

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

Principal	Cadre Members	Grade Levels Served	Number of Certified Staff	Number of Students*	
Spence Evans - PHS Kane Thompson - Delta	Katie Mullins - ELA Colin O'Brien - Spanish Ben Van Hemert - Math Becky Gearheart - At Risk Abby Becicka - IC Paul Knaus - IC Mike Reshetar - Student Services Justin Sands - Choir	10-12	77	Sophomores: 455 Juniors: 420 Seniors: 410 Total Enrollment: 1285	
Associate Principals					
Kelly Klekar - AP Vanessa Kelley - Dean Derek Roberts - Dean			Number of Classified Staff		
			30		
% Students of Low SES*	% Students with IEPs*	% Students of Color*	Special Education Programs	Other Special Programs	% ELL Students
31.91%	11.01%	40.41%	504 Plans Level I Level II Level III Prairie Transition Program Talented & Gifted	Advanced Placement APEX Learning Co-taught courses Delta alternative ed Dual credit partnership iJag 3DE PAES Lab Prairie Access Virtual MTSS Tiers I-III supports Prairie Rise Prairie Wood	10.93%

*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	
Write the plan	The building principal and the Cadre team complete the components of the School Improvement Plan.	June/August	
Review & feedback	The building principal participates in a review process with their supervisor.	By August 15	
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	
Communicate new plan with staff	The building principal and Cadre team introduces staff to the new School Improvement Plan.	September	
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.	September, October	
Professional Learning Plans	Teachers create their Individual Career Development Plans which are aligned to the School Improvement Plan.	October 15	
Communicate plan with school board	School leaders present information annually to the school board.	Fall Board Meeting	
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	

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, 80% of students will reach standard proficiency across all content areas.	Highly effective Professional Learning Communities will use strong assessment systems for learning and of learning to determine teaching and learning decisions.
SEBH (Attendance, Discipline, Suspensions, CFL, School Perceptions)	By June of 2026, 100% of PHS student survey respondents will identify at least one trusted adult with whom they have a connection.	School environments will foster resilient learners who successfully navigate adversity, nurture positive relationships, and thrive.
Other *optional (Science, Writing, Prairie Ready, additional Academic or SEBH goal, Subgroup goal)	By June of 2026, chronic absenteeism will be reduced for all students from 24% to 21% or less through strengthening of the MTSS system and support of staff capacity to implement interventions.	Academic programming will be personalized and responsive to the needs of all learners.

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 2026, we will improve instructional planning and responsiveness by supporting all teachers in designing lessons that include multiple checks for understanding and clear success criteria, and by using student evidence to adjust instruction in real time. Progress will be measured through classroom walkthrough data, lesson plan reviews, and PLC agenda analysis.	SAMI Conceptual Area and Anchor Statement: Assessment & Data-Based Decision Making Based on our overall Assessment & Data-Based Decision Making rating of 71% and team discussion, we need to prioritize analyzing formative assessment to drive adjustments to instruction.		
Professional Learning Implementation Goal #1 is tied to the following Student Goal/s: By June of 2026, 80% of students will reach standard proficiency across all content areas.			
Professional Learning Implementation Goal #1 is aligned to these aspects of CCSD’s Ten Year Strategic Plan: Engage in ongoing PLC cycles to identify and improve instructional practices in response to student needs in real time.			
What formative data sources related to student learning will we collect and analyze as we work toward this goal? (List below.) - DCA data - Quarterfinal data - Standard Proficiency data 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.) - PLC agenda artifacts - Lesson plans - Instructional round/classroom walkthrough data			
Action Step (include an additional row below for each Action Step)	People Responsible	Timeframe	Phase of Change

			> Beginning > Adjusting > Sustaining > Securing
Deliver differentiated professional learning tied to assessment architecture, instructional agility, and student ownership. • Special attention to pre-assessment, learning progressions, success criteria, and formative assessment. • Teachers will create and submit quarterly lesson plans that include alignment to effective lesson plan success criteria.	Instructional Coaches, Cadre	August PL Sept. 22 PL Feb. 2 PL Apr. 20 PL	Sustaining
Engage in instructional rounds to generate data related to possible problems of practice in the areas of formative assessment. Analyze feedback to make adjustments.	Instructional Coaches, Cadre, Admin	November February	Adjusting
Support weekly PLC meetings in a targeted rotation based on student data and/or curriculum needs, with an emphasis on use of PLC+ strategies and learning.	Instructional Coaches, Admin	Ongoing	Sustaining
PLC Facilitators will engage in learning and support teachers to reflect on formative assessment data to guide instructional decisions by tracking and monitoring standard attainment data in the PLC agenda.	PLC facilitators, Instructional Coaches	Ongoing	Adjusting
Teams with summative DCA data below 60% proficiency will receive tailored support in lesson and assessment design, monitored by micro-teaching and/or learning walks as appropriate.	Instructional Coaches	As needed	Adjusting
All teachers will design a PLP goal tied to the use of instructional agility, assessment architecture, and/or student investment.	Teachers	Sept. 22 PL, ongoing	Sustaining
Teachers of sheltered ELL sections will receive differentiated learning tied to use of SIOP strategies.	Instructional Coaches, Admin	August PL, ongoing	Beginning
New teachers will engage in learning around high impact collaborative instructional strategies.	Instructional Coaches	Half day Fall	Adjusting

