

1.0 Applicant Information

This table provides the contact information for the staff member responsible for oversight of programmatic implementation of the activities in this grant. This person will be responsible for completing programmatic monitoring reports and will receive communications from LDOE monitoring staff.

Part 1B. Provide the following information:	
Name of LEA	RSD-Knowledge Is Power Program (KIPP)
LEA Site Code (also called "LEA Sponsor Code")	398005
LEA NCES ID#	2200045
Name of LEA grant contact person	Jennifer Walcott
Phone #	504-648-9369
E-mail address	jwalcott@kipppneworleans.org

2.0 LEA Identified Schools and Intervention Models

This table lists schools in the LEA that are included in this application. Please list each school, including the site code and NCES ID#, that will be incorporated in the application and will therefore receive SIG funding, and the intervention model that will be implemented.

Site Code	NCES ID#	School Name	Intervention Model
398005	00953	KIPP Renaissance High School	Turnaround

3.0 LEA Strategy Description

Please provide a brief description of your theory of change for addressing identified persistently low-achieving schools. Provide a high level summary of how this application provides for the implementation of proven strategies that result in increased student achievement, the implementation of human capital systems that rely on evidence of effectiveness, the transition to Common Core State Standards (CCSS), the expansion of early childhood offerings, the expansion of High School course offerings (Advanced Placement, International Baccalaureate, Dual Enrollment, and Industry Based Certifications), and/or the expansion of Carnegie credit offerings in Middle School as applicable.

KIPP New Orleans Schools currently operates 9 schools, serving over 3,200 New Orleans students during the 2012-2013 school year. Our organization is structured around a collective vision of building all students' knowledge, skills, and character to succeed in high school, college, and the world beyond. Our schools operate as a part of over 125 schools in the national KIPP (Knowledge Is Power Program) network. As a part of the national KIPP network, KIPP New Orleans Schools utilizes a research-based framework to evaluate our schools' success and impact. This framework is built around 6 essential questions:

1. Are we serving the children who need us?
2. Are our children staying with us?
3. Are KIPP students progressing and achieving academically?
4. Are KIPP alumni climbing the mountain to and through college?
5. Are we building a sustainable people model?
6. Are we building a sustainable financial model?

All KIPP schools strive to be as successful as possible in these six areas. After its first two years of operation, KIPP Renaissance High School was not on track to this success. Specifically, the school was not academically preparing students for college, students were not staying in the school and staff turnover was high. As evidenced by the data, the schools' performance was an 85.3, well below the college-readiness benchmark of a 100 SPS. In addition, diagnostic data from this year showed that the average ACT score for the junior class was a 13, significantly less than the TOPS eligibility requirement. Students were also not happy at the school as over 30% left at the end of the 2011-2012 school year and many others throughout the year. In response to these results, the KNOS leadership team undertook a school turnaround and revamp to improve the school.

The KIPP Five Pillars, our organizational core values, drove the strategy for this turn around. These Five Pillars are:

- More Time - At each KIPP school, students spend more time learning than their peers at other public schools in Orleans Parish. This schedule allows students the opportunity to master the foundational academic skills and habits of character necessary for success in top high schools. This time also allows the school to foster students' creativity through art and music, as well as teach them to take care of themselves with health and physical education.
- Power to Lead – All KIPP Schools in New Orleans are governed by the KIPP New Orleans Schools board of directors, and day to day operations are carried out by the school principals with the assistance of the KIPP New Orleans Schools School Support Center staff. Curriculum choices, hiring decisions, and financial priorities are all set by KIPP New Orleans Schools staff, and the freedom from excessive regulations enables schools to respond rapidly to student and community need.
- Choice and Commitment - The staff commits to do whatever it takes to ensure that the children learn and live the values of the school. This partnership helps build a school where the family and instructional staff are in constant communication to help the child maximize her ability.
- Focus on Results – KIPP Schools will constantly use data to inform school-wide goal setting as well as daily instruction. The staff will not only constantly assess practices in the classroom, but also share the assessment results in weekly staff meetings, and analyze them to improve the instructional program. Teachers will utilize daily, weekly, and unit assessments to determine that students are learning and that their teaching methods are making significant progress.
- High Expectations - Along with the national KIPP network, all KIPP New Orleans Schools faculty believes that expecting the best of staff, families, and students will result in a learning community that promotes excellence. Every staff member at KIPP New Orleans Schools expects EVERY student to achieve success on measurable standards, and for each child to positively contribute to the learning environment by exhibiting behavior that reflects school values.

