

School Name: School Number:

SAM Scoring Sheet

Broward County Public Schools SAM Scoring Sheet

MTSS Coordinator(s):

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	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. A leadership team is established	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The leadership team actively engages in ongoing professional development	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. A strategic plan for MTSS implementation is developed	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The leadership team is actively facilitating implementation	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Professional development and coaching provided to staff	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. The leadership team facilitates PD on data-based problem-solving	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. The leadership team facilitates PD on multi-tiered instruction and intervention	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Coaching is used to support MTSS implementation	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Schedules provide adequate time for training and coaching	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Schedules provide adequate time to administer assessments	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Schedules provide adequate time for multiple tiers of instruction/interventions	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Schedules provide adequate time for data-based problem-solving	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Processes, procedures, and decision-rules are established for DBPS	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Resources to support MTSS implementation are identified and allocated	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Communication and Collaboration Domain (Items 17-20)		Rating 0-3			
17. Staff have consensus and engage in MTSS Implementation	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Staff are provided data on MTSS fidelity and student outcomes	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. The infrastructure exists to support family and community engagement	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Educators actively engage families in MTSS	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Across tiers, data used to identify "gap" between expected and current outcomes	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Data are used to identify reasons why students are not meeting expectations	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Plans based on verified reasons why students are not meeting expectations	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Student progress specific to academic or behavior goals are monitored	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Data-based problem solving is part of a student's full and individual evaluation	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. Data are used to address performance across diverse group	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. Resources for implementation of MTSS are addressed through data-based problem-solving	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Three Tiered Instructional /Intervention Model Domain (Items 29-35)		Rating 0-3			
29. Instruction at all tiers is accessible and responsive for all students	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. Tier 1 academic practices clearly identify learning standards	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. Tier 1 behavior practices identify school-wide expectations	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. Tier 2 academic practices include common student needs, are linked to Tier 1	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. Tier 2 behavior practices include common student needs, are linked to Tier 1	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. Tier 3 academic practices are based on students' needs, aligned with Tier 1 and Tier 2	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. Tier 3 behavior practices are based on students' needs, aligned with Tier 1 and Tier 2	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Data-Evaluations Domain (Items 36-42)		Rating 0-3			
36. Staff understand and have access to data sources	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37. Data systems enable educators to engage in data-based problem solving for equity	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38. Policies and procedures for decision-making are established	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39. Effective data tools are used appropriately and independently by staff	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40. Data sources are used to evaluate the fidelity and impact	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41. Available resources are allocated effectively	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42. Data sources are monitored for consistency and accuracy	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Enter SAM Team Members Names and Titles: