



**PTA & Prairie Fund Annual Meeting
Building Report
Principal Kristen Jones
9/28/2023**

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.



Prairie KS Assessment Data: Spring 2022-2023

Math & ELA: Grades 3-6

SCHOOL REPORT: Prairie Elem / #8832

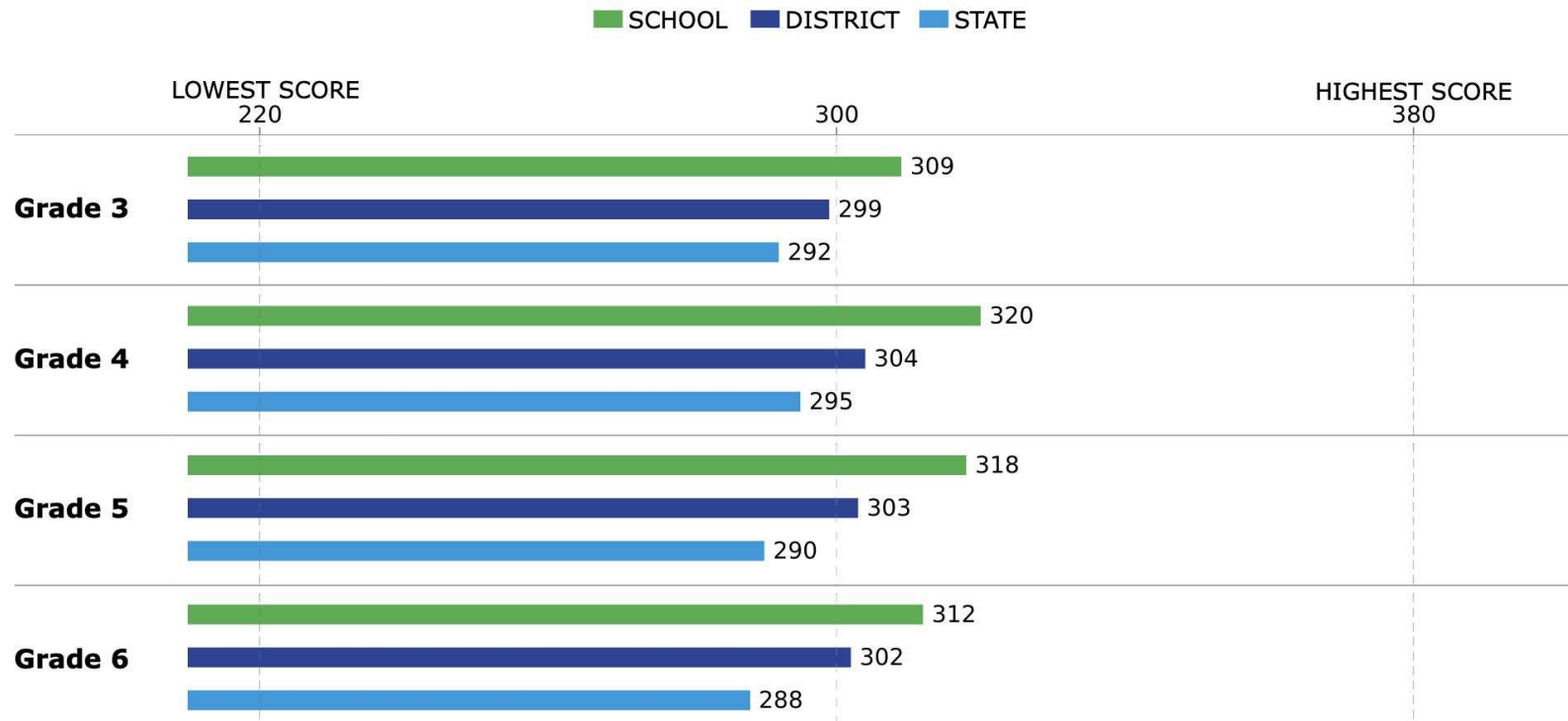
SUBJECT: English Language Arts

DISTRICT: Shawnee Mission Pub Sch / #D0512



The KAP assessments measure students’ understanding of the Kansas 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.

