MTSS Action Plan
Complete the MTSS Action Plan below with your school's Leadership Team using the Self-Assessment of Multi-Tiered System of Supports (SAM) rubric and your school's SAM Report.

School Name: Coral Park Elementary   **School Year: 2024 - 2025**

Principal: Camille Pontillo   **MTSS Coordinator: Laura Worthington and Hoanca Schneider**

Domain: Data-Based Problem-Solving

Current domain average:	**2.0**
Expected domain average:	**3.0**
Identify and list at least one (1) element within the selected SAM domain that will enhance MTSS implementation and positively impact student outcomes.	• Element 21- Integrate data-based problem solving for student academic, behavior and social emotional outcomes occurs across content areas, grade levels, and tiers. • Element 22- Across all tiers, data will be used to identify the difference or "gap" between expected and current student outcomes relative to academic, behavioral, emotional, and life skills goals.
Use the SAM rubric to briefly describe action steps the Leadership Team will take to enhance implementation and improve outcomes.	• Element 21- All members of the CPS Team will participate in professional learning for databased problem solving to ensure the team uses the four-step problem-solving approach across content areas, grade levels, and tiers. • Element 22- The CPS Team will analyze school-wide data across content areas to identify students expected and current levels of performance by grade level. This will ensure students are provided appropriate level of instruction and intervention
Write a SMART goal identifying the student outcome(s) the team expects to improve as a result of addressing the selected domain and element(s). Include the data source that indicates evidence of the improved outcome.	• By June 4, 2025, the CPS Team expects at least an 3% increase in ELA and Math FAST Progress Monitoring scores for all students including SWD, and ELLs.
List the team members who will support and monitor implementation of the two (2) identified elements.	• Laura Worthington- Literacy Coach, Camille Pontillo -Principal, Hoanca Schneider-MTSS Coordinator, Jennifer Letvinchuk-Behavior Specialist.
Enter the plan implementation dates:	Start: **8/12/2024** to End: **6/4/2025**

Domain: Three Tiered Instructional and Intervention Model

Current domain average:	**2.0**
Expected domain average:	**3.0**
Identify and list at least one (1) element within the selected SAM domain that will enhance MTSS implementation and positively impact student outcomes.	• Element 30- Tier 1 academic practices clearly identify learning standards. • Element 31- Tier 1 behavior practices identify school wide expectations.
Use the SAM rubric to briefly describe action steps the team will take to enhance implementation and improve outcomes.	• Element 30- The CPS Team will meet bi-weekly to review schoolwide Tier 1 ELA/Math progress monitoring data. The Literacy and Math Resource Teacher will clearly define and communicate schoolwide Tier 1 practices aligned to ELA and Math instruction and engagement. The Literacy and/or Math Resource Teacher will support teaches during team meetings, PLCs and/or common planning time with Tier 1 practices when the data indicates scores are below the expected grade level. • Element 31- The CPS Team will review office discipline referral (ODR) data. If the data indicates ODRS are greater than expected and supports are not sufficient for 80% or more of the students the Guidance Counselors, Behavior Specialists and/or Support Staff will provide teachers bi-weekly instruction and support implementing classroom management strategies. Also, they will ensure schoolwide Tier 1 practices are clearly identified, communicated and aligned with the School-wide Positive Behavior Plan (SPBP).
Write a SMART goal identifying the student outcome(s) the team expects to improve as a result of addressing the selected domain and element(s). Include the data source that indicates evidence of the improved outcome.	• By June 4, 2025, the CPS Team expects a 5% or greater increase in ELA and Math FAST PM 3 scores compared to PM1 scores for all students including SWD, and ELLs. • By June 4, 2025, the CPS expects a 17% or greater decrease in the number of office discipline referrals for all students including SWD, and ELLs.
List the team members who will support and monitor implementation of the two (2) identified elements.	• Laura Worthington- Literacy Coach, Camille Pontillo -Principal, Hoanca Schneider-MTSS Coordinator, Jennifer Letvinchuk- Behavior Specialist.
Enter the plan implementation dates:	Start: **8/12/2024** to End: **6/4/2025**