

## Comprehensive School Improvement Plan (CSIP)

### Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes student growth and achievement.

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes). Through the Needs Assessment for Schools, priorities were identified and processes, practices, and/or conditions were chosen for focus. This goal building template will assist your improvement team to address those priorities and outline your targets and the activities intended to produce the desired changes. Progress monitoring details will ensure that your plan is being reviewed regularly to determine the success of each strategy.

Please note that the objectives (short-term targets) set by your school under the Achievement Gap section of this planning template will be used by the district's superintendent to determine whether or not your school met its targets to reduce the gap in student achievement for any student group for two consecutive years as required by KRS 158.649. Likewise, operational definitions for each required planning component can be found on page 2 of the planning template.

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

### Requirements for Building an Improvement Plan

- The required goals for elementary/middle schools include the following:
  - State Assessment Results in reading and mathematics
  - State Assessment Results in science, social studies and writing
  - Achievement Gap
  - English Learner Progress
  - Quality of School Climate and Safety
- The required goals for high schools include the following:
  - State Assessment Results in reading and mathematics
  - State Assessment Results in science, social studies and writing
  - Achievement Gap
  - English Learner Progress
  - Quality of School Climate and Safety

- Postsecondary Readiness
- Graduation Rate

## Explanations/Directions

**Goal:** Schools should determine long-term goals that are three to five year targets for each required school level indicator. Elementary/middle schools must address proficiency, separate academic indicator, achievement gap, and growth. High schools must address proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Schools should determine short-term objectives to be attained by the end of the current academic year. There can be multiple objectives for each goal.	Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Schools. There can be multiple strategies for each objective. The strategy can be based upon <a href="#">Kentucky's six (6) Key Core Work Processes</a> or another established improvement approach (i.e. <i>Six Sigma</i> , <i>Shipley</i> , <i>Baldrige</i> , etc.).	Describe the actionable steps that will occur to deploy the chosen strategy. There can be multiple activities for each strategy.	List the criteria that will gauge the impact of your work. The measures may be quantitative or qualitative but are observable in some way. Consider measures of input as well as outcomes for both staff and students.	Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Your description should include the artifacts to be reviewed, specific timelines, and responsible individuals.	List the specific federal, state, or local funding source(s) used to support each improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and must indicate how Title I funds are utilized to carry out the planned activities.

1: State Assessment Results in reading and mathematics

<p>Goal 1 (State your reading and math goal.):</p> <p>Reading: Reading KSA scores at Cairo Elementary will increase from 62% in 2022 to 77% in 2027.</p> <p>Math: Math KSA scores at Cairo Elementary will increase from 75% in 2022 to 90% in 2027.</p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1:</p> <p>Reading KSA scores at Cairo Elementary will increase from 62% in 2022 to 65% in 2023.</p>	<p>KCWP 2: Design and Deliver Instruction</p>	<p>Saxon Phonics will be used for core phonics instruction for Kindergarten, 1<sup>st</sup> grade, and 2<sup>nd</sup> grade. Students will receive at least 20 minutes of phonics instruction each day during the 120 minute reading block.</p>	<p>Improvement on KSA, MAP, STAR, classroom assessments, LLI assessments, Reading Inventory Continuum, Benchmark Assessment System</p>	<p>Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.</p> <p>Responsible: Classroom Teachers and Instructional Coach</p>	<p>\$0</p>
		<p>Fluency homework will be given at each grade level at least 2 nights per week.</p>	<p>Improvement on KSA, MAP, STAR, classroom assessments, LLI assessments, Reading Inventory Continuum, Benchmark Assessment System</p>	<p>Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.</p> <p>Responsible: Classroom teachers and Instructional Coach</p>	<p>\$0</p>
		<p>All primary teachers will follow the grade level Saxon/Heggerty pacing guides developed at the school level by the instructional coach and classroom teachers.</p>	<p>Improvement on KSA, MAP, STAR, classroom assessments, LLI assessments, Reading Inventory Continuum, Benchmark Assessment System</p>	<p>Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.</p> <p>Responsible: Classroom teachers and Instructional Coach</p>	<p>\$0</p>

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Students in Kindergarten, 1 <sup>st</sup> grade, and 2 <sup>nd</sup> grade will receive 15-20 minutes of phonemic awareness instruction daily through the use of the Heggerty book.	Improvement on KSA, MAP, STAR, classroom assessments, LLI assessments, Reading Inventory Continuum, Benchmark Assessment System	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.  Responsible: Classroom Teachers and Instructional Coach	\$0
		Four comprehension strategies will be targeted school wide for at least a 4-5 week period for each strategy. Teachers will utilize the common organizer for each strategy and will follow the pacing guide.	Improvement on KSA, MAP, STAR, classroom assessments, LLI assessments, Reading Inventory Continuum, Benchmark Assessment System	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.  Responsible: Instructional Coach and Classroom Teachers	\$0
		120 minutes of explicit, detailed reading instruction is required for kindergarten through 3 <sup>rd</sup> grade. 90 minutes of explicit, detailed reading 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.	Improvement on KSA, MAP, STAR, classroom assessments, LLI assessments, Reading Inventory Continuum, Benchmark Assessment System	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.  Responsible: Classroom Teachers, Instructional Coach, and Principal	\$0

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		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> grade will use the Compass online learning program. 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.	Improvement on KSA, MAP, STAR, classroom assessments, LLI assessments, Reading Inventory Continuum, Benchmark Assessment System	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.  Responsible: Classroom Teachers, Library/Media Clerk	\$5,900 – SBDM funds and Title funds
		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.	Improvement on KSA, MAP, STAR, classroom assessments, LLI assessments, Reading Inventory Continuum, Benchmark Assessment System	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.  Responsible: Classroom Teachers, Instructional Coach, and Principal	\$2,000 – SBDM funds
		Non-homeroom teaching staff work with K – 2 <sup>nd</sup> grade students on sight words and other literacy skills at least 2-3 days per week.	Improvement on MAP, STAR, classroom assessments, LLI assessments, Reading Inventory Continuum, Benchmark Assessment System, sight word assessments	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.  Responsible: Classroom Teachers, Non-homeroom teaching staff	\$0

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Teachers will communicate clear learning targets for each reading lesson. Kindergarten, 1 <sup>st</sup> , and 2 <sup>nd</sup> grade teachers will communicate clear learning targets for phonics and comprehension. 3 <sup>rd</sup> , 4 <sup>th</sup> , and 5 <sup>th</sup> grade teachers will communicate a clear learning target for comprehension.	Improvement on KSA, MAP, STAR, classroom assessments, LLI assessments, Reading Inventory Continuum, Benchmark Assessment System	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.  Responsible: Classroom Teachers	\$0
	KCWP 3: Design and Deliver Assessment Literacy	Students in kindergarten - 5 <sup>th</sup> grade will be introduced to reading comprehension words – inferencing, summarizing, compare and contrast, and main idea – during lunch time.	Improvement on KSA, MAP, STAR, classroom assessments, LLI assessments	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.  Responsible: Principal, Instructional Coach	\$0
		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> -5 <sup>th</sup> grade at least once per marking period. AIMS Web fluency norms will be used for ranking student percentiles in fluency at each check.	Improvement on KSA, MAP, STAR, classroom assessments, LLI assessments, Reading Inventory Continuum, Benchmark Assessment System	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.  Responsible: Classroom Teachers	\$0

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		The Reading Inventory Continuum will be given to students in kindergarten through 3 <sup>rd</sup> grade at least three times per year, unless the student completes all parts of the RIC.	Improvement on Reading Inventory Continuum	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.  Responsible: Classroom Teachers and Instructional Coach	\$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 are given to students on an individual basis.	Improvement on KSA, MAP, STAR, classroom assessments, LLI assessments, Reading Inventory Continuum, Benchmark Assessment System	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.  Responsible: Classroom Teachers	\$0
		The Benchmark Assessment System (BAS) will be administered two times per year for kindergarten and four times per year for 1 <sup>st</sup> grade. For 2 <sup>nd</sup> - 5 <sup>th</sup> grade, it will be administered in the fall and spring and in the winter for students below level.	Improvement on Benchmark Assessment System	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.  Responsible: Classroom Teachers and Instructional Coach	\$0



