NM School DASH
Educational Plan for Student Success

Fall: Wherry Elementary Detail Report

Albuquerque Public Schools – Wherry Elementary

Core Team

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Goals

English Language Arts (3-8)

STUDENT ACHIEVEMENT GOALS AND BENCHMARKS

	STUDENT SUMMATIVE ASSESSMENTS RESULTS	SUMMATIVE GOALS	BENCHMARKS
3rd grade	3rd Grade All 8.1% 3rd Grade Students with Disabilities 0% 3rd Grade Native American 0% 3rd Grade Economically Disadvantaged 8.3% 3rd Grade English Language Learners 4.5% 3rd Grade Black/African American 50%	3rd Grade All 18.1% 3rd Grade Students with Disabilities 10% 3rd Grade Native American 10% 3rd Grade Economically Disadvantaged 18.3% 3rd Grade English Language Learners 14.5% 3rd Grade Black/African American 60%	The percentage of students scoring at or above grade level on the Istation/Amira/iReady Reading assessment will increase 10 percentage points from MOY during the 2025-2026 school year to MOY during the 2026-2027 school year.
4th grade	4th Grade All 22.6% 4th Grade Students with Disabilities 0% 4th Grade Native American 0% 4th Grade Economically Disadvantaged 18.2% 4th Grade English Language Learners 11.1% 4th Grade Black/African American 0%	4th Grade All 32.6% 4th Grade Students with Disabilities 10% 4th Grade Native American 10% 4th Grade Economically Disadvantaged 28.2% 4th Grade English Language Learners 21.1% 4th Grade Black/African American 10%	The percentage of students scoring at or above grade level on the Istation/Amira/iReady Reading assessment will increase 10 percentage points from MOY during the 2025-2026 school year to MOY during the 2026-2027 school year.
5th grade	5th Grade All 14.3% 5th Grade Students with Disabilities 0% 5th Grade Native American 0% 5th Grade Economically Disadvantaged 13.8% 5th Grade English Language Learners 15.4% 5th Grade Black/African American N/A	5th Grade All 24.3% 5th Grade Students with Disabilities 10% 5th Grade Native American 10% 5th Grade Economically Disadvantaged 23.8% 5th Grade English Language Learners 25.4% 5th Grade Black/African American N/A	The percentage of students scoring at or above grade level on the Istation/Amira/iReady Reading assessment will increase 10 percentage points from MOY during the 2025-2026 school year to MOY during the 2026-2027 school year.

GRADE LEVEL/COHORT PROFICIENCY SUMMATIVE GOAL STATEMENT

The percentage of students earning a score of Proficient or higher in English Language Arts as measured by NM-MSSA will increase 10 percentage points from the 2024-2025 school year to the 2026-2027 school year.

GRADE LEVEL/COHORT PROFICIENCY BENCHMARK GOAL STATEMENT

The percentage of students scoring at or above grade level on the Istation/Amira/iReady Reading assessment will increase 10 percentage points from MOY during the 2025-2026 school year to MOY during the 2026-2027 school year.

Mathematics (3-8)

