Coach, and Principal</p>		\$2,000 – SBDM funds

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		individual goals at least 3 out of 4 marking periods.			
		All students in kindergarten through 5 th grade will use the Compass online learning program as part of each computer lab session. Compass is designed to reinforce concepts taught within the regular math classroom setting. A personalized learning continuum is created for each student based on an entry placement test.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments Responsible: Classroom Teachers and Library/Media Clerk		\$5,900 – SBDM funds and Title funds
		Students in kindergarten - 5 th grade will be introduced to critical math vocabulary words every week during morning assembly. Definitions and real world examples will be used to help students understand and apply the math vocabulary words.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments Responsible: Principal		\$0
KCWP 3: Design and Deliver Assessment Literacy		Math District Common Assessments will be administered, scored, and analyzed at the school level for each grade level as specified in the requirements set forth by the district math pacing and assessment guide.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum Responsible: Classroom Teachers, Instructional Coach, and Principal		\$0
		Teachers in grade 2 nd – 5 th will utilize Math Minutes to monitor fact fluency for all students.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments Responsible: Classroom Teachers		\$0
KCWP 5: Design, Align, and Deliver Support		An ESS Daytime Waiver was written to hire a part-time retired teacher to work with small groups for reading, math, and writing interventions.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments Responsible: Retired Teacher hired through		\$6,000 – ESS funds

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
			ESS Daytime Waiver and Classroom Teachers		
		Non-classroom teachers, administrators, and some classified staff have been assigned as a coach to students in 3 rd , 4 th , and 5 th grade who receive accommodations through IEPs and 504 plans. Each coach will work with his/her assigned student at least every other week on a multiple choice, short answer, extended response, or writing assignment to model and reinforce effective test taking strategies.	Improvement on KPREP and classroom assessments Responsible: Classroom and non-classroom teachers, some Classified staff, Principal, and Instructional Coach		\$0
		Bringing Up Grades Club (B.U.G. Club) will be held on Wednesday afternoons after school as a support for students who have incomplete or missing assignments. Students stay after school with a certified staff member and work to complete these assignments.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments Responsible: Classroom Teachers, Instructional Coach, and Principal		\$0
		Certified and/or classified staff will provide extended school services one day a week in math to students who are performing below grade level in math.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments Responsible: Classroom Teachers, Classified Staff, and instructional Coach		\$2,000 – ESS Funds
		All students scoring below grade level on MAP testing will be evaluated for placement in a Tier group. A schedule has been developed to provide intervention services to students 25 th percentile and below for 120 additional minutes each week and 26 th to 49 th percentile for an additional 90 minutes per week. These students will be benchmark tested three times per year and progress monitored through AIMS Web or STAR.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments Responsible: Interventionists, Classroom Teachers, Instructional Coach, and Principal		\$60,000 – Title funds

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
	KCWP 4: Review, Analyze, and Apply Data	RTI team will meet weekly to evaluate AIMS Web data and discuss progress of students in RTI groups.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments Responsible: Classroom Teachers, Instructional Coach, Principal, Special Education Teachers, School Psychologist, and Family Resource Coordinator		\$0
		Classroom teachers and administration team will meet on a weekly basis during “LEAP” time (PLC time) to analyze assessment data and plan for next steps in instruction for reading, math, and writing.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum Responsible: Classroom Teachers, Instructional Coach, and Principal		\$0
		Each grade level will submit a “writing folder” to the principal every 4-6 weeks with samples of writing to an intended audience (including on-demand) and across the content areas (short answers, extended responses in math, reading, social studies, science). The writing samples submitted will be scored and analyzed by the teacher first and principal will analyze and provide feedback.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum Responsible: Classroom Teachers and Principal		\$0
	KCWP 6: Establishing Learning Culture and Environment	Students in grades 3 rd – 5 th are recognized and earn Dog Tags for scoring proficient or distinguished on math extended responses and scoring 2’s on math short answers.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum		\$0

