

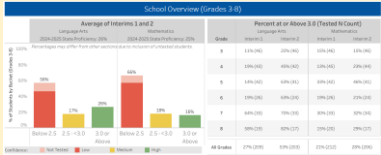
Mountain View Academy UIP Short Form 2026-27

MIS 1: Strengthening the Core



Mountain View Academy UIP Planning Sheet - 2026-27

Major Improvement Strategy 1 - Strengthening the Core

Student Performance Priority (SPP) <i>Data Challenges:</i>	Root Cause <i>Reason for SPP/Data Challenges</i>	Major Improvement Strategy (MIS) <i>Major focus/goals for the year - how you'll address the SSP</i>	Implementation Benchmarks <i>How you'll measure success</i>
SSP Name: Low proficiency scores as assessed by CMAS and internal Interim assessments. SPP Data  SPP Description: Student performance in ELA and Math is below the expected proficiency levels on both CMAS as well as internal interim assessments and performance on Early Literacy based on DIBELS is below expected proficiency levels.	Root Cause Title: the Shift from “Skills-based” to “Knowledge building” Root Cause Description: We need to utilize a state approved curricular tool in ELA and Math that will allow students and staff to keep with a scope and sequence that will allow for higher levels of proficiency. Root Cause Category: Curriculum Data Used to Validate Root Cause: "Our data indicated a plateau in literacy achievement due to a 'low-floor' instructional task. By adopting Wit & Wisdom, we are addressing the Content side of Elmore's Instructional Core. However, we recognize that	MIS #2 Strategy Name: Strengthening the Instructional Core CDE Strategy Category Priority School Action: Which issue will this MIS address? MIS Description Cite the Evidence Supporting this Strategy: Richard Elmore, 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 active student engagement strategies, resulting in a 10% increase in students meeting or exceeding grade-level expectations on interim benchmarks. 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) 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 driving the academic discussion via accountable talk structures.



	simply changing the content is insufficient. Our Major Improvement Strategy focuses on the Teacher's Skill in facilitating complex discourse and the Student's Task of building knowledge through text. This systemic shift ensures that the 'Instructional Core' is strengthened across all K-5 classrooms, moving beyond compliance toward deep intellectual engagement." At Mountain View Academy, we believe literacy is the foundation for all learning. By implementing <i>Wit & Wisdom</i>, we are creating a cohesive, schoolwide approach that ensures every student has access to high-quality instruction and the opportunity to achieve at high levels.		● 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 seamlessly fluidly alternating 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>			
All Action Steps Align to the Components of the Instructional Core - Developing teachers in all three areas will take place in weekly or bi-weekly collaborative planning meetings with each person's/team's instructional coach			

- Content Knowledge
- Teacher Effectiveness
- Student Engagement

August - Foundations, Systems & Launch

- Leaders Standardize Master Schedules: Lock in strict block structures across all grade levels; eliminate transition friction to maximize instructional time
- Leaders establish a calendar for unit/module unpacking and build these dates into their schoolwide PLC/PD Calendar
- Leaders understand and do the work to unpack units/modules/lessons for all of the curricular tools utilized in your teacher's classrooms
- Leaders plan PD to ensure that teachers have the opportunity and support in module/unit/lesson unpacking and have a clear process and structure for effective lesson planning
- 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
- Focus Wall Connections: 100% of classrooms have focus walls set up according to the school's prescribed structure.

November - Internalization & Cognitive Shift

- Leaders facilitate ongoing unit/module unpacking throughout the school year
- Annotate Engagement into Lesson Prep: Require teachers to explicitly annotate for and pre-plan the Core 4 strategies directly into their weekly lesson annotations
- 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 data-driven instruction 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

February - Data-Driven Mastery & Differentiation

- Leaders facilitate ongoing unit/module unpacking throughout the school year
- 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, force 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 the lesson and overarching module/unit

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 week but may not have the coach jumping 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 2: DDI and Small Group Instruction



UIP Planning Sheet - 2026-27

Student Performance Priority (SPP) <i>Data Challenges</i>	Root Cause <i>Reason for SPP/ Data Challenges</i>	Major Improvement Strategy (MIS) <i>Major focus/goals for the year/how you'll address the SSP</i>	Implementation Milestones <i>How you'll measure success</i>
Major Improvement Strategy #2: DDI and Small Group Instruction			
SPP Name: Strengthening Student Achievement Through Data-Driven Instruction and Small Groups SPP Description: Mountain View Academy is committed to ensuring that every student receives instruction that is responsive to their individual learning needs. Through the implementation of data-driven instruction (DDI) and leveled small group instruction, the school aims to improve student achievement by using assessment data to guide targeted, differentiated teaching practices.	Root Cause Title: Low proficiency in ELA and Math as measured by state and interim internal assessments. Root Cause Description: We have had some great movement in ELA growth and proficiency according to the interim assessments internally given through NHA. We still have some ground to make up in ELA. In Math our proficiency and growth was lower than we were hoping to see last year. By continually looking at the interim assessment scores and reacting to the data with specific actions for each student, we will improve the scores across the school. Root Cause Category: Small Group Instruction and Data reflection Data Used to Validate Root Cause: Analysis of DIBELS, CMAS, classroom assessments, and progress monitoring data revealed	MIS #2: Strategy Name: Strengthening Student Achievement Through Data-Driven Instruction and Small Group CDE Strategy Category: ELA and Math Performance Priority School Action: Schoolwide implementation from K-8th grade of small group instructional time built into the daily school schedule. Meeting of grade band teachers to go over data with their grade level Dean, weekly to inform our Data Driven Instruction. Which issue will this MIS address? K-8 ELA and Math support and strategic intervention to address low proficiency in ELA and Math MIS Description: DDI and Small	November: Fidelity of the DDI Cycle <i>Focus: Ensuring the "3-Week Loop" is operational and shifting from data entry to data action.</i> ● 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. February: Precision of the Intervention <i>Focus: Measuring growth velocity and the technical</i>



