LAS CRUCES PUBLIC SCHOOLS
DISTRICT ADVISORY COUNCIL MEETING

September 9, 2021
Mesilla Park Elementary - Cafeteria
955 W. Union

5:30 p.m. – 7:00 p.m.

AGENDA

I. **Welcome and Introductions**
   Brigitte Zigelhofer, Community Outreach Liaison
   Ralph Ramos, Superintendent

II. **What is "DAC"?**
   Brigitte Zigelhofer, Community Outreach Liaison

III. **MLSS – Road Map for Teaching & Learning**
IV. **(Multi Layered Systems of Support)**
   Dr. Wendi Miller-Tomlinson, Deputy Superintendent for Teaching, Learning,
   Leadership & Research

V. **Meeting Wrap – Up**
   a. **Feedback from School Advisory Council Meeting**
   b. **Topics of Interest for Future Discussions**

Next Meeting:
November 4, 2021 at Lynn Community Middle School – 5:30 pm

OUR MISSION
The Las Cruces Public Schools provides an equitable student-centered learning environment that
cultivates civic engagement, promotes excellence and celebrates diversity.

WELCOME

Las Cruces Public Schools
District Advisory Council Meeting

September 9, 2021
Mesilla Park Elementary

District Advisory Council Mission

- Get parents involved in schools
- Improve communication
- Disseminate information regarding district and school happenings
- Discuss educational topics of importance to parents and community
- Provide parents an opportunity to serve on district-level committees
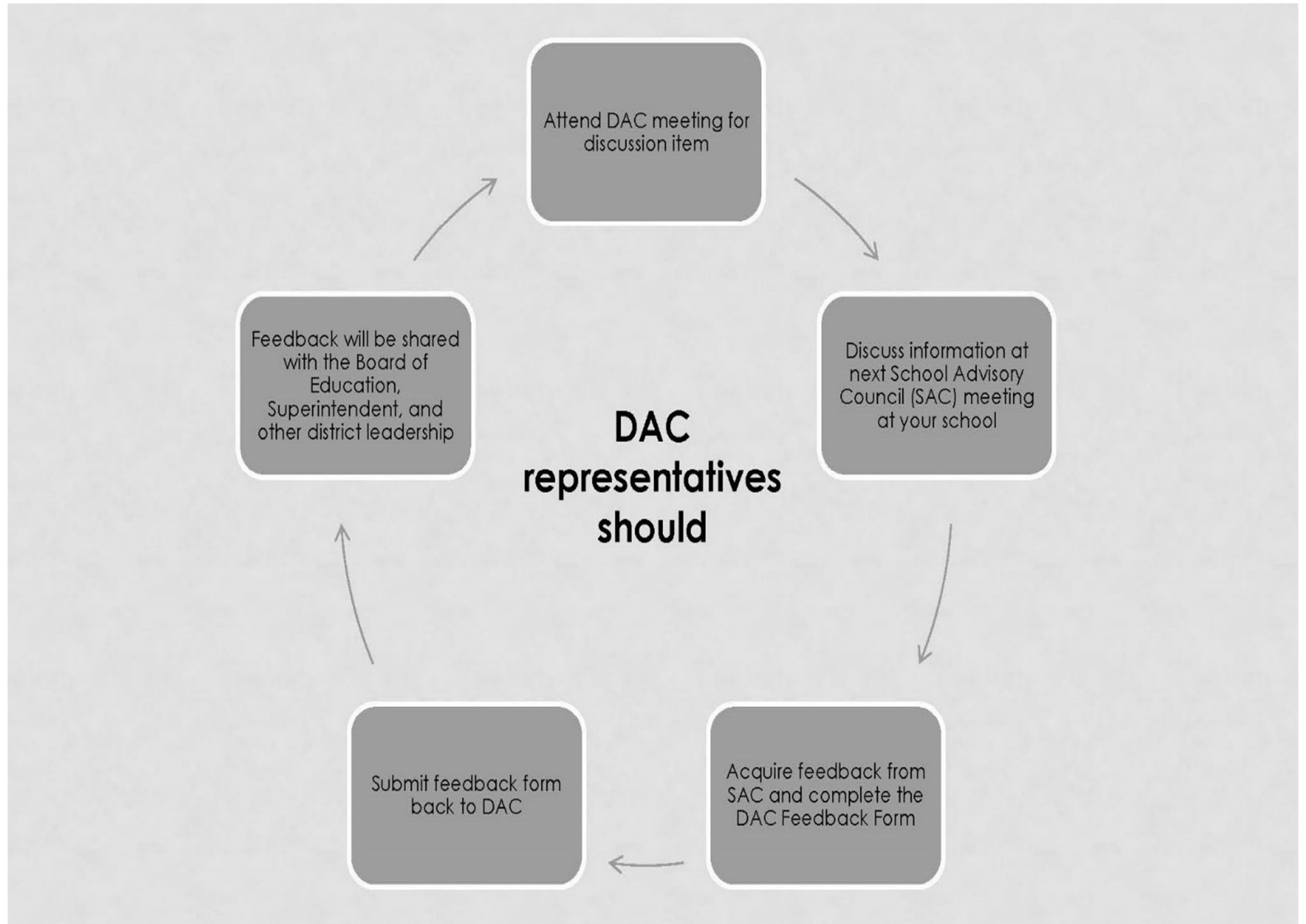
Feedback Form

District Advisory Council (DAC) Meeting
September 9, 2021

Topic of Discussion: *MLSS – Road Map for Teaching & Learning*
Presenter – Dr. Wendi Miller-Tomlinson, Deputy Superintendent for Teaching, Learning, Leadership & Research

Presentation Notes / Items to discuss at School Advisory Committee
PTSO/SAC Group discussion feedback:

TOPICS OF INTEREST

LAS CRUCES PUBLIC SCHOOLS

DISTRICT ADVISORY COUNCIL MEETING

Topics of Interest:

Indicate topics that you would like to
explore at future DAC meetings:

School campus happenings/topics:
1.
2.
3.
4.
5.

District happenings/topics:
1.
2.
3.
4.
5.

Please return this form at the end of the meeting.

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The Las Cruces Public Schools provides an equitable student-centered learning environment that
cultivates civic engagement, promotes excellence and celebrates diversity.

THANK YOU

NEXT MEETING:

NOVEMBER 4, 2021

LYNN COMMUNITY
MIDDLE SCHOOL

Las Cruces Public Schools

Roadmap for Teaching & Learning

2021-2022

Mission

The Las Cruces Public Schools provides an equitable student-centered learning environment that cultivates civic engagement, promotes excellence, and celebrates diversity.

