

MIS Idea - Inst. Core



UIP Planning Sheet - 2026-27

Major Improvement Strategy 1- Strengthening the Core

Student Performance Priority (SPP)	Root Cause	Major Improvement Strategy (MIS)	Implementation Benchmarks																																																																																										
<i>Data Challenges:</i>	<i>Reason for SPP/Data Challenges</i>	<i>Major focus/goals for the year - how you'll address the SSP</i>	<i>How you'll measure success</i>																																																																																										
SSP Name: Decreasing performance as assessed by CMAS and internal Interim assessments.	Root Cause Title: Inconsistent strong first instruction for all students which is not meeting the needs of engagement, rigor, and effectiveness.	MIS 1 Strategy Name: The Instructional Core	Strategic Goal: By May 2027, 100% of K-8 classrooms will master effective lesson planning for strong Tier 1 instruction leveraging the curricular resources and strategically embedding , resulting in a 10% increase in students meeting or exceeding grade-level expectations on interim benchmarks.																																																																																										
SPP Data <table><tr><th colspan="9">Landmark Grade Level Proficiency</th></tr><tr><th></th><th colspan="3">ELA</th><th colspan="3">Math</th><th colspan="2">Science</th></tr><tr><th></th><th>2024-25</th><th>YOY</th><th>2023-24</th><th>2024-25</th><th>YOY</th><th>2023-24</th><th>2024-25</th><th>YOY</th></tr><tr><td>%</td><td>45%</td><td>-2%</td><td>53%</td><td>33%</td><td>-20%</td><td></td><td></td><td></td></tr><tr><td>%</td><td>40%</td><td>6%</td><td>26%</td><td>40%</td><td>13%</td><td></td><td></td><td></td></tr><tr><td>%</td><td>41%</td><td>-21%</td><td>49%</td><td>25%</td><td>-23%</td><td>43%</td><td>30%</td><td>-12%</td></tr><tr><td>%</td><td>49%</td><td>-2%</td><td>36%</td><td>48%</td><td>12%</td><td></td><td></td><td></td></tr><tr><td>%</td><td>53%</td><td>-2%</td><td>36%</td><td>29%</td><td>-7%</td><td></td><td></td><td></td></tr><tr><td>%</td><td>53%</td><td>-4%</td><td>37%</td><td>49%</td><td>12%</td><td>30%</td><td>30%</td><td>-1%</td></tr><tr><td>%</td><td>46%</td><td>-1%</td><td>40%</td><td>37%</td><td>-3%</td><td>36%</td><td>30%</td><td>-6%</td></tr></table>	Landmark Grade Level Proficiency										ELA			Math			Science			2024-25	YOY	2023-24	2024-25	YOY	2023-24	2024-25	YOY	%	45%	-2%	53%	33%	-20%				%	40%	6%	26%	40%	13%				%	41%	-21%	49%	25%	-23%	43%	30%	-12%	%	49%	-2%	36%	48%	12%				%	53%	-2%	36%	29%	-7%				%	53%	-4%	37%	49%	12%	30%	30%	-1%	%	46%	-1%	40%	37%	-3%	36%	30%	-6%	Root Cause Description: We need a focus on ensuring teacher effectiveness through preparation. Creating systems for lesson planning to have intention around engagement, students doing the heavy lifting, and internalizing the curriculum and student outcomes that will be expected. This is especially pertinent with curriculum adaptations.	Priority School Action: Implementation of strong core instruction to support new curricular roll out, lesson plan, and engagement. This supports teachers to effectively instruct and engage students in rigorous lessons.	August: - Schedule Integrity: 100% of classrooms are actively using and upholding the approved block structure by week 4. - Routine Baseline: The "Core 4" engagement tools are explicitly taught to students and visible in all classrooms by week 1. - Coaching Cadence: 100% of core teachers receive at least one real-time coaching touchpoint or co-planning session per week (as evidenced from school leader observation tracker)
Landmark Grade Level Proficiency																																																																																													
	ELA			Math			Science																																																																																						
	2024-25	YOY	2023-24	2024-25	YOY	2023-24	2024-25	YOY																																																																																					
%	45%	-2%	53%	33%	-20%																																																																																								
%	40%	6%	26%	40%	13%																																																																																								
%	41%	-21%	49%	25%	-23%	43%	30%	-12%																																																																																					
%	49%	-2%	36%	48%	12%																																																																																								
%	53%	-2%	36%	29%	-7%																																																																																								
%	53%	-4%	37%	49%	12%	30%	30%	-1%																																																																																					
%	46%	-1%	40%	37%	-3%	36%	30%	-6%																																																																																					
SPP Description: Student performance in ELA shows inconsistent areas of growth across grade levels. Data is decreasing or staying stagnant year over year in CMAS math and ELA data.	Root Cause Category: UIP Category Guidance.pdf Teacher Development Systems	Which issue will this MIS address? Lack of growth and achievement on common and state assessments.	November: - Core 4 Mastery: 100% of classrooms show consistent, high-leverage execution of the Core 4 strategies with zero student "opt-outs." - Productive Struggle: Classroom data observations confirm students are																																																																																										
	Data Used to Validate Root Cause From our root cause analysis, stakeholders identified a need to focus	MIS Description Effective lesson planning to strategically meet the needs of students to move the cognitive load from the teachers to the students so teachers can internalize and deliver																																																																																											