	significant variability in student performance across grade levels and literacy skill areas. Data trends indicated that many students require more targeted instruction in foundational reading skills, fluency, vocabulary, comprehension, and written response. Additionally, instructional observations identified a need for more consistent use of student data to inform instructional decisions and flexible grouping practices.	group instruction will meet the students where they are academically in both Math and ELA. This will ensure differentiated, targeted instruction for all students to boost growth and proficiency across the grades. Cite the Evidence Supporting this Strategy: Richard Elmore, The Instructional Core. Strategy Statement: Mountain View Academy will implement a schoolwide system of data-driven instruction (DDI) and leveled small group instruction to ensure all students receive targeted, responsive literacy instruction aligned to their individual learning needs.	quality of the "Small Group" lesson. ● 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): MTSS process is fully established and all staff trained, all scheduled MTSS meetings have been completed and 100% of student conversations have been input in the district MTSS tracking system (platform). 100% of students going through MTSS will have interventions put in place with fidelity. 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.
		Implementing a structured DDI process and leveled small groups will: ● Ensure instructional decisions are based on timely and relevant student data ● Allow teachers to identify specific skill gaps and provide targeted intervention	



- Increase differentiation within Tier 1 instruction
- Provide students with instruction matched to their instructional needs
- Support accelerated growth for students performing below benchmark
- Create opportunities for enrichment and extension for students at or above grade level
- Strengthen teacher collaboration through data conversations and PLC planning

At Mountain View Academy, teachers will regularly analyze student performance data, adjust instruction based on identified needs, and implement flexible small groups focused on specific literacy skills and standards. This approach will support a more responsive instructional system where all students receive the support and challenge necessary to grow academically.

Through consistent implementation of DDI and small group instruction, Mountain View Academy expects to increase student proficiency, close achievement gaps, and improve

- **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.



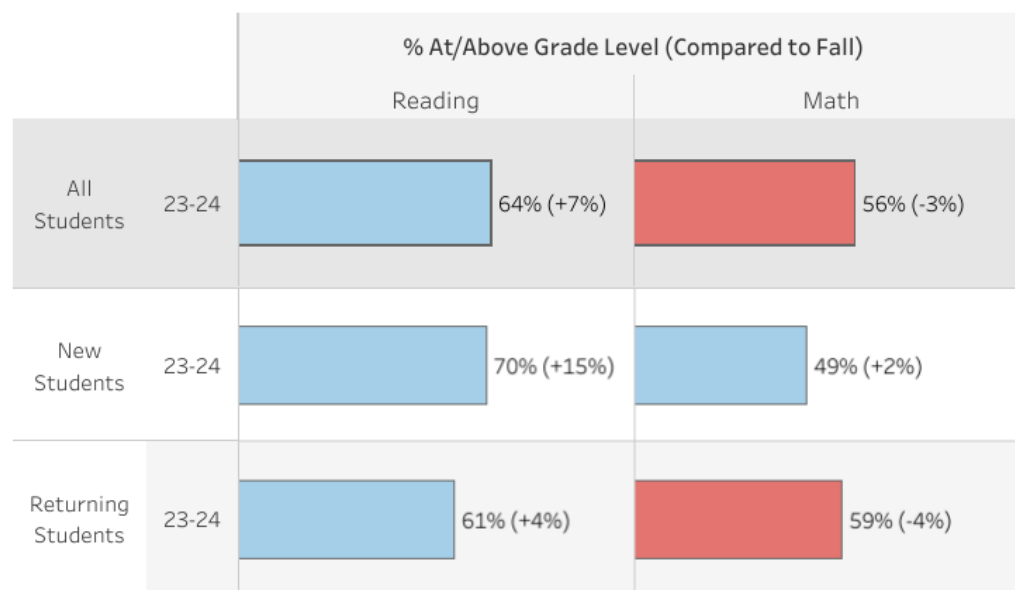
overall literacy outcomes
schoolwide

Data Used to Inform MIS and Action Steps

NWEA Winter Achievement

The median RIT percentile* shows the average achievement level within the school. Students scoring at or above the 50th percentile are considered at or above grade level.

