# **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	<b>Progress Monitoring Date &amp; Notes</b>	Funding
Objective 1:	KCWP 2: Design and Deliver	Saxon Phonics will be used for core	Improvement on KPREP,		\$0
	Instruction	phonics instruction for Kindergarten, 1st	MAP, STAR, classroom		
Reading KPREP scores at		grade, and 2 <sup>nd</sup> grade. Students will	assessments, AIMS Web		
Cairo Elementary will		receive at least 20 minutes of phonics	assessments, Reading		
increase from 59.4% in 2018		instruction each day during the 120	Inventory Continuum		
to 65.0% in 2019.		minute reading block. Students in Tier			
		3 reading in 3 <sup>rd</sup> grade will also receive	Responsible: Classroom		
		Saxon Phonics instruction.	Teachers and		
			Instructional Coach		0.0
		Fluency homework will be given at	Improvement on KPREP,		\$0
		each grade level at least 2 nights per	MAP, STAR, classroom		
		week.	assessments, AIMS Web		
			assessments, Reading		
			Inventory Continuum		
			Responsible: Classroom		
			teachers and Instructional		
			Coach		
		All teachers will follow the grade level	Improvement on KPREP,		\$0
		Journeys/Saxon pacing guides	MAP, STAR, classroom		
		developed at the school level by the	assessments, AIMS Web		

Inventory Continuum   Responsible: Classroom teachers and Instructional   Students in Kindergarten, 1" grade, and 2" grade will receive 15-20 minutes of phonemic awareness instruction daily through the use of the Heggerty hook. Some 3" grade students in Tier groups will also receive phonemic awareness instruction through the use of the Heggerty book.  Three comprehension strategies will be targeted schoolwide for at least a 6 week period for each strategy and will set the timeline for teaching the strategies schoolwide.  The instructional coach will develop an organizer for each strategy and will set the timeline for teaching the strategies schoolwide.  120 minutes of explicit, detailed reading instruction is required for kindergarten through 3" grade. 90 minutes of explicit, detailed reading instruction is required for kindergarten through 3" grade. 90 minutes of explicit, detailed reading instruction is required for kindergarten through 3" grade. 90 minutes of explicit, detailed reading instruction is required for kindergarten through 3" grade. 90 minutes of explicit, detailed reading instruction is required for kindergarten through 3" grade. 90 minutes of explicit, detailed reading instruction is required for kindergarten through 3" grade. 90 minutes of explicit, detailed reading instruction is required for kindergarten through 5" grade. 90 minutes of explicit, detailed reading instruction is required for kindergarten through 5" grade. 90 minutes of explicit, detailed reading instruction is required for kindergarten through 5" grade. 90 minutes of explicit, detailed reading instruction is required for kindergarten through 5" grade. 90 minutes of explicit, detailed reading instruction is required for kindergarten through 5" grade. 90 minutes of explicit, detailed reading instruction is required for kindergarten through 5" grade. 90 minutes of explicit, detailed reading instruction is required for kindergarten for section of the properties of the formation of the properties of the formation of the properties	Objective	Strategy	Activities to Deploy Strategy	Measure of Success	<b>Progress Monitoring Date &amp; Notes</b>	Funding
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instruction is required for 4 <sup>th</sup> and 5 <sup>th</sup> grade. During this time, teachers focus on the 5 components of reading: phonics, phonemic awareness, fluency, vocabulary, and comprehension.  Kindergarten students will use Headsprout instructional reading software several times per week to teach beginning reading skills. All students in kindergarten through 5 <sup>th</sup> Inventory Continuum  Responsible: Classroom Teachers, Instructional Coach, and Principal  Improvement on KPREP, MAP, STAR, classroom and Title funds  sessesments, AIMS Web assessments, Reading Inventory Continuum				-		
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phonics, phonemic awareness, fluency, vocabulary, and comprehension.  Kindergarten students will use Headsprout instructional reading software several times per week to teach beginning reading students in kindergarten through 5th  Teachers, Instructional Coach, and Principal  Improvement on KPREP, MAP, STAR, classroom and Title funds  assessments, AIMS Web assessments, Reading Inventory Continuum						
vocabulary, and comprehension.Coach, and PrincipalKindergarten students will use Headsprout instructional reading software several times per week to teach beginning reading skills. All students in kindergarten through 5thImprovement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum\$5,900 – SBDM funds and Title funds						
Kindergarten students will use Headsprout instructional reading software several times per week to teach beginning reading skills. All students in kindergarten through 5 <sup>th</sup> Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum				-		
Headsprout instructional reading software several times per week to teach beginning reading skills. All students in kindergarten through 5 <sup>th</sup> assessments, Reading Inventory Continuum			•	•		Φ5.000 GDDM.C. 1
software several times per week to teach beginning reading skills. All assessments, Reading students in kindergarten through 5 <sup>th</sup> Inventory Continuum				_		
teach beginning reading skills. All assessments, Reading students in kindergarten through 5 <sup>th</sup> Inventory Continuum						and the tunds
students in kindergarten through 5 <sup>th</sup> Inventory Continuum				*		
Elade will doe the Combass offinite			grade will use the Compass online	In chick y Communi		
learning program as part of each						
computer lab session. Compass is						

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	<b>Progress Monitoring Date &amp; Notes</b>	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 <sup>th</sup> ). 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	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum		\$2,000 – SBDM funds
		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.	Responsible: Classroom Teachers, Instructional Coach, and Principal		
	KCWP 3: Design and Deliver Assessment Literacy	Fluency checks will be given to students in grades 1 <sup>st</sup> - 2 <sup>nd</sup> at least once per month and 3 <sup>rd</sup> grade at least once every 6 weeks. Fluency checks will be given to students in grades 4 <sup>th</sup> and 5 <sup>th</sup> at least once per marking period. AIMS Web fluency norms will be used for ranking student percentiles in fluency at	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum Responsible: Classroom Teachers		\$0
		each check.  The Reading Inventory Continuum will	Improvement on Reading		\$0
		be given to students in kindergarten through 3 <sup>rd</sup> grade at least three times per year.  Grade level teams in kindergarten	Inventory Continuum  Responsible: Classroom Teachers and Instructional Coach Improvement on KPREP,		\$0
		through 3 <sup>rd</sup> grade have developed a sight word plan for students in their grade level. Sight word assessments	MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum		φ0

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	<b>Progress Monitoring Date &amp; Notes</b>	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 <sup>rd</sup> , 4 <sup>th</sup> , and 5 <sup>th</sup> grades. Kindergarten, 1 <sup>st</sup> , and 2 <sup>nd</sup> grade will	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum		\$0
		administer, score, and analyze Journeys benchmark assessments at least 2-3 times per year.	Responsible: Classroom Teachers, Instructional Coach, and Principal		
	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		\$6,000 - ESS funds
			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 <sup>rd</sup> , 4 <sup>th</sup> , and 5 <sup>th</sup> grade who	Improvement on KPREP and classroom/distrcit assessments		\$0
		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	Responsible: Non- classrooms teachers, classroom teachers, instructional coach, and some classified staff		
		reinforce effective test taking strategies.  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
		member and work to complete these assignments.	Responsible: Classroom Teachers, Instructional Coach, and Principal		

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	<b>Progress Monitoring Date &amp; Notes</b>	Funding
		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		\$2,000 – ESS funds
			Responsible: Classroom Teachers, Classified Staff, Instructional Coach		
		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 <sup>th</sup> percentile and below for 120 additional minutes each week and 26 <sup>th</sup> to 49 <sup>th</sup> 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 next steps in instruction for reading, math, and writing.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum		\$0

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	<b>Progress Monitoring Date &amp; Notes</b>	Funding
			Responsible: Classroom		
			Teachers, Instructional		
			Coach, and Principal		
		Each grade level will submit a "writing	Improvement on KPREP,		\$0
		folder" to the principal every 4-6 weeks	MAP, STAR, classroom		
		with samples of writing to an intended	assessments, AIMS Web		
		audience (including on-demand) and	assessments, Reading		
		across the content areas (short answers,	Inventory Continuum		
		extended responses in math, reading,			
		social studies, science). The writing	Responsible: Classroom		
		samples submitted will be scored and	Teachers and Principal		
		analyzed by the teacher first and			
		principal will analyze and provide			
		feedback.			
	KCWP 6: Establishing	Administration and teachers will work	Improvement on KPREP,		\$0
	Learning Culture and	to spread the message to parents about	MAP, STAR, classroom		
	Environment	the importance of reading at least 20	assessments, AIMS Web		
		minutes per day with their child. The	assessments, Reading		
		message will be distributed through one	Inventory Continuum		
		calls to parents, in school-wide and			
		classroom newsletters, and through	Responsible: Classroom		
		direct contact with parents at family	teachers, Principal, and		
		events at Cairo.	Instructional Coach		
		Students in grades 3 <sup>rd</sup> – 5 <sup>th</sup> are	Improvement on KPREP,		\$0
		recognized and earn Dog Tags for	MAP, STAR, classroom		
		scoring proficient or distinguished on	assessments, AIMS Web		
		reading extended responses and scoring	assessments, Reading		
		2's on reading short answers.	Inventory Continuum		
			Responsible: Classroom		
			teachers, Instructional		
			Coach		
Objective 2:	KCWP 2: Design and Deliver	Teachers will implement Everyday	Improvement on KPREP,		\$0
	Instruction	Counts Calendar Math in the classroom			
Math:		for 30 minutes daily.	assessments, AIMS Web		
1714411.			assessments		
Math KPREP scores at Cairo					
Elementary will increase			Responsible: Classroom		
from 66.9% in 2018 to 72.0%			Teachers, Instructional		
			Coach, and Principal		
in 2019.		Classroom teachers will use the	Improvement on KPREP,		\$0
		Math in Focus curriculum with	MAP, STAR, classroom		