Median School, District, and State Performance



SCHOOL REPORT: Prairie Elem / #8832

SUBJECT: Mathematics

DISTRICT: Shawnee Mission Pub Sch / #D0512

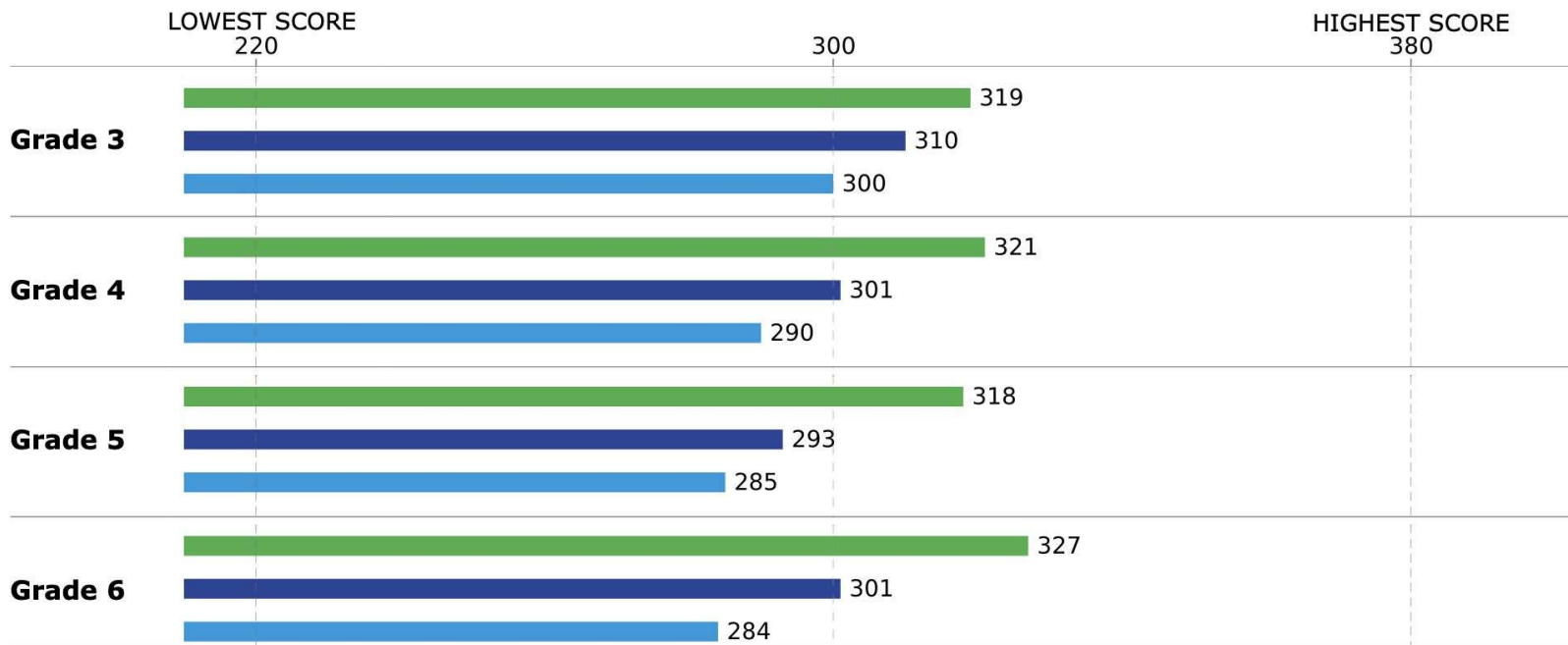
2022–2023



The KAP assessments measure students’ understanding of the Kansas 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.

