

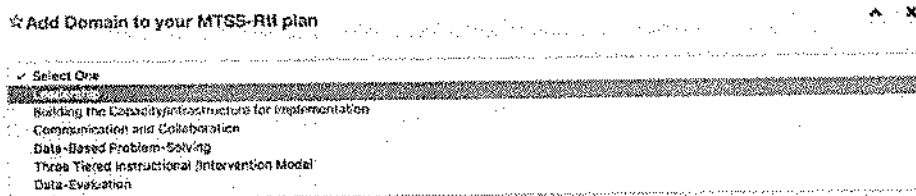


## Directions for Completing Your SAM Action Plan for 2018-2019 SY

1. Access your 2017-2018 SAM Report. Click the following link ([https://browardcountyschools-my.sharepoint.com/:f/g/personal/p00078112\\_browardschools\\_com/EoNW3EoD30dJIsR\\_1RI14zoBFU2Pi0UKrKYx8NS4cEmyRA?e=71kQ5n](https://browardcountyschools-my.sharepoint.com/:f/g/personal/p00078112_browardschools_com/EoNW3EoD30dJIsR_1RI14zoBFU2Pi0UKrKYx8NS4cEmyRA?e=71kQ5n)) to access your report.
2. Share report with SBLT team and CPST team members.
3. Convene with your CPST/SBLT team for review of SAM results.
4. Analyze your SAM data by reviewing the graph located on page 2. It is important that you have a copy of the SAM when reviewing these graphs so that you can refer to the complete item as the graph only contains the item number and few descriptive words.
5. Identify and discuss strategies to address the lowest levels of implementation.
6. Design your MTSS/RtI Action plan based on the lowest levels of implementation identified. **At a minimum the school-based team must address the two (2) lowest levels of implementation** and at a maximum address all six (6) SAM domains.

## Accessing the SAM Action Plan

1. Click the following link: <http://www.broward.k12.fl.us/ospa/ospa-central2/login.asp>
2. Log in using PIN number and Password (*user must have access to the plan from your Principal*)
3. Click on "MTSS-RtI Action Plan" in the Dashboard on the left side. Make sure you are in 2018-19 school year in upper right corner
4. Locate your school from the list and click 'View'.
5. Select a domain to address.



6. Enter your current average for the selected domain from your SAM results. Identify a goal average to target for the 2018-2019 SY.



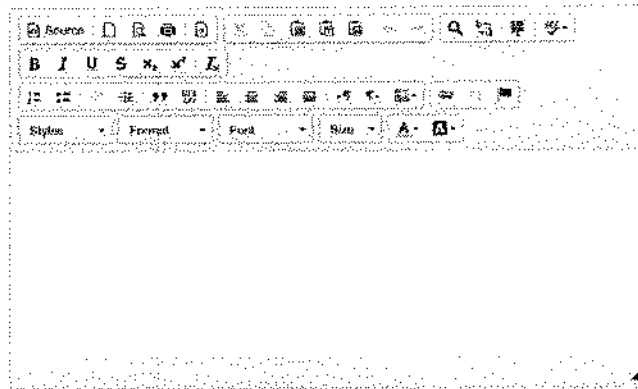
7. Click the elements that will be addressed from the selected domain.

What elements will be addressed?

- The principal is actively involved (1)
- A leadership team is established (2)
- The leadership team actively engages in ongoing professional development (3)
- A strategic plan for MTSS implementation is developed (4)
- The leadership team is actively facilitating implementation (5)

8. Provide a brief paragraph in the designated field detailing why the problem is occurring.

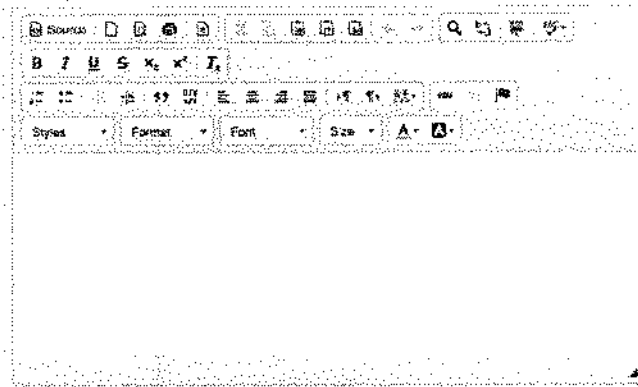
Why is it occurring?



