**2020-21 NMPED District DASH**

1. How does the district or charter school prepare classroom teachers and support personnel to make decisions regarding layered interventions?
   1. Suggested topics:
      1. Walkthroughs
      2. Coaching
      3. Data analysis
      4. Resources for evidence-based interventions
      5. Resources for interventions aligned with wrap-around services
      6. Common cut scores – driven by standards
   2. Example Excerpts:
      1. MLSS trainings address the specifics of how to intensify interventions to adjust to a child’s needs given his or her response to the intervention. The staff is also trained on the legal obligations of MLSS and their responsibility to document the progress of these children.
      2. Students with more significant learning needs are provided more small group time, a group with fewer students, and/or more frequent small group times. Students are grouped based on specific learning needs tied to the CCSS, formative assessment, and curriculum-based measurement data. Student groupings are intentional, based on data and change as often as individual or group data require.
2. How does the district or charter school prepare classroom teachers and support personnel to use their professional judgement and make data-informed decisions regarding the students in their classrooms?
   1. Suggested topics:
      1. Professional development
      2. PLC
      3. Data analysis
      4. Data-driven instruction
      5. Test-in-hand analysis
      6. Common formative assessments
   2. Example Excerpts:
      1. Each school is supported by administration and Literacy coaches in ongoing data analysis of formative assessments and individualized plans for students that are not showing adequate progress.
      2. Through a variety of high quality professional developments, such as Solution Tree, our teachers and support staff have received intensive training on conducting data-driven discussions. Staff is trained on how to drill down to root causes, address specific areas in need (from simplest to most difficult) of support, utilize intensive interventions, and then reassess to determine next steps.
3. How does the district or charter school prioritize family supports through on-site programs and community outreach?
   1. Suggested topics:
      1. Academic engagement for reading, math, etc.
      2. Communication plans
      3. Parent-Teacher nights/activities
   2. Example Excerpts:
      1. Family Engagement will be supported through a variety of programs, special events, and special interest groups to aid parent involvement throughout the school year in order to support the home to school relationship and academic success of all students.
      2. Differentiated pathways and interventions are available at all levels based on student need and efforts are made during parent-teacher conference days to get parents of those students that are struggling engaged and supported with ancillary staff activities and supports so students and family can work together with the school for the success of our students.
4. How does the district or charter school monitor protocols for conducting collaboration meetings that involve all relevant stakeholders?
   1. Suggested topics:
      1. PLC
      2. Admin involvement
      3. Walkthroughs
   2. Example Excerpts:
      1. Our staff also participate in cross-collaboration of PLCs by schools, by multiple grade levels, and by departments. We strive to create timely, additional collaboration based on identified areas of greatest needs, i.e. math departments, Kindergarten grade band, any department going through an adoption year, etc. any time the data indicates a marked change.
      2. Each team’s leader is a part of a district Instructional Council team and all leaders are teachers or parallel members of the team.
      3. These meetings include classroom teachers, interventionists, parents and the SAT Team to ensure that relevant interventions are taking place and are meeting the needs of the student. Letters are mailed home to parents at least a week in advance of the meeting.
5. How does the district or charter school prioritize and develop plans for components of the MLSS framework identified as needs through the MLSS Implementation Tool? Please visit the NMPED MLSS webpage to access the MLSS Implementation Tool:
   1. Suggested topics:
      1. Specific measures from the MLSS Tool
      2. How they will monitor MLSS implementation
      3. MLSS implementation teams
   2. Example Excerpts:
      1. The District MLSS team, which is the heart of effective MLSS implementation, is comprised of the District Coordinator of Curriculum and Instruction and each school’s MLSS Coordinator. The team meets monthly to review the NMPED MLSS Framework Implementation, review goals at each campus in relation to the implementation tool that is completed at the beginning of each school year, and make adjustments to create vertical alignment in the MLSS Framework process.
      2. Beginning of the year professional development will be provided to all K-12 classroom teachers, special education staff, ancillary staff and administrators to give an overview of the new framework, compare and contrast to the current Student Assistance Team framework used.