

A Goal Monitoring Conversation:

PPS 3rd Grade Mathematics

Status Update



Dr. Wayne Walters & Leadership Team
May 12th, 2026

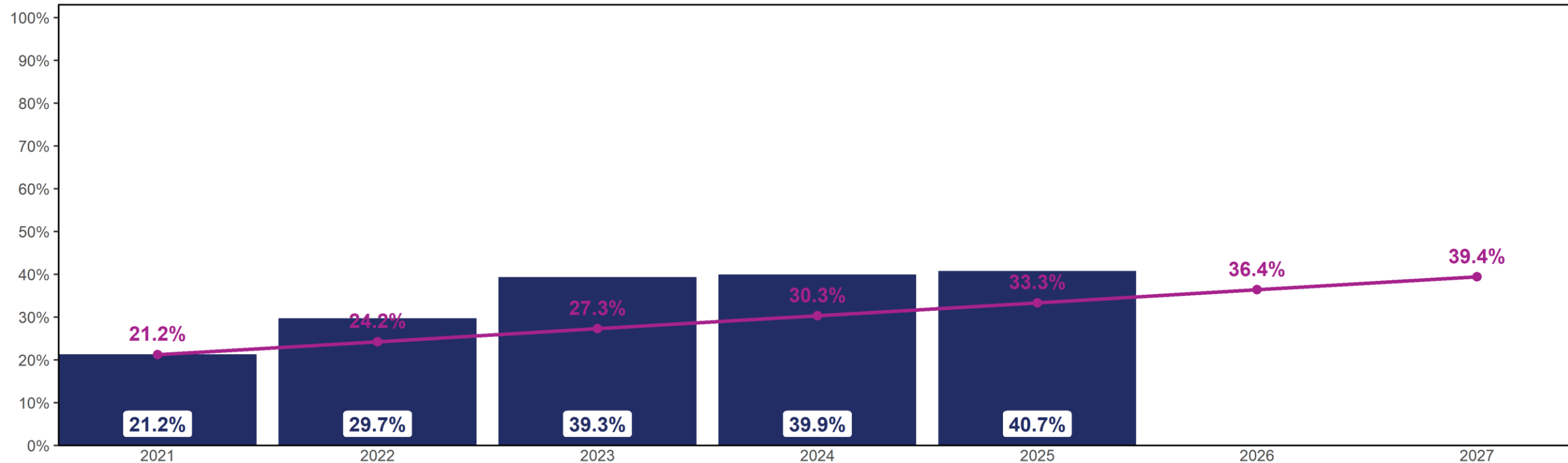


3rd Grade Math Proficiency (By Year)

3rd Grade Mathematics

Goal: By the end of the 2026-27 school year, 39.38% of students in grade 3 will be proficient on the state's PSSA and PASA Mathematics assessment. At the end of the 2020-21 school year, 21.20% of students in grade 3 were proficient.

—●— Performance Target ■ PSSA/PASA Proficiency



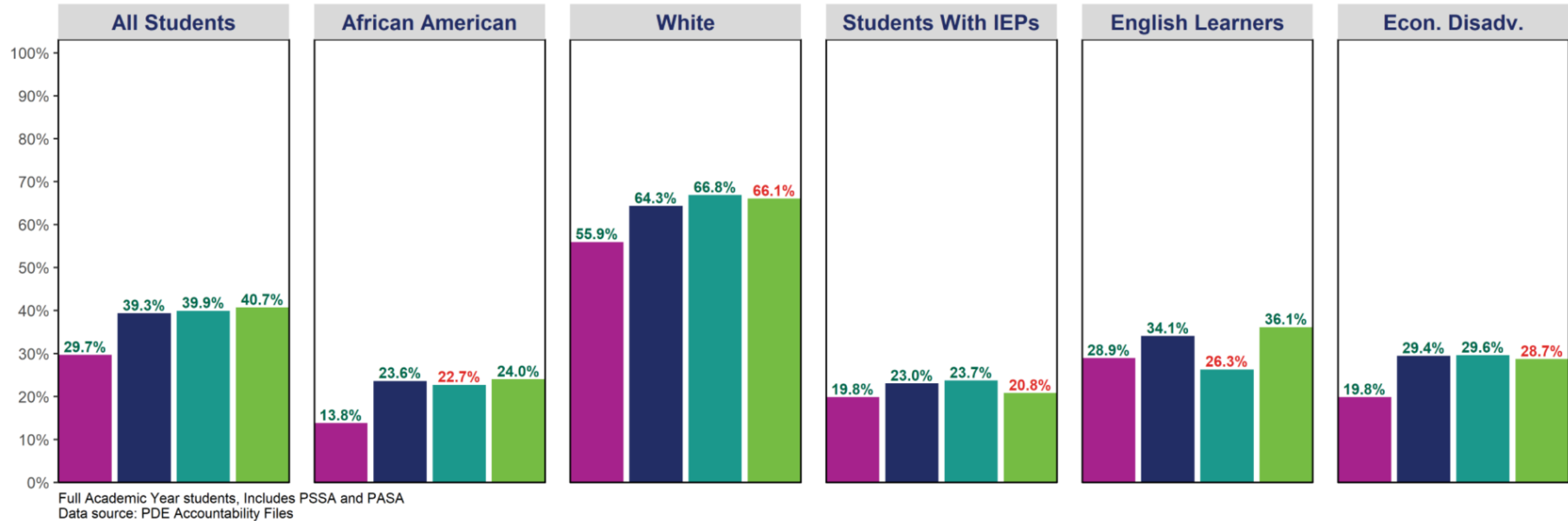
Full Academic Year students, Includes PSSA and PASA
Data source: PDE Accountability Files

