

**Louisiana Department of Education  
FY14 1003(g) School Improvement Grant  
LEA Application Narrative**

**SUBMISSION INSTRUCTIONS**

LEAs must submit a PDF application narrative and an excel budget form for each school for which the LEA is applying for a grant to David.Shepard@la.gov by Wednesday, September 2, 2015 at 3:00pm CT. The budget form and resources, including a sample evaluation rubric, can be found on the Department's website at [this link](#). Please contact David.Shepard@la.gov with questions.

**APPLICANT CONTACT INFORMATION**

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**A. SCHOOL TO BE SERVED:** Provide information about the school to be served with a School Improvement Grant.

Official Name of School	Site Code (6 digits)	NCES ID (12 digits)	Priority or Focus School	Intervention Model*	Amount Requested
KIPP Believe College Prep	398001	220004500985		Transformation	\$1,102,712

**School Profile**

Rurality (Rural, Suburban, Urban)	% Free/Reduced Lunch or % Educationally Disadvantaged	Current SY14-15 Enrollment	Anticipated Enrollment*				
			SY15-16	SY16-17	SY17-18	SY18-19	SY19-20
Urban	91.54%	804	964	964	964	964	964

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*\*Complete for all years for which funding is requested.*

<b>Has the LEA been awarded a SIG grant prior to SY14-15?</b>	
<input type="checkbox"/> <b>Yes</b>	<input checked="" type="checkbox"/> <b>No</b>

If the LEA was awarded a SIG grant prior to SY14-15, state the intervention model(s) implemented and describe the impact of the grant in terms of meeting performance goals. Support findings with data.

N/A
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Optional: Additional contact information or information about the school to be served:

The KIPP Believe College Prep LEA currently covers two separate schools: KIPP Believe College Prep (middle school) and KIPP Believe Primary (elementary school). KIPP Believe College Prep is the flagship school in the KIPP New Orleans Schools network, founded in 2005 two weeks prior to Katrina. KIPP Believe Primary opened its doors to its first class of Kindergarteners in 2010, five years later. The schools have operated out of separate facilities in the Uptown area of New Orleans and are currently seeking to secure a facility within which to operate as one unified school on a single campus.
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## SECTION 1: SCHOOL NEEDS

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- 1) **Needs Assessment.** Describe how the LEA has analyzed the needs of the school (e.g., instructional programs, school leadership and school infrastructure) based on a needs analysis that, among other things, analyzes the needs identified by families and the community, and how the selected intervention(s) aligns to the needs of the school.
- 2) Describe the identified need and explain the process that the LEA used to determine the intervention model selected to meet those needs. Describe the LEA's comprehensive theory of change for addressing the needs of identified persistently low-achieving schools and how SIG funds will be part of a comprehensive approach to addressing these needs. Include in the description a high-level summary of how the LEA will use SIG funds to support the implementation of proven strategies that result in increased student achievement.

### **Background**

The KIPP New Orleans Schools (KNOS) Charter Management Organization currently operates 10 schools, serving over 4,400 New Orleans students during the 2015-2016 school year. Our network is structured around a collective vision of building all students' knowledge, skills, and character to succeed in high school, college, and the world beyond, with an emphasis on matriculation to and through college. We are proud to report that 98% of our 2015 high school graduates are attending a post-secondary institution this year. KNOS is a member of the national KIPP (Knowledge Is Power Program) network; a partnership of 183 schools serving over 70,000 students, the vast majority of whom come from low-income backgrounds, in 20 states and the District of Columbia.

### **Needs Assessment**

Initiated with the hiring of a Chief Officer of Operations in the fall of 2014, KNOS has been engaged in a network-wide organizational overhaul and planning process for about a year. Upon coming on board, the COO conducted an initial capacity assessment before recommending that KNOS pursue a comprehensive needs analysis to identify what specific areas of weakness are preventing some of our schools, including those within the KBCP LEA, from reaching levels of academic performance on par with college-readiness. The KNOS Board of Directors soon sought a partnership with Bain Capital Consulting based on the firm's familiarity the KIPP program having worked with the national KIPP Foundation in the past.

This spring, Bain conducted a comprehensive needs analysis to evaluate significant barriers to success according to academic achievement measures, school performance scores, and qualitative input from stakeholders. Because constant progress monitoring has been a cornerstone of our program from the very beginning, Bain was able to analyze performance measures for the KBCP LEA schools over time, identifying variability and inconsistency in achievement measures. Coupled with KNOS' internal data analyses of performance by content area, it was clear that achievement is strongly linked to specific teachers, who oftentimes are receiving support from coaches. The needs analysis also involved in-depth interviews with stakeholders to assess perceived strengths, weaknesses, capacity, context and potential. Internal stakeholders interviewed included the KBCP LEA's school leaders, teachers, administrative staff and parents, as well as the KNOS board of directors and executive leadership; external stakeholders included state education administrators, Recovery School District administrators, city-level administrators, New Schools for New Orleans, other grant-makers and donors, community partners, and organizational partners. By casting a wide net and engaging a range of stakeholders to contribute qualitative data points to the needs analysis process, Bain was able to capture a thorough understanding of our organization's needs.

Based on KBCP LEA's aim for all students to achieve levels of academic performance on track for college-readiness as the ultimate barometer of our success, the following underlying factors and needs were identified as the most significant barriers to attaining that goal.

Key underlying factors/causes	Identified need/area of weakness	If the need is addressed, student achievement will improve by
Underperforming support structures and professional development in place	Unsatisfactory rates of teacher retention	Increasing the number of experienced teachers
Lack of expertise in key operational functions; a wide range of responsibilities assigned to administrative staff	Operational inefficiencies—diverts School Leader attention to putting out fires rather than academics	Allowing school leader to spend more time on leadership responsibilities related to academic achievement
Lack of coordination between the primary school and middle school	Curriculum alignment and lack of continuity between primary and middle school, corroborated by families and community members	Vertical alignment of instruction and curriculum will enable increased continuity

### Transformation Model: Rationale

Upon completion of the needs analysis, KNOS' executive leadership team worked with Bain to develop a comprehensive strategic plan to address the identified needs. Based on observed best-practices across New Orleans and the US, KNOS decided to transition the KBCP LEA to a K-8 structure as a part of the plan to reduce variability in performance across schools. The KBCP LEA was identified as a set of schools with a high potential for growth, based on past performance metrics and cumulative leadership experience between the School Leaders. The rationale behind pursuing the implementation of a K-8 school structure is rooted in the fact that the Transformation model will allow for a multi-pronged, simultaneous approach to addressing the broad range of each school's needs at once. In order to address the priority areas of growth identified in the needs analysis, the planned intervention strategies the KBCP LEA intends to implement are well-aligned to the SIG Transformation model's focus on data-driven teacher and leader pipelines, evaluation, support systems, incentives, and job-embedded professional development opportunities. Transitioning to a unified K-8 structure will provide more opportunities for:

- leveraging the accumulated experience and expertise of instructional and administrative staff alike to improve operational inefficiencies;
- leveraging the expertise of each School Leader to improve the quality of coaching delivered to academic content team leads;
- implementing a common instructional design across all grade levels that will provide tools to teachers, leverage to school leaders, and a foundational curriculum to coaches, increasing effectiveness all around;
- dramatically improving the school environment through a reorganization of the leadership structure to leverage identified strengths of each team member;
- increased capacity for deeper engagement with families, particularly those who have children in primary and middle school;
- and cohesive evaluation and support systems for teachers and leaders with continuity between primary and middle school grade levels.

### Theory of Change

The KIPP Believe College Prep LEA's theory of change is based on the belief that we must be aggressive in raising the bar from what is "good enough" to advance through school to what is "good enough" to achieve true college readiness. As we strive to create a new normal for our students, we must also holistically define what excellent schools look like, collaboratively operate from a shared understanding of roles, responsibilities, and beliefs, and urgently work to align and meet those expectations. With this clarity and transparency in place, we will collectively work to drive school performance and leader performance as we create a new normal for our students and for our city. In order to reach the next level of performance within our schools, there needs to be a laser-like focus on the development of our most valuable assets; the educators and administrators who are on

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the ground working with students on a daily basis. We strongly believe that high-quality teachers and empowered leaders are the key to achieving our goals. By developing our educators to be not only excellent leaders for our students, but true experts in the content area they teach, the KBCP LEA will yield college-ready academic performance from students at unprecedented rates.

