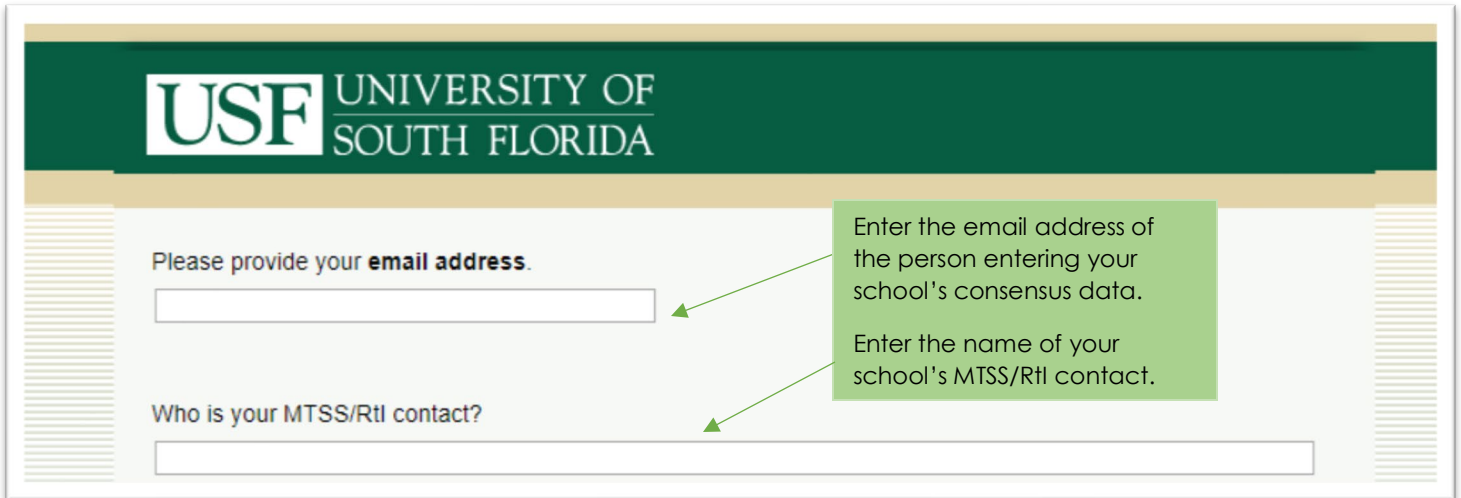


Multi-Tiered System of Supports

SAM ENTRY LINK GUIDANCE

The SAM is used to measure school-level and District-level implementation of a Multi-Tiered System of Support (MTSS). The focus of the SAM is on the necessary actions and activities to successfully implement and sustain the six critical elements of MTSS with fidelity. Use this guidance to enter your SAM consensus data into the USF PS/RtI enter link. https://usf.az1.qualtrics.com/jfe/form/SV_6J60yFTN1a77Lq5

Enter school information:



USF UNIVERSITY OF SOUTH FLORIDA

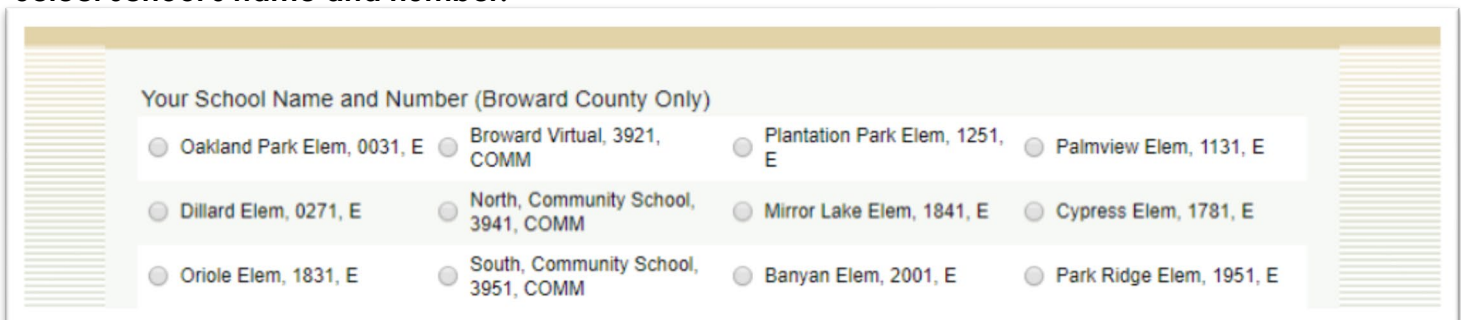
Please provide your **email address**.

