

Fall 2018 Charter School Application
Threshold for Evaluation Template



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Eligibility Determination & Threshold for Evaluation (Part 1)

Executive Summary

Provide a two to four page overview of your school or network, including:

- (1) Explain the mission and vision of your school. What will your school set out to achieve in the long term, what will success look like, and how will your school get there?
- (2) Include information on what success will look like for students while attending your school, and after they leave your school (The outcomes you will achieve);
- (3) How does your school align with the district’s charter authorizing priorities?
- (4) What are the elements of your educational model that will meet the needs of your target student population?
- (5) Explain why your school would be important to the community in which you are proposing to locate.
- (6) Who will your school collaborate with? What community support has the school generated? Who will your school work with to be well positioned within the city and community?

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

About KIPP New Orleans Schools

Great education transforms lives.

In a world where opportunities are not distributed equally, an excellent education equips students with the knowledge and skills they need to succeed and helps them build an identity that both honors their past and prepares them for the future. All students deserve schools where educators focus on students’ individual needs while leading them to meet ambitious expectations.

The proposed KIPP PK-8 Transformation school is built on the belief that each life adds meaning and worth to the lives around it. Through rigorous standards-based instruction, students are empowered with knowledge about themselves and others and with empathy for other people. As our students develop as friends, leaders, creators, learners and change-agents, they contribute proudly to their communities and will impact our world with exceptional achievement through college and throughout life. Notably, some KIPP alumni are now teachers at KIPP New Orleans Schools.

Since 2005, KIPP New Orleans Schools (KNOS) has worked to build schools that deliver on the promise of an excellent education for all students. KIPP has educated thousands of students in New Orleans over the past thirteen years; today those students are graduating from college and building careers on a path to choice-filled lives. KIPP alumni are the leaders who are making New Orleans and the world a better place.

KIPP New Orleans, Inc, commonly known as KIPP New Orleans Schools (KNOS) is a Louisiana non-profit organization with a local board of directors. As an affiliate of the national Knowledge Is Power Program (KIPP) network of schools, KNOS is dedicated to partnering with families and communities to help students build a path to and through college and career. In the 2018-2019 school year, the KNOS network includes seven charters, organized as 11 schools (five elementary schools (K-4), four middle school (5-8), and two high schools) educating over 5,000 students. KNOS has a long-term vision of college-readiness, matriculation, and persistence for all of its students and all aspects of our planning and programming are linked to this ultimate outcome.

From the founding of the very first KNOS school just prior to Hurricane Katrina in 2005, we have dedicated ourselves to providing students and families with high-quality public education options and to seeing students to and through college. Since then, our



organization has grown and our practices have evolved, but we remain committed to that mission. We have learned many lessons, and the last decade has helped prepare us for a new challenge: the transformation of a full PK-8 school.

About the Knowledge Is Power Program

KIPP New Orleans Schools is affiliated with KIPP, the Knowledge is Power Program. KIPP is a non-profit network of college-preparatory, public charter schools educating elementary, middle, and high school students. We have a 20-year track record of preparing students in educationally underserved communities for success in college and life. Today the 224 schools in the KIPP network educate nearly 100,000 students and supports 27,000 alumni in college and careers.

At KIPP, teachers, students, and families are all united around the same goal: college and a choice-filled life. We believe that an excellent college-preparatory education will set students up for success in whatever life path they choose. Through collective hard work and commitment, KIPP students complete college at a rate that is above the national average for all students and four times higher than that of students from similar economic backgrounds. Our success is driven by:

- **High Expectations:** We set clearly defined and measurable high expectations for academic achievement and conduct in order to create and reinforce a culture of achievement and support. We know that every student is different and we personalize learning based on a student’s needs, skills, and interests.
- **Strength of Character:** Success in life depends on both academics and character. We help students foster character strengths that are essential for their own success and well-being. And we empower them to express their own voice with power and to improve the world around them.
- **Highly Effective Teachers and Leaders:** Great schools require great teachers and school leaders. We empower our educators to lead school teams, and we invest in training to help them grow as professionals.
- **Safe, Structured, and Nurturing Environments:** Students need physical and emotional safety in order to take risks and learn from their successes and their mistakes. Our schools provide a safe, structured, and nurturing environment with minimal distractions and more time for both academics and extracurricular activities so that students love school and maximize their learning.
- **KIPP Through College:** Our counselors and advisors support students as they prepare for and select the right college and career for their needs and interests. After high school, we help KIPP alumni navigate the social, academic, and financial challenges they might encounter while in college.

In addition to the Five Pillars, KIPP schools are guided by six questions that help us judge how well we are fulfilling our mission. Those six questions are:

- Are we serving the children who need us?
- Are our students staying with us?
- Are our students progressing and achieving academically?
- Are our alumni climbing the mountain to and through college?
- Are we building a sustainable people model?
- Are we building a sustainable financial model?

These six questions guide our reflection and planning process as we work to improve how well we fulfill our mission of preparing all students for success in college and the world beyond.

Mission and Vision

The mission of the proposed KIPP PK-8 transformation school is to empower all students with the knowledge and skills they need to be successful to and through college and the world beyond. This work will be performed in the context of a strong



school community that brings students, families, community members and educators together in service of our long term vision for student success: that all students have the opportunity to live self-determined lives. For most students, college completion is a necessary step on the path to success. Our program is geared toward preparing students for college and then supporting them through their college experience. As a PK-8 school, we will build an academic foundation that prepares students to succeed in excellent high schools.

The proposed PK-8 transformation school will rely on the strength of the KIPP New Orleans Schools network to transform a previously academically unsuccessful school into a place that prepares students for the rigors of college and beyond. These student-centered outcomes will be achieved within the context of another important purpose: transforming a school that had previously been deemed academically unacceptable. This presents a significant task that KNOS does not approach lightly. For parents and community members who have experienced a school closure, the change of school operators may be difficult. KIPP is committed to providing the continuity that is required for a smooth transition from one operator to the next. Every school community – even those that are deemed academically unacceptable – has unique strengths and assets. Whether it is strong school traditions or school pride expressed through extra-curricular programming, it will be essential for KNOS to identify and build upon that success.

Student Success

Students who attend the proposed KIPP PK-8 Transformation school will complete the eighth grade with:

- The academic preparation needed to succeed in rigorous high schools – as judged both by state standardized test and by their ability to exhibit the types of higher order skills that are not measured well by standardized testing.
- The habits of character that will propel them forward in high school and beyond; these habits include a strong work ethic, social intelligence, persistence in the face of challenges, and empathy towards others.
- Demonstrated excellence in a skill outside of core-academics, such as playing a musical instrument, mastering athletic skills, learning how to express themselves artistically, or developing leadership skills.
- A set of strong relationships with their peers and teachers.

Alignment With Authorizing Priorities

OPSB’s process for identifying school authorizing priorities identified several areas of focus for newly authorized schools. The proposed KIPP PK-8 Transformation school aligns closely with several of these priorities identified by students:

The priorities identified by students in the OPSB process include:	The KIPP New Orleans Schools approach
<ul style="list-style-type: none"> - Highest quality teachers who personalize instruction and create rigorous learning 	<ul style="list-style-type: none"> - KNOS employs a rigorous recruitment and screening process designed to yield the best educators from diverse backgrounds. Regional curriculum planning and professional development give teachers the ability to plan differentiated lessons that meet all students’ needs.
<ul style="list-style-type: none"> - Rich and varied extra-curricular activities 	<ul style="list-style-type: none"> - Students at KIPP schools enjoy a wide variety of extracurricular activities including band and auxiliaries, a wide variety of team sports, speech and debate, LEGO robotics, gardening, poetry, service, student government, and STEM clubs to name a few. Students and teachers have the resources and ability to form new activities based on students’ interests.
<ul style="list-style-type: none"> - Staff to support social/emotional needs 	<ul style="list-style-type: none"> - KIPP professional development focuses on helping teachers create classrooms that are responsive to students’ social and emotional needs. KIPP schools have helped lead the movement to introduce trauma-informed practices in schools. Each school employs two social workers



	and typically partners with partner agencies to support students.
- Fair and firm school culture and discipline	- The KIPP New Orleans approach to discipline has evolved over time, and today schools employ behavior systems that focus on restorative practices, positive behavior supports, and individualized approaches.
- Platforms for student voice	- A stated focus for KIPP teachers is that students will ‘make meaning’ on their own. This requires students to learn how to express themselves in a variety of ways. The skills of self-expression learned in the classroom translate into all aspects of life at school, and school leaders often convene students for listening sessions to better understand students’ needs and perspectives.

In addition, the proposed school addresses priorities named in the 2018-2020 OPSB School and Program Development Priorities document:

Priority 1: School programs and services addressing the unique needs of diverse learners in inclusive settings.	KNOS has developed strong programming for English language learners and is well-equipped to meet students’ needs in this area.
Priority 4: Schools, programs, and services that seek to interrupt and/or address the school-to-prison pipeline.	KNOS integrates academic experiences and socio-emotional supports for students. KIPP schools have developed a variety of trauma-informed approaches and favor restorative approaches to addressing conflict.
Priority 5: Schools programs and services addressing early childhood education	As a school offering Pre-K programming, the proposed school will expand the availability of early education seats for four-year-old students.

In addition, the School and Program Development Priorities document states that “in addition to these priorities, we also anticipate a continuing needs for transformation school operators to replace chronically poor-performing schools, including a number of schools that may be at risk for non-renewal in the next two cycles.” The proposed PK-8 transformation school directly meets this priority.

Meeting the Needs of Target Student Population

Demographically, we expect that the student population of the proposed KIPP PK-8 Transformation school will mirror the students currently enrolled at KIPP schools in New Orleans. Students will likely begin the school year with a wide variety of academic and social/emotional needs, similar to those presented by students at schools across the KIPP network. Our entire program is geared toward helping students who are behind academically to catch up and excel. Our approach to this academic work is discussed in depth later in this document. In addition, students will need classroom teachers who approach interactions with knowledge of trauma-informed approaches and culturally responsive teaching practices. Likewise, KIPP teachers employ this knowledge in coordination with the school mental health professional who will provide additional support.

Despite all of the similarities to students in other KIPP schools, there is one important difference that will become a focus of our work at the KIPP PK-8 Transformation school: all of the students will have experienced the stress associated with attending a school that is undergoing the transformation process. This means having experienced a loss of trust in the educators who failed to meet expectations and the further disruption of having their school experience significant change during the transformation process. This places an additional responsibility on KIPP educators to develop a school that honors their experiences while leading the school community to build an excellent, successful school.



Collaboration and Community Support

KIPP New Orleans Schools is applying to transform a yet-to-named charter school that is losing its charter. The location of the school is to be determined pending the Orleans Parish School Board’s transformation process in the Spring of 2020. At this time, the details of the school community and geographic location are unknown, but the experiences of currently open KIPP schools help inform the approach to developing community collaboration and support. The proposed KIPP PK-8 Transformation school will become an important member of the community in which it is located.

One of the most important steps in building connections with the community is in the development of the new school’s identity. In New Orleans, we take exceptional pride in our schools, and at KIPP we know that schools are first and foremost communities. Regardless of academic outcomes, schools consist of relationships between people and shared experiences over time. As with other schools in the KIPP network, we will work closely with the community to develop a school name that appropriately reflects the history of the school, the neighborhood context and the school’s connection to the KIPP network.

Recently KIPP New Orleans conducted a renaming process when KIPP McDonogh 15 moved from the original McDonogh 15 building in the French Quarter to the newly built Ernest N. “Dutch” Morial building. We worked closely with members of the Morial family, elected officials, neighborhood representatives, families and students to rename the school KIPP Ernest N. “Dutch” Morial. Similarly, we have worked closely with the Booker T. Washington High School alumni association throughout the development of KIPP Booker T. Washington to ensure that school traditions and emblems honor the exceptional history of the Booker T. Washington school community. We also have ongoing plans for the Booker T. Washington Alumni Association to play a significant role in the school and have already begun to partner on and co-sponsor several initiatives and events as we prepare for the build-out and move to the permanent facility.

We fully expect that the existing charter school currently has community partners, and we will build a connection with those existing partners as we transition in as new school operators. In addition, the school will collaborate with many of KIPP’s existing partners, including partners dedicated to identifying and recruiting excellent teachers; organizations that provide additional mental health supports to students; arts and enrichment organizations that share KIPP’s belief in providing excellent extra-curricular opportunities to student; and neighborhood / community organizations that represent the local neighborhood.

The proposed school will work to build upon the leadership capacity that already exists in the school to be transformed. We will identify parent leaders who may have been active in a parent teacher organization at the existing school, and we will work closely with the representatives of the neighborhood association and similar organizations. The school will be open to the public and we will host tours so that community members and elected officials can learn more about our approach to school transformation.

Returning Applicant Groups

Applicant groups that have submitted unsuccessful charter applications to OPSB previously are required to complete this section

Describe the activities that your founding team has conducted since your last application to improve your readiness to start a charter school.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

N/A



Academic Model

- (1) Describe the academic needs of the student population you propose to serve. Explain how you will set, and measure progress towards, performance goals that put your students on a path towards achieving your vision. Include your plan to gather baseline data necessary to establish goals.
- (2) Describe the concrete structures, policies, and practices that will differentiate your school from options already available to the community you propose to serve.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

We anticipate that the academic needs of the student population we are proposing to serve will closely mirror the academic needs for students entering our current schools. In 2017-18, we had over 1,000 *new* K-8 students enroll across the KNOS network, enough to provide a snapshot of what student performance may look like in a transformation school.

The beginning of year data for students in our school demonstrates that our student population will have tremendous academic needs. Across KIPP New Orleans, new-to-KIPP students start the year at the 24th percentile in math and the 29th percentile in ELA (according to NWEA MAP). In math, 25% of students are below the 10th percentile, compared to 22% on grade level. Similar academic needs exist in ELA. According to MAP, 21% of students start the year below the 10th percentile, compared to 27% on grade level. 85% of Kindergarteners entering our schools are below grade level in math, and 80% are below grade level in ELA. Special education students start the year at the 14th percentile in ELA and 9th percentile in math.

Each year, our school leaders engage in goal setting process during summer planning. The goal setting process is part of our annual planning cycle for school leaders. These goals are updated and adjusted as we get additional summative data over the summer (LEAP, etc). Our goals for school health are set annually in the following categories:

Academic Performance	School Health & Longevity
1. Assessment Index and SPS	4. Student Attrition
2. % of Students Meeting MAP Growth Goals in math and ELA	5. Parent Net Promoter Score
3. Reading level – percent of students above 50 th percentile on Oral Reading Fluency	6. Teacher Retention
	7. Teacher Net Promoter Score

Our process to gather necessary baseline academic data to set goals will include baseline testing in the first two weeks of school. In that week, we will administer the MAP test and Oral Reading Fluency benchmark to all students. Our school intervention structures are built so that we can plug-and-play groupings and interventions based on fall data, and this process of baseline testing will align with school needs. With these baseline tests, we will have the data necessary to adjust school goals based on starting data.

KNOS has a robust process for progress monitoring against goals. We have aligned our data cycles with our academic progress monitoring cycles. At the same time we administer unit tests/interims, we also administer oral reading fluency checkpoints. With interim assessments in all grades and Oral reading fluency data, our schools have a clear picture of student performance. After each round, our school leaders engage in a data step-back and strategic planning session. This ensures that schools are updating their strategies at least four times a year to match the data. Schools come out of these sessions with focused, six week goals and priorities built around high impact strategies.

These aligned cycles also ensure that our regional team has a clear view into the performance and strategic plans at the school level. For schools that may be off-track, the regional team will adjust resources and intensity of support to kick-start performance.



In between the formal progress monitoring rounds, school leader managers and school leaders use checkpoint test data and other formative assessments to measure progress towards six week goals. The six-week goal setting process that our schools have adopted has dramatically improved our ability to course correct and drive growth within schools during the year.

The features of the educational model that will drive outcomes in the proposed schools will be based on the model developed over the past twelve years at KIPP schools in New Orleans. The KNOS instructional program succeeds because of a complex system of carefully aligned curriculum and assessments, instructional coaching and teamwork, academic and behavior data analysis, extensive professional development, and targeted interventions. In addition, a robust approach to student support services ensures that schools meet all students' needs.

Underlying these plans, systems and structures are fundamental beliefs shared by educators at KIPP: a “do whatever it takes” approach, a belief in building strong relationships, and a commitment that ALL children will succeed at KIPP. First, KIPP schools succeed because the adults working there believe it is their job to “do whatever it takes” to help students succeed, and they put in the hard work accordingly. This attitude requires a focus on solutions for individual students rather than a one-size-fits-all approach. Second, KIPP educators know that strong relationships (with students, with their families, with the community and with each other) are essential for student success. KIPP educators are experts at building relationships, and those relationships serve as the foundation for our approach to discipline, problem-solving, motivation. Finally, KIPP schools believe that all students, regardless of their background, can become successful when the adults in charge create the right structures and supports. This shared belief requires educators to work together to develop creative solutions for even the most challenging students.

The KNOS curriculum is aligned to the Louisiana Comprehensive Curriculum and has been supplemented with additional objectives necessary to keep students on track for college readiness. The curriculum is closely aligned with assessments, including the Louisiana assessment system, the nationally-normed MAP assessment system, and internally developed interim assessments. KNOS has developed a sophisticated integrated data management system to track and analyze student academic data. The system provides teachers with insights into which specific objectives students have mastered and allows them to craft their lessons accordingly to ensure mastery.

KNOS offers teachers a strong professional development program. Teachers receive five weeks of school-based professional development and planning time over the summer, and schools have regular staff PD meetings each week and ongoing observation and coaching from instructional coaches and peers. Four times a year, all KNOS teachers come together for professional development. These PD sessions coincide with interim assessments administered across all KIPP schools. During PD, teachers have the opportunity to discuss student achievement data and plan together. In practice, this means that a fifth grade math teacher has time to converse with 5th grade math teachers from other KIPP schools and compare notes about instructional approaches, plan future units together and discuss what strategies were successful. In addition to these formal professional development structures, KIPP teachers are in touch with their peers regularly – both at KIPP schools locally and across the country.

The mechanisms described above will have a dramatic influence on student success because the strength of the KIPP program is directly connected to the strength of the network. The new KIPP PK-8 Transformation school will have immediate access to a well-developed network of schools and educators in New Orleans. KIPP’s approach to education is marked by a high degree of internal alignment. KIPP teachers work and plan closely together, and the curriculum and assessments are aligned with state standards. This high degree of alignment eliminates the wasted time and energy created by inconsistent approaches to curriculum, assessment, standards and discipline. This alignment means that students become successful because every adult in their school is aligned on how to best help them.

There are multiple structures and practices that differentiate our schools and provide unique options/resources to students and parents.



1. **Home Visits** – Our schools are committed to strong parent-teacher-student relationships. For us, that starts with a home visit. Home visits are unique opportunities for families and the school to build a level trust and investment in working together. Graduating high school students and families continue to highlight the home visit they received 8-10 years earlier as a formative experience in their success at KIPP.
2. **PK-12 Continuum** – KIPP provide a structured, aligned pathway from Pre-Kindergarten through 12th grade. For families, this continuity means that transitions between schools (ie between middle and high school) are minimally disruptive and all students and teachers alike to remain focused on student outcomes. Families often provide feedback around how much they value having a high school option that is consistent with their PK-8 experience. Sending schools are able to successfully prepare students for high school and the relationships students and families build in K-8 last in high school. We know that relationships are critical to student success, and the PK-12 network allows for consistent adult relationships over time.
3. **National Network and Resources** – While our schools are locally run, being part of a national network allows access to resources and partnerships that are invaluable to teachers and students. The KIPP Foundation has invested heavily in building high quality curriculum resources to ensure all students engage with high quality, rigorous content each day. They have built a Tier 1 approved ELA curriculum and provide valuable training for our Tier 1 math curriculum. In addition to curriculum resources, they have valuable partnerships with organizations across the country that benefit our students. Additionally the KIPP Foundation is a national leader in developing school leaders and assistant principals. High quality leadership is essential to effective schools, and our leaders participate in on-going developing from the KIPP Foundation to increase their effectiveness.
4. **KIPP Through College** – Our KIPP Through College (KTC) program makes KIPP New Orleans unique in the city. Our end goal is college and career preparation. We provide college preparation and persistence support to all students who complete 8th grade with us. High school students, regardless of high school they are attending, have a college counselor that works with them FAFSA support, ACT support, and the college application process. Once students enter college, all 8th grade completers are matched with a College Persistence Advisor. Additionally, we have a counselor who works with un-enrolled college students on college and career planning. The KIPP Foundation has built college partnerships with over 100 colleges and universities across the country. These partnerships provide unique scholarship opportunities for students, preferred application processes, and other benefits to students as they navigate the college process.

Enrollment Plans

The student population that you describe should be consistent with the enrollment projections that you provide in your proposal overview

- (1) Demonstrate through the use of data that the student population that you wish to serve exists.
- (2) Describe your recruitment strategy and provide your recruitment plan. Provide any evidence that you have collected that demonstrates that parents and guardians have committed to enrolling their children in your school. You may provide evidence in **Attachment 1**. **Attachment 1** will not count against the page limit.
- (3) Describe any mission specific admissions priorities, preferences or requirements, your school would seek to offer as well as any criteria used to participate in these programs. [Mission Specific Criteria must be approved through a separate application process following charter approval]

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Student Population

KIPP New Orleans Schools is proposing to transform an existing PK-8 charter school that will face charter non-renewal. As a transformation school, we will prioritize retaining all students currently enrolled in the school. Therefore, the student



population that we wish to serve currently exists in the to-be-named charter school. We expect that the population of the transformed school will mirror the student population currently enrolled in KIPP schools in New Orleans.

Recruitment Strategy

KIPP New Orleans Schools aims to increase the percentage of students in the Greater New Orleans area who have high quality seats. KNOS will recruit students from within the community where the school will be based. KNOS participates in the OneApp process and will follow all guidelines and timelines set out by the EnrollNOLA team.

Recruitment Plan

The primary purpose of the student recruitment plan will be to retain students enrolled in the current charter school that will be transformed. In the plan below, Phase 1 is focused on the task of retention, while the subsequent phases are focused on recruiting new students into entry grades and to fill vacancies in all other grades.

Phase 1 – Current Student Retention

- Upon completion of the Orleans Parish School Board siting process, KNOS leadership will arrange meetings with the leadership of the closing charter school to plan the transition.
- The SL and KNOS regional leadership will host group meetings for student and parents and also schedule individual home visit meetings for all students to explain the transition process and encourage students to remain enrolled in the new school.

Phase 2 – Inform Community & Gather Information

- The School Leader (SL), in conjunction with members of the regional KIPP New Orleans team, will introduce the school opening to the targeted community.
- The SL will attend neighborhood association meetings, family meetings at Head Starts, daycares and other PK schools, and any other relevant community organization meetings to introduce the school.
- The regional KNOS team will create and distribute materials to support the introduction that include flyers, brochures, mailings, bus shelter ads, and online advertisements.
- The SL will gather information from interested parties to follow up with once the OneApp is available.
- The SL and the regional KNOS team will purchase all additional recruitment materials (recruitment t-shirts, car magnets, business cards, clipboards, pens, stickers, contact tracking sheet).
- The SL will attend any relevant community events with school materials and information.

Phase 3 – OneApp Main Round

- The main round of the OneApp launches in November; the regional KNOS team will ensure that the new schools is listed as a choice for families.
- The SL will follow up with all interested parties and leads obtained during Phase 1 to encourage them to apply to the school during the Main Round.
- Regional marketing efforts for KNOS student recruitment efforts will include new school specific messaging.
- The SL will make weekly visits to at least three selected Head Starts and/or PK4 centers to speak to families at arrival and dismissal. The school leader will host a minimum of two breakfasts at each location to encourage families to learn more about the new school.
- The SL and the regional KNOS team will canvass the neighborhood surrounding the school throughout the months of January and February to meet prospective families and encourage them to apply.
- All recruitment materials will indicate that each new family is eligible for a free school uniform shirt.
- The SL will attend any relevant community events with school materials and information (including the Urban League’s School Expo in February).

Phase 4 – Waiting for Main Round Results & Round 2

- The SL will be joined by the School Operations Leader (SOL) in executing all student recruitment activities.



- The SL & SOL will continue to canvass the neighborhood to make connections with potential families. The SOL will track detailed information on all potential leads.
- The SOL will choose at least three local businesses (grocery store, corner store, hair salon, etc.) to target for student recruitment and relationship building. The SOL will visit the business, request a meeting with the owner, introduce the school and discuss partnership.
- The SOL will call all prospective students at least once every week.
- The SL & SOL will attend any relevant community events with school materials and information.

Phase 5 – OneApp Round 2

- The SL & SOL will continue to canvass the neighborhood to make connections with potential families. The SOL will track detailed information on all potential leads.
- The SOL will contact all main round matched families to welcome to the school, share registration information and ask for recommendations of additional family and friends who should be contacted about the new school.
- The SOL will call all prospective students at least once every week
- The SL & SOL will attend any relevant community events with school materials and information.

Phase 6 – Waiting for Round 2 Results & Late Enrollment

- The School Leader and School Operations leader will host an Open House at the new school location during the month of June. Matched students and prospective students will attend to get a tour of the facility and meet the SL & SOL.
- In July, during staff Onboarding, the SOL will lead a student recruitment session to train staff on student recruitment. All staff will spend at least 2 hours/week during the month of July engaging in the community to identify new students for the school.
- The SOL will call all prospective students at least once every week.
- The SL & SOL will attend any relevant community events to provide school materials and information.

Admission Priorities

KIPP New Orleans Schools will not seek any mission specific admissions priorities, preferences or requirements.