3rd Grade Math Proficiency (By Subgroups) 22-25

PSSA/PASA Proficiency - Math, Grade 03

By Subgroup: All Students, African American, White, IEP, and ELL Students

2022 2023 2024 2025



Goal – 3rd Grade Mathematics Proficiency

What?

By the end of the 25-26 school year, 36.4% of students in grade 3 will be proficient on the state's PSSA and PASA Mathematics assessment. At the end of the 20-21 school year, 21.2% of third-grade students were proficient, establishing the baseline for our 5-year goal of achieving 39.4% by 2027.

Why?

In 3rd grade, students use mathematical models and strategies to solve multi-step problems, and literacy and mathematics work together to build competence, confidence, and a positive math identity. This grade is crucial for applying mathematical concepts in real world settings. Despite overall proficiency rates having improved from the baseline year, we acknowledge that more improvement is needed across the district and that disparities in outcomes by race, English language learners, economically disadvantaged students, and for students with disabilities persist across the District.

How?

PA Classroom Diagnostic Tool (CDT)

3rd Grade Math CDT Results – Fall, Winter, & Spring 25-26

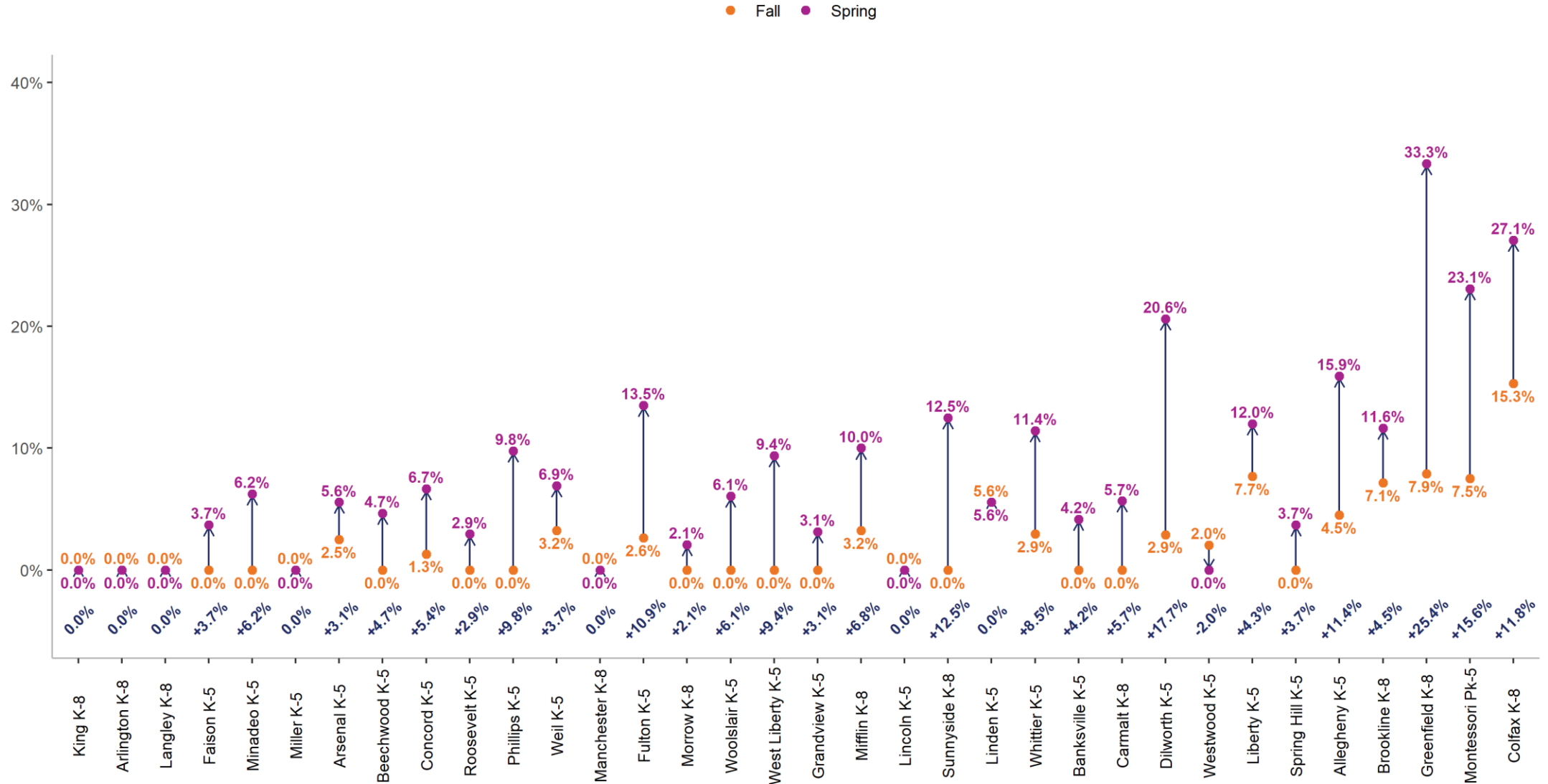
Assessment	Assessment Window	Assessment Completion			Red Range	Green (Below Midpoint)	Green (Above Midpoint)	Blue Range	Likely Proficient or Advanced	Increase in Percentage of Students Performing At or Above Grade Level
		Completed	Required	Rate						
3rd Grade Math	Fall	1,369	1,408	97.2%	93.5%	3.7%	2.1%	0.7%	2.8%	
	Winter	1,352	1,390	97.3%	86.8%	8.1%	3.3%	1.8%	5.1%	6.7%
	Spring	1,357	1,405	96.6%	78.6%	11.8%	5.8%	3.8%	9.6%	8.2%

