

Prairie Creek
College Community School District
 School Improvement Plan
 2025-2026

Principal	Cadre Members	PLC Facilitators	Grade Levels Served	Number of Certified Staff	Number of learners*
Jennifer McDonnell	Lauren Manning Jodie Yuska Amber Williams Suzie Netolicky Alysia Rohovit Dan Dyrland Amanda Boyer Kyle Wolter Amanda Cox Dyan Sundermeyer	Bridget Curtis Blayne Willadsen Sally Gilkes	5th and 6th	66	865
Associate Principals					
Kara DeBerg				Number of Classified Staff	
				23	
% learners of Low SES*	% learners with IEPs*	% learners of Color*	Special Education Programs	Other Special Programs	% ELL learners
40.92%	13.64%	32.14%	- Level 1 & 2 Academic - Level 1 & 2 Behavior - Level 2 & 3 Autism - Level 2 & 3 Intellectual Disabilities - Level 3 Discovery	GT	7.05%

*Data in these fields is from April 1 of the previous school year. See School Improvement Demographic Data link in Data Resources Section below.

QUICK LINKS

<u>Definition and Rationale</u>	<u>Timeline for Process</u>	<u>Student Goals</u>	<u>PL Implementation Goals</u>	<u>Year-End Analysis of Results</u>	<u>Year-End SIP Summary</u>	<u>Resources and References</u>
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School Improvement Planning: Definition and Rationale

College Community Schools are committed to continuous improvement processes. Each school's Cadre team analyzes data from a variety of sources to create an individualized School Improvement Plan to establish student growth goals and to establish goals related to teachers' implementation of best practices. These goals and their related action steps align with the district's Ten Year Strategic Plan.

From [Best Practices for School Improvement Planning](#), Hanover Research, 2014:

"Research and expert interviews define school improvement and continuous improvement planning as a systematic way of planning school improvement and tracking it over time. According to one definition, a school improvement plan is a "road map that sets out the changes a school needs to make to improve the level of student achievement, and shows how and when these changes will be made." A different explanation adds that school improvement involves "quality improvement," which it defines as "the disciplined use of evidence-based quantitative and qualitative methods to improve the effectiveness, efficiency, equity, timeliness, or safety of service delivery processes and systems." As districts engage in school improvement and continuous improvement planning processes, they must embed this concept of quality improvement into the daily activities and tasks of its various actors....School improvement and continuous improvement are distinct from processes such as institutional research and audits, as they aim to reduce the gap between a school's current level of performance and its actual potential."

Timeline for School Improvement Planning Process

Step	Description	Timeframe	Enter date of completion
Gather and review current data	The building principal and the Cadre team analyze a variety of data sources to determine areas of need including student achievement data, teacher implementation data, and staff feedback.	June/August	May 2025
Write the plan	The building principal and the Cadre team complete the components of the School Improvement Plan.	June/August	August 8
Review & feedback	The building principal participates in a review process with their supervisor.	By August 15	July 14
Submit plan	The building principal submits a copy of the School Improvement Plan to their supervisor and links it on the Lead Learner under Building Specific Docs (shared so “Anyone with the link” can View).	By August 23	July
Communicate new plan with staff	The building principal and Cadre team introduces staff to the new School Improvement Plan.	September	Aug 13
Revisit plan goals, action steps, and organize resources	Structure time during the afternoon of Joint Cadre Day #1 or during other building-based Cadre meetings to review the school improvement plan goals and action steps.	October 20	October 20
Professional Learning Plans	Teachers create their Individual Career Development Plans which are aligned to the School Improvement Plan.	October 15	September 22
Communicate plan with school board	School leaders present information annually to the school board.	Fall Board Meeting	December 15
Revisit plan goals, action steps, and organize resources	Structure time during the afternoon of Joint Cadre Day #2 or during other building-based Cadre meetings to review the school improvement plan goals and action steps.	January - February	
Schedule SAMI with Cadre and AEA School Improvement Consultant	The SAMI process provides a structure for leadership teams to determine strengths and areas for improvement in their establishment of an effective MTSS system. This information can inform aspects of the School Improvement Plan for the coming year.	Spring	November 3

