



## Office of Student Support Initiatives and Recovery

# Department of School Climate and Discipline School Improvement Training

# Self Assessment of Multi-Tiered System of Supports (SAM)

# MTSS Overview





The MTSS framework includes all the components of RtI and PBIS in its structure.



# SAM Administration Timeline

## Self-Assessment of Multi-Tiered System of Supports (SAM) Administration Timeline

Action Steps	Completion Date	Person(s) Responsible	Guidance
1. <ul style="list-style-type: none"> <li>▪ Distribute SAM Administration Timeline to SBLT/CPST</li> <li>▪ View SAM PowerPoint and review SAM rubric (domains, elements and levels)</li> <li>▪ Review MTSS/RtI Action Plan from previous year (School Improvement Plan)</li> </ul>	February 25, 2019	School-Based Leadership Team (SBLT) and/or Collaborative Problem-Solving Team (CPST)	<ul style="list-style-type: none"> <li>▪ Resources can be found at Diversity, Prevention &amp; Intervention</li> <li>▪ Website <a href="https://www.browardschools.com/Domain/13726">https://www.browardschools.com/Domain/13726</a></li> <li>▪ SharePoint <a href="https://browardcountyschools.sharepoint.com/sites/Intranet/Academics/SS/DPI/Pages/SAM.aspx">https://browardcountyschools.sharepoint.com/sites/Intranet/Academics/SS/DPI/Pages/SAM.aspx</a></li> </ul>
2. <ul style="list-style-type: none"> <li>▪ Distribute individual SAM scoring sheets</li> <li>▪ Set completion date</li> <li>▪ Facilitate consensus meeting</li> <li>▪ Complete one (1) SAM scoring sheet based on the consensus of the group</li> <li>▪ The facilitator records the final responses into the report link (1 entry per school)</li> <li>▪ Provide your District MTSS/RtI Instructional Facilitator a copy of the final SAM scoring sheet</li> </ul>	<div style="text-align: center;">  <p><b>March 4, 2019</b> (first day to enter data)</p> <p><b>May 10, 2019</b> (last day to enter data)</p> </div>		SAM entry link from University South Florida PS/RtI Project  LINK: <a href="https://usf.az1.qualtrics.com/jfe/form/SV_6J60yFTN1a77Lq5">https://usf.az1.qualtrics.com/jfe/form/SV_6J60yFTN1a77Lq5</a>  SAM Entry QR Code: 



# Directions for Administration

The SAM is completed by SBLT/CPST members in **three steps**:

**Step 1.** The facilitator reviews the SAM with SBLT/CPST members to ensure their understanding of the purpose of the SAM

**Step 2.** The facilitator provides each SBLT/CPST member a copy of the SAM to review individually prior to the meeting at which the team reaches consensus on a single score for each item

**Step 3.** The facilitator guides discussion until the team reaches consensus on a score for each item. The facilitator then records the final responses.





*A Multi-Tiered  
System of Supports*

## 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. Policies are established for DBPS		0 1 2 3
16. Resources are identified and allocated		0 1 2 3
3. Data-Based Problem Solving Domain (Items 17-20)		Rating 0-3
17. Data-based problem-solving is used for implementation		0 1 2 3
18. Data-based problem-solving is used to monitor student outcomes		0 1 2 3
19. Data-based problem-solving is used for community engagement		0 1 2 3
20. Data-based problem-solving is used for MTSS		0 1 2 3
4. Data-Based Problem Solving Domain (Items 21-27)		Rating 0-3
21. Data-based problem-solving is used to identify content areas, grade levels, and tiers		0 1 2 3
22. Data-based problem-solving is used to identify between expected and current outcomes		0 1 2 3
23. Data-based problem-solving is used to identify students are not meeting expectations		0 1 2 3
24. Data-based problem-solving is used to identify students are not meeting expectations		0 1 2 3
25. Data-based problem-solving is used to identify behavior goals are monitored		0 1 2 3
26. Data-based problem-solving is used to identify across diverse group		0 1 2 3
27. Data-based problem-solving is used to identify MTSS are addressed through data-based problem-solving		0 1 2 3
5. Data-Based Problem Solving 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

### Domain 1 Leadership:

Items 1-5

### Domain 2 Building

Capacity/Infrastructure: Items

6-16

### Domain 3 Communication

Collaboration: Items

### Domain 4 Data-Based

Solving:

Items 21-27

### Domain 5 Three-Tiered

Instructional/Intervention

Model:

