

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: Coral Springs Elementary **School Year:** 2025 - 2026

Principal: Keandra Fulton

MTSS Coordinator: Alicia Holligan

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.	<input type="checkbox"/> Element: Coaching to support MTSS implementation and schedules that provide adequate time for coaching and data-based problem solving. <input type="checkbox"/> Rationale: While most areas are at an "optimizing" level (3), coaching (rated 2) and scheduling for coaching/data-based problem-solving (rated 2) are slightly behind. Enhancing these areas will ensure teachers have consistent support and time to apply MTSS practices effectively, leading to stronger, more targeted interventions and improved student achievement.
Use the SAM rubric to briefly describe action steps the Leadership Team will take to enhance implementation and improve outcomes.	<input type="checkbox"/> Provide structured, ongoing coaching cycles for teachers that focus on MTSS problem-solving and evidence-based instructional practices. <input type="checkbox"/> Adjust the master schedule to include protected time for coaching and data problem-solving meetings without disrupting instructional time. <input type="checkbox"/> Monitor coaching implementation using logs, feedback surveys, and observation notes to ensure consistent and high-quality support. <input type="checkbox"/> Use leadership team meetings to review progress, identify barriers, and adjust coaching/schedddddd uling supports as needed.
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.	<input type="checkbox"/> Specific: Increase the effectiveness of MTSS implementation by strengthening coaching and scheduling for data-based problem solving. <input type="checkbox"/> Measurable: By the end of the school year, 100% of grade-level teams will engage in at least one documented coaching cycle and two data-based problem-solving meetings per quarter. <input type="checkbox"/> Achievable: Leadership team will coordinate schedules and assign instructional coaches to support all grade levels. <input type="checkbox"/> Relevant: Stronger coaching and structured problem-solving time will lead to more effective Tier 1 and Tier 2 supports, improving student achievement. <input type="checkbox"/> Time-bound: By May 2026. <input type="checkbox"/> Student Outcome Goal: As a result of these actions, the percentage of students meeting grade-level benchmarks in reading and math (as measured by [insert assessment: iReady, STAR, FAST PM3, etc.]) will increase by at least 10% from Fall to Spring. <input type="checkbox"/> Data Source: Progress monitoring assessment results (e.g., iReady/FAST/STAR), coaching logs, and leadership team minutes.
List the team members who will support and monitor implementation of the two (2) identified elements.	Keandra Fulton, Alicia Holligan & Shannon Berry
Enter the plan implementation dates:	Start: 8/11/2025 to End: 6/4/2026

Domain: Data-Evaluations

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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.	<input type="checkbox"/> Element: Increasing staff capacity to use data tools appropriately and independently and using data sources to evaluate fidelity and impact of interventions. <input type="checkbox"/> Rationale: While staff understand and have access to data sources (rated 3), the gap lies in ensuring consistent, independent use of tools to evaluate both student outcomes and intervention fidelity. Closing this gap ensures accurate decisions about instruction and equity across tiers.
Use the SAM rubric to briefly describe action steps the team will take to enhance implementation and improve outcomes.	<input type="checkbox"/> Provide targeted professional development for staff on using data tools (progress monitoring platforms, fidelity checks, diagnostic reports) with hands-on practice. <input type="checkbox"/> Develop a fidelity monitoring protocol (e.g., walkthrough checklist, implementation logs) to consistently evaluate interventions. <input type="checkbox"/> Embed structured time during PLCs for teachers to independently analyze progress monitoring data and intervention fidelity before problem-solving discussions. <input type="checkbox"/> Monitor progress by reviewing PLC minutes, fidelity data, and staff feedback to ensure staff are confident in applying data tools without relying solely on leadership.
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.	<input type="checkbox"/> Specific: Improve staff capacity to independently use data tools to monitor both student outcomes and intervention fidelity. <input type="checkbox"/> Measurable: By May 2026, 100% of grade-level PLCs will independently use data reports and fidelity monitoring tools at least monthly to evaluate student progress and intervention effectiveness. <input type="checkbox"/> Achievable: Leadership will provide PD, protocols, and coaching support for consistent tool use. <input type="checkbox"/> Relevant: Strengthening independent use of data and fidelity checks will ensure interventions are implemented as intended, leading to stronger Tier 2 and Tier 3 outcomes. <input type="checkbox"/> Time-bound: Achieved by end of 2025–2026 school year. <input type="checkbox"/> Student Outcome Goal: The percentage of students meeting grade-level benchmarks in reading and math will increase by at least 10% from Fall to Spring as measured by [insert school's progress monitoring tool: FAST, iReady, STAR, etc.]. <input type="checkbox"/> Data Sources: PLC minutes, fidelity checklists, intervention logs, and progress monitoring data reports.
List the team members who will support and monitor implementation of the two (2) identified elements.	Keandra Fulton, Alicia Holligan & Shannon Berry
Enter the plan implementation dates:	Start: 8/11/2025 to End: 6/4/2026

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