Revisit plan goals, action steps, and organize resources	Structure time during the afternoon of Joint Cadre Day #3 or during other building-based Cadre meetings to review the school improvement plan goals and action steps.	April - May	
Complete the Year-End School Improvement Plan Analysis of Results & Summary	Building principals and Cadre teams analyze year end data and summarize results.	May - June	
Gather feedback from staff about plan for upcoming year	Building principals and Cadre teams provide an opportunity for staff to provide feedback about the School Improvement Plan for the upcoming school year.	May - June	
Communicate with staff: end-of-year results	Building principals and Cadre teams lead the school staff in summatively analyzing the data related to the Student Goals and the Professional Learning Implementation Goals.	June and/or August	

Student Goals “Lagging Indicators”

☰ School Improvement Plan Formative and Summative Data Indicators and Reference Points

Academic and SEBH Student Goals will be tied to **summative data sources** and be targeted to the **Universal Tier Population** related to **student learning** and written in a SMART goal format. Other goals could be targeted to either the Universal Tier Population or a specific Subgroup.

Leadership teams should develop student goals in alignment with the Summary Statements of Prioritized Content Area(s) from the ESSA Data Review.

	Building Goal	Alignment to CCSD Ten Year Strategic Plan
Academic (Literacy or Math)	By June of 2026, Creek learners will increase their performance on the Iowa Statewide Assessment of Student Progress (ISASP) with each 5th and 6th grade cohort improving the percentage of learners scoring “Proficient” and “Advanced” by at least 5 percentage points in Literacy, Math, and Science compared to the previous year, or reaching a minimum of 80% of learners proficient. In three years our students with IEPs will perform above the	Outcome 1: High Levels of Achievement Key Performance Indicators 1.1 Iowa School Performance Profile areas in which CCSD exceeds the state average 1.2 Schools rated as commendable, high performing, or exceptional on the Iowa School Performance Profile 1.3 Schools meeting or exceeding the cut score for no support

	state average in the areas of math and reading. 2024-2025 Data <table border="1"> <tr> <td data-bbox="359 220 617 396"> ELA: 4th: 79% - 8 learners to reach 80% 5th: 72% - 21 learners to reach 77% </td><td data-bbox="617 220 879 396"> Math: 4th: 74% - 23 learners to reach 79% 5th: 67% - 21 learners to reach 72% </td><td data-bbox="879 220 1142 396"> Science: 5th: 61% </td></tr> <tr> <td data-bbox="359 396 617 571"> ELA w/IEP 4th: **% - 8 learners to reach ~**% 5th: **% - 8 learners to reach ~**% </td><td data-bbox="617 396 879 571"> Math w/IEP 4th:***% - 8 learners to reach ~***% 5th: ***% - 8 learners to reach ~***% </td><td data-bbox="879 396 1142 571"></td></tr> </table>	ELA: 4th: 79% - 8 learners to reach 80% 5th: 72% - 21 learners to reach 77%	Math: 4th: 74% - 23 learners to reach 79% 5th: 67% - 21 learners to reach 72%	Science: 5th: 61%	ELA w/IEP 4th: **% - 8 learners to reach ~**% 5th: **% - 8 learners to reach ~**%	Math w/IEP 4th:***% - 8 learners to reach ~***% 5th: ***% - 8 learners to reach ~***%		required on the Iowa School Performance Profile 1.4 Learners with Individual Education Plan (IEP) demonstrating measurable progress toward annual IEP goals
ELA: 4th: 79% - 8 learners to reach 80% 5th: 72% - 21 learners to reach 77%	Math: 4th: 74% - 23 learners to reach 79% 5th: 67% - 21 learners to reach 72%	Science: 5th: 61%						
ELA w/IEP 4th: **% - 8 learners to reach ~**% 5th: **% - 8 learners to reach ~**%	Math w/IEP 4th:***% - 8 learners to reach ~***% 5th: ***% - 8 learners to reach ~***%							
SEBH (Attendance, Discipline, Suspensions, CFL, School Perceptions)	By June of 2026, Creek learners will improve their attendance across three key indicators: ● Increase the overall attendance rate from 93.87% to 95.6%. ● Decrease the percentage of learners who are chronically absent by at least 5%, reducing it from 13.97% in the 2024-2025 school year. ● Ensure that core classes have 92% of Creek learners in attendance ○ Spring 2025 data to establish the baseline. ○ 92% accounts for daily average attendance at 95.6% and 36 students (one per core class) being out of class. In three years students with IEPs will meet or exceed state averages in attendance growth and have a lower percentage than the state average of chronically absent students.	Outcome 1: High Levels of Achievement Outcome 2: Career and Life Ready Learner Key Performance Indicators 2.1 Agree/strongly agree index score for “Connectedness” on the School Perceptions Student Survey 2.7 Percent of learners with 1 or no major or serious behavior referrals 4.3 Learners who attend more than 90% of school time						

