



PRAIRIE ELEMENTARY SCHOOL

**Prairie Fund Annual Meeting  
Building Report  
Principal Kristen Jones  
11-16-2021**

# Prairie's Mission & Vision

Our Mission at Prairie is to educate and inspire, moving into the future as a united community.

Our Vision:

We will build positive relationships, set high expectations and cultivate an engaging and innovative learning environment for our students and staff.



# Our KESA Building Goal 1

Instructional teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies and develop materials for standards-aligned learning activities.

- Grade level teams meet regularly with our Instructional Coach: Professional Learning Communities model
- Examine student mastery of priority standards
- Full time Instructional Coach



# Our KESA Building Goal 2

Building Leadership Team regularly looks at school performance data to make decisions about school improvement and professional development needs.

- [Prairie Teacher Leadership Teams](#) meet monthly to monitor progress of the building plans: all staff are members
  - Building Leadership Team, Positive Learning Environment Team & Innovative Instructional Approaches Team



# Our KESA Building Goal 3

The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction with the individual needs of students across all tiers, including intervention and enrichment

- Data reviews in fall and winter involve grade level teams and support staff.
- WIN Time (What I Need Time) in master schedule
- Support staff intervene: Reading Specialists, Math Specialist and Special Education Staff
  - Community Funded Half Time Reading and Math Specialists

# Our KESA Building Goal 4

The school promotes social and emotional competency in school rituals and routines.

- Daily Class Meetings in every classroom
- Growth Mindset Coach Monthly guide for building themes
- Deep Equity Inclusion & Belonging work continued: Culturally Responsive Practices
- Full Time Social Worker & Community Funded Half Time Counselor

# NWEA Study - SMSD Version

## Growth Definitions

Gainers

Maintainers

Sliders

Yes

Yes\*

No\*

No

- Student exceeded 'typical/expected' growth beyond a statistical margin of error.
- Student exceeded 'typical/expected' growth but within a statistical margin of error.
- Student did not exceed 'typical/expected' growth but within a statistical margin of error.
- Student did not exceed 'typical/expected' growth.





# Prairie

## NWEA MAP Fall to Fall Growth Comparisons Grades 3 - 9

*Elementary Schools: Grades 3, 4, 5 going in to Grades 4, 5, 6*

*Middle Schools: Grade 6 and 7 going in to Grade 7 and 8*

*High Schools: Grade 8 going in to Grade 9*

Language Arts			
	Sliders	Maintainers	Gainers
Fall 2017 to Fall 2018	34.4%	44.3%	21.4%
Fall 2018 to Fall 2019	27.4%	43.1%	29.4%
Fall 2019 to Fall 2020	25.6%	39.7%	34.7%
Mathematics			
	Sliders	Maintainers	Gainers
Fall 2017 to Fall 2018	20.0%	58.5%	21.5%
Fall 2018 to Fall 2019	20.7%	49.5%	29.8%
Fall 2019 to Fall 2020	34.2%	49.3%	16.5%

# Prairie MAP Data: Fall 2021-2022

Math & Reading: Grades 3-6

# **Percentage of Students in High Average & High Achievement Categories Math Fall 2021-2022**

<b>3rd Grade</b>	<b>72%</b>
<b>4th Grade</b>	<b>81%</b>
<b>5th Grade</b>	<b>78%</b>
<b>6th Grade</b>	<b>68%</b>



# **Percentage of Students in High Average & High Achievement Categories Reading Fall 2021-2022**

<b>3rd Grade</b>	<b>67%</b>
<b>4th Grade</b>	<b>74%</b>
<b>5th Grade</b>	<b>84%</b>
<b>6th Grade</b>	<b>84%</b>

# Prairie K-2 Acadience Reading & Math

Fall 2021-2022

# Acadience Reading K-2

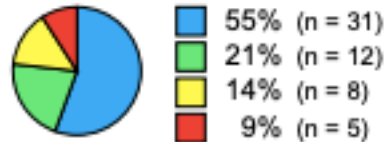
School: Prairie  
Grade: Kindergarten  
Year: 2021-2022

School: Prairie  
Grade: First Grade  
Year: 2021-2022

School: Prairie  
Grade: Second Grade  
Year: 2021-2022

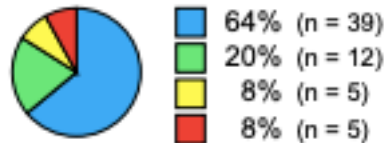
## Beginning of Year

### Reading Composite Score



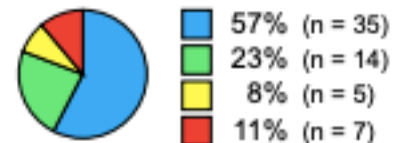
## Beginning of Year




### Reading Composite Score



## Beginning of Year

### Reading Composite Score



Status	Score Level
	Above Benchmark
	At Benchmark
	Below Benchmark
	Well Below Benchmark