Student Experience

- (1) Describe the culture that you envision for your school and the practices that will foster and maintain that culture.
 - a. Describe the steps that you will take to invest staff in the vision and to sustain their investment.
 - b. Define the norms that will shape the interactions between administrators and teachers and among teachers, the reason each norm is important, and the steps that you will take to establish and reinforce these norms.
- (2) Similarly, describe the behavior expectations of your school as well as the practices that will foster and uphold those expectations.
 - a. List and describe the values that will define your student culture. Provide your plan for instilling and maintaining student behavior expectations that correspond with these values.
 - b. Describe the system of policies and practices your school will implement for setting and maintaining student behavior expectations and norms.
 - c. Describe the procedures for due process when a student is subject to removal from the classroom or school, including a description of the appeal process that the school will employ and the plan for



providing services to students who are out of the classroom (in-school or out-of-school suspensions) for more than 10 days

i. This description should include a list, with definitions, of the offenses for which students in the school must (where non-discretionary) and may (where discretionary) be subject to removal from the classroom (in-school suspension) or the school (out-of-school suspension), respectively.

d. Describe the practices the school will use to support student’s social and emotional learning, and the alignment between these practices and their impact on student achievement

(3) Describe the mechanisms and structures available to elevate student voice and leadership at your school.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Student Culture

We expect that our school culture will reflect the values and principles that we espouse throughout our organization. We prioritize culture-building in order to make it easier for teachers to create rigorous and relevant learning experiences for students. Our goal with our school culture is that it should be easy to enter our school mid-year and be able to teach because there is a floor of culture that allows teaching and learning to happen with anyone in the front of the classroom. The foundation we must put into place is creating a school culture that everyone wants to be a part of. We want to hear people say, “It is a gift to be in our schools and we feel that every day” and there be a deep belief in possibilities for our students as a result. Everything we do has to drive this feeling so that our students are creating this space everywhere they go in the world. We believe that success will breed success so we name it, we publicize it, we celebrate it, and we never take our eyes off of creating excellence.

Understanding that everything we do drives culture, we also recognize that it is created at many different levels.

School-wide Vision: We aim to create a full school achievement identity that extends to all of our members and we will regularly communicate and reiterate that each and all of us will achieve and that we are in this together.

All in. All together. All the time.

School-wide systems and Rituals:

- Aligned “Culture units” that introduce and emphasize shared language (values aligned) and key community-building behaviors that we teach and measure with students daily in Homeroom
- PBIS system- each unit will contain a PBIS incentive as a way to build momentum around key behaviors
- Assemblies/Celebrations- we kick off each unit with an assembly that introduces why the unit is important; we conclude each of our units with a school-wide celebration or activity that celebrates our growth and achievement
- Enrichment/Arts/Sports- These offerings are key components to building engagement and identity in our schools

Grade Level Culture & Identity Vision: In alignment with our school vision for culture, each cohort builds an identity autonomously in a more intimate and personal touch. GLs are responsible for planning and executing relevant social opportunities and creating a strong investment in our goals.

GL Systems and Rituals:

- GL Design plans align school-wide messages to in-class investment systems and goals
- Weekly Grade level “Achievement Breakfasts/Lunches” create a sense of achievement and identity as a cohort
- Achievement/behavior public tracking weekly



Classroom Community Building: Each classroom has the responsibility to send daily messages of high expectations for performance, love and belief in ability, and Effort Optimism.

Classroom Systems & Rituals:

- Content based achievement goal setting and investment planning
- Daily classroom community meetings
- Classroom tracking systems that reward positive behaviors that build community
- Restorative Practices for handling culture breaches

Micro-moments and Norms of Interactions:

At KNOS we believe that *“The way we talk to children becomes their inner-voice”*.

KIPP Foundation research has shown that the #1 differentiator between top and bottom quartile schools has been the way that staff answers the question, *“Interactions between students and adults at my school are respectful.”*

Setting strong norms of interactions for teachers is a critical component of building the inclusive, urgent, and excellence culture we describe above.

Our Norms of Interactions:

- We set clear expectations and explain “why” what we ask is important to students
- We maintain 4 to 1 positive/negative ratio on classroom interactions with students
- We remain emotionally constant in all interactions with students and families. We **never** yell or degrade our students.
- We follow up and restore every relationship after every consequence (bounce back statements or restorative conversation)

Our goal with the norms is to create a predictable response to student actions, particularly when they do not meet expectations. We believe that this predictable response will lead to 1) more students doing the right thing more often, 2) stronger relationships through accountability and restorative conversations, and 3) reduction in teacher stress and emotion throughout the day.

Investing Staff and Ongoing Development & Practice:

As with all types of school-based practice or system, KNOS believes strongly in investing teachers in our purpose for approaching culture and student responses. We have learned that we must spend a significant amount of time in our summer professional development time with teachers developing rationale for our choices, explaining what execution looks and sounds like, plan for successful execution in our classrooms, and then practicing the skills in live simulations. These steps are especially crucial for our school-culture because school culture has such a powerful impact on student achievement, the student experience in the classroom, parent satisfaction, and in teacher efficacy and long-term retention.

Though the specifics of training often fall on the individual school leader at each school, here is an example of what our professional development summer scope could look like:

To build specific rationale for building a culture of achievement, teachers and staff deeply engage in research about the School to Prison Pipeline and make connections about how this pipeline may play out in the current New Orleans charter school landscape. This may be accompanied by looking at our school-based data and analyzing specific incidents that have occurred in our school to discuss alternative ways of dealing with students, while still setting high expectations for behavior and community. To prime staff to dive into the practices of great classroom management and systems execution, we may read Dr. Jeffery Duncan-Andrade’s essay, “Gangstas, Wankstas, and Ridas: defining, developing, and supporting effective teachers in urban schools. In some cases, we may even have Dr. Andrade visit our school and add context to his powerful research.

Our next task is explaining what execution of our classroom management and school interaction norms look and feel like. During summer PD this would include a deeper look into the research on most effective practices of classroom management that include



the No-Nonsense Nurturer, Teach Like a Champion, Fred Jones Guide to Classroom Management, and The Skillful Teacher. We set the culture for “practice” immediately and give chances to build these skills with peers and leaders throughout each session.

Our plan has to match what we have learned and so every teacher, creates a classroom design plan in which they detail not only the inspiring ‘narrative and goals’ of their classrooms, but also details the specific management systems, routines, and procedures that they will rely on to add structure to the day. Veteran teachers and instructional coaches pore over these plans to ensure that they are developmentally appropriate, culturally relevant, and easily understood by students, parents, and peers.

Our last step of solidifying culture in the summer is our “scrimmage”, which takes place over the course of about a week, culminating in two half-day orientation days with students. The scrimmages give each teacher a chance to practice using their plans, setting the vision for their classroom, and get feedback about how to be more effective with children. Our two orientation days include multiple observations from peers and coaches and conclude with reflection and planning time so that the next day can be better for students.

During the first six to twelve weeks of school, our instructional coaches and administrators use the professional development scope from “Get Better Faster”, which specifically outlines the trajectory of developing teachers and the basics of creating a culture of achievement and rigorous environment. Each teacher’s progress is tracked and monitored daily during the first four weeks of school and resources and support directed at teachers that need the most support in developing a safe and healthy classroom environment.

We believe that culture and respectful responses are something that need maintenance once established. In that vein, we schedule to revisit our practices and data once per every four to six weeks as a whole group. In between those sessions, we support our Grade Level Chairpersons to monitor grade level culture through their weekly meetings.

Behavior Expectations

At KNOS, school leaders determine the vision and values of individual school during the founding. We believe that a strong school is built on a motivating mission, clear vision, and values relevant to the school community we are working with. One common thread built into all of our schools are the “Character Strengths” identified by the research of Dr. Martin Seligman. Dr. Seligman’s breakthrough book, *Learned Optimism* names grit, zest, self-control, hope, social intelligence, gratitude, humor, and love as common to the most successful and “happy” people across lines of culture and social class. These character traits come to life by either being named directly in our schools or through a set of “Values” that name more specific behaviors aligned to the characteristics. As described above in our process for teaching culture, staff summer professional development and ongoing training focuses on building a clear bar for excellence in speaking the language of our values and/or developing the social skills that students need to be successful in school and life.

Our schools build student expectations and norms through explicit teaching, rewarding positive behavior, and tracking the positive behaviors in classrooms, on grade levels, or throughout the school. Aligned to our culture units (described in the section above) we typically scope out focus behaviors that build work habits, self-confidence, and strong community and track those in six to eight week time-periods.

To start the year schools typically focus on establishing classroom rules and building the habits of classroom excellence. As with our adults, we ensure that we teach our students the rationale behind each of our rules and expectations. An example of teaching classroom rules conceptually, would be tying behavior expectations to “Displaying Pride in Your Past, Thinking About Your Future, and Taking Advantage of the Present”. Students would be encouraged to think about their own behavior at each moment as either fulfilling or falling short of these three ambitious ideals. A classroom teacher would then explain classroom rules (Ex. Work hard. Be nice. Be safe. Be responsible for yourself.), and have students share their ideas of specific actions that fall under each rule.

Building strong classroom habits of excellence underpin a large majority of a teacher’s ability to create a classroom culture and grow student achievement. Our schools focus on habits such as “Pen to Paper”, “Strong Posture”, “Tracking- Eyes on the speaker or task”, and “Habits of Discussion” which include speaking audibly, speaking in complete sentences, looking at the speaker, staying on topic of discussion, and building thoughts from teammate discourse. All these habits become our baseline expectations for “KIPPster”



behavior and focus in the classroom. We celebrate these habits through shout-outs, student incentives, and highlights during classroom morning meeting or grade level time.

At the teacher level, we expect that 94% or more students are “on task” displaying these behaviors at all times throughout the day. Our administration and coaching teams spend much of the first six weeks in classrooms to norm expectations and set the bar for excellence, gather data, and step in to model how a teacher would need to redirect the class or individuals that are not meeting expectations. We believe that this level of support and consistency not only builds great classrooms, but also ensures that when we implement consequences, we are doing it in situations that warrant student intervention, not because classroom expectations are low, or management is weak.

In every school, implementing consistent consequences for behavior that falls short of meeting expectations is an important part of establishing norms in a classroom and across school shared spaces. Overall, our goal for behavior and discipline practices is to ensure that teachers, students, and parents understand our systems and policies, and that they provide a line of visibility into each child’s performance at least weekly. To this end, our schools have been most successful when our schools have simple, clear, visible, and consistent systems for monitoring student expectations. We work to build these principles into all of our school behavior systems, despite some difference in function or appearance in our different schools or grade levels.

Within all of our schools, we rely on a combination of a classroom management system and set of school-wide discipline practices. Keeping these two systems aligned over time so that students and parents have a cohesive experience is a substantial part of the work we do each year.

An example of a classroom management system is as follows:

In grades K-2, each child starts the day with their clip or magnet on 5 Power Paws, or on a “5.” **During instruction, the teacher uses positive narration, body language, proximity, private desists, and preventative measures based on matching to discourage an aversive behavior.** If a child does not respond to these measures, their clip is moved down. As the child’s clip moves down, the consequences begin to escalate. Here is our ladder of consequences:

6- Student has gone above and beyond academically, socially, emotionally, & spiritually.					
5- Student has consistently met the academic and behavior expectations of the class/school.					
Clip Status	4	3	2	1	0
Consequence	Official verbal warning from the teacher. Teacher gives adjusting feedback on behavior.	In-class time-out. (7-10 mins) Student is isolated from group activity for a specific amount of time, with timer.	Loss of class privilege. (whole group lunch, recess, or free-choice centers)	Parent call and an apology reflection sheet. (Reflection sheet can be completed in a teammate’s room if needed)	Parent note on homework. Zero entered into consequence roster.

DAILY PARENT COMMUNICATION OF PROGRESS:

At the end of the day teachers will fill-in student behavior points on their homework sheet to be reviewed by parent. Though there is also a place for a note to a parent to explain student final behavior rating, teachers are encouraged to call families nightly to report any child who is going home on a score of “2” or less. Teachers should also prioritize calling families of students that are consistently following classroom rules and meeting expectations.



A child that consistently demonstrates excellence by going above and beyond expectations can earn a positive clip move or paycheck addition.

Student clips/paychecks can make positive gains with each teacher/class they attend by:

- ★ **Demonstrating an authentic Love of Learning through exemplary work**
- ★ **Demonstrating Empathy for teammates and helping them overcome difficulty**
- ★ **Demonstrating Belief in themselves with an exemplary reaction to a conflict or redirection**
- ★ **Demonstrating the POWER to Transform by participating perfectly in the classroom or enrichment**

K-2 teachers also utilize the menu of logical consequences and focus their classroom management on taking advantage of teachable mistakes. This means TEACHING students the meaning of cause & effect by explaining impact of misbehavior and identifying scaffolds that children may need to build their social/emotional skills while holding them accountable for their impact on others.

An example of a classroom management system for grades 3-8:

3rd-8th grade students start each week with a total of \$50 on their paycheck.

When expectations are not met, their check is deducted and consequences incurred for more severe behavior.

When students demonstrate excellence they can earn dollars for the week.

Upper School Grade Consequence Ladder

\$1 Deductions (non-invasive distractions)	\$5 Deductions (Community Violations)	\$10 Deductions (Culture breaches)
<ul style="list-style-type: none"> ● Failure to comply after a reminder (baseline habits) ● Distraction from teammates' learning (out of seat etc.) ● Refusal to do work after reminder and/or countdown ● Wrong place, wrong time ● Unkind, unsupportive words or actions to teammate(s) 	<ul style="list-style-type: none"> ● Disruptive reaction: Disrespectful and public stomping or talking back to adult ● Disruptive interaction: Public humiliation of classmate; physical confrontation (i.e. mild shoving, grabbing, pushing), dishonesty about actions, or Profanity towards teammate(s) 	<ul style="list-style-type: none"> ✓ Threat to classroom safety ✓ Threat to teammate safety ✓ Initiating physical violence ✓ Defacing property ✓ Theft ✓ Gross and persistent disrespect towards teacher ✓ Attempting to leave building
<p>Students are made aware of expectations and encouraged to bounce back and meet expectations.</p> <p>For multiple \$1 deductions, teacher also assigns a logical consequences when appropriate.</p>	<p>When a student commits a CV, they automatically lose a privilege such as:</p> <ul style="list-style-type: none"> ✓ Lunch detention ✓ Recess detention ✓ Specials reflection sheet & time out <p>A child who receives TWO CVs in a single day will receive an official notice of CV to be sent home to their family and a phone call from teacher.</p>	<p>A student that threatens the safety of teammates, classroom, or school results in:</p> <ul style="list-style-type: none"> ✓ Parent communication from admin ✓ Apology reflection (read to class) ✓ Official notice of CV home and filed, ✓ Subject to escalated consequence from discipline policy below

Menu of Logical Consequences

<ul style="list-style-type: none"> ✓ Isolation (classwork, cafeteria, playground etc) ✓ Cleaning up mess made by self or others ✓ Sitting out of dance/party or celebration ✓ Written account of their behavior ✓ Loss of classroom privilege 	<ul style="list-style-type: none"> ✓ Reparation/apology to teammate ✓ Mediation ✓ Community circle ✓ Parent call ✓ Parent/teacher conference
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Our instruction is the key lever for engaging students and managing their actions (choices). A constant flow of learning decreases opportunities for students to disregard expectations. Additionally, our response to breaches typically determine whether or not the child escalates their negative behavior.

IF CHILD BECOMES UPSET AFTER A CONSEQUENCE: Private relationship building and “bounce back” statement	<ul style="list-style-type: none"> • Private reminder of the expectation (non-emotional) • Clear time period for “recovery” and statement of impending consequence for non-compliance (additional deduction/clip move/logical consequence) • Check back in with child after stated time period to engage in restorative conversation
IF A CHILD BECOMES DISRUPTIVE: Delivery of consequence and documentation	<ul style="list-style-type: none"> • Non-emotionally direct student to remove themselves from situation (designated classroom area or partner room) • Documentation on the white board, clipboard, or clip chart

Discipline Policies and Practices:

We expect that our classroom management systems are equipped to handle anywhere between 85-95% of student behaviors and that we must be prepared to deal with approximately 5-15% of behaviors with outside support or our school-wide discipline policies. Our school-wide policies are set by our CMO, KIPP New Orleans Schools and are included below:

Discipline incidents will be classified as Level 1, Level 2, Level 3, and Level 4 infractions. The tables below identify the KIPP New Orleans Schools behavioral expectations, examples of expected behaviors, types of infractions and potential corrective strategies. In the effort to fully implement Positive Behavior Support and reduce the loss of instructional time due to out-of-school suspension and expulsion, KNOS utilizes a wide variety of corrective strategies that do not remove children from valuable instructional time when appropriate. Corrective strategies also include referral to and collaboration with outside agencies and with court appointed workers for students involved with the juvenile justice system.

Level 1 Infractions - Productive Personal Environment

Behaviors that occur in the classroom and affect only the misbehaving student.

Behavioral Expectations	Be Safe	Be Responsible	Be Respectful
Examples of Expected Behaviors	Walk in hallways	Arrive to class on time and participate in class	Follow the teacher’s directions and use positive language with peers
Level 1 Infractions	1.1 Horseplay or running in the hall/class 1.2 Throwing objects 1.3 Out-of-assigned seat/table/area	1.4 Inappropriate items in class 1.5 Passive non-compliance i.e., sleeping, refusing to participate 1.6 Unexcused tardiness and absenteeism to class 1.7 Cheating or plagiarism	1.8 Profanity/cursing 1.9 Disrespect of an adult 1.10 Disrespect of a peer 1.11 Disruption in class, on school grounds, on school bus or RTA bus 1.12 Any other infraction that the School Leader deems to be similar in severity to other Level 1 infractions 1.13 Ongoing commission of Level 1 infractions
Possible Correctives Strategies	First Infraction <ul style="list-style-type: none"> • Re-teach the behavioral expectations • Have the student apologize and make amends with those affected • Provide a reflective activity 		



<p>Corrective Actions for Repeated Infractions:</p> <ul style="list-style-type: none"> • Contact and/or conference with parent/guardian • Implement a home/ school communication system • Utilize check-in/check-out • Loss of privilege • Implement a behavior contract that includes expected student behavior, incentives for demonstrating expected behavior and consequences for infractions • Refer to the school social worker • Refer the student for tiered interventions through the Response to Intervention Team • Detention • Use of in-school intervention • Bus suspension 			
<p><u>Level 2 Infractions - Productive Classroom and School Community Environment</u> Behaviors that occur in the classroom or within the school community that affect a misbehaving student and threaten to or interfere with the learning of others, and behaviors that are non-compliant with reasonable requests and directions by an adult in the school, despite clear understanding of expectations and an attempt to redirect by an adult.</p>			
Behavioral Expectations	Be Safe	Be Responsible	Be Respectful
Examples of Expected Behaviors	Solve problems peacefully	Take care of school property and ask before borrowing other people's property	Consider other people's feelings and respect personal space
Level 2 Infractions	2.1 Fighting or instigating a fight 2.2 Using or possessing tobacco products, matches or lighters 2.3 Possession of fireworks	2.4 Unauthorized display or use of a cell phone or other disallowed electronic property during school hours 2.5 Stealing/possession of stolen property 2.6 Vandalism	2.7 Willful Disobedience 2.8 Making a threat 2.9 Physical assault without bodily harm 2.10 Leaving school grounds without permission 2.11 Any other infraction that the principal deems to be similar in severity to other level 2 infractions 2.10 Ongoing commission of Level 2 infractions



<p>Possible Correctives Strategies</p>	<p>For level 2 Infractions, the following steps must be implemented:</p> <ol style="list-style-type: none"> 1. MANDATORY parent contact to inform parent of accusation and status of investigation. Parent will be given the option to attend the student conference. 2. MANDATORY student conference and school-level investigation. 3. MANDATORY confiscation of disallowed property during school hours <p>If the principal determines that discipline action is warranted:</p> <ol style="list-style-type: none"> 3. MANDATORY school level conference with student, parent, principal or designee and staff member(s) involved determining and implementing appropriate corrective strategies. 4. Referral to the Response to Intervention Team for tiered interventions, counseling, and/or completion of a Functional Behavioral Analysis (FBA) and implementation of a Behavioral Intervention Plan (BIP) 5. MANDATORY suspension or alternative to suspension 		
<p><u>Level 3 - Orderly and Safe Environment</u></p> <p>Behaviors that occur inside and outside the classroom and negatively affect an orderly environment. These behaviors are generally not intended to cause physical or mental harm to another individual and are not necessarily illegal. Behaviors that are intended to cause another individual serious physical or mental harm and/or are illegal.</p>			
<p>Behavioral Expectations</p>	<p>Be Safe</p>	<p>Be Responsible</p>	<p>Be Respectful</p>
<p>Examples of Expected Behaviors</p>	<p>Ask for help if you are not safe</p>	<p>Be cooperative in the event of an emergency</p>	<p>Understand when the answer given to you is, “No”</p>
<p>Level 3 Infractions</p>	<p>3.1 Coming to school under the influence of drugs or alcohol 3.2 Aggravated assault to another student or school district employee with serious bodily harm 3.3 Inappropriate and unwanted sexual behavior 3.4 Starting a fire 3.5 Use of any object to harm, frighten or intimidate others</p>	<p>3.6 Causing false fire alarms or making bomb threats 3.7 Extortion 3.8 Theft of property 3.9 Inciting Violence 3.10 Failure to follow instructions during school-wide lockdown or emergency.</p>	<p>3.11 Bullying 3.12 Burglary 3.13 Robbery 3.14 Possession of a dangerous instrument or the use/display of an instrument deemed by others to be dangerous .3.15 Any other infraction that the principal deems to be similar in severity to other Level 3 infractions 3.16 Ongoing commission of Level 3 infractions 3.17 Conviction of a felony or conviction of an offense which, had it been committed by an adult, would have constituted a felony. 3.18 Use of electronic device to repeatedly threaten, intimidate, or bully another student or to share sexually explicit material.</p>



Possible Correctives Strategies	<p>For level 3 infractions, the following steps must be implemented:</p> <ol style="list-style-type: none"> 1. MANDATORY parent contact to inform parent of accusation and status of investigation. Parent will be given the option to attend the student conference. 2 MANDATORY student conference and school level investigation. <p>If the principal determines that a recommendation for long term suspension is warranted:</p> <ol style="list-style-type: none"> 3. MANDATORY conference with the parent, student and appropriate school staff 4 Referral to the Response to Intervention Team for tiered interventions, counseling, and/or completion of a Functional Behavioral Analysis (FBA) and implementation of a Behavioral Intervention Plan (BIP) 5. MANDATORY conference with and referral to school social worker for student assessment, referral to emergency mental health treatment and/or implementation of school based treatment plan, and connection to outside agencies for support <p>Corrective Strategies</p> <ul style="list-style-type: none"> Create home/school communication system Re-teach the behavior expectations Have the student apologize and make amends with those harmed or offended Provide meaningful reflective activity Loss of privilege Create a behavior contract that includes expected student behavior, incentives for demonstrating expected behavior and consequences for infractions Check-in/check-out Arrange linkage with a counseling agency Detention Short-term suspension or alternative to suspension Long term suspension Possibility of recommendation for expulsion
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Level 4 – Expellable Offenses

Behaviors that are illegal, defined and regulated by Louisiana education law, and extremely harmful to the misbehaving student and/or others, including possession of a dangerous weapon, possession of a controlled substance, and assault with maiming.

1. Weapons - A student carries a weapon to or possesses a weapon at school, on school premises, or to or at a school function under the school’s jurisdiction.
2. Drugs - A student knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the school’s jurisdiction;
3. Serious Bodily Injury - A student inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the State or KNOS.

Behavioral Expectations	Be Safe	Be Responsible	Be Respectful
Examples of Expected Behaviors	Ask for help if you are not safe	Be cooperative in the event of an emergency	Understand when the answer given to you is, “No”



<p>Level 4 Infractions</p>	<p>4.1 Possession, use, or concealment of illegal drugs at school or school related activities 4.2 Possession of a dangerous weapon 4.3 Assault with maiming 4.4 Sexual Assault</p>	<p>4.5 Well-documented and on-going commission of serious acts that threaten the safety of others.</p>	<p>4.6 Any other infraction that the principal deems to be similar in severity to other Level 3 or level 4 infractions</p>
<p>Possible Correctives Strategies</p>	<p>For infractions involving possession, use of concealment of illegal drugs and firearms, the following steps must be implemented.</p> <ol style="list-style-type: none"> 1. MANDATORY student conferences and school-level investigation. <p>If the principal determines that a recommendation for expulsion is warranted:</p> <ol style="list-style-type: none"> 2. MANDATORY parental contact. 3. MANDATORY school level conference 4. POSSIBLE referral to outside agencies such as Police, FINNs and/or Juvenile Justice authorities. 5. MANDATORY recommendation for long-term suspension or expulsion and interim placement. 6. MANDATORY referral to RSD Hearing Office for any student recommended for expulsion. 		

Due Process / Overview of Procedural Safeguards

Disciplinary actions give students with disabilities extra legal protections when the discipline constitutes a change in placement. If a student violates the Student Code of Conduct, before consequences or punishment are imposed, the principal/designee must consider whether the student:

- Has an IDEA or Section 504 disability; or
- Is a student who is “thought to have a disability.”

While all students may be disciplined, the placement of students with disabilities cannot be “changed” when the offense is directly related to his/her disability or when the IEP or Section 504 plan is not implemented, except in the case of emergency circumstances (drugs, weapons, significant bodily injury). See Section II for more information about emergency circumstances.

Determining Change in Placement - A change in placement is a legal term that applies to the situations described below. A student’s school suspension that occurred in one LA local education agency (LEA) during the same school year of transfer into the KIPP New Orleans Schools (LEA) or vice versa “counts” and is added to any additional suspensions in the new school.

More than 10 Consecutive Days of Suspension, i.e., Expulsion or Long Term Suspension:
Any suspension that is for more than 10 consecutive days is considered to be a change in placement.

More than 10 Total Days of Suspension in One School Year.
A series of suspensions with days that total more than 10 total school days in a school year is a change in placement. The special education chairperson, with assistance and documentation from the Administration/Disciplinarian, monitors the number of days each student has been suspended. Students with disabilities who have not reached this 10-day threshold may be suspended under the procedures that apply to all students.

Additional Considerations



In-school Suspension:

An in-school suspension will not be considered as a suspension for the above purposes as long as a student is given the opportunity to continue to: appropriately participate in the general curriculum; receive IEP specified services; and participate with nondisabled children to the extent (s)he would have in the current placement. Any in-school suspension that does not meet this standard must be considered as a suspension for purposes of these procedures.

Suspension/Removal for Portion of School Day

Students sent home from school in the morning because of misconduct is considered to have a full-day suspension. Students sent home in the afternoon are considered to have a half-day suspension. These conditions apply unless the student’s BIP specifically calls for the student to receive a shortened school day when certain behaviors are exhibited.

Bus Suspension:

- 1) **Bus Transportation Is IEP Service.** When transportation is an IEP service, a student’s removal from the bus is considered to be a suspension unless transportation is provided in some other way. In this case, transportation has been determined to be necessary for the student to access educational services.
- 2) **Bus Transportation Is Not IEP Service.** When transportation is not an IEP service, the student’s removal from the bus is NOT considered to be a suspension. In this case the student/parent have the same obligations for the student to get to and from school as any nondisabled peers suspended from the bus. However, school officials should consider whether the bus behavior is similar to classroom behavior that IS addressed in an IEP and whether the bus behavior should be addressed in the IEP or through a BIP.

