

**Louisiana Department of Education  
FY13 1003(g) School Improvement Grant  
LEA Application Narrative**

<b>Official Name of LEA (Agency/Organization)</b>	KIPP New Orleans Schools
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**A. SCHOOLS TO BE SERVED: Provide the following information about the school(s) to be served with a School Improvement Grant.**

Identify each Priority School the LEA commits to serve and identify the model the LEA will use in each.

	SCHOOL NAME	SITE CODE (7 digits)	NCES ID (12 digits)	INTERVENTION MODEL				AMOUNT REQUESTED
				Turn-around	Restart	Closure	Transformation*	
1	KIPP New Orleans Leadership Academy	398006	220004502307	X				\$968,208.59
	<b>TOTAL</b>							<b>\$968,208.59</b>

\* An LEA that has nine or more Priority Schools may not implement the transformation model in more than 50 percent of those schools.

**School Profiles**

	SCHOOL NAME	Rurality (Rural, Suburban, Urban)	% Free/Reduced Lunch	SY13-14 Enrollment	Anticipated SY14-15 Enrollment	Anticipated SY15-16 Enrollment	Anticipated SY16-17 Enrollment
1	KIPP New Orleans Leadership Academy	Urban	92%	413	420	425	430

Additional information concerning contact information or school profiles (optional):

Has the LEA been awarded a SIG grant prior to SY13-14?

<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
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If the LEA was awarded a SIG grant prior to SY13-14, state the intervention model(s) implemented and describe the impact of the grant in terms of meeting performance goals. Support findings with data.

**B. DESCRIPTIVE INFORMATION: Provide the following information for each school.**

- (1) **Why is the LEA applying for SIG funds to serve the Priority School(s) it commits to serve? What was the basis for selecting the Intervention Model(s) to address the identified needs? What are the expected outcomes?**

**Needs Assessment Aligned with Interventions.** For each Priority School that the LEA commits to serve, discuss how the LEA analyzed the needs of each school (such as instructional programs, school leadership and school infrastructure) and selected interventions for each school aligned to the needs each school has identified. Describe the needs identified at each Priority school that the LEA commits to serve. Explain the process that the LEA used to determine the intervention model(s) 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.

**Goals.** Describe the goals the LEA has established to hold accountable the Priority Schools that receive a school improvement grant.

**Monitoring.** Describe how the LEA will monitor each Priority School that receives school improvement funds, including by:

- (1) Establishing annual goals for student achievement on the State's assessments in both reading/language arts and mathematics; and,
- (2) Measuring progress on the leading indicators as defined in the final requirements (viz., number of minutes within the school year; student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup; dropout rate; student attendance rate; number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes; discipline incidents; truants; distribution of teachers by performance level on an LEA's teacher evaluation system; and teacher attendance rate).

**Needs Assessment Aligned with Interventions.** KIPP New Orleans Schools currently operates 9 schools, serving over 3,800 New Orleans students during the 2013-2014 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 140 schools in the national KIPP (Knowledge Is Power Program) network. Close monitoring of and support for underperforming schools is a critical role of KIPP New Orleans Schools' regional Chief Academic Officer and Executive Director. 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. Beginning with KIPP New Orleans Leadership Academy's opening in the 2010-2011 school year, the LEA initiated close monitoring of the school based on robust walk through metrics, survey feedback from parents, teachers, and students, and benchmarked academic performance indicators. KNOS 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.