Las Escuelas Públicas de Las Cruces proveen un ambiente equitativo centrado en los estudiantes, que promueve la participación cívica, la excelencia y la diversidad.

Value Statement

Our expectation is that our schools are diverse, equitable, and provide opportunities for the development of critical thinking and democratic ideals.

Teaching & Learning Center

Las Cruces Public Schools
Instructional Schedule for 2021-22

Las Cruces Public Schools | 2021-2022 CALENDAR

JULY '21

| 4 | Independence Day |
| 5 | Independence Day (observed) |

AUGUST '21

3	Site Professional Development
4	District PD/PLCs (a.m.) Site PLCs (p.m.)
5	District PD/PLCs (a.m.) Site PLCs (p.m.)
6	Teacher Work Day
9	Fall Semester Begins
10-11	Kindergarten transition days
12	Kindergarten Begins

SEPTEMBER '21

| 6 | Labor Day (no school) |
| 17 | Parent Teacher Conferences (no school for students) |

OCTOBER '21

| 13 | End of 1st 9 weeks |
| 14-15 | Fall Break (no school) |

NOVEMBER '21

| 11 | Veterans Day (no school) |
| 22-26 | Thanksgiving Break (no school) |

DECEMBER '22

| 17 | End of fall semester End of 2nd 9 Weeks Early dismissal for students |

JANUARY '22

4	Site Professional Development
5	District PD/PLCs (a.m.) Site PLCs (p.m.)
6	District PD/PLCs (a.m.) Site PLCs (p.m.)
7	Teacher Work Day
10	Spring Semester Begins
17	Dr. M.L. King Holiday (no school)

FEBRUARY '22

24	Next Step Planning (no school grades 9-12)
25	Parent/Teacher Conferences (K-7) Next Step Planning (grades 8-11) (no school K-12)
21	Presidents' Day (no school)

MARCH '22

| 11 | End of 3rd 9 Weeks |
| 21-25 | Spring Break (no school) |

APRIL '22

| 15 | Spring Holiday (no school) |
| 18 | Spring Holiday (no school) |

MAY '22

20	Graduation 9:00 a.m. Centennial (no school) 1:30 p.m. Arrowhead Park 6:30: Organ Mountain (early dismissal)
21	Graduation 9:00 a.m. Mayfield 1:30 p.m. Oñate/Las Cruces 6:00 Las Cruces
25	End of Spring Semester End of 4th 9 Weeks Early dismissal for students
30	Memorial Day

JUNE '22

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Bell/class schedules will be provided by the school.

Bus routes will be available at lcps.net/transportation. Individual student pick-up and drop-off times will be available through ParentVue

Schedule information for students enrolled in the Virtual Learning Academy will be provided after registration is complete.

Click here for Arrowhead Park Schools calendar

More information for parents can be found at lcps.net

School Hours Monday-Friday		
Elementary	Middle	High
8:00-2:30	8:45-3:45	8:30-3:30

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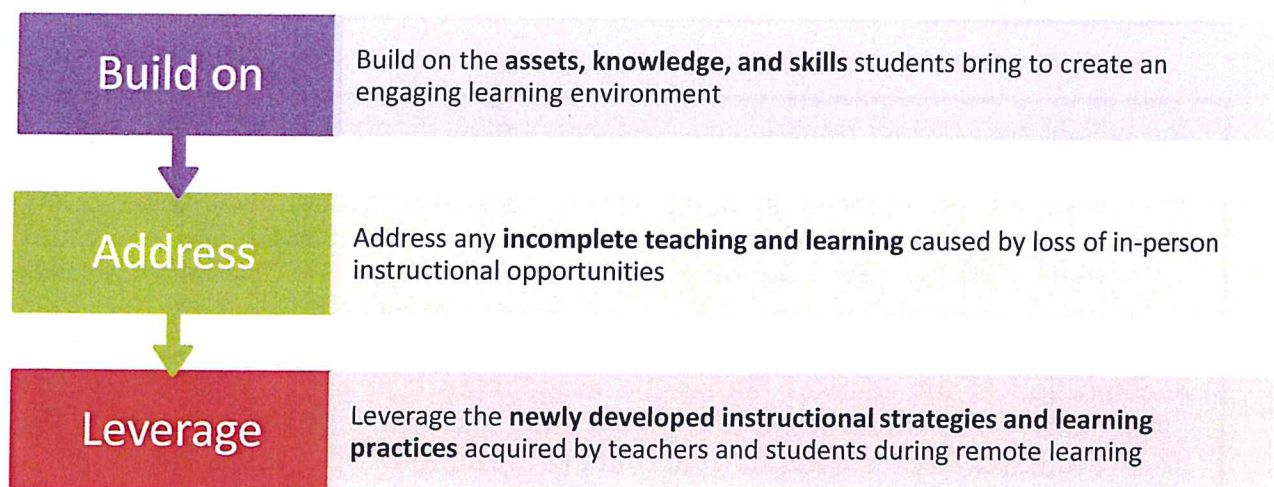
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Purpose

