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I. Competitive Preference Priority 1 -- Supporting High-Need Students by Increasing Access to High-Quality Educational Choice

Scuola Vita Nuova is a neighborhood school serving a community with a high population of immigrants. The school serves one of the higher concentrations of English Learners in the State with 65% to 70% of students typically in their ELL program compared to 25% across all schools in Kansas City and 3.5% across all schools in the State of Missouri.

More importantly, the Scuola Vita Nuova has produced high quality academic outcomes for these students. As shown in Table 1, the proficiency on the state assessment is 17-18% greater than the comparable group of students in Kansas City and 7-8% greater than comparable students across the state. Table 3 shows nice increases in the proficiency of these students as their persistence with the school increases. The school has a retention rate for English learners of 86% which is comparable to their overall retention rate of 87% and significantly higher than the average retention rate of Kansas City charter schools.

Scuola Vita Nuova is clearly providing a high-quality education for English learners in Kansas City and has been and will continue to be a school of choice for such students.

II. Competitive Preference Priority 3—Single School Operators.

Scuola Vita Nuova operates a single charter school. Appendix G attached to this application is a list of the Charter Schools in Kansas City published by the Missouri State Department of Elementary and Secondary Education. The document shows that Scuola Vita Nuova operates a single building with an assigned building number of 6945.

Selection Criteria

Responses to the application requirements are provided in the context with the responses to the selection criteria.

III. Quality of the Eligible Applicant

Scuola Vita Nuova (SVN) is a Missouri charter Local Education Agency (LEA) sponsored by the University of Central Missouri (UCM) Office of Charter Schools, which sponsors nine charter LEAs in Kansas City, Missouri. The LEA operates a single charter school serving grades K-8. The scope of this project is to support the continued expansion of the school to double its capacity from 207 to 414 students.

The proficiency of students from Scuola Vita Nuova, Kansas City Public Schools (KCPS) and the overall State results on the Missouri state assessment are provided in Table 1. The difference in the percentage of students demonstrating proficiency between Scuola Vita Nuova, KCPS and overall state is also shown. Comparison to the KCPS is important because Missouri charter

school laws require that the comparison of charter LEA results to the traditional public school district serving the same geographic area be considered in charter renewal decisions.

The proficiency of Scuola Vita Nuova students clearly demonstrate that it is a high-quality charter school. The percent of their students proficient in English Language Arts is only 6% lower than the overall state averages for all students while Scuola Vita Nuova serves a student population where 64% of students are English learners. The proficiency of the subgroups of educationally disadvantaged students in English Language Arts all exceed overall state averages for those subgroups with the differences ranging from 6% to 9%. The proficiency of Scuola Vita Nuova students in English Language Arts is dramatically better than the Kansas City school district with the differences ranging from 17% to 25% across the various groups of students.

Table 1. Percent of Students Proficient on State Assessments

School	Category	ELA	Difference	Math	Difference
Scuola Vita Nuova	All Students	55%		43%	
KCPS		35%	-20%	22%	-21%
State of Missouri		61%	+6%	47%	+4%
Scuola Vita Nuova	Students with Free-Reduced Price Lunch	55%		42%	
KCPS		35%	-20%	22%	-20%
State of Missouri		49%	-6%	34%	-8%
Scuola Vita Nuova	Students of Color	54%		40%	
KCPS		33%	-21%	20%	-20%
State of Missouri		47%	-7%	33%	-7%

School	Category	ELA	Difference	Math	Difference
Scuola Vita Nuova	English	49%		40%	
KCPS	Language Learners	32%	-17%	22%	-18%
State of Missouri		42%	-7%	32%	-8%
Scuola Vita Nuova	Students with Disabilities	38%		25%	
KCPS		13%	-25%	8%	-17%
State of Missouri		29%	-9%	18%	-7%

The proficiency of all Scuola Vita Nuova students in math is modestly below the overall state average by 4%, but exceeds the rate of the Kansas City Public Schools by 21%. The proficiency of their educationally disadvantaged students exceeds averages across the state by 7% to 8% and the averages of the Kansas City District by 17% to 20% across the various subgroups.

Another informative analysis is to compare Scuola Vita Nuova performance on state assessments to the other charter districts serving students within the geographic boundaries of Kansas City Public Schools. The MAP Performance Index (MPI) is a measure derived from student achievement levels on the assessment that the State of Missouri uses for their accountability system. Table 2 shows the average MPI in English Language Arts and math for the past three years for these districts. Scuola Vita Nuova is ranked fifth out of the nineteen charter districts serving Kansas City. It is just below the average for the state overall, while serving a dramatically higher population of educationally disadvantaged students, and significantly above the KCPS. Scuola Vita Nuova is clearly providing a high-quality alternative for Kansas City students and families, particularly the population of English Learners.

