

**A Charter School Proposal**  
**Presented to the Kansas City Metropolitan Community College**  
**March 22, 2006**

# Table of Contents

|   |               |
|---|---------------|
| <b>Introduction</b> .....   | <b>Tab 1</b>  |
| <b>Governance</b> .....   | <b>Tab 2</b>  |
| <b>Academics</b> .....  | <b>Tab 3</b>  |
| <b>Finance</b> .....  | <b>Tab 4</b>  |
| <b>Operations</b> .....   | <b>Tab 5</b>  |
| <b>Personnel</b> .....  | <b>Tab 6</b>  |
| <b>Appendix A: KIPP Kansas City Board Member Resumes</b> .....      | <b>Tab 7</b>  |
| <b>Appendix B: KIPP Kansas City Articles of Incorporation</b> ..... | <b>Tab 8</b>  |
| <b>Appendix C: KIPP Kansas City Bylaws</b> .....                    | <b>Tab 9</b>  |
| <b>Appendix D: KIPP Licensing Agreement</b> .....                   | <b>Tab 10</b> |
| <b>Appendix E: KIPP Exit Standards</b> .....                        | <b>Tab 11</b> |
| <b>Appendix F: KIPP: Endeavor Academy Budget</b> .....              | <b>Tab 12</b> |
| <b>Appendix G: Sample Staff Handbook</b> .....                      | <b>Tab 13</b> |

## MISSION AND VISION

### **Mission**

KIPP: Endeavor Academy will build and preserve within each student the strong knowledge, skills, and character traits necessary to successfully obtain a college degree. With integrity and compassion, students will have a vested interest in applying learned skills to surpass their own self-concern and better the world around them.

### **Vision:**

It is the vision of KIPP: Endeavor Academy that graduates will have an exalted sense of purpose.

## INTRODUCTION

KIPP: Endeavor Academy will operate as a charter school with the goal of serving Kansas City's underserved students. The school will follow protocol of state accountability procedures and regulations required by the Missouri Department of Elementary and Secondary Education (DESE). KIPP: Endeavor will support the school district by partnering with local schools and sharing best practices. Likewise, the KIPP Foundation will support KIPP: Endeavor by providing opportunities for professional development, various whole school assessments, and on-going technical assistance.

KIPP: Endeavor will open its doors to approximately 93 fifth graders in the summer of 2007 and grow one grade level each year until it is a fully-enrolled middle school serving grades 5-8. In 2010, the school will reach full capacity at approximately 334 students.

The educational philosophy of KIPP: Endeavor will be modeled upon the nationally recognized, tested, and proven Knowledge Is Power Program (KIPP) that originated in the South Bronx, New York and Houston, Texas. Both open-enrollment schools are the highest performing public middle schools in their respective school districts, as measured by standardized test scores, and serve a majority of students whom arrive below grade level. Today, the KIPP model has expanded to 52 schools across the country. While each school is tailored to meet the needs of the individual community it serves, all base their educational approach on KIPP's Five Pillars. KIPP: Endeavor will follow this proven approach to success which requires:

1. **High Expectations.** KIPP: Endeavor will have explicitly defined and observable high expectations for academic achievement and behavior that make no excuses based on the background of students. Students, parents, teachers, and staff will create and reinforce a culture of achievement and support through a range of formal and informal rewards and consequences for academic performance and behavior.
2. **Choice & Commitment.** KIPP: Endeavor will provide an additional public school option to families in Kansas City. Students, parents and the faculty of KIPP: Endeavor are part of the school by choice. No one will be assigned or forced to attend the school. Everyone must make and uphold a commitment to the school and to each other to put in the time and effort required to achieve success.
3. **More Time on Task.** KIPP: Endeavor knows that *there are no shortcuts* when it comes to helping educationally underserved students succeed academically. A longer school day, a longer school year, and Saturday school mean more time for students at KIPP: Endeavor to acquire the academic knowledge and skills, as well as rich extracurricular experiences that will prepare them for competitive high schools and colleges. Given the school's numerous learning goals and the fact that many students will arrive behind grade level, a longer school day, year, and mandatory Saturday school is necessary. Since students learn at different speeds, the extra time allows staff to do remediation for those students that need to "catch up," and to accelerate those students that are advancing at a faster pace. The Pillar is not "more time." More time can be wasted; more time *on task*, on the other hand, means that all students are learning and engaged at *all* times. The aim is to maximize each of the 570

minutes the staff has with the students each day. Each of these minutes is a “teachable moment” and must be used to its full potential.

4. **Power to Lead.** The school leader of KIPP: Endeavor will be an effective academic and organizational leader who understands that there are no great schools without great school leaders. The school leader will have control over the school budget and personnel, allowing him to swiftly move dollars or initiate staffing changes in order to be more effective in helping students learn.
5. **Focus on Results.** In order to assess attainment of the school’s mission, it is essential that KIPP: Endeavor commit to a focus on results, such as student performance on state tests and multiple other objective measures that can assess learning from year to year; results that don’t invite excuses based on the demographics of the students in Kansas City; and achievement that enables students to compete at the nation’s best high schools and elite colleges.

KIPP: Endeavor students will learn in a structured environment that encourages appropriate behaviors that focus on learning as well as creating an atmosphere of supportive peers and meeting high expectations. KIPP: Endeavor will not succeed because of who its teachers and students are, but rather because of the extraordinary commitment that students and teachers will make:

- Students and teachers in KIPP: Endeavor will spend more time in the classroom than their counterparts in regularly-zoned neighborhood schools;
- KIPP: Endeavor teachers will work together to identify and recruit master teachers in order to refine, share, and develop effective teaching strategies;
- KIPP: Endeavor teachers will bridge the gap between school and community by visiting every student’s home before the start of the school year and continuing to have regular meetings throughout the year; and
- KIPP: Endeavor teachers will provide students with home phone numbers and cellular phone numbers in order for children to contact teachers at night for homework assistance or in case of an emergency.

We believe there is nothing magical about this model. The KIPP network has achieved unprecedented success without claims to innovative curriculum or cutting-edge teaching techniques based on new research. The curriculum at KIPP: Endeavor will be derived from a variety of existing models such as Readers/Writers Workshops (English), KIPP Math and TERC (Math) and Delta Science (Science). These models are currently used by thousands of schools across the nation. KIPP’s approach is groundbreaking because it is basic. Simply stated: all staff members at KIPP: Endeavor will make a commitment to do whatever it takes to ensure that all students graduate with the strong knowledge, academic, and character traits needed to succeed in top-quality high schools, colleges, and the competitive world beyond.

## ANALYSIS OF COMMUNITY INFORMATION, DEMOGRAPHICS AND NEED

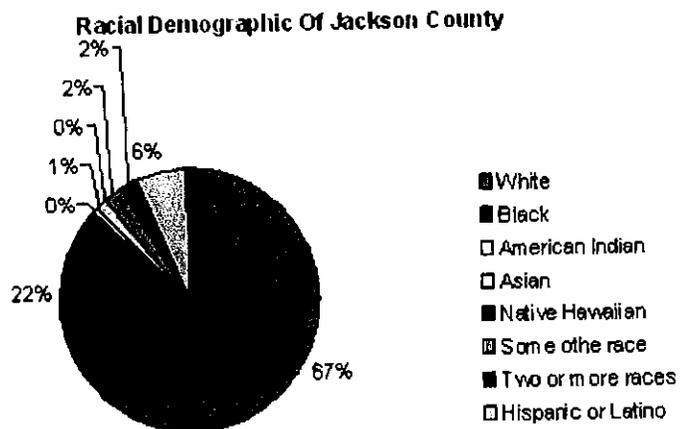
Kansas City is the 19<sup>th</sup> largest city in the United States with a metro area population of 651,181 people (Chart A).<sup>1</sup> According to Chart B, a high school diploma is the highest level of education attained by the majority of the population, followed by those with some college credit and/or an associate's degree. The median household income is roughly \$39,000.<sup>2</sup>

| <b>Jackson County<br/>Kansas City Population: 651,181<br/>266,294 households<br/>166,167 families</b> |         |
|---|---------|
| Male  | 315,132 |
| Female  | 336,049 |
| Under 5 years   | 50,417  |
| 5 to 9 years  | 42,505  |
| 10 to 14 years  | 45,962  |
| 15 to 19 years  | 43,600  |
| 20 to 24 years  | 39,887  |
| 25 to 34 years  | 89,958  |
| 35 to 44 years  | 97,987  |
| 45 to 54 years  | 96,790  |
| 55 to 59 years  | 38,824  |
| 60 to 64 years  | 28,753  |
| 65 to 74 years  | 40,243  |
| 75 to 84 years  | 28,125  |
| 85+ years   | 8,130   |

**Chart A: Defining population by age and sex**

| <b>Population 25 years and over</b>         | <b>428,810</b> |
|---|----------------|
| Less than high school graduate              | 59,555         |
| High school graduate (includes equivalency) | 129,509        |
| Some college, associate's degree            | 122,393        |
| Bachelor's degree or higher                 | 117,353        |

**Chart B: Highest level of education for Kansas City, MO residents**



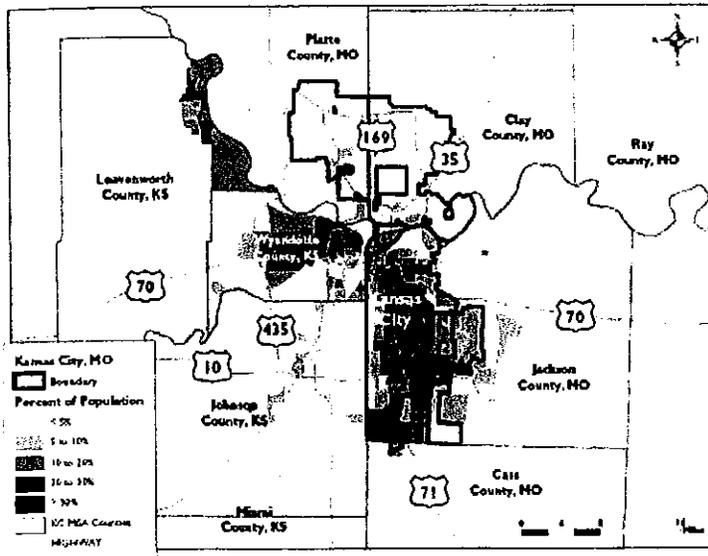
Several prominent companies are headquartered in Kansas City including: Sprint, Hallmark Cards, H&R Block, and AMC Theatres. Kansas City is currently in the midst of an exciting downtown revitalization. The revitalization is planned for completion in 2008 and will include an 18,500-seat arena and an upscale entertainment district with shops, restaurants and theatres. In addition to the construction of a new arena set to host a National Hockey League or National Basketball Association team, more than 10,000 loft spaces, condominiums, and apartments have been developed.

Considered to be one of the most segregated Midwestern cities, Kansas City is largely split between white and African American residents. The population of the Kansas City metropolitan area and its suburban area is just over 1.5 million.<sup>3</sup> Map A illustrates the African American population in the Kansas City Metro area, which is concentrated in two inner city locations and northward into Leavenworth County (note: the Leavenworth is the location of the Lansing Correctional Facility). The suburban locations that surround the metro region are predominantly white, middle class families.

<sup>1</sup> U.S. Bureau of the Census, Summary File 3, 2000 Decennial Census

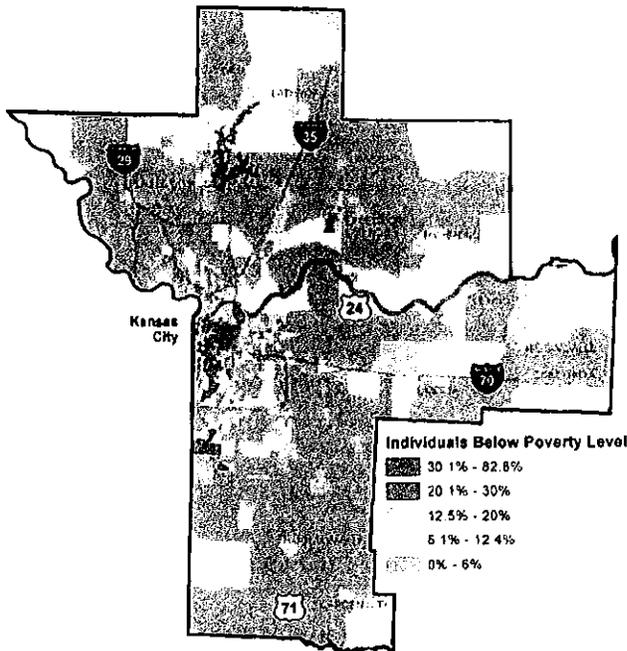
<sup>2</sup> U.S. Bureau of the Census, 2002 Economic Census

<sup>3</sup> U.S. Department of Housing and Urban Development 2005



**Map A: The African American population in the Kansas City region (Census 2000)**

High poverty areas in Kansas City are located in the downtown metro region (Map B). There are currently 233,816 individuals who live below the poverty line (Chart C). During the 2002 calendar year, over 34,000 children under the age of ten resided in households receiving poverty-related assistance. This represents a 51% increase from 2000 and a 22% increase from 2001.<sup>4</sup> Children make up the largest group of residents requiring assistance in each of the metro's five counties.<sup>5</sup>



**Map B: Defining the centralized area of poverty in Kansas City, Missouri.**

|  |         |
|--|---------|
| Persons for whom poverty status determined | 233,816 |
| Poor Persons                               | 49,453  |
| Persons below 50% of poverty level         | 25,596  |
| Persons below 185% of poverty level        | 95,125  |
| Persons between 100-200% of poverty level  | 52,724  |
| Mean poverty ratio                         | 2.13    |
| Poor Persons in Families                   | 34,838  |
| Families below poverty                     | 9,400   |
| Non Family Households below poverty        | 10,352  |

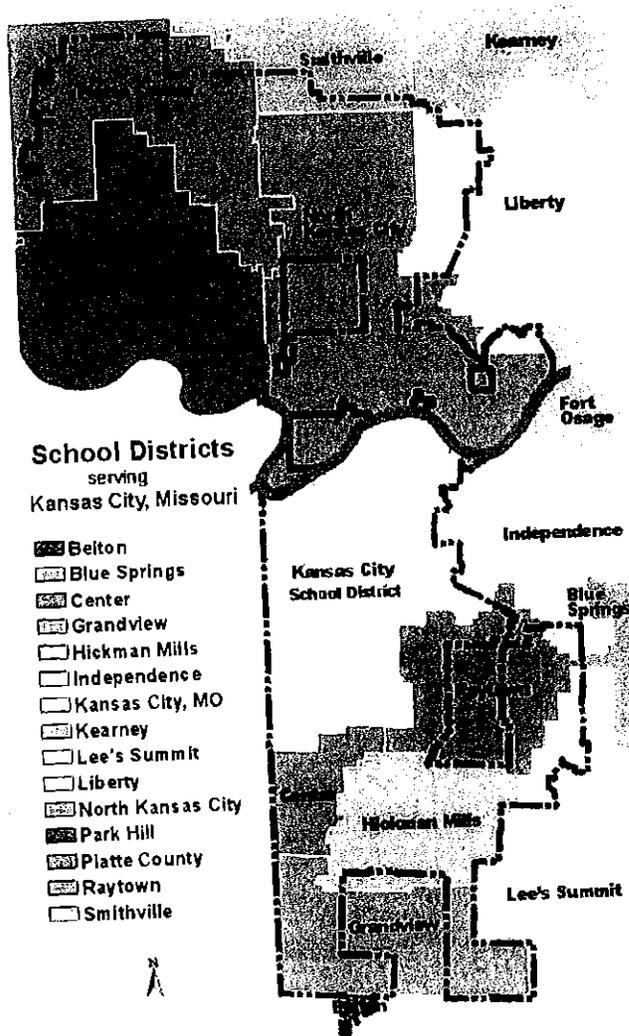
**Chart C: Poverty levels for Kansas City, Missouri.**

<sup>4</sup> 2005 Missouri Kids Count Data Book

<sup>5</sup> Brookings Institution Center on Urban and Metropolitan Policy 2000

## About the Kansas City Missouri School District

The Kansas City Missouri School District is a partially-accredited school district serving students located in Jackson County, Missouri (Map C). The District's enrollment is approximately 70 percent African American, 15 percent white, 12 percent Hispanic and 3 percent other (Chart D). Eighty percent of enrolled students are eligible for free or reduced lunch.<sup>6</sup> The district had its accreditation revoked in May 2000, by the State Board of Education for not meeting minimum standards in the state's three areas of assessment, resources, processes and performance. Since 1970, the Kansas City Missouri School District has had 21 superintendents. The district has experienced everything from court-ordered desegregation, a more than 50% decline in student enrollment (from 70,000-plus students to just over 32,000 students), three-month long teacher strikes, losses of full and partial accreditation, and national and local media exposés headlining the district as troubled.



Map C: Defining boundaries of the Kansas City, Missouri School District.

<sup>6</sup> Missouri Department of Elementary and Secondary Education 2005

| Kansas City Missouri School District (K-12) |        |        |        |        |        |
|---|--------|--------|--------|--------|--------|
|   | 2001   | 2002   | 2003   | 2004   | 2005   |
| Total                                       | 34,927 | 33,843 | 33,651 | 33,641 | 32,668 |
| Asian                                       | 2.00%  | 2.10%  | 2.10%  | 2.00%  | 1.90%  |
| Black                                       | 71.50% | 71.10% | 70.60% | 70.20% | 69.20% |
| Hispanic                                    | 9.90%  | 11.10% | 12.30% | 13.70% | 15.20% |
| Indian                                      | 0.30%  | 0.30%  | 0.30%  | 0.20%  | 0.30%  |
| White                                       | 16.30% | 15.40% | 14.70% | 13.90% | 13.40% |

**Chart D: The demographics served in the Kansas City Missouri School District.**

The preliminary 2006 Missouri Assessment Program (MAP) results indicate more than 80% of Kansas City Missouri School District students scored less than proficient in both Communication Arts and Math (**Chart E**).<sup>7</sup>

| 2006 Kansas City Missouri School District State Test Results |                      |                      |                      |
|--|----------------------|----------------------|----------------------|
| Mathematics  |                      | Communication Arts   |                      |
| Proficient or Better   | Less Than Proficient | Proficient or Better | Less Than Proficient |
| 18.4   | 81.6                 | 20.3                 | 79.7                 |

**Chart E: 2006 state test results for the Kansas City Missouri School District. The district did not make adequately yearly progress.**

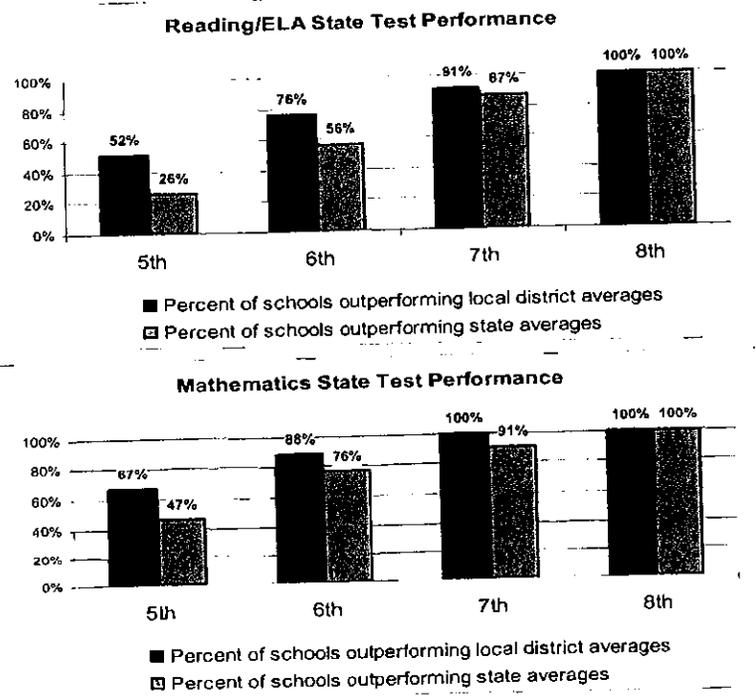
Overlaying Maps A, B, and C results in the following observation: the highest levels of poverty are concentrated within densely-populated African American communities and these are the same communities that are educationally underserved by the Kansas City Missouri School District. Thus, KIPP: Endeavor Academy will seek to offer the families of the Kansas City, Missouri community a high-quality educational alternative for their children.

<sup>7</sup> Missouri Department of Elementary and Secondary Education - Missouri School Improvement Program 2006

## KIPP Results

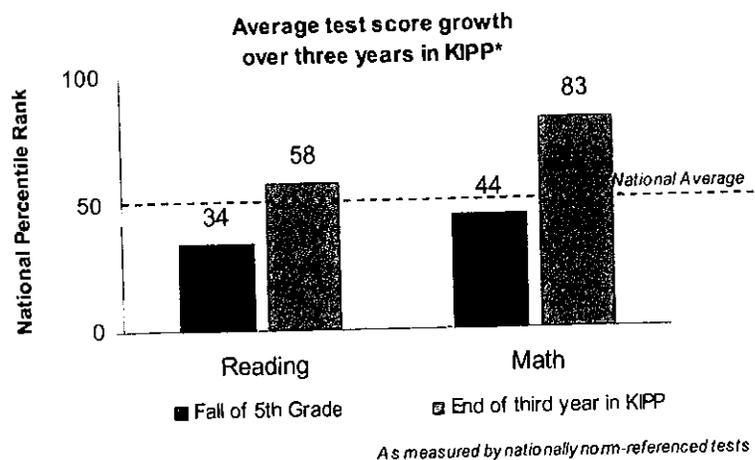
Since 1999, both KIPP Houston and KIPP Academy New York have successfully placed nearly all of their graduates in college preparatory high schools (institutions that have rigorous educational programs with over 90% of their graduates attending college). High school admissions officers know that a KIPP graduate has the academic, intellectual, and character skills necessary to succeed in a hard-working, high-achievement atmosphere. Across the country, KIPP schools are preparing low-income middle school students for rigorous high schools, college, and the world beyond.

The results in **Figure 1.1** represent state test performance across all KIPP middle schools for the 2005-06 academic year and demonstrate that KIPP schools are among the highest performing schools in their respective school districts and states. More than half (52%) of KIPP's 5th grade cohorts outperformed their local districts in Reading/ELA. Two-thirds (67%) did so in Math. 100% of KIPP's 8th grade cohorts outperformed their districts and states on Math and Reading/ELA exams in 2005-06.



