

Conner High School 2025-26

Comprehensive School Improvement Plan (CSIP)

Rationale

The CSIP is a plan developed by the school council with the input of parents, faculty and staff based on a review of relevant data that includes targets, strategies, activities, a time schedule to support student achievement and student growth and to eliminate achievement gaps among groups of students. Through the improvement planning process, leaders focus on priority needs, funding and closing achievement gaps among identified subgroups of students.

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).

Please note that the objectives (yearly 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 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 (and general information about goal setting) for each required planning component can be found on page 2 of this 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.**

Operational Definitions

When completing the template sections that follow, please refer to the following operational definitions:

- **Goal:** Long-term three- to five-year targets based on the school level state assessment results. Long-term targets should be informed by the Phase Two: Needs Assessment for Schools;
- **Objective:** Short-term yearly target 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;
- **Strategy:** An approach to systematically address the process, practice or condition that the school will focus its efforts upon, as identified in the Needs Assessment for Schools, in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six Key Core Work Processes listed below or another established improvement approach (i.e., *Six Sigma*, *Shipley*, *Baldrige*, etc.);
- **Key Core Work Processes:** A series of processes identified by the Kentucky Department of Education 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;

[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 Results](#)

[KCWP 5: Design, Align and Deliver Support](#)

[KCWP 6: Establish Learning Environment and Culture](#)

- **Activity:** Actionable steps the school will take to deploy the chosen strategy. There can be multiple activities for each strategy;
- **Progress Monitoring:** Process used to collect and analyze measures of success to assess the level of implementation, the rate of improvement and the effectiveness of the plan. The measures may be quantitative or qualitative but are observable in some way. The description should include the artifacts to be reviewed, specific timelines, and responsible individuals; and
- **Funding:** Local, state or federal funds/grants used to support (or needed to support) the activities.

Goal Setting:

When developing goals, all schools must establish achievement gap targets and set goals in the area of state assessment results in reading and mathematics. Other goals aligned to the indicators in the state's accountability system and deemed priority areas in the Phase Two: Needs Assessment for Schools are optional.

Required Goals

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. Additional rows may be added for multiple targets, strategies and activities.

Objective(s): Increase the READING proficiency for Students with Disability from 18% to 36% and MATH proficiency from 21% to 42% by May 2026.

Strategy: Data based decision making

Activities:

- Name and claim/celebrate success and set goals with students individually.
- Reexamine scheduling practices to ensure students are placed in their Least Restrictive Environment
- PLC's will analyze student assessment data including MAP and unit assessments identifying common misconceptions, identifying student gaps/weaknesses, and develop and implement a plan for remediation of those skills.

Progress Monitoring: PLC minutes and student goal setting plans

Funding: No Funding Needed

Strategy: Co-Teaching

Activities:

- Co-teaching model to be used in all collaborative classrooms.
- Special Education teachers will be developing new practices for teaching vocabulary, fluency and comprehension that directly affect tier 1 performance of students with IEPs. Professional learning during SPED PLC's will focus on Specially Designed Instruction and Explicit Instruction for Literacy.
- General education and Sped teachers will collaborate to implement tier 1 engagement and instructional strategies that support SDI and IEP goals.
- Continue to implement MTSS schoolwide. General Ed and Sped teachers collaborate to determine support needed for Sped students during CAP - Develop a plan for meeting student needs including Sped students being pulled for small group instruction. Use of IXL tied to MAP assessments.

Progress Monitoring: Walkthroughs

Funding: SBDM

State Assessment Results in Reading and Mathematics

Kentucky's accountability system uses multiple academic and school quality measures, with each indicator contributing to the overall score. Reading and math proficiency are foundational to student success, and state assessment results in reading and mathematics carry the greatest weight when calculating the overall score at each level (elementary, middle and high school). This indicator is a required goal area for all schools.

Three- to Five-Year Goal: Increase READING proficiency from 58% PD to 80% PD by May 2028. Increase MATH proficiency from 58% PD to 80% by May 2028.

