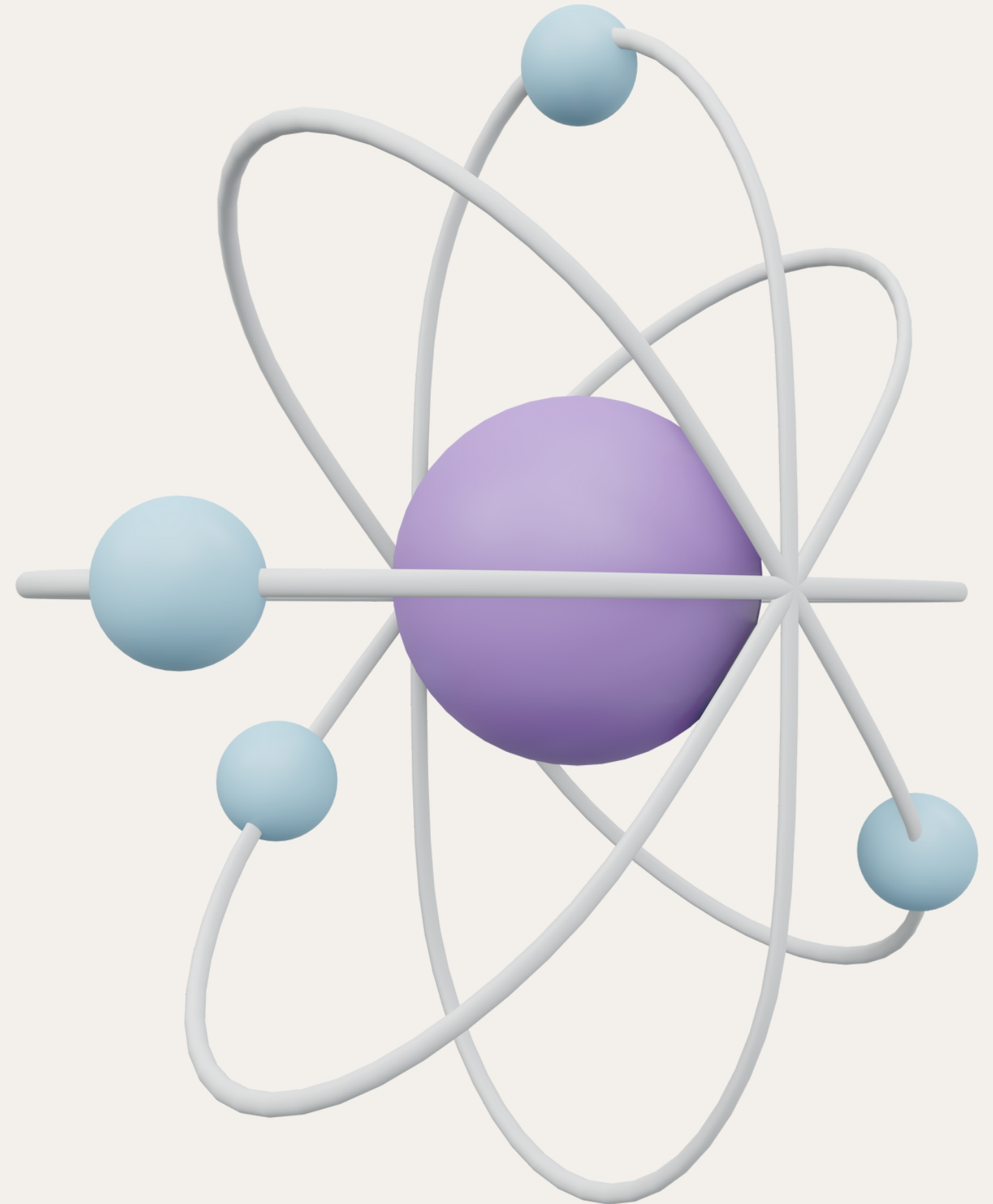


CHEMICAL ANALYSIS: UNVEILING THE ELEMENTS OF NMPED COMMUNITY SCHOOL GRANT REPORTING

Hello Everyone!