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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 5: Design, Align, and Deliver Support	Non-classroom teachers, administrators, and some classified staff have been assigned as a coach to students in 3 <sup>rd</sup> , 4 <sup>th</sup> , and 5 <sup>th</sup> grade who receive accommodations through IEPs and 504 plans. Each coach will work with his/her assigned student on multiple choice, short answer, extended response, or writing assignments to model and reinforce effective test taking strategies.	Improvement on KSA and classroom/district assessments	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.  Responsible: Non-classrooms teachers, classroom teachers, instructional coach, and some classified staff	\$0
		Bringing Up Grades Club (B.U.G. Club) will be held on Wednesday afternoons after school as a support for students who have incomplete or missing assignments. Students stay after school with a certified staff member and work to complete these assignments.	Improvement on KSA, MAP, STAR, classroom assessments, LLI assessments, Reading Inventory Continuum	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.  Responsible: Classroom Teachers, Instructional Coach, and Principal	\$0
		Certified and/or classified staff will provide extended school services two days a week in reading/math for targeted students who are reading below grade level.	Improvement on KSA, MAP, STAR, classroom assessments, LLI assessments, Reading Inventory Continuum, Benchmark Assessment System	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.  Responsible: Classroom Teachers, Classified Staff, Instructional Coach	\$5,000 – ESS funds

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		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 LLI, AIMSWeb, or STAR.	Improvement on KSA, MAP, STAR, classroom assessments, LLI assessments, Reading Inventory Continuum, Benchmark Assessment System	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.  Responsible: Interventionists, Classroom Teachers, Instructional Coach, and Principal	\$60,000 – Title funds \$60,000 – ESSR Funds
	KCWP 4: Review, Analyze, and Apply Data	RTI team will meet weekly to evaluate progress monitoring data and discuss progress of students in RTI groups.	Improvement on MAP, STAR, classroom assessments, LLI assessments, Reading Inventory Continuum, Benchmark Assessment System	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.  Responsible: Classroom Teachers, Instructional Coach, Principal, Special Education Teachers, School Psychologist, Guidance Counselor, and Family Resource Coordinator	\$0
		Classroom teachers, RTI team, and administration team will meet on a weekly basis during “PLC” time to analyze assessment data and plan for next steps in instruction for reading, math, and writing.	Improvement on KSA, MAP, STAR, classroom assessments, LLI assessments, Reading Inventory Continuum, Benchmark Assessment System	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.	\$0

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
				Responsible: Classroom Teachers, Instructional Coach, and Principal	
		Each grade level will submit a “writing folder” to the principal every 6-9 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 KSA, MAP, STAR, classroom assessments, LLI assessments, Reading Inventory Continuum	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.  Responsible: Classroom Teachers and Principal	\$0
	KCWP 6: Establishing Learning Culture and Environment	Administration and teachers will work to spread the message to parents about the importance of reading at least 20 minutes per day with their child. The message will be distributed through one calls to parents, in school-wide and classroom newsletters, and through direct contact with parents at family events at Cairo.	Improvement on KSA, MAP, STAR, classroom assessments, LLI assessments, Reading Inventory Continuum, Benchmark Assessment System	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.  Responsible: Classroom teachers, Principal, and Instructional Coach	\$0
		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 KSA, MAP, STAR, classroom assessments, LLI assessments, Reading Inventory Continuum, Benchmark Assessment System	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.  Responsible: Classroom teachers, Instructional Coach	\$250 – SBDM Funds

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Objective 2:  Math:  Math KSA scores at Cairo Elementary will increase from 75% in 2022 to 78% in 2023.	KCWP 2: Design and Deliver Instruction	Teachers will implement Calendar Math and Number Talks in the classroom for 30 minutes daily.	Improvement on KSA, MAP, STAR, classroom assessments, AIMS Web assessments	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.  Responsible: Classroom Teachers, Instructional Coach, and Principal	\$0
		Classroom teachers will use the Math in Focus curriculum with fidelity including problem solving skills and rich math vocabulary at least 60 minutes daily. Teachers will be provided ongoing professional development by the district.	Improvement on KSA, MAP, STAR, classroom assessments, AIMS Web assessments	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.  Responsible: Classroom Teachers, Instructional Coach, Principal, District Professional Development Coordinators	\$0
		All teachers will follow the grade level Math in Focus pacing guides developed within the curriculum.	Improvement on KSA, MAP, STAR, classroom assessments, AIMS Web assessments	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.  Responsible: Classroom teachers, Instructional Coach, and Principal	\$0

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		All grade level teams K – 5 <sup>th</sup> grade will collaborate to develop and submit to the administration team high rigor Calendar Math questions as requested by administration.	Improvement on KSA, MAP, STAR, classroom assessments, AIMS Web assessments	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.  Responsible: Classroom teachers, Instructional Coach, and Principal	\$0
		All students in kindergarten through 5 <sup>th</sup> grade will use the Compass online learning program. 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 KSA, MAP, STAR, classroom assessments, AIMS Web assessments	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.  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 at least every other week during lunch time. Definitions and real world examples will be used to help students understand and apply the math vocabulary words.	Improvement on KSA, MAP, STAR, classroom assessments, AIMS Web assessments	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.  Responsible: Principal, Instructional Coach	\$0

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Teachers in all grades will communicate a clear learning target for daily math lessons.	Improvement on KSA, MAP, STAR, classroom assessments, AIMS Web assessments	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.  Responsible: Classroom teachers	\$0
	KCWP 3: Design and Deliver Assessment Literacy	Math in Focus grade level assessments will be administered, scored, and analyzed at the school level for each grade level as specified in the requirements set forth by the Math in Focus pacing and assessment guide.	Improvement on KSA, MAP, STAR, classroom assessments, AIMS Web assessments	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.  Responsible: Classroom Teachers, Instructional Coach, and Principal	\$0
		Teachers in grade 1 <sup>st</sup> – 5 <sup>th</sup> will utilize Math Minutes and/or Reflex Math to monitor fact fluency for all students.	Improvement on KSA, MAP, STAR, classroom assessments, AIMS Web assessments	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.  Responsible: Classroom Teachers	\$3,000 – ESS funds
	KCWP 5: Design, Align, and Deliver Support	Non-classroom teachers, administrators, and some classified staff have been assigned as a coach to	Improvement on KSA and classroom assessments	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings,	\$0

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		students in 3 <sup>rd</sup> , 4 <sup>th</sup> , and 5 <sup>th</sup> grade who receive accommodations through IEPs and 504 plans. Each coach will work with his/her assigned student on multiple choice, short answer, extended response, or writing assignments to model and reinforce effective test taking strategies.		staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.  Responsible: Classroom and non-classroom teachers, some Classified staff, Principal, and Instructional Coach	
		Bringing Up Grades Club (B.U.G. Club) will be held on Wednesday afternoons after school as a support for students who have incomplete or missing assignments. Students stay after school with a certified staff member and work to complete these assignments.	Improvement on KSA, MAP, STAR, classroom assessments, AIMS Web assessments	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.  Responsible: Classroom Teachers, Instructional Coach, and Principal	\$0
		Certified and/or classified staff will provide extended school services one day a week in reading/math to students who are performing below grade level in math.	Improvement on KSA, MAP, STAR, classroom assessments, AIMS Web assessments	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.  Responsible: Classroom Teachers, Classified Staff, and Instructional Coach	\$5,000 – ESS Funds
		All students scoring below grade level on MAP testing will be evaluated for placement in a Tier group. A schedule has been developed to provide	Improvement on KSA, MAP, STAR, classroom assessments, AIMS Web assessments	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team	\$60,000 – Title funds \$60,000 – ESSR Funds

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		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.		meetings. Progress monitoring will be noted in May and August.  Responsible: Interventionists, Classroom Teachers, Instructional Coach, and Principal	
	KCWP 4: Review, Analyze, and Apply Data	Classroom teachers and administration team will meet on a weekly basis during “PLC” time to analyze assessment data and plan for next steps in instruction for reading, math, and writing.	Improvement on KSA, MAP, STAR, classroom assessments, AIMS Web assessments	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.  Responsible: Classroom Teachers, Instructional Coach, and Principal	\$0
		RTI team will meet weekly to evaluate progress monitoring data and discuss progress of students in RTI groups.	Improvement on KSA, MAP, STAR, classroom assessments, AIMS Web assessments	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.  Responsible: Classroom Teachers, Instructional Coach, Principal, Special Education Teachers, School Psychologist, Guidance Counselor, and Family Resource Coordinator	\$0



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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Each grade level will submit a “writing folder” to the principal every 6-9 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 KSA, MAP, STAR, classroom assessments, AIMS Web assessments	<p>Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.</p> <p>Responsible: Classroom Teachers and Principal</p>	\$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 KSA, MAP, STAR, classroom assessments, AIMS Web assessments	<p>Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.</p> <p>Responsible: Classroom teachers, Instructional Coach</p>	\$250 – SBDM Funds