Who is your MTSS/RtI contact?

Enter the email address of the person entering your school's consensus data.

Enter the name of your school's MTSS/RtI contact.

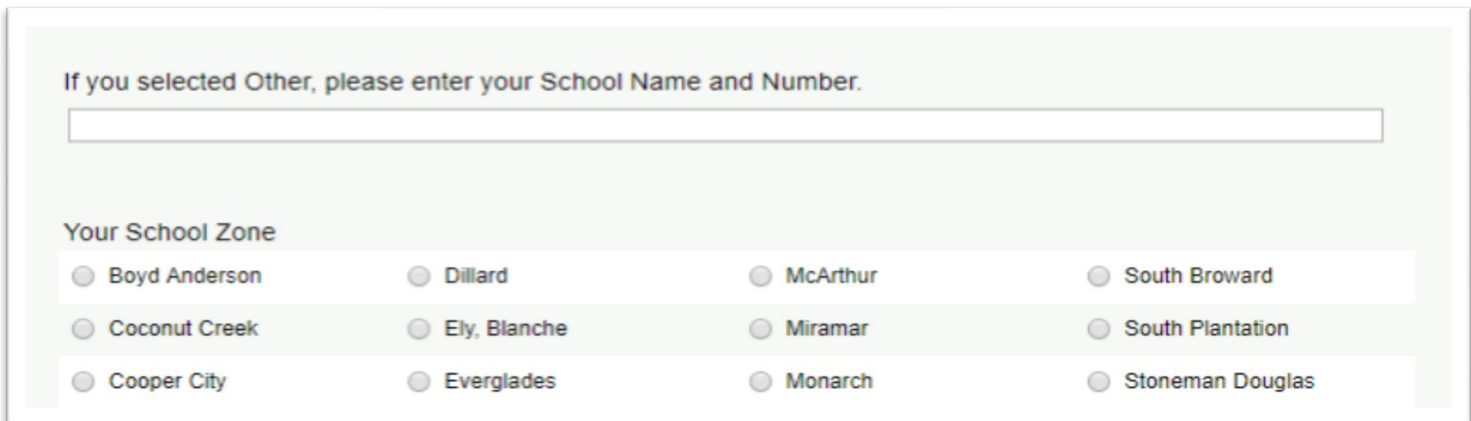
Select school's name and number:



Your School Name and Number (Broward County Only)

| | | | |
|--|---|---|--|
| <input type="radio"/> Oakland Park Elem, 0031, E | <input type="radio"/> Broward Virtual, 3921, COMM | <input type="radio"/> Plantation Park Elem, 1251, E | <input type="radio"/> Palmview Elem, 1131, E |
| <input type="radio"/> Dillard Elem, 0271, E | <input type="radio"/> North, Community School, 3941, COMM | <input type="radio"/> Mirror Lake Elem, 1841, E | <input type="radio"/> Cypress Elem, 1781, E |
| <input type="radio"/> Oriole Elem, 1831, E | <input type="radio"/> South, Community School, 3951, COMM | <input type="radio"/> Banyan Elem, 2001, E | <input type="radio"/> Park Ridge Elem, 1951, E |

Select school's zone:



If you selected Other, please enter your School Name and Number.

