

Missouri Department of Elementary and Secondary Education  
 Office of Quality Schools  
 PO Box 480, Jefferson City, MO 65102-0480  
 Regular Charter School Renewal

School LEA Name <b>KC International Academy</b>	County-District Code <b>048-912-6930</b>
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**DIRECTIONS**

Completed renewals must be submitted online through the compliance plan. This form is a tool to assist in filling out the online submission. **QUESTIONS:** Contact Charter Schools at 573-522-3651 or e-mail [webreplyimprecharter@dese.mo.gov](mailto:webreplyimprecharter@dese.mo.gov). Visit DESE's website at [dese.mo.gov](http://dese.mo.gov).

**SECTION I – ASSURANCES and UPLOADS**

Please state 'yes' or 'no' for each assurance. Please explain if an assurance requirement is not met. Comments should be as concise as possible, please include an attachment if further explanation is needed.	Yes	No
1. Upload one page letter from the sponsor requesting renewal that is signed by the Program Director.	Yes	
2. Assurance that Core Data/MOSIS is updated with current school name, superintendent/head administrator, and names of buildings(s) and principal(s).	Yes	
3. Assurance that Core Data/MOSIS is updated with mailing/physical address and telephone number of the charter school's main office.	Yes	
4. Assurance that Core Data/MOSIS is updated with list of the current board members including name, title and years served.	Yes	
5. List the education service provider name and address (if applicable).	N/A	
6. Assurance that the charter school adheres to the requirements of the applicable state statutes and regulations, the state rules governing the programs, and all other applicable statutes.	Yes	
7. Upload the school's mission and briefly present the vision for how the school will continue to operate in the next five years.	Yes	
8. The date of board meeting which the vision and mission were adopted.	Yes	
9. Upload or comment any changes or modifications to the school (new management, new theme, change in population, instructional staff).	Yes	
10. Upload or comment a concise projection of the school's goals over the next term of the charter.	Yes	
11. Upload or comment on other areas that have/will be addressed to improve performance.	Yes	
12. Assurance that the school's educational program goals and curriculum aligned with state standards.	Yes	
13. Upload the organizational chart of the staffing/reporting structure for the board, administration and staff, including teachers and contract employees.	Yes	
14. Upload the Articles of Incorporation, bylaws and Missouri not-for-profit status.	Yes	
15. Upload the renewal notification letter sent to the school board of the district.	Yes	
16. Assurance of professional development/training for all teachers and leaders.	Yes	
17. Assurance of requisite insurance coverage for directors/officers, and buildings.	Yes	
18. Assurance of board's most recent fingerprints.	Yes	
19. Assurance of signed Conflict of Interest disclosure forms.	Yes	
20. Assurance of Family Care Safety Registry check.	Yes	
21. Assurance of requisite surety bond for school financial officer(s).	Yes	
22. The date the board reviewed faculty and staff handbook.	Yes	
23. Assurance the board satisfies sunshine law compliance, including: posting agenda, time change notification.	Yes	
24. Describe how board agendas and minutes are made available to the public.	Yes	
25. How often the board meets (monthly, semi-monthly)?	Yes	
26. How often does the board review policies?	Yes	
27. How many hours of board training are required for the board annually?	Yes	
28. Assurance that the school uses curriculum guides.	Yes	
29. Assurance of an evaluation process of the LEA's leadership (admin, superintendent, principals).	Yes	

<b>SECTION I - ASSURANCES, Cont'd.</b>	Yes	No
30. List any sponsor/partnership efforts that help support the charter school(s) in increasing student performance.	Yes	
31. Assurance of compliance with any/all federal and state programs' requirements.	Yes	
32. Upload the existing performance contract that includes timelines and standards for renewal (include procedures and consequences for failure to meet requirements).	Yes	
33. Upload data on measurements and objectives met (or not) in existing performance contract.	Yes	
34. Upload the performance contract for the next term of charter.	Yes	
35. If the school is a recipient of a federal Charter School Program grant, the sponsor assures that student performance is the most important factor in the determination of renewal/revocation. If no, please comment.	N/A	
36. Comment on goals to address academic performance based on current and projected data.	Yes	
37. Upload projected budget for the next five years.	Yes	
38. Comment or upload any building/facility plan changes anticipated in the next five years.	Yes	
39. Comment on plans of expansion of grade levels.	N/A	
40. Assurance the school board reviews expenditures, low balances in operating funds, compliance with federal/state programs, and staff hiring.	Yes	
41. Assurance that the school reports outstanding debt as required in Section 37.850.1.	Yes	
42. Upload a school review process/ form of items that the sponsor addresses annually to ensure LEA is fulfilling its mission of educating children.	Yes	
43. Assurance the charter school understands the procedures for closure & distribution of assets as specified in RSMo 160.405.1	Yes	
44. List the date the charter school was placed on probation or remediation (if applicable).	Yes	
45. Upload the reasons why the charter is on probation or has remediation plan (if applicable).	Yes	
46. Comment on what contributes to student performance below 70% APR.	Yes	
47. Upload intervention strategies currently in place based on analysis of student data (include timeline).	Yes	
48. Upload or comment on what improvements/results have been obtained?	Yes	
49. Upload or comment on what additional steps/strategies are planned?	Yes	

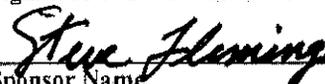
**SIGNATURES**

Charter schools must submit this application electronically by responding to the following sections in order to renew their charter. The renewal submission must be signed by the Local Education Agency (LEA) authorized representative and the sponsor to ensure information submitted is accurate and in compliance with all statutes.

The authorized representative assures DESE that the charter school, in accordance with Sections 160.400-160.425, RSMo, shall:

1. Receive and expend state/federal funds in a manner consistent with the intent of the approved application.
2. Keep such records for a period of three years and provide such information as may be necessary for the fiscal program auditing and for program evaluation; provide DESE any information it may need to carry out its responsibilities under the program.

The LEA authorized representative understands the assurances and the responsibility for compliance placed upon the applicant. The applicant will refund directly to DESE the amount of any funds made available to the applicant that may be determined by DESE, or an auditor representing DESE, to have been misspent or otherwise misapplied.

Name of LEA Authorized Representative	LEA Contact Person Phone Number
Steve Fleming	816-242-4206
Signature of LEA Authorized Representative	Date
	10/30/18
Sponsor Name	Sponsor Contact Phone Number
University of Central Missouri	660-543-4723
Signature of Sponsor	Date
	10/31/18

# Charter School Renewal

Implementation Year(s): 2018-19

DELLA LAMB ELEM. (048912)

Team Members:	Victoria Hughes	Director, UCM Office of Charter Schools	vhughes@ucmo.edu	1-660-543-4723
	Kate McDowell		kmcdowell@kcia.us	816-242-4206

Directions: Please state 'yes' or 'no' for each assurance. Please explain if an assurance requirement is not met. Comments should be as concise as possible, please include an attachment if further explanation is needed.

Charter schools requesting to renew its charter must submit this application electronically by responding to the following sections. The renewal submission must be signed by the Local Education Agency (LEA) authorized representative and the sponsor to ensure information submitted is accurate and in compliance with all statutes.

Upload questions require a document to be uploaded. This is done by selecting Manage Uploads, select Upload a Document, browse for the file, under File Description include the number of the question you are addressing and a description of the file as indicated by the Upload questions. Under Manage Team, include LEA contact and sponsor contact information.

1. Upload one page letter from the sponsor requesting renewal that must be signed by the Program Director of the Charter Sponsor Office. This assures that the Charter Renewal Application is accurate and in compliance with all statutes. Upload file under Manage Uploads. File Description would be 1. Sponsor Renewal Letter

Please see uploaded file: 1. KCIA Sponsor Renewal Letter

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2. LEA assures that Core Data/MOSIS is updated with current school name, superintendent/head administrator, and names of buildings(s) and principal(s).

Yes

If no, please explain.

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3. LEA assures that Core Data/MOSIS is updated with mailing/physical address and telephone number of the charter school's main office.

Yes

If no, please explain.

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4. LEA assures that Core Data/MOSIS is updated with list of the current board members including name, title and years served.

Yes

If no, please explain.

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5. List the education service provider name and address (if applicable).

Education service provider name and address is below

KCIA does not partner with an education service provider.

Not applicable

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6. LEA assures that the charter school adheres to the requirements of the applicable state statutes and regulations, the state rules governing the programs, and all other applicable statutes.

Yes

If no, please explain.

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7. Upload the school's mission and briefly present the vision for how the school will continue to operate in the next five years. Upload file under Manage Uploads. File Description would be 7. Mission and Vision

Please see uploaded file: 7. KCIA Mission and Vision

**Mission Statement**

Kansas City International Academy is committed to excellence in education, inspiring and empowering children from all nationalities and diverse backgrounds, giving them the foundation they need to achieve the highest level of success in life.

**Vision Statement**

Our school is a shining example of educating diverse cultures and is a model for others to emulate. Teachers aspire to teach here. Our English language learner and literacy programs are exemplary. In our school, every student is challenged to excel academically, no matter their background.

Kansas City International Academy aspires to become a premier school of choice for Kansas City's children. KCIA intends to maintain its exceptional cultural diversity while providing its students a quality education. The school has served students from dozens of different nationalities since it became one of the city's first charter schools nearly 20 years ago, as a part of Della Lamb Community Services. The school reorganized in 2017 under the name Kansas City International Academy to focus exclusively on educational services and now operates independently under new leadership. It will continue to prioritize the effective education of refugee and immigrant children during the next five years of its charter by providing children with a safe, welcoming and supportive environment that is conducive to high levels of academic achievement. The vision for success during the next five years includes strengthening English language and literacy programs to ensure all students are both challenged and supported as they learn rigorous academic content.

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8. List the date of board meeting which the vision and mission were adopted.

The mission and vision were adopted as part of the strategic plan on Oct. 24, 2017.

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9. Upload or comment any changes or modifications to the school (new management, new theme, change in population, instructional staff). Upload file under Manage Uploads. File Description would be 9. Changes or Modifications

Please see uploaded file: 9. KCIA Changes or Modifications

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10. Upload or comment a concise projection of the school's goals over the next term of the charter. Upload file under Manage Uploads. File Description would be 10. School Goals

Please see uploaded files: 10.a. KCIA School Goals and 10.b. KCIA Strategic Plan Used to Develop School Goals

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11. Upload or comment on other areas that have/will be addressed to improve performance. Upload file under Manage Uploads. File Description would be 11. Improve Performance

Please see the uploaded file: 11. KCIA Improve Performance.

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12. LEA assures that the school's educational program goals and curriculum aligned with state standards.

Yes

If no, please explain.

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13. Upload the organizational chart of the staffing/reporting structure for the board, administration and staff, including teachers and contract employees. Upload file under Manage Uploads. File Description would be 13. Organizational Chart

Please see uploaded file: 13. KCIA Organizational Chart

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14. Upload the Articles of Incorporation, bylaws and Missouri not-for-profit status. Upload file under Manage Uploads. File Description would be 14. Articles of Incorporation Bylaws and Not-For-Profit Status

Please see uploaded files: 14.a. KCIA Articles of Incorporation and Not-For-Profit Status and 14.b. KCIA Bylaws.

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15. Upload the renewal notification letter sent to the school board of the district. Upload file under Manage Uploads. File Description would be 15. Renewal Notification Letter

Please see uploaded file: 15. KCIA Renewal Notification Letter

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16. LEA assures that professional development/training was provided for all teachers and leaders.

Yes

If no, please explain.

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17. LEA assures that requisite insurance coverage for directors/officers, and buildings.

Yes

If no, please explain.

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18. LEA assures that board's most recent fingerprints.

Yes

If no, please explain.

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19. LEA assures that there is a signed Conflict of Interest disclosure forms.

Yes

If no, please explain.

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20. Assurance of Family Care Safety Registry check.

Yes

If no, please explain.

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21. Assurance of requisite surety bond for school financial officer(s).

Yes

If no, please explain.

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22. List the date the board reviewed faculty and staff handbook.

The KCIA Board reviewed the faculty and staff handbook on Aug. 22, 2017.

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23. Assurance the board satisfies sunshine law compliance, including: posting agenda, time change notification.

Yes

If no, please explain.

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24. Comment how board agendas and minutes are made available to the public.

The school board for KCIA meets monthly, typically on the fourth Tuesday of each month. Agendas are posted at the school at least 48 hours in advance of each meeting. Copies of agendas are made available to members of the public at each meeting, and minutes from prior meetings are made available to attendees at that time. Any member of the public who would like to review an agenda or meeting minutes may contact the school to do so during normal business hours. Minutes and agendas are kept on file in the superintendent's office.

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25. Comment how often the board meets (monthly, semi-monthly).

The KCIA Board meets monthly.

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26. Comment how often does the board review policies.

KCIA formed a new school board in July 2016 when the school separated from Della Lamb Community Services. Board policies were reviewed and adopted throughout 2017 and will be reviewed annually in the future.

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27. Comment how many hours of board training are required for the board annually.

KCIA's charter sponsor prefers that board members have 16 hours of training in their first year and four hours per year thereafter. KCIA intends that board members will meet this recommendation.

KCIA formed a new school board in July 2016 when the school separated from Della Lamb Community Services. Since then, board members each have completed 18.5 hours of training as a full board as part of KCIA's strategic planning process, and several board members have attended conferences or other external training sessions to gain additional development. KCIA's full board met five separate times in the fall of 2017 to work with a consulting team on developing a strategic plan to guide the board's work during the next five years. These sessions laid the groundwork for the board's training in its initial year.

KCIA's board president attended several conferences last year to complete an additional 33 hours of training, including two conferences sponsored by the Missouri Charter Public School Association in 2016 and 2017 and a Great Schools Visit in Denver sponsored by the Kauffman Foundation. Other board members attended portions of the MCPSA conferences to complete between 5 and 15 hours of additional training.

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28. Assurance that the school uses curriculum guides.

Yes

If no, please explain.

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29. Assurance of an evaluation process of the LEA's leadership (admin, superintendent, principals).

Yes

If no, please explain.

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30. List any sponsor/partnership efforts that help support the charter school(s) in increasing student performance.

KCIA has developed partnerships with several organizations during the past two years in efforts to increase student performance. Major partnerships include:

**Kauffman Foundation:** KCIA received a grant from the private Kauffman Foundation to improve services to English Language Learners in the amount of \$186,000 during a two-year period, beginning in 2017. Funding supported the redesign and implementation of a strengthened ELL program to improve academic outcomes for KCIA students. Through the grant funding, 20 KCIA teachers will earn certification for teaching ELL students through a partnership with the University of Central Missouri by the summer of 2019. The grant also paid for an online learning platform that can be used to provide personalized English language instruction to students, as well as professional development opportunities for teachers.

**The Achievement Network (ANet):** Beginning in fall 2018, KCIA partnered with the nationally recognized nonprofit organization ANet to focus on data-driven instruction to support student achievement. KCIA will use rigorous math and reading assessments provided by ANet and school leaders will be trained in data analysis protocols. Focused coaching will be provided to KCIA's Curriculum and Instruction Team to implement high-leverage actions to increase student achievement. The team will work with ANet coaches to identify strengths, needs and priorities to elevate teaching and learning. This partnership will guide professional development, data analysis and observation cycles at KCIA.

**SchoolSmartKC:** KCIA began a partnership with the nonprofit SchoolSmartKC in 2018. The organization strengthens and financially supports schools and programs demonstrating tangible improvement within the Kansas City School District boundaries. The organization's goal is to increase the number of quality schools in the Kansas City area, ensuring that every child in Kansas City has the opportunity to achieve success. SchoolSmart KC invested in KCIA by providing \$44,000 for a partnership with the Achievement Network (ANet) and \$31,000 for the purchase and implementation of a new research-based mathematics curriculum.

**Literacy Lab:** Two Americorps tutors from the Literacy Lab will work full-time at KCIA during the 2018-19 school year to provide effective reading interventions to struggling students. Tutors will work one-on-one with students in first, second or third grade to help them develop on-level reading skills.

**Kansas City Teacher Residency:** KCTR is a direct response to the shortage of highly qualified teachers in Kansas City schools. The organization recruits, develops, places and retains strong teaching candidates in Kansas City schools. Beginning in the 2018-19 school year, the program will place two teaching fellows at KCIA.

KCIA also partners with several community organizations to staff classrooms with community volunteers and mentors, as well as secure donations of books, school supplies, technology and other educational materials. Community partners supporting our teachers and students include:

KC For Refugees  
Summit International Studies  
Pine Ridge Presbyterian Church  
North Heartland Community Church  
CSM Bakery Solutions  
Sheffield Family Life Center  
Vietnamese Baptist Church  
UMKC Mathletes  
King's Donuts  
First Baptist Church  
Parkville Presbyterian  
Turn the Page KC  
Literacy KC  
Prime Lending  
American Family Insurance

Yes

If no, please explain.

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32. Upload the existing performance contract that includes timelines and standards for renewal (include procedures and consequences for failure to meet requirements). Upload file under Manage Uploads. File Description would be 32. Current Performance Contract

Please see uploaded file: 32. KCIA Current Performance Contract.

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33. Upload data on measurements and objectives met (or not) in existing performance contract. Upload file under Manage Uploads. File Description would be 33. Current Measurements and Objectives

Please see uploaded file: 33. KCIA Current Measurements and Objectives.

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34. Upload the performance contract for the next term of charter. Upload file under Manage Uploads. File Description would be 34. Next Term Performance Contract

Please see the uploaded file: 34. KCIA Next Term Performance Contract.

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35. If the school is a recipient of a federal Charter School Program grant, the sponsor assures that student performance is the most important factor in the determination of renewal/revocation.

Yes

If no, please comment.

Not applicable. KCIA is not a recipient of a federal Charter School Program grant.

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36. Comment on goals to address academic performance based on current and projected data.

A team of leaders at Kansas City International Academy set goals to address academic performance during a series of strategic planning sessions in the fall of 2017. Goals were selected based on current achievement data and historical MAP data, and input from a variety of stakeholders was included. Parents and staff members were surveyed and a group of board members, administrators and other school staff came together to create the strategic plan. The process resulted in the board adopting a complete strategic plan that includes goals to address academic performance.

Current data will inform revisions and additions to the plan as needed to ensure goals are current. Current MAP data will not be available from the state Education Department until winter 2018. Once that data is available, goals will be revised as needed and the strategic plan will be updated.

**Academic Performance Goal:**

Achieve continual student growth in academic and linguistic areas, preparing students for success in the secondary classroom and to be successful members of the community.

Specific achievement goals for the 2017-18 school year were:

- Sixty percent of students who have participated in the ELL program for a full year and who have been assessed by ACCESS for ELLs 2.0 in 2017 and 2018 will demonstrate growth of 0.5 or higher on the overall proficiency score of the 2018 ACCESS. In 2018, 86 percent of the 360 students tested demonstrated at least 0.5 points growth on their overall proficiency score.

By 2018, 30 percent of KCIA students who have been enrolled at KCIA for the full year will increase by one achievement level on the MAP English Language Arts test (grades 3-8). MAP scores for 2018 will not be available until winter 2018.

By 2018, 30 percent of KCIA students who have been enrolled at KCIA for the full year will increase by one achievement level on the MAP math test (grades 3-8). MAP scores for 2018 will not be available until winter 2018.

By August 2018, 70 percent of students who have been enrolled at KCIA for the full year will increase by a minimum of one grade level in reading. Every grade level at KCIA met this benchmark in the 2017-18 school year. In most grade levels, 80-90 percent of students achieved one full year of growth based on the Fountas and Pinnell reading assessment.

Specific achievement goals for the next five-year term of KCIA's charter are: Seventy percent of English Learners will meet or exceed the state average growth target on ACCESS for ELLs 2.0 in 2018.

KCIA will score in the top 50 percent of Missouri schools according to ESSA's federal APR formula, earning EL indicator points because students make growth or attain English proficiency based on results of the ACCESS 2.0 language assessment.

A goal related to the MAP Math test will be after developed after the 2017-18 MAP results are available.

A goal related to the MAP English Language Arts test will be after developed after the 2017-18 MAP results are available.

By Aug. 2019, 72.5 percent of KCIA students who have been enrolled at KCIA for the full year will increase by a minimum of one grade level in reading. The goal will be adjusted by 2.5 percentage points each year until at least 85 percent of students are making a minimum of one year's growth annually.

Please see uploaded file: 37. KCIA Projected Budget

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38. Comment or upload any building/facility plan changes anticipated in the next five years.

Please see the uploaded file: 38. KCIA Building or Facility Plan Changes

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39. Comment on plans of expansion of grade levels.

KCIA added a transitional kindergarten program for the 2018-19 school year to serve students who are five years old between Sept. 1 and Oct. 31. Fourteen students enrolled in the program in fall 2018, and the program will expand to serve 28 students in future years.

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40. Assurance the school board reviews expenditures, low balances in operating funds, compliance with federal/state programs, and staff hiring.

Yes

If no, please explain.

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41. Assurance that the school reports outstanding debt as required in Section 37.850.1.

Yes

If no, please explain.

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42. Upload a school review process/ form of items that the sponsor addresses annually to ensure LEA is fulfilling its mission of educating children. Upload file under Manage Uploads. File Description would be 42. School Review Process/Form

Please see the uploaded file: 42. KCIA School Process Review Form.

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43. Assurance the charter school understands the procedures for closure & distribution of assets as specified in RSMo160.405.1

Yes

If no, please explain.

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44. List the date the charter school was placed on probation or remediation (if applicable).

KC International Academy (known at that time as Della Lamb Charter School) was placed on probation on April 29, 2016. On that date the Della Lamb Board started the Missouri Turn-Around Model for school improvement.

The board changed the leadership that day, started the process to completely separate from the school's founding community organization, and worked with the sponsor to create a remedial plan. Half (4 of 8) of the goals in the remedial plan have been completed.

Completed goals include: development of a strategic plan, updating all policies, complete the separation from the founding community organization, and clarifying roles on the school's organizational chart. There were no financial concerns after state and federal aid were sent directly to the school. The school is continuing to work on the following goals in the remedial plan: improving academic performance, board training and self-assessment, creating a dashboard for the board detailing progress on various areas of instruction and operation, and creating evaluations for principals. The superintendent is evaluated by the board. Evaluation assessments for the newly hired principals and director of student services are being considered.

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45. Upload the reasons why the charter is on probation or has remediation plan (if applicable). Upload file under Manage Uploads. File Description would be 45. Probation or Remediation Plan

Please see uploaded file: 45. KCIA Probation or Remediation Plan.

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46. Comment on what attributes to student performance below 70% APR.

Low academic achievement and poor attendance led to several years of low APR scores at Della Lamb Charter School. Factors contributing to poor performance were numerous: inadequate numbers of certified ELL staff, outdated curricular resources, ineffective staff and a lack of clear instructional leadership. The cost of contracted services was too high and insufficient funds were allocated to instructional and curricular priorities. For many years, the school was divided across three or four different sites. One administrator was responsible for a school of more than 500 students split across four campuses. Maintaining consistent instructional leadership was challenging when grade levels were split among up to four different buildings located miles apart. The board guided the community services aspect of Della Lamb Community Services and was not primarily focused on the school.

The school lacked focus and instruction was not differentiated effectively to meet student needs. Textbooks were out-of-date and professional development was not aligned. Teachers were not trained effectively in research-based instructional strategies that would be effective in reaching the students in their classrooms. Classrooms followed a traditional teacher-centered method of instruction that was ineffective in meeting diverse student needs. Levels of rigor were low, and excuses were made for poor-performing students.

School systems were inefficient. An ineffective year-round school calendar relied on substitutes to frequently cover classrooms. Contract services were costly and lacking in quality, including food service, transportation and maintenance services. In the past, the school was split across multiple campuses and shared one maintenance employee with Della Lamb Community Services Center. Simple repairs often took weeks or months to complete. An electronic student information system was not fully functional, and an outside management system was used for special education, rather than an in-house director.

Students lacked appropriate technology services. In the past, only middle school students had classroom laptops and Internet service was unreliable. Students and staff would lose Internet access daily. A part-time tech support employee could not meet the needs of the school.

