**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:** Dave Thomas Education Center West Campus       **School Year:** 2024 - 2025

**Principal:** Synithia Crawford                **MTSS Coordinator:** Antonio Wright

**Domain: Data-Evaluation**

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| Current domain average: | Choose an item. |
| Expected domain average: | Choose an item. |
| Identify and list at least one (1) element within the selected SAM domain that will enhance MTSS implementation and positively impact student outcomes. | • **39. Effective data tools are used appropriately and independently by staff**<br><br>• **40. Data sources are used to evaluate the fidelity and impact** |
| Use the SAM rubric to briefly describe action steps the Leadership Team will take to enhance implementation and improve outcomes. | **Action Steps for element 39 and 40**<br>1. **Determine instructional staff MTSS data-tool needs (Survey and dialogue)**<br>2. **Examine available data tools (FOCUS, District Dashboards, TIDE)**<br>3. **Gather resources (Tools, knowledge, and skills)**<br>4. **Professional development (Train staff on effective use of data tools, District MTSS Support)**<br>5. **Progress monitor staff and independent use of data-tools monthly**<br>6. **Determine indicators of success. (Identify students with Tier 2 needs, review and select appropriate data tools, determine Interventions, inform parents/guardians, initiate interventions in FOCUS, measure student outcomes, continue or increase supports)**<br>7. **Conduct monthly reflection to effectiveness on data-tool implementation (Survey of indicators of success)**<br>8. **Report needs to district MTSS support and or data tool managers.** |
| 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. | **During the 23-34 School year, 74% of students demonstrated growth in reading comprehension and 69% of students demonstrated growth in math as measured by the FAST PM3. The MTSS team will implement a systematic data evaluation plan to increase student academic growth outcomes in reading by 3 %, and Math by 3%, as measured by 2025 PM 3.** |
| List the team members who will support and monitor implementation of the two (2) identified elements. | • Synithia Crawford, Principal<br>• Jessica Swanson, Assistant Principal<br>• Kenneth Rolle Assistant Principal<br>• John Hudson, Assistant Principal<br>• Antonio Wright, ESE Specialist and MTSS Leader<br>• Dr. Afrah Hamin, Behavior Specialist and MTSS Leader<br>• Leslie Bazin, Literacy Coach<br>• Princess Porter, Math Department Chairperson<br>• Ruche Ermat, Behavior Specialist<br>• Shayl McCloud, Guidance Director<br>• Sandra Byrd, Guidance Counselor<br>• Marjorie Gilles, Guidance Counselor<br><br>• Andaiye Dubreuil, Social Worker |
| Enter the plan implementation dates: | Start: **8/12/2024**   to   End: **6/4/2025** |

**Domain: Data-Based Problem-Solving**

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| Current domain average: | Choose an item. |
| Expected domain average: | Choose an item. |
| Identify and list at least one (1) element within the selected SAM domain that will enhance MTSS implementation and positively impact student outcomes. | • **23 Data are used to identify reasons why students are not meeting expectations** |
| Use the SAM rubric to briefly describe action steps the team will take to enhance implementation and improve outcomes. | • **The MTSS Team will meet monthly to review and track FAST ELA and Math "Below the Standards" categories and benchmarks.**<br>• **Analyze schoolwide ELA PM1, and PM2 data**<br>• **Identify students scoring below Achievement Level 3**<br>• **Share data with teachers**<br>• **Place students in Tiers** |

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| | • **Align ELA Instructional Focus Calendar with 3 areas of concern:**<br>   1. **Reading Prose and Poetry**<br>   2. **Reading Informational Text**<br>   3. **Reading Across Genres & Vocabulary**<br>• **Conduct instructional walkthroughs and observations**<br>• **Provide feedback** |
| 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 May 2025 FAST ELA PM3, all teachers will demonstrate knowledge of "Below the Standard's" reading comprehension categories, and Benchmarks by providing direct, independent, and group instruction on areas of reading deficits as measured by feedback from instructional walkthroughs and observations.** |
| List the team members who will support and monitor implementation of the two (2) identified elements. | • Synithia Crawford, Principal<br>• Jessica Swanson, Assistant Principal<br>• Kenneth Rolle Assistant Principal<br>• John Hudson, Assistant Principal<br>• Antonio Wright, ESE Specialist and MTSS Leader<br>• Dr. Afrah Hamin, Behavior Specialist and MTSS Leader<br>• Leslie Bazin, Literacy Coach<br>• Princess Porter, Math Department Chairperson<br>• Ruche Ermat, Behavior Specialist<br>• Shayl McCloud, Guidance Director<br>• Sandra Byrd, Guidance Counselor<br>• Marjorie Gilles, Guidance Counselor<br>Andaiye Dubreuil, Social Worker |
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