Scuola Vita Nuova also administers the STAR Diagnostic assessment to measure student achievement and growth and to monitor school effectiveness. The average fall-to-fall growth on this assessment in both reading and math is also above average.

The clearest evidence of the effectiveness of Scuola Vita Nuova is seen by disaggregating proficiency rates on state assessments by the number of years which a student has been enrolled in the district. Figure 1 below shows significant increases in proficiency as students' years enrolled in the district increases. It clearly demonstrates the effectiveness of instruction provided by the school.

Figure 1. Student Proficiency vs. Years Enrolled

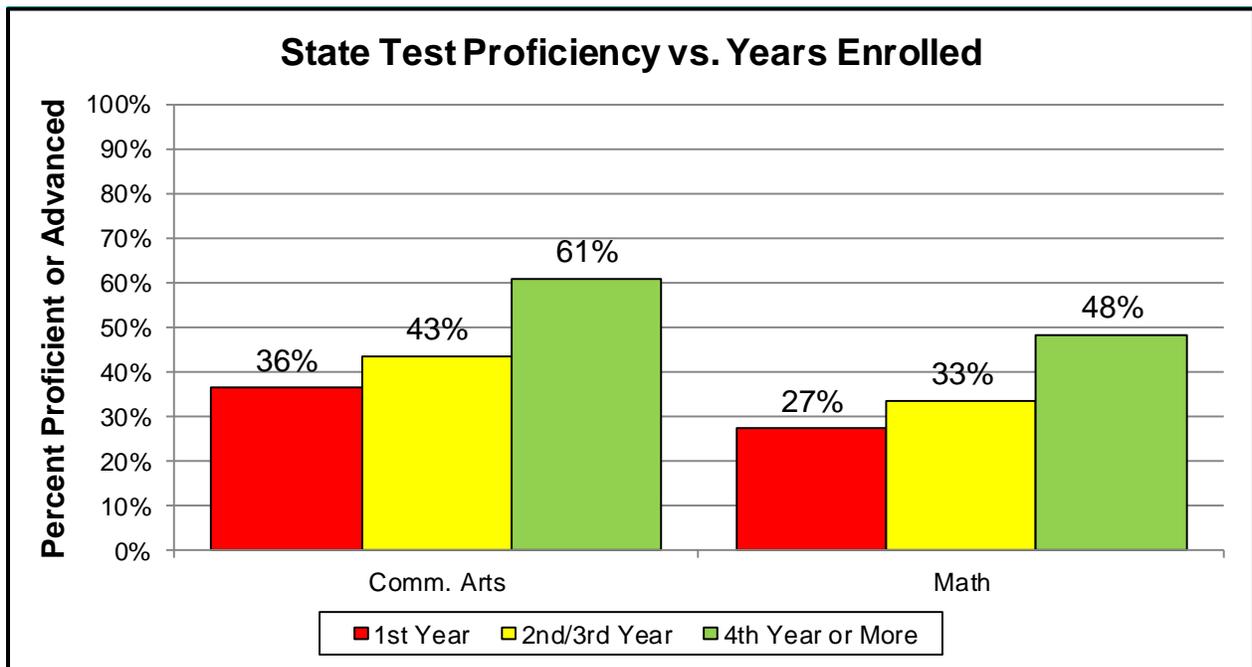


Table 2. Average 2015-2017 MAP Performance Index for Districts Serving Kansas City

District	Grades	2015-17
Academie Lafayette	K-8	405
Kauffman	5-10	359
University Academy	K-12	352
Crossroads	K-8	339
State of Missouri	K-12	335
Scuola Vita Nuova	K-8	328
Gordon Parks	K-4	323
Allen Village	K-12	309
Hope Leadership	K-4	290
Frontier	K-12	289
KIPP Endeavor	K-8	277
Tolbert	K-8	272
Brookside	K-8	267
Guadalupe Centers	K-12	263
KCPS	K-12	254
Pathway	K-5	247
Hogan Prep	K-12	228
Banneker	K-8	218
Genesis	K-8	212
Kansas City International	K-8	179

A comparable analysis of student proficiency vs. years enrolled in the district is provided for students in the free-reduced lunch, students of color and English language learner subgroups in the Table 3. The improvement in proficiency with increased years enrolled in the district for these subgroups of students is also pronounced and comparable to the improvement shown for all students in the above chart. This analysis wasn't completed for Students with Disabilities, because there wasn't a statistically sufficient number of students in these subgroups when further disaggregated by years enrolled.