While it is undeniable that students across the state have been supported by teachers, school systems, family members, and community members through school closures and that incredible efforts have been made to address student learning needs, it is nevertheless highly likely that students of New Mexico will begin the 2021-2022 school year with missed learning and specific instructional needs. (NMPED, 2020)
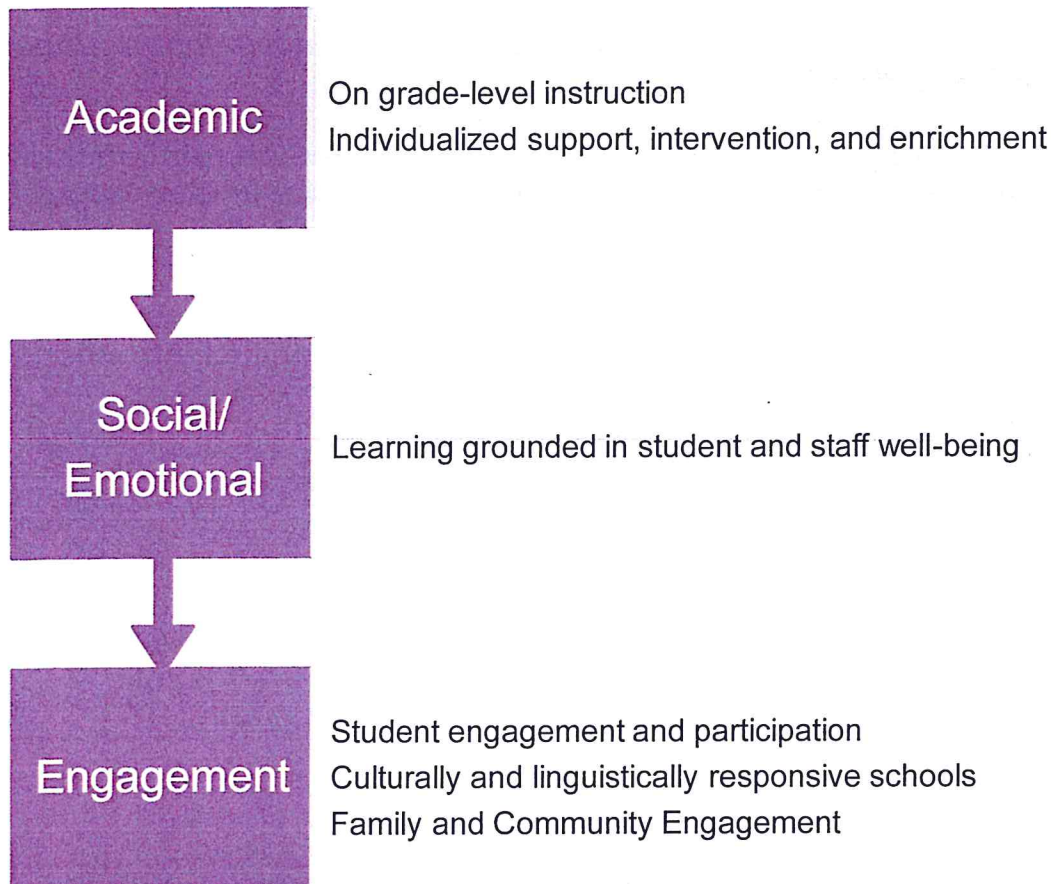
Furthermore, given the lack of connection and in-person relationships over the last year, students will need intentional social and emotional support to thrive in school and in life.

As a result, school districts will face unprecedented instructional challenges. Yet, missed learning and addressing specific instructional needs of students isn't new for teachers. Addressing skill gaps, incomplete learning, and misconceptions is a necessary and natural part of the teaching and learning process. (Council of the Great City Schools, 2020, p. 3)

What *is* new for teachers, and for our district and for our community, is that missed learning and instructional needs of students will be more widespread than we've seen before. In Las Cruces Public Schools we must prioritize equity and access for each and every learner.

Build on	Build on the **assets, knowledge, and skills** students bring to create an engaging learning environment
Address	Address any **incomplete teaching and learning** caused by loss of in-person instructional opportunities
Leverage	Leverage the **newly developed instructional strategies and learning practices** acquired by teachers and students during remote learning

Focus Areas for 2021-22

Academic
On grade-level instruction
Individualized support, intervention, and enrichment

Social/ Emotional
Learning grounded in student and staff well-being

Engagement
Student engagement and participation
Culturally and linguistically responsive schools
Family and Community Engagement

"The typical approach of remediation—teaching below grade level standards—is not an effective approach to catching students up and will likely compound the problem. This approach of "meeting students where they are," though well intentioned, practically guarantees students will lose more academic ground and reinforces misguided beliefs that some students cannot do grade-level work. The students stuck in this vicious cycle are disproportionately the most vulnerable: students of color, from low-income families, with special needs, or learning English. **Unlike remediation, acceleration is the idea of taking the most important grade-level standards students need to understand and prioritizing that learning in a strategic way, so all students have access to grade-level instruction.**" (NMPED, 2020, p.1)

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Multi-Layered Systems of Support (MLSS)

The LCPS Roadmap for Teaching & Learning is built on the Multi-Layered System of Supports (MLSS) framework. "MLSS is a holistic intervention framework that guides educators, those closest to the student, to intervene quickly when students need additional supports. The MLSS framework reflects the supports that the classroom teacher, school, family, health and wellness staff offer toward readying students to experience academic and behavioral success in school resulting in students being ready for success." (NMPED website, 2020)

The MLSS framework has seven core components:

Classroom Supports

1. **Data Driven Instruction & Data-Informed Decision-Making**
2. **High Quality Core Instruction and Interventions**

School Supports

3. **Informed and Effective School Leadership and Systems**
4. **Collaboration and Processes for Providing a Layered Continuum of Support**
5. **Positive School Culture and Climate**

Health and Wellness Supports

6. **Student Wellness**

Community & Family Supports

7. **Family Engagement**

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1 Data Driven Instruction & Data-Informed Decision-Making
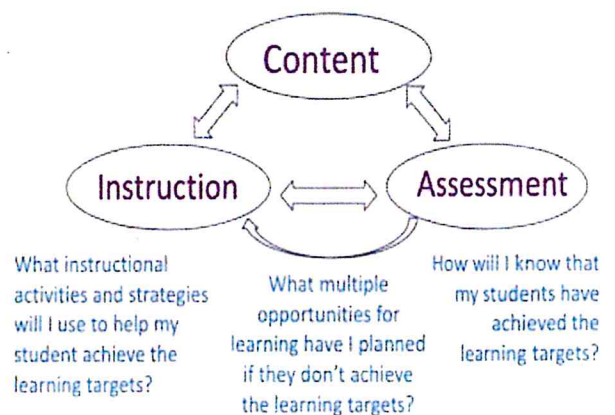
Gauging student learning

Rather than focusing on a single assessment or data point to gauge the status of student knowledge and skills, multiple measures will be gathered and used by teachers:

- Teacher driven formative assessments that:
  - ✓ are embedded into the teaching and learning process
  - ✓ are both formal and informal measures of student understanding
  - ✓ occur multiple times throughout lessons to monitor student progress
  - ✓ help the teacher to make real-time adjustments to instruction

- Teachers engage in data-driven **Professional Learning Communities (PLCs)** that focus on quality planning protocols with common expectations and structures

"Strong, attentive instruction, with embedded formative assessment, thus enables teachers to respond to student needs in real-time, and in the context of grade level standards, rather than defaulting to wholesale remediation. Moreover, this type of attention and responsiveness, particularly among teams of diverse types of teachers (such as special education teachers, bilingual education teachers, etc.) working together, provides a more complete picture of the educational needs of diverse learners."-*Council of the Great City Schools, 2020*

The Teaching/Learning Cycle

Teacher: What do my students need to know and do?

Content

Instruction ⟺ Assessment

What instructional activities and strategies will I use to help my student achieve the learning targets?

What multiple opportunities for learning have I planned if they don't achieve the learning targets?