Items 28-33

### Domain 6 Data and Evaluation:

Items 34-39

**SAM DUE  
May 10, 2019**

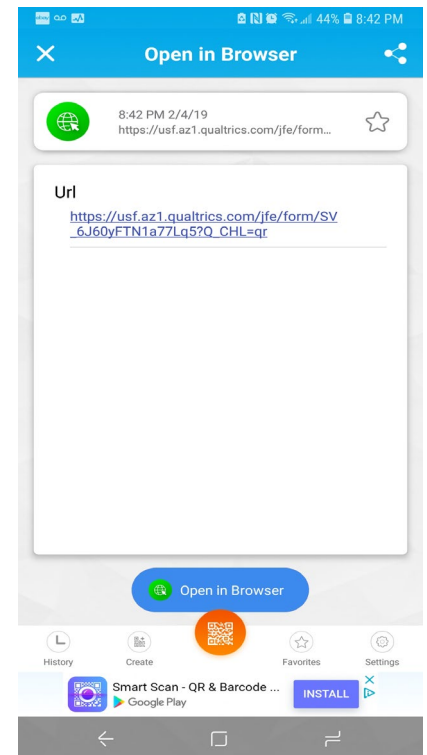


# SAM Entry Link and QR Code

USF PS/RTI Project  
SAM Entry Link:

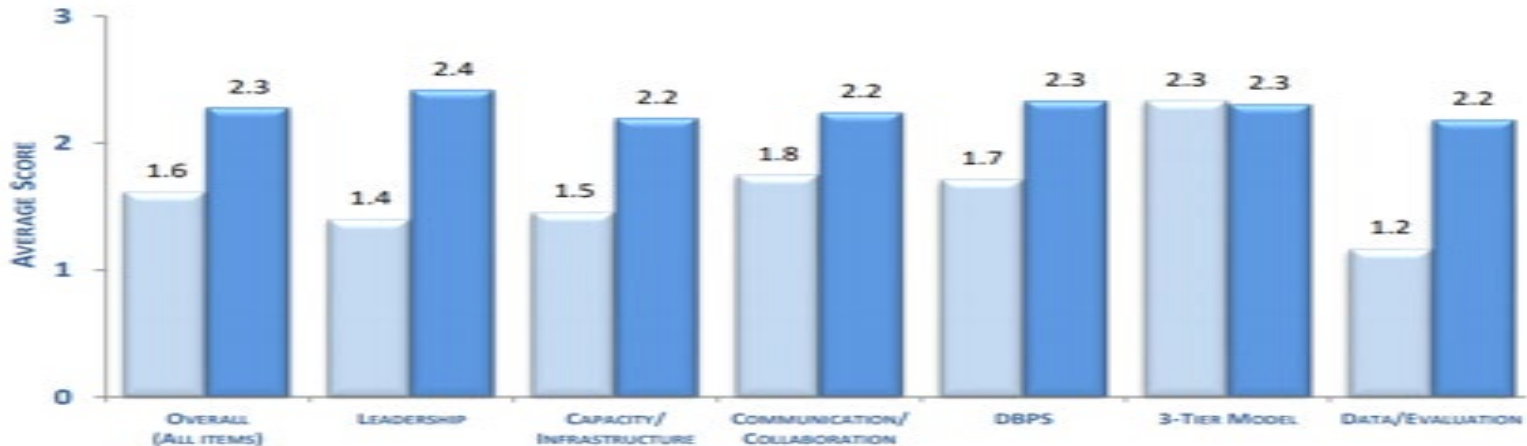
[https://usf.az1.qualtrics.com/jfe/form/SV\\_6J60yFTN1a77Lq5](https://usf.az1.qualtrics.com/jfe/form/SV_6J60yFTN1a77Lq5)

USF PS/RTI Project SAM  
QR Code:



