

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.**

Updated June 2023

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

Updated June 2023

Alignment to Needs:

Results of the Phase Two needs assessment process should inform the development of the comprehensive school improvement plan. List the identified priorities below to be addressed in order to build staff capacity and increase student achievement.

Priorities/Concerns from Needs Assessment for Schools

List two or three of the greatest areas of weakness identified in question #5 of the Needs Assessment for Schools that will be thoroughly addressed in the strategies and activities outlined in this template.

- Bringing down the percentage of students scoring novice and apprentice in the areas of reading, math, writing, and social studies.
- Increasing the percentage of students scoring proficient and distinguished in science, social studies, and on-demand writing.

Processes, Practices, or Conditions to be Addressed from Key Elements Template

List two or three of the processes, practices, or conditions identified on the School Key Elements Template that the school will focus its resources and efforts upon and thoroughly address in the strategies and activities outlined in this template.

- PLC meetings where data is analyzed and next steps for instruction are planned - This is an ongoing cycle of analysis in which administrators, teachers, and interventionists collaborate each week.
- Common and collaborative planning time

Indicator Scores - List the overall scores of status and change for each indicator.

Indicator	Status	Change
State Assessment Results in reading and mathematics	High	Declined (-5.2)
State Assessment Results in science, social studies and writing	Medium	Declined Significantly (-12.8)
English Learner Progress		
Quality of School Climate and Safety	Very High	Increased Significantly (+4.2)

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 state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, and quality of school climate and safety. High schools must address 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, and graduation rate. Long-term goals should be informed by The Needs Assessment for Schools.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Schools should determine short-term objectives to be attained by the end of the current academic year. Objectives should address state assessment results and/or aligned formative assessments. There can be multiple objectives for each goal.</p>	<p>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 Kentucky's six (6) Key Core Work Processes or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i>).</p>	<p>Describe the actionable steps the school will take to deploy the chosen strategy. There can be multiple activities for each strategy.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

1: State Assessment Results in Reading and Mathematics

<p>Goal 1 (State your reading and math goal.): Reading: Reading KSA scores (proficient/distinguished) at Cairo Elementary will increase from 70% in 2024 to 74% in 2028. Math: Math KSA scores (proficient/distinguished) at Cairo Elementary will increase from 79% in 2024 to 83% in 2028.</p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1</p> <p>Reading</p> <p>Reading KSA scores at Cairo Elementary will increase from 70% in 2024 to 71% in 2025.</p>	<p>KCWP 2: Design and Deliver Instruction</p>	<p>Saxon Phonics will be used for core phonics instruction for Kindergarten, 1st grade, and 2nd grade. Students will receive at least 20 minutes of phonics instruction each day during the 120 minute reading block.</p>	<p>Improvement on formative and summative assessments (such as KSA, MAP, STAR, classroom assessments, LLI assessments, RTI 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>ELA homework will be given at each grade level. This is to include reading 20 minutes each night and fluency homework (to be given at least one night per week).</p>	<p>Improvement on formative and summative assessments (such as KSA, MAP, STAR, classroom assessments, LLI assessments, RTI 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>

Updated June 2023

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		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 formative and summative assessments (such as KSA, MAP, STAR, classroom assessments, LLI assessments, RTI 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 st grade, and 2 nd grade will receive 15-20 minutes of phonemic awareness instruction daily through the use of the Heggerty book.	Improvement on formative and summative assessments (such as KSA, MAP, STAR, classroom assessments, LLI assessments, RTI 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 (inferencing, summarizing, compare and contrast, and main idea) will be targeted school wide for at least a 4-5 week period for each strategy. Teachers will utilize the common organizer	Improvement on formative and summative assessments (such as KSA, MAP, STAR, classroom assessments, LLI assessments, RTI 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.	\$0

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		for each strategy and will follow the pacing guide.	Benchmark Assessment System)	Responsible: Instructional Coach and Classroom Teachers	
		120 minutes of explicit, detailed reading instruction is required for kindergarten through 3 rd grade. 90 minutes of explicit, detailed reading instruction is required for 4 th and 5 th grade. During this time, teachers focus on the 5 components of reading: phonics, phonemic awareness, fluency, vocabulary, and comprehension.	Improvement on formative and summative assessments (such as KSA, MAP, STAR, classroom assessments, LLI assessments, RTI 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 instructional reading software several times per week to teach beginning reading skills (i.e. IXL). All students in kindergarten through 5 th grade will use a digital learning program reinforce concepts taught within the regular reading classroom setting that has a personalized learning	Improvement on formative and summative assessments (such as KSA, MAP, STAR, classroom assessments, LLI assessments, RTI 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

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		continuum created for each student based on an entry placement test. Currently, the IXL online learning platform is being used.			
		A digital reading program (i.e. Accelerated Reader, Beanstack, etc.) will be used at each grade level (K-5 th). Each student will have an individual reading goal set for each marking period and progress toward this goal will be tracked and communicated with the student. The expectation is that all students will read independently for 20 minutes per day. Comprehension will be monitored. Student recognitions will be done at the end of each marking period.	Students' reading will be monitored and improvement on formative and summative assessments (such as KSA, MAP, STAR, classroom assessments, LLI assessments, RTI 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, Library/Media Specialist, Principal	\$2,000 – SBDM funds
		Non-homeroom teaching staff work with K – 2 nd grade students on sight words and other literacy skills at least 2-3 days per week.	Improvement on formative and summative assessments (such as AR quizzes, MAP, STAR, classroom assessments, LLI assessments, RTI	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings.	\$0

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			assessments, Reading Inventory Continuum, Benchmark Assessment System, sight word assessments)	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 st , and 2 nd grade teachers will communicate clear learning targets for phonics and comprehension. 3 rd , 4 th , and 5 th grade teachers will communicate a clear learning target for comprehension.	Improvement on formative and summative assessments (such as KSA, MAP, STAR, classroom assessments, LLI assessments, RTI 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 4: Review, Analyze, and Apply Data Results	Fluency checks will be given to students in grades 1 st - 2 nd at least once per month and 3 rd -5 th 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 formative and summative assessments (such as KSA, MAP, STAR, classroom assessments, LLI assessments, RTI 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 and Non-classroom Teachers, Instructional Coach, Principal	\$0

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		The Reading Inventory Continuum will be given to students in kindergarten through 3 rd 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 rd grade have developed a sight word plan for students in their grade level. Sight word assessments are given to students on an individual basis.	Improvement on formative and summative assessments (such as KSA, MAP, STAR, classroom assessments, LLI assessments, RTI 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 st grade. For 2 nd - 4 th grade, it will be administered in the fall and spring and in the winter for students below	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.	\$0

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		grade level. For 5 th grade, it will be administered in the winter for students below level and for all tier 3 students in the spring.		Responsible: Classroom Teachers and Instructional Coach	
		RTI team will meet weekly to evaluate progress monitoring data and discuss progress of students in RTI groups.	Improvement on formative and summative assessments (such as KSA, MAP, STAR, classroom assessments, LLI assessments, RTI 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, interventionists, 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 formative and summative assessments (such as KSA, MAP, STAR, classroom assessments, LLI assessments, RTI 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, Interventionists, Instructional Coach, and Principal	\$0