Median School, District, and State Performance

■ SCHOOL ■ DISTRICT ■ STATE



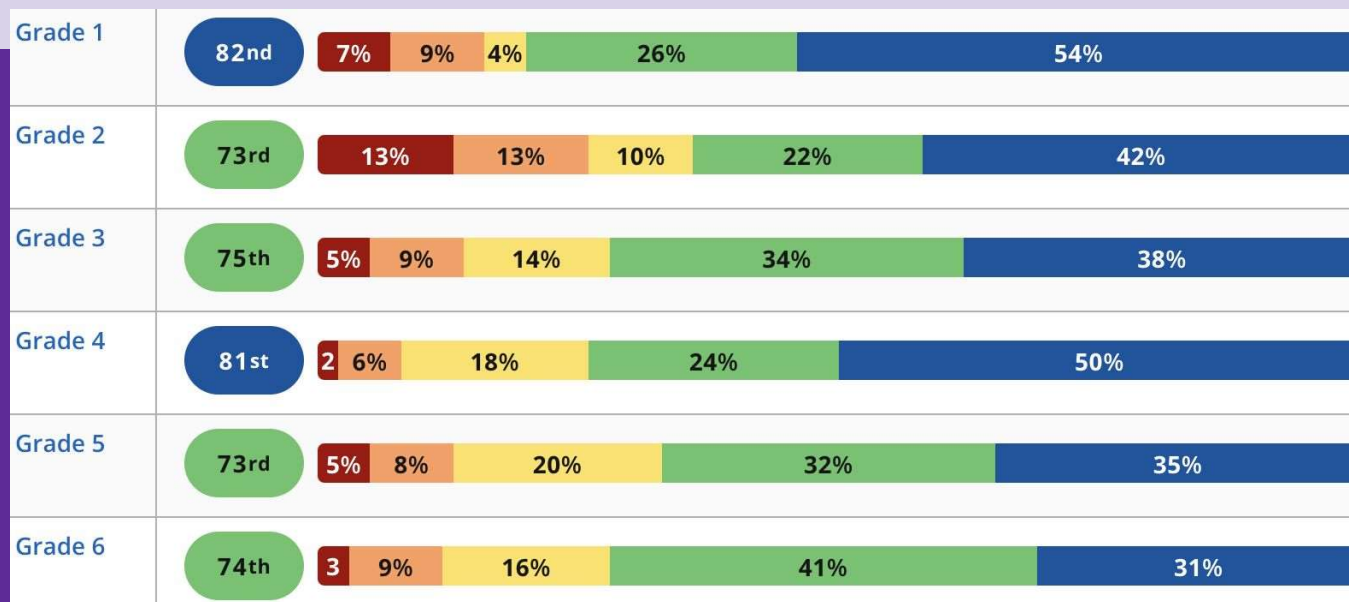
Prairie MAP Data: Fall 2023-2024

Math & Reading: Grades 1-6

Percentage of Students in Achievement Categories MAP Reading Fall 2023-2024

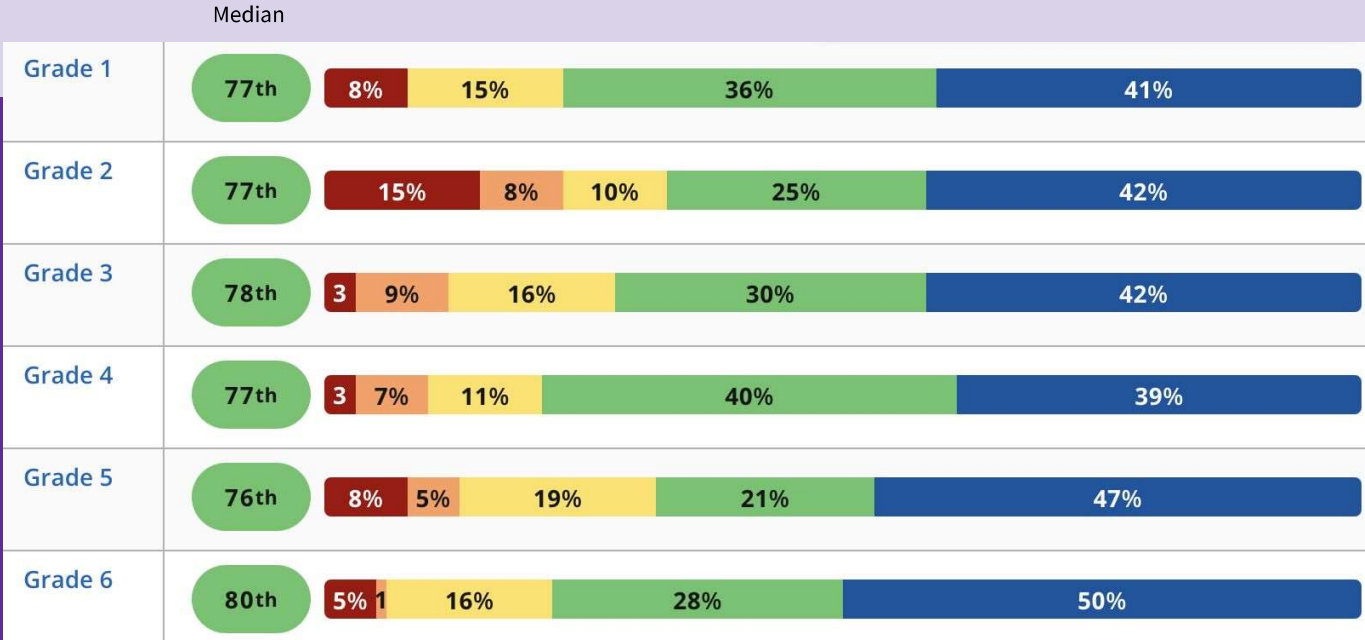
● 1st to 20th Percentile
 ● 21st to 40th Percentile
 ● 41st to 60th Percentile
 ● 61st to 80th Percentile
 ● >80th Percentile

