

# Prairie Point MTSS Action Plan 2023-2024

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

[SAMI needs assessment](#)

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

Conceptual Area	Baseline Data	Action	Who	When	Progress/Notes
<b>Leadership</b>  Based on our overall Leadership rating of 56% and team discussion, we need to <b>review and refine our MTSS Implementation Plan</b> and include a <b>two-way communication plan</b> that includes how we monitor our level of <b>engagement with community, families, and students.</b>	<b>56%</b>  L1: 2 L2: 3 L3: 2 L4: 2  Chronic absenteeism for all students is 26.2% and is considerably higher for students identifying as Black/AA (48.2%), EL (45%), students with low SES (42%), students with disabilities (42.3%), and Multi-racial (36.1%).  <b>Intermediate Goal:</b> By June 2024, we will research, identify, and develop an	Develop an MTSS communication plan to engage and ensure an ongoing feedback loop with community, families, and students.	Principal & Cadre  AEA Systems Coach	Spring 2023–Spring 2024  Recheck L4 for progress: November 2023, February 2024, and May 2024	Is there a connection to the Attendance Task Force work?
		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 Point was designated as extended targeted for the achievement gap for our students with IEPs subgroup.
		Communicate goals and long-term plans for all staff related to chronic absenteeism	Building Facilitator	August 2023	After a data review, the Point leadership team determined a root cause of this gap was chronic absenteeism for our students with IEPs, students identifying as Black/AA, EL students, low SES, and multi-racial subgroups.
		Attendance Team chooses 1-2 specific evidence based practices for staff to implement in the fall.	Attendance Team	September 2023	<b>Selected Evidence Based Practice:</b> <a href="#">Attendance</a> EBP Brief
		Attendance Team provides Professional Learning for	Attendance Team	Fall 2023 Winter 2024	<b>Positive engagement:</b> Creating a culture of attendance by taking a positive, not punitive, approach to absenteeism that is

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	implementation plan to reduce our current chronic absenteeism rate of 26.2% by 3% for all students by focusing on the evidence based practice of Positive Engagement.	staff around the chosen evidence based practices			<p>centered on belonging and engagement, and help everyone to understand why daily attendance matters in PreK-12th grade.</p> <p>Exemplar Resources to Implement:</p> <p><a href="#">Positive Messaging Campaigns</a></p> <ul style="list-style-type: none"> <li>• <a href="#">Handouts &amp; Messaging</a></li> <li>• <a href="#">Get 2 School</a></li> <li>• <a href="#">Challenge 5</a></li> <li>• <a href="#">Check &amp; Connect</a></li> <li>• <a href="#">Other Resources</a></li> </ul> <p><a href="#">CCSD Attendance Website</a></p>
<p><b>Assessment &amp; DBDM</b></p> <p>Based on our overall ADBDM rating of 44% and team discussion, we need to prioritize <b>identifying and developing our comprehensive assessment system</b> (for reading, mathematics, and SEBH) and understanding how to use a <b>data-based decision-making process for each type of assessment</b> to support MTSS.</p>	<p><b>44%</b></p> <p>Chronic absenteeism for all students is 26.2% and is considerably higher for students identifying as Black/AA (48.2%), EL (45%), students with low SES (42%), students with disabilities (42.3%), and Multi-racial (36.1%).</p> <p><b>Three Year Goal:</b> By June 2025, we will research, identify, and</p>	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	

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	develop an implementation plan to reduce our current chronic absenteeism rate of 26.2% by 6% for all students by focusing on the evidence based practice of Positive Engagement.				
<b>Universal Tier</b>  Based on our overall Universal Tier rating of 46.7% and team discussion, we need to prioritize <b>defining universal tier evidence-based instructional practices and materials</b> while also <b>ensuring differentiated instruction meets learner needs</b> .	<b>46.7%</b>	•			
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## SAMI Prioritized Summary Statements:

Based on our overall Leadership rating of 56% and team discussion, we need to <b>review and refine our MTSS Implementation Plan</b> and include a <b>two-way communication plan</b> that includes how we monitor our level of <b>engagement with community, families, and students</b> .	Based on our overall Infrastructure rating of 63% and team discussion, we need to <b>review and revise our MTSS policies and procedures</b> and establish a <b>two-way communication plan</b> with all stakeholders in order to <b>optimize our learning environment</b> .	Based on our overall ADBDM rating of 44% and team discussion, we need to prioritize <b>identifying and developing our comprehensive assessment system</b> (for reading, mathematics, and SEBH) and understanding how to use a <b>data-based decision-making process for each type of assessment</b> to support MTSS.	Based on our overall Universal Tier rating of 46.7% and team discussion, we need to prioritize <b>defining universal tier evidence-based instructional practices and materials</b> while also <b>ensuring differentiated instruction meets learner needs</b> .	Based on our overall Supplemental and Intensive Tiers rating of 50% and team discussion, we need to prioritize <b>the development and documentation of a process to examine our intervention effectiveness</b> and review and revise our <b>Continuum of Supports to include family and stakeholder engagement</b> .
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