

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 35% 3rd Grade Students with Disabilities 0% 3rd Grade Native American 33.3% 3rd Grade Economically Disadvantaged 23.8% 3rd Grade English Language Learners 15.4% 3rd Grade Black/African American 25%	3rd Grade overall proficiency rates will increase by 10% and all student groups will increase by 5% from 25/26 to 26/27 NMSSA results for ELA.	students across all baseline performance tiers will demonstrate a minimum of 10% growth
4th grade	4th Grade All 22.7% 4th Grade Students with Disabilities 5.9% 4th Grade Native American 0% 4th Grade Economically Disadvantaged 15% 4th Grade English Language Learners 0% 4th Grade African American 50%	4th Grade overall proficiency rates will increase by 10% and all student groups will increase by 5% from 25/26 to 26/27 NMSSA results for ELA.	students across all baseline performance tiers will demonstrate a minimum of 10% growth
5th grade	5th Grade All 21.2% 5th Grade Students with Disabilities 0% 5th Grade Native American 15.4% 5th Grade Economically Disadvantaged 14.7% 5th Grade English Language Learners 20% 5th Grade African American 0%	5th Grade overall proficiency rates will increase by 10% and all student groups will increase by 5% from 25/26 to 26/27 NMSSA results for ELA.	students across all baseline performance tiers will demonstrate a minimum of 10% growth

GRADE LEVEL/COHORT PROFICIENCY SUMMATIVE GOAL STATEMENT

Students grades 3-5 earning a score of Proficient or higher in English Language Arts as measured by NM-MSSA will increase 10 percentage points from the 2025-2026 school year to the 2026-2027 school year.

GRADE LEVEL/COHORT PROFICIENCY BENCHMARK GOAL STATEMENT

By the MOY Amira assessment cycle, 100% of students—across all baseline performance tiers —will demonstrate a minimum of 10% growth in their overall reading proficiency metrics compared to their BOY results.

Mathematics (3-8)

STUDENT ACHIEVEMENT GOALS AND BENCHMARKS

	STUDENT SUMMATIVE ASSESSMENTS RESULTS	SUMMATIVE GOALS	BENCHMARKS
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	STUDENT SUMMATIVE ASSESSMENTS RESULTS	SUMMATIVE GOALS	BENCHMARKS
3rd grade	Grade 03 All Students 35.0% 16.7% Grade 03 American Indian/Alaska Native 33.3% 0.0% Grade 03 Black/African American 25.0% 25.0% Grade 03 Current English Learner 15.4% 0.0% Grade 03 Economically Disadvantaged 23.8% 11.9% Grade 03 Students with Disabilities 0.0% 0.0%	3rd Grade overall proficiency rates will increase by 10% and all student groups will increase by 5% from 25/26 to 26/27 NMSSA results for Math.	all baseline performance tiers will demonstrate a minimum of 10% growth in their overall Math proficiency metrics compared to their BOY results.
4th grade	All Students 22.7% 4.5% American Indian/Alaska Native 0.0% 0.0% Black/African American 50.0% 0.0% Current English Learner 0.0% 0.0% Economically Disadvantaged 15.0% 0.0% Students with Disabilities 5.9% 0.0%	4th Grade overall proficiency rates will increase by 10% and all student groups will increase by 5% from 25/26 to 26/27 NMSSA results for Math	all baseline performance tiers will demonstrate a minimum of 10% growth in their overall Math proficiency metrics compared to their BOY results.
5th grade	All Students 21.2% 9.1% American Indian/Alaska Native 15.4% 7.7% Black/African American 0.0% 0.0% Current English Learner 20.0% 10.0% Economically Disadvantaged 14.7% 11.8% Students with Disabilities 0.0% 0.0%	5th Grade overall proficiency rates will increase by 10% and all student groups will increase by 5% from 25/26 to 26/27 NMSSA results for Math	all baseline performance tiers will demonstrate a minimum of 10% growth in their overall Math proficiency metrics compared to their BOY results.

GRADE LEVEL/COHORT PROFICIENCY SUMMATIVE GOAL STATEMENT

Students grades 3-5 earning a score of Proficient or higher in Math as measured by NM-MSSA will increase 10 percentage points from the 2025-2026 school year to the 2026-2027 school year.

GRADE LEVEL/COHORT PROFICIENCY BENCHMARK GOAL STATEMENT

By the MOY iReady assessment cycle, 100% of students—across all baseline performance tiers —will demonstrate a minimum of 10% growth in their overall reading proficiency metrics compared to their BOY results.