Several steps have been undertaken to address these issues and greatly improve

the quality of educational opportunities afforded to the students at KCIA. All students are now housed on one campus, which has improved communication, allows for more effective management and contributes to improved school pride. A team of administrators includes a superintendent, two principals and directors overseeing ELL programs, curriculum and instruction and student services. School leaders recruited and hired a number of high quality educators -- in part by bolstering salary and incentive packages -- and replaced ineffective staff. During the past two years, more than 30 additional staff positions were created to better serve student needs. Co-teaching positions were added, ELL certified teachers were hired and positions were created for instructional coaches, a curriculum coordinator, ELL director, student services director, special education director, nurse, community services coordinator, school security guard, counselor and social worker. Instructional priorities were developed and clearly articulated to focus teachers on the highest-leverage growth areas. Professional development and instructional coaching were aligned to these priorities to help staff effectively implement them. The structure of KCIA classrooms was changed to a workshop model that allowed students an opportunity to receive differentiated instruction.

Food service, transportation and maintenance services have been re-negotiated for significant cost savings and quality. In one year, the school saved more than \$1 million by better negotiating contracts for external services. The building is clean and in good repair. A new electronic student information system is in use. A technology director is on staff and a technology management company provides additional support. All students have access to technology in their classroom everyday, with a one-to-one student to device ratio in grades two through eight and a two-to-one ratio in kindergarten and first grade. Internet capability is reliable.

Positive signs of student growth are visible, however more time is needed to combat the long history of poor achievement at the school and allow that growth to be reflected in state testing data.

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47. Upload intervention strategies currently in place based on analysis of student data (include timeline). Upload file under Manage Uploads. File Description would be 47. Intervention Strategies

Please see the uploaded file: 47. KCIA Intervention Strategies.

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48. Upload or comment on what improvements/results have been obtained? Upload file under Manage Uploads. File Description would be 48. Improvement Results Obtained

Please see the uploaded file: 48. KCIA Improvement Results Obtained.

- 
49. Upload or comment on what additional steps/strategies are planned? Upload file under Manage Uploads. File Description would be 49. Additional Steps Strategies

Please see the uploaded file: 49. KCIA Additional Steps Strategies.

- 
50. The authorized representative assures DESE that the charter school, in accordance with Sections 160.400-160.425, RSMo, shall:

1. Receive and expend state/federal funds in a manner consistent with the intent of the approved application.

2. Keep such records for a period of three years and provide such information as may be necessary for the fiscal program auditing and for program evaluation; provide DESE any information it may need to carry out its responsibilities under the program.

The LEA authorized representative understands the assurances and the responsibility for compliance placed upon the applicant. The applicant will refund directly to DESE the amount of any funds made available to the applicant that may be determined by DESE, or an auditor representing DESE, to have been misspent or otherwise misapplied.

Yes

If no, please explain.

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Last Submitted Date: 01/11/2019

Submitted by: Charter, UCM

October 29, 2018

Hal Havens, President, Board of Directors  
KC International Academy  
414 Wallace  
Kansas City, MO 64125-1132

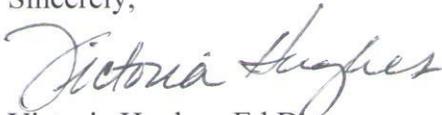
Dear Mr. Havens,

This letter is to inform the KC International Academy Board of Directors of action taken by the University of Central Missouri (UCM) Board of Governors regarding the charter renewal for KC International Academy (KCIA). On October 26, 2018, the UCM Board of Governors approved the KCIA charter renewal for a 5-year term, beginning July 1, 2019 and ending June 30, 2024.

Staff members of the UCM Office of Charter Schools and KCIA will immediately compile requested information and documents for the renewal application. The completed charter renewal application and a request for placement of the charter renewal on the agenda of the State Board of Education at a date to be determined will be submitted to the Missouri Department of Elementary and Secondary Education.

Please contact me at 660-543-4744 or [vhughes@ucmo.edu](mailto:vhughes@ucmo.edu) should questions arise or for further assistance regarding the charter renewal.

Sincerely,



Victoria Hughes, Ed.D.

Director

cc: Mr. John Collier, President, Board of Governors, University of Central Missouri  
Dr. Roger Best, Interim President, University of Central Missouri  
Dr. Michael Godard, Interim Provost/Chief Learning Officer, University of Central Missouri  
Ms. Lindsay Chapman, General Counsel, University of Central Missouri  
Dr. Robert Lee, Dean, College of Education, University of Central Missouri  
Dr. Charles Shields, President, Missouri Board of Education  
Dr. Roger Dorson, Commissioner, Missouri Department of Elementary and Secondary Education  
Mr. John Robertson, Coordinator, Charter Schools Program, Missouri Department of Elementary and Secondary Education  
Dr. Mark Beddell, Superintendent, Kansas City Public Schools  
Dr. Doug Thaman, Executive Director, Missouri Charter Public School Association  
Dr. Steve Fleming, Superintendent, KC International Academy  
Mr. Jim Lewallen, Administrative Manager, Kansas City Public School Retirement System

**SECTION 1 – ASSURANCES and UPLOADS**

1. Letter from the University of Central Missouri requesting renewal.



Office of Charter Schools  
PO Box 800  
Lovinger 2250  
Warrensburg, MO 64093  
Office 660-543-4723  
[ucmo.edu/offices/office-of-charter-schools/](http://ucmo.edu/offices/office-of-charter-schools/)

October 26, 2018

Roger Dorson, Interim Commissioner  
Department of Elementary and Secondary Education  
PO Box 480  
Jefferson City, MO 65102

Dear Commissioner Dorson,

This letter requests authorization from the Missouri State Board of Education of the renewal of the KC International Academy (KCIA) charter for a 5-year term, beginning July 1, 2019 and ending June 30, 2024. KC International Academy will continue to implement the Missouri Turn-Around Model for school improvement during the five-year charter term.

The University of Central Missouri carefully reviewed KC International Academy's charter renewal application and supporting documents submitted by the Board of Directors and administrators of the school. The University of Central Missouri fully endorses the KCIA charter renewal application and, believing the application is compliant with Missouri charter school law, is poised to present the application for the charter renewal to the Missouri Board of Education at a date to be determined.

Documents required or requested for the renewal application are being prepared for submittal to the Department's Office of Quality Schools, Charter Schools. Please contact me should questions arise or if I may provide additional documents related to the charter renewal.

Respectfully,

A handwritten signature in black ink that reads "Victoria Hughes". The signature is written in a cursive style.

Victoria Hughes, Ed.D.  
Director

## SECTION 1 – ASSURANCES and UPLOADS

7. Upload the school's mission and briefly present the vision for how the school will continue to operate in the next five years.

### **Mission Statement**

Kansas City International Academy is committed to excellence in education, inspiring and empowering children from all nationalities and diverse backgrounds, giving them the foundation they need to achieve the highest level of success in life.

### **Vision Statement**

Our school is a shining example of educating diverse cultures and is a model for others to emulate. Teachers aspire to teach here. Our English language learner and literacy programs are exemplary. In our school, every student is challenged to excel academically, no matter their background.

Kansas City International Academy aspires to become a premier school of choice for Kansas City's children. KCIA intends to maintain its exceptional cultural diversity while providing its students a quality education. The school has served students from dozens of different nationalities since it became one of the city's first charter schools nearly 20 years ago, as a part of Della Lamb Community Services. The school reorganized in 2017 under the name Kansas City International Academy to focus exclusively on educational services and now operates independently under new leadership. It will continue to prioritize the effective education of refugee and immigrant children during the next five years of its charter by providing children with a safe, welcoming and supportive environment that is conducive to high levels of academic achievement. The vision for success during the next five years includes strengthening English language and literacy programs to ensure all students are both challenged and supported as they learn rigorous academic content.

## SECTION 1 – ASSURANCES and UPLOADS

9. Upload or comment on any changes or modifications to the school (new management, new theme, change in population, instructional staff).

Kansas City International Academy has undergone significant changes during the past two years to increase student achievement and ensure the school's top priority is providing an excellent education to its students. A turnaround effort began in July 2016 when the school -- then called Della Lamb Charter School -- created a new board and separated from Della Lamb Community Services, a community assistance organization that assists with the resettlement of refugees. The public charter school separated from the private organization to focus exclusively on providing educational services to students and families. It changed its name to Kansas City International Academy in 2017 to reflect its redefined mission and emphasis on providing a safe, welcoming and supportive space to recent immigrant and refugee students.

Two years ago, Della Lamb Charter School was among the lowest performing charter schools in Missouri. The new board that was created when the school became KCIA appointed new leadership tasked with improving the school's academic programs to immediately address low student achievement. A major staff turnover occurred before the 2017-18 school year, when two-thirds of the school's teaching staff changed. During the past two years, 30 new positions were created and about 80 percent of the school's staff is new. New principals were hired to lead both the middle and elementary schools and a curriculum team was created with a new director and team of three instructional coaches. An ELL department was created under the leadership of a new coordinator to oversee a new staff of ELL specialists and supervise the school's translator and language support staffs. These staffing changes allowed KCIA to dedicate additional time, energy and resources to two major areas that have a great impact on student achievement: services for English Language Learners (ELL students) and improvements to curriculum and instruction.

### ELL Program

Improved services for ELL students has been a major priority for KCIA. About two-thirds of the school's 625 students are non-native speakers of English and face the dual challenge of mastering rigorous academic content while also learning the English language. About one-third of KCIA's ELL students are refugees or recent immigrants who are becoming acclimated to American culture and norms while at school. To effectively serve these students, KCIA has developed a tiered ELL program to offer different levels of support depending on student need. Students at the earliest levels of English language proficiency are served in sheltered classrooms. These classrooms are co-taught, supported by an ELL-certified instructional coach and staffed with at least one ELL-certified teacher who is able to provide effective English language instruction throughout the school day. Sheltered classrooms emphasize differentiated instruction that is data-driven, culturally responsive and tailored to students' individual needs.

ELL students with intermediate levels of English proficiency are served in general education classrooms and receive support from an ELL specialist. Specialists support students in a variety of ways, which include pulling students out of the classroom for small-group instruction, pushing in to classrooms to support students with class work or supporting teachers in modifying curriculum and instruction to best meet the needs of ELL students. In the current school year, four ELL specialists serve students in the elementary school. Middle school students are supported by two ELL certified teachers for English language arts courses and by a differentiated, data-driven math course. KCIA's ELL students should receive a minimum of 200 minutes per week of targeted language and literacy interventions, which includes time with certified ELL staff as well as individualized online language development programs tailored to specific student needs.

Maintaining a high-quality staff of ELL-certified teachers has been a clear goal of the redesigned ELL program at KCIA. The number of ELL certified staff has increased exponentially at KCIA during the past two years. In the 2016-17 school year, KCIA employed four staff members with an ELL certification valid in Missouri. That number doubled to eight in the 2017-18 school year and climbed to 20 in fall 2018. A large portion of this increase is the result of a partnership with the University of Central Missouri and the Kauffman Foundation that paid for 20 teachers to receive their ELL certification over two years. When the second cohort of teachers completes the program, the number of ELL-certified teachers is expected to be 28, or about 40 percent of all certified staff. All teachers at KCIA are expected to embrace their role as teachers of both language and content, given the unique population served at KCIA. Providing high-quality professional development for all staff was a major goal of the 2017-18 school year. All teaching staff received 10 hours of ELL-specific professional development. An additional 53 hours of ELL-specific training was provided to 36 different staff members at external conferences or training sessions. Teachers additionally are supported by a staff of three instructional coaches, two of which are ELL certified and can provide specific recommendations and support on how to best serve ELL students in the classroom. Teacher lesson plans are reviewed weekly and show evidence of increased use of ELL-specific strategies.

The KCIA ELL program also is supported by a staff of 10 translators that provide native language and classroom support to students. Job descriptions and schedules of KCIA's 10 translators were redesigned in 2017-18 to emphasize interactions with and direct support of students. Translators still provide some office support and play a key role in parental and family communication and involvement, however their schedules are built to prioritize direct assistance to students in the classroom. KCIA's translators speak 10 different languages and provide a bridge between students' cultural and linguistic backgrounds and the norms of American school. They are able to help teachers effectively communicate with families at parent-teacher conferences and other after-school events. In 2018, the ELL department will begin to host annual

parent information nights to inform and involve the families of ELL students in their children's language and academic growth. It is essential that this information is communicated to families in the language they best understand, so KCIA's translator staff is critical to making the events a success.

### Curriculum and Instruction

A new team of curriculum and instruction specialists was hired in the 2017-18 school year to provide instructional support to teachers and ensure rigorous learning occurs daily at KCIA. The team is led by a curriculum director and supported by three instructional coaches. One coach supports primary grade levels and sheltered classrooms for English language learners, another supports upper elementary teachers and a third supports the middle school. Coaches serve as a resource to teachers by spending time observing and giving feedback on classroom instruction, teaching model lessons, co-planning with teachers, evaluating and seeking the best instructional resources, providing professional development and leading grade level planning meetings. Coaches seek to help teachers make the best possible instructional decisions for students by helping them make sense of student data and curricular resources.

A major change to the curriculum at KCIA has been the implementation of a workshop model that emphasizes differentiated instruction. The workshop model ensures that students are both exposed to rigorous, grade-level content and receive time to work on individual goals based on students' current strengths and areas of weakness. Students study under a workshop model in both reading and math to ensure they are receiving differentiated instruction that is tailored to individual needs. A major emphasis was placed on guided reading in the 2017-18 school year to ensure students received instruction at their personal reading levels to allow for maximum growth in the shortest amount of time. At each grade level in the 2017-18 school year, 80-90 percent of students made more than one year's worth of growth in one year's time.

To support the workshop model and allow for maximum differentiation of instruction, a co-teaching model was implemented at KCIA in 2017-18. Two certified teachers were placed in each kindergarten and first grade classroom, creating a certified teacher to student ratio of 1:12. This created opportunities for accelerated student growth and readiness for the next grade level. For the 2018-19 school year, the co-teaching model was expanded to include second grade and sheltered ELL classrooms. Staffing each of these classrooms with two certified teachers allows each classroom to maximize instructional time and effectively serve students at a variety of academic and language proficiency levels. KCIA's goal is to expand the co-teaching model to third and fourth grades in the 2019-2020 school year.

Differentiation of instruction is also supported by the addition of new technology resources. KCIA implemented a one-to-one student to computer ratio in grades two through eight in the 2017-18 school year. One iPad per every two students is provided in kindergarten and first

grade. This technology investment allows for classrooms to maximize use of instructional technology to provide practice at students' individual instructional levels. Daily fluency practice is provided through the use of Reflex math and literacy interventions are provided through Lexia. Leveled libraries of eBooks are provided through RAZ Kids to support independent reading, and ELL students at the lowest proficiency levels have access to Imagine Learning, a research-based language and literacy program. Students are able to work through the online learning platforms at their own pace.

Low literacy levels were identified as a key barrier to success at the onset of KCIA's turnaround. To respond to this challenge, a schoolwide program for systematic phonics instruction was adopted. SIPPS -- Systematic Instruction in Phonological Awareness, Phonics and Sight Words - is available to all students K-8 until they demonstrate adequate reading fluency. The program is taught in leveled groups that allow each student to receive instruction at the level most appropriate for his or her needs. Coupled with guided reading instruction that emphasizes fluency and comprehension skills, KCIA is able to provide balanced literacy instruction to all students, regardless of their current reading levels. At the middle school level, teaming systems were developed to best meet the needs of students. A focus on literacy was developed, with two of four academic blocks devoted to English language arts instruction.

The Curriculum and Instruction Team also supported changes to teacher practice surrounding collaboration and analysis of student data during the 2017-18 school year. Under the guidance of middle and elementary school principals, regular grade-level and content-area planning meetings occurred weekly. Twice each month, grade levels also met with administrators and instructional coaches to collaborate on instructional goals or strategies and analyze student assessment data. During these collaborative "GROW" meetings, teachers learned to use and understand the data resulting from math (STAR Math) and reading (Fountas and Pinnell) assessments. By setting norms and specific spaces for teacher collaboration, the quality of grade level planning and curriculum implementation improved. Members of the Curriculum and Instruction Team meet weekly to discuss the quality of teaching and learning observed in classrooms and make professional development and coaching decisions based on these real-time observations. Coaches developed strong relationships with staff that created a culture of constant adult learning and support.

#### Additional Changes

Changes to the ELL and Curriculum and Instruction programs would not be possible without high-quality staff, strong student support services and consistent student attendance and enrollment. Additional modifications were made to both of those areas when KCIA was reorganized in 2017.

A quality benefits and incentives package was re-negotiated and a salary schedule was created to attract excellent teachers to KCIA. Entry-level teaching salaries are among the highest in the city, with beginning teachers earning about \$44,000 in their first year. Health insurance and benefit programs were re-bid for more affordable rates and better coverage. The percentage of insurance paid by the school increased from 15 to 85 percent. Administration closely monitored the school climate and worked to increase positivity and satisfaction among staff members. A climate committee was formed to recognize staff and organize social opportunities. For the first time, teacher and support staff members of the year were recognized. Administration focused on offering clear and frequent feedback to teachers and providing recognition of improved instructional practices. Teacher leadership opportunities increased, with the addition of a mentoring program, curriculum camp and external professional development experiences.

Positions also were created to ensure KCIA provides strong support services to students and families. A position for a director of student services was created and her responsibilities include overseeing attendance programs and communicating with families regarding student attendance. This includes overseeing and coordinating communication with families in their native language, both through on-site translators and external translation services. Student services were further improved with the addition of a nurse, two counselors, a social worker, a volunteer coordinator and a school security guard. Several of these basic student services were new to the school in 2017.

Strengthened students services and excellent instruction resulted in increasing attendance rates at KCIA. The percentage of KCIA students with attendance rates of at least 90 percent have increased by 70 percent during the past three years.

#### Percentage of KCIA Students With Attendance Rates of 90% or Higher

2014-2015: 53.6%

2015-2016: 75.3%

2016-2017: 90.4%

2017-2018: 92.6% (preliminary data)

Improvement can be attributed to an attendance improvement plan that began during the 2015-16 school year. Growth targets for attendance improvement are set each year, along with action steps to help the school meet the target. Action steps include:

Daily Absentee Communications: Facilitated in 13 different languages through the use of the translators and the Propio Language Services tool.

**Frequent Data Reporting and Analysis:** Daily update including absentee rate, daily attendance rate and proportional (90% target) attendance is posted, and weekly and monthly reports are reviewed by school administrators and the student services team.

**Attendance Monitoring Check-In System:** Data is used to identify students with low attendance. Students are paired with mentors who check in with small groups daily, encouraging students and setting goals for attendance improvement.

**Home-School Communication:** Monthly data is analyzed and students who do not meet the 90% attendance requirement are identified. Parents are contacted through letters or phone calls that are translated when necessary. They are provided with suggestions for improving attendance and contact information for the school social worker. A record of home-school communications is kept and reviewed on a quarterly basis. At the end of each quarter, families of students whose attendance has not improved meet face-to-face with members of the student support team.

**Attendance Supports:** The school purchased a minivan in 2016 to supplement bus transportation services. Upon enrollment, information about the KCIA Van Pickup system is shared with parents. Each family is allotted 10 van passes for the school year to be used in extenuating circumstances or emergency situations. If a student misses the bus and there is no home mode of transportation available, those students can be picked up and taken to school in the van. This supports parents with disabilities who are unable to drive and those who face a loss of housing or transitional living situations. The director of student services also serves as the McKinney-Vento liaison and works closely with families to ensure that schooling for families in transition is not interrupted.

**Challenge-Incentive System:** KCIA has implemented a variety of incentives tied to student attendance challenges. Students and grade levels are given a goal and challenged to earn an incentive tied to the goal within a specific time frame. Earned incentives could include an extra recess session or a pizza parties. This system is flexible and developed as the school year progresses according to needs identified from analysis of attendance data.

## SECTION 1 – ASSURANCES and UPLOADS

10. Upload or comment on a concise projection of the school's goals over the next term of the charter.

### KCIA Goals

1. Achieve continual student growth in academic and linguistic areas, preparing students for success in the secondary classroom and to be successful members of the community.

Specific achievement goals for the 2017-18 school year were:

- Sixty percent of students who have participated in the ELL program for a full year and who have been assessed by ACCESS for ELLs 2.0 in 2017 and 2018 will demonstrate growth of 0.5 or higher on the overall proficiency score of the 2018 ACCESS. In 2018, 86 percent of the 360 students tested demonstrated at least 0.5 points growth on their overall proficiency score.

By 2018, 30 percent of KCIA students who have been enrolled at KCIA for the full year will increase by one achievement level on the MAP English Language Arts test (grades 3-8). MAP scores for 2018 will not be available until winter 2018.

By 2018, 30 percent of KCIA students who have been enrolled at KCIA for the full year will increase by one achievement level on the MAP math test (grades 3-8). MAP scores for 2018 will not be available until winter 2018.

By August 2018, 70 percent of students who have been enrolled at KCIA for the full year will increase by a minimum of one grade level in reading. Every grade level at KCIA met this benchmark in the 2017-18 school year. In most grade levels, 80-90 percent of students achieved one full year of growth based on the Fountas and Pinnell reading assessment.

Specific achievement goals for the next five-year term of KCIA's charter are:

Sixty percent of English Learners will meet or exceed the state average growth target on ACCESS for ELLs 2.0 in 2018. The goal will be adjusted by six percentage points annually each year until 95 percent of English learners meet or exceed their growth targets.

KCIA will score in the top 50 percent of Missouri schools according to ESSA's federal APR formula, earning EL indicator points because students make growth or attain English proficiency based on results of the ACCESS 2.0 language assessment.

A goal related to the MAP Math test will be after developed after the 2017-18 MAP results are available.

A goal related to the MAP English Language Arts test will be after developed after the 2017-18 MAP results are available.

By Aug. 2019, 72.5 percent of KCIA students who have been enrolled at KCIA for the full year will increase by a minimum of one grade level in reading. The goal will be adjusted by 2.5 percentage points each year until at least 85 percent of students are making a minimum of one year's growth annually.

2. To hire and retain high quality teaching staff.

Annually, KCIA will retain 80 percent of teachers rated "effective" based on the KCIA teacher evaluation system. KCIA retained 97 percent of its effective teachers in 2017-18.

Within five years, 60 percent of staff will be certified to teach English Language Learners. Currently, 26 percent of KCIA's 76 certified staff members are certified specifically to teach English language learners.

3. To provide a school community that encompasses many cultures, languages and diverse perspectives.

Provide at least four training sessions relevant to the cultures and language learning of our students for 100 percent of our staff annually. In 2017-18, KCIA provided an overview of the cultures represented at KCIA during pre-service training, two professional development sessions that simulated the experience of second language acquisition, and a community culture night that allowed staff and families to experience elements of different cultures.

Employ effective staff members that reflect the linguistic and cultural diversity of our students and families. KCIA employs 10 full-time translators and classroom support staff that speak a combined 10 different languages and represent the varied cultural backgrounds of KCIA students.

Incorporate diversity in cultural perspectives represented in curriculum and school activities. A community culture night celebrated the diversity of staff and encouraged families to explore traditions, food, music and dress representative of different cultures. Teachers are encouraged to incorporate diverse cultures and student representations in daily lessons and texts.

4. Ensure KCIA facilities provide an educational environment that supports effective, collaborative and engaging student learning and achievement.

Develop adequate classroom space, learning environments and support spaces for our current population, while maintaining a 1:12 staff/student ratio in grades K-2 and a 1:20 staff/student ratio in grades 3-8 by the end of the 2018-19 school year. Support spaces will be added, replaced or improved at a rate of two per year beginning in the 2017-18 school year. During the summer

of 2018, two classrooms were added to house a transitional kindergarten program and two science laboratories were built. Student bathrooms were improved and a multi-purpose room was created. A soccer field is currently under construction and is anticipated to be complete by the end of 2018.

5. To provide a student-centered cooperation between the school, parents and community, creating a positive school culture.

Provide a minimum of four student-centered activities that engage parents and families during the school year, with 85 percent of families attending at least one activity. During the 2017-18 school year, families attended a STEM education night, parent-teacher conferences, a cultural celebration fair, publishing parties, Donuts with Parents, a coat and clothing giveaway and back-to-school night. About 85 percent of KCIA families attended at least two events.

Develop a volunteer group from the community that provides tutoring, mentoring, staff support and financial support, of which members will provide 500 hours of participation during the 2017-18 school year. During the 2017-18 school year, volunteers completed 534 hours of service at KCIA.