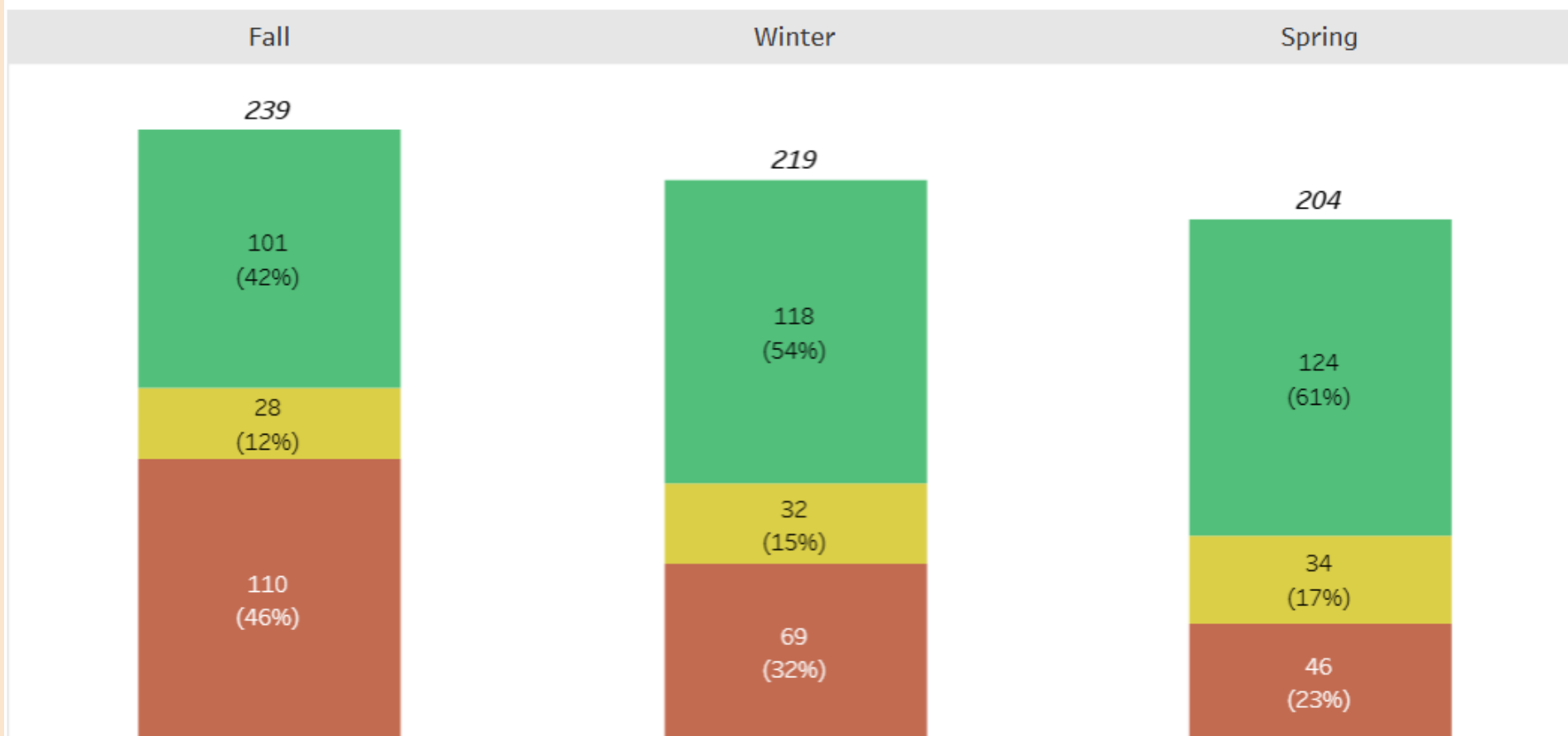
		Reading		Math	
		Tested N Count	Median RIT %ile	Tested N Count	Median RIT %ile
All Students	23-24	166	64	171	53
New Students	23-24	47	63	47	48
Returning Students	23-24	119	64	124	55
Median RIT Percentile:		50+ 40 - 50 < 40			





Student Tier / Benchmark Level Distribution

Mountain View



Select tier / benchmark level and season combination above to view student details



2025-2026 K-2 Numeracy Spring Numeracy Assessment - Mountain View Academy

Updated: 5/28/2026 8:06:35 AM

Proficiency

Percent At or Above 3.0 (Total N Count)

Grade	Fall Numeracy	Winter Numeracy	Spring Numeracy
K	84% (37)	90% (39)	84% (37)
1	62% (63)	82% (66)	73% (70)
2	81% (31)	75% (36)	70% (37)
All	73% (131)	82% (141)	75% (144)

Distribution by Grade

Scaled Score Distribution

Grade	0.5	1	1.5	2	2.5	3	3.5	4
K		3%		8%	5%	5%	24%	54%
1	4%	1%	4%	6%	11%	27%	26%	20%
2			3%	8%	19%	35%	30%	5%
All	2%	1%	3%	7%	12%	24%	26%	25%

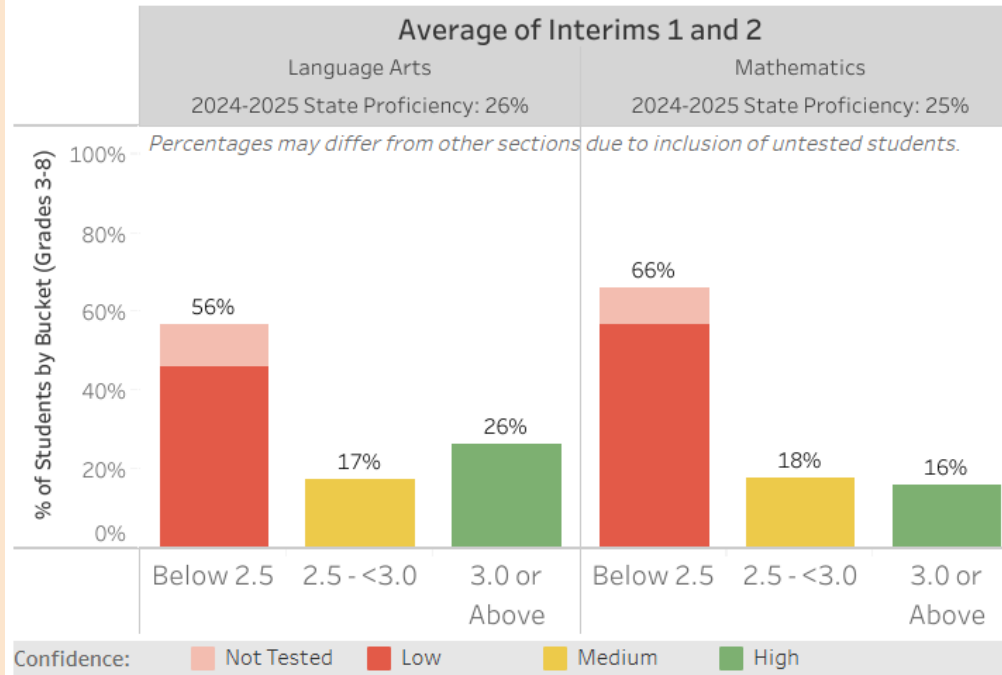
Distribution by Tier (Percent Correct)