Objective Strategy	Activities to Deploy Strategy	Measure of Success	<b>Progress Monitoring Date &amp; Notes</b>	Funding
	fidelity including problem solving skills and rich math vocabulary at	assessments, AIMS Web assessments		
	least 60 minutes daily. Teachers will be provided ongoing	Responsible: Classroom		
	professional development by the district.	Teachers, Instructional Coach, Principal, District		
		Professional Development		
	All teachers will follow the grade level	Coordinators Improvement on KPREP,		\$0
	Math in Focus pacing guides developed at the district level.	MAP, STAR, classroom assessments, AIMS Web		Ψ0
		assessments, Reading Inventory Continuum		
		Responsible: Classroom		
		teachers, Instructional		
	All grade level teams $K - 5^{th}$ grade will	Coach, and Principal Improvement on KPREP,		\$0
	collaborate to develop and submit to the	MAP, STAR, classroom		
	administration team high rigor Calendar	assessments, AIMS Web		
	Math questions each month.	assessments, Reading Inventory Continuum		
		Responsible: Classroom		
		teachers, Instructional		
	Students in grades 2 <sup>nd</sup> through 5 <sup>th</sup> will	Coach, and Principal Improvement on KPREP,		\$2,000 – SBDM
	be required to do Accelerated Math as a	MAP, STAR, classroom		Funds
	supplement to the Math in Focus	assessments, AIMS Web		
	curriculum. Teachers and students use the online AM program. Classroom	assessments Responsible: Classroom		
	and individual student goals are set	Teachers, Instructional		
	each marking period and managed by	Coach, and Principal		
	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			

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	<b>Progress Monitoring Date &amp; Notes</b>	Funding
		individual goals at least 3 out of 4			
		marking periods.			
		All students in kindergarten through 5 <sup>th</sup>	Improvement on KPREP,		\$5,900 – SBDM funds
		grade will use the Compass online	MAP, STAR, classroom		and Title funds
		learning program as part of each	assessments, AIMS Web		
		computer lab session. Compass is	assessments		
		designed to reinforce concepts taught			
		within the regular math classroom	Responsible: Classroom		
		setting. A personalized learning	Teachers and		
		continuum is created for each student	Library/Media Clerk		
		based on an entry placement test.	I KDDED		ΦO
		Students in kindergarten - 5 <sup>th</sup> grade will	Improvement on KPREP,		\$0
		be introduced to critical math vocabulary words every week during	MAP, STAR, classroom assessments, AIMS Web		
		morning assembly. Definitions and real	assessments assessments		
		world examples will be used to help	assessments		
		students understand and apply the math	Responsible: Principal		
		vocabulary words.	Responsible. Timelpai		
	KCWP 3: Design and Deliver	Math District Common Assessments	Improvement on KPREP,		\$0
	Assessment Literacy	will be administered, scored, and	MAP, STAR, classroom		ΨΟ
		analyzed at the school level for each	assessments, AIMS Web		
		grade level as specified in the	assessments, Reading		
		requirements set forth by the district	Inventory Continuum		
		1			
		math pacing and assessment guide.	Responsible: Classroom		
			Teachers, Instructional		
			Coach, and Principal		
		Teachers in grade 2 <sup>nd</sup> – 5 <sup>th</sup> will utilize	Improvement on KPREP,		\$0
		Math Minutes to monitor fact fluency	MAP, STAR, classroom		
		for all students.	assessments, AIMS Web		
			assessments		
			D		
			Responsible: Classroom		
	KCWP 5: Dogian Alian and	An ESS Daytime Waiver was written to	Teachers Improvement on KDDED		\$6,000 – ESS funds
	KCWP 5: Design, Align, and Deliver Support	hire a part-time retired teacher to work	Improvement on KPREP, MAP, STAR, classroom		φυ,υυυ – <b>E33</b> Tulius
	Denver Support	with small groups for reading, math,	assessments, AIMS Web		
		and writing interventions.	assessments assessments		
		and writing interventions.	4555551101165		
			Responsible: Retired		
			Teacher hired through		
ı	ı				1

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	<b>Progress Monitoring Date &amp; Notes</b>	Funding
			ESS Daytime Waiver and		
			Classroom Teachers		4.0
		Non-classroom teachers,	Improvement on KPREP		\$0
		administrators, and some classified	and classroom		
		staff have been assigned as a coach to	assessments		
		students in 3 <sup>rd</sup> , 4 <sup>th</sup> , and 5 <sup>th</sup> grade who receive accommodations through IEPs	Responsible: Classroom		
		and 504 plans. Each coach will work	and non-classroom		
		with his/her assigned student at least	teachers, some Classified		
		every other week on a multiple choice,	staff, Principal, and		
		short answer, extended response, or	Instructional Coach		
		writing assignment to model and			
		reinforce effective test taking strategies.			
		Bringing Up Grades Club (B.U.G.	Improvement on KPREP,		\$0
		Club) will be held on Wednesday	MAP, STAR, classroom		
		afternoons after school as a support for	assessments, AIMS Web		
		students who have incomplete or	assessments		
		missing assignments. Students stay			
		after school with a certified staff	Responsible: Classroom		
		member and work to complete these	Teachers, Instructional		
		assignments.	Coach, and Principal		
		Certified and/or classified staff will	Improvement on KPREP,		\$2,000 – ESS Funds
		provide extended school services one	MAP, STAR, classroom		
		day a week in math to students who are	assessments, AIMS Web		
		performing below grade level in math.	assessments		
			Responsible: Classroom		
			Teachers, Classified		
			Staff, and Instructional		
			Coach		
		All students scoring below grade level	Improvement on KPREP,		\$60,000 – Title funds
		on MAP testing will be evaluated for	MAP, STAR, classroom		
		placement in a Tier group. A schedule	assessments, AIMS Web		
		has been developed to provide	assessments		
		intervention services to students 25 <sup>th</sup>			
		percentile and below for 120 additional	Responsible:		
		minutes each week and 26 <sup>th</sup> to 49 <sup>th</sup>	Interventionists,		
		percentile for an additional 90 minutes	Classroom Teachers,		
		per week. These students will be	Instructional Coach, and		
		benchmark tested three times per year	Principal		
		and progress monitored through AIMS			
		Web or STAR.			

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	<b>Progress Monitoring Date &amp; Notes</b>	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		\$0
			Responsible: Classroom Teachers, Instructional Coach, Principal, Special Education Teachers, School Psychologist,		
			Guidance Counselor, and Family Resource Coordinator		
		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		\$0
		matif, and writing.	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,	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum		\$0
		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		
	KCWP 6: Establishing Learning Culture and Environment	Students in grades 3 <sup>rd</sup> – 5 <sup>th</sup> 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	<b>Progress Monitoring Date &amp; Notes</b>	Funding
		math extended responses and scoring	assessments, Reading		
		2's on math short answers.	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.

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	<b>Activities to Deploy Strategy</b>	Measure of Success	<b>Progress Monitoring Date &amp; Notes</b>	Funding
Objective 1:	KWCP 6: Establish Learning	Students in grades 2 <sup>nd</sup> -5 <sup>th</sup> are	Improvement on KPREP,		\$0
	Culture and Environment	recognized and earn Writing Dog Tags	classroom assessments,		
On-Demand Writing		for scoring proficient or distinguished	AIMS Web assessments		
8		on extended responses/on-demand			
On-Demand Writing KPREP		writing pieces and 2's on short answers.	Responsible: Classroom		
scores at Cairo Elementary			Teachers, Instructional		
will increase from 39.3% in			Coach		
2018 to 55.0% in 2019.		Classroom teachers will spotlight	Improvement on KPREP,		\$0
2018 to 33.0% iii 2019.		proficient student writing monthly on	classroom assessments,		
		the Wall of Writers.	AIMS Web assessments		
			Responsible: Classroom		
			Teachers, Instructional		
			Coach		
	V.G.V.D. 4 D. 1				40
	KCWP 2: Design and Deliver	Teachers will utilize specific graphic	Improvement on KPREP,		\$0
	Instruction	organizers adapted from Abell &	classroom assessments,		
		Atherton to teach writing in grades K-5 <sup>th</sup> .	AIMS Web assessments		
			Responsible: Classroom		
			Teachers, Instructional		
			Coach, and Principal		

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	<b>Progress Monitoring Date &amp; Notes</b>	Funding
		Teachers at all grade levels will	Improvement on KPREP,		\$0
		follow the requirements set forth in	classroom assessments,		
		the Cairo Writing Policy and Plan.	AIMS Web assessments		
			Responsible: Classroom		
			Teachers, Instructional		
			Coach, and Principal		
	KCWP 5: Design, Align, and	An ESS Daytime Waiver was written to	Improvement on KPREP,		\$6,000 – ESS funds
	Deliver Support	hire a part-time retired teacher to work	MAP, classroom		
		with small groups for reading, math,	assessments, AIMS Web		
		and writing interventions	assessments		
			Responsible: Retired		
			Teacher hired through		
			ESS Daytime Waiver and		
			Classroom Teachers		
		Bringing Up Grades Club (B.U.G.	Improvement on KPREP,		\$0
		Club) will be held on Wednesday	MAP, classroom		<b>40</b>
		afternoons after school as a support for	assessments, AIMS Web		
		students who have incomplete or	assessments		
		missing assignments. Students stay			
		after school with a certified staff	Responsible: Classroom		
		member and work to complete these	Teachers, Instructional		
		assignments.	Coach, and Principal		
		Non-classroom teachers,	Improvement on KPREP		\$0
		administrators, and some classified	and classroom		
		staff have been assigned as a coach to	assessments		
		students in 3 <sup>rd</sup> , 4 <sup>th</sup> , and 5 <sup>th</sup> grade who			
		receive accommodations through IEPs	Responsible: Classroom		
		and 504 plans. Each coach will work	and non-classroom		
		with his/her assigned student at least	teachers, some Classified		
		every other week on a multiple choice,	staff, Principal, and		
		short answer, extended response, or	Instructional Coach		
		writing assignment to model and			
		reinforce effective test taking strategies.			
	KCWP 4: Review, Analyze,	RTI team will meet weekly to evaluate	Improvement on KPREP,		\$0
	and Apply Data	AIMS Web data and discuss progress	MAP, STAR, classroom		
		of students in RTI groups.	assessments, AIMS Web		
			assessments		
			Responsible: Classroom		
			Teachers, Instructional		
I	1		reachers, mstructional		