Appeal Process

Any parent/guardian of a suspended student shall have the right to appeal a suspension to the KNOS Chief Executive Officer or designee. The decision of the CEO is final. The school must hold a school-level conference conducted with the principal or designee, parent/guardian, and the school social work specialist within a reasonable time. All students have the right to fair and reasonable treatment during disciplinary proceedings and the opportunity to present evidence and defend his/her actions. Your child has a right to bring a representative of his/her choice to all disciplinary proceedings. If a parent encounters a problem with discipline procedures and/or fair student treatment, the parent may contact the Student Support Office. The Manager of Student Support Services and the school-based Student Support Coordinator will work to coordinate compensatory services as appropriate with the family and IEP team for any services missed due to removal from the classroom in excess of 10 days.

DISCIPLINE AND BEHAVIOR

KIPP New Orleans Schools is committed to using positive behavior supports and effective tools, strategies and incentives to ensure a safe and orderly school environment and a caring school culture.

In accordance with Louisiana’s mandate for the implementation of a School Master Plan for Discipline, KNOS’ school-based leadership teams monitor discipline incidents and referrals by month, time, location, student, grade level and type of incident.

Infractions and Corrective Strategies

Discipline incidents will be classified as Level 1, Level 2, Level 3, and Level 4 infractions. The tables below identify the KIPP New Orleans Schools behavioral expectations, examples of expected behaviors, types of infractions and potential corrective strategies.

In the effort to fully implement Positive Behavior Support and reduce the loss of instructional time due to out-of-school suspension and expulsion, KNOS utilizes a wide variety of corrective strategies that do not remove children from valuable instructional time when appropriate. Corrective strategies also include referral to and collaboration with outside agencies and with court appointed workers for students involved with the juvenile justice system.

Suspensions and Expulsions

A suspension, in which the student is not allowed to attend school for a designated period of time, is a serious and formal corrective



strategy a school may take if a student commits a Level 2, 3 or 4 infraction.

All students shall be treated fairly and honestly in resolving grievances and complaints, and in the consideration of any suspension or expulsion

For Student Code of Conduct infractions that may warrant a suspension or recommendation for expulsion:

The school must conduct a student conference and school-level investigation within a 24 hour period. Investigation includes taking written statements (or helping with the writing of a statement) from teachers and other students who were witnesses to the incident.

Prior to any suspension or recommendation for expulsion, the principal or designee must inform the student of the “particular” misconduct of which he/she is accused and the basis for the accusation. Prior to any suspension or recommendation for expulsion, the principal or designee must give the student an opportunity to present his/her version of the incident and ensure the student’s version is in writing. The principal or designee may call witnesses requested by the student. The principal or designee shall make a reasonable effort to reach a fair determination of the incident before making any disposition. The school must contact the parent/guardian by telephone on the day of the incident and no later than the following day or send a certified letter giving notice of the suspension, the reason for the suspension, and the date and time of a conference to be conducted within 5 days with the principal or his/her designee. The school must give the parent/guardian notice in writing of the suspension and the reason for the suspension. The written notification must include information about the parent’s right to review any evidence that will be presented at the Hearing. The student shall remain in school until the end of the school day unless released into the care of a parent/ guardian. No student should be sent home without proper documentation of the particular misconduct and reason for suspension. In extraordinary circumstances, the principal or designee is authorized to call law enforcement personnel to transport the student home and/or to a designated facility, including juvenile detention.

Social and Emotional Learning

At KIPP we believe that teacher actions affect student actions. Our job is to create a safe, joyful, healthy, and academically rigorous learning environment for our scholars. We are intentional in our development of our social-emotional skills and moral values and consistently explicit with our expectations. A predictable and routinized classroom leads to clear expectations, which leads to a calm, safe, learning environment in which all students are able to reach high achievement at high levels. We believe that all children will be successful within the classroom given the appropriate systems of support and discipline. Students' social and emotional learning will be addressed through classroom based interventions as well as school wide positive behavior interventions and supports.

KIPP will utilize evidenced based social emotional curriculum that targets the core components that helps a student's interpersonal, intrapersonal, and cognitive skills. This social-emotional curriculum will address the five core components as identified by the Collaboration for Academic, Social, Emotional Learning (CASEL), including self-awareness, self-management, social awareness, relational skills, and responsible decision making. These competencies will be implemented through the use of restorative practices within disciplinary structures, core messages through school wide celebrations, and classroom based interventions.

Student Voice and Leadership

Our daily work with students in the classroom and their social experience among peers is designed to build the skills and awareness needed to “tell their stories” and develop their confidence in front of peers, adults, and external stakeholders. Offering students the platform to elevate their voice and develop leadership in our school shifts and grows along with the life experiences of our students. In kindergarten through second grade we look to set the foundations of strong voice, comfort speaking in front of classroom peers, as well as present our older students as models in our school assemblies and events. Throughout our day we look to provide academic and social opportunities that get students comfortable with having choice in their day through their classroom seating, partner choices, and activity options aligned to learning standards. There are also opportunities for classrooms to vote on where to go for quarterly field trips, and or select their PBIS rewards.



In grades 3-5, we go from providing “exposure” to leadership and elevated voice to facilitating small group opportunities. Our 3rd-5th graders each do an academic unit in writing class that asks them to “Telling their stories” and results in a chance to edit and publish their homeroom stories in a hard-bound book. Additionally, we layer in “Gender Circles” monthly, which is a facilitated social experience that focuses on building self-confidence by tackling relevant and age-appropriate topics in gender-specific small groups. Third to fifth grade also has student elections during Mardi Gras (for court roles) and names a grade level president, vice-president, and treasurer for the grade level. Grades 3-5 will also begin participating in our sports and programming and building their sense of team leadership and modeling for others. Lastly, all of our 3-5 school assemblies and family events are co-facilitated with students.

As we enter middle-school, our 6th-8th graders have the opportunity to participate in school-wide government and begin to see the impact of their leadership on a broader scale. Additionally, each grade-level will identify an opportunity and experience to “impact their community” which will culminate in a three day service trip to end the school year. In their homerooms, students will have the chance to prepare and plan their experience and organize all it will take to make it happen. Our middle school programming begins to take on a stronger role in their lives and our school with many public opportunities to perform (band, drama, sports, etc.).

Family & Community Engagement

- (1) Describe any activities you have undertaken to date to assess and build parent and community support for the school. Explain the role to date of any parents and community members in developing this application or the school, as applicable.
- (2) How will you share information with Parents/Guardians and Community Members?
- (3) How will your school create meaningful opportunities for Student, Parent/Guardian, and Community voice in school decision-making?
- (4) Describe your plans for creating a Parent-Teacher Organization.
- (5) What is the process for grievances?

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Parent and Community Support

KIPP receives strong support from families across New Orleans, as evidenced by an enrollment that has grown from about 120 students in 2005 to over 5000 students in 2018. Parents trust KIPP schools and the majority of our schools have greater than 85% student retention. Parent support is most clearly apparent during events such as report card conferences where parent participation often exceeds 90 percent or during athletic events where stands are full of cheering family members. The charter school to be transformed has yet to be identified, but once the transformation process begins, parents will have opportunities to provide feedback during school leader listening sessions designed to gather feedback from parents and students.

Communicating Information

We have learned that in order to communicate effectively with parents and community members, we must employ a wide variety of communication strategies at both the network and school level.

KNOS and KIPP Foundation regularly survey parents to assess satisfaction as well as family perspectives on areas of strength and weakness at each school. This data is used to inform network-wide family engagement priorities as well as performance evaluation of each school and its leader. KNOS also surveys parents who have chosen to leave the network in order to understand our opportunities for overall improvement. Last year conducted several listening tours and interviews with key community leaders in order to understand how perceptions and what we might do to improve our community relations and engagement. The result of these tours and feedback has been the establishment of a multi-year, organizational priority



dedicated to stakeholder engagement. Further, we have since build out the capacity of our regional team with the addition of a Communications Manager and a Director of Partnerships and Alumni Relations.

At the school level, KIPP teachers set the tone for open communication during home visits. Home visits take place prior to the start of school when a KIPP staff member visits student and their parents at their home. This first communication helps develop a personal connection between the teacher and the family and all subsequent communications flow from the home visit. Teachers provide students with their cell phone numbers and are typically available in the evenings to field questions about homework. Teachers are frequently in touch with parents by phone and via text message.

In addition, schools send weekly newsletters to families and communicate important news via automated text messages, phone calls and e-mails. School events and other information are posted on school websites, including documents such as Student and Family Handbooks, special education policy documents and other essential information.

Throughout the year, schools hold a variety of events intended to engage parents. These events include report card conferences, school performances, 'Muffins With Moms', 'Donuts With Dads', literacy nights, athletic events and holiday events. Each of these events presents an opportunity to communicate with families and prioritizes positive, celebratory interactions in order to build trusting relationships and a joyful environment.

School and network information is also communicated through social media accounts including Twitter, Facebook and Instagram.

Finally, board meetings are held every other month and are open to the public. While board meeting discussions typically address system-level issues, parents are welcomed to attend meetings to learn more about the organization as a whole.

Decision-Making

Although KIPP schools share common approaches, each school is a unique reflection of the community and staff. In the KNOS network, no two schools are exactly alike: one middle school focuses on student leadership development while another prioritizes athletics and band while another makes creative arts the priority. Similarly, the specific programmatic focus of the proposed KIPP PK-8 Transformation school will be determined with input from students, families and community members.

Developing student voice is an integral part of the academic program, and this translates into having a voice in school-wide issues. Typically, middle school students form a student council or a student advisory panel that advises the school leader as he or she makes decisions. Students often take part in teacher interviews and provide decision-makers with candidate feedback as they make final decisions.

Parent-Teacher Organization

Parents at each KIPP school are invited to form Parent-Teacher Organizations to further the partnership between parents and educators. These organizations are typically parent-driven in partnership with a faculty sponsor. PTOs often plan family engagement events, hold fundraisers for school activities and serve as a forum to address school-wide issues that are of concern to parents. If the charter school that is to be transformed has an established PTO, we will look to those parent leaders to help continue the PTO through the transition to the new leadership. In addition, during the home visit, school staff will gather information from parents who wish to become more involved in the PTO.

Grievances

KNOS has established the following grievance protocol to solve disputes or complaints in a fair and prompt manner. The formal procedures described below may be implemented only after the parties have engaged in an earnest attempt to resolve matter(s) informally. KNOS also works closely with its authorizer, which may receive complaints from KIPP parents.

Complaints are taken seriously by KNOS and should proceed as follows. Complainants should first schedule a conference with the immediately involved school staff member to discuss the issue. For example, if the complaint is regarding math class, the



parent should contact the math teacher. The school reserves the right to redirect complainant(s) to the appropriate personnel if this step has not been followed.

If complainant(s) conclude that the initial response/course of action was insufficient, a meeting may then be scheduled with the School Leader. The School Leader may choose to redirect the meeting to the appropriate vice-principal or administrator that supervises the immediately involved staff member. If this meeting is insufficient, the School Leader will arrange a meeting.

Prior to the scheduling of a meeting with the School Leader, complainant(s) must first clearly communicate the issue / concern / complaint; what steps have been taken to resolve the situation; the reason for the complainant’s dissatisfaction with the decisions previously rendered; and proposed solutions

If a resolution cannot be reached through a discussion with the School Leader, complainants(s) may contact the Director of Advocacy at the School Support Center. The School Support Center staff will work with the parent to seek resolution to the problem and make a decision regarding the outcome of the grievance.

If a parent disagrees with the decision made by School Support Center staff, they may appeal the decision to the CEO. The decision of the CEO will be final. The Board of Directors does not consider individual parent grievances except in cases related to the alleged violation of law or in the case of appeals to expulsion decisions.

Governing Board

- (1) Describe the roles necessary on the board, the responsibilities that align with each role, and identify who will play that role on the board. Describe how the governing board will interact with the principal/head of school and any advisory bodies. As **Attachment 2**, provide a resume for each of your identified board members. Resumes will not count towards the page limit.
- (2) Describe how the board will monitor the school’s overall performance.
- (3) Describe the steps the board will take to evaluate the school leader and CEO/Organizational Leader. Specifically, describe: the information the board will collect; The systems by which the board will collect information; The standards - including and in addition to student performance goals- the board will use to evaluate information it collects;
- (4) Describe the process by which your board identifies potential conflicts of interest before making decisions.
- (5) Explain the procedure by which board members have been and will be selected. How often will the board meet? Discuss the plans for any committee structure. Describe the board’s processes to remaining compliant with open meeting and public records laws.
- (6) (if applicable) If there’s a sole member structure responsible for the appointment of governing board members, and/or if the local board (maintained in compliance with Policy HA requirements) must report to any other entity (i.e., a statewide or national board) please provide a statement explaining the nature of the relationship, and the terms/conditions under which it could be dissolved (if any).

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Governing Board Roles and Responsibilities
 The KIPP New Orleans Schools board of directors consists of 12 community and business leaders, including a KIPP parent and a KIPP alumnus. The purpose of the board is threefold: to provide direction (where should the organization be going?); to



provide oversight (are we getting where we said we wanted to go?); and to provide support (how can the board help the organization get there?). Within this framework there are six core responsibilities for the board:

1. keeper of the vision and strategy
2. leadership oversight and development
3. board self-management
4. provider of resources
5. remover of obstacles
6. risk management

The KNOS board oversees the Chief Executive Officer and operates through 5 committees in order to do its work: Nominating and Governance, Strategic Planning, Academic Oversight, Finance, and Development. The entire board meets every other month, as does each committee. Annually, the board holds a day-long retreat to reflect, plan, and prioritize its goals for the upcoming year.

Monitoring Overall School Performance

The KNOS board and senior management team build a multi-year plan every five years. This plan outlines multi-year goals and priorities and establishes benchmarks for progress monitoring, reflection, and re-direction. Each year, the board and management team also build an annual plan that focuses on year-end goals and year-long priorities and initiatives. The board’s Strategic Planning Committee is responsible for monitoring and adjusting the plan as necessary. Within this context, the Strategic Planning Committee also works with the CEO in order to create CEO objectives. These objectives reflect the organization’s most important annual goals as well as the areas that the board expects the CEO to focus on. The Strategic Planning Committee reviews the CEO objectives twice a year in order to ensure alignment and evaluates the CEO annually in an Executive Session in the fall of each year.

School Leader and CEO Evaluation

As part of the annual planning process the board and CEO together set CEO objectives that focus key areas and metrics outlined in the organization’s goals and priorities. This set of objectives includes specific, measurable goals (captured in a dashboard and reviewed on an annual basis). The strategic planning committee revisits the CEO objectives twice a year to assure that they remain the right priorities and areas of focus as well as to ensure appropriate board support and engagement. Annually, the Strategic Planning Committee meets to review each goal to determine whether the goals have been achieved or what obstacles prevented the achievement of any goal. At this meeting, the CEO provides a written reflection that looks back at the year and outlines organizational and personal leadership strengths and areas of growth. The Strategic Planning Committee then presents this summary to the full board in Executive Session and makes recommendations about the CEO’s formal review as well as salary and oversight/development plan for the following year. Current categories or areas of focus for the CEO include: School-level and academic outcomes, alumni outcomes, total enrollment, student retention, financial health, fundraising, external engagement, and leadership pipeline/succession planning. The board does not play a role in evaluating school leaders.

Addressing Conflicts of Interest

Maintaining public trust in the operations of KIPP New Orleans Schools is critical to our mission. To this end, KIPP New Orleans Schools has developed a comprehensive internal conflict of interest policy. This policy is the basis for identifying and evaluating potential board member conflicts of interest. Together with existing Louisiana law and policy, each board member is held accountable for avoiding potential or real conflicts.

Each year, board members complete the “Annual Board Member Conflict of Interest Statement” to certify that they have receive, read, understand and will comply with the KIPP New Orleans conflict of interest policy. This conflict of interest policy helps the organization avoid situations where directors’ private interests are benefitted by KIPP’s transactions or arrangements. Board members have a duty to disclose any actual or possible conflicts of interest. In addition to the internal conflict of interest policy, board members comply with Louisiana ethics law, including the submission of Tier 3 Personal



Financial Disclosures to the Louisiana Secretary of State’s office.

Board Member Selection and Board Structure

Board members are selected by a vote of the board. The board nominating and governance committee is tasked with identifying, vetting and presenting board candidates to the board.

The board meets every other month. Meetings typically take place on the third Thursday of alternating months at 5:45 PM. Each January, the board holds a local retreat. The following board committees actively meet:

- Development Committee
- Financial Oversight Committee
- Governance Committee
- Academic Excellence
- Strategic Planning and Leadership Committee

The board is committed to meeting the requirements of Louisiana’s open meetings law and prides itself on conducting its business in an open, transparent fashion. Open meetings law compliance begins with the education of board members. During the on-boarding process, board members review open meetings law and processes. The board chair and vice-chair receive in-depth training on how to properly conduct meetings to ensure compliance with open meetings law. This includes calling for public comment prior to each vote, ensuring that meeting minutes are properly maintained, and ensuring that board meeting agendas are posted in the appropriate timelines. In addition, several KIPP staff members have specific responsibilities to ensure the board remains complaint with open meetings requirements.

KIPP New Orleans Schools does not utilize a sole member structure.

Staff and Organization

- (1) As **Attachment 3**, provide an organizational chart. As **Attachment 4**, include job descriptions that summarize the scope of work for all staff on the school leadership team. If applicable, As **Attachment 5 and 6**, provide redacted and un-redacted resumes for any identified leadership team members.
- (2) Describe your administrator and teacher recruitment strategy, including legally required qualifications (LA R.S. 17:3983), as well as any school design specific qualifications. Include how you will attract a diverse applicant pool that includes candidates who share the same backgrounds with students and are from the Greater New Orleans area.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Administrator and Teacher Recruitment Strategy

The proposed transformation school will obviously have many talented educators on staff whom we will immediately communicate with and prioritize in terms of staff hiring and retention. We will work to be transparent about our hiring process and move as urgently as possible on working with each teacher and staff member to assure clarity about their long-term position.

In addition to working with current staff to fill administrator and teacher positions, our network recruitment team will prioritize hiring for the transformation school. Currently, KNOS has a specific focus on hiring educators of color and on building new teacher pipelines. We believe, and research supports, that having a diverse team working with our students, especially at the teacher level, is critical. Not only does having teachers that look like our students drive higher rates of



engagement and success, but having staff around them that share their backgrounds and reflect their families and communities allows them to see their potential. As such, we employ a variety of opportunities to ensure our applicant pool is diverse and strong so that our new hire class is a reflection of that.

Three years ago, we launched the Crescent Teacher Residency, which aims to bring in a pipeline of diverse new-to-teaching teachers who can learn and grow in our network. We have a special focus on recruiting candidates of color, in particular African American educators, and those who have ties to New Orleans. We have had significant success in this work—in our most recent cohort, 83% of our residents are educators of color.

As a data-driven organization, we also set targets around the percentage of men and women of color we want in our new hiring class each year, overall, with a particular focus in lead teaching core content roles. Our recruitment team focuses on ensuring we are hired well, which means that an ever-increasing percentage of teachers and other staff are men and women of color. Recruiters work relentlessly to find, compel, and hire those talented educators.

Mission Critical Partners

Educational Service Providers are not considered “Mission Critical Partners” for the purposes of this section. Applicant groups which will use an Educational Service provider should complete the Educational Service Provider section of this application.

- (1) Describe the mission-critical partnerships that your school has established and provide, as **Attachment 7**, the terms of these partnerships in form of a written commitment or MOU.
- (2) What is the contingency plan if these partnerships are not maintained?

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Mission Critical Partners

KIPP New Orleans Schools does not require ‘mission critical partnerships’ with external organizations to operate schools.

Operational and Financial Readiness

- (1) Provide, as **Attachment 8**, a detailed start-up plan for the school. Specify tasks, and key milestones, timelines for completion, and the individuals or positions responsible for each. Indicate at which point key individuals will become employees of the organization, as well as contingency plans if you are unable to open in your preferred timeframe.
- (2) Provide as **Attachment 9**, your school’s start-up and Year 1 operating budget.
- (3) Do you plan to use a financial manager or a back-office service provider? If the entity that will provide your financial services has been chosen, please provide its name and attach the contract as **Attachment 10** and the resume of the person designated as your qualified business manager as **Attachment 11**. If that entity is an individual financial manager, please provide his / her one-page resume as **Attachment 11**.
- (4) To whom will your financial manager or back-office service provider report: the school leader, a network/CMO level staff member, or the board?



- (5) If your school leader or organization are considered an experienced operator include as **Attachment 12** your School/Portfolio Performance workbook.

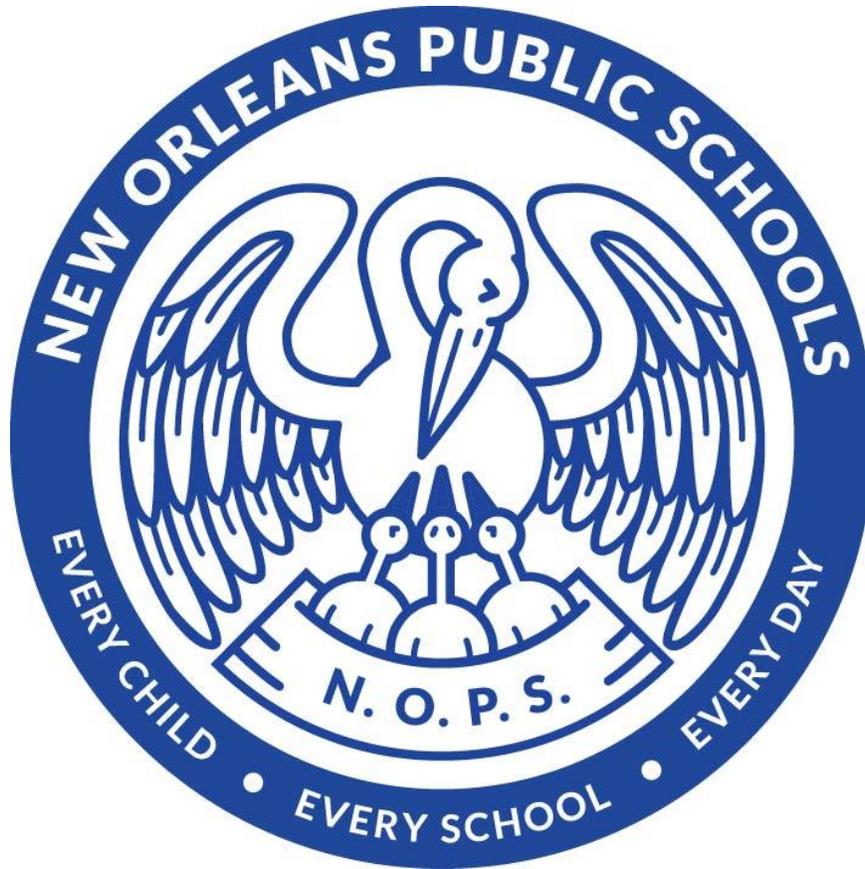
TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Financial Management

KIPP New Orleans Schools utilizes an in-house finance team to conduct all aspects of financial planning, management, reporting and compliance for schools in the KIPP New Orleans network. The finance team reports to the Chief Operating Officer / Chief Financial Officer.

Attachments

- (1) Attachment 1: (Optional) Student Recruitment Evidence
- (2) Attachment 2: Governing Board Roster & Resumes
- (3) Attachment 3: Organization Chart & Staffing Plan
- (4) Attachment 4: School leadership team job descriptions
- (5) Attachment 5: Redacted Leadership Team Resumes
- (6) Attachment 6: Un-redacted Leadership Team Resumes
- (7) Attachment 7: (If applicable) Mission Critical Partner MOUs/Contracts
- (8) Attachment 8: Detailed Start-up Plan
- (9) Attachment 9: Start-up and Year 1 Budget
- (10) Attachment 10: (If applicable) Financial Manager Contract
- (11) Attachment 11 Qualified Business Manager/Financial Manager resume
- (12) Attachment 12: (Experienced Operators) School/Portfolio Performance workbook



Spring 2018 Charter School Application
Common Application Template



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Common Application (Part 2)

Section I: School

Academic Model & Schedule

- (1) For all core content and mission-related subject areas:
 - a. Identify the program model or curricula that your school will use and your reasons for these choices, you may include as **Attachment 13** data or research supporting your academic model;
 - b. Identify the interim assessments you will use and how these align to the curricula;
 - c. Describe your professional development plans for teachers and how they connect to the curricula and assessments.
- (2) Where has each identified core instructional component, program model or curricula been used before? What have been the results, in particular with your intended student population?
 - a. If your school is using an existing curricula, provide the curricula's Louisiana Department of Education Curricular Review Score (<http://www.louisianabelieves.com/academics/ONLINE-INSTRUCTIONAL-MATERIALS-REVIEWS/curricular-resources-annotated-reviews>)
 - b. If the model or curricula has not been scored by LDE, what is the research and evidence base and/or logic model informing your curricular design choices? How will you ensure alignment between the curriculum and state standards, and how will you evaluate the effectiveness of its implementation?
- (3) Describe a day and year in the life of a student at your school. Include, as **Attachment 14**, a weekly student schedule and, as **Attachment 15**, a calendar of special events that will happen throughout the school's inaugural year.
- (4) Provide as **Attachment 16**, a copy of the school/organization's [Pupil Progression Plan](#). If your school does not yet have an adopted PPP, please attach a draft version.
- (5) Does the school intend to offer early childhood education, or Pre-Kindergarten classes? Describe the group's anticipated funding source(s) and model for early childhood education.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

The KIPP Model

The research firm Mathematica has conducted multiple research studies on the effects of KIPP schools. Attachment 13 includes the three most recent research reports, detailing Pre-Kindergarten programming (2017), the overall impacts of KIPP primary, middle and high schools (2015), and a study specific to the impact of KIPP middle schools (2013). Among the findings of these studies are:

- KIPP pre-K has a significant positive impact on student achievement: After five years, students who enrolled in a KIPP pre-K program through a random lottery had higher reading and math achievement than pre-K students who were not placed at KIPP. For example, the study showed that scores on the Letter-Word Identification (reading skills) assessment improved by nearly 14 percentage points, moving KIPP pre-K students from the 66th to the 80th percentile. On the Applied Problems (math skills) assessment, KIPP pre-K students moved from roughly the 47th to the 60th percentile.
- KIPP elementary schools have positive, statistically significant, and educationally meaningful impacts on three of four measures of reading and mathematics skills.
- KIPP middle schools have positive, statistically significant, and educationally meaningful impacts on student achievement in math, reading, science, and social studies. Average impacts of middle schools were positive and statistically significant throughout the 10-year period covered by the study, though higher in earlier years than



recent years.

