

Self-Assessment of MTSS Implementation (SAMI)

Item	0 = Not Implementing	1 = Emerging/Developing	2 = Operationalizing	3 = Optimizing	Rating
1. Leadership Domain (Items 1-5)					
1. The principal is actively involved in and facilitates MTSS implementation	The principal does not actively support MTSS.	The principal communicates an urgent desire to implement MTSS, participates in professional development on MTSS, and is establishing a MTSS vision	and The principal actively supports the leadership team and staff to build capacity for implementation	and The Principal actively supports data-based problem solving use at the school	3
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 ¹) and is responsible for facilitating MTSS implementation ²	No leadership team with explicit responsibility for leading MTSS implementation exists	A leadership team exists that includes cross-disciplinary representation	and The leadership team has explicit expectations for facilitating MTSS implementation	and The leadership team members have the beliefs, knowledge, and skills to lead implementation efforts	2
3. The leadership team actively engages staff in ongoing professional development and coaching ³ necessary to support MTSS implementation	The leadership team does not have a needs-based plan to provide staff with professional development or coaching to support MTSS implementation	A needs assessment is conducted to gather information on beliefs, knowledge, and skills to develop a professional development plan to support MTSS implementation	and A professional development plan is created based on the needs assessment and used to engage staff in ongoing professional development and coaching	and Ongoing professional development activities are informed by data collected on the outcomes of professional development and coaching for continuous improvement	1
4. A strategic plan for MTSS implementation is developed and aligned with the school improvement plan	No strategic plan for MTSS implementation exists	Leadership team is engaging district, family, and community partners to identify stakeholder needs, resources for, and barriers to MTSS implementation	and As part of the school improvement planning process a strategic plan is developed that specifies MTSS implementation ⁴	and A strategic plan for MTSS implementation is updated as needed based on student outcome and implementation fidelity data as part of the school improvement planning process	3
5. The leadership team is actively facilitating implementation of MTSS ⁵ as part of their school improvement planning process	The leadership team is not actively engaging in efforts to facilitate MTSS implementation	The leadership team engages in action planning and has created a strategic plan to facilitate implementation of the critical elements ⁶ of MTSS	and The leadership team provides support to educators implementing the critical elements of MTSS identified in the strategic plan	and The leadership team uses data on implementation fidelity of the critical elements of MTSS to engage in data-based problem solving for the purpose of continuous school improvement	3

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2. Building the Capacity/Infrastructure for Implementation Domain (Items 6-16)					
6. The critical elements ⁶ of MTSS are defined and understood by school staff	No information on the critical elements of the school's MTSS is available	The critical elements of MTSS are being defined	and The critical elements of MTSS are defined and are communicated to school staff	and The curriculum, assessment, and instructional practices that define the school's critical elements of MTSS can be communicated by all school staff	2
7. The leadership team facilitates professional development and coaching ⁷ for all staff members on assessments and data sources used to inform decisions	Initial professional development is not provided to all staff members	The staff engages in initial, job-embedded professional development focusing on: <ul style="list-style-type: none"> • Purpose and administration of assessment tools • Role of assessment/data sources in making instructional decisions • Review of current assessments/data sources being utilized and those being considered • Analyzing and using assessment results to improve instruction • Using various types of data to inform instructional practices to meet the needs of diverse learners • Communicating and partnering with families about data and assessment practices 	and The staff engages in ongoing professional development and coaching related to the administration of assessments and interpretation of the data/data sources. Professional development includes: <ul style="list-style-type: none"> • Changes or updates to assessments/data sources • Changes to data collection, tracking, and analysis • Ongoing coaching on instructional practices and interpreting assessment results 	and The leadership team analyzes feedback from staff as well as outcomes in order to identify professional development and coaching needs in the area of assessment/data sources in support of continuous improvement	1

