

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 II.A

INTRODUCTION

The Title II.A LEA Plan is developed for the purpose of:

- (1) increasing student achievement consistent with the Missouri Learning Standards;
- (2) improving the quality and effectiveness of teachers, principals, and other school leaders;
- (3) increasing the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and
- (4) providing low-income and minority students greater access to effective teachers, principals, and other school leaders. *Section 2001*

When accepted 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 2102, which states that a local educational agency (LEA) may receive funds under Title II of ESEA/ESSA for any fiscal year only if the LEA has submitted an application to the Department. *Section 2102 (b)*

ACTIVITIES

- After consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders (in an LEA that has charter schools), nonpublic school leaders (in an LEA that has nonpublic schools), parents, community partners, and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of Title II.A the LEA will transfer or REAP Flex ALL Title II.A funds.
- ☐ The LEA will fund and carry out activities to achieve the purposes of Title II. *Section 2102 (b)(2)(A)*

Describe activities:

KCGPA recognizes that the choice and implementation of curricula is fundamental to teacher and student success. Chingos and Whitehurst state that "the choice of instructional materials has large effects on student learning-effects that rival in size those that are associated with differences in teacher effectiveness." This section overviews instructional models, pedagogical approaches, and curriculum choices, then discusses the role those elements play in staff development to support Title II goals.

In keeping with its core value of equity, KCGPA's curriculum will weave together Social and Emotional Learning and academic knowledge and skills to ensure that young women take leadership, collaborate effectively, appropriately assert and support their opinion, and develop a critical lens for analyzing power dynamics that exist in the intersections of gender, race, and other signifiers. These practices will be supported throughout the curriculum in service of the school's mission of ensuring that young women are self-directed, high-achieving, and committed to supporting one another.

Two Phases: Middle School for Foundations and High School for Acceleration
KCGPA's curriculum will be designed to meet the educational needs of young women with unlimited potential who will likely come to KCGPA one or more years behind grade level. In 2016-2017, for example, primary schools located in KCGPA's priority zip codes had average proficiency rates on the Missouri Assessment Program of 37% in ELA, 26% in math, and 19% in science. For more detail, please see Section A.5: Target Population and Appendix A.5.1: Academic Results and Demographics for Schools in KCGPA's Priority Zip Codes, School Year 2016-2017.

KCGPA therefore 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.

or 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.

Instructional Methods to Deliver the Curriculum

KCGPA's overall instructional philosophy will be consistent across all classrooms. KCGPA believes that all students can learn at high levels, and that it is therefore critical that staff collaborate to internalize and apply research-based practices that benefit all students, especially students with special needs and students who are English Language Learners (ELLs).

KCGPA will support consistency and vertical alignment by grounding all instruction in common curricula and a data-driven, "assessment for learning" approach. To ensure clear intended learning outcomes, KCGPA will use benchmark "Destination Assessments." These assessments will focus teachers and students on essential knowledge and skills while providing data for instructional improvement. They will fall into two categories: external assessments (e.g. NWEA MAP) and internal assessments (e.g. ACT-aligned interims or an essay). Section A.3: Assessing Student Performance provides additional detail.

To prepare students for the rigor of these Destination Assessments, KCGPA will seek to engage students in participatory teaching methods, outlined in the graphic at right. To support these participatory methods, KCGPA will use instructional models that ensure all students develop a thorough grounding in content and skills with the ultimate goal of application and synthesis via discussion, practice, and collaborative learning. Teachers will choose from the following instructional models based on student need, standards, and the rigor of the Destination Assessment.

? Whole Group Direct Instruction. Students will learn foundational skills and knowledge in heterogeneous groups, guided by the facilitation of a teacher and/or co-teachers.

? Small Group Direct Instruction. Students will learn in homogenous groups to address skills or knowledge that are particular to the needs of that group. This structure will be especially important for the rapid development of literacy and numeracy foundations as well as for targeted support of students with special needs and ELLs.

? Personalized Learning. Students will drive their own learning through goal-setting and independent practice. This structure will:

? Maximize students' autonomy and ownership of learning

- ☒ These activities will be aligned with the Missouri Learning Standards. *Sections 2102 (b)(2)(A)*

Describe alignment activities:

Because of its college-ready mission, KCGPA will extend beyond MLS Grade Level Expectations to consider Advanced Placement (AP) and ACT College Readiness Standards. KCGPA's school leader will continue additional research during the pre-opening year to finalize standards, assessments, and curricula. Because many students will not yet be proficient in the MLS when they enter 5th grade, the MLS will therefore occupy a prominent place in grades 5-8, though not to the exclusion of more rigorous standards in preparation for high school. Assessments in grades 9-12 will increasingly align to standards beyond the MLS such as ACT College Readiness Standards and AP, with the MLS providing the floor of expectations that all students must meet and exceed. Ongoing collaboration among vertical content teams and cross-disciplinary teacher teams will ensure that standards are aligned across grade levels and that students are prepared for college and career.

SYSTEMS OF PROFESSIONAL GROWTH AND IMPROVEMENT

- ☒ The LEA has systems of professional growth and improvement (e.g. induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership).

Describe systems of professional growth and improvement:

The following provides an overview of KCGPA's system for professional development, which supports strong standards-aligned instruction and systematically builds the vision and

supports strong standards aligned instruction and systematically builds the vision and capacity of instructional leaders in teachers to ensure student mastery of those standards.

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. Content

PRIORITIZING FUNDS

- ☐ The LEA will prioritize funds for comprehensive support and improvement schools and/or targeted support and improvement schools.

Describe how the LEA will prioritize funds to these schools:

- ☒ Not applicable (no targeted/comprehensive schools)

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- ☒ The LEA will prioritize funds to schools that have the highest percentage of economic deprivation.

Describe how the LEA will prioritize funds to schools with highest percentage of economic deprivation:

KCGPA operates one school with one grade in 19-20.

USING DATA AND ONGOING CONSULTATION

- ☒ The LEA will use data and ongoing consultation to continually update and improve Title II activities.

Describe how the LEA will use data and ongoing consultation:

KCGPA operates one school with one grade in 19-20.

PROVIDING EQUITABLE SERVICES TO NONPUBLICS

- ☐ The LEA will, after timely and meaningful consultation with appropriate nonpublic schools, provide services on an equitable basis to nonpublic school students, teachers, and other educational personnel in nonpublic schools.
- ☒ Not applicable

COORDINATING ACTIVITIES WITH OTHER PROGRAMS

- ☒ The LEA will coordinate professional development activities with professional development activities provided through other Federal, State, and local programs.

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District/LEA Comments

DESE Comments

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