KIPP:Chicago

COLLEGE PREP PUBLIC SCHOOLS

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SQRP Map
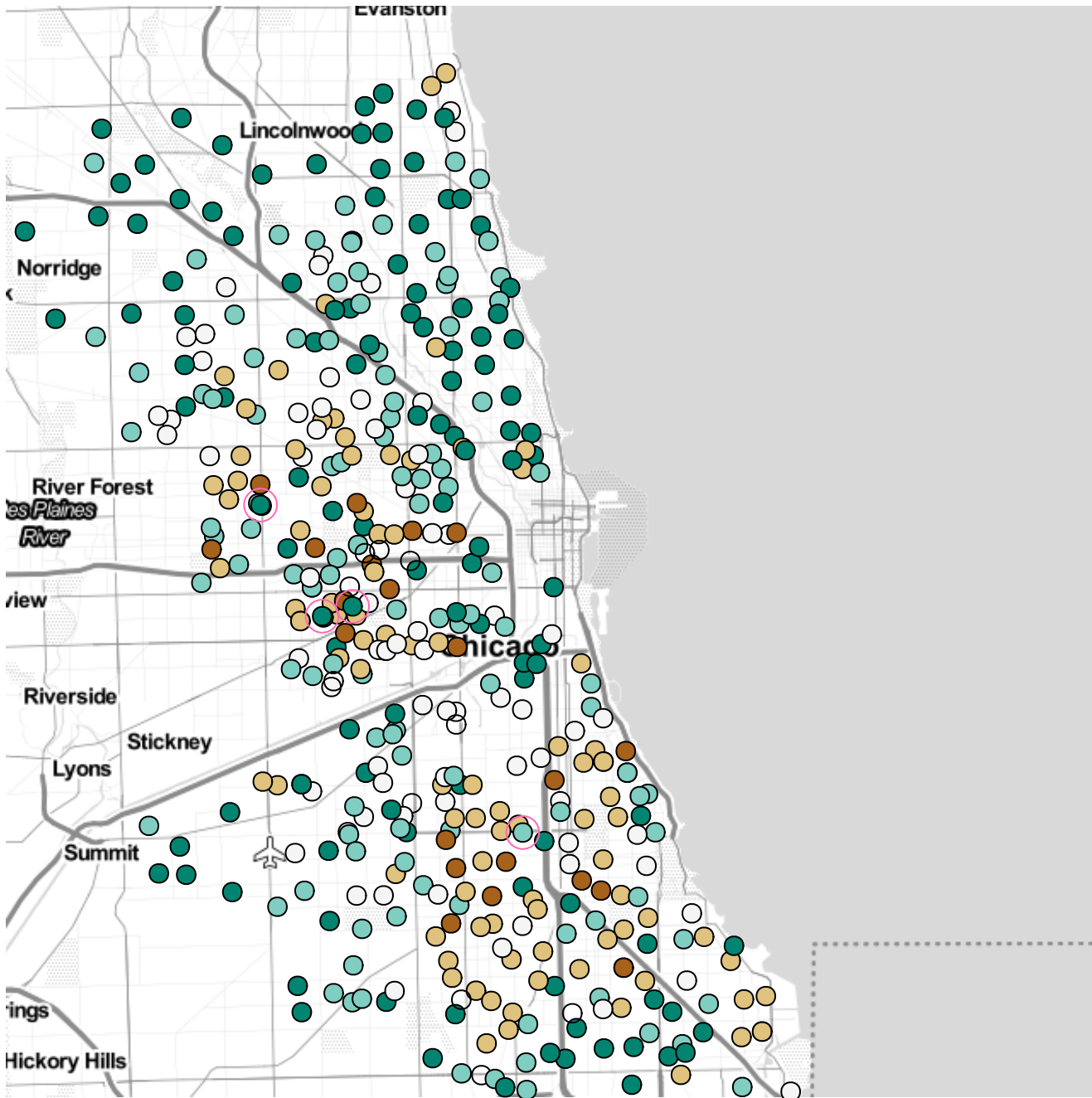
Appendix 1.1.a.4.ii

School Performance in Proposed Communities

Appendix 1.1.a.4.ii School Performance in Proposed Communities

In the proposal narrative, we demonstrate our experience and track record via comparison to networks similar to ours, to our own network at the national level, to school performance in the Austin, North Lawndale, and Englewood communities (where we currently have schools), and with overall performance of students whose demographics match those of our population.

In addition, we have developed analyses to compare KIPP Chicago school performance relative to the performance (SQRP ratings) of schools currently housed in the neighborhoods we propose to serve in this proposal. Please see the following graphs for a detailed understanding of these results.

Bronzeville (Grand Boulevard & Kenwood)

Figure 5. Distribution of SY2013-2014 SQRP levels by school type for CPS schools in community areas KIPP hopes to serve: Grand Boulevard & Kenwood. All KIPP Chicago schools have at least a level 1 rating (two level 1+ and one level 1). For schools operating in these two communities, (a) only 33% of charter schools have a level 1 rating (one school), while no charter schools have a 1+ rating, and (b) only 24% of CPS schools earned a level 1 or 1+ rating, with a single campus earning a level 1+, while three-quarters of CPS campuses earned a level 2 or lower.