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8. The leadership team facilitates professional development and coaching ⁷ for staff members on data-based problem solving relative to their job roles/responsibilities	Professional development does <i>not</i> focus on data-based problem solving	Initial professional development on data-based problem solving is provided that includes the following elements: <ul style="list-style-type: none"> Rationale for use of data-based problem solving Problem-solving steps to address school-wide, classroom, small-group, and individual student needs Roles and responsibilities for team members engaging in data-based problem solving 	and Ongoing professional development and coaching on data-based problem solving is delivered that includes the following elements: <ul style="list-style-type: none"> Differentiation of professional development based on staff roles/responsibilities Coaching Modeling, practice, and collaborative feedback on problem-solving steps Support for collaboration and teaming skills 	and Data on use of problem-solving skills and application are used to inform continuous improvement of professional development and coaching efforts	2
9. The leadership team facilitates professional development and coaching ⁷ for all staff on multi-tiered instruction and intervention relative to their job roles/responsibilities	No explicit connection to multi-tiered instruction and intervention is evident in professional development provided	Initial professional development on multi-tiered instruction and intervention is provided that includes the following elements: <ul style="list-style-type: none"> Rationale for and modeling of instructional and intervention design and delivery (e.g., Common Core State Standards, instructional routine, Tier 1 Positive Behavior Supports, lesson planning for active student engagement) Connections are made regarding how the practices are aligned with and integrated into MTSS How data informs instruction and intervention design and delivery that reflects student diversity and results in learning opportunities for all students⁸ 	and Ongoing professional development and coaching on multi-tiered instruction and intervention is provided that includes the following elements: <ul style="list-style-type: none"> Differentiation of professional development and coaching based on staff roles/responsibilities Coaching Modeling of, practice of, and collaborative feedback on evidence-based practices 	and The leadership team regularly uses data on student needs and fidelity of how evidence-based practices are implemented to continuously improve professional development and coaching efforts	1

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10. Coaching 7 is used to support MTSS implementation	No coaching is provided to build staff capacity to implement the critical elements of MTSS	Initial coaching is occurring that is focused primarily on facilitating or modeling the components of MTSS	and Coaching activities are expanded to include: <ul style="list-style-type: none"> • Opportunities to practice • Collaborative and performance feedback 	and Data on professional development, implementation fidelity, and student outcomes are used to refine coaching activities	2
11. Schedules provide adequate time for trainings and coaching support	Schedules do not include time allocated to professional development and coaching for MTSS	Schedules include time allocated for trainings	and Schedules include time for ongoing coaching support	and Schedules permit personnel to access additional training and coaching support that is differentiated based on their needs	2
12. Schedules provide adequate time to administer academic, behavior, and social-emotional assessments needed to make data-based decisions	Schedules do not include time allocated to administering assessments needed to make decisions across tiers	Schedules include time for academic, behavior, and social-emotional assessments administered to all students (e.g., universal screening)	and Schedules include time to administer more frequent progress monitoring assessments to students receiving Tier 2 and 3 services as specified (e.g., weekly or monthly assessments)	and Schedules permit personnel to administer additional assessment (e.g., diagnostic assessments) across content areas and tiers needed to engage in data-based problem solving	1
13. Schedules provide adequate time for multiple tiers of evidence-based instruction and intervention to occur	The master schedule is developed without student data and does not include time for multi-tiered interventions	The master schedule is developed utilizing student data and includes time for multi-tiered interventions	and The master schedule facilitates effective implementation of multi-tiered interventions matched to student needs by content area and intensity (Tier 1, Tier 2, Tier 3)	and The master schedule allows for flexible student groupings	1

