

Recognition: Mary Cannata, School Secretary



Prairie Trails: School Goals & Focus Areas 2025–2026

Building Strong Foundations for Lifelong Learning



RTSD26

Meet the Interventionists

Amy Larson: Academics



Ida Rodriguez: Multilingual

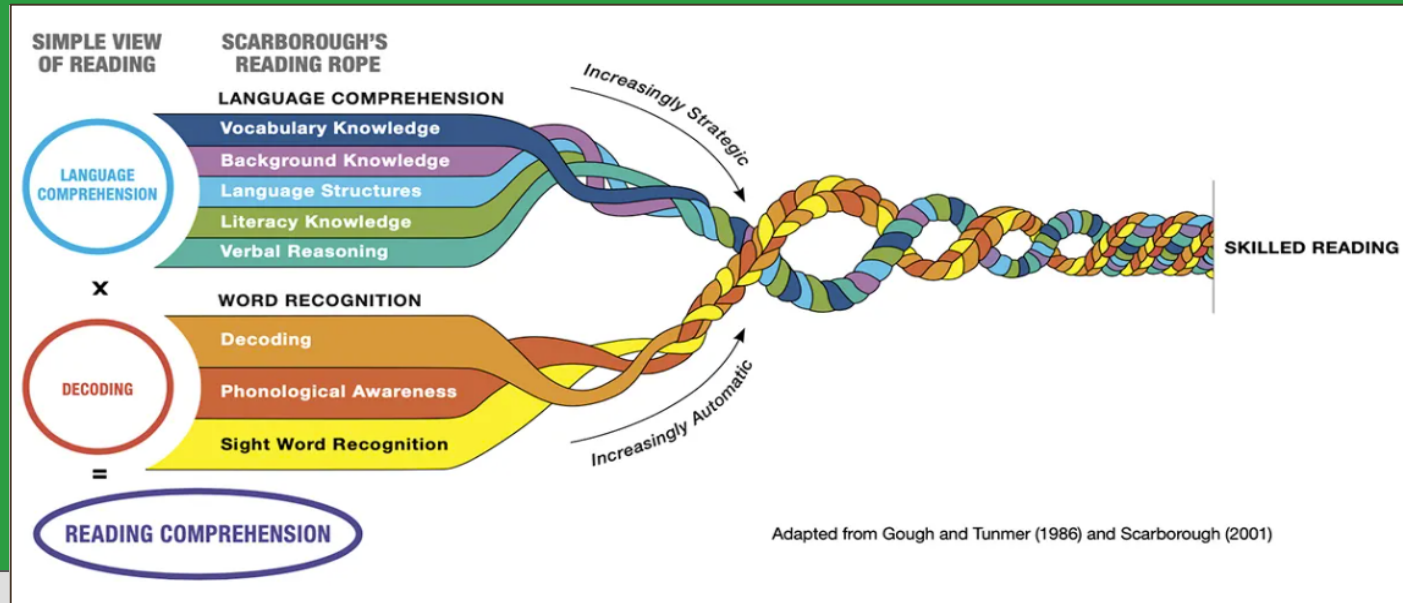


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School Spotlight:

Academic & Multilingual Interventions

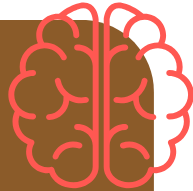
- Literacy
 - Reading
 - Writing
 - Speaking
 - Listening
- Math



School Goals & Focus Areas

Program Coherence
Admin Walk-Throughs & Feedback
Peer Observations

Head Ready:
Differentiation



Kindergarten Math
Service Delivery

Heart Ready:
Developmentally Appropriate
Practices

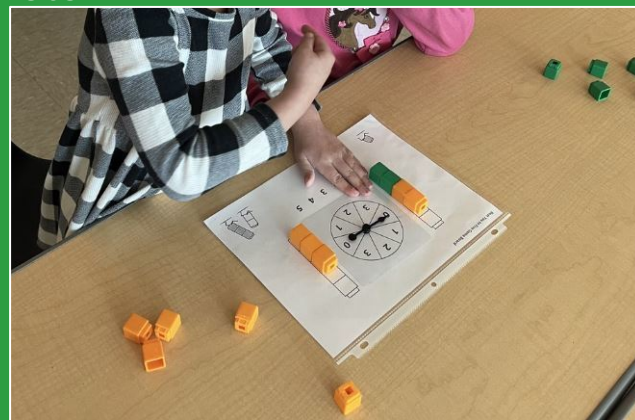


Executive Functioning
Purposeful Play



Differentiation: Kindergarten Math

- Small groups **within** the classroom, **flexible groups** through ongoing assessment
- Small groups **out** of the classroom with interventionists
- Emphasis on **conceptual understanding**
 - Manipulatives
 - Games
 - Visuals
 - Discussion
- Data-driven adjustments to pacing and grouping
- Aligned assessments ensure consistency in measuring student growth

