

Charter Application August 2015

Missouri Charter School Application Cover Sheet Page 1 of 2

Citizens of the World Charter Schools - Kansas City (LEA, opening with two schools in 2016)

NAME OF PROPOSED CHARTER SCHOOL

Citizens of the World Charter Schools - Kansas City (CWC Kansas City)

NAME OF NOT-FOR-PROFIT 501 (C) (3) ORGANIZATION THAT WILL HOLD THE CHARTER

Luke Norris CWC Kansas City Board Chair

PRIMARY CONTACT PERSON

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TITLE/RELATIONSHIP TO NOT-FOR-PROFIT ORGANIZATION

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EDUCATION SERVICE PROVIDER (IF APPLICABLE)

Midtown Kansas City

PHYSICAL ADDRESS OF SCHOOL (IF KNOWN)

Kansas City Public Schools

2016

DISTRICT IN WHICH THE SCHOOL WILL BE LOCATED

INTENDED OPENING SCHOOL YEAR FALL 20__

ENROLLMENT PROJECTIONS

SCHOOL YEAR	GRADE LEVEL	PROJECTED ENROLLMENT (LEA wide)	SCHOOL YEAR	GRADE LEVEL	PROJECTED ENROLLMENT
SCHOOL YEAR 1	K-1	288	SCHOOL YEAR 6 *	K-6	1004
SCHOOL YEAR 2	K-2	432	SCHOOL YEAR 7 *	K-7	1144
SCHOOL YEAR 3	K-3	576	SCHOOL YEAR 8 *	K-8	1284
SCHOOL YEAR 4	K-4	720	SCHOOL YEAR 9 *	K-9	1409
SCHOOL YEAR 5	K-5	864	SCHOOL YEAR 10 *	K-10	1534

AT FULL ENROLLMENT THIS SCHOOL INTENDS TO SERVE GRADE LEVELS K TO 12 WITH A PROJECTED TOTAL ENROLLMENT OF 1784.

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SCHOOL DESCRIPTION (1 pages maximum)

The purpose of this section is to have a snap-shot description of the school. Describe the schools mission, curriculum, grades served and what benefits the students will enjoy as a result of attending this school. Your description will be used by the sponsor to provide information to the public.

The mission of CWC Kansas City is to provide an excellent public education focused on developing and demonstrating understanding while building connections within a diverse community. CWC Kansas City is applying to open a K-12 Local Education Agency (LEA) in Midtown Kansas City, beginning with two schools in 2016. The schools will open with grades K-1, and grow an additional grade each year through the first five-year term of our charter. Our goal is to ultimately establish a full K-12 LEA in Midtown Kansas City by the 2027-28 school year. CWC Kansas City expects that by the end of the first charter term in 2021, we will be one of the highest-performing LEA's in Kansas City.

This application was born out of a grassroots effort led by Midtown Kansas City families, known as the Midtown Community School Initiative (MCSI), to create high-performing, diverse neighborhood schools. In September 2013 MCSI issued a national request for proposals (RFP) soliciting school partners with the capacity and willingness to launch and operate such a school. In February 2014, MCSI selected CWC Schools as their partner organization. In CWC Schools, MCSI found a partner aligned in purpose, values and educational approach. Together CWC Schools and MCSI has spent the past year meeting with families and community organizations, paving the way for the launch of CWC Kansas City, a locally governed region of schools within the CWC Schools network.

CWC Kansas City will provide a socioeconomically, culturally, and racially diverse community of students in Midtown Kansas City with an intellectually challenging, experiential learning environment that develops each student's potential, as individuals and as citizens of the world in which we live. We aim to provide a high-quality education for all students from kindergarten to grade twelve, laying the foundation for future school, professional, and personal success. By drawing on one of Midtown's greatest assets – the diversity of the people who call it home – we seek to ensure that all of the members of this unique neighborhood are welcome and active participants in our schools, creating a hub for community activity that truly reflects and embraces the ethnic, racial, and socioeconomic diversity of the neighborhood.

CWC Kansas City's student-centered learning model is based on the work of schools within the CWC network and has been proven to boost capacity in both academic performance and social-emotional development for young people from every background. Our schools will provide interactive learning experiences for students in a warm, joyful environment with a diverse community of peers. This approach helps prepare students not only to survive but also to thrive in college, in a diverse society, and in a global economy. We will prepare students to emerge as a new generation of leaders – as trailblazers who are ready to tackle their future challenges and surpass the conceived limitations of what students, communities, parents, and schools can achieve in the world.

APPLICATION CERTIFICATION

I certify that I have the authority to submit this application and that all information contained herein is complete and accurate. I recognize that any misrepresentation could result in disqualification from the application process or revocations after award. The person named as the contact person for the application is so authorized to serve as the primary contact for this application on behalf of the organization.

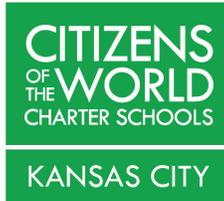
SIGNATURE

TITLE/ROLE: CWC Kansas City Board Chair

DATE: July 11, 2015

PRINTED NAME:

Luke D. Norris



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A. Education Plan

A.1 Mission, Vision and Goals

Citizens of the World Charter Schools - Kansas City (CWC Kansas City) respectfully submits this application to launch a K-12 Local Education Agency (LEA) in Midtown Kansas City. Below we describe the partnership that served as our work's foundation, which originated in the living rooms of Midtown parents in 2013.

MCSI and CWC: A Community Partnership

This application was born out of a grassroots effort led by Midtown Kansas City families, known as the Midtown Community School Initiative (MCSI). MCSI hoped to create high-performing, diverse neighborhood schools that would provide high-quality options for the growing number of families who wanted to stay and raise their children in Midtown. In September 2013, MCSI issued a national request for proposals (RFP), soliciting partners with the capacity and willingness to launch and operate high-performing schools with a racially, culturally and socioeconomically diverse student population.

Inspired by the vision of the MCSI families, Citizens of the World Charter Schools (CWC Schools) engaged with MCSI and, in November 2013 submitted a proposal to launch a K-12 LEA in Midtown Kansas City. In February 2014, MCSI selected CWC Schools as their partner organization (see partnership letters in Appendix A). In CWC Schools, a national not-for-profit network of diverse, academically rigorous, free public schools, MCSI found a partner aligned in purpose, values and educational approach.

Following their initial discussions, both organizations understood that in order to launch an LEA, there needed to be deep and deliberate engagement with and outreach to a wide cross-section of the Midtown and larger Kansas City community, even if that ultimately led to delaying the anticipated start date to 2016. Together, CWC Schools and MCSI have spent the past year meeting with families and community organizations, paving the way for the launch of CWC Kansas City. Please see *B.5 Student Recruitment and Enrollment* and *B.6 Parent, Community and Educator Involvement* for more information regarding the extensive engagement that has become a linchpin in this community partnership.

In December 2014, CWC Kansas City welcomed Dr. Kristin Droege as our Founding Executive Director. Dr. Droege's extensive professional accomplishments, including experience launching and operating best-in-class and diverse public schools, is detailed in *B.3 Management and Operation*.

CWC and MCSI are very grateful for the philanthropic support of the Ewing Marion Kauffman, Hall Family, and Walton Family Foundations, who, from an early stage, recognized the importance of supporting a parent-led, grassroots movement that would be a critical piece toward creating a vibrant urban core.

With meaningful local partnerships, committed talent and the support of the CWC national network, CWC Kansas City is well positioned to realize the vision created by families in Kansas City.

Mission

CWC Kansas City is applying to open a K-12 LEA beginning with two schools in Midtown Kansas City in 2016 ("CWCKC1" and "CWCKC2"). Both schools will open with grades K-1, and grow an additional grade each year. Our goal is ultimately to establish a full K-12 LEA in Midtown Kansas City by the 2027-28 school year and to work in partnership with the community to fulfill CWC Kansas City's mission:

The mission of CWC Kansas City is to provide an excellent public education focused on developing and demonstrating understanding while building connections within a diverse community.

CWC Kansas City will provide a socioeconomically, culturally and racially diverse community of students in Midtown Kansas City with an intellectually challenging, experiential learning environment that develops each student's potential, as individuals and as citizens of the world in which we live. We aim to provide a high-quality education for all students from kindergarten to grade twelve, laying the foundation for future school, professional, and personal success. By drawing on one of Midtown's greatest assets - the diversity of the people who call it home - we seek to ensure that *all* members of the Midtown area are welcome and active participants in our school, creating a hub for community activity that truly reflects and embraces the ethnic, racial and socioeconomic diversity of the neighborhood. With exceptional leadership at all levels and opportunities to participate in interactive, rigorous learning experiences with students from all backgrounds, our school will prepare students for success in college, a diverse society and a global economy.

CWC Kansas City Philosophical Foundations

CWC Kansas City's work is undergirded by the three philosophical foundations - **Understanding**, **Connection** and **Diversity** - presented below.

Understanding

CWC Kansas City's model pursues understanding, which we define using a performative definition, rather than a possessive definition. A performative understanding requires the ability to wield knowledge in multiple situations to solve problems. In contrast, a possessive definition merely indicates that one has the knowledge and can report it. The possessive definition of understanding can be stated as "knowing" and can be imagined as gripping a key in one's hand and showing others that one has it. In contrast, one with a performative understanding can use that key to unlock a door.

While the more obvious "learners" are our students, we believe that all members of our community benefit from developing "understanding" and the capacity to wield their knowledge to tackle the challenges their role demands. As such, it is not just our academic model that strives for this goal. Instead, our belief in the power of understanding informs many aspects of our model, including our organizational structure and support of school leaders and teachers, who are also learners.

Our approach to developing understanding is heavily influenced by constructivism, a theory of learning and thinking, grounded in the fundamental concept that students learn through the process of constructing their own understanding of new information and ideas. Constructivism was initially based on the research of Jean Piaget and Lev Vygotsky and continues to develop in the work of Jerome Bruner, Howard Gardner and others. The constructivist approach to learning is further validated by the findings of *How People Learn: Brain, Mind, Experience, and School* (1999), an authoritative synthesis of research on learning that was jointly commissioned by the U.S. Department of Education and the National Science Foundation.¹

At its most basic, constructivism asserts that new knowledge must be constructed from existing knowledge. New knowledge is incorporated into one's existing framework unless that framework is challenged. Brooks and Brooks emphasize in *The Case for Constructivist Classrooms* (1999) that "... [w]e construct our own understandings of the world in which we live" (p. 4). Those constructions can be misconceptions, incorrect, or incomplete, unless something challenges that construction, forcing the learner to reexamine their understanding. At CWC Kansas City, our academic model will "allow learners to explore and generate many possibilities, both affirming and contradictory" (Fosnot 2005, p. 34).

To be clear, constructivism is a theory of learning and knowing, not a theory of teaching (Fosnot 2005).

A common misconception regarding "constructivist" theories of knowing (that existing knowledge is used to build new knowledge) is that teachers should never tell students anything directly, but instead should always allow them to construct knowledge for themselves. This perspective confuses a theory of pedagogy (teaching) with a theory of knowing. Constructivists assume that all knowledge is

¹ The full text of *How People Learn* is freely available at the website of the National Academies Press (nap.edu).

constructed from previous knowledge, irrespective of how one is taught - even listening to a lecture involves active attempts to construct new knowledge. (Bransford et al, 1999, p. 11)

As constructivism is a learning and knowing theory (and not a description of teaching), no cookbook teaching style of instructional techniques can be abstracted from the theory and proposed as a constructivist approach to teaching. CWC Kansas City teachers will select instructional techniques as needed, guided by constructivist learning theory. Constructivism provides the guiding principles for lessons whether they are in the format of whole group direct instruction, small group guided practice or independent problem solving. This requires teachers to utilize high-quality data to inform their instructional planning and delivery in addition to their experience and instinct. Constructivism calls for learning experiences to be adjusted, considering all learners' level of understanding and background experiences, and guiding students in building on or adjusting their prior constructions of understanding.

By ensuring that students are given a variety of different means of learning the material and the opportunity to construct their own understanding, we ensure that all students achieve standards mastery in meaningful ways. Deep understanding of the skills and knowledge presented in the Missouri Learning Standards will lead to strong performance in a variety of new situations, including state standardized tests. However, the converse is not true. The capacity to perform well on a standardized test does not ensure the capacity to apply that knowledge in novel or real-world situations.² Through a constructivist process, learning becomes a natural and exciting process for students, in which an inherent part of learning is demonstrating their understanding in multiple contexts.

Connection

CWC's philosophical foundation of connection is grounded in the belief that we will not get to a better tomorrow by ourselves. It is only possible if we do it together. As members of intimate communities and citizens of the larger world, we do not do our work or live our lives alone. One need only watch the news or read the headlines to see local and international examples of people who have been unable to come together to create safe and nurturing environments for themselves and their families.

A true school community is one in which all members - students, teachers, families and community partners - not only have the opportunity to participate, but also feel both welcome to actively engage in school life and a sense of commitment, stemming from understanding the vital role each one plays in our larger success. These diverse, interconnected communities include:

- **Student Community:** A joyful collaborative learning environment, which celebrates and fosters academic and social-emotional learning.
- **Parent Community:** A vibrant, diverse parent community actively engaged in the life of the school and the education of their children.
- **Educator Community:** A growing, interdependent learning community that supports rigorous and inspiring professional learning, as well as the discipline, urgency and vulnerability that learning requires.

Our schools will be comprised of communities of students, parents and educators, that are continuously strengthening the bonds among themselves and the larger communities in which we live and work.

Our model supports and depends on the development of connections through social-emotional learning (SEL), which we believe to be as integral to an excellent education as traditional academic subjects and, moreover, is necessary for the world that we live in. In order to create strong social and emotional connections, students have to know themselves and have the capacity and desire to know others. SEL involves both learning about oneself, in the form of self-awareness and self-management, and others, in the form of social awareness, empathy, compassion and collaboration.

² Brooks & Brooks (1999) base this finding on evidence from numerous assessments, including the NAEP (National Assessment of Educational Progress) and TIMSS (Third International Mathematics and Science Study).

Students need both academic standards as well as social-emotional capabilities, and the development of one supports the development of the other. Substantial research has demonstrated that social-emotional development is linked to higher academic performance. A meta-analysis of 213 school-based, universal social and emotional learning (SEL) programs involving 270,034 kindergarten through high school students found an 11-percentile-point gain in achievement compared to control groups (Durlak, et al, 2011). Our ambitious goals and the success of our academic model depend upon the connections inherent in a strong community of students, educators and parents who join together to realize the mission and vision of CWC Kansas City.

Diversity

CWC Kansas City is built on the belief that the diversity of our communities, and of the world at large, is a great strength. Our schools will be an effective working model of the larger society students will someday join. Through targeted outreach and recruitment, our schools will be intentionally designed to reflect their surrounding communities and the larger society in terms of race, ethnicity and socioeconomic status.

By learning, interacting and growing in a diverse setting, our students are preparing to thrive in the pluralistic society they will soon join. This model allows our students to form meaningful relationships with individuals of other races, cultures and backgrounds. Studies have shown that students with these experiences are better able to live and work in diverse settings than those from more homogenous schools.³ Recognition and appreciation of diverse cultures, perspectives and backgrounds are important themes in our curriculum. A strategic selection of materials and lessons helps foster a continued curiosity about other cultures across the globe. Encouraging and modeling positive, inclusive interactions among students and members of the full school community is a paramount priority for CWC Kansas City.

The excellent education we will provide our students will build their capacity to lead. Learning from other sectors, we recognize the value of simulated training. Just as we prepare our astronauts to embark on journeys in space, our doctors to perform operating procedures, and our armed forces to carry out critical missions, we will offer our students the opportunity to simulate and prepare for their broader engagement in society by experiencing an educational setting that reflects the broader world. Effective preparation for global citizenship does not come simply from reading books on related subjects. Students will not reach their fullest potential as engaged democratic citizens merely by reading books about diversity. Entering college or the workforce without actually having engaged with others who are different than them will leave our students less prepared for the world of tomorrow. Skills needed to relate to students of other racial, ethnic, economic and cultural groups require practice and can only be developed through exposure and interaction with diverse people, cultures, ideas and viewpoints. As *Scientific American* recently reported, “Being around people who are different from us makes us more creative, more diligent and harder-working.”⁴ With these values reinforced and enhanced by our instructional design, our students will be able to work, play and build community across lines of difference.

Our commitment to these three philosophical foundations has informed the selection and creation of the following goals and the academic model we will employ to achieve them.

CWC Kansas City Vision of Success

As we lay the foundation to pursue our mission, CWC Kansas City has established the baseline performance goals presented below. From the very beginning of operation, we aim to create a community that seeks to go above and beyond these goals. We strive to develop human potential, individually for our students and collectively for the communities in which we all live and work. As such, in defining its vision of success, CWC Kansas City looks to a future in which our accomplishments and impact include both benefits to the

³ Orfield, Gary and Erica Frankenberg (2011). A Report to the Jefferson County Public Schools: *Experiencing Integration in Louisville: How Parents and Students See the Gains and Challenges*; Kahlenberg, R.D. and Potter, H. (2012). *Diverse Charter Schools: Can Racial and Socioeconomic Integration Promote Better Outcomes for Students*.

⁴ Philips, K. (2014) How Diversity Makes Us Smarter. *Scientific American*, v.2.311 (<http://www.scientificamerican.com/article/how-diversity-makes-us-smarter/>)

individual students who have attended our schools as well as the broader communities in which those schools exist. Following our performance goals below, we present a profile of the CWC Kansas City graduate.

Performance Goals

CWC Kansas City expects that by the end of the first charter term in 2021, we will be one of the highest-performing public charter schools in Kansas City. The academic goals presented below represent goals that far surpass the city and state average assessment results and are on par with the top charter schools in Kansas City and statewide. The school success goals support our commitment to developing strong communities within our schools. In addition to these goals, the Board of CWC Kansas City will review current performance and via their strategic planning process will set annual goals that may include more ambitious targets above the benchmarks listed below. All CWC Kansas City students will be included in state assessment data in the appropriate grade levels (grades three to five in the first five-year charter term). For more information on CWC Kansas City's goals, please see *A.7 School Specific Goals and Objectives*, and Appendix CC, which includes the performance contract with our sponsor:

- **Academic Goal 1:** Students will demonstrate understanding of the Missouri Learning Standards. At least 70% of students who have completed three years at CWC Kansas City will score Proficient or Advanced on the MAP Mathematics and Communication Arts assessments.
- **Academic Goal 2:** By its fifth year of operation, CWC Kansas City will earn an MPI equivalent to the DESE Academic Achievement Status Target of 375 in Mathematics and Communication Arts.
- **Academic Goal 3:** At least 70% of students who have completed 3 years at CWC Kansas City will read at or above grade level and/or make more than one year of academic growth each year as measured by Fountas and Pinnell's Benchmark Assessment System.
- **Attendance Goal:** At least 90% of the students will attend at least 90% of the time.
- **Parent Engagement:** CWC Kansas City will achieve at least an overall parent engagement rate of 80% as indicated by parent surveys.

Graduate Profile

Our students will leave their K-12 CWC Kansas City education as citizens of the world, committed to developing their potential and to strengthening the connections within their communities. When we think about what the world will need from our students, it needs leaders who are capable of solving multifaceted problems without easy answers and engaging with complex systems that affect many parties in multiple contexts. It will involve interacting and collaborating with diverse groups of people, whether local or worldwide. As the pace of change in our modern world is unlikely to abate, it will require ongoing learning, as static skills are unlikely to be sufficient. Our students will need to have developed within themselves the ability to navigate their environment and influence it for good. Their future world is going to place additional demands on them in terms of both their academic skills and social-emotional capacities.

We know that CWC Kansas City students need to master the content and skills assessed on high-stakes tests, both as part of state testing programs and for college access. Standardized exam results are critical. Yet they do not capture the extent of the expansive aspirations we hold for our students and expect them to have for themselves.

In crafting our expectations for graduates of CWC Kansas City, we focused on the dispositions that are the “residuals of education,” or what is left over after their K-12 education is completed. These dispositions represent a readiness, or strong tendency, to act in a certain way.

If we truly want smarter children, we need to know what smart looks like ... What endures are the dispositions and habits of character we have been able to nurture. What stays with us, what sticks from our education, are the patterns of behavior and thinking that have been engrained and enculturated over time. These are the residuals of education. These are the foundations of intellectual character. (Richhart 2004).⁵

⁵ Richhart, R (2004) *Intellectual Character: What It Is, Why It Matters, and How to Get It*

We expect our graduates to be lifelong learners, who are mastery-oriented and display a “growth mindset” (Dweck, 2007). They will be adaptable in the face of new experiences, tapping into their capacity for creativity and innovation as well as courage, when necessary. Our students will be prepared to think critically while embracing the unknown and persevering through the ambiguity inherent in problem solving.

Graduates will have strong relationship skills, be socially aware and exhibit empathy and compassion. As members of diverse communities, they will have developed a healthy sense of identity and inter cultural competence. They will be welcoming and inclusive, displaying a curiosity about others’ perspectives and experiences. They will be effective communicators who are capable of and eager to collaborate with others, knowing that there is strength in varied skill sets.

They will be systems-oriented, recognizing interconnectedness and interrelation in obvious and non-obvious ways. They will have a global orientation, desirous of understanding the world, concerned about the greater good and committed to their role in leaving it in a better place. They will be aware of and interested in the issues of their local and world communities.

Throughout their K-12 education, we will support our students in making a positive impact on the communities of which they are members. In this way, we will intentionally create a ripple effect, like a small pebble dropped into a still pond, which will have an indirect effect on a far greater number of people. A change in an individual naturally affects how that person engages with the world. As Mahatma Gandhi’s oft-quoted phrase indicates, we want our students to “[b]e the change you wish to see in the world.” By preparing our students to be citizens of the world, we hope to enable them to use their potential to make the world a better, more peaceful and just place to live for themselves and for all peoples.

CWC Kansas City Academic Model

CWC Kansas City’s academic model is grounded in our **philosophical foundations** and aims to accomplish our **visions of success**, including our graduate profile. Central to our academic model is the relationship between our goals for our students and the programmatic elements that serve as tools to accomplish those goals. CWC Kansas City has identified the instructional approaches/practices, curricular materials and assessments that comprise its K-5 academic model. Together these tools provide the core of CWC Kansas City’s academic program upon which school leaders will build.

Instructional Approaches & Practices

CWC Kansas City will employ the following instructional approaches and practices, which are presented in more detail in *A.2 Curriculum and Instruction*. These approaches and practices do not stand alone, but rather influence each other, and teachers will draw on multiple strategies in planning, delivering and adjusting their instruction.

- **Teaching for Understanding (TfU)** is a framework developed by Project Zero at Harvard University, which provides the structure for instructional planning to ensure that we are teaching for “understanding,” as described earlier in this section. It ensures connection between understanding goals and the topics, learning activities and assessments that teachers use to reach them, but does not mandate a particular way of teaching (pedagogy/instructional method).
- **Project-Based Learning** integrates skills and knowledge through meaningful projects that make abstract learning concepts concrete. As reflective learners, children connect what they learn to their own lives. In integrated science and social studies projects, teachers strive to teach for understanding, ensuring that students internalize deeply what they learn and are, in turn, able to apply what they learn to new and different circumstances and contexts.
- **Data-Informed Instruction** leverages the information and direction that data can provide. Use of assessment data, in addition to observations and professional judgment, will enable us to adapt to the students we serve, utilizing insights from both standardized exams and classroom-based tools.