- KIPP high schools have positive, statistically significant, and educationally meaningful impacts on student achievement for high school students new to the KIPP network. For students continuing to KIPP high schools from KIPP middle schools, impacts on achievement are not statistically significant. For this group of continuing KIPP students, KIPP high schools have positive impacts on a variety of college preparation activities and the likelihood of applying to college.

Schools in the KIPP network share a common orientation and beliefs, and in some cases share curricula. The particular state education agency academic standards dictate the specifics of each KIPP school’s curriculum. The following curriculum is used by KIPP New Orleans Schools:

Program Model, Curricula, Assessments and Professional Development

Grade/Content	Curriculum	Components	Rationale	Evidence
K-2 ELA	Reading Mastery	Reading	Daily lessons that teach foundational decoding and comprehension skills. Decoding is taught through explicit phonics instruction. As students progress, skills like making inferences and drawing conclusions are layered in. Daily reading selection begin to include realistic fiction, fantasy and non-fiction.	What Works Clearinghouse identified as having a positive impact on reading achievement along with other direct instruction programs - https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/417
		Language	Daily lessons that teach words, concepts, and statements important to written and oral language. As students progress, the program layers on skills like classification, main-idea, sentence writing and more of an emphasis on	



			writing.	
	6 Minute Solutions	Fluency	Practice of fluency supports the accuracy and automaticity of decoding and word recognition.	Evidence of fluency and comprehension increase - Adams, G., Brown, S., & Van Zant, S., (1999). Summer reading intervention program prepares fifth grade students for middle school reading challenges. Educational Research Service Successful School Practices, 22(1), 6-8. Arlington, VA: Educational Research Service.
	Lexia - Blended Reading Program	Differentiated Reading	Personalized learning in the six areas of reading instruction, targeting skill gaps as they emerge and providing daily feedback to see if students are making adequate progress.	
3-8 ELA	KIPP Foundation Wheatley Modules	Reading	Includes standards-aligned lessons and exit tickets, rich informational and literary texts. Lesson cycle develops student literal understanding and then analytical/conceptual understanding of the text. Modules are built around complex texts aligned to a particular content in order to support knowledge building.	From Great Minds and based on Wit and Wisdom, a Tier 1 curriculum as rated by LADOE Curricular Review
		Writing	Includes standards-aligned lessons with text-based writing in argumentative, informational and narrative writing. Lessons include process-based and on-demand writing.	
		Discussion	Students engage in	



			collaborative, text-based discussion to ensure they are building habits of discourse and are able to justify their claims with concrete evidence. They are also encouraged to shape and mold their opinions in response to other student thinking. They learn from each other.	
	6 Minutes Solutions	Fluency	Practice of fluency supports the accuracy and automaticity of decoding and word recognition.	Evidence of fluency and comprehension increase - Adams, G., Brown, S., & Van Zant, S., (1999). Summer reading intervention program prepares fifth grade students for middle school reading challenges. Educational Research Service Successful School Practices, 22(1), 6-8. Arlington, VA: Educational Research Service.
	Corrective Reading	Intervention	Depending the on level, daily lessons range from instruction in letter sounds and blending to the reading of sophisticated passages such as those found in content-area textbooks.	Review of Educational Research notes the positive impact of direct instruction - http://journals.sagepub.com/doi/abs/10.3102/0034654317751919

Grade/Content	Curriculum	Components	Rationale	Evidence
K-2 Math	Investigations	Spiral Review	Students engage with foundational content on a daily basis in order to improve mastery and ensure that building blocks are in place for grade-level curriculum access.	The <i>Investigations</i> curriculum represents the culmination of over 20 years of research and development aimed at improving the teaching and learning of elementary mathematics. Funded by the National Science Foundation , TERC, and Pearson



		Fluency	Reinforces procedural fluency and number sense.		
		Core Lesson	Task and game-based lesson that is standards-aligned and includes introduction to new materials, guided and independent practice with wraparound feedback.		
	Number Talks	CGI: Problem Solving	Twice a week problem based routine where students engage in unpacking a problem, solving and sharing multiple strategies		Cognitively Guided Instruction is an inquiry-based approach to teaching mathematics that was developed at the Wisconsin Center for Education Research (Carpenter et al, 1999). This extensively researched approach provides teachers with knowledge about the developmental stages of children’s mathematical reasoning. This knowledge enables teachers to plan mathematics instruction based on their students’ understanding and guide them toward greater mathematical reasoning and concept mastery
	ST Math	Response to Intervention	Blended programs allow teachers to deliver targeted instruction to small groups in order to fill content gaps.		Data finds that ST Math lesson progress correlated to progress on NWEA MAP assessment.
3-4 Math	Achievement First - Blend of Eureka Math and Investigations	Spiral Review	Students engage with foundational content on a daily basis in order to improve mastery and ensure that building blocks are in place for grade-level curriculum access.	Tier 1 LADOE Curricular Review	
		Fluency -	Reinforces procedural fluency and number		



			sense.	
		Core Lesson	Task-based lesson that is standards-aligned and includes introduction to new materials, guided and independent practice with wraparound feedback.	
	CGI	Problem Solving	Twice a week problem based routine where students engage in unpacking a problem, solving and sharing multiple strategies	CGI is an inquiry-based approach to teaching mathematics that was developed at the Wisconsin Center for Education Research (Carpenter et al, 1999). This extensively researched approach provides teachers with knowledge about the developmental stages of children’s mathematical reasoning. This knowledge enables teachers to plan mathematics instruction based on their students’ understanding and guide them toward greater mathematical reasoning and concept mastery
	ST Math	Response to Intervention	Blended programs allow teachers to deliver targeted instruction to small groups in order to fill content gaps.	Data finds that ST Math lesson progress correlated to progress on NWEA MAP assessment.
-8 Math	Eureka Math	Spiral Review	Students engage with foundational content on a daily basis in order to improve mastery and ensure that building blocks are in place for grade-level curriculum access.	Tier 1 LADOE Curricular Review
		Fluency - Eureka Math Sprints	Reinforces procedural fluency and number sense.	



		Core Lesson	Task-based lesson that is standards-aligned and includes concept development, guided and independent practice with wraparound feedback.	
	ST Math	Response to Intervention	Blended programs allow teachers to deliver targeted instruction to small groups in order to fill content gaps.	Data finds that ST Math lesson progress correlated to progress on NWEA MAP assessment.

Grade/Content	Curriculum	Components	Rationale	Evidence
3-8 Social Studies	Combination of in-house created materials, DBQ Project, SHEG Reading Like a Historian and Gilder Lehrman Institute of American History	Spiral Review	Students engage in a review of material from previous units and the current unit in order to make connections to enduring understandings and ensure strong factual base to make claims from the content.	DBQ Project, SHEG and Gilder Lehrman are all rated as Tier 1 curriculums by LADOE Curricular Review
		Fluency	Reinforces key events, people, vocabulary and times in history so that students are fluently able to access material that they use to build argumentative claims.	
		Core Lesson	Students are posed with a compelling question and read primary sources to create an authentic response and thesis. Students engage in discourse and writing to synthesize and hone their	



			views and opinions.	
Grade/Content	Curriculum	Components	Rationale	Evidence
3-5 Science	Amplify	Unit and Chapter Phenomenon-based Questions	<p>Units are designed to ensure that students view the world as scientists and engineers. Each unit asks students to investigate a problem or phenomenon as a biomedical engineer, marine biologist or food chemist would, to name a few.</p> <p>Throughout each chapter, students develop increasingly complex understandings and explanations. At the culmination of most units, students are presented a second problem, designed so students can apply their newly acquired knowledge to a similar problem in novel circumstances. It is in this step that students demonstrate a deep understanding of knowledge and recognize the strength of their intellectual potential.</p>	Developed and tested by the Lawrence Hall of Science, under review to be determined as Tier 1 by LADOE
		Daily Instructional Cycle	Amplify Science is rooted in the Do-Talk-Read-Write -Visualize model of learning. Coupling this process with a suite of digital apps, including modeling tools, computerized simulations, and science practice apps, students step into the world of science and learn from within it.	
		Mini-units and lessons	Because we live in such a unique, scientifically-rich state, there are opportunities to add on to existing units to apply content to a Louisiana-specific context. Throughout the year, students engage in the application of scientific practices, knowledge, and concepts to other contexts.	
6-8	In-house	Spiral Review,	Aligned to LADOE standards and NGSS	



Science	created curriculum aligned to NGSS and 5E Instruction	Fluency, 5E instructional cycle	standards	
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2nd Grade Science Unit Sample

Unit 1: Earth Science EQ: What causes Earth to change over time? EU: Earth changes over time		
Lesson	Topic	Objective
1	Science is Everything	SWBAT design and create the world's tallest plastic cup tower.
2	States of Matter	SWBAT create solid, liquid, and gas models to explain freezing and melting.
3	Water Cycle	SWBAT draw, label, and explain the water cycle.
4	Weathering and Erosion	SBWAT draw a diagram to show how weathering and erosion changes Earth over time.
5	Human Impact	SWBAT identify human choices that have a positive or negative environmental impact.
6	Human Impact	SWBAT create a poster to raise awareness and reduce local wetland destruction.
7	Natural Disasters	SWBAT build a model volcano and describe how it changes Earth.
8	Natural Disasters	SWBAT explain how we can help others and prepare for natural disasters.
9	Field Trip	Swamp Tour
10	Unit Project	SBWAT create an Earth Science book to describe what we've learned about our planet.

Computer Science Curriculum Outline

KIPP New Orleans Computer Science Enduring Understandings and Skills by Grade Level

Grade Level	Standards/ Enduring Understandings from <u>K-12 CS Standards</u>	Skills*
K	<ul style="list-style-type: none"> • Computing Systems - Devices: People use computing devices to perform a variety of tasks accurately and quickly. Computing devices interpret and follow the instructions they are given literally. • Computing Systems- Hardware and Software: Recognize that software is created to control computer operations. Recognize that software can control hardware. • Practice 2. Collaboration - Work cooperatively and collaboratively with peers, teachers, and others using technology. • Practice 5. Creating Computational Artifacts - Construct a set of statements to be acted out to accomplish a simple task. 	<ul style="list-style-type: none"> • Understand that the Bee-Bot is a computer: it can store information and respond to instructions • Practice moving and turning their own bodies to understand how the robot moves and turns. • Give instructions to the Bee-Bot to control the robot's movements and identify predictable motion of the Bee Bot. • Combine movements and turns to solve more difficult navigational challenges • Plan, program, observe, and analyze the results of their programs.



<p>1st</p>	<ul style="list-style-type: none"> • Algorithms and Programming - Algorithms: People follow and create processes as part of daily life. Many of these processes can be expressed as algorithms that computers can follow. • Algorithms and Programming- Variables: Information in the real world can be represented in computer programs. Programs store and manipulate data, such as numbers, words, colors, and images. The type of data determines the actions and attributes associated with it. • Computing Systems - Troubleshooting: Computing systems might not work as expected because of hardware or software problems. Clearly describing a problem is the first step toward finding a solution. • Practice 5. Computational Artifacts: Computational artifacts can be created by combining and modifying existing artifacts or by developing new artifacts. Examples of computational artifacts include programs, simulations, visualizations, digital animations, robotic systems, and apps. 	<p>above (year 1, 1st grade will complete the same BeeBot curriculum as K. In year 2, 1st graders will complete more complicated challenges with the BeeBot and will begin Scratch Jr.)</p> <ul style="list-style-type: none"> • Use blocks to program animations in Scratch Jr. • Use start block to make a sprite move to different locations • Use turn block to change direction. • Use Hide and Show blocks to make sprites disappear and reappear. • Use the repeat block to take a sequence of command blocks and repeat them over and over. • Create a final project that shows and animation of the sun setting and the moon rising.
<p>2nd</p>	<ul style="list-style-type: none"> • Algorithms and Programming - Program Development: People develop programs collaboratively and for a purpose, such as expressing ideas or addressing problems. • Algorithms and Programming - Control: Computers follow precise sequences of instructions that automate tasks. Program execution can also be nonsequential by repeating patterns of instructions and using events to initiate instructions. • Algorithms and Programming- Modularity: Complex tasks can be broken down into simpler instructions, some of which can be broken down even further. Likewise, instructions can be combined to accomplish complex tasks. • Practice 5. Computational Artifacts: The process of developing computational artifacts embraces both creative expression and the exploration of ideas to create prototypes and solve computational problems. Students create artifacts that are personally relevant or beneficial to their community and beyond. 	<ul style="list-style-type: none"> • Use Events, Looks, and Motion blocks to create an interactive collage in Scratch, with sprites reflecting personal interests or attributes. • Show mastery of 2-LS4-1 by using Events, Sound, and Control blocks to create an interactive collage in Scratch, with sprites showing the diversity of life in at least two different habitats. • ☑ Show mastery of 2-PS14, by using Events, Sound, and Control blocks to create a story about a reversible change and a non-reversible change.

K-2 Math Assessment Overview

	Kindergarten	1 st grade	2 nd grade
Test Administration	A1: Small Group/Interview	A1: Small Group	A1: Whole Group, Read Aloud
	A2: Small Group/Interview	A2: Small Group	A2: Whole Group, Read Aloud



	A3: Small Group/Interview	A3: Whole Group, Read Aloud	A3: Whole Group, up to 2 questions read aloud	
	A4: Small Group/Interview	A4: Whole Group, Read Aloud	A4: Whole group, no read aloud	
	A5: Small Group/Interview	A5: Whole Group, Read Aloud	A5: Whole group, no read allowed	
Question Type SA: Short Answer SR: Selected Response MSR: Multi-Selected Response RCR: Reasoning Constructed Response ACR: Application Constructed Response	A1-A3: SA, RCR, ACR	A1-A3: SA, RCR, ACR, SR	SA, RCR, ACR, SR, MSR	
	A4-A5: SA, RCR, ACR, SR	A4-A5: SA, RCR, ACR, SR, MSR		
Distribution of Items	At least 40% of items will come from constructed response problems.			
Habits & Representation	A1-A2: None	A1-A2: Benchmark 1: on the Representation Rubric	A1-A2: Benchmark 2 on the representation rubric	
	A3-A5: Benchmark 1 on the Representation Rubric	A3-A5: Benchmark 2 on the representation rubric	A3-A5: Benchmark 3 on the representation rubric	
	A3-A5: Counting Fluency: Fluency with Number Sentences within 5	A3-A5: Fluency with number sentences within 10	TBD	
Tools Available	CGI cubes available throughout the year	CGI cubes available throughout the year	CGI cubes, Base 10 blocks available throughout the year	
Length of Assessment	Goal: No more than 2 days of testing per unit test Questions: 8-10 questions per test	Goal: No more than 2 days of testing per unit test Questions: 8-10 questions per test	Goal: No more than 2 days of testing per interim unit Questions: 10-12 questions per test	
Blind Assessment Component	A1: No blind component	A1: JRU/SRU, Numbers to 30	A1: JRU/SRU/JCU/SCU, Numbers to 100 A2:	



<p>JRU: Join Results Unknown</p> <p>SRU: Separate-Results Unknown</p> <p>PPW: Part-Part-Whole</p> <p>JCU: Join – Change Unknown</p> <p>JSU: Join – Start Unknown</p>	<p>A2: JRU/SRU, Numbers to 10</p> <p>A3: JRU/SRU, Numbers to 15</p> <p>A4: JRU/SRU/PPW, WU Numbers to 20</p> <p>A5: JRU/SRU/PPW-WU/JCU/SCU, Numbers to 20</p>	<p>A2: JRU/SRU/PPW, Numbers to 60</p> <p>A3-A4: JRU/SRU/JCU/SCU, Numbers to 60</p> <p>A5: JRU/SRU/JCU/SCU/JSU/SSU, Numbers to 100</p>	<p>All joining & separating, Numbers to 200</p> <p>A3: All joining & separating, PPW, WU, Numbers to 300</p> <p>A4-A5: All joining & separating, PPW, WU; numbers to 500</p>
<p>Frequency of Assessment</p>	<ul style="list-style-type: none"> Unit test every unit 1 shared checkpoint every unit Topic checklists for formative data used daily 	<ul style="list-style-type: none"> Unit test every unit 1 shared checkpoint every unit Exit tickets given daily 	

K-2 ELA Assessment Details

Grade	Kindergarten			1 st Grade			2 nd Grade		
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
Assessment	Letter Naming Fluency	Letter Naming Fluency	Letter Naming Fluency						
		Phoneme Segmentation	Phoneme Segmentation						
		Letter Word Sound Fluency	Letter Word Sound Fluency	Letter Word Sound Fluency					
				Oral Reading Fluency	Oral Reading Fluency	Oral Reading Fluency	Oral Reading Fluency	Oral Reading Fluency	Oral Reading Fluency
							Group Computer-Based Assessments		
							19-32 min		
							Reading Comp.	Reading Comp.	Reading Comp.
			Vocabulary	Vocabulary	Vocabulary				



(a) Identify the interim assessments you will use and how these align to the curricula;

Interims	Source	Frequency	Rationale	Evidence of Success
ELA (grades 3 - 8)	Wheatley Module assessments and LEAP 360 Interims	At the end of every unit with a checkpoint at the midpoint of the unit	Assesses the standards we teach and prepares students for LEAP testing	All LEAP 360 Interims are rated as Tier 1 Assessments by LADOE
Math (grades 3 - 8)	Eureka Module assessments and LEAP 360 Interims	At the end of every unit with a checkpoint at the midpoint of the unit	Assesses the standards we teach and prepares students for LEAP testing	
Science (grades 3 - 8)	Amplify unit assessments and LEAP 360 where applicable	At the end of every unit with a checkpoint at the midpoint of the unit	Assesses the standards we teach and prepares students for LEAP testing	
Social Studies (grades 3 - 8)	Items sets from Eagle and LEAP 360	At the end of every unit with a checkpoint at the midpoint of the unit	Assesses the standards we teach and prepares students for LEAP testing	

Notes on Curricula and Assessments

Given that there are not yet Tier 1 approved curricula for science in grades K-2 and very limited options in social studies, our science and social studies curricula for grades K-2 are developed internally by KIPP New Orleans Master Teachers and Curriculum Fellows. Master teachers are a select group of KIPP educators who have attained excellent student outcomes and are top-rated by their peers and students. Curriculum fellows are teachers who serve as content experts and work over the summer to develop curriculum to be shared across the KIPP New Orleans network. The science and social studies curriculum in grades K-2 is aligned to Louisiana state standards and builds the foundations in each content area. In Kindergarten, students have science class once per week on Wednesdays. In first and second grade, science and social studies classes take place twice a week, in the blocks listed on the schedule below.

The curricula are inquiry-based and hands-on, giving students experiential opportunities to explore science and social studies concepts in the real world. A sample unit overview from 2nd grade science is provided above.

Additionally, all K-2 students participate in a 3-week computer science and robotics unit, designed to build foundations in computer science. 98% of students who major in computer science report having been exposed to that subject prior to



college, and we aim to provide consistent exposure to students across grades K-8 (see below for enduring understandings for CS K-2 units). The computer science curriculum outline is included above.

Interim assessments at KIPP New Orleans Schools are developed internally by the Academics Team. In K-2 math, we administer interim assessments five times per year. The interim assessments are based on released common core questions from Achievement First and Illustrative Math. The assessments are aligned to our curriculum.

At KNOS, we backward plan from the format, expectations and rigor of the state test and begin preparing students for this type of assessment in Kindergarten. Our assessments get closer to the state test design throughout the year, and throughout the grade levels. Please see addendum Table 3 for the K-2 math assessment overview. A1 refers to the first assessment, A2 refers to the second and so on.

In English Language Arts (ELA), we begin interim assessments in 2nd grade. They follow the interim assessment schedule previously shared for 3-8 ELA. Additionally, we also administer checkpoint assessments. The interim assessment strategy is paired with assessment and progress monitoring of Oral Reading Fluency (explained below), giving teachers a comprehensive picture of student performance and pitfalls that will follow students into upper grades.

In grades K-1, teachers analyze interim data from our Oral Reading Fluency (ORF) progress monitoring and our Mastery Assessments in Reading Mastery. Students who leave 1st grade at the 50th percentile have an 80% likelihood of passing high stakes 8th grade ELA assessments. Our primary school assessment strategy prioritizes building the foundations of literacy. Students above the 50th percentile are assessed three times per year. Students below the 50th percentile are progress monitored on a weekly, bi-weekly, or monthly basis, depending on their level. This ensures that students do not fall behind and equips are teachers and schools to make immediate adjustments based on data.

Aimsweb Plus Early Literacy Benchmarks are used for seasonal benchmarking in grade K & 1, and AIMSweb Plus Reading Benchmarks in 2nd grade. In grade K & 1, measures are individually administered and in 2nd grade a combination of individual assessment and computer-based assessment is used. The grades and seasons available, tasks, and estimated administration times for these measures are found in the addendum as Table 4.

In Kindergarten, our progress monitoring is on Letter Word Sound Fluency. And in 1st and 2nd grade, our progress monitoring is on oral reading fluency. Our mastery assessments provide an opportunity to assess comprehension.

Professional Development

Student achievement is most impacted by the quality of the teacher in each room. In order to constantly work to have an excellent teacher in every classroom, KIPP New Orleans combines high professional and pedagogical expectations with wraparound support. Prior to the start of the school year, all school leaders and coaches participate in intensive content and curricular workshops to fully internalize modules, text, assessments and standards. New to KIPP teachers participate in a week of professional develop to on-board them to our narrative, goals, vision and mission. They also receive baseline training in content, curriculum and assessments. Finally, all teachers participate in four weeks of summer professional development planning sessions. The first week is regionally run and the outcome is that all teachers are prepared to execute lessons with fidelity and precision. The summer PD focuses on internalizing content and assessments, practice analyzing student work, exemplar creation and practicing the execution of a lesson. During this time, we also hone our skill on the instructional focus for the year. Once the school year begins, teachers come together throughout the course of the year. Shared Regional PD days happen right before interim assessments so that teachers can internalize the next module and be ready to launch after testing. Teachers also engage in skill-building aligned to the instructional priority. In between Interim Cycles, teachers and coaches come together for Shared PLCs to course-correct and improve instruction in a content-area of focus. Data dives are completed in PLCs in schools with regional academic team support.



A Day and Year in the Life of a Student

From the moment a student steps on campus each day, their experience will be marked by a sense of community between fellow students and staff. A smiling, positive, and loving adult greets each child and shakes their hand at the door. Students' days are full of positive touchpoints with teachers and support staff throughout their school.

Students participate in a morning community meeting that is reinforced throughout the week during values lessons and assemblies. Students have many opportunities to practice problem solving and develop friendships, skills that are foundational to building community. Shared meals will provide our school the opportunities to build conversation and manners into our day and recess will allow a chance to practice the skills that characterize successful friendships and positive social interactions.

In classrooms, there is a balance between teacher and student talk, between fluency and application, and a balance between teaching concepts and skills. A learning audit reveals a deliberate focus on the foundational concepts of student learning that builds skills on top of understanding. Our classrooms will be places marked by strong student participation and engagement. Our students will be comfortable answering questions in complete sentences and respond to classmates' thoughts. Students will listen to one another to ensure a shared understanding of complex texts, math concepts, scientific processes, and historical contexts. Problem solving will build the academic foundation for critical thinking skills and will ensure that teachers are teaching their in a manner that encourages the students' intellectual curiosity. This will not only push students to take positive academic risks on a daily basis, but will also promote critical thinking and positive problem solving. Additionally, encouraging a child's natural questioning is that it increases student engagement in the educational process. Our rooms will be places where you here lots of student questions and discussions throughout content areas.

Evidence of teachers having invested time and effort in building achievement driven classrooms and setting ambitious goals with students will be all over the walls of our classrooms. Students will be able to recite their goals along with their classroom "narrative" that explains why their learning is important now and in the future. Our environments will be characterized by nurturing relationships with their students that spend the messages, "this is important, you can do it, and I believe in you" in every interaction.

Everyday must build towards making it impossible for any of our students to leave our building without feeling optimistic about her future and excited about furthering her academic career. This goal plays out through a schedule of fun opportunities to engage in family and school events that keep them motivated and excited about learning. In order to be successful building this belief in their self, we must inspire what Dr. Jeffery Duncan-Andrade calls "critical hope", a sense of faith and personal resourcefulness in the face of the social ills in their lives. This faith is a key to building resilience, which students in KIPP schools will need throughout their journey to college and beyond. We do this by combating the negative messages and images of their community that will bombard them throughout their lives.

Throughout the year, students and their families have frequent opportunities to celebrate students' success. Quarterly honor roll ceremonies, events like Donuts With Dads and Muffins With Moms, holiday performances and events, and countless athletic events all provide positive touchpoints that bring the school community and the wide community together.

See attachment 14 for our schedule of family events throughout the year.

In Kindergarten, students take science once per week on Wednesday, which are the weekly early-release days to allow for staff professional development. In first and second grade, science and social studies classes take place twice per week. Additionally, all K-2 students will participate in a 3-week unit that builds foundational understanding of robotics and computer science.

The enrichment block is when a wide variety of extra-curricular classes take place. The block is called 'enrichment' because it includes activities visual arts, instrumental music, and physical education across all schools and up to two additional enrichment offerings that are determined by the school's specific vision and priorities as informed by the wider school



community. At other schools these options include drama, dance, yoga, and chorus, robotics and computer science among others.

Our enrichment vision is that students are exposed to a wide variety of courses in the lower grades and have the opportunity to 'go deep' on a course of their choice in the upper grades. Our primary school (PK-4) enrichment schedule is designed to build exposure and foundational skills across a range of enrichment offerings. As students get older, they have the option to choose a course or two in which they can specialize. Students may want to go deep on band or art, and our schedule allows them to opt into those courses. Our students deserve a holistic school experience, including a full range of experiences in the arts and physical education.

Early Childhood Education

In the 2018-19 school year, KIPP New Orleans Schools added four Pre-K classrooms to existing KIPP school (KIPP East Community Primary and KIPP Morial), and the proposed KIPP PK-8 Transformation school will also two Pre-K classrooms to students. The Pre-K program will be funded largely through TANF-LA4 funding, along with a minimal amount of IDEA funding for Pre-K students. Otherwise, the Pre-K program will be supplemented by the school's general operating fund.

