Self-Assessment of MTSS Implementation (SAM)

Thank you for completing the survey. Your response has been recorded.

Please use the Download PDF button if you want to save a copy of your answers.

This instrument is used to measure school-level implementation of a Multi-Tiered System of Supports (MTSS). MTSS is a term used to describe an evidence-based model of educating students that uses data and problem solving to integrate academic, behavior, and social-emotional instruction and intervention to maximize the success of all students. Instruction and intervention is provided to students across multiple tiers of intensity based on need. Staff make data-based decisions in order for resources (e.g., time, staff, and evidence-based strategies) to reach the students at the appropriate levels to increase the performance of ALL students with the goal of achieving and/or exceeding proficiency.

Directions:

The school leadership team that has responsibility for allocation resources to improve student learning should complete this instrument. Completion involves a four-step process:

1) Each team member should review the SAM instrument and Endnotes (PDF or printed copy) independently and think how they, personally, would respond to each item.

2) After reviewing the SAM items independently, the team members should come together to discuss their responses and reach agreement on which answer best represents the current status of implementation at their school. Record consensus scores on the SAM Scoring Sheet.

STOP AND DO NOT CONTINUE IF YOUR SCHOOL HAS NOT COMPLETED STEPS 1 & 2. FINISH STEPS 1 & 2 BEFORE CONTINUING.

3) The SAM facilitator for the school will take the consensus scores from the SAM Scoring Sheet and submit them to the PS/RtI Project via the present survey link.

4) The designated District Contact will provide schools access to their reports when they are ready. The report is to inform school action planning to improve MTSS implementation.

PLEASE BE AWARE THAT EACH SCHOOL CAN ONLY SUMBIT THIS FORM ONCE PER ADMINISTRATION WINDOW.

LEA

BROWARD

School Name

Hollywood Park Elementary

What level is your school?

Elementary

Name

Karolyn Cruz-Williams

Email Address

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How many team members were involved in completing the SAM at this school?

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Please select all of the team member job roles (select all that apply)

- [ ] Teacher- General Education
- [ ] Teacher- Special Education
- [x] **Instructional/Content Coach**
- [x] **PS/RtI or MTSS Coach**
- [x] **School Counselor**
- [ ] School Psychologist
- [ ] School Social Worker
- [x] **Assistant Principal**
- [x] **Principal**
- [ ] District Personnel
- [x] **Other**

Leadership Domain

	0 = Not Implementing	1 = Emerging/Developing	2 = Operationalizing	3 = Optimizing
1. The principal is actively involved in and facilitates MTSS implementation.	○	○	○	●
2. A leadership team is established that includes 6-8 members with cross-disciplinary representation (e.g., principal, general and special education teachers, content area experts, instructional support staff, student support personnel) and is responsible for facilitating MTSS implementation.	○	○	○	●
3. The leadership team actively engages staff in ongoing professional learning and coaching necessary to support MTSS implementation.	○	○	○	●
4. A strategic plan for MTSS implementation is developed and aligned with the school improvement plan.	○	○	○	●
5. The leadership team is actively facilitating implementation of MTSS as part of their school improvement planning process.	○	○	○	●

Capacity/Infrastructure Domain

	0 = Not Implementing	1 = Emerging/Developing	2 = Operationalizing	3 = Optimizing
6. The critical elements of MTSS are defined and understood by school staff	○	○	○	●
7. The leadership team facilitates professional learning and coaching for all staff members on assessments and data sources used to inform decisions.	○	○	●	○
8. The leadership team facilitates professional learning and coaching for staff members on data-based problem-solving relative to their job responsibilities.	○	○	●	○
9. The leadership team facilitates professional learning and coaching for all staff on multi-tiered instruction and intervention relative to their job roles/responsibilities.	○	○	●	○
10. Coaching is used to support MTSS implementation.	○	○	○	●
11. Schedules provide adequate time for trainings and coaching support.	○	○	○	●
12. Schedules provide adequate time to administer academic, behavior, emotional, and life skills assessments needed to make data-based decisions.	○	○	○	●
13. Schedules provide adequate time for multiple tiers of evidence-based instruction and intervention to occur.	○	○	○	●

	0 = Not Implementing	1 = Emerging/Developing	2 = Operationalizing	3 = Optimizing
14. Schedules provide adequate time for staff to engage in collaborative, data-based problem-solving and decision-making.	○	○	○	●
15. Processes procedures, and decision-rules are established for data-based problem-solving.	○	○	○	●
16. Resources are available to support MTSS implementation are identified and allocated.	○	○	○	●

