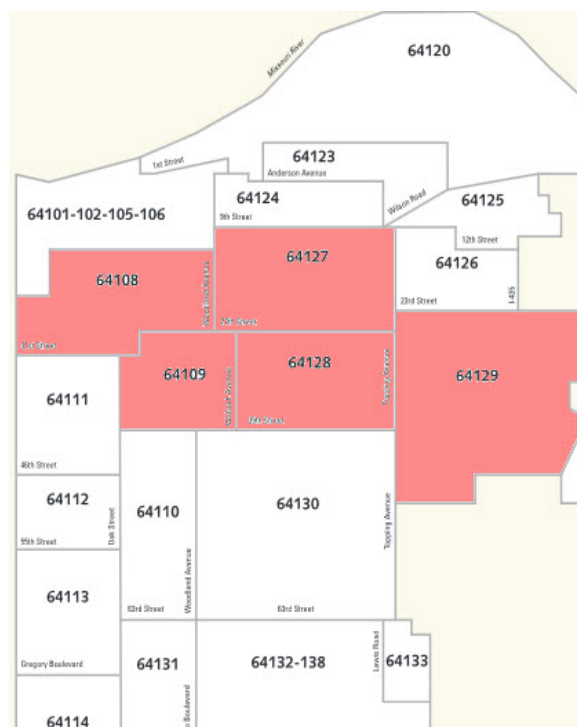


# Monarch Collegiate Preparatory Academy

**Mission & Vision:** The mission of Monarch is to provide rigorous education resulting in young men graduating from college and succeeding in a global community. The vision of Monarch is to produce graduates that are thought leaders, role models and agents of change in the Kansas City community and the world; building leaders one male at a time. We envision that the institutional fabric and infusion of “I Am My Brother’s Keeper” principles will transform our students into a lifelong brotherhood dedicated to the betterment of the individual, the community, and our world by creating opportunities to develop leadership skills, participate in service to others, achieve academic excellence, experience cultural diversity and practice personal integrity. We aim to shift the culture of young boys in these communities to aspire to attend college, value education, and at the earliest age, be given the tools to meet those goals.

**Target Student Population:** Monarch will enroll 480 males in grades K-5 residing in the geographic area served by Kansas City Public Schools, primarily from households in zip codes 64108, 64109, 64127, 64128 & 64129. The selected area is characterized by highly diverse populations, many of whom face significant socio-economic need, and struggle to find quality educational opportunities for their children.



Zip code	64108	64109	64127*	64128*	64129
Race/Ethnicity Demographics <sup>1</sup>	Black 26.4% White 55.3% Asian 2.4% Hispanic 29.5%	Black 64.6% White 28.4% Asian 0.6% Hispanic 5.7%	Black 54.7% White 23.4% Asian 1.4% Hispanic 26.7%	Black 86.4% White 7.1% Asian 0.1% Hispanic 5.9%	Black 41.0% White 48.4% Asian 0.7% Hispanic 10.4%
Median Household Income <sup>2</sup>	\$40,127	\$23,098	\$20,892	\$25,339	\$33,102
% of population under the age of 18 living below Federal Poverty Level <sup>3</sup>	45.9%	43.9%	55.2%	49.5%	46.0%
# of Youth 5-14 years <sup>4</sup>	656	1,083	2,995	1,624	1,298
# of Elementary School students that cannot be served by a level I-III school** <sup>5</sup>	171	--	1,762	1,049	187
% of Males age 18-24 enrolled in college or graduate school <sup>6</sup>	57.3%	15.8%	21.8%	16.6%	25.0%
* One of the top 5 zip codes in Kansas City where the greatest need for quality education exists. <sup>7</sup>					
** Level I-III schools are those that have measured academic performance at 50% or higher according to state academic					

<sup>1</sup> 2010 U.S. Census Data – General Population and Housing Characteristics

<sup>2</sup> 2015 American Community Survey – Selected Economic Characteristics

<sup>3</sup> 2015 American Community Survey – Selected Economic Characteristics

<sup>4</sup> 2010 U.S. Census Data – General Population and Housing Characteristics

<sup>5</sup> <http://www.iff.org/resources/content/2/5/2/documents/IFFKCRReportFINAL.pdf>

<sup>6</sup> 2015 American Community Survey – School Enrollment

<sup>7</sup> <http://www.iff.org/resources/content/2/5/2/documents/IFFKCRReportFINAL.pdf>

and performance standards.

