**Multi-Layered System of Supports**

District Planning Template

(**Recommended Resources**: *MLSS Self-Assessment, MLSS Manual, MLSS Implementation Guide*)

[Click here to visit the MLSS Webpage for the most up-to-date resources](https://webnew.ped.state.nm.us/bureaus/multi-layered-system-of-supports-mlss/)

This document is a planning tool to aid districts/charters in setting up and providing system supports for schools.

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**I. Contact Information for District MLSS Point-of-Contact**

|  |  |
| --- | --- |
| Date |  |
| School District/State Charter Name |  |
| Point of Contact for MLSS |  |
| Contact Phone # |  |
| Contact Email |  |

**II. MLSS Implementation Team--**District/Charter Representation

District leadership is imperative for a successful MLSS implementation. Success emerges by transforming systems and creating change. Different challenges with implementing evidence‐based practices call for different leadership approaches.

Roles to Consider as Implementation Team Members

* ***Budget/Finance:*** Who has authority to approve expenditures related to MLSS implementation?
* ***Curriculum/Instruction:*** Who at the district/charter is responsible for Curriculum and Instruction (CI)?
* ***School Systems/Policies/Procedures:*** Who has the authority to approve district-wide policies that will support MLSS implementation? Consider district-wide initiatives for Social Emotional Learning (SEL), Culturally and Linguistically Responsive Instruction (CLRI), Special Education, school schedules, etc.
* ***Community and Tribal Partners:*** What community partners do we have to support MLSS implementation? Is there a district-wide contact person for family/community communication? What tribal community leaders should be included in conversations regarding student success?
* ***Outside Contract Support (REC):*** Is the district/charter partnered with an REC? What is the REC’s role in supporting with MLSS implementation?
* ***School Leadership Representative:*** Do we have a district-wide administrative role to support principals and school leadership? If not, who will be responsible for ensuring that all school principals understand MLSS and the role that individual principals have with meeting the district’s implementation goals?
* ***Student Assistance Team (SAT):*** Who at the district/charter is responsible for SAT?
* ***Special Education:*** Who at the district/charter is responsible for Special Education?
* ***Human Resources:*** Will staffing needs be impacted by MLSS? If so, who from HR should participate?
* ***Social-Emotional Learning (SEL)/Social Work:*** Who at the district/charter can provide resources for mental health needs?

Please use the table below to identify who will be part of the district/charter MLSS implementation team by detailing their position and role within MLSS implementation. Be sure list any outside partners that will assist the district/charter, such as an REC to assist with MLSS implementation.

**Note**: For smaller districts, the same person may be responsible for multiple roles. Additionally, you may find that there should be more than one contact for each of the example roles below. If this is the case, please add additional rows to the table below.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Current Position** | **Name** | **Email Address** | **Skills/Knowledge/Perspective** | **Responsibilities for Implementation** |
|  |  |  |  |  |
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**III.** **MLSS Implementation Team—**Communication Plan

Now that you have detailed the various roles/responsibilities for the district/charter MLSS implementation team, please determine how engagement and communication will be **systemic**, **purposefu**l, and **consistent**. How will district sponsors be engaged and communicated with to support MLSS implementation (email, monthly check-ins, etc.)?

Examples:

* The district MLSS implementation team will meet monthly via Zoom. These meetings will include the district superintendent, curriculum director, and SAT coordinator. During these meetings we will discuss systems, policies, and programs to support school administrators in providing intensive supports to non-IEP students.
* The district school principal cohort will meet on a bi-weekly basis via Zoom. These meetings will include our district curriculum director, SAT coordinator, and all principals throughout the district. During these meetings we will discuss current school-level MLSS implementation efforts, wrap-around program supports, and barriers to providing intensive supports for all students.
* Family/Community-The district MLSS team will hold bi-annual town hall meetings to share information on the implementation of MLSS. The team will seek input and feedback from families/community.

Please detail the frequency of communication (weekly, monthly, etc.), the method of communication (phone, Zoom, etc.), the stakeholders involved (superintendent, curriculum director, etc.), and the purpose for the meetings.

|  |  |  |  |
| --- | --- | --- | --- |
| **Internal/External**  **Stakeholder**  **Group**  **(examples)** | **Team Member Responsible for Communication** | **Method and Frequency of Communication** | **Description of Communication Purpose or Message** |
| District/Charter Administration |  |  |  |
| Family/Community |  |  |  |
| Tribal Leadership |  |  |  |
| School Principals |  |  |  |
| School Teachers |  |  |  |
| District/Charter Curriculum Team |  |  |  |
| Other |  |  |  |
| Other |  |  |  |

**IV****. Using the MLSS Self-Assessment**

You will be using the results from the MLSS Self-Assessment to complete the MLSS implementation plan. The web-based self-assessment is built directly from the progress measures detailed in the MLSS Implementation Rubric ([click here to review](#ImpRubric)).

Please use the below link to access the MLSS Self-Assessment:

<https://mlss.ped.state.nm.us/Account/Login>

Steps to Complete the Self-Assessment Process

1. If you do not already have access to the site, click the “Request an Account” link and send an email to [multi.layeredss@state.nm.us](mailto:multi.layeredss@state.nm.us).
   1. When you arrive at the “Request an Account” window:
      1. Select “District User” and use the dropdown menu to select your district/charter. Having district level user access allows you to add and approve school level users.
      2. Complete the user contact information requested
      3. Click the “Request an Account” button and send an email to [multi.layeredss@state.nm.us](mailto:multi.layeredss@state.nm.us) that you have requested an account
      4. You will receive an automated email notifying you that your account has been approved.
2. Have **ALL** schools completed the MLSS Self-Assessment?
   * 1. Provide the link to the self-assessment site (below) to the administrators of the schools you will survey. When providing this link, ensure that they request “School User”, and they will type in the name of the school they are completing the self-assessment for.
     2. Once administrators have requested their school user account, you will log into the system and select “Manage Users” from the admin dropdown menu at the top.
     3. In this window you will see all school level users that have requested accounts. Once you approve each account, the school administrator will then have access to complete the MLSS Self-Assessment for their school.
3. Review the aggregate data from all schools
   1. Once data from multiple schools (if you are a district) is available, fill in the next section to draw out over-arching needs from available data.

In the following sections remember to use the results and data from your MLSS Self-Assessment to develop your responses/actions.

**V. Identifying Implementation Needs/Creating Goals/Assigning Responsibility**

In this section your team will use the MLSS Self-Assessment data from the previous section and work with your implementation team to identify implementation needs, create SMARTE goals based on those identified needs and assign responsibility for implementation oversight to members of the district/charter MLSS Implementation Team. When completing this section, refer to [Appendix II](#App2Essential) which provides guiding questions for each area.