How will I know that my students have achieved the learning targets?

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Interim Assessment Tools help teachers collect information about student learning to adjust instruction according to student needs.

iMSSA
- Interim Measure of Student Success & Achievement
- Can be used in grades 3-8 for Reading, Language Usage
- To learn more: https://newmexico.onlinehelp.cognia.org/imssa/

Istation
- Ongoing progress monitoring to gauge student outcomes in reading
- Can be used in grades K-2 for English and Spanish Language Arts
- To learn more: https://www.istation.com/SuperSeven/FormativeAssessments

iReady
- Creates individualized learning paths for K-5 students in Mathematics
- To learn more: https://www.curriculumassociates.com/products/i-ready/i-ready-assessment

STAR
- Gauges literacy growth for readers in grades K-12
- To learn more: https://www.renaissance.com/products/star-reading/

Edulastic
- Diagnostic and formative assessments to gauge student progress in Mathematics
- Used in grades 6-12
- To learn more: edulastic.com

Benchmark
- Can be used in grades 3-5 to monitor progress in both Spanish and English Language Arts for schools with dual language programs
- To learn more: benchmarkeducation.com

Career & Technical Education (CTE) measures of success

Interim assessments, such as ACT Work Keys, Precision Exams and iCEV will provide:
- data for identification of student gains in applied literacy/numeracy/science
- data to drive hands-on academic support and study skills, and co-curricular activities which support the core instruction and service learning

Resources for data-informed decision-making

Schoolzilla is a dashboard available to teachers and administrators with student data and achievement information that can be leveraged to make data driven decisions.

Mastery Connect is a curriculum planning and formative assessment tool that integrates with the Canvas learning management system and allows teachers to easily gauge mastery and connect with curriculum.

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2 High Quality Core Instruction & Interventions

Core Instruction

INSTRUCTIONAL GUIDES

- Focus on grade-level standards
- Best practices for accelerated learning
- Teachers decide on the lessons and strategies to deliver instruction
- Developed for and by LCPS teachers and staff
- **To address accelerated learning, the guides include:**

Priority Standards are those standards in each grade level or course that students must master in order to be prepared for the standards at the next grade level or course

Pre-requisite Skills are skills that students must have mastered to successfully access new standards, content, and skills

Spiral Standards are standards that are re-visited as new standards or skills are addressed to strengthen student understanding of new material.

Formative Assessments gauge student learning to provide feedback and adjust instruction to meet student learning needs

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Teaching & Learning Tools

- **CANVAS LEARNING MANAGEMENT SYSTEM**
  All teachers will maintain access to the course calendar, assignments, and resources in Canvas so that students and families can monitor progress and access learning remotely, if needed.

- **SHELTERED INSTRUCTION OBSERVATION PROTOCOL (SIOP)**
  The Sheltered Instruction Observation Protocol (SIOP) Model is a research-based and validated instructional model that has proven effective in addressing the academic needs of English learners. Each LCPS school has a SIOP implementation plan and teachers participate in professional learning to implement the protocol and support the school plan.

  To learn more: https://www.cal.org/siop/about/

- **HIGH QUALITY INSTRUCTIONAL MATERIALS**
  "Content rich, fully accessible, culturally, and linguistically relevant, free from bias, research-based, and aligned to New Mexico state standards." (NMPED, 2021). LCPS HQIM are available in English and Spanish.

Currently adopted HQIM (click on icon to learn more)

K-5 Mathematics	**Ready**
6-12 Mathematics	**CARNEGIE LEARNING**
K-5 Social Studies	**my World Social Studies**
K-5 Science	**STEMscopes** THE LEADER IN STEM EDUCATION
6-8 Science	**Amplify.**
9-12 English Language Arts	**SAVVAS** LEARNING COMPANY
K-5 Bilingual and Dual Language	**Benchmark EDUCATION**
9-12 English Language Development & Spanish Language Arts	**VISTA** HIGHER LEARNING

9

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Addressing K-12 Literacy

According to research by the Annie E. Casey Foundation, "the ability to read by third grade is critical to a child's success in school, life-long earning potential and their ability to contribute to the nation's economy and its security (2010)."

In 2019, LCPS was awarded a **Comprehensive Literacy State Development (CLSD) Grant** which provides resources for a comprehensive literacy program that starts at birth and ends at grade 12 with an emphasis on children from lower socio-economic backgrounds, English learners, and students with disabilities.

Key components of the LCPS Literacy Plan supported by the CLSD grant are:

Universal Instruction

- CORE (Consortium on Reaching Excellence in Education) To learn more: CORE
- SIM (Strategic Instruction Model) To learn more: SIM

Research-based interventions

- SPIRE (K-8) To learn more: SPIRE
- SIM (Strategic Instruction Model) To learn more: SIM
- FUSION (9-12)To learn more: Fusion Reading

Structured Literacy

- A dynamic, multi-sensory approach to learning that focuses on what brain science tells us is happening in the brain as we learn to read
- Focus on identifying struggling readers
- Teacher support through the **Science of Reading** and Structured Literacy strategies

Dyslexia Screening & Intervention

- ✓ All first-grade students are screened for characteristics of dyslexia in the Fall
- ✓ Students who are identified with characteristics of dyslexia receive interventions to meet their specific learning needs
- ✓ To learn more: https://webnew.ped.state.nm.us/wp-content/uploads/2020/07/NMPED-Dyslexia-Handbook.pdf

To learn more about the NM PED Structured Literacy Plan:
https://webnew.ped.state.nm.us/bureaus/literacy-humanities/structured-literacy-new-mexico/

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3 Informed and Effective School Leadership Systems

Principal and teacher **professional learning is aligned to best practices** and interventions

Effective systems for **observation and feedback** are in place

Professional Learning Communities are an expectation for all educational staff and are structured to increase student success

Schools will have an **established leadership team representing all stakeholders.**

Interventions are built into the master schedule

Professional development and support structures are provided for all staff

Schools will have a school-wide system **for positive behavioral supports and restorative discipline practices**

Principals will articulate **alignment between the district vision, the school 90 Day Plan, Administrator Leadership Plans, and teachers professional development plans**

Staff will have access to **professional development networks** and learning that are relevant to informed and effective school-wide systems

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4 Collaboration and Processes for Providing a Layered Continuum of Support

Students in need of intervention- what happens when students have not mastered content, skills, or need additional support?

Teachers determine interventions based on universal screenings, formal and informal assessments, classroom observations, and behavioral needs.

Interventions may include small group instruction, high dosage tutoring, research-based content-specific resources, enrichment, and behavioral support.