	on curricular resources and foundational structures of core instruction to support our data and student outcomes.	engaging lessons to impact student outcomes through core instruction. Cite the Evidence Supporting this Strategy: Richard Elmore, The Instructional Core	driving the academic discussion via accountable talk structures. ● PD Expansion: 80+% of Teachers successfully incorporate the 1–2 new engagement routines into Tier 1 instruction. February: ● Independent Internalization: Teachers demonstrate initiative (independence) in unpacking and annotating unit arcs without heavy leader hand-holding. ● Toolkit Diversification: Observation data shows teachers alternate between 6–8 distinct engagement strategies throughout a single block. ● Coaching Impact: Real-time feedback loops decrease in duration because teacher moves have become highly instinctual and precise. May: ● Maximizing the Lift: Qualitative and quantitative audits show students bearing the majority of the cognitive load across all core classrooms in 90+% of classrooms ● Systemic Health: Collaborative planning structures (1–2x weekly) operate autonomously with high staff fidelity - Teachers are ready to annotate and effectively plan for strong Tier 1 instruction and active student engagement with independence ● Achievement Gains: Student academic outcomes show a measurable increase directly tied to improved instructional precision and zero-opt-out engagement.
Action Steps <i>What you'll do to achieve your IBs and address your MIS</i>			



August - Foundations, Systems & Launch

- Leaders Standardize Master Schedules: Lock in strict block structures across all grade levels; eliminate transition friction to maximize instructional time
- Deliver Core 4 Engagement PD: Train 100% of staff on the four foundational engagement strategies (Accountable Talk, SLANT/Track the Speaker, Whiteboard Engagement & CFUs, Equity Sticks/Randomizer)
- Launch Co-Planning Structures: Establish a calendar for collaborative planning 1–2 times per week (2 times/week for Wit & Wisdom Teachers, 1 time/week for all other teachers)
- Execute Leader Curriculum Unpacking: Principal and coaches deeply unpack Module 1/Unit 1 lessons *before* teachers to anticipate student misconceptions.
- Provide Professional Development for Learning Environment: Develop clear academic expectations for the learning environment, including specific content area focus walls (ELA, Math, and Science/Social Studies for departmentalized teachers)
- Deploy Real-Time Coaching: Shift leader schedules to prioritize daily classroom observations, offering in-the-moment adjustments, co-teaching, and modeling
- Create and facilitate Professional Development for Learning Environment: Develop clear academic expectations for the learning environment, including specific content area focus walls (ELA, Math, and Science/Social Studies for departmentalized teachers)
- Focus Wall Connections: 100% of classrooms have focus walls set up according to the school's prescribed structure

