

The mission of Citizens of the World Charter Schools Kansas City (CWCKC) is to provide an excellent public education focused on developing and demonstrating understanding while building connections within a diverse community. In August 2020, CWCKC's Board of Directors approved a strategic plan with the goal of providing an exceptional experience to all students by building CWCKC into an exemplar charter school in Kansas City.

Over this document, we seek to provide a deep and honest expression of our school's success in the first four years of operation. We are proud of where we are--a school that has achieved academic results already equalling or exceeding the performance of more established peers and an improving enrollment pattern and fund balance. A committed Board of directors, high levels of family participation, and a diverse school staff fully committed to this work. Outside the data, a visit into our classrooms feature interactive learning experiences, a warm, joyful environment and a diverse community of peers.

We are also mindful of the work that remains. In our initial charter, CWCKC set exceptionally high goals--seeking in five years to become the highest performing charter in the state of Missouri. Today, we are more aware of the climb ahead of us. Differences in achievement among student groupings reflect the reality that the school is not yet meeting the needs of all students. Discipline data illustrates the fact that CWCKC still has a long road to reducing discipline referrals and fully embracing the school's goal of implementing non-exclusionary discipline in every classroom. Budget projections project future funding challenges for the school and the Board continues to grow from a founding Board into a sustaining, governance-focused Board. There is much work to be done. The goals in this charter reflect a more realistic waypost in this journey toward exceptional outcomes, but also reflect our desire to offer a student learning experience considered among the best in our state. We are committed to achieving these goals and continuing to build on this work as we move forward.

CWCKC is working to not only deliver exceptional academic outcomes for students, but to prepare them to thrive in the diverse, complex society and world they will inherit. We 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. As we submit this document for your consideration, we ask that you consider a five year renewal of our charter so we can continue this essential work.

Application Certification

I certify that I have the authority to submit this application and that all information herein is complete and accurate. I recognize that any misrepresentation could result in disqualification from the application process or revocation 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: Board Chairman

Date: October 15, 2020

Printed Name: Luke D. Norris

This document and its associated attachments serves as CWCKC's application for charter renewal from fall 2021 through spring 2026. This document consists of three major components. The first section (A) describes CWCKC's operational approach to Academic Systems, Student Support, Financial Management, and Governance. Section B addresses items identified as areas of concern or needing further explanation during our preparatory conversations with Commission leadership. Finally, in the Appendix, we have included items that may provide additional context for this document.

A.1 Mission, Vision and Goals

CWCKC respectfully submits this application to continue operating a K-12 Local Education Agency (LEA) in Kansas City. In the narrative that follows, we will outline the foundation of our school, our goals for the requested five year charter, and specific steps CWCKC will take to further improve our school's performance.

CWCKC was born out of a grassroots effort led by Kansas City families, known as the Midtown Community School Initiative (MCSI). MCSI aimed 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 central Kansas City. 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 (CWCS) engaged with MCSI and, in November 2013, submitted a proposal to launch a K-12 LEA in Kansas City. In February 2014, MCSI selected CWCS as their partner organization. In CWCS, a national not-for-profit network of diverse, academically rigorous, free public schools, MCSI found a partner aligned in purpose, values, and educational approach. The two entities worked together to secure CWCKC's initial charter and launch the school in the fall of 2016. The school's mission remains unchanged from those initial days:

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.

Guiding this mission are the CWCS philosophical foundations of Understanding, Connection, and Diversity which inform everything we do.

- **Understanding.** Learning best occurs when students construct their own understanding working with a teacher equipped to differentiate instruction to meet students where they are. Our theory of learning consists of three building blocks: constructivism, gradual release of responsibility and data-driven instruction.
- **Connection.** Citizens of the World's academic model supports and depends upon connections with self, one's community, and the world. Our model supports this development 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.

- **Diversity.** We believe that the diversity of our communities, and of the world at large, is a great strength. Through targeted outreach and recruitment, our schools are 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.

CWCKC provides a diverse community of students from across 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 which will lay the foundation for future school, professional, and personal success. By drawing on one of our community's greatest assets - the diversity of the people who call it home - we seek to ensure that *all* are welcome and active participants in our school. We seek to create 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 aims to prepare students for success in college, a diverse society and a global economy. CWCKC has enjoyed a remarkable five years. We move into the next five years understanding that for our school to fulfill its promise, we must continue to seek and achieve exceptional delivery of meaningful content to every member of our diverse student community. We are supported in this effort through the Citizens of the World Charter School Network.

Citizens of the World Charter School Network

A critical piece of the CWCKC is the relationship between CWCKC (the local school) and our national partners, Citizens of the World Charter Schools. CWCS was established in 2011 with the specific purpose of facilitating the creation and operation of new nonprofit schools through planning, fundraising, academic support, evaluations, and facilities acquisition and development. Through a license and affiliation agreement, CWCS provides services and support to CWCKC. Citizens of the World Charter Schools' duties under the license and affiliation agreement include the following key support areas: conducting school evaluations; facilitating CWC Network information sharing and working to replicate best practices among all schools in the CWC Network; and, supporting the schools in determining effective knowledge management systems. Supports include services in talent development and evaluation, public relations, school operations, and finance infrastructure. Citizens of the World Charter Schools also licenses the use of its trademarks, service marks, design marks, trade names, domain names, and registrations to CWCKC.

CWCS currently supports four TK-8 CWC schools with over 2,500 students in Los Angeles, alongside the K-7 program in Kansas City. A fifth school in Los Angeles is preparing to launch in the fall of 2021 with grades TK-1, alongside a new region growing to grades K-6 in Cincinnati, Ohio. This growth will strengthen the way in which CWCS identifies and shares best practices, will create a broader talent network, and will open up additional funding and partnership opportunities across the country for regions to access.

As a national network, CWCS has the ability to identify common trends and needs across regions and then allocate resources and collaborate with partners to design a

network-wide response to those trends and needs. For example, several years ago, middle school leaders identified a need to re-design the middle school model so that it evolved around a student-centered learning approach. CWCS galvanized national funders and partners including NewSchools Venture Fund and Transcend to gain a deeper understanding of the needs of middle school students and then design a school experience that would meet those needs. That model has been fully rolled out in the Kansas City region with the support of CWCS and is rolling out across all Los Angeles middle schools this year; the national network has continued to bring in funders and partners who will support middle school leadership in implementing and strengthening the model.

Over the next several years, based on feedback from regions, CWCS is prioritizing its support of regions to include some of the following:

- Developing a broad range of resources, recommendations and trainings to strengthen teacher practice in the key elements of the learning model (Priority #1 in Kansas City's five year strategic plan described below);
- Building out a two-year program to support and develop a pipeline of future school leaders in each region (Priority #1 in Kansas City's five year strategic plan);
- Leveraging national funding and partnerships with researchers to develop additional assessments in order to capture a more holistic view of student achievement in the CWC learning model (Priority #1 in Kansas City's five year strategic plan);
- Continuing to provide additional supports for regions to ensure that they are building a diverse, equitable and inclusive space for all students and staff (Priority #4 in Kansas City's five year strategic plan)

CWC Kansas City Vision of Success

In the fall of 2020, CWCKC embarked on our fifth year of operation in a unique environment. A global pandemic has dramatically changed operations as teachers and students continue their work through screens rather than the personal, full experience students normally access in a traditional CWCKC classroom. However, this unexpected disruption did provide CWCKC a chance to take stock in our progress, to assess performance, and to chart a course for the next five years.

Earlier in 2020, CWCKC senior staff, Board members, and stakeholders worked to develop the CWCKC strategic plan for the next five years (2021-25). This process was illuminating and consisted of three components. To assist us in this work, CWCKC selected Bellwether Education Partners, a national nonprofit focused on dramatically changing education and life outcomes for underserved children, to support the development of the strategic plan. The work commenced in three phases. The first phase was designed to capture as much information about CWCKC as possible. It featured individual interviews with staff members, stakeholders, teachers, parents, Board members and other 'critical friends' who provided honest feedback regarding the school's progress over our first four years of operation. Additionally, to gather further feedback, Bellwether convened small groups of staff, students, and parents to further discuss areas of success and areas of improvement at CWC. To gain a thorough understanding of the school's performance, Bellwether utilized an extensive document review process that included review of the 2019 SchoolWorks School Quality Report,

Missouri MAP and NWEA MAP assessment data, family and staff survey data, internal school data collection and financial statements and completed audits covering the schools years of operation.

Following the collection of data, Bellwether completed the second phase by conducting a thorough review of their findings and presented initial findings to the strategic plan steering committee, a smaller group of faculty, leadership, partners and parents who began to identify areas of focus and strategy to drive performance over the next five years. For the final phase, the Steering Committee, through several working sessions over two months, sharpened focus and agreed on four critical areas of focus. The Steering Committee finished the work by confirming the plan findings, improvement metrics, and five year goals. The Steering Committee presented the plan to the Board of Directors who approved it in August, 2020.

The plan is, in the words of one Steering Committee member, focused on items that are simple and urgently important. It is our belief that CWCKC's future success rests with our ability to do the foundational work exceptionally well. As we move through the next five years, our school will prioritize performance in four critical priorities:

1. Continuing to developing a high quality, consistent learning program
2. Establishing an anti-racist, anti-bias inclusive school community
3. Implementing financially sustainable practices
4. Refining and strengthening external support and Board governance

These priorities form the core of this renewal application and we are pleased to present this plan for your consideration. In an effort to tie this narrative to the goals and objectives expressed in the strategic plan, we've included headings and notes that should help map the connection between the actions described in this narrative and the corresponding priorities, impact measures and goals in the strategic planning document.

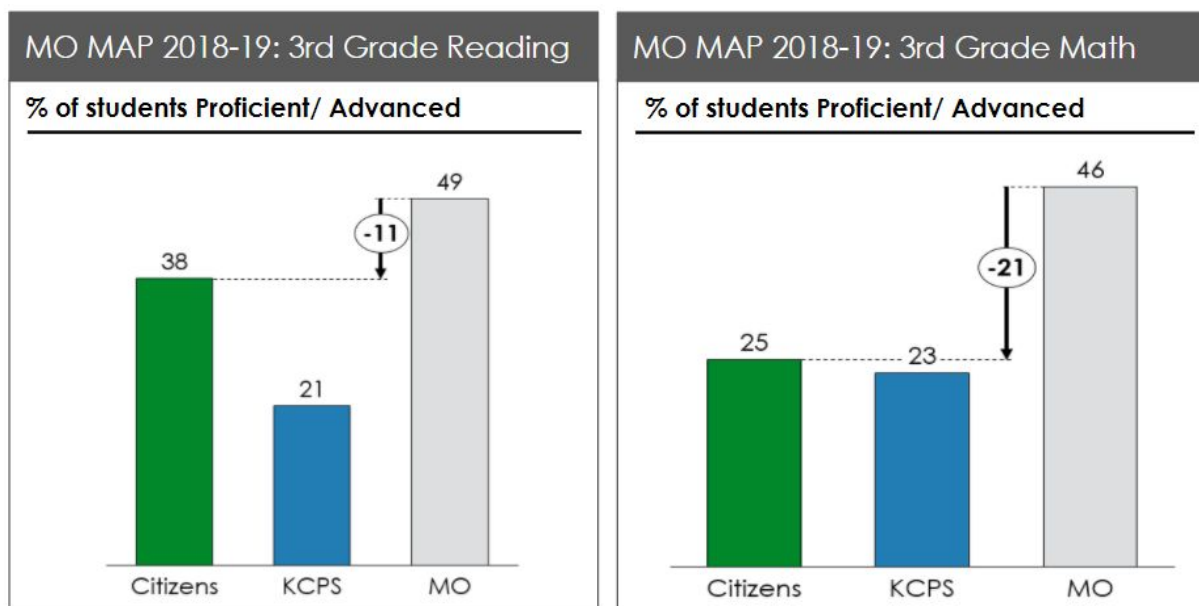
Through unrelenting honesty about current performance and unwavering focus on these priorities, CWCKC looks to a future in which our accomplishments and impact include both benefits to the individual students who have attended our schools as well as the broader communities in which those schools exist.

Performance Goals

CWCKC will be an exemplar public charter school in Kansas City. The academic goals presented below exceed the city and Missouri state average assessment results and are on par with the top charter schools in Kansas City and statewide. They support our commitment to developing rigorous learning communities within our schools. In addition to these goals, the Board of CWCKC 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. These goals are established within the strategic plan after a thorough review of CWCKC performance in our first four years of operation. CWCKC's data, highlighted here, can be further examined in the strategic planning document at Appendix A.

In the Spring, 2019 MAP assessment, CWCKC's performance on the MAP outpaced KCPS but fell short of both state average and the goals expressed in our performance

contract. That performance is illustrated here:



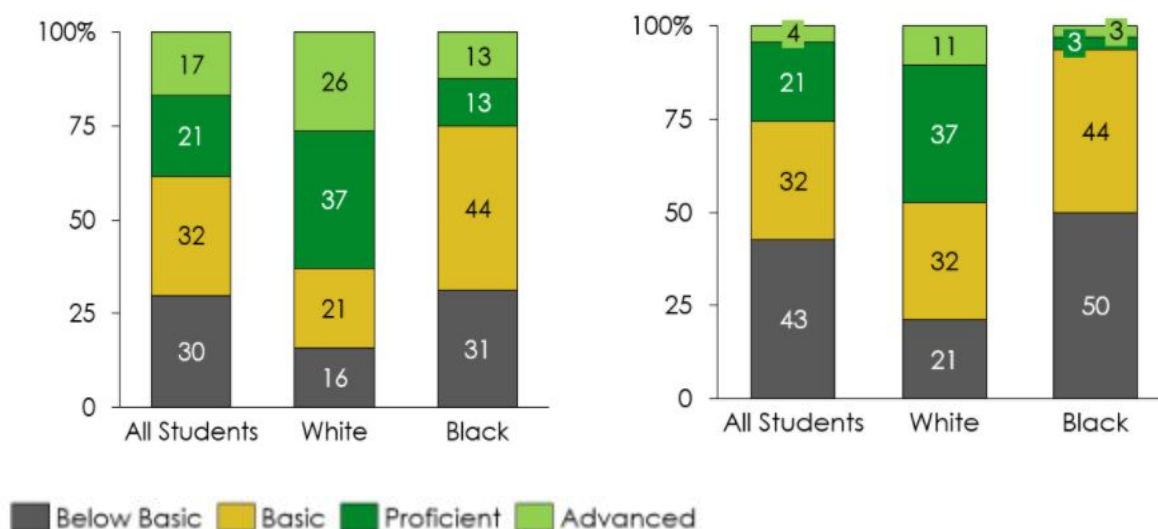
Digging further into the MAP performance, it is evident that there is a significant achievement gap that exists at CWCKC.

2018-19 MO MAP: 3rd Grade Reading Achieve.

By race/ ethnicity demographic groups

2018-19 MO MAP: 3rd Grade Math Achieve.²

By race/ ethnicity demographic groups

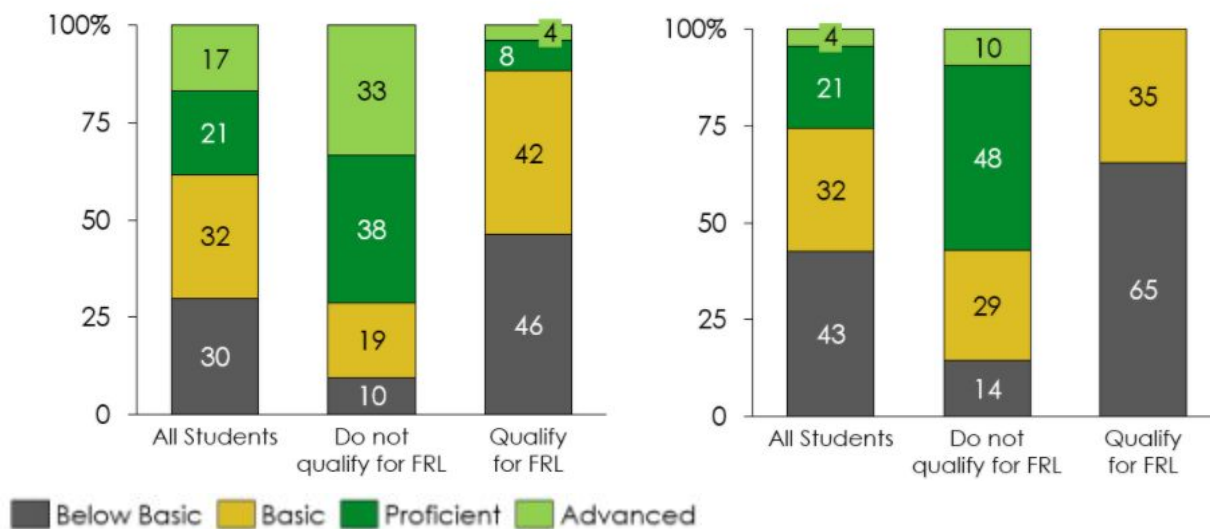


2018-19 MO MAP: 3rd Grade Reading Achieve.

By family income status

2018-19 MO MAP: 3rd Grade Math Achieve.

By family income status

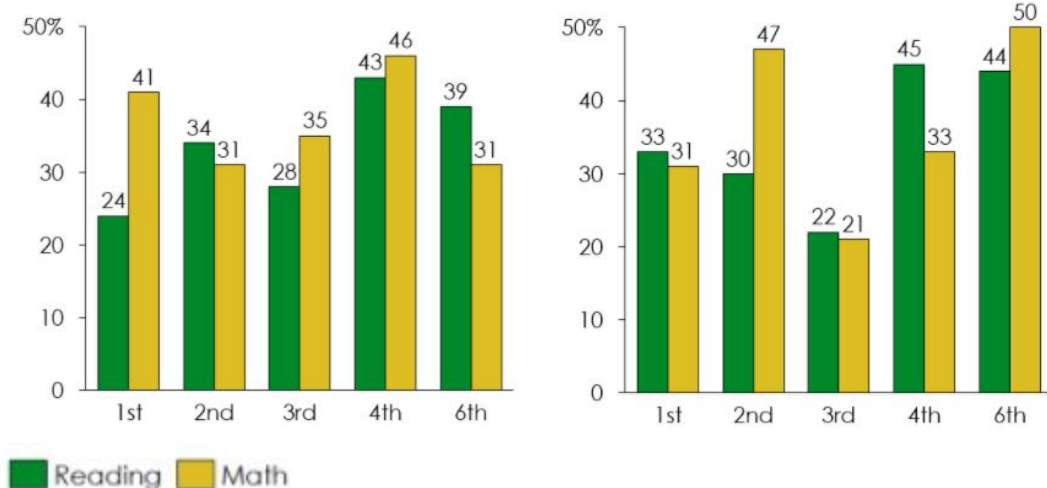


MAP data disaggregated by both FRL status and ethnicity shows that MO subgroup performance lags behind the performance of both the entire school and students who are not part of a statistical subgroup.

This gap in performance is reinforced by checking school performance on the SY2019-20 T2 NWEA data, which again illustrates, in both reading and math results, that the school is falling short of stated goals in performance in grade level achievement and the percent of children meeting projected growth targets.

2019-20 NWEA: Achievement percentile

2019-20 NWEA: % meeting proj. growth targets



Improving academic outcomes for students is priority one in the strategic plan and is the focus on the majority of the performance goals reflected below and in the performance contract in Appendix I.

Over the next five years of our charter, we propose a series of goals that would position CWCKC to be amongst the top 10% of charter schools in Kansas City in MAP performance. If achieved, this performance would exceed the state average in both ELA and Math and represent real growth over previous performance. Additionally, CWCKC proposes aggressive goals to close the existing MAP achievement gaps previously identified in this section. Finally, CWCKC seeks to better compare our student's performance in a nationally normed assessment through seeking improvement in NWEA performance and CWCKC commits to focusing efforts to demonstrate mastery of early literacy through increasing the percentage of second grade students reading on grade level.