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	<b>Progress Monitoring Date &amp; Notes</b>	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 <sup>rd</sup> , 4 <sup>th</sup> , and 5 <sup>th</sup> grades. District Common Assessments will be administered, scored, and analyzed three times per year for 3 <sup>rd</sup> , 4 <sup>th</sup> , and 5 <sup>th</sup> 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 <sup>th</sup> grade teacher(s) will follow and implement the "Social Studies Alive" curriculum with all 5 <sup>th</sup> 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	<b>Progress Monitoring Date &amp; Notes</b>	Funding
Social Studies KPREP scores		The "Vault Economics" curriculum	Improvement on KPREP,		\$0
at Cairo Elementary will		will be implemented with all 5 <sup>th</sup>	classroom assessments		
increase from 58.5% in 2018		grade students.			
to 70.0% in 2019.			Responsible: Classroom		
			Teachers, Instructional		
			Coach, and Principal		Φ0
		Extended response questions are	Improvement on KPREP,		\$0
		completed by 5 <sup>th</sup> grade students at	classroom assessments		
		least on a monthly basis.	Responsible: Classroom		
			Teachers, Instructional		
			Coach, and Principal		
		All teachers in grades K – 5 <sup>th</sup> use	Improvement on KPREP,		\$0
		non-fiction reading passages	classroom assessments		ΨΟ
		(Journeys included) to teach social			
		studies content and concepts.	Responsible: Classroom		
		studies content and concepts.	Teachers, Instructional		
			Coach, and Principal		
		Other	Improvement on KPREP,		\$5,100 – Grant
		programs/activities/curriculum are	classroom assessments		funded, Leader in
		implemented across grade levels to			Me funds
		teach social studies content and	Responsible: Classroom		
		concepts. These include, but are not	Teachers, Instructional		
		limited to: Second Steps	Coach, and Principal		
		curriculum, DARE, Leader in Me,			
		Junior Achievement, Career Week,			
		Reality Day, Veteran's Day			
		Program, Scholastic News, and			
		Service Learning Projects.			
	KCWP 5: Design, Align, and	Non-classroom teachers,	Improvement on KPREP		\$0
	Deliver Support	administrators, and some classified	and classroom		
	- Control of the French	staff have been assigned as a coach to	assessments		
		students in 3 <sup>rd</sup> , 4 <sup>th</sup> , and 5 <sup>th</sup> grade who			
		receive accommodations through IEPs	Responsible: Principal,		
		and 504 plans. Each coach will work	Instructional Coach,		
		with his/her assigned student at least	classroom teachers, and		
		every other week on a multiple choice,	non-classroom teachers		
		short answer, extended response, or			
		writing assignment to model and			
1		reinforce effective test taking strategies.			

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	<b>Progress Monitoring Date &amp; Notes</b>	Funding
		Bringing Up Grades Club (B.U.G.	Improvement on KPREP,		\$0
		Club) will be held on Wednesday	classroom assessments		
		afternoons after school as a support for			
		students who have incomplete or	Responsible: Classroom		
		missing assignments. Students stay	Teachers, Instructional		
		after school with a certified staff	Coach, and Principal		
		member and work to complete these			
		assignments.			
	KCWP 4: Review, Analyze,	Each grade level will submit a "writing	Improvement on KPREP,		\$0
	and Apply Data	folder" to the principal every 4-6 weeks	classroom assessments		
		with samples of writing to an intended			
		audience (including on-demand) and	Responsible: Classroom		
		across the content areas (short answers,	Teachers and Principal		
		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.			h 0
	KCWP 6: Establishing	Students in grades 3 <sup>rd</sup> – 5 <sup>th</sup> are	Improvement on KPREP,		\$0
	Learning Culture and	recognized and earn Dog Tags for	classroom assessments		
	Environment	scoring proficient or distinguished on	D 311 C		
		social studies extended response.	Responsible: Classroom		
			Teachers, Instructional		
	WOMB 2 D : 1	TD 1 ' TZ 6th 1 '11	Coach, Principal		Φ0 (0.1 1Ε 1)
Objective 3:	KCWP 2: Design and	Teachers in $K - 5^{th}$ grade will	Improvement on KPREP,		\$0 (School Funds)
	Deliver Instruction	follow and implement the district	classroom assessments,		
Science		pacing guide for the use of "Mystery	Through Course Tasks,		District Funded
		Science" to teach science standards.	and Classroom Embedded Assessments		
Science KPREP scores at			Efficience Assessments		
Cairo Elementary will			Responsible: Classroom		
increase from 37.0% in 2018			Teachers, Instructional		
to 55.0% in 2019.			Coach, and Principal		
		4 <sup>th</sup> grade teachers will also	Improvement on KPREP,		\$1,000 Title Funds
		implement the "Science Alive"	classroom assessments,		φ1,000 Tine Funds
			Through Course Tasks,		
		curriculum to teach and assess	and Classroom		
		science standards.	Embedded Assessments		
1	I				

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	<b>Progress Monitoring Date &amp; Notes</b>	Funding
			Responsible: Classroom Teachers, Instructional Coach, and Principal		
		STEM stations will be implemented	Improvement on KPREP,		\$13,000 Grant
		weekly in the library/media center.	classroom assessments,		funded
		These stations will include	Through Course Tasks,		
		experiences with: engineering,	and Classroom		
		design, coding, robotics,	Embedded Assessments		
		media/graphic design, and	Responsible: Classroom		
		exploration through the Maker's	Teachers, Library/Media		
		Space. Library/Media Specialist	specialist, Instructional		
		will collaborate with teachers on	Coach, and Principal		
		developing science stations aligned			
		with science instruction being taught			
		within the classroom.  3 <sup>rd</sup> , 4 <sup>th</sup> , and 5 <sup>th</sup> grade students will	Improvement on KPREP,		Grant funded from
		participate in authentic learning	classroom assessments,		the \$13,000 listed
		experiences related to STEM related	Through Course Tasks,		above.
		topics. 3 <sup>rd</sup> grade will design and	and Classroom		above.
		create pinewood derby cars to race	Embedded Assessments		
		while learning about energy,	D '11 C1		
		friction, and aerodynamics. 4 <sup>th</sup>	Responsible: Classroom Teachers, Library/Media		
		grade will engage in a rocketry	specialist, Instructional		
		project where they design and	Coach, and Principal		
		construct rockets to launch while	1		
		learning about thrust and			
		aerodynamics. 5 <sup>th</sup> grade students			
		will engage in a project where they			
		learn to program our CNC machine			
		to create authentic plaques for their			
	KCWP 3: Design and Deliver	5 <sup>th</sup> grade graduation.	Improvement on KPREP,		\$0
	Assessment Literacy	Teachers in grades $K - 5^{th}$ grade will have students complete	classroom assessments,		ΨΟ
		Through Course Tasks as specified	Through Course Tasks,		
		in the district science pacing and	and Classroom		
		administration guide. Teachers will	Embedded Assessments		
		collaborate through the PLC process			
		to analyze student work to inform			
		instruction.			

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

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

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	<b>Progress Monitoring Date &amp; Notes</b>	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.	Improvement on KPREP, classroom assessments, Through Course Tasks, and Classroom Embedded Assessments		\$500 FRC/Title Funds
			Responsible: Classroom Teachers, Family Resource Coordinator, Title 1 Coordinator, Instructional Coach, Principal		
		Students in grades 3 <sup>rd</sup> – 5 <sup>th</sup> are recognized and earn Dog Tags for scoring proficient or distinguished on science extended response.	Improvement on KPREP, classroom assessments, Through Course Tasks, and Classroom Embedded Assessments  Responsible: Classroom		\$0
			Teachers and Instructional Coach		

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

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	<b>Progress Monitoring Date &amp; Notes</b>	Funding
Cairo Elementary will		reading in 3 <sup>rd</sup> grade will also receive	Responsible:		
improve from 52.8% to		Saxon Phonics instruction.	Classroom Teachers		
60.0% by 2019.			and Instructional		
Reading KPREP scores for			Coach		
students who qualify as					
having a disability at Cairo Elementary will improve					
from 30.0% to 38.0% by					
2019.					
		Fluency homework will be given at	Improvement on KPREP,		\$0
		each grade level at least 2 nights per	MAP, STAR, classroom		
		week.	assessments, AIMS Web assessments, Reading		
			Inventory Continuum		
			Responsible: Classroom		
			teachers and Instructional		
		All teachers will follow the grade level	Coach Improvement on KPREP,		\$0
		Journeys/Saxon pacing guides	MAP, STAR, classroom		ΨΟ
		developed at the school level by the	assessments, AIMS Web		
		instructional coach and classroom	assessments, Reading		
		teachers.	Inventory Continuum		
			Responsible: Classroom		
			teachers and Instructional		
			Coach		
		Students in Kindergarten, 1st grade,	Improvement on KPREP,		\$0
		and 2 <sup>nd</sup> grade will receive 15-20	MAP, STAR, classroom		
		minutes of phonemic awareness	assessments, AIMS Web assessments, Reading		
		instruction daily through the use of	Inventory Continuum		
		the Heggerty book. Some 3 <sup>rd</sup> grade			
		students in Tier groups will also receive phonemic awareness	Responsible: Classroom		
		instruction through the use of the	Teachers and		
		Heggerty book.	Instructional Coach		
ı		11068city book.			

