

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: Village Elementary

School Year: 2026-2027

Principal: Wanda E. Haynes

MTSS Coordinator: Shena McNair

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.	- Element 27. Expectations for instruction often include elements related to the instructional routine (e.g., whole-group, small-group, and independent practice), amount of time dedicated to instruction, and which evidence-based instructional strategies are used. - Element 21. Integrated data-based problem solving for student academic, behavior, emotional, and life skills outcomes occurs across content areas, grade levels, and tiers
Use the SAM rubric to briefly describe action steps the Leadership Team will take to enhance implementation and improve outcomes.	- Element 27- Develop and implement a schoolwide instructional framework that clearly defines expectations for instructional routines, instructional time, and the use of evidence-based strategies across whole-group, small-group, and independent learning. Provide professional learning and coaching to support consistent implementation, and monitor fidelity through classroom observations and walkthroughs. - Element 21- All members of the CPS Team will participate in professional learning for databased problem solving to ensure the team uses the four-step problem-solving approach across content areas, grade levels, and tiers.
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, the CPS Team expects at least an 3% increase in ELA and Math FAST Progress Monitoring scores for all students including SWDs and ELLs.
List the team members who will support and monitor implementation of the two (2) identified elements.	Wanda E. Haynes-Principal; Tyree Starks- Assistant Principal; Shena McNair- MTSS Coordinator/ESE Specialist; Nicole Coutain-Literacy Coach; Sonja Harvey Spence- Math Coach; Rebecca Fleming- School Counselor; and Ilisa Bianco-School Psychologist
Enter the plan implementation dates:	Start: 8/10/2026 to End: 6/1/2027

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.	Element 35- Tier 3 (intensive) behavior, emotional, and life skills practices include integrated strategies that are developed based on students' needs and strengths, are aligned with Tier 1 and Tier 2 instructional goals and strategies, and are monitored using assessments/data sources that link directly to skills taught.
Use the SAM rubric to briefly describe action steps the team will take to enhance implementation and improve outcomes.	Establish a consistent Tier 3 intensive support process that uses individual student strengths, needs, and behavioral/emotional data to develop integrated intervention plans aligned with Tier 1 and Tier 2 expectations. Train staff to implement and document individualized strategies, and use progress-monitoring data tied directly to the skills taught to evaluate effectiveness and adjust interventions as needed.
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 2, 2027, 80% of students receiving Tier 3 intensive behavioral, emotional, and life-skills support will have individualized intervention plans aligned with Tier 1 and Tier 2 expectations, with progress monitored regularly using data directly connected to the skills being taught, resulting in documented intervention adjustments based on student response to intervention.
List the team members who will support and monitor implementation of the two (2) identified elements.	Wanda E. Haynes-Principal; Tyree Starks- Assistant Principal; Shena McNair- MTSS Coordinator/ESE Specialist; Nicole Coutain-Literacy Coach; Sonja Harvey Spence- Math Coach; Rebecca Fleming- School Counselor; and Ilisa Bianco-School Psychologist
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)