Professional Learning Implementation Goals “Leading Indicators”

 School Improvement Plan Formative and Summative Data Indicators and Reference Points

Develop 2 - 3 Professional Learning Implementation Goals tied to **summative data sources** related to **professional learning**

implementation and written in a SMART Goal format.

Leadership Teams should develop Professional Learning Implementation Goals in alignment with the Priority Summary Statements from the ESSA SAMI Notecatcher.

Professional Learning Implementation Goal #1: By June of 2025, Creek’s SAMI (Self-Assessment of MTSS Implementation) Leadership Rating will increase by strengthening MTSS Implementation with a specific focus on family engagement.		SAMI Conceptual Area and Anchor Statement: Leadership Based on our overall Leadership rating of 81% and team discussion, our strength is knowledge and skills as a leadership team (Cadre). We need to review and refine our MTSS Implementation to include stronger family engagement with a specific focus of increasing the skills of families to support their learners.	
Professional Learning Implementation Goal #1 is tied to the following Student Goal/s: • By June of 2026, Creek learners will increase their performance on the Iowa Statewide Assessment of Student Progress (ISASP) with each 5th and 6th grade cohort improving the percentage of learners scoring “Proficient” and “Advanced” by at least 5 percentage points in Literacy, Math, and Science compared to the previous year, or reaching a minimum of 80% of learners proficient. • By June of 2026, Creek learners will improve their attendance across three key indicators: ○ Increase the overall attendance rate from 93.87% to 95.6%. ○ Decrease the percentage of learners who are chronically absent by at least 5%, reducing it from 13.97% in the 2024-2025 school year. ○ Ensure that 92% of Creek learners are present at in their core classes during data collection			
Professional Learning Implementation Goal #1 is aligned to these aspects of CCSD’s Ten Year Strategic Plan: • Outcome 4: Authentic Family and Community Engagement ○ 4A. Transparent and accessible communication will cultivate trust and belonging. ○ 4B. Two-way communication strategies will engage families in the sharing of information to maximize learner success.			
What formative data sources related to student learning will we collect and analyze as we work toward this goal? (List below.) • Office referrals/Panorama trend data - Perceptions data - Conditions for learning - core class attendance What formative data sources will we collect and analyze related to professional learning implementation as we work toward this goal? (List below. Make sure to only list those data sources that can feasibly be collected <i>and</i> analyzed.) • TCIT observations/coaching, PL Slides, Evaluation cycles completed, New Teacher PL, Great Start Conference Attendance, Student Led Conference Attendance			
Action Step (include an additional row below for each Action Step)	People Responsible	Timeframe	Phase of Change

