

**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: Central Park Elementary School**

**School Year: 2025 - 2026**

**Principal: Lori Turner**

**MTSS Coordinator: Douglas Satran**

**Domain: Building the Capacity and Infrastructure for Implementation**

Current domain average:	<b>2.0</b>
Expected domain average:	<b>2.5</b>
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"> <li>• <b>Element 9:</b> The school leadership team facilitates professional development and coaching for all staff on multi-tiered instruction and intervention relative to their job roles/responsibilities.</li> <li>• <b>Element 10:</b> Coaching is used to support MTSS Implementation.</li> </ul>
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"> <li>• <b>Element 9:</b> The members of the CPS Team will reflect on areas of the MTSS process that are not running as smoothly as it could and will utilize the expertise of the group to provide training to the staff as a whole for improving the process.</li> <li>• <b>Element 10:</b> Where continued issues arise in implementation, the appropriate CPS team member will differentiate support for individual staff members, assisting them with the MTSS process.</li> </ul>
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"> <li>• By June, 2026 the CPS team expects at least 75% learning gains in ELA and 80% learning gains in math for grades 3 – 5 as measured on the FAST PM 3 test.</li> </ul>
List the team members who will support and monitor implementation of the two (2) identified elements.	<ul style="list-style-type: none"> <li>• <b>Lori Turner, Principal</b></li> <li>• <b>Jennifer Kinggard, AP</b></li> <li>• <b>Douglas Satran, Literacy Coach/MTSS Coordinator.</b></li> </ul>
Enter the plan implementation dates:	Start: <b>8/11/2025</b> to End: <b>6/4/2026</b>

**Domain: Choose SAM Domain.**

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.	<ul style="list-style-type: none"> <li>• <b>Enter Text</b></li> </ul>
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If you need support completing this document, please email [bcpsmtss@browardschools.com](mailto:bcpsmtss@browardschools.com) or contact your District MTSS IF (Instructional Facilitator)



# Self-Assessment of MTSS Implementation

Thank you for your completion of the Self-Assessment of MTSS Implementation (SAM). The purpose of this report is to provide your team with visual representations (graphs) about the extent to which your school is implementing components of a multi-tiered system of support (MTSS).

Following the graphs summarizing your data, there are Guiding Questions to help you make decisions about how to use this data as you prepare an action plan for improving MTSS implementation. The report concludes with a sample Action Planning template for your school leadership team to use if desired.

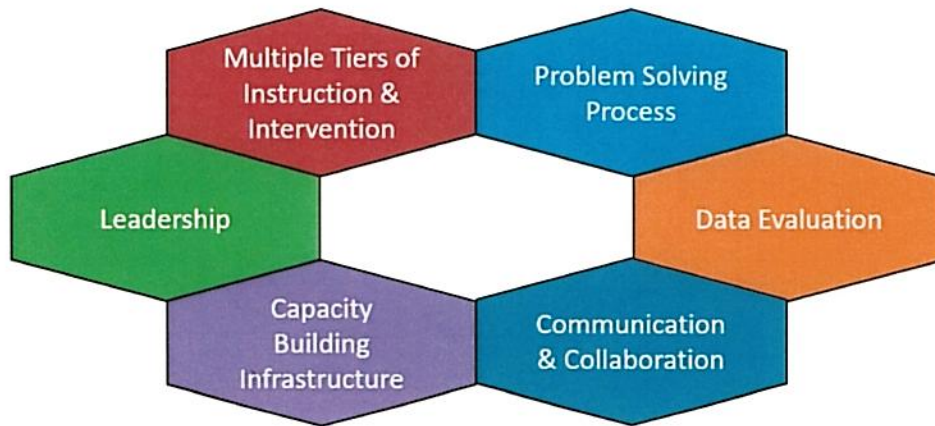
**Recommended steps for reviewing this report:**

1. Review the "Domain Averages" graphs and identify any patterns (high or low scores).
2. Review the SAM instrument and "SAM Domain" graphs to identify any patterns across domains or items.
3. Use the Guiding Questions to help you decide which MTSS components and/or actions to address.
4. Complete the Action Planning form to document what next steps will be taken to improve implementation of MTSS in your school.

# Self-Assessment of MTSS Implementation

The data presented in these graphs are intended to provide an overview of your team's ratings across the six SAM domains. Items were scored on a 4-point scale ranging from 0 – 3 (0 = Not Started; 1 = Emerging/Developing; 2 = Operationalizing; 3 = Optimizing). Each bar represents that average score based on the ratings of the items within each of the six domains.

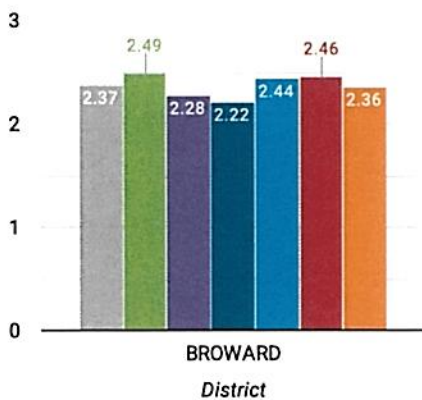
It is important to note the number of items in each domain varies. The average item score for domains with a smaller number of items will be more heavily influenced by individual item scores that are particularly high or low.



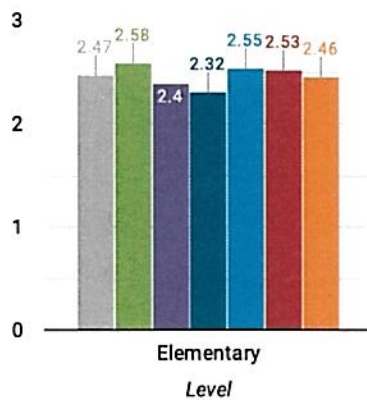
Le... (1) ▾

School: C... (1) ▾

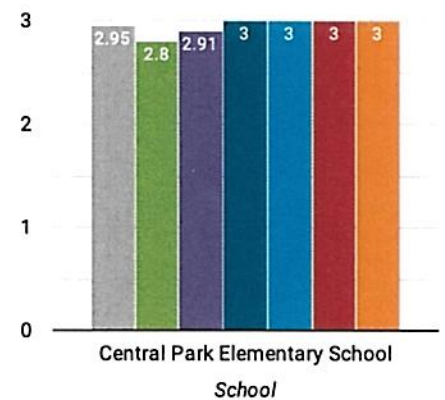
District Domain Averages



Level Domain Averages



School Domain Averages

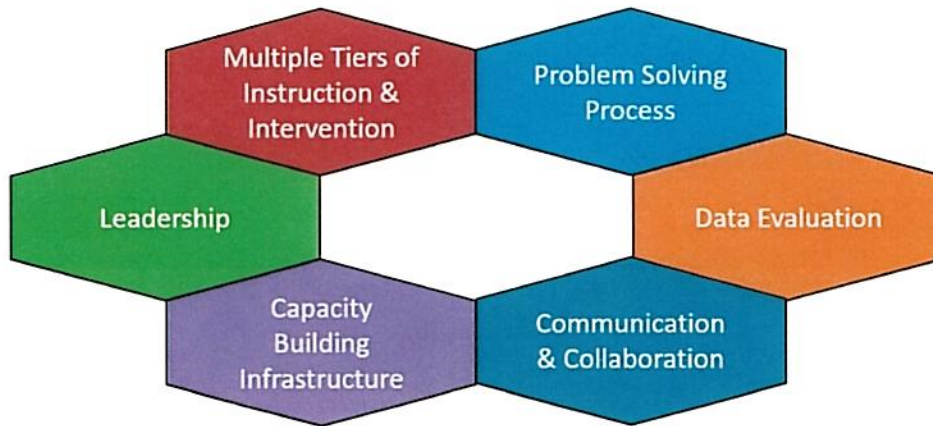


█ Overall  
 █ Leadership  
 █ Capacity  
 █ Comm. & Collab.  
 █ DBPS  
 █ 3-Tiered Model  
 █ Data-Eval