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14. Schedules provide adequate time for staff to engage in collaborative, data-based problem solving and decision making	The master schedule does not provide opportunities for collaborative, data-based problem solving and decision making to occur	The master schedule provides opportunities to engage in collaborative, data-based problem solving and decision making to occur	and The master schedule provides sufficient time for the process to occur with fidelity	and The master schedule provides opportunities for collaborative, data-based problem solving and decision making to occur in settings such as: <ul style="list-style-type: none"> • Leadership team meetings • Grade-level meetings • Cross grade-level meetings • Cross-departmental meetings • Professional Learning Community meetings 	2
15. Processes, procedures, and decision rules ⁹ are established for data-based problem solving	No systematic processes, procedures, or decision rules are established	Processes, procedures, and decision rules needed to engage in data-based problem solving are developed and existing structures and resources are incorporated	and The steps of problem solving; procedures for accessing, submitting, and using data; and decision rules needed to make reliable decisions are communicated to staff. ¹⁰	and Data-based problem-solving processes, procedures, and decision rules are refined based on data and feedback from staff, schedule changes, and resource availability	2
16. Resources ¹¹ available to support MTSS implementation are identified and allocated	No process exists for mapping and allocating resources available to support MTSS implementation	Leadership team members are gathering information on the personnel, funding, materials, and other resources available to support MTSS implementation	and Resource inventories are established using the gathered information on the personnel, funding, materials, and other resources available to support MTSS implementation and plans for allocating the resources are established	and Existing resource maps and resource allocations are updated at least annually based on student need, available personnel, funding, materials, and other resources	1

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3. Communication and Collaboration Domain (Items 17-20)

<p>17. Staff¹² have consensus and engage in MTSS implementation¹³</p>	<p>Staff are not provided opportunities to gain understanding of the need for MTSS</p>	<p>Staff are provided opportunities to gain understanding of the need for MTSS</p>	<p>and Staff has opportunities to gain understanding of its relevance to their roles and responsibilities</p>	<p>and Staff has opportunities to provide input on how to implement MTSS</p>	<p align="center">2</p>
<p>18. Staff are provided data on MTSS implementation fidelity and student outcomes¹⁴</p>	<p>Staff are not provided any data regarding MTSS implementation fidelity nor student outcomes</p>	<p>Staff are rarely (1x/year) provided data regarding MTSS implementation fidelity and student outcomes</p>	<p>Staff are regularly (2x/year) provided data regarding MTSS implementation fidelity and student outcomes</p>	<p>Staff are frequently (3x+/year) provided data regarding MTSS implementation fidelity and student outcomes</p>	<p align="center">3</p>
<p>19. The infrastructure exists to support the school's goals for family and community engagement¹⁵ in MTSS</p>	<p>Family and community engagement is: not defined and monitored with data; not linked to school goals in SIP/MTSS plan; and procedures for facilitating 2-way communication do not exist</p>	<p>Family and community engagement are 1 of the following 3:</p> <ul style="list-style-type: none"> defined and monitored with data linked to school goals in SIP/MTSS plan supported by procedures for facilitating 2-way communication 	<p>Family and community engagement are 2 of the following 3:</p> <ul style="list-style-type: none"> defined and monitored with data linked to school goals in SIP/MTSS plan supported by procedures for facilitating 2-way communication exists 	<p>Family and community engagement are all of the following:</p> <ul style="list-style-type: none"> defined and monitored with data linked to school goals in SIP/MTSS plan supported by procedures for facilitating 2-way communication exist 	<p align="center">2</p>
<p>20. Educators actively engage families in MTSS</p>	<p>Staff do none of the following:</p> <ul style="list-style-type: none"> actively engage families that represent the diverse population of the school engage families in problem solving when their children need additional supports provide intensive outreach to unresponsive families¹⁶ increase the skills of families to support their children's education 	<p>Staff do 1 of the following 4:</p> <ul style="list-style-type: none"> actively engage families that represent the diverse population of the school engage families in problem solving when their children need additional supports provide intensive outreach to unresponsive families increase the skills of families to support their children's education 	<p>Staff do 2 or 3 of the following 4:</p> <ul style="list-style-type: none"> actively engage families that represent the diverse population of the school engage families in problem solving when their children need additional supports provide intensive outreach to unresponsive families increase the skills of families to support their children's education 	<p>Staff do all of the following:</p> <ul style="list-style-type: none"> actively engage families that represent the diverse population of the school engage families in problem solving when their children need additional supports provide intensive outreach to unresponsive families increase the skills of families to support their children's education 	<p align="center">3</p>