Median



Percentage of Students in Achievement Categories MAP Math Fall 2023-2024

● 1st to 20th Percentile
 ● 21st to 40th Percentile
 ● 41st to 60th Percentile
 ● 61st to 80th Percentile
 ● >80th Percentile



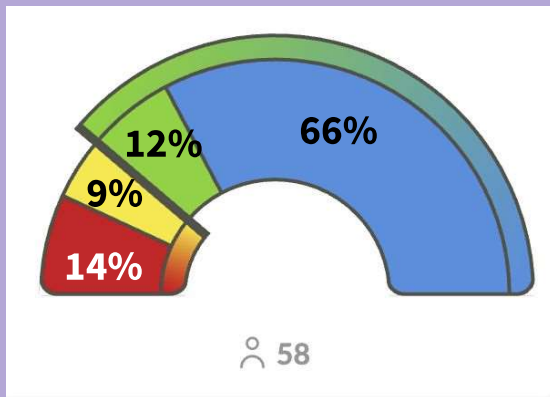
Prairie K-2 Acadience Reading & Math

Fall 2023-2024

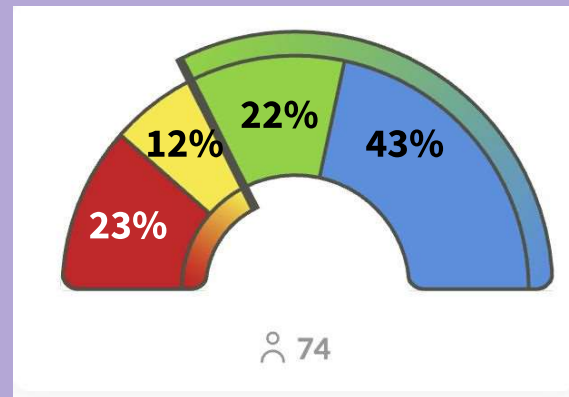
Acadience Reading K-2

Status	Score Level	Likely Need For Support
■	Above Benchmark	Likely to Need Core Support
■	At Benchmark	Likely to Need Core Support
■	Below Benchmark	Likely to Need Strategic Support
■	Well Below Benchmark	Likely to Need Intensive Support