# Self-Assessment of MTSS Implementation

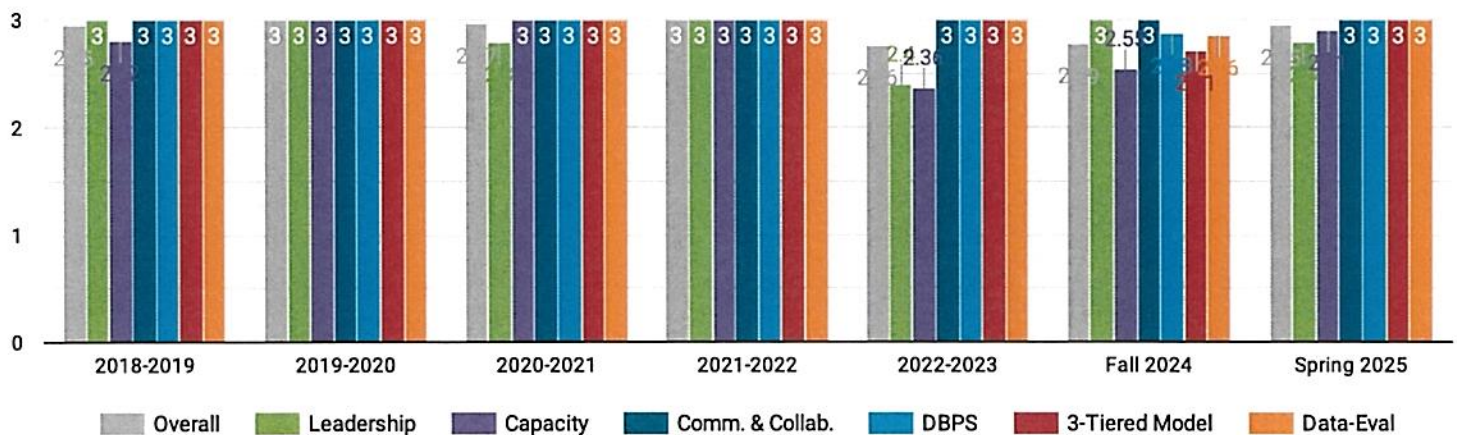
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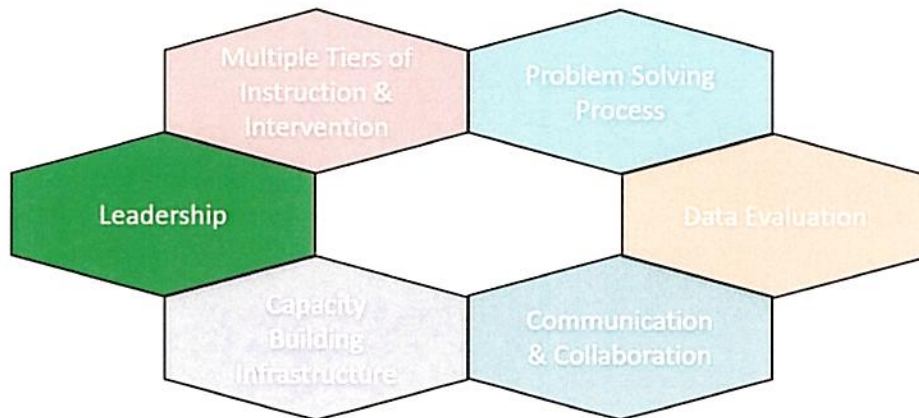
School: C... (1) ▾

Historical Comparison- School Domain Averages



# Self-Assessment of MTSS Implementation

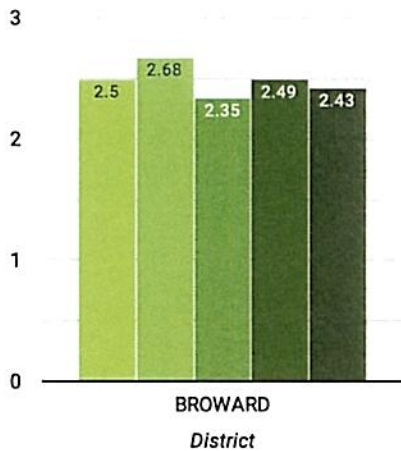
Leadership is key to successful implementation of any large-scale innovation. The building principal, assistant principal(s), and school leadership team are critical to implementing MTSS at the school level. They engage staff in ongoing professional development for implementing MTSS, plan strategically for MTSS implementation, and model a data-based problem-solving process for school improvement. The school principal also supports the implementation of MTSS by communicating a vision and mission to school staff, providing resources for planning and implementing instruction and intervention, and ensuring that staff have the data needed for data-based problem-solving.