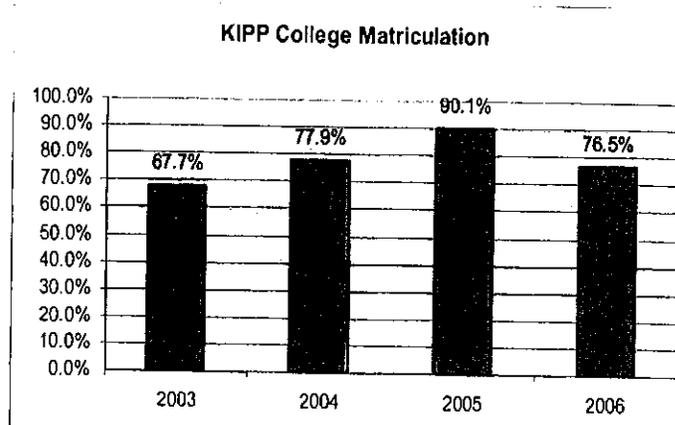
**Figure 1.1 – State test results from KIPP schools (2005-06)**

To measure growth, KIPP schools administer nationally norm-referenced tests (e.g. the Stanford-10) to incoming students and at the end of each year. **Figure 1.2** illustrates average test score growth over three years in KIPP (from Fall of the 5<sup>th</sup> Grade through the end of the third year).



**Figure 1.2 – Average test score growth over three years in KIPP**

In the communities in which KIPP schools operate, local high schools are sending only 31% of their students to four-year colleges. **Figure 1.3** illustrates the success that KIPP has had in preparing students for college.



**Figure 1.3 – Matriculation rates of KIPP graduates (2003-06)**

Educators, parents, professors, and interested citizens visit KIPP schools to glean best practices given KIPP’s success in boosting academic achievement performance gains and implementing strong school-wide cultures. In 2002 alone, KIPP Academy (Bronx, New York) received over 800 visitors. KIPP has been covered by *The New York Times*, the *Washington Post*, *Newsweek*, *People*, *Education Week*, *Business Week*, ABC’s *Good Morning America*, CBS’s *60 Minutes*, *The Oprah Winfrey Show* and many others. KIPP is widely considered to be one of the most promising initiatives in public education today.

## GOVERNANCE

**Submission, term, renewal, amendment, probation, revocation, public inspection of charter**  
KIPP Kansas City is a Missouri nonprofit corporation incorporated pursuant to chapter 355, RSMo. to operate in the State of Missouri as a local education agency (LEA) consisting of one or more public charter schools in accordance with the KIPP educational model. The first of these is KIPP: Endeavor Academy, a grades 5-8 middle school. The board of KIPP Kansas City reserves the right to expand the original school by grade level or campus, with the approval of the sponsor. The charter shall constitute a contract between the sponsor and the charter school. No fee has been offered to the sponsor for consideration of the charter. Copies of the charter have been presented to the Kansas City Missouri School District and the State Board of Education.

The term of KIPP Endeavor's charter shall be ten years with the understanding that the charter may be renewed at the end of that period with the approval of the sponsor. In the final year of the initial term, KIPP: Endeavor will approach the original sponsor, or another eligible sponsor to authorize renewal. The original sponsor must advise KIPP: Endeavor of its decision whether or not to renew the charter no later than November 1, of the final calendar year of the initial term.

The charter may be amended by mutual agreement of the board of directors of KIPP: Endeavor and the sponsor. All amendments shall be submitted in writing sixty days in advance and shall be posted at KIPP: Endeavor for public viewing and comment during that same time period. At the end of the sixty days, signatures from a designated representative of KIPP: Endeavor and a representative of the sponsor shall authorize the amendment which will then be included within the original charter and noted as amendment by date and title.

The sponsor may place the charter school on probationary status to allow the implementation of a remedial plan, which may require a change of methodology, a change in leadership, or both, after which, if such plan is unsuccessful, the charter may be revoked.

The charter may be revoked by the sponsor at any time if the charter school commits a serious breach of one or more provisions of the charter, including the Charter School Contract, or on any of the following grounds: failure to meet academic performance standards as set forth in the charter, failure to meet generally accepted standards of fiscal management, failure to provide information necessary to confirm compliance with all provisions of the charter and sections 160.400 to 160.420 and 167.349, RSMo.

At least ninety (90) days before acting to revoke the charter, the sponsor shall notify the governing board of the charter school of the proposed action in writing and allow the charter school ninety (90) days from the date of this notice to attempt to cure the breach. The notice shall state the grounds for the proposed action. The school's governing board may request in writing a hearing before the sponsor within two weeks of receiving the notice. The sponsor shall establish procedures to conduct administrative hearings upon determination by the sponsor that grounds exist to revoke the charter. Final decisions of the sponsor from hearings conducted pursuant to this subsection are subject to judicial review pursuant to chapter 536, RSMo. A termination shall be effective only at the conclusion of the school year, unless the sponsor determines that continued operation of the school presents a clear and immediate threat to the health and safety

of the children. All revocation notices and correspondence between KIPP: Endeavor and the sponsor shall be by certified mail.

KIPP: Endeavor shall make available for public inspection a copy of the charter, the most recent annual report card, and results of background checks on board members. KIPP: Endeavor acknowledges it may charge reasonable fees, not to exceed the rate specified in section 610.026, RSMo, for furnishing copies of these documents; provided, however, that the sponsor shall not be charged for documents which it reasonably requests or which are required by law or the Charter School Contract to be furnished to the sponsor.

**Exemption, nonsectarian structure, statutory compliance, open meetings law, LEA status**

KIPP: Endeavor Academy shall be exempt from all laws and rules relating to schools, governing boards, and school districts with the exception of sections 160.400-160.420 RSMo. KIPP: Endeavor shall be nonsectarian in its programs, admissions policies, employment practices and all other aspects of its operations. The school shall comply with all state and federal laws pertaining to health, safety, civil rights and minimal educational standards. KIPP: Endeavor shall abide by the state's open meetings law. The charter school shall be a local education agency (LEA).

**Description of governance and operation**

KIPP: Endeavor Academy is governed by KIPP Kansas City's board of directors which is composed of local community leaders both familiar with, and committed to, the KIPP educational model as well as the needs of the community where the school is located (please see Appendix A for KIPP Kansas City board member resumes). It is critical for the group responsible for oversight of the school, its mission, and its vision to be intimately familiar with KIPP's model and passionate about doing whatever it takes to ensure that the model is realized. The school leader, Jon Richard, will work closely with the board of directors to ensure that they are in full alignment with the school's mission, culture and goals. As representatives of the community, they will bring a diverse set of skills and backgrounds, and represent a broad area of expertise. The board of directors will operate in accordance with the school's articles of incorporation, by-laws, and applicable Missouri open meetings laws. Above all, the board members will completely support the mission of KIPP: Endeavor and serve because they believe in, and are ambassadors for, the goals and mission of the school.

The board of directors will advance the goals of the school by providing the governance function, which encompasses legal responsibilities, general oversight, planning, policy-making, and fiduciary obligations, and by carrying out its statutory responsibilities associated with operating the charter school in an efficient and ethical manner, and in compliance with local and all other applicable state and federal laws and regulations. Specifically, the board of directors will govern the school by setting all policies and approving all budgets and significant transactions. The school leader will manage the day-to-day operations of the school and will report to the board. During the school's initial start-up phase, the board will be absolutely critical in implementing the policies and systems that will ensure the success of the school. Further, the board will be instrumental in building additional community and local philanthropic support for the school.

**Governing board members, recruitment, qualifications, selection, background checks, conflicts of interest, financial disclosure, liability, removal, terms, duties, meetings, training**  
At this time, KIPP: Endeavor is governed by an initial board of directors. Mr. Richard, with the assistance of current board members and the KIPP Foundation, has begun the formal recruitment of additional directors. During this process, he will carefully recruit directors who are committed to KIPP's mission, and who bring diverse skill sets and backgrounds to contribute to the school's governing body.

The responsibility for KIPP Endeavor's success rests with the leadership that guides the school. The qualifications sought in those candidates interested in serving on the board of directors will include but not be limited to:

- A dedication to the vision and mission of KIPP: Endeavor and advocacy for the school's mission among personal and professional contacts;
- Willingness to volunteer for one or more board committees and the ability to contribute appropriate time and energy necessary to follow through on assigned tasks;
- Ability to work within a team structure, including dialoguing and deliberating critical issues;
- Ability to think critically, strategically and objectively about issues concerning the school;
- Expectation that all children can and will realize high academic achievement; and
- Specific knowledge, experience, and/or interest in at least one element of governance for KIPP Endeavor.

While recruiting for members of the board of directors, Mr. Richard will seek and select candidates who are representative of the community and who possess at least one skill which will benefit the governance and operation of the school, including backgrounds in:

- Real estate
- Fundraising and development
- Law
- Accounting
- Education professionals (teachers, curriculum specialists, seasoned school leaders)
- Philanthropists
- Community leaders
- Business leaders

The sponsor shall not grant or renew the charter without ensuring that a criminal background check and child abuse registry check are conducted for all members of the governing board of the charter school or the incorporators of the charter school if initial directors are not named in the articles of incorporation.

No KIPP: Endeavor board member shall be an employee of the sponsor. No member of the governing board of KIPP: Endeavor shall hold any office or employment from the board or the charter school while serving as a member, nor shall the member have any substantial interest, as defined in section 105.450, RSMo, in any entity employed by or contracting with the board. No board member shall be an employee of a company that provides substantial services to the charter school.

All members of the governing board shall be considered decision-making public servants as defined in section 105.450, RSMo, for the purposes of the financial disclosure requirements contained in sections 105.483, 105.485, 105.487, and 105.489, RSMo.

The charter school board members shall be subject to the same liability for acts while in office as if they were regularly and duly elected members of school boards in any other public school district in this state. The governing board of a charter school may participate, to the same extent as a school board, in the Missouri public entity risk management fund in the manner provided under sections 537.700 to 537.756, RSMo. KIPP: Endeavor will obtain competitive quotes from other insurers and compare these to the risk management fund in determining its choice of liability insurer. The chief financial officer of KIPP: Endeavor shall maintain a surety bond in an amount determined by the sponsor to be adequate based on the cash flow of the school.

Board members who are not fulfilling their obligation to the school through the responsibilities set forth below or who have missed three or more of the board's monthly meetings within a calendar year will be contacted by the board president, reminded of their responsibilities and asked to re-commit their support and fulfillment of responsibilities. Following this reminder, if the board still feels that the member is not fulfilling his/her obligations, a vote on the individual's membership will be conducted at a special meeting called for this purpose. If a majority is reached, the board member will be removed. Members of the board of directors may voluntarily resign at any time during their service to the school.

The initial directors shall serve until the first annual meeting of the board of directors. Thereafter, directors shall be elected by a majority vote of the directors then in office and each director shall serve a term of three years with one-third of the board being elected annually. The terms of the directors elected at the first annual meeting of the board shall be established by the board of directors.

The board will delegate to the appointed school leader authority and decision making responsibility for day-to-day operations of the school, including but not limited to: hiring and firing school staff in accordance with appropriate due process considerations and requirements, designing the school's curriculum, and creating the school's annual budget (subject to board approval). The board shall be notified of progress in the areas of academics, finance, and parental involvement via monthly meetings with the school leader. All information provided by the school leader will be verified by random spot checks by a designated member of the board. KIPP Endeavor's Board of Directors' responsibilities and duties include, but are not limited to:

- Evaluate the performance of the school leader;
- Establish and maintain all policies governing the operation of the charter school (bylaws);
- Ensure that the school adheres to the goals outlined in this contract application, as well as state and federal guidelines and other school policies;
- Hold the school leader accountable for the academic and fiscal responsibility of the school;
- Provide support to the school for additional fund-raising, marketing and other services as needs arise;
- Hear and render decisions on issues brought to the board's attention;

- Advocate on behalf of the school by working to establish partnerships with community organizations, institutes of higher learning, nonprofit foundations and corporate entities that support education through noncommercial relationships.

Officer positions will be filled by an election by the board of directors, and all officers will serve for a term of one year. Officer positions to be filled are: president, vice president, secretary and treasurer.

### President

The role of the president is to advocate for the charter school on all levels assuring that the diverse components which support the school function as designed and that the mission, goals, and objectives of the school are being fulfilled.

Responsibilities include but are not limited to:

- Prepare the agenda for all board meetings;
- Preside over and direct the board meetings in accordance with parliamentary procedures defined by Robert's Rules of Order;
- Manage creation of board committees and appoint committee chairpersons;
- Serve as the lead person for cultivating community partnerships; and
- Ensure board activities are in compliance with applicable statutes and regulations.

### Vice President

The role of vice president is to be the chief operating officer of the board of directors. In the event that the president is unable to attend a board meeting, the vice president shall temporarily act in place of the president in his/her absence.

Responsibilities include but are not limited to:

- Coordinate the production of materials for board meetings;
- Assist the president in overseeing the work of board committees; and
- Assist the president in delegating responsibility for tasks throughout the board membership.

### Secretary

The role of the secretary is to administrate documentation and communication of board activities.

Responsibilities include but are not limited to:

- Record, transcribe and circulate the board meeting minutes;
- Maintain records of the board's decisions and correspondence;
- Write any correspondence the board deems necessary;
- Publicize board meetings in accordance with the Open Public Meetings Act; and
- Submit any required documentation related to board responsibility.

### Treasurer

The role of the treasurer is to oversee the financial processes of day-to-day operations in order to ensure that: the school is fiscally stable; all expenditures are in compliance with the school's ethics; and all transactions are documented in accordance with GAAP principles.

Responsibilities include but are not limited to:

- Oversee the implementation and management of the school budget;
- Approve the school's annual budget prior to board consideration;
- Oversee and assist the school leader in preparation of monthly financial statements to the board; and
- Arrange and oversee the annual independent financial audit.

KIPP Endeavor's board of directors will meet once per month at the school site. The meetings will be held throughout the school year on a specific day of each month to be agreed upon by the board. Board members will vote on a meeting schedule during the first official meeting of each school year. As required by the open meetings law, meeting dates, times, location and agenda will be announced in advance and all meetings will be open to the public.

New board members will be asked to participate in the annual KIPP Board Conference held every summer as part of KIPP's Annual School Summit.

### **Bylaws and Articles of Incorporation**

Please see Appendix B for a copy of the KIPP Kansas City Articles of Incorporation, form NFP-102.10. The bylaws of KIPP Kansas City may be found in Appendix C.

### **Parental, community, sponsor and professional educator involvement**

Garnering the ongoing support and participation of each student's parents or guardian in the educational process is fundamental to the mission of KIPP: Endeavor Academy. Prior to the start of each school year, the school leader will visit the home of each student who has expressed interest in attending the school. At this time, the school leader will explain the academic and culture expectations of the school, and parents will be encouraged to sign the KIPP: Endeavor Commitment to Excellence Form, which outlines each parent's basic responsibilities for ensuring that students arrive to school on time and that assigned homework is checked on a daily basis.

Parents will be expected to keep abreast of their student's academic progress on a regular basis. Parents will be able to gauge their child's academic progress, and thus the success of the school's educational program, by their child's daily homework sheet, by attending parent/teacher conferences, by attending open houses, and by reviewing student portfolios upon request with a teacher or other KIPP staff or faculty member. Report cards will be provided on a quarterly basis. In addition, KIPP teachers will be expected to maintain parental contact through telephone calls and home visits. All KIPP parents and students will have a list of the teachers' cellular phone numbers. The school leader of KIPP: Endeavor will make telephone calls as needed to parents addressing any concerns they may have.

The above procedures will enable KIPP: Endeavor staff to continuously monitor parent involvement. If parents are unable to follow the stipulations set forth in the Commitment to

Excellence, the school will proactively work with students and parents to find solutions that accommodate specific needs in the interest of the child's academic success. In addition to daily monitoring, the school, with assistance from its governing board of directors, will monitor and formally evaluate parent involvement in the school twice annually by administering parent and teacher surveys. In addition, the KIPP: Endeavor staff will play an active role in seeking parent feedback during Parent-Teacher Conferences, in addition to informal meetings, and share this information collectively with the school leader and board of directors. Should the school leader and board determine that parental involvement needs to be increased, they will work together to create strategies to encourage increased participation in all-school events and activities.

During the school year, opportunities for continued parental and community participation in the operation of the charter school will include, but are not limited to, the following:

- Attending board meetings to address specific topics best resolved and/or developed with the input and expertise of parents;
- Serving on advisory or special task committees that are involved in the day-to-day operations of the school;
- Volunteering in any additional capacity of which they are capable.

Community representation will be included in the governance of KIPP: Endeavor in the following ways, including but not limited to:

- Community members will be urged to serve as voluntary board committee members;
- Community input will be sought on a continuing basis in the form of advisory panels; and
- Members of the community at-large will have access to directors, as board meetings will be open to the general public in accordance with the Open Public Meetings Act.

KIPP: Endeavor will build upon assets of the community by partnering with local organizations for two key purposes: to further the organizations' missions to improve the general welfare of the neighborhood's residents, as well as to provide learning opportunities for KIPP: Endeavor students.

KIPP: Endeavor's Saturday School program will be largely based on forming partnerships with local organizations and inviting them to teach students various trades, skills, and other culturally relevant information on Saturdays. This will be an opportunity to instill in students an appreciation for the assets of their community, while simultaneously providing residents with an opportunity to experience the high expectations and hard work at KIPP: Endeavor.

The sponsor shall have no role in the day-to-day operation of KIPP: Endeavor, but shall be available for advice and assistance. As provided in the Charter School Contract, the sponsor shall appoint a liaison who will work with KIPP: Endeavor and to assist with providing services within the sponsor's ability including, for example, assessment advice and curricular consultation. The sponsor is not liable for any acts or omissions relating to the charter submitted by the school, or the operation and performance of the school.

Subject to KIPP: Endeavor's complying with the Charter School Contract and statutory requirements regarding furnishing documentation to the sponsor to enable it to appropriately evaluate KIPP: Endeavor's operations, the sponsor shall provide timely submission to the State Board of Education of all data necessary to demonstrate that KIPP: Endeavor is in material compliance with all requirements of sections 160.400 to 160.420 and 167.349, RSMo. At least once every two years, the sponsor, in conjunction with the staff of KIPP: Endeavor, shall conduct a review of the school's performance, management and operation. The method and scope of the review shall be jointly determined by the sponsor and KIPP: Endeavor. KIPP: Endeavor shall make available the school accountability report card information as provided under section 160.522, as well as the results of the academic monitoring required by statute.

In the event that the charter school shall have provided all information necessary to confirm ongoing compliance with all provisions of its charter and sections 160.400 to 160.420 and 167.349, RSMo, in a timely manner to the sponsor, the sponsor shall take all reasonable steps necessary to confirm that KIPP: Endeavor is in material compliance and remains in material compliance with all material provisions of the charter and sections 160.400 to 160.420 and 167.349, RSMo.

KIPP: Endeavor will be established in partnership with the KIPP Foundation; a national, non-profit organization dedicated to training and supporting outstanding educators as they start high-performing public schools across the country. All KIPP schools adhere to the Five Pillars and are based on the premise that *all children will learn*. KIPP Foundation will not manage the school as school management is not part of KIPP Foundation's mission. Instead, KIPP Foundation leverages its resources to support the development of ambitious KIPP school leaders and high-performing KIPP schools across the United States. KIPP provides this training and support through the KIPP School Leadership Program.

The founders of KIPP Foundation recognize the indisputable fact that schools require strong, capable leaders to be effective. Far too few educators have had the opportunity to carefully develop the leadership skills they need to start and manage effective schools. The KIPP School Leadership Program is a three year program that provides intensive training and highly individualized support in the following areas: Organizational Leadership and Culture, Academic Leadership, Operations Management and Community Development. The first year is a full-time leadership-training program called the Fisher Fellowship. The second and third years of the program provide support and services for school leaders after they have opened their schools.

From the outset, KIPP selects outstanding educators to participate in its highly competitive KIPP School Leadership Program. All KIPP school leaders must hold a bachelor's degree and have at least two years of K-12 classroom teaching experience. The following are characteristics of an ideal KIPP school leader: being a relentless achiever, demonstrating potential for instructional leadership, being self-aware, having respect for others, possessing the ability to prioritize, remaining flexible, and inspiring others. The recruitment process attracts high-performing teachers, Teach for America alumni, Inner City Teaching Corps alumni and business and education graduate school students from universities throughout the country. The KIPP Foundation received nearly 1,000 applications and selected 11 outstanding leaders to participate in the 2006-2007 KIPP School Leadership Program.

Each Fisher Fellow must complete an intensive year of management and academic training. This initial year involves both a rigorous six-week Leadership Institute hosted by Stanford University followed by three separate, month-long residencies involving hands-on training in key roles at exemplary KIPP schools and other high-performing public schools throughout the country. The six-week School Leadership Institute conducted at Stanford University provided Mr. Richard with the essential organizational and academic leadership skills that are most relevant to operating a successful KIPP school. Institute course work took place this past summer and was directed by top business school professors from across the nation, as well as experts on academic leadership, nonprofit management, school finance, governance, and operations. Topics covered include organizational culture, finance and instructional leadership and management. The Institute's dynamic instructional setting immerses Fellows in an intense academic environment. Class sessions include participation in case studies, discussions, and role-playing.

While they are working through this rigorous training program, Fisher Fellows are supported by staff members at the KIPP Foundation who help make their schools a reality. Fellows are helped to develop relationships with the charter authorizer, find facilities, establish local community and philanthropic support, as well as receive instructional development support.

During the critical first two years of new school operations, it is essential to establish a strong school culture and obtain outstanding academic results. Even after successfully opening their schools, KIPP school leaders face new challenges as their schools grow each year. During these first two years of school operation, KIPP school leaders receive ongoing, individualized support from KIPP's academic services team, punctuated by a series of training conferences. Ongoing training, support and evaluation by KIPP staff during these first two years of operation ensures that new KIPP schools develop successful programs according to their school's mission.

Continuing beyond the formal three-year KIPP School Leadership Program, KIPP will provide ongoing commitment to and support of KIPP: Endeavor. As a member of the family of KIPP schools, KIPP: Endeavor will have access to curricular and instructional best practices from leading educators that are updated to comply with changes in state and national standards. The KIPP Foundation will also provide consulting services to support KIPP: Endeavor's business operations, academic and community outreach programs. Support services include such issues as financial planning, real estate management, vendor management, collection, and assessment of data, staff professional development and school leader development.