Pre-Student Assistance Team (SAT) / SAT: Using grades, engagement, attendance and behavior related referrals to identify at-risk students and select evidence based interventions.

Retention is a SAT team decision and is based on number of factors. To learn more, see the LCPS Placement, Promotion, Acceleration and Retention regulation (IKE-R).

Based on response to intervention, a student may be referred for additional evaluation. An **Individual Education Plan (IEP)** will be implemented for students who qualify, including those who qualify for gifted services.
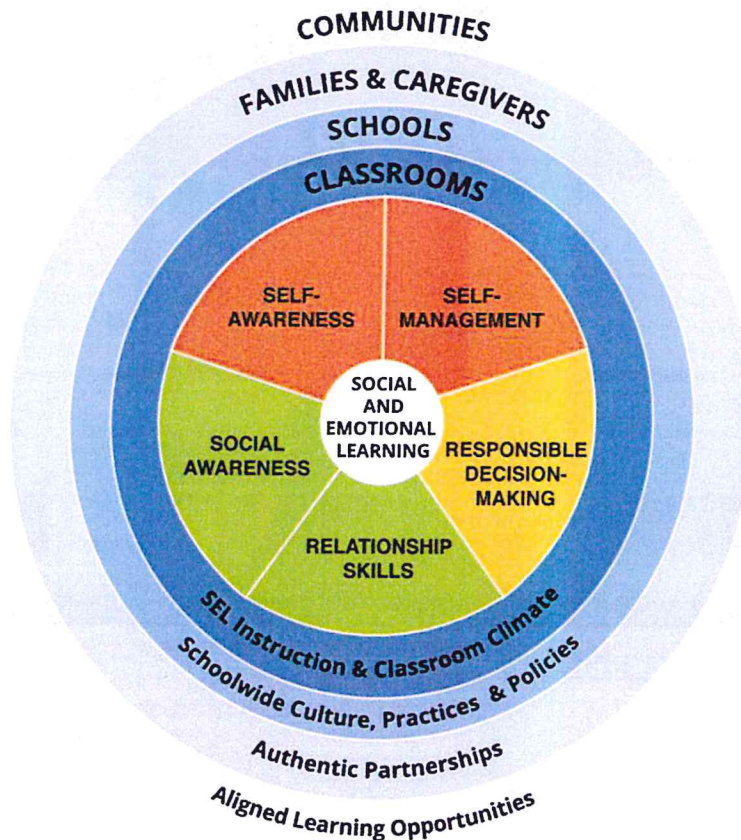
About Intervention
Interventions are supplemental instruction for students not progressing as rapidly as expected, they target a specific skill or content gap. The intensity of interventions should be driven by data. It is important to clearly identify the instructional need, align with the correct intervention, and the data collected in progress monitoring. Teachers will utilize data to ensure interventions are targeted, planned, measurable, consistent, and provide additional instruction.

Social Emotional Learning and Support Layers

1. **Interventions for behavior** that are impacting learning are evidence-based and targeted. LCPS uses *Safe and Civil Schools* Manuals and Training. To learn more: Safe and Civil Schools

2. Students receive support through **Behavior Interventionists** and **Behavioral Support Teams**

3. **Social Emotional Learning (SEL) Standards**- serve as a district's "blueprint" for instruction in SEL. Specific goals and benchmarks for student SEL grade by grade articulate what students should know and be able to do related to social emotional learning.
   To learn more: https://casel.org/sel-framework/

Core Competence Areas
Collaborative for Academic, Social,
and Emotional Learning (CASEL)

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Behavioral Support Intervention

Suite360 Intervention- provides students with learning opportunities for common infractions with the opportunity to learn the impact of their actions and help decide how to make things right with those who have been affected.

To Learn more: https://evpco.com/suite360

5 Positive School Culture and Climate

Universal Positive Behavior Support

LCPS schools engage in the PBIS model, including restorative practices to create a positive culture and climate.
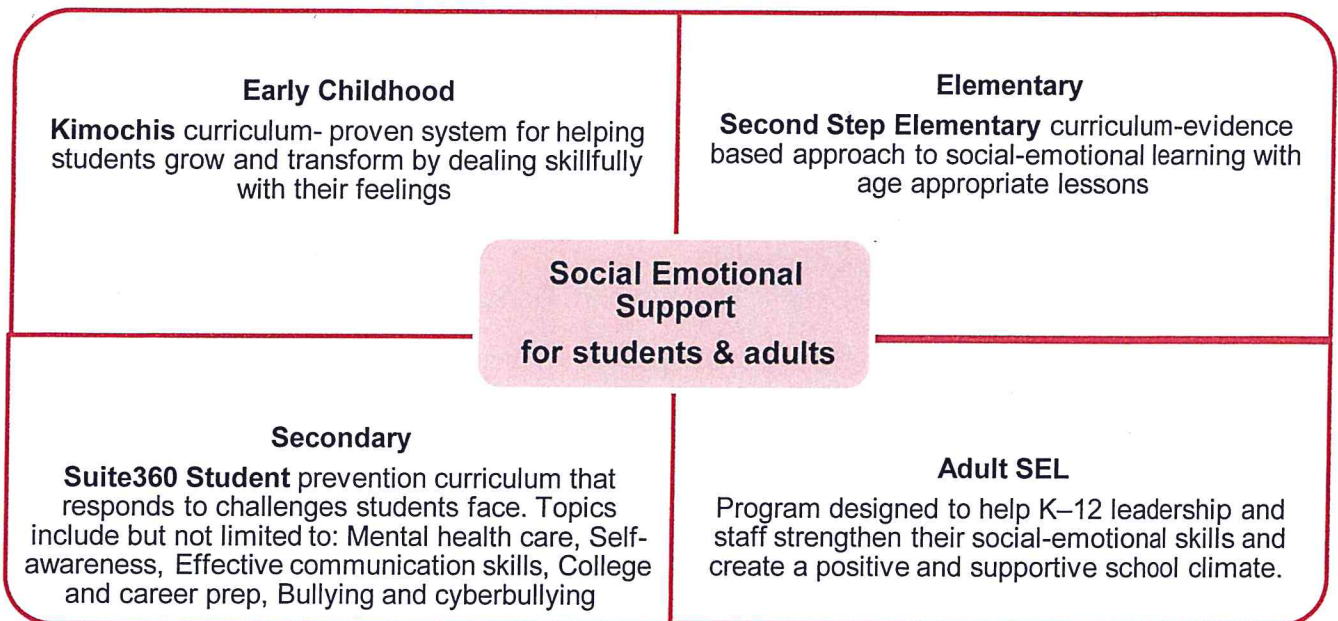
WHAT IS PBIS?

