

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: J.P. Taravella High School

School Year: 2026-2027

Principal: Marietta De Armas

MTSS Coordinator: Brown, Arielle

Domain: Communication and Collaboration

Current domain average:	1.0
Expected domain average:	2.0
Identify and list at least one (1) element within the selected SAM domain that will enhance MTSS implementation and positively impact student outcomes.	Element 17: Staff have consensus and engage in MTSS implementation Element 18: Staff are provided data on MTSS implementation fidelity and student outcomes Element 19: Infrastructure exists to support family and community engagement 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 SBLT will establish bi-monthly MTSS communication cycles in which MTSS fidelity data, Tier 1 implementation trends, and student performance updates are shared with staff through email and posted on the school's Canvas MTSS page. Department Heads, PLC Leads, and MTSS Case Managers will use a standard MTSS discussion template during PLCs to review Tier 1 strategies, Tier 2 supports, and potential student referrals. The School Counseling Department and School Social Worker will strengthen two-way communication with families through quarterly MTSS newsletters, Parent Link messages, and MTSS updates during parent conferences. The MTSS Coordinator will administer quarterly staff MTSS feedback surveys to identify barriers and support needs. The SBLT will also develop MTSS Tier 1 "Look-Fors" to support consistent walkthroughs conducted by administrators and department chairs.
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 2027, the SBLT will increase the Communication and Collaboration domain score from 1.0 to 2.0 by implementing bi-monthly MTSS communication cycles, quarterly family engagement structures, and standardized PLC MTSS review protocols. As a result, student proficiency in core content areas will increase by 3% as measured by FAST, EOC results, and quarterly progress monitoring. Evidence of improved outcomes will be indicated through SAM scoring (items 17–20), PLC MTSS templates, MTSS fidelity reports, FAST/EOC data, and family engagement logs.
List the team members who will support and monitor implementation of the two (2) identified elements.	Rocie Clark, Christopher Crossman, Arielle Brown, Ambia Alsop, Courtney Brown, Lauren Cohen, Rachel Kusher, Carlos Martinez-Fortun,
Enter the plan implementation dates:	Start: 8/10/2026 to End: 5/28/2027

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

Domain: Building the Capacity and Infrastructure for Implementation

Current domain average:	1.36
Expected domain average:	2.0
Identify and list at least one (1) element within the selected SAM domain that will enhance MTSS implementation and positively impact student outcomes.	Element 11: Schedules provide adequate time for training and coaching support. Element 13: Schedules provide adequate time for multiple tiers of evidence based instruction and intervention to occur. Element 14: Schedules provide adequate time for staff to engage in collaborative data-based problem solving and decision making.
Use the SAM rubric to briefly describe action steps the team will take to enhance implementation and improve outcomes.	The SBLT will utilize Professional Study Day (PSD) and PLC time to provide targeted MTSS professional development facilitated by the school's Instructional Facilitator (IF). The literacy coach/MTSS coordinator will provide additional MTSS resources and guidance through flexible formats such as email communication, Canvas modules, digital guides, and short instructional videos, with coaching support available as needed. Department Chairs will participate in coaching cycles supported by the IF to strengthen Tier 1 implementation and alignment of Tier 2/Tier 3 supports if needed. The Assistant Principals and scheduling team will revise the master schedule to include dedicated Tier 2/Tier 3 intervention blocks and protected PLC time for collaborative data-based problem solving. The CPS Team will implement a monthly MTSS data review protocol to monitor Tier 1 fidelity, intervention effectiveness, and progress monitoring outcomes.
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 2027, the SBLT will increase the Building Capacity and Infrastructure domain score from 1.36 to 2.0 by embedding MTSS professional development into PSD/PLC time, establishing department-led coaching cycles supported by the Instructional Facilitator, and revising the master schedule to include dedicated Tier 2/Tier 3 intervention blocks and protected PLC time for collaborative data-based problem solving. As a result, the percentage of students meeting grade-level expectations will increase by 3%, as measured by FAST, EOC results, and progress monitoring data. Evidence of improved outcomes will be indicated through SAM scoring (items 11, 13, 14), PSD/PLC attendance logs, coaching cycle documentation, master schedule intervention blocks, FAST/EOC data, and progress monitoring reports.
List the team members who will support and monitor implementation of the two (2) identified elements.	Rocie Clark, Christopher Crossman, Arielle Brown, Ambia Alsop, Courtney Brown, Lauren Cohen, Rachel Kusher, Carlos Martinez-Fortun,
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