6. Provide financial stability and budget oversight conducive to supporting KCIA's mission and purpose.

In order to meet instructional and facilities goals, KCIA will increase revenue by 3 percent through various types of funding during the 2017-18 fiscal year, increase revenue by an additional 2 percent during the 2018-19 fiscal year and maintain the increased revenue annually. KCIA met its goals for increased revenues during the 2017-18 fiscal year by enrolling an additional 50 students and receiving external grant funding from the Kauffman Foundation and School Smart KC.

Provide a collaborative, transparent budget process that produces positive school growth and reserves of a least 15 percent at the end of each school year. KCIA maintained reserves of 23 percent as of June 30, 2018.

The full strategic plan adopted in Oct. 2017 is uploaded as an attachment.

## SECTION 1 – ASSURANCES and UPLOADS

10.b. Upload or comment on a concise projection of the school’s goals over the next term of the charter.

KCIA Strategic Plan Used to Develop School Goals

### **Kansas City International Academy Strategic Plan**

#### **Mission Statement**

Kansas City International Academy is committed to excellence in education, inspiring and empowering children from all nationalities and diverse backgrounds, giving them the foundation they need to achieve the highest level of success in life.

#### **Vision Statement**

Our school is a shining example of educating diverse cultures and is a model for others to emulate. Teachers aspire to teach here. Our English Learner and Literacy programs are exemplary. In our school every student is challenged to excel academically, no matter their background.

**GOALS:**

1. Achieve continual student growth in academic and linguistic arenas, preparing students for success in the secondary classroom, and to be successful members of the community.
2. To hire and retain high quality teaching staff.
3. To provide a school community that encompasses many cultures, languages, and diverse perspectives.
4. Ensure KCIA facilities provide an educational environment which supports effective, collaborative and engaging student learning and achievement.
5. To provide student-centered cooperation between the school, parents, and community, creating a positive school culture.
- 6: Provide financial stability and budget oversight conducive to supporting KCIA's mission and purpose.

**Goal 1: Achieve continual student growth in academic and linguistic arenas, preparing students for success in the secondary classroom, and to be successful members of the community.**

**Objective 1-1:** Sixty-percent of students who have participated in the ELL program for a full year, and who have been assessed by Access in 2017 and 2018 will demonstrate growth of 0.5 or higher on the Literacy Proficiency Level score of the 2018 Access. Update annually.

**Strategy 1-1-1:** Develop the use of Sheltered Classrooms for students in the earliest levels of English language proficiency development

**Action Plan:**

Responsible person(s): ELL Coordinator and ELL team members

Place students based on assessment (WIDA Online Screener or ACCESS) scores (within 2 weeks of enrollment or first 30 days of school year)

Use differentiated instruction within the classroom (throughout school year)

ELL Instructional Coach will model and provide feedback to sheltered class teachers

Use ELL Certified staff

Pursue adding a 2<sup>nd</sup> certified staff person in all of the sheltered classrooms (for 2018-2019 school year)

**Strategy 1-1-2:** ELL Specialists will work with specific grades/grade clusters, to support language growth in ELs

**Action Plan:**

3 ELL teachers (specialists) serving K-2, 3-5, and 6-8; throughout school year

Specialists work with EL students in a blend of grade level planning support, push-in, co-teaching, and student pull-out for small group work

Explore adding additional ELL specialists, to eventually move to one ELL specialist per grade level (from additional hires and current staff who are enrolled in the UCM ELL Certification Program)

**Strategy 1-1-3:** Provide a minimum 200 minutes a week of literacy interventions for all ELL students.

**Action Plan:**

Responsible Person(s): Classroom teachers, ELL and Reading Specialists

Use Imagine Learning and Lexia Online learning program

SIPPS

Time with ELL specialists and/or reading specialists

Differentiated instruction in the classroom (workshop model)

**Strategy 1-1-4:** Provide Staff PD specifically related to language learning

**Action Plan:**

Responsible Persons: Curriculum and Instruction Team

Monthly PD related to scaffolding for language learning, cultural competency, language acquisition process, assessment of ELs (locally provided half-day PD at KCIA, off-site workshops, webinars, site visits, team meeting PD) provided by Curriculum team

Train all non-certified AND certified staff who work with ELs (throughout the school year)

**Objective 1-2:** By August, 2018, 30% of KCIA students who have been enrolled at KCIA for the full year, will increase by one achievement level on the MAP ELA test. (grades 3-8) Update annually.

**Strategy 1-2-1:** All students will participate in a school wide, targeted literacy intervention program (SIPPS or Animated Alphabet)

**Action Plan:**

Classroom teachers will group students into appropriate levels for phonics instruction. Students will participate in 30 min daily phonics instruction through the SIPPS/Animated programs.

**Strategy 1-2-2:** Literacy instruction will be provided to all students beginning at their instructional reading level, with steps taken to increase reading levels by a minimum of one grade level by the end of the school year.

**Action Plan:**

Classroom teachers will assess student reading levels using Fountas and Pinnell. Students will then be provided instruction using guided reading within the workshop model, Lucy Calkins for writing, and appropriately leveled books available for independent reading practice.

**Objective 1-3:** By August, 2018, 30% of KCIA students who have been enrolled at KCIA for the full year, will increase by one achievement level on the MAP math test. (grades 3-8) Update annually.

**Strategy 1-3-1** Student math achievement levels will be uniformly assessed at the start of the school year (or their enrollment) to determine a baseline for instructional planning.

**Action Plan:**

Classroom teachers will administer Star Math assessment (following assessment calendar) with students, using a translator if appropriate. Teachers will plan differentiated instruction in their workshop time for math, using the Star Math data plan scaffolds for student learning.

**Strategy 1-3-2** Students will be regularly assessed for progress monitoring in math, to inform instruction and future planning for student groups.

**Action Plan:**

Classroom teachers administer Star math in the classroom, (following assessment calendar) created by the curriculum team at the start of the year. Grade level/content teams meet to enter assessment data into data dashboard and then discuss student grouping and planning for continued instruction based on test scores.

**Objective 1-4:** By August, 2018, 70% of students K-2 who have been enrolled at KCIA for the full year, will increase by a minimum of one grade level in reading, based on Fountas and Pinnell assessment.

**Strategy 1-4-1:** All students will participate in a school wide, targeted literacy intervention program grades (SIPPS or Animated Alphabet)

**Action Plan:**

Classroom teachers will group students into appropriate levels for phonics instruction. Students will participate in 30 min daily phonics instruction through the SIPPS/Animated programs. Instructional coaches will provide teachers support in grouping and testing as needed.

**Strategy 1-4-2:** Literacy instruction will be provided to all students beginning at their instructional reading level, with steps taken to increase reading levels by a minimum of one grade level by the end of the school year.

**Action Plan:**

Classroom teachers will assess student reading levels using Fountas and Pinnell (following assessment calendar). Students will then be provided instruction using guided reading within the workshop model, Lucy Calkins for writing, and appropriately leveled books available for independent reading practice.

## **Goal 2: To hire and retain high quality teaching staff.**

The building staff evaluation process, salary schedule, benefits, culture, and compensation will be in place to retain high quality staff.

**Objective 2-1:** Retain 80% of teachers rated as "effective" based on the KCIA teacher evaluation system.

**Strategy 2-1-1:** Provide a quality benefit and incentives "package" to current staff.

**Action Plan:**

Dr. Fleming will work to ensure KCIA has appropriate amount of money in the budget for salaries and benefits, determine funding source and amount, and consider an entry level salary increase by 2%.

Dr. Fleming will investigate possible merit pay options and costs associated.

**Strategy 2-1-2:**

KCIA will create a positive school culture in which staff members feel engaged, supported, collaborative, and motivated to work with one another and our students.

**Action Plan:**

Dr. Leone will oversee the implementation of positive climate building opportunities including: Climate Committee, school shirts, staff recognition, and confidential surveys (to inform organizational health, staff motivation/reasons to remain at KCIA).

KCIA will support teachers via Instructional coaches, teachers evaluations and frequent feedback from leadership, GROW meetings, and collaborative expectations during team planning sessions.

Leadership provides clearly defined expectations and professional working norms.

**Strategy 2-1-3:**

Leadership and/or Curriculum team will invite high-achieving teachers to be part of leadership opportunities, (e.g. curriculum committee, curriculum camp, teacher mentors, leading professional development sessions)

**Action Plan:**

Curriculum team will outline plan for summer curriculum camps and planning sessions; invite teachers to participate.

KCIA leadership and curriculum team will select teachers demonstrating leadership and excellent teaching abilities to participate in the UCM program for certification in instruction of ELLs.

Curriculum team will invite high-achieving teachers to lead PD sessions during our half-day trainings.

**Objective 2-2:** In five years, 60% of staff will be certified to teach English Language Learners

**Strategy 2-2-1:** By September of 2019, 24 teachers from KCIA will earn their ELL/ESOL endorsement via the certification program from University of Central Missouri.

**Action Plan:**

Via funds provided by the Kauffman grant, KCIA will fund the enrollment of 12 teachers (chosen by the leadership team) in the UCM ELL certification program in the 2017-2018 school year, and 12 additional teachers in the 2018-2019 school year.

**Strategy 2-2-2:** KCIA will advertise for and hire staff members who are certified to teach ELL.

**Action Plan:**

Dr Fleming and administrators will target recruitment efforts towards universities with strong ELL certification programs for teachers.

HR department will advertise positions/hire staff members who are ELL certified.

**Goal 3: To provide a school community that encompasses many cultures, languages, and diverse perspectives.**

**Objective 3-1:** Provide at least 4 training sessions relevant to the cultures and language learning of our students, for 100% of our staff during the 2017-2018 school year.

**Strategy 3-1-1:** Preservice "overview" training sessions for all staff members related to culture, language proficiency levels, and ELL program services.

**Action Plan:**

Responsible persons: ELL Coordinator and ELL Instructional Coach

ELL department will lead a session, during pre-service, covering topics related to the culture of our students. All staff members will attend presentation.

ELL department will lead a session overview of ELL program services, EL demographics, how EL's language levels are determined and what the specific language proficiency info is for individual students.

ELL team will provide classroom teachers their specific EL student information, (including languages spoken, proficiency scores, time in US, country of origin, known academic background info, and any related learning needs). Staff members will go on an annual "bus-ride" to follow the student bus route to increase awareness of student culture and home life.

**Strategy 3-1-2:** All instructional staff members will participate in an in-depth 3 hour training related to understanding the language acquisition process, proficiency level definitions, WIDA's CAN-DOs, and specific scaffolds and supports teachers can provide ELs based on their proficiency levels.

**Action Plan:**

Responsible persons: ELL Coordinator and ELL Instructional Coach

ELL department will lead half-day "ELL PD" in early September for all teachers, translators, instructional coaches and counselor/social workers.

**Strategy 3-1-3:** Staff members will attend other WIDA and/or DESE provided training related to diverse cultural perspectives, language learning, cultural competency.

**Action Plan:**

Curriculum Team will plan and identify opportunities for KCIA staff to attend WIDA/DESE/other ELL related trainings, site visits, etc. Including but not limited to: sending sheltered classroom teachers, and at least one representative from each content/grade level to at least one training session per year. Sending ELL program members and appropriate classroom teachers to DESE provided ELL consortium meetings at the KCRPDC, and other DESE provided ELL offerings.

**Objective 3-2:** Employ effective staff members that reflect the linguistic and cultural diversity of our students and families.

**Strategy 3-2-1:** Use current translators in a more academic support based role. Ensure translators are able to provide effective support, or shift role/duties.

**Action Plan:**

ELL Coordinator will observe translators and work with classroom teachers to determine effectiveness of academic support. Translator schedules will be monitored and adjusted as needed.

**Strategy 3-2-2:** Incorporate increased bilingual teachers/para-support

**Action Plan:**

Responsible person(s): Superintendent; ELL Coordinator

Explore future hiring to include increased bilingual teachers/para-support

**Objective 3-3:** Incorporate diversity in cultural perspectives represented in curriculum and school activities

**Strategy 3-2-3:** Choose resources for content material, classroom libraries and specials activities that include a variety of culture and languages.

**Action Plan:**

Curriculum team will provide teachers with class materials that include representations of diversity in language, culture and cultural perspectives.

Host an annual Arts, Music and Culture night where the diversity of our school is represented. Parents and community members are invited to participate.

KCIA offers a world cultures class to students in grades 4-8.

**Goal 4: Ensure KCIA facilities provide an educational environment which supports effective, collaborative and engaging student learning and achievement.**

**Objective 4-1:** Develop adequate classroom space, learning environments, and support spaces appropriate for our current population, while maintaining a 1:12 staff/student ratio (K-2), 1:20 staff/student ratio (3-8), by the end of the 2018-19 school year. Support spaces will be added, replaced or improved at a rate of 2 per year, beginning with the 2017-18 school year.

**Strategy 4-1-1:** Classrooms for four and five-year-old students

**Action Plan:**

Responsible person – Hal Havens

By January 1, 2018, Determine funding source / loans, budget – Dr. Fleming

Define the requirements by January 1, 2018

Hire architect by January 15, 2018

Complete architectural plans by March 15, 2018

Start construction May 15, 2018

Construction complete July 21, 2018

**Strategy 4-1-2: Bathrooms**

**Action Plan:**

Responsible person – Hal Havens

By January 1, 2018, Determine funding source / loans, budget – Dr. Fleming

Define the requirements by January, 2018

Hire architect by January 15, 2018

Complete architectural plans by March 15, 2018

Start construction May 15, 2018

Construction complete July 21, 2018

**Strategy 4-1-3: Athletic Fields**

**Action Plan:**

Responsible person – Hal Havens

By January 1, 2018, Determine funding source / loans, budget – Dr. Fleming

Define the requirements by December 1, 2017

Start construction by Feb. 15, 2018

Construction complete May 1, 2018

**Strategy 4-1-4: Auditorium / level floor for multipurpose space**

**Action Plan:**

Responsible person – Hal Havens

By January 1, 2018, Determine funding source / loans, budget – Dr. Fleming

Define the requirements by January 1, 2018

Hire architect by January 15, 2018

Complete architectural plans by March 15, 2018

Start construction May 15, 2018

Construction complete July 21, 2018

**Goal 5: To provide student-centered cooperation between the school, parents, and community, creating a positive school culture.**

**Objective 5-1:** Provide a minimum of 4 student-centered activities that engage parents and families during the 2017-2018 school year, with 85% of families attending at least one activity.

**Strategy 5-1-1:** Set up academic events such as Parent teacher conferences, "S.T.E.M."; "Art, Music Culture" to provide students and families opportunities to engage together in learning activities, regardless of education or language proficiency.

**Action Plan:**

ELL program, volunteer coordinator, social worker, counselors, and teachers form committees to coordinate activities throughout the school year.

**Strategy 5-1-2:** Provide community connection events where parents and families feel welcomed into the school and are able to engage with their students during the school day, meet one another and build a relationship of collaboration and trust.

**Action Plan:**

Responsible person(s): Volunteer Coordinator, Social Worker and Counselors

KCIA will host events such as: Muffins with Mom, Donuts with Dad, Chris Cakes pancake dinner, Holiday Assistance, coat and clothing drive, and parent helpers in the classroom.

**Objective 5-2:** Develop a volunteer group from the community that provides tutoring, mentoring, staff support and/or facility and financial support, of which its members total 500 hours of participation during the 2017-2018 school year, to increase annually.

**Strategy 5-2-1:** Volunteer Coordinator recruits individuals and groups to provide above mentioned supports for students and families.

**Action plan:**

Responsible person(s): Volunteer Coordinator

Collect baseline data of volunteer hours and track monthly

Volunteer Coordinator contacts church groups, high schools and universities, civic organizations, etc. to recruit and organize volunteer efforts.

**Strategy 5-2-2:** Offer quarterly opportunities for students to increase world perspective and high school, college, and career readiness.

**Action Plan:**

High School Transition/Parent Information Night (led by middle school counselor)

Bring in performance groups representing a variety of cultures and interests (volunteer coordinator)

Include as many family members for career day, cultural presentations, etc.

Offer multiple events during the school day to ensure all students can participate

## **Goal 6: Provide financial stability and budget oversight conducive to supporting KCIA's mission and purpose.**

**Objective 6-1:** In order to meet instructional and facilities goals, KCIA will increase revenues by 3% through various types of funding during the 2017-18 Fiscal Year. Increase revenue an additional 2% during 2018-19 Fiscal Year and maintain the increased revenue annually.

**Strategy 6-1-1:** Stabilize/increase enrollment

**Action Plan:**

Dynamic, attractive instruction to retain student population. Add an early Kindergarten program.

**Strategy 6-1-2:** Pursue the addition of a fund raiser and/or grant writer

**Action Plan:** Dr. Fleming will investigate options

**Objective 6-2:** Provide a collaborative, transparent budget process that produces positive school growth and reserves of at least 15% at the end of each school year.

**Strategy 6-2-1:** Create a 5 year budget projection.

**Action Plan:**

Board and Administration will meet with Ed-Ops organization to plan budget.

**Strategy 6-2-2:** Short and long range budget projections with at least 15% reserves annually

**Action Plan:**

Board and Administration will meet with Ed-Ops organization to plan budget. Identify line items to be reduced/increased based on school needs.

### Communication, Review and Revision.

- Strategic plan will be kept in a google document; and shared with Leadership team and Board members. Parents and teachers will have access to printed document. The plan Goals will be shared on KCIA's website.
- Strategic Plan will be reviewed by the Leadership team every four months.
  - Parties responsible for oversight and management:
    - Goal 1: Curriculum Team
    - Goal 2: Superintendent
    - Goal 3: Curriculum Team
    - Goal 4: School Board
    - Goal 5: Volunteer Coordinator and Leadership Team
    - Goal 6: Leadership Team and School Board
- Strategic Plan will be reviewed by School Board every six months, discussing/approving suggested revisions from the Leadership team.

### Strategic Plan Progress Monitoring:

Objective:	In progress	Met	Not Met	Comments:
<b>Objective 1-1:</b> Sixty-percent of students who have participated in the ELL program for a full year, and who have been assessed by Access in 2017 and 2018 will demonstrate growth of 0.5 or higher on the Literacy Proficiency Level score of the 2018 Access. Update annually.				
<b>Objective 1-2:</b> By August, 2018, 30% of KCIA students who have				

been enrolled at KCIA for the full year, will increase by one achievement level on the MAP ELA test. (grades 3-8) Update annually.				
<b>Objective 1-3:</b> By August, 2018, 30% of KCIA students who have been enrolled at KCIA for the full year, will increase by one achievement level on the MAP math test. (grades 3-8) Update annually.				
<b>Objective 1-4:</b> By August, 2018, 70% of students K-2 who have been enrolled at KCIA for the full year, will increase by a minimum of one grade level in reading, based on Fontas and Pinnell assessment.				
<b>Objective 2-1:</b> Retain 80% of teachers rated as "effective" based on the KCIA teacher evaluation system.				
<b>Objective 2-2:</b> In five years, 60% of staff will be certified to teach English Language Learners				
<b>Objective 3-1:</b> Provide at least 4 training				

<p>sessions relevant to the cultures and language learning of our students, for 100% of our staff during the 2017-2018 school year.</p>				
<p><b>Objective 3-2:</b> Employ effective staff members that reflect the linguistic and cultural diversity of our students and families.</p>				
<p><b>Objective 3-3:</b> Incorporate diversity in cultural perspectives represented in curriculum and school activities</p>				
<p><b>Objective 4-1:</b> Develop adequate classroom space, learning environments, and support spaces appropriate for our current population, while maintaining a 1:12 staff/student ratio (K-2), 1:20 staff/student ratio (3-8), by the end of the 2018-19 school year. Support spaces will be added, replaced or improved at a rate of 2 per year, beginning with the 2017-18 school year.</p>				
<p><b>Objective 5-1:</b> Provide a minimum of 4</p>				

<p>student-centered activities that engage parents and families during the 2017-2018 school year, with 85% of families attending at least one activity.</p>				
<p><b>Objective 5-2:</b> Develop a volunteer group from the community that provides tutoring, mentoring, staff support and/or facility and financial support, of which its members total 500 hours of participation during the 2017-2018 school year, to increase annually.</p>				
<p><b>Objective 6-1:</b> In order to meet instructional and facilities goals, KCIA will increase revenues by 3% through various types of funding during the 2017-18 Fiscal Year. Increase revenue an additional 2% during 2018-19 Fiscal Year and maintain the increased revenue annually.</p>				
<p><b>Objective 6-2:</b> Provide a collaborative, transparent budget process that produces positive school growth and reserves of at least 15% at the end of each school year.</p>				

## SECTION 1 – ASSURANCES and UPLOADS

11. Upload or comment on other areas that have/will be addressed to improve performance.

Redefining the culture at Kansas City International Academy was a critical first step to improving student achievement and school performance. Before the reorganization in 2017, a culture of low expectations pervaded the school. Leadership and teaching staff struggled to see the potential in students and made excuses for poor performance. Low expectations stemmed from a belief that some students faced too many barriers to achieve academic success. It was assumed that the school would always be labeled struggling or low-performing.

These attitudes are no longer tolerated at KCIA. Ineffective staff who contributed to a culture of low expectations were not retained. About two-thirds of the staff were replaced before the start of the 2017-18 school year. The superintendent hired leaders, teachers and other staff with a greater understanding of culturally responsive teaching methods who are better equipped to meet the challenges many of KCIA's students face. Professionalism is expected at all times and collaboration is essential. Leadership follows several of the principles set forth in author and business leader Joel Manby's "Love Works," which advocates a culture that leaders treat staff with love, trust and respect while also insisting on accountability and effectiveness. Teaching staff are challenged to achieve excellence but also are supported by strong leaders, effective teams and on-the-job coaching.

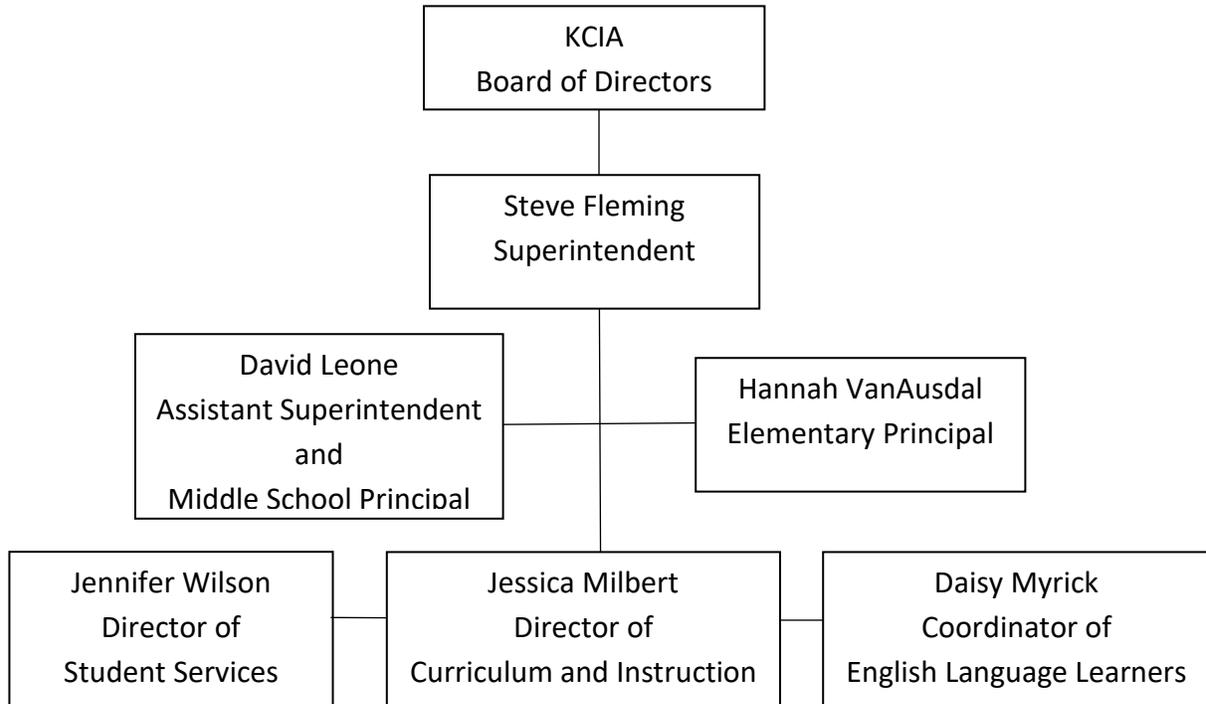
A positive school culture is extended to the students as well. Teachers work hard to meet students' social and emotional needs and keep them learning in the classroom as much as possible. Two years ago, the school generated about 1,700 behavior referrals or other instances that resulted in a student's removal from the academic environment. In-school suspension rooms held up to 30 students daily. Now, students rarely leave class as a result of behavior challenges. In 2016-17, the number of office discipline referrals totaled 750. In 2017-18, the number was 382 -- a decrease of nearly 350% in only two years.

