MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
FEDERAL GRANTS AND RESOURCES
PO BOX 480, JEFFERSON CITY, MO 65102-0480
1003(g) SCHOOL IMPROVEMENT GRANT (SIG)
Project Dates: February 29, 2012 to June 30, 2013
CFDA Number 84.388A
Federal Award Number S388A100026A

SHIPPED DEC 14 2011
ORIGINAL

DIRECTIONS

Mail the completed form postmarked or delivered by Friday, December 16, 2011 to: Federal Grants and Resources, Missouri Department of Elementary and Secondary Education, PO Box 480, Jefferson City, MO 65102-0480.

Questions, contact Federal Grants and Resources: Phone: (573) 526-3232; Fax: (573) 526-6698; or e-mail to: webreplysig2010@dese.mo.gov; Visit the Department's website at: dese.mo.gov

DEPARTMENT'S APPROVAL - FOR DESE USE ONLY

Department AUTHORIZED REPRESENTATIVE	SIGNATURE	DATE	TOTAL APPROVED
			$

SECTION I. - LEA/DISTRICT AND PROGRAM CONTACT INFORMATION

LEA/DISTRICT/AGENCY NAME			COUNTY-DISTRICT CODE
KIPP Endeavor Academy			048-918
NAME OF BOARD-AUTHORIZED REPRESENTATIVE	ADDRESS	CITY, STATE, ZIP	
Jacob Schmitz	2700 East 18th Street	Kansas City, MO 64127	
E-MAIL ADDRESS	TELEPHONE NUMBER	FAX NUMBER	
jschmitz@kippendeavor.org	(816)241-3994	(816)241-3339	
NAME OF GRANT CONTACT	ADDRESS	CITY, STATE, ZIP	
Stephanie Campbell	2700 East 18th Street	Kansas City, MO 64127	
E-MAIL ADDRESS	TELEPHONE NUMBER	FAX NUMBER	
scampbell@kippendeavor.org	(816)979-1134	(816)241-3339	
NAME OF LEA TURNAROUND OFFICER (If known)	ADDRESS	CITY, STATE, ZIP	
E-MAIL ADDRESS	TELEPHONE NUMBER	FAX NUMBER	

SECTION II. - ASSURANCES

A local educational agency (LEA)/District must include the following assurances in its application for a School Improvement Grant.

Check the boxes in this table to include the assurances in this application.

The LEA/District must assure that it will—

X If selected, attend the mandatory Capacity Interview held January 31, 2012 in Jefferson City, MO with the required LEA/District personnel;

X Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA/District commits to serve consistent with the final requirements;

X Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;

X If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and

X Report to the SEA the school-level data required under section III of the final requirements.

SECTION III. - WAIVERS

Missouri has requested waivers of requirements applicable to the LEA's/district's School Improvement Grant. An LEA/District must indicate which of those waivers it intends to implement.

The LEA/District must check each waiver that the LEA/District will implement. If the LEA/District does not intend to implement the waiver with respect to each applicable school, in an attached document, the LEA/District must indicate for which schools it will implement the waiver.

X Extending the period of availability of school improvement funds.

> Note: Missouri has requested a waiver of the period of availability of school improvement funds, that waiver automatically applies to all LEAs/Districts in the State.

☐ "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.

☐ Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

LEA/District approval for the Department to provide direct services:

X The LEA/District approves the Department's use of grant funds to provide improvement services directly to the LEAs/Districts and schools.

SIGNATURE OF BOARD-AUTHORIZED REPRESENTATIVE	DATE
Jake Scott	12/13/11
SIGNATURE OF SUPERINTENDENT (if other than Authorized Representative)	DATE

The Department of Elementary and Secondary Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. Inquiries related to Department programs and to the location of services, activities, and facilities that are accessible by persons with disabilities may be directed to the Jefferson State Office Building, Civil Rights Compliance (Title VI/Title IX/504/ADA/Age Act), 5th Floor, 205 Jefferson Street, Jefferson City, MO 65102-0480; telephone number 573-526-4757 or Relay Missouri 800-735-2966.

SECTION IV. - LEA/DISTRICT YEAR ONE TOTAL BUDGET & SUPPORTING DATA

This is the total of Year One Pre-Implementation, Implementation and Administration budgets for all building and district activities.

YEAR ONE SIG FUNDS	6100 Certificated Salaries	6150 Non-Certificated Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Materials & Supplies	6500 Capital Outlay	6600 Other	TOTAL
1100 Instruction *1003(g) SIG*	$259,000	$15,000	$22,000	$45,000	$20,000			$361,000
1200 Supplemental Instruction (Title I) *1003(g) SIG*								
2100 Non-Instructional Support Services *1003(g) SIG*	$13,000	$100,000	$20,000					$133,000
2200 Professional Development *1003(g) SIG*				$10,000				$10,000
2600 Planning and Evaluation *1003(g) SIG*								
3000 Community Services *1003(g) SIG*								
Program Costs Subtotal *1003(g) SIG*	$272,000	$115,000	$42,000	$55,000	$20,000			$504,000
Indirect Costs								
Administrative Costs *1003(g) SIG*								
ADMINISTRATIVE COSTS SUBTOTAL *1003(g) SIG*	$0	$0	$0	$0	$0			$0
GRAND TOTAL *1003(g) SIG*	$272,000	$115,000	$42,000	$55,000	$20,000			$504,000

SECTION IV. - LEA/DISTRICT YEAR ONE TOTAL BUDGET & SUPPORTING DATA (continued)

SUPPORTING DATA	FTEs					
	Teachers (60)	Paras (80)	Ancillary Personnel (90)	Guidance Personnel (50)	Other Pupil Services (70)	General Supervisor (30)
Instructional Staff						
Supplemental Instruction	1.0					
Preschool						
Class Size Reduction						
Neglected/Delinquent Institution Supplemental Instruction						
Other Staff						
Instructional Coach	1.0					
Reading Recovery Teacher Leader						
School/Home Coordinator						
Language Translator						
Guidance Counselor				2.0		
Transition Case Manager						
Turnaround Officer						
TOTAL	2.0			2.0		

SECTION V. - SCHOOLS TO BE SERVED

An LEA/District must include the following information with respect to the schools it will serve with a School Improvement Grant. An LEA/District must identify each Tier I, Tier II, and Tier III school the LEA/District commits to serve and identify the model that the LEA/District will use in each Tier I and Tier II school.

					INTERVENTION (TIER I AND II ONLY)			
SCHOOLNAME	NCES ID #	TIER I	TIER II	TIER III	TU	RE	CL	TR
KIPP Endeavor Academy	290003103013		X					X

Notes:

1. TU - TURNAROUND, RE - RESTART, CL - CLOSURE, TR - TRANSFORMATION
2. An LEA/District that has nine or more Tier I and Tier II schools may not implement the transformation model in more than 50 percent of those schools.
3. The Department will provide each LEA/District with a list of the schools that are eligible to be served in Tiers I, II, and III. The LEA/District will indicate in the application which schools it intends to serve and which intervention it intends to implement in the selected Tier I and Tier II schools.

SECTION VI.A. - LEA/DISTRICT/BUILDING YEAR ONE STRATEGIES AND ACTIVITIES TEMPLATE *(COPY AS NEEDED)*

List the strategies from the LEA/District implementation plan and school plans that support the selected interventions and improvement activities at the LEA/District level and for each school to be served. Relate the strategies and activities from the plans to the budget codes from the budget template and complete a budget for the LEA/District and each school the LEA/District has committed to serve. Include references to the Goals, Objectives, Strategies, and Action Steps that direct the implementation of the intervention and improvement activities. Include the Year One Pre-implementation Budget in this grid, if applicable.

LEA/DISTRICT/BUILDING NAME	COUNTY-DISTRICT - BUILDING CODE
KIPP ENDEAVOR ACADEMY	048918

Budget Codes	Related Strategies and Activities
1100 Instruction	• Maintain and enhance learning opportunities including Saturday school, pull-outs during club time, extended math and communication arts time throughout the day, and after school tutoring for students performing below grade level. - Identify appropriate staff to provide supplemental educational time and provide training on structure and expectations. • Create a culture of literacy across the school. - Implement and utilize Accelerated Reader. - Develop classroom libraries and the school library. - Purchase computers for classrooms and update computer lab. - Create student incentive program for achievement in Accelerated Reader. • Develop a data-driven decision making culture throughout the school. - Develop data collection and assessment calendars. - Develop data management program; select software/hardware upgrades. - Develop data dashboard for use by teachers, staff, students, parents and board members to track achievement. - Utilize a data team to analyze data on a monthly basis and work with teachers to utilize data in the classroom. - Track student achievement through NWEA test, given three times annually. - Establish growth targets that reflect prior student learning and learning goals for each individual student. - Monitor student progress on formative assessments, evaluate, and use to improve student achievement. - Track and evaluate literacy levels, books read, and other data from Accelerated Reader program. - Track mastery of exit requirements throughout school year. - Utilize a report card system to keep parents and students updated on promotion status quarterly. - Celebrate achievement quarterly with staff and students. - Utilize technologies to establish high-functioning data tracking and reporting system. • Develop a school wide curriculum. - Curriculum Team will develop pacing calendar for the year. - Establish clear benchmarks in all subjects to evaluate where classes are in relation to pacing of instructional units. • Develop a strategic and regular approach to classroom observations with a clear calendar for classroom visits and provision of specific feedback and coaching to teachers on the outcomes. - Create classroom evaluation rubric and share with teachers. - Develop a calendar for classroom observations and scheduled

	feedback and complete per calendar.
1100 Instruction *1003(g) SIG*	• Maintain and enhance learning opportunities including Saturday school, pull-outs during club time, extended math and communication arts time throughout the day, and after school tutoring for students performing below grade level. - Ensure all students attend a summer learning enrichment program. - Partner with St. Theresa's High School to provide 8th grade students with morning (before school) "power hour" including tuition and transportation. - Establish after-school tutoring program and provide stipends for teachers to tutor in program. • Develop a data-driven decision making culture throughout the school. - Utilize instructional coach to assist teachers in translating student outcome data into the classroom. • Develop a school wide curriculum. - Utilize "curriculum team" during summer months, provide stipends to participants. - Utilize curriculum team to develop "exit requirements" in each grade level to ensure each student is prepared to promote to the next grade level. • Develop a strategic and regular approach to classroom observations with a clear calendar for classroom visits and provision of specific feedback and coaching to teachers on the outcomes. - Follow classroom observations with one-on-one coaching by instruction coach focused on improving student achievement. • Develop a rigorous, comprehensive teacher evaluation system and reward or dismiss teachers based upon results of the evaluations. - Establish bonus structure for teachers based on student achievement and professional development utilization. - Establish steps in remediation of under-performing teachers. • Create financial incentives, additional compensation, career-growth opportunities, and more flexible work conditions to assist in recruiting and retaining highly qualified staff and teachers. - Establish retention and signing bonuses for highly qualified teachers and staff. - Create individual career growth paths with staff members. - Develop creative ways to enact flexible work conditions and minimize burnout. - Implement plans to ensure all teachers are highly qualified and impose sanctions on those who do not follow plan. - Develop bonus structure for staff who complete higher education opportunities. • Ensure all teachers and students at KIPP Endeavor have access to high-quality curricular resources as well as support systems for students who are at-risk or require additional instructional support. - Add one additional special education teacher.

1200 Supplemental Instruction (Title I)	
1200 Supplemental Instruction (Title I) *1003(g) SIG*	
2100 Non-Instructional Support Services	
2100 Non-Instructional Support Services *1003(g) SIG*	• Ensure all teachers and students at KIPP Endeavor have access to high-quality curricular resources as well as support systems for students who are at-risk or require additional instructional support. - Hire two full-time counselors/social workers. - Hire part-time librarian. - Maintain cataloguing system in library. - Evaluate and hire for additional support staff needed. • Create financial incentives, additional compensation, career-growth opportunities, and more flexible work conditions to assist in recruiting and retaining highly qualified staff. - Create bonus pool for staff who meets established achievement targets. - Establish retention and signing bonuses for highly qualified staff. - Create individual career growth paths with staff members. - Develop creative ways to enact flexible work conditions and minimize burnout. - Develop bonus structure for staff who complete higher education opportunities.
2200 Professional Development	• Implement a strategic and inclusive professional development program focused on academic rigor, classroom management and data-driven decision making. - Provide professional development and training on Accelerated Reader and NWEA throughout the year. - Provide training before school year to all teachers on newly developed and implement curriculum. - Include professional development on instructional unit development. - Work with teachers and staff to develop a personalized professional development plan. - Utilize weekly professional development time.
2200 Professional Development *1003(g) SIG*	• Implement a strategic and inclusive professional development program focused on academic rigor, classroom management and data-driven decision making. - Utilize instructional coaches in both upper and lower school. - Implement a teacher mentor program and establish stipends for teacher mentors. - Send two teachers to Columbia University's Readers & Writers Workshop over the summer.
2600 Planning and Evaluation	

2600 Planning and Evaluation *1003(g) SIG*	
3000 Parent Involvement	• Ensure KIPP Endeavor parents and families are provided adequate opportunity to be involved with their students' education. - Engage a parent study circle to establish parental involvement plan. - Generate regular communication to parents. - Host parent open house/update sessions twice yearly. - Provide community participation programs for parents and families throughout the school year.
3000 Parent Involvement *1003(g) SIG*	
Administrative Costs	• Provide administrative support and training for Federal Programs administration.
Administrative Costs *1003(g) SIG*	

SECTION VI.B. - LEA/DISTRICT/BUILDING BUDGET TEMPLATE *(COPY AS NEEDED)*

Use this template to enter required school and LEA/District budget totals to be submitted with the LEA/District SIG application. Complete a budget for the LEA/District and each school for each year of the three year grant period and any pre-implementation funds the district may request.

Check the box below that applies to this budget template.(Check only one box)

☐PRE-IMPLEMENTATION	XYEAR ONE IMPLEMENTATION	☐YEAR TWO IMPLEMENTATION	☐YEAR THREE IMPLEMENTATION

LEA/DISTRICT/BUILDING NAME	COUNTY-DISTRICT - BUILDING CODE
KIPP ENDEAVOR ACADEMY	048918

Year One 2012-13	6100 Certificated Salaries	6150 Non-Certificated Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Materials/ Supplies	6500 Capital Outlay	6600 Other	TOTAL
1100 Instruction	$70,000		$20,000		$77,700	$45,000		$212,700
1100 Instruction *1003(g) SIG*	$209,000	$65,000	$22,000	$45,000	$20,000			$361,000
1200 Supplemental Instruction(Title I)								
1200 Supplemental Instruction(Title I) *1003(g) SIG*								
2100 Non-Instructional Support Services		$15,000			$4,000			$19,000
2100 Non-Instructional Support Services *1003(g) SIG*	$13,000	$100,000	$20,000					$133,000
2200 Professional Development				$19,000	$39,500			$58,500
2200 Professional Development *1003(g) SIG*				$10,000				$10,000
2600 Planning and Evaluation								
2600 Planning and Evaluation *1003(g) SIG*								
3000 Community Services				$1,500	$1,500			$3,000
3000 Community Services *1003(g) SIG*								
Administrative Costs		$10,000						$10,000
Administrative Costs *1003(g) SIG*								
Program Costs Subtotal (Not including *1003(g) SIG*)	$70,000	$25,000	$20,000	$20,500	$122,700	$45,000		$303,200
***1003(g) SIG* Subtotal**	$222,000	$165,000	$42,000	$55,000	$20,000	$0		$504,000
Grand Total	$292,000	$190,000	$62,000	$75,500	$142,700	$45,000		$807,200

SECTION VI.B. - LEA/DISTRICT/BUILDING BUDGET TEMPLATE *(COPY AS NEEDED)*

Use this template to enter required school and LEA/District budget totals to be submitted with the LEA/District SIG application. Complete a budget for the LEA/District and each school for each year of the three year grant period and any pre-implementation funds the district may request.

Check the box below that applies to this budget template.(Check only one box)

☐PRE-IMPLEMENTATION	☐YEAR ONE IMPLEMENTATION	XYEAR TWO IMPLEMENTATION	☐YEAR THREE IMPLEMENTATION

LEA/DISTRICT/BUILDING NAME	COUNTY-DISTRICT - BUILDING CODE
KIPP ENDEAVOR ACADEMY	048918

Year Two 2013-14	6100 Certificated Salaries	6150 Non-Certificated Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Materials/ Supplies	6500 Capital Outlay	6600 Other	TOTAL
1100 Instruction	$45,000		$10,500	$65,000		$20,000		$140,500
1100 Instruction *1003(g) SIG*	$208,000		$11,500					$219,500
1200 Supplemental Instruction(Title I)								
1200 Supplemental Instruction(Title I) *1003(g) SIG*								
2100 Non-Instructional Support Services		$35,000	$10,000					$45,000
2100 Non-Instructional Support Services *1003(g) SIG*		$80,000	$10,000					$90,000
2200 Professional Development				$20,000	$20,000			$40,000
2200 Professional Development *1003(g) SIG*				$10,000				$10,000
2600 Planning and Evaluation								
2600 Planning and Evaluation *1003(g) SIG*								
3000 Community Services								
3000 Community Services *1003(g) SIG*								
Administrative Costs		$15,000						$15,000
Administrative Costs *1003(g) SIG*								
Program Costs Subtotal (Not including *1003(g) SIG*)	$45,000	$50,000	$20,500	$85,000	$20,000	$20,000		$240,500
***1003(g) SIG* Subtotal**	$208,000	$80,000	$21,500	$10,000	$0	$0		$319,500
Grand Total	$253,000	$130,000	$42,000	$95,000	$20,000	$20,000		$560,000

SECTION VI.B. - LEA/DISTRICT/BUILDING BUDGET TEMPLATE *(COPY AS NEEDED)*

Use this template to enter required school and LEA/District budget totals to be submitted with the LEA/District SIG application. Complete a budget for the LEA/District and each school for each year of the three year grant period and any pre-implementation funds the district may request.

