

# Prairie Point MTSS Action Plan 2023-2025

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	
<p><b>Leadership</b></p> <p>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></p>	<p><b>56%</b></p> <p>L1: 2 L2: 3 L3: 2 L4: 2</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>Develop an MTSS communication plan to engage and ensure an ongoing feedback loop with community, families, and students.</p>	<p>Principal &amp; Cadre</p> <p>AEA Systems Coach</p>	<p>Spring 2023– Spring 2024</p> <p>Recheck L4 for progress: November 2023, February 2024, and May 2024</p>	<p>Is there a connection to the Attendance Task Force work?</p> <p><i>11/27/23 Met with 3 different grade level teams to discuss concerns and reach out to families. Need to work on feedback piece. Still need to rescore L4 and add notes to SAMI notecatcher. Record team consensus on <a href="#">SAMI notecatcher</a> using a different color.</i></p>	
		<p>Convene a building attendance team, including 2 Cadre Members and 2 SEBH Team Members led by Building Facilitator</p>	<p>Principal and Building Facilitator</p>	<p>June 2023</p>	<p>Prairie Point was designated as extended targeted for the achievement gap for our students with IEPs subgroup.</p>	
		<p>Communicate goals and long-term plans for all staff related to chronic absenteeism</p>	<p>Building Facilitator</p>	<p>August 2023</p>	<p>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.</p>	
		<p><b>Intermediate Goal:</b></p> <p>By June 2024, we will research, identify, and develop an implementation plan to reduce our current chronic</p>	<p>Attendance Team chooses 1-2 specific evidence based practices for staff to implement in the fall.</p>	<p>Attendance Team</p>	<p>September 2023</p>	<p><b>Selected Evidence Based Practice:</b></p> <p><a href="#">Attendance</a> EBP Brief</p>
			<p>Attendance Team provides Professional Learning for staff around the chosen</p>	<p>Attendance Team</p>	<p>Fall 2023</p>	<p><b>Positive engagement:</b> Creating a culture of attendance by taking a positive, not punitive, approach to absenteeism that is</p>

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	absenteeism rate of 26.2% by 3% for all students by focusing on the evidence based practice of Positive Engagement.	evidence based practices		Winter 2024	<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><i>11/27/23 Attendance conversations are currently happening in tiers by Student Support Team. This team will serve as the Building Attendance Task Force and will begin the process of working through the Attendance Brief and identifying the EBP.</i></p>
<p><b>Leadership (April 2024)</b></p> <p>Based on our overall Leadership rating of 75% and team discussion, we need to <b>develop direction for team leads that defines roles of the MTSS team and add an orientation for parents who are new to the building that includes an overview of MTSS practices.</b></p>	<p><b>75%</b></p> <p>L1: 3 L2: 3 L3: 3 L4: 3</p> <p><b>Intermediate Goal:</b> By June 2025, we will define roles for the MTSS team in order to better lead our MTSS implementation.</p>	<p>Develop direction for team leads that defines roles of the MTSS team</p>	<p>Administrators, Instructional Coaches, At-Risk PLC Facilitator</p>	<p>June 2024</p>	

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	<p><b>Intermediate Goal:</b> By June 2025, we will provide an orientation for new parents about MTSS practices that will be attended by 80% of parents..</p>	<p>Increase outreach to less engaged parents by adding an orientation for parents who are new to the building that includes an overview of <a href="#">MTSS practices and implementation science</a>.</p>	Counselors	August 2024	
<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 develop an implementation plan to reduce our current chronic absenteeism rate of 26.2% by 6%</p>	<p>Set checkpoints for Attendance Team to regularly review and analyze absenteeism data</p>	Attendance Team	Monthly starting October 1	<p><i>11/27/23 Getting started with monitoring building wide attendance data. Will reach out to GWAEA SEBH System Coach: Lindsey Kutcher</i></p>
		<p>Communicate progress toward goals to Joint Cadre and SEBH Teams throughout the year</p>	Principal and Facilitator	3 times /year starting October 1	<p><i>11/27/23 Will need to check on this - is it being monitored district-wide?</i></p>

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	for all students by focusing on the evidence based practice of Positive Engagement.				
<p><b>April 2024</b></p> <p>Based on our overall ADBDM rating of 63% and team discussion, we need to prioritize developing a parent agreement notification within student registration to permit response to a universal SEBH assessment as provided through our student monitoring system and consider scheduling students into academic and behavioral intervention spaces at the start of the year based on past data.</p>	<p><b>63%</b></p> <p>By August 2024 we will have a system to gather SEBH student data.</p>	Select an SEBH assessment from Intellispark that will meet our needs.	At-Risk PLC Lead and Building Facilitator (with counselors)	September 2024	
		Gather parent permission for SEBH assessment (through registration).	Counseling Office	June-Aug 2024	
		Administer SEBH assessment.	SEBH team	Fall Semester 2024	
		Analyze data from SEBH assessments in combination with other data in Tier Team meetings to make decisions about interventions and instruction.	SEBH and Tier Intervention Team	Full Year 2024-2025	
		Continue to monitor our evidence-based practices to reduce Chronic Absenteeism and refine our data-based decision-making processes.			
<b>Universal Tier</b>	<b>46.7%</b>				

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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> .		•			
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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	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</b> for each type	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 Intensive Tiers rating of 50% and team discussion, we need to prioritize <b>development and documentation process to examine our intervention effectiveness</b> and review and <b>Continuum of Supports to include stakeholder engagement</b> .
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	order to <b>optimize our learning environment.</b>	<b>of assessment</b> to support MTSS.		
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