## 2: State Assessment Results in science, social studies and writing

Goal 2 (State your science, social studies, and writing goal.): On-Demand Writing: On-Demand Writing KSA scores at Cairo Elementary will increase from 56% in 2022 to 72% in 2027. Science: Science KSA scores at Cairo Elementary will increase from 64% in 2022 to 79% in 2027. Social Studies: Social Studies KSA scores at Cairo Elementary will increase from 51% in 2022 to 66% in 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: On-Demand Writing  On-Demand Writing KSA scores at Cairo Elementary will increase from 56% in 2022 to 60% in 2023.	KWCP 6: Establish Learning Culture and Environment	Students in grades 3 <sup>rd</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 KSA, classroom assessments, AIMS Web assessments	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.  Responsible: Classroom Teachers, Instructional Coach	\$250 – SBDM Funds
		Classroom teachers will spotlight proficient student writing monthly on the Wall of Writers.	Improvement on KSA, classroom assessments, AIMS Web assessments	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.  Responsible: Classroom Teachers, Instructional Coach	\$0
	KCWP 2: Design and Deliver Instruction	Teachers will utilize specific graphic organizers adapted from Abell & Atherton and Step-Up to Writing to teach writing in grades K-5 <sup>th</sup> .	Improvement on KSA, classroom assessments, AIMS Web assessments	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.  Responsible: Classroom Teachers, Instructional Coach, and Principal	\$0

Goal 2 (State your science, social studies, and writing goal.):

On-Demand Writing: On-Demand Writing KSA scores at Cairo Elementary will increase from 56% in 2022 to 72% in 2027.

Science: Science KSA scores at Cairo Elementary will increase from 64% in 2022 to 79% in 2027.

Social Studies: Social Studies KSA scores at Cairo Elementary will increase from 51% in 2022 to 66% in 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Teachers at all grade levels will follow the requirements set forth in the Cairo Writing Policy and Plan. Plan is updated and adapted based on teacher feedback.	Improvement on KSA, classroom assessments, AIMS Web assessments	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.  Responsible: Classroom Teachers, Instructional Coach, and Principal	\$0
		Students in 5 <sup>th</sup> grade receive weekly direct instruction in grammar, editing, and mechanics.	Improvement on KSA, classroom assessments, AIMS Web assessments	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.  Responsible: Classroom Teachers, Instructional Coach, and Principal	\$1,000 – SBDM funds
	KCWP 5: Design, Align, and Deliver Support	Teachers in all grade levels will communicate a clear learning target for writing lessons.	Improvement on KSA, classroom assessments, AIMS Web assessments	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.  Responsible: Classroom Teachers	\$0
		Bringing Up Grades Club (B.U.G. Club) will be held on Wednesday afternoons after school as a support for students who have incomplete or	Improvement on KSA, MAP, classroom assessments, AIMS Web assessments	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team	\$0

Goal 2 (State your science, social studies, and writing goal.):

On-Demand Writing: On-Demand Writing KSA scores at Cairo Elementary will increase from 56% in 2022 to 72% in 2027.

Science: Science KSA scores at Cairo Elementary will increase from 64% in 2022 to 79% in 2027.

Social Studies: Social Studies KSA scores at Cairo Elementary will increase from 51% in 2022 to 66% in 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		missing assignments. Students stay after school with a certified staff member and work to complete these assignments.		meetings. Progress monitoring will be noted in May and August.  Responsible: Classroom Teachers, Instructional Coach, and Principal	
	KCWP 4: Review, Analyze, and Apply Data	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 receive accommodations through IEPs and 504 plans. Each coach will work with his/her assigned student on multiple choice, short answer, extended response, or writing assignments to model and reinforce effective test taking strategies.	Improvement on KSA and classroom assessments	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.  Responsible: Classroom and non-classroom teachers, some Classified staff, Principal, and Instructional Coach	\$0
		RTI team will meet weekly to evaluate progress monitoring data and discuss progress of students in RTI groups.	Improvement on KSA, MAP, classroom assessments, AIMS Web assessments	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.  Responsible: Classroom Teachers, Instructional Coach, Principal, Special Education Teachers, School Psychologist, Guidance Counselor, and Family Resource Coordinator	\$0

<p>Goal 2 (State your science, social studies, and writing goal.):</p> <p>On-Demand Writing: On-Demand Writing KSA scores at Cairo Elementary will increase from 56% in 2022 to 72% in 2027.</p> <p>Science: Science KSA scores at Cairo Elementary will increase from 64% in 2022 to 79% in 2027.</p> <p>Social Studies: Social Studies KSA scores at Cairo Elementary will increase from 51% in 2022 to 66% in 2027.</p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Each grade level will submit a “writing folder” to the principal every 6-9 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 KSA, MAP, classroom assessments, AIMS Web assessments	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.  Responsible: Classroom Teachers and Principal	\$0
		Classroom teachers and administration team will meet on a weekly basis during “PLC” time to analyze assessment data and plan for next steps in instruction for reading, math, and writing.	Improvement on KSA, MAP, classroom assessments, AIMS Web assessments	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.  Responsible: Classroom Teachers, Instructional Coach, and Principal	\$0
<p>Objective 2: Social Studies:</p> <p>Social Studies KSA scores at Cairo Elementary will increase from 51% in 2022 to 54% in 2023.</p>	KCWP 2: Design and Deliver Instruction	5 <sup>th</sup> grade teacher(s) will follow and implement the SAAVAS curriculum and TCM curriculum with all 5 <sup>th</sup> grade students.	Improvement on KSA, classroom assessments	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.  Responsible: Classroom Teachers, Instructional Coach, and Principal	\$0

Goal 2 (State your science, social studies, and writing goal.):

On-Demand Writing: On-Demand Writing KSA scores at Cairo Elementary will increase from 56% in 2022 to 72% in 2027.

Science: Science KSA scores at Cairo Elementary will increase from 64% in 2022 to 79% in 2027.

Social Studies: Social Studies KSA scores at Cairo Elementary will increase from 51% in 2022 to 66% in 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		The “Vault Economics” curriculum will be implemented with all 5 <sup>th</sup> grade students.	Improvement on KSA, classroom assessments	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.  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 KSA, classroom assessments	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.  Responsible: Classroom Teachers, Instructional Coach, and Principal	\$0
		All teachers in grades K – 5 <sup>th</sup> use non-fiction reading passages (Journeys, Scholastic News, and Fountas and Pinnell included) to teach social studies content and concepts.	Improvement on KSA, classroom assessments	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.  Responsible: Classroom Teachers, Instructional Coach, and Principal	\$0
		Other programs/activities/curriculum are implemented across grade levels to	Improvement on KSA, classroom assessments	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings,	\$0

<p>Goal 2 (State your science, social studies, and writing goal.):</p> <p>On-Demand Writing: On-Demand Writing KSA scores at Cairo Elementary will increase from 56% in 2022 to 72% in 2027.</p> <p>Science: Science KSA scores at Cairo Elementary will increase from 64% in 2022 to 79% in 2027.</p> <p>Social Studies: Social Studies KSA scores at Cairo Elementary will increase from 51% in 2022 to 66% in 2027.</p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>teach social studies content and concepts. These include, but are not limited to: Second Steps curriculum for K-2<sup>nd</sup> grade, Sources of Strength curriculum for 3<sup>rd</sup>-5<sup>th</sup> grade, Junior Achievement, Career Week, Veteran's Day Program, Scholastic News, and Service Learning Projects.</p> <p>Some grade level teams have been trained and will incorporate Project based learning/authentic learning experiences.</p>		<p>staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.</p> <p>Responsible: Classroom Teachers, Instructional Coach, and Principal</p>	
		Teachers in all grade levels will communicate a clear learning target for each social studies lesson taught.	Improvement on KSA, classroom assessments	<p>Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.</p> <p>Responsible: Classroom Teachers</p>	\$0
	KCWP 5: Design, Align, and Deliver Support	Non-classroom teachers, administrators, and some classified staff have been assigned as a coach to students in 3 <sup>rd</sup> , 4 <sup>th</sup> , and 5 <sup>th</sup> grade who receive accommodations through IEPs and 504 plans. Each coach will work with his/her assigned student on multiple choice, short answer, extended response, or writing assignments to	Improvement on KSA and classroom assessments	<p>Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.</p> <p>Responsible: Principal, Instructional Coach, classroom teachers, and non-classroom teachers</p>	\$0

<p>Goal 2 (State your science, social studies, and writing goal.):</p> <p>On-Demand Writing: On-Demand Writing KSA scores at Cairo Elementary will increase from 56% in 2022 to 72% in 2027.</p> <p>Science: Science KSA scores at Cairo Elementary will increase from 64% in 2022 to 79% in 2027.</p> <p>Social Studies: Social Studies KSA scores at Cairo Elementary will increase from 51% in 2022 to 66% in 2027.</p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		model and 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 member and work to complete these assignments.	Improvement on KSA, classroom assessments	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.  Responsible: Classroom Teachers, Instructional Coach, and Principal	\$0
	KCWP 4: Review, Analyze, and Apply Data	Each grade level will submit a “writing folder” to the principal every 6-9 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 KSA, classroom assessments	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.  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 social studies extended response.	Improvement on KSA, classroom assessments	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.  Responsible: Classroom Teachers, Instructional Coach, Principal	\$250 – SBDM Funds



