

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: Whiddon Rogers Ed. Center

School Year: 2026 - 2027

Principal: Charisse Merchant-James

MTSS Coordinator: Patrice Wilson

Domain: Data-Based Problem-Solving

Current domain average:	1.0
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 23 Data are used to identify reasons why students are not meeting expectations. Element 28 Resources for implementation of MTSS are addressed through data-based problem-solving
Use the SAM rubric to briefly describe action steps the Leadership Team will take to enhance implementation and improve outcomes.	Element 23 Map out currently available data sources (e.g., formative assessments, attendance, discipline referrals, credit accumulation) to identify what is missing when diagnosing student needs. Dedicate the first half of problem-solving meetings strictly to analyzing the "why" before any interventions are discussed. Systematically review diagnostic data across specific student populations to identify systemic barriers (e.g., a tier 1 instructional gap) rather than just individual deficits. Element 28 Create a standardized, data-based request form for teachers to use when asking for additional intervention materials or support staff. Ensure any new intervention programs or materials directly address the specific root causes identified in problem-solving meetings. Use year-end tier movement and behavioral data trends to proactively forecast and allocate MTSS staffing, funding, and PD for the upcoming academic year.
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 2027, the CPS Team expects at least 15% of students will demonstrate an adequate rate of improvement within their first 8 weeks of a Tier 2 or Tier 3 intervention, driven by targeted root-cause analysis and data-matched resource allocation.
List the team members who will support and monitor implementation of the two (2) identified elements.	Jeana Johnson, Literacy Coach; Todd Johnson, Math Coach; Sharnett Morris Intern Principal; Patrice Wilson, MTSS Coordinator/ESE Specialist; Garrett Schubert, Behavior Specialist, Erica Johnson, Social Worker
Enter the plan implementation dates:	Start: 8/10/2026 to End: 6/1/2027

Domain: Communication and Collaboration

Current domain average:	1.0
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 17 Staff have consensus and engage in MTSS implementation. Element 20 Educators actively engage families in MTSS.
Use the SAM rubric to briefly describe action steps the team will take to enhance implementation and improve outcomes.	Element 17 The CPST will present MTSS as a framework to streamline existing work, not an "add-on" initiative. Provide targeted PD based on the specific gaps identified in the baseline survey. Conduct regular, non-evaluative walkthroughs and review intervention logs to ensure protocols are used accurately Element 20 Review current communication methods and create standard, translated templates for notifying parents when a student enters or exits Tier 2/3. Offer virtual options, flexible scheduling, and interpretation services for MTSS problem-solving meetings to ensure family participation. Partner with parent liaisons or community leaders to help other families navigate and engage with the MTSS system.
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 2027, the percentage of students meeting their individualized Tier 2 and Tier 3 academic and behavioral goals will increase by at least 10% from the fall baseline, driven by high-fidelity staff implementation and coordinated school-to-home intervention support.

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

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