

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: **Orange Brook Elementary**

School Year: **2025 - 2026**

Principal: **Ms. Jerelle Owens**

MTSS Coordinator: **Lisa Meltzer**

Domain: Data-Based Problem-Solving

Current domain average:	1.0
Expected domain average:	1.5
Identify and list at least one (1) element within the selected SAM domain that will enhance MTSS implementation and positively impact student outcomes.	<ul style="list-style-type: none"> Systematic use of universal screeners, progress monitoring, and diagnostic assessments across all tiers to identify and address student skill gaps.
Use the SAM rubric to briefly describe action steps the Leadership Team will take to enhance implementation and improve outcomes.	<ul style="list-style-type: none"> The Leadership Team will establish a data review calendar to ensure consistent analysis of student performance across tiers. <ul style="list-style-type: none"> Team members will train teachers to use data protocols that identify gaps between expected and actual performance. Data chats will be held monthly to review progress monitoring results, determine student movement across tiers, and make adjustments to intervention supports.
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.	<ul style="list-style-type: none"> By May 2026, the percentage of students meeting grade-level benchmarks in reading (as measured by i-Ready Diagnostic and FAST progress monitoring) will increase by at least 10%, as a result of systematic data analysis and timely intervention adjustments.
List the team members who will support and monitor implementation of the two (2) identified elements.	<ul style="list-style-type: none"> Kaitlyn Wilson (school psychologist), Lisa Meltzer (ESE Specialist), Cindy Hernandez (School Counselor, Ms. Baron (Literacy Coach), Amy Perez (Autism Coach), Ms. K . Cuba (SLP).
Enter the plan implementation dates:	Start: 8/11/2025 to End: 6/4/2026

Domain: Three Tiered Instructional and Intervention Model

Current domain average:	1.0
Expected domain average:	1.0
Identify and list at least one (1) element within the selected SAM domain that will enhance MTSS implementation and positively impact student outcomes.	<ul style="list-style-type: none"> Implementation of evidence-based instructional practices that are differentiated and culturally responsive to meet the needs of all learners across Tiers 1–3.
Use the SAM rubric to briefly describe action steps the team will take to enhance implementation and improve outcomes.	<ul style="list-style-type: none"> The Leadership Team will provide professional development on differentiated instruction, scaffolding strategies, and culturally responsive practices. <ul style="list-style-type: none"> Teachers will be supported in planning lessons that integrate accommodations and modifications for diverse learners, including ESE and ELL students. The Leadership Team will conduct classroom walkthroughs and provide feedback to ensure Tier 1 instruction is rigorous, accessible, and aligned to standards. Collaborative planning sessions will be scheduled to review instructional practices and ensure alignment across grade levels and tiers.
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.	<ul style="list-style-type: none"> By May 2026, the percentage of students with disabilities and English Language Learners demonstrating proficiency in English Language Arts will increase by at least 8% (as measured by FAST Progress Monitoring and i-Ready Diagnostics), as a result of accessible and responsive Tier 1 instruction supported by differentiated practices.
List the team members who will support and monitor implementation of the two (2) identified elements.	<ul style="list-style-type: none"> Kaitlyn Wilson (school psychologist), Lisa Meltzer (ESE Specialist), Cindy Hernandez (School Counselor, Ms. Baron (Literacy Coach), Amy Perez (Autism Coach), Ms. K . Cuba (SLP).
Enter the plan implementation dates:	Start: 8/11/2025 to End: 6/4/2026

If you need support completing this document, please email bcpsmtss@browardschools.com or contact your District MTSS IF (Instructional Facilitator)

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