Positive Behavioral Interventions and Supports (PBIS) is an evidence-based three-tiered framework to improve and integrate all of the data, systems, and practices affecting student outcomes every day. PBIS creates schools where all students succeed.

TIER 1	TIER 2	TIER 3
Tier 1 practices and systems establish a foundation of regular, proactive support while preventing unwanted behaviors. Schools provide these universal supports to all students, school-wide.	Tier 2 practices and systems support students who are at risk for developing more serious problem behaviors before those behaviors start. These supports help students develop the skills they need to benefit from core programs at the school.	At Tier 3, students receive more intensive, individualized support to improve their behavioral and academic outcomes. At this level, schools rely on formal assessments to determine a student's need.
Learn More	Learn More	Learn More

Source: https://www.pbis.org/

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Social Emotional Learning (SEL) for Students and Adults

Early Childhood
Kimochis curriculum- proven system for helping students grow and transform by dealing skillfully with their feelings

Elementary
Second Step Elementary curriculum-evidence based approach to social-emotional learning with age appropriate lessons

Social Emotional Support for students & adults

Secondary
Suite360 Student prevention curriculum that responds to challenges students face. Topics include but not limited to: Mental health care, Self-awareness, Effective communication skills, College and career prep, Bullying and cyberbullying

Adult SEL
Program designed to help K–12 leadership and staff strengthen their social-emotional skills and create a positive and supportive school climate.

Culturally and Linguistically Responsive Teaching

Culturally and Linguistically Responsive (CLR) Teaching leverages student strengths to prove a relevant and effective environment for learning. A major goal of Culturally Responsive Teaching is to recognize the cultural capital and tools that all students bring to the classroom and to pair these tools with culturally and linguistically appropriate instructional materials and pedagogy. LCPS staff will be engaging in learning to help students learn in ways that leverage the knowledge and skills they bring to the classroom.

6 Student Wellness

School Health Advisory Council (SHAC)
The School Health Advisory Council is Currently partnering with *Action for Healthy Kids* to evaluate and update all wellness related policies to include those that address: Nutrition Guidelines, Healthy Snacks and Food Sales, PE Requirements, Recess Requirements, Student Behavioral Health and Safety and Student Health Services.

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7 Family Engagement

English, Spanish, and GED classes for parents & families

Parent Engagement Classes
Starting at 10 schools in 2021-22

Community Schools
Lynn, Booker T. Washington, Doña Ana, MacArthur

Community Partnerships
Family and Youth Incorporated, DACC, NMSU, City of Las Cruces, and many more

Welcome Centers
Located at middle and high schools to provide academic support, community information, and workforce development for all students

Family Outreach through the Bilingual Department
Support for students in Bilingual and Dual Language programs and support for migrant students

Translation & Interpretation Services
Translation and interpretation services are provided to ensure LCPS families have access to all information and meetings at both the school and district levels

Other resources for families

Project Link Homeless Education Program
Valley View Elementary School
915 E. California Ave
Las Cruces, NM 88011

Military Families (CYS at White Sands Missile Range)

LCPS Volunteer Information

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References

New Mexico Public Education Department Roadmap for Accelerated Learning & Renewal (2021)

Restart & Recovery: Considerations for Teaching and Learning Overview (2020

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Welcome

LCPS DAC
September 2021

Introduction
Roadmap
Structured Literacy
Component 1
Component 2

Goals for today

Learn about the LCPS
Roadmap for Teaching
& Learning

Ask questions and make
suggestions

Have fun

What is MLSS?

What's next?

Structured Literacy

NM STATE Statute 22-13-32
- Universal Dyslexia Screening (1st grade)
- Early interventions

- Literacy Professional Learning Plan (Teachers and Administrators)
- Implement Structured Literacy

Structured Literacy

How is it taught?

- Simultaneous and Multi-Sensory

- Systematic and Cumulative

- Direct and Explicit Instruction

- Diagnostic Teaching

- Synthetic Phonics Instruction

Structured Literacy

Component 1
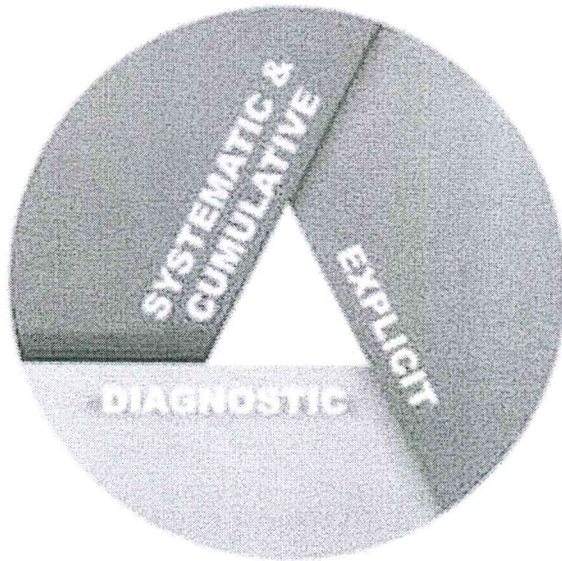
Component 2

Evidence-based
teaching principles
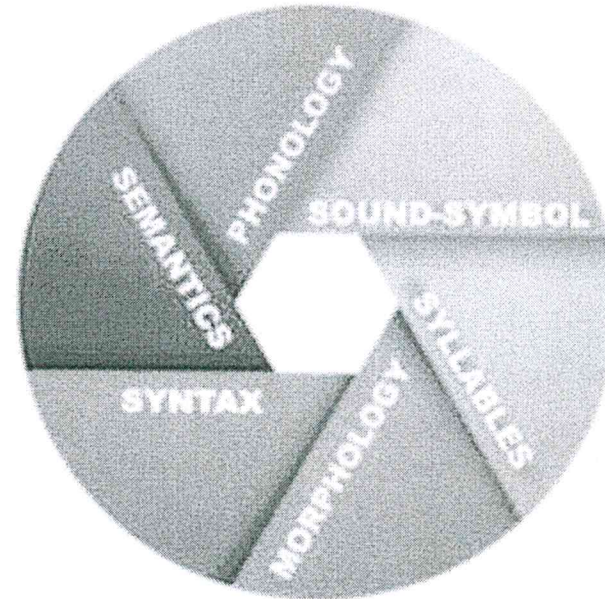
Evidence-based
elements
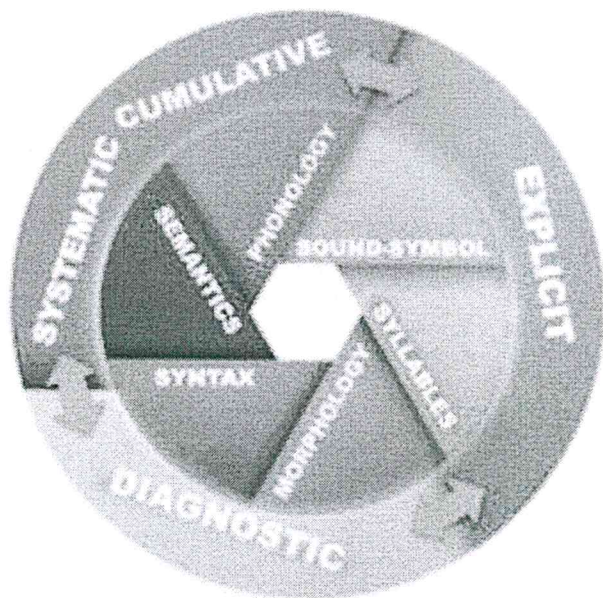
Effective reading instruction