Over the course of KNOLA's first two years, our regional leadership team observed that students were not making academic gains at the same rate as their peers in other KIPP New Orleans middle schools and the school was not on track to being successful in the six essential areas. As issues continued into the third year, it became clear that support services from the LEA were needed at KNOLA, KIPP New Orleans Schools initiated a needs assessment process consisting of student performance data analysis, comprehensive analysis of dropping staff and student retention rates, disciplinary action statistics and anecdotal accounts from teachers to our regional human resources team. When the regional academic team conducted a series of classroom observations to gauge the need for intervention from the LEA, objectives were either unclear or inconsistent in many cases; likewise, accountability systems for teacher planning and collaboration were not in place. Finally, at the conclusion of the 2012-2013 school year, KIPP New Orleans Leadership Academy was ranked as one of the 10 lowest-performing schools in the Recovery School District with the school's SPS only exceeding the minimum for renewal of the charter by one half of a point. Compounding these issues was that at the end of the 2012-2013 school year, 65% of the staff either resigned or did not receive an invitation to return. During staff exit interviews many outgoing individuals cited severe issues with school culture and lack of support from school leadership, which ultimately resulted in a highly disruptive learning environment wrought with unchecked behavior issues with students. The rationale for pursuing turnaround model interventions at KNOLA was rooted in this overwhelming combination of factors and data, prompting increased oversight and involvement from our regional leadership team over the summer and into the 2013-2014 school year. When conditions within the school worsened even further in the first few months of the 2013-2014 school year, including a significant number of student transfers out of KNOLA in the first months of school, the LEA intervened mid-year, beginning with a change in leadership.

KIPP New Orleans Schools' theory of change is based on achieving a balance where every school has the benefit of quality leadership that can produce college-ready results. We strongly believe that high-quality teachers and empowered leaders are the key to achieving our goals. Thus, we seek to strike a balance between skills and support where the LEA, in concert with support from the four other middle schools in our region, can come together to share and build on best practices, curriculum development and alignment to standards, professional development opportunities and more. The KIPP Five Pillars, our organizational core values, are at the core of this theory of change. 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.

These core values provided a framework that directed the choices and strategy of the KIPP New Orleans Leadership Academy turnaround effort. The key components of this turnaround strategy are:

- 1) *Staff and governance structure transitions: re-staff teaching and leadership positions, increase CAO oversight and involvement*
- 2) *Professional development and collaborative planning: provide improved teacher coaching, professional development and opportunities for teacher collaboration*
- 3) *Instructional program improvements: implement new regional Common Core aligned curriculum and academic interventions*
- 4) *School culture improvements: implementation of school-wide culture strategies and plan*

These four components drove and continue to drive all actions and plans to revamp KNOLA and build it into an outstanding middle school consistent with the quality KIPP is known for. KIPP New Orleans Schools is strongly committed to the success of this turnaround effort and seeks to put many additional resources and efforts into the school's improvement.

**Goals.** KIPP New Orleans Leadership Academy 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 KNOLA 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, KNOS will measure KNOLA's progress using the following proficiency benchmarks for the LEAP tests:

- At least 70% of students will score basic above in both ELA and Math for the 2014-2015 school year.
- At least 80% of students will score basic above in both ELA and Math for the 2014-2015 school year.
- At least 90% of students will score basic above in both ELA and Math for the 2014-2015 school year.

KNOLA will use both the MAP and internal interim assessment results as an indicator of growth to see how students are progressing throughout the year to ensure KNOLA is on track to meet these goals. Furthermore, 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.

**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. Furthermore, 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 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 Chief of Staff and Executive Director, alongside the CAO, maintain a strong understanding and pulse on all of KNOLA's operational and financial components based on insights from the Director of School Operations and CAO, monthly financial reports, and ongoing school quality monitoring including an annual regional school quality review (SQR) and periodic school-level evaluations. KNOLA 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 across all schools, including KNOLA, KIPP New Orleans' regional information and analytics team has built a comprehensive system for student data management utilizing programs such as 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 thereby allowing the CAO and the regional leadership team to maintain a close understanding of this data and progress. The regional leadership team uses this data in

conjunction with other insights about finances, operations, and staff performance, to gauge regional progress. Using academic performance data, teachers and school leaders engage in data reflection as a region every six to eight weeks and 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.

