

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: Horizon Elementary

School Year: 2026 - 2027

Principal: Thaddeus Smith

MTSS Coordinator: Sheena Wilson

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 18 – Staff are provided data on MTSS fidelity and student outcomes. • Element 19 – The infrastructure exists to support family and community • 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.	• By September 2026, the Leadership Team will establish a schoolwide ELA, mathematics, and behavior MTSS data tracker. Teachers will update FAST/STAR results, SIPPS mastery data, curriculum-based measures, attendance and behavior data, intervention dosage, and fidelity evidence before each data chat. • During monthly PLCs and data chats, the Leadership Team will review Tier 1 outcomes, Tier 2 and Tier 3 progress-monitoring trends, intervention fidelity, and subgroup patterns. Decisions will be documented, and WIN/walk-to-learn groups will be adjusted when the data indicates that a change is needed. • The school will use a consistent family-engagement protocol for every student receiving Tier 2 or Tier 3 support. The protocol will include initial notification, a plain-language intervention plan, opportunities for family input, progress updates at least every four to six weeks, and documented follow-up when a student is not responding adequately. • Horizon Elementary will provide at least two Family MTSS/Data Nights and multilingual take-home resources. Families will receive information about FAST/STAR results, SIPPS and intervention goals, progress monitoring, and strategies they can use at home. Attendance and family feedback will be reviewed after each event.
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 28, 2027, at least 65% of Horizon Elementary students receiving Tier 2 or Tier 3 academic intervention will meet or exceed their individual progress-monitoring aim line for two consecutive data points. Additionally, the percentage of intervention students performing below benchmark will decrease by at least 10 percentage points from fall PM1 to spring PM3. Evidence will include FAST/STAR PM1–PM3 results, SIPPS mastery and curriculum-based progress-monitoring data, the schoolwide MTSS tracker, intervention-fidelity records, and family contact and meeting logs.

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

List the team members who will support and monitor implementation of the two (2) identified elements.	- Thaddeus Smith, Principal; Corrinene Mendez, Assistant Principal; Sheena Wilson, MTSS Coordinator; Judith Maroudaas, School Psychologist; instructional coaches; grade-level team leaders; classroom and intervention teachers; school counselor/social worker; and family liaison.
Enter the plan implementation dates:	Start: 8/10/2026 to End: 6/1/2027

Domain: Building the Capacity and Infrastructure for Implementation

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 7 – Professional development and coaching are provided to staff. (Rating: 2) Element 11 – Schedules provide adequate time for training and coaching. (Rating: 2) Element 12 – Schedules provide adequate time to administer assessments. (Rating: 2)
Use the SAM rubric to briefly describe action steps the team will take to enhance implementation and improve outcomes.	- By September 2026, the Leadership Team will provide an MTSS launch session for staff. Quarterly refresher sessions will address the critical elements of MTSS, data-based problem solving, intervention selection, progress-monitoring expectations, fidelity, and documentation. New staff members will receive the same orientation within 30 days of their assignment. - Monthly coaching cycles will be embedded in PLCs. Instructional coaches and MTSS leaders will model data analysis, support implementation of SIPPS and evidence-based mathematics interventions, calibrate progress-monitoring administration and scoring, and provide targeted feedback. Participation and follow-up support will be documented. - The master schedule will protect daily WIN/walk-to-learn intervention blocks and designated assessment windows. Administration will complete a monthly schedule and fidelity check. Missed intervention sessions or assessments will be rescheduled within five school days. - Grade-level data-based problem-solving meetings will occur every four to six weeks. Teams will review FAST/STAR, SIPPS placement and mastery, Performance Matters and classroom data, behavior data, and attendance information. Shared decision rules will be used to regroup students, intensify support, or fade interventions.

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 28, 2027, at least 70% of students who complete a documented Tier 2 or Tier 3 intervention cycle in reading or mathematics will demonstrate a positive response to intervention by meeting at least 75% of their expected rate of improvement or advancing one locally defined performance or risk level. Evidence will include FAST/STAR PM1–PM3 results, SIPPS mastery data, curriculum-based measures, intervention-grouping records, coaching and professional-development logs, assessment-completion records, and monthly fidelity checks demonstrating delivery of at least 90% of scheduled intervention sessions.
List the team members who will support and monitor implementation of the two (2) identified elements.	• Thaddeus Smith, Principal; Corrine Mendez, Assistant Principal; Sheena Wilson, MTSS Coordinator; Judith Maroudaas, School Psychologist; instructional coaches; grade-level team leaders; classroom and intervention teachers; school counselor/social worker; and family liaison.
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