

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: Peters Elementary

School Year: 2025 - 2026

Principal: Dr. Eric Miller

MTSS Coordinator: Annette Young

Domain: Building the Capacity and Infrastructure for Implementation

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.	<p>Element 6: The critical elements of MTSS are defined and understood.</p> <p>Element 15: Processes, procedures, and decision-rules are established for DBPS.</p>
Use the SAM rubric to briefly describe action steps the Leadership Team will take to enhance implementation and improve outcomes.	<p>Element 6: The critical elements of MTSS are defined and understood.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> • Define & Communicate: Establish a clear, shared definition of the MTSS framework, outlining the tiers, problem-solving process, and progress monitoring expectations. • Train & Build Capacity: Provide staff professional development on the critical elements (data-based decision making, tiered supports, fidelity of implementation) and revisit them during PLCs. • Model & Monitor: Facilitate MTSS meetings using the framework, modeling how to apply the problem-solving cycle to student data and interventions. • Embed in Practice: Require grade-level teams to use the MTSS process when identifying struggling students, documenting interventions, and reviewing progress. • Review & Refine: Conduct fidelity checks and gather staff feedback to ensure the MTSS framework is being implemented consistently and effectively. <p>Element 15: Processes, procedures, and decision-rules are established for DBPS.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> • Define & Document: Clearly outline step-by-step processes, procedures, and decision-rules for DBPS in a school-wide MTSS handbook or guide. • Train Staff: Provide professional learning so all staff understand how to use the DBPS framework to identify student needs, select interventions, and monitor progress. • Model & Support: Facilitate MTSS meetings using the decision-rules, demonstrating consistent application of the process. • Monitor Fidelity: Conduct regular checks of intervention documentation and progress monitoring to ensure decision-rules are applied accurately.
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 2026, 55% of students in Grades 3-5 in the lowest quartile will make a learning gain on the Florida Assessment of Student Thinking PM3.
List the team members who will support and monitor implementation of the two (2) identified elements.	<ul style="list-style-type: none"> • Annette Young-MTSS Coordinator/Reading Interventionist • Chellany Clarke-Literacy Coach • Tiffany Butler-School Psychologist • Lashawn Smith-Settles-Guidance Counselor • Tiffany Harden-ESE Specialist • Sheila Valies -Science Coach/Curriculum Facilitator • Carol King-Roberts-Assistant Principal • Dr. Eric Miller-Principal
Enter the plan implementation dates:	Start: 8/11/2025 to End: 6/4/2026

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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.	Element 39: Effective data tools are used appropriately and independently by staff.
Use the SAM rubric to briefly describe action steps the team will take to enhance implementation and improve outcomes.	<p>Element 39: Effective data tools are used appropriately and independently by staff.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> • Set Expectations & Model Use: Clearly communicate expectations for how staff should use data tools (iReady, FAST, Topic & Unit assessments.) and model effective practices during PLCs and faculty meetings. • Provide Training & Coaching: Offer targeted professional learning and ongoing coaching on interpreting data, creating action plans, and tracking student progress independently. • Monitor & Calibrate: Conduct regular data chats with grade levels and individual teachers to ensure data tools are being used consistently and appropriately, providing feedback and redirection as needed. • Embed in Planning & Instruction: Require teachers to bring data reports to PLCs and use them to plan differentiated instruction, ensuring tools directly inform instructional decisions. • Celebrate & Share Best Practices: Highlight examples of staff effectively leveraging data tools to drive instruction, building school-wide capacity and ownership.
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