

School Name:  School Number:

Castle Hill Elementa  1461

# SAM Scoring Sheet

Broward County Public Schools SAM Scoring Sheet

MTSS Coordinator(s):

Melanie Fields

Principal Name:  Number of Team Members:

Letitia Ingram-Phillip  4

Date of Completion:

5/23/25

MTSS Coodinator(s) Email address (only one)

melanie.fields@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	1 <input type="text"/>	0	1	2	3
2. A leadership team is established	1 <input type="text"/>	0	1	2	3
3. The leadership team actively engages in ongoing professional development	2 <input type="text"/>	0	1	2	3
4. A strategic plan for MTSS implementation is developed	2 <input type="text"/>	0	1	2	3
5. The leadership team is actively facilitating implementation	1 <input type="text"/>	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	2 <input type="text"/>	0	1	2	3
7. Professional development and coaching provided to staff	2 <input type="text"/>	0	1	2	3
8. The leadership team facilitates PD on data-based problem-solving	2 <input type="text"/>	0	1	2	3
9. The leadership team facilitates PD on multi-tiered instruction and intervention	2 <input type="text"/>	0	1	2	3
10. Coaching is used to support MTSS implementation	2 <input type="text"/>	0	1	2	3
11. Schedules provide adequate time for training and coaching	1 <input type="text"/>	0	1	2	3
12. Schedules provide adequate time to administer assessments	2 <input type="text"/>	0	1	2	3
13. Schedules provide adequate time for multiple tiers of instruction/interventions	1 <input type="text"/>	0	1	2	3
14. Schedules provide adequate time for data-based problem-solving	1 <input type="text"/>	0	1	2	3
15. Processes, procedures, and decision-rules are established for DBPS	2 <input type="text"/>	0	1	2	3
16. Resources to support MTSS implementation are identified and allocated	1 <input type="text"/>	0	1	2	3
3. Communication and Collaboration Domain (Items 17-20)		Rating 0-3			
17. Staff have consensus and engage in MTSS Implementation	1 <input type="text"/>	0	1	2	3
18. Staff are provided data on MTSS fidelity and student outcomes	2 <input type="text"/>	0	1	2	3
19. The infrastructure exists to support family and community engagement	2 <input type="text"/>	0	1	2	3
20. Educators actively engage families in MTSS	2 <input type="text"/>	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	2 <input type="text"/>	0	1	2	3
22. Across tiers, data used to identify "gap" between expected and current outcomes	2 <input type="text"/>	0	1	2	3
23. Data are used to identify reasons why students are not meeting expectations	2 <input type="text"/>	0	1	2	3
24. Plans based on verified reasons why students are not meeting expectations	2 <input type="text"/>	0	1	2	3
25. Student progress specific to academic or behavior goals are monitored	2 <input type="text"/>	0	1	2	3
26. Data-based problem solving is part of a student's full and individual evaluation	2 <input type="text"/>	0	1	2	3
27. Data are used to address performance across diverse group	2 <input type="text"/>	0	1	2	3
28. Resources for implementation of MTSS are addressed through data-based problem-solving	2 <input type="text"/>	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	2 <input type="text"/>	0	1	2	3
30. Tier 1 academic practices clearly identify learning standards	2 <input type="text"/>	0	1	2	3
31. Tier 1 behavior practices identify school-wide expectations	1 <input type="text"/>	0	1	2	3
32. Tier 2 academic practices include common student needs, are linked to Tier 1	2 <input type="text"/>	0	1	2	3
33. Tier 2 behavior practices include common student needs, are linked to Tier 1	2 <input type="text"/>	0	1	2	3
34. Tier 3 academic practices are based on students' needs, aligned with Tier 1 and Tier 2	2 <input type="text"/>	0	1	2	3
35. Tier 3 behavior practices are based on students' needs, aligned with Tier 1 and Tier 2	2 <input type="text"/>	0	1	2	3
6. Data-Evaluations Domain (Items 36-42)		Rating 0-3			
36. Staff understand and have access to data sources	2 <input type="text"/>	0	1	2	3
37. Data systems enable educators to engage in data-based problem solving for equity	2 <input type="text"/>	0	1	2	3
38. Policies and procedures for decision-making are established	2 <input type="text"/>	0	1	2	3
39. Effective data tools are used appropriately and independently by staff	2 <input type="text"/>	0	1	2	3
40. Data sources are used to evaluate the fidelity and impact	2 <input type="text"/>	0	1	2	3
41. Available resources are allocated effectively	2 <input type="text"/>	0	1	2	3
42. Data sources are monitored for consistency and accuracy	2 <input type="text"/>	0	1	2	3

Enter SAM Team Members Names and Titles:

Melanie Fields-ESE Specialist and RtI Facilitator; Nicholas Brown-Assistant Principal; Easter Huggins Anderson-Literacy Coach; Tennell Trotter-Math Coach