

## Understanding Continuous Improvement: Goals, Objectives, Strategies and Activities

**Rationale:** The development of goals and objectives to be obtained through strategies and activities is an essential component of executing a continuous improvement plan. In short, the Needs Assessment completed during Phase II expresses the school or district's CURRENT STATE, while goals, objectives, strategies and activities should succinctly plot the school or district's course to their DESIRED STATE. Here are the operational definitions of each:

**Goal:** Long-term target based on Kentucky Board of Education Goals. Schools may supplement with individual or district goals.

**Objective:** Short-term target to be attained by the end of the current school year.

**Strategy:** Research-based approach based on the 6 Key Core Work Processes designed to systematically address the process, practice or condition that the school/district will focus its efforts upon in order to reach its goals/objectives.

**Activity:** The actionable steps used to deploy the chosen strategy.

**Key Core Work Processes:** A series of processes that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

### Guidelines for Building an Improvement Plan

- There are 5 required District Goals: Proficiency, Gap, Graduation rate, Growth, and Transition readiness.
- There are 4 required school-level goals:  
For elementary/middle school: Proficiency, Gap, Growth, and Transition readiness.  
For high school: Proficiency, Gap, Graduation rate, and Transition readiness.
- There can be multiple objectives for each goal.
- There can be multiple strategies for each objective.
- There can be multiple activities for each strategy.

## 1: Proficiency

### State your **Proficiency** Goal

<p>Goal 1:            Reading: Reading KPREP scores at Cairo Elementary will increase from 55.9% in 2017 to 78.5% in 2019.            Math: Math KPREP scores at Cairo Elementary will increase from 58.6% in 2017 to 79.5% in 2019.            On-Demand Writing: On-Demand writing scores at Cairo Elementary will increase form 59.1% in 2017 to 66.9% in 2019.</p>					
<p>Which <b>Strategy</b> will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></p> <ul style="list-style-type: none"> <li>• <a href="#">KCWP 1: Design and Deploy Standards</a></li> <li>• <a href="#">KCWP 2: Design and Deliver Instruction</a></li> <li>• <a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li> <li>• <a href="#">KCWP 4: Review, Analyze and Apply Data</a></li> <li>• <a href="#">KCWP 5: Design, Align and Deliver Support</a></li> <li>• <a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li> </ul>		<p>Which <b>Activities</b> will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i></p> <ul style="list-style-type: none"> <li>• <a href="#">KCWP1: Design and Deploy Standards - Continuous Improvement Activities</a></li> <li>• <a href="#">KCWP2: Design and Deliver Instruction - Continuous Improvement Activities</a></li> <li>• <a href="#">KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities</a></li> <li>• <a href="#">KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities</a></li> <li>• <a href="#">KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities</a></li> <li>• <a href="#">KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities</a></li> </ul>		<p>Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>	
Objective	Strategy	Activities to deploy strategy	Measure of Success/Person Responsible	Progress Monitoring Date & Notes	Funding
<p>Objective 1:            Reading:             Reading KPREP scores at Cairo Elementary will increase from 55.9% in 2017 to 74.1% in 2018.</p>	<p>KCWP 2: Design and Deliver Instruction</p>	<p>Students in kindergarten through 5<sup>th</sup> grade will be introduced to critical reading vocabulary words and a "phonics tip of the week" every other week during morning assembly. Definitions and real world examples will be used to help students understand and apply the reading vocabulary words.</p>	<p>Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum</p> <p>Responsible: Principal and Instructional Coach</p>		\$0
		<p>Saxon Phonics will be used for core phonics instruction for 1<sup>st</sup> grade and 2<sup>nd</sup> grade. Students will receive at least 20 minutes of phonics instruction each day during the 120 minute reading block.</p>	<p>Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum</p>		\$3,000 – grant funded

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 On-Demand Writing: On-Demand writing scores at Cairo Elementary will increase form 59.1% in 2017 to 66.9% in 2019.

			Responsible: Classroom Teachers and Instructional Coach		
		Fluency homework will be given at each grade level at least 2 nights per week.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum  Responsible: Classroom teachers and Instructional Coach		\$0
		A kindergarten high level reading group will meet with the instructional coach for 45 minutes at least 4 times per week for differentiated reading instruction.	Improvement on MAP, classroom assessments, AIMS Web assessments, Reading Inventory Continuum  Responsible: Instructional Coach		\$0
		Three comprehension strategies will be targeted schoolwide for at least a 6 week period for each strategy. The 3 strategies are: Summarizing, main idea, and inferencing. The instructional coach will develop an organizer for each strategy and will set the timeline for teaching the strategies schoolwide.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum  Responsible: Instructional Coach and Classroom Teachers		\$0
		Bringing Up Grades Club (B.U.G. Club) will be held on Wednesday afternoons after school as a support for students who have incomplete or missing assignments. Students stay after school with a certified staff member and work to complete these assignments.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum		\$0

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			Responsible: Classroom Teachers, Instructional Coach, and Principal		
		120 minutes of explicit, detailed reading instruction is required for kindergarten through 3 <sup>rd</sup> grade. 90 minutes of explicit, detailed reading instruction is required for 4 <sup>th</sup> and 5 <sup>th</sup> grade.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum  Responsible: Classroom Teachers, Instructional Coach, and Principal		\$0
		Kindergarten students will use Headsprout instructional reading software several times per week to teach beginning reading skills. All students in kindergarten through 5 <sup>th</sup> grade will use the Compass online learning program each computer lab session. Compass is designed to reinforce concepts taught within the regular reading classroom setting. A personalized learning continuum is created for each student based on an entry placement test.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum  Responsible: Classroom Teachers, Library/Media Clerk		\$3,000 – SBDM funds
	KCWP 3: Design and Deliver Assessment Literacy	The Reading Inventory Continuum will be given to students in kindergarten through 3 <sup>rd</sup> grade at least three times per year.	Improvement on Reading Inventory Continuum  Responsible: Classroom Teachers, Instructional Coach, and Principal		\$0
		Fluency checks will be given to students in grades 1 <sup>st</sup> -3 <sup>rd</sup> at least once per month. Fluency checks will be given to students in grades 4 <sup>th</sup> and 5 <sup>th</sup> at least every 4-6 weeks. AIMS Web fluency norms will be used for ranking student percentiles in fluency at each check.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum  Responsible: Classroom Teachers, Instructional Coach, and Principal		\$0

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		Grade level teams in kindergarten through 3 <sup>rd</sup> grade have developed a sight word plan for students in their grade level. Sight word assessments are given to students on an individual basis.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum  Responsible: Classroom Teachers, Instructional Coach, and Principal		\$0
	KCWP 5: Design, Align, and Deliver Support	The instructional coach, principal, and/or guidance counselor will work with individual or small groups of students weekly or bi-weekly to model and instruct students on the most effective constructed response reading strategies in 2 <sup>nd</sup> , 3 <sup>rd</sup> , 4 <sup>th</sup> , and 5 <sup>th</sup> grades during Coaching and ATTACK time.	Improvement on KPREP and classroom assessments  Responsible: Principal, Guidance Counselor, and Instructional Coach		\$0
		An ESS Daytime Waiver was written to hire a part-time retired teacher to work with small groups for reading/math interventions and to be a Writing Coach for 4 <sup>th</sup> and 5 <sup>th</sup> grades.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum  Responsible: Retired Teacher hired through ESS Daytime Waiver, Classroom Teachers		\$6,000 - ESS funds
		Certified and/or classified staff will provide extended school services two days a week in reading and/or math to students who are reading below grade level.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum  Responsible: Classroom Teachers, Classified Staff, Instructional Coach		\$2,000 – ESS funds