<p>Goal 2 (State your science, social studies, and writing goal.):</p> <p>On-Demand Writing: On-Demand Writing KSA scores at Cairo Elementary will increase from 56% in 2022 to 72% in 2027.</p> <p>Science: Science KSA scores at Cairo Elementary will increase from 64% in 2022 to 79% in 2027.</p> <p>Social Studies: Social Studies KSA scores at Cairo Elementary will increase from 51% in 2022 to 66% in 2027.</p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 3: Science</p> <p>Science KSA scores at Cairo Elementary will increase from 64% in 2022 to 67% in 2023.</p>	KCWP 2: Design and Deliver Instruction	Teachers in K – 5 <sup>th</sup> grade will follow and implement the use of “Mystery Science” to teach science standards. All teachers have access to utilize “Generation Genius” as a science resource.	Improvement on KSA, classroom assessments, Through Course Tasks (4 <sup>th</sup> grade), and Classroom Embedded Assessments	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.  Responsible: Classroom Teachers, Instructional Coach, and Principal	\$0
		3 <sup>rd</sup> and 4 <sup>th</sup> grade teachers will also implement the “Science Alive” curriculum to teach and assess science standards.	Improvement on KSA, classroom assessments, Through Course Tasks (4 <sup>th</sup> grade), and Classroom Embedded Assessments	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.  Responsible: Classroom Teachers, Instructional Coach, and Principal	\$1,000 Title Funds
		STEM stations will be implemented in the library/media center. These stations will include experiences with: engineering, design, coding, robotics, media/graphic design, and exploration through the Maker’s Space. Library/Media Specialist will collaborate with teachers on developing science stations aligned with science instruction being taught within the classroom. STPL Club also meets monthly to work on STEM stations to reinforce concepts taught in the science classroom.	Improvement on KSA, classroom assessments, Through Course Tasks (4 <sup>th</sup> grade), and Classroom Embedded Assessments	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.  Responsible: Classroom Teachers, Library/Media specialist, Instructional Coach, and Principal	\$2,000 – Grant funded

Goal 2 (State your science, social studies, and writing goal.):

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Social Studies: Social Studies KSA scores at Cairo Elementary will increase from 51% in 2022 to 66% in 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Teachers in all grade levels will communicate a clear learning target for each science lesson taught.	Improvement on KSA, classroom assessments	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.  Responsible: Classroom Teachers	\$0
	KCWP 3: Design and Deliver Assessment Literacy	Teachers in 4th grade will have students complete Through Course Tasks. Teachers will collaborate through the PLC process to analyze student work to inform instruction.	Improvement on KSA, classroom assessments, Through Course Tasks (4 <sup>th</sup> grade), and Classroom Embedded Assessments	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.  Responsible: Classroom teachers, Instructional Coach, and Principal	\$0
		Collaborative teams will continue to enhance and refine formative assessments within science units.	Improvement on KSA, classroom assessments, Through Course Tasks (4 <sup>th</sup> grade), and Classroom Embedded Assessments	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.  Responsible: Classroom teachers, Instructional Coach, and Principal	\$0
	KCWP 4: Review, Analyze, and Apply Data	Data from analysis of student work in science will be used to inform instruction and assessment.	Improvement on KSA, classroom assessments, Through Course Tasks (4 <sup>th</sup> grade), and Classroom Embedded Assessments	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.	\$0

Goal 2 (State your science, social studies, and writing goal.):

On-Demand Writing: On-Demand Writing KSA scores at Cairo Elementary will increase from 56% in 2022 to 72% in 2027.

Science: Science KSA scores at Cairo Elementary will increase from 64% in 2022 to 79% in 2027.

Social Studies: Social Studies KSA scores at Cairo Elementary will increase from 51% in 2022 to 66% in 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
				Responsible: Classroom teachers, Instructional Coach, and Principal	
		Each grade level will submit a “writing folder” to the principal every 6-9 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 KSA, classroom assessments, Through Course Tasks (4 <sup>th</sup> grade), and Classroom Embedded Assessments	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.  Responsible: Classroom teachers and Principal	\$0
	KCWP 5: Design, Align, and Deliver Support	Administration will monitor and provide resources, as available and needed, for implementation of programs such as Mystery Science, Science Alive, and Generation Genius.	Improvement on KSA, classroom assessments, Through Course Tasks (4 <sup>th</sup> grade), and Classroom Embedded Assessments	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.  Responsible: Classroom teachers, Instructional Coach, and Principal	\$500 – SBDM Funds
		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 receive accommodations through IEPs and 504 plans. Each coach will work with his/her assigned student on multiple choice, short answer, extended response, or writing assignments to model and reinforce effective test taking strategies.	Improvement on KSA and classroom assessments	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.  Responsible: Principal, Guidance Counselor, and Instructional Coach	\$0

Goal 2 (State your science, social studies, and writing goal.):

On-Demand Writing: On-Demand Writing KSA scores at Cairo Elementary will increase from 56% in 2022 to 72% in 2027.

Science: Science KSA scores at Cairo Elementary will increase from 64% in 2022 to 79% in 2027.

Social Studies: Social Studies KSA scores at Cairo Elementary will increase from 51% in 2022 to 66% in 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Bringing Up Grades Club (B.U.G. Club) will be held on Wednesday afternoons after school as a support for students who have incomplete or missing assignments. Students stay after school with a certified staff member and work to complete these assignments.	Improvement on KSA, classroom assessments, Through Course Tasks (4 <sup>th</sup> grade), and Classroom Embedded Assessments	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.  Responsible: Classroom Teachers, Instructional Coach, Principal	\$0
	KCWP 6: Establishing Learning Culture and Environment	One STEM related family night will be held to inform and share ideas with parents/families about the importance of STEM experiences/activities.	Improvement on KSA, classroom assessments, Through Course Tasks (4 <sup>th</sup> grade), and Classroom Embedded Assessments	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.  Responsible: Classroom Teachers, Family Resource Coordinator, Title 1 Coordinator, Instructional Coach, Principal	\$500 - FRC/Title Funds
		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 KSA, classroom assessments, Through Course Tasks, and Classroom Embedded Assessments	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.  Responsible: Classroom Teachers and Instructional Coach	\$250 – SBDM Funds

### 3: Achievement Gap

KRS 158.649 requires the school-based decision making (SBDM) council, or the principal if no council exists, to set the school's yearly targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption. In addition to being a statutory requirement, intentionally focusing on the achievement gaps that exist among a school's underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analysis when conducting its review of its achievement gaps, including a review of the school's climate and culture. Schools are not required to establish long term achievement gap goals; however, schools must establish yearly targets (objectives).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: Reading:</p> <p>Reading KSA scores for students who qualify as having low socioeconomic status (free/reduced lunch) at Cairo Elementary will improve from 52% in 2022 to 55% by 2023.</p> <p>Reading KSA scores for student who qualify as having a disability at Cairo Elementary will improve from 22% in 2022 to 25% in 2023.</p>	KCWP 2: Design and Deliver Instruction	Saxon Phonics will be used for core phonics instruction for Kindergarten, 1 <sup>st</sup> grade, and 2 <sup>nd</sup> grade. Students will receive at least 20 minutes of phonics instruction each day during the 120 minute reading block.	Improvement on KSA, MAP, STAR, classroom assessments, LLI assessments, Reading Inventory Continuum, Benchmark Assessment System	<p>Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.</p> <p>Responsible: Classroom Teachers and Instructional Coach</p>	\$0
		Fluency homework will be given at each grade level at least 2 nights per week.	Improvement on KSA, MAP, STAR, classroom assessments, LLI assessments, Reading Inventory Continuum, Benchmark Assessment System	<p>Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.</p>	\$0

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
				Responsible: Classroom teachers and Instructional Coach	
		All primary teachers will follow the grade level Saxon/Heggerty pacing guides developed at the school level by the instructional coach and classroom teachers.	Improvement on KSA, MAP, STAR, classroom assessments, LLI assessments, Reading Inventory Continuum, Benchmark Assessment System	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.  Responsible: Classroom teachers and Instructional Coach	\$0
		Students in Kindergarten, 1 <sup>st</sup> grade, and 2 <sup>nd</sup> grade will receive 15-20 minutes of phonemic awareness instruction daily through the use of the Heggerty book.	Improvement on KSA, MAP, STAR, classroom assessments, LLI assessments, Reading Inventory Continuum, Benchmark Assessment System	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.  Responsible: Classroom Teachers and Instructional Coach	\$0