Woodlawn

Figure 6. Distribution of SY2013-2014 SQRP levels by school type for CPS schools in a community area KIPP hopes to serve: Woodlawn. All KIPP Chicago schools have at least a level 1 rating (two level 1+ and one level 1). For schools operating in this community, (a) there are no charters schools with an SQRP rating, and (b) no CPS schools earned a level 1+ rating, only a single campus earned a level 1, and 60% of schools earned a level 2 or lower.
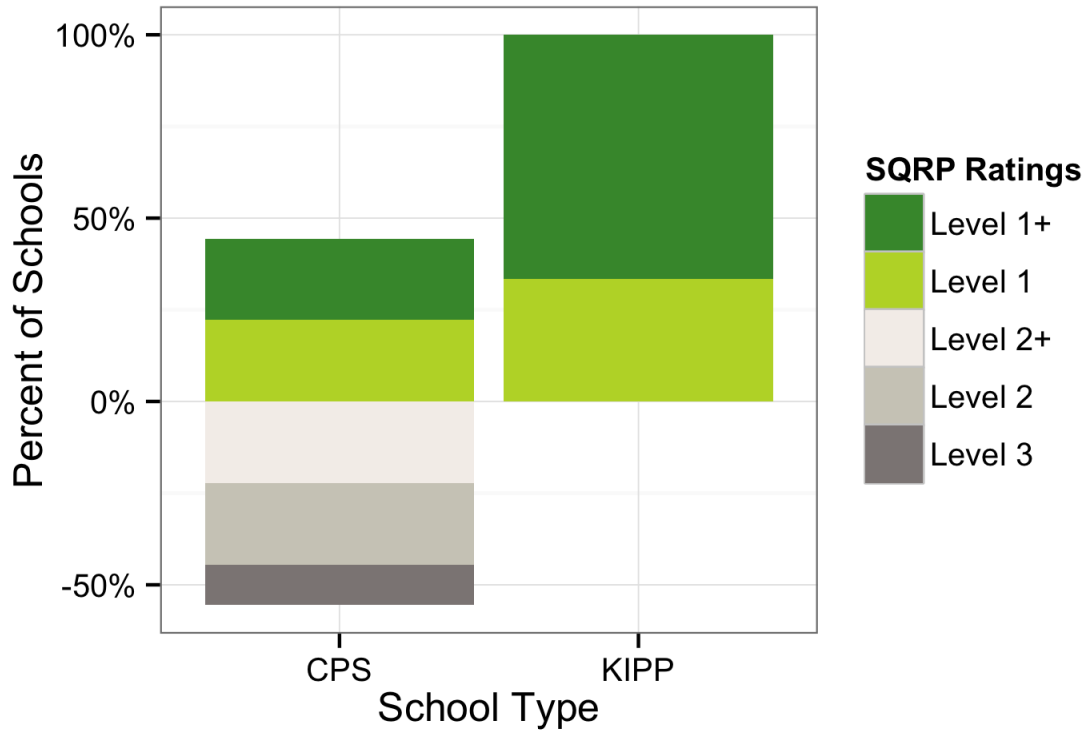
Figure 7. Distribution of SY2013-2014 SQRP levels by school type for CPS schools in a community area KIPP hopes to serve: Roseland. All KIPP Chicago schools have at least a level 1 rating (two level 1+ and one level 1). For schools operating in this community, (a) there are no charters schools with an SQRP rating, and (b) 44% of CPS schools earned a level 1 or better while 33% earned a level 2 or lower.

SY2013-2014 SQRP Ratings Distributions
All K-8 Chicago Schools
in Chicago Lawn
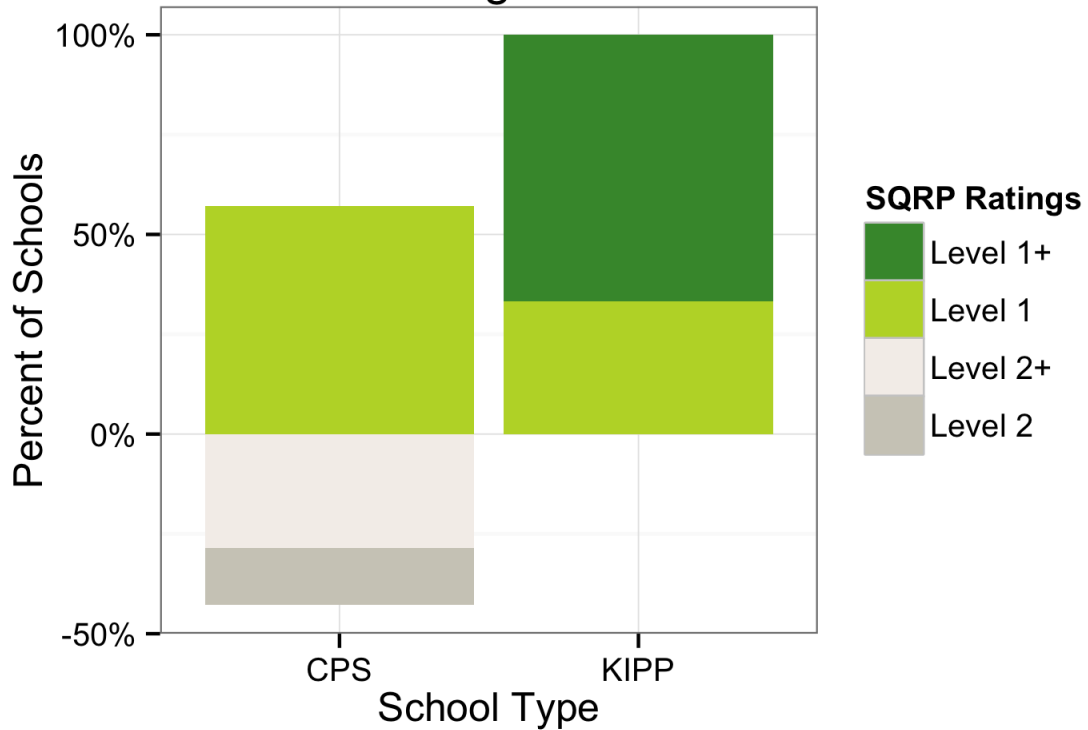
Figure 8. Distribution of SY2013-2014 SQRP levels by school type for CPS schools in a community area KIPP hopes to serve: Chicago Lawn. All KIPP Chicago schools have at least a level 1 rating (two level 1+ and one level 1). For schools operating in this community, (a) there are no charter schools with an SQRP rating, and (b) no CPS schools earned an SQRP rating of level 1+, while 57% of CPS schools earned a level 1.