The Pre-K program will be integrated with KIPP's overall mission and goals, but will provide a developmentally appropriate approach to student learning. The full-day program will support all learners, including children with identified disabilities. As part of a larger K-8 school, the Pre-K staff will ensure a smooth transition to Kindergarten at the end of the year. Students in the Pre-K program will have the opportunity to discovery knowledge through experiences as teachers guide their learning. Pre-K teachers will receive dedicated professional development led by the Regional Academics Team expert on Early Childhood Education. Pre-K programming will be modeled after successful KIPP Pre-K programs in other states. A thorough research analysis of the effects of this programming is included in Attachment 13.

Given existing funding streams for public pre-K seats in Orleans Parish, the program will not run at a financially self-sufficient rate. Available funding would essentially cover the cost of each classroom teacher and paraprofessional. The program's administrative, facilities, and operations needs are not extraneous to those of the K-8 program (i.e., they are expenses we would inherently bear by operating the K-8 school). This holds true even for bussing given the relatively low rate at which pre-K students ride school-provided transportation and excess capacity within existing routes. The only additional expenses within the pre-K program lie within the realm of professional development shared across all of our pre-K classrooms throughout the network, curriculum, and materials/supplies. Those are minor expenses that would account for far less than one percent of the budget.

Special Student Populations

All schools are obligated to provide services to students with identified disabilities and English language learners under Federal law, and state law and BESE policy also provide for (but do not mandate) services to students identified as gifted/talented.

- (1) Provide a detailed special education plan describing how you will ensure that all special education students succeed at your school. Describe plans for identifying, evaluating, and serving special education students. Include your staffing plan for special education.
 - a. Specific instructional programs, practices, and strategies the school will employ to provide a continuum of services; ensure students' access to the general education curriculum; and ensure academic success for students with exceptionalities,
 - b. Plans for promoting graduation for students with exceptionalities,



- c. Plan to develop partnerships and connect students with disabilities and their families to outside agencies, and
 - d. Plan to discipline students with disabilities in an equitable and fair manner, in accordance with the IDEA.
- (2) Provide a detailed English Language Learner plan describing how you will ensure that all English Language Learners succeed. Describe plans for identifying, evaluating, and serving English Language Learners. Include your staffing plan for English Language Learners. Include specific instructional programs, practices and strategies the school will employ to ensure success both academically and socially, as well as equitable access to the core academic program for these students.
 - (3) Describe plans for identifying, evaluating, and serving gifted and/or talented students. If the school will not provide gifted/talented instructional services as described in BESE Bulletins 126, 1508 and 1566 please indicate. If applicable describe the instructional programs, strategies, and supports that will be provided to ensure the success of intellectually gifted and/or talented students.
 - (4) Provide as **Attachment 17** the relevant job description(s) and, if applicable, **Attachment 18**, resumes for individuals responsible for Special Education evaluations and/or service provision.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Special Education Plan

We expect that approximately 14% of the student body will have IEPs, 5% will have 504 plans, and 2.5% will be English Language Learners. These figures are based upon current identification rates at other schools in the KIPP New Orleans network.

KIPP has dedicated staff members to coordinate Multi Tiered Systems of Support and Response to Intervention Plans. KIPP utilizes positive behavior intervention supports through Tier One services and identifies students who required Tier Two and Tier Three Interventions. Instruction and intervention are delivered in varying intensities (multiple tiers) based on student needs. Data-based decisions are made to ensure that ALL students achieve and/or exceed proficiency. Students are identified for additional interventions through universal academic screeners (MAP, SRI) and universal behavior screeners (DESSA, SDQ.) Students are also identified for additional interventions through teacher referrals. The RTI team monitors the progress of students within RTI. If students are not responding to those evidenced based interventions or if a parent requests additional services, the team will initiate an evaluation. These evaluations are completed and disseminated using a team based approach within a 60 day timeframe.

RTI meetings are attended by the school’s RTI leader, student support coordinator, school psychologist, social worker/counselor, speech-language pathologist, nurse, and a special education teacher. The school leader (or designee) and the student’s general education teacher and interventionist also attend. KIPP encourages the participation of the student’s parent(s) or guardian(s) in their child’s RTI meetings as well. ESL teachers are also in attendance when English language proficiency is an area of concern for the student.

KIPP New Orleans Schools currently uses the WAPT assessment as our screening instrument. All ELLs are assessed using the tool within their first 30 days of school. Recent policy shifts from the Louisiana Department of Education have indicated that a state-mandated benchmark screener based upon the ELPT end-of-year state assessment will be used beginning Fall 2018. This ensures greater alignment and reliability between the benchmark screener and the summative state assessment, particularly in cases when year-to-year data may be unavailable for migrant students and newcomers.

KIPP employs regional school psychologists who are Certified School Psychologists, Licensed Specialists in School Psychology,



and have PhDs in School Psychology. Special Education programs are staffed with the following:

- a lead Student Support Coordinator
- Special Education Case Managers (teachers) for each grade levels
- Licensed Professional Counselors or Licensed Social workers
- Speech Language Pathologists,
- Regional and Contracted Service Providers (Adaptive Physical Educator, Occupational Therapists, Physical Therapists.)

If a student enrolls that requires services outside of services provided by the IEP team, the school will work with staffing agencies and the KIPP network talent recruiters to ensure that an appropriate service provider can be located. Families are also linked with outside resources and providers as needed to reinforce the skills being taught during the day.

Once a student is identified as needing special education services, an Individualized Education Plan is developed through an inter-disciplinary team including the parents with targeted goals to address the student's needs. Classroom teachers ensure that students receive instruction with appropriate accommodations and modifications that aligns with the needs of the individual student. A continuum of settings from inclusion to resource and self-contained classrooms are available at each campus and are planned on the basis of students' needs.

KIPP utilizes nationally-recognized, evidence-based curricula as part of the core curriculum being taught at our schools including Wheatley for English Language Arts and Eureka Math for Mathematics. Embedded within each module of the curricula are pathways for differentiation and intervention, including foundational skills and remediation, and opportunities for extension and additional critical thinking. This ensures that teachers are able to provide instruction that is both accessible and rigorous to all students, from the highest performing to those requiring additional supports.

One block of each school day is allocated as "Acceleration Block" and provides students of all levels the opportunity to receive differentiated literacy instruction as part of the school's Response to Intervention (RtI) program. Within this daily class teachers utilize curricula developed by the SRA Reading Labs of McGraw-Hill: Reading Mastery for lower-elementary grades and Corrective Reading for upper-elementary and secondary grades. Students' progress within Acceleration Block is monitored with bi-weekly probes utilizing Pearson's AIMSweb software. Specifically, the Oral Reading Fluency (ORF) measurement will be tracked as the primary measure, providing both student-specific and school-wide data that can be compared both to national and local norms. This data will be reviewed at least bi-weekly by the school's RtI Committee and shared with teachers to ensure their instruction is being informed by students' current needs.

This balance of standards-based Tier I core curricula plus Tier II and III intensive intervention structures allows for all students to receive both access to the general education curriculum and intensive remediation of pre-requisite skills. Students with identified disabilities with IEPs have access to a wide continuum of placement settings including intervention classes, co-taught inclusion classes, resource rooms, and self-contained classes, as well as access to KIPP New Orleans' schools specialized programs such as Academic and Functional Skills (AFS) programs and Behavioral Support Programs (BSP). Across all of these settings, access to the same rigorous academic curriculum is maintained to ensure that disability is not an impediment to a quality education and successful outcomes.

Beginning in the 8th grade, the KIPP Through College (KTC) team assigns a caseworker to each student within the school - both general education and special education. This caseworker focuses on assisting the child through their transition to high school and beyond, including mentoring, assistance with high school and college admissions, financial aid, career and vocational training, and more. This support continues regardless of which high school the student attends, and continues until they have graduated college. These KTC team members are trained on the specialized needs of students with exceptionalities and are able to assist students during transition planning, including helping students choose appropriate graduation pathways and post-secondary options and making necessary community linkages for external services.

KIPP follows all state and federal policies pertaining to students with exceptionalities, including but not limited to Act 833 and



Louisiana's JumpStart program. These initiatives within the school allow students to receive appropriate, meaningful instruction aligned with career goals, participate in rigorous instruction, and promote accountability of the school in supporting students through their post-secondary transition. The work of our KTC team and these state initiatives combined allows high school graduation and meaningful post-secondary training and education to be the reality for all of our students with exceptionalities.

KNOS has partnerships with health, behavioral health, and mental health organizations within the city. Some of these organizations are embedded in KIPP schools and some provide school based services to our students. KNOS collaborates with the city of New Orleans and local agencies to ensure that the needs of students are met through referrals, school based services, and community based services.

KNOS school based counselors/social workers and transition coordinators build collaborative relationships with mental health, behavioral health, and career-ready programs throughout the city. School based clinicians will collaborate with families to ensure that they have access to resources in the city given the student specific needs. School based clinicians ensure that the agencies where families are referred have the appropriately credentialed staff and have strong treatment results. When agencies partner with the school, they are required to provide a treatment plan and create a schedule with the school for visits.

Each high school IEP case manager connects students with outside service providers in order to help support in transition to college and careers. High schools partner with the University of New Orleans Project Access as well as Louisiana Rehabilitative Services to support students as they access post-secondary options.

The school's leadership team including School Leader, Student Support Coordinator and Dean of Culture maintain records concerning suspension, expulsions and other disciplinary actions for students. Copies of disciplinary action are also given to the assigned Special Education Teacher/Case Manager and Counselor/Social Worker so that the records can be filed in the students Special Education folder and appropriate interventions can be implemented (such as creating or updating FBA/BIP, reconvening IEP team, etc.) and documented to address the behavior(s) of concern. These members of the school's leadership team conduct a regular review of records to review trends that may be present in discipline data, including if individual students, classrooms, or grade levels are in need of additional supports, professional development, or individualized plans. These discipline reviews also note if discrepancies occur in the rate of suspensions between students with disabilities and their non-disabled peers. If significant discrepancies are discovered through this process, a culture action plan is developed to re-establish behavioral expectations, support school-wide PBIS systems, and review restorative approaches and alternatives to suspension.

English Language Learner Plan

The English as a Second Language (ESL) program plays a crucial role in helping students who speak English as a second language find success. The ESL program is focused on meeting the needs of ELL students in a variety of traditional and nontraditional ways to promote and develop both basic interpersonal communication skills (BICS) and cognitive academic language proficiency (CALP), to develop proficiency in the language domains of listening, speaking, reading, and writing, to develop competence in intercultural interactions, and to encourage participation in the full range of instructional activities in the regular education curriculum. KIPP English Language Learners will improve their English proficiency to promote students' academic success to become competitive citizens of our society. Students whose first language is not English will participate in academically challenging programs that respect and build upon the unique cultural and linguistic attributes they bring to the learning community.

When parents register for KIPP New Orleans they are required to fill out a Home Language Survey. If parents complete the Home Language Survey and note a language other than English is spoken in the home, then the school-based coordinator notifies the ESL Manager. The ESL manager then works with the school to meet the deadlines of screening and identification. The English language proficiency screening will take place no later than 30 days after the beginning of the school year and within two weeks if the student enrolls in the school district during the school year. Once tested, parents will be notified of



their child's results in their preferred language. In addition, KIPP also keeps a record of the parents' preferred language for future communications to ensure effective communication between the school and family.

Evaluating student performance and analyzing data is an important component of ensuring success for English Learners. Students are continuously provided opportunities to demonstrate learning, ensuring that they are receiving instruction that meets their needs. For placement purposes we use ELPT scores or an initial screener test to appropriately group ESL students. Throughout the ESL course students are progress monitored for their listening, speaking, reading, and writing to assess their language acquisition process. Students are held accountable for unit tests and every year take the ELPT, the Louisiana English language learner yearly proficiency assessment.

KIPP follows Louisiana's recently revised requirements in BESE Bulletin 111, Chapter 40 regarding exiting ELL status. An LEP student is considered proficient in English upon scoring at Level 4 ("Early Advanced") or Level 5 ("Advanced") across all domains on the state's ELPT assessment in the Spring. Their progress is continued to be monitored for a period of at least two years to determine if any additional supports are needed for the student. Students who are both identified with a disability and LEP may be considered for exit from ELL status by the SBLC committee if they have not reached the above definition of English language proficiency on the ELPT after receiving four years of ESL services.

KIPP prioritizes the hiring of multilingual staff to expand on-site capacity for interpretation and translation. Staff must demonstrate proficiency in each language on LanguageLine's Language Proficiency Test (or equivalent measure) before providing any translation of documents or interpretation of meetings. When a staff member proficient in a family or child's native or preferred language is unavailable, we utilize Orleans Parish School Board's ESL advocates and contract with LanguageLine and TalkingPoints to provide on-demand, secure translation via phone and text messages.

Instructional Placement and Recommendations

LEP students at Level 1 and Level 2

- These ELL students receive explicit instruction to facilitate English language development for a portion of their school day.
- ESL to facilitate English language development: 45 minutes 4 times a week of specific ESL curriculum delivered by an ESL teacher.
- Specials/Electives: integrated with other students at their grade level
- Note: When determining appropriate language support services and classroom placement for Level 1 students, it is important to consider that these students generally produce and understand very little, if any, spoken or written English, or may have only very basic English skills.

LEP Students at Level 3

- Students at the Level 3 performance level generally demonstrate a range of mid-level English proficiency in speaking, listening, reading and writing, but have only begun to develop the academic proficiency in English necessary to function in general education classrooms. The Level 3 student communicates using basic English at school, although errors sometimes interfere with communication and understanding. When determining appropriate language support services and classroom placement for level 3 students, consider that while they may demonstrate conversational fluency (BICS), they lack the breadth of vocabulary, complex grammatical structures, and reading comprehension skills required to participate fully in English-only classes (CALP).
- English as a Second Language (ESL) instruction: 45 minutes of direct ESL instruction 4 days a week, delivered by an



ESL teacher with a focus on oral language development, academic vocabulary instruction and content literacy skills aligned with the Louisiana English Language Proficiency Standards.

- Specials/Electives: integrated with other students at their grade level.
- Note: Level 3 students are not eligible candidates for reclassification.

LEP Students at Level 4

- Students at Level 4 generally approximate the oral language and reading skills of their native English peers. Increasingly complex and varied language demands in late elementary and secondary classrooms require continued ESL support in the refinement of content literacy skills. The Level 4 student reads and understands most grade-level texts including academic vocabulary and most grade-level features of written English. Appropriate pull-out ESL instructional will further academic language development in content instruction as students’ writing demands increase in the upper grades. Scaffolding support includes paraphrasing key words and providing opportunities to extend their answers, support of language development by using familiar synonyms, framing student responses, confirming aspects of the answer that are correct, and providing language supports to further explain aspects that require refinement.
- English as a second language (ESL) instruction: a minimum of 45 minutes of direct ESL instruction 4 times a week.
- Specials/electives (as outlined in the PPP): integrated with other students at their grade level
- Note: Level 4 students may be ready for reclassification, if they demonstrate 4s and 5s on all domains of Language. Once reclassified, the student’s academic performance must be monitored for two years.

In addition to specialized ESL classes, all teachers support ELLs by providing accommodations, modifications, and integrating ELL Connectors into everyday class instruction. The staffing plan to support English Language Learners include a certified ESL teacher whose ratio 1:30 students. All staff are trained on how to support students with linguistic differences. Collaboration is essential between ESL specialists and all staff are continuous and are student focused. Teachers are mindful of student educational history as well as language proficiency. The use of the five levels of proficiency reflects the complexity of language development and allows the tracking of student progress across grade levels within the same scale. The five levels of language proficiency reflect characteristics of language performance at each developmental stage.

Scheduling is very intentional for EL students to ensure that they receive all core content classes and interventions as necessary. EL students will utilize the same grade-level materials as their non- EL peers with the necessary language supports and resources. The student entering KIPP New Orleans will be placed in a grade level that is chronologically age appropriate. If there is a discrepancy between chronological age and grade level placement based on academic records, the student shall be placed in the grade level of his age-mates: i.e., a student who is seven years of age prior to September 30th of the school year should be placed in the second grade.

For students and families to be successfully integrated into the school culture the school must provide native language translation and interpretation services as needed. As required by the U.S. Department of Justice, schools must communicate information to limited English proficient parents and families in a language they can understand about any program, service, or activity that is called to the attention of parents who are proficient in English. This includes, but is not limited to, information concerning: registration and enrollment in school and school programs, grievance procedures and notices of nondiscrimination, language assistance programs, parent handbooks, report cards, gifted and talented programs, student discipline policies and procedures, special education and related services and meetings to discuss special education, parent-teacher conferences, and requests for parent permission for student participation in school activities.



The school will ensure that all students feel connected to the school culture by creating a culturally responsive environment where diverse backgrounds are celebrated. There will be inclusive physical classroom environments, as well as texts used to represent all children. All staff (teachers, front office staff, etc) will be equipped to work with ELs and receive training during Summer Professional Development (PD). Ongoing PD courses will be delivered throughout the year to keep staff updated. The ESL team will receive weekly PD on Wednesdays. PD will cover a variety of topics from reading fluency and phonemic awareness to cultural responsiveness for Newcomers. Content teachers will also be coached on how to scaffold content for ELs based on language proficiency and on how to effectively use the Louisiana EL Connectors.

Gifted and Talented Students

KIPP takes pride in being able to provide a quality education to all of our students, regardless of whether they enter its school significantly below or above grade level, and no matter what their personal interests and aptitudes are. A key piece of our instructional methodology is differentiation so that all students are able to access content that is meaningful and relevant for them individually. This is the case for all of its students, regardless of exceptionality or any other status. As such, KIPP has built out robust instructional offerings that allow all students to find success within our schools.

As differentiation and individualization is a fundamental component of the instruction received by each student, we will not provide additional gifted/talented services. We ensure that all students within our school will have the opportunity to rigorously engage in each content area, be exposed to the arts and extracurricular activities, consider multiple pathways to college, career and beyond, and explore what will lead them to a life of choice, fulfillment, and success. This instructional focus and school culture will allow students to achieve at high levels without requiring the designation of gifted/talented.

High School Specific Questions

OPSB requires additional information from applicants seeking to start, transform or convert a school serving grades 9-12 in Orleans Parish. Complete this section only if your application proposes such a school.

State and District Graduation Standards

- (1) Provide as **Attachment 19** an example of a daily schedule for a student attending your school as well as your school’s academic calendar.
- (2) Detail each type of diploma your school will offer. Describe how your school will ensure every student is on a pathway to the diploma that best meets the individual student’s interests and post-secondary plans. Describe how your school will implement the state’s required Individual Graduation Plan, as well as the requirements of Act 833 relative to high school completion for students with identified disabilities.
- (3) Explain how the diploma pathways and credentialing offered by the school will ensure student readiness for postsecondary opportunities (college, trade school, military service, or entering the workforce).

Supporting Success for All Students – Truancy Prevention, Remediation and Intervention

- (1) Explain what systems and structures the school will implement for students in danger of dropping out and/or not meeting the proposed graduation requirements. Specifically describe any programs designed to support students who have fallen behind in credit accumulation or are at-risk of falling behind to encourage on-time graduation.
- (2) Describe any systems and interventions your school will employ to decrease truancy.

Ensuring College and Career Readiness

- (1) What features will your school implement to ensure all students not only graduate from high school, but graduate prepared for success in college and career? Specifically, how will your school ensure students meet the following, or articulate why your school may not offer these opportunities:



- a. achieve a college going ACT score and/or career-ready WorkKeys score,
- b. have opportunities to earn college credit during high school,
- c. have opportunities to earn industry-based credentials (please provide information about the specific credentials students enrolled at your school will have the opportunity to earn)
- d. have opportunities to engage in work-based learning experiences,
- e. graduate with the knowledge, skills, competencies and experiences required to take ownership over individual post-secondary plans.
- f. taking alternative assessments, with low incidence disabilities, are prepared to access to a variety of post-secondary options.

Strong Start – 9th Grade Transition Plan

- (1) How will your school ensure a successful transition into your school from 8th grade, and orient new students to your school?
- (2) How will your school use evidence based-strategies and interventions to support transitional 9th grade, and other students, who arrive 2 or more years behind? Please describe their path to graduation.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

N/A

Attachments

- (1) Attachment 13: (Optional) Provide data or research supporting your academic model
- (2) Attachment 14: Weekly Student Schedule
- (3) Attachment 15: Calendar of Special Events
- (4) Attachment 16: Pupil Progression Plan
- (5) Attachment 17: Job Descriptions for staff performing Special Education evaluations and/or services
- (6) Attachment 18: (If Applicable) Redacted & Un-Redacted resumes for staff performing Special Education evaluations and/or services
- (7) Attachment 19: (High School applicants) Daily Schedule for high school students

Section II: People

Governing Board

- (1) How will the board expand and develop over time? How and on what timeline will new members be recruited and added, and how will vacancies be filled? What are the priorities for recruitment of additional board members? If there will be a network-level board, identify any board development requirements relative to the organization’s proposed growth and governance needs.
- (2) Describe plans for increasing the capacity of the governing board. What kinds of orientation or training will new board members receive, and what kinds of ongoing development will existing board members receive? The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation.



- (3) Identify the stakeholders whose partnership you have determined is necessary to your school’s success. Describe what your board has done already to establish these relationships and explain what your board will do to deepen and sustain these relationships.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Board Development

The KIPP New Orleans Schools board of directors is tasked with the governance and oversight of all KIPP schools in New Orleans. This board would also be responsible for overseeing the proposed school. The board currently consists of twelve members who each serve three year terms. Bylaws require at least nine board members, so the board currently meets membership size requirements. In addition, one member is the parent of a recent KIPP alumnus and another board member is an alumnus of a KIPP New Orleans School.

The board will not expand significantly over time, but will continue to develop by both increasing current board members’ knowledge and ability and by adding new board members as current board members roll off of the board. The board Nominating and Governance Committee is charged with managing the board membership process. This includes forecasting the attrition of current board members, soliciting new member nominations, vetting prospective board members, and presenting new potential board members to the full board for consideration. In some cases, prospective board members may choose to join a KNOS board committee as a non-voting member. This allows potential board members to learn more about the board’s work prior to joining the board.

The Nominating and Governance committee generally works to time the addition of new board members with the attrition of current board members to prevent the overall board membership from decreasing significantly. The board works to maintain a wide variety of expertise including knowledge of public education; expertise in strategic planning; expertise in law; expertise in financial planning and controls; connections to the higher education community; connections to other organizations with similar missions; knowledge of the local philanthropic community; connections across all sectors of the New Orleans community; and other similar areas of expertise that benefit KIPP students and schools.

Current KIPP New Orleans board members were selected through a process managed by the board nominations and governance committee. This committee drives a yearlong board member search, cultivation and nomination process that culminates with new board members being appointed to join the board via a board vote. The governance and nominations committee invites interested community members to learn more about the organization through KIPP school visits. Community members often first serve on a board committee to learn more about how the board operates and also observe a board meeting. Every December at the annual meeting, board candidates are recommended to the full board for consideration.

Board members may serve multiple terms of three years. Per the KIPP New Orleans Schools bylaws:

Section 3.3. Election and Term of Office. Directors shall be elected by a majority vote of the Directors then in office. Directors shall hold office for a term of three (3) years and until their successors are elected and qualified, or until their earlier death, resignation or removal. Before the renewal of any Directors’ term, the Board shall consider whether a Director shall be re-elected.

Increasing Board Capacity

In the same way that educators at KIPP work to improve their abilities through coaching, peer collaboration and professional development, KIPP board members work hard to improve their ability to oversee the organization. Board member development begins prior to joining the board when prospective board members visit KIPP schools, meet with fellow board members and staff, and spend time learning about the organization. Prospective board members are often given the opportunity to serve on a board committee prior to joining the board so that they gain experience and understanding of the organization. Upon agreeing to serve as a KNOS board member, directors commit to regular attendance at board meetings



(held every other month), as well as participation in the annual retreat. Board members also agree to serve on at least one committee and to participate in special meetings and professional development opportunities that arise throughout the year. Each new board member completes an individualized on-boarding plan that covers the history of the organization, information about ethics and conflict of interest policies, background information about the education landscape in Louisiana, an overview of organizational finances, information about the KIPP Through College Program, and in-depth information about each of the schools in the network. Upon beginning their term, new board members are also connected to the national KIPP Foundation as an additional resource. Finally, new board members attend a Board Member Orientation session led by the Board Chair and members of the senior management team to highlight and reiterate information provided in the individual on-boarding plan.

Each year in January, the board holds its annual retreat which provides the opportunity for deep discussions about the future of the organization. This retreat is held at one of our school sites and includes a school tour and classroom visits so that board members are re-grounded in key elements of the organization’s work. A representative of the KIPP Foundation typically attends the retreat and spends a portion of the retreat refreshing the board on its core governance responsibilities. The board also conducts an annual health assessment at this retreat, identifying its accomplishments over the past year, its strengths, and its areas for improvement. Additionally, the board president attends the annual national KIPP Board Chair retreat which provides continuing education on critical aspects of board oversight, including risk mitigation and crisis management and CEO succession planning. Individual board members have also participated in board member development opportunities offered by the KIPP Foundation, such as the board development strand of workshops at the KIPP Schools Summit, which typically provide targeted sessions to help board members in their roles.

Finally, a primary responsibility of the Nominating/Governance Committee Chair is to assess the health of the board and improve governance practices. The Committee Chair leads this process by facilitating the board health assessment in January (mentioned above). At its February meeting this committee reflects on the areas of need identified at the January retreat and builds a plan to address improved governance and new board member recruitment. For example, the board is currently focused on improving its progress monitoring of key goals and outcomes identified in the annual plan, particularly around student achievement outcomes in both our K-12 and alumni populations. The board is working to identify a set of key questions that are connected to interim data so that it can appropriately monitor academic data throughout the course of the year. Practices such as these are embedded in both the committee and whole board meeting structures and will be revisited regularly and re-assessed at next January’s retreat.

The following board members provide financial expertise to KIPP New Orleans Schools:

- **Drew Marsh** serves as chair of the finance committee and is the Executive Vice President and Chief Financial Officer of Entergy Corporation, a role he has held since 2013. He holds responsibility for corporate finance, accounting, tax, internal audit, treasury, investor relations, corporate development and planning.
- **Kelt Kindick** is a member of the finance committee and is the former Chief Financial Officer of Bain & Company. He current serves as an Advisory Partner for Bain & Company.

Key Stakeholders

Given that the location of the proposed charter school is unknown pending the OPSB school transformation process, KNOS has not identified school-specific partners. However, we will actively seek out school-specific partners who can work with us to improve the school community. We expect that the charter school to be transformed has existing partners. We will work to bridge those partnerships from the current to the new school. Examples of school-specific partnerships at other schools include neighborhood associations, school-based alumni associations, local social service providers, university student service groups, performing arts groups and cultural organizations.