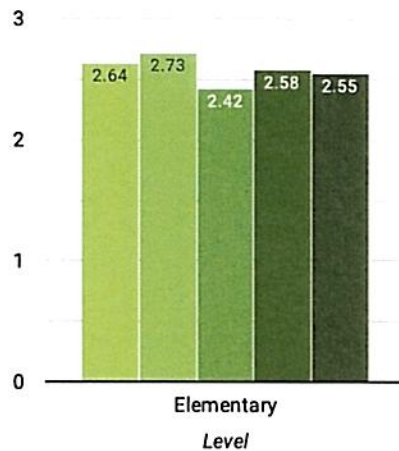
Le... (1) ▾

School: C... (1) ▾

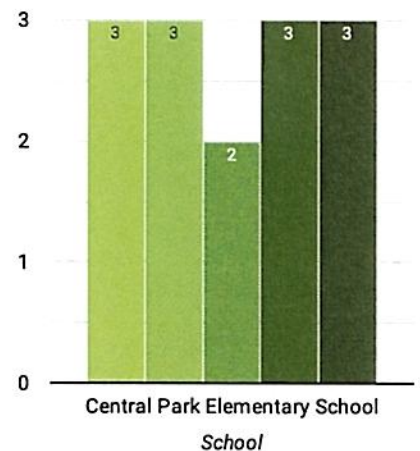
Leadership Items-  
District Averages



Leadership Items-  
Level Averages



Leadership Items-  
School Ratings

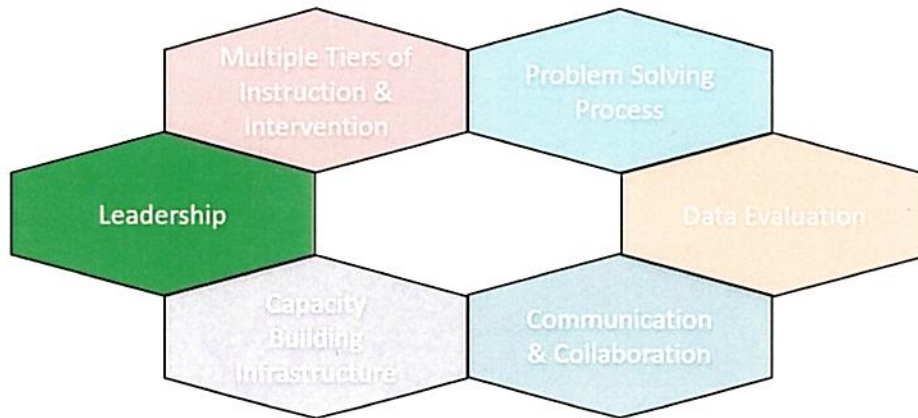


#1 #2 #3 #4 #5



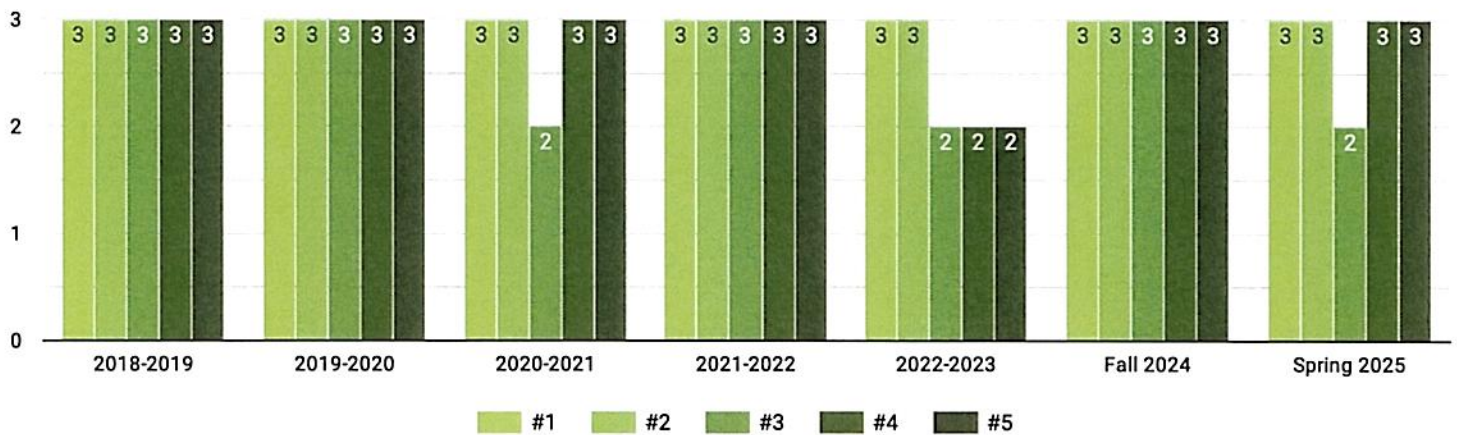
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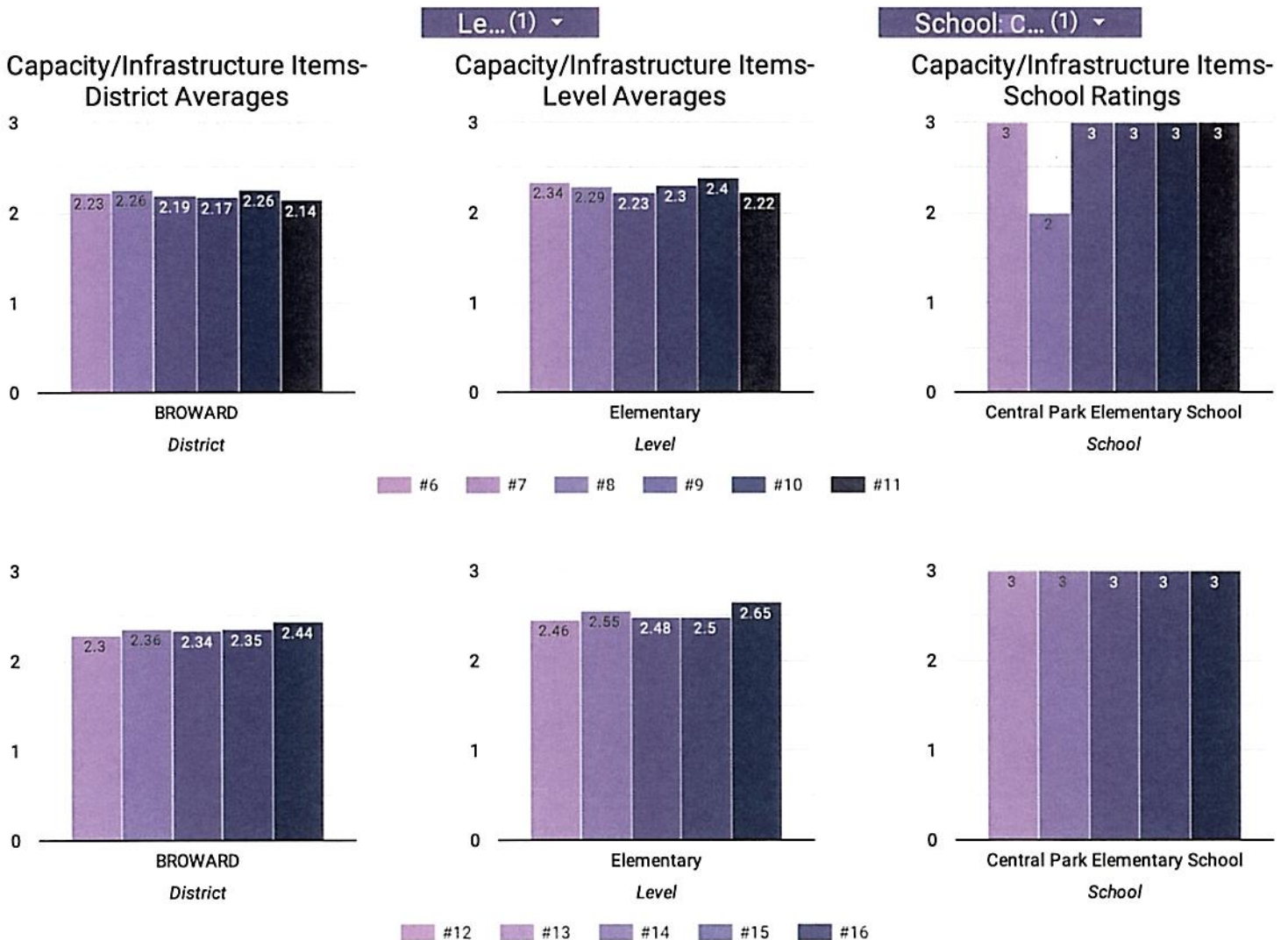
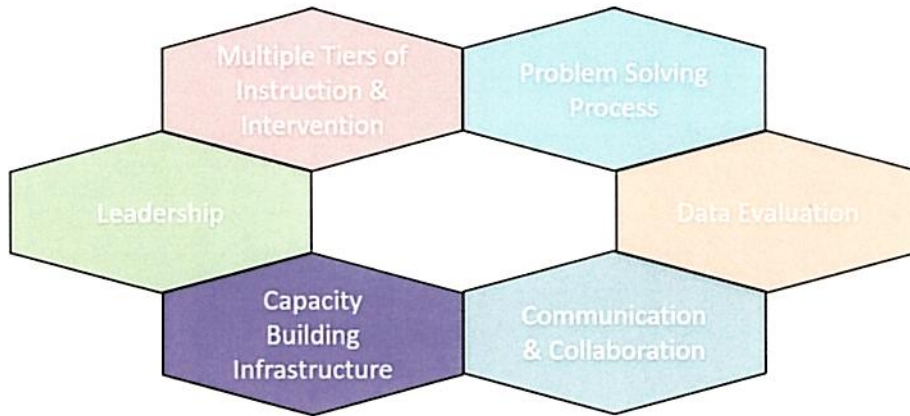
School: C... (1) ▾