SY2013-2014 SQRP Ratings Distributions
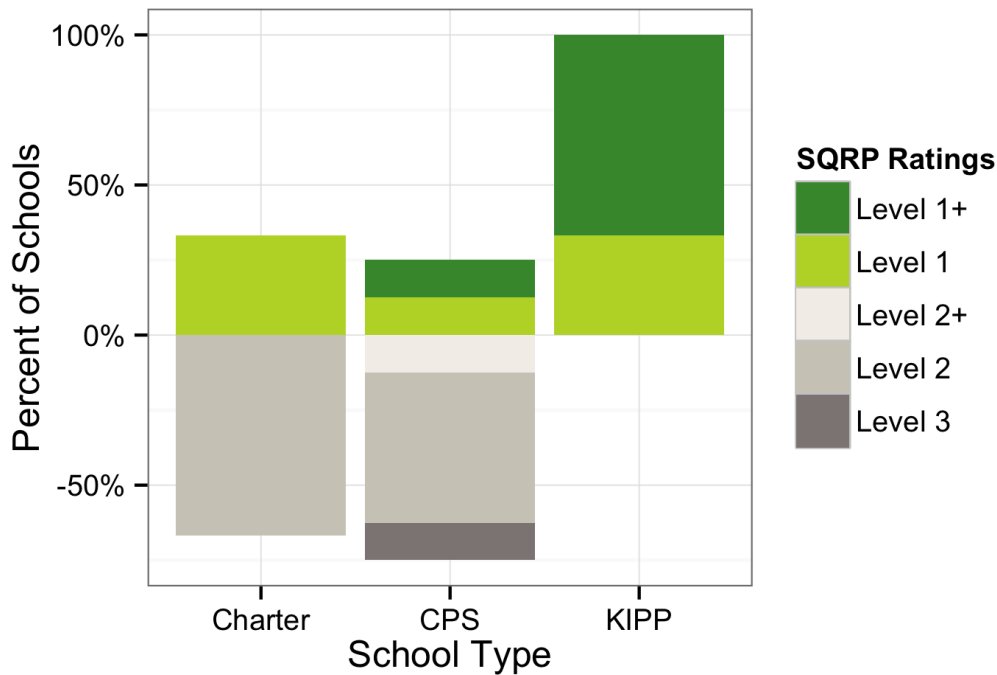## All K-8 Chicago Schools
in Austin & West Garfield Park
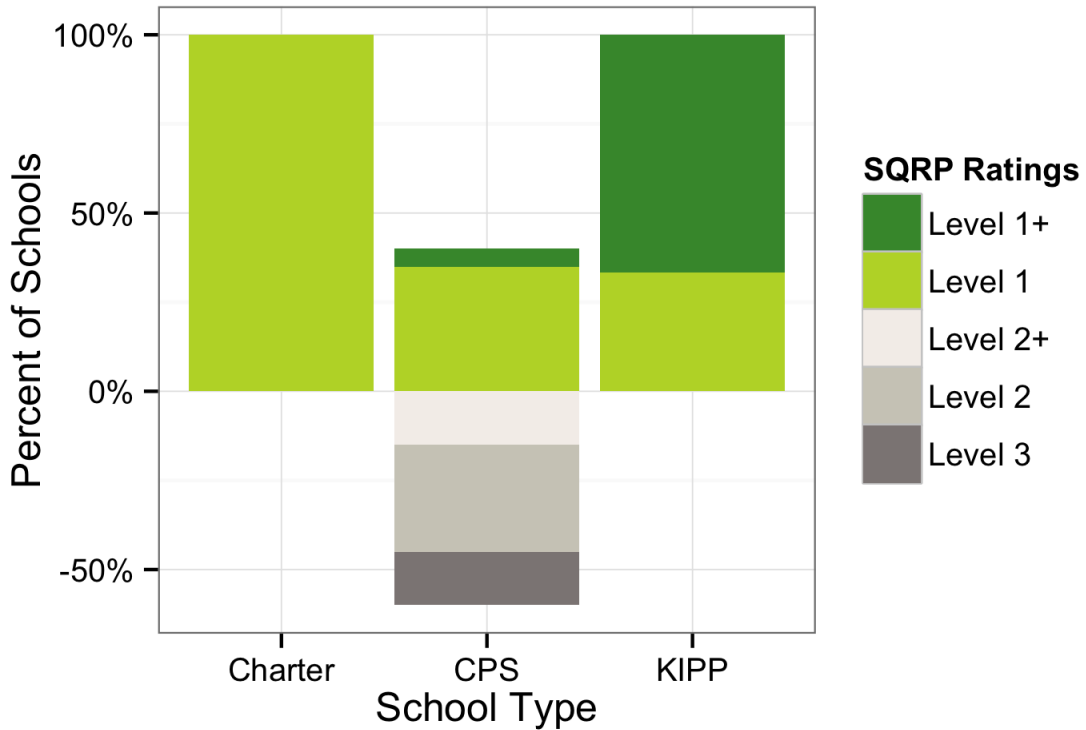
Figure 9. Distribution of SY2013-2014 SQRP levels by school type for CPS schools in community areas KIPP hopes to serve: Austin and West Garfield Park. All KIPP Chicago schools have at least a level 1 rating (two level 1+ and one level 1, with one of the level 1+ schools located in Austin). For other schools operating in these communities, (a) there are no charter schools with a level 1+ rating and only a single charter school with a level 1 rating, and (b) 35% of CPS schools earned a level 1 rating while one school (out of 20) earned a level 1+.
