

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: **Coconut Creek K-8 Academy of Excellence**

School Year: **2025 - 2026**

Principal: **Jocelyn Reid**

MTSS Coordinator: **Jasmine Walker**

Domain: Building the Capacity and Infrastructure for Implementation

Current domain average:	1.0
Expected domain average:	2.0
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"> Element 7: The school leadership team facilitates professional development and coaching for all staff members on assessments and data sources used to inform decisions. Element 11: Schedules provide adequate time for training and coaching support
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"> Element 7: The school leadership team will provide ongoing professional development sessions focused on how to analyze assessments and data sources to drive instructional decisions. Coaching cycles will be embedded during PLCs and data chats to give teachers hands-on practice in applying data-driven strategies to support student learning. Element 11: The CPS Team will create a Hot Labs schedule before or after school to provide teachers with training on analyzing student data, planning for instruction, implementing and strengthening instructional practices, and provide ongoing support with newly district data platforms such as FOCUS, Performance Matters, and Progress Learning. In addition, weekly collaborative planning sessions with the teachers and coaches will be embedded to ensure teachers have consistent opportunities with coaching support.
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 June 4, 2026, ELA and Math proficiency will increase to 65% on FAST PM3 for all students in grades 3–6, as measured by state assessment results, through targeted instruction, data-driven interventions, and ongoing progress monitoring. By June 4, 2026, the CPS Team will increase the percentage of students in grades 3–6 ELA Lowest Quartile demonstrating proficiency on PM3 by 8% compared to the 2024–2025 school year PM3 data.
List the team members who will support and monitor implementation of the two (2) identified elements.	Jasmine Walker-Literacy Coach & MTSS Coordinator, Cassandra Burton-Math Coach, Shanea Lewis-Secondary Math Resource, Jocelyn Reid-Principal, Roshieka Rolle-Assistant Principal
Enter the plan implementation dates:	Start: 8/11/2025 to End: 6/4/2026

Domain: Data-Evaluations

Current domain average:	1.0
Expected domain average:	2.5
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"> Element 37: Data systems enable teachers to engage in data-based problem solving to ensure equity in access to effective instruction and support to ensure high quality outcomes for all students. Element 38: Policies and procedures for decision-making are established for the administration of assessments, access to existing data sources, and use of data.
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"> Element 37: The instructional coaches and support team will train teachers on accessing and using data systems to identify trends, monitor progress, and address equity gaps in instruction and supports. During PLCs and data chats, teachers will collaboratively problem-solve using this data to adjust instruction and interventions to ensure high-quality outcomes for all students. Element 38: The instructional coaches will establish clear procedures for assessment administration and data access. These will be reinforced during PLCs and data chats to guide instructional and intervention decisions.
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 June 4, 2026, the percentage of Students with Disabilities (SWD) meeting proficiency in ELA will increase to 42%, as measured by FAST PM3, through targeted interventions, differentiated instruction, and consistent progress monitoring.

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Enter the plan implementation dates:	Start: 8/11/2025 to End: 6/4/2026

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