Although KIPP Kansas City's Board of Directors will operate independently of the KIPP Foundation Board of Directors, the KIPP Foundation, as sole member of KIPP Kansas City, will maintain the exclusive right, with timely notification to the sponsor, to approve any amendments to KIPP Kansas City's articles of incorporation and/or bylaws, and to remove and replace any person serving on the KIPP Kansas City board of directors. Similar to other KIPP schools, KIPP Kansas City will also enter into a trademark license agreement with the KIPP Foundation for its use of the KIPP name and related intellectual property. A sample of this agreement is included as Appendix D.

The following are some of the support services that the KIPP Foundation provides to all KIPP network schools:

- Training and support in connection with academic and organizational leadership; budget and compliance management; community outreach and fundraising; public relations training and assistance; data recovery and assessment; high school and college placement support; teacher recruitment; and professional assistance from the KIPP finance, legal and development groups.
- In addition, KIPP Foundation personnel will provide on-site services to the school, and will also conduct ongoing teacher training sessions in Math, Language Arts and other subject areas, provide instructional DVD's and other "best practices" instructional materials, and host regional and national retreats for board members and school leaders.
- The KIPP Foundation also supports all schools through fundraising efforts. KIPP has been awarded, for distribution to its schools, federal DOE grants in excess of \$4 million and significant private grants from the Kauffman Foundation, the Walton Family Foundation, the Broad Foundation, the Challenge Foundation, and other private philanthropists.
- Finally, the KIPP Foundation has developed a school evaluation process based upon the best practices of existing KIPP schools and a formal protocol based on the British School Inspection system. All KIPP schools receive two formal visits in their first two years of operation including a first year developmental visit and a week-long formal inspection during the second year of the school's operation.
- In exchange for license to use the KIPP name and associated trademarks, a license fee of 1% of total per pupil revenues that will never exceed the average salary of one teacher will be assessed on an annual basis.

#### **Affiliation**

KIPP: Endeavor has not chosen a post-secondary institution to affiliate with at this time, but reserves the right to do so in the future.

## ACADEMICS

### **Educational philosophy, grades and ages to be served**

KIPP: Endeavor's unique growth plan, beginning with 93 fifth graders and adding one class of fifth graders each year for, accounting for attrition, an anticipated total of 334 fifth-eighth graders, ensures a small school environment that contributes to higher student achievement. Research shows that students in small schools (under 400 students) come to class more often, drop out less, earn better grades, participate more often in extracurricular activities, feel safer, and show fewer behavior problems.<sup>1</sup>

The board of KIPP: Kansas City, under whose auspices KIPP: Endeavor operates, reserves the right to expand the original school by grade level or campus, with the approval of the sponsor.

### **KIPP: Endeavor Enrollment**

| Year | 5th Grade | 6th Grade | 7th Grade | 8th Grade | Total |
|------|-----------|-----------|-----------|-----------|-------|
| 2007 | 93        | 0         | 0         | 0         | 93    |
| 2008 | 93        | 83        | 0         | 0         | 176   |
| 2009 | 93        | 83        | 80        | 0         | 256   |
| 2010 | 93        | 83        | 80        | 78        | 334   |

KIPP: Endeavor will not implement specific "innovations," but will carefully build a strong and cohesive school culture of success based on the following basic strategies:

- **A Middle School Focus:** KIPP: Endeavor will start as a middle school serving grades five through eight, as KIPP has found that the fifth grade is a critical year in terms of getting students caught up to grade level and preparing them for the best high schools and colleges in the country. KIPP: Endeavor will take full advantage of KIPP's fifty-two school network, and will leverage its resources in all facets of the school's operations including evaluation, school finance, culture setting, curriculum, professional development, and business operations.
- **More Time in the Classroom:** In each grade, more time on task is central to the success of all KIPP schools, and KIPP: Endeavor will be no different, where all students are learning and engaged at all times; with the school leader and staff maximizing the 570 minutes they have with their students each day. As a KIPP School, the educational program at KIPP: Endeavor will require students to attend school from 7:25 a.m. to 5:00 p.m. during the week, 7:25 a.m. to 3:00 p.m. on Fridays, for four hours on Saturday, and for three weeks during the summer. All of these hours will be focused on addressing the academic, intellectual, and character skills of students.
- **A Small, Effective Learning Environment:** In order for a school leader to be effective, he/she must be aware of all activity within the school, in addition to activities outside of school, especially with regard to the family situations and the personal lives of the students. A school leader must be in touch with *all* of the students and their families in order to be effective. KIPP: Endeavor will open with approximately 93 fifth graders, and

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<sup>1</sup> William Ayers, Gerald Bracey, and Greg Smith. *The Ultimate Education Reform? Make Schools Smaller* (Center for Education Research, Evaluation, and Innovation, December 2000).

will add one grade each year until it reaches full capacity with approximately 334 fifth through eighth grade students.

Each of these core strategies, among many other quality attributes, will contribute to the strength of the school, and fulfilling its mission.

As part of KIPP: Endeavor's commitment to achieving its mission of preparing students for college, the school intends to conduct an assessment of the number of seats available to KIPP: Endeavor's graduating eighth graders at high-quality local high schools. If such analysis concludes that there do not exist enough seats at high-quality local high schools for the graduates of KIPP: Endeavor, the chartering group will conduct an in-depth analysis into the feasibility of opening a high school, starting with the ninth grade.

### **Educational program, high-risk students, curriculum and instruction**

KIPP: Endeavor's educational program and curriculum is designed to aid high-risk students. The incorporation of mandatory summer school, Saturday school, and extended hours during the week will allow KIPP: Endeavor Academy to develop creative programming. During the summer, new students are initiated into the routines, procedures, and high expectations of the school while returning students receive a head start on the following year's curriculum, and participate in enrichment activities. During the week, all students start the day with a half-hour of critical thinking and problem-solving activities. Students then engage in six to seven hours of standards-based instruction including reading, writing, math, Social Science, and science. Saturdays during the regular school year are spent in various enrichment and cultural activities. KIPP: Endeavor's school leader will work with teachers to develop instructional methods that will successfully maximize student learning. Students will acquire the knowledge and skills needed to pursue academic excellence, as well as the ability to independently apply, evaluate, and expand upon their knowledge.

There are many educational theories and practices that have proven to be effective in the classroom environment; KIPP: Endeavor will not subscribe to only one approach. KIPP schools believe in allowing successful teachers to teach in an environment that supports their own successful practices and strategies. The advantage of having more time for learning means that multiple instructional techniques can be combined and integrated throughout the day.

Examples of instructional techniques that existing KIPP schools have successfully implemented include whole-class instruction, small group instruction, individualized instruction, cooperative learning, peer tutoring, computer activities, educational field lessons, multi-sensory instruction such as songs, chants and dances, phonetic-based instruction, balanced literacy, project-based learning and discovery learning.

KIPP: Endeavor teachers will teach at all levels of learning. Students whose needs have not been met through traditional teaching methods will benefit from a number of alternative instructional techniques, which may include call and response, hands-on learning, role-playing, team-teaching, small group instruction, and other various techniques. Additionally, teachers at KIPP: Endeavor will continuously work together to enhance student learning by sharing, developing and refining effective teaching strategies.

### **Educating ELL and LEP students**

In accordance with the philosophy of *no excuses* and *more time on task*, all students who are English Language Learners (ELL) will be expected to become proficient in the English language at a rapid pace. KIPP: Endeavor believes that a structured English immersion program will be most helpful to ELL students in improving their abilities to master the language. The original KIPP Academies have had tremendous success with students who are limited English proficient. During the first year at KIPP Houston, two-thirds of the students began with a bilingual education label yet by the end of that year, two-thirds had acquired a “gifted and talented” label.

Based on the demographics of other elementary schools within the geographic area the school hopes to serve, yet taking into consideration that the school will be open to all residents within the Kansas City Missouri School District, the school anticipates that approximately 5% of its students will be English Language Learners. The school is dedicated to providing these students with an exceptional education and transitioning them into English proficiency as soon as possible. The school also recognizes the importance of valuing students’ native languages, and will reinforce an appreciation for the cultures, customs, and languages of all its students through the school’s core curriculum and extracurricular programs.

Students of limited English proficiency will receive the same academic content as those students who are native English speakers to ensure that all enrolled limited English proficient students receive the required courses and support services to meet the Missouri Show-Me Standards. All instruction will be in English. However, the level of English used for instruction – both oral and written -- will be modified appropriately for each ELL student. Within the school’s extended day schedule, there is ample time that can be used for additional intensive English language instruction for each student that needs it. In special cases, the school may make exceptions for a student that is not improving under the immersion program. KIPP: Endeavor will comply with all federal, state, and judicial mandates applicable to English Language Learners, including Title VI of the federal Civil Rights Act of 1964 and the federal Equal Education Opportunities Act of 1974.

If an incoming student speaks a language other than English and speaks little or no English, within four weeks of his/her enrollment, KIPP: Endeavor will administer a nationally normed test of English proficiency. If a student scores below the 50<sup>th</sup> percentile on this assessment, the student will be considered as an English Language Learner. All teachers will receive professional development on communicating with students designated as English Language Learners and in techniques for detecting whether a student has English language deficiencies. Should a child in question not be officially identified as LEP, he/she will be monitored regularly via various assessment techniques to ensure their retention of the material.

KIPP: Endeavor is committed to providing all necessary staff and specialized curricular materials to enable students to achieve proficiency and meet the high academic expectations set by the school. The school will provide referrals to additional support services if necessary, including individual or group counseling and parent counseling.

Immersion in the regular classroom will be the preferred model for mastering the English language. The LEP students’ English Language Development progress will be monitored by

teachers and qualified evaluators. It is the goal of KIPP: Endeavor that all of its students will leave the school proficient in the English language. Students who enter the school with an LEP label will be tutored during study hall and enrichment periods. The school will address the needs of students who are struggling to make adequate academic progress by providing, if necessary, pull-out instruction and/or assignment to a certified aide, teacher or qualified consultant under contract who speaks the child's native language. Each student's proficiency in English will be measured at least annually to determine whether continued special services are necessary.

All parents or guardians of students classified as limited English proficient will be notified in writing. The school will translate materials as needed to ensure that parents of LEP students understand all communications and are involved in all processes related to the English language development of their child.

#### **Gifted, talented, academically advanced students**

KIPP: Endeavor believes that all children hold gifts and talents that are unique and precious. Because all students will be challenged to reach their intellectual potential within the educational program, the school will not offer a formal, separate gifted and talented program.

During the enrichment period, teachers may work with students who are exceeding expectations by providing opportunities for project-based learning and discovery learning.

#### **Educating students with disabilities**

##### *Compliance with statutes*

KIPP: Endeavor will ensure, per all applicable state and federal laws and regulations, that the needs of special education students will be met. In addition, any provisions contained herein are subject to state and federal requirements for students with disabilities.

All students with disabilities attending KIPP: Endeavor will be afforded a free, appropriate and public education. Disability will not be used as a criterion for non-eligibility for enrollment; rather, KIPP: Endeavor welcomes the chance to educate any child, regardless of disability. KIPP: Endeavor will comply with all regulatory special education requirements of the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, Title II of the Americans with Disabilities Act, and any other civil rights enforced by the U.S. Department of Education Office of Civil Rights (OCR). Per federal law, all students with disabilities will be fully integrated into the programs of KIPP: Endeavor, with the necessary materials, mandated services, and equipment to support their learning.

##### *Philosophy*

First and foremost, KIPP: Endeavor's Design Team has come together because they share one vital, common belief: all students, regardless of family background, income, race, religion, sex, or health, can, and will, learn. This core belief also includes the realm of students with disabilities. The remainder of this section describes the policies, procedures and programs that KIPP: Endeavor will use to ensure compliance with all relevant special education laws and regulations at the state and federal level.

##### *Policies, programs and procedures*

To the maximum extent appropriate within each student's individualized education plan (IEP) and all applicable federal laws, including the Individuals with Disabilities Act (IDEA), KIPP: Endeavor will look to educate students with disabilities in the least restrictive environment, with their non-disabled peers. The KIPP: Endeavor program has elements that support educating students with disabilities within the regular KIPP: Endeavor program. For example, the nine-hour school day provides ample time for special education services such as one-on-one instruction or in-class supervision, without the need for additional time beyond regular school hours. The math curriculum's frequent use of rhymes and chants in the earlier grade levels has a proven track record with students of disparate abilities. KIPP: Endeavor will ensure that all necessary special education services are provided per the IEP and in harmony with the regular education program.

In order to move students from well behind their peer group to well ahead in just four years, KIPP has developed several distinctive program features that have proven successful in its schools. KIPP: Endeavor strongly believes that these features will benefit the anticipated student population. These features include:

1. KIPP: Endeavor's school will be open from 7:30 a.m. to 5 p.m. The school will have several Saturday morning classes and a mandatory three-week summer session. Students are in school almost 70% longer than in a traditional school schedule. In this way, students enrolled in KIPP: Endeavor for four years receive nearly three additional years—as measured by contact hours in a traditional public school—of academic preparation. This is vital for the majority of students that will enroll in the school behind grade level.
2. The school's baseline assessments will determine the performance levels of all students, especially in the core disciplines of Language Arts and Mathematics. Students will be grouped heterogeneously and receive instruction differentiated to their specific needs. Late afternoon classes and Saturday classes offer additional remediation and enrichment for these students.
3. All students must complete homework every night, including Fridays and Sundays. Each teacher in the school has a cell phone and is on-call twenty-four hours a day if students need an explanation or extra help with their work at home.
4. Annual end-of-year field trips to locations such as New York, Philadelphia, Washington, DC, reinforce the school's curriculum and are available to all students. These trips serve as yearlong incentives for students to perform at high levels and are in-place at every KIPP School in the country.

#### *Identification*

Identification, evaluation and placement of all students with disabilities will be conducted in accordance with all applicable federal law and Missouri statutes. In order to determine the number of students at the school with special needs, KIPP: Endeavor will establish an identification and evaluation process that brings together the parent/guardian, student, and school personnel to determine the needs of every child. During enrollment, the school leader will request documentation and student files from the child's previous school. Understanding that it can be difficult for parents to obtain such records in a timely manner during the summer months,

the school leader will personally contact each child's previous school and request the records. Should the Kansas City Missouri School District or a child's previous school currently hold an IEP for any student who will attend KIPP: Endeavor, they will provide said plan to the school leader of KIPP: Endeavor by July 1<sup>st</sup> of each year. In the event that no records are available for a child, KIPP: Endeavor will adhere to established federal and state transfer procedures.

The following individuals may make a referral for an evaluation for any student suspected of needing or qualifying for special education services: school personnel, parents, local community service agency, or any person having primary care and custody of a child. Evaluation requests should be submitted in writing and given to the special education case manager or school leader. If a parent makes such a request, KIPP: Endeavor will either accept the request and proceed with the evaluation process in accordance with the timelines and requirements described in federal and state regulations, or refuse the request and provide the parent with Notice of Action Refused and a copy of procedural safeguards available to the parent to contest such a decision.

#### *Evaluation and assessment*

The special education case manager will be responsible for gathering information to determine the student's disability, eligibility for services, and determining the nature and extent of required services. Assessment procedures will be conducted in the student's primary language, unless an interpreter is provided. The types of assessments that may be used for determining eligibility for certain instruction and services will include:

- Individual testing;
- Observations;
- Interviews; and
- Review of school records, reports, and work samples.

KIPP: Endeavor will follow the following assessment guidelines:

- Parents or guardians of any student referred for assessment must give their consent for the school to administer the assessment;
- The student must be evaluated in all areas related to his/her suspected disability;
- Multiple assessments will be delivered by a qualified professional to measure the student's strengths and needs;
- Assessments will be delivered without cultural, racial or gender bias;
- Assessments will be delivered in the student's primary language, unless a qualified interpreter is provided;
- Assessments will be adapted as necessary for students with impaired sensory, physical or speaking skills; and
- A multidisciplinary team will be assembled to assess the student, including a teacher knowledgeable in the disability.

The special education case manager will be responsible for processing and presenting the assessment data for the IEP meeting.

#### *Development of the IEP*

Every child who is assessed by the school will have an IEP that discusses assessment results and determines eligibility for special education services. If the student is eligible for services, KIPP: Endeavor will provide those services according to the student's IEP, which will specify the instruction and services the student shall receive. Students at KIPP: Endeavor who have IEP's will continue to attend the school, unless the IEP recommends otherwise and states why.

Each student who has an IEP will have an IEP team that oversees the implementation and progress of the IEP. The IEP team at KIPP: Endeavor will consist of the following individuals:

- The parent or guardian of the student for whom the IEP was developed;
- The special education case manager;
- The school leader;
- At least one of the student's current teachers who observed and is familiar with the student's educational performance; and
- A district representative, as appropriate.

Others familiar with the student may be invited as needed. KIPP: Endeavor views the parent as a key stakeholder in these meetings and will make every effort to accommodate parents' schedules and needs so that they will be able to participate effectively on the IEP team. The school will provide an interpreter if necessary to ensure that all parents and/or guardians understand and can participate in the IEP process. If a parent cannot attend the IEP meeting, the school will ensure his/her participation using other methods, such as conferencing by telephone or meeting at the parent's home.

Upon the parent or guardian's consent, the IEP will be implemented by KIPP: Endeavor. A copy of the IEP will be given to the parent. The IEP will consist of:

- The rationale for placement decisions;
- The services the student will receive and the means for delivering those services;
- A description of when services will begin, how often the student will receive them, who will provide them, and where they will be delivered;
- Annual goals and short-term objectives focusing on the student's current level of performance;
- A description of how the student's progress will be measured and monitored; and
- Transition goals for work-related skills.

#### *IEP review*

The IEP team will formally review the student's IEP at least once a year to determine how the IEP is meeting the student's needs. In accordance with IDEA regulations, the IEP team will also conduct a formal review of the IEP once every three years, in which the student is reassessed and the IEP is reviewed as part of an overall comprehensive reevaluation of the student's progress. If a parent or faculty member feels the student's educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to the school.

Parents will be informed four times a year (which is the same frequency as formal progress is reported to all students and parents) of the student's progress toward meeting annual goals and whether the student is expected to meet his/her annual goals. A completed IEP will be an attachment

to the general progress report. This will serve to document the method by which the student's progress toward achieving the annual goal is measured, the student's progress during the relevant period, the extent to which it is anticipated the student will achieve the annual goal prior to the next annual review, and where needed, the reasons the student did not meet the goal.

### *Staffing*

KIPP: Endeavor is planning to recruit and hire a full-time special education teacher/case manager for its staff. This person will be responsible for individual case management of all special education students and for arranging provision of services required by their IEP. The special education teacher must possess Missouri special education teaching certification. In the event that KIPP: Endeavor does not identify a suitable candidate for this position, the school will work with outsourced parties and the Kansas City Missouri School District to contract with independent providers to provide speech therapy, counseling, occupational therapy, and any other related services that the students' IEPs require. Though we anticipate that less than 10% of KEA's students will have an IEP, KIPP: Endeavor will ensure that additional special education teachers/contractors are hired as necessary to sufficiently serve the needs of the student population.

The special education case manager will:

- Ensure that all aspects of the IEP are followed;
- Arrange for the teacher of the child to attend the team meetings;
- Communicate with parents about progress made toward attaining the goals stated on the child's IEP, and inform them of due process procedures and rights;

Consult monthly with the school leader to ensure that the objectives and goals of students with IEPs are being met;

- Complete the requisite paperwork, updating and filing of necessary information for initial referrals, triennial evaluations, ongoing monitoring of student progress, and appropriate provision of any/all test modifications as stipulated in the IEP;
- Maintain a central file with all special education evaluation material and IEPs in accordance with FERPA and IDEA guidelines; and
- Provide a report of student progress on the same schedule as students in general education.

### *Reporting*

KIPP: Endeavor will collect and maintain the following information on disabled students as required by IDEA:

- A calculation of all school-age students with disabilities being provided special education services by age, grade, category of disability and the number of students with disabilities who are English Language Learners;
- The number of students provided with test modifications and the types and the number of students exempted from district assessments;
- The settings in which students with disabilities receive their services, specifically including the portion of the school day they receive services with non-disabled peers and time away from the regular classroom;
- The number of students with disabilities suspended "in-school" and out of school, organized by disability and length of suspensions; and

- The basis of exit from KIPP: Endeavor of students with disabilities (*i.e.*, attainment of diploma and type, declassified, moved, etc.).

All necessary procedures and practices to ensure confidentiality and accurate/timely reporting will be the responsibility of the KIPP: Endeavor special education case manager, as supervised by the school leader. The school leader will ensure that a central file with all special education evaluation material and IEPs is maintained and that this file is kept confidential, in accordance with IDEA guidelines. The school leader will oversee access to these records, and will be responsible for ensuring that all providers responsible for the implementation of a student's IEP will have access to a copy of the IEP and will be informed of their specific responsibilities in implementing the IEP.

*Due process and procedural safeguards*

Parents or guardians of students with IEPs at KIPP: Endeavor must give consent for the initial evaluation and placement of their child, be notified of any change in placement that may occur, and be invited, along with teachers, to conferences and meetings to develop their child's IEP.

Any concerns or disagreements raised by parents will be acknowledged by the school within five days, after which a meeting between the parent and school will be scheduled to seek resolution of the disagreement. If parents/guardians disagree with the school's assessment of their child, they have the right to seek an additional assessment at their own expense, given that the school's evaluation was deemed appropriate. KIPP: Endeavor will advise parents as to the process for contacting a qualified examiner to perform the assessment.

If a disagreement or concern persists, parents or guardians will have the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child. Parents or guardians will also have the right to file a complaint with the Department of Elementary and Secondary Education's Division of Special Education if they believe that the school has violated federal or state laws or regulations governing special education.

## **Curriculum**

The curriculum for KIPP: Endeavor Academy is based on models commonly used at schools across the United States. Nothing about the KIPP curriculum is revolutionary – the actual delivery and commitment to high-quality teaching is, however, where the KIPP model achieves its outstanding results. KIPP has implemented a portion of the following curriculum models for its learning standards and curriculum:

### **Subject matter content and general goals for completers**

KIPP: Endeavor’s Curriculum will be designed using the Missouri Show-Me Standards as a foundation, and further augmented with the KIPP Exit Standards to add additional levels of rigor and relevance, and to prepare students for the best high schools, colleges, and universities in the country. Teachers will work with the school leader of KIPP: Endeavor to supplement this curriculum with their own innovations, research, and expertise to best match student needs. In addition, curriculum in accordance with ninth grade state standards will be employed after the students have mastered the appropriate grade-level material. Incoming student needs and performance levels will determine the weight that teachers place on different elements of the curriculum. The school’s expectation is to accelerate student learning to ensure that mastery of the state standards is achieved at a faster pace, necessary to prepare students for the rigorous and challenging curriculum they will encounter in high school Honors and Advanced Placement programs.