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Four comprehension strategies will be targeted school wide for at least a 4-5 week period for each strategy. Teachers will utilize the common organizer for each strategy and will follow the pacing guide.	Improvement on KSA, MAP, STAR, classroom assessments, LLI assessments, Reading Inventory Continuum, Benchmark Assessment System	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.  Responsible: Instructional Coach and Classroom Teachers	\$0
		120 minutes of explicit, detailed reading instruction is required for kindergarten through 3 <sup>rd</sup> grade. 90 minutes of explicit, detailed reading 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.	Improvement on KSA, MAP, STAR, classroom assessments, LLI assessments, Reading Inventory Continuum, Benchmark Assessment System	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.  Responsible: Classroom Teachers, Instructional Coach, and Principal	\$0
		Kindergarten students will use Headsprout instructional reading	Improvement on KSA, MAP, STAR, classroom assessments, LLI	Plan implementation, rate of improvement,	\$5,900 – SBDM funds and Title funds

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		software several times per week to teach beginning reading skills. All students in kindergarten through 5 <sup>th</sup> grade will use the Compass online learning program. 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.	assessments, Reading Inventory Continuum, Benchmark Assessment System	and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.  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 student. Student recognitions will be done at the end of each marking period.	Improvement on KSA, MAP, STAR, classroom assessments, LLI assessments, Reading Inventory Continuum, Benchmark Assessment System	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.  Responsible: Classroom Teachers, Instructional Coach, and Principal	\$2,000 – SBDM funds
		Non-homeroom teaching staff work with K – 2 <sup>nd</sup> grade students on sight words and	Improvement on MAP, STAR, classroom assessments, LLI assessments, Reading Inventory	Plan implementation, rate of improvement, and effectiveness of the plan will be	\$0



Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		other literacy skills at least 2-3 days per week.	Continuum, Benchmark Assessment System, sight word assessments	assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.  Responsible: Classroom Teachers, Non-homeroom teaching staff	
		Teachers will communicate clear learning targets for each reading lesson. Kindergarten, 1 <sup>st</sup> , and 2 <sup>nd</sup> grade teachers will communicate clear learning targets for phonics and comprehension. 3 <sup>rd</sup> , 4 <sup>th</sup> , and 5 <sup>th</sup> grade teachers will communicate a clear learning target for comprehension.	Improvement on KSA, MAP, STAR, classroom assessments, LLI assessments, Reading Inventory Continuum, Benchmark Assessment System	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.  Responsible: Classroom Teachers	\$0
	KCWP 3: Design and Deliver Assessment Literacy	Students in kindergarten - 5 <sup>th</sup> grade will be introduced to reading comprehension words – inferencing, summarizing, compare and contrast, and main idea – during lunch time.	Improvement on KSA, MAP, STAR, classroom assessments, LLI assessments	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.	\$0

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
				Responsible: Principal, Instructional Coach	
		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> -5 <sup>th</sup> grade at least once per marking period. AIMS Web fluency norms will be used for ranking student percentiles in fluency at each check.	Improvement on KSA, MAP, STAR, classroom assessments, LLI assessments, Reading Inventory Continuum, Benchmark Assessment System	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.  Responsible: Classroom Teachers	\$0
		The Reading Inventory Continuum will be given to students in kindergarten through 3 <sup>rd</sup> grade at least three times per year, unless the student completes all parts of the RIC.	Improvement on Reading Inventory Continuum	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.  Responsible: Classroom Teachers and Instructional Coach	\$0

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		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 are given to students on an individual basis.	Improvement on KSA, MAP, STAR, classroom assessments, LLI assessments, Reading Inventory Continuum, Benchmark Assessment System	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.  Responsible: Classroom Teachers	\$0
	KCWP 5: Design, Align, and Deliver Support	The Benchmark Assessment System (BAS) will be administered two times per year for kindergarten and four times per year for 1 <sup>st</sup> grade. For 2 <sup>nd</sup> - 5 <sup>th</sup> grade, it will be administered in the fall and spring and in the winter for students below level.	Improvement on Benchmark Assessment System	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.  Responsible: Classroom Teachers and Instructional Coach	\$0
		Non-classroom teachers, administrators, and some classified staff have been	Improvement on KSA and classroom/district assessments	Plan implementation, rate of improvement, and effectiveness of	\$0

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		assigned as a coach to students in 3 <sup>rd</sup> , 4 <sup>th</sup> , and 5 <sup>th</sup> grade who receive accommodations through IEPs and 504 plans. Each coach will work with his/her assigned student on multiple choice, short answer, extended response, or writing assignments to model and reinforce effective test taking strategies.		the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.  Responsible: Non-classrooms teachers, classroom teachers, instructional coach, and some classified staff	
		Bringing Up Grades Club (B.U.G. Club) will be held on Wednesday afternoons after school as a support for students who have incomplete or missing assignments. Students stay after school with a certified staff member and work to complete these assignments.	Improvement on KSA, MAP, STAR, classroom assessments, LLI assessments, Reading Inventory Continuum	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.  Responsible: Classroom Teachers, Instructional Coach, and Principal	\$0
		Certified and/or classified staff will provide extended school services two days a week in reading/math for targeted	Improvement on KSA, MAP, STAR, classroom assessments, LLI assessments, Reading Inventory	Plan implementation, rate of improvement, and effectiveness of the plan will be	\$5,000 – ESS funds

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		students who are reading below grade level.	Continuum, Benchmark Assessment System	assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.  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 LLI, AIMSWeb, or STAR.	Improvement on KSA, MAP, STAR, classroom assessments, LLI assessments, Reading Inventory Continuum, Benchmark Assessment System	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.  Responsible: Interventionists, Classroom Teachers, Instructional Coach, and Principal	\$60,000 – Title funds \$60,000 – ESSR Funds
	KCWP 4: Review, Analyze, and Apply Data	RTI team will meet weekly to evaluate progress monitoring data and discuss progress of students in RTI groups.	Improvement on MAP, STAR, classroom assessments, LLI assessments, Reading Inventory Continuum, Benchmark Assessment System	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other	\$0

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
				data team meetings. Progress monitoring will be noted in May and August.  Responsible: Classroom Teachers, Instructional Coach, Principal, Special Education Teachers, School Psychologist, Guidance Counselor, and Family Resource Coordinator	
		Classroom teachers, RTI team, and administration team will meet on a weekly basis during “PLC” time to analyze assessment data and plan for next steps in instruction for reading, math, and writing.	Improvement on KSA, MAP, STAR, classroom assessments, LLI assessments, Reading Inventory Continuum, Benchmark Assessment System	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.  Responsible: Classroom Teachers, Instructional Coach, and Principal	\$0
		Each grade level will submit a “writing folder” to the principal every 6-9 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,	Improvement on KSA, MAP, STAR, classroom assessments, LLI assessments, Reading Inventory Continuum	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings.	\$0

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		science). The writing samples submitted will be scored and analyzed by the teacher first and principal will analyze and provide feedback.		Progress monitoring will be noted in May and August.  Responsible: Classroom Teachers and Principal	
	KCWP 6: Establishing Learning Culture and Environment	Administration and teachers will work to spread the message to parents about the importance of reading at least 20 minutes per day with their child. The message will be distributed through one calls to parents, in school-wide and classroom newsletters, and through direct contact with parents at family events at Cairo.	Improvement on KSA, MAP, STAR, classroom assessments, LLI assessments, Reading Inventory Continuum, Benchmark Assessment System	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.  Responsible: Classroom teachers, Principal, and Instructional Coach	\$0
		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 KSA, MAP, STAR, classroom assessments, LLI assessments, Reading Inventory Continuum, Benchmark Assessment System	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.	\$250 – SBDM Funds

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
				Responsible: Classroom teachers, Instructional Coach	
<p>Objective 2:</p> <p>Math:</p> <p>Math KSA scores for students who qualify as having low socioeconomic status (free/reduced lunch) at Cairo Elementary will improve from 73% in 2022 to 76% by 2023.</p> <p>Math KSA scores for students who qualify as having a disability at Cairo Elementary will improve from 39% in 2022 to 42% in 2023.</p>	KCWP 2: Design and Deliver Instruction	Teachers will implement Calendar Math and Number Talks in the classroom for 30 minutes daily.	Improvement on KSA, MAP, STAR, classroom assessments, AIMS Web assessments	<p>Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.</p> <p>Responsible: Classroom Teachers, Instructional Coach, and Principal</p>	\$0
		Classroom teachers will use the Math in Focus curriculum with fidelity including problem solving skills and rich math vocabulary at least 60 minutes daily. Teachers will be provided ongoing professional development by the district.	Improvement on KSA, MAP, STAR, classroom assessments, AIMS Web assessments	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.	\$0



Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
				Responsible: Classroom Teachers, Instructional Coach, Principal, District Professional Development Coordinators	
		All teachers will follow the grade level Math in Focus pacing guides developed within the curriculum.	Improvement on KSA, MAP, STAR, classroom assessments, AIMS Web assessments	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.  Responsible: Classroom teachers, Instructional Coach, and Principal	\$0
		All grade level teams K – 5 <sup>th</sup> grade will collaborate to develop and submit to the administration team high rigor Calendar Math questions as requested by administration.	Improvement on KSA, MAP, STAR, classroom assessments, AIMS Web assessments	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.	\$0

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
				Responsible: Classroom teachers, Instructional Coach, and Principal	
		All students in kindergarten through 5 <sup>th</sup> grade will use the Compass online learning program. 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 KSA, MAP, STAR, classroom assessments, AIMS Web assessments	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.  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 at least every other week during lunch time. Definitions and real world examples will be used to help students understand and apply the math vocabulary words.	Improvement on KSA, MAP, STAR, classroom assessments, AIMS Web assessments	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.  Responsible: Principal, Instructional Coach	\$0

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Teachers in all grades will communicate a clear learning target for daily math lessons.	Improvement on KSA, MAP, STAR, classroom assessments, AIMS Web assessments	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.  Responsible: Classroom teachers	\$0
	KCWP 3: Design and Deliver Assessment Literacy	Math in Focus grade level assessments will be administered, scored, and analyzed at the school level for each grade level as specified in the requirements set forth by the Math in Focus pacing and assessment guide.	Improvement on KSA, MAP, STAR, classroom assessments, AIMS Web assessments	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.  Responsible: Classroom Teachers, Instructional Coach, and Principal	\$0
		Teachers in grade 1 <sup>st</sup> – 5 <sup>th</sup> will utilize Math Minutes and/or Reflex Math to monitor fact fluency for all students.	Improvement on KSA, MAP, STAR, classroom assessments, AIMS Web assessments	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC	\$3,000 – ESS funds

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
				meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.  Responsible: Classroom Teachers	
	KCWP 5: Design, Align, and Deliver Support	Non-classroom teachers, administrators, and some classified staff have been assigned as a coach to students in 3 <sup>rd</sup> , 4 <sup>th</sup> , and 5 <sup>th</sup> grade who receive accommodations through IEPs and 504 plans. Each coach will work with his/her assigned student on multiple choice, short answer, extended response, or writing assignments to model and reinforce effective test taking strategies.	Improvement on KSA and classroom assessments	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.  Responsible: Classroom and non-classroom teachers, some Classified staff, Principal, and Instructional Coach	\$0
		Bringing Up Grades Club (B.U.G. Club) will be held on Wednesday afternoons after school as a support for students who have incomplete or missing assignments. Students stay after school with a certified staff	Improvement on KSA, MAP, STAR, classroom assessments, AIMS Web assessments	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings.	\$0

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		member and work to complete these assignments.		Progress monitoring will be noted in May and August.  Responsible: Classroom Teachers, Instructional Coach, and Principal	
		Certified and/or classified staff will provide extended school services one day a week in reading/math to students who are performing below grade level in math.	Improvement on KSA, MAP, STAR, classroom assessments, AIMS Web assessments	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.  Responsible: Classroom Teachers, Classified Staff, and Instructional Coach	\$5,000 – ESS Funds
		All students scoring below grade level on MAP testing will be evaluated for placement in a Tier group. A schedule has been developed to provide intervention services to students 25 <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	Improvement on KSA, MAP, STAR, classroom assessments, AIMS Web assessments	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.	\$60,000 – Title funds \$60,000 – ESSR Funds

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		year and progress monitored through AIMS Web or STAR.		Responsible: Interventionists, Classroom Teachers, Instructional Coach, and Principal	
	KCWP 4: Review, Analyze, and Apply Data	Classroom teachers and administration team will meet on a weekly basis during “PLC” time to analyze assessment data and plan for next steps in instruction for reading, math, and writing.	Improvement on KSA, MAP, STAR, classroom assessments, AIMS Web assessments	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.  Responsible: Classroom Teachers, Instructional Coach, and Principal	\$0
		RTI team will meet weekly to evaluate progress monitoring data and discuss progress of students in RTI groups.	Improvement on KSA, MAP, STAR, classroom assessments, AIMS Web assessments	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.  Responsible: Classroom Teachers, Instructional Coach,	\$0

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
				Principal, Special Education Teachers, School Psychologist, Guidance Counselor, and Family Resource Coordinator	
		Each grade level will submit a “writing folder” to the principal every 6-9 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 KSA, MAP, STAR, classroom assessments, AIMS Web assessments	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.  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 KSA, MAP, STAR, classroom assessments, AIMS Web assessments	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.	\$250 – SBDM Funds

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
				Responsible: Classroom teachers, Instructional Coach	
<p>Objective 3:</p> <p>On-Demand Writing</p> <p>On-Demand Writing KSA scores for students who qualify as having a low socio-economic status (free/reduced lunch) at Cairo Elementary will improve from 40% in 2022 to 43% by 2023.</p>	KWCP 6: Establish Learning Culture and Environment	Students in grades 3 <sup>rd</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 KSA, classroom assessments, AIMS Web assessments	<p>Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.</p> <p>Responsible: Classroom Teachers, Instructional Coach</p>	\$250 – SBDM Funds
		Classroom teachers will spotlight proficient student writing monthly on the Wall of Writers.	Improvement on KSA, classroom assessments, AIMS Web assessments	<p>Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.</p> <p>Responsible: Classroom Teachers, Instructional Coach</p>	\$0
	KCWP 2: Design and Deliver Instruction	Teachers will utilize specific graphic organizers adapted from	Improvement on KSA, classroom assessments, AIMS Web assessments	Plan implementation, rate of improvement,	\$0



Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Abell & Atherton and Step-Up to Writing to teach writing in grades K-5 <sup>th</sup> .		and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.  Responsible: Classroom Teachers, Instructional Coach, and Principal	
		Teachers at all grade levels will follow the requirements set forth in the Cairo Writing Policy and Plan. Plan is updated and adapted based on teacher feedback.	Improvement on KSA, classroom assessments, AIMS Web assessments	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.  Responsible: Classroom Teachers, Instructional Coach, and Principal	\$0
		Students in 5 <sup>th</sup> grade receive weekly direct instruction in grammar, editing, and mechanics.	Improvement on KSA, classroom assessments, AIMS Web assessments	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other	\$1,000 – SBDM funds

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
				data team meetings. Progress monitoring will be noted in May and August.  Responsible: Classroom Teachers, Instructional Coach, and Principal	
	KCWP 5: Design, Align, and Deliver Support	Teachers in all grade levels will communicate a clear learning target for writing lessons.	Improvement on KSA, classroom assessments, AIMS Web assessments	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.  Responsible: Classroom Teachers	\$0
		Bringing Up Grades Club (B.U.G. Club) will be held on Wednesday afternoons after school as a support for students who have incomplete or missing assignments. Students stay after school with a certified staff member and work to complete these assignments.	Improvement on KSA, MAP, classroom assessments, AIMS Web assessments	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.  Responsible: Classroom Teachers,	\$0

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
				Instructional Coach, and Principal	
	KCWP 4: Review, Analyze, and Apply Data	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 receive accommodations through IEPs and 504 plans. Each coach will work with his/her assigned student on multiple choice, short answer, extended response, or writing assignments to model and reinforce effective test taking strategies.	Improvement on KSA and classroom assessments	<p>Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.</p> <p>Responsible: Classroom and non-classroom teachers, some Classified staff, Principal, and Instructional Coach</p>	\$0
		RTI team will meet weekly to evaluate progress monitoring data and discuss progress of students in RTI groups.	Improvement on KSA, MAP, classroom assessments, AIMS Web assessments	<p>Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.</p> <p>Responsible: Classroom Teachers, Instructional Coach,</p>	\$0

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
				Principal, Special Education Teachers, School Psychologist, Guidance Counselor, and Family Resource Coordinator	
		Each grade level will submit a “writing folder” to the principal every 6-9 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 KSA, MAP, classroom assessments, AIMS Web assessments	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.  Responsible: Classroom Teachers and Principal	\$0
		Classroom teachers and administration team will meet on a weekly basis during “PLC” time to analyze assessment data and plan for next steps in instruction for reading, math, and writing.	Improvement on KSA, MAP, classroom assessments, AIMS Web assessments	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.  Responsible: Classroom Teachers, Instructional Coach, and Principal	\$0

