

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: **Boulevard Heights**

School Year: **2025 - 2026**

Principal: **Katherine Familia**

MTSS Coordinator: **Juliette Guillet- School Counselor**

Domain: Data-Evaluation

Current domain average:	2.5
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 40: Data sources are used to evaluate both the fidelity of implementation and the impact on student outcomes. These sources may include progress monitoring tools, formative and summative assessments, attendance and behavior records, teacher observations, and stakeholder feedback. Collecting and analyzing this information ensures that interventions are being delivered as intended and are producing measurable improvements in student learning, behavior, and overall well-being.
Use the SAM rubric to briefly describe action steps the Leadership Team will take to enhance implementation and improve outcomes.	Element 41: Available resources are allocated effectively to ensure staff and students have the tools, data, and support needed to meet academic and social-emotional goals. Allocation decisions are guided by identified needs, evidence-based practices, and continuous monitoring to maximize impact and equity across all grade levels and programs.
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 2026, the school will improve students' reading proficiency in grades 3–5 by 5% (from 60% to 65%) as measured by the FAST PM3 assessment. This improvement will be achieved through the effective allocation of instructional resources, including targeted small-group interventions, use of digital literacy tools, and professional development for teachers. Progress will be monitored through i-Ready growth reports, Benchmark unit assessments, Broward diagnostic assessments, and FAST PM1 and PM2 to ensure student achievement.
List the team members who will support and monitor implementation of the two (2) identified elements.	Eliana Jimenez- Assistance Principal, Racquel Gonzalez- Reading Coach, Katherine Familia-Principal, Juliette Guillet-MTSS Coordinator, Trelaina S. Butler, ASD Coach
Enter the plan implementation dates:	Start: 8/11/2025 to End: 6/4/2026

Domain: Building the Capacity and Infrastructure for Implementation

Current domain average:	2.5
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 6: The critical elements of MTSS (Multi-Tiered System of Supports) are clearly defined, communicated, and understood by all staff members. This includes a shared understanding of tiered instruction, data-based decision making, evidence-based interventions, and progress monitoring. Staff receive ongoing training and coaching to ensure fidelity in implementation, and the framework is consistently applied across academic, behavioral, and social-emotional domains to support all students effectively.
Use the SAM rubric to briefly describe action steps the team will take to enhance implementation and improve outcomes.	Element 13: Schedules are structured to provide adequate and protected time for multiple tiers of instruction and interventions, ensuring that core instruction, targeted small-group support, and intensive interventions are delivered consistently and without overlap. Time blocks are designed to maximize student access to high-quality instruction, allow for flexible grouping based on data, and support staff collaboration in monitoring student progress across 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.	By June 2026, 75% of students in grades K–5 receiving Tier 2 or Tier 3 interventions will show measurable growth in reading and/or math skills, as indicated by the Broward diagnostic assessments, benchmark unit assessments, i-Ready Diagnostic assessments and intervention lessons. This growth will result from schedules that provide adequate, consistent, and protected time for Tier 2 and Tier 3 interventions, ensuring targeted small-group instruction and individualized support. Progress will be monitored quarterly, and schedules will be adjusted as needed to maximize instructional effectiveness and student outcomes.
List the team members who will support and monitor implementation of the two (2) identified elements.	Eliana Jimenez- Assistance Principal, Racquel Gonzalez- Reading Coach, Katherine Familia-Principal, Juliette Guillet-MTSS Coordinator, Trelaina S. Butler, ASD Coach
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If you need support completing this document, please email bcpsmtss@browardschools.com or contact your District MTSS IF (Instructional Facilitator)

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