



Foundations Academy UIP Planning Sheet - 2026-27

Major Improvement Strategy 1 -Strengthening the Instructional 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 On Interim 2 our school scored 49% proficient in ELA. On Interim 2 our school scored 37% proficient in math. 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: Increase in student Engagement Root Cause Description: Our students will do what we ask them to do and are very compliant in the learning process. With high challenge and high support, our students can increase their levels of ownership and investment in their learning. Root Cause Category: Student participation vs. Student Engagement Data Used to Validate Root Cause From our Root Cause Analysis, stakeholders at the school level as well as at the company level have recognised the need to adopt instructional strategies that require students to do the heavy lifting in the classroom and require teachers to be the guide on the side.	MIS #1 Strategy Name: Strengthening the Instructional Core CDE Strategy Category English Language Arts Performance Math Performance Priority School Action: K-5 teachers will adopt a new ELA curricular resource called Wit and Wisdom All K-8 Staff will adopt a specific set of instructional practices to increase student engagement and empower students to own their part in the educational process. Which issue will this MIS address? K-5 ELA Instruction K-8 Core instruction MIS Description <i>Through focusing on strengthening our Instructional Core (Tier 1 and tier 2) practices, our students will be empowered to increase their levels of</i>	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/ DIBELS/ CMAS. August: - Schedule Integrity: 100% of classrooms are actively using and upholding the approved block structure by week 4. - Student Engagement: The "Core 4" engagement strategies 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. - PD Expansion: 80+% of Teachers successfully incorporate the 1-2 new



		ownership, investment and engagement in their learning. Cite the Evidence Supporting this Strategy: • Marzano (2003). <i>What Works in Schools.</i> • Elmore's <i>Instructional Core</i> The diagram titled 'The Instructional Core' shows four interconnected components: 'Student Engagement' (top, red), 'Teacher Knowledge & Skill' (bottom left, purple), 'Content' (bottom right, green), and 'Task' (center, blue). Arrows indicate a cyclical relationship between all four components.	engagement routines into Tier 1 instruction. February: • Independent Internalization: Teachers demonstrate autonomy in unpacking and annotating unit arcs without heavy leader hand-holding. • Engagement Strategies: Observation data shows teachers seamlessly alternating between 6-8 distinct engagement strategies throughout a single block. • Coaching Impact: The need for real-time feedback decreases in duration because teacher moves have become consistent and authentic. May: • Maximizing the Lift: Qualitative and quantitative audits show students bearing the majority of the cognitive load across all core classrooms in 90+96 of classrooms • Collaborative Planning: Collaborative planning structures (1-2x weekly) operate independently 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.
2025-26 Data Set CMAS -2026- TBD Percent at 3.0 or higher on 2025-26 Interims 1, 2 and 3			



Grade	Percent at or Above 3.0 (Tested N Count)					
	Language Arts			Mathematics		
	Interim 1	Interim 2	Interim 3	Interim 1	Interim 2	Interim 3
3	21%	39%	47%	35%	40%	45%
4	30%	51%	22%	10%	37%	28%
5	25%	55%	39%	30%	45%	39%
6	34%	57%	21%	34%	38%	34%
7	44%	44%	35%	47%	47%	20%
8	53%	38%	63%	53%	25%	43%
All Grades	34%	47%	38%	35%	39%	35%

Interim 2 Comparison from 2025-2026

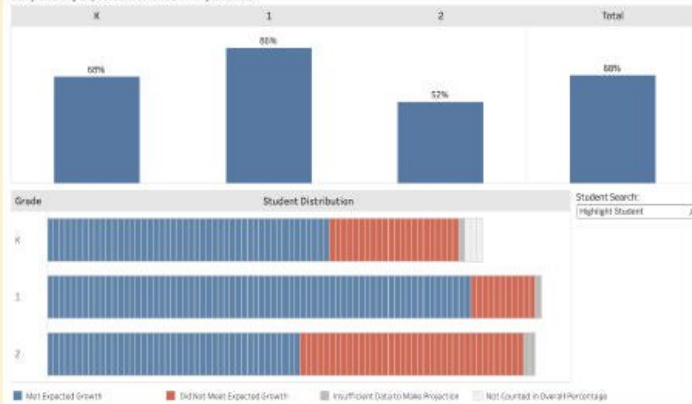
	Language Arts	Mathematics
Foundations	 47% (2%)	 39% (8%)

DIBELs



Foundations Academy

Early Literacy Expected Growth Summary 2025-26





Benchmark performance

[↑](#) Export

Levels: ☒ Well below ☒ Below ☒ At ☒ Above

Reference data ⓘ: ☒ Hide ☐ National ☐ District

Population	Measure	Levels	Students
Population selected	Composite Score	BOY	39% 17% 21% 23%
		MOY	21% 17% 36% 26%
		EOY	13% 9% 35% 43%

247

243

241

NWEA



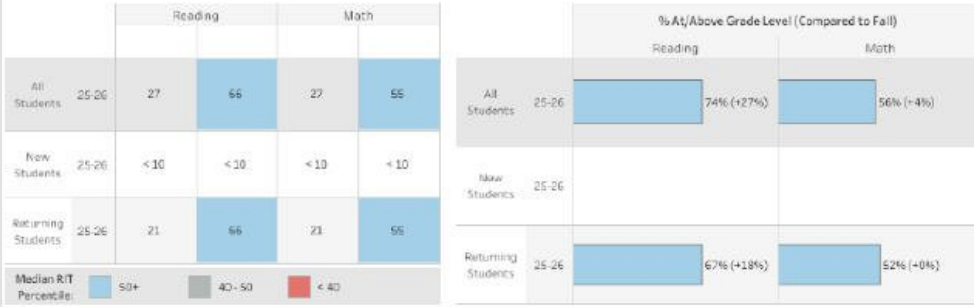
Foundations (27J:39)

Are our students proficient and growing (grades 4-4)?

