

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: **James S. Hunt Elementary**

School Year: **2026-2027**

Principal: **Mrs. Carla D. Hart**

MTSS Coordinator: **Jessica Gerstenfeld and Tricia Richardson-Roberts**

Domain: **Communication and Collaboration**

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.	Element 20 – Educators actively engage families in MTSS.
Use the SAM rubric to briefly describe action steps the Leadership Team will take to enhance implementation and improve outcomes.	• The Leadership Team will establish a schoolwide family-engagement protocol for students receiving Tier 2 and Tier 3 supports. • Teachers and MTSS team members will engage families in problem solving when students need additional supports and document family input in MTSS records. • The school will provide families with practical strategies and resources to support academic and behavioral goals at home. • The MTSS team will use individualized, intensive outreach for families who do not respond to typical communication methods.
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, 100% of students receiving Tier 2 or Tier 3 interventions will have documented family communication or participation in the MTSS process at least once per month, as measured by MTSS meeting documentation, communication logs, and parent-contact records. The percentage of K–5 students meeting or exceeding grade-level expectations on FAST Reading and Math will increase by at least 5 percentage points from PM1 to PM3.
List the team members who will support and monitor implementation of the two (2) identified elements.	Tricia Scheller-Literacy Coach, Porcher Smith-Math Coach, Jessica Gerstenfeld-Co-Coordinator/SLP, Tricia Richardson-Roberts-School Counselor, Irmelda Vilus-ELL Coordinator, Tamala Vaughn-AP, Carla D. Hart-Principal, Pamela Dyson-School Psychologist, Crystal Glover-ESE Specialist
Enter the plan implementation dates:	Start: 8/10/2026 to End: 6/1/2027

Domain: **Data-Evaluations**

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 42 – Data sources are monitored for consistency and accuracy in collection and entry procedures.
Use the SAM rubric to briefly describe action steps the team will take to enhance implementation and improve outcomes.	• The Leadership Team will develop and communicate schoolwide expectations for collecting and entering intervention, progress-monitoring, attendance, and behavior data. • Staff will receive professional learning on accurate and consistent data collection, including required methods, data types, timelines, and frequency of entry.

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

	The Leadership Team will use established protocols, including follow-up notifications when required data are missing or inconsistent, to support timely corrections.
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, 100% of Tier 2 and Tier 3 student intervention plans reviewed will contain complete, current, and accurate progress-monitoring data and documented instructional decisions. The percentage of K–5 students meeting or exceeding grade-level expectations on FAST Reading and Math will increase by at least 3 percentage points from PM1 to PM3.
List the team members who will support and monitor implementation of the two (2) identified elements.	Tricia Scheller-Literacy Coach, Porcher Smith-Math Coach, Jessica Gerstenfeld-Co-Coordinator/SLP, Tricia Richardson-Roberts-School Counselor, Irmelda Vilus-ELL Coordinator, Tamala Vaughn-AP, Carla D. Hart-Principal, Pamela Dyson-School Psychologist, Crystal Glover-ESE Specialist
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