Historical Comparison- School Ratings for Leadership Items



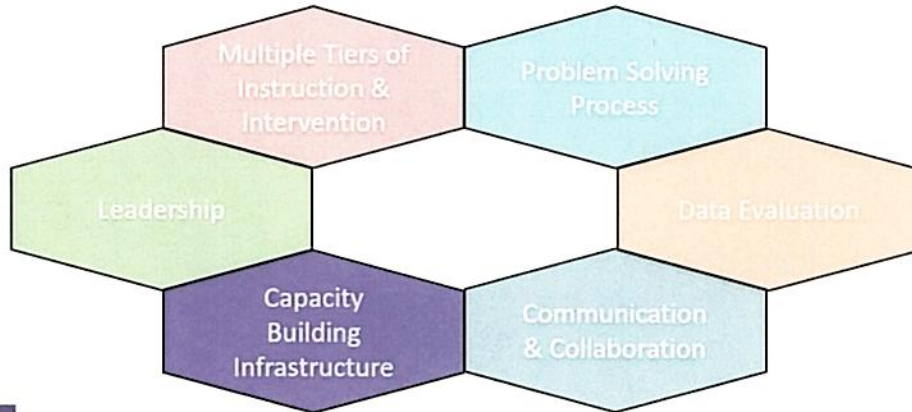
# Self-Assessment of MTSS Implementation

School-wide capacity and infrastructure are required in order to implement and sustain MTSS. This capacity and infrastructure usually includes ongoing professional development and coaching with an emphasis on data-based problem-solving and multi-tiered instruction and intervention; scheduling that allows staff to plan and implement instruction and intervention; and processes and procedures for engaging in data-based problem-solving.



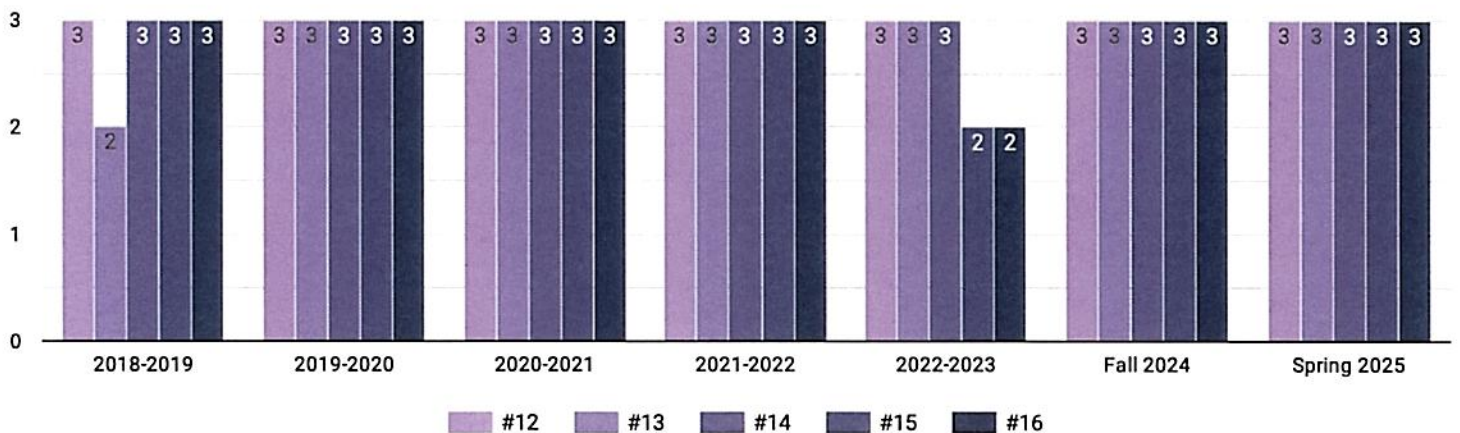
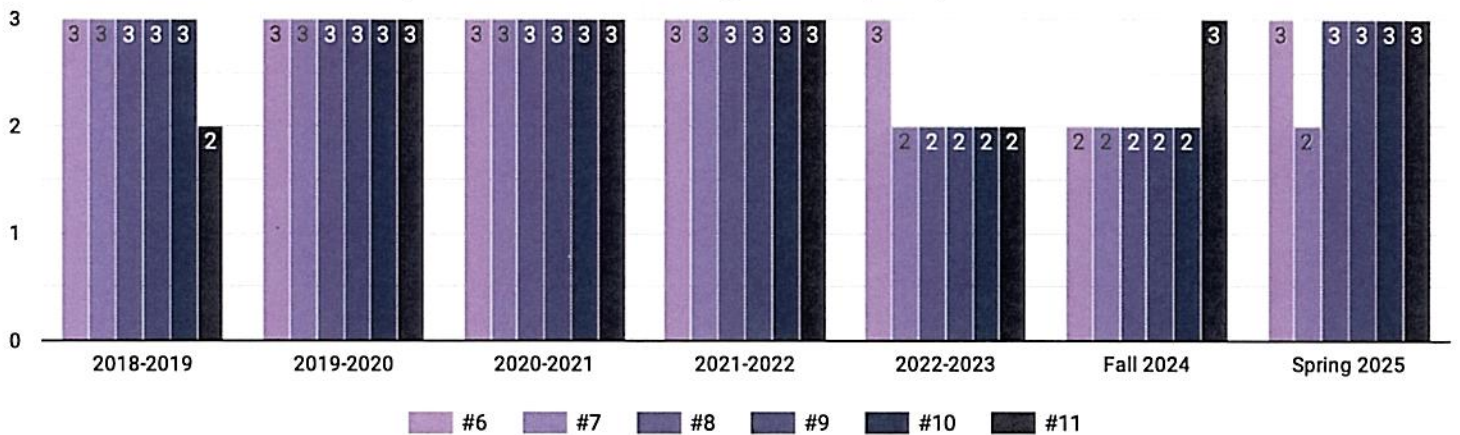
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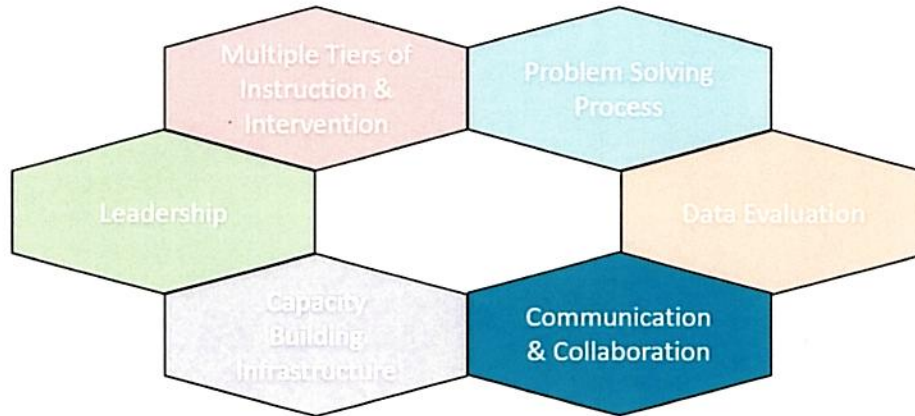
School: C... (1) ▾