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>Each grade level will submit a “writing folder” to the principal every 4-6 weeks with samples of writing to an intended audience (including on-demand) and across the content areas (short answers, extended responses in math, reading, social studies, science). The writing samples submitted will be scored and analyzed by the teacher first then the admin team will analyze and provide feedback.</p>	<p>Improvement on formative and summative assessments (such as KSA, MAP, STAR, classroom assessments, LLI assessments, RTI 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, Instructional Coach, and Principal</p>	\$0
	KCWP 5: Design, Align, and Deliver Supports	<p>Non-classroom teachers, administrators, and some classified staff have been assigned as a coach to students in 3rd, 4th, and 5th 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</p>	<p>Improvement on formative and summative assessments (such as KSA, MAP, STAR, classroom assessments, LLI assessments, RTI 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: Non-classrooms teachers, classroom teachers, instructional coach, and some classified staff</p>	\$0

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		effective test taking strategies.			
		Bringing Up Grades Club (B.U.G. Club) will be held as needed after school each week 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 formative and summative assessments (such as KSA, MAP, STAR, classroom assessments, LLI assessments, RTI 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
		Certified and/or classified staff will provide extended school services three days a week in reading/math for targeted students who are reading below grade level. The daytime waiver will be utilized.	Improvement on formative and summative assessments (such as KSA, MAP, STAR, classroom assessments, LLI assessments, RTI 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
		All students scoring below grade level on MAP testing will be evaluated for placement in a Tier group. A	Improvement on formative and summative assessments (such as KSA, MAP, STAR,	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and	\$60,000 – Title funds

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>schedule has been developed to provide intervention services to students in Tier 3 for 120 additional minutes each week and to students in Tier 2 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.</p>	<p>classroom assessments, LLI assessments, RTI assessments, Reading Inventory Continuum, Benchmark Assessment System)</p>	<p>other data team meetings. Progress monitoring will be noted in May and August.</p> <p>Responsible: Interventionists, Classroom Teachers, Instructional Coach, and Principal</p>	<p>\$60,000 – ESSR Funds</p>
		<p>Administration and teachers will work to spread the message to parents about the importance of students reading at least 20 minutes per day. This can be a combination of reading to and with their children, and students should also be reading independently as part of this time. The message will be distributed through one calls to parents, in school-wide and classroom newsletters, and through direct contact with parents at family events at Cairo.</p>	<p>Improvement on formative and summative assessments (such as KSA, MAP, STAR, classroom assessments, LLI assessments, RTI 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, Principal, and Instructional Coach</p>	<p>\$0</p>

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 2</p> <p>Math</p> <p>Math KSA scores at Cairo Elementary will increase from 79% in 2024 to 80% in 2025.</p>	<p>KCWP 2: Design and Deliver Instruction</p>	<p>Teachers will implement Calendar Math and Number Talks in the classroom for 30 minutes daily.</p>	<p>Improvement on formative and summative assessments (such as KSA, MAP, STAR, classroom assessments, RTI assessments)</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, Instructional Coach, and Principal</p>	<p>\$0</p>
		<p>Classroom teachers will use Math is “Figureoutable” and the Math in Focus curriculum with fidelity including problem solving skills and rich math vocabulary at least 60 minutes daily.</p>	<p>Improvement on formative and summative assessments (such as KSA, MAP, STAR, classroom assessments, RTI assessments)</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, Instructional Coach, Principal, District Professional Development Coordinators</p>	<p>\$0</p>
		<p>All teachers will follow the grade level Math in Focus pacing guides developed within the curriculum or by</p>	<p>Improvement on formative and summative assessments (such as KSA, MAP, STAR,</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.</p>	<p>\$0</p>

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		the district math coordinator.	classroom assessments, RTI assessments)	Progress monitoring will be noted in May and August. Responsible: Classroom teachers, Instructional Coach, and Principal	
		Teachers will continue to use high rigor questions during Calendar Math and submit them as requested by administration.	Improvement on formative and summative assessments (such as KSA, MAP, STAR, classroom assessments, RTI 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 th grade will use a digital learning program reinforce concepts taught within the regular math classroom setting that has a personalized learning continuum created for each student based on an entry placement test. Currently, IXL is being used.	Improvement on formative and summative assessments (such as KSA, MAP, STAR, classroom assessments, RTI 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

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>Students in kindergarten - 5th grade will be introduced to/review critical math vocabulary words during lunch and learn time. Definitions and real world examples will be used to help students understand and apply the math vocabulary words.</p>	<p>Improvement on formative and summative assessments (such as KSA, MAP, STAR, classroom assessments, RTI assessments)</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: Principal, Instructional Coach</p>	\$0
		<p>Teachers in all grades will communicate a clear learning target for daily math lessons.</p>	<p>Improvement on formative and summative assessments (such as KSA, MAP, STAR, classroom assessments, RTI assessments)</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</p>	\$0
	KCWP 4: Review, Analyze, and Apply Data Results	<p>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</p>	<p>Improvement on formative and summative assessments (such as KSA, MAP, STAR, classroom assessments, RTI assessments)</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.</p>	\$0

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		set forth by the Math in Focus pacing and assessment guide.		Progress monitoring will be noted in May and August. Responsible: Classroom Teachers, Instructional Coach, and Principal	
		Teachers in grade 1 st – 5 th will utilize Reflex Math to monitor fact fluency for all students. Math Minutes may also be used.	Improvement on formative and summative assessments (such as KSA, MAP, STAR, classroom assessments, RTI 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
		RTI team will meet weekly to evaluate progress monitoring data and discuss progress of students in RTI groups.	Improvement on formative and summative assessments (such as KSA, MAP, STAR, classroom assessments, RTI 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,	\$0

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
				Guidance Counselor, and Family Resource Coordinator	
		Classroom teachers, interventionists, 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 formative and summative assessments (such as KSA, MAP, STAR, classroom assessments, RTI 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, Interventionists, Instructional Coach, and Principal	\$0
		Each grade level will submit a “writing folder” to the principal every 4-6 weeks with samples of writing to an intended audience (including on-demand) and across the content areas (short answers, extended responses in math, reading, social studies, science). The writing samples submitted will be scored and analyzed by the teacher first then the admin team will analyze and provide feedback.	Improvement on formative and summative assessments (such as KSA, MAP, STAR, classroom assessments, RTI 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

Updated June 2023

Goal 1 (State your reading and math goal.):
 Reading: Reading KSA scores (proficient/distinguished) at Cairo Elementary will increase from 70% in 2024 to 74% in 2028.
 Math: Math KSA scores (proficient/distinguished) at Cairo Elementary will increase from 79% in 2024 to 83% in 2028.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 5: Design, Align, and Deliver Supports	Non-classroom teachers, administrators, and some classified staff have been assigned as a coach to students in 3 rd , 4 th , and 5 th grade who receive accommodations through IEPs and 504 plans. Each coach will work with his/her assigned student on multiple choice, short answer, extended response, or writing assignments to model and reinforce effective test taking strategies.	Improvement on formative and summative assessments (such as KSA, MAP, STAR, classroom assessments, RTI 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 as needed after school each week 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 formative and summative assessments (such as KSA, MAP, STAR, classroom assessments, RTI 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

