



School Name: Sandpiper Elementary
School Number: 3061
School Zone: Piper
District Name: Broward
District Coordinator: Kelly Justice

Thank you for your completion of the Self-Assessment of MTSS Implementation (SAM). Your completion of the SAM will provide us with important information as we continue to develop and refine this instrument.

The purpose of this report is to provide your team with visual representations (graphs) about the extent to which your school is implementing components of a multi-tiered system of support (MTSS).

Following the graphs summarizing your data, there are Guiding Questions to help you make decisions about how to use this data as you prepare an action plan for improving MTSS implementation. The report concludes with a sample Action Planning template for your school leadership team to use if desired.

Recommended steps for reviewing this report:

1. Review the "Overview" graph and identify any patterns (high or low scores).
2. Review the SAM instrument and "SAM Domain" graphs to identify any patterns across domains or items.
3. Use the Guiding Questions to help you decide which MTSS components and/or actions to address.
4. Complete the Action Planning form to document what next steps will be taken to improve implementation of MTSS in your school.

If you have questions about this report, please contact the district coordinator noted above.

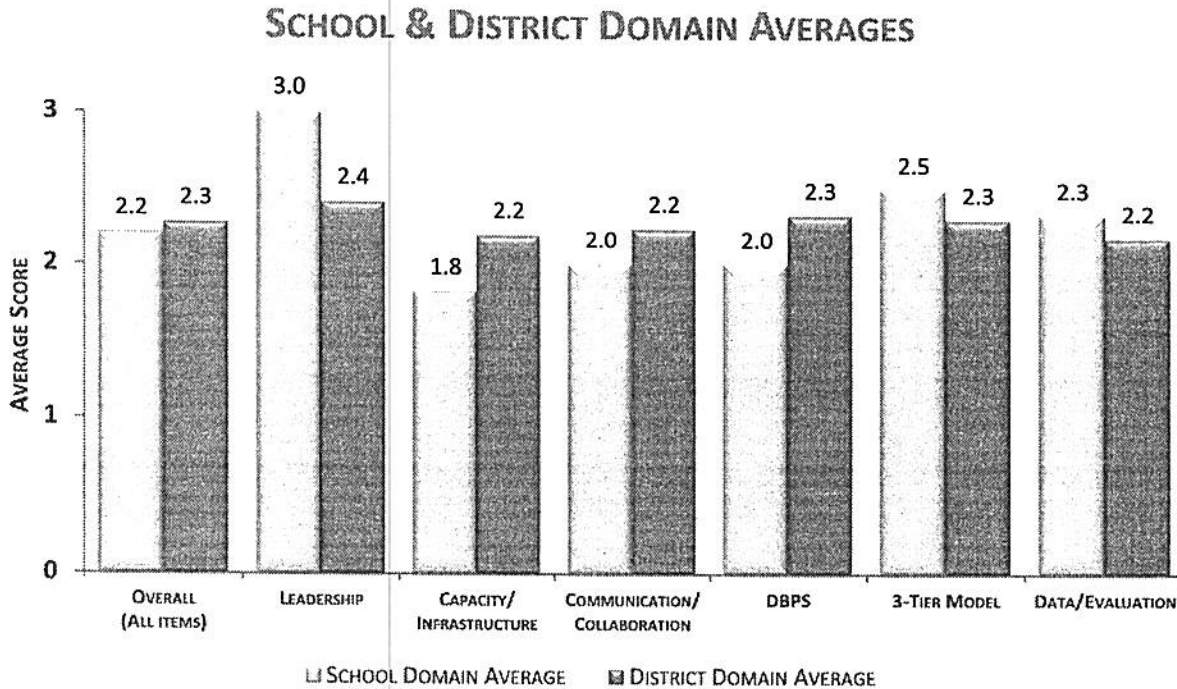
Thank you again for your completion of the SAM. We hope that you found the process valuable



Graphs

Overview

The data presented in this graph are intended to provide an overview of your team’s ratings across the six SAM domains. Items were scored on a 4-point scale ranging from 0 - 3 (0 = Not Started; 1 = Emerging/Developing; 2 = Operationalizing; 3 = Optimizing). Each bar represents the average score based on ratings of the items within each of the six domains. It is important to note the number of items in each domain varies making them more or less susceptible to the presence of any particularly high or low scores. The six domains are listed along the horizontal axis and possible ratings are listed along the vertical axis.