Check the box below that applies to this budget template.(Check only one box)

☐PRE-IMPLEMENTATION	☐YEAR ONE IMPLEMENTATION	☐YEAR TWO IMPLEMENTATION	XYEAR THREE IMPLEMENTATION

LEA/DISTRICT/BUILDING NAME	COUNTY-DISTRICT - BUILDING CODE
KIPP ENDEAVOR ACADEMY	048918

Year Three 2014-15	6100 Certificated Salaries	6150 Non-Certificated Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Materials/ Supplies	6500 Capital Outlay	6600 Other	TOTAL
1100 Instruction	$45,000		$10,500	$65,000		$20,000		$140,500
1100 Instruction *1003(g) SIG*	$208,000		$11,500					$219,500
1200 Supplemental Instruction(Title I)								
1200 Supplemental Instruction(Title I) *1003(g) SIG*								
2100 Non-Instructional Support Services		$35,000	$10,000					$45,000
2100 Non-Instructional Support Services *1003(g) SIG*		$80,000	$10,000					$90,000
2200 Professional Development				$20,000	$20,000			$40,000
2200 Professional Development *1003(g) SIG*				$10,000				$10,000
2600 Planning and Evaluation								
2600 Planning and Evaluation *1003(g) SIG*								
3000 Community Services								
3000 Community Services *1003(g) SIG*								
Administrative Costs		$15,000						$15,000
Administrative Costs *1003(g) SIG*								
Program Costs Subtotal (Not including *1003(g) SIG*)	$45,000	$50,000	$20,500	$85,000	$20,000	$20,000		$240,500
***1003(g) SIG* Subtotal**	$208,000	$80,000	$21,500	$10,000	$0	$0		$319,500
Grand Total	$253,000	$130,000	$42,000	$95,000	$20,000	$20,000		$560,000

SECTION VI.B.i. - LEA/DISTRICT/BUILDING BUDGET TEMPLATE *(COPY AS NEEDED)*

Use this template to enter the school year 2011-2012 detailed school budget (the year before interventions are implemented and supported by SIG funds). Funds listed would include all Federal, state and local revenue sources.

LEA/DISTRICT/BUILDING NAME					COUNTY-DISTRICT - BUILDING CODE			
KIPP ENDEAVOR ACADEMY					048918			
Year One 2012-13	**6100 Certificated Salaries**	**6150 Non-Certificated Salaries**	**6200 Employee Benefits**	**6300 Purchased Services**	**6400 Materials/ Supplies**	**6500 Capital Outlay**	**6600 Other**	**TOTAL**
1100 Instruction	$554,650	$60,000	$147,217	$58,029	$61,675	$7,325		$888,896
1200 Supplemental Instruction(Title I)								
2100 Non-Instructional Support Services		$364,000	$86,460	$819,808	$107,745	$43,532		$1,421,545
2200 Professional Development				$50,000	$20,850		$3,900	$74,750
2600 Planning and Evaluation					$10,000			$10,000
3000 Community Services								
Administrative Costs				$91,381	$40,900	$18,000	$11,132	$161,413
Program Costs Subtotal	$554,650	$424,000	$233,677	$1,019,218	$241,170	$68,857	$15,032	
Grand Total								$2,556,604

SECTION VI.C. - LEA/DISTRICT/BUILDING YEAR ONE BUDGET ITEMIZATION *(COPY AS NEEDED)*

Check the box below that applies to this budget itemization. (Check only one box)

☐ PRE-IMPLEMENTATION	☐ PRE-IMPLEMENTATION ADMINISTRATIVE COSTS	X YEAR ONE IMPLEMENTATION	☐ YEAR ONE IMPLEMENTATION ADMINISTRATIVE COSTS

LEA/DISTRICT/BUILDING NAME	COUNTY-DISTRICT - BUILDING CODE
KIPP ENDEAVOR ACADEMY	048918

BUDGET ITEMIZATION	GRANT FUNDS REQUESTED
6100: Certificated Salaries	
Stipends for certified teachers to serve in After School Tutoring program 3 days per week	$40,000
Salary for an instructional coach	$50,000
Bonus pool for teachers who make academic growth targets with students	$60,000
Signing and retention bonuses for highly-qualified teachers	$20,000
Stipends for teachers to improve qualifications, obtain additional training, reach higher degree status	$20,000
Bonuses for certificated staff who participate fully in professional development opportunities (qualifications to be determined through development of incentive pay plan)	$15,000
Addition of an second special education teacher	$45,000
Summer stipends for curriculum team members to work over the summer break	$15,000
Stipends for mentor teachers to work with new/inexperienced teachers throughout the year	$7,000
6100 Subtotal	**$272,000**
6150: Non-Certificated Salaries	
Bonus pool for non-certificated employees who reach student growth targets	$10,000
Stipends for non-certificated staff and support staff to improve qualifications, obtain additional training, reach higher degree status	$15,000
Bonus pool for administrative support staff and administration who make growth targets and performance targets, established in evaluation plan	$10,000
Signing and retention bonuses for support staff	$5,000
Bonuses for non-certificated and support staff who participate fully in professional development opportunities (qualifications to be determined through development of incentive pay plan)	$5,000
Addition of two counselors to the staff	$70,000
6150 Subtotal	**$115,000**
6200: Employee Benefits *(optional categories)*	
Inclusive benefits package for instructional coach (FICA, insurance, retirement, etc.)	$11,500
Inclusive benefits package for special education teacher (FICA, insurance, retirement, etc.)	$10,500
Inclusive benefits package for school counselors (FICA, insurance, retirement, etc.)	$20,000
6200 Subtotal	**$42,000**
6300: Purchased Services	
Tuition for summer programs, ensuring all students attend	$15,000
Transportation for St. Theresa's "Power Hour" before school program for 8th grade students each week	$20,000
Transportation for students participating in the after-school tutoring program	$20,000
6300 Subtotal	**$55,000**
6400: Materials/Supplies	

Tuition for 8th grade students to St. Theresa's Power Hour before school 2 Teachers attendance at Columbia University's readers & writers workshop over the summer	$10,000 $10,000
6400 Subtotal	**$20,000**
6100-6400 Subtotal	**$**
Indirect Cost Optional (Restricted Rate: ____% X Subtotal)	**$0.00**
6500: Capital Outlay	
6500 Subtotal	**$0.00**
TOTAL	**$504,000**

SECTION VII. – PROJECT NARRATIVE/PLAN

Provide a project narrative/plan and documentation specifically addressing each item outlined in the following sections in accordance with Title I, Section 1003(g). All items must be addressed. All narrative/plan and documentation must be organized as listed below. If multiple buildings are included in this application, the narrative/plan must be provided for each building served.

SECTION VII.A. - NEEDS AND CAPACITY

(1) Demonstrate analysis of needs and capacity to implement selected interventions.

1. Provide information that explains how your LEA/District has analyzed the needs of each Tier I, Tier II, and Tier III school you intend to serve:
    a. Discuss the most significant results of the needs analysis with supporting data;
    b. The methods used to gather the data; and
    c. List the selected intervention for each school.
2. Provide the following information as it applies to LEA/District-level activities and individual school plans and activities (including any pre-implementation activities, if proposed):
    a. A description of recent school improvement initiatives the LEA/District has implemented in its low-achieving schools and progress of and results from those initiatives:
        i. The school improvement efforts include activities that are required or permissible activities listed in the SIG required interventions for Tier I and Tier II schools;
        ii. There is evidence of LEA/District-level support;
        iii. There is evaluation data available; and
        iv. The activities have or have not been successful.
    b. Plan details that explain how the LEA/District will implement the required and selected permissible activities of the selected intervention(s):
        i. There is a detailed improvement plan for each school to implement the interventions and improvement activities;
        ii. The plan is written in a format consistent with the requirements of Missouri's planning, budget, and reporting system; (see Appendix B for additional information)
        iii. The plan is based on improvement activities focused on the significant findings of the needs analysis;
        iv. Procedures are in place to evaluate the implementation of the strategies;
        v. The plan is based on improvement activities focused on the significant findings of the needs analysis;
        vi. Procedures are in place to evaluate the implementation of the strategies;
        vii. The plans indicate that the required activities of the selected interventions for Tier I and Tier II schools will be implemented; and
        viii. The plans indicate that appropriate permissible activities of the selected interventions will be implemented.
    c. How the LEA/District will support the interventions and improvement activities at the central office level:
        i. Planned LEA/District-level activities are listed;
        ii. Responsible staff are identified; and
        iii. Staff responsibilities and expectations are listed.

Clearly identify any pre-implementation activities included above.

SECTION VII.B. - NOT SERVING ALL TIER I SCHOOLS

(2) If the LEA/District is not planning to serve all Tier I schools, please list the schools that you do not plan to serve and explain why you have determined that your LEA/District does not have the capacity to serve those schools. (See Appendix C for additional information.)

An LEA/District might demonstrate that it lacks sufficient capacity to serve one or more of its Tier I schools by documenting efforts such as its unsuccessful attempts to recruit a sufficient number of new principals to implement the turnaround or transformation model; the unavailability of CMOs or EMOs willing to restart schools in the LEA/District; or its intent to serve Tier II schools instead of all its Tier I schools. An LEA/District may not demonstrate that it lacks capacity to serve one or more of its Tier I schools based on its intent to serve Tier III schools.

SECTION VII.C. - LEA/DISTRICT ACTIONS

(3) For each of the topics listed below, describe what actions the LEA/District will take to:

1. Design and implement interventions consistent with the final requirements for each Tier I and/or Tier II school the LEA/District commits to serve:
    a. There is a detailed LEA/District-level plan to implement the intervention(s) including;
    b. Responsible staff members for each strategy;
    c. Timelines for each strategy and action step;
    d. Identifies any pre-implementation activities the LEA/District proposes;

e. Funding identified for each strategy;
f. Implementation progress measures for each strategy; and
g. LEA/District oversight and support

SECTION VII.C. - LEA/DISTRICT ACTIONS (continued)

2. Recruit, screen, and select external providers, if applicable, to ensure their quality:
   a. LEA/District application process for external providers:
      i. Request for proposals;
      ii. Memorandum of understanding;
      iii. Provider contract; and
      iv. Evaluation procedures.
   b. SEA has been part of the planning process for selecting external providers:
      i. Guidance on related laws and regulations has been provided; and
      ii. If applicable, the SEA has cooperated in the planning for the selection process.
3. Align other resources with the interventions:
   a. The LEA/District has listed other resources that will support the interventions:
      i. Local, State and other Federal funding sources;
      ii. Higher Education partnerships;
      iii. Other educational resources;
      iv. Other community resources; and
      v. The resources are selected to align with the findings of the needs analysis.
4. Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively:
   a. LEA/District policies and practices that have been or will be modified; and
   b. Projected impact of those changes.
5. Sustain the reforms after the funding period ends:
   a. Thorough explanation of how the reforms will be sustained:
      i. LEA/District support;
      ii. Community Support; and
      iii. SEA Support.
   b. Long range plans are in place for sustainable processes and procedures that are portable to other schools that would benefit from improvement efforts.

(See Appendix D for additional information.)

Clearly identify any pre-implementation activities included above.

SECTION VII.D. - TIMELINE

(4) What is the timeline for implementing the planned activities for the selected interventions in each Tier I and Tier II school the LEA/District commits to serve?

a. The LEA/District timeline includes specific dates for implementation of all components of the selected intervention;
b. The timeline is reasonable, achievable, and reflects urgency;
c. The timeline identifies any pre-implementation activities the LEA/District proposes; and
d. Implementation and evaluation dates are included in the school improvement plans or attached documents.

Clearly identify any pre-implementation activities included above.

SECTION VII.E. - ANNUAL GOALS FOR STUDENT ACHIEVEMENT

(5) What are the annual goals for student achievement in communication arts, mathematics, and, if applicable, graduation rate the LEA/District has established for each Tier I and Tier II school receiving School Improvement Grant funds?

a. The LEA/District has set specific annual targets for student achievement on the State's assessment in reading/communication arts, mathematics, and, where appropriate, graduation rate;
b. Accurate and meaningful baseline data are provided;
c. Targets will lead to moving out of School Improvement, Corrective Action, or Restructuring in a reasonable amount of time; and
d. Targets have been set in consultation with the Department.

SECTION VII.F. - SERVICES AND ACTIVITIES

(6) What services and activities will be implemented in the Tier III schools receiving School Improvement Grant funds?

a. The LEA/District has specific strategies and action plans based on the needs assessment for each Tier III school that include:
   i. Responsible staff members for each strategy;
   ii. Timelines for each strategy and action step;
   iii. Funding identified for each strategy;
   iv. Implementation progress measures for each strategy;
   v. Regularly scheduled evaluation for each strategy and action step;
   vi. LEA/District oversight and support; and
   vii. Identifies any pre-implementation activities the LEA/District proposes.

Clearly identify any pre-implementation activities included above.

SECTION VII.G. - ANNUAL GOALS FOR STUDENT ACHIEVEMENT

(7) What are the annual goals for student achievement in communication arts, mathematics, and, if applicable, graduation rate the LEA/District has established for each Tier III school receiving School Improvement Grant funds?

a. The LEA/District has set specific annual targets for student achievement on the State's assessment in reading/communication arts, mathematics, and, where appropriate, graduation rate;
b. Accurate baseline data is provided;
c. Targets will lead to moving out of School Improvement, Corrective Action, or Restructuring in a reasonable amount of time; and
d. The LEA/District has collaborated with the SEA while setting the annual targets for student achievement.

SECTION VII.H. - CONSULTATION WITH AND INVOLVEMENT OF STAKEHOLDERS

(8) Provided evidence of and plans for consultation with and involvement of stakeholders in the planning and implementation of school improvement models in Tier I and Tier II schools. The stakeholder group represents:

a. Students;
b. Staff:
    i. School Building; and
    ii. LEA/District;
c. Parents;
d. Teacher organizations and/or unions;
e. Colleges and universities;
f. Community representatives:
    i. Local government and other public sector representatives;
    ii. Business community; and
    iii. Other organizations; and
g. Other relevant stakeholders.

SECTION VII.I. – COMPETITIVE PRIORITIES

1. **Implement one plan.** LEAs should demonstrate that policies, processes and procedures support (and do not contradict) the implementation of the buildings turnaround plan.
2. **Set ambitious targets for improvement.** LEAs should create improvement targets rigorous enough to demonstrate significant growth in student achievement over the three-year grant period, as agreed to by the Department.
3. **Design an innovative plan for recruiting, evaluating, and retaining the best teachers and leaders – and removing those who are ineffective.** To include: (1) annual evaluations of teachers using multiple measures, including student-growth data as one significant factor; (2) strategies for removing staff found to be ineffective in improving student outcomes; (3) incentives to attract teachers to high need areas.
4. **Identify high-risk students and create opportunities to succeed.** Strong proposals will feature early warning systems that use a combination of common formative assessment results and attendance measures to identify students at risk of failure. Such proposals also will provide supports designed to ensure that high-need students, including low income students, English-language learners, and special-needs students are achieving at grade level and are being prepared for success in college or a career.
5. **Be bold and innovative.** To receive these new SIG funds, districts must demonstrate that they provide their schools with consistent support, freedom to innovate, and autonomy to make personnel decisions. True reform requires structural changes in the school day and year. Bold proposals will lengthen the school day and add weekend or summer programs for all students. Districts that request SIG dollars must pledge to change personnel policies that lead to turnover among school leaders and staff. Districts must ensure that schools can select their staff, remove ineffective employees, avoid an imbalance of novice teachers (unless part of an intentional staffing strategy), and retain high-performing staff members. In addition, LEAs must ensure that SIG dollars supplement, not supplant, the existing state, local, and federal funding that schools receive.
6. **Demonstrate teacher commitment.** Individual teachers have the largest single school effect on student performance. Strong proposals will demonstrate that at least 80% of the teachers agree to implement the plans included in the School Improvement Grant application.

VII. A. 1. Needs Analysis and Capacity

In the Spring of 2011, in conjunction with our sponsor, Metropolitan Community Colleges, a comprehensive Site Visit Review was conducted by the National Association of Charter School Authorizers (also known as Quality Educational Leadership). This process was conducted by three members of the Quality Educational Leadership staff with cooperation from stakeholders within the school and community. The review included the following data collection methods:

- Collecting data on school progress in the areas of teaching and learning through classroom observations and interviews
- Conducting interviews with teachers, staff, parents, community members, board members and the charter sponsor
- Meeting with the principal and the other members of the leadership team

This Site Visit Review covered the school's performance and is aligned with the goals for school improvement in the State of Missouri, as illustrated in Table 1.

Table 1. Alignment Between Needs Assessment Areas Reviewed and Missouri SIG Goals

Needs Assessment Area Reviewed	Alignment with Missouri SIG Goals
1. Curriculum	Curriculum Development and Learning Management
2. Instruction and Student Engagement	Student Performance
3. Ongoing Assessments	Student Performance
4. Classroom Management	Learning Management
5. Common Planning Time and Professional Development	Highly Qualified Staff
6. Services for ELL Students and Students with Special Needs	Student Performance
7. Governance	Leadership and Governance
8. School Management	Leadership and Governance
9. Organizational Leadership	Leadership and Governance
10. Instructional Leadership	Curriculum Development and Learning Management
11. Mission, Vision and Values	Safe, Secure, and Engaging Environment
12. School Climate and Culture	Safe, Secure, and Engaging Environment
13. Parent and Community Engagement	Parent and Community Involvement

The needs assessment conducted in the Spring of 2011 primarily focused on instructional and cultural issues including highly qualified staff, teacher/staff retention, curriculum, leadership, student academic performance, school management, and culture. Through this process, the strengths and weaknesses of the school were identified. Overall, it was determined that the school suffered many weaknesses that needed to be immediately addressed. The findings of the Site Visit Review are summarized in Table 2 as they relate to Missouri's SIG goals.