KIPP Exit Standards are listed in their entirety in Appendix E.

### **KIPP English/Language Arts and Reading Framework**

The English-Language Arts program will provide a challenging and rewarding curriculum that is literature-based, culturally diverse, and intellectually stimulating. A significant emphasis will be placed on developing reading and writing skills. To this end, the English-Language Arts curriculum will be rooted in a Readers and Writers Workshop approach. Students will work collaboratively to guide each other’s understanding of texts, novels, media and other sources. Students will leave KIPP: Endeavor with a mastery of the language arts skills that will be required of them in the highly selective high schools and colleges they later attend.

### **Why the Workshop Model?**

KIPP: Endeavor students will need a method of learning reading and writing skills in a clear, concise and structured manner. The workshop model provides students a structured way to learn reading and writing skills through participation with their teacher and peers. In the workshop model, interaction occurs after a short mini lesson on a specific reading or writing strategy. Students utilize guided practice time discussing certain pieces of reading or writing that incorporate the learned strategy. Thereafter, students practice independently by writing their own pieces of literature and reading their own novels that they choose. As the teacher spirals methodologies, strategies are continually practiced and eventually mastered.

This model aligns with KIPP: Endeavor’s values and school culture: Persistence throughout the process, teamwork, respect and service to accomplish a goal and academic excellence as students evaluate and progress throughout their coursework.

**Reader's Workshop (85 minutes Monday – Thursday, 55 minutes Friday, totaling 395 minutes per week):**

There are four instructional aspects to the Readers Workshop. These are the Read Aloud (to), Shared Reading (with), Guided Reading (with) and Independent Reading (by). The Read Aloud and Shared Reading aspects would occur during the mini-lesson. Guided Reading and Independent Reading would occur during independent/ small group portion.

| <b>Mini-Lesson</b>  | <b>Independent/<br/>Small Group Work</b>  | <b>Share Session</b>   |
|---|---|--|
| <b>Read Aloud (to)</b><br><ul style="list-style-type: none"> <li>• Teacher has a purpose</li> <li>• Group Discussion develops vocabulary and comprehension</li> </ul> | <b>Guided Reading (with)</b><br><ul style="list-style-type: none"> <li>• Flexible and short term</li> <li>• Common Needs are addressed</li> </ul>   | <b>Discussion</b><br><ul style="list-style-type: none"> <li>• Students become Teachers</li> <li>• Share strategies</li> <li>• Teachers gain insight</li> </ul> |
| <b>Shared Reading (with)</b><br><ul style="list-style-type: none"> <li>• Uses enlarged Text</li> <li>• Teacher models skills</li> </ul>                               | <b>Independent Reading (by)</b><br><ul style="list-style-type: none"> <li>• Use new skills</li> <li>• Hone previously learned skills</li> <li>• Respond to reading in written or verbal form</li> </ul> |  |

**Writers Workshop (85 minutes Monday – Thursday, 55 minutes Friday, totaling 395 minutes per week):**

Like Readers Workshop, there are four components that make up Writers Workshop. In the writer's workshop model, the instructor uses a mini-lesson to explain a skill that improves the quality of a student's writing piece. Each day strategies will differ so that students will learn to put together a high quality writing piece which includes all or some of the strategies learned. The first part of a mini lesson is a connection. The instructor connects a new lesson with previous work done. Following the connection is a teaching point. The teacher clearly explains and models to the students what the lesson is and how they are expected to use the strategy in their writing. With this model, the students participate in active engagement by writing and discussing how the strategy is working in their own writing.

The final portion of the workshop has students working independently and linking the new strategy into their writing. The instructor meets individually with students, conferencing about their writing. At the conclusion of the workshop, a student reads the writing that was completed during the independent period.

In preparation for high performing preparatory high schools, 7<sup>th</sup> and 8<sup>th</sup> grade students will take a variety of semester long reading and writing courses. Coursework will range from Shakespeare and Contemporary Literary Works to Creative and Investigational Writing. These courses provide exposure to literature and writing strategies not typically offered to 7<sup>th</sup> or 8<sup>th</sup> graders. The rationale for offering these classes allows for students to intellectually participate in discussion around famous works and utilize a broader range of written strategies in their own essays.

Although individual teachers will define and hone each specific curriculum, the fundamental elements of reading comprehension, writing, listening, speaking, and presentation will all be covered in each English-Language Arts classroom. Students will learn the fundamentals of grammar, the writing process, public speaking, note taking, and will learn to identify social and

cultural influences and differences in writing. Students will work together to revise, edit, and present papers and other presentations.

Literacy is a fundamental and vital skill that is crucial in every area of academics and life. KIPP: Endeavor will promote literacy across all subject areas by reinforcing a “writing across the curriculum” approach and by providing a literature-intensive program in subjects such as Social Science and Science. Skills that will be reinforced in all areas include reading comprehension (e.g., identifying the main idea, recognizing details, analyzing tone, sequencing, etc.), writing (e.g., revision, peer editing), and speaking (e.g., speech giving, class presentations, group work).

English/Language Arts skills are interconnected and require constant reinforcement. For this reason, students will be able to break down reading, writing, speaking, and listening into its fundamental elements, but they will also experience and develop these skills holistically and in the context of practical and relevant material and literature.

Throughout their four years at KIPP: Endeavor, students will be required to write multiple drafts of papers, and to use organizational devices such as graphic organizers and outlines. From fifth to eighth grade, students will develop more and more sophistication and technical mastery in their writing, but organization and process will be stressed and reinforced from the beginning.

Students will learn to read literature selections according to the author’s intent. Through performances and read-aloud sessions, students will learn to interpret and respond to the devices that poets and playwrights use to direct the reader.

From the fifth to the eighth grades, when children are becoming independent readers, KIPP’s program emphasizes literary analysis (of short and longer works of substance), as well as strong writing and speaking skills. Students become acquainted with the elements of fiction (e.g. plot, setting, character, and theme) and learn to assess the use of the various elements in quality literature.

### **KIPP Mathematics Framework**

**Mathematics (85 minutes Monday – Thursday, 55 minutes Fridays, totaling 395 minutes per week):**

The math curriculum will provide the students of KIPP: Endeavor with the skills they need to excel in advanced math tracks at top high schools in the country. KIPP students will learn number sense, patterns and relationships, how to use data, tables, graphs, and charts, and will learn to apply this knowledge to their everyday lives, including personal finance. The math program will focus on problem solving, and on reinforcing basic math skills to the point of mastery. This focus on problem solving will be reinforced in other classes, and at the beginning of each day, every student will receive a math problem worksheet to work on during any free time that arises.

KIPP: Endeavor will use an innovative method of teaching that involves chanting, rapping, and singing in order to make sure that incoming fifth graders have the basic skills, such as multiplication tables and two-digit division, necessary to learn fifth grade material. In addition

to this remediation, students will develop a strong number sense that will lead to significant gains in their problem solving abilities.

Because all students at KIPP: Endeavor will learn, students who are furthest behind will receive after-school and weekend tutoring until they are on track with the rest of the class. In addition, their teammates in class will help them, when appropriate, with class work and homework.

KIPP Academy's approach to mathematics acknowledges the remediation that must be accomplished in many students' first years at the school as well as the need to arrive at a detailed understanding of the concepts and operations of Algebra I before graduation.

Final curricular choices are under development. The program will center on *KIPP Math*, the highly successful program of mathematical improvement developed by the KIPP Foundation's flagship school in the South Bronx, New York.

#### *Why KIPP Math?*

In mathematics, the KIPP Math approach will be heavily utilized. KIPP Math in 5<sup>th</sup> grade assists students in a year of "catch up". The approach covers such basic skills as number sense, basic mathematical procedures, and geometry. KIPP Math's chanting, rapping and singing connects to a variety of learning styles and engages all students. TERC math and Saxon Math support the Missouri Assessment Program (MAP) and will be used to supplement the KIPP Math model. These two approaches will prepare students for the state test.

As students progress into 6<sup>th</sup> grade, KIPP Math spirals 5<sup>th</sup> grade curriculum and introduces inquiry based learning. The approach becomes less procedural and deepens conceptual understanding of math.

After 5<sup>th</sup> and 6<sup>th</sup> grade, 7<sup>th</sup> and 8<sup>th</sup> grade students will have a solid foundation of basic math skills and concepts. In preparation for high performing college preparatory high schools, KIPP: Endeavor upperclassmen will begin pre-algebra (7<sup>th</sup>) and successfully complete Algebra I (8<sup>th</sup>). Throughout the curriculum, a supplement to the KIPP Math program will aid in deeper thought and real world problems.

The activity-focused approach of KIPP Math will be integrated with TERC and Saxon Math, which introduces educational games with new mathematical concepts while simultaneously and constantly assessing old concepts and skills, allowing students to review basic ideas while developing more and more sophisticated mathematical ability.

The combination of a spiral skills-based textbook series and a customized set of learning activities should create an instructional whole that will help children shore up areas of weakness, even as they grow mathematically, within a matrix of activities designed and developed by and for children from similar circumstances.

#### Strands

The curriculum has both declarative or conceptual goals and performance or skill goals. Conceptual goals, those of a topical nature such as right triangles, are described in brief at each

grade level and follow the structure of TERC and Saxon Math and KIPP texts and support materials.

Performance goals are ongoing and cumulative from year to year and have been organized into four major strands: **Problem Solving and Reasoning, Tools, Communication, and Putting Mathematics to Work**, to allow students to enjoy a broad array of mathematical topics and skills in order to complete complex projects.

## 1. **PROBLEM SOLVING AND REASONING**

### **A. Formulation**

Participates in the formulation of problems from a situation by solving a variety of meaningful problems and extracting pertinent information to figure out what additional information is needed.

### **B. Implementation**

Makes choices involved in planning and carrying out a solution by using multiple approaches, (e.g. sketches, diagrams, and tables), breaking a complex problem into its constituent parts, solving for unknowns, integrating concepts and techniques from other areas of mathematics, and working effectively in teams when appropriate.

### **C. Conclusion**

Provides closure to the process through summary statements and conclusions that verify and interpret results with respect to the original problem and generalize solutions and strategies to new problems.

### **D. Reasoning**

Makes conjectures with estimates and explanations as well as justifiable statements with supporting arguments.

## 2. **TOOLS**

- Computes accurately with arithmetic operations on rational numbers.
- Knows and uses the correct order of operations for arithmetic computations.
- Estimates numerically and spatially.
- Measures length, area, volume, weight, time, and temperature accurately.
- Refers to geometric shapes and terms correctly using concrete objects or drawings.
- Uses equations, formulas, and simple algebraic notation appropriately.
- Reads and organizes data on charts and graphs, including scatter plots, bar, line, and circle graphs, and Venn diagrams; calculates mean and median.
- Uses multiple strategies as appropriate to achieve solutions, (e.g. mental computation, pencil and paper, measuring devices, texts, manipulatives, calculators, computers, and advice from peers).

## 3. **COMMUNICATION**

- Uses mathematical language and representations with appropriate accuracy, (e.g. numerical tables and equations, simple algebraic equations and formulas, charts, graphs, and diagrams).
- Organizes work, explains solutions orally and in writing, labels drawings, and uses other techniques to clarify meaning to an audience.
- Uses mathematical language to make complex situations easier to understand.
- Justifies statements and defends work to demonstrate mathematical reasoning.
- Explains ideas not only to teachers and adults but to fellow students or younger children
- Comprehends mathematics from reading assignments and other sources.

#### **4. PUTTING MATHEMATICS TO WORK**

##### **Conduct a Data Study**

- Develops a question and hypothesis to generate data to help make a decision or recommendation
- Collects data from a group to be sampled and display results (compare with prediction)
- Uses pertinent concepts from statistics and probability
- Makes a presentation (with acknowledgments) that makes recommendations supported by visual displays (graphs, charts, diagrams) of results and includes a detailed description of the investigative process

##### **Make a Mathematical Model of a Physical Phenomenon**

- Represents a physical system mathematically.
- Generalizes about the system with a rule (function) that applies to the phenomenon under study and goes beyond a statistical analysis of generated numbers.
- Prepares a presentation or report that incorporates the phenomenon investigated, a detailed description of method, and explanation of findings.

##### **Design a Physical Structure**

- Generates a plan to build something of value to society.
- Designs a realistic appropriate structure using geometric shapes and volumes.
- Summarizes its important features.
- Prepares a presentation or report that incorporates the phenomenon investigated, a detailed description of method, and explanation of findings.

##### **Write a Detailed Management Plan**

- Determines needs of event to be managed or planned.
- Notes constraints affecting the plan.
- Considers other possible solutions.
- Reports or presents an explanation of plan itself and how it was carried out.

##### **Investigate Pure Mathematics**

- Extends or "plays with" concepts of features (e.g. properties and patterns in numbers)

- Expresses generalizations from the pattern
- Conjectures about apparent properties and argues why they seem true
- Delivers presentation or report that includes question investigated, a detailed description of method and explanation of findings

**KIPP Science Framework (85 minutes Monday – Thursday, 55 minutes Fridays, totaling 395 minutes per week):**

At KIPP: Endeavor, the science curriculum will place heavy emphasis on learning the processes and skills that students need in order to understand the scientific method and its implications. These processes (e.g. observing, sequencing, measuring, classifying, describing, experimenting, inferring, predicting) are valuable skills to reinforce across disciplines. These processes will be learned through experimentation and investigation, which will then require a written element, such as lab write-ups and reports.

In addition to learning the processes of science, students will learn certain content in the areas of geology, biology (human, animal, and plant), and physics. Each science class will include not only scientific content, but will also provide an interdisciplinary bridge between math, science, and technology, as well as a history of science component.

The science curriculum will introduce students to investigation and experimentation in the earth, life, and physical sciences in the fifth grade, and then focus on earth science in the sixth grade, life science in the seventh grade, and physical science in the eighth grade. In accordance with KIPP: Endeavor's accelerated pace, students will also gain a strong foundation in Biology that will enable them to be placed in Honors or accelerated Biology classes in high school. At each grade level, hands-on field lessons will bring students into the community so that they can apply the processes and skills they have learned in traditional classroom instruction. A broad, multicultural history of science component will span the entire curriculum, as will skills development, a study of the impact of humans on the environment, and a reinforcement of math and technology skills.

KIPP students will learn science by doing science rather than merely reading about it in a textbook. Using inquiry methodologies leading towards increasingly complex scientific investigation and ultimately experimentation, KIPP students learn to emulate the process of asking questions and probing for solutions that expert scientists themselves employ.

The curriculum will rely heavily on Delta Science Modules (DSM) II developed by the Livermore Science Center at the University of California; Berkeley, and distributed by Delta Education. Each of these units revolves around student inquiry in one of the three major scientific disciplines above and frequently requires interdisciplinary explorations and understandings.

Strands

The KIPP: Endeavor curriculum expands in depth along with students' developmental growth and involves three broad scientific strands—**Inquiry, Content, and Human Context**--that interweave throughout the middle school science experience as follows:

## **1. INQUIRY**

Each student will engage with the natural world through:

### **A. Scientific Thinking**

Each student will investigate and solve scientific problems through thoughtful questioning and reasoning strategies linked to conceptual understandings and knowledge.

### **B. Scientific Investigations**

Each student will conduct full and partial inquiries during each year that include posing questions, use of resources (people, print, electronic), experimental design, and production and analysis of data. Each student will also learn the appropriate scientific tools and technologies, such as balance beam or a microscope, to conduct investigations more easily and reliably.

### **C. Scientific Communication**

Each student will share findings in oral and written reports, employ graphic, pictorial and/or narrative displays to represent data and conclusions, and learn to receive and incorporate feedback.

## **2. CONTENT**

Each student will acquire the knowledge base of science while also developing a context to approach the explosion of scientific information that has occurred during the past century. Each student will be exposed to the learning of all science disciplines (Life Science, Earth & Space Science, and Physical Science) in each grade, learning fundamental principles that underlie the distinct disciplines but also appreciating their connections through interdisciplinary studies.

## **3. HUMAN CONTEXT**

Each student will appreciate the relevance of science to his or her individual life and to humankind. Science connections will be made throughout with personal and social perspectives, a view towards the designed world (technology and applied science), and an appreciation of the history and nature of the scientific enterprise. This strand is augmented as each student interacts with people who work in the world of science (e.g., scientists, technologists, health care professionals) and through visits to scientific settings.

Reading, writing, and math strategies implemented in Workshop and Math class will also be employed in science and history class. Literacy and math across all curriculums will be a central focus for history and science teachers. All staff members will have a closely aligned scope and sequence. In this manner, great emphasis will be placed on team meetings across grade levels (more so than subject team meetings). Many KIPP schools offer more time in reading and math courses, neglecting science and history until the upper grades. However, so that KIPP: Endeavor will fulfill its mission of graduating well-rounded students, science and history will be offered beginning in 5<sup>th</sup> grade and continuing through 8<sup>th</sup> grade.

**KIPP Social Science Framework (85 minutes Monday – Thursday, 55 minutes Fridays, totaling 395 minutes per week):**

Throughout their four years at KIPP: Endeavor, students will receive a college preparatory education in American History and Institutions and Geography and World History and Geography. Each strand will focus on civic and economic implications using research and analysis. All students will receive instruction and adequately complete assessments on the U.S. and Missouri Constitutions.

An understanding of geography is fundamental to understanding the major events of United States and world history, and will thus be a major focus of the Social Science curriculum. Geography will be reinforced and studied throughout a student's four years at KIPP: Endeavor. Physical, human, and environmental geography will be studied in order to gain deeper insight into the factors that determine how cultures have evolved, how wars have been waged and won, and how humans have affected the distribution and availability of natural resources throughout history.

In order to be fully prepared for excellent high schools and colleges, students need a mastery of the countries, cultures, physical features, environments, and landforms of the world. In addition, they need to be adept at various map skills, and must be able to interpret charts, graphs, and other representations of geographical and historical concepts.

A thorough understanding of history is necessary for students to become active citizens of our country, and, in with growing interconnectedness, our world. The Social Science curriculum will prepare students with knowledge of the major events of history, as well as providing them with the skills necessary to evaluate current events, political structures, and philosophies.

The Social Science curriculum will be reading intensive, and will involve the analysis of primary and secondary sources. This will serve the dual function of increasing literacy and providing students with the ability to critically evaluate both historical and contemporary texts. Social Science classes will also reinforce the "writing across the curriculum" program by focusing on a weekly writing skill explored by the entire school.

The Social Science curriculum will also be largely project-based, and will involve a large amount of group work. For KIPP: Endeavor's students to become active participants in society, they must be able to function effectively in group-settings, and focus on problem solving, analysis, and content. Students will see their peers within the school as their family, and their class and various groups as a team. The Social Science curriculum and its implementation will feature constant reinforcement of the values of teamwork, citizenship, and collective goal attainment.

All Social Science classes will require written essays and reports. Students will be held accountable not only for content, but for style, organization, and mechanics as well. They will use the writing process across all disciplines, including Social Science. They will develop portfolios that include projects and writing samples. Furthermore, all eighth grade students will complete an exit project that will be required for graduation, and will include a written component and an oral presentation.

Finally, Social Science classes will examine the art and music of various cultures and civilizations. Visual art and music will be analyzed for its cultural, sociological, and historical implications, and students will understand the connection between art, culture, geography, and history.

### **Physical Education Framework**

Starting in 7<sup>th</sup> grade, students at KIPP: Endeavor will receive a highly structured physical education class. Students will become more physically fit, and will learn the benefits of fitness and teamwork, and the rules of various sports. As teamwork will be an omnipresent theme at KIPP: Endeavor, the social rules that govern team interaction and competition will be taught and reinforced.

The Physical Education program will focus on sports-related activities and physical fitness. Students will develop competency in a variety of sports and dance techniques, will develop motor skills and coordination, and will learn different strategies for different sports.

KIPP believes that competency and excellence in athletics can lead to confidence and mental well-being in life, and that team sports instill dedication and a sense of working for the collective good. The Physical Education program will thereby be focused on improving the physical and mental health of the students, as well as building an understanding of, and appreciation for, shared outcomes and collaborations.

### **KIPP Fine Arts Framework**

Students at KIPP: Endeavor will receive a cross-curricular program in fine arts beginning in 7<sup>th</sup> grade that will feature music performance, dramatic performance, painting and visual expression, elements of dance, and cultural representations through art. KIPP: Endeavor teachers in all classes will strive to incorporate all learning styles and modalities into each lesson, providing ample opportunity for students to use artistic creativity and expression.

The Social Science curriculum will explore the art of various cultures around the world, and how these cultures are represented in their art. The English/Language Arts program will feature plays, poetry readings, and other forums for dramatic expression. The Physical Education program will teach students the fundamentals of artistic expression through movement. Finally, the extracurricular program will feature a drama club, a dance team, and other activities in which students can learn about expression through art, as well as art history and cultural influences on art and music.

## **Procedure for aligning, evaluating and revising curriculum with Show-Me Standards and Grade Level Expectations**

KIPP: Endeavor Academy will align its curriculum objectives with the Missouri Show-Me Standards. KIPP: Endeavor's focus is not to change what the state believes are the appropriate academic outcomes, but rather, to augment them where necessary to ensure that all students master all areas of the Missouri Show-Me Standards. KIPP: Endeavor's curriculum, described in detail above, is derived from the Goals and Standards set forth in the Missouri Show-Me Standards, as augmented by the KIPP Index Standards for additional levels of rigor and relevance.

KIPP: Endeavor will provide a well-rounded, comprehensive curriculum that includes all of the components required by the Missouri Show-Me Standards, including the foundations of English/language arts, mathematics, science, and social science. In addition, KIPP: Endeavor students will be offered instruction in world languages, physical education, health, the arts, economics, and technology applications. Emphasizing the application of subject matter to college majors and careers is an overall goal of KIPP: Endeavor, thus providing students with a long-term focus on applying acquired knowledge.

Founding teachers are scheduled to work with the school leader in the early summer, 2007, to develop the scope and sequences for each subject area that will break larger goals and objectives into manageable instructional units. The following are descriptions of what those scope and sequences will include:

English/language arts for each grade level will focus on reading, writing, speaking, listening and viewing with well-developed strands. Each of the areas will begin at the basic foundation level of expectations as organized in the Missouri Show-Me Standards and build to higher levels of attainment. Students will be able to hone their skills in all areas of English/language arts. Following the Missouri Show-Me Standards, students will learn skills with both breadth and depth before moving on to higher levels.

