

Prairie High School MTSS Action Plan 2023-2024

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

[SAMI needs assessment](#)

[SAMI Notecatcher](#) [PHS Action Planning/EBP Template](#) [ESSA Support Site](#) [Selecting Evidence-Based Practices and Learning Concepts](#)

Conceptual Area	Baseline Data	Action	Who	When	Progress/Notes
Leadership Based on our overall Leadership rating of 12.5% and team discussion, we need to prioritize building the leadership team's ability to lead and support the school's implementation of MTSS and deepen their knowledge and understanding of how to implement MTSS.	12.5% L1: 2 L2: 0 L3: 0 L4: 0 Chronic absenteeism for all students is 34% and is considerably higher for students identifying as EL (65.8%), Black/AA (47.5%), students with low SES (33.7%), students with disabilities (37.2%), and Hispanic (33.5%). Intermediate Goal: When our cadre's leadership total consensus goal has reached a score of 51% or greater (or June 2024), we will	Review current cadre roles, and define and establish Building Leadership Team (Cadre) roles that include an MTSS Coordinator, Systems Coach and Practice Coach/s with explicit responsibility to coordinate and support MTSS implementation. Establish cadre mission, vision, collective commitments, and meeting norms.	Principal & Cadre AEA Systems Coach	Spring-Fall 2023 Recheck L1 anchor for progress: October 2023, January 2024, & April 2024	PHS was designated as extended targeted for the following student groups: Black/African American, Low Socio-Economic Status (FRL), Students with Disabilities (IEP). After a data review, the PHS leadership team determined a root cause of this gap was chronic absenteeism for all students and student subgroups.
		Build Cadre members' knowledge and skills to lead MTSS <ul style="list-style-type: none"> Establish cadre beliefs and consensus that MTSS will support ALL students to achieve grade-level standards Assess knowledge and skills of leadership team members to lead MTSS. Develop a cadre professional learning plan that addresses 	Principal & Cadre AEA Systems Coach	Spring 2023-Spring 2024 Recheck L2 anchor for progress: October 2023, January 2024, & April 2024	

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	develop action plan steps for ADBDM that will focus on chronic absenteeism.	learning needs and builds team members' capacity to lead MTSS			
	Year 3 Goal: By June 2025, we will research, identify, and develop an implementation plan to reduce our chronic absenteeism rate of 34% by 6% for all students by focusing on the evidence based practice of Positive Engagement.	Review district MTSS Implementation Plan and update/revise building-wide MTSS Implementation Plan to ensure clarity and address missing components.	Principal & Cadre AEA Systems Coach	Spring 2023–Spring 2024 Recheck L3 anchor for progress: October 2023, January 2024, & April 2024	
		Develop an MTSS communication plan to engage and ensure an ongoing feedback loop with community, families, and students.	Principal & Cadre	Spring 2023–Spring 2024 Recheck L4 anchor for progress: October 2023, January 2024, & April 2024	Is there a connection to the district's Attendance Task Force work?

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Leadership	Intermediate Goal: By June 2024, we will research, identify, and develop an implementation plan to reduce our chronic absenteeism rate of 34% by 3% for all students by focusing on the evidence based practice of Positive Engagement. Year 3 Goal: By June 2025, we will research, identify, and develop an implementation plan to reduce our chronic absenteeism rate of 34% by 6% 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 Deans	Principal	August 2023	*After a data review, the PHS leadership team determined a root cause of this gap was chronic absenteeism for all students and student subgroups. Selected Evidence Based Practice: Attendance EBP Brief Selecting EBP and Learning Concepts (Attendance Brief) Consider baseline and ongoing assessment of attendance practices using AttendanceWorks District Self-Assessment (from Selecting EBP And Learning Concepts , page 13 CCSD Attendance Website)
		Communicate goals and long-term plans for all staff related to chronic absenteeism	Principal	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	Universal Tier

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		Set checkpoints for Attendance Team to regularly review and analyze absenteeism data	Attendance Team	Monthly starting October 1	
		Communicate progress toward goals to Joint Cadre and SEBH Teams throughout the year	Principal and Facilitator	3 times /year starting October 1	
ADBDM Based on our overall ADBDM rating of 14% and team discussion, we need to prioritize identifying and developing our comprehensive assessment system (for reading, mathematics, and SEBH) and understanding how to use each type of assessment to support MTSS.	14% Year 3 Goal: By June 2025, we will research, identify, and develop an implementation plan to reduce our chronic absenteeism rate of 34% by 6% for all students by focusing on the evidence based practice of Positive Engagement.	Add future ADBDM action steps once Leadership is 51% or by June 2024.			Selecting EBP and Learning Concepts (Attendance Brief) Consider baseline and ongoing assessment of attendance practices using AttendanceWorks District Self-Assessment (from Selecting EBP And Learning Concepts , page 13)

SAMI Prioritized Summary Statements:

Based on our overall Leadership rating of 12.5% and team	Based on our overall Infrastructure rating of 44% and team discussion,	Based on our overall ADBDM rating of 14% and team discussion, we need	Based on our overall Universal Tier rating of 30% and team discussion,	Based on our overall Supplemental and Intensive Tiers rating of 0% and team
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discussion, we need to prioritize building the leadership team's ability to lead and support the school's implementation of MTSS and deepen their knowledge and understanding of how to implement MTSS.	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.	to prioritize identifying and developing our comprehensive assessment system (for reading, mathematics, and SEBH) and understanding how to use each type of assessment to support MTSS.	we need to prioritize defining SEBH universal tier evidence-based instructional practices and materials while also ensuring differentiated instruction meets learner needs across all discipline areas.	discussion, we need to prioritize developing a building-wide structure and process for building/grade level leadership to identify, document, and prioritize evidence-based interventions aligned to our student needs.
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