Assessment	Student Group	Assessment Window	Assessment Completion			Red Range	Green (Below Midpoint)	Green (Above Midpoint)	Blue Range	Likely Proficient or Advanced	Increase in Percentage of Students Performing At or Above Grade Level
			Completed	Required	Rate						
3rd Grade Math	Black	Fall	632	658	96.0%	98.3%	1.4%	0.2%	0.2%	0.3%	
		Winter	630	653	96.5%	95.1%	3.8%	1.0%	0.2%	1.1%	3.2%
		Spring	636	665	95.6%	90.6%	6.9%	1.7%	0.8%	2.5%	4.5%
	White	Fall	392	397	98.7%	84.4%	8.4%	5.4%	1.8%	7.1%	
		Winter	381	392	97.2%	70.9%	15.7%	8.4%	5.0%	13.4%	13.6%
		Spring	389	392	99.2%	57.3%	19.8%	13.4%	9.5%	22.9%	13.5%
	IEP	Fall	319	339	94.1%	97.2%	0.6%	1.3%	0.9%	2.2%	
		Winter	316	334	94.6%	94.6%	3.2%	0.9%	1.3%	2.2%	2.6%
		Spring	326	341	95.6%	91.4%	4.6%	1.5%	2.5%	4.0%	3.2%
	ELL	Fall	189	194	97.4%	98.9%	0.5%	0.5%	0.0%	0.5%	
		Winter	189	191	99.0%	96.8%	2.6%	0.0%	0.5%	0.5%	2.1%
		Spring	181	193	93.8%	92.8%	4.4%	2.8%	0.0%	2.8%	4.0%
	Econ. Disadv.	Fall	927	955	97.1%	97.8%	1.5%	0.5%	0.1%	0.6%	
		Winter	910	942	96.6%	95.1%	3.6%	1.1%	0.2%	1.3%	2.8%
		Spring	912	950	96.0%	89.3%	7.7%	2.1%	1.0%	3.1%	5.8%

3rd Grade Math CDT Fall to Spring Growth by School

SY2025-26 CDT 3rd Grade Math - Percentage Likely Proficient or Advanced from Fall to Spring by School

Schools are ordered by the Fall average scale score



3rd Grade Math CDT Average Scaled Scores Fall to Spring by School

SY2025-26 CDT 3rd Grade Math - Average Scale Scores from Fall to Spring by School