MEET JULIE AND CHRIS





HISTORY OF MLSS

Brief history of MLSS and how
Community Schools fits in

OBJECTIVES



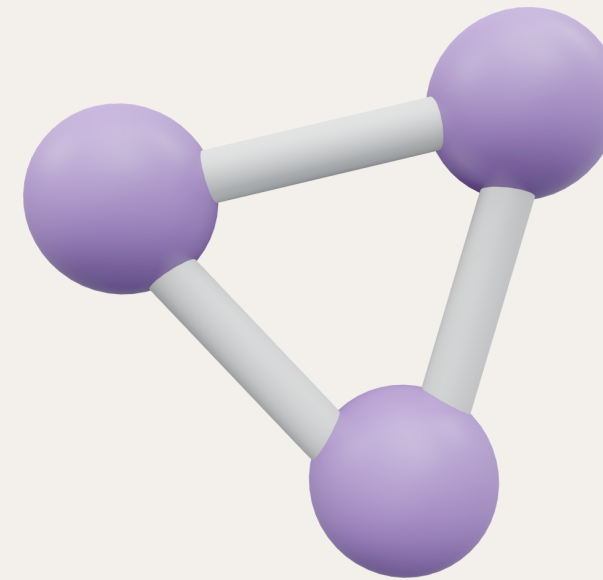
UNDERSTAND

NMPED CS Grantees will understand the reporting timeline and requirements



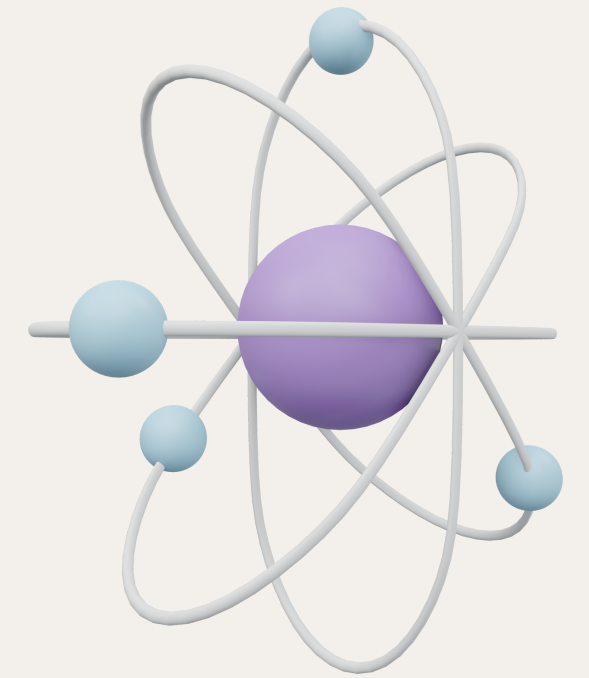
EXPLAIN

CS Coordinators will know and be able to explain the LEAD indicators



FACILITATE

CS Coordinators will know how to facilitate a MLSS self-assessment with their CS Council members



PLAN

CS Coordinators will know how to complete and upload a strategic plan report

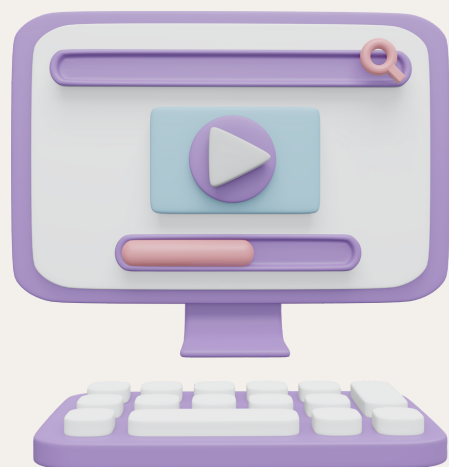
OBJECTIVE 1:



UNDERSTAND

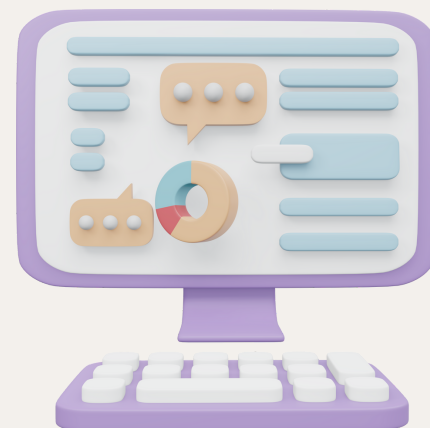
NMPED CS Grantees will understand the reporting timeline and requirements