Objective(s):

Increase READING proficiency from 58% PD to 70% PD by May 2026.

Increase MATH proficiency from 58% PD to 70% by May 2026.

Strategy: KCWP1 Design and Deploy Standards

Activities:

- Teachers will meet with content PLC's to continue to review, develop and implement highly aligned research based curriculum such as the HQIR in English and Math.
- Professional learning will take place for implementation of ELA HQIR
- Math teachers will participate in professional learning centered around implementation of new instructional strategies for future Math HQIR

Progress Monitoring: PLC minutes

Funding: District Funded

Strategy: KCWP 2 Design and Deliver Instruction

Activities:

- Increase student engagement through high-yield strategies that require all students to participate multiple times each class
- Teachers will implement accountable talk strategies to promote higher order thinking by have students explain, justify, and build on ideas through structured academic conversations
- Implement Structured Literacy to improve vocabulary, comprehension, and fluency increasing student access to grade level content in every discipline
- Teachers will plan/implement instruction so that students read, write, and discuss as a key component of daily learning ensuring all students are actively engaged in literacy-based tasks every day.

Progress Monitoring: Walk throughs

Funding: No Funding Needed

Strategy: KCWP 4 Review, Analyze and Apply Data Results

Activities:

- PLC's will analyze assessment data for KSA, MAP, Panorama, and summative/formative unit assessment data to identify common misconceptions, identify student gaps/weaknesses, and develop a plan for remediation of those skills.

Progress Monitoring: PLC minutes

Funding: No Funding Needed

Strategy: KCWP 5 Design Align and Deliver Support

Activities:

- School leadership and teachers will support the MTSS/tiered intervention process at all grade levels and ensure students are targeted. MTSS implementation through CAP time and Study Skills class. Students will be referred to Tiered interventions through PLC's, Panorama, and teacher referral. Each student will be assigned a mentor through CAP that will monitor student progress and advocate for their needs. Classroom interventions will be used through differentiated and targeted instruction. ESS will be offered after school for remediation.

Progress Monitoring: PLC minutes, SOS, Panorama, CAP surveys

Funding: ESS/SBDM

Alignment to Needs: Optional Goals

Through the Phase Two: Needs Assessment for Schools, priorities were identified, and processes, practices and/or conditions were chosen for focus. Identify any additional indicators that will be addressed by the school in order to build staff capacity and increase student achievement by selecting “yes” or “no” from the dropdown options (beside each indicator) below. For any indicator noted as a priority with a “yes,” schools must complete the below fields. For any indicator marked with a “no,” no further information is needed. Each indicator must have a “yes” or “no” response in the below table.

Indicator	Priority Indicator?
State Assessment Results in science, social studies and writing	Yes
English Learner Progress	Yes
Quality of School Climate and Safety	No
Postsecondary Readiness (high schools and districts only)	No
Graduation Rate (high schools and districts only)	No

Priority Indicator Goals:

Complete the fields below for each indicator that was chosen as a priority with a “yes” response above.

Priority Indicator #1: State Assessment Results in Science, Social Studies and Writing

Three- to Five-Year Goal: Increase the Proficiency of Science 24% PD to 80%, Social Studies 39% PD to 80%, and Writing from 40% PD to 80% by May 2028.

Objective(s): Increase the Proficiency of Science 24% PD to 50%, Social Studies 42% PD to 70%, and Writing from 40% PD to 70% by May 2026.

Strategy: KCWP 1 Design & Deploy Standards

Activities:

- Sci-Teachers will implement the OpenSciEd curriculum to deliver standards-based, inquiry-driven science instruction. Each unit will culminate in a transfer task where students apply learned concepts in real-world contexts, demonstrating mastery and reinforcing critical thinking and problem-solving skills. Throughout units, students will have the opportunity to practice on a common mini transfer task using a different phenomenon and receive feedback.
- SS teachers will implement the C3 Framework (College, Career, and Civic Life Framework), which supports inquiry-based learning through four dimensions: developing questions, applying disciplinary concepts, evaluating sources, and communicating conclusions. Each unit will center around a compelling question, guiding students to analyze sources and construct evidence-based arguments. Throughout units, students will have the opportunity to participate in at least one common DBQ and receive feedback.
- Elective teachers will design units with compelling questions and authentic, grade-level texts, requiring students to investigate and write an evidence-based argument that answers the question.