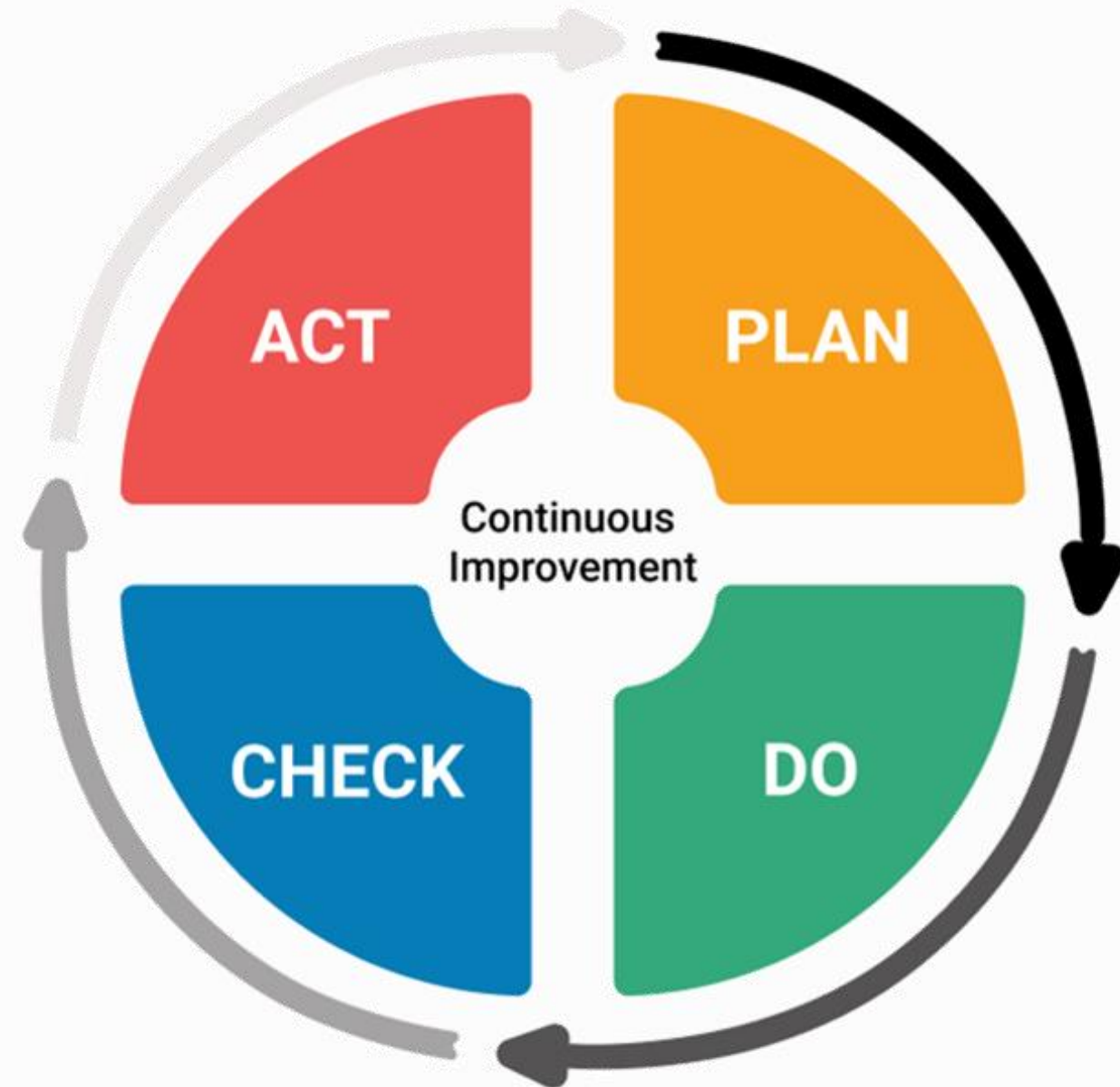
Schools are ordered by the Fall average scale score



Bright Spots In our Data

- 
- **CDT Growth Across all Subgroups**
 - **CDT Growth in % Proficient/Advanced 10%+ in the Following Schools:** Fulton, Sunnyside, Dilworth, Allegheny, Greenfield, Montessori, Colfax
 - **CDT Student Growth in Scaled Scores 100 points+:** Minadeo, Beechwood, Concord, Phillips, Fulton, Woolslair, West Liberty, Mifflin, Lincoln, Linden, Dilworth, Allegheny, Brookline, Greenfield, Montessori

Strategy and Plan 25-26 (January Presentation)



Strategy 1: Sustaining and Deepening Curriculum-Based Professional Learning (CBPL)

Strategy 2: Strengthening Family Partnerships for Math Support

Strategy 3: Implementing High-Leverage, Equitable Assessment Practices

Strategy 1: Sustaining and Deepening Curriculum-Based Professional Learning (CBPL) (Plan)

Original Commitment: Build teacher capacity for deep, sustained math instruction—through multi-year, curriculum-based learning, strong math identity and language routines, and targeted K–3 coaching to secure 3rd-grade success.

Key Components:

Targeted Coaching for K-3

District-wide Professional Learning Sessions

Enhanced Leadership Support

Rationale

Sustained, curriculum-embedded professional learning is essential to change practice and improve outcomes. As we enter year two of a problem-based math curriculum, data and teacher feedback show continued need for collaborative support to master grade-level standards, routines, and tasks. Emphasizing math identity and language routines removes barriers to accessing rigorous 3rd-grade content, while investing in leadership ensures strong implementation and long-term sustainability.