			➤ Beginning ➤ Adjusting ➤ Sustaining ➤ Securing
Develop and share a role/responsibility chart of family engagement within MTSS	Cadre	August	Adjusting
Implement quarterly check-ins on clarity and implementation of roles. Gather feedback on role effectiveness via short team survey.	Admin	October, December, March, May	Beginning
Implement Great Start Conferences	All Staff	August	Beginning
Schedule protected monthly time for Cadre • Calendar Review • Vibe Check ○ Predictability ○ Professional Learning ■ SEBH and PLC share out • Data Review ○ Academic ○ SEBH (attendance in class)	Admin and TLS	August	Sustaining
Pilot a VIP family outreach list for conferences based on MTSS/SIP data. October: Student with IEP and Focus Student for chronically absent called	Cadre	August, October, March	Beginning
Provide family-facing resources or training tied to behavior supports, or habits of success. • October: Digital Awareness presentation • March:	Cadre	October, March	Beginning

Use platforms like Remind or social media to share practical MTSS-aligned tips and celebrations. • Add a summary of SEL learning in each neighborhood newsletter • Attendance learning to parents Monthly- appointments not whole day • IEP PLC sending monthly TIPS to families	Admin and TLS	Monthly during the school year	Beginning
Use SOAR breakfast, Open House, and 6th-grade parent exit survey to gather family feedback. • Create a feedback summary report shared with staff and stakeholders. • Identify a communication plan for sharing what we've heard and how we're responding.	Admin	August (Great Start Conf), October (SOAR Breakfast), November (Conferences), February (SOAR Breakfast), March (Conferences), May (SOAR Breakfast, 6th grade exit survey)	Beginning
Student committee to create a voice in how we get everyone in class. SEL Lessons will be the avenue to share with students	Facilitators/Counselors	September	Beginning
Shared Progress Monitoring information with parent with a Link to Panorama and Achieve	All Staff	September	Sustaining

Professional Learning Implementation Goal #2: By June 2025, Creek will use PLC+ structures to analyze student academic and social-emotional data—including subgroup performance—and adjust instructional practices accordingly.	SAMI Conceptual Area and Anchor Statement: Assessment & Data-Based Decision-Making Based on our overall ADBDM rating of 48% and team discussion, we have systems to administer and analyze data (protocols). Next steps include implementing strong PLC+ structures to support data-based decisions.
Professional Learning Implementation Goal #2 is tied to the following Student Goal/s: • By June of 2026, Creek learners will increase their performance on the Iowa Statewide Assessment of Student Progress (ISASP) with each 5th and 6th grade cohort improving the percentage of learners scoring “Proficient” and “Advanced” by at least 5 percentage points in Literacy, Math, and Science compared to the previous year, or reaching a minimum of 80% of learners proficient.	

- By June of 2026, Creek learners will improve their attendance across three key indicators:
 - Increase the overall attendance rate from 93.87% to 95.6%.
 - Decrease the percentage of learners who are chronically absent by at least 5%, reducing it from 13.97% in the 2024-2025 school year.
 - Ensure that 95% of Creek learners attend 100% of their core classes daily

Professional Learning Implementation Goal #2 is aligned to these aspects of CCSD's Ten Year Strategic Plan:

- Outcome 3: Employee Engagement, Growth, and Excellence
 - Priorities: 3A. Professional learning, coaching and mentorship will be targeted around best practices for instruction and school operations. 3D. Every employee will recognize their positive impact on learners.

What formative data sources related to **student learning** will we collect and analyze as we work toward this goal? (List below.)

- DCAs, Office Referrals, aReading, iReady

What formative data sources will we collect and analyze related to **professional learning implementation** as we work toward this goal? (List below. Make sure to only list those data sources that can feasibly be collected *and* analyzed.)

