

Prairie Hill MTSS Action Plan 2023-2024

MTSS Implementation Plan ([Link here](#))

[SAMI needs assessment](#)

Conceptual Area	Baseline Data	Action	Who	When	Progress/Notes
Leadership Based on our overall Leadership rating of 81% and team discussion, we need to review and refine our MTSS Implementation Plan and include a two-way communication plan that includes how we monitor our level of engagement with community, families, and students .	81% L3: 3 L4: 3 Currently our chronic absenteeism data for our K-4 low SES subgroup is 33% compared to 16% for all K-4 students. Goal: By June 2024, we will research, identify, and develop an implementation plan to reduce our current chronic absenteeism rate of 16% by 3% for all students by focusing on the evidence based practice of Positive Engagement.	Convene a building attendance team, including 2 Cadre Members and 2 SEBH Team Members led by Building Facilitator	Principal and Building Facilitator	June 2023	*Prairie Hill was designated for the literacy achievement gap between our 4th grade low SES subgroup and our non SES group *After a data review, the Hill leadership team determined a root cause of this gap was chronic absenteeism for our SES subgroup. Selected Evidence Based Practice: Attendance EBP Brief Positive engagement: Creating a culture of attendance by taking a positive, not punitive, approach to absenteeism that is centered on belonging and engagement, and help everyone to understand why daily attendance matters in PreK-12th grade. Exemplar Resources to Implement: Positive Messaging Campaigns <ul style="list-style-type: none"> • Handouts & Messaging • Get 2 School • Challenge 5 • Check & Connect • Other Resources CCSD Attendance Website
		Communicate goals and long-term plans for all staff related to chronic absenteeism	Building Facilitator	August 2023	
		Attendance Team chooses 1-2 specific evidence based practices for staff to implement in the fall	Attendance Team	September 2023	
		Attendance Team provides Professional Learning for staff around the chosen evidence based practices	Attendance Team	Fall 2023 Winter 2024	
		Staff implements chosen evidence based practices supported through practice based coaching	Staff	November -May 2024 *January review	

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Assessment and Data-Based Decision-Making (ADBDM) Based on our overall ADBDM rating of 65% and team discussion, we need to prioritize identifying and developing our comprehensive assessment system (particularly in SEBH) and understanding how to use a data-based decision-making process for each type of assessment to support MTSS.	65% A2: SEBH 0 in all 5 areas	Set checkpoints for Attendance Team to regularly review and analyze absenteeism data	Attendance Team	Monthly starting October 1	
	Currently our chronic absenteeism data for our K-4 low SES subgroup is 33% compared to 16% for all K-4 students. Goal: By June 2024, we will research, identify, and develop an implementation plan to reduce our current chronic absenteeism rate of 16% by 3% for all students by focusing on the evidence based practice of Positive Engagement.	Communicate progress toward goals to joint Cadre and SEBH Teams throughout the year	Principal and Facilitator	3 times /year starting October 1	

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SAMI Prioritized Summary Statements:

Based on our overall Leadership rating of 81% and team discussion, we need to review and refine our MTSS Implementation Plan and include a two-way communication plan that includes how we monitor our level of engagement with community, families, and students .	Based on our overall Infrastructure rating of 75% and team discussion, we need to review and revise our MTSS policies and procedures and establish a two-way communication plan with all stakeholders in order to optimize our learning environment and increase visibility .	Based on our overall ADBDM rating of 65% and team discussion, we need to prioritize identifying and developing our comprehensive assessment system (particularly in SEBH) and understanding how to use a data-based decision-making process for each type of assessment to support MTSS.	Based on our overall Universal Tier rating of 63% and team discussion, we need to prioritize becoming familiar with evidence-based practice and materials for the universal tier across literacy, math, and social-emotional behavior.	Based on our overall Supplemental and Intensive Tiers rating of 22% and team discussion, we need to prioritize analyzing progress monitoring data and intensifying interventions when needed and building systems of support for math and SEBH.
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