

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: Boulevard Heights Elementary School

School Year: 2026 - 2027

Principal: Katherine Familia

MTSS Coordinator: Racquel Gonzalez

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.	Strengthen school-wide capacity and infrastructure for MTSS through ongoing professional development and coaching, protected scheduling for intervention and collaborative problem-solving, and consistent procedures for implementing and monitoring Tier 2 and Tier 3 supports.
Use the SAM rubric to briefly describe action steps the Leadership Team will take to enhance implementation and improve outcomes.	• Provide ongoing MTSS professional development and coaching focused on data-based problem-solving, intervention selection, progress monitoring, and fidelity of implementation. • Maintain a protected school-wide intervention block and ensure Tier 2 and Tier 3 supports are delivered in addition to core instruction. • Use monthly MTSS/RTI meetings and grade-level PLCs to review student response to intervention, document decisions, and adjust supports. • Conduct periodic implementation/fidelity checks and provide follow-up coaching when barriers are identified.
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, at least 65% of students receiving Tier 2 or Tier 3 academic interventions will meet or exceed their established progress-monitoring growth goal, as measured by intervention progress-monitoring data, FAST/i-Ready data, and MTSS/RTI documentation.
List the team members who will support and monitor implementation of the two (2) identified elements.	Katherine Familia, Principal; Eliana Jimenez, Assistant Principal; Racquel Gonzalez, MTSS Coordinator/Literacy Coach; Margareth Cedillo, Math Coach; Erica Wooten, ESE Support Facilitator; Juliette Guillet, School Counselor; grade-level teachers and intervention providers.
Enter the plan implementation dates:	Start: 8/10/2026 to End: 6/1/2027

Domain: Data Evaluation

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.	Strengthen the Data Evaluation system by ensuring staff have timely access to multiple data sources, use common procedures and protocols for assessment and data review, and routinely examine both student outcomes and fidelity of MTSS implementation to guide instructional and intervention decisions.
Use the SAM rubric to briefly describe action steps the team will take to enhance implementation and improve outcomes.	• Establish a consistent data-review cycle using universal screening, diagnostic, progress-monitoring, classroom, attendance, and behavior data as applicable. • Maintain common MTSS data sheets/FOCUS documentation so student performance, intervention frequency, duration, and response are reviewed consistently. • Use PLCs, data chats, and monthly MTSS/RTI meetings to analyze trends, identify students needing additional support, and make timely tier movement decisions. • Review fidelity data alongside student outcome data and revise interventions when adequate progress is not demonstrated.
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, at least 65% of students receiving Tier 2 or Tier 3 academic interventions will demonstrate a positive response to intervention by meeting their established progress-monitoring growth goal or moving to a less intensive level of support, as documented through FAST/i-Ready, intervention progress-monitoring data, and MTSS/RTI records.
List the team members who will support and monitor implementation of the two (2) identified elements.	Katherine Familia, Principal; Eliana Jimenez, Assistant Principal; Racquel Gonzalez, MTSS Coordinator/Literacy Coach; Margareth Cedillo, Math Coach; Erica Wooten, ESE Support Facilitator; Juliette Guillet, School Counselor; grade-level teachers and intervention providers.
Enter the plan implementation dates:	Start: 8/10/2026 to End: 6/1/2027

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