The mathematics curriculum scope and sequence will present an intense fifth grade mathematics program that ensures mastery of basic mathematical skills and concepts, aligned with the Missouri Show-Me Standards. A sixth grade pre-algebra course will prepare students with the foundation for higher levels of mathematical understandings required as math acquisition becomes more complicated and abstract. In grades seven and eight, students will take a two-year, broadened and deepened Algebra I course designed to maximize this foundation for all college-preparatory mathematics.

The science curriculum will be one with a balanced focus on scientific process and concepts and organized with an integrated approach, including earth, life and physical science, thus well aligned with Missouri Show-Me Standards. Investigation and application will drive studies throughout the four years a student attends KIPP: Endeavor. Students will gain the basic concepts with a focus on building curiosity and using the scientific method to solve hypotheses. Health education will be incorporated as the students learn about life sciences and human biology.

Social Science will follow the state course offerings: a survey course of American History and Institutions (complete with instruction in the U.S. Constitution), World Cultures, and Missouri History (complete with instruction in the Missouri Constitution). Additional course offerings include World Languages beginning with the seventh grade year and a Fine Arts program that will develop from courses designed to expose students to the Arts and provide opportunities for students to fully explore their individual talents in Music, Art and Drama beginning in 8<sup>th</sup> grade. The school will ensure that it does not offer too many co- and extra-curricular courses diluting the college preparatory theme. A well-rounded student is necessary for a successful college experience; however, foundational curriculum must always be the focus of the school.

The school leader of KIPP: Endeavor Academy will utilize a number of resources to ensure that each classroom is in alignment with the Missouri Show-Me Standards, and that rigor and relevance are inherent in each lesson being taught. Initially, each teacher will be required to map their curriculum, by month, working backwards from the Missouri Show-Me Standards. For example, each teacher must be able to attribute the content and skills that each student will learn to the individual standards of Missouri; they will be required to complete a detailed chart for each month (and week) of school.

Every two months, each teacher and the school leader will re-assess this chart, to ensure that the pace and necessary skills are being met. If adjustments need to be made, they will be done so immediately to guarantee the relevance of the curriculum. In this way, the school leader will make certain that each teacher and classroom is meeting the expectations set forth not only by the Missouri Show-Me Standards, but of each student and parent who signed the Commitment to Excellence form.

KIPP: Endeavor will have access to the KIPP Foundation's Instructional Development Team; a group that holds each school to the high expectations of rigor according to the KIPP Exit Standards. Members of this team will guide the school leader and staff alike to ensure that the Missouri Show-Me Standards are being met, and that all curricula being taught is rigorous and relevant to each student within a classroom.

The school will monitor the curriculum as it has been aligned to the Missouri Show-Me Standards and Grade Level Expectations by utilizing the state's Achievement Level Descriptors for each.

Whereas the state's Standards and Expectations articulate the overarching knowledge and skills that students are to perform at various stages of their educational development, Achievement Level Descriptors were developed as statements of how students can *demonstrate* the knowledge and skills they have acquired. The Standards and Expectations were used as a foundation for the development of the school's curriculum, and the Achievement Level Descriptors, described below, will be used to monitor the curriculum's alignment to the Standards and Expectations by gauging the students' progress toward meeting them.

KIPP: Endeavor's school leader will spend time in each teacher's classroom at least once per week, ensuring that the lessons and objectives are aligned with the state's goals and objectives. In addition, teachers will be responsible for developing and delivering local assessments every 9-

12 weeks which are created based on the Missouri Achievement Level Descriptors to continuously monitor students' progress toward them. To the extent that observations, assessments and Achievement Level Descriptors suggest that students are not making adequate progress toward meeting Missouri Show-Me Standards, the school leader will re-align the curriculum and make necessary changes to the educational program immediately.

The school leader may also enlist the support of KIPP Foundation's Instructional Leadership team. This team is comprised of leading educators with a proven record of success in developing academically rigorous middle schools. The Instructional Leadership Team will work with KIPP: Endeavor's school leader and the school staff to continually revise and update the school's curriculum, instructional practices, academic standards, evaluation and assessment criteria and teacher professional development plans at least twice each year for the school's first two years of operation. At the school leader's request, the Instructional Leadership Team will also assist with textbook selection, special education planning, and state and advanced test preparation readiness.

**Measuring pupil progress, collection of baseline data, participation in statewide system of assessment, annual report card, reporting methods and innovations, joint review**

KIPP: Endeavor shall design a method to measure pupil progress toward the pupil academic standards adopted by the state board, , collect baseline data during at least the first three years for determining how the charter school is performing and to the extent applicable, participate in the statewide system of assessments, comprised of the essential skills tests and the nationally standardized norm-referenced achievement tests, as designated by the state board, complete and distribute an annual report card which shall also include a statement that background checks have been completed on the charter school's board members, report to its sponsor, the local school district, and the State Board of Education as to its teaching methods and any educational innovations and the results thereof, and provide data required for the study of charter schools. KIPP: Endeavor shall not be considered in the Missouri school improvement program (MSIP) review of the Kansas City Missouri School District for the resource or process standards of the program.

The sponsor and the governing board and staff of KIPP: Endeavor shall jointly review the school's performance, management and operations at least once every two years or at any point where the operation or management of the charter school is changed or transferred to another entity, either public or private.

**Performance measures for high-risk schools**

As a proposed high risk or alternative charter schools, the sponsor shall approve performance measures based on mission, curriculum, teaching methods, and services. The sponsor shall also approve comprehensive academic and behavioral measures to determine whether students are meeting performance standards on a different time frame as specified in the school's charter. Student performance shall be assessed comprehensively to determine whether the high risk or alternative charter school has documented adequate student progress. Student performance shall be based on sponsor- approved comprehensive measures as well as standardized public school measures. Annual presentation of charter school report card data to the department of elementary and secondary education, the state board, and the public shall include comprehensive measures of student progress.

Nothing in the above shall be construed as permitting KIPP: Endeavor to be held to lower performance standards than other public schools within the district; however, KIPP: Endeavor may permit students to meet performance standards on a different time frame as specified in its charter;

#### **Criteria to measure effectiveness**

Assessment of the academic progress of all students will occur on a consistent basis to ensure the rigor and relevance of the school's curriculum and its progress toward academic goals. One of the key tenets of KIPP schools nationwide is that "*all students will learn.*" This includes students in at-risk situations, students with disabilities, English Language Learners, homeless students, and gifted/talented students. KIPP's entire approach to education is one that addresses meeting the needs of students at-risk of academic failure. The school's philosophy of helping students achieve academic success through hard work and a longer school day/week/year is specifically tailored to students who are struggling academically or behaviorally when they arrive at the school.

The school leader of KIPP: Endeavor will lead the day to day monitoring of the progress of all students by reviewing teacher lesson plans, observing classrooms, and ensuring that teachers develop and administer evaluations and assessments consistently. In order to glean a complete and continual picture of student progress, the school leader will ensure that all instructional staff members develop daily and weekly assessments in addition to state-required and other standardized tests, including:

- Grade reporting and weekly progress reports to parents;
- Student folders;
- Student writing portfolios;
- Student journals;
- Daily subject area monitoring;
- Unit tests;
- Projects;
- Parent surveys; and
- Class attendance.

The frequent application of evaluation tools will serve as an opportunity for the school leader and staff of KIPP: Endeavor to critique the educational program, to re-teach skills, content, and objectives, to adapt instructional approaches and to establish new goals and expectations to better facilitate student learning. Discussion among teachers of students' academic progress will take place at least weekly in a formal setting (i.e., at least one morning staff meeting each week will be dedicated to such discussions).

A special education case manager will work with the school leader to continually monitor the progress of students with disabilities against their Individual Education Plans, developed and executed in accordance with all federal and state regulations. The IEP team will formally review each student's IEP at least once a year to determine how the IEP is meeting the student's needs. In accordance with IDEA regulations, the IEP team will also conduct a formal review of the IEP once every three years, in which the student is reassessed and the IEP is reviewed as part of an overall comprehensive reevaluation of the student's progress.

While the above evaluations and assessments are necessary to ensure KIPP: Endeavor is meeting its objectives, the ultimate evaluation of the school will not occur until 2014, when the first class of KIPP: Endeavor students will be on track for high school graduation and college matriculation. The percentages of students meeting this standard will provide an overall assessment of the long-range effectiveness and success of the school.

#### **Pupil performance standards, expected student outcomes, local assessments and scoring guides**

At KIPP: Endeavor Academy, assessment of student achievement will involve a full range of measures to ensure the most comprehensive picture of student progress to monitor implementation of the curriculum. Quantitative data from standardized tests and results of classroom-based and/or performance-based assessment tools will form the foundation of KIPP: Endeavor's comprehensive approach to measuring student performance on the measurable objectives of the educational program. As required by Missouri statute, KIPP: Endeavor will participate in the statewide system of assessment as mandated by the state department of elementary and secondary education.

While standardized test data is not the only way of measuring the performance of a school, it certainly is one of the most important. With this in mind, KIPP: Endeavor will supplement the MAP with the Stanford 10 and Terra Nova, or a similar nationally norm-referenced test, in language arts and mathematics in order to ensure students' adequate preparation for high school, college, and the competitive world.

The overarching goal of KIPP: Endeavor's standards, curriculum, and assessments is to ensure student success. It is critical that the standards, curriculum and assessments are aligned with those of the state. The school will use the information from all assessments to refine curriculum and classroom practices and to ensure that the school can respond to the needs of individual learners. The school's goal is to have students meet or exceed the state's learning standards for their grade, as reported in achievement measures consistent with standardized assessments and other assessment tools. Each year, KIPP: Endeavor will use data from standardized tests to provide accountability, as well as to provide the administration, teachers, and parents with additional data to evaluate the effectiveness of its college preparatory program.

At the end of the first year (and each spring thereafter), the students will be tested to measure the academic gains achieved within the school year. This information will also be used to compare different sets of classes as well as gains and losses across years and within year student gains. Information collected from these standardized tests will also be used to develop the school's remediation curriculum for the summer session and regular session's curriculum.

Anything herein to the contrary notwithstanding, KIPP: Endeavor's performance standards shall, at a minimum, satisfy the requirements of Section 160.405.5(6), R.S.Mo., as now enacted or as later amended.

#### **Educational Goals and Outcomes**

1. KIPP: Endeavor students will exceed the average performance levels of students in schools with similar demographics in Kansas City in English/Language Arts and Mathematics.

Tools: MAP, ITBS, Stanford 10

Objectives:

- Students will outperform students from the Kansas City Missouri School District with similar demographics on the Communication Arts section of the MAP.
- Students will outperform students from the Kansas City Missouri School District with similar demographics on the Mathematics section of the MAP.
- Each year, the percentage of KIPP: Endeavor students that meet or exceed standards on state assessments in all subjects, and at all grade levels, will exceed the percentage of students in the Kansas City Missouri School District who meet or exceed these standards.

2. Each student will maintain progress towards benchmarks of proficiency in all academic subjects as defined by the Missouri Show-Me Standards.

Tools: Missouri Achievement Level Descriptors, local assessments, daily student work, student portfolios

Objectives:

- KIPP: Endeavor students will maintain progress toward benchmarks of proficiency through ongoing assessment as measured by a system of mandated and non-mandated assessment measures.
- KIPP: Endeavor will develop local assessments aligned with the state standards that will include teacher-developed assignments and tests, portfolios, and direct examination of student work against the Missouri Show-Me Standards.

3. Students will be effective and confident communicators, able to write and speak with clarity, accuracy, and precision.

Tools: Student portfolios, local assessments including written and oral exams

Objectives:

- Students will constantly be required to express their thoughts through written compositions, oral presentations, daily journal entries, student portfolios and exhibitions.
- Staff will model effective communication techniques and demonstrate appropriate communication.
- Students will be required to greet and make appropriate conversation with adult guests visiting KIPP: Endeavor.

4. Students will be critical thinkers and problem-solvers.

Tools: Local assessments, morning work, student portfolios

Objectives:

- Students will complete 'morning work,' at the start of each day, a series of logic problems requiring application of critical thinking and problem-solving skills to current curricular themes.
- Students will demonstrate the ability to design and conduct a valid scientific experiment.
- KIPP: Endeavor teachers will demonstrate thoughtful problem solving techniques.

5. At least 90% of daily homework assignments will be completed.

Tools: Daily student work, paycheck system (a detailed description of the paycheck system is found in the Discipline section)

Objectives:

- Student homework will be checked at the beginning of each class. Students who chronically do not come prepared with complete homework will participate in the Homework Center Program, an after school program which ensures completion of homework and provides teacher tutoring.
- Homework completion will be awarded by the paycheck system, successfully linking lack of homework completion with the established system of rewards and consequences.

6. English Language Learners will achieve fluency and exit bilingual services in English by promotion.

Tools: Local assessments, parent conferences, student writing samples

Objectives:

- Upon entrance to KIPP: Endeavor, students who exhibit limited English proficiency will be evaluated to determine appropriate support.
- All students will receive instruction in a mainstream environment and will not be assigned to special classes due to their language needs, nor will they be excluded from regular school activities.
- A qualified bilingual teacher or consultant will monitor student progress and assist classroom teachers in modifying strategies to meet students' individual needs.

7. All students will develop academic skills needed to be successful in subsequent schools.

Tools: Local assessments, Stanford 10, daily student work, student portfolios

Objectives:

- Students will utilize various research techniques, have experience reading for multiple purposes, possess strong note-taking, organization and time management skills.
- Student work will exhibit perseverance, attention to detail, completeness, accuracy and neatness.

### **Co-Curricular Outcome Goals**

1. All students will develop specific social skills necessary to be successful in society.

Tools: Community service opportunities, field lessons, Saturday School co-curricular opportunities, student work exhibits

Objectives:

- Students will make and maintain eye contact, shake hands in a proper manner, address adults with respect, and understand where and when responses are appropriate.
- Students will be exposed to professionals and elders in their community and will treat them with a high level of respect.
- Students will develop employability and workplace readiness skills.

2. Students will possess a strong desire to serve the community in which they live.

Tools: Community service opportunities

Objectives:

- Students will be responsible members of their community.
- Students will act as examples of dedicated hard workers for students in neighboring schools through volunteer work and civic engagement.

3. Students will have an appreciation for the humanities and show respect for diverse cultures.

Tools: Field lessons, student portfolios, Saturday School co-curricular opportunities

Objectives:

- Students will be exposed to cultures and cultural traditions different from their own through literature, media, festivals, field trips, music and food.
- Students will demonstrate appreciation for diverse cultures through journals and special projects.

## **Operational Outcome Goals**

### **Attendance:**

- At the end of the first semester of operation, KIPP: Endeavor's attendance rate will exceed that of students' regularly zoned neighborhood schools;
- At the end of the first year of operation, KIPP: Endeavor's attendance rates will exceed the district norm;
- After five years of operation, KIPP: Endeavor's attendance rates will exceed attendance rates of schools with similar demographics statewide.

### **Fiscal:**

- KIPP: Endeavor will maintain a positive fund balance in its general operating budget;
- KIPP: Endeavor will receive an unqualified annual audit performed by an external organization; and
- The KIPP: Endeavor Board of Directors will meet once each quarter.

### **Community:**

- KIPP: Endeavor will share best practices and lessons-learned with the neighboring Kansas City Missouri School District;
- KIPP: Endeavor's school leader will recruit members of the community to serve as Saturday School instructors, sharing their talents with students and enhancing their academic experience at the school;

## **Promotion and graduation**

Mastery of the objectives at each grade level will be the basis for promotion. Because each student will spend two-thirds more time on task, the school expects to see a high promotion rate.

### **Promotional Standards**

#### **A. Academic Standards:**

**1. Grades:** For promotion to the next grade, students must earn a final grade of 70 or above for each of the core skill classes: Reading, Writing, History, Science, and Math.

Students who have earned grades lower than 70 in two or more non-core skill classes will be promoted only at the discretion of the school leader.

Students who have IEPs will be promoted to the next grade based on successful completion of the promotion criteria listed in her/his IEP.

- 1. Standardized Testing:** Decisions to promote or retain students will also be based on performance on the Iowa Tests of Basic Skills (ITBS) and Missouri Assessment Program (MAP). In order to be promoted, students must earn *a minimum percentile score in Reading and Math on the ITBS of 35th Percentile or above*. Students who have earned scores lower than the 35<sup>th</sup> percentile in Reading or Math will be promoted only at the discretion of the school leader.

In addition, *a score in the range of 24<sup>th</sup> to 34<sup>th</sup> percentile on the ITBS* is also satisfactory as long as the student also has:

- Earned grades of "B" or above in reading and mathematics.
- An attendance rate of 95% or better.
- Good Conduct (no repeated serious discipline code violations (Groups 3, 4, 5 or 6).
- An average of 95% of homework completed.

#### **B. Behavioral Standards:**

The school leader reserves the right to request that a student repeat a grade level for lack of organization and/or lack of maturity. A parent waiver is required for this to happen.

The program design of KIPP: Endeavor Academy is to ensure that all children succeed. The extended day provides teachers with the time needed to do remediation work when necessary. Students who are in jeopardy of retention will be individually counseled and given extra help in their specific areas of concern. Students who continue to struggle will be provided with tutoring from outside sources. All students must successfully pass a school-designed series of exit exams in their core academic subjects in order to be promoted to high-school. The finals in each subject will be aligned to the Missouri Show-Me Standards, the KIPP Exit Standards, and also contain specific elements of KIPP: Endeavor's curriculum.

### **Corrective action**

KIPP: Endeavor Academy's Board of Directors will be responsible for taking corrective action if the school is not achieving its goals. Each year, the board will contract with an external organization to conduct a programmatic audit of the school's performance. The results of the audit will facilitate the production of an annual report, to be distributed to the board of directors and the sponsor, and any interested parents of children enrolled at the school and/or community members. The annual report will include at least the following elements:

- Data demonstrating student progress towards the goals and objectives, based on the assessment tools and techniques set forth above. To the extent that it is feasible to do so without compromising student confidentiality rights, this data will be displayed on both a school-wide basis and disaggregated by appropriate racial and/or ethnic categories;
- A summary of significant policies or decisions established by KIPP: Endeavor's Board of Directors;
- Data indicating the level of parental involvement at KIPP: Endeavor, as well as the results of any surveys of parental and student satisfaction;
- Identification of the faculty and staff employed by KIPP: Endeavor and a description of their qualifications and achievements;
- A summary of KIPP: Endeavor's admission practices and experience, including the number of students enrolled, the number on waiting lists, and the number expelled or suspended;
- Progress toward the school's academic, operational, and community goals as set forth above; and
- Any other data required by the State Board of Education.

Should the annual report contain evidence that the school is not making progress toward its goals, the board of directors will be responsible for determining the most appropriate, effective, and immediate course of corrective action. The school leader will subsequently be responsible for implementing any such corrective action at the school level, including but not limited to: re-alignment of curriculum with Missouri Show-Me Standards, increased presence of rigor and relevance in the curriculum, increased or re-focused professional development of teachers, implementation of additional standards of discipline, or hiring and firing of school faculty. If the lack of progress toward goals is due to negligence on the part of the school leader, the board of directors will conduct an external evaluation of the school leader's performance, taking corrective action, or replacing the school leader, at the discretion of KIPP Foundation, if necessary.

At the completion of each School Evaluation conducted by Cambridge Education Associates, as explained above, an improvement plan will be developed that is consistent with the goals of KIPP: Endeavor. The evaluation and improvement plans will be submitted to the Board of Directors for review and approval, at whose discretion it will be to implement the specific components of the plan to ensure continued school improvement. A copy shall also be provided to the sponsor for review and approval.

### **Self-evaluation**

KIPP: Endeavor will undergo a series of comprehensive programmatic audits that will permit its board of directors, as well as the sponsor, to closely monitor the school's achievement of its goals and outcomes.

In order to ensure the success of schools affiliated with KIPP across the country, KIPP Foundation has developed a school evaluation process based upon the best practices of existing KIPP schools and the protocol developed by a team of British School Inspectors and refined through assessments of high performing charter schools nation-wide. The school leader will build an accountability plan for KIPP: Endeavor and will benchmark the school's progress. KIPP Foundation staff members will visit KIPP: Endeavor on a regular basis to provide formative feedback. During the first months of the school's opening in year one, a two-day inspection will be conducted and feedback and on-going assistance provided. In addition a week-long formal inspection and evaluation to determine KIPP: Endeavor's ongoing status takes place during the school's second year of operation.

The purpose of the inspection is to identify strengths and areas for development so that KIPP: Endeavor can improve the quality of education it provides, raise the educational standards achieved by its students, and ensure adherence to the Five Pillars. The inspection provides an independent external view of the school and also contributes to the national development of KIPP schools and education reform through the identification and dissemination of best practices. The inspection includes the three organizational components of the school:

- The educational program, including the academic performance levels achieved by students in the school and the quality of education provided, including the quality of teaching and the curriculum;
- The business and management structure, including how well the school is managed; and
- The networking strategies, including the relationship between the school and all of its community members.

The inspection is undertaken in three stages. Stage 1 is the pre-inspection. KIPP: Endeavor will be asked to provide background information, which the inspectors will use to gauge the school's context and to identify possible strengths and weaknesses. The inspector will then visit the school to meet with the school leader, staff, students, parents, and the board of directors, and observe classrooms. Stage 2 is the inspection. A group of up to six inspectors will visit the school for two – three days for the following activities: observation of teaching, observation of students at work, review of student work, examination of curriculum framework and teachers plans, examination of internal assessments, examination of external tests, discussion with staff, and discussion with students to assess their mastery of subject knowledge, their attitudes toward work, and their life at school. Stage 3 is a formal report that provides feedback to the school leader and to KIPP: Endeavor that outlines the strengths and weaknesses and any improvement plans.

At the completion of the total school self-evaluation, an improvement plan will be developed that is consistent with the goals of KIPP: Endeavor. The evaluation and improvement plans will be submitted to the board of directors for review and approval, with a copy to the sponsor, and will be included in the school's Accountability Plan.

## **FINANCE**

### **Financial accountability**

KIPP: Endeavor shall be financially accountable. Financial management will be a cumulative effort of all parties involved with the school's fiscal policies and accountability processes, including:

*KIPP: Endeavor School Leader:* As part of the KIPP School Leadership Program, the school leader of KIPP: Endeavor Academy is receiving extensive training in operations management, including: financial planning, financial reporting systems and budgets, producing monthly financial reports, and designing policy of internal controls to ensure fiscal responsibility. The school leader will also develop other policies and procedures including employee benefits, compensation, evaluations, dispute resolution, disciplinary actions, student information systems, and parental involvement.