These goals are outlined below:

- **Academic Goal 1:** Students will demonstrate understanding of the Missouri Learning Standards in relation to English Language Arts. By year five of this charter, at least 50% of CWC students will score Proficient or Advanced on the MAP ELA assessment.
- **Academic Goal 2:** Students will demonstrate understanding of the Missouri Learning Standards in relation to Mathematics. By year five of this charter, at least 45% of CWC students will score Proficient or Advanced on the MAP Math assessment.
- **Academic Goal 3:** CWCKC will work intentionally and effectively to close subgroup achievement gaps. By year five of this charter, CWC subgroup performance on the Missouri MAP assessment will have no more than a 5% variance in both ELA and Math assessment.
- **Academic Goal 4:** CWCKC will ensure that 80% of students who have been with CWC for at least one year read at grade level by the end of second grade as measured by Fountas and Pinnell's benchmark assessment system.
- **Academic Goal 5:** By year 5 of the charter, CWCKC will ensure that 60% of CWCKC students meet projected growth targets T1 to T3 in both reading and math as measured by NWEA.
- **Attendance Goal:** CWCKC will achieve an attendance rate of 93% across all grade levels by year five of this charter.
- **Parent Engagement:** CWCKC will achieve at least an overall parent engagement rate of 80% as indicated by parent surveys.
- **Financial Stability:** CWCKC will retain 50 days cash on hand as assessed by year end financial statements.
- **Student Discipline:** CWCKC will reduce exclusionary classroom discipline events to fewer than 1 per student as evidenced in internal student referral tracking data.
- **Board Governance:** CWCKC Board Members will demonstrate exceptional governance by ensuring that 80% of Board Members attend 80% of all Board meetings.

In the following sections, CWCKC will outline practices and strategies to achieve these

goals. The document is outlined in the following order:

- Academic Model and Implementation (A2, 3, 4, 5, 6)
- Student Support and Services (A7)
- Parent and Community Engagement (A8)
- Budget, Finances, and Staff Culture (A9,10,11)
- Board Governance (A12)
- Spotlight Areas (B1-5)

Additionally, CWCKC will highlight areas where significant improvements are implemented or planned in order to improve outcomes and achieve the goals referenced above.

A.2 Curriculum & Instruction, Teacher Evaluation & Support

Our Learning Model

Ultimately, our vision of success at CWCKC aims to value children for who they are and what they contribute today as they learn, grow, and prepare to be meaningfully involved citizens in their communities and the world tomorrow. By expanding our focus beyond content mastery to include a focus on the whole child, our students will learn to live within the context of society – both today and in the future. We develop students who can work across lines of difference, tackle big problems, and view the world through a lens of justice. The backbone of our learning model—both for students and for adults—is our dispositions, which represent eleven skills and habits we believe are required to thrive in current and future roles. Our choices and plans for academic learning are firmly grounded in our philosophy of learning, and we strive to keep this philosophy front and center in driving our decision making processes. As shared in our strategic plan (See Appendix A), across our next five years we are focused on continuing to define and codify CWCKC's academic vision for teaching and learning across all content areas, grade levels, and tiers of instruction, ensuring that vision equitably meets the needs of all learners. This section includes how we will meet our academic goals.

Four New Initiatives to Achieve Academic Success

As a data-informed program, we are committed to continuous review and reflection on our program for the sake of determining steps for ongoing improvement toward fulfilling our mission and meeting our goals. As such, we have spent the last year reflecting on our first charter term, engaging in an in-depth strategic planning process, and ensuring our path is aligned to our north star. Our strategic plan identifies four initiatives in our academic priority area to ensure we achieve our goals. We begin by reviewing those four initiatives and highlighting the work we have started and will continue to do.

Academic Vision: Continue to define and codify CWCKC's academic vision for teaching and learning across all content areas, grade levels, and tiers of instruction; ensure that vision equitably meets the needs of all learners

Across the past years we have taken several steps toward adapting, adjusting and shaping a national model to best suit our local Kansas City context. One of the

clearest steps was the process of defining our K-8 program as a structure of 3 distinct divisions - the Primary School serving grades K-2; the Upper Elementary serving grades 3-5; and the Middle School serving grades 6-8 by the 2021-2022 school year. You will read further about this commitment to developmentally appropriate practice and the recognition of a breadth of instructional approaches and curricular needs across these distinct age ranges, both for academic curriculum and social emotional learning.

In the past six months, the CWCKC board and leadership engaged stakeholders from across the community to review and reflect on our mission and goals in a strategic planning process to ensure that our next 5-year charter would move us further toward the fulfillment of our mission and goals. This strategic plan supports academic vision setting and the codification of our curriculum and instructional model. Our commitment to our model is clarified in this charter document.

Curriculum Mapping: Review and adjust K-8 curricular selections across all subjects and tiers to ensure all learning materials are aligned to the vision, research-based, user-friendly, culturally responsive, and meet the needs of all students, including black students, students from economically disadvantaged backgrounds, and students with special needs.

A formal curriculum audit will begin in 2020-2021 along with a strengthened commitment to implementing all curriculum with fidelity, as well as a clearer and more powerful teacher growth and feedback process focused on routine and frequent observations, feedback loops, and support in both planning and implementation of lessons. All of these steps in our growth and refinement are detailed in this charter document.

Professional Development: Continue to design and implement a professional development approach that is centered around the belief that all students can achieve at the highest level; Includes clear coaching roles + responsibilities, ongoing, research-based professional development.

Furthering our commitment to providing an exceptional teaching team we will clarify and strengthen our model of professional development and coaching. This will include a clear vision of coaching roles, responsibilities, loads, and professional support, and growth strategies for coaches. Adjustments to professional development made in the last two years, as well as ongoing commitments to improvement are detailed in this charter document.

Data System: Create and leverage a comprehensive data system to monitor and assess student academic progress (including close monitoring of subpopulation needs), teacher professional development, and programmatic effectiveness

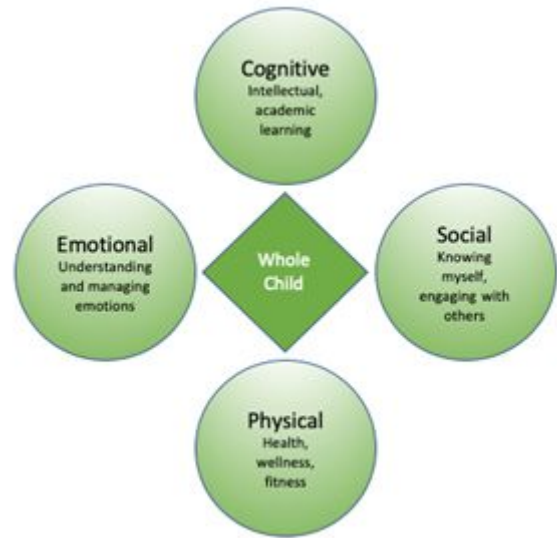
As a data-informed school program we will continue refining our data processes to support student success. This focus will include attention to what data sets to collect and analyze; a clearly defined data team; consideration of the best tools of the trade for data management; and articulated systems and processes for data sharing from the Board of Directors, to school instructional leadership, Instructional Coaches, and Faculty.

We will use these four initiatives as drivers for our academic performance and to move us further to full achievement of our school's vision.

Philosophical Foundations of our Model

A Whole Child View of Child Development

The CWCKC model of education is viewed through a Whole Child lens. We recognize that developing children must be supported and nurtured in all aspects of their growth – cognitive, social, emotional and physical - in order to be successful learners, successful students, and to grow to become successful citizens. Each area of development is interrelated. Without addressing the whole child, no single area of development can be complete.



Aligned to the ASCD Whole Child Tenets¹, at CWCKC we strive to create a school environment in which each student...

- enters school healthy and learns about and practices a healthy lifestyle;
- learns in an environment that is physically and emotionally safe for students and adults;
- is actively engaged in learning and is connected to the school and broader community;
- has access to differentiated learning and is supported by qualified, caring adults;
- is challenged academically and prepared for success across our eleven dispositions.

Developmentally appropriate practices at all divisions

The concept of developmentally appropriate practice (DAP) is to provide learning and instruction that is informed by research on child development to work in harmony with the child's natural development to promote optimal learning. The CWCKC approach of a Whole Child lens guides us to conceptualize student learning practices and approaches that are developmentally appropriate for our students based on their age and their emerging cognitive, social, emotional and physical skills and areas of next growth. DAP focuses on assuring that each instructional practice and curricular approach provides opportunities for child development appropriateness, individual appropriateness and social and cultural appropriateness.

¹ <http://www.ascd.org/whole-child.aspx>

In order to purposefully address the developmental appropriateness of all components of our program, CWCKC is now structured as three divisions: The Primary Grades, K-2nd; The Upper Elementary Grades, 3rd-5th; and The Middle School, Grades 6th-8th. This significant adjustment toward improvement of our academic model and meeting our Academic Vision initiative took place across the 2019-2020 years in which we implemented a new organizational structure providing for three Division leaders to lead our different developmental age ranges and supported the faculty further with Instructional Specialists in Reading/Language Arts and Mathematics. Each grows from the same mission and model, but interprets their choices and decisions about learning and instruction based on the unique needs and opportunities of the developmental level of the children being served. We will continue to consider how our organizational structure and staffing model can best direct our resources of both fiscal and human capital toward the goals of student academic success and social emotional growth and learning. Details about our academic vision are detailed here.

Primary Division K-2nd grades

Our Primary Division, serving students K-2nd grades, infuses teaching approaches adopted from Creative Curriculum with a Montessori influence and emphasis. Through the use of these instructional strategies, our Primary Division promotes the gradual release of responsibility to our students that is outlined in our mission. Our goal is to teach academics to excellence by supporting our students in developing intrinsic motivators and discipline by giving them the tools to develop focus, order, concentration, and independence. Our classrooms are structured to develop creative thinking, exploration, healthy choices and movement. Within our settings our students become self-motivated independent thinkers, graceful participants in social settings and contributing members of the larger community. We are preparing our primary students for the challenges of academic rigor that they will experience in schooling while also creating responsible citizens of the world.

Upper Elementary 3rd-5th grades

In the 3rd-5th grades, we know that students' awareness of their world and their role within it expands exponentially. Cognitively, students gain abstract thinking skills and shed the limitations of centration allowing them to weigh and consider multiple viewpoints or variables simultaneously. They are developing their metacognitive skills, allowing them to think about their own thinking and develop organizational patterns and self-reflection in the area of learning. Socially, students begin expanding their connections within their peer group and their recognition of the broader communities in which they are a part – neighborhood, city, state, country, world. A strong sense of personal identity is still forming, and students have a powerful drive toward industry – they thrive when taking on new roles, exploring new activities, meeting new people and expanding their awareness.

Middle School 6th-8th grades

The middle school student's unique developmental phase is at the core of our planning and design of our middle school program in partnership with CWCS. CWCKC middle school aims to exemplify an intellectually challenging, experiential learning environment that develops each student's abilities, confidence and sense of responsibility for themselves and their community. Our 8th grade graduates will:

- Possess deep critical thinking and cognitive skills;
- Be prepared not only to survive, but also to thrive in college, in a career, diverse

society and in a global economy;

- 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

Graduate Dispositions

Aligned with the work of our national partners at CWCS, CWCKC seeks to achieve an ultimate set of student outcomes—habits of character and mind—that we want our students to demonstrate upon graduation. We prepare students across three domains, supporting development in eleven Graduate Dispositions (See Appendix G).

Graduate Disposition Domains	
SELF	Including dispositions that reflect the qualities our graduates will possess internally
TOGETHER	Including dispositions that reflect the qualities our graduates demonstrate in relationship with others both one-on-one and within communities
WORLD	Including dispositions reflect the qualities our graduates demonstrate as they engage in the world at large

Success in these dispositions will empower our students to thrive in academic settings and in a diverse and global society. As articulated in our strategic plan (See Appendix A) across the next 5 years, we will be focused specifically on 3 of these eleven dispositions: Self-Understanding (SELF), Cultural Competency (TOGETHER), and Systems Thinking (WORLD).

Constructivism as a Theory of Learning

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* (2000)², an authoritative synthesis of research on learning that was jointly commissioned by the U.S. Department of Education and the National Science Foundation.¹

Cognitive Constructivism

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* (2020)³ that "... [w]e construct our own understandings of the

² National Research Council. 2000. *How People Learn: Brain, Mind, Experience, and School: Expanded Edition*. Washington, DC: The National Academies Press

³ Brooks, J. & Brooks, M. (2020) *In search of understanding: The case for the constructivist classroom*. Pearson, 2nd Ed.

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 CWCKC, our academic model will "allow learners to explore and generate many possibilities, both affirming and contradictory" (Fosnot 2005, p. 34)⁴. To be clear, constructivism is a theory of learning and knowing, not a theory of teaching (Fosnot 2005).

We recognize that the theory of cognitive constructivism has a parallel in theories of social constructivism and that both play a powerful part in our CWCKC curricular choices and instructional approaches.

Social Constructivism

CWCKC recognizes that the social learning environment is a critical component to ensuring student success. Social constructivism is supported by the work of theorists Vygotsky and Bandura among others, and posits that children learn with and from others, in their families, their classrooms, and their communities. This learning might look like the "problem-solving under adult guidance or in collaboration with more capable peers" described by Vygotsky's zone of proximal development⁵; it can also happen through the routine and casual observations and engagement in social settings that children experience through the school day. Bandura (1977)⁶ states: "Learning would be exceedingly laborious, not to mention hazardous, if people had to rely solely on the effects of their own actions to inform them what to do. Fortunately, most human behavior is learned observationally through modeling: from observing others one forms an idea of how new behaviors are performed, and on later occasions this coded information serves as a guide for action."

Translating theories of social constructivism into practice in our educational model, at CWCKC we focus on creating learning environments that provide for and support meaningful social engagement in the learning process. Teachers strive to meet students where they are and provide meaningful challenges to move them forward in their thinking and learning. We utilize table seating instead of individual desks so that children look at, talk to and problem solve with their peers. There is carpet space for group gatherings to engage in circle conversations, think/pair/share processes and turn and talk routines. We develop community hand signals so that individuals can communicate within a group dialogue that they have made a connection, agree or disagree with what is shared, or have an extension to the conversation. We create opportunities for mixed-age groupings across classrooms and grade levels within reading and math learning times so that children can shift to work with peers engaging in the same level of challenge in a social environment.

In addition, our commitment to social constructivism embraces the practices of keeping our school and the children's learning connected to the larger social environment – through partnerships across our community, for field trips, through invited speakers and guests in the classrooms, through parent volunteers sharing their talents and skills in the classroom, and through clubs and activities that connect students to

⁴ Fosnot, C. (2005) *Constructivism: Theory, perspectives, and practices*. Teachers College Press, 2nd Ed.

⁵ Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.

⁶ Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, 84(2), 191–215.

other children and to the broader community in which they live for learning experiences beyond the daily classroom.

Instructional Practices

Because constructivism is a theory of learning and not a curriculum or instructional method, it lends itself to broad interpretation across different schools and educators. In the classroom, the constructivist view of learning can point toward a number of different teaching practices. In the most general sense, it usually means encouraging students to use active techniques to create more knowledge and then to reflect on and talk about what they are doing and how their understanding is changing.

Further movement in the direction of our strategic initiative in Academic Vision is reflected in the development of clearer statements and clarity about curricular and instructional non-negotiables, first through our document from 2018-2019 identifying our Key Environmental Elements for classrooms; strengthening with clarity on the unique elements environment, instruction and engagement in our unique divisions; and developing into our formalized “look fors” in the observational tools utilized in the Teacher Growth and Evaluation process (more information below).

To operationalize our vision, CWCKC we commit to constructivist teaching practices that adhere to these five major principles:

Five Principles of Constructivism in Practice ⁷	
Teachers Seek and Value Students' Points of View	Unlike traditional teaching, where students are expected to provide the one right answer the teacher is looking for, in a constructivist classroom, students are encouraged to elaborate on their ideas and use evidence to bolster their opinions. Through supportive questioning, teachers can get students to communicate what they're thinking and why.
Classroom Activities Challenge Student Assumptions	Through constructivism, students are encouraged to explore an aspect of something that they haven't tried or thought about before. Whether that's a new product (such as writing a screenplay instead of an essay) or a new point of view, constructivist teaching is about challenging and broadening student views.
Teachers Pose Problems of Relevance	Constructivism is about exploring complex, real-world problems that allow students to engage with the material. Tying learning to ideas or problems that relate to the students' lives and interests can help bolster their motivation to learn and deepen their understanding of material.
Teachers Build Lessons Around Big Ideas	There are certain essential concepts that students need to learn, such as understanding cause and effect, critically analyzing documents, or inquiry-based exploration. Lessons in constructivist classrooms are built to encourage mastery of these essential concepts or big ideas.
Teachers Assess Learning in the Context of Daily	Traditionally, teachers give information for a certain amount of time and then hand out a test to see if students learned the content. In constructivist teaching, assessment is about spending time every day

⁷ <https://study.com/academy/lesson/constructivist-teaching-principles-explanation.html>

Teaching	focusing on what still needs to happen for student success. Assessments are often authentic and in-the-moment, such as discussion questions or collaborative projects.
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With these principles in mind, at CWCKC, we implement a variety of powerful instructional practices to ensure student learning and understanding.

Project-Based Learning⁸ 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 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 Responsibility² 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 Instruction¹⁰ 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.

⁸ Phyllis C. Blumenfeld, Elliot Soloway, Ronald W. Marx, Joseph S. Krajcik, Mark Guzdial & Annemarie Palincsar (1991) Motivating Project-Based Learning: Sustaining the Doing, Supporting the Learning, Educational Psychologist, 26:3-4, 369-398, DOI: 10.1080/00461520.1991.9653139

⁹ Pearson, P.D.; Gallagher, M. (October 1983). "The Instruction of Reading Comprehension" (PDF). Contemporary Educational Psychology. Washington, DC: University of Illinois, National Institute of Education. 8 (3): 317–344.

¹⁰ Fennema, Elizabeth, (Spring, 1992) Cognitively Guided Instruction. NCRMSE Research Review: The Teaching and Learning of Mathematics, v1 n2 p5-9.

Curriculum Selection Overview

With the lens of the Whole Child and a theory of learning based on Cognitive and Social Constructivism, CWCKC seeks to adopt curricular programs that serve our diverse student body to develop deep and meaningful understanding.

An additional commitment is to continue and strengthen our processes of seeking input from our stakeholders and committing to an ongoing, iterative process of refinement and growth as part of our Academic Vision initiative in our strategic plan. For example, we have routinely shared our newly adapted curriculum to our parent community through newsletters and parent town halls and forums. With parent feedback we are better able to adapt strategies and expectations to be inclusive of the breadth of our diverse community of learners. An example of this is our adjustment to the remote learning environment between spring of 2020 and fall of 2020 - when parent feedback made it clear that we needed something more developmentally appropriate than Google Classroom to engage our young learners and promote their independence in learning throughout the remote learning experience.

There are a number of curricular traditions and approaches that inform our consideration of curricula. Much of the theory and philosophy supporting our model extends out of a powerful early childhood education field aligned in a commitment to developmentally appropriate practice. We are guided in our approach to our Primary Grades' curriculum by The Creative Curriculum¹¹, a comprehensive research-based curriculum that promotes exploration and discovery as a way of learning, thus enabling children to develop confidence, creativity, and life-long critical thinking skills. This program, utilized at our partner Pre-K program, United Inner City Services, provides both a complement and a model to how we support learning in K-2nd grade.

Montessori curriculum is another powerful guide in our consideration of learning approaches. Montessori¹², linked strongly to the constructivist theory, is an education philosophy and practice that fosters rigorous, self-motivated growth for children and adolescents in all areas of their development, with a goal of nurturing each child's natural desire for knowledge, understanding and respect. Montessori classrooms¹³ are workplaces where children are engaged, energetic, exploring, social, and most of all, learning to take ownership of their own education. They're also unified communities in which each child understands the responsibility of being an individual student in the class while supporting the learning of others. Children's development emerges as a need to adapt to his/her environment: the child needs to give a meaning to the world that surrounds him/her, and he/she constructs him/herself in relation to this world. There are clear connections between Montessori curriculum and practices to our whole child lens, our constructivist foundation, and our goals of producing citizens prepared to navigate a rich and complex world.

As our school has grown and expanded over our first five years, we have broadened our curriculum to meet the needs of different grade levels with an eye toward vertical articulation and philosophical alignment assuring our students a smooth pathway from

¹¹ <http://www.creativecurriculum.net/>

¹² Montessori, M., & Claremont, C. A. (1969). The absorbent mind. New York: Dell Pub. Co..