- *Staff and governance structure transitions: streamline and specialize school support positions, increase operational capacity by investing in organizational infrastructure and talent, create a "Head of School" leadership role*
- *Professional development and coaching improvements: provide additional time and resources for improved teacher coaching, targeted trainings and increased opportunities for cross-curricular coordination*
- *Instructional program improvements: increase vertical alignment between grade levels, continue and enhance Common Core curriculum, implement a suite of evidence-based instructional strategies*
- *Building a long-term sustainable people model: strengthening teacher pipelines and improving the quality of teachers and leaders*

Executed in highly coordinated and strategic manner, these interventions will drive all actions and plans to transition the KBCP LEA to one K-8 school and transform it into an outstanding institution that ultimately exceeds the comparatively high levels of academic achievement KNOS is known for. KIPP New Orleans Schools is strongly committed to the success of this transformation effort and intends to invest many additional resources into driving unprecedented improvement of the KBCP LEA's academic achievement measures that are competitive not only within the context of New Orleans, but also as compared with national baseline levels of achievement.

Initially, SIG funds will support the development of a comprehensive strategic plan that will outline research-based steps to restructuring the LEA. Beyond the planning year, SIG funds will be used to support increased student achievement through the implementation of a range of evidence-based instructional strategies and support systems.

- 3) **Family and Community Input.** Describe how the LEA has taken into consideration family and community input in selecting the intervention.

Family and community input were integral to finalizing the needs analysis, as described above. Qualitative data collected from stakeholders was cross-referenced with measurable student performance data to draw conclusions and generate recommendations about effective strategies for addressing identified needs. Beyond the formal needs analysis, while families with more than one school-aged child are given preferential placement for siblings, anecdotal feedback from parents has reflected an interest in seeing increased coordination of services and a more seamless transition for fourth graders entering fifth grade—a transition that will be eased once the Transformation model is implemented. Lastly, annual parent surveys currently serve to inform internal metrics of success for each school and will continue to factor into the KBCP LEA's evaluation and progress monitoring as the Transformation model is implemented and sustained.

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## SECTION 2: INTERVENTION DESIGN

- 4) **SIG Requirements.** Describe the actions that the LEA has taken, or will take, to design and implement a plan consistent with the final requirements of the turnaround model, restart model, school closure, transformation model, evidence-based whole school reform model, early learning model, or state-determined model.

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A whole-school reform model is a model that is designed to:

- a) Improve student academic achievement or attainment;
- b) Be implemented for all students in a school; and
- c) Address, at a minimum and in a comprehensive and coordinated manner, each of the following:
  - i. School leadership
  - ii. Teaching and learning in at least one full academic content area (including professional learning for educators).
  - iii. Student non-academic support.
  - iv. Family and community engagement.

If implementing either the turnaround or transformation model, describe how Increased Learning Time will be provided for:

- a) Core academic subjects (including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography);
  - b) Other subjects and enrichment activities that contribute to a well-rounded education, such as physical education, service learning, and experiential and work-based learning opportunities; and,
  - c) Teachers to collaborate, plan and engage in in professional development within and across grades and subjects.
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In preparation to design and implement a comprehensive Transformation model within the KBCP LEA, KNOS has already introduced several preliminary initiatives that will coincide with the planning phase and will carry into implementation. Conversely, some of the interventions discussed below have only been identified and will be fleshed out as the planning process continues. Each of the interventions discussed (current and in development) are aligned with established grade-level standards, appropriate criterion- and norm- referenced test requirements and the KBCP LEA's annual goals. If SIG funding is made available to support these efforts, the strategic implementation of the following interventions will give KIPP Believe College Prep the opportunity to push New Orleans' school improvement and reform efforts to new heights.

- *Staff and governance structure transitions: streamline and specialize school support positions, increase operational capacity by investing in organizational infrastructure and talent, create a "Head of School" leadership role*

Shifting the KBCP LEA from two independent schools to a single K-8 model will involve significant changes to the current staffing and leadership structures. An overarching Head of School position will oversee both instructional and non-instructional functions of the K-8, including managing the LEA's allocated budget to maximize impact on student achievement. On the operations side, each school in the LEA currently features similar operational teams, duplicating job functions. We propose creating one operational team to maximize efficiency by leveraging and building deep levels of functional expertise of team members. A high-level operations leader will drive the work of the operations team, seeking to place an individual with advanced management and business experience in the position. This leadership role will drive a cohesive visioning process for establishing all non-instructional elements of the Transformation effort. In taking the steps discussed the aim is to reduce redundancy and to minimize, if not eliminate, the amount of time current School Leaders are spending on operations-related issues, allowing them to serve exclusively as instructional leaders.

- *Professional development and coaching improvements: provide additional time and resources for improved teacher coaching, targeted trainings and increased opportunities for cross-curricular coordination*

The Transformation implementation will allow for School Leaders to coordinate the creation of Professional Learning Communities (PLCs) amongst teachers by content area and the development of highly-specialized coaches who are able to provide guidance more frequently on account of increased efficiency in non-instructional systems. Higher levels of functionality in operations, school culture and increased specialization in data management will allow for more effective differentiation of teaching and coaching needs. One of the largest areas of focus for our region has been an increased emphasis on the quality, frequency and use of data in our targeted professional development opportunities for teachers. In accordance with student and classroom goals, KBCP LEA administrators and teachers receive continual professional development and support, internally and with outside consultation (RBT, educational organizations, etc.) Teachers are actively working toward their own maturity as skillful teachers, developing leadership skills that influence students, classrooms and the school environment. The new structure will see teachers taking quizzes and engaging in data analysis activities weekly, which will be tied to school-wide tracking mechanisms to increase investment from teachers. The regional PD structure has also been altered to create professional learning communities for teachers, emphasizing collaborative planning in small groups by content area.

With more time to focus on instruction, School Leaders will consistently use learning walks, classroom observations, and ongoing professional development to assist teachers during the year and teachers will be able to attend off-campus professional development when appropriate. On a regional level, KIPP New Orleans Schools will conduct professional development activities across all of its schools. Four times per year, all the teachers of a given academic subject or grade level from all the KIPP New Orleans Schools will convene to analyze student interim test results, conduct joint planning, discuss student work, and develop long term plans. To address student performance deficiencies observed during these working sessions, the regional Academic Team revises the curriculum and provides

guidance on best approaches to re-teaching areas of weakness. There will also be outside facilitators brought in to conduct professional development for the whole KNOS team. This work will drive continued data-based decision making and curriculum adjustments designed to maximize student learning. The key staff involved in planning KBCP's professional development scope and sequence are the school leader, the regional director of curriculum and instruction, and the regional CAO. There are also region-wide professional development opportunities throughout the school year that coordinate with this school-based plan. Based on the results of the teachers' evaluations, the school leader will decide which outside organizations to bring into the school to assist with professional development, and will provide opportunities for teachers to travel outside of the school for their own development. The School Leaders will administer most of the summer professional development for his/her staff, and will lead weekly professional development with teachers on an individual and whole staff level. These professional development activities could include professional learning communities, seminars, co-teaching, time for observations at other schools, attendance at conferences, building portfolios, and completing work toward higher levels of certification.

- *Instructional program improvements: increase vertical alignment between grade levels, continue and enhance Common Core curriculum, implement a suite of evidence-based instructional strategies*

In line with regional academic priorities, all grade levels in the KBCP LEA will use KNOS' Common Core-aligned curriculum, which will see full implementation beginning in the fall of 2014. Our academic team has worked tirelessly for the past two years, developing highly literacy-based curriculum along with a strategic planning model that brings KNOS' most effective content area teachers together to create instructional materials, plans and resources for all teachers. To support instruction, KBCP will use a Personalized Learning structure, Cognitively Guided Instruction, Leveled Literacy Instruction and Corrective Reading. For students performing below benchmark in reading and mathematics, a twice-monthly assessment is done with the aim of clustering students into homogeneous small groups based on performance and identified growth areas. Math teachers will use Cognitively Guided Instruction to drive Math achievement. On account of this year's Personalized Learning initiative, middle school students who are performing in the lowest quartile of their class will receive a minimum extra 45 minutes of reading remediation in a small group setting with specialized reading interventionists each day. This initiative will serve to increase literacy in the subject areas through individualized and differentiated content, allowing for remediation of low-performing students and acceleration of high-performing students, with opportunities to develop the foundational technology skills critical to success in today's higher education and workforce opportunities.