Lastly, KNOS will launch a regional program beginning in the 2014-2015 school year aimed at incentivizing teachers to stay in the classroom and creating new way of thinking about the craft of teaching, giving our top teachers additional compensation, recognition, and responsibility. The Teacher Effectiveness Program (TEP) provides all teachers in KIPP New Orleans a pathway to move up tiers of success to the highest designation of Distinguished Teacher. All teachers are measured and rewarded on the following 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).

**SPS Performance Goals.** Enter the existing School Performance Score (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	2011-12 SPS	2013-14 SPS	2014-15 SPS	2015-16 SPS	2016-17 SPS	Overall Growth
KIPP New Orleans Leadership Academy	75.8	Unknown	80	90	100	30 points*

\*KNOLA's SPS in the 2012-2013 school year was 70.7 – the overall growth is measured from here.

**Percent Proficient Performance Goals.** Enter the reading/language arts and mathematics 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	2011-12 % Proficient	2013-14 % Proficient	2014-15 % Proficient	2015-16 % Proficient	2016-17 % Proficient	Overall Growth
KIPP New Orleans Leadership Academy	ELA: 59% Math: 62%	ELA: 65% Math: 65%	ELA: 70% Math: 70%	ELA: 80% Math: 80%	ELA: 90% Math: 90%	ELA: 30% Math: 30%

**(2) Does the LEA have the capacity to support the Priority School(s) it commits to serve?**

**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 Priority School identified in the LEA's application in order to implement, fully and effectively, the required activities of the school intervention model it has selected. If the LEA lacks the capacity to serve all of its Priority Schools, explain why the LEA lacks the capacity and how it will be able to address the needs of the Priority Schools that the LEA commits to serve.

**Resources Aligned with Interventions.** Discuss how the LEA will ensure that each Priority School it commits to serve receives all of the State and local funds it would receive in the absence of the school improvement grant and that those resources are aligned with the interventions. Where applicable, describe how the LEA will align other resources with the interventions. Consider, for example, such resources as local, State or federal funds (including 1003[a]; Title I, Part A; Title II; Title III; and IDEA funds), community resources and wraparound services that may address the academic, physical health and mental health needs of students. Describe how the LEA will

coordinate or integrate programs and activities at each Priority School that the LEA commits to serve.

**External Providers.** If applicable, describe the actions the LEA has taken, or will take, to recruit, screen, and select external providers to ensure their quality.

**Sustainability.** Describe the actions the LEA has taken, or will take, to sustain the reforms after the funding period ends.

**Capacity.** KIPP New Orleans Schools is building to a network of 12 schools by 2015 and will eventually serve 5500 students, or about 13% of all public school students in New Orleans. As this growth continues, KNOS' regional School Support Center plans to continue to support the schools and the school leadership by providing centralized operations support to KNOLA. During the summer of 2013, after KNOLA's School Performance Score was revealed to have barely met the minimum requirements to earn a renewal of its charter, KNOS' regional leadership team initiated a process to determine an appropriate course of action to rehabilitate the struggling school. The organizational structure of KIPP New Orleans Schools' regional School Support Center (SSC) allowed the leadership team to redistribute a portion of their roles and responsibilities to other members of the SSC, in some cases to newly hired employees. In this manner, the LEA has created the capacity to provide the support and resources necessary to the successful turnaround of KNOLA. The restructuring of certain roles and responsibilities in the areas of hiring and recruitment, development, human resources and regional academic coordination lets KNOS' Chief Academic Officer, Chief Operations Officer and Executive Director actively engage in the turnaround process as needed. As one of the highest-performing LEAs 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.

**Resources Aligned with Interventions.** In addition to the supports described above, KIPP New Orleans Schools' regional School Support Center provides finance and accounting services for all schools, including those for KIPP New Orleans Leadership Academy. 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 New Orleans Leadership Academy 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 KNOLA to ensure it can provide the desired programming to lead to better results.