A rich text editor interface with a toolbar containing icons for source, undo, redo, bold, italic, underline, strikethrough, link, unlink, list, indent, outdent, text color, background color, and search. Below the toolbar are dropdown menus for Styles, Format, Font, and Size, followed by text color and background color buttons. The main area is a large empty text box for input.

9. Provide a brief paragraph on how the school will address the domain.

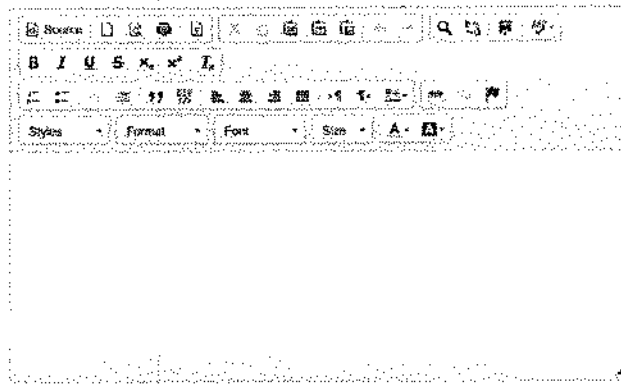
What are we going to do about it?



A rich text editor interface identical to the one in question 8, featuring a toolbar with various editing icons and dropdown menus for Styles, Format, Font, and Size, with a large empty text box for input.

10. Develop an action plan on how the domains will be addressed (bulleted list or paragraph).

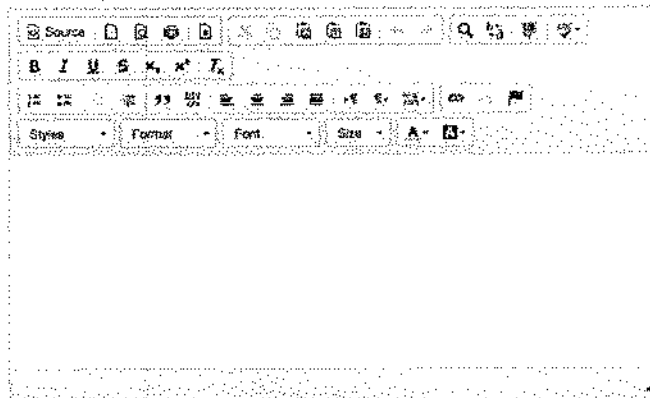
Action Plan



A rich text editor interface with a toolbar containing various icons for text formatting (bold, italic, underline, strikethrough, text color, background color, bulleted list, numbered list, link, unlink, indent, outdent, decrease indent, increase indent, undo, redo) and a search icon. Below the toolbar are dropdown menus for 'Style', 'Format', 'Font', and 'Size', followed by 'A' and 'B' icons. The main area is a large, empty text box.

11. Provide a brief paragraph on how the school will monitor and measure success of the action plan.

How will we monitor and measure our success?



A rich text editor interface with a toolbar containing various icons for text formatting (bold, italic, underline, strikethrough, text color, background color, bulleted list, numbered list, link, unlink, indent, outdent, decrease indent, increase indent, undo, redo) and a search icon. Below the toolbar are dropdown menus for 'Style', 'Format', 'Font', and 'Size', followed by 'A' and 'B' icons. The main area is a large, empty text box.

12. Provide the name of person(s) responsible for ensuring the implementation of the plan. Identify a follow-up/progress monitoring date (should be mid-point of the school year). Identify a completion date (should be at the end of the school year).

