

Prairie Point Middle School
College Community School District
 School Improvement Plan
 2025-2026

Principal	Cadre Members	Grade Levels Served	Number of Certified Staff	Number of Students*	
Paul Williamson	Diane Trpkosh Kara Gosiak Jesse Gearheart Paige Brehm Sophia Martinez Krystle Davis Kelsey Virkler Robyn Schultz	7th-8th	70	860	
Associate Principals					
Shaun Marden			Number of Classified Staff		
			47		
% Students of Low SES*	% Students with IEPs*	% Students of Color*	Special Education Programs	Other Special Programs	% ELL Students
40.93	12.33	32.09	Level 1 Level 2 Level 2/3	Gifted and Talented English Language Learners At-Risk	8.26

*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

Definition and Rationale	Timeline for Process	Student Goals	PL Implementation Goals	Year-End Analysis of Results	Year-End SIP Summary	Resources and References
--	--------------------------------------	-------------------------------	---	--	--------------------------------------	--

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.	May	May 2025 Joint Cadre
Write the plan	The building principal and the Cadre team complete the components of the School Improvement Plan.	May/June/August	May 2025 shell created with Cadre
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.	August Workshop	August Workshop
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	Sept 22nd.
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)	Goal for June 2026: Increase the percentage of students in grades 7-8 who achieve “proficient” and “advanced” scores on the Iowa State Assessment of Student Progress in the subjects of English Language Arts (ELA) and Math by 5% compared to the previous year. ELA 7th: 68% P & A as 6th graders ELA 8th: 66.67% P & A as 7th graders Math 7th: 59% P & A as 6th graders Math 8th: 66.42% P & A as 7th graders NEED TO ADD SPED GOALS HERE	1C. 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 the end of May 2026, chronic absenteeism for all students to be at or below 10%. (All percentages are from Spring 2025) A specific focus will be on decreasing chronic absenteeism for students with an IEP (30.83% EOY 24-25)	2D. School environments will foster resilient learners who successfully navigate adversity, nurture positive relationships, and thrive.
Other	By the end of May 2026, 85% of students or more will be “on	By the end of May 2026, 85% of students or more will be “on

*optional (Science, Writing, Prairie Ready, additional Academic or SEBH goal, Subgroup goal)	track” for Behavior based on the Panorama (State Department of Ed) data tracking. As of June 12th 2025 87% of students are on track for behavior: 7th grade 88% 8th grade 85% SHOULD WE REMOVE THIS GOAL AND ADD SCIENCE HERE?	track” for Behavior based on the Panorama (State Department of Ed) data tracking.
--	--	--

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 2026 all PLCs will develop an assessment cycle schedule and identify when data conversations at the formative and summative level will take place.	SAMI Conceptual Area and Anchor Statement: Assessment and Data Based Decision Making
Professional Learning Implementation Goal #1 is tied to the following Student Goal/s: - By June 2026, increase the percent of students in each grade level cohort, 7-8, who score “proficient” and “advanced” on the Iowa State Assessment of Student Progress from the previous year in the subject area of ELA and Math by 5%. - ELA 7th: 68% P & A as 6th graders	

- ELA 8th: 66.67% P & A as 7th graders
- Math 7th: 59% P & A as 6th graders
- Math 8th: 66.42% P & A as 7th graders

Professional Learning Implementation Goal #1 is aligned to these aspects of CCSD's Ten Year Strategic Plan:

- 1C. Highly effective Professional Learning Communities will use strong assessment systems for learning and of learning to determine teaching and learning decisions.

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

- MAP Scores
- Certified Standard Attainment
- DCA Data through 5 Lab
- Formative Data through 5 Lab
- ISASP Data
- Panorama Data for intervention
- Prairie Time intervention 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 *and* analyzed.)

- PLC Conversation data tracked by coaches and admin
- Literacy, Math, Science implementation plans
- Implementation plan for Assessment Collaborative Coaching Academy
- Gradebook Audits
- Highly effective instructional strategies implemented

Action Step (include an additional row below for each Action Step)	People Responsible	Timeframe	Phase of Change ➤ Beginning ➤ Adjusting ➤ Sustaining ➤ Securing
Monthly professional learning for PLC facilitators focused on PLC+ cycle • Learning tied to data gathered during PLC tied to the PLC+ cycle. ◦ PLC collection form • Learning tied to Assessment Collaborative Coaching Academy • Focus data conversations around subgroups	Diane, Kara, Admin	Monthly	Sustaining
Gradebook audit	Coaches	Weekly	Adjusting

