



[2023-2024] KUA School Improvement Plan

School:	Kids Unlimited Academy Charter School
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MSD Strategic Plan Outcome # 1	MSD KUA students show increased academic achievement and reduced academic disparities for identified focal student populations.
Title Indicator	<u>1.2 Data to Prioritize & Plan</u> <u>1.3 Routines & Structures</u> <u>4.3 Cultivate Academic Success</u> <u>4.4 Data-Informed Decision Making</u>
School Goal #	All students will show growth in reading and math during the 2023-2024 school year.

Analysis of Baseline Data	Measurement
<ul style="list-style-type: none"> ○ 1st through 8th grades will increase the number of students at grade level in reading and math, from red to yellow as measured by iReady by 10% from Fall to Spring. ○ 1st through 8th grades will increase the number of students, in reading and math, from yellow to green as measured by iReady by 10% from Fall to Spring. ○ 100% of students will meet or exceed their growth goal measured by iReady from Fall to Spring. ○ Kindergarten will increase the number of students, in reading and math, from red to yellow as measured by the Kindergarten Assessment, by 10% from Fall to Spring. ○ Kindergarten will increase the number of students, in reading and math, from yellow to green as measured by the Kindergarten Assessment, by 10% from Fall to Spring. ○ 100% of Kindergarten students will make gains in reading and math, measured by the Kindergarten Assessment, from Fall to Spring. ○ The achievement gap of students identified as ELL compared to the grade level norm in SBAC will be reduced by 10% in each grade level. ○ The achievement gap of students identified as SpED compared to the grade level norm in SBAC will be reduced by 5% in each grade level. 	<ul style="list-style-type: none"> ● I-Ready ● Kindergarten Assessment ● SBAC



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Additional Notes (Title I)

1st through 8th grade iReady diagnostic results (math and reading) are used to determine growth, from Fall to Spring.

Kindergarten classroom assessments (math and reading) are used to determine growth from Fall to Spring. Students are assessed four times per year, to determine growth.

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School Goal #	All students will show growth in reading and math during the 2023-2024 school year.

Action	Person Responsible	Timeline	Measurable Progress	Resources (building allocation, people, money...)
<ul style="list-style-type: none"> Language Acquisition and Explicit and Instruction Classroom Walk-through Checklist data will be used 	Principal-Lindsay Ochs Instructional Coaching Team	Ongoing	Walk-Through checklist	Title 1 funds- Explicit Instruction Site Budget- Language Acquisition



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<p>to inform and adjust Professional Development offerings.</p>				
<ul style="list-style-type: none"> Student outcome data in reading and math will be used to inform and adjust Professional Development offerings. 	<p>Instructional Coaching team Principal- Lindsay Ochs MTSS Specialist- David Thygeson Director of School Culture: Emmanuel Balan</p>	<p>Ongoing with each term or trimester</p>	<p>Grade level data sort meetings Data</p>	<p>Title 1 team-support Instructional Coach-support Principal- support MTSS Specialist- support</p>
<ul style="list-style-type: none"> A Professional Development Calendar will be created and shared with staff at the beginning of the 2023-2024 school year. 	<p>School Admin Team: Principal-Lindsay Ochs HR director KUA CEO- Tom Cole Office Manager- Michelle Hull Director of School Culture- Emmanuel Balan</p>	<p>Annually</p>	<p>Draft calendar shared with team, site council, SIP team. Revisions made as needed.</p>	<p>School Admin Team-Support SIP Team- Support</p>

Additional Notes (Title I)

IF we provide resources and effective professional learning supports aligned to data driven multi-tiered systems of support in ELA and math, **THEN** teachers will implement effective ELA and math instruction using a variety of aligned resources, **AND** students will meet their ELA and math growth targets.



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MSD Strategic Plan Outcome # 2	MSD KUA students' social-emotional development, mental health needs, and behavioral needs are supported.
Title Indicator	<u>4.5 Provide Multi-Tiered System of Support</u> <u>4.4 Data-Informed Decision Making</u> <u>1.3 Routines & Structures</u> <u>1.2 Using Data to Prioritize & Plan</u>
School Goal #	Goal: All students will participate in behavioral self-regulation, communication, and problem solving as evidenced by the PBIS and PLC use of RULER Lessons.