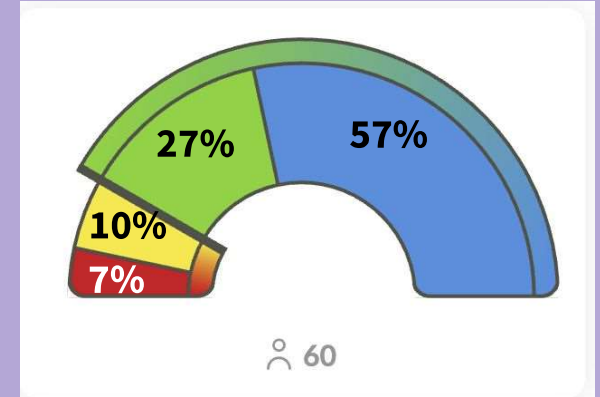
Kindergarten



1st Grade



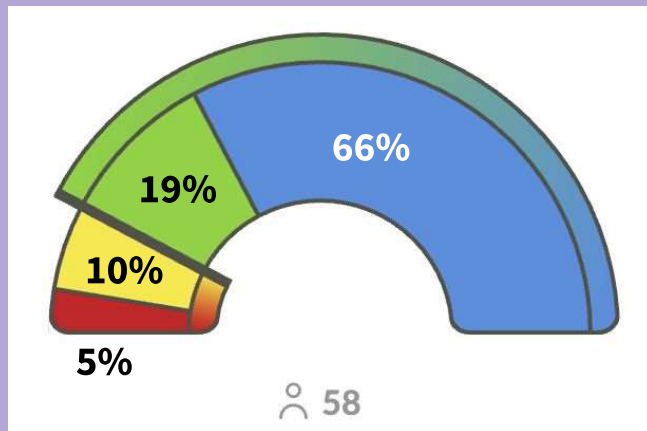
2nd Grade



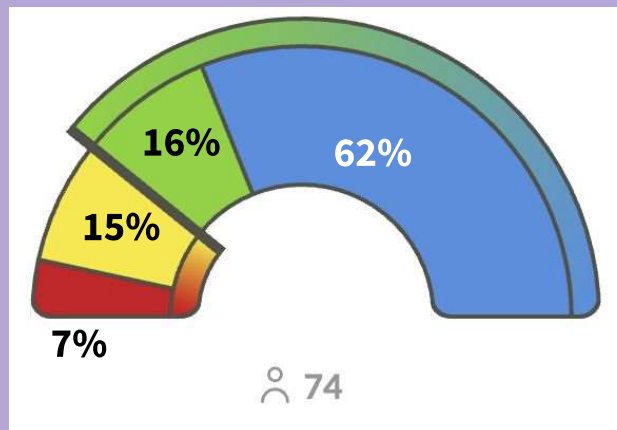
Acadience Math K-2

Status	Score Level	Likely Need For Support
Blue	Above Benchmark	Likely to Need Core Support
Green	At Benchmark	Likely to Need Core Support
Yellow	Below Benchmark	Likely to Need Strategic Support
Red	Well Below Benchmark	Likely to Need Intensive Support

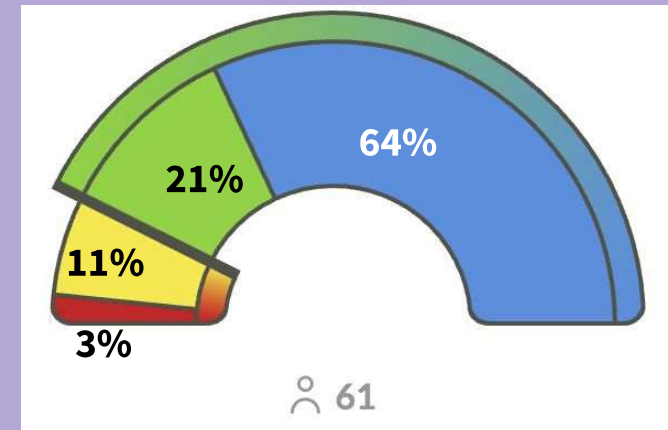
Kindergarten



1st Grade



2nd Grade



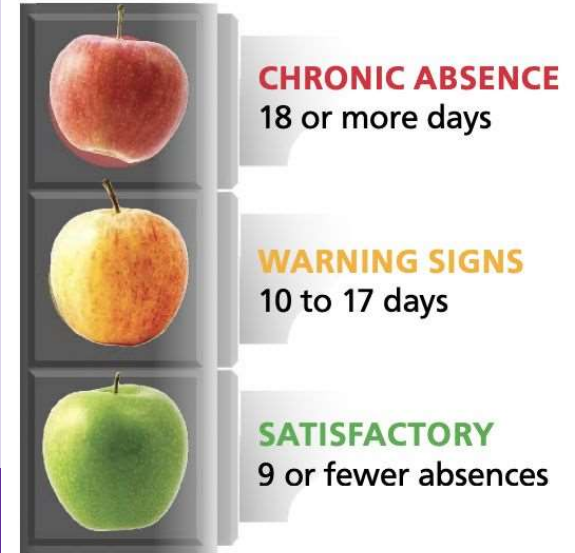
Prairie Attendance

Fall 2023-2024

Last year: 8.71% of Prairie students were chronically absent

- Chronically absent= missing 10% or more of days in school
- As of today: We have been in school for 31 days. Students are chronically absent if they have missed 3 or more days.
 - Current data: 46 students: 10% of students are chronically absent

When Do Absences Become a Problem?



Note: These numbers assume a 180-day school year.



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Help Your Child Succeed in School: Build the Habit of Good Attendance Early

DID YOU KNOW?