RSD-Knowledge Is Power Program (KIPP)

These core values provided a framework that directed the choices and strategy of the KIPP Renaissance High School turnaround effort. The key components of this turnaround strategy are 1) leadership and leadership team transition 2) re-staff teaching positions with high-performing and culturally-aligned teacher and provide improved teacher training and professional development 3) additional CMO accountability and involvement in the school's work 4) school culture re-vamp and implementation of school-wide culture strategies and plan and 5) increased class rigor and data-driven instruction. These five components drove and continue to drive all actions and plans to revamp KIPP Renaissance and build it into an outstanding college-preparatory high school. KIPP New Orleans Schools is strongly committed to the success of this turnaround effort and seek to put many additional resources and efforts into the school's improvement.

4.0 Performance Goals

4.01: SPS Performance Goals - Please enter the current SPS for each school for the requested years. Then, use that data to set performance goals for the three-year period in which SIG funds may be provided.

School Name	2010-11 SPS	2011-12 SPS	2013-14 SPS	2014-15 SPS	2015-16 SPS	Overall Growth
KIPP Renaissance High School	n/a	85.3	95	105	115	30 points*

*Please note that SPS growth reflected here is based on the current scale. As this scale will change in the next year, these goals will be recalibrated as needed to ensure accuracy and feasibility for this new measurement system.

4.02: Percent Proficient Performance Goals - Please enter the ELA and Math percent proficient data for each school for the requested years. Then, use that data to set performance goals during the three-year period in which SIG funds may be provided.

School Name	2010-11 % Proficient	2011-12 % Proficient	2013-14 % Proficient	2014-15 % Proficient	2015-16 % Proficient	Overall Growth
KIPP Renaissance High School, EOC test performance, % scoring Good or Excellent*	English II - N/A Algebra 1 - 32% Geometry - N/A	English II - 47% Algebra 1 - 29% Geometry - 30% Biology - N/A English III - N/A	English II - 50% Algebra 1 - 45% Geometry - 45% Biology - 45% English III - 50%	English II - 60% Algebra 1 - 60% Geometry - 60% Biology - 55% English III - 60%	English II - 65% Algebra 1 - 65% Geometry - 65% Biology - 60% English III - 65%	English II: +18% Algebra 1: +33% Geometry: +35%
Overall Average (Good/Excellent):	32%	35%	47%	59%	64%	32% increase in Good/Excellent

*Please note that EOC growth reflected here is based on the current Louisiana assessment system. As this system will be phased out, these goals will be recalibrated as needed to ensure accuracy and feasibility for the new PARCC assessment system.

5.0 LEA Strategy Work Plan

Your work plan will be used to determine the quality and effectiveness of your proposed intervention. Your work plan will be evaluated based on its ability to address the proposed Intervention Model in a manner consistent with the USED final requirements and set ambitious but achievable Performance Goals as detailed in Section 3.1 and 3.2. Please be sure to align your deliverables, tasks, and activities to your budget as well as the requirements for the selected Intervention Model. Please be sure to include pre-implementation activities in the narrative. Please make sure that item narratives describes how each specific school will accomplish each item and how that item relates to their selected intervention model.

Item #	Note: The narrative for each item should include a timeline that states person/position responsible, start date/end date, and budget needs for each activity.
1.0	<p>Effective Human Capital Strategies - The narrative should describe deliverables, tasks, and activities to be conducted for each school. The deliverables, tasks, and activities should align to your stated Theory of Action, the selected intervention model, and the budget submitted for the school. The narrative should also address the following sub-criteria:</p> <ul style="list-style-type: none"> 1.01 Explain how the LEA central office structure will be modified to support the schools to be served. Describe the job descriptions and desired competencies for LEA central office and school leadership roles who will conduct this work. 1.02 Describe the process and timeline the district will use to recruit, select, and retain highly effective teachers and leaders for the schools to be served. 1.03 Describe the process and timeline to develop a leadership team at each school to implement the selected intervention model. 1.04 Describe the evaluation process to be used for teachers and leaders in the schools to be served. Include in this description how student data will be incorporated into the evaluation process and how the process will allow for feedback, rewards, and sanctions based on evaluation results. 1.05 Describe the process to provide job embedded professional development based on the results of the teacher and leader evaluation process. 1.06 Describe the process and timeline for the human resources policy and/or collective bargaining agreement modifications necessary to support these changes.
<p>As stated, several key components of KIPP Renaissance’s turn around effort center on improved human resources strategies. The below points outline the changes and improvements to the school’s leadership, management, and teacher evaluation.</p> <p>1.01 The KIPP New Orleans Schools School Support Center (SSC), the name of our central office, is driving and closely overseeing many of the changes at KIPP Renaissance High School. Upon the replacement of the schools’ leadership team in the spring of 2012, KNOS also brought on a Chief Academic Officer (CAO) to support and oversee the work of all schools. The CAO was one of our network’s highest performing school leaders prior to this transition and his leadership skills in vision setting, building relationships with co-workers, and data-driven management are critical skills that made him an excellent fit for this role. The KNOS CAO oversees the new school leader of KIPP Renaissance and has reprioritized to spend more time at the school than others in the</p>	