Analysis of Baseline Data	Measurement
<ul style="list-style-type: none"> ● Our attendance data shows a decreased percentage from previous years (due to COVID and required quarantines) ● Based on the Developmental Relationships Survey only 48% of our students shared that they have “Someone to believe in me.” Only 38% feel that they have adults in their life who “Connect with me.: ● We have seen an increase in socio-emotional needs with students since returning to campus this year after COVID. ● Baseline SEL/RULER student survey shows that at the beginning of the year only 12% of students “feel comfortable” using the Mood Meter. 	<ul style="list-style-type: none"> ● Pre/Post test for SEL/RULER Implementation. ● Pre/Post behavior/referral comparison. ● Developmental Relationships Survey 5th-8th grades



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Additional Notes (Title I)

If teachers are trained in high leverage instructional strategies with approved standards-based instructional materials across all subject areas, **then** teachers will effectively implement high leverage instructional strategies using approved curriculum and students will have access to core content that promotes critical thinking and they will show academic growth in core content areas.

MSD Strategic Plan Outcome # 2	MSD KUA students' social-emotional development, mental health needs, and behavioral needs are supported.
Title Indicator	4.5 Provide Multi-Tiered System of Support 4.4 Data-Informed Decision Making 1.3 Routines & Structures 1.2 Using Data to Prioritize & Plan
School Goal #	Goal: All students will participate in behavioral self-regulation, communication, and problem solving as evidenced by the PBIS and PLC use of RULER Lessons.

Action	Person Responsible	Timeline	Measurable Progress	Resources (building allocation, people, money...)
Support staff and teachers participate in Positive Discipline and RULER.	Tyrone McDonald- Behavior Specialist PBIS Team	Bi-weekly PBIS meetings Monthly Staff meetings and PD days	PD- attendance log	Title 1 budget- trainings and any PBIS materials needed Site budget- PBIS materials and school wide incentives
The behavioral support staff will provide push in SEL/Ruler Lessons	Tyrone McDonald	Monthly	Pre/Post SEL/RULER assessment	Behavior Support Staff-support



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to help support SEL learning in the classrooms.				Site budget- materials needed
The PBIS team and teachers will provide expectation/SEL learning throughout the school to enforce positive behavior and self management school wide.	Tyrone McDonald Lupita Vargas School Support staff Principal	Beginning of the Year After major breaks and holidays	Pre/Post behavior referral comparison	PBIS Team- support and lesson templates Behavior Support staff-support

Additional Notes (Title I)

Although behavior referrals are up and may continue to go up as part of the protocols of RULER, we will see less 'longer' suspension and reduce the number of expulsions due to the school-wide initiative. We seek to promote positive social-emotional learning and implement a consistent expectation message that all students understand and they can then predict the school response if the behavior expectations are not met.

MSD Strategic Plan Outcome # 3	MSD KUA staff employ high quality, evidence-based professional practices to support diverse learners through classroom practices, and commitment to professional learning and development.
Title Indicator	<u>2.2 Professional Learning</u> <u>2.3 Evaluation Process</u> <u>4.2 Materials & Practices to Inform Instruction</u>
School Goal #	Ten percent more students will achieve their individual typical growth goals in math and reading as measured by the i-Ready Diagnostic.



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Action	Person Responsible	Timeline	Measurable Progress	Resources (building allocation, people, money...)
The Coaching Team will work with each grade level team to establish goals related to the evidence based, best practice instructional strategies outlined in the Language Acquisition and Explicit and Instruction Classroom Walk-through Checklist.	Coaching Team	Monthly during PLC meetings and by terms.	Classroom Walk-through Checklist	Instructional Coaches, Principal PD training
The Coaching Team will provide team and individual coaching to support achieving established goals.	Coaching Team	BOY PD training, PD trainings through the year, as needed for individual teacher	Classroom Walk-through Checklist	Teacher assigned coach Coaching team during PD.
The Coaching Team will use the Language Acquisition and Explicit and Instruction Classroom Walk-through Checklist to gather data to inform coaching support needs.	Coaching Team	As needed	Classroom Walk-Through Checklist	The Coaching Team-support PD- in areas needed Title 1 funds- trainings as needed Site budget- trainings as needed
The Coaching Team and grade level teachers will use the Language Acquisition and Explicit and	Coaching Team and grade level teachers	PLC weekly meetings and data sort	Classroom Walk-Through Checklist	The Coaching Team Principal



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Instruction Classroom Walk-through Checklist data to inform goal setting next steps.		meetings per term		
The Coaching Team will support grade level teams in connecting and extending learning from professional development offerings.	Coaching Team		Classroom Walk-Through Checklist	The Coaching Team Site funds- provide training as needed Title 1 budget- provide training as needed
The coaching team will meet regularly to discuss data and plan subsequent learning supports and professional development needs.	Coaching Team	Weekly, monthly and term meetings		
A Teacher Evaluation Handbook will be created to support systematic instructional improvement.	Principal- Lindsay Ochs Coaching team	Annually	PPG's and SLG's	The coaching team and principal support

Additional Notes (Title I)

IF we provide effective mentoring, instructional coaching and data driven professional learning support for all instructional staff, **THEN** teachers and educational assistants will implement instructional strategies learned with fidelity, **AND** students will experience academic success.