¹³ <https://amiusa.org/schools/standards-for-ami-montessori-classrooms/>

K-8th grade. These steps reflect practices already built into our data-informed and reflective approach - that we further commit ourselves to moving forward as part of the Curriculum Mapping initiative in our strategic plan. As we have grown, we have already engaged in curriculum development and review (more details below). Examples of this practice include 1) the development of the Project Based Learning units across the Primary grades, and the review and revamping of those projects across the spring/summer of 2019 to ensure that integrated academic projects were aligned both of the state standards in social studies and science and were also incorporating the principles of inquiry learning and design thinking; 2) with our growth into Upper Elementary and Middle School, we extended our ELA curriculum by adopting the EL Learning English Language Arts curriculum for grades 3-8. This began with a year of 'beta testing' the integrated modules in both 4th and 6th grade, reviewing their vertical integration with our PBL units in the Primary School and their alignment with our school values and mission. After a successful year of implementation, we chose to move forward with full use of the EL modules and the ALL blocks for ELA curriculum in the Upper Elementary and Middle School.

Ongoing work in curriculum review and selection will focus specifically on ensuring that all curriculum is aligned with our DEI commitment and that our faculty have the skills, knowledge and familiarity with the curriculum to deliver it with fidelity and to differentiate instruction across all of our diverse learners. Finally, we are committed to developing and staying true to an ongoing iterative process of reflection and review of curriculum based on true and effective implementation so that if data informs us that our instructional program is not serving any of our students adequately we have confidence that it reflects the curriculum rather than our ability to implement it powerfully. Details about our curriculum and it's alignment with our instructional vision are detailed here.

Mathematics Curriculum

We have continued to grow and adjust our mathematics program and implementation throughout the past four years to respond to what we have seen in our internal data and what we know about how children learn best. In commitment to our strategic plan academic goal areas in math, we will continue this work as detailed in our implementation plans and further explored in section B.3.

Everyday Mathematics¹⁴ (K-5th)

For five years we have utilized Everyday Mathematics (EDM), a comprehensive elementary mathematics program developed by the University of Chicago School Mathematics Project and published by McGraw-Hill Education in our Kindergarten through 5th grade math program. The Everyday Mathematics curriculum emphasizes:

- Use of concrete, real-life examples that are meaningful and memorable as an introduction to key mathematical concepts.
- Repeated exposures to mathematical concepts and skills to develop children's ability to recall knowledge from long-term memory.
- Frequent practice of basic computation skills to build mastery of procedures and quick recall of facts, often through games and verbal exercises.
- Use of multiple methods and problem-solving strategies to foster true proficiency

¹⁴ <https://everydaymath.uchicago.edu/>

and accommodate different learning styles.

Several aspects of the EDM program align closely to our philosophical approach. EDM implements a 'spiraling curriculum' in which students are introduced to a topic at a ground level, move away for a period of time to explore other mathematical concepts and return weeks or months later to expand upon their previous understanding. With intention, this process builds the groundwork in the child's growing understanding so that later, more abstract concepts are grounded in solid concrete understanding that strengthens over time.

In addition, EDM focuses on algorithm development by dedicating time to such topics as problem solving, estimation, mental arithmetic, geometry, and data analysis (NCTM, 1989¹⁵). Research supports that traditional structures of teaching mathematics by reliance on memorization of standard processes and procedures actually fails with as many as 40% of students. However, the development of algorithms instead focuses on teaching students to think metacognitively about mathematical concepts and to be able to view them from multiple perspectives, to articulate their thoughts and questions, and to recognize the various needs of mathematics in the world around them. This is aligned to our commitment to Cognitively Guided Instruction in mathematics.

College Preparatory Mathematics¹⁶ (6th-8th)

At the middle school level, the CWCKC mathematics program transitions into College Preparatory Mathematics (CPM), produced by a California non-profit foundation since 1989 when it grew out of an Eisenhower Grant program. CPM teaching strategies focus on how students best learn and retain mathematics. Teaching strategies rely on the recommendations of the National Council of Teachers of Mathematics and are based solidly on methodological research. The research-based principles that guide the course are:

- Students should engage in problem-based lessons structured around a core idea.
- Guided by a knowledgeable teacher, students should interact in groups to foster mathematical discourse.
- Practice with concepts and procedures should be spaced over time; that is, mastery comes over time.

Although CPM predates the current MO Learning Standards for Mathematics by about 20 years, very similar practices have always been a core and integral part of CPM curriculum materials. The course balances procedural fluency (algorithms and basic skills), deep conceptual understanding, strategic competence (problem solving) and adaptive reasoning (application and extension).

In addition to its consistency with our cognitive constructivist foundation, CPM is also deeply aligned to the principles of social constructivism, as evidenced in their commitment to two fundamental assumptions:

1. Students learn more when they solve problems and discuss their thinking with others. The CPM curriculum incorporates this research-based principle by having students collaborate in class in study teams. The teacher structures and supports learning while guiding students toward the mathematical objectives of the

¹⁵ National Council of Teachers of Mathematics. (1989). Curriculum and evaluation standards for school mathematics. Reston, VA: Author.

¹⁶ <https://cpm.org/>

lessons.

2. Teams work more effectively when the work actually requires a team and there is something to talk about. CPM classwork challenges all students so that they must problem-solve together. Each student has a defined role in the solution process. The specific responsibilities of each position eliminate the damaging team behavior of having one student solve the problems and then “tell” the other students how to complete them.

Math Lab: Specials and Electives (1st-5th)

Consistent with our commitment to cognitive and social constructivism, we strive to create learning experiences that are integrated across the curriculum, and mirror the real learning that students need and observe in the world around them. Thus, our development of the Math Lab offers elementary students hands-on engagement in activities driven forward by mathematical logical thinking skills. This not only supports math growth and learning, but also provides a powerful sense of ‘why’ we learn math and how math is a part of so many day-to-day activities.

In the first, second, and third grades, students visit the Math Lab weekly for supplemental math-based activities that give students opportunities to see how math is applied in the real world. These learning engagements focus around five topics: engineering, architecture, computer coding, cooking, and carpentry. In fourth and fifth grades, students have the opportunity to participate in an Engineering elective that meets weekly for 10 weeks exploring topics of mechanical engineering, architecture and design.

Accelerated Math Opportunities (2nd-8th)

Students who are performing above their grade level as indicated by assessments such as NWEA or IXL diagnostics have the opportunity to participate in a math class in a grade above the student's current grade level. Students complete additional work and take additional assessments to ensure their preparedness for this step.

English Language Arts

The overarching goal for the CWCKC English Language Arts program is that students will develop to be life-long writers and readers. With adherence to the Balanced Literacy model of instruction, there is an emphasis on building and strengthening a balance of all of the English Language Arts skill sets in listening, speaking, reading, researching, and writing. Students are able to see and utilize their communication skills, vocabularies, and writing abilities in an authentic manner within both their Readers and Writers Workshop time blocks. In commitment to our strategic plan academic goal areas in reading, we will continue analyzing our ELA instruction as detailed in our implementation plans (see Appendix B).

The English Language Arts curriculum is designed to provide a broad range of instruction in reading, literature, writing, listening and speaking and language conventions. These also emphasize the writing process necessary for clear and effective academic writing, as students work in various genres from narratives to research papers. Students become familiar with the elements and techniques of literature, including: plot; setting; character; narrator and voice; theme; irony; foreshadowing and symbolism. They 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.

Teachers 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. CWCKC uses a high-quality curriculum to provide Missouri Learning State Standards-based instruction in all areas of literacy. The following curricular materials are used within both our Readers and Writers Workshop structures:

*The Continuum of Literacy Learning, K-3rd (Fountas & Pinnell)*¹⁷

The Continuum of Literacy and Learning is fully aligned with the Missouri Learning Standards. However, it is much more detailed than these state and national standards 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 and 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)."

Further, CWCKC utilizes the F&P Leveled Literacy Intervention (LLI) as an intervention tool, as needed, offering short-term daily intensive small-group instruction which supplements classroom literacy teaching. The goal of LLI is to lift the literacy achievement of students who are not achieving grade-level expectations in reading.

*Lucy Calkins*¹⁸ *Units of Study for Writing K-3rd*

These units are the vehicle for which Missouri Learning Standards based instruction happens in the area of writing. The detailed curricular units for each grade from Kindergarten to 8th grade serve as the primary resource for establishing and supporting a writing curriculum and utilize the technique of writing workshop. These curricular materials, developed by Lucy Calkins and her colleagues at the Teachers College Reading and Writing Project, provide four units per year, including at least one from each of the three genres of opinion, narrative and informational writing. This genre diversity is particularly important given Missouri Learning Standards emphasis on the production of nonfiction writing in addition to that of fiction. In the writing workshop, students become powerful writers. They learn to observe the world within and around them, write drafts, revise, edit and present polished and well-crafted pieces of writing.

*Expeditionary Learning English Language Arts Modules*¹⁹ 3rd-8th

¹⁷ <https://www.fountasandpinnell.com/fpc/>

¹⁸ <https://www.unitsofstudy.com/k5writing/>

¹⁹ <https://curriculum.ededucation.org/>

Expeditionary Learning (EL) ELA curriculum offers a comprehensive, standards-based literacy program that engages students through compelling, real-world content linked to quality literature. EL curriculum is based upon the theory of social constructivism, knowing that children learn from one another and therefore creating opportunities for children to read, discuss, debate, and share about topics of culture, equity, diversity and character.

There are four modules across the year and each module integrates science and social studies content into ELA instruction. Students engage in reading, writing, and classroom discussions to build understanding.

In elementary grades, ELA instruction is additionally supported through the “Additional Literacy Learning” (ALL) Blocks. There are 4 ALL Blocks in 3rd-5th grade that align with the pacing of the EL ELA Modules. The ALL Blocks focus on core literacy skills and practices such as independent reading, reading fluency, comprehension, spelling and vocabulary.

Social Studies and Science

Project-Based Learning Units Vertical Articulation (K-8th)

At CWCKC, our commitment to Project-based Learning (PBL) weaves throughout our curriculum across the K-8th grades. Projects are a learning structure based upon both cognitive and social constructivism that engage students in solving a real-world problem or answering a complex question. Students may demonstrate their knowledge and skills by creating a public product or presentation for a real audience. As a result, students develop deep content knowledge as well as critical thinking, collaboration, creativity, and communication skills.

Each year at CWCKC, students engage in projects in which they will learn both through and about the principles of systems thinking. Their curriculum will be driven forward by these Big Ideas²⁰ and presented through a constructivist, academically integrated, project-based approach. Each grade level has three or four unique project based learning units across the school year. Our units cover all science and social studies standards for a grade level and some additional standards across health, theater and more.

Grades / Loops	Principles of Systems Thinking in Project Based Learning
Kindergarten	Interconnections – All members of a system are interconnected in a vast and intricate network of relationships. A system's existence is derived from these relationships.
1st-2nd	Nested Systems – All systems occur in multi-leveled structures. Systems are nested within systems. Each system is an integrated whole, while being a small part of a larger whole.
3rd	Cycles and Flow – All members of a system exchange resources in continual cycles and require a continual flow of resources to thrive.

²⁰ Pollan, M. (2009). Big ideas: Linking food, culture, health, and the environment. Center for Ecoliteracy. Berkeley, CA.

4th-5th	Adaptation – The growth and development, across all species, involves the interplay of creativity and mutual adaptation, in which organisms and environment co-evolve.
6th-8th	Dynamic Balance – A system maintains and organizes itself through feedback loops that maintain a state of dynamic balance characterized by continual fluctuations.

Students engage in reading, writing, research, classroom discussions, STEM activities, STEAM activities, and PBL to build understanding of content. Teachers draw on or adapt curriculum from such sources as FOSS²¹ Science kits, the Discover Nature Curriculum²² from the MO Department of Conservation, Junior Achievement²³, and others.

Project-Based Learning in the Primary Grades K-2nd

Using this framework, teachers created three project-based units for each grade level in K-2nd grades. In 2019, CWCKC completed an internal review and re-envision process around our existing PBL units to focus on key learning components and alignment with our middle school model (see below). A team of teachers and administrators utilized PBL best practices^{24 25} and focused on several lenses in doing that work: Inquiry - asking questions and building understanding; Student-centered structure; And Design Thinking²⁶. We created unit planning templates to guide our shared work, and organize both student learning and teacher instruction across the phases of each unit. These PBL Units apply to K-2nd grades at CWCKC and will be an ongoing process of development, review, revision, and improvement.

Project-Based Learning in the Upper Elementary 3rd-5th

Continuing our commitment to project-based learning into the Upper Elementary, 3rd-5th grades, guided us to the adoption of the EL ELA Modules, which extend both real-world content and integration across social studies and science academic learning into ELA units of study. Additionally, for those MO standards of social studies and science not explicitly addressed in a grade level ELA Module, CWCKC creates or adopts other curriculum to develop our Projects.

Independent Units, better known as Projects, are taught through a constructivist lens. There are four units across the year and they are scheduled to support and complement the ELA Modules. The units are teacher-created to teach science and social studies state standards, and use the same planning templates we created for our Primary Grades' units. These generally include aspects of the study of government and civics, economics, geography, physical and earth sciences.

Project-Based Learning in the Middle School 6th-8th

The CWCKC middle school curriculum is structured around the integration of social

²¹ <https://www.fossweb.com/>

²² <https://nature.mdc.mo.gov/discover-nature/teacher-portal/discover-nature-schools>

²³ <https://greaterkansascity.ja.org/>

²⁴ Larmer, J., Mergendoller, J. R., & Boss, S. (2015). *Setting the standard for project based learning: A proven approach to rigorous classroom instruction*. Alexandria, VA: ASCD.

²⁵ Cooper, R., & Murphy, E. (2018). *Hacking project based learning 10 easy steps to PBL and inquiry in the classroom*. Times 10 Publications.

²⁶ <https://betterlesson.com/strategy/120/design-thinking-backwards-planning-for-teachers>

studies and science curriculum in an integrated, project-based learning model, and developed internally in collaboration with our national partners, CWCS. “Hive” is a learning space where students tackle some of the most pressing and vexing issues through relevant, interdisciplinary units of study. In doing so, students develop deep content knowledge about that issue, as well as the enduring skill sets required to understand complex questions, generate solutions and work with a diverse coalition to make them a reality. These units are grounded in either Science or Social Studies standards. Each Hive unit is composed of three components:

- *Engage*: These weeks serve as both the hook and orientation to the upcoming unit. Through immersive experiences, speakers, provocative readings, students get energized about the importance of the issue. They understand and help shape the landscape of questions they’ll explore. And they become clear on the end project (i.e., what all of this is leading to and what excellence and success looks like).
- *Investigate*: While the teacher continues to facilitate new learning (assisting with meaning making and framing throughout), teams of students dive into the issue using their questions to drive their research. Students use their content knowledge and specific skills and mindsets to plan and implement their final product.
- *Act*: Students present their final product to a public audience. They use this time to reflect on learnings, process and product, using the Graduate Disposition Indicators within Cultural Competency, Systems Thinking, Collaboration and Global Advocacy to guide them.

Social Emotional Learning (SEL)

Through our Whole Child lens, we recognize that a student cannot be academically successful nor reach the goal of becoming an engaged citizen without ongoing attention to and support for social and emotional development. At CWCKC we strive to offer students a healthy and nurturing student culture and community that allows children to learn and grow in an emotionally and socially safe space, where their needs are met, and growing skills can flourish. This goal is best achieved with both proactive attention to curricular strategies to support social and emotional learning as well as plans and processes that clarify the strategies that will help to reactively respond to challenging or unexpected social and emotional needs. See section A.7 School Culture and Climate for further details.

SEL in the Primary Grades and Upper Elementary K-5th

As highlighted in the strategic plan, CWCKC places great value in the academic development of the individual student, but also prioritizes connection skills students learn in order to connect across lines of difference and drive change in their communities. To accomplish this, the CWCKC model is intentional and specific in developing strong social and emotional tenants throughout the Elementary grades. The center of this work lies with our student culture team (as discussed in section A.7). Some key components of this work are implementation of non-exclusionary discipline practices, restorative justice tactics, and consistent focus on teaching students to understand their own feelings and those of their classmates.

SEL in the Middle School 6th-8th

In addition to implementing the concepts of the CWCKC student culture plan,

every student in the CWCKC middle school program takes part yearly in a small group class, Roots, that is the basis of our ongoing focus on students' social and emotional learning. Roots, another curricular component developed internally in collaboration with our national partners CWCS, is a series of nested, spiraled, and integrated learning experiences over the course of 3 years that equips students with the awareness, language and tools that they need to be confident in themselves, create and sustain healthy peer relationships, pursue rigorous academic and personal goals, collaborate across lines of difference, work in the service of the outcomes and impact they seek in their lives.

Students participate in Roots daily in a small group with a consistent, trained Roots Coach. This creates a space during which students engage in five programmatic components: Peer Coaching, Identity Projects, Mindfulness, Expressive Arts and Restorative Justice practices. The following Graduate Dispositions are cultivated within the Roots program: Self Understanding, Cultural Competency, and Empathy.

Specials and Electives

Part of our program at CWCKC is to recognize that Specials – Art, Music, and Physical Education – are not just beneficial 'extras' to enhance children's experience but in fact a part of how our many diverse learners access learning across all areas. We want them learning skills and concepts of the visual arts, performing arts and staying fit and healthy. But we also know that through art, music, exercise, sports, and movement children's brains and emotions are triggered and activated to learn many more important skills – language, symmetry, social interaction, cultural history and experiences, relating to the world around us, and so much more.

Our program, from K-8th, is designed to give students fundamental exposure to the content areas of our Specials and also to allow for shared time for Specials Teachers and Grade Level Teachers to work together to find opportunities for overlap and interconnection between their subject matter, their skills, and to integrate whenever possible the learning experiences across academics and the Specials.

In Kindergarten, students participate in one class per week in Art, Music, PE/Health, Creative Movement, and Computer Coding. In 1st-3rd grades, students participate in one class per week Art, Music, PE, Math Lab, and Computer Coding. In 4th-5th grades, students participate in Art, Music, PE/Health, and Math Lab. In 6-8th grades, students participate in Art, Music, and PE/Health.

After experiencing multiple years of exposure to a range of skills and content within the Specials standards, students have opportunities to give both breadth and depth to their explorations through Electives.

Each year, from 4th-8th grade, students participate in additional classes in 10-week sessions. Across the year, they complete three trimester-long classes and gain opportunities to dive into a new area of learning not necessarily offered in the CWCKC core curriculum. Options, across grades 4th-8th, for our Elective classes have included:

- Mathematics focus: Engineering
- Spoken Word focus: Oral Storytelling, Speech and Debate, Model U.N.
- World Cultures focus: French, Spanish, Multi-cultural Drumming

- Arts focus: Comic Drawing, Art Workshop, Recorder Ensemble
- Health & Fitness focus: Yoga, Martial Arts, Color Guard

Data & Assessment Plan/Suite

As we have grown from a school of 125 students in 2016-2017 to over 500 in 2020-2021, on our way to achieving our full scale when we complete our growth with a PreK-8 school, our data system can and must strengthen. We have taken steps in this direction and will continue to focus on this area as a commitment in our strategic plan. In 2020-2021 we have begun by developing an in-house data team starting with our Academic Excellence Committee from our Board of Directors partnering with our Division Leadership and Instructional Specialists. Across the course of the year we will also engage in an examination of student information systems that give us greater ability to leverage our data across academics, behavior, student demographics, and other variables to best understand the powerful strategies available to us for serving students.

CWCKC utilizes a suite of assessments to track student performance in a variety of areas. It is worth noting that CWCKC's academic model (as outlined above) has three distinct strands: core academics, social/emotional development, and diversity, equity, and inclusion. The assessments highlighted here are designed to most closely evaluate our progress toward core academic excellence. As evidenced in the following sections, we assess our progress in both DEI and SEL using other methods.