- PLC agendas/notes, Tier 1 team meetings

Action Step (include an additional row below for each Action Step)	People Responsible	Timeframe	Phase of Change ➤ Beginning ➤ Adjusting ➤ Sustaining ➤ Securing
Improve Data System Access and Use: Train new staff in the use of Panorama Clarify and consistently communicate how to access, interpret, and use data as an early warning system (EWS).	Admin and TLS	Monthly	Beginning
Fidelity checklists to monitor assessment administration. PLCs discuss and schedule assessments Create and use a consistent slide deck to introduce assessments Behaviors - expectations	Admin and TLS	Ongoing	Beginning
Design or adopt a school-based SEBH office referral review process More specific tier 1 discussions on neighborhood needs support and track CICO systems for consistency and follow-up.	TLS	August	Adjusting
Regularly disaggregate data by subgroup in PLC meetings, ensuring decision rules are applied consistently. Special Ed PLC ensuring that supports for students are in line with the	TLS and Cadre	Ongoing	Adjusting

core data that students have (i.e. if a student is not proficient in math but does not have a goal area, consider whether additional SDI and goal area is needed, or can it be addressed in a different way such as targeted intervention). Create a subgroup list of learners requiring targeted interventions and complete progress monitoring weekly			
Implement a Cadre-led process for reviewing performance data, sharing feedback, and monitoring next steps.	Cadre	Monthly	Adjusting
PL on accommodations, Read and Write for Google, and tools on ISASP PL to understand accommodations to keep rigor at grade level	Coaches in PLC+ (Maybe add Ariaana and Alysia)	January	Beginning
PLCs will use the standards along with the core resources to provide cognitive complexities of standards to all learners. Times to monitor this: Lesson Study Coaching Cycles Evaluation Observations	Coaches and Evaluations	November-January	Beginning
Develop structure to have Special Education and General education teacher collaboration to gain an understanding of the performance level in each setting to support academic and behavioral growth		August: All staff preservice December: SpEd PLC offer PL	

Year-End Analysis of Results

This section will be completed late in the school year to summarize the school's final results as related to the Student Goals and Professional Learning Goals of the School Improvement Plan. This section of the plan will also be used in the development of the School Improvement Plan for the subsequent school year.

Student Outcome Data What does our data tell us about our learners' learning this year?	Professional Learning Outcome Data What does our data tell us about our teachers' implementation?
SAMI Results What did we learn about our school's strengths and areas for growth within the MTSS process?	SAMI Action Plan What action steps within our SAMI Action Plan would connect to our overall school improvement efforts for the upcoming school year?

Year-End School Improvement Plan Summary

Student Goals		Summative Data Statement	Goal met? Yes/No	What actions were taken or missing that contributed to these results?
Academic	(list goal here)			
SEBH	(list goal here)			
Other (optional)				

Professional Learning Implementation Goals		Summative Data Statement	Goal met? Yes/No	What actions were taken or missing that contributed to these results?
#1	(list goal here)			
#2	(list goal here)			
#3	(list goal here)			

(add additional rows if needed)

Resources and References for SIP Development

	State and/or National
District Documents	Prairie Personalized v3.0 CCSD Strategic Plan 24-25 CCSD Strategic Plan 23-24 CCSD Strategic Plan 22-23 CCSD Strategic Plan 21-22
Building-Based	<i>Link additional building-based resources here (optional):</i>

Resources	Creek Intermediate: Targeted Year 1 IEP • Prairie Creek ESSA Check-in Agenda/Notes • Creek ESSA Data Review Supplemental Guide 24-25 • Creek SAMI Note Catcher • Creek ESSA Action Plan 23-25 • Creek ESSA Action Plan/SIP 25-26
Calendars and Schedules	2024-2025 Professional Learning Schedule 2024-2025 PK-12 New Teacher Orientation Week Schedule
Data Resources	School Improvement Plan Demographic Data MAP ISASP by Building ISASP - District by GL Performance Profiles, Iowa Department of Education FAST Reading Data Attendance: Available in Five Lab Major Data: Available in Five Lab Conditions for Learning
School Improvement Planning Documents	Formative and Summative Data Indicators for Student Goals and Reference Points SMART Goals Last year's SIP CCSD Change Management Process