*KIPP: Endeavor Business Manager:* The business manager will be responsible for day-to-day financial matters such as working with vendors, reconciling invoices, recording transactions, and preparing payments.

*KIPP: Endeavor Board of Directors Finance Committee:* The Finance Committee, to be chaired by the board's elected treasurer, will meet monthly prior to official board meetings to review financial reports in-depth and address any outstanding issues and review plans for future spending.

*KIPP: Endeavor Board of Directors:* The KIPP: Endeavor Board will meet at least once monthly to review prepared financial statements and act upon recommendations from the finance committee.

*Auditor:* KIPP: Endeavor will hire an independent certified public accountant to perform an annual financial audit and will submit its annual audited financial statement to the sponsor.

KIPP: Endeavor will produce traditional financial statements such as a Balance Sheet, Income Statement, and Statement of Cash Flows, as well as a monthly budget-to-actuals report. These reports will be used by the school leader and board of directors to make operational and programmatic decision regarding the school. Monthly statements will be reviewed by the business manager, school leader, Finance Committee and entire board of directors on a monthly basis. Copies of each monthly statement shall be forwarded to the liaison appointed by the sponsor. In addition, board members will use the financial statements to confirm existing policies or to create new policies, depending on the data.

The KIPP: Endeavor Board of Directors will develop a set of internal control policies to address compliance with laws, conflicts of interest, signature authorities, government access to records, accounting procedures, cash management, budget development, financial reporting, property management, and procurement.

Prior to school opening, KIPP Endeavor's school leader will work with the treasurer of the board of directors to adopt by-laws regarding the signing of checks. These by-laws will state that a

director appointed by the board will co-sign all bills, notes, receipts, acceptances, endorsements, and checks of the corporation in an amount over \$10,000. The school leader will prepare a financial statement for the directors at each regularly scheduled board meeting. This director will also co-sign any contracts obligating the corporation in amounts in excess of \$10,000.

The school leader and any administrative staff, including the school's business manager in the first year, will use an accounting software package such as QuickBooks, Blackbaud, or Fund E-Z to aid in preparing for monthly financial reports and end-of-year audits. This computer system will be used in conjunction with the day-to-day record-keeping that KIPP: Endeavor will use through traditional paper check register and bill-filing systems. Using a system such as this will also allow the school to generate financial reports virtually instantaneously, though in practice such near-real-time reporting capability may only be in place for income and expense accounts. The business manager will begin preparing true financial reports—a Balance Sheet, Income Statement, and Statement of Cash Flows in preparation for monthly board meetings.

KIPP: Endeavor may purchase a school database software package such as Powerschool that will track its student data. A proven software package, such as Powerschool, is designed to integrate the tracking of financial data with that of student data, and to ultimately perform better for schools than off-the-shelf systems. KIPP: Endeavor plans to use a system like this to generate all financial accounting data.

KIPP: Endeavor will comply with the requisite Core Data reporting requirements as set forth by the Missouri Department of Elementary and Secondary Education.

**MFAM, annual audit, liability insurance, MOPERM, surety bond**

KIPP: Endeavor shall use practices consistent with the Missouri Financial Accounting Manual, provide for an annual audit by a certified public accountant, publish audit reports and annual financial reports as provided in chapter 165, RSMo, provided that the annual financial report may be published on the department of elementary and secondary education's Internet web site in addition to other publishing requirements,

As a charter school with local educational agency (LEA) status, KIPP: Endeavor shall meet the requirements imposed by the Elementary and Secondary Education Act for audits of such agencies. For purposes of an audit by petition under section 29.230, RSMo, the charter school shall be treated as a political subdivision on the same terms and conditions as the school district in which it is located.

KIPP: Endeavor shall provide insurance coverage as specified in the Charter School Contract, including, but not limited to, liability insurance to indemnify the school, board, staff and teachers against tort claims. For the purposes of securing such insurance, the charter school shall be eligible for the Missouri public entity risk management fund pursuant to section 537.700, RSMo. KIPP: Endeavor will obtain competitive quotes from other insurers and compare these to the risk management fund in determining its choice of liability insurer.

The chief financial officer of KIPP: Endeavor shall maintain a surety bond in an amount determined by the sponsor to be adequate based on the cash flow of the school.

**Calculation and distribution of state aid, reporting requirements, attendance, LEA status**

The charter school shall comply with Section 160.415, R.S.Mo., in terms of reporting requirements, including, but not limited to, reporting the average daily attendance data, free and reduced lunch count, special education pupil count, and limited English proficiency pupil count to the state department of elementary and secondary education through Core Data reports. KIPP: Endeavor shall promptly notify the state department of elementary and secondary education and the pupil's school district when a student discontinues enrollment.

As a local educational agency (LEA), KIPP: Endeavor shall receive from the department of elementary and secondary education an annual amount equal to the product of the charter school's weighted average daily attendance and the state adequacy target, multiplied by the dollar value modifier for the district, plus local tax revenues per weighted average daily attendance from the incidental and teachers funds in excess of the performance levy as defined in section 163.011, RSMo, plus all other state aid attributable to such pupils. The department of elementary and secondary education shall reduce the payment made to the school district by the amount specified above and pay directly to KIPP: Endeavor the annual amount reduced from the school district's payment.

**Five year financial plan and assumptions**

An annual budget for the first five years of KIPP Endeavor's operation is included in Appendix F. KIPP: Endeavor's annual fiscal period will run from July 1 through June 30. The board of directors, under obligation according to the by-laws, must approve the annual budget by June 30 of each fiscal year. Financial reports will be made at all KIPP: Endeavor Board of Directors meetings.

The estimated expenses for KIPP: Endeavor are based on the experience of KIPP schools across the country; this historical and comparative analysis provides an added level of certainty in the budget development process. In addition to base salaries, the budget includes stipends for extended time in school. The school maintains a lean administrative staff and low overhead to direct more expenses to direct instructional materials. The KIPP Foundation has relationships with vendors to help the schools to obtain the highest quality of goods and services at competitive prices.

The budget worksheet lists the assumptions that are in line with state and federal guidelines. The expenditures reflect the school design plan and prevailing market costs for payroll costs including tax, retirement, and insurance costs. The estimates are based on the Kansas City Missouri School District's published information and the KIPP Foundation's extensive experience with KIPP schools nationwide.

**Special fees**

The expenses associated with sponsorship of KIPP: Endeavor shall be defrayed by the department of elementary and secondary education retaining one and five-tenths percent of the amount of state and local funding allocated to the charter school, not to exceed one hundred twenty-five thousand dollars, adjusted for inflation. Such amount shall not be withheld when the sponsor is a school district or the State Board of Education. The department of elementary and secondary education shall remit the retained funds to the school's sponsor, provided the sponsor

remains in good standing by fulfilling its sponsorship obligations under sections 160.400 to 160.420 and 167.349, RSMo.

In exchange for services provided by the KIPP Foundation and for the use of the KIPP name, an annual fee is assessed of 1% of total per pupil revenues.

**Contracted services, eligibility for categorical aid, debt, dissolution, eminent domain, grants, gifts and donations**

KIPP: Endeavor acknowledges its right to contract with the local school board, community partnerships, state agencies or any other entity for services. As a public institution, the charter school shall not charge tuition, nor will it impose fees that a school district is prohibited from charging, but it may charge reasonable fees in keeping with similar institutions.

KIPP: Endeavor acknowledges its eligibility for state transportation aid as well as its proportionate share of state and federal resources generated by students with disabilities or staff serving them. The proportionate share of money generated under other federal or state categorical aid programs shall be directed to such KIPP: Endeavor students eligible for that aid. KIPP: Endeavor shall provide special services pursuant to Section 162.705, R.S.Mo., and may contract as aforesaid for such services.

KIPP: Endeavor is authorized to incur debt in anticipation of receipt of funds. The charter school may also borrow to finance facilities and other capital items. The local school district may incur bonded indebtedness or take other measures to provide for physical facilities and other capital items for KIPP: Endeavor if it sponsors or contracts with the school. The charter school must include a repayment plan in its financial plan if it incurs debt.

In the event of the dissolution of KIPP Endeavor, any liabilities of the corporation will be satisfied through the procedures of chapter 355, RSMo.

KIPP: Endeavor shall not have the power to acquire property by eminent domain.

The governing body of KIPP: Endeavor is authorized to accept grants, gifts or donations of any kind and to expend or use such grants, gifts or donations. A grant, gift or donation may not be accepted by the governing body if it is subject to any condition contrary to law applicable to the charter school or other public schools, or contrary to the terms of the charter.

KIPP: Endeavor Academy is designed to be self-sufficient. To that end, KIPP: Endeavor will utilize a number of funding sources, including, but not limited to: per pupil payments from local and state sources and federal school funding programs; startup grants from the Kauffman Foundation, the Walton Foundation, the Department of Education, and monies raised through the KIPP Foundation on behalf of its schools.

Based on the national recognition and success of KIPP schools across the nation, KIPP: Endeavor will have an aggressive fundraising plan, sharing resources with the KIPP Foundation during its start-up year to pursue foundation grants, corporate sponsorships, and in-kind donations to ensure financial sustainability.

**Payroll services**

KIPP: Endeavor may choose to contract with a private vendor for full payroll services: withholding taxes and other benefit expenses from paychecks, filing the relevant returns with taxing authorities, and producing end-of-year income tax forms for employees.

## **OPERATIONS**

### **Recruitment, boundaries, nondiscrimination, equal access, methodology**

KIPP: Endeavor will initiate a systematic, methodical, documented recruitment process to ensure the school is not racially or socio-economically segregated. Enrollment will be open to all age appropriate students living within the geographical boundaries of the Kansas City Missouri School District. The school leader and staff of KIPP: Endeavor will recruit and admit students without regard to prior academic or behavioral performance. KIPP: Endeavor Academy will focus recruitment efforts on 4<sup>th</sup> graders entering their 5<sup>th</sup> grade year in order to fill the following year's 5<sup>th</sup> grade class.

KIPP Schools across the country have learned that one of the most effective ways of recruiting students is through word of mouth and personal outreach. To that end, KIPP: Endeavor's school leader and founding teachers will work tirelessly to go door to door throughout housing communities to ensure that every child, parent, and guardian is informed about the school. Flyers, brochures, and information about the school will be posted in common areas, grocery stores, local churches, restaurants, community centers, and on city buses.

KIPP: Endeavor will also rely on partnerships with local organizations currently serving families and youth in the community including after-school programs, violence prevention programs, churches, and medical centers, among others, to reach potential students and families. The school will also host community information sessions to spread the word about the school, and to provide an opportunity to describe the program and answer specific questions from prospective families.

KIPP: Endeavor will take the following steps to ensure that students who are representative of the school's community will be recruited and feel welcome:

- Bring diverse staff on all recruiting visits, including relevant foreign language-speaking teachers;
- Develop marketing materials in multiple languages;
- Conduct parent information sessions to elaborate on the commitment involved with attending KIPP: Endeavor;
- Promote the school at neighborhood gatherings and festivals;
- Make local school visits (pending consent of the school district);
- Encourage referrals from other KIPPsters;
- Speak at civic organization meetings;
- Place advertisements in the community news' forums and other local publications;
- Speak on popular local radio stations;
- Invite local television and print media reporters to report on the school; and
- Encourage teacher referrals from other campuses.

Beginning in its second year, the school will encourage current students and families to reach out to their own family and friends.

**Admissions, lottery, wait list**

KIPP: Endeavor Academy will hold an open-enrollment period beginning on January 15<sup>th</sup> of each calendar year. The KIPP: Endeavor staff will advertise open registration and the school will devote resources to recruiting students and circulating information about the school as described above. Interested families will have the opportunity to meet with KIPP: Endeavor staff to ask questions and review the expectations of the school. Families who determine they would like to enroll their child(ren) will submit applications from the beginning of the open-enrollment period through mid-May. KIPP: Endeavor will enroll all students who respond by submitting timely applications. Admission will be limited to the grades and ages of pupils served as described under Academics.

If the number of applications exceeds the capacity of a program, class, grade level or building, a random selection process (lottery) will be conducted, to assure all applicants an equal chance of gaining admission. The lottery will be held by May 31<sup>st</sup> of each year. Students will be notified during the first week of June about the status of their applications. After initial enrollment, a wait-list will be created and maintained and, should vacancies occur, admission will be offered to applicants selected from the wait-list. The wait list will be the only official, legal document identifying the names of grade-eligible students with pending applications. The wait list will be maintained until the start of the school year after the summer session has ended.

**Continued enrollment, sibling preference, filling vacancies, nondiscrimination**

Each year, preference will be given to returning students and to siblings of students already attending or accepted to the school. For definition purposes, "siblings" are two or more children that are related either by 1) birth, by means of the same father or mother, or by 2) legal adoption. The above process will also be followed to fill vacant seats in grades six, seven, and eight if seats become available each year due to student attrition.

KIPP: Endeavor shall not restrict admissions based upon the race, ethnicity, national origin, disability, gender, income level, proficiency in English or athletic ability of the students or the parents or guardians; nor will students' prior academic and behavioral records be considered.

**Compliance with health, safety and minimal education requirements**

KIPP: Endeavor will provide a safe, protected, orderly instructional environment. KIPP: Endeavor shall comply with the laws and regulations of the state, county or city relating to health, safety, and state minimum educational standards, as specified by the State Board of Education, including the requirements relating to student discipline under sections 160.261, 167.161, 167.164, and 167.171, RSMo, notification of criminal conduct to law enforcement authorities under sections 167.115 to 167.117, RSMo, academic assessment under section 160.518, transmittal of school records under section 167.020, RSMo, and the minimum number of school days and hours required under section 160.041.

Cumulative health and immunization records and emergency medical information shall be maintained and continually updated. The school will develop and share with parents and students a policy regarding the administration of medications. KIPP: Endeavor shall comply with all statutes and regulations regarding infectious diseases and immunizations. The school

shall also establish procedures for providing first aid and medical care and reports of students served.

A KIPP: Endeavor Health, Safety and Crisis Manual, specific to the school's building and circumstances, will be developed and available for review before the school opens.

### **Facilities**

KIPP: Endeavor has not yet secured a facility. Any facility that the charter school utilizes will be compliant with all local, state and federal codes, regulations and statutes with regard to health, safety, security and ADA requirements.

### **Discipline policies and procedures**

#### *Paychecks*

The paycheck system is a program designed to monitor and report a student's behavioral progress. Based on 50 KIPP dollars per week, students can earn and lose KIPP dollars depending on choices made. Paychecks are sent home each week and must be signed and returned by parents. Each student's progress is tracked and monitored throughout the year, and presented at each parent-teacher conference.

Students who earn monthly paychecks that average 45 KIPP dollars or more have their name placed on the Wall of Honor at the entrance to the school and in the monthly KIPP: Endeavor newsletter.

When weekly paychecks fall below 37 KIPP dollars, students are placed on the bench. The bench is an in school consequence system in which students must adhere to a set of pre-determined guidelines. In addition, students who make the following infractions will have their paychecks zeroed out:

- Cheating
- Fighting
- Stealing
- Physical injury to another individual

Students on the bench must:

- Attend the Homework Center for one hour every night after school for a period of one week. The Homework Center is a teacher assisted classroom that enables students to finish their homework after school. The Homework Center includes benched students and those who simply need additional assistance and/or tutoring.
- The student will be assigned with a specific task that will better the school community.
- The student will wear their KIPP: Endeavor t-shirt inside out.
- The student will dine alone at lunch (private dining).
- Not attend a field lesson if one is in session that week.
- Lose special privileges such as the upper classroom privileges of not having to walk in lines to classes, having a locker, etc.

Grade level teams will handle paychecks for their grades. All students on bench will be divided and assigned a teacher (determined by the grade level) who will provide strong support and periodic phone calls to the student. This system will help the student feel supported and provide the additional assistance needed to get back on track.

In addition, a copy of the KIPP: Endeavor Student Code of Conduct is included at the end of this section. It includes information with regard to attendance policies, discipline policies, counseling services and enrichment activities. Copies will be distributed to all parents and students

Throughout the country, KIPP schools have proven extremely successful in managing student discipline problems. This success is attributable to the pupils' initial Commitment to Excellence, and the schools' clear and constant reinforcement of student standards. By starting each school year with an introductory summer session, students will be acculturated to these values and expectations prior to the onset of the traditional academic year. KIPP: Endeavor will create a school environment in which inappropriate behavior is recognized by teachers, parents and students as harmful to the interests of all and, therefore, not acceptable.

Safety, order, and student discipline will be fundamental to learning at KIPP: Endeavor. While students need a challenging curriculum, dedicated teachers and proper materials, they must also have a secure learning environment in which they feel safe. KIPP: Endeavor will adhere to the Commitment to Excellence as a guideline for in-class disciplinary action, suspension or expulsion of students.

Students will be expected to adhere to a list of Non-Negotiable Expectations which will be listed in the parent/student handbook and distributed during summer school prior to each school year. These expectations will shape student behavior and foster the school's culture of success. They include:

1. Adherence to the KIPP: Endeavor Commitment to Excellence Form (see sample at the end of this section).

2. Adherence to the KIPP: Endeavor Credo:

*If there is a problem, we look for a solution.*

*If there is a better way, we try to find it.*

*If a teammate needs help, we give.*

*If we need help, we ask.*

3. The following expectations are implied by lines 5, 6, 7, 8 and 9 of the KIPP: Endeavor Commitment to Excellence Contract:

- WORK HARD. BE NICE.
- Be on-task at **all** times during class. While **anyone** is speaking, this means that students will always have their eyes, ears, and brains on that person.

- Be organized and prepared for all classes. Every day each student should have at least 2 sharpened pencils with erasers, a pen, and paper in their notebooks. Work should always be completed and presented neatly. The correct heading should be used on all papers. Finally, all papers should be kept neatly in binders and folders.
  - Respond appropriately to all questions. Non-verbal actions matter.
  - Conduct oneself in an orderly manner, demonstrating respect to our educational mission, while at KIPP: Endeavor or a KIPP: Endeavor function.
  - Do the right thing without being told. *"Assign Yourself."*
4. Parents and Guardians will be prompt when bringing their children to KIPP: Endeavor functions, and picking up their children from the school or school functions.
5. In addition to the above listed expectations, all students will be required to wear the KIPP: Endeavor uniform every day. The uniform will consist of a variety of KIPP: Endeavor shirts, available for sale at cost from the school. In addition to wearing the KIPP: Endeavor shirts, the KIPP: Endeavor uniform policy consists of the following regulations:
- Skirts and dresses must be worn no more than two inches above the knee;
  - All pants must be worn with a belt that fits around the waist;
  - All shirts must be tucked in;
  - Makeup is not allowed;
  - Sleeveless or cut-off shirts, blouses, and dresses will not be permitted;
  - Shorts are not permitted (except during summer school);
  - Overalls (jumpers) are not permitted; and
  - Earrings that are larger than one inch are not allowed.

KIPP: Endeavor's school leader will discuss the school's discipline policy with parents and students during home visits in the summer to ensure that behavioral expectations are clearly communicated prior to the signing of the Commitment to Excellence. KIPP: Endeavor's Discipline Code will be included in the parent/student handbook to be distributed to all students and families at the beginning of each year. All disciplinary actions taken by KIPP: Endeavor will strictly comply with all applicable state and federal law and the IDEA. The school will seek to remedy misconduct, in appropriate cases, by allowing for a variety of in-house disciplinary actions that could include:

- Additional assignments to be completed at home and/or at school;
- Detention after school;
- Mandatory homework study hall after school;
- Loss of incentives and school trips; and
- Calling plans, where the student must call the teachers to inform them when homework is completed.

Specific policies and procedures for student discipline will be drafted by the board of directors by July of 2007 and forwarded to the sponsor. All adopted policies will be listed and thoroughly explained in the school's parent/student handbook and teacher handbook, to be distributed at the start of each school year. The school leader will address the code of conduct and discipline procedures with parents and students to ensure that expectations are clearly articulated prior to signing the Commitment to Excellence. Disciplinary policies and their enforcement will be reasonable, legal and consistent with the values of the school community. The application of the school's disciplinary policies shall assure due process, clear definition of rule violation, specific statement of reasonable charges, and fair hearing for the accused.

Teachers and staff will participate in ongoing professional development programs that address classroom management strategies and behavior modification.

### **Suspension and expulsion**

By creating the following standards and procedures for suspensions and transfers / expulsions, KIPP: Endeavor will ensure that no student presents a danger to people or property, disrupts school activities, or threatens campus peace, safety or security.

Suspensions at KIPP: Endeavor are not to exceed five consecutive school days, and no more than twenty school days in any school year. The school leader may propose a student suspension in the case of violations of specified conduct in the KIPP: Endeavor code of conduct and the student's Commitment to Excellence. Except in the case of an emergency situation, in which the school leader has determined that there is a clear and present danger to the lives, health or safety of students or school personnel, any suspension will be preceded by a conference conducted by the school leader. This pre-suspension conference will include the student and, if possible, the teacher or other school personnel involved with the matter. At this conference, the student will be informed of the reason for the contemplated disciplinary action, the evidence against him / her, and will be given an opportunity to present his / her version and evidence in support of his / her defense.

In the event that the school leader determines that a suspension is appropriate, the parents / guardian of the student will be informed of the reasons for the suspension and the date when the student may return to school. In addition, the school leader will make every effort to contact the parents / guardian by telephone or in person to discuss the causes and duration of the suspension, and plan to correct the problematic behavior. In both the written notice and the direct contact, the school leader will advise the parents / guardian that they are required to attend a conference to discuss the student's conduct and the plan for remediation. No penalty will be imposed on the student based on the failure of the parents / guardian to attend this conference.

Students who are suspended will be provided with alternative instruction. Arrangements will be made between the school and the student's family for the delivery of services, pick-up/delivery of work, and the make-up of missed assignments and classroom instructional support. All IDEA mandates will be followed for students with disabilities.

Consequences of transfer or expulsion from KIPP: Endeavor will not automatically result in the expulsion of the student from the Kansas City Missouri School District. KIPP: Endeavor's

school leader will fully cooperate with the local district in pursuing any action against a student that it believes is appropriate, but a student's decision to withdraw from KIPP: Endeavor-- or conduct that forces such a decision by the school -- will initially result in a referral of the student back to the Kansas City Missouri School District.