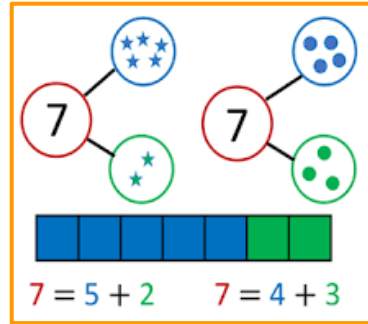


What are Foundational Math Skills?

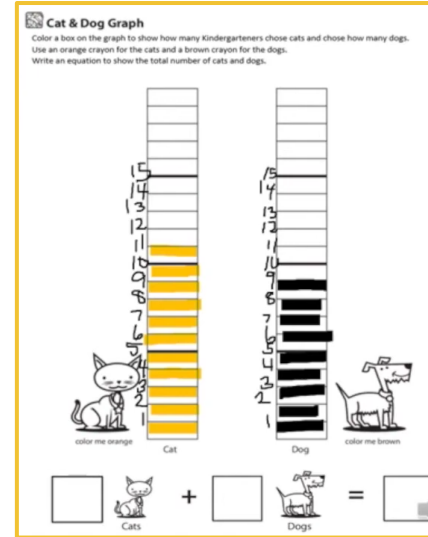
Counting & Cardinality



Measurement & Data



Operations & Algebraic Thinking



Number & Operations in Base 10



Geometry



Differentiation: Service Delivery

- Maximizing inclusion and individualized support
- Meeting the wide variety of needs and skill levels
- Increases in different student groups
- Collaborative shifts



Developmentally Appropriate Practices: Executive Functioning

- Routines, independence, and self-regulation
- Consistent language and expectations across classrooms
- Building teacher capacity through shared learning and collective problem solving
- Sharing strategies and ideas with families
- NSSEO partnership



GETTING TO KNOW YOU

MATERIALS: NONE

WHEN TO USE: transitions, waiting in line

SKILL: attention, inhibitory control

- Tell the students you are going to play a game to learn about each other.
- Ask the students to hold 2 thumbs up for things they like and 2 thumbs down for things they don't like.
- Point out similarities and differences among the students.
- Questions can change to things they have done or places they have been.
- Make the game more complicated by changing the action required for each response (i.e. hands on head for things they like and hands in lap for things they don't like).

What is Executive Functioning?



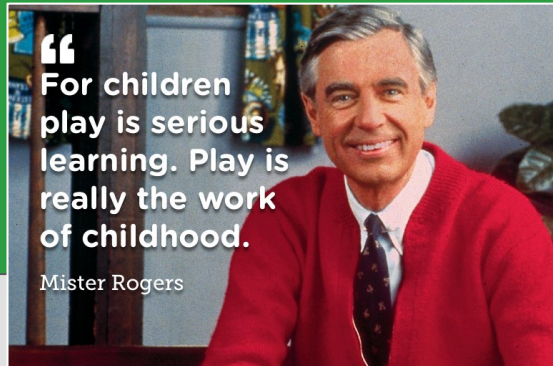
The Brain's Air Traffic Control System!

- Managing feelings
- Self-control
- Working memory
- Task initiation
- Organization
- Flexibility to change between tasks
- Time management



Developmentally Appropriate Practices: Play

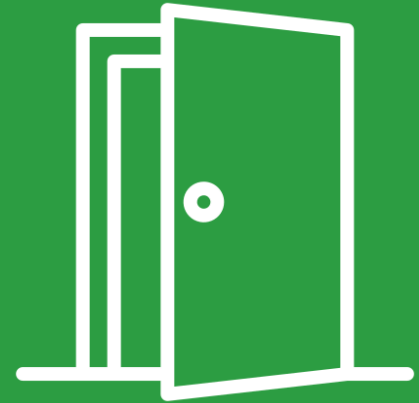
- Executive functioning skills
- Purposeful & intentional
- Themes & centers to develop language
- Understanding levels of play and meeting individual needs



"Opening the Door"

Learning Together to Improve Practice

- Leading from the Classroom
 - Program Coherence
 - Admin Walkthroughs & Targeted Feedback
 - Instructional Coaching Rounds



Thank you for your support! Together, we are building confident, capable, and curious learners.



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