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	KCWP 4: Review, Analyze, and Apply Data	<p>All students scoring below grade level on MAP testing will be evaluated for placement in a Tier group. 4 retired certified teachers were hired part-time and one certified teacher was hired part-time to conduct small group interventions. A scheduled has been developed to provide intervention services to students 25<sup>th</sup> percentile and below for 120 additional minutes each week and 26<sup>th</sup> to 49<sup>th</sup> percentile for an additional 90 minutes per week. These students will be benchmark tested three times per year and progress monitored through AIMS Web or STAR.</p>	<p>Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum</p> <p>Responsible: Interventionists, Classroom Teachers, Instructional Coach, and Principal</p>		\$60,000 – Title funds
		<p>RTI team will meet weekly to evaluate AIMS Web data and discuss progress of students in RTI groups.</p>	<p>Improvement on MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum</p> <p>Responsible: Classroom Teachers, Instructional Coach, Principal, Special Education Teachers, School Psychologist, and Family Resource Coordinator</p>		\$0
	KCWP 6: Establishing Learning Culture and Environment	<p>Students will be required to have a high interest book in their backpack at all times. Each morning before morning assembly begins, students will be required to read their high interest books for at least 10 minutes in the gym.</p>	<p>Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum</p> <p>Responsible: Classroom Teachers, Instructional Coach, Principal</p>		\$0
		<p>Administration will work to spread the message to parents about the importance of reading at least 20 minutes per day with their child. The message will be distributed through each one call to parents, in school-wide</p>	<p>Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web</p>		\$0

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		newsletter, and through direct contact with parents at family events at Cairo.	assessments, Reading Inventory Continuum		
			Responsible: Principal and Instructional Coach		
<p>Objective 2:   Math:  Math KPREP scores at Cairo Elementary will increase from 58.6% in 2017 to 75.4% in 2018.</p>	<p>KCWP 2: Design and Deliver Instruction</p>	Teachers will implement Everyday Counts Calendar Math in the classroom for 30 minutes daily.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments		\$0
			Responsible: Classroom Teachers, Instructional Coach, and Principal		
		Classroom teachers will use the Math in Focus curriculum with fidelity including problem solving skills and rich math vocabulary at least 60 minutes daily. Teachers will be provided ongoing professional development by the district.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments		\$0
			Responsible: Classroom Teachers, Instructional Coach, Principal, District Professional Development Coordinators		
		Bringing Up Grades Club (B.U.G. Club) will be held on Wednesday afternoons after school as a support for students who have incomplete or missing assignments. Students stay after school with a certified staff member and work to complete these assignments.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments		\$0
			Responsible: Classroom Teachers, Instructional Coach, and Principal		
		Students in grades 2 <sup>nd</sup> through 5 <sup>th</sup> will be required to do Accelerated Math as a supplement to the Math in Focus curriculum. Teachers will be provided with AM scanners, scantrons, and printers to implement the	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments		\$500 – Title funds

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		program. Guidelines have been established for frequency of use with 2 <sup>nd</sup> through 5 <sup>th</sup> grades.	Responsible: Classroom Teachers, Instructional Coach, and Principal		
		All students in kindergarten through 5 <sup>th</sup> grade will use the Compass online learning program each computer lab session. Compass is designed to reinforce concepts taught within the regular math classroom setting. A personalized learning continuum is created for each student based on an entry placement test.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments  Responsible: Classroom Teachers and Library/Media Clerk		\$3,000 – SBDM funds
		Students in kindergarten - 5 <sup>th</sup> grade will be introduced to critical math vocabulary words every other week during morning assembly. Definitions and real world examples will be used to help students understand and apply the math vocabulary words.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments  Responsible: Principal and Instructional Coach		\$0
	KCWP 5: Design, Align, and Deliver Support	The instructional coach, principal, and/or guidance counselor will work with individual or small groups of students weekly or bi-weekly to model and instruct students on the most effective constructed response math strategies in 2 <sup>nd</sup> , 3 <sup>rd</sup> , 4 <sup>th</sup> , and 5 <sup>th</sup> grades during Coaching and ATTACK time.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments  Responsible: Classroom Teachers, Principal, Instructional Coach, and Guidance Counselor		\$0
		An ESS Daytime Waiver was written to hire a part-time retired teacher to work with small groups for reading/math interventions and to be a Writing Coach for 4 <sup>th</sup> and 5 <sup>th</sup> grades.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments  Responsible: Retired Teacher hired through ESS Daytime Waiver and Classroom Teachers		\$6,000 – ESS funds



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		<p>Certified and/or classified staff will provide extended school services two days a week in reading and/or math to students who are reading below grade level.</p>	<p>Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments</p> <p>Responsible: Classroom Teachers, Classified Staff, and instructional Coach</p>		<p>\$2,000 – ESS Funds</p>
	<p>KCWP 4: Review, Analyze, and Apply Data</p>	<p>All students scoring below grade level on MAP testing will be evaluated for placement in a Tier group. 4 retired certified teachers were hired part-time and one certified teacher was hired part-time to conduct small group interventions. A scheduled has been developed to provide intervention services to students 25<sup>th</sup> percentile and below for 120 additional minutes each week and 26<sup>th</sup> to 49<sup>th</sup> percentile for an additional 90 minutes per week. These students will be benchmark tested three times per year and progress monitored through AIMS Web or STAR.</p>	<p>Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments</p> <p>Responsible: Interventionists, Classroom Teachers, Instructional Coach, and Principal</p>		<p>\$60,000 – Title funds</p>
		<p>RTI team will meet weekly to evaluate AIMS Web data and discuss progress of students in RTI groups.</p>	<p>Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments</p> <p>Responsible: Classroom Teachers, Instructional Coach, Principal, Special Education Teachers, School Psychologist, and Family Resource Coordinator</p>		<p>\$0</p>
<p>Objective 3: On-Demand Writing:</p>	<p>KWCP 6: Establish Learning Culture and Environment</p>	<p>Students in grades 2<sup>nd</sup>-5<sup>th</sup> are recognized and earn Writing Dog Tags for scoring proficient or distinguished on extended responses/on-demand writing pieces and 2's on short answers.</p>	<p>Improvement on KPREP, MAP, classroom assessments, AIMS Web assessments</p>		<p>\$500 – SBDM funds</p>

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On-Demand writing scores at Cairo Elementary will increase form 59.1% in 2017 to 60.2% in 2018.			Responsible: Classroom Teachers, Instructional Coach		
		Classroom teachers will spotlight proficient student writing monthly on the Wall of Writers.	Improvement on KPREP, MAP, classroom assessments, AIMS Web assessments  Responsible: Classroom Teachers, Instructional Coach		\$0
	KCWP 2: Design and Deliver Instruction	Teachers will utilize specific graphic organizers adapted from Abell & Atherton to teach writing in grades K-5 <sup>th</sup> .	Improvement on KPREP, MAP, classroom assessments, AIMS Web assessments  Responsible: Classroom Teachers, Instructional Coach, and Principal		\$0
		Bringing Up Grades Club (B.U.G. Club) will be held on Wednesday afternoons after school as a support for students who have incomplete or missing assignments. Students stay after school with a certified staff member and work to complete these assignments.	Improvement on KPREP, MAP, classroom assessments, AIMS Web assessments  Responsible: Classroom Teachers, Instructional Coach, and Principal		\$0
	KCWP 5: Design, Align, and Deliver Support	Principal will provide additional writing intervention time for 45 minutes per week to 5 <sup>th</sup> grade students who have been targeted as struggling writers through analysis of student work.	Improvement on KPREP, MAP, classroom assessments, AIMS Web assessments  Responsible: Principal, Classroom Teachers		\$0

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		An ESS Daytime Waiver was written to hire a part-time retired teacher to work with small groups for reading/math interventions and to be a Writing Coach for 4 <sup>th</sup> and 5 <sup>th</sup> grades.	Improvement on KPREP, MAP, classroom assessments, AIMS Web assessments  Responsible: Retired Teacher hired through ESS Daytime Waiver and Classroom Teachers		\$6,000 – ESS funds
		The instructional coach, principal, and/or guidance counselor will work with individual or small groups of students weekly or bi-weekly to model and instruct students on the most effective constructed response reading/math/on-demand strategies in 2 <sup>nd</sup> , 3 <sup>rd</sup> , 4 <sup>th</sup> , and 5 <sup>th</sup> grades during Coaching and ATTACK time.	Improvement on KPREP, MAP, classroom assessments, AIMS Web assessments  Responsible: Classroom Teachers, Principal, Instructional Coach, and Guidance Counselor		\$0
	KCWP 4: Review, Analyze, and Apply Data	Classroom teachers will bring student writing samples to PLCs monthly to analyze with the principal and instructional coach.	Improvement on KPREP, MAP, classroom assessments, AIMS Web assessments  Responsible: Classroom Teachers, Instructional Coach, and Principal		\$0

## 2: Gap

State your **Gap Goal**

Goal 2: Cairo Elementary will improve the percentages of students within the following gap groups scoring proficient or above on state assessments by 2019.

