

Prairie High School MTSS Action Plan 2023-2025

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](#)
[Sami Notecatcher 23-24](#)

Conceptual Area	Baseline Data	Action	Who	When	Progress/Notes
<p>Leadership</p> <p>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.</p> <p>Based on our overall Leadership rating of 88% and team discussion, we need to regularly review and revise our leadership process and procedures.</p>	<p>12.5% 02/14/24: 88%</p> <p>L1: 2 3 L2: 0 3 L3: 0 2 L4: 0 3</p> <p>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%).</p> <p>Intermediate Goal: When our cadre’s leadership total consensus goal has reached a score of</p>	<p>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.</p> <p><i>All areas completed October 2023</i></p>	<p>Principal & Cadre</p> <p>AEA Systems Coach</p>	<p>Spring–Fall 2023</p> <p>Recheck L1 anchor for progress: October 2023, January 2024, & April 2024</p>	<p>PHS was designated as extended targeted for the following student groups: Black/African American, Low Socio–Economic Status (FRL), Students with Disabilities (IEP).</p> <p>After a data review, the PHS leadership team determined a root cause of this gap was chronic absenteeism for all students and student subgroups.</p> <p><i>10/20/23 MTSS period tied to lunch (20 minutes) where teachers can work students, coordinators identify students using EWS, discuss student need and build action steps on Mondays and plan for the week, Cadre is BLT and working on school improvement plan, all stakeholders are using multiple data source, including student voice. Check-in after two weeks, looking at the fidelity of the process.</i></p> <p><i>01/25/24 Discussed SAMI Leadership anchors but have not rescored yet.</i></p> <p><i>02/14/24: Rescored Leadership Conceptual Area</i></p>

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<p>51% or greater (or June 2024), we will develop action plan steps for ADBDM that will focus on chronic absenteeism.</p> <p>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.</p>	<p>Build Cadre members' knowledge and skills to lead MTSS</p> <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 learning needs and builds team members' capacity to lead MTSS <p><i>Completed Jan 2024</i></p>	<p>Principal & Cadre</p> <p>AEA Systems Coach</p>	<p>Spring 2023–Spring 2024</p> <p>Recheck L2 anchor for progress: October 2023, January 2024, & April 2024</p>	<p><i>10/20/23 In progress. Cadre is not yet leading MTSS, still in the process of building the capacity to lead PLCs.</i></p> <p><i>01/25/24 Cadre demonstrates increased confidence in ability to lead MTSS. Cadre is overseeing DBDM and PL for building. Using implementation science and process within teams to support Tier 2 & 3. Would like support with conversations with screeners for math and reading.</i></p>
	<p>Review district MTSS Implementation Plan and update/revise building-wide MTSS Implementation Plan to ensure clarity and address missing components.</p> <p><i>Completed October 2023</i> MTSS Implementation Plan</p>	<p>Principal & Cadre</p> <p>AEA Systems Coach</p>	<p>Spring 2023–Spring 2024</p> <p>Recheck L3 anchor for progress: October 2023, January</p>	<p><i>10/20/23 Have many components; just need to organize them using the MTSS Implementation Plan template</i></p> <p><i>01/25/24 Have been working to pull documents and resources together. Need an MTSS belief and consensus plan. Ann will share with the team some samples to use from the Grade 6-12 Universal Tier Tools from the ESSA Support Site.</i></p>

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				2024, & April 2024	
		<p>Develop an MTSS communication plan to engage and ensure an ongoing feedback loop with community, families, and students.</p> <p>Completed January 2024 Communication Plan</p>	Principal & Cadre	<p>Spring 2023–Spring 2024</p> <p>Recheck L4 anchor for progress: October 2023, January 2024, & April 2024</p>	<p>Is there a connection to the district's Attendance Task Force work?</p> <p><i>10/20/23 Sending out more written documentation. Encouraging teachers at classroom to communicate with families (similar to what they would with feedback to academics). Significant increase in home visits, meetings directed towards attendance Increase communication with families of students with IEPs on attendance Worked on having attendance issues resulting in less punitive for problem solving</i></p> <p><i>01/25/24 Communication plan outlines feedback loop, adds clarity on office hours, and how EL and different student groups can access personalized service.</i></p>
Leadership	<p>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</p>	<p>Convene a building attendance team, including 2 Cadre Members and 2 SEBH Team Members led by Building Deans</p> <p>Completed October 2023</p>	Principal	August 2023	<p>*After a data review, the PHS leadership team determined a root cause of this gap was chronic absenteeism for all students and student subgroups.</p> <p>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</p>