Run Date: 03/04/2026
Current Season: Winter 2026
Growth Season: P25 - W25

NWEA Winter Achievement

The median RIT percentile^{1A} shows the average achievement level within the school. Students scoring at or above the 50th percentile are considered at or above grade level.



NWEA Fall-Winter Growth

The median growth percentile^{1A} shows the average growth achieved within the school. Students scoring at or above the 50th percentile achieved at or above expected growth. Students meeting typical growth met or exceeded their individual growth goals, which are set by NWEA so that approximately 50% of students will meet their goals.



^{1A} percentile is a 1-100 ranking system. Scoring at the 50th percentile is average. For example, if a student had a RIT Percentile of 65, that means their RIT score is higher than 65% of students who took the NWEA assessment.

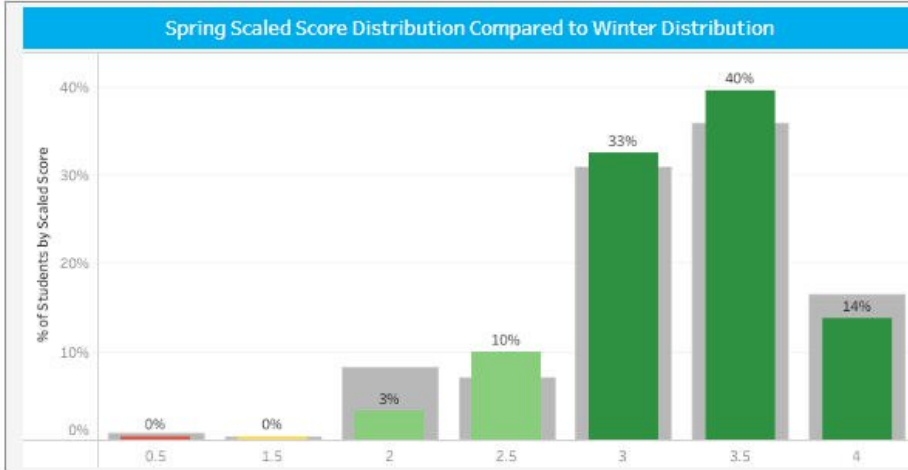


2025-2026 K-2 Spring Numeracy - Foundations Academy

Updated: 5/22/2026 8:06:22 AM

Percent At or Above 3.0				Spring Distribution by Tier (Scaled Score)	
Grade	Fall Nume..	Winter N..	Spring Nu..	Grade	
K	88%	88%	84%	K	16% 84%
1	60%	76%	81%	1	18% 81%
2	76%	87%	93%	2	6% 90%

Distribution by tier using scaled score:
Not Tested | 0.5 | 1.0 - 1.5 | 2.0 - 2.5 | 3.0 - 4.0





Action Steps

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

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
 - The Core 4 Engagement Strategies for BTS Week and to be explicitly taught and implemented across ALL CO classrooms by week 1 of our instructional scope and sequence
 - Explicit and clear accountable talk structures - Balancing Teacher vs. Student Talk and ensuring students are grappling with the content/learning
 - SLANT - Specifically, TRACK THE SPEAKER - Team will have clear building-wide call and response to ensure this is happening effectively across ALL classrooms (e.g. T: Track the __, Ss: Speaker)
 - Whiteboards - to promote active engagement from all students and to check for understanding (CFU) throughout all lessons and content areas
 - Equity sticks/Randomizer - ALL classrooms must have a system for cold-calling students and stop solely calling on students with their hands raised - No opting-out!
- 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.
- 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)
- Deploy Real-Time Coaching: Shift leader schedules to prioritize daily classroom observations, offering in-the-moment adjustments, co-teaching, and modeling



- Support and model for the annotation of lessons for end goal, student engagement strategies, frequent checks for understanding and exit ticket collection.
- Focus Wall Connections: 100% of classrooms have focus walls set up according to the school's prescribed structure.

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
- Shift Cognitive Load: Coach teachers to limit teacher-talk time by asking meaningful and leading questions and transition the "heavy lifting" (grappling, problem-solving) to students
 - Goal for November: 30% student talk/work
- 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
 - Implement "Collaborative Structures." Move beyond "Raise your hand." Use Turn-and-Talks, Socratic circles, or whiteboards to make student thinking visible.
 - Observe for key 4 interactive engagement strategies
- Analyze Early Student Work: Dedicate one data-driven planning 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

- 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 will receive differentiated support, as needed, with more frequent presence from their coach in co-teaching and modeling in their classroom.
 - Are students doing the heavy lifting?



- How are teachers checking for understanding?
- How are teachers leveraging student discourse or the use of whiteboards so all students are accountable for the thinking?
- 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.

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 teachers as needed. Teachers 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 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 the lesson and overarching module/unit