**External Providers.** 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. We also partner with New Schools for New Orleans and the Charter School Growth Fund to provide ongoing resources and access to professional development. In addition to these long-standing partnerships, KNOS is in the process of securing curriculum development and professional development consultant contracts in support of our teachers and leaders. At this point in time, our academic team has made preliminary identifications of providers based on best-practices research and recommendations from the national KIPP network. All external providers for KIPP New Orleans Schools are approved by the school-based leadership team, the regional leadership team and the regional finance department.

**Sustainability.** Enduring, quality professional and leadership development is a core component of our regional priorities for the next several years and will work in tandem with the Teacher Effectiveness Program to sustain and retain a team of 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 turnaround model. Furthermore, 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, 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 the private philanthropy to go to support these ongoing efforts at KNOLA. 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.

**(3) How will the Intervention Model(s) be implemented at each Priority School the LEA commits to serve?**

**Interventions.** Describe the actions the LEA has taken, or will take, to design and implement interventions consistent with the final requirements of the turnaround model, restart model, school closure, or transformation model. If implementing either the turnaround or transformation model, describe how Increased Learning Time will be provided for:

- 1) Core academic subjects (including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography);
- 2) 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,
- 3) Teachers to collaborate, plan and engage in professional development within and across grades and subjects.

**Services.** Describe the services the Priority School(s) will receive and/or what activities the school(s) will implement using SIG funds.

**Timeline.** Describe the timeline delineating the steps the LEA will take to implement the selected intervention in each Priority School identified in the LEA's application.

**Practices and Policies.** Describe the actions the LEA has taken, or will take, to modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively. Practices and policies may include, but are not limited to, those relating to staffing, **Union issues**, school board issues, increased learning time, etc.

**Stakeholders.** Describe how the LEA has consulted with relevant stakeholders regarding the LEA's application and implementation of school improvement models in its Priority Schools. In particular, describe how the LEA plans to increase parent and community engagement in each Priority School identified in the LEA's application.

**Interventions and Services.** At this point in time, KNOS has set the pre-implementation activities into motion and implemented several interventions that will carry into the next three years as the turnaround is fully executed. Each of the interventions discussed (current and in development) are aligned with established grade-level standards, appropriate criterion- and norm-referenced test requirements and KNOLA's goals. Further, all tools employed by KIPP New Orleans Schools are steeped in extensive academic research and theory, and have seen demonstrable success with a number of schools and districts serving the same student population.

*1) Staff and governance structure transitions: re-staff and retain teaching and leadership positions, increase CAO oversight and involvement*

Replacement of KNOLA's principal was one of the first pre-implementation activities KNOS executed. The development of the new KNOLA leadership team has continued throughout this year and into the future as certain positions will be replaced and added this summer. KNOLA's original assistant principal, who has worked for KIPP for almost 10 years, has taken on the role of school leader and will maintain this position over the full course of the turnaround. Our regional Director of Student Support Services has also stepped in at KNOLA to act as Assistant Principal and provide guidance on improving supports for KNOLA's students with Individualized Education Plans, Behavior Intervention Plans and other exceptionalities. Governance changes at KNOLA consist of a significant increase in the CAO's oversight and involvement in all aspects of the school's operations. The regional CAO engages in extensive coaching activities at every level of the school's operations including: participating in all leadership team meetings, often leading and/or assisting with the planning of the meetings alongside KNOLA's interim school leaders; coaching the Assistant Principals (who in turn provide regular coaching to teachers); directly coaching teachers in most need; and overseeing all aspects of the turnaround implementation. The CAO's qualifications in this position include a Masters of Education degree, completion of the prestigious Fisher Fellowship through the national KIPP Foundation, and a portfolio of successful change management in schools. KNOS has also facilitated the hiring of a new Dean of Students, who has over ten years of experience in school leadership in both traditional and independent charter school settings here in New Orleans.

