



Sky Ranch Academy UIP Planning Sheet - 2026-27

Major Improvement Strategy 1 - High-Fidelity Implementation of Curriculum

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: On Interim 2 our school scored 41% proficient in ELA.	Root Cause Title: Ineffective Curricular tools have led to less than expected proficiency. Root Cause Description: We need to utilize a state approved curricular tool in ELA that will allow students and staff to keep with a scope and sequence that will allow for higher levels of proficiency. Root Cause Category: UIP Category Guidance.pdf Curriculum 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 implement a state approved and state vetted curricular tool for ELA. We have uncovered a gap between our current curricular tool and the expectations of	MIS #1 Strategy Name: High-Fidelity Implementation of Curriculum CDE Strategy Category English Language Arts Performance Priority School Action: All grade classrooms between Kinder and 5th grade will implement Curriculum as their curricular tool for ELA. Which issue will this MIS address? K-5 ELA Instruction MIS Description <i>Curriculum will be implemented as the core ELA curriculum across K-5 classrooms to ensure instruction is aligned with grade-level standards and provides students with consistent access to complex texts, knowledge-building units, and rigorous writing tasks.</i>	November 2026 70% of classroom walkthroughs show teachers implementing core Curriculum components including complex texts, knowledge-building tasks, and text-based discussion. - Teachers demonstrate initial implementation of Curriculum lesson routines and pacing. February 20267 80% of classroom observations show consistent implementation of Curriculum instructional practices. - Teachers regularly use text-dependent questioning and writing tasks aligned to modules. - Student work reflects engagement with grade-level texts. May 2027 90% of classroom observations show high-fidelity Curriculum implementation. - Students consistently engage in discussion and writing tasks



	students when assessed on CMAS	Cite the Evidence Supporting this Strategy: Marzano (2003). <i>What Works in Schools</i>.	connected to complex texts.
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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
- Launch Co-Planning Structures: Establish a calendar for collaborative planning 1–2 times per week (2 times/week for Curriculum 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

November - Internalization & Cognitive Shift

- Analyze Early Student Work: Dedicate one co-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 set up according to the school's prescribed structure
- **Facilitate bi-weekly collaborative planning meetings** with all K-5 ELA teachers.
 - Focus on Materials, Welcome, Launch, Learn components of lessons
 - Complete pre-work of annotating lessons in advance of grade level planning meetings
- Provide **additional full day Professional Development for all K-5 ELA teachers** to go deeper with their lesson planning processes for all components of each lesson.
- **Annotate all lessons in a two to three day cycle** to understand the focus question for the arc as well as how it connects to the module's essential question



- **Teach Vocabulary Explicitly:** Ensure the "Deep Dive" vocabulary routines are happening daily (not skipped for time).
- **Analyze student writing during DDI PLCs** to support improved writing instruction and targeted feedback for student writing.

February - Data-Driven Mastery & Differentiation

- 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
- 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
- **Data Calibration:** Facilitate a session where teachers grade the **End-of-Module (EOM) Task** together using the provided rubric to ensure "a 3 is a 3" in every classroom.
- **The "Seminar" Walkthrough:** Schedule 15-minute observations specifically during **Socratic Seminars**. Use a stopwatch to track "Teacher Talk vs. Student Talk" ratio

May - Sustainability & Reflection

- 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 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
- **Participate in grade level planning meetings 2x/week**
 - Shift the facilitation to the teacher or grade level lead teacher to gradually release responsibility to teachers for year 2