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 4:  Social Studies  Social Studies KSA scores for students who qualify as having a low socio-economic status (free/reduced lunch) at Cairo Elementary will improve from 30% in 2022 to 33% by 2023.	KCWP 2: Design and Deliver Instruction	5 <sup>th</sup> grade teacher(s) will follow and implement the SAAVAS curriculum and TCM curriculum with all 5 <sup>th</sup> grade students.	Improvement on KSA, classroom assessments	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.  Responsible: Classroom Teachers, Instructional Coach, and Principal	\$0
		The “Vault Economics” curriculum will be implemented with all 5 <sup>th</sup> grade students.	Improvement on KSA, classroom assessments	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.  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 KSA, classroom assessments	Plan implementation, rate of improvement, and effectiveness of the plan will be	\$0

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
				<p>assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.</p> <p>Responsible: Classroom Teachers, Instructional Coach, and Principal</p>	
		All teachers in grades K – 5 <sup>th</sup> use non-fiction reading passages (Journeys, Scholastic News, and Fountas and Pinnell included) to teach social studies content and concepts.	Improvement on KSA, classroom assessments	<p>Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.</p> <p>Responsible: Classroom Teachers, Instructional Coach, and Principal</p>	\$0
		Other programs/activities/curriculum are implemented across grade levels to teach social studies content and concepts. These include, but are not limited to: Second Steps curriculum for K-2 <sup>nd</sup> grade, Sources of	Improvement on KSA, classroom assessments	<p>Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring</p>	\$0

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Strength curriculum for 3 <sup>rd</sup> -5 <sup>th</sup> grade, Junior Achievement, Career Week, Veteran's Day Program, Scholastic News, and Service Learning Projects. Some grade level teams have been trained and will incorporate Project based learning/authentic learning experiences.		will be noted in May and August.  Responsible: Classroom Teachers, Instructional Coach, and Principal	
	KCWP 5: Design, Align, and Deliver Support	Teachers in all grade levels will communicate a clear learning target for each social studies lesson taught.	Improvement on KSA, classroom assessments	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.  Responsible: Classroom Teachers	\$0
		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 receive accommodations through IEPs and 504 plans. Each coach will work with his/her assigned student on multiple choice, short answer, extended response, or writing assignments to model and reinforce effective test taking strategies.	Improvement on KSA and classroom assessments	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.	\$0

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
				Responsible: Principal, Instructional Coach, classroom teachers, and non-classroom teachers	
	KCWP 4: Review, Analyze, and Apply Data	Bringing Up Grades Club (B.U.G. Club) will be held on Wednesday afternoons after school as a support for students who have incomplete or missing assignments. Students stay after school with a certified staff member and work to complete these assignments.	Improvement on KSA, classroom assessments	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.  Responsible: Classroom Teachers, Instructional Coach, and Principal	\$0
		Each grade level will submit a “writing folder” to the principal every 6-9 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 KSA, classroom assessments	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.	\$0



Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
				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 social studies extended response.	Improvement on KSA, classroom assessments	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.  Responsible: Classroom Teachers, Instructional Coach, Principal	\$250 – SBDM Funds
Objective 5:  Science  Science KSA scores for students who qualify as having a low socio-economic status (free/reduced lunch) at Cairo Elementary will improve from 68% in 2022 to 71% by 2023.	KCWP 2: Design and Deliver Instruction	Teachers in K – 5 <sup>th</sup> grade will follow and implement the use of “Mystery Science” to teach science standards. All teachers have access to utilize “Generation Genius” as a science resource.	Improvement on KSA, classroom assessments, Through Course Tasks (4 <sup>th</sup> grade), and Classroom Embedded Assessments	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.  Responsible: Classroom Teachers, Instructional Coach, and Principal	\$0

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		3 <sup>rd</sup> and 4 <sup>th</sup> grade teachers will also implement the “Science Alive” curriculum to teach and assess science standards.	Improvement on KSA, classroom assessments, Through Course Tasks (4 <sup>th</sup> grade), and Classroom Embedded Assessments	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.  Responsible: Classroom Teachers, Instructional Coach, and Principal	\$1,000 Title Funds
		STEM stations will be implemented in the library/media center. These stations will include experiences with: engineering, design, coding, robotics, media/graphic design, and exploration through the Maker’s Space. Library/Media Specialist will collaborate with teachers on developing science stations aligned with science instruction being taught within the classroom. STPL Club also meets monthly to work on STEM stations to reinforce concepts taught in the science classroom.	Improvement on KSA, classroom assessments, Through Course Tasks (4 <sup>th</sup> grade), and Classroom Embedded Assessments	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.  Responsible: Classroom Teachers, Library/Media specialist, Instructional Coach, and Principal	\$2,000 – Grant funded
		Teachers in all grade levels will communicate a clear	Improvement on KSA, classroom assessments	Plan implementation, rate of improvement,	\$0

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		learning target for each science lesson taught.		and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.  Responsible: Classroom Teachers	
	KCWP 3: Design and Deliver Assessment Literacy	Teachers in 4th grade will have students complete Through Course Tasks. Teachers will collaborate through the PLC process to analyze student work to inform instruction.	Improvement on KSA, classroom assessments, Through Course Tasks (4 <sup>th</sup> grade), and Classroom Embedded Assessments	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.  Responsible: Classroom teachers, Instructional Coach, and Principal	\$0
		Collaborative teams will continue to enhance and refine formative assessments within science units.	Improvement on KSA, classroom assessments, Through Course Tasks (4 <sup>th</sup> grade), and Classroom Embedded Assessments	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.	\$0

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
				Responsible: Classroom teachers, Instructional Coach, and Principal	
	KCWP 4: Review, Analyze, and Apply Data	Data from analysis of student work in science will be used to inform instruction and assessment.	Improvement on KSA, classroom assessments, Through Course Tasks (4 <sup>th</sup> grade), and Classroom Embedded Assessments	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.  Responsible: Classroom teachers, Instructional Coach, and Principal	\$0
		Each grade level will submit a “writing folder” to the principal every 6-9 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 KSA, classroom assessments, Through Course Tasks (4 <sup>th</sup> grade), and Classroom Embedded Assessments	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.  Responsible: Classroom teachers and Principal	\$0

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 5: Design, Align, and Deliver Support	Administration will monitor and provide resources, as available and needed, for implementation of programs such as Mystery Science, Science Alive, and Generation Genius.	Improvement on KSA, classroom assessments, Through Course Tasks (4 <sup>th</sup> grade), and Classroom Embedded Assessments	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.  Responsible: Classroom teachers, Instructional Coach, and Principal	\$500 – SBDM Funds
		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 receive accommodations through IEPs and 504 plans. Each coach will work with his/her assigned student on multiple choice, short answer, extended response, or writing assignments to model and reinforce effective test taking strategies.	Improvement on KSA and classroom assessments	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.  Responsible: Principal, Guidance Counselor, and Instructional Coach	\$0
		Bringing Up Grades Club (B.U.G. Club) will be held on Wednesday afternoons after school as a support for students who have incomplete or missing	Improvement on KSA, classroom assessments, Through Course Tasks (4 <sup>th</sup> grade), and Classroom Embedded Assessments	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC	\$0

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		assignments. Students stay after school with a certified staff member and work to complete these assignments.		meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.  Responsible: Classroom Teachers, Instructional Coach, Principal	
	KCWP 6: Establishing Learning Culture and Environment	One STEM related family night will be held to inform and share ideas with parents/families about the importance of STEM experiences/activities.	Improvement on KSA, classroom assessments, Through Course Tasks (4 <sup>th</sup> grade), and Classroom Embedded Assessments	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.  Responsible: Classroom Teachers, Family Resource Coordinator, Title 1 Coordinator, Instructional Coach, Principal	\$500 - FRC/Title Funds
		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 KSA, classroom assessments, Through Course Tasks, and Classroom Embedded Assessments	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring	\$250 – SBDM Funds

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
				will be noted in May and August.  Responsible: Classroom Teachers and Instructional Coach	