Grade	Assessment Count				
K	37	3%	14%	84%	
1	70	7%	10%	19%	64%
2	37	3%	8%	32%	57%

0% - <26% 26% - <51% 51% - <76% 76% - 100%



School Overview (Grades 3-8)



Grade	Percent at or Above 3.0 (Tested N Count)			
	Language Arts		Mathematics	
	Interim 1	Interim 2	Interim 1	Interim 2
3	11% (46)	22% (46)	15% (46)	15% (46)
4	19% (43)	45% (42)	13% (45)	23% (44)
5	14% (42)	63% (41)	33% (42)	46% (41)
6	19% (26)	63% (24)	19% (26)	21% (24)
7	64% (33)	70% (33)	30% (33)	32% (34)
8	58% (19)	82% (17)	15% (20)	29% (17)
All Grades	27% (209)	53% (203)	21% (212)	28% (206)

Action Steps

What you'll do to achieve your IBs and address your MIS

By August (Infrastructure & Baseline)

Focus: Setting the "Data Calendar" and Screening.

● For Leaders:

- **The Assessment Calendar:** Publish a year-long calendar that includes Universal Screening (DIBELS/Acadience), Interim windows, and bi-weekly "Common Formative Assessment" (CFA) 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
- Train and track implementation for the new middle school intervention position role focused on math
 - Providing dedicated additional support during our intervention block will support closing achievement gaps and ensuring our students are meeting our schoolwide academic goals.
- Train and track implementation for the ABSS position role focused on student behaviors/interventions
 - Frontline and MTSS processes
- **Intervention Mapping:** Define the "Menu of Interventions." What specific resources (e.g., *Reading Master*, *Corrective Reading*, *Next Steps Hubs*, or *Wit & Wisdom* scaffolds) are available for Tier 2?
- **MTSS**
 - Revamp full MTSS Process and calendarize all MTSS meetings for the school year via the MVA Google Calendar
- **Professional Development**
 - Create back to school week professional development slide deck with DDI Protocols/Documents, MTSS Processes for 26-27, and Small Group Instruction Expectations
 - DIBELS data analysis, Flexible grouping practices, Progress monitoring and goal setting
 - 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 upcoming assessment)
 - Provide professional development to reground 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 MVA DDI 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
- Ensure teachers complete all pre-work prior to DDI PLCs

○ **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 the 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 phonic-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").

● **MTSS**

- Teachers will own the process of data entry for all students in need of MTSS interventions into Frontline (per the MVA MTSS Processes)
- Ensure data is being tracked in Frontline for behavior by ABSS-MTSS

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.

○ **Data Review:**

- Analyze school-level common and interim assessments as well as early literacy diagnostics to ensure small group instruction and independent center work is aligned to the end goal and meeting individual student needs

○ **Resource Realignment:**

- If the data shows a specific intervention isn't working for a group of students, authorize a change in the "Menu of Interventions."

● **For Teachers:**

● **Student-Led Data:**

- Continue "Data Conferencing" with students. Students should reflect on their previously set goal/growth.

● **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.
- Track implementation for the new middle school intervention position role focused on math
- Track implementation for the ABSS position role focused on student behaviors/interventions

● **MTSS**

- Teachers will implement and progress monitor all MTSS interventions with fidelity

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.
- From the baseline of our CMAS outcomes from 2025-2026 (data pending) we will expect to see an increase in proficiency by 5% for all of our Middle School students in math due to the support of both this paraprofessional as well as our classroom teachers.



- Data was tracked for all students receiving targeted small group support from the ABSS and instructional paraprofessional both across our common assessments as well as our trimesterly interim assessments. Student outcomes will be the indicator to evaluate the effectiveness of this position.

- **Transition Portfolios:**

- Ensure every student has a "Data Profile" that follows them to their next teacher, including what interventions worked best.

- **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.

- **MTSS**

- Leaders will pull all MVA Student Data for MTSS Interventions from 26-27 to determine next steps and ensure we capture all data from MTSS conversations for all students discussed during the 26-27 school year

- **For Teachers:**

- **Growth Exemplars:**

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

- **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.