Historical Comparison- School Ratings for Capacity/Infrastructure Items



# Self-Assessment of MTSS Implementation

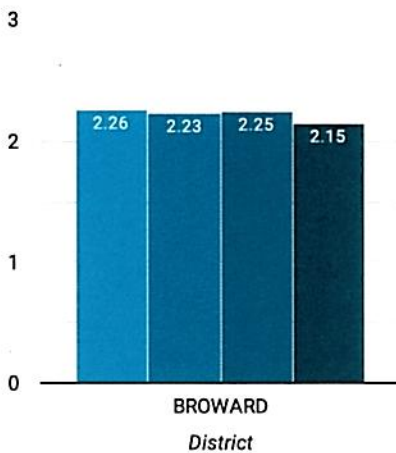
Ongoing communication and collaboration are essential for successful implementation of MTSS. Many innovations fail due to lack of consensus, lack of feedback to implementers to support continuous improvement, and not involving stakeholders in planning. In addition to including stakeholders in planning and providing continuous feedback, it is also important to build the infrastructure to communicate and work with families and other community partners. These practices increase the likelihood that innovative practices will be implemented and sustained.



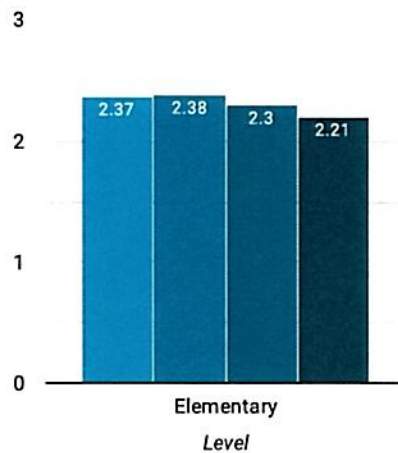
Le... (1) ▾

School: C... (1) ▾

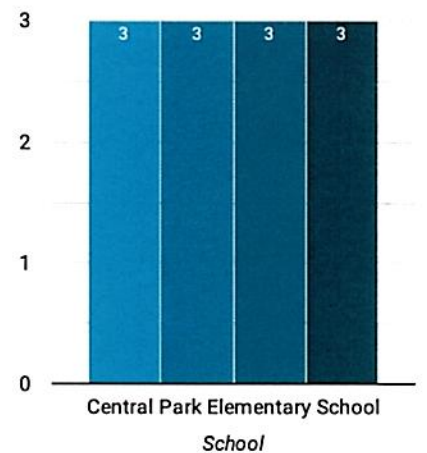
Comm./Collaboration Items-  
District Averages



Comm./Collaboration Items-  
Level Averages



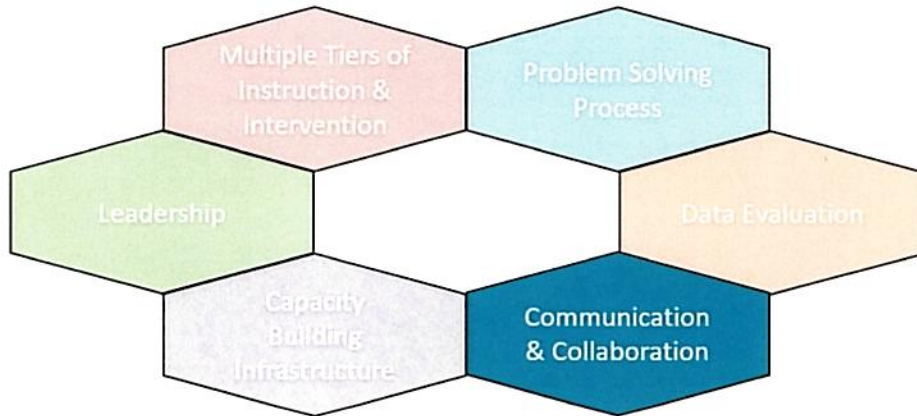
Comm./Collaboration Items-  
School Ratings