Table 2. Alignment Between Needs Assessment and Missouri SIG Goals

Missouri SIG Goals	Key Needs Assessment Findings
Student Performance	KIPP Endeavor should develop exit standards in core academic areas for all grade levels.
	KIPP Endeavor needs to continue to raise students' overall achievement levels in both communication arts and mathematics.
	KIPP Endeavor needs to create a culture of literacy and ensure that literacy is planned into all lessons and linked to the scope and sequence of the curriculum across all subjects.
	KIPP Endeavor needs to increase student literacy skills by utilizing specific, focused activites that are regular and measured.
	KIPP Endeavor needs to create a systemized approach to intervention and remediation and focus on accelerating student learning for the vast majority of students, who enter the school performing academically several grade levels below their current grade.
Curriculum Development and Learning Management	KIPP Endeavor needs to continue working to develop a school wide curriculum that is clearly articulated, rigorous, and based on State standards that enables all students to meet standards for excellence.
	School leadership must work with teachers to create pacing charts that are aligned with curriculum across all subjects.
	KIPP Endeavor must ensure that literacy and numeracy skills are continuously reinforced through the curriculum in each subject.
	KIPP Endeavor should create and implement a systemic, rigorous benchmarking system and train all teachers to use data to inform activities in the classroom.
	Teachers need to increase focus on literacy skills in students by developing a greater focus on improving oral literacy skiils, using higher level questioning by teachers in the classroom and by providing greater opportunity for students to become more actively engaged in their learning.
	KIPP Endeavor should develop a SPED identification and referral policy and referral guide.
Highly Qualified Staff	KIPP Endeavor should implement a school wide professional development program focused on three areas: 1) academic rigor 2) classroom management 3) data driven decision making
	KIPP Endeavor should ensure that all teachers and staff members receive high-quality professional development opportunities that help improve instructional quality and student outcomes.

Table 2. Alignment Between Needs Assessment and Missouri SIG Goals

Missouri SIG Goals	Key Needs Assessment Findings
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	KIPP Endeavor needs to continue to raise students' overall achievement levels in both communication arts and mathematics.
	KIPP Endeavor needs to create a culture of literacy and ensure that literacy is planned into all lessons and linked to the scope and sequence of the curriculum across all subjects.
	KIPP Endeavor needs to increase student literacy skills by utilizing specific, focused activites that are regular and measured.
	KIPP Endeavor needs to create a systemized approach to intervention and remediation and focus on accelerating student learning for the vast majority of students, who enter the school performing academically several grade levels below their current grade.
Curriculum Development and Learning Management	KIPP Endeavor needs to continue working to develop a school wide curriculum that is clearly articulated, rigorous, and based on State standards that enables all students to meet standards for excellence.
	School leadership must work with teachers to create pacing charts that are aligned with curriculum across all subjects.
	KIPP Endeavor must ensure that literacy and numeracy skills are continuously reinforced through the curriculum in each subject.
	KIPP Endeavor should create and implement a systemic, rigorous benchmarking system and train all teachers to use data to inform activities in the classroom.
	Teachers need to increase focus on literacy skills in students by developing a greater focus on improving oral literacy skiils, using higher level questioning by teachers in the classroom and by providing greater opportunity for students to become more actively engaged in their learning.
	KIPP Endeavor should develop a SPED identification and referral policy and referral guide.
Highly Qualified Staff	KIPP Endeavor should implement a school wide professional development program focused on three areas: 1) academic rigor 2) classroom management 3) data driven decision making
	KIPP Endeavor should ensure that all teachers and staff members receive high-quality professional development opportunities that help improve instructional quality and student outcomes.

qualified teaching staff and continuing to focus on their growth in instructional effectiveness and utilizing student performance data to drive activities within the school and its classrooms, KIPP Endeavor Academy seeks to be the number one middle school in Kansas City in two years. In addition to the need to improve student performance in reading and math, the most critical findings in the needs assessment are:

- KIPP Endeavor needs to create a school wide curriculum that supports teachers and students and is aligned with Missouri State Standards.
- Strategies should be developed that are student centered to ensure that students are more engaged in daily lessons.
- KIPP Endeavor should implement a school wide professional development program focused on three areas: 1) academic rigor 2) classroom management 3) data-driven decision making.
- KIPP Endeavor should utilize an instructional leader to establish a team to provide support in helping staff implement a data-driven decision making program based on generated assessment data.
- There is a need for the school to develop its library, upgrade and enhance technology, and provide students with exposure to current technology.

VII.A.1.1.b. – Methods Used to Gather Data

In addition to the Site Visit Review previously outlined, the following materials were utilized during the needs assessment process:

- Site Visit Review Report: Appendix A
- School Improvement Plan: Appendix B
- MAP Data: Appendix C
- NWEA MAP Test Data: Appendix D
- KIPP Healthy Schools Survey: Appendix E
- Letters of Support: Appendix F

VII.A.1.1.c. – Selected Intervention

To achieve the goal of being the number one middle school in Kansas City in two years, KIPP Endeavor Academy will utilize the transformation model. Because the principal was replaced this year, as well as over half of the teaching staff and learning time was extended, many of the steps in the turnaround model were already undertaken, including replacement of the principal and much of the teaching staff. The transformation model allows for innovative and rigorous change in the school's approach to educating middle school students in Kansas City.

VII.A.2.a. – Recent School Improvement Initiatives

KIPP Endeavor Academy underwent an extensive school improvement planning process throughout the summer of 2011 to prepare for the 2011-2012 school year and beyond. Table 3 outlines the school improvement initiatives that have been undertaken to date as a part of the transformational model. Additional improvements are scheduled for the remainder of the year and include library improvements, technology upgrades, and more. In addition, Appendix B outlines the school's overall improvement plan through an activity matrix.

Table 3. School Improvement Initiatives Undertaken To Date

Activity	Details	District Level Support	Evaluation Data Available
Replace the principal who led the school prior to commencement of turnaround model	New principal recruited and hired July 1, 2011.	Search/interview team included board members, teachers and staff.	Student mobility data, KIPP Health Schools Survey Data, Student Discipline Referrals, NWEA MAP Test Results
Promote the continuous use of student data	Director of Data & Assessment position created July 1, 2011. Data driven decision making plan being developed.	Board, teachers and staff participating in baseline data-driven decision making.	NWEA Map Test Results
Promote the continuous use of student data	Teachers use exit tickets daily to ensure mastery of learning objectives.	Teachers using exit tickets school wide.	Exit ticket tracking systems
Using and integrating technology based supports and interventions as part of the instructional program	Implementing Accelerated Reader.	Teachers and staff are participating in book club; students participating in Accelerated Reader.	Data from Accelerated Reader coming in 3rd quarter
Create a culture of literacy throughout the school and use and integrate technology based supports and interventions as part of the instructional program.	Purchased Kindles and Kindle books for upper school students. Implementing incentive policy to motivate students to continue reading.	Upper school reading teachers incorporating Kindles into lesson plans.	Will be tracking reading levels for students before Kindles and after Kindles to track any correlation tc the implementation of this new technology

VII.A.2.b. – Evaluation of Implementation

The school leadership committee (including the principal, board chair, and key teachers and staff members) meets on a regular basis to monitor the implementation of each of the components of the school improvement plan. Monthly updates are provided to the board of directors, and quarterly updates are provided to the leadership team of the school's sponsor, Metropolitan Community Colleges. The metrics on which success will be measured is completion of action items, student achievement data, student attendance, increased parental involvement, and teacher observations and lesson plans.

In order to assess student achievement, the Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) test will be administered three times each school year. Scores will be analyzed and mid-course corrections will be made based on the data received in the winter testing cycle. Student growth in the Accelerated Reader program will be considered in evaluating success of the literacy program throughout the school. In addition, proficiency scores on the Missouri MAP test will be considered in reflection on the success of the academic year.

At the conclusion of each school year, the school leadership committee will collect and consider all student data points including test scores and attendance, teacher evaluations, disciplinary data, staff retention, and completion of planned action steps to assess the success of the school improvement plan. A comprehensive report will be created to present to stakeholders and updates to the school improvement plan will be made as needed to improve performance in the following school year.

VII.A.2.b. – Required and Permissible Activities

Please see Table 4 below for the direct alignment of the SIG turnaround requirements and permissible activities with our implementation plan.

VII.A.2.c. – Central Office Commitment

The governance structure of KIPP Endeavor is organized in a way that allows the school principal significant control over the internal policies and procedures within the daily operations of the school, including staffing and creation of internal policies and programs. There is no central office or superintendent structure at KIPP Endeavor; rather, the school is governed by the Board of Directors who oversees operations of the school and creates and/or approves personnel policies and several strategies within the school improvement plan. In regards to the creation of teacher and staff incentive programs (monetary) and teacher/staff separation, the board would approve any actions taken by the principal. The school improvement plan considers the need to obtain board approval, and those steps are reflected in the implementation plan portion of the plan. Attached in Appendix are letters of support from the school sponsor, chair of the board of directors, and school principal.

In the implementation plan that follows in Table 4, planned activities with staff responsibilities are indicated.

VII.B. – Not Serving All Tier I Schools

Not applicable as KIPP Endeavor Academy is a single-site school.

VII.C. – LEA/District Actions

VII.C.1. – Detailed, Aligned Implementation Plan

Table 4. Detailed, Aligned Implementation Plan

Goal	Objectives	Strategies and Action Steps to Achieve Objectives	Alignment With Required and Permissible SIG Intervention Model Activities
Develop and enhance quality educational/instructional programs to improve performance and enable students to meet their personal, academic, and career goals.	**1.By 2013, 90% of students will score at or above proficient on the states standardized test in communication arts and math.** · KIPP Endeavor needs to continue to raise students' overall achievement levels in both comm. arts and math. · KIPP Endeavor needs to create a systemized approach to intervention and remediation and focus on accelerating student learning for the vast majority of students, who enter the school several grade levels below their current level. · KIPP Endeavor needs to create a culture of literacy and ensure that literacy is planned into all lessons and linked to the scope and sequence of the curriculum across all subjects. · KIPP Endeavor needs to increase student literacy skills by utilizing specific, focused activities that are regular and measured.	Maintain and enhance expanded learning opportunities including Saturday school, pull-outs during club time, extended math and communication arts time throughout the day, and after school tutoring for students below grade level. Implement and utilize Accelerated Reader to track students literacy skills and growth throughout the school year, grow and expand the library to ensure students have access to relevent, challenging reading material at all times. Employ the NWEA assessment three times annually to track student progress toward individual goals for learning. Develop a data-driven culture of decision making throughout the school, utilizing a data & assessment manager to track and interpret data with leadership and teaching staff to influence classroom teachings.	* Implement schedules and/or strategies that provide students with expanded learning opportunities. * Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students. * Using and integrating technology-based supports and interventions as part of the instructional program.
Develop and enhance quality educational/instructional programs to improve performance and enable students to meet their personal, academic, and career goals.	**2. Beginning in the 2012-2013 school year, all of KIPP Endeavor's curriculum will be vertically and horizontally aligned with state standards and will include formative and summative assessments, as well as end-of-course objectives for promotion.** · KIPP Endeavor needs to continue working to develop a school wide curriculum that is clearly articulated, rigorous and based on state standards that enables all students to meet standards for excellence. · School leadership must work with teachers to create pacing charts that are aligned with curriculum across all subjects. · KIPP Endeavor must ensure that literacy and numeracy skills are continuously reinforced throughout the curriculum in each subject. · KIPP Endeavor must create clear standards to indicate a student is ready for promotion to the next grade level.	Provide training and support to teachers throughout the summer break session to ensure curriculum is finalized. Provide ongoing training and support to teachers through the development of instructional units. Establish clear benchmarks in all subjects to evaluate where classes are in relation to pacing of instructional units. Develop "exit requirements" in each grade level to ensure each student is prepared to promote to the next grade level.	* Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards. * Conduct periodic review to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective.

Develop and enhance quality educational/instructional programs to improve performance and enable students to meet their personal, academic, and career goals.	**3. Beginning in the 2012-2013 school year, the teaching staff of KIPP Endeavor will use weekly data and exit tickets to develop appropriate, differentiated instruction strategies as verified by classroom observations and lesson** · KIPP Endeavor should create and implement a systemic, rigorous benchmarking system and train all teachers to use data to inform activities in the classroom. · Teachers need to increase focus on literacy skills in students by developing a greater focus on improving oral literacy skills, using higher level questioning by teachers in the classroom and by providing greater opportunity for students to become more actively engaged in their learning.	Develop a strategic and regular approach to classroom observation with a clear calendar for classroom visits and provision of specific feedback and coaching to teachers on the outcomes. Focus monitoring and evaluation more closely on student outcomes and use the information more precisely for instructional planning. Utilize technologies currently in place to track data and have regular updates of data applicable to instruction to aid teachers in improving student outcomes.	* Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.
Recruit, attract, develop, and retain highly qualified staff to carry out the LEA/District mission, goals, and objectives.	**4. Beginning in the 2012-2013 school year, all KIPP Endeavor teachers will participate in the school's rigorous and comprehensive teacher evaluation system and will be rewarded or dismissed based upon the results of these evaluations.** · KIPP Endeavor needs to develop and implement a rigorous teacher evaluation system that includes student achievement data and is tied to rewards and sanctions for teachers who are found to be underperforming. · KIPP Endeavor should seek to recruit and retain the best staff and teachers by establishing financial incentives for signing/re-signing and performance. · KIPP Endeavor should develop a school leader performance plan tied to specific, measurable goals and implement an annual school leader evaluation tied to the specific goals.	Research best practices of performance management in education and teacher evaluation systems that include protocols to remove and reward staff for student performance. Create and implement a teacher evaluation system that uses student growth as one significant factor. Create a reward system for teachers who demonstrate measurable results and a system for removing ineffective teachers. Create financial incentives, additional compensation, career growth opportunities, and more flexible work conditions to assist in recruiting and retaining highly qualified staff and teachers.	*Rigorous, transparent, equitable evaulations systems for teachers and principals that take into account student growth, have multiple observation-based assessments of performance, and have ongoing collection of professional practice reflective of student achievment. * Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and identify and remove those who, after ample opportunities ahve been provided for them to improve their professional practice, have not done so. * Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformational school. * Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of the

Provide and maintain appropriate instructional resources, support services, and functional and safe facilities.	**5. Beginning in the 2012-2013 school year, all teachers and students at KIPP Endeavor will have access to high quality curricular resources as well as support systems for students who are at-risk or require additional instructional support.** · KIPP Endeavor should develop a SPED identification and referal policy and referral guide. · KIPP Endeavor should expand support staff to include adequate SPED staff and school counselors. · There is a need for KIPP Endeavor to develop its library, upgrade and enhance technology, and provide students with exposure to current technology, and add appropriate support staff.	Hire a SPED teacher for both upper and lower school, and a counselor for both upper and lower school. Hire a part-time librarian to coordinate the library upgrade and ensure quality instructional support materials are readily available. Evaluate additional support staffing needs and determine additional positions needed. Recruit and hire individuals for identified support staff positions.	
Promote, facilitate, and enhance parent, student, and community involvement in LEA/District educational programs.	**6. By the end of the 2012-2013 school year, 100% of KIPP Endeavor parents will agree that they are provided "extensive" or "adequate" opportunities to be involved in their children's education and they are "knowledgable" or "very knowledgable" of their student's learning goals.** · KIPP Endeavor should develop and implement effective methods of communicating and engaging with families on a frequent and meaningful basis. · KIPP Endeavor should design a parent/family induction program designed to educate and engage families in the unique KIPP culture. · KIPP Endeavor should reconstitute a parent organization as well as develop meaningful opportunities for parents to become engaged in their children's education as well as the life of the school.	Create and engage a "parent study circle" to generate ideas for parental involvement and to create an action plan for reaching school goals. Generate a weekly newsletter specifically for parents informing them of important events and happenings within the school. Host two parent orientation/update sessions each school year, apart from parent/teacher conferences, to update parents on school progress and updated goals. Provide community participation programs, family literacy programs and parents workshops for students and their families throughout the school year.	
Recruit, attract, develop, and retain highly qualified staff to carry out the LEA/District mission, goals, and objectives.	**7. In the 2011-2012 school year, implement a strategic and inclusive professional development program that is focused on three areas: academic rigor, classroom manangement,** · KIPP Endeavor should ensure that all teachers and staff members receive high-quality professional development opportunities that help improve instructional quality and student outcomes. · KIPP Endeavor should ensure that professional development time is utilized effectively and focuses on increasing student performance. · KIPP Endeavor should design a robust teacher induction program including such things as visits to highly successful KIPP schools, modeling school wide systems, an on other activities designed to indoctrinate staff to the unique KIPP culture. · KIPP Endeavor should utilize an instructional leader to provide support in helping staff implement a data-driven decision making program based on generated asessment data.	Create and implement a teacher mentor program to support less experienced teachers. School leadership will work with each teacher and staff member to design a high-quality, rigorous, and personal professional development plan. School leadership will plan weekly professional development sessions focused on academic rigor, classroom management, and data-driven decision making that is relevant, timely, and can be used immediately in the classroom.	* Provide ongoing, high-quality, job-embedded professional development.