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4. Data-Based Problem Solving Domain (Items 21-27)

<p>21. Integrated data-based problem solving¹⁷ for student academic, behavior and social-emotional outcomes occurs across content areas, grade levels, and tiers¹⁸</p>	<p>Data on academic, behavior, and social-emotional outcomes may be collected, but data-based problem solving does not occur across:</p> <ul style="list-style-type: none"> • academic, behavior, and social-emotional content areas • any grade levels • any tier 	<p>Data-based problem solving occurs across 1 of the following 4:</p> <ul style="list-style-type: none"> • at least 2 content areas (e.g., reading, behavior, social/emotional, etc.) • at least 50% of grade levels • a single tier • only academic outcomes or only behavior and social-emotional outcomes 	<p>Data-based problem solving occurs across 2 of the following 3:</p> <ul style="list-style-type: none"> • at least 3 content areas • at least 75% of grade levels • at least two tiers 	<p>Data-based problem solving occurs across all of the following:</p> <ul style="list-style-type: none"> • across all content areas • all grade levels • all tiers 	<p align="center">3</p>
<p>22. <i>Across all tiers</i>, data are used to identify the difference or “gap” between expected and current student outcomes relative to academic, behavior, and social-emotional goals</p>	<p>The gap between expected and current student outcomes is not identified</p>	<p>The gap between expected and current outcomes is identified</p>	<p>and The gap between expected and current outcomes is identified, and is associated with academic, behavior, and social-emotional goals</p>	<p>and The gap between expected and current outcomes is identified relative to academic, behavior, and social-emotional goals and is used to identify the appropriate level (tier) of instruction/intervention</p>	<p align="center">3</p>
<p>23. Academic, behavior, and social-emotional data are used to identify and verify reasons why¹⁹ students are not meeting expectations</p>	<p>Reasons why students are not meeting expectations are not identified</p>	<p>Reasons why students are not meeting expectations are identified</p>	<p>and Data are used to verify the reasons why students are not meeting expectations</p>	<p>and The reasons why students are not meeting expectations span multiple reasons related to instruction and the learning environment of why students struggle and are verified using a range of assessment methods</p>	<p align="center">2</p>
<p>24. Specific instructional/intervention plans are developed and implemented based on verified reasons why students are not meeting academic, behavior, and social-emotional expectations</p>	<p>Instructional/ intervention plans are not developed</p>	<p>Instructional/intervention plans are developed</p>	<p>and Instruction/intervention plans consistently specify what will be done, by who, when it will occur, and where with enough detail to be implemented²⁰</p>	<p>and Instructional/intervention plans consistently are developed based on verified reasons students are not meeting expectations</p>	<p align="center">3</p>

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<p>25. Student progress specific to academic, behavior, and social-emotional goals specified in intervention plans are monitored</p>	<p>Progress monitoring does <u>not</u> occur and student progress is <u>not</u> evaluated</p>	<p>Plans for monitoring progress toward expected student outcomes are developed</p>	<p>and In most cases data are collected to monitor student progress and intervention fidelity</p>	<p>and Changes are made to instruction/intervention based on student responses</p>	3
<p>26. Data-based problem solving informs how patterns of student performance across diverse groups (e.g., racial/ethnic, cultural, social-economic, language proficiency, disability status, etc.) are addressed</p>	<p>Patterns of student performance across diverse groups are <u>not</u> identified</p>	<p>Data on student outcomes are collected</p>	<p>and Patterns of student performance across diverse groups are identified</p>	<p>and Data on student outcomes informs how MTSS implementation efforts are impacting different groups of students</p>	2
<p>27. Resources for and barriers ²¹ to the implementation of MTSS are addressed through a data-based problem-solving process</p>	<p>Data-based problem solving of resources for and barriers to implementation of MTSS does <u>not</u> occur</p>	<p>School leadership discusses resources for and barriers to implementation of MTSS</p>	<p>School leadership discusses resources for and barriers to implementation of MTSS and does one of the following:</p> <ul style="list-style-type: none"> • collects data to assess implementation levels • develops action plans to increase implementation 	<p>School leadership discusses resources for and barriers to implementation of MTSS and does both of the following:</p> <ul style="list-style-type: none"> • collects data to assess implementation levels • develops action plans to increase implementation 	3

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5. Three-Tiered Instructional/Intervention Model Domain (Items 28-33)

(Items in this section alternate between addressing academic, behavior, and social-emotional practices.)