Person(s) Responsible

Follow Up Date

mm/dd/yyyy

Completion Date

mm/dd/yyyy

13. Upload your 2017-2018 SAM Report by clicking the 'supporting evidence' button.



A pop-up window will appear that will allow you to browse for your SAM report. Once you browse and select file, click 'Upload File' to attach.

File Naming Convention:

- The file name should ONLY include letters, numbers, underscores (\_), and/or dashes (-).
- If the file name includes any other characters (#, !, +, %, /, etc.) the user will NOT be able to view your file.
- Do NOT include personally identifiable student data, which is protected by FERPA.

Select File Browse... No file selected.



14. Save your MTSS-Rtl action plan by clicking the 'Save' button.



Directions for Uploading Your Rtl Meeting Schedule

- Click the following link: <http://www.broward.k12.fl.us/ospa/ospa-central2/login.asp>
- Log in using PIN number and Password (*user must have access to the plan from your Principal*)
- Click on 'School Improvement Plan' in the Dashboard on the left side. Make sure you are in 2018-19 school year in upper right corner.
- Locate your school from the list and click 'View'.
- Scroll down to Best Practice 2 and click on 'Rtl Meeting Schedule'.

An Embedded High Quality Rtl Process

RESPONSE TO INTERVENTION (RTI)

Response to Intervention (RTI) uses student academic and behavior information to identify students with learning and behavior needs to guarantee that those in need receive and support.



6. Choose day(s) of the week, week(s) of the month, and start date/end date, and start time/end time. Save your Rtl meeting schedule by clicking the 'Save' button.

Day(s) of Week:  Monday  Tuesday  Wednesday  Thursday  Friday

Week(s) of the month:  1st  2nd  3rd  4th  5th

Start Date:  End Date:

Start Time:  End Time:

If you have questions, please contact your Instructional Facilitator @ 754-321-1655. Additional resources can be found in the MTSS-Rtl plan on OSPA CENTRAL.