REPORTING TIMELINE AND REQUIREMENTS



MLSS SELF-ASSESSMENT

Complete the MLSS Self-Assessment
Community Schools Tab
Due August 25th, 2023
Due June 2nd, 2024



CS STRATEGIC PLAN

Upload the CS Strategic Plan
from SY22-23 to the MLSS
system
Due August 25th, 2023
Due June 2nd, 2024



NMPED GRANTED COMMUNITY SCHOOLS

MLSS & CS Strategic Plan
required for all NMPED granted
CS that received funding for
SY22-23
MLSS only required for all NMPED
granted CS that will receive
funding for SY23-24

- Main
- Summary
- Layer 1: Universal Interventions
- Layer 2: Targeted Interventions
- Layer 3: Intensive Interventions
- School Supports
- Family Engagement
- Community Schools**
- Structured Literacy
- Final Submittal
- Print
- Upload Document

Main Page

Main Information

Final Submit Date:

District Name: 21ST CENTURY PUBLIC ACADEMY

School Name: 21ST CENTURY PUBLIC ACADEMY

Principal Name:

Assigned District or Charter
MLSS Point-of-Contact:

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

Leadership Team

+ ADD New Row

Name	Title	Email	
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Implementation

Implementation Overview	
MLSS Focus Areas	Score
Layer 1	
Layer 2	
Layer 3	
School Supports	
Family Engagement	
Community Schools	
Structured Literacy	
Average	

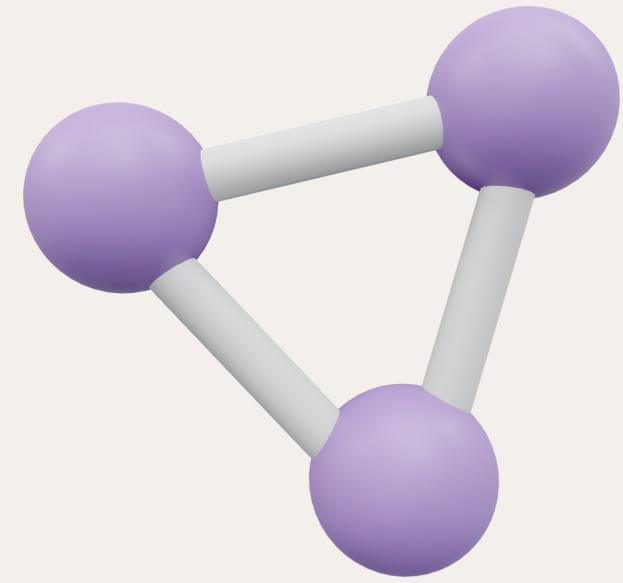
What was the SAT caseload count at the end of the previous school year?

OBJECTIVE 2:



EXPLAIN

CS Coordinators will know
and be able to explain the
LEAD indicators



LOOK AT MLSS COMMUNITY SCHOOLS SECTION



LEAD



Learning the Strategy (1pt)

Have a basic foundational understanding and knowledge of this CS strategy. The SBLT is being formed and is working towards a plan for this implementation strategy. *Key words: plan, few key practices, beginning, vague, learning*



Engaging for Change (2pt)

The SBLT is established and have begun efforts in this strategy, but not fully developed to a complete implementation level. *Key words: partial understanding, some key practices, developing, some implementation, some impact, engaging*



Achieving Impact (3pt)

The SBLT is using this strategy effectively and creating a foundation for whole school transformation. *Key words: effective, most key practices, knowledgeable, full implementation, foundational, impact*