Reading:

Reading KPREP scores for students who qualify as having low socio-economic status (free/reduced lunch) at Cairo Elementary will improve from 38.8% to 73.0% by 2019.

Reading KPREP scores for students who qualify as having a disability at Cairo Elementary will improve from 28.6% to 64.2% by 2019.

Reading KPREP scores for students in the non-duplicated gap groups at Cairo Elementary will improve from 40.4% to 73.3% by 2019.

Math:

Math KPREP scores for students who qualify as having low socio-economic status (free/reduced lunch) at Cairo Elementary will improve from 38.8% to 73.4% by 2019.

Math KPREP scores for students who qualify as having a disability at Cairo Elementary will improve from 38.1% to 62.0% by 2019.

Math KPREP scores for students in the non-duplicated gap groups at Cairo Elementary will improve from 42.7% to 73.9% by 2019.

On-Demand Writing:

On-Demand Writing KPREP scores for students who qualify as having low socio-economic status (free/reduced lunch) at Cairo Elementary will improve from 52.4% to 63.1% by 2019.

On-Demand KPREP scores for students in the non-duplicated gap groups at Cairo Elementary will improve from 50.0% to 62.9% by 2019.

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

- [KCWP 1: Design and Deploy Standards](#)
- [KCWP 2: Design and Deliver Instruction](#)
- [KCWP 3: Design and Deliver Assessment Literacy](#)
- [KCWP 4: Review, Analyze and Apply Data](#)
- [KCWP 5: Design, Align and Deliver Support](#)
- [KCWP 6: Establishing Learning Culture and Environment](#)

Which **Activities** will the school/district deploy based on the strategy or strategies chosen? (*The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*)

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

Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
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Reading:  
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 Reading KPREP scores for students who qualify as having a disability at Cairo Elementary will improve from 28.6% to 64.2% by 2019.  
 Reading KPREP scores for students in the non-duplicated gap groups at Cairo Elementary will improve from 40.4% to 73.3% by 2019.

Math:  
 Math KPREP scores for students who qualify as having low socio-economic status (free/reduced lunch) at Cairo Elementary will improve from 38.8% to 73.4% by 2019.  
 Math KPREP scores for students who qualify as having a disability at Cairo Elementary will improve from 38.1% to 62.0% by 2019.  
 Math KPREP scores for students in the non-duplicated gap groups at Cairo Elementary will improve from 42.7% to 73.9% by 2019.

On-Demand Writing:  
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		Saxon Phonics will be used for core phonics instruction for 1 <sup>st</sup> grade and 2 <sup>nd</sup> grade. Students will receive at least 20 minutes of phonics instruction each day during the 120 minute reading block.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum  Responsible: Classroom Teachers and Instructional Coach	\$3,000 – grant funded
		Fluency homework will be given at each grade level at least 2 nights per week.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum	\$0

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improve from 40.4% to 67.9% by 2018.			Responsible: Classroom Teachers and Instructional Coach		
		A kindergarten high level reading group will meet with the instructional coach for 45 minutes at least 4 times per week for differentiated reading instruction.	Improvement on MAP, classroom assessments, AIMS Web assessments, Reading Inventory Continuum		\$0
		Three comprehension strategies will be targeted schoolwide for at least a 6 week period for each strategy. The 3 strategies are: Summarizing, main idea, and inferencing. The instructional coach will develop an organizer for each strategy and will set the timeline for teaching the strategies schoolwide.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum		\$0
		Bringing Up Grades Club (B.U.G. Club) will be held on Wednesday afternoons after school as a support for students who have incomplete or	Improvement on KPREP, MAP, STAR, classroom		\$0

Goal 2: Cairo Elementary will improve the percentages of students within the following gap groups scoring proficient or above on state assessments by 2019.

Reading:

Reading KPREP scores for students who qualify as having low socio-economic status (free/reduced lunch) at Cairo Elementary will improve from 38.8% to 73.0% by 2019.

Reading KPREP scores for students who qualify as having a disability at Cairo Elementary will improve from 28.6% to 64.2% by 2019.

Reading KPREP scores for students in the non-duplicated gap groups at Cairo Elementary will improve from 40.4% to 73.3% by 2019.

Math:

Math KPREP scores for students who qualify as having low socio-economic status (free/reduced lunch) at Cairo Elementary will improve from 38.8% to 73.4% by 2019.

Math KPREP scores for students who qualify as having a disability at Cairo Elementary will improve from 38.1% to 62.0% by 2019.

Math KPREP scores for students in the non-duplicated gap groups at Cairo Elementary will improve from 42.7% to 73.9% by 2019.

On-Demand Writing:

On-Demand Writing KPREP scores for students who qualify as having low socio-economic status (free/reduced lunch) at Cairo Elementary will improve from 52.4% to 63.1% by 2019.

On-Demand KPREP scores for students in the non-duplicated gap groups at Cairo Elementary will improve from 50.0% to 62.9% by 2019.

		missing assignments. Students stay after school with a certified staff member and work to complete these assignments.	assessments, AIMS Web assessments, Reading Inventory Continuum  Responsible: Classroom Teachers, instructional Coach, and Principal		
		120 minutes of explicit, detailed reading instruction is required for kindergarten through 3 <sup>rd</sup> grade. 90 minutes of explicit, detailed reading instruction is required for 4 <sup>th</sup> and 5 <sup>th</sup> grade.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum  Responsible: Classroom Teachers, Instructional Coach, and Principal		\$0
		Kindergarten students will use Headsprout instructional reading software several times per week to teach beginning reading skills. All students in kindergarten through 5 <sup>th</sup> grade will use the Compass online learning program each computer lab session. Compass is designed to reinforce concepts taught within the regular reading classroom setting. A	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum		\$3,000 – SBDM funds

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		personalized learning continuum is created for each student based on an entry placement test.	Responsible: Classroom Teachers, Library/Media Clerk		
	KCWP 3: Design and Deliver Assessment Literacy	The Reading Inventory Continuum will be given to students in kindergarten through 3 <sup>rd</sup> grade at least three times per year.	Improvement on Reading Inventory Continuum  Responsible: Classroom Teachers, Instructional Coach, and Principal		\$0
		Fluency checks will be given to students in grades 1 <sup>st</sup> -3 <sup>rd</sup> at least once per month. Fluency checks will be given to students in grades 4 <sup>th</sup> and 5 <sup>th</sup> at least every 4-6 weeks. AIMS Web fluency norms will be used for ranking student percentiles in fluency at each check.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum  Responsible: Classroom Teachers, Instructional Coach, and Principal		\$0
		Grade level teams in kindergarten through 3 <sup>rd</sup> grade have developed a sight word plan for students in their grade level. Sight word assessments are given to students on an individual basis.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web		\$0



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			assessments, Reading Inventory Continuum  Responsible: Classroom Teachers, Instructional Coach, and Principal		
	KCWP 5: Design, Align, and Deliver Support	The instructional coach, principal, and/or guidance counselor will work with individual or small groups of students weekly or bi-weekly to model and instruct students on the most effective constructed response reading strategies in 2 <sup>nd</sup> , 3 <sup>rd</sup> , 4 <sup>th</sup> , and 5 <sup>th</sup> grades during Coaching and ATTACK time.	Improvement on KPREP and classroom assessments  Responsible: Principal, Guidance Counselor, and Instructional Coach		\$0
		An ESS Daytime Waiver was written to hire a part-time retired teacher to work with small groups for reading/math interventions and to be a Writing Coach for 4 <sup>th</sup> and 5 <sup>th</sup> grades.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum  Responsible: Retired Teacher hired through the		\$6,000 - ESS funds

