NM School DASH
Educational Plan for Student Success

Implementation Report

Core Team
Gabrielle Miller - School Leader, Community Involvement/Liaison Representative
Tanya Salas - Grade level Representative
Crystal Miranda - Content Representative
Susan Portillos - Grade level Representative
lisa Tolth - Grade level Representative, ESSA Identified Student Group Representative
Kandace Dickinson - Grade level Representative
Angelica Vasquez - Grade level Representative
Crista Fortier - Certified District Reviewer
Denisha Sanchez - Support Provider
Anna Chavez - District Representative

Fall: McCollum Elementary_90-Day Play
McCollum Elementary

Albuquerque Public Schools

August 03, 2026 – January 08, 2027

Focus Area: Layer 1 Instruction/interventions - ELA

Translation missing: en.implementation
100% of all teachers will use The McCollum Mustang Goals folders to conference with students at least twice a month as measured by grade level collaboration, walkthroughs, student work, and The McCollum Mustang Goals.

Progress Indicators

INDICATOR DATE	EVIDENCE OF PROGRESS	PROJECTED STUDENT OUTCOMES
09/18/2026	100% of all teachers will use The McCollum Mustang Goals folders to conference with students at least once by the 30 day check-in as measured by grade level collaboration, walkthroughs, student work, and The McCollum Mustang Goals.	Students will take at least one formative assessment a month, By the 90 day check-in 30% of students will perform proficient or above on their formative assessments. Students will have a 10% growth in all domains on the Interim Assessment when comparing BOY to MOY.
10/30/2026	100% of all teachers will use The McCollum Mustang Goals folders to conference with students at least three times by the 60 day check-in as measured by grade level collaboration, walkthroughs, student work, and The McCollum Mustang Goals.	Students will take at least one formative assessment a month, By the 90 day check-in 30% of students will perform proficient or above on their formative assessments. Students will have a 10% growth in all domains on the Interim Assessment when comparing BOY to MOY.
12/18/2025	100% of all teachers will use The McCollum Mustang Goals folders to conference with students at least twice a month as measured by grade level collaboration, walkthroughs, student work, and The McCollum Mustang Goals.	Students will take at least one formative assessment a month, By the 90 day check-in 30% of students will perform proficient or above on their formative assessments. Students will have a 10% growth in all domains on the Interim Assessment when comparing BOY to MOY.

Critical Actions

Completed

TIMELINE	CRITICAL ACTION	PERSON(S) RESPONSIBLE	PERSON(S) INVOLVED
08/07/2026 - 12/18/2026	Introduce management structures for differentiation. Teachers will create Data Folders identifying student demographics, academic levels and skills needed during Grade Level Collaboration.	Gabrielle Miller Crystal Miranda	All Teachers

In Progress

TIMELINE	CRITICAL ACTION	PERSON(S) RESPONSIBLE	PERSON(S) INVOLVED
08/17/2026 - 12/18/2026	Grade Level Collaboration, planning align with BOY, MOY results (AMIRA, SAVVAS, OFLI, IReady). Teachers will discuss student goals and progress, formative assessments, student work, strategies and plan next steps.	Gabrielle Miller Crystal Miranda	Certified Teachers
08/24/2026 - 12/18/2026	Coaching, non walkthrough look fors... Differentiation Small group HQIM Implementing the Goal Folders	Gabrielle Miller Crystal Miranda	Certified Teachers All students

Past Due

None

Progress Monitoring

Check-In: 30-Day
Date: 09/14/2026

Progress Toward Meeting Progress Indicator:

During Grade Level Collaboration, we reviewed and entered BOY Student Data, created variety of Student Data/Graph data sheet to meet the needs of all learners, created the Student Data folders with a 100% involvement by teachers and students.

Walkthroughs were conducted with 85% of the staff with the Non Evaluative Walkthrough form analyzed.

BOY Data for Math and Reading will be attached

Impact on All Student Outcomes:
1st - 5th Grade- students analyzed the data to group students according to layer 2 & 3 for differentiated instruction during Tier 1, Blended and tutoring sessions

Students are using My Path and AMIRA tutoring during Blended Learning and Tutoring time

Addressing the needs of ELL to ensure Tier 2 & 3 instruction

Addressing Structured Literacy strategies through Layer 1 instruction

Next 30 days: Continue

Adjustments & Supports Needed:
After reviewing the Grade Level Students' data, the teachers wanted to include focusing on decoding and comprehension using HQIM materials. However, we will continue to focus on phonological awareness to maintain the success.