#17 #18 #19 #20

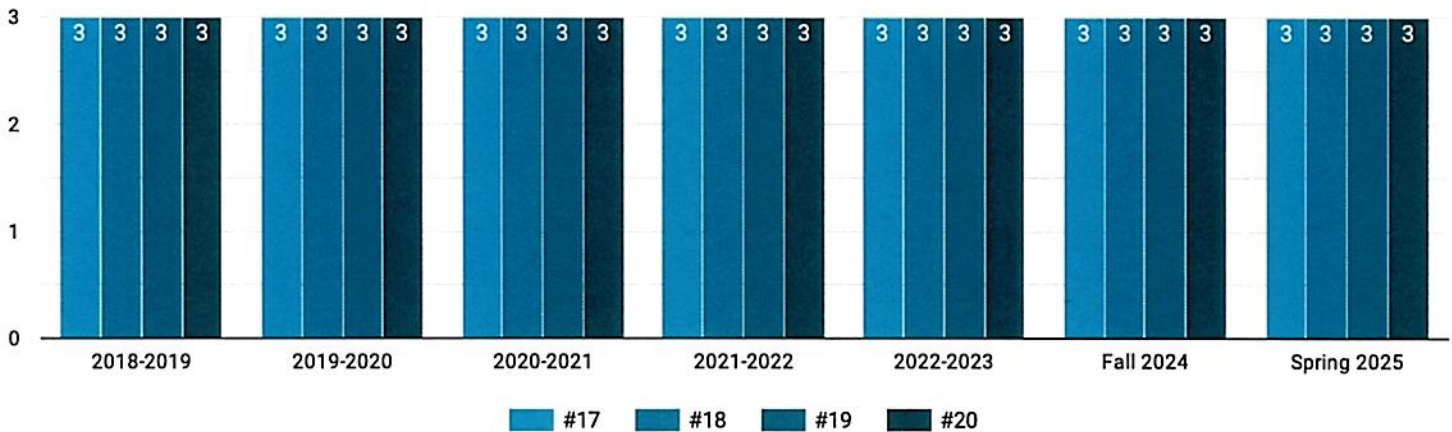
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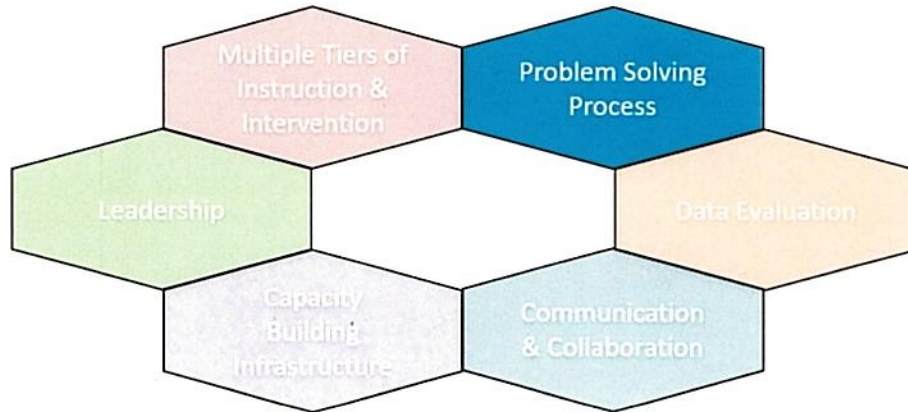
School: C... (1) ▾

Historical Comparison- School Ratings for Communication & Collaboration Items



# Self-Assessment of MTSS Implementation

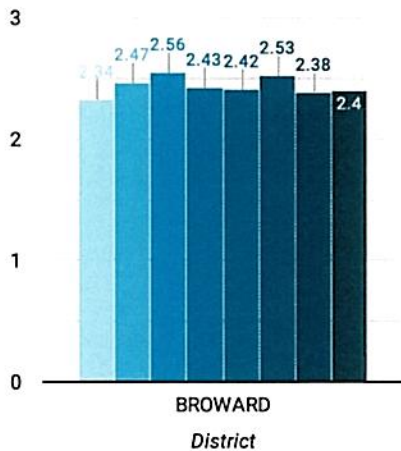
The use of data-based problem-solving to make educational decisions is a critical element of MTSS implementation. This included the use of data-based problem-solving for student outcomes across content areas, grade levels, and tiers, as well as the use of problem-solving to address barriers to school-wide implementation of MTSS. While several models for data-based problem-solving exist, the four-step problem-solving approach evaluated in this instrument includes: 1) defining the goals and objectives to be attained, 2) identifying possible reasons why the desired goals are not being attained, 3) developing a plan for and implementing evidence-based strategies to attain the goals, and 4) evaluating the effectiveness of the plan.



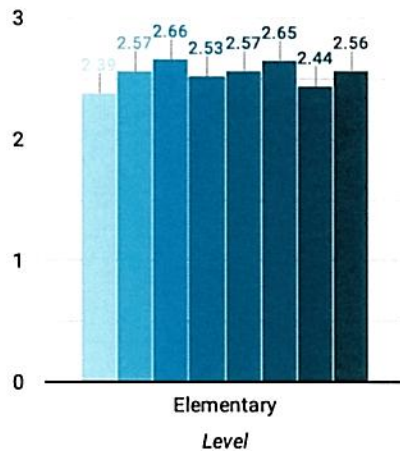
Le...(1) ▾

School: C... (1) ▾

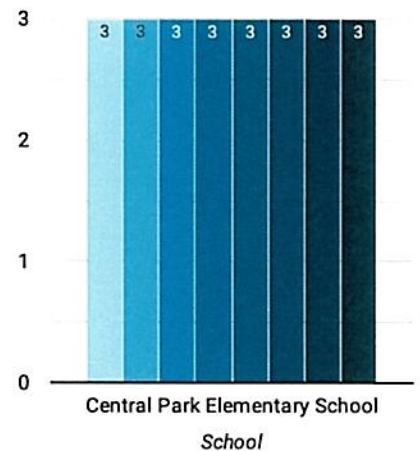
Data-based Prob. Solv. Items-District Averages



Data-based Prob. Solv. Items-Level Averages



Data-based Prob. Solv. Items-School Ratings

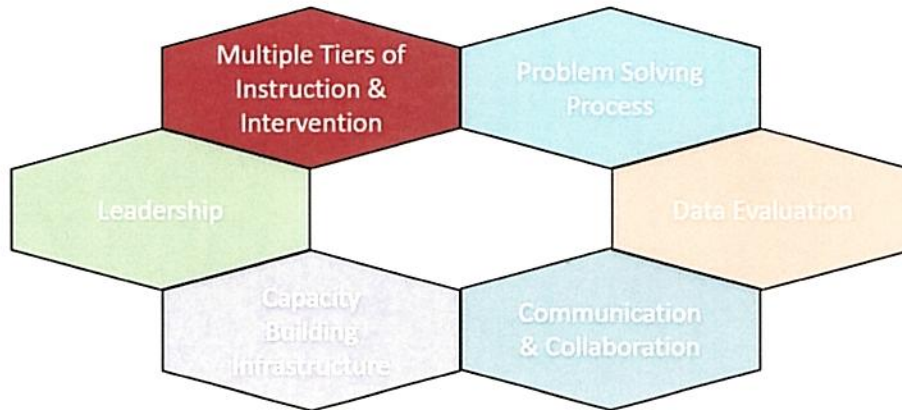


#21 #22 #23 #24 #25 #26 #27 #28



# Self-Assessment of MTSS Implementation

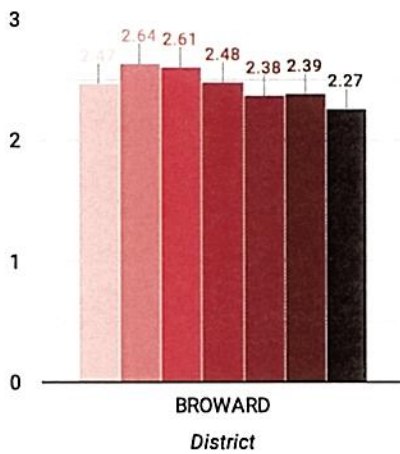
The three-tiered instructional/intervention model is another critical element of MTSS implementation. In a typical system, Tier 1 includes the instruction delivered to all students; Tier 2 includes supplemental instruction or intervention provided to students not meeting benchmarks; and Tier 3 includes intensive, small-group or individual interventions for students facing significant barriers to learning the skills required for school success. It is important to consider academic, behavior, emotional, and life skills instruction and interventions when examining this domain.