Progress Monitoring: Walkthrough

Funding: No Funding Needed

Strategy: KCWP 2 Design and Deliver Instruction

Activities:

- Increase student engagement through high-yield strategies that require all students to participate multiple times each class
- Teachers will implement accountable talk strategies to promote higher order thinking by having students explain, justify, and build on ideas through structured academic conversations
- Implement Structured Literacy to improve vocabulary, comprehension, and fluency increasing student access to grade level content in every discipline
- Teachers will plan/implement instruction so that students read, write, and discuss as a key component of daily learning ensuring all students are actively engaged in literacy-based tasks every day.

Progress Monitoring: Walk throughs

Funding: No Funding Needed

Strategy: KCWP 4 Review, Analyze and Apply Data Results

Activities:

- PLC's will analyze assessment data for KSA, MAP, Panorama, summative/formative unit assessment data to identify common misconceptions, identify student gaps/weaknesses, and develop a plan for remediation of those skills.

Progress Monitoring: PLC minutes

Funding: No Funding Needed

Strategy: KCWP 5 Design Align and Deliver Support

Activities:

- School leadership and teachers will support the MTSS/tiered intervention process at all grade levels and ensure students are targeted. MTSS implementation through CAP time and Study Skills. Students will be referred to Tiered interventions through Panorama and teacher referral. Each student will be assigned a mentor through CAP that will monitor student progress and advocate for their needs. Classroom interventions will be used through differentiated and targeted instruction. ESS will be offered both before and after school for remediation.

Progress Monitoring: PLC minutes, SOS, Panorama, CAP surveys

Funding: ESS/SBDM

Priority Indicator #2: English Learner Progress

Three- to Five-Year Goal: Increase the English Learner ACCESS Composite Scores (student growth from previous years composite scores)

Objective(s):

Increase the English Learner Access Composite Scores (student growth from previous years composite scores)

Strategy: KCWP 2 Design and Deliver Instruction

Activities:

- Increase student engagement through high-yield strategies that require all students to participate multiple times each class
- Teachers will implement accountable talk strategies to promote higher order thinking by having students explain, justify, and build on ideas through structured academic conversations
- Implement Structured Literacy to improve vocabulary, comprehension, and fluency increasing student access to grade level content in every discipline
- Teachers will plan/implement instruction so that students read, write, and discuss as a key component of daily learning ensuring all students are actively engaged in literacy-based tasks every day.

Progress Monitoring: Walk throughs

Funding: No Funding Needed

Strategy: KCWP 4 Review, Analyze and Apply Data Results

Activities:

- PLC's will analyze assessment data for KSA, MAP, Panorama, and summative/formative unit assessment data to identify common misconceptions, identify student gaps/weaknesses, and develop a plan for remediation of those skills.

Progress Monitoring: PLC minutes

Funding: No Funding Needed

Strategy: KCWP 5 Design Align and Deliver Support

Activities:

- School leadership and teachers will support the MTSS/tiered intervention process at all grade levels and ensure students are targeted. MTSS implementation through CAP time and Study Skills class offered. Students will be referred to Tiered interventions through Panorama and teacher referral. Each student will be assigned a mentor through CAP that will monitor student progress and advocate for their needs. Classroom interventions will be used through differentiated and targeted instruction. ESS will be offered both before and after school for remediation.
- Teachers will use teacher microphones and Clear Bridge in each classroom with fidelity.
- The EL teacher will provide MTSS tier 2 interventions for students for levels 1-2.5 during CAP. Provide tier 3 English Language courses for newcomers.