Updated June 2023

<p>Goal 1 (State your reading and math goal.): Reading: Reading KSA scores (proficient/distinguished) at Cairo Elementary will increase from 70% in 2024 to 74% in 2028. Math: Math KSA scores (proficient/distinguished) at Cairo Elementary will increase from 79% in 2024 to 83% in 2028.</p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>Certified and/or classified staff will provide extended school services three days a week in reading/math for targeted students who are performing below grade level. The daytime waiver will be utilized.</p>	<p>Improvement on formative and summative assessments (such as KSA, MAP, STAR, classroom assessments, RTI assessments)</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, Classified Staff, Instructional Coach</p>	<p>\$5,000 – ESS funds</p>
		<p>All students scoring below grade level on MAP testing will be evaluated for placement in a Tier group. A schedule has been developed to provide intervention services to students in Tier 3 for 120 additional minutes each week and to students in Tier 2 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.</p>	<p>Improvement on formative and summative assessments (such as KSA, MAP, STAR, classroom assessments, RTI assessments)</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: Interventionists, Classroom Teachers, Instructional Coach, and Principal</p>	<p>\$60,000 – Title funds \$60,000 – ESSR Funds</p>

2: State Assessment Results in Science, Social Studies and Writing

<p>Goal 2 (State your science, social studies, and writing goal.):</p> <p>Writing: Combined Writing KSA scores (proficient/distinguished) at Cairo Elementary will increase from 53% in 2024 to 68% in 2028.</p> <p>Science: Science KSA scores (proficient/distinguished) at Cairo Elementary will increase from 60% in 2024 to 64% in 2028.</p> <p>Social Studies: Social studies KSA scores (proficient/distinguished) at Cairo Elementary will increase from 58% in 2024 to 62% in 2028.</p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1</p> <p>Writing</p> <p>Writing KSA scores (proficient/distinguished) at Cairo Elementary will increase from 53% in 2024 to 57% in 2025.</p>	<p>KCWP 2: Design and Deliver Instruction</p>	<p>Teachers will utilize specific common graphic organizers to teach writing in kindergarten through 5th grade.</p>	<p>Improvement on KSA, classroom assessments, AIMS Web assessments</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, Instructional Coach, and Principal</p>	<p>\$0</p>
		<p>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.</p>	<p>Improvement on KSA, classroom assessments, AIMS Web assessments</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, Instructional Coach, and Principal</p>	<p>\$0</p>
		<p>Students in 5th grade receive weekly direct instruction in</p>	<p>Improvement on KSA, classroom</p>	<p>Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC</p>	<p>\$1,000 – SBDM funds</p>

Updated June 2023

<p>Goal 2 (State your science, social studies, and writing goal.):</p> <p>Writing: Combined Writing KSA scores (proficient/distinguished) at Cairo Elementary will increase from 53% in 2024 to 68% in 2028.</p> <p>Science: Science KSA scores (proficient/distinguished) at Cairo Elementary will increase from 60% in 2024 to 64% in 2028.</p> <p>Social Studies: Social studies KSA scores (proficient/distinguished) at Cairo Elementary will increase from 58% in 2024 to 62% in 2028.</p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		grammar, editing, and mechanics.	assessments, AIMS Web assessments	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 in all grades will communicate a clear learning target for writing lessons.	Improvement on formative and summative assessments (such as KSA, MAP, STAR, classroom assessments, RTI 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 4: Review, Analyze, and Apply Data Results	RTI team will meet weekly to evaluate progress monitoring data and discuss progress of students in RTI groups.	Improvement on formative and summative assessments (such as KSA, MAP, STAR, classroom assessments, RTI 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

Updated June 2023

<p>Goal 2 (State your science, social studies, and writing goal.): Writing: Combined Writing KSA scores (proficient/distinguished) at Cairo Elementary will increase from 53% in 2024 to 68% in 2028. Science: Science KSA scores (proficient/distinguished) at Cairo Elementary will increase from 60% in 2024 to 64% in 2028. Social Studies: Social studies KSA scores (proficient/distinguished) at Cairo Elementary will increase from 58% in 2024 to 62% in 2028.</p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
				Special Education Teachers, School Psychologist, Guidance Counselor, and Family Resource Coordinator	
		Classroom teachers, interventionists, 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 formative and summative assessments (such as KSA, MAP, STAR, classroom assessments, RTI 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, Interventionists, Instructional Coach, and Principal	\$0
		Each grade level will submit a “writing folder” to the principal every 4-6 weeks with samples of writing to an intended audience (including on-demand) and across the content areas (short answers, extended responses in math, reading, social studies, science). The writing samples submitted will be scored and analyzed by the teacher first then the admin team will analyze and provide feedback.	Improvement on formative and summative assessments (such as KSA, MAP, STAR, classroom assessments, RTI 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

Updated June 2023

<p>Goal 2 (State your science, social studies, and writing goal.): Writing: Combined Writing KSA scores (proficient/distinguished) at Cairo Elementary will increase from 53% in 2024 to 68% in 2028. Science: Science KSA scores (proficient/distinguished) at Cairo Elementary will increase from 60% in 2024 to 64% in 2028. Social Studies: Social studies KSA scores (proficient/distinguished) at Cairo Elementary will increase from 58% in 2024 to 62% in 2028.</p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 5: Design, Align, and Deliver Supports	Non-classroom teachers, administrators, and some classified staff have been assigned as a coach to students in 3 rd , 4 th , and 5 th grade who receive accommodations through IEPs and 504 plans. Each coach will work with his/her assigned student on multiple choice, short answer, extended response, or writing assignments to model and reinforce effective test taking strategies.	Improvement on formative and summative assessments (such as KSA, MAP, STAR, classroom assessments, RTI 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 as needed after school each week 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 formative and summative assessments (such as KSA, MAP, STAR, classroom assessments, RTI 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 spotlight proficient student	Improvement on KSA, classroom	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC	\$0

Updated June 2023

<p>Goal 2 (State your science, social studies, and writing goal.): Writing: Combined Writing KSA scores (proficient/distinguished) at Cairo Elementary will increase from 53% in 2024 to 68% in 2028. Science: Science KSA scores (proficient/distinguished) at Cairo Elementary will increase from 60% in 2024 to 64% in 2028. Social Studies: Social studies KSA scores (proficient/distinguished) at Cairo Elementary will increase from 58% in 2024 to 62% in 2028.</p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		writing monthly on the wall of Writing Leaders.	assessments, AIMS Web assessments	meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August. Responsible: Classroom Teachers, Instructional Coach	
<p>Objective 2 Social Studies</p> <p>Social Studies KSA scores (proficient/distinguished) at Cairo Elementary will increase from 58% in 2024 to 59% in 2025.</p>	<p>KCWP 2: Design and Deliver Instruction</p>	<p>5th grade teacher(s) will follow and implement the SAAVAS curriculum and TCM curriculum with all 5th grade students.</p>	<p>Improvement on formative and summative assessments (such as KSA and classroom assessments)</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, Instructional Coach, and Principal</p>	\$0
		<p>The “Vault Economics” curriculum will be implemented with all 5th grade students.</p>	<p>Improvement on formative and summative assessments (such as KSA and classroom assessments)</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, Instructional Coach, and Principal</p>	\$0