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			ESS Daytime Waiver, Classroom Teachers		
		Certified and/or classified staff will provide extended school services two days a week in reading and/or math to students who are reading below grade level.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum  Responsible: Classroom Teachers, Classified Staff, Instructional Coach		\$2,000 – ESS funds
	KCWP 4: Review, Analyze, and Apply Data	All students scoring below grade level on MAP testing will be evaluated for placement in a Tier group. 4 retired certified teachers were hired part-time and one certified teacher was hired part-time to conduct small group interventions. A schedule has been developed to provide intervention services to students 25 <sup>th</sup> percentile and below for 120 additional minutes each week and 26 <sup>th</sup> to 49 <sup>th</sup> percentile for an additional 90 minutes per week. These students will be benchmark tested three times per year and progress monitored through AIMS Web or STAR.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum  Responsible: Interventionists, Classroom Teachers, Instructional Coach, and Principal		\$60,000 – Title funds

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		RTI team will meet weekly to evaluate AIMS Web data and discuss progress of students in RTI groups.	Improvement on MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum  Responsible: Classroom Teachers, Instructional Coach, Principal, Special Education Teachers, School Psychologist, and Family Resource Coordinator		\$0
	KCWP 6: Establishing Learning Culture and Environment	Students will be required to have a high interest book in their backpack at all times. Each morning before morning assembly begins, students will be required to read their high interest books for at least 10 minutes in the gym.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum  Responsible: Classroom Teachers, Instructional Coach, Principal		\$0

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		Administration will work to spread the message to parents about the importance of reading at least 20 minutes per day with their child. The message will be distributed through each one call to parents, in school-wide newsletter, and through direct contact with parents at family events at Cairo.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum  Responsible: Principal and Instructional Coach		\$0
Objective 2:  Math:  Math KPREP scores for students who qualify as having low socio-economic status (free/reduced lunch) at Cairo Elementary will improve from 38.8% to 68.1% by 2018.	KCWP 2: Design and Deliver Instruction	Teachers will implement Everyday Counts Calendar Math in the classroom for 30 minutes daily.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments  Responsible: Classroom Teachers, Instructional Coach, and Principal		\$0
		Classroom teachers will use the Math in Focus curriculum with fidelity including problem solving skills and rich math vocabulary at least 60 minutes daily. Teachers will be provided ongoing professional development by the district.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments		\$0

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<p>Math KPREP scores for students who qualify as having a disability at Cairo Elementary will improve from 38.1% to 54.3% by 2018.</p> <p>Math KPREP scores for students in the non-duplicated gap groups at Cairo Elementary will improve from 42.7% to 68.7% by 2018.</p>			Responsible: Classroom Teachers, Instructional Coach, Principal, District Professional Development Coordinators		
		<p>Bringing Up Grades Club (B.U.G. Club) will be held on Wednesday afternoons after school as a support for students who have incomplete or missing assignments. Students stay after school with a certified staff member and work to complete these assignments.</p>	<p>Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments</p> <p>Responsible: Classroom Teachers, Instructional Coach, and Principal</p>		\$0
		<p>Students in grades 2<sup>nd</sup> through 5<sup>th</sup> will be required to do Accelerated Math as a supplement to the Math in Focus curriculum. Teachers will be provided with AM scanners, scantrons, and printers to implement the program. Guidelines have been established for frequency of use with 2<sup>nd</sup> through 5<sup>th</sup> grades.</p>	<p>Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments</p> <p>Responsible: Classroom Teachers, Instructional Coach, and Principal</p>		\$500 – Title funds

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		All students in kindergarten through 5 <sup>th</sup> grade will use the Compass online learning program each computer lab session. Compass is designed to reinforce concepts taught within the regular math classroom setting. A personalized learning continuum is created for each student based on an entry placement test.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments  Responsible: Classroom Teachers and Library/Media Clerk		\$3,000 – SBDM funds
		Students in kindergarten - 5 <sup>th</sup> grade will be introduced to critical math vocabulary words every other week during morning assembly. Definitions and real world examples will be used to help students understand and apply the math vocabulary words.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments  Responsible: Principal and Instructional Coach		\$0
	KCWP 5: Design, Align, and Deliver Support	The instructional coach, principal, and/or guidance counselor will work with individual or small groups of students weekly or bi-weekly to model and instruct students on the most effective constructed response math strategies in 2 <sup>nd</sup> , 3 <sup>rd</sup> , 4 <sup>th</sup> , and 5 <sup>th</sup> grades during Coaching and ATTACK time.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments  Responsible: Classroom Teachers, Principal,		\$0

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			Instructional Coach, and Guidance Counselor		
		An ESS Daytime Waiver was written to hire a part-time retired teacher to work with small groups for reading/math interventions and to be a Writing Coach for 4 <sup>th</sup> and 5 <sup>th</sup> grades.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments  Responsible: Retired Teachers hired through ESS Daytime Waiver and Classroom Teachers		\$6,000 – ESS funds
		Certified and/or classified staff will provide extended school services two days a week in reading and/or math to students who are reading below grade level.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments  Responsible: Classroom Teachers, Classified Staff, and Instructional Coach		\$2,000 – ESS Funds

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	<p>KCWP 4: Review, Analyze, and Apply Data</p>	<p>All students scoring below grade level on MAP testing will be evaluated for placement in a Tier group. 4 retired certified teachers were hired part-time and one certified teacher was hired part-time to conduct small group interventions. A schedule has been developed to provide intervention services to students 25<sup>th</sup> percentile and below for 120 additional minutes each week and 26<sup>th</sup> to 49<sup>th</sup> percentile for an additional 90 minutes per week. These students will be benchmark tested three times per year and progress monitored through AIMS Web or STAR.</p>	<p>Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments</p> <p>Responsible: Interventionists, Classroom Teachers, Instructional Coach, and Principal</p>		<p>\$60,000 – Title funds</p>
		<p>RTI team will meet weekly to evaluate AIMS Web data and discuss progress of students in RTI groups.</p>	<p>Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments</p> <p>Responsible: Classroom Teachers, Instructional Coach, Principal, Special Education Teachers, School Psychologist, and Family Resource Coordinator</p>		<p>\$0</p>



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Objective 3:  On-Demand Writing: On-Demand Writing KPREP scores for students who qualify as having low socio-economic status (free/reduced lunch) at Cairo Elementary will improve from 52.4% to 55.7% by 2018. On-Demand KPREP scores for students in the non-duplicated gap groups at Cairo Elementary will improve from 50.0% to 55.4% by 2018.	KWCP 6: Establish Learning Culture and Environment	Students in grades 2 <sup>nd</sup> -5 <sup>th</sup> are recognized and earn Writing Dog Tags for scoring proficient or distinguished on extended responses/on-demand writing pieces and 2's on short answers.	Improvement on KPREP, MAP, classroom assessments, AIMS Web assessments  Responsible: Classroom Teachers and Instructional Coach		\$500 – SBDM funds
		Classroom teachers will spotlight proficient student writing monthly on the Wall of Writers.	Improvement on KPREP, MAP, classroom assessments, AIMS Web assessments  Responsible: Classroom Teachers and Instructional Coach		\$0
	KCWP 2: Design and Deliver Instruction	Teachers will utilize specific graphic organizers adapted from Abell & Atherton to teach writing in grades K-5 <sup>th</sup> .	Improvement on KPREP, MAP, classroom assessments, AIMS Web assessments		\$0

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			Responsible: Classroom Teachers, Instructional Coach, and Principal		
		Bringing Up Grades Club (B.U.G. Club) will be held on Wednesday afternoons after school as a support for students who have incomplete or missing assignments. Students stay after school with a certified staff member and work to complete these assignments.	Improvement on KPREP, MAP, classroom assessments, AIMS Web assessments  Responsible: Classroom Teachers, Instructional Coach, and Principal		\$0
	KCWP 5: Design, Align, and Deliver Support	Principal will provide additional writing intervention time for 45 minutes per week to 5 <sup>th</sup> grade students who have been targeted as struggling writers through analysis of student work.	Improvement on KPREP, MAP, classroom assessments, AIMS Web assessments  Responsible: Principal and Classroom Teachers		\$0
		An ESS Daytime Waiver was written to hire a part-time retired teacher to work with small groups for reading/math interventions and to be a Writing Coach for 4 <sup>th</sup> and 5 <sup>th</sup> grades.	Improvement on KPREP, MAP, classroom assessments, AIMS Web assessments		\$6,000 – ESS funds

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On-Demand Writing:

On-Demand Writing KPREP scores for students who qualify as having low socio-economic status (free/reduced lunch) at Cairo Elementary will improve from 52.4% to 63.1% by 2019.