STUDENT ACHIEVEMENT GOALS AND BENCHMARKS

	STUDENT SUMMATIVE ASSESSMENTS RESULTS	SUMMATIVE GOALS	BENCHMARKS
3rd grade	3rd Grade All 5.6% 3rd Grade Students with Disabilities 0% 3rd Grade Native American 0% 3rd Grade Economically Disadvantaged 4.3% 3rd Grade English Language Learners 0% 3rd Grade Black/African American 100%	3rd Grade All 15.6% 3rd Grade Students with Disabilities 10% 3rd Grade Native American 10% 3rd Grade Economically Disadvantaged 14.3% 3rd Grade English Language Learners 10% 3rd Grade Black/African American 100%	The percentage of students scoring at or above grade level on the i-Ready Math assessment will increase 10 percentage points from MOY during the 2025-2026 school year to MOY during the 2026-2027 school year.
4th grade	4th Grade All 9.7% 4th Grade Students with Disabilities 0% 4th Grade Native American 0% 4th Grade Economically Disadvantaged 4.5% 4th Grade English Language Learners 11.1% 4th Grade Black/African American 0%	4th Grade All 19.7% 4th Grade Students with Disabilities 10% 4th Grade Native American 10% 4th Grade Economically Disadvantaged 14.5% 4th Grade English Language Learners 21.1% 4th Grade Black/African American 10%	The percentage of students scoring at or above grade level on the i-Ready Math assessment will increase 10 percentage points from MOY during the 2025-2026 school year to MOY during the 2026-2027 school year.
5th grade	5th Grade All 7.1% 5th Grade Students with Disabilities 10% 5th Grade Native American 0% 5th Grade Economically Disadvantaged 3.4% 5th Grade English Language Learners 7.7% 5th Grade Black/African American N/A	5th Grade All 17.1% 5th Grade Students with Disabilities 20% 5th Grade Native American10% 5th Grade Economically Disadvantaged 13.4% 5th Grade English Language Learners 17.7% 5th Grade Black/African American N/A	The percentage of students scoring at or above grade level on the i-Ready Math assessment will increase 10 percentage points from MOY during the 2025-2026 school year to MOY during the 2026-2027 school year.

GRADE LEVEL/COHORT PROFICIENCY SUMMATIVE GOAL STATEMENT

The percentage of students earning a score of Proficient or higher in Mathematics as measured by NM-MSSA will increase 10 percentage points from the 2024-2025 school year to the 2026-2027 school year.

GRADE LEVEL/COHORT PROFICIENCY BENCHMARK GOAL STATEMENT

The percentage of students scoring at or above grade level on the i-Ready Math assessment will increase 10 percentage points from MOY during the 2025-2026 school year to MOY during the 2026-2027 school year.

Performance Challenges

Students struggle with decoding and using grade level appropriate vocabulary.

GOAL

English Language Arts (3-8)

STUDENT ACHIEVEMENT AND STUDENT/ADULT BEHAVIORS, AND/OR INSTRUCTIONAL PRACTICES (DATA OPTIONS)

Attendance rate (ADA):

Schoolwide Attendance shows an attendance rate of 90% at the 120 Day mark, which is 1% lower than the same date the previous school year. BOY attendance was .6% lower than the previous year, 91.7% in 25/26 compared to 92.4% in 24/25. In 25/26, Economically Disadvantaged students have a rate of 89.1%, compared to their peers at 93.9%. It is worth noting that Wherry ES has 162 enrolled ED students, compared to 47 non. Students with Disabilities have an attendance rate of 88.8%, compared to 90.4% f

Interim assessment(s) data:

This is our first year using the Amira/iReady testing platform. Across the school, at BOY, there was an ELA proficiency rate of 10.3%, which fell to 8.7% at MOY. Grades K-3 take and report Amira data. IReady ELA shows a growth from 8.0% at BOY to 8.3% at MOY. Economically Disadvantaged Students grew from 8.6% to 10%, a higher rate than their non ED peers, 6.7% to 6.7%. ELL students show no growth from BOY to MOY, staying at 0%. SwD showed no growth on iReady from BOY to MOY, remaining at 0%.

PLC/Collaboration data:

PLC/Collaboration Data- During the 25-26 90-day plan period, intentional collaboration meetings were held on a bi-weekly basis to review student data, discuss instructional strategies, and monitor student progress toward identified goals. This collaborative format was newly implemented this year and provided opportunities for meaningful conversations focused on instructional planning, interventions, and student support needs. The structured collaboration process helped strengthen data analysis.

Professional development data:

PD Plan Data-During the 25-26 90-day plan period, progress toward the teacher's PDP goals focused on implementing intentional vocabulary instruction and using student data to monitor growth and progress toward mastery. The teachers 6 out of 13 (2.2%) incorporated targeted vocabulary strategies into daily instruction, including explicit teaching of academic vocabulary, use of sentence stems, visual supports, and opportunities for students to apply new vocabulary during discussions.