<p>28. Tier 1 (core) academic practices exist that clearly identify learning standards²², school-wide expectations²³ for instruction that engages students, and school-wide assessments²⁴</p>	<p>Tier 1 elements are not developed and/or clearly defined</p>	<p>Tier 1 elements incorporate 1 of the following 4:</p> <ul style="list-style-type: none"> clearly defined learning standards school-wide expectations for instruction and engagement link to behavior and social-emotional content/instruction assessments/data sources 	<p>Tier 1 elements incorporate 2 or 3 of the following 4:</p> <ul style="list-style-type: none"> clearly defined learning standards school-wide expectations for instruction and engagement link to behavior and social-emotional content/instruction assessments/data sources 	<p>Tier 1 elements incorporate all of the following:</p> <ul style="list-style-type: none"> clearly defined learning standards school-wide expectations for instruction and engagement link to behavior and social-emotional content/instruction assessments/data sources 	<p align="center">2</p>
<p>29. Tier 1 (core) behavior and social-emotional practices exist that clearly identify school-wide expectations, social-emotional skills instruction, classroom management practices²⁵, and school-wide behavior and social-emotional data²⁶</p>	<p>Tier 1 strategies are not developed and/or clearly defined</p>	<p>Tier 1 strategies incorporate 1 of the following 4:</p> <ul style="list-style-type: none"> clearly defined school-wide expectations classroom management practices link to Tier 1 academic content/instruction accessing school-wide behavior and social-emotional data sources 	<p>Tier 1 strategies incorporate 2 or 3 of the following 4:</p> <ul style="list-style-type: none"> clearly defined school-wide expectations classroom management practices link to Tier 1 academic content/instruction accessing school-wide behavior and social-emotional data 	<p>Tier 1 strategies incorporate all of the following:</p> <ul style="list-style-type: none"> clearly defined school-wide expectations classroom management practices link to Tier 1 academic content/instruction accessing school-wide behavior and social-emotional data 	<p align="center">2</p>
<p>30. Tier 2 (supplemental) academic practices exist that include strategies addressing integrated common student needs, are linked to Tier 1 instruction²⁷, and are monitored using assessments/data sources tied directly to the academic, behavior, and social-emotional skills taught</p>	<p>Tier 2 strategies are not developed and/or clearly defined</p>	<p>Tier 2 strategies incorporate 1 of the following 4:</p> <ul style="list-style-type: none"> common student needs link to Tier 1 instruction link to behavior and social-emotional content/instruction assessments/data sources link directly to the skills taught 	<p>Tier 2 strategies incorporate 2 or 3 of the following 4:</p> <ul style="list-style-type: none"> common student needs link to Tier 1 instruction link to behavior and social-emotional content/instruction assessments/data sources link directly to the skills taught 	<p>Tier 2 strategies incorporate all of the following:</p> <ul style="list-style-type: none"> common student needs, link to Tier 1 instruction link to behavior and social-emotional content/instruction assessments/data sources link directly to the skills taught 	<p align="center">2</p>