The School Leader may recommend to the KIPP: Endeavor Board of Directors that a student be removed from the school in the case of specific violations of the school code of conduct. Within 30 days of a determination that grounds for transfer / expulsion exists, the board shall hold a hearing to act on the school leader's recommendation. At least 10 calendar days prior to this hearing, written notice will be delivered to the student and his / her parents / guardian informing them of:

- The date, time and place of the hearing;
- The facts and charges upon which the proposed transfer / expulsion is based;
- A copy of the disciplinary rules related to the proposed transfer / expulsion;
- The opportunity for the student and parents / guardian to appear in person and / or be represented by counsel;
- The right to inspect and obtain copies of any documents to be used at the hearing;
- The right to question any witnesses who appear at the hearing; and
- The opportunity to question all evidence presented at the hearing and to present oral and documentary evidence on the student's behalf, including witnesses.

The student shall be entitled to one postponement of the hearing, not to exceed 30 calendar days.

A record of the board's hearing will be made by means that permit a reasonably accurate written transcription. Any hearing to consider an expulsion shall be closed to the public unless the student or parents / guardian request in writing, at least five calendar days prior to the hearing, that it be open to the public. Whether the hearing is open or closed to the public, the board may meet in closed session to deliberate whether the student should be transferred / expelled.

While technical rules of evidence will not apply to any such hearing, evidence will be admitted and used as proof only if it is the kind of evidence upon which reasonable persons could rely upon in the conduct of serious affairs. Any decision by the board must be supported by substantial evidence that the student committed an act that has been identified as grounds for transfer / expulsion. Findings by the board shall be based solely on the evidence and testimony presented at the hearing.

Any decision by the board to transfer / expel a student shall be made within 10 calendar days after the conclusion of the hearing. The board shall promptly send written notice of its decision to the student and parents / guardian. In all events of expulsion, the school leader will work with the Kansas City Missouri School District and the family to find the best possible alternative educational setting.

#### **Disciplining students with disabilities**

KIPP: Endeavor will comply with all federal laws regarding student discipline for children with disabilities and will stay apprised of any developments in the IDEA legislation. If a student with disabilities has an Individual Education Plan (IEP) that includes disciplinary guidelines, that

student will be disciplined according to these guidelines. Students whose IEP does not include specific disciplinary guidelines may be disciplined in accordance with the standard school policies listed above.

#### **Non-educational support for the school**

KIPP: Endeavor Academy's school leader will be responsible for managing non-educational support for the school, including transportation, food service, accounting, payroll, procurement, and back office services. During the school's first year of operation, the school leader will hire a full-time business manager to handle many of the daily responsibilities and tasks associated with implementing the school's operational program. As the school grows and needs change, the school leader may opt to hire a director of operations to assume management of non-educational support services.

#### **Transportation, food service, accounting, payroll, procurement**

KIPP: Endeavor will ensure that the transportation needs of enrolled students are met. Once the random selection of the student body is made, the school will create a transportation plan to meet the needs of eligible students. Employees of any independent transportation service provider who have direct and daily contact with KIPP: Endeavor students must undergo an authorized criminal background and child abuse registry check in accordance with Missouri statutes. KIPP: Endeavor acknowledges its eligibility to receive reimbursement from the state for transporting students who live a mile or more away from campus. At this time, the school has included anticipated transportation costs in its budget.

KIPP: Endeavor will contract food services with the Kansas City Missouri School District or a private company. The school would prefer to work with the district for food service as much as possible, but will contract with private vendors where necessary. The KIPP: Endeavor Board of Directors will approve all contracts with food service providers, and the school leader will manage food service contracts on a daily basis. Eligible students will be provided meals for free or at a reduced rate in accordance with federal and state nutritional guidelines. KIPP: Endeavor will work with any independent food service providers with which it contracts to ensure that any of their employees who have direct and daily contact with KIPP: Endeavor students undergo an authorized criminal background and child abuse registry check.

The business manager will be responsible for day-to-day financial matters such as working with vendors, reconciling invoices, recording transactions, and preparing payments. KIPP: Endeavor will hire an independent certified public accountant to perform an annual financial audit.

KIPP: Endeavor may choose to contract with a private vendor for full payroll services: withholding taxes and other benefit expenses from paychecks, filing the relevant returns with taxing authorities, and producing end-of-year income tax forms for employees.

The business manager will be responsible for soliciting bids from various vendors (office supplies, furniture, telecommunications, etc.) and utilizing this list to make purchases when necessary. Vendor contracts in excess of \$10,000 will require dual signatures per the stipulations of the bylaws.

#### **Academic Calendar**

### Daily Schedule

More time on task is central to the success of KIPP: Endeavor Academy students. KIPP: Endeavor students attend school Monday through Thursday from 7:25 a.m. to 5:00 p.m. and on Friday from 7:25 a.m. to 3:00 p.m. Saturday attendance is from 9:00 a.m. until 1 p.m. Attendance during summer session is from 8:00 a.m. until 1:00 p.m. A typical student schedule is broken down according to the following schedule:

#### Monday – Thursday Regular Session

| Period       | Time          | F1           | F2           | F3           |
|--------------|---------------|--------------|--------------|--------------|
| Homeroom     | 7:25 - 7:55   | Homeroom     | Homeroom     | Homeroom     |
| 1st Period   | 8:00 - 9:25   | R Workshop   | W Workshop   | History      |
| 2nd Period   | 9:30 - 10:55  | History      | Science      | W Workshop   |
| 3rd Period   | 11:00 - 12:25 | W Workshop   | Math         | R Workshop   |
| Lunch/Recess | 12:30 - 1:25  | Lunch/Recess | Lunch/Recess | Lunch/Recess |
| 4th Period   | 1:30 - 2:55   | Science      | R Workshop   | Math         |
| 5th Period   | 3:00 - 4:25   | Math         | History      | Science      |
| Homeroom     | 4:30 - 4:55   | Homeroom     | Homeroom     | Homeroom     |

#### Friday – early release Regular Session

| Period       | Time          | F1           | F2           | F3           |
|--------------|---------------|--------------|--------------|--------------|
| Homeroom     | 7:25 - 7:55   | Life Skills  | Life Skills  | Life Skills  |
| 1st Period   | 8:00 - 8:55   | R Workshop   | W Workshop   | History      |
| 2nd Period   | 9:00 - 9:55   | History      | Science      | W Workshop   |
| 3rd Period   | 10:00 - 10:55 | W Workshop   | Math         | R Workshop   |
| Lunch/Recess | 11:00 - 11:55 | Lunch/Recess | Lunch/Recess | Lunch/Recess |
| 4th Period   | 12:00 - 12:55 | Science      | R Workshop   | Math         |
| 5th Period   | 1:00 - 1:55   | Math         | History      | Science      |
| Homeroom     | 2:00 - 2:55   | Life Skills  | Life Skills  | Life Skills  |

#### Sample daily schedule

Once the school grows to completion with four grade levels, all students, regardless of their grade, will start school at 7:25 a.m. and will remain until classes are dismissed at 5:00 p.m., Monday through Thursday. School will be dismissed two hours early, at 3:00 p.m., on Fridays. On select Saturdays throughout the school year, students will attend enrichment classes from 9:00 a.m. to 1:00 p.m.

During the day, teachers will have the opportunity to plan independently and collaborate with one another at various times, in different modes. Each teacher will have a ninety (90) minute planning period in which s/he will be able to work independently and plan. In addition, this time can be used to partner with a peer-teacher in order to increase the instruction in a particular class.

Furthermore, at the end of each day, teachers and students alike will be able to create unique learning environments that enable students the opportunity to work collaboratively with their peers and a number of teachers simultaneously, thus creating a classroom that empowers and encourages student learning.

**Enrichment activities, Saturday school, summer school, field lessons, tutoring**

All students at KIPP: Endeavor Academy will have the opportunity to participate in enrichment activities that will take place throughout the year, and during Saturday school and field lessons. It will not be mandatory that students cover the costs of extracurricular activities or field lessons. Parents may be asked to contribute according to their ability, but no student will be denied the opportunity to participate based on inability to pay for the trip. The extracurricular and enrichment program will be utilized to accomplish three important goals: 1) To support the academic and character skills taught and embedded throughout the culture of the school, 2) To provide students with an outlet in which they can build confidence in learning new skills, 3) To provide exposure to a variety of new experiences for the students. Saturday classes will meet from 8:00 a.m. to 12:00 p.m. with a 30 minute breakfast, resulting in 210 minutes of instruction over 16 Saturdays and 56 total enrichment hours.

All students at KIPP: Endeavor will attend summer school. The summer school session provides KIPP: Endeavor students, parents, and teachers with a head start in preparing for the upcoming academic year. The program is not designed as summer school for those students who failed to perform adequately during the regular school year, but rather as an introduction to the upcoming school year and an orientation for incoming students. Students will attend classes for five hours each day for three weeks. Summer Session will run for a total of three weeks, with students in session from 8:00 a.m. until 1:00 p.m. with a 30 minute break for lunch. This results in 270 minutes of instruction each day, over 15 days and 68 total instructional hours.

KIPP: Endeavor's summer session will be divided into two components. The first segment will contain a week-long staff development program providing KIPP: Endeavor teachers with an opportunity to design their goals, objectives, and curriculum for the summer and upcoming school year. Once the summer session has ended, teachers will continue their preparation by designing a curriculum for the fall that will address the specific needs and interests of the students identified during the summer.

The second component of the summer session is brought to life when the students enter the classrooms. During this time, teachers, students, and parents will become acquainted with the procedures and expectations demanded throughout the year. After assessing each student's individual strengths and weaknesses, teachers will emphasize the basics of Language-Arts, Reading, Mathematics, Science, and Social Science. The summer session will also be a time when the process of team building begins.

Students will be introduced to the concepts, challenges, strengths, and rewards of working as a team and family. Above all, students will be welcomed into the KIPP: Endeavor culture, and learn what it means to be a KIPP: Endeavor student through introductions to songs, chants, and projects emphasizing hard work, teamwork, and a culture of high expectations, thus instilling KIPP: Endeavor's mission and vision from the outset. On the first day of school, all children

will learn what year they will graduate from college, and will begin the process of learning how to focus on their short-term, intermediate, and long-term goals to be successful at KIPP: Endeavor and at the best high-schools and colleges in the country.

The goal of field lessons is to expose the students to new places, to extend and expand lessons learned in the classroom, and to practice character skills the students are taught daily at the school. They will be planned to activate or extend background knowledge of concepts and information taught in the classroom and during enrichment periods. Field lessons will take place periodically throughout the year and will be offered to students who earn the opportunity by showing excellent character skills. Prospective trips may include: camping, visiting colleges and universities, and collaborating with community partners to improve elements of the Kansas City community. Local cultural entities such as the Kansas City Art Museum, the Shawnee Indian Mission, the Truman Library, Historic Westport, the Frontier Trails Center, the Negro Leagues Baseball Museum and the Kansas City Jazz Museum will also provide significant learning opportunities for field lessons.

All students at KIPP: Endeavor will have the opportunity for group, or one-on-one tutoring each day. These tutoring opportunities will be available in a number of ways. All students will have the opportunity to work with their core-subject teachers before or after school; this will enable those who require assistance with material related to that day's work to seek guidance, and further instruction, as relevant.

After-School Tutoring supports KIPP: Endeavor's mission and vision through the commitment of extra time for its students, and remaining dedicated to doing whatever it takes to ensure that each student's educational growth is maximized while inside the doors of KIPP: Endeavor.

## **KIPP® COMMITMENT TO EXCELLENCE FORM**

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### **TEACHERS' COMMITMENT**

- ✍ We will arrive every day by 7:15 A.M. (Mon. – Fri.)
- ✍ We will remain at KIPP until 5:00 P.M. (Monday – Thursday) and 4:00 P.M. on Friday.
- ✍ We will come to KIPP on appropriate Saturdays at 900 A.M. and remain until 1:05 P.M.
- ✍ We will teach KIPP during the summer
- ✍ We will always teach in the best way we know how, and we will do whatever it takes for our students to learn.
- ✍ We will always make ourselves available to students, parents, and any concerns they might have.
- ✍ We will always protect the safety, interests and rights of all individuals in the classroom.  
*Failure to adhere to these commitments can lead to our removal from KIPP.*

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SIGNATURE

### **PARENTS'/GUARDIANS' COMMITMENT**

- ✍ We will make sure our child arrives every day by 7:25 A.M. (Mon. – Fri.), or boards a bus at the scheduled time.
- ✍ We will make arrangements so our child can remain at KIPP until 5:00 P.M. (Monday – Thursday) and 3:00 P.M. on Friday.
- ✍ We will make arrangements for our child to come to KIPP on appropriate Saturdays at 9:00 A.M. and remain until 1:05 P.M.
- ✍ We will ensure that our child attends KIPP summer school
- ✍ We will always help our child in the best way we know how, and we will do whatever it takes for him/her to learn. This also means that we will check our child's homework every night, let him call the teacher if there is a problem with the homework, and try to read with him/her every night.
- ✍ We will always make ourselves available to our children, the school, and any concerns they might have. This also means that if our child is going to miss school, we will notify the teacher as soon as possible, and we will read carefully all the papers that the school sends home to us.
- ✍ We will allow our children to go on KIPP field trips.
- ✍ We will make sure our child follows the KIPP dress code.
- ✍ We understand that our child must follow the KIPP rules so to as to protect the safety, interests, and rights of all individuals in the classroom. We, not the school, are responsible for the behavior and actions of our child.
- ✍ We will always protect the safety, interests and rights of all individuals in the classroom.  
*Failure to adhere to these commitments can cause my child to lose various KIPP privileges.*

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SIGNATURE

## STUDENTS' COMMITMENT

- ✍ I will arrive at school every day by 7:25 A.M. (Mon. – Fri.)
- ✍ I will remain at KIPP until 5:00 P.M. (Monday – Thursday) and 3:00 P.M. on Friday.
- ✍ I will come to KIPP on appropriate Saturdays at 9:00 A.M. and remain until 1:05 P.M.
- ✍ I will attend KIPP during the summer
- ✍ I will always work, think, and behave in the best way I know how, and I will do whatever it takes for me and my fellow students to learn. This also means that I will complete all my homework every night, I will call my teachers if I have a problem with the homework or a problem with coming to school, and I will raise my hand and ask questions in class if I do not understand something.
- ✍ I will always make myself available to parents, teachers, and any concerns they might have. If I make a mistake, this means I will tell the truth to my teachers and accept responsibility for my actions.
- ✍ I will always behave so as to protect the safety, interests and rights of all individuals in the classroom. This also means that I will always listen to all my KIPP teammates and give everyone my respect.
- ✍ I will follow the KIPP dress code.
- ✍ I am responsible for my own behavior, and I will follow the teachers' directions.  
*Failure to adhere to these commitments can cause me to lose various KIPP privileges, and can lead to returning to my home school.*

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SIGNATURE

## **PERSONNEL**

Please note that KIPP: Endeavor Academy is in the process of developing a comprehensive Staff Handbook that will be guided largely by the current work that the KIPP Foundation is doing to create a KIPP Anywhere Handbook that captures best practices throughout the KIPP network of schools. This document will include detailed policies and procedures that address important issues such as staff evaluation, handling of employee grievances, and disciplinary action. Please find attached at the end of this section a sample Staff Handbook (Appendix G).

### **Equal employment opportunity, district employee rights, noncertificated personnel, compliance with certification requirements**

KIPP: Endeavor teachers will be employees of KIPP: Kansas City, Inc. The school will be an equal opportunity employer. It is the policy of KIPP: Endeavor to seek and employ the best qualified personnel without regard to race, religion, color, creed, national origin, citizenship, age, sex, marital status, or disability. It is further this school's policy to ensure equal opportunity for the advancement of staff members and equal treatment in the areas of upgrading, training, promotion, transfer, layoff, and termination.

KIPP: Endeavor may employ non-certificated instructional personnel provided that no more than twenty percent of the full-time equivalent instructional staff positions at the school are filled by non-certificated personnel. All non-certificated instructional personnel shall be supervised by certificated instructional personnel.

KIPP: Endeavor will comply with all teacher certification requirements as set forth by the State of Missouri. In addition, any full-time or part-time staff employed by the school to service children with disabilities will possess all certification requirements in accordance with state and federal law.

### **Background checks, instructional staff qualifications**

The charter school shall ensure that all instructional employees have experience, training and skills appropriate to the instructional duties of the employee, and the charter school shall ensure that a criminal background check and child abuse registry check are conducted for each employee of the charter school that have contact with KIPP: Endeavor students (including custodial, maintenance, management assistance, curriculum assistance, media services and library staff) prior to the hiring of the employee. The charter school may not employ instructional personnel whose certificate of license to teach has been revoked or is currently suspended by the State Board of Education. Appropriate experience, training and skills of noncertificated instructional personnel shall be determined considering: 1) Teaching certificates issued by another state or states; 2) Certification by the National Standards Board; 3) College degrees in the appropriate field; 4) Evidence of technical training and competence when such is appropriate; and 5) The level of supervision and coordination with certificated instructional staff.

### **Participation in public school retirement system**

Personnel employed by KIPP: Endeavor Academy shall participate in the retirement system of the school district in which the charter school is located, subject to the same terms, conditions, requirements and other provisions applicable to personnel employed by the school district. For purposes of participating in the retirement system, the charter school shall be considered to be a

public school within the school district, and personnel employed by the charter school shall be public school employees. In the event of a lapse of the school district's corporate organization as described in subsections 1 and 4 of section 162.081, RSMo, personnel employed by the charter school shall continue to participate in the retirement system and shall do so on the same terms, conditions, requirements and other provisions as they participated prior to the lapse.

**Initial and ongoing staffing**

Due to the school's small size and unique growth plan, KIPP: Endeavor Academy's founding team will consist of six staff members in addition to the School Leader: five core subject area teachers and a full-time Director of Operations. Each year, the School Leader will add four to five core subject area teachers, plus additional administrative positions as the budget allows. Once the school grows to capacity with 334 fifth through eighth grade students, the School Leader anticipates having approximately 12-16 subject area teachers: three to four teachers in each of four core subject areas (Math, Reading, Language Arts, and Science/Social Science), a fine arts teacher, and as many Special Education teachers as the student population requires. In addition, as the school grows and its needs change, the School Leader will continue to add administrative staff. At full capacity, the school will likely employ a Dean of Student Services/Vice School Leader, Director of Operations, Development Director, and a High School Placement Counselor.

**Position Type and Number**

| Position                 | Year 1 | Full Capacity (Years 4+) |
|--------------------------|--------|--------------------------|
| School Leader            | 1      | 1                        |
| Teaching Staff           | 5      | 18 and beyond            |
| Special Education        | 1      | Per student population   |
| Business Manager         | 0      | 1                        |
| Development Director     | 0      | 1                        |
| Dean of Student Services | 0      | 1                        |
| Director of Operations   | 1      | 1                        |
| School Counselor         | 0      | 1                        |

**Specific position qualifications and responsibilities**

All prospective staff must show a strong desire to teach an academically intense curriculum, commit to an extended school day, and continue their professional development during the school's prescribed professional development days. Additionally, all staff must meet any additional guidelines and standards set by the KIPP Endeavor's Board of Directors.

KIPP: Endeavor will incorporate a Commitment to Excellence in the process of hiring staff. All staff will sign the Commitment to Excellence at the beginning of each academic year.

All KIPP: Endeavor faculty members will commit to the following:

- Abide by federal, state, and local laws;
- Maintain a professional relationship with all students;

- Exemplify honor and integrity in the course of professional practice, particularly in the use of public funds and property;
- Comply with state, federal, and local laws regarding the confidentiality of student records;
- Fulfill the terms and obligations detailed in the KIPP: Endeavor charter;
- File necessary reports of child abuse;
- Maintain a high level of professional conduct; and
- Adhere to the Commitment to Excellence Form.

*School Leader Qualifications:*

KIPP Endeavor's School Leader was selected through a rigorous selection process aimed toward selecting participants for the KIPP School Leadership Program. KIPP School Leaders are chosen for their outstanding educational leadership qualities, including:

***A Strong and Experienced Teacher:*** A minimum of two years teaching experience in grades K-12 in the United States is required. A minimum of a BA/BS is required. A candidate must be able to demonstrate the academic progress made by his/her students.

***Constant Learner:*** An educator who seeks ways to improve and evaluate his/her own teaching and acquires knowledge that enhances his/her personal and professional development.

***Self-awareness:*** An educator who is perceptive about how others regard him/her and knows how to treat students, parents, colleagues, and others. Reflects deeply on his/her own strengths and weaknesses and has the ability to assess realistically.

***Dedicated:*** An educator who goes above and beyond what is normally required to ensure that his/her students achieve academic success. Committed to the community he/she serves through academic, social, and extracurricular activities.

***Effective Communicator:*** An educator who possesses excellent oral and written communication skills. Demonstrates strong interpersonal skills when interacting with students, parents, colleagues, and others.

***Faces Challenges:*** An educator who understands the challenges associated with an underserved student population and possesses an unwavering determination to do whatever it takes to help children succeed.

***Leadership:*** An educator who demonstrates the ability to lead students and other professionals. Demonstrates problem-solving abilities, intelligent risk-taking abilities, integrity, confidence, respect, and humility. Inspires and motivates children and adults.

***Multi-tasks:*** An educator who demonstrates the ability to prioritize, executes many responsibilities simultaneously, and pays close attention to detail.

***Visionary:*** An educator who possesses a powerful vision of a high-achieving public school based on KIPP's Five Pillars and has the ability to execute strategies to realize that vision.

In addition, the School Leader for KIPP: Endeavor will possess the following skills and qualities:

- Ability to observe and evaluate instruction and provide feedback;
- Competent in disciplining adolescent children;
- Ability to work on a team;
- Capable of setting and meeting high expectations;
- Comprehensive understanding of curriculum and instruction;
- Capable of evaluating instructional program and teaching effectiveness;
- Capable of managing budget and personnel;
- Capable of interpreting policy, procedures, and data; and
- Exceptional organizational, communication, public relations, and interpersonal skills.

*School Leader Responsibilities:*

KIPP Endeavor's School Leader is responsible for providing the instructional, operational, and administrative leadership necessary to ensure the success of the school. The School Leader administers, supervises, and evaluates all aspects of KIPP: Endeavor and the greater school community. The School Leader will be held accountable for the continuous improvement of student achievement.