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	<b>Progress Monitoring Date &amp; Notes</b>	Funding
		Three comprehension strategies will be targeted schoolwide for at least a 6	Improvement on KPREP, MAP, STAR, classroom		\$0
		week period for each strategy. The	assessments, AIMS Web		
		instructional coach will develop an	assessments, Reading		
		organizer for each strategy and will set	Inventory Continuum		
		the timeline for teaching the strategies			
		schoolwide.	Responsible:		
			Instructional Coach and		
			Classroom Teachers		
		120 minutes of explicit, detailed	Improvement on KPREP,		\$0
		reading instruction is required for	MAP, STAR, classroom		
		kindergarten through 3 <sup>rd</sup> grade. 90	assessments, AIMS Web		
		minutes of explicit, detailed reading	assessments, Reading		
		instruction is required for 4 <sup>th</sup> and 5 <sup>th</sup>	Inventory Continuum		
		grade. During this time, teachers focus on the 5 components of reading:	Responsible: Classroom		
		phonics, phonemic awareness, fluency,	Teachers, Instructional		
		vocabulary, and comprehension.	Coach, and Principal		
		Kindergarten students will use	Improvement on KPREP,		\$5,900 – SBDM funds
		Headsprout instructional reading	MAP, STAR, classroom		and Title Funds
		software several times per week to	assessments, AIMS Web		
		teach beginning reading skills. All	assessments, Reading		
		students in kindergarten through 5 <sup>th</sup>	Inventory Continuum		
		grade will use the Compass online			
		learning program as part of each	Responsible: Classroom		
		computer lab session. Compass is	Teachers, Library/Media		
		designed to reinforce concepts taught	Clerk		
		within the regular reading classroom			
		setting. A personalized learning continuum is created for each student			
		based on an entry placement test.			
		Accelerated Reader will be used at	Improvement on KPREP,		\$2,000 – SBDM
		each grade level (K-5 <sup>th</sup> ). Each	MAP, STAR, classroom		Funds
		student will have an individual A.R.	assessments, AIMS Web		Tunas
		goal set for each marking period and	assessments, Reading		
		progress toward this goal will be	Inventory Continuum		
		tracked and communicated with the	D 111 C1		
		student. Student recognitions will	Responsible: Classroom		
		be done at the end of each marking	Teachers, Instructional		
		period and end of year rewards will	Coach, and Principal		
		be given to students who meet their			
1		55 51 to stadents who meet then	<u> </u>		

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	Fluency checks will be given to	Improvement on KPREP,		\$0
	Assessment Literacy	students in grades 1st- 2nd at least once	MAP, STAR, classroom		
		per month and 3 <sup>rd</sup> grade at least once	assessments, AIMS Web		
		every 6 weeks. Fluency checks will be	assessments, Reading		
		given to students in grades 4 <sup>th</sup> and 5 <sup>th</sup> at least once per marking period. AIMS	Inventory Continuum		
		Web fluency norms will be used for	Responsible: Classroom		
		ranking student percentiles in fluency at	Teachers, Instructional		
		each check.	Coach, and Principal		
		cuen checki	Couch, and Timelpar		
		The Reading Inventory Continuum will	Improvement on Reading		\$0
		be given to students in kindergarten	Inventory Continuum		
		through 3 <sup>rd</sup> grade at least three times			
		per year.	Responsible: Classroom		
			Teachers, Instructional		
			Coach, and Principal		Φ0
		Grade level teams in kindergarten	Improvement on KPREP,		\$0
		through 3 <sup>rd</sup> grade have developed a sight word plan for students in their	MAP, STAR, classroom assessments, AIMS Web		
		grade level. Sight word assessments	assessments, Reading		
		are given to students on an individual	Inventory Continuum		
		basis.	inventory Communi		
			Responsible: Classroom		
			Teachers, Instructional		
			Coach, and Principal		
		Reading District Common	Improvement on KPREP,		\$0
		Assessments will be administered,	MAP, STAR, classroom		
		scored, and analyzed three times per	assessments, AIMS Web		
		year for 3 <sup>rd</sup> , 4 <sup>th</sup> , and 5 <sup>th</sup> grades.	assessments, Reading		
		Kindergarten, 1 <sup>st</sup> , and 2 <sup>nd</sup> grade will	Inventory Continuum		
		administer, score, and analyze	Desmansible, Classes		
		Journeys benchmark assessments at	Responsible: Classroom Teachers, Instructional		
		least 2-3 times per year.	Coach, and Principal		
	KCWP 5: Design, Align, and	An ESS Daytime Waiver was written to	Improvement on KPREP,		\$6,000 -
	Deliver Support	hire a part-time retired teacher to work	MAP, STAR, classroom		ESS funds
ı	1		1 , 2 , 5	<u>l</u>	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	<b>Progress Monitoring Date &amp; Notes</b>	Funding
		with small groups for reading, math,	assessments, AIMS Web		
		and writing interventions.	assessments, Reading		
			Inventory Continuum		
			Responsible: Retired		
			Teacher hired through		
			ESS Daytime Waiver,		
			Classroom Teachers		
		Non-classroom teachers,	Improvement on KPREP		\$0
		administrators, and some classified	and classroom		
		staff have been assigned as a coach to	assessments		
		students in 3 <sup>rd</sup> , 4 <sup>th</sup> , and 5 <sup>th</sup> grade who			
		receive accommodations through IEPs	Responsible: Classroom		
		and 504 plans. Each coach will work	Teachers, Non-classroom		
		with his/her assigned student at least	teachers, some classified		
		every other week on a multiple choice,	staff, Principal, and		
		short answer, extended response, or	Instructional Coach		
		writing assignment to model and			
		reinforce effective test taking strategies.			
		Bringing Up Grades Club (B.U.G.	Improvement on KPREP,		\$0
		Club) will be held on Wednesday	MAP, STAR, classroom		
		afternoons after school as a support for	assessments, AIMS Web		
		students who have incomplete or	assessments, Reading		
		missing assignments. Students stay	Inventory Continuum		
		after school with a certified staff	5 6		
		member and work to complete these	Responsible: Classroom		
		assignments.	Teachers, Instructional		
			Coach, and Principal		Φ <b>2</b> 000 FGG C 1
		Certified and/or classified staff will	Improvement on KPREP,		\$2,000 – ESS funds
		provide extended school services one	MAP, STAR, classroom		
		day a week in reading for targeted	assessments, AIMS Web		
		students who are reading below grade	assessments, Reading		
		level.	Inventory Continuum		
			Responsible: Classroom		
			Teachers, Classified		
			Staff, Instructional Coach		
		All students scoring below grade level	Improvement on KPREP,		\$60,000 – Title funds
		on MAP testing will be evaluated for	MAP, STAR, classroom		
		placement in a Tier group. A schedule	assessments, AIMS Web		
		has been developed to provide	assessments, Reading		
		intervention services to students 25 <sup>th</sup>	Inventory Continuum		

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	<b>Progress Monitoring Date &amp; Notes</b>	Funding
		percentile and below for 120 additional minutes each week and 26 <sup>th</sup> to 49 <sup>th</sup> 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

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

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

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	<b>Progress Monitoring Date &amp; Notes</b>	Funding
		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.  All students in kindergarten through 5 <sup>th</sup> 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 <sup>th</sup> 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 <sup>nd</sup> – 5 <sup>th</sup> will utilize Math Minutes to monitor fact fluency for all students.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments		\$0

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	<b>Progress Monitoring Date &amp; Notes</b>	Funding
			Responsible: Classroom		
			Teachers		
	KCWP 5: Design, Align, and	An ESS Daytime Waiver was written to	Improvement on KPREP,		\$6,000 – ESS funds
	Deliver Support	hire a part-time retired teacher to work	MAP, STAR, classroom		
		with small groups for reading, math,	assessments, AIMS Web		
		and writing interventions.	assessments		
			Responsible: Retired		
			Teacher hired through		
			ESS Daytime Waiver and		
			Classroom Teachers		
		Non-classroom teachers,	Improvement on KPREP		\$0
		administrators, and some classified	and classroom		
		staff have been assigned as a coach to	assessments		
		students in 3 <sup>rd</sup> , 4 <sup>th</sup> , and 5 <sup>th</sup> grade who			
		receive accommodations through IEPs	Responsible: Classroom		
		and 504 plans. Each coach will work	and non-classroom		
		with his/her assigned student at least	teachers, some Classified		
		every other week on a multiple choice,	staff, Principal, and		
		short answer, extended response, or	Instructional Coach		
		writing assignment to model and			
		Principal Un Credes Club (P. U.C.)	Immercament on VDDED		\$0
		Bringing Up Grades Club (B.U.G. Club) will be held on Wednesday	Improvement on KPREP, MAP, STAR, classroom		\$0
		afternoons after school as a support for	assessments, AIMS Web		
		students who have incomplete or	assessments		
		missing assignments. Students stay	assessments		
		after school with a certified staff	Responsible: Classroom		
		member and work to complete these	Teachers, Instructional		
		assignments.	Coach, and Principal		
		Certified and/or classified staff will	Improvement on KPREP,		\$2,000 – ESS Funds
		provide extended school services one	MAP, STAR, classroom		
		day a week in math to students who are	assessments, AIMS Web		
		performing below grade level in math.	assessments		
			D '11 C1		
			Responsible: Classroom		
			Teachers, Classified		
			Staff, and instructional Coach		
		All students scoring below grade level	Improvement on KPREP,		\$60,000 – Title funds
		on MAP testing will be evaluated for	MAP, STAR, classroom		φου,σου True funds
		placement in a Tier group. A schedule	in it, birit, classicolli		
I		procedient in a fier group. A senedule			