Your School Zone

| | | | |
|-------------------------------------|------------------------------------|--------------------------------|--|
| <input type="radio"/> Boyd Anderson | <input type="radio"/> Dillard | <input type="radio"/> McArthur | <input type="radio"/> South Broward |
| <input type="radio"/> Coconut Creek | <input type="radio"/> Ely, Blanche | <input type="radio"/> Miramar | <input type="radio"/> South Plantation |
| <input type="radio"/> Cooper City | <input type="radio"/> Everglades | <input type="radio"/> Monarch | <input type="radio"/> Stoneman Douglas |

Select school's grade level and type:

What **grade levels** are included in your school?

| | |
|-------------------------------|--|
| <input type="radio"/> PreK-5 | <input type="radio"/> 6th-12th |
| <input type="radio"/> K-5 | <input type="radio"/> 9th-12th |
| <input type="radio"/> K-8 | <input type="radio"/> K-12 |
| <input type="radio"/> 6th-8th | <input type="radio"/> Other, please specify <input type="text"/> |

What is your school type?

| | |
|--|---|
| <input type="radio"/> Elementary School | <input type="radio"/> Center School |
| <input type="radio"/> Middle School | <input type="radio"/> Community School |
| <input type="radio"/> High School | <input type="radio"/> Technical College |
| <input type="radio"/> Combination School | |

Enter school's SAM composition information:

How many team members were involved in completing the self-assessment at this school?

▼

Enter the number of team members who completed an individual SAM Scoring Sheet (SBLT/CPST members recommended)

Identify the members of your team that actively participated in the rating of this self-assessment. Select all that apply.

| | | |
|--|---|---|
| <input type="checkbox"/> Principal | <input type="checkbox"/> General Education Teacher | <input type="checkbox"/> School Psychologist |
| <input type="checkbox"/> Assistant Principal | <input type="checkbox"/> ESE Specialist | <input type="checkbox"/> Social Worker |
| <input type="checkbox"/> Parent | <input type="checkbox"/> Guidance Counselor | <input type="checkbox"/> Bus Monitor |
| <input type="checkbox"/> PBS Coach | <input type="checkbox"/> Content/Instructional Specialist | <input type="checkbox"/> Other <input type="text"/> |
| <input type="checkbox"/> Special Education Teacher | | |

In what month did you complete the SAM?

▼

Enter school's process responses:

How long did your team take to complete the SAM?

- Less than one hour
- One to one and a half hours
- One and a half to two hours
- More than 2 hours

Please rate the following items

| | 1 (Not at all) | 2 | 3 | 4 | 5 (very) |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| To what extent will completing the SAM help your team improve MTSS implementation? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| How likely would your team be to use the SAM again? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

What challenges did your team face in completing the SAM?

What would help your team complete the SAM in the future?

Feedback is an important part of professional development and support. Detailed feedback is encouraged.

**Enter responses from SAM Scoring Sheet:
LEADERSHIP DOMAIN (1 – 5)**

Leadership Domain
Please rate each element

| | 0 = Not Implementing | 1 = Emerging/ Developing | 2 = Operationalizing | 3 = Optimizing |
|--|-----------------------|--------------------------|-----------------------|-----------------------|
| 1. The principal is actively involved in and facilitates MTSS implementation | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 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 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. The leadership team actively engages staff in ongoing professional development and coaching necessary to support MTSS implementation | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Use SAM Rubric to identify level of implementation.