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
			Responsible: Classroom teachers, Instructional Coach		
<p>Objective 3: On-Demand Writing</p> <p>5th grade On-Demand Writing KPREP scores at Cairo Elementary will increase from 39.3% in 2018 to 55.0% in 2019.</p>	KWCP 6: Establish Learning Culture and Environment	Students in grades 2 nd -5 th are recognized and earn Writing Dog Tags for scoring proficient or distinguished on extended responses/on-demand writing pieces and 2's on short answers.	Improvement on KPREP, MAP, classroom assessments, AIMS Web assessments Responsible: Classroom Teachers, Instructional Coach		\$0
		Classroom teachers will spotlight proficient student writing monthly on the Wall of Writers.	Improvement on KPREP, MAP, classroom assessments, AIMS Web assessments Responsible: Classroom Teachers, Instructional Coach		\$0
	KCWP 2: Design and Deliver Instruction	Teachers will utilize specific graphic organizers adapted from Abell & Atherton to teach writing in grades K-5 th .	Improvement on KPREP, MAP, classroom assessments, AIMS Web assessments Responsible: Classroom Teachers, Instructional Coach, and Principal		\$0
		Teachers at all grade levels will follow the requirements set forth in the Cairo Writing Policy and Plan.	Improvement on KPREP, MAP, classroom assessments, AIMS Web assessments Responsible: Classroom Teachers, Instructional Coach, and Principal		\$0
	KCWP 5: Design, Align, and Deliver Support	An ESS Daytime Waiver was written to hire a part-time retired teacher to work with small groups for reading, math, and writing interventions	Improvement on KPREP, MAP, classroom assessments, AIMS Web assessments		\$6,000 – ESS funds

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
			Responsible: Retired Teacher hired through ESS Daytime Waiver and Classroom Teachers		
		Bringing Up Grades Club (B.U.G. Club) will be held on Wednesday afternoons after school as a support for students who have incomplete or missing assignments. Students stay after school with a certified staff member and work to complete these assignments.	Improvement on KPREP, MAP, classroom assessments, AIMS Web assessments Responsible: Classroom Teachers, Instructional Coach, and Principal		\$0
		Non-classroom teachers, administrators, and some classified staff have been assigned as a coach to students in 3 rd , 4 th , and 5 th grade who receive accommodations through IEPs and 504 plans. Each coach will work with his/her assigned student at least every other week on a multiple choice, short answer, extended response, or writing assignment to model and reinforce effective test taking strategies.	Improvement on KPREP and classroom assessments Responsible: Classroom and non-classroom teachers, some Classified staff, Principal, and Instructional Coach		\$0
	KCWP 4: Review, Analyze, and Apply Data	RTI team will meet weekly to evaluate AIMS Web data and discuss progress of students in RTI groups.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments Responsible: Classroom Teachers, Instructional Coach, Principal, Special Education Teachers, School Psychologist, Guidance Counselor, and Family Resource Coordinator		\$0
		Each grade level will submit a “writing folder” to the principal every 4-6 weeks with samples of writing to an intended audience (including on-demand) and across the content areas (short answers, extended responses in math, reading,	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum		\$0

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		social studies, science). The writing samples submitted will be scored and analyzed by the teacher first and principal will analyze and provide feedback.	Responsible: Classroom Teachers and Principal		
		Classroom teachers and administration team will meet on a weekly basis during “LEAP” time (PLC time) to analyze assessment data and plan for next steps in instruction for reading, math, and writing.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum Responsible: Classroom Teachers, Instructional Coach, and Principal		\$0
		District Common Assessments will include a writing assessment for 3 rd , 4 th , and 5 th grades. District Common Assessments will be administered, scored, and analyzed three times per year for 3 rd , 4 th , and 5 th grades.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum Responsible: Classroom Teachers, Instructional Coach, and Principal		\$0
Objective 4: Social Studies: 5 th grade Social Studies KPREP scores at Cairo Elementary will increase from 58.5% in 2018 to 70.0% in 2019.	KCWP 2: Design and Deliver Instruction	5 th grade teacher will follow and implement the “Social Studies Alive” curriculum with all 5 th grade students.	Improvement on KPREP, classroom assessments Responsible: Classroom Teachers, Instructional Coach, and Principal		\$1,000 Title Funds
		The “Vault Economics” curriculum will be implemented with all 5 th grade students.	Improvement on KPREP, classroom assessments Responsible: Classroom Teachers, Instructional Coach, and Principal		\$0
		Extended response questions are completed by 5 th grade students at least on a monthly basis.	Improvement on KPREP, classroom assessments Responsible: Classroom Teachers, Instructional Coach, and Principal		\$0

