



2022-2023



PRAIRIE KNOLLS

MIDDLE SCHOOL



SIP Presentation



ALWAYS A HIT





STRIKE OUT



2022-2023





2022-2023 School Improvement Plan

- **School Connectedness**
 - Increase student connectedness and engagement by presenting social, academic, and athletic activities to match our student population.
- **Achievement**
 - Increase knowledge of data-driven decision making, grading practices, engagement, and classroom management.
- **Special Populations**
 - Fully implement an adjusted special education process and programming to increase the percentage of students meeting academic benchmarks and goals.





School Connectedness - Activities and Clubs

**PKMS
Average
GPA**

3.30 GPA



**PKMS
Clubs &
Activities
GPA**

3.43 GPA

**STAR
Student Council
Pep Club
Pep Band
Yearbook
Art Club
DEI
PAC**

**Moving
Forward**

**Continue to look
for opportunities to
get students
involved!**





School Wide Events



Comic Con



Pentathlon



Virus Day



Veteran's Day



Falcon Fest



Falcon Day





SEL Team

- Self Awareness
- Self Management
- Mental Health
- Teamwork



Mental Health/
Self Awareness



Self Management

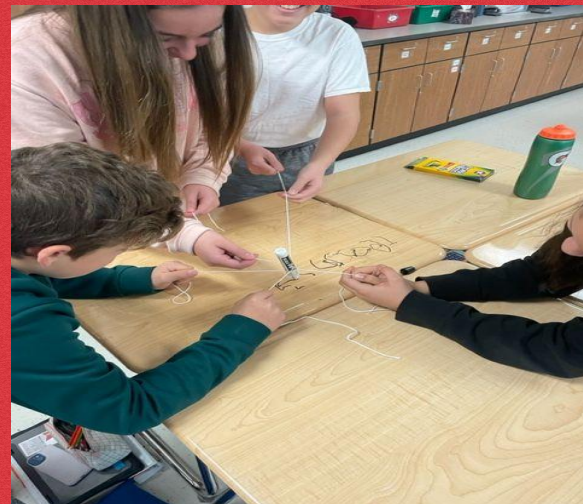




SOCIAL EMOTIONAL LEARNING



Teamwork



2022 - 2023





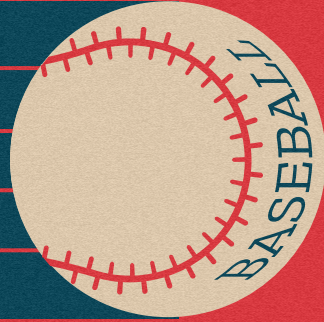
HOME RUN!

PKMS Falcon Athletics

- Football - 3rd Place
- Volleyball - 7th Place
- Boys CC - 2nd Place (1 State Qualifier)
- Girls CC - 1st Place
- Boys BB - 3rd Place
- Girls BB - 3rd Place
- Scholastic Bowl - 2nd Place
- Wrestling - 2nd Place (3 State Qualifiers)
- Boys T/F - 7th Place
- Girls T/F - 1st Place (1 State Champ!)



HOME RUN!



DATA-DRIVEN DECISIONS PD

PK staff have been offered 13 PD opportunities or resources to improve making data-driven decisions. Many have been with the support of the D301 Instructional Coaches.

DATA ANALYSIS

PK administration and staff analyzed IAR growth percentages and students who meet/succeed in comparison to the state and neighboring districts. In comparison, PK out performs most of the neighboring schools. The area of focus moving forward is to work towards the MTSS Model "ideal."



EMBARC & OTUS



EMBARC & OTUS

6 subject areas are fully completed with Embarc and have all common assessments in Otus.



NEXT GOAL

Moving forward, PKMS will work towards 100% completion of all common assessments into OTUS and fine tuning or wrapping up Embarc.



EMBARC GROWTH

Subject areas have worked diligently on Embarc during weekly meetings, some seeing growth as high as 68%!



RIGOR & ALIGNMENT

As next year progresses, staff will continue to look at curriculum to find ways to increase rigor and alignment with standards and IAR.





2022 - 2023 IAR Data

% of Students Meet/Exceed		Math	ELA
Class of 2029	5th Grade	46.40%	54.10%
	6th Grade	44.67%	65.26%
	Growth	-1.73%	+11.16%
Class of 2028	6th Grade	45.40%	55.60%
	7th Grade	45.74%	64.08%
	Growth	+0.34%	+8.48%



Special Populations



Co-Teaching

Full implementation of Co-Teaching took place in ELA and Math classes



Aspire

Added to our Continuum of Education



ELA/Math Resources

National Geographic Inside McGraw Hill Number Worlds



COMPETITORS



COMPETITORS



Co-Teaching - What were we doing?

1. One Teach, One Assist

Definition

One teacher leads whole group lesson while partner observes and collects data on specific student(s) for the purpose of informing instructional decision making.



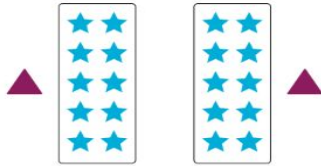


Co-Teaching - What are we doing now?

2. Parallel Teaching

Definition

Both teachers lead a small heterogeneous group instructing on the same content.



3. Alternative Teaching

Definition

One teacher is responsible for the large group while the other teacher instructs a small group often as reinforcement or enrichment.



