

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: Cypress Run Education Center School Year: 2025 - 2026

Principal: Ms. Janet Jackson MTSS Coordinator: Gowan Johnson

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 Identified: Providing structured professional development (PD) and dedicated coaching time on MTSS practices.</p> <p>Rationale: Expanding PD and coaching builds teacher knowledge and confidence in tiered instruction, data use, and intervention design. This capacity strengthens fidelity of implementation, ensuring that support is applied consistently across classrooms. As a result, students receive timely, targeted interventions that improve both engagement and academic outcomes.</p>
Use the SAM rubric to briefly describe action steps the Leadership Team will take to enhance implementation and improve outcomes.	<p>Action Steps: The Leadership Team will schedule recurring professional development sessions focused on tiered instruction, intervention alignment, and data-based problem solving. Dedicated time for coaching and PLC collaboration will be embedded into the master schedule to ensure staff can apply MTSS practices with fidelity. The team will also monitor implementation through walkthroughs, fidelity checklists, and regular reviews of student outcome data, using results to adjust support and strengthen alignment with the School Improvement Plan.</p>
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.	<p>SMART Goal: By May 2026, Cypress Run Education Center will increase the percentage of students demonstrating satisfactory attendance (87% or higher) from 56% to 75%, as measured by daily attendance records in FOCUS. This improvement will result from enhanced teacher capacity through structured PD and coaching on MTSS practices, leading to more consistent implementation of Tier 1 supports and targeted interventions.</p>
List the team members who will support and monitor implementation of the two (2) identified elements.	<p>Principal (Ms. Jackson): Provides leadership, embeds MTSS in the SIP, and allocates resources.</p> <p>Assistant Principal (Ms. Monica Martinez): Oversees the fidelity of professional development and coaching cycles.</p> <p>MTSS Coordinator / Math Coach (Mr. Johnson): Facilitates PD, leads PLC discussions, and monitors intervention alignment.</p> <p>School Counselors (Ms. Bond & Mrs. Harris): Support behavioral and social-emotional interventions.</p> <p>ESE Specialist (Ms. Noel): Ensures accommodations and interventions align with student IEPs/504 plans.</p>

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	<p>Grade-Level Teachers (ELA, Math, Science): Implement interventions and collect progress-monitoring data.</p> <p>Guidance Counselor (Dr. Mighty): Engages parents/guardians and supports students with grades, credit recovery, and graduation requirements.</p> <p>School Social Worker (Mrs. R. Auguste): Engages parents/guardians and supports attendance initiatives.</p> <p>Family Counselor (Dr. Fanya Jabouin): Engages parents/guardians and supports attendance initiatives.</p>
Enter the plan implementation dates:	Start: 8/11/2025 to End: 6/4/2026

Domain: Data-Based Problem-Solving

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 Identified: Implementing the MTSS problem-solving cycle (Define–Analyze–Implement–Evaluate) consistently within PLC agendas.</p> <p>Rationale: Embedding the cycle into routine PLC work ensures staff use data to identify root causes, align interventions to specific student needs, and evaluate outcomes with fidelity. This structured process strengthens decision-making, reduces gaps in practice, and directly supports improvements in student attendance and academic performance.</p>
Use the SAM rubric to briefly describe action steps the team will take to enhance implementation and improve outcomes.	<p>Action Steps: The Leadership Team will embed the MTSS problem-solving cycle (Define–Analyze–Implement–Evaluate) into all PLC agendas to ensure consistent use of data in decision-making. Staff will receive training on root-cause analysis and intervention alignment, with follow-up coaching to reinforce practice. The team will review intervention fidelity and student progress quarterly, using attendance and academic data to adjust support. Regular updates will be shared with faculty to build transparency and strengthen collective accountability for outcomes.</p>
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.	<p>SMART Goal: By May 2026, Cypress Run Education Center will reduce the percentage of students identified as chronically absent (missing 10% or more of instructional days) from 44% to 30%, as measured by FOCUS daily attendance reports. This improvement will result from embedding the MTSS problem-solving cycle into PLCs, ensuring that interventions are aligned to root causes and monitored for fidelity.</p> <p>Academic: By May 2026, at least 65% of students in Grades 6–10 will demonstrate measurable growth on the FAST PM3 in reading and mathematics, as compared to their PM1 baseline. This growth will be achieved by embedding the MTSS problem-solving cycle into PLCs to ensure data-driven instructional adjustments and targeted interventions.</p>
List the team members who will support and monitor implementation of the two (2) identified elements.	Principal (Ms. Jackson): Oversees integration of the MTSS problem-solving cycle into schoolwide practices and ensures alignment with SIP goals.

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	<p>Assistant Principal (Ms. Monica Martinez): Monitors fidelity of PLC agendas, data reviews, and intervention follow-through.</p> <p>MTSS Coordinator / Math Coach (Mr. Johnson): Trains staff on the problem-solving cycle, facilitates PLC discussions, and reviews intervention alignment.</p> <p>School Counselors (Ms. Bond & Mrs. Keldo Harris): Provide input on behavioral and social-emotional data, ensuring interventions address root causes.</p> <p>ESE Specialist (Ms. Noel): Monitors data for students with IEPs/504s and ensures interventions are tailored and compliant.</p> <p>Grade-Level Teachers (ELA, Math, Science): Implement interventions, bring student data to PLCs, and participate in root-cause analysis.</p> <p>School Social Worker (Mrs. R. Auguste): Provides up-to-date attendance data and collaborates with PLCs on strategies to reduce chronic absenteeism.</p> <p>Family Counselor (Dr. Fanya Jabouin): Engages families in intervention planning and supports attendance/engagement initiatives.</p>
<p>Enter the plan implementation dates:</p>	<p>Start: 8/11/2025 to End: 6/4/2026</p>