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1.02	<p>network. This additional support will continue through the next three years, with a gradual release of responsibility taking place of this time frame, and will be a critical component of ensuring high quality results at the school. This additional support requires approximately 20% of the CAO's time and will be covered in the program budget.</p> <p>The process to hire a new school leader started in February 2012 when it was made clear to the school's current principal that there would be a leadership change in an effort to improve the school's results and performance. Our Executive Director worked closely with the national KIPP network as well as other high-performing charter networks across the country to identify and recruit possible school leader candidates. The top candidate, who was eventually hired for the role, came from the Noble Street Network of Charter Schools, one of the highest performing CMOs in the country. Our regional leadership team, key stakeholders, and other key team members vetted this final school leader candidate before being officially brought on board in May 2012. This new leader then worked over the summer to establish the school's leadership team and structures for the next school year, determine which teachers would remain with KIPP Renaissance (over 50% were terminated or left), and complete the hiring of new staff members.</p> <p>Identifying and recruiting high-performing teachers is work shared by our regional talent recruitment team and the school's leadership team. The regional talent recruitment team works throughout every fall and spring to canvass the country for top talent, begin initial conversations to build their interest in KNOS and understand their interests, and then leading 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. Once a recruited teaching applicant has completed and successfully passed an initial application and phone screen (all conducted by the regional talent team), they are moved onto a school leader for further evaluation. These school leaders evaluations include an in-person interview(s) as well as an example lesson with current KIPP students. The school leader ultimately makes all hiring decisions for their school. They work closely with the talent recruitment team to share their needs and skills desired in new hires and give feedback ongoing based on the quality of candidates received from the talent team. 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.</p>
1.03	<p>The development of the new KIPP Renaissance leadership team took place over the spring and summer of 2012 and continues through out this year and into the future as certain positions will be replaced and added this summer. Developing the leadership team was as collaboration between the newly hired school leader and the existing regional team, including the executive director and talent recruitment director. The leadership team was built from high-performing individuals from other teams or schools that wanted to contribute to and support the improvement of KIPP Renaissance. The school's Dean of Students moved from serving as a high-performing math teacher at one of our best middle schools, the school's Dean of College Counseling moved from our regional KIPP Through College team to the KIPP Renaissance team, and the school's Business Operations Manager moved from one of our middle schools to the high school. Starting in the fall of 2013, the leadership team will add a Dean of Instruction that will support the academic work of all the teachers. The Dean of Instruction is a former principal of one of the top performing charter schools in Washington D.C. and a New Orleans native.</p>
1.04	<p>KIPP Renaissance will monitor student achievement and evaluate teacher success against ambitious goals for student success. These goals will be based on the performance needed for all students to be college-ready by the time of graduation and equipped with the social and emotional skills to succeed in college and the world beyond. This performance will be measured based on ACT performance, EOC test performance (and then PARCC performance), and ongoing assessments. EOC and PARCC annual goals will be set around a specific percentage of students scoring excellent or Good (and a comparable measure on the PARCC exam once determined). For the ACT, the school will aim for 50% of students to grow 3 points from an ACT fall benchmark and 70% of students to grow 2 or more points. In addition, the school aims for 50% of junior and senior students to score a 20 or higher on the spring ACT. KIPP New Orleans Schools is engaged in three primary initiatives to support these academic goals and data-driven instruction. First, we rely on a robust</p>