★ RESOURCE DOCUMENTS

SAM Rubric 2.0

MTSS/RI Critical Elements

MTSS/RI Critical Terms & Definitions

MTSS/RI Action Plan & SAM Admin

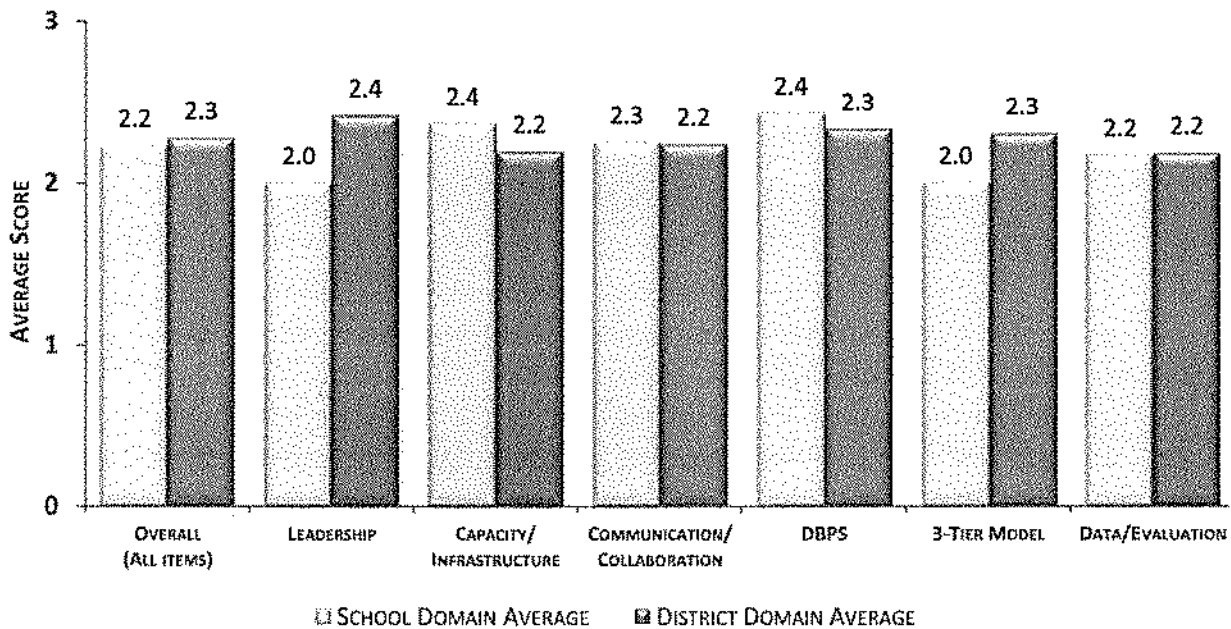


## Graphs

### 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.

### SCHOOL & DISTRICT DOMAIN AVERAGES



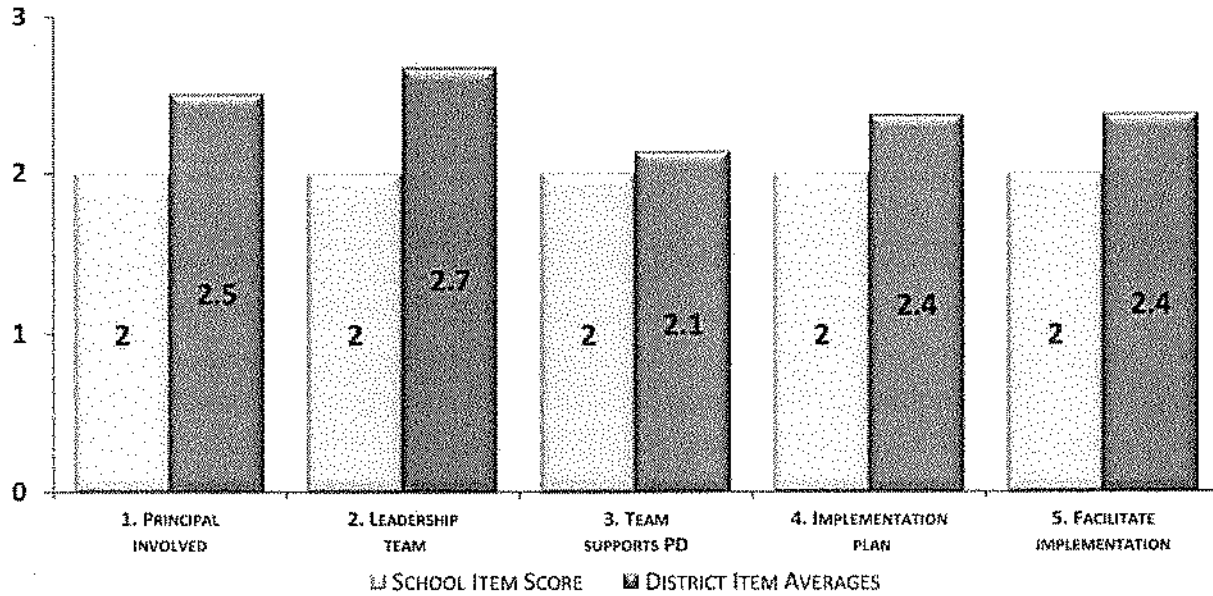
### 6 SAM Domains

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.