- Updated weekly and monthly transparency to PLC Facilitators - Monthly reviewed in PLC			
Implementation of data analysis protocol supported by Assessment Collaborative Coaching Academy	Coaches, Cadre PLC Facilitators	Continuous	Beginning
Learning walks for PLC Facilitators and all staff. - Once a semester PLC Facilitators will observe another PLC meeting with a structured protocol for observation - Cadre classroom observations with a targeted focus twice a year - Systemic focus on improvement - Build district-wide collaboration around teaching and learning - Gather evidence and feedback related to our identified problem of practice - Identify areas to CELEBRATE our work	Coaches, PLC Facilitators, Cadre	1x a semester	Adjusting
Creation of assessment schedule during prior to unit work - Teacher and student clarity - Assessment schedule supports data analysis days - Documented in PLC+ Notes	Teachers	Continuous	Adjusting
Assessment feedback sharing–How are we using the results? What are we sharing with students and how? - Focus is on developing a continuous feedback loop and building student ownership through timely feedback. - Includes formative and summative feedback	Teachers	Continuous	Beginning
Continue with Honor Roll and High Honor Roll Beginning of the year roll out and explanation during Point 101	Counselors	End of semester	Sustaining
11/4: Audit for reverse consult classes to compare DCA data to ISASP proficiency. This will allow us to determine if students are proficient in both areas, 1 area, or no areas and what their goal area is compared to proficiency.			
11/4: Celebration of growth towards IEP goal area. Small celebration with roster teacher when growth is made. Students with a BIP–celebrations when there is progress made.			

Professional Learning Implementation Goal #2: By June 2026 all teams will see a decrease in chronic absenteeism.		SAMI Conceptual Area and Anchor Statement: Assessment and Data-Based Decision Making	
Professional Learning Implementation Goal #3 is tied to the following Student Goal/s: - By the end of May 2026, chronic absenteeism for all students to be at or below 10%. A specific focus will be on decreasing chronic absenteeism in the following student subgroups: - Students with IEPs 30.83% (EOY 204-25)			
Professional Learning Implementation Goal #3 is aligned to these aspects of CCSD’s Ten Year Strategic Plan: 2D. School environments will foster resilient learners who successfully navigate adversity, nurture positive relationships, and thrive.			
What formative data sources related to student learning will we collect and analyze as we work toward this goal? (List below.) Attendance - Tardy, Absenteeism rate, court referral Behavior - Minor referral, Major referral, Serious offense (includes bullying) 3.0 Connection, Engagement, Belonging Assessment - Low Engagement, Low Belonging, Low Connection (student reported)			
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.) - Absentee Percentage List Weekly - Team Data Day conversations			
Action Step (include an additional row below for each Action Step)	People Responsible	Timeframe	Phase of Change ➤ Beginning ➤ Adjusting ➤ Sustaining ➤ Securing
Teams will look through their data and identify subgroup students to focus in on - Workshop Week (Meet with Team Leaders) - Revisit within first 2 weeks	Team Leaders & Cadre	August/ September	Beginning

Attendance Madness monthly - Daily attendance - Tardies	Admin, Coaches, Counselors, Facilitator	Continuous	Beginning
Intellispark tag for chronic absenteeism	Robyn	August	Beginning
Absentee Percentage List Weekly - Template (5% and 8%) - Start at the beginning of the year 10% small group instruction with Robyn, Derick and Hannah	All Teachers	Weekly	Sustaining
Addressing the undercurrent around attendance and behavior that exists	All Teachers	Continuous	Beginning
Cadre and Building Learning around attendance - Definitions - chronic absenteeism, truancy, tiers Root Causes of chronic absenteeism - Collective Efficacy - we can positively impact attendance	All Teachers	Continuous	Beginning
Building Communication to stakeholder around attendance	Admin	Continuous	Beginning
Professional Learning that supports home/school communication - Notes coming back from break - Homeroom Contact	All Teachers	Continuous	Adjusting

Professional Learning Implementation Goal #3: By June 2026 all Teams will follow a data driven protocol on a schedule to identify students in need of intervention.	SAMI Conceptual Area and Anchor Statement:
Professional Learning Implementation Goal #2 is tied to the following Student Goal/s: By the end of May 2026, 85% of students or more will be “on track” for Behavior based on the Panorama (State Department of Ed) data tracking.	
Professional Learning Implementation Goal #2 is aligned to these aspects of CCSD’s Ten Year Strategic Plan: By the end of May 2026, 85% of students or more will be “on track” for Behavior based on the Panorama (State Department of Ed) data tracking.	
What formative data sources related to student learning will we collect and analyze as we work toward this goal? (List below.)	

• Intellispark Notes • Behavior Referrals • HOS marks 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.) • Behavior Referrals • Team Index Use at Team Meetings			
Action Step (include an additional row below for each Action Step)	People Responsible	Timeframe	Phase of Change ➤ Beginning ➤ Adjusting ➤ Sustaining ➤ Securing
Collective Commitments by staff around HOS responsibility • Consistent use of minor and major	Cadre Led All teacher Input	August	
Explicitly teaching responsibility skills as a Tier 1 (Point 101)	Cadre Led All Teachers	August	
Collection of data with major and minor referrals for responsibility	Tier 2 Team Analyzed by Teams	Monthly	
Addressing the undercurrent around behavior that exists • Teach to Heal • Change your mind change your mouth	Cadre All teacher learning	Monday Learning	
Team consistently using the data index at team meeting and intervening	Team Leader Led All teachers	Monthly	
Team Leader Meetings at least quarterly	Admin, Facilitator, Tier 2 Team Team Leaders	Quarterly	

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	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 Our school's plan from last year (each school link here for reference) CCSD Change Management Process