Table 3. Percent of Students Proficient on State Assessments vs. Years Enrolled

Category	Years Enrolled	ELA	Difference	Math	Difference
Students with Free-Reduced Price Lunch	First Year	38%		25%	
	Second or Third Year	45%	+7%	34%	+9%
	Fourth Year or More	60%	+22%	41%	+16%
Students of Color	First Year	28%		17%	
	Second or Third Year	43%	+15%	32%	+15%
	Fourth Year or More	59%	+31%	42%	+25%
English Language Learners	First Year	38%		25%	
	Second or Third Year	40%	+2%	31%	+6%
	Fourth Year or More	45%	+7%	31%	+6%

Given the increase in student achievement with more years of enrollment, year over year retention of students is an important consideration. Missouri does not collect student retention data from districts; however, the UCM Office of Charter Schools tracks this measure for the nine charter districts they sponsor. Scuola Vita Nuova reenrolls 87% of its students for the following school year, while that average across the network of UCM-sponsored charter districts is 80%. The significantly higher retention rate is an indication of parental satisfaction with the quality of education provided by this LEA.

Missouri uses a proportional attendance rate for their accountability system, which is defined as the percentage of students with average daily attendance exceeding 90%. A comparison of the proportional attendance rate for Scuola Vita Nuova Kansas City Public Schools and to the overall state are provided in Table 4. Data for students with disabilities is not provided, because of a statistically insignificant sample size for Scuola Vita Nuova. Student attendance at Scuola Vita Nuova is higher than the overall state and KCPS for all groups of students.

Table 4. Proportional Attendance Rates

School	Category	Proportional Attendance	Difference
Scuola Vita Nuova	All Students	92.8%	
KCPS		79.1%	-13.7%
State of Missouri		87.9%	-4.9%
Scuola Vita Nuova	Students with	92.5%	
KCPS	Free-Reduced	79.1%	-13.4%
State of Missouri	Price Lunch	84.9%	-7.6%

School	Category	Proportional Attendance	Difference
Scuola Vita Nuova	Students of	93.8%	
KCPS	Color	78.3%	-15.5%
State of Missouri		82.4%	-11.4%
Scuola Vita Nuova	English	93.6%	
KCPS	Language	89.2%	-4.4%
State of Missouri	Learners	88.3%	-5.3%

The charter governance system in Missouri systemically promotes high quality charter schools. The Revised Statutes of the State of Missouri exempt the school from significant State laws that inhibit the flexible operation and management of public schools. As previously mentioned, the University of Central Missouri Office of Charter Schools sponsors Scuola Vita Nuova. That office conducts a comprehensive annual review of charter school operations and performance. The review is conducted in several phases that span the school year. Results are measured against the targets established for the charter school in their accountability plan that is part of their charter contract.

Missouri State charter law promotes outcomes from charter schools that are positively differentiated from the traditional public school district serving the same community. For example, whether charter school performance on the state assessment and in the state accountability system exceeds that of the traditional public school system in three of the past four years must be considered when making charter renewal decisions. Missouri State charter

law has provisions for the charter sponsor to place charter schools on probation or revoke charters. Indeed, the University of Central Missouri has closed or not renewed charters for 38% of the charter districts that it has sponsored over the twenty years of charter school operation in the state.

No charter schools operated by Scuola Vita Nuova have been closed; have had a charter revoked due to noncompliance with statutory or regulatory requirements; have had any significant issues in the area of financial or operational management; have experienced significant problems with statutory or regulatory compliance that could lead to revocation of the school's charter; nor have had any significant issues with respect to student safety within the last three years. A letter from the Director of the UCM Charter School Office attesting to the statements made in this paragraph is appended to this proposal.

SchoolSmartKC is a not-for-profit organization in Kansas City with a mission to help provide 20,000 quality seats in schools within the next decade. The organization is well-funded with \$50 million in seed funding from three major philanthropic foundations. SchoolSmartKC proactively identified Scuola Vita Nuova and is providing some financial support for the school's expansion aligned with the design of this project. This organization's support is a strong testament to the merit of funding the expansion of Scuola Vita Nuova.

IV. Contribution in Assisting Educationally Disadvantaged Students

Scuola Vita Nuova has established an enrollment preference for students living within a two mile radius from the school. Consequently, the demographics of students enrolled in the school are reflective of the community it serves. The school uses a non-weighted lottery for admissions. Missouri law only allows enrollment preference for siblings of current students, children of employees, or for a geographically defined area that does not result in racially or socioeconomically isolated schools.

The percentage of school students in various categories defined as being educationally disadvantaged is compared to the comparable percentages of students in the Kansas City Public School District and within the portfolio of charter districts sponsored by the UCM in Table 5.