To foster academic growth from these instructional interventions being implemented and planned for implementation, both KBCP and KBP employ a full health and wellness team that works to support all students to be socially, emotionally and physically healthy. The team consists of a school-based nurse, social worker and speech therapist along with three regional psychologists that support all KNOS schools. This team supports all students with a particular focus on students with exceptionalities and those who are enrolled in the Special Education program at KBCP and KBP.

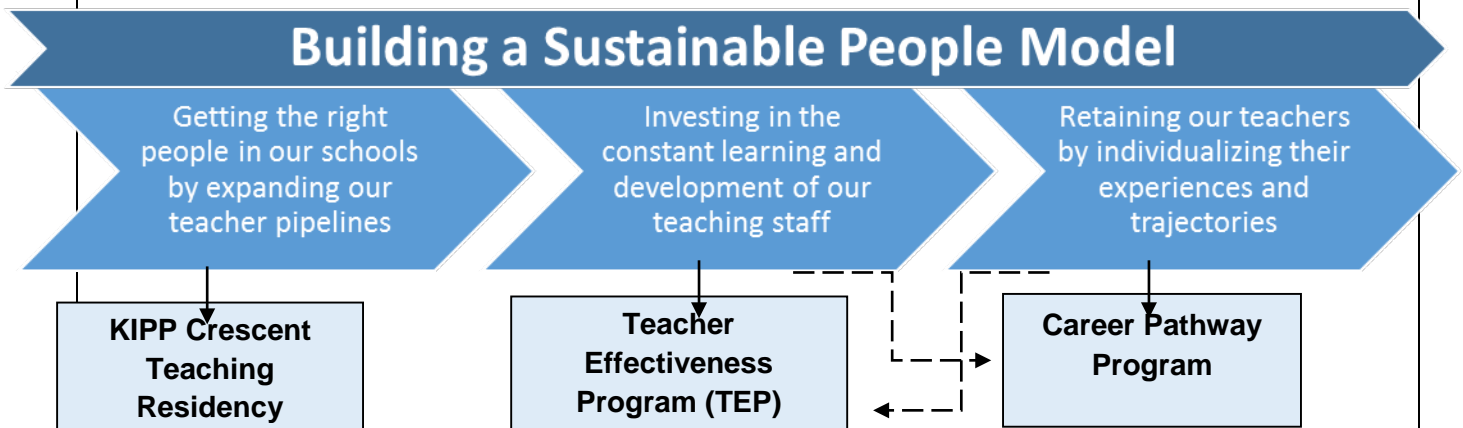
- *Building a long-term sustainable people model: strategic development of pipelines, pathways and retention of effective educators for the KBCP LEA and improving the quality of teachers and leaders*

Identifying and recruiting high-performing teachers is work shared by our regional talent recruitment team and the KBCP LEA's leadership team. The regional talent recruitment team works throughout every fall and spring to canvass New Orleans and across the country for top talent, begin initial conversations to build their interest in KNOS and understand their interests, and then lead them from the recruitment phase through the initial application phase. Further, many KNOS staff are recruited through referrals by current team members. These team member referrals are a critical component to identifying prospective new team members that fit well with the KIPP culture and are equipped to take on the rigorous demands of teaching in our schools. The KBCP LEA School Leaders ultimately



make all hiring decisions the school, working closely with the talent recruitment team to share needs and skills desired in new hires. Teaching applicants are evaluated in three key areas – fit with the KNOS mission and culture, instructional excellence, and desire for continued learning and improvement. The various phases of the interview and recruitment cycle assess each of these competencies. The resources required for this work include the regional Director of Talent and the three recruitment managers on this regional talent recruitment team.

Once on board, teacher performance is regularly evaluated using a range of metrics. KNOS' Teacher Effectiveness Program will serve as the driver in our efforts to increase teacher retention rates, rewarding our most effective teachers and encouraging growth amongst our less-experienced teachers. The Teacher Effectiveness Program sets clear benchmarks for, provides feedback to, and rewards our highest performing teachers, providing a high bar for all staff to strive to reach. The vision for this program is focused not only on incentivizing our teachers to improve, but also fostering a new way of thinking about the craft of teaching, giving our top teachers additional compensation, recognition, and responsibility. TEP provides all KNOS teachers a pathway to move up tiers of success starting from Novice Teacher to the highest designation of Distinguished Teacher with clear performance expectations and guidelines. We are committed to upholding the state's standards for success in the classroom and meeting all requirements as outlined by the state's Compass Process and Tools for teacher evaluation, which have contributed to the development of our baseline metrics for evaluating teachers. All teachers will be measured and rewarded on the following Compass-based criteria: student learning targets, performance ratings according to the KIPP Framework for Excellent Teaching, student survey scores, peer survey scores, and special education compliance scores (as applicable). Based on our research of performance-based incentives in the workplace, TEP will reward teachers for meeting identified benchmarks by creating performance tiers for teachers that correspond with increasing salary brackets.



To continue to get the right people into our schools, we must expand our reach and broaden the pools that we access to bring talent into our classrooms. The KIPP Crescent Teaching Residency is an innovative new program launching at KIPP New Orleans Schools in the 2015-16 school year. The residency program offers aspiring K-12 teachers a unique opportunity to receive high-quality training at a KIPP New Orleans school while concurrently earning a Master's degree from Relay Graduate School of Education. Over the course of the residency year, our goal is to provide each resident the training, support, and professional learning and development needed for him/her to assume leadership of a classroom – and to build a long-lasting connection to KIPP New Orleans Schools. By creating the KIPP Crescent Teaching Residency, which eliminates one barrier into the classroom (experience), we can find people with the raw talent and mindsets to become great lead teachers in the future. We will provide each teacher resident with the training, support, professional learning and development necessary for him/her to successfully assume leadership of a classroom. By investing deeply in each of our teacher residents, we believe that we can foster in them a deep and long-lasting connection to KIPP New Orleans Schools.

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While our residents will have the steepest learning curve to climb, we believe in investing in the constant learning and development of every KIPP teacher through our Teacher Evaluation Program. We believe that success in teaching manifests itself in many ways, but that there are common indicators that all teachers achieving excellence share. We will work to define this vision of success across our schools, and then identify, recognize and reward it when we see it. To do so, we will gather rich data that informs us about the success of our teachers, as well as their areas for growth. We will regularly assess teachers on a variety of metrics, provide valuable feedback, and develop actionable plans for improvement so that we can ensure constant growth along a continuum of effectiveness. Additionally, when teachers present a pattern of not meeting standards and/or making efforts to improve, we will have a common, objective language and system with which to make strategic exiting decisions so that our children continue to have access to the high-achieving teachers they deserve.

Our belief in recognizing and rewarding excellence in teaching will be for naught if we are not also retaining these talented educators. We know that job satisfaction in a role is highly individualized, and as such, we must do more to individualize the teacher experience and long-term trajectory at KIPP New Orleans. By creating a Career Pathway Program, we believe that we can define, identify, and create a set of opportunities that allow our teachers to both hone their craft and flex additional muscles while also meeting school- and region-wide needs.

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- 5) **Evidence-Based Strategies.** Describe how it will implement, to the extent practicable, in accordance with its selected SIG intervention model(s), one or more evidence-based strategies.
  - 6) The LEA should at least include one strategy that relates to quality curriculum development that aligns with the State's academic standards. For Priority schools, the State has identified two additional priorities for which LEA's may choose to align evidence-base strategies: 1) Early Childhood Education; and, 2) Career and Technical Education.

## Evidence-Based Strategies

In support of the interventions outlined above, particularly those specific to instructional programming, the KBCP LEA will implement several evidence-based strategies to drive improvement.