SCHOOLWIDE DATA SHOWS... (IN DEPTH DATA ANALYSIS NARRATIVE)

As Wherry Elementary navigates the 2025-2026 school year, 120-day attendance stands at 90%, a narrow 1% dip from the previous year—with significant disparities noted among the 162 Economically Disadvantaged students (89.1%) and the Native American population (81.1%), though English Language Learners (ELL) and African American students are trending higher at 91.6%. Academic performance during this transition to the Amira/iReady platforms reveals a complex landscape: while overall ELA proficiency saw a slight MOY decline to 8.7%, Economically Disadvantaged students showed promising growth from 8.6% to 10%, contrasting with stagnant 0% proficiency rates among SWD and ELL subgroups. Domain-specific data highlights a critical need in Phonics, which has the fewest students on grade level, while High Frequency Words and Phonological Awareness remain relative strengths.

From an adult-action perspective, professional development focused on the implementation of intentional vocabulary instruction and rigorous data analysis to drive student mastery. Currently, 46% of teachers (6 out of 13) have integrated targeted strategies—such as academic sentence stems and visual supports—into their daily routines, resulting in observable growth in students' linguistic acquisition and comprehension. This instructional shift was supported by a newly established bi-weekly PLC format, which fostered shared accountability and more structured data reviews for intervention planning. While these collaborative efforts have been productive, moving toward a weekly meeting schedule is identified as a necessary next step to ensure more timely instructional adjustments and consistent support for student needs.

These challenges are compounded by a resource inequity of Title 1 funding being cut this year. As such, we lost a full-time resource teacher. Next year will be the first year that Wherry ES is a Structured Literacy.

POTENTIAL PERFORMANCE CHALLENGES BASED ON DATA ANALYSIS

-Students continue to have gaps in their knowledge and application of vocabulary in assessments.

-Phonics is our lowest scoring domain

-Students are still struggling with vocabulary

-Students struggle with decoding and using grade level appropriate vocabulary.

Students struggle with comprehension of word problems and academic math vocabulary.

GOAL

Mathematics (3-8)

STUDENT ACHIEVEMENT AND STUDENT/ADULT BEHAVIORS, AND/OR INSTRUCTIONAL PRACTICES (DATA OPTIONS)

Formative student achievement data:

i-Ready interim math shows an overall schoolwide increase from 2.7% to 6.1% at MOY. This is .4% lower than the 24-25 MOY. In 24-25 there was a sharp increase from 6.5% to 16.0% at EOY. A large contribution to this appears to be Kindergarten students, rising from 0% to 47.%. In the 25-26 data, Kindergarten rose from 8.3% to 33.3% at MOY. All other grade levels are clustered together, ranging between 3.3% and 7.7%. It seems that Wherry will see a similar overall increase as the previous year.
Geometry is our lowest scoring domain across all grade levels for the whole year. We feel this is due to pacing issues with it being at the end of the school year. Measurement and data is also a low scoring domain for us. In addition, only 10 students are on or above and 76 are two or more below grade level for Algebra and algebraic thinking.

MLSS Self-assessment data (required):

By the end of the 25-26 School year, 100% of lessons observed during administrator and Peer walkthroughs had teachers implementing the adopted HQIM at their grade level. We did notice that academic math vocabulary is also a concerning issue for students across all grade levels. 90% were aligned to the grade level standards. We use the numeric system, not A's and B's. When we compare our interim and summative data we had 80% of our students Kindergarten through Fifth grade proficient on their interim and summative assessments. The interventions provided for Layer 2 and 3 students were successful.

Next Step Plans Implementation data:

IEP Review Data-During the 25-26 90-day plan period, student progress was monitored through classroom observations, work samples, progress monitoring assessments, teacher data collection, and service provider input. Data reviewed during the IEP review indicates the student demonstrated growth in targeted goal areas with continued support and accommodations in place. The student showed strengths in participation, engagement, and responding to structured interventions; however.