- **Differentiated/Personalized Learning** ensures that instruction is appropriate for students’ current understandings and needs. It enables all students to tackle meaningful learning challenges and for students who need additional targeted support in specific areas to receive it.
- **Gradual Release of Responsibility** presents a process in which the responsibility is released from the teacher to the student. The gradual release of responsibility can provide a useful way of categorizing instructional methods to help students become more independent. As such, it supports selecting the methods appropriate for the content to be taught given the students’ current capacity.
- **Balanced Literacy/Workshop** is a series of instructional techniques that allow for varying degrees of support and independence via whole and small group instruction in a workshop structure. These techniques balance discrete skills and their application in the context of authentic reading and writing.
- **Cognitively Guided Instruction (CGI)** is an approach to teaching math that is based on over 20 years of research on how children think and learn math. At the core of this approach is the practice of listening to children’s mathematical thinking and using it as a basis for instruction. Children are encouraged to choose their own strategies for solving individualized questions and, with experience, will reflect and develop different strategies resulting in higher levels of algebraic thinking.
- **Service Learning** is curriculum-based community service that integrates service with classroom instruction. Beyond simply performing volunteer acts, service-learning is structured in a way that gives students opportunities to put to use what they are learning through the academic curriculum. Even the youngest students can offer service to their classrooms and schools.

In addition to more detailed descriptions of these approaches and practices, the following section, *A.2 Curriculum and Instruction*, outlines our proposed curricular materials and professional development plans. Subsequently, in *A.3 Assessment*, we present our assessment suite and a process for utilizing the resulting data.

Benefit of Partnering with the CWC Schools Network

By selecting Citizens of the World Charter Schools (CWC Schools) as its partner, MCSI affirmed the deep alignment between the two organizations and the value of being a part of visionary and rigorous network of schools. The elements presented above (philosophical foundations, vision of success and academic model) are fully aligned with the core purpose and mission of CWC Schools. CWC Kansas City will benefit from being part of this national network of schools committed to serving racially and socio-economically diverse communities. (Additional detail about the CWC Schools network and the benefits provided to CWC Kansas City is presented in *B.7.1 Educational Service Providers* and *B.7.2 Joint Application*.)

The purpose of CWC Schools and all schools within its network is to realize human potential by strengthening the bonds among us and developing true citizens of the world.

This north star has served as a guide in the creation of the foundational work presented herein and will continue to guide the future work of CWC Schools, CWC Kansas City and the schools within the CWC network many years into the future. Since 2010, CWC Schools has used the *Built to Last* (BtL) framework (Collins & Porras, 1994), based on extensive research of long-lasting and impactful organizations, as its foundational structure. Core purpose, according to the BtL framework, is a purpose that is the “organization’s fundamental reasons for existence ... a perpetual guiding star on the horizon,” and extends beyond the current time and scope of work (p. 73). In the most basic terms, it defines the “why” behind all of our efforts. The current work of the CWC Schools network is defined and focused by its mission:

The mission of CWC Schools is to impact and expand the conversation about what an excellent education contains, requires and accomplishes.

CWC Schools’ mission transfers to the day-to-day support of its schools as follows. In CWC Schools’ definition of an excellent education *contains* refers to the programmatic elements (pedagogical practices, curricular content, assessments) of core subjects and social-emotional learning, *requires* refers to the conditions

in which that education occurs, and *accomplishes* refers to the outcomes of the K-12 education, including but not limited to academic performance. As such, the network strives to support its schools in providing an exemplary academic program, to do so in conditions that promote and accelerate learning, and to strive for ambitious and expansive outcomes to a K-12 CWC education.

CWC Schools' student-centered learning model has been demonstrated to boost capacity in both academic performance and social-emotional development for young people from every background. Its schools focus on providing interactive learning experiences for students in a warm, joyful environment with a diverse community of peers; this approach helps prepare students not only to survive but also to thrive in college, in a diverse society and in a global economy. They prepare students to emerge as a new generation of leaders – as trailblazers who are ready to tackle the future challenges in our world and surpass the conceived limitations of what students, communities, parents and schools can achieve in the world.

A.2 Curriculum and Instruction

CWC Kansas City will build interactive, dynamic classrooms in which critical thinking and creativity thrive alongside standards and academic benchmarks. We will work to create classrooms in which students can build the skills they need to participate thoughtfully and effectively as citizens of the world in the years ahead. We will structure learning to build on what students already know and support them in revising and refining their understanding as they work toward mastery. In addition to content knowledge, our students engage in learning processes that develops conceptual understanding and self-knowledge.

In *A.1 Mission, Vision and Goals*, we presented “Understanding” as a philosophical foundation and the CWC graduate profile, our definition of what an excellent education accomplishes. In this section we further explain how we pursue understanding and those dispositions through our academic model and program. Specifically, we describe the instructional approaches and practices, curricular materials and professional development elements that support teaching and learning. At CWC Kansas City, all curriculum & instruction drives towards the development of the CWC dispositions as well as the content knowledge and skills delineated by the Missouri Learning Standards, Grade-Level Expectations and Course-Level Expectations.

Instructional Approaches & Practices

At CWC Kansas City, our instruction in traditional academic subjects and social-emotional learning will rely on a set of instructional approaches and practices: Teaching for Understanding (TfU), Project-Based Learning, Data-Informed Instruction, Differentiated/Personalized Learning, Gradual Release of Responsibility, Balanced Literacy/Workshop, Cognitively Guided Instruction (CGI) and Service Learning. Some are focused on a single subject discipline, while others span all subject matters. Moreover, these approaches and practices do not stand alone, but rather influence each other. Together they represent the practical means that our teachers and school leaders will employ in operationalizing our purpose, mission and philosophical foundations. Teachers will draw on multiple strategies in planning, delivering and adjusting their instruction.

Teaching for Understanding

For instructional planning, CWC Kansas City will rely on *Teaching for Understanding*, an educational tool that uses the following four questions as a foundation for its framework: *What topics are worth understanding? What about these topics needs to be understood? How can we foster understanding? How can we tell what students understand?* The Teaching for Understanding framework includes four key elements, based on the four questions. This framework provides the structure for instructional planning.

- **Throughlines:** Overarching goals, or throughlines, describe the most important understandings that students should develop during an entire course. The understanding goals for particular units should be closely related to one or more of the overarching understanding goals of the course.
- **Generative Topics:** *What topics are worth understanding?* These topics of exploration have multiple connections to students' interests and experiences and can be learned in a wide variety of ways. They are central to the discipline, engaging to both students and teachers, and build on previous topics.

- **Understanding Goals:** *What about these topics needs to be understood?* Statements or questions that express what is most important for students to understand during the period of a unit, a course (Understanding Goals), or over a long duration, such as a school-year (Throughlines).
- **Performances of Understanding:** *How can we foster understanding?* Activities that both develop and demonstrate students' understanding of the understanding goals by requiring them to use what they know in new ways.
- **Ongoing Assessment:** *How can we tell what students understand?* The process by which students get continual feedback about their performances of understanding in order to improve them.

These same guidelines can be applied to teaching at all grade levels, even through higher education, and will continue to guide CWC Kansas City's work through high school. By planning in this way, we will ensure that all aspects of our instructional units focus on students' understanding.

Project-Based Learning

CWC Kansas City defines project-based learning as a curricular and pedagogical strategy that organizes students' mastery of state standards in the core academic disciplines around projects. As reflective learners, children connect what they have learned to their own lives. Rather than studying mathematics, and then separately studying science, and then separately studying language arts standards, project-based learning integrates skills and knowledge attainment through meaningful scenarios and around compelling and engaging topics. Thoughtful questions and activities help children synthesize their new knowledge and apply it to novel situations. Thematically integrated project-based units are often a highlight for students and are engaging opportunities for them to develop high-level critical thinking in a creative hands-on way. These units provide students with multiple ways to approach material, to participate and demonstrate learning. In creating its instructional project-based learning units, CWC Kansas City will rely on the TfU framework to strengthen the integration of academic areas in a meaningful way. Grade-level teams of teachers will develop integrated project-based learning units in which the science and social studies thematic elements draw cross-curricular content together into integrated units.

Data-Informed Instruction

As championed by the U.S. Department of Education, we intentionally use the term data-informed decision-making "in preference to the more common term *data-driven decision making* in recognition of the fact that few decisions are based wholly on quantitative data."⁶ To further illustrate this interplay of high-quality data and judgment:

Being data-informed is about striking a balance in which your expertise and understanding of information plays as great a role in your decisions as the information itself. It's like flying an airplane. No matter how sophisticated the systems onboard are, a highly trained pilot is ultimately responsible for making decisions at critical junctures ... Given access to increasingly sophisticated data, good decision-makers don't just put everything on auto-pilot and rely on data alone; instead, they use the data to move faster and more nimbly than they could otherwise.⁷

Teachers, supported by school leaders, will analyze standardized and classroom-based assessment data. Through this analysis, they will identify trends of mastery and difficulty for individuals, groups of students, and the class as a whole and will consider those trends in light of observational data and professional judgment. They will identify skills, concepts and strategies in need of further instruction. Based on the trends, they will determine whether whole class re-teaching, small group intervention or individual tutoring is the appropriate response.

Differentiated & Personalized

CWC Kansas City does not believe in "one size fits all" instruction. In K-5, we differentiate instruction by providing targeted content and levels of support, as needed. Our low teacher-to-student ratio and classroom

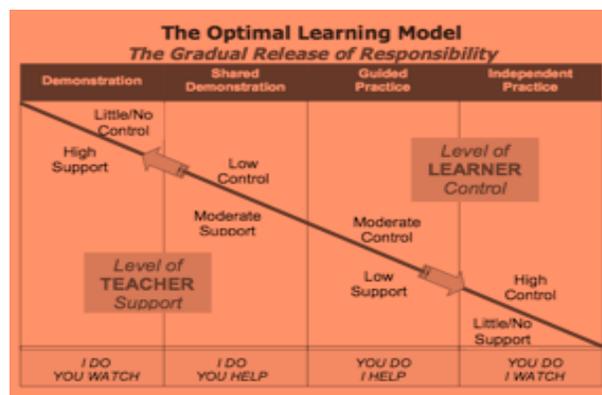
⁶ U.S. Department of Education (2009) *Implementing Data-Informed Decision Making in Schools—Teacher Access, Supports and Use*

⁷ "Be Data-Informed, Not Data-Driven, For Now" <http://www.forbes.com/sites/homaycotte/2015/01/13/data-informed-not-data-driven-for-now/>

support staff in the elementary grades allows for flexible grouping during the school day. Furthermore, our use of the workshop model and project-based learning provide for substantial independent work time in which teachers can meet with small groups and conference with individual students. (While we consider differentiation appropriate for all students, more information can be found in *A.6 Special Student Populations*.) In grades 6-12, we expect to leverage technological resources to personalize learning and to allow for even more flexible instructional groupings, including larger lectures, more intimate seminars and independent, adaptive computer-based tools. We will take advantage of classroom-wide and individual performance data to tailor our instruction to the specific needs of our students. Comprehensive, ongoing assessments help teachers monitor and refine the impact of their curriculum on each child throughout the school year. By analyzing assessment data, our teachers identify skills and concepts requiring further instruction for individuals, groups of students and each class as a whole.

Gradual Release of Responsibility

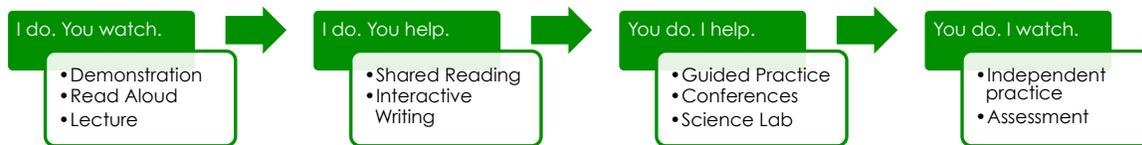
Learning best occurs when the appropriate instructional technique is selected based on the objective to be taught and the needs of the learner. The gradual release of responsibility can provide a useful way of categorizing instructional methods to help students become more independent. In short, this instructional model presents a process in which the responsibility is released from the teacher to the student. It requires that the teacher intentionally transition from owning “all the responsibility for performing a task ... to a situation in which the students assume all of the responsibility” (Duke & Pearson 2002, p. 211). In the gradual release model, teachers offer varying degrees of support to promote student learning. As seen in the upper left of the following graphic, when the teacher offers the most support, the learner control is low. In the bottom right, when the teacher offers the least support, the learner control (and therefore responsibility) is high.



Source: Pearson and Gallagher, 1993 cited at www.literacyleader.com

In some cases, a single lesson contains components from multiple levels of gradual release of responsibility. During a workshop, the teacher might teach a mini-lesson to the whole class in which (s)he briefly demonstrates a specific technique (demonstration). Then students are sent off to apply the technique independently to their project (independent practice), and the teaching associate would observe and assist as needed. The teacher leads a small group for students who are likely to need more support, based on previous assessments. During this lesson, (s)he coaches them in applying the technique to their work (guided practice).

This gradual release may also occur over time. For example, the ultimate goal of reading instruction is independent reading, in which students become “adults” who select texts and read independently. Knowing that, the teacher can use this framework to structure instruction to release elements of reading to the student over time. As time progresses, the texts for each type of instruction should become more difficult. As a student becomes a more skilled reader, (s)he should be able to read independently a book that was once only accessible to her or him if the teacher read it aloud (Gaffney & Anderson, 1991). Another way to think of this release is from “I do. You watch.” to “You do. I watch.” Examples of each type of instruction are presented in the following graphic:



At CWC Kansas City, teachers will use a range of instructional strategies to ensure that students’ progress from “I do. You watch.” to “You do. I watch.” This evidence-based model “emphasizes instruction that mentors students into becoming capable thinkers and learners when handling the tasks with which they have not yet developed expertise” (Buehl, 2005). The gradual release of responsibility model of instruction has been documented as an effective approach for improving writing achievement (Fisher & Frey, 2003), reading comprehension (Lloyd, 2004), and literacy outcomes for English language learners (Kong & Pearson, 2003). The ultimate goal of instruction is independence, such that students are self-reliant and able to demonstrate their understanding without teacher support. In addition to ongoing observation of students at work, we will use the assessments presented in *A.3 Assessment* to monitor student progress towards independent demonstration of the Missouri Learning Standards.

Balanced Literacy/Workshop

At CWC Kansas City, we have adopted a balanced approach to teaching literacy, with an emphasis on promoting authentic reading and writing, often presented in a workshop structure. During workshop, teachers present a mini-lesson to the whole class which briefly demonstrates a specific technique. Then students are sent off to apply the technique independently to their project. Teachers conference with students and lead small groups for students who are likely to need more support, based on previous assessment. During these lessons, they observe and assist as needed, coaching students in applying the technique to their work. (Teachers can also utilize the workshop structure for other subjects, in addition to reading and writing.) The balanced literacy instructional methodologies that make up that approach serve as our core techniques for teaching reading and writing, as indicated by the examples below:

Reading

- **Interactive read-aloud:** The teacher reads the text aloud and takes the opportunity to engage students with texts that are more complex than they can read for themselves.
- **Literature discussions & book clubs:** These discussions begin as brief turn-and-talk moments in interactive read-aloud. This sets the stage for transitioning into brief small group discussions and, as students mature, into independent book clubs in which students read, respond and analyze literature.
- **Shared reading:** Students read aloud from a common enlarged text. In primary, this might be a big book or a chart. In the upper grades, the teacher might project an article to highlight key text features.
- **Guided reading:** The teacher brings together a group of students who are similar in reading level based on assessment.
- **Reading conference:** Teachers converse with students individually about their reading to provide brief targeted coaching, usually focused on one concept or skill.

Writing

- **Modeled writing:** The teacher demonstrates the process of writing in a particular genre, while thinking aloud to reveal his/her mental processes while writing.
- **Shared writing:** The teacher and students compose a text together. The teacher is the scribe. The text becomes a model, example or reference for student writing and discussion.
- **Interactive writing:** This method is very similar to shared writing, with the addition of asking students to write some portion of the text. This technique is used with beginning writers only and focuses on the features of letters and words.
- **Writing conference:** Teachers converse with students individually about their writing to provide brief targeted coaching, usually focused on one concept or skill.

Taken together the balanced literacy instructional techniques are structured according to the principle of the gradual release of responsibility, in which responsibility is released from the teacher to the student. As such, the contexts vary according to the degree of teacher support and learner control. In their book *Guided Reading: Good First Teaching for All Children*, Fountas & Pinnell assert, “Each element requires a different level of support from the teacher and respects the level of control or independence of the children” (1996, p. 25).

For example, during read-aloud, the teacher does the majority of the work and the students respond. (S)he reads the book aloud and then engages students in a discussion. During shared reading, the teacher leads the students in reading from an enlarged text that they all can see. The students may chime in as the teacher is reading or the teacher may ask the students to read certain portions of the text on their own. While the teacher is still primarily responsible for the reading, she is beginning to release some of the responsibility to the students. In contrast, during guided reading, the student is responsible for reading the entire text to himself, though the teacher supports him/her in doing so. The teacher introduces the book and then during the reading is highly selective with regard to the support that (s)he offers (Fountas & Pinnell, 1996, p. 131). As such, the responsibility for the reading rests primarily on the student. The ultimate goal of this reading instruction is an independent reading in which the students select and read independently. To scaffold students toward this independence, teachers conference with students about the books they are reading during reading workshop. Over time, the texts for each type of instruction should become more difficult. As a student becomes a more skilled reader, (s)he should be able to read independently a book that was once only accessible to him or her if the teacher read it aloud (Gaffney & Anderson, 1991).

The writing components can be similarly represented as a gradual release of teacher support to learner control. In shared writing, the students and teacher compose the text together, but the teacher alone writes down their composition. In interactive writing, once again the teacher and students compose together. However, using this method, the teacher assigns some of the responsibility for writing the text to the students. What (s)he asks students to write and what (s)he writes should depend on the students’ instructional needs. For example, in the case of students who are just beginning to write, (s)he may ask them to write only the initial sounds while she constructs the rest of the word. For more advanced writers, the lesson might focus on finding authentic voice or using evidence effectively. In writing workshop, the teacher releases more of the responsibility to the students. Though (s)he guides the process and provides support through mini-lessons and conferences, the students are responsible for composing and constructing their own pieces. Once again, the ultimate goal of all of this writing instruction - shared writing, interactive writing and writing workshop - is to foster independent writing in which students compose and construct written pieces on their own.

Cognitively Guided Instruction (CGI)

Cognitively Guided Instruction (CGI) is the umbrella approach to teaching mathematics at CWC Kansas City. CGI intersects perfectly with the eight Missouri Learning Standards of Mathematical Practice, which span all grades K-12. Particularly, CGI-based learning not only asks students to reason abstractly and quantitatively but also propels them to construct viable arguments, articulate their mathematical thinking and critique the reasoning of others at a level of depth that is required within the learning standards. Additionally, a central premise of CGI focuses on the use of word problems as a tool for teachers to deeply understand and analyze their students’ ability to model quantitatively and convey their mathematical thinking. Therefore, CGI not only supports students’ mastery of learning standards in mathematics but helps to leverage students’ literacy development as well. As part of our professional development, CWC Kansas City school leaders will visit and collaborate with other schools within the CWC network that have successfully utilized CGI to ensure rigorous differentiation within our mathematics workshop.

Service Learning

At CWC Kansas City, service learning is integrated into the project-based learning units. As described above, CWC Kansas City will design and implement three project-based learning units per year; one of the units will include a service-learning component. The scope of the service learning will vary based upon the grade of

students. Most likely, service learning will begin with the classroom for students in K-1, will then focus on the school for students in grades 2-3, and will then extend to the larger community for students in grades 4-5.

Service learning involves curriculum-based community service that integrates community service with classroom instruction. Service learning ties the service projects to academic curriculum, has clearly stated learning objectives tied to state standards, and includes a period of reflection or analysis of the activities in which students discuss, write about and make presentations about what they have learned and what impact they have made through service. Examples of potential service-learning projects include:

- Creating a recycling program for the school
- Developing a lost and found system for the classroom
- Leading a community beautification project
- Raising school and community awareness about an issue of local or global importance (such as bullying, littering or low voter-turnout rates)

While the performance of community service addresses demonstrated needs in the community, the students simultaneously strengthen their academic skills embedded in their community service work. At CWC Kansas City, our project-based approach will integrate literacy development, mathematics, science and social studies/history into our service learning activities. In other words, service-learning activities will not take time away from core academic learning but, rather, will function as another instructional methodology in fostering student achievement of state standards across disciplines. Existing research has demonstrated that the quality elements of service learning (such as active student participation in planning and implementing service activities, clear connections between the course learning objectives and the service projects, and structured reflection on the students' service experience) lead to greater impacts on students' academic and civic attitudes and behaviors than community service alone.

Curricular Materials

Subject-specific commercially produced curricular programs that are aligned to the Missouri Learning Standards provides the foundation for CWC Kansas City's educational program. CWC Kansas City respects teachers and wishes to empower them to be the most effective educators possible. Therefore, purchased curricular materials will be used as a basis upon which teachers will build. CWC Kansas City currently plans to use the following materials as foundations to deliver the curriculum. In years ahead, resource selection may change, upon a thorough review of a curriculum adoption committee comprised of faculty and leadership and guided by the Missouri Learning Standards. All curricular and instructional materials will be aligned to required state content and performance standards.

English Language Arts

The English Language Arts curriculum is designed to build and strengthen skill sets in listening, speaking, reading, researching, writing and language conventions. Students will be able to see and utilize their communication skills, vocabularies and writing abilities in an authentic manner within both their literacy blocks and throughout their schoolwork and project activities. We will also emphasize the writing process necessary for clear and effective academic writing, as students apply their developing understanding of writing techniques in various genres from narratives to research papers. Students will become familiar with the elements and techniques of literature, including: plot, setting, character, narrator and voice, theme, irony, foreshadowing, and symbolism. They will learn to become literary critics of poetry, drama, short stories, and novels. These efforts are supported by grammar and vocabulary practice. Use of inquiry and the discovery process encourages students to fully challenge and engage their diverse learning styles. Furthermore, by using an integrated curriculum, CWC Kansas City will develop students' communication skills in all subject areas.

The overarching goal for the English Language Arts program is that students will develop to be life-long writers and readers. Utilizing a balanced literacy approach within reading and writing workshops, teachers will structure their instructional strategies according to the principle of the gradual release of responsibility, in which responsibility is released from the teacher to the student. To provide Missouri Learning Standards-

based instruction in all areas of literacy, CWC Kansas City will use high-quality curricular materials. Core materials are described below. The previous description of balanced literacy is one example of a step-by-step demonstration of how the curricular materials below will be utilized in a process that supports the gradual release of responsibility. The two units of study (reading and writing) allow for the conferencing, literature discussions and book clubs. Fountas & Pinnell provides a breadth of materials that support guided reading, shared reading and writing, and additional support for the technical skills of reading and writing for primary students. The skills of oral language are implemented and refined in conferencing and literature discussions, as well as in assessments that function as a demonstration of understanding. Finally, each of these curricular materials come with teacher professional development materials that will be utilized annually, and at specific times throughout the school year to support teacher development, both as a team and to focus on an individual teacher's growth needs.

The Continuum of Literacy Learning, K-8 (Fountas & Pinnell, 2010): The Continuum of Literacy and Learning is fully aligned with the Missouri Learning Standards. However, it is much more detailed and, as such, it presents a means to make the standards more specific as a basis for instructional objectives. There are seven continua which focus on each area of Language Arts: Interactive Read Aloud and Literature Discussion; Shared and Performance Reading; Writing About Reading; Writing; Oral, Visual, and Technological Communication; Phonics, Spelling, and Word Study; and Guided Reading. Each continuum lists specific behaviors and understandings that are required at each level for students to demonstrate thinking within, beyond and about the text. The seven continua provide grade level expectations and are designed for planning group instruction. Fountas & Pinnell's guide "addresses broad goals but presents finely detailed and specific statements of behaviors and understandings that literate students should demonstrate (and that the teacher should teach) at each grade level and at each level of a gradient of text difficulty (A to Z)."