By November - Internalization & Cognitive Shift

- Annotate Engagement into Lesson Prep: Require teachers to explicitly annotate for and pre-plan the Core 4 strategies directly into their weekly lesson annotations
- Leaders will do classroom observations/audits to get baseline data for teacher vs. student talk at the beginning of September to understand the starting point
- Shift Cognitive Load: Coach teachers to limit teacher-talk time and transition the "heavy lifting" (grappling, problem-solving) to students
- Roll Out Engagement Cycle 1: Provide targeted PD on 1–2 *new* engagement strategies/instructional routines embedded within the curriculum or from other best practices in student engagement
- Analyze Early Student Work: Dedicate one DDI session per month to looking at student work samples alongside the rubric to assess mastery.
- Coaching: Real-Time Coaching with co-teaching, modeling, or real-time feedback is happening weekly (or more) for all teachers



- Focus Wall Connections: 100% of classrooms have focus walls updated weekly per the module/arc or unit

By February - Data-Driven Mastery & Differentiation

- Conduct Differentiated Teacher PD: Use coaching data to provide tier-2 support and specialized training for staff struggling with engagement or pacing
- Roll Out Engagement Cycle 2: Introduce 1–2 additional advanced engagement strategies to expand the instructional toolkit
- Refine Alignment Checking: During co-planning, plan for explicit alignment checks: teachers must state exactly how a specific lesson activity maps directly back to the module's essential question
- Triangulate Engagement Data: Leaders audit classrooms to track the correlation between active student engagement and weekly academic quiz outcomes
- Coaching: Real-Time Coaching with co-teaching, modeling, or real-time feedback is happening weekly (or more) for all teachers. Teachers struggling will receive differentiated support with more frequent presence from their coach in co-teaching and modeling in their classroom.
- Focus Wall Connections: 100% of classrooms have focus walls set up according to the school's prescribed structure, and 80+% of teachers will be referencing the focus wall throughout the lesson to connect to the essential learning for the lesson and overarching module/unit

By May - Sustainability & Reflection

- Synthesize Academic Outcomes: Measure end-of-year academic growth alongside qualitative engagement data collected throughout the terms.
- Codify Best Practices: Document the most effective lesson plan annotations, focus wall setups, and engagement routines into a school-wide exemplar playbook
- Reflect on Leadership Drift: Audit leadership calendars to ensure time spent as a thought partner/co-teacher remained consistently higher than managerial tasks.
- Plan Transition Bridging: Outline the first unit of the upcoming school year's curriculum to prep for summer leadership planning.
- Coaching: Real-Time Coaching with co-teaching, modeling, or real-time feedback is happening weekly (or more) for all teachers. Teacher struggling will receive differentiated support with more frequent presence from their coach in co-teaching and modeling in their classroom. Teachers not in need of this support will have a leader observation weekly, but may not have the coach jump in to support during the lesson if not needed.
- Focus Wall Connections: 100% of classrooms have focus walls set up according to the school's prescribed structure, and 100% of teachers will be referencing the focus wall throughout the lesson to connect to the essential learning for the lesson and overarching module/unit

