

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: **Royal Palm Elementary School**

School Year: **2026 - 2027**

Principal: **Marie Rumble**

MTSS Coordinator: **Brenda Vidal**

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

Current domain average:	2.5
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.	Element 21: Data-based problem-solving Integrate data-based problem solving for student academic, behavioral, 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.	The Leadership Team will review SAM rubric scores to identify priority areas for improvement and address gaps in resource allocation, professional development, and scheduling. The team will establish clear data benchmarks and strengthen the use of intervention graphs and data organizers to ensure screening and progress-monitoring data guide instructional and intervention decisions. Targeted coaching will support staff in analyzing student performance trends and monitoring intervention effectiveness. The Leadership Team and CPST will routinely review implementation data, evaluate student response to interventions, and make timely adjustments to supports based on student needs.
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 to achieve at least a 5-percentage-point increase in ELA and Math proficiency, as measured by FAST PM3, for all students, including Students with Disabilities (SWD) and English Language Learners (ELLs).
List the team members who will support and monitor implementation of the two (2) identified elements.	Marie Rumble (Principal), Shayla Dekle (Assistant Principal), Sami Lev (School Psychologist), Kimarie Josephs (Literacy Coach), Kerene Nelson (Teacher Resource), Brenda Vidal (School Counselor), Amy Fuller (Math Coach).
Enter the plan implementation dates:	Start: 8/10/2026 to End: 6/1/2027

Domain: **Three Tiered Instructional and Intervention Model**

Current domain average:	2.5
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.	Element 29: All Tier 1, Tier 2 (supplemental), and Tier 3 (intensive) instruction is provided in a manner that is accessible for all students and The school leadership team has not communicated to school staff the critical elements of accessible and responsive instruction. responsive to racial/ethnic identity, gender identity, culture, dual language learner status, disability status, and socio-economic status.
Use the SAM rubric to briefly describe action steps the team will take to enhance implementation and improve outcomes.	The Leadership Team will establish and communicate clear expectations for accessible and responsive instruction across Tier 1, Tier 2, and Tier 3. Staff will receive targeted professional development and coaching on differentiating instruction based on student needs, including the needs of SWD and ELL students. Through PLCs, classroom walkthroughs, and CPST data reviews, the Leadership Team will monitor implementation, analyze student performance across subgroups, and provide feedback and support to ensure instructional practices are responsive and accessible to all learners.
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, through consistent implementation of accessible and responsive Tier 1, Tier 2, and Tier 3 instruction, our Self-Assessment of MTSS (SAM) score for instructional accessibility and responsiveness will increase from 2.5 to 3.0, resulting in improved ELA and Math outcomes for all students, including SWD and ELLs, as measured by FAST PM3.
List the team members who will support and monitor implementation of the two (2) identified elements.	Marie Rumble (Principal), Shayla Dekle (Assistant Principal), Sami Lev (School Psychologist), Kimarie Josephs (Literacy Coach), Kerene Nelson (Teacher Resource), Brenda Vidal, School Counselor, Amy Fuller (Math Coach).

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

Enter the current implementation dates:

Start: **8/10/2026** to End: **6/1/2027**

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