Professional Learning Implementation Goal #2: By June 2026, all teachers will implement Effective Classroom Practices and Warm Demander principles in their classrooms to build student efficacy and improve teacher to student relationships. This will be measured by observations and student survey data.		SAMI Conceptual Area and Anchor Statement: Universal Tier Based on our overall Universal Tier rating of 60% and team discussion, we have clear learning progressions and a greater focus on formative assessment. We need to increase our student engagement and assess if we are implementing our instructional strategies as intended.	
Professional Learning Implementation Goal #2 is tied to the following Student Goal/s: By June of 2026, 100% of PHS student survey respondents will identify at least one trusted adult with whom they have a connection.			
Professional Learning Implementation Goal #2 is aligned to these aspects of CCSD’s Ten Year Strategic Plan: Foster caring relationships and a sense of belonging with and among all students and families.			
What formative data sources related to student learning will we collect and analyze as we work toward this goal? (List below.) - Student survey data - Teacher survey data 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.) - Classroom walkthrough data			
Action Step (include an additional row below for each Action Step)	People Responsible	Timeframe	Phase of Change ➤ Beginning ➤ Adjusting ➤ Sustaining ➤ Securing
At least 97% of students take the Student to Adult Connection survey measuring student-perceived connections to adults. Deans will pull students who have not completed the survey in order to achieve 97%.	PHS Students, Deans	October April	Sustaining
Teachers take Adult to Student Connection surveys measuring adult-perceived	Admin, Teachers	October	Sustaining

connections to students.		April	
Deliver PL tied to Warm Demander Teacher principles, Effective Classroom Practices, and <i>Despite the Best Intentions</i> . <i>*Incorporate learning from Kids First Law Conference (Becky and Deans)</i>	Instructional Coaches, Deans, Cadre, Admin	August PL Nov. 3 PL Feb. 2 PL Mar. Walkthru	Beginning
Counselors will ask assigned students about adult connections and share with Cadre.	Counselors, Cadre	Fall meetings 12th - Sept 11th - Oct 10th - Nov Spring meetings	Adjusting
Counselors will ask assigned students about adult connections. Counselors and Deans will then establish intensive plans for students without connections and carry out the following: • Cross-reference students who claim no connection with students who are chronically absent. • Facilitate a plan between the teacher who claimed a connection and the student who claimed no connection. • Dean will meet with the student's counselor to discuss the context surrounding the student and analyze possible reasons for their response on the survey. This team will decide who will be a "staff mentor" for this student. • Meet with students to discuss/brainstorm who in the building they might have a connection with.	Counselors, Deans, Cadre	Counselor Fall & Spring Meetings Intensive Plan Meetings: Nov/Dec, Apr/May	Adjusting
Team of volunteer teachers and Cadre will engage in a book study in conjunction with analysis of subgroup data to practice using strategies, monitor implementation, and generate a long term plan for addressing the needs of all students.	Instructional Coaches, Volunteer Teachers, Deans	Ongoing	Beginning

Professional Learning Implementation Goal #3: By June 2026, our professional learning team will facilitate monthly collaborative learning sessions for all instructional staff focused on increasing staff capacity to analyze attendance data, build positive student engagement strategies, and implement Tier 1 and Tier 2 attendance supports.	SAMI Conceptual Area and Anchor Statement: Universal Tier Based on our overall Universal Tier
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	rating of 60% and team discussion, we have clear learning progressions and a greater focus on formative assessment. We need to increase our student engagement and assess if we are implementing our instructional strategies as intended.		
Professional Learning Implementation Goal #3 is tied to the following Student Goal/s: By June of 2026, chronic absenteeism will be reduced for all students from 24% to 21% or less through strengthening of the MTSS system and support of staff capacity to implement interventions.			
Professional Learning Implementation Goal #3 is aligned to these aspects of CCSD’s Ten Year Strategic Plan: Strengthen our Multi-Tiered System of Supports for academic, social, emotional, and behavioral health (SEBH) with a focus on identifying and developing essential practices in the Universal Tier.			
What formative data sources related to student learning will we collect and analyze as we work toward this goal? (List below.) - Early warning system data - Absenteeism data 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.) - GLT meeting intervention logs - Student attendance team feedback			
Action Step (include an additional row below for each Action Step)	People Responsible	Timeframe	Phase of Change > Beginning > Adjusting > Sustaining > Securing
Develop a diverse attendance team and establish a bi-weekly meeting time to address the following tasks: - Utilize early warning system to predict student that are at risk of becoming chronically absent - Complete root cause analyses as appropriate - Develop an intervention plan - Determine protocol for teacher communication	Deans, Attendance Team	August, ongoing	Beginning

Develop professional learning tied to attendance protocols, purposes, and student engagement strategies.	Deans, Attendance Team, Cadre	August PL Nov. 3 PL Feb. 2 PL April 20 PL	Beginning
Refine and communicate attendance response protocols.	Admin	August, ongoing	Adjusting
Diverse student attendance team will meet monthly and discuss attendance trends, initiatives, and plan for attendance celebrations.	Deans, Attendance Team	August, ongoing	Adjusting
Improve outreach to families through increased messaging about the importance of attendance.	Admin, Teachers	August, ongoing	Adjusting

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 students' 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 Resources	<i>Link additional building-based resources here (optional):</i> SAMI Last year's SIP
Calendars and Schedules	August Workshop Schedule , 2025-2026 Professional Learning Schedule , 2025-2026
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 Our school's plan from last year (each school link here for reference) CCSD Change Management Process