

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

Title I.A LEA

INTRODUCTION

When approved by the Department of Elementary and Secondary Education (DESE), the plan meets the requirement of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA), Section 1112, which states that a local educational agency (LEA) may receive funds under ESEA/ESSA for any fiscal year only if the LEA has on file with the Department a plan for compliance.

The plan shall be approved only if the State determines that the plan:

- Provides that schools served substantially helps children meet the challenging Missouri Learning Standards, and
- Meets all requirements of the Title I.A LEA plan as described in ESEA/ESSA.

Section 1112 (a)(3)

The approved plan will remain in effect for the duration of the LEA's participation in ESEA/ESSA programs. *Section 1112 (a)(4)*

The LEA shall annually review and, as necessary, revise the plan. Revisions shall be submitted to the State. *Section 1112 (a)(5)*

All check boxes marked in this plan indicate an assurance on the part of the LEA.

MONITORING STUDENTS' PROGRESS IN MEETING MISSOURI LEARNING STANDARDS *Section 1112 (b)(1)(A) and (B), (b)(5), and (b)(9)*

The LEA will monitor students' progress in meeting the challenging Missouri Learning standards by

- ☒ Developing and implementing a well-rounded program of instruction to meet the academic needs of all students. *Section 1112 (b)(1)(A)*

The LEA will monitor students' progress in meeting the challenging Missouri Learning standards by

- ☒ Identifying students who may be at risk for academic failure. *Section 1112 (b)(1)(B)*

Describe method(s) of identifying students who may be at risk for academic failure:

KCGPA develops teachers in universal pedagogical principles that ensure high engagement, support, and rigor whether in whole group or personalized instructional models.

The following strategies are prioritized to ensure that students with special needs, students with limited English language proficiency, and students "at-risk" of academic failure meet the high standards that are set at KCGPA.

1) Formative and Summative Assessment. The primary purpose of assessment at KCGPA is to inform instruction so that every student achieves rigorous learning goals. KCGPA's staff will collaborate to develop the mindsets and pedagogical skills to see every moment they spend with students as an opportunity to assess understanding and adjust instruction. When a teacher asks a question and sees confusion in students' responses, they will use the moment to gather data. Rather than giving students the correct answer and moving on, they will consider whether students simply need wait time to process the question, the habit of mind and/or the time to consult their notes, or a series of scaffolded questions to break the rigorous initial question into its component parts. All of these options allow the teacher to use student misunderstanding to enhance learning. This mentality of constantly assessing understanding and adjusting instruction represents the value of Growth and will be central to young women seeing mistakes as learning opportunities.

2) KCGPA will use "Destination Assessments" to support teachers and students in focusing limited time and attention on priority standards and competencies. These assessments will support progress monitoring to ensure that all students are being challenged and supported to meet a high academic bar, and that adjustments to instructional plans for students are made that prioritize early intervention where skills or knowledge are not yet mastered. KCGPA's Destination Assessments will also support vertical alignment across grade levels, and fall into two categories:

- * External assessments. These assessments will be externally validated, formative and summative, and focused on academic standards. For example, teachers will monitor progress using assessments such as STEP, NWEA MAP, Missouri Assessment Program, ACT, and AP.
- * Internal assessments. These assessments will be internal, formative and summative, and address academic standards, competencies, and Social and Emotional Learning goals. For example, students may engage in an EL Expedition, conduct a project in which they research and present on how to maximize equity in Kansas City's economic development plans, synthesize their English and Social Studies discussion notes from a unit to prepare for a public debate, or independently plan and execute a scientific or engineering experiment.

To ensure that reteaching and reassessing will not limit the amount of content students receive, KCGPA will embed many of these assessments in the standard curriculum and projects. Teachers will receive significant training and support in maximizing the use of classwork and formative assessments to drive instructional planning so that KCGPA students experience a culture of assessment for learning rather than a constant assessment of learning that takes away valuable instructional time.