Assessment	Purpose	Grades	Timing
Missouri Assessment Program - MAP Test	Provides a yearly snapshot of student progress in the areas of MO state standards	3-8	EOY
IXL	Provides ongoing growth and assessment data across ELA and Math across student, class, grade, and schoolwide levels	K-8	Daily/weekly practice Monthly diagnostic update
F&P Leveled Reading Assessment	Provides data on student reading fluency and comprehension within a realistic context	K-2	BOY, MOY, EOY
NWEA Assessment	Provides information about how student achievement and growth are tracking against a national cohort	K 1-2 3-8	MOY, EOY BOY, MOY, EOY BOY, MOY
Everyday Math Unit Assessments & Exit Tickets	Internal division-level assessments provide information about student proficiency on math content standards from classroom context	K-5	Monthly Unit Assessment Weekly Exit Ticket

Lucy Calkins Writing Unit Rubrics	Internal division-level assessments provide feedback on instructional strength and student proficiency on ELA standards from classroom context	K-2	Quarterly
EL ELA Writing Unit Rubrics	Internal division-level assessments provide feedback on instructional strength and student proficiency on ELA standards from classroom context	3-8	Quarterly
MS Math Unit Assessments (EDM & CPM)	Internal division-level assessments provide information about student proficiency on math content standards from classroom context	6-8	Monthly
MS Hives Unit Projects/Rubrics	Internal division-level assessments provide information about student proficiency on social studies and science content standards from classroom context	6-8	Quarterly

These assessments are utilized in a variety of different ways at CWCKC. Those bolded in the above table are used by faculty to assess, adjust, and improve in-classroom instruction. They provide teachers and grade-level teams the opportunity to analyze data and responses to ensure instruction is achieving the desired results. The four assessments at the beginning of the chart (those un-bolded) serve a more macro purpose as well. They, in addition to providing student, classroom, and grade level data, are utilized by school leadership and the Board of Directors to monitor the school's progress toward goals. All provide essential data in implementing our strategic plan to meet our critical priority academic goals. It's important to note that CWCKC, having implemented a baseline data collection and utilization plan, specifically calls out improvements in the collection and analysis of data in priority two of the strategic plan. This includes continued development of internal culture around data utilization and analysis at the classroom, grade, and division level along with continued evaluation around the methods of assessment and database for management and effective use of data.

Instructional Support

Our Professional Development initiative in our strategic plan focuses on the staffing structures, clarity of vision, and training opportunities to move our faculty from good to great. To date, we have taken strong steps in this direction through 1) redesigning the organizational structure to include division leadership and instructional coaches on staff; and 2) adding both breadth and depth to our Growth and Performance Evaluation process to ensure it focuses on faculty growth in curriculum implementation, instructional practice, and differentiation across all learners. Details about our professional development processes and goals are detailed here.

Recognizing the breadth of student needs for instructional support, CWCKC has

developed a tiered system of support geared both at the direct support to the student as well as ongoing support to teachers. As we further explain in our A.6 Special Students Populations section below, we use three tiers of academic support including instructional practices by the classroom teacher, one-on-one guidance or small group support, and specialized instruction from our Special Education department. This tiered system of support helps us meet the needs of all students in pursuit of our strategic plan's academic goals.

In addition, CWCKC focuses on providing support to our classroom teachers as an indirect method of instructional support for students. Improving and refining teacher practice and specifically, strategies for individualization and differentiation, improves Tier 1 academic instruction and thus supports all students. CWCKC provides teachers with Instructional Specialists in ELA and Mathematics on staff to provide professional development on the curricular tools, instructional guidance, observation and feedback loops, and support for classroom practices, routines, and procedures. Teacher support is provided in Summer Institute, division meetings, grade level meetings, and on a one-on-one basis.

Professional Development

As education changes, high performing schools (as CWCKC aspires to be) must continually evaluate processes designed to provide teachers professional growth opportunities. The ability to hire quality teachers, sharpen their skills through compelling, relevant professional development, and retain them through strong staff culture and employee engagement strategies is perhaps the most important work a school can do outside the classroom to drive success. CWCKC features a complex model and builds in many PD opportunities to support implementation and ongoing learning. The next five years of that work will be driven by our recently completed strategic plan.

Our professional development plan begins with a Summer Institute lasting two to three weeks before students return to onboard new staff, align our goal focus areas for the coming school year (aligned to the strategic plan), and prepare to receive students. We then have nine full-day professional development days scheduled intermittently throughout the 2020-21 school year to continue our shared learning. We utilize a mix of outside experts and in-house leadership in whole group, group break out, and individual choice designs. We have regular committees to help advise PD content planning including recent focused effort in spring 2020. When schedules align, we connect to local PD opportunities like the MPCSA annual conference held every other year in Kansas City and the UnConference in fall 2019. We also pursue group opportunities like the Family Engagement Fellowship in 2017-18 and the Trauma Informed Schools collaborative in 2019-20. We are committed to continuing to hone our PD opportunities in support of our strategic plan. We are committed to a minimum of ten pre-school PD days and another eight PD days during the school year throughout the life of this renewal application.

Teacher Growth & Evaluation System

In addition to a robust plan for PD, we also know that helping teachers develop through a rigorous growth and evaluation system is an essential part of ensuring high quality teaching and learning at CWCKC, and follows our Professional Development initiative in

our strategic plan. To that end, for the 2020-21 school year we have launched an update to our teacher growth and evaluation system to further support and retain quality teachers. This focus is fueled by feedback from teachers and external reviews, where we are in our school growth, and a desire to be most effective in the implementation of our strategic plan over the next five years. Common ingredients throughout our teacher growth and evaluation system are goal setting, checks-ins (frequent & varied), and self-reflection. We built this updated system by beginning with the mission aligned tools and vision about teacher best practice that we created at CWCKC's founding. We used feedback from staff about what we have done so far, and aligned our next moves with our key goals for the coming year based on our strategic plan (academic instruction/ student culture - Conscious Discipline/ staff culture). We also connected with the CWC Los Angeles regional leadership for mission-aligned ideas across our model. Finally, we collaborated in our CWCKC academic leadership team to develop how to bring everything together for effective implementation.

We believe our strengthened CWCKC teacher growth and evaluation system will support our teachers in delivering our complex academic model with skill, professional growth, and ongoing reflection. The system has layers of feedback and support including goal setting, teacher teamwork and accountability, classroom quick visits, and general and content area instructional observations emphasizing school-wide strategic goals. Teachers also have weekly 1:1 touch points with supervisors for check-ins and class visits, and a mid-year growth and performance evaluation conversation including making a plan for the remainder of the school year. These layers are designed to foster a key relationship with a supervisor and also collect varied voices throughout the processes. Our system is consistent across all instructional positions so we have a shared vision and implementation for meeting our goals and building teacher practice. To do this work, we have process and timelines maps for the entire school year with plans to keep learning and adjusting to further refine as needed.

A.3 School Calendar & Daily Schedule

CWCKC School Calendar

In 2020-2021 CWCKC will maintain a school calendar with 166 instructional days (1,120.5 instructional hours), of which 9 are embedded as built-in make-up days. These totals meet the requirements of 171.031.1 RSMo. Each school year we try to align our calendar's large breaks to be similar to the district's calendar to facilitate logistics for families and staff.

The calendar facilitates our ability to accomplish our mission. Included in the calendar are the Summer Institute days and the school year full-day professional development days described above. Students will not attend these days, and they are not included in the total day count. Our current annual school calendar below provides specific professional development dates and highlights holidays, inclement weather make-up days and student-led conference days. Beginning in 2017, we also offer a 4-week summer school program every summer across the month of June open to students enrolled in the coming school year. The primary objective of the Summer session is to

offer students the opportunity to experience supplemental learning opportunities and to maintain engagement with families over the summer months.

**CITIZENS
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CHARTER SCHOOLS**
KANSAS CITY

Citizens of the World Charter Schools Kansas City

2020-2021 Academic Year Calendar

**CITIZENS
OF THE WORLD
CHARTER SCHOOLS**
KANSAS CITY

First/Last Day of School
End of Trimester
Holidays and Breaks
Snow Days
Student Led Conferences - Before and After School
Student Led Conferences All Day - No School
Professional Development Day
Summer School

August 6 - 21	Professional Development Days
August 24	First Day of School
September 7	Labor Day
September 18	Professional Development Day
October 16	Professional Development Day
November 6	Professional Development Day
November 13	1st Trimester Ends

Nov. 17 - 19	Student-Led Conferences (Evening)
Nov. 20	Student-Led Conferences (No School)
November 23 - 27	Thanksgiving Break
December 11	Professional Development Day
December 21 - January 1	Winter Break
January 4	Professional Development Day
January 18	Martin Luther King, Jr. Day
February 12	Professional Development Day
February 15	President's Day
Feb. 23 - 25	Student-Led Conferences (Evening)
Feb. 26	Student-Led Conferences (No School)
March 2	2nd Trimester Ends

March 15	Professional Development Day
Mar. 29 - Apr. 2	Spring Break (make-up day dependent)
May 26	Last Day of School
May 27 - 28	Professional Development Days
May 31	Memorial Day

June 2	Prof. Dev. for Summer School Staff
June 3 - 29	Summer School
June 30	Prof. Dev. for Summer School Staff

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27	28	29	30			

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.

CWCKC Daily Schedule

Our daily schedule each school year supports the instruction and experiences aligned with our model. The sample schedules below from our primary grades contain blocks of study to support project-based learning, shared scheduling to group students across classrooms for reading and math instruction, and a consistent focus on social-emotional learning. The sample schedule from our middle grades was built around the middle school brain which gets going a little later. As a result we intentionally put specials first, our social-emotional focused class second, and then core academic classes. All teachers have regular 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 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 specials classes or at lunch). Our school also offers and manages its own program to care for our students before and after school hours. The "ACE" (After Class Enrichment) program is open from 7:00 – 7:45am, at which time children can proceed to their classrooms, and from the end of the school day until 6:00pm.

2019-20 Primary Grades Sample Schedule (Kindergarten)

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 - 8:45	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Friday Morning Sing
8:45 - 10:00	Reading Group	Reading Group	Reading Group	Reading Group	Reading Group
10:00 - 10:15	Writing	Writing	Writing	Writing	Writing
10:15-11:00	Projects	Projects	Projects	PE 10:05-10:55	Projects
11:00-11:25	Lunch	Lunch	Lunch	Lunch	Lunch
11:30 - 12:00	Recess	Recess	Recess	Recess	Recess
12:00 - 12:45	Math	Math	Math	Math	Math
12:45 - 1:15	Writing	Writing	Writing	Writing	Writing
1:15 - 1:45	Rest	Rest	Rest	Rest	Rest
1:45 - 2:15	Open Learn	Open Learn	Open Learn	Open Learn	Open Learn
2:15-3:05	Art	Movement	Computer	Makers	Music
3:05 - 3:15	Closing Circle	Closing Circle	Closing Circle	Closing Circle	Closing Circle
3:15	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

2019-20 Upper Elementary Sample Schedule (4th Grade)

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 - 8:30	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Friday Morning Sing
8:45 - 9:45	Math	Math	Math	Math	Math
9:50 - 10:10	Recess	Recess	Recess	Recess	Recess
10:15-10:35	Read Aloud	Read Aloud	Read Aloud	Read Aloud	Read Aloud
10:35-11:00	Read to Self	Read to Self	Read to Self	Read to Self	Read to Self
11:00-11:55	Integrated Projects	Integrated Projects	Integrated Projects	Integrated Projects	Integrated Projects
12:00-12:25	Lunch	Lunch	Lunch	Lunch	Lunch
12:25-1:15	Homework	Music	Projects	Art	Genius Hour
1:20 - 1:50	Spelling & Projects	Spelling & Projects	Spelling & Projects	Spelling & Projects	Spelling & Projects
1:50-2:10	Recess	Recess	1:50 - 3:05 ELECTIVES	Recess	Recess
2:15-3:05	Genius Hour	Genius Hour		Genius Hour	PE
3:05-3:15	Closing Circles/ Jobs	Closing Circle/ Jobs	Closing Circle/ Jobs	Closing Circle/ Jobs	Closing Circle/ Jobs
3:15	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

2019-20 Middle School Sample Schedule (6th Grade)

MONDAY		TUESDAY - FRIDAY	
Time	Program Component	Time	Program Component
8:00-8:45	Morning Assembly	T-Th: 8:00-9:00	Specials: PE/Music/Art

8:50-9:50	Roots	F: 8:00-9:00	Individual Learning Time
9:55-10:55	Academics 1	9:05-10:20	Roots
11:00-11:15	Recess	10:25-11:40	Academics 1
11:15-11:45	Lunch	11:45-12:15	Lunch
11:50-12:50	Academics 2	12:20-1:35	Academics 2
12:55-1:55	Academics 3	1:40-1:55	Recess
2:00-3:10	Electives	2:00-3:15	Academics 3
3:15	Dismissal	3:15	Dismissal
Monday Academics	Communications Lab, Mathematics Lab, Health	Tues - Fri Academics	Communications Lab, Mathematics Lab, Hive

A.4 School Population

CWCKC holds the mission of providing an excellent public education focused on developing and demonstrating understanding while building connections within a diverse community. With the desire to serve the midtown community of Kansas City, Missouri, we want to ensure that we create a diverse place of learning. Our goal is to serve a population of students that mirrors the demographics of our surrounding neighborhoods. Over the years, the community has shifted due to gentrification and other factors, leaving the majority of our surrounding neighborhoods to be predominantly middle-class Caucasian families. Despite these shifts and due to our increased efforts in student recruitment and enrollment, our diverse student population has remained the same. We are proud to serve students from several different racial, ethnic, and socio-economic backgrounds. Our current demographics are:

Enrollment by Race/Ethnicity

- 35% Caucasian
- 41% Black/African American
- 9% Hispanic
- 13% Mixed Race
- 2% Other

Enrollment by Family Income, Language, and Disability Status

- 59% Qualify for Free/Reduced Lunch
- 9% English Language Learners
- 11% Special Education

Enrollment History

CWCKC launched its primary school in 2016 by serving 125 students in grades K-1st. We have grown by one grade level each school year, opening our middle school campus and launching our pre-K partnership in 2019, to reach our current grade level span of PK-7th. As shown in the graph below, enrollment has steadily increased as we have offered additional grade levels.

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
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	Sept	May	Sept	May	Sept	May	Sept	May	Sept	May
PK	--	--	--	--	--	--	7	9	12	--
K	89	82	94	96	79	75	93	93	72	--
1	37	38	86	77	83	81	71	67	90	--
2	--	--	46	48	80	78	75	74	76	--
3	--	--	--	--	48	48	68	66	79	--
4	--	--	--	--	--	--	71	69	72	--
5	--	--	--	--	--	--	--	--	66	--
6	--	--	--	--	--	--	49	48	11	--
7	--	--	--	--	--	--	--	--	51	--
8	--	--	--	--	--	--	--	--	--	--
Total	126	120	226	221	290	282	434	426	529	0

We started the 2020-21 school year with a small waiting list for grades 1st, 2nd, 3rd, and 4th. Based upon recent enrollment trends and our goal of adding 8th grade next year, we believe that this growth trajectory will continue and we will start to see waiting lists amongst other grade levels. Currently, CWCKC operates out of two different buildings. Our primary building houses grades K-5th and our secondary building is a shared space that houses grades 6th-7th. Due to the size of our current buildings, we are looking at alternative options to help better support our projected growth (see section B.1). With adequate space, we will be able to effectively and efficiently live out the vision and mission that we are founded upon.

Enrollment Projections

.	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
PK	12	15	15	15	15
K	72	96	96	96	96
1	92	72	72	72	72
2	70	72	72	72	72
3	70	72	72	72	72
4	70	72	72	72	72
5	70	72	72	72	72
6	30	75	75	75	75
7	60	50	65	65	65
8	--	60	60	60	60
Total	546	656	671	671	671

Our projections were formulated by using data from our historical enrollment numbers and information included in our strategic plan. We have created a clear and concise recruitment plan to aid us in reaching these numbers (see section B.5).

A.5 School Performance

Progress toward our strategic plan objectives use a variety of metrics and assessments to demonstrate growth. Each of the four priority areas is roadmapped through dashboarding measures designed to provide data points measuring the schools progress. The measures utilized for each priority is outlined below. In addition to the external goals reflected earlier in this document, CWCKC is also creating internal goals that, while aligned with the goals in this application, seek to drive school performance on a year over year basis.

Priority Area	Metric	Measurement Tool
High-Quality, Consistent Academic Program	MO MAP: 50% of all students will achieve proficient/advanced on MO MAP <u>Reading</u>	MO MAP
	MO MAP: 45% students will achieve proficient/advanced on MO MAP <u>Math</u>	MO MAP
	MO MAP: 45% of Black students achieving proficient/advanced on MO Map <u>Reading</u>	MO MAP
	MO MAP: 40% of Black students achieving proficient/advanced on MO Map <u>Math</u>	MO MAP
	MO MAP: 45% of students qualifying for FRL will achieve proficient/advanced on MO Map <u>Reading</u>	MO MAP
	MO MAP: 40% of FRPL students achieving proficient/advanced on MO Map <u>Math</u>	MO MAP
	Reading Growth Data: 60% of students will meet Trimester 1 (T1) to T3 growth targets	NWEA
	Math Growth Data: 60% of students will meet T1 to T3 growth targets	NWEA
	F + P: 80% of students read on grade level by end of 2nd grade	Fountas and Pinnell Assessment
Anti-Racist, Inclusive School Community	STUDENTS: Positive, inclusive classroom culture as evidenced by fewer than 500 total student disciplinary events per year	CWCKC Student Discipline Data
	STUDENTS: Reduce disproportionality in student disciplinary events, with differences in subpopulation not to exceed 15%	CWCKC Student Discipline Data
	STUDENTS: 80% of surveyed middle school students agree/strongly agree that their school community is inclusive and values their identity, with gaps by subpopulation not to exceed 10%	Annual student survey administered by CWCS with results shared with Executive Director and Board each Spring
	FAMILIES: 80% of families believe CWC provides opportunities to help shape community, with gaps by subpopulation not to exceed 10%	Annual Family survey administered by CWCS with results shared with Executive Director and Board each Spring
	STAFF: 80% of staff agree/ strongly agree that CWC values cultural & individual differences, with differences by student groupings not to exceed 10%	Annual Staff survey administered by CWCS with results shared with Executive Director and Board each Spring
	STAFF: Recruit and retain staff (including leadership)that mirrors/aligns to the diversity of the student body	Annual Staff survey administered by CWCS with results shared with Executive Director and Board each Spring
Financial Sustainability	WAITLIST: CWC consistently has a waitlist that is 15% of total school-wide enrollment targets	CWCKC Enrollment Report

	ATTRITION: Fewer than 8% of students who attrite out of the school; not more than 10-15% variation between subgroups	CWCKC Enrollment Report
	CASH ON HAND: CWC has 50 number of days cash on hand	CWCKC Year End Financial Statements
	NUTRITION PROGRAM: School runs a food service program that breaks even	CWCKC Audited Financial Statements
	FACILITIES EQUITY: School builds equity to put 10% down on a middle school campus	CWCKC Year End Financial Statements
External Supports	AUTONOMIES: 100% of leadership report clear understanding of relationship with national	CWCKC Board Survey
	SUCCESSION PLANNING: Board terms implemented for with fidelity for all members	CWCKS Bylaws and Board Member roster
	INCLUSIVE CULTURE: 100% of board members report a high-functioning + diverse, equitable, and inclusive board culture	CWCKC Board Survey

Attendance

Achieving consistent daily attendance is an essential piece of ensuring a high-quality academic program and financial stability within an inclusive school culture. Our strategic plan identifies priorities on quality classroom instruction and an inclusive, anti-racist school community, and we believe first and foremost that focusing on these two areas will drive improved daily attendance -- when students are deeply engaged in their learning, and when adults create environments that are welcoming and supportive across all lines of difference, families will be far more invested in ensuring students attend school every day.

We also recognize that challenges will continue to arise that create barriers for families to prioritize punctuality and daily attendance. Over the past two years we have developed a stronger system of incentives and accountability measures to improve daily attendance as we work towards the attendance goal in our performance contract:

- We strive to view attendance not as a "truancy problem" to solve, but rather an effect of a family feeling disengaged from the school. Our overall strategy to improve attendance is now under the responsibility of our Director of Family Engagement, who is tasked with building constructive relationships with all families in the school. We believe that the more families are known and welcomed into the life of the school community, attendance will improve.
- Every Friday in our all-school assembly for K-5th grades, the classroom with the highest attendance for the week wins the Carl Award (Carl is the name of a stuffed chameleon; the chameleon is our school mascot). Classroom teachers use the prospect of winning this award to talk in class about the importance of daily attendance.
- Several times a year we hold school-wide challenges to award entire grade-levels that reach key attendance benchmarks. Awards might include pizza parties, extra recess time, dress down days and more.
- Following the best practices of national leaders AttendanceWorks, we have also developed systems to improve timely communication to families when attendance drops below certain thresholds, including letters sent home, phone

calls and informational flyers sharing information on the impact of low attendance on a student's long-term learning.