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		All teachers in grades K – 5 th use non-fiction reading passages (Journeys included) to teach social studies content and concepts.	Improvement on KPREP, classroom assessments Responsible: Classroom Teachers, Instructional Coach, and Principal		\$0
		Other programs/activities/curriculum are implemented across grade levels to teach social studies content and concepts. These include, but are not limited to: Second Steps curriculum, DARE, Leader in Me, Junior Achievement, Career Week, Reality Day, Veteran’s Day Program, Scholastic News, and Service Learning Projects.	Improvement on KPREP, classroom assessments Responsible: Classroom Teachers, Instructional Coach, and Principal		\$5,100 – Grant funded and Leader in Me funds
	KCWP 5: Design, Align, and Deliver Support	Non-classroom teachers, administrators, and some classified staff have been assigned as a coach to students in 3 rd , 4 th , and 5 th grade who receive accommodations through IEPs and 504 plans. Each coach will work with his/her assigned student at least every other week on a multiple choice, short answer, extended response, or writing assignment to model and reinforce effective test taking strategies.	Improvement on KPREP and classroom assessments Responsible: Principal, Instructional Coach, classroom teachers, non-classroom teachers, and some classified staff		\$0
		Bringing Up Grades Club (B.U.G. Club) will be held on Wednesday afternoons after school as a support for students who have incomplete or missing assignments. Students stay after school with a certified staff member and work to complete these assignments.	Improvement on KPREP, classroom assessments Responsible: Classroom Teachers, Instructional Coach, and Principal		\$0
	KCWP 4: Review, Analyze, and Apply Data	Each grade level will submit a “writing folder” to the principal every 4-6 weeks with samples of writing to an intended audience (including on-demand) and across the content areas (short answers,	Improvement on KPREP, classroom assessments Responsible: Classroom Teachers and Principal		\$0

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		extended responses in math, reading, social studies, science). The writing samples submitted will be scored and analyzed by the teacher first and principal will analyze and provide feedback.			
	KCWP 6: Establishing Learning Culture and Environment	Students in grades 3 rd – 5 th are recognized and earn Dog Tags for scoring proficient or distinguished on social studies extended response.	Improvement on KPREP, classroom assessments Responsible: Classroom Teachers, Instructional Coach, Principal		\$0
Objective 5: 100% of 5 th grade students at Cairo Elementary will participate in transition activities and visits with staff from North Middle School during the 2018-2019 school year.	KCWP 6: Establish Learning Culture and Environment	North Middle school band teachers visit Cairo Elementary each March and introduce 5 th grade students to the middle school band program. Band teachers from North Middle School explain why and how to join band and do a question and answer session with students.	5 th grade improvement in transition readiness Responsible: 5 th grade Classroom Teachers and North Middle School Band Director		\$0
		North Middle School Counselors visit Cairo each March to speak with 5 th grade students about transitioning to middle school. Counselors from North Middle School hold a question and answer session with students.	5 th grade improvement in transition readiness Responsible: 5 th grade Classroom Teachers and North Middle School Guidance Counselors		\$0
		Cairo Elementary 5 th grade students visit North Middle School during the school day in May for an “orientation” to the school called “The Great Race.”	5 th grade improvement in transition readiness Responsible: 5 th grade Classroom Teachers and North Middle School Teachers/Counselors		\$0