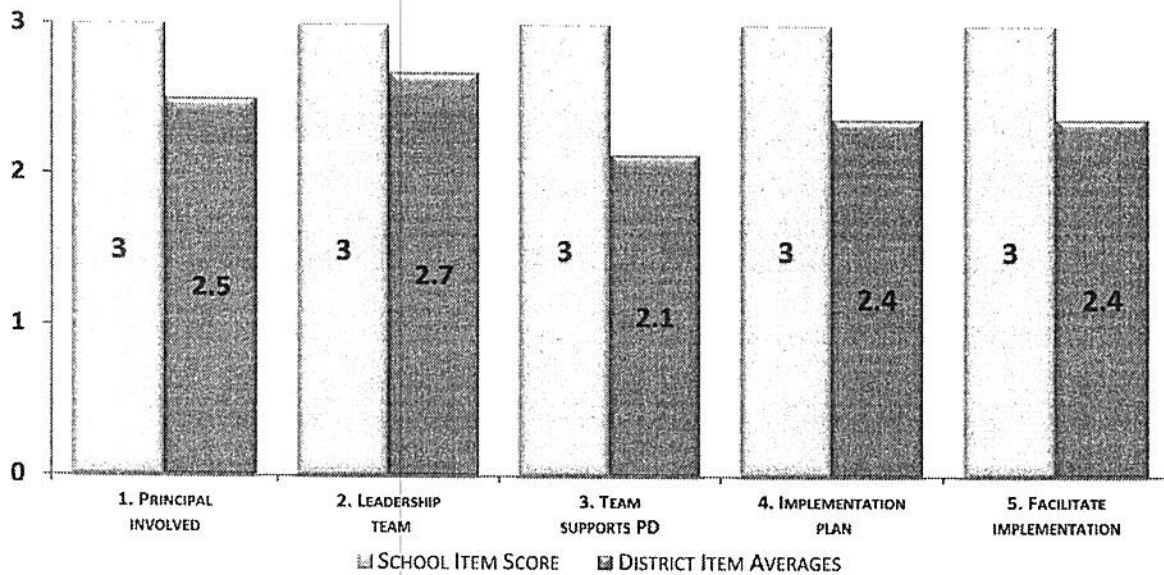
6 SAM Domains

The data presented on the following pages are graphs of your team’s ratings of each of each of the items within the six SAM domains. It is important that you have a copy of the SAM available when reviewing these graphs, so that you can refer to the complete item as the graphs only include the item number and few descriptive words. Each of the items within a domain are listed along the horizontal axis and possible ratings (ranging from 0 – 3) are listed along the vertical axis.



1) Leadership

Leadership is key to successful implementation of any large-scale innovation. The building principal, assistant principal(s), and school leadership team are critical to implementing MTSS at the school level. They engage staff in ongoing professional development for implementing MTSS, plan strategically for MTSS implementation, and model a data-based problem-solving process for school improvement. The school principal also supports the implementation of MTSS by communicating a vision and mission to school staff, providing resources for planning and implementing instruction and intervention, and ensuring that staff have the data needed for data-based problem-solving.



