

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: Dave Thomas Education Center

School Year: 2025 - 2026

Principal: Crawford, Synithia

MTSS Coordinator: Afrah Hamin, Leslie Bazin, Ruche Ermat

Domain: Data-Evaluation

Current domain average:	2.0
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"> 39. Effective data tools are used appropriately and independently by staff 40. Data sources are used to evaluate the fidelity and impact
Use the SAM rubric to briefly describe action steps the Leadership Team will take to enhance implementation and improve outcomes.	<p>Action Steps for elements 39 and 40</p> <ol style="list-style-type: none"> Determine instructional staff MTSS data-tool needs (Survey and dialogue) Examine available data tools (FOCUS, District Dashboards, TIDE) Gather resources (Tools, knowledge, and skills) Professional development (Train staff on effective use of data tools, District MTSS Support) Progress monitor staff and independent use of data tools monthly Determine indicators of success. (Identify students with Tier 2 needs, review and select appropriate data tools, determine Interventions, inform parents/guardians, initiate interventions in FOCUS, measure student outcomes, continue or increase supports) Conduct monthly reflection on the effectiveness of data-tool implementation (Survey of indicators of success) Report needs to district MTSS support and or data tool managers
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"> During the 24-25 School year, 67% of students demonstrated growth in reading comprehension, and 54% of students demonstrated growth in math as measured by the FAST PM3. The MTSS team will implement a systematic data evaluation plan to increase student academic growth outcomes in reading by 3 % and in Math by 3%, as measured by 2026 PM 3.
List the team members who will support and monitor implementation of the two (2) identified elements.	<ul style="list-style-type: none"> Synithia Crawford, Principal Jessica Swanson, Assistant Principal Kenneth Rolle, Intern Principal John Hudson, Assistant Principal Sophia Brown, ESE Specialist Kelly Lesane, ESE Support Facilitator Dr. Afrah Hamin, Behavior Specialist and MTSS Leader Leslie Bazin, Literacy Coach and MTSS Leader Ruche Ermat, Behavior Specialist and MTSS Leader Shayl McCloud, Guidance Director Sandra Byrd, Guidance Counselor Marjorie Gilles, Guidance Counselor Andaiye Dubreuil, Social Worker
Enter the plan implementation dates:	Start: 8/11/2025 to End: 6/4/2026

Domain: Data-Based Problem-Solving

Current domain average:	1.5
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"> 23 Data are used to identify reasons why students are not meeting expectations
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"> The MTSS Team will meet monthly to review and track FAST ELA and Math "Below the Standards" categories and benchmarks. Analyze schoolwide ELA PM1, and PM2 data Identify students scoring below Achievement Level 3 Share data with teachers Place students in Tiers

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<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>	<ul style="list-style-type: none"> • Align ELA Instructional Focus Calendar with 3 areas of concern: • 1. Reading Prose and Poetry • 2. Reading Informational Text • 3. Reading Across Genres & Vocabulary • Conduct instructional walkthroughs and observations • Provide feedback
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