3) Help Students Until They Master It. Students learn at varying rates. KCGPA believes in Growth and the potential of all students to meet high standards. KCGPA will therefore be prepared to support students regardless of the pace at or style in which they learn until they reach mastery, via:

- * Clear, engaging, high-quality lessons fostered by a low student to teacher ratio
- * Station rotations through small group, collaborative, and personalized learning models
- * Pull-out and push-in support from Learning Support Specialists for students with special needs and ELLs
- * Extended block schedule that allow for sustained practice before shifting to a new cognitive task
- * Increased learning time relative to traditional schools
- * Additional services such as counseling, speech, and occupational and physical therapy
- * Tutoring

The LEA will monitor students' progress in meeting the challenging Missouri Learning Standards by

- ☒ Providing additional educational assistance to individual students the local educational agency or school determines need help in meeting the challenging State academic standards. *Section 1112 (b)(1)(C) and (b)(5)*
- ☒ Title I.A Funded Supplemental Instruction: Subject areas and grade levels to be served (mark all that apply)

Subject areas and grade levels to be served (mark all that apply)		
Subject area(s) reported here should match staff reported on the Supporting Data page		
<input checked="" type="checkbox"/> Math	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>	
<input checked="" type="checkbox"/> Reading	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>	
<input checked="" type="checkbox"/> English Language Arts	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>	
<input checked="" type="checkbox"/> Science	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>	

<input type="checkbox"/> Other <input type="text"/>	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
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EARLY CHILDHOOD EDUCATION SERVICES *Section 1112 (b)(1)(A), and 1113(c)(5)*

- ☒ The LEA will not use Title I funds to support a preschool program for children.
- ☐ The LEA will use Title I funds to support a preschool program for children.

Preschool Program (mark all that apply)

Program Type			
District-Wide	Targeted	Schoolwide	Blended Funding
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- ☐ Title I funds will be used by the LEA to provide preschool services for children in:
 - ☐ Head Start
 - ☐ Other comparable community preschool programs
 - ☐ Not Applicable
- ☐ The LEA will implement one of the research-based preschool curriculums approved by the Department (check all that apply)
 - ☐ Project Construct
 - ☐ High/Scope
 - ☐ Creative Curriculum
 - ☐ Early Language and Literacy Curriculum

Title I.A Funded Preschool Personnel

<input type="checkbox"/> Instructional Teacher	<input type="text"/>
<input type="checkbox"/> Instructional Paraprofessional	<input type="text"/>
<input type="checkbox"/> Other <input type="text"/>	<input type="text"/>

Title I.A Funded Preschool Services

Days of Service	<input type="checkbox"/> Four Day Program <input type="checkbox"/> Five Day Program
Length of School Day	<input type="checkbox"/> Full Day <input type="checkbox"/> Half Day
Age of Students Served	<input type="checkbox"/> One year prior to entering kindergarten <input type="checkbox"/> One and Two years prior to entering kindergarten

EARLY CHILDHOOD EDUCATION COORDINATION AND TRANSITION *Section 1112 (b)(8)*

- ☒ Not applicable; no early childhood education programs exist at the LEA or building level.
- ☐ The LEA will support, coordinate, and integrate Title I.A funded services with early childhood education programs at the LEA or school level, including plans for the transition of participants to local elementary school programs.

Describe activities to support, coordinate, and integrate:

Describe transition activities:

TRANSITIONS *Section 1112 (b)(10)*

- ☒ The LEA will implement strategies to facilitate effective transitions for students from middle grades to high school.

Describe transition strategies to facilitate effective transitions for students from middle grades to high school:

KCGPA's use of standards and competency-based grading, in combination with aligned assessments and curricula, will enable consistent evaluation of student achievement across grade levels and subject areas. These grades will be a central part of progress reports, report cards, and school-wide accountability systems to ensure sustained focus on student learning. Students will have multiple opportunities to revise and improve their grades as a demonstration of their having mastered critical content before advancing to the next grade level, for example by revising a major work of mastery like a project or essay.

