

# U.S. Department of Education

Washington, D.C. 20202-5335



## APPLICATION FOR GRANTS UNDER THE

**CHARTER SCHOOLS PROGRAM NON-SEA PLANNING, PROGRAM DESIGN, AND  
IMPLEMENTATION**

**CFDA # 84.282B**

**PR/Award # U282B090023**

OMB No. 1894-0006, Expiration Date:

Closing Date: AUG 26, 2009

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

**Application for Federal Assistance SF-424**

Version 02

* 1. Type of Submission	* 2. Type of Application: * If Revision, select appropriate letter(s):	
<input type="checkbox"/> Preapplication	<input checked="" type="checkbox"/> New	
<input checked="" type="checkbox"/> Application	<input type="checkbox"/> Continuation	* Other (Specify)
<input type="checkbox"/> Changed/Corrected Application	<input type="checkbox"/> Revision	

* 3. Date Received:	4. Applicant Identifier:
8/26/2009	

5a. Federal Entity Identifier:	* 5b. Federal Award Identifier:
	N/A

**State Use Only:**

6. Date Received by State:	7. State Application Identifier:

**8. APPLICANT INFORMATION:**

\* a. Legal Name: Pathway Academy

* b. Employer/Taxpayer Identification Number (EIN/TIN):	* c. Organizational DUNS:
264717987	831117853

**d. Address:**

* Street1:	2015 East 72nd Street
Street2:	
* City:	Kansas City
County:	
State:	MO
Province:	
* Country:	USA
* Zip / Postal Code:	64132

**e. Organizational Unit:**

Department Name:	Division Name:

**f. Name and contact information of person to be contacted on matters involving this application:**

Prefix:	* First Name:	Lori
Middle Name:		

\* Last Name: Butler

Suffix:

Title: Principal

Organizational Affiliation:

Pathway Academy

\* Telephone Number: (816)213-0699 Fax Number:

\* Email: LORBUTLER@PATHWAY.EDISONLEARNING.COM

**Application for Federal Assistance SF-424**

Version 02

**9. Type of Applicant 1: Select Applicant Type:**

G: Independent School District

Type of Applicant 2: Select Applicant Type:

X: Other (specify)

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

**10. Name of Federal Agency:**

U.S. Department of Education

**11. Catalog of Federal Domestic Assistance Number:**

84.282B

CFDA Title:

Charter Schools Program Non-SEA Planning, Program Design, and Implementation

**\* 12. Funding Opportunity Number:**

ED-GRANTS-072709-001

Title:

Charter Schools Program (CSP) Planning and Initial Implementation

**13. Competition Identification Number:**

Title:

**14. Areas Affected by Project (Cities, Counties, States, etc.):**

Kansas City, Missouri

**\* 15. Descriptive Title of Applicant's Project:**

Pathway Academy: Achievement and Success

Attach supporting documents as specified in agency instructions.

**Attachment:**

Title :

File :

**Attachment:**

Title :

File :

**Attachment:**

Title :

File :

**Application for Federal Assistance SF-424**

Version 02

**16. Congressional Districts Of:**

\* a. Applicant: MO-5

\* b. Program/Project: MO-5

Attach an additional list of Program/Project Congressional Districts if needed.

**Attachment:**

Title :

File :

**17. Proposed Project:**

\* a. Start Date: 10/1/2009

\* b. End Date: 9/30/2012

**18. Estimated Funding (\$):**

a. Federal	\$ 0
b. Applicant	\$
c. State	\$
d. Local	\$
e. Other	\$
f. Program Income	\$
g. TOTAL	\$ 0

**\* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on .

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

**\* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes", provide explanation.)**



Yes  No

**21. \*By signing this application, I certify (1) to the statements contained in the list of certifications\*\* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances\*\* and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

\*\* I AGREE

\*\* The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

**Authorized Representative:**

Prefix: \* First Name: Lori

Middle Name:

\* Last Name: Butler

Suffix:

Title: Principal

\* Telephone Number: (816)213-0699 Fax Number:

\* Email: LORBUTLER@PATHWAY.EDISONLEARNING.COM

\* Signature of Authorized Representative: \* Date Signed:

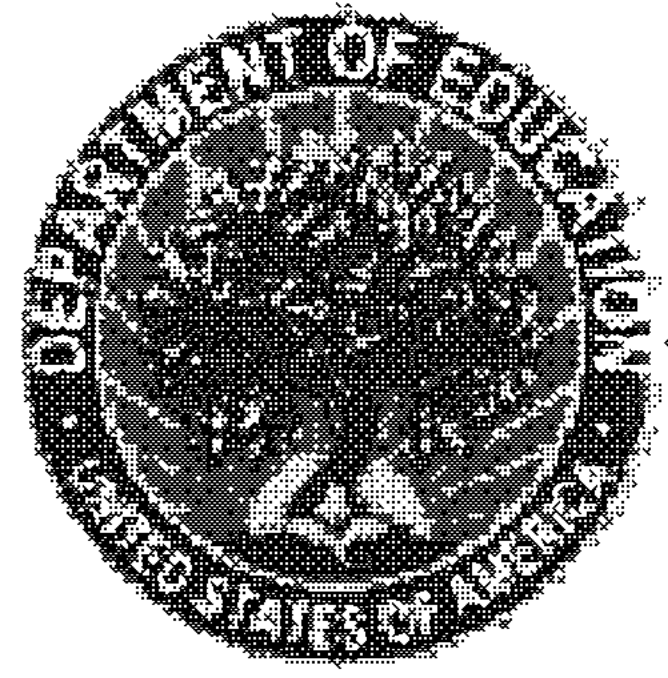
**Application for Federal Assistance SF-424**

Version 02

**\* Applicant Federal Debt Delinquency Explanation**

The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces and carriage returns to maximize the availability of space.

N/A



U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization: Pathway Academy

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS

Table with 7 columns: Budget Categories, Project Year 1(a), Project Year 2 (b), Project Year 3 (c), Project Year 4 (d), Project Year 5 (e), Total (f). Rows include Personnel, Fringe Benefits, Travel, Equipment, Supplies, Contractual, Construction, Other, Total Direct Costs, Indirect Costs, Training Stipends, and Total Costs.

\*Indirect Cost Information (To Be Completed by Your Business Office):

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? [ ] Yes [ ] No

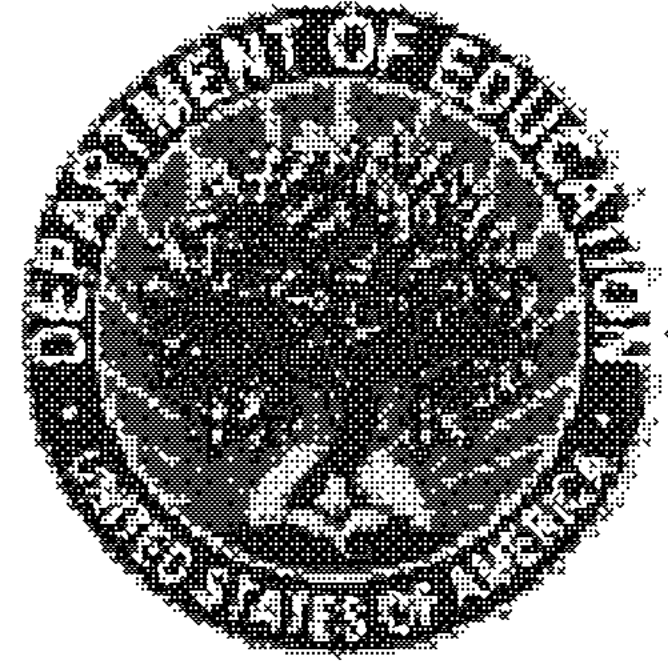
(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: \_\_\_/\_\_\_/\_\_\_ To: \_\_\_/\_\_\_/\_\_\_ (mm/dd/yyyy)

Approving Federal agency: [ ] ED [ ] Other (please specify): \_\_\_\_\_ The Indirect Cost Rate is \_\_\_\_\_%

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

[ ] Is included in your approved Indirect Cost Rate Agreement? or, [ ] Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is \_\_\_\_\_%



**U.S. DEPARTMENT OF EDUCATION**

**BUDGET INFORMATION**

**NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:  
Pathway Academy

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION B - BUDGET SUMMARY**

**NON-FEDERAL FUNDS**

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
2. Fringe Benefits	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
3. Travel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
6. Contractual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
9. Total Direct Costs (lines 1-8)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
10. Indirect Costs	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0



## ASSURANCES - NON-CONSTRUCTION PROGRAMS

Standard Form 424B (Rev.7-97)

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

**NOTE:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. "4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. "1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. '794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. "276a to 276a-7), the Copeland Act (40 U.S.C. '276c and 18 U.S.C. "874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. " 327-333), regarding labor standards for federally assisted construction sub-agreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. "1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. "7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. "1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance

of 1975, as amended (42 U.S.C. " 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) " 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. " 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. ' 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. "1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. '470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. "469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. "2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. "4801 et seq.) which prohibits the use of lead- based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

**Signature of Authorized Certifying Representative:**

**Name of Authorized Certifying Representative:** Lori Butler

**Title:** Principal

**Date Submitted:** 08/26/2009



### Disclosure of Lobbying Activities

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352

<b>1. Type of Federal Action:</b> <input type="checkbox"/> Contract <input type="checkbox"/> Grant <input type="checkbox"/> Cooperative Agreement <input type="checkbox"/> Loan <input type="checkbox"/> Loan Guarantee <input type="checkbox"/> Loan Insurance	<b>2. Status of Federal Action:</b> <input type="checkbox"/> Bid/Offer/Application <input type="checkbox"/> Initial Award <input type="checkbox"/> Post-Award	<b>3. Report Type:</b> <input type="checkbox"/> Initial Filing <input type="checkbox"/> Material Change <b>For Material Change only:</b> Year: 0 Quarter: 0 Date of Last Report:
<b>4. Name and Address of Reporting Entity:</b> <input type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier, if known: 0 Name: Address: City: State: Zip Code + 4: -  <b>Congressional District, if known:</b>	<b>5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime:</b>  Name: Address: City: State: Zip Code + 4: -  <b>Congressional District, if known:</b>	
<b>6. Federal Department/Agency:</b>	<b>7. Federal Program Name/Description:</b>  CFDA Number, if applicable:	
<b>8. Federal Action Number, if known:</b>	<b>9. Award Amount, if known: \$0</b>	
<b>10. a. Name of Lobbying Registrant</b> (if individual, last name, first name, MI): Address: City: State: Zip Code + 4: -	<b>b. Individuals Performing Services</b> (including address if different from No. 10a) (last name, first name, MI): Address: City: State: Zip Code + 4: -	
<b>11.</b> Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.	Name: Lori Butler Title: Principal Applicant: Pathway Academy Date: 08/24/2009	
<b>Federal Use Only:</b>		Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)

## **CHARTER SCHOOLS PROGRAM ASSURANCES**

### **NON-SEA APPLICANTS FOR PLANNING, PROGRAM DESIGN, AND IMPLEMENTATION**

Pursuant to Section 5202(b) of the ESEA, an applicant for CSP funds that is not a State educational agency (SEA) must provide the following assurances.

As the duly authorized representative of the applicant, I certify that the applicant will submit to the Secretary:

- (a) All items described in the application requirements;
- (b) An assurance that the eligible applicant will annually provide the Secretary such information as may be required to determine if the charter school is making satisfactory progress toward achieving the objectives described in section 5203(b)(3)(C)(i) of the ESEA;
- (c) An assurance that the applicant will cooperate with the Secretary in evaluating the program assisted under this subpart;
- (d) A description of how a charter school that is considered a local educational agency under State law, or a local educational agency in which a charter school is located, will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act;
- (e) Proof that the applicant has applied to an authorized public chartering authority to operate a charter school and provided to that authority adequate and timely notice, and a copy, of this application; or an assurance that this application is for a precharter planning grant and the authorized public chartering authority to which a charter school proposal will be submitted has not been determined;
- (f) A copy of proof of applicant's non-profit status;
- (g) The applicant's DUNS and TIN numbers;
- (h) A statement as to whether or not an applicant for planning and implementation funding has previously received funding for this program either through a State subgrant or directly from the Department;
- (i) Such other information and assurances as the Secretary may require;
- (j) An assurance that the eligible applicant will use the funds to plan and implement a charter school in accordance with the Charter Schools Program; and
- (k) Assurances that the State educational agency will (i) grant, or will obtain, waivers of State statutory or regulatory requirements; and (ii) will assist each subgrantee in the State in receiving a waiver under section 5204(e) of the ESEA.

**NAME OF AUTHORIZED OFFICIAL:** Lori Butler

**TITLE:** Principal

**SIGNATURE OF AUTHORIZED OFFICIAL:**

**APPLICANT ORGANIZATION:** Pathway Academy

**DATE SUBMITTED:** 08/24/2009





## Section 427 of GEPA

### NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P. L.) 103-382).

#### **To Whom Does This Provision Apply?**

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

#### **What Does This Provision Require?**

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

#### **What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?**

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

### Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1894-0005**. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4537.

Applicants should use this section to address the GEPA provision.

**Attachment:**

Title : Pathway Academy GEPA 427

File : [GEPA 427 Pathway.doc](#)

## **Pathway Academy Kansas City, MO – GEPA 427 Statement**

In agreement with the Missouri Department of Elementary and Secondary Education, Pathway Academy (PA), an independent public charter school, is open to any student who is qualified under the laws of Missouri for admission to a public school.

PA does not require entrance exams. Our school obtains students through a public lottery process that ensures equity and access for all. Any child in Missouri has an equal chance of admission. Further, Pathway Academy will seek to enroll Kansas City's neediest students who reflect the diversity of their surrounding community.

Admission of students is not based on intellectual ability, creed, age, gender, national origin, ethnicity, religion, or ancestry. PA does not discriminate against any student on the basis of ethnicity, religion, national origin, age, gender, disability, or any other grounds that would be unlawful.

The school will draw from the demographic area of the city of Kansas City, Missouri, where many students receive free and reduced price lunch. Students will be admitted to this school on a first come, first serve, basis or by lottery if applications exceed available space.

PA complies with the Individuals with Disabilities Education Act (IDEA), the Family Educational Rights and Privacy Act (FERPA), Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, and 34 CFR Part 300. In addition, our school is committed to programs of responsible inclusion for students with special needs.



# **Project Narrative**

## **ED Abstract Narrative Form**

Attachment 1:

Title: **Pathway Academy Abstract Pages: 1** Uploaded File: **Pathway Abstract\_final.doc**



**ED ABSTRACT FOR NON-SEA | CFDA No. 84.282B**

- ▶ **Organization Name: Pathway Academy**
- ▶ **Organization Address: 2015 E 72<sup>nd</sup> Street, Kansas City MO 64132**
- ▶ **Contact Name: Lori Butler**
- ▶ **Contact Email Address: lori.butler@edisonlearning.edu**
- ▶ **Contact Phone Number: 816 213 0619**

As the nation's schools continue to be challenged to ensure that "no child is left behind;" we strive to help all students reach the level of achievement needed for academic, work, and life success in the 21st century. For schools that serve a great number of at-risk students and are located in underserved communities, this challenge is compounded. Pathway Academy is an untapped resource in the community of Kansas City, Missouri; existing for the sole purpose of promoting achievement and growth in young people. Sponsored by the University of Missouri – Kansas City, our charter school began serving grade K – 8 students on August 23, 2009 in partnership with EdisonLearning, a company that brings a world class educational program and wealth of school management experience. The EdisonLearning model is the result of over 15 years and \$475 million of research and development. This state-of-the-art design has a long history of improving student achievement – particularly in urban settings with historically underserved student populations, including Kansas City. Pathway Academy meets the purpose of the Charter School Program by partnering with parents, community based organizations, and educational experts to offer Kansas City a progressive and scientifically supported educational program that addresses both academic and whole learning needs of our most deserving students.