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	<p>data and analytics system, focused on use at the teacher and classroom level, to drive instruction. This system gives teachers real-time data that drives instruction and re-teaching. Second, each year we develop and implement rigorous quarterly interim assessments aligned to the ACT and EOC tests. These interims allow teachers and school leaders to benchmark performance against yearly goals. We build quarterly professional development sessions-including analysis, strategizing, planning, and reteaching methods after each assessment to hone in on areas of strength and areas of growth for each student, and then align lesson plans accordingly. Third, we are focused on instructional excellence across our schools. This instructional excellence is closely monitored and tracked by school leadership and the regional team and utilized as a component of teacher evaluation and accountability.</p> <p>Instructional staff at KIPP Renaissance will be evaluated on their performance based on student achievement results as well as classroom and instructional observations. Student achievement results are managed and tracked in a robust internal data management system built by our regional data and analytics team. Four quarterly observations are based on the KIPP Framework for Teaching Excellence rubric, a nationally vetted rubric of best instructional practices. Performance will be quantified using a scoring matrix and teachers with high performance are eligible to receive an end of year bonus through the Teacher Incentive Fund (TIF), a local collaborative of charter schools in which KIPP New Orleans Schools participates. The purpose of the fund is to provide resources to charter schools to implement performance-based incentives for their instructional staff. Non-instructional staff are evaluated based on their achievement of goals set at the beginning of each school year with their manager. These goals are focused around ensuring work facilitates student achievement, strong school operations, and positive family interactions. On an ongoing basis, all teachers and non-instructional staff have check-ins and less-formal performance evaluations with their managers so that they receive ongoing feedback, an understanding of their progress and areas of development, and clear coaching and support to improve.</p> <p>The key team members involved in this teacher evaluation and performance management are the school leader, the dean of instruction, the regional data and analytics team, and the regional CAO. This work composes approximately 10% of their time and requires specialized data management software to effectively implement.</p> <p>1.05 The school leader is the key team member responsible for developing, implementing, and evaluating a school-wide professional development plan. The school leader will be supported in this by the CAO, who will model and deliver PD as well. 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. They will also develop a plan to evaluate the ongoing effectiveness of professional development. The school leader 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.</p> <p>Prior to the start of school, professional development for teachers will include a focus on the values and mission of the school and school procedures. Led by the principal, teachers will work as a team to learn and internalize specific practices that will reinforce school order, discipline, and positive culture. Teachers will agree to use the same discipline procedures in each classroom to support a shared culture throughout the school. Over the course of the year, teachers will revisit the values of the school, mission statement, and procedures and practices so that we can continue to build on a positive school culture. Pedagogically, teachers will be trained to use a structured lesson planning format, Bloom's Taxonomy, differentiation, and the school leader will help teachers craft their scope and sequence for the year based on the Common Core Standards. Creating the outline for the year before students arrive helps set the pace for teachers and builds a strong academic program. The school leader 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</p>

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1.06	<p>joint planning, discuss student work, and develop long term plans. 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.</p> <p>The key staff involved in this professional development are the school leader, the dean of instruction, the regional director of curriculum and instruction, and the regional CAO. The cost of outside professional development is the main cost-driver for this category of work and reflected in the budget. Specifically, the Dean of Instruction will participate in the Relay Graduate School of Education masters program, five KIPP Renaissance teachers will participate in the KIPP Foundation’s Teacher Leader training program, and the KIPP Renaissance school leader will participate in the KIPP Foundation’s School Leader summer program. In addition, outside experts will be brought into KIPP Renaissance to deliver professional development to the staff throughout the year. The cost of these facilitators are also reflected in the budget.</p> <p>As KIPP New Orleans Schools teachers do not participate in a union, there are no collective bargaining revisions needed. Our regional human resources policies already support all of these changes and will be monitored and enforced by our regional director of human resources to ensure compliance and effective implementation.</p>
2.0	<p>Autonomy and Accountability - The narrative should describe deliverables, tasks, and activities to be conducted for each school. The deliverables, tasks, and activities should align to your stated Theory of Action, the selected intervention model, and the budget submitted for the school. The narrative should also address the following sub-criteria:</p> <p>2.01 Describe the district plan to create flexible operating conditions for school leaders or External Partners relating to staffing, budgeting, curriculum, and scheduling in the schools to be served.</p> <p>2.02 Describe how the district will hold teachers and leaders accountable for student achievement.</p> <p>2.03 Describe the selection process to identify external partners for each school to be served. Detail evidence of previous success for the selected external provider and how that success aligns to measurable goals for the schools to be served.</p>
2.01	<p>One of the key foundational tenants of KIPP, as outlined in the overview, is the Power to Lead. Using this as a guideline, KIPP New Orleans Schools aims to establish an incredibly flexible operating system that provides appropriate support and direction to schools while maintaining a high level of autonomy at the school level for school leadership to drive key decisions affecting instruction, culture, and staff. The KNOS regional leadership team, currently composed of the Executive Director, Chief of Staff, and Chief Academic Officer, sets the vision and strategy for the network, creates the organization’s budget and financial plan including fundraising targets, manages all schools and School Support Center functions, and serves as the liaison and direct reports to the board of directors. On a day-to-day basis, the School Leader and his/her administrative team of assistant principals, grade level chairs, deans, and operational staff manage each school. Each School Leader is primarily responsible for instructional leadership, curriculum development and implementation, and personnel decisions. School Leaders are also accountable for their individual school’s budgets and managing spending to be in line with determined targets. The School Support Center provides direction, coordination, and logistical support for schools on operations, talent recruitment, special student supports, accounting, student enrollment, and data management. The level of support and coordination provided depends on each school’s needs and key priorities. The regional leadership team facilitates coordination and communication between teams and schools and aims to ensure all actions and supports provided by the School Support Center best meet the needs of each school and align with the regional mission and vision.</p>
2.02	<p>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 component of each</p>