Progress Monitoring: PLC minutes, SOS, Panorama, CAP surveys

Funding: ESS/SBDM/District

Addendum for Schools Identified for Targeted or Additional Targeted Support and Improvement

A school improvement plan for schools identified for targeted support and improvement (TSI) or additional targeted support and improvement (ATSI) must be embedded within the school's comprehensive school improvement plan (CSIP) as required by KRS 160.346(4)-(5) and 703 KAR 5:225.

This addendum outlines the specific requirements that must be addressed in the CSIP to meet federal and state expectations for TSI and ATSI schools. These requirements include targeted strategies and evidence-based activities to support the improvement of consistently underperforming student groups addressed in the goal building template. Evidence-based practices and activities chosen to address any priority goal area must be informed by the Needs Assessment for Schools and feedback from any onsite review conducted by the Kentucky Department of Education (KDE).

Special Considerations for TSI/ATSI Schools

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

TSI and ATSI Additional Requirements	
Components of Turnaround Leadership Development and Support:	
Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful and sustainable increases in student achievement for underperforming subgroups?	
Response: Principal attended TSI and MTSS training through district. Leadership team will work with LSS to review and develop a meaningful and sustainable increase in student achievement through district training and support. Principals attend monthly leadership training.	
In addition to reviewing student assessment data, school leadership have led the identification of causes of underperformance and the actions that will reduce barriers in student learning and increase student performance. After having identified access to rigorous grade-level literacy experiences across all contents as a cause, leadership is leading professional learning for PLCs around literacy and effective teaching practices, and together with the Instructional Coach, elective departments are working to engage students in vibrant literacy learning experiences within each unit. The leadership team and instructional coach meet monthly to review walk-through data and CSIP progress.	
Identification of Critical Resources Inequities:	
Consider: Describe the process used to review the allocation and use of resources (people, time and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.	
Response: The process used to review allocations and use of resources is for School Leadership Team and Department Heads to review allocations along with SBDM. Department heads will review allocations with their respective departments and bring revisions and/or approval to school leadership and SBDM. Decisions are made through departments and reviewed/approved at SBDM meetings.	

School Leadership and Math/ELA Teachers reviewed the impact of course timing, course selection/sequence on the performance of this targeted group. This information is used to plan intervention, course selection, and scheduling. Special Education teachers are scheduled in content areas of strength. When looking at ESS after school data, it was noted that students in special populations were often under-represented in after school ESS most likely to the lack of access to transportation after school. The implementation of the Conner Achievement Program created equal access to support and help for those who need it most.	Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students Consider: Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance. Response: PLCs meet weekly to review assessments scores, pacing guides, unit plans and learning culture. Each PLC makes decisions on the learning culture based on data from formal and summative assessments. Each PLC is headed by a Principal and Instructional Coach. During PLC's all staff members reviewed assessment scores, brainstormed barriers to student success, and problem-solved possible solutions. Staff determined that in addition to academic barriers, students lack an understanding of the importance of state assessments and there are SEL factors that impact student success and access to grade-level curriculum. The training and support teachers need to implement the solutions are represented in this Plan. In addition to our weekly review of assessments and/or student progress, we will be using MAP to accurately assess growth in Math and Reading. We will use results from MAP and KYOTE Math/Reading providing us with the information necessary for placement in appropriate interventions. It will also create another opportunity for our targeted subgroup to achieve College & Career Readiness.
Targeted Subgroups and Evidence-Based Interventions: Consider: Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will you monitor the evidence-based practice to ensure it is implemented with fidelity? Response: The subgroup we are targeting is students with disabilities. PLC's have determined that reading and math are areas our students with disabilities are underscoring. 1. All students have access to authentic grade-level literacy experiences, although they struggle to access these experiences at the same level as other students. Within this plan, we have included engagement strategies such as SIOP, Kagan, Inquiry Learning, reading and writing strategies, and other high-yield cooperative learning experiences. Not only will this create access, but it will also address some of the SEL barriers. 0. We have amazing general education and special education teachers; however, we need to improve our system of support for students through clarification of roles and coordination of the adults working with these students. Special Education teachers are participating in professional learning around SDI to improve their craft. General education teachers will receive professional learning	

