

Sandpiper Elementary #3001

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