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: Stranahan High **School Year:** 2026 - 2027

Principal: Nichola Gayle Stephenson **MTSS Coordinator:** William Menzel

Domain: Data-Evaluation

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.	• Academic, behavioral, emotional, and life skills data are used to identify and varify reasons why students are not meeting expectations.
Use the SAM rubric to briefly describe action steps the Leadership Team will take to enhance implementation and improve outcomes.	• Review MTSS Data Regularly: The Leadership Team will review MTSS implementation fidelity and student outcome data at least monthly to identify trends, determine areas of need, and monitor progress toward schoolwide ELA and Math goals. • Share Data with Staff: The Leadership Team will regularly provide teachers and support staff with relevant student achievement, progress-monitoring, and MTSS implementation data during PLCs, department meetings, and faculty meetings to support data-driven instructional decisions. • Adjust Supports Based on Data: The Leadership Team will use student performance and MTSS fidelity data to identify students and student groups needing additional support and work with instructional teams to adjust Tier 1 instruction and Tier 2 and Tier 3 interventions 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.	By the end of the 2026–2027 school year, Stranahan High School will improve student achievement and graduation readiness in ELA/Reading and Mathematics through the implementation of a coordinated Multi-Tiered System of Supports (MTSS) that uses data to identify student needs, provide targeted interventions, and monitor student progress. In ELA/Reading, at least 55% of students in grades 9 and 10 will demonstrate proficiency (Level 3 or above) on the Spring 2027 F.A.S.T. Reading PM3 assessment. Additionally, 100% of graduating seniors will satisfy the ELA/Reading assessment requirement for graduation, and the number of juniors who have not yet satisfied the graduation reading requirement will be reduced by at least 75%. In Mathematics, the percentage of students demonstrating Math Learning Gains on the Algebra 1 and Geometry B.E.S.T. End-of-Course (EOC) assessments will increase from 43% to 48%, and the ESSA Federal Index for Students with Disabilities (SWD) will increase from 56% to 60% by May 2027. Evidence of improved student outcomes will be measured through F.A.S.T. Reading PM1, PM2, and PM3 data; graduation requirement/assessment

	status reports; Algebra 1 and Geometry B.E.S.T. EOC results; Math Learning Gains data; ESSA Federal Index data for SWD; and ongoing MTSS progress-monitoring data used to evaluate students' response to Tier 1, Tier 2, and Tier 3 supports.
List the team members who will support and monitor implementation of the two (2) identified elements.	Algebra and Geometry PLC Teams, Mathematics Department Chair, and Mathematics Administrator, Literacy Coach, ELA/Reading Teachers, ELA Department Chair, Assistant Principal (Mr. Wright), Testing Coordinator
Enter the plan implementation dates:	Start: **8/10/2026** to End: **6/1/2027**

Domain: Communication and Collaboration

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.	• Staff are provided data on MTSS implementation fidelity and student outcomes.
Use the SAM rubric to briefly describe action steps the team will take to enhance implementation and improve outcomes.	• Identify and Monitor Students: Use F.A.S.T., B.E.S.T. EOC, graduation readiness, classroom, and progress-monitoring data to identify students who are not meeting grade-level expectations and determine appropriate MTSS supports. • Implement Targeted Interventions: Provide identified students with targeted Tier 2 and Tier 3 interventions in ELA and Math based on their specific academic needs, with particular attention to students at risk of not meeting graduation requirements and Students with Disabilities. • Monitor Progress and Adjust Supports: Review student progress and intervention data during regularly scheduled MTSS/PLC meetings to determine intervention effectiveness and adjust instructional strategies, intervention intensity, or student supports when adequate progress is not demonstrated.
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.	• By the end of the 2026–2027 school year, Stranahan High School will improve student achievement through consistent use of MTSS implementation and student outcome data. In ELA, at least 55% of students in grades 9–10 will score Level 3 or above on F.A.S.T. Reading PM3, and the number of juniors who have not met the graduation reading requirement will decrease by at least 75%. In Math, learning gains on the Algebra 1 and Geometry B.E.S.T. EOC assessments will increase from 43% to 48%, and the ESSA Federal Index for Students with Disabilities will increase from 56% to 60%. Progress will be measured using F.A.S.T. Reading, B.E.S.T. EOC, graduation requirement, and MTSS progress-monitoring data.
List the team members who will support and monitor implementation of the two (2) identified elements.	• **Student Services Team**
Enter the plan implementation dates:	Start: **8/10/2026** to End: **6/1/2027**

If you need support completing this document, please email bcpsmtss@browardschools.com or contact your District MTSS IF (Instructional Facilitator)

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