# Acadience Math K-2

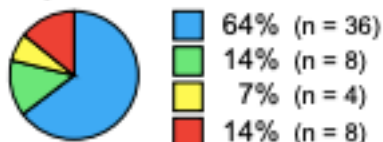
School: Prairie  
Grade: Kindergarten  
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School: Prairie  
Grade: Second Grade  
Year: 2021-2022

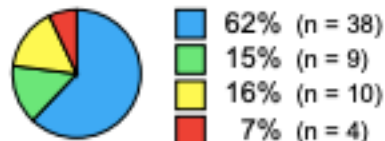
## Beginning of Year

### Math Composite Score



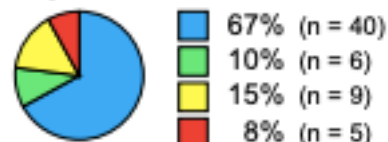
## Beginning of Year




### Math Composite Score



## Beginning of Year

### Math Composite Score



Status	Score Level
	Above Benchmark
	At Benchmark
	Below Benchmark
	Well Below Benchmark

# Prairie KS Assessment Data: Spring 2020-2021

Math & ELA: Grades 3-6

**SCHOOL REPORT: Prairie Elem / #8832****2020–2021**

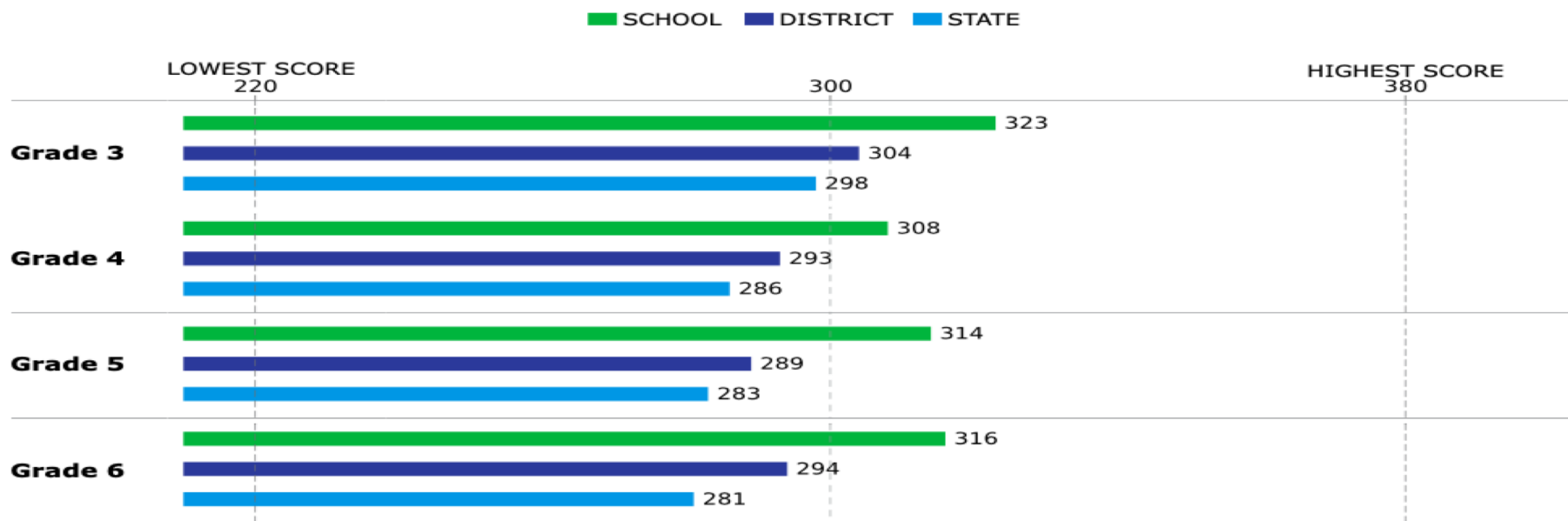
SUBJECT: Mathematics

DISTRICT: Shawnee Mission Pub Sch / #D0512



The KAP assessments measure students' understanding of the Kansas College and Career Ready Standards at each grade. The math assessment asks students to answer computation questions and questions about data presented in word problems, equations, graphs, tables, and diagrams. Students may show what they know about mathematics by selecting or providing the right answer, sorting or ordering items, creating graphs, and labeling pictures.

A single test score does not provide a complete or precise measure of student achievement. When interpreting KAP results, please take into consideration other measures of student achievement. Also, consider how the conditions for learning, which may have been disrupted by the pandemic, may influence performance.