As KIPP Endeavor's leader, the School Leader will:

- Communicate the vision that supports the school's mission and goals, and articulate the school's values and model those values;
- Serve as a spokesperson for the school in the community and elsewhere;
- Develop a plan for achieving the school's vision; achieve a common understanding with the school community;
- Orient all members of the KIPP: Endeavor team (teachers, parents, students, supporters, etc.) on the mission and culture of KIPP Endeavor;
- Ensure effective implementation and on-going reinforcement of school culture;
- Provide leadership, direction, and support to the implementation of the school's instructional and program plans;
- Provide leadership in the formulation and annual adjustment of the school's instructional and program plans;
- Engage parents and community in planning and implementing programs;
- Support the development of a network of student support systems;
- Create an effective team of people jointly responsible for the attainment of school goals, a team committed to achieving excellence;
- Recruit, select, and hire school staff, including teachers and school-based support staff;
- Provide instructional leadership in advancing proven teaching and learning practices;
- Manage and facilitate group planning and problem-solving sessions;
- Work with lead teachers and professional development specialists to address team needs;
- Continually monitor progress on all measures of school and staff performance; build on the strengths of staff; recognize improvement;
- Manage and facilitate the analysis of student achievement data and problem-solving necessary to achieve continuous improvement;
- Supervise and evaluate school instructional and support staff;

- Complete and present an annual report to supporters and the district and school community; and
- Support and monitor the development of all staff and implementation of program improvements.

*Other responsibilities include:*

- Management of the student recruitment and enrollment process;
- Establishment and maintenance of a close working relationship with the KIPP Endeavor's Board of Directors;
- Development and management of the school budget;
- Supervision of all operations involving the management of the school; such as school funds, state funds, payroll, purchases, inventories, and office operations;
- Maintenance of the school's enrollment system, including timely and accurate reporting; and
- Compliance with federal, state and local regulations and policies (unless otherwise waived).

*Teaching Staff Qualifications:*

KIPP: Endeavor will seek teachers who will collaboratively work on a team to create a solid foundation for the KIPP Endeavor academic program. Teachers must be able to provide students with appropriate educational activities and experiences that will enable them to fulfill the school's mission.

All KIPP: Endeavor teachers must possess at least a bachelor's degree, and must have one to two years of teaching experience, preferably in an underserved community.

In addition, teachers must possess the following skills and qualities:

- Strong working knowledge of curriculum and instruction;
- Exceptional organizational, communication, and interpersonal skills;
- Must embody the values of the school and be willing and able to support the school's culture;
- Demonstrated success and achievement in teaching rigorous, engaging, and fun lessons;
- Effective classroom management skills;
- Willingness to participate actively on a small team of committed educators;
- Commitment to working with underserved students;
- Self-critical, reflective, and dedicated to personal and professional growth;
- Strong written and verbal communication skills; and
- Is self-motivated.

*Teaching Staff Responsibilities:*

KIPP: Endeavor teachers are responsible for delivering effective, high-quality, rigorous instruction in their content areas that produces unmatched results and student understanding. Teachers, as key members of the KIPP: Endeavor team, will do whatever it takes for all KIPP: Endeavor students to learn including:

- Deliver exceptional standards-based instruction in assigned content area(s) and grade level(s) that ensures academic growth for ALL students;
- Master the necessary content knowledge and skills to successfully teach assigned content area(s) and grade level(s);
- Develop daily and unit lesson plans that are thoughtful, goal-oriented and aligned with curriculum and carefully plan for substitute teachers when unable to attend school;
- Develop positive appropriate relationships with students, including explicit recognition of their growth (e.g., positive calls home, positive notes, etc.);
- Consistently implement the school-wide student behavioral policies within classrooms and everywhere on campus;
- Regularly assess student mastery of key skills and concepts and use this data to differentiate instruction to meet student needs;
- Maintain accurate, thorough records of student achievement and behavioral performance and complete Progress Reports and Report Cards promptly and as scheduled;
- Communicate regularly with parents and be available for Open Houses, Parent-Teacher Conferences and other events involving parents;
- Punctually attend, and positively contribute at, all staff meetings;
- Grow as a professional educator with classes/workshops for professional development (in specific areas of interest and/or need) and coaching and feedback from School Leader and peers;
- Teach Summer School, Saturday School and enrichment classes when necessary;
- Be available by cell phone outside of school hours to provide students with homework help;
- Check homework, ensure students' academic progress and serve as a primary point of contact for parents;
- Plan and chaperone out-of-state field lessons; and
- Maintain a neat, clean classroom environment.

*Special Education Staff Qualifications:*

All special education teachers employed by the school will hold special education certification. In addition, a master's degree in special education or a related field is preferred. The special education teacher will be an experienced teacher who has extensive knowledge of IDEA and section 504 of the Rehabilitation Act of 1973.

Like all teachers at KIPP Endeavor, special education staff must possess the following skills and qualities:

- Strong working knowledge of curriculum and instruction;
- Exceptional organizational, communication, and interpersonal skills;
- Must embody the values of the school and be willing and able to support the school's culture;
- Demonstrated success and achievement in teaching rigorous, engaging, and fun lessons;
- Effective classroom management skills;
- Willingness to participate actively on a small team of committed educators;
- Commitment to working with underserved students;
- Self-critical, reflective, and dedicated to personal and professional growth;

- Strong written and verbal communication skills; and
- Shows initiative, and is willing to go above and beyond job requirements.

All prospective special education staff must show a strong desire to teach an academically intense curriculum, and be committed to facilitating an inclusion model for special needs students. Special education staff will be required to commit to an extended school day, and continue their professional development during the school's prescribed professional development days. Teachers must possess a minimum of two years classroom experience, preferably in an educationally disadvantaged community.

*Special Education Staff Responsibilities:*

Certified special education teachers will be responsible for overseeing case management of all special education students and for arranging provision of services required by their IEP.

The school's special education staff will:

- Ensure that all aspects of the IEP are followed;
- Arrange for the teacher of the child to attend the team meetings;
- Communicate with parents about progress made toward attaining the goals stated on the child's IEP, and inform them of due process procedures and rights;
- Consult quarterly with the School Leader to ensure that the objectives and goals of students with IEPs are being met;
- Complete the requisite paperwork, updating and filing of necessary information for initial referrals, triennial evaluations, ongoing monitoring of student progress, and appropriate provision of any/all test modifications as stipulated in the IEP;
- Maintain a central file with all special education evaluation material and IEPs in accordance with FERPA and IDEA guidelines;
- Provide a report of student progress on the same schedule as students in general education; and
- Administer all special education services to children with disabilities in accordance with all federal and state laws and regulations, including the IDEA, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, Article 14 of the Missouri School Code, and other relevant regulations/legislation.

*Dean of Student Services Qualifications:*

- Bachelor's degree
- Substantial experience working with elementary, middle, or high school students.
- Professional and/or personal experience planning and managing large projects or events.
- Proficiency in Spanish a plus.

*Dean of Student Services Responsibilities:*

- Working with the School Leader to administer the Saturday school program, including selecting student projects, recruiting and supervising Saturday school volunteers and staff, creating schedules, and providing Saturday lunches;

- Coordinating extra-curricular classes every Monday through Thursday, including coordinating schedules, recruiting and supervising volunteers, and monitoring programs;
- Coordinating food services for all students, including administering the federal free and reduced lunch program, contracting with food service providers, overseeing collection of lunch money, and serving as the liaison between the school and food service providers;
- Coordinating transportation services for all students, including contracting with transportation providers, serving as the liaison between the school and transportation providers, and serving as the primary contact for parents on transportation issues;
- Coordinating procurement and distribution of all classroom supplies & equipment;
- Coordinating procurement and sales of school uniforms; and
- Planning field lessons, including an annual out-of-state trip for all students at the end of the school year.

*Development Director Qualifications:*

- Excellent verbal and written communication skills.
- Bachelor's degree from an accredited four-year university.
- Significant professional experience in non-profit development.
- Extremely high level of organization, detail orientation, and interpersonal skills.

*Development Director Responsibilities:*

*Fundraising:*

- Research, write, and submit all grant proposals;
- Raise enough revenue to support all components of the school;
- Maintain all correspondence with funders and supporters and communicate with them on a regular basis about KIPP Endeavor's efforts;
- Schedule and prepare all meetings with current and prospective funders;
- Maintain comprehensive prospect and donor records;
- Track all donations and appropriate correspondence with donors; and
- Produce all donor reports, including state and federal funding reports, and annual end-of-year updates.

*Public Relations and Marketing:*

- Conduct outreach efforts and build relationships with foundations, corporations, prospective supporters, government agencies, area school districts, community organizations, and other potential sources of funding;
- Plan and coordinate all public relations events and press opportunities for KIPP Endeavor;
- Represent KIPP: Endeavor at public and private events and meetings that are required by the school's supporters; and
- Coordinate the production of the annual report.

### **Plan for securing personnel**

Recruitment and hiring of teachers will be a top priority and a critical focus of the School Leader, with the help and expertise of the development team, when he returns to Kansas City in December following his formal School Leader training. The School Leader will begin advertising for open positions in early January in local publications such as the *Kansas City Star*, *Kansas City Business Journal*, *Pitch Weekly*, *St. Louis Post-Dispatch*, *St. Louis American*, *The Call* and *Dos Mundos*, as well as in national education publications such as *Education Week*. The School Leader will work with local public and private post-secondary teacher training institutions to identify strong teaching candidates: University of Kansas, University of Missouri at Kansas City, Rockhurst University, University of Central Missouri and Avila College. In addition, the School Leader will work with local and national teacher recruitment organizations to gain access to candidates when they finish their teacher training programs, including Teach for America.

The School Leader's priority will be to seek a highly dedicated and talented staff. In order to sustain a commitment to serving the Kansas City community and develop a staff intimately familiar with the city's unique challenges, the school will concentrate recruiting efforts locally. However, recruiting on the national level will seek teachers from across the disciplines with the greatest success rates and strongest commitments to education.

KIPP Endeavor's hiring process will include the following steps:

- Receipt of application, including submission of credentials, and references.
- Resume screening
- Short phone interview
- In-person interview
- Demonstration lesson
- Reference checks
- Follow-up interview (if necessary)
- Notification of decision

Each prospective teacher will teach a demonstration lesson that must be student-driven and exhibit a strong command of the subject area. Formal and informal interviews will be designed to ensure that his/her values are aligned with the KIPP educational philosophy.

All certified and non-certified staff, and all employees of the school including individuals with whom the school contracts and who have direct and daily contact with students, will be required to authorize and undergo a fingerprint-based criminal background records check to be conducted by the local police department and the FBI. All staff will be required to produce documents for U.S. employment authorization. For medical safety, all staff will have medical clearance including proof of medical examination.

### **Compensation and benefits**

KIPP: Endeavor will offer wages that are competitive with the Kansas City Missouri School District's wages, but which also reflect the longer school day and year. In addition to salary, teachers will be offered a competitive benefits package.

## **Professional development**

At KIPP: Endeavor Academy, the School Leader will set the tone and develop the conditions under which staff members become the keepers of the school's culture and values. As a result, staff development will support the school's mission and basic values by fostering a positive campus culture, sharing the best instructional practices, and encouraging individual teacher growth. Before the start of each school year, teachers will participate in on-site staff development during which the School Leader will ensure that teachers fully understand and support the school's mission, goals, and basic values, emphasizing a rigorous, standards-based college preparatory program. This orientation will involve specific activities designed to align the staff and foster teamwork, such as visiting other KIPP schools. In addition, each summer prior to the beginning of the school year, teachers and staff will participate in the annual KIPP School Summit, a week-long professional development conference attended by all KIPP School Leaders and teachers from across the country. The Summit offers subject-specific, business office and KIPP culture building sessions. Some examples of sessions offered at KIPP Summit 2005 include: Multi-Sensory Grammar, Preparing Math Students for Excellent High Schools, Office Culture, Purchasing and Procurement of Vendors, and KIPP Culture: *Through the Eyes of a Student*.

During the school year, staff development will continue through monthly professional development days, weekly staff meetings, peer observations, video taping and professional development retreats. Teachers will be encouraged to observe each other and other excellent teachers in the community, and will receive regular feedback on their performance, goals, and growth. Teachers will consistently exchange best practices with each other and teachers at similar schools. Staff development will involve not only structured whole staff and small group practices, but will be individualized to best serve each teacher's needs. Every moment of staff development will be maximized and aligned with the school's goals.

The professional development program for teachers will require high collaboration between all teachers. The basic philosophy of the program is based on constructive feedback, sharing of best practices between teachers, visiting high performing school both in the KIPP network and within the Kansas City Missouri School District.

At six-month intervals, the school staff will meet in a mini-curriculum conference session spanning at least two days to reassess and re-evaluate the school's curriculum.

### *Specific professional development strategies*

#### *A. Monthly Professional Development Days*

- **Excellent School Visits-** During the year, teachers and staff will visit two excellent schools.
- **Monthly Reflection Meetings-** Staff members will participate in monthly reflection meetings to discuss effectiveness of teaching strategies, share best practices, and provide critical feedback to peers on strategies and methods of instruction that are not working. During reflection meetings, the School Leader will also introduce various articles on education theory and practice to encourage discussion and constant learning.

- **Outside Staff Developers** – Where appropriate, professionals from outside KIPP’s network will be retained to provide additional professional development opportunities for staff.

*B. Staff Meetings*

- **Weekly Staff Meetings-** During weekly team meetings, staff members will have the opportunity to share best practices. For instance, if a teacher is struggling with lesson pacing he or she will be able to share and hear from other staff members about effective strategies.
- **Three-Week Plans-** Teachers will have the opportunity to share three-week plans with the entire team and receive feedback on their plans. During these meetings, all staff members will be informed with the content being taught across grade levels.

*C. Peer Observations*

- **Monthly Observations-** Part of the professional development plan for each teacher will include monthly peer observations. Staff members will be required to observe one of their colleagues once a month. They will complete observation forms. Following the observations, they will provide feedback to the teacher they observed.

*D. Professional Development Retreats*

- **KIPP School Summit** – KIPP’s largest professional development event of the year is the annual KIPP School Summit (KSS), a high-profile national event that kicks off each school year with professional development, networking, planning, and a celebration of KIPP’s students’ and teachers’ achievements. The weeklong professional development opportunity brings all members—School Leaders, teachers, Development Directors, Operations Directors, social workers, Board members—of KIPP’s family of schools together to share and learn.
- **Outside workshops-** Teachers will participate in local teacher professional development workshops, including workshops provided by Kansas City Public Schools, and various consultants (e.g. Lucy Caulkin’s Reading/ Writing workshop)

## **Evaluation**

### *School Leader evaluation*

KIPP: Endeavor Academy's School Leader will be evaluated annually by the Board of Directors. The School Leader's job performance will be assessed according to a high standard of accountability. The Board will expect that the School Leader has accomplished the goals and objectives set forth in KIPP Endeavor's charter. An annual report, external review by Cambridge Associates British Inspection Team, direct observation, and feedback from parents/guardians and school staff will all be used as instruments in evaluating the School Leader.

### *Teacher evaluation*

The School Leader will be responsible for evaluating all teachers and support staff. Staff evaluation will include input from administration, peers and parents/guardians. A critical part of teacher evaluation and retention will be based on performance outcomes, measuring students' achievement and the teachers' implementation of the curriculum. A performance agreement will be developed with each teacher prior to the school year. The annual performance assessment will be based on those standards.

At KIPP Endeavor, daily classroom instruction is the foundation to realizing the mission of the School. Teachers at KIPP: Endeavor must plan and implement effective lessons that meet the needs of all students in the class. In order to maintain effective lessons and professional growth, an evaluation system will be used to provide feedback to teachers on their performance in the classroom. This system will have several major components:

*Maintenance of an Instructional Binder* – Teachers are expected to maintain a binder that reflects their planning. Instructional standards and curriculum scope and sequences should be included in this binder as well as daily instructional plans and assessments. Teachers can choose the format in which they will plan lessons but each lesson should have the following components:

#### *Skills Lessons – lessons that teach or review a skill*

- Lesson objective
- Do Now Assignment
- Materials
- Motivation/ Hook
- Guided Practice
- Independent Practice
- Remediation/ Extension
- Assessment
- Summary/ closure

#### *Content Lessons – lessons that teach new information or material*

- Lesson Objective
- Do Now assignment
- Materials
- Motivation/ Hook
- Exploration/ presentation of content
- Check for understanding
- Independent Work
- Review/ Extend
- Assessment
- Summary/ Closure

1. *Submission of weekly instructional frameworks*

Each teacher will submit to the School Leader a framework for each week's daily lessons. This framework will include the daily objectives, the agenda for each day, and homework assignments. The School Leader will use these frameworks to provide teachers with feedback on the pacing and sequence of lessons.

2. *Informal observations*

The School Leader will conduct informal observations at least bi-monthly for each teacher. The School Leader will conduct a conference with the teacher within 2 days of the observation to offer the teacher positive feedback and constructive suggestions. Also, teachers will utilize the peer observation system to offer feedback to one another and to promote growth as members of a professional community.

Instructional binder, instructional frameworks and informal observations will provide evidence to be used in a cumulative, annual performance review. KIPP: Endeavor will establish clearly defined criteria for annual teacher performance reviews that include the following:

- Commitment to KIPP Endeavor's mission and goals;
- Successful implementation of the curriculum and educational philosophy;
- Quality of service to students with specialized needs;
- High level of professionalism;
- High level of accomplishment; and
- Effective participation in KIPP Endeavor's staff "team".

Tools to be used in the evaluation process will include:

- Written evaluations based on classroom observations;
- Feedback from videotaped lesson exercise;
- Self-evaluation completed by teacher being evaluated;
- Student performance on major assessments; and
- Feedback from parents.

Staff evaluation will be seen as an opportunity for feedback and growth, not an opportunity for the School Leader to punish or look for flaws in instruction and teacher quality. KIPP: Endeavor teachers will be informed of evaluation criteria prior to the start of each school year, receive

guidance throughout the year and be evaluated accordingly. The School Leader will not retain any teachers who fail to prepare their students successfully for the next grade.

### **Employee conduct**

All KIPP Endeavor, employees are expected and required to meet acceptable performance standards and otherwise conduct themselves in an appropriate manner during the course of their employment. The following list is not meant to be all-inclusive, and various other circumstances may arise requiring the discipline and/or immediate termination of an employee. The School recognizes that each problem, which may arise in the workplace, will present a unique set of circumstances. The unique situations will be relevant surrounding circumstances. **For this reason, the rules described below are not intended to form any contract between the School and its employees as to the procedures to be followed concerning any rule violation.**

Employees will be aware that violation of any of the following employee standards of conduct may result in disciplinary action, up to and including discharge:

1. Insubordination and/or being in disregard of, or inattentive to, working directions and instructions received from supervisor or refusal to comply with same.
2. Willful violation of School rules and regulations.
3. Dishonesty of any kind in relation with the School, such as theft or pilferage of School property, the property of other employees, or property of others entrusted to the School, as well as any action constituting a criminal offense, whether committed on duty or off duty. (Note: Employees also will be subject to prosecution to the fullest extent of the law.)
4. Unsatisfactory work performance or otherwise failing to perform work up to the standards expected of School employees.
5. Excessive or unexcused absenteeism or tardiness, including violation of any rule pertaining to attendance.
6. Misrepresentation of facts or falsification of records, including but not limited to, personnel records, reasons for requesting a leave of absence or time off, and information in connection with the obtaining of employee benefits or misuse of such benefits.
7. Failure to return to work upon expiration of authorized leave, unless valid excuse is given or leave is extended.
8. Failure or refusal to perform work as required or directed.
9. Engaging in any acts of violence, fighting, threats of violence, or otherwise engaging in disorderly conduct, horseplay, intimidating conduct, or otherwise interfering with another employee's work activities.

10. Bringing liquor, drugs, or any controlled substances onto School premises; consuming liquor or using drugs or any controlled substances on School premises; entering the premises under the influence thereof; or consuming liquor or using drugs or any controlled substances while on the job.

11. Sexual, verbal, physical, or visual forms of harassment directed at any person associated with the School, or discriminatory treatment of employees or applicants. This prohibition also covers any form of sexual harassment, including unwelcome sexual advances, requests for sexual favors, and other verbal, visual or physical conduct of a sexual nature.

12. Distributing written or printed matter of any description in any work area at any time without prior authorization from supervisor.

13. The use of School time, materials, facilities or equipment for purposes not related to School business.

14. Engaging in any commercial activity, including outside employment, that conflicts with or gives the appearance of conflicting with the interests of the School, without first having obtained the written consent to such activity by the School Leader.

15. Knowingly permitting unauthorized persons to be in School facilities or on School property.

Again, this list is not meant to be all-inclusive.

#### **Discrimination/Harassment policy**

KIPP: Endeavor Academy is committed to providing a professional work environment free from all forms of discrimination and conduct, which can be considered harassing, coercive, or disruptive, including sexual harassment.

The school's policy will be straight-forward and Zero Tolerance: The school will not tolerate any form of harassment in the workplace on the basis of an employee's race, religion, color, gender, age, national origin, marital status, sexual orientation, veteran status, citizenship status, mental or physical disability. Managers are expected to maintain work environments free of intimidation and harassment and to respond immediately and appropriately to any complaints of harassment. Each employee is expected to adhere to the school's policy and to bring any incidents of harassment to the attention of management.

The School views violations of its policy in the most serious manner. Violations of the policy may result in disciplinary action up to and including dismissal.

#### **Workplace safety**

Violent acts or threats of violence, made by an employee against another person's life, health, well-being, family or property, are entirely unacceptable and cause for immediate discharge. This policy holds for any threats made on the School property, at School events, or under other circumstances that may adversely affect the School. Such acts or threats of violence, whether made directly or indirectly, by words, gestures or symbols,

infringe upon the School's ability to provide a safe workplace for our staff.

In furtherance of this policy, possession of personal weapons, including mace, knives and firearms, by any School employee or volunteer at any time on School premises, or on School business, is strictly prohibited. Should a School employee or volunteer report to work with such a weapon, or should he or she be found to be in possession of such a weapon while at work or on School business, such individual will be sent home and the appropriate disciplinary action initiated, up to and including immediate discharge.

### **Equal Opportunity Employer**

KIPP: Endeavor Academy is an equal opportunity employer. The school embraces and values a diverse workforce and pledges to provide equal employment and individual opportunity to all job applicants and employees. The school knows that its continued success depends on its ability to attract, develop and retain the highest caliber of people, regardless of their race, color, age, religion, national origin, gender, disability, sexual orientation, veteran or marital status or membership in any other protected group.

The School will strive to ensure that all employment decisions, including recruiting, promotions, hiring, training, transfers, terminations, compensation, benefits, performance assessment, and sponsored professional and social activities are administered throughout the School in a manner consistent with the school's policy of equal employment opportunity and in accordance with federal, state and local laws. Any alleged violations will be promptly reviewed and, following an investigation, will be resolved promptly and appropriately.

Management and employment practices that will govern employee practices will be further developed by the School Leader during the months of January through June, and adopted by the Board of Directors prior to the start of the school year.