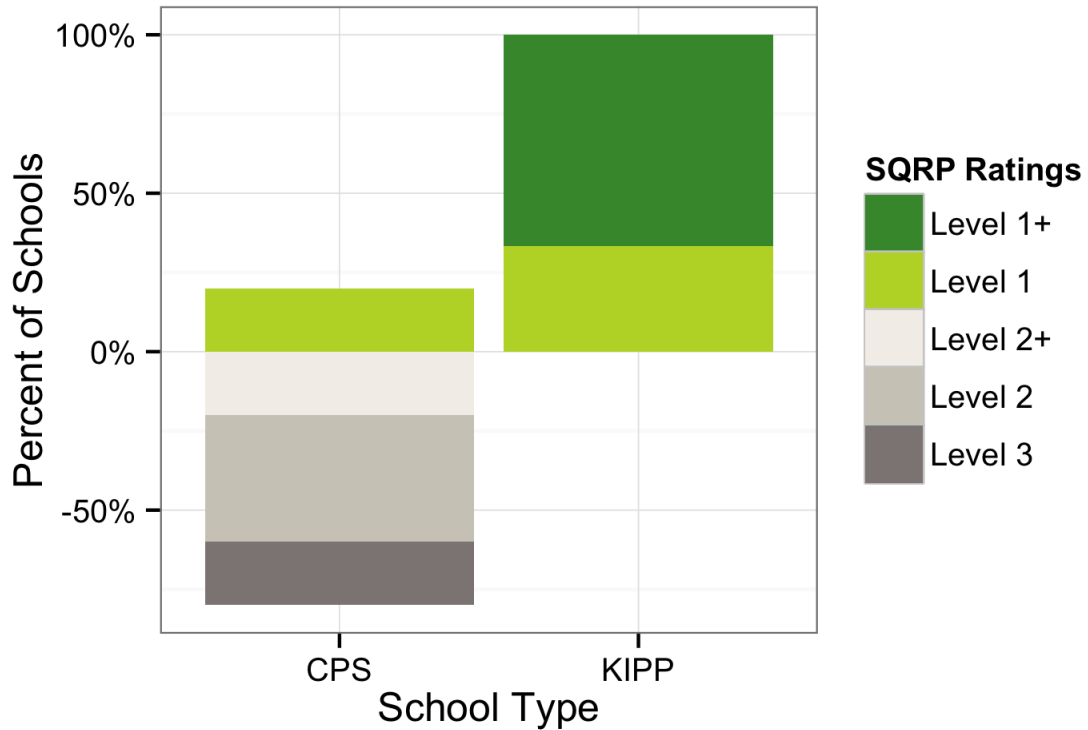
Englewood
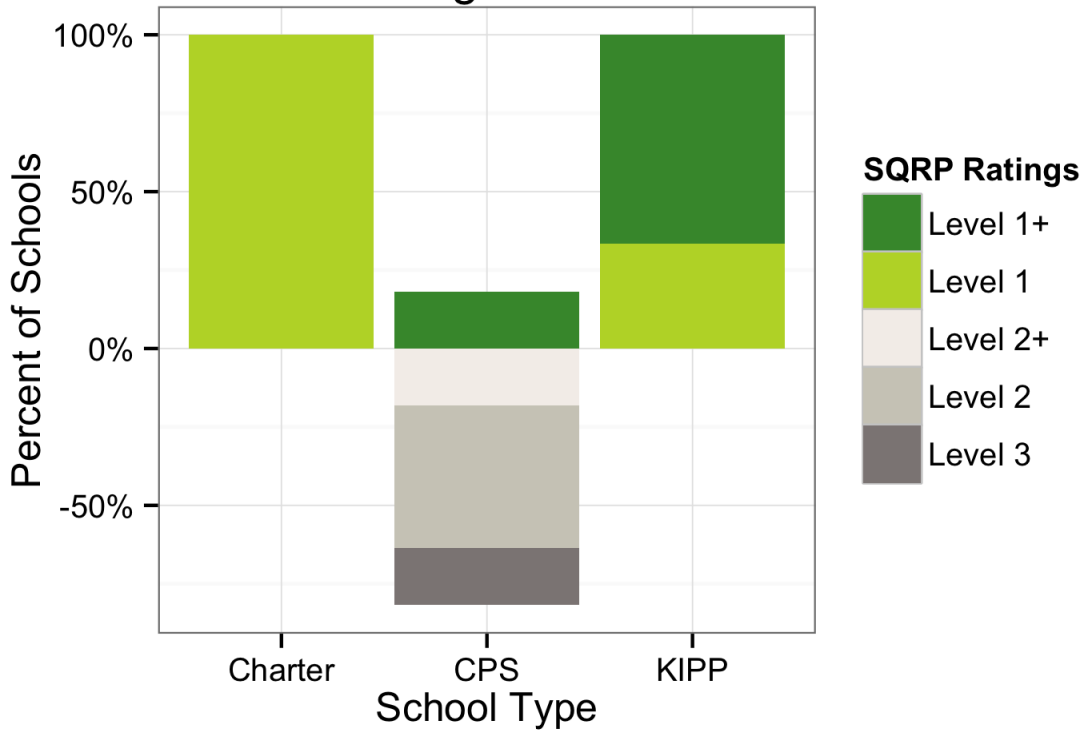
Figure 10. Distribution of SY2013-2014 SQRP levels by school type for CPS schools in a community area KIPP hopes to serve: Englewood. All KIPP Chicago schools have at least a level 1 rating (two level 1+ and one level 1, with our level 1 school located in Englewood). For other schools operating in this community, (a) there are no charter schools with a 1+ rating, and (b) 18% of CPS schools earned a level 1+ rating, while 63% earned a level 2 or lower.