Staff

- (1) If your organization chart or job descriptions have changed since your original submission, please submit an updated school level organizational chart as **Attachment 20**. Include job descriptions that summarize the scope of work for all staff on the school leadership team as **Attachment 21**.
- (2) Describe the expectations for teachers. How you will clearly communicate these expectations and ensure that teachers stay on track towards meeting expectations? What instrument will be used for staff evaluation? Will the school seek a waiver from the state observation rubrics under COMPASS? If other than COMPASS attach any teacher evaluation tools to be used by the school as **Attachment 22**.
- (3) Describe your strategies for retaining high quality teachers, ensuring a stable teaching force, and your pathways to leadership for qualified staff members.
- (4) Outline the proposed school’s salary ranges and employment benefits for all employees, as well as any incentives or reward structures that may be part of the compensation system.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Teacher Expectations

There is nothing more important than what happens within the four walls of a classroom. Teachers are foundational to student success. KIPP New Orleans holds high expectations for our teachers because every kids deserves access to a high quality teacher.

Teachers are expected to be prepared to teach every day, to assess students regularly, to respond to data, and to differentiate for individual student needs. Teachers are introduced to these expectations during new teacher professional development and school/regional summer PD. Our professional development and school structures throughout the year are aligned with these expectations. These structures are meant to reinforce and further develop teacher capacity to meet the expectations.

During the summer, KIPP New Orleans holds has one week of professional development for new teachers, in addition to the three weeks of PD for all staff. The shared PD introduces teachers to and develops their capacity to meet our expectations for all teachers. Shared time focuses on the teacher prep and planning required to internalize curriculum at the year-long and unit level. Additionally, teachers internalize year-long and unit assessments and we dedicate time to building skill around our expectations around data responsiveness. Throughout the year, there are three days of shared KIPP New Orleans PD. These PD days are dedicated to unit & assessment internalization and responding to the data. In addition to these three days, teachers have a weekly check-in with their coach and 3 hours of weekly professional development. These sessions are dedicated time to ensure teachers are staying on track with the lesson level expectations for planning and prep, assessment, data responsiveness & differentiation, and lesson rehearsal. Beyond this, teachers receives coaching up to 3x/week, depending on performance on our teacher performance gateways. These coaching sessions prioritize teacher development and are often spent building skill to ensure teachers are staying on track towards our expectations.

In addition to our instructional expectations, each school has its own values. These values align with our organizational expectation that all team members operate as a positive member of our team and family. Each shared PD session, we spotlight teachers who are excelling in the classroom and who are model members of our team and family. Additionally, we honor teachers who are exemplary members of our team and family at our annual awards celebration for teachers. Throughout the year, school leaders and coaches utilize their weekly O3s to hold teachers accountable to school values. Additionally, as part of our teacher evaluation system, all teachers receive peer feedback twice a year. The questions are included below. School leaders and coaches have mid-year and EOY formal check-ins with teachers to progress monitor classroom performance, performance as team members, and to build development plans.



Q2

Peer Team 1 - Please rank your peers by choosing a number (1-5) from each dropdown. Please choose "This is Me" for every question under your name. The answer choices should be interpreted as follows:

5 - Every. Single. Time.

4 - Almost always

3 - More often than not

2 - Not usually

1 - Never or very rarely

Matrix of Dropdown Menus

If I was working in a small group on a school-wide initiative related to students, I would be happy to have this person on my team.



If I was working in a small group with this person, I could count on him/her to be a professional.



If I was working in a small group with this person, I know that he/she would approach the work in alignment with our school's values.



If I asked this colleague for help, I'm confident that he/she would help me "Find a Way or Make One."



When I encounter this person at school, I know that he/she will "Be Nice."



When I encounter this person at school, I can count on him/her to approach me with positivity about our students and our work.



When I encounter this person at school, I know that he/she will be modeling our values for our students.



When I think of the people at my school who work hardest for students, this person's name comes to mind.



When I think of the strongest relationship-builders at my school, this person's name comes to mind.



I believe that this person contributes to our school in a meaningful way.



For the past five years, KIPP New Orleans has utilized its Teacher Effective Program (TEP) for teacher evaluation. 60% of the teacher evaluation score comes from student data (LEAP, EOC, ACT, NWEA MAP, etc), 20% from observation, and 20% from student/peer surveys. For Special Educators, there numbers are slightly adjusted to include a compliance component as well. The SLT results from our TEP program are uploaded each year into the COMPASS system.

KIPP New Orleans teacher observation scores are based on the KIPP New Orleans TREE rubric. The rubric is based on the evidence base work done to create the TNTP Core Teaching Rubric, National Institute for Excellent Teaching TAP Rubric, the Charlotte Danielson Framework for Teaching, and the Pennsylvania Department of Education (SPED Supplement). Each year we submit a waiver to the state to use our TREE rubric. The TREE rubric is attached as Attachment 22.

Staff Retention Strategies

It's critical for our students and their success that they are surrounded by incredible teachers who stay over time. In order to engage our best teachers, we employ a number of strategies. First, we state retention as a priority for our school leaders. They



are held accountable to a retention goal and, along with other key priorities, it is something they review and discuss constantly. We know that if something is a priority, it is something we can drive action on.

Second, we’ve put systems in place at the macro level to help with retention. Research says that ensuring that people know what excellence looks like and how they can grow over time are two motivating factors for adults. As such, we have created a teacher evaluation program that defines excellence across a variety of factors (from student achievement to teacher practice to peer and student feedback). Each teacher is given concrete goals that are specific to their grade and subject which they can strive for. Over time, teachers are able to drive their own growth, with support, and move up in tiers for additional leadership and compensation.

We know that opportunities and finances often drive excellent teachers out of the classroom, so our system is designed to open doors for opportunities as well as ensure that excellent teachers can make a salary that is comparable to or exceeds assistant principals. Additionally, at the macro level, we’ve put a career pathways program in place. Through driving results in the classroom, teachers can open the door to a variety of leadership opportunities that align with their longer term career aspirations and also connect with the needs of a school. Teachers are able to unlock the doors to further their skills in curriculum, adult leadership or student culture.

Finally, we have systems in place to celebrate longevity. We started an event for anyone who hits their 5th year work anniversary with us. Teammates are invited to a special event and given a gift that celebrates the impact they’ve made over the years with KIPP. We often hear folks striving to hit that milestone and join the “Five year Club” and beyond.

On the micro level, we ensure we have a constant pulse on where our teammates are and what they are thinking or feeling. We give regular feedback surveys to ensure we can improve, ensure teachers have a voice, and constantly check in with teammates about their thoughts and feelings. Teachers have regular conversations with coaches about performance and their career aspirations.

Salary Ranges

- School Leader \$80,000 - \$110,000
- Director of School Operations \$70,000 - \$85,000
- Assistant Principal \$55,000 - \$75,000
- Dean / Instructional Coach \$55,000 - \$75,000
- Teachers \$41,000 - \$67,000
- School Nurse \$51,000 - \$62,500
- School Operations Manager \$45,000 - \$60,000
- Social Worker \$48,000 - \$60,000
- Data Manager \$42,000 - \$55,000
- Paraprofessional \$30,000 - \$41,000
- Reading / Behavior Interventionist \$30,000 - \$41,000
- Office Manager Hourly position (\$11-\$20/hr)

KIPP New Orleans Schools Benefits Overview (as of 2017-18 School Year)

Medical:	Dental:	Vision:
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<ul style="list-style-type: none"> - We offer 3 affordable plans for employees and dependents to choose from - A mix of low deductible plans - Same-sex enrollment - No waiting period - Annual medical clinics at KNOS schools 	<ul style="list-style-type: none"> - Major dental plan with orthodontia - Free to employee only - No waiting period - Annual dental clinics at KNOS schools 	<ul style="list-style-type: none"> - Rich vision plan - Free to employee only - No waiting period - Free glasses or lenses 			
Other plans that are company paid:					
Short Term Disability	Life Insurance & AD&D	TelaDoc			
-Protects your income at 60% should you need to take an extended leave	<ul style="list-style-type: none"> -\$25,000 policy with the option to buy-up -Includes accidental death and dismemberment 	<ul style="list-style-type: none"> -Reach a board certified physician 24/7/365, online, by phone or app -No co-pay -Get assistance with day-to-day illnesses 			
Retirement (403b) and other offerings at a group rate:					
Retirement	Long Term Disability	Pet Insurance	Critical Illness	Accident Care	Supplemental Life for family
<ul style="list-style-type: none"> - Up to 5% match - Vested from day 1 - Portable should you leave KNOS 	-Group rate	-Group rate	-Group rate	-Group rate	-Group rate
Additional Benefits:					
Employee Assistance Program	Holidays & Vacation	Paid Time Off		Flexible Spending Account and Dependent Care	
Offers a variety of services such as mental health	31 holidays for the 17/18 SY	10 days-School based 13 days-SSC In addition to holidays & vacation		Pre-tax benefit Flexible spending card	

School Leader Capacity

Note that the application should not refer to the experiences of an Educational Service Provider or another company (such as a back-office service provider) that will provide services to the school. Only the school leader OR a member of the school leadership team may respond to the prompts below. In addition to submitting their resume, the school leader must at least respond to prompts 1 & 2 or prompts 3 & 4.

- (1) Describe the school(s) or academic program(s) for which you, the proposed school leader, have been responsible. Describe your leadership role(s) and primary responsibilities at the relevant school(s) or



academic program(s). The summary should describe the impact that these responsibilities had on the success of the relevant entity.

- (2) Provide multiple years of student performance data under your leadership. This data must include but is not limited to: proficiency and growth on either state or national standardized tests.
- (3) Describe a leadership position you have held in which you were responsible for the operations and/or finances of a program or organization. Describe your leadership role and primary responsibilities at the relevant program or organization. The summary should describe the impact that these responsibilities had on the success of the relevant entity.
- (4) Provide data or evidence that speaks to the organizational and/or financial viability of the program/organization for which you were responsible as a leader.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

A leader for the proposed KIPP PK-8 Transformation school has not yet been identified. Chief Academic Officer, Todd Purvis, oversees school leadership and academic programming, and will provide the academic leadership and oversight for the school leader of the proposed school. Mr. Purvis is a 15 year veteran of New Orleans public schools. He taught in Orleans Parish prior to Katrina, served as the principal of a high performing school, and has served as the Chief Academic Officer for KIPP New Orleans.

As principal of KIPP Central City Academy, he served as the principal of one of the highest performing schools in the city. As principal, his school was recognized for having the most growth of any K-8 school in the city and became one of three 'B' rated open enrollment schools in the city at the time. According to the CREDO study, for two consecutive years, KIPP Central City Academy had the highest value add impact of any open enrollment school in New Orleans. Additionally, he decreased student attrition from 22% to 8% over a four year period.

As Chief Academic Officer, Mr. Purvis is responsible for the academic performance of all KIPP New Orleans schools. He has served in this role since 2012, but stepped out of it briefly in Fall 2013 to serve as the interim principal at KIPP Renaissance. Over the past four years, he has served as the school leader manager for 2 of the 4 most improved schools in New Orleans, the first newly 'A' rated RSD school since Katrina, and the most consistently high performing K-8 school in the RSD. All KIPP New Orleans K-8 schools perform in the top 40% of schools elementary/middle schools across Orleans Parish (OPSB + RSD). The school letter grades for all KNOS schools are listed below.

KIPP New Orleans Letter Grades 2016-2017

LEA	2015 Letter Grade	2016 Letter Grade	2017 Letter Grade
KIPP Believe	C	C	C
KIPP Central City Primary	C	C	C
KIPP Central City Academy	B	B	B
KIPP Morial	C	C	C
KIPP Leadership	D	C	C
KIPP Renaissance	B	A	B



KIPP Booker T. Washington	N/A	N/A	B
<p>*Note: KCCP has not been eligible for DCAI points because 4th grade is the terminal grade. With those points, the school may have earned a 'B'</p>			
<p>In his role as school leader at KIPP Central City, Mr. Purvis was responsible for the operations and finances of the school. In 2012 and 2013, Mr. Purvis co-developed and led the organizational budgets process with the Chief Information Officer. Currently, Mr. Purvis works closely with the KIPP New Orleans CFO/COO on organizational budgeting.</p>			
<p>School leaders have not yet been identified for the proposed KIPP PK-8 transformation school. The proposed school would open in July of 2020, and we would complete a school leader identification and hiring process in the coming months.</p>			
<p>KIPP New Orleans utilizes robust readiness criteria for selecting school leaders. Developed by the KIPP Foundation, and based on research of high performing school systems and leaders across the country, the readiness criteria are build off the seven leading skills of highly effective school leaders.</p>			
<p>The 7 leading skills of highly effective school leaders are:</p>			
<ol style="list-style-type: none"> 1. Set Vision and Goals 2. Relentlessly plan and prioritize 3. Develop other leaders 4. Lead school culture 5. Attract, hire, and retain the best talent 6. Build expertise in instructional design and standards 7. Develop teachers to provide rigorous and high-quality instruction through enabling systems. 			
<p>The readiness criteria allows us to evaluate potential leaders across a continuum of readiness on key skills that will lead to school performance. See Table 6 in the addendum for a snapshot of the readiness criteria for the first two skills of highly effective leaders.</p>			
<p>Additionally, KIPP New Orleans has adapted the criteria to include a results orientation, passion for the work, cultural competence, and a leaders' ability to operate with a regional mindset. The KNOS specific criteria serve as foundational criteria that all potential leaders must possess. Additionally, ability to set vision/goals and ability to plan/prioritize are skills that all KNOS leaders must possess.</p>			
<p>For a transformation environment, we will prioritize leaders who have a strength in their ability to lead school culture and develop leaders/teachers. Based on KIPP Foundation research, the number one differential between top quartile KIPP schools and bottom quartile KIPP schools is connected to the strength of the learning environment. In a transformation environment, there will be urgent work in improving the school culture and learning environment for students. It is essential that students and families come to safe, motivated, and proud school, and we will prioritize this skillset in potential leaders. Additionally, leading school culture includes building productive relationships with parents, key stakeholders, and community groups. There is often change management that comes with a new school operator, and the new school leader must be adept in navigating that change management.</p>			
<p>Beyond school culture, any potential leader will need to spike in their ability to develop others. Along with a productive learning environment, the most immediate opportunity for growth comes from developing capacity and strength in leaders and teachers. KIPP New Orleans has a shared instructional design and curriculum that will give any transformation school a jump start, but the ability to develop others to teach to their fullest potential is critical in driving school growth.</p>			



Finally, KNOS will value experience in the selection of a transformation school leader. We know that transformations bring a unique set of challenges, as we will value someone who has been a leader, who knows what school performance looks like at the highest level, and who has navigated change management in the past.

The tables below outline the school leader readiness criteria for KIPP New Orleans Schools.

Snapshot of Readiness Criteria for School Leaders

THE 7 LEADING FOR LEARNING ACTIONS OF HIGHLY EFFECTIVE SCHOOL LEADERS	Teacher to become <u>GLC/Dep't Chair</u> <i>(criteria that a teacher should demonstrate to move into a teacher leader role, e.g. GLC)</i>	Teacher Leader to become novice <u>AP</u> <i>(criteria that a teacher leader should demonstrate to move into an Assistant Principal role)</i>	Novice AP to become Experienced AP <i>(criteria that a novice AP should demonstrate to be characterized as 1-year-away from school leadership)</i>	To become School Leader <i>(criteria that an experienced AP should demonstrate to move into the School Leader role)</i>
Aspiration and Self-Awareness	<input type="checkbox"/> Expresses interest in leading a team	<input type="checkbox"/> Expresses interest in being a School Leader	<input type="checkbox"/> Expresses interest in being a School Leader	<input type="checkbox"/> Displays passion for being a School Leader and commitment to the school community
1) Set vision and goals	<input type="checkbox"/> Sets ambitious student achievement goals for his/her own classroom	<input type="checkbox"/> Leads a grade/department team to reach its vision and goals	<input type="checkbox"/> Demonstrates success in leading a school-wide initiative to reach vision and goals, in partnership with the School Leader	<input type="checkbox"/> Demonstrates success in leading a group of stakeholders around a school-wide initiative that demonstrates impact on student achievement requiring him/her to establish a school-wide vision, create a strategy, and measure outcomes
2) Relentlessly plan and prioritize	<input type="checkbox"/> Creates strong lesson plans for his/her classroom; consistently meets deadlines	<input type="checkbox"/> Plans and prioritizes a grade/department team's work	<input type="checkbox"/> Project plans and manages a school-wide initiative (including who does what and what the action steps will be), even in the face of ambiguity <input type="checkbox"/> Acts decisively to overcome barriers and make difficult choices with the long-term and short-term impact in mind	<input type="checkbox"/> Project plans and manages multiple priorities <input type="checkbox"/> Plans school-wide change management despite resistance <input type="checkbox"/> Demonstrates fortitude in handling a major setback and ability to regroup and still accomplish goals

KIPP New Orleans Schools Specific Leadership and Results Criteria

KNOS Specific Criteria	Level 1 <u>Teacher to become GLC/Dep't Chair</u>	Level 2 <u>Teacher Leader to become novice AP</u>	Level 3 <u>Novice AP to become Experienced AP</u>	Level 4 <u>To become School Leader</u>
Results Orientation	<input type="checkbox"/> Has at least 2 years of teaching experience where achieved strong results (top 35% in peer group)	<input type="checkbox"/> Has at least 2 years of teaching experience where achieved strong results (top 20% in peer group) <input type="checkbox"/> Demonstrates strong resilient achievement orientation focused on student outcomes for students in their classroom	<input type="checkbox"/> At least 1 year of leading experience where they achieved strong results (top 25% in peer group) <input type="checkbox"/> Demonstrates strong resilient achievement orientation focused on student outcomes for subset of students they oversee (e.g. just their grade level or content team)	<input type="checkbox"/> Has at least 2 years in leadership role where achieved exceptional results (top 10% in peer group) <input type="checkbox"/> Demonstrates strong resilient achievement orientation focused on all student outcomes , regardless of caseload
Passion for this work	<input type="checkbox"/> Demonstrates student focus and belief that all students have the ability to go to and through college <input type="checkbox"/> Demonstrates a willingness to tackle anything that the school needs in	<input type="checkbox"/> All of Level 1 (Teacher to become GLC / Dept Chair) <input type="checkbox"/> Conveys a passion for being a leader in the school alongside commitment to the school community	<input type="checkbox"/> All of Level 1 <input type="checkbox"/> Conveys a passion for being a school leader and commitment to the school community	<input type="checkbox"/> All of Level 3 (Novice AP to become Experienced AP) <input type="checkbox"/> Desires spending 75% of her/his time on the seven highest leverage school leader activities (Leading for Learning)



	order to be successful.			
Cultural Competence	<input type="checkbox"/> Demonstrates that she/he respects the school’s community <input type="checkbox"/> Understands own identity how her/his identity shapes worldview, affects judgments, and impacts how others perceive us	<input type="checkbox"/> All of Level 1 (Teacher to become GLC / Dept Chair) <input type="checkbox"/> Demonstrates that she/he respects the school’s community and has commitment to diversity, equity, and inclusion	<input type="checkbox"/> All of Level 2 (Teacher Leader to become Novice AP) <input type="checkbox"/> Can give examples of when she/he has created an inclusive culture that honors and supports people with diverse backgrounds	<input type="checkbox"/> All of Level 3 (Novice AP to become Experienced AP) <input type="checkbox"/> Can give examples of when she/he has created an inclusive culture that honors and supports people with diverse backgrounds and perspectives and has built an environment where all people can achieve strong success
Operating as regional leader	<input type="checkbox"/> Demonstrates that she/he has a history of operating as a team-level leader by leading in a way that takes the entire team perspective into account <input type="checkbox"/> Has shown, through prior action, that we grow better together	<input type="checkbox"/> All of Level 1 (Teacher to become GLC / Dept Chair) <input type="checkbox"/> Demonstrates that she/he has a history of operating with a school-level leader perspective by leading in a way that takes the whole school perspective into account	<input type="checkbox"/> All of Level 2 (Teacher Leader to become Novice AP) <input type="checkbox"/> Has shown, through prior action, that we grow better together <input type="checkbox"/> Can identify at least one example where she/he has balanced regional, school, and teacher priorities effectively	<input type="checkbox"/> All of Level 3 (Novice AP to become Experienced AP) <input type="checkbox"/> Can identify multiple examples where she/he has operated as regional leader by taking action that put region ahead of individual school needs or desires

Attachments

- (1) Attachment 20 (Optional) Updated Organization chart
- (2) Attachment 21: (Optional) School leadership team job descriptions
- (3) Attachment 22: Teacher Evaluation tool

Section III: Operations

Facility

- (1) What is your plan for securing a facility?
- (2) What facility characteristics are required to serve your academic program?



- (3) How will the organization meet state, local, and OPSB standards¹ for facility safety and maintenance?
- (4) Please address how your school will plan to adhere to occupancy and fire/life safety codes and ADA standards.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Facility Plan

The prospective school will participate in the Orleans Parish school transformation process. The proposed school will transform an existing charter school that is expected to close and it is KIPP New Orleans Schools’s expectation that the facility of the current charter school will become the facility of the proposed KIPP school.

Facility Requirements

Our schools run a 4 section model, with 104 students per grade level K-8. Our ideal facility would fit 4 sections of each grade K-8, with flexibility to add up to 3 sections of Pre-K. We understand that many facilities in the city are not big enough to accommodate our 4-section model, and we can adjust our model to fit a 3-section building. Our reading model is largely based around small group reading, so we will need small group pull-out space for reading and special education. Many of our schools also have special programs for high-needs students, and therefore, we would require 2-3 self-contained SPED rooms. We will also need classrooms for our embedded enrichment classes. Ideally, we would have an outdoor space and gym as well. Finally, the facility will need to be compliant with the American with Disabilities Act.

Facility Safety and Maintenance

KIPP New Orleans Schools is committed to meeting state, local and OIPSB standards for facilities safety and maintenance. Over the past 13 years, KIPP New Orleans Schools has operated schools in 15 different facilities. These facilities have ranged from legacy public school facilities, aging modular campuses, borrowed university space, leased parochial school facilities and new school facilities developed under the school facilities master plan. This wide range of building condition and types has helped KIPP New Orleans Schools develop a high level of capacity in facility safety and maintenance.

KIPP New Orleans Schools facility maintenance and management program is led by Jarmell McGill, the Director of Facilities and Maintenance. Mr. McGill hold s Stationary HVAC Engineer license from the City of New Orleans and has extensive experience in all aspects of facilities management. He manages a team of custodial managers who work in cooperation with school-based operations leaders to ensure that students and teachers have safe and comfortable facilities for teaching and learning.

In addition to staff employed directly by KIPP New Orleans Schools, a team of skilled maintenance technicians and state licensed contracted plumbing and electrical subcontractors work to keep facilities in top shape. KIPP New Orleans Schools holds active contracts with providers for fire safety maintenance and inspections, elevator maintenance and inspections, HVAC maintenance, kitchen maintenance and full custodial services. Each of facilities maintenance vendor is vetted, fully licensed and insured.

Several levels of oversight ensure proper building safety and maintenance. On an ongoing basis, school operations leaders use an automated work order system to report routine requests, flag safety issues and log maintenance within each of our school facilities. This system helps the maintenance team track maintenance issues in order to better build predictive maintenance plans.

Next, the Director of Facilities and maintenance supervisor conducts regular school safety walks to ensure our campuses are well maintained, safe and meet all codes throughout the school year. System-specific inspections take place on a regular basis depending on the requirements of each system. Finally, annual inspections conducted by authorizers provide an external level of oversight to help ensure compliance.

¹ OPSB Facilities policies are located in OPSB Policy HD (Charter School Facilities Management)



KIPP staff are also in regular, close communication with facilities management staff at the RSD, OPSB and other charter school organizations to help identify shared needs or patterns in safety and maintenance issues.

Facility Code Compliance

School safety is our top priority, and adhering to occupancy and fire/life safety codes of essential. In order to do so, KIPP New Orleans Schools contracts with FireQuest, a state licensed fire/life safety system vendor for all life safety system testing, inspections and maintenance per local, state and OPSB codes and standards.

All buildings are maintained per the codes and standards for ADA as prescribed by our authorizers and the State Fire Marshal.

We have annual Fire Marshal inspections at each of our campuses which are recorded and kept in each schools operations office for review by our authorizer upon request. In addition our Director of Facilities and Maintenance Supervisor make regular walks of the buildings and campus grounds to ensure all campuses are being maintained to the highest standards throughout the school year and meet state and local codes year round.

Financial Readiness

- (1) Include, as **Attachment 23**, your Financial Plan and Budget.
- (2) Include, as **Attachment 24**, your school’s budget narrative. The narrative should not exceed 3 pages (and should not include the network-level budget if applicable as this is covered in the Experienced Operator section), and should specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising). Include:
 - a. Per Pupil Revenue. Use the figures in the Budget Template in developing your budget assumptions.
 - b. Anticipated Funding Sources. Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated, and include evidence of commitment for any funds on which the school’s core operation depends.
 - c. Describe the resources required to support they key elements of your program. What are the expected costs of key program elements (including staffing model)?
 - d. How will you finance these costs to keep the school sustainable?
 - e. Describe the resources required to support they key elements of your program. What are the expected costs of key program elements (including staffing model)?
 - f. How will you finance these costs to keep the school sustainable?
- (3) Describe your approach to budgeting, including an explanation of your approach to cutting costs if faced (as schools so often are) with a budget shortfall. Specifically describe the roles of the governing board, CMO/organizational leadership (if applicable), and the school site leadership in the budgeting process.
- (4) Describe the accounting and control systems you will install, including essential checks, balances, and segregation of duties. Please indicate how a culture of proper financial controls and reporting will become an essential component of your organizational culture.
- (5) Describe the school’s plans and procedures for conducting an annual audit of the financial and administrative operations of the school. Who will select the audit firm, and to whom will they report?
- (6) Describe how the school will ensure financial transparency to the authorizer and the public, including its plans for public adoption of its budget and public dissemination of its annual audit and an annual financial report.



