


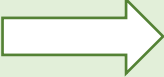

## MLSS and NM SCHOOL DASH Connections: Crosswalk

The purpose of this document is to help districts and schools better understand how a completed **MLSS Self-Assessment** can lead to purposeful and targeted **NM SCHOOL DASH** strategic planning.

### What Do We Already Know?

MLSS Doing		NM SCHOOL DASH Planning	
<b>What is it?</b>	A coordinated and comprehensive framework for educators to use to <b>organize</b> their schools and school systems to <b>support student learning</b> .	<b>What is it?</b>	A framework for evidence-based <b>planning, implementation, and monitoring</b> processes for school improvement.
<b>Purpose</b>	<ol style="list-style-type: none"> <li>1. Data-driven decision-making</li> <li>2. High-quality core instruction and interventions</li> <li>3. Informed and effective school leadership and systems</li> <li>4. Collaboration and processes for providing a layered continuum of supports</li> <li>5. Positive school culture and climate</li> <li>6. Student wellness</li> <li>7. Family and community engagement</li> </ol>	<b>Purpose</b>	<ol style="list-style-type: none"> <li>1. <b>Identifies</b> key resources to support change process</li> <li>2. <b>Documents</b> critical offline planning, implementation, and monitoring activities</li> <li>3. <b>Informs</b> substantive collaborative data-based conversations</li> </ol>
<b>Focus On</b>	<ol style="list-style-type: none"> <li>1. Create <b>systems</b> to implement and monitor effective instructional practices/interventions</li> <li>2. Assist with the <b>appropriate instructional placement</b> and monitoring of student progress as informed by assessment results</li> <li>3. <b>Document</b> how a student responds to interventions</li> </ol>	<b>Focus On</b>	<ol style="list-style-type: none"> <li>1. Improving student outcomes by supporting changes in adult behaviors.</li> <li>2. Cultivates a growth mindset among educators</li> </ol>



<ul style="list-style-type: none"> <li>• Collaboration and Process for Providing Layered Continuum of Supports (4) <a href="#">MLSS IG, page 42-44 Types of Intervention Models</a></li> <li>• Data-Driven Instruction and Data-Informed Decision-Making (1) <a href="#">MLSS IG page 11, Data-Driven Decision-Making-Process, Step 2 (the wheel) section</a></li> </ul>	<p><b>4</b></p> 	<p><b>Conduct Root Cause Analysis and Select Focus Areas</b> (<a href="#">page 32 – NM DASH Process Guide for Schools</a>)</p> <ul style="list-style-type: none"> <li>- <b>Critical Question</b>—Why does THE Performance Challenge exist?</li> </ul> <p><b>Reflection:</b> Does SCT have adequate tools to determine RCA?</p>
<ul style="list-style-type: none"> <li>• High-Quality Core Instructional Interventions (2) <a href="#">MLSS IG, pages 13-27, Multi-Layered Support for Students</a></li> <li>• Collaboration and Process for Providing Layered Continuum of Supports (4) <a href="#">MLSS IG page 12, MLSS Continuum of Support Flowchart</a></li> </ul> <p><b>Additional Considerations</b></p> <p><a href="#">MLSS Manual, p. 8, Component 5-- Positive School Culture and Climate</a></p> <p><a href="#">MLSS Manual, p. 8, Component 6— Student Wellness</a></p> <p><a href="#">MLSS Manual, pages 34, 39, Component 7—Family and Community Engagement</a></p>	<p><b>5</b></p> 	<p><b>Create Desired Outcomes, Develop Progress Indicators, and Define Critical Actions</b> (<a href="#">page 39 – NM DASH Process Guide for Schools</a>)</p> <ul style="list-style-type: none"> <li>- <b>Critical Question</b>--Is the Desired Outcome directly related to THE Performance Challenge?</li> <li>- <b>Critical Question</b>--Does <i>MLSS Self-Assessment</i> support the Desired Outcome?</li> <li>- <b>Critical Question</b>--Based on <i>MLSS Self-Assessment</i> results, are Critical Actions accurately sequenced during the 90-day period?</li> </ul> <p><b>Reflection:</b> Can the Desired Outcome be accomplished in 90 days?</p>
<ul style="list-style-type: none"> <li>• Informed and Effective School Leadership and Systems (3) <a href="#">MLSS IG, page 14--L.1.6 Interim Assessments (3/year)</a></li> <li>• Data-Driven Instruction and Data-Informed Decision-Making (1) <a href="#">MLSS IG, page 11—DDDM the wheel (#3, #4, #1, #2)</a></li> </ul>	<p><b>6</b></p> 	<p><b>30, 60, 90-Day Implementation Status Check</b></p> <ul style="list-style-type: none"> <li>• <b>Critical Question</b>—Which of the student outcome data will SCT use when conducting implementation status checks?</li> </ul> <p><b>Reflection:</b> Are the progress indicators aligned to the results of the MLSS Self-Assessment?</p>