As we move into the next five years, we are also mindful of our responsibility to identify absolute accountability for tracking and reporting on school attendance. The CWCKC Board of Directors is committed to ensuring that each year's independent audit by a certified public accountant includes additional attendance verification measures in the Agreed Upon Procedures including:

- Establish a Board Finance Committee meeting monthly to review LEA financials and attendance data/reporting.
- Finance Committee monthly comparison of Attendance Hours Summary Report provided to MO DESE to actual student management system as well as a monthly variance report;
- Comparison of total days of attendance to published school calendar;
- Review of LEA's internal procedures for ensuring accurate disclosure of average daily attendance;
- Conduct twice annual on-site attendance counts and compare to the Core Data reports - September membership, January membership
- Conduct interviews of staff in charge of tracking and reporting attendance
- Review student management system permissions verifying staff members with permission to change attendance data.

A.6 Special Student Populations

CWCKC is home to a diverse community of learners. Over our first four years of operations, CWCKC has worked to build meaningful programs that deliver exceptional experiences to our students. CWCKC 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.

As CWCKC enters this five year renewal, we continue to make strategic changes in our process in order to produce better results for our students. The following two sections outline CWC's approach to serving special student populations (SPED and ELL) and the school's approach to supporting all students. This work ties directly to the CWCKC strategic plan, particularly the initiatives outlined in the second priority.

English Language Learners

CWCKC will serve our English language learner (ELL) students in accordance with all applicable state and federal laws and regulations. Upon enrollment, CWCKC 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, CWCKC will administer the ACCESS for ELLs assessment annually until the student is reclassified. CWCKC 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-12 career will be reclassified and prepared for

success by the time they matriculate to high school.

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, CWCKC 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 in their language acquisition, 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.

McKinney-Vento (Homeless) Program

CWCKC makes every reasonable attempt to identify students and families who qualify for services under the McKinney-Vento Homeless Assistance Act. Caregivers are asked to provide information on housing status during the enrollment process and information on McKinney-Vento services are posted throughout the school. All staff at CWCKC receive annual training on the McKinney-Vento Homeless Assistance Act and identifying possible signs of homelessness.

Families who qualify for McKinney-Vento services receive case management from our CWCKC homeless liaison. As needed, the liaison coordinates transportation via cab to/from school and the shelter or residence where the family is staying, and works to find resources for the family such as assistance with food, clothing, and housing, and more. The liaison may also arrange services such as medical, dental, and mental health care.

Response to Intervention (RTI) Overview

CWCKC believes in providing quality education to all students. We address students' needs by seeing how we can adapt to support our students. We believe that students should be in the least restrictive environment to meet their needs and ensure processes that allow all children to grow academically, socially and emotionally. Our instructional model is designed to serve students utilizing our core instructional approaches and practices (see section A.2). However, we pay attention to each individual child and use data as a guiding principle, always seeking to understand and respect the individuality of each child. Because of our commitment to all students, we see many families transfer each year from other charter schools or districts to CWCKC because of our

understanding and commitment to the nuances in each child we serve. We build a framework that supports the growth of all students while many other schools try to fit a box around a child to meet their educational needs. The focus on meeting the needs of all students assists us in our upcoming work to implement our strategic plan.

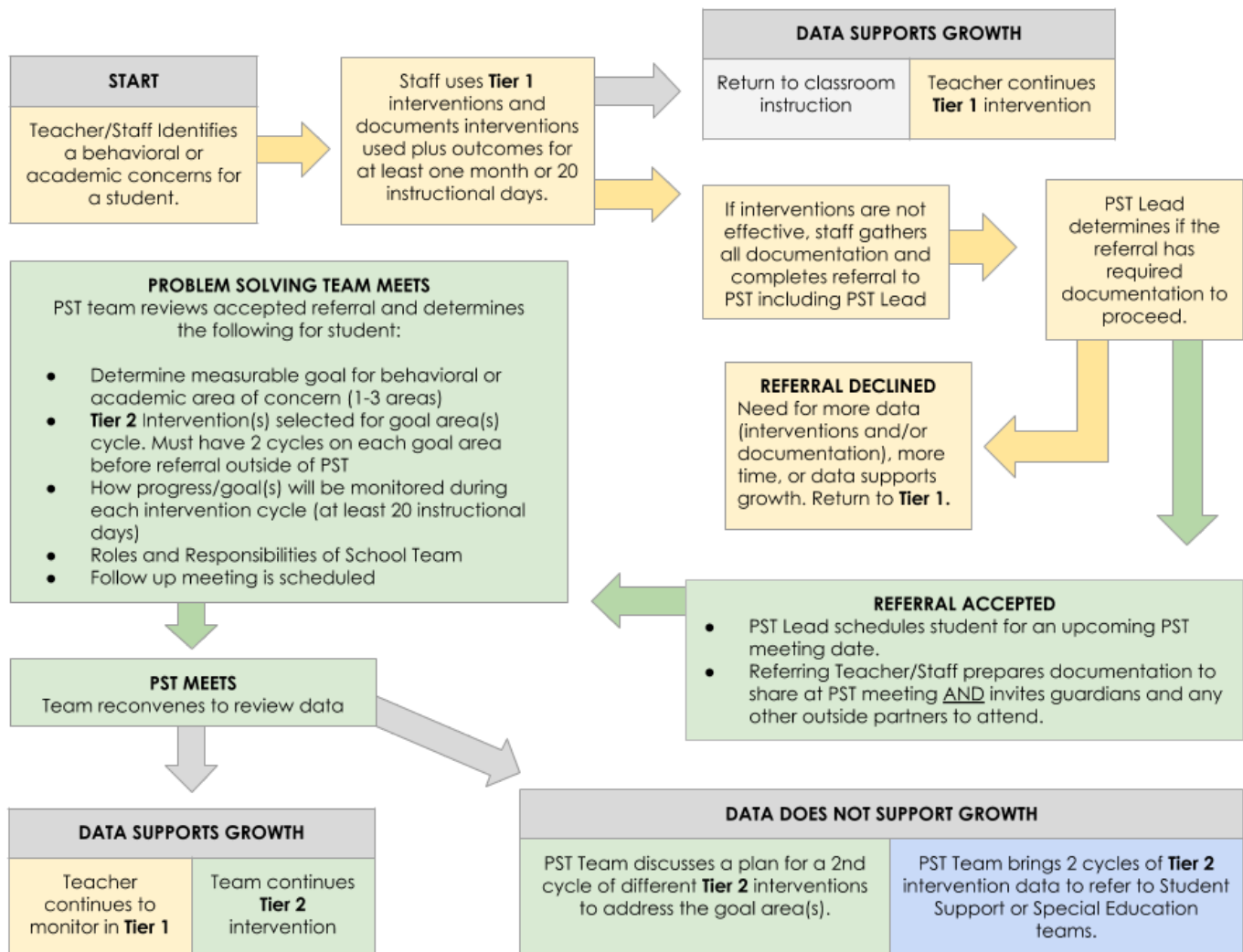
CWCKC continues to improve our comprehensive, integrated three-tier Response to Intervention (RTI) model that includes both academic and social-emotional behavioral support and interventions at all tiers. Our RTI process will provide more intensive and specialized instruction to those students not responding adequately to Tier 1 core instruction. Tier 1 will include evidence-based core instruction and occur in the general education classroom. By creating a tiered system of academic intervention, CWCKC will provide better outcomes to individual students and produce school wide results that will diminish the gaps in performance that exist between different student groupings at our school.

Through the RTI process, CWC's problem solving team (PST) will identify children that may require additional support based on behavioral (see section A.7) or academic data (see A.2 and A.5). Our teachers have ongoing support in their professional development around RTI goals, data collection for interventions, and methods by the PST. We will proactively identify students who are not adequately responding to core instruction, and provide the necessary assistance through the RTI and PST process to rapidly increase student achievement and social-emotional growth. PST will also be analyzing patterns in data that may identify instructional practices, Tier 1 programming or Positive Behavioral Interventions and Supports (PBIS) that do not support the academic achievement or social emotional growth of students of color and economically disadvantaged students in alignment with our strategic plan.

Term	Definitions
Response to Intervention (RTI)	The process used by educators to help students who are struggling with a skill; every teacher will use interventions (a set of teaching procedures) with any student to help them make progress in goal areas.
Screening Tool	The tool used as determined by academic instructional team or tool for addressing any students with social-emotional needs
Tier 1	Core instruction in the general education settings for both academics and social-emotional learning
Tier 2	Small group instruction in the general education setting or intervention instruction in the general education setting usually supported by a general education teacher
Tier 3	Specialized instruction in a small group, individualized special education setting or services outside of the general ed classroom, including but not limited to individual therapy
Problem Solving Teams (PST)	Grade Level Teams (general education teachers) meet with instructional specialists every two weeks to review data on academic and behavioral progress. PST Team includes many from the following roles: General Education Teachers, Reading Specialists, Math Specialists, Behavior Coach, Family School Worker, Middle School Staff, Roots Coordinator, Dean of Students, Director of Student Support and School Culture, Director of Special Education

Intervention Goal	A measurable SMART (Specific, Measurable, Achievable, Relevant, and Time-bound) goal targeted at a specific academic or behavioral skill
PST Lead	Lead is teacher grade-level lead
Progress Monitoring	Data collection points weekly measuring progress on SMART goal(s)
Intervention Cycle	During an intervention, a cycle may be more than but at least 20 instructional days.
Goal Area	Goal area is in a specific missing skill. Examples: Reading Fluency, Reading Comprehension, Behavior of on task, Behavior of safe body

RTI and PST FLOW CHART



RTI Results & Evaluation

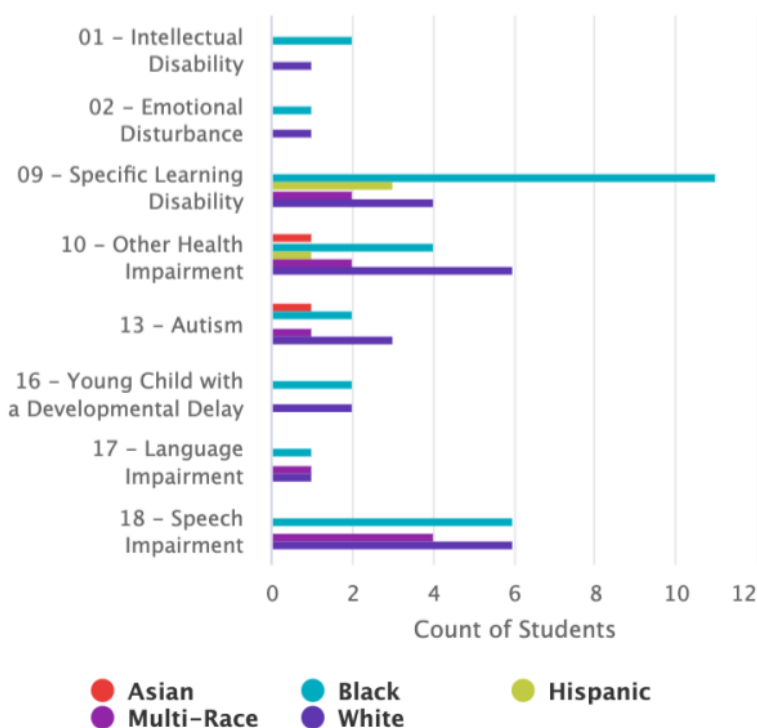
Per the flow chart above, if the data collected during a behavioral or academic intervention does not support growth, our PST may recommend a referral for a special education evaluation or a referral through Student Services.

When the PST makes a special education referral, the team schedules a meeting with the caregiver, child's teacher, and Director of Special Education to complete a review of existing data and to determine if a disability is suspected. The team additionally considers any outside agency evaluations or documentation. The school team and Director of Special Education will follow the referral process by Missouri's Department of Education's State Plan for Special Education and follow the standards and indicators under section 200 in the Special Education Evaluation Process plan²⁷. The School Culture and Climate section A.7 details referral processes through Student Services.

²⁷ <https://dese.mo.gov/sites/default/files/se-compliance-200-special-education-process.pdf>

Additionally, CWCKC will continue to monitor referrals and eligibility of students to identify any patterns related to the overidentification or underidentification of students of color for special education. Our SPED identification should reflect the diversity of our student body and will work to ensure anti-racism policies and procedures for identification of students in alignment with our strategic plan. Currently our SPED population reflects the diversity of our student population but has a higher identification of black students with learning disabilities (see chart, below). With the continued work of our RTI process and reviewing our processes for equitable access for our students of color and marginalized populations, we expect to see continued improvement in the services we provide to all of our students.

CWCKC Disabilities by Ethnicity (September 2020)



The overall process CWCKC will follow for the identification of students with disabilities includes completion of the Child Find 45-day screening forms for all eligible children, and convening of a pre-referral problem-solving team meeting (including the principal, classroom teacher, and others as appropriate). The due process rights of the child, as well as their parents, are ensured at all times. The PST team will:

- Review 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 professional in the child's native language.

- Based on the results of the evaluation a team will consider eligibility under Missouri's State Plan for Special Education and the standards and indicators in each possible eligibility area set forth from DESE.

Individualized Educational Program (IEP)

When a child meets the eligibility criteria as a child with a disability, an individualized educational program (IEP) is designed to meet the specific needs of a child within 30 days of the eligibility determination. Additionally, transfer students with special education IEPs meet with our IEP team within 30 days to accept, reject and then potentially rewrite an IEP and/or evaluation.

The IEP includes a statement of the child's present levels of academic achievement and functional performance and measurable annual goals to provide FAPE. The team will determine services to meet those goals through special education direct instruction, push-in services, related services, supplementary related services and appropriate accommodations and modifications. Additional considerations as put forth by the State Plan for Special Education, include, but are not limited to: distance learning plan, district and state assessments accommodations and MAP-A eligibility.

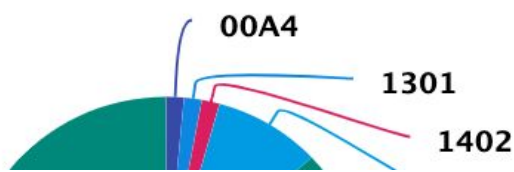
Serving Students with IEPs

Students enrolling at a CWCKC school are not discriminated against based on physical and/or mental disability. CWCKC's vision for our special education program is to ensure life success for all students through providing quality instruction to all students in the least restrictive environment.

Our special education program attracts families of students with special needs. We anticipate continued enrollment of students with existing Individualized Education Plans (IEPs) from Kindergarten onwards. Through our success with IEP students, CWCKC has drawn families in to meet the individualized needs of their child. Our programming is inclusive and our creativity to meet the needs of each individual student has provided a safe learning environment for many previously struggling students. We anticipate that our SPED population will continue to maintain at the current level of 11%, being near the state average.

We support all students with IEPs to master strategies and skills necessary to compensate for their disability, enabling them to meet the goals described in their Individualized Education Programs (IEPs) as well as to have access to grade-level standards in the least restrictive environment. Our IEP team works to provide quality education in the special education setting or general education setting in the least restrictive setting.

CWCKC Placements for IEP Students Fall 2020



00A4 - Inside regular early childhood program and receives majority of sped services in regular program

1100 - Inside regular classroom for at least 80% of the day

1201 - Inside regular classroom for 40%-79% of the day

1202 - Inside regular classroom less than 40% of the day

1402 - Private Day School

CWCKC always works to exit students from their special education program but are committed to providing specialized and individualized education to every student who needs it.

CWCKC adheres 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 school 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. CWCKC follows the local compliance plan, the state plan, and state and federal laws and regulations.

Continuum of Services

CWCKC continues to provide and grow a continuum of services for students with IEPs. We believe in responsible inclusion, meaning that students are a part of their classroom when it is developmentally and academically appropriate and that child is able to participate in a meaningful way. This includes consideration of the following when a IEP team meets:

- Academic current performance

- Developmental and Functional current performance

In the next five years, CWCKC plans to increase the depth and breadth of expertise within our special education team to include research-based practices, including but not limited to applied behavior analysis, data collection for data-informed decisions and multi-sensory instruction. We will continue to partner with general education and use a constructivist approach to guide our IEP teams to create meaningful goals for each child.

Service Provided	Description
Push-In Services	CWCKC provides (per the IEP) push-in services in the least restrictive environment. The Special Education teacher will support students in a general education setting through a collaboration of lesson planning, objectives, and IEP goals.
Small-Group SPED Instruction	Direct instruction from a SPED-certified teacher to work on IEP goals and grade-level content as is individually appropriate for each student. SPED teacher collaborates with general education teachers on regular education content and goals.
Remote SPED	Remote direct instruction from a SPED-certified teacher to work on IEP goals and grade-level content as is individually appropriate for each student. SPED teacher collaborates with general education teachers on regular education content and goals.
Structured Literacy Programs	CWCKC will continue to build upon its expertise in understanding how students with dyslexia or suspected dyslexia learn differently and providing instruction for them. We continue to develop its special education instruction and intervention using structured literacy concepts including phonology, sound symbol association, syllable instruction, morphology, syntax, semantics. Additionally instruction will be through explicit instruction, systematic, cumulative and individualized.
Verbal Behavior Programming	<p>The Verbal Behavior Program is a specialized intervention process that utilizes an approach based on Applied Behavior Analysis principles. This method of direct teaching has proven to be highly effective with children who have autism or other moderate to significant developmental delay diagnosis. This programming is for students who have significant delays in language.</p> <p>Targeted skills are taught with an errorless teaching method which enables the child to capitalize on his/her own motivation and promote a natural progression of new skills. The errorless teaching method is highly interactive, fast-paced and creates a joyful learning experience. Within a typical thirty-minute session, child practices mastered skills 80% of the time and is explicitly taught new skills 20% of the time with access to positive reinforcements. In other words, the child is never "incorrect" with direct support from the specialist. The Behavior Program supports language development, academic skills, occupational and physical goals, social connections and attention maintenance. The program also assists general education teachers with establishing and maintaining a child's baseline of knowledge through the collection of daily data.</p>

Functional and Adaptive Curriculum	For our learners who require more support, we plan to increase our collaboration through a constructivist lens. We will utilize the five principles (as outlined under Five Principles of Constructivism in Practice in section A.2). We can prepare students for their continuation of education while driving connection and relevance.
Outside Placement Partnerships	CWCKC works diligently to address all students' needs through our programming. When CWCKC no longer sees progress being made in the least restrictive environment an IEP team or PST may decide to discuss an outside placement partnership as a temporary treatment plan to support the child's growth. CWCKC seeks out good fits for families that align with our mission of educating the whole child. We look for resources we may be unable to provide to ensure the success and growth of a child. When a child is placed in an outside placement, the CWCKC team continues to participate in meetings about that child's education until they are ready to transition back to CWCKC.

Special Education Staffing

Special Education staffing will continue to increase with our enrollment including a Director of Special Education, Special Education Teachers, Verbal Behavior Specialist, Related Service Providers, Related Service Coordinators and Special Education paraprofessionals to meet the needs of our students with disabilities.

CWCKC will also continue to provide all related services needed to ensure free and appropriate education to all students, including but not limited to speech and language, physical therapy, occupational therapy, counseling, adapted physical education, educational-related intensive counseling services and behavior intervention supports. As needed, we will contract with appropriately credentialed outside agencies to provide additional special education services, including temporary outside placements and we will budget for such. In providing services outside of our expertise, attention is provided to finding outside partnerships that are aligned with our mission at CWCKC.

Through rigorous professional development CWCKC ensures that all teachers understand the referral and identification processes and receive guidance on how to implement appropriate accommodations and modifications. CWCKC provides training to all teachers during the Summer Institute and ongoing professional development days on various topics regarding special education. Specifically, teachers receive training on implementing IEPs accommodations and modifications, the process for identifying students and referring students, the PST and the RTI process, among others. Additionally, at the beginning of each school year and ongoing, general education teachers and special education teachers meet to discuss student IEPs.

A.7 School Culture and Climate

School Culture Overview

Citizens of the World Kansas City is committed to meeting the needs of all of our students and creating a learning environment that is joyful, safe, and growth-oriented.

We value each student's individuality and recognize the diverse needs in our community. Therefore we address school culture in many ways, knowing that we must meet the whole child where they are and understand them in the context of their environment both outside of the school as well as while they are in our building. We work to meet our students' basic needs, their social and emotional and mental health needs, and we are working to implement equitable discipline practices that develop skills within our students that will benefit the student, our school community, and ultimately the world.

We meet our students' social and emotional learning needs through a commitment to the implementation of an evidenced-based, trauma-informed social and emotional learning curriculum. Using our understanding of how trauma affects the brain and body, we create a safe environment where students who have experienced trauma can relax and engage in a lesson.