Table 5. Percentages of Educationally Disadvantaged Students Enrolled

District	Free/Reduced-Price Lunch	Students of Color	English Learners	Students with Disabilities
Scuola Vita Nuova	81.8%	92.9%	65.8%	4.7%
UCM Charters	77.7% - CEP	81.2%	27.0%	9.2%
KCPS	CEP	91.2%	24.8%	12.6%
State of Missouri	51.2%	28.3%	3.5%	13.1%

The UCM-sponsored charter districts represent approximately half of the charter school enrollment in Kansas City. The free or reduced-price lunch data for low income students in

KCPS and across the portfolio of UCM-sponsored LEAs is overstated. Five of the nine UCM-sponsored LEAs and KCPS use the Community Eligibility Provision for the federal lunch program and consequently report 100% of their students as being low income to the state. Public data on migrant, neglected or delinquent and homeless students for Missouri districts is not available and consequently is not included in the table.

Scuola Vita Nuova enrolls low income students and students of color at rates that are comparable to those of surrounding schools and identifies students with disabilities at a lower rate than those schools. The school enrolls English Learners at a dramatically higher rate than surrounding schools.

The percentage of Scuola Vita Nuova educationally disadvantaged students who reenrolled in the district this school year is shown in Table 6. The state of Missouri does not collect nor report student retention data, so no comparative data for other districts is available. The retention rates of educationally disadvantaged student by Scuola Vita Nuova are comparable to or better than the overall retention rate for the school of 87%. Data for students with disabilities is not provided, because of a statistically insignificant sample size for Scuola Vita Nuova.

Table 6. Percentages of Educationally Disadvantaged Students Retained

District	Free/Reduced-Price Lunch	Students of Color	English Learners
Scuola Vita Nuova	90%	88%	86%

Scuola Vita Nuova identifies students with disabilities and develops and complies with Individual Education Plans for such students. The school serves these students with both internal and contracted resources to meet their individual needs.

The academic outcomes for educationally disadvantaged students at Scuola Vita Nuova were presented in the previous section and are exceptional. The proficiency of their low income students, students of color and English learners are close to the proficiency of all students in the school. The proficiency for the school trails the state by only 6% in English Language Arts and 4% in math while serving a student population with significantly more educationally disadvantaged students. The proficiency of school students in educationally disadvantage subgroups exceeds that for those subgroups across the state by 6% to 9%. It exceeds the proficiency for those groups of students in Kansas City Public Schools by 17% to 25%.

Scuola Vita Nuova is very close to demonstrating that the achievement gap can be eliminated. Table 7 shows how close the proficiency for groups of educationally disadvantaged students is to the proficiency of ALL students in the state. Scuola Vita Nuova has eliminated approximately half the achievement gap between low income students, English learners and students of color and all students in Missouri compared to the gap between those groups of educationally disadvantaged and all students throughout the state.

Table 7. Percent of Students Proficient on State Assessments

School	Category	ELA	Gap	Math	Gap
State of Missouri	All Students	61%		47%	
Scuola Vita Nuova	Students with	55%	-6%	42%	-5%
State of Missouri	Free-Reduced Price Lunch	49%	-12%	34%	-13%
Scuola Vita Nuova	Students of	54%	-7%	40%	-7%
State of Missouri	Color	47%	-14%	33%	-14%
Scuola Vita Nuova	English	49%	-12%	40%	-7%
State of Missouri	Language Learners	42%	-19%	32%	-15%
Scuola Vita Nuova	Students with	38%	-23%	25%	-22%
State of Missouri	Disabilities	29%	-32%	18%	-29%

V. Project Design

A. Identified Needs and Project Components

Input for the expansion of Scuola Vita Nuova was solicited from parents at regular quarterly parent meetings. Parents supported expansion of the school's capacity to meet increased demand for enrollment, while maintain the small community culture of the school. The school's waiting list had 80 children on it compared to a total capacity of 207 students when the board decided to relocate and expand the school.

Community efforts to improve the quality of the educational system in Kansas City have been ongoing for the twenty years that charter schools have been in existence in the state of Missouri. The community has put a significant focus on improving schools as a key component of a multi-billion dollar project to revitalize the urban core. The philanthropic community in Kansas City has strongly supported K-12 education in the city. SchoolSmartKC is a relatively new not-for-profit organization with initial funding of \$50 million from three major foundations. One goal of that organization is to create 20,000 more quality K-12 seats in Kansas City within the next decade. SchoolSmartKC identified Scuola Vita Nuova as one of the districts in Kansas City providing quality seats and provided a \$612,000 grant to support the initial phase of the school's expansion.

The school was relocated to its current location to support both the doubling of school capacity and to provide larger classroom spaces compared to its former building. The current location is very close to the original building, which was supported by the parents because Scuola Vita Nuova is largely a neighborhood school with enrollment preference for students living within two miles of the school. Scuola Vita Nuova also solicits input from parents on the various programs implemented in the school.

The scope of this project is to complete the expansion of Scuola Vita Nuova by doubling the number of K-8 students served in each K-8 grade level, increasing the school's capacity from 207 to 414 in seven years beginning in 2017-18. The school is being very intentional in this expansion, increasing the capacity sequentially of one grade level each year to help ensure that

the high quality student outcomes it has achieved will be maintained. Specifically, this project will support the expansion of the fifth through eighth grades over the 2020/21 through 2023/24 school years. The first eighteen months of this project will be a planning period for that expansion.

