Anchorage Public School / Anchorage Independent School District

Comprehensive School/District Improvement Plan (CSIP/CDIP) 2025

Rationale

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

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

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

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

Requirements for Building an Improvement Plan

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

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

Alignment to Needs:

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

Priorities/Concerns from Needs Assessment for Schools

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

Academic: 27% of current 8th grade students scored below proficiency on the KSA science. 20% of current 6th grade students scored below proficiency on the KSA On-Demand Writing. 33% of current 4th graders scored below proficiency on the KSA Reading. 23% of current 4th graders scored below proficiency on the KSA Math. 35% of current Kindergarten students scored "Ready with Intervention."

School climate survey QSCSS indicates for both elementary and middle school students (all students being treated the same when rules are broken, with the elementary students' perception of students saying mean or hurtful things. Middle school did not have notable concern about other students being mean or hurtful.

School Council / School Board working meeting identified three areas of emphasis: adoption of HQIR Math program (The process utilized to adopt a high quality instructional resource for English/ Language Arts in 2023 can be utilized to adopt a resource for math in this 2024-25 school year.); support and continued development of the Innovation Lab; and increased collaboration and communication among stakeholders, School Council and the School Board.

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

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

- KCWP1: Design and Deploy Standards
- KCWP 2: Design and Deliver Instruction
- KCWP 6: Establishing Learning Culture and Environment

Indicator Scores

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

Indicator	Status	Change
State Assessment Results in reading and mathematics	● Elementary: Very High ● Middle: Very High	● Elementary: Maintained (however down 1.5) ● Middle: Increased
State Assessment Results in science, social studies and writing	● Elementary: Very High ● Middle: Very High	● Elementary: Increased ● Middle: Increased
English Learner Progress	NA	NA
Quality of School Climate and Safety	● Elementary: High ● Middle: High	● Elementary: Maintained (however down 1.3) ● Middle: Maintained (however down 1.0)

1: State Assessment Results in Reading and Mathematics

Goal 1

Content	Current Status / Goal		Short Term Goal (3 year)		Long Term Goal (5 year)	
	Elementary Students Achieving Proficiency in 2024 (Goal-2025)	**Middle Students Achieving Proficiency in 2024 (Goal-2025)**	**Elementary Students Achieving Proficiency by 2028**	**Middle Students Achieving Proficiency by 2028**	**Elementary Students Achieving Proficiency by 2030**	**Middle Students Achieving Proficiency by 2030**
Reading	**79% (91.6%)**	**87% (89.8%)**	93%	91.5%	93.9%	92.6%
Math	**84% (89.9%)**	**85% (84.3%)**	91.6%	86.9%	92.7%	88.7%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Reading 91.6 percent of elementary students and 89.8 percent of middle school students are expected to be proficient or above on the Kentucky Summative Assessment in the spring of 2025.	KCWP 1: Design and Deploy Standards	Complete LETRS modules	KSA Increased Proficiency in Reading	• Extra Service Contracts • Module Completion Reports	Title 1
		Monitor implementation of HQIR Reading Resource (Amplify)		• Instructional Walkthroughs • PLC Minutes - vertical	NA
		Refine ELA curriculum maps to ensure content and pacing meets student needs	A decrease in the number of students projected to be novice on MAP and KSA	• Curriculum Documents • Formative/Summative Assessments	General Fund / PD
	KCWP2: Design and Deliver Instruction	Increase teacher knowledge by articulating and implementing evidence-based engagement strategies and instructional best practices.		• Professional Development Log • Instructional Walkthroughs • PLC Minutes – horizontal	General Fund / PD
		Increase teacher knowledge by creating opportunities for teachers to observe high quality instruction through peer observations.			

Goal 1

Content	Current Status / Goal		Short Term Goal (3 year)		Long Term Goal (5 year)	
	Elementary Students Achieving Proficiency in 2024 (Goal-2025)	**Middle Students Achieving Proficiency in 2024 (Goal-2025)**	**Elementary Students Achieving Proficiency by 2028**	**Middle Students Achieving Proficiency by 2028**	**Elementary Students Achieving Proficiency by 2030**	**Middle Students Achieving Proficiency by 2030**
Reading	**79% (91.6%)**	**87% (89.8%)**	93%	91.5%	93.9%	92.6%
Math	**84% (89.9%)**	**85% (84.3%)**	91.6%	86.9%	92.7%	88.7%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2: Math 89.9 percent of elementary students are expected to be proficient or above on the Kentucky Summative Assessment in the spring of 2025, with middle school students reaching or Objective 2 Math (cont.) exceeding the 2028 goal of 86.9 percent. (Having already achieved the expected 2025 goal.)	KCWP 1: Design and Deploy Standards	Form committees for selection of HQIR Math resource to adopt / implement in SY25-26 Develop Curriculum Maps to align standards, targets, tasks, and assessment measures.	KSA Increased Proficiency in Math A decrease in the number of students projected to be novice on MAP and KSA	• Adoption Committee Mtg. Minutes • Effective PLC structures as evidenced by minutes, maps, data, and PLC documentation	General Fund/Textbook General Fund/PD
		Complete research and design of the Innovation Lab in support of interdisciplinary curricular use.		• Presentation and support of APS math teachers	General Fund/PD
	KCWP2: Design and Deliver Instruction	Attend NCTM Conference and participate in intentional sharing opportunities with staff.		• Professional Development Log • Instructional Walkthrough • PLC Minutes – horizontal/Vertical	General Fund/PD