Performance Challenges

Writing scores (especially W.04.02/W.05.02) are consistently lower than reading scores, showing a relationship where students can understand a text better than they can produce an organized written response about it.

GOAL

English Language Arts (3-8)

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

NM-MSSA data: NM-MSSA: Our ELA scores saw an increase of 7.4% proficiency in SY 24-25 (26.5%) from SY 23-24 (19.1%). All 3 grade levels showed an increase with 3rd grade having the highest of 18%. Overall Trend: The NM MSSA data reveals a divergent trend between the lower and upper elementary grades, with overall performance declining from 0.44 (2022-2023) to 0.42 (2023-2024), and down to 0.38 (2024-2025). Grade 3 (Improving): Performance rose from 0.40 in 2022-2023, to 0.42 in 2023-2024, and reached 0.46 in 2024-2025. 3-Year Trend: Improving by +6%. Insights: Shows a consistent upward trajectory, particularly in Reading Comprehension and Writing Analysis. Grade 4 (Stable/Slight Decline): Performance started at 0.44 in 2022-2023, then dipped and held steady at 0.43 in both 2023-2024 and 2024-2025. 3-Year Trend: Stable with a slight overall decline. Grade 5 (Significant Decline)-Performance dropped sharply from 0.49 in 2022-2023, to 0.41 in 2023-2024, and down to 0.29 in 2024-2025. 3-Year Trend: Significant decline of -20%. Insights: Performance has dropped sharply. While they were the highest-performing group in 2022-2023, they are now the lowest, indicating a critical need for intervention. Writing Lag: Writing scores (especially W.04.02/W.05.02) are consistently lower than reading scores, showing a relationship where students can understand a text better than they can produce an organized written response about it. Extended Writing (W.04.02, W.05.02): Writing informative/explanatory texts based on passages is a significant weakness. Proficiency in these "big" writing tasks is consistently below 15%. Text Structure & Genre (RL.04.05): There is a lack of understanding regarding the differences between prose, poetry, and drama. students struggle when an item requires them to select a piece of evidence to support an inference. -inconsistent growth among students receiving targeted and intensive interventions; Interim assessment(s) data: iReady/Amira Kindergarten is a tough start, with students understanding only 12.6% of Kindergarten work and 0% of first-grade work. First grade is an even harder hurdle; students there only master 3.2% of their own grade's work, 20.7% of Kindergarten work, and a tiny 0.2% of second-grade work. By the time students reach second grade, this delay is very clear. They have a much better grip on old Kindergarten work (44.2% mastery) than they do on first-grade work (18.8%) or their current second-grade work (only 4.4%). While students are making progress in areas like storytelling and understanding pictures, the main problem is how fast they are learning. The gap between what they know and what they should know gets wider every year. This widening gap is tied directly to a few specific weak spots. There is a "critical gap" in basic phonics across all three grades, along with big gaps in vocabulary. Furthermore, a major missing piece in these early years is writing. Reading and writing are closely connected; when students lack strong writing habits, they miss out on a key way to practice sounding out words and using new vocabulary. Because these basic reading, vocabulary, and writing skills are missing early on, students hit a wall as they get older, which connects directly to the dropping test scores seen in the upper elementary grades. Inequities/Challenges Time for writing instruction is not given- often incorporated with other subjects, which affects special education and explicit instruction and intervention Time in the day affects instruction blocks and planning quality No school-wide writing curriculum- lack of consistency impacts student learning Younger grades struggle to write out ideas and thoughts Students struggle with the physical skills needed for writing- more stamina for writing is needed. ; MLSS Self-assessment data (required): MLSS: Intervention Success (Layer 2 & 3): Our review of the past year's progress monitoring data shows inconsistent growth among students receiving targeted and intensive interventions. While some students showed incremental gains in isolated skills, these did not consistently translate to overall proficiency, prompting our current restructuring phase. ; Student, staff or parent surveys data: Panorama: We saw a slight decline in Sense of Belonging, Self-Regulation and Social Awareness on the spring survey as compared to the fall survey. However, these areas are higher than the district average. EL students and SWD chose favorable or somewhat favorable as often in the same categories compared to their peers. We know Self-Regulation results are correlated to student behaviors. Sense of Belonging likely also is strongly correlated to student behaviors. ; Classroom walk through data (non-evaluative) data: Check-in data: To improve student processing and peer-to-peer discourse, the school targeted a 100% daily teacher implementation rate for the Think-Pair-Share (TPS) strategy during ELA lesson blocks. The initiative was supported through intensive professional development, lesson plan integration, weekly administrative walkthroughs, and monthly PLC feedback sessions. Initial progress at the 30-day mark showed approximately 75% teacher compliance, with noticeable early benefits in lower gradessuch as Kindergarteners expanding their thoughts using full sentences and 1st graders leveraging routines with 4th-grade reading buddies. By the 90-day evaluation, 100% of teachers successfully met the goal through verified observations, literacy walkthroughs, and coaching cycles. Ultimately, this initiative increased student engagement, strengthened academic vocabulary, built critical thinking, and empowered students to utilize peers as primary learning resources, even leading to independent decoding and syllable analysis.