# Project Narrative

## Project Narrative Attachment Form

### Attachment 1:

Title: **Pathway Project Narrative** Pages: **51** Uploaded File: **C:\Documents and Settings\psharp\My Documents\Schools\Missouri\Pathway Academy, Kansas City\CSP\Submission\Pathway CSP Narrative\_final.doc**

## SELECTION CRITERIA AND APPLICATION REQUIREMENTS FOR NON-SEA

CFDA No. 84.282B

***(I) Describe the educational program to be implemented by the proposed charter school, including how the program will enable all students to meet challenging State student academic achievement standards, the grade levels or ages of students to be served, and the curriculum and instructional practices to be used***

Pathway Academy is an untapped resource in the community of Kansas City, Missouri. We exist for the sole purpose of promoting achievement and growth in young people. Our charter school, which is sponsored by the University of Missouri – Kansas City (UMKC), opened its doors to grade K – 8 students in August 23, 2009. By offering a progressive and scientifically supported educational program, the Academy addresses learning needs of the whole child – strengthening skills in such core areas as literacy and math as well as non-traditional areas including world language and health. Most importantly, our mission “to assure academic success for all students and prepare them for high school and the post-graduation opportunities of their choice” addresses the Charter School Program’s competitive priority.

The Academy seeks to enhance the overall preparation of our students through challenging yet appropriate curricula and clear academic requirements. We have selected the highly successful *EdisonLearning™* School Design as a result. The EdisonLearning (formerly Edison Schools) model is the result of over 15 years and \$475 million of research and development. The program and design have a long history of

improving student achievement – particularly in urban settings with historically underserved student populations including Kansas City. Because no national program matches perfectly with every state and community, EdisonLearning’s design supplements curricular programs *as needed*. For example, in science and social studies, EdisonLearning typically customizes its offerings to meet State expectations around topic sequence in science and around content expectations for state and community history, geography, economics, and civics in social studies.

All EdisonLearning schools are divided into academies, clusters of grades, and further into “houses” (teams of teachers with common responsibility for a set number of students) developing a strong sense of community both within the grades and throughout the school. The EdisonLearning program also uses a synthesis of proven instructional best practices, matching pedagogy to the instructional goals and needs of particular students. The program is supported by curricular choices that match this approach with instructional and teacher support resources – assisting teachers in planning, customizing, and delivering effective instruction.

Generally, Pathway Academy has adopted EdisonLearning methods that support our educational philosophy and mission in alignment with Missouri content and standards. Specifically, EdisonLearning curriculum program components were selected in each content area after a rigorous examination of available choices – which included any objective evidence of academic effectiveness, compatibility with its pedagogical approach and high expectations for all learners, inclusion of resources to support diverse learners, and respectful representation of a diverse student body.



Pathway Academy's academic performance is monitored closely by the principal and instructional leaders as well as by regional and national educational experts at EdisonLearning. In addition, EdisonLearning's instructional experts regularly monitor new curriculum developments as they reach the marketplace. EdisonLearning holds periodic comprehensive curriculum reviews to ensure that program choices are the best available. As a result, EdisonLearning has made changes to original offerings where performance or innovation has warranted that change. Further, EdisonLearning supports its selections with effective professional development and ongoing implementation support. The program description below breaks our school's educational program into the three Academies of the *EdisonLearning* K–8 School Design.

► **Primary Academy (Grades K – 2)**

Children in the Primary Academy are learning to read and write, acquire significant information, understand more about their world, and emerge as active learners and eager explorers. The Primary Academy schedule supports this level of learning with ample academic blocks and a learning environment that allows students to take academic risks. Learning to read is at the core of the Primary Academy, as solid evidence shows that a focus on literacy in the earlier school years offers the greatest opportunity for developing literate adults (Francis, Shaywitz, Stuebing, Shaywitz, & Fletcher, 1996; Torgesen & Burgess, 1998, as cited in Torgesen, 1998; Shaywitz, et al, 1997, as cited in U.S. Department of Education, 2001).

Reading is taught in small classes of students and instruction is differentiated to address students' individual needs. Cooperative learning is emphasized and, for students who require additional support, appropriate interventions are implemented.



Fluency is supported through teacher modeling, shared reading with songs, reader's theater, choral reading, partner reading, and small-group fluency instruction. In the Primary Academy, reading is taught and supported in all subjects, all classrooms, and the library – providing frequent opportunities for students to:

- Obtain meaning from reading both fiction and informational text;
- Read, speak, and listen;
- Gain exposure to frequent, regular spelling-sound relationships;
- Learn about the nature of the alphabetic writing system;
- Develop a working understanding of how sounds are represented alphabetically;
- Have sufficient reading practice to achieve fluency with different text types; and
- Develop background knowledge and vocabulary that render written texts meaningful and interesting.

In the Primary Academy, students learn grade-appropriate math facts and fast, accurate computation. They also learn to apply addition, subtraction, multiplication, and division to real-world problems and situations. Through hands-on activities with manipulatives and by engaging in projects; students apply and test their mathematical ideas and understandings. They work in pairs and in groups to make mathematical discoveries, develop mental math skills, explore mathematical relationships, and strengthen their thinking. This introduction helps ensure that students proceed with confidence in mathematics and are capable of applying this discipline to their daily lives.

### **Communication Arts**

**Rationale:** Imagine It! is a complete reading program for Grades K-6. It is the newest edition of the Open Court Reading program. It provides strong instruction in the areas of decoding (learning how to read), comprehension (understanding what is read), inquiry and investigation (learning to question, investigate, and explore), and writing (how to communicate with others in print).

**Research:** Open Court's 30 years of research have created one of the strongest, reading programs in the country. It is recognized as a Reading First initiative and has been included in multiple state adoptions. The research for Imagine It! is directed by Steve Graham and Karen Harris, prolific researchers in the area of written expression. Their intervention strategies for spelling, written composition, and self-regulation are well known and respected throughout the reading/writing professional community.

**Student Outcomes:** Student outcomes at the K-2 level, using Imagine It! include the ability to hear and manipulate sounds, as well as apply alphabetic principles and word analysis skills when decoding text. Students will be able to fluently read and implement the use of multiple comprehension skills and strategies to determine the meaning of unfamiliar words and construct meaning from text. Outcomes also include the ability to listen and communicate effectively in written and spoken language.

**Exit Standards:** Students exiting the K-2 program will be able to use a full range of strategies to identify concepts of print, such as the title, author, and illustrator. Students will be able to generate topics and develop ideas for writing and speaking such putting combining letters to form words, put words together to construct sentences and simple paragraphs, and write using correct spelling, punctuation, and grade-appropriate

grammar. Students will build reading vocabulary with decoding strategies such as blending letter sounds into words, breaking words into smaller parts and identifying word parts. Students will be able to read with attention to sentence structure using a flexible rate and appropriate expression, phrasing, and punctuation. Students will also use grade-appropriate spelling, grammar, and conventions when writing words, sentences, and simple paragraphs.

## **Mathematics**

***Rationale:*** Everyday Mathematics is a research-based proven math program that has continued to field test and evaluate results for more than 20 years. The program was selected for the strong math principles that include: Mathematics is meaningful when rooted in real-life contexts and situations, and when children are actively involved in learning; and a K-6 curriculum should build on a concrete foundation, gradually adapting understandings to the abstract and symbolic. This proven program will provide students with the foundation needed to apply skills at each level beyond, including competitive mathematics courses in high school and eventually higher education.

***Research:*** Research on Everyday Mathematics is supported by 20 years at the University of Chicago School Mathematics Project (UCSMP), by independent researchers at other universities and by hundreds of school districts. The program started the research phase in 1983 when the basic program principals were developed. By creating the program one grade at a time, each grade went through a research cycle of three years for writing, field testing and revising before that grade's publication. The



National Academy of Sciences (NRC, 2004), National Research Council, and The What Works Clearinghouse review states that Everyday Mathematics is the only math program to have potentially positive effects on students' mathematics achievement.

**Student Outcomes:** Student outcomes at the K-2 level using Everyday Mathematics will include the ability to use concrete materials to model numbers and number relationships for whole numbers and common fractions, recognize order of whole numbers, demonstrate automaticity with basic facts in addition and subtraction, solve problems involving addition and subtraction, measure grade appropriate capacity and weight, and construct charts and graphs to display and analyze real-world data. Student outcomes will prepare students with mastery levels in all math strands needed to move to the Elementary Academy mathematics curriculum.

**Exit Standards:** Students exiting the K-2 program will have a solid grasp on demonstrating meaning from whole numbers such as reading and writing whole numbers randomly through 100 and arranging sets of numbers. Students will begin to develop a strong foundation in addition and subtraction basic facts and learn to apply those skills in problem solving situations. Students will know, use, describe and estimate measures such as measuring length and volume using both standard and non-standard units. Students will construct, read, and interpret graphs, and demonstrate understanding by explaining the meaning of digits including zero and adding and subtracting and explaining their process. Students will be able to continue the well-developed sequence of skills, and be equipped to continue the math progression started in kindergarten. Students exit the Primary Academy able to use My First Math Book,

which supports math journal writing that will come in Elementary Academy, Home Connections Handbook, and Center Activity Cards.

## **Science**

***Rationale:*** DSM and FOSS Science correlates and aligns its K-2 program to the National Science Education Standards and is the recommended program by NSE. Using innovative inquiry-based unit kits and hands-on classroom resources, creates a science atmosphere for young students that uses real-world scientific approaches to instruct on comprehensive standards, and accomplish the goal of true science literacy. The program supports the K-2 science atmosphere since it provides needed scientific background information for the teacher, embedded assessments, and extended reading on science topics.

***Research:*** Delta Science has researched the most effective approach for teaching science to young students for over 30 years. The research surrounding the program is based on the theory that students learn science in predictable sequences. The research is based on the shift from lecture to demonstration to active investigations by students. The inquiry-based hands-on science method provides a pro-active role of scientists for students as they observe the environment around them, establish issues, ask questions and conduct experiments.

***Student Outcomes:*** Delta and FOSS units for K-2 are designed with the outcome of encountering the natural world by observing, comparing, and organizing information about natural systems by engaging students in activities in life, earth, and physical



sciences. The larger level of student outcomes includes grade-level standards and expectations for the next generation of citizens to be prepared to actively think about science, as the quality of life will be significantly influenced by science and technology in the 21st century.

**Exit Standards:** Students exit grade K-2 having experiences reading informational text and connecting science and reading by use of table of contents, headings, captions, labels, diagrams, maps and glossaries. Students will complete hands-on activities involving experimentation and exploration.

## **Social Studies**

**Rationale:** The Social Studies Alive/History Alive series was chosen for the Primary Academy after thorough research of various social studies programs and standards nationwide. Among the program's strengths is its high-quality, well-organized text with graphically organized reading notes and theory-based active instruction. The goal of the social science curriculum in the Primary Academy is to awaken the minds and imaginations of children to history and its related disciplines and to develop their understanding of and appreciation for the subject. Students in the Primary Academy receive instruction that is project-based and features meaningful activities that apply key process skills to investigations of important content. A multi-cultural perspective and respect for diversity pervades the curriculum, which is standards-based and uses authentic assessment to evaluate student performance and guide instruction.

**Research:** The approach used by the Social Studies Alive/History Alive series follows

the most current research on social sciences for K-2 students including developing background knowledge and vocabulary to render written texts meaningful and interesting and learning procedures for monitoring comprehension and repairing misunderstandings, (Adams, 2001; National Council of Teachers of English, 2004; National Reading Panel, 2001; Moats, 1999; Moats, 2006; Pressley, 2001; Wren, 2001). Research shows that young students comprehend and appreciate history and its related subjects best when students work individually and in cooperative-learning groups on projects that are often cross-curricular.

***Student Outcomes:*** In the Primary Academy, the student outcome for social studies is for students to encounter a wide variety of interesting people, places, cultures, and ideas. K-2 students begin to grasp the inherent drama of history through stories, especially those about people who may have a different story from theirs, and by exploring their own family histories. These concepts are supported by the units Discovery All About Me, Places to Go, People to Know, Watch us Grow and My School and Family.

***Exit Standards:*** Students will exit the Primary Academy able to use maps and globes to identify places and to understand the impact of places on how people live. K-2 students are introduced to the institutions and symbols of American political processes and culture. They grasp basic economic concepts in the context of learning about how people lived in the past, how they live in the present, and how they are likely to live in the future. These exit standards are supported by the units People on the Move, Celebrating the American Scene, The World Around Us and To Market, To Market.

### ► **Elementary Academy (Grades 3 – 5)**

In the Elementary Academy students develop powerful new learning tools and techniques and put challenging new concepts to the test in more formal ways than they were previously able. At this level, students must continue to learn to read as they read to learn. The texts to which they are exposed are more complex at this level, in both content and structure, and explicit instruction is required for students to navigate them effectively. It is critical, therefore, that Elementary Academy teachers have a strong grasp of reading development, as well as what is necessary to help students progress from beginning to proficient readers (Moats, 2006; National Council of Teachers of English, 2004; National Reading Panel, 2000; Wren, 2001).

Reading instruction takes place during a 90-minute reading block that incorporates whole-group instruction, small-group homogeneous guided reading, partner work and independent learning. Small-group instruction is organized to meet the needs of the group as identified by the assessment data with explicit directions in forming and instructing groups provided to the teacher. To increase reading vocabulary, word study is included in the daily skills block, which focuses on higher-level phonetic skills. In the Elementary Academy, reading skills and strategies are supported in all academic areas.

- Vocabulary is taught both directly and indirectly via exposure to content-rich fiction and non-fiction reading selections.
- Comprehension strategies are introduced, practiced, and applied through shared and guided reading materials and lesson plans.



- Differentiated instruction is provided via guided reading experiences that are based on the student's current level of literacy, allowing for varied reading experiences within accessible text.
- A strong assessment component helps focus the teacher's attention on individual needs and build on students' strengths.
- Inviting and motivating student materials — Including a variety of text genres/structures — are incorporated at all grade/reading levels.

A strong reading-writing connection is forged in the Elementary Academy, using a writers' workshop approach that emphasizes the stages through which writers advance: prewriting, drafting, revising, editing, proofreading, and publishing. Students write in a variety of genres including narrative, informational, descriptive and persuasive. Students hone these skills further by conducting beginning research in the school library.

The Elementary Academy mathematics curriculum continues to balance the concept of instruction with meaningful application. Students apply their more advanced mathematical tools and techniques to a rich variety of cross-curricular projects and activities. They explore concepts such as decimals and percent; mean, median, and mode; ratio and proportion; and functions. They participate in wide-ranging mathematics discussions, engage in a variety of cooperative-learning projects, explore simulations, and make increasingly more sophisticated mathematical observations. The math program contains many supports for students with special needs, including the availability of the program in Spanish if those needs arise.

### **Communication Arts**

**Rationale:** Imagine It! is a complete reading program for Grades K-6. It is the newest edition of the Open Court Reading program. This program is especially effective for students in grades 3-5 as it maintains strong instruction in the areas of decoding (learning how to read), comprehension (understanding what is read), inquiry and investigation (learning how to question, investigate, and explore), and writing (how to communicate with others in print) while including applications for teaching spelling, vocabulary, grammar, usage and mechanics, penmanship, listening, speaking, and viewing. The Imagine It! program's design makes no assumptions with regard to students' prior knowledge or abilities. Recommendations for providing differentiated instruction to below-level and special education, as well as English Language Learners are incorporated into every lesson.

**Research:** Open Court's 30 years of research have proven it to be one of the strongest, research-based reading programs in the country. Additional research is conducted by Marilyn Jager Adams who received the American Educational Research Association's Sylvia Scribner Award for Outstanding Contribution to Education through Research for her work, including *Beginning to Read: Thinking and Learning About Print* (MIT Press), the landmark review of research regarding reading development.

**Student Outcomes:** Student outcomes at the 3-5 level, using Imagine It! will include the ability to use phonological, structural analysis, and word study skills to decode and encode text. Students will apply reading comprehension skills and strategies to fluently read and understand a variety of grade appropriate text. Students will understand and define a variety of different writing styles and genres. Grade 3-5 students will make



Social Science and Science connections and using leveled texts that are thematically connected to the selections and concepts presented in each unit. Students are encouraged to ask questions, discuss, research, write and think about the concepts and ideas related to the selections in the thematic units.