Updated June 2023

<p>Goal 2 (State your science, social studies, and writing goal.):</p> <p>Writing: Combined Writing KSA scores (proficient/distinguished) at Cairo Elementary will increase from 53% in 2024 to 68% in 2028.</p> <p>Science: Science KSA scores (proficient/distinguished) at Cairo Elementary will increase from 60% in 2024 to 64% in 2028.</p> <p>Social Studies: Social studies KSA scores (proficient/distinguished) at Cairo Elementary will increase from 58% in 2024 to 62% in 2028.</p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Extended response questions are completed by 5 th grade students at least on a monthly basis.	Improvement on formative and summative assessments (such as 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 Teachers, Instructional Coach, and Principal	\$0
		All teachers in kindergarten through 5 th grade use non-fiction reading passages (Journeys, Scholastic News, Fountas and Pinnell, etc. included) to teach social studies content and concepts based on grade level standards.	Improvement on formative and summative assessments (such as 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 Teachers, Instructional Coach, and Principal	\$0
		All teachers in kindergarten through 3 rd grade incorporate Savvas to teach social studies content and concepts based on grade level standards.	Improvement on formative and summative assessments (such as 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	\$0

Updated June 2023

<p>Goal 2 (State your science, social studies, and writing goal.): Writing: Combined Writing KSA scores (proficient/distinguished) at Cairo Elementary will increase from 53% in 2024 to 68% in 2028. Science: Science KSA scores (proficient/distinguished) at Cairo Elementary will increase from 60% in 2024 to 64% in 2028. Social Studies: Social studies KSA scores (proficient/distinguished) at Cairo Elementary will increase from 58% in 2024 to 62% in 2028.</p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
				<p>monitoring will be noted in May and August.</p> <p>Responsible: Classroom Teachers, Instructional Coach, and Principal</p>	
		<p>Other programs/activities/curriculum are implemented across grade levels to teach social studies content and concepts. These may include, but are not limited to: Second Steps curriculum for K-2nd grade, Sources of Strength curriculum for 3rd-5th grade, Character Strong, Junior Achievement, Career Week, Veteran’s Day Program, Scholastic News, and Service Learning Projects.</p>	<p>Improvement on formative and summative assessments (such as KSA and classroom assessments)</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, Instructional Coach, and Principal</p>	\$0
		<p>Teachers in all grade levels will communicate a clear learning target for each social studies lesson taught.</p>	<p>Improvement on formative and summative assessments (such as KSA and classroom assessments)</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>	\$0

Updated June 2023

<p>Goal 2 (State your science, social studies, and writing goal.):</p> <p>Writing: Combined Writing KSA scores (proficient/distinguished) at Cairo Elementary will increase from 53% in 2024 to 68% in 2028.</p> <p>Science: Science KSA scores (proficient/distinguished) at Cairo Elementary will increase from 60% in 2024 to 64% in 2028.</p> <p>Social Studies: Social studies KSA scores (proficient/distinguished) at Cairo Elementary will increase from 58% in 2024 to 62% in 2028.</p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
				Responsible: Classroom Teachers	
	KCWP 4: Review, Analyze, and Apply Data Results	Classroom teachers, interventionists, 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. Social studies will be addressed every 4-6 weeks.	Improvement on formative and summative assessments (such as 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 Teachers, Interventionists, Instructional Coach, and Principal	\$0
		5 th grade will submit a “writing folder” to the principal every 4-6 weeks with samples of writing to an intended audience (including on-demand) and across the content areas (short answers, extended responses in math, reading, social studies). The writing samples submitted will be scored and analyzed by the teacher first then the admin team will analyze and provide feedback.	Improvement on formative and summative assessments (such as 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 Teachers, Instructional Coach, and Principal	\$0
	KCWP 5: Design, Align,	Non-classroom teachers, administrators, and some	Improvement on formative and	Plan implementation, rate of improvement, and effectiveness of	\$0

Updated June 2023

<p>Goal 2 (State your science, social studies, and writing goal.):</p> <p>Writing: Combined Writing KSA scores (proficient/distinguished) at Cairo Elementary will increase from 53% in 2024 to 68% in 2028.</p> <p>Science: Science KSA scores (proficient/distinguished) at Cairo Elementary will increase from 60% in 2024 to 64% in 2028.</p> <p>Social Studies: Social studies KSA scores (proficient/distinguished) at Cairo Elementary will increase from 58% in 2024 to 62% in 2028.</p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	and Deliver Supports	classified staff have been assigned as a coach to students in 3 rd , 4 th , and 5 th grade who receive accommodations through IEPs and 504 plans. Each coach will work with his/her assigned student on multiple choice, short answer, extended response, or writing assignments to model and reinforce effective test taking strategies.	summative assessments (such as KSA and classroom assessments)	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 as needed after school each week 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 formative and summative assessments (such as 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 Teachers, Instructional Coach, and Principal	\$0
Objective 3 Science	KCWP 2: Design and Deliver Instruction	Teachers in kindergarten through 5 th grade will follow and implement the use of	Improvement on formative and summative assessments (such as	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other	\$0

Updated June 2023

<p>Goal 2 (State your science, social studies, and writing goal.):</p> <p>Writing: Combined Writing KSA scores (proficient/distinguished) at Cairo Elementary will increase from 53% in 2024 to 68% in 2028.</p> <p>Science: Science KSA scores (proficient/distinguished) at Cairo Elementary will increase from 60% in 2024 to 64% in 2028.</p> <p>Social Studies: Social studies KSA scores (proficient/distinguished) at Cairo Elementary will increase from 58% in 2024 to 62% in 2028.</p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Science KSA scores (proficient/distinguished) at Cairo Elementary will increase from 60% in 2024 to 61% in 2025.</p>		<p>“Mystery Science” to teach science standards.</p> <p>All teachers have access to utilize “Generation Genius” as a science resource.</p>	<p>KSA and classroom assessments)</p>	<p>data team meetings. Progress monitoring will be noted in May and August.</p> <p>Responsible: Classroom Teachers, Instructional Coach, and Principal</p>	
		<p>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.</p>	<p>Improvement on formative and summative assessments (such as KSA and classroom assessments)</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, Library/Media specialist, Instructional Coach, and Principal</p>	<p>\$2,000 – Grant funded</p>
		<p>Teachers in all grade levels will communicate a clear learning target for each science lesson taught.</p>	<p>Improvement on formative and summative assessments (such as</p>	<p>Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other</p>	<p>\$0</p>

Updated June 2023

<p>Goal 2 (State your science, social studies, and writing goal.): Writing: Combined Writing KSA scores (proficient/distinguished) at Cairo Elementary will increase from 53% in 2024 to 68% in 2028. Science: Science KSA scores (proficient/distinguished) at Cairo Elementary will increase from 60% in 2024 to 64% in 2028. Social Studies: Social studies KSA scores (proficient/distinguished) at Cairo Elementary will increase from 58% in 2024 to 62% in 2028.</p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			KSA and classroom assessments)	data team meetings. Progress monitoring will be noted in May and August. Responsible: Classroom Teachers	
	KCWP 4: Review, Analyze, and Apply Data Results	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 formative and summative assessments (such as KSA, TCT, 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 teachers, Instructional Coach, and Principal	\$0
		Classroom teachers, interventionists, 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. Science will be addressed every 4-6 weeks.	Improvement on formative and summative assessments (such as 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 Teachers, Interventionists, Instructional Coach, and Principal	\$0
		4 th grade will submit a “writing folder” to the principal every 4-6 weeks	Improvement on formative and summative	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC	\$0