KCGPA's summer programming will also support additional opportunities for returning students to demonstrate mastery. To be promoted, students must pass all academic courses by earning at least a 70.

The criteria used to determine promotion will apply to students with special needs. Students who meet the goals of their IEP will not be considered for retention but may be considered at-risk and eligible for interventions. If a student is an English Language Learner, and is making adequate progress, the student will not be considered for retention but may be eligible to receive interventions.

KCGPA will work incredibly hard with students and families to ensure that students are able to master the content and skills necessary to be successful each year. Ultimately, we believe that promoting students who are not ready to be successful is a disservice to the student and simply puts off for the future the hard work of ensuring that she is academically prepared. Through parent orientations, community meetings, Dream Team meetings, letters home, and a wide variety of other means, KCGPA will build a culture where mastery of concepts is paramount and being prepared for success in college and life will be more important to students and families than graduating in eight years.

- ☒ The LEA will implement transition strategies to facilitate effective transitions for students from high school to post-secondary education:
- ☐ Not applicable; the LEA is a K-8.

Describe transition strategies to facilitate effective transitions for students from high school to post-secondary education:

KCGPA's mission is to prepare young women for college access and success.

To ensure achievement of this mission, KCGPA will leverage its affiliation with the Young Women's Leadership Network (YWLN), a nonprofit that supports two life-changing programs: The Young Women's Leadership Schools and the College Bound Initiative. In 1996, Kansas City native Ann Tisch founded the U.S.'s first public all-girls school in thirty years, The Young Women's Leadership School of East Harlem. The success of the flagship school has inspired the opening of dozens of single-gender schools nationwide. KCGPA will benefit from affiliation with YWLN, including:

- ? Onsite support from network experts, including mentoring for school leadership
- ? Professional development and professional learning communities
- ? Academic and advisory curricula
- ? Support and guidance in the recruitment and hiring of leadership and staff

Through its affiliation with YWLN, the School will build upon a proven model that results in high levels of student achievement, including the following college-bound outcomes over more than 20 years:

- ? More than 95% high school graduation rate
- ? Near 100% college acceptance rate with the majority accepted into four-year colleges
- ? A nearly \$20,000 average student aid package annually

KCGPA anticipates that students will encompass a broad spectrum of needs for academic development, ranging from students who struggle with and dislike school, to students who have immigrated as refugees with little or no formal schooling, to students who are above grade level and hungry for more challenge. To ensure that students will graduate on a successful path to college, KCGPA divides its approach to curriculum into two phases:

- ? In grades 5-8, curricula will emphasize the mastery of core academic standards with a strong focus in literacy, numeracy, and Social and Emotional Learning. Curricula will simultaneously build foundations while also preparing students for the intellectual demands of a college preparatory high school program.
- ? In grades 9-12, curricula will become increasingly specialized and content-driven in preparation for success in Advanced Placement classes and advanced learning opportunities such as internships or early college classes.

Research indicates that children who have a clear and positive image of their futures are better able to overcome the hurdles that being born into low-income communities can place before them. KCGPA will continuously engage students in college and career learning opportunities to ensure they internalize an equitable vision of their own future and the growth mindset to connect their work at KCGPA to the development of knowledge and skills necessary to succeed in these institutions. This message will be reinforced through:

- ? Frequent learning about and reference to inspiring leaders, universities, and career paths
- ? Connections with speakers, mentors, and tutors from universities and area businesses
- ? Field trips to museums, local and national parks, and universities
- ? Expeditions, internships, and study abroad programs

If applicable, describe those strategies that are coordinated with institutions of higher education, employers, and other local partners:

n/a

If applicable, describe those strategies that increase student access to early college high school or dual or concurrent enrollment opportunities or career counseling to identify student interests and skills:

n/a

MONITORING STUDENTS' PROGRESS IN MEETING MISSOURI LEARNING STANDARDS (continued)

Section 1112 (b)(1)(d)

The LEA will monitor students' progress in meeting the challenging Missouri Learning Standards by

- ☒ identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning

Describe (including delivery system, personnel, etc.) instructional and other strategies not previously mentioned:

The following provides additional information about how KCGPA's assessment program supports strong standards-aligned instruction.