Focus Area: Layer 1 Instruction/interventions - Math

Translation missing: en.implementation
100% of teachers will use the TRY, DISCUSS, and CONNECT protocol from iReady daily as measured by walkthroughs, lesson plans, grade level collaboration, MyPath, and student work.

Progress Indicators

INDICATOR DATE	EVIDENCE OF PROGRESS	PROJECTED STUDENT OUTCOMES
09/18/2026	100% of teachers will use the TRY, DISCUSS, and CONNECT protocol from iReady twice a week as measured by walkthroughs, lesson plans, grade level collaboration, MyPath, and student work.	Teachers will document and analyze MyPath (70% of lessons will be passed by all students) Students will have a 10% growth in all domains on the Interim Assessment when comparing BOY to MOY.
10/30/2026	100% of teachers will use the TRY, DISCUSS, and CONNECT protocol from iReady 3 times a week as measured by walkthroughs, lesson plans, grade level collaboration, MyPath, and student work.	Teachers will document and analyze at least one iReady unit quiz or end of unit assessment agreed by grade level by the 60 days and analyzed, a goal of 30% of students will perform proficiently. iReady Mypath will continue to show 80% of student lessons passed by all students. Students will have a 10% growth in all domains on the Interim Assessment when comparing BOY to MOY.

INDICATOR DATE	EVIDENCE OF PROGRESS	PROJECTED STUDENT OUTCOMES
12/18/2025	100% of teachers will use the TRY, DISCUSS, and CONNECT protocol from iReady daily as measured by walkthroughs, lesson plans, grade level collaboration, MyPath, and student work.	Teachers will document and analyze MyPath (80% of lessons will be passed by all students)

Critical Actions

Completed

TIMELINE	CRITICAL ACTION	PERSON(S) RESPONSIBLE	PERSON(S) INVOLVED
08/03/2026 - 12/18/2026	Introduce management structures for differentiation. Review iReady Try, Discuss and Connect protocol. Teachers will create Data Folders identifying student demographics, academic levels and skills needed during Grade Level Collaboration	Gabrielle Miller Crystal Miranda Angelica Vasquez Kandace Dickinson Tanya Salas Susan Portillos lisa Tolth	All Teachers

In Progress

TIMELINE	CRITICAL ACTION	PERSON(S) RESPONSIBLE	PERSON(S) INVOLVED
08/17/2026 - 12/18/2026	Grade Level Collaboration, planning align with BOY, MOY results (AMIRA, SAVVAS, OFLI, IReady). Teachers will discuss MyPath student goals and progress, formative assessments, student work, strategies and plan next steps.	Gabrielle Miller Crystal Miranda	All Teachers
08/24/2026 - 12/18/2026	Coaching, non walkthrough look fors... Differentiation Small group HQIM Implementing the Goal Folders	Gabrielle Miller Crystal Miranda	All Teachers

Past Due

None

Progress Monitoring

Check-In: 30-Day

Date: 09/14/2026

Progress Toward Meeting Progress Indicator:

During the Beginning of the year staff meeting, we introduced the Math portion the 90-Day plan.

Grade Level Collaboration, we analyzed the Student Data for each grade and based on that teachers decided their classroom focus while speaking on the subject that the whole should focus on for differentiated instruction and small cooperative group.

Teachers feedback was the following:

Students have improved in geometry but Number Sense and Number and Operations were low areas

My Path/tools for IReady will provide me lesson for Differentiation instruction and small groups.

We discussed the Strategy Try it, Discuss, Connect it connect to provide discourse for students to interact and improve understanding

Non-Walkthrough Form, the teachers were using HQIM with 100% implementation, My Path instructional tools is beginning to implement based on BOY data, teachers are discussing with the students their finding and setting goals for the next month progress monitoring.

Students completed the I-Station/I-Ready BOY assessment with 90% completion due to our students on DLM.

Impact on All Student Outcomes:
During the Grade Level Collaboration and Instructional Council meeting, we discuss the following finds through celebrations, trends and next steps:

Student Data shows

SPED population has 7 students in Level 4 and 5

Geometry has improved by 20%

Teacher discuss the next step will be to focus on Number Sense/ Numbers & Operations to improve number knowledge and fluency. But, we need to continue to focus on differentiating instruction on individual students needs by closing learning gaps.

Next 30 days: Continue

Adjustments & Supports Needed:
We will tighten up the Try it, Discuss it, Connect it strategy and My Path lessons.