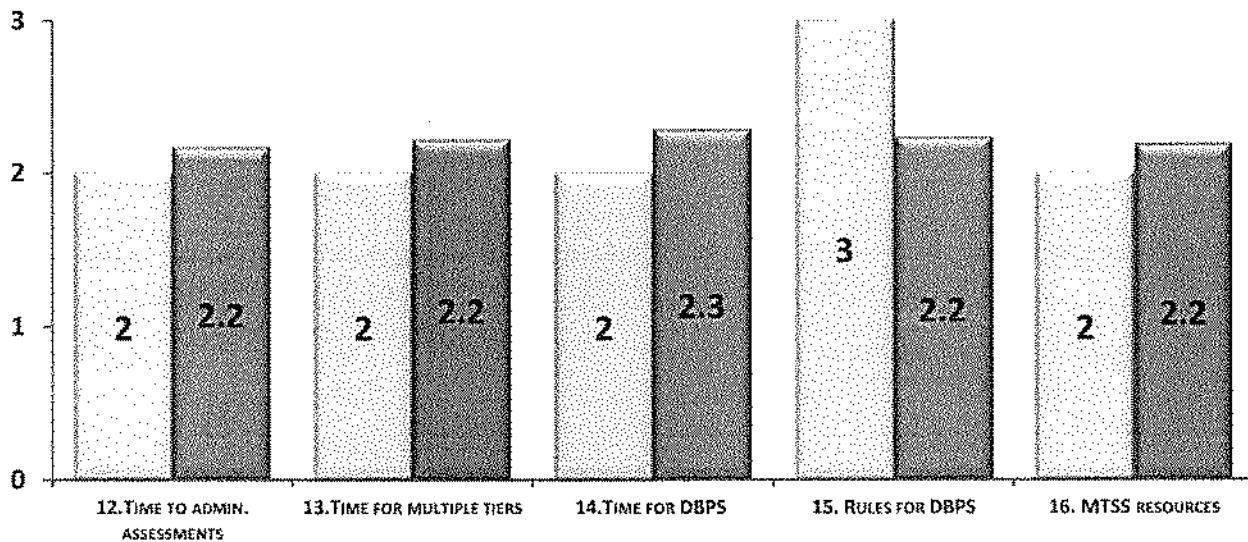
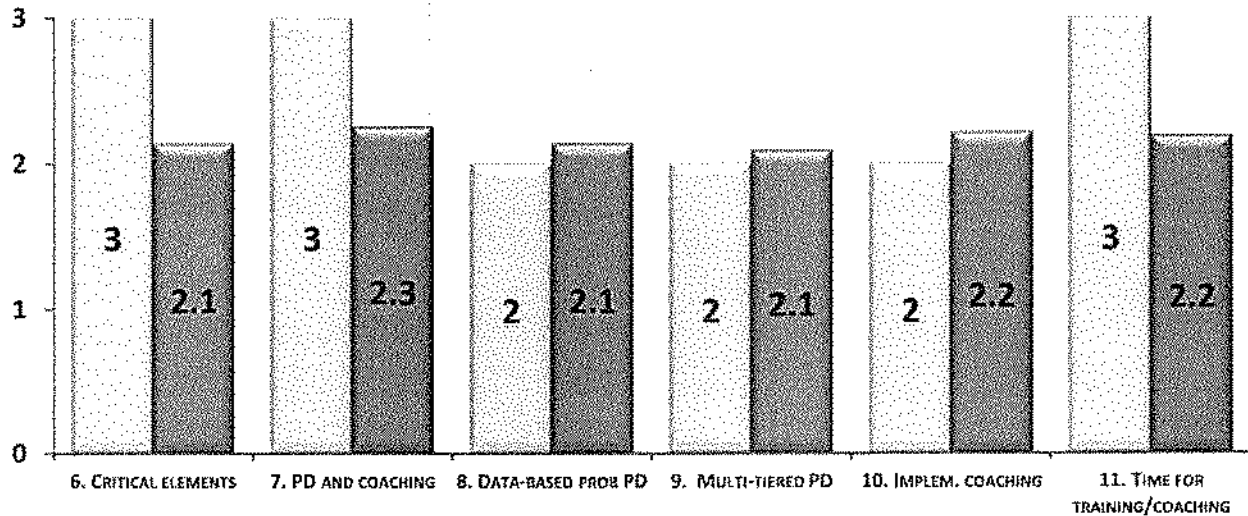
### 1) Leadership

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.