Communication & Collaboration Domain

	0 = Not Implementing	1 = Emerging/Developing	2 = Operationalizing	3 = Optimizing
17. Staff have consensus and engage in MTSS Implementation.	○	○	○	●
18. Staff are provided data on MTSS implementation fidelity and student outcomes.	○	○	○	●
19. The infrastructure exists to support the school's goals for family and community engagement in MTSS.	○	○	●	○
20. Educators actively engage families in MTSS.	○	○	●	○

Data-based Problem Solving Domain

	0 = Not Implementing	1 = Emerging/Developing	2 = Operationalizing	3 = Optimizing
21. Integrated data-based problem solving for student academic, behavior, emotional, and life skills outcomes occurs across content areas, grade levels, and tiers.	○	○	○	●
22. *Across all tiers*, data are used to identify the difference or "gap" between expected and current student outcomes relative to academic, behavior, emotional, and life skills goals.	○	○	○	●
23. Academic, behavior, emotional, and life skills data are used to identify and verify reasons why students are not meeting expectations.	○	○	○	●
24. Specific instructional/intervention plans are developed and implemented based on verified reasons why students are not meeting academic, behavior, emotional, and life skills expectations.	○	○	○	●
25. Student progress specific to academic, behavior, emotional, and life skills goals are specified in intervention plans are monitored.	○	○	○	●
26. Data-based problem solving is part of a student's full and individual evaluation for special education eligibility (e.g, Specific Learning Disability, Emotional/Behavioral Disability, Language Impairment).	○	○	○	●

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27. Data-based problem-solving informs how patterns of student performance across diverse groups (e.g., racial/ethnic, cultural, social-economic, language proficiency, disability status) are addressed.	○	○	○	●
28. Resources for and barriers to the implementation of MTSS are addressed through a data-based problem solving process.	○	○	○	●

Three Tiered Instructional/Intervention Model Domain

	0 = Not Implementing	1 = Emerging/Developing	2 = Operationalizing	3 = Optimizing
29. All Tier 1, Tier 2 (supplemental), and Tier 3 (intensive) instruction is provided in a manner that is accessible for all students and responsive to racial/ethnic identity, gender identity, culture, dual language learner status, disability status, and socio-economic status.	○	○	○	●
30. Tier 1 academic practices exist that clearly identify learning standards, school-wide expectations for instruction that engages students, and school-wide assessments.	○	○	○	●
31. Tier 1 practices exist that clearly identify school-wide expectations, classroom management practices, and school-wide data for behavior, emotional, and life skills.	○	○	○	●
32. Tier 2 (supplemental) academic practices exist that include strategies addressing integrated common student needs, are linked to Tier 1 instruction, and are monitored using assessments/data sources tied directly to the academic, behavior, emotional, and life skills taught.	○	○	○	●
33. Tier 2 (supplemental) behavior, emotional, and life skills practices exist that address integrated common student needs, are linked to Tier 1 instruction, and are monitored using assessments/data sources tied directly to the skills taught.	○	○	○	●

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34. Tier 3 (intensive) academic practices exist that include integrated strategies that are developed based on students' needs, are aligned with Tier 1 and Tier 2 instructional goals and strategies, and are monitored using assessments/data sources that link directly to skills taught.	○	○	●	○
35. Tier 3 (intensive) behavior, emotional, and life skills practices include integrated strategies that are developed based on students' needs and strengths, are aligned with Tier 1 and Tier 2 instructional goals and strategies, and are monitored using assessments/data sources that link directly to skills taught.	○	○	●	○

Data-Evaluation Domain

	0 = Not Implementing	1 = Emerging/Developing	2 = Operationalizing	3 = Optimizing
36. Staff understand and have access to academic, behavior, emotional, and life skills data sources that address the following purposes of assessment: -identify students at-risk academically, socially, and/or emotionally -determine why student is at-risk -monitor student academic and social-emotional growth/progress -inform academic, emotional, and life skills instructional/intervention planning -determine student attainment of academic, behavior, emotional, and life skills outcomes	○	○	●	○
37. Data systems enable educators to engage in data-based problem solving to ensure fairness in access to effective instruction and	○	○	●	○
38. Policies and procedures for decision-making are established for the administration of assessments, access to existing data sources, and use of data.	○	○	○	●
39. Effective data tools are used appropriately and independently by staff.	○	○	○	●
40. Data sources are used to evaluate the implementation and impact of MTSS.	○	○	○	●
41. Available resources are allocated effectively.	○	○	○	●
42. Data sources are monitored for consistency and accuracy in collection and entry procedures.	○	○	○	●

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