VII.C.2. – Screening of External Providers

Not applicable, as at this time, KIPP Endeavor is relying on its powerful national network of 109 successful schools across the country and the extensive support system at the KIPP national level.

VII.C.3. – Additional Resources to Support the Plan

While many of the action steps in the plan will prove costless or quickly recoup the investment in them, some of the reforms will requires substantial capital resources. In addition to the SIG grant funds, KIPP Endeavor will utilize Title I funds, Title II grants for professional development, state aid, and support from private foundations and individuals.

VII.C.4. – Modification of Policies and Practices

Implementation of the plan that requires changing board approved policies will require the support of the board of directors. The attached letter of support indicates that the board stands behind the proposed school improvement plan.

VII.C.5. – Sustainability & Portability

KIPP Endeavor Academy employs a full-time marketing and development director who will be tasked with ensuring that funding for successful improvement strategies is available at the end of the grant term. The Kansas City philanthropic community seems ripe and ready to support a successful educational model, which will be beneficial when the school improvement plan is implemented and effective.

Additionally, KIPP Endeavor Academy has enjoyed long-standing relationships with several key stakeholders in the community. Leveraging those relationships will be key in sustaining necessary funding for the "extras" in the school improvement plan.

As a part of the national KIPP network, KIPP Endeavor Academy is part of a very transparent and progressive group of schools dedicated to education reform. Sharing the successes of KIPP schools is commonplace, and KIPP Endeavor's successes would certainly become a part of the larger reform picture across the state and the country.

VII.D. – Timeline

Subtask And Activity	First Year Detail by Month (July to June)												Years 2-3	
	1	2	3	4	5	6	7	8	9	10	11	12	2	3
Objective 1: To improve student performance in all subjects, but particularly in communication arts and math.														
Strategy 1: Maintain and enhance learning opportunities including Saturday school, pull-outs during club time, extended math and communication arts time throughout the day, and after school tutoring for students performing below grade level.		◊	◊	◊	◊	◊	◊	◊	◊	◊	◊	◊	◊	◊
Strategy 2: Implement and utilize Accelerated Reader to track students' literacy skills and growth throughout the school year, grow and expand the library to ensure students have access to relevant, challenging reading material at all times.	◊	◊	◊	◊	◊	◊	◊	◊	◊	◊	◊	◊	◊	◊
Strategy 3: Employ the NWEA assessment three times annually to track student progress toward individual goals for learning.	◊	◊	◊	◊	◊	◊	◊	◊	◊	◊	◊	◊	◊	◊
Strategy 4: Develop a data-driven culture of decision making throughout the school, utilizing a director of data & assessment to track and interpret data with leadership and teaching staff to influence classroom teachings.	◊	◊	◊	◊	◊	◊	◊	◊	◊	◊	◊	◊	◊	◊
Objective 2: Beginning in the 2012-2013 school year, all of KIPP Endeavor's curriculum will be vertical and horizontally aligned with state standards and will include formative and summative assessments as well as end-of-course objectives for student promotion.														
Strategy 1: Provide training and support to teachers throughout the summer break session to ensure curriculum is created and finalized.	◊	◊											◊	◊

Strategy 2: Provide ongoing training and support to teachers throughout the development of instructional units.	◊	◊	◊	◊	◊	◊	◊	◊	◊	◊	◊	◊	◊	◊
Strategy 3: Establish clear benchmarks in all subjects to evaluate where classes are in relation to pacing of instructional units.	◊	◊											◊	◊
Strategy 4: Develop "exit requirements" in each grade level to ensure each student is prepared to promote to the next grade level.	◊	◊											◊	◊
Objective 3: Beginning in 2012-2013 school year, the teaching staff of KIPP Endeavor will use weekly data and exit tickets to develop appropriate, differentiated instruction strategies as verified by classroom observations and lesson plans.														
Strategy 1: Develop a strategic and regular approach to classroom observations with a clear calendar for classroom visits and provision of specific feedback and coaching to teachers on the outcomes.		◊	◊	◊	◊	◊	◊	◊	◊	◊	◊	◊	◊	◊
Strategy 2: Focus monitoring and evaluation more closely on student outcomes and use the information more precisely for instructional planning.		◊	◊	◊	◊	◊	◊	◊	◊	◊	◊	◊	◊	◊
Strategy 3: Utilize technologies currently in place and add additional, necessary technologies to track data and have regular updates of data applicable to instruction to aid teachers in improving student outcomes.		◊	◊	◊	◊	◊	◊	◊	◊	◊	◊	◊	◊	◊
Objective 4: Beginning in the 2012-2013 school year, all KIPP Endeavor teachers will participate in the school's rigorous, comprehensive teacher evaluation system and will be rewarded or dismissed based upon the results of these evaluations.														

Strategy 1: Research best practices of performance management in education and teacher evaluation systems that include protocols to remove and reward teachers based on student peformance.	◊	◊												
Strategy 2: Create and implement a teacher evaluation system that uses student growth as one significant factor.	◊	◊												
Strategy 3: Create a reward system for teachers who demonstrate measurable results and a system for removing ineffective results.	◊	◊											◊	◊
Strategy 4: Create financial incentives, additional compensation, career growth opportunities, and more flexible work conditions to assist in recruiting and retaining highly qualified staff and teachers.	◊	◊											◊	◊
Strategy 5: Ensure all teachers and staff are highly qualified for their position.	◊	◊											◊	◊
Objective 5: Beginning in the 2012-2013 school year, all teachers and students at KIPP Endeavor will have access to high-quality curriculuar resources as well as support systems for students who are at-risk or require additional instructional support.														
Strategy 1: Maintain and utilize appropriate special education and counseling services.	◊												◊	◊
Strategy 2: Hire a part-time librarian to coordinate the library upgrade and ensure quality instructional support materials are readily available.	◊											◊	◊	◊

Strategy 3: Evaluate additional support staffing needs and determine additional positions needed, and recruit and hire for additional positions.	◊										◊	◊	◊	◊
Objective 6: By the end of the 2012-2013 school year, 100% of KIPP Endeavor parents will agree that they are provided with "extensive" or "adequate" opportunities to be involved in their children's education and they are "knowledgable" or "very knowledgable" of their student's learning goals.														
Strategy 1: Create and engage a "parent study circle" to generate ideas for parental involvement and to create an action plan for reaching school goals.	◊						◊					◊	◊	◊
Strategy 2: Generate a weekly newsletter specifically for parents informing them of important events and happenings within in the school.	◊	◊	◊	◊	◊	◊	◊	◊	◊	◊	◊	◊	◊	◊
Strategy 3: Host two parent orientation/update sessions each school year, apart from parent/teacher conferences, to update parents on school progress and updated goals.	◊	◊					◊	◊					◊	◊
Strategy 4: Provide community participation programs, family literacy programs, and parent workshops for students and their families throughout the school year.		◊			◊			◊			◊	◊	◊	◊
Objective 7: In the 2011-2012 school year, implement a strategic and inclusive professional development program that is focused on three areas: academic rigor, classroom management, and data-driven decision making.														
Strategy 1: Create and implement a teacher mentor program to support less experienced teachers.	◊	◊		◊		◊		◊		◊		◊	◊	◊

Strategy 2: School leadership will work with each teacher and staff member to design a high-quality, rigorous, and personal professional development plan.	◊	◊					◊	◊			◊	◊	◊	◊
Strategy 3: School leadership will plan weekly professional development sessions focused on academic rigor, classroom management, and data-driven decision making that is relevent, timely, and can be used immediately in the classroom.	◊	◊	◊	◊	◊	◊	◊	◊	◊	◊	◊	◊	◊	◊

VII.E. – Annual Goals

The annual goals for student performance in math (m) and communication arts (c) are presented below, based on percentage of students scoring proficient on the State's year-end assessment. With the goal of becoming the highest performing middle school in Kansas City by the end of the 2012-2013 school year, KIPP Endeavor's growth targets are very aggressive, making the 1003(g) SIG even more crucial to the school.

Year	Baseline	Progress	Target
2009	M:23% C:22%		
2010		M:44% C:29%	
2011		M:33% C:24%	
2012		M:60% C:60%	
2013			**M:90%** **C:90%**

VII.F. & VII.G. – Not applicable

VII.H. – Consultation with and Involvement of Stakeholders

VII.H.8.a. – Students

KIPP Endeavor has created a student government led by upper-school (7th and 8th grade) students, with officers elected by the student body. Each grade level has a student delegate elected by his or her peers in the grade level. Student government is actively involved in improving the school, and has been a great resource for the leadership team when developing strategies and incentives for improving student achievement.

VII.H.8.b. – Staff

The leadership team within the school consists of the school leader, teachers/grade-level chairs, and other key staff members who have been actively involved in developing the school improvement plan and are essential in ensuring that it is implemented and successful. This team has dedicated numerous hours outside of the normal work day to the reform and improvement of KIPP Endeavor Academy and owns the improvement plan in everyday activities within the school.

VII.H.8.c. – Parents

While key parents in the school have traditionally had a rocky relationship with the school, KIPP Endeavor created a parent study circle to engage those parents, and others. The result has been renewed trust and dedication to the school. The parents have been kept abreast of changes within the school and receive regular updates on improvement efforts and academic achievement improvements. Additionally, on an annual basis, parents have the opportunity to participate in the Healthy Schools Review which allows them to rate the success or failure of the school's program and indicate their overall satisfaction with a variety of aspects

within the school. This information is reviewed by the school leadership team and action items result from this survey. The results of the Healthy Schools Survey from SY 2010-2011 are presented in Appendix E. The survey will be given again in the Spring of 2012.

VII.H.8.d. – Teacher organizations and/or unions – Not applicable

VII.H.8.e. – Colleges and Universities

While KIPP Endeavor is only a middle school, it is part of the national KIPP network and is dedicated to its students climbing the mountain to and through college. To that end, KIPP Endeavor employs a KIPP-to-College director who is responsible for following alumni through high school and college, ensuring that necessary support systems are in place to help students succeed. KIPP also has forged several national relationships with large colleges and universities who are dedicated to ensuring that adequate scholarship funds are available to KIPP graduates.

VII.H.8.f. – Community Representatives

KIPP Endeavor has enjoyed solid relationships with relevant community stakeholders since its existence. The Kauffman Foundation has been very eager to assist in making KIPP Endeavor Academy successful and has offered both financial resources and thought collaboration in considering various reform efforts. The Hall Family Foundation, Oppenstein Brothers Foundation, and H&R Block Foundation have all also been significant supporters of the efforts of KIPP Endeavor and have a vested interest in its success. The school enjoys mentoring and programming relationships with Girls on the Run, 100 Black Men, G.I.R.L., and the University of Missouri Kansas City (music program).

VII.H.8.g. – Other Relevant Stakeholders

KIPP Endeavor has been a long-standing member of the Missouri Charter Public Schools Association and will continue to work with the Association to ensure school choice and education reforms remain viable options in the state of Missouri.

Additionally, KIPP Endeavor has shared its plan for school improvement with the governing board and school sponsor, both of whom are in support of the school's efforts, as represented in Appendix F.

VII.I – Competitive Priorities

VII.I.1. – Implement One Plan

All KIPP Endeavor reform efforts are based upon the comprehensive school improvement plan that is presented in this application.

VII.I.2. – Set Ambitious Targets for Improvement

As is represented in the comprehensive school improvement plan and the annual goals section of this application, KIPP Endeavor has set very aggressive and ambitious growth targets for student academic performance. When successful, KIPP Endeavor will be the highest performing middle school in Kansas City, and one of the highest performing schools in the state, regardless of demographic.

VII.I.3. – Design an Innovative Plan for Recruiting, Evaluating, and Retaining the Best Teachers and Leaders, and Removing Those Who Are Ineffective

As is evident throughout the application, and particularly in the comprehensive school improvement/alignment section, KIPP Endeavor will create a very aggressive and research-based, innovative staff and teacher retention, hiring, evaluation, incentive, and replacement

policy. Teacher evaluations will be strongly tied to student academic achievement, and professional development will focus on increasing said achievement.

VII.I.4. – Identify High-Risk Students and Create Opportunities to Succeed

KIPP Endeavor is committed to the idea that all children can learn, and all children will succeed. To that end, special education programs will be expanded, counseling services will be greatly increased, and interventions, pull-outs, and tutoring programs will be put into place throughout the school.

VII.I.5 – Be Bold and Innovative

As a single-site school not governed by a "central office," but rather a board of directors, and not subject to teacher's union regulations and requirements, KIPP Endeavor's leadership has significant autonomy over programmatic decisions. The school day is extended, and Saturday school will be implemented for children who need remediation or desire enrichment. Summer school is required for all new KIPP students, and tutoring programs will be implemented to ensure that all students receive appropriate remediation in their core academic subjects. Further, the school is committed to creating incentives and creative plans to ensure retention of experienced, effective staff and teachers. Perhaps most importantly, the leadership team is committed to the improvement plan being a living, breathing document that can respond to the data being returned from learning activities and make appropriate changes as needed to ensure student success.

VII.I.6. – Demonstrate Teacher Commitment

As is evidenced in Appendix F, **100 % of KIPP Endeavor's teachers** are committed to implementation of the school's improvement plan.

KIPP Endeavor Academy

APPENDIX A

Quality Schools Report

KIPP Endeavor
Site Visit Review
Spring 2011

Evaluation Report

June 24, 2011

What is the purpose of the Site Visit Review?

The Site Visit Review (SVR) is designed to increase transparency, objectivity and consistency. The purpose is to provide additional information to the school's authorizer on issues pertinent to school oversight, monitoring, and renewal consideration as well as the Governing Board and school leadership. The report produced by the SVR team is one of many pieces of evidence that may be used to achieve a clear understanding of school performance. The SVR protocol and review process provides a third-party perspective on current school quality for all students in accordance with three domains and key questions.

- Student Achievement: Is the educational program a success?
- School Operations/Management: Is the school a financially and operationally viable organization?
- Fidelity to Charter: Is the school faithful to the terms of its charter?

The individual written report serves as a source document for the University of Missouri, St. Louis' Biennial Review, which is completed at the end of the school's second year.

What is a Site Visit Review?

The SVR process places a team of reviewers in the school to collect and analyze data about school programs and practices, in relation to the protocol's key questions, criteria and indicators. Through three primary sources of evidence – document review, interviews and classroom visits 0 the SVR team develops professional findings about how well key aspects of a school are serving its students.

The SVR protocol utilizes multiple sources of evidence (documents, interviews, classroom visits) to understand how well the school is working. It extends beyond standardized measures of student achievement to collect evidence on how charter school programs, practices, and operations are impacting student learning. Evidence collection begins with the review of documents, which provides the SVR team with initial information about the school's programs and the students it serves. While on site, evidence collection continues through additional document reviews, classroom visits and interviews with school governance, leadership, faculty, students and parents. The SVR team uses evidence collected through these events to develop findings about the key questions in the SVR protocol. At the end of the visit, the SVR team provides a brief oral report to school leadership about its findings. This verbal feedback is followed by a written report, detailing the evidence that led the SVR team to reach its findings.

The SVR process places a high value on engaging the school in understanding its own performance. The process may be described as an open, frank professional dialog between the school and SVR team. The professionalism of the school and team is essential in the process. Both the school and the SVR team have clear roles and responsibilities that are designed to promote good rapport and clear communication.

The primary SVR steps are as follows:

Pre-visit planning and analysis:
Prior to the SVR visit an orientation for the school's governing board and school administration will be conducted to answer any questions about the SVR process. A member of the SVR team will work with school leadership to organize a schedule for the site visit. SVR team members review documentation provided in advance of the visit, according to the protocol standards, and record their initial questions.

Evidence gathering on site:
On site, the SVR team continues document reviews and conducts classroom visits and interviews with the Board, school administration, faculty, parents and students.

Development of findings:
The SVR team's primary objective is to develop findings in relation to the protocol's key questions. To come to consensus on its findings, the SVR team works together to collate and discuss available evidence collected throughout the SVR process.

Feedback to the school:
While on site, the SVR team leader communicates with the leadership to keep the school informed of the SVR team's progress and to seek the school's input on that progress. At the end of the SVR, the team provides a brief, high level oral report of findings to school leaders.

Written report:
After the site visit, school leadership, governing board chair, the SVR team and authorizer will receive a draft report that formalizes the findings discussed on site. The school will have an opportunity to review the report for factual corrections. The final report will be submitted to the authorizer.

How to Read this Report

This report is divided into four sections, including:

Executive Summary: Summarizes the team's key findings across each of the three domains.

Domain 1: Student Achievement: Is the educational program a success?
Domain 2: School Operations/Management: Is the school a financially and operationally viable organization?
Domain 3: Fidelity to Charter: Is the school faithful to the terms of its charter?

Executive Summary

KIPP Endeavor is a charter school finishing its fourth year of operation. The school opened with 5th grade and expanded one grade per year until its current configuration of 5th-8th grade. The school is a part of the KIPP network which has helped to start almost 100 charter schools across the country. Schools in the KIPP network have similar mission, vision and values, however, individual school decisions are made at the local level as KIPP is not a traditional Charter Management Organization (CMO). Over the course of the 2010-2011 school year, KIPP provided technical assistance to school leadership of KIPP Endeavor.

Evidence gathered by the SVR team indicates that KIPP Endeavor's educational program has some strong components, but is struggling overall. There is no school-wide curriculum, and the numerous inexperienced teachers on staff struggle to create their own curriculum in their respective subject areas. The school began administering the NWEA MAP assessment in the 2010-2011 school year and this assessment has started to generate data that can be used by the Board, administrators, teachers, students and families. Student behavior at KIPP Endeavor is a struggle. Many teachers appear to have a hard time handling student behavior, and the school's administration report that most of their time is spent dealing with student discipline. The school dedicated two weeks to professional development before the school year began and staff have participated in various professional development activities over the course of the year both onsite and offsite.