- Starting in preschool and kindergarten, too many absences can cause children to fall behind in school.
- Missing 10%, or about 2 days each month over the course of a school year, can make it harder to learn to read.
- Students can still fall behind if they miss just one or two days every few weeks.
- Being late to school may lead to poor attendance.
- Absences and tardiness can affect the whole classroom if the teacher has to slow down learning to help children catch up.

Attending school regularly helps children feel better about school—and themselves. Start building this habit in preschool so they learn right away that going to school on time, every day is important. Eventually good attendance will be a skill that will help them succeed in high school and college.

Our Wildly Important Goals

AKA: WIGs



Prairie WIG #1:

Increase student achievement and performance by focusing on the grade level priority standards, collaborating using Professional Learning Communities and implementing building wide RTI framework.

Lead Measures:

All Grades: Critical Activities that lead to goal

- Monitor IXL Usage monthly and support classrooms toward consistent implementation.
- Monitor weekly IXL goals with target of 80% of students/grade level will earn proficiency in 1 ELA and 1 Math skill.
- Monitor CFA Data for Mastery of Priority Standards and create interventions for success.
- Progress Monitor below benchmark students weekly in Reading and Math to adjust intervention.



Lag Measures (End Results):

Grades K-2

- Increase the number of students scoring at Benchmark on Acadience Reading and Math to 80%

Grades 3-6

- Increase the number of students scoring level 3 & 4 from 70% to 73% on the Kansas Reading Assessment
- Increase the number of students scoring level 3 & 4 from 74% to 77% on the Kansas Math Assessment.

All Grades

- Increase the number of students who met the priority standard by the end unit to 80%

This goal correlates with Strategies 1, 2, & 4 of the SMSD Strategic Plan. It aligns the PLC process with the RTI framework. It ensures high levels of learning for all students and requires a focus on individual student data.

Prairie WIG #2:

Improve the social and emotional wellbeing of students by focusing on motivation, attendance, relationships, and an overall positive school climate.

Lead Measures:

All Grades: Critical Activities that lead to goal

- Host monthly assemblies connecting to the Cornerstone standard of the month.
- Monitor student attendance, particularly those designated as “chronically absent”
- Monitor student tardies
- Pilot PATHS/EMOZI Social Emotional Learning curriculum.



Lag Measures (End Results):

All Grades

- 100% of classrooms will Implement daily class meetings utilizing PATHS/EMOZI curriculum and Cornerstone standards.
- Improve Panorama Grit score from 60% fall 2022 to 65% fall 2023
- Decrease the number of students chronically absent from 8.71% to 7%

This goal correlates with Strategies 1, 2, & 4 of the SMSD Strategic Plan. It aligns the PLC process with the RTI framework. It ensures high levels of learning for all students and requires a focus on individual student data.

Kansas Education Systems Accreditation (KESA)

Began in Fall of 2021-2022

This is how we will meet our
Wildly Important Goals!

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 weekly: Professional Learning Communities model**
- **Examine student mastery of priority standards: plan intervention & enrichment**
- **Full time Instructional Coach supports teams**

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) for reading & math set in master schedule
- Support staff intervene:
 - District Funded Half Time Interventionist (new this year: from full to half time) & Special Education Staff
 - Community Funded Half & Full Time Interventionists

Our KESA Building Goal 4

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

- **Monitor attendance and tardies**
- **Daily Class Meetings in every classroom: piloting curriculum this year**
- **SMSD Cornerstone Standards: Monthly Themes**
 - **Monthly Theme Kick-Off Assembly on 1st Friday of each month**
- **District Funded Full Time Social Worker: teaches lessons & supports individuals and small groups of students**

Intervention Team

- Provides small group intervention
 - Many grades divide all students into groups during WIN time to meet all student needs
 - In our small reading groups, we use Orton Gillingham, 95 % Group, and other structured literacy resources
 - In our small math groups, we use Do the Math and Bridges Intervention
- Leads Testing Team
 - Administers Acadience assessments
 - Provides separate setting for NWEA MAP
 - Meets with grade level teams to look at data and student grouping
- Leads staff development
- Collaborate with teachers
 - Provide ideas and resources for enrichment and intervention
 - Attends grade level meetings
- Collaborates with families
 - Student Success Team meetings
 - Conferences
 - emails/ phones/ open two way communication
- All students are benefiting from this support!