There are four broad components of this project:

- 1) Provisioning the school for the increased capacity
- 2) Providing professional development for the staff to support the expansion
- 3) Supporting increased constructivist instruction and authentic learning
- 4) Increasing family engagement

A logic model relating these components to the project objectives is provided in Figure 2. Details on the funded activities that comprise these components of the project are provided in the following paragraphs.

Figure 2. Project Logic Model

Project Component	Theoretical and Operational Relationships	Objective
Provisioning the school for the increased capacity	Operationally, the school must have the physical assets to support more students.	Meet the project enrollment goals

Project Component	Theoretical and Operational Relationships	Objective
Providing professional development for the staff	Hattie found that professional development of teachers has a significant impact on student achievement ranking 19 th in terms of its effect on achievement out of 138 interventions that were analyzed.	Match the proficiency on state exams for all students in the state while serving a significantly more educationally disadvantaged population of students
Supporting increased constructivist instruction	Hattie found that problem based learning has a significant impact on student achievement ranking 20 th in terms of its effect on achievement out of 138 interventions that were analyzed.	Match the proficiency on state exams for all students in the state while serving a significantly more educationally disadvantaged population of students
Increasing family engagement	Hattie found that the home environment and parental involvement have significant impacts on student achievement with these ranking 31 st and 45 th respectively in terms of their effect on achievement out of 138 interventions that were analyzed.	Match the proficiency on state exams for all students in the state while serving a significantly more educationally disadvantaged population of students

Equipment and supplies necessary to support the addition of one section of students are planned for project years two through five. This will support the addition of a section of 5th through 8th grade classes over the 2020/21 through 2023/24 school years. The equipment and supplies to be procured include lunchroom tables, classroom furniture, classroom instructional materials and libraries, large screen monitors for classroom instruction, student computers, and student supplies. These equipment and supplies are consistent with the design of the current school and simply support the expansion of that design.

Professional development for the staff supports both the development of new staff in programs that are currently implemented in the school and support for some new initiatives. The programs currently implemented that professional development for new staff will be provided in are the Kegan Constructive Development Framework, Behavior Intervention Support Team (BIST) and Pathways. New areas that professional development will be provided for include *The Leader in Me*, content area courses and supporting English as a Second Language (ESL) endorsements for content area teachers.

The Leader in Me is Franklin Covey's whole school transformation process. It teaches 21st century leadership and life skills to students and creates a culture of student empowerment based on the idea that every child can be a leader. This program is being implemented across the school. This program, along with the BIST program currently in place, will provide support for students, promote retention and help reduce the overuse of discipline practices that remove students from the classroom.

Instruction for 5th grade students is being changed from a model where the classroom teacher provides instruction in all content areas to one where teachers specialize in instruction in one core content area and students rotate between teachers for instruction. More professional development in core content areas is being planned to support this change.

Over 65% of Scuola Vita Nuova's students are English Language Learners. The school has multiple specialists with ESL endorsements. This project plans for professional development and ESL certification for core content area teachers. The educational outcomes for the school's English learners have been exceptional. This planned activity should help build on those results and continue to close the achievement gap for those students.

Increasing the school capacity allows fixed investments to benefit more students. This project includes such investments to support constructivist instruction and authentic learning. Activities include renovating a space and purchasing equipment and supplies to make a science lab, procuring 3D printers for a collaboration area, and the purchase and installation of a kiln to support art instruction.

As noted in our logic model, family engagement has a significant impact on student achievement. Our project supports adding a School/Home Coordinator to the staff whose role is to reach out to all students and families, identifying needs and facilitating connections in an effort to address the academic, social, emotional and physical needs of our students. Scuola Vita Nuova strives to help our students reach their full potential. This comes with the realization that

our team must have an awareness, sensitivity, and a desire to support our families to help make this possible.

Scuola Vita Nuova meets quarterly with parents to share information on the school and solicit their input. The planned engagement of parents will increase under this project with comprehensive training in *The Leader In Me* being provided to the parents to help support the implementation of that program in the school.

Scuola Vita Nuova does not need nor request any waivers of Federal statutory or regulatory requirements to implement the project proposed herein. We have not planned for student transportation in this project. Being a neighborhood school with the majority of students living within two miles, Scuola Vita Nuova does not provide transportation for students while maintaining average daily attendance between 95% and 96%.

Our project includes planning for resources to support its on time and within budget implementation. A Dean of Students and two core content teachers for the 5th and 6th grades will be hired during the planning period in advance of the increase in enrollment in their grade levels. The Dean of Students will help manage many aspects of this project. The core content teachers will have limited teaching responsibilities, will be supported with extensive professional development and will have be able to acclimate themselves with the school's culture.