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

Goal 2 Goals taken from the KDE School Report Card – Progress Toward State Goals.

	*Current Status / Goal		Short Term Goal (3 year)		Long Term Goal (5 year)	
Content	Elementary Students Achieving Proficiency in 2024 (Goal-2025)	Middle Students Achieving Proficiency in 2024 (Goal-2025)	Elementary Students Achieving Proficiency by 2028	Middle Students Achieving Proficiency by 2028	Elementary Students Achieving Proficiency by 2030	Middle Students Achieving Proficiency by 2030
Science	88% (76.8%)	73% (63.2%)	80.7%	69.3%	83.3%	73.4%
Social Studies	83% (90.3%)	86% (91.6%)	92%	93%	93%	93.9%
Writing	81% (84%)	95% (77.4%)	86.6%	81.2%	88.4%	83.7%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Science Having exceeded or met the short and long term "Progress Toward State Goals", both elementary and middle school are expected to increase their respective proficiency by two percentage points in science on the Kentucky Summative Assessment in the spring of 2025.	KCWP 1: Design and Deploy Standards	Support PLCs and Monitor implementation of Open SciEd units by ensuring lessons are aligned to standards and include learning targets and success criteria.	KSA Increased Proficiency in Science	• Instructional Walkthroughs • PLC Minutes – Vertical • Professional Development Log • Think CERCA online writing program - Usage Reports	NA
		Investigate use of Open ScieEd units in 4th & 5th grades and Purchase additional Open SciEd units.			NA
		Purchase additional Open SciEd units in support of interdisciplinary curricular use.			General Fund/Textbook/Inst Resource
		Attend Open SciEd kick-off training.			General Fund/PD
		Utilize Think CERCA units.			General Fund/PD
	KCWP2: Design and Deliver Instruction	Increase teacher knowledge and use of evidence-based student engagement strategies.		• Professional Development Log • Instructional Walkthrough • PLC Minutes – horizontal	General Fund/PD
		Utilize "lab classrooms" for teachers to engage in learning walks and action research.			

Goal 2 Goals taken from the KDE School Report Card – Progress Toward State Goals.

Content	*Current Status / Goal		Short Term Goal (3 year)		Long Term Goal (5 year)	
	Elementary Students Achieving Proficiency in 2024 (Goal-2025)	Middle Students Achieving Proficiency in 2024 (Goal-2025)	Elementary Students Achieving Proficiency by 2028	Middle Students Achieving Proficiency by 2028	Elementary Students Achieving Proficiency by 2030	Middle Students Achieving Proficiency by 2030
Science	88% (76.8%)	73% (63.2%)	80.7%	69.3%	83.3%	73.4%
Social Studies	83% (90.3%)	86% (91.6%)	92%	93%	93%	93.9%
Writing	81% (84%)	95% (77.4%)	86.6%	81.2%	88.4%	83.7%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2: Social Studies 90.3 percent of elementary students and 91.6 percent of middle school students are expected to be proficient or above on the Kentucky Summative Assessment in the spring of 2025.	KCWP 1: Design and Deploy Standards	Develop SS Curriculum Maps	KSA Increased Proficiency in Social Studies	• PLC Minutes - vertical	General Fund/PD
		Utilize Think CERCA units		• Think CERCA – online writing Usage reports	General Fund/PD
	KCWP2: Design and Deliver Instruction	Attend professional development sessions focused on the "inquiry model" to SS instruction		• Professional Development log	General Fund/PD
		Increase teacher knowledge and use of evidence-based student engagement strategies.		• Professional Development Log • Instructional Walkthrough • PLC Minutes – horizontal	General Fund/PD
		Increase teacher knowledge and use of evidence-based student engagement strategies.			
Objective 3: Writing 84 percent of elementary students are expected to be proficient or above on the Kentucky Summative Assessment in the spring of 2025, while the middle school students having exceeded both long and short term goals will raise their proficiency by 2 percent.	KCWP2: Design and Deliver Instruction	Leadership will monitor writing instruction (during ELA blocks and across content areas) to identify areas for improvement and plan intentional professional learning opportunities to address needs.	KSA Increased Proficiency in Writing	• Professional Development Log • Instructional Walkthrough • PLC Minutes – horizontal	General Fund/PD
	KCWP4: Review, Analyze & Apply Data	Utilize a Writing Screener to determine students in need of intervention.		• MTSS Tiered student lists • Think CERCA Usage Reports	General Fund