**Median School, District, and State Performance**



## SCHOOL REPORT: **Prairie Elem / #8832**

SUBJECT: English Language Arts

DISTRICT: Shawnee Mission Pub Sch / #D0512

2020—2021

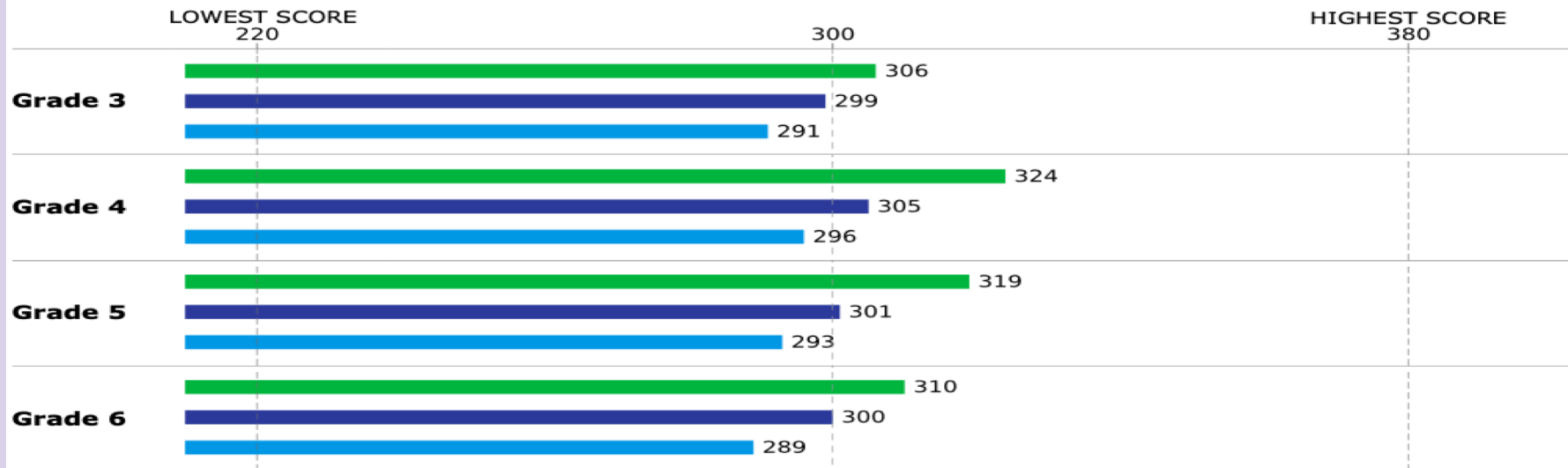


The KAP assessments measure students' understanding of the Kansas College and Career Ready Standards at each grade. The English language arts assessment asks students to read and answer questions about literary passages, informational texts, and writing samples. Students demonstrate their knowledge and skills related to reading and writing by selecting the right answer and sorting, matching, labeling, and ordering information.

A single test score does not provide a complete or precise measure of student achievement. When interpreting KAP results, please take into consideration other measures of student achievement. Also, consider how the conditions for learning, which may have been disrupted by the pandemic, may influence performance.

### Median School, District, and State Performance

■ SCHOOL ■ DISTRICT ■ STATE



# Prairie Panorama Data: Fall 2021-2022

Social Emotional Learning Survey of Grades 3-6



## Summary

Topic Description	Results	Comparison
<b>Grit</b> How well students are able to persevere through setbacks to achieve important long-term goals.	<b>55%</b> ▼ 4 since last survey	<b>54%</b> Shawnee Mission School District
<b>Growth Mindset</b> Student perceptions of whether they have the potential to change those factors that are central to their performance in school.	<b>61%</b> ▲ 2 since last survey	<b>54%</b> Shawnee Mission School District
<b>Self-Management</b> How well students manage their emotions, thoughts, and behaviors in different situations.	<b>82%</b> ▲ 3 since last survey	<b>75%</b> Shawnee Mission School District

233 responses

# Social/Emotional Supports for Students

<b>SMSD Full Time Social Worker -position added this year</b>	<b>Community Funded Half Time Counselor</b>
Individual and Small Group Supports Class Lessons: 3 times a year	Classroom Lessons: twice a month 16 individual and 2 small group check-ins
Staff Development: Trauma Informed Care, Suicide Prevention, Panorama Survey, Leader of Positive Learning Environment Staff group, Bully Awareness Week, Canned Food Drive with 6 <sup>th</sup> gr leadership team	Real World Learning-Academic/Career Education Program
Community Resource Provider & Family Assistance Support Student Success Team Member	Staff Development: Deep Equity Inclusion & Belonging Team member
New Students Welcome Program MVP Program Coordinator Panorama Survey Coordinator	