School counselors coordinate a character education program that celebrates key character traits and skills that students can practice, such as responsibility and kindness. The school was renovated so that children can learn in updated, collaborative facilities. A playground and sports fields help students enjoy recess, and celebrations take place to recognize student accomplishments. An extracurricular program began in 2017 to offer students opportunities to be a part of basketball, volleyball and Girls on the Run teams, as well as a school choir. An activity bus is provided so that all students have an opportunity to participate in after-school activities, regardless of their parents' ability to provide transportation. Extracurricular offerings will expand again in 2018 to include soccer and student council. Students are proud of their school, and their positive attitudes are reflected in the school's culture.

**SECTION 1 – ASSURANCES and UPLOADS**

13. Upload the organizational chart of the staffing/reporting structure for the board, administration and staff, including teachers and contract employees.

**KC International Academy  
Organizational Chart**



<u>Dr. Fleming</u>	<u>Dr. Leone</u>	<u>Mrs. VanAusdal</u>	<u>Ms. Milbert</u>	<u>Mrs. Myrick</u>	<u>Mrs. Wilson</u>
Board Relations	Maintenance	Social Worker	Instructional Coaches	Translators	Student Recruitment
Business	Security	Librarian	Reading/Math Interventionist	ELL Staff	Student Attendance
Personnel	Transportation	Elem Behavior Interventionist	Curriculum & Staff Development		Data
SPED/504	Receptionist	Elem Counselor			Before & After School Prog
Food Service	Safety	Elem Staff			Federal Programs
Technology	MS Behavior Interventionist				Enrollment
Nurse	MS Counselor				Bus Misconduct
Volunteer Coordinator	MS Staff				Substitutes
Administrative Staff					

**SECTION 1 – ASSURANCES and UPLOADS**

14. KC International Academy Articles of Incorporation, bylaws, and Missouri not-for-profit status.



**State of Missouri**  
**John R. Ashcroft, Secretary of State**  
Corporations Division  
PO Box 778 / 600 W. Main St., Rm. 322  
Jefferson City, MO 65102

**N000699221**  
**Date Filed: 1/13/2017**  
**John R. Ashcroft**  
**Missouri Secretary of State**

**Articles of Amendment  
for a Nonprofit Corporation**  
*(Submit with filing fee of \$10.00)*

The undersigned corporation, for the purpose of amending its articles of incorporation, hereby executes the following articles of amendment:

1. The name of corporation is Della Lamb Charter School, Inc. Charter #: N000699221

2. The amendment was adopted on: 12/15/2016 and changed article(s) One To state as follows:  
*Month/day/year*

Article One is amended to read as follows: The name of the corporation is: KC International Academy.

New Name (if applicable) KC International Academy

3. If approval of members was not required, and the amendment(s) was approved by a sufficient vote of the board of directors or incorporators, check here and skip to number (5):

4. If approval by members was required, check here and provide the following information:

A. Number of memberships outstanding 1.00

B. Complete either C or D:

C. Number of votes for and against amendment(s) by class was:

Class:	Number entitled to vote:	Number voting for:	Number voting against:
	<u>1</u>	<u>1</u>	<u>0</u>

D. Number of undisputed votes cast for amendment(s) was sufficient for approval, and was:

Class:	Number Voting undisputed:
	<u>1</u>

The number of votes cast in favor of the amendments(s) by each class was sufficient for approval by that class.

5. If the corporation is a public benefit corporation, notice has been given to the attorney general as required by subsection 1 of section 355.676. Check here:

6. If approval of the amendment(s) by some person(s) other than the members, the board or the incorporators was required pursuant to section 355.606, check here to indicate that approval was obtained:

7. The effective date of this document is the date it is filed by the Secretary of State of Missouri unless a future date is otherwise indicated: \_\_\_\_\_

*(Date may not be more than 90 days after the filing date in this office)*

In Affirmations thereof, the facts state above are true and correct.

(The undersigned understands that false statement made in this filing are subject to the penalties provided under Section 575.040, RSMo)

<u>Hal Havens</u>	<u>HAL HAVENS</u>	<u>PRESIDENT</u>	<u>01/13/2017</u>
<i>Authorized Signature of officer or chairman of the board</i>	<i>Printed Name</i>	<i>Title</i>	<i>Date of Signature</i>

Name and address to return filed document:
Name: <u>Jeanne Clausen</u>
Address: <u>Email: jclausen@swansonmidgley.com</u>
City, State, and Zip Code: _____

# STATE OF MISSOURI



**John R. Ashcroft**  
**Secretary of State**

## CERTIFICATE OF AMENDMENT

WHEREAS,

*KC International Academy*  
*N000699221*

Formerly,

*Della Lamb Charter School, Inc.*

a corporation organized under The Missouri Nonprofit Corporation Law has delivered to me Articles of Amendment of its Articles of Incorporation and has in all respects complied with the requirements of law governing the Amendment of Articles of Incorporation under The Missouri Nonprofit Corporation Law, and that the Articles of Incorporation of said corporation are amended in accordance therewith.

IN TESTIMONY WHEREOF, I hereunto set my hand and cause to be affixed the GREAT SEAL of the State of Missouri. Done at the City of Jefferson, this 13th day of January, 2017.

  
Secretary of State



INTERNAL REVENUE SERVICE  
P. O. BOX 2508  
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: NOV 22 2017

KC INTERNATIONAL ACADEMY  
C/O JAMES F FREEMAN III  
4600 MADISON AVE STE 1100  
KANSAS CITY, MO 64112

Employer Identification Number:  
47-4547605  
DLN:  
17053144311027  
Contact Person:  
KEVIN W PAYTON ID# 31454  
Contact Telephone Number:  
(877) 829-5500  
Accounting Period Ending:  
June 30  
Public Charity Status:  
170(b)(1)(A)(ii)  
Form 990/990-EZ/990-N Required:  
Yes  
Effective Date of Exemption:  
July 15, 2015  
Contribution Deductibility:  
Yes  
Addendum Applies:  
No

Dear Applicant:

We're pleased to tell you we determined you're exempt from federal income tax under Internal Revenue Code (IRC) Section 501(c)(3). Donors can deduct contributions they make to you under IRC Section 170. You're also qualified to receive tax deductible bequests, devises, transfers or gifts under Section 2055, 2106, or 2522. This letter could help resolve questions on your exempt status. Please keep it for your records.

Organizations exempt under IRC Section 501(c)(3) are further classified as either public charities or private foundations. We determined you're a public charity under the IRC Section listed at the top of this letter.

You're not subject to the specific publishing requirements of Revenue Procedure 75-50, 1975-2 C.B., page 587, as long as you operate under a contract with the local government. If your method of operation changes to the extent that your charter is terminated, cancelled or not renewed, you should notify us. You'll also be required to comply with Revenue Procedure 75-50.

If we indicated at the top of this letter that you're required to file Form 990/990-EZ/990-N, our records show you're required to file an annual information return (Form 990 or Form 990-EZ) or electronic notice (Form 990-N, the e-Postcard). If you don't file a required return or notice for three consecutive years, your exempt status will be automatically revoked.

If we indicated at the top of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

For important information about your responsibilities as a tax-exempt

Letter 947

**ARTICLE NINE  
DISSOLUTION**

Upon dissolution or final liquidation of the corporation, the corporation shall implement procedures as provided in R.S.Mo. § 160.400(6) and § 160.405(15). The unobligated assets of the corporation shall be returned to the Department of Elementary and Secondary Education for their disposition, which upon receipt of such assets shall return them to the local school district in which the Della Lamb Charter School was located, the state, or any other entity to which they would belong.

These Amended Articles of Incorporation have been duly adopted and approved this 14 day of July, 2016, being all the Directors and Members of the corporation:

Member:

DELLA LAMB COMMUNITY  
SERVICES, INC.

By: Hal Havens  
Hal Havens, its President

Director:

Hal Havens  
Hal Havens

Michelle d. Carpenter  
Michelle Carpenter

\_\_\_\_\_  
Pat Johnston

Janice M. Jackson  
JANICE M JACKSON

Adopted and Approved July 15, 2016

**SECTION 1 – ASSURANCES and UPLOADS**

14. KC International Academy Articles of Incorporation, bylaws, and Missouri not-for-profit status.



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A. Number of memberships outstanding 1.00

B. Complete either C or D:

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The number of votes cast in favor of the amendments(s) by each class was sufficient for approval by that class.

5. If the corporation is a public benefit corporation, notice has been given to the attorney general as required by subsection 1 of section 355.676. Check here:

6. If approval of the amendment(s) by some person(s) other than the members, the board or the incorporators was required pursuant to section 355.606, check here to indicate that approval was obtained:

7. The effective date of this document is the date it is filed by the Secretary of State of Missouri unless a future date is otherwise indicated: \_\_\_\_\_

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<u>Hal Havens</u>	<u>HAL HAVENS</u>	<u>PRESIDENT</u>	<u>01/13/2017</u>
<i>Authorized Signature of officer or chairman of the board</i>	<i>Printed Name</i>	<i>Title</i>	<i>Date of Signature</i>

Name and address to return filed document:
Name: <u>Jeanne Clausen</u>
Address: <u>Email: jclausen@swansonmidgley.com</u>
City, State, and Zip Code: _____

# STATE OF MISSOURI



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**Secretary of State**

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DEPARTMENT OF THE TREASURY

Date: NOV 22 2017

KC INTERNATIONAL ACADEMY  
C/O JAMES F FREEMAN III  
4600 MADISON AVE STE 1100  
KANSAS CITY, MO 64112

Employer Identification Number:  
47-4547605  
DLN:  
17053144311027  
Contact Person:  
KEVIN W PAYTON ID# 31454  
Contact Telephone Number:  
(877) 829-5500  
Accounting Period Ending:  
June 30  
Public Charity Status:  
170(b)(1)(A)(ii)  
Form 990/990-EZ/990-N Required:  
Yes  
Effective Date of Exemption:  
July 15, 2015  
Contribution Deductibility:  
Yes  
Addendum Applies:  
No

Dear Applicant:

We're pleased to tell you we determined you're exempt from federal income tax under Internal Revenue Code (IRC) Section 501(c)(3). Donors can deduct contributions they make to you under IRC Section 170. You're also qualified to receive tax deductible bequests, devises, transfers or gifts under Section 2055, 2106, or 2522. This letter could help resolve questions on your exempt status. Please keep it for your records.

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SERVICES, INC.

By: Hal Havens  
Hal Havens, its President

Director:

Hal Havens  
Hal Havens

Michelle d. Carpenter  
Michelle Carpenter

\_\_\_\_\_  
Pat Johnston

Janice M. Jackson  
JANICE M JACKSON

Adopted and Approved July 15, 2016

**SECTION 1 – ASSURANCES and UPLOADS**

15. Renewal notification letter sent to the school board of the district.



October 29, 2018

Hal Havens, President, Board of Directors  
KC International Academy  
414 Wallace  
Kansas City, MO 64125-1132

Office of Charter Schools  
PO Box 800  
Lovinger 2250  
Warrensburg, MO 64093  
Office 660-543-4723  
[ucmo.edu/offices/office-of-charter-schools/](http://ucmo.edu/offices/office-of-charter-schools/)

Dear Mr. Havens,

This letter is to inform the KC International Academy Board of Directors of action taken by the University of Central Missouri (UCM) Board of Governors regarding the charter renewal for KC International Academy (KCIA). On October 26, 2018, the UCM Board of Governors approved the KCIA charter renewal for a 5-year term, beginning July 1, 2019 and ending June 30, 2024.

Staff members of the UCM Office of Charter Schools and KCIA will immediately compile requested information and documents for the renewal application. The completed charter renewal application and a request for placement of the charter renewal on the agenda of the State Board of Education at a date to be determined will be submitted to the Missouri Department of Elementary and Secondary Education.

Please contact me at 660-543-4744 or [vhughes@ucmo.edu](mailto:vhughes@ucmo.edu) should questions arise or for further assistance regarding the charter renewal.

Sincerely,

A handwritten signature in cursive script that reads "Victoria Hughes".

Victoria Hughes, Ed.D.  
Director

cc: Mr. John Collier, President, Board of Governors, University of Central Missouri  
Dr. Roger Best, Interim President, University of Central Missouri  
Dr. Michael Godard, Interim Provost/Chief Learning Officer, University of Central Missouri  
Ms. Lindsay Chapman, General Counsel, University of Central Missouri  
Dr. Robert Lee, Dean, College of Education, University of Central Missouri  
Dr. Charles Shields, President, Missouri Board of Education  
Dr. Roger Dorson, Commissioner, Missouri Department of Elementary and Secondary Education  
Mr. John Robertson, Coordinator, Charter Schools Program, Missouri Department of Elementary and Secondary Education  
Dr. Mark Beddell, Superintendent, Kansas City Public Schools  
Dr. Doug Thaman, Executive Director, Missouri Charter Public School Association  
Dr. Steve Fleming, Superintendent, KC International Academy  
Mr. Jim Lewallen, Administrative Manager, Kansas City Public School Retirement System

## SECTION 1 – ASSURANCES and UPLOADS

32. Upload the existing performance contract that includes timelines and standards for renewal (include procedures and consequences for failure to meet requirements (highlighted in goldenrod).

### Kansas City International Academy 2017-2018 Academic Performance

#### School Specific Goals and Objectives (Academic Accountability Plan)

The Academic Accountability Plan for **Kansas City International Academy** (previously Della Lamb Elementary Charter School) presented on the following pages addresses academic performance tied to specific pupil performance standards, the state assessment program, and nationally normed achievement data. Five key academic indicators provide a framework for the collection of data and determination of academic accountability:

- Indicator 1.1: Annual Performance Report (APR)
- Indicator 1.2: School Achievement Levels (Status)
- Indicator 1.3: School Improvement over Time (Progress)
- Indicator 1.4: Student Achievement over Time (Growth)
- Indicator 1.5: Student Engagement

There are multiple indicators and sub-indicators within the Academic Accountability Plan. The performance indicators are accompanied by academic goals, baseline data, established benchmarks, targets, and reporting protocol.

#### *Accountability:*

For each noted academic performance indicator, a determination of *Met Benchmark*, *Met Target*, or *Not Met* will be made by UCM staff as part of the annual academic performance oversight process. There are 12 indicators and sub-indicators within this academic accountability plan for KCIA Lamb Elementary Charter School.

Any one (1) of the indicators earning a *Not Met* determination will be included in a subsequent school improvement plan, with specific steps for improvement, timeline, and re-assessment. Any *Not Met* determinations for that same indicator in subsequent years may result in the school being placed on probation, as per UCM charter school policies.

Additionally, should the school fail to meet the benchmarks on a majority of the noted (11) indicators and sub-indicators, the University will comply with section **160.405.8 (1)-(6)** of the charter school law which includes taking appropriate remedial action, probation, or consideration of revocation of the charter.

**Indicator 1.1 Annual Performance Report (APR)**

**1.1 Annual Performance Report.** Kansas City International Academy will meet or exceed 50% of the MSIP 5 performance indicators applicable to the school as generated by Missouri’s Annual Performance Report (APR) as per MSIP 5 guidelines and calculations.

Measures	Metric	2013	2014	2015	2016	-2017	2018	Benchmark	Target
1.1 APR Determination	State Accreditation Standards for K-8 schools	30/70 42.9%	37/70 52%	37/ 80 46.3%	29.5/ 80 36.9%	30.5 / 80 38.1%	40/60* 66.7%	Meet or exceed 50% of the possible points for all <u>applicable</u> performance indicators for K-8 districts.  APR “Provisionally Accredited” cut score.	Meet or exceed 70% of the possible points for all <u>applicable</u> performance indicators for K-8 districts.  APR “Accredited” cut score.
	<b>Met / Not Met Benchmark / Target</b>	<b>Not Met</b>	<b>Met Benchmark</b>	<b>Not Met</b>	<b>Not Met</b>	<b>Not Met</b>	<b>Met Benchmark</b>		

\*2018 Preliminary Data. Data could change with final release.

**Indicator 1.2 School Achievement Levels (Status)**

**1.2.1 Status Compared to KCPS**

**1.2.2 Status Compared to Peer Schools**

**1.2.3 Language Acquisition Growth**

**1.2.1 Status Compared to KCPS.** KCIA Lamb students will generate a higher MAP Index score than the **KCPS** on a majority of the required assessments in the content areas of English Language Arts, Mathematics, and Science. The LEA Supporting Data MAP Index aggregate scores for grades 3-8, as calculated (MSIP5) for the Missouri Annual Performance Report (APR), will be utilized for this accountability measure.

Measures	Metric		2013	2014	2015	2016	2017	2018	Benchmark	Target
Grade 3-8 ELA	MAP Index Scores as per MSIP 5 calculations	KCIA	268	256	204.9	201.6	217.6	258.7	Perform better than the KCPS on a majority (≤ 50%) of the MAP performance indicators.	Perform better than the KCPS on ≤ 70% of the MAP indicators.
		KCPS		286	251.2	254.1	267			
Grade 3-8 Math		KCIA	247	241	133.9	148.4	166.7	188.8		
		KCPS		293	217.7	233.9	229			
Grade 3-8 Science		KCIA	203	246	239.5	197.9	183.2	N/A		
		KCPS		242	243.9	238.6	231			
Annual Comparison with KCPS	# / % of KCIA Lamb indicators higher than the KCPS			1/3 34%	0/3 0%	0/3 0%	0/3 0%	*		
	<b>Met or Not Met Benchmark / Target</b>			<b>Not Met</b>	<b>Not Met</b>	<b>Not Met</b>	<b>Not Met</b>	Data not available		

\*2018 Preliminary MPI Data, prior to final release. Data for KCPS not available. No Science scores for 2018.

**1.2.2 Status Compared to Peer Schools.** KCIA Lamb students will generate a higher MAP Index score than **KCPS peer schools** on a majority of the required assessments in the content areas of English Language Arts, Mathematics, and Science. Peer schools were selected based on their proximity to KCIA Lamb. The School Supporting Data MAP Index aggregate scores for grades 3-8, as calculated (MSIP5) for the Missouri Annual Performance Report (APR), will be utilized for this accountability measure.

Measures	Metric		Testing Date					2018	Benchmark	Target
			2013	2014	2015	2016	2017			
Grade 3-8 ELA	MAP Index Scores as per MSIP 5 calculations	KCIA	<b>267.6</b>	<b>255.6</b>	<b>204.6</b>	<b>201.6</b>	<b>217.6</b>	<b>258.7</b>	Perform better than the KCPS peer schools on a majority (≤50%) of the performance indicators.	Perform better than the KCPS peer schools on ≤70% of the MAP indicators.
		Whittier	271.4	276.6	238.6	275.0	326.0			
		Garfield	230.4	244.7	230.7	241.2	246.6			
Grade 3-8 Math		KCIA	<b>246.6</b>	<b>241.0</b>	<b>139.9</b>	<b>148.4</b>	<b>166.7</b>	<b>188.8</b>		
		Whittier	294.3	306.1	229.4	261.4	355.2			
		Garfield	266.8	278.5	211.1	207.3	223.5			
Grade 3-8 Science		KCIA	<b>203.4</b>	<b>245.8</b>	<b>239.5</b>	<b>197.9</b>	<b>183.2</b>	N/A		
		Whittier	271.7	298.0	241.7	280.8	379.2			
		Garfield	246.3	214.8	198.3	278.3	242.9			
1.2.2 Annual Comparison with KCPS Peer Schools	# and % of KCIA indicators higher than the KCPS		<b>1 of 6 17%</b>	<b>2 of 6 34%</b>	<b>1 of 6 17%</b>	<b>0 of 6 0%</b>	<b>0 of 6 0%</b>	*		
	<b>Met or Not Met Benchmark / Target</b>		<b>Not Met</b>	<b>Not Met</b>	<b>Not Met</b>	<b>Not Met</b>	<b>Not Met</b>	Data not available		

\*2018 Preliminary MPI Data, prior to final release. Data for KCPS not available. No Science scores for 2018.

### 1.2.3 Language Acquisition Growth

A key component of the KCIA Lamb mission is to serve high needs students, many which have recently entered the United States as immigrants and refugees. Language instruction and acquisition is a key component of the instructional program for these students and a specified State standard for schools who serve limited English proficient student populations. Progress or growth for this State standard is measured by spring to spring scores on the ACCESS for ELLs™ test, and is reported by DESE as the annual measurable achievement objectives (AMAOs) for the English language acquisition and academic achievement of limited English proficient (LEP) students. Data is provided for two identified cohorts:

- Cohort 1 – Students who have participated in language instruction educational programs for three or fewer years.
- Cohort 2 – Students who have participated in language instruction educational programs for four or more.

**Indicator 1.2.3 ELL/LEP--District Comparison.** Kansas City International Academy ELL students will generate a higher Annual Measurable Achievement Objectives (AMAO-1) student growth percentage than the KCPS on the cohort disaggregated data for AMAO 1. The cohort percent scores, as calculated by DESE for the AMAO1, will be utilized for this accountability measure.

Review Year			2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	20182019		
Measures	Metric		2013	2014	2015	2016	2017	2018	Benchmark	Target
AMAO 1 Cohort 1	AMAO Percent Scores by District (DESE report)	KCIA	83.3	44.4					Perform better than the KCPS on 1 of the 2 AMAO # 1 performance indicators.	Perform better than the KCPS on all 2 of the AMAO #1 Cohort indicators.
		KCPS	66.3	72						
KCIA		58.8	46.2							
KCPS		60.8	64.3							
AMAO 1 Cohort 2										
2.2 Annual Comparison with KCPS	# of KCIACS indicators higher than the KCPS		1 of 2 Met Benchmark	0 of 2 Not Met	Data Not Available	Data Not Available	Data Not Available	Data Not Available		

DESE AMAO tends to run a year behind.

**Indicator 1.3 School Improvement Over Time (Progress)**

**1.3.1 Cohort Analysis**

**1.3.2 Progress Within APR**

**1.3.3 Cohort Analysis: ACCESS for ELLs**

**1.3.1 Cohort Analysis.** KCIA Lamb student cohorts groups will increase the MAP Index scores (indicative of positive changes in moving students from one performance level to the next) on MAP assessments in English Language Arts and Math for grades 3 to 5, 4 to 6, 5 to 7, and 6 to 8 (four cohorts annually). School Supporting Data from the APR will be utilized for this indicator.

**1.3.1a Cohort Analysis: English Language Arts**

Measures	Metric	2013	2014	2015	2016	2017	2018	Benchmark	Target
<b>1.3.1a</b> MAP Index (ELA) scores over three testing periods-	<b>MAP Index ELA</b>	<b>Student Cohorts</b>							
	Grade 3	F 262.9	G 245.8	H 171.2	I 175.4	J 231.6	K 250.0	↓	↓
	Grade 4	E 248.4	F 246.4	G 201.6	H 202.6	I 240.5	J 257.3		
	Grade 5	D 290.6	E 251.2	F 228.6	G 200.3	H 215.0	I 258.2		
	Grade 6	C 247.1	D 270.2	E 182.9	F 214.9	G 195.7	H 259.7		
	Grade 7	B 278.8	C 253.8	D 235	E 156.9	F 213.2	G 262.0		
	Grade 8	A 295.8	B 282.8	C 239.4	D 255.8	E 184.8	F 269.0		

	<b>Gain (+) Loss (-)</b>	2013	2014	2015	2016	2017	2018		
grade 3 to 5	D +40.6	E 61.5	F -34	G -45	H +44	I +83		Positive gain for 3 of the 4 cohort groups.	Positive gain for all 4 of the 4 cohort groups.
grade 4 to 6	C -6.2	D -9.2	E -65	F -31	G -6	H +57			
grade 5 to 7	B +10.2	C -15.3	D -56	E -94	F -5	G +62			
grade 6 to 8	A +33.6	B 13.4	C -8	D -15	E -18	F +54			
<b># of cohorts with positive gains</b>	3/4	2/4	N/A	N/A	1/4	4/4			
<b>Met / Not Met Benchmark / Target</b>	<b>Met Benchmark</b>	<b>Met Benchmark</b>	<b>Not Met*</b>	<b>N/A*</b>	<b>N/A*</b>	<b>Met Target</b>			

**Note.** With the changes in the 2015, 2016, & 2017 MAP, DESE has noted that comparisons to previous MAP Index scores may not be appropriate.

**1.3.1b Cohort Analysis: Math**

Measures	Metric	2013	2014	2015	2016	2017	2018	Benchmark	Target
<b>1.3.1b</b> MAP Index (Math) scores over three testing periods.	<b>MAP Index Math</b>	<b>Student Cohorts</b>							
	Grade 3	F 262.9	G 251.4	H 118.2	I 129.2	J 169.3	K 203.1	↓	↓
	Grade 4	E 230.6	F 237.5	G 122.2	H 141.6	I 195.3	J 189.7		
	Grade 5	D 275.0	E 240.9	F 154.3	G 125	H 139.8	I 194.3		
	Grade 6	C 219.6	D 263.3	E 111.1	F 165.1	G 163	H 166.7		
	Grade 7	B 251.5	C 222.5	D 162.8	E 141.3	F 169.5	G 180.4		
	Grade 8	A 220.8	B 210.3	C 148.6	D 184.1	E 130	F 200.0		
	<b>Gain (+) Loss (-)</b>	N/A							
	grade 3 to 5	D +60	E +35.2	F -109	G -126	H +22	I +65	Positive gain for 3 of the 4 cohort groups.	Positive gain for all 4 of the 4 cohort groups.
	grade 4 to 6	C +25.7	D +5.9	E -119	F -72	G +40	H +25		
	grade 5 to 7	B +47.6	C +2.5	D -112	E -100	F +16	G +55		
	grade 6 to 8	A -5.5	B -3.6	C -71	D -79	E +19	F +35		
	<b># of cohorts with positive gains</b>	<b>3/4</b>	<b>3/4</b>	N/A	N/A	<b>4/4</b>	<b>4/4</b>		
	<b>Met / Not Met Benchmark / Target</b>	<b>Met Benchmark</b>	<b>Met Benchmark</b>	N/A*	N/A*	N/A*	<b>Met Target</b>		

\*With the changes in the 2015, 2016, & 2017 MAP, DESE has noted that comparisons to previous MAP Index scores may not be appropriate.

**1.3.2 Progress within APR.** As a K-8 LEA, KCIA Lamb Elementary School will make improvement in those content areas falling below State expectations. KCIA will earn “Progress” points for any content area from the previous year’s APR in which the school’s MPI scores fell within the Floor or Approaching levels. LEA Supporting Data for Standard 1, Academic Achievement, will be utilized for this indicator.

**Note:** Progress points are earned when MPI scores for a specific content area improve over time. Schools may earn up to 42 “Progress” points (12 each for ELA, Math, and Science, and 6 for Social Studies) on the APR for the LEA. As this indicator will assess only those content areas scoring at the Floor or Approaching levels the previous year, the total points possible may vary from year to year.

Measures	Metric	2013	-2014	2015	2016	2017	2018	Benchmark	Target
1.3.2 Progress calculations for APR	MAP “Progress” points for content areas at the “Approaching” level or below on the previous APR.	ELA 3/12 Math 12/12 Sci 0/12	ELA 3/12 Math 6/12 Sci 12/12	ELA 0/12 Math 0/12 Sci 12/12	ELA 0/12 Math 0/12 Sci 0/12	ELA 6/12 Math 3/12 Sci 0/12	ELA 12/12 Math 12/12 Sci N/A	Earn ≤ 50% of the possible APR “progress” points.	Earn 70% or more of the possible APR “progress” points
	Percentage of possible “progress” points (MSIP5-APR) in the designated content areas.	15/36 41.6%	21/36 58.3%	12/36 33.3%	0/36 0%	9/36 25%	24/24* 100%		
	<b>Met or Not Met Benchmark / Target</b>	<b>Not Met</b>	<b>Met Benchmark</b>	<b>Not Met</b>	<b>Not Met</b>	<b>Not Met</b>	<b>Met Target</b>		

\*2018 Preliminary MAP dat, prior to final release. No Science scores for 2018.

**1.3.3 Cohort Analysis: ACCESS for ELLs Overall Proficiency Score**

Measures	Metric	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	Benchmark	Target	
<b>1.3.3</b> ACCESS Average Overall Scale scores over three testing periods-	<b>ACCESS Scale Score</b>	<b>Student Cohorts</b>								⇩	⇩
	Kindergarten	G 180.0	H	I 206	J 182.5	K 191.5	L 179.8				
	Grade 1	F 281.2	G 273.5	H 280	I 176	J 275.6	K 281.4				
	Grade 2	E 286.9	F 309.3	G 298	H 284	I 298.4	J 304.2				
	Grade 3	D 316.2	E 326.9	F 332.9	G 326	H 314.0	I 232.1				
	Grade 4	C 504.8	D 351.3	E 341.3	F 346	G 333.0	H 342.1				
	Grade 5	B 338.0	C 348.9	D 361.7	E 349	F 348.9	G 344.8				
	Grade 6	A 3 35.7	B 347.9	C 341.6	D 362	E 352.0	F 341.4				
	Grade 7		A 364.0	B 365.1	C 357	D 369.6	E 342.3				
	Grade 8			A 370.7	B 373	C 366.7	D 354.6				

<b>Gain (+) Loss (-)</b>	NA	NA							
Grade K to 2			G + 118	H +107	I +93	J +121.7			
Grade 1 to 3			F + 51.7	G +52	H +35	I +56.1			
Grade 2 to 4			E +54.4	F +37	G +35	H +58.1			
grade 3 to 5			D +45.5	E +22	F +16	G +18.8			
grade 4 to 6			C -163.2	D +10	E +11	F -4.6			
grade 5 to 7			B + 27.1	C + 08	D + 08	E -6.7			
grade 6 to 8			A + 35	B + 25	C +25	D -7.4			
<b># of cohorts with positive gains</b>			6/7	3/7	4/7	4/7			
<b>Met / Not Met Benchmark / Target</b>			<b>Met Target</b>	<b>Not Met</b>	<b>Not Met</b>	<b>Not Met</b>	Data not Available		

Positive gain of at least 25 points for 5 of the 7 cohort groups.

Positive gain of at least 25 points for 6 of the 7 cohort groups.

**Indicator 1.4 Student Achievement Over Time (Growth)**

**1.4.1 Growth within APR**

**1.4.2. State Standard for Growth with ELL**

**1.4.1 Growth within APR.** Kansas City International Academy will earn “Growth” points as calculated for MSIP 5 Growth Measures within the school’s APR supporting data.

**Note:** By meeting (On Target) or exceeding (Exceed) growth expectations, KCIA Lamb can earn up to 24 growth points (12 for ELA, 12 for Math). Growth points are earned when individual student achievement scores for MAP English Language Arts and Mathematics for Grades 4 through 8 improve at a statistically significant level from the previous year.

Measures	Metric	2013	2014	2015	2016	2017	2018	Benchmark	Target
1.4.1 Growth calculations for APR as per MSIP 5.	Percentage of possible “growth” points (MSIP5-APR)	18/24 75%	12/24 50%	12/24 50%	6/24 25%	18/24 75%	24/24 100%	Earn ≤ 50% of the possible APR “growth” points.	Earn 70% or more of the possible APR “growth” points
	<b>Met or Not Met Benchmark / Target</b>	<b>Met Target</b>	<b>Met Bench-mark</b>	<b>Met Bench-mark</b>	<b>Not Met</b>	<b>Met Target</b>	<b>Met Target</b>		

**Indicator 1.4.2 State Standard for Growth with ELL.** Kansas City International Academy students will meet the State standard for Annual Measurable Achievement Objectives-Student Growth (AMAO-1). This status indicator (Making Progress in Learning English) is based on annual increases in the percentage of ELL / LEP students making progress in learning English. (*Data runs one year behind*)

	Review Year	2014	2015	2016	2017	2018	2019		
Measures	Metric	2013	2014	2015	2016	2017	2018	Benchmark	Target
AMAO 1, Cohort 1	DESE determination of AMAO 1 Status for Progress in Learning English.	Met	Met	NA				Met 1 of the 2 cohorts	Met standard for both cohorts.
AMAO 1, Cohort 2		Met	Met	NA					
	<b># of status indicators met</b>	<b>2 of 2 Met Target</b>	<b>2 of 2 Met Target</b>	<b>Data not available</b>	<b>Data not available</b>	<b>Data not available</b>	<b>Data not available</b>		

**Indicator 1.5 Student Engagement**

**1.5.1 Attendance**

**1.5.2 Retention**

**1.5.1 Attendance.** Kansas City International Academy students will demonstrate an attendance rate of 90% or higher. This performance indicator will utilize the District Attendance Rate as collected and reported by DESE’s Missouri Comprehensive Data System.

Measures	Metric	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	Benchmark	Target
5.1 Student Attendance	Average Daily Attendance as per MCDS.	90.1	90.7	88.9	92.3	95.2	92.6*	90%	94%
	<b>Met or Not Met Benchmark / Target</b>	<b>Met Benchmark</b>	<b>Met Benchmark</b>	<b>Not Met</b>	<b>Met Benchmark</b>	<b>Met Target</b>	<b>Met Benchmark</b>		

\*2018 Preliminary attendance data, prior to final release.

**1.5.2 Retention.** Kansas City International Academy students will maintain a Fall to Fall retention rate of 70% or more as a positive indicator that the school is a viable school of choice for its stakeholders.

Measures	Metric	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	Benchmark	Target
5.2 Student Retention	% of students returning year to year, September Core Data count.	81%	74%	71%	73.8%	89.5%	88.6%	70%	80%
	<b>Met or Not Met Benchmark / Target</b>	<b>Met Target</b>	<b>Met Benchmark</b>	<b>Met Benchmark</b>	<b>Met Benchmark</b>	<b>Met Target</b>	<b>Met Target</b>		

**SECTION 1 – ASSURANCES and UPLOADS**

33. Upload data on measurements and objectives met (or not) in the existing performance contract.

**Kansas City International Academy**  
Academic Accountability Indicators from Charter Contract  
Five-Year Summary Report  
August 2017

Indicators	2013	2014	2015	2016	2017
Indicator 1.1: Annual Performance Report (APR)	Not Met	Met Benchmark	Not Met	Not Met	Not Met
Indicator 1.2: School Achievement Levels (Status) 1.2.1 Comparison to KCPS	Not Met	Not Met	Not Met	Not Met	Not Met
1.2.2 Comparison to Peer Schools	Not Met	Not Met	Not Met	Not Met	Not Met
1.2.3 Language Acquisition Growth	Met Benchmark	Not Met	Data no longer available	Data no longer available	Data no longer available
Indicator 1.3: School Improvement over Time (Progress) 1.3.1 MAP Index Cohort Analysis - ELA/Math	Met Benchmark	Met Benchmark	N/A	N/A	N/A
1.3.2 Progress Within APR	Not Met	Met Benchmark	Not Met	Not Met	Not Met
1.3.3 Cohort Analysis: ACCESS for EL Students	Met Target	Not Met	Not Met	Not Met	Data no longer available
Indicator 1.4: Student Achievement over Time (Growth) 1.4.1 Growth within APR	Met Target	Met Benchmark	Met Benchmark	Not Met	Met Target

1.4.2 State Standard for Growth with EL Students	<b>Met Target</b>	<b>Met Target</b>	<b>Data no longer available</b>	<b>Data no longer available</b>	<b>Data no longer available</b>
Indicator 1.5: Student Engagement 1.5.1 Attendance	<b>Met Benchmark</b>	<b>Met Benchmark</b>	<b>Not Met</b>	<b>Met Benchmark</b>	<b>Met Target</b>
1.5.2 Student Retention (Fall to Fall)	<b>Met Target</b>	<b>Met Benchmark</b>	<b>Met Benchmark</b>	<b>Met Benchmark</b>	<b>Met Target</b>

\*Indicator 1.3 Cohort Analysis—Not Applicable due to changes in MAP assessments in 2015, 2016, and 2017. MAP Index comparisons not statistically appropriate. From DESE: Algebra1 and English 2 End of Course evaluations were excluded in 2017. Comparisons of MPI and proficiency rates from 2016 to 2017 may not be advisable.

**SECTION 1 – ASSURANCES and UPLOADS**

37. Upload projected budget for the next five years (list of items).

Income Statement	SY18-19	SY19-20	SY20-21	SY21-22	SY22-23
<b>Students</b>	625	625	625	625	625
<b>Revenue</b>					
5100 · Local Revenue	971,549	931,204	895,822	895,822	895,822
5300 · State Revenue	7,950,498	7,657,663	7,657,663	7,657,663	7,657,663
5400 · Federal Revenue	1,241,034	1,307,942	1,318,489	1,329,142	1,339,902
<b>Total Revenue</b>	<b>10,163,081</b>	<b>9,896,808</b>	<b>9,871,974</b>	<b>9,882,627</b>	<b>9,893,387</b>
<b>Operating Expense</b>					
6100 · Salaries	4,873,883	4,928,481	4,986,035	5,044,412	5,103,629
6200 · Benefits	1,171,311	1,202,368	1,212,328	1,222,431	1,232,678
6300 · Purchased Services	2,517,188	2,555,436	2,592,668	2,590,865	2,616,459
6400 · Supplies and Materials	473,867	572,626	578,352	584,136	589,977
6500 · Capital Projects	901,800	163,478	165,112	166,763	168,431
6500 · Debt Service	150,000	150,000	150,000	150,000	150,000
Other	-	-	-	-	-
<b>Total Operating Expense</b>	<b>10,088,049</b>	<b>9,572,388</b>	<b>9,684,495</b>	<b>9,758,607</b>	<b>9,861,175</b>
<b>Net Operating Income</b>	<b>75,031</b>	<b>324,420</b>	<b>187,479</b>	<b>124,020</b>	<b>32,212</b>
<b>Cash July 1</b>	<b>2,000,000</b>	<b>2,075,031</b>	<b>2,399,451</b>	<b>2,586,930</b>	<b>2,710,950</b>
<b>Cash June 30</b>	<b>2,075,031</b>	<b>2,399,451</b>	<b>2,586,930</b>	<b>2,710,950</b>	<b>2,743,162</b>
<b>Days of Cash on Hand</b>	<b>74</b>	<b>90</b>	<b>96</b>	<b>100</b>	<b>100</b>
<b>Fund Balance %</b>	<b>20.6%</b>	<b>25.1%</b>	<b>26.7%</b>	<b>27.8%</b>	<b>27.8%</b>

## SECTION 1 – ASSURANCES and UPLOADS

38. Comment or upload any building/facility plan changes anticipated in the next five years.

Maintaining safe facilities that provide engaging and collaborative learning space is a priority for KCIA. The current school building houses 625 students in kindergarten through eighth grade in classrooms that support a 1:12 teacher to student ratio in grades kindergarten through second and a 1:20 teacher to student ratio in grades third through eighth. KCIA's five-year strategic plan anticipates that learning support spaces will be added, improved or replaced at a rate of two per year, beginning in the 2017-18 school year.

Major renovations to the elementary classroom wing of KCIA were completed during the summer of 2017. Walls were moved or demolished to increase the size of each classroom, and old, outdated furniture was replaced with modern furniture conducive to student collaboration. Renovations included installing new paint and carpeting, purchasing new classroom materials and upgrading classroom technology. A new playground was built in spring 2017.

During the summer of 2018, two classrooms were added to house a transitional kindergarten program and three science laboratories were built. Student bathrooms were improved and expanded and a multi-purpose room was created. A soccer field and basketball courts are currently under construction and are anticipated to be complete by the end of 2018. The KCIA board has budgeted to continue facilities improvements as needed during the term of the next five-year charter.

Improving student access to technology has been a major initiative at KCIA since its new board was established. Teachers need the capability to project information to make online resources visible to students, and students need opportunities to interact with technology individually. Reliable Internet access is essential for 21st century learning. Recent technological improvements at KCIA include:

2016-17:

Wireless access points upgraded for improved Internet service

Bandwidth upgraded

90 iPads purchased for kindergarten and first grade classrooms, as well as for a mobile iPad cart

Document cameras purchased for all classrooms

150 Chromebooks purchased for student use

Gmail and Google Drive access set up for all teachers

2017-18

16 interactive whiteboards purchased

Laptops purchased and issued to all students in grades 4 through 8

Chromebooks issued to all students in grades 2 and 3

2:1 student to device ratio in kindergarten and first grades, using iPads

Computer carts provided for every classroom

New laptops with touchscreens that can be converted to be used as a tablet purchased for all teachers; laptops purchased for all other staff

Schoolwide use of Gmail and Google Drive

Web-based software products available for individualized student learning (RAZ Kids, Reflex Math, Imagine Learning, Lexia) along with consistent usernames and passwords for each student

2018-19

23 ClearTouch interactive televisions purchased for elementary classrooms and middle school science classrooms

**SECTION 1 – ASSURANCES and UPLOADS**

42. School review process/form of items that the sponsor addresses annually to ensure LEA is fulfilling its mission of educating children.

**Kansas City International Academy  
2017-2018 Annual Oversight Report  
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## **Background and Purpose**

According to charter school law RSMo. 160.405.6, “The sponsor and the governing board and staff of the charter school shall jointly review the school’s performance, management and operations” every year. The University of Central Missouri (UCM) Office of Charter Schools conducts annual oversight reviews for each of the charter schools sponsored by the university. (RSMo. 160.405.7) Site visits are conducted regularly to provide oversight in the school’s academic performance, school governance, financial operations, and the administration and operation of the school. Each school’s autonomy and its adherence to the mission and goals stated in the original charter are essential to the stability of the school.

The purpose of the Annual Oversight Report is two-fold. The first purpose is to provide the results of the oversight conducted throughout the year, as a progress report, for the governing board to compare the school’s academic achievement and overall school operations from year to year. The second purpose of the report is to provide the governing board and school administrators with a tool in making instructional decisions based on annual data with specific and reliable recommendations.

The oversight process begins with staff members visiting schools and collaborating with school officials. Persons responsible for compiling and reviewing data included in the Annual Oversight Report are: Lynne Beachner, Katrina Coggin, Vici Hughes, and Doug Thomas. Additional consultants also assisted with reviews and are named on the reviews they conducted.

Following each site visit, a report of key findings and applicable recommendations was compiled. All reports were forwarded to school officials with the date of review and the name of the reviewer. Site visit reports presented to the school administrator are included in this report.

The Annual Oversight Report was prepared by a review team from the UCM Office of Charter Schools. The team re-examined the school’s Annual Oversight Report from the previous year, specifically looking at the recommendations, and reviewed all of the 2017-2018 site reviews included in this report. If any part of the Annual Oversight Report contains inaccurate data, the school lead administrator should contact the UCM Office of Charter Schools explaining the need for revision. The correction and any documentation from the school supporting the correction will be included in the Annual Oversight Report prior to sending the completed report to the Missouri Department of Elementary and Secondary Education.

## **Annual Oversight Review Summary**

The summary provides an immediate evaluation of each part of the oversight report. The number of standards for each section is listed in parentheses. Standards describing performance expectations have been written for all areas and are assessed as: Met, Partially Met, or Not Met. If a standard is not applicable, a mark of N/A will be listed.

### ***Parts 1-4: Academic Performance***

Results of the Accountability Plan found in the school's charter in Section A.7 (or Section G, depending on the initial date of the charter's term) are summarized. The school's procedures for data collection and analyses are reviewed.

### ***Parts 5-6: School Governance***

The monitoring plan in the school's charter is used to review the school's governing board operations and development and maintenance of board policies. Monitoring attendance at board training sessions will be a priority focus again in 2018-2019. It is each school's responsibility to keep track of the school board members' attendance at training sessions.

### ***Part 7: Financial Operations***

The monitoring plan in the school's charter is used to review the school's financial operations. Fiscal records, operations, and reports are reviewed.

### ***Parts 8-12: School Administration and Operations***

The monitoring plan in the school's charter is used to review the school's administrative procedures and operations. Site reviews document: facilities and safety procedures, personnel and payroll procedures, required staff training, student enrollment and records, and special education requirements.

**2017-2018 University of Central Missouri  
Annual Oversight Review Summary  
Kansas City International Academy**

<b>Academic Performance PART 1 Academic Achievement</b>	<b>Not Met</b>	<b>Partially Met</b>	<b>Met</b>
1.1 The school meets or exceeds 50% of the MSIP 5 Annual Performance Report (APR) Indicators (1)	1		
1.2 Student Achievement over time – Status (5)	5		
1.3 Student Achievement over time – Progress (1)	1		
1.4 Student Achievement over time - Growth (1)	1		
1.5 Student Engagement (2)			2
<b>PART 2 Data Collection, Analysis, and Maintenance</b>	<b>Not Met</b>	<b>Partially Met</b>	<b>Met</b>
2.1 The school effectively collects, analyzes and stores data. (7)			7
<b>Part 3 Curriculum</b>	<b>Not Met</b>	<b>Partially Met</b>	<b>Met</b>
3.1 Vertical Curriculum Continuity (6)		2	4
3.2 Horizontal Curriculum Continuity (8)		5	3
3.3 Instruction Based on Curriculum (10)		5	5
3.4 Curriculum Priority (4)		2	2
3.5 Positive Human Relations (6)		2	4
3.6 Theory-Into-Practice Approach (6)		5	1
3.7 Planned Change (4)		1	3
<b>Part 4 Plans for Student Success</b>	<b>Not Met</b>	<b>Partially Met</b>	<b>Met</b>
4.1 Has plans available for review (6)		1	5

<b>School Governance Part 5 Board Governance</b>	<b>Not Met</b>	<b>Partially Met</b>	<b>Met</b>
5.1 The School Board operates legitimately and in the best interest of its students and mission. (8)	1	2	5
5.2 Meetings are regularly scheduled and appropriately conducted. (9)		1	8
5.3 Governance records and documentation are appropriately kept and maintained.(7)		1	6
5.4 School business is conducted in a transparent manner, free of conflict of interest, and models best practices regarding governance roles and responsibilities. (7)			7
<b>Part 6 Board Policy</b>	<b>Not Met</b>	<b>Partially Met</b>	<b>Met</b>
6. Appropriate Board Policies are developed, revised as needed and followed. (25)			25
<b>Financial Operations Part 7 Financial Operations</b>	<b>Not Met</b>	<b>Partially Met</b>	<b>Met</b>
7.1 Fiscal records are appropriately maintained.(6)			6
7.2 The school operates in a fiscally sound and appropriate manner.(8)			8
7.3 Required fiscal reports and audits are completed appropriately and timely submitted. (6)			6
7.4 School business and expenses, including personnel, are made free of conflict of interest and directed toward meeting the mission of the school. (7)			7
<b>School Administration and Operations Part 8 Facilities and Safety</b>	<b>Not Met</b>	<b>Partially Met</b>	<b>Met</b>
8.1 Proper planning and inspections are in place to insure long-term safety and functionality. (7)			7
8.2 The interior of the building is clean, properly maintained and designed in an effort to support the instructional process. (15)		1	14
8.3 The exterior of the building is easily recognizable, free of clutter and properly maintained in an effort to promote safety for students and the community. (8)			8
8.4 Procedures are in place to insure safety. (12)		3	9

<b>Part 9 Personnel and Payroll</b>	<b>Not Met</b>	<b>Partially Met</b>	<b>Met</b>
9. Personnel policies and procedures are appropriately conducted in a manner that promotes the recruitment and retention of an effective instructional staff. (12)		2	10
<b>Part 10 Required Training and Drills</b>	<b>Not Met</b>	<b>Partially Met</b>	<b>Met</b>
10. Students and/or staff participate in appropriate drills and training. (12)		2	10
<b>Part 11 Student Enrollment and Records</b>	<b>Not Met</b>	<b>Partially Met</b>	<b>Met</b>
11. Student enrollment procedures and recording keeping are appropriately conducted and maintained. (20)		2	18
<b>Part 12 Special Education</b>	<b>Not Met</b>	<b>Partially Met</b>	<b>Met</b>
12.1 Initial File Review (11)			11
12.2 Reevaluation File Review (7)			7
12.3 Individual Education Plan (IEP) (14)			14
12.4 Transfer File Review (6)			6
12.5 Transition (9) N/A No students at the age to need Transition Services.			N/A
12.6 Discipline (3) N/A No students with IEPs received 10 or more consecutive/cumulative days of suspension.			N/A

**Kansas City International Academy  
Academic Performance  
Part 1: Academic Achievement Review  
Reviewer: Doug Thomas  
November 14, 2017 and January 2018**

PART 1 Section 1: Annual Performance Report (APR)	Not Met	Partially Met	Met	
1.1 The school meets MSIP 5 performance indicators (APR)	X			APR = 38.1% with KCIA receiving 30.5 of the possible 80 points, below the 50% Benchmark for this criteria. Attendance was the strongest area, earning 7.5 of 10 points. Achievement and Subgroup Achievement scores were low.
Section 2: Student Achievement Levels Over Time - Status	Not Met	Partially Met	Met	
1.2.1 Students will generate a higher MAP Index score than the KCPS on a majority of the required assessments.	X			Comparing KCIA's MAP Index for Grades 3-8 with the KCPS Grades 3- 8, KCPS scored higher in ELA, Math, and Science.
1.2.2 Students will generate a higher MAP Index score than KCPS peer schools on a majority of the required assessments.	X			KCPS peer schools outperformed KCIA on all 6 of the 6 possible comparisons.
1.2.3a Students will show proficiency in <b>MAP ELA.</b>	X			22.6% of the students scored Proficient or Advanced in ELA.
1.2.3b Students will show proficiency in <b>MAP Mathematics.</b>	X			6.5% of the students scored Proficient or Advanced in Math.
1.2.3c Students will show proficiency in <b>MAP Science.</b>	X			4.0% of the students scored Proficient or Advanced in Science. This was a decline of 7% from 2015.
1.2.3d Students will show proficiency in <b>MAP Social Studies.</b>		N/A		N/A—No state assessment in Social Studies applicable for elementary sites.
1.2.4 Students met benchmark on in-house measures of achievement as per contract goals.		N/A		Language Acquisition Growth. KCIA data not available from DESE.

