

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: Park Springs Elementary **School Year:** 2026-2027

Principal: Katherine Good

MTSS Coordinator: Christine Zang

Domain: Data-Based Problem-Solving

Current domain average:	2.0
Expected domain average:	2.5
Identify and list at least one (1) element within the selected SAM domain that will enhance MTSS implementation and positively impact student outcomes.	• Element 27 – Data-based problem-solving informs how patterns of student performance across diverse groups (e.g. racial/ethnic, cultural, socio economic, language proficiency, disability status) are addressed.
Use the SAM rubric to briefly describe action steps the Leadership Team will take to enhance implementation and improve outcomes.	• Review current rubric scoring across core components to identify gaps in resource allocation, professional development, and scheduling. Establish explicit data benchmarks using intervention graphs and data organizers to ensure universal screening and progress-monitoring data directly drive multi-tiered adjustments. Provide targeted coaching for staff on tracking student performance trends across diverse demographic groups, fostering shared accountability among teachers, administrators, and the CPST team. Revisit plans to track operational milestones, evaluate response-to-intervention efficacy, and make timely mid-course 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 2027, through consistent progress monitoring and the identification of performance patterns, the school will increase student proficiency scores in ELA and Math on the FAST assessment across all grade levels, demonstrating measurable academic growth among all diverse subgroups—including racial and ethnic minorities, socio-economically disadvantaged students, students with disabilities, and English Language Learners—to directly inform targeted adjustments to core curriculum and interventions.
List the team members who will support and monitor implementation of the two (2) identified elements.	• Katherine Good (Principal); Rocio Morell (Assistant Principal); Cayman Wheeler (School Psychologist); Donna Scott (Literacy Coach); Christine Zang (MTSS Coordinator/ ESE Specialist)
Enter the plan implementation dates:	Start: 8/10/2026 to End: 6/1/2027

Domain: Communication and Collaboration

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 implementation fidelity and student outcomes.
Use the SAM rubric to briefly describe action steps the team will take to enhance implementation and improve outcomes.	• Utilize Data Chats, Team Leader meetings, and PLCs to regularly review student progress. Gather actionable data during weekly meetings where the MTSS team collaborates with teachers to review RTI students, track implementation fidelity, and evaluate ongoing progress. Establish clear, consensus-driven criteria for moving students between tiers using progress-monitoring data and universal screening results. Provide staff with focused coaching on data collection, intervention fidelity, and analyzing student performance trends across diverse groups. Revisit plans regularly to track benchmarks, evaluate team progress, and adjust implementation strategies as needed.
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 2027, through consistent progress monitoring, our Self-Assessment of MTSS (SAM) score for tracking implementation fidelity and student outcomes will increase from 2.5 to 3.0.
List the team members who will support and monitor implementation of the two (2) identified elements.	• Katherine Good (Principal); Rocio Morell (Assistant Principal); Cayman Wheeler (School Psychologist); Donna Scott (Literacy Coach); Christine Zang (MTSS Coordinator/ ESE Specialist)
Enter the plan implementation dates:	Start: 8/10/2026 to End: 6/1/2027

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