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

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	<b>Progress Monitoring Date &amp; Notes</b>	Funding
J. J		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		g
	KCWP 6: Establishing Learning Culture and Environment	Students in grades 3 <sup>rd</sup> – 5 <sup>th</sup> 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
	WWCD C. Establish Laurina	Cu-lanta in an Ila 2nd 5th an	Responsible: Classroom teachers, Instructional Coach		ФО
Objective 3: On-Demand Writing On-Demand Writing KPREP scores for students who qualify as having low socioeconomic 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 <sup>nd</sup> -5 <sup>th</sup> 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	<b>Progress Monitoring Date &amp; Notes</b>	Funding
			Responsible: Classroom		
			Teachers, Instructional		
			Coach		
	KCWP 2: Design and Deliver	Teachers will utilize specific graphic	Improvement on KPREP,		\$0
	Instruction	organizers adapted from Abell &	MAP, classroom		
		Atherton to teach writing in grades K-	assessments, AIMS Web		
		5 <sup>th</sup> .	assessments		
			a		
			Responsible: Classroom		
			Teachers, Instructional		
			Coach, and Principal		40
		Teachers at all grade levels will	Improvement on KPREP,		\$0
		follow the requirements set forth in	MAP, classroom		
		the Cairo Writing Policy and Plan.	assessments, AIMS Web		
			assessments		
			D		
			Responsible: Classroom		
			Teachers, Instructional		
	VCWD 5. Design Align and	An ESS Daytime Waiver was written to	Coach, and Principal		\$6,000 – ESS funds
	KCWP 5: Design, Align, and	hire a part-time retired teacher to work	Improvement on KPREP, MAP, classroom		\$0,000 – ESS Tulius
	Deliver Support	with small groups for reading, math,	assessments, AIMS Web		
		and writing interventions	assessments assessments		
		and writing interventions	assessments		
			Responsible: Retired		
			Teacher hired through		
			ESS Daytime Waiver and		
			Classroom Teachers		
		Bringing Up Grades Club (B.U.G.	Improvement on KPREP,		\$0
		Club) will be held on Wednesday	MAP, classroom		
		afternoons after school as a support for	assessments, AIMS Web		
		students who have incomplete or	assessments		
		missing assignments. Students stay			
		after school with a certified staff	Responsible: Classroom		
		member and work to complete these	Teachers, Instructional		
		assignments.	Coach, and Principal		
		Non-classroom teachers,	Improvement on KPREP		\$0
		administrators, and some classified	and classroom		
		staff have been assigned as a coach to	assessments		
		students in 3 <sup>rd</sup> , 4 <sup>th</sup> , and 5 <sup>th</sup> grade who			
		receive accommodations through IEPs			

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	<b>Progress Monitoring Date &amp; Notes</b>	Funding
		and 504 plans. Each coach will work	Responsible: Classroom		
		with his/her assigned student at least	and non-classroom		
		every other week on a multiple choice,	teachers, some Classified		
		short answer, extended response, or	staff, Principal, and		
		writing assignment to model and	Instructional Coach		
		reinforce effective test taking strategies.			
	KCWP 4: Review, Analyze,	RTI team will meet weekly to evaluate	Improvement on KPREP,		\$0
	and Apply Data	AIMS Web data and discuss progress	MAP, STAR, classroom		
		of students in RTI groups.	assessments, AIMS Web		
			assessments		
			, c		
			Responsible: Classroom		
			Teachers, Instructional		
			Coach, Principal, Special		
			Education Teachers,		
			School Psychologist,		
			Guidance Counselor, and		
			Family Resource		
		F-111111	Coordinator		Φ0
		Each grade level will submit a "writing	Improvement on KPREP,		\$0
		folder" to the principal every 4-6 weeks	MAP, STAR, classroom		
		with samples of writing to an intended	assessments, AIMS Web		
		audience (including on-demand) and	assessments, Reading		
		across the content areas (short answers,	Inventory Continuum		
		extended responses in math, reading,	Pagnangible: Clasgroom		
		social studies, science). The writing	Responsible: Classroom Teachers and Principal		
		samples submitted will be scored and	Teachers and Principal		
		analyzed by the teacher first and principal will analyze and provide			
		feedback.			
		recuback.			
		Classroom teachers and administration	Improvement on KPREP,		\$0
		team will meet on a weekly basis	MAP, STAR, classroom		ΨΟ
		during "LEAP" time (PLC time) to	assessments, AIMS Web		
		analyze assessment data and plan for	assessments, Reading		
		next steps in instruction for reading,	Inventory Continuum		
		math, and writing.	myomory Communi		
		man, and writing.	Responsible: Classroom		
			Teachers, Instructional		
			Coach, and Principal		
	KCWP 3: Design and Deliver	District Common Assessments will	Improvement on KPREP,		\$0
	Assessment Literacy	include a writing assessment for 3 <sup>rd</sup> ,	MAP, STAR, classroom		ΨΟ
	1155555mont Enteracy	merude a writing assessment for 5 <sup>rd</sup> ,	11111 , 517 HX, Classicolli		

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	<b>Progress Monitoring Date &amp; Notes</b>	Funding
		4 <sup>th</sup> , and 5 <sup>th</sup> grades. District	assessments, AIMS Web		
		Common Assessments will be	assessments, Reading		1
			Inventory Continuum		
		three times per year for 3 <sup>rd</sup> , 4 <sup>th</sup> , and	'		1
		5 <sup>th</sup> grades.	Responsible: Classroom		1
		3 grades.	Teachers, Instructional		1
			Coach, and Principal		1

## 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.

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	<b>Progress Monitoring Date &amp; Notes</b>	Funding
Objective 1	KCWP 2: Design and Deliver	Saxon Phonics will be used for core	Improvement on KPREP,		\$0
	Instruction	phonics instruction for Kindergarten, 1st	MAP, STAR, classroom		
Spring Reading MAP scores		grade, and 2 <sup>nd</sup> grade. Students will	assessments, AIMS Web		
at Cairo Elementary will		receive at least 20 minutes of phonics	assessments, Reading		
increase from 72.0% in spring		instruction each day during the 120	Inventory Continuum		
2018 to 78.0% in 2019.		minute reading block. Students in Tier			
2018 to 78.0% iii 2019.		3 reading in 3 <sup>rd</sup> grade will also receive	Responsible: Classroom		
		Saxon Phonics instruction.	Teachers and		
			Instructional Coach		
		Fluency homework will be given at	Improvement on KPREP,		\$0
		each grade level at least 2 nights per	MAP, STAR, classroom		
		week.	assessments, AIMS Web		
			assessments, Reading		
			Inventory Continuum		
			Responsible: Classroom		
			teachers and Instructional		
			Coach		
		All teachers will follow the grade level	Improvement on KPREP,		\$0
		Journeys/Saxon pacing guides	MAP, STAR, classroom		

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	<b>Progress Monitoring Date &amp; Notes</b>	Funding
		developed at the school level by the	assessments, AIMS Web		
		instructional coach and classroom	assessments, Reading		
		teachers.	Inventory Continuum		
			D '11 C1		
			Responsible: Classroom		
			teachers and Instructional		
		C. 1 . Tr. 1 . 1st 1	Coach		Φ0
		Students in Kindergarten, 1st grade,	Improvement on KPREP,		\$0
		and 2 <sup>nd</sup> grade will receive 15-20	MAP, STAR, classroom		
		minutes of phonemic awareness	assessments, AIMS Web assessments, Reading		
		instruction daily through the use of	Inventory Continuum		
		the Heggerty book. Some 3 <sup>rd</sup> grade	miventory Continuum		
		students in Tier groups will also	Responsible: Classroom		
		receive phonemic awareness	Teachers and		
		instruction through the use of the	Instructional Coach		
		Heggerty book.	monucuonar couch		
		Three comprehension strategies will be	Improvement on KPREP,		\$0
		targeted schoolwide for at least a 6	MAP, STAR, classroom		
		week period for each strategy. The	assessments, AIMS Web		
		instructional coach will develop an	assessments, Reading		
		organizer for each strategy and will set	Inventory Continuum		
		the timeline for teaching the strategies	_		
		schoolwide.	Responsible:		
			Instructional Coach and		
			Classroom Teachers		40
		120 minutes of explicit, detailed	Improvement on KPREP,		\$0
		reading instruction is required for	MAP, STAR, classroom		
		kindergarten through 3 <sup>rd</sup> grade. 90	assessments, AIMS Web		
		minutes of explicit, detailed reading	assessments, Reading		
		instruction is required for 4 <sup>th</sup> and 5 <sup>th</sup>	Inventory Continuum		
		grade. During this time, teachers focus on the 5 components of reading:	Pagnangible: Clasgroom		
		phonics, phonemic awareness, fluency,	Responsible: Classroom Teachers, Instructional		
		vocabulary, and comprehension.	Coach, and Principal		
		Kindergarten students will use	Improvement on KPREP,		\$5,900 – SBDM funds
		Headsprout instructional reading	MAP, STAR, classroom		and Title Funds
		software several times per week to	assessments, AIMS Web		and the tunes
		teach beginning reading skills. All	assessments, Reading		
		students in kindergarten through 5 <sup>th</sup>	Inventory Continuum		
		grade will use the Compass online			
		learning program as part of each			
ı		rearming program as part of each			

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	<b>Progress Monitoring Date &amp; Notes</b>	Funding
Objective	KCWP 3: Design and Deliver	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.  Accelerated Reader will be used at each grade level (K-5 <sup>th</sup> ). 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.  Fluency checks will be given to	Responsible: Classroom Teachers, Library/Media Clerk  Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum  Responsible: Classroom Teachers, Instructional Coach, and Principal	Progress Monitoring Date & Notes	\$2,000 - SBDM Funds
	KCWP 3: Design and Deliver Assessment Literacy	Fluency checks will be given to students in grades 1 <sup>st</sup> - 2 <sup>nd</sup> at least once per month and 3 <sup>rd</sup> grade at least once every 6 weeks. Fluency checks will be given to students in grades 4 <sup>th</sup> and 5 <sup>th</sup> at least once per marking period. AIMS Web fluency norms will be used for ranking student percentiles in fluency at each check.  The Reading Inventory Continuum will be given to students in kindergarten through 3 <sup>rd</sup> grade at least three times per year.	MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum Responsible: Classroom Teachers, Instructional Coach, and Principal		\$0
		Grade level teams in kindergarten through 3 <sup>rd</sup> grade have developed a sight word plan for students in their grade level. Sight word assessments	Coach, and Principal Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web		\$0