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31. Tier 2 (supplemental) behavior and social-emotional practices exist that address integrated common student needs, are linked to Tier 1 instruction , and are monitored using assessments/data sources tied directly to the skills taught	Tier 2 strategies are not developed and/or clearly defined	Tier 2 strategies incorporate 1 of the following 4: <ul style="list-style-type: none"> • common student needs • link to Tier 1 instruction • link to academic content/instruction • assessments/data sources link directly to the skills taught 	Tier 2 strategies incorporate 2 or 3 of the following 4: <ul style="list-style-type: none"> • common student needs • link to Tier 1 instruction • link to academic content/instruction • assessments/data sources link directly to the skills taught 	Tier 2 strategies incorporate all of the following: <ul style="list-style-type: none"> • common student needs • link to Tier 1 instruction • link to academic content • assessments/data sources link directly to the skills taught 	3
32. Tier 3 (intensive) academic practices ²⁹ exist that include integrated strategies that are developed based on students' needs, are aligned with Tier 1 and Tier 2 instructional goals and strategies, and are monitored using assessments/data sources that link directly to skills taught	Tier 3 strategies are not developed and/or clearly defined	Tier 3 strategies incorporate 1 of the following 4: <ul style="list-style-type: none"> • developed based on students' needs across academic, behavior, and social-emotional domains • aligned with Tier 1 and Tier 2 instruction • link to behavior and social-emotional content/instruction • assessments/data sources that link directly to the skills taught 	Tier 3 strategies incorporate 2 or 3 of the following 4: <ul style="list-style-type: none"> • developed based on students' needs across academic, behavior, and social-emotional domains • aligned with Tier 1 and Tier 2 instruction • link to behavior and social-emotional content/instruction • assessments/data sources that link directly to the skills taught 	Tier 3 strategies incorporate all of the following: <ul style="list-style-type: none"> • developed based on students' needs across academic, behavior, and social-emotional domains • aligned with Tier 1 and Tier 2 instruction • linked to behavior and social-emotional content/instruction • monitored using assessments/data sources that link directly to the skills taught 	2
33. Tier 3 (intensive) behavior and social-emotional practices ³⁰ include integrated strategies that are developed based on students' needs and strengths, are aligned with Tier 1 and Tier 2 instructional goals and strategies, and are monitored using assessments/data sources that link directly to skills taught	Tier 3 strategies are not developed and/or clearly defined	Tier 3 strategies incorporate 1 of the following 4: <ul style="list-style-type: none"> • based on students' needs across academic, behavior, and social-emotional domains • aligned with Tier 1 and Tier 2 instruction • link to academic content/instruction • assessments/data sources that link directly to the skills taught 	Tier 3 strategies incorporate 2 or 3 of the following 4: <ul style="list-style-type: none"> • based on students' needs across academic, behavior, and social-emotional domains • aligned with Tier 1 and Tier 2 instruction • link to academic content/instruction • assessments/data sources that link directly to the skills taught 	Tier 3 strategies incorporate all of the following: <ul style="list-style-type: none"> • based on students' needs across academic, behavior, and social-emotional domains • aligned with Tier 1 and Tier 2 instruction • link to academic content/instruction • assessments/data sources that link directly to the skills taught 	2

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6. Data-Evaluation Domain (Items 34-39)					
<p>34. Staff understand and have access to academic, behavior, and social-emotional data sources that address the following purposes of assessment:</p> <ul style="list-style-type: none"> • 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 	<p>Staff do <i>not</i> understand and have access to academic, behavior, and social-emotional data sources or that address the purposes of assessment</p>	<p>Staff learn the purposes of assessment within MTSS and the leadership team selects measures for the purposes of assessment across academic, behavior, and social-emotional areas that are reliable, valid, and accessible, as well as culturally, linguistically, and developmentally appropriate</p>	<p>and Staff engage in assessment with fidelity to:</p> <ul style="list-style-type: none"> • answer predetermined guiding/critical questions regarding student functioning/outcomes • identify students who are at-risk at least 3-4 times/year • determine why a student is at-risk • monitor student growth/progress • inform instructional/intervention planning • determine student attainment of academic, behavior, and social-emotional outcomes 	<p>and The leadership team and/or staff collaboratively and systematically evaluate and refine (as needed) critical guiding questions and adjust assessment practices to ensure availability of accurate and useful data to inform instruction; assessment tools are evaluated for continued value, usefulness, and cultural, linguistic, and developmental appropriateness</p>	1
<p>35. Policies and procedures for decision making are established for the administration of assessments, access to existing data sources, and use of data³¹</p>	<p>No policies and procedures are in place</p>	<p>The leadership team has policies and procedures for decision making that include schedules for screening, use of diagnostic assessments, progress monitoring frequency, and criteria for determining tier(s) of support needed</p>	<p>and Staff consistently administer assessments, access data sources, and make data-based decisions using the policies and procedures for decision making with fidelity</p>	<p>and Adherence to and effectiveness of policies and procedures for decision making are evaluated regularly for efficiency, usefulness, and relevance for students and staff, and data are used to make adjustments to the policies</p>	1

