

Anchorage Independent School Comprehensive District and School Improvement Plan (CDIP/CSIP)

Rationale

The CDIP is a plan developed by the local school district with the input of parents, faculty, staff and representatives of school councils from each school in the district, 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).

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 district level state assessment results. Long-term targets should be informed by the Needs Assessment for Districts;
- **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 district will focus its efforts upon, as identified in the Needs Assessment for Districts, 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 district 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 districts 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 Districts are optional.

Required Goals

Required Goal 1: Students in the Achievement Gap category will increase in proficiency in Math and Reading during the 2025-2026 school year, as measured by the KSA.

Proficiency percentages: (Achievement Gap goals need only be one year. Goals are set by the State and are taken from the School Report Card.)

Area/ Level	2024 Scores	*2025 Scores	2026 Goal
ES Reading	67	Suppressed	80.7
MS Reading	50	47	57.9
ES Math	64	Suppressed	67.8
MS Math	50	Suppressed	59.8

Objective(s):

To increase, meet or exceed proficiency on the 2026 KSA in Math and Reading, with emphasis on ensuring student growth and learning.

Activities:

1. ESS tutoring sessions will include students with novice or apprentice scores in math and or reading.
2. Professional Learning will include information/training on breaking complex skills into smaller sequential steps as well as methods of providing targeted corrective feedback.
3. Professional learning will include further training on pinpointing specific math and reading skill deficits and selecting the most appropriate Tier I and II strategies.

Progress Monitoring:

Progress monitoring will utilize KSA scores as well as student NWEA MAP scores, regular program and ECE teacher input, Professional Learning teacher surveys, in order to assess progress toward student proficiency in Reading and Math. This will take place three times during the school year, fall, winter and spring.

Funding:

General fund, IDEA funds, Title funds, ESS funds

Required Goal 2: 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 districts.

Three- to Five-Year Goal: All students will increase proficiency in Math and Reading during the 2026-2027 school year, continuing the proficiency growth throughout the three to five year time frame projections. (*Proficiency Goals are set by the state per the School Report Card.)

Proficiency Percentages:

Level/Area	2024	*2025	2026 Goal	2029 Goal	2031 Goal
ES Reading	79	80	92	93.4	94.4
MS Reading	88	89	90.3	92	93.2
ES Math	84	87	90.5	92.2	93.3
MS Math	85	84	85.2	87.8	89.5

Objective(s):

To meet or exceed state projection of KSA student goals over the three to five year time frame with emphasis on ensuring that every student learns and grows.

Strategy:

Identify areas of student weakness, as well as key areas that require vertical and horizontal curriculum alignment through disaggregation and focused utilization of student KSA and NWEA MAP data.

Activities:

1. Professional Learning will center on use of formative and summative data, as well as student work, to form both plans for student growth, as well as in the analysis of horizontal and vertical articulation of curriculum.
2. PLCs meet weekly utilizing KSA and NWEA MAP data disaggregation, as well as classroom formative and summative assessment data, with curriculum planning as a focus.
3. High Quality Instructional Resources (HQIR) will be examined throughout the school year to ensure that the most effective resources are utilized.
4. Grade level and subject level PLCs will examine reading and math curriculum scope, sequence and mapping to assure they are totally aligned with Kentucky Standards and delivered with fidelity.
5. Advanced coursework in ELA will be planned and designed per House Bill 190. (Anchorage Public School already has Math Pathway that includes advanced coursework.)

Progress Monitoring:

Progress monitoring will utilize KSA scores as well as student NWEA MAP scores, and teacher input, in order to assess progress toward student proficiency in Reading and Math. The Academic STAT team which includes the intervention teachers, as well as grade/subject level PLCs, take the lead in monitoring student success in these areas. Grade level PLCs also examine students' test results and plan for both student remediation and enrichment. The STAT team meets four times a year. PLCs meet weekly.