Based on area charter school enrollment data and district public schools in Kansas City, Monarch Collegiate estimates that 10% of the student population will be classified as Special Education (SPED, 60-85 % will qualify for the free-and-reduced lunch program and approximately 10% will be English Language Learners

*School Design: Developing Inquisitive Learners* - Inspired by the International Baccalaureate (IB) programme<sup>8</sup>, Monarch is grounded in high academic achievement, leadership and character development. Monarch will utilize the IB Primary Year Programme (PYP) (for students age 3-12) framework, a design committed to developing learners who are: inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers balanced, and reflective. Congruently, Monarch's leadership team will identify the Missouri Grade Level Expectations (GLE) that best support the exploration of this learning platform idea, and then design activities and assessments that facilitate the exploration. Leadership and educators will work together using the five elements denoted below to construct a rigorous and challenging primary curriculum for international education that is trans-disciplinary. The five essential elements of the PYP are:

- **Knowledge**, is both disciplinary, represented by traditional subject areas (language, math, science, social studies, arts, PSPE) and trans-disciplinary
- **Concepts**, students explore through structured inquiry in order to develop coherent, in-depth understanding, and which have relevance both within and beyond subject areas
- **Skills**, are the broad capabilities students develop and apply during learning and in life beyond the classroom
- **Attitudes**, contribute to international-mindedness and the wellbeing of individuals and learning communities, and connect directly to the IB learner profile<sup>9</sup>.
- **Action**, is an expectation; successful inquiry leads to responsible, thoughtful and appropriate action

Currently, no other PYP program is operating in the Kansas City area. The PYP prepares students to become active, caring, lifelong learners who demonstrate respect for themselves and others and have the capacity to participate in the world around them. It focuses on the development of the whole child as an inquirer within the classroom and beyond. According to the Global International Schools Assessment Study (2009-2011), PYP students outperform non-IB students in mathematics, reading and writing. It gives students an excellent foundation for the subsequent IB programmes offered during the middle and high school years

*Supporting Success* – Monarch will adopt the ideas and philosophies established through the My Brother's Keeper Alliance (MBK Alliance), a 501(c)(3) born out of President Obama's call to action to ensure all of our nation's boys and young men of color have equal opportunity to live up to their full potential. The school will serve a wide variety of students from different racial, ethnic, and socio-economic backgrounds, all with unique skills, abilities and needs. Adoption of the principles and strategies promoted through MBK Alliance will not only improve outcomes for all students but will help build a community of unity and support, within and outside of the school building. Monarch truly believes that every student, whatever their circumstances, holds the innate potential to achieve their goals and succeed in school, leadership, and life. Our school is unwavering in the commitment to consistently approach every student not in terms of what they lack, but in terms of what is possible. We will offer the following:

- **Bridging the Word Gap** – Monarch will develop and utilize innovative solutions to enrich early language learning for students through the IB PYP format. Various technologies, best practices, and community partners, in addition to daily age appropriate literacy development activities will effort to curb Kansas City's dismal 3<sup>rd</sup> grade reading proficiency.
- **Supporting Social-Emotional and Behavioral Development** – Monarch will adopt the Behavior Intervention Support Team (BIST) disciplinary model<sup>10</sup>. BIST tracks and manages student behavior using four different approaches: early intervention, caring confrontation, protective planning and outlasting.

<sup>8</sup> <http://www.ibo.org/programmes/primary-years-programme/>

<sup>9</sup> <http://www.ibo.org/benefits/learner-profile/>

<sup>10</sup> <http://bist.org/>

- **Strengthening Parent (and stakeholder) Engagement** - Monarch will host regular family information fairs, conduct regular individual family/student meetings, engage in ongoing personal communications between parents and school staff, establish several electronic information portals where parents can gain information about the school and classroom, and offer volunteer opportunities to families. Additionally, Monarch’s Community Engagement Teams will work to nurture the political power of our parents to demand meaningful change in their neighborhoods. The school will build sustainable alliances with caring community partners to help remove barriers to student learning. Respecting stakeholders requires active listening and the inclusion of all voices. School leaders will engage teachers in decision-making through the creation of professional communities of practice.