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36. Effective data tools ³¹ are used appropriately and independently by staff	Staff do not have access to tools that efficiently provide data needed to answer problem-solving questions for academic, behavior, and social-emotional issues	The leadership team ensures availability of tools that can track and graphically display academic, behavior, and social-emotional data, and staff are trained on the use of the tools and on their responsibilities for data collection, entry, and management	and Staff use the data tools and are provided assistance as needed	and Data tools are periodically assessed and the necessary changes are made in order to improve functionality, efficiency, and usefulness, and staff is proficient and independent with data tools and easily support new staff members	2
37. Data sources ³¹ are used to evaluate the implementation and impact of MTSS	No data sources to evaluate implementation of the critical elements of MTSS have been identified	The leadership team has identified data sources that will be used to evaluate implementation of the critical elements of MTSS ⁶	and The leadership team uses data sources to evaluate implementation and to make systemic improvements to the critical elements of MTSS	and The Leadership team periodically conducts analyses to determine how implementation of critical elements of MTSS relate to positive student outcomes	2
38. Available resources are allocated effectively	Resources are not allocated based on student need and the availability of time, available personnel, funding, and materials	Resources are allocated based on student need	and the relationship between the resources allocated and the outcomes of students is evaluated	and Processes and criteria for resource allocation are refined based on strategies that result in improved student outcomes	2
39. Data sources are monitored for consistency and accuracy in collection and entry procedures	Data sources are not monitored for accuracy or consistency	The leadership team ensures that staff understand the importance of accurate and consistent data collection practices and have provided professional development on policies and procedures for methods, types, and frequency of data collection	and The leadership team uses a protocol (e.g. email notifications for failure to take attendance, etc.) to monitor data consistency and accuracy	and The leadership team periodically conducts analyses to determine consistency and accuracy of data	3