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<p>practice of Positive Engagement.</p> <p>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.</p>				<p>CCSD Attendance Website</p> <p><i>10/20/23 In progress. Attendance team is established, providing PL on EBPs, and actioning on multiple sources of data.</i></p> <p>2023-2024 PHS Attendance Center and...</p>
	Communicate goals and long-term plans for all staff related to chronic absenteeism Completed August 2023	Principal	August 2023	
	Attendance Team chooses 1-2 specific evidence based practices for staff to implement in the fall Completed and Ongoing	Attendance Team	September 2023	<i>Every staff member has identified 1-2 student(s) to build a relationship with.</i>
	Attendance Team provides Professional Learning for staff around the chosen evidence based practices Completed and Ongoing	Attendance Team	Fall 2023 Winter 2024	
	Staff implements chosen evidence based practices supported through practice based coaching Completed and Ongoing	Staff	November -May 2024 *January review	<p>Universal Tier</p> <p><i>Staff creates a plan on a page and check every two weeks</i></p> <p>Staff received PL on 2.26 tied to evidence-based instructional strategies</p>

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					through the newly rolled out instructional strategies website .
		Set checkpoints for Attendance Team to regularly review and analyze absenteeism data Completed and Ongoing	Attendance Team	Monthly starting October 1	<i>Core MTSS team meets, look attendance data (chronic absenteeism), send out district emails, ensure consistency among district</i> <i>01/25/24 Weekly data reviews are occurring. Culture change is happening and seeing improvements school-wide with implementation of EBP. Continue to work on shared ownership of Chronic Absenteeism, building student-adult relationships and shifts in adult mindset about attendance and student engagement with high leverage strategies. Constantly looking for celebrations to share with staff.</i>
		Communicate progress toward goals to Joint Cadre and SEBH Teams throughout the year COMPLETED	Principal and Facilitator	3 times /year starting October 1	District team is coordinating this work for all schools.
Leadership	Based on our overall Leadership rating of 88% and team discussion, we need to regularly review and revise our leadership process and procedures.	Recheck L4	Principal and Cadre	Spring 2024	

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<p>ADBDM</p> <p>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.</p>	<p>14% 04/17/24: 71%</p> <p>A1: 0 12 A2: 12 39 A3: 0 9</p> <p>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.</p>	<p>Develop an assessment inventory.</p> <p>Completed April 2024 PHS Assessment Inventory</p>	<p>Practice Coaches and MTSS Coordinator, District Support</p>	<p>April 2024</p>	<p>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)</p> <p>4.17 - Team agrees that the development of an assessment inventory helps clarify how our assessments work and when they're given.</p>
		<p>Define key concepts for the leadership team, including progress monitoring, screening, diagnostic, comprehensive assessment system, data-based decision making.</p> <p>Completed April 2024</p>	<p>Practice Coaches and MTSS Coordinator</p>	<p>April 2024</p>	<p>SAMI Scoring</p> <p>4.17 Team understands terms and what some of these assessments look like at HS level. Team was able to examine each assessment and its purpose using inventory.</p>

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		Review processes for determining which assessments are used. Clarify GLT process as it relates to assessment utilization. Completed April 2024	Practice Coaches and MTSS Coordinator	April 2024	SAMI Scoring Sample GLT data brought for intervention. 4.17 Team was able to see connection between assessment data and intervention need.
ADBDM	Based on our overall ADBDM rating of 71% and team discussion, we need to prioritize analyzing formative assessment to drive adjustments to instruction.	Clarify common formative assessment expectations; share new system guidelines	Principal, Practice Coaches	Aug 2024	
		Support PLC Facilitators by providing monthly learning tied to best practices for working through the PLC cycle, with focus on Questions 3 & 4: What do we do if students don't know it? What will we do if they do?	Practice Coaches	Monthly starting Aug 2024	
		Analyze and share growth trends between formative and summative assessment	MTSS Coordinator, Practice Coaches, Principal, Cadre	Quarterly	

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		Share findings with staff		PL days tied to SIP	
		Provide targeted facilitation support to PLCs as necessary based on data that indicates low growth and/or formative/summative assessment misalignment	MTSS Coordinator, Practice Coaches, Principal, Cadre	As needed, based on data collected quarterly	
		Recheck A2	Cadre	Spring 2024	

SAMI Prioritized Summary Statements:

<p>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.</p> <p>Based on our overall Leadership rating of 88% and team discussion, we need to regularly review and revise our leadership process and procedures</p>	<p>Based on our overall Infrastructure rating of 44% and team discussion, 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.</p> <p>Based on our overall ADBDM rating of 71% and team discussion, we need to prioritize analyzing formative assessment to drive adjustments to</p>	<p>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.</p>	<p>Based on our overall Universal Tier rating of 30% and team discussion, 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.</p>	<p>Based on our overall Supplemental and Intensive Tiers rating of 0% and team 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.</p>
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