**Exit Standards:** Students exiting the grade 3-5 Imagine It! program will demonstrate comprehension when they read using inflection and intonation appropriate to audience while taking note of signal words or phrases to adjust pacing. Students will determine meaning of unfamiliar words by using context clues, dictionaries and other reference materials, and structural analysis (roots and affixes) of words. Students will read informational texts at an instructional level to collect and interpret data, facts, and ideas. Students will write in a variety of genres and format, using appropriate spelling, grammar, and mechanics to communicate effectively.

## **Mathematics**

### ***Rationale:***

Everyday Mathematics is a research-based proven math program that has continued to field test and evaluate its results. The program was selected for the strong math principles that include: Mathematics is meaningful when rooted in real-life contexts and situations, and when children are actively involved in learning; and A K–6 curriculum should build on a concrete foundation, gradually adapting to the abstract and symbolic. The program has been written by the same core of authors with adjustments due to consultation with education specialists and classroom teachers. This provides grade 3-5

students a sequence of instruction that builds and extends knowledge and skills from year to year.

**Research:** Research on Everyday Mathematics is supported by 20 years at the University of Chicago School Mathematics Project (UCSMP), by independent researchers at other universities, and by hundreds of school districts. The program started the research phase in 1983 when the basic program principals were developed. By creating the program one grade at a time, each grade went through a research cycle of three years for writing, field testing and revising before that grade's publication. The National Academy of Sciences (NRC, 2004) National Research Council and The What Works Clearinghouse review states that Everyday Mathematics is the only math program to have potentially positive effects on students' mathematics achievement.

**Student Outcomes:** Student outcomes at grade 3-5 level using Everyday Mathematics will include the ability to apply a variety of reasoning strategies including trial and error and using similarities and differences. Students will make and evaluate conjectures and arguments using appropriate language, and be able to solve problems in which fractions are used in everyday life including adding, subtracting, multiplying and dividing. The students will participate in math discussions, engage in many different activities and games, and explore math concepts.

**Exit Standards:** Students exiting the 3-5 program will have a solid grasp on using estimation to check the reasonableness of results obtained by computation and using statistical methods including summary that includes mean and range. Students will be able to understand, represent, and use numbers in a variety of forms (integer, fraction,

percent, exponential and expanded notation). Students will estimate, use, and describe measures of distance, perimeter, area, volume, capacity, weight, and mass. Students will represent, describe, and analyze grade appropriate patterns. Students will exit the Elementary Academy able to use Five Minute Math, Interactive Student Reference Book and Journal Answer Book, which will leave students prepared to accomplish skills at higher levels in Junior Academy.

## **Science**

***Rationale:*** DSM and FOSS Science correlates and aligns its program to the National Science Education Standards and is the recommended program by NSE. Using innovative inquiry-based unit kits and hands-on classroom resources, creates a science atmosphere that uses real-world scientific approaches to instruct on comprehensive standards, and accomplish the goal of true science literacy. The program was selected because it supports an inquiry-based science atmosphere while providing needed scientific background information, embedded assessments, and extended reading on science topics to the teacher.

***Research:*** Delta Science has researched the most effective approach for teaching science to young students for over 30 years. The research surrounding the program is based on the theory that students learn science in predictable sequences by observing the environment around them and establishing questions based on the issues they see. Research shows as students become active in their own scientific learning, they use inquiry-based methods for developing the skills of communication and collaboration



through discussion, writing, reading, and illustrating. This method of active learning brings science and scientific issues from a course of study, to what is seen around students every day in their environment, no matter where that environment may be.

**Student Outcomes:** Delta and FOSS units for grades 3-5 are designed with the outcome of encountering the natural world by observing, comparing, and organizing information about natural systems by engaging students in activities in the life, earth, and physical sciences. The larger level of student outcomes includes grade-level standards and expectations for the next generation of citizens to be prepared to actively think about science, as the quality of life will be significantly influenced by science and technology in the 21st century.

**Exit Standards:** Students will exit the Elementary Academy with a range of experiences that will promote scientific thinking in terms of cause and effect and enable students to approach science content that calls for understanding relationships among variables. Students will exit with the ability to use scientific knowledge and thinking patterns for personal and social purposes in the real world.

## **Social Studies**

**Rationale:** The rationale for selecting History Alive! Units, and the Winner of the 2003 Distinguished Achievement Award from Association Of Educational Publishers, Primary Sources, is due to the design of using student texts, thematic instructional units, and primary source reading materials (original documents, letters, maps, political cartoons, posters and newspaper articles) to allow students to gain insight to the lives of people in



different time periods. This flexible approach will provide opportunities for authentic historical analysis and understanding as well as meet all State standards for history/social studies.

**Research:** The approach used by History Alive! and Primary Sources, follows the most current research on improving students' understanding of complex social studies information and supporting students' ability to research and articulate elements of study. Studies have demonstrated that increasing structural and explanatory understanding of text results in substantial recall for students. (McNamara, Kintsch, Songer, and Kintsch) Current research on social sciences also supports incorporating critical reading and writing connections allowing students to analyze current events with a lens of authentic historical analysis and understanding. "Vocabulary instruction, whether direct or learning words from context, is required before a word is really known." (Bexk, McKeown, and Kucan) This real life approach and clear application of social studies prepares students for the more complex topics they will discuss in Junior Academy.

**Student Outcomes:** Social studies units are designed with the outcome of students being able to identify and describe the responsibilities of citizens in an effective democracy based on codes of justice from historical periods. Students will use the principles of monarchy, oligarchy, tyranny and democracy to make their judgments of the responsibilities of citizens. The desired outcome is not only for students to relate history to current times, but also for them to reflect upon current times with a historical perspective.

**Exit Standards:** Students will exit the Elementary Academy able to use their

understanding of Greek and Roman civilizations to compare and distinguish the origins of democracy and government structures. Students will compare and contrast within the Greece city-states of Athens and Sparta and extend their understanding to Roman civilizations and the struggles between the plebeians and patricians. Primarily, students will exit able to describe how people's lives are affected by limited and unlimited governments and times in history.

► **Junior Academy (Grades 6 – 8)**

Early adolescents are embarking on an exciting intellectual journey. However, their social nature at this level requires a curriculum that engages their hands, minds, and hearts while connecting to their own questions about the world. Students in the Junior Academy are particularly supported – both emotionally and intellectually – with a daily time period called Our Meeting during which students meet with advisory groups and one-on-one with a teacher who will follow them through their time in the House. This discussion time is designed to help middle school students understand and practice social skills, including the ability to speak and listen, and to provide time for students to set and pursue personal goals leading to success in high school and beyond.

In the Junior Academy students must continue to learn to read as they read to learn. Texts are increasingly complex at this level; to prepare students to navigate and understand high school material, explicit instruction is required. Therefore it is critical that middle school teachers have a strong grasp of reading development as it pertains to young adults. Research indicates that effective reading programs for middle and

secondary students address the following components (Peterson et. al. 2000 as cited in CORE Reading Expert newsletter, Spring 2004).

- Motivation to read
- Decoding skills and fluency
- Language comprehension (linguistic knowledge, morphemic knowledge, semantic knowledge, and syntactic knowledge)
- Text comprehension (active reading, making personal connections, drawing inferences, activating background knowledge, and interacting with different kinds of text)

Much of the research in reading also emphasizes the importance of teaching language explicitly. At the Junior Academy level, explicit and systematic study of the English language structure and usage accompanies traditional literature and English composition instruction. This includes grammar and its usage in writing: areas that have been neglected in many classrooms and need revival at every grade level (Moats, White Paper for EdisonLearning, 2006). Reading across the curriculum is emphasized in Junior Academy as students develop comprehension strategies in all core classes. The Elements of Literature and Elements of Language programs provide students with instruction in the elements of an outstanding literacy program: reading skills and strategies for fiction genres and informational text; vocabulary development and grammar links; writing workshop; and communication, including emphases on speaking and listening. The connections of these literary elements, when presented using

differentiated instruction, allow teachers to meet students' needs – enabling all students to achieve academic success.

As no single literacy program is able to address the needs of all students, a quality literacy program must include appropriate interventions to address the needs of those whose language and reading skills fall considerably below grade level. The rationale for including Language! and Wilson Reading as interventions in our literacy program is to provide appropriate materials for students whose basic knowledge of the English language structure is severely deficient. These materials provide opportunities for all students to experience success and enable them to enter high school with appropriate literacy skills.

The selected math sequence, Prentice Hall Mathematics, Courses 1, 2, and 3 will support all math curricula because concepts and ideas are consistently taught and elaborated upon through a spiral approach. This approach takes students beyond rote learning to true mathematical understanding. The program implements the latest effective technology with interactive text online and on CD-ROM. Scientific calculators and manipulatives kits are included to help students explore math concepts concretely. Technology activities use calculators or software to create formulas in a spreadsheet or create tables to solve equations and graph lines. A quality math program contains a flexible curriculum from middle school onward that consistently emphasizes connections within math and creates links to other disciplines. Prentice Hall Mathematics creates links not only to science disciplines such as chemistry (mass problems) and marine biology (speed of sailfish per minute) but includes reading and writing about math at all levels. An additional strength of the math program is the flexibility it provides for



mathematically inclined students to move through the curriculum in two years and enroll in Algebra in Grade 8 using Prentice Hall Algebra I.

### **Communication Arts**

***Rationale:*** The Junior Academy literacy program uses Holt’s Elements of Literature as the core curricular program to provide an exceptional selection in classic and contemporary literature with a balance of fiction and nonfiction, coupled with instruction in powerful reading skills and learning strategies that can be applied to all texts students encounter. Students will be exposed to increasingly complex texts, in both content and structure, while continuing to receive explicit reading instruction that enable them to comprehend these texts. The program includes a wide range of explicit support for the struggling reader, based largely on the work by Kylene Beers. Support materials in the form of adapted readers and suggestions for differentiation allow students to access literature from four grade levels below to above grade level enrichments.

***Research:*** The Literacy Program is created from a strong research base. First published by Kylene Beers, Senior Reading Researcher and author of *When Kids Can’t Read—What Teachers Can Do*, (Heinemann, 2002), the program incorporates effective literacy instructional practices such as providing vocabulary instruction as explicit instruction on higher-order reading comprehension skills. Research on Multicultural Literacy is also included in its base under the direction of Allender D., Associate Executive Director of National Council of Teachers of English and the author of *The Myth Ritual Theory and the Teaching of Multicultural Literature* (2002).

***Student Outcomes:*** Student outcomes, through the use of Elements of Literature and

Elements of Language, will include building reading fluency with instruction in decoding and word recognition, and fluency modeling. The program provides explicit instruction in language and text comprehension skills and strategies (i.e., active reading, making personal connections, drawing inferences, activating background knowledge, and interacting with different kinds of text). Holt's Elements of Literature was selected additionally because the literacy curriculum provides differentiated reading instruction through the use of multiple and adapted readings that make text accessible to students with varying levels of reading abilities. Examples of this include: audio recordings (in English and Spanish) and suggested teaching strategies and approaches to meet the needs and bridge any skill gaps that may exist for students in Junior Academy. The reading/writing connection will be provided with the addition of Elements of Language, which includes instruction in the writing process, writing genres, vocabulary building, and grammar strand. The Literacy program will be complete with listening, viewing, and speaking instructional and learning opportunities incorporated throughout.

**Exit Standards:** Students exiting the Junior Academy literacy program will be able to read and comprehend a variety of complex texts—both fiction and non-fiction—encompassing a breadth of genres (short stories, drama, poetry, newspaper and magazine articles, websites, reviews, memoirs, expository and persuasive essays, workplace documents and other forms of functional text). Students will be competent in using multiple skills and strategies that will enable them to comprehend those texts. Students will exit with strong vocabulary skills enabling them to approach future high school texts with confidence, and with strong writing, listening, and speaking skills that

will allow them to communicate clearly across content areas.

## **Mathematics**

***Rationale:*** The Junior Academy mathematics program uses Prentice Hall Mathematics, Courses 1, 2, 3, and Algebra as the core curricular program to provide the sequence needed for students to accomplish ambitious academic standards, prepare all students for the complexities of high school mathematics, and enter the world of personal finance with skill and confidence. The course sequence meets all Missouri Grade-level Expectations and Missouri Content Standards. The program design will launch a flexible curriculum from Junior Academy through high school that will consistently emphasize connections within mathematics and create links to other disciplines as well. The program will provide students the needed mathematics computation and problem solving skills, including writing about mathematics for strong academic achievement on the Missouri Assessment Program (MAP).

***Research:*** The math sequence is based on solid research from National Council of Teachers of Mathematics and National Commission on Mathematics Teaching for the 21st Century, across the areas of math learning environment, strategic problem solving, technology to enhance learning, use of math manipulatives for concrete understanding leading to transitions to advanced mathematics. The research behind the concepts is directed by Jennie Bennett, Instructional Mathematics Supervisor Houston School District and Jim Milgram, Professor of Mathematics, Stanford University and includes: Wu H., How to Prepare Students for Algebra, Wiggins G., Understanding by Design.



**Student Outcomes:** The core of the Junior Academy math curriculum will consist of applied arithmetic, pre-algebra, and pre-geometry. Students will receive the appropriate background in algebra and geometry necessary to be successful with more advanced work in high school. The research-based, Prentice Hall Mathematics, Courses 1, 2, 3, and Algebra will support all math curricula because concepts and ideas are consistently taught and elaborated upon through a spiral approach that takes students beyond rote learning to true mathematical understanding. This program implements the latest effective technology with interactive text online and on CD-Rom, and the inclusion of scientific calculators and manipulatives kits to explore math concepts concretely.

**Exit Standards:** Students exiting the Junior Academy mathematics sequence will be able to move toward higher levels of mathematics abstraction, while developing understanding of variables, generalizations, and informal proofs. Exiting students will be able to apply arithmetic skills in a variety of real world situations, think through different wordings and problem presentations, and will be ready to confront high school mathematics complexities with confidence and understanding.

## **Science**

**Rationale:** The Prentice Hall Explorer Series, a program recommended by the National Science Education Standards (NSES), provides a Junior Academy science curriculum that encompasses a wide range of experiences in research and experimentation to provide appropriate science content knowledge and motivate students toward higher level science courses. The science program will include hands-on activities, traditional



lab work and computer simulation to meet the needs of all types of student learners. The course sequence meets all Missouri Grade-level Expectations and Missouri Content Standards for Science. The program is designed to provide students the science content and thinking skills, including writing about science, needed for strong academic achievement.

**Research:** In addition to the solid research from the National Science Educators that was used to create the program, Prentice Hall conducted a study to investigate the effects the program has had on student success on a nationally normed and standardized test (the TerraNova CTBS Complete Battery Plus). The students using the Prentice Hall Explorer program showed significant learning improvement.

**Student Outcomes:** The use of Prentice Hall Explorer Series provides students with both a firm understanding of science content and science in current events. Students will encounter longer science passages from which they will need to glean information to deepen their understanding as preparation for their high school science courses. Prentice Hall Explorer Series will be used as curriculum support due to its use of “big picture” issues to start each chapter, allowing students to frame their science understanding. Activities and information throughout the textbook will be used to stimulate students’ thinking about science issues in their environment.

**Exit Standards:** Students exiting the Junior Academy science program will be able to read, write, think, and evaluate scientific ideas as they apply to everyday life and the scientific and environmental decisions all citizens make. Science topics in current events and core content areas will be used to support students’ reading and writing

skills. Students exiting the program will be able to complete science research using vetted websites such as SciLinks, associated with a particular topic, connect science investigations to the real world, and will be prepared to successfully accomplish science courses at the high school level.

## **Social Studies**

***Rationale:*** Social studies course projection for the Junior Academy will lead Junior Academy students through a curriculum that meets all Missouri Social Studies requirements. The scope of instruction will focus on either a regional/geo-cultural examination of the world, or the accounts of early civilizations through modern world history at each Junior Academy grade. The course progression is based on careful analysis of Missouri Grade-level Expectations and Missouri Content Standards for Social Studies and includes Constitutional Democracy, American History, World History, Principles and Processes Governance, Economic Concepts, Elements of Geographical Study and Analysis, and Tools of Social Studies Inquiry.