**Directions:**

1. Identify 3-5 MLSS Implementation Concepts that the district/charter will focus on in the first year of implementation.
2. Using the language from the MLSS Progress Indicators (linked in blue), discuss what data from school self-assessments provide evidence of this need and what critical actions are necessary to make improvements in these indicators. Note that the district or charter does not need to address each progress indicator listed within the MLSS Implementation Concepts.
3. Describe the curricula/program/practice that addresses each MLSS Core Implementation Concept selected.
4. Describe the expected outcomes from each curricula/program/practice previously listed.
5. Discuss how progress will be measured and reported back to the MLSS Implementation Team.
6. Detail the operational, state, and federal resources leveraged to fund the curricula/program/practice. Be sure to consider the allowability of state and federal funding sources. Also, ensure that the team is planning for performance as opposed to planning for compliance. It is easiest to start by considering the services required to meet the need, what population or entities are eligible to receive those services (i.e. – Special Education, Community Schools, etc.), and what are the funding sources that can be used to meet that need.
7. Finally, assign one or more members of the MLSS Implementation Team who will oversee the implementation of this goal.

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|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Core Implementation Concepts  and  Aligned MLSS Progress Indicators | | | Based on data from self-assessment, what actions are needed for this indicator(s)? | Curricula/  Program/  Practice | Expected Outcomes (goal) | How will progress be assessed, how often, and by whom? | What resources are being allocated to support this work. (e.g.-funding, personnel) | Person/Team Responsible for Implementation |
| Universal Screening | | |  |  |  |  |  |  |
| [L1.6](#L16) | [SS.4](#SS4) | [SLF.1](#SLF1) |
| High Quality Curricula and Materials | | |  |  |  |  |  |  |
| [L1.1](#L11) | [L3.1](#L31) | [SS.3](#SS3) |
| [SS.4](#SS4) |  |  |
| Differentiated Instruction | | |  |  |  |  |  |  |
| [L1.3](#L13) | [L1.4](#L14) | [SS.4](#SS4) |
| [L3.1](#L31) |  |  |
| Core Instruction and Reinforcement | | |  |  |  |  |  |  |
| [L1.3](#L13) | [L1.5](#L15) | [SS.3](#SS3) |
| Professional Learning | | |  |  |  |  |  |  |
| [L1.4](#L14) | [L3.1](#L31) | [L3.2](#L32) |
| [L3.4](#L34) | [SS.1](#SS1) | [SS.3](#SS3) |
| Teacher Collaboration | | |  |  |  |  |  |  |
| [L1.4](#L14) | [L3.3](#L33) | [L3.4](#L34) |
| [SS.5](#SS5) |  |  |
| Data Driven Decision-Making | | |  |  |  |  |  |  |
| [L1.2](#L12) | [L1.3](#L13) | [L1.4](#L14) |
| [L1.6](#L16) | [L2.1](#L21) | [L2.3](#L23) |
| [L3.3](#L33) | [SS.4](#SS4) | [SS.5](#SS5) |
| [SLF.5](#SLF5) |  |  |
| Targeted (Layer2) and  Intensive (Layer 3)  Student Supports | | |  |  |  |  |  |  |
| [L2.2](#L22) | [L2.4](#L24) | [L3.1](#L31) |
| [L3.2](#L32) | [L3.3](#L33) | [SS.3](#SS3) |
| Progress Monitoring | | |  |  |  |  |  |  |
| [L1.1](#L11) | [L1.4](#L14) | [L1.5](#L15) |
| [L1.8](#L18) | [L2.1](#L21) | [L2.2](#L22) |
| [L2.3](#L23) | [L2.4](#L24) | [L3.3](#L33) |
| [L3.4](#L34) | [SS.4](#SS4) | [SS.5](#SS5) |
| [FE.3](#FE3) | [SLF.3](#SLF3) | [SLF.5](#SLF5) |
| Social Emotional Learning (SEL) | | |  |  |  |  |  |  |
| [L1.2](#L12) | [L1.8](#L18) | [L1.9](#L19) |
| [L2.1](#L21) | [L2.2](#L22) | [L2.4](#L24) |
| [L3.4](#L34) | [SS.4](#SS4) | [FE.1](#FE1) |

**VI. Providing Intensive Implementation Supports to Select Schools**

Depending on the planning completed in previous sections, your team may notice that some schools will need more supports than others to ensure equitable access across multiple schools.

**Directions:**

1. In this section you will think through how to identify schools in need of intensive supports.

|  |  |
| --- | --- |
| **Prompt** | **Response** |
| What supports (training, coaching, communication) will the district provide to all schools? |  |
| Which schools are being prioritized in need of intensive support from the district? What is the nature of the identified supports? |  |
| What is the decision-making process for the selection of schools? |  |
| Who from the District Implementation Team is assigned to and will support the school leadership team or other school level teaming structures in the implementation of MLSS? (This includes a focus beyond monitoring/compliance.) |  |
| What support(s) will be provided? How are these support unique from the supports that all school will receive? |  |

**XI. Review and Approval**

What is your plan for reviewing the implementation plan (e.g. frequency and process for review, status of activities reason for any activity not being completed, team decisions, and any modifications made)?

Type here

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*Approval by Leadership*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Name** | **Organization** | **Phone #** | **Email** | **Signature** | **Date** |
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**Appendix I: 3-Year Planning Template**

Directions:

1. Use the template below to track your district or charter’s MLSS implementation over a 3-year period. Whenever possible pre-plan proposed completion dates.
2. Once an action has been completed, use the check box to track progress.

**Appendix II: Essential Questions and Concepts for Program Planning and Resource Allocation**

The notes below provide context for each of the required columns in the Program Planning and Resource Allocation section.

* ***Curricula/Program/Practice***
  + Essential Questions:
    - What is the evidence-base behind each curricula/program/practice?
    - Considering the ESSA Tiers of Evidence, what Tier of Evidence would the curricula/program/practice meet?
* ***Measurement***
  + Essential Questions:
    - How does the data align to meet the language of the MLSS Progress Indicators outlined in the previous section?
    - What measure(s) will be used? What data will be needed?
    - What group(s) is data being collected from?
    - How is the data collected (e.g., observation, interview, survey, administrative data)?
    - What is the schedule for data collection?
    - Who is responsible for collecting the data?
    - Where is the data located?
* ***Cost/Capacity***
  + Essential Questions:
    - What is the cost of personnel, materials, resources, and needed professional development activities?
    - How might the COVID-19 pandemic impact the LEA’s current capacity?
    - What is the district or charter’s current capacity to support use of the curriculum in the following areas: staffing skills, financial resources, technology supports, data system, and administrative supports?
* ***Funding Braiding/Blending***
  + Braiding vs. Blending:
    - Braiding: Each funding source pays for specific components, which is tracked and reported back to the funder.
    - Blending: Does not require funding sources to be separated and tracked.
      * Example: Prior to blending, staff perceived they could only work with designated students. (Even if, for example, a student was both EL and SWD.) After the school began blending, staff were able to use other methods (i.e. - time blocks to assign staff to support those students not based on designation, but on learning need.
* ***Questions Remaining for Team Consideration***
  + - Essential Questions:
      * What broader implementation questions remain regarding the successful implementation of each MLSS Core Concept?
      * What questions does the team have around allowability of various fund sources that could be leveraged to support this curricula/program/practice?
      * Are there any perceived gaps between the MLSS Progress Indicators associated with each selected MLSS Core Concept and the measurements used to access the efficacy of the curricula/program/practice in meeting this requirement?

