THE GREAT ACADEMY
THE GREAT ACADEMY
2021-2022

Main Page

Main Information

Final Submit Date:	11/06/2021
District Name:	THE GREAT ACADEMY
School Name:	THE GREAT ACADEMY
Principal Name:	Keisha Matthews
Assigned District or Charter MLSS Point-of-Contact:	Candise Forgue

If you are unsure who your district's MLSS Point-Of-Contact is, please contact: Multi.layeredss@state.nm.us (mailto:Multi.layeredss@state.nm.us)

Leadership Team

✛ ADD New Row

Name	Title	Email	
Keisha Matthews	Director of Academics	kmatthews@thegreatacademy.o	Remove
Jasper Matthews	Executive Director	jmatthews@thegreatacademy.or	Remove
Ronald Shorter	Dean of Students	rshorter@thegreatacademy.org	Remove
Lisa Orton	Teacher	lorton@thegreatacademy.org	Remove
Denise Garcia	Business Office Support	degarcia@thegreatacademy.org	Remove

Implementation

Implementation Overview	
MLSS Focus Areas	**Score**
Layer 1	3.0
Layer 2	2.8
Layer 3	3.0
School Supports	2.0
Family Engagement	1.7
Community Schools	1.6
Structured Literacy	2.0
Average	**2.3**

Greatest Need

Focus area of greatest need, based on scores above: Family Engagement ▽

Is this MLSS focus area aligned with the school's DASH plan? No ▽

Highest Priority

Focus area of highest priority toward successful implementation of MLSS at the school: | Community Schools ∨ |

Is this MLSS focus area aligned with the school's DASH plan? | No ∨ |

Focus Area: Desired Outcomes

What changes in adult behavior would you like to accomplish in this MLSS focus area? (must be observable and measureable)

> TGA will continue to work with parents to create a Parent Advisory Council and to engage community leaders in planning. In addition to the monthly Parent Information Nights, TGA will work to create more opportunities for Parent Involvement.

Focus Area: Progress Indicators

How will you monitor and measure these Desired Outcomes? (Examples might include classroom walkthrough observations, assessment calendars, lesson plans, DDI action plans, agendas/resolutions from PLCs, survey results, self-reported reflections, etc.)

> Activity calendar, agendas for meetings

Optional Targeted Assistance

What additional support(s) will you need to achieve these Desired Outcomes? (Examples include PD, training, consultation, coaching, materials, etc.)

> Parent Advisory Council training, resources

Optional Braiding of Funds/Initiatives

What ideas do you have for the braiding of funds and/or initiatives that can lend synergy to implementation of MLSS at the school? (Examples include ESSA Title funds, IDEAB, Safe & Healthy Schools, Community Schools, Structured Literacy, Yazzie/Martinez Equity Council, etc.)

> Community Schools and Safe & Healthy Schools funds could help with this initiative.

| Save |

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Main
(Cover.aspx)

Summary Report

★
Summary
(Summary.aspx)

🌐
Layer 1: Universal
Interventions
(Layer1.aspx)

✛
Layer 2: Targeted
Interventions
(Layer2.aspx)

⚡
Layer 3: Intensive
Interventions
(Layer3.aspx)

♜
School Supports
(SchoolSupports.aspx)

♠
Family Engagement
(FamilyEngagement.aspx)

🍃
Community Schools
(CommunitySchools.aspx)

📖
Structured Literacy
(StructuredLiteracy.aspx)

☑
Final Submittal
(Submittal.aspx)

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CategoryDesc	ItemDesc	ItemSpecify	Score	Average
Layer 1	L1.1	A high-quality, rigorous core curriculum that is culturally and linguistically responsive	3	3.0
	L1.2	Demonstrable school-wide system of positive behavioral interventions and supports	3	
	L1.3	High-quality Layer I instruction that is differentiated to meet the needs of a majority of students and includes daily small-group differentiated instruction	3	
	L1.4	Teacher teams including Professional Learning Communities (PLCs) that monitor student progress and meet regularly to review student data and discuss solutions for struggling students	3	
	L1.5	Defined Layer 1 (core) interventions to support students	3	
	L1.6	Common assessments that occur at least three times a year with published cut scores and other objective criteria for moving students up and down layers of support	3	
	L1.7	English language development (ELD) for students identified as English Learners (ELs)	3	
	L1.8	Culturally and Linguistically Responsive (CLR) Instruction	3	
	L1.9	Social-Emotional Learning (SEL)	3	
Layer 2	L2.1	Classroom teachers and health and wellness team members meet regularly to monitor students' academic, behavioral, and health and wellness data to discuss the effectiveness of Layer 2 Interventions	3	2.8
	L2.2	Defined Layer 2 evidence-based interventions targeted to skill acquisition, enrichment, and behavioral indicators	3	
	L2.3	School-wide (or grade-level-wide) progress-monitoring assessments and analysis tools with published progress-monitoring expectations for students receiving Layer 2 interventions	3	
	L2.4	Targeted behavioral interventions	2	
Layer 3	L3.1	Individualized and intensive interventions provided to students across the continuum of instructional and non-instructional settings	3	3.0
	L3.2	Non-punitive systems of supports across school settings for students to learn and use as alternatives to inappropriate behaviors	3	
	L3.3	Progress-monitoring on intensive interventions and goals at least biweekly	3	
	L3.4	Social-Emotional Learning (SEL)	3	
School Supports	SS.1	An annual, coordinated professional development plan in accordance with 6.65.2 NMAC with fidelity of implementation assessment	2	2.0
	SS.2	A non-evaluative observation and feedback cycle to support teachers that occurs at least biweekly	1	
	SS.3	High-quality instructional materials for teachers to implement interventions at each layer	2	
	SS.4	District policies that encourage alignment of practices and programs at the classroom, school, and district level	2	
	SS.5	Dedicated collaboration times and expectations for staff	3	
Family Engagement	FE.1	Advisory School Council (22-5-16, NMSA 1978)	1	1.7
	FE.2	Title I School Compact	2	

	FE.3	Partnerships with Families	2	
Community Schools	CSA.1	Collaborative Leadership Pillar	1	1.6
	CSA.2	Integrated Student Supports Pillar	2	
	CSA.3	Expanded and Enriched Learning Pillar	1	
	CSA.4	Active Family and Community Engagement Pillar	2	
	CSA.5	Leveraging funds for community schools implementation and meeting the needs of the whole child	2	
Structured Literacy	SLF.1	Universal Dyslexia Screener		2.0
	SLF.2	Structured Literacy Framework	2	
	SLF.3	Layered Literacy Interventions	2	
	SLF.4	Interventions are Aligned with the Structured Literacy Framework	2	
	SLF.5	Gathering Data and Progress Monitoring for Literacy Development	2	
			Total =	**2.3**