POTENTIAL PERFORMANCE CHALLENGES BASED ON DATA ANALYSIS

Writing scores (especially W.04.02/W.05.02) are consistently lower than reading scores, showing a relationship where students can understand a text better than they can produce an organized written response about it.

inconsistent growth among students receiving targeted and intensive interventions

There is a "critical gap" in basic phonics across all three grades, along with big gaps in vocabulary.

major missing piece in these early years is writing

inconsistent growth among students receiving targeted and intensive interventions

-While some students showed incremental gains in isolated skills, these did not consistently translate to overall proficiency

Self-Regulation results are correlated to student behaviors/conduct

-Sense of Belonging also has a strong correlation to student behaviors.

Students struggle with explaining and understanding their work through multiple strategies.

GOAL

Mathematics (3-8)

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

Attendance rate (ADA): While we see an decrease in attendance rate as the years progress, at the 120D count our rate is higher than the 3 previous school years. Y-M+AA students (as a whole group) rates are similar to their peers however EL students are several % points lower at the 120D count. SWD are right on par with their peers at 120D. There has been a 8.8% increase in chronic absenteeism rates school-wide from 40D to 120D. Y-M+AA students have a nearly 20% higher rate than non-Y-M+AA -EL students have a higher percentage of absences than non-EL students (roughly 4% at the 120D count) -There has been a 8.8% increase in chronic absenteeism rates school-wide from 40D to 120D - Y-M+AA students have a nearly 20% higher rate than non-Y-M+AA ; NM-MSSA data: Our math scores have decreased from 14.1% in SY 22-23 to 10.6% in 24-25. While 3rd grade increased proficiency scores in the past 3 years, 4th and 5th both saw a decrease. NMSSA show that student performance is low and mostly flatlining across the upper elementary grades. Third-grade scores have remained steady but low over the last three years, moving from 0.35 down to 0.33, and then ticking up slightly to 0.34. Fourth-grade scores show a similar flat trend but at an even lower level, dropping from 0.28 down to 0.25 and staying stuck there for the past two years. Meanwhile, fifth-grade scores show the most noticeable drop; they started as the highest group at 0.38, but fell sharply to 0.30 and have failed to recover since. Because Kindergarten through second grade students do not take this state test, these older grades reveal a clear pattern where student math scores struggle to ever pass the 30% to 35% mark. Multi-Select Penalty: A significant pattern in the MSSA data is that students perform very poorly on "Multi-Select" or "Select Two" items. For example, Grade 3 proficiency drops to 8-12% when students are asked to "Select two equivalent expressions" or "Identify two fractions." Fractions as a Barrier: Across Grades 3-5, items involving Fractions are the most common "Weak Standards." Grade 3: Identifying fractions on a number line (2% proficiency). Grade 4: Comparing fractions to one-half (2% proficiency). Grade 5: Adding mixed numbers with unlike denominators (12% proficiency). Computation vs. Problem Solving: Students show strength in Standard Algorithms (e.g., adding multi-digit numbers at 68% proficiency) but struggle when that same math is put into a Multi-step Word Problem (proficiency drops to 7-15%). ; Interim assessment(s) data: When we look at early math skills, student growth hits a clear wall as they get older. At first, things seem to improve in the early years, leading up to a peak in second grade where 18.9% of students master their grade-level work on iReady. However, this progress drops off quickly as soon as students enter third grade and start taking state tests. In these older grades, student scores hit a "ceiling" and struggle to rise above 30% to 34%. For example, third-grade state test scores have stayed mostly flat, moving from 0.35 down to 0.33 and then resting at 0.34, while their iReady mastery sits at 11.0%. Fourth grade shows a similar flat line at a lower level, staying stuck at 0.25 for the last two years with only 7.2% mastery on iReady. Fifth grade shows the most troubling trend, where scores dropped from 0.38 down to 0.30 and stayed there, leaving a mere 4.0% of fifth graders mastering their grade-level math on iReady. ; MLSS Self-assessment data (required): The MLSS self-assessment reflects an area of concern in core math delivery, with the overall Core Instruction and Assessment section averaging a rating of 1.7. High-quality instructional materials (HQIM), daily small-group differentiation, and "just-in-time" math supports all receive low ratings of "1". Similarly, initial data-informed design for English Learners (ELD) drops to a "1". On a positive note, regular formative and summative assessment practices maintain a rating of "2", and teacher teams/PLCs excel with a rating of "3" when analyzing student progress and discussing intervention strategies. The Targeted and Intensive Intervention section struggles overall, averaging a lower rating of 1.4. Layer 2 math interventions including skill acquisition, enrichment, and grade-level progress monitoring are rated at a "1". Tier 3 individualized math interventions also score a "1", though weekly progress monitoring for these intensive goals scores a "2". Outside the immediate classroom, broader institutional health provides additional context: while general School Supports average a strong 2.8 rating and Whole Person Supports sit at 2.3, Community Schools connections lag behind with an average rating of 1.5.; Classroom walk through data (non-