**Appendix III: Policy and Program Alignment Tool**

Implementation success depends on common expectations between all schools within a district.

**Directions:**

1. Use this section to detail how the district/charter will support school administrators with policies/procedures/monitoring to ensure that the following implementation measures.

|  |  |
| --- | --- |
| **Implementation Measure** | **Response** |
| What procedures and policies will be in place at the district/charter to ensure that **common planning time** for teachers is driven by student data, purposeful and monitored by school administrators? |  |
| What procedures and policies will be in place at the district/charter to ensure that school principals have **structures** in place (advisement hours, walk-to-intervention time, etc.) to ensure that students without and IEP/BIP/AIP are able to access intensive learner supports? |  |
| How are community/tribal **partners and families** engaged within the school teaming structures? |  |
| How will the district/charter ensure **alignment across content departments** (vertical and horizontal)? |  |
| How will the district/charter ensure **curriculum alignment** across grade levels? |  |
| How will the district or charter ensure **curriculum alignment** across **programs** (special education, English Learners)? |  |

**Appendix IV: MLSS Implementation Rubric**

The MLSS Implementation Rubric describes implementation of the MLSS Layers to support implementation and monitoring of the components at the school level. Full Layer implementation is the desired rating. Evidence to support full implementation can be found in the documentation column of the tool.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Layers** | **Opportunity for Improvement** | **Partial Implementation** | **Full Implementation** | **Rating** | **Documentation** |
| **Layer 1 (L1)** | | | | | |
| **L1.1**  A high-quality, rigorous core curriculum that is culturally and linguistically responsive | None or some grade levels have a high-quality core curriculum in math and reading. The core curriculum may not be aligned with CCSS, may not meet students' needs, or may not be culturally or linguistically responsive. Teachers may be expected to supplement the curriculum with their own  materials. | **Most grade levels** have a high- quality core curriculum in math and reading that is **aligned with CCSS** and that **meets students' needs.** There are **school-wide expectations** for using the core curriculum, but the expectations are not monitored by **administrators.** | **Each grade level** has a high- quality core curriculum in math and reading that is aligned with CCSS, meets students' needs, and is **culturally and linguistically responsive**. There are school-wide expectations for using the core curriculum and **the expectations are monitored by administrators.** |  | Scope and sequence aligned to standards  Classroom walk-through forms  Evidence-based core curriculum materials |
| **L1.2**  Demonstrable school-wide system of positive behavioral interventions and supports | Shared expectations for behavior are not evident. If school-wide behavior data are collected, they are not analyzed. **Positive-to- corrective feedback ratio** is below 3:1. | There are **shared behavioral expectations** in most classrooms. School-wide **behavior data are collected and analyzed**. Positive feedback ratio is between **3:1 and 5:1**. | There are shared behavioral expectations in **all classrooms and common areas including school buses.** Parent/Family Advisory Councils and students are a part of developing the expectations. Positive behavioral interventions and supports are included in the school’s wellness policy. School-wide behavior data are analyzed and **used to modify the school environment and adult behavior**. Positive feedback ratio is **above 5:1**. |  | Social contracts or behavior intervention plans  Disaggregated behavior data reports to include observation or anecdotal records  Classroom walk-through forms  School handbooks and wellness policy |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Layers** | **Opportunity for Improvement** | **Partial Implementation** | **Full Implementation** | **Rating** | **Documentation** |
| **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 | Small-group instruction with the teacher may not be occurring with most students on most days during core instruction.  Instruction may not be targeted to specific learning needs. Each small group of students receives the same instruction and completes the same activities. Student groupings may change less often than quarterly, and grouping may not be based on analysis of data. | High-quality small-group instruction with the teacher occurs with **most students most days** during core instruction for **both math and reading**.  Instruction is based on data **targeted to specific learning needs** and varies based on the needs of the group. Students with more significant learning needs are provided **greater frequency, longer duration, or smaller groups**. Student groupings change at least quarterly. | High-quality small-group instruction with the teacher occurs with **each student every day** during core instruction for both math and reading.  Instruction is targeted to specific learning needs **tied to the CCSS,** varies based on the needs of the group, is driven by data, and is based on the teacher action plans. Students with more significant learning needs are provided interventions with greater frequency, of longer duration, **and** in smaller groups. Student groupings change at least quarterly, **based on data**. |  | Lesson plans Teacher action plans  Classroom walk-through forms and feedback  Interim assessments that determine student groups  Formative assessments IEPs for identified students |
| **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 | There may not be regular teacher team meetings to review data and support student achievement prior to moving students to Layer 2 interventions. There may not be regularly scheduled times for teacher teams (grade-level teams, PLC teams, or other teams) to meet. | There are **teacher team meetings to review data and support student achievement** through Layer 1 interventions prior to moving students to Layer 2 interventions. There is a regularly scheduled time for teacher teams to meet. | There are teacher team meetings to review data and support student achievement **through differentiation** and Layer 1 interventions prior to moving students to Layer 2 interventions. There is a regularly scheduled time for teacher teams to meet **with an agenda that supports the review of individual student data**.  Administrators participate in the meetings at least monthly. |  | Teacher team meeting agendas and resolutions  Calendar of professional learning indicating differentiation for teacher learning opportunities |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Layers** | **Opportunity for Improvement** | **Partial Implementation** | **Full Implementation** | **Rating** | **Documentation** |
| **L1.5**  Defined Layer 1 (core) interventions to support students | The school may not have clearly defined Layer 1 interventions or appropriate resources for teachers or health and wellness staff to implement interventions. Teachers may not receive training and feedback on implementing Layer 1 interventions. School administrators may not be monitoring implementation of Layer 1 interventions. | The school has **defined Layer 1 interventions** and **appropriate resources** for teachers or health and wellness staff to implement interventions. **Teachers receive training** on implementing Layer 1 interventions. School administrators **monitor implementation** of Layer 1 interventions, but monitoring may not be systematic. | The school has defined Layer 1 interventions and appropriate resources for teachers and health and wellness staff to implement interventions.  **Teachers and health and wellness staff can explain the interventions they provide**. Teachers and health and wellness staff receive training **and feedback** on implementing Layer 1 interventions. School or district administrators have a **system for monitoring implementation** of Layer 1 interventions. |  | School MLSS plan  Teacher action plans  Classroom walk-through forms and feedback  Agendas from teacher, health and wellness staff  Trainings and PL |