Enter responses from SAM Scoring Sheet:

BUILDING THE CAPACITY/INFRASTRUCTURE FOR IMPLEMENTATION DOMAIN (6 - 16)

| Building the Capacity/Infrastructure for Implementation Domain | | | | |
|---|-----------------------|--------------------------|-----------------------|-----------------------|
| Please rate each element. | | | | |
| | 0 = Not Implementing | 1 = Emerging/ Developing | 2 = Operationalizing | 3 = Optimizing |
| 6. The critical element of MTSS are defined and understood by school staff | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. Professional development and coaching provided to all staff members include an emphasis on assessments/data sources used to inform decisions | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8. The leadership team facilitates professional development and coaching for staff members on data-based problem-solving relative to their job roles/responsibilities | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Enter responses from SAM Scoring Sheet:

COMMUNICATION AND COLLABORATION DOMAIN (17 - 20)

| Communication and Collaboration Domain | | | | |
|---|-----------------------|--------------------------|-----------------------|-----------------------|
| Please rate each element. | | | | |
| | 0 = Not Implementing | 1 = Emerging/ Developing | 2 = Operationalizing | 3 = Optimizing |
| 17. Staff have consensus and engage in MTSS implementation | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 18. Staff are provided data on MTSS implementation fidelity and student outcomes | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 19. The infrastructure exists to support the school's goals for family and community engagement in MTSS | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 20. Educators actively engage families in MTSS | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Enter responses from SAM Scoring Sheet:

DATA BASED PROBLEM SOLVING DOMAIN (21 - 27)

| Data Based Problem Solving Domain | | | | |
|---|-----------------------|--------------------------|-----------------------|-----------------------|
| Please rate each element. | | | | |
| | 0 = Not Implementing | 1 = Emerging/ Developing | 2 = Operationalizing | 3 = Optimizing |
| 21. Integrated data-based problem solving for student academic, behavior and social-emotional outcomes occurs across content areas, grade levels, and tiers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 22. Across all tiers, data are used to identify the difference or "gap" between expected and current student outcomes relative to academic, behavior and social-emotional goals | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 23. Academic, behavior and social-emotional data are used to identify and verify reasons why students are not meeting expectations | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**Enter responses from SAM Scoring Sheet:
THREE TIERED INSTRUCTIONAL/INTERVENTION MODEL DOMAIN (28 - 33)**

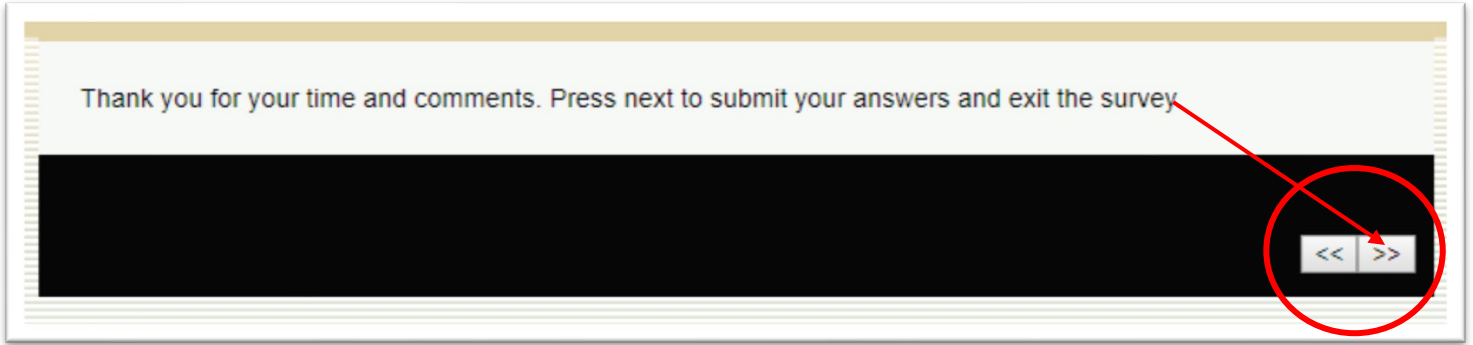
| Three Tiered Instructional /Intervention Model Domain Please rate each element. | | | | |
|--|-----------------------|--------------------------|-----------------------|-----------------------|
| | 0 = Not Implementing | 1 = Emerging/ Developing | 2 = Operationalizing | 3 = Optimizing |
| 28. Tier 1 (core) academic practices exist that clearly identify learning standards, school-wide expectations for instruction that engages students, and school-wide assessments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 29. Tier 1 (core) behavior and social-emotional practices exist that clearly identify school-wide expectations, social-emotional skills instruction, classroom management practices, and school-wide behavior and social-emotional data | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 30. 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 and social-emotional skills taught | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**Enter responses from SAM Scoring Sheet:
DATA-EVALUATION DOMAIN (34 - 39)**