Destination Assessments: Internal

KCGPA will use a range of internal assessments to ensure that all students receive the supports necessary to succeed on the path to college and beyond. A series of assessments will be used at different junctures throughout the year so that staff can identify and address gaps swiftly and purposefully.

Formative Classroom Assessments. Teachers will administer formative assessments of student learning daily. Assessments will be used to check understanding of skills and knowledge that students must master as they work towards readiness for larger Destination Assessments and to modify instructional plans accordingly. Formative classroom assessments may include a wide range of methods drawn from KCGPA's foundational pedagogical sources like Teach like a Champion 2.0.

Interim Assessments (IAs). Every six to eight weeks, students will take interim assessments in all core content areas. The math and ELA assessments will be provided by The Achievement Network (ANet) through 8th grade and adapted from high-performing schools beginning in 9th grade. ANet's ELA interim assessments include an open-response writing prompt which requires students to respond to a text. These prompts will be scored by a rubric aligned to the MAP composition assessment standards. The science and social studies six-week assessments will be developed by KCGPA's founding team after consultation with other high-performing schools. Staff will update these assessments in future years as needed. The results of these assessments, which KCGPA teachers will be able to access within 72 hours of administration, will be detailed and robust to support instructional planning. After each series of assessments, PD time will be dedicated to analyzing results to determine overall classroom and grade level performance. Teachers will also analyze individual student performance on various standards to identify who will benefit from specific interventions. Teachers will use class time to reteach and reassess standards that students have not mastered using the instructional model (e.g. whole group, small group, personalized learning, etc.) best suited to addressing students' needs.

Competency Based Assessments, Unit Assessments, and Final Exams. Teachers in each content area will use a mix of competency-based assessments and unit assessments to determine student mastery levels. This approach reflects the structure of many college classes, where grades stem from both traditional tests of content knowledge and tasks like research papers that illustrate a student's extended independent thinking about a topic. Students in a Humanities class, for example, might prepare in independent study groups for a traditional exam testing content knowledge. The teacher would assess (though not for a grade) Social and Emotional Learning through the quality of their collaboration and study habits and content standards through their test responses. The teacher would also assign a timed, open-notes essay that requires use of literature and historical documents to respond to a question students have not encountered before. By giving young women a combination of rigorous assessments of knowledge and skills alongside application-level tasks, KCGPA's teachers will use assessment as an opportunity to support young women in stretching beyond their comfort zone and taking risks as they learn collaboratively and independently.

Destination Assessments: External

Missouri Assessment Program. KCGPA will administer all state required assessment tools in accordance with Missouri Revised Statutes §160.518 and will complete and distribute an annual report card as prescribed in §160.522 and §160.410(4). KCGPA's goal is that each student will demonstrate growth toward proficiency on the MAP Grade-Level Assessments (MAP) each year. KCGPA will also prepare students for all relevant Missouri End-of-Course assessments, for example Algebra I for 9th graders. KCGPA will use data collected from the annual MAP assessments to measure the progress of its students over time by grade level and subject area as well as by subgroup. When there is a gap between MAP achievement results and KCGPA's goals, for all students or for a subgroup, KCGPA will adjust programming and determine additional supports that non-proficient students will receive to rapidly achieve proficiency. MAP data will provide a picture of which areas of instruction are effective, which students need extra support, and student progress towards key learning goals.

The results of this annual analysis and subsequent action plans will be distributed to all the school's stakeholders, including the Board, school employees, and parents. Advisors will discuss MAP scores and other critical assessment information with families, as well as any plans needed to advance the student.