## 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.



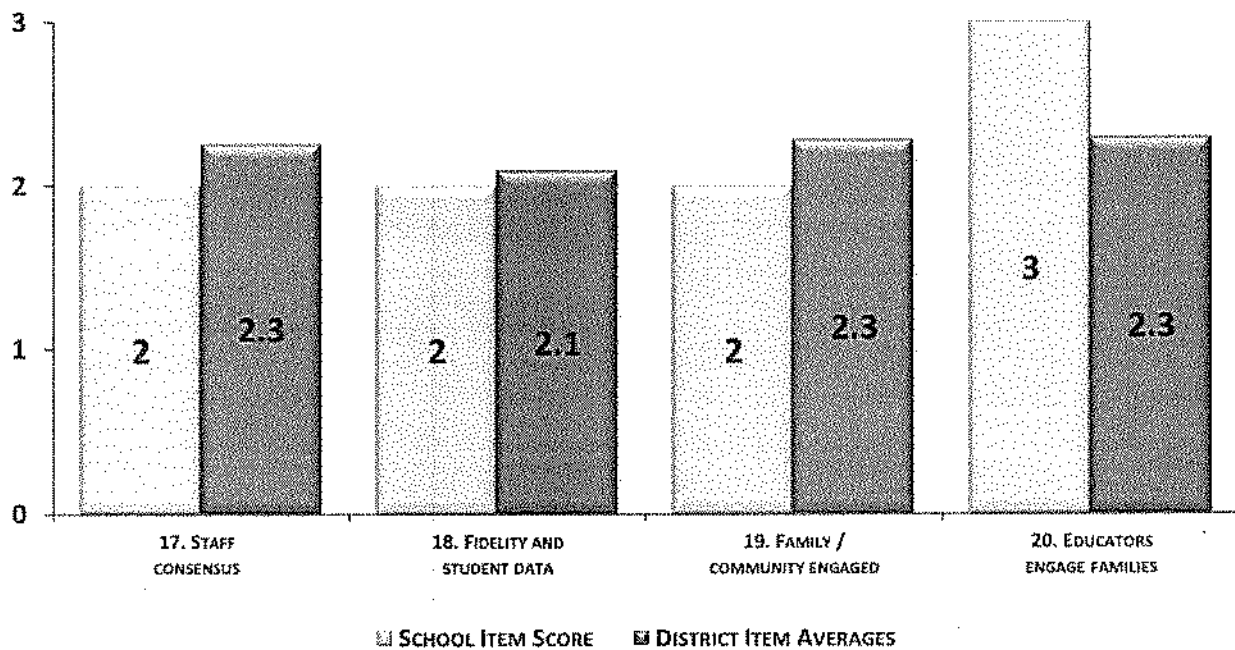
■ SCHOOL ITEM SCORE    ■ DISTRICT ITEM AVERAGES