evaluative) data: Parallel to ELA, the math department aimed for 100% daily implementation of the Think-Pair-Share (TPS) strategy to foster conceptual understanding, solution justification, and mathematical vocabulary usage. Critical actions included specialized math PD, required TPS prompts in lesson plans (focusing on prior knowledge, problem-solving, and synthesis), weekly walkthroughs, and PLC data analysis to address student misconceptions. Early 30-day progress noted an uptick in student participation particularly in 3rd grade where techniques like Number Talks and hand signals encouraged previously quiet students to engage in math discourse. By the 90-day review, 100% of math teachers met the daily implementation benchmark. The strategy significantly boosted student self-efficacy, academic vocabulary, and peer collaboration, enabling students to more confidently express and justify their mathematical reasoning.

POTENTIAL PERFORMANCE CHALLENGES BASED ON DATA ANALYSIS

- EL students have a higher percentage of absences than non-EL students (roughly 4% at the 120D count)

- There has been a 8.8% increase in chronic absenteeism rates school-wide from 40D to 120D

- While 3rd grade increased proficiency scores in the past 3 years, 4th and 5th both saw a decrease. - Y-M+AA students have a nearly 20% higher rate than non-Y-M+AA

- The Math performance is generally lower than ELA across all grade levels.

- Students struggle with explaining and understanding their work through multiple strategies.

Computation vs. Problem Solving: Students show strength in Standard Algorithms (e.g., adding multi-digit numbers at 68% proficiency) but struggle when that same math is put into a Multi-step Word Problem (proficiency drops to 7-15%).

Root Causes

There are not consistent daily opportunities to practice writing

PERFORMANCE CHALLENGE

Writing scores (especially W.04.02/W.05.02) are consistently lower than reading scores, showing a relationship where students can understand a text better than they can produce an organized written response about it.

FOCUS AREA

Layer 1 Instruction/interventions

There are not daily opportunities for students to explain their thinking pictorially, hands-on manipulation, written and/or orally.

PERFORMANCE CHALLENGE

Students struggle with explaining and understanding their work through multiple strategies.

FOCUS AREA

Layer 1 Instruction/interventions

90-Day Plan: July 01, 2026 - January 22, 2027

Focus Area: Layer 1 Instruction/interventions - ELA

EXPECTED ADULT BEHAVIORS

100% of all teachers will use the CER model to provide students with daily opportunities to create an expanded thought or constructed response pictorially, hands-on manipulation, written and/or orally expressions measured by lesson plans, collaboration time, walkthroughs, student work/data and teacher surveys.