Major Improvement Strategy 2 - Increasing Student Cognitive Engagement

Student Performance Priority (SPP)	Root Cause	Major Improvement Strategy (MIS)	Implementation Benchmarks
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<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 Student Cognitive Engagement in Core Instruction SPP Data Classroom walkthrough data indicates that students are passive during instruction in many classrooms, with limited opportunities for participation, discussion, and visible thinking. Student engagement indicators show inconsistent use of strategies that require all students to actively process and demonstrate understanding. Informal classroom observations show high levels of teacher talk and limited structured student discourse. SPP Description: Students demonstrate inconsistent cognitive engagement during core instruction, which limits opportunities for students to process content deeply and demonstrate understanding. Observations indicate that instructional practices do not consistently require all students to	Root Cause Title: Limited Use of Instructional Strategies that Promote Cognitive Engagement Root Cause Description: Teachers do not consistently implement instructional strategies that require all students to actively process and demonstrate their understanding during lessons. As a result, many students are not consistently engaged in thinking about the content being taught. Root Cause Category: Instruction Data Used to Validate Root Cause Classroom walkthrough data Instructional observation notes Teacher feedback and instructional coaching discussions Student participation patterns observed during classroom instruction	MIS #2 Strategy Name: Increasing Student Cognitive Engagement CDE Strategy Category Instructional Practice Priority School Action Implement consistent instructional strategies that require active participation and visible thinking from all students during instruction. Which issue will this MIS address? Low levels of student cognitive engagement during instruction. MIS Description (Vision for implementation) Cite the Evidence Supporting this Strategy: Teachers will increase student cognitive engagement by consistently implementing instructional strategies that require all students to actively participate and demonstrate their thinking during lessons. These strategies include: ● Using equity sticks or random calling strategies to ensure all students are accountable for participating in discussions. ● Implementing structured student	November 2026 ● 70% of classroom walkthroughs show teachers implementing at least one cognitive engagement strategy such as equity sticks, discourse routines, or whiteboard responses. ● Students demonstrate visible participation during instruction. February 2027 ● 80% of classrooms consistently use multiple engagement strategies including structured discussion and visible response techniques. ● Students regularly discuss content and explain reasoning to peers. May 2027 ● 90% of classrooms demonstrate consistent use of engagement strategies



actively participate, discuss ideas, or visibly demonstrate their thinking during lessons.

discourse strategies such as think-pair-share, turn-and-talk, and collaborative discussions.

- Using individual whiteboards or other visible response tools so students can demonstrate their thinking and teachers can quickly assess understanding.

Through these practices, teachers will ensure that students are actively processing content, explaining their thinking, and demonstrating understanding throughout instruction.

School leaders will support implementation through:

- classroom walkthroughs
- instructional coaching
- professional learning focused on student engagement strategies.

Cite the Evidence Supporting this Strategy:

Research indicates that students learn more effectively when they are actively engaged in processing information, discussing ideas, and demonstrating understanding during instruction. Increasing the use of instructional strategies that require participation from all students will support deeper learning and improved academic outcomes.

that require active student thinking.

- Walkthrough data shows high levels of student participation and visible thinking.

Action Steps

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



August

- Leaders to plan PD to rollout the Core 4 (first 4) required engagement strategies that should be implemented in Week 1 across all K-8 classrooms
- Teachers learn the Core 4 Engagement strategies that will be the foundation for the additional work teams will do to strategically embed interactive engagement strategies throughout all lessons
 - Intent is to shift the cognitive load to students ensuring students cannot “checkout” during any lesson
 - Teachers will learn how to effectively foster productive struggle and not “save” students and continue to bear the load - Students need to bear the cognitive load
- 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!

November-

- Leaders will collect data on the effectiveness of implementation of the Core 4 Engagement Strategies and have provided additional differentiated PD for anyone in need of support for implementation beyond week 4
 - 100% of classrooms should have the Core 4 in place by November, 2026
- Annotate Engagement into Lesson Prep: Require teachers to explicitly annotate for and pre-plan the Core 4 strategies directly into their weekly lesson annotations
- 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
- Shift Cognitive Load: Coach teachers to limit teacher-talk time and transition the "heavy lifting" (grappling, problem-solving) to students
- Conduct Differentiated Teacher PD: Use coaching data to provide tier-2 support and specialized training for staff struggling with engagement or pacing

February-

- Roll Out Engagement Cycle 2: Introduce 1–2 additional advanced engagement strategies to expand the instructional toolkit
- Triangulate Engagement Data: Leaders audit classrooms to track the correlation between active student engagement and weekly academic quiz



outcomes

- Teachers will show effective implementation and use of additional engagement strategies taught during PD and we will see 100% of teachers employing these best practices throughout the instructional day
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May-