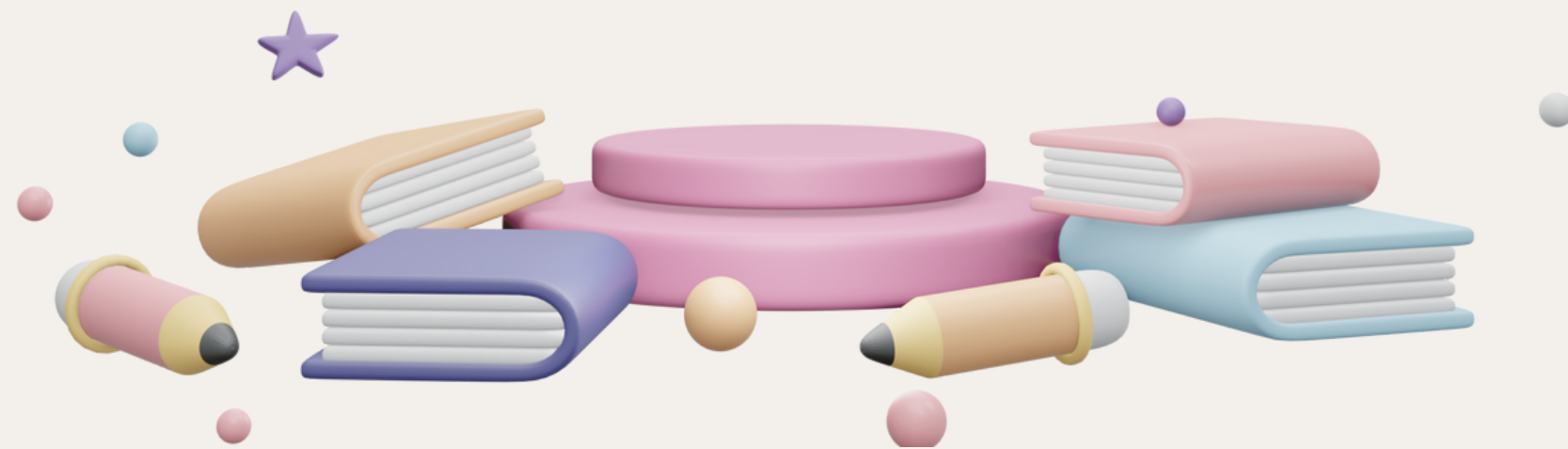


Driving Transformation (4pt)

The SBLT are considered experts in this strategy; excelling through innovative strategies, a model for other community schools. *Key words: experts, all key practices, systemic change, whole impact, transformation*

CHEMISTRY POP QUIZ!

As a group, choose the correct LEAD score on the following MLSS self-assessment



INSPECT EVIDENCE FROM SBLT

Look over the evidence (next slide) as a group

GROUP EXPERIMENT

Have a group discussion on the evidence and the LEAD indicators

GROUP OUTCOMES

Decide which score should be given on the MLSS for expanded, culturally enriched learning opportunities

CS COUNCIL EVIDENCE



EVIDENCE 1:

Survey data showed a need for before school-time care, after school time tutoring, after school time eSports, and summer program enrichment. None of these programs currently exist at the school.



EVIDENCE 2:

A before-school enrichment program and after school eSports club are implemented.



EVIDENCE 3:

A community partner is identified for the eSports Club.

		Learning the Strategy 1	Engaging for Change 2	Achieving Impact 3	Driving Transformation 4
<p>CSA.13</p>	<p>Students have opportunities to explore their passions, dive deeper into the application of academic content, and strengthen their knowledge and skills. The expanded, culturally enriched learning opportunities programming and activities are informed by data from students. Include the percentage of activities offered in response to student voice.</p>	<p>The site based leadership team (SBLT) is working towards expanded, culturally enriched learning opportunities that are in response to data from students; or the school does not have a SBLT or a needs assessment with student data related to expand, culturally enriched learning opportunities.</p>	<p>The site based leadership team is supporting expanded, culturally enriched learning opportunities that are in response to data from students. Up to 30% of student data areas* that showed evidence of gaps in opportunity in the needs assessment has established programs/activities. Most programs/activities are matched with community partners to support each programs/activities. (Examples of data areas: after school time, expanded learning time, summer programs, weekend programs, before school time, etc.)</p>	<p>The site based leadership team is supporting expanded, culturally enriched learning opportunities that are in response to data from students. Up to 30-50% of student data areas* that showed evidence of gaps in opportunity in the needs assessment has established programs/activities. Most programs/activities are matched with community partners to support each programs/activities. (Examples of data areas: after school time, expanded learning time, summer programs, weekend programs, before school time, etc)</p>	<p>The site based leadership team is supporting expanded, culturally enriched learning opportunities that are in response to data from students. More than 50% of student data areas* that showed evidence of gaps in opportunity in the needs assessment has established programs/activities. All programs/activities are matched with community partners to support each programs/activities. (Examples of data areas: after school time, expanded learning time, summer programs, weekend programs, before school time, etc)</p>

CHEMISTRY POP QUIZ!