<b>Section 3: School Improvement Over Time - Progress</b>	<b>Not Met</b>	<b>Partially Met</b>	<b>Met</b>	
1.3.1a Student cohort groups will increase the MAP Index scores in <b>ELA</b>		N/A		With the MAP assessments for 2015 and 2016, results cannot be statistically compared with current 2017 results. For baseline purposes, KCIA’s ELA scores from Grade 3 to Grade 5 had a significant increase of 44 points. However, grades 4 to 6, 5 to 7, and 6 to 8, all decreased.
1.3.1b Student cohort groups will increase the MAP Index scores in <b>Math</b>		N/A		With the MAP assessments for 2015 and 2016, results cannot be statistically compared with current 2017 results. For baseline purposes, KCIA’s Math scores from Grade 3 to Grade 5, 4 to 6, 5 to 7, and 6 to 8, all increased, ranging from a positive 16 to 40 points.
1.3.2 Students will generate “Progress Points” within the building APR calculations.	X			KCIA generated 9 of the possible 36 <i>progress</i> points on its 2017 APR.
<b>Section 4: Student Achievement Over Time - Growth</b>	<b>Not Met</b>	<b>Partially Met</b>	<b>Met</b>	
1.4.1 School will earn “Growth” points as calculated for MSIP 5 APR.	X			KCIA’s generated 18 of the possible 24 <i>Growth</i> points (75%) within its APR calculations. The Benchmark is 50% (12 points). KCIA’s points came in ELA, 12/12, and math 6/12.
1.4.2a Students will improve in <b>Language Acquisition</b> as measured by nationally normed assessment.		N/A		Data was not available from DESE data sets.
1.4.2b Students will improve in ELA or Math as measured by nationally normed assessment.		N/A		No additional ELA or Math assessments were administered with annual comparison data.
<b>Section 5: Student Engagement</b>	<b>Not Met</b>	<b>Partially Met</b>	<b>Met</b>	
1.5.1 Students will meet established attendance goals.			X	Traditional average daily attendance (ADA) for KCIA was 95.2%, meeting the Target goal of 94%. For the APR, KCIA demonstrated a proportional attendance rate of 90.4%, up from 75.3% for 2016. This is the second consecutive year of significant increase in the attendance rate.

1.5.2 School will meet established retention goals.			X	89.5% of the KCIA students attending Sept. of 2016 returned to the school as of Sept. 2017. This met the retention target of 80%.
1.5.3 School will meet established Graduation Rate		N/A		N/A for elementary schools.
1.5.4 School will meet established goals for post-secondary indicators.		N/A		N/A for elementary schools.

**Kansas City International Academy**  
**Academic Performance**  
**Part 2: Data Collection, Analysis, and Maintenance Review**  
**Reviewer: Doug Thomas**

2. 1. The school has effectively and systematically gathered student achievement data applicable to the academic performance indicators outlined in the agreement.

<b>2.1 Criteria</b>	<b>Status</b>	<b>Comments / Notes</b>
2.1.1 Are the data appropriately disaggregated and analyzed to determine the degree the school has achieved the academic performance indicators outlined in the charter agreement?	Met	Lexia reading/phonics assessment is administered three times per year. Common assessments are administered monthly in ELA, Reading, and Science. Star Math data are collected every 8 wks. Teaching teams are tracking Student Learner Outcomes (SLO) monthly. Planning to use I-Ready for next school year.
2.1.2. What longitudinal data are being collected, analyzed, and maintained?	Met	Attendance, Retention, MAP, Star Math, and Accelerated Math. Lexia provides day to day data for teachers / school leaders. Teams are looking at data within the day to day routines/expectations.
2.1.3. Provide evidence that cohort and student specific data are being collected, analyzed, and maintained.	Met	Data collection and analysis is incorporated within the day to day processes at the school (see items listed above). Direct Instruction and Core Knowledge are no longer being incorporated within the instructional program.
2.1.4. Provide evidence that academic performance data and results are presented in a straightforward and logical manner.	Met	Instructional coaches provide student data to the grade level teams/ classroom teachers. Grade level teams meet weekly to review data. School leaders are working on improving testing environment.
2.1.5. Describe the process that performance data are shared with staff.	Met	Achievement level reports by teacher and by grade level are provided and reviewed. IBDs are being incorporated in data analysis and goal setting process. JW (data specialist) provides data on regular basis to instructional staff.

<p>2.1.6. What curriculum or instructional revisions have been made over the past year due to the school’s performance data?</p>	<p>Met</p>	<p>Attendance focus of improvement plan. Monthly incentives are provided per student. Incentives are implemented. Phone calls, with translators, are conducted each day to track down and record attendance issues. Team leaders have been identified and given time to work on student achievement.</p> <p>New instructional technology person has been employed.</p> <p>Teams are provided common plan time to work collaborative on student improvement goals.</p> <p>Specific instructional goals, per student or per teacher, were evident during the AA discussions. General goals and processes were evident.</p> <p>Increased role of instructional coaches—one facilitates pull out instruction, others are full time coaches working with teachers.</p> <p>Hired a reading specialist.</p> <p>Hiring instructional support staff, as many as 6, to focus on individual student progress.</p> <p>Hired two part time librarians especially to support reading program, especially small group and 1 to 1 support.</p> <p>Progress on inclusion of technology; grades 3 to 8 are 1 to 1; K – 2 have a set of computers per classroom.</p>
<p>2.1.7. Provide evidence the data are collected and maintained as institutional data for the school.</p> <ul style="list-style-type: none"> <li>a. Data collection and analysis are components of a board approved position with written job description.</li> <li>b. Data collection is maintained on an institutional computer with appropriate backup and security components in place</li> <li>c. Data analyses are regularly submitted to and reviewed by the governing board.</li> </ul>	<p>Met</p>	<p>Specific leadership positions (Instructional coaches) lead the data collection and school improvement processes.</p> <p>Student achievement results are provided annually after MAP results are received.</p> <p>School leaders provide achievement data and program reports to the governing board on a regular basis.</p>

**Summary / Recommendations:**

- Kansas City International Academy school officials have implemented data-driven school improvement processes within the school's operations and instructional processes.
- The school has devoted time, personnel, and processes to the appropriate collection and utilization of achievement data to support and drive its academic program.
- While the data-driven processes have not significantly impacted summary-level student achievement levels to date, there are positive indicators within the student retention and student attendance data sets, two key indicators that should have positive impacts on student achievement over time.
- The "growth" indicators within the district's APR provided evidence that students are performing at a level higher than statistically predicted, even though many of these students are currently in the lowest performance levels on the MAP.

**Kansas City International Academy  
Academic Performance  
Part 3: Curriculum Review**

<b>3.1 Vertical Curriculum Continuity</b>				
<b>Indicators</b>	<b>Not Met</b>	<b>Partially Met</b>	<b>Met</b>	<b>Strengths /Recommendations</b>
3.1.1 Curriculum Housing			X	
3.1.2 Curriculum Map			X	
3.1.3 Vertical Articulation			X	
3.1.4 Curriculum Overlap and Gaps		X		
3.1.5 Missouri Learning Standards			X	
3.1.6 Unpacking Standards		X		
<b>3.2 Horizontal Curriculum Continuity</b>				
<b>Indicators</b>	<b>Not Met</b>	<b>Partially Met</b>	<b>Met</b>	<b>Strengths /Recommendations</b>
3.2.1 Curriculum Appropriateness			X	
3.2.2 Alignment of Curriculum, Assessment and Pedagogy		X		Half of this indicator was met and half was progressing.
3.2.3 Depth of Knowledge		X		
3.2.4 Lesson Objectives (I Can Statements)			X	
3.2.5 Student Skills			X	
3.2.6 Rigor of Assessments		X		
3.2.7 Use of Data		X		
3.2.8 Cross-Curricular Components		X		
<b>3.3 Instruction Based on Curriculum</b>				
<b>Indicators</b>	<b>Not Met</b>	<b>Partially Met</b>	<b>Met</b>	<b>Strengths /Recommendations</b>
3.3.1 Lesson Planning		X		
3.3.2 Lesson Structure			X	

3.3.3 Lesson Alignment to Skills and/or Standards			X	
3.3.4 Demonstrations of Learning (DOLs)			X	
3.3.5 Quality of Learning Experiences		X		
3.3.6 Activities and Materials		X		
3.3.7 Differentiation			X	
3.3.8 Cultural Awareness		X		
3.3.9 Instructional Grouping			X	
3.3.10 Technology Integration		X		
<b>3.4 Curriculum Priority</b>				
<b>Indicators</b>	<b>Not Met</b>	<b>Partially Met</b>	<b>Met</b>	<b>Strengths /Recommendations</b>
3.4.1 Providing Resources		X		
3.4.2 Resource Training		X		
3.4.3 Budget Allocation for Instructional Resources			X	
3.4.4 Curriculum Development			X	
<b>3.5 Positive Human Relations</b>				
<b>Indicators</b>	<b>Not Met</b>	<b>Partially Met</b>	<b>Met</b>	<b>Strengths /Recommendations</b>
3.5.1 Internal Feedback to Staff			X	
3.5.2 Stakeholder Engagement		X		
3.5.3 Staff Collaboration			X	
3.5.4 Staff Collaboration Expectations			X	
3.5.5 School Professional Development Plans			X	The review indicated the school scored at the “Exceeds Expectations” level for this criterion.
3.5.6 Teacher Professional Development Plans		X		Half of this indicator was met and half was progressing.

<b>3.6 Theory-Into-Practice Approach</b>				
<b>Indicators</b>	<b>Not Met</b>	<b>Partially Met</b>	<b>Met</b>	<b>Strengths /Recommendations</b>
3.6.1 High Expectations		X		
3.6.2 Priority Standards			X	
3.6.3 Assessment Production		X		
3.6.4 Data-Driven Decision Making		X		
3.6.5 Post-Secondary Connections		X		
3.6.6 Community Connections		X		
<b>3.7 Planned Change</b>				
<b>Indicators</b>	<b>Not Met</b>	<b>Partially Met</b>	<b>Met</b>	<b>Strengths /Recommendations</b>
3.7.1 School/LEA Improvement Plan or Action Plan with Goals			X	
3.7.2 Reflective Practices and Professional Growth			X	
3.7.3 Alignment Across LEA		X		
3.7.4 Monitoring of Curriculum at Site Level			X	

**Kansas City International Academy  
Academic Performance  
Part 4: Plans for Student Success Review  
January 31, 2018**

Planning for Student Success	Not Met	Partially Met	Met	* School has a workable plan
4.1 Strategic / CSIP Plan			X	KCIA's Strategic Plan has goals that address the following: Student Achievement, Hiring Staff, Cultural Diversity, Facilities, Community, and Finances. There is also a process for periodic review. The goals are measureable.
4.2 Professional Development			X	Professional development is identified through the Accountability Plan. The calendar is well defined with specific outcomes.
4.3 Technology Plan		X		Have done a lot of work this year and last to get the system to work for curriculum and assessment. There is no written plan but there is a vision for where they are going. <u>Recommendation:</u> Develop a District Technology Plan that will guide future decisions on spending and a replacement schedule.
4.4 Title Plan(s)			X	Not available online this year but had verification that they had sent to DESE.
4.5 Facilities Maintenance Plan			X	Contained in Strategic Plan
4.6 Assessment Plan			X	Assessment is a primary feature in the Accountability Plan. The times and dates are well defined as is the analysis of data.

**Recommendation:**

- Develop a District Technology Plan that will guide future decisions on spending and a replacement schedule.

**Kansas City International Academy  
School Governance  
Part 5: Board Governance Review  
Reviewers: Mike Ringen and Julie Brunner  
January 29 and February 16, 2018**

<b>5.1 The School Board operates legitimately and in the best interest of its students and mission.</b>				
<b>Indicators</b>	<b>Not Met</b>	<b>Partially Met</b>	<b>Met</b>	<b>Strengths /Recommendations</b>
5.1.1 Throughout the year Board composition meets all requirements of its bylaws and appropriate state regulations regarding governance. (Proactive recruiting) (Board Minutes Attendance)		X		Board annual meeting at August board meeting. Discussed terms and positions. Officers elected. No indications of issues throughout this review process. There is currently not a parent representative on the board. Consider amending the bylaws.
5.1.2 The proper number of members are on the Board as noted in the By-Laws/ policies/ contract with the University of Central Missouri.			X	Bylaws Article 6 - 3 to 15 members There are 6 board members.
5.1.3 The Board participates in long range strategic planning and there is a process in place for plans to be evaluated yearly (i.e., student performance, facility, growth, budget, school improvement, etc.). (Review student, teacher and parent surveys, Board minutes on strategic planning...)			X	Plan developed in the fall of 2017. Contains appropriate criteria.  Refer to Part 4: Plans for Student Success Review.
5.1.4 The school is in material compliance with applicable law (IDEA, NCLB, SPED, Title I, Title VI, FERPA, etc.). (Policies in place, no DESE investigations, any letters stating noncompliance, etc.)			X	Dr. Fleming reports that there are no problems at this time

5.1.5 There is a practice in place for Board member induction and continuous training. (16 hours first year, 4 hour per year all others - agendas/ procedures from induction sessions)		X		Appendix G directs board orientation. Appendix H, Section 2.1 specifies 8 hours of board member development annually. They have no new board members this year. Recommendation: Document orientation and training.
5.1.6 Board actively seeks and includes parental and community involvement in its governance according to charter (Parent representation on Board, have input into strategic planning, PTO, etc.) (Board Agenda/Minutes - Open Forum)			X	Bylaws Article IV Section 4.2 b Commencing with the annual meeting of the Corporation in 2017, at least one parent of a child enrolled in each charter school operated by the corporation shall be a director (“Parent Director”) Recommendation: Seek a parent director or consider amending the bylaws. Open forum on meeting agenda. Historical data was collected from various sources in the strategic planning process. Several reports provided throughout the year concerning parental participation and opportunities provided. Discussion about how volunteers are utilized in other schools.
5.1.7 Attendance at Board Meetings (July 1 – June 30) never falls below 75%.	X			At several monthly meetings, there were 4 out of 6 members present.
5.1.8 School Board members’ Family Care Safety Registry reports and Background Checks are complete and kept on file.			X	
<b>5.2 Meetings are regularly scheduled and appropriately conducted.</b>				
<b>Indicators</b>	<b>Not Met</b>	<b>Partially Met</b>	<b>Met</b>	<b>Strengths /Recommendations</b>
5.2.1 There are at least 10 regular meetings of the Board.			X	
5.2.2 Board meeting are posted in sufficient time and include a tentative agenda.			X	
5.2.3 The president of the Board and the Executive are both involved in Board meeting planning.			X	

5.2.4 Minutes include a record of Board members attending and those absent.			X	
5.2.5 Action is taken with motions, seconds and votes.			X	
5.2.6 There is a roll-call vote to enter a closed session.			X	
5.2.7 Confidential minutes are developed for closed sessions and securely maintained.			X	Name of person maintaining closed session minutes: Kirsten Lipari Location of stored minutes: in Lumen (secure online storage) and a binder secured in Dr. Fleming's office.
5.2.8 Business is conducted in compliance with Missouri open meeting laws.			X	
5.2.9 A quorum is present for all Board Meetings. (No meeting was cancelled for lack of a quorum.)		X		November 28, 2017 3 of 6 in attendance. Items for vote were tabled until December meeting.
<b>5.3 Governance records and documentation are appropriately kept and maintained.</b>				
<b>Indicators</b>	<b>Not Met</b>	<b>Partially Met</b>	<b>Met</b>	<b>Strengths /Recommendations</b>
5.3.1 Board minutes are available to the public upon request.			X	
5.3.2 Board minutes are properly maintained (Kept in one place, one person oversees, easily accessible, etc.).			X	Kept in Lumen, available online through portal
5.3.3 Board minutes are current.			X	
5.3.4 Board minutes are complete.			X	
5.3.5 The Notice of Meeting is included in the documentation of monthly meeting.			X	
5.3.6 Governance records are developed and maintained by staff or consultants – not Board members.			X	
5.3.7 Deficient findings from last years' UCM review have been corrected. Board Member Training		X		

<b>5.4 School business is conducted in a transparent manner, free of conflict of interest, and models best practices regarding governance roles and responsibilities.</b>				
<b>Indicators</b>	<b>Not Met</b>	<b>Partially Met</b>	<b>Met</b>	<b>Strengths /Recommendations</b>
5.4.1 There are indications that the Board knows and sustains the difference between administration (management of the school) and governance (policy, outcome setting, monitoring outcomes, evaluation of the top executive, etc.)			X	Responsibilities assigned appropriately. Policies approved. Strategic plan developed that contains outcomes, goals, etc. Supt evaluation noted in minutes as well as discussion about improving current evaluation. Budget revisions periodically.
5.4.2 Decision-making is free of conflicts of interest and decision makers act in the best interest of the children in the school. (Policy, awarding of contracts...)			X	
5.4.3 Finance reports are included on the regular agenda.			X	
5.4.4 The annual audit is reviewed by the Board, accepted by motion and recorded in Board minutes.			X	December 12, 2017
5.4.5 The Board minutes reflect approval of an annual budget.			X	April 25, 2017
5.4.6 The Board is aware of school staffing and staff salaries.			X	Salaries approved. Admin/staffing meetings held and reports made. Insurance percentage discussed and approved. Teacher evaluation tool discussed.
5.4.7 There is some type of appropriate Board oversight on payment of the bills.			X	Check register approved each month.

**Kansas City International Academy  
School Governance  
Part 6: Board Policy Review  
Reviewers: Mike Ringer and Julie Brunner  
January 29 and February 16, 2018**

<b>6. Appropriate Board Policies are developed, revised as needed and followed.</b>				
<b>Indicators</b>	<b>Not Met</b>	<b>Partially Met</b>	<b>Met</b>	<b>Strengths /Recommendations</b>
6.1 Required state, federal, and contractual, policies are approved, on file, available for review.			X	The Board adopted the model policies from MCPSA in 2016. In October 2017, sections of the policy book were reviewed, discussed, and approved.
6.2 There is a written procedure/policy for Board member recruitment.			X	Governance, Appendix F
6.3 Board approved job descriptions are in place for all positions listed on org chart.			X	Superintendent’s Job Description is now approved.
6.4 The term of office for Board members is clearly defined in bylaws or policy.			X	3-year term, maximum 3 successive terms
6.5 All policy deficits from last year have been reviewed and voted on by the Board.			X	2016 – job descriptions Policies need to have all blanks filled - corrected Board member recruitment procedure needs to be in writing - corrected
6.6 Any required policies related to changes in statutes have been identified and voted on by the Board. List of required policies from 2016-2017 MO statute revisions: Dyslexia Screening, Cardiopulmonary Resuscitation Instruction, English Language Learners, Program for Homeless Students, LEA and School Title 1.A Parent Involvement. Suggested policy: Age Criteria for Kindergarten Admission			X	Operational Policies, Appendix WW covers dyslexia screening Operational Policies Appendix XX covers CPR and Heimlich maneuver Appendix YY covers ELL Policy Appendix ZZ Program for Homeless Students Policy Appendix AAA LEA Title I.A. Parental Involvement Policy

6.7 There is a written process/policy in place for an annual review of policies by administration/board. (Suggested)			X	Policies were reviewed in 2017.
6.8.1 A policy exists for discrimination and harassment. (Required by MO statutes.)			X	
6.8.2 A policy exists for school board duties. (Could be listed in bylaws.) (Required by UCM)			X	Governance Policies, Appendix I
6.8.3 A policy exists for superintendent evaluations. (Required by UCM)			X	Human Resources Policies, Appendix H
6.8.4 A policy exists for annual budget approval. (Required by MO statutes)			X	Financial Policies, Appendix B
6.8.5 A policy exists for bidding and purchasing procedures. (Required by MO statutes)			X	RFPs for \$150,000 or more
6.8.6 A policy exists for student safety and safety plans. (Required by MO statutes)			X	Operational Policies, Appendix L, Appendix PP
6.8.7 A policy exists for instructional plans. (Required by MO statutes)			X	Operational Appendix Z
6.8.8 A policy exists for academic calendar. (Required by MO statutes)			X	Operational, Appendix B
6.8.9 A policy exists for student discipline. (Required by MO statutes)			X	Operational, Appendix MM
6.8.10 A policy exists for student enrollment/lottery procedures. (Suggested)			X	Appendix Section DD
6.8.11 A policy exists for public right to know procedures. (Suggested)			X	Operational Policies, Appendix F
6.8.12 A policy exists for custodial/non-custodial parents. (Suggested)			X	Written procedure with social worker - requires court documentation to release child
6.8.13 A policy exists for whistleblowers. (Required by UCM)			X	

6.8.14 A policy exists for thresholds for board approval on expenditures. (Required by MO statutes)			X	\$150,000 or more require board approval
6.8.15 A policy exists for hiring and recruitment procedures. (Required by MO statutes)			X	Human Resources, Appendix G
6.8.16 A policy exists for terminations and appeals. (Suggested)			X	All employees are “at will”
6.8.17 A policy exists for compliance with the MO Sunshine Law. (Could be in bylaws) (Required by MO statutes)			X	
6.8.18 A policy exists for board member Conflict of Interest. (Required by MO statutes)			X	Appendices H and I, Financial Policies

**Kansas City International Academy  
Financial Operations  
Part 7: Financial Operations Review  
Reviewers: Mike Ringen and Julie Brunner  
January 29 and February 16, 2018**

<b>7.1 Fiscal records are appropriately maintained.</b>				
<b>Indicators</b>	<b>Not Met</b>	<b>Partially Met</b>	<b>Met</b>	<b>Strengths /Recommendations</b>
7.1.1 Financial reports are complete (no blank spaces for important information).			X	EdOps provides monthly financial reports to the board.
7.1.2. Financial reports are comprehensible (understandable, user friendly, include dates).			X	
7.1.3. Financial records are organized by date and easily accessible.			X	
7.1.4. The school's personnel use Missouri's Financial Accounting practices and stay current on changes.			X	
7.1.5. Separate records are kept for federal programs (If not a school-wide pool).			X	School-wide pool
7.1.6 Receipts/invoices are easily accessed. (Randomly checked at least 6)			X	Random October invoices and payments reviewed and were all in order
<b>7.2 The school operates in a fiscally sound and appropriate manner.</b>				
<b>Indicators</b>	<b>Not Met</b>	<b>Partially Met</b>	<b>Met</b>	<b>Strengths /Recommendations</b>
7.2.1 The annual independent audit is available for review and is free of findings. (Findings local admin/state – transportation or attendance.)			X	Approved at December Board Meeting

7.2.2 Three to five-year budget planning is complete with anticipated revenue and expenditures. A five-year plan is available at the Charter's Renewal.			X	Approved at September board meeting. Developed by EdOps based on current information.
7.2.3 Unencumbered reserves as reported in the past audit meet or exceed 10% of the total expenditures for the same period.			X	43.77% - from DESE ASBR web report
7.2.4 The school participates in the E-Rate program.			X	This was discussed, with a motion to apply made at the March 2 board meeting.
7.2.5 The school receives Medicaid funds.			X	Linda Kirkpatrick manages the applications
7.2.6 The school has adequate insurance coverage and it is reviewed annually. (10% of Budget)			X	Renewed July 1 – CBIZ is the broker. Increased coverage due to new technology.
7.2.7 There is a monthly financial review process where the check register is reviewed and approved by the board. If reviewed by the finance committee it must be reported in the monthly minutes and approved by the entire board. (Administration and Board Committee)			X	
7.2.8 The school participates in the Kansas City School District Retirement System. (Confirm with UCM Charter Office)			X	
<b>7.3 Required fiscal reports and audits are completed appropriately and timely submitted.</b>				
<b>Indicators</b>	<b>Not Met</b>	<b>Partially Met</b>	<b>Met</b>	<b>Strengths /Recommendations</b>
7.3.1 Financial reports to the Board are timely (within one month of actual deposits or expenditures).			X	
7.3.2 Financial reports include a balance sheet showing the net worth of the school at a single point in time (i.e., assets, liabilities).			X	

7.3.3 Financial reports include an Income and Expense Statement (may include income and expenses that have not cleared).			X	
7.3.4 Financial reports include a budget versus actual report that may include percent of budget available or consumed.			X	
7.3.5 Audit prepared by an independent company was sent to UCM and DESE and was published in a local paper. (copy of emails or copy of what was sent)			X	Independence Examiner, The Call
7.3.6 The audit was accepted by the Board (in minutes with related vote).			X	December minutes
7.3.7 If audit exceptions were identified, they have been addressed. (This may be N/A)			N/A	
7.3.8 If ASBR report had exceptions from DESE they were corrected in a timely manner.			N/A	
<b>7.4 School business and expenses are made free of conflict of interest and directed toward meeting the mission of the school.</b>				
<b>Indicators</b>	<b>Not Met</b>	<b>Partially Met</b>	<b>Met</b>	<b>Strengths /Recommendations</b>
7.4.1 Written procedures/internal controls for the handling of charitable gifts and incoming monies are clear. (Procedures for mail, events, cafeteria, uniforms, etc.)			X	They have policies and procedures. They keep separate accounting records.
7.4.2 The Board has established a whistleblower policy and it is available to staff.			X	
7.4.3 Budget development is based on needs as defined by appropriate stakeholders.			X	One draft provided in previous month. Numerous discussions throughout the year concerning projects, planning, salaries, programs that include input from appropriate groups.