Updated June 2023

<p>Goal 2 (State your science, social studies, and writing goal.):</p> <p>Writing: Combined Writing KSA scores (proficient/distinguished) at Cairo Elementary will increase from 53% in 2024 to 68% in 2028.</p> <p>Science: Science KSA scores (proficient/distinguished) at Cairo Elementary will increase from 60% in 2024 to 64% in 2028.</p> <p>Social Studies: Social studies KSA scores (proficient/distinguished) at Cairo Elementary will increase from 58% in 2024 to 62% in 2028.</p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		with samples of writing to an intended audience (including on-demand) and across the content areas (short answers, extended responses in math, reading, science). The writing samples submitted will be scored and analyzed by the teacher first then the admin team will analyze and provide feedback.	assessments (such as KSA and classroom assessments)	meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August. Responsible: Classroom Teachers, Instructional Coach, and Principal	
		Data from analysis of student work in science will be used to inform instruction and assessment.	Improvement on formative and summative assessments (such as KSA, TCT, 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 teachers, Instructional Coach, and Principal	\$0
	KCWP 5: Design, Align, and Deliver Supports	Teachers in kindergarten-3 rd grade will expose students to Through Course Tasks. This can be modeled and then work towards student independence through gradual release.	Improvement on formative and summative assessments (such as 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

Updated June 2023

<p>Goal 2 (State your science, social studies, and writing goal.): Writing: Combined Writing KSA scores (proficient/distinguished) at Cairo Elementary will increase from 53% in 2024 to 68% in 2028. Science: Science KSA scores (proficient/distinguished) at Cairo Elementary will increase from 60% in 2024 to 64% in 2028. Social Studies: Social studies KSA scores (proficient/distinguished) at Cairo Elementary will increase from 58% in 2024 to 62% in 2028.</p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
				Responsible: Classroom teachers, Instructional Coach, and Principal	
		Administration will monitor and provide resources, as available and needed, for implementation of programs such as Mystery Science, Amplify Science, and Generation Genius.	Improvement on formative and summative assessments (such as 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 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 rd , 4 th , and 5 th 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 formative and summative assessments (such as 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: Non-classrooms teachers, classroom teachers, instructional coach, and some classified staff	\$0
		Bringing Up Grades Club (B.U.G. Club) will be held as	Improvement on formative and	Plan implementation, rate of improvement, and effectiveness of	\$0

Updated June 2023

<p>Goal 2 (State your science, social studies, and writing goal.): Writing: Combined Writing KSA scores (proficient/distinguished) at Cairo Elementary will increase from 53% in 2024 to 68% in 2028. Science: Science KSA scores (proficient/distinguished) at Cairo Elementary will increase from 60% in 2024 to 64% in 2028. Social Studies: Social studies KSA scores (proficient/distinguished) at Cairo Elementary will increase from 58% in 2024 to 62% in 2028.</p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		needed after school each week 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.	summative assessments (such as KSA and classroom assessments)	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	
		STEM related activities will be offered during at least one family night to inform and share ideas with parents/families about the importance of STEM experiences/ activities.	Improvement on formative and summative assessments (such as 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 Teachers, Family Resource Coordinator, Title 1 Coordinator, Library/Media Specialist, Instructional Coach, Principal	\$500 - FRC/Title Funds

Updated June 2023

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
Objective 1 Reading Reading KSA scores for students who qualify as economically disadvantaged at Cairo Elementary will increase from 62% in 2024 to 65% in 2025.	KCWP 2: Design and Deliver Instruction	Saxon Phonics will be used for core phonics instruction for Kindergarten, 1 st grade, and 2 nd grade. Students will receive at least 20 minutes of phonics instruction each day during the 120 minute reading block.	Improvement on formative and summative assessments (such as KSA, MAP, STAR, classroom assessments, LLI assessments, RTI 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
		ELA homework will be given at each grade level. This is to include reading 20 minutes each night and fluency homework (to be given at least one night per week).	Improvement on formative and summative assessments (such as KSA, MAP, STAR, classroom assessments, LLI assessments, RTI 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

		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 formative and summative assessments (such as KSA, MAP, STAR, classroom assessments, LLI assessments, RTI 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 st grade, and 2 nd grade will receive 15-20 minutes of phonemic awareness instruction daily through the use of the Heggerty book.	Improvement on formative and summative assessments (such as KSA, MAP, STAR, classroom assessments, LLI assessments, RTI 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 (inferencing, summarizing, compare and contrast, and main idea) 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 formative and summative assessments (such as KSA, MAP, STAR, classroom assessments, LLI assessments, RTI 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	Improvement on formative and summative	Plan implementation, rate of improvement, and effectiveness	\$0

		is required for kindergarten through 3 rd grade. 90 minutes of explicit, detailed reading instruction is required for 4 th and 5 th grade. During this time, teachers focus on the 5 components of reading: phonics, phonemic awareness, fluency, vocabulary, and comprehension.	assessments (such as KSA, MAP, STAR, classroom assessments, LLI assessments, RTI assessments, Reading Inventory Continuum, Benchmark Assessment System)	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	
		Kindergarten students will use instructional reading software several times per week to teach beginning reading skills (i.e. IXL). All students in kindergarten through 5 th grade will use a digital learning program reinforce concepts taught within the regular reading classroom setting that has a personalized learning continuum created for each student based on an entry placement test. Currently, the IXL online learning platform is being used.	Improvement on formative and summative assessments (such as KSA, MAP, STAR, classroom assessments, LLI assessments, RTI 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
		A digital reading program (i.e. Accelerated Reader, Beanstack, etc.) will be used at each grade level (K-5 th). Each student will have an individual reading goal set	Students’ reading will be monitored and improvement on formative and summative assessments (such as KSA, MAP, STAR,	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings.	\$2,000 – SBDM funds

		<p>for each marking period and progress toward this goal will be tracked and communicated with the student. The expectation is that all students will read independently for 20 minutes per day. Comprehension will be monitored. Student recognitions will be done at the end of each marking period.</p>	<p>classroom assessments, LLI assessments, RTI assessments, Reading Inventory Continuum, Benchmark Assessment System)</p>	<p>Progress monitoring will be noted in May and August.</p> <p>Responsible: Classroom Teachers, Instructional Coach, Library/Media Specialist, Principal</p>	
		<p>Non-homeroom teaching staff work with K – 2nd grade students on sight words and other literacy skills at least 2-3 days per week.</p>	<p>Improvement on formative and summative assessments (such as AR quizzes, MAP, STAR, classroom assessments, LLI assessments, RTI assessments, Reading Inventory Continuum, Benchmark Assessment System, sight word assessments)</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, Non-homeroom teaching staff</p>	<p>\$0</p>
		<p>Teachers will communicate clear learning targets for each reading lesson. Kindergarten, 1st, and 2nd grade teachers will communicate clear learning targets for phonics and comprehension. 3rd, 4th, and 5th grade teachers will communicate a clear</p>	<p>Improvement on formative and summative assessments (such as KSA, MAP, STAR, classroom assessments, LLI assessments, RTI 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</p>	<p>\$0</p>