- *Comprehensive Common-Core Curriculum and Coaching:* KIPP New Orleans Schools' advance adoption of the Common Core standards (CCSS) puts the KBCP LEA in a strong position for accelerated growth under the proposed leadership structure, allowing more specialized coaching at the school level. The scale of our Common Core transition across KNOS' ten schools has involved extensive communication and collaboration between our regional Academic Team, our schools, teachers, students, and parents. This summer, KNOS' highest performing teachers (as measured by our performance management system) were designated as Curriculum Fellows, refining benchmarks of success to redefine what success looks like for our students and teachers based on the PARCC and the Common Core standards. KNOS uses an internal four-time per year interim testing structure to benchmark student progress and evaluate preparation for the iLEAP/LEAP tests. These tests are highly aligned to the current Louisiana GLEs and hold strong predictive power for our students' success. KNOS' transition to CCSS 4 key elements: build internal knowledge, recreate structures, build benchmarks of success, and redevelop curriculum. This multi-pronged approach is designed to ensure that all members of our school and academic teams not only have the resources to implement the Common Core Standards, but that they also fully understand and internalize the shifts in instruction, rigor, and student learning that are intended by the Common Core Standards. Without a deep understanding, school leaders, assistant principals, and teachers will not be equipped to fully drive CCSS-aligned instruction and student achievement.
- *Corrective Reading, Leveled Literacy Intervention, Close Reading, Guided Reading and Cognitively Guided Instruction:* The KNOS Academic Team is beginning to coordinate a comprehensive effort to vertically align math and literacy instruction across a variety of curriculums. These strategies are based on small group intervention and instruction, allowing for more one-on-one instruction and the ability to quickly identify and remediate gaps in mastery. In math, teachers will use Cognitively Guided Instruction in lower grade levels to build a conceptual foundation of math comprehension—featuring scenario-based word problems, students spend time working independently to build number sense. As students progress into higher grade levels, teachers will use Eureka Math to continue conceptual development of math concepts and problem-solving, building on the skills and knowledge students master through CGI. Reading instruction begins with the Leveled Literacy Intervention program, used as a curriculum for lower grades and as a remediation intervention for upper grades. LLI utilizes small group intervention/instruction where the teacher works with groups, allows for more one-on-one instruction and the ability to identify and remediate gaps quickly. Maximizing instruction time, it features built-in assessments and progress monitoring to invest students' in their progress and to keep instruction on-level. Literacy teachers and interventionists also use Guided Reading and Close Reading strategies to differentiate for student learning styles, improving achievement across the board. Lastly, Corrective Reading is used as an intervention for students who are typically three or more years below grade-level, focusing on decoding and phonics remediation. Corrective reading promotes fluency, closing comprehension and decoding gaps at a faster rate so that students can tackle on-level texts independently. Each of these evidence-based elements of the KBCP LEA's academic instructional program serves to complement the others and act as a foundation on which to build a fully vertically aligned course of study for math and reading instruction. The KNOS Academic Team provides comprehensive supports and specialized Professional Development around putting these literacy-based strategies to work in the classroom.
- *Personalized Learning Initiatives:* Every KBCP middle school student will have one daily class period designated specifically for fully individualized instruction, remediation and advancement / extension, intended to serve as a bridge for better differentiation of individual student needs than offered in a traditional setting. This model is based on extensive best-practices research and pilot programming at KIPP Central City Academy that resulted in that school's ranking as New Orleans' top-performing open-enrollment public charter school last year. Essentially, we are creating an additional class period that focuses on building foundational skills for students who need extra

help and extension skills for those who can be pushed—outside of the timeframe and structure of how we traditionally teach reading and writing. This block of the day (iClass) will allow students to receive instruction on their specific level through a range of software programs and/or small-group instruction. The proposed Personalized Learning model will support academic achievement not only by driving growth and mastery of content on an individualized basis, but also by providing students and teachers a framework in which to develop soft skills related to self-regulation, self-motivation, problem-solving and a sense of responsibility for one's own learning, while also remediating lower achieving students in math and reading. Digital literacy, technology and innovation are key tenets of the model, preparing students for academic success and opening pathways to college and career opportunities. By consolidating staff and resources around a new class structure that promotes individual and small-group instruction, we are maximizing our impact on academic outcomes for students. Creating time in the day for targeted remediation and acceleration enables educators to help grow our lowest performing students while simultaneously pushing our highest performers to extend themselves to explore content above and beyond baseline standards and achieve higher levels of mastery. At the primary school level, components of this model are being piloted through classroom-based station-rotation strategies, promoting greater differentiation of student needs. As alignment between the two schools is established, the KBCP LEA will also work toward incorporating more Personalized Learning opportunities at the primary level and promoting continuity for the utilization of education technology tools.

Beyond the planning year, additional strategies will be identified, researched, and implemented with a focus on teacher training, coaching and leadership development, building on the talent development work currently underway.

- 7) **External Providers.** *(If applicable)* The LEA must describe actions it has taken, or will take, to recruit, screen, and select external providers to ensure their quality, and regularly review and hold accountable such providers for their performance.

At this point in time, KNOS has identified Jennifer Goldstein to facilitate the creation of the KBCP LEA's strategic transition plan. In addition to being deeply familiar with KIPP New Orleans Schools, Ms. Goldstein's track record of success in planning, implementing and overseeing comprehensive transitions resulted in her selection to lead the initial phases of the proposed Transformation interventions. Specifically, her participation in the preliminary stages of the School Turnaround model implementation at KIPP New Orleans Leadership Academy as Chief of Staff.

Moving forward when we seek expertise of external providers, the KBCP LEA is committed to ensuring students are afforded services from qualified, high-performing individuals and organizations. KNOS is fortunate to partner the KIPP Foundation, which coordinates the highest performing network of CMOs in the country and specializes in leadership development and selection, to provide guidance on best-practices around working with external providers. If teachers, staff and leadership identify a specific need that is above and beyond the capacity of the school, School Leaders collaborate with members of the KNOS SSC teams to recruit, screen, and monitor the performance of external providers. Depending on the nature of services needed, a School Leader might work with the Student Support Services team, the Talent Team or the Executive Team to initiate the recruitment process. Recruitment involves public postings, distribution of posting within professional networks and, in the cases of large contracts, a bidding process as required. With guidance from the KNOS School Support Center, potential providers undergo a rigorous screening process that includes evaluation of demonstrated success in past experiences, cross-referencing all applicable licenses and certifications, a multi-tiered interview process and extensive reference checking. Once a provider has been selected, specific deliverables and performance measures are written into their contract, guiding the ongoing accountability process overseen by appropriate channels of leadership through formal reviews of progress to goals. External Special Education service providers are evaluated based on measured progress toward goals of each student's Individualized Education Plan.

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- 8) **Planning/Pre-Implementation.** *(For an LEA that intends to use the first year of its School Improvement Grants award for planning and other pre-implementation activities for an eligible school)* Describe specific planning and other pre-implementation activities, provide a specific timeline for implementing those activities, and describe how those activities will lead to successful implementation of the selected intervention.

To ensure the KBCP LEA undergoes a successful transformation from two independent schools to a single K-8 model, the 2015-2016 school year will be used for comprehensive strategic planning in advance of full implementation. By creating a road map that takes into account the unique components of each school to build a configuration that complements and enhances strengths within each, the KBCP LEA will be positioned to achieve maximum impact on student outcomes moving forward. Additionally, transitioning to a single-school model will promote organizational sustainability and more efficient financial management by leveraging all available resources and talent. Comprehensive planning in advance of this transition is critical to ensuring that all aspects of the reforms are accounted for, a framework for implementation and explicit action steps for each school team. Planning activities are currently being initiated and an external consultant—a former Chief of Staff for KIPP New Orleans Schools’ School Support Center—has been engaged to lead the effort. Ms. Goldstein’s extensive experience will inform the creation of the KBCP LEA’s strategic transition plan. In the next month, Ms. Goldstein will collaborate with the KBCP LEA School Leaders to create and present a timeline of specific planning activities that will be pursued to establish a roadmap for the transition to the new model, which will include:

- best-practices research on highly effective administrative structures;
- site visits for KBCP LEA School Leaders to exemplar models;
- financial modeling for a single-school structure, including revenue and expense projections and the associated impact on transformation activities;
- and composition of a full strategic plan and presentation.

Simultaneous to Ms. Goldstein’s planning work, School Leaders will be actively implementing the following interventions within each of their schools in preparation of coordinated efforts:

- implementation of the regional Common Core curriculum and relentless drive to improve academic outcomes for KIPP Believe Primary and KIPP Believe College Prep middle school;
- beginning to synchronize content and coaching structures that will drive achievement in the context of the new model;
- teacher training/leadership pipelines work: establishing and strengthening foundation of high-quality, invested educators and leaders;
- and community engagement strategy initial implementation: establishing and strengthening a foundation of support and engagement from families and community members.