MIS 3: Culture



UIP Planning Sheet - 2026-27

Student Performance Priority (SPP) <i>Data Challenges</i>	Root Cause <i>Reason for SPP/ Data Challenges</i>	Major Improvement Strategy (MIS) <i>Major focus/goals for the year/how you'll address the SSP</i>	Implementation Milestones <i>How you'll measure success</i>
Major Improvement Strategy #3: School Culture			
SPP Name: Community Engagement We had a low response rate for parents and scores for the perception survey in Fall, higher than desired chronic absenteeism, keeping the momentum from the previous year of implementing culture building strategies. SPP Data: Attendance Data, Glint-Employee Engagement Survey Data, Voice of the Parent-Parent Satisfaction Data SPP Description:	Root Cause Title: Inconsistent Family & Community Engagement, Connection, Collaboration & Growth Root Cause Description: Continue to improve existing PBIS to improve overall student culture, Continue implementing systems to support a strong staff culture, create structures to increase parent/family engagement. Root Cause Category: Family and Community Engagement Student Culture, Staff Culture, Community Engagement Data Used to Validate Root Cause: We have seen a growth in positive communications going home through the NHA system but we still had a larger than desired number of suspensions and level 5 behaviors overall at the school. Our chronic absenteeism rate	MIS #3 Strategy Name: Community Culture Improvement CDE Strategy Category: Culture Systems Priority School Action: Systematize our approach to improved student culture by regrounding in and tweaking our PBIS for students. Create structures with strong and transparent communication, increasing collaboration to improve staff culture. Increase opportunities and desire for families to engage in school activities. Which issue will this MIS address? Enrollment Decrease student behavior incidents, increase staff satisfaction, increase parent satisfaction and engagement, increase student enrollment MIS Description: <i>(Vision for implementation)</i> The schoolwide PBIS will incentivize	November Benchmarks Committees & Staff Alignment: 100% of certified staff are integrated into monthly committees using standardized agenda/minutes templates, with Committee Leads completing 3 monthly alignment meetings with administration. Student Culture Foundations: The ABSS role is fully operational with clear radio protocols/response, 1 behavior SMART goal is codified, and Tier 1/Tier 2 de-escalation professional development is delivered to staff. Community Systems & Feedback: 3 SAC meetings, 3 Coffees with Leaders, and 3 community events are



	decreased but not by	student positive behavior, clear and transparent communication and collaboration will improve staff culture and systematizing engagement strategies will increase parent engagement. All of these components of improved culture will increase student enrollment. Cite the Evidence Supporting this Strategy: The need for strong school cultures is supported by prominent researchers Michael Fullan and Linda Darling-Hammond.	executed, alongside the completion and analysis of the Fall Staff and Parent Engagement surveys. February Benchmarks • System Cadence & Staff Joy: Monthly committees and lead-team structures maintain 100% calendar compliance, while the Social Committee successfully executes 1 in-school and 1 out-of-school staff event per month. • Culture Maturity & Data Review: The Student Council and Mentoring programs operate at full capacity, backed by targeted mid-year behavior PD and a measurable reduction in Level 2/3 classroom radio calls. • Community Scaling: 3 additional Coffees with Leaders, 3 additional parent events, and 1 additional Parent Education workshop are completed, maintaining steady momentum into Trimester 2. May Benchmarks • Data-Driven Strategic Evaluation: Spring Staff and
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			Parent Engagement surveys are administered, analyzed, and leveraged to build comparative data profiles against Fall baselines. ● Programmatic Reflection: Leadership conducts a comprehensive programmatic review of the ABSS role and PBIS systems, measuring final year-end outcomes against the August behavior SMART goal. ● 27-28 UIP Integration: Year-long community, governance, and culture deliverables are finalized, with all identified growth areas explicitly embedded into the major improvement strategies for the 27-28 school year UIP.
Data Used to Inform MIS and Action Steps			



Mountain View Academy Spring 2026 Voice of the Parent Results

Overall Satisfaction	Net Promoter	Student Coverage
76%	17.6%	57% (203)

Key:

Rank is based off the Top Box score for the individual measure.

Student coverage is the % of students with a response from a guardian.

Net Promoter = % Promoters (answer of 9 or 10 on Recommend)

- % Detractors (answer 0-6 on Recommend)

		Percent Favorable	Rank	5 High	4	3	2	1 Low
Overall Satisfaction	Overall, how satisfied are you with your school?	76%	-	31.9%	44.4%	13.3%	5.9%	4.4%
Net Promoter	How likely are you to recommend this school to others?	76%	-	41.5%	34.5%	12.7%	2.8%	8.5%
Academics	How much do you agree or disagree that the Moral Focus program has ha..	85%	-	45.1%	39.6%	10.4%	4.2%	0.7%
	Quality of education	74%	-	37.7%	36.5%	14.5%	8.8%	2.5%
Facilities	The school building upkeep and cleanliness	88%	-	54.8%	33.1%	7.6%	3.8%	0.6%
	The school's arrival, dismissal, and transportation experience	81%	-	43.6%	37.2%	14.7%	3.2%	1.3%
	L*Expectations for families are easy to follow	86%	-	28.6%	57.1%		14.3%	
	L*Instructions about the process are clearly communicated to families	100%	-	28.6%	71.4%			
	L*School staff are present, helpful, and supportive during the process	57%	-	14.3%	42.9%	14.3%		28.6%
	L*The process is safe for everyone	57%	-	14.3%	42.9%		42.9%	
	L*The process runs smoothly	14%	-		14.3%		57.1%	28.6%
	L*The process takes a reasonable amount of time	50%	-	16.7%	33.3%		16.7%	33.3%
Other	School community and culture	77%	-	43.7%	32.9%	19.6%	2.5%	1.3%
Behavior/Discipline/..	Policies/procedures to keep children safe	80%	-	46.2%	33.5%	16.5%	3.8%	
	Approach to student behavior and discipline	60%	-	31.6%	28.5%	23.4%	11.4%	5.1%
	L*Student discipline is handled respectfully and professionally	15%	-		15.4%	34.6%	26.9%	23.1%
	L*Behavior concerns are addressed in a timely manner	15%	-		14.8%	22.2%	40.7%	22.2%
	L*Behavior expectations for students are clearly communicated	35%	-	3.8%	30.8%	30.8%	19.2%	15.4%
	L*Consequences for behavior concerns are appropriate	11%	-		11.1%	37.0%	22.2%	29.6%

Mountain View | Spring 2026 Voice of the Parent Overview

Overall Satisfaction

76%

+11% (65%)

vs. Fall '25

-6% (83%)