Units of Study for Opinion, Narrative and Informational Writing (K-8): These detailed curricular units, developed by Lucy Calkins and her colleagues at the Teachers College Reading and Writing Project, serve as the primary resource for establishing and supporting a writing curriculum. Based on the writing workshop approach, they support students in becoming powerful writers who learn to observe the world within and around them, write drafts, revise, edit and present polished and well-crafted pieces of writing. Each grade contains four core units per year, including at least one from each of the three genres of opinion, narrative and informational writing, and support Missouri Learning Standards' emphasis on the production of nonfiction writing in addition to fiction.

Units of Study for Teaching Reading: A Reading Workshop Curriculum (K-5): The authors behind the Units of Study for Writing plan to release a comparable responsive and spiraling curriculum for reading in the summer of 2015. Given the success of the writing curriculum in schools within the CWC network, we consider it a likely choice for a reading curriculum and intend to examine it for possible adoption. We will consider its suitability for a constructivist approach to learning, alignment to Missouri Learning Standards and our assessments, appropriateness for the likely need of our students, and flexibility in differentiation.

Oral Language Development: CWC Kansas City's K-12 curriculum will place a strong focus on supporting the development of students' use of spoken word as an expression of understanding. Through the constructivist lens, oral language provides an avenue for sharing, processing and understanding information that creates a valuable avenue for all our learners. Our students will demonstrate cognitive and behavior outcomes including improved reading, listening, speaking and writing skills; improved critical thinking skills; and intellectual curiosity and increased motivation as a result of their participation in speech and debate competitions. Using guidance from the National Junior Forensics League, our teachers from K-5 will access, implement, refine and personalize the lessons, strategies and units of study that develop oral language skills in students. At the upper elementary school level, oral language skills are strategically woven into projects, units, lessons and demonstrations of knowledge to support varied learners and develop articulate and confident students who can state their beliefs, defend their ideas, voice concerns, and contribute to meaningful discussions in order to learn and to impact the world around them.

In addition to the curricular material listed above, the principal will select an appropriate series to provide regular phonics instruction for students grades K-2 and in subsequent years as necessary. Possible tools under consideration include Foundations Phonics and Word Study (K-4); Fountas & Pinnell Phonics and Word Study (K-3); and Words Their Way (K-5).

Mathematics

Aligned to the Missouri Learning Standards for Mathematical Practice, CWC Kansas City's mathematics curriculum is focused on two elements: 1) building students' deep conceptual understanding of mathematical concepts and 2) developing students' ability to problem-solve and articulate their mathematical thinking. Our program will allow students the opportunity to use problem-solving strategies, group-questioning techniques, investigations, critical analysis, the gathering and construction of evidence, and the communication of rigorous arguments in both written and oral language to justify their thinking. Students will learn in collaboration with their peers, through sharing information, expertise and ideas. Students will work to create and critique logical arguments, communicate their mathematical understanding effectively, and formulate complete, logical arguments to support their conclusions.

Prior to opening, school leaders will select the curricular materials that will provide the foundation for mathematics curriculum, based on the following criteria:

- Real-life problem solving
- Supportive of students' construction of understanding
- Balanced instruction
- Multiple methods for basic skills practice
- Emphasis on communication
- Home/School partnerships

Possible programs include Everyday Mathematics, TERC Investigations in Number Data and Space, and Contexts for Learning. These curricular programs support a similar view of the student as an active participant in learning while simultaneously recognizing the process of development of logical-mathematical thinking skills across the elementary years. By introducing concrete representations of abstract mathematical concepts, students interact with sophisticated math concepts years before they are expected to master those skills on an abstract level, thus building the groundwork to support meaningful understanding rather than rote memorization not only during elementary school but throughout a student's mathematical education. As needed, these curriculum programs will be supplemented with additional resources to support the learning of math facts and promote automaticity in addition, subtraction, multiplication and division.

Science

Like other areas of study, CWC Kansas City's science curriculum is at its core inquiry-based. Students will engage in science via exposure to real world concepts and cross-curricular themes, and will regularly apply critical thinking skills and test new ideas and hypotheses through experimentation. Specific content includes physical science, life science and earth systems science. Students learn to explore the world around them through an inquiry-based approach. Across all grade levels, students ask questions, make observations and discoveries, gather data, analyze explanations, and communicate results and scientific arguments. The Full Option Science System (FOSS) learning modules will serve as the basis of our science-based units, which teachers will create using the Tfu framework. Teachers will utilize the *FOSS Correlation to Missouri Science Grade Level Expectations* as the launch for their work to ensure that CWC Kansas City provides students with an effective, hands-on education in the sciences. FOSS also has a strong literacy component and, therefore, is an effective mechanism to deliver nonfiction-oriented Missouri Learning Standards aligned reading and writing instruction. Additionally, Seeds of Science/Roots of Reading will also be used for grades three and higher in addition to other supplemental science curricula. This hands-on science program was developed particularly to not only teach students the scientific method but explicitly embeds Missouri Learning Standards in English language arts and Next Generation Science Standards too.

Social Studies

Through hands-on project-based units, the CWC Kansas City social studies curriculum aims to provide rigorous, inquiry-based and constructivist lessons and units that will allow students to acquire core knowledge in this area. At all grade levels, students will work to think like historians and social scientists so they recognize connections to the present and the past, leading to a greater understanding of themselves and the world around them. To do so, social studies instruction will focus on mixing text material, first source material and historical fiction in a manner that supports both social studies and communication arts goals. In addition to social studies learning standards, CWC Kansas City will leverage this ideal opportunity to teaching reading and writing across the curriculum.

Prior to school opening, the Executive Director will research and select a supportive foundational curriculum for social studies that teachers can use as the basis upon which to build their interdisciplinary units using the Teaching for Understanding (TfU) framework. Possibilities include *America Will Be* (Houghton Mifflin) and *Social Studies Alive!* (TCI). These foundational texts will serve as key resources and reference materials to ensure that we are developing understanding at the appropriate level of depth and specificity for each Missouri social studies learning standard. They will be supplemented by tools that build on this foundation and bring history to life. Examples include *A History of Us* (Oxford University Press), a series comprised of stories, photographs and political cartoons and Interact Simulations, which provides scripts for historical dramas. The TfU planning template that CWC Kansas City will use to develop our project-based social studies units requires teachers to explicitly name the Missouri Learning Standards that are integrated within the entire unit. Additionally, within their unit plans, teachers will highlight the academic vocabulary and language structures that are necessary for all students, including English language learners, to understand and apply in order to demonstrate a proficient understanding of the social studies content.

Visual & Performing Fine Arts

CWC Kansas City is committed to providing enriching and meaningful experiences in the arts to all students. The primary goal for the visual and performing fine arts program is to nurture confidence and critical thinking through work and expression in the arts. Art is approached as a creative process that enables learners to become perceptive, reflective, appreciative and culturally aware. Visual and performing arts courses guide students towards becoming proficient in vocals, music, or theater arts, and instruction will be aligned with the Missouri Learning Standards. Through the arts, students will also develop the procedural discipline through which they improve the quality of their thinking and mastery. In addition, CWC Kansas City regards the arts as yet another means with which to facilitate student mastery of core academic standards. We intend to offer dedicated classes in the domains of music and visual arts for all students weekly, and have included dedicated teachers in the staffing plan detailed in *B.4 Staffing and Human Resources*. The Executive Director may also consider contracting with outside providers. As our enrollment grows, we will consider offering additional rotating units in theatre and dance as well.

Health & Physical Education

In order to implement the physical education standards, by the end of the charter term, each school will employ two full-time physical education (PE) teachers to design and oversee the program. Instruction will be aligned to the Missouri Learning Standards. Students will learn how to establish and maintain physical fitness. Importance will be placed on developing body awareness and bodily-kinesthetic intelligence in our young students, along with health and nutrition education. Helping the brain to develop adequate understanding of position in space, physical strength, coordination and basic game skills will be components of the program. Our PE instructors will collaborate with faculty to ensure that activities properly incorporate learning across other curricular areas, including our project-based activities. PE instructors will also engage in regular communication with classroom teachers about individual students' developmental needs in terms of bodily-kinesthetic intelligence.

Curriculum Implementation & Refinement

As noted above, CWC Kansas City will use commercial curricular materials as the foundation for the curriculum, providing scope and sequence documents aligned to Missouri Learning Standards. As such, the

process to develop and implement this curriculum will include the following. Prior to the beginning of the school year, the principal will review the scope and sequence documents provided by the commercial curricular resources. The principal will make adjustments, as necessary, and provide the scope and sequence documents to teachers during the Summer Institute. During the Summer Institute, teachers will work in grade-level teams to map out the year and determine if adjustments need to be made to the scope and sequence documents provided. If adjustments need to be made, grade-level teams will revise and submit new scope and sequence documents to the principal for his/her approval. Grade-level teams of teachers will develop integrated project-based learning units for science and social studies (in addition to ELA and mathematics). In this way, teachers can utilize the Teaching for Understanding methodology of devising unit lesson plans, learning outcomes and assessments in broad strokes in advance. However, for instruction to be truly effective, curricular maps, units and lesson plans need to be constantly revised to accommodate new assessment information (data-informed instruction), and lessons need to be customized to suit the learning needs of individual students (differentiated instruction). In order to provide instruction that is both data-informed and differentiated, teachers will receive professional development experiences and administrative guidance in interpreting assessment data of all types, making objective observations, and adjusting instruction and curriculum to best serve student needs.

Curriculum development work at the schools within the CWC network, as well as the Larchmont Charter School network where Dr. Droege served as principal, will inform our founding team regarding the importance of considering curriculum planning ability in hiring decisions. We recognize the importance of hiring teachers who have an interest and passion in curriculum development and design. As such, CWC Kansas City will recruit and hire teachers whose skill sets and passions align with the need and design of the school. We know that some teachers find the work of crafting curricular units intellectually exciting and professionally satisfying. These teachers are often stifled in schools that demand a) less personal responsibility and b) allow less professional judgment in curriculum decisions. We demand more of both and will seek to hire teachers accordingly.

Professional Learning Community

CWC Kansas City's academic model demands high-quality teaching and expert teachers. Our approach to curriculum and instruction requires substantial time for teacher development and collaborative work. As such, professional development is a core component of the school's design. Through professional development, teachers will develop:

- An understanding of the CWC Kansas City purpose, mission, core values and philosophical foundations
- Familiarity and dexterity with utilizing instructional methods and curricular tools to accomplish student achievement goals
- Skill in analyzing student assessment data to assess students' progress and determine implications for future teaching
- Capacity and comfort in reflecting with their peers as they strive to become even better teachers

Just as our teachers will modify instruction based on their individual students' needs, so too will our principal design professional development activities to meet the specific needs of individual teachers. In crafting the school's initial professional development plan, our Founding Principal will adapt the particular structures and content based on the experience and expertise of the founding faculty members. In subsequent years, the principal adjusts the professional development plan to accommodate the needs of incoming faculty members, to respond to insights gleaned from practice and to develop techniques to respond to identified student needs. Specific professional development activities to support faculty in their professional growth will include:

- **Summer Institute:** During the multi-week Summer Institute (projected to last 15 days in August 2016 in year 1), all faculty will be introduced to our curricular materials, participate in in-depth training on our instructional techniques, learn to administer assessments, and collaboratively plan units and lessons. In addition those noted below, the 2016-17 school calendar includes 19 full professional development days.

- **Ongoing School-wide Professional Development:** Our school calendar also includes four full workdays throughout the year for intensive development focused on the progress of the school as a whole in a collaborative, supportive environment. In addition, portions of these sessions will be used for breakout groups that allow for teachers to work in partnership with their peer teachers in the same grade and across grades as relevant.
- **Grade-Level Common Planning Time:** Teachers will be provided ample planning time. Students' participation in specialty classes allows time for planning during the school day. Each grade level will have a two-period back-to-back common planning block for teachers to develop and meet as a team. At other times throughout the week, at least two of the same grade-level teachers will be free during the same block and can use that time to collaborate and refine curriculum together. We recognize that curriculum development takes time; accordingly, CWC Kansas City has built a school schedule that provides adequate time for teachers to develop high-quality curriculum.

Consistent supervision and teacher support is essential to ensuring that high-quality and appropriate instruction is occurring in all classrooms throughout the year, and will take multiple forms at CWC Kansas City. Ongoing professional development will be supported throughout each school year by the evaluation system, which incorporates teacher/mentor relationships and modeling, regular principal/teacher support mtgs., and classroom observations and feedback. The LEA's professional development will be in alignment and compliance with the seven essential principles of Missouri's educator evaluation system:

- **Teacher Evaluation:** Teachers will be evaluated twice a year, using an evaluation system that assesses the key professional practice domains. The principal will provide an assessment of and feedback regarding each teacher's practice in multiple domains, including student outcomes, curriculum design, classroom environment, instruction and professional responsibilities.
- **Observations, Feedback and Coaching:** The principal will be in classrooms daily, conducting informal walkthroughs and more extensive observations. The walkthroughs will provide glimpses of instruction over time while the more extensive observations will enable the principal to understand how full lessons unfold. Regularly scheduled check-ins with each individual teacher will allow for debriefing and coaching. In the third year of school operations, each school will add an assistant principal with whom the principal will partner in observing classrooms and providing feedback. The principal will work with his/her instructional leaders to determine when individual teachers would benefit from targeted instructional coaching.
- **Data Analysis:** The principal will monitor student outcomes through both state standardized assessments and the formative assessments detailed in *A.3 Assessment*. Through the analysis of student performance data, the principal will determine the effectiveness of the instruction provided. These results will guide the monitoring and support that s/he provides to the teacher. The trends inform the lessons the principal selects to observe, the reflection questions asked, the focus of feedback provided and the type of professional development support offered.
- **Whole Child Meeting:** The principal will meet with each teacher three times per year to discuss and monitor the progress of each child. This meeting is a key source of information not only about the progress of each student, but also about the teacher's development, the success of the instruction provided and the teacher's reflections on his/her efficacy in addressing students' needs.
- **Lesson Plan Review:** Teachers will submit weekly lesson plans electronically and post them to an online site (such as Google Board). The weekly schedule of lessons is shared with colleagues in addition to the principal. This system will facilitate the potential for mixed groups, consistency across classrooms, and co-planning, as well as connections between classroom and specialty instruction. The principal will review lessons regularly; the focus and frequency of his/her review will be informed by recent student performance data and classroom observations. Narrow feedback is provided via email and, when warranted, more substantive feedback is provided in one-on-one coaching sessions. In some cases, concerns about lessons plans that span several teachers inform future professional development.

Professional development training and support sessions will typically be carried out by the regional leadership (executive director, principal, special education coordinator) as well as educational experts and consultants in areas of specific focus, with support from CWC Schools. At times, development in the use and implementation of specific curricular materials will be supported with trainings from the publisher/program. The principal will utilize feedback from teachers, observations of instruction and student performance data in determining the specific content and timing of professional development, and the effectiveness of the professional development plan being offered. Should changes need to be made to the professional development plan based on student academic progress, the principal will adjust the plan accordingly.

A.3 Assessment

CWC Kansas City aims to meaningfully integrate standards across the curriculum, and implement multiple and varied measures of assessment in order to ensure that school leaders have a holistic picture of academic proficiency and progress. In addition, CWC Kansas City will utilize social-emotional learning assessments, as described in *A.8 School Climate and Discipline*.

CWC Kansas City defines *assessment* as the systematic and ongoing process of collecting, describing and analyzing information about student progress and achievement in relation to curriculum expectations. We believe assessment serves a dual purpose:

1. To assess academic performance for individual students, cohorts and the school as a whole
2. To assess the quality of instruction and the academic program to improve future learning

The data collected from assessment assists the school in analyzing progress so that we can modify and refine the teaching/learning cycle to better meet student needs.

CWC Kansas City believes that assessment is vital to ongoing school success and will use multiple measures of assessment to provide a richer and more in-depth view of each student's progress. We use assessment data to evaluate the progress of the school as a whole, to drive instruction, to create differentiated instructional programs for individual students, to communicate with parents about their student's progress, to help empower students to self-reflect on their own learning, and to ensure the school is meeting accountability expectations on the Missouri Assessment Program (MAP) Grade Level assessments.

At CWC Kansas City, we believe that assessment is an essential informational tool used to gather data about the students we serve. We will use both ongoing and periodic assessment tools to provide a balanced assessment approach. Teachers will use a variety of strategies to provide a clear picture of student progress and how the instructional approach might be adjusted to increase student achievement. Our balanced assessment approach includes diagnostic, formative and summative assessment strategies to monitor student progress and report on how students are meeting standards-based learning objectives.

Assessment Suite

CWC Kansas City believes that standardized tests provide are a part - albeit, a key part - of the picture in determining student achievements. CWC Kansas City will fully participate in the Missouri Assessment Program (MAP grade level assessments, MAP-A, etc.). Following completion of the revised learning standards in the 2016-17 school year and the subsequent development of new assessments, CWC Kansas City will administer the revised assessments. CWC Kansas City will utilize a variety of formative assessment measures consistent with our educational program outlined in *A.2 Curriculum and Instruction* to track student progress towards mastery of the Missouri Learning Standards. In addition to the state assessments, CWC Kansas City will use the following assessments to determine proficiency:

Mathematics

NWEA MAP Assessments (K-5): CWC Kansas City students will take the NWEA Measures of Academic Progress (NWEA) assessments in Mathematics. This nationally normed, online assessment will be taken three times a year. The NWEA tests are designed so that scores can be compared across grade levels and across

years so it is possible to see growth over time. NWEA assessments generate reports and comparison data so that teachers and school leaders can see how students are doing compared with national averages for their age. The NWEA tests are adaptive, generating assessment questions that get harder or easier depending on how each individual student fares. Therefore, one can determine the precise instructional level for each student, which helps teachers align instruction specifically for what each student needs and is ready for at different points of the school year.

Assessing Math Concepts (K-2): Assessing Math Concepts (AMC) is a continuum of nine assessments that focus on the development of primary grade students' understanding of core math concepts, which form the foundation of students' number sense. It is based on the belief that it is not enough to know if a student can get right answers, but rather we need to know what *mathematics* the student knows and understands. These are the understandings that must be in place to ensure that students are not just imitating procedures or saying words that they do not really understand (i.e. illusions of learning). AMC is intended as one tool of multiple tools in a mathematics assessment toolkit. On its own, it does not assess all aspects of the Missouri Learning Standards. Rather, it delves deeply into the development of students' number sense, and in this regard, is aligned with the Missouri Learning Standards for mathematics in grades kindergarten to grade 2.

Progress Checks and Summative Assessments (K-5): Students' progress in mastering curriculum on an ongoing basis will be monitored via assessments associated with their grade level's primary curriculum, to monitor students' mastery of recently taught skills and concepts.

Communication Arts (English Language Arts)

NWEA MAP Assessments (K-5): In addition to Math, all CWC Kansas City students will take the NWEA assessments in Language Usage and Reading. Please see the reference above in mathematics for more detail about the format of the NWEA assessment.

Fountas & Pinnell Benchmark Assessment System (BAS): The BAS assessment determines a student's current reading level and progress along a gradient of text levels over time. The assessment is designed to gauge student strengths and weaknesses against grade-level standards. The BAS provides information to: 1) form initial groups for reading instruction, and reform groups during the school year; 2) document student progress across a school year and across grade levels; 3) select strategies for helping students master grade-level skills; and 4) identify students who need intervention and diagnose their particular areas of reading difficulty. CWC Kansas City will administer the BAS at least two times per year depending on individual student progress, with more frequent administration for students who are performing below grade-level.

Writing Pathways Rubrics based on the Units of Study for Opinion, Narrative and Informational Writing (K-5): The Writing Pathways assessment is a series of rubrics (one per grade level K-5 for each genre: narrative, informational and persuasive writing) used to measure student's growth in writing over the course of the year. While the rubrics are a part of the *Units of Study in Opinion/Argument, Information, and Narrative Writing* curriculum, these rubrics can be paired with any writing assignment by selecting the appropriate genre and grade. This rubric will be used four times a year, at the end of each unit to monitor student progress in writing and adjust instruction accordingly. Proficiency expectations are that students will score at least a 3 (on a 4-point scale) in each of the three genres.

Foundations Unit Assessments/Letters, Words, and How They Work Assessment Checklists (Fountas & Pinnell) (K-2 and as needed): These assessments are used on a consistent basis throughout the school year for primary students and older students as needed, and offer a systematic approach to interpreting students understanding of phonics, phonemes, word families and language patterns. These tools provide further insight into students' ability to decode grade level text as assessed by the Fountas & Pinnell BAS and NWEA MAP Reading and Language Usage assessments (see above).

Science & Social Studies

Teaching for Understanding Performances of Understanding: With the guidance of the principal, teachers will select assessments, including rubrics and checklists, using the *Teaching for Understanding* approach for evaluating student projects and work. They will draw on assessments available in the curricular materials, including FOSS and our foundational social studies text. An essential resource for this work will be Missouri's Learning Standards for science and social studies so that essential content is included in assessments to sufficiently prepare students for the MAP Science assessments in grades 5 and 8. These tools will provide ongoing data about students' progress toward meeting state and grade-level standards and may incorporate additional learning goals for social-emotional learning. Teachers refer to these assessment tools as they observe students and analyze student work. Students will also have access to assessment tools and will be guided in developing awareness of their own progress toward achieving standards mastery. Teachers will use performance-based rubrics and checklists that embed grade level expectations and content mastery at the end of a project. Teachers will incorporate elements from project-based learning rubrics on critical thinking, presentation, teamwork/collaboration and creativity/innovation developed by the Buck Institute, a leading researcher and advocate for project-based learning.

Teachers use the above assessment tools to gather data in the areas of mathematics, writing and reading skills at least twice per year to track individual student success and to give a profile of the overall success and development of achievement at the school. The data will then be aggregated by grade, classroom and sub-groups to enable school leaders to identify trends and address specific needs.

Data-Informed Approach

Reporting

Results from our assessment activities will be collected and analyzed continuously in order to drive program improvement across all facets of the school. We will regularly report on and distribute information about school progress to the school community, including, but not limited to summary data on the assessments above. CWC Kansas City will use a student assessment system (SAS), which has the capacity to capture data and create a variety of reports and analyses, including disaggregated data by content strand, student subgroup, grade-level and classroom, tailored to the needs of our schools and our instructional methodologies. We will work to ensure that our SAS produces the information required for reporting to our sponsor.

Ensuring Validity & Reliability

CWC Kansas City will ensure validity and reliability of the assessments administered. To ensure that assessments are valid, we have chosen well-created and nationally proven assessments from leading educational companies, including NWEA, F&P and AMC. Many of these companies have either conducted studies or have had studies conducted regarding the validity and reliability of its assessments. Fountas & Pinnell, for example, had an outside assessment conducted to evaluate the validity of the assessments. The conclusion of their report was, "...after two-and-a-half years of editorial development, field testing and independent data analysis, the *Fountas & Pinnell Benchmark Assessment System* texts were demonstrated to be both reliable and valid measures for assessing students' reading levels."⁸ In addition, a meta-analysis conducted by REL Mid-Atlantic showed that primary research sources "provide evidence of reliability and validity for the NWEA assessment."⁹ Because of evaluation research findings such as these, we are confident that the assessments we have chosen are valid and reliable.

CWC Kansas City will also ensure that all its assessments are reliably administered. To begin, teachers will be provided with professional development on the purpose and value of each of the assessments in CWC Kansas City's assessment suite and how to administer the assessments. (*A.2 Curriculum and Instruction* provides more information about the professional development program that will be offered.) In addition, support

⁸ Source: Field study conducted in 2012, page 13: <http://www.heinemann.com/fountasandpinnell/research/BASFieldStudyFullReport.pdf>

⁹ Source: REL 2007 issue, number 17, page 7: http://ies.ed.gov/ncee/edlabs/regions/midatlantic/pdf/rel_2007017.pdf

documents created by our national network partners, CWC Schools, assist school leaders in successful administration of the assessment suite by providing implementation planning tools and guidance. Second, for rubric-based assessments, we will provide opportunities for teachers to practice at the beginning of the year during the Summer Institute and at least once during the course of the year to do double-blind scoring. For example, two or more people, using the writing rubric, will score the same writing assessment. If the scores differ significantly, a third rater will review the assessment. Following the scoring, teachers will discuss areas where they came to similar conclusions regarding scores and areas where they differed. This will allow teachers to calibrate or norm their grading of assessments.