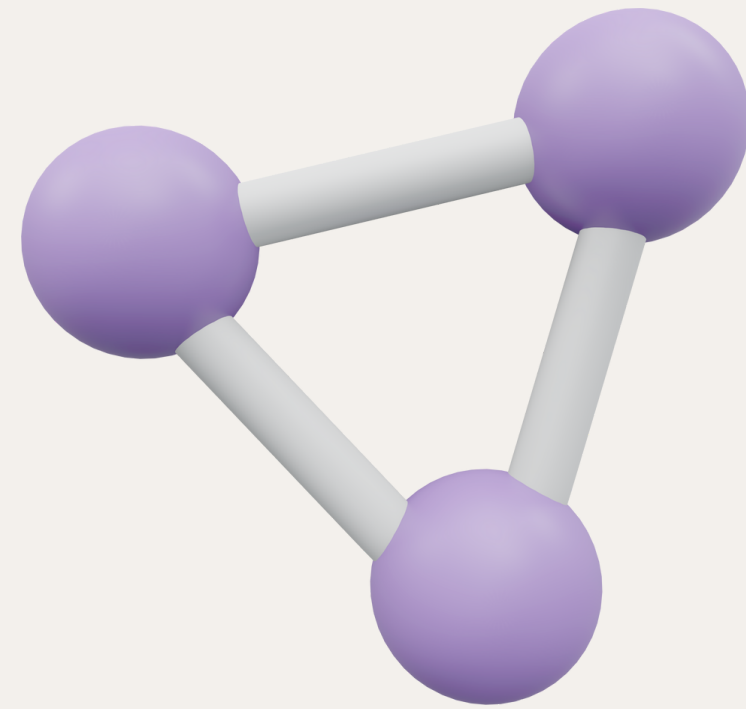
FOLLOW-UP

As a CS Coordinator, how do you plan to explain the LEAD indicators to your CS Council?

What are the differences between the LEAD indicators?

Will getting a 1 versus a 4 be evaluated or tied to funding?
How can you explain this to your CS Council?

OBJECTIVE 3:



FACILITATE

CS Coordinators will know how to facilitate a MLSS self-assessment with their CS Council members

FACILITATE A MLSS SELF-ASSESSMENT WITH THE CS COUNCIL MEMBERS ACTIVITY



LET'S CREATE SOME CHEMISTRY!