***Student Outcomes:*** The Junior Academy social studies courses will combine the use of student texts, thematic instructional units, and primary and secondary source reading materials. This flexible approach will provide the comprehensive background and support of a traditional textbook with the in-depth focus of thematic studies by using primary and secondary source materials, and providing opportunities for authentic historical analysis and understanding. In all courses, an important facet of instruction will be the development of essential social science skills such as mapping; the creation

and use of graphic organizers including charts, tables, graphs, and timelines; and the incorporation of writing and critical reading skills.

One strength of the social studies program is the rotating course system that maintains student interest and helps Junior Academy students discover and articulate connections between history and geography. Grade 6 content will include Cultural Geography from Geography Alive! and Ancient World History I using Regions and People and History Alive! – Civilizations of the Americas. Grade 7's content will include U.S. History I, U.S. History Survey, and World History II using History Alive! – U.S. through Industrialism and Medieval World and Beyond. Grade 8 content will include U.S. History I, U.S. History II, and Ancient World History with History Alive! – U.S. through 21st Century.

***Exit Standards:*** Students exiting the Junior Academy social studies program will have knowledge of their local history and geography, as well as an understanding of U.S. history and geography and how the local and national history may relate to world history. Students will exit able to read, write, and think not only about the history content of a traditional text book, but grasp an understanding of primary sources such as letters, newspaper articles, and political cartoons: their effect on citizens, and their importance in understanding world historical events. Through this course of study, students exiting the program will be able to analyze current events with a lens of authentic historical analysis and understanding.

## **World Language**



**Rationale:** EdisonLearning believes that all students can become second language learners. Based on this principle, all EdisonLearning (K-12) students are offered the opportunity to learn a second or even a third language depending on the students' prior language learning experiences. Students in Junior Academy will receive instruction during regular class periods. Those who enter the school with prior exposure to a second language are encouraged to become fully literate in that language (able to read, write, and speak grammatically correctly) and English with formal instruction.

**Student Outcomes:** Our intended outcome is for students to master language skills in a second or even a third language by enhancing the effectiveness of the language learning classroom with the best technology tools available for teaching new languages. World language instruction recreates the immersion method as it provides instant feedback and guided pronunciation. Students use the interactive software to learn to speak correctly, while the program reviews ensure efficient retention. Students have the option of exploring second languages starting in Junior Academy and continuing this academic study through their high school years. World language instruction will also partner with teachers throughout the learning process to create the very best environment for learning a new language by individualizing and accelerating student learning from the very beginning of the language-learning process.

One strength of the World Language program is its full immersion method, which makes it possible for students to work and think exclusively in the new language from the very beginning. By attaching meaning to the a language, students can embrace languages and develop an expertise to complete second language literacy including



correct grammar and pronunciation. The program is designed to enhance language instruction in combination with classroom-based contextual learning which will provide opportunities for students to expand their vocabulary, oral language development, and get involved in community and cultural projects. Students will also be provided with opportunities to identify reading materials about other countries, read books written in other languages, and compare and contrast stories written in different languages.

***Exit Standards:*** Upon exiting the World Language curriculum Junior Academy students will be prepared to continue the study of a second language in high school. With the World Language approach, students will embrace cultural differences and work and negotiate with others regardless of cultures, ethnicities, and nationalities; across all borders. Students will have multiple opportunities during their Junior Academy years to participate in activities that encourage respect for themselves and a strong sense of self-confidence by accepting, acknowledging, and validating their own ethnicities, cultural experiences, ancestries, languages, and nationalities.

### **Health/Physical Education**

***Rationale:*** Students in Junior Academy benefit from using the well respected Dynamic Physical Education Curriculum, which has been adopted by hundreds of school districts across the U.S. and the Department of Defense Dependents Schools (DODDS). The curriculum will focus on the following objectives: personalized physical fitness, a cognitive understanding of fitness, development of motor skills, a development of affective domain skills, active involvement in sports (individual, dual and team), an

understanding of rules, strategy and safety and finally, the development of lifetime activity patterns. The use of McGraw-Hill Health and Wellness compliments the philosophy of the physical education program. The health course will contain units on Mental, Emotional and Social Health, Growth and Nutrition, Personal Health and Safety and Drugs and Disease Prevention. The course sequence for health/physical education meets all Missouri Standards for Health/Physical Education.

***Student Outcomes:*** Junior Academy health/physical education courses will provide every child with the opportunity to develop and maintain a level of physical fitness that commensurates with his or her daily individual needs and health standards. The physical education program is structured so that each child is able to attain movement competence and confidence in body management activities, rhythmic movement, fundamental and specialized physical skills, and additionally can acquire safety skills when working with equipment, independently, or in groups.

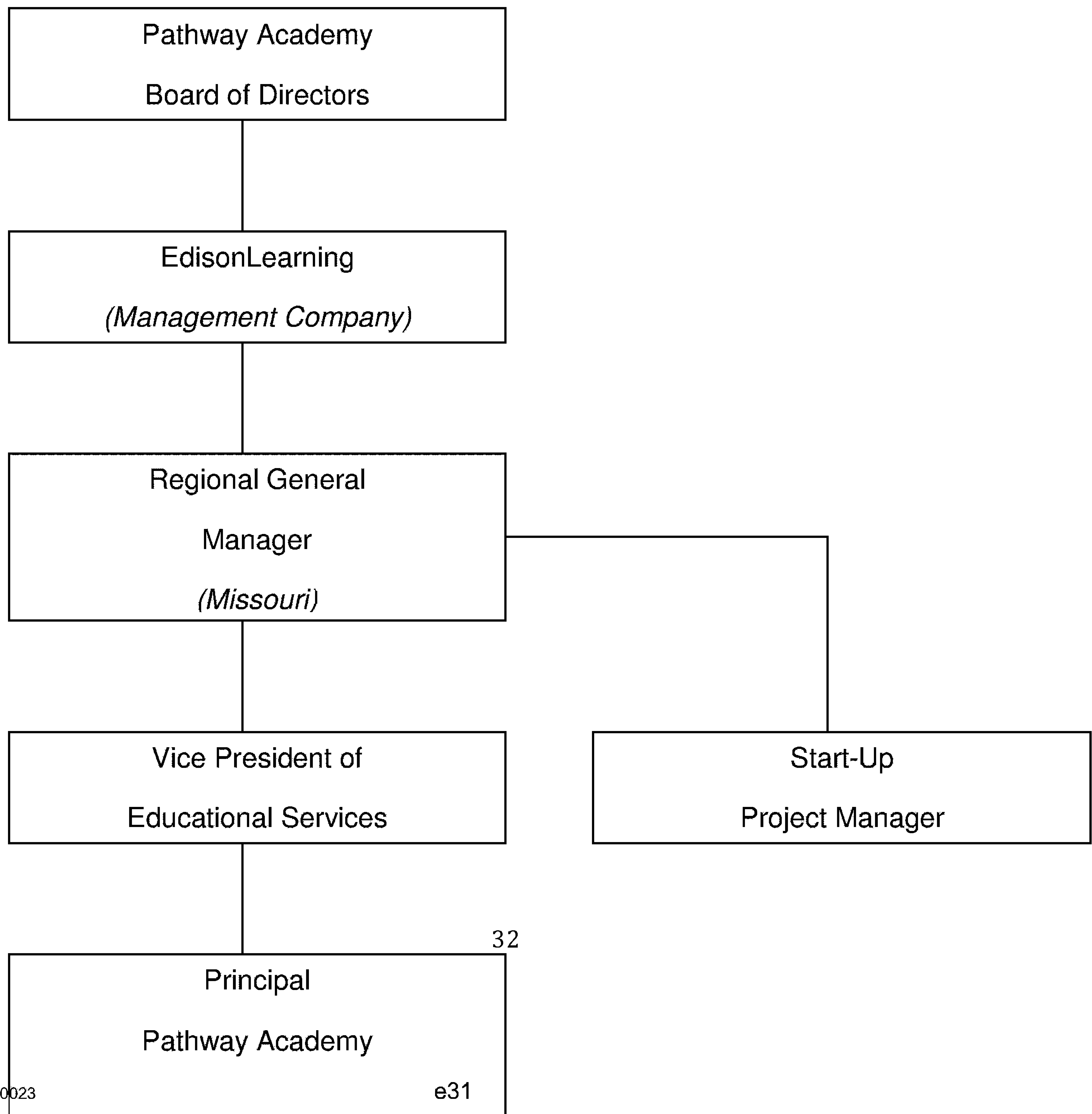
One strength of the health/physical education program is that it helps students learn to participate physically in a culturally diverse world. The setting will provide an environment where children learn to internalize and understand the merits of participation, cooperation and tolerance. An additional strength is that the program will promote active, healthy lifestyles within both the school and the community, and among family members. The inclusion of the unit, Community and Environmental Health in the health curriculum will compliment overall student outcomes.

***Exit Standards:*** Students exiting the health/physical education program will have opportunities to develop positive relationship between physical activity, health and the

enjoyment derived from lifetime physical activities. Exiting students will have acquired knowledge and experience in a wide variety of physical fitness activities, physical skills, sports-related games and other low organized games. These students also will have been provided information enabling them to make knowledgeable decisions on nutrition, personal health, violence and injury prevention, and alcohol, tobacco, and other drugs.

***(ii) Describe how the charter school will be managed***

The following chart reflects the management structure for Pathway Academy:



Pathway Academy will consist of small, flexible schools-within-a-school, called academies. Once completely launched and enrolled, our school will have three academies (grades K-2, 3-5, and 6-8). The Board and EdisonLearning believe the academy structure ensures that our students will be better known by their teachers, help foster student-teacher relationships, and encourage teachers to feel more ongoing responsibility for individual students. Within each academy, students will be organized into “houses.” Students will therefore be taught and supported by the same core group of teachers for the majority of their experience in the academy.

The principal will report to, and be supported in professional growth by, the EdisonLearning Vice President (VP) of Educational Services and the school’s Board of Directors (formally known as the Pathway Academy Governing Board, Inc.) Ongoing supervision and evaluation will be based on the principal’s own self-evaluation around five leadership roles, and component responsibilities of each, displayed in a rubric that identifies criteria for each of the four levels: Initial, Developing, Proficient, and Exemplary. The principal will identify growth goals and will work with the VP of Educational Services to identify actions and strategies for attaining the goals.

The Pathway Academy Governing Board, Inc. will govern the Academy. The Board will have all powers and duties permitted by law and the charter to manage the business, property, and affairs of our school. The Board will also assure that the school operates according to the terms and conditions of our granted charter. Further, the Board will set all educational, fiscal, and cultural policies for operational excellence.



In carrying out its responsibilities, the Board will delegate operational tasks through a management agreement to both EdisonLearning and the Academy principal. EdisonLearning, the principal and the lead staff will be authorized to handle the day-to-day tasks of school operations. The Board will oversee that process by requiring regular reports and a consistent stream of information upon which it will base its decisions. Further, the Board will hold EdisonLearning responsible for commitments contained within the terms of the management agreement. It will work cooperatively with EdisonLearning to ensure that EdisonLearning has the support and autonomy necessary to meet its responsibilities.

***(iii) Describe the objectives of the charter school and the methods by which the charter school will determine its progress toward achieving those objectives***

**► Objectives of the Charter School**

The aim of the Pathway Academy is to assure academic success for all students. In fulfilling this goal, we will focus on the following measurable performance outcomes.

While our school delineates specific, age-appropriate learning objectives for the Primary, Elementary, and Junior Academies, overall objectives for our charter school appear below.

<b>Charter School Objective Area</b>	<b>Pathway Academy Performance Objectives</b>
1. Missouri Assessment Program (MAP)	Pathway Academy will meet MAP standards for the grades offered, using the status and progress measures defined by the

	Missouri School Improvement Program (MSIP). We will set baseline scores on the MAP during our first year of implementation, after which we will improve by 10 index points each year as defined by MSIP.
2. Reading	Pathway Academy will meet the MAP standards for the grades offered, using the status and progress measures defined by the MSIP. Pathway Academy will set baseline scores on the MAP during its first year of implementation, after which we will improve by 10 index points each year as defined by MSIP.
3. Attendance	Pathway Academy will set a baseline attendance rate in our first year of 93% or more and increase its attendance percentage each subsequent year until it reaches 95%, after which we will maintain an attendance rate above 95% every year thereafter.
4. Parent Satisfaction	EdisonLearning annually uses the Harris Interactive Survey to assess parent satisfaction with the school and its work with their students. Satisfaction on this survey is rated on a scale of A to F. 80% of Pathway Academy parents will rate their satisfaction with the school as an A or B each year of the school's operation; a rate that is 10% higher than national averages.
5. Student Grade Promotion	The following will be taken into account when reviewing a student's eligibility for promotion: results on all MAP tests, attendance, and classroom work and internal assessments.

	Test modifications on the Individualized Education Plan (IEP) and specified criteria for promotion will be taken into account for students with IEPs. According to these standards, Pathway Academy will work to ensure that 100% of students are eligible for promotion at the end of each school year.
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► **Collecting Baseline Data**

Student achievement on standardized exams will be evaluated by measuring student progress against applicable baseline data. Baseline data will be generated no later than the end of the first year of operation. The preferred and most reliable method of establishing baselines is to use the scores posted by students during their first year at Pathway Academy. EdisonLearning is expected to verify that test conditions for any prior spring administrations were standard and free of any alleged irregularities.

The preferred and most reliable method for analyzing achievement data will be to compare the progress of individual students over time. If this method of evaluation is not possible, achievement data will be analyzed by comparing the performance of cohorts of students over time. In the event that data cannot be analyzed through either of these means, the performance of different groups of students at the same grade level will be analyzed over time. Regardless of which form of data is generated, the standard of evaluation will be whether students are making reasonable annual progress toward high standards; or, once high standards have been reached, whether they are maintaining achievement at those levels.

### ► **Measurement of Progress towards Achieving Objectives**

Teachers in the Pathway Academy will evaluate student academic performance via regular classroom assessments (including rubrics) in all instructed subjects and grade levels; providing students and parents via the Student Learning Contract (SLC) with a summative grade evaluation each quarter and year as well as a narrative evaluation regarding progress towards meeting Missouri's academic standards.

In addition, Pathway Academy, in grades 2-8, will use EdisonLearning's proprietary Benchmark Assessment System, a monthly standards-based electronic assessment in Reading and Mathematics. The Benchmark Assessment questions are developed in response to end-of-year Missouri standards in communication arts and math. These assessments provide data that allow teachers to monitor progress and customize instruction to particular areas of weakness for their classes or for groups and individual students.

One of the strengths of EdisonLearning's Benchmark Assessment system is its ability to disaggregate the data by subgroups identified as important under No Child Left Behind (NCLB). Students with Individualized Education Plans (IEPs), for example, participate in monthly Benchmark Assessments in order to monitor their progress in the Academy's curriculum. Benchmarks are taken with the same accommodations and modifications that are prescribed in their IEPs. The special education teacher working with the classroom teacher can then analyze the data from the monthly Benchmark Assessments and use that information to inform instruction. Similar processes are in place for other subgroups, such as English as a Second Language (ESL) learners.



Finally, Pathway Academy's principal has access to all the data on a macro level (including grade-wide and school-wide information) in order to assess the effectiveness of curriculum and instruction. The principal can then use that data to inform decisions she needs to make around (1) professional development and training for the Academy's instructional staff so that they are effective classroom teachers and (2) overarching curricular and instructional methodology approaches that might be necessary to ensure academic success for all students.

Beyond the core areas of Reading and Math, the Student Learning Contract (SLC) and quarterly SLC conferences allow teachers, students, and families to know how students are progressing in all subject areas. They are also helpful in identifying specific goals each quarter that will help students attain the State of Missouri's learning objectives.