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. KNOLA's school leader ultimately makes all hiring decisions the school, working closely with the talent recruitment team to share needs and skills desired in new hires to participate in the turnaround process. 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. 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.

*2) Professional development and collaborative planning: provide improved teacher coaching, professional development and opportunities for teacher collaboration*

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, KNOLA 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.

As a pre-implementation activity, KNOS' CAO is working with KNOLA's school leaders to develop a comprehensive professional development plan for each teacher, which includes an individualized coaching schedule, external learning opportunities, collaborative planning goals, and broken-down student achievement benchmarks. 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. 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 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.

The key staff involved in planning KNOLA's professional development scope and sequence are the school leader, the dean of instruction, 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. 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. Additionally, four KNOLA teachers will participate in the KIPP Foundation's Teacher Leader training program and the KNOLA's Assistant Principal will participate in the Relay Graduate School of Education master's program. In addition, outside experts will be brought into KNOLA to deliver professional development to the staff throughout the year.

### *3) Instructional program improvements: implement new regional Common Core aligned curriculum and academic interventions*

Pre-implementation activities include the addition of the Read180 reading intervention strategies to KNOLA's instructional program in advance of and in concert with next year's curriculum rollout. Additionally, students who are performing in the bottom 20% of their class are receiving an extra 70 minutes of reading remediation in a small group setting with specialized reading interventionists each day. Next year, we will expand these additional remediation minutes to include students performing in the bottom 30% of their class. KNOLA has also implemented smaller class sizes for Math in order to

increase opportunities and time for more focused instruction. In line with KNOS' regional academic priorities, KNOS will spend the summer of 2014 training teachers on the newly developed Common Core-aligned curriculum, which will see full implementation beginning in the fall of 2014. Our academic team has worked tirelessly to develop a highly literacy-based curriculum along with a strategic planning model that will bring our region's most effective content area teachers together to create instructional materials, plans and resources for all teachers.

For students who are found 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. On a regular basis, teachers meet with the KNOLA principal and instructional coaches (both internal and external) to plan lessons specific to newly found target areas. For those students below targeted progress or benchmark, specific action plans are implemented, with benchmark dates for progress monitoring. Supplemental interventions are instituted as well – depending on degree of needs.

KNOLA is also pursuing the implementation of a comprehensive blended learning initiative, coordinated with KNOS' other middle schools, aiming to eventually reach a full one-to-one model where each student has access to personalized instructional technology throughout the school day. KNOLA has hired a regional technology coordinator to oversee and manage this work to increase aligned and individualized learning opportunities beginning this summer. The technology coordinator will be responsible for leading three blocks of technology instruction, overseeing student accounts and providing reports / aggregating data on student progress as measured by their technology accounts. This initiative will serve to increase literacy in the subject areas through individualized and differentiated content, as each student will have a personalized account, and will include a full-scale lab for remediation and acceleration of student achievement. Furthermore, KNOLA students will have more 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, KNOLA employs 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 KNOLA.

*4) School culture improvements: implementation of school-wide culture strategies and plan*  
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 2014-2015 school year, students new to KNOLA 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 the school. 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 2013-2014 school year, each student is assigned to "homeroom", a group of 15-20 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. Additionally, KNOLA has significantly increased investment in a weekly positive behavior rewards structure in an effort to emphasize the benefits of good behavior rather than punishing negative behaviors. The planning and preparation for these expectations will continue to take place with faculty under the guidance of KNOS' regional Director of Student Support Services over the summer in preparation for the school year. Teachers will engage 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.

**Timeline.** KIPP New Orleans Schools' commitment to improving outcomes for students has prevented us from delaying the turnaround process at KNOLA; during this school year, KNOS and KNOLA are engaging in pre-implementation activities to lay the foundation for a full turnaround model implementation in the 2014-2015 school year. These activities include: staffing changes; a great deal of strategic planning in collaboration with our regional teams; and beginning to rebuild a sense of school culture that envelops and supports students, their families, teachers and the school leadership team.