This is an area of evolving investment for CWCKC and reflects lessons learned during our first four years of operation. Students at CWCKC are impacted by trauma on a regular basis. As we continue to refine our approach to student learning to meet the academic needs of students, we, too, are evaluating our ability to serve the emotional, social, and mental health needs of students. These evolving efforts center around a clear vision of school culture centered around shared experiences in the school, a clear set of expectations for students and adults, and opportunities for stakeholders to share feedback on our efforts to further strengthen program components.

Social and Emotional Learning Curriculum

There is growing evidence that implementing a strong social and emotional learning curriculum is linked to multiple student gains, including better social-emotional skills, improved attitudes about self, other, and school, positive classroom behavior, and gains on standardized achievement tests. Social and emotional learning is also linked to fewer conduct problems in school and less emotional stress and lower drug use among students.²⁸

Teachers benefit as well. Those with strong social and emotional competencies are better able to protect themselves from burnout by developing and maintaining nurturing relationships with their students, effectively managing behaviors in their classrooms, and by regulating their own emotions.²⁹

We prioritize the social and emotional health of both our students and our staff to facilitate building a safe and nurturing environment for every child. We believe this is the foundation of creating an equitable learning environment that every child, regardless of race, socioeconomic status, and ability can access. We are committed to learning and implementing a social and emotional learning curriculum that addresses the core SEL competencies outlined by the Collaborative for Academic, Social and Emotional Learning (CASEL), which include self-awareness, self-management, social awareness, relationship skills, and responsible decision making.

²⁸ Durlak, Joseph A., et al. "The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions." *Child Development*, vol. 82, no. 1, 2011, pp. 405–432., doi:10.1111/j.1467-8624.2010.01564.x.

²⁹ Durlak, 2011.

Our primary, Tier 1 social and emotional learning curriculum is Conscious Discipline. Formal learning as a staff began in January of 2020 and will be ongoing. Conscious Discipline is an evidence-based, trauma-informed approach to behavior management in the classroom which is built on an understanding of the brain. Conscious Discipline teaches both adults and children how to regulate emotions, resolve conflict, and create an empathic and emotionally safe school environment where all children can learn. It is built on three principles: 1) Controlling and changing ourselves is possible and has a profound impact on others, 2) Connectedness governs behavior, and 3) Conflict is an opportunity to teach. With an understanding that all behavior is an expression of a need, Conscious Discipline supports our decision making around assessing students' needs and putting necessary supports in place rather than viewing behavior as something that must be controlled through external reward and punishment.

Conscious Discipline teaches both students and adults seven important skills that are crucial to creating a healthy school family. They are composure, assertiveness, encouragement, choices, empathy, positive intent, and consequences. Conscious Discipline incorporates routines, structures, and rituals to support each skill, which will be woven throughout students' school day, regardless of grade level.

An important Conscious Discipline structure that will be implemented in every classroom is "The Safe Place." This is a physical location in the classroom that serves as a self-regulation learning center. Students will be taught how to use the safe place through lessons and modeling, and they will learn the five steps to self-regulation outlined in Conscious Discipline. The safe place is not used as a consequence or time out, but is a positive space that reinforces the social and emotional skills students learn and practice throughout their day. The safe place teaches children that they can control their reactions to intense feelings and builds their confidence in handling difficult situations.

Discipline Practices

Prior to the 2020-2021 school year, we amended our Discipline Policies as part of an effort to reduce the use of exclusionary discipline practices at CWCKC and to align our response to inappropriate behavior to better reflect how children internalize discipline and learn new skills and to implement goals outlined in our strategic plan. Traditionally when a student violates a school discipline code the student is regarded as an "offender" from whom a "punishment" must be exacted to do justice. There is a wealth of research supporting the belief that traditional discipline, which is fear-based and relies on controlling behavior through external rewards and punishments, does not work. Traditional discipline leads to "othering" and can reinforce stereotypes and racial bias, and children who regularly struggle behaviorally are often negatively labeled by both staff and other students. Punitive discipline can lead to the internalization of bad behavior, and how children feel about themselves directly correlates with their ability to bounce back from making mistakes. Exclusionary discipline, such as in-school and out-of-school suspension, is correlated with greater misconduct, higher dropout rates, and more frequent contact with the juvenile justice system, as well as later criminal justice contact as adults.³⁰

³⁰ ACLU Missouri, 2018. *Missouri's Pipeline of Injustice: From School to Prison*.

CWCKC believes that this traditional response to discipline is not only ineffective in its attempt to build self-discipline in our students, but it is harmful to our school community. We believe these changes in practices will result in a reduction in the incidences of infractions and will teach students lifelong skills that will benefit individual students, the school community, and the community at large.

CWCKC focuses on approaches to problem-solving that are rooted in the beliefs that all behavior communicates a need and that discipline must be taught and developed and not imposed on students. As described in section A.6, we use the Response to Intervention model to problem solve student behaviors and determine how to support individual student's needs. Our PST partners with parents and caregivers as much as possible. Parents and caregivers have expertise on their children, such as strengths, struggles, and likes, and triggers, that is crucial for understanding how to meet our student's needs. Examples of tiered behavior support is below.

Tiers of Behavior Support Utilized in the RTI Process	
Tier 1	Conscious Discipline, classroom management, classroom circles (Restorative Justice)
Tier 2	Small SEL groups, positive behavior support plans, check in/check outs, TAP room visits for breaks and behavior support, conflict resolution, harm circles and mediation
Tier 3	Individual counseling, long-term teach and protect, supported re-integration

Our goal is to keep students in their classrooms where they can learn and participate in their classroom and school community. Key factors in effective discipline are providing opportunities to sustain relationships in the context of the behavior incident by supporting reparation, problem solving, and conflict resolution. CWCKC is committed to avoiding the use of exclusionary discipline practices, except where required by law.

We also know that students of color are disproportionately disciplined in comparison to their white peers. According to the Missouri ACLU, black students receive disproportionately more suspensions than their white counterparts. We believe that all children have a right to remain in their classrooms and access the high quality education provided at CWCKC. We are committed to eliminating practices that perpetuate the disproportionate discipline of students of color and students with disabilities. Through ongoing anti-racist work that will include but not be limited to data collection, ongoing examination of our disciplinary practices, and a commitment to learning and growing as a staff around issues of cultural competency and racial bias, we will actively work toward closing the exclusionary discipline gap in our school.

In conjunction with Conscious Discipline, we will use Restorative Justice Practices to support building a safe culture where students can learn to appropriately address feelings, manage conflict, and build community and empathy and to guide our response to conduct policy infractions.

Restorative Justice is a powerful approach to discipline that focuses on repairing harm through inclusive processes that engage all stakeholders. It views "harm" as a fracturing of relationships vs. a behavior that must be punished. Practices rooted in Restorative Justice are designed to create a culture which builds fair processes into decision-making and facilitates students learning to address the impact of their actions through an approach that allows for true accountability, skill building, cooperation, and mutual understanding.

Through Restorative Practices members of the school community will have an opportunity to be heard, understand the greater impact of one's actions, learn to take responsibility, repair the harm one's actions may have caused, recognize one's role in maintaining a safe school environment, build upon and expand on personal relationships in the school community, and increase a sense of responsibility in building and maintaining a safe and healthy community.

Through participation in Restorative Circles, students and staff will improve team building and problem solving. These circles enable a group to get to know each other, build inclusion, and allow for development of mutual respect, trust, sharing, and concern. When there is harm in the community, circles play an active role in addressing the harm and making things right.

When a discipline incident (or harm) occurs, students and staff participate in Restorative Conferences, which involves those who have acknowledged causing harm meeting with those they have been harmed to seek understanding and perspective and come to an agreement that will repair the harm.

During the 2020-2021 school year we will begin the process of learning and integrating restorative practices into our overall school culture as well as in our responses to inappropriate behavior in school. We are in the beginning stages of this work, and we recognize that using restorative practices will require ongoing learning and a commitment from the whole school community.

Data Collection

An area of growth for us is our use of data around behavior referrals. At CWCKC, we have been collecting data around our Teach and Protect (TAP) room referrals since the 2018-2019 school year. Information tracked includes:

- time of day, date, duration of time out of class/in TAP room
- the behavior exhibited by the child
- the antecedent to this behavior
- name of child
- referring teacher
- response team involvement

While this data has been beneficial in helping us identify individual needs of students, improving our ability to evaluate our SEL and discipline systems is needed. We will begin to track student demographics including race and gender to improve our ability to identify areas of bias. In a retroactive examination of data, we found that, compared to white students, our black students are being referred to the TAP room at

disproportionate rates. While we view the TAP room as a supportive intervention, it is an out of classroom intervention, and therefore should be used intentionally and only if classroom interventions have been exhausted. We will strengthen our ability to assess Tier 1 interventions by improving teacher documentation of behavior incidences that detail supports being given in the classroom so we can better assess the need for Tier 2 and 3 interventions. In examining our past data, we learned that 12% of our student population is using the TAP room as a Tier 3 intervention. We know that this indicates that our Tier 1 intervention needs strengthening, which we are currently addressing by implementing Conscious Discipline across the school. We ultimately hope to reduce referrals to the TAP room, and this will require increased support for teachers from the Problem Solving Team and more effective implementation of our RTI process (see section A.6) .

Additional Behavior Supports

Response Team

If a student becomes physically aggressive, elopes from the classroom, or is otherwise significantly disrupting the learning of other students, a Mandt-trained response team member is called to coach and support the student. This may involve assisting the student through the five steps of regulation in the safe place, helping with problem solving, temporarily removing the student from the classroom to facilitate emotional regulation and, when appropriate, supporting the student through the process of making repair with students and adults impacted by the behavior. Response Team members work to address behavior issues without removing students from the classroom as much as possible.

Teach and Protect Room

If a student becomes physically unsafe or elopes from the classroom and is unable to regulate safely and/or in a reasonable amount of time, they may need to be escorted to the Teach and Protect classroom. This room is supervised by a behavior coach, who provides emotional and behavioral support for students who need additional time. The Teach and Protect coach will give the student time and space until the student is able to return to class ready to learn. This may involve practicing weak and/or missing skills, offering encouragement, facilitating conflict management, and helping the student transition back into class.

Mental Health Services

The Center for Mental Health in Schools estimates that between 12 and 22 percent of school-aged children and youth have a diagnosable mental health disorder,³¹ and 5% of youth meet the criteria for substance abuse disorder. Of this group of children and youth only 12% receive any services to address the mental health concerns. However, children and youth are six times more likely to complete evidenced based mental health treatment offered in schools rather than in other community settings.³²

³¹ "School-Based Supports." *Youth.gov*, youth.gov/youth-topics/youth-mental-health/school-based.

³² Hoover, S., Lever, N., Sachdev, N., Bravo, N., Schlitt, J., Acosta Price, O., Sheriff, L. & Cashman, J. (2019). *Advancing Comprehensive School Mental Health: Guidance From the Field*. Baltimore, MD: National Center for School Mental Health. University of Maryland School of Medicine.

Mental health services in schools can improve psychosocial and academic outcomes by improving self-and social awareness, decision-making and relationship skills. It promotes a positive school climate by improving peer-to-peer and teacher-student relationships and by decreasing bullying, isolation and violence. In-school access to mental health care decreases stigma and eliminates financial and logistical barriers to families, and it provides an opportunity for early identification of mental health problems.³³

CWCKC currently provides individual counseling services to 10-15 students and 1-2 social and emotional learning groups at a given time. We are envisioning expanding our mental health program to meet a greater number of students and improve our ability to engage families in their children's mental health treatment. We will also work toward a partnership with a psychiatrist to provide consults and medication management on site, to streamline student's care and eliminate the above mentioned barriers. Expansion could also mean offering a variety of group services for students including psychosocial and therapeutic groups and expanded support services to parents and caregivers. Developing a comprehensive mental health program at CWCKC is essential for supporting the needs of our students.

Social Services

At the beginning of the 2020-2021 school year, we added an additional social worker to our staff who is exclusively devoted to meeting the needs of our families. This position has improved our ability to link families to resources both within our school and in the community, provide case management services for families who qualify under the McKinney-Vento law and provide other types of support, including parent workshops. We know that we cannot truly support our students without also supporting our families, and we are excited to develop this family-centered support.

We are excited about transforming the way we do discipline at CWCKC. We know that this is an area where we will be learning and growing continually, and we will prioritize regular professional development, opportunities for self-reflection, and engagement with our students' families to create a culture where every student feels safe, loved, and affirmed. This means being willing to challenge established discipline practices and recognize when we need to adapt and adjust to ensure that we are responding to our students in ways that meet their individual needs, respect their cultural identities, and promote the development of lifelong skills. We do this not in the service of "classroom management," but because we recognize that how our students experience our school culture will impact their lives long after they leave our building.

Building an anti-racist, inclusive school community

A commitment to DEI work is a central strand of CWCKC's DNA. It is impossible to ignore the history of how race has played out in Kansas City and the impact that racism has on our community. There is perhaps no institution that more acutely illustrates this condition than that of the public schools. As a public charter school, it is incumbent upon CWCKC not only to uphold our mission of building a diverse, equitable community that helps students build relationships across lines of difference, but to seek to uproot

³³ Hoover, 2019.

and rebuild the systems of inherent racism that exist in our community and that impact our school and students. In the CWCKC strategic plan, we define this work in priority 2, but in reality, this work is foundational in that it also weaves through priority one (academics), priority three (financial resources), and priority four (governance).

Over the next five years, CWCKC will continue the work already begun. This includes continued support of the SURJ-KC demands for racial justice in schools. These demands, which focus on ensuring schools are allocating resources and building systems that support equity, decrease exclusionary discipline, align curriculum decisions with a multi-cultural worldview, and make staffing and resource allocation decisions to support all of the above, were adopted by the CWCKC Board of Directors in June, 2020.

Additionally, the CWCKC staff led DEI Steering Committee is integrating additional areas of focus. These areas of focus for this school year include:

- working to ensure equitable educational access to learning materials and experiences in virtual instruction
- expanded engagement of parents and students in CWCKC's equity work
- support of continued development and implementation of a student focused approach to behavior intervention
- transparency and urgency in identifying and addressing differences in academic performance among student groupings at CWCKC
- ensuring CWCKC's professional culture attracts and retains diverse, talented teachers invested in building stronger DEI capacity at CWCKC.

Finally, over the next five years, CWCKC will continue to build and develop our professional teams as we seek to become anti-racist educators. These strategies include continual assessment of anti-racist skill development as a part of our teacher development and evaluation system, professional development training opportunities, such as around identifying inherent bias and understanding privilege and identity in the classroom, and creating and enhancing systems to provide feedback and ideas on future needs as the school's capacity and need grows.

A.8 Family, Community & Educator Involvement

Family Engagement & Partnership . . . Moving Beyond "Parent Involvement"

From the start, CWCKC has grown in close partnership with our community of parents and caregivers. In 2015 we wrote, ". . . we not only partner [with families] 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." At CWCKC we think about family engagement in the broadest sense, offering a variety of paths for parents and caregivers to meaningfully engage and partner in their child's education. In general, we use the term "family" rather than "parent", acknowledging that grandparents, foster parents, extended family members and others play active roles in children's lives. As we seek to renew our charter in 2020, we affirm the many roles families have played over the past five years, and we take this opportunity to articulate our plan to move beyond participation and engagement and toward impactful partnerships with our families.

Beginning with the formation of MCSI, families have been engaged in every aspect of launching our school, from coalition-building to establishing our founding Board of Directors, to recruiting families in Year 1. In Year 2, faculty and staff participated in SchoolSmartKC's Family Engagement Fellowship, which then guided our approach to family engagement, informed by best practices shared out in the fellowship.

We initially adopted the CWC Los Angeles model of Family Council as our family-led organization, which includes automatic membership, parent-led initiatives, and monthly meetings. These monthly meetings have rotated days to accommodate family schedules, and we have offered childcare and refreshments to increase participation. Parent-led initiatives have resulted in the creation of our campus Giving Grove, Monarch Butterfly Way Station, gardening beds, and playground improvements. Beyond Family Council involvement, CWCKC hosts regular social gatherings for families such as our weekly Friday Morning Sing assembly, Fall Carnival, our Friendship Dance, potlucks and more. We also focus on family events that draw parents and caregivers more directly into activities that support student learning, such as Let's Read, math nights, music performances and P.E. Night with Coach G.

Classroom Connectors is our "room parent" program that identifies two parents per classroom to support teachers in communicating with families, gathering supplies for class projects, and organizing class parties, as well as coordinating school-wide volunteer opportunities such as BackSnack packing and chaperoning field trips. We also have a weekly volunteer opportunity called Helping Hands, which is composed of a few CWC family members who help print copies and organize class supplies for teachers.

While we know that family engagement is a strength of ours and we consistently receive positive feedback from our school community, we also know where we have room to grow in building a more inclusive school culture for all families. As we look ahead to the next five years, we are simultaneously learning to navigate alongside our families during COVID. We have already learned many lessons over the past five years for what family engagement and partnership must look like in a school as culturally, racially, and socio-economically diverse as ours. The challenges brought on by COVID have only deepened our resolve to partner with our families and find ways to continue supporting student learning, growing and well-being in the midst of crisis. The pandemic has provided an opportunity to pause and re-evaluate our family engagement practices to ensure they are aligned with our new strategic plan, specifically our commitment to Diversity, Equity, and Inclusion, and moving toward family engagement informed by anti-racism.

For example, not only will we continue having family-led organizations at CWC, but we will also commit to ensuring that parent leadership at all levels is representative of our school's demographics. Not only will we measure family engagement through our annual family survey or at Student-Led Conferences, but we will also measure a more inclusive school culture by participation rates that reflect our school demographics. These goals are aligned with our strategic plan's focus on building a more inclusive school culture and overall family engagement rate.

As we look forward to the next five years, we continue to refine and enhance family engagement practices to strengthen family commitment and confidence in CWCKC as their educational home.

Community Involvement

Like our commitment to family engagement, community involvement has been central to who we are at CWCKC since our school's creation. CWCKC was founded in 2015 through a community-driven partnership between CWCS and MCSI that included extensive outreach with families, community organizations, neighborhood councils, and other stakeholders in Kansas City. Since opening in 2016, we have extended our commitment to community involvement to create a variety of intentional educational partnerships and family support partnerships. We seek partners who are mission aligned across the breadth of our diverse students and families, and who are a good fit within our program and logistics.

Our goal in creating educational or curriculum focused partnerships is to build a consistent experience that grows and varies for students as they move through our school. We look for mutual fits between our educational partners and CWCKC so that we can build strategic relationships that last over time. For example, our partnerships with Literacy Lab and Lead to Read have provided learning supports to our young readers over the last three years. We strengthen our curriculum and introduce students to experiences outside of our school building through partnerships like the Nelson-Atkins Museum of Art's 'Thinking Through Art' program and the Missouri Conservation Department's 'Discover Nature Schools'. We also extend learning to our community with partnerships like our neighborhood walking tour and bring the community in with partnerships like Kansas City Young Audiences' STEAM Residency. Over the first four years of our school, we have established vertical articulation and school-wide impact for our educational partnerships, and emphasize that those experiences are accessible to all of our students in line with our school's mission.

Our family support partnerships are also focused on mission alignment and meeting the diverse needs of all of our families. In identifying and building our family support partnerships, we continue to prioritize that they are accessible to all students and can continue year-to-year. For example, we partner with University of Missouri Kansas City's Lowry Dental program, KidSight, and Rockhurst University's audiology department to provide health screenings and follow up support that we cannot provide in-house. We partner with Harvesters Community Food Network to provide access to food at home through the BackSnack and Pop-Up Pantry programs. We are also intentional in engaging families in learning through partnerships like Literacy Kansas City's 'Let's Read' family reading program. Throughout these family support partnerships, we look for ways to coordinate our work with other organizations like Operation Breakthrough who also serve some of our CWCKC students and families.

Beyond specific programmatic partnerships, we have also built relationships with local organizations that will continue as we map our path ahead. We participate in the Broadway Westport Council meetings and Midtown KC Now convenings, are members of the Kansas City Chamber of Commerce, and host student interns from neighboring Cristo Rey High School. We are members of the Kansas City Pre-K Cooperative and

partner with United Inner City Services through our Pre-K program on their Metro Center campus.