Appendix 2.1.a.2.i

2013 KIPP
Report Card

KIPP:

2013 REPORT CARD

ON BEYOND 20!

*In the places I go,
there are things that I see
that I never could spell if
I stopped with the Z ...*

— *On Beyond Zebra!*
   by Dr. Seuss

The much-beloved Dr. Seuss book *On Beyond Zebra!* shows what is possible when you go beyond where others think to stop. It's an idea that has captured the imagination of millions of children. The idea of going beyond also provided early inspiration to our founders, Mike Feinberg and Dave Levin, and over the years, has become an integral part of KIPP's culture.

At KIPP, we want our students to have fun and experience what we call the "joy factor" while learning. Our teachers and leaders are committed to creating classrooms where learning is fun and exciting.

1994

1
CLASSROOM

47
STUDENTS

Houston, TX
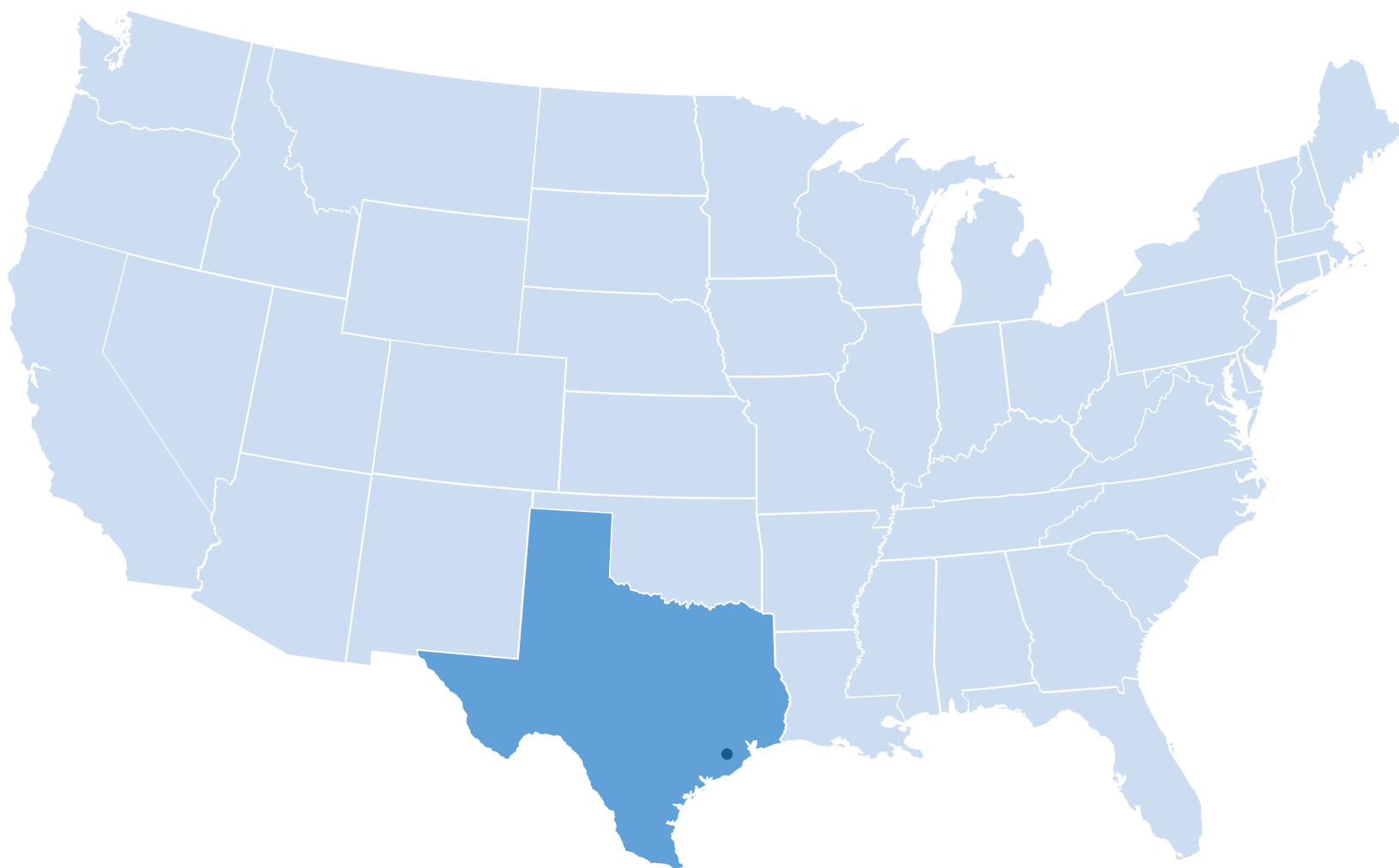
2014

141
SCHOOLS

50,000+
STUDENTS

Nationwide
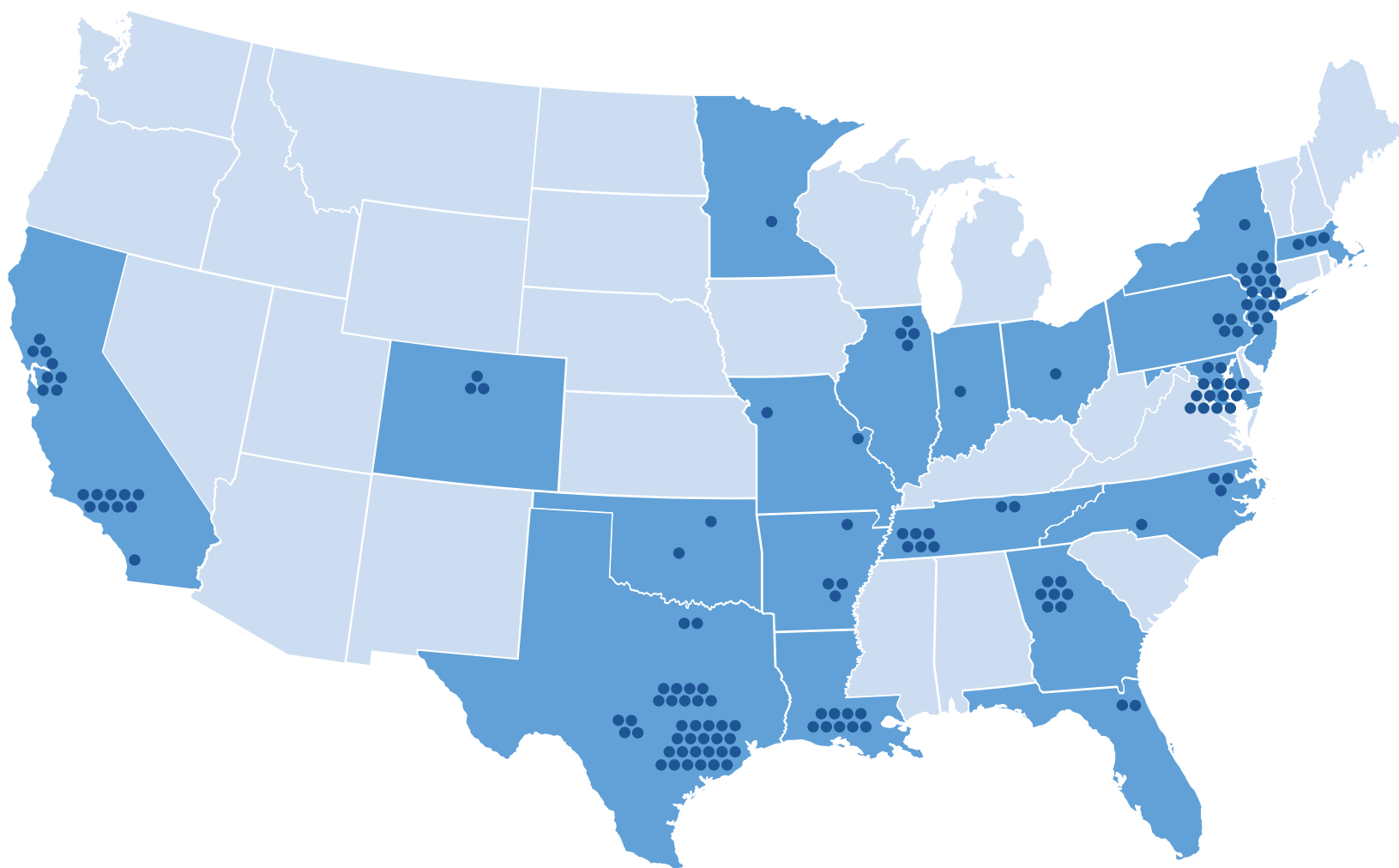
We are proud to present KIPP's annual Report Card and share our results. This year, we celebrate the twentieth anniversary of KIPP's founding in Houston. Milestones like this have a unique way of encouraging us to reflect on how far we've come and what we've learned along the way, and to look forward to all that lies ahead. They provide an opportunity to examine both where we have experienced successes and where we have faced challenges, and to step back to envision what is possible in the future.

In 1994, Mike Feinberg and Dave Levin committed to creating a school environment that raised expectations for what was possible—one in which going beyond was the norm, not the exception. In the two decades since Mike and Dave opened their classroom doors to 47 Houston fifth graders, KIPP has grown to a national network of 141 schools that serve more than 50,000 students in grades PreK through 12. Even as KIPP has grown, this same spirit of going beyond and learning to get better continues every day in communities around the country demonstrated by KIPP teachers, leaders, families, and of course, our KIPP students.