Strategy 1: Sustaining and Deepening Curriculum-Based Professional Learning (CBPL) (Do)

Targeted Coaching for K-3

Structured Cycles: Goal-oriented support focused on high-impact instructional strategies.

Prioritization: Intensive K–3 focus to ensure foundational proficiency and long-term success.

Deployment Drivers:

Performance: Assessment data, Math Walk data, and school improvement status.

Experience: Support for new-to-grade/content staff.

Engagement: Responsive to principal and teacher requests.

District-wide Professional Learning Sessions

Provided District-wide and optional, differentiated, targeted half-day sessions. Topics include but are not limited to building positive, inclusive classroom communities, accelerating learning, and supporting diverse learner needs.

Enhanced Leadership Support

Targeted Support: High-frequency Professional Learning via LLI, Network, and New Leader sessions.

Instructional Alignment: Focused on teacher support strategies and aligning district goals with school-level supports.

Collaborative and Responsive: Content co-created and adapted to specific leadership needs and site-based requests.

Math Walk Data

Math Walks are a system-level monitoring tool, conducted 3 times per year, and are used to:

- **Identify Instructional Patterns**

Examine district-wide trends in curriculum implementation and instructional practices.

- **Inform Strategic Support**

Use evidence to align coaching, professional learning, and resources to priority areas of need.

- **Monitor Progress Toward Goals**

Track progress toward Year 2 curriculum implementation goals over time.

Note - Math Walks are not part of educator evaluation.

Evidence is used to assess the effectiveness of the system, not individual teachers or classrooms.

PPS K-8 Math Walk Tool					
Special Note: This tool may be used as a non-evaluative resource to focus and enhance classroom observation, reflection, and feedback. <i>This tool is not designed for evaluative purposes. This tool was intentionally built to be rigorous and aspirational. Using this tool for evaluative purposes may undermine its ultimate goals and threaten teacher openness to learning and change. Use of this tool for evaluative purposes goes against IM's vision and consent.</i>					
Recorder Name: _____		Date/Time: _____			
School: _____		Teacher: _____			
Part of the Lesson: _____		Grade/Unit/Lesson: _____			
Section A - Look-fors Adapted from Better Lesson's Problem-Based Math Curriculum Learning Walk Tool E = Evident: the look for is true in the classroom and/or true for all or the majority of the students SE = Somewhat evident: the look for is somewhat true in the classroom and/or true for some of the students NE = Not evident: the look for is not occurring in classrooms, despite an opportunity NS = Not seen: The look for was not seen during the learning walk (different from not NE)					
Look-for	Code	Evidence	Look-for	Code	Evidence
1. The majority of learning time is focused on activities from the curriculum . Students use the suggested handouts, and digital or physical manipulatives.	E SE NE NS		2. The teacher launches activities by helping students understand the task without providing explicit guidance about how to solve , so that students can try to make meaning for themselves	E SE NE NS	
3. Students have opportunities to share their math thinking with each other "students talk and make connections"	E SE NE NS		4. Students use tools , such as diagrams, or manipulatives, when appropriate.	E SE NE NS	
5. Math Language Routines and/or Instructional Routines.	☐ Routines were added appropriately to the lesson ☐ Routines were taught as intended ☐ Routines were skipped ☐ Routines were not expected (N/A)		Evidence: _____		

Math Walk Data Highlights – Grade 3

Indicator	BOY	MOY	% increase
The majority of learning time is focused on activities from the curriculum	66%	90%	+24%
Student have opportunities to share their math thinking with each other	40%	58%	+18%
Students are given the opportunity to use tools, or diagrams (such as manipulatives) when appropriate	46%	53%	+7%
Math Language Routines and/or Instructional Routines were taught as intended or added	65%	78%	+13%
Is the lesson aligned to grade level standards?	86%	100%	+14%
Is the lesson aligned to the aspects of rigor called for by the standards (conceptual understanding, procedural skill & fluency, and application)?	63%	87%	+24%
Teacher is using the Problem-Based design structure at an 'Implementing' level or higher	37%	42%	+5%
Teacher is cultivating a positive, inclusive classroom community at an 'Implementing' level or higher	40%	50%	+10%

Teacher Professional Learning Sessions 2025-2026 (District-wide Days)

August

Planning a Positive,
Inclusive Math
Community With High
Expectations

Illustrative Math -
Connecting Unit 1 with
Digital Assessment

Enhancing Math for
Linguistically Diverse
Learners

November

Using Acceleration for
Student Growth and
Achievement

Illustrative Math -
Supporting Students
with Diverse Abilities:
Understanding
Universal Design for
Learning (UDL)

PPS PSE - Co-
Teaching in Action:
5 Models to
Elevate Math
Instruction

Illustrative Math -
Turning Data into
Action

January

Fueling Student
Growth Through
Intentional
Acceleration

Leveraging IM
Resources for Access
and Equity



= All



= Departmentalized only

Teacher Professional Learning Sessions 2025-2026 (Optional Half Days)