Principal Scientist

CS Coordinator
Scientist



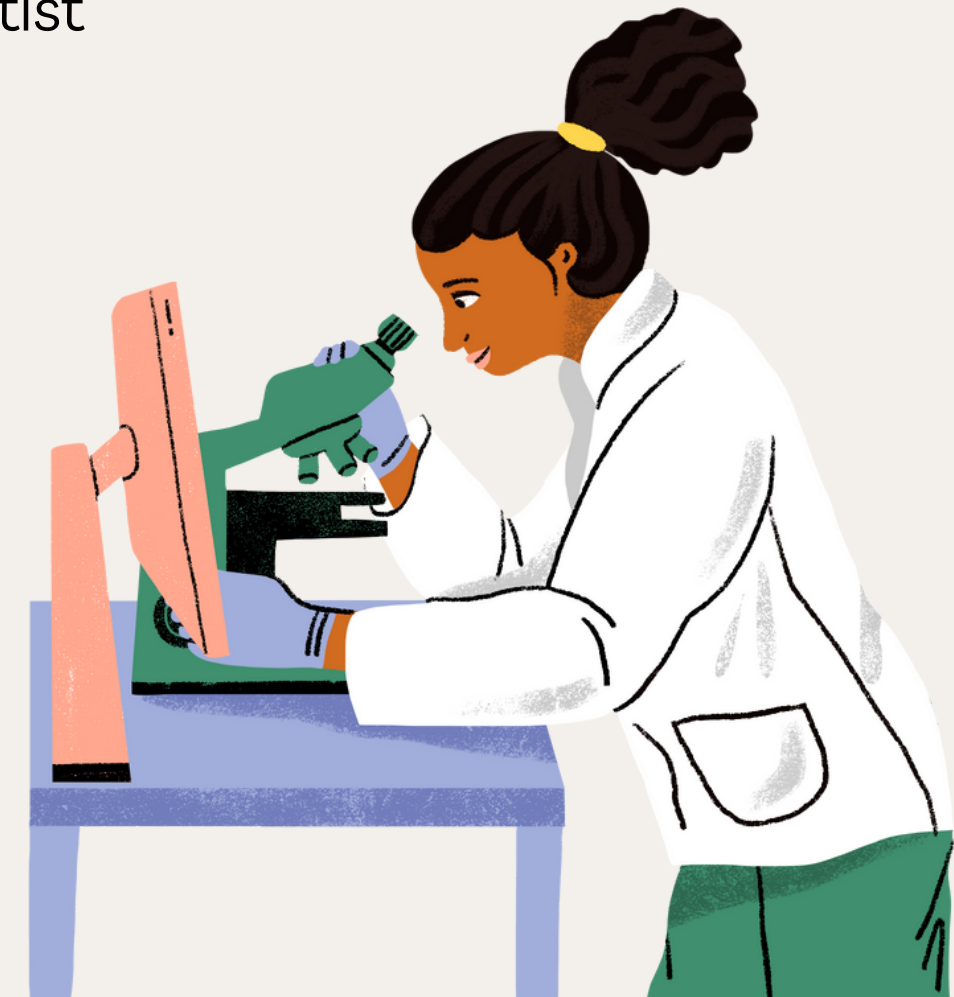
Community Partner Scientist



Student Scientist



Family Scientist



Staff Scientist

LET'S CREATE SOME CHEMISTRY!

Giving a score for the CS needs assessment for this variable on MLSS

<p>CSA.7</p>	<p>A needs assessment report is created each year by the community school coordinator, principal and SBLT. This community and school wide needs assessment report includes qualitative and quantitative data. The report includes the methods of data collection, strengths and limitations of the data gathering, key participants, key findings and recommendations. *Current and historical student, school, and community level data are gathered. **Specific details in the needs assessment includes the key practices. *Includes the community school climate/culture, student academic achievement, attendance, behavior, family engagement and, for high schools, graduation rates and readiness for college or a career. **Need for 6 Key Practices: (a) integrated systems of supports; (b) expanded, culturally enriched learning opportunities; (c) powerful student and family engagement; (d) collaborative leadership, shared power and voice; (e) (supplemental/not required) information about rigorous community-connected classroom instruction; and (f) (supplemental/not required) culture of belonging, safety and care.</p>	<p>The needs assessment includes zero to two parts of the following: A needs assessment report is created (1) each year by the community school coordinator, principal and SBLT. This community and school wide needs assessment report includes (2) qualitative and quantitative data. The report includes the (3) methods of data collection, strengths and limitations of the data gathering, key participants, key findings and recommendations. The report includes (4) current and historical student, school, and community level data are gathered. The report includes (5) specific details in the needs assessment includes the key practices; or the school does not perform a community school needs assessment (which looks at non-academic and community barriers).</p>	<p>The needs assessment includes three parts of the following: A needs assessment report is created (1) each year by the community school coordinator, principal and SBLT. This community and school wide needs assessment report includes (2) qualitative and quantitative data. The report includes the (3) methods of data collection, strengths and limitations of the data gathering, key participants, key findings and recommendations. The report includes (4) current and historical student, school, and community level data are gathered. The report includes (5) specific details in the needs assessment includes the key practices.</p>	<p>The needs assessment includes four parts of the following: A needs assessment report is created (1) each year by the community school coordinator, principal and SBLT. This community and school wide needs assessment report includes (2) qualitative and quantitative data. The report includes the (3) methods of data collection, strengths and limitations of the data gathering, key participants, key findings and recommendations. The report includes (4) current and historical student, school, and community level data are gathered. The report includes (5) specific details in the needs assessment includes the key practices.</p>	<p>The needs assessment includes all five parts of the following: A needs assessment report is created (1) each year by the community school coordinator, principal and SBLT. This community and school wide needs assessment report includes (2) qualitative and quantitative data. The report includes the (3) methods of data collection, strengths and limitations of the data gathering, key participants, key findings and recommendations. The report includes (4) current and historical student, school, and community level data are gathered. The report includes (5) specific details in the needs assessment includes the key practices.</p>
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LET'S CREATE SOME CHEMISTRY!