MSD Strategic Plan Outcome # 4	MSD KUA families and community members are provided ongoing opportunities for engagement.
Title Indicator	<u>1.2 Using Data to Prioritize and Plan</u> <u>1.3 Routines and Structures</u> <u>3.1 Inclusiveness, Recruitment, & Participation</u>



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	<u>3.2 Communication Systems to Gather & Share Information</u>
School Goal #	By June 1, 2024 Kids Unlimited will increase opportunities for authentic family engagement and partnership in student learning. (These activities will include: Open House, Parent Teacher Conferences, STEAM Night, Math and Literacy Nights and Royal Pride Assemblies-celebration of learning.)

Analysis of Baseline Data	Measurement
<ul style="list-style-type: none"> • Spring survey results indicate the majority of parents feel they are partners in their student’s learning. • Increased family participation at conferences and school events. 	<ul style="list-style-type: none"> • Conference sign-in sheets • Virtual Math and Reading Nights Attendance • Percentage of Parents on the “Remind App” • Parent volunteer sign-up for school events via Google Forms • Site Council parent participation • Number of views of digital monthly parent newsletter • Parent Spring Survey results

Additional Notes (Title I):
If we establish the practice of meaningful instructional communication and engagement, **THEN** teachers will be able to develop authentic relationships with families as equal partners in their child’s learning, **AND** students and families will actively engage and student learning will increase.

MSD Strategic Plan Outcome # 4	MSD KUA families and community members are provided ongoing opportunities for engagement.
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Title Indicator	<u>1.2 Using Data to Prioritize and Plan</u> <u>1.3 Routines and Structures</u> <u>3.1 Inclusiveness, Recruitment, & Participation</u> <u>3.2 Communication Systems to Gather & Share Information</u>
School Goal #	By June 1, 2024 Kids Unlimited will increase opportunities for authentic family engagement and partnership in student learning. (These activities will include: Open House, Parent Teacher Conferences, STEAM Night, Math and Literacy Nights and Royal Pride Assemblies-celebration of learning.)

Action	Person Responsible	Timeline	Measurable Progress	Resources (building allocation, people, money...)
School monthly newsletter will include information regarding school level instructional priorities, school-wide performance data, school improvement goals, and goal progress data.	Principal- Lindsay Ochs	Monthly	Parent Survey- measuring how many parents read the newsletter, if it is accessible to all families.	Site council- support with parents wanting to learn more about what is on the newsletter.
Each grade level team will craft monthly communication to share with families regarding current units of study and skill and standard focus.	Classroom teacher	Monthly	Parent Survey- measure how families feel about the communication with teachers and families. Percentage of Newsletters sent on Remind	Classroom teachers-support Principal- support
School level instructional priorities, school-wide performance data,	Principal- Lindsay Ochs	Monthly and trimester	School survey I-ready data SBAC data	School Board Site Council Principal



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<p>school improvement goals, and goal progress data will be shared on a quarterly basis with the School Board and Site Council.</p>	<p>Instructional Coach Literacy- Erin Monteith Math - Cheryl Graham MTSS Specialist- David Thygeson</p>		<p>School Culture Survey</p>	<p>Instructional Coach MTSS Specialist Title 1 Teacher</p>
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Additional Notes (Title I)

We value Community Partnership at KUA. We invite all partners to attend site council meetings to problem-solve any issues and enhance services for our students and families multiple times a year. Communication among our partnerships is always positive and the support we receive from them is invaluable. We also invite families to be a part of our Parent Collaborative, where parents become the leaders. This is a place where parents can discuss topics from our site council agenda more in depth as well as plan events to further parent involvement.

The relationship and rapport among our faculty, staff, community partners, and parents/families in working with this population is the most critical component to our success we have seen. Our students know they have not only a physically safe environment, but an emotionally safe one as well. Our students come to school and follow expectations outlined in our RULER/SEL Program, because they truly care and want KUA to have a great reputation and believe in hope and opportunities for their future.

School: Kids Unlimited Academy

Name	Signature
Lindsay Ochs	
Emmanuel Balan	
David Thygeson	



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