		learning target for comprehension.			
	KCWP 4: Review, Analyze, and Apply Data Results	Fluency checks will be given to students in grades 1 st - 2 nd at least once per month and 3 rd -5 th 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 formative and summative assessments (such as KSA, MAP, STAR, classroom assessments, LLI assessments, RTI 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 and Non-classroom Teachers, Instructional Coach, Principal	\$0
		The Reading Inventory Continuum will be given to students in kindergarten through 3 rd 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 rd grade have developed a sight word plan for students in their grade level. Sight word assessments are given to students on an individual basis.	Improvement on formative and summative assessments (such as KSA, MAP, STAR, classroom assessments, LLI assessments, RTI 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 st grade. For 2 nd - 4 th grade, it will be administered in the fall and spring and in the winter for students below grade level. For 5 th grade, it will be administered in the winter for students below level and for all tier 3 students in the spring.	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
		RTI team will meet weekly to evaluate progress monitoring data and discuss progress of students in RTI groups.	Improvement on formative and summative assessments (such as KSA, MAP, STAR, classroom assessments, LLI assessments, RTI 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, interventionists, and administration team will meet on a weekly basis during "PLC" time to analyze assessment data and plan for	Improvement on formative and summative assessments (such as KSA, MAP, STAR, classroom assessments, LLI assessments, RTI assessments, Reading	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

		next steps in instruction for reading, math, and writing.	Inventory Continuum, Benchmark Assessment System)	Responsible: Classroom Teachers, Interventionists, Instructional Coach, and Principal	
		Each grade level will submit a “writing folder” to the principal every 4-6 weeks with samples of writing to an intended audience (including on-demand) and across the content areas (short answers, extended responses in math, reading, social studies, science). The writing samples submitted will be scored and analyzed by the teacher first then the admin team will analyze and provide feedback.	Improvement on formative and summative assessments (such as KSA, MAP, STAR, classroom assessments, LLI assessments, RTI 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
	KCWP 5: Design, Align, and Deliver Supports	Non-classroom teachers, administrators, and some classified staff have been assigned as a coach to students in 3 rd , 4 th , and 5 th grade who receive accommodations through IEPs and 504 plans. Each coach will work with his/her assigned student on multiple choice, short answer, extended response, or writing assignments to model and reinforce	Improvement on formative and summative assessments (such as KSA, MAP, STAR, classroom assessments, LLI assessments, RTI 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: Non-classrooms teachers, classroom teachers, instructional coach, and some classified staff	\$0

		effective test taking strategies.			
		Bringing Up Grades Club (B.U.G. Club) will be held as needed after school each week 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 formative and summative assessments (such as KSA, MAP, STAR, classroom assessments, LLI assessments, RTI 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
		Certified and/or classified staff will provide extended school services three days a week in reading/math for targeted students who are reading below grade level. The daytime waiver will be utilized.	Improvement on formative and summative assessments (such as KSA, MAP, STAR, classroom assessments, LLI assessments, RTI 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
		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 in Tier 3 for 120 additional minutes each	Improvement on formative and summative assessments (such as KSA, MAP, STAR, classroom assessments, LLI assessments, RTI 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.	\$60,000 – Title funds \$60,000 – ESSR Funds

		week and to students in Tier 2 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.	Benchmark Assessment System)	Responsible: Interventionists, Classroom Teachers, Instructional Coach, and Principal	
		Administration and teachers will work to spread the message to parents about the importance of students reading at least 20 minutes per day. This can be a combination of reading to and with their children, and students should also be reading independently as part of this time. 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 formative and summative assessments (such as KSA, MAP, STAR, classroom assessments, LLI assessments, RTI 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
Objective 2 Math Math KSA scores (proficient/distinguished) for students who	KCWP 2: Design and Deliver Instruction	Teachers will implement Calendar Math and Number Talks in the classroom for 30 minutes daily.	Improvement on formative and summative assessments (such as KSA, MAP, STAR, classroom assessments, RTI 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

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<p>qualify as economically disadvantaged at Cairo Elementary will increase from 71% in 2024 to 74% in 2025.</p>				<p>Responsible: Classroom Teachers, Instructional Coach, and Principal</p>	
		<p>Classroom teachers will use Math is “Figureoutable” and the Math in Focus curriculum with fidelity including problem solving skills and rich math vocabulary at least 60 minutes daily.</p>	<p>Improvement on formative and summative assessments (such as KSA, MAP, STAR, classroom assessments, RTI assessments)</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, Instructional Coach, Principal, District Professional Development Coordinators</p>	<p>\$0</p>
		<p>All teachers will follow the grade level Math in Focus pacing guides developed within the curriculum or by the district math coordinator.</p>	<p>Improvement on formative and summative assessments (such as KSA, MAP, STAR, classroom assessments, RTI assessments)</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, Instructional Coach, and Principal</p>	<p>\$0</p>
		<p>Teachers will continue to use high rigor questions during Calendar Math and submit them as requested by administration.</p>	<p>Improvement on formative and summative assessments (such as KSA, MAP, STAR, classroom assessments, RTI assessments)</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>\$0</p>

				Responsible: Classroom teachers, Instructional Coach, and Principal	
		All students in kindergarten through 5 th grade will use a digital learning program reinforce concepts taught within the regular math classroom setting that has a personalized learning continuum created for each student based on an entry placement test. Currently, IXL is being used.	Improvement on formative and summative assessments (such as KSA, MAP, STAR, classroom assessments, RTI 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 th grade will be introduced to/review critical math vocabulary words during lunch and learn time. Definitions and real world examples will be used to help students understand and apply the math vocabulary words.	Improvement on formative and summative assessments (such as KSA, MAP, STAR, classroom assessments, RTI 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
		Teachers in all grades will communicate a clear learning target for daily math lessons.	Improvement on formative and summative assessments (such as KSA, MAP, STAR, classroom assessments, RTI 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

				<p>Progress monitoring will be noted in May and August.</p> <p>Responsible: Classroom teachers</p>	
	KCWP 4: Review, Analyze, and Apply Data Results	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 formative and summative assessments (such as KSA, MAP, STAR, classroom assessments, RTI 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
		Teachers in grade 1 st – 5 th will utilize Reflex Math to monitor fact fluency for all students. Math Minutes may also be used.	Improvement on formative and summative assessments (such as KSA, MAP, STAR, classroom assessments, RTI 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>	\$3,000 – ESS funds
		RTI team will meet weekly to evaluate progress monitoring data and discuss progress of students in RTI groups.	Improvement on formative and summative assessments (such as KSA, MAP, STAR, classroom assessments, RTI 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.</p>	\$0

				<p>Progress monitoring will be noted in May and August.</p> <p>Responsible: Classroom Teachers, Instructional Coach, Principal, Special Education Teachers, School Psychologist, Guidance Counselor, and Family Resource Coordinator</p>	
		<p>Classroom teachers, interventionists, 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.</p>	<p>Improvement on formative and summative assessments (such as KSA, MAP, STAR, classroom assessments, RTI assessments)</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, Interventionists, Instructional Coach, and Principal</p>	\$0
		<p>Each grade level will submit a “writing folder” to the principal every 4-6 weeks with samples of writing to an intended audience (including on-demand) and across the content areas (short answers, extended responses in math, reading, social studies, science). The writing samples submitted will be scored and analyzed by the teacher first then the admin team will analyze and provide feedback.</p>	<p>Improvement on formative and summative assessments (such as KSA, MAP, STAR, classroom assessments, RTI assessments)</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, Instructional Coach, and Principal</p>	\$0