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	<p>school. The CAO utilizes 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 Chief of Staff and Executive Director, along side the CAO, maintain a strong understanding and pulse on all operational and financial components of the school and region. This insight is gathered from the Director of School Operations, the CAO, monthly financial reports, and ongoing school quality monitoring. The overall organizational goal for student achievement is that over 75% of students demonstrate college-ready performance. This performance can be demonstrated through state assessments, the MAP assessment, and the Explore/ACT tests. Ongoing student achievement data captured and tracked in the regional data management system allows the CAO and the regional leadership team to maintain a close understanding of this data and progress. The regional leadership team uses this data, lined up against other insights about finances, operations, and staff performance, to gain a picture of regional progress. With these insights, any appropriate action steps or changes are implemented to ensure that all schools and teams remain on track to meet their goals. These insights are also shared out at bi-monthly regional board meetings to give the board insights into the schools' and region's progress.</p>
2.03	<p>As this turn around effort is taking place within KIPP New Orleans Schools, the organization is not partnering with any external partners for this work. Our key partnerships are within our organization and ensuring that all stakeholders are invested, given appropriate support, and progress is monitored.</p>
3.0	<p>Targeted Resources - The narrative should describe deliverables, tasks, and activities to be conducted for each school. The deliverables, tasks, and activities should align to your stated Theory of Action, the selected intervention model, and the budget submitted for the school. The narrative should also address the following sub-criteria:</p> <p>3.01 Describe the process and timeline to increase the amount of LEA services at each school to be served.</p> <p>3.02 Describe how the LEA will create a support structure in which dedicated staff have “ownership” of specific schools to be served.</p> <p>3.03 Describe how the LEA will coordinate and align available resources for the identified schools to support the implement of the selected intervention model. Demonstrate how additional funds will flow directly to the identified schools.</p> <p>3.04 Describe the process to build a pool of external partners whose services align to needs of the schools to be served.</p> <p>3.05 Describe the process and timeline to work with stakeholders and external partners to develop strategies to address the needs of each school to be served.</p>
3.01	<p>Creating a high performing high school is the number one regional academic priority. The success of our high school is critical to preparing college ready students and the school must serve as the anchor of our network of schools. As such, the LEA has prioritized support for KIPP Renaissance High School. The CAO will increase his time at the campus, working directly with the school leader, modeling professional development, increasing the focus on creating a data driven culture, and driving instructional excellence. The CAO will spend up to 2 days per week dedicating himself to high school support. Further, the Director of Student Support will work directly with the school based special education leaders to ensure a high quality special education department is built. Further, the LEA is prioritizing staffing a regional data position within the school to provide data to teachers in an actionable way and to work directly with the college counseling team to ensure students stay on track for graduation and college readiness.</p>
3.02	<p>The CAO and ED are the two members of the KIPP New Orleans School's leadership team that directly manage schools. They divide up support of the schools based on their skills and the needs of each school. For the 2012-2013 school year, the highest priority schools will be managed by the CAO and the ED will manage the schools with stable, ongoing, steady performance. In addition, any other support services for each school provided by the School</p>

