Broward County Public Schools Diversity, Prevention & Intervention

Multi-Tiered System of Supports/Response to Intervention SAM Action Plan

School: Stranahan High School Initial Plan Date: March 2018 Review Date: August-Sept 2019

**Directions:** Download your SAM report, convene your school-based team, analyze your SAM data, identify effective practices, identify lowest levels of implementation, and complete your action plan. At a minimum the school-based team must address the 2 lowest average SAM domains and at a maximum address all 6 SAM domains. Upload your completed SAM Action Plan in your SIP. The Action Plan aligns with Standard 5: Indicator 5.2 - Professional and support staff continuously collect, analyze, and apply learning from a range of data sources. Progress monitor your action plan at a minimum quarterly and evaluate annually.

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| **SAM****Domains** | **Current Average**17/18 SY | **Goal Average**18/19 SY | **Step 1: What is the problem/concern/task (elements) to be addressed?** | **Step 2: Why is it occurring?** | **Step 3: What are we going to do about it?** | **Action Planning (To-Do List)** | **Person(s) Responsible** | **Follow-up/ Completion Date** | **Step 4: How will we monitor and measure our success?** |
|  **Data-based Problem Solving** |   40-45% | 60-65% | Unfortunately, teachers are not documenting their interventions with fidelity on the database, even though they are reaching out to parents and following through with disciplinary procedures when needed. Regarding academic concerns, teachers are reaching out to guidance counselors for assistance, however information provided is general and not specifically tied to skills.  | Faculty members are utilizing assessment/ data collection tools more this school year than last year (as provided by the RTI team) when pinpointing specific areas of concerns in studentsTeachers are reaching out ESE/ELL facilitators for assistance in supporting students but not our Literacy Coach for comprehension strategies | Reinforce utilization of strategies on BASIS when teachers share concerns at conferences or in emails. Encourage teachers to use planning time or collaborative time with their colleagues to document interventions and strategies.  | Provide time within professional development schedule (Early Release, PSD, etc) that would enable faculty to have the time to document interventions/strategies in BASIS.  | Assistant Principal who supervises RtI/CPST/MTSS Process | June 2019 | Monthly/Quarterly check of CPST/RTI strategies input by teachers to track progress on strategy use |
| Assign a CPST member to assist faculty with input of information on BASIS  |
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