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	<b>Progress Monitoring Date &amp; Notes</b>	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 <sup>rd</sup> , 4 <sup>th</sup> , and 5 <sup>th</sup> grades. Kindergarten, 1 <sup>st</sup> , and 2 <sup>nd</sup> grade will	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum		\$0
		administer, score, and analyze Journeys benchmark assessments at least 2-3 times per year.	Responsible: Classroom Teachers, Instructional Coach, and Principal		
	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		\$6,000 - ESS funds
			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 <sup>rd</sup> , 4 <sup>th</sup> , and 5 <sup>th</sup> grade who	Improvement on KPREP and classroom assessments		\$0
		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	Responsible: Classroom Teachers, Non-classroom teachers, some Classified Staff, Principal, and Instructional Coach		
		reinforce effective test taking strategies.  Bringing Up Grades Club (B.U.G. Club) will be held on Wednesday	Improvement on KPREP, MAP, STAR, classroom		\$0
		afternoons after school as a support for students who have incomplete or missing assignments. Students stay after school with a certified staff	assessments, AIMS Web assessments, Reading Inventory Continuum		

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	<b>Progress Monitoring Date &amp; Notes</b>	Funding
		member and work to complete these	Responsible: Classroom		
		assignments.	Teachers, Instructional		
			Coach, and Principal		44.000
		Certified and/or classified staff will	Improvement on KPREP,		\$2,000 – ESS funds
		provide extended school services one	MAP, STAR, classroom		
		day a week in reading for targeted	assessments, AIMS Web		
		students who are reading below grade	assessments, Reading		
		level.	Inventory Continuum		
			Responsible: Classroom		
			Teachers, Classified		
			Staff, Instructional Coach		
		All students scoring below grade level	Improvement on KPREP,		\$60,000 – Title funds
		on MAP testing will be evaluated for	MAP, STAR, classroom		
		placement in a Tier group. A schedule	assessments, AIMS Web		
		has been developed to provide	assessments, Reading		
		intervention services to students 25 <sup>th</sup>	Inventory Continuum		
		percentile and below for 120 additional			
		minutes each week and 26 <sup>th</sup> to 49 <sup>th</sup>	Responsible:		
		percentile for an additional 90 minutes	Interventionists,		
		per week. These students will be	Classroom Teachers,		
		benchmark tested three times per year	Instructional Coach, and		
		and progress monitored through AIMS	Principal		
		Web or STAR.	7		40
	KCWP 4: Review, Analyze,	RTI team will meet weekly to evaluate	Improvement on MAP,		\$0
	and Apply Data	AIMS Web data and discuss progress	STAR, classroom		
		of students in RTI groups.	assessments, AIMS Web		
			assessments, Reading		
			Inventory Continuum		
			Responsible: Classroom		
			Teachers, Instructional		
			Coach, Principal, Special		
			Education Teachers,		
			School Psychologist,		
			Guidance Counselor, and		
			Family Resource		
			Coordinator		
		Classroom teachers and administration	Improvement on KPREP,		\$0
		team will meet on a weekly basis	MAP, STAR, classroom		
		during "LEAP" time (PLC time) to	assessments, AIMS Web		
		analyze assessment data and plan for			

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	<b>Progress Monitoring Date &amp; Notes</b>	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,	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum		\$0
		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		
1	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	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum		\$0
		classroom newsletters, and through direct contact with parents at family events at Cairo.	Responsible: Classroom teachers, Principal, and Instructional Coach		
		Students in grades 3 <sup>rd</sup> – 5 <sup>th</sup> 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		\$0
			Responsible: Classroom teachers, Instructional Coach		
, J	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	<b>Progress Monitoring Date &amp; Notes</b>	Funding
Spring Math MAP scores at			Responsible: Classroom		
Cairo Elementary will			Teachers, Instructional		
increase from 75.0% in spring			Coach, and Principal		фО
2018 to 80.0% in spring		Classroom teachers will use the	Improvement on KPREP, MAP, STAR, classroom		\$0
2019.		Math in Focus curriculum with	assessments, AIMS Web		
		fidelity including problem solving	assessments		
		skills and rich math vocabulary at			
		least 60 minutes daily. Teachers will be provided ongoing	Responsible: Classroom		
		professional development by the	Teachers, Instructional		
		district.	Coach, Principal, District		
		district.	Professional		
			Development Coordinators		
		All teachers will follow the grade level	Improvement on KPREP,		\$0
		Math in Focus pacing guides developed	MAP, STAR, classroom		φυ
		at the district level.	assessments, AIMS Web		
			assessments, Reading		
			Inventory Continuum		
			Responsible: Classroom		
			teachers and Instructional		
		All grade level teams K – 5 <sup>th</sup> grade will	Coach Improvement on KPREP,		\$0
		collaborate to develop and submit to the	_		φυ
		administration team high rigor Calendar	assessments, AIMS Web		
		Math questions each month.	assessments, Reading		
			Inventory Continuum		
			Responsible: Classroom		
			teachers, Instructional Coach, and Principal		
		Students in grades 2 <sup>nd</sup> through 5 <sup>th</sup> will	Improvement on KPREP,		\$2,000 – SBDM
		be required to do Accelerated Math as a			Funds
		supplement to the Math in Focus	assessments, AIMS Web		
		curriculum. Teachers and students use	assessments		
		the online AM program. Classroom	Responsible: Classroom		
		and individual student goals are set	Teachers, Instructional		
		each marking period and managed by	Coach, and Principal		
		the classroom teachers.			
		Progress toward this goal will be			
		tracked and communicated with the			

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	<b>Progress Monitoring Date &amp; Notes</b>	Funding
		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.			
		All students in kindergarten through 5 <sup>th</sup>	Improvement on KPREP,		\$5,900 – SBDM funds
		grade will use the Compass online	MAP, STAR, classroom		and Title funds
		learning program as part of each	assessments, AIMS Web		
		computer lab session. Compass is	assessments		
		designed to reinforce concepts taught			
		within the regular math classroom	Responsible: Classroom		
		setting. A personalized learning	Teachers and		
		continuum is created for each student	Library/Media Clerk		
		based on an entry placement test.  Students in kindergarten - 5 <sup>th</sup> grade will	Improvement on VDDED		\$0
		be introduced to critical math	Improvement on KPREP, MAP, STAR, classroom		\$0
		vocabulary words every week during	assessments, AIMS Web		
		morning assembly. Definitions and real	assessments		
		world examples will be used to help	assessments		
		students understand and apply the math	Responsible: Principal		
		vocabulary words.	1		
KCWP 3:	: Design and Deliver	Math District Common Assessments	Improvement on KPREP,		\$0
Assessme	ent Literacy	will be administered, scored, and	MAP, STAR, classroom		
		analyzed at the school level for each	assessments, AIMS Web		
		grade level as specified in the	assessments, Reading		
		requirements set forth by the district	Inventory Continuum		
		math pacing and assessment guide.	a		
		F 8 8	Responsible: Classroom		
			Teachers, Instructional		
		Teachers in grade 2 <sup>nd</sup> – 5 <sup>th</sup> will utilize	Coach, and Principal Improvement on KPREP,		\$0
		Math Minutes to monitor fact fluency	MAP, STAR, classroom		ΦΟ
		for all students.	assessments, AIMS Web		
		Tot all bracelles.	assessments		
			Responsible: Classroom		
			Teachers		
KCWP 5:	: Design, Align, and	An ESS Daytime Waiver was written to	Improvement on KPREP,		\$6,000 – ESS funds
Deliver S	Support	hire a part-time retired teacher to work	MAP, STAR, classroom		

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	<b>Progress Monitoring Date &amp; Notes</b>	Funding
		with small groups for reading, math,	assessments, AIMS Web		
		and writing interventions.	assessments		
			Responsible: Retired		
			Teacher hired through		
			ESS Daytime Waiver and		
			Classroom Teachers		
		Non-classroom teachers,	Improvement on KPREP		\$0
		administrators, and some classified	and classroom		
		staff have been assigned as a coach to	assessments		
		students in 3 <sup>rd</sup> , 4 <sup>th</sup> , and 5 <sup>th</sup> grade who			
		receive accommodations through IEPs	Responsible: Classroom		
		and 504 plans. Each coach will work	and non-classroom		
		with his/her assigned student at least	teachers, some Classified		
		every other week on a multiple choice,	staff, Principal, and		
		short answer, extended response, or	Instructional Coach		
		writing assignment to model and			
		reinforce effective test taking strategies.			4.0
		Bringing Up Grades Club (B.U.G.	Improvement on KPREP,		\$0
		Club) will be held on Wednesday	MAP, STAR, classroom		
		afternoons after school as a support for	assessments, AIMS Web		
		students who have incomplete or	assessments		
		missing assignments. Students stay after school with a certified staff	Responsible: Classroom		
		member and work to complete these	Teachers, Instructional		
		assignments.	Coach, and Principal		
		Certified and/or classified staff will	Improvement on KPREP,		\$2,000 – ESS Funds
		provide extended school services one	MAP, STAR, classroom		φ2,000 Lbb i ands
		day a week in math to students who are	assessments, AIMS Web		
		performing below grade level in math.	assessments		
			Responsible: Classroom		
			Teachers, Classified		
			Staff, and instructional		
			Coach		
		All students scoring below grade level	Improvement on KPREP,		\$60,000 – Title funds
		on MAP testing will be evaluated for	MAP, STAR, classroom		
		placement in a Tier group. A schedule	assessments, AIMS Web		
		has been developed to provide	assessments		
		intervention services to students 25 <sup>th</sup>	Dagnangihla		
		percentile and below for 120 additional minutes each week and 26 <sup>th</sup> to 49 <sup>th</sup>	Responsible:		
		minutes each week and 26" to 49"	Interventionists,		

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	<b>Progress Monitoring Date &amp; Notes</b>	Funding
		percentile for an additional 90 minutes per week. These students will be benchmark tested three times per year and progress monitored through AIMS	Classroom Teachers, Instructional Coach, and Principal		
	KCWP 4: Review, Analyze, and Apply Data	Web or STAR.  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		\$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.	Coordinator 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	<b>Progress Monitoring Date &amp; Notes</b>	Funding
	KCWP 6: Establishing	Students in grades 3 <sup>rd</sup> – 5 <sup>th</sup> are	Improvement on KPREP,		\$0
	Learning Culture and	recognized and earn Dog Tags for	MAP, STAR, classroom		
	Environment	scoring proficient or distinguished on	assessments, AIMS Web		
		math extended responses and scoring	assessments, Reading		
		2's on math short answers.	Inventory Continuum		
			Responsible: Classroom		
			teachers, Instructional		
			Coach		