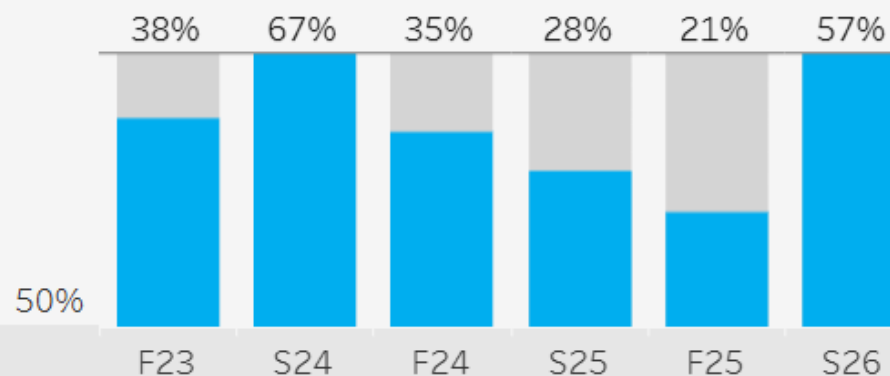
vs. All NHA

Net Promoter Score

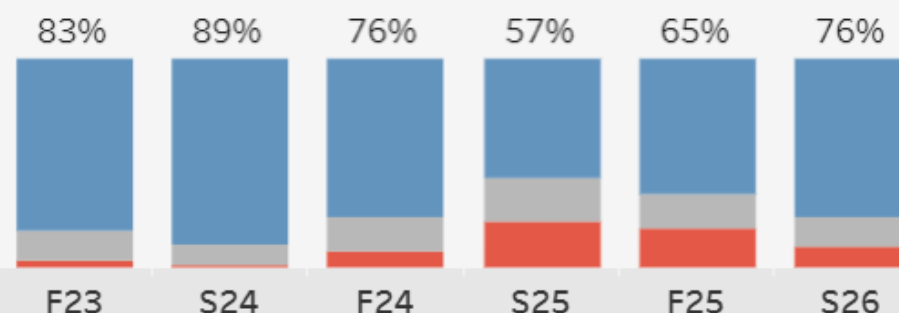
18%

Pct. of Respondents rating 9 - 10 minus those rating 0 - 6 on "Likely to Recommend" question.

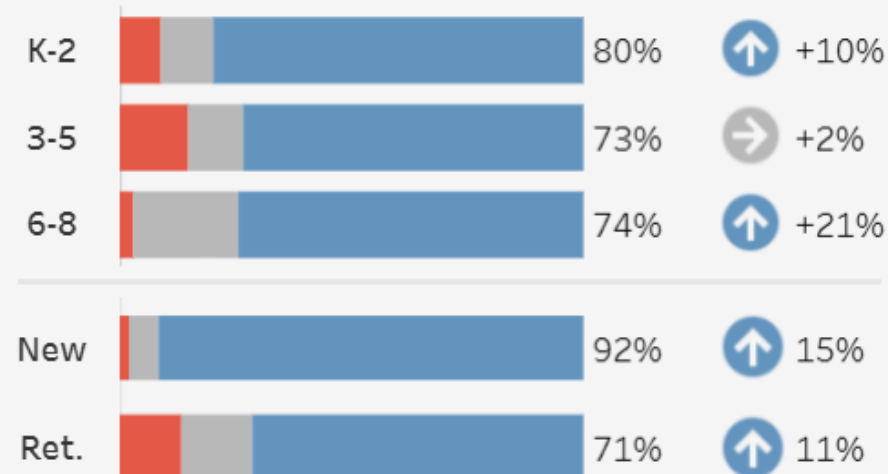
Student Coverage Goal History



Overall Satisfaction History



Overall Satisfaction by Wing and Tenure vs. Fall '25





Employee Engagement Score

How happy are you working at NHA?