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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. The principal is actively involved
2. A leadership team is established		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. A leadership team is established
3. The leadership team actively engages in ongoing professional development		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. The leadership team actively engages in ongoing professional development
4. A strategic plan for MTSS implementation is developed		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. A strategic plan for MTSS implementation is developed
5. The leadership team is actively facilitating implementation		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. The leadership team is actively facilitating implementation
2. Building the Capacity/Infrastructure for Implementation Domain (Items 6-16)	Rating 0-3	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. The critical elements of MTSS are defined and understood
7. Professional development and coaching provided to staff		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. Professional development and coaching provided to staff
8. The leadership team facilitates PD on data-based problem solving		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. The leadership team facilitates PD on data-based problem solving
9. The leadership team facilitates PD on multi-tiered instruction and intervention		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. The leadership team facilitates PD on multi-tiered instruction and intervention
10. Coaching is used to support MTSS implementation		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10. Coaching is used to support MTSS implementation
11. Schedules provide adequate time for training and coaching		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	11. Schedules provide adequate time for training and coaching
12. Schedules provide adequate time to administer assessments		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	12. Schedules provide adequate time to administer assessments
13. Schedules provide adequate time for multiple tiers of instruction/interventions		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	13. Schedules provide adequate time for multiple tiers of instruction/interventions
14. Schedules provide adequate time for data-based problem solving		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	14. Schedules provide adequate time for data-based problem solving
15. Processes, procedures, and decision rules are established for DBPS		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15. Processes, procedures, and decision rules are established for DBPS
16. Resources to support MTSS implementation are identified and allocated		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	16. Resources to support MTSS implementation are identified and allocated
3. Communication and Collaboration Domain (Items 17-20)	Rating 0-3	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	17. Staff have consensus and engage in MTSS implementation
18. Staff are provided data on MTSS fidelity and student outcomes		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	18. Staff are provided data on MTSS fidelity and student outcomes
19. The infrastructure exists to support family and community engagement		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	19. The infrastructure exists to support family and community engagement
20. Educators actively engage families in MTSS		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	20. Educators actively engage families in MTSS
4. Data-Based Problem Solving Domain (Items 21-27)	Rating 0-3	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	21. DBPS for student outcomes occurs across content areas, grade levels, and tiers
22. Across tiers, data used to identify "gap" between expected and current outcomes		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	22. Across tiers, data used to identify "gap" between expected and current outcomes
23. Data are used to identify reasons why students are not meeting expectations		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	23. Data are used to identify reasons why students are not meeting expectations
24. Plans based on verified reasons why students are not meeting expectations		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	24. Plans based on verified reasons why students are not meeting expectations
25. Student progress specific to academic or behavior goals are monitored		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	25. Student progress specific to academic or behavior goals are monitored
26. Data are used to address performance across diverse group		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	26. Data are used to address performance across diverse group
27. Resources for implementation of MTSS are addressed through data-based problem solving		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	27. Resources for implementation of MTSS are addressed through data-based problem solving
5. Three-Tiered Instructional/Intervention Model Domain (Items 28-33)	Rating 0-3	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	28. Tier 1 academic practices clearly identify learning standards
29. Tier 1 behavior practices identify school-wide expectations		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	29. Tier 1 behavior practices identify school-wide expectations
30. Tier 2 academic practices include common student needs, are linked to Tier 1		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	30. Tier 2 academic practices include common student needs, are linked to Tier 1
31. Tier 2 behavior practices include common student needs, are linked to Tier 1		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	31. Tier 2 behavior practices include common student needs, are linked to Tier 1
32. Tier 3 academic practices are based on students' needs, aligned with Tier 1 and Tier 2		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	32. Tier 3 academic practices are based on students' needs, aligned with Tier 1 and Tier 2
33. Tier 3 behavior practices are based on students' needs, aligned with Tier 1 and Tier 2		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	33. Tier 3 behavior practices are based on students' needs, aligned with Tier 1 and Tier 2
6. Data-Evaluations Domain (Items 34-39)	Rating 0-3	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	34. Staff understand and have access to data sources
35. Policies and procedures for decision making are established		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	35. Policies and procedures for decision making are established
36. Effective data tools are used appropriately and independently by staff		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	36. Effective data tools are used appropriately and independently by staff
37. Data sources are used to evaluate the fidelity and impact		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	37. Data sources are used to evaluate the fidelity and impact
38. Available resources are allocated effectively		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	38. Available resources are allocated effectively
39. Data sources are monitored for consistency and accuracy		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	39. Data sources are monitored for consistency and accuracy

Action Plan and Guiding Questions

1. In which domains are the greatest gaps in current and optimal MTSS implementation?
2. Which specific items represent the greatest gaps in current and optimal MTSS implementation?
3. Which specific MTSS implementation actions or activities will your team focus on improving within your school?
4. Which are most immediately actionable?
5. Which would be most impactful?
6. Which would be most foundational (aligned with where you want to be)?

You may choose to use your own action planning form or the one provided below.

Action/Activity	Who is responsible?	When will it be started?	When will it be completed?	When/how will we evaluate it?
Needs Assessment and Professional Development	CPS Team	5/01/2017	5/31/2017	use info to make decisions regarding
Schedules that support implementation	Admin & Support Staff	7/01/2017	8/14/2017	Through RtI meetings
Updating & locating resources that are available for Tier 2 and Tier 3	Literacy & Curriculum Coaches	5/01/2017	9/01/2017	Evaluate through interventions and RtI meetings
Social/Emotional content and instruction	Admin & Suppt Staff	7/01/2017	6/01/2018	monitor behavior through RtI and behavior interventions