

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.
- 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.
- The community surrounding Prairie continues to grow resulting in our enrollment to steadily increase.

KSDE Building Report Card

[Prairie Elementary Building Report Card](#)

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Needs Analysis

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

*Grade level proficiency is defined by state law as scoring “above level 2” on state assessments, yet actual grade level performance is most closely related to state assessment scores above level 1.

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 classrooms or 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
- Continue to 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
- Continue to 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
- Reduce the cap for class sizes in grades K-2 to 22 students and grades 3-6 to 24 students
- Fully fund an Interventionist in every building
- Maintain the building substitute position

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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?

*Again, state law defines grade level proficiency as scoring “above level 2” while actual grade level performance is most closely related to scores above level 1 on state assessments.

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.
 - 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.
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Board Rationale/Comments

The Shawnee Mission School District maintains focus on its commitment to meeting aspirational state and district education goals for every student. The district continues to budget conservatively, working to limit central administrative costs to less than 5% of the total budget. Over the past several years, the district has focused on responding to challenges caused by the COVID-19 pandemic, including learning recovery, an increase in chronic absenteeism, and an enhanced need for social and emotional support for students.

The district has used information from needs assessments conducted at each building to make focused staff allocations at the building level. These include specific needs identified by large numbers of schools, including additional teacher allocations to maintain lower class sizes at the elementary level, providing a building substitute at each building, increased paraprofessional/teacher support in special education classrooms, and higher salaries for both certified and classified staff. In addition, following a comprehensive analysis of student needs, the district continues 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 district was able to use additional state funding, (including an increase in the at-risk weighting and an increase to the base, along with a corresponding increase in the Local Option Budget) to add positions identified in individual building needs assessments across our 48 attendance centers/specialized programs. These positions include the following:

- 10 special education teachers, 5.25 para-educators, an autism coach, 2 speech language pathologists, an occupational therapist, 2 school psychologists, and 2 special education coordinators.
- 5 elementary interventionists
- An additional instructional coach for Horizons and for Early childhood
- 4 ELL teachers
- A teacher on assignment
- 3 floating nurses and
- 2 administrative interns

The district is also maintaining the following positions in the operating funds at least for one more year:

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- Elementary class size will remain at 22 for Kindergarten through 2nd grade and 25 for 3rd through 6th grades.
- Ten additional teachers at the secondary level to support learning recovery.
- At least one building sub at each building in the district.

The district will continue to analyze budget funds for the 2024-25 school year, in order to determine the ability to maintain the positions listed above 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.

The percentage of Prairie Elementary students performing at College and Career Ready (Levels 2, 3 or 4) on ELA and Math state assessments remains significantly above the state's average, with improvement in 2023 Math state assessments following COVID disruptions to learning. 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.

In addition, the district will continue to support increased professional learning opportunities for all teachers, with a focus on Professional Learning Communities and 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.

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