7.4.4 Salary guidelines are available.			X	Salary Schedule 5/25/17 Superintendent salary approved. Note: Supt. Salary approved in executive session. All salaries are public record. Evaluations can be done in Executive Session; salaries should be in open session.
7.4.5 The Board has thresholds for who must approve contracts of various dollar amounts.			X	\$149,999 is limit for purchases by superintendent. Policy adopted October 24, 2017. Purchases over \$10,000 in any bill require 2 signatures.
7.4.6 The Board has established a bidding process for expenditures over a predetermined amount.			X	Operational Policy Appendix X
7.4.7 Polices are in place that avoid nepotism in hiring and in the awarding of contracts.			X	October 24, 2017, meeting – Nepotism was discussed. The definitions in the Conflict of Interest policy address family relationships. 2. Financial Interest - A person has a financial interest if the person has, directly or indirectly, through business, investment, or family.
7.4.8 Amount spent annually by LEA on professional development.	-	-	-	\$205,320 for the 2016-17 school year

**Kansas City International Academy  
School Administration and Operations  
Part 8: Facilities and Safety Review  
Reviewer: Lynne Beachner  
September 20, 2017**

<b>8.1 Proper planning and inspections are in place to insure long-term safety and functionality.</b>				
Indicators	Not Met	Partially Met	Met	Strengths /Recommendations
8.1.1 There is a clear procedure for initiating a work order request for building and/or equipment. (i.e., examples of what has been repaired this month from a work order)			X	
8.1.2 Current Fire Department Safety Certificate is posted			X	3/2018
8.1.3 Current Health Department Food Service Certificate is posted			X	December 31, 2017
8.1.4 Deficiencies on Food Services Audits have been addressed as per the required corrective actions.			X	Name of school's Food Services Authorized Representative: Jennifer Wilson All findings have been corrected.
8.1.5 Fire extinguisher inspections are posted and up-to-date.			X	July 2017
8.1.6 Elevator is available and inspection is posted			X	City: Oct. 1, 2017 & State: 12/2017
8.1.7 HVAC is in good repair			X	
<b>8.2 The interior of the building is clean, properly maintained and designed in an effort to support the instructional process.</b>				
Indicators	Not Met	Partially Met	Met	Strengths /Recommendations
8.2.1 GFCI are installed where an electrical source is within 6 feet of a water source			X	

8.2.2 All observed electrical boxes/switches are covered			X	
8.2.3 EXIT signs are prominent and lighted			X	The Exit signs in the gym are not lighted. The fire marshal is aware of them.
8.2.4 Stair treads and railings are secure and safe			X	
8.2.5 Classrooms are of adequate size for their purpose			X	
8.2.6 Bathrooms are clean			X	
8.2.7 Toilets are operational			X	
8.2.8 Bathrooms have sinks with hot and cold water.			X	
8.2.9 Bathrooms provide soap and towels for hand washing			X	
8.2.10 Hallways have an unobstructed clearance of 8 feet			X	
8.2.11 Storage areas are in good order			X	
8.2.12 Schools maintain appropriate entrance signs and directions. (need to check into the office and how to get there)			X	
8.2.13 All classroom doors can be locked/secured from the inside.			X	
8.2.14 First floor classrooms should have a means to block sight from those outside the building.		X		The cafeteria has windows but they may be high enough to obstruct the view from outside. Since there are air conditioning units outside those windows, you may want your safety committee to discuss this issue. <b>Recommendation:</b> Get resolution on whether you need shades in the cafeteria.
8.2.15 Paper artwork and teaching materials cover less than 20% of a wall area			X	

<b>8.3 The exterior of the building is easily recognizable, free of clutter and properly maintained in an effort to promote safety for students and the community.</b>				
<b>Indicators</b>	<b>Not Met</b>	<b>Partially Met</b>	<b>Met</b>	<b>Strengths /Recommendations</b>
8.3.1 Handicapped parking is provided and marked			X	There is handicapped parking in the front and the side. The entrance for level 1 is by the elevator.
8.3.2 Curb cuts are in an appropriate proximity to handicapped parking			X	
8.3.3 Exterior signage is prominent and adequate for emergency vehicles to identify the school			X	
8.3.4 Exterior door security is in place at every entry while allowing people to exit whenever the building is occupied.			X	
8.3.5 Playground equipment is inspected on a regular schedule and a written process is in place to denote possible safety problems. (Must be documented-checklist)			X	Playground equipment is new and sounds like people frequently inspect it. I would recommend a more formal process 2-4 times a year (some people do it monthly).
8.3.6 The main entrance to the school has an electronic system that controls entry to visitors.			X	
8.3.7 Shrubs around the building are trimmed within 3' to allow for a good line of sight.			X	
8.3.8 Exterior lighting is appropriate around entrances, parking and walkways.			X	
<b>8.4 Procedures are in place to insure safety.</b>				
<b>Indicators</b>	<b>Not Met</b>	<b>Partially Met</b>	<b>Met</b>	<b>Strengths /Recommendations</b>
8.4.1 Emergency exit maps are posted in every occupied room		X		Every room appeared to have maps but not all of them had been posted. <b>Recommendation:</b> Stress to faculty the importance of posting maps. All rooms should have maps posted.

8.4.2 Breaker boxes are kept locked and do not allow child access		X		The breaker boxes on the stage have no means of locking. They should be locked when students are in the area. <b>Recommendation:</b> Breaker boxes should be locked.
8.4.3 Material Safety Data Sheets are posted where chemicals are stored.			X	
8.4.4 There were no observed permanent extension cords			X	
8.4.5 There is a working system of communication between classrooms and the office.			X	
8.4.6 There is an appointed district Safety Coordinator			X	Rod Hatton
8.4.7A safety committee meets at least two times each year (administrator(s), teacher(s), nurse, parent(s), etc.)		X		No minutes available. Mr. Hatton no longer there. It was reported they had meetings. <b>Recommendation:</b> Keep minutes of your safety committee meetings.
8.4.8 Administrative procedures encourage staff to report suspected child abuse and neglect			X	Page 28 in Employee Handbook
8.4.9 A student code of conduct is made available to students, staff and parents			X	Page 1 in the Student Handbook had a brief list of expectations
8.4.10 A copy of the floor plan is on file with the local police department			X	
8.4.11 An alternate building evacuation site is known to adults and parents			X	Two businesses down the street (church & beverage company) have agreed to be an alternate site.
8.4.12 Visitors are required to check in at the office and receive a visitor name badge			X	
8.4.13 Science teachers and administrators are aware of the special safety requirements of science labs and the proper safety equipment is in place			N/A	

**Kansas City International Academy  
School Administration and Operations  
Part 9: Personnel and Payroll Review  
Reviewer: Doug Thomas  
March 12, 2018**

<b>9. Personnel policies and procedures are appropriately conducted in a manner that promotes the recruitment and retention of an effective instructional staff.</b>				
<b>Indicators</b>	<b>Not Met</b>	<b>Partially Met</b>	<b>Met</b>	<b>Strengths /Recommendations</b>
9.1 A Teacher Salary Schedule is in place or a process that uses experience and degrees, with consideration given to other charter schools' salary structures to determine salary.			X	Recently approved salary schedule available. Starts at \$42,500 and caps at \$68,119. Salary schedule includes summer school. This indicates an across the board raise of 2.5%
9.2 Yearly board approved contracts are provided.			X	Della has a board approved and implemented process for issuing contract. Current contracts for employees are included in the personnel files. One folder (administrator) did not include any documentation of salary.
9.3 Classified/Support Staff Salary Schedules or a written letter of employment that includes salary and benefits is provided at time of employment.			X	Two support staff files were pulled. Letters of employment are included, signed, designating compensation and beginning / ending dates.
9.4 The school demonstrates proactive staff recruitment that promotes quality instruction.			X	School officials use MOREAP, KC Star, InDeed and Career builder. School leaders participate in teacher placement days at UCM and other universities.
9.5 At least 80% Position Code 60 educators are certified. All employees paid with federal funds are certified.			X	All 55 of the listed classroom teachers had DESE certification; 100%. Excellent!!
9.6 A master schedule is in place and available.			X	Copy of the master schedule was available. Schedule provides appropriate overview of teaching duties / assignments for each grade level.

<p>9.7 Family Care Safety Registry reports and fingerprint Background Checks are complete, less than five years old, and kept on file.</p>			<p>X</p>	<p>The required documentation for six board members were checked. FBI and FCSR were available. Contact information was also maintained in the folders. Currently, school officials are working with legal counsel to obtain conflict of interest statements.</p>
<p>9.8 Payroll summaries and personnel rosters were compatible.</p>			<p>X</p>	<p>Contractual amounts were compared on six employees to randomly selected payroll summaries. All figures were aligned. No discrepancies or concerns were noted.</p>
<p>9.9 Administrators have appropriate certifications for their roles.</p>			<p>X</p>	<p>Administrators are all appropriately certified. Special Education Director was not listed as certified as an administrator.</p>
<p>9.10 School demonstrates stability with its instructional staff (recruitment, hiring, salary and benefits, and mentoring practices).</p> <p>For two out of the last three years the school has met: (85-100%=Met, 70-84%=Partially Met, &lt;70%=Not Met)</p>		<p>X</p>		<p>Of the 70 FTE teachers employed in 2016-17, 36 returned for this current (2017-18) school year, generating a one-year teacher retention rate of 51%. Much of this turnover was impacted by the organizational restructuring of KCIA.</p> <p>For prior years, KCIA generated retention rates of 71 (2016) and 79% (2017), meeting the benchmark for two of the three previous years.</p>
<p>9.11 The school uses a teacher evaluation system based on the 7 Essential Principles of the Missouri Teacher Evaluation System</p>			<p>X</p>	<p>A teacher evaluation instrument supporting the state requirements is in use.</p>
<p>9.12 Current and historic H. R. records are maintained in a secure location</p>		<p>X</p>		<p>Files are appropriately stored in locked files in a locked room. Folders were not organized with any type of checklist or tabs. The folders did include the necessary materials (missing a few items, but generally complete); however the materials did not appear to be in any designated order.</p> <p><i>See Recommendation</i></p>

**Kansas City International Academy  
School Administration and Operations  
Part 10: Required Trainings and Drills Review  
Reviewer: Lynne Beachner  
April 17, 2018**

<b>10. Students and/or staff participate in appropriate drills and training.</b>				
<b>Indicators</b>	<b>Not Met</b>	<b>Partially Met</b>	<b>Met</b>	<b>Comments</b>
10.1 Staff is trained in bullying and harassment.			X	Safe schools online – 100% completion
10.2 All Staff is trained in FERPA/HIPPA.			X	Safe Schools online - 100% completion
10.3 There is annual training for all staff on blood borne pathogens.			X	Safe Schools online - 100% completion
10.4 Appropriate personnel are trained in how to respond to bomb threats.			X	
10.5 Persons responsible for first aid are trained and given proper equipment and supplies.			X	Red Cross Training- arranged by School nurse Girls on the Run trained as well
10.6 Regular fire drills are held with a record of date, time, and observations (min 5).		X		9/14/17, 2/27/18, 5/4/18, 2 more drills planned 10/19/18 In-house training with students
10.7 Regular tornado drills are held with a record of date, time, and observations (a minimum of 2).		X		3/6/18
10.8 Regular intruder drills are held with a record of date, time, and observations. (At least 1/yr.)			X	1/30/2017
10.9 All staff participated in active shooter training. (In person/ online every other year)			X	10/25/2017
10.10 Bus evacuation drills for students K – 6 are conducted at least once each semester.			X	Oct. 12, 2017 & March 1, 2018
10.11 Students receive biennial training in fire safety.			X	Fire House for younger students & assembly for older students

<p>10.12 Appropriate school personnel attend meetings offer by DESE and other resources to keep up-to-date on Federal programs (i.e., Title, SPED, 504, Homeless, ELL, Food Service, etc.).</p>			<p>X</p> <p><b>Title</b> - Kirsten Bramen &amp; Jennifer Wilson - Federal Programs Conference  <b>SPED</b> – Rod Hatton attended quarterly meetings with UCM  <b>504</b> – Rod Hatton – Attended multiple meetings with RPDC  <b>Homeless</b> - Jennifer Wilson - On-line course sent out by Donna Cash  <b>ELL</b> - Daisy Myrick - quarterly training + whole staff training (Sept. 13) + Certification for a cohort through UCM  <b>Food Service-</b> Kirsten Braman - Summer Training &amp; Jennifer Wilson - Federal Programs Conference &amp; Fresh Fruits and Vegetables 9/15/17 (Included other staff as well)</p>
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**Recommendations:**

- Conduct two more fire drills and one more tornado drill by the end of this school year.

**Kansas City International Academy  
School Administration and Operations  
Part 11: Student Enrollment and Records  
Reviewer: Lynne Beachner  
October 30, 2017**

<b>11. Student enrollment procedures and record keeping are appropriately conducted and maintained.</b>				
<b>Indicators</b>	<b>Not Met</b>	<b>Partially Met</b>	<b>Met</b>	<b>Strengths /Recommendations</b>
11.1 The school has enrollment policies and practices which include a stated open enrollment period, grade level capacities, lottery process, and waiting list.			X	They information on Open Enrollment and Lottery is sent home in a letter in 7 languages, communicated through a robo-call and is on the website with the application
11.2 Efforts to recruit and serve a diverse population are evident.			X	Recruitment involved: sending post cards, attending recruitment fairs, listing on website, and membership in Show-Me-KC Schools
11.3 The school is at or above 90% of enrollment targets (State % of capacity).			X	607/ 636 = 95%
11.4 Lotteries are conducted appropriately and school requests attendance by UCM personnel.			N/A	
11.5 Waiting lists are maintained by grade level and appropriate documentation is readily available.			X	
11.6 MOSIS number is on file on all records (permanent, Special Ed, 504, etc.).			X	
11.7 Birth Certificate is on file for kindergarten and first grade.			X	
11.8 A completed student application is on file.			X	
11.9 The date of admission is noted.			X	

11.10 Records/transcripts from previous school are on file.		X		15/18 of the records reviewed had transcripts or had been students at KCIA since K. <b>Recommendation:</b> Continues to send for transcripts and document attempts.
11.11 There is proof of residence for the current year (i.e., lease, utilities, etc.).		X		Multiple records did not have an up-to-date proof of residency. <b>Recommendation:</b> Continue to urge parents to bring in proof of residency this year!
11.12 Immunization records are on file			X	
11.13 Parent and emergency contact information is on file			X	
11.14 A clear process is in place to up-date parent contact information.			X	Several processes are in place to update information. At parent meetings, a printout is available for parents to double check, transportation requests, and the February/March reenrollment process.
11.15 There is a record of grades earned			X	Online and in file
11.16 Discipline records are on file			X	Online
11.17 There is a cumulative record of test results			X	
11.18 Attendance records are on file			X	Online
11.19 Records are well organized and consistently updated.			X	
11.20 Schools keep student records in accordance with the general record retention schedule.			X	
11.21 Requests for records are dealt with by one person and are sent in a timely manner.			X	

**Kansas City International Academy  
Administration and Operations  
Part 12: Special Education  
Reviewer: Mary Gage  
April 18, 2018**

**This review is for the purpose of the Annual University of Central Missouri Special Education Site Review and does NOT address all Standards and Indicators required to be met during the Special Education Tiered Monitoring Process conducted every three years by the Department of Elementary and Secondary Education/Special Education.  
(\*Revised 5/01/17)**

<b>12.1 Initial File Review (11 Indicators)</b>				
<b>Indicators</b>	<b>Not Met</b>	<b>Partially Met</b>	<b>Met</b>	<b>Strengths /Recommendations</b>
12.1.1 Referral form is present and dated.			X	
12.1.2 Reason(s) for referral and description of concern(s) is present.			X	
12.1.3 Date when Procedural Safeguards were presented to parents is present. (5 school days)			X	
12.1.4 Review of Existing Data form is in file and dated.			X	
12.1.5 Notice of Action (NOA) for evaluation was provided with date of delivery documented.			X	
12.1.6 Parent(s) was/were notified of the Eligibility Staffing (Notification of Meeting) with date notified documented.			X	
12.1.7 Evaluation was completed within 60 calendar days of NOA. (Date documented)			X	
12.1.8 Evaluation report contains the names and roles of the individuals making the eligibility determination.			X	

12.1.9 Statements including exclusionary factor specific to -SLD, Autism, SSD, LI-are documented			X	
12.1.10 Notice of Action for initial services is present and dated.			X	
12.1.11 Date a copy of the evaluation report was provided to parent is documented.			X	
<b>12.2 Reevaluation File Review (7 Indicators)</b>				
<b>Indicators</b>	<b>Not Met</b>	<b>Partially Met</b>	<b>Met</b>	<b>Strengths /Recommendations</b>
12.2.1 Review of Existing Data (RED) form is present and dated.			X	
12.2.2 Reevaluation is within three years of the last Evaluation Report (ER).			X	
12.2.3 Written Notice, when no additional assessment is needed, is completed, dated and provided to parents.			X	
12.2.4 Date when the parent(s) was/were notified of the Eligibility Staffing is present when additional data was collected.			X	
12.2.5 Evaluation report is present, if additional data were collected, and contains the names and roles of the individuals making the continued eligibility determination.			X	
12.2.6 Statement including exclusionary factor specific to-SLD, Autism, SSD, LI-are documented			X	
12.2.7 Dated copy of the evaluation report was provided to the parent(s). (Not applicable if no assessments required and eligibility category remains the same as previous eligibility determination)			X	
<b>12.3 Individual Education Plan (IEP) (14 Indicators)</b>				
<b>Indicators</b>	<b>Not Met</b>	<b>Partially Met</b>	<b>Met</b>	<b>Strengths /Recommendations</b>

12.3.1 IEP is current.			X	
12.3.2 Initial IEP meeting is held within 30 days of the eligibility determination staffing.			X	
12.3.3 The IEP team meets to review/revise, if necessary, the IEP at least on an annual basis (meetings no more than 365 calendar days apart).			X	
12.3.4 Present Level contains all required components.			X	Clear, well-written and detailed
12.3.5 The IEP team considered all special factors and determined services, strategies, supports or devices, as appropriate (communication needs, assistive technology and/or devices, limited English proficiency and behaviors that impede the learning of the child or others).			X	
12.3.6 Present Level drives the goals			X	
12.3.7 IEP includes goals that are written in terms that are in SMART format (Specific, measurable, attainable, results oriented and time bound).			X	Goals need to stipulate the exact instructional level of the student
12.3.8 Specific Special Education Services are listed and location of services is documented.			X	
12.3.9 If student receives related services, they are listed			X	
12.3.10 If student requires accommodations and/or modifications, they are noted on the IEP with frequency and location noted.			X	
12.3.11 IEP addresses the extent of non-participation in regular education and for any child not participating 100% in the regular education environment, including a description of the extent that the student will not participate and <b>why</b> full participation is not appropriate.			X	
12.3.12 Selected placement is noted.			X	

12.3.13. Parent provided a dated copy of the IEP (generally 20 days).			X	
12.3.14 Special education services and goals match.			X	
<b>12.4 Transfer File Review (6 Indicators)</b>				
<b>Indicators</b>	<b>Not Met</b>	<b>Partially Met</b>	<b>Met</b>	<b>Strengths /Recommendations</b>
12.4.1 Enrollment date is noted.			X	
12.4.2 Documentation, if appropriate, is present and dated that Agency Officials conducted interviews with sending school.			X	
12.4.3 Agency acceptance or rejection of the IEP is noted.			X	
12.4.4 If IEP was rejected; the date new IEP was developed is documented.			X	
12.4.5 Agency acceptance or rejection of the Evaluation Report is noted.			X	
12.4.6 If Evaluation Report was rejected date of initiation of new evaluation and date completed is documented.			X	
<b>12.5 Transition (Students 16 or older or turn 16 during the current IEP) (9 Indicators)</b> <b>(NO STUDENTS 16 OR OLDER OR TURN 16 DURING THE CURENT IEP)</b>				
<b>Indicators</b>	<b>Not Met</b>	<b>Partially Met</b>	<b>Met</b>	<b>Strengths /Recommendations</b>
12.5.1 Notification of meeting includes post-secondary transition as one of the purposes.			N/A	
12.5.2 Evidence exists that the student was invited to the IEP Team meeting where transition services were discussed.			N/A	
12.5.3 Evidence exists, where appropriate, that a representative of any participating agency was invited to attend the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.			N/A	

12.5.4 Appropriate measurable post-secondary goals are noted.			N/A	
12.5.5 Post-secondary goals are updated annually.			N/A	
12.5.6 Evidence exists that measurable post-secondary goals were based on age appropriate transition assessment.			N/A	
12.5.7 Transition services in the IEP reasonably enable the student to meet his/her postsecondary goals.			N/A	
12.5.8. IEP includes multiple year courses of study that will reasonably enable the student to meet his/her post-secondary goals.			N/A	
12.5.9 Annual IEP goals relate to the student's post-secondary transition goals.			N/A	
<b>12.6 Discipline (3 Indicators) (NO STUDENT WAS SUSPENDED IN EXCESS OF 10 CONSECUTIVE SCHOOL DAYS OR 10 CUMULATIVE SCHOOL DAYS)</b>				
<b>Indicators</b>	<b>Not Met</b>	<b>Partially Met</b>	<b>Met</b>	<b>Strengths /Recommendations</b>
12.6.1 Documentation exists within the file that the student was suspended in excess of 10 consecutive school days or 10 cumulative school days where a pattern of suspension is created.			N/A	
12.6.2 Documentation is present that indicates appropriate disciplinary procedures were followed.			N/A	
12.6.3 Notice of Action was provided if a disciplinary change of placement was determined.			N/A	

**Other:**

Kansas City International Academy (formerly Della Lamb) participated in an Initial Program Review conducted as an agency (Della Lamb) self-assessment and desk review by the Office of Special Education on September 17, 2014. According to the Self-Assessment File Review results and the Office of Special Education (DESE) desk review, there was NO systemic noncompliance identified for Kansas City International Academy (KCIA). As a result, the agency was considered to be IN COMPLIANCE with all state and federal regulations and no corrective action plan was required. There was no Tiered Monitoring Onsite Review for Special Education Compliance required as determined by the results.