Funding: General Fund, Title Funds, ESS Funds

Alignment to Needs: Optional Goals

Through the Phase Two: Needs Assessment for Districts, priorities were identified, and processes, practices and/or conditions were chosen for focus. Identify any additional indicators that will be addressed by the district 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”, districts 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	No
Quality of School Climate and Safety	Yes
Postsecondary Readiness (high schools and districts only)	No/not applicable
Graduation Rate (high schools and districts only)	No/not applicable

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:

All students will increase proficiency in Science, Social Studies and Writing over a period of three to five years, with current emphasis on increase in *Science proficiency.

Proficiency Percentages:

(*Proficiency Goals are set by the state per the School Report Card.)

Level/Area	2024 Scores	*2025 Scores	2026 Goal	2029 Goal	2031 Goal
*ES Science	89	70	78.1	82	84.6
*MS Science	74	63.2	65.2	71.4	75.5
ES Social Studies	83	90	90.9	92.5	93.6
MS Social Studies	86	86	92	93.4	94
ES Writing	63	87	84.9	87.5	89.3
MS Writing	90	89	78.7	82.4	84.9

Objective(s):

By the end of the 2025-2026 school year, the percentage of students scoring proficiency in Science will increase by 8.1 percent or more at the elementary level and 2 percent or more at the middle school level; with a positive proficiency trajectory continuing in Science, Social Studies and Writing into the following three to five years.

Strategy:

Identify areas of student weakness, as well as key areas that require vertical and horizontal curriculum alignment through disaggregation and focused utilization of student KSA and classroom data.

Activities:

1. Grade level and subject level PLCs will examine science curricula scope, sequence, and mapping to assure that Science curricula are totally aligned with Kentucky Standards, with Social Studies and Writing PLCs doing the same.
2. Released items from the KSA Science will be analyzed regarding student success on those questions.
3. High Quality Instructional Resources (HQIR) will be examined throughout the school year to ensure that the most effective resources are utilized.

Progress Monitoring:

Progress monitoring by grade level PLCs and subject area PLCs will utilize KSA scores as well as teacher input via formative and summative classroom assessments in order to assess progress toward student proficiency in Science, as well as Social Studies and Writing.

Funding: General Fund; Title funds; ESS funds

Priority Indicator #2: Quality of School Climate and Safety

Three- to Five-Year Goal:

Over the three to five year time frame, students will report positive student-centered culture and student relationship perceptions on the Quality of School Climate and Safety Survey (QSCSS).

Objective(s):

Within the three to five year time framework, there will be 75% fewer reports of student bullying, relational issues, and social-emotional issues.

Strategy:

Increase opportunities for students to experience positive peer interaction through academic and social collaboration, as well as intentionally reinforcing a school-wide focus on explicitly teaching and reinforcing expected social behaviors.

Activities:

1. Teachers will increase collaborative learning activities in the classroom setting, the Innovation Lab, STEM Lab and Library.
2. School Counselor will increase structured social-emotional learning opportunities through classroom-based school counseling classes.
3. The Student and Teacher Assistance Team - Behavior (STAT-B) structure will examine the Student Risk Screening Scale-Internalizing and Externalizing (SRSS-IE) data three times a school year to plan tiered interventions for identified students.
4. Staff Professional Learning will be provided on STAT-B structure and utilization of CORE Essential Values (elementary) and Character Strong (middle) classroom-based social-emotional learning resources, Positive Behavior Intervention Systems, and engaging collaborative learning.
5. Increase the number of opportunities for parents to engage and partner with the school by providing parent workshops and informational sessions.

Progress Monitoring:

The following sources of data will be used for progress monitoring. (This will take place four times a year with the STAT team, during the weekly PLC teacher meetings, by the administrative staff on a monthly basis)

1. QSCSS data
2. SRSS-IS data
3. Referral Data
4. Counselor data
5. Parent input
6. Professional Learning surveys

Funding:

General Fund, Title Fund