| Data-Evaluation Domain Please rate each element. | | | | |
|--|-----------------------|--------------------------|-----------------------|-----------------------|
| | 0 = Not Implementing | 1 = Emerging/ Developing | 2 = Operationalizing | 3 = Optimizing |
| 34. Staff understand and have access to academic, behavior and social-emotional 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 and social-emotional instructional/intervention planning • determine student attainment of academic, behavior and social-emotional outcomes | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 35. Policies and procedures for decision-making are established for the administration of assessments, access to existing data sources, and use of data | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

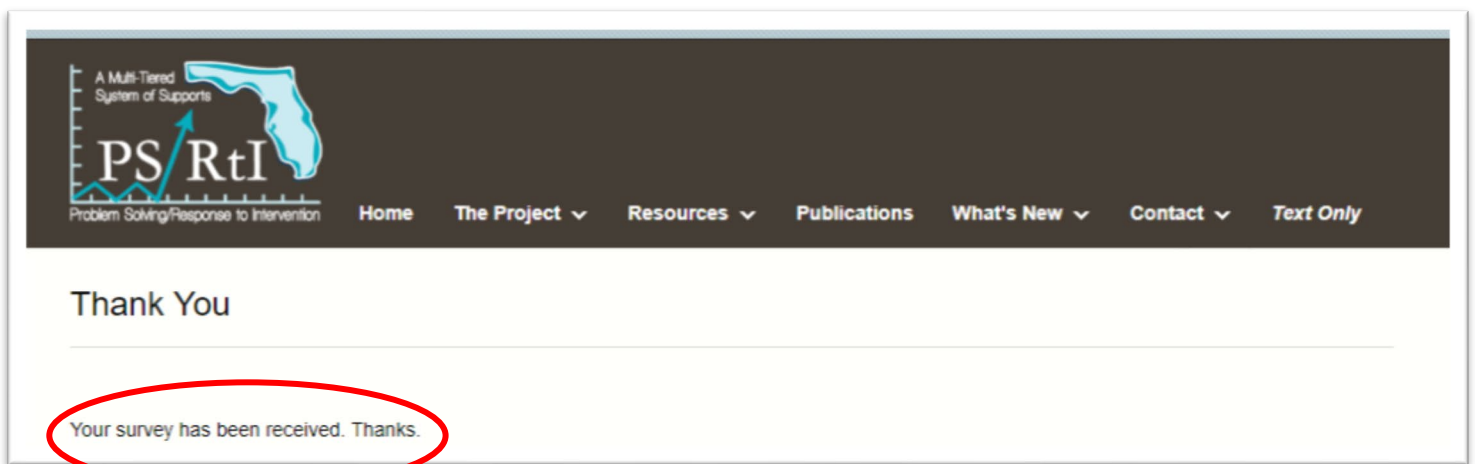
Click the right arrow to SUBMIT school's SAM responses:

Provide District MTSS/RtI Instructional Facilitator a copy of your SAM Scoring Sheet



Confirmation Page:

An email confirmation will be sent to the person entering the SAM scores



SAM Entry Link and QR Code:

Entry Link https://usf.az1.qualtrics.com/jfe/form/SV_6J60yFTN1a77Lq5

| | |
|---|---|
| USF PS/RtI Project SAM Entry Link: | USF PS/RtI Project SAM QR Code: |
| https://usf.az1.qualtrics.com/jfe/form/SV_6J60yFTN1a77Lq5 |  |
| |  |

If you have questions, please contact your District MTSS/RtI Instructional Facilitator or the Department of School Climate & Discipline at 754-321-165