***(iv) Describe the administrative relationship between the charter school and the authorized public chartering agency***

The authorized public chartering agency for Pathway Academy is the University of Missouri – Kansas City (UMKC). The Pathway Academy Governing Board, will serve as the governing body of our school. (Please see Section ii. for additional detail on the Board's powers and duties.) As will continue to be the case, members of the Board will be nominated and elected according to the terms and conditions set forth by the Board's bylaws. The Board acknowledges that the school is:

- Registered as a Missouri nonprofit corporation under chapter RSMo 355;

- Filed as a 501(c)(3) organization;
- Affiliated with its sponsoring university;
- Nonsectarian in its programs, admissions, employment practices and all other operations;
- Compliant with State laws regarding health, safety, and minimum educational standards;
- In compliance with the State's Open Meetings law; and
- Except as provided in sections 160.400 to 160.420, exempt from all laws and rules relating to schools, governing board and school districts.

Further, the Pathway Academy Governing Board acknowledges per statute that UMKC will perform a joint review with the Board of the school's performance, management, and operations at least once every two years. Per statute, UMKC is not liable for any acts or omissions relating to the charter submitted by Pathway Academy, or the operation and performance of our school. The Board has received a charter term of five years, with the option to renew at the end of that period. The Board must advise the University of its decision and intent to renew the charter no later than November 1 of the final calendar year of the initial term.

***(v) Describe how parents and other members of the community will be involved in the planning, program design, and implementation of the charter school.***

Pathway Academy intends for our school to not only have an impact on the educational success of our students but also to have the unique ability to improve the physical, social, and economic well being of the community we serve in Kansas City. In partnership with UMKC, our vision is to cultivate successful, collaborative relationships with neighborhood organizations and encourage engaged local participation.

Pathway Academy will become an integral part of the surrounding community. We have invested significant efforts in developing connections with community businesses and organizations such as the Junior League, neighborhood associations, local universities, the City Council, and community service departments of local law firms, hospitals, Chambers of Commerce, and corporations. Further, our school will consistently open its doors to these groups -- linking service providers with the needs of students and their families. The school will remain open at night and during the summers. Students will participate in school and community-service activities throughout their education at Pathway Academy. Further, by working in collaboration with UMKC, EdisonLearning, and our community partners, we will create meaningful connections; enhancing skills required to advance to high school; necessary to flourish in a college setting; and vital to career and lifelong success.

***(vi) Describe how the authorized public chartering agency will provide for continued operation of the charter school once the Federal grant has expired, if that agency determines that the charter school has met its objectives***

We expect to maintain our core operations and maintain fiscal stability solely with per pupil revenue beginning in the 2011-2012 school year. The revenue per pupil and the

size of the classes will create enough public revenue to cover operational costs. We expect to protect against emergency facility costs through a revolving line of credit. We will work with interested parents to develop grassroots political support and with the Missouri Charter School Association to advocate continued public funding. Delays in public payments are not anticipated because our funding will come directly from the State. As has been previously mentioned, per statute UMKC, the Board, and staff must jointly review the Academy's performance, management, and operation at least once every two years. Per 160.405 of the Charter Law, the school charter may be amended at the request of the Board of the charter school and on the approval of UMKC.

***(vii) If the charter school desires the Secretary to consider waivers under the authority of the CSP, include a request and justification for waivers of any Federal statutory or regulatory provisions that the applicant believes are necessary for the successful operation of the charter school and a description of any State or local rules, generally applicable to public schools, that will be waived for, or otherwise not apply to, the school***

We do not desire the Secretary to consider waivers; this is not applicable.

***(viii) Describe how the grant funds will be used, including how these funds will be used in conjunction with other Federal programs administered by the Secretary***

Grant funds will be used for selected start-up activities including student recruitment, acquisition of equipment and curriculum materials.



***(ix) Describe how students in the community will be informed about the charter school and be given an equal opportunity to attend the charter school***

**► How Community Students Will Be Informed**

The Board believes that students and families should have as much information as possible about Pathway Academy before the due date for submitting student registration forms. We closely collaborated with our community partners (forged, in part, via UMKC) to identify students who might be interested in our school. We also recruited more broadly; canvassing throughout the larger community. Brochures, pamphlets, and fliers were made readily available for interested families. All materials were translated into relevant languages for the community. Media such as radio announcements about the school, mailings, and calling campaigns to eligible families were used to inform the community about our school's opening.

Informational meetings for interested families were scheduled and advertised in the surrounding community using print, radio, and grassroots efforts to promote these meetings. EdisonLearning assisted our school with this by using its expertise from recruiting students nationally to enroll students at Pathway Academy. Contact with families who do not have access to mainline media and operational landlines was accomplished through a team of volunteers alongside school staff and Board members who went door-to-door to share information with families. The Board as well as EdisonLearning hosted family meetings in churches, community centers, and outside in areas where there is a high volume of foot traffic.

## ► Equal Opportunity and Student Enrollment

The Board seeks to enroll students in Pathway Academy who reflect the diversity of Kansas City. The school drew from the City's demographic area where many students receive free and reduced priced lunches. Students will be admitted to this school on a first-come, first-served basis or by lottery if applications exceed available space.

Pathway Academy will abide by all applicable laws related to student admissions – assuring equal access for all students based on gender, religion, race, national origin, color, disability, intelligence level as ascertained by an intelligence quotient examination, or identification as a child with an exceptionality as defined in R.S. 17:1943 (4), or any other basis that is not permitted by applicable law. Our school will be nonsectarian in all respects and will comply with State and Federal laws applicable to public schools concerning church-state issues. In accordance with the charter school law, Pathway Academy will not charge tuition. Pathway Academy will also comply with the Individuals with Disabilities Education Act (IDEA), the Family Education Acts and Privacy Act (FERPA), Section 504 of the Rehabilitation Act of 1973 (Section 504) and the Americans with Disabilities Act (ADA). The Academy will seek to work cooperatively to ensure that all IEP requirements are met. EdisonLearning may provide in-house services as well as contract with outside providers.

The Board acknowledges that:

- All students who submit timely applications will have an equal chance for admission;
- Pathway Academy shall enroll all pupils who reside in the district in which it operates (Kansas City) *or* who are eligible to attend Kansas City schools under

the guidelines of the voluntary transfer program *and* who submit a timely application;

- All students will receive an “equal chance” of admissions abiding all applicable State and Federal laws;
- Admissions preference will be given to siblings of students already attending the school or children of parents employed there;
- Admission of pupils may be limited within a given age group or grade level based on capacity at each grade level; and
- All parents and students will be notified about selection according to an agreed-upon time line.

All students selected to attend Pathway Academy were invited to participate in orientation events in the spring and summer before the Academy opens. If the number of students seeking admission to the school exceeds the school’s capacity, students will be selected on the basis of an open lottery. An admissions lottery will be conducted each subsequent year for the entering classes and for any new grade level(s) added to the school. In addition, spaces in existing grades will be filled by lottery in subsequent years. The lottery may be conducted by using specialized computer software or publicly at a scheduled event. The waiting list will be developed in accordance with the above procedures.

***(x) Describe how a charter school that is considered an LEA under State law, or an LEA in which a charter school is located, will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act***

**► Compliance with Applicable Law**

Pathway Academy will comply with all applicable laws, rules, and regulations including the Individuals with Disabilities Education Act (IDEA) – in its totality and specifically with sections 613(a)(5) and 613(e)(1)(B), the Family Educational Rights and Privacy Act (FERPA), section 504 of the Rehabilitation Act of 1973, and the State Plan for Special Education. EdisonLearning will comply with all Individualized Education Plans (IEPs). EdisonLearning may provide services both directly and under contract with outside providers.

Special education compliance shall be monitored pursuant to applicable State and Federal law by EdisonLearning, subject to the same monitoring standards required of local districts. Compliance violations shall be corrected within the time frames identified by the Missouri Division of Special Education.

**► Child Find**

The Pathway Academy will comply with Child Find provisions of the IDEA to identify, locate, and evaluate all children with disabilities, regardless of the severity of their disabilities, who may be in need of special education and related services. If a child is suspected of needing special education services or upon a request made by a parent or teacher, the Pathway Academy Special Education Coordinator will initiate the evaluation and will be responsible for all subsequent re-evaluations.



▶ **Access to Student Records/FERPA**

Pathway Academy will abide by the applicable provisions of IDEA and FERPA. This will ensure that data for students with disabilities is retained and kept confidential including having procedures for maintaining files in a secure, locked location with limited access.

▶ **Facility Accessibility**

Pathway Academy will ensure that its facility is in accordance with Section 504 and ADA requirements, accessible to students with disabilities.

▶ **Special Education Program**

Pathway Academy is committed to a program of responsible inclusion for students with special needs. This means that it will offer an educational program designed to meet the learning needs of the broadest possible spectrum of students within the regular classroom. We will provide appropriate services and support to special needs students and teachers within the regular classroom – and also in separate settings when necessary to meet the individualized needs of the child per the IEP.

Special Education Support (SES) staff and classroom teachers will work together to ensure that students with special needs remain engaged and focused. Where appropriate under an IEP, SES staff will work with special needs students for intensive, short-term “pull-asides” -- returning them to classroom activities with support materials, plans, and follow-up. SES staff will also provide strategic direct instruction for some individual students – one-on-one and in small groups – within classrooms or in a separate setting as determined by the IEP team. In addition SES staff will provide classroom teachers with strategic modeling, materials and follow-up strategies that elaborate on instruction and practice for students with disabilities. SES staff will

regularly review each student's progress and adjust support accordingly, within the parameters of the IEP, to meet his or her academic and social learning needs. When “inclusion” proves not to be a responsible educational arrangement for an individual child the school convenes an IEP meeting to discuss with the team appropriate services for the student.

At Pathway Academy special education assessment procedures provide valuable information to teachers, to parents, and to the student—all of whom are fully informed. The school will utilize appropriate IEP procedures for making referrals, conducting evaluations, communicating with families, writing and reviewing IEPs, maintaining student records, and reporting to Federal and State authorities.

► **Family and Student Support Team (FASST)**

The mission of the Family and Student Support Team (FASST) is to ensure that no child “falls through the cracks.” It is an intervention strategy available for *all* students in the school who are having problems that are interfering with their ability to achieve. Most simply, FASST is an intervention process to address barriers to learning. These barriers can be academic, social-emotional, behavioral, and/or surrounding a crisis situation.

FASST creates solutions for individual students by coordinating efforts between school, family, and social service agencies, when appropriate. The FASST process usually begins with teachers collaborating with parents/guardians as soon as a concern has been identified. The process becomes broader and more formalized after home/classroom interventions have been attempted but the child’s performance or behavior has not improved to an acceptable level. Additional FASST steps identify resources and interventions outside of the classroom to assist the student. These

resources could include school-based intervention, more support for parent/guardian involvement, and services available in the community. FASST is preventative, proactive, and solution focused.

As documentation for each student moves from an individual teacher to “house FASST” and then to “Core FASST;” the Core FASST will determine whether an evaluation for special education is warranted and, if so, will then refer for an evaluation for special education consistent with IDEA and State regulations.

#### ► **IEP Process**

Consistent with IDEA requirements, Pathway Academy will ensure that each child referred for special education evaluation be assessed appropriately and that a properly configured IEP team (1) makes determinations as to the eligibility of that student and (2) if eligible, ascertains what is appropriate for that child’s needs. As required by law, such teams will ensure that a free, appropriate public education is provided in the least restrictive environment suitable for each child’s needs. Parents will have a voice in such determinations, consistent with IDEA. If a student qualifies for special education we will establish an individualized program, interventions, and accommodations that are fitting. The School will provide these services or arrange for them to be provided. The IEP team will review and revise student IEPs under the timeline established by applicable State and Federal law.

#### ► **Service Delivery**

Pathway Academy will deliver all appropriate special education and related services either by providing such services directly or, where preferable and more efficient, engaging a third party contractor. In either instance the Academy, led by the Special

Education Coordinator, will take responsibility for the delivery of special education services and, based on individual students' IEPs, integrate special education into the regular academic program. Further, the Academy will ensure that all students who require accommodations and interventions will receive them as set forth in the IEP according to included timelines. If transportation, instructional or other supports are needed when school is not in session they nonetheless will be provided in accordance with applicable law. Our school is committed to meeting the IEP needs of all students.

► **Communication with Families of Students with Disabilities**

The Pathway Academy will comply with all applicable Missouri and Federal laws ensuring that parents of students with disabilities are kept informed of how their child is progressing towards their IEP goals as well as of measures that reflect their mastery of the general curriculum. This includes quarterly SLC conferences and any additional oral, written, or in-person communications that might be warranted by the IEP or that may be required by circumstances such as changes in attendance, behavior, or academic performance. The school will also communicate directly with the family whenever it perceives a need to convene an IEP team meeting, disciplinary hearing, or other step potentially affecting the student's special education program. Parents of students with disabilities will receive the same timely notifications as those provided to other parents regarding their children's performance on standardized assessments. Such communications will be consistent with the requirements of the NCLB Act and other applicable Federal and State laws.



### ► **Regular Assessments, Support, and Remediation Opportunities**

The Pathway Academy is, first and foremost, accountable for the progress of students in meeting challenging standards of learning. With EdisonLearning's help, we will regularly monitor student progress against Missouri's academic standards. Each quarter, teachers will complete EdisonLearning's unique report card called the Student Learning Contract (SLC). The SLC is a special narrative and quantitative report that tracks student progress against academic standards and sets goals for improvement.

Pathway Academy students will take all standardized tests required by State and local authorities and will also be administered EdisonLearning's own proprietary monthly diagnostic assessments, known as the Benchmark Assessment System, in Reading and Math during grades 2 – 8. Teachers will use the results of these assessments to adjust their instruction to meet individual student needs. The Benchmarks are available online through an Internet-based system that enables tests to be created, delivered, and reported electronically.

As was described above, the Academy will have a FASST that will provide support for students. It will proactively monitor student academic and behavioral performance, as well as attendance data in order to identify students in need of support. It will also receive request for referrals from school staff and parents regarding children who are not making adequate progress in any area that may be affecting achievement (attendance, academics, health, and/or social/behavioral).

***(xi) If the eligible applicant desires to use grant funds for dissemination activities under section 5202(c)(2)(C), describe those activities and how those activities will involve charter schools and other public schools, LEAs, developers, and potential developers N/A***

# **Project Narrative**

## **Competitive Preference Priority**

# Project Narrative

## Other Attachments

### Attachment 1:

**Title: Pathway Project Director and Board Members Resumes, Proof of Non-Profit Status, Lottery Recruitment and Admissions Policy, Proof of Charter Authorization, Bibliography, and CSP Assurances Pages: 20** Uploaded  
**File: Pathway Other Attachments.pdf**



Pathway Academy Project Director Resume

Lori E. Butler

(b)(6)

**ACADEMIC  
BACKGROUND:**

**Master's of Education Elementary Administration**

Park University, Parkville, Missouri, Mo. 2007

**Bachelor of Arts Elementary Education**

University of Missouri-Kansas City, Kansas City, Mo. 1998

**Bachelor of Arts Liberal Arts**

University of Missouri-Kansas City, Kansas City, Mo. 1998

**PROFESSIONAL  
EXPERIENCE:**

**Pathway Academy, Kansas City, Mo.**

*School Principal, July 2009-present*

**University Academy Charter School, Kansas City, Mo.**

*Intermediate Academy Principal, July 2007 to June 2009*

Oversaw the day to day instruction of students. Initiated, designed and implemented programs to meet specific needs of the school. Maintained high expectations of student conduct and enforced discipline as necessary, according to due process rights of students. Supervised and evaluated elementary teachers. Assisted in the management and preparation of the school budget.

**University Academy Charter School, Kansas City, Mo.**

*Director of Curriculum & Instruction, K-5, July 2006 to June 2007*

Researched, developed and shared high quality instructional strategies that are necessary to positively impact the academic and social/emotional development of urban youth. Assisted in the development, revision, and evaluation of the building level implementation of the district curriculum. Collaborated with teachers and administrators at the elementary level to implement data driven goals. Facilitated fidelity to research-based instructional practices guiding instruction toward new levels of academic rigor.

**Primitivo Garcia Elementary School, Kansas City, Mo.**

*Reading Coach, K-3, August 2004 to July 2006*

*Classroom Teacher, 4-5, August 1998 to June 2003*

Worked with district level personnel and classroom teachers to research and implement high quality reading strategies in K-3 classrooms. Provided targeted instruction to necessary students in accordance to state and federal mandates.