We are grateful and proud of the educational partnerships and family support partnerships we have established over our first four years as a school. Our partners also return the investment in our school—whether it is through participating in panel feedback, sharing reviews about our school, or consistently participating in community nights to meet with families. We believe the letters of support included in our appendices reflect this community support. Looking ahead, we plan to maintain the valuable partnerships we have established and continue to identify additional good fits based on need and mission alignment.

Educator Involvement

Over the next five years, CWCKC will seek to become the employer of choice among talented educators in Kansas City. We'll accomplish this by continuing investment in creating a culture that attracts and retains quality teachers. To accomplish this, we are investing in strong leadership at grade levels and division levels through the creation of roles and teams within our staff. In addition to ongoing leadership roles, we look for opportunities for staff to be involved with priority projects as they arise. For example, last year we had very successful staff-led committees focusing on rethinking professional development, assessing benefits/salary, and considering changes to the professional schedule. In addition, staff have been a big part of our DEI work through the DEI steering committee which will have a crucial role in implementing our strategic plan across the next 5 years (see section B.4). We are also exploring creating an advisory/council of staff members to provide advice and feedback to the Executive Director and Head of School.

A.9 Budget, Financial Management, Insurance, & Intervention

Budget

CWCKC works diligently to ensure that the school's budget is aligned with the mission, staffing and operational needs of the school. CWCKC also partners with EdOps to manage and oversee the school's finance and data. As a dedicated charter school financial consulting company, EdOps provides support to over seventy schools across DC, Louisiana, Maryland, Michigan, Missouri, and Pennsylvania.

The Executive Director works in concert with the Head of School, Director of Operations, and the Board Finance Committee to create a fiscally responsible budget that balances the short-term operational and the long-term growth needs of the school. The Board Finance Committee meets monthly to review budget versus actuals by line item. School leadership and the Finance Committee work closely with EdOps not only to develop the budget, but also adjust throughout the year, project future revenues and ensure alignment.

CWCKC closed the FY20 fiscal year (our 4th year of operation) with a cash balance of over \$757,000. Based on FY21 budgeted expenses of just over \$6.8 million, this equates to an operating reserve of 11.1%, or 1.3 months.

As part of our approved SY21-25 Strategic Plan, the five-year financial forecast will drive our financial planning to balance growing the school's cash reserve with key investments in facilities, technology, and academic initiatives (see Appendix A). This forecast is based on revenues from growing enrollment as described in section A.4, with a 91% attendance rate and 56% of students eligible for free and reduced lunch. These assumptions are used for calculating the basic formula revenue, Title 1 revenue, Free & Reduced Lunch revenue, and Proposition C revenue.

The school also is working to create more budget stability through three cost savings plans designed to reduce expenses. These initiatives, outlined in strategic plan priority three, offer the school a way to demonstrate better stewardship of taxpayer revenue and, in each case, offer ways to reduce expenses while minimizing the impact of these reductions in classrooms.

The first area of expense management is to improve operational efficiency in the food services division with the goal of operating food service at a breakeven point by the end of the five year period. Over CWCKC's first few years, the school has consistently operated the food service program at a deficit. By implementing best practices to better identify FRL eligible students, better collect outstanding meal bills, and to create and update reporting around this goal, CWCKC can save significant revenue each year and establish strong financial practices to support future efficiency.

The second area of expense management calls for an evaluation of the school's current afterschool program and transportation strategy to ensure the investment aligns with family preferences and best return on investment. To accomplish this, CWCKC will work with external partners to survey existing and potential partners to assess relative value of transportation and aftercare. Additionally, CWCKC will assess practices of competitor schools relative to transportation and after school to identify other approaches. Once information is obtained, CWCKC, working with the Board and Parent advisory groups, will develop potential recommendations relevant to both transportation and after school care and present options and recommendations to the Board of Directors. The process, while potentially not leading to large scale changes, will ensure the investment of funds in both transportation and afterschool care.

The final area of expense management specifically outlined in the strategic plan calls for a top-to-bottom assessment of the CWCKC staffing model. The goal of this process would be to:

- clarify administrative and leadership staffing roles to ensure alignment with mission and strategic plan.
- assess staffing model against strategic plan to ensure clarity and efficiencies
- review, edit, and create job descriptions to align with strategic plan and impact goals
- Review compensation and benefits plan to ensure CWCKC is offering competitive compensation
- Update organizational chart and implement staffing changes identified as a result of this review process

This process should identify ways in which CWCKC can reduce staffing costs and ensure investment in high priority areas or areas identified as 'gaps' in the evaluation process. By planning now, CWCKC is also confident that we can utilize natural attrition and

revisioning of role responsibilities to ensure this process is executed with minimal impact on existing staff.

In addition to expense reduction, two major areas of revenue stabilization are also highlighted. As previously mentioned, CWCKC must achieve full enrollment every year of operation with the eventual goal of maintaining full enrollment +15% waiting lists by the end of this charter period at every grade level. This stable enrollment will dramatically improve CWCKC's fiscal outlook. Secondly, CWCKC must also continue to build and diversify its philanthropic support. While the school will continue to work with local, regional, and national funders to raise support for CWCKC initiatives, the school also has included goals to increase and improve small donor engagement with the school. As a final revenue enhancement goal, CWCKC will define, outline, and execute a small donor engagement program to raise additional funds for the school.

Financial Management

Working with the Executive Director and the Director of Operations, EdOps maintains a general ledger system, reconciles all balance sheet accounts, produces monthly financial statements, monitors cash needs and reserves, prepares payroll, monitors revenues and supports the school's Student Information System and state Core Data submissions. Additionally, EdOps prepares CWCKC's Annual Secretary of the Board Report and supports during the annual financial audit.

Through EdOps' support, CWCKC maintains an accounting system which meets all Generally Accepted Accounting Principles, which includes a general ledger, cash disbursement log, cash receipt log and petty cash log. CWCKC maintains compliance with state requirements and the Missouri Financial Accounting Manual. CWCKC uses Software Unlimited, Inc.'s School Accounting System, which has been customized to meet Missouri reporting requirements.

The school operates on a cash accounting system and submits financial data to DESE in this manner using the Software Unlimited software and format, with accurate coding and explanations. In addition to the general ledger, Software Unlimited supports all payroll records. All Accounts Payable invoices and information is routed through Anybill, an online provider of invoice management and payment processing.

CWCKC hires an independent auditing firm to conduct the annual audit at the end of each fiscal year and to date, all audits have resulted in unqualified opinions with no major findings or recommendations. All annual audits are publicly posted, consistent with reporting requirements.

CWCKC currently utilizes Lumen Touch as the school's Student Information System. Lumen tracks student demographics, family contact information, daily attendance and all meal counts. In accordance with Board policies, an accurate accounting of student enrollment, student demographics, student sub-populations (including Special Education, Limited English Proficiency, and Homeless), student attendance, and student food service records are kept in accordance with state law and DESE regulations.

Insurance

In September 2020, CWCKC partnered with Gallagher as the school's insurance broker as part of the Missouri Charter Public School Association's "Missouri Charter School Insurance Program." This group insurance program is designed to provide all participating MCPSA members with lower property, liability, and workers' compensation insurance rates with increased coverage.

A summary of coverages shown in the table below, with deductibles, additional coverages and exclusions detailed in Appendix L.

Coverage	Carrier	Premium
Property	StarNet	\$10,106
Crime	StarNet	\$524
General Liability	StarNet	\$4,025
Umbrella	StarNet	\$2,002
Earthquake	Lloyd's London, et al	\$4,000
Cyber & Privacy Liability	BCS	\$2,313
Accidental Death & Dismemberment	Starr Indemnity	\$376
Worker's Compensation	Employers Assurance (new renewal and carrier 12/2020)	\$10,485
Educators Legal Liability, including Directors & Officers	XL Catlin (new renewal and carrier 12/2020)	\$4,148

A.10 Management & Operation

CWCKC is a single Local Education Agency (LEA) with a Board of Directors that governs the school. The CWCKC Executive Director is responsible for the overall operations and outcomes of the LEA. In a change from our original charter application, the Executive Director is now managed by the Board of Directors. The Board formally evaluates the Executive Director on an annual basis using the rubrics and evaluation format provided by the Missouri Model Evaluation System and the process is outlined in the following section regarding Board Governance.

In the fall of 2019, CWCKC created a Head of School position to establish a singular point of accountability for the school's academic performance and operation. The Head of School serves to oversee all academic aspects of CWCKC and works closely with the Executive Director to ensure the school's academic progress is aligned to expectations. Additionally, the Head of School serves as the direct supervisor to all senior academic leadership, including the Dean of Primary School, the Dean of Middle School, and the Director of Special Education.

Below is a description of the Executive Director organizational leadership responsibilities:

- Serve as the singular executive leader of CWCKC.
- Accountable for all aspects of the school's performance
- Serves as the connection between the Board of Directors and the school's mission
- Serves as the lead staff decision maker on day-to-day decision and larger strategic objectives
- Provides direct supervision to senior staff leadership, including the Head of School, Director of Operations, Director of Communications, Director of Family Engagement and Director of Student Support.
- Represents CWCKC to external stakeholders and funders.

Below is a description of the Head of School's educational leadership responsibilities:

- Own, as academic 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 CWCKC's mission;
- Facilitate the use of a wide array of assessments described in A.2 Assessment Plan/Suite, reflecting the educational philosophy of CWCKC 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 Summer Institute; and
- Report on activities, organizational development progress, and student achievement to the Board, our sponsor, CWC Schools, and other applicable state and federal reporting agencies.

The Executive Director and Head of School are joined by the following leadership positions to comprise CWCKC's Executive Team:

- Dean of Primary School
- Dean of Middle School
- Director of Operations
- Director of Student Support & School Culture
- Director of Special Education

A.11 Staffing & Human Resources

Organizational Structure

CWCKC's Executive Team members are responsible for the recruitment, hiring, supervision, and development of the broader faculty and staff; please reference Appendix M for a complete organizational chart.

Specific to the academic faculty, one distinctive aspect of the CWCKC instructional and staffing structure is our grade level loops, which allow a cohort of students to remain together with the same teacher for a two-year span. Looping caters to the needs of developing students, creates a strong, collaborative team among teachers, builds supportive teacher-student relationships and enhances the meaningful, action-based learning that occurs in the integrated projects that make up much of our curriculum. Looping, as well as other mixed-age opportunities support 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 has the support of a dedicated Teaching Associate. The Teaching Associate complies with the qualification requirements for Missouri 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. CWCKC implements the looping model from 1st Grade onwards.

Staff Growth & Recruitment

CWCKC's faculty and staff has grown significantly through the first charter term - from 21 full-time employees in Fall 2016 to over 65 full- and part-time employees in Fall 2020. Staff growth is strategic, in line with student growth, and balances instructional faculty with administrative support in order to meet the needs of all students.

When recruiting faculty, priority is placed on candidates who have experience with similar models of instruction, working in diverse communities, and a solid understanding of supporting the academic, social, and emotional development of young children. Additionally, CWCKC, in both current practice and in the recently adopted strategic plan, places high value in ensuring our staff reflects the diversity of our community in every part of the organization and Board.

Staff Retention

CWCKC seeks to retain teachers by providing or promoting the following:

- **Effective leadership:** We recognize the importance of providing strong and effective leadership. CWCKC is invested in the concept of internal leadership development as a way to retain talented staff members, develop leaders with the goal of building a deep, internal bench of talent for future leadership needs. This includes succession planning at all critical positions, including Executive Director, Head of School, and Director of Operations.
- **High quality and authentic professional development:** CWCKC provides teachers with ample opportunities for high-quality professional development. Teachers receive training prior to the start of each school year through the CWCKC Summer Institute. Teachers also have weekly common planning time to work with their grade-level colleagues. As noted previously, CWCKC is committed to a minimum of 18 full PD days during the contract year to support staff development.
- **Collaborative environment:** A collaborative learning community values the varied strengths of every member. We develop our teaching faculty into a

supportive community that values and extends their talent. They work together to plan units, solicit feedback on lessons, and share instructional techniques.

- Small class sizes and staffing support: CWCKC ensures small class sizes (24 students). In addition, teachers are supported by teaching associates (in Kindergarten) and instructional specialists (in other grades) to allow teachers to invest fully in each student.
- Professional work environment: CWCKC is building an environment that is professional and collegial. Central to this is creating and maintaining a culture that is inclusive of all individuals.
- Competitive compensation: All employees are compensated commensurate with their experience and job responsibilities, and receive competitive benefits, including a breadth of insurance and supplemental retirement plans.

CWCKC continues to learn and grow in this area of staff retention. For SY20-21, more than 90% of eligible staff chose to return to the school, an increase on prior years and evidence that the stated goal of making CWCKC the employer of choice for top class educators in Kansas City is resonating with current employees.

CWCKC is proactive in ensuring the satisfaction of our teachers and works to resolve issues prior to escalation. In addition, CWCKC conducts a teacher survey on an annual basis to provide teachers with an opportunity to anonymously indicate their satisfaction with and feedback to the school. Leadership utilizes the results to make adjustments as necessary.

An additional area of focus is found in priority two, which identifies staff retention as a key part of the school's efforts. The strategies outlined in this section of the plan call for

- A top to bottom review of CWCKC policies and opportunity for staff to provide feedback on policies/benefits
- A robust policy review process to identify policy changes and improvements designed to ensure a better employee experience
- Intentional focus on feedback from teachers of color in an effort to incorporate the feedback into the final recommendations.
- A plan for regular review and updating of policies in the future as needed.

A.12 Governance

Overview of the Board

The CWCKC Board of Directors is a self-appointing, governing board responsible for setting policy, acting as fiduciaries for Missouri taxpayers and ensuring school leadership is accountable both in terms of education outcomes and finances. The Board is led by the Board Chair, elected by the Board. Board members have staggered terms. Upon initial creation of the Board in 2015, the six-member terms were staggered. Two individuals were appointed to three-year terms, two were appointed to two-year terms and two were appointed to single-year terms.

The CWCKC is working to evolve from a startup Board to a governing Board. As such, a significant portion of the strategic plan addresses priority objectives for the Board to achieve that end. These include a focus on:

- Seeking clarity and understanding with CWCS as to where new lines of support and accountability lie in relation to the new licensing and affiliation agreement.
- Building a strong succession plan for Board seats and, as importantly, Board and committee leadership. This includes a timeline containing transition planning and professional development with prospective leaders.
- Reviewing all Board Structures and making updates and improvements to Board by-laws, Board committees, and internal processes
- Creating equitable accountability for Board participation in the governance process
- Participate both separately and alongside CWCKC staff in governing CWCKC through an anti-racist lens. This includes support for Board development to strengthen ability to recognize bias, ensure equal opportunity, and create systems and accountability that ensure CWCKC is meeting the needs of all students and faculty.
- Explore potential solutions to CWCKC's plan for 9-12 education. This should include consideration of a planning committee to examine options, collection of best practices, and eventual designation of option(s) that ensure post-eighth grade opportunities for CWCKC students aligned with the schools mission and values.

Board Development

Board development is a key area of focus for CWCKC during this charter term. As a relatively new charter school, several Board Members from the inaugural class remain active in the governance of the school. As the school transitions from a founding Board into serving in a more traditional governance role, effective Board development is essential. The Board, over the next five years, must codify Board succession and ensure the Board has the depth and breadth of experience and perspective to move CWCKC forward in line with our strategic plan. This process begins with:

Recruitment and Onboarding: CWCKC continues to formalize Board Member identification, recruitment, and onboarding. The Diversity committee of the Board works closely with the Executive Director and Board Chair to assess Board needs and identify potential Board members. Prospective Board members are approached in the fall of each year. Each prospective member receives an overview of the school, a chance to meet with multiple Board members and the Executive Director, and an invitation to observe a Board meeting or two. Interested Board Members are assessed and invitations to join the Board are issued during the 3Q. New Board members are seated during the March meeting. This timing, while perhaps a bit unusual, allows Board Members to participate in assessing the goal setting process, finalizing the support agreement with CWCS, and the full budgeting process. In addition to this on-the-job training, the new Board members participate in a two-hour onboarding session which includes a detailed walk through of the schools bylaws, the articles of incorporation, history of the school and organizational structure, introduction to the charter performance contract and normalizing terms (ie WADA, etc). Additionally this session orients new Board members to the school's core values and operating norms to ensure alignment.

Structured professional development: Beginning in September 2020, the CWCKC Board is working with Kent Peterson, School Governance Consultant, SchoolSmartKC on

structured professional development, guided by the Board's quantitative self-assessment of growth areas and opportunities. We expect the Board, like all aspects of CWCKC, to grow and improve based on high standards for performance. This assessment is included as Appendix H. The Board expects to be transparent about its effectiveness in ensuring accountability for improved student outcomes, legal and fiscal compliance, productive stakeholder engagement and long-term sustainment of the school.

Specific improvement areas will be determined through thoughtful analysis. The Board expects to meet or exceed established standards for governance in four areas:

1. Board Basics - The Board addresses the fundamental organization and jobs of governing.
2. Compliance - The Board focuses on compliance with fiscal, legal and policy requirements and considerations.
3. Learning Culture - The Board is purposeful about a "growth mentality" for themselves and the School(s) environment.
4. Integrative Approach - The Board sees its work and policy-making responsibility in a context larger than the School(s).

Based on feedback from the self-assessment, the Board will structure and formalize professional development opportunities based on the categories above or in other areas as the need arises.

Meeting Process

The full Board meets monthly on the third Thursday of each month, unless otherwise scheduled to account for holidays or other schedule conflicts. If and when needed emergency or special Board meetings are scheduled, no less than 24 hours in advance to provide sufficient notice of meeting. The Board is currently and will continue to be organized by various standing committees such as:

- *Academic Excellence Committee* -- This group is responsible for meeting with the Executive Director and Head of School (or Academic Leader) to review academic performance and meets monthly.
- *Governance Committee* -- This group is responsible for aspects of governance, including managing the CWCS relationship and will be actively leading on reviewing any changes to CWCKCs bylaws. This group in partnership with the Diversity Committee to ensure all members participate in Board training to uphold best practices in governance and accountability. This group meets monthly.
- *Finance Committee* -- This group meets monthly and works with the Executive Director and the Director of Operations to ensure financial oversight including reviewing monthly financials, budgeting and also to managing the organization's audit.
- *Diversity Committee* -- This group drives accountability around all monitoring of DEI issues within the Board and the CWCKC school. They work directly with the Executive Director to implement monitoring systems to evaluate progress toward strategic plan goals. Additionally, this committee is responsible for engaging

potential Board Members and moving applications to the full Board when open positions occur.

- *Ad Hoc committees as needed* -- In addition to the standing committees, the Board reserves the right to create ad hoc committees created to govern around special projects (ie building planning, growth, etc).

Board Accountability

As CWCKC seeks to enter its second five-year charter, the Board's accountability framework is transitioning from the 'all-hands-on-deck' work of a founding Board to focusing on the long-term, sustainable governance of a mature, governing Board. The Board will work closely with the Executive Director to implement both the strategic plan and corresponding Impact Measures Dashboard. It is these goals, and the progress toward them, that guides the Board's work over this five year period.

Specifically, the Board will ensure accountability leveraging the following multi-faceted approach:

1. Monthly Board meetings
2. Budget, Organizational Structure & Priority Oversight
3. Providing Support and Supervision of the Executive Director
4. Oversight of the CWCS Agreement and Network Services

A map for this engagement for this work can be found in two documents included as Appendix B and C. Appendix B, the CWCKC Implementation Plan, highlights each priority, the measures associated with tracking progress, and the detailed work plan steps to achieve the goals in each priority area. In addition, the document also includes a timeline for achieving each initiative area over the next five years, allowing the Board to effectively and clearly state the tempo and cadence of progress toward these goals.

The second document designed to outline and support this work is Appendix C, the Impact Measures Dashboard. Again, this document will be used for measuring progress toward goals over the five years of this charter. The dashboard reflects each of the priority areas, the measurements associated with evaluating progress toward that priority area, historical performance, and the year-by-year stairstep goals necessary to achieve the five year goal.

Both of these documents will guide the Board as they provide governance support to the Executive Director and lead the organization over the next five years. For this five year period, establishing a clear and regular approach to governance is a critical component of the Board's continued development and improved performance.

Monthly, the Board will review the Executive Dashboard which will provide the Board actionable information pertaining to leading indicators and provide near real-time access to key data around enrollment, attendance, academic data, financial management, fundraising and school culture.