- (7) Describe your organization’s process for awarding contracts including any processes to increase utilization of disadvantaged business enterprises.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Approach to Budgeting

The finance team, in conjunction with the executive leadership team, drives the annual budgeting process. The finance team presents initial revenue and enrollment forecasts to the Finance Committee beginning at its December meeting. Revenue and enrollment projections are continually refined through the budget process. The executive team develops the first draft budget for the school support center, which provides support to all schools throughout the KIPP New Orleans network. During the January leadership organizational meeting, the finance team presents an overview of the budget process, funding assumptions, and budget timeline to school leaders, school operations leaders, and managing directors of schools. All school leaders complete a budget narrative, detailing the school’s strengths, areas for improvement, and priorities and initiatives for the upcoming year. The finance team leads budget kick off meetings with each school, prior to distributing budget workbook templates. Members of the executive, finance, and operations teams, as well as the managing director of school, school leader, and school operations leader attend the kick off meeting.

Following first draft budgets submissions in mid-March, school leaders, school operations leaders and the managing director of schools participate in a second round budget meeting with the members from the student support team, in addition to members from the executive, finance, and operations teams. During this meeting, schools’ closely review staffing and special education budgets. School facility and operations costs are updated throughout the budget process based on the latest available information.

Final balanced school budgets are due by the end of April. The finance team aggregates final budgets into a consolidated CMO budget. The final budgeted is presented to the Finance Committee prior to presenting to the full board of directors for review at the June meeting, and for final adoption at the August meeting. All Louisiana laws governing the adoption of a budget by a school district are followed.

We have established an operating model that enables our schools to operate on recurring revenue sources. Additionally, we manage costs carefully in partnership with our vendors. As the budget demonstrates, our operating surplus would exceed non-recurring revenues even when a contingency expense of one percent of total revenue is included. In the event of unexpected costs or budget shortfalls, operating surplus and contingency expense is available to ensure operations are not adversely impacted. Further, our organization has a healthy fund balance, which is also available to protect against unforeseen budget shortfalls.

Each school’s leadership team completes its first budget draft with the support of the network finance team, which supplies facilities costs (e.g., utilities and maintenance contracts) and core operations costs (e.g., student transportation and copiers). The school leadership team consists of the managing director and/or head of school, middle school leader, primary school leader, and director of school operations. School leadership teams routinely consult with the following network School Support Center (SSC) leaders while drafting budgets: the chief academic officer, chief operating officer/chief financial officer, managing director of finance, managing director of school operations, and director of student support services.

School leadership teams receive feedback on their first budget drafts from SSC leadership, incorporate that feedback into second budget drafts, receive feedback on their second budget drafts, and then finalize their budgets. They submit those final budgets to the network finance team, which compiles all school budgets and the SSC budget in a final network budget. The chief operating officer/chief financial officer then makes the network budget and accompanying narrative available for public inspection and presents the documents to the board’s finance committee for approval at its June meeting. The finance committee adopts the budget and the accompanying narrative, which the chief financial officer and treasurer then present to the full board each June. The full board provides final adoption of the budget and narrative each August.



Accounting and Control Systems

As an existing CMO, we have strong accounting and control systems already in place. Our existing controls cover (but are not limited to) purchasing and disbursements, revenues and receivables, cash management, payroll processing, fixed asset recording, and travel. Our external auditors review and test our accounting policies and controls annually, resulting in two consecutive years rendering no audit findings or management letter comments.

The executive team maintains a sharp focus on risk management at all times, which disseminates an overall culture of strong controls and compliance. The finance team consists of eight members, with responsibilities deliberately split across team members to ensure strong segregation of duties. Additional financial safeguards come through frequent and thorough review of financial reporting across the organization. The director of finance prepares budget to actual reports monthly. Prior to distribution to schools, the director of finance and managing director of finance review the reports thoroughly, investigating variations from budget and highlighting questions for school operations leaders to answer. Beginning in November, school operations leaders begin using the monthly reports to create school forecast for the year. Further, the director of finance prepares full financial statements for inclusion in the CFO report presented to the finance committee during the bi-monthly meetings.

Lastly, the finance department has a solid non-profit fund based accounting system currently in place. The accounting system is used to record all financial transactions, and tracks all revenues, expenses, assets, and liabilities to the proper school and funding source, as well as proper account code, which is aligned to the Louisiana Accounting and Uniform Grant Handbook (LAUGH).

Annual Audit

The external audit firm reports to the board of directors. The finance committee reviews and selects the audit firm annually during its December meeting. The finance team prepares for the annual audit throughout the year by ensuring adherence to organizational policies, procedures and internal controls and by maintaining accurate financial records throughout the year. The external audit team reserves one weeks in August to perform interim audit fieldwork testing and two weeks in September to perform year-end audit testing. Audit wrap up is conducted throughout October, and the auditors present all required financial reports to the finance committee at its December meeting. The KIPP New Orleans organization is audited as a whole.

Financial Transparency

We adhere to all Louisiana laws governing the budget adoption process. In particular, the budgets is advertising, made available for public inspection, held for a public hearing, approved by the board of directors, and submitted to the charter authorizer. Further, all Louisiana laws governing financial reporting by a school district are followed. We submit all quarterly and annual financial reports to the Louisiana Department of Education and charter authorizer timely. In addition, we submit all annual financial reports, as prepared by our external auditors, to our charter authorizers, and to respective state and federal agencies, which publish the annual reports for public inspection.

Awarding Contracts

We use the following guidelines to determine how many bids we must solicit prior to entering into a purchasing relationship:

	P.O.
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Dollar Threshold	Required	Bid Required
\$0-\$249.99	No	No competitive process required
\$250-\$999.99	Yes	No competitive process required
\$1,000-\$2,999.99	Yes	No competitive process required
\$3,000-\$4,999.99	Yes	Solicit 2 or more quotes
\$5,000-\$14,999.99	Yes	Solicit 3 or more quotes
\$15,000 or greater	Yes	Solicit 5 or more quotes

We routinely generate requests for proposals (RFPs) in order to solicit quotes for our large-dollar materials/supplies (e.g., student uniforms and furniture) and service (e.g., custodial, transportation, and food service) partnerships.

We evaluate proposals using a variety of criteria, including (but not limited to) a demonstrated understanding of our expectations, quality of procedural structures, management model, communication systems, references, perceived ability to deliver, insurance/risk management portfolio, and willingness to forge a true partnership with our schools and broader organization. We also require that proposers agree to remain equal-opportunity employers and ensure staff members undergo a background check.

Although we do not have formal structures for increasing our use of disadvantaged business enterprises (DBEs), we do provide extra weight to proposals submitted by DBEs and locally-owned businesses. For example, our two transportation providers are New Orleans-based DBEs. Each entity received special consideration as we weighed their proposals, which converted into two of our largest service contracts.

Educational Service Providers

*An Educational Service Provider is defined as an entity that is providing primary education services for a school even though the entity is not the governing board that holds the charter. If your non-profit plans to use an Educational Service Provider (ESP), please complete this section and provide as **Attachment 25** a copy of the ESP contract that your nonprofit board will sign with the Educational Service Provider that you have selected. Additionally, please provide an independent audit of the ESP as **Attachment 26**.*

- (1) Personnel: Who (which positions) will be employed directly by the charter governing board? Whom from the ESP is accountable to the governing board? (teachers) building instructional leader (principal), CEO/Exec Dir or equivalent, and Qualified Business Professional?
- (2) Finances/Operations:
 - a. Who is responsible for the preparation of the annual budget?
 - b. How will governmental funds allocated to the school be accounted for and held?
 - c. What steps will be taken to maintain accurate records regarding assets purchased in whole or in part with governmental funds?
- (3) Who is responsible for the annual audit? To whom (or what entity) will the audit be submitted?
- (4) Termination: What recourse does the governing board have if there is a breach of the ESP agreement?
 - a. Under what circumstances/terms can the agreement be terminated, and by which parties? How much time is required?
 - b. What financial penalties or consequences are incurred?



- c. How will the security of student information (data) be maintained, and which records will be transferred to the governing board? How will the ESP comply with the provisions of R.S. 17:3913 and R.S. 17:3914 with respect to maintaining the privacy of personally-identifiable student information?
- (5) How will public assets (those purchased in whole or in part with governmental funds) be transferred to the nonprofit governing board? Who will employ the school's instructional staff

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

N/A

Attachments

- (1) Attachment 23: Financial Plan and Budget
- (2) Attachment 24: Budget Narrative
- (3) Attachment 25: (If applicable) ESP Contract
- (4) Attachment 26: (If applicable) ESP Audit



Experienced Operator Addendum

Experienced operators, as well as any new start or Type 3 conversion applicants with more than one full year in school leadership² are required to complete the Experienced Operator Addendum. 15 page limit.

Past School Performance

- (1) In your proposal overview you provided performance data on the schools your organization currently operates or has previously operated. If necessary, provide a brief accompanying narrative that describes your organization’s success educating a similar demographic population to the population you intend to educate in Louisiana. Please note that the OPSB may contact your other authorizers. In addition, describe the causes that led to and the current status of:
 - a. Any performance deficiencies or compliance violations that have led to authorizer intervention;
 - b. Any litigation involving your organization or a school that you operate; and,
 - c. Any material audit findings for your organization or a school that you operate.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

KIPP New Orleans Schools is proud to have built a network of schools that are on track for helping all students perform at high levels academically. We are not yet satisfied with schools’ absolute performance, but the growth of students at KIPP is strong. Detailed school performance data can be found in the attached portfolio performance document.

Violations, Litigation and Audit Findings
 KIPP New Orleans Schools does not currently have any performance deficiencies, compliance violations or material audit findings.

Growth Plan

- (1) Describe the specific student population that your proposed school(s) will serve. Identify the needs of your intended student population.
- (2) (Applicable to groups applying for multiple sites). Describe the number of schools that you plan to open in every year for at least the next five years, the year in which each school will open, and how the organization will adapt to meet changing community needs. If your network operates multiple models, identify the model that you will open in each location.
- (3) Does the organization have any approved or pending charters (not yet in operation) in any jurisdiction? If so, include the name of the authorizer(s) and include as **Attachment EO-1**, the official record of decision/approval from the authorizing authority.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Student Population
 The specific student population that the proposed school will serve is dependent upon the OPSB school transformation

² Experience leading or managing public schools is defined as one complete academic year in which one of the following is true: the individual held final building-level oversight of the instructional and operational performance of a public school (e.g., Head of School or Principal), or the individual served in a system-level role with direct supervisory responsibilities and accountability for the performance of a building leader (e.g., Chief Academic Officer, Area Superintendent, Supervisor of Principals)



process. However, it is likely that the student population will mirror the current student population of KIPP schools in New Orleans. Of the 5,000 PK-12 students who attend KIPP in the current school year, approximately 94% are African American with 100% being eligible for free or reduced lunch and 13% receiving special education services.

At the beginning of the previous school year, approximately 1,000 new students enrolled at KIPP in grades K-8. Across KIPP New Orleans, new to KIPP students start the year at the 24th percentile in math and the 29th percentile in ELA (according to NWEA MAP). In math, 25% of students are below the 10th percentile, compared to 22% on grade level. Similar academic needs exist in ELA. According to MAP, 21% of students start the year below the 10th percentile, compared to 27% on grade level. 85% of Kindergarteners entering our schools are below grade level in math, and 80% are below grade level in ELA. Special education students start the year at the 14th percentile in ELA and 9th percentile in math.

Multi-site Growth

In this application round, KIPP New Orleans Schools is applying for a PK8 transformation school, a high school transformation school and a high school new start school. We expect these schools to open on the following schedule:

PK8 Transformation School #1 (already approved)	2019
PK Transformation School #2 (current application)	2020
Transformation High School <u>OR</u> New Start High School	2019 or 2021

These opening timelines will be influenced by school closure timelines, community needs and OPSB school transformation priorities. We expect to work closely with OPSB and specific school communities as charter renewal decisions are announced.

Approved Charters

KIPP New Orleans Schools currently has one Type 1 transformation charter approved by the Orleans Parish School Board. This charter was approved in June 2018.

Scale Strategy & Risk Mitigation

- (1) Describe the steps that you will take to scale your model to new sites, including the people involved and the resources contributed both by the parent organization and the new school(s).
- (2) If your organization operates schools in other jurisdictions, compare your efforts to scale operations in Orleans to past scale efforts.
- (3) Identify the greatest new threats to your success and the steps you will take to minimize the possibility that the threats you identified will prevent you from achieving your targeted outcomes.
- (4) If your organization currently operates fewer than three schools, please clearly identify your plans for ensuring the continued success of your current school, should the proposed charter be approved.
 - a. Which staff members (instructional and administrative) will transition to the proposed school and what is your organization’s plan for replacing these individuals?
 - b. Which functions will become centralized?
 - c. How will you ensure success at both the existing and proposed (new) school?
- (5) Discuss the school’s contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated. Provide your Start-up and Year 1 cash flow contingency, in the event that revenue projections are not met in advance of opening.



TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Scale Strategy

Over the past 13 years, KIPP New Orleans Schools has grown from a single school educating 120 students to a network of eleven school educating over 5000 students and supporting 1000 alumni. The majority of organizational growth has already taken place, with some limited exceptions. Two schools in the KIPP New Orleans portfolio are continuing to grow: KIPP Booker T. Washington High School currently serves ninth, tenth and eleventh graders and will add twelfth grades next school year. KIPP East Community Primary currently serves students in Kindergarten through fourth grade and will add grades five through eight, one grade at a time, over the next four school years. In addition to this growth, KIPP New Orleans Schools will open the proposed school pending the needs identified in the OPSB Transformation process. As with all major organizational initiatives, this growth will be supported by members of the School Support Center including the Rhonda Aluise (Chief Executive Officer), Matt Lehigh (Chief Operating Officer / Chief Finance Officer), Todd Purvis (Chief Academics Officer), Joey LaRoche (Chief Strategy Officer) as well as members of the following teams: Academics, Finance and Operations, Talent Recruitment, Data Management, External Affairs and Student Support.

Threats to Success

The three greatest threats to success for the proposed KIPP PK-8 Transformation school including failing to identify and hire excellent educators, unexpected shifts in funding and a failure to effectively manage the transition from one school operator to the next.

Hiring Excellent Educators - KIPP schools are successful because of the excellent educators that teach children each day. KIPP teachers have a growth-oriented mindset that helps them improve their practice while hold their students to high standards. The proposed KIPP PK-8 Transformation school cannot be successful without excellent teachers and a failure to identify, attract and retain these staff members would present a serious threat to the school.

The KIPP New Orleans Schools Talent Team will counter this threat by employing a wide variety of strategies to attract a diverse applicant pool for school leaders. Currently the best source of referrals is through the current KIPP staff who tend to be connected to other excellent educators. In addition, the Talent Team employs a wide-ranging marketing strategy and works to build relationships with leaders at all levels of education organizations so that aspiring educators can become connected to KIPP New Orleans Schools. By working with partner organizations such as Teach For America, TeachNOLA and the Xavier University Norman C. Francis Teacher Residency we will identify educators pursuing alternative certification pathways. Finally, the KIPP New Orleans Schools Crescent Teacher Residency Program is designed to attract local educators, especially those who are transitioning from another career.

Maintaining Funding - KIPP New Orleans Schools has built a decade-plus track record of successful school management in New Orleans. An essential aspect of our success is doing whatever it takes to help students succeed. However, this work is not inexpensive. Additional teachers, extra supports for students with disabilities, excellent extracurricular programming and support for alumni to and through college are all expensive. The state’s recent financial troubles combined with a competitive philanthropic landscape create a potential challenge for education organizations. In an uncertain world, a catastrophic event could divert resources away from public education in favor of the next emerging crisis.

Over time, KNOS has developed a strong set of systems to effectively manage through times of financial distress. The regional finance team has developed strong budgeting systems that help school leaders plan for contingencies. The organization has also built up a considerable reserve to provide some cushion in times of financial shortfalls.

Effectively Managing the Transition - School transformation is complicated work. Students and families may have strong allegiances to a school operator that is losing a charter, while others may have experienced a loss of trust when promises to children were not fulfilled by the failing operator. It is in this complicated context that a new operator must work hard to immediately build strong relationships in order to ensure a smooth transition. During the time of transition, the school risks losing significant momentum if a clear vision is not presented to staff, students, families and the community.



In order to ensure a smooth transition between operators, KIPP New Orleans Schools regional team will begin working with the current operator well before the end of the school year. KIPP leadership will meet with the current operator leadership in order to create a shared plan that is designed to minimize academic and programming disruption to students and their families. KIPP leaders will also meet with the current operator’s staff to clearly define expectations for the hiring process for the new transformation school. Finally KIPP leaders will hold multiple listening sessions and meetings with parents, students and community members to better understand that school community’s wishes for their school.

Financial Contingency Plan

KIPP New Orleans operates today as a network at scale. Our existing fund balance would provide ample resources to combat any cash flow realities that do not mesh with our assumptions.

More fundamental to school-level finance, our operating budget also demonstrates the ability to operate at a surplus even with the inclusion of a contingency fund equal to one percent of forecasted revenues. Those elements, in addition to our many years of experience adapting to sudden shifts in the Orleans Parish operating environment, will help ensure our students have the resources necessary to achieve successful academic outcomes.

Model & Key Staff

- (1) Provide as **Attachment EO-2** a CMO-level org chart (at least two layers out from the CEO), as envisioned at scale and clearly indicating which positions are currently filled, which are vacant, and which are new additions, AND
- (2) The job description and EITHER the redacted and unredacted resume of the current occupant, AND/OR the recruitment plan for the following “key” people:
 - a. As **Attachment EO-3**: The CEO or overall organizational leader (Agency Head, as defined in state statutes and for purposes of the organization’s annual audit)
 - b. As **Attachment EO-4**: The CAO or lead instructional person accountable for the implementation of the academic model, including curriculum and instructional practices (if this is different from #1) – this is usually also the person responsible for direct day-to-day supervision of building principals, if that’s not the CEO.
 - c. As **Attachment EO-5**: The organizational lead for special education services (Director of Special Education, or equivalent position, if this is different from #2)
 - d. As **Attachment EO-6**: The CFO and/or COO, or the lead person(s) in the finance and operations areas
 - e. As **Attachment EO-7**: The organization’s Qualified and Competent Business Professional, accountable for the accuracy of the organization’s financial statements as required by the LAUGH Guide
- (3) The succession plan(s) in place for each of the above-named key positions, including any internal development pipelines and/or external recruitment plans to identify and evaluate candidates (this may include, but doesn’t have to identify, specific names)

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Succession Plans

The KNOS board has worked to define both an Emergency Succession Plan for the CEO as well as a long-term succession plan for the CEO and other C-Level positions (COO/CFO and CAO). Each year in Executive Session the board reviews and adopts the Emergency Succession Plan. The Emergency Succession Plan names a CEO successor should the current CEO need to step down immediately or be incapacitated. The 2017-2018 plan names first the CAO (Todd Purvis) and then the COO/CFO (Matt



Lehigh). The plan also outlines a communication plan between the KNOS board and the KIPP Foundation should the emergency succession be put into place. Finally, it outlines a CEO search process for a long-term CEO.

The Board also holds the CEO accountable for an annual review of all C-Level and Managing Director level positions in the organization. This review includes areas of strength, areas of growth, and development opportunities over the course of the year. For each C-level position the review outlines 1-2 potential replacements from the Managing Director pool.

The Strategic Planning committee also reviews with the CEO the School Leader pipeline include Emergency Succession Plans for each school leaders as well as Assistant Principal (AP) Pipelines that name 1-2 APs per school who are in line to become principal. Finally, this year the Strategic Planning committee began to review the AP as well to assure a robust pipeline of teacher leaders in line for AP positions.

For Experienced Operators with Fewer than 3 Schools

- (4) A narrative (2 pages max) summarizing the intended “CMO” or Network Model:
 - a. Which functions will be centralized at the network level, both academically (curriculum/instruction) and operationally (including finances)?
 - b. Which functions will remain site-based?
 - c. What are the core elements of the network educational program or model?
 - d. Will the organization seek to expand by replicating its existing school(s), or by operating substantially new or different school models/designs at successive campuses? (e.g., if School 1 is a language-immersion model, will all other schools operated by the organization also be language-immersion?)
 - e. What will be the organization’s “non-negotiables”?
 - f. What are the degrees of freedom in key areas that are not “non-negotiables”?
- (5) CMO or Network Level Financial Model:
 - a. What is the budget and how is the initial stand-up of the CMO/network office being funded? How will its continuing operations be funded? Include CMO-level budget as **Attachment EO-8**.
 - b. Is there a structural deficit or gap projected at either the school or network level, and if so, how will this be closed?
 - c. How much will each school “pay” to the network office for services?
 - d. Who sets and who approves school-level budgets and expenditures?
 - e. Is there a standard staffing model or required positions, or is this at the schools’ discretion?

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

N/A

Attachments

- (1) Attachment EO-1: (if applicable) Authorizer approvals (for non-OPSB charters awarded, but not in operation)
- (2) Attachment EO-2: CMO-level Organization Chart
- (3) Attachment EO-3: CEO: Job Description and either Resume or Recruitment Plan



- (4) Attachment EO-4: CAO: Job Description and either Resume or Recruitment Plan
- (5) Attachment EO-5: Director of Special Education: Job Description and either Resume or Recruitment Plan
- (6) Attachment EO-6: CFO and/or COO: Job Description and either Resume or Recruitment Plan
- (7) Attachment EO-7: Qualified Business Professional: Job Description and either Resume or Recruitment Plan
- (8) Attachment EO-8: Network-level budget
- (9) Attachment EO-9: Audited Financial statements (most recent)
- (10) Attachment EO-10: Annual Report (most recent)
- (11) Attachment EO-11: (If applicable) Litigation documentation
- (12) Attachment EO-12: (If applicable) ESP contract

Transformation Addendum

Applicants seeking or potentially willing to seek a match to operate an existing Orleans public charter school or school facility, which is subject to nonrenewal, revocation, or voluntary relinquishment by the existing chartering organization should complete the Transformation Addendum. Complete this section only if your application proposes such a school. 15 page limit

Transformation Overview

- (1) Please identify the type(s) of transformation (e.g., full takeovers, reconfigurations) that your organization is prepared to undertake.
- (2) Will all currently enrolled students be able to re-enroll next year? If your proposal does not provide for all currently-enrolled students to remain at the school, please provide a rationale for this decision, and explain how your organization will work to communicate with families in order to ensure that all impacted students are able to access high-quality schools.
- (3) How has your organization operated a transformation school previously? If applicable, what lessons have you learned, and how have they informed changes in your practice and in this proposal.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Transformation Type
 KIPP New Orleans Schools is prepared to undertake a full takeover transformation of an existing Orleans public charter school that is subject to nonrenewal, revocation or voluntary relinquishment by the existing chartering organization. The current grade configuration and enrollment will be maintained and every student currently enrolled will have the opportunity to remain enrolled at the school with the exception of students who have been promoted to 9th grade. In order to minimize the disruption that a change in operators can create for a school community, KNOS will focus on building a strong relationship with the leadership and staff of the current charter operation to ensure a smooth transition. KIPP New Orleans will prioritize student retention by communicating directly with students and families, and working to ensure that students remain enrolled in their school. Staff members of the current school will be eligible for re-hiring through the usual talent interview processes employed by KNOS.

Enrollment
 All currently enrolled students will be able to re-enroll next year, excepting students who have been promoted to ninth grade.

Prior Transformations
 We have not operated a traditional transformation school previously. However, we have led dramatic school transformations and performance growth for schools within our own network. Five years ago, KIPP Renaissance was struggling as one of the lower performing high schools in the city. Now, it is thriving as the first school former RSD school to earn an 'A' letter grade post-Katrina. Four years ago, KIPP Leadership barely earned its first renewal. Since 2014, it is one of the four most improved



schools in the city. And this year, it earned a 6 year renewal. Both schools are examples of how rapidly KIPP New Orleans can drive school improvement. In both instances, we learned valuable lessons that will inform strategies in this proposal.

First, we learned that leveraging the power and size of our network is critical during school transformations. At KIPP Renaissance, we transferred multiple staff members from our middle schools to our high school. These teachers and administrators knew KIPP, had a track record of success, and were an important component of resetting expectations with kids and staff. At KIPP Leadership, we flooded the school with regional supports. Our CAO, Director of Literacy, and Director of SPED were directly involved daily in the school. Additionally, we utilized people across our network to model teach classes. In any future transformations, we would continue to leverage the size of our network to share talent and ensure students had high quality teachers in their building.

Second, we learned that the shared curriculum, assessment strategy, and PD are accelerants for school transformation. In both KRHS and KIPP Leadership, common instructional design and curriculum choices with our other schools or other schools in the KIPP network dramatically improved the supports we could provide schools. The lessons learned from those schools are part of the reason we have focused so much on building a shared instructional design and adopting shared curriculum across our schools. At this point, we have an instructional model and curriculum that is easily adopted by any future transformation schools. And we have the capacity regionally to support a school in implementation.

Finally, we learned the value of school culture/identity in driving school transformation. School growth was accelerated the more kids enjoyed school. We learned that part of our school transformation focus has to prioritize making school be a place kids want to run to school. At both schools, we prioritized sports, band, and clubs so that kids had something to look forward to in their day.

Educational Program

- (1) What are the key tenets of your transformation model? Please identify the research base or other rationale supporting each identified tenet.
- (2) How will your transformation model support equitable achievement for all students? Please specifically identify how your model will support the learning of students with disabilities, English language learners, and other “at-risk” student populations (as this is defined in state law). Discuss any potential conflicts of interest between the corporate partner and the school.
- (3) How will your organization ensure a successful transition period and first year of operation? What steps will you take to ensure sufficient enrollment (by retaining existing students and/or recruiting new families), create a positive school climate and culture, and establish high expectations for students, teachers, and staff?

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Transformation Model Tenets

Our model for school transformation is closely aligned with the SIG Grant school transformation model. Replace the school leader; providing job-embedded professional development; implementing a rigorous teacher-evaluation and reward system; offering financial and career advancement incentives; implementing comprehensive instructional reform; extending learning and teacher-planning time; creating a community-orientation; and providing operating flexibility and sustained support. KIPP New Orleans will focus on the following tenets of the model in particular as follows:

1. **Principal Selection** – While we do not yet have an identified transformation school leader, build an effective leadership would be a first priority. We have a list on internal candidates we would select from to become the transformation leader, including sitting principals and current assistant principals. KIPP New Orleans has a robust talent planning system,



which includes evaluating all of our Assistant Principals twice/year against our school leader readiness criteria, building development plans for each AP, and providing accelerated developing for priority Assistant Principals. As part of preparation for the leader, we would build a small residency program to ensure the leader is exposed to the best schools within the city and across the country.