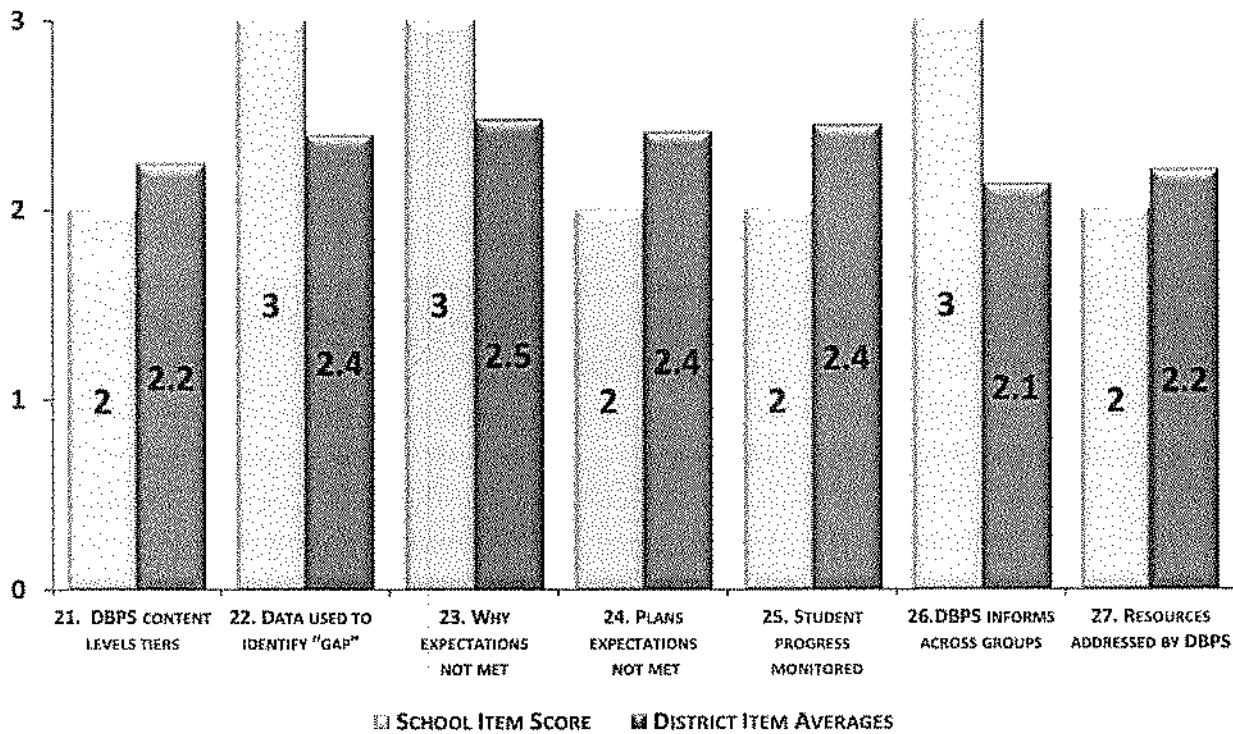
### 3) Communication and Collaboration

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.



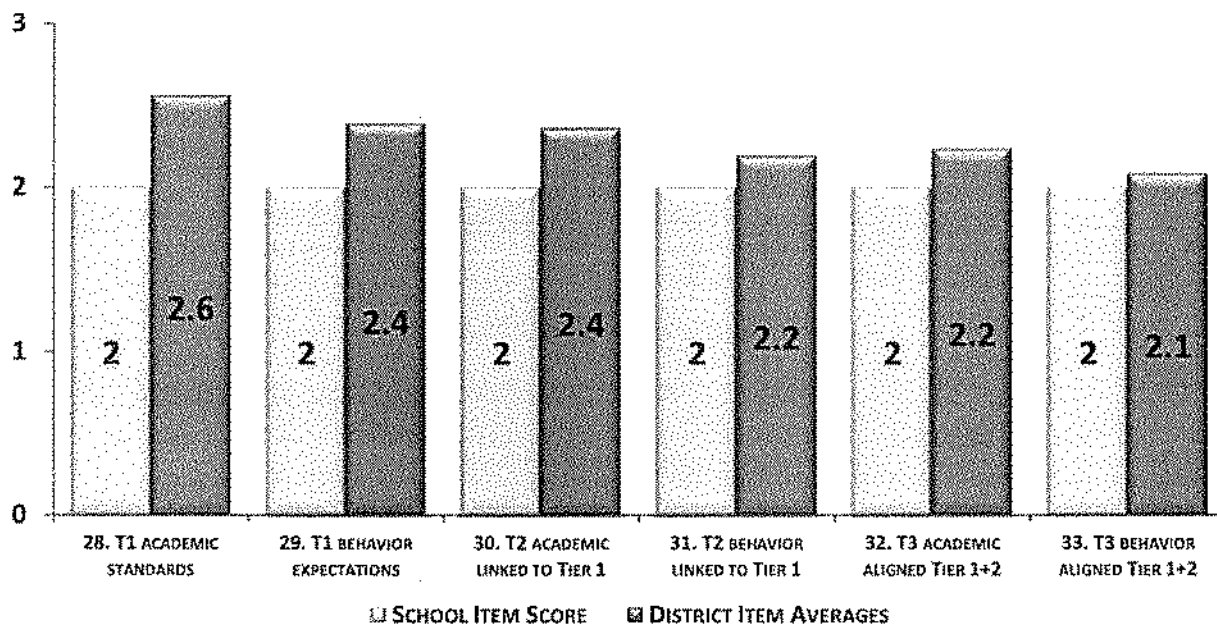
#### 4) Data-Based Problem Solving

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.