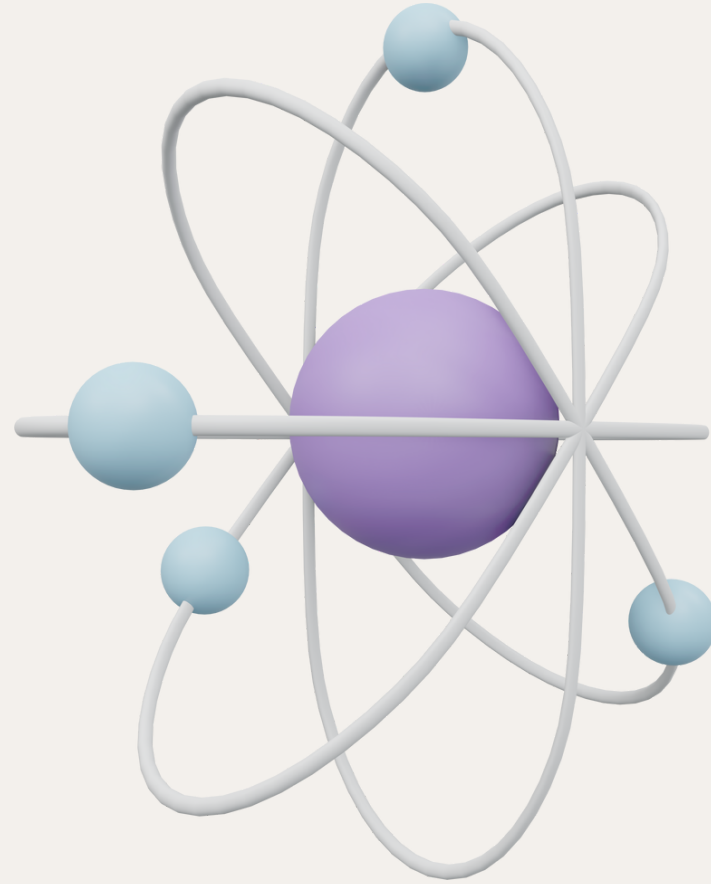
FOLLOW-UP

How did your CS Council come to the conclusion of a LEAD indicator?

Was it difficult to work with everyone? What best practices or methods can the CS Coordinator utilize to lead this discussion?

What else did you learn?

OBJECTIVE 4:



PLAN

CS Coordinators will know
how to complete and
upload a strategic plan
report

- Main
- Summary
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Main Page

Main Information

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School Name:

Principal Name:

Assigned District or Charter
MLSS Point-of-Contact:

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Leadership Team

+ ADD New Row

Name	Title	Email	
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Implementation


Implementation Overview	
MLSS Focus Areas	Score
Layer 1	
Layer 2	
Layer 3	
School Supports	
Family Engagement	
Community Schools	
Structured Literacy	
Average	

What was the SAT caseload count at the end of the previous school year?