5. Teaming

Definition

Both teachers teach and support each other and the class at the same time. Teachers should contribute equally while approaching the task differently.



6. Complementary Teaching

Definition

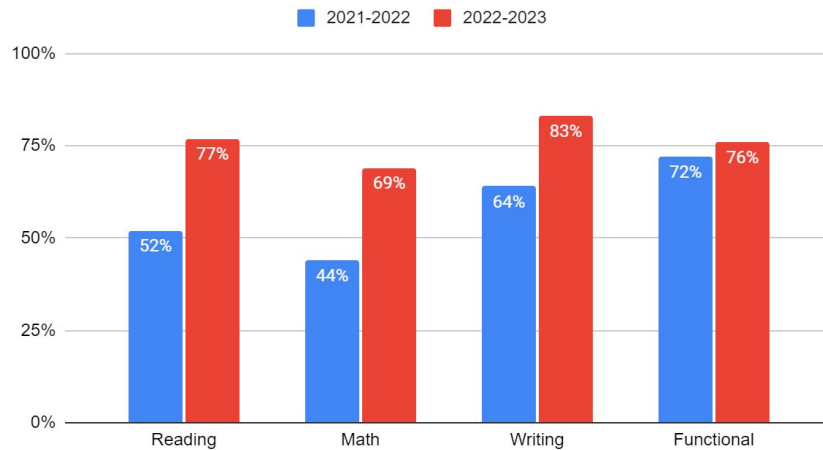
One lead teacher conducts the formal teaching of the content. The other lead teacher identifies metacognitive strategies or technology needed for large group, small group, or individuals to remember the content and to help with the tasks of the lesson.





Is it Working?

Average % of students meeting benchmarks



Co-Teaching - What are teachers saying?

“I feel co-teaching was successful for both the co-teachers and students this past school year. As a special education teacher, I feel that both my co-teacher and I learned valuable insight into teaching all students. The use of scaffolding and differentiation was really put to the test and we learned through trial and error what works best for our students. I enjoyed having more participation within the general education setting and feel that having 2 teachers helped in most lessons. Students had more opportunities for small groups, one-to-one check-ins, movement, and change of pacing (some could work ahead with one teacher versus those who needed more review) with co-teaching. Overall, I enjoyed co-teaching and look forward to building on with my co-teachers.”



Co-Teaching - What are teachers saying?



HOME RUN!



“Co-teaching gives the students an opportunity to learn at a deeper level and helps students who struggle to keep up with the pace by breaking the information down more when working in smaller groups. It offers a fresh perspective from the sped teacher point of view and they can bring in more ideas on how to differentiate.”

“The co-teaching model is a wonderful opportunity for the following reasons:

- Individualized support and interaction for students with and without accommodations
- Collaborative opportunities and peer interactions to enhance comprehension and mutual respect
- Building trust and confidence in facilitating their academic and social growth
- Students’ willingness to take risks in a more supported learning environment
- Broader attention to students by having two educators willing to try various teaching and learning approaches with them”

HOME RUN!





ASPIRE

This year, we expanded on our Continuum of Education by adding the **ASPIRE** program:

- General Education classes
- Co-taught classes
- Self-contained ELA/Math classes
- ASPIRE program (Advancing Student Performance in Reaching Excellence)

Who: 6th-8th grade students with Intellectual or global severe learning disabilities.

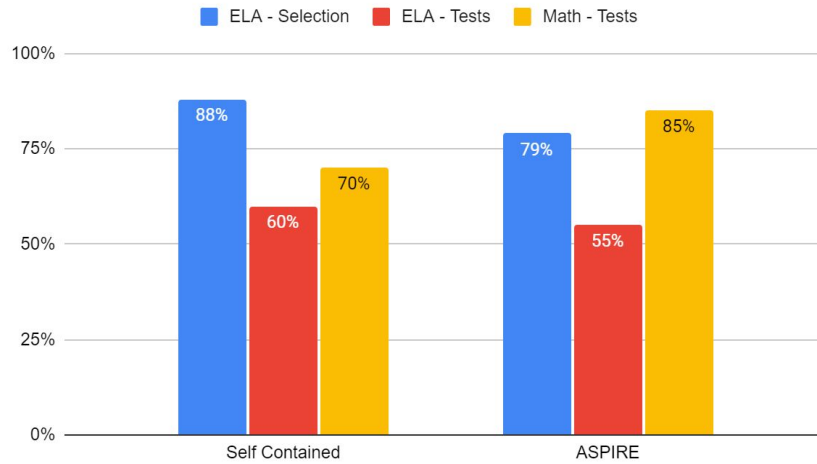
What: Specialized instruction in Core Classes

Why: Data did not show success for students in this category when we were supporting them with the self-contained approach. They also did not show success when in Science/SS with parapro/Sped support.



ASPIRE

% of Self Contained/ASPIRE Students Earning 70% or Higher



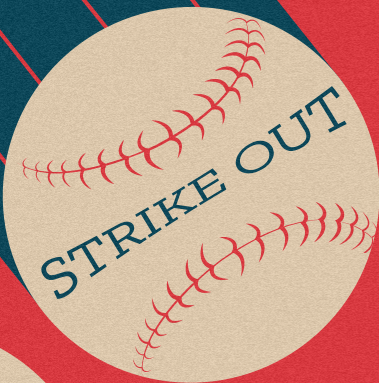
HOME RUN!



HOME RUN!



WE'RE OUTTA HERE!



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