

## Abstract

**Organization Name and Address:** Kansas City Girls Preparatory Academy

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Kansas City Girls Preparatory Academy (KCGPA) respectfully requests consideration under Competitive Preference Priority 1 – Supporting High-Need Students by Increasing Access to High-Quality Educational Choice. KCGPA will be the first single-gender, open-enrollment charter public school in Kansas City, Missouri. It will enroll 100 fifth grade girls beginning in Fall 2019 and grow one grade per year to form a 5<sup>th</sup> - 8<sup>th</sup> grade middle school and a 9<sup>th</sup> - 12<sup>th</sup> grade high school. KCGPA will be an affiliate of the Young Women’s Leadership Network (YWLN), a network of all-girls schools founded over two decades ago that has ensured college access for thousands of young women from low-income neighborhoods. KCGPA will serve young women living in the Kansas City Public Schools district boundaries, with a geographic preference for students from zip codes with the largest gap between demand for and supply of quality schools.

To create a rigorous, college-bound academic culture that fosters community, confidence building, and identity development, KCGPA will partner with families and its community to build a strong network of support for every student. In particular, KCGPA seeks to serve students with special educational needs exceptionally well, including students with learning disabilities and students who speak a language other than English at home. With grant support, KCGPA will conduct intensive curriculum adoption and refinement, program design, and professional development to ensure content knowledge and pedagogical content knowledge for all staff and high-quality year-by year implementation is conducted for each new grade level.

KCGPA’s goals include: 1) Adopt research-based, CCSS-aligned curricula; 2) Develop teacher and instructional leader content knowledge and pedagogical content knowledge while simultaneously improving curricula by integrating professional development with CCSS-aligned curricula; and 3) Increase high-need students’ achievements on CCSS-aligned assessments. Project outcomes include: 1) the research, procurement, and full adoption of CCSS-aligned curricula; 2) 100% of instructional leaders and teachers will demonstrate at least 80% proficiency on the Content Knowledge and Practice Survey and an AP assessment for their content area; 3) students will achieve an average of 1.25 years of annual academic growth as measured by a nationally norm-referenced assessment; 4) at least 75% of students will demonstrate content mastery as measured by regionally and nationally criterion-referenced assessments; and 5) at least 75% of students classified as Limited English Proficient will be reclassified as Former Limited English Proficient.

### Contributions to Research and Practice

KCGPA plans to restructure the curricula and professional development as necessary (while maintaining CCSS-alignment) to ensure content mastery and college readiness. The success of the CCSS-aligned curricula and professional development design will be highly replicable across the nation for the development of other charter schools that seek to prioritize enrollment for high-need students.