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 - 12/18/2026	Teachers will attend a PD Workshop at BOY on a "hands-on" session where teachers use the CER model themselves. Grade Levels will create a CER Anchor Chart that includes visual icons (a magnifying glass for evidence, a lightbulb for reasoning) for every classroom. Grade Levels will create a bank of "Sentence Frames" for oral expression first. Example: "I think [Claim] because I see [Evidence], which means [Reasoning]."	Time, Collaboration, PD prep time, CER resources, Anchor Charts, sentence frames, HQIM curriculum,	Meredith Stackonis Rebecca Bailey Carlos Garcia Gabrielle Green Christina Tharp Kaylee Stiles Alyssa McKeown	All Teachers
09/03/2026 - 12/18/2026	During grade-level collaboration time, teachers bring "blind" student work samples. They sort them into four piles: developing, approaching, proficient, advanced. Teachers will document and analyze BOY to MOY interim data. Actionable Adjustments: Based on the work samples and/or data, teams decide on one specific "Scaffold during Small Group" (e.g., a graphic organizer or a hands-on manipulation activity) to help students who are stuck in the "Developing" pile.	Time, collaboration, student work samples, student data, HQIM teacher guides, Grade level planning time	Meredith Stackonis Rebecca Bailey Carlos Garcia Gabrielle Green Christina Tharp Kaylee Stiles Alyssa McKeown	All Teachers

TIMELINE (START/END DATES)	CRITICAL ACTION TO ADDRESS ROOT CAUSE & ACHIEVE DESIRED OUTCOME	RESOURCES NEEDED / SOURCE	PERSON(S) RESPONSIBLE	PERSON(S) INVOLVED
09/15/2026 - 12/18/2026	Administrative Walkthroughs Focus: The Look-For Tool: Admin uses a specific 2-minute walkthrough checklist. 1. Is the CER Anchor Chart visible? 2. Are students currently engaged in an oral, pictorial, or written "Claim"? Admin provides immediate, "bite-sized" feedback. A "Glow and Grow" sticky note on the teacher's desk. Glow: "Loved hearing the students use oral CER during the math number talk!" Grow: "How can we move that oral claim into a written constructed response for their exit ticket tomorrow?" Teacher Surveys: At Day 45 and Day 90, survey teachers on their "Confidence Level" with CER. Use this data to provide differentiated support (e.g., 1:1 coaching for those who feel low confidence in applying CER to Math/Science).	Walkthrough CER checklist, time, Chelwood created teacher surveys	Carlos Garcia Kaylee Stiles	Admin and All Teachers

PROGRESS INDICATORS

INDICATOR DATE	EVIDENCE TO DETERMINE PROGRESS TOWARD ACHIEVING DESIRED OUTCOME	PROJECTED STUDENT OUTCOMES
09/18/2026	100% of all teachers will use the CER model to provide students with at least two opportunities per week to create an expanded thought or constructed response pictorially, hands-on manipulation, written and/or orally expressions measured by lesson plans, collaboration time, walkthroughs, student work/data and teacher surveys.	By the end of the first 30 days at least 30% of students will demonstrate grade level proficiency or above on weekly writing assignments.
10/30/2026	100% of all teachers will use the CER model to provide students with at least three opportunities per week to create an expanded thought or constructed response pictorially, hands-on manipulation, written and/or orally expressions measured by lesson plans, collaboration time, walkthroughs, student work/data and teacher surveys.	By the end of the first 60 days at least 45% of students will demonstrate grade level proficiency or above on weekly writing assignments.

INDICATOR DATE	EVIDENCE TO DETERMINE PROGRESS TOWARD ACHIEVING DESIRED OUTCOME	PROJECTED STUDENT OUTCOMES
12/18/2026	100% of all teachers will use the CER model to provide students with daily opportunities to create an expanded thought or constructed response pictorially, hands-on manipulation, written and/or orally expressions measured by lesson plans, collaboration time, walkthroughs, student work/data and teacher surveys.	By the end of the first 90 days at least 65% of students will demonstrate grade level proficiency or above on weekly writing assignments.

Focus Area: Layer 1 Instruction/interventions - Math

EXPECTED ADULT BEHAVIORS

100% of all teachers will provide daily opportunities and expectations for students to explain their thinking in multiple strategies (pictorially, hands-on, written and/or oral expressions) as measured by lesson plans, collaboration time, walkthroughs, student work/data and teacher surveys.

