

MLSS NEWSLETTER



MULTI-LAYERED SYSTEM OF SUPPORTS (MLSS)

All Students Ready for Success:

*College, Career, Life,
Secure in their Identity and Healthy*

From the Desk of the Deputy Secretary of Education

DEAR EDUCATIONAL LEADERS OF NEW MEXICO,

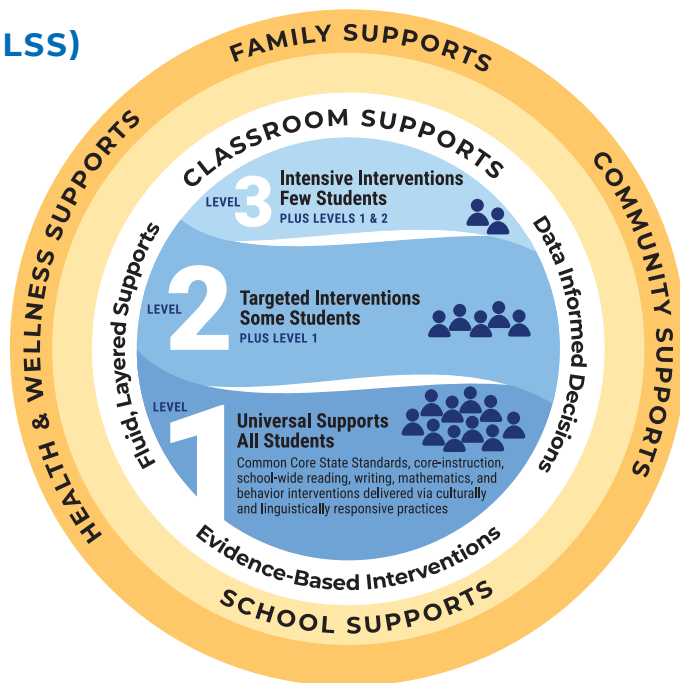
As you know, in school year 2020–21 New Mexico will transition to implementing MLSS by focusing on technical assistance and professional development to all schools and districts. In school year 2019–20, the New Mexico Public Education Department (NMPED) implemented a pilot year of MLSS implementation where some districts received technical assistance and professional development, and given your input and the pandemic, it was clear to us that we needed to provide another year of support across the state. New Mexico will fully implement MLSS during the 2021–22 school year.

I am very excited about MLSS and its model of support for both academics and behavior. MLSS empowers teachers to use their professional judgement and make data-informed decisions regarding the students in their classrooms without the need for a referral to SAT. MLSS also provides school and district administrators with a framework to make systems-level changes to improve student outcomes.

Please continue to refer to our PED MLSS website for updated and ongoing resources throughout the year, and don't hesitate to reach out to Ken Stowe as your main point of contact for all things MLSS. Thank you!

KATARINA SANDOVAL

*Deputy Secretary of Education
Academic Engagement &
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What is MLSS?

Multi-Layered System of Supports (MLSS) is New Mexico's adaptation of the Response to Intervention Framework (RtI). MLSS is a coordinated and comprehensive framework that educators use to organize their schools and school systems to support student learning. This support is accomplished by identifying and supporting students' needs and by providing the resources teachers, health and wellness personnel, and school administrators require for full implementation and long-term sustainability of MLSS. MLSS supports high-quality instruction and intervention, healthy students, and safe learning environments.

MLSS is a framework for school personnel to support students by delivering a range of layered interventions based on data driven and data-informed student needs. MLSS includes high-quality instruction and interventions with progress monitoring for impact.

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PRINCIPAL TELLS HOW... “Data Drives Our Decisions”

At Governor Bent Elementary School, we are in our second year of MLSS implementation. In May 2020, we reviewed our math and English Language Arts (ELA) end of the year common summative assessment data. Our instructional council (shared leadership team) analyzed the data and decided that ELA was an area of need for school-wide improvement. Therefore, ELA will be our 2020–21 instructional focus in our New Mexico DASH 90-day plan that is aligned to MLSS. We started to align our ELA instructional time to the MLSS implementation guide as well. We streamlined our common formative and summative assessments using Istation and its instructional components for kindergarten through 5th grade. Teachers will have ongoing ELA data conversations with a resource teacher once per month, analyzing students' needs at each MLSS layer. Each teacher and grade level will develop an Instructional Action Plan for their students based on the common formative assessment data. We have designated two ELA interventionists to support students in kindergarten through 5th-grade. The ELA interventionists will use the ELA intervention curriculum (Layer 2) that aligns with the core curriculum (Layer 1). We have implemented ELA partnerships with our families by creating a 20-minute nightly reading initiative that will dovetail with our trimester “One School, One Book” initiative. In collaboration with our community partners, we have built and placed a Little Free Library in front of our school for the community to access free books. We are on the road to full MLSS implementation and excited about the progress we make to meet ALL students' needs.

JONATHAN SAIZ, ED.S.

