



Prairie Elementary School
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School Annual Education Report (AER)

February 14th, 2020

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2019-2020 educational progress for the Prairie Elementary School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact, Carl Lewandowski, the building principal, for assistance.

The AER is available for you to review electronically by visiting the following web site [AER Combined Report](#), or you may review a copy in the main office at your child's school.

For the 2019-20 school year, schools were identified using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has three or more underperforming student subgroups. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. Some schools are not identified with any of these labels. In these cases, no label is given.

Prairie Elementary School has NOT be given one of these labels.

School Background:

For the 2019/20 school year Prairie continues to strive for improvement in the educational success of all our learners. This year we have taken on the process of becoming a more mindful school. In other words we are learning about our students and their background. Our school is made up of 87% free and reduced qualifiers, this means we have over 210 children that live in poverty and at times school provides the only meals and safe place for them. We want to support the qualities



of good character but also want to help children learn to regulate their social and emotional well-being through becoming more mindful. We know that if children feel better inside and we support good character they will be in a calmer place internally to receive instruction.

Each year Prairie strives to improve the education success of its students. For 2018-2019 Prairie focused on the following: In ELA (Reading) we continued work in reading fluency, identifying supporting details in text, and being able to cite where main ideas occurred in print. Writing was similar with focus on adding detail to student writing along with making sure pieces of writing had identifiable beginning, middle, and end as well as smooth transitions. Mathematics concentration always involves having students learn basic operations, yet we focused students on improving their ability to solve word problems, and gain a better grasp on basic algebraic operations. In addition, student attendance at school could be a challenge. Our building sent attendance letters, met with parents, made daily calls, and as needed referred specific cases to the truancy officer to facilitate better attendance of our students.

Process for Assigning Pupils to the School:

Prairie Elementary School, as part of the Adrian Public School System, participates in a school of choice cooperative agreement with other schools in the county in accordance with Sections 105 and 105c of the State School Aid Act. School of Choice applications are handled through the board office and are handled individually based upon available spots at every grade level.

This same process used in the prior 2018-2019 school year.

The Status of the 3-5 Year School Improvement Plan:

2019-2020 School Improvement

This was the last year of our plan, and though our school year was cut short because of the pandemic as we worked through the year we were able to help many more students become successful in both the classroom and socially. The resources teachers have used, the Title 1 and 31A programming, the use of more engagement strategies, the support of PBIS and Mindfulness have allowed us to recognize this success! Prairie staff will begin working this winter on further developing a new 3-year plan that will incorporate all that we learned from these past three years. Sadly, the pandemic did not allow us to see how our efforts would have been reflected on State assessments. Our new plan will have to incorporate the absence of so many of our students coming to school.



2018-2019 School Improvement

We are going into our 4th year of our school Improvement plan and as we reflect on this plan we are becoming increasingly aware that poverty has an impact on the child and learning. We knew this but we would benefit from learning a lot more about it. We want to become familiar with poverty by learning how it impacts children in school through reading the book "Understanding Poverty" by Ruby Payne. We will learn how being homeless impacts learning through PD with APS Homeless Liaison.

We Know so much more about the brain and what happens to it when children live and endure and cope with trauma. We want to become more familiar with the science behind this and how trauma has impact the child. We will build our capacity on the effects trauma has on a child's brain through PD ongoing Social/Emotional Learning. From our new found knowledge and understanding that we will find new ideas of how we can help our students learn to regulate their emotions in a healthier manner. We hope we can provide them with models of how to regulate emotionality.

We will learn the strategies around dispute & resolution training to help our staff assist learners navigate through disagreements versus fighting and arguing. We know that arguing and fighting floods the system with stress hormones and chemicals. We know it takes 30 seconds for these hormones to exit the body. By using dispute resolution protocols students will learn to resolve conflicts sooner and be able to receive instruction quicker.

We will incorporate breathing and stretching into morning and after lunch recess routines. Through a local yoga instructor with training in working with children living with trauma, we will learn this skill.

We will learn how binaural beats...music, wavelengths, that connect within our brains how these can help us to focus.

We will train Upper Elementary students who will help provide added breathing and stretching for classrooms. In addition to the daily routine of breathing and stretching before the day starts and after lunch recess this group will provide an added time for classrooms to reset and refocus throughout the day.

We have a team of teachers that will gain more knowledge about mindful classrooms and will lead the charge of cultivating a more mindful school. They will attend classes, one day professional developments to gain more knowledge about how we can further advance our plan to become a more mindful school.

2019-20 Specialized Schools Annual Report

The students of Adrian Public Schools receive special education services through the



Lenawee Intermediate School District (LISD). In addition to the specialized schools, students receive diagnostic testing, school psychology, school social work, physical and occupational therapy, career technical education, special needs training and speech pathology services.

The Lenawee Intermediate School District provides educational services to students from birth through age 26 who have severe handicaps. Students with severe physical, mental, emotional or sensory impairments may receive their educational program at a classroom operated by the LISD. Less than ten students from Adrian Public Schools attended LISD classroom programs during the 2019-20 school year.

The LISD operates the Laura Haviland Program for elementary, middle and high school students with severe emotional and behavioral impairments. 11 students from Adrian Public Schools attended Laura Haviland during the 2019-20 school year.

In cooperation with the Lenawee County Probate Court, the LISD operates the juvenile education program housed at the Maurice Spear Campus.