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3.03	<p>Support Center teams are prioritized based on need. This ensures that the most pressing issues are tackled and mitigated in the most expedient manner possible. In addition, the LEA will be adding additional capacity to the regional leadership team over the next two years by bringing on a second CAO, a COO, and a CFO. This will enable even greater support for the schools.</p> <p>Our 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. This means that additional funds allocated to KIPP Renaissance High School 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. In addition, the KIPP New Orleans Schools regional office sets the budget expense targets for each school. We ensure that these budget targets are manageable and feasible to achieve and that they provide additional support and resources for our schools that are most in need. This allows for a greater proportion of our fundraising and non-recurring revenue to be directed to KIPP Renaissance High School to ensure it can provide the desired programming to lead to better results.</p>
3.04	<p>(and 3.05) KIPP partners with many external organizations to develop strategies and provide resources to support this turnaround work. For example, we work closely with organizations such as Teach For America and teachNOLA to source high-quality teaching and leadership candidates. In addition, we partner with New Schools for New Orleans and the Charter School Growth Fund to provide ongoing resources and access to professional development. Further, as a part of the KIPP network, our students have access to a growing number of college partnerships that provide exclusive access for qualified KIPP alumni to summer programming, scholarships, and ongoing campus support. All of these partnerships are critical to the success of our work with students and provide additional ongoing insights and partnerships that help improve our outcomes.</p>
4.0	<p>Proven Instructional and Professional Strategies - The narrative should describe deliverables, tasks, and activities to be conducted for each school. The deliverables, tasks, and activities should align to your stated Theory of Action, the selected intervention model, and the budget submitted for the school. The narrative should also address the following sub-criteria:</p> <p>4.01 Describe the process by which schools will adjust the school calendar to accommodate for additional learning time as well as professional development/collaboration and common learning time.</p> <p>4.02 Describe the process for differentiating among students' needs through the delivery of Response to Intervention services, the expansion of early childhood options, the expansion of High School Course Offerings (Advanced Placement, International Baccalaureate, Dual Enrollment, and Industry Based Certification), or the expansion of Carnegie credit offerings in Middle School.</p> <p>4.03 Describe the process for using data to adjust instruction and tie professional development to student outcomes.</p> <p>4.04 Describe how schools will set high expectations for students.</p>
4.01	<p>The goal of the school calendar and a longer school day is designed to maximize student and teacher performance. In order to do this, structures have been built into the day to extend learning for students, provide clear opportunities for remediation, and to hold sacred professional development time for teachers. With a longer school day, KIPP Renaissance is able to offer more time in each class and more time for remediation and support. Further, after school activities are designed around teacher office hours and tutoring opportunities. For 90 minutes after school, students are able to stay to attend office hours with teachers, to participate in school wide tutoring, and receive extra feedback. Additionally, the school has a structured three-hour window for teacher</p>