2. **Teachers** –Beyond principal selection, our other top priority would be ensuring we have a strong team of teachers. All teachers in KIPP New Orleans participate in our teacher evaluation system. We would retain key staff members and staff members with high potential. We would prioritize the transformation school as our priority hiring school and funnel top candidates to the school. Finally, we would work with our school leader team to facilitate potential talent sharing opportunities for teachers motivated by this important work.
3. **Job Embedded Professional Development** – It will be imperative to prioritize the professional development of the staff in the building to ensure they have the knowledge and skills to achieve dramatic growth with students. All new staff members participate in 4 weeks of summer professional development. Throughout the year, schools have 3 hours of weekly professional development. Our ongoing PD throughout the year is full aligned with our instructional program and priorities.
4. **Parent & Community Engagement** – A key component of a successful transformation is investing parents and the community in our vision and work. From parent meetings to home visits, we would prioritize the work in investing parents & the community as partners in the school vision. We would maintain key school traditions, and prioritize community inclusion in key school events. Our Director of Partnerships and Alumni Relations would play a key role in leading these efforts.
5. **Implementation Fidelity** – In the first year of the transformation model, we would priorities the implementation fidelity of the KIPP New Orleans design. Our instructional program is research based and we would prioritize use of the already existing fidelity checklists in math workshop, math number stories, close reading, and reading mastery.

These elements of our transformation model are aligned closely with components from the SIG transformation model. In addition to these elements, we would also prioritize school culture. We know that school culture is foundational to student success. Building a safe, hard-working culture is a key lever in setting students and teachers up for success, and one of the most important things we can do in a transformation.

Equitable Achievement

KIPP New Orleans Schools seek to empower all students will a love of learning so that they can define their own lives, uplift their city and prove what is possible in public education. We strongly believe that this mission cannot apply to only some students, rather it must be inclusive of students with disabilities, students receiving mental health services, overage students and non-traditional learners, and students who do not speak English as their first language. Our work as educators must reflect the unique needs of the city of New Orleans and its incredible children.

We believe that it takes a Team and Family to build a school rooted in the community and one that can transform the lives of children. Each person – including KIPP staff, families, children, community members, and more – plays a critical role in not only the narrative of a school, but also the outcomes produced by it. This is particularly important for students with disabilities, overage students, and English Language Learners who may not have felt at home in most schools. All school activities, policies and instruction are designed with accessibility for each of these groups in mind, including the involvement of their families as stakeholders in the educational process.

Much as the ESSA has promoted accountability for academic results and discipline across diverse subgroups of students, we’ve also emphasized the holistic educational experience for these students and families as well. Students participate in review surveys regarding their teachers which becomes a component of staff’s overall evaluations. Families also complete an annual Health Schools survey which allows KIPP to gain data on their experience, areas of strength, and where to prioritize



growth in the cultural fabric of a school. Inherently within the IEP process for students with disabilities is an emphasis upon family engagement and involvement in decision making, but KIPP takes it a step further by not viewing this as an annual process, but one that requires active participation from both the family and student throughout the year.

The English as a Second Language (ESL) program plays a crucial role in building out our schools and involvement of students and families in a transformational model. We teach English in a way that is meaningful and relevant so that students embrace its importance and leverage their deep passion for learning a new language to influence the world around themselves. Recognizing that all stakeholders (students, parents, educators, community members, etc.) share the responsibility of ensuring that English Language Learners develop linguistic, cognitive, and academic skills to become competitive citizens in our society; students who do not speak English as their first language will participate in academically challenging settings that respect and build upon the unique cultural and linguistic attributes they bring to the learning community. Our ELLs arrive at school with various educational backgrounds and experiences. Some have solid foundational skills in their native language, making it easy to transition their prior knowledge to English and new material. However, many of our new arrivals have limited or interrupted education; further complicating their success in content classes. Taking into account different educational histories and linguistic capabilities it is still the role of all educators to have the tools necessary for ELL success in both their content and English Development. As outlined by the LDOE EL Connectors (<https://www.louisianabelieves.com/docs/default-source/academic-standards/elp-expectations.pdf?sfvrsn=2>), as a state we are moving towards the idea that language and content are inherently connected and should be developed simultaneously.

The goals for our students target both the head and the heart. We strive for our students to feel a part of their respective classroom cultures through mutual understandings of language differences, resulting in students expressing that they feel supported by their teachers and part of the school both in the classroom but also in after school activities and within the community itself.

Network-wide our middle schools, (particularly KIPP Central City and KIPP Believe) have the highest populations of English Language Learners. Many of our ELL middle school students are newcomers both to our schools and to our country with the majority living in the U.S. for only a year or less. Our ELLs arrive at school with various educational backgrounds and experiences. Some have solid foundational skills in their native language, making it easy to transition their prior knowledge to English and new material. However, many of our new arrivals have limited or interrupted education; further complicating their success in content classes. To prioritize and invest in developing the education of our ELL students, KNOS annually assesses all ELL students using the English Language Proficiency Test, which tests their listening, speaking, reading, and writing skills. KNOS is one of the few CMO's in New Orleans to invest in ESL curriculum for both our primary and middle school students. (K-5 uses Reach and 6-8 uses Inside and both are part of National Geographic Learning.) In addition, because ELL student populations at each middle school are growing, KNOS is prioritizing increasing instruction time for these students. Last year, all ELL students received two 30-minute blocks of ESL instruction per week. This year, KNOS has increased our ESL team of teachers from three to six teachers serving our schools network wide and all ELL students receive ESL instruction in 45-minute blocks four to five times per week.

Successful Transition

KNOS will ensure a successful transition period and first year of operation by taking a strategic approach to building relationships with the current operator and school community in order to minimize the disruption to students, families and the community. This work will begin with a series of meetings and community forums with school leadership, staff, students/families and community members. The purpose of these meetings is to listen carefully about each constituency's needs and concerns and to communicate clearly and transparently about the transition plan from one operator to the next.

We will work closely with the current school's board and school leadership to ensure a smooth transition of administrative systems, the facility, property and records. We will create a plan to have an active presence on the school campus during the remainder of the current school's final year of operation. We will work with the current operator to issue joint communications to ensure that the transition to the new school year is as seamless as possible.



We will communicate clearly with the current staff that they are eligible to apply to work at the new school. Staff members will complete the normal KNOS application and hiring process, but we will streamline aspects of this process to make interviewing easier for staff (such as scheduling interviews to minimize disruption to the current school, etc). We will solicit recommendations from students and parents as we conduct the interview and hiring process.

Meetings with students and their families will be geared toward clearly communicating the vision for the new school. It is our goal to retain 100 percent of currently enrolled students, but we will engage in additional student recruitment activities to ensure that the school is fully enrolled. After holding general meetings for all interested parents, we will begin the process of scheduling home visits with families so we can address individual concerns and explain the vision and characteristics of the new school in a one-on-one setting.

Once staff is hired, the school leadership team and regional leadership team will place extra emphasis on building a strong, positive staff culture. Creating strong culture among a full-sized school at once (rather than building culture with a growing staff) creates additional challenges, so additional time and resources will be devoted to this work during summer professional development sessions.

Similarly, once school begins, school staff will devote additional time and resources to conducting a ‘school culture reset’ with students in order to clearly communicate the expectations for the new school. Research on school transformations show that this intentional reset is an essential part of the school transformation process.

The school will maintain an open-door policy and will welcome community members to come observe the transformation process. We will hold regular community tours, monthly meetings for neighbors and community members, and host meetings with school board members, city council members and other city leaders in order to facilitate the connections between these leaders, the school community and the community at large.

School Operations

- (1) Provide a brief addition to your staffing plan, explaining what additional steps you will take to recruit and retain highly-effective teachers and non-classroom staff.
- (2) Provide a brief addition to your budget and budget narrative, explaining any additional financial resources you have received or anticipate receiving to support transformation efforts. Has your school applied for LDE School Redesign Funding, or does your organization intend to apply?

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Staffing Plan
 As a network, we believe that people are the bedrock for building excellent schools. As such, we have prioritized building a team, systems, and structures that will allow us to find the best people, keep them over time, and help them grown.

Our belief is that retention is our #1 recruitment strategy. The more of the talented people we keep in our buildings, the better the school will be for students. We have seen, anecdotally and through data, that our folks who stay over time improve in their ability to hit critical outcomes in their role.

As such, we work to constantly evaluate our teachers and staff, both on their ability to hit outcomes, skill development, and growth as well as on their satisfaction, engagement, and motivation. We know that if we make people’s roles and goals clear, provide them with support to grow, invest them in our work and their part in it, and ensure they feel seen, heard, and engaged they are better for students.



With this in mind, we employ a variety of strategies to ensure we know what our teachers and staff are thinking and want in the short and long term. While we talk to them about their performance, we also talk to them about their feedback and development. We use surveys and conversations with teammates to ensure we can assess our retention for the following year as early as October and that we are building teams that are strong across the board.

Coupled with our focus on retention, we also know we must recruit strong talent to join us each year. We have instituted a process that is rigorous and inspirational for all candidates, teachers and non-classroom staff. We do broad-based marketing to attract talent to find us, through social media and job postings. We also rely heavily on staff referrals, implementing a referral bonus for teachers and all other staff members. We believe that our talented teammates are most likely to know other folks who will be excellent for and with our students so look to ensure that 40 - 50% of our hires come from referrals. We also incentivize non-KIPP staff to help us find great people by offering a referral bonus even for people who are not KNOS employees.

Additionally, we look to create talent pipelines at all levels, growing folks in entry level roles into more senior leadership positions. This is true across most of our positions, but in particular in recruitment. We have created our own teaching residency program and also partner with Xavier University to find new-to-teaching teachers who can come in, learn from our veteran staff, and grow into lead teachers over time.

While we do rely on Teach For America and TeachNOLA for a percentage of our hiring, our recruitment team is focused on head-hunting great talent from across the city and across the country. We attend hiring fairs, host events, and use many tools to ensure we are finding talent to compel to explore and learn from KNOS.

Financial Resources

Our budget does not assume any funding from LDE school redesign funds, for which we have never applied. Despite that assumption, we would anticipate pursuing such funding.

In addition to LDE school redesign funds, KIPP New Orleans is a member of the Charter School Growth Fund's (CSGF's) portfolio of New Orleans investments. We would likely seek to expand our relationship with CSGF to include our transformation effort as well.

Metrics and Goals

- (1) How will your organization use data to set goals, and inform decision-making? How will you measure progress in your transformation efforts, and what steps have you taken to mitigate risks? What will you do if your transformation effort is off-track?

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Student and school data will be used to inform our school wide goals, our progress monitoring benchmarks, and our strategies to achieve those goals.

Our goals for school performance are both academic and non-academic. Our long term goal is to ensure that all students are college and career ready. Our three-year academic goal for a transformation school is to outperform the Louisiana averages on the LEAP assessment. In order to put our students will be empowered to live a choice-filled life, we know that student must achieve academically. Our long term non-academic goal is to building generational schools. To do so, we know that we must prioritize



building a sustainable people model where staff members want to stay and grow. We also must be a place that kids and parents are proud of and want to attend.

In order to set EOY goals for each year, we will utilize baseline data from the school to build benchmarks for each year to move from the baseline to our three year goals. Regardless of changing goals each year of the transformation, our mid-year and progress monitoring systems will remain the same year-over-year.

Three Year Academic Goals

50th Percentile Outperform Peers Statewide

**Year
End**

**ELA
Assessment
Index = 70**

**Oral Reading Fluency
(wpm)
80% above 50th Percentile**

**Math
Assessment Index = 60**

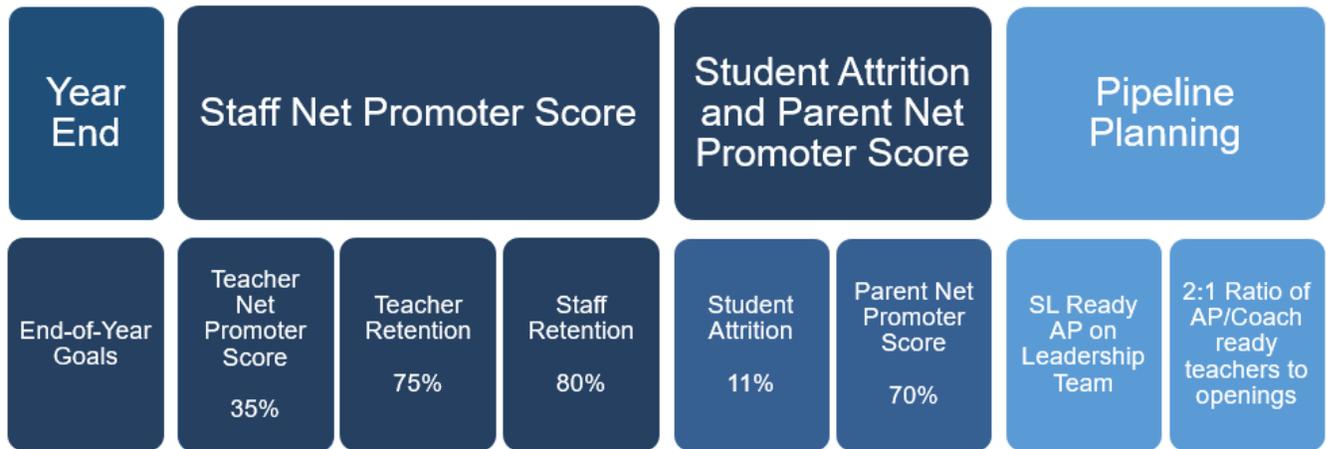
EOY Goal	Mid-Year Checkpoint	Progress Monitoring	Notes
Assessment Index	MAP Assessment Index Projections	Regional Unit tests/interims Regional checkpoints/weekly quizzes	<p>We leverage the NWEA MAP test to build mid-year Assessment Projections for each of our schools and for individual students. These mid-year projections allow us to gather valuable data on school wide strategies, and identify/intervene with students who are underperforming vs. previous years data.</p> <p>Approximately, every six weeks, our students take a unit/interim test. Every three weeks, our students take a checkpoint assessment. For certain grades/contents, we also offer weekly quizzes. Each teacher completes a data dive based on their data and builds a re-teaching plan to maximize learning and unpack misconceptions. Each of our ELA and Math blocks includes dedicated time for whole group and small group response, making the data very actionable in informing school and teacher strategy.</p>
Students at 50 th percentile on Oral Reading Fluency (ORF)	Oral Reading Fluency Mid-Year Checkpoint	Weekly/Bi-weekly progress monitoring probes	All students below the 50 th percentile will be progress monitored on their ORF every other week. Students below the 10 th percentile will be progress monitored every week. This frequent progress monitoring allows us to constantly monitor the impact of our interventions and adjust plans each week to maximize student learning.
Student Growth	NWEA MAP	ORF Growth Data	Our mid-year checkpoint and progress monitoring systems allow us to progress monitor the percent of students on track to make growth and the rate at which they are growing. At the mid-year checkpoint, we analyze



			percent of students who have made the MAP growth goals and tiered growth goals. We use the tiered growth goals given that many student are behind grade level and need to grow faster than the typical student. ORF progress monitoring allows us to measure the rate of improvement students are making in reading, and adjust strategies as necessary to increase pace and percent of students on track to hit growth goals.
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Long Term School Health Goals – Our non-academic goals are tiered in year one, but all our school operate on our long-term non-academic goals in year two of a leadership or school transition. These metrics are the foundation of long-term academic health, and getting them right in year 1 is critical to creating the environment where students and teachers can thrive academically.

Non-Academic Goals Building Generational Schools



EOY Goal	Progress Monitoring	Notes
Student Attrition	Parent Surveys asking likelihood to stay or leave the school 2x/year	Twice a year, we administer parent surveys. These surveys gather feedback on a variety of metrics, and also serve as our progress monitoring tools on student attrition and parent Net Promoter scores.
Parent Net Promoter Score	Parent Net Promoter Survey 2x/year	
Teacher Net Promoter	Staff Net Promoter survey 2x/year	Twice a year, we survey teachers to gather feedback on our instructional implementation, curriculum, coaching support, and other initiatives. These surveys also gather a pulse check on teacher Net Promoter scores, and they give school leaders a chance to be responsive to school needs to drive up satisfaction and retention.



Staff Retention	Mid-year staff retention survey.	We administer a mid-year survey to staff to gather likelihood to return. This data is invaluable as a progress monitoring benchmark and in driving adjustments to school teacher retention strategies.
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Our schools all work on a robust progress monitoring cycle. Our progress monitoring cycle allows to know if our schools are on track and drives changes to school strategy and regional resources to ensure schools stay on track. After each unit test/interim round, our school leaders and regional team analyze data together, look at our progress checkpoints, and build an updated 6 week plan. These plans are rooted in the school goals and data on current performance. The regional team uses these to allocate regional resources and intervene if necessary.

If our transformation is off track, we have an abundance of regional resources that we can deploy to accelerate the development of leaders/teachers in the building. We have the resources to provide more intensive support and development to leaders. Our regional schools team has school leader managers who have formerly been high performing principals, team members who specialize in SPED and teacher coaching, and academic leads who are content experts. Additional support and development to leaders looks like increased modeling, coaching, and co-planning from the regional school leader management team. Additionally, we also provide resources to specific focus areas. For example, if a school was struggling in math, we would arrange for our regional math lead to increase time/support at a school. In rare circumstances, we also have the capacity to replace ineffective leaders, on an interim basis, if have tremendous concerns about a schools performance and a leader’s ability to grow. One of the reasons we have built strong capacity at the regional level is to mitigate risk at the school lever. And to ensure we have the resources to make swift adjustments if a school/leader has serious performance issues.

Community Engagement

- (1) Describe the specific strategies you will use for engaging the following stakeholders in the transformation effort: a) parents/guardians/families, b) residents of the community surrounding the school. What is the role of parents in your schools’ decision-making processes, and what venues will be established to articulate and elevate parent and community voice?

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Community Engagement

A successful school requires a strong school community, and KNOS will prioritize engaging families and community members in the transformation of the school. Once the school siting of the proposed KIPP PK-8 Transformation school is announced, we will begin scheduling in-person meetings with members of the school community. Meetings with students and their families will be geared toward clearly communicating the vision for the new school. It is our goal to retain 100 percent of currently enrolled students, but we will engage in additional student recruitment activities to ensure that the school is fully enrolled. After holding general meetings for all interested parents, we will begin the process of scheduling home visits with families so we can address individual concerns and explain the vision and characteristics of the new school in a one-on-one setting.

The school will maintain an open-door policy and will welcome community members to come observe the transformation process. We will hold regular community tours, monthly meetings for neighbors and community members, and host meetings with school board members, city council members and other city leaders in order to facilitate the connections between these leaders, the school community and the community at large.

Given that the neighbors immediately surrounding the school bear the brunt of parent, staff and vendor traffic as well as occasional noise and inconvenience created by student traffic, we will create a neighbor hotline so that concerns can be



received and addressed immediately. The Director of School Operations will be responsible for fielding and addressing complaints or concerns from neighbors. The school will also create opportunities for neighbors to become directly connected with the school by participating in volunteer opportunities such as beautifying the campus and working with teachers and students (pending the KNOS background check process).



Corporate Partnerships Addendum

If your school intends to participate in a corporate partnership in accordance with LA R.S. 17:3991 please complete this addendum. In order for a business to be considered a school’s Corporate Partner, it must individually, or as part of a consortium of businesses, donate one or more of the following to the school in an amount equivalent to at least 50% of the per pupil allocation: land, building space, renovations to existing school building, and/or technology. Complete this section only if your application proposes such a school. 15 page limit

Corporate Partnership Formation

- (1) Explain how and why the corporate partnership was developed.
- (2) Describe the nature of any donation(s), regardless of type that the corporate partner will make to the charter school and how they meet the requirements laid out in RS: 17 3991.1.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

N/A

Corporate Partner Track Record

- (1) Explain the corporate partner’s past experience, if any, in serving student populations similar to the target population of the school, including any educational programming offered by the organization.
- (2) Provide, as **Attachment CP-1**, the most recent annual report of the corporate partner.
- (3) Nonprofit organizations:
 - a. Provide, as **Attachment CP-2** your most recent audited financial statements; and
 - b. Discuss any material audit findings for your organization or any school that you operate.
 --OR--
 - For-profit organizations:
 - a. Provide as **Attachment CP-2** your most recent financial statements to be reviewed confidentially; and
 - b. Discuss any material audit findings for your organization or any school that you operate.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

N/A

Legal Relationships

- (1) Discuss any potential conflicts of interest between the corporate partner and the school.
- (2) Provide, as **Attachment CP-3**, the draft Memorandum of Understanding (MOU) between the board and the corporate partner, as well as the approved minutes of the board meeting at which the draft MOU was accepted by both the corporate partner and the board of the proposed school.
- (3) Explain the process for the required annual renewal of the corporate partner MOU. Describe the conditions that both the corporate partner and the school must satisfy for the MOU to be renewed. Describe the procedures for determining whether the MOU will be renewed. On what grounds can the corporate partner



or the board terminate the MOU for cause (including provisions for notice to the other party)? What are any conditions under which either party may terminate the MOU without cause? List any indemnification provisions in the event of default or breach by either party.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

N/A

Organizational Structure

- (1) Describe the methods by which the corporate partner will support the charter school, including but not limited to any internships for students, career counseling, academic tutoring, or enrichment activities.
- (2) Describe the plan for the operation of the school in the case that the MOU is terminated or not renewed.
- (3) Specifically describe any proposed enrollment set-asides for this corporate partner. (These enrollment set-asides must align with provisions of and requirements of the Enrollment process and are subject to separate approval)

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

N/A

Attachments

- (1) Attachment CP-1: Annual Report (most recent)
- (2) Attachment CP-2: Audited Financial Statements (most recent)
- (3) Attachment CP-3: Draft MOU between the Nonprofit board and corporate partner



Virtual School Addendum

Applicants whose primary instructional environment is computer-based or virtual (defined as more than 40% of instructional delivery via technology) must complete the Virtual School Addendum. Please complete this section only if your application proposes such a school. 15 page limit.

Location

- (1) Facility: If students will be required to regularly or periodically attend a brick and mortar facility, specify such requirements and describe the facility.
- (2) Louisiana Office: Provide the address of and describe the Louisiana-based administrative office of the virtual charter school, including its size and staffing.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

N/A

Educational Program

- (1) Describe the level of participation in instructional activities students will be required to meet to receive credit for successfully completing a course and receive a satisfactory grade for that course. The level of participation may include the amount of time students will be engaged in both online and other instructional activities in order to receive credit for a course. Please note the amount of time for the online and offline work by grade level and course.
- (2) Can a student enrolled in the virtual charter school program be enrolled in other instructional activities elsewhere and/or earn Carnegie units from another institution? If so, please identify the other institution(s).
- (3) Describe procedures to ensure the integrity and authenticity of student work product and assessment scores, including the use of an academic honesty and computer acceptable use policy.
- (4) Describe the intervention procedures the virtual charter school will take when students fail to provide authentic work product or assessment responses.
- (5) Describe what role parents/guardians will have in promoting accountability.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

N/A

Instructional Staff

- (1) Describe what, if any, additional responsibilities will be required of teachers in the virtual environment (e.g. course development/design, research, website maintenance) and describe how the virtual charter school will communicate these responsibilities to teachers.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

N/A



State and Federally Mandated Services

- (1) Describe how the virtual charter school will provide services to all enrolled students with exceptionalities, regardless of where the student resides.
- (2) Describe the virtual charter school’s procedures for Individual Education Plan (IEP) meetings, including determining where such meetings will occur.
- (3) Describe how the virtual charter school will implement ADA and Rehabilitation Act standards for accessibility to web-based curricula.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

N/A

Evaluation and Assessment

- (1) Discuss the virtual charter school’s plan and method for the administration of all required state assessments (iLEAP, LEAP, GEE) and other assessments set forth in the school’s charter. The plan should address, test taking location(s), who will administer the tests, and test security procedures.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

N/A

School Operations

- (1) Describe how the virtual charter school will ensure or facilitate student attendance at any in-person school activities.
- (2) Identify any non-teacher faculty members (paraprofessionals, guidance counselors, parent instructional coaches) and describe their roles and how they will function in the virtual charter school.
- (3) Describe the virtual charter school’s policies regarding truancy, absence, withdrawal, issuing of Carnegie units, repeat/delete, credit recovery, and AP/dual enrollment.
- (4) Describe the intervention procedures the virtual charter school will take when students are not logging in and/or completing coursework as required.
- (5) Describe all technological equipment and services that the virtual charter school will provide, including hardware, software, connectivity, and media storage devices, and property controls and equipment tagging that will be in place. Specify any equipment or technological support that students and families will be responsible for purchasing or obtaining.
- (6) Describe the scope of technical support that will be provided, including where support staff will be located, and the hours (including weekends and holidays) and manner in which the support will be accessible to students and school employees.
- (7) Describe the virtual charter school’s data retention, security, and confidentiality procedures.



- (8) Describe procedures to deliver instruction when equipment, software, or connectivity at any location is lost or impaired. Specify who will pay for Internet connectivity and address minimum bandwidth and a course of action for areas of the state that do not have the minimum bandwidth.
- (9) Describe data protection and recovery procedures in event of catastrophic system failure (include offsite back-up).
- (10) Describe how the virtual charter school will provide for the health and safety of students and staff both in online and offline activities.
- (11) Describe how the virtual charter school will address the nutritional needs of students when appropriate.
- (12) Describe how the virtual school will administer the required Title 28, Chapter 11, §1119 Health Screening as part of enrollment and the ongoing functioning of the school.
- (13) Describe the school’s plan for delivering instruction in the event of technical and other course delivery problems which prevent normal course delivery.
- (14) Provide a summary of data protection and recovery procedures in the event of catastrophic system failure.
- (15) Describe how the school will provide professional development appropriate to the delivery method used and the acceptable use and electronic communication policies.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

N/A

Parent and Community Involvement

- (1) Indicate the nature, frequency, and location of all required in-person meetings between parents and virtual charter school faculty/administration, such as parent/teacher conferences, parent-teacher meetings, field trips, etc.
- (2) Indicate the nature and frequency of all optional opportunities for in-person meetings and interactions, such as open houses and school community meetings.
- (3) Describe the procedures for parents to contact virtual charter school faculty and administrators with concerns of any nature and the procedures and required timelines for prompt and helpful responsiveness to such communications.
- (4) Explain how virtual charter school administration will communicate with non-English speaking parents/guardians.
- (5) Describe how the school will provide adequate, timely, and appropriate technical support to students, teachers, facilitators, and instructional coaches.
- (6) What is the role of the parents/guardians?
- (7) Are opportunities for parent/guardian training available?
- (8) How do parents access student grades and understand student progress?



- (9) Provide a plan for orientations to enrolled students, their parents, and their instructional coaches on the course delivery model prior to the beginning of the class.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

N/A