English Lan

ENSURING TEACHER QUALITY FOR ALL

Section 1112 (b)(2)

- ☒ The LEA will identify and address any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

Describe methods of identifying and addressing disparities in ineffective teachers (LEAs should reference MOSIS/Core Data Screen 18A when writing this description):

KCGPA has one school with one grade level. The following provides an overview of KCGPA's system for professional development, which supports strong standards-aligned instruction and numerous opportunities to review and address disparities in the performance of ineffective teachers.

Integrated Curriculum Development and Professional Development (PD)

As Robert Marzano argues, for KCGPA's curricula to truly be "guaranteed and viable," KCGPA must plan proactively to close the gaps that so often emerge between what is intended, what is implemented by teachers, and what is actually attained by students. A critical goal of curriculum development will therefore be to build teachers and leaders' capacity to systematically plan and adjust instruction in order to close the gap between intended and attained levels of learning. KCGPA leaders and teachers will continually assess this gap via the Cycles of Professional Learning detailed below. In so doing, KCGPA's curricula will build teacher and leader capacity by:

- ? Developing staff's content knowledge and pedagogical content knowledge through internalization of curricula
- ? Ensuring staff can see and leverage vertical alignment and interdisciplinary connections
- ? Maximizing staff time focused on intellectual preparation and anticipating student needs rather than developing curricula from scratch

KCGPA's curricula will not function alone in building staff capacity in these ways. The curricula will work together with standards, competencies, and assessments that define learning outcomes and student work that reveals levels of attainment. Staff must routinely connect these resources to assess effectiveness and adjust. KCGPA will therefore ground nearly all development in standards, competencies, assessments, curriculum, and student work. Staff will use these resources to develop deep and nuanced connections between academic skills and knowledge and the priority needs of the young women they serve. This approach is inspired by the framework designed by Educational Resource Strategies (ERS), a nonprofit that is a national leader in addressing the challenges described in *The Mirage*, a study which found very little impact on student achievement as a result of most school systems' PD efforts.

Internalization of standards and competencies before instruction. KCGPA will provide teachers with development and time for collaboration to unpack standards and competencies and identify intended learning outcomes. During the launch year, teachers will begin this work as early as January 2019 (as consultants) and no later than May 2019. A deep understanding of the arc of learning and connections across years will be critical for effective planning and differentiation. For example, in 5th grade math, teachers will examine standards across grades through the lens of rigor (conceptual understanding, procedural skill and fluency, and application) via close study of MLS. Teachers will also leverage resources like Student Achievement Partners' Coherence Map and Building 21's competency maps to envision clear progressions of knowledge and skill as they:

- ? Carefully read the language of the standard and competency and its connecting standards and/or competencies in prior and upcoming grade levels
- ? Annotate and consider precisely what the standard/competency asks students to know and do
- ? Identify the key knowledge and academic skills needed to demonstrate mastery

Internalization of assessments and adaptation of curricula before instruction. Once teachers have used standards to see a coherent vision of learning progressions, they must have time to analyze actual assessments to build more nuanced expectations for student mastery at the appropriate level of rigor. Teachers will build on their work of internalizing standards by engaging in the following activities:

- ? Complete Destination Assessments, including those for one's own grade and other key benchmarks in other grades to ensure vertical alignment
- ? Create and/or analyze exemplars of student responses to Destination Assessment items
- ? Identify connections between the language of the standard/competency and assessment items
- ? Map required knowledge, skills, and thinking processes into concrete learning objectives
- ? Compare the standards and assessments with existing curricular resources
- ? Adapt curricular resources to fully align with MLS expectations and anticipated student needs

Internalization and adaptation of curricula during instruction via Cycles of Professional Learning (CPLs). As instruction occurs, teachers will engage in ongoing cycles of curriculum and lesson study in vertical content teams. In the first few years, when these teams will still be smaller, leaders and consultants will represent the perspective of upper-grade teachers and curriculum and assessment resources. This structure is grounded in the work of researchers like Liping Ma and Helen Timperley and represents the heart of ongoing teacher content learning.

