School Name:	School Number:		MTSS Coordinator(s):
Stephen Foster Ele	0921		Mallory Costa, Nidza Cuesta

SAM Scoring Sheet
Broward County Public Schools SAM Scoring Sheet

Principal Name:	Number of Team Members:	Date of Completion:	MTSS Coodinator(s) Email address (only one)
Ricky Grimaldo	10	4/8/25	mallory.costa@browardschool

THIS SCORING SHEET HAS ABBREVIATED LANGUAGE AND SHOULD ONLY BE USED TO RECORD AND DISPLAY RESPONSES

Rate each item on a scale from 0-3 (*0 = Not Started; 1 = Emerging/Developing; 2 = Operationalizing; 3 = Optimizing*)

1. Leadership Domain (Items 1-5)		Rating 0-3			
1. The principal is actively involved	3	0	1	2	3
2. A leadership team is established	3	0	1	2	3
3. The leadership team actively engages in ongoing professional development	3	0	1	2	3
4. A strategic plan for MTSS implementation is developed	3	0	1	2	3
5. The leadership team is actively facilitating implementation	3	0	1	2	3

2. Building the Capacity/Infrastructure for Implementation Domain (Items 6-16)		Rating 0-3			
6. The critical elements of MTSS are defined and understood	3	0	1	2	3
7. Professional development and coaching provided to staff	3	0	1	2	3
8. The leadership team facilitates PD on data-based problem-solving	3	0	1	2	3
9. The leadership team facilitates PD on multi-tiered instruction and intervention	3	0	1	2	3
10. Coaching is used to support MTSS implementation	3	0	1	2	3
11. Schedules provide adequate time for training and coaching	3	0	1	2	3
12. Schedules provide adequate time to administer assessments	2	0	1	2	3
13. Schedules provide adequate time for multiple tiers of instruction/interventions	3	0	1	2	3
14. Schedules provide adequate time for data-based problem-solving	2	0	1	2	3
15. Processes, procedures, and decision-rules are established for DBPS	3	0	1	2	3
16. Resources to support MTSS implementation are identified and allocated	3	0	1	2	3

3. Communication and Collaboration Domain (Items 17-20)		Rating 0-3			
17. Staff have consensus and engage in MTSS Implementation	3	0	1	2	3
18. Staff are provided data on MTSS fidelity and student outcomes	3	0	1	2	3
19. The infrastructure exists to support family and community engagement	3	0	1	2	3
20. Educators actively engage families in MTSS	2	0	1	2	3

4. Data-Based Problem-Solving Domain (Items 21-28)		Rating 0-3			
21. DBPS for student outcomes occurs across content areas, grade levels, and tiers	3	0	1	2	3
22. Across tiers, data used to identify "gap" between expected and current outcomes	3	0	1	2	3
23. Data are used to identify reasons why students are not meeting expectations	3	0	1	2	3
24. Plans based on verified reasons why students are not meeting expectations	3	0	1	2	3
25. Student progress specific to academic or behavior goals are monitored	3	0	1	2	3
26. Data-based problem solving is part of a student's full and individual evaluation	3	0	1	2	3
27. Data are used to address performance across diverse group	2	0	1	2	3
28. Resources for implementation of MTSS are addressed through data-based problem-so	2	0	1	2	3

5. Three Tiered Instructional /Intervention Model Domain (Items 29-35)		Rating 0-3			
29. Instruction at all tiers in accessible and responsive for all students	3	0	1	2	3
30. Tier 1 academic practices clearly identify learning standards	3	0	1	2	3
31. Tier 1 behavior practices identify school-wide expectations	2	0	1	2	3
32. Tier 2 academic practices include common student needs, are linked to Tier 1	3	0	1	2	3
33. Tier 2 behavior practices include common student needs, are linked to Tier 1	2	0	1	2	3
34. Tier 3 academic practices are based on students' needs, aligned with Tier 1 and Tier 2	2	0	1	2	3
35. Tier 3 behavior practices are based on students' needs, aligned with Tier 1 and Tier 2	2	0	1	2	3

6. Data-Evaluations Domain (Items 36-42)		Rating 0-3			
36. Staff understand and have access to data sources	3	0	1	2	3
37. Data systems enable educators to engage in data-based problem solving for equity	3	0	1	2	3
38. Policies and procedures for decision-making are established	3	0	1	2	3
39. Effective data tools are used appropriately and independently by staff	3	0	1	2	3
40. Data sources are used to evaluate the fidelity and impact	3	0	1	2	3
41. Available resources are allocated effectively	3	0	1	2	3
42. Data sources are monitored for consistency and accuracy	3	0	1	2	3

SAM • Revised September 2021

Enter SAM Team Members Names and Titles:

Mallory Costa - Instructional Coach/MTSS Coordinator, Nidza Cuesta - Instructional Coach/MTSS Coordinator, Gillian McMullen Assistant Principal, Ricky Grimaldo Principal, Erin