around the role of the special education teacher, SDI, understanding the IEP, and progress monitoring. All teachers will receive professional learning around co-teaching strategies and differentiation within the classroom. 0. Mentoring and SEL to address non-academic barriers - We have implemented a CAP (Conner Achievement Program) within the school day. In addition to each student having a mentor and access to SEL, students also have access to Tier II and III interventions during the school day. Prior to CAP, student lacked consistent access to this type of mentoring and support. 0. Mathematics Intervention - in addition to direct instruction, teachers will use IXL or Delta Math to provide instruction to reduce and eliminate gaps in foundational skills. 0. Reading Intervention - All teachers will be receiving training on Structured Literacy to deepening their understanding of the Science of Reading. These skills will be used to increase proficiency reading complex texts in all contents. Monitoring - In addition to implementing a system of weekly walk-throughs, we have put into place systems of progress monitoring through SOS data, Panorama, Early Warning, and KYOTE. Complete the table on the next page to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.	
--	--

TSI/ATSI Evidence-based Practices Documentation

TSI improvement plans must include at least one evidence-based practice (EBP) that is implemented to improve student outcomes that meet the definition of “evidence-based” under the Every Student Succeeds Act (ESEA) section 8101(21). The definition of “evidence-based” in ESEA section 8101(21) includes four levels of evidence from which interventions may be selected:

- **Strong evidence** from at least one well-designed and well-implemented *experimental study*;
- **Moderate evidence** from at least one well-designed and well-implemented *quasi-experimental study*;
- **Promising evidence** from at least one well-designed and well-implemented *correlational study* with statistical controls for selection bias; or
- **Demonstrates a rationale** based on high-quality research findings or positive evaluation that such activity, strategy or intervention is likely to improve student outcomes or other relevant outcomes and includes ongoing efforts to examine the effects of such activity, strategy or intervention.

More specific information regarding EBPs can be found on the Kentucky Department of Education’s [Evidence-based Practices website](#).

Complete the table below to document the evidence that supports the evidence-based intervention outlined in this plan.

Evidence-based Activity	Evidence Citation
Example: Train staff to implement inductive teaching strategies.	Example: Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.
Train staff on Specially Designed Instruction, Functioning, and SIOP strategies to be used with students	Beninghof, Annel (2022). Specially Designed Instruction. Increasing Success For Students With Disabilities.

Evidence-based Activity	Evidence Citation
Use and improve Collaborative Teaching models	Vembye, M. H., Weiss, F., & Hamilton Bhat, B. (2024). The Effects of Co-Teaching and Related Collaborative Models of Instruction on Student Achievement: A Systematic Review and Meta-Analysis. Review of Educational Research, 94(3), 376-422. https://doi.org/10.3102/00346543231186588
Train all staff on Structure Literacy & Science of Reading.	Ray, J. S. (2023). Structured Literacy Supports All Learners: Students At-Risk of Literacy Acquisition – Dyslexia and English Learners. Round Rock ISD.
Train staff on high yield teaching strategies and implementation of CAP Program	Hattie, J. (2008). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.
Data Based Decision Making	Wilcox, G., Fernandez Code, C. & Kowbel, A. (2021). Using Evidence-Based Practice and Data-Based Decision Making in Inclusive Education. Education Sciences 11 (129). https://doi.org/10.3390/educsci11030129

Conner High School School Improvement Commitment 25-26

Increasing literacy proficiency will positively impact every content area. By strengthening the ability to read, write, speak, problem solve, and comprehend complex information, we will see growth across all content areas. To accomplish 70% Proficiency, we commit to:

Commitment #1: Increasing student engagement through high-yield strategies that require all students to participate

- Measurement Tool: Walkthroughs
- Commitment Examples:
 - Implement strategies for students to answer questions that involve accountability for all students to respond, instead of a single student, i.e., Kagan Structures, SIOP
 - Use timers to ensure pacing and student focus
 - Learning targets will set the purpose

Commitment #2: Accountable Talk strategies to promote higher-order thinking by having students explain, justify, and build on ideas through structured academic conversation.