The activities in the first year will be centered around the implementation of KNOS' new Common Core curriculum program; a refreshed emphasis on quality instructional strategies, including targeted professional development; visioning process for school leaders; and continuous refinement and planning by cohorts of our highest-performing teachers in each content area. The 2015-2016 school year will then focus on "rounding out" the strategies, curriculums, and development of a renewed school culture, based on performance data and progress made at that point. By the 2016-2017 school year, we anticipate KNOLA will be working primarily on finalizing excellence. For a detailed breakdown of the interventions and activities outlined above, please see below.

**Practices and Policies.** The primary "policy" modifications that have been made are KNOLA's behavior intervention policy, the instructional time increase for struggling students and the redistribution of certain roles and responsibilities between the regional SSC and school-based staff. The behavior intervention policy is the only policy that has been formally modified, as outlined above, to clarify zero tolerance infractions and to minimize students' time spent outside of class. Also discussed above, accommodations have been made to increase learning time for students performing in the bottom 20% of their class. Lastly, KNOS has adjusted the amount of time required of school leaders in the recruitment, hiring and human resources fields by expanding the role of the SSC in these processes. 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.

**Stakeholders.** Reporting and communicating progress is a key component of our work to turnaround our lowest-performing schools. As the community's understanding and 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 to the board of directors on a bi-monthly basis 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 KNOLA school team, particularly the dean of students, plays a critical role in communicating progress to students, parents, and the larger KIPP community. KIPP New Orleans Leadership Academy's pre-implementation activities have included an increase in parent engagement first on account of the schools relocation to a new facility at the beginning of the 2013-2014 school year, then to announce the leadership transition and that the school would be facing a series of changes to improve. Engaging stakeholders, particularly parents and families, in the implementation of the turnaround model activities is a priority that the KNOLA team is continuing to refine.

C. BUDGET: Include the FY13 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 each Priority School it commits to serve.

In the FY13 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 each Priority School it commits to serve;
- Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA’s Priority Schools; and
- Support school improvement activities, at the school or LEA level, for each school identified in the LEA’s application.

LEA Application Budget Form included with this application:

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
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**Budget Summary**

	School Name	Year 1 Budget		Year 2 Budget	Year 3 Budget	Three-Year Total
		Pre-Implementation	Year 1			
1	KIPP New Orleans Leadership Academy	\$124,000	\$297,363.28	\$275,922.76	\$270,922.76	\$968,208.59
	LEA Activities					
	<b>TOTAL BUDGET</b>					\$968,208.59

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

*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 Priority 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 three-year budget plan. An LEA’s budget for each year may not exceed the number of Priority Schools it commits to serve multiplied by \$2,000,000 (not to exceed \$6,000,000 per school over three years). The minimum amount of funding an LEA may request is \$50,000 per school.*

**D. ASURANCES: 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 Priority 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 Priority School that it serves with the school improvement grant, and establish goals (approved by the SEA) to hold accountable its Priority Schools that receive school improvement funds;
- 3) If it implements a restart model in a Priority 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:	
<input checked="" type="checkbox"/> <b>Yes</b>	<input type="checkbox"/> <b>No</b>

E. **TIMELINE:** Use the charts below to provide a brief timeline for implementation of the SIG intervention model(s) at the school(s) 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.

