

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 called The Prairie School was built 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?

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, as well as at-risk students who do not qualify for special education supports
- Ensuring growth of our high achieving students
- Limited access to mental health supports
- Minimal teacher collaboration time built into the master schedule
- Lack of certified staff to cover classrooms for sub shortages, special education meetings, response to intervention meetings, testing and teacher collaboration time

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 staffing to provide for 1.0 FTE interventionist per 200 students to successfully implement our Response to Intervention system. This allows adequate staffing for our grade level teams to provide interventions and extensions to ensure personalized learning for students of all abilities. (1 current and 1 new)
- Maintain or lower the cap for class sizes in grades K-2 to 22 students and grades 3-6 to 24 students (current)
- Continue to fully fund an Instructional Coach in each building to guide team collaboration, and provide job-embedded professional learning that promotes the use of research based instructional practices to ensure high levels of learning for all students (current)
- Maintain the building substitute position to ensure certified teacher coverage for sub shortages, special education meetings, response to intervention meetings and collaboration time (Current)
- Provide a full time counselor (new) and social worker (current) to support the variety of mental health challenges our students face. Having a full time counselor would also provide more possibilities for scheduling additional teacher collaboration time.

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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?

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.
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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 and efficiently, limiting central administrative costs to less than 5% of the total budget. Over the past several years, the district has risen to external challenges that have impacted our students educational experiences, with an increased focus on learning recovery, chronic absenteeism, and an enhanced need for social and emotional support.

The district has used information from needs assessments conducted at each building to make targeted staff allocations at the building level. Specific needs identified by large numbers of schools, included additional teacher allocations to maintain lower class sizes at the elementary level, providing a building substitute at each building, taking extra measures to ensure paraprofessional/teacher support in special education classrooms, and higher salaries for both certified and classified staff to strengthen retention and recruitment of employees. In addition, following a comprehensive analysis of student needs, the district continues to budget for 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 (at about 1,700 students each).

Even with the incremental restoration of state general education funding, (an increase to the base, along with a corresponding increase in the Local Option Budget) we were **not** able to add any new positions identified in individual building needs assessments across our 48 attendance centers/specialized programs (in fact we cut 19.2 FTE). Our budget situation for this year was challenging given the ongoing shortfall in Special Education funding from the State and a decline in student enrollment. Through our individual building needs assessment, our leaders identified a need for an additional 79.3 FTE that the district was unable to fund. Some positions that were unable to be funded were:

- 34 elementary counselors
- 10 Classified Special Education positions
- 5.25 Certified Special Education positions
- 5 high school instructional coaches
- 5 Interventionists
- 3 ELL Teachers

The district is maintaining the following positions in the operating funds for at least 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.
- 10 additional teachers at the secondary level to support learning recovery.
- 6 Attendance Specialists to continue our work towards curbing chronic absenteeism
- At least 1 building sub at each building in the district.

The district will continue to analyze budget funds for the 2027-28 school year, in order to determine the ability to maintain the positions listed above that were originally 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. Due to the shortfall in special education state aid, along with the uncertainty of federal funds, this recently restored capacity is tenuous.

In addition, the district will take steps to absorb cuts to state aid for professional development and teacher mentoring in order to continue support for the professional growth and retention of all teachers, with a focus on Professional Learning Communities and Response to Intervention. These types of budgetary needs to offset unfunded mandates erodes the inflationary adjustments to general education state aid. Additionally, resources will be allocated to the following items which also were identified through the needs assessment process:

- Expand implementation of iReady math resources and assessments from 6-8 to K-8.
- Continue expanding the number of LETRS trained staff (structured literacy)
- Adopt a new Learning Walkthrough platform for enhanced data collection and feedback.

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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