- 9) **Family and Community Engagement.** Describe a specific plan for how the LEA will meaningfully engage families and the community in the implementation of the selected intervention on an ongoing basis.
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KIPP Believe College Prep first opened its doors to students two weeks before Hurricane Katrina flooded the city of New Orleans, scattering our students across the country and initiating the first of many targeted community outreach efforts. Immediately following the storm, our team set to work locating as many students and families as possible. With a critical mass of students settling in Houston, KBCP's founding leadership team relocated there and opened KIPP New Orleans West (NOW) College Prep, serving 400 displaced New Orleans students. From this experience, we immediately learned the crucial importance of building strong relationships with the families who we serve and the communities in which they live—a lesson that continues to drive our approach to educating students. At the core of our model from the very beginning is a shared understanding that a KIPP education is a partnership between parents, students and teachers that puts learning first.

As KBCP initiates interventions to implement the proposed Transformation model, the community's understanding, respect and participation in this work is critical to its success. Throughout the process, we aim to ensure that transparent communication and engagement takes place on a regular basis. The KBCP LEA's school-based teams play a critical role in communicating progress to students, parents, and the larger KIPP community.

During the 2015-2016 school year, KIPP New Orleans Schools is prioritizing building community partnerships across all levels of the organization and is rolling out a comprehensive Community Engagement Plan, which aims to improve engagement of our stakeholders in network-wide and school-based issues by leveraging our size and scale. The overarching goal behind this initiative is to build and strengthen relationships with our constituents to establish a broad-reaching network of advocates and supporters. The impact of this work will ultimately be reflected in improved participation in KBCP events, increased public support for KNOS, and a continued increase in student achievement. The School Support Center's Advocacy Team will offer support and guidance to school staff as they work to build relationships with specific community leaders and elected officials. To develop stronger ties in their communities, the schools under the KBCP LEA will build relationships with individuals in each of the following categories:

- **Parent Champions** (average of one per grade level served, for a total of about 4-6) – Parents who are clear supporters of each school and who are willing and able (with support) to communicate their support publically.
- **Neighborhood Representative** (1) – A representative of the local neighborhood organization or a prominent, unaffiliated neighbor to the school.
- **Faith-based Representative** (1) – Pastor or other representative of a local religious organization, ideally one with close proximity to the given school, or from an institution where many of that school's students and families are members.
- **Partner Organizations** (1) – A representative from a partner organization that is working with the given school's students and/or their families (ie, Youth Empowerment Project, Center for Restorative Approaches, Roots of Music, etc)
- **Other Representative** (1) – Any other community member, possibly including a local business, civic organization, professional group, etc.

Throughout the planning year, the Business and Operations Managers (BOMs) for the KBCP schools will drive this work, taking the lead on identifying and cultivating members of the local school community including neighborhood organizations, religious organizations and other school-based partner organizations. Responsibilities associated with this integral role include:

- Collaborating with the KNOS SSC team to develop a school-specific annual community partnership plan.
- Identifying and cultivating Parent Champions by October 1<sup>st</sup>, 2015. Each school will have at least as many parent champions as they have grade levels.

- Identifying and cultivating community members to represent the neighborhood, the faith community, partner organizations and local businesses. These individuals will all be identified by November 1<sup>st</sup>, 2015.
- Creating and maintaining a shared database of contact information of all community contacts mentioned above.
- Coordinate school-based events mentioned in the Community Programming Strategy, detailed below.

These family and community representatives will be consulted throughout the planning process to provide feedback on the specific strategies to be used in the implementation phases of the Transformation. As the Transformation implementation progresses, the continued cultivation of these relationships and execution of deliverables within the established annual plan will be strategically delegated within the LEA's school operations team. Lastly, KBCP will explore the possibility and feasibility of partnering with external organizations to provide intensive trainings on advocacy education for representatives to equip parents and community members with the tools and knowledge they need to effectively organize and advocate for students. A portion of the planning year will be spent evaluating whether there is capacity to pursue such a partnership and, if so, the ideal timing to do so.

### SECTION 3: GOALS

- 10) **Monitoring.** Describe how the LEA will monitor each Tier I and Tier II school, or each priority and focus school, that receives school improvement funds, including by:
- a) Establishing annual goals for student achievement on the State's assessments in both reading/language arts and mathematics

**Monitoring.** KIPP New Orleans Schools' organizational emphasis on constant data analysis is at the core of our accountability structures and drives the majority of decision-making and improvement processes. The KIPP New Orleans leadership team maintains a strong pulse on all school performance, operations, and regional health and intervenes when necessary to provide appropriate supports and coaching for any challenges that arise. The Chief Academic Officer closely monitors the academic components of each school, utilizing ongoing formative student achievement results, school walk-throughs, school leader conversations, and other interactions with staff to maintain a strong, ongoing understanding of progress in each school. The CAO will actively provide coaching to School Leaders and coordinate trainings for Instructional Coaches with the KNOS Academic Team. The Chief Operating and Finance Officer and Chief Executive Officer, alongside the CAO, oversee KBCP's operational and financial activities, monitoring monthly financial reports and ongoing school quality measures including an annual regional school quality review (SQR) and periodic school-level evaluations. KBCP works to attain Adequate Yearly Progress (AYP) across 90% of subgroups (and all schools in the KNOS network) in accordance with key measures (e.g., participation in No Child Left Behind Act).

To ensure effective monitoring, KNOS' regional Information and Analytics team has built a comprehensive system for student data management utilizing programs like EduSoft, Qlikview, PowerSchool and Kickboard. This system enables real-time input, access and analysis of academic performance data, disciplinary/behavior data, attendance data, and class schedules, allowing the CAO and the regional leadership team to maintain a close understanding of student data and progress toward academic goals. The regional leadership team uses this data in conjunction with other insights about finances, operations, and staff performance to gauge regional progress. Additionally, using academic performance data, teachers and school leaders use academic performance data to engage in targeted reflection, collaborating with the teachers and staff in



other KNOS schools every six to eight weeks and within KBCP-specific, school-level content teams every two weeks. This data system and reflection structure quickly delivers data to teachers and empowers them to best address students' individual needs. The school and regional leadership teams then utilize results to identify each teacher's key areas of need, differentiating and developing professional development sessions or individualized coaching. If results do not indicate progress is being made to goals, interventions and instructional strategies will be reevaluated through a collaborative process between School Leaders and the regional Academic Team to identify areas of weakness and strategize how to remediate those weaknesses.

**Goals.** The KIPP Believe College Prep LEA and the KIPP New Orleans Schools network at large have set ambitious achievement goals for students, encompassing all core subject areas. KNOS has a long-term vision of college-readiness, matriculation and persistence for all of its students; all aspects of the network's planning and programming are therefore linked to this ultimate outcome. To hold KBCP accountable to the expectation that all students in a KNOS school will receive a transformative educational experience that embodies, at its core, a vertically aligned curriculum, sophisticated assessment and data analysis tools, along with a robust professional development program

KBCP will regularly administer the Measures of Academic Progress (MAP) assessment and KNOS' internal interim assessment, using results as an indicator of growth to measure student growth in academic subjects throughout the year to ensure KBCP is on track to meet these goals. These goals will be adjusted accordingly as the state transitions to the PARCC assessment to ensure we are maintaining comparable measures of student achievement on the new scale.

**SPS Performance Goals.** Complete the table below by entering the actual and projected School Performance Score(s) for each year in which the LEA is requested School Improvement funds.

Actual SPS		Projected School Performance Score				
2013 SPS	2014 SPS	2015 SPS	2016 SPS	2017 SPS	2018 SPS	2019 SPS
78.1	83.5	86	89	92	96	100

**Percent Proficient Performance Goals.** Complete a table below by entering the actual and projected reading/language arts and mathematics percent proficient data for each year in which the LEA is requested School Improvement funds. Example – if the LEA is requesting funds for a school that serves grades K-8, an application may include tables for 4<sup>th</sup> grade math, 4<sup>th</sup> grade reading/language arts, 8<sup>th</sup> grade math, and 8<sup>th</sup> grade reading/language arts.