As we mark this anniversary, we celebrate all KIPPsters—little and big, past and present—who have made this journey possible. We celebrate all the students and families who have worked so hard and achieved so much. We honor the teachers, leaders, and supporters who have reimagined what public education could be. And we ask: How will we go beyond in the next 20 years? How will we learn from our successes and challenges so that we may continue to get better while growing bigger, and improve education for all?

The data and results on the pages that follow offer a transparent assessment of the health of our network. We examine our progress holistically, taking into account our performance on a number of measures and answering our Six Essential Questions:

1. **ARE WE SERVING THE CHILDREN WHO NEED US?**
2. **ARE OUR STUDENTS STAYING WITH US?**
3. **ARE OUR STUDENTS PROGRESSING AND ACHIEVING ACADEMICALLY?**
4. **ARE OUR ALUMNI CLIMBING THE MOUNTAIN TO AND THROUGH COLLEGE?**
5. **ARE WE BUILDING A SUSTAINABLE PEOPLE MODEL?**
6. **ARE WE BUILDING A SUSTAINABLE FINANCIAL MODEL?**

Ultimately, the answers to these questions tell us whether we are progressing toward our mission and fulfilling the promises we have made to our students. Our answers inform all that we do at KIPP; they act as guideposts to signal where we need to double down in our efforts or identify a new approach. In this year's Report Card, we share how we are doing and describe the programs and initiatives we are undertaking so that we can continue to improve.

As we look to the future, we have never been more optimistic. While we recognize that there is more work to be done, our first twenty years have shown us what is possible. We have always believed that knowledge is power, and after two decades we are armed with more knowledge than ever about what it will take to see our KIPPsters climb the mountain to and through college. Today, we stand in partnership with other organizations committed to educational excellence and equity—working together so that one day, all children will have the opportunity to develop the knowledge, skills, character, and habits necessary to lead choice-filled lives.

Twenty years ago, there were few visible examples of classrooms in low-income communities that were changing the life trajectories of children. Today, there are entire schools all over the country—run by KIPP and others—that are identifying and replicating what works, and changing the education landscape.

As we celebrate twenty years, we do so knowing that our greatest impact is ahead of us as the tens of thousands of KIPPsters in our schools today go on to achieve their dreams—and show the world what they are capable of. And as they do, they inspire us to work even harder to ensure that all children receive the world-class education they deserve.

JOHN FISHER
CHAIRMAN OF THE BOARD,
KIPP FOUNDATION

RICHARD BARTH
CHIEF EXECUTIVE OFFICER,
KIPP FOUNDATION

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School level results available online.

WHAT YOU MEASURE MATTERS

To drive continuous improvement across all of our schools, we embrace the mantra "What you measure matters." We look at a holistic set of indicators of school and regional health using KIPP's Healthy Schools and Regions framework, which underlies the Six Essential Questions.

Throughout the year, we collect and analyze a wide variety of data to understand our impact and to determine what is working and what needs to be improved. We look at whether we are continuing to serve the students who are at the heart of our mission; we track whether our students are staying with us; we examine if our students are on an academic trajectory toward college readiness; we follow the progress of our alumni to and through college; we make sure that we are investing in people; and we consider our financial health to sustain our impact in communities long-term.

The Six Essential Questions provide a yardstick by which to measure our progress, keep us focused as we grow, and most important, guide us in our work to ensure that we keep the promises we make to our students and their families.

Six Essential Questions

QUESTION 1
ARE WE SERVING THE CHILDREN WHO NEED US?

QUESTION 2
ARE OUR STUDENTS STAYING WITH US?

QUESTION 3
ARE OUR STUDENTS PROGRESSING AND ACHIEVING ACADEMICALLY?

QUESTION 4
ARE OUR ALUMNI CLIMBING THE MOUNTAIN TO AND THROUGH COLLEGE?

QUESTION 5
ARE WE BUILDING A SUSTAINABLE PEOPLE MODEL?

QUESTION 6
ARE WE BUILDING A SUSTAINABLE FINANCIAL MODEL?

ARE WE SERVING THE CHILDREN WHO NEED US?

This year, we serve more than 50,000 KIPPsters in our 47 elementary, 74 middle, and 20 high schools. Similar to previous years, 88 percent of KIPP students are eligible for free or reduced-price meals, and 95 percent of them are African American or Latino. Across our schools, 15 percent of students are English Language Learners, and 10 percent receive special education services. Even as we grow, KIPP continues to serve the children most in need, those who are traditionally underserved by public schools in our nation's most disadvantaged communities. We are humbled by the demand for KIPP schools and dedicated to staying true to our mission of providing children with an academically rigorous and enriching education that prepares them for success in college and life.

50,000+
KIPP STUDENTS ACROSS THE COUNTRY
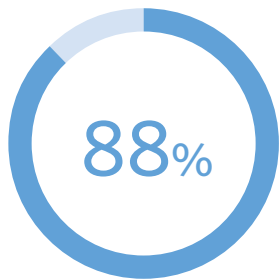
88%
ARE ELIGIBLE FOR FREE OR REDUCED-PRICE MEALS
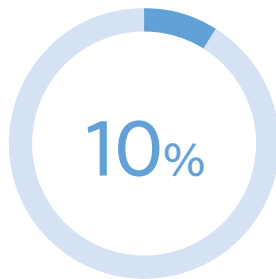
10%
RECEIVE SPECIAL EDUCATION SERVICES
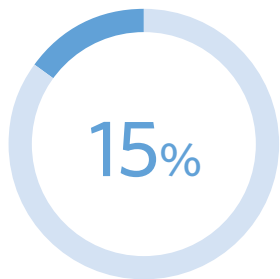
15%
ARE DESIGNATED AS ENGLISH LANGUAGE LEARNERS

Note: Some schools serve a much higher proportion of ELL students than others given their location.

58% AFRICAN AMERICAN

37% LATINO

2% WHITE

1% ASIAN

1% OTHER

Attending and graduating from college can make the difference between limited opportunity and a life full of options. Ensuring that all children receive a high-quality education that prepares them for college isn't just a moral imperative—it's an economic one. The world we live in is increasingly competitive. The strength of our country will largely be determined by the strength of our education system and our ability to provide all children with the foundation they need to succeed. At KIPP, we are committed to serving more students—and collaborating with others who are leading great schools—to see more children in the communities we serve prepared for a life of options in a competitive world.

