

School Name:



SAM Team Members:

SAM Scoring Sheet

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 21-27)		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 are used to address performance across diverse group		0	1	2	3
27. Resources for implementation of MTSS are addressed through data-based problem-solving		0	1	2	3
5. Three Tiered Instructional /Intervention Model Domain (Items 28-33)		Rating 0-3			
28. Tier 1 academic practices clearly identify learning standards		0	1	2	3
29. Tier 1 behavior practices identify school-wide expectations		0	1	2	3
30. Tier 2 academic practices include common student needs, are linked to Tier 1		0	1	2	3
31. Tier 2 behavior practices include common student needs, are linked to Tier 1		0	1	2	3
32. Tier 3 academic practices are based on students' needs, aligned with Tier 1 and Tier 2		0	1	2	3
33. 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 34-39)		Rating 0-3			
34. Staff understand and have access to data sources		0	1	2	3
35. Policies and procedures for decision-making are established		0	1	2	3
36. Effective data tools are used appropriately and independently by staff		0	1	2	3
37. Data sources are used to evaluate the fidelity and impact		0	1	2	3
38. Available resources are allocated effectively		0	1	2	3
39. Data sources are monitored for consistency and accuracy		0	1	2	3