Third, the principal or a designee of the principal (e.g., the reading specialist) will occasionally conduct spot checks where (s)he administers and/or scores an assessment a second time to ensure that assessments are being used reliably. When concerns arise, the results will be discussed with the teacher and used as an opportunity to ensure that all teachers have a common understanding of how to score assessments. This will be a norm at the school and part of the school's efforts to ensure a rigorous and high-quality academic program.

Use of Data to Monitor & Improve Academic Program

Student performance data will be utilized by all members of the CWC Kansas City community. Guided by the Executive Director (who is held accountable by the Board), the principal is responsible for monitoring student progress towards identified goals and adjusting the academic program to meet those goals as needed. The principal and CWC Kansas City staff will work together to implement an effective reporting system to share data with students, families and the community. Data will be collected, analyzed and reviewed to monitor student progress toward meeting grade-level standards and to inform instructional practice. The following are ways in which data will be utilized and shared:

School Level Data: School level data includes results generated and reported by grade, class and subgroup from the assessments described in the prior section. This information informs school-wide decisions by the Board, Executive Director and/or Principal. Identifiable trends in student performance data form the basis for key leadership decisions, including changes in academic program, resource allocation, professional development foci and targeted instructional coaching for teachers. A variety of school-level data is shared with the school community on an on-going basis during scheduled board meetings. The principal reports progress toward the mission and vision of the school and school-wide achievement data. CWC Kansas City will demonstrate progress on the aggregate results of mandated state testing by providing a report for each grade level. This report will be disaggregated to show how sub-groups (socio-economic status, racial/ethnic, English proficiency) perform.¹⁰ CWC Kansas City will also use Missouri's Annual Performance Report (APR) to student achievement and state testing data as information becomes available.

Class-Level Data: Class-level data is used to inform decisions within the classroom and across the school, as needed. Teachers use the information gathered from the prior year's assessments, along with the pre-assessments given at the beginning of the year, to design their instruction. Teachers also report student achievement directly to the principal throughout the school year. At the end of each trimester, the principal meets individually with each teacher to review student progress toward grade-level standards and goals. In partnership with the principal, teachers reflect on the progress each child is making and the appropriateness of the educational program being offered. Through this work, they are coached to modify instructional approaches based on student data. As a result of these meetings, teachers may choose to re-teach units and skills, condense upcoming lessons, or restructure student grouping. Teachers may also use the data to realign their curriculum or revise their pedagogical techniques for future units and/or school years. School leaders will analyze assessment data at least quarterly from the perspective of teacher education. Gaps in student knowledge will become the focus of teacher development in the classroom and will help determine appropriate professional development experiences. CWC Kansas City staff will participate in professional-

¹⁰ Subgroup data will be shared publicly once the student population allows for sample sizes large enough to protect student privacy.

development activities relating to assessment and data analysis, so that teachers can enhance their understanding of student performance in light of data, and modify their instructional designs accordingly.

Individual Student Data: Individual student data is used to provide families, teachers and students with detailed information about each student’s achievement. In addition to tracking student progress toward grade level standards, it can be used for in-depth analysis of student strengths and areas of concern. When necessary, this analysis is used to design intervention programs that will meet student needs. It may be used to help inform supplemental remedial instruction, special education evaluations or more challenging enrichment. Progress reports, based on state standards and school generated goals and objectives, are issued at least twice a year. The progress report explains both learning and behavioral objectives and marks the student’s progress toward mastery of the expectations. Individual student performance data will also be shared in twice yearly parent/teacher conferences. (Please see the school calendar located in Appendix C for specific sample dates.)

Promotion & Retention

CWC Kansas City staff’s hard work will be dedicated to all students making suitable progress and achieving a level of proficiency that enables them to be promoted to the next grade level. CWC Kansas City prefers not to retain students and, instead, provide the targeted instruction and intervention necessary to ensure that students develop the skills to progress on grade level. Because so much of our instruction is provided in small groups that are created on the basis of students’ instructional needs, more significant deficits in grade-level skills are addressed through supplemental, targeted instruction. However, we recognize that there are occasions when a student would benefit from an additional year before moving onto the next grade. In such cases, school leadership will communicate with parents to inform them that their child’s promotion is in doubt and then, if needed, hold a conference with the child’s parent or guardian during the spring to present information on the student’s progress/proficiency in all areas (in addition to progress report/conference communication described above), including our recommendation for retention. While family input is an important part of the decision process, CWC Kansas City will make the final determination on student retention. If a parent or guardian wishes to appeal the principal’s decision for retention, a family may bring their appeal to the CWC Kansas City Executive Director who would ultimately make a final determination. In order to merit a recommendation of retention, a student must demonstrate performance that is one grade level or more behind in a minimum of two academic areas and an equal delay in social-emotional development in grades K-3.

A.4 School Calendar and Daily Schedule

CWC Kansas City 2016-17 Calendar

CWC Kansas City will maintain a school calendar with 176 instructional days and 1,090 instructional hours, in addition to six inclement weather make-up days at the end of the school year. The total days (182) and instructional hours meet the requirements of 171.031.1 RSMo. We expect to align our calendar to be similar to the district’s calendar to facilitate logistics for parents and staff.

The calendar will facilitate CWC Kansas City’s ability to accomplish our mission. Prior to the first day of school in 2016, there will be a three-week Summer Institute to prepare the staff for the upcoming year. In addition, during the school year there will be four days dedicated to professional development. Students will not attend these days, and they are not included in the 176 total day count. CWC Kansas City’s sample annual school calendar provides specific professional development dates and highlights holidays, inclement weather make-up days and parent/teacher conferences (Appendix C). At this time, CWC Kansas City does not plan to offer summer school, but our Board, Executive Director and school principals will continue to assess the need for additional instruction in the summer and adjust budgets accordingly.

CWC Kansas City Daily Schedule

CWC Kansas City will establish a school schedule that meets or exceeds the state requirement of 1,044 hours of instruction. With 168 full school days and eight early release days to allow for parent conferences, our

proposed sample schedule provides 1,090 instructional hours. The sample schedule presented in Appendix C contains longer blocks of study to support project-based learning, service learning experiences and mixed-age group model for reading and language arts instruction. All teachers have daily planning periods, providing within the daily schedule the ability for teachers to design and tailor their instruction to student needs and interests. Further opportunities for faculty collaboration are built in throughout the weekly schedule. Grade-level teachers will collaborate frequently with one another throughout the week, holding both formal, weekly grade-level meetings during common planning times, as well as more informal interactions (e.g., when their students are in specialty classes or at lunch).

A.5 Target Population

Midtown Kansas City is a highly diverse neighborhood, which, at present, does not provide its residents with racially and socioeconomically integrated options for its K-12 student population. CWC Kansas City will fulfill that need by providing an excellent education to a diverse student body. Moreover, we will seek to ensure that all members of Midtown Kansas City and the Kansas City Public School District (KCPS) at large are welcome and active participants in our schools, creating a hub for community activity that truly reflects and embraces the ethnic, racial and socioeconomic diversity of the neighborhood.

Community Support

CWC Kansas City has secured a broad base of supporters who are deeply engaged in the Midtown community, are committed to its success and believe that CWC Kansas City is a high quality option for their community. Prior to selecting CWC Schools as their partner, the Midtown Community School Initiative (MCSI) articulated the need in their 2013 Request for Proposals:¹¹

‘Our school should reflect the diversity of Midtown. Our neighborhoods are unique in that it’s common for a \$300,000 home to be on the same block as a low-income apartment complex. Our neighbors are waiters and lawyers, university professors and college students, disabled veterans and corporate executives. Rather than seeking a school that accommodates one particular segment of society, the Initiative’s goal is to build a community school that reflects the socioeconomic, racial, and cultural diversity of our area, and that uses our diversity in a way that cultivates character and understanding in all of our children.’

MCSI chose CWC Schools through a rigorous application process, in which they “were blown away by how closely [CWC’s] values and curriculum align with [MCSI’s] goal” and became convinced that “bringing Citizens of the World to Midtown will help [Midtown’s] community and [Midtown’s] children continue to grow and thrive” (excerpts from Appendix A). Following its selection as MCSI’s partner in February 2014, CWC Schools and MCSI have conducted extensive outreach and garnered support from a diverse group of parents, community members, neighborhoods associations and educators. This outreach and support is described in more detail in *B.5 Student Recruitment and Enrollment* and *B.6 Parent, Community and Educator Involvement*.

School-Aged Population

Midtown Kansas City has a large school-aged population. According to the 2010 U.S. Census there are over 2,100 children aged under five residing in the census tracts within the Midtown geographic preference area (as defined in *B.5 Student Recruitment and Enrollment*). CWC Kansas City believes this is a sufficient pool of potential students entering kindergarten to support our enrollment projections, especially given our plans to serve only kindergarten and first grade students in our first year of operation. The table below details the number of children aged under five in the four zip codes that are primarily located within the Midtown area, along with specific data from the census tracts located in the Midtown.

¹¹ Source: Midtown Community School Initiative, Request for Proposals, page 11:
http://www.midtowncommunityschool.org/media/Midtown_Community_School_initiative_RFP.pdf

School Aged Data (Source: 2010 U.S. Census)	Total Population	Aged Under 5	Aged 0-19
Zip 64108	7,584	452	1,436
Zip 64109	9,931	695	2,453
Zip 64110	15,318	974	3,785
Zip 64111	16,318	699	1,978
Zip Codes Combined	49,151	2,820	9,652
Midtown Geographic Preference Area	40,598	2,136	5,996 (0-17)

As the table below shows, we intend to open two elementary schools (CWCKC1 and CWCKC2) serving students in kindergarten and first grade in 2016. This will allow both schools to open small and grow with the same grade configurations (as the other regions in CWC’s network do). At the end of this section, we describe the factors that will impact how we grow from a K-1 opening in 2016 to a full K-12 LEA servicing families in Midtown and across the district. CWC Kansas City will seek to fully enroll the opening year grades primarily from the diverse Midtown area, while ensuring all students residing within KCPS are eligible to enroll. *B.5 Student Recruitment and Enrollment* details the steps we will take to ensure full enrollment. The chart below shows enrollment growth at CWCKC1 and CWCKC2 for the term of our proposed five-year charter.

Grade Level	Yr1 2016-17		Yr2 2017-18		Yr3 2018-19		Yr4 2019-20		Yr5 2020-21	
	KC1	KC2								
K	72	72	72	72	72	72	72	72	72	72
1	72	72	72	72	72	72	72	72	72	72
2	-	-	72	72	72	72	72	72	72	72
3	-	-	-	-	72	72	72	72	72	72
4	-	-	-	-	-	-	72	72	72	72
5	-	-	-	-	-	-	-	-	72	72
School Total	144	144	216	216	288	288	360	360	432	432
CWCKC Total	288		432		576		720		864	

CWC Kansas City will utilize the following methods to mitigate student attrition: small class sizes, close relationships with families, differentiated instruction and regular monitoring of student progress. Also, we will monitor attrition on a regular basis. If attrition occurs, we will investigate and determine the reasons and identify the trends. In order to uncover the reasons for students’ leaving the school, we will (when possible) seek to hold exit interviews with parents. CWC Kansas City will also seek to fill any open seats during the school year from the student waiting list. Finally, we believe we will be able to identify any potential problems before a family/student decides to change schools.

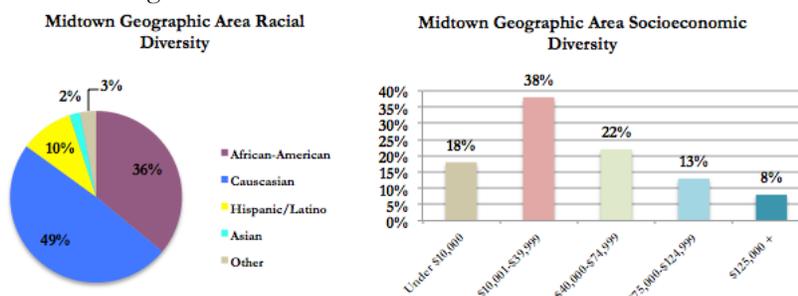
Midtown Kansas City – a Highly Diverse Community

The demographics of Midtown Kansas City described below, as MCSI and CWC Schools realized, reflect a community well situated to support the launch of academically high performing, racially and socioeconomically diverse public schools. CWC Kansas City is committed to the belief that the diversity of our communities, and of the world at large, is a great strength.

According to KCPS’s DESE payment transmittal calculations, in 2013-14 the district served a Limited English Proficient (LEP) population of 3,434 students, over 25% of their combined regular term and summer school average daily attendance. The four local charter schools in Midtown referenced later in this section and

in Appendix D serve LEP populations ranging from 1% to 24% of total enrollment (using the same source).¹² CWC Kansas City anticipates serving an 8% LEP student population. The Los Angeles schools in CWC’s network have particular expertise serving LEP populations (19% of regional enrollment), and there will be opportunities from schools leaders from all three regions (Los Angeles, New York, and Kansas City) to collaborate in this regard.

Racial diversity: The Midtown Kansas City area is racially diverse and includes two ethnic groups with populations over 35% (Caucasian and African-American), as well as a growing Hispanic/Latino population. CWC Kansas City will strive to integrate these diverse groups into a single community-based LEA in Midtown. The outreach and engagement to date by CWC Schools and MCSI, detailed in *B.5 Student Recruitment and Enrollment* and *B.6 Parent, Community and Educator Involvement*, has purposefully focused on all sections of the Midtown area to ensure we are creating the foundation for an inclusive LEA representative of the whole community. Moving forward, CWC Kansas City will build on these efforts and continue to engage with stakeholders from all backgrounds in Midtown and across the district.



Socioeconomic Diversity: In Midtown Kansas City there is significant socioeconomic diversity as measured by household income, showing families who are below the poverty line mixed with middle- and upper-income households. The median household income for Midtown Kansas City is \$34,079,¹³ lower than the U.S. median household income of \$56,604. 56% of households have income less than \$40,000, while 22% of households have income over \$75,000, which demonstrates the significant socioeconomic diversity described by MCSI. CWC Kansas City anticipates that 50% of our student population will be eligible for the Free and Reduced Price Lunch program (FRPL) under the guidelines of the National School Lunch Program, and that our targeted recruitment process will attract a wide cross section of families in Midtown Kansas City and across KCPS.

Current Midtown School Options: There is not currently a high performing option for families seeking a school that reflects the diversity of the local community. For example, whereas 60% of Midtown households have incomes lower than the federal FRPL eligibility guidelines for a family of four (\$44,123¹⁴), the eleven public/public charter elementary schools in the area, enrolling 3,800 K-8 students, serve student populations of which over 87% qualify for FRPL (see Appendix D for enrollment data on these schools). As CWC Kansas City will enact a geographic enrollment preference, which is unique in Midtown schools of choice, we believe we will have another tool to support the recruitment of an economically diverse student body. CWC Schools has successfully integrated diverse areas served by the Los Angeles schools in their network, as the following case study demonstrates.

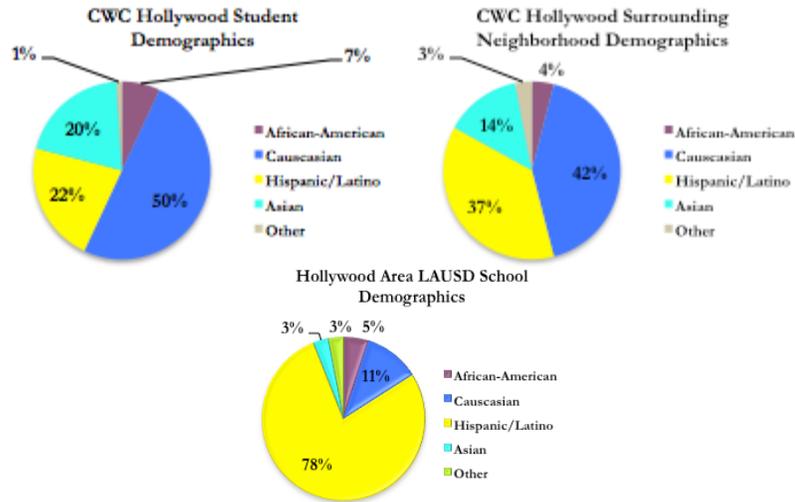
¹² The *Missouri Kids Count* also offers a wealth of vital information critical to improving the well being of Missouri’s children and families. Due to the size of Jackson County (extending well beyond KCPS’s boundaries), the data related to children in poverty and children with Limited English Proficiency, while speaking powerfully to the greater need of quality school options across the county, was too broad to incorporate fully into CWC Kansas City’s understanding and focus on the Midtown and larger KCPS area. Data for Jackson County can be found at the following link: <http://missourikidscountdata.org/counties/jackson.pdf>

¹³ Source: American Community Survey (ACS) 2013 (5-Year Estimates), U.S. Census Bureau, inclusive of census tracts located with the Midtown geographic preference area.

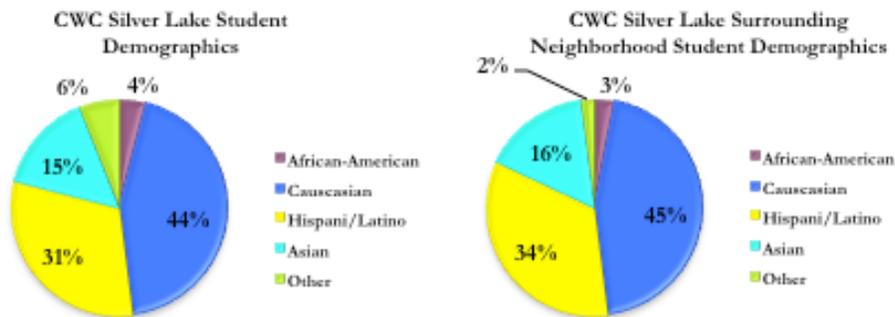
¹⁴ Source: Federal register, Vol. 79, No. 43, March 2014: <http://www.fns.usda.gov/sites/default/files/2014-04788.pdf>

CWC Los Angeles – A Case Study

As the charts below show, there is a clear disconnect between the demographics of the general population in Hollywood and those of the surrounding Los Angeles Unified School District (LAUSD) traditional public schools. Parents in neighborhoods such as Hollywood are faced with public school options that do not reflect the diversity in their neighborhood and often are struggling academically. That disconnect reflects whole sectors of our community disengaging from the public school system - a trend that must be reversed for the sake of positive change in our schools and in our communities.



The charts above demonstrate that CWC Los Angeles, a 501(c)(3) not-for-profit organization that governs CWC Hollywood, supported by CWC Schools, has been successful in reversing these trends, enabling the school to enroll a student population that is more fully representative of the diverse surrounding community. The charts below show that CWC Silver Lake (also governed by CWC Los Angeles), which opened in 2012 serving students in grades K-3, has been similarly successful.



With the full support of a wide cross section of families and stakeholders in Midtown Kansas City, we are confident of creating a LEA fully reflective of the Midtown community.

CWC Kansas City Alignment with Target Population

Our schools will serve a diverse student population, and we believe that in today's society, children grow into strong critical and creative thinkers when they have the opportunity to learn alongside others with diverse backgrounds and perspectives. Kids can only reach this potential by learning to manage themselves while thoughtfully and productively working with others across differences to better understand the broader world. Numerous prominent researchers have documented the benefits of diversity from the developmental

psychologist Jean Piaget (1971) finding on the positive impact of critical thinking to McKinsey & Company's (2015) finding on the positive impact on corporate financial performance.

Our academic model is based on the need to meet the needs of all the students we serve. We know that learning best occurs when students construct their own understandings, under the guidance of a teacher who offers varying levels of support, as informed by assessment which provides insight into students' current abilities and needs. Our instructional methods allow for differentiated instruction via the workshop method, including additional targeted supported as needed.

Furthermore, numerous independent researchers have documented the success of a constructivist approach to learning and have long demonstrated that when children from socioeconomically disadvantaged neighborhoods, including recent immigrants and English language learners, are given the opportunity to attend a school like CWC, their test scores and self-confidence soar. (Amaral, 2002; Mester, 2008; Hollins, King, J. and Hayman, 1994; Mathison & Young, 1995; Thornton & McEntee, 1995; McCombs, 1994; O'Neil & Drillings, 1997; Freire, 1995.)

Our sister schools in CWC Los Angeles have demonstrated this success utilizing the CWC Schools academic model. In the most recent state exam, CWC Hollywood scored 31 percentage points above the district in mathematics and 29 points in English language arts. In its first year of testing, CWC Silver Lake met the state benchmark, despite testing in its first year of operation and with numerous students who joined the school only a few months before the examination. (Additional details can be found in *B.7.2 Joint Application* and Appendix V). Furthermore, our Executive Director Dr. Kristin Droege led the similarly modeled Larchmont Charter Schools to exceptional results. In her final year as principal, Larchmont Charter School - West Hollywood outperformed the district by 32 percentage points in mathematics and 36 percentage points in English language arts.

Growth of the CWC Kansas City LEA

As previously stated, CWC Kansas City is applying for a K-12 charter, opening with grades K-1 in the 2016-17 school year. Our ideal scenario is to open with two elementary schools in 2016-17, each with its own principal, reporting to the Executive Director (who will report to the CWC Kansas City board). In this scenario, each school would open serving 144 students (288 across the region). We believe that the engagement of CWC and MCSI since 2013 detailed later in this application fully justifies these projections. However, we also acknowledge that such a launch is dependent on factors such as acquiring suitable facility space for our students for the initial years, along with a sustainable long-term facility plan.

If, as noted as an option in *C.3 Facilities*, CWC Kansas City acquires a single facility space with enough capacity to house our regional enrollment of 288 students in year 1 and additional grades throughout the five-year charter, we would consider opening in 2016-17 in a single school site. This, in turn, would lead us to adapt the staffing plan described in *B.4 Staffing and Human Resources*, largely at the administration level, utilizing only a single principal at the elementary school site. The CWC Kansas City Board and Executive Director, in close consultation with our sponsor and CWC Schools, would make this decision in the fall of 2015 as we move towards final facility acquisition.

Expanding to Upper Grades

During the second half of our initial five-year charter term, our Board and Executive Director, with support from CWC Schools, will engage in a strategic planning process, including parent and community input, to lay the foundation for our expansion to middle and high school grades upon securing the renewal of our charter. CWC Los Angeles has recently engaged in such a planning process, as two of their schools (CWC Hollywood and CWC Silver Lake) progress to serve middle school grades in the 2015-16 school year. CWC Kansas City will work with our sponsor as required leading up to and through this expansion.

A.6 Special Student Populations

CWC Kansas City will provide a free and appropriate education (FAPE) to all enrolled students, that is least restrictive and suitably supportive. In addition to the rich, constructivist approach to learning that CWC Kansas City will use to support and challenge students, additional strategies will target students who may have additional needs - students performing below or above grade level, English learners, and students who have identified special needs. Our various subgroup populations will receive instruction that focuses on their needs and capitalizes on their strengths, ensuring that all students receive the most effective education possible. Moreover, special education services will be provided to qualifying students according to state and federal law. CWC Kansas City will ensure full compliance with the McKinney Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.) made applicable to Missouri under RSMo 167.020.1. CWC Kansas City's homeless policy is under development and will be approved by the Board. It will include the following; a process for identification of homeless students; an outline of enrollment/placement of homeless students in their school of origin versus the school of residency; an outline of provision of comparable services to homeless students; process for transportation of homeless students and records keeping; a designation of a homeless liaison and specification of duties under McKinney-Vento; immunization of (and exceptions made for) homeless students; and a dispute resolution procedure.