- 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

Major Improvement Strategy 3 -Seeing the Big Picture

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>
SPP Title: Instructional Practices Low growth and achievement in ELA and Math on DIBELS and school-based Interim Assessments SPP Data Interims, DIBELS SPP Description In the 2026-2026 school year 38% of students met or exceeded on Interim 2 in ELA which was a 13% decrease from 51% the previous year (23-24). In 2026-2026, 19% of students met/exceeded on Interim 2 in Math. There is a need for deeper	Root Cause Title: Universal Tier 1 instruction Ineffective System to support standards-based instruction and ineffective system to support strong alignment in ELA and Math instruction across K-9 classrooms. Root Cause Description: We need a more consistent and effective protocol to support teacher understanding of grade level rigor and standards. We need to establish backwards planning practices in ELA and Math across our classrooms K-9. Root Cause Category: Teacher Development Systems &	MIS 3 Strategy Name: Standards-Based Backwards Planning CDE Strategy Category Research-Based Instructional Practices Priority School Action Analysis of grade level texts, tasks and standards in order to understand the rigor at each grade level. Which issue will this MIS address? Low achievement in ELA and Math K-8 ELA (and writing) 3-8 Math	November 2026 • 70% of teachers demonstrate use of backwards planning practices when designing lessons and assessments. • Grade-level teams analyze standards and instructional tasks during collaborative planning. February 2027 • 80% of classroom lessons are aligned to grade-level standards and learning objectives.



understanding of grade-level standards in the units of study and vertical alignment of best practices across classrooms. We will insert data with EoY DIBELS data when available.	Instruction Data Used to Validate Root Cause From our root cause analysis, team members identified a need for support in understanding grade-level rigor and academic standards. Team members identified a need for backwards planning practices across classrooms in ELA and Math. Data in both ELA and Math on interim assessments and DIBELS have shown a need to support teachers in understanding standards and grade-level rigor as well as a need to support backwards planning across the grade levels.	MIS Description <i>(Vision for implementation)</i> Sky Ranch Academy will implement standards-based backwards planning practices across grade levels to strengthen Tier 1 instruction. Teachers will begin planning with grade-level standards and learning objectives, then design aligned assessments and instructional tasks that prepare students to demonstrate mastery. Collaborative planning and vertical articulation will ensure instructional practices build coherently from one grade level to the next. Cite the Evidence Supporting this Strategy Standards-based instruction has an evidence base from researchers such as Paul Bambrick-Santoyo, D. Buehl and Shanahan & Shanahan. Backwards planning is supported by researcher, Jay McTighe	• Vertical teams review student work to ensure alignment and rigor. May 2027 • 90% of instruction reflects standards-based planning and grade-level rigor. • Teachers consistently align lesson objectives, instructional tasks, and assessments.
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Action Steps

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

By August (Infrastructure & Baseline)

- Create structure for understanding upcoming units of instruction for both ELA and Math (science/social studies for content-specific teachers) and provide teachers with a simple template to support the process of unit unpacking- PD with Sara and Mary Beth for unit unpacking in Sept.
 - Provide staff PD and Unit Planning Deep-Dive for Unit 1 in core content areas
 - Train teachers how to identify priority standards for each unit and how to unpack standards into a know/show chart to understand what students will need to know and be able to do at the end of each unit (standards deep-dive)
 - Teachers will do the end of unit assessment/work to backwards plan what they need to do in their week-to-week and day-to-day instruction to get to the end goal
 - Teachers will engage in additional unit unpacking session after the start of the year at the end of August in order to plan ahead for Unit 2



- Team is going to embed unit unpacking in lieu of a data team in a week to ensure the teams know the standards for the upcoming unit
- All unit unpacking sessions will be calendarized before the end of August

By November

- Teachers will engage in unit unpacking sessions throughout the year for upcoming units to improve their tier 1 universal instruction grounded in grade level standards - guided by school leadership
- Admin walk through calibration to seek evidence of instruction aligning to a pre-described end goal.

By February

- Teachers will engage in unit unpacking sessions throughout the year for upcoming units to improve their tier 1 universal instruction grounded in grade level standards - teachers will be able to guide themselves through the process with their grade level teams (differentiated leadership support as needed)
- Professional development to understand grade level rigor and complete the full test (3 sessions) of test-released items - fully doing the work and creating the essays/writing students will need to complete for state testing

By May

- Continue the previous action steps
 - Unit planning and standards deep-dives
 - Best practices in showing student work/thinking
- School leaders will assess the alignment work from the 26-27 school year and determine next steps based on what teachers/students still need and what may be our best next steps
- School leaders will engage teachers/staff to give input on what they think went well and where they believe there are remaining opportunities for growth related to Planning and Vertical Alignment
- Information received from leadership analysis and team input will drive strategic planning for the coming 27-28 school year