

MLSS Implementation Tool Instructions

What is it?

- Self-assessment of baseline implementation of the MLSS framework

Why should I spend the time to do this?

- Transparent measure on a vast array of programs, policies, and initiatives
- Starting point to begin collaboration with district and campus leadership

What can I use this data for?

- Professional development opportunities
- Systems and policies
- Teacher supports
- Family and community supports

Please click the link below to access the MLSS Implementation Tool:

https://webnew.ped.state.nm.us/wp-content/uploads/2020/05/MLSS-Implementation-Tool_1.xlsx

Directions:

1. In the “Cover Page” tab

- Enter the date, district, and school
- Enter the principal name
- Enter the names of each member of the school leadership team that completed the tool
- If any family/community representatives were consulted in the completion of the tool, enter their names.

2. In the blue “Layer” and the orange “Wrap-Around” tabs

- Read the language of each category carefully. Please pay special attention to the language that is in bold lettering. Please consult the purple “Glossary” tab at the end of the document if you are unsure about the meaning of certain terminology/programs/policies.
- Review the “Documentation Examples”
- Complete the “Documentation Notes” by entering in any evidence, policies, or other context that is used to justify each score.
- Enter in the final “Rating” for each category in the cells highlighted green

3. In the green “Summary” tab

- Ensure that the district, school, and date at the top of the report is correct
- Review each score

4. In the “Cover Page” tab

- Review the scores reflected in the “Implementation Overview” section of the report.
- Directly below the “Implementation Overview” section you will find a section that prompts you to refer to the school’s DASH plan.
 - In the green dropdown menu, select the focus area with the highest score and then indicate whether or not this focus area aligns with the school’s DASH plan.
 - In the red dropdown menu, select the focus area with the lowest score and then indicate whether or not this focus area aligns with the school’s DASH plan.
- In the “Focus Area: Desired Outcomes” section, consider the lowest scoring focus area. Then, the team identifies the change(s) in adult behaviors that will result in increased student achievement and improved outcomes for all students.
- In the “Focus Area: Progress Indicators” section, consider the “Desired Outcomes” identified in the section directly above. Progress indicators will be the metrics and evidence that will be used to measure progress toward the Desired Outcomes. Ideally, the leadership team will select a strategic mix of implementation metrics and quantitative benchmarks based on the change being envisioned in the Desired Outcome.

- e. In the “Optional Targeted Assistance” tab, brainstorm what professional development, consultation, coaching opportunities may best help your school in meeting the Progress Indicators identified in the section directly above.