On-Demand KPREP scores for students in the non-duplicated gap groups at Cairo Elementary will improve from 50.0% to 62.9% by 2019.

			Responsible: Retired Teacher hired through ESS Daytime Waiver and Classroom Teachers		
		The instructional coach, principal, and/or guidance counselor will work with individual or small groups of students weekly or bi-weekly to model and instruct students on the most effective constructed response reading/math/on-demand strategies in 2 <sup>nd</sup> , 3 <sup>rd</sup> , 4 <sup>th</sup> , and 5 <sup>th</sup> grades during Coaching and ATTACK time.	Improvement on KPREP, MAP, classroom assessments, AIMS Web assessments  Responsible: Classroom Teachers, Principal, Instructional Coach, and Guidance Counselor		\$0
	KCWP 4: Review, Analyze, and Apply Data	Classroom teachers will bring student writing samples to PLCs monthly to analyze with the principal and instructional coach.	Improvement on KPREP, MAP, classroom assessments, AIMS Web assessments  Responsible: Classroom Teachers, Instructional Coach, and Principal		\$0

### 3: Growth

State your **Growth** Goal

<p>Goal 3: Reading: Spring Reading MAP scores at Cairo Elementary will increase from 73% in spring 2017 to 90% in spring 2020. Math: Spring Math MAP scores at Cairo Elementary will increase from 80% spring in 2017 to 90% in spring 2020.</p>		
<p>Which <b>Strategy</b> will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></p> <ul style="list-style-type: none"><li>• <a href="#">KCWP 1: Design and Deploy Standards</a></li><li>• <a href="#">KCWP 2: Design and Deliver Instruction</a></li><li>• <a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li><li>• <a href="#">KCWP 4: Review, Analyze and Apply Data</a></li><li>• <a href="#">KCWP 5: Design, Align and Deliver Support</a></li><li>• <a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li></ul>	<p>Which <b>Activities</b> will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i></p> <ul style="list-style-type: none"><li>• <a href="#">KCWP1: Design and Deploy Standards - Continuous Improvement Activities</a></li><li>• <a href="#">KCWP2: Design and Deliver Instruction - Continuous Improvement Activities</a></li><li>• <a href="#">KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities</a></li><li>• <a href="#">KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities</a></li><li>• <a href="#">KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities</a></li><li>• <a href="#">KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities</a></li></ul>	<p>Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>

Goal 3:  
 Reading: Spring Reading MAP scores at Cairo Elementary will increase from 73% in spring 2017 to 90% in spring 2020.  
 Math: Spring Math MAP scores at Cairo Elementary will increase from 80% spring in 2017 to 90% in spring 2020.

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Reading:  Spring Reading MAP scores at Cairo Elementary will increase from 73% in spring 2017 to 85% in spring 2018.	KCWP 2: Design and Deliver Instruction	Students in kindergarten through 5 <sup>th</sup> grade will be introduced to critical reading vocabulary words and a “phonics tip of the week” every other week during morning assembly. Definitions and real world examples will be used to help students understand and apply the reading vocabulary words.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum  Responsible: Principal and Instructional Coach		\$0
		Saxon Phonics will be used for core phonics instruction for 1 <sup>st</sup> grade and 2 <sup>nd</sup> grade. Students will receive at least 20 minutes of phonics instruction each day during the 120 minute reading block.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum  Responsible: Classroom Teachers and Instructional Coach		\$3,000 – grant funded
		Fluency homework will be given at each grade level at least 2 nights per week.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum  Responsible: Classroom Teachers and Instructional Coach		\$0
		A kindergarten high level reading group will meet with the instructional coach for 45 minutes at least 4 times per week for differentiated reading instruction.	Improvement on MAP, classroom assessments, AIMS Web assessments, Reading Inventory Continuum  Responsible: Instructional Coach		\$0
		Three comprehension strategies will be targeted schoolwide for at least a 6 week period for each	Improvement on KPREP, MAP, STAR, classroom assessments,		\$0

Goal 3:

Reading: Spring Reading MAP scores at Cairo Elementary will increase from 73% in spring 2017 to 90% in spring 2020.

Math: Spring Math MAP scores at Cairo Elementary will increase from 80% spring in 2017 to 90% in spring 2020.

		strategy. The 3 strategies are: Summarizing, main idea, and inferencing. The instructional coach will develop an organizer for each strategy and will set the timeline for teaching the strategies schoolwide.	AIMS Web assessments, Reading Inventory Continuum  Responsible: Instructional Coach and Classroom Teachers		
		Bringing Up Grades Club (B.U.G. Club) will be held on Wednesday afternoons after school as a support for students who have incomplete or missing assignments. Students stay after school with a certified staff member and work to complete these assignments.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum  Responsible: Classroom Teachers, Instructional Coach, and Principal		\$0
		120 minutes of explicit, detailed reading instruction is required for kindergarten through 3 <sup>rd</sup> grade. 90 minutes of explicit, detailed reading instruction is required for 4 <sup>th</sup> and 5 <sup>th</sup> grade.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum  Responsible: Classroom Teachers, Instructional Coach, and Principal		\$0
		Kindergarten students will use Headsprout instructional reading software several times per week to teach beginning reading skills. All students in kindergarten through 5 <sup>th</sup> grade will use the Compass online learning program each computer lab session. Compass is designed to reinforce concepts taught within the regular reading classroom setting. A personalized learning continuum	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum  Responsible: Classroom Teachers and Library/Media Clerk		\$3,000 – SBDM funds

Goal 3:

Reading: Spring Reading MAP scores at Cairo Elementary will increase from 73% in spring 2017 to 90% in spring 2020.

Math: Spring Math MAP scores at Cairo Elementary will increase from 80% spring in 2017 to 90% in spring 2020.

		is created for each student based on an entry placement test.			
	KCWP 3: Design and Deliver Assessment Literacy	The Reading Inventory Continuum will be given to students in kindergarten through 3 <sup>rd</sup> grade at least three times per year.	Improvement on Reading Inventory Continuum  Responsible: Classroom Teachers, Instructional Coach, and Principal		\$0
		Fluency checks will be given to students in grades 1 <sup>st</sup> -3 <sup>rd</sup> at least once per month. Fluency checks will be given to students in grades 4 <sup>th</sup> and 5 <sup>th</sup> at least every 4-6 weeks. AIMS Web fluency norms will be used for ranking student percentiles in fluency at each check.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum  Responsible: Classroom Teachers, Instructional Coach, and Principal		\$0
		Grade level teams in kindergarten through 3 <sup>rd</sup> grade have developed a sight word plan for students in their grade level. Sight word assessments are given to students in an individual basis.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum  Responsible: Classroom Teachers, Instructional Coach, and Principal		\$0
	KCWP 5: Design, Align, and Deliver Support	The instructional coach, principal, and/or guidance counselor will work with individual or small groups of students weekly or bi-weekly to model and instruct students on the most effective constructed response reading strategies in	Improvement on KPREP and classroom assessments  Responsible: Principal, Guidance Counselor, and Instructional Coach		\$0

Goal 3:  
 Reading: Spring Reading MAP scores at Cairo Elementary will increase from 73% in spring 2017 to 90% in spring 2020.  
 Math: Spring Math MAP scores at Cairo Elementary will increase from 80% spring in 2017 to 90% in spring 2020.

