



Mingus Union High School District

2026-2027 INSTRUCTIONAL PRIORITIES & INITIATIVES

Engage Minds. Empower Students. Elevate Communities.

Curriculum & Instruction Presentation
Mingus Union High School District #4 Board of Education
August 13, 2026

Data-driven Instruction

Instructional Coaching & Impact Cycle

Jim Knight Model for The Impact Cycle (1.1.5)

Coaching Model:

Identify: Goal Setting

Learn: Classroom Observation and Feedback

Improve: Reflection and Refinement of Practice

71% of new teachers participated in an instructional coaching impact cycle

80% of students impacted through classrooms engaged in coaching

2026-2027 Goals:

Expand coaching cycles to additional staff groups

Increase measurable student impact through targeted instructional support



Strategy of the Month Professional Development

2026 Focus - Reading to Know

i.e. Reciprocal Teaching Models & Text Annotation (1.1.2)

Achievement Measure	2025-2026 Result
ACT Reading Benchmark	+85%
ACT Reading Passing	+42%
ACT Average Reading Subscore	+10%
ACT Aspire Reading (meeting or exceeding ready)	+14%

"Reading to Know & Writing to Show"

Schoolwide literacy emphasis across all content areas (1.1.8)

Focus On:

- Reading for comprehension, analysis, and evidence gathering
- Writing to demonstrate understanding and mastery

Professional Development Will Provide:

- Classroom implementation examples
- Cross-curricular applications



Instructional Priorities



WICOR Walkabouts

Major Program Shift:

Transitioned from volunteer showcase to random selection model
Every teacher showcased at least once during the year

7 WICOR Walkabouts conducted
56 different teachers showcased
135 instructional observers participated

Benefits of Revised Model:

Increased authenticity of classroom observations (1.1.2)
Broader representation of AVID instructional practices campus-wide (1.1.2)
Reinforced expectation that effective practices are visible in all classrooms (1.1.2)

New in 2026-2027

Conduct a correlative study between WICOR strategies employed and their effect on student engagement.



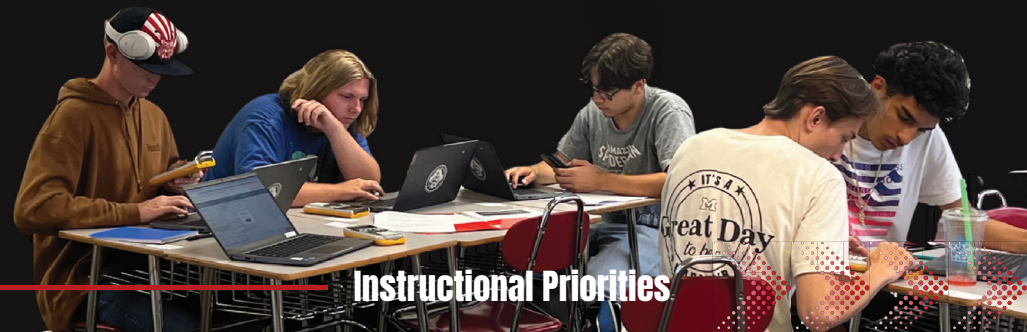
Curriculum Council & Instructional Alignment

Mission (1.2):

The Mingus Union High School Curriculum Council exists to foster a coherent, high-quality instructional program by ensuring curriculum, instruction, assessment, and resources are aligned both horizontally and vertically across all departments while remaining responsive to student and teacher needs and evolving educational requirements.

Council Objectives:

- horizontal and vertical alignment of curriculum (1.2.4)
- instructional resources and materials support learning
- identify strengths, challenges, and opportunities for improvement (1.2.7)
- collaboration among departments
- review student achievement data to inform decisions (1.1.1, 1.1.3, 1.1.6, 1.2.4, 1.2.7)
- evaluate new legislation, standards, and requirements to prepare for change (1.2.4)
- update curriculum, instructional practices, assessments, and resources (1.1.27)
- support consistency in instructional expectations (1.1.5)



Instructional Priorities

PLC Structure & NWEA/ACT Data

Of four monthly Wednesday late start sessions:

- 3 late starts dedicated to PLC work (1.1.4)
- 2 PLC sessions: content-specific departments (1.1.4)
- 1 PLC session: grade-level teams (1.1.1-3)

PLC Work Will Center On:

- Analysis of student achievement data (1.1.1, 1.1.3)
- Alignment of instructional practices and pacing (1.1.7)
- Development of common instructional strategies (1.1.5 & 7)
- Cross-curricular literacy (Reading to Know & Writing to Show) (1.1.2)

Grade-Level PLCs Will Emphasize:

- Student support systems (1.1.6, 1.1.7)
- Intervention planning (1.1.7)



ACT Instructional Focus Areas

ACT Subcategory - Five-Year Trend Analysis (1.1.8)

Math: Modeling - Applying math to real-world situations

Science: Interpretation of Data - Reading graphs, tables, charts

English: Conventions of Standard English - Grammar, punctuation, structure

Reading: Key Ideas & Details - Central ideas, evidence, inference

Writing: Development & Support - Organizing ideas, elaboration, evidence



Instructional Priorities

Teacher Evaluation Data-Driven PD

Professional development sessions prioritize:

Aggregated finalization scores from Education Advanced evaluation system
Lowest average performance indicators from the Danielson Framework

Purpose:

Deliver targeted, responsive professional learning (1.1.5)
Align staff development directly to observed instructional needs (1.1.5)
Support continuous growth in instructional practice (1.1.5)



Overall 2026-2027 Instructional Priorities

Strengthen instructional coaching systems.

Increase literacy across all content areas.

Align curriculum and instructional expectations.

Use assessment data to guide intervention and instruction.

Focus classroom practice on ACT readiness skills.

Deliver targeted professional development tied to evaluation data.

