

School Name:

School Number:

# SAM Scoring Sheet

MTSS Coordinator(s):

Broward County Public Schools SAM Scoring Sheet

Principal Name:

Number of Team Members:

Date of Completion:

MTSS Coordinator(s) Email address (only one)

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

Enter SAM Team Members Names and Titles:

SAM • Revised September 2021