**Benjamin Banneker Elementary School, Kansas City, Mo.**

*Instructional Coach, K-5, August 2003 to June 2004*

Worked alongside classroom teachers to research and implement best teaching practices. Assisted teachers in the development of their abilities to evaluate student achievement data and monitor and adjust instruction as necessary.

**PROFESSIONAL  
AFFILIATIONS:**

**Association For Supervision and Curriculum Development**

**International Reading Association**

**National Association of Elementary School Principals**

**National Staff Development Council**



## **PATHWAY ACADEMY BOARD RESUMES**

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semauer@bryancave.com

Steven Mauer is a civil trial lawyer focusing on commercial litigation. Mr. Mauer represents a variety of businesses and municipalities as plaintiffs and defendants. He serves as the litigation coordinator for several clients and has represented them in a wide variety of disputes. For years, Mr. Mauer has been the primary trial lawyer for National Bank of Kansas City. As a result of this representation, Mr. Mauer has participated in breach of contract suits; real property litigation; claims of breach of duty; and a variety of others.

Mr. Mauer is co-leader of the firm's Fiduciary Litigation Team. He has represented Bank of America in several matters where beneficiaries sought millions of dollars. Mr. Mauer also has participated in major corporate litigation involving claims for millions of dollars.

Mr. Mauer also counsels numerous Missouri municipalities. He serves as city attorney for three communities and as trial counsel for several others. He has represented these clients in breach of contract, civil rights, police brutality, employment disputes, administrative matters and other types of actions.

#### **Representative Experience**

- Defended a week long trial and obtained a decision in excess of \$33 million in favor of his client
- Obtained settlements in two cases with a combined value exceeding \$44 million. Each case was in the top ten of reported cases for the State of Missouri.
- Obtained a plaintiff's verdict in a breach of contract action in excess of \$1.5 million
- Defended a wrongful termination action in which the plaintiff's last settlement demand was \$1.1 million. The trial resulted in a complete defense verdict.
- Led the defense of a consumer fraud class action litigation where customers alleged fraud, negligent misrepresentation and breach of contract in the sale of life insurance policies. The case involved millions of dollars and thousands of class members.

#### **Civic Involvement and Distinctions**

- *Best Lawyers in America*, 2007 edition
- "Super Lawyer", *Ingram's Magazine*, 2007
- Chamber of Commerce - Board Member/Chairman
- Centerpoint Medical Center - Board of Trustees
- Legacy Foundation - Founder and Officer
- Legal Aid of Western Missouri - Board of Trustees
- Sunshine Center School for Developmentally Handicapped Children - Past President
- United Way - Board of Directors/Past Chairman
- Citizen of the Year - 1998
- Public Service Award - City Attorneys' Association of Kansas

## JUANITA M. CLEAVER SIMMONS

### EDUCATION

- Ph.D. University of Texas-Austin, May 2002. Educational Administration  
Cooperative Superintendency Program – Cycle XIII Cohort
- M.S. University of Texas-Austin, May 1997 - Educational Administration
- B.S. Midwestern State University, 1972  
Majors: English and Speech  
Minor: Special Education - Educable Mental Retardation - All Levels

### PROFESSIONAL CERTIFICATIONS

- New York Leaders Academy Trainer, 2005-2007, 2007-2008
- Model-Netics Trainer, 2005-2007, 2007-2008
- Texas Standard Superintendency Certification, 2002
- Texas Mid-Management Certification, 1997
- Texas Provisional Mentally Retarded/Exceptional Children (Grades PK-12)
- Texas Provisional English (Grades 6-12)
- Texas Provisional Speech (Grades 6-12)

### UNIVERSITY FACULTY EXPERIENCE

- Assistant Professor August 2003 – Present  
Educational Leadership and Policy Analysis *PK-16 Instructional Leadership Experience*  
College of Education  
University of Missouri-Columbia  
Responsibilities include teaching graduate courses in K-12 school leadership preparation (principal, specialist, and superintendent certification and training); teaching undergraduate teacher development course, teaching and assisting the internship supervision for teacher leaders; assisting in the coordination of the web-assisted Master's of Learning and Instruction (Principal certification courses), advising students, supervising administrative internships, serving on doctoral committees, participating and facilitating activities with local school districts, serving on department and campus-wide committees, and conducting research.

### PUBLIC SCHOOL AND STATE-LEVEL ADMINISTRATIVE EXPERIENCE

- Director/Designer Magnet/Principal** June 2000 – May 2003  
Humanities/Government Magnet for International Studies *Middle School Adm. Experience*  
*Austin Independent School District - Austin, Texas*
- Educational Specialist – Advanced Academics** August 1999 – June 2000  
Texas Education Agency - Charter School Division *State-level Leadership Experience*  
*William B. Travis Building - Austin, Texas*

**Magnet Director - Dean of Instruction** **July 1996-June 1999**  
Lincoln Humanities/Communications Magnet High School *High School Adm. Experience*  
Dallas Independent School District (DISD) - Dallas, TX

**Dean of Instruction/Asst. Principal - Comprehensive School** **July 1997 - July 1998**  
Lincoln High School *High School Adm. Experience*  
Dallas Independent School District (DISD) - Dallas, TX

**Advanced Academics Instructional Specialist** **June 19 July 1996**  
Dallas Independent School District - Dallas, TX *District-wide Leadership Experience*

**Principal – Aldersgate Private School** **June 1978 - 1980**  
United Methodist Private School - Dallas, Texas *PK-8 Campus Leadership Experience*

#### PUBLIC SCHOOL FACULTY EXPERIENCE

High School Teacher Humanities Teacher August 1980 - May 1995  
High School English and Journalism Teacher August 1985 - May 1997  
High School Reading Resource Teacher August 1978 - May 1980  
High School Reading Resource Teacher August 1973 - May 1979

#### CURRENT PUBLIC SCHOOL PROFESSIONAL DEVELOPMENT/CONSULTING

Riverview Gardens Public Schools District-wide & Administrator Prof. Dev. 2007- Present  
Dr. Rhonda Key, Co-Superintendent  
Dr. Natalie Feder-Thomas, Co-Superintendent  
1370 Northumberland  
St. Louis, MO 63137-1413

Wellston Public Schools District-wide Professional Development/Consulting 2006-2008  
Dr. Charles Brown, Superintendent  
6574 St. Louis Avenue  
St. Louis, MO 63121-5725

Cedar Hill Public Schools Small Learning Communities Consultant  
Cedar Hill, TX

Moberly Public Schools Teaching in High Poverty Communities  
Moberly, MO 65270-3815

#### FEDERAL LEVEL CONSULTING/COMMISSIONS – PROFESSIONAL DEVELOPMENT

(Commissioned) Missouri Department of Elementary and Secondary Education - Site evaluations and reviews of districts in measuring *Disproportionalities in Special Education Placement*, February 2006 - May 2006.



(Commissioned) Missouri Partners in Educational Renewal, Missouri Governing Board.  
*Achievement Gaps: Expectations, Performance, and Opportunities* - February 2005-  
February 2006.

Missouri Black Legislative Caucus – Data Presentation on Missouri Dropout Rates, July  
2008.

## RECOGNITIONS, HONORS AND CITATIONS

### Institutional

*Faculty of the Year Nominee* – February 2007. University of Missouri-Columbia

*Summer Undergraduate Research Internship Award* – University of Missouri-Columbia  
Graduate School, August 2, 2006, Sponsored by the Louis Stokes Missouri-Alliance  
Participation & the Graduate School's Summer Pre-Graduate Research Experience for Students  
in the Humanities. Presented by Pam Beniot, Vice Provost for Advanced Studies & Dean of the  
Graduate School.

*\*High Flyer Recognition for Teaching*, College of Education, University of Missouri, 2008-  
2009; 2007-2008; 2006-2007, 2005-2006; 2004-2005; 2003-2004 ( denotes recognized  
for two classes).

Note: *\*Teachers receiving this recognition receive student ratings for 4.8 or above in the  
classes of fewer than 15, or 4.5 or above in classes of 15 or more students for either the  
course content or overall teaching effectiveness item of the Student Evaluation of  
Instruction and Course questionnaire.*

### *Letters of Commendation:*

Missouri Black Legislative Caucus – July 2008, St. Louis, Missouri – Missouri Dropout  
Rate/High School Completion Study

Bryant L. Garton, Asst. Dean, Academic Programs - College of Agriculture, Food & Natural  
Resources for outstanding evaluation comments from TDP, January 3, 2008;

University of Houston - Clear Lake, Keynote for 2007 Women's Conference;

Chancellor Brady Deaton for chairing the MU King commemoration, February 2005;

Deputy Chancellor Middleton for MU King Commemoration, February 2005.

### *Commendations:*

MU Wakonse Fellow, April 2004.

*Recognition Plaque* - St. Louis New Leaders Principal Preparation Program, June 2008, May  
2007, May 2006.

Certificate of Recognition - *Boonville, MO Sumner Alumni Association - 50<sup>th</sup> Anniversary, 2005.*

## RESEARCH/SCHOLARSHIP

DOCTORAL STATUS: Awarded March 2006

## PUBLICATIONS

### *Chapters:*

Simmons, J. M. (in press). Perceptions of African American Female Professors at a Midwestern White University: Pride! Determination! Respect! Retention? In W. E. Moore, R. Alexander, Jr., and A. J. Lemelle, Jr. (Eds.), *Dilemmas of Black Faculty at U.S. Predominantly White Institutions: Issues in the Post-Multicultural Era*.

Simmons, J. M., & Johnson, W. Y. (2008). African American Female Superintendents Speaking the Language of Hope: Reconstructing the multi-dimensions of passion. In W. Hoy, and M. DiPaola (Eds.), *Improving Schools: Studies in Leadership and Culture* (pp. 223-249). Charlotte, NC: Information Age Publishing.

Grogan, M., Donaldson, J., & Simmons, J. M. (2007). Disrupting the Status Quo: The action research dissertation as a transformative strategy. In C. A. Mullen, T. Creighton, F. L. Dembowski, & S. Harris (Eds.), *The handbook of doctoral programs in educational leadership: Issues and challenges* (pp. 76-89). Houston, TX: The National Council of Professors of Educational Administration Press/Rice University.

Grogan, M. & Simmons, J. M. (2006). Taking a Critical Research Stance. In A. R. Briggs and M. Coleman (Eds.), *Research Methods in Educational Leadership and Management*, 2<sup>nd</sup> Edition (pp. 37-52). London: Paul Chapman Publishing.

Simmons, J. M. (2005). Superintendents of Color: Perspectives on racial and ethnic diversity and implications for professional preparation and practice. In L. G. Björk, & T. J. Kowalski (Eds.), *The Contemporary Superintendent: Preparation, practice, and development* (pp. 251-281). Thousand Oaks: Corwin Press.

### Articles in Refereed Journals:

#### *Accepted:*

Grant, C., & Simmons, J.M. (2008). Narratives on Experiences of African American Women in the Academy: Conceptualizing effective mentoring relationships of doctoral student and faculty. *International Journal of Qualitative Studies in Education* (21)5, 485-503.

Simmons, J. M., Grogan, M., Preis, S. J., Matthews, K., Smith-Anderson, S., Walls, B. P., & Jackson, A. (2007). Preparing First-Time Leaders for an Urban Public School District: An action research study of a collaborative district-university partnership. *Journal of School Leadership* (17)5, 540-569.

Simmons, J. M., (2007). Life Notes about the Dual Careers of a Black Female: Race and Gender Politics in Public School Administration and Higher Education Professorship. *Advancing Women in Leadership Journal* (23), Winter 2007.

### *Conference Proceedings:*

Simmons, J. M. (2009). Neutralizing Resistance to Critical Pedagogy: An Effective Model for Teaching Pre-Service Teachers. In D.C. Thompson and F. E. Cramp (Eds.), *Fifth Annual UCEA Conference Proceedings, Convention 2008: Preparing Democratic Leaders for Quality Teaching and Student Success – A time for action..*

*In Review:*

Akiba, M., Cockrell, K., & Simmons, J.M. (2008). Preparing Teachers for Diversity: Examination of teacher certification and program accreditation standards in 50 states and D.C. *Equity and Excellence in Education.*

GRANTS

*External*

*Promoting Academic Success for Boys of Color*, Investigator: Juanita M. Simmons (PI – 100% Share); Funding Source: W. K. Kellogg Foundation c/o Frank Porter Graham Child Developmental Institute – University of North Carolina at Chapel Hill. Amount: \$337,500. Project Date: July 1, 2007 – July 30, 2011.

*St. Louis New Leaders Project*, Investigators: Margaret Grogan (PI), Juanita Simmons (Co-PI – 25% Share), Jay Scribner (Co-PI), Jerry Valentine (Co-PI); Funding Source: Institute of Education Sciences. Amount: \$1,901,072.80. Project Date: March 2007 – March 2011. Status: Funded

*New Leaders Project*, Investigators: Margaret Grogan (PI), Juanita Simmons (Co-PI), Betty Walls (Co-PI) Funding Source: St. Louis Public Schools. Amount: \$110,183.29. Project Date: July 2006-August 2007. Status: Funded.

*Urban Leaders of Learning for St. Louis Schools*. Investigators: Margaret Grogan (PI), Jay Scribner (Co-PI), Juanita Simmons (Co-PI), Jerry Valentine (Co-PI), Brendan Maxcy (Co-PI). Fundin Source: U.S. Department of Education. Amount: \$700,000 - Project Date: January 2006- December 2008.

*New Leaders Project*. Investigators: Margaret Grogan (PI), Jay Scribner (Co-PI), Juanita Simmons (Co-PI), Jerry Valentine (Co-PI), Brendan Maxcy (Co-PI), Betty Porter Walls (Co-PI). Funding Source: St. Louis Public Schools. Amount: \$206,304.49. Project Date: May 2005-August 2006. Status: Funded.

Missouri Department of Secondary and Elementary Education - *Special Education Disproportionalities in Missouri Schools*. Contribution: Co-PI, 15%, with Tim Lewis, John Hagee \$96,798.00. (February 2006 - June 2006). Status: Funded.

NAEP Secondary Analysis Grant – *Nature and Effects of Multicultural Teacher Education: State Policy, Teacher Education, and Student Learning*. Contribution: Co-PI, 32.20%, with Motoko Akiba, PI; Karen Cockrell; Lisa Flores). (2004 - 2006). \$99,745.00. Status: Funded.

*Internal*

University of Missouri - *The Non-Cognitive factors impacting Black male educational experiences and graduation rates*. eResearch Grant. Contribution: Mentor with Nathan Stephens, student (PI-100%). \$1,000.00. (2007-2008). Status: Funded.



Alumni Association Faculty Development Incentive Grant – Served as Principal Initiator for “Teacher Perceptions and Attitudes about the Impact of Training for Teaching High-Poverty Populations” - Software for Study Group. Contribution: PI, 100%, (2003-2004). \$596.00. Status: Funded.

Academic Transformation Grant - “Improving Technology of MLI Courses.” Contribution: Co-PI, with Jay Scribner, Dan Cockrell, and Jerry Valentine. (2003-2004). \$4,000.00. Status: Funded. (*See also, Service*).

#### PAPERS PRESENTED AND PRESENTATIONS MADE AT CONFERENCES

##### *International & National Meetings - Peer-Reviewed Papers accepted*

Simmons, J. M. *Neutralizing Resistance to Critical Pedagogy: An Effective Model for Teaching Pre-Service Teachers*. Paper accepted and presented at the University Council of Educational Administrators – Orlando, Florida (November 2008).

Simmons, J. M., & Grant, C. *Mentoring African American Female Graduate Students and Professors in Higher Education*. Paper accepted and presented at the University Council of Educational Administrators – Orlando, Florida (November 2008).

Simmons, J. M. *Neutralizing Resistance to Critical Pedagogy: An Effective Model for Teaching Pre-Service Teachers*. Paper accepted and presented at The Learning Conference 08 - Fifteenth Annual International Conference on Learning. University of Illinois, Chicago, IL, June 3-6, 2008.