Grade: 4		Subject: ELA				
Actual % Proficient		Projected % Proficient				
SY2013-14	SY2014-15	SY2015-16	SY2016-17	SY2017-18	SY2018-19	SY2019-20
N/A	Not Yet Available	55%	58%	60%	65%	75%

Grade: 4		Subject: MATH				
Actual % Proficient		Projected % Proficient				
SY2013-14	SY2014-15	SY2015-16	SY2016-17	SY2017-18	SY2018-19	SY2019-20
N/A	Not Yet Available	73%	76%	80%	84%	<b>87%</b>

Grade: 8		Subject: ELA				
Actual % Proficient		Projected % Proficient				
SY2013-14	SY2014-15	SY2015-16	SY2016-17	SY2017-18	SY2018-19	SY2019-20
61%	Not Yet Available	63%	68%	72%	75%	<b>78%</b>

Grade: 8		Subject: MATH				
Actual % Proficient		Projected % Proficient				
SY2013-14	SY2014-15	SY2015-16	SY2016-17	SY2017-18	SY2018-19	SY2019-20
78%	Not Yet Available	75%	78%	81%	84%	<b>87%</b>

- b) Establishing and measuring progress of annual goals beyond State assessments that the LEA will use to measure the success of the selected interventions that, if met, will result in the school meeting the annual student achievement goals on State assessments.

Describe clear, measurable and relative annual goals that measure the progress of selected interventions? Clearly describe a logical connection between how meeting each of the intervention's annual goals will result in attaining the annual student achievement goals

School Health Focus Areas	Metrics	Goal	
	PS/MS	PS/MS	
		Level 1	Level 2
School Performance	Assessment Index	80	90
	% Proficient ELA/Math	75	85
	% Goal, Math (MAP)	72%	76%
	% Goal, Reading (MAP)	65%	70%
	Median %tile M/R	50 <sup>th</sup>	60 <sup>th</sup>
To And Through College	% Matriculation to KIPP MS	85%	95%
	% Matriculation to KIPP HS	50%	60%
	% Non-KIPP attending high quality match	85%	95%
Parent/Student Satisfaction & School Identity	% Attrition Rate	10%	8%
	% Parent Satisfaction	85%	95%
	% Student Satisfaction	90% (PS), 65% (MS)	95% (PS), 75% (MS)
	% Attendance	95%	97%
	% Suspension Rate	TBD	TBD
Staff Culture & Environment	% School Wide Retention	75%	85%
	% Adult Satisfaction	88%	93%
	% Adult Investment	75%	85%
	% Irreplaceable Retention	90%	100%
	Succession Planning	Yes	Yes & Regionally Vetted
Regional Leadership	% Strongly Agree/Agree: Healthy Engagement Collective Ownership Team and Family	85%	100%

The metrics listed above reflect goals for KNOS primary and middle schools for the coming year. This year's planning efforts for the Transformation model implementation will result in a unique set of targets specific to the full K-8 model. These metrics will help the KBCP LEA and the KNOS Academic Team evaluate the effects of the interventions being applied.

- 11) Describe a systematic process for making adjustments to the selected interventions if the school is not on track to meet its goals.

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School Leaders participate in a feedback cycle with the KNOS Academic Team, receiving formal recommendations three times throughout each year as part of a year-long performance management cycle. Additionally, KIPP New Orleans Schools is finalizing an updated performance measurement tool we are calling the Framework for High Impact Schools, which will serve to aggregate a wide range of metrics—including student participation rates on State assessments in reading / ELA and math, student attendance rates, student retention rates, discipline incidents—that will be used as an internal evaluation of school performance. The data will be housed within KNOS' customized data aggregation system, allowing teams to monitor progress to goals at all times. If the school's performance is not seeing significant improvement from the interventions applied, the regional Academic Team will allocate a greater proportion of time providing guidance, coaching and planning support to strategize the best approach to remediating the situation.

- 12) **Oversight and Support.** Describe how it will provide effective oversight and strong support for implementation of the selected intervention for the school the LEA proposes to serve (for example, by creating an LEA turnaround office).

In support of long-term capacity and tracking progress toward the outlined academic achievement goals for the Transformation effort, the CMO's Academic Team will oversee the implementation process with the CAO directly managing first the school leaders and eventually the LEA Head of School. Four SSC-based content specialists will handle bottom-line management of school-based instructional coaches, also facilitating job-embedded professional development for teachers on a regular basis. School Leaders, instructional coaches and, eventually, the LEA Head of School will also participate in quarterly regional professional development sessions along with the eight other schools in the KNOS network. KNOS' regional PD provides a platform for collaborative, high-impact program monitoring of student achievement data, which is then used by KBCP leadership to make plans for coaches, teachers, or CMO teams that are not making sufficient progress to the identified goals. All KNOS teachers and staff participate in a two-week, region-wide summer professional development intensive each summer.

- 13) **Accountability.** *(If applicable)* Describe how the LEA will hold the charter school operator, CMO, EMO or other external provider accountable for meeting grant requirements.

Built into KNOS' organizational structure and relationship with schools, feedback and reflection are constantly being shared between leadership teams at the CMO and school level. Beyond the baseline expectation that leaders at each level will engage in open communication on a regular basis, several formal structures and systems are in place to ensure LEA needs are being met by the CMO. The KBCP LEA leadership team completes an annual survey to evaluate the CMO's delivery of academic and operational support services. Additionally, the CMO and school-based teams will convene regularly during the planning year as a strategic plan is developed to ensure a collaborative, inclusive process. KNOS is committed to providing coaching services specific to deficiencies in student outcomes, which are examined carefully to identify the most impactful area of weakness. If, for instance, the conclusion is that a school-based instructional coach is underperforming, some of the onus of responsibility is placed on the CMO as the trainer for the coach and appropriate intervention from the CAO will result.

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#### SECTION 4: LEA STRATEGY

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**Capacity.** Describe the actions that the LEA has taken, or will take, to determine its capacity to provide adequate resources and related support to each Tier I and Tier II school, or each priority and focus school, identified in the LEA's application(s) in order to implement, fully and effectively, the required activities of the school intervention model it has selected on the first day of the first school year of full implementation.

**Actions to determine capacity**

KNOS' partnership with Bain Capital Consulting this spring involved a full-scale needs assessment and capacity analysis to inform the development of an organizational strategic plan that addresses our short-, medium- and long-term priorities. Aggregating student achievement data, enrollment projections, staffing structures and available resources, the transition to a K-8 model for KBCP was identified as a strategy to leverage KNOS' current capacity, laying the foundation for a sustainable and efficient model that enables the LEA to allocate more resources to improving student outcomes. For the duration of the Transformation implementation, the KBCP LEA will receive support from the KNOS Academic Team in implementing interventions targeted at increasing the frequency and quality of coaching and professional development for teachers. The goal behind the complete restructuring of the schools' operations teams is to improve efficiency and enable specialization – the roles and responsibilities of existing staff will shift in order to leverage individual strengths and interests. Given our network's scale, we have the resources to employ a three-member data and analytics team to drive our regional academic data analysis, a full-time regional Director of Curriculum and Instruction (DCI) to develop Common Core-aligned assessments and curriculum, and a Chief Academic Officer (CAO) responsible for the coaching and development of our school leaders and school-based coaching teams. The KNOS Academic Team will also engage in content-focused "intensives," spending a full day observing and working with teachers and school-based coaching teams on a regular basis. By increasing opportunities for in-depth coaching from school-based teams and leadership, the Transformation implementation will allow for greater capacity-building internally within the KBCP LEA. In particular, the build-out of formal content-specific Professional Learning Communities across all grade levels will drive vertical alignment and promote cross-curricular collaboration amongst content teams. As one of the highest-performing CMOs in the city of New Orleans with a track record of successfully turning around struggling schools, KNOS has determined that execution of the required activities for this turnaround is necessary and continues to be a priority that will not see a deficit of support or resources. SIG funds will be used to initiate the planning process required in advance of transitioning to the K-8 model and will provide additional support for school-based staffing changes and enhancements to ensure full implementation. By enabling KBCP to pursue a Transformation process to a K-8 model and the subsequent improved efficiency that comes with it, SIG funds will inherently support internal capacity-building toward improved academic outcomes for students.

14) **Resource Alignment.** The LEA must describe actions it has taken, or will take, to align other resources (for example, Title I funding) with the selected intervention.

Currently, KBP and KBCP each participate in their own budgeting, forecasting and analyzing process. The dual process results in redundancies and inefficiencies. As mentioned, these funds would allow KBP and KBCP to gradually transition to a single budgeting process for the LEA. This would minimize time spent on finance activities by school leaders, operations managers and SSC finance staff. This new efficiency would allow school leaders a greater focus on coaching, professional development, and rigorous planning.

