Prairieview
ELEMENTARY SCHOOL

February 6, 2026,

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2024-25 educational progress for Prairieview Elementary. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about accountability, student assessment, and teacher quality. If you have any questions about the AER, please contact the building principal for assistance.

The AER is available for you to review electronically by visiting the following website: https://bit.ly/49RKMqQ, or you may request a copy in the main office at your child's school.

For the 2025-26 school year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student group in 2024-25. An Additional Targeted Support (ATS) school is one that had at least one student group performing at the same level as the lowest 5% of all schools in the state in 2021-22. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state, had a graduation rate at or below 67%, failed to exit CSI status in 2024-25, or failed to exit ATS status in 2021-22. Some schools are not identified with any of these labels. In these cases, no status label is given. **Our school has not been given any of these labels.**

Key Interventions to Accelerate Student Achievement And Close Gaps

At Prairieview Elementary we are working on systematic reading and writing instruction aligned to the Essential Instructional Practices in Literacy which prepare K-2 students to:

- Learn how to read and write through clear, systematic instruction in sounds, spelling patterns, reading, and writing.
- Build knowledge and vocabulary through engaging read-alouds and discussions on meaningful topics such as science, history, and literature.

While also preparing 3-4 students to build:

- Strong reading skills (word recognition, vocabulary, and comprehension).
- Strong writing skills (grammar, spelling, sentence structure, and composition).

Additionally, we are working on continuing to implement systematic math instruction which emphasizes deep conceptual understanding, strategic problem solving, and mathematical reasoning. Through engaging, hands-on activities and thoughtful instructional routines,

students build foundational skills while making meaningful connections between mathematical concepts.

3-5 Year School Improvement Plan

The 24-25 year is the second year in our school improvement cycle where we have identified school improvement goals to help strengthen the aforementioned skills above, in tandem with the results of our academic data, school perception data, process data, and demographic data. Results from the data source types above have shown that we are doing the right work. However, a greater emphasis should be concentrated on accountability, assessment, and aligned professional development to continue to close gaps for students and build deeper understandings within staff. Those school improvement focus areas include:

- Data Driven Decision Making
- Social and Emotional Learning
- Climate and Culture

Data Driven Decision Making - We will empower all staff to use data driven decision making to understand each student both independently and collectively.

- Multiple forms of data are collected and analyzed. Data and resources are stored in a common place to ensure consistent data collection, tracking, and access to resources
- Grade level aligned Smart Goals are created, monitored, evaluated, and shared with staff for the purpose of collaboration and vertical alignment.
- Informal/Formal data protocols are used to review academic and behavior data to discover, understand, and respond to trends and patterns.
- Formal Data Digs will take place at least twice a year to help guide teachers to use data to identify strengths, and use data to recognize growth opportunities.
- Walkthroughs with Prairieview staff are conducted to ensure consistency from classroom to classroom for academic and SEL content.
- Learning Labs are implemented at least two times a year to build understandings in staff and to drive possible future action research.

Social and Emotional Learning- We will ensure all staff have a clear understanding of how to explicitly teach and review social and emotional skills, and provide targeted supplemental practice for students with supplemental needs.

- SEL Tights exist to honor common agreements from classroom to classroom (i.e - morning meetings, weekly sel lessons, pbis tier 1 focus areas).
- Sparty Shout Outs are distributed/acknowledged to students for being honest, caring, respectful, responsible, and safe and acknowledged through Golden Awards, Student of the Month, Spartan Class Celebrations, Spartan Whole School Celebrations.

Climate and Culture - We will cultivate a culture at Prairieview that leverages staff strengths and promotes collaborative leadership.

- Teachers have access to common planning time and PLC time to brainstorm ideas for SMART Goal implementation, day to day lessons, analysis of common formative assessments, and whole group/small group instruction.
- Opportunities are created for a shared leadership approach within building teams.
- Professional Development (Monthly PD, SIP, Instructional Coaching, ITL workshops, etc) for the year is curated based on the results of the previous years' comprehensive needs assessment:
- Family Engagement nights will occur at least twice a year to help build connections between home and school within literacy, math, and social and emotional learning.

State law requires that we also report additional information:

A Brief Description of each Specialized School

At Prairieview Elementary School, we provide a curriculum to all students that includes all of the core subject areas. We also involve all of our students in music, art, and physical education. Lakeview School District continually assesses and reviews curriculum to ensure alignment with federal and state standards.

How to Access Core Curriculum, Description of Implementation, and Explanation of Variances from the State's Model

The core curriculum represents learning objectives in place for all students. Lakeview School District continually assesses and reviews curriculum to ensure alignment with federal and state standards. Grade level and course content standards and benchmarks are available in the school office.

Aggregate Student Achievement Results for National Normed Achievement Tests
Aggregate student achievement data for assessments are included in the Annual Education Report. This data is used to monitor student growth and identify areas of improvement around instructional delivery.

Number and Percent of Students Represented by Parents at Conferences
Prairieview Elementary provides parent-teacher conferences twice a year. In 2024-25, we had an overall participation rate of and a rate of 90%. Conferences were held both in person and virtually to accommodate parent preferences.

As always, we will work towards the continuous improvement of our school. Our staff is committed to partnering with families to ensure that students have the best possible support towards their academic achievement and success. Outstanding educational and social opportunities continue to await our students at Prairieview Elementary. We have amazing students and a great staff and we can and we will rise to the occasion. We celebrate the work towards student achievement, and we are committed to learning and growing alongside our students. Please reach out if you have any questions.

Respectfully,

Amber Miller
Prairieview Elementary Principal