	<p>KCWP 5: Design, Align, and Deliver Supports</p>	<p>Non-classroom teachers, administrators, and some classified staff have been assigned as a coach to students in 3rd, 4th, and 5th 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.</p>	<p>Improvement on formative and summative assessments (such as KSA, MAP, STAR, classroom assessments, RTI assessments)</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: Non-classrooms teachers, classroom teachers, instructional coach, and some classified staff</p>	<p>\$0</p>
		<p>Bringing Up Grades Club (B.U.G. Club) will be held as needed after school each week 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.</p>	<p>Improvement on formative and summative assessments (such as KSA, MAP, STAR, classroom assessments, RTI assessments)</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, Instructional Coach, and Principal</p>	<p>\$0</p>
		<p>Certified and/or classified staff will provide extended school services three days a week in reading/math for targeted students who are performing below grade</p>	<p>Improvement on formative and summative assessments (such as KSA, MAP, STAR, classroom assessments, RTI assessments)</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.</p>	<p>\$5,000 – ESS funds</p>

		level. The daytime waiver will be utilized.		<p>Progress monitoring will be noted in May and August.</p> <p>Responsible: Classroom Teachers, Classified Staff, Instructional Coach</p>	
		All students scoring below grade level on MAP testing will be evaluated for placement in a Tier group. A schedule has been developed to provide intervention services to students in Tier 3 for 120 additional minutes each week and to students in Tier 2 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 formative and summative assessments (such as KSA, MAP, STAR, classroom assessments, RTI 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: Interventionists, Classroom Teachers, Instructional Coach, and Principal</p>	\$60,000 – Title funds \$60,000 – ESSR Funds
<p>Objective 3</p> <p>Writing</p> <p>Writing KSA scores (proficient/distinguished) for students who qualify as economically disadvantaged at Cairo</p>	KCWP 2: Design and Deliver Instruction	Teachers will utilize specific common graphic organizers to teach writing in kindergarten through 5 th grade.	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, and Principal</p>	\$0

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Elementary will increase from 52% in 2024 to 55% in 2025.					
		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 th 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
		Teachers in all grades will communicate a clear learning target for writing lessons.	Improvement on formative and summative assessments (such as KSA, MAP, STAR, classroom assessments, RTI 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

				Responsible: Classroom teachers	
	KCWP 4: Review, Analyze, and Apply Data Results	RTI team will meet weekly to evaluate progress monitoring data and discuss progress of students in RTI groups.	Improvement on formative and summative assessments (such as KSA, MAP, STAR, classroom assessments, RTI 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
		Classroom teachers, interventionists, 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 formative and summative assessments (such as KSA, MAP, STAR, classroom assessments, RTI 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, Interventionists, Instructional Coach, and Principal	\$0
		Each grade level will submit a “writing folder” to the principal every 4-6 weeks with samples of writing to an intended audience	Improvement on formative and summative assessments (such as KSA, MAP, STAR,	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings, and other data team meetings.	\$0

		(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 then the admin team will analyze and provide feedback.	classroom assessments, RTI assessments)	Progress monitoring will be noted in May and August. Responsible: Classroom Teachers, Instructional Coach, and Principal	
	KCWP 5: Design, Align, and Deliver Supports	Non-classroom teachers, administrators, and some classified staff have been assigned as a coach to students in 3 rd , 4 th , and 5 th grade who receive accommodations through IEPs and 504 plans. Each coach will work with his/her assigned student on multiple choice, short answer, extended response, or writing assignments to model and reinforce effective test taking strategies.	Improvement on formative and summative assessments (such as KSA, MAP, STAR, classroom assessments, RTI 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 as needed after school each week as a support for students who have incomplete or missing assignments. Students stay after school with a certified staff member and work to	Improvement on formative and summative assessments (such as KSA, MAP, STAR, classroom assessments, RTI 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

		complete these assignments.		Responsible: Classroom Teachers, Instructional Coach, and Principal	
		Classroom teachers will spotlight proficient student writing monthly on the wall of Writing Leaders.	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
<p>Objective 4</p> <p>Social Studies</p> <p>Social Studies KSA scores (proficient/distinguished) for students who qualify as economically disadvantaged at Cairo Elementary will increase from 56% in 2024 to 59% in 2025.</p>	KCWP 2: Design and Deliver Instruction	5 th grade teacher(s) will follow and implement the SAAVAS curriculum and TCM curriculum with all 5 th grade students.	Improvement on formative and summative assessments (such as 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 Teachers, Instructional Coach, and Principal	\$0
		The “Vault Economics” curriculum will be implemented with all 5 th grade students.	Improvement on formative and summative assessments (such as 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

				Responsible: Classroom Teachers, Instructional Coach, and Principal	
		Extended response questions are completed by 5 th grade students at least on a monthly basis.	Improvement on formative and summative assessments (such as 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 Teachers, Instructional Coach, and Principal	\$0
		All teachers in kindergarten through 5 th grade use non-fiction reading passages (Journeys, Scholastic News, Fountas and Pinnell, etc. included) to teach social studies content and concepts based on grade level standards.	Improvement on formative and summative assessments (such as 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 Teachers, Instructional Coach, and Principal	\$0
		All teachers in kindergarten through 3 rd grade incorporate Savvas to teach social studies content and concepts based on grade level standards.	Improvement on formative and summative assessments (such as 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.	\$0

				<p>Progress monitoring will be noted in May and August.</p> <p>Responsible: Classroom Teachers, Instructional Coach, and Principal</p>	
		<p>Other programs/activities/curriculum are implemented across grade levels to teach social studies content and concepts. These may include, but are not limited to: Second Steps curriculum for K-2nd grade, Sources of Strength curriculum for 3rd-5th grade, Character Strong, Junior Achievement, Career Week, Veteran’s Day Program, Scholastic News, and Service Learning Projects.</p>	<p>Improvement on formative and summative assessments (such as KSA and classroom assessments)</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, Instructional Coach, and Principal</p>	\$0
		<p>Teachers in all grade levels will communicate a clear learning target for each social studies lesson taught.</p>	<p>Improvement on formative and summative assessments (such as KSA and classroom assessments)</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</p>	\$0
	KCWP 4: Review,	<p>Classroom teachers, interventionists, and</p>	<p>Improvement on formative and summative</p>	<p>Plan implementation, rate of improvement, and effectiveness</p>	\$0