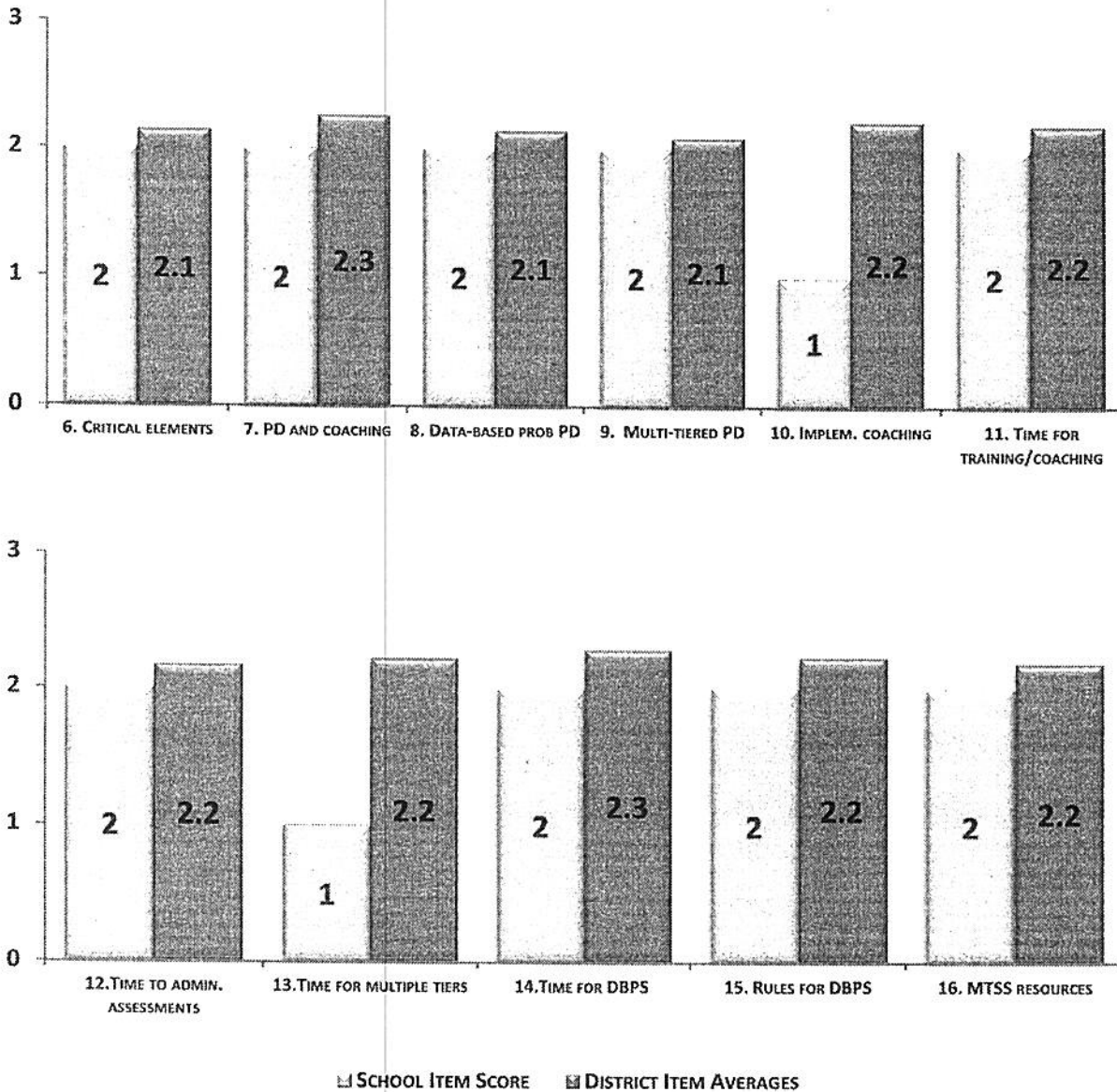


A Multi-Tiered System of Supports

5/7/2018

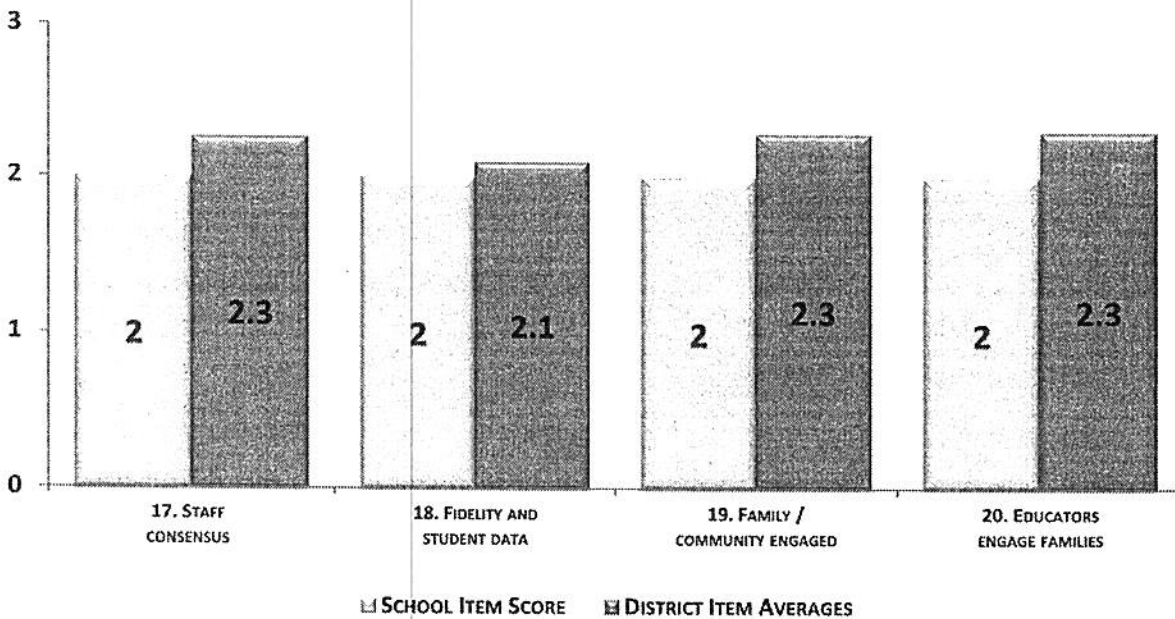
2) Building the Capacity/Infrastructure for Implementation