As a relatively small school ending its 4th year of operation, KIPP Endeavor has experienced some financial and operational hurdles. The school has experienced some financial and operational hurdles due to a decline in student attendance the final three months of the year and the inability to apply for Federal funds due to the lack of proper procedures/protocols. In the near future, the school may continue to experience financial challenges if enrollment is lower than anticipated and/or Federal funding is not secured. The Board of Directors is transitioning to new leadership but does currently contain the necessary skill sets for good governance. The Board will need to invest in governance training to build its own capacity. School leadership struggles in communication with stakeholders, support of classroom instruction and dealing with student behavior. Because of these struggles, teachers are rarely evaluated and little support is provided to many novice teachers. The parent organization has been dissolved and evidence points to a lack of parents being engaged in the life of the school. Parent and community engagement are two additional areas the Board will need to invest significant time and energy.

The SVR team found strong stakeholder buy in to the school's mission, vision and values. Most stakeholders could articulate some variation of the school's mission and values, but most felt the school had not lived up to its own expectations. For nearly all stakeholders, morale is low and many staff and families indicate that they will not return to the school next year. Very few teachers have given up on students and the team was struck by the diligent work ethic of the school's staff even at the end of a very taxing school year.

School Quality Domains

The school quality domains and criterion review guided the SVR team during the process. Each criterion is supported by specific indicators of quality. Each criterion is followed by a summary of findings, commendations, and recommendations for the school's next steps in growth and development.

Domain 1: Student Achievement – Is the educational program a success?

1. Curriculum

a. Written curriculum contains the essential knowledge and skills
b. Curriculum is implemented with fidelity
c. Materials to support and enhance implementation of the curriculum are available
d. Clear and regular procedures to review and update the curriculum are in place

Summary of Findings –

Although KIPP Endeavor is finishing its 4th year of operation, there is still no written school wide curriculum containing essential knowledge and skills. Teachers are asked, as part of the school's philosophy, to create their own curriculum. This has the potential to be effective, however, high staff turnover from previous years along with many novice teachers makes this process hard to implement. There seems to be little curriculum knowledge carried over from previous years, meaning, when the previous 6th grade Math teacher leaves, the new 6th grade Math teacher often does not have access to the previous teachers written curriculum and resources he/she developed while at the school.

It was challenging to identify if this written curriculum is implemented with fidelity across grade levels and subject areas. Many teachers report that they don't feel they have the expertise to write high quality curriculum, and this lack of expertise directly affects the consistency and rigor of the school's curriculum. There are not clear and regular procedures to review and update the KIPP Endeavor curriculum. Teachers are given the Missouri state GLE's (Grade Level Expectations) and all teachers write a yearlong scope and sequence based on those standards. There seems to be little evidence that these plans are reviewed and updated with any regularity.

Commendation(s) –

- **School leadership is collaborating with KIPP Inspire in St. Louis to create a school wide 5th-8th curriculum in core academic areas.**
- **Attention to Missouri state standards is evident in lesson planning.**

Recommendation(s) –

- **Create a school wide curriculum that supports teachers and students. This curriculum should be aligned to Missouri State Standards, GLE's and EOC's, and be supplemented with adequate resources and professional support.**
- **The school's curriculum should be aligned vertically (i.e. Math from 5th-8th grade) and horizontally (i.e. working on the same skills at the same time across subject areas).**
- **Teachers should create yearlong curriculum maps based on the school wide curriculum.**

- **The school should develop exit standards ("What every 5th grader at KEA needs to know") in core academic areas for all grade levels.**
- **Revisit the school's charter to assure alignment with state and national standards.**

2. Instruction and Student Engagement

a. Instruction is based on clear and appropriate learning objectives
b. Instruction promotes effective practices for student learning
c. Instruction utilizes effective strategies
d. Instruction considers student learning needs
e. Instruction encourages active student engagement in the learning process

Summary of Findings –

KIPP Endeavor's mission, vision and charter indicate high academic standards with a rigorous focus on preparing students for success in high school and college. Many classes struggle to meet these standards for a variety of reasons. Many teachers in the school use direct instruction in delivering material to students. Some classes made use of project based learning; however, the directions given to students in most of these projects were unorganized and not necessarily focused on specific learning objectives. Several of these projects seemed to be end of the year review, but most students did not seem to take the projects as seriously as they should and were not invested in their learning.

The school does use a common lesson plan format and most teachers report that these lessons are turned in to administration and stored in a binder in the classroom. Teachers receive little feedback on these lessons, and most are unsure if the administration looks at them closely after they are turned in.

Most classes do not reflect high student engagement in the learning process. Students in many classes talked in small groups while the teacher was giving instructions. Some classes did show high student engagement, but these classes were often taught by teachers with more teaching experience. The high number of novice teachers at KIPP Endeavor directly affects the quality of instruction and student engagement. This is compounded by little administrative instructional support, monitoring or feedback.

Commendation(s) –

- **School uses a common lesson plan format. Lesson plans are turned in to school leadership.**
- **Teachers use a variety of instructional method to deliver content.**

Recommendation(s) –

- **Utilizing yearlong curriculum maps, it is recommended teachers use the backwards design model (Understanding By Design by Mctighy & Wiggens) to design daily lesson plans. Measurable daily objectives should be posted and articulated to students.**
- **Teachers should use some type of informal assessment (i.e. exit tickets, writing samples, "thumbs up, thumbs down") to measure student mastery of the measurable daily objectives.**
- **Strategies should be developed that are student centered to ensure that students are more engaged in daily lessons.**

- **Student individualized performance plans should be developed and opportunities should be included to ensure parent input in the learning of their child.**

3. Ongoing Assessments

a. Assessment information is available to make decisions about improving student performance
b. Ongoing assessments are designed to monitor student learning
c. Assessment information is used to modify instruction in support of student learning
d. Informal classroom assessments are used to provide instructional opportunities
e. Students receive regular feedback to promote learning

Summary of Findings –

KIPP Endeavor started using the NWEA MAP during the 2010-2011 school year. This normative, growth measured assessment was given 2-3 times during the year and can be used to measure student growth. School leadership reports that they had technical issues in getting this data once the testing was complete. Teachers report that they received this assessment data, but they do not use it when doing lesson plans or refining instructional practice. Parents also mentioned that they attempted to get this assessment data from school leadership, but they did not get the data until near the end of the school year.

Assessments to monitor student mastery are given every Friday. Teachers indicate that they attempt to use this data in driving instruction; however, more professional development is needed to refine this practice. Exit tickets and other informal assessment practices are used in some classes. Across the school, there seems to be little evidence of data analysis or data driven decision-making. Additionally, there is not a school wide assessment plan that aligns with school wide goals.

Students feel they receive regular feedback on their academic progress. However, several parents indicated frustration when they found their 8th grade students were significantly behind grade level in reading and math when they applied for prestigious high schools in the Kansas City area.

Commendation(s) –

- **The school uses the NWEA MAP assessment to track student growth over the course of the year.**

Recommendation(s) –

- **Continue to use the NWEA MAP and have students take the assessment 3-4 times per year. Provide training to all staff members (NWEA offers "Stepping Stones" Workshop) to help staff interpret the date generated by the assessment and use date to drive instruction and parents to ensure an understanding of NWEA data and its applicability.**
- **Create a school wide assessment plan aligned with school wide goals.**
- **Divide the school's curriculum into thematic units and create end of unit exams before teaching the unit. Use end of unit exams to monitor student mastery and analyze the fidelity of the school's curriculum.**

4. Classroom Management

a. Established, understood and enforced set of behavioral expectations
b. Effective management of classroom time and procedures

Summary of Findings –

Classroom management at KIPP Endeavor seems to be an area of struggle. Since the review team visited at the end of the year, there was much discussion to determine whether this behavior is a result of students anticipating the end of school or a problem that has existed for a large part of the year. After discussions with various stakeholders, it is clear that classroom management has been an issue most of the year.

A large majority of teachers seemed to struggle with classroom management. Students were frequently off task, talking and not paying attention to the lesson being taught; there was clear evidence that students are not invested in their learning or the activities in the classroom. Many teachers in the building are novice teachers and seem to struggle with classroom management strategies that more experienced teachers have mastered. Most teachers were clearly frustrated with student behavior and the perceived lack of support from administration in handling that behavior.

Most classes did not have a posted or enforced set of behavioral expectations. Student dress code, as outlined in the student/parent handbook, did not seem to be enforced. Classroom management was not aligned to the student/parent handbook, school charter, or staff culture handbook.

Commendations-

- **The school has a clear and robust Teacher Culture Handbook that was presented to all staff at the beginning of the 2010-2011 school year.**
- **Common lesson plan structure allows for a uniform beginning and end of class.**

Recommendation(s) –

- **Revisit/develop and effectively implement with fidelity a school wide classroom management policy and procedures in alignment with the KIPP philosophy.**
- **Plan beginning of the year parent orientation sessions to discuss school wide behavior expectations as well as quarterly follow up opportunities for staff and parents to exchange information and ensure a unified focus on appropriate behavioral choices**

5. Common Planning Time and Professional Development

a. Common planning time for faculty and staff is consistent and structured
b. Purposeful collaborations enhance teaching and student learning
c. Professional development considers school data and improvement planning processes
d. Professional development is designed to improve teaching, learning and school performance
e. Professional development is evaluated to support student learning, school programs and to create sustained change

Summary of Findings –

Common planning time and professional development at KIPP Endeavor is inconsistent and unfocused. Teachers indicated they are currently not given common planning time across grade levels or content areas. All stakeholders indicate the daily schedule switches often and it is hard to find consistent time to plan lessons collaboratively. Most teachers meet in their grade level teams outside of the school day to plan lessons.

The school does have a scheduled professional development time from 3:30-5:00 every Friday and this meeting sometimes takes the form of an extended staff meeting and sometimes takes the form of professional development. Many teachers have traveled to other successful KIPP schools across the country as well as the KIPP Summit. All staff that participated in these opportunities report that they were very positive experiences that helped to focus them on the mission and vision of the school.

There seems to be little indication that professional development includes in depth school assessment data analysis to help planning and to drive instruction. Many teachers have seen the results of the NWEA MAP, but do not use the data to help drive planning and instruction.

Commendation(s) –

- **Teachers collaboratively plan as a team outside of regular school hours.**
- **Scheduled Friday afternoon professional development is given to all staff.**
- **Some staff traveled to other successful KIPP schools and the KIPP Summit conference.**

Recommendation(s) –

- **Revisit daily schedule to create collaborative teacher planning time.**
- **Implement school wide professional development in three targeted areas: 1) Academic Rigor, Classroom Management, and Data Driven Decision Making.**
- **Create and implement a teacher mentor program to support less experienced teachers. If the majority of teachers on staff hold minimal experience seek partnership opportunities with local high performing charter schools to provide mentorship.**
- **Revisit the Friday afternoon professional development time considering scheduling and usage of time.**

6. Services for ELL Students and Student with Special Needs

a. Student intake and placement procedures are appropriate
b. Learning objectives and lesson planning considers student learning needs
c. Classroom environment and resource allocations consider student needs
d. Faculty and staff are adequately trained and deployed to support student learning
e. Professional development planning opportunities are available to support program implementation

Summary of Findings –

KIPP Endeavor contracts its special education services to an outside provider. Currently the school has less than 10 students with an IEP, significantly lower than the statewide average of 14%. Students with IEP's seem to be well supported and their families are highly involved in their child's education. Some stakeholders did report it can be hard to get staff/administration at IEP meetings and there does not seem to be a lot of administrative support for the special education program in its current format.

The contracted special education provider provided the review team with the school's intake and placement procedures, however, many of the teachers could not articulate these same procedures. This seems to indicate disconnect between what is written and what is actually implemented on a day to day basis.

Although the school is finishing its fourth year of operation, there is still confusion and disconnect when it comes to Federal Title Programs. This past year, the school did not accept the nearly $200,000 in Title Funds because the school's Federal Consolidated Grants Application was not approved by DESE. There are plans to complete this application for the 2011-2012 school year, and it is hoped that the school can accept some of this money when the school qualifies as "school wide" in the 2011-2012 school year.

Commendation(s) –

- **Outsourcing SPED services insures compliance to national, state and local laws.**
- **Parent of students with IEP's are actively involved with their child's education.**

Recommendation(s) –

- **Complete a DESE approved Federal Programs Application for the 2011-2012 school year. This application should ideally be a school wide program however if required to implement a targeted assistance program than a year of planning should be implemented toward becoming school wide. This application will allow the school to spend Federal Title Funds in the 2011-2012 school year.**
- **Using Title funds, hire staff to support students who have qualified for Title 1 support.**
- **Using Title funds support all staff in becoming "highly qualified" according to the No Child Left Behind Act of 2001.**
- **Develop a SPED identification and referral policy and referral guide. Provide professional development to all staff to properly implement this policy.**

Domain 2: School Operations and Management – Is the school financially and operationally viable?

1. Governance

a. Members of the governing body possess knowledge of the school and its students
b. Financial decisions demonstrate viability and support school success
c. Policies and procedures promote effective school operations and student success
d. Established systems dictate governance and leadership operations and communications

Summary of Findings –

The Governing Board of KIPP Endeavor is in the middle of significant change and turnover. In the last six months, the Board President has resigned and a new Board President has begun. Stakeholders report that this board change was needed and the response has been positive. The new Board is obtaining more knowledge of the school and its students. Parents report that the Board has done a poor job of communicating with families. Although this appears to be improving the importance of parent engagement is an area of significant need for the Board and school leadership.

The Board policies given to the review team seem incomplete and not specific to the school. The title of these policies had a generic KIPP logo and seemed to indicate that they were suggestions from KIPP and need to be refined to the needs of KIPP Endeavor.

The Board does a good job monitoring the school's finances, however, the Board must make sure the school operates without the need for fundraising and that the school administration applies for and uses the Title Funds in the 2011-2012 school year. The Board also receives a dashboard from school leadership with student attendance, NWEA MAP data, and hiring information. Board minutes seem to indicate that the board does not spend significant time reviewing this dashboard.

There does not seem to be evidence that the board has undergone high quality charter school board training. With the large turnover in board members, intensive board training would be essential in the months and years to come.

Commendation(s) –

- **Board is in the process of making substantive changes in structure, leadership and communication.**
- **Board contains a variety of skills sets and looks to fill skill set gaps that might be evident.**

Recommendation(s) –

- **Develop a school leader performance plan tied to specific, measurable goals and implement an annual school leader evaluation tied to the specific goals.**
- **Board must develop and implement effective methods of communicating and engaging with families on a frequent and meaningful basis.**
- **The Board should consider placing a parent on the Board in the role of parent liaison.**

- **Develop and utilize a school performance dashboard to be presented as a regular part of each monthly Board meeting. Areas of focus should include student academic growth, student attendance, student recruitment, and finances.**
- **Investigate and ascertain quality board governance training.**
- **Implement a Board committee structure utilizing standing committees in the areas of Finance, Development, Governance, and Student Achievement. Provide parent opportunities for involvement through Board committees.**

2. School Management

a. School provides a safe environment conducive to student learning and experiences
b. Budget distributions and resource allocations support teaching and learning
c. Faculty and staff are adequately trained and deployed to support student learning
d. School structure and schedule maximize student learning opportunities

Summary of Findings –

Over the course of the 2010-2011 school year, the management of KIPP Endeavor seems to have grown weaker and weaker. Students report that there is little or no fighting and most feel that the school is a safe environment. On the contrary, parents report that bullying is prevalent and numerous complaints to school leadership regarding this issue have seemingly gone unanswered.

The school can expect to lose many students at the end of the current school year and recruitment for the next year is going slow thus far. The school is struggling with a negative perception in the community. Current dissatisfied families and negative publicity in the local press largely drive this negative perception. The current 2011-2012 school budget runs a deficit and the school will need to make further staff cuts if the school does not meet its enrollment numbers.

Stakeholders report that the school's structure and schedule seem to change with great regularity. While all are aware that "flexibility" was a core value and something they needed to have when they started working at the school, they also feel that frequent changes to daily schedule and structure of the school leads to confusion and inconsistency in delivering strong academic programming.

Commendation(s) –

- **School leadership created a visitor policy to insure student safety during the school day.**

Recommendation(s) –

- **Develop and enforce consistent behavior expectations for students in alignment with the KIPP philosophy.**
- **A FY'12 budget should be developed including a surplus and contingency.**
- **Create detailed position descriptions for all staff members and board members.**
- **Create an evaluation policy for Business Manager, Lower Dean, Upper Dean, Development Director and any other administrative staff position. The school leader should evaluate each position annually and provide a summative assessment of each position to the Board.**

3. Organizational Leadership

a. Leadership establishes clear goals and procedures that uniformly guide school practices
b. Leadership acts as a positive change agent to improve and optimize school success
c. Leadership empowers faculty and staff with decision-making responsibilities

Summary of Findings –

The school leadership of KIPP Endeavor did create school-wide goals and these goals were shared with the school's staff at the beginning of the 2010-2011 school year. However, there is little evidence that these goals uniformly guided the school's practice during the year or that administration, staff, parents, or Board members ever revisited them during the year. Most of the school's stakeholders cannot articulate these measurable goals.

School leadership does not seem to be a positive change agent to improve and optimize school success. It has been a long, hard year for the school's leadership; a year fraught with battles that were a result of leadership decisions made this year and decisions made in previous years. When the review team visited the school at the end of the year, staff morale was extremely low and most was ready for the school year to end. Many staff members indicated they would not be returning to the school the following year, therefore, a high staff turnover can be expected again. Current staff members do not feel that leadership has empowered them with decision-making responsibilities and most feel they are not getting the proper support from school leadership.