MIS Idea - DDI and Small Group Instruction



UIP Planning Sheet - 2026-27

Major Improvement Strategy 2- Data Collaboration

Student Performance Priority (SPP)	Root Cause	Major Improvement Strategy (MIS)	Implementation Benchmarks																																																																																
<i>Data Challenges:</i>	<i>Reason for SPP/Data Challenges</i>	<i>Major focus/goals for the year - how you'll address the SSP</i>	<i>How you'll measure success</i>																																																																																
SSP Name: Low growth and achievement in ELA and Math on DIBELS, CMAS and school-based Interim Assessments SPP Data<table><tr><th colspan="8">Landmark Grade Level Proficiency</th></tr><tr><th colspan="4">Math</th><th colspan="4">Science</th></tr><tr><th>ELA</th><th>2023-24</th><th>YOY</th><th>2023-24</th><th>2024-25</th><th>YOY</th><th>2023-24</th><th>2024-25</th></tr><tr><td>45%</td><td>2%</td><td>53%</td><td>33%</td><td>-20%</td><td></td><td></td><td></td></tr><tr><td>40%</td><td>8%</td><td>28%</td><td>40%</td><td>11%</td><td></td><td></td><td></td></tr><tr><td>41%</td><td>-21%</td><td>48%</td><td>25%</td><td>-23%</td><td>43%</td><td>30%</td><td>-12%</td></tr><tr><td>49%</td><td>-2%</td><td>36%</td><td>48%</td><td>12%</td><td></td><td></td><td></td></tr><tr><td>53%</td><td>2%</td><td>36%</td><td>29%</td><td>-7%</td><td></td><td></td><td></td></tr><tr><td>53%</td><td>4%</td><td>37%</td><td>49%</td><td>12%</td><td>30%</td><td>30%</td><td>1%</td></tr><tr><td>46%</td><td>-1%</td><td>46%</td><td>37%</td><td>-9%</td><td>36%</td><td>36%</td><td>-6%</td></tr></table> SPP Description: Student performance in ELA shows inconsistent areas of growth across grade levels. Data is decreasing or staying stagnant year over year in CMAS math and ELA data.	Landmark Grade Level Proficiency								Math				Science				ELA	2023-24	YOY	2023-24	2024-25	YOY	2023-24	2024-25	45%	2%	53%	33%	-20%				40%	8%	28%	40%	11%				41%	-21%	48%	25%	-23%	43%	30%	-12%	49%	-2%	36%	48%	12%				53%	2%	36%	29%	-7%				53%	4%	37%	49%	12%	30%	30%	1%	46%	-1%	46%	37%	-9%	36%	36%	-6%	Root Cause Title: Ineffective System to analyze student data and address the identified gaps in student mastery via the small group intervention block Root Cause Description: We need a strong system for data analysis and grouping students to ensure we can differentiate support for all students through our targeted intervention block. Our staff need to have designated times and structures to collaborate meaningfully across grade levels and content area teams. Root Cause Category: Teacher Development Systems, Data Driven Instruction Data Used to Validate Root Cause From our root cause analysis, stakeholders identified a need for more support and structure in data driven intervention instruction. In the	MIS #3 Strategy Name: Data Driven Instruction CDE Strategy Category Data Analysis Priority School Action: Implementation of assessment cycle data analysis and planning meetings (data-driven instruction, DDI) to support teachers through a structured protocol and cycle to reteach. Which issue will this MIS address? Lack of growth and achievement on common and state assessments MIS Description Data-informed instruction is a robust set of ongoing practices that focuses on assessing student learning, analyzing assessment data, and responding to the data via differentiated small group instruction	November: Fidelity of the DDI Cycle Focus: Ensuring the "3-Week Loop" is operational and shifting from data entry to data action. ● Benchmark 1 (Leadership/Systems): 100% of bi-monthly DDI PLCs are conducted using the "Team CO" protocol, with 100% of teachers having updated schoolwide data trackers 24 hours prior to the session. ● Benchmark 2 (Teacher/Reteach): 100% of "Small Group Audits" confirm that the skill being taught in the teacher-led group matches the specific "Error Analysis" (e.g., decoding vs. vocabulary) identified in the most recent DDI session. ● Benchmark 3 (Student Task): 90% of observed ELA blocks demonstrate a 45-minute small-group structure where students not with the teacher are engaged in "Knowledge Building" independent tasks (verified by the 5-step flow audit). ● Benchmark 4 (Data Identification): 100% of "bubble" students are identified in data trackers, with documented Tier 1.5 "Response to Data" plans for the 25-minute Math and 45-minute ELA blocks.
Landmark Grade Level Proficiency																																																																																			
Math				Science																																																																															
ELA	2023-24	YOY	2023-24	2024-25	YOY	2023-24	2024-25																																																																												
45%	2%	53%	33%	-20%																																																																															
40%	8%	28%	40%	11%																																																																															
41%	-21%	48%	25%	-23%	43%	30%	-12%																																																																												
49%	-2%	36%	48%	12%																																																																															
53%	2%	36%	29%	-7%																																																																															
53%	4%	37%	49%	12%	30%	30%	1%																																																																												
46%	-1%	46%	37%	-9%	36%	36%	-6%																																																																												