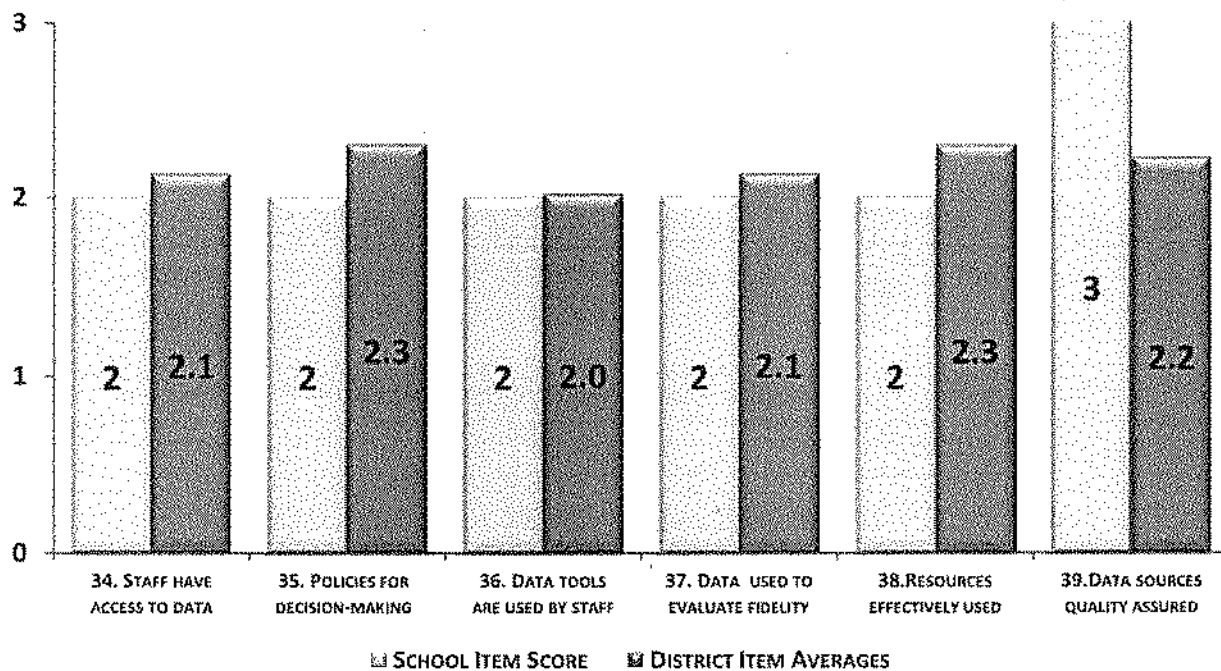
### 5) Three-Tiered Instructional/Intervention Model

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.



## 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?
  - a. Which are most immediately actionable?
  
  - b. Which would be most impactful?
  
  - c. Which would be most foundational (aligned with where you want to be)?



# Action Planning

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 will we evaluate it?

# ★ Data-Based Problem-Solving

**Current Average**

**Goal Average**

For 2019 - 2020

**What elements will be addressed?**

- DBPS for student outcomes occurs across content areas, grade levels, and tiers (21)
- Across tiers, data used to identify "gap" between expected and current outcomes (22)
- Data are used to identify reasons why students are not meeting expectations (23)
- Plans based on verified reasons why students are not meeting expectations (24)
- Student progress specific to academic or behavior goals are monitored (25)
- Data are used to address performance across diverse group (26)
- Resources for implementation of MTSS are addressed through data-based problem-solving (27)

**Why is it occurring?**

**What are we going to do about it?**

**Action Plan**

**How will we monitor and measure our success?**

**Person(s) Responsible**

**Follow Up Date**

**Completion Date**