# SAM Report

SCHOOL & DISTRICT DOMAIN AVERAGES

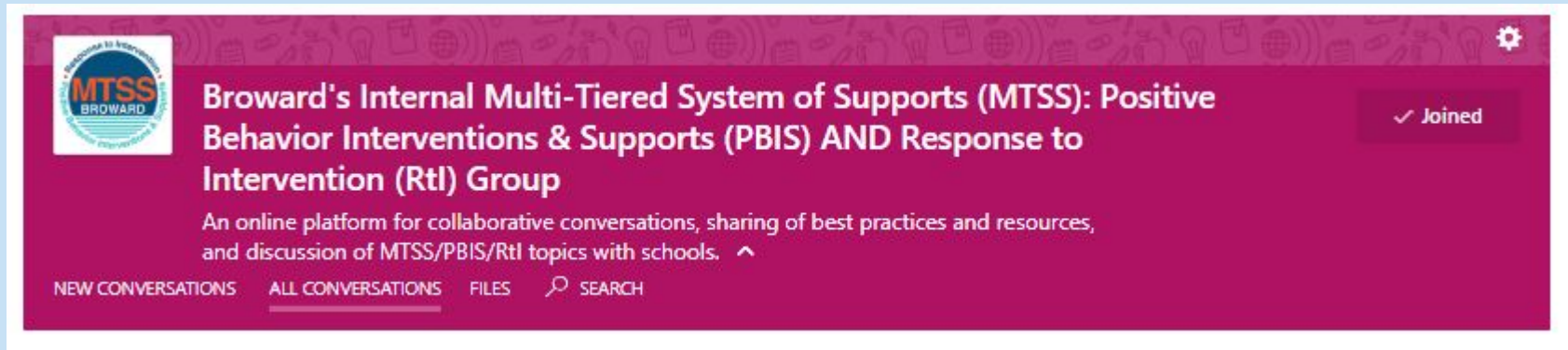


Receive prior to the end of the current school year

- Celebrate effective practices
- Identify two (2) lowest levels of implementation
- Utilize SAM data to support school plans
- Align with upcoming PLCs and PD



# MTSS Collaboration and Support



## Broward County Public Schools

Share with all instructional and support staff  
(Excluding Cadre Yammer groups)

[https://www.yammer.com/browardschools.com/#/threads/inGroup?type=in\\_group&feedId=15730481&view=all](https://www.yammer.com/browardschools.com/#/threads/inGroup?type=in_group&feedId=15730481&view=all)

**Request to join the group! District MTSS Staff can approve request!**



Contact your **District MTSS/RtI Instructional Facilitator** for assistance 8



# Professional Learning

## “An Introduction to a Multi-Tiered System of Supports” (MTSS)

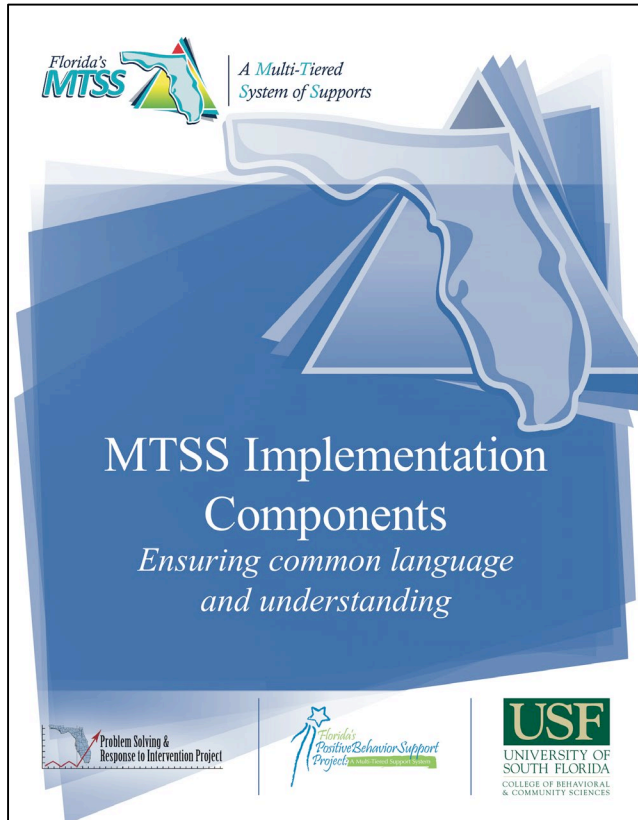
<http://pdportal.florida-ese.org>

accessible through Florida's Professional Development Portal

1. What Is an MTSS and Why Is It Important
2. Multi-Tiered System of Support
3. The Problem-Solving Process
4. ESE Eligibility in an MTSS
5. Case Study Applications of MTSS Practices



# MTSS Common Language Resource



## MTSS Implementation Components: Ensuring Common Language & Understanding

[http://www.floridarti.usf.edu/  
resources/format/pdf/mtss\\_q  
and\\_a.pdf](http://www.floridarti.usf.edu/resources/format/pdf/mtss_q_and_a.pdf)