		2 <sup>nd</sup> , 3 <sup>rd</sup> , 4 <sup>th</sup> , and 5 <sup>th</sup> grades during Coaching and ATTACK time.			
		An ESS Daytime Waiver was written to hire a part-time retired teacher to work with small groups for reading/math interventions and to be a Writing Coach for 4 <sup>th</sup> and 5 <sup>th</sup> grades.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum  Responsible: Retired Teacher hired through the ESS Daytime Waiver, Classroom Teachers		\$6,000 - ESS funds
		Certified and/or classified staff will provide extended school services two days a week in reading and/or math to students who are reading below grade level.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum  Responsible: Classroom Teachers, Classified Staff, and Instructional Coach		\$2,000 – ESS funds
	KCWP 4: Review, Analyze, and Apply Data	All students scoring below grade level on MAP testing will be evaluated for placement in a Tier group. 4 retired certified teachers were hired part-time and one certified teacher was hired part-time to conduct small group interventions. A schedule has been developed to provide intervention services to students 25 <sup>th</sup> percentile and below for 120 additional minutes each week and 26 <sup>th</sup> to 49 <sup>th</sup> percentile for an additional 90 minutes per week. These students will be benchmark tested three times per year and progress monitored through AIMS Web or STAR.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum  Responsible: Interventionists, Classroom Teachers, Instructional Coach, and Principal		\$60,000 – Title funds



<p>Goal 3:  Reading: Spring Reading MAP scores at Cairo Elementary will increase from 73% in spring 2017 to 90% in spring 2020.  Math: Spring Math MAP scores at Cairo Elementary will increase from 80% spring in 2017 to 90% in spring 2020.</p>					
		RTI team will meet weekly to evaluate AIMS Web data and discuss progress of students in RTI groups.	Improvement on MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum  Responsible: Classroom Teachers, Instructional Coach, Principal, Special Education Teachers, School Psychologist, and Family Resource Coordinator		\$0
	KCWP 6: Establishing Learning Culture and Environment	Students will be required to have a high interest book in their backpack at all times. Each morning before morning assembly begins, students will be required to read their high interest books for at least 10 minutes in the gym.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum  Responsible: Classroom Teachers, Instructional Coach, and Principal		\$0
		Administration will work to spread the message to parents about the importance of reading at least 20 minutes per day with their child. The message will be distributed through each one call to parents, in school-wide newsletter, and through direct contact with parents at family events at Cairo.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum  Responsible: Principal and Instructional Coach		\$0
Objective 2:  Math: Spring MAP scores at Cairo Elementary will increase	KCWP 2: Design and Deliver Instruction	Teachers will implement Everyday Counts Calendar Math in the classroom for 30 minutes daily.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments  Responsible: Classroom Teachers, Instructional Coach, and Principal		\$0

Goal 3:  
 Reading: Spring Reading MAP scores at Cairo Elementary will increase from 73% in spring 2017 to 90% in spring 2020.  
 Math: Spring Math MAP scores at Cairo Elementary will increase from 80% spring in 2017 to 90% in spring 2020.

from 80% in spring 2017 to 85% in spring 2018.	Classroom teachers will use the Math in Focus curriculum with fidelity including problem solving skills and rich math vocabulary at least 60 minutes daily. Teachers will be provided ongoing professional development by the district.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments  Responsible: Classroom Teachers, Instructional Coach, Principal, District Professional Development Coordinators		\$0
	Bringing Up Grades Club (B.U.G. Club) will be held on Wednesday afternoons after school as a support for students who have incomplete or missing assignments. Students stay after school with a certified staff member and work to complete these assignments.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments  Responsible: Classroom Teachers, Instructional Coach, and Principal		\$0
	Students in grades 2 <sup>nd</sup> through 5 <sup>th</sup> will be required to do Accelerated Math as a supplement to the Math in Focus curriculum. Teachers will be provided with AM scanners, scantrons, and printers to implement the program. Guidelines have been established for frequency of use with 2 <sup>nd</sup> through 5 <sup>th</sup> grades.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments  Responsible: Classroom Teachers, Instructional Coach, and Principal		\$500 – Title funds
	All students in kindergarten through 5 <sup>th</sup> grade will use the Compass online learning program each computer lab session. Compass is designed to reinforce concepts taught within the regular math classroom setting. A personalized learning continuum is created for each	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments  Responsible: Classroom Teachers and Library/Media Clerk		\$3,000 – SBDM funds

Goal 3:  
 Reading: Spring Reading MAP scores at Cairo Elementary will increase from 73% in spring 2017 to 90% in spring 2020.  
 Math: Spring Math MAP scores at Cairo Elementary will increase from 80% spring in 2017 to 90% in spring 2020.

		student based on an entry placement test.			
		Students in kindergarten - 5 <sup>th</sup> grade will be introduced to critical math vocabulary words every other week during morning assembly. Definitions and real world examples will be used to help students understand and apply the math vocabulary words.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments  Responsible: Principal and Instructional Coach		\$0
	KCWP 5: Design, Align, and Deliver Support	The instructional coach, principal, and/or guidance counselor will work with individual or small groups of students weekly or bi-weekly to model and instruct students on the most effective constructed response math strategies in 2 <sup>nd</sup> , 3 <sup>rd</sup> , 4 <sup>th</sup> , and 5 <sup>th</sup> grades during Coaching and ATTACK time.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments  Responsible: Classroom Teachers, Principal, Instructional Coach, and Guidance Counselor		\$0
		An ESS Daytime Waiver was written to hire a part-time retired teacher to work with small groups for reading/math interventions and to be a Writing Coach for 4 <sup>th</sup> and 5 <sup>th</sup> grades.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments  Responsible: Retired Teacher hired through ESS Daytime Waiver and Classroom Teachers		\$6,000 – ESS funds
		Certified and/or classified staff will provide extended school services two days a week in reading and/or math to students who are reading below grade level.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments  Responsible: Classroom Teachers, Classified Staff, and Instructional Coach		\$2,000 – ESS Funds
	KCWP 4: Review, Analyze, and Apply Data	All students scoring below grade level on MAP testing will be evaluated for placement in a	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments		\$60,000 – Title funds

Goal 3:

Reading: Spring Reading MAP scores at Cairo Elementary will increase from 73% in spring 2017 to 90% in spring 2020.

Math: Spring Math MAP scores at Cairo Elementary will increase from 80% spring in 2017 to 90% in spring 2020.

		<p>Tier group. 4 retired certified teachers were hired part-time and one certified teacher was hired part-time to conduct small group interventions. A schedule has been developed to provide intervention services to students 25<sup>th</sup> percentile and below for 120 additional minutes each week and 26<sup>th</sup> to 49<sup>th</sup> percentile for an additional 90 minutes per week. These students will be benchmark tested three times per year and progress monitored through AIMS Web or STAR.</p>	<p>Responsible: Interventionists, Classroom Teachers, Instructional Coach, and Principal</p>		
		<p>RTI team will meet weekly to evaluate AIMS Web data and discuss progress of students in RTI groups.</p>	<p>Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments</p> <p>Responsible: Classroom Teachers, Instructional Coach, Principal, Special Education Teachers, School Psychologist, and Family Resource Coordinator</p>		<p>\$0</p>