KCGPA has one school with one grade level. Please see the previous response, which outlines KCGPA's methods for addressing disparities in the performance of ineffective , inexperienced, and out-of-field teachers as part of an integrated approach to developing all teachers via whole-group PD, small-group content and instructional planning support, and individualized coaching.

Describe methods of identifying and addressing disparities in out-of-field teachers (LEAs should reference the Staff Assignment Report found in Educator Qualifications in DESE Web Applications when writing this description):

KCGPA has one school with one grade level. Please see the previous response, which outlines KCGPA's methods for addressing disparities in the performance of ineffective , inexperienced, and out-of-field teachers as part of an integrated approach to developing all teachers via whole-group PD, small-group content and instructional planning support, and individualized coaching.

NEGLECTED CHILDREN

Section 1112 (b)(5)

- ☒ The LEA does not receive funds for Title I.A Neglected Children.
- ☐ The LEA serves neglected children residing within the boundaries of the LEA in the following setting(s) (check all that apply):

☐ Local institution

List:

☐ Community day school program

List:

List: Describe the nature of the services at the Local institution and/or the Community day school:

HOMELESS CHILDREN AND YOUTHS

Section 1112 (b)(6) and Section 1113 (c)(3)(A)

- ☒ The LEA will provide services to support the enrollment, attendance, and success of homeless children and youths, including providing services comparable to those provided to children in Title funded schools.

Describe services that will be provided:

KCGPA will serve young women who may be currently or recently homeless. Both its high-expectations, high-support academic program and staffing model are designed to offer the academic and Social and Emotional supports necessary for success for students in these circumstances, including Personalized Learning Plans that provide for specific supports and interventions to support mastery, a Family and Community Engagement Coordinator who will help the student connect to appropriate support services. Ultimately, KCGPA will do whatever is necessary to ensure that the student does not fall behind and stays on track to graduate.

The Family and Community Engagement Coordinator is also responsible for:

- ? A process for identification of homeless students
- ? Criteria for enrollment of homeless students in their school of origin or school of residency
- ? An outline of provision of comparable services to homeless students
- ? A 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
- ? Dispute resolution procedures

DISCIPLINE

Section 1112 (b)(11)

- ☒ The LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroup of students defined by the National Assessment of Educational Progress Authorization Act.

Describe support:

As a small school with just one grade level in its founding year, KCGPA will maintain an intense focus on building discipline systems that prioritize keeping students engaged in learning and examining disaggregated data.

KCGPA will use two primary means of developing school culture and student supports in service of this goal: strong Social and Emotional Learning systems and Restorative Justice systems.

Social and Emotional Learning (SEL)

SEL is based on the understanding that students flourish when they can develop supportive relationships that make learning challenging, engaging, and meaningful. SEL programming at KCGPA will focus on helping young women to develop a strong sense of identity, set goals, build resiliency to overcome problems, and cultivate empathy to support constructive relationships with adults and peers. There is especially strong evidence of SEL improving outcomes for diverse learners, including:

- ? Achievement scores averaging 11 percentile points higher than students who did not receive SEL
- ? Greater motivation to learn, deeper commitment to school, increased time devoted to schoolwork, and better classroom behavior
- ? Decreased disruptive class behavior, noncompliance, aggression, delinquent acts, and disciplinary referrals
- ? Fewer reports of student depression, anxiety, stress, and social withdrawal

KCGPA recognizes that the development of student's social and emotional skills and knowledge are as important to their future success and happiness as their academic skills. SEL at KCGPA will be standards and competency based and integrated into core content classes and pedagogy (e.g. through the use of Student Achievement Partner's Instructional Practice Guides). While mastery of an SEL standard may look different from mastery in math, authentic assessment for learning and ongoing reflection will ensure that SEL instruction is approached with the same intentionality as core content classes. KCGPA's SEL practices will undergo further refinement as the School Leader and CEO continue visits to high-performing schools and research during the pre-opening year. SEL will include both student-centered and environment-focused approaches, including the following.