*Principal, Governor Bent Elementary School
Albuquerque Public Schools*

SUPERINTENDENT VOICES... “How All Students Succeed”

Students come to school today with more barriers to learning than the average adult has experiences in his/her lifetime. As educators, this means we have to change how we provide instruction and most importantly how we provide immediate interventions to those not meeting with success.

MLSS is a key component to ensuring ALL students meet with academic success. I have had the opportunity to see first how the powerful effects that quality 1st instruction and timely and targeted interventions has had on student growth. When ALL students are exposed to the core, when data is used to drive instructional practices and when meaningful and targeted interventions are put into place, the sky's the limit! My former school implemented these strategies and we went from a D to an A school in one year! Our student growth was phenomenal!

As educators, our focus must be on doing what is best for kids, always! MLSS requires us to change how we instruct so that learning becomes meaningful and engaging and it is what is best for kids!!

JULIE CRUM

Superintendent, Springer Municipal Schools

Parents, Teachers, Principals:
NMPED want to hear from you!
Contact us with any questions
you may have about MLSS.

Multi.LayeredSS@state.nm.us

TEACHER SAYS... “Meeting the Needs of ALL My Students”

I believe MLSS will serve the needs of my students during this distance learning. It is more flexible because students can move through tiers depending on the support they need. The Multi-layered Systems of Support (MLSS) makes a major change for the better. MLSS takes an aggressive step in allowing the teacher to make judgement calls. Part of my duties in the Teacher Ambassador program was to work with a team to take a deep dive into the MLSS framework and together we broke down MLSS in a system by identifying what areas may be most difficult for teachers to implement and provided NMPED leadership with guidance on how to best address these issues to ensure that MLSS is a system to work for teachers, made by teachers. Throughout this next school year, I am going to use the MLSS framework to guide my instruction in response to student needs.

MLSS FEATURE COMPONENT: Family Engagement

There is no doubt that education in New Mexico looks much different today than it did a year ago. Many schools are in the early stages of welcoming students back to school in a hybrid model, while some may continue delivering instruction remotely for a while longer. Regardless of the model, one fact is clear: Now, more than ever, parents and caregivers are equal partners in the academic success of New Mexico's students. The New Mexico Public Education Department recently conducted the Family Education Survey and the results were published in June of this year. Some key findings from the survey include:

- Families want more support for their child's intellectual and socio-emotional growth if distance learning continues.
- Access to hardware, technology, and reliable internet posed significant barriers for families.
- After the switch to distance learning, families reported they felt their children were less engaged.
- Families expressed an interest in increased communication as well as guidance and resources to support their children's learning at home.

As one of the seven components of the MLSS Framework, it's critical for districts and schools to create a systematic approach to embrace and encourage families in the education of their child(ren) and to empower them with the training and tools needed to be equal partners in supporting student success. Here are some ideas to enable meaningful family participation:

Training

Just like the students and teachers, parents and caregivers will need training in the learning platform being used. Plan multiple ways to deliver training for families on using devices; accessing the learning platforms; using synchronous instructional delivery tools such as ZOOM or Google Meets; and the student expectations for coursework in both asynchronous and synchronous instruction.



Communication

Use every delivery model available to ensure parents are kept informed. Create short videos weekly to upload to websites or school Facebook pages to share information and keep families updated. Teachers should use email, text, Remind, Class Dojo or other communication Apps to provide weekly updates to parents on work expectations. Teachers can also offer "office hours" so parents can contact them with questions or concerns.

Workload and Schedules

Teachers should collaborate with each other to ensure that there are reasonable and appropriate expectations for projects and assignments. Be sure students are not inundated with assignments from multiple teachers that have overlapping due dates. This causes frustration and anxiety for both the students and families. Remember that many families have several children who are doing school in the home environment so give grace and patience, and be reasonable with workloads.

One great resource that is available to both schools and families is NM Engaged-A Framework for Family-School Partnerships <http://nmengaged.com/>. This website offers many suggestions and activities for welcoming families, sharing leadership and collaborating with communities, to name a few.

As Helen Keller said, "Alone we can do so little; together we can do so much". Let's make a commitment to "do so much" for New Mexico's students by strengthening that school/family connection.

NMPED recognizes that the current health crisis highlighted complex needs with regards to documenting and providing student supports. The demand for distance learning means that a variety of challenges will arise with elements of academic and behavioral supports being new to both teachers and students. As the school year begins, teachers should work with students to provide instruction with an emphasis on minimizing distractions and increasing engagement.

Traditional Back to School



School During a Pandemic



RESOURCES:

- [Click here for more information on MLSS](#)
- NMPED has provided [materials on reentry guidance](#) for district and schools
- NMPED is excited to roll out a self-paced professional development course entitled, [“Making Virtual Learning Accessible for All Students”](#) to all New Mexico educators! There are three “cohorts” of this same course for you to choose from: Elementary, Middle and High School. Please choose the grade band course that best fits your role/situation.

WANT TO LEARN MORE ABOUT MLSS?

[View current guidance and access online resources.](#)

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