| **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 | Grade-level-wide cut scores and other objective criteria may not be used for moving students between layers. The cut scores may not be published and available for school staff. | **In most grades, grade-level- wide cut scores** are used for moving students between layers. The cut scores are published and available for school staff so teachers know what level of achievement makes students eligible for more or less intense interventions. | School-wide and grade-level- wide cut scores **and other objective criteria** are used for moving students between layers. Cut scores are published and available for school staff so teachers know what level of achievement makes students eligible for more intense interventions. Students are aware of their targets and can articulate them. |  | Assessment data  Agendas and minutes of data meetings  Published cut scores  Student-led data conferences |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Layers** | **Opportunity for Improvement** | **Partial Implementation** | **Full Implementation** | **Rating** | **Documentation** |
| **L1.7**  English language development (ELD) for students identified as English Learners (ELs) | There is no distinct block of instruction to specifically teach the English language, and content courses do not use the ELD standards to shelter instruction. | There is a **distinct block of instruction of at least 45 minutes, during core classroom instruction or not during core classroom instruction, to specifically teach the English language to ELs**. ELs are not intentionally grouped. This block of time may not explicitly address receptive language (listening and reading) and expressive language (speaking and writing). The instruction provided in the content areas may not be sheltered. | There is a distinct block of instruction of at least 45 minutes, not during core classroom instruction, to specifically teach the English language to ELs. **ELs are grouped based on their English language proficiency level**. This block of time addresses not only receptive language (listening and reading) but especially expressive language (speaking and writing). ELD can be a pullout class or course or a dedicated block within the self- contained classroom in the elementary setting. **The ELD standards are used to shelter content instruction.** |  | School course schedules and student schedules  ELD standards  Language objectives with a focus on receptive and expressive language  ACCESS data |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Layers** | **Opportunity for Improvement** | **Partial Implementation** | **Full Implementation** | **Rating** | **Documentation** |
| **L1.8**  Culturally and Linguistically Responsive (CLR) Instruction | If students practice determining what cultural or linguistic behavior is most appropriate for a situation, they do not regularly do so. Validation and affirmation of students’ home cultures and languages does not consistently happen school-wide. If there are school-wide expectations for implementation of CLR instruction, they are not clearly communicated to the staff or documented. Leadership does not monitor instruction. | Students regularly practice determining what cultural or linguistic behavior is most appropriate for a situation. **Teachers validate the home culture and language of students**, legitimizing use of the home language. **Teachers affirm the home culture and language as a positive asset** to students and the community. Teachers make efforts to reverse negative stereotypes of non-dominant cultures and languages. Teachers create connections between the home culture and language and the expectations of school culture and language for success in school. **There are school-wide implementation expectations for CLR instruction, and instruction is monitored by administrators.** | Students regularly practice determining what cultural or linguistic behavior is most appropriate for a situation. School staff validates the home culture and language of students, legitimizing use of the home language. Teachers affirm the home culture and language as a positive asset to students and the community. School staff makes **intentional and consistent** efforts to reverse negative stereotypes of non- dominant cultures and languages. School staff creates connections between the home culture and language and the expectations of school culture and language for success in school. There are school-wide implementation expectations for CLR instruction and behavior interventions, and **implementation is systematically monitored by administrators.** |  | Statement affirming home languages and cultures of students included in student/parent handbook or planner  Communication log by and between teachers/administrators  Lesson plans which reflect multicultural experiences/lessons  Parent/teacher conference log  Interest survey/student survey |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Layers** | **Opportunity for Improvement** | **Partial Implementation** | **Full Implementation** | **Rating** | **Documentation** |
| **L1.9**  Social -Emotional Learning (SEL) | School does not possess or promote school-wide behavioral norms, nor does it teach social- emotional competencies such as “self-awareness,” “self- management,” “social awareness,” “decision making,” or “relationship development skills.” | **School possesses and promotes** school-wide behavioral norms, but does not teach them, nor does it teach social-emotional competencies such as “self- awareness,” “self- management,” “social awareness,” “decision  making,” or “relationship development skills.” | School possesses and promotes school-wide behavioral norms, **and explicitly teaches them along with social-emotional competencies** such as “self- awareness,” “self- management,” “social awareness,” “decision  making,” or “relationship development skills.” |  | Student handbooks including school-wide behavioral norms  Evidence of packaged or school-developed social-emotional competency curricula |
| School scope and sequence of skills to be taught |
| Lesson plans of skills taught |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Layers** | **Opportunity for Improvement** | **Partial Implementation** | **Full Implementation** | **Rating** | **Documentation** |
| **Layer 2 (L2)** | | | | | |
| **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 | The school may not have identified staff to support students and families. Meetings may not take place regularly. | The school has **identified staff** to support students and families.  Teacher and health and wellness team **meetings** are scheduled during the school day. | The school has identified staff **with specialized skills** to support students and families. Teacher and health and wellness team meetings are **regularly** scheduled during the school day and **allow sufficient time** for  necessary referrals and/or follow- up meetings. |  | Teacher and health and wellness team agendas and resolutions  Governance indicating roles and responsibilities of team  Identified evidence-based interventions, programs, or practices |
| **L2.2**  Defined Layer 2 evidence-based interventions targeted to skill acquisition, enrichment, and behavioral indicators | The school may not have clearly defined Layer 2 interventions or appropriate resources for teachers to implement interventions. Teachers and wellness staff may not receive training and feedback on implementing Layer 2 interventions. School and district administrators monitor implementation of Layer 2 interventions. | The school has **defined Layer 2 interventions** and **appropriate resources** for teachers and health and wellness staff to implement interventions inside and/or outside the classroom. **Teachers and health and wellness staff receive training** on implementing Layer 2 interventions. School **leadership monitors implementation** of Layer 2 interventions.  Monitoring by school and district administrators may not be systematic. | The school has defined Layer 2 interventions and appropriate resources for teachers and health and wellness staff to implement interventions inside and/or outside the classroom. **Teachers can explain the interventions they provide**.  Teachers receive training **and feedback** on implementing Layer 2 interventions. School and district administrators have a **system for monitoring implementation** of Layer 2 interventions. |  | School MLSS plan Teacher action plans  Classroom walk-through forms  Agendas from teacher and health and wellness staff trainings and PL |