Student, staff or parent surveys data:

Self-Efficacy is our lowest Domain at 40%, which is -17 off the APS average. This score actually went down 1 point from the Fall Window. The lowest overall question in "When complicated questions are asked, how sure are you that you can understand them?" with a 33% positive response rate. "How sure are you that you can do the hardest work in class?" has a rate of 34%. We also saw a five point drop in "How sure are you that you will remember what you learned last year?"

SCHOOLWIDE DATA SHOWS... (IN DEPTH DATA ANALYSIS NARRATIVE)

Panorama survey results indicate that Self-Efficacy is a primary area for growth, standing at 40%, which is 17 points below the district average, and marked by specific student concerns regarding their ability to comprehend complicated questions (33%) and tackle the hardest classroom tasks (34%). While School Climate sits at 49%, there are encouraging signs of improvement in School Safety, which surged 16 points to 56%, highlighted by a 23-point increase in positive perceptions regarding the reduction of fights and improved access to help for bullying. Academic performance in i-Ready Math reflects a similar upward trajectory, with schoolwide proficiency doubling from 2.7% to 6.1% at the mid-year mark, driven largely by a significant jump in Kindergarten proficiency from 8.3% to 33.3%.

However, significant achievement gaps persist; while African American students reached 20% proficiency, the vast majority of the population—including Economically Disadvantaged students (5.6%), as well as ELL, SWD, and Native American subgroups (all at 0%)—continues to track below their peers, suggesting that while the school is on pace to replicate last year's late-season growth, targeted intervention remains critical for these specific populations.

From an adult-action perspective, by the conclusion of the 2025-26 school year, Wherry Elementary achieved a 100% implementation rate of adopted High-Quality Instructional Materials (HQIM) during observations, with 90% of lessons strictly aligned to grade-level standards. This commitment to instructional rigor, bolstered by comprehensive professional development from district and site leadership, resulted in an 80% proficiency rate on interim and summative assessments for students in grades K-5. The success of Layer 2 and 3 interventions, alongside a dedicated focus on "bubble" students, has prompted a schoolwide intervention rollout for the 2026-27 year across both English and Bilingual tracks, supported by the budgetary allocation for two part-time interventionists. On the individual level, IEP review data confirmed that students are demonstrating growth in targeted goals through structured support and classroom accommodations, though a continued focus on independence remains a priority. Complementing these academic strides, the school's attendance team successfully reduced the chronic absenteeism rate to 39.8%—a 3% year-over-year improvement—by leveraging proactive family outreach and resource allocation for students missing more than 5% of the school year.

POTENTIAL PERFORMANCE CHALLENGES BASED ON DATA ANALYSIS

- Geometry is lowest due to pacing issues

-Measurement and Data is also a low domain area

-Algebra and algebraic thinking: 10 are on or above and 76 are two or more below grade level.

-Students struggle with comprehension of word problems and academic math vocabulary.

Root Causes

Teachers do not consistently implement the decoding of vocabulary words at the phonics level.

PERFORMANCE CHALLENGE

Students struggle with decoding and using grade level appropriate vocabulary.

FOCUS AREA

Layer 1 Instruction/interventions

Teachers do not consistently implement structured practice with word problems and math vocabulary.

PERFORMANCE CHALLENGE

Students struggle with comprehension of word problems and academic math vocabulary.

FOCUS AREA

Layer 1 Instruction/interventions

90-Day Plan: August 03, 2026 - December 28, 2026

Focus Area: Layer 1 Instruction/interventions - ELA

EXPECTED ADULT BEHAVIORS

100% of all teachers will implement grade level appropriate Word Study instructional strategies, using vocabulary and phonics, three times a week as evidenced by walkthroughs and CCT notes.