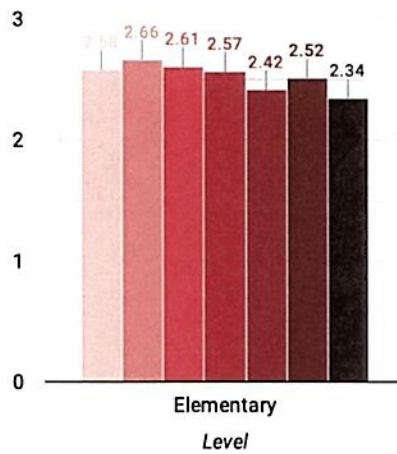
Le... (1) ▾

School: C... (1) ▾

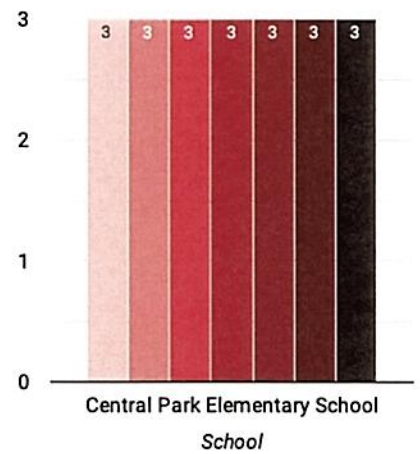
3-Tiered Model Items-  
District Averages



3-Tiered Model Items-  
Level Averages



3-Tiered Model Items-  
School Ratings

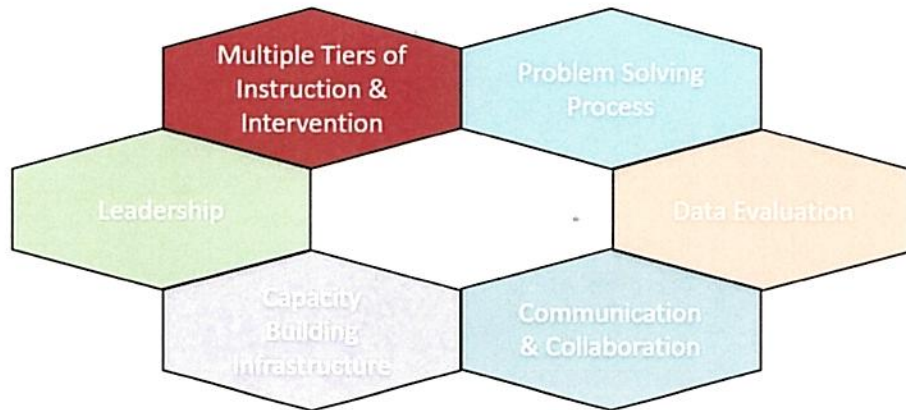


#29 #30 #31 #32 #33 #34 #35



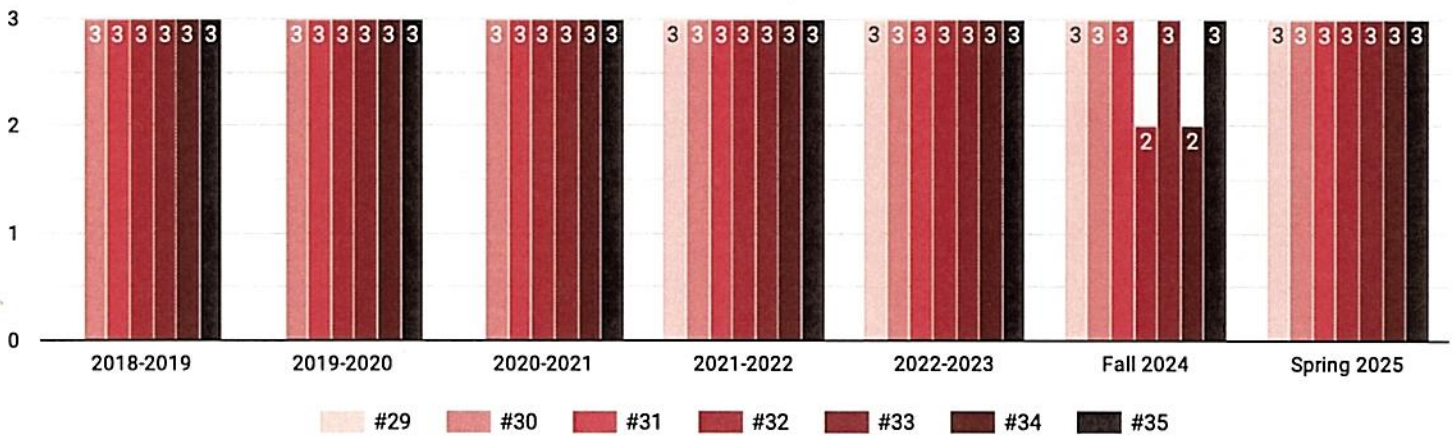
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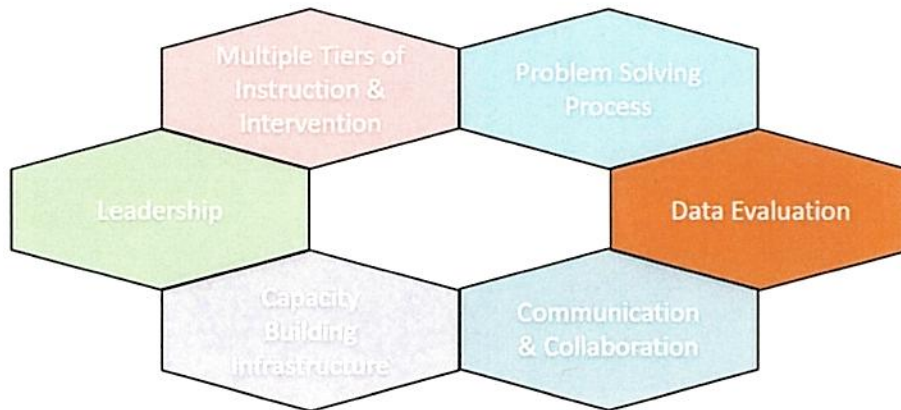
School: C... (1) ▾

Historical Comparison- School Ratings for 3-Tiered Model Items



# Self-Assessment of MTSS Implementation

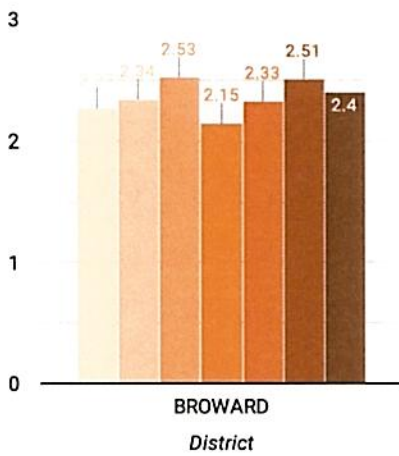
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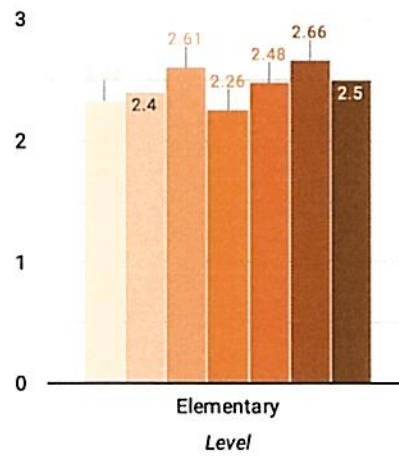
Le... (1) ▾

