

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: Sandpiper Elementary

School Year: 2026 - 2027

Principal: Camille LaChance
Coach

MTSS Coordinator: Lea Maman, Literacy

Domain: Three Tiered Instructional and Intervention Model

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.	One element that will enhance MTSS implementation is strengthening the alignment of academic and behavioral supports across Tiers 1, 2, and 3. Sandpiper Elementary will ensure that Tier 2 and Tier 3 interventions address students' identified needs while directly connecting to Tier 1 standards, instruction, and schoolwide behavioral expectations. Grade-level and MTSS teams will use screening, diagnostic, progress-monitoring, attendance, and behavioral data to match students with appropriate interventions and adjust the intensity of support based on their responses. This alignment will provide students with consistent instruction and expectations, reduce gaps or duplication among tiers, and improve academic and behavioral outcomes.
Use the SAM rubric to briefly describe action steps the Leadership Team will take to enhance implementation and improve outcomes.	The Leadership Team will use the SAM rubric to assess the accessibility, responsiveness, and alignment of academic and behavioral practices across all three tiers. The team will clearly define Tier 1 learning standards and schoolwide behavioral expectations, then review Tier 2 and Tier 3 supports to ensure they address identified student needs and are directly connected to Tier 1 instruction and expectations. Staff will receive professional learning and collaborative planning time to strengthen implementation. During regularly scheduled MTSS meetings, the Leadership Team will review screening, progress-monitoring, attendance, behavior, and intervention-fidelity data to evaluate student response, identify implementation gaps, and determine whether supports should be continued, modified, or intensified.
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 the end of the 2026–2027 school year, at least 50% of students receiving Tier 3 academic interventions will meet or exceed their individualized growth targets in reading and/or mathematics. Tier 3 interventions will be matched to each student's identified needs, aligned with Tier 1 and Tier 2 instruction, and delivered with at least 90% implementation fidelity. Evidence of improved student outcomes will be measured using universal screening results, diagnostic assessments, curriculum-based progress-monitoring data, common formative assessments, statewide assessment results, intervention attendance records, and fidelity-monitoring logs. Student progress will be reviewed at least every four weeks by the MTSS Leadership Team, and interventions will be adjusted or intensified when students do not demonstrate an adequate rate of improvement.
List the team members who will support and monitor implementation of the two (2) identified elements.	• Camille LaChance, Principal • Jennifer Damas, Assistant Principal • Lea Maman, Literacy Coach • Heather Emery, Math Coach • Sarah DeRoux, ESE Specialist • Meredith Codd, School Counselor
Enter the plan implementation dates:	Start: 8/10/2026 to End: 6/1/2027

Domain: Choose SAM Domain.

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.	One element that will enhance MTSS implementation is the consistent use of data-based problem-solving across all content areas, grade levels, and tiers. The Leadership Team will establish a structured process for comparing students' current performance with expected outcomes, identifying and verifying the reasons for performance gaps, and developing academic or behavioral intervention plans that directly address those causes. Teams will establish measurable goals, monitor student progress at scheduled intervals, and use the results to continue, modify, or intensify support. Data will also be analyzed across student groups to promote equitable access to effective instruction and interventions. This process will improve the accuracy of instructional decisions and increase students' academic and behavioral growth.

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

Use the SAM rubric to briefly describe action steps the team will take to enhance implementation and improve outcomes.	The Leadership Team will use a consistent data-based problem-solving process to identify performance gaps, determine causes, establish measurable goals, and match interventions to student needs. Teams will review progress-monitoring data every four to six weeks to adjust supports and will use the SAM rubric quarterly to monitor implementation and outcomes across student groups.
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 the end of the 2026–2027 school year, at least 50% of students receiving Tier 2 or Tier 3 interventions will meet their individualized academic or behavioral growth goals. Progress will be reviewed every four to six weeks using curriculum-based assessments, behavior data, universal screeners, and intervention progress-monitoring records.
List the team members who will support and monitor implementation of the two (2) identified elements.	• Camille LaCahnce, Principal • Jennifer Damas, Assistant Principal • Lea Maman, Literacy Coach • Heather Emery, Math Coach • Sarah DeRoux, ESE Specialist • Meredith Codd, School Counselor
Enter the plan implementation dates:	Start: 8/10/2026 to End: 6/1/2027