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| **Layers** | **Opportunity for Improvement** | **Partial Implementation** | **Full Implementation** | **Rating** | **Documentation** |
| **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 | Common formative assessments (CFAs) may not be in place at all grade levels. CFA data may not be used for progress-monitoring expectations for students receiving Layer 2 interventions. District and school administrators may not be monitoring CFA administration and progress-monitoring. | School-wide (or grade-level- wide) **common formative assessments (CFAs) are in place**. CFA **data are used for progress- monitoring** expectations for students receiving Layer 2 interventions. Monitoring of CFA administration and progress- monitoring by district and school administrators may not be systematic. | School-wide (or grade-level- wide) common formative assessments (CFAs) are in place; data are used for progress- monitoring interventions. Each student has a **growth trajectory expectation** that is known by teacher, parent, and student.  District and school administrators have a **system for monitoring CFA implementation and progress-monitoring.** |  | CFA results  Teacher action plans  Classroom walk-through forms and feedback sessions  Student data folders |
| **L2.4**  Targeted behavioral interventions | School staff are not trained to identify behavioral concerns that impair a student’s social and behavioral development. Staff do not know how to refer nor is there a method for referring, a student for targeted or small- group behavioral intervention. A menu of small-group or targeted behavioral interventions is not available to select from.  Behavioral progress is not monitored. Behavioral goals are not set to support a student’s social and behavioral success. | **School staff are trained** to identify behavioral concerns that impair a student’s social and behavioral development. **Staff know how to refer a student for targeted or small-group behavioral intervention**. There is no menu of small-group or targeted behavioral interventions to select from.  Behavioral progress is not monitored until goals supporting a student’s social and behavioral success are achieved. | School staff are trained to identify behavioral concerns that impair a student’s social and behavioral development. Staff know how to refer a student for targeted or small-group behavioral intervention. **A menu of small-group or targeted behavioral interventions** is available to select from.  **Behavioral progress is monitored until goals supporting a student’s social and behavioral success are achieved.** |  | Training records  Referral tools and procedures  Menus of small-group or targeted behavioral interventions  Progress-monitoring goals and data collection tools  Data-based decision records |

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| **Layers** | **Opportunity for Improvement** | **Partial Implementation** | **Full Implementation** | **Rating** | **Documentation** |
| **Layer 3 (L3)** | | | | | |
| **L3.1**  Individualized and intensive interventions provided to students across the continuum of instructional and non-instructional settings | Students receive interventions that may not be evidence-based nor based on individual needs. Students may be pulled out of core instruction time to receive interventions. There is no differentiation between Layer 2 and Layer 3 interventions. | Students receive interventions **that are intensive in nature and individualized, and that differ from Layer 2 interventions**.  Interventions are **based on screening and formative and diagnostic assessments.**  Supplementary curriculum may not be available or is not high- quality. Staff may or may not have received the necessary professional learning to implement and provide the interventions with fidelity. | Students receive interventions that are intensive in nature and individualized, and that differ from Layer 2 Interventions.  Interventions are **based on valid and reliable screening and on formative, diagnostic, and outcome measures** to target instruction. Evidence-based curriculum and supplementary high-quality curricula and learning materials are aligned to state standards. The materials are differentiated to meet individual student needs. **School staff are supported by administrators and provided with coordinated job- embedded professional learning** in order to implement and provide interventions with fidelity. |  | Student schedules and supplementary and alternate curricula  Professional learning for all school staff including support staff (e.g. custodians, cafeteria, and bus drivers)  PLC agendas and resolutions |

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| **Layers** | **Opportunity for Improvement** | **Partial Implementation** | **Full Implementation** | **Rating** | **Documentation** |
| **L3.2**  Non-punitive systems of supports across school settings for students to learn and use as alternatives to inappropriate behaviors | For students receiving Layer 3 interventions, behavioral interventions are not implemented, applied inconsistently or not followed through. Overreliance on the school’s or district’s discipline policies, resulting in a high number of office referrals, emergency removals, or suspensions in school or out of school, consequently leading to a loss of instructional time and participation in activities. | For students receiving Layer 3 interventions, intervention plans **with non-punitive methods for teaching appropriate skills and supporting appropriate decision making** (such as token systems, direct behavior instruction, behavioral contracts, and self- monitoring) **are developed and followed for students with difficult behaviors**. Students receiving Layer 3 interventions are suspended (in and out of school) at a greater frequency or for more time than other students. **Staff may or may not have had the necessary professional learning to implement intensive interventions.** | For students receiving Layer 3 interventions, intervention plans with non-punitive methods for teaching appropriate skills and supporting appropriate decision making (such as token systems, direct behavior instruction, behavioral contracts, and self- monitoring) are developed and followed for students with difficult behaviors. **Students receiving Layer 3 interventions are not suspended at a greater frequency or for more time than other students.** Progress discipline matrices are utilized within the school setting, and all staff have a working knowledge of the matrix. **Office referrals and emergency removals are reduced or non-existent. School staff is provided with the necessary professional learning in order to implement the intervention with fidelity, and staff is supported by administrators.** |  | Student removal data disaggregated by layer  Professional learning for all staff that is specific to promoting positive behavior |

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| **Layers** | **Opportunity for Improvement** | **Partial Implementation** | **Full Implementation** | **Rating** | **Documentation** |
| **L3.3**  Progress- monitoring on intensive interventions and goals at least biweekly | Progress-monitoring does not occur, or there is no school-wide progress-monitoring collaboration process for all teaching staff and health and wellness teams, or progress on goals is not documented at least once every two weeks or twice monthly along with data-based and informed changes to instruction/intervention. | **Multiple staff are involved in progress-monitoring** for students receiving Layer 3 interventions. There is a standardized tool/form for progress-monitoring. Updates on intensive interventions and goals are **documented at least biweekly, along with any changes** to instruction/intervention. School administrators may not be monitoring or following up on progress-monitoring systems. | Multiple staff are involved in progress-monitoring for students receiving Layer 3 interventions. There is a standardized tool/form for progress- monitoring. Updates on intensive interventions and goals are documented at least biweekly, along with any changes to instruction/intervention.  Changes are communicated to families within 48 hours. School or district administrators observe Layer 3 intensive interventions and provide meaningful feedback to staff within 48 hours. **School administrators have meetings (at least quarterly) to review the progress of intervention groups, evaluate the implementation of**  **interventions, and adjust PL plans for staff.** |  | Schedule for progress- monitoring, tool for progress-monitoring, and schedule for review of intervention groupings  Walk-throughs or non- evaluative feedback form |

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| **Layers** | **Opportunity for Improvement** | **Partial Implementation** | **Full Implementation** | **Rating** | **Documentation** |
| **L3.4**  Social-Emotional Learning (SEL) | Teachers and school health and wellness teams do not collaborate to assess the nature of students’ social-emotional learning and are not developing supports for this learning.  Teachers are not implementing identified supports and monitoring their effectiveness. Teachers are not reporting their effectiveness to others, including parents. Professional Learning (PL) opportunities on social- emotional learning (SEL) are identified for teachers and school health and wellness teams. | Teachers and school health and wellness **teams collaborate to assess the nature of students’ social-emotional learning** and have developed supports for this learning, but are not implementing these supports, nor are they monitoring their effectiveness and reporting their effectiveness to others, including parents. **Teachers and school health and wellness teams incorporate appropriate strategies** and resources from SEL PL opportunities to inform supports. | Teachers and school health and wellness teams collaborate to assess the nature of students’ social-emotional learning, and then develop supports for this learning**, implement these supports, and then monitor their effectiveness and report their effectiveness to others, including parents**. Select administrators, teachers, and school health and wellness team members serve as PL support on **SEL strategies and resources for new staff and for staff requesting further assistance during the school year.** |  |  |