# Community Funded Half Time Reading Specialist

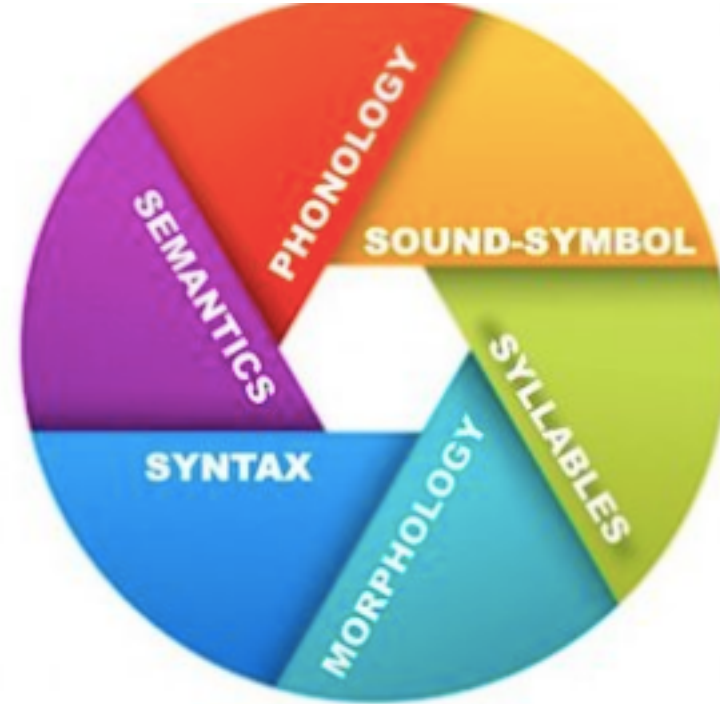
**Provides 30 or 60-minutes of intervention for small groups:  
Early intervention has helped our Panthers succeed!**

**Works closely with full time SMSD provided reading specialist  
to assess and respond to the needs of nearly 50 students**

**Communicates progress to parents & member of Student  
Success Team to support student growth**

**Trained in diagnostic tools & multi-sensory, systematic  
instruction based on the Orton Gillingham Approach using the  
95% Group resource**

**Supports teacher development with a strong understanding of  
the science of reading & how it pertains to dyslexia & early  
intervention**



# Community Funded Half Time Math Specialist

**Creates hands-on intervention lessons and project-based enrichment activities aligned to priority standards**

**Facilitates small group intervention and enrichment lessons for an average of 50 students**

**Provides resources for teachers to support students at all levels**

**Currently training with our Instructional Coach to use a new math intervention program**

**Progress monitors intervention students weekly**

**Member of Student Success Team to problem solve supports with families and the school team**

**SMSD does not provide a Math Specialist, only a Reading Specialist**



# Makeup of a Prairie Classroom

21 Students:

2 reading support for 60 minutes a day with Reading Specialist

2 math support for 30 minutes a day with Math Specialist

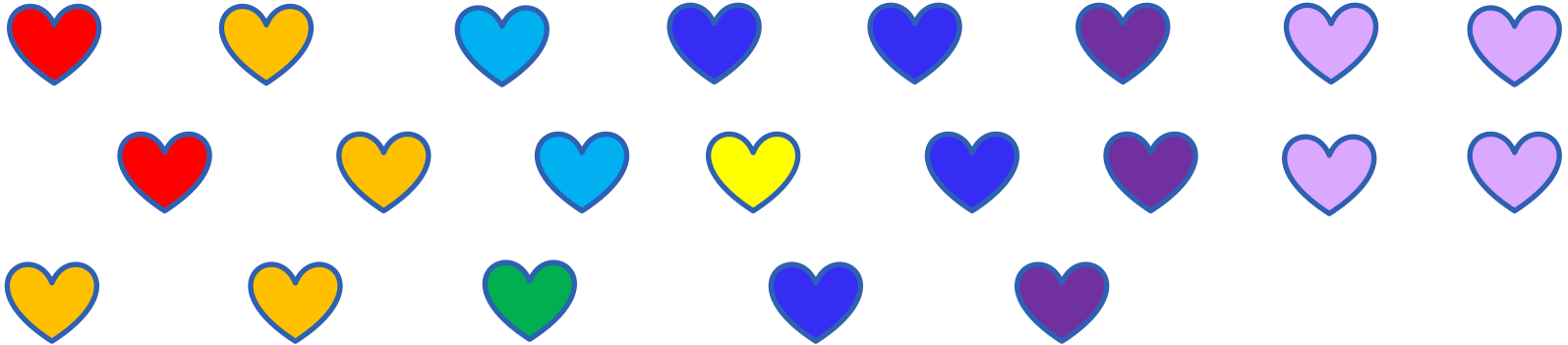
4 need some reading and/or math support for 30 min a day with classroom teacher

4 above 90%ile receiving challenging project or learning above grade level material

1 student receiving special education services

1 student receiving special education speech services

3 social emotional supports with social worker or counselor







**Thank you from our Prairie Elementary Staff!!**