67

Compared
to Fall

▲ 11

Compared
to NHA
Average

⬇ 8

Favorability

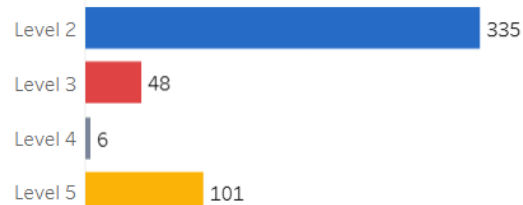




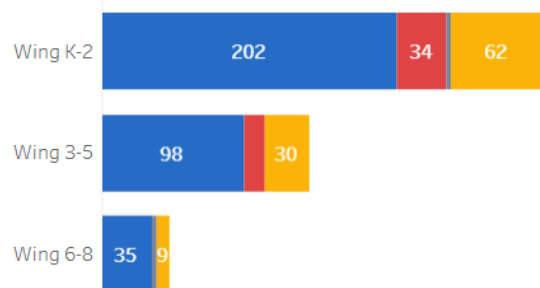
Behavior Snapshot

Level 2 Level 3 Level 4 Level 5

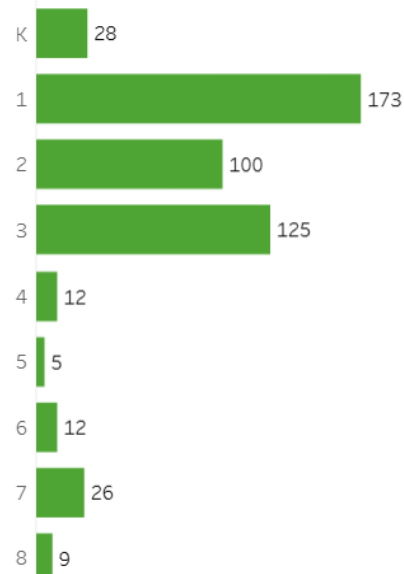
Levels



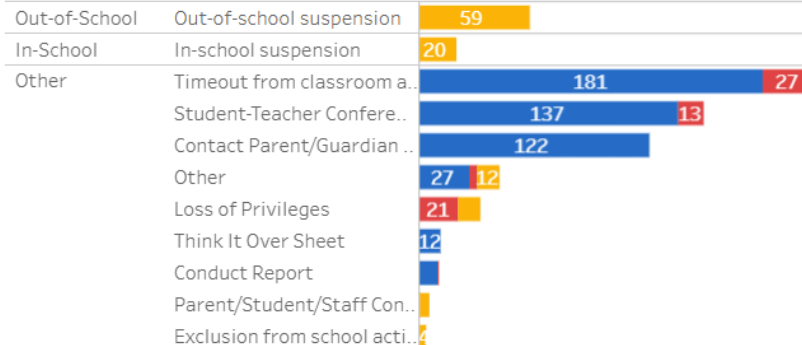
Levels by Wing



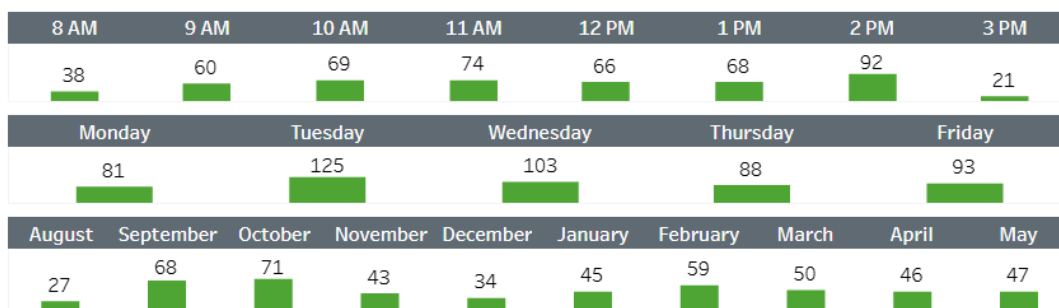
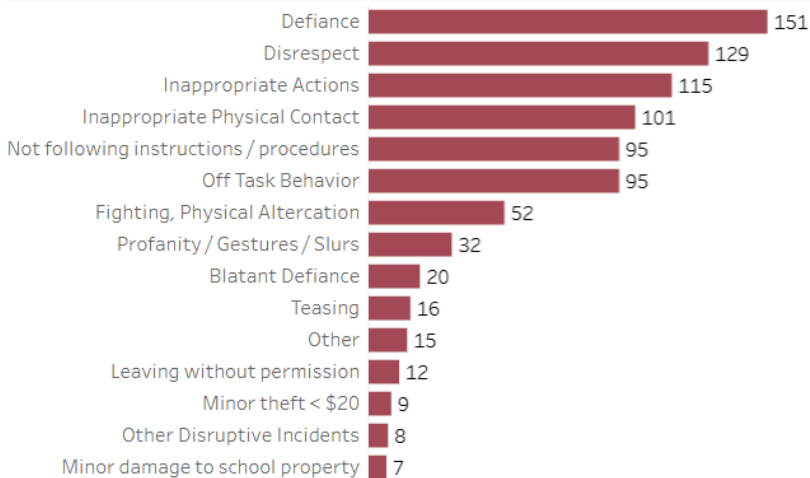
Events by Grade Level (Levels 2-6)



Actions (action counts)



Behaviors (student counts)





Action Steps

What you'll do to achieve your IBs and address your MIS

August

● Staff Culture Leaders Actions

- School Committee Development (Social Committee (Staff Culture), PBIS Committee (student culture), Parent Engagement/Events Committee (Community Engagement), Attendance Committee)
 - Calendarize monthly school committees for all certified staff
 - Create agenda templates and structures for all committee meetings
 - Create PD and train staff on Committees (the why and the goals for each committee, use of the agenda/minutes template, follow-up communication)
 - Create and send an interest form for committees sign-up
 - Identify committee leads for the 26-27 school year - meet with lead team to set expectations for lead roles in committees for 26-27
 - Calendarize monthly committee lead meeting (with all committee leads and school leaders) outside of the committee meeting structure during the set after school PD window)
- Calendarize and plan for all staff recognition systems (in the yearlong google calendar) for staff
 - Weekly bulletin shout outs
 - Shout-outs (affirmations) at the start of each staff PD-this will come with a small prize or gift
 - Staffles
 - Wellness Wednesdays
 - Create and calendarize Wellness Wednesday plan for 26-27
- Set structure for birthday celebrations each month
 - Add all staff birthdays to the Google Calendar and ensure staff are celebrated in the staff weekly bulletin

● Student Culture Leader Actions

- Calendarize and plan all school spirit weeks for students to bring joy and fun
- Calendarize and plan student-facing fun events throughout the school year
- Calendarize monthly moral focus assemblies
- Calendarize quarterly Awards assemblies
- Reground in PBIS system and tweak as needed in order to provide staff development in the MVA PBIS plan
- Staff PD in school-wide behavior protocol and strategies for a strong start
 - Scripting and explicitly teaching all procedures and routines
 - Developing comprehensive classroom management plan for all teachers
- All teachers will create their minute-by-minute plans in order to teach, rehearse and provide ongoing practice with procedures and routines in the classroom (develop consistency and a predictable structure)