Simmons, J. M., & Grant, C. *Mentoring African American Female Graduate Students and Professors in Higher Education*. Paper accepted presented at the American Educational Research Association (March 2008).

Simmons, J. M., Grogan, M., Walls, B. P., Piacentini, K., Smith-Anderson, S., & Jackson, A. (2007). *Challenges and Opportunities Embedded in a Collaborative Partnership for Leadership Preparation in an Urban Setting*. Paper accepted and presented at the University Council of Educational Administrators - Alexandria, VA (November 2007).

Akiba, M., Cockrell, K., & Simmons, J.M., Han, S. *Preparing Teachers for Diversity: Examination of teacher certification and program accreditation standards in 50 states and DC* Paper accepted and to be presented at American Educational Research Association – Chicago, IL (April 13, 2007).

Placier, P., Simmons, J.M., Hart, J.L., Maxcy, B., (2007) *Production-based tenure and qualitative researchers as producers*. Paper accepted and to be presented at The Third International Congress of Qualitative Inquiry – Champagne-Urbana, IL. (May 4, 2007).

Simmons, J.M., & Grogan, M. (2006). *St. Louis New Leaders Program: A collaborative university/district partnership for urban reform*. Paper accepted and presented at University Council of Educational Administration, San Antonio, TX. (November 2006).

Simmons, J.M. (2005, November). *Emerging Social Contexts and Normative Expectations for Democratic Leadership in the Superintendency*. Paper presented in panel presentation with Kowalski, Petersen, and Alsbury made at the University Council of Educational Administration conference, Nashville, TN.

Simmons, J. M., & Ballenger, J. (2005, October). *Life Notes and the Dual Careers of Two African American Women: Race and Gender before and within the Academy*. Paper presented by

Ballenger at the National Research on Women and Education 31<sup>st</sup> Annual Fall Conference: SIG of American Educational Research Association. Held at Wayne State University, Dayton, OH.

Placier, P., Cockrell, K., Cockrell, D., & Simmons, J. (2005, April). *Acting Upon our Beliefs: Using theatre of the oppressed in our teacher education practice*. SIG-Self- Study of Teacher Education Practices presentation of at the American Educational Research Association conference, Montreal, Canada.

Simmons, J. M. (2004, April). *Superintendents of Color: Perspectives on racial and ethnic diversity and implications for professional preparation and practice*. Paper presented in panel presentation with Grogan, Petersen, Glass, Bruner, et al., at the American Educational Research Association, San Diego, CA.

Simmons, J. M. (2004, September). The use of special programs in developing critical citizens. Paper accepted and presented at the Conference on Civic Education Research, Reno, Nevada.

Simmons, J. M. (2003, November). *How African-American parents select and evaluate Charter Schools for their fourth and fifth-grade sons*. Paper session at University Council of Educational Administrators conference, Portland, OR.

*Regional Meetings - Peer-Reviewed Papers accepted*

Simmons, J. M., Jupp, J. C., Ingman, J., & Harris, V. (2007, October). *Middle School Re-Design: Toward progressive studies institutes*. Paper accepted and presented at the 7<sup>th</sup> Annual Curriculum and Pedagogy Conference. Marble Falls, Texas.

Simmons, J.M. (2002, February). *How African-American parents select and evaluate Charter Schools for their fourth and fifth-grade sons*. Paper presented at the Texas Alliance of Black School Educators Regional Conference, Austin, TX.

*National and/ Regional Meetings- Symposium Presentations (No paper)*

Simmons, J. M. (2008). Simmons, J. M. (2008). *Black Female Professors at a Midwestern PWU: 25 Years of Building Bridges and Creating Buffers for Survival*. Paper presentation at the 9<sup>th</sup> Annual Women's Leadership Conference. University of Missouri. March 1, 2008.

Simmons, J. M., & Grant, C. (2008). *Mentoring African American Female Graduate Students and Professors in Higher Education*. Paper presented at the 17<sup>th</sup> Annual Association for Black Culture Centers Conference. Columbia, MO. November 3, 2007.

*African American Female Superintendents Speaking the Language of Hope: Reconstructing the multi-dimensions of passion*. Simmons, J.M. Women in Educational Leadership Conference- University of Houston Clear Lake, Houston, TX. September 8, 2007.

*Intensifying Our Conversation and Our Engagement: The influence of gender and race in educational leadership*. Grogan, Simmons, Rorrer, Bruner, Mountford, Skrla, etc. Symposium at University Council of Educational Administration conference, November 2006. San Antonio, Texas.

*Preparing the Next Generation of Urban Leaders for St. Louis City Schools*. Symposium presentation with Grogan, Porter-Walls, Smith-Anderson, Scribner, J.D., and Maxey made at the University Council of Educational Administration conference, November 2005, Nashville, TN.



*What does it take to prepare urban principals?* Symposium presentation with Kathryn Bell McKenzie (UTA); Sarah W. Nelson (SWTx); Encarnacion Garza (UTSA); Linda C. Tillman (Wayne); and Juanita Cleaver Simmons (UMC). University Council for Educational Administration conference, November 2004, Kansas City, MO.

## PROFESSIONAL IMPROVEMENT AND TRAINING

Faculty Writing Workshop, January 15-16, 2008. Alumni Center, University of Missouri.  
International Women's Leadership Conference. London, England. July 2007.

Doug Reeves Leadership Seminar, DESE Urban Systemic Renewal. Lake of the Ozarks, MO. June 2007.

Model-Netics Trainer and Facilitator

Principles of Learning (IFL Institute) – Lauren Resnick

New York Leadership Program Trainer/Facilitator

## SERVICE

### College Assignments

Faculty Responsibilities and Appeals Committee	2008-2009
Faculty Responsibilities and Appeals Committee	2007-8
Affiliate – MU Black Studies Division	2007-2008
Affiliate – MU Hook Center for Urban Renewal	2007-2008
Faculty Responsibilities and Appeals Committee	2005-2007
Faculty Responsibilities and Appeals Committee	2004-2006
COE Deans Search Committee	2005
Coordinator of the Masters of Learning & Instruction –	2003-2006
ELPA Search Committees	2003, 2004, 2008
Superintendent Committee – ELPA Dept.	2003-2004

## PROFESSIONAL MEMBERSHIPS/ORGANIZATIONS

Missouri Professors of Educational Administration (MPEA)

American Educational Research Association (AERA)

The National Alliance of Black School Educators (NABSE)

The Association for Supervision and Curriculum Development

University Council of Educational Administration (UCEA)

American Federation of Teachers (AFT)

Federation of Educational Administrators (FEA) - UT Austin

The Honor Society of Phi Kappa Phi (International & National)



## REFERENCES

Dr. Rhonda Key, Co-Superintendent  
Riverview Gardens School District  
1370 Northumberland  
St. Louis, MO 63137-1413  
314/809-1514

Dr. Charles Brown, Chair, Special Administrative Board, Superintendent  
Wellston Public Schools  
6574 St. Louis Avenue  
St. Louis, MO 63121-5725  
314/290-7900 Office

Dr. Delfino Aleman, Superintendent in Residence  
San Diego State National Center for Urban School Transformation  
5444 New Mills Road  
San Diego, CA 92115  
619/ 255-5941

Dr. Betty Porter Walls, Leadership Development  
St. Louis Public Schools  
9243 Castle Ragh Ct. (Residence)  
St. Louis, MO 63132-3615  
314/569-5050

Dr. Yvonne Johnson, Executive Dir. Campus Accountability  
Longview Independent School District  
201 East Tomlison Parkway  
Longview, Texas 75605  
903/663-7129

**Robby L. Warren**

(b)(6)

**Degrees:**

Master of Science in Education – Drake University – May 1972

Bachelor of Arts Degree in Elementary Education – Yankton College – June 1969

**Certifications:**

Missouri Department of Elementary and Secondary Education on Licensure and

Certification – June 1983

Elementary Administration Certification – Central Missouri State University – June 1999

Basic Adult Education Certification – 1997

Kansas Department of Elementary Education – 1977

Parent's As Teacher Certification

Teacher's Academy Certificate of Completion – Central Missouri State's Regional

Professional Development Center

Teacher Corps – May 1972

**Awards and Accomplishments:**

Advisory Board-Yankton College

Nominated Teacher of the Year – 1997

Kansas City's 100 Most Influential African American Educators Award – 1996

Central Missouri State University Academic Recognition – 1999

Principal's Recognition – District Highest State Standard Scores – 1995

Technical Assistant for the Regional Professional Development Center – 1997

Celebration of Women Award - 2004

**Teaching and Educational Experiences:**

Professional Development Diversity Consultant- 2008

Student Teacher supervisor-University of Missouri-Kansas City-2007-2008

Adjunct Professor – Baker University - 2004 - Present

Instructional Facilitator – Hickman Mills C1 School District – August 2002 – 2004

Interim Elementary Principal – Hickman Mills C1 School District – 2001 – 2002  
Summer School Teacher – Hickman Mills C1 School District – June through July 2003  
Adjunct Professor – Northwest Missouri State University – July 2001  
Elementary Summer School Principal – Hickman Mills C1 School District – 1998  
- 2001

Goals 2000 Education Coordinator – Hickman Mills C1 School District – 1998 – 2000  
Elementary and Middle School Teacher – Hickman Mills C1 School District – 1985 -

1993

Elementary Teacher – Kansas City Missouri School District – 1975 – 1978  
American Federation of Teachers Union Representative – 1983 – 1985

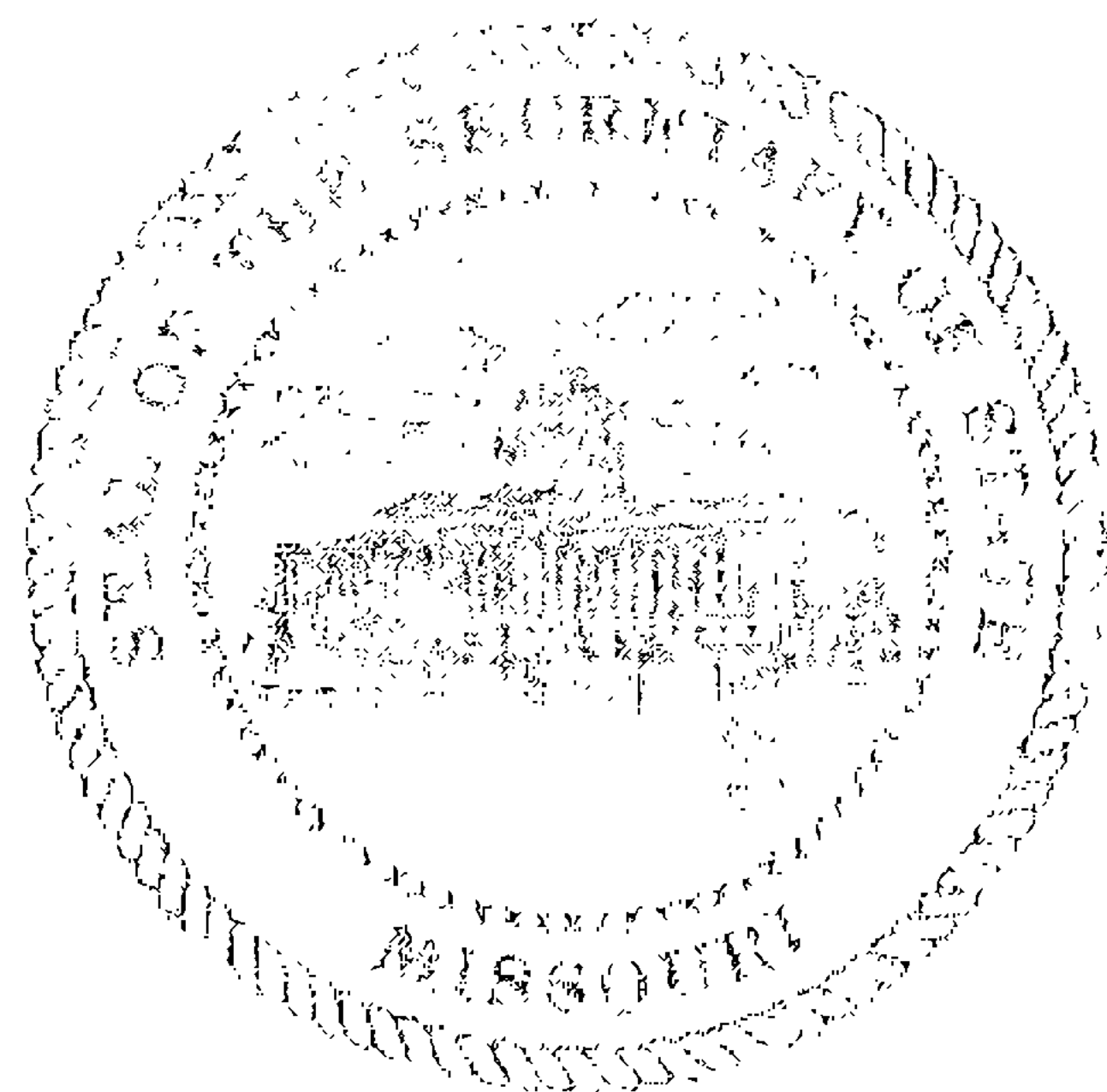
### **Professional Memberships;**

Urban League of Greater Kansas City  
Association for Supervision and Curriculum Development  
National Alliance of Black School Educators – Local Affiliate – Vice President  
Kansas Alliance of Black School Educators – State Secretary

References Available upon request



# STATE OF MISSOURI



Robin Carnahan  
Secretary of State

## CERTIFICATE OF INCORPORATION MISSOURI NONPROFIT


WHEREAS, Articles of Incorporation of

*Pathway Academy, Inc.*  
N00949002

have been received and filed in the Office of the Secretary of State, which Articles, in all respects, comply with the requirements of Missouri Nonprofit Corporation Law;

NOW, THEREFORE, I, ROBIN CARNAHAN, Secretary of the State of Missouri do by virtue of the authority vested in me by law, do hereby certify and declare this entity a body corporate, duly organized this date and that it is entitled to all rights and privileges granted corporations organized under the Missouri Nonprofit Corporation Law.

IN TESTIMONY WHEREOF, I hereunto set my hand and cause to be affixed the GREAT SEAL of the State of Missouri.  
Done at the City of Jefferson, this  
17th day of February, 2009.

  
Secretary of State



## **PATHWAY ACADEMY**

### **LOTTERY, RECRUITMENT, AND ADMISSIONS POLICY**

Pathway Academy Governing Board, Inc. seeks to enroll students in Pathway Academy who reflect the diversity of the surrounding Kansas City community. In addition, the Board will admit students in compliance with any applicable desegregation orders that may be in effect. The school will draw from the demographic areas of Kansas City where many students receive free and reduced priced lunches. Students will be admitted to this school on a first come, first served basis or by lottery if applications exceed available space.

Pathway Academy will not require entrance exams or tuition and there will be no discrimination against any student on the basis of race, ethnicity, national origin, gender, disability or any other grounds that would be unlawful. Pathway Academy will not impose fees that a school district is prohibited from imposing. Admission of students will not be limited on the basis of intellectual or artistic ability, creed, gender, national origin, religion, or ancestry. Student selection will be an open and carefully monitored process.

The Board acknowledges that:

- All students who submit timely applications will have an equal chance for admission;



- Pathway Academy shall enroll all pupils who reside in the Kansas City or who are eligible to attend Kansas City schools under the guidelines of the voluntary transfer program and who submit a timely application;
- All students will receive an “equal chance” of admissions if applications exceed capacity (see below);
- Admissions preference will be given to siblings attending the school, or children of parents employed there;
- Restrictions will not be placed on students based on ethnicity, national origin, disability, gender, income level, proficiency in English or athletic ability; and
- Admission of pupils may be limited within a given age group or grade level based on capacity at each grade level.

All parents and students will be notified about selection according to an agreed-upon time line. All students selected to attend the school will be invited to participate in orientation events in the spring and summer before the Pathway Academy opens.

