

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: Hallandale High School

School Year: 2026 - 2027

Principal: Paula Peters

MTSS Coordinator: Barbara Harris

Domain: Data-Based Problem-Solving

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.	- Element 21: Integrate data-based problem solving for student academic, behavioral, emotional, and life skills outcomes occurs across content areas, grade levels, and tiers. - Element 22: Across all tiers, data are used to identify the differences or gap between expected and current student outcomes relative to academic, behavioral, emotional, and life skills goals.
Use the SAM rubric to briefly describe action steps the Leadership Team will take to enhance implementation and improve outcomes.	- Element 21- The CPS Team will participate in professional learning for data-based problems to ensure the team use the four-step problem solving approach across content areas grade levels and tiers. Academic and behavioral data will be reviewed collaboratively to identify student needs, determine root causes, select evidence-based support, monitor progress, and adjust interventions. - Element 22- The School Leadership Team and instructional staff will implement a consistent data-based problem-solving process across Tiers 1,2, and 3 to identify gaps between expected academic outcomes and students' current performance. Data will be used to establish measurable goals, select evidence-based instructional strategies and interventions, monitor student progress, and adjust instruction based on student response.
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 May 2027, 100% of instructional departments and student-support teams will implement a consistent data-based problem-solving process at least monthly to review the students academics. The CPS Team will use multiple data sources to identify student needs, determine contributing factors, implement appropriate Tier1, Tier 2, or Tier 3 supports, and monitor student response. Implementation will be documented through MTSS agendas, data-analysis protocols, intervention plans, progress-monitoring records, and leadership-team reviews. - By May 2027, 100% of instructional teams will use multiple academic data sources including FAST/PM3 assessments, common/formative assessments, classroom performance, grades, and student work to identify and document gaps between expected academic outcomes and current student performance following each major assessment cycle.
List the team members who will support and monitor implementation of the two (2) identified elements.	Enter Text
Enter the plan implementation dates:	Start: 8/10/2026 to End: 6/1/2027

Domain: Building the Capacity and Infrastructure for Implementation

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.	- Element 7- The school leadership team facilitates professional development and coaching for all staff members on assessments and data sources used to inform decisions. - Element 13- Schedules provide adequate time for multiple tiers of evidence-based instruction and intervention to occur.
Use the SAM rubric to briefly describe action steps the team will take to enhance implementation and improve outcomes.	Element 7- The School Leadership Team will facilitate ongoing professional development, collaborative data analysis, and instructional coaching to ensure that 100% of instructional staff understand and effectively use multiple assessment and data sources to make informed instructional decisions, differentiate instruction, monitor student progress, and improve student achievement. Element 13-The School Leadership Team will develop, implement, and continuously monitor a master schedule that provides protected instructional and intervention time for students

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MULTI-TIERED SYSTEM OF SUPPORTS

	to receive Tier 1 core instruction, Tier 2 targeted intervention, and Tier 3 intensive intervention without unnecessarily removing students from essential core instruction, which will also fall under our pull-out program.
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 May 27, 2027, the CPS team expects a 5% or greater increase in ELA and Math FAST PM3 scores including Students with Disabilities (SWD) and English Language Learners (ELLs) through continuous monitoring.
List the team members who will support and monitor implementation of the two (2) identified elements.	Barbara Harris-Literacy Coach, Ashley Hill-Behavior Specialist, Saintubert-Guidance Director, Saunders-Jean-ESE Specialist, Robert Smith (Social Worker), Arlene Ortiz-Therapist, Escarne-Student Support Service, Noel-Counselor, Roker-Counselor, Torres-Asst. Principal
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