Beyond the planning year, the consolidation and specialization of operations staff will continue to allow for a greater focus on non-operational and finance related projects. The strategic delegation of roles and responsibilities across the operations team will allow for increased coordination and alignment of available resources. As we decrease time spent on finance and operational activities, school leaders and BOMs will free resources to focus on common core alignment across all subjects,

increasing rigor, community engagement, teacher coaching, curriculum planning, aligning curriculums across grades to provide more continuity, etc. For example, as we free up time for our BOMs and school leaders, they will have more time and bandwidth to cultivate a wider range of community partnerships.

Into perpetuity, KBCP's leadership team will have support from KNOS' SSC to ensure resources are maximized to sustain the efforts. KNOS' Director of Accounting and Compliance will continue to ensure available state, local and federal funds are leveraged and are aligned to Transformation activities. KNOS Finance Team members, KBCP's School Leaders, Business and Operations Managers (BOMs), and the CFOO will continue to coordinate to align resources and maintain higher levels of efficiency.

Members of the SSC's finance and development teams actively collaborate with federal and state entities to apply for eligible funding streams on an annual basis, including those funds attributed to our per-pupil MFP model. The SSC also employs a host of procedures and processes to facilitate monthly and quarterly reimbursements to meet the needs of each school as dictated by carefully monitored budgetary plans. Lastly, the finance team tracks (regional and) school-level financial data, provides Board-mandated reports, creates requisite documentation for state authorities (including grant expenditures and school improvement plans), manages accounts payable and receivables, liaises with vendors, creates/monitors school-level budgets, including monthly updates to schools on financial status, and handles payroll and benefits management. Because many of the proposed interventions are complementary to regional priorities and initiatives, the proposed activities are very well aligned to the distribution of these state, local and federal funds.

The KNOS regional budget is built on a school-by-school and fund basis, which allows for specific funds to be tagged directly to the school and items intended for their coverage. Therefore, additional funds allocated to KIPP Believe College Prep will go directly to support that school's operations. The school's Business Operations Manager works closely with the regional finance team to ensure that these funds are properly budgeted, claimed, documented, and tracked. The KNOS SSC sets the budget expense targets for each school, ensuring that targets are manageable, feasible and that additional resources are directed to schools most in need. This allows for a greater proportion of our fundraising and non-recurring revenue to be allocated to KBCP to ensure it can fully and effectively implement the proposed Transformation interventions, ultimately leading to improved student achievement results.

KNOS has already taken steps to align other funding sources to our objectives. Currently, KIPP Believe receives funds from grants concerned with new teacher training and retention, TEP, and PD and coaching improvements. Believe receives funds for personalized learning and small group instruction, providing additional, on-level instruction for students. School leaders are implementing more evidence based instructional strategies to maximize student growth and engagement. Additional funding will expedite the streamlining process, freeing up our school leaders more quickly to increase their focus on academics.

- 15) **Practices and Policies.** The LEA must describe actions it has taken, or will take, to modify its practices or policies, if necessary, to enable it to implement the selected intervention fully and effectively.

The proposed modifications are largely structural in nature and will not require significant changes to LEA or CMO policies. At present, each school drives staffing, curriculum and budget decisions autonomously, with support and guidance from the CMO. KNOS provides a framework of expectations and limitations within which KBCP LEA School Leaders exercise discretion based on what is best suited to their school. In order to implement the proposed transformation model, the overall leadership structure and staffing structure for school operations will shift, requiring greater levels of

collaboration. The planning phase will identify a process for consolidating, combining and adjusting school-specific practices and policies of concern to ensure a smooth transition and provide guidelines for cooperative decision-making. With that said, many practices and policies followed by schools under the KBCP LEA are dictated by the KNOS CMO and are already shared by both schools.

As KNOS teachers do not participate in a union, there are no collective bargaining revisions needed. The KNOS human resources policies already guide conduct within each KBCP LEA school and will be monitored and enforced by our regional Director of Human Resources to ensure compliance and effective implementation.

**Sustainability.** Describe how the LEA will sustain the reforms after the funding period ends.

**Sustainability.** At its core, the proposed transformation model is in itself a strategy to ensure the long-term success and sustainability of KBCP. Enduring, high-quality professional development and retention of teachers and leaders will be key to both effectively executing the transformation plans and sustaining the resulting gains in academic achievements over time. CMO-coordinated initiatives like the Teacher Effectiveness Program and KIPP Crescent Teaching Residency will serve to sustain and retain committed and highly-effective teachers; we are confident that the practice of investing in people is one of the most sustainable approaches to implementing this Transformation model. Also critical to carrying this work into the future will be the increased and ongoing engagement from our families and community stakeholders. The KNOS Community Engagement Plan, detailed above, will guide the build-out of a structured approach to cultivating meaningful relationships to increase participation and investment in the reform interventions.

In support of sustaining the proposed reforms, KNOS will provide ongoing technical assistance to the KBCP LEA in relation to each of the interventions outlined above, including additional allocation of resources as necessary. KNOS currently covers a portion of each school's operating costs through private fundraising. The amount of coverage provided to certain schools depends on their maturation and growth; our most established and fully built-out schools are sustainable on a very small subsidy while our schools that are growing or in need of additional resources require a great deal more support. As this is a time of both rapid growth and also transformation for KIPP, the need for additional funding at this point is particularly acute. At the termination of this grant, most of our growing schools will be fully built out and therefore operating with a much smaller fundraising need. This should allow for a greater amount of private philanthropic resources to be allocated to support these ongoing efforts at KBCP.

Our success in implementing similar structures and initiatives with support from local and national funders on an individual, corporate and foundation level does lead us to believe that once we reach the ambitious goals outlined in this proposal, the results will speak for themselves and our program will be recognized as a more than worthy cause amongst funders should additional funding be required.

## **SECTION 5: MODEL SPECIFIC QUESTIONS (IF APPLICABLE)**

- 16) **REAP.** (For an LEA eligible for services under subpart 1 or 2 of part B of Title VI of the ESEA [Rural Education Assistance Program] that chooses to modify one element of the turnaround or transformation model) Describe how the LEA will meet the intent and purpose of an element of the turnaround or transformation model that the LEA chooses to modify.

N/A

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17) **Whole-School Model.** *(For an LEA that applies to implement an evidence-based, whole-school reform model in one or more eligible schools)* Describe how the LEA will:

- c) Implement a model with evidence of effectiveness that includes a sample population or setting similar to the population or setting of the school to be served; and
- d) Partner with a whole school reform model developer, as defined in the SIG requirements.

N/A

18) **Restart Model.** *(For an LEA that applies to implement the restart model in one or more eligible schools)* Describe the rigorous review process (as described in the final requirements) the LEA has conducted or will conduct of the charter school operator, CMO, or EMO that it has selected or will select to operate or manage the school or schools.

N/A

19) **Timeline.** The LEA must include a timeline delineating the steps the LEA will take to implement the selected intervention at the identified school.

See Section E.



C. BUDGET: Include the FY14 LEA Application Budget form with this LEA Application Narrative. The LEA budget must indicate an amount of the school improvement grant the LEA will use each year in the school it commits to serve.

In the FY14 LEA Application Budget form, provide a budget that indicates an amount of the school improvement grant the LEA will use each year to:

- Implement the selected model in the school the LEA commits to serve;
- Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA's schools; and
- Support school improvement activities, at the school or LEA level,

LEA Application Budget Form included with this application:

Yes

No

### Budget Summary

The LEA must provide a budget that indicates the amount of school improvement funds the LEA will use in the school it proposes to serve and the funds it will use to conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA's Tier I and Tier II schools, or priority and focus schools.

If SIG funds will be used by the LEA/CMO, describe how the funds will be used to support SIG activities.

KIPP Believe College Prep respectfully requests one year of funding to support planning activities, which will be executed largely by executives within the CMO—KIPP New Orleans Schools. These CMO-level activities will include extensive best-practices research, site visits to exemplary models and comprehensive strategic planning. These CMO-related expenses will be split evenly between KIPP Believe College Prep middle school and KIPP Believe Primary.

For the duration of the grant period, the CMO will provide a range of support services to the LEA on an ongoing basis, including: planning assistance; targeted professional development and leadership trainings; accountability and progress monitoring; data management and analysis services; financial sustainability planning; operations management; and human resources services. We intend to minimize the use of SIG funds on CMO-level expenses beyond the planning year, allocating the vast majority of grant funds toward school-level activities once implementation begins.