**Rubric Part II: MLSS Core Components**

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| **Program Elements** | **Opportunity for Improvement** | **Partial Implementation** | **Full Implementation** | **Rating** | **Documentation** |
| **School Supports (SS)** | | | | | |
| **SS1**  An annual, coordinated professional learning plan in accordance with  6.65.2 NMAC with fidelity of implementation assessment | There may not be an annual written PL plan to support general education and specialized instructional staff and health and wellness staff. If there is a plan, it may not support the implementation of MLSS or may not include PL that is ongoing and job- embedded. | There is an **annual written PL plan** to support general education and specialized instructional staff and health and wellness staff. The plan **supports the implementation of MLSS**. The plan includes PL that is **ongoing and job-embedded**. | There is an annual written PL plan to support general education and specialized instructional staff and health and wellness staff. The plan supports the implementation of MLSS. **The plan includes PL that is ongoing and job-embedded**. Staff is provided with the resources they need to effectively implement what they have learned. The PL plan includes an **implementation plan** and a **system for monitoring the fidelity of implementation and reporting** on implementation of the plan. |  | PL plan Implementation plan  Classroom walk-through forms  Non-evaluative feedback forms  Annual calendar indicating differentiation of professional learning for instructional staff |
| **SS2**  A non- evaluative observation and  feedback cycle to support teachers that occurs at least biweekly | The school administrator observes instruction in every class less frequently than biweekly (two times/month), and may not be consistently providing effective and timely feedback. | The school administrator observes instruction in **most classes at least biweekly** (two times/month) and provides effective, useful, and timely feedback within 48 hours. | The school administrator observes instruction in **every class** at least biweekly (two times/month) and has **an effective system** for providing effective, useful and timely feedback within 48 hours. **The observation may be a classroom walk-through.**  **Teachers receive support and coaching to implement feedback, and school administrators follow through.** |  | Classroom walk-through forms  Evidence of support and coaching to teacher |

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| **Program Elements** | **Opportunity for Improvement** | **Partial Implementation** | **Full Implementation** | **Rating** | **Documentation** |
| **SS3**  High-quality instructional materials for teachers to implement interventions at each layer | Core content teachers may not have sufficient curricula aligned to the CCSS or content standards available to support Layer 1 core instruction, Layer 1 universal interventions,  Layer 2 targeted interventions, or Layer 3 intensive interventions. Special education teachers may not have sufficient grade- level curricula and supplemental materials available to meet the needs of students with disabilities.  Teachers may or may not receive professional learning on how to implement the curriculum. | Core content teachers have high-quality core **curricula to support Layer 1 core instruction** aligned **to the CCSS or content standards, Layer 1 universal**  **interventions, Layer 2 targeted interventions, and Layer 3 intensive interventions**. Special education teachers have high-quality curricula and supplemental materials available to **meet the needs of students with disabilities**. | Core content teachers have curricula to support Layer 1 core instruction aligned to the CCSS or content standards, Layer 1 interventions, and Layer 2 targeted interventions. Special education teachers have high-quality curricula and supplemental materials available to meet the needs of students with disabilities. There are **lists of interventions** available for each layer and the high-quality instructional **materials for these interventions** are readily available, and health and wellness personnel have the resources necessary to implement the necessary interventions. |  | Curricula  Supplemental materials  Lists of approved interventions  Lesson plans Teacher action plans  List of resources for health and wellness personnel  Data to support decisions |

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| **Program Elements** | **Opportunity for Improvement** | **Partial Implementation** | **Full Implementation** | **Rating** | **Documentation** |
| **SS4**  District policies that encourage alignment of practices and programs at the classroom, school, and district level | Teachers create their own classroom systems without alignment across grade levels and schools. | **District policies encourage alignment on some topics.** There are not clear expectations across grade levels and schools for what positive behavioral interventions and supports (PBIS) look like, how to use data triangulation and universal screening, or to what extent students have access to small- group differentiated instruction. Or, teachers are not provided high- quality instructional materials, pacing guides, or curriculum maps.  **Health and wellness personnel provide input on school-level decisions.** | District policies and practices exist to **provide support on a broad range of topics including** MLSS, positive behavioral interventions and supports (PBIS), high-quality materials, data triangulation, universal screening, small-group instruction, progress- monitoring, expectations for learning, homework, pacing guides, curriculum maps, scope and sequence, and vertical alignment of curriculum.  **Health and wellness teams are recognized as an essential and necessary part of school transformation. School Health Advisory Committees (SHAC) are established and meet on a regular basis.** |  | District policy, school policy, pacing guides, curriculum maps, scope and sequence aligned to common core standards  Vertical alignment of curriculum  School Health Advisory Committees established with agendas and meeting notes |

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| **Program Elements** | **Opportunity for Improvement** | **Partial Implementation** | **Full Implementation** | **Rating** | **Documentation** |
| **SS5** | There may not be a system of | There is a **system of** | There is a **formalized** system of |  | Collaboration meeting |
| Dedicated | collaboration for staff. | **collaboration** for staff. | collaboration for staff **with regular** | schedules, agendas, |
| collaboration | Collaboration times may not | Collaboration times yield | **meeting times and locations**. | resolutions, and sign-in |
| times and | yield a product that is focused | a **product focused on** | Collaboration times yield a product | sheets |
| expectations for | on supporting all students, | **supporting all students**, | focused on supporting all students, |  |
| staff | particularly those most at risk | particularly those most at | special programs instructional staff |  |
|  | of not meeting grade-level | risk of not meeting | participate with regular education |  |
|  | standards. | grade-level standards. | staff and health and wellness staff as |  |
|  |  | Special programs | equals, and all **share responsibility** for |  |
|  |  | instructional staff | the product. **Agendas and resolutions** |  |
|  |  | participate with regular | **for collaboration times are published**. |  |
|  |  | education staff as equals. | Responsibilities for progress- |  |
|  |  | Responsibilities for | monitoring and intervention plan |  |
|  |  | progress-monitoring and | implementation **are documented**. |  |
|  |  | intervention plan |  |  |
|  |  | implementation are |  |  |
|  |  | divided among special |  |  |
|  |  | programs and regular |  |  |
|  |  | education staff. |  |  |