School-wide capacity and infrastructure are required in order to implement and sustain MTSS. This capacity and infrastructure usually includes ongoing professional development and coaching with an emphasis on data-based problem-solving and multi-tiered instruction and intervention; scheduling that allows staff to plan and implement instruction and intervention; and processes and procedures for engaging in data-based problem-solving.



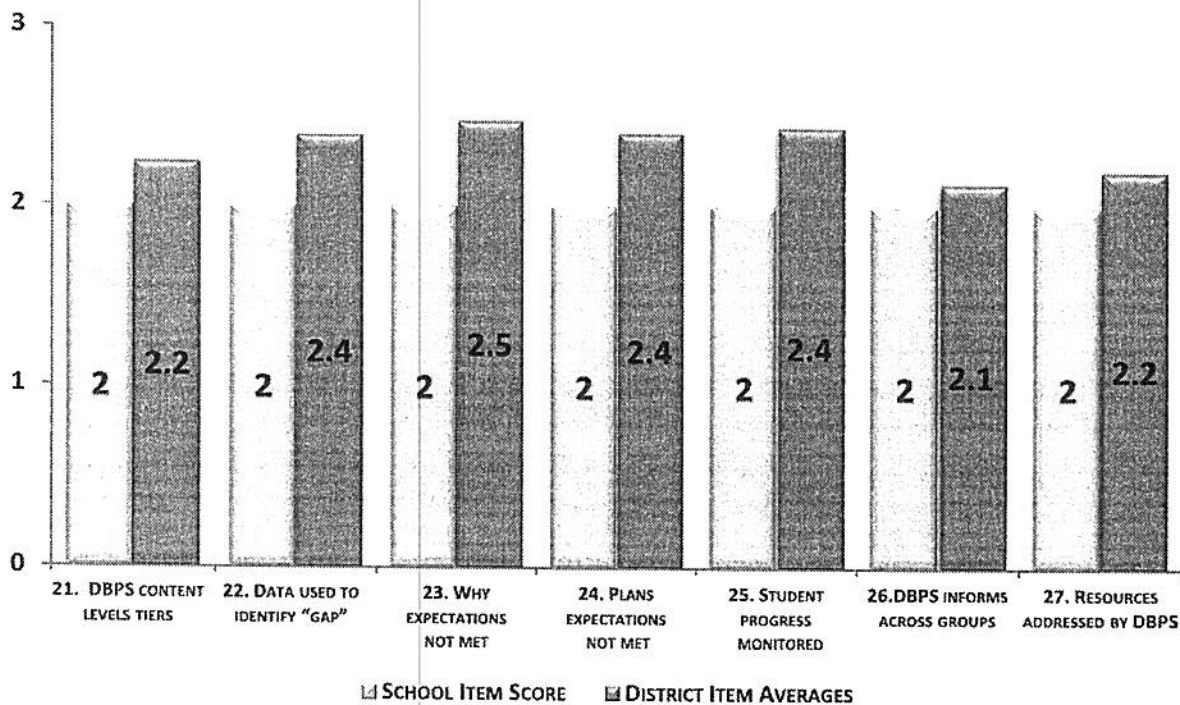
3) Communication and Collaboration

Ongoing communication and collaboration are essential for successful implementation of MTSS. Many innovations fail due to a lack of consensus, to a lack of feedback to implementers to support continuous improvement, and to not involving stakeholders in planning. In addition to including stakeholders in planning and providing continuous feedback, it is also important to build the infrastructure to communicate and work with families and other community partners. These practices increase the likelihood that innovative practices will be implemented and sustained.