## 5: Transition readiness

State your **Transition readiness** Goal

Goal 5: 100% of 5 <sup>th</sup> grade students at Cairo Elementary will be transition ready to move to middle school by 2030.					
<p>Which <b>Strategy</b> will the school/district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>)</p> <ul style="list-style-type: none"> <li><a href="#">KCWP 1: Design and Deploy Standards</a></li> <li><a href="#">KCWP 2: Design and Deliver Instruction</a></li> <li><a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li> <li><a href="#">KCWP 4: Review, Analyze and Apply Data</a></li> <li><a href="#">KCWP 5: Design, Align and Deliver Support</a></li> <li><a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li> </ul>		<p>Which <b>Activities</b> will the school/district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>)</p> <ul style="list-style-type: none"> <li><a href="#">KCWP1: Design and Deploy Standards - Continuous Improvement Activities</a></li> <li><a href="#">KCWP2: Design and Deliver Instruction - Continuous Improvement Activities</a></li> <li><a href="#">KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities</a></li> <li><a href="#">KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities</a></li> <li><a href="#">KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities</a></li> <li><a href="#">KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities</a></li> </ul>		<p>Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>	
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective 1:</p> <p>Reading:</p> <p>The percentage of students who score proficient or above in reading at Cairo Elementary will increase from 75.0% in 2017 to 80.0% in 2018.</p> <p>Math:</p> <p>The percentage of students who score proficient or above</p>	<p>KCWP 2: Design and Deliver Instruction</p>	<p>Students in kindergarten through 5<sup>th</sup> grade will be introduced to critical reading vocabulary words and a "phonics tip of the week" every other week during morning assembly. Definitions and real world examples will be used to help students understand and apply the reading vocabulary words.</p>	<p>Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum</p> <p>Responsible: Principal and Instructional Coach</p>		\$0
		<p>Saxon Phonics will be used for core phonics instruction for 1<sup>st</sup> grade and 2<sup>nd</sup> grade. Students will receive at least 20 minutes of phonics instruction each day during the 120 minute reading block.</p>	<p>Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum</p>		\$3,000 – grant funded

Goal 5: 100% of 5 <sup>th</sup> grade students at Cairo Elementary will be transition ready to move to middle school by 2030.					
<p>in math at Cairo Elementary will increase from 79.5% in 2017 to 84.5% in 2018.</p> <p>On-Demand Writing:</p> <p>The percentage of students who score proficient or above in on-demand writing at Cairo Elementary will increase from 59.1% in 2017 to 64.1% in 2018.</p> <p>Social Studies:</p> <p>The percentage of students who score proficient or above in social studies at Cairo Elementary will increase from 81.8% in 2017 to 86.8% in 2018.</p>			Responsible: Classroom Teachers and Instructional Coach		
		Fluency homework will be given at each grade level at least 2 nights per week.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum		\$0
		A kindergarten high level reading group will meet with the instructional coach for 45 minutes at least 4 times per week for differentiated reading instruction.	Improvement on MAP, classroom assessments, AIMS Web assessments, Reading Inventory Continuum		\$0
		Three comprehension strategies will be targeted schoolwide for at least a 6 week period for each strategy. The 3 strategies are: Summarizing, main idea, and inferencing. The instructional coach will develop an organizer for each strategy and will set the timeline for teaching the strategies schoolwide.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum		\$0
		Bringing Up Grades Club (B.U.G. Club) will be held on Wednesday afternoons after school as a support for students who have incomplete or missing assignments. Students stay after school with a certified staff member and work to complete these assignments.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum		\$0
			Responsible: Classroom Teachers and Instructional Coach		
			Responsible: Classroom Teachers and Instructional Coach		
			Responsible: Instructional Coach		
			Responsible: Instructional Coach and Classroom Teachers		
			Responsible: Classroom Teachers, Instructional Coach, and Principal		

Goal 5: 100% of 5 <sup>th</sup> grade students at Cairo Elementary will be transition ready to move to middle school by 2030.					
		120 minutes of explicit, detailed reading instruction is required for kindergarten through 3 <sup>rd</sup> grade. 90 minutes of explicit, detailed reading instruction is required for 4 <sup>th</sup> and 5 <sup>th</sup> grade.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum  Responsible: Classroom Teachers, Instructional Coach, and Principal		\$0
		Kindergarten students will use Headsprout instructional reading software several times per week to teach beginning reading skills. All students in kindergarten through 5 <sup>th</sup> grade will use the Compass online learning program each computer lab session. Compass is designed to reinforce concepts taught within the regular reading classroom setting. A personalized learning continuum is created for each student based on an entry placement test.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum  Responsible: Classroom Teachers Library/Media Clerk		\$3,000 – SBDM funds
	KCWP 3: Design and Deliver Assessment Literacy	The Reading Inventory Continuum will be given to students in kindergarten through 3 <sup>rd</sup> grade at least three times per year.	Improvement on Reading Inventory Continuum  Responsible: Classroom Teachers, Instructional Coach, and Principal		\$0
		Fluency checks will be given to students in grades 1 <sup>st</sup> -3 <sup>rd</sup> at least once per month. Fluency checks will be given to students in grades 4 <sup>th</sup> and 5 <sup>th</sup> at least every 4-6 weeks. AIMS Web fluency norms will be used for ranking student percentiles in fluency at each check.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum  Responsible: Classroom Teachers, Instructional Coach, and Principal		\$0
		Grade level teams in kindergarten through 3 <sup>rd</sup> grade have developed a sight word plan for students in their grade level. Sight word assessments are given to students in an individual basis.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web		\$0

Goal 5: 100% of 5 <sup>th</sup> grade students at Cairo Elementary will be transition ready to move to middle school by 2030.					
			assessments, Reading Inventory Continuum		
			Responsible: Classroom Teachers, Instructional Coach, and Principal		
	KCWP 5: Design, Align, and Deliver Support	The instructional coach, principal, and/or guidance counselor will work with individual or small groups of students weekly or bi-weekly to model and instruct students on the most effective constructed response reading strategies in 2 <sup>nd</sup> , 3 <sup>rd</sup> , 4 <sup>th</sup> , and 5 <sup>th</sup> grades during Coaching and ATTACK time.	Improvement on KPREP and classroom assessments		\$0
		An ESS Daytime Waiver was written to hire a part-time retired teacher to work with small groups for reading/math interventions and to be a Writing Coach for 4 <sup>th</sup> and 5 <sup>th</sup> grades.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum		\$6,000 - ESS funds
		Certified and/or classified staff will provide extended school services two days a week in reading and/or math to students who are reading below grade level.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum		\$2,000 – ESS funds
	KCWP 4: Review, Analyze, and Apply Data	All students scoring below grade level on MAP testing will be evaluated for placement in a Tier group. 4 retired certified teachers were hired part-time and one certified teacher was hired part-time to conduct small group interventions. A schedule has been developed to provide intervention services to students 25 <sup>th</sup> percentile and below for 120 additional minutes	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum		\$60,000 – Title funds



Goal 5: 100% of 5 <sup>th</sup> grade students at Cairo Elementary will be transition ready to move to middle school by 2030.					
		each week and 26 <sup>th</sup> to 49 <sup>th</sup> percentile for an additional 90 minutes per week. These students will be benchmark tested three times per year and progress monitored through AIMS Web or STAR.	Responsible: Interventionists, Classroom Teachers, Instructional Coach, and Principal		
		RTI team will meet weekly to evaluate AIMS Web data and discuss progress of students in RTI groups.	Improvement on MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum  Responsible: Classroom Teachers, Instructional Coach, Principal, Special Education Teachers, School Psychologist, and Family Resource Coordinator		\$0
	KCWP 6: Establishing Learning Culture and Environment	Students will be required to have a high interest book in their backpack at all times. Each morning before morning assembly begins, students will be required to read their high interest books for at least 10 minutes in the gym.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum  Responsible: Classroom Teachers, Instructional Coach, Principal		\$0
		Administration will work to spread the message to parents about the importance of reading at least 20 minutes per day with their child. The message will be distributed through each one call to parents, in school-wide newsletter, and through direct contact with parents at family events at Cairo.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments, Reading Inventory Continuum  Responsible: Principal and Instructional Coach		\$0
	KCWP 2: Design and Deliver Instruction	Teachers will implement Everyday Counts Calendar Math in the classroom for 30 minutes daily.	Improvement on KPREP, MAP, STAR, classroom		\$0