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| **Program Elements** | **Opportunity for Improvement** | **Partial Implementation** | **Full Implementation** | **Rating** | **Documentation** |
| **Family Engagement (FE)** | | | | | |
| **FE1**  Advisory School Council (22-5-  16, NMSA 1978) | The advisory school council (ASC) (22-5-16 NMSA 1978)  may or may not be established. If in place, the ASC meets less frequently than once per month or does not have non-staff parent/family member involvement. | **An active ASC including non-staff parent/family members who are meaningfully involved in the school**. ASC meets **at least once per month**; the council has a clearly defined and published role that encompasses providing input on a wide range of school issues.  Issues include instruction and curriculum, school policies such as positive behavioral interventions and supports (PBIS), discipline and incentives, parent trainings, and school and district budgets. | An active ASC including non-staff parents and **at least one community member** meaningfully involved in the school. ASC meets at least once per month, and the council has a clearly defined and published role that encompasses providing input on a wide range of school issues. Issues include instruction and curriculum, school policies such as positive behavioral interventions and supports (PBIS), discipline and incentives, parent trainings, and school and district budgets. **The school council develops creative ways to involve parents/families in the school. Where appropriate, the school council coordinates with any existing workforce development boards or vocational education advisory councils to connect students and school academic programs to business resources and opportunities. The school council serves as the champion for students in building community support for schools and encouraging greater community participation in the schools.** |  | Advisory council membership and constituents represented  Agendas and meeting minutes  Vision, mission, core values, and goals  Published annual report  Newsletters or other forms of communication from and to stakeholders (surveys or other forms of feedback) |

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| **Program Elements** | **Opportunity for Improvement** | **Partial Implementation** | **Full Implementation** | **Rating** | **Documentation** |
| **FE2**  School Compact | If the school has a school compact and family engagement policies, they are either not up to date, or they do not include the required components. | The school's compact and family engagement policies are **up to date and include all required components.** | The school's compact and family engagement policies are up to date and include all of the required components. **The advisory school council was involved in the development of the documents and**  **approved them in the minutes.** |  | School Compact  Advisory School Council agenda and meeting minutes |
| **FE3**  Partnerships with Families | Family and community partnerships are not in place. Families and community members have a very limited role in supporting literacy efforts and initiatives. | **The school has established family and community partnerships** that support the school’s literacy efforts and initiatives. Initiatives include family literacy events and workshops for parents and families on how to support the students. **Teachers communicate students’ progress in literacy to parents/families on a regular basis.** | The school has established family and community partnerships that support the school’s literacy efforts and initiatives. Initiatives include family literacy events and workshops for parents and families on how to support the students. Schools have established partnerships with community organizations that support literacy including mentorship programs, extended learning opportunities, and grants**. Community organizations regularly celebrate the students’ and school’s progress. The school has a comprehensive literacy assessment system. Progress- monitoring across the school is systematic, and parents/families are notified of the students’ progress after each interim assessment.** |  | Lists of events  Mentors  Stakeholder documentation that clearly details support/partnerships  Communication log and progress-monitoring |

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| **Community Schools Act (CSA)** | | | | | |
| **Program Elements** | **Opportunity for Improvement** | **Partial Implementation** | **Full Implementation** | **Rating** | **Documentation** |
| **CSA1**  Collaborative Leadership Pillar | The principal is the main driver of community school development. A community school coordinator implements some programs and services. Meetings with stakeholders are held and minutes reflect outcomes from decisions regarding non core-instruction and community-related school activities. Data from existing school surveys (i.e. Quality of Education survey) is shared with the community. | School administrator demonstrates shared leadership and meets regularly with the community school coordinator. **Most decisions for the community school are made by the SBLT.** Coordinator works to **integrate and leverage existing partnerships** into the work of the school. **New partnerships are developed** in response to the annual needs assessment. | Has a fully functional SBLT made up of a **diverse group of representative stakeholders** that meets on a regular basis to review data, coordinate services, approve partners/programs, analyze program effectiveness, and is fully empowered as a decision making body within the school’s community. **The school’s and partner’s goals and priorities reflect one another.** The principal and community school coordinator **meet on a regular basis to coordinate strategies and ensure adequate progress** is being made towards shared goals. **A deep needs assessment and asset map is conducted and updated annually**, and programs, services and resources are adjusted according to the data. |  | SBLT meetings are held every two weeks  SBLT members are diverse  SBLT members attend meetings 50% of the time or more  Record of Principal and Coordinator meeting weekly  Deep needs assessment and asset map  SBLT has formal partnership agreements in place |

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| **Program Elements** | **Opportunity for Improvement** | **Partial Implementation** | **Full Implementation** | **Rating** | **Documentation** |
| **CSA2**  Integrated Student Supports Pillar | Services/supports offered to students on-site and by non- district partners (e.g. dental clinic, vision screening).  Student referrals to community services/supports are tracked and reported to the SBLT. School requests feedback from students and families on existing Integrated Student Support services through survey. | Schools and partneres regularly **collect data on student and community needs**, as well as macro- community data (poverty, trauma, health, housing, etc.). These data, disaggregated by race, gender, disability, income, and other relevant factors, **inform the development of services/supports** (i.e. food pantry is started). **School based or school linked health providers are members of the SBLT** and participate in data sharing and decision making. | Integrated Student Supports are **deeply connected to the school’s overall mission and vision**. Highly effective community schools find ways to **connect providing Integrated Student Supports with improving teaching and learning conditions schoolwide**, including a positive school climate in which students report that they feel safe and cared for. Implementation is overseen by a well-prepared community school coordinator who works closely with a diverse SBLT. **Physical and behavioral health providers are seen as integral partners** in the school as members of the SBLT. The SBLT focuses on increased access to health services as an equity strategy for students and their families. |  | School mission or vision statement aligned with Integrated Student Supports  Meeting notes and documentation of work completed by the community school coordinator  Meeting attendance records that demonstrate that physical and behavioral health providers are consistently included in SBLT meetings |

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| **Program Elements** | **Opportunity for Improvement** | **Partial Implementation** | **Full Implementation** | **Rating** | **Documentation** |
| **CSA3**  Expanded and Enriched Learning Pillar | Community partner organizations manage and run out-of-school time activities. Collaborative meetings are held to discuss expanded learning opportunities and include a diverse group of stakeholders (parents, families, students, community organizations). The majority of students are surveyed annually to identify out of school time clubs and activities desired and activities are directly linked to results from student voice. | Expanded and enriched learning programs/activities provide a **menu of youth- voice-driven opportunities.**  Opportunities include activities that are directly linked to academic achievement and activities that enrich the academic experience and close the opportunity gap and enhance student engagement.  Community based childcare providers offer options for parents/families for before and after school care. **Out of school time staff, including childcare provider partners, attend SBLT meetings.** Programming is supported by diverse and unique funding sources. | Expanded learning is **part of the core work of the community school and leaders message it as a school priority**. Professional learning around integrating and aligning school day and out-of-school programming enables educators and partners to develop consistent practices, shared language, and collaborative relationships. High-quality programs monitor attendance, reach out to families when a student is absent, build close relationships with families and youth, and provide support around issues that might undermine attendance both in the out of school time program and the school day. **The SBLT stakeholders are active partners in expanded learning program development, implementation and evaluation.** |  | Schedule of OST activities demonstrates alignment to indicators in the school’s 90-day plan  Schedule of community partner support with managing after school clubs  List of funding sources leveraged by the community school  Sign-in sheets from SBLT meetings  Notes from data analysis that includes student, family and community data |