Boost Engagement &
Maximize Impact with
DreamBox

Launching Like
Goldilocks: Setting
Lessons Up for Success
in Units 2 & 3

Illustrative Math 101:
Your Roadmap to
Success Model of a
Unit 2 Lesson

From Manipulatives to
Mastery: Helping
students who aren't
getting it

K-8: Building Bridges:
Practical Strategies for
Empowering English
Learners with
Mathematics

K-5: Moving Learning
Forward: Planning Just
in Time Supports

Excelling with
Acceleration

Transition to the online
PSSA Assessment

ELD Math Building Bridges Part 2:
Connecting Standards-Aligned Assessments
& Differentiated Supports

From Clicks to Clarity:
Making Sense of ILC
Data & PSSA Tools

K-5 Professional Learning Survey Results 2025-2026

Survey Prompt	% Strongly Agree/ Agree Out of ~528 responses
Learning Objectives were clearly articulated and coherently aligned to the District's Strategic Plan.	99.6%
The Content was relevant and applicable to my role and my practice.	98.9%
Effective pedagogical practices were taught and modeled during this session.	98.1%
Facilitation allowed for processing, understanding, and reflecting on learning in collaboration with colleagues.	99%
Session was well organized, and strategies utilized were appropriate.	98.7%
Based on my participation in this session, I am confident in my ability to implement what I learned.	99.2%
I understand how the knowledge and skills I learned will increase student outcomes.	98.6%

Leader Professional Learning Sessions 2025-2026

LLI

October/February

From Data to Action:
Strengthening Curriculum
Implementation Together

November/March

Talk Data To Me: Reflecting
With Purpose to Accelerate
Student Learning

December/April

Planning for Meaningful
Acceleration

January/May

Collaboration and Calibration

Network Learning

School Leader Peer Observations
of Grades 3-5 Classrooms

Giving Quality Feedback on
Acceleration Plans

Leadership Collaboration for
Enhancing 3rd Grade Math Strategies

DreamBox for School Leaders

Utilizing Data to determine high-
leverage leadership moves to
improve instructional integrity

New Leaders

JANUARY 29

Establishing a Common Vision
for Equitable Math Instruction

FEBRUARY 24

Leading the SHIFT:
Understanding **Focus** in the
Standards for Mathematics

APRIL 28

Leading the SHIFT:
Understanding **Coherence** in the
Standards for Mathematics

MAY 29

Leading the SHIFT:
Understanding **Rigor** in the
Standards for Mathematics

Strategy 1: Sustaining and Deepening Curriculum-Based Professional Learning (CBPL) (Check)

Challenges/Learnings:

- Competing initiatives made it difficult for teachers to attend PD sessions
- Teachers continue to feel overburdened and often utilize PD time to take care of appointments, etc. so that they do not miss time with their students
- District Level/School level alignment is improving
- Cross-team communication and collaboration is improving (Office of School Performance, ELD, Curriculum and Instruction)
- Coach capacity continues to be stretched (10 coaches for ~500 teachers)
- As we enter Year 3 of curriculum implementation, we see an increased need for differentiated PD
- Large number of new to grade/content teachers due to retirements, displacement, leveling, etc. (40% in grade 3)
- Pacing is challenging, especially this year given number of Flexible Instruction Days as additional assessments (Firefly)
- Principal/Coach partnerships vary school to school
- LLI Structure was improved from last year, but principal feedback will continue to inform adjustments

Strategy 1: Sustaining and Deepening Curriculum-Based Professional Learning (CBPL) (Act)

Act (Next Steps)

Moving forward we will:

- Continue utilizing data from CDT, district-wide common assessments, as well as math walk data to provide targeted coaching support.
- Continue working alongside the Office of School Performance and CAO to deliver enhanced professional learning to school leaders through LLI, Network Meetings, and New Leader Sessions.
- Continue to provide teachers with professional development and individualized support based on coaching data.
- Create stronger systems of communication and support to systematize the principal/coach partnership
- Continue to conduct 3rd grade math walkthroughs to monitor implementation
- Continue professional learning and prepare schools for the upcoming state assessment window
- Monitor data, adjust supports, and align professional learning, curriculum, coaching, and assessment to accelerate mathematics growth.
- Plan for Year 3 of curriculum implementation with differentiated teacher supports in mind.

Strategy 2: Strengthening Family Partnerships for Math Support (Plan)

Original Commitment: This strategy aims to bridge the gap between classroom learning and home support by equipping families with the knowledge and resources necessary to foster a positive, supportive math environment. The goal is to make families partners in their child's math education, moving beyond simple homework help to promoting mathematical curiosity and confidence.