CWC Kansas City's homeless liaison will be approved by the Board and submitted to the Department of Elementary and Secondary Education (DESE) through the district contact personnel August cycle of the core data collection system. The homeless liaison will be responsible for assisting homeless children and youth with enrolling and accessing school services; informing parents, school personnel and others of the rights of homeless children and youth; and collaborating with Missouri's state homeless coordinator, the Kansas City community, and fellow LEA personnel. The liaison plays a vital role in ensuring children and youth experiencing homelessness are enrolled and succeeding in school. CWC Kansas City will ensure that public notices of the educational rights of homeless children and youth are posted in at all school sites within the LEA and in appropriate places in the Midtown community.

The following structures assist in meeting students' individual needs:

- Small class sizes (elementary) and block scheduling (middle and high school grades) allow teachers to develop deep understanding of individual student strengths and needs;
- A minimum of 40 minutes of planning time each day provides time for teachers to modify lessons to meet the needs of individual students;
- Grade level teams at the elementary level and frequent professional development time allow teachers to learn from each other's varying expertise in differentiating instruction;
- Integrating instruction and curriculum across academic disciplines, including integration of service learning with real-life applications allow students to demonstrate their proficiency in a variety of ways, promoting motivation and skill transference;
- Multiple and varied opportunities for communication between teachers and parents support the CWC Kansas City commitment to personalizing instruction; and
- Authentic and varied forms of assessment are used to identify differentiated instructional techniques and scaffolding and identify students in need of interventions and additional supports.

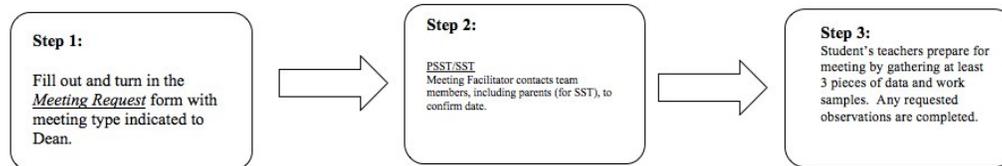
Ultimately, we believe that the greatest responsibility for successfully educating these students lies within the core classroom day. Through professional development and collaborative support, teachers will receive training on effective intervention strategies targeted towards the areas of greatest need. These school-wide structures are the first step in meeting the needs of students performing below or above grade level, but additional supports are introduced for students who are performing more than one level below or above his/her actual grade level, not meeting standards in one or more core subjects, or has persistent challenges with the school's academic or behavioral expectations.

Student Success Team

The CWC Kansas City Student Success Team (SST) addresses plans for students identified as in need of additional supports. The SST is a systematic, individual, solution-oriented approach to assist students with factors that are interfering with academic success. This team clarifies problems and concerns, develops strategies and organizes resources, provides a system for school accountability, and counsels the parent, teacher and student.

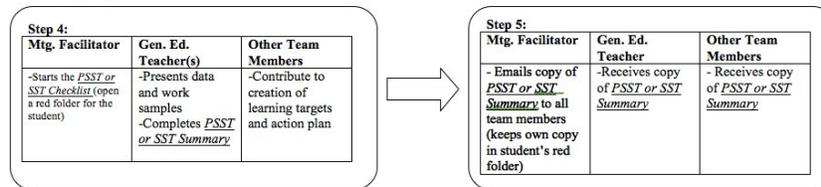
Steps for Implementing the PSST/SST Process

Pre-Meeting:



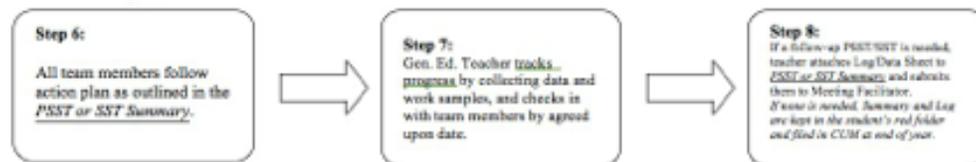
Any staff member may submit a Meeting Request, detailed in the steps above, to request an SST. The principal or designee coordinates the process, identifying a Meeting Facilitator and other team members. Students' teachers prepare for the SST by gathering at least three pieces of data and work samples. Other information such as student strengths, parental/teacher concerns, assessment and evaluation results and any other information pertinent to service needs and provisions are recorded on the SST.

At Meeting:



During the meeting, the SST Facilitator guides the team in identifying an individualized instructional plan to meet the needs of the student, documenting specific goals, strategies and methods to measure success. The action plan articulates a projected completion timeline for each goal. After the meeting, the Meeting Facilitator distributes the SST summary and all team members follow the action plan. The general education teacher tracks progress by collecting data and work samples, and checks in with team members by agreed-upon dates. Follow-up SSTs support the ongoing evaluation of the action plan.

Post-Meeting:



Serving Students with Identified Special Needs

Students enrolling at a CWC Kansas City school will not be discriminated based on physical and/or mental disability. The vision of CWC Kansas City's special education program is to ensure life success for all students by providing quality instruction to all students with special needs in the least restrictive environment. We aim to support all students with special needs to master strategies and skills necessary to compensate for their disability, enabling them to meet the goals described in their Individualized Education Programs (IEP). Ideally, CWC Kansas City will work to exit students from their special education program but are committed to providing specialized and individualized education to every student who needs it.

CWC Kansas City will adhere to national and state policies regarding special education identification and accommodations - the Individuals with Disabilities Education Act (IDEA) Part B, Americans with

Disabilities Act Title II, Rehabilitation Act Section 504, and applicable Missouri statutes primarily located under Section 7 of Chapter 162. In compliance with federal law, the schools will annually submit to the Missouri Department of Elementary and Secondary Education a local compliance plan that indicates how a free and appropriate public education will be provided to children with disabilities. The schools will comply with the local compliance plan, the state plan, and state and federal laws and regulations.

CWC Kansas City will likely enroll students with existing Individualized Education Plans (IEPs) from first grade onwards. As such, CWC Kansas City will request each student's previous school records (for students in grades 1-5) to determine whether an IEP is in place. It is also likely that CWC Kansas City will enroll students who have not yet been identified as having a special need. We anticipate that 10% of our student population will require special education services.

CWC Kansas City plans to develop and utilize a comprehensive, integrated three-tier Response-to-Intervention (RtI) model that includes both academic and social-emotional behavioral support and interventions at all tiers. RtI will provide more intensive and specialized instruction to those students not responding adequately to core instruction. For some students, this may include providing instruction that is completely individualized to the extent that the student is eligible for special education services under IDEA.

Through the RtI process, the principal and teachers will identify children that may require additional support. Teachers will be supported in their professional development around RTI goals and methods by the special education coordinator and Principal, both as a teaching team and as individuals to support specific teachers' needs. **Tier 1** will include evidence based core instruction and occur in the general education classroom. Given CWC Kansas City's staffing model (classroom teacher support from teaching associates and reading specialists), we will be able to proactively identify students who are not adequately responding to core instruction, and provide the necessary assistance to rapidly increase student achievement. The classroom teacher, teaching associates (in kindergarten) and reading specialists will provide proactive intervention through re-teaching, providing extra practice, before a student would participate in Tier 2.

When the classroom teacher's interventions do not produce the desired results that would put the at-risk student on track to perform at grade level, students will be recommended to participate in **Tier 2** interventions. Tier 2 interventions are provided in addition to the core instructional program that is provided in Tier 1. Tier 2 interventions will be small groups (3 to 5 students) of supplemental instruction. Students will participate in 20 to 30 minutes of supplemental instruction targeted to their specific area of need based on criterion-referenced, curriculum-based formative evaluation. Accordingly, students will likely be grouped with other students who have similar areas of student need. Since students will participate in Tier 2 interventions for nine-week intervals, the student success team, along with classroom teachers as necessary, will meet to analyze student progress in Tier 2. If the data indicates that students have made necessary growth, they will exit Tier 2 interventions. If sufficient progress is not made, the student will receive **Tier 3** interventions. Tier 3 interventions are provided in smaller groups of students (1 to 2) and are designed to provide more intensive instruction than what is provided in Tier 2 interventions. Tier 3 interventions will consist of general education instruction in addition to specialized interventions. Students in Tier 3 interventions will participate in 30-to-60 minutes of intervention at a minimum of four days per week. Tier 3 students will be progress-monitored at least weekly to determine the success of the intervention. If the data indicates that students have made necessary growth, they will exit Tier 3 interventions.

If special education needs are further suspected after RtI interventions have been implemented for at least one semester, or the child's parent(s) request in writing a formal evaluation, or medical or psychological professionals indicate that a child is developmentally behind her/his peers; then a pre-referral/care team will be established to begin a formal evaluation process. The due process rights of the child as well as their parents will be ensured at all times.

The overall process CWC Kansas City will follow for the identification of students with disabilities will

include; completion of the Child Find 45-day screening forms for all eligible children; convening of a pre-referral/care team (including the principal, classroom teacher, and others as appropriate). The care team will:

- Review the 45-day screening tool, relevant assessments, discipline records, academic performance, and teacher observations.
- Review all interventions and determine whether or not the student is progressing toward grade-level performance.
- Determine if a referral for testing is appropriate.

Once a referral for testing is made, a comprehensive psycho-educational evaluation that is fair and nondiscriminatory will be conducted by a licensed school psychologist in the child's native language. Based on the results of the evaluation and qualification of diagnosis an individualized educational program (IEP) will be designed to meet the specific needs of any student with an identified disability. The IEP will include a statement of the child's present levels of academic achievement and functional performance, measurable annual goals, the special education and related services, and appropriate accommodations and modifications.

Special Education Staffing

From the first year of operation, CWC Kansas City will employ one full-time special education coordinator at each school, who will be supported in future years by an assistant coordinator. The coordinator will have, at the very minimum, a provisional cross-categorical special education Missouri Special Education and Elementary Education Teacher Certificate and will be Highly Qualified based on No Child Left Behind. The coordinator will monitor and implement the school's special education program, inclusive of the RtI process. The coordinator will conference with teachers, school leaders, and other instructional personnel (including contractors), to aid in the development of robust, appropriate, educational programming and supports to students who are at-risk of failure, not meeting school academic goals, and/or currently being supported by a formal IEP. Professional development will be provided to all teachers to ensure that they understand the referral and identification processes, and receive guidance on how to implement appropriate accommodations and modifications.

CWC Kansas City will also provide all related services needed to ensure a free and appropriate education to all students, including but not limited to speech, occupational therapy, counseling, adapted physical education, educational-related intensive counseling services, recreational therapy and behavior intervention supports. As needed, we will contract with appropriately credentialed outside agencies to provide additional special education services (and have budgeted accordingly).

All special education teachers and/or contractors will collaborate with students' classroom instructors to fully implement each IEP. Prior to the start of the school year, CWC Kansas City will provide training to all teachers during the Summer Institute on various topics regarding special education. Specifically, teachers will receive training on implementing IEPs, the process for identifying students and referring students, the student success team, and the RtI process, among others. Additionally, at the beginning of the year, general education teachers and special education teachers will meet to discuss student IEPs.

English Language Learners

CWC Kansas City will serve our English language learner (ELL) students in accordance with all applicable state and federal laws and regulations. Upon enrollment, CWC Kansas City will administer a home language survey to identify students who may have an English language learning need. These students will then be screened using the W-APT screening assessment within 30 days from the beginning of the school year, or 10 school days if enrolled mid-year. For students who are identified as English language learners, CWC Kansas City will administer the ACCESS for ELLs assessment annually until the student is reclassified. CWC Kansas City will comply with federal and state mandates regarding ELL education, assessment and reclassification. It is our expectation that ELL students who have been with us throughout their K-8 career will be reclassified and prepared for success by the time they matriculate to high school.

CWC Kansas City aims to meet the educational needs of all students in an environment that fosters an appreciation and understanding of other languages and cultures. Our ELL program promotes a belief in accepting, affirming and accommodating the home language and culture of all students. Students at CWC will learn English Language Development Standards as defined by the World-Class Instructional Design and Assessment (WIDA) Consortium in tandem with the Missouri Learning Standards for Communication Arts. Students will be engaged in the type of rich instruction called for in the Missouri Learning Standards with appropriate scaffolding that attends to their particular language learning needs.

To support students in the development of their English language skills, CWC Kansas City presumes a “natural approach” to second language acquisition whereby language is acquired when given comprehensible input (Krashen, 1989; 2003) and further supported by English language development (ELD) instruction. Teachers incorporate substantive cooperative learning activities to provide optimum opportunities for authentic interaction, and to use newly acquired vocabulary and language.

For students who are more advanced, our instruction will focus on the acquisition of academic language, supporting ELLs in developing a deep and broad oral and written proficiency in English. Teachers use the techniques of whole language instruction combined with Specially Designed Academic Instruction in English (SDAIE) strategies to support ELLs in accessing core content, and to increase comprehensible input. In addition, sheltered English activities provide support for instructional delivery. Further primary language support is provided to students and their families, through translation by teachers, aides, other students, and parent volunteers.

A.7 School Specific Goals and Objectives

CWC Kansas City is committed to the academic performance of all students and to providing an excellent public education focused on developing and demonstrating understanding while building connections within a diverse community. An important part of monitoring our progress towards meeting our mission and achieving our vision of success, as outlined in *A-1 Mission, Vision & Goals*, is the identification and monitoring of performance goals. This section of the application contains a series of academic and school success goals that will serve as the heart of the charter agreement between CWC Kansas City and its sponsor, the Missouri Charter Public School Commission. In addition to these goals, the Board of CWC Kansas City will review current performance and, via their strategic planning process, will set annual goals that may include more ambitious targets above the benchmarks listed below. CWC Kansas City will use data to make informed decisions at every level of the organization, as described more fully in *A.3 Assessment*.

Academic Performance

The following set of academic goals assumes that the current state accountability structure and system (MSIP-5) remain in place through 2020-21. We are aware that new state assessments may be adopted prior to the end of our first charter term, and we would recalibrate the school’s academic performance goals based on those new assessments. CWC Kansas City will set interim grade-level goals for each year and report the results to the Board. As state MAP testing begins in 3rd grade, CWC Kansas City will utilize formative and benchmark assessments to monitor progress towards MAP proficiency targets.

Academic Goal 1: Students will demonstrate understanding of the Missouri Learning Standards. At least 70% of students who have completed three years at a CWC Kansas City school will score Proficient or Advanced on the MAP Mathematics and Communication Arts assessments. Please note that this goal was developed with our sponsor and will be used to determine the effectiveness of the model. It is understood that the state accountability system measures the performance of every student enrolled in testing grades, every year and the department will issue its annual APR based on all students tested.

Assessment Tool: Missouri Assessment Program (MAP) Mathematics and Communication Arts

Rationale: CWC Kansas City has set performance targets that are rigorous yet realistic given current performance in the state. On the 2014 Mathematics MAP test, the average proficiency rate for the State of Missouri was 53.2% while the district rate was 29.4%. In Communication Arts, the average proficiency rate for the State of Missouri was 53.5% while the district rate was 29%. No charter schools in Kansas City earned a proficiency rate of above 70% in Communication Arts, while one charter school in Kansas City earned a proficiency rate of above 70% in Mathematics (Academie Lafayette).

Benchmarks:

Year	MAP Target
Y3: 2018-2019	At least 60%
Y4: 2019-2020	At least 65%
Y5: 2020-2021	At least 70%

Academic Goal 2: By its fifth year of operation, CWC Kansas City will earn an MPI equivalent to the DESE Academic Achievement Status Target of 375 in Mathematics and Communication Arts.

Assessment Tool: Missouri Assessment Program (MAP) Mathematics and Communication Arts

Rationale: The targets identified by CWC Kansas City will meet the Missouri DESE’s benchmarks to be “On Track” within the first 5-year charter term and within the first three years of testing according to the *MSIP5: Comprehensive Guide to the Missouri Schools Improvement Program* (2015). For comparison, in 2014, the average statewide MPI was 357.6 (Communication Arts) and 351.6 (Mathematics). The average MPI scores for Kansas City Public Schools was 294.3 (Communication Arts) and 291.7 (Mathematics). In 2014, only one charter school in Kansas City earned MPI scores above the “On Track” benchmark for 2014.

Benchmarks:

Year	MPI Target
Y3: 2018-2019	At least 350
Y4: 2019-2020	At least 365
Y5: 2020-2021	At least 375

Academic Goal 3: At least 70% of students who have completed three years at CWC Kansas City will read at or above grade level and/or make more than one year of academic growth each year as measured by Fountas & Pinnell’s Benchmark Assessment System.

Assessment Tool: Fountas & Pinnell’s Benchmark Assessment System

Rationale: Literacy is a foundational skill that enables students to access the future curriculum they will encounter. “Children’s levels of literacy attainments at age eight are powerful predictors of later success in school,” including the attainment of a high school diploma and completion of a college preparatory program (Hemphill, Tivnan & Coker, 2003). As such, CWC Kansas City will assess and monitor students’ reading development from the beginning to ensure they are developing the necessary skills to access the complex and rigorous curricula demanded.

Benchmarks:

Year	F & P Target
Y1: 2016-2017	At least 50%
Y2: 2017-2018	At least 55%
Y3: 2018-2019	At least 60%
Y4: 2019-2020	At least 65%
Y5: 2020-2021	At least 70%

School Success

Attendance Goal: At least 90% of the students will attend at least 90% of the time.

Assessment Tool: Daily attendance and subsequent reports to DESE using the Average Daily Attendance (ADA) calculation.

Rationale: CWC Kansas City’s attendance goal is aligned with the 90/90 expectation as presented in *MSIP5: Comprehensive Guide to the Missouri Schools Improvement Program* (2015). More importantly, regular school attendance is clearly linked to higher academic performance. According to the National Center for Education Statistics at the Institute for Education Sciences, “[t]eacher effectiveness is the strongest school-related determinant of student success, but chronic student absence reduces even the best teacher's ability to provide learning opportunities.” They site longitudinal research that found that “students who eventually dropped out of high school missed significantly more days of school in first grade than their peers who graduated from high school.”¹⁵

Parent Engagement: CWC Kansas City will achieve at least an overall parent engagement rate of 80% as indicated by parent surveys.

Assessment Tool: CWC Kansas City will use a parent survey informed by CWC Schools work with a consortium of mixed-SES schools and Teachers College, Columbia University.

Rationale: CWC Kansas City seeks to go beyond parental “satisfaction” to a measure that captures parental engagement in their children’s learning, their commitment to their school and confidence in the CWC model. Learning best occurs when students’ families are involved in their education. Family education and participation are essential components of student success. The ideas and skills a family brings to the school and the exchange of ideas between parents and teachers help the students see parents as partners working towards a successful school experience for every student. Based on U.S. Department of Education research, family and school partnerships are believed to be critical to students’ success throughout their lives. According to *A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement. Annual Synthesis* (2002) a federally-funded research synthesis produced by the Southwest Educational Lab, multiple sources of evidence attest to the key role of parental involvement in supporting student achievement.

A.8 School Climate and Discipline

Our approach to creating a joyful, engaging and rigorous school climate rests on two key elements: investments in social-emotional learning and clear, consistent behavior management practices. At CWC Kansas City, we will intentionally develop students’ social-emotional capacity, while the staff works with families to create a safe and supportive environment in which to learn. This safety depends on clear rules and consequences, both within individual classrooms and in the form of a school-wide discipline policy.

¹⁵ Source: National Center for Education Statistics, February 2009 issue: <http://nces.ed.gov/pubs2009/attendancedata/chapter1a.asp>

Social-Emotional Learning (SEL)

Students need both academic standards and social-emotional capabilities, and the development of one supports the development of the other. Substantial research has demonstrated that social-emotional development is linked to higher academic performance. A meta-analysis of 213 school-based, universal social and emotional learning (SEL) programs involving 270,034 kindergarten through high school students found an 11-percentile-point gain in achievement (Durlak, et al, 2011). Via neuroscience research, “it is now becoming increasingly evident that emotion plays a fundamental role ... in moment-to-moment problem-solving and decision-making.”¹⁶ The challenges inherent in rigorous academic tasks and collaborative work provide opportunities for students to grow emotionally.

At CWC Kansas City, we consider students’ social-emotional learning in three domains: self, together and world. *Self* refers to self-knowledge and capacity, *together* to the skills required to successfully interact with others and *world* to the orientation to thinking about their role in a complex, diverse, every-changing society. In *A.1 Mission, Vision and Goals*, CWC Kansas City identified the dispositions of a CWC graduate. As building blocks towards the development of those dispositions, we support our students in developing skills and behaviors directly through SEL instruction and indirectly through academic work, which provides opportunities to apply and extend one’s social-emotional capacity. As examples, challenging academics in a supportive environment reinforce the abilities to self-manage, to persevere following an initial failure, and to recognize and consider other perspectives.

SEL Instruction

We believe that in order to both support our community in meeting our community expectations and guidelines and to truly fulfill our mission of helping children become citizens of the world, we must provide all students with knowledge, skills, tools, and a supportive and nurturing environment where they can observe, experience and practice positive communication, conflict resolution and mutual respect. We will support students in becoming more self-aware and capable of self-management through mindfulness instruction and practice, drawing on curricula such as Mindful Schools, MindUP and Headspace. One of the numerous benefits of mindfulness is a reduction in reflexive racial bias.¹⁷

CWC Kansas City will draw on a number of community building/peacekeeping resources to teach students how to co-create a safe and orderly learning environment. Examples include (among others): Cool Tools, Responsive Classroom and Second Step. Cool Tools is especially useful for primary grades as it guides young children in resolving conflicts by using concrete objects to teach abstract concepts such as personal space, inclusion, perseverance, empathy and forgiveness.

Ultimately, we want our students to have the capacity to make good choices for themselves and their communities independently. SEL is an investment in who they will become and we consider the long-term benefit in students’ development versus going for the short-term win of correct, compliant behavior in the moment. While staff ensures that the school environment is safe for all, we allow some space for students to self-manage as they approximate appropriate school behavior. As an example, each classroom will have a peace corner where a single student may voluntarily excuse him/herself to take a few minutes alone when needed to deal with difficult emotions. With the use of this tool, students may miss a few minutes of instruction, but via this practice will develop the capacity to calm and refocus oneself, a highly valuable skill useful throughout life.

SEL Assessments

In addition to the academic assessments presented in *A.3 Assessment*, CWC Kansas City will administer two formative SEL assessments: DESSA and SELweb. DESSA (Devereux Student Strengths Assessment) is a

¹⁶ Immordino-Yang, M.H. & Fisher, K. (2010) *Neuroscience Bases of Learning*.

¹⁷ Lueke, A. & Gibson, B. “Mindfulness Meditation Reduces Implicit Age and Race Bias: The Role of Reduced Automaticity of Responding.” *Social Psychological and Personality Science* April 2015 vol. 6 no. 3 284-291

standardized, strength-based measure of the social-emotional competencies of K-8 students. It utilizes teacher ratings of the frequency of adaptive behaviors like offering to help, continuing to try following failure, and respecting another's opinion. SELweb is an online social-emotional learning assessment in which the data is collected directly from students. This tool measures children's SEL competencies through performance-based testing, including emotion recognition, perspective taking, problem-solving, choice delay, and frustration tolerance. An additional section asks students about their relationships with their peers in order to create classroom social network maps. The social network maps present mutual relationships (i.e. two students who picked each other), and also indicate which students are rejected by their peers. Dense social networks indicate healthy classroom environments that support students and their communities. Together, DESSA and SELweb provide a rich picture of students' social-emotional development - individually and as a class. Teachers can utilize this information to provide opportunities to practice adaptive behaviors (e.g. perspective-taking skills by asking students to consider the various points of view in a storybook) and to facilitate relationships by intentionally formed partnerships and collaborative work groups.

