

Academic Goals

[Link to Detailed Action Plan](#)

Goal 1 2018-2019	In 2019, 78% of students will meet or exceed English Language Arts/Literacy learning Standards expectations as measured by PARCC.
2016-2017 Data	In 2017, 73% of students met or exceeded English Language Arts/Literacy learning standards expectations as measured by PARCC.
2017-2018 PARCC/Performance Series Benchmarks of Success	<ul style="list-style-type: none"> ● In 2018, 75% of all students will meet or exceed expectations on the ELA PARCC Assessment. ● In 2018, 61 % of all students will meet or exceed their growth target on the ELA Performance Series Assessment.
2017-2018 and 2018-2019 Rising Star Indicator Alignment	<p>TL9- All teachers will incorporate the use of technology in their classrooms when it enhances instruction and builds 21st century learning skills.</p> <p>LSC and DLL staff will provide professional learning to Prairie staff in regards to how DLI will impact literacy instruction.</p> <ul style="list-style-type: none"> ● DLL will collaborate with grade level teams to determine digital resources/tools that promote effective formative assessments (Kahoot, google forms, See Saw, Explain Everything, etc.) ● Staff will implement SAMR (particularly Substitution and Augmentation) to differentiate instruction (i.e. IXL, Moby Max, NewsELA, Myon, Reading A-Z, Pebblego, other literacy apps, etc.) ● Through PLCs, staff will develop ways for technology to enhance student collaboration, effective teacher feedback, and provide individualized text. <p>TL 2 - All teachers will establish in their lesson plans and will explicitly define to students high and realistic academic, physical, social, emotional, and behavioral expectations for their learning so that they know what is needed for them to achieve at proficient levels.</p> <ul style="list-style-type: none"> ● Teachers will continue to deepen their knowledge of standards based reporting through development of instructional units that meet unique student needs; and provide opportunities for exemplary level tasks through differentiation. ● Staff will engage in professional learning focused on Hattie’s visible learning best practices. These practices will be implemented through the work of the PLCs.

	<ul style="list-style-type: none"> ● Co-teaching in the area of reading and writing will allow for increased opportunities for differentiation within the classroom. <ul style="list-style-type: none"> ○ 17.4% of IEP students met or exceeded English Language Arts/Literacy learning standards expectations as measured by PARCC. ○ 53% of IEP students met or exceeded PS growth expectations in reading ● PLCs will focus on differentiated writing instruction. <ul style="list-style-type: none"> ○ 63% of boys met or exceeded English Language Arts/Literacy learning standards expectations as measured by PARCC. ○ 84% of girls met or exceeded English Language Arts/Literacy learning standards expectations as measured by PARCC. ○ 58% of both boys and girls met or exceeded PS growth expectations in Reading. ● Reading Support teachers/LSC will provide one-to-one coaching for all new staff in the area of literacy instruction.
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Goal 2 2018-2019	By 2019, 75% of students will meet or exceed Mathematics learning standards expectations as measured by PARCC.
2016-2017 Data	In 2017, 70% of students met or exceeded Mathematics learning standards expectations as measured by PARCC.
2017-2018 PARCC/Performance Series Benchmarks of Success	<ul style="list-style-type: none"> ● In 2018, 72% of all students will meet or exceed expectations on the Math PARCC Assessment. ● In 2018, 66% of all students will meet or exceed their growth target on the Math Performance Series Assessment.
2017-2018 and 2018-2019 Rising Star Indicator Alignment	<p>TL9- All teachers will incorporate the use of technology in their classrooms when it enhances instruction and builds 21st century learning skills.</p> <p>LSC and DLL staff will provide professional learning to Prairie staff in regards to how DLI will impact math instruction.</p> <ul style="list-style-type: none"> ● DLL will collaborate with grade level teams to determine digital resources/tools that promote effective formative assessments (Kahoot, google forms, See Saw, Explain Everything, etc.) ● Staff will implement SAMR (particularly Substitution and Augmentation) to differentiate instruction (i.e. IXL, Moby Max, prodigy, math apps, etc.)

	<ul style="list-style-type: none"> ● The LC director will engage students in higher level thinking and problem solving during weekly STEAM (Robotics, Breakout EDU, coding, engineering activities, critical thinking challenges, etc.) <p>TL 2 - All teachers will establish in their lesson plans and will explicitly define to students high and realistic academic, physical, social, emotional, and behavioral expectations for their learning so that they know what is needed for them to achieve at proficient levels.</p> <ul style="list-style-type: none"> ● Teachers will continue to deepen their knowledge of standards based reporting through development of instructional units that meet unique student needs; opportunities for exemplary level tasks through differentiation ● Co-teaching in the area of mathematics will allow for increased opportunities for differentiation within the classroom. <ul style="list-style-type: none"> ○ 26% of IEP students met or exceeded Mathematics learning standards expectations as measured by PARCC. ● Staff will engage in professional learning focused on Hattie’s visible learning best practices. These practices will be implemented through the work of the PLCs.
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Social Emotional Learning Goals

Goal 1 2018-2019	Prairie School will promote a safe and positive school climate by developing the social-emotional core competencies of students.
2017-2018 Benchmarks of Success	<p>Staff will engage in continued professional development in the area of SEL.</p> <p>Staff in grade K-2 will integrate Second Step Curriculum into their daily practice in order to reach SEL benchmark goals.</p> <p>Staff in grade 3-5 will integrate Habits of Mind into their daily practice in order to reach SEL benchmark goals.</p> <p>Prairie will continue to implement the Prairie Pride initiative by encouraging student ownership of school expectations and directly teaching the core values of <u>P</u>ositivity, <u>R</u>espect, <u>I</u>ndependence, <u>D</u>rive, and <u>E</u>mpathy.</p> <p>By spring of 2018, 80% of all K-2 students will score in the upper quartile (75%) of the Second-Step Summative Knowledge Assessment.</p>

	<p>By spring of 2018, 80% of all classrooms will engage in weekly class meetings. By spring of 2018, 80% of Prairie staff will use restorative justice practices to solve school behavioral concerns.</p> <p>By spring of 2019, 85% of all K-2 students will score in the upper quartile (75%) of the Second-Step Summative Knowledge Assessment. By spring of 2019, 100% of all classrooms will engage in weekly class meetings. By spring of 2019, 100% of Prairie staff will use restorative justice practices to solve school behavioral concerns.</p>
<p>2017-2018 and 2018-2019 Rising Star Indicator Alignment</p>	<p>CL7: The environment of the school (physical, social, emotional, and behavioral) is safe, welcoming, and conducive to learning.</p> <ul style="list-style-type: none"> ● SFCP will support SEL implementation through evening community events for parents and students. ● Students SEL core competencies will improve through direct instruction of the SEL curriculum, continued Prairie PRIDE school-wide behavioral expectations, restorative practices and class meetings. ● Professional development will be implemented to support adult SEL competencies. Staff will engage in a book study on the text, <i>The Energy Bus</i>, and discuss how the principles shared can improve climate and culture at Prairie School.