If the number of students seeking admission to the school exceeds the school’s capacity, students will be selected on the basis of an open lottery. An admissions lottery will be conducted each subsequent year for the entering classes and for any new grade level(s) added to the school. In addition, spaces in existing grades will be filled by lottery in subsequent years. The lottery may be conducted

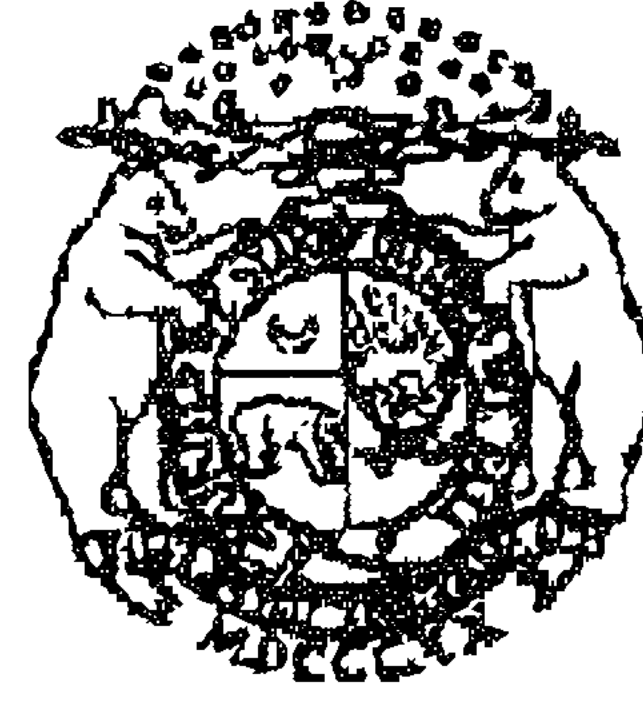


by using specialized computer software or publicly at a scheduled event. The lottery procedures are as follows:

- All students who apply have equal chance for admission. A drawing will be held and each child will have his or her name entered.
- A sibling preference will apply to families seeking to enroll more than one child in the school. An applicant for admission to any newly established grade who is a sibling of a student or students currently enrolled at the schools will be placed in the next available space either in the school or on the waiting list.
- The lottery drawing will rotate through the grade levels, beginning with the lowest grade. The first student will be selected from the school's lowest grade; the next student will be selected from the next lowest grade, and so on through every grade level. The process will then repeat until all spaces have been filled.

The waiting list will be developed in accordance with the above procedures.

**Bert Schulte**  
Interim Commissioner of Education



**Stan Johnson**  
Assistant Commissioner  
Division of School Improvement

**Missouri Department of Elementary and Secondary Education**  
*— Making a positive difference through education and service —*

**COPY**

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April 24, 2009

Dr. Jerry Cooper  
Director of Charter Schools  
UMKC Charter School Center  
5306 Holmes  
Kansas City, MO 64110

Dear Jerry:

The State Board of Education met in its regularly scheduled session on March 26, 2009. At that time, the Pathway Academy charter school proposal was presented as approved by the University of Missouri – Kansas City. The State Board found the application in compliance with the law and authorized Pathway Academy charter school to commence operations pursuant to the charter granted by the University of Missouri – Kansas City.

I look forward to working with you as this school prepares to open for the 2009-10 school year.

Please feel free to contact me if you have any questions.

Sincerely,

*Jocelyn Strand*

Jocelyn M. Strand, Director  
A+ Schools/Charter Schools

## Bibliography

Moats, L.C. (2006). Language, background knowledge, and great instruction: Keys to learning to read. White paper written for EdisonLearning. National Council of Teachers of English. (2004).

On reading, learning to read and effective reading instruction: An overview of what we know and how we know it. National Reading Panel. (2000).

Teaching Children to read: An evidence-based assessment of the scientific research on reading and its implications for reading instruction summary report. Bethesda, MD  
Torgesen, J. K. (1998).

Catch them before they fall: Identification and assessment to prevent reading failure in young children. American Educator. Retrieved May 25, 2007, from <http://www.ldonline.org/article/225>. United States Department of Education. (2001). How to help every child become a reader. Indianapolis, IN: Your Domain Publishing.

Wren, S. (2001). The cognitive foundations of learning to read: A framework. Austin, TX: Southwest Educational Development Laboratory.



**CHARTER SCHOOLS PROGRAM ASSURANCES**

**NON-SEA APPLICANTS FOR PLANNING, PROGRAM DESIGN, AND IMPLEMENTATION**

Pursuant to Section 5202(b) of the ESEA, an applicant for CSP funds that is not a State educational agency (SEA) must provide the following assurances.

As the duly authorized representative of the applicant, I certify that the applicant will submit to the Secretary:

- (a) All items described in the application requirements;
- (b) An assurance that the eligible applicant will annually provide the Secretary such information as may be required to determine if the charter school is making satisfactory progress toward achieving the objectives described in section 5203(b)(3)(C)(i) of the ESEA;
- (c) An assurance that the applicant will cooperate with the Secretary in evaluating the program assisted under this subpart;
- (d) A description of how a charter school that is considered a local educational agency under State law, or a local educational agency in which a charter school is located, will comply with sections 613(a)(5) and 613(c)(1)(B) of the Individuals with Disabilities Education Act;
- (e) Proof that the applicant has applied to an authorized public chartering authority to operate a charter school and provided to that authority adequate and timely notice, and a copy, of this application; or an assurance that this application is for a precharter planning grant and the authorized public chartering authority to which a charter school proposal will be submitted has not been determined;
- (f) A copy of proof of applicant's non-profit status;
- (g) The applicants' DUNS and TIN numbers;
- (h) A statement as to whether or not an applicant for planning and implementation funding has previously received funding for this program either through a State subgrant or directly from the Department;
- (i) Such other information and assurances as the Secretary may require;
- (j) An assurance that the eligible applicant will use the funds to plan and implement a charter school in accordance with the Charter Schools Program; and
- (k) Assurances that the State educational agency will (i) grant, or will obtain, waivers of State statutory or regulatory requirements; and (ii) will assist each subgrantee in the State in receiving a waiver under section 5204(c) of the ESEA.

Lori Butler  
NAME OF AUTHORIZED OFFICIAL

Principal  
TITLE

Lori Butler  
SIGNATURE OF AUTHORIZED OFFICIAL

8/26/09  
DATE

Pathway Academy  
APPLICANT ORGANIZATION

8/26/09  
DATE SUBMITTED

# Budget Narrative

## Budget Narrative Attachment

### Attachment 1:

Title: **Pathway Academy - Budget Narrative Pages: 6** Uploaded File: **C:\Documents and Settings\psharp\My Documents\Schools\Missouri\Pathway Academy, Kansas City\CSP\Budget\Pathway CSP budget narrative final.doc**

**Budget Narrative**  
**Pathway Academy**

**Year 1**

- Recruitment
  - 1) Ground team to recruit students in the neighborhood
    - a. Recruitment Manager salary of \$5,000 for months June, July and August
    - b. Hire three people working for \$15 per hour for 37 hours per week for 12 weeks between June, July and August (total \$20,000)
  - 2) Spanish-speaking ground team to recruit Spanish-speaking students in the neighborhood
    - a. Recruitment Manager salary of \$5,000 for months June, July and August
    - b. Hire three people working for \$15 per hour for 37 hours per week for 12 weeks between June, July and August (total \$20,000)
  - 3) Fringe Benefits for Recruitment Managers
    - a. @20% = \$1,000
  - 4) 2 staff traveling to Washington, D.C. for CSP Meeting
    - a. Estimated costs: 2@ \$1,250/per = \$2,500
    - b. Costs include: Air travel estimate: \$432.15 round trip @ 1 trip = \$432.15; Hotel: \$200.00 per night x 2 nights = \$ 400.00; Meals: \$50.00 per day x 3 days = \$ 150.00; Car rental estimated at \$300.00 weekly rate x 1/2 weeks = \$150.00; Mileage \$.585 per mile (2008 IRS business standard rate) x 50 miles/day x 3 days = \$87.85; Parking budgeted at \$10.00 per days x 3 days = \$30.00
- Equipment
  - 1) Computer/Laptops – 8 computer/laptops for students and teachers (8 items at an average price of \$925 each, totaling \$7,400)
  - 2) Computer/Laptop accessories, such as mouse, cases, etc. (12 items at an average price of \$80 each, totaling \$960)



- 3) Printer/Cable/multimedia equipments – printer, fax machine, multimedia LCD (5 items at an average price of \$376 each, totaling \$1,880)
  - 4) Computer software, Veritas Backup Exec for School (\$609), Autodial Valet Software (\$2,700) and Nortel MICS with 7.1 software (\$1,410) (totaling \$4,719)
- Curriculum
    - a. Element of Literature for grades 6,7 & 8 and SPED (1,242 items at an average price of \$18 each, totaling \$22,356)
    - b. Explorations in art: “Artist”, “A Global”, “Community”, “Large”, “Overhead”, “Vocabulary”, “Big Book”, and “Personal” for grades K-5 (155 items at an average price of \$67 each, totaling \$10,385)
    - c. Making Music PE grades 2-5, and Music 2002 student book for grade 6 (125 items at an average price of \$45 each, totaling \$5,625)
    - d. Health and Wellness for grades 4 to 8 (63 items at an average price of \$44 each, totaling \$2,772)
    - e. EV Math for grades K-5: CRP 2007, Student Material, Home Links, Teachers, Wall Charts, Manipulation Kit (772 items at an average price of \$40 each, totaling \$30,880)
    - f. Digiblock for K-3 Class set (10 items at an average price of \$735 each, totaling \$7,350)
    - g. Write Source 2006 and 2007 for Grades 1-8 (6 items at an average price of \$215 each, totaling \$1,290)
    - h. Avenue Level A Little Language books (20 items at an average price of \$47 each, totaling \$940)
    - i. Avenue Level D Leveled books (1 item at an average price of \$1,020 each, totaling \$1,020)
    - j. Avenue Level E Leveled books (1 item at an average price of \$1,067 each, totaling \$1,067)
    - k. Avenue Level F Leveled books (1 item at an average price of \$1,207 each, totaling \$1,207)

## Year 2

- Recruitment
  - 1) Ground team to recruit students in the neighborhood
    - a. Recruitment Manager salary of \$5,000 for months June, July and August
    - b. Hire three people working for \$15 per hour for 37 hours per week for 12 weeks between June, July and August (total \$20,000)
  - 2) Spanish-speaking ground team to recruit Spanish-speaking students in the neighborhood
    - a. Recruitment Manager salary of \$5,000 for months June, July and August
    - b. Hire three people working for \$15 per hour for 37 hours per week for 12 weeks between June, July and August (total \$20,000)
  - 3) Fringe Benefits for Recruitment Managers
    - a. @20% = \$1,000
  - 4) 2 staff traveling to Washington, D.C. for CSP Meeting
    - a. Estimated costs: 2@ \$1,250/per = \$2,500
    - b. Costs include: Air travel estimate: \$432.15 round trip @ 1 trip = \$432.15; Hotel: \$200.00 per night x 2 nights = \$ 400.00; Meals: \$50.00 per day x 3 days = \$ 150.00; Car rental estimated at \$300.00 weekly rate x 1/2 weeks = \$150.00; Mileage \$.585 per mile (2008 IRS business standard rate) x 50 miles/day x 3 days = \$87.85; Parking budgeted at \$10.00 per days x 3 days = \$30.00
- Equipment
  - 1) Computer/Laptops – 50 computer/laptops for students and teachers (50 items at an average price of \$925 each, totaling \$46,250)
  - 2) Computer/Laptop accessories, such as mouse, cases, etc. (50 items at an average price of \$80 each, totaling \$4,000)
  - 3) Smart boards for board conference room, auditorium and library (3 items at an average price of \$6,000 each, totaling \$18,000)

- 4) Software for the computers (5 items at an average price of \$1,573 each, totaling \$7,865)
- Curriculum
  - 1) AVE E-Assess grades 1-5, levels beginning to advanced (140 items at an average price of \$19 each, totaling \$2,660)
  - 2) Storytown Writer's grades 1-5, online spelling, grammar, phonics, online practice, and writer's (680 items at an average price of \$9 each, totaling \$6,120)
  - 3) Scholastic reading level inventory and levels 12B to 15B (28 items at an average price of \$92 each, totaling \$2,576)
  - 4) DSM Science, solar systems, forces and motion, weather, soils science (29 items at an average price of \$64 each, totaling \$1,856)
  - 5) IPT Test set, writing, literature, English (11 items at an average price of \$191 each, totaling \$2,101)
  - 6) Science Day book for life and earth, grade 4 & 5 (58 items at an average price of \$61 each, totaling \$3,538)
  - 7) Elements of language vocabulary workshop (56 items at an average price of \$15 each, totaling \$840)
  - 8) Storytown grade 1 practice book (66 items at an average price of \$14 each, totaling \$924)
  - 9) Storytown grade 6 Dive right in (56 items at an average price of \$57 each, totaling \$3,192)

### **Year 3**

- Recruitment
  - 1) Ground team to recruit students in the neighborhood
    - a. Recruitment Manager salary of \$5,000 for months June, July and August
    - b. Hire three people working for \$15 per hour for 37 hours per week for 12 weeks between June, July and August (total \$20,000)



- 2) Spanish-speaking ground team to recruit Spanish-speaking students in the neighborhood
  - a. Recruitment Manager salary of \$5,000 for months June, July and August
  - b. Hire three people working for \$15 per hour for 37 hours per week for 12 weeks between June, July and August (total \$20,000)
- 5) Fringe Benefits for Recruitment Managers
  - a. @20% = \$1,000
- 6) 2 staff traveling to Washington, D.C. for CSP Meeting
  - a. Estimated costs: 2@ \$1,250/per = \$2,500
  - b. Costs include: Air travel estimate: \$432.15 round trip @ 1 trip = \$432.15; Hotel: \$200.00 per night x 2 nights = \$ 400.00; Meals: \$50.00 per day x 3 days = \$ 150.00; Car rental estimated at \$300.00 weekly rate x 1/2 weeks = \$150.00; Mileage \$.585 per mile (2008 IRS business standard rate) x 50 miles/day x 3 days = \$87.85; Parking budgeted at \$10.00 per days x 3 days = \$30.00
- Equipment
  - 1) Computer/Laptops – 10 computer/laptops for students and teachers (20 items at an average price of \$925 each, totaling \$18,500)
  - 2) Computer/Laptop accessories, such as mouse, cases, etc. (20 items at an average price of \$80 each, totaling \$1,600)
  - 3) Software for the computers (5 items at an average price of \$1,573 each, totaling \$7,865)
- Curriculum
  - a. Library books for K-8 at an average of 240 books per grade (2,160 books at an average price of \$20 per book, totaling \$43,200)
  - b. AVE E-Assess grades 1-5, levels beginning to advanced (140 items at an average price of \$19 each, totaling \$2,660)
  - c. Storytown Writer's grades 1-5, online spelling, grammar, phonics, online practice, and writer's (680 items at an average price of \$9 each, totaling \$6,120)

- d. Scholastic reading level inventory and levels 12B to 15B (28 items at an average price of \$92 each, totaling \$2,576)
- e. DSM Science, solar systems, forces and motion, weather, soils science (29 items at an average price of \$64 each, totaling \$1,856)
- f. IPT Test set, writing, literature, English (11 items at an average price of \$191 each, totaling \$2,101)
- g. Science Day book for life and earth, grade 4 & 5 (58 items at an average price of \$61 each, totaling \$3,538)
- h. Elements of language vocabulary workshop (56 items at an average price of \$15 each, totaling \$840)
- i. Storytown grade 1 practice book (66 items at an average price of \$14 each, totaling \$924)
- j. Storytown grade 3 practice book (50 items at an average price of \$14 each, totaling \$700)
- k. Storytown grade 4 practice book (75 items at an average price of \$9 each, totaling \$675)
- l. Storytown grade 5 practice book (50 items at an average price of \$9 each, totaling \$450)
- m. Storytown grade 6 Dive right in (56 items at an average price of \$57 each, totaling \$3,192)
- n. Storytown grade 6 Lvld Rdrs Syst (1 item at an average price of \$1,733 each, totaling \$1,733)
- o. Storytown grade 6 practice book (56 items at an average price of \$9 each, totaling \$504)