Annual Budget, Organizational Alignment & Priority Setting

A key role the Board holds in ensuring accountability is through approving the budget. Annually, the Finance Committee will present the school's budget to the Board. The Finance Committee and the Board will be responsible for ensuring that the school's strategic priorities are reflected in the budget -- ensuring that key priorities are being funded adequately. Additionally, the Board's approved budget will also help guide the goals of creating financial sustainability, maximizing where we invest, but balancing the

longer term needs to create strong cash reserves. The Board also will consider and approve large changes to the organizational chart.

Providing Support and Supervision of the Executive Director

An additional change relevant to the transition to governing Board lies in the relationship CWCKC has with CWCS. For the past five years, CWCS provided oversight of the Executive Director. Beginning with this new partnership agreement, supervision of the Executive Director will be the responsibility of the Board of Directors. CWCS remains a partner, but their engagement with the region will be as a resource and partner of the Executive Director rather than through direct engagement with the Board of Directors.

As the Board moves into the role of supervising and evaluating the Executive Director, the Board Vice President, as the Co-Chair of the Governance Committee will be responsible for overseeing the process of the Executive Director's annual review. The Governance Committee will meet at least twice annually to provide continuous feedback to the Executive Director, and will conduct no less than annually a quantitative 360 review of the Executive Director. This review will take into account qualitative and quantitative feedback from the Executive Director's direct reports, the Board, parents and staff, as well as community stakeholders. The Governance Committee will also facilitate the Executive Director's self-evaluation.

The designated board member responsible for the leader evaluation should formally meet with the Executive Director at least twice during the year, once for a mid-year check-in and once to conduct the formal review. In addition, the Executive Director should provide regular—at least quarterly—updates to the full board on their progress towards goals. The evaluation process includes six main steps:

1. Goal Setting
2. Regular Monitoring and Feedback
3. Data Gathering and Review
4. Executive Director Self Evaluation
5. Board Review Discussion
6. Performance Evaluation Delivery

A more detailed overview of the steps above is located in Appendix O: Executive Director Evaluation Process.

Executive Director EVALUATION TIMELINE

Aligning with the annual school year, the following timeline will be used to guide the Executive Director evaluation process:

April-June	<p>Goal Setting</p> <ul style="list-style-type: none">• Select designated board member• Finalize evaluation instrument.• Set goals• Board approves goals
July-May (of the following year)	<ul style="list-style-type: none">• Regular check-ins between board chair and Executive Director• Quarterly reports to board on progress towards goals• Formal midyear report
May-June	<ul style="list-style-type: none">• Designated board member oversees gathering of information from board members, parents, staff/faculty, stakeholders, etc.• Designated board member drafts evaluation report and shares it with full board at least 1 week prior to board meeting• Note that this is the most time-intensive part of the evaluation process, and the designated board member, and all board members, should plan ahead to invest the necessary time over these 4-6 weeks• Executive Director completes self-evaluation• Self-evaluation shared with full board• Board holds formal evaluation discussion in executive session
July	Board formally delivers evaluation to Executive Director

The following section (B) includes CWCKC's response to specific questions posed in the initial review process for our charter renewal.

B.1 Physical Plant Plans

In the strategic plan, we discuss several scenarios as possible ways to fund current and future facility needs. The underlying goal is to reduce the amount of money CWCKC spends on facilities, as our current expenditure is well above the normal level for our community.

CWCKC currently operates two campuses. Our Primary Campus is located at 3434 Broadway, Kansas City, MO. The 30,000 square foot building houses all primary grade classrooms (K-5). CWCKC leases the building from IFF and has an option to purchase the space starting in 2020. CWCKC's lease (without purchase) runs through the 2026 school year.

CWCKC is working with our partners at IFF to identify the right long-term financing of the Elementary School building. The current lease amount is well above average for the area, but there are options to purchase that could lower the annualized cost of the property should the Board make a decision to purchase.

The Middle school is currently leasing space at the Academie Lafayette Middle School campus. The lease arrangement runs through the end of the FY22 school year with the option to extend. CWCKC is launching planning work with KC-based Gould Evans to identify a permanent middle school home. The timeline on this project is to complete visioning and potential location scouting by the end of 2020. This work is funded through a grant from LISC.

A long-term facilities plan remains a priority for the school. It is included in Priority 3 of the strategic plan with a deeper dive on pages 53-56 of the document.

B.2 Financial Plans

The school's finances remain fluid. Year end financials from FY20 show a significant improvement, the strategic plan clearly identifies that the school's financial future must remain a point of focus of the Board of Directors.

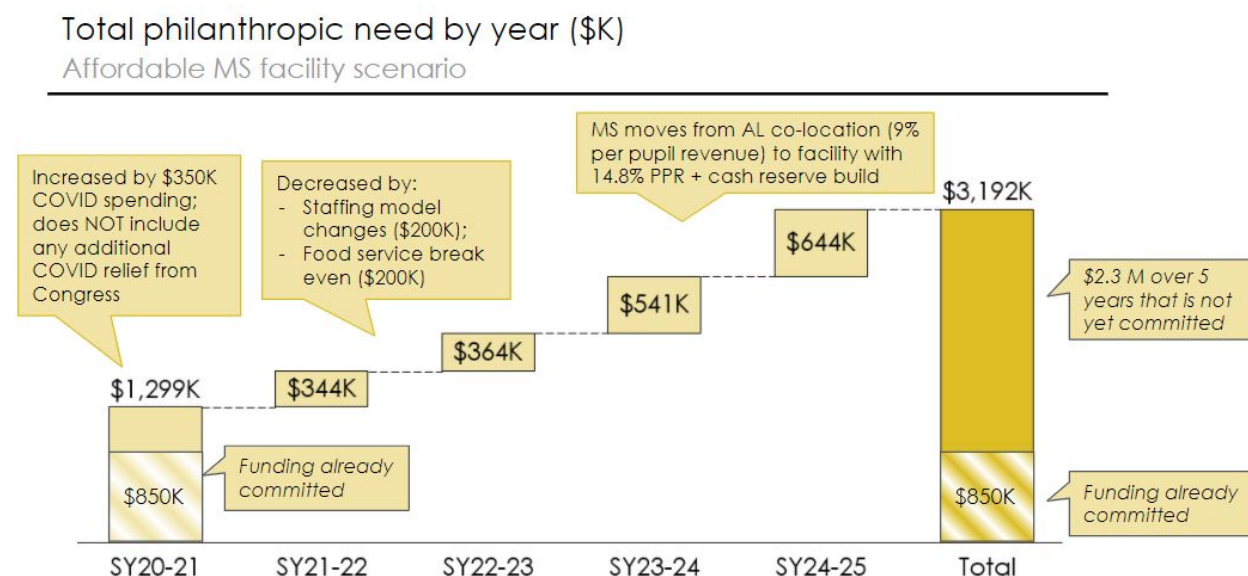
The first variable to consider is the status of state funding. Missouri per pupil funding has declined every year since CWCKC opened our doors. Additionally, the state has been experiencing funding shortfalls (funding cliff) that have left state payments short of what was owed to CWCKC. For the past and current year, KCPS has made CWCKC whole through an annually approved MOU. Additionally, there remains a gap between the per pupil expense in KCPS and the amount the charter schools receive (funding equity).

The second variable that will factor into the school's financial position is relative to concerns specific to the 21-22 school year. The first concern is that, as a growing school, CWCKC doesn't benefit from the ADA emergency rule protection passed by the Missouri Board of Education. The situation could create great variability in the ADA (and associated payment) CWCKC reports to the State of Missouri this year--especially when factoring in expected attendance and attrition variables related to the ongoing pandemic. The second concern is relative to the state's ongoing cash flow concerns and inability to fully fund the formula as passed by the Legislature. Both of these variables require short term, immediate attention and have the potential to dramatically impact the school's financial health over the next five years.

In addition to the two variables mentioned above, there are also strategic questions around spending for facilities (as outlined above) and a few variable enrollment strategies that might provide for additional opportunities to increase enrollment and revenue.

To project the school's financial progress over the next five years we start by assuming that state revenue stays fairly flat and that KCPS will continue to make up a portion of the 'funding gap'. As outlined below, assuming enrollment targets are achieved, CWCKC has a funding need of about \$3.2M over the next five years. Of that amount \$850,000 has already been committed, leaving a balance of \$2.3M in philanthropic

support necessary to achieve budgeted goals. This model also includes increased spending to support the school's response to COVID, to support investments in strategic plan priorities, and incorporating cost savings identified during the strategic planning process.



Additional positive revenue variance can be achieved through enhanced enrollment opportunities, achieving funding equity, and through creative facilities savings. This model, along with the scenarios outlined above, can be reviewed in the strategic plan pages 37-51. Additionally, given the importance of enrollment in establishing financial stability, CWCKC is also continuing to drive improvement in new student recruitment as outlined in section B.5.

B.3 Math Performance Plans

As identified in our strategic plan, we have important work to do in supporting our students to achieve the outcomes in math we know they can achieve, and in eliminating performance gaps in the academic achievement of Black students and economically disadvantaged students. CWCKC's overall Math proficiency rate (25%) on the MO MAP slightly exceeds KCPS Math performance (23%), significantly lags the MO state Math average (46%), and significantly lags a 70% proficiency goal established in CWCKC's 2015 charter. Compared to the 20 Kansas City charters, CWCKC's Math proficiency rate ranks in eighth place. Our strategic plan identifies a program goal to meet or exceed average MO MAP student proficiency for all students across the next 5 years of implementation. Doing so will help us achieve our Strategic Priority #1: Ensure a High Quality Academic Program for All Students.

In fall 2019, based on our internal discussions, reflection, and planning and with the input of the Board's Academic Excellence Committee, we identified three levers to focus on; we will continue our focus on these with additional clarity through our strategic plan's initiatives:

- 1) Improvements to the instructional program
- 2) Improvements in testing logistics and data-informed planning

Improvements to instructional program in Math

All of these are made possible by the enhanced staffing structure that provides closer support/supervision, more coaching, and specific instructional specialists in both Reading and Math at the elementary level. In math, we are focusing on fidelity to the Everyday Math program with direct support from the Division leader for all classrooms to implement the math scope and sequence provided and complete the assessments provided. Our Math Instructional Specialist will provide push-in support for both classroom instruction and lesson planning with an enhanced focus on basic facts reinforcement and use of Executive Director M games. We are prioritizing scheduling to support acceleration and leveling of Math instructional groups. Finally, we will keep brainstorming and implementing enhanced family engagement around math

Improvements to testing logistics and data usage

Along with improving our instruction, we will focus on ensuring that our assessment processes and procedures are refined and perfected and that data is meaningfully leveraged through better preparation, systems and structures.

First, we will examine which assessments are most aligned to our curriculum and to the MO state standards and MAP test in order to provide meaningful reflection on student growth and learning across the year. Second, we will engage in systematic training for our faculty and support teams in how to administer the test in order to maximize student comfort and confidence. Third, we will develop an internal data team to support data review, analysis, and implementation of strategies in a data-driven environment. This data team will follow the recommendations of the Academic Excellence Committee, will include Division Leaders, Instructional Specialists, and classroom teacher representatives from each grade level, and will work in partnership with our national partners at CWCS on data sets we share with them.

Conclusion and Commitment to Improvement

In our first year to administer the MO MAP to 47 3rd grade students, our scores demonstrate that we are part of the group of high performing public schools in the KC area. We are proud of our first effort and particularly proud of our students who have worked hard and grown academically – as well as socially and emotionally over their years with us. Our scores provide us a benchmark, or starting point, that points to the continued work we must do:

1. We must focus better serving our students of color
2. We must focus on better serving our students with learning differences
 - a. In particular, considering the strategies that proved highly effective in NWEA growth
3. We must focus on better serving our students of low economic status

We are not yet meeting our goals of serving our diverse community equitably and we must remain committed to addressing these specific needs

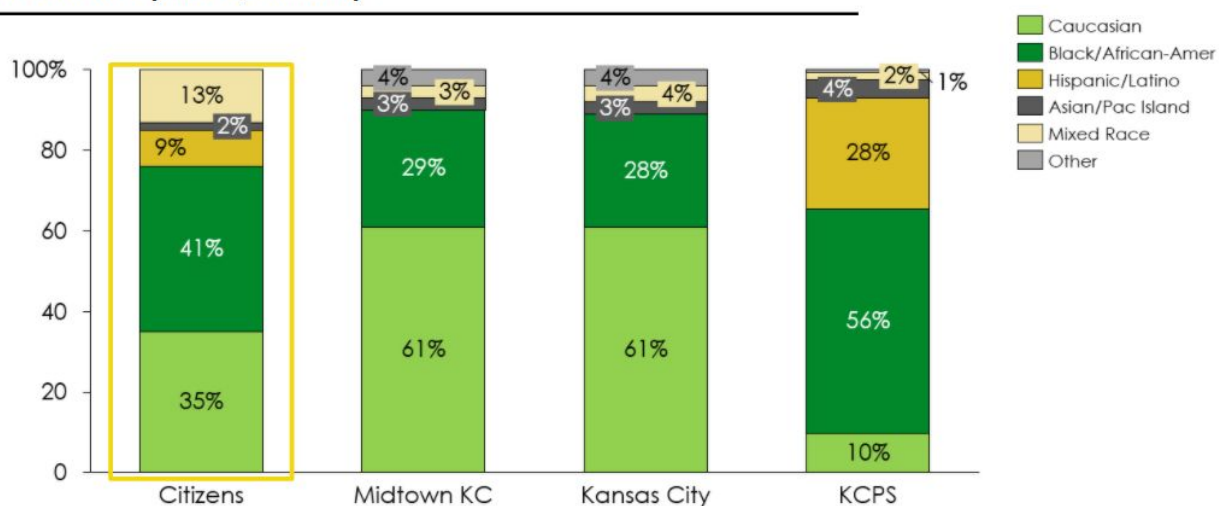
Academic achievement, as displayed through many means including the MO Map test, is one of three strands of our learning model. We also commit ourselves to continuing our work to support the Social Emotional Learning of our students, and to continuing our work to provide a community and learning experiences that support our

students' abilities to successfully navigate the complex and diverse world in which we live. As articulated in our strategic plan, we will work to identify measures that capture the full breadth of our program's impact.

B.4 'Diverse By Design' Plans

CWCKC achieved a reputation early in our operation as one of the most diverse schools in Kansas City. As evidenced by the charts below, the demographic makeup of CWCKC represents a school community that is similar, but not identical to the makeup of our surrounding community.

Enrollment by Race/Ethnicity¹



While the school reflects our community and represents the diverse community first envisioned in our initial charter, the last four years have also shown us how much work is to be done. As evidenced earlier, student performance at CWCKC creates performance gaps that demonstrate students of color are not achieving at the same level as their peers. Student discipline data tells a similar story, with black students accounting for nine out of ten disciplinary referrals. Our school must not only reflect Kansas City's diversity, but must do more to ensure that all families feel welcomed, and all students succeed. To accomplish this work, CWCKC has, as evidenced in previous sections, invested heavily in intervention capacity, more student support, and staff training on non-exclusionary discipline. However, the school is also committed to driving change throughout our broader CWCKC community.

CWCKC's DEI Steering Committee exists to ensure that issues of equity, inclusion, and diversity are discussed and addressed thoroughly and with diverse inputs. The committee, consisting of ten staff members from various organizational divisions. For the current school year, the committee is focused working with and through leadership to identify and decrease opportunity gaps, ensure educational equity during remote learning, expand engagement of students and parents of color, continue CWCKC's growth in implementing a student focused approach to behavior support, and ensure CWCKC's professional culture support teachers of color.

Of additional note is that CWCKC's strategic plan specifically calls out these initiatives as

critical steps in helping CWCKC establish an anti-racist school culture. By moving beyond diversity, equity, and inclusion toward a path that compels the school, our Board, and our staff to seek to correct systemic barriers within CWCKC, but also engage with and support community based efforts to deconstruct systemic racism in our community. A first step toward this work occurred over the summer when CWCKC's Board of Directors was one of the first schools in our community to adopt the Standing Up for Racial Justice-KC (SURJ-KC) demands for equity in education.

B.5 Enrollment Plans

In our first five years of operation, we faced a number of enrollment challenges based on an increasingly competitive charter school market and the fact that we did not offer all grade levels. We are addressing these challenges by improving our marketing, increasing our brand awareness and strengthening our community outreach. We also have true academic data that we can now use to position ourselves in front of prospective families, to show them that we are striving for academic excellence.

Moving into SY22, we will grow to 8th grade which will be our last grade level of growth. This will allow us to switch our focus from filling grade levels with new families to improved engagement and retention of existing families. We want to ensure that our students are staying with us from Pre-K to 8th grade. To achieve this goal, we will, and have used a number of different strategies.

Our partnership with SchoolAppKC has allowed us the opportunity to become accessible to all families across the Kansas City Metropolitan area. However, it has increased the level of competition as well. Using the SchoolAppKC system gives parents the opportunity to view all schools at one time. Although it is a great tool, we've had to supplement by using digital marketing to ensure that our school and brand stood out amongst the others. Digital marketing has allowed us to grow in recognition and aid in closing enrollment gaps. To ensure that we remain true to our goal of a diverse population, we will advertise in a variety of places that will reach people of all socioeconomic backgrounds such as public transit, bus shelters, radio stations, grocery stores and targeted social media ads. We also want to provide opportunities to authentically invite the community into our building to host events connected to our mission; such as job fairs for prospective parents, or equity and inclusion discussions. We've initiated such efforts already in our virtual setting by hosting weekly Parent Support Forums and a program we've created titled Citizens Connect. This program allows our students to hear local entrepreneurs and business owners tell their story of success. Not only is this good for our students, but it helps with spreading the word of CWCKC around the city.

CWCKC also plans to continue building and leveraging partnerships with community based organizations such as social service providers and government agencies who serve at-risk students and their families. We plan to do this by setting up more partnerships with nearby child development centers, after-school programs, churches and clinics to help build the awareness of our school and expand the list of offerings we are able to provide our students. We will also continue to leverage our current family relationships by allowing existing families to give school tours and be a part of our video and audio advertisements.

To make our enrollment process as easy as possible, we will work to streamline our paperwork requirements and ensure that all Senior staff members are knowledgeable of the process to assist families as needed. We will ensure that all of our documents are translated into multiple languages for accessibility. We will also provide a number of different ways that families can return their completed paperwork. Communications with prospective families will be consistent all the way until enrollment completion by continuing monthly texts/letters/calls to families over the Spring and Summer months as the start of the school year approaches to keep them informed about our school and any upcoming events.

In order to maintain retention, we have to have a pulse check on how our current families are feeling about the school. We want to know what our families are concerned about, excited about and what questions they might have. We will measure family satisfaction by collecting feedback via surveys on a regular basis to identify our strengths and weaknesses. We conduct our Annual Family Survey every winter, and we send smaller surveys to families at the start and end of each school year. Beyond surveys, we regularly gather input and feedback from current families in formal and informal settings including focus groups, Student Led Conferences, Family Council meetings, public comments at Board of Directors meetings, and more. All avenues of parent feedback are welcomed and help faculty and staff gain a deeper understanding of family experience, where we are excelling, and where we have room to grow and improve.

As we enter this next charter phase, we are acutely aware of the importance of achieving enrollment stability. As outlined in this section, we have an aggressive plan to build the brand necessary to achieve and maintain full enrollment.

Additional Requirements to upload to EpiCenter. (Jon lead on doc prep; Ryan upload)

- Enrollment for next Charter Term
- Three-year budget projections (FY20, FY21, and FY22 including assumptions)
- Performance Contract Goals for the next charter term (Jon)
- Dissemination of Best and Promising Practices (How has your school disseminated best and promising practices to other schools? This could include hosting other educators at your school, presenting at conferences, partnerships with other schools, or sharing resources and programs.)
- Contract with CWC National that includes the responsibilities of each party.

Appendices

- A. [Strategic Plan](#)
- B. [CWC KC Implementation Plan \(V.S\)](#)
- C. [CWC KC Impact Measures Dashboard \(V.S\)](#)
- D. Letters of support (Jon, Ryan, Andrew, Christle)
- E. [Sample Annual Review Document](#)
- F. [Rubric of Meets/Exceeds/Doesn't Meet Expectations](#)
- G. [CWCS Graduate Dispositions](#)
- H. [Board Assessment Document](#)
- I. [Sponsor Performance Contract](#)
- J. [DEI Steering Priorities and SURJ Goals](#)
- K. [Board Member Exec Committee Job Descriptions](#)
- L. Insurance Documents
- M. Organizational Chart
- N. Budget projections
- O. [Executive Director Evaluation System](#)