Commendation(s) –

- **School leadership created school-wide goals in the core areas of Finance, Human Resources, Stakeholder Satisfaction, Academics, Culture and Governance.**

Recommendation(s) –

- **The Board, with staff input, should develop measurable school wide goals and present goals to all stakeholders. Goals should be posted in prominent locations throughout the school, distributed to all parents, and revisited with frequency.**
- **Align all school programs and activities to measurable school wide goals.**
- **The school must improve communication between school administration and all stakeholder groups including Board, staff, parents and community leaders.**
- **Create and/or adjust organizational chart to correlate with school budget and actual position responsibilities.**

4. Instructional Leadership

a. Leadership is highly visible; accessible to support teaching and learning
b. Leadership serves as instructional resource and model for faculty and staff
c. Leadership provides frequent feedback on instruction and classroom practices

Summary of Findings –

KIPP Endeavor has 12 new teachers in the 2010-2011 school year including 5 new Teach For America (TFA) Corp Members. Teachers at KIPP Endeavor do not feel they receive strong instructional support from school leadership. For their part, school leadership admits that they do not provide strong instructional leadership because they are constantly "fighting fires" with student behavior, low staff morale, parent complaints and community outreach.

The school has a rigorous and excellent teacher performance evaluation system. However, during the 2010-2011 school year, this teacher evaluation system was rarely used and staff members report that they rarely get administrative feedback on their instruction and classroom management. The administration developed a shorter "10 minute pop in" form; however, this was rarely used as well. Most teachers report that they've never seen this form or gotten feedback on these short visits from administration.

Commendation(s) –

- **School leadership obtained the Teacher Performance Evaluation system from KIPP to use in staff formal evaluations.**

Recommendation(s) –

- **Identify a single administrator responsible for instructional leadership and ensure instructional leader has time to properly cultivate, informally assess, and formally assess strong instructional practices, curriculum fidelity, and authentic assessment measures.**
- **Implement the school's Teacher Performance Evaluation system. Ensure that staff is educated on the system before the school year and that the staff is evaluated at least 2 times per year.**
- **Design a one-page "Walk-Thru" classroom observation form to be used by the instructional leader in frequent 10-minute classroom observations.**
- **Instructional leader should provide support in helping staff implement a data driven decision-making program based on generated assessment data.**

Domain 3: Fidelity to Charter – Is the school faithful to the terms of its charter?

1. Mission, Vision and Values

a. Stakeholders share an understanding of school mission, vision and core values
b. Stakeholders share a commitment to school mission, vision and values

Summary of Findings –

KIPP Endeavor has school-wide goals; however, those goals cannot be articulated by most of the stakeholders. The mission, vision and core values of the school are evident in the school's charter, student/parent handbook and faculty culture manual. Staff members spent professional development time before the school year started going over this robust culture manual. Evidence seems to indicate that as the school year moved on consistency with the school wide vision and core values began to slip.

Evidence given from interviews with all stakeholders demonstrates that not every staff member has fully invested in the KIPP specific mission, vision and values of the school. Often times, these vision and values are hard to grasp without seeing them in action or having used them in previous years. With a new staff in the 2010-2011 school year, many staff members never "internalized" these important values. In spring 2011, some staff members did visit other successful KIPP schools in other states and came back with a better understanding of the mission, vision and values of their own school.

Families share a commitment to the school's mission, vision and values. However, these same families are also frustrated that the school has not lived up to these same mission, vision and values.

Commendation(s) –

- **Most stakeholders could articulate some variation of the school's mission and vision.**

Recommendation(s) –

- **Post the school mission throughout the school, ensure all stakeholders are aware of the school's mission, and with frequency evaluate the school's fidelity to the school's mission, vision, and values.**
- **Design a robust teacher induction program including such things as visits to highly successful KIPP schools, modeling school wide systems, on other activities designed to indoctrinate staff to the unique KIPP culture.**
- **Design a parent/family induction program designed to educate families on the unique KIPP culture. Follow the induction with quarterly follow up meetings to assess all parties success with induction and determination of methods for assistance and support. From these meetings adjustments can also be made to student individualized performance plans.**

2. School Climate and Culture

a. School faculty and staff model positive relationships that encourage collaboration and respect for learning
b. School celebrates student learning, accomplishments and efforts
c. The school fosters partnerships to promote the school's mission and support student learning
d. The school ensures clear, effective and ongoing communications with stakeholders

Summary of Findings –

The school climate and culture of KIPP Endeavor was one of exhaustion and frustration. Staff morale was very low and most staff members are anxious for the school year to come to an end. It has been a very hard year for all stakeholders of the school. Despite these setbacks, nearly all staff demonstrates an incredible work ethic and do not seem to have given up. A "whatever it takes" attitude is prevalent throughout the school; even in trying circumstances. The parent organization was dissolved in 2011 and parents express frustration at the lack of ability to become engaged in their children's school. Families are noticeably frustrated with the school and many are considering leaving the school at the end of the school year. The lack of students enrolled for the 2011-2012 school year supports this sentiment. Most of the external stakeholders indicate that the school does not do a good job of communicating in a clear and effective manner.

Commendation(s) –

- **Staff work extremely hard and have a "whatever it takes" attitude.**

Recommendation(s) –

- **Conduct exit interviews with all families and staff leaving the school both during and at the end of each school year.**
- **Design and implement a program to celebrate student learning and accomplishments in a variety of ways.**
- **Reinstitute a parent organization as well as develop meaningful opportunities for parents to become engaged in their children's education as well as the life of the school.**

Permeating throughout the above recommendations is the recommendation that the school must improve communication between the school and all stakeholder groups including students, parents, governing board, and community members.

KIPP Endeavor Academy

APPENDIX B

School Improvement Plan

Goal 1:	Student Performance: Develop and enhance quality educational/instructional programs to improve performance and enable students to meet their personal, academic, and career goals.

Develop measureable targets to show progress toward meeting objectives in the new or revised plan. Use the SMART format for objectives: By(when), (percent/number) of (who) will (do what) as evidenced by (what).	Strategies explain how the objectives will be accomplished. Strategies identify programs and practices to be implemented, responsible persons, resources committed to the strategy, and timelines for implementation.	MSIP Standard	Persons Responsible	Funding Source	Date to Implement	Date of Completion	Action steps divide the strategies into more specific responsibilities and activities necessary to implement the programs and practices described in the strategies. Action plans indicate responsible persons, resources, and timelines identifying when each action will be completed.	Date to Implement	Date of Completion	Progress Measures			
Objective	**Strategy**						**Action Step**			**Year**	**Baseline**	**Progress**	**Target**
1. By 2013, 90% of students will score at or above proficient on the state's standardized test in communication arts and math.	1. Maintain and enhance learning opportunities including Saturday school, pull-outs during club time, extended math and communication arts time throughout the day, and after school tutoring for students performing below grade level.	Not Applicable	School Leader & Grade Level Chairs	Title I and 1003(g) SIG	8/31/2012	Ongoing	1. Identify students below grade level through NWEA testing.	9/15/2011	Annually	2009	M:23% C:22%		
							2. Identify appropriate staff to provide supplemental educational time and provide training on structure and expectations.	9/15/2011	Annually	2010		M:44% C:29%	
							3. Establish growth targets that reflect students' prior learning and communicate to teachers, students, and parents.	10/1/2011	Annually	2011		M:33% C:24%	
							4. Monitor student progress on formative assessments to determine whether supplemental learning time is improving student achievement.	Monthly	Ongoing	2012		M:60% C:60%	
							5. Establish tutoring program and determine stipends available for teachers for after school tutoring.	8/1/2011	Ongoing	2013			**M:90% C:90%**

	2. Implement and utilize Accelerated Reader to track students' literacy skills and growth throughout the school year, grow and expand the library to ensure students have access to relevent, challenging reading material at all times.	Not Applicable	School Leader, Grade Level Chairs, Reading Teachers	Title I and 1003(g) SIG	1/15/2012	Ongoing	1. Purchase computers for classroom and update computer lab.	12/31/2011	12/31/2011				
							2. Purchase Accelerated Reader and setup on classroom computers and computer labs.	12/1/2011	1/15/2012				
							3. Participate in training for running Accelerated Reader program and teach students to use program at school and home.	1/31/2012	Annually				
							4. Establish student incentive program for Accelerated Reader.	1/15/2012	1/15/2012				
							5. Track and evaluate literacy levels, books read, and other data from Accelerated Reader program.	3/31/2012	Monthly				
	3. Employ the NWEA assessment three times annually to track student progress toward individual goals for learning.	Not Applicable	Director of Data & Assessment	Title I and 1003(g) SIG	8/31/2012	Ongoing	1. Update computers in computer lab with current NWEA software.	8/31/2012	Annually				
							2. Create tracking sheets and goal sheets for each student; share with teachers, students, and parents.	10/1/2011	Ongoing				
							3. Celebrate student growth following each test cycle.	1/15/2012	Ongoing				

	4. Develop a data-driven culture of decision making throughout the school, utilizing a director of data & assessment to track and interpret data with leadership and teaching staff to influence classroom teachings.	Not Applicable	School Leader, Director of Data & Assessment	Title I, 1003(g) SIG, KIPP Foundation i3 grant	8/31/2012	Ongoing	1. Develop data collection and assessment calendars and share with teachers and staff.	8/15/2012	Ongoing				
							2. Design high-quality professional development around data topics and using data in the classroom.	1/3/2012	Ongoing				
							3. Develop data management program and select appropriate software/hardware upgrades.	6/30/2012	Annually				
							4. Develop data dashboard for use by teachers, staff, students, parents, and board members to track achievement.	8/15/2012	Ongoing				
							5. Utilize a data team to analyze data on a monthly basis and work with teaching staff to utilize data in the classroom.	8/15/2012	Ongoing				
2. Beginning in the 2012-2013 school year, all of KIPP Endeavor's curriculum will be vertically and horizontally aligned with state standards and will include formative and summative asessments as well as end-of-course objectives for student promotion.	1. Provide training and support to teachers throughout the summer break session to ensure curriculum is created and finalized.	Not Applicable	School Leader & Curriculum Team	Title I and 1003(g) SIG	8/31/2012	Ongoing w/updates	1. Establish "curriculum team" to spearhead research and development of school wide curriculum.	3/31/2012	Ongoing				
							2. Establish stipends for "curriculum team" members and other teachers to work through summer break to finalize.	4/15/2012	8/31/2012				
							3. Establish schedule for curriculum development plan.	3/31/2012	4/30/2012				
							4. Include curriculum training in professional development at the beginnig of the school year.	8/1/2012	Annually				
	2. Provide ongoing training and support to teachers through the development of instructional units.	Not Applicable	School Leader & Director of Instruction	Title I and 1003(g) SIG	8/31/2012	Ongoing w/updates	1. Plan meetings with grade level chairs and content teams to develop pacing calendar for year.	3/31/2012	Ongoing				
							2. Implement approval process of pacing calendars and development of thematic units.	4/15/2012	8/31/2012				
							3. Include instructional unit development during professional development time.	8/1/2012	Ongoing				
							4. Utilize instructional coach in planned, regular one-on-one sessions with teachers.	8/1/2012	Ongoing				

	3. Establish clear benchmarks in all subjects to evaluate where classes are in relation to pacing of instructional units.	Not Applicable	School Leader & Director of Instruction	Title I and 1003(g) SIG	8/31/2012	Ongoing w/updates	1. Develop pacing calendar for instructional units in each subject.	8/15/2012	Ongoing				
							2. Establish assessment program to continuously monitor mastery of learning objectives across all subjects.	8/15/2012	Ongoing				
							3. Utilize instructional coach to strategize with teachers to ensure instruction is tracking with pacing calendar.	8/15/2012	Ongoing				
							4. Utilize instructional coach in planned, regular one-on-one sessions with teachers.	8/1/2012	Ongoing				
	4. Develop "exit requirements" in each grade level to ensure each student is prepared to promote to the next grade leavel.	Not Applicable	School Leader & Director of Instruction	Title I and 1003(g) SIG	8/31/2012	Ongoing w/updates	1. Utilize curriculum team throughout summer months to develop exit standards based on state standards.	8/15/2012	Ongoing				
							2. Track mastery of exit requirements throughout school year to understand which students are on track for promotion.	8/15/2012	Ongoing				
							3. Utilize a report card system to keep students and parents updated on a quarterly basis on student master of exit standards.	8/15/2012	Ongoing				
3. Beginning in the 2012-2013 school year, the teachng staff of KIPP Endeavor will use weekly data and exit tickets to develop appropriate, differentiated instruction strategies as verified by classroom observations and lesson plans.	1. Develop a strategic and regular approach to classroom observations with a clear calendar for classroom visits and provision of specific feedback and coaching to teachers on the outcomes.	Not Applicable	School Leader & Curriculum Team	Title I and 1003(g) SIG	8/31/2012	Ongoing w/updates	1. Create classroom evaluation rubric and share with teaching staff.	3/31/2012	4/30/2012				
							2. Develop calendar for classroom observations and scheduled feedback time.	8/15/2012	8/15/2012				
							3. Perform regular classroom observations per established schedule and complete scheduled feedback.	8/31/2012	Ongoing				
							4. Follow classroom observations with one-on-one coaching to improve instructional quality in the classroom.	8/31/2012	Ongoing				

	2. Focus monitoring and evaluation more closely on student outcomes and use the information more precisely for instructional planning.	Not Applicable	School Leader, Director of Data & Assessme	Title I and 1003(g) SIG	8/31/2012	Ongoing w/updates	1. Use data collection calendar to coordinate instructional planning meetings to analyze and utilize data outcomes.	8/31/2012	Ongoing				
							2. Develop teacher data dashboard so teachers have clear picture of student data at all times to utilize in instruction.	8/31/2012	Ongoing				
							3. Utilize instructional coach to assist teachers in translating student outcome data into the classroom.	8/31/2012	Ongoing				
	3. Utilize technologies currently in place and add additional, necessary technologies to track data and have regular updates of data applicable to instruction to aid teachers in improving student outcomes.	Not Applicable	School Leader, Director of Data & Assessment	Title I and 1003(g) SIG	8/31/2012	Ongoing w/updates	1. Attend training on current student information system to fully utilize system's capabilities for data reporting.	8/31/2012	8/31/2012				
							2. Utilize student discipline management data to establish tracking systems to incorporate in teacher data dashboard.	8/31/2012	Ongoing				
							3. Establish a student database system to house and track all student data points.	8/31/2012	Ongoing				
							4. Host regular, high-quality professional development standards to strengthen the data use knowledge of the entire staff.	8/31/2012	Ongoing				

Goal 2:	Highly Qualified staff: Recruit, attract, develop and retain highly qualified staff to carry out the LEA/District missioin, goals and objectives.												
4. Beginning in the 2012-2013 school year, all KIPP Endeavor teachers will participate in the school's rigorous, comprehensive teacher evaluation system and will be rewarded or dismissed based upon the results of these evaluations.	1. Research best practices of performance management in education and teacher evaluation systems that include protocols to remove and reward teachers based on student performance.	Not Applicable	School Leader & Leadership Team	Title I and 1003(g) SIG	8/31/2012	Ongoing w/updates	1. Work with KIPP Foundation to develop comprehensive and effective teacher evaluation system.	8/31/2012	8/31/2012				
							2. Review effective teacher evaluation systems and performance pay plans in successful middle schools across the country.	7/31/2012	7/31/2012				
							3. Research pay scales and bonus plans for successful school in the area.	7/31/2012	7/31/2012				
	2. Create and implement a teacher evlaution system that uses student growth as one significant factor.	Not Applicable	School Leader & Leadership Team	Title I and 1003(g) SIG	8/31/2012	Ongoing	1. Work with KIPP Foundation to develop comprehensive and effective teacher evaluation system based on student performance.	8/31/2012	Ongoing				
							2. Communicate teacher evaluation system with teachers during professional development seminar prior to start of school year.	8/31/2012	8/31/2012				
							3. Develop and utilize student performance tracking system to continuously drive teachers toward results.	8/31/2012	Ongoing				
	3. Create a reward system for teachers who demonstrate measurable results and a system for removing ineffective teachers.	Not Applicable	School Leader, Leadership Team, Board of Directors	Title I and 1003(g) SIG	8/31/2012	8/31/2012	1. Use research collected on performance play plans to establish an incentive plan for teachers at KIPP Endeavor with clear targets for student performance.	8/31/2012	8/31/2012				
							2. Work with board of directors to establish clear plan of remediation for teachers who are not meeting established student performance targets.	7/31/2012	7/31/2012				
							3. Communicate teacher incentive pay plan to teachers in one-on-one meetings with emphasis on student growth targets.	8/31/2012	Annually				
							4. Establish regular evaluation of teachers and steps in remediation process.	8/31/2012	8/31/2012				