Our project includes procuring some external support for grant management activities such as annual reporting from an organization with experience executing Department of Education

grants. We have planned for our Project Director and one additional employee to attend the annual program meeting. We expect those meetings to help ensure that we execute our project with fidelity and to learn from experts in the field supporting the program and from the experiences of our cohort of grantees. Finally, our project provides for an external evaluation of the program. We believe it is important to receive critical feedback from a party without any organizational biases.

B. Project Goals, Objectives and Performance Measures

The objectives of this project are concise and specific. As documented in the logic model, they are to complete the expansion of the school to double the capacity of the school while maintaining the high-quality outcomes for the students. In addition to expanding the programs currently implemented in the school, the project supports a limited number of new initiatives described in the previous section. The objective of these initiatives is to improve student performance on the state assessments, such that the proficiency of the school on state exams matches that for all students in the state while serving a significantly more educationally disadvantaged population. Effectively, Scuola Vita Nuova's goal is to largely eliminate the achievement gap for its students. The GPRA Performance Measures and Project Goals for this project are listed in Table 8, along with baseline data from the 2016/17 school year and targets for each project year.

Table 8. Project Performance Measures and Targets

Performance Measure	Measure Type	Baseline	Targets/Project Year				
			1	2	3	4	5
Number of charter schools in operation around the Nation	GPRA	+0	+0	+0	+0	+0	+0
Percent of 4 th grade students proficient or better in language arts on state assessment	GPRA	52%	54%	57%	59%	62%	64%
Percent of 8 th grade students proficient or better in language arts on state assessment	GPRA	65%	65%	65%	65%	65%	65%
Percent of 4 th grade students proficient or better in math on state assessment	GPRA	17%	25%	32%	39%	46%	53%
Percent of 8 th grade students proficient or better in math on state assessment	GPRA	36%	37%	37%	38%	38%	39%
Federal cost per student	GPRA	N/A	827	1946	2514	2985	3397
Enrollment	Project	253	276	299	322	345	368
Percent of school students proficient or better in language arts on state assessment compared to state average	Project	-6%	-4%	-3%	-2%	-1%	0%
Percent of school students proficient or better in math on state assessment compared to state average	Project	-4%	-3%	-2%	-1%	0%	0%

This project is limited to the expansion of an existing charter school so it does not have a goal associated with increasing the number of charter schools in operation around the nation for that GPRA Performance Measure. The goals for the GPRA performance measures associated with the proficiency of 4th and 8th grade students on state assessments are to modestly increase the percentage of students scoring proficient or better on those assessments to the proficiency levels for all students in the state over the course of the project.

The targets for the project goal for enrollment are to completely fill the planned expansion of school capacity by one section of 23 students each project year. The targets for the GPRA performance measure of federal cost per student are the planned cumulative federal fund expenditures for this project divided by the enrollment target for the year.

The targets for the project goals for the proficiency of all school students on the state assessments are defined by the difference between the proficiency of all students across the state and the proficiency of Scuola Vita Nuova. This method was used to establish these targets, because the State of Missouri is changing their assessments this year to align with recently adopted new state standards. Different score scales and cut points associated with proficiency will be established for these new tests. Consequently, using a measure of comparison to performance across the state is more appropriate in that the percentages of students demonstrating proficiency across the state could change significantly with the new assessments.

Scuola Vita Nuova has provided reliable, valid and meaningful performance data for multiple projects. Scuola Vita Nuova contracts with Informed Improvement LLC for assessment data

analytics services. Samples of the data analytics services that the school has can be seen at www.informedimprovement.com.

The district maintains a comprehensive database of both State and other standardized assessments. The database contains student demographic data including free/reduced-price lunch, students with disabilities, English learners, race, and student retention. This facilitates readily disaggregating the data to identify achievement gaps for groups of students and to measure the effectiveness of the school, teachers and various interventions using research-based models. The average growth of groups of students is used to measure effectiveness (e.g., overall school and average teacher effectiveness is better than 70% of schools) based on Marzano's effectiveness model developed from his work with meta-analyses and documented in "What Works in Schools – Translating Research into Action".

VI. Management Plan

Scuola Vita Nuova has a demonstrated record of executing large projects on time, within budget and with high quality outcomes. In 2013 SVN purchased and renovated the existing 32,000 square foot building to support the relocation and expansion of the school. The project had a budget of \$5.1 million and was executed on budget and on time to support the school opening for the 2014/15 school year. The school has successfully executed projects associated with multiple grants.

Ms. Mary Pittala, the Director of Finance and Operations for Scuola Vita Nuova, will serve as the Project Director. The other key personnel are listed in Section V. The key personnel leading this project also led the first, successful school expansion projects. This team will ensure that the project goals and objectives are achieved on time and within budget by executing the following project plan under the leadership of Ms. Pittala.