Key Components:

Dedicated Family-Facing Curriculum Resource

School-Based Family Math Nights

Systematic Family Communication

Rationale

A positive home-school connection is a significant factor in student achievement. When families understand *how* mathematics is being taught (e.g., using visual models, different algorithms), they can provide coherent, non-conflicting support, which reinforces learning and reduces math anxiety for both students and parents. Family Math Nights change the perception of math as a rigid subject to a collaborative, fun activity.

Strategy 2: Strengthening Family Partnerships for Math Support (Do)

Dedicated Family-Facing Curriculum Resource

Launched a dedicated PPS Family Math Site to provide 24/7 access to curriculum resources and support strategies.

School-Based Family Math Nights

School leaders facilitated Family Math Nights to provide hands-on curriculum experiences for parents and caregivers. Family Math events are planned from November through May. Many schools held them on half days to increase teacher and family participation.

Systematic Family Communication

Standardized Math Unit Letters sent home by teachers to align families with current classroom learning goals. Teachers used a variety of strategies to communicate the upcoming learning to families, including Talking Points, attaching it to a classroom newsletter, emailing at the beginning of a unit, and including a QR code on homework.

Family Math Website [\(link\)](#)

FAMILY MATH CURRICULUM PAGE

[Link to the Imagine Learning Family Hub \(Grades K-8\)](#)

Dashboard



Family Math Nights

Sessions held as of
4/14/2026

82.4%

Scheduled to be
held by May 21st

91.2%

High
Participation
Shout Outs

Grandview – 58
Woolslair – 72
Phillips – 84
Mifflin - 86



Math Curriculum Unit Letter Communication

Unit 3 (prior to launch of Strategy)	20%
Unit 4 (expected start date 1/5)	59%
Unit 5 (expected start date 2/13)	80%

Unit 5
Family Support Materials

In this unit, students develop an understanding of fractions as numbers. They represent fractions with diagrams and number lines, and compare and find equivalent fractions.

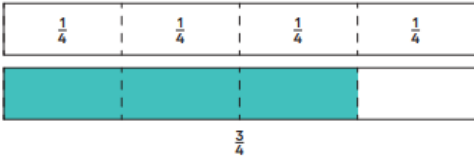
Section A: Introduction to Fractions

In this section, students use diagrams and fraction strips to learn about fractions.

In grade 2, they learned about halves, thirds, and fourths. Now, they partition 1 whole into 6 or 8 parts, describe each part as "a sixth" or "an eighth," and write the notation $\frac{1}{6}$ or $\frac{1}{8}$.

Students learn that the notation $\frac{1}{b}$ means 1 whole is partitioned into b parts and each part has size $\frac{1}{b}$.

In these diagrams, each part is a unit fraction of size $\frac{1}{4}$.



Students see that composing unit fractions creates non-unit fractions (fractions with numerators greater than 1). For example, putting together 3 parts of $\frac{1}{4}$ each gives $\frac{3}{4}$.

Section B: Fractions on the Number Line

In this section, students locate fractions on the number line. They learn that the same as whole numbers, fractions can be represented as distances from 0 on the number line.

Students partition the interval from 0 to 1 into b equal parts. They label the first tick mark to the left of zero, with a unit fraction $\frac{1}{b}$. Here, the number line is divided into 4 equal parts, and the first tick mark is labeled $\frac{1}{4}$.



2
GRADE 3 • UNIT 5 • TEACHER RESOURCE PACK • FAMILY SUPPORT MATERIALS
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Strategy 2: Strengthening Family Partnerships for Math Support (Check)

Challenges/Learnings:

- **Variability in Engagement:** Attendance at school-based events fluctuates; many principals shared successful strategies for increased participation.
- **Communication Tracking:** Varying classroom pacing makes it difficult to monitor the consistent delivery of unit-based family communication.
- **Translation Barriers:** Technical limitations with image-heavy PDFs currently restrict official translations from PPS staff; families are being supported to use digital translation tools such as Google Translate for broader access.
- **Impact Assessment:** Measuring the direct influence of home-school communication on student outcomes remains a complex metric to gauge.
- **Website Launch Timeline:** Impact not yet felt

Strategy 2: Strengthening Family Partnerships for Math Support (Act)

Act (Next Steps):

- **Official Launch & Engagement:** Unveiling the PPS Family Math Site through a student competition to create and name our official district Math Mascot.
- **Targeted Support:** Coaches continue to assist teachers with streamlining family communication and pacing.
- **Automated Solutions:** Exploring Talking Points to deliver math-specific content directly to families, reducing teacher administrative load.
- **Language Access:** Partnering with the ELD team to ensure all resources are accessible and supported in multiple languages.
- **Knowledge Sharing:** Building systems for leaders and teachers to exchange best practices and celebrate site-based successes.

Strategy 3: Implementing High-Leverage, Equitable Assessment Practices (Plan)

Original Commitment: This strategy is focused on transforming assessment from a measure of failure to a powerful tool for instructional decision-making. It emphasizes using technology for assessment, prioritizing inclusive strategies (UDL, acceleration), and building teacher expertise in data analysis.