3: Achievement Gap

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

Goal 3 Goals taken from the KDE School Report Card – Progress Toward State Goals

Content	Current Status / Goal	
	Elementary Students w/Disabilities Achieving Proficiency in 2024 (Goal-2025)	Middle Students w/Disabilities Achieving Proficiency in 2024 (Goal-2025)
Reading	67% (79.5)	50% (55.4)
Math	67% (65.9)	50% (25.6)

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Reading 79.5 percent of elementary students with disabilities and 55.4 percent of middle school students with disabilities are expected to be proficient or above on the Kentucky Summative Assessment in the spring of 2025.	KCWP2: Design and Deliver Instruction	Implement co-teaching models and offer training in various co-teaching models and offer training in various methods such as stations, parallel teaching, 1 teach/1 assist, 1 teach/1 observe, teaming and alternate teaching ECE teacher participation in vertical and horizontal PLCs.	KSA Increased proficiency in Reading MAP Assessment progress	• Instructional walkthroughs • Professional Development/PLC log • MAP assessment analysis	General Fund / Professional Development

Goal 3 Goals taken from the KDE School Report Card – Progress Toward State Goals

Content	Current Status / Goal	
	Elementary Students w/Disabilities Achieving Proficiency in 2024 (Goal-2025)	**Middle Students w/Disabilities Achieving Proficiency in 2024 (Goal-2025)**
Reading	67% (79.5)	50% (55.4)
Math	67% (65.9)	50% (25.6)

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2: Both elementary and middle school students with disabilities exceeded proficiency or above on the 2024 KSA. In the spring of 2025 students with disabilities will increase their math proficiency scores by 2 percent respectively.	KCWP2: Design and Deliver Instruction	Implement co-teaching models and offer training in various methods such as stations, parallel teaching, 1 teach/1 assist, 1 teach/1 observe, teaming and alternate teaching ECE teacher participation in vertical and horizontal PLCs, as well as co-planning opportunities. Analyze student data to make necessary instructional adjustments for students with disabilities.	KSA Increased proficiency in math MAP Assessment progress Master schedules LRE Review of % of time in general education classroom Student growth data	• Instructional walkthroughs • Professional Development/PLC log • MAPS assessment analysis	General Fund / Professional Development

4: English Learner Progress

Goal 4: Not Applicable

5: Quality of School Climate and Safety

Goal 5

Create and sustain a school-wide, systemic efforts to decrease the perceptions bullying and fairness of rules

Focus	Current Status	
	Elementary Students Responding Positively in 2024 (Goal - 2025)	**Middle Students Responding Positively in 2024 (Goal – 2025)**
Students being/saying mean and hurtful things.	31% (46%)	
Rule Breaking – Students treated the same	49% (64%	23% (43%)

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Mean and Hurtful: Increase the percentage of elementary students who respond positively to the statement "Students being mean or hurtful to other students is NOT a problem at this school" by 15 percentage points.	KCWP 6: Establish Learning Culture and Environment	Implement school-wide PBIS plan	Improved results on the Quality of School Climate and Safety Survey.	Analysis of survey data	NA
		Offer school-wide presentation/guest speakers		Analysis of office discipline referrals	NA
		Utilize high yield behavior MTSS practices		Agendas and minutes from PBIS and MTSS meetings	NA
		Provide bully prevention lessons through tier 1 school counselor sessions, as well as tier 2 and tier 3 MTSS work		School counselor lesson plans	N/A
Objective 2: Treated the Same: Increase the middle school student response by at least 20 percentage points with positive answers to questions of perceptions that all students are treated the same when having broken a school rule. The elementary increase will increase at least 15 percent.	KCWP 6: Establish Learning Culture and Environment	Utilize instructional resource: "Character Strong".	Improved results on the Quality of School Climate and Safety Survey.	Analysis of survey data / Analysis of office discipline referrals / Agendas and minutes from PBIS and M / School counselor lesson plans	General fund

Goal 5

Create and sustain a school-wide, systemic efforts to decrease the perceptions bullying and fairness of rules

Focus	Current Status	
	Elementary Students Responding Positively in 2024 (Goal - 2025)	**Middle Students Responding Positively in 2024 (Goal – 2025)**
Students being/saying mean and hurtful things.	31% (46%)	
Rule Breaking – Students treated the same	49% (64%	23% (43%)

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Use of Anchor time for assuring that all middle school students have a place of belonging within the "House" system.			N/A
		School Counselor lessons			

6: Postsecondary Readiness (High School Only)

7: Graduation Rate (High School Only)

8: Other (Optional)

Goal 8 (State your separate goal.):

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					