	Analyze, and Apply Data Results	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. Social studies will be addressed every 4-6 weeks.	assessments (such as KSA and classroom assessments)	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, Interventionists, Instructional Coach, and Principal	
		5 th grade will submit a “writing folder” to the principal every 4-6 weeks with samples of writing to an intended audience (including on-demand) and across the content areas (short answers, extended responses in math, reading, social studies). The writing samples submitted will be scored and analyzed by the teacher first then the admin team will analyze and provide feedback.	Improvement on formative and summative assessments (such as 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 Teachers, Instructional Coach, and Principal	\$0
	KCWP 5: Design, Align, and Deliver Supports	Non-classroom teachers, administrators, and some classified staff have been assigned as a coach to students in 3 rd , 4 th , and 5 th grade who receive accommodations through IEPs and 504 plans. Each coach will work with his/her assigned student on multiple	Improvement on formative and summative assessments (such as 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: Non-classrooms teachers, classroom teachers,	\$0

		choice, short answer, extended response, or writing assignments to model and reinforce effective test taking strategies.		instructional coach, and some classified staff	
		Bringing Up Grades Club (B.U.G. Club) will be held as needed after school each week 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 formative and summative assessments (such as 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 Teachers, Instructional Coach, and Principal	\$0
Objective 5 Science Science KSA scores (proficient/distinguished) for students who qualify as economically disadvantaged at Cairo Elementary will increase from 59% in 2024 to 61% in 2025.	KCWP 2: Design and Deliver Instruction	Teachers in kindergarten through 5 th 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 formative and summative assessments (such as 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 Teachers, Instructional Coach, and Principal	\$0
		STEM stations will be implemented in the library/media center. These stations will include	Improvement on formative and summative assessments (such as KSA	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC meetings, staff meetings,	\$2,000 – Grant funded

		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.	and classroom assessments)	and other data team meetings. Progress monitoring will be noted in May and August. Responsible: Classroom Teachers, Library/Media specialist, Instructional Coach, and Principal	
		Teachers in all grade levels will communicate a clear learning target for each science lesson taught.	Improvement on formative and summative assessments (such as 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 Teachers	\$0
	KCWP 4: Review, Analyze, and Apply Data Results	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 formative and summative assessments (such as KSA, TCT, 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

				Responsible: Classroom teachers, Instructional Coach, and Principal	
		Classroom teachers, interventionists, 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. Science will be addressed every 4-6 weeks.	Improvement on formative and summative assessments (such as 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 Teachers, Interventionists, Instructional Coach, and Principal	\$0
		4 th grade will submit a “writing folder” to the principal every 4-6 weeks with samples of writing to an intended audience (including on-demand) and across the content areas (short answers, extended responses in math, reading, science). The writing samples submitted will be scored and analyzed by the teacher first then the admin team will analyze and provide feedback.	Improvement on formative and summative assessments (such as 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 Teachers, Instructional Coach, and Principal	\$0
		Data from analysis of student work in science will be used to inform instruction and assessment.	Improvement on formative and summative assessments (such as KSA, TCT, 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.	\$0

				<p>Progress monitoring will be noted in May and August.</p> <p>Responsible: Classroom teachers, Instructional Coach, and Principal</p>	
	KCWP 5: Design, Align, and Deliver Supports	Teachers in kindergarten-3 rd grade will expose students to Through Course Tasks. This can be modeled and then work towards student independence through gradual release.	Improvement on formative and summative assessments (such as 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 teachers, Instructional Coach, and Principal</p>	\$0
		Administration will monitor and provide resources, as available and needed, for implementation of programs such as Mystery Science, Amplify Science, and Generation Genius.	Improvement on formative and summative assessments (such as 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 teachers, Instructional Coach, and Principal</p>	\$500 – SBDM Funds
		Non-classroom teachers, administrators, and some classified staff have been assigned as a coach to students in 3 rd , 4 th , and 5 th grade who receive accommodations through	Improvement on formative and summative assessments (such as 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>	\$0

		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.		Responsible: Non-classrooms teachers, classroom teachers, instructional coach, and some classified staff	
		Bringing Up Grades Club (B.U.G. Club) will be held as needed after school each week 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 formative and summative assessments (such as 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 Teachers, Instructional Coach, and Principal	\$0
		STEM related activities will be offered during at least one family night to inform and share ideas with parents/families about the importance of STEM experiences/ activities.	Improvement on formative and summative assessments (such as 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 Teachers, Family Resource Coordinator, Title 1 Coordinator, Library/Media Specialist, Instructional Coach, Principal	\$500 - FRC/Title Funds

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 2028.					
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 2028. <i>[No current EL students in grades 3-5.]</i>	KCWP 2: 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 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 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

Updated June 2023

Goal 4 (State your English Learner goal.): 100% of Cairo EL students will reach English Proficiency on the WIDA ACCESS assessment by 2028.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		K-5 th 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. Responsible: EL teachers, classroom teachers, Interventionists	\$0
	KCWP 5: Design, Align, and Deliver Supports	Targeted EL students receive TIER 2 or TIER 3 instruction in reading and math, if MAP assessment data shows they fall below the 50 th percentile (for TIER 2) or below the 25 th 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 93.7 in 2023 to 97 by 2028.					
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 93.7 in 2024 to 94.5 in 2025.	KCWP 5: Design, Align, and Deliver Supports	Staff will implement Character Strong (the districtwide character education program that was selected to begin in the Fall of 2024).	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 and Non-classroom Teachers, Support Staff, Instructional Coach, Principal	\$2000 SBDM funds
		All students will participate in a CLUB three to four 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	\$200 general fund
		Students in K-5 th 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.	\$0

Updated June 2023

Goal 5 (State your climate and safety goal.): Cairo Elementary will increase our overall Quality of School Climate and Safety Survey Indicator Score from 93.7 in 2023 to 97 by 2028.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
				Responsible: Classroom Teachers, Support Staff, Instructional Coach, Principal	
		<p>The School Counselor will:</p> <ul style="list-style-type: none"> Meet with students in need of behavior/mental health supports on an individual basis or in small social skills groups. Complete weekly check-ins with students who reach out to her for support. Implement Check In/Check Out monitoring system for students in need of TIER 2 behavior supports. Collaborate with RTI team and classroom teachers to design TIER 3 behavior charts/plans for students in need. 	Increase in results on the KSA Quality of School Climate and Safety Survey	<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, RTI Team, School Counselor, Mental Health Counselor</p>	\$0
		Mental Health Counselor will collaborate with school counselor and meet with students in addition to school counselor 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	<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: School Counselor, Mental Health Counselor</p>	\$0
		School Resource Officer is in our building daily.	Increase in results on the KSA Quality of	Plan implementation, rate of improvement, and effectiveness of the plan will be assessed in PLC	\$0

Updated June 2023

Goal 5 (State your climate and safety goal.): Cairo Elementary will increase our overall Quality of School Climate and Safety Survey Indicator Score from 93.7 in 2023 to 97 by 2028.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			School Climate and Safety Survey	meetings, staff meetings, and other data team meetings. Progress monitoring will be noted in May and August. Responsible: School Resource Officer, Principal	
		School Resource Officer will teach D.A.R.E. (Drug Abuse Resistance Education) to 5 th grade students.	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 with SRO and teachers. Progress monitoring will be noted in May and August. Responsible: School Resource Officer, Classroom Teachers, Principal	\$200 Title 1
	KCWP 2: Design and Deliver Instruction	School counselor will implement SEL programs appropriate to the grade level and the needs of our school. School counselor teaches weekly lessons and classroom teachers will provide at least 30 minutes per week of supplemental character education instruction.	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: School Counselor, Classroom Teachers	\$0
		Procedures are taught for fire drills, severe weather drills, lockdown drills, and earthquake drills and 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.	\$0

Updated June 2023

Goal 5 (State your climate and safety goal.): Cairo Elementary will increase our overall Quality of School Climate and Safety Survey Indicator Score from 93.7 in 2023 to 97 by 2028.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
				Responsible: Classroom Teachers, Support Staff, Instructional Coach, Principal	
		School-wide PBIS expectations are intentionally taught and reinforced in kindergarten through 5 th grade.	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