- Measurement Tool: Walkthroughs
- Commitment Examples:
 - Model AT Strategies & encourage the use of sentence stems to deepen thinking
 - AT Strategies will be used at every level to increase the rigor of discussions & practice academic discourse/writing.

Commitment #3: Implementing Structured Literacy to improve vocabulary, comprehension, and fluency, increasing access to grade-level content in every discipline

- Measurement Tool: Walkthroughs
- Commitment Examples:
 - Common Prefixes, Suffixes, and Roots for each unit are discussed
 - Students use morphology to determine the meanings and pronunciation of multisyllabic words in each content area.
 - Fluency routines are used to increase students' ability to read aloud with appropriate pace & prosody, leading to better comprehension.

Commitment #4a: Literacy Everyday **Students read, write, and discuss as a key component of daily learning, ensuring all students are actively engaged in literacy-based tasks every day.**

- Measurement Tool: Walkthroughs
- Commitment Examples:
 - Teacher models close reading strategies regularly
 - Read/write/discuss daily
 - Reading, analysis, and writing drive instruction
 - Annotation is a daily practice

Commitment #4b (Mathematics) Students read/write/discuss as a key component of daily instruction.

- Measurement Tool: Walkthroughs
- Commitment Examples:
 - Effective Math Teaching Practices are evident
 - Students are doing non-algorithmic problem-solving multiple times a week.
 - Writing and explaining the “why” behind the math and their approach

Evidence-Based Practices that we will continue -

MTSS - When looking at the whole student across multiple data points, we can intentionally design targeted interventions to help students grow.

Contd Practice #1 PLCs will work together to design literacy-rich units/assessments, analyze data, calibrate grading, and plan intentional intervention/enrichment for students.

- Data Sources: KSA, Panorama, MAP, & Common Formatives/Summatives,
- Measurement Tool: Walkthroughs, PLC Agendas, Formative/Summative Analysis, SOS/Panorama documentation
- Commitment Examples:
 - Each week, PLCs will have an agenda centered on data-driven decisions.
 - Individual Teacher data is prepared prior to PLC meetings.
 - PLC meetings are focused on student performance and collaborative responses.
 - CAP Support Sessions are skill-based and designed to move students forward.
 - Students have opportunities to receive feedback on mini transfer tasks, multiple source analysis, & argument writing during the unit prior to the assessment.

Contd Practice #2 CAP Teachers will focus on the student as a whole.

- Data Sources: Grades, KSA, Panorama, MAP
- Measurement Tool: SOS/Panorama documentation, CAP Surveys
- Commitment Examples:
 - Students set goals for grades, MAP, KSA, Career, & POG Competencies
 - CAP teachers meet with each student at least once a month to review their goals & progress along with their Google Site of POG evidence.
 - Students with low Panorama Survey Results or grades receive targeted interventions within CAP.
 - Teachers and students set growth goals for MAP.

Contd Targeted Support Practices - The Commitments & Continued Practices above will provide many additional supports for students in special populations. In addition, Gen Ed, SPED, & EL teachers will continue to use data and student plans to design additional instruction based on identified strengths and weaknesses.

- Data Sources: IEP/PSP/504/GT Plans, MAP, KSA, Unit Assessment, Formative Assessment, & Panorama
- Measurement Tool: MAP Progress, Progress Monitoring, Performance on Class Assessments
- Practices to continue and improve -
 - Name & Claim - celebrate success & set goals with students individually.
 - Coteaching models other than 1 teach 1 assist/observe
 - Re-examine scheduling practices, reduce the number of students in resource
 - Microphone & Clear Bridge will be used in each classroom with fidelity
 - General education and Sped teachers will collaborate to implement tier 1 engagement and instructional strategies that support SDI and IEP goals.