Pre-Implementation Activities (Optional)	
Intervention Activities	
<i>Sept. 2011 - April 2013</i>	<i>May 2013 - August 2014 (Pre-Implementation Period)</i>
<ul style="list-style-type: none"> <li>• KNOS' regional academic and talent/recruitment teams engaged in preliminary best-practices research and fundraising in support of developing strategies to reward our most effective teachers, initiating the Teacher Effectiveness Program.</li> </ul>	<ul style="list-style-type: none"> <li>• During the pre-implementation period, KNOS focused on replacing the majority of the teaching staff, targeting flexible and resilient candidates for recruitment who understood the unique circumstances at KNOLA.</li> <li>• KNOLA's principal was replaced with a turnaround leader who works with and reports directly to our regional Chief Academic Officer.</li> <li>• KNOLA hired a highly experienced Dean of Students to assist with turnaround efforts.</li> <li>• KNOLA's entire teaching staff will participate in intensive regional, national and school-based professional development sessions.</li> <li>• KNOLA's Assistant Principal was selected for the KIPP Foundation's prestigious Miles Family Fellowship for aspiring school leaders and will be engaged in extensive leadership development through the Relay Graduate School of Education for the next year.</li> <li>• The regional academic team is currently engaged in strategic planning and fundraising for the development of a new, fully aligned curriculum.</li> <li>• Read180 has been implemented to improve literacy for KNOLA students.</li> <li>• Students performing in the bottom 20% of their class receive 70 additional minutes of literacy instruction each day.</li> <li>• Students new to KNOLA will participate in a summer "orientation" to familiarize them with the school's culture and norms.</li> </ul>

Year 1: 2014 – 2015 School Year

Intervention Activities

<i>First Semester</i>	<i>Second Semester</i>	<i>Summer</i>
<ul style="list-style-type: none"> <li>• Full implementation of the new fully aligned regional Common Core Curriculum</li> <li>• Full implementation of the Teacher Effectiveness Program will commence as evaluative measures are applied.</li> <li>• Full implementation of KNOLA’s blended learning initiative: lab-based instruction from Technology Coordinator plus classroom-based blended learning strategies for the 6<sup>th</sup> grade class.</li> <li>• KNOLA’s school leader will engage in monthly meetings with KNOS’ 4 other middle school leaders.</li> <li>• KNOLA staff will engage in 2 quarterly regional professional development workshops.</li> <li>• KNOLA’s Technology Coordinator will oversee implementation of targeted blended learning strategies individualized for each student.</li> <li>• Toward the end of the first semester, KNOS’ regional talent/recruitment team will convene with KNOLA’s school leaders to reflect on anticipated staffing needs and preferred candidate characteristics for next year’s hires.</li> <li>• Students will undergo initial screenings for services with KNOLA’s health and wellness team. Evaluations will be issued for those needing services and supports will be provided throughout the year.</li> <li>• Students performing in the bottom 30% of their class will receive 70 additional minutes of literacy instruction each day.</li> </ul>	<ul style="list-style-type: none"> <li>• TEP salary enhancement rewards for successful teachers will be announced and administered at the conclusion of the second semester.</li> <li>• KNOLA’s school leader will engage in monthly meetings with KNOS’ 4 other middle school leaders.</li> <li>• KNOS’ regional talent/recruitment team will coordinate meetings between candidates and KNOLA’s school leaders to make final hiring decisions.</li> <li>• Students performing in the bottom 30% of their class will receive 70 additional minutes of literacy instruction each day.</li> </ul>	<ul style="list-style-type: none"> <li>• KNOS’ academic team, in collaboration with the data and information team, will engage in deep “data dives” to analyze student performance results after the first year of the regional curriculum push.</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>• KNOLA will undergo a reflective evaluation process to report on the progress of turnaround efforts to date.</li> <li>• KNOLA’s entire teaching staff will participate in intensive regional, national and school-based professional development sessions.</li> <li>• Students new to KNOLA will participate in a summer “orientation” to familiarize them with the school’s culture and norms.</li> <li>• KNOS’ regional academic team will pursue a comprehensive analysis of the instructional program, its strengths and weaknesses to be addressed in the coming year.</li> </ul>