A high level plan for this project is provided in Table 9. The plan identifies the individual with primary responsibility for the completion of each activity, as well as the planned start and end dates. The activities in the plan are aligned to the line items in the project budget narrative. Scuola Vita Nuova operates a single school, so will inherently have total autonomy over budget and operations, including autonomy over personnel decisions.

Table 9. Project Plan

#	Item Description or Activity	Responsible Individual(s)	Start Date	Completion Date
1	Hire Dean of Students	Goodman/DiGiovanni	4/1/2019	9/30/2020
3	Kegan, BIST & Pathways PD	Thurston	10/1/2018	9/30/2019
6	ESL endorsement for classroom teachers	Thurston	10/1/2018	9/30/2019
7	Hire School/Home Coordinator	Goodman/DiGiovanni	10/1/2018	9/30/2019
9	Science room renovation	Mansfield	6/1/2019	7/31/2019
10	Science lab tables	Izaguirre	6/1/2019	7/31/2019
11	Science supplies	Izaguirre	6/1/2019	7/31/2019
12	3D printers	Izaguirre	6/1/2019	7/31/2019

#	Item Description or Activity	Responsible Individual(s)	Start Date	Completion Date
13	Kiln	Izaguirre	6/1/2019	7/31/2019
14	Space configuration for kiln	Mansfield	6/1/2019	7/31/2019
15	Classroom big screen monitors	Izaguirre	6/1/2019	7/31/2019
16	Project management support	Pittala	10/1/2018	9/30/2019
17	Project director's meeting	Pittala	10/1/2018	9/30/2019
18	Dean of Students	Goodman/DiGiovanni	10/1/2021	3/31/2022
20	Hire teachers (5th/6th content area)	Goodman/DiGiovanni	4/1/2019	9/30/2020
24	Kegan, BIST & Pathways PD	Thurston	10/1/2019	9/30/2020
27	ESL endorsement for classroom teachers	Thurston	10/1/2019	9/30/2020
28	School/Home Coordinator	Goodman/DiGiovanni	10/1/2019	9/30/2020
30	Parent engagement meetings	DiGiovanni	10/1/2019	9/30/2020
33	Classroom big screen monitors	Izaguirre	6/1/2019	7/31/2019
34	Lunch table	Izaguirre	6/1/2020	7/31/2020
35	Classroom furniture	Izaguirre	6/1/2020	7/31/2020
37	Classroom instructional materials	Izaguirre	6/1/2020	7/31/2020
38	Classroom libraries	Izaguirre	6/1/2020	7/31/2020
39	Student computers	Izaguirre	7/1/2020	7/31/2020
40	Student supplies	Izaguirre	7/1/2020	7/31/2020
41	Project management support	Pittala	10/1/2019	9/30/2020
42	Project director's meeting	Pittala	10/1/2019	9/30/2020

#	Item Description or Activity	Responsible Individual(s)	Start Date	Completion Date
43	Kegan, BIST & Pathways PD	Thurston	10/1/2020	9/30/2021
46	ESL endorsement for classroom teachers	Thurston	10/1/2020	9/30/2021
47	School/Home Coordinator	Goodman/DiGiovanni	10/1/2020	9/30/2021
49	Parent engagement meetings	DiGiovanni	10/1/2020	9/30/2021
52	Community engagement PD	DiGiovanni	10/1/2020	9/30/2021
53	Classroom big screen monitors	Izaguirre	6/1/2019	7/31/2019
54	Lunch table	Izaguirre	6/1/2021	7/31/2021
55	Classroom furniture	Izaguirre	6/1/2021	7/31/2021
56	Classroom instructional materials	Izaguirre	6/1/2021	7/31/2021
57	Classroom libraries	Izaguirre	6/1/2021	7/31/2021
58	Student computers	Izaguirre	7/1/2021	7/31/2021
59	Student supplies	Izaguirre	7/1/2021	7/31/2021
60	Project management support	Pittala	10/1/2020	9/30/2021
61	Project director's meeting	Pittala	10/1/2020	9/30/2021
62	Kegan, BIST & Pathways PD	Thurston	10/1/2021	9/30/2022
65	ESL endorsement for classroom teachers	Thurston	10/1/2021	9/30/2022
66	School/Home Coordinator	Goodman/DiGiovanni	10/1/2021	9/30/2022
68	Parent engagement meetings	DiGiovanni	10/1/2021	9/30/2022
71	Community engagement PD	DiGiovanni	10/1/2021	9/30/2022