- Define the scope of the Academic Behavior Support Specialist (ABSS) position and facilitate specialized training during the Back-to-School professional development week.
 - The ABSS responsibilities include assisting with the implementation of behavior intervention plans (BIPs), providing direct support to students in managing their behavior, collecting data on student behavior, and fostering positive social-emotional skills.
 - The goal is to reduce disruptive behaviors, increase student engagement in learning, and promote a more inclusive and supportive school climate.
 - The effectiveness of the ABSS role will be evaluated based on tracking the student behavioral incidents and ensuring we have at least 5% less negative behaviors logged for our Middle School Students.
- Establish our new schoolwide student behavior committee with the new ABSS, Social Worker, and Admin team to develop a plan for responding to radio calls and frequent behaviors

● **Community Engagement Leader Actions**

- Calendarize all community events including (at the minimum)
 - 1 Coffee with the leaders/month
 - 1 community event (after school)/month
- Create a plan for parent education workshops, compile ideas and resources and forge partnerships with organizations able to come and provide parent education workshops (managing children's use of technology in the home, dangers of tobacco, etc.)
- Establish the structure for a School Accountability Committee (SAC) and calendarize all SAC meetings
- Send parent invite to elect parents to sit on the SAC
- Send out a voting form for SAC members for the 26-27 school year
- Provide new family parent event to learn about their new school (within the week prior to the first day of school)
- Establish regular Meeting Schedule with school leadership and our admissions team to support our community outreach efforts

November

● **Staff Culture - Staff and Leader Actions**

- Social Committee will meet 3 times leading up to November
- Social Committee will have offered 3 in school (during the day) fun events for staff (potlucks, etc) and 1 event/month outside of school hours to optionally attend for anyone
- Wellness Wednesdays will be completed each week to show appreciation to staff in fun little ways
- Monthly staff birthdays will be recognized each month and staff will get birthday shout-outs via the Weekly Staff Bulletin
- Committee leaders will have participated in monthly with building leaders
- Leaders will analyze Fall Staff Engagement surveys to determine strengths and growth areas identified by teams
- Leaders will share staff feedback and action steps they'll take related to the feedback on the Fall survey



- **Student Culture - Staff and Leader Actions**

- Create a plan for a student council and calendarize when meetings will take place throughout the year
- Plan for and execute the middle school mentor program
- Provide PD in Behavior Management, response to behavior in the classroom and de-escalation strategies
- ABSS will track all student behavior information for all formal Behavior Plans and ensure all supports and interventions are in place

- **Community Engagement - Staff and Leader Actions**

- Conduct first 3 SAC meetings
- Provide staff training on how to engage parents - set clear expectations on identifying two key parents to support the classroom and join our parent committee for MVA for the year
- Conduct first 2 Parent Event Committee meetings
- Offer 1 parent education workshop for first semester in an area that could be of benefit to our parent community
- Conduct 3 Coffees with the Leaders and 3 community events (before or after school) at a minimum
- Have monthly meetings with school leaders and admissions to discuss community outreach and enrollment
- Analyze Fall Voice of the Parent data (our parent satisfaction survey) to determine areas of strength and action plan how to pivot and meet the needs identified from the areas of growth

February

- **Staff Culture - Staff and Leader Actions**

- Social Committee will meet monthly to plan fun events for staff - They will execute one in-school and one out-of-school event per month
- Wellness Wednesdays will be completed each week to show appreciation to staff in fun little ways
- Monthly staff birthdays will be recognized each month and staff will get birthday shout-outs via the Weekly Staff Bulletin
- Committee leaders will have participated in monthly with building leaders

- **Student Culture - Staff and Leader Actions**

- Student council will meet on a regular cadence so that students can take ownership and lead for events and bring other great ideas and increased student voice to the school
- Mentoring program will be in full operation
- Staff will be utilizing the school PBIS well both in and out of the classroom to proactively avoid negative behaviors
- PD will be provided for additional needs we identify that teachers have regarding behavior management in the classroom
- Teachers will feel more equipped to handle Level 2 and 3 behaviors and will therefore call less on the radio for support
 - Depends on the day and impact of guest teachers, some teachers still rely heavily on the radio
- Leaders will check-in with ABSS and the behavior intervention group of staff to see if there have been improvements in behavior/culture systems or measured growth towards our stated goals set at the beginning of the school year

- **Community Engagement - Staff and Leader Actions**

- Monthly SAC meetings will be up and running for increased parent voice within the school building
- Monthly Parent/Event Committee will meet monthly to support event planning for increased family engagement in the Mountain View



community

- Provide an additional parent education opportunity for families during 2nd trimester
- 3 additional Coffees and 3 additional parent events will have been done throughout 2nd trimester-yes
- Have monthly meetings with school leaders and admissions to discuss community outreach and enrollment-

May

● **Staff Culture - Staff and Leader Actions**

- Continue all of the previous action steps
- Leaders will analyze Spring Staff Engagement surveys to determine strengths and growth areas identified by teams
- Leaders will share staff feedback and action steps they'll take related to the feedback on the Fall survey

● **Student Culture - Staff and Leader Actions**

- Continue all of the previous action steps
- Provide ongoing PD related to our PBIS plan as well as behavior management and our response to behavior at MVA
- Leaders will reflect on the role and impact of the role of the ABSS to determine the shifts needed for the coming 27-28 school year

● **Community Engagement - Staff and Leader Actions**

- Continue all of the previous action steps
- Analyze Spring Voice of the Parent data (our parent satisfaction survey) to determine areas of strength and action plan how to pivot and meet the needs identified from the areas of growth - embed the action steps in the UIP for the 27-28 school year