Year 2: 2015 - 2016 School Year

Intervention Activities

<i>First Semester</i>	<i>Second Semester</i>	<i>Summer</i>
<ul style="list-style-type: none"> <li>• KNOLA will seek to enroll another team member on track to become a school leader in the Miles Fellowship through the KIPP Foundation.</li> <li>• KNOLA's school leader will engage in monthly meetings with KNOS' 4 other middle school leaders.</li> <li>• KNOLA staff will engage in 2 quarterly regional professional development workshops.</li> <li>• Toward the end of the first semester, KNOS' regional talent/recruitment team will convene with KNOLA's school leaders to reflect on anticipated staffing needs and preferred candidate characteristics for next year's hires.</li> <li>• Students will undergo initial screenings for services with KNOLA's health and wellness team. Evaluations will be issued for those needing services and supports will be provided throughout the year.</li> <li>• Students performing in the bottom 30% of their class will receive 70 additional minutes of literacy instruction each day.</li> </ul>	<ul style="list-style-type: none"> <li>• TEP salary enhancement rewards for successful teachers will be announced and administered at the conclusion of the second semester.</li> <li>• KNOLA's school leader will engage in monthly meetings with KNOS' 4 other middle school leaders.</li> <li>• KNOS' regional talent/recruitment team will coordinate meetings between candidates and KNOLA's school leaders to make final hiring decisions.</li> <li>• Students performing in the bottom 30% of their class will receive 70 additional minutes of literacy instruction each day.</li> </ul>	<ul style="list-style-type: none"> <li>• KNOS' academic team, in collaboration with the data and information team, will engage in deep "data dives" to analyze student performance results after the first year of the regional curriculum push.</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>• KNOLA will undergo a reflective evaluation process to report on the progress of turnaround efforts to date.</li> <li>• KNOLA's entire teaching staff will participate in intensive regional, national and school-based professional development sessions.</li> <li>• Students new to KNOLA will participate in a summer "orientation" to familiarize them with the school's culture and norms.</li> <li>• KNOS' regional academic team will pursue a comprehensive analysis of the instructional program, its strengths and weaknesses to be addressed in the coming year.</li> </ul>

Year 3: 2016 - 2017 School Year

Intervention Activities

<i>First Semester</i>	<i>Second Semester</i>	<i>Summer</i>
<ul style="list-style-type: none"> <li>• KNOLA’s school leader will engage in monthly meetings with KNOS’ 4 other middle school leaders.</li> <li>• KNOLA staff will engage in 2 quarterly regional professional development workshops.</li> <li>• Toward the end of the first semester, KNOS’ regional talent/recruitment team will convene with KNOLA’s school leaders to reflect on anticipated staffing needs and preferred candidate characteristics for next year’s hires.</li> <li>• Students will undergo initial screenings for services with KNOLA’s health and wellness team. Evaluations will be issued for those needing services and supports will be provided throughout the year.</li> <li>• Students performing in the bottom 30% of their class will receive 70 additional minutes of literacy instruction each day.</li> </ul>	<ul style="list-style-type: none"> <li>• TEP salary enhancement rewards for successful teachers will be announced and administered at the conclusion of the second semester.</li> <li>• KNOS’ regional talent/recruitment team will coordinate meetings between candidates and KNOLA’s school leaders to make final hiring decisions.</li> <li>• Students performing in the bottom 30% of their class will receive 70 additional minutes of literacy instruction each day.</li> </ul>	<ul style="list-style-type: none"> <li>• KNOS’ academic team, in collaboration with the data and information team, will engage in deep “data dives” to analyze student performance results after the first year of the regional curriculum push.</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>• KNOLA’s entire teaching staff will participate in intensive regional, national and school-based professional development sessions.</li> <li>• KNOLA will undergo a reflective evaluation process to report on the progress of turnaround efforts.</li> <li>• Students new to KNOLA will participate in a summer “orientation” to familiarize them with the school’s culture and norms.</li> <li>• KNOS’ regional academic team will pursue a comprehensive analysis of the instructional program, its strengths and weaknesses to be addressed in the coming year.</li> </ul>