Joseph Edelin, Dean
KIPP Atlanta Collegiate
As a student at Morehouse College, Joseph Edelin made the decision to dedicate his life to improving the educational options of underserved students. For more than a decade (and nine of those years with KIPP), he has done just that. A former seventh-grade social studies teacher at KIPP WAYS middle school in Atlanta and founding administrator at KIPP Atlanta Collegiate high school, Edelin is known for inspiring and engaging his students. He also happens to be their neighbor, which enables him to be part of the community beyond the walls of his KIPP school. In Atlanta, KIPP has grown to include seven schools—including two elementary, four middle, and one high school, and we will be opening a new elementary school next year. Ninety-seven percent of KIPP Metro Atlanta students are African American, and 87 percent are eligible for the federal free or reduced-price meal program. According to Edelin, being a part of KIPP is helping him realize his life's goal: "A great education changes lives. At KIPP, I get to make that happen every single day, and live and work in the community I set out to serve."

ARE OUR STUDENTS STAYING WITH US?

We know that academic success in PreK–12 translates into college success. At KIPP, it is our belief that the longer students stay with us, the better prepared they will be for college and the competitive world beyond. A multi-year, longitudinal study by Mathematica Policy Research confirms that students who stay at KIPP longer reach higher levels of achievement.[1] Though KIPP started as a network of middle schools, the decision to grow KIPP to a PreK–12 model grew out of a desire to keep students with us longer. In 2004, we opened our first KIPP elementary school in Houston, Texas. By enrolling students as young as age three, four, or five, we aim to provide them with the foundation needed to successfully launch into middle school. By staying with students through their high school years, we can better ensure that they sustain results and continue on a trajectory to, and eventually through, college.

88%
OF KIPP STUDENTS RETURNED IN 2013
(or completed the highest grade at their school)
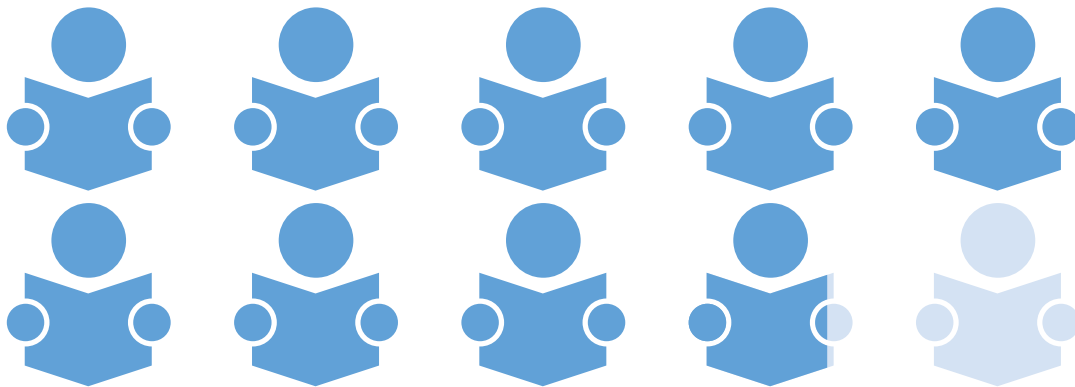
As we grow, we want to continue to open schools at every level—elementary, middle, and high—so we are able to serve a student throughout their academic journey. We are also committed to building schools in which every student can thrive, and we closely track student attrition because we know that a KIPP school with great test scores and high student attrition is not meeting our mission. This year, 88 percent of KIPP students returned to their KIPP school or completed the highest grade offered at their school.

We continue to strive to increase the number of students who stay with us year after year. And we are learning from KIPP schools that have consistently low attrition rates to understand what's behind their success. For example, we know that schools with low attrition foster and reinforce the mind-set that their school is a place where all students can be successful. And, we've learned that schools that deliberately engage with families, ensuring that communication is routine, respectful, and compassionate also have lower student attrition. We are continuously surfacing and sharing the practices of schools—those that keep their students within our network—to understand what works, and we are building this knowledge into our leadership development programs.

1. Mathematica Report, "KIPP Middle Schools: Impacts on Achievement and Other Outcomes," February 2013

Frank Corcoran, School Leader

KIPP Academy New York

In 1995, KIPP Academy became the first KIPP NYC school and the second KIPP school in the nation. In addition to consistently being one of the highest ranked middle schools in both New York City and the Bronx, KIPP Academy also has one of the lowest student attrition rates in the entire KIPP network. School leader and nineteen-year KIPP veteran Frank Corcoran and his team of dedicated teachers and staff (which include six former KIPP students) explicitly commit at the start of each year to keeping every single one of their students and to learning together how to serve each of them with excellence. They operate from the assumption that every student wants to be successful and live by the mantra "Never, ever give up." In doing so, Frank and his team have created a school environment where students feel safe to take risks, make mistakes, and grow from the experience. Frank shared, "When KIPP was founded, we said that 'all of us will learn.' Doing whatever it takes to keep all of our kids with us really is the heart and soul of that idea."

Read, baby, read!

To prepare students for the demands of college, we focus on academic rigor and character development. KIPP schools use a variety of tools to understand student achievement and track student growth, including performance tasks, evaluations of students' skills against state standards, and a nationally norm-referenced test, the Measures of Academic Progress (MAP). Through MAP we are able to measure growth and college readiness as well as compare the performance of KIPP students to their peers nationally. Robust student progress data empowers our leaders and teachers to refine and differentiate instruction, to innovate to meet student needs. Moreover, such data allows us to identify and share what's working within our network and with our colleagues in the education sector.

To keep the promises we have made to KIPP students and families, and in consideration of the opportunity presented by the Common Core State Standards, we have launched a number of new initiatives specifically focused on literacy instruction. We are working with KIPP master teachers and outside partners to develop and implement Common Core–aligned curriculum and assessment resources to help our teachers and students drive toward college readiness. Together with literacy experts, our Teaching and Learning Labs are building a portfolio of professional development courses for our teachers and leaders to use in their schools to enhance the effectiveness of literacy instruction. And we are leveraging emerging instructional technology to personalize learning and increase academic growth.