Daily Advisory. A hallmark of YWLN's approach, advisories meet each day to build community, review progress to goals together, work through challenges, and engage in sustained SEL. KCGPA will use a blend of YWLN advisory curriculum and SEL curriculum from Valor Collegiate Academies and similar high-performing school networks, which will be developed in the pre-opening year. Advisories will be a foundation of the school's culture, community, and SEL. Appendix A.8.3: Sample Social and Emotional Learning Unit Overview shows a typical SEL unit. In a given week, students might engage in:

- ? SEL curriculum and assessments
- ? Facilitated discussions about topics of importance to the students
- ? Mindfulness practice
- ? Priority, energy, and time management
- ? Fun relationship and confidence-building activities like improv games
- ? A shared lunch with time for informal conversation and relationship-building

Advisors will work in grade teams to determine and address students' priority SEL needs. Curriculum and assessments will provide the broader framework for instruction and selection of appropriate content over time so that students experience a coherent learning sequence. Grade team leads will work together to ensure ongoing vertical alignment and spiraling. Advisors will be equipped with a topically organized set of YWLN advisory resources that have been curated for more than 20 years. Though SEL will occur in advisory, learning will be reinforced in core content classes. All teachers will have an advisory to support integration from the SEL curriculum into core content classes.

Personalized learning plan (PLP) and dream teams. Dream teams provide a structured way to include parents, clergy, coaches, and other students in a network of support around each young woman. Feedback from families at the Achievement First charter network has consistently highlighted the value of having multiple stakeholders available to support each student. Instead of traditional parent-teacher conferences, students will lead dream team meetings. These meetings will reflect a similar structure to the Student-Led Conference approach developed by EL Education.

PLPs will be developed and reviewed through this structure, with additional time and support for PLPs occurring in advisories and core content classes. Developing character, social and emotional skills, and core values will be important parts of the PLP process. Students will set goals around each of these areas and will meet with their dream team about their growth in these areas. Over the course of a school year, a dream team will meet at least three times to review progress on their goals, including report cards and progress reports. PLPs will be available online for the student and family to review.

EXPERIENTIAL AND WORK-BASED LEARNING OPPORTUNITIES

Section 1112 (b)(11)

- Determined not appropriate by the LEA; such programs not supported by LEA.

- ☐ The LEA will support programs that coordinate and integrate academic and career and technical education content through coordinated instructional strategies and work-based learning opportunities.

Describe programs:

OTHER USES OF FUNDS

Section 1112 (b)(13)(A) and (B)

- ☐ The LEA will not use funds to meet purposes of these other programs.
- ☒ The LEA will use funds to assist schools in identifying and serving gifted and talented students.

Describe use of funds:

Services to gifted and talented students will be supported through KCGPA's core instructional program.

KCGPA's college-preparatory, standards-based curriculum and instruction will be designed to challenge students at all levels and maximize the extent to which they can self-pace and explore extended learning opportunities in areas of interest. In addition, there are opportunities for advanced students at each grade level to further develop and accelerate their knowledge and skills. Every student will have a Personalized Learning Plan supported by the advisor that allows student to identify additional learning goals and plan for extension or acceleration. KCGPA's model of Balanced Literacy ensures targeted small group instruction for advanced students to ensure that they remain appropriately challenged by their school work. In addition, KCGPA will use several ed-tech programs designed to tailor instruction to each student's skill level. Frequent projects and annual Expeditions also provide opportunities for advanced students to progress with additional challenge and supporting scaffolds.

Lesson plans will frequently incorporate "challenge" problems to ensure that all students encounter materials in each of their classes that they will find engaging. At the high school level, pre-AP and AP classes will be offered to all students to ensure that they remain challenged by their school work and to ensure that all students are prepared for college-level coursework.

- ☐ The LEA will use funds to assist schools in developing effective school library programs.

Describe use of funds:

PARENT COMMENTS

Section 1116 (b)(4)

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

- ☒ Yes
- ☐ No

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

ESEA Plan Home

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District/LEA Comments

DESE Comments

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"Missouri public schools: the best choice...the best results!"

Ver.