	4. Create financial incentives, additional compensation, career growth opportunities, and more flexible work conditions to assist in recruiting and retaining highly qualified staff and teachers.	Not Applicable	School Leader, Leadership Team, Board of Directors	Title I and 1003(g) SIG	8/31/2012	8/31/2012	1. Develop retention and signing bonus structure for highly qualifed teachers and staff to ensure highly qualified staff dedicated to school turnaround.	5/30/2012	Ongoing				
							2. Develop creative ways to enact more flexible working conditions to minimize burnout and ensure retention of highly qualified teachers and staff members.	5/30/2012	5/30/2012				
							3. Work with individual teachers and staff members to create career growth plans.	10/31/2012	Ongoing				
							4. Review staff salary structures to ensure highly qualifed teachers and staff are compensated properly as to minimize attraction to other employment opportunities.	8/31/2012	Annually				
	5. Ensure all teachers and staff are highly qualified in their positions.	Not Applicable	School Leader, Leadership Team, Board of Directors	Title I and 1003(g) SIG	8/31/2012	Ongoing	1. Evaluate all teachers for highly qualified status and create a plan for each teacher who is not highly qualified to achieve such status with clearly defined targets and sanctions for those who do not meet targets.	7/1/2012	Ongoing				
							2. Develop and implement bonus structure for staff who completes higher education opportunities that improve their effectiveness within their job.	7/1/2012	Ongoing				
							3. Create incentives and bonuses for staff and teachers who complete annual professional development plan and share lessons learned with entire staff.	7/1/2012	Ongoing				

Goal 2:	Highly Qualified staff: Recruit, attract, develop and retain highly qualified staff to carry out the LEA/District missioin, goals and objectives.												
7. In the 2011-2012 school year, implement a strategic and inclusive professional development program that is focused on three areas: academic rigor, classroom management, and data-driven decision making.	Create and implement a teacher mentor program to support less experienced teachers.	Not Applicable	School Leader & Director of Instruction	Title I and 1003(g) SIG	8/31/2012	Ongoing	1. Create finanical incentive to mentor teachers.	8/1/2012	Ongoing				
							2. Identify mentor teachers and mentees.	8/15/2012	Annually				
							3. Work with other KIPP schools to develop mentoring program utilizing proven best practices.	7/1/2012	7/31/2012				
							4. Provide professional development to mentors for running the program.	8/1/2012	Ongoing				
	2. School leadership will work with each teacher and staff member to design a high-quality, rigorous, and personal professional development plan.	Not Applicable	School Leader & Director of Instruction	Title I and 1003(g)SIG	7/1/2012	Annually	1. Meet one-on-one with teachers and staff to develop professional development needs and create individual plan.	7/1/2012	Ongoing				
							2. Evaluate effectiveness of program utilizing student outcomes, evaluations, and feedback from teacher/staff member.	7/1/2012	Quarterly				
	3. School leadership will plan weekly professional development sessions focused on academic rigor, classroom management, and data-driven decision making that is relevent, timely, and can be used immediately in the classroom.	Not Applicable	School Leader & Director of Instruction	Title I and 1003(g)SIG	8/30/2011	Ongoing	1. Develop professional development calendar with monthly focus areas.	8/30/2011	Ongoing				
							2. Evaluate effectiveness of professional development through staff surveys and student performance data.	1/1/2012	Ongoing				

Goal 3:	Facilities, Support, and Instructional Resources: Provide and maintain appropriate instructional resources, support services, and functional and safe facilities.												
5. Beginning in the 2012-2013 school year, all teachers and students at KIPP Endeavor will have access to high-quality curricular resources as well as support systems for students who are at-risk or require additional instructional support.	1. Maintain and utilize appropriate special education and counseling services.	Not Applicable	School Leader	Title I and 1003(g) SIG	8/31/2012	Annual evaluation	1. Hire 2 full-time special education teachers to serve upper and lower school and work with students individually on a regular basis.	7/1/2012	7/1/2012				
							2. Hire 2 full-time licenced counselors to work with upper and lower school students.	7/1/2012	7/1/2012				
	2. Hire a part-time librarian to coordinate the library upgrade and ensure quality instructional support materials are readily available.	Not Applicable	School Leader	Title I and 1003(g) SIG, Private Foundation	7/1/2012	7/31/2012	1. Develop job description and recruit and hire part-time, highly-qualified librarian.	8/31/2012	Ongoing				
							2. Utilize cateloguing system to keep library and media center updated and accessible to students.	8/31/2012	Ongoing				
							3. Maintain updated books and other learning materials.	########	Ongoing				
	3. Evaluate additional support staffing needs and determine additional positions needed, and recruit and hire for additional positions.	Not Applicable	School Leader, Leadership Tea	Title I, 1003(g) SIG	7/1/2012	7/31/2012	1. Leadership team to establish job descriptions for needed positions and post positions.	5/1/2012	6/30/2012				
							2. Recruit and hire need support staff positions.	7/1/2012	7/31/2012				

Goal 4:	Parent and Community Involvement: Promote, facilitate, and enhance parent, student, and community involvement in LEA/District educational programs.													
6. By the end of the 2012-2013 school year, 100% of KIPP Endeavor parents will agree that they are provided "extensive" or "adequate" opportunities to be involved in their children's education and they are "knowledgable" or "very knowledgable" of their student's learning goals.	1. Create and engage a "parent study circle" to generate ideas for parental involvement and to create an action plan for reaching school goals.	Not Applicable	School Leader	Title I and 1003(g) SIG	10/1/2011	12/15/2011	1. Choose internal leader of parent study circle.	9/15/2011	9/15/2011				
							2. Invite parents to be engaged in parent study circle at Open House and in newsletters.	9/15/2011	9/30/2011				
							3. Plan meetings and develop agendas with independent faciliator to lead parent study circle meetings.	10/1/2011	12/15/2011				
							4. Develop parental involvement plan with parents in study circle for approval by school leader.	10/1/2011	12/15/2011				
	2. Generate a weekly newsletter specifically for parents informing them of important events and happenings within the school.	Not Applicable	School Leader	Title I, State Funds	8/30/2011	Ongoing	1. Distribute weekly parent newsletter to be sent home with students every week with relevant information for parent use.	8/30/2011	Ongoing				
							2. Post weekly parent newsletters on school's website for easy access by parents and guardians.	8/1/2012	Ongoing				
	3. Host two parent orientation/update sessions each school year, apart from parent/teacher conferences, to update parents on school progress and updatd goals.	Not Applicable	School Leader	Title I and 1003(g) SIG	8/30/2011	Ongoing	1. Select a date for two orientation/update sessions and inform parents of the dates through school newsletter, calls, and website.	8/30/2011	Annually				
							2. Create agendas for sessions and recruit appropriate presenters.	8/30/2011	Annually				
	4. Provide community participation programs, family literacy programs, and parents workshops for students and their families throughout the year.	Not Applicable	School Leader	Title I	1/1/2012	Ongoing	1. Use parent study circle initiatives to plan and implment programs and workshops throughout the year.	1/1/2012	Ongoing				
							2. Evaluate effectiveness of programs and workshops by surveying participants and work toward improvement.	1/1/2012	Ongoing				

KIPP Endeavor Academy

APPENDIX C

Missouri MAP Data

Missouri
DEPARTMENT OF ELEMENTARY & SECONDARY
EDUCATION

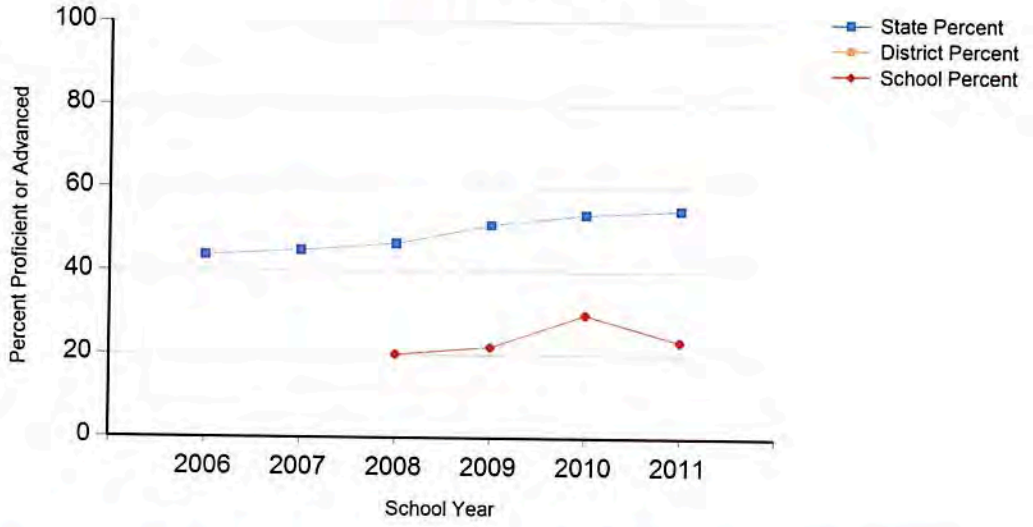
Historical MAP Performance

County: JACKSON District: KIPP: ENDEAVOR ACADEMY (048918) School: KIPP: ENDEAVOR ACADEMY (3920)

Content Area: Communication Arts Gender: All Race: All

Tested Grade\Subject Level: Third Grade, Fourth Grade, Fifth Grade, Sixth Grade, Seventh Grade, Eighth Grade, English 1, English 2

MAP Performance



School Year	State Count	State Total	State %	District Count	District Total	District %	School Count	School Total	School %
2011	281,388	513,166	54.83	52	225	23.11	52	225	23.11
2010	275,275	511,995	53.77	46	156	29.49	46	156	29.49
2009	239,232	467,401	51.18	22	101	21.78	22	101	21.78
2008	187,819	401,926	46.73	13	65	20.00	13	65	20.00
2007	181,692	403,096	45.07						
2006	178,403	406,686	43.87						

* Indicates cell contents suppressed to protect student confidentiality

Missouri
DEPARTMENT OF ELEMENTARY & SECONDARY
EDUCATION

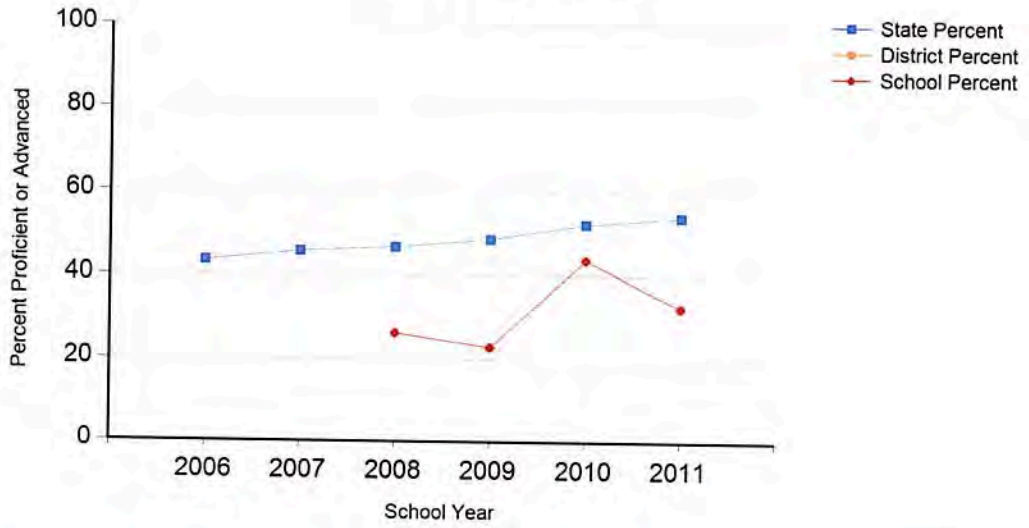
Historical MAP Performance

County: JACKSON District: KIPP: ENDEAVOR ACADEMY (048918) School: KIPP: ENDEAVOR ACADEMY (3920)

Content Area: Mathematics Gender: All Race: All

Tested Grade\Subject Level: Third Grade, Fourth Grade, Fifth Grade, Sixth Grade, Seventh Grade, Eighth Grade, Algebra 1, Algebra 2, Geometry

MAP Performance



School Year	State Count	State Total	State %	District Count	District Total	District %	School Count	School Total	School %
2011	283,717	525,376	54.00	73	226	32.30	73	226	32.30
2010	272,894	522,064	52.27	68	156	43.59	68	156	43.59
2009	226,989	467,011	48.60	23	101	22.77	23	101	22.77
2008	187,889	402,215	46.71	17	65	26.15	17	65	26.15
2007	184,774	404,347	45.70						
2006	177,609	408,726	43.45						

* Indicates cell contents suppressed to protect student confidentiality

KIPP Endeavor Academy

APPENDIX D

NWEA MAP Data

District Summary Report by School - Winter 2012

KIPP Endeavor Academy

Mathematics

KIPP Endeavor Academy

Math Survey w/ Goals 2-5 MO V5

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Number & Operations Mean	Number & Operations Std Dev	Algebraic Relationships Mean	Algebraic Relationships Std Dev	Geometric Relationships Mean	Geometric Relationships Std Dev	Measurement Mean	Measurement Std Dev	Data & Probability Mean	Data & Probability Std Dev	Mean	Std Dev	Mean	Std Dev
Winter 2012	5	33	203.7	10.5	204	203.4	10.3	205.1	13.5	203.7	11.9	201.8	12.7	204.7	11.8				
Fall 2011	5	33	201.3	12.6	201	201.3	14.0	203.1	13.4	203.4	17.3	198.5	14.6	199.7	12.4				
Spring 2011	5	44	199.7	13.8	202	198.0	16.5	198.0	13.5	**205.5**	17.5	197.8	13.6	199.2	16.5				
Winter 2011	5	63	200.7	14.4	203	200.9	16.0	200.2	17.1	202.5	17.1	199.1	17.0	200.6	14.4				
Fall 2010	5	68	199.5	14.7	201	200.0	15.9	200.2	17.0	199.9	16.0	***196.1***	16.0	200.7	15.9				

Math Survey w/ Goals 6+ MO V5

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Number & Operations Mean	Number & Operations Std Dev	Algebraic Relationships Mean	Algebraic Relationships Std Dev	Geometric Relationships Mean	Geometric Relationships Std Dev	Measurement Mean	Measurement Std Dev	Data & Probability Mean	Data & Probability Std Dev	Mean	Std Dev	Mean	Std Dev
Winter 2012	6	54	213.6	9.9	214	211.6	12.2	213.8	12.0	**217.6**	10.6	212.1	12.0	213.5	12.1				
Fall 2011	6	63	206.7	11.6	208	204.8	12.3	206.2	14.4	**210.6**	12.6	206.6	14.0	205.8	13.2				
Spring 2011	6	68	216.0	13.1	216	215.5	14.8	216.3	14.5	218.8	15.1	214.1	13.7	215.8	16.0				
Winter 2011	6	62	214.9	12.6	215	215.1	12.9	215.8	14.2	216.6	13.3	***211.4***	15.2	214.6	15.8				
Fall 2010	6	59	213.0	11.5	214	213.4	13.8	211.8	10.6	215.2	14.7	***209.2***	14.8	214.9	13.7				
Winter 2012	7	48	219.5	12.4	219	221.1	13.8	220.0	13.4	218.4	13.0	217.8	14.3	219.8	15.0				
Fall 2011	7	48	217.3	10.8	219	216.5	11.6	218.4	12.0	218.3	15.1	214.9	11.6	217.8	14.5				
Spring 2011	7	42	223.7	13.6	224	223.2	16.2	224.0	15.1	**227.5**	14.3	***220.5***	13.5	223.0	15.6				
Winter 2011	7	36	220.3	13.6	220	221.6	15.8	220.5	15.1	222.6	15.9	217.5	14.1	218.9	16.2				
Fall 2010	7	46	224.3	9.6	226	225.2	11.8	223.9	12.7	225.6	11.0	221.3	10.6	225.9	12.9				
Winter 2012	8	35	229.0	11.0	231	230.7	14.7	230.8	12.9	229.3	12.8	***224.3***	11.4	230.1	13.7				
Fall 2011	8	35	225.4	11.8	227	227.1	14.1	225.8	11.7	**228.5**	13.9	***220.9***	15.9	224.1	12.8				
Spring 2011	8	26	237.6	10.7	238	237.9	11.1	238.6	12.5	237.0	12.6	235.7	13.5	239.1	12.3				
Winter 2011	8	32	232.7	12.7	233	234.2	13.6	234.7	14.4	230.3	15.6	***229.0***	16.6	234.8	12.0				
Fall 2010	8	35	229.9	11.5	228	230.0	14.5	231.8	15.1	229.0	13.1	***224.3***	11.8	**235.0**	13.3				

Groups with less than students are suppressed because they are not statistically reliable.
* A goal mean in ***bold italic*** represents performance that might be considered an area of concern. A goal mean in **bold underlined** represents relatively strong performance.