Goal 5: 100% of 5 <sup>th</sup> grade students at Cairo Elementary will be transition ready to move to middle school by 2030.					
			assessments, AIMS Web assessments  Responsible: Classroom Teachers, Instructional Coach, and Principal		
		Classroom teachers will use the Math in Focus curriculum with fidelity including problem solving skills and rich math vocabulary at least 60 minutes daily. Teachers will be provided ongoing professional development by the district.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments  Responsible: Classroom Teachers, Instructional Coach, Principal, District Professional Development Coordinators		\$0
		Bringing Up Grades Club (B.U.G. Club) will be held on Wednesday afternoons after school as a support for students who have incomplete or missing assignments. Students stay after school with a certified staff member and work to complete these assignments.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments  Responsible: Classroom Teachers, Instructional Coach, and Principal		\$0
		Students in grades 2 <sup>nd</sup> through 5 <sup>th</sup> will be required to do Accelerated Math as a supplement to the Math in Focus curriculum. Teachers will be provided with AM scanners, scantrons, and printers to implement the program. Guidelines have been established for frequency of use with 2 <sup>nd</sup> through 5 <sup>th</sup> grades.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments  Responsible: Classroom Teachers, Instructional Coach, and Principal		\$500 – Title funds
		All students in kindergarten through 5 <sup>th</sup> grade will use the Compass online learning program each computer lab session. Compass is designed to reinforce concepts taught within the regular math classroom setting. A personalized learning continuum is created for each student based on an entry placement test.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments		\$3,000 – SBDM funds

Goal 5: 100% of 5<sup>th</sup> grade students at Cairo Elementary will be transition ready to move to middle school by 2030.

			Responsible: Classroom Teachers and Library/Media Clerk		
		Students in kindergarten - 5 <sup>th</sup> grade will be introduced to critical math vocabulary words every other week during morning assembly. Definitions and real world examples will be used to help students understand and apply the math vocabulary words.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments  Responsible: Principal and Instructional Coach		\$0
	KCWP 5: Design, Align, and Deliver Support	The instructional coach, principal, and/or guidance counselor will work with individual or small groups of students weekly or bi-weekly to model and instruct students on the most effective constructed response math strategies in 2 <sup>nd</sup> , 3 <sup>rd</sup> , 4 <sup>th</sup> , and 5 <sup>th</sup> grades during Coaching and ATTACK time.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments  Responsible: Classroom Teachers, Principal, Instructional Coach, and Guidance Counselor		\$0
		An ESS Daytime Waiver was written to hire a part-time retired teacher to small groups reading/math interventions and to be a Writing Coach for 4 <sup>th</sup> and 5 <sup>th</sup> grades.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments  Responsible: Retired Teacher hired through ESS Daytime Waiver and Classroom Teachers		\$6,000 – ESS funds
		Certified and/or classified staff will provide extended school services two days a week in reading and/or math to students who are reading below grade level.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments  Responsible: Classroom Teachers, Classified Staff, and Instructional Coach		\$2,000 – ESS Funds

Goal 5: 100% of 5 <sup>th</sup> grade students at Cairo Elementary will be transition ready to move to middle school by 2030.					
	KCWP 4: Review, Analyze, and Apply Data	All students scoring below grade level on MAP testing will be evaluated for placement in a Tier group. 4 retired certified teachers were hired part-time and one certified teacher was hired part-time to conduct small group interventions. A schedule has been developed to provide intervention services to students 25 <sup>th</sup> percentile and below for 120 additional minutes each week and 26 <sup>th</sup> to 49 <sup>th</sup> percentile for an additional 90 minutes per week. These students will be benchmark tested three times per year and progress monitored through AIMS Web or STAR.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments  Responsible: Interventionists, Classroom Teachers, Instructional Coach, and Principal		\$60,000 – Title funds
		RTI team will meet weekly to evaluate AIMS Web data and discuss progress of students in RTI groups.	Improvement on KPREP, MAP, STAR, classroom assessments, AIMS Web assessments  Responsible: Classroom Teachers, Instructional Coach, Principal, Special Education Teachers, School Psychologist, and Family Resource Coordinator		\$0
	KWCP 6: Establish Learning Culture and Environment	Students in grades 2 <sup>nd</sup> -5 <sup>th</sup> are recognized and earn Writing Dog Tags for scoring proficient or distinguished on extended responses/on-demand writing pieces and 2's on short answers.	Improvement on KPREP, MAP, classroom assessments, AIMS Web assessments  Responsible: Classroom Teachers and Instructional Coach		\$500 – SBDM funds
		Classroom teachers will spotlight proficient student writing monthly on the Wall of Writers.	Improvement on KPREP, MAP, classroom assessments, AIMS Web assessments  Responsible: Classroom Teachers and Instructional Coach		\$0

Goal 5: 100% of 5 <sup>th</sup> grade students at Cairo Elementary will be transition ready to move to middle school by 2030.					
	KCWP 2: Design and Deliver Instruction	Teachers will utilize specific graphic organizers adapted from Abell & Atherton to teach writing in grades K-5 <sup>th</sup> .	Improvement on KPREP, MAP, classroom assessments, AIMS Web assessments  Responsible: Classroom Teachers, Instructional Coach, and Principal		\$0
		Bringing Up Grades Club (B.U.G. Club) will be held on Wednesday afternoons after school as a support for students who have incomplete or missing assignments. Students stay after school with a certified staff member and work to complete these assignments.	Improvement on KPREP, MAP, classroom assessments, AIMS Web assessments  Responsible: Classroom Teachers, Instructional Coach, and Principal		\$0
	KCWP 5: Design, Align, and Deliver Support	Principal will provide additional writing intervention time for 45 minutes per week to 5 <sup>th</sup> grade students who have been targeted as struggling writers through analysis of student work.	Improvement on KPREP, MAP, classroom assessments, AIMS Web assessments  Responsible: Principal, Classroom Teachers		\$0
		An ESS Daytime Waiver was written to hire a part-time retired teacher to small groups reading/math interventions and to be a Writing Coach for 4 <sup>th</sup> and 5 <sup>th</sup> grades.	Improvement on KPREP, MAP, classroom assessments, AIMS Web assessments  Responsible: Retired Teacher hired through ESS Daytime Waiver and Classroom Teachers		\$6,000 – ESS funds
		The instructional coach, principal, and/or guidance counselor will work with individual or small groups of students weekly or bi-weekly to model and instruct students on the most effective constructed response reading/math/on-demand strategies in 2 <sup>nd</sup> , 3 <sup>rd</sup> , 4 <sup>th</sup> , and 5 <sup>th</sup> grades during Coaching and ATTACK time.	Improvement on KPREP, MAP, classroom assessments, AIMS Web assessments  Responsible: Classroom Teachers, Principal,		\$0

Goal 5: 100% of 5 <sup>th</sup> grade students at Cairo Elementary will be transition ready to move to middle school by 2030.					
			Instructional Coach, and Guidance Counselor		
	KCWP 4: Review, Analyze, and Apply Data	Classroom teachers will bring student writing samples to PLCs monthly to analyze with the principal and instructional coach.	Improvement on KPREP, MAP, classroom assessments, AIMS Web assessments  Responsible: Classroom Teachers, Instructional Coach, and Principal		\$0
	KCWP 6: Establish Learning Culture and Environment	North Middle school band teachers visit Cairo Elementary each March and introduce 5 <sup>th</sup> grade students to the middle school band program. Band teachers from North Middle School explain why and how to join band and do a question and answer session with students.	5 <sup>th</sup> grade improvement on KPREP assessments  Responsible: 5 <sup>th</sup> grade Classroom Teachers and North Middle School Band Director		\$0
		North Middle School Counselors visit Cairo each March to speak with 5 <sup>th</sup> grade students about transitioning to middle school. Counselors from North Middle School hold a question and answer session with students.	5 <sup>th</sup> grade improvement on KPREP assessments  Responsible: 5 <sup>th</sup> grade Classroom Teachers and North Middle School Guidance Counselors		\$0
		Cairo Elementary 5 <sup>th</sup> grade students visit North Middle School during the school day in May for an “orientation” to the school called “The Great Race.”	5 <sup>th</sup> grade improvement on KPREP assessments  Responsible: 5 <sup>th</sup> grade Classroom Teachers and North Middle School Teachers/Counselors		\$0

