

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: **Thurgood Marshall Elementary**

School Year: **2026 - 2027**

Principal: **Angeline Flowers**

MTSS Coordinator: **M'Lisia Smith**

Domain: **Data-Based Problem-Solving**

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.	The Leadership Team will strengthen the consistent use of an integrated data-based problem-solving process across academic, behavioral, emotional, and life-skills areas. Particular emphasis will be placed on: 1. Developing and implementing specific intervention plans based on identified student needs (Element 24). 2. Consistently monitoring student progress toward identified academic, behavioral, emotional, and/or life-skills goals and using the data to make instructional and intervention decisions (Element 25). Strengthening these elements will establish a more consistent MTSS/RTI process in which student needs are clearly identified, interventions are matched to those needs, progress is routinely monitored, and teams use the resulting data to determine whether interventions should be continued, modified, intensified, or faded.
Use the SAM rubric to briefly describe action steps the Leadership Team will take to enhance implementation and improve outcomes.	The Leadership Team will establish and monitor a consistent schoolwide process for data-based problem solving within MTSS/RTI. The team will: • Use CPST/MTSS meetings to review multiple sources of academic, behavioral, attendance, and social-emotional data to identify student needs and determine gaps between current and expected performance. • Require intervention plans to include a clearly defined area of concern, measurable goal, evidence-based intervention, frequency and duration of intervention, person responsible, and method for progress monitoring. • Establish a consistent six-week progress-monitoring cycle for students receiving targeted interventions. • Review progress-monitoring data during CPST follow-up meetings to determine student response to intervention and make data-based decisions to continue, modify, intensify, or fade interventions. • Provide staff with guidance and support on selecting interventions, establishing measurable goals, collecting progress-monitoring data, and documenting intervention fidelity. • Periodically review schoolwide MTSS implementation data to identify barriers, needed resources, and areas requiring additional staff support or professional learning.
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, Thurgood Marshall Elementary will increase its SAM Data-Based Problem Solving domain average from 2.0 to at least 3.0 by implementing a consistent process for developing, documenting, and progress monitoring MTSS/RTI interventions.
List the team members who will support and monitor implementation of the two (2) identified elements.	MTSS Team: Principal, Asst Principal, MTSS Coordinator, Coaches.
Enter the plan implementation dates:	Start: 8/10/2026 to End: 6/1/2027

Domain: Data-Evaluations

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.	Selected SAM Domain: Data/Evaluation The Leadership Team will strengthen staff access to and effective use of academic, behavioral, emotional, and life-skills data to support MTSS decision-making. Particular emphasis will be placed on: 1. Ensuring staff understand and have access to appropriate data sources for identifying students at risk, determining student needs, monitoring progress, planning interventions, and evaluating student outcomes. 2. Increasing staff's appropriate and independent use of effective data tools (Element 39) to support data-based problem solving and instructional/intervention decisions. Strengthening these elements will create a more consistent schoolwide system in which staff can locate, interpret, and use multiple sources of student data to identify needs early, select appropriate supports, monitor student response, and adjust interventions when needed.
Use the SAM rubric to briefly describe action steps the team will take to enhance implementation and improve outcomes.	The Leadership Team will establish a consistent process for accessing, reviewing, and using student data within the MTSS framework. The team will: • Identify and communicate the academic, behavioral, attendance, social-emotional, and other student data sources available to staff and clarify the purpose of each data source. • Provide staff with guidance and support on accessing, interpreting, and using available data tools to identify students who may need additional support. • Establish consistent expectations for reviewing multiple data sources during grade-level, CPST/MTSS, and intervention-planning meetings. • Use screening, diagnostic, progress-monitoring, attendance, behavior, and social-emotional data to determine student needs and select appropriate interventions. • Review progress-monitoring data at established intervals to determine whether students are responding to interventions and whether interventions should be continued, modified, intensified, or faded. • Monitor the consistency and accuracy of data collection and documentation to ensure reliable information is available for decision-making. • Periodically review schoolwide data to evaluate the effectiveness of MTSS implementation, identify gaps in student access to supports, and determine where additional resources or staff support may be 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, Thurgood Marshall Elementary will increase its SAM Data/Evaluation domain average from 2.0 to at least 3.0 by strengthening staff access to, understanding of, and consistent use of academic, behavioral, emotional, and life-skills data within the MTSS process.
List the team members who will support and monitor implementation of the two (2) identified elements.	MTSS Team: Principal, Asst Principal, MTSS Coordinator, Coaches.
Enter the plan implementation dates:	Start: 8/10/2026 to End: 6/1/2027