*Building a Brotherhood/School Culture* - Research, school visits, and advice from charter school practitioners and experts all agree that the common denominator of high performing schools is school culture. Consequently, schools with incredibly strong cultures focus on rigorous teaching and learning. Monarch will focus on two aspects of culture: school wide culture and classroom culture. School-wide culture refers to the norms and values shared by all individuals at the school, while classroom culture refers to the expected behaviors in the classroom. Based on numerous observations of high-performing schools, schools with strong cultures share a common theme: all students are listening, following directions on task and engaged in rigorous coursework. Subsequently lesson plans will be relevant and engaging for students through research based best practices. Monarch’s staff will define and develop the nuances of the school’s culture. Some fundamental hallmarks already identified as likely elements of Monarch’s culture include:

- Visible and frequently communicated “school vocabulary” that establishes and reinforces the school’s culture acronyms, special words and principles that are shared among students and adults
- Special incentive and reward systems
- A clearly defined and consistently implemented student discipline system
- School contracts to be signed by students and families indicating they are aware of the school’s fundamental values, discipline policies, and expectations
- Family engagement strategies focused on student achievement

A Typical Day: The school’s academic day is defined as 8:15am to 4:00pm, including morning assembly, lunch, recess and specialty class. As part of our effort in building community and enhancing a brotherhood culture, we plan to incorporate a daily school assembly (8:15-8:30am). The assembly will emphasize one of the IB learning profiles, in addition to highlighting character, academic achievement and performance expectations. The core academic day operates from 8:30am to 3:45pm; this time frame is inclusive of the school day for ADA purposes.

**Sample schedules: Kindergarten Daily Schedule**

<b>FULL DAY</b>		
<b>Time</b>	<b>Minutes</b>	<b>Subject</b>
8:15-8:30	15	Morning Meeting
8:30-10:30	120	Literacy Block
10:30-11:25	55	Specials: Rotate through Art, Music, P.E., Spanish, Mandarin
11:30-11:55	--	Lunch
11:55-12:25	--	Recess
12:25-1:00	35	Literacy Block
1:00-3:00	120	Math Block
3:00-3:45	45	Science/S.S.
3:45-4:00	15	Afternoon Meeting
4:00	--	Dismissal
	<b>405</b>	<b>Instructional Minutes</b>

<b>LATE START</b>		
<b>Time</b>	<b>Minutes</b>	<b>Subject</b>
9:45-9:55	10	Morning Meeting
9:55-10:45	50	Literacy Block

10:45-11:25	40	Specials: Rotate through Art, Music, P.E., Spanish, Mandarin
11:30-11:55	--	Lunch
11:55-12:25	--	Recess
12:25-1:30	65	Literacy Block
1:30-3:10	100	Math Block
3:10-3:45	35	Science/S.S.
3:45-4:00	15	Afternoon Meeting
4:00	--	Dismissal
	<b>315</b>	<b>Instructional Minutes</b>

Outcomes: Academic - Students will average 1.25 years of annual academic growth as measured by an international norm referenced growth-measured exam and demonstrate understanding of subjects outlined in the Missouri Learning Standards. After completing three years at Monarch, 75% of students will score Proficient or Advanced status on all assessed subjects on the state’s standardized assessment, and 70% will be reading at or above grade level and/or make more than one year of academic growth each year as measured by IB Benchmark Assessments. By the fifth year of operation, students will earn an MPI equivalent to the DESE Academic Achievement Status Target of 375 in Mathematics and Communication Arts.

Operational – Monarch will open in 2018 with two grade levels comprised of 80 students in each grade, Kindergarten and First Grade (160 students total). The school will grow by one grade level each year, achieving an enrollment of 480 students by 2022. Class size will be limited to a maximum of 20 students. Monarch will achieve at least an overall parent engagement rate of 80% as indicated on parent surveys. At least 90% of the students will attend at least 90% of the time.

Financial - Monarch will be financially sustainable on public funds within the first five years.

Evidence for Meeting Outcomes: The demographics of Kansas City School district highest need area, is an ideal community for an IB Programme, in that it naturally offers an environment that is in close proximity to ethnically and socioeconomically diverse communities, a fundamental element of the IB framework. The richness of this diversity will be integrated into daily instructions and will enhance student learning potential.

Financially, Monarch is committed to fundraising in the amount of \$500,000 annually in excess of the state appropriated dollars to provide critical start-up and early operational support to the school. Further, the school has and is securing an extensive base of supporters who are deeply engaged in the metropolitan community and vested in the success of an all-male charter school. Current stakeholders include (but not limited to): City of Kansas City, Congressman Emanuel Cleaver, Senator Claire McCaskill, Downtown Council, ReStart, Neighborhood Advisory Council, David Oliver, Rev. Hartsfeld Foundation, and City of Kansas City, Mayor Pro Tem/Councilman-District 1, Scott Wagner.