Key Components

Standardized, Tech-Enhanced Unit Assessments

Formalized Assessment Guidance and Communication

Data-Driven Acceleration over Remediation

Rationale

Exposure to **tech-enhanced assessments** reduces test-day anxiety and ensures students' performance is not masked by unfamiliarity with the testing platform. **Clear, district-wide guidance** eliminates ambiguity, promotes consistency across schools, and ensures that assessment results are used accurately for instructional planning rather than simply for compliance. Shifting from remediation to **acceleration** is a high-leverage practice that keeps students on track for long-term success by addressing prerequisite skills within the context of the grade-level material, preventing cumulative learning loss.

Strategy 3: Implementing High-Leverage, Equitable Assessment Practices (Do)

Standardized, Tech-Enhanced Unit Assessments

In August, we launched End-of-Unit assessments within the ILC platform to provide students consistent practice with tech-enhanced items and PSSA-style navigation.

We provided ongoing training and support throughout the year.

Formalized Assessment Guidance and Communication

Developed a comprehensive Mathematics Assessment Guidance document defining the purpose and instructional utility of every district assessment in order to provide strategic clarity.

Data-Driven Acceleration over Remediation

Trained educators and school leaders on the Acceleration model—using formative data to provide "just-in-time" supports while maintaining focus on grade-level standards.

Included follow-up planning sessions, as well as continued work through coaching cycles to refine this process.

Assessment Guidance



Math Assessment Guidance Recommendations

This guidance is intended to clarify for teachers and leaders the **purpose** and **use** of the expected math assessments in grades K-8 at Pittsburgh Public Schools.

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District-wide End-of-Unit Common Assessment Schedule

The dates listed reflect a week after the unit is scheduled to be completed according to the Unit Map.

	K	1st	2nd	3rd	4th	5th	6th	7th	8th	6-Acc	7-Acc	8 Alg 1
Unit 1	10/21	10/6	10/8	10/14	9/22	9/26	10/10	9/26	10/3	10/1	10/6	9/19
Unit 2	12/3	11/12	11/6	11/13	10/24	10/29	11/10	10/23	10/28	11/3	10/29	10/14
Unit 3	1/13	1/12	12/11	12/23	12/3	12/9	12/12	11/12	11/21	12/3	11/21	11/10
Unit 4	2/16	2/18	1/16	2/12	1/20	1/21	1/21	12/11	12/23	1/14	12/23	11/26
Unit 5	3/12	3/16	2/11	3/16	2/23	3/11	2/18	1/20	2/11	2/20	2/13	12/17
Unit 6	4/15	4/20	3/18	4/20	4/15	4/21	3/19	3/3	3/3	3/13	3/17	1/20
Unit 7	5/12	5/18	4/28	5/20	5/12	5/20	4/28	4/14	3/27	4/24	4/17	2/6
Unit 8	6/11	6/9	5/18	6/12	5/29	5/20	5/27	5/15	5/1	5/22	5/15	3/6
Unit 9			6/12		6/12	6/12						3/27
Unit 10												5/8
Unit 11												5/29

Strategy 3: Implementing High-Leverage, Equitable Assessment Practices (Check)

Unit	Expected EOU Assessment Date	% of Gr 3 Teachers with Scores in ILC
1	10/14/25	89.6%
2	11/13/25	91.7%
3	12/23/25	87.5%
4	2/12/26	70.8%

Strategy 3: Implementing High-Leverage, Equitable Assessment Practices (Check)

Challenges & Learnings:

- **Instructional Pacing:** Significant variability in pacing across the district makes it difficult to standardize data-tracking and end-of-unit benchmarks.
- **Vendor Constraint:** Current platform limitations—such as the inability to **batch-print** student results—create significant administrative burdens for teachers communicating with families.
- **Need to Shift Towards EOU Assessment Data Analysis:** This year's focus remained on the technical implementation of online assessments, leaving a gap in deep, collaborative analysis of student work and responsive instruction.
- **The "Acceleration" Learning Curve:** Effective acceleration requires high-level content knowledge and collaborative planning time; not all school sites currently have the capacity for same grade/content peer collaboration to support this intellectual instructional planning.

Strategy 3: Implementing High-Leverage, Equitable Assessment Practices (Act)

Act (Next Steps)

- From Compliance to Coaching: Transitioning from tracking completion data to building district-wide systems for analyzing student work and driving instructional response.
- Mastering Acceleration: Scaling professional learning on student learning progressions, through the creation of collaborative planning structures. Add just-in-time support suggestions into the curriculum maps.
- Continue to embed tech-enhanced items into regular instruction to build student fluency in digital testing environments.
- Advocate for platform enhancements (e.g., batch-reporting) to streamline teacher workflow and family communication.

