

Sawgrass Elementary
Self-Assessment of Multi-Tiered System of Supports (SAM)
 March 27, 2017

SAM Administration Timeline

Action Steps	Date(s)	Notes
<p>Action Step 1:</p> <ul style="list-style-type: none"> * SAM Timeline Distribution * View Brainspark * Review SAM and rubric * SAM scoring Sheets * Complete individual scoring sheets 	<p>March 27, 2017</p>	
<p>Action Step 2:</p> <ul style="list-style-type: none"> * Team comes to a consensus for completion of SAM checklist * SAM Consensus Data Recorded 	<p>Next meeting Monday, April 3rd</p>	

Print:

Karen Kalarchian
Michelle Amento
Marjorie DiVeronica
Moraima del Sol
Sharri Lewinger
Trevor Roberts

Signature:

[Signature]
[Signature]
Marjorie DiVeronica
M del Sol
[Signature]
[Signature]

SAM Scoring Sheet

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