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4.02	<p>professional development each week. During this time, teachers work in professional learning communities, collaborate with people across their content, engage in professional development together, and analyze student results.</p> <p>KIPP Renaissance High School will implement a wide variety of instructional strategies that are all underpinned by a common commitment to do whatever it takes to ensure that students are learning and on a path to college success. This means constant re-evaluation of the effectiveness of any given instructional strategy in an effort to make sure that students are being served well. Specific instructional strategies will vary across grade level and content area. Students' needs will be differentiated based on data from formative and ongoing assessments. These assessments include the EXPLORE, PLAN, and ACT, in-house developed interim assessments, ongoing unit tests, and daily quizzes or lesson assessments. The data from these assessments will help inform daily and unit instruction and determine which students need further remediation. There is a structured health and wellness team that ensures that students are receiving the interventions they need. This team, made up of a social worker, nurse, support teacher, and academic teacher, design plans to meet the social and academic needs of struggling students and ensure they are receiving tiered interventions. For students requiring additional support or remediation, starting in the 2013-2014 school year, Read 180 programming will be in place for reading remediation for our students with the lowest literacy. Purchasing the program materials and hiring an additional reading interventionist to implement the program will be necessary to bring this to fruition. In addition, differentiated ACT preparation courses will be taught based on students' beginning of year diagnostic results. These classes will be designed and taught by both current KIPP Renaissance teachers as well as outside experts. This differentiation will ensure that students of all levels have the appropriate support and instruction to make improvements towards the school's ACT growth goals. Finally, KIPP Renaissance started offering honors and AP classes beginning in the 2012-2013 school year and plans to continue and expand these options moving forward. For the 2013-2014 school year, four AP courses will be offered in addition to seven honors courses. The KIPP Renaissance team is also further exploring options for developing dual enrollment opportunities for students to begin earning college credits while still in high school.</p>
4.03	<p>KIPP Renaissance High School has begun utilizing a robust data system and structure to drive data-based professional development and teacher reflection. This data comes from daily lesson exit tickets, weekly quizzes, unit tests, projects, portfolios, and interim assessments. Our regional information and analytics team has built a comprehensive system for student achievement data management utilizing programs such as EduSoft, Qlikview, and Kickboard. Teachers and school leaders engage in regional data reflection every six to eight weeks and do the same at the school level every two weeks. This data system and reflection structure gets the data quickly to teachers and empowers them to best address students' individual needs. The school and regional leadership then utilize this data to differentiate and develop professional development sessions or individual coaching for teachers based on the key areas of need. This allows for responsive and appropriate professional development to be utilized and better meets the needs of students. The ongoing cost of purchasing the software license for Qlikview is a component of the budget required to maintain and continue to build this data management system.</p>
4.04	<p>Setting high standards for student behavior and school culture is critical to the success of this turnaround effort. Both student-level and teacher-level strategies will be utilized to drive these high expectations. Starting with the 2012-2013 school year, students new to KRHS will participate in a school orientation before the beginning of the school year aimed to introduce them to the culture of the school, meet teachers, and begin to understand the expectations of KIPP Renaissance. In addition, starting in the 2013-2014 school year, a member of the KRHS team will visit every new scholar's home to meet with the family, to start to build a relationship and trust, and to lay out the school's expectations for behavior. Throughout the year, the school's culture and values will be emphasized in all-school meetings and through small daily advisory sessions. Starting in the 2012-2013 school year, each student is assigned to an advisory, a group of 10-15 other students plus a faculty member that meets daily. This structure is a way for students to explore and gain access to important social and character education, build relationships and trust with other students and faculty members, and continue to learn the values of the school. The school's leadership team, including the dean of students and school leader, will be instrumental in maintaining and enforcing the school's expectations. The school's dean of students leads the advisory session planning and structure and as this is a critical lever for building strong culture, a component of her salary is included in the proposed budget.</p> <p>The planning and preparation for these expectations will take place with faculty over the summer as they prepare for the school year. Teachers will engage</p>

Item #	Note: The narrative for each item should include a timeline that states person/position responsible, start date/end date, and budget needs for each activity.
<p>in professional development sessions designed to help them learn and internalize these expectations and develop an understanding of how they look in practice. Throughout the year, faculty will work constantly to refresh and reinforce these expectations and ensure they are consistently enforcing and upholding the school's culture and values.</p>	
5.0	<p>System Wide Strategy - The narrative should describe deliverables, tasks, and activities to be conducted for each school. The LEA should provide evidence of its capacity to design and implement interventions consistent with USED's final requirements for the intervention model selected for each school. The deliverables, tasks, and activities should align to your stated Theory of Action, the selected intervention model, and the budget submitted for the school. The narrative should also address the following sub-criteria:</p> <p>5.01 Describe the long term plan for managing all schools in the LEA (clustering by achievement, feeder patterns).</p> <p>5.02 Describe the process of evaluating and improving interventions in the LEA's low-performing schools.</p> <p>5.03 Describe how the LEA will communicate these interventions and involve stakeholders, parents, and community members.</p> <p>5.04 Describe the LEAs plan to sustain supports to the identified schools to maintain improvements and growth beyond the three-year grant period.</p>
5.01	<p>KIPP New Orleans Schools is building to a network of 12 schools by 2015 and will eventually serve 5500 students. As this growth continues, the School Support Center plans to support the schools and the school leadership by dividing the group of schools into two cohorts – primary and secondary. This distinction is already starting to take place and will be formalized with the additional of a second CAO in the 2014-2015 school year. This additional support will allow the current CAO to spend more targeted time with the secondary schools, specifically KIPP Renaissance, and provided much needed support to the primary community. This will allow for more targeted intervention and support for schools in each cohort and also ensure that any underperforming schools are brought up to the bar of excellence held for all our schools.</p>
5.02	<p>Close monitoring of and support for underperforming schools is a critical role of the CAO and ED. KIPP New Orleans has developed robust walk through metrics, gathers survey feedback from parents, teachers, and students, and has benchmarked academic performance indicators to monitor the performance of all schools. Further, KIPP New Orleans also leverages outside experts and the KIPP Foundation to provide ongoing analysis and evaluation of our schools to determine which are in need of the most support. For example, our regional leadership team contracted with one of the highest performing principals in the Noble Street Network to serve as a consultant for the first two years of KIPP Renaissance's turnaround effort. This close monitoring and outside perspective will help ensure that the KNOS team identifies and closely works with the schools and school leaders in most need of support and also improves the interventions provided to combat this underperformance.</p> <p>When a school does not meet the necessary benchmarks, extra support is automatically triggered. In improving our work and monitoring, our leadership team aims for any support of underperforming schools to start well before a problem escalates to a major issue. Accomplishing this goal will come through the close monitoring and tracking of student performance and data and ongoing analysis of these results. By maintaining a close eye on this data and catching and problem solving issues on the front end, the KNOS team aims to identify and mitigate any issues of underperformance in the most expedient manner possible.</p>
5.03	<p>Reporting and communicating progress is a key component of our work to turnaround our lowest-performing schools. As the community's understanding and</p>