	24/25 school year, we uncovered a lack of systems that work to support teachers' work in small group interventions.	during our systematic intervention block. Cite the Evidence Supporting this Strategy: Data-driven instruction has an evidence base from researchers such as Paul Bambrick-Santoyo and small group differentiated instruction is supported by researcher Carol Ann Tomlinson.	February: Precision of the Intervention <i>Focus: Measuring growth velocity and the technical quality of the "Small Group" lesson.</i> ● Benchmark 1 (Leadership/Monitoring): 100% of Progress Monitoring (PM) audits show that "Red" and "Yellow" Tier students are being assessed every 2 weeks, with data points plotted to show the "Rate of Improvement" (ROI). ● Benchmark 2 (Teacher/Fidelity): 85% of observed small groups follow the established lesson planning template (Foundational or Comprehension) with a "Direct and Explicit" instructional flow (I Do, We Do, You Do). ● Benchmark 3 (Student Agency): 100% of teachers can produce "Data Conference" logs showing that students can articulate their personal growth goals (e.g., WCPM targets or accuracy percentages). ● Benchmark 4 (Verticality): Completion of the "Vertical Data Cross-Walk" document for every grade transition (K-1, 1-2, etc.), outlining the specific "Must-Have" skills for the 2026-2027 school year.
			May: Impact, ROI, and Sustainability <i>Focus: Evaluating the "Payoff" and codifying the "Bright Spots" for Year 2.</i> ● Benchmark 1 (Student Growth): 80% of students in Tier 2 and Tier 3 intervention groups meet or exceed their "Typical Growth" target on the May Universal Screener (DIBELS/Acadience) or grow at least one performance band on Interims. ● Benchmark 2 (Leadership/Sustainability): 100% of students have a completed "Transition Portfolio" (Data Profile) containing their final ROI, successful intervention history, and



			recommended 2027-2028 placement. ● Benchmark 3 (Teacher/Expertise): "Bright Spot" presentations are completed by top-performing grade levels, documenting the specific small-group planning habits that led to "Ambitious Growth" percentiles. ● Benchmark 4 (Process Refinement): 100% of teachers complete the "DDI Process Reflection," resulting in a refined 2026-2027 DDI Calendar and PLC template that eliminates "busy work" identified during the Year 1 pilot.
Action Steps <i>What you'll do to achieve your IBs and address your MIS</i>			
By August (Infrastructure & Baseline) <i>Focus: Setting the "Data Calendar" and Screening.</i> ● For Leaders: ○ The Assessment Calendar: Publish a year-long calendar that includes Universal Screening (DIBELS/Acadience), Interim windows, and bi-weekly "Common Assessment" (CA) dates. ○ The "Data-Block" Schedule: Protect a 45-minute bi-monthly block for "Data-Driven Instruction PLCs" where teams are not interrupted by other administrative tasks. ○ The Intervention Schedule: Set the master schedule to have at least 45 minutes of small group instruction time across all classrooms K-8 ○ Small-Group Instruction: Define the small group instruction structure and small group independent work structures. What specific resources (e.g., <i>UFLI</i>, <i>Next Steps Hubs</i>, <i>Commonlit Passages</i>, <i>Nancy Fetzner</i>, <i>5-day Essays</i>, or <i>Wit & Wisdom</i>, <i>DIBELS 8</i>, <i>Aimsweb</i>, <i>Lexia</i> scaffolds) are available for Tier 2? ○ Professional Development ■ Share the structures and expectations for DDI meetings and set up the template for all teachers so teachers can get started with a consistent protocol from the beginning of the school year (data analysis and backwards planning from the upcoming assessment) ■ Provide professional development to re-ground in expectations for small group instruction ● Small group instruction lesson planning templates should be set for foundational skills lessons or comprehension			



lessons

- Assessment PD to understand the new forms of assessment with the Wit & Wisdom curriculum as well as the new approach to assessments for 3rd-5th-grade math teachers

● **For Teachers:**

- **Baseline Screening:** Administer Universal Screeners to 100% of students to identify "Starting Points."
- **Group Formation:** Create initial "Flexible Groups" based on screener data (Phonemic Awareness, Fluency, or Comprehension gaps).
 - Leverage the small group planning template to create and update groups every 4-6 weeks based on most recent progress monitoring data
- **Data Tracking:** Input data weekly to track individual student growth over time and identify specific supports for individuals/small groups of students
- **Teach Small Group Structure:** Teach the expectations of small group time, what students will be doing independently, and what small group work time will look like
 - Differentiate teacher-led small groups as well as independent work (5-step flow focusing on reading and writing in grades 3-8)

By November (The DDI Cycle)

Focus: Moving from "Looking at Data" to "Acting on Data."

