

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: Coral Springs Elementary School

School Year: 2026 - 2027

Principal: Keandra Fulton

MTSS Coordinator: Alicia Holligan

Domain: Communication and Collaboration

Current domain average:	2.75
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.	• Element 20 - The Leadership/CPS Team will strengthen family engagement in MTSS by ensuring families are included in problem-solving when students need additional supports. The team will use multiple methods of two-way communication, provide intensive outreach when families are unresponsive, and share practical strategies/resources that build families' capacity to support academic, behavioral, emotional, and life-skills goals at home. Family engagement efforts will be reviewed during MTSS/CPS meetings to identify participation gaps and needed follow-up.
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, Coral Springs Elementary will increase meaningful family participation in MTSS problem-solving for students receiving Tier 2 and Tier 3 supports, with documentation of family contact/participation and follow-up supports. As a student outcome, the CPS Team expects at least a 5-percentage-point increase from FAST PM1 to FAST PM3 in ELA and Math performance among students receiving Tier 2/3 supports. Data sources will include FAST progress-monitoring data, intervention progress-monitoring data, MTSS/CPS meeting records, and family contact/participation logs.
List the team members who will support and monitor implementation of the two (2) identified elements.	• Alicia Holligan - Literacy Coach/MTSS Coordinator; Principal – Keandra Fulton; Math Coach – Sathasha Blair; School Counselor – Sandra Apollon; ESE/Student Support Representative – Shannon Demonica; Grade-Level/Content Representatives – Chanlinne Acosta & Tamika Phang.
Enter the plan implementation dates:	Start: 8/10/2026 to End: 6/1/2027

Domain: Data-Evaluation

Current domain average:	2.86
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 39 - Effective data tools are used appropriately and independently by staff.
Use the SAM rubric to briefly describe action steps the team will take to enhance implementation and improve outcomes.	• Element 39 - The Leadership/CPS Team will establish and communicate consistent expectations for the use of school data tools to support academic, behavioral, emotional, and life-skills problem solving. Staff will receive job-embedded support during PLCs, data chats, common planning, and coaching cycles on accessing, entering, graphing, and interpreting data. The team will periodically review the functionality and usefulness of data tools, identify staff who need additional support, and provide follow-up coaching so staff can independently use data to make instructional and intervention decisions.
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 a 5-percentage-point increase from FAST PM1 to FAST PM3 in ELA and Math performance for all students, including SWD and ELLs, as staff consistently use progress-monitoring data to adjust instruction and intervention. Evidence will include FAST PM1-PM3 data, i-Ready diagnostic/progress-monitoring data, intervention progress-monitoring records, PLC/data-chat documentation, and MTSS/CPS records.
List the team members who will support and monitor implementation of the two (2) identified elements.	• Alicia Holligan - Literacy Coach/MTSS Coordinator; Principal – Keandra Fulton; Math Coach – Sathasha Blair; School Counselor – Sandra Apollon; ESE/Student Support Representative – Shannon Demonica; Grade-Level/Content Representatives – Chanlinne Acosta & Tamika Phang.
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If you need support completing this document, please email bcpsmtss@browardschools.com or contact your District MTSS IF (Instructional Facilitator)