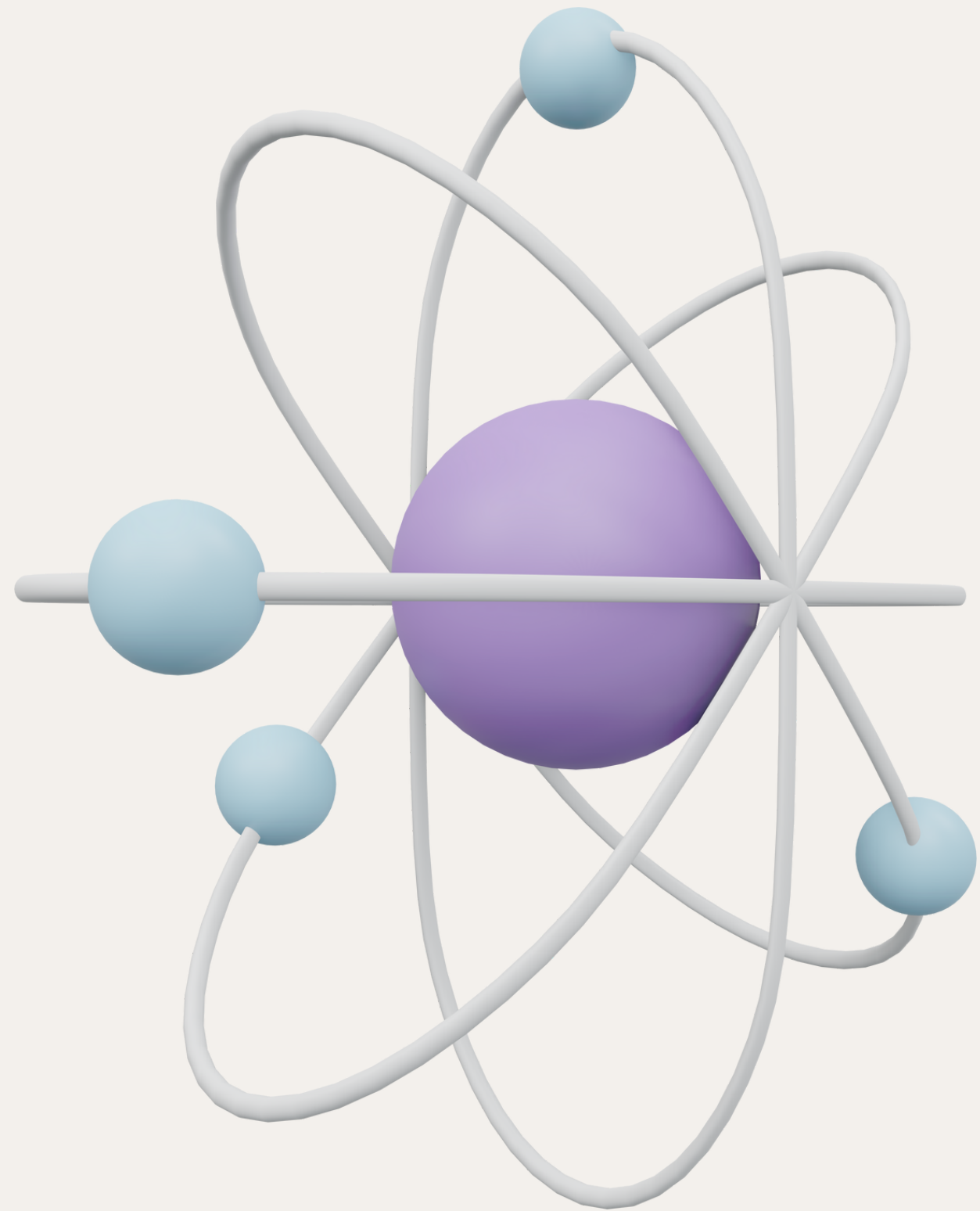


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Upload Document

 No file chosen

File Name	Action	Action
No Data To Display.		



CS STRATEGIC PLAN TEMPLATE

Any template is accepted by NMPED,
as long as it has the necessary
information.

**ABC will have a template that can
be used for this purpose.**



Implementation Yr. 1 Grant Deliverables Guide

Guidance on planning CS strategy deliverables



Template for CS
Strategic Plan
From ABC!

Template for CS
Strategic Plan
From NMPED: on
website under grant
reporting.

SUPRISE OBJECTIVE 5: PLEASE FILL OUT THE SURVEY!



SURVEY

After completing MLSS CS
Tab, please fill out the
survey

			strategic plan establishes a food pantry that is serviced by community partners.)	establishes a food pantry that is serviced by community partners.)		

<https://forms.gle/bd1fXapWr813dsuKA>

Save

Public Education Department Community Schools



SY22-23 MLSS Community Schools Self-Assessment Feedback Survey

This is the first time NMPED has streamlined reporting for the NMPED community schools grant into the MLSS self-assessment. Please use this form for feedback on things that worked well and things you feel may need progress for next year's reporting. We will use your suggestions to make MLSS better for next year.

Questions about content and choosing scores, contact Christina Weeks at Christina.Weeks@ped.nm.gov

Questions about MLSS link, login and uploads, contact Chris Vian at Christopher.Vian@ped.nm.gov

christopher.vian@ped.state.nm.us [Switch account](#)

Not shared

* Indicates required question

NMPED COMMUNITY SCHOOLS

Q&A

Thank you!