Innovation: Monarch differentiates from others by providing the only elementary school in Kansas City that offers the IB curriculum. The IB's programmes are different from other curricula because they: 1) encourage students of all ages to think critically and challenge assumptions; 2) develop independently of government and national systems, incorporating quality practice from research and our global community of schools; 3) encourage students of all ages to consider both local and global contexts; and 4) develop multilingual students. Integration of the aforementioned strategies, in addition to trans-disciplinary themes surrounding subject areas translates to “interconnectedness”. The overall effect of this design is to deconstruct boundaries between subjects, encouraging young students to make connections between disciplines that are traditionally regimented.

Beyond the teaching strategies, authorization to become an IB Programme is strenuous compared to other institutions. To become an IB school the program must demonstrate highly effective instruction for at least two consecutive grades/years, appoint a PYP coordinator to lead the programme and communicate with the IB,

commit to ongoing mandatory professional development for teachers, and ensure that the student experience is continuous<sup>11</sup>.

Monarch will also serve as the only all-boys school in Kansas City.

#### Founding Team and Capacity

- **Jessica Burkhalter** - Burkhalter holds a dual Bachelor's degree in Early Childhood & Elementary Education from University of Missouri and a Master's Degree in Education with a Reading Specialist endorsement from the University of Kansas. Her focus on literacy instruction began as a classroom teacher and grew as she worked as a reading specialist in Blue Valley Schools and as a consultant for Fairfax Public Schools in Washington, D.C. As a reading consultant in Washington D.C., Jessica helped to create materials for readingrocket.org's First Year Teacher. FYT aids teachers in establishing a balanced literacy program. Jessica works primarily on curriculum for the Monarch Board of Directors.
- **Thalia Cherry**- Thalia received her Master's of Business Administration degree from Stephens College in Columbia, MO. She brings over 10 years of experience in innovative design development, production-management and quality supply-chain performance, with significant experience in managing large-scale projects. She has served on education and financial committees and task forces in Greater Kansas City and the national public sector where she leveraged \$1 million annually to support education and employment for young people in Kansas City. In 2005, Thalia established the first leadership board for young people adopted by the Mayor and City Council. She has partnered with the 14 school districts in education, workforce and economic development, and has managed partnerships with 75 private, public and nonprofit entities.
- **Richard Hu**-Richard is President and Design Principal of HJM Architects in Kansas City MO. He is a University of Kansas, School of Architecture graduate. Richard was co-founder and president of MidWest Velo, a non-profit cycling organization that raised awareness and proceeds for local cancer research. He currently sits on the Lyric Opera Board of Trustees and chairs the Corporate Development Committee. In addition, he co-chairs several events for non-profit organizations such as the Reach Out and Read KC's Green Eggs and Ham and the Samuel U. Rodgers Health Center's Eats and Beats. Richard worked with the DeLaSalle Education Center in master planning and programming the campus and building design. His primary role on the Monarch Collegiate Preparatory Academy Board of Directors is to oversee facilities and financial aspects of the school.
- **Gina Robinson**-Gina is the Chief of Operations at the Jackson County Missouri Prosecutor's Office. She is responsible for the development of the financial management strategy and contributes to the overall strategic goals. Gina is involved in all aspects of employee management for a staff of more than 150 employees. She is responsible for meeting with labor unions, serves on the negotiation team to discuss management personnel proposals, and oversees a 14 million dollar budget. She has a Master's in Public Administration from the University of Missouri-Kansas City. Her primary role on the Monarch Board of Directors is facilitating all business and financial matters regarding the school.
- **Laura Wagner**- Laura has 20 years of experience in marketing and public relations. She has an English degree from the University of Nebraska-Lincoln and is the Principal at Wagner Marketing. Laura focuses on Monarch's marketing strategy. Laura is a generalist and has done marketing, public relations work, public involvement, and online promotion for various businesses and non-profit organizations. She has expertise in reaching audiences in specific areas and of various age ranges. She has specifically worked with non-profits such as NICE-KC, Joshua Center, and Green Hills Women's Shelter - reaching parents, teachers and children about the opportunities and services available to them.
- **Dr. Dan Wartick**- Dan began his career in education as a teacher in 1991, he taught for many years before becoming an administrator and is currently the Head of School at North Kansas City High School, a Diploma Programme and Career Programme IB authorized school. Dan has served on the IB North America Regional Council, IB Heads Council, and the IB Grant Committee. Dan currently is a member of the IB Educators Network serving in the capacity of a school evaluation and authorization leader, consultant for new IB programs and workshop leader for administrator. Dan serves as the IB expert on the Monarch Board of Directors. Dan is dedicated to seeing Monarch's success as there is not a PYP program in Kansas City.

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<sup>11</sup> <http://www.ibo.org/globalassets/publications/become-an-ib-school/pypguidetoschoolauthorization.pdf>