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| **Program Elements** | **Opportunity for Improvement** | **Partial Implementation** | **Full Implementation** | **Rating** | **Documentation** |
| **CSA4**  Active Family and Community Engagement Pillar | School encourages and tracks attendance at parent teacher conferences and school-wide family events. School administrator intentionally invites family members to participate in decision-making meetings. Family leadership structures (PTO/PTA) are in place and intentionally reach out to and include diverse family members. | Increased efforts to **engage parents and community leaders in planning, implementation and oversight of non- academic programs.** Active parent leadership is evident as parents lead school or class activities. Parents utilize **dedicated and accessible parent space** (family resource center) within the community schools.  **Community leaders are engaged in efforts to improve conditions** for learning for students at the community school. | Structures and practices in schools **support a continuum of family and community engagement practices.** Teachers and school staff have opportunities to value and learn from the experiences of parents and communities, seeing them as having “funds of knowledge” that can inform classroom practices and curriculum, making them more relevant to students’ cultural backgrounds and experiences. This, in turn, fosters stronger relationships with parents and families. **Regular, consistent, and bidirectional channels of communication between families and school staff** to ensure families understand the student’s academic progress and are aware of school programs, events, and opportunities. **Families and community members are engaged at all steps** of the assessment, planning, implementation, and evaluation of the community schools strategy.  **Partner organizations are incorporated into the school by a full-time community school coordinator.** |  | Meeting minutes and notes demonstrate the incorporation of local knowledge  Professional learning schedule and agendas  Schedules of opportunities for parents and families  Diversity of meeting participants reflect a strong cross-cultural network |

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| **Program Elements** | **Opportunity for Improvement** | **Partial Implementation** | **Full Implementation** | **Rating** | **Documentation** |
| **CSA5**  Leveraging funds for community schools implementation and meeting the needs of the whole child | There are no consistent funding streams to support the community schools implementation framework. Programs for students are short-term and sporadic.  Programs are not based on the annual needs-and-assets assessment. | **Schools are leveraging local, state, and federal funds** to implement programs for students based on the annual needs-and-assets assessment. **Programs and services are in place for students before and after school**, during school breaks and summer, and during the school day**. A community school coordinator is in place.**  Programs and services are provided for families and community members.  **There is a broader use of public school facilities** in which school buildings become the hubs of neighborhood events, activities, advocacy, and civic life. | Schools are **afforded by their districts operational flexibility in programming, curriculum, staffing, budgeting, and scheduling** so that the community school can fully implement a comprehensive community school framework. Schools are leveraging local, state, and federal funds to implement programs for students, families and community members  based on the ongoing needs-and-assets  assessment. The community school framework is designed to focus on improving the community school climate, student academic achievement, attendance, behavior, family engagement, and, for high schools, graduation rates and readiness for college or a career**. Braided and blended funding is dedicated to supporting community school implementation.** The district **utilizes Title funds or operational dollars** to sustain community school coordinator positions. Community partners, local government agencies, private foundations, and others contribute to the development of community schools. **The SBLT has a school-level funding/strategic plan in place.** The community-wide leadership team has a long-term funding/strategic plan in place. |  | Community school budget District policy  SBLT funding/strategic plan  Community-Wide Leadership Team funding/strategic plan |

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| **Program Elements** | **Opportunity for Improvement** | **Partial Implementation** | **Full Implementation** | **Rating** | **Documentation** |
| **Structured Literacy Framework (SLF)** | | | | | |
| **SLF1**  Universal Dyslexia Screener | No students enrolled in first grade are screened for dyslexia. | **Some** students enrolled in first grade are screened for dyslexia. | **All** students enrolled in first grade are screened for dyslexia. |  | Dyslexia screener tool  Screener report |
| **SLF2**  Structured Literacy Framework | None or some grade levels have a clear framework for implementing structured literacy. | **Most** grade levels have a clear framework for implementing structured literacy. | **Each** grade level has a clear framework for implementing structured literacy. |  | District-wide literacy plan  PLC planning |
| Grade-level intervention tracker |
| **SLF3**  Layered Literacy Interventions | The school may not have clearly defined layered interventions for phonology, orthography, syntax, morphology, semantics, and organization. Teachers may not receive training and feedback on implementing interventions. School administrators may not be monitoring implementation of these interventions. | The school **has clearly identified and defined layered interventions** for phonology, orthography, syntax, morphology, semantics, and organization. Teachers receive training on implementing interventions. School administrators may monitor interventions, but monitoring may not be systematic. | The school has clearly identified and defined layered interventions for phonology, orthography, syntax, morphology, semantics, and organization. **Teachers and wellness staff can explain the interventions they provide (time/frequency/type)**. Teachers receive training **and feedback** on implementing interventions. School administrators **monitor interventions systematically**. |  | Teacher action plans  Classroom walk-through forms and feedback  Trainings and professional learning |

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| **Program Elements** | **Opportunity for Improvement** | **Partial Implementation** | **Full Implementation** | **Rating** | **Documentation** |
| **SLF4**  Interventions are aligned with the Structured Literacy Framework | The school **does not have** an outline of layered support using systematic, cumulative, explicit, diagnostic, and **multi- sensory interventions** that includes deep content knowledge and specific teaching expertise that focuses on the elements of phonological awareness, word recognition, phonics and decoding, spelling, and syntax at the **sentence and paragraph levels** for the prevention of reading deficits. | The school **has an outline** of layered support, but implementation **may not be systemic and explicit.** systematic, cumulative, explicit, diagnostic, and **multi-sensory interventions** that includes deep content knowledge and specific teaching expertise that focuses on the elements of phonological awareness, word recognition, phonics and decoding, spelling, and syntax at the **sentence and paragraph levels** for  the prevention of reading deficits. | The school has a **clearly defined** outline of layered support using systematic, cumulative, explicit, diagnostic, and **multi-sensory interventions** that includes deep content knowledge and specific teaching expertise that focuses on the elements of phonological awareness, word recognition, phonics and decoding, spelling, and syntax at the **sentence and paragraph levels** for the prevention of reading deficits. |  | Outline of layered SLF supports that are multi- sensory  Professional learning plan for teachers to implement SLF interventions |
| **SLF5**  Gathering Data and Progress Monitoring for Literacy Development | Teachers may not use data to make instructional decisions for each student. Instructional choices are made at the beginning of the year, but may or may not be evaluated as the school year progresses. | **Teachers analyze data,** but may not use the Dyslexia Screener to make instructional decisions for each students. Instructional choices are **monitored twice per year** in consideration of progress monitoring data. | Teachers **analyze data from Dyslexia Screener** with school literacy support team to make instructional decisions for each student. **A Common Formative Assessment progress monitoring tool has been identified and is in regular use to monitor progress** of students in Structured Literacy development. Instructional choices for each student are **re- evaluated at least several times per year** in consideration of progress monitoring data. |  | Notes and outcomes from data analysis  Progress monitoring timelines  Teacher lesson plans |