District Summary Report by School - Winter 2012

KIPP Endeavor Academy

Reading

KIPP Endeavor Academy

Reading Survey w/ Goals 2-5 MO V5

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Phonics / Vocabulary Mean	Phonics / Vocabulary Std Dev	Reading Process Mean	Reading Process Std Dev	Fiction / Poetry / Drama Mean	Fiction / Poetry / Drama Std Dev	Nonfiction Mean	Nonfiction Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Winter 2012	5	28	201.9	10.4	202	200.8	10.9	201.1	13.9	203.3	13.0	201.8	10.1						
Fall 2011	5	34	199.6	12.9	202	197.1	14.0	**203.3**	13.9	198.9	13.5	198.7	15.0						
Spring 2011	5	61	200.7	15.4	201	201.7	16.9	200.2	16.5	202.2	17.5	199.1	16.6						
Winter 2011	5	64	200.3	14.8	201	199.4	15.8	199.8	16.3	201.9	16.8	200.1	15.9						
Fall 2010	5	66	201.4	11.7	201	200.5	13.5	200.5	12.9	201.8	13.3	202.7	14.4						
Fall 2011	6	9																	
Winter 2011	6	3																	
Winter 2011	7	1																	

Reading Survey w/ Goals 6+ MO V5

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Phonics / Vocabulary Mean	Phonics / Vocabulary Std Dev	Reading Process Mean	Reading Process Std Dev	Fiction / Poetry / Drama Mean	Fiction / Poetry / Drama Std Dev	Nonfiction Mean	Nonfiction Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Spring 2011	5	1																	
Winter 2012	6	51	203.1	11.7	206	202.5	11.7	202.8	13.3	202.0	14.2	205.0	13.9						
Fall 2011	6	54	203.4	12.1	205	203.1	12.6	202.2	14.8	204.9	15.0	203.3	12.5						
Spring 2011	6	69	207.9	12.0	208	207.6	12.9	207.1	13.8	209.1	14.9	207.4	13.2						
Winter 2011	6	63	204.1	15.5	204	204.6	14.2	203.9	15.6	204.6	18.3	203.3	18.0						
Fall 2010	6	59	207.1	14.3	207	206.6	14.9	206.4	17.4	208.4	16.2	206.1	15.2						
Winter 2012	7	47	213.2	10.1	213	212.4	12.3	212.4	13.1	214.9	12.0	212.8	11.0						
Fall 2011	7	49	209.1	11.0	210	207.1	12.7	209.3	12.6	210.6	13.3	209.7	11.7						
Spring 2011	7	39	214.1	10.8	215	214.9	10.6	213.4	12.7	215.1	12.8	212.8	12.9						
Winter 2011	7	31	210.1	16.1	214	**213.7**	14.8	209.0	17.4	211.0	20.4	207.9	17.4						
Fall 2010	7	45	217.4	8.5	217	215.9	10.6	215.1	9.0	219.4	10.4	218.6	11.3						
Winter 2012	8	34	218.5	13.3	218	216.8	14.0	218.4	14.1	219.0	16.4	219.3	15.9						
Fall 2011	8	35	220.0	9.1	219	218.3	12.1	220.5	10.4	222.0	11.4	219.0	10.3						
Spring 2011	8	27	223.3	10.4	225	223.5	10.3	222.4	12.6	224.0	13.9	223.7	10.4						
Winter 2011	8	25	219.2	13.4	219	220.6	13.8	217.6	16.2	219.0	16.1	220.2	14.1						

Groups with less than students are suppressed because they are not statistically reliable.
* A goal mean in ***bold italic*** represents performance that might be considered an area of concern. A goal mean in **bold underlined** represents relatively strong performance.

KIPP Endeavor Academy

APPENDIX E

KIPP Healthy Schools Report

KIPP Healthy Schools & Regions Surveys

2010-2011

School Summary

KIPP Endeavor Academy

Legend: KIPP Network Ranking (Quintile)

Low | | Average | | High

View distribution of responses

Topic	Role	School Score	Region Average	Network Average	Network Max
Character and Life Skills					
	Student	3.45	3.56	3.67	4.26
Culture and Climate					
	Parent	3.81	4.01	4.26	4.73
	School Leader	*	4.15	4.35	5.00
	Staff	3.77	3.97	4.07	4.96
	Student	3.39	3.69	3.79	4.46
	Teacher	3.59	3.80	3.97	4.55
Operations					
	School Leader	*	4.00	3.87	5.00
School Leadership and Organizational Systems					
	Parent	3.87	4.05	4.28	4.79
	School Leader	*	4.18	4.29	5.00
	Staff	3.70	4.17	4.22	5.00
	Teacher	3.51	3.93	4.04	4.75
School Support					
	School Leader	*	3.52	3.82	5.00
School Talent					
	School Leader	*	3.68	4.00	5.00
	Staff	3.20	3.75	3.83	5.00
	Teacher	3.02	3.51	3.73	4.71

Topic	Role	School Score	Region Average	Network Average	Network Max
	Parent	3.55	3.90	4.16	4.72
Teaching and Learning					
	Teacher	3.22	3.60	3.85	4.60
	Student	3.25	3.55	3.64	4.32
	Parent	3.66	3.97	4.21	4.67
	Staff	3.50	4.06	4.05	5.00

Topic	Leadership Indicator	Role	School Score	Region AVG	Network AVG	Network Max
Character and Life Skills						
	Character Strengths					
		Student	3.45	3.56	3.67	4.26
Culture and Climate						
	Diversity and inclusivity					
		Parent	3.39	3.75	4.04	4.63
		School Leader	*	4.45	4.42	5.00
		Staff	4.40	4.46	4.32	5.00
		Student	2.99	3.56	3.68	4.63
		Teacher	3.92	4.12	4.21	5.00
	Family engagement					
		Parent	3.79	3.88	4.12	4.59
		School Leader	*	3.36	3.85	5.00
		Staff	2.00	3.00	3.60	5.00
		Teacher	2.85	3.07	3.50	4.67
	Motivation, Commitment, and Satisfaction					
		Parent	3.70	4.00	4.28	4.74
		School Leader	*	4.05	4.30	5.00
		Staff	3.62	3.88	4.01	5.00

Topic	Leadership Indicator	Role	School Score	Region AVG	Network AVG	Network Max
		Student	3.05	3.43	3.57	4.41
		Teacher	3.23	3.63	3.82	4.48
	School Environment					
		Parent	4.02	4.05	4.27	4.86
		Staff	4.60	4.04	4.02	5.00
		Student	2.67	3.17	3.45	4.47
		Teacher	4.49	3.94	4.02	4.81
	Values and Expectations					
		Parent	4.27	4.43	4.59	4.88
		School Leader	*	4.67	4.65	5.00
		Staff	3.80	4.09	4.16	5.00
		Student	3.81	3.99	4.03	4.53
		Teacher	3.76	3.99	4.13	4.78
Operations						
	Operational Support					
		School Leader	*	4.00	3.87	5.00
School Leadership and Organizational Systems						
	Communications and stakeholder management					
		Parent	3.87	4.05	4.28	4.79
		School Leader	*	4.18	4.29	5.00
		Staff	3.45	4.11	4.17	5.00
		Teacher	3.65	4.01	4.10	4.78
	Distributed leadership					
		Staff	3.30	3.87	4.02	5.00
		Teacher	3.27	3.91	3.95	4.81
	Inspirational Leadership					
		Staff	4.13	4.38	4.37	5.00

Topic	Leadership Indicator	Role	School Score	Region AVG	Network AVG	Network Max
		Teacher	3.87	4.32	4.34	4.95
	Instructional Leadership					
		Teacher	3.15	3.46	3.72	4.65
	Results orientation					
		Staff	3.30	3.97	4.05	5.00
		Teacher	3.27	3.83	3.93	4.89
School Support						
	Academic Support					
		School Leader	*	3.52	3.82	5.00
School Talent						
	Leadership bench depth and development					
		School Leader	*	3.61	3.96	5.00
		Staff	4.00	4.31	4.25	5.00
		Teacher	3.62	4.05	4.11	5.00
	Staff performance management					
		School Leader	*	4.06	4.12	5.00
		Staff	3.52	3.86	3.84	5.00
		Teacher	3.13	3.66	3.86	4.69
	Staff recruitment and retention					
		Parent	3.55	3.90	4.16	4.72
		School Leader	*	3.27	3.88	5.00
		Staff	2.60	3.48	3.70	5.00
		Teacher	2.71	3.14	3.44	4.67
Teaching and Learning						
	Curriculum					
		Teacher	3.11	3.43	3.70	4.62

Topic	Leadership Indicator	Role	School Score	Region AVG	Network AVG	Network Max
	Instructional Planning					
		Teacher	3.63	3.80	4.03	4.71
	Instructional Strategies					
		Student	3.36	3.69	3.76	4.40
		Teacher	3.37	3.78	4.02	4.61
	Student academic preparedness					
		Parent	3.73	4.03	4.24	4.62
		Student	3.25	3.45	3.50	4.19
		Teacher	3.00	3.49	3.70	4.57
	Student Behavior Management					
		Parent	3.56	3.87	4.17	4.74
		Staff	3.50	4.06	4.05	5.00
		Student	2.87	3.18	3.35	4.28
		Teacher	2.92	3.50	3.79	4.57

KIPP Endeavor Academy

APPENDIX F

Letters of Support

December 14, 2011

Federal Grants and Resources Unit
7th Floor, Jefferson State Office Building
205 Jefferson Street
Jefferson City, MO 65702-0480

Dear Grants Committee,

I have reviewed the application for the LEA/School Improvement Grant to be submitted to the Missouri Department of Elementary and Secondary Education. I fully believe that this proposal will help KIPP Endeavor continue to work towards our ambitious goal of being the best middle school in Kansas City. This grant addresses some of the needs of KIPP Endeavor: additional support staff, tutoring and after school help for students, extension activities and curriculum planning, to name a few. I am confident that with this support in place we can properly prepare our students to attend a college preparatory high school on their way to college.

I was hired as the School Leader in July and immediately began to realize the work that was ahead of us to turn the culture and academics around at KIPP Endeavor. I also began to realize the opportunity for KIPP Endeavor to be at the forefront of systemic educational change in Kansas City. The outcomes and commitments in this proposal are aggressive, but we believe that with hard work and planning we can accomplish our school-wide goal of having the highest percentage of students scoring Proficient or Advanced Proficient in Kansas City within two years.

Intertwined in this Grant application is our School Improvement Plan which was developed by key stake holders after a site review last May. We have presented our School Improvement Plan to our Board, our Charter Sponsor's Board of Directors, our parents and our staff. Each group pledged their support to the plan at the conclusion of the presentation. In addition, each of these groups has worked very hard to do their part supporting the students and staff at KIPP Endeavor.

The expectations we have for our staff and students are high and we believe that with the help of this grant we will be able to reach and exceed those expectations. I hope that this proposal will allow us to better serve the students and families of our community.

Sincerely,

Jake Schmitz
School Leader – KIPP Endeavor Academy

Metropolitan Community College
Penn Valley

December 12, 2011

Mr. Jake Schmitz
Principal
KIPP Endeavor Academy
2700 East 18th Street, Suite 155 B
Kansas City, MO 64127

Dear Mr. Schmitz:

On behalf of the Metropolitan Community College Charter Sponsor Advisory Committee, I would like to express our full support for the KIPP Endeavor Academy application for a School Improvement Grant from the Missouri Department of Elementary and Secondary Education. The application for funds is consistent with the needs and strategies identified in the KIPP Endeavor Academy School Improvement Plan, and will help to improve student achievement. As the MCC Charter Sponsor Liaison, I have witnessed first-hand the strategies being implemented by you and your staff and applaud your commitment to strengthening instruction in the school. This application, if funded, will add to your efforts and take the KIPP Endeavor academy to the level of performance envisioned by all stakeholders.

Sincerely,

Jerry Kitzi
MCC-Penn Valley Charter Sponsor Liaison

Cc: Anthony Williams KIPP Endeavor Academy School Board Chair
Dr. Al Dimmitt Dean of Instruction, MCC-Penn Valley

KIPP Endeavor Academy
2700 East 18th Street
Kansas City, MO 64127
kippendeavor.org

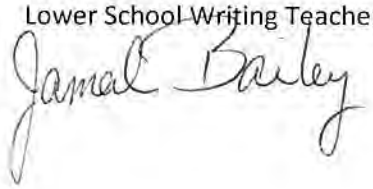
December 12, 2011

To Whom It May Concern:

The school improvement plan for KIPP Endeavor Academy has been presented to me. I agree with the goals set forth for our students and I agree to implement the school improvement plan with fidelity.

Sincerely,

Jamal Bailey
Lower School Writing Teacher



Board of Directors | Anthony Williams, Chairman | Peter Ho | Victoria Thompson | Dr. Joan Caulfield | Ford Nelson | Joseph Ronnebaum | Jason Parson | Chris Rosson | Dr. Patricia Lucido
Advisory Board | Crosby Kemper III | Michelle Wimes | Dr. Alan Warne | Erin Merritt | Lauren Vaughn | Dr. Donald Lang | John Anderson

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Kansas City, MO 64127
kippendeavor.org

December 12, 2011

To Whom It May Concern:

The school improvement plan for KIPP Endeavor Academy has been presented to me. I agree with the goals set forth for our students and I agree to implement the school improvement plan with fidelity.

Sincerely,

Michael Cobbins
Physical Education Teacher

Board of Directors | Anthony Williams, Chairman | Peter Ho | Victoria Thompson | Dr. Joan Caulfield | Ford Nelson | Joseph Ronnebaum | Jason Parson | Chris Rosson | Dr. Patricia Lucido
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December 12, 2011

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Sincerely,

Kasey Van Dyk
Intervention Specialist

Board of Directors | Anthony Williams, Chairman | Peter Ho | Victoria Thompson | Dr. Joan Caulfield | Ford Nelson | Joseph Ronnebaum | Jason Parson | Chris Rosson | Dr. Patricia Lucido
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December 12, 2011

To Whom It May Concern:

The school improvement plan for KIPP Endeavor Academy has been presented to me. I agree with the goals set forth for our students and I agree to implement the school improvement plan with fidelity.

Sincerely,

Shaun Lane
Lower School Reading Teacher

Board of Directors | Anthony Williams, Chairman | Peter Ho | Victoria Thompson | Dr. Joan Caulfield | Ford Nelson | Joseph Ronnebaum | Jason Parson | Chris Rosson | Dr. Patricia Lucido
Advisory Board | Crosby Kemper III | Michelle Wimes | Dr. Alan Warne | Erin Merritt | Lauren Vaughn | Dr. Donald Lang | John Anderson

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December 12, 2011

To Whom It May Concern:

The school improvement plan for KIPP Endeavor Academy has been presented to me. I agree with the goals set forth for our students and I agree to implement the school improvement plan with fidelity.

Sincerely,

Ashley Bass
Upper School Writing

Board of Directors | Anthony Williams, Chairman | Peter Ho | Victoria Thompson | Dr. Joan Caulfield | Ford Nelson | Joseph Ronnebaum | Jason Parson | Chris Rosson | Dr. Patricia Lucido
Advisory Board | Crosby Kemper III | Michelle Wimes | Dr. Alan Warne | Erin Merritt | Lauren Vaughn | Dr. Donald Lang | John Anderson

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December 12, 2011

To Whom It May Concern:

The school improvement plan for KIPP Endeavor Academy has been presented to me. I agree with the goals set forth for our students and I agree to implement the school improvement plan with fidelity.

Sincerely,

Julie Cook

Julie Cook
Lower School Grade Level Chair
Lower School History Teacher

Board of Directors | Anthony Williams, Chairman | Peter Ho | Victoria Thompson | Dr. Joan Caulfield | Ford Nelson | Joseph Ronnebaum | Jason Parson | Chris Rosson | Dr. Patricia Lucido
Advisory Board | Crosby Kemper III | Michelle Wimes | Dr. Alan Warne | Erin Merritt | Lauren Vaughn | Dr. Donald Lang | John Anderson

KIPP Endeavor Academy
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Kansas City, MO 64127
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December 12, 2011

To Whom It May Concern:

The school improvement plan for KIPP Endeavor Academy has been presented to me. I agree with the goals set forth for our students and I agree to implement the school improvement plan with fidelity.

Sincerely,

Ge'ron Tatum
Lower School Math Teacher

Board of Directors | Anthony Williams, Chairman | Peter Ho | Victoria Thompson | Dr. Joan Caulfield | Ford Nelson | Joseph Ronnebaum | Jason Parson | Chris Rosson | Dr. Patricia Lucido
Advisory Board | Crosby Kemper III | Michelle Wimes | Dr. Alan Warne | Erin Merritt | Lauren Vaughn | Dr. Donald Lang | John Anderson

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December 12, 2011

To Whom It May Concern:

The school improvement plan for KIPP Endeavor Academy has been presented to me. I agree with the goals set forth for our students and I agree to implement the school improvement plan with fidelity.

Sincerely,

Ayana Hayes
Upper School Science Teacher

Board of Directors | Anthony Williams, Chairman | Peter Ho | Victoria Thompson | Dr. Joan Caulfield | Ford Nelson | Joseph Ronnebaum | Jason Parson | Chris Rosson | Dr. Patricia Lucido
Advisory Board | Crosby Kemper III | Michelle Wimes | Dr. Alan Warne | Erin Merritt | Lauren Vaughn | Dr. Donald Lang | John Anderson

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December 12, 2011

To Whom It May Concern:

The school improvement plan for KIPP Endeavor Academy has been presented to me. I agree with the goals set forth for our students and I agree to implement the school improvement plan with fidelity.

Sincerely,

Justin Alt
Upper School Grade Level Chair
Upper School ELA Teacher

Board of Directors | Anthony Williams, Chairman | Peter Ho | Victoria Thompson | Dr. Joan Caulfield | Ford Nelson | Joseph Ronnebaum | Jason Parson | Chris Rosson | Dr. Patricia Lucido
Advisory Board | Crosby Kemper III | Michelle Wimes | Dr. Alan Warne | Erin Merritt | Lauren Vaughn | Dr. Donald Lang | John Anderson

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Kansas City, MO 64127
kippendeavor.org

December 12, 2011

To Whom It May Concern:

The school improvement plan for KIPP Endeavor Academy has been presented to me. I agree with the goals set forth for our students and I agree to implement the school improvement plan with fidelity.

Sincerely,

Ricky Ridgway
Lower School Science Teacher

Board of Directors | Anthony Williams, Chairman | Peter Ho | Victoria Thompson | Dr. Joan Caulfield | Ford Nelson | Joseph Ronnebaum | Jason Parson | Chris Rosson | Dr. Patricia Lucido
Advisory Board | Crosby Kemper III | Michelle Wimes | Dr. Alan Warne | Erin Merritt | Lauren Vaughn | Dr. Donald Lang | John Anderson

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Sincerely,

Jacqueline Erickson
Upper School History Teacher

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Sincerely,

Matthew Ashpaugh
Upper School ELA Teacher

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Sincerely,

Josh Swartzlander
Upper School Math Teacher

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