## 5: Transition Readiness

Goal 6 (*State your Transition Readiness goal*): 100% of 5<sup>th</sup> 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	<b>Progress Monitoring Date &amp; Notes</b>	Funding
Objective 1	KCWP 2: Design and Deliver	Saxon Phonics will be used for core	Improvement on KPREP,		\$0
	Instruction	phonics instruction for Kindergarten, 1st	MAP, STAR, classroom		
5 <sup>th</sup> grade Reading KPREP		grade, and 2 <sup>nd</sup> grade. Students will	assessments, AIMS Web		
scores at Cairo Elementary		receive at least 20 minutes of phonics	assessments, Reading		
will increase from 75.0% in		instruction each day during the 120	Inventory Continuum		
2018 to 80.0% in 2019.		minute reading block. Students in Tier			
2018 to 80.0% iii 2019.		3 reading in 3 <sup>rd</sup> grade will also receive	Responsible: Classroom		
		Saxon Phonics instruction.	Teachers and		
			Instructional Coach		
		Fluency homework will be given at	Improvement on KPREP,		\$0
		each grade level at least 2 nights per	MAP, STAR, classroom		
		week.	assessments, AIMS Web		
			assessments, Reading		
			Inventory Continuum		
			Responsible: Classroom teachers and Instructional Coach		
		All teachers will follow the grade level	Improvement on KPREP,		\$0
		Journeys/Saxon pacing guides	MAP, STAR, classroom		
		developed at the school level by the	assessments, AIMS Web		
		instructional coach and classroom	assessments, Reading		
		teachers.	Inventory Continuum		

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

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

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	<b>Progress Monitoring Date &amp; Notes</b>	Funding
			Responsible: Classroom Teachers, Instructional		
			Coach, and Principal		
		Reading District Common	Improvement on KPREP,		\$0
		Assessments will be administered,	MAP, STAR, classroom		
		scored, and analyzed three times per	assessments, AIMS Web		
		year for 3 <sup>rd</sup> , 4 <sup>th</sup> , and 5 <sup>th</sup> grades.	assessments, Reading		
		Kindergarten, 1 <sup>st</sup> , and 2 <sup>nd</sup> grade will	Inventory Continuum		
		administer, score, and analyze	Responsible: Classroom		
		Journeys benchmark assessments at	Teachers, Instructional		
		least 2-3 times per year.	Coach, and Principal		
	KCWP 5: Design, Align, and	An ESS Daytime Waiver was written to	Improvement on KPREP,		\$6,000 -
	Deliver Support	hire a part-time retired teacher to work	MAP, STAR, classroom		ESS funds
		with small groups for reading, math,	assessments, AIMS Web		
		and writing interventions.	assessments, Reading		
			Inventory Continuum		
			Responsible: Retired		
			Teacher hired through		
			ESS Daytime Waiver,		
			Classroom Teachers		
		Non-classroom teachers,	Improvement on KPREP		\$0
		administrators, and some classified	and classroom		
		staff have been assigned as a coach to students in 3 <sup>rd</sup> , 4 <sup>th</sup> , and 5 <sup>th</sup> grade who	assessments		
		receive accommodations through IEPs	Responsible: Classroom		
		and 504 plans. Each coach will work	Teachers, Non-classroom		
		with his/her assigned student at least	teachers, some classified		
		every other week on a multiple choice,	staff, Principal, and		
		short answer, extended response, or	Instructional Coach		
		writing assignment to model and reinforce effective test taking strategies.			
			Improvement on KPREP,		\$0
		Club) will be held on Wednesday	MAP, STAR, classroom		ΨΟ
		afternoons after school as a support for	assessments, AIMS Web		
		students who have incomplete or	assessments, Reading		
		missing assignments. Students stay	Inventory Continuum		
		after school with a certified staff	D "11 C"		
		member and work to complete these	Responsible: Classroom		
		assignments.	Teachers, Instructional Coach, and Principal		
I			Coacii, and Timeipai		1

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	<b>Progress Monitoring Date &amp; Notes</b>	Funding
		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		\$2,000 – ESS funds
			Responsible: Classroom Teachers, Classified Staff, Instructional Coach		
		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 <sup>th</sup> percentile and below for 120 additional minutes each week and 26 <sup>th</sup> to 49 <sup>th</sup> 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 next steps in instruction for reading, math, and writing.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum		\$0

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	<b>Progress Monitoring Date &amp; Notes</b>	Funding
			Responsible: Classroom		
			Teachers, Instructional		
			Coach, and Principal		
		Each grade level will submit a "writing	Improvement on KPREP,		\$0
		folder" to the principal every 4-6 weeks	MAP, STAR, classroom		
		with samples of writing to an intended	assessments, AIMS Web		
		audience (including on-demand) and	assessments, Reading		
		across the content areas (short answers,	Inventory Continuum		
		extended responses in math, reading,			
		social studies, science). The writing	Responsible: Classroom		
		samples submitted will be scored and	Teachers and Principal		
		analyzed by the teacher first and			
		principal will analyze and provide			
		feedback.			
	KCWP 6: Establishing	Administration and teachers will work	Improvement on KPREP,		\$0
	Learning Culture and	to spread the message to parents about	MAP, STAR, classroom		
	Environment	the importance of reading at least 20	assessments, AIMS Web		
		minutes per day with their child. The	assessments, Reading		
		message will be distributed through one	Inventory Continuum		
		calls to parents, in school-wide and			
		classroom newsletters, and through	Responsible: Classroom		
		direct contact with parents at family	teachers, Principal, and		
		events at Cairo.	Instructional Coach		
		Students in grades 3 <sup>rd</sup> – 5 <sup>th</sup> are	Improvement on KPREP,		\$0
		recognized and earn Dog Tags for	MAP, STAR, classroom		
		scoring proficient or distinguished on	assessments, AIMS Web		
		reading extended responses and scoring	assessments, Reading		
		2's on reading short answers.	Inventory Continuum		
			Responsible: Classroom		
			teachers, Instructional		
			Coach		
Objective 2:	KCWP 2: Design and Deliver	Teachers will implement Everyday	Improvement on KPREP,		\$0
<b>J</b> • • • • • •	Instruction	Counts Calendar Math in the classroom			
Math:		for 30 minutes daily.	assessments, AIMS Web		
			assessments		
5 <sup>th</sup> grade Math KPREP scores					
at Cairo Elementary will			Responsible: Classroom		
increase from 88.4% in 2018			Teachers, Instructional		
to 90.0.0% in 2019.			Coach, and Principal		
10 90.0.0% III 2019.		Classroom teachers will use the	Improvement on KPREP,		\$0
		Math in Focus curriculum with	MAP, STAR, classroom		

Objective Strategy	Activities to Deploy Strategy	Measure of Success	<b>Progress Monitoring Date &amp; Notes</b>	Funding
	fidelity including problem solving skills and rich math vocabulary at	assessments, AIMS Web assessments		
	least 60 minutes daily. Teachers will be provided ongoing	Responsible: Classroom		
	professional development by the	Teachers, Instructional		
	district.	Coach, Principal, District		
		Professional Development		
		Coordinators		
	All teachers will follow the grade level	Improvement on KPREP,		\$0
	Math in Focus pacing guides developed at the district level.	MAP, STAR, classroom assessments, AIMS Web		
	at the district level.	assessments, Reading		
		Inventory Continuum		
		Responsible: Classroom		
		teachers and Instructional		
	A11 1 1 1 77 6th 1 11	Coach		Φ0
	All grade level teams $K - 5^{th}$ grade will collaborate to develop and submit to the	Improvement on KPREP, MAP, STAR, classroom		\$0
	administration team high rigor Calendar	assessments, AIMS Web		
	Math questions each month.	assessments, Reading		
		Inventory Continuum		
		Responsible: Classroom		
		teachers, Instructional		
	Students in grades 2 <sup>nd</sup> through 5 <sup>th</sup> will	Coach, and Principal Improvement on KPREP,		\$2,000 – SBDM funds
	be required to do Accelerated Math as a	MAP, STAR, classroom		φ <b>2</b> ,000 βββππαιας
	supplement to the Math in Focus	assessments, AIMS Web		
	curriculum. Teachers and students use	assessments  Responsible: Classroom		
	the online AM program. Classroom and individual student goals are set	Responsible: Classroom Teachers, Instructional		
	each marking period and managed by	Coach, and Principal		
	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			

