

# Prairie Hill MTSS Action Plan 2023-2025

MTSS Implementation Plan (Link here)

[SAMI needs assessment](#)

## Priority Data Summary Statement

Based on our analyses of attendance data, we need to develop a plan to enhance the evidence-based practices that support school attendance for students in the subgroups of F/R and ELL. We need to prioritize reducing chronic absenteeism in our student subgroups and utilize implementation science to monitor the selected evidence-based practices through the continuous improvement process.

Attendance->Behavior & Conditions for Learning->Achievement

Attendance->SEBH(Effective Classroom Practices)->CCSD Instructional Strategies Website

Conceptual Area	Baseline Data	Action	Who	When	Progress/Notes
<p><b>Leadership</b></p> <p>Based on our overall Leadership rating of 81% 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>Based on our overall Leadership rating of 81% and team discussion, we need to <b>review and refine our MTSS Implementation Plan</b> and include a <b>two-way communication</b></p>	<p>81% <b>81%</b> L3: 3 L4: 3</p> <p>Currently our chronic absenteeism data for our K-4 low SES subgroup is <b>23.62%</b> compared to <b>9.2%</b> for all K-4 students.</p> <p>Currently our chronic absenteeism data for our K-4 ELL subgroup is <b>12%</b> compared to <b>9.2%</b> for all K-4 students.</p> <p><b>Goal:</b> By June 2025, we will continue our implementation plan to maintain or reduce our current</p>	<p>Continue our building attendance team, including 2 Cadre Members, ELL teachers, and 2 SEBH Team Members led by Building Facilitator</p>	<p>Principal and Building Facilitator</p>	<p>June 2023 <b>Completed</b>  June 2024</p>	<p>*Prairie Hill was designated for the literacy achievement gap between our 4th grade low SES subgroup and our non SES group</p> <p>*After a data review, the Hill leadership team determined a root cause of this gap was chronic absenteeism for our SES subgroup.</p> <p><b>Selected Evidence Based Practice:</b> <a href="#">Attendance</a> EBP Brief <b>Positive engagement:</b> 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.</p> <p>Exemplar Resources to Implement: <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> </ul>
		<p>Communicate goals and long-term plans for all staff related to chronic absenteeism</p>	<p>Building Facilitator</p>	<p>August 2023 <b>Completed</b>  August 2024</p>	
		<p>Communicate goals and long-term plans for all staff related to chronic absenteeism</p>	<p>Attendance Team</p>	<p>September 2023 <b>Completed</b>  September 2024</p>	

# Prairie Hill MTSS Action Plan 2023-2025

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

[SAMI needs assessment](#)

<p><b>plan that includes how we monitor our level of engagement with community, families, and students.</b></p>	<p>chronic absenteeism rate of 9.2% for all students by focusing on the evidence based practice of Positive Engagement.</p>	<p>Attendance Team provides Professional Learning for staff around the chosen evidence based practices</p>	<p>Attendance Team</p>	<p>Fall 2023 Winter 2024 <b>Completed</b></p>	<ul style="list-style-type: none"> <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>Staff implements chosen evidence based practices supported through practice based coaching</p>	<p>Staff</p>	<p>November -May 2024 *January review <b>Completed</b></p> <p>November -May 2024 *January review</p>	
<p><b>Assessment and Data-Based Decision-Making (ADBDM)</b></p> <p>Based on our overall ADBDM rating of 65% and team discussion, we need to prioritize identifying and developing our <b>comprehensive assessment system</b> (particularly in SEBH) and understanding how to use a <b>data-based decision-making process</b></p>	<p>65% <b>62%</b> A2: SEBH 0-1 in all 5 areas</p> <p>Currently our chronic absenteeism data for our K-4 low SES subgroup is <b>23.2%</b> compared to <b>9.2%</b> for all K-4 students.</p> <p><b>Goal:</b></p>	<p>Set checkpoints for Attendance Team to regularly review and analyze absenteeism data</p>	<p>Attendance Team</p>	<p>Monthly starting October 1 <b>Completed</b></p> <p><b>Monthly starting October 1</b></p>	

# Prairie Hill MTSS Action Plan 2023-2025

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

[SAMI needs assessment](#)

<p>for each type of assessment to support MTSS.</p>	<p>By June 2024, we will research, identify, and develop an implementation plan to maintain or reduce our current chronic absenteeism rate of 9.2% for all students by focusing on the evidence based practice of Positive Engagement.</p>	<p>Communicate progress toward goals to Cadre and SEBH Teams throughout the year</p>	<p>Principal and Facilitator</p>	<p>3 times /year starting October 1 <b>Completed</b></p> <p>3 times /year starting October 1</p>	
		<p>Cadre will develop a process to monitor implementation data of the Wonders Leveled Readers (On Level and Beyond Level) that were purchased using ESSA Title funds in fall of 2023 for grades K-3 to provide students with opportunities to engage with additional grade level, connected text.</p>	<p>Cadre Building Principal</p>	<p>By June 2025</p>	

# Prairie Hill MTSS Action Plan 2023-2025

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

[SAMI needs assessment](#)

## SAMI Prioritized Summary Statements:

<p>Based on our overall Leadership rating of 81% 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>Based on our overall Infrastructure rating of 75% 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 and increase visibility</b>.</p>	<p>Based on our overall ADBDM rating of 62% and team discussion, we need to prioritize identifying and developing our <b>comprehensive assessment system</b> (particularly in SEBH) and understanding how to use a <b>data-based decision-making process for each type of assessment</b> to support MTSS.</p>	<p>Based on our overall Universal Tier rating of 63% and team discussion, we need to <b>prioritize becoming familiar with evidence-based practice and materials</b> for the universal tier across literacy, math, and social-emotional behavior.</p>	<p>Based on our overall Supplemental and Intensive Tiers rating of 22% and team discussion, we need to <b>prioritize analyzing progress monitoring data and intensifying interventions</b> when needed and building systems of support for math and SEBH.</p>
--	--	---	--	---