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 - 12/18/2026	Targeted PD, Transitioning from Answer Getting to Thinking Focus, Shifting the teachers role from demonstrating a single strategy to facilitating multiple strategies. The PD Workshop, Conduct a Math Stack session. Teachers are given a single complex word problem and must solve it in four ways, pictorially, hands-on , written, and oral. The Classroom Tool, Equip every teacher with Talk Move cards. These provide students with sentence frames to explain math logic Visual Support, Implement Math Solution Walls where students hang different ways to solve the same problem, highlighting that the process is as important as the product.	Time, PD, manipulatives, anchor charts, Chelwood clear expectations for rules around manipulatives, Sentence Frames Bank,	Meredith Stackonis Rebecca Bailey Carlos Garcia Gabrielle Green Christina Tharp Kaylee Stiles Alyssa McKeown	All Teachers

TIMELINE (START/END DATES)	CRITICAL ACTION TO ADDRESS ROOT CAUSE & ACHIEVE DESIRED OUTCOME	RESOURCES NEEDED / SOURCE	PERSON(S) RESPONSIBLE	PERSON(S) INVOLVED
09/03/2026 - 12/18/2026	Data Analysis- Using student work to move beyond correct or incorrect and analyzing the depth of their reasoning. During collaboration time, teachers bring student work categorize the work into Correct answer, no explanation. Incorrect answer, but clear pictorial evidence. Correct answer and shows their work in one or more strategies	Time, collaboration, student work samples, student data, HQIM teacher guides, Grade level planning time	Meredith Stackonis Rebecca Bailey Carlos Garcia Gabrielle Green Christina Tharp Kaylee Stiles Alyssa McKeown	All Teachers

TIMELINE (START/END DATES)	CRITICAL ACTION TO ADDRESS ROOT CAUSE & ACHIEVE DESIRED OUTCOME	RESOURCES NEEDED / SOURCE	PERSON(S) RESPONSIBLE	PERSON(S) INVOLVED
09/14/2026 - 12/18/2026	Admin Walkthroughs - Checking for "Productive Struggle" Focus: Monitoring for daily student-led explanation rather than teacher-led lecture. The Look-For Tool: Admin uses a math-specific walkthrough checklist: Multiple Representations: Are students using tools (manipulatives, number lines, sketches) or just paper/pencil? Student Voice: Who is doing the talking? (Goal: Student explaining to student using math vocabulary). The "Why": When a student gives an answer, does the teacher ask "How do you know?" or "Can you prove that?" The "Huddle" Feedback: If a walkthrough shows 100% worksheets with no models, the "Grow" feedback is to implement "Model-Drawing" for the first 5 minutes of the next lesson. Teacher Surveys: Survey teachers on their comfort with "Conceptual Math." If Grade 5 teachers feel uncomfortable teaching "Dividing Fractions" conceptually, admin schedules a peer-observation with a Grade 3 teacher who is successfully using area models for multiplication.	Walkthrough CER and Math checklist, time, Chelwood created teacher surveys	Meredith Stackonis Rebecca Bailey Carlos Garcia Gabrielle Green Christina Tharp Kaylee Stiles Alyssa McKeown	Admin and All Teachers

PROGRESS INDICATORS

INDICATOR DATE	EVIDENCE TO DETERMINE PROGRESS TOWARD ACHIEVING DESIRED OUTCOME	PROJECTED STUDENT OUTCOMES
09/18/2026	100% of all teachers will provide opportunities and expectations at least twice a week for students to explain their thinking in multiple strategies (pictorially, hands-on, written and/or oral expressions) as measured by lesson plans, collaboration time, walkthroughs, student work/data and teacher surveys.	By the end of the first 30 days at least 25% of students will demonstrate grade level proficiency or above on a weekly math assignment where they are asked to show their work.

INDICATOR DATE	EVIDENCE TO DETERMINE PROGRESS TOWARD ACHIEVING DESIRED OUTCOME	PROJECTED STUDENT OUTCOMES
10/30/2026	100% of all teachers will provide opportunities and expectations at least three times a week for students to explain their thinking in multiple strategies (pictorially, hands-on, written and/or oral expressions) as measured by lesson plans, collaboration time, walkthroughs, student work/data and teacher surveys.	By the end of the first 60 days at least 35% of students will demonstrate grade level proficiency or above on a weekly math assignment where they are asked to show their work.
12/18/2026	100% of all teachers will provide daily opportunities and expectations for students to explain their thinking in multiple strategies (pictorially, hands-on, written and/or oral expressions) as measured by lesson plans, collaboration time, walkthroughs, student work/data and teacher surveys.	By the end of the first 90 days at least 50% of students will demonstrate grade level proficiency or above on a weekly math assignment where they are asked to show their work.