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	<p>respect for this work is critical to its success, ensuring this takes place on a regular basis is of highest importance. Currently, the regional leadership team reports regularly to the board of directors and keeps them informed of this turnaround progress. The regional leadership team is then responsible for communicating this progress to the larger KIPP New Orleans staff. The KIPP Renaissance school team, specifically the dean of students, plays a critical role in communicating progress to students, parents, and the larger KIPP community. During the 2012-2013 school year, this looked like a weekly newsletter that highlighted progress and key events at the school as well as several presentations to middle school families targeted at recruiting current KIPP middle school students to the high school. The KIPP Renaissance team will continue to refine and develop these communication methods to ensure that the school's progress and success is understood and internalized by the larger community.</p> <p>5.04 KIPP New Orleans Schools already covers a component of all our schools' operations 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 rapid growth and also turnaround at KIPP, the need for additional funding at this point is particularly acute. At the termination of this grant in 2016, many of our growing schools, including KIPP Renaissance, will be fully built out and therefore operating with a much smaller fundraising need. This should allow for a greater amount of the private philanthropy to go to support these ongoing efforts at the high school.</p>

6.0 LEA Budget Summary

The LEA should include the cost of LEA-level activities in the school budget(s) for schools that will receive specific services from the LEA. Schools may apply for a minimum of \$50,000 per year and a maximum of \$2 million per year for the three year grant period.

School(s)	Year 1 Budget		Year 2 Budget	Year 3 Budget	Three-Year Total
	Pre-Implementation	Year 1 – Full Implementation			
KIPP Renaissance High School		\$416,243.70	\$416,566.70	\$361,516.70	\$1,194,327.10
Total Budget		\$416,243.70	\$416,566.70	\$361,516.70	\$1,194,327.10

7.0 Assurances

This section is not scored. (See scoring rubric for detailed breakdown of points.)

The School Board President or Charter Authorizer President and LEA Superintendent or President must sign below to indicate their approval of the contents of the LEA's application.

On April 26, 2013 the School Board or the Charter Authorizer of KIPP New Orleans Schools ("the Board" or "the Authorizer") hereby applies for and, if awarded, accepts the 1003(g) School Improvement Grant (SIG) funds requested in this application. The Board or the Authorizer certifies that, if awarded, the Superintendent or President of KIPP New Orleans Schools agrees to the following assurances*:

- To use SIG to implement fully and effectively an intervention in each Priority school that the LEA commits to serve consistent with federal SIG requirements;
- To 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 federal SIG requirements in order to monitor each Priority School that it serves with school improvement funds;
- If the applicant implements a restart model in a Restart school, it will include in its contract or agreement terms and provisions to hold the charter operator, Charter Management Organization, or Education Management Organization accountable for complying with federal SIG requirements;
- To 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.
- To 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 that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding.
- To Report to the SEA the school-level data required under section III of the final requirements.

SIGNED:


LEA School Board President or Charter Authority


LEA Superintendent or Executive