Interventions:

- Sounds Sensible
- SPIRE
- Fusion
- CORE Strategies

Classroom Supports

Component 1:

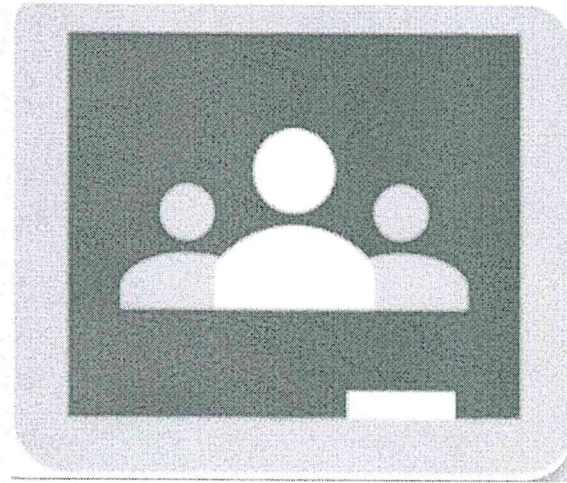Data Driven Instruction & Data-Informed Decision-Making
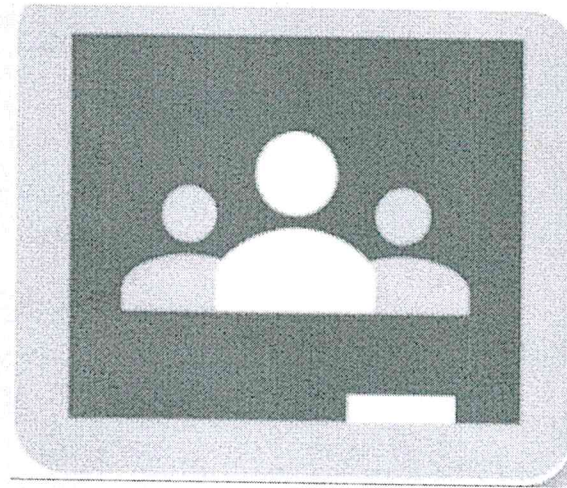
- Pages 6 and 7
- Read a section
- Annotate:
- Notice and Wonders
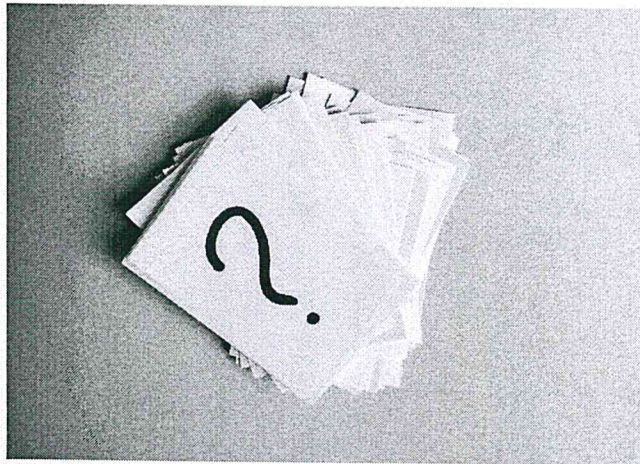- Share with table group

Classroom Supports

Component 2:

High Quality Core Instruction and Interventions

- Pages 8, 9, and 10
- Read a section
- Annotate:
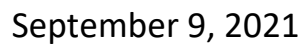- Notice and Wonders
- Share with table group

Question	Answer
Was STAR given at Arrowhead Park? If so, were results shared with parents?	Yes, for all 9th and 10th grade students.
How many students are affected by dyslexia? Is that the predominant concern in reading comprehension?	Research varies on the approximate percentage, however about 15–20% of the population as a whole—have some of the symptoms of dyslexia. Students with characteristic of Dyslexia display slow or inaccurate reading, poor spelling, poor writing, or mixing up similar words. This of course affect comprehension, but one of the main struggles is with decoding and accessing text. For more see: https://dyslexiaida.org/dyslexia-basics/ https://dyslexiaida.org/how-widespread-is-dyslexia/ https://dyslexiaida.org/definition-of-dyslexia/
What happens if a student doesn't meet grade-level standards?	Teachers will use assessment data to provide intervention to students not meeting grade-level standards. Schools will monitor student progress and work directly with families to determine if additional services and supports are needed.
How about zero grades not being allowed? Will all students pass?	Students who do not provide evidence of learning (zero) will receive an F in the gradebook. If student grades total an F at the end of a grading period, the student will fail.
How can parents/guardians be involved in component 1 and 2 of the MLSS framework?	Parents are encouraged to talk with their child's teacher.
How do you correlate assessment to life skill?	Assessments give us information about the foundational skills (i.e., reading, writing, speaking, listening, mathematical thinking) needed for success in life.
So many assessments…so little time to teach.	Teaching and assessment go hand in hand. Assessments help teachers know what students already know and what they still need to learn.
What about students who have test anxiety? How do you get accurate assessments?	Teachers use multiple measures to understand what students know and can do. One test should not be the sole piece of evidence on whether a student has learned. Classroom assignments and projects can be used to create an accurate picture of what students know and are able to do.