Kansas City International Academy once again participated in this review in Fall FY17. The district received training from the Missouri Department of Elementary and Secondary Education (DESE). The staff then reviewed their files using the Missouri Standards and Indicators. The information was sent to DESE. The next step in the self-assessment process was to provide documentation from specific students' files to the Office of Special Education/Compliance for verification of the results of the self-assessment review. In the fall of FY 18, the agency received the Special Education Monitoring Report from DESE addressing topics and specific indicators associated with the compliance concerns identified during the self-assessment and desk review of the agency's special education program review. The items found out of compliance were designated and required corrective action by the agency. A Plan for Correction for each identified indicator was written and submitted to DESE. KCIA then corrected individual to verify correction of the noncompliance at the systemic level to ensure appropriate LEA policies, procedures and practices. The documentation was reviewed and all identified noncompliance was corrected and cleared.

Throughout the current school year, FY18, various student special education files were reviewed during three special education review visits (fall, winter and spring) for the University of Central Missouri (UCM) Annual Site Review. All of the above indicators were met during the UCM reviews. At this time, there are no concerns with the special education process or student files.

Kansas City International Academy currently employs:

- Two Special Education teachers (full time),
- One Speech/Language Pathologist (part time),
- One Paraprofessional (full time)
- One Special Education Director (part time) and

Currently 31 students qualify for special education services. Students are identified in the following categories:

	<b>FY18</b>	<b>FY17</b>
Specific Learning Disability	21	18
Language Impairment	1	3
Other Health Impaired	3	3
Intellectual Disability	1	1
Sound System Disorder	4	2
Autism	1	0
Young Child with a Developmental Delay	1	0

Two students at Outside Placement: Gillis and Nova

Six students were referred for formal evaluation to assess eligibility for special education services. There were no parent referrals and the agency referred six. Of these six students, three qualified for services, two are currently in the process of evaluation and one parent was unresponsive.

Seven students with disabilities transferred into the agency.

The agency completed twelve reevaluations. All reevaluations were conducted within required timelines.

There are currently no students participating in the Missouri Assessment Program- Alternate (MAP-A).

The Special Education Process is fully understood and followed by the staff. The Special Education team works well together, is knowledgeable and have well organized and complete files.

**Resources accessed by staff:**

- Mary Gage, Special Education Consultant, University of Central Missouri, Charter School Office
- Susan Borgmeyer, Special Education Consultant, Kansas City Regional Professional Development Center
- Rockhurst Communication Disorder Department-School-wide hearing screening
- Local Administrators of Special Education (LASE)
- Charter Special Education Meetings (held 2 times throughout the year, sponsored by the University of Central Missouri and the University of Missouri Kansas City)
- University of Central Missouri – Mary Gage
- Kansas City Regional Professional Development Center (KCRPDC)-Susan Borgmeyer

**Additional Training or Assistance**

- Support in instructional strategies to enhance student learning and achievement

**Area(s) of Strength:**

- Linda Guthier, Special Education Director- Knowledge of Special Education, understanding of special education processes and procedures, reviews student files for compliance and implementation of Individual Education Plans
- Implementation of Positive Behavior Intervention Supports (PBIS)
- Adopted new curriculum
- Implementation of Grade Level Teams
- Implementation of Data Teams
- Co-teaching

**There are no areas of concern at this time.**



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816.472.5800  
[www.kcpsrs.org](http://www.kcpsrs.org)

KANSAS CITY PUBLIC SCHOOL RETIREMENT SYSTEM

June 21, 2018

Dr. Victoria Hughes  
Charter Schools, Lovinger 2250  
University of Central Missouri  
Warrensburg, Mo. 64093

Dear Dr. Hughes:

Please let this letter serve as confirmation Kansas City International Academy has reported contribution data through December 31, 2017 to The Public School Retirement System of the School District of Kansas City, Missouri (KCPSRS). In addition KCPSRS has received from Kansas City International Academy employee and employer payments for those reported periods and Kansas City International Academy is considered current in its obligations to KCPSRS.

In addition, our independent audit for 2017 which was conducted earlier this year did not show any discrepancies or irregularities with regards to Kansas City International Academy's adherence to reporting and contribution requirements as defined by Missouri State Statutes.

If you need anything further, please feel free to contact me.

Sincerely,

A handwritten signature in black ink, appearing to read "Jim Lewallen".

Jim Lewallen  
Administrative Manager



**SECTION 1 – ASSURANCES and UPLOADS**

45. Upload the reasons why the charter is on probation or has remediation plan (if applicable).

**KC International Academy  
Remedial Plan  
2017-2018**

**Mission**

Kansas City International Academy is committed to excellence in education, inspiring and empowering children from all nationalities and diverse backgrounds giving them the foundation they need to achieve the highest level of success in life.

**Student Academic Performance**

Objective	Measurable Goal	Strategy/ Action Steps	Timeline	Person (s) Responsible
1. Improve academic performance	<p>School will show adequate progress as defined in Attachment G of the school's charter</p> <p>The school will develop and implement the State Performance Plan (RSIT) as part of being a priority school.</p>	<p>Please see Attachment G of the charter (Academic Performance Plan)</p> <p>Follow RSIT strategies and other school initiatives</p>	<p>As per charter Academic Performance Plan</p> <p>As per RSIT time line</p> <p><b>In progress</b></p>	<p>Superintendent, Principal, staff, UCM</p> <p>Superintendent, Principal, RSIT, staff</p>

**Governance**

Objective	Measurable Goal	Strategy/ Action Steps	Timeline	Person (s) Responsible
1. Board Training & Self-Assessment	<p>All new Board members will have 16 hours of training.</p> <p>Board members will be expected to complete 4 hours of training each year after the initial training</p> <p>Bd. Members will visit two Charter School Board meetings (schools outside of DL) as part of their initial training.</p>	<p>Board members may use Charter Board Partners online training (provided by UCM), on-site training (provided by UCM), MCPSA training, Conferences directly related to board governance, consultants hired by DL and approved by UCM</p> <p>UCM will assist in providing options of school boards to visit.</p>	<p>Within the first year of tenure on the board</p> <p>In progress</p> <p>Within 6 months of approval as board member</p>	<p>Board members, Superintendent, UCM, DESE Field Director</p> <p>Board members, Superintendent, UCM, DESE Field Director</p>
2. Strategic Plan Development	A three to five-year strategic plan will be developed and implemented with input from all stakeholders.	Strategic Plan will be developed.	October 2017 Complete – board approved on 10/24/17	Board, Superintendent, Principal, UCM, DESE Field Director
3. Policy updates	A review and revision of current policies will be placed on an on-going schedule. (Possibly consider MCPSA’s new policies written for charter schools)	<p>Review of all policies found to be out of compliance as of the last UCM Annual Report.</p> <p>Revise each section of the Board Policies separately to make the project manageable.</p>	<p>June 30, 2017</p> <p>Complete - November 2017</p>	Board, Superintendent, Principal, UCM
4. Superintendent creates a data dashboard for Board	A data dashboard will be approved by the Board.	Review and adopt a data dashboard that gives the Board a monthly review of critical school issues.	<p>July 2017</p> <p>In progress – using a data</p>	Board, Superintendent, Principal, UCM

Objective	Measurable Goal	Strategy/ Action Steps	Timeline	Person (s) Responsible
			dashboard the superintendent used in another charter school.	
5. Complete the separation between the Della Lamb Community Services and the KC International Academy.	KC International Academy will exist as a sole non-profit corporation.	Attorneys will assist in the final steps of separation and draft necessary documents pertaining to building ownership.	December 2017  Complete - August 2018	KCIA Board, Superintendent, DESE leadership, UCM Office of Charter Schools representative, attorneys for all parties

**Finance**

Objective	Measurable Goal	Strategy/ Action Steps	Timeline	Person (s) Responsible
No concerns				

**Administration and School Operations**

Objective	Measurable Goal	Strategy/ Action Steps	Timeline	Person (s) Responsible
1. Review Organizational Chart to clarify roles between the school and the center and promote efficiency.	Define roles of Executive Director and Principal  Define Roles of Administrators and assistants	Superintendent, or his/her designee, will be the point of contact in DESE Core Data and have access to enter data for DESE Core Data, MOSIS, and all correspondence.  Job descriptions will be written for all positions.  Revised organizational chart will be developed and sent to UCM.	Completed July 1, 2016	Board, Superintendent, Administrative team

Objective	Measurable Goal	Strategy/ Action Steps	Timeline	Person (s) Responsible
2. Evaluations of DL administrators will be conducted.	Each DL administrator will be evaluated using an evaluation tool incorporating principles suggested by the DESE model.	Evaluation models will be reviewed. Administration will be trained in the use of any new evaluation models.	August 2017 In progress - A list of goals has been developed. Each goal should have measurable criteria and expected results.	DL Board, Administration

KC International Academy  
2017-2018 Remedial Plan

**Signature Page**

A remedial plan is an intervention indicating a need for improvement in one or more areas. Administrators and Board Members are encouraged to provide input into the development of the plan (160.405.8, RSMo).

The following persons have reviewed this remedial plan:

Steve Fleming  
School Administrator

8/23/18  
Date

Hal Havens  
Board Representative

8/23/18  
Date

Lynn Beachner  
UCM Charter School Office Representative

8/23/18  
Date

**SECTION 1 – ASSURANCES and UPLOADS**

47. Upload intervention strategies currently in place based on analysis of student data (include timeline).

**Academic Intervention Strategies at KCIA**

Intervention Strategy	Description/ Rationale	Date Adopted
<p>SIPPS: Systematic Instruction in Phonemic Awareness, Phonics and Sight Words</p>	<p>Most students at KCIA were reading below grade level before the reorganization in 2017. It was evident that systematic, consistent phonics instruction was not occurring. School leaders visited several schools to study different phonics programs in spring 2017 and decided to adopt SIPPS.</p> <p>The program is used during a 25-minute RTI block at each grade level, first through eighth. Students are grouped according to their SIPPS placement level to receive phonics instruction until they demonstrate proficiency in English phonics and decoding. Additional staff -- such as instructional coaches, elective teachers and translators -- support classroom teachers at this time to meet each student's individual needs.</p>	<p>Pilot: Spring 2017 Full implementation: Fall 2017</p>
<p>Guided Reading</p>	<p>All students in grades kindergarten through eighth receive targeted guided reading based on the Fountas and Pinnell reading assessment.</p>	<p>Fall 2017</p>
<p>Co-Teaching</p>	<p>Kindergarten and first grade classrooms are staffed with</p>	<p>Fall 2017 Expanded Fall 2018</p>

	<p>two certified, full-time classroom teachers, beginning in fall 2017. The co-teaching model lowers the student-teacher ratio, allows for greater collaboration and ensures all students have access to targeted, small group instruction daily in both reading and math.</p> <p>The co-teaching model was expanded in 2018 to include second grade as well as mixed grade level, sheltered ELL classrooms.</p> <p>KCIA plans to expand the co-teaching model to third and fourth grades in fall 2019.</p>	Additional planned expansion in Fall 2019
GROW Meetings	Grade level and content teams meet twice per month for professional development on instructional priorities and to analyze student reading and math data according to Fountas and Pinnell and Star Math Assessments.	Fall 2017
ELL specialists	Certified ELL specialists support students who are working toward proficiency in English. They support students as they develop language and literacy skills by providing targeted instruction directly to students and by supporting classroom teachers. Specialists use both pull-out and push-in models to support students.	Fall 2017
Care Team	A student support team that includes counselors, social workers, behavior	Fall 2017

	interventionists, the student services director and principals meets regularly to create plans and interventions for students who need additional social or emotional support.	
Lexia and Imagine Learning online learning platforms	Each student has a subscription to either Lexia or Imagine Learning, online platforms that provide a data-driven, individualized literacy program to students. Students spend between 20-30 minutes daily building language and literacy skills through the programs.	Fall 2017
Literacy Lab KC	Two reading tutors trained by Literacy Lab KC work with a caseload of 15 to 20 students each to provide targeted and research-based interventions to students in grades two and three.	Fall 2018
Progress Monitoring	A monitoring form is in place to track the progress of students who are struggling in the classroom. With the support of the special education department, instructional coaches and ELL specialists, classroom teachers create and monitor interventions.	Fall 2018
Instructional Planning Meetings	Supported by an instructional coach, grade level and content teams collaborate weekly to plan units and lessons and to analyze and respond to student data.	Fall 2018

**SECTION 1 – ASSURANCES and UPLOADS**

48. Upload or comment on what improvements/results have been obtained.

**Improvement Results Obtained**

Several efforts are in place to improve academic performance at Kansas City International Academy and change previous patterns of low student achievement. Available assessment data from the 2017-18 school year show that student achievement is improving. Data from the 2018 state MAP assessment -- the first testing period after the reorganization of KCIA -- is not yet available and is not expected until the winter of 2018. However, an analysis of data from other assessment measures indicate students have achieved significant academic growth.

KCIA hired a statistician and educational consultant -- Bruce Hensel of Informed Improvement - - to analyze current and past achievement data to predict the school’s APR score for 2018. Official data from the state Education Department is not anticipated until the end of 2018. Informed Improvement predicts that KCIA will earn 40 of 60 possible points on its Annual Performance Report, for a score of 66.7 percent. That score would be a 40 percent increase from 2017 and approach the benchmark of 70 percent, which indicates full accreditation. KCIA anticipates earning additional APR points in 2018 due to vastly improved attendance and improved scores on the MAP math and English language arts assessments. Informed Improvement expects that KCIA will receive the maximum points available for student growth and progress measures based on predictive internal assessments.

**Historical APR Data at KCIA (formerly Della Lamb Charter School)**

<b>Year</b>	<b>APR Total Points</b>	<b>APR Percentage</b>
2014 (Della Lamb)	37/70	52.9%
2015 (Della Lamb)	37/80	46.3%
2016 (Della Lamb)	29.5/80	36.9%
2017 (KCIA)	37.5/80	46.9%
2018 (KCIA)	40/60 (projected; official scores not yet released)	66.7% (projected; official scores not yet released)

### ACCESS For ELLs

An important measure of student growth at KCIA is the ACCESS for ELLs exam, administered annually to all students in Missouri whose first language is not English. Data from the annual language proficiency exam show that the number of KCIA students who met the state's average growth target doubled in 2018. In 2018, 54 percent of KCIA students met or exceeded the state's growth targets. In 2017, 25 percent of KCIA students met the state average for growth.

	<b>2017</b>	<b>2018</b>
Percentage of ELL Students Meeting State Average Growth Target	25 percent	54 percent

KCIA's success in improving services for ELL students also can be measured by the number of students who achieve English proficiency based on results of the ACCESS exam. In spring 2017, less than one percent of ELL students at KCIA achieved proficiency and were qualified to exit ELL status. That number grew to 5 percent in 2018.

### Fountas and Pinnell

The reading levels of KCIA students were monitored closely based on Fountas and Pinnell reading assessments. Students’ instructional reading levels were tracked both to monitor student progress and help teachers provide appropriate instruction. Results of the assessment in 2017-18 are in the following charts and show that most of KCIA’s students made more than one year of growth in reading during the 2017-18 school year.

#### 2017-18 Fountas and Pinnell Growth by Grade Level

**Rationale:** This report shows the growth per grade level from August- May.

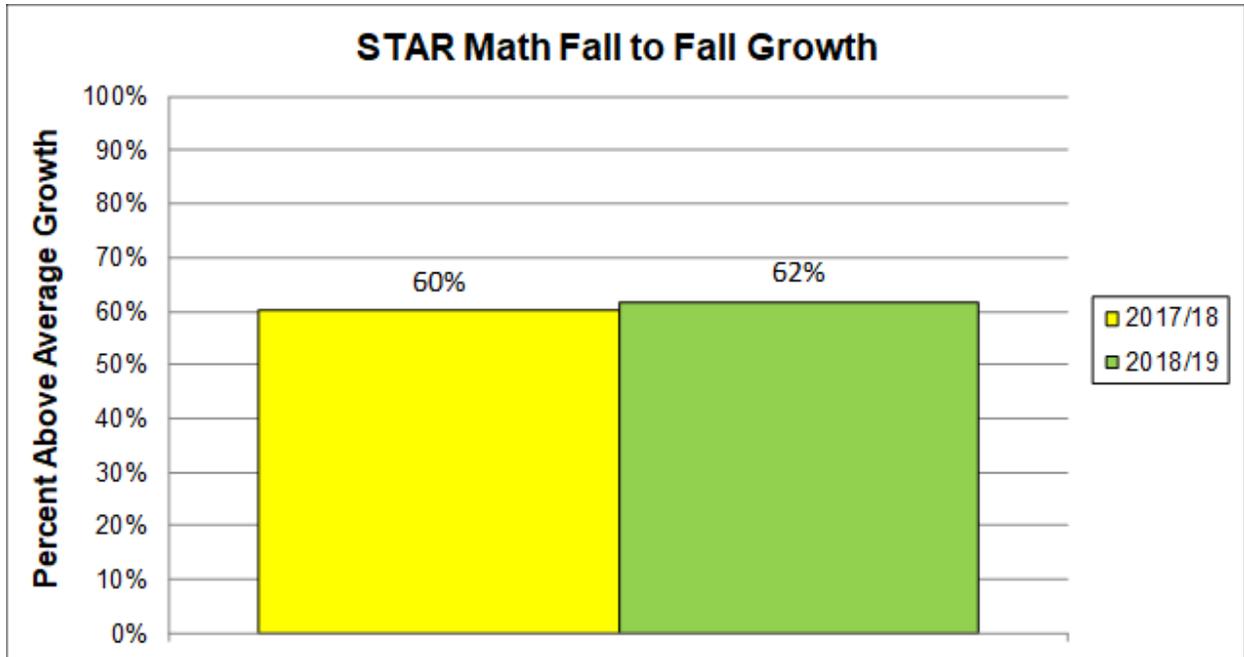
Grade Level:	Less than one year	One year	More than one year
First	6%	28%	66%
Second	10%	43%	47%
Third	15%	22%	63%
Fourth	17%	25%	58%
Fifth	15%	15%	70%
K-5 Sheltered	28%	2%	70%
6th	6%	12%	82%
7th	2%	4%	94%
8th	0%	0%	100%
6-8 Sheltered	52%	18%	30%

**May 2018 Percentage of Students Above, On or Below Grade Level**

	<b>On or Above Grade Level</b>		<b>Below Grade Level</b>	
	<b>August</b>	<b>May</b>	<b>August</b>	<b>May</b>
<b>K</b>	30% (Dec)	54%	70% (Dec)	46%
<b>1</b>	22%	54%	78%	46%
<b>2</b>	22%	54%	78%	46%
<b>3</b>	10%	42%	90%	58%
<b>4</b>	14%	40%	86%	60%
<b>5</b>	11%	27%	89%	73%
<b>K-5 sheltered</b>	0%	10%	100%	90%
<b>6</b>	5%	54%	95%	46%
<b>7</b>	0%	41%	100%	59%
<b>8</b>	2%	53%	98%	47%
<b>6-8 Sheltered</b>	0%	0%	100%	100%

### STAR Math

An analysis of STAR Math data by Informed Improvement shows that KCIA students are learning at an above-average pace and making strong gains in mathematics performance. Students are achieving in math at about 1.5 months above the average fall to fall gain of a typical student. That gain corresponds to a teacher effectiveness rate for mathematics performance that is better than 2 of 3 schools, according to Informed Improvement



## SECTION 1 – ASSURANCES and UPLOADS

49. Upload or comment on what additional steps/strategies are planned.

During the current school year and five-year term of the next charter, Kansas City International Academy intends to maintain the initiatives put in place during the 2017-18 school year. These initiatives include:

Restructured ELL program, including tiered support based on student need and increasing the number of certified ELL specialists.

Workshop model to allow for differentiated instruction.

Co-teaching model in grades K-2 and sheltered ELL classrooms.

Attendance monitoring.

Individualized online learning programs.

Collaborative structures for team meetings and data-driven instructional analysis.

Instructional coaching.

Providing opportunities for staff members to earn ELL certification.

Additional action steps are planned or in progress for the 2018-19 school year. Major initiatives involve changes to core curriculum programs. In fall 2018, KCIA adopted Eureka Math as its primary math resource. The research-based curriculum is among the most widely used in the U.S. and is responsive to the mathematical shifts driven by the Common Core standards. The curriculum helps students move away from rote memorization and procedural knowledge to help them develop an understanding of why mathematics works. It emphasizes real-world application and conceptual understanding. A second major curriculum change for the 2018-19 school year is the adoption of Cengage/ National Geographic Reach learning materials for ELL sheltered classrooms. The language and literacy resources help provide a structure for balanced literacy instruction for those students who are newest to the English language. Those resources will create consistency and maintain rigorous standards for KCIA's newest ELL students.

A second major initiative is the implementation of a transitional kindergarten program in the 2018-19 school year. Fourteen students who are five years old between Sept. 1 and Oct. 31 enrolled in the program in fall 2018 and it will expand to eventually serve up to 28 students. The program seeks to develop social-emotional, physical, language and cognitive skills to prepare students for a successful kindergarten experience. KCIA is implementing Creative Curriculum, a research-based early childhood instructional program with its transitional kindergarten students. The program is staffed by certified teachers and supported by instructional aides and translators.

Efforts are also in place to boost the rigor of instruction in KCIA's middle school classrooms to ensure students are both challenged to master grade-level content and receive the support they need to succeed. The middle school schedule was revamped to offer two literacy blocks for

students. Each middle school student receives a core English language arts block as well as an additional guided reading block that allows students to receive differentiated reading instruction tailored to their individual needs. Smaller, language-intensive literacy courses are available for ELL students who are learning basic English language structures and vocabulary. Remedial classes are available in math for students with significant educational gaps. Algebra I is offered for the first time in 2018-19 and advanced science and novel-based reading courses are available as well. Student schedules are planned carefully to ensure they are placed in appropriate classes that best meet their academic needs.

KCIA also began a partnership with the nationally recognized Achievement Network in the fall of 2018. KCIA will use rigorous math and reading assessments provided by ANet and school leaders will be trained in data analysis protocols. Focused coaching will be provided to KCIA's Curriculum and Instruction Team to implement high-leverage actions to increase student achievement. This partnership will also guide the development of quarterly data team cycles that will bolster data-driven instruction and guide teachers to make accurate instructional decisions based on student data.

New partnerships are also in place in fall 2018 with the Literacy Lab and the Kansas City Teacher Residency. The Literacy Lab will provide additional staff to conduct reading interventions with students who are not reading on grade level in first, second and third grades. The partnership with KCTR will place teaching fellows who are studying education alongside high-quality teachers in two fifth-grade classrooms.

During the next several years, KCIA also plans to revamp its science, reading and writing resources for the general education classrooms. KCIA plans to continue increasing the number of certified ELL specialists on staff until there is at least one certified specialist per grade level.