

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: Blanche Ely High School

School Year: 2026 - 2027

Principal: Tariq Qaiyim

MTSS Coordinator: Andrea Smith

Domain: Communication and Collaboration

Current domain average: 1.5	
Expected domain average: 2.0	
Identify and list at least one (1) element within the selected SAM domain that will enhance MTSS implementation and positively impact student outcomes.	Element 20 - Educators actively engage families in MTSS.
Use the SAM rubric to briefly describe action steps the Leadership Team will take to enhance implementation and improve outcomes.	The MTSS/CPS Team will establish a consistent family-engagement process for students receiving Tier 2 and Tier 3 supports. Staff will use phone, email, virtual/in-person conferences, and other appropriate outreach to engage families in problem solving, review student data, identify barriers, develop interventions, and support progress monitoring. Family contacts and participation will be documented in FOCUS and/or MTSS/CPS records. The team will review implementation and family participation monthly and provide additional outreach for families who are difficult to reach.
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 June 1, 2027, Blanche Ely High School will increase the Communication and Collaboration SAM domain average from 1.5 to at least 2.0. At least 70% of families of students receiving Tier 3 supports will have documented communication and/or participation in the MTSS problem-solving process, and at least 50% of identified students will demonstrate measurable progress toward an academic, attendance, behavioral, or social-emotional goal. Evidence will include MTSS/CPS documentation, FOCUS data, intervention progress-monitoring data, FAST PM1-PM3, and the end-of-year SAM report.
List the team members who will support and monitor implementation of the two (2) identified elements.	Tariq Qaiyim - Principal; Andrea Smith - MTSS Coordinator; Masharie Powell - Intern Principal (9th); Malcolm Spence, III - Assistant Principal (10th); Horatio Major, Jr. - Intern Principal/MTSS Administrator (11th); Jennifer Letizia - Assistant Principal (12th); Carolyn Smith - ESE Specialist; Kenya Williams - Director of School Counseling/9th; Shanika Beaubrun - 10th Grade Counselor; Flor Ovalle - 11th Grade Counselor; Suzette Wright - 12th Grade Counselor; Wynell Fuller and Valerie Bastien - School Social Workers; Connie McGirt and Mishka Corbitt - Behavior Specialists; Teacher of Record/Interventionist as appropriate.
Enter the plan implementation dates:	Start: 8/10/2026 to End: 6/1/2027

Domain: Building the Capacity/Infrastructure for Implementation

Current domain average: 2.64	
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.	Element 8 - The leadership team facilitates professional development and coaching for staff members on data-based problem-solving relative to their job roles/responsibilities.
Use the SAM rubric to briefly describe action steps the team will take to enhance implementation and improve outcomes.	The MTSS Leadership Team will implement a consistent schoolwide data-based problem-solving (DBPS) process and provide professional learning and ongoing coaching to instructional staff. Training will address identifying student needs from multiple data sources, determining barriers, selecting evidence-based interventions, setting measurable goals, and monitoring student response. During PLC and CPS/MTSS meetings, staff will analyze academic, attendance, behavior, and Early Warning Indicator data. The leadership team will provide modeling, coaching, feedback, and follow-up support and will monitor implementation through meeting documentation, intervention plans, and progress-monitoring data.

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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 June 1, 2027, Blanche Ely High School will increase the Building Capacity/Infrastructure for Implementation SAM domain average from 2.64 to 3.0 by strengthening staff use of data-based problem solving. As a student outcome, the percentage of students demonstrating two or more Early Warning Indicators will decrease from 37.2% (588 of 1,582 students) to 34.0% or lower, as measured by the Early Warning System. Additional evidence will include FOCUS academic, attendance and behavior data, PLC/CPS documentation, intervention plans, and progress-monitoring data.
List the team members who will support and monitor implementation of the two (2) identified elements.	Tariq Qaiyim - Principal; Andrea Smith - MTSS Coordinator; Masharie Powell - Intern Principal (9th); Malcolm Spence, III - Assistant Principal (10th); Horatio Major, Jr. - Intern Principal/MTSS Administrator (11th); Jennifer Letizia - Assistant Principal (12th); Carolyn Smith - ESE Specialist; Kenya Williams - Director of School Counseling/9th; Shanika Beaubrun - 10th Grade Counselor; Flor Ovalle - 11th Grade Counselor; Suzette Wright - 12th Grade Counselor; Wynell Fuller and Valerie Bastien - School Social Workers; Connie McGirt and Mishka Corbitt - Behavior Specialists; Teacher of Record/Interventionist as appropriate.
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