#	Item Description or Activity	Responsible Individual(s)	Start Date	Completion Date
72	Lunch table	Izaguirre	6/1/2022	7/31/2022
73	Classroom instructional materials	Izaguirre	6/1/2022	7/31/2022
74	Classroom libraries	Izaguirre	6/1/2022	7/31/2022
75	Student computers	Izaguirre	7/1/2022	7/31/2022
76	Student supplies	Izaguirre	7/1/2022	7/31/2022
77	Project management support	Pittala	10/1/2021	9/30/2022
78	Project director's meeting	Pittala	10/1/2021	9/30/2022
79	Kegan, BIST & Pathways PD	Thurston	10/1/2022	9/30/2023
82	School/Home Coordinator	Goodman/DiGiovanni	10/1/2022	9/30/2023
84	Parent engagement meetings	DiGiovanni	10/1/2022	9/30/2023
87	Community engagement PD	DiGiovanni	10/1/2022	9/30/2023
88	Lunch table	Izaguirre	6/1/2023	7/31/2023
89	Classroom instructional materials	Izaguirre	6/1/2023	7/31/2023
90	Classroom libraries	Izaguirre	6/1/2023	7/31/2023
91	Student computers	Izaguirre	7/1/2023	7/31/2023
92	Student supplies	Izaguirre	7/1/2023	7/31/2023
93	Project management support	Pittala	10/1/2022	9/30/2023
94	Project evaluation	Pittala	10/1/2022	9/30/2023
95	Project director's meeting	Pittala	10/1/2022	9/30/2023

VII. Project Personnel

The key personnel responsible for executing this project are:

Nicole Goodman – Principal

Mary Pittala – Director of Finance and Operations

Jessica DiGiovanni – Assistant Principal

The key project personnel are the same individuals who successfully managed the purchase, renovation, and relocation to their current location in 2013 on time and within budget. They are currently managing the renovation of an adjacent facility to provide the infrastructure for this project.

Nicole Goodman has twenty-one years of experience in urban education, including eight years at Scuola Vita Nuova. She has eight years of experience in the classroom, including thirteen years of experience in administration. She has a B.A. in Elementary Education from Simpson College in Indianola, Iowa, a masters in administration from Lindenwood University in St. Charles, Missouri, and a masters in reading and an ESL endorsement from Concordia University in Seward, Nebraska.

Mary Pittala had thirteen years of experience in the charter school system and five years with Scuola Vita Nuova. She is a Certified Public Accountant (CPA) and Certified Administrator of School Finance Operations (SFO). Ms. Pittala is a member of the Missouri Society of CPAs, Missouri Association of Business Officials, and Association of Business Officials International.

She graduated from Rockhurst University with a Bachelor's of Science and Business Administration degrees in Accounting.

Jessica DiGiovanni has twelve years of experience in education, including eight years at Scuola Vita Nuova. She has a Bachelor of Science in Psychology and a Masters in Special Education from Northwest Missouri State University and an Education Specialist degree in Administration from the University of Central Missouri.

Scuola Vita Nuova has a partnership with the Kansas City Teacher Residency program and Literacy Lab to help recruit new employees. That organization has focuses on persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. Ms. Goodman is Hispanic.

VIII. Continuation Plan

Scuola Vita Nuova has been supporting regular operations since 1999 on state, local and federal non-discretionary title funds alone. Funds from grants have been used for school expansion. In anticipation of expansion costs, Scuola Vita Nuova built reserves through conservative spending and management of the school's budget, lean administrative staffing, and no transportation costs. The school had a reserve balance of \$2,620,774 per the annual audit report at June 30, 2017 with a loan balance of \$2,200,000 as of March 31, 2018 remaining from the 2014 renovation of the current facility. Annual principal and interest payments on the loan balance are \$164,681. Reserves at March 31, 2018 are \$1,727,608 with \$468,407 due upon completion of renovation of the middle school building.

Only \$276,750 or 22% of all the proposed expenditures on this project will be recurring expenses that must be sustained beyond the end of this grant. The other 78% are start up costs to support the expansion or start up costs for new programs. The school will easily be able to support these recurring expenses from the increased revenue associated with increased enrollment.

Scuola Vita Nuova is fiscally managed in a very conservative manner. Further, all the key project personnel discussed in Section 5 have long tenures with and a strong commitment to the organization. Given this, any risk associated with the financial sustainability of this project is extremely low.

For similar reasons, the operational risk associated with the sustainability of this project is very low. In addition to their tenure with the organization, all the key project personnel successfully executed a similar, albeit larger, project for the relocation, renovation and initial expansion of the school. That project was executed on time and within budget. More importantly, the school accomplished that project without having any negative impact on the high quality academic outcomes for the students.

There are several significant forces in Kansas City, such as the SchoolSmartKC organization, making significant investments in better informing parents and the community of the educational outcomes of schools and supporting the expansion of high quality schools. It is likely that Scuola Vita Nuova will be the beneficiary of this and receive additional support for additional expansion beyond the scope of this project in the coming years.