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	<b>Progress Monitoring Date &amp; Notes</b>	Funding
		individual goals at least 3 out of 4			
		marking periods.			
		All students in kindergarten through 5 <sup>th</sup>	Improvement on KPREP,		\$5,900 – SBDM funds
		grade will use the Compass online	MAP, STAR, classroom		and Title funds
		learning program as part of each	assessments, AIMS Web		
		computer lab session. Compass is	assessments		
		designed to reinforce concepts taught			
		within the regular math classroom	Responsible: Classroom		
		setting. A personalized learning	Teachers and		
		continuum is created for each student	Library/Media Clerk		
		based on an entry placement test.	L		¢o.
		Students in kindergarten - 5 <sup>th</sup> grade will	Improvement on KPREP,		\$0
		be introduced to critical math vocabulary words every week during	MAP, STAR, classroom assessments, AIMS Web		
		morning assembly. Definitions and real	assessments assessments		
		world examples will be used to help	assessments		
		students understand and apply the math	Responsible: Principal		
		vocabulary words.	Responsible. Timelpai		
	KCWP 3: Design and Deliver	Math District Common Assessments	Improvement on KPREP,		\$0
	Assessment Literacy	will be administered, scored, and	MAP, STAR, classroom		ΨΟ
		analyzed at the school level for each	assessments, AIMS Web		
		grade level as specified in the	assessments, Reading		
		requirements set forth by the district	Inventory Continuum		
		•			
		math pacing and assessment guide.	Responsible: Classroom		
			Teachers, Instructional		
			Coach, and Principal		
		Teachers in grade 2 <sup>nd</sup> – 5 <sup>th</sup> will utilize	Improvement on KPREP,		\$0
		Math Minutes to monitor fact fluency	MAP, STAR, classroom		
		for all students.	assessments, AIMS Web		
			assessments		
			D '11 C1		
			Responsible: Classroom		
	VCWD 5: Dosign Align on 1	An ESS Doutimo Woiver was written to	Teachers Improvement on KDDED		\$6,000 ESS funds
	KCWP 5: Design, Align, and	An ESS Daytime Waiver was written to	Improvement on KPREP,		\$6,000 – ESS funds
	Deliver Support	hire a part-time retired teacher to work with small groups for reading, math,	MAP, STAR, classroom assessments, AIMS Web		
		and writing interventions.	assessments assessments		
		and writing interventions.	assessments		
			Responsible: Retired		
			Teacher hired through		
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	<b>Progress Monitoring Date &amp; Notes</b>	Funding
			ESS Daytime Waiver and		
			Classroom Teachers		4.0
		Non-classroom teachers,	Improvement on KPREP		\$0
		administrators, and some classified	and classroom		
		staff have been assigned as a coach to	assessments		
		students in 3 <sup>rd</sup> , 4 <sup>th</sup> , and 5 <sup>th</sup> grade who	Dagnangihlar Classes an		
		receive accommodations through IEPs and 504 plans. Each coach will work	Responsible: Classroom and non-classroom		
		with his/her assigned student at least	teachers, some Classified		
		every other week on a multiple choice,	staff, Principal, and		
		short answer, extended response, or	Instructional Coach		
		writing assignment to model and	mstructional Coach		
		reinforce effective test taking strategies.			
		Bringing Up Grades Club (B.U.G.	Improvement on KPREP,		\$0
		Club) will be held on Wednesday	MAP, STAR, classroom		
		afternoons after school as a support for	assessments, AIMS Web		
		students who have incomplete or	assessments		
		missing assignments. Students stay			
		after school with a certified staff	Responsible: Classroom		
		member and work to complete these	Teachers, Instructional		
		assignments.	Coach, and Principal		
		Certified and/or classified staff will	Improvement on KPREP,		\$2,000 – ESS Funds
		provide extended school services one	MAP, STAR, classroom		
		day a week in math to students who are	assessments, AIMS Web		
		performing below grade level in math.	assessments		
			Responsible: Classroom		
			Teachers, Classified		
			Staff, and instructional		
			Coach		
		All students scoring below grade level	Improvement on KPREP,		\$60,000 – Title funds
		on MAP testing will be evaluated for	MAP, STAR, classroom		,
		placement in a Tier group. A schedule	assessments, AIMS Web		
		has been developed to provide	assessments		
		intervention services to students 25 <sup>th</sup>			
		percentile and below for 120 additional	Responsible:		
		minutes each week and 26 <sup>th</sup> to 49 <sup>th</sup>	Interventionists,		
		percentile for an additional 90 minutes	Classroom Teachers,		
		per week. These students will be	Instructional Coach, and		
		benchmark tested three times per year	Principal		
		and progress monitored through AIMS			
		Web or STAR.	]		

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	<b>Progress Monitoring Date &amp; Notes</b>	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		\$0
			Responsible: Classroom Teachers, Instructional Coach, Principal, Special Education Teachers, School Psychologist, and Family Resource Coordinator		
		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		\$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.	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	Students in grades 3 <sup>rd</sup> – 5 <sup>th</sup> 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	<b>Progress Monitoring Date &amp; Notes</b>	Funding
			Responsible: Classroom teachers, Instructional Coach		
Objective 3: On-Demand Writing  5th grade On-Demand Writing KPREP scores at Cairo Elementary will increase	KWCP 6: Establish Learning Culture and Environment	Students in grades 2 <sup>nd</sup> -5 <sup>th</sup> 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
from 39.3% in 2018 to 55.0% in 2019.		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 <sup>th</sup> .	Improvement on KPREP, MAP, classroom assessments, AIMS Web assessments Responsible: Classroom Teachers, Instructional		\$0
		Teachers at all grade levels will follow the requirements set forth in the Cairo Writing Policy and Plan.	Coach, and Principal Improvement on KPREP, MAP, classroom assessments, AIMS Web assessments Responsible: Classroom Teachers, Instructional		\$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	Coach, and Principal Improvement on KPREP, MAP, classroom assessments, AIMS Web assessments		\$6,000 – ESS funds

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	<b>Progress Monitoring Date &amp; Notes</b>	Funding
			Responsible: Retired Teacher hired through ESS Daytime Waiver and		
			Classroom Teachers		
		Bringing Up Grades Club (B.U.G.	Improvement on KPREP,		\$0
		Club) will be held on Wednesday	MAP, classroom		
		afternoons after school as a support for	assessments, AIMS Web		
		students who have incomplete or	assessments		
		missing assignments. Students stay	D C1		
		after school with a certified staff	Responsible: Classroom		
		member and work to complete these	Teachers, Instructional		
		assignments. Non-classroom teachers,	Coach, and Principal Improvement on KPREP		\$0
		administrators, and some classified	and classroom		Φυ
		staff have been assigned as a coach to	assessments		
		students in 3 <sup>rd</sup> , 4 <sup>th</sup> , and 5 <sup>th</sup> grade who	ussessments		
		receive accommodations through IEPs	Responsible: Classroom		
		and 504 plans. Each coach will work	and non-classroom		
		with his/her assigned student at least	teachers, some Classified		
		every other week on a multiple choice,	staff, Principal, and		
		short answer, extended response, or	Instructional Coach		
		writing assignment to model and			
	***************************************	reinforce effective test taking strategies.	* *************************************		40
	KCWP 4: Review, Analyze,	RTI team will meet weekly to evaluate	Improvement on KPREP,		\$0
	and Apply Data	AIMS Web data and discuss progress	MAP, STAR, classroom		
		of students in RTI groups.	assessments, AIMS Web assessments		
			assessments		
			Responsible: Classroom		
			Teachers, Instructional		
			Coach, Principal, Special		
			Education Teachers,		
			School Psychologist,		
			Guidance Counselor, and		
			Family Resource		
			Coordinator		Φ0
		Each grade level will submit a "writing	Improvement on KPREP,		\$0
		folder" to the principal every 4-6 weeks	MAP, STAR, classroom		
		with samples of writing to an intended audience (including on-demand) and	assessments, AIMS Web assessments, Reading		
		across the content areas (short answers,	Inventory Continuum		
		extended responses in math, reading,	mitonity Communi		
I	1	entended responses in main, reading,			<u>l</u>

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	<b>Progress Monitoring Date &amp; Notes</b>	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
	KCWP 3: Design and Deliver Assessment Literacy	District Common Assessments will include a writing assessment for 3 <sup>rd</sup> , 4 <sup>th</sup> , and 5 <sup>th</sup> grades. District Common Assessments will be administered, scored, and analyzed three times per year for 3 <sup>rd</sup> , 4 <sup>th</sup> , and 5 <sup>th</sup> 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:  5th grade Social Studies	KCWP 2: Design and Deliver Instruction	5 <sup>th</sup> grade teacher will follow and implement the "Social Studies Alive" curriculum with all 5 <sup>th</sup> grade students.	Improvement on KPREP, classroom assessments  Responsible: Classroom Teachers, Instructional Coach, and Principal		\$1,000 Title Funds
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 <sup>th</sup> grade students.	Improvement on KPREP, classroom assessments  Responsible: Classroom Teachers, Instructional Coach, and Principal		\$0
		Extended response questions are completed by 5 <sup>th</sup> 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	<b>Progress Monitoring Date &amp; Notes</b>	Funding
		All teachers in grades K – 5 <sup>th</sup> use	Improvement on KPREP,		\$0
		non-fiction reading passages	classroom assessments		
		(Journeys included) to teach social			
		studies content and concepts.	Responsible: Classroom		
		1	Teachers, Instructional		
	_		Coach, and Principal		
		Other	Improvement on KPREP,		\$5,100 – Grant
		programs/activities/curriculum are	classroom assessments		funded and Leader
		implemented across grade levels to			in Me funds
		teach social studies content and	Responsible: Classroom		
		concepts. These include, but are not	Teachers, Instructional		
		limited to: Second Steps	Coach, and Principal		
		curriculum, DARE, Leader in Me,			
		Junior Achievement, Career Week,			
		Reality Day, Veteran's Day			
		Program, Scholastic News, and			
		Service Learning Projects.			
KCW		Non-classroom teachers,	Improvement on KPREP		\$0
	- 1	administrators, and some classified	and classroom		ΨΟ
Denve	or support	staff have been assigned as a coach to	assessments		
		students in 3 <sup>rd</sup> , 4 <sup>th</sup> , and 5 <sup>th</sup> grade who			
		receive accommodations through IEPs	Responsible: Principal,		
		and 504 plans. Each coach will work	Instructional Coach,		
		with his/her assigned student at least	classroom teachers, non-		
		every other week on a multiple choice,	classroom teachers, and		
		short answer, extended response, or	some classified staff		
		writing assignment to model and			
		reinforce effective test taking strategies.			
		Bringing Up Grades Club (B.U.G.	Improvement on KPREP,		\$0
		Club) will be held on Wednesday	classroom assessments		
		afternoons after school as a support for			
		students who have incomplete or	Responsible: Classroom		
		missing assignments. Students stay	Teachers, Instructional		
		after school with a certified staff	Coach, and Principal		
		member and work to complete these			
		assignments.	Y		Φ0
		Each grade level will submit a "writing	Improvement on KPREP,		\$0
and A		folder" to the principal every 4-6 weeks	classroom assessments		
		with samples of writing to an intended	Desmandible, Classes		
		audience (including on-demand) and	Responsible: Classroom		
		across the content areas (short answers,	Teachers and Principal		

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