LISD operates special education classrooms in local districts including classrooms for students with physical or other health impairments and hearing impairments in Madison; and classrooms for students with cognitive impairments in Tecumseh and Adrian. 14 students from Adrian Public Schools attended these programs during the 2019-20 school year.

The LISD PREP Academy provides educational programs for teen parents from Lenawee County. During the student's instructional program, childcare support is provided. 11 students from Adrian Public Schools attended the LISD PREP Academy during the 2019-20 school year.

The LISD TECH Center offers career technical education programs for high school juniors and seniors. 140 students from Adrian Public Schools attended the LISD TECH Center or participated in the co-op/work experience program during 2019-20. This equals 39.8 % of the junior and senior population for this school district.

The most recent follow-up of LISD TECH Center students (a 2019 study of 2018 graduates) showed 67.2% were continuing their education. Of those continuing their education, 84.2% were continuing in a field related to their LISD TECH Center program. In addition, 89.2% were working (full-time or part-time) with 3% reporting they were unemployed/seeking employment. Of those working full-time, 59.8% were in a field related to their LISD TECH Center program.

Local districts operate special education classrooms open to students from other



districts. There are two MiCI classrooms in the county that other districts can send students to. One is the LISD MiCI HS classroom at BD and the other is the MS and HS MiCI classrooms at Addison. Beyond that districts do individual agreements to allow students to attend a classroom in another district. Adrian Public Schools placed zero students with (Name of Receiving School District) during the 2019-20 school year.

2018-19 Specialized Schools Annual Report

The students of Adrian Public Schools receive special education services through the Lenawee Intermediate School District (LISD). In addition to the specialized schools, students receive diagnostic testing, school psychology, school social work, physical and occupational therapy, career technical education, special needs training and speech pathology services.

The Lenawee Intermediate School District provides educational services to students from birth through age 26 who have severe handicaps. Students with severe physical, mental, emotional or sensory impairments may receive their educational program at a classroom operated by the LISD. Zero students from Adrian Public Schools attended LISD classroom programs during the 2018-19 school year.

The LISD operates the Laura Haviland Program for elementary, middle and high school students with severe emotional and behavioral impairments. Less than 19 students from Adrian Public Schools attended Laura Haviland during the 2018-19 school year.

In cooperation with the Lenawee County Probate Court, the LISD operates the juvenile education program housed at the Maurice Spear Campus.

LISD operates special education classrooms in local districts including classrooms for students with physical or other health impairments and hearing impairments in Madison; and classrooms for students with cognitive impairments in Tecumseh and Adrian. 12 students from Adrian Public Schools attended these programs during the 2018-19 school year.

The LISD PREP Academy provides educational programs for teen parents from Lenawee County. During the student's instructional program, childcare support is provided. Less than 10 students from Adrian Public Schools attended the LISD PREP Academy during the 2018-19 school year.

The LISD TECH Center offers career technical education programs for high school juniors and seniors. 140 students from Adrian Public Schools attended the LISD



TECH Center or participated in the co-op/work experience program during 2018-19. This equals 31.6% of the junior and senior population for this school district.

The most recent follow-up of LISD TECH Center students (a 2018 study of 2017 graduates) showed 69.4% were continuing their education. Of those continuing their education, 76.6% were continuing in a field related to their LISD TECH Center program. In addition, 92.8% were working (full-time or part-time) with 6.1% reporting they were unemployed/seeking employment. Of those working full-time, 69.4% were in a field related to their LISD TECH Center program.

To Access a Copy of the State Curriculum

Our core curriculum follows the Michigan Common Core State Standards. Teachers are working to develop deep understanding of the Common Core State Standards. A copy of the core curriculum is available for your review in the Prairie Elementary School Office. Michigan’s Common Core State Standards can be viewed on the Michigan Department of Education’s website. You can view the curriculum at our Prairie Elementary’s office or on this website: <https://theadrianmaples-public.rubiconatlas.org>

Aggregated 2019-2020 M-Step Data- No state assessments were taken in the Spring of 2020 due to COVID-19.

Aggregated 2018-2019 M-Step Data

<u>Prairie</u>	<u>M-STEP</u>	<u>NWEA</u>
ELA (3)	21.20%	34%
Math (3)	18.20%	17%
ELA (4)	53.10%	50%
MATH (4)	37.50%	32%
ELA (5)	29%	24%
MATH (5)	21.90%	30%

Students Represented at Parent Conferences: UPDATE

2019-2020 Fall-83%

2019-2020 Spring- Cancelled due to COVID 19



2018-2019 Fall 93%
2018-2019 Spring 81%

Prairie Elementary School strives to have 100% attendance at Parent Teacher Conferences. Our school community believes that communication between home and school is a key factor in a student's academic success.

The Teachers, paraprofessionals, office staff, supervisors, food services, LISD itinerants, Title 1 & 31A staff all have embraced the initiatives here at Prairie and have helped to support our students and their families in the most positive manner. We have seen our school transform from a sort of raucous and unruly place where students were out of the classroom because of their struggles and behaviors to a more peaceful and safer place to receive an education. Our parent teacher organization and volunteers and our community we reside in have embraced our school and our schools culture continues to evolve into a much more positive place to be as a result. We believe in these upcoming years our students will be able to give their best effort at learning how to read, use numbers and express and share what they have learned as a result of these wonderful things that have helped us. Prairie is a great little place where students can come to learn, and feel safe to take chances and explore their curiosities.

Sincerely,

Carl A. Lewandowski

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