Safe & Supportive Environment

Staff Culture

CWC Kansas City believes that investing in staff culture has a substantial impact on student culture. School leaders, especially in the school's opening years, will treat the development of staff culture as an essential priority. From the beginning, selection processes will ensure that the hired staff supports the school's mission, approach and desired culture. In the initial Summer Institute, school staffs will establish faculty agreements and these will be revisited each year. Below are the non-negotiables from another school in the CWC network:

1. We acknowledge that our words and actions are powerful and so we are mindful in their use.
2. We acknowledge our responsibility in setting the tone for our children.
3. We acknowledge and take ownership of our individual contribution to the collective.
4. We hold each other and ourselves accountable.

Throughout the year, school leaders will promote practices that encourage self-awareness (e.g. mindfulness, self-reflection via evaluation process) and effective collaboration (e.g. crucial conversations, critical friends groups).

Consistent and Clear Practices

While we want to create a warm and welcoming environment, we recognize the importance of incorporating meaningful school-wide routines and systems to reinforce our schools' community-building philosophies and values. At CWC Kansas City, we will begin the school year with our students by training them and explicitly teaching students the practices of conflict resolution and appropriate classroom behavior along with logical consequences as described below. As we plan to build the school one grade at a time, we will have the luxury of beginning with a small number of students and setting the cultural foundation from the early grades.

CWC Kansas City will establish clear expectations for student behavior and ensure that all school staff members understand these expectations and appropriate responses. While learning about social and emotional intelligence, students must have opportunities to practice, make mistakes, reflect, and improve upon them. This is central to their social and emotional development. Please see Appendix E for an illustration of a consistent practice in response to inappropriate student behavior that supports student learning.

Although our focus on social-emotional learning will minimize discipline issues, it will not eradicate them. As part of our commitment to clear and consistent practices, the CWC Kansas City Board will adopt a robust, formal discipline policy with clear consequences for behavioral infractions. Please see Appendix F for the draft discipline policy, with an emphasis on positive behavior intervention and support. School leaders will work with the CWC Kansas City Board to finalize the policy and to ensure that it and all resulting procedures are in compliance with 160.261 and 168.071 RSMo.

Family Involvement

At CWC Kansas City, we believe that parental involvement is essential for student academic success. Because of the importance family involvement has on a child's academic success, we will involve parents in the education of their child and in the governance and operations of the school through a variety of means. Accordingly, we will seek to provide opportunities for parents to feel both welcomed at our school and involved and will pay regular attention to ensuring all families have the opportunity to participate. We will frequently communicate with parents about their child's and the organization's progress and opportunities. Through structures like a weekly community assembly, regular convening Family Council, a broad group of volunteer-run committees, family education nights, coffee with the principal, ED update meetings, weekly bulletins, detailed progress reports and parent-teacher conferences, we not only partner in support of student learning but also strengthen our community by extending the reach of the cross-cultural connections that are forged in our classrooms to the larger community as well.

In addition to an initial orientation to the school at Back to School Night, and a second teacher-facilitated orientation to the student's classroom, CWC Kansas City will conduct two parent-teacher-student conferences annually to ensure that parents understand the curricular approach, are included in the life of the classroom, and hear from both their child and the teacher(s) about their child's learning. To encourage the full participation of non-English speaking parents, CWC Kansas City will make regular and full use of interpreters and, when hiring teachers, highly value second language abilities.

School leaders, in collaboration with teachers and parent volunteers, will develop an annual schedule of workshops that will take place on the school site and welcome all parents in the community. These workshops will be led by teachers, administrators, parents and community members and will focus on culturally sensitive, hands-on learning experiences to help parents develop their understanding of literacy and numeracy in elementary school students.

Parents will be encouraged to be involved in the governance of the school. CWC Kansas City will have a family council (FC), which will be composed of all the parents/guardians of enrolled students and will be led by two elected co-chairs. The purpose of the FC will be to engage parents in issues affecting the school and will be responsible for assisting the CWC Kansas City administration with the following:

- Outreach and family support (outreach to prospective parents, translation of materials, support of non-English speaking families, family education activities, etc.)
- Communications (newsletter production, public relations, etc.)
- Room parents (coordinating parent volunteer activities in the classrooms and in support of individual teachers; each class will have a room parent, led by a single room parent coordinator)
- Fundraising (pledge drive, events, activities such as e-scrip, etc.)

The FC and principal may work together to form other committees (e.g. school garden program, school lunch, after-school programs, technology committee) based on the needs of the school. The FC meetings, supplemented by committee meeting as needed, will be held at a time and place to maximize parent participation; meetings will provide language support and translation, as needed, and childcare will be provided whenever possible.

B. Organizational Plan

B.1 Governing Body

Description of Corporate Entity Holding Charter

Citizens of the World Charter Schools - Kansas City (CWC Kansas City), a 501(c)(3) not-for-profit organization registered with the State of Missouri (Appendix G), will hold the charter and be responsible for governing all schools in the LEA. Upon approval of this application by the Missouri State Board of Education, CWC Kansas City will act as a Local Education Agency (LEA). CWC Kansas City's Articles of Incorporation and By-Laws can be found in Appendices H and I. CWC Kansas City has received tax-exempt status from the Internal Revenue Service (see documentation in Appendix J).

Members of the CWC Kansas City Board of Trustees (the Board) will operate in alignment with our mission and the Citizens of the World purpose (presented in *A.1 Mission, Vision and Goals*) as we fulfill the obligations and responsibilities described below. CWC Kansas City understands and will fully comply with Missouri's Sunshine Law related to board and committee meetings, and state ethics requirements. Once the Missouri State Board of Education approves CWC Kansas City's charter, the Board will follow all applicable provisions, including the following: meetings must be appropriately announced/noticed and open to the public; most records and documentation must be public (with closed meetings and records allowed in some limited circumstances); board members must sign a conflict of interest statement declaring they are not employees of CWC Kansas City; the Board is subject to the same liability for acts in office as if it were a duly elected school board or any other public school district in the state; the Board must have appropriate liability insurance; and the Board may vote to amend the school's charter with the approval of the sponsoring institution.

CWC Kansas City will be exempt from all laws and rules related to schools, governing boards, and school districts, except for those provided in 160.400 to 160.425 RSMo. As a condition of service, all CWC Kansas City board members will complete a criminal background check and a family-care safety check, as required by 160.400.14 RSMo. The founding board members have begun this process (see documentation in Appendix K). In accordance with 105.450(6) RSMo, the Board understands our responsibility as "decision making public servants." All board meeting minutes and board meeting attendance rosters will be maintained and kept for the purpose of public record (including on the CWC Kansas City website once developed). On July 14, 2015, CWC Kansas City submitted a copy of this application to the Kansas City Public School District.

CWC Kansas City Board Responsibilities

The primary role of the Board is to govern our schools in alignment with the performance contract agreed upon with our sponsor, while adhering to and furthering our mission. The Board's role is one of oversight of school management. The primary responsibilities of the Board are listed below:

- **Oversight of LEA schools:** The Board is ultimately responsible for monitoring the schools' performance, including compliance with its charter and other governing documents.
- **Strategic planning:** The Board, in conjunction with the Executive Director, will develop a strategic plan for the region and monitor its implementation.
- **Holding school leaders accountable:** The Board is responsible for providing leadership and guidance of the LEA through the Executive Director.
- **Fundraising:** The Board assists the schools in fundraising, including the submission of applications for public grants (categorical and discretionary) and private donations from foundations, corporations, and individuals.
- **Enhancing the organization's standing:** Members of the Board are ambassadors of the schools and work individually and collectively to increase CWC Kansas City's standing in the community.

- **Ensure legal and ethical integrity:** The Board will ensure that the schools adhere to all laws, regulations, and rules, and conform to the highest standards of ethical conduct.
- **Appeals by parents:** The Board will hear appeals by parents on matters of student discipline, including student expulsions.
- **Budget and financial resources:** The Board is responsible for financial oversight of the schools, including budget development, approval and monitoring, establishing fiscal controls, ensuring that audits of the schools' finances are conducted as required by law, and publishing annual financial reports aligned with Missouri law and requirements.
- **School Policies:** The Board is responsible for establishing, implementing and enforcing, or delegating the implementation and/or the enforcement of school policies.

Relationship with Sponsor

CWC Kansas City will fulfill its role in ensuring our financial sustainability in accordance with Missouri statute and norms, along with developing and executing the schools' strategic priorities and policies. The Missouri Charter Public School Commission (MCPSC) will sponsor the CWC Kansas City LEA, providing public oversight and accountability for the schools per 161.092 and 160.400-160.425 RSMo. The contract between MCPSC and CWC Kansas City will be for a five-year term, beginning upon approval of this application by the Missouri State Board of Education. MCPSC will conduct annual evaluations of the schools to ensure they are conducting themselves in accordance with performance goals and other measures established in the charter performance contract and this application.

Partnership with CWC Schools

CWC Kansas City, as the entity holding the charter, will be part of the Citizens of the World Charter Schools (CWC Schools) network. CWC Schools is a 501(c)(3) not-for-profit network of academically rigorous, free public schools where students of diverse backgrounds learn to high levels and grow into caring and responsible citizens of the world. CWC Kansas City and CWC Schools are connected by a licensing and affiliation agreement (Appendix L, along with a Term Sheet in Appendix M). *B.7.1 Educational Service Providers* and *B.7.2 Joint Application* further describes our partnership with CWC Schools. CWC Schools currently serves approximately 1,400 students across five schools in Los Angeles and New York. *C.1 Budget* details the significant financial support CWC Schools is providing CWC Kansas City in our start-up years.

B.2 Governing Board Composition

CWC Kansas City Founding Board Biographical Information

CWC Kansas City has six founding board members. The Board represents a cross-section of dedicated and experienced educators, community, legal and organizational leaders. Five of the six founding members live in Kansas City, Missouri. Board member resumes and completed request for information forms can be found in Appendix O, and below are descriptions of each founding member. CWC Kansas City is a member of the Missouri Charter Public School Association and will participate in trainings provided by the Association.

Luke Norris (Chair): Luke is the Director of Government Relations at Code For America, an organization that strives to build open source technology while empowering residents to take an active role in their community to make government services simple, effective, and easy to use. Luke has 12 years of experience in executing growth strategies for start-ups, including not-for-profit and fortune 500 companies. Luke is a committed member of the Kansas City community, honored as the most valuable volunteer by the YMCA's Civic Engagement Team, a Distinguished Citizen by the National Conference for Community and Justice, named a Rising Star of Philanthropy, and appointed as a Commissioner to the Housing Authority of Kansas City. Luke is also a mentor to entrepreneurship scholars at the University of Missouri - Kansas City (UMKC). Luke received a Bachelor of Science and Arts and a Masters of Business Administration (MBA) from Rockhurst University.

Jacob Littrell (Vice-Chair): Jacob is a founding member of the Midtown Community School Initiative

(MCSI). A registered architect, Jacob currently serves as the Lead Project Liaison at Centric Projects, a commercial construction firm in Kansas City, Missouri. From 2006 to 2014, Jacob was a Project Architect at 360 Architecture, also in Kansas City. Jacob is a committed member of the Midtown Kansas City community, serving in the Greater KC Chamber of Commerce's Centurions Leadership Program, and on the elder board at his local church. Jacob received his Bachelor of Architecture from Kansas State University in 2004. Jacob's wife Kristin is also a founding member of MCSI.

Kristen Ellis Johnson (Secretary): Kristen is an Associate Attorney practicing law in the environment group at Lathrop & Gage, LLP, a Kansas City based national law firm. Kristen's practice focuses on advising clients regarding their regulatory and permitting requirements, negotiating with state and federal agencies, and litigating environmental claims. Before pursuing a law degree, Kristen worked in the non-profit sector. Kristen is an avid environmentalist and community activist. She has served as the President of Downtown Outreach, an organization providing meals to the hungry of Kansas City, and she previously directed the Volunteer Income Tax Assistance (VITA) program at UMKC. Kristen received a J.D. from the UMKC School of Law and a Bachelor of Arts (BA) from William Jewell College. Kristen was integral to the launch of MCSI, for which she and her husband, Andrew Johnson, were founding members.

Brett Hembree (Treasurer): Brett is the Managing Director of Research and Evaluation at Teach For America, where he leads the research into the organization's selection criteria. In 2013, Brett led a qualitative and quantitative research study designed to make the admissions model more equitable for applicants, leading in part to the most diverse incoming corps of teachers in Teach For America's history. This year, 5,300 Teach for America corps members will begin teaching, selected from a pool of over 50,000 applicants. Before his seven-year tenure at Teach for America, Brett was an 8th grade science teacher at Paul Public Charter School in Washington, D.C. Brett attended diverse schools throughout his childhood and believes in the power of an integrated school model. He received his Bachelor of Science in Biology from Kansas State University in 2003 and a Masters of Public Affairs from Princeton University in 2008.

Dr. Joy Vann-Hamilton: Joy is the owner of Cum Laude Educational Consultants, LLC (CLEC), which strives to create and increase equitable opportunities for all students to learn quality science and make a difference in the world. CLEC's services include curriculum and instruction development, data collection and reporting, and staff identification and development. Joy's extensive experience in education and training includes the pre-college and college levels. Significant accomplishments include working with the U.S. Department of Education in directing interdisciplinary professional learning communities at the University of Notre Dame. Joy was previously the Vice President of Operations for Kauffman Scholars, an arm of the Ewing Marion Kauffman Family Foundation established to help low-income students in the Kansas City region pay for a college education. Joy received a BA from Wichita State University, a MBA from the University of Notre Dame, and a Ph.D. in Curriculum and Instruction from Andrews University.

Dr. Kaye L. Otten: Kaye is an Assistant Professor of Special Education at the University of Central Missouri, teaching classes such as Behavioral Management Techniques and Advanced Education of the Exceptional Child. Previously, Kaye served as a Behavioral/Autism Specialist at Lee's Summit School District in Missouri, the Director of Special Programs at the Autism Asperger Resource Center, and as a Special Education Teacher in Nebraska. Kaye also founded and served as the Co-Executive Officer at Camp Encourage in Kansas City, Missouri. Camp Encourage strives to encourage social growth, independence, and self-esteem in youth with autism spectrum disorders through a camp experience. Kaye is the co-author of the book *How to Reach and Teach Children with Challenging Behavior* and provides professional development on topics related to behavior management nationally and internationally. Kaye received a BA in Elementary Education and Human Development and a Masters of Education from the University of Nebraska, along with a Ph.D. from the University of Kansas in 2003, focusing on Special Education, Autism and Behavioral Disorders.

B.3 Management and Operation

CWC Kansas City School Management Roles

The CWC Kansas City **Executive Director** will be responsible for the overall operations and outcomes of the LEA. The Executive Director will be recruited and managed by CWC Schools per the terms of the licensing and affiliation agreement in Appendix L. CWC Kansas City is excited to welcome our founding Executive Director Dr. Kristin Droege (see resume in Appendix N). Since December 2014, she has been consulting on projects related to CWC Kansas City’s launch, including deep involvement in the drafting of this application. From her July 1, 2015 full-time start date, Dr. Droege will launch and grow our LEA, utilizing a sophisticated understanding of managing and leading an outcomes driven, multi-site school organization. Below is a brief description of Kristin’s background and experience.

In 2008, Dr. Droege became the founding principal at Larchmont Charter School - West Hollywood (LCW) growing the school to K-8th grade, and overseeing the merger with the Larchmont Charter School network. In 2013 Dr. Droege was appointed Head of K-8 for Larchmont Charter Schools, overseeing instruction for 1,100 students across four campuses. She graduated from Duke University and holds a Masters and Ph.D. in Educational Psychology from the University of California - Los Angeles. The table below demonstrates the exceptional academic performance of LCW. The data includes comparisons to the Los Angeles Unified School District (LAUSD) and statewide performance. In California, the Academic Performance Index (API) includes the results of state assessments and generates an overall score (similar to MPI scores in Missouri). A score of 800 is recognized as the statewide benchmark for academic performance.

School Year	Academic Performance Index (API) Score			% Students Proficient and Advanced on State Assessment					
				Math			ELA		
	LCW	CA	LAUSD	LCW	CA	LAUSD	LCW	CA	LAUSD
2012-13	932	790	750	86%	60%	54%	85%	57%	49%
2011-12	924	788	744	83%	60%	54%	85%	58%	50%
2010-11	940	779	729	94%	59%	52%	83%	56%	47%

Dr. Droege will create and maintain an organizational culture at CWC Kansas City that challenges and motivates our diverse leaders, students, teachers, and families to achieve academic excellence, develop as people, and positively impact the communities in which they live. It will be the primary responsibility of the Executive Director to ensure the organization meets annual academic and financial goals. Additional operational responsibilities are outlined below:

- Manage the process to hire staff in the pre-opening year;
- Support and develop school-based leadership in the areas of hiring, staffing structure, curriculum and instruction to align with CWC Kansas City’s purpose, mission and core values;
- Report to CWC Schools, communicate directly with the CWC Kansas City Board, our sponsor, DESE, on activities, organizational development progress, and student achievement;
- Build a culture of relentless self-improvement and adaptive leadership among the entire school;
- Ensure the implementation of the CWC academic model and alignment of school-based academic programming;
- Oversee operating budget, payroll, contracts and all other financial and accounting operations, supervising the efforts of any contracted back-office financial service provider, and;
- Oversee and liaise with CWC Kansas City’s legal support as appropriate

The **school principals** will report to and be evaluated by the Executive Director, and will be responsible for instructional leadership, along with curriculum development and implementation at the school. The Executive Director will lead the process of recruiting and selecting school leaders. Following the hiring of an

assistant principal ahead of the third year of school operations, the principal, assistant principal and Executive Director will meet at the beginning of the school year to determine who will oversee which staff members. These decisions will be based on the skill set and experiences of the principal and assistant principal, as well as on the skills of the instructional staff. Below is a description of the principal's educational leadership responsibilities:

- Own, as leader of the school, responsibility for student academic achievement;
- Provide instructional leadership, coaching and support to teachers who are working with a diverse student body, drawing on best practices and methods that foster the proper amount of differentiation and support to ensure all students are performing at high levels and developing as critical thinkers;
- Work in conjunction with the Executive Director to recruit, hire, retain, support and supervise talented teaching staff and outside consultants in implementing an educational program that furthers CWC Kansas City's mission;
- Facilitate the use of a wide array of assessments described in *A.3 Assessment*, reflecting the educational philosophy of CWC Kansas City and preparing students to excel on statewide measures;
- Use multiple sources of data to develop a plan for the ongoing improvement of student achievement by overseeing the collection, analysis, and utilization of this data in relationship to specific students, teachers and curricula;
- Establish, support and supervise ongoing professional development plans and opportunities, including a summer institute;
- Report on activities, organizational development progress, and student achievement to the Board, our sponsor, CWC Schools, and other applicable state and federal reporting agencies, and;
- Work with the Executive Director to draft and monitor the schools' budget and ensure daily financial and business activities are compliant with the schools' fiscal policies.

For job descriptions of the CWC Kansas City Executive Director, founding principals, and all staff members shown in the organizational chart (Appendix P), please see Appendix Q. All CWC Kansas City employees of the LEA will complete background checks and safety registry checks as required by 160.408.11 RSMo.

Financial Management

Budgets for our schools will be developed by the Executive Director, with direct input from the principals, and approved by the Board. Critical to the success of the schools is meeting the academic needs of all students. Their academic and social needs and the professional development needs of staff will be supported by sound fiscal oversight and conservatism. The Board will approve all budgets on an annual basis. Budgets for the following school year will start to be developed in the early spring. A working draft will be submitted to the finance committee of the Board for its review by April 30. The finance committee, once the proposed budget has been approved, will recommend it to the Board for full approval and adoption prior to July 1 each year. For more information, please see *C.2 Financial Management*.

B.4 Staffing and Human Resources

CWC Kansas City Staffing Plan

Dr. Droege will manage the recruitment and hiring of our founding principals, with input from the Board and CWC Schools. We plan to secure principal hires by Spring 2016 ahead of a July 1st, 2016 start date, and have budgeted for a nationwide recruitment process for our founding principals. Ahead of the first year of school operation, the Executive Director will lead the process to hire the school staff, with support from the principals following their hiring. From year two onwards, the principal, in conjunction with the Executive Director, will be responsible for hiring all school staff.

Two of the most distinctive aspects of the CWC Kansas City instructional and staffing structure are clustering grade levels and teaching in multi-year loops. These strategies have multiple benefits. They cater to the needs of developing students, create a strong, collaborative team among teachers, build supportive teacher-student relationships, and enhance the meaningful, action-based learning that occurs in the integrated projects that make up much of our curriculum. Clusters, looping, and mixed age opportunities supports student learning across the curriculum with particular focus in English language arts, mathematics, and the integration of enrichment classes to support academic and social-emotional growth and learning.

In kindergarten, each classroom teacher will have the support of a teaching associate. The teaching associate will comply with the highly qualified requirements of No Child Left Behind (NCLB) for paraprofessionals, with the ideal candidate having completed one of the following; 60 college hours of study, attained an associates degree, or completed a formal state approved paraprofessional assessment. CWC Kansas City will implement the cluster and looping model from first grade onwards. A **“cluster”** refers to classes that span two grade levels. Each cluster is housed in close physical proximity to each other. Students are mixed together in various configurations across different academic and enrichment activities. In CWC Kansas City, the clusters will be 1st to 2nd grade and 3rd to 4th grade. Each two-grade cluster will include twelve classroom teachers across the LEA (six in each grade) who will plan together and share curriculum for the two-year spectrum.

“Looping” refers to the experience of our teachers who stay together with a class of students across two grade levels, and then loop back to teach a new class as it enters the two-year cluster. Looping allows for a more in-depth and personal relationship development between teacher and student, as well as student and peers. In the first year of each cluster, for example year one (2016-17), when CWC Kansas City will serve students in kindergarten and first grade, four full-time reading specialists (including one lead reading specialist at each school) will support classroom teachers across the LEA. When the 1st to 2nd grade and 3rd to 4th grade clusters are established, six full-time reading specialists will support teachers in each cluster across the LEA. By the end of the first five-year charter term, the region will employ 36 classroom teachers and 16 reading specialists, all of whom will have Missouri state certification. The lead reading specialists will also coordinate Title 1 and English language learner resources, receiving higher compensation for this role as noted in the staffing worksheet of the attached CWC Kansas City LEA budget (Appendix W).

CWC Kansas City is also committed to providing enriching and meaningful experiences to all students in the arts, regarding the arts as a valuable means with which to facilitate student mastery of core academic standards. In the first year of operation, the region will employ one full-time Art and one full-time Music teacher. In the second year, an additional full-time Music and Art teacher will be hired, increasing to four by the fifth year of operation. In addition, by the end of the first five-year charter term, the region will employ four full-time physical education teachers.

As described in *A.5 Target Population*, this staffing plan is contingent upon securing suitable facility space for both schools. In the event that CWC Kansas City serves it’s entire student population in a single site, the Board and Executive Director would re-assess the administrative leadership positions, leading to a single principal supported by an assistant principal model earlier than the third year. The table below shows the anticipated staffing structure for the CWC Kansas City LEA two-school model during the first five years of operation along with the regional CWC Kansas City staffing structure. The Executive Director will manage the regional staff and will continually assess the capacity need at the regional office level in order to support the growth of the schools.