4) Data-Based Problem Solving

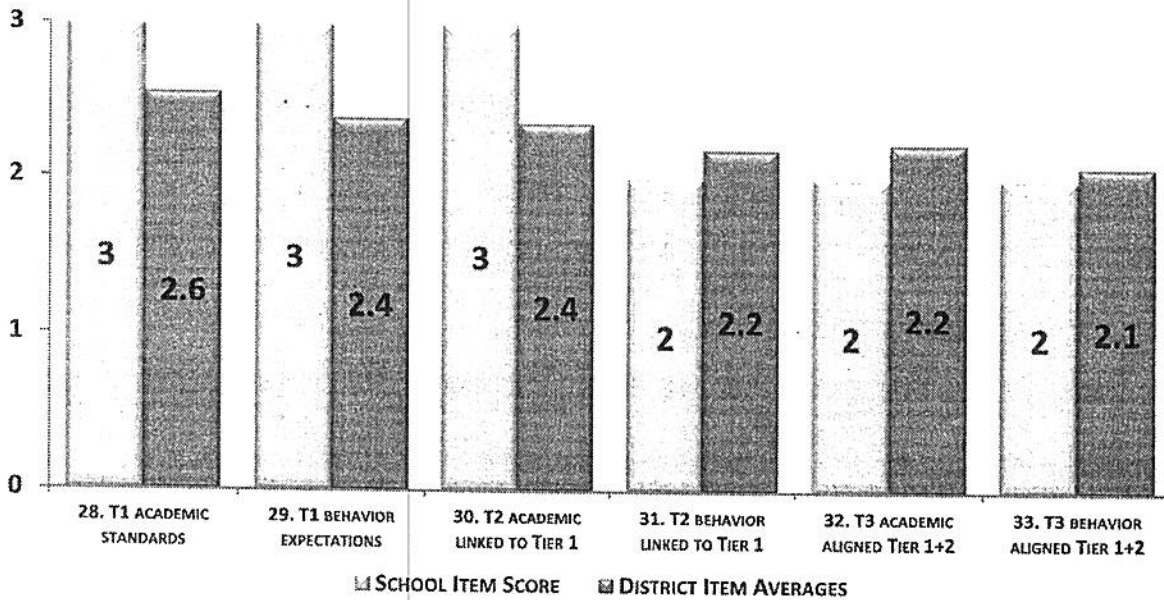
The use of data-based problem-solving to make educational decisions is a critical element of MTSS implementation. This includes the use of data-based problem-solving for student outcomes across content areas, grade levels, and tiers, as well as the use of problem-solving to address barriers to school-wide implementation of MTSS. While several models for data-based problem-solving exist, the four-step problem-solving approach evaluated in this instrument includes: 1) defining the goals and objectives to be attained, 2) identifying possible reasons why the desired goals are not being attained, 3) developing a plan for and implementing evidence-based strategies to attain the goals, and 4) evaluating the effectiveness of the plan.





5) Three-Tiered Instructional/Intervention Model

The three-tiered instructional/intervention model is another critical element of MTSS implementation. In a typical system, Tier 1 includes the instruction delivered to all students; Tier 2 includes supplemental instruction or intervention provided to students not meeting benchmarks; and Tier 3 includes intensive, small-group or individual interventions for students facing significant barriers to learning the skills required for school success. It is important to consider academic, behavior, and social-emotional instruction and interventions when examining this domain.



6) Data-Evaluation

Given the importance of data-based problem-solving within an MTSS model, the need for a data and evaluation system is clear. In order to do data-based problem-solving, school staff need to understand and have access to data sources that align with the purposes of assessment. Procedures and protocols for administering assessments and data use allow school staff to use student data to make educational decisions. In addition to student data, data on the fidelity of MTSS implementation allow school leadership to examine the current practices and make changes to increase implementation.