CRITICAL ACTIONS

TIMELINE (START/END DATES)	CRITICAL ACTION TO ADDRESS ROOT CAUSE & ACHIEVE DESIRED OUTCOME	RESOURCES NEEDED / SOURCE	PERSON(S) RESPONSIBLE	PERSON(S) INVOLVED
08/03/2026 - 08/18/2026	All teachers will implement grade level appropriate Word Study strategies in classroom instruction, supported by Beginning of Year PD.	Title 1 funds for substitutes, Word Study strategies, Scheduled PD time.	Core Team	Admin, teachers
08/25/2026 - 12/18/2026	All teachers will discuss Word Study implementation and Exit Ticket data at least once a month during CCTs.	Word Study strategies, Scheduled PLC time, Exit Ticket data	Core Team	Admin, teachers
08/25/2026 - 12/18/2026	Admin Team will conduct a monthly non-evaluative walkthrough to observe and provide feedback on Word Study implementation	Scheduled walkthroughs, Observation forms	Core Team	Admin, teachers

PROGRESS INDICATORS

INDICATOR DATE	EVIDENCE TO DETERMINE PROGRESS TOWARD ACHIEVING DESIRED OUTCOME	PROJECTED STUDENT OUTCOMES
09/18/2026	100% of all teachers will implement grade level appropriate Word Study instructional strategies, using vocabulary and phonics, one time a week.	30% will demonstrate understanding of grade level appropriate vocabulary word on the monthly physical Exit Ticket.
10/30/2026	100% of all teachers will implement grade level appropriate Word Study instructional strategies, using vocabulary and phonics, two times a week.	50% will demonstrate understanding of grade level appropriate vocabulary word on the monthly physical Exit Ticket.
12/18/2026	100% of all teachers will implement grade level appropriate Word Study instructional strategies, using vocabulary and phonics, three times a week.	70% will demonstrate understanding of grade level appropriate vocabulary word on the monthly physical Exit Ticket.

Focus Area: Layer 1 Instruction/interventions - Math

EXPECTED ADULT BEHAVIORS

100% of teachers will implement Turn and Talks with specific sentence frames at least 3 times a week as evidenced by walkthroughs and CCT notes.

CRITICAL ACTIONS

TIMELINE (START/END DATES)	CRITICAL ACTION TO ADDRESS ROOT CAUSE & ACHIEVE DESIRED OUTCOME	RESOURCES NEEDED / SOURCE	PERSON(S) RESPONSIBLE	PERSON(S) INVOLVED
08/03/2026 - 08/18/2026	All teachers will implement grade level appropriate Word Study in classroom instruction, supported by Beginning of Year PD.	Title 1 funds for substitutes, Word Study strategies, Scheduled PD time.	Core Team	Admin, teachers
08/25/2026 - 12/18/2026	All teachers will discuss Word Study implementation and Exit Ticket data at least once a month during CCTs.	Word Study strategies, Scheduled PLC time, Exit Ticket data	Core Team	Admin, teachers
08/25/2026 - 12/18/2026	Admin Team will conduct a monthly non-evaluative walkthrough to observe and provide feedback on Word Study implementation.	Scheduled walkthroughs, Observation forms	Core Team	Admin, teachers

PROGRESS INDICATORS

INDICATOR DATE	EVIDENCE TO DETERMINE PROGRESS TOWARD ACHIEVING DESIRED OUTCOME	PROJECTED STUDENT OUTCOMES
09/18/2026	100% of teachers will implement Turn and Talks with specific sentence frames at least 1 time a week.	30% will demonstrate understanding of grade level appropriate math vocabulary language on the monthly physical Exit Ticket.
10/30/2026	100% of teachers will implement Turn and Talks with specific sentence frames at least 2 times a week.	50% will demonstrate understanding of grade level appropriate math vocabulary language on the monthly physical Exit Ticket.
12/18/2026	100% of teachers will implement Turn and Talks with specific sentence frames at least 3 times a week.	70% will demonstrate understanding of grade level appropriate math vocabulary language on the monthly physical Exit Ticket.