



[2025-2026] KUA School Improvement Plan

School:	Kids Unlimited Academy Charter School
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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 # 1	All students will show growth on schoolwide reading assessments during the 2025-2026 school year. <ul style="list-style-type: none">• 5% of students marked below or well-below on DIBELS BOY test will increase to benchmark by the EOY test.• All students benchmark or above on the BOY test will remain benchmark or above on the EOY test.• The number of students meeting expectations on the ELA SBAC test will increase by 2%.



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Analysis of Baseline Data	Measurement
<ul style="list-style-type: none"> ○ 72% of KUA students are currently below or well-below grade level on DIBELS composite according to the beginning of the year benchmark testing. ○ 28% of KUA students are currently at or above grade level on DIBELS composite according to the beginning of the year benchmark testing. ○ 30.2% of KUA students met on the ELA SBAC assessment 	<ul style="list-style-type: none"> ● DIBELS ● SBAC

Additional Notes (Title I)

DIBELS Benchmark testing will be used to determine growth.

Action	Person Responsible	Timeline	Measurable Progress	Resources (building allocation, people, money...)
<ul style="list-style-type: none"> ● Student outcome data in reading will be used to inform and adjust 	Principal- Lindsay Ochs Vice Principal- David Thygeson MTSS Specialist- Amanda Miller	Ongoing with each term or trimester	Monthly DIBELS progress monitoring for all students below benchmark.	Title 1 team-support Instructional Coach-support Principal- support MTSS Specialist- support



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Professional Development offerings.	Instructional Coach- Cheryl Graham		Benchmark testing- once per trimester	
<ul style="list-style-type: none"> DIBELS progress monitoring data will be collected 1x per month (at the minimum) for students receiving interventions 	K-5 Teachers School Support Staff MTSS Specialist- Amanda Miller	1x per month (minimum)	DIBELS PM data	Teachers SSS Title 1 team-support Instructional Coach-support Principal- support MTSS Specialist- support
<ul style="list-style-type: none"> Student outcome data in reading will be analyzed and used to coordinate/form intervention groups and Tier 2/Tier 3 supports 	K-5 Teachers MTSS Specialist- Amanda Miller Principal - Lindsay Ochs Vice Principal- David Thygeson Instructional Coach- Cheryl Graham	1x per trimester	Monthly DIBELS progress monitoring for all students below benchmark. Benchmark testing- once per trimester	Teachers Title 1 team-support Instructional Coach-support Principal- support MTSS Specialist- support K-2 & 3-5 AP

Additional Notes (Title I)

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

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>
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School Goal # 2	Goal: All students will show growth on schoolwide math assessments during the 2025-2026 school year. <ul style="list-style-type: none"> • 5% of students scoring below or well-below on BOY I-ready and IXL will increase to benchmark • All students scoring on or above grade level on BOY I-ready and IXL will remain on or above grade level on the EOY assessment. • The number of students meeting expectations (3 or 4) on the Math SBAC test will increase by 2%
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Analysis of Baseline Data	Measurement
<ul style="list-style-type: none"> • 28.7% of KUA students met grade level expectations on the Math SBAC assessment. • 19% of K-2 students scored well-below grade level on the BOY benchmark I-ready test. • 75% of K-2 students scored below grade level on the BOY benchmark I-ready test. • 6% of K-2 students scored at grade level on the BOY benchmark I-ready test. • 15% of 3-5 students scored well-below grade level on the BOY benchmark IXL test • 36% of 3-5 students scored below grade level on the BOY benchmark IXL test • 33% of 3-5 students scored at or above grade level on the BOY benchmark IXL test 	<ul style="list-style-type: none"> • SBAC • I-Ready • IXL

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.



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Action	Person Responsible	Timeline	Measurable Progress	Resources (building allocation, people, money...)
<ul style="list-style-type: none">Student outcome data in math will be used to inform and adjust Professional Development offerings.	Principal- Lindsay Ochs Vice Principal- David Thygeson MTSS Specialist- Amanda Miller Instructional Coach- Cheryl Graham	Ongoing with each term or trimester	MTSS Meetings Benchmark Testing	Title 1 team-support Instructional Coach-support Principal- support MTSS Specialist- support
<ul style="list-style-type: none">IXL and I-ready progress monitoring will take place each trimester.	K-5 Teachers Instructional Coach	Trimester	I-ready and IXL completion	Title 1 team-support Instructional Coach-support Principal- support MTSS Specialist- support
<ul style="list-style-type: none">Student outcome data in math will be analyzed and used to coordinate/form intervention groups and Tier 2/Tier 3 supports	K-5 Teachers Principal- Lindsay Ochs Vice Principal- David Thygeson MTSS Specialist- Amanda Miller Instructional Coach- Cheryl Graham	1x per trimester	Benchmark testing- once per trimester	Teachers Title 1 team-support Instructional Coach-support Principal- support MTSS Specialist- support

Additional Notes (Title I)



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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 # 3	By June 2026, the school will fully implement the new SEL curriculum (Ripple Effects) with fidelity, resulting in increased student SEL skill development and improved school climate indicators.

Analysis of Baseline Data	Measurement
<ul style="list-style-type: none"> 0% usage 70 behavioral referrals in 1st month of school 	<ul style="list-style-type: none"> Ripple Effects Program usage data End of year average monthly referral data

Additional Notes (Title I):

Action	Person Responsible	Timeline	Measurable Progress	Resources (building allocation, people, money...)
By October 2025, 100% of grades 1-5 teachers will receive training on the SEL curriculum and implementation expectations.	Behavior Coordinator- Tyrone McDonald Vice Principal- David Thygeson	Annual	Staff Sign-ins	Ripple Effects Program Trainer PD Library



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By January 2026, at least 80% of classrooms will deliver SEL lessons a minimum of twice weekly, as evidenced by usage data.	Classroom teachers	Weekly	Ripple Effect Program usage data	Behavior Team created playlists Student Chromebooks Teacher Choice Time
By June 2026, SEL lesson implementation will reach 90% fidelity, as measured by usage data from the Ripple Effects platform.	1-5 Teachers Behavior Coordinator- Tyrone McDonald	Annual	Ripple Effect Program usage data	Behavior Team created playlists Student Chromebooks Teacher Choice Time

Additional Notes (Title I)

School: Kids Unlimited Academy

Name	Signature
Lindsay Ochs	
David Thygeson	



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Amanda Miller	