

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: **Floranada Elementary**

School Year: **2026 - 2027**

Principal: **Geoffery Henning**

MTSS Coordinator: **Stacey Hernandez**

Domain: **Data-Based Problem-Solving**

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.	- Strengthen the consistent use of multiple data sources - Identify and determine the root cause students are not meeting academic and/or behavioral expectations - Select the appropriate interventions based on the root cause identified.
Use the SAM rubric to briefly describe action steps the Leadership Team will take to enhance implementation and improve outcomes.	- Establish and consistently implement a schoolwide data-based problem-solving process. - Grade-level teams will analyze multiple sources of student data during PLC/MTSS meetings to identify performance gaps, determine possible barriers to student success, and verify the root cause students are not meeting expectations. - Teams will use the data to select appropriate evidence-based interventions, establish measurable goals, monitor student progress, and adjust interventions 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 21, 2027, 100% of grade-level teams will consistently use the schoolwide data-based problem-solving process to identify and verify the reasons students are not meeting academic and/or behavioral expectations, select appropriate interventions, and monitor student response. As a result, at least 60% of students receiving Tier 2 and Tier 3 interventions will demonstrate measurable progress toward their identified academic or behavioral goals, as evidenced by FAST/STAR assessment data, Benchmark assessment, progress-monitoring data, and behavioral data.
List the team members who will support and monitor implementation of the two (2) identified elements.	Geoffery Henning, Karen Dallas, Heidi Vargas, Kate Jordan, Lisa McGarry, Candice Foresi, Stacey Hernandez, Jane Doyle, Ann Landley, Kriss Barclay
Enter the plan implementation dates:	Start: 8/10/2026 to End: 5/21/2027

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.	- The leadership team facilitates professional development on data-based problem-solving. - Schedules provide adequate time for data-based problem-solving.
Use the SAM rubric to briefly describe action steps the team will take to enhance implementation and improve outcomes.	- Strengthen schoolwide implementation of MTSS by providing ongoing professional learning and collaborative time for data-based problem-solving. - During scheduled PLC/MTSS meetings, teams will use a consistent problem-solving protocol to review student data, identify and verify barriers to student success, select appropriate evidence-based interventions, establish measurable goals, and determine progress-monitoring procedures. - Leadership Team members and instructional support staff will provide coaching, modeling, resources, and follow-up support to increase staff capacity and ensure consistent implementation 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 May 21, 2027, 100% of grade-level teams will participate in ongoing professional learning and scheduled data-based problem-solving opportunities to assist them in consistent use of the school's MTSS problem-solving process, as evidenced by PLC/MTSS agendas, meeting documentation, intervention plans, progress-monitoring records, and leadership walkthrough. As a result, at least 60% of students receiving Tier 2 and Tier 3 interventions will demonstrate measurable progress toward their identified academic and/or behavioral goals.
List the team members who will support and monitor implementation of the two (2) identified elements.	Geoffery Henning, Karen Dallas, Heidi Vargas, Kate Jordan, Lisa McGarry, Candice Foresi, Stacey Hernandez, Jane Doyle, Ann Landley, Kriss Barclay
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If you need support completing this document, please email bcpsmtss@browardschools.com or contact your District MTSS IF (Instructional Facilitator)