Note: An LEA's budget should cover three years of full implementation and be of sufficient size and scope to implement the selected school intervention model in each Tier I, Tier II, priority, or focus school the LEA commits to serve. Any funding for activities during the pre-implementation period must be included in the first year of the LEA's budget plan. Additionally, an LEA's budget may include up to one full academic year for planning activities and up to two years to support sustainability activities. An LEA may not receive more than five years of SIG funding to serve a single school. An LEA's budget for each year may not exceed the number of Tier I, Tier II, and Tier III schools, or the number of priority and focus schools, it commits to serve multiplied by \$2,000,000

**1. LEA/CMO Proposing a 3-Year Implementation Plan for a School**

	Year 1	Year 2	Year 3	3-Year Total
School-Level Activities	\$	\$	\$	\$
LEA/CMO-Level Activities	\$		\$	\$
Total Budget	\$	\$	\$	\$

Year 1 Budget: Full Implementation

Year 2 Budget: Full Implementation

Year 3 Budget: Full Implementation

**2. LEA/CMO Proposing to Implement a Model at a School on the First Day of the Upcoming School Year**

	Year 1		Year 2	Year 3	Year 4	Year 5	5-Year Total
	Pre-Implementation	Full Implementation					
School-Level Activities	\$	\$	\$	\$	\$	\$	\$
LEA/CMO-Level Activities	\$		\$	\$	\$	\$	\$
Total Budget	\$		\$	\$	\$	\$	\$

Year 1 Budget: Pre-Implementation / Full Implementation

Year 2 Budget: Full Implementation

Year 3 Budget: Full Implementation

Year 4 Budget: Sustainability Activities (optional)

Year 5 Budget: Sustainability Activities (optional)

**3. LEA/CMO Proposing a Planning Year for a School**

	Year 1	Year 2	Year 3	3-Year Total
School-Level Activities	\$11,836	\$237,561	\$694,912	\$944,309
LEA/CMO-Level Activities	\$120,854		\$37,566	\$158,420
Total Budget	\$95,141	\$275,110	\$732,461	\$1,102,712

Year 1 Budget: Planning

Year 2 Budget: Full Implementation

Year 3 Budget: Full Implementation

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**D. ASSURANCES: Provide the following assurances as part of the application for a School Improvement Grant.**

The LEA must assure that it will:

- 1) Use its School Improvement Grant to implement, fully and effectively, an intervention in each school that the LEA commits to serve consistent with the final requirements;
- 2) Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each school that it serves with the school improvement grant, and establish goals (approved by the SEA) to hold accountable its schools that receive school improvement funds;
- 3) If it implements a restart model in a school, include in its contract or agreement terms the authority to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements;
- 4) Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality;
- 5) Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and provide technical assistance to schools on how they can sustain progress in the absence of SIG funding; and,
- 6) Report to the SEA the school-level data required under section III of the final requirements.

**LEA agrees to Assurances:**

**Yes**

**No**

E. **TIMELINE:** Use the charts below to provide a brief timeline for implementation of the SIG intervention model at the school the LEA commits to serve. Include significant grant activities, budget items, deliverables, etc. Where applicable, specify any SIG-funded activities to be provided by the LEA.

**Year 1: 2015 - 2016 School Year**

**Intervention Activities**

- ✓ Check here if Year 1 is for Planning
- Check here if Year 1 is for Pre-Implementation
- Check here if Year 1 is for Full Implementation

Activities	Timeline	Costs
<ul style="list-style-type: none"> <li>• Finalize contract with Senior Advisor / Transformation Consultant, Jennifer Goldstein</li> <li>• Initiate planning process for years 2 and 3 of Transformation implementation</li> <li>• Initiate talent searches KBCPP LEA operational leads and staff</li> <li>• Initiate collaborative planning structures for KBCP LEA instructional coaches, bringing together PLCs between the two schools</li> <li>• Full implementation of KBCP's blended learning initiative</li> <li>• Students performing in the bottom quartile of their class will receive 45 additional minutes of instruction each day.</li> <li>• The KBCP LEA's entire teaching staff will participate in intensive regional, national and school-based professional development sessions.</li> <li>• TEP salary enhancement rewards for successful teachers will be announced and administered at the conclusion of year 1.</li> <li>• KNOS' academic and talent teams, in collaboration with the data and information team, will engage in deep "data dives" to evaluate the impact of the Teacher Effectiveness Program.</li> <li>• KNOS and KBCP LEA leadership will undergo a reflective evaluation process with the transformation consultant, guided by the High Impact Schools metrics, to report on the progress of Transformation planning efforts to date.</li> </ul>	<ul style="list-style-type: none"> <li>• September, 2105</li> <li>• October, 2015</li> <li>• January, 2016</li> <li>• January 2016</li> <li>• Ongoing, 2015-2016 School Year</li> <li>• Ongoing, 2015-2016 School Year</li> <li>• Ongoing, 2015-2016 School Year</li> <li>• June, 2016</li> <li>• June, 2016</li> <li>• June, 2016</li> </ul>	<p>CMO-Based: KNOS Leadership Team and Consulting Fees</p> <p>School-Based: KBCP LEA Leadership team, Professional Development Fees</p>

**Year 2: 2016 - 2017 School Year**

**Intervention Activities**

*Year 2 is for Full Implementation*

<i>Activities</i>	<i>Timeline</i>	<i>Costs</i>
<ul style="list-style-type: none"> <li>• Initiate implementation of Transformation implementation plan</li> <li>• Solidify planning structures for KBCP LEA instructional coaches, bringing together PLCs between the two schools</li> <li>• Full implementation of KBCP's blended learning initiative</li> <li>• Students performing in the bottom quartile of their class will receive 45 additional minutes of instruction each day.</li> <li>• The KBCP LEA's entire teaching staff will participate in intensive regional, national and school-based professional development sessions.</li> <li>• TEP salary enhancement rewards for successful teachers will be announced and administered at the conclusion of year 2</li> <li>• KNOS' academic and talent teams, in collaboration with the data and information team, will engage in deep "data dives" to evaluate the impact of the Teacher Effectiveness Program.</li> <li>• KNOS and KBCP LEA leadership will undergo a reflective evaluation process with the transformation consultant, guided by the High Impact Schools metrics, to report on the progress of Transformation planning efforts to date.</li> <li>• Recruit and hire Head of School</li> </ul>	<ul style="list-style-type: none"> <li>• July, 2016</li> <li>• July, 2016</li> <li>• Ongoing, 2016-2017 School Year</li> <li>• Ongoing, 2016-2017 School Year</li> <li>• Ongoing, 2016-2017 School Year</li> <li>• June, 2017</li> <li>• June, 2017</li> <li>• June, 2017</li> <li>• June, 2017</li> </ul>	<p>CMO-Based: KNOS Leadership Team</p> <p>School-Based: KBCP LEA Leadership team, Instructional Coaches, Professional Development Fees</p>

**Year 3: 2017 - 2018 School Year**

**Intervention Activities**

*Year 3 is for Full Implementation*

<i>Activities</i>	<i>Timeline</i>	<i>Costs</i>
<ul style="list-style-type: none"> <li>• Continue to carry out Transformation implementation plan</li> <li>• Execute comprehensive coaching and professional development plans, establishing scope and sequence for 2017-2018 school year</li> <li>• Full implementation of KBCP's blended learning initiative</li> <li>• Students performing in the bottom quartile of their class will receive 45 additional minutes of instruction each day.</li> <li>• The KBCP LEA's entire teaching staff will participate in intensive regional, national and school-based professional development sessions.</li> <li>• TEP salary enhancement rewards for successful teachers will be announced and administered at the conclusion of year 2</li> <li>• KNOS' academic and talent teams, in collaboration with the data and information team, will engage in deep "data dives" to evaluate the impact of the Teacher Effectiveness Program.</li> <li>• KNOS and KBCP LEA leadership will undergo a reflective evaluation process with the transformation consultant, guided by the High Impact Schools metrics, to report on the progress of Transformation planning efforts to date.</li> </ul>	<ul style="list-style-type: none"> <li>• July, 2017</li> <li>• July, 2017</li> <li>• Ongoing, 2017-2018 School Year</li> <li>• Ongoing, 2017-2018 School Year</li> <li>• Ongoing, 2017-2018 School Year</li> <li>• June, 2018</li> <li>• June, 2018</li> <li>• June, 2018</li> </ul>	<p>CMO-Based: KNOS Leadership Team and Consulting Fees            School-Based: KBCP LEA Leadership team, Instructional Coaches, Operations Staff, Professional Development Fees</p>