School: C... (1) ▾

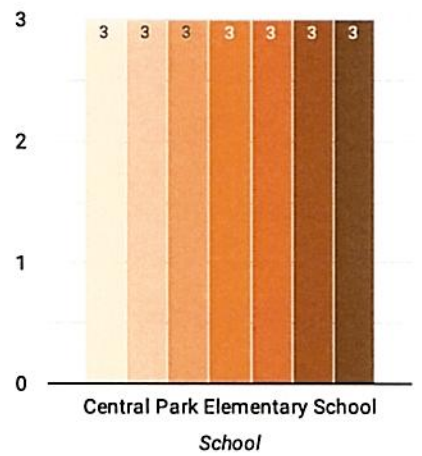
Data-Evaluation Items- District Averages



Data-Evaluation Items- Level Averages



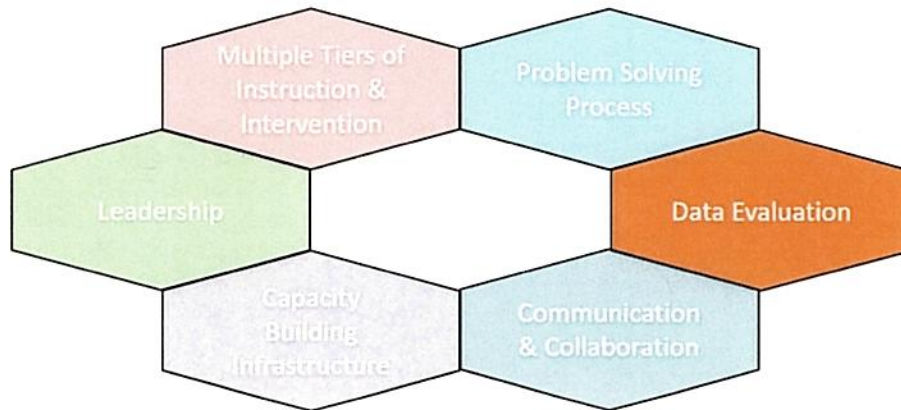
Data-Evaluation Items- School Ratings



#36 #37 #38 #39 #40 #41 #42

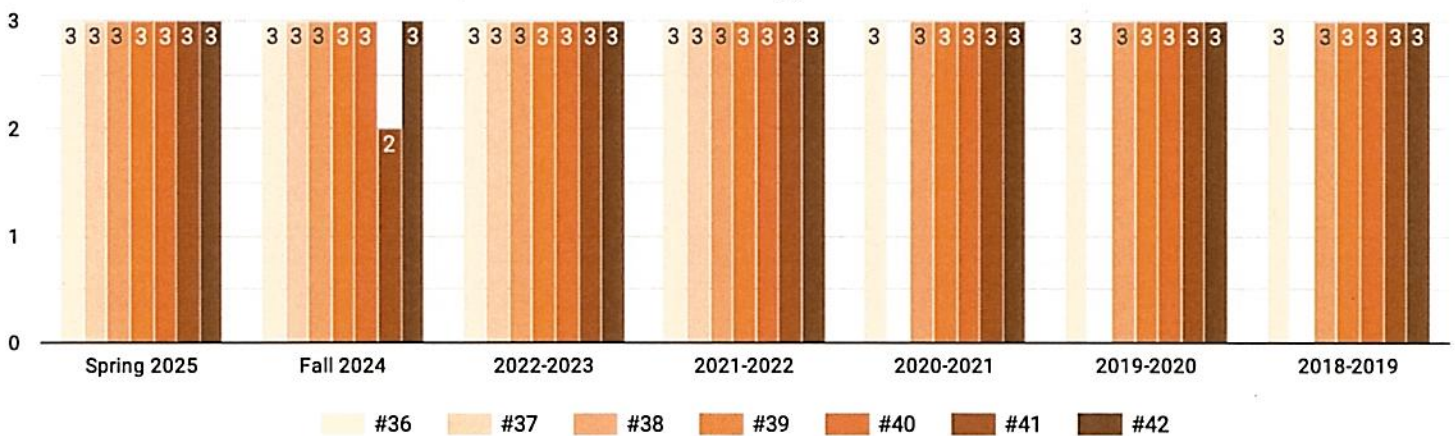
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School: C... (1) ▾

Historical Comparison- School Ratings for Data-Evaluation Items





# Self-Assessment of MTSS Implementation

## Guiding Questions for School Level Action Planning with SAM Data

- Looking at the data, what do we wonder or what do we notice?
  - What is a surprise? Not a surprise?
  - Which domains/items are we implementing well? Which could be improved?
  - How does the data align or misalign with our school improvement goals?

When looking at the data, we are not surprised to see that we are scoring high on Multiple Tiers of Instruction & Prevention, Problem Solving Process, Data Evaluation, and Communication & Collaboration.

- What could or should we address in our action plan?
  - What is most impacting our implementation of MTSS?
  - What would be most immediately actionable?
  - What would have the most influence?
  - What is most aligned to our goals?
  - What strengths could we leverage?

The two areas where we scored slightly lower than the others is in the areas of leadership and Capacity Building Infrastructure. Leadership is still very strong, but Capacity Building Infrastructure could use some improvement.

- Do barriers that exist within our system that may need to be addressed at the district level?
  - Are there policies and procedures currently in place/not in place that are affecting our work?
  - Do we have access to all the data we need for problem solving?
  - Do we have access to resources we need to do the work?

There are no barriers impacting implementation of the work. Teachers are already accustomed to collecting data and analyzing this data to determine area of need. But the logistics of the process and using FOCUS as the portal for documentation is something we can strengthen.

Action/Activity	Who is responsible?	When will it be started?	When will it be completed?	When/how will we evaluate it?
Identify rollover students and create schedule to meet on these students once I-Ready Diagnostic #1 and PM 1 are administered.	Douglas Satran	August 2025	September 2025	September 2025
Identify all students who scored below 25% in reading and math on PM 1 and provide screeners to teachers to identify specific areas of need.	Douglas Satran	September 2025	September 2025	October 2025
Identify all students who score below the 25% on I-Ready Diagnostic #2 and PM 2. Identify which of these made/did not make progress from PM 1.	Douglas Satran	December 2025	December 2025	January 2026
Create ELO and Intervention Group reinforcement above and beyond classroom tier 1, 2, and/or 3 intervention to address the specific needs of students who are making moderate to low learning gains.	Douglas Satran	January 2026	April 2026	May 2026