Prairie Elementary

6642 Mission Road
Prairie Village, KS 66208
913-993-4400

Principal: Kristen Jones
Grades Served: K-6
KSDE Bldg #: 

Feeder Pattern: Indian Hills MS & Shawnee Mission East HS

Notable School Characteristics

- Prairie has a long history of educational excellence. In 1866, a one-room school house was built at 67th and Mission Road, and served children and families from the surrounding farming communities. The building also served as a church and community center.
- We take pride in our high levels of student achievement in ELA, Math and Science.
- Our active PTA collaborates closely with the school to create opportunities for our community to engage to impact student achievement and social development.
- Prairie students have many opportunities to learn beyond the classroom exploring our outdoor garden space and Maker Space in our library.
- We work with our PTA to provide several after school activities that promote student involvement in the arts, physical fitness, science, math and environmental citizenship.

KSDE Building Report Card

Prairie Elementary Building Report Card

Sec. 8. On and after July 1, 2021, K.S.A. 72-1163 is hereby amended to read as follows: 72-1163. (a) Each year the board of education of a school district shall conduct an assessment of the educational needs of each attendance center in the district. Information obtained from such needs-assessment shall be used by the board when preparing the budget of the school district to ensure improvement in student academic performance. The budget of the school district shall allocate sufficient moneys in a manner reasonably calculated such that all students may achieve the goal set forth in K.S.A. 72-3218(c), and amendments thereto. The board also shall prepare a summary of the budget for the school district. The budgets and summary shall be in the form prescribed by the director pursuant to K.S.A. 79-2926, and amendments thereto.
Needs Analysis

What barriers must be overcome for each student to achieve grade level proficiency on assessments?

Every school faces challenges as we focus on our mission to ensure high levels of learning for all. Some of the key barriers Prairie Elementary faces include:

- Closing the gap between general education and special education subgroups
- Ensuring growth of our high achieving students
- Lack of access to mental health supports
- Minimal teacher collaboration time built into the master schedule
- Lack of preschool program
- Lack of available classroom space for additional programming

What budget actions should be taken to address and remove those barriers?

Given SMSD receives an appropriate level of funding for general education and special education programs, there are some budget actions we would like to take:

- Increase funding for paraeducator and teacher support in general education and special education classrooms
- Fully fund an Instructional Coach in each building to support the use of research based instructional practices to ensure high levels of learning for all students
- Provide a full time counselor and/or social worker in every building
- Increased supports for adequate teacher collaboration time to meet
- Establish preschool programs in every building

How much time will it take for each student to achieve grade level proficiency on the state assessments if the budget actions would be implemented?

We emphasize growth for all students and note our progress in our monthly KESA plans. Although we do this and are proud of the work we do, many factors make it impossible to estimate a time that every student will achieve grade level proficiency. Such factors include:

- Ever-changing population of students bringing a varying degree of cognitive abilities and disabilities
- Lack of constitutional funding of special education continues to impact our ability to fully meet the needs of all students.

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• While assessment scores are one measure, Prairie Elementary does not believe this should be the sole measure of student proficiency
• Similar to how other professionals, such as doctors, lawyers, etc. cannot ensure 100% success due to a variety of obstacles, we will likely be unable to achieve 100% proficiency.
• An increased level of social emotional challenges and needs of students due to the impact of COVID.

Board Rationale/Comments

The Shawnee Mission School District faces challenging budget needs given the commitment to meeting aspirational state and district education goals for every student. The district continues to work to limit central administrative costs to less than 5% of the total budget. Following an analysis of student needs, the district has worked to maintain in the district budget a full-time social worker position in every school, a full-time instructional coach in every school, and Real World Learning counselors at each of the five comprehensive high schools.

The following positions have been added to support buildings to better meet the needs of our 26,440 students: two (2) assistant principal positions at our larger middle schools; three (3) intervention specialists; two (2) Special Education instructional coaches; two (2) ELL teachers; six (6) additional teaching positions and thirty (30) paraprofessional positions. The district will continue to analyze budget funds for the 2024-25 school year, in order to determine the ability to maintain the following positions that were added with ESSER funding: additional support for nursing services; additional secondary math teachers; building substitutes for every building; and class-size reduction at the elementary level.

In addition, the district has increased professional learning opportunities for all teachers, including hosting a major conference on Professional Learning Communities and sending large numbers of staff to a conference on Response to Intervention. We will continue to prioritize equitable allocation of resources to create a welcoming and engaging learning experience for every student — facilitating personalized learning plans, targeting career and college readiness, with the interpersonal skills for life success.

The percentage of Prairie Elementary students performing at College and Career Ready on state assessments (Levels 2, 3 or 4) has consistently been well above state averages. Math assessments returned to pre-pandemic levels in Spring 2022 following a 2021 COVID decline. ELA assessments remained stable. School staff continue to focus on culture, creating meaningful relationships, and developing effective Professional Learning Communities (PLCs) to increase student performance. Yet students have experienced significant educational and development disruptions over the past few years.
Prairie is committed to the challenge of providing all students with the social-emotional support they need to facilitate learning growth. Prairie PTA and the engagement of parents provides additional support.

Our routine use of multiple measures to assess student growth, school climate and equitable practices will serve to inform the best use of finite resources looking ahead.

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