CWC Kansas City LEA Staffing Structure (CWCKC1 and CWCKC2)										
Position	Yr1 (2016-17)		Yr2 (2017-18)		Yr3 (2018-19)		Yr4 (2019-20)		Yr5 (2020-21)	
Grade Level	K-1		K-2		K-3		K-4		K-5	
School	KC1	KC2								

Projected Enrollment	144	144	216	216	288	288	360	260	432	432
Principal	1	1	1	1	1	1	1	1	1	1
Assistant Principal	-	-	-	-	1	1	1	1	1	1
Office Coordinator	1	1	1	1	1	1	1	1	1	1
K-5 Classroom Teacher	6	6	9	9	12	12	15	15	18	18
Kinder Teaching Associate	3	3	3	3	3	3	3	3	3	3
1 st – 2 nd Grade Reading Specialist	2	2	3	3	3	3	3	3	3	3
3 rd – 4 th Grade Reading Specialist	-	-	-	-	2	2	3	3	3	3
5 th Grade Reading Specialist	-	-	-	-	-	-	-	-	2	2
Art Teacher	.5	.5	1	1	1	1	1	1	2	2
Music Teacher	.5	.5	1	1	1	1	1	1	2	2
P.E. Teacher	1	1	1	1	1	1	2	2	2	2
Special Education Coordinator	1	1	1	1	1	1	1	1	1	1
Special Education Assistant	-	-	.5	.5	1	1	1	1	1	1
Counselor	-	-	-	-	-	-	1	1	1	1

CWC Kansas City Regional Office Staffing Structure

Position	Yr1 (2016-17)	Yr2 (2017-18)	Yr3 (2018-19)	Yr4 (2019-20)	Yr5 (2020-21)
Executive Director	1	1	1	1	1
Regional Office Coordinator	1	1	1	1	1
Director of Operations	-	1	1	1	1
Operations Associate	-	-	1	1	1
Director of Development	-	-	1	1	1
Director of Community	-	-	1	1	1
Special Projects Associate	-	-	-	-	1

CWC Kansas City Teacher Recruitment

CWC Kansas City believes that recruiting, developing, supporting and retaining high-quality teachers is essential to the success of our schools. School leaders will select teachers based on the criteria outlined below. All classroom teachers at CWC Kansas City will have a Bachelor’s degree, a Missouri teaching certificate, and demonstrated core academic subject matter competence (in compliance with NCLB’s highly qualified teacher benchmarks). We will especially seek out teachers who speak additional languages and have experience in working with racially, socioeconomically and culturally diverse populations.

Recruitment of teachers will include multiple methods. CWC Kansas City will utilize professional networks such as Teach For America alumni networks (see letter of support from Teach For America – Kansas City in Appendix S), local charter schools, the Missouri Charter Public School Association and teaching job fairs and postings at local universities (University of Missouri, University of Central Missouri, University of Missouri – Kansas City) to publicize open positions. We will also engage with networks such as myEDmatch, who work to match teachers with mission aligned schools. Postings will appear on multiple sites (Ed Join, Craigslist and CWC Kansas City’s website) and be forwarded through university alumni groups.

When a position is available, CWC Kansas City will review the criteria and qualifications for the position and advertise it, along with a job description. Based on a review of résumés, school leaders (and current teachers) will interview likely candidates and observe them teaching a sample lesson. As needed, additional processes, such as analysis of student performance data or videotaped instruction, will be used to select the final candidate. Staff will review and sign the CWC Kansas City staff handbook at the hiring stage (see draft staff handbook in Appendix R). In accordance with 168.071 RSMo, CWC Kansas City will not employ teachers whose certificate of license to teach has been either suspended or revoked by the Missouri State Board of Education. Contracts for all CWC Kansas City staff members will be at-will.

CWC Kansas City Teacher Retention

CWC Kansas City will seek to retain teachers by providing or promoting the following:

- **Effective leadership:** We recognize the importance of providing strong and effective leadership. Our Executive Director, Dr. Droege, has vast experience with hiring, developing and supporting teachers in diverse learning environments.
- **High quality and authentic professional development:** CWC Kansas City will provide teachers with ample opportunities for high quality professional development. Teachers will receive training prior to the start of each school year through the CWC Kansas City Summer Institute (see Appendix C for the summer institute dates in 2016-17). Teachers will also have weekly common planning time to work with their grade level colleagues.
- **Collaborative environment:** A collaborative learning community values the varied strengths of every member. We intend to develop our teaching faculty into a supportive community that values and extends their talent. They will work together to plan units, solicit feedback on lessons, and share instructional techniques.
- **Small class sizes and staffing support:** CWC Kansas City will provide small class sizes (24 students). In addition, teachers will be supported by teaching associates and reading specialists as described in the staffing plan. This will allow teachers to invest fully in each student.
- **Professional work environment:** CWC Kansas City will create an environment that is professional and collegial. Central to this will be creating and maintaining a culture that is inclusive of all individuals.
- **Competitive compensation:** All employees will be compensated commensurate with their experience and job responsibilities, and will receive competitive benefits, including health insurance and retirement plans.

CWC Kansas City will be proactive in ensuring the satisfaction of our teachers and will work to resolve any issues prior to escalation. In addition, CWC Kansas City will conduct a teacher survey on an annual basis to provide teachers with an opportunity to anonymously indicate their satisfaction with the school. Leadership will utilize the results to make adjustments as necessary.

B.5 Student Recruitment and Enrollment

In *A.5 Target Population* we analyzed the racial and socioeconomic diversity of the Midtown Kansas City area, and demonstrated that there is currently no school, either with a dedicated enrollment boundary or district-wide attendance zone, integrating Midtown’s diversity into their campuses. In this section we will describe the extent of community support for our schools since the launch of MCSI in the summer of 2013, our plans for further engagement, and the process and timeline for student enrollment.

CWC Kansas City Enrollment Projections

As previously noted, CWC Kansas City is applying for a K-12 charter that will ideally open with two schools in August 2016. Each school will open with 144 students in kindergarten and first grade, representing three sections of 24 students per grade. We will add three classes of kindergarten students each year until the schools serve approximately 432 students in grades K-5 during the 2020-2021 school year. CWC Kansas City anticipates a low rate of student attrition and will enroll students from a waitlist to ensure full enrollment.

Grade Level	Yr1 2016-17		Yr2 2017-18		Yr3 2018-19		Yr4 2019-20		Yr5 2020-21	
	KC1	KC2								
K	72	72	72	72	72	72	72	72	72	72
1	72	72	72	72	72	72	72	72	72	72
2	-	-	72	72	72	72	72	72	72	72
3	-	-	-	-	72	72	72	72	72	72

4	-	-	-	-	-	-	72	72	72	72
5	-	-	-	-	-	-	-	-	72	72
School Total	144	144	216	216	288	288	360	360	432	432
CWCKC Total	288		432		576		720		864	

Community Demand and Support

From the summer of 2013, CWC and MCSI have actively engaged the Midtown and wider Kansas City communities. The breadth of outreach conducted to date has ensured that CWC Kansas City has a strong and positive presence within the community ahead of the 2015-16 pre-opening year. Our Executive Director Dr. Droege will be on the ground from July 1, 2015 leading the effort to continue these activities and garner further support to reach full enrollment on schedule. The demand for our schools from families and the community in Kansas City is described below:

- **Community demand and support:** CWC Kansas City has received over 15 letters of support from a wide cross section of Kansas City stakeholders and community based organizations. These include neighborhood associations that engage with parents and families deeply concerned about school options in Midtown Kansas City, civic organizations that assist parents in making school choices for their children, and political figures, such as council members, the Mayor, and State legislators, who hear from parents and constituents regarding the importance of expanding K-12 options in Midtown and across the city. These letters are included in Appendix S.
- **Parent demand and support:** Approximately 18 months prior to opening, CWC Kansas City has received signatures and statements of support from over 140 parents who are actively interested in enrolling their children in our schools. The vast majority of these parents live in a zip code located within the Midtown area. These signatures and statements of support have been gathered following in-depth discussions with parents at family room and community meetings regarding CWC’s model and plans, along with MCSI’s Facebook group, rather than a more general petition/signature drive. This speaks to the depth of our engagement with parents, and also the time CWC and MCSI have taken to discuss our plans at a deeper level with the community. Appendix U details this support.
- **Family room and community meetings:** To date, CWC and MCSI have held over 10 family room meetings inside parents houses or community centers, including meetings held with Show Me KC Schools, an organization that shares information with parents on their K-12 school options, at Midtown based neighborhood associations and in Midtown public housing centers. CWC Kansas City will continue to organize such meetings throughout the pre-opening year, focusing on engaging with parents and families with children entering kindergarten or first grade in 2016.
- **Town hall meetings:** In August 2013, MCSI launched their movement to open diverse, high performing schools in Midtown by hosting a town hall meeting, attended by over 80 people. In May 2014, following MCSI’s decision to partner with CWC Schools, the two organizations held a similar meeting with over 70 attendees.
- **Community stakeholder engagement:** CWC and MCSI have spoken and/or met with over 130 community stakeholders to discuss the possibility of launching schools in Midtown, developing relationships that will help CWC Kansas City reach all sections of the Kansas City community.

Expanding High Performing Community Based Options in Midtown

Throughout the outreach and engagement CWC has conducted, we have consistently heard from parents and community organizations that they want academically high performing school options in Midtown. The Kansas City Public School District (KCPS) has undergone clear gains in district-wide performance under the leadership of Superintendent Dr. Stephen Green.¹⁸ MCSI and other partners have referenced this positive trend during our community engagement process. However, parents also cite the lack of an existing high

¹⁸ Source: DESE – 2014 LEA Final Annual Performance Report (pp. 9), demonstrates KCPS improvement of “total points earned” from 84/140 in 2013 to 92.5/140 in 2014:

<http://mcids.dese.mo.gov/quickfacts/State%20Accountability/2014%20LEA%20Final%20Annual%20Performance%20Report.pdf>

performing public school option for the families within the Midtown area as a genuine concern and factor in their decisions to stay or leave the community.

The table below shows Missouri Assessment Program (MAP) results for public and public charter schools in the Midtown area. Only Academie Lafayette, a public charter school with a focus on a French immersion curriculum, scores over 50% proficiency in grades 3-5. Academie Lafayette’s Cherry campus, located in Midtown, serves students in K-2. Their Oak campus, serving students in 3-8 is located approximately two miles south of Midtown.

Kansas City Public Schools ¹⁹	Grades	2013-14 MAP ELA Proficiency			2013-14 MAP Math Proficiency		
		Grade 3	Grade 4	Grade 5	Grade 3	Grade 4	Grade 5
Longfellow	PK-6	13%	30%	20%	16%	33%	19%
Faxon	PK-6	3%	11%	20%	10%	11%	15%
Garcia	PK-6	25%	31%	8%	41%	36%	10%
Phillips	PK-6	16%	35%	24%	16%	27%	19%
Attucks	PK-6	22%	14%	10%	22%	11%	3%
King @ KCMSA ²⁰	K-6	4%	20%	13%	6%	10%	17%
KCPS Signature School	Grades	Grade 3	Grade 4	Grade 5	Grade 3	Grade 4	Grade 5
Foreign Lang. Acad.	K-8	24%	28%	49%	29%	33%	34%
Public Charter Schools	Grades	Grade 3	Grade 4	Grade 5	Grade 3	Grade 4	Grade 5
Academie Lafayette	K-2	50%	69%	64%	81%	52%	71%
Gordon Parks	K-3	No test data in 2013-14					
Lee A. Tolbert	K-8	27%	32%	30%	33%	27%	28%
Allen Village	K-12	32%	34%	21%	38%	31%	34%

We believe that CWC Kansas City can contribute another positive educational option for families in the city, and we would look forward to building a positive relationship with KCPS as partners in Kansas City’s education landscape.

CWC Kansas City Recruitment Plan

CWC Kansas City will employ a variety of techniques to ensure full enrollment throughout the five-year charter term. We will continue to prioritize ensuring families of all backgrounds have equitable access to our schools. Building on the engagement by CWC Schools and MCSI to date (both of whom will continue to support in this regard), CWC Kansas City will conduct the following to ensure that parents are aware of, and excited to enroll their children in our schools. CWC Kansas City has budgeted \$20,000 in the pre-opening year to support these marketing and recruitment tools:

- **Family room and community meetings:** CWC Kansas City will continue to organize and host informational meetings with families who are exploring school choices to present our mission and plans, along with detailing the schools’ enrollment processes. The meetings will be held in both small and larger, town hall style settings.
- **Preschool and Head Start engagement:** CWC and MCSI have met with three YMCA sites within the Midtown area. Two of these sites include Head Start programs, and the third is an early learning center. Further engagement with staff and parents at sites such as these will be a priority in the pre-opening year.

¹⁹ Source: DESE – 2013-14 School Report Cards:

<http://mcds.dese.mo.gov/guidedinquiry/School%20Report%20Card/School%20Report%20Card.aspx>

²⁰ King elementary has been temporary re-located on the closed Kansas City Middle School of the Arts for the 2014-15 school year.

- **Neighborhood and door-to-door engagement:** Our Executive Director, Dr. Droege, will closely engage with families and the community in Midtown when she begins full-time employment on the ground in Kansas City. Dr. Droege will continually monitor the community for new organizations and businesses with which to form relationships, and serve as the lead in conducting initial outreach with new contacts and potential partners.
- **Civic groups and associations:** CWC Kansas City will continue to build on the relationships developed with neighborhood associations, councils and housing developments in Midtown. CWC and MCSI has engaged with, and received letters of support from the Ivanhoe Neighborhood Council, the Hyde Park Neighborhood Association, and the Valentine Neighborhood Association, each of whom serve communities in Midtown (see letters of support Appendix S) and will continue to meet with parents and community members in these forums.
- **Radio/newspaper advertisements:** CWC Kansas City will consider the use of radio and newspaper advertisements to promote enrollment. Already, CWC Schools has been able to support in this regard, working to publicize the schools in the Kansas City Star and Dos Mundos.
- **Student recruitment/informational fairs:** CWC Kansas City will participate in the various student recruitment fairs in Kansas City. CWC Kansas City will continue to engage with organizations such as Show Me KC Schools to ensure parents district wide, and from all backgrounds, have the tools and information to enroll in our schools.
- **Online and social media promotion:** Existing schools within the CWC network utilize active parent led Facebook pages that promote key dates in the school calendar, including enrollment dates and board meetings. CWC Kansas City will create a page to promote the schools, along with a regional website.

CWC Kansas City will work diligently to ensure that individuals conduct these efforts with appropriate language fluency for the target audience at each event. As needed, a translator will be involved in the communication process, and CWC Kansas City will also have access to resource and promotional materials created in multiple languages by other schools in the CWC network.

Student Enrollment and Lottery Process:

All students who reside within the Kansas City Public School District (KCPS) boundaries will be eligible to enroll in CWC Kansas City’s schools. The enrollment process will be fully compliant with 160.410 RSMo. We will develop enrollment materials and forms in multiple languages, and can draw on similar materials utilized by CWC Los Angeles and CWC New York, while ensuring compliance with Missouri statute and norms. These materials will be available in hard copy and online for parents and guardians to complete.

CWC Kansas City intends to utilize a geographic enrollment preference. The geographic preference will only be enacted if the number of applications is greater than the grade level capacity. The boundaries for the geographic neighborhood preference area are detailed below. CWC Kansas City is enacting these boundaries to ensure that our schools enroll a racially and socioeconomically diverse student population reflective of the demographic data shown in *4.5 Target Population*. The boundaries are very similar to those established by MCSI in its original 2013 request for proposals.

- **North:** Union Station/Amtrak Rail Line
- **South:** Brush Creek
- **West:** State line
- **East:** Prospect Avenue



The enrollment process for CWC Kansas City will apply to all students who reside within the boundaries of the KCPS and have submitted a complete application prior to the publicized deadline. A lottery will be held if demand for the schools (number of applications) is greater than the total number grade level seats. The Executive Director (with approval from The Board) will decide the specific dates and times of the enrollment process. We anticipate holding the lottery in Spring 2016, on a schedule comparable to other open enrollment schools in Kansas City. Our Executive Director will utilize all available tools to publicize the lottery, including our website, social media and neighborhood associations.

Should a lottery be held, all completed and accepted applications submitted during the enrollment period will be publicly drawn in random order until capacity is reached and the remainder is placed on a waiting list. The “waiting list” will rank applications that were submitted during the enrollment period. Applications received after the enrollment period has ended will be added to the bottom of the waiting list. These applicants will be identified by number and by grade. Below is a list of enrollment preferences (in order) that will be enacted in the case of a lottery:

- Existing students returning to the school from the previous year (from 2017-18 onwards)
- Siblings (once one child in a family is accepted, or siblings of returning students)
- The children of current, full-time CWC Kansas City employees (must adhere to the KCPS residency requirements)
- Students who reside within the geographic boundaries described above
- All students who reside within the Kansas City School District

Admission to CWC Kansas City schools will not be restricted due to race, gender, ethnicity, English proficiency, national origin, disability, socioeconomic level or athletic ability.

B.6 Parent, Community and Educator Involvement

CWC Kansas City recognizes the powerful opportunity we have to unite our communities around a common purpose - the success of their children and the neighborhood schools they attend. We believe that investing all our families, including those who may have otherwise left their neighborhood schools, in public education and each other is critical to long-term educational reform and the health of our society.

A true school community is one in which all members - students, teachers, families, and community partners - not only have the opportunity to participate, but also feel welcome to actively engage in school life. While establishing a school community is a part of the mission and vision statement for many institutions, schools often struggle to create an authentic environment that is inclusive, regardless of the cultural or economic differences of its members. A close look at the school should reflect partnership at every level, and we believe the work of building a strong community begins long before our school doors open.

CWC Kansas City Parent Involvement

Prior to the school year beginning, the Executive Director and principals will organize meetings to introduce parents and families to each other, and to school leadership and staff. These may include events such as play dates (with child care provided) and “family buddy” events to ensure all parents feel welcomed and part of a collective community. These events have proved very popular at existing schools in the CWC network and we can learn from and utilize existing materials, resources and strategies from those schools.

CWC Kansas City will conduct two parent-teacher-student class meetings annually to ensure that parents understand the curricular approach, are included in the life of the school, and hear from both their child and the teacher(s) about their child’s learning. To encourage the full participation of non-English speaking parents, CWC Kansas City will make regular and full use of interpreters and, when hiring teachers, highly value second language abilities.

All families will be encouraged, but not required, to participate as active volunteers in the network’s

operations and activities. Parents might volunteer before or after school hours, or during the school day, including volunteering in the classroom, lunchroom, or school office. Other volunteer opportunities include planning student and school community events, fundraising activities and outreach to prospective new families. In this way, families will become more involved and connected to the schools and their child’s learning, and empowered to effectively shape school programs and operations.

At CWC schools across the country, school leaders organize events to involve parents further in their child’s education. For example, CWC Mar Vista (in Los Angeles) has created a series of events called “Curriculum Nights,” that include presentations and discussions on topics such as Writers Workshop. CWC Mar Vista will also host a series of “Current Affairs” evening events for parents, including a middle-school planning town hall, and workshops focusing on child temperament and nutrition.

As described in *A.8 School Climate and Discipline*, parents will be encouraged to be involved in the governance of the schools. Each CWC Kansas City school will have a family council (FC), which will be led by two elected parent co-chairs. The purpose of the FC will be to engage parents in issues affecting the school, fundraising, and other school support activities. All parents will be encouraged to participate in FC meetings and activities.

CWC Kansas City Community Involvement

A commitment to community has undergirded all the work leading to this application and will continue to drive our work moving forward. There is now a synergistic, community-driven partnership between CWC and MCSI that, to our knowledge, is unlike any other community-charter school partnership in the country. Together we have spent the past meeting with families, community organizations, neighborhood councils and other stakeholders in Kansas City, to ensure that our schools are fully reflective and inclusive of the Midtown community. Below is a small selection of CWC and MCSI’s work together and community involvement from the summer of 2013 onwards.

Jun to Oct 2013	MCSI publishes a Facebook survey. From approximately 140 responses, over 90% say they would send their children to a quality community school in Midtown if one existed. (MCSI’s Facebook group now has over 400 members.) MCSI hosts a community meeting featured in local media with over 80 attendees to kick off quest for high-quality school in Midtown, and in September 2013 publishes its request for proposals (RFP) to launch high-performing, diverse public schools to serve families in Midtown.
Nov 2013 to Feb 2014	CWC submits a comprehensive proposal in response to MCSI’s RFP and continues to have discussions with the group throughout the winter. After analyzing multiple responses to its RFP, MCSI selects CWC as a partner organization to launch schools in Midtown Kansas City (see partnership letters in Appendix A).
Mar to Jun 2014	CWC and MCSI meet in Kansas City to discuss their new partnership and how they will engage with the Midtown and Kansas City communities. The organizations meet with the Kansas City Mayor and other local stakeholders. CWC and MCSI co-host a town hall style community meeting with over 70 attendees, publicized in local media. CWC and MCSI conduct over 65 meetings and calls with a diverse cross-section of Kansas City community leaders to explore the feasibility of, and understand the need for, high quality diverse schools in Midtown.
Sep 2014	CWC and MCSI hold a meeting with the Latino Civic Engagement Collaborative, who support the delivery of education and other social services to Kansas City’s Latino population. CWC meets with Show Me KC Schools. Dr. Droege meets with parents and stakeholders in Kansas City.
Oct 2014	MCSI presents vision of CWC at Neighborhood Association’s 4 th District Presidents meeting, attended by approximately 30 people. CWC holds meeting with the Ivanhoe Neighborhood Council - Youth Committee. The Ivanhoe Council oversees the area of Midtown east of Troost Avenue.

Nov 2014	CWC holds meetings with the Mattie Rhodes Center, the United Way of Greater Kansas City, and Jackson County Legislators.
Dec 2014	CWC holds meetings with the Main Street Development Corporation, local charter schools (Crossroads Academy and Alta Vista), Kansas City Council members, and the Economic Development Corporation.
Jan 2015	CWC holds family room meetings and events with the Christian Baptist Fellowship, along with meetings at YMCA centers in Midtown, discussing the need for school options with parents at these locations.
Feb 2015	CWC holds a meeting with parents who have moved into homes provided by Habitat for Humanity in Kansas City, and discussions with community outreach staff at the Samuel U. Rodgers Health Center.
Mar 2015	CWC Kansas City board members participate in a locally organized fundraising event. The event is attended by local civic organizations, businesses, and council members, raising money and awareness to support the launch of CWC Kansas City.

CWC Kansas City will continue to build on this engagement throughout the pre-opening phase and build relationships to support our schools when they open in 2016. Examples of community partnerships at existing schools in CWC’s network include the following:

- Engaging with The Exploratory, a non-profit science program, who visit each grade level at CWC Mar Vista for monthly hands-on science projects.
- Field trips to locations such as the American Museum of Natural History in New York as part of CWC Williamsburg’s biome project-based learning unit.
- Working with neighbors and community organizations such as Volunteers of America to organize and participate in “Community Cleanup” days to help beautify the neighborhood.
- Our Executive Director Dr. Droege was instrumental in launching an Edible Schoolyard program during her time at Larchmont Charter School. Larchmont was one of a handful of schools nationwide to be selected by Chef Alice Waters, in partnership with the Chez Panisse Foundation.

CWC Kansas City Educator Involvement

Staff will be involved in the governance of the school through the principal’s council (PC). The purpose of the PC will be to provide advice and feedback to the principal around day-to-day activities of the school and to provide grass-roots level feedback on issues in a timely manner. The PC will not be a decision-making public body, but will serve to provide the principal with feedback from the school community that will be one of many data points used to inform his/her decisions. The PC will be an advisory body comprised of:

- Two elected family council co-chairs
- Two elected teacher representatives

In addition, the principal may invite other stakeholders to participate in the PC at his/her discretion and with the intent of ensuring a diverse and engaged council. These additional members may include representatives from standing family council committees (fundraising, outreach and family support, communications, room parents), grade-level representatives and/or other stakeholders, as needed. The Executive Director will not participate in PC meetings or activities unless expressly asked to do so. The principal will utilize the input of the PC when reporting on school activities to the board.

