

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: Driftwood Elementary School

School Year: 2026 - 2027

Principal: Ann Marie Stramank

MTSS Coordinator: Coral Saban/ Deeana Pomaes

Domain: Three Tiered Instructional and Intervention Model

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.	Three Tiered Instructional/Intervention Model Domain Element 34: Tier 3 interventions are individualized to meet student needs, aligned with Tier 1 and Tier 2 instruction, and monitored regularly using data to measure student progress and adjust instruction.
Use the SAM rubric to briefly describe action steps the Leadership Team will take to enhance implementation and improve outcomes.	Element 34: Using the rubric, the Leadership Team will strengthen Tier 3 implementation by ensuring intensive interventions are individualized based on diagnostic and progress-monitoring data, aligned to Tier 1 core instruction and Tier 2 interventions, and focused on students' specific skill deficits. The team will monitor intervention fidelity through classroom walkthroughs, MTSS/RTI meetings, and intervention documentation reviews. Progress-monitoring data (i-Ready (ELA and Math), Standards Mastery, Benchmark assessments, and teacher-created assessments) will be reviewed regularly to evaluate student growth, adjust intervention plans, and ensure instructional decisions are data-driven. Ongoing coaching and professional learning will be provided to teachers and interventionists to ensure evidence-based Tier 3 practices are implemented consistently across grade levels.
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, Driftwood Elementary aims to achieve at least a 5% increase in reading and mathematics growth for students receiving Tier 3 interventions, including Students with Disabilities (SWD) and English Language Learners (ELLs), as measured by FAST Progress Monitoring, i-Ready Diagnostic, Benchmark Advance assessment data (Reading), and Topic Assessment data (Mathematics).
List the team members who will support and monitor implementation of the two (2) identified elements.	Coral Saban – ELA Coach, Deeana Pomaes – Math Coach, Annmarie Stramanak – Principal, Kathleen White- Assistant Principal
Enter the plan implementation dates:	Start: 8/10/2026 to End: 6/1/2027

Domain: Data-Evaluations

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.	Data-Evaluation Domain Element 36: Staff use a variety of academic, behavioral, social-emotional, and life skills data to identify students at risk, determine their needs, monitor progress, guide instructional and intervention decisions, and measure student outcomes.
Use the SAM rubric to briefly describe action steps the team will take to enhance implementation and improve outcomes.	Element 36: The Leadership Team will ensure staff have access to and consistently use academic, behavior, social-emotional, and life skills data to identify students at risk, determine root causes, monitor progress, and guide instructional and intervention decisions. Data will be reviewed regularly during PLCs and MTSS meetings, and staff will receive ongoing support to use data effectively to improve student outcomes.
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, Driftwood Elementary aims to achieve at least a 5% increase in reading and mathematics growth for all students, including Students with Disabilities (SWD) and English Language Learners (ELLs), through the consistent use of academic, behavior, and social-emotional data to identify student needs and guide interventions, as measured by FAST Progress Monitoring, i-Ready Diagnostic, Benchmark Advance assessments (Reading),

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

	Topic Assessments (Mathematics), and MTSS progress-monitoring data.
List the team members who will support and monitor implementation of the two (2) identified elements.	• Coral Saban – ELA Coach, Deeana Pomales – Math Coach, Annmarie Stramanak – Principal, Kathleen White- Assistant Principal
Enter the plan implementation dates:	Start: 8/10/2026 to End: 6/1/2027