

# Prairie Creek MTSS Action Plan 2023-2025

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

[SAMI needs assessment](#)

2023-2024

Conceptual Area	Baseline Data	Action	Who	When	Progress /Notes
<p><b>Leadership</b></p> <p>Based on our overall Leadership rating of 62.5% 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>62.5% Implementation Stage</p> <p>Chronic absenteeism for all students is 16.7% and is considerably higher for students identifying as Black/AA (32.3%), students with low SES (31.3%), EL (28.6%), and students with disabilities (25.7%).</p> <p><b>Intermediate goal:</b> By June 2024, we will research, identify, and develop an implementation plan to reduce our current chronic absenteeism rate of 16.7% by 3% for all students by focusing on the evidence based practice of</p>	<p>Convene a building attendance team, including 2 Cadre Members and 2 SEBH Team Members led by Building Facilitator - <b>adjust</b></p> <p><b>Team led by Building facilitator and included counselors, administration</b></p>	Principal and Building Facilitator	<p>June 2023 <b>Completed SEBH Tier 2 Team designated as Attendance Task Force.</b></p>	<p>Prairie Creek was designated for the achievement gap for our Black/African American student subgroup.</p> <p>After a data review, the Creek leadership team determined a root cause of this gap was chronic absenteeism for our Black/AA 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> <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>Communicate goals and long-term plans for all staff related to chronic absenteeism - <b>completed</b></p> <p><b>Continue in 2024-2025</b></p>	Building Facilitator	<p>August 2023 <b>Completed during Preservice days &amp; September SIP goal is also attendance focused along with 2 data analysis with</b></p>	

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	Positive Engagement.			<i>certified staff.</i>	
	2023-2024 Chronic absenteeism for all students is 13.7% and is considerably higher for students identifying as Black/AA (20%), students with low SES (22%), EL (15%), students with IEPs (27%)	Attendance Team chooses 1-2 specific evidence based practices for staff to implement in the fall. - Completed parent communication, Students received SEL lessons, set goals and awareness, counseling groups	Attendance Team	September 2023 <i>In progress</i>	
		Evidence based practices that target students in 1 or more subgroups Parent Communication: form that includes scripting and information sharing across teachers and leaders Students: Daily HR entry in drawing, Reinforcement plans for chronically absent, Monthly themes			
		Attendance Team provides Professional Learning for staff around the chosen evidence based practices - <i>completed</i>	Attendance Team	Fall 2023 Winter 2024 <i>In progress</i>	
<b>Assessment &amp; Data Based Decision-Making</b>	60.7% Implementation Stage	Set checkpoints for Attendance Team to regularly review and analyze absenteeism data	Attendance Team	Monthly starting October 1 <i>In progress</i>	<i>9/18 used Encore to contact all chronically absent students and make intentional connections with them. Created protocol for</i>

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<p>Based on our overall ADBDM rating of 60.7% and team discussion, we need to prioritize our <b>use of fidelity implementation checks</b> within the administration of our comprehensive assessment system, <b>with the focus aligned with the assessment analyzed using the data protocol.</b></p>	<p>Chronic absenteeism for all students is 16.7% and is considerably higher for students identifying as Black/AA (32.3%), students with low SES (31.3%), EL (28.6%), and students with disabilities (25.7%).</p> <p><b>Three year goal:</b> By June of 2025, we will research, identify, and develop an implementation plan to reduce our current chronic absenteeism rate of 16.7% by 6% for all students by focusing on the evidence based practice of Positive Engagement.</p>	<p><b>Data: Bi-monthly reviews along with Math, Reading, Behavior add in subgroup information</b></p>			<p><i>identification and processing of identified students.</i>  <i>9/28 Data pulled and analyzed</i>  <i>10/26 next pull</i>  <i>03/20: Monthly data dives are occurring to monitor trends and subgroup data. Seeing improvements in attendance with chosen EBPs.</i>  <i>3/26 and 4/2: <a href="#">Conference sheets</a> for parent engagement with individual student data.</i>  <i>5/2: <a href="#">Data Sheet</a> used throughout the school year</i></p>
		<p>Communicate progress toward goals to Joint Cadre and SEBH Teams throughout the year</p> <p><b>Continue – communication with staff and parents</b></p>	Principal and Facilitator	3 times /year starting October 1	Laura Medberry, SEBH coordinator from the district central office, is coordinating the communication of progress rather than use the Joint Cadre venue.
		<p><b>Students in subgroups not proficient and/or chronically absent are provided assistance in conference participation: schedule in person, then offer virtual, then phone last email/letter (signed by parents with any questions)/video of progress</b></p>			
		<ul style="list-style-type: none"> <li>● Cadre will develop a data-based decision-making process to evaluate the effectiveness of our selected EBP: parent communication</li> </ul>			

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## SAMI Prioritized Summary Statements:

2022-2023

<p>Based on our overall Leadership rating of 62.5% 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 87.5% and team discussion, we need to <b>review and revise our MTSS policies and procedures to clarify and define roles within the MTSS system</b> and <b>engage in two-way communication</b> with all stakeholders to assist the team in <b>developing an optimal learning environment</b> for all students.</p>	<p>Based on our overall ADBDM rating of 60.7% and team discussion, we need to prioritize our <b>use of fidelity implementation checks</b> within the administration of our comprehensive assessment system, <b>with the focus aligned with the assessment analyzed using the data protocol.</b></p>	<p>Based on our overall Universal Tier rating of 71.6% and team discussion, we need to prioritize <b>defining and utilizing common SEBH universal tier</b> evidence-based instructional practices and materials and <b>investigate ways to measure student engagement.</b></p>	<p>Based on our overall Supplemental and Intensive Tiers rating of 73.6% and team discussion, we need to prioritize <b>identification of our critical components and fidelity implementation for our SEBH interventions.</b></p>
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## 2023-2024

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