

School Name:  
Cypress Bay HS

School Number:  
3623

Broward County Public Schools SAM Scoring Sheet

MTSS Coordinator(s):  
Dianne Thorpe

Principal Name:  
Jorge Souza

Number of Team Members:  
6

Date of Completion:  
9/2/26

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