B.7.1 Educational Service Providers

CWC Kansas City will be part of the national CWC Schools network. Unlike traditional Education Service Providers or Charter Management Organizations, CWC Schools is a national network of diverse, high performing charter schools who will engage with CWC Kansas City as a Partner Organization through a licensing and affiliation agreement (described in *B.7.2 Joint Application* and Appendix L). In previous CWC school application processes, they have been classified by their authorizer as a Partner Organization to the local not-for-profit governing board (such as CWC New York), rather than a typical Education Service

Provider or Management Organization. As such details on CWC Schools' network can be seen below in *B.7.2 Joint Application*.

B.7.2 Joint Application

From the submission of its response to MCSIP's 2013 RFP, CWC Schools has conducted extensive research and outreach to assess the potential of launching a LEA in Kansas City Missouri. Throughout this period, CWC Schools has established the solid foundations and knowledge base from which CWC Kansas City can launch, govern, and operate a K-12 continuum of schools.

The relationship between CWC Schools and CWC Kansas City is articulated in Appendix L. The CWC network ensures that each CWC school reflects its communities, parents, students and teachers by maintaining the autonomy the CWC Kansas City Board in key areas such as curriculum, staffing, budgeting, school and classroom materials and professional development. CWC Schools' work to date in Kansas City has included key support in the following areas:

- Designing and executing a community engagement process, including over 12 months of on-the-ground outreach with stakeholders in Kansas City.
- Facility research and sourcing, working with MCSI and CWC Kansas City board members.
- Launching a search and hiring the founding CWC Kansas City Executive Director.
- Securing philanthropic funding to support the launch of our schools in Kansas City.

The licensing and affiliation agreement describes the services CWC Schools will provide to CWC Kansas City and the fee structure between the two organizations. The fee for licensing and providing these services to CWC Kansas City is just 7-8% - lower than the standard "management" fee charged by many charter networks. This fee includes the salary and benefits of the CWC Kansas City Executive Director. Moreover, being part of a national network not only minimizes overhead, but also makes it possible for CWC Kansas City schools to save hundreds of thousands of dollars they would otherwise have to spend to hire additional school-level administrators and vendors to perform various support functions. The payment of fees will begin in the 2016-17 school year after our schools begin receiving basic formula revenue. These fees are reflected in the "contract services" worksheet in the LEA budget attached to this application (Appendix W). Please note that any parent and philanthropic funds raised are not included in the fee calculation.

CWC Schools Support to CWC Kansas City

CWC Kansas City will hold the charter and be responsible for governing the schools within our LEA, inclusive of the day-to-day operations of the schools. Our ability to do so will only be strengthened by the work performed to date by CWC Schools and its ongoing support, described below:

- Select, hire, evaluate, assign, discipline, transfer and terminate the CWC Kansas City Executive Director.
- Meaningful professional development opportunities and fair evaluation tools that help CWC Kansas City staff grow professionally and provide insights into school performance.
- Access to best practice student assessment tools and help in tracking student achievement regularly and accurately.
- Ongoing training and development for school leaders in how to operate schools efficiently.
- Long-term financial planning assistance to ensure financial stability, including training in financial management, and financial oversight and assistance if useful.
- Help resolving outstanding academic issues, when requested by the school.
- Communications support to keep parents, teachers and communities up-to-date on their schools.
- Over \$1.4 million of financial support for CWC Kansas City's launch. For more information on this support, please see *C.1 Budget*.
- Attracting great school leaders and teachers. Being a part of the "Citizens of the World" nonprofit school network brings association with a brand that helps attract talented teachers, school leaders,

staff, parents and partners. This network has already delivered results with the hiring of our Executive Director, Dr. Droege.

- Access to a national “knowledge network” of CWC teachers, parents, principals and administrators, who can learn from one another and share best practices related to the CWC purpose, mission, and core values.

CWC Schools Academic Success Serving Diverse Communities

CWC Schools has created a high-performing network of five intentionally integrated and highly sought-after schools in Los Angeles and New York that collectively serve almost 1,400 students, including 62% families of color, 51% students qualifying for free and reduced priced lunch, 16% English language learners and 9% Special Education students. The oldest schools in the network, CWC Hollywood and CWC Silver Lake, will both expand to middle school in the 2015-16 school year. Incorporating the learning’s of this growth will be a critical tool for the Board and CWC Kansas City leadership.

CWC Hollywood (opened in 2010) far outperformed Los Angeles Unified School District (LAUSD) and statewide standardized assessment scores. CWC Hollywood’s API score of 912 (out of 1000) places it in the top 6% of over 850 schools in the district. CWC Hollywood students classified as socioeconomically disadvantaged (40% of students enrolled), achieved 72% proficiency in Math and 65% proficiency in English Language Arts (ELA) on the 2012-13 assessments, outperforming district-wide peers by over 20 percentage points. Students classified as Limited English Proficient (LEP, 21% of students enrolled), scored 77% proficiency in Math, and 72% in ELA on the same assessments, outperforming the district-wide scores by over 30 percentage points. For further information on the CWC network, including school-wide and subgroup academic performance data for Los Angeles and New York schools, please see Appendix V. The data in the table below reflects the performance of all students eligible to participate in the state assessment.

School Year	Academic Performance Index (API) Score			% Students Proficient and Advanced on State Assessment					
				Math			ELA		
	CWCH	California	LAUSD	CWCH	CA	LAUSD	CWCH	CA	LAUSD
2012-13	912	790	750	85%	60%	54%	78%	57%	49%
2011-12	928	788	744	92%	60%	54%	86%	58%	50%

C. Business Plan

C.1 Budget

CWC Kansas City has developed a budget that fully supports and aligns with our mission and staffing plan, as described in *B.4 Staffing and Human Resources*. The budget will support the LEA to open small and scale up from K-1 to K-5 in the initial five-year charter term. As the LEA grows, so to will the school leadership and support staff, along with the CWC Kansas City regional team. The CWC Kansas City LEA budget (Appendix W) provides a worksheet, titled *Budget Assumptions*, detailing the various expense and revenue projections. We have also included an opening year cash-flow analysis for the LEA (Appendix X).

CWC Kansas City Budget Model

The financial support for **pre-opening activities** will be provided almost exclusively by CWC Schools, as detailed later in this section (see Appendix Y for CWC Kansas City’s pre-opening plan). This funding will be critical, and will enable our Executive Director, Dr. Droege, to dedicate full-time capacity towards the launch. Dr. Droege’s work will be focused on fully enrolling our schools, along with establishing the operational and academic structure of the region. Funds have been budgeted for marketing resources, supporting the execution of the recruitment process detailed in *B.5 Student Recruitment and Enrollment*. Finally, *C.3 Facilities* details the funding we have allocated for facility acquisition, renovation, rent and maintenance. CWC Kansas

City has not included federal charter school program grant funding in our budget, but will apply for the maximum amount available in the pre-opening and launch years. All five schools in the CWC network have successfully acquired such funding in the past.

To create a budget that supports our mission and staffing plan for the first five years of operation, CWC has worked with EdOps, a business management firm with expertise in Kansas City charter schools, and the Missouri Charter Public School Association (MCPSA), in addition to analyzing resources provided by the Missouri State Department of Elementary and Secondary Education (DESE). We have applied appropriate assumptions related to federal revenue sources by comparing the revenue of other charter schools in Kansas City and ensuring alignment with our projected student population (see the *Budget Assumptions* sheet in Appendix W or details). The attached LEA budget includes projected reserve funds of over 10% throughout the first five years of operation (rising to over 20% in year 5). The budget includes a sheet detailing weighted average daily attendance payment (WADA) projections based on the most recent DESE weighting guidelines (34.4% FRPL, 10.8% Special Education, and 1.8% LEP). As described in *A.5 Target Population*, CWC Kansas City is projecting that our schools will serve a 50% FRPL and 8% LEP student population.

The budget includes basic formula payments of \$8,700 per WADA (inclusive of classroom trust fund from the second year of operation), from which 1.5% of the payments will be directed to our sponsor in accordance with 160.400.11 RSMo. The four charter schools serving elementary school students located in Midtown are each receiving basic formula payments of \$8,745 per WADA in the 2014-15 school year, according to recent 2015 DESE payment transmittal calculations. CWC Kansas City has not built any basic formula revenue increases into our five-year budget. This revenue, along with continued financial support from CWC Schools in 2016-17, will allow CWC Kansas City to open with kindergarten and 1st grade, establishing our staffing model. In kindergarten, each certified classroom teacher will have support from a teaching associate. In first grade, CWC Kansas City will hire four reading specialists across the LEA to support and collaborate with classroom teachers. The direct financial support from CWC Schools is particularly important in the first year of school operation due to the absence of local Proposition C funding.

From the second year of operation onwards, Proposition C funding, budgeted at \$875 per prior year WADA (below DESE's 2014-15 budgeted amount of \$922) will supplement the Basic Formula.²¹ No Proposition C revenue increase has been included in the budget. This will allow each school to incorporate three reading specialists in the 1st to 2nd grade cluster, and add dedicated enrichment staff. As the region grows through the five-year term, additional reading specialists will be hired to support the “cluster” and “looping” model described in *B.4 Staffing and Human Resources*. CWC Kansas City believes the recruitment and retention of high-caliber classroom teachers warrants compensation that reflects expectations of continual professional growth, and has included yearly salary increases in the budget for each school year for all CWC Kansas City staff.

Financial Support from CWC Schools

CWC Schools are financially supporting the launch of CWC Kansas City through the following two sources:

- **Interest-free start-up loan:** Upon approval of this charter by the Missouri State Board of Education, CWC Schools will make available an interest-free loan of \$800,000 to support our launch. The funds from this loan will be critical to the pre-opening year, especially if significant private facility improvements are necessary. It will also ensure a stable cash flow prior to the schools opening. CWC Schools has provided similar start-up loans to its Los Angeles and New York schools.
- **Direct support:** CWC Schools will donate \$650,000 to CWC Kansas City to directly support the pre-opening year and the first year of school operation. These funds will not be paid back to CWC Schools.

²¹ Source: DESE - September 2014 School Finance Update, page 22: <http://dese.mo.gov/sites/default/files/qs-charter-SchoolFinance&Food&NutritionServicesUpdate.pdf>

The CWC Kansas City LEA budget includes the repayment of the loan on row 39 of the “Five Year Budget” sheet. The receipt of these funds is noted in the “pre-opening year” and “July 2016” columns in the CWC Kansas City 2016-17 cash flow analysis (Appendix X). The loan will be paid back to CWC Schools in years two through five of the LEA’s operation. The cash reserve of the LEA is over 10% in the first five years of operation inclusive of the repayment of the loan.

Financial Contingency Planning

CWC Kansas City’s primary focus in planning for financial contingencies is to protect our mission and academic programming. The board and school leadership will work to prevent unexpected financial challenges by staying informed of state and national policy changes, tracking enrollment closely, seeking guidance regarding potential special education revenue and costs, and performing proper oversight via monthly financial reports prepared for the Board by the Executive Director.

Our Executive Director Dr. Droege has extensive experience leading and operating public charter schools in California, a state with lower funding per student and equal if not higher expenses than Missouri. She is extremely skilled and committed to operating financially compliant schools to mission, along with planning for longer-term growth. In the event a serious shift in anticipated revenues or expenditures occurs, school leadership may elect to take one or more of the following courses of action.

- Identify the area(s) causing the budget shift and attempt to adjust those factors
- Monitor, in real time, material shifts in budgeted revenues and expenditures and take swift corrective actions to mitigate budgetary impact
- Negotiate service contracts with risk-sharing as well as review contracts for possible cost-savings with alternate providers
- Adjust staffing at the schools and/or regional level while ensuring the schools remain mission aligned
- Modify long term facility strategy to save costs
- Modify transportation services to save costs and work to offer alternative transportation to those students who rely require it

Finally, while local school-based fundraising is not part of the five-year budgets submitted in this application, CWC Kansas City is aware of the need to raise additional funds in the form of grants or donations to support our schools. The fundraising plan will be developed and tailored by the Executive Director to enrich the academic and operational foundation of the schools. We anticipate that fundraising will add approximately 3% to total revenues in the first five years of operation. Existing schools in CWC’s network have developed multi-faceted fundraising strategies that can be shared with CWC Kansas City. As noted in *B.6 Parent, Community and Educator Involvement*, CWC Kansas City has already organizing fundraising events to support our launch.

C.2 Financial Management

CWC Kansas City Financial Systems and Procedures

CWC Kansas City is committed to establishing effective and responsible financial management systems. School budgets will be developed by the Executive Director, who will be responsible for the financial oversight and management of the schools. The school principals will have direct input into the budget process. The Board will approve all budgets for the schools on an annual basis. Budgets will start to be developed in the early spring by the Executive Director, principals, and school staff. A working draft will be submitted to the Board’s finance committee for their review by April 30 of each year. The finance committee, once the proposed budget has been approved, will recommend it to the Board for full approval and adoption prior to July 1.

As noted in the staffing charts in *B.4 Staffing and Human Resources*, the Executive Director will receive financial management support from a regional Director of Operations from the second year of operation onwards,

along with a regional Operations Associate in the following year. In addition, CWC Kansas City intends to contract with a financial services provider on an as-needed basis to review accounting policies and procedures, assist in the yearly audit, preparation of budgets and monthly reports, and professionally develop the school's administrative staff. CWC Kansas City will follow the financial policies and procedures developed by the Executive Director and approved by the Board during the pre-opening period. In addition, the Executive Director will prepare, and the Board will approve for submission, all necessary financial documentation for the Annual Secretary of the Board Report, in accordance with 162.821 and 165.012.1 RSMo. CWC Kansas City will file all necessary federal and state tax returns.

CWC Kansas City school leaders will utilize a student information system to track data related to enrollment eligibility and family and student eligibility for free and reduced price lunch. Additionally, the selected system will track data related to Individualized Education Plans (IEP) and English language learner (ELL) services. The Executive Director, working with a financial services provider, will prepare monthly balance sheets and statements of activity that will be presented to the Board at their monthly meetings. All school financial information will be maintained in compliance with public school retention laws. Finally, CWC Kansas City will ensure that any grants or federal programs the charter receives are administered according to established guidelines including the code of federal regulations, uniform grant guidance (OMNI), and the education department general administrative regulations (EDGAR).

Internal Control Procedures

The Executive Director will establish and the Board will approve proper accounting records and internal control policies in the pre-opening year. By implementing internal controls, CWC Kansas City will underline the importance of enforcing and maintaining accountability, transparency, and accuracy in the schools' day-to-day financial transactions. The internal financial controls will be based on the following:

- **Segregation of Duties:** A hierarchical structure of authority and responsibility. Tasks will be divided and allocated to guard against one individual having the ability to make an accounting error (either knowingly or unknowingly). This will protect the schools from any potential fraud or misappropriation of funds.
- **Restricted Access:** Physical access to valuable and moveable assets will be restricted to authorized personnel.
- **Document Control:** In order to ensure that all documents are captured by the accounting system, they will be initialed and dated when recorded and then filed appropriately.
- **Records Retention:** Records will be maintained for the periods sufficient to satisfy IRS regulations, federal grant requirements, and audit requirements, if applicable, and other legal needs as may be determined.
- **Processing Controls:** These will be designed to identify any errors before they are posted to the general ledger. Common processing controls are the following: 1) source document matching; 2) clerical accuracy of documents; and 3) general ledger account code checking.
- **Reconciliation Controls:** These will be designed to identify any errors after transactions have been posted and the general ledger has been run. The process involves reconciling selected general ledger control accounts to subsidiary ledgers.
- **Security of Financial Data:** The School's accounting software will only be accessible to the Executive Director and contracted financial services provider. Individual user names and passwords will be issued for every user and their access will be limited according to their functionality and role within the schools.

Fiscal Audits

Fiscal audits will be performed on an annual basis by an independent auditing firm with demonstrated experience auditing charter schools in Kansas City. The Board, with input from the Executive Director, will select the auditing firm, which in turn will report directly to the Board. The audit will meet all federal and local auditing requirements and be conducted in accordance with Government Auditing Standards issued by

the Comptroller General of the United States. The audit will also meet all standards required by public schools and charter schools in Missouri, in addition to any conditions required by our sponsor.

C.3 Facility

CWC Kansas City Facility Needs

CWC Kansas City continues to explore all options to find suitable facility space for our students in the initial years of operation, while developing a realistic long-term facility plan. This includes sourcing private facility spaces, particularly those formerly housing schools and classrooms, along with assessing the potential to work with the Kansas City Public School District and house our students in district buildings. We are considering both separate sites for CWCKC1 and CWCKC2 along with larger single sites that could house our total enrollment. Our target is to be located as centrally as possible within the geographic preference boundary as described in *B.5 Student Recruitment and Enrollment*. To date, we have held discussions with real estate brokers, architectural firms, not-for-profit organizations specializing in facility acquisition, and staff at local churches and buildings that are considering leasing space.

CWC Kansas City will carefully consider zoning issues and conditional use permitting requirements. We hope to secure ample space for our students to freely engage in active learning, including facilities for art, music, and other enrichment per our staffing plan, as well as sufficient outdoor play and learning space. The building(s) must be handicap accessible and have staircases and a fire suppression system that meet school building codes. Below are space projections to house both CWCKC1 and CWCKC2 through the initial five-year charter term. The specialty classrooms include space for special education services and student enrichment (Art and Music).

CWCKC1	Yr1 (2016-17)	Yr2 (2017-18)	Yr3 (2018-19)	Yr4 (2019-20)	Yr5 (2020-21)
Enrollment	144	216	288	360	432
Sq. Ft.	10,800	16,200	21,600	27,000	32,400
General classrooms	6	9	12	15	18
Specialty classrooms	3	3	4	4	5
CWCKC2	Yr1 (2016-17)	Yr2 (2017-18)	Yr3 (2018-19)	Yr4 (2019-20)	Yr5 (2020-21)
Enrollment	144	216	288	360	432
Sq. Ft.	10,800	16,200	21,600	27,000	32,400
General Classrooms	6	9	12	15	18
Specialty classrooms	3	3	4	4	5

CWC Schools has recently supported the CWC Los Angeles region in acquiring public and private facility space for its Los Angeles schools, and has the capacity to support our efforts in this regard. Jana L Reed, CWC Schools' Chief of Schools, who will serve as the liaison between CWC Kansas City and the network, has significant experience in the development and acquisition of school sites, including short-term leases and long-term facilities financing options.

CWC Kansas City intends to be in final negotiations regarding final facility space(s) by late summer of 2015. If the Missouri State Board of Education approves our charter, we will move forward to execute a final agreement and begin our work to make the facility space school ready, fully ADA compliant, and aligned with our education model. We anticipate facility renovations to take place in the fall of 2015 through the spring of 2016. The facility will be ready for staff to begin their summer institute in August 2016.

CWC Kansas City Facility Budget Assumptions:

CWC Kansas City has engaged with the Illinois Facilities Fund (IFF), and their advice and insights have been incorporated into our facilities planning and budgetary projections. In addition, we have also discussed facility

costs with other stakeholders including real estate contacts, and existing charter schools in Kansas City. CWC Kansas City has included the following facility expenses in the budget attached to this application. We will continue to work with IFF as we move towards final facility acquisition.

- **Pre-opening renovations:** CWC Kansas City has allocated significant funds to support any pre-opening facility renovations. This funding will come primarily from the start-up loan provided by CWC Schools.
- **Lease/debt payments:** Lease or debt payments equivalent to \$15 per square foot. A number of facility options we have assessed up to this point include the potential to scale up payments aligned to our student enrollment growth, and suggest this cost projection is reasonable.
- **Maintenance/upkeep:** CWC Kansas City has allocated resources for the maintenance and upkeep of our facilities for both schools. The total amount of these services ranges from approximately \$195,000 to \$270,000 in years 1 through 5 for the LEA, and includes expenses such as janitorial, repairs, gas and electric payments, water, and trash and snow removal. We have budgeted these expenses to increase 3% each year (with larger increases for janitorial expenses in years 3 and 5).

Facility Option Under Consideration:

The following facility option has been identified to house our students during the initial five-year charter term. The Board will continue to pursue all feasible options to house the schools in Midtown Kansas City on a parallel track to engaging with discussions related to the building below.

Building Located in Zip Code 64111	
Description	Formerly occupied by a school in the heart of the Midtown Kansas City neighborhood (between Troost Avenue to the east, Main Street to the west, East 31 st Street to the north and East 39 th Street to the south). CWC team members have held initial discussions with real estate representatives regarding this building. CWC Kansas City Board member Jacob Littrell toured the building in February 2015.
Size	The building is approximately 85,500 square feet gross across 1.85 acres, according to city records, large enough to house total regional enrollment during the first five years of school growth (the previous occupants served approximately 850 students, just under the total CWC Kansas City enrollment in year 5). The building has ample on-site parking, outdoor recreational space, and sports facilities.
Cost Estimate	Initial discussions suggest the possibility of scaling payments linked to our projected enrollment growth in years one through five. The ability to enroll our total projected student population in a single site would lead to the possible adjustment of our administrative staff as described in <i>B.4 Staffing and Human Resources</i> .
Condition	Representatives described the building as being in good condition due to its recent occupancy by a school, though some repairs and cosmetic work would need to be performed prior to our launch.

C.4 Transportation

CWC Kansas City does not intent to provide transportation to our general student body. CWC Kansas City will provide all necessary transportation to students for whom such a stipulation is stated in their IEP. Additionally, CWC Kansas City will provide transportation, as required by the McKinney-Vento Homeless Assistance Act, for all students who have been identified as homeless. CWC Kansas City will not request any state dollars related to transportation funding (the LEA budget and cash flow analysis reflect this).

CWC Kansas City has sourced a quote from First Student, an experienced provider in Kansas City (Appendix Z) regarding their ability to provide services, and the projected costs of such services. CWC Kansas City will contract with a transportation provider with expertise and resources in the Kansas City community, and the Board will engage in an open-bidding process to secure such services. If, in the future, the Board decides to

offer transportation services to the general student body, a policy will be developed in compliance with RSMo 167.231.1, should state transportation funding be requested at that time.

C.5 Insurance

CWC has sourced a quote from Brush Creek Partners (Appendix AA) regarding the procurement of insurance coverage. Prior to acquiring coverage, CWC Kansas City will solicit bids from providers familiar with the needs of Kansas City charter schools. The attached LEA budget include expenditures for insurance related to coverage below:

CWC Kansas City Insurance
Directors and Officers liability
Commercial general comprehensive liability
Educators legal liability
Employment practices liability
Sexual abuse (separate from general comprehensive insurance)
Automobile liability
Excess liability or umbrella
Workers compensation liability
Surety bond for the schools chief financial officer

C.6 Closure

In the event that closure of one or more of our schools is determined necessary, the Board will work with our charter sponsor and school leadership to ensure the orderly closure of the school(s). Any liabilities of the LEA shall be satisfied in accordance with the Sponsor’s closure procedures and the procedures provided for in chapter 355, RSMo, and in full compliance with 160.405.1(17) RSMo. Our goal will be to protect the best interests of displaced families and staff and ensure a successful transition for all parties involved. The school closure plan (Appendix BB) maps the timing of activities that range from actions taken immediately following a decision to close through final closure activities. The key categories of tasks are summarized below, and fully detailed in Appendix BB.

- **Immediate Tasks** (Immediately and up to one week of the decision to close): A transition team dedicated to ensuring the smooth transition of students and staff and to close down the school’s business will be formed. To ensure transparent communication, the transition team will notify our students and their parents/guardians, faculty and staff, local school districts, and the Missouri State Board of Education of the decision to close the school.
- **Ongoing Activities** (Through completion of the closure process): The transition team will ensure that instruction, school and board operations continue through closure.
- **Pre-Closure Tasks** (Within 30 days of the decision to close): These actions include identifying closure reserve funds and the acceptable use of such funds to support the orderly closure of the school.

Post-Closure Tasks (Within one week to 120 days after the last day of instruction): Dissolution tasks during this period after the end of instruction include parental notification of final report cards, archival and transfer of student records, extensive financial reporting (including a closeout audit), and submission of final reports to our charter sponsor, DESE and the Missouri State Board of Education as applicable.