● **For Leaders:**

- **Facilitate DDI PLCs:**
 - Lead teams through the Team CO protocol.
 - Ensure teachers enter data into data trackers prior to DDI sessions
 - Ensure teachers are looking at actual student work samples, not just spreadsheets of numbers during DDI
- **The "Small Group" Audit:**
 - During walkthroughs, verify that the "Small Group" instruction matches the data discussed in the PLC. (e.g., If the data showed a gap in Main Idea, the teacher shouldn't be doing a Phonics drill).
 - Leverage the established group planning template to know exactly the skills identified for small group instruction for all groups of students during the small group audit walkthroughs

● **For Teachers:**

- **Response to Assessment Data:**
 - Administer all common assessments across content areas, analyze the results in DDI Sessions, and adjust small-group plans immediately. Capture new groupings and focus skills for the small group instruction block.
 - Identify "bubble" students as focus students in the schoolwide data trackers
- **Instructional Reteach:**



- Dedicate 25 minutes of the Math block to "Response to Data" (Tier 1.5), where the teacher works with a high-need group while others engage in independent tasks. Dedicate a minimum of 45 minutes for ELA small group time for response to data with independent "Knowledge Building" tasks for students not working directly with the teacher.
- Small group instruction should have a clear and predictable lesson flow for phonics-based lessons or comprehension lessons
- **Error Analysis:**
 - Instead of just "correct or incorrect," identify the type of error students are making (e.g., "Is it a decoding error or a vocabulary error?").
- **Student-Led Data:**
 - Begin "Data Conferencing" with students. Help students understand their own "Next Steps" (e.g., "My goal is to read 80 words per minute by March").

By February (Precision & Progress Monitoring)

Focus: Measuring Growth and Refining the Intervention

● For Leaders:

- **Progress Monitoring Audit:**
 - Ensure teachers are progress-monitoring "Red" (Tier 3) students every 2 weeks and "Yellow" (Tier 2) students every 2 weeks. Tier 1 students can be progress-monitored monthly or every other month.
- **Vertical Review:**
 - Facilitate a "Data Cross-Walk" where vertical teaching teams look at the transition data to ensure gaps aren't widening at the transition to "Reading to Learn." Begin to create documents outlining the necessary skills a student should end of the year with when progressing on to the next grade level.
- **Resource Realignment:**
 - If the data shows a specific intervention isn't working for a group of students, plan a new intervention to better meet the needs of students

● For Teachers:

- **Student-Led Data:**
 - Continue "Data Conferencing" with students. Students should reflect on their previously set goal/growth. Students should set a new goal for end-of-year.
- **Scaffold Refinement:**
 - Use "Exit Ticket" data to create "Micro-Groups" for the *next day's* lesson, ensuring students don't fall behind the daily pacing.
- **Intervention Fidelity:**
 - Ensure the small-group intervention is "Direct and Explicit" (as required by the READ Act and Science of Reading).
 - Small groups should follow a predictable structure following the lesson planning templates rolled out in professional



development at the beginning of the school year during Back-to-School PD Week.

By May (Sustainability & Summative Review)

Focus: Evaluating the "Payoff" and Planning for the coming year

● For Leaders:

○ Summative UIP Review:

- Compare May Universal Screening data to the August baseline. Calculate the "Rate of Improvement" (ROI) for all intervention groups. What percentage of students met their Early Literacy growth goal or grew a band on their interim assessment data when compared to baseline CMAS proficiency in the previous year (4th-8th grades).

○ The "Bright Spot" Analysis:

- Identify the grade-level team with the highest "Growth Percentile" and have them present their response to data processes and how they planned for small group instruction throughout the year to achieve that level of growth.

● For Teachers:

● Growth Exemplars:

- Identify students who made "Ambitious Growth" and document the specific interventions or small-group strategies that led to the breakthrough.

● Student Work Samples:

- Gather an End of Module Task writing samples for each student to give to the upcoming grade-level teacher.

● Summer Recommendations:

- Provide parents with targeted "Bridge" activities based on the student's final data profile to prevent summer slide.

● DDI Process Reflection:

- Identify which parts of the DDI cycle felt most impactful and which could be refined in the PLC/DDI process for next year