## 4: English Learner Progress

Goal 4 (State your English Learner goal.): 100% of Cairo EL students will reach English Proficiency on the WIDA ACCESS assessment by 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 100% of Cairo EL students will increase 1 performance level on the WIDA ACCESS assessment by May of 2023.	KCWP 2: Classroom Design and Deliver Instruction	Targeted EL students will use Imagine Learning at least 60 minutes each week.	Imagine Learning Data Reports, Improvement on WIDA ACCESS assessment, Improvement on classroom assessments and progress monitoring/benchmark assessments	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.  Responsible: EL teachers	\$0
		EL teachers will use ELD curriculum during EL resource time.	Formative assessment data, student writing work samples, Improvement on WIDA ACCESS Assessment, Improvement on classrooms assessments and progress monitoring/benchmark assessments	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.  Responsible: EL teachers	\$0
		EL teachers and/or EL assistants co-teach with general education teachers during core instruction.	Improvement on WIDA ACCESS assessment, Improvement on classroom assessments and progress monitoring/benchmark assessments	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.  Responsible: EL teachers, classroom teachers, principal	\$0
		K-5 <sup>th</sup> grade EL students receive differentiated reading and math instruction that targets specific needs.	Improvement on WIDA ACCESS, Improvement on classroom assessments and progress monitoring/benchmark assessments	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.	\$0



Goal 4 (State your English Learner goal.): 100% of Cairo EL students will reach English Proficiency on the WIDA ACCESS assessment by 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
				Responsible: EL teachers, classroom teachers, Interventionists	
	KCWP 5: Classroom Design, Align, and Deliver Support Processes	Targeted EL students receive TIER 2 or TIER 3 instruction in reading and math, if MAP assessment data shows they fall below the 50 <sup>th</sup> percentile (for TIER 2) or below the 25 <sup>th</sup> percentile (for TIER 3).	Improvement on WIDA ACCESS, Improvement on classroom assessments and progress monitoring/benchmark assessments	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.  Responsible: EL teachers, classroom teachers, Interventionists	\$0

## 5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): Cairo Elementary will increase our overall Quality of School Climate and Safety Survey Indicator Score from 87.4 in 2022 to 92.4 by 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1:  Cairo Elementary will increase our overall Quality of School Climate and Safety Indicator Score from 87.4 in 2022 to 88.4 in 2023.	KCWP 6: Classroom Establishing Learning Culture and Environment	Staff will implement our Kid of Character Program at Cairo for the remainder of the 2022-2023 school year. Once a district-wide character education program is selected, staff will utilize this program.	Increase in results on the KSA Quality of School Climate and Safety Survey	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.  Responsible: Classroom Teachers, Support Staff, Instructional Coach, Principal	\$0
		Guidance counselor will implement SEL programs appropriate to the grade level and the needs of our school. Examples include Sources of Strength and Second Steps.	Increase in results on the KSA Quality of School Climate and Safety Survey	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.  Responsible: Guidance Counselor	\$0
		All students will participate in a CLUB three times per semester to promote belonging and engagement in our school.	Increase in results on the KSA Quality of School Climate and Safety Survey	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.  Responsible: Classroom Teachers, Support Staff, Instructional Coach, Principal	\$0
		School-wide PBIS expectations are intentionally taught and reinforced in grades K-5 <sup>th</sup> .	Increase in results on the KSA Quality of School Climate and Safety Survey	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.	\$0

Goal 5 (State your climate and safety goal.):

Cairo Elementary will increase our overall Quality of School Climate and Safety Survey Indicator Score from 87.4 in 2022 to 92.4 by 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
				Responsible: Classroom Teachers, Support Staff, Instructional Coach, Principal	
		Students in K-5 <sup>th</sup> grade earn PBIS points for following the Cairo Expectations. Students use these PBIS points for rewards in our school.	Increase in results on the KSA Quality of School Climate and Safety Survey	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.  Responsible: Classroom Teachers, Support Staff, Instructional Coach, Principal	\$0
		Guidance Counselor meets with students in need of behavior/mental health supports on an individual basis or in small social skills groups. Guidance Counselor does weekly check-ins with students who reach out to her for support. Guidance counselor implements Check In/Check Out monitoring system for students in need of TIER 2 behavior supports. Guidance Counselor collaborates with RTI team and classroom teachers to design TIER 3 behavior charts/plans for students in need. Mental Health Counselor meets with students in addition to this if a student's needs indicate a higher level of support is needed.	Increase in results on the KSA Quality of School Climate and Safety Survey	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.  Responsible: Classroom Teachers, RTI Team, Guidance Counselor, Mental Health Counselor	\$0
		School Resource Officer is in our building one day per week.	Increase in results on the KSA Quality of	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings,	\$0

Goal 5 (State your climate and safety goal.): Cairo Elementary will increase our overall Quality of School Climate and Safety Survey Indicator Score from 87.4 in 2022 to 92.4 by 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			School Climate and Safety Survey	staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.  Responsible: School Resource Officer, Principal	
		Fire drills, severe weather drills, lockdown drills, and earthquake drills are practiced as specified by state law.	Increase in results on the KSA Quality of School Climate and Safety Survey	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August.  Responsible: Classroom Teachers, Support Staff, Instructional Coach, Principal	\$0

6: Postsecondary Readiness (high school only)

Goal 6 (State your postsecondary goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

7: Graduation Rate (high school only)

Goal 7 (State your graduation goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

8: Other (Optional)

Goal 8 (State your separate goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

Special Considerations for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) Schools

TSI schools (including ATSI schools) must embed their subgroup(s) plan for improvement within their CSIPs. TSI stakeholders, including the principal and other school leaders, teachers, and parents, should carefully consider what must be done to ensure the subgroup(s) perform(s) at high levels in the state accountability system. In addition to identifying strategies and activities within the CSIP that address the specific needs of underperforming groups, provide narrative information regarding the additional requirements for TSI schools in the following chart:

<b>Components of Turnaround Leadership Development and Support:</b>
<b>Consider:</b> How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups? <b>Response:</b>
<b>Identification of Critical Resources Inequities:</b>
<b>Consider:</b> Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed. <b>Response:</b>
<b>Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students</b>
<b>Consider:</b> Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance. <b>Response:</b>
<b>Targeted Subgroups and Evidence-Based Interventions:</b>
<b>Consider:</b> Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity? <b>Response:</b>
Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.



TSI/ATSI Evidence-based Practices

The Every Student Succeeds Act (2015) created new expectations for evidence-based decision making at school and district levels. More specific information regarding evidence-based practices and requirements can be found on the Kentucky Department of Education’s [Evidence-based Practices website](#). While evidence documentation in the CSIP is only required for schools identified for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) and Comprehensive Support and Improvement (CSI), KDE encourages all school leaders to review evidence related to new programs, practices, or interventions being implemented in the school. In addition to documenting the evidence below, TSI, ATSI and CSI schools are expected to upload a description of their evidence review process, the findings of their evidence review, and a discussion of the local implications into eProve. Specific directions regarding the documentation requirements can be found in the “[Compliance Requirements](#)” resource available on KDE’s [Evidence-based Practices website](#).

Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

Evidence-based Activity	Evidence Citation	Uploaded in eProve
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	<input checked="" type="checkbox"/>
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Special Considerations for Comprehensive Support and Improvement (CSI) Schools

Schools identified for Comprehensive Support and Improvement (CSI) must complete the CSIP process and meet all applicable deadlines while identified for Comprehensive Support and Improvement (CSI). Following the completion of the school audit, CSI schools must revise their CSIP to account for the improvement priorities identified by the audit team. The newly revised CSIP, referred to as a Turnaround Plan, must include the following items: (1) evidence-based interventions to be utilized to increase student performance and address the critical needs identified in the school audit, (2) a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school’s turnaround process, and (3) a review of resource inequities, which shall include an analysis of school level budgeting to ensure resources are adequately channeled towards school improvement (703 KAR 5:280). Each of the three aforementioned requirements must be embedded throughout the CSIP document. Once the CSIP has been revised, the turnaround plan must be submitted to the LEA for approval before it is submitted to the Commissioner of Education for final approval.

Provide narrative information regarding the additional requirements for CSI schools in the following chart:

Turnaround Team:
<p><b>Consider:</b> Provide a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school’s turnaround process</p> <p><b>Response:</b></p>
Identification of Critical Resources Inequities:
<p><b>Consider:</b> Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.</p> <p><b>Response:</b></p>

Evidence-based Practices

The Every Student Succeeds Act (2015) created new expectations for evidence-based decision making at school and district levels. More specific information regarding evidence-based practices and requirements can be found on the Kentucky Department of Education’s [Evidence-based Practices website](#). While evidence documentation in the CSIP is only required for schools identified for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) and Comprehensive Support and Improvement (CSI), KDE encourages all school leaders to review evidence related to new programs, practices, or interventions being implemented in the school. In addition to documenting the evidence below, TSI, ATSI and CSI schools are expected to upload a description of their evidence review process, the findings of their evidence review, and a discussion of the local implications into eProve. Specific directions regarding the documentation requirements can be found in the “[Compliance Requirements](#)” resource available on KDE’s [Evidence-based Practices website](#).

Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

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