Why are there only 1-2 assessment tools for high school and middle school?	Federal guidelines require that we test all students in 3-8 but only once in high school so there are more interim assessments to help prepare grades 3-8 for summative assessments. High school is only summatively assessed in 11th grade, so teachers have flexibility to use a variety of curriculum-based assessment tools to inform daily instruction.
Is there a plan to have 5th grade teachers to prepare their students for middle school use of Canvas?	Yes, the elementary Canvas dashboard looks very similar to the middle school/high school Canvas dashboard.
Are teachers instructed to teach at current grade level or are they teaching a grade level lower to assess their students?	Teachers are teaching at grade level using priority standards that have been identified and outlined in the instructional guides. Teachers use assessment data to know where students might struggle with grade level content so they can support students during instruction.
Are the interim assessment tools being used really the best way to measure growth? It seems teachers cherry pick the data from each that they like.	Yes, interim assessments give us information about how students are doing against state standards.
How will you teach literacy skills at high school level?	Our teachers follow instructional guides that adhere to the CCSS. The CCSS addresses literacy skills at the high school level for reading, writing, speaking and listening, and conventions (grammar). Students who need literacy skills level at a lower grade level will receive differentiated instruction and reading interventions as necessary. Each high school will also focus on a specific SIM (Strategic Instruction Model) strategy to address additional reading skills.
How do you train/support teachers on Canvas?	Each school has a Canvas Captain to provide day-to-day support for teachers. The district has also offered ongoing professional development throughout the school year and summer. The Canvas platform also has on-demand support and trainings.
How are we parents to sort and understand the (interim) assessments tools?	Does the grade choose to do one or all assessments listed per grade? There are assessments that are required by the state or the district (Istation K-2, Star, iReady Math) other assessments administered are chosen by the school site. The expectation is that they use the same interim assessment all 3 benchmark windows to help inform instruction and provide interventions to students.
Can parents see the progress made by students on Canvas?	Synergy is the official gradebook so you should use StudentVue or ParentVue to see a student's current.

When is the no grade below a 50% going to change and what is it teaching our kids about work ethic?	We will continue to explore grading practices throughout the school year and develop common practices for gauging student learning. The intent is to refocus on what students have learned versus assigning an academic grade to a behavior (not turning in an assignment). Work ethic should be tied to learning rather than a grade.
Are discipline protocols standardized across the district or is it up to each school to decide on how to exercise disciplinary action for a child punching another child for instance?	Each school develops a code of conduct that is consistent with the district code of conduct. In general, discipline practices are intended to meet the varied behavioral and developmental needs of students. You can refer to Policy JK to learn about the district discipline policy. Your school administration should provide the school code of conduct.
Is there a list of skills that the STAR test covers? See 2nd link below Does it change for BOY, MOY, EOY? How can it be used for progress monitoring?	STAR Reading, Early Reading, STAR Spanish Reading, and Spanish Early Reading are all adaptive. This means they adjust for every answer the student provides. In addition, scores are normed to reflect proficiency levels at a given point in time during the school year. Parent Guides: https://www.renaissance.com/2016/09/09/parents-guide-star-assessments/ https://doc.renlearn.com/KMNet/R0054872491706A8.pdf
Why is spelling not taught along with writing in K-5?	Spelling is taught through explicit phonics instruction. Students are taught phonics skills and spelling patterns they can then apply to in their reading and writing experiences.
If 100% graduate literacy is the reading goal, what is the goal for math, other subjects, and college readiness?	We are currently working on our LCPS graduate profile, and we will be defining those specific goals within that document. Math- Lisa
What percentage of staff that works with students are trained to teach this way? (MLSS)	All staff have received training in MLSS at the building level.
Why do neither the mission nor value statement include academic success and/or preparation for college or life?	Our mission statement is "The Las Cruces Public Schools provides an equitable student-centered learning environment that cultivates civic engagement, promotes excellence, and celebrates diversity." We believe the statement "promotes excellence" encompasses life and college success.
In middle school and high school, if data shows that students are not comprehending, how does instruction change?	Teachers have access to district level data, and classroom data they can use to differentiate instruction to provide timely interventions for students who need extra support.

What happens with the pace of instruction, when adjustments happen as a result of assessment data? Do students get behind (in remediation) or they get ahead (if they master quickly)?	Students who need remediation receive interventions, but they continue to receive scaffolded core instruction. This prevents students who are receiving remediation interventions from falling behind on grade level content. The same applies to students who master content quickly. Teachers can differentiate by providing assignments at a higher complexity level.
Are classroom teachers also expected to be Canvas Captains, should they be expected to do this in addition to teaching high quality core instruction?	There is a national shortage of teachers, and for this reason all our staff must take on multiple support roles. Teachers are compensated for these additional roles.
Do teachers receive support or planning time to review and document assessments as well as adjust instruction methods or content?	Yes, K-12 teachers have weekly PLCs purposefully designed and facilitated for teachers to access and analyze data so they can adjust their instruction to best serve their students.
What resources do we give teachers to do all of this? Sounds good, but what is the reality of practice?	Teachers have access to reports from every assessment tool they utilize, and they also have access to Schoolzilla. Schoolzilla is a comprehensive data management system that allows teachers to look at every piece of data available for each student.
How do teacher-driven assessments work for middle school?	Teachers assess students in a variety of ways during instruction. They can use quick check, exit tickets, and observations to determine if students are ready to move on in their learning.
What is being done for students that are behind from last year?	Content specialists in collaboration with teachers determined priority standards that address the highest instructional needs students should master this school year to reach proficiency before next school year. Within MLSS teachers have the autonomy to determine their students' learning gaps and provide timely intervention to address these gaps before moving on.
Is MATHIA an interim assessment tool?	~~No, it is an intervention tool that provides real-time data on how students are performing.~~
Should the intervention program for HS start earlier like on 7th grade?	LCPS is working on providing interventions for students K-12.
Can Canvas be used by students while absent from school (students view class from home)?	This is the purpose of our continued implementation of Canvas.
On CTE, do we work with local business partners, DACC, and NMSU?	Yes.
Are substitutes trained to follow all these instructions?	No, substitutes are trained to follow teacher lesson plans and directions.
What are we doing to involve more parents and not see LCPS as a day care center and help our kids succeeding?	DAC, SAC, and the each school's parent and family engagement plans are great ways to involve more parents. Additionally, we encourage parents and families to participate in parent conferences and other school-

	wide events to learn more about what's happening at school.

Topic of Discussion: *MLSS – Road Map for Teaching & Learning*
Presenter – Dr. Wendi Miller-Tomlinson, Deputy Superintendent for Teaching, Learning, Leadership & Research

Presentation Notes / Items to discuss at School Advisory Committee
PTSO/SAC Group discussion feedback: