

**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:** **Broadview Elementary**

**School Year:** **2025 - 2026**

**Principal:** **Dr. Joshua Kisten**

**MTSS Coordinator:** **Natacha Alabre**

**Domain:** **Communication and Collaboration**

Current domain average:	<b>2.0</b>
Expected domain average:	<b>2.5</b>
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"> <li>• <b>Element 17:</b> Staff have consensus and engage in MTSS implementation.</li> <li>• <b>Element 18:</b> Staff are provided data on Staff are not provided any data Staff are rarely (1x/year) Staff are regularly (2x/year) Staff are frequently (3x+/year) MTSS implementation fidelity regarding MTSS implementation provided data regarding MTSS provided data regarding MTSS provided data regarding MTSS and student outcomes.</li> <li>• <b>Element 20:</b> Educators actively engage families in MTSS</li> </ul>
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"> <li>• <b>Data-Based Problem Solving:</b> The team will strengthen its use of data to guide problem-solving at all levels. This includes analyzing student performance data regularly to identify at-risk students &amp; adjust interventions based on real-time outcomes. A focus will be placed on ensuring that data collection &amp; analysis is systematic &amp; timely.</li> <li>• <b>Tiered Instruction:</b> The team will ensure that interventions are effectively differentiated across all three tiers of instruction. This includes providing more intensive support for the students in tier 2 &amp; tier 3, along with monitoring their progress closely. Continuous professional development for staff will be provided to ensure fidelity in delivering evidence-based interventions.</li> <li>• <b>Collaboration &amp; Communication:</b> To improve implementation, the team will increase collaboration between general &amp; special education staff, school counselors, and administration. Regular team meetings will be scheduled to review student data &amp; adjust interventions as needed. Transparent communication with parents will be prioritized to keep them informed &amp; involved in the process.</li> <li>• <b>Resource Allocation:</b> The team will ensure that sufficient resources are allocated to support intervention at all levels. This includes adjusting schedules to allow for intervention time &amp; ensuring that staff members delivering interventions are adequately trained.</li> <li>• <b>Progress Monitoring:</b> The team will implement more consistent &amp; frequent progress monitoring tools to assess the effectiveness of interventions. This will involve the use of standard assessment tools to assess the effectiveness of interventions. This will involve the use of standard assessment tools to track student progress &amp; adjust interventions when necessary. The goal is to move students efficiently between tiers based on their individual progress.</li> </ul>
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"> <li>• By the end of the 2025-2026 school year 80% of students identified as at risk in Reading and Math (Tier 2 &amp; Tier 3) will demonstrate a minimum of 5% growth in Reading and Math proficiency, as measured by FAST Progress Monitoring assessments, due to enhanced communication &amp; collaboration between general education teachers, intervention specialists, &amp; support staff.</li> <li>• Evidence of the improved outcome will be tracked through FAST Progress Monitoring assessments administered three times throughout the year (fall/winter/spring), as well as progress monitoring data from biweekly collaborative team meetings where student performance, intervention strategies, &amp; instructional adjustments are discussed. Additionally, parent-teacher communication logs will serve as supplementary data to measure improved collaboration efforts.</li> </ul>
List the team members who will support and monitor implementation of the two (2) identified elements.	<ul style="list-style-type: none"> <li>• <b>Principal:</b> Dr. Joshua Kisten •<b>Assistant Principal:</b> Susana Cruz •<b>Literacy Coach:</b> Natacha Alabre •<b>Math Coach:</b> Cindy Diamond •<b>ESE Specialist:</b> Vanessa Sanchez De Leon •<b>Guidance Counselor:</b> Danielle McGowan •<b>School Psychologist:</b> Ananda Gustafson •<b>School Social Worker:</b> Diamelys Vargas</li> </ul>

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

Enter the plan implementation dates:

Start: **8/11/2025** to End: **6/4/2026**

**Domain: Leadership**

Current domain average:	<b>2.0</b>
Expected domain average:	<b>2.5</b>
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"> <li>• <b>Element 1:</b> The principal is actively involved in and facilitates MTSS implementation</li> <li>• <b>Element 3:</b> The school leadership team actively engages staff in ongoing professional development and coaching3 necessary to support MTSS implementation.</li> </ul>
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"> <li>• <b>Leadership Commitment &amp; Vision (Item 1):</b></li> <li>• <b>Action:</b> School leaders will clearly communicate a shared vision for MTSS &amp; actively model their commitment to the process. Leadership will prioritize MTSS in school-wide planning, staff meetings, &amp; professional development, ensuring that all staff members understand the importance of supporting all students' academic, behavioral, &amp; social-emotional growth. The principal &amp; administrative team will ensure alignment with district goals &amp; support MTSS at every tier.</li> <li>• <b>Shared Responsibility (Item 2):</b></li> <li>• <b>Action:</b> The team will foster a culture of shared responsibility for student success by assigning roles &amp; responsibilities related to MTSS implementation across various staff members. This includes ensuring that both general &amp; special education staff collaborate effectively &amp; understand their roles in providing necessary resources.</li> <li>• <b>Resource Allocation (Item 3):</b></li> <li>• <b>Action:</b> The leadership team will assess &amp; allocate resources such as time, personnel, &amp; materials effectively to support MTSS implementation. This includes scheduling intervention time during the school day, providing targeted professional development, &amp; allocating intervention materials for teachers. Leadership will also ensure that intervention staff are trained in delivering evidence-based practices &amp; are available to work with students in need.</li> <li>• <b>Professional Development (Item 4):</b></li> <li>• <b>Action:</b> The leadership team will create &amp; maintain an ongoing professional development plan focused on MTSS. This plan will include targeted training on data analysis, progress monitoring, &amp; intervention strategies. Leadership will ensure that all staff have access to the training necessary to implement interventions effectively &amp; with fidelity, using feedback from staff to adjust training as needed.</li> <li>• <b>Data-Driven decision Making (Item 5):</b></li> <li>• <b>Action:</b> School leaders will ensure that data-driven decision-making is embedded in all aspects of the MTSS process. Leadership will provide the necessary tools &amp; training to enable staff to effectively collect, analyze, &amp; use student data to make informed decisions about tiered interventions. Leadership will also set expectations for regular data team meetings, where progress monitoring data is reviewed &amp; instructional decisions are made collaboratively.</li> </ul>
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"> <li>• By the end of the 2025-2026 academic school year, 80% of students identified as at-risk in Reading and Math (Tier 2 &amp; Tier 3) will demonstrate a minimum of 5% growth in reading and math proficiency, as measured by FAST Progress Monitoring assessments, due to improved leadership practices in communication, resource allocation, &amp; data-driven decision making within the MTSS framework.</li> <li>• Evidence of the improved outcome will be tracked through FAST Progress Monitoring assessments administered three times throughout the year (fall/winter/spring), as well as progress monitoring data discussed in leadership-driven MTSS team meetings. Additionally, professional development attendance records &amp; staff feedback surveys will provide supplementary evidence of leadership's impact on the effective use of resources &amp; collaborative data-driven interventions.</li> </ul>
List the team members who will support and monitor implementation of the two (2) identified elements.	<ul style="list-style-type: none"> <li>• <b>Principal:</b> Dr. Joshua Kisten • <b>Assistant Principal:</b> Susana Cruz • <b>Literacy Coach:</b> Natacha Alabre • <b>Math Coach:</b> Cindy Diamond • <b>ESE Specialist:</b> Vanessa Sanchez De Leon • <b>Guidance Counselor:</b> Danielle McGowan • <b>School Psychologist:</b> Ananda Gustafson • <b>School Social Worker:</b> Diamelys Vargas</li> </ul>
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