



District/LEA: 048-912 KC INTERNATIONAL ACADEMY Year: 2022-2023

Funding Application: Plan - School Level - 6930 KC INTERNATIONAL-WALLACE Approved Version: Initial Status:

Number Name

Select District

All check boxes and/or radio buttons marked in this plan and policies indicate an assurance on the part of the LEA and school.

School Level Plan Home Print Cancel Print Mode

School, Parent And Family Engagement Policy Show

Comprehensive Needs Assessment Show

Schoolwide Program Hide

6930 KC INTERNATIONAL-WALLACE

SCHOOLWIDE PROGRAM

All check boxes marked in this policy indicate an assurance on the part of the school.

This Schoolwide Program Plan is developed with the involvement of parents and other members of the community to be served and individuals who will carry out the plan. Section 1114 (b)(2)

COORDINATION WITH OTHER FEDERAL, STATE, AND LOCAL PROGRAMS

Sections 1112(a)(1)(B), 1114(b)(5)

This plan has been developed, if appropriate and applicable, in coordination with other Federal, State, and local services, resources, and programs.

Mark all programs that will be coordinated and integrated as part of the development of the Consolidated Federal Programs plan

STRATEGIES TO ADDRESS SCHOOL NEEDS Section 1114 (b)(7)(A)

The following strategies will be implemented to address prioritized school needs: (check all that apply)

Supplemental instruction

Table with 5 rows for subject areas (Math, Reading, English Language Arts, Science, Other) and columns for grade levels (K-12) with checkboxes.

Delivery of Title I funded supplemental instruction services

- Preschool
Pull out/resource classroom
Push in/regular classroom
Summer School
Tutoring (before-or-after-school)
Other

Empty text box for additional information.

Instructional personnel		Teachers	Paraprofessionals	Others
Supplemental Reading	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Supplemental English Language Arts	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Supplemental Mathematics	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Supplemental Science	<input type="checkbox"/>	<input type="checkbox"/>		
1 Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Class size reduction

<input type="checkbox"/> Grade Levels	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
<input type="checkbox"/> Reading Instruction Only	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
<input type="checkbox"/> Math Instruction Only	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>

Professional Learning Communities

Schoolwide Positive Behavior Support

Response to Intervention

Other

The strategies will (mark all that apply)

- Provide opportunities for all children, including subgroups of students, to meet the challenging Missouri Learning Standards.

Description of how strategy/strategies will provide

Professional Learning Communities create an environment in which teachers and staff are engaged in continuous learning and focused on student objectives that are aligned to the Missouri Learning Standards. Teachers and staff meet regularly (weekly/bi-weekly) to practice strategies, reflect on practice and analyze student achievement in response to new/ongoing classroom strategies. The newly adopted Conscious Discipline program builds teachers' skill at responding to off task or disruptive behaviors, thereby resulting in fewer students being removed from classroom instruction due to behavior. The Response to Intervention framework gives teachers a structure for implementing strategies to alleviate student academic deficiencies and a structure for examining the effectiveness of interventions.

- Use methods and instructional strategies that strengthen the academic program in the school.

Description of how strategy/strategies will strengthen

Professional Learning Communities provide support to all teachers that encourages growth and strengthens teaching skills. Response to Intervention provides structures and strategies for ensuring that students who are struggling are not left behind and that their academic deficiencies are addressed. KCIA employs multiple support teachers who coordinate with classroom teachers to provide extra supports for students experiencing difficulty achieving grade level performance.

- Increase the amount of learning time

- Extended school year
- Before-and/or after-school programs
- Summer program
- Other

- Help provide an enriched and accelerated curriculum

Description of how strategy will provide

The KCIA Director of Curriculum and Instructional Coaches are implementing strategic initiatives with teachers and staff focused on increasing rigor and academic language in all content areas to accelerate learning for all students.

Activities that address the needs of those at risk of not meeting the Missouri Learning Standards will include (mark all that apply)

- Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the Missouri Learning Standards

Description of how strategy/strategies will address

KCIA employs multiple support teachers who coordinate with classroom teachers to provide extra supports for students experiencing difficulty achieving grade level performance. Certified Mathematics instructors provide after school tutoring for Middle School students who are significantly behind (2 or more year grade levels below proficiency) and students who are preparing for the Algebra and Geometry End of Course Exams. More time is being allocated in the Middle School schedule for Math and ELA instruction and for focused language study blocks.

Activities will (mark all that apply)

Improving students' skills outside the academic subject areas

- Counseling
- School-based mental health programs
- Specialized instructional support services
- Mentoring services
- Other

Helping students prepare for and become aware of opportunities for postsecondary education and the workforce

- Career/technical education programs
- Access to coursework to earn postsecondary credit
 - Advanced Placement
 - International Baccalaureate
 - Dual or concurrent enrollment
 - Early college high schools
 - Other

Implementing a schoolwide tiered model to prevent and address problem behavior, and early intervening services

Providing professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data

- Delivery of professional development services
- Instructional coach
- Teaching methods coach
- Third party contract
- Other

Professional development activities that address the prioritized needs

Describe activities

KCIA's instructional team has identified instructional objectives. Focused Professional Development will be provided throughout the school year. KCIA implements a weekly early release day. Students go home 90 minutes early every Wednesday in order to provide time for frequent, consistent teacher and staff professional development.

Recruiting and retaining effective teachers, particularly in high need subjects

Describe activities

Special efforts in recruiting colleges and universities who have culturally and ethnically diverse candidates in the state of Missouri. Current staff members refer additional diverse teachers. Special emphasis is also made for early hiring of Math, Science, EL, and Special Education certified teachers.

Assisting preschool children in the transition from early childhood education programs to local elementary school programs

Describe activities

KCIA participates in the KC PreK Cooperative and will work with its provider partner to ensure a smooth transition from the PreK classroom to the KCIA Kindergarten classroom each Fall. PreK teachers and administrators will participate alongside Kindergarten teachers in professional development and collaboration opportunities. KCIA Kindergarten teachers and PreK teachers share data obtained from the KOF early childhood screener.

SCHOOLWIDE POOL FUNDING

Section 1114 (b)(7)(B)

Funds for this program will be consolidated with other State, local and Federal programs.

Mark all program funds that will be consolidated in the schoolwide pool.

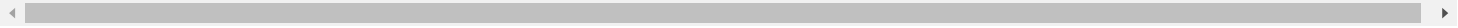
- Title I.A (required)
- State and Local Funds (required)
- Title I School Improvement (a)
- Title I.C Migrant
- Title I.D Delinquent
- Title II.A
- Title III EL
- Title III Immigrant
- Title IV.A
- Title V.B
- School Improvement Grant (g) (SIG)
- Spec. Ed. State and Local Funds
- Spec. Ed. Part B Entitlement
- Perkins Basic Grant - Postsecondary
- Perkins Basic Grant - Secondary
- Workforce Innovation and Opportunity Act
- Head Start
- McKinney-Vento
- Adult Education and Family Literacy
- Others

PARENT COMMENTS Section 1116 (c)(5)

The Title I.A Schoolwide Plan is satisfactory to parents of participating students.

- Yes
- No

If the plan is not satisfactory to the parents of participating students please provide any parent comments.



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District/LEA Comments

DESE Comments

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