> " I want to be a support for my teachers so that all of our students have access to the very best instruction every day."
>
> **—MAYA GARCIA, KIPP COMIENZA**

Maya Garcia, Founding Teacher & Instructional Coach
KIPP Comienza

After eight years in the classroom, instructional coach Maya Garcia now spends her days mentoring and supporting new and developing teachers at KIPP Comienza in Los Angeles. Using the KIPP Framework for Excellent Teaching, Maya regularly observes teachers in action, offering feedback, modeling lessons, reviewing data, and providing teachers with opportunities to practice new skills. According to Maya, having the ability to impact students school-wide has been a tremendous opportunity. "I want to be a support for my teachers so that all of our students have access to the very best instruction every day." In collaboration with her team at Comienza, Maya's efforts are paying off. Within the entire Los Angeles Unified School District, KIPP Comienza is the third-highest performing school.

ARE OUR STUDENTS PROGRESSING AND ACHIEVING ACADEMICALLY?

In 2009, the majority of 5th graders entered KIPP below grade level. As 8th graders in 2013, the majority of them exited above grade level.[1]

PERCENT OF STUDENTS ON OR ABOVE GRADE LEVEL (LONGITUDINAL)

READING

	FALL 5TH GRADE 2009	SPRING 8TH GRADE 2013
	12	25
	31	34
	28	27
	29	14

57%

MATHEMATICS

	FALL 5TH GRADE 2009	SPRING 8TH GRADE 2013
	10	29
	22	36
	31	22
	36	12

65%

TOP QUARTILE
3RD QUARTILE

Above Grade Level
Below Grade Level

2ND QUARTILE
BOTTOM QUARTILE
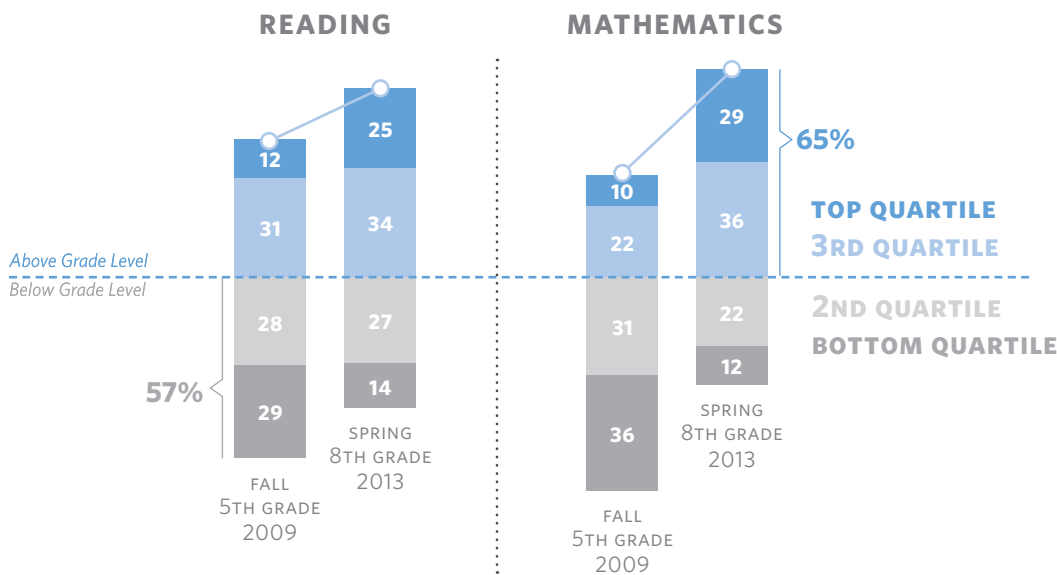
On average, KIPP students are outperforming the national average of students achieving 1+ years of growth.

PERCENT OF STUDENTS MEETING GROWTH TARGETS ON NORM-REFERENCED TESTS

READING

Grade	Percent
K	72
1	57
2	50
3	63
4	62
5	66
6	63
7	63
8	60

MATHEMATICS

Grade	Percent
K	80
1	68
2	56
3	73
4	75
5	73
6	70
7	72
8	65
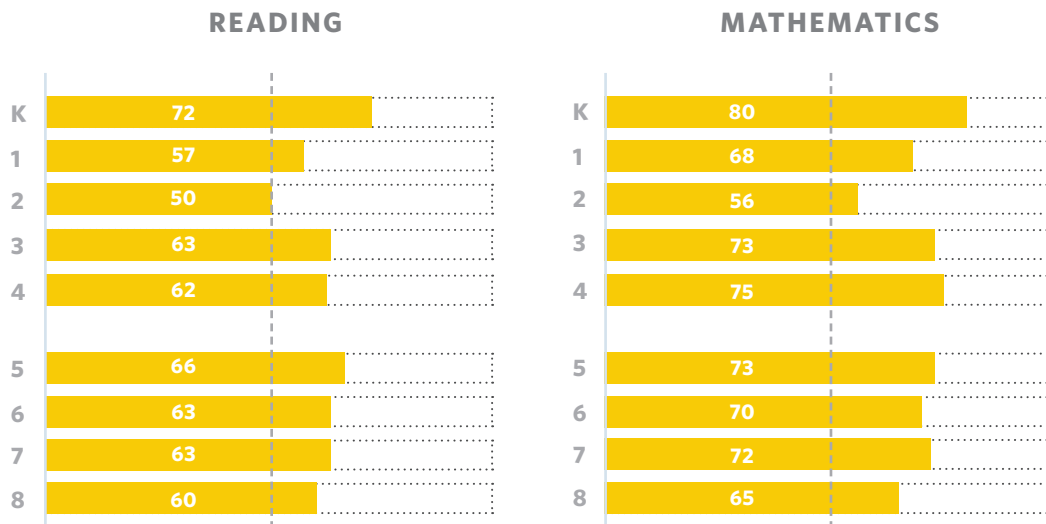
● MEETING OR EXCEEDING TYPICAL GROWTH ⦿ NOT MEETING TYPICAL GROWTH - - - NATIONAL AVERAGE

Nationally Norm-Referenced Tests and Measures of Academic Progress (MAP)

Norm-referenced tests (NRTs) compare a student's score against the scores of a national group of students. We require all KIPP schools serving grades 2–8 to administer an NRT; the majority also administer the test in grades K and 1. Unlike state tests, these exams allow us to compare the performance of KIPPsters to their grade-level peers across state lines. We can also track student performance across time.

At KIPP, students take MAP tests in the fall and the spring. Each year after fall testing, MAP assigns all students a target growth goal that they are to meet or exceed by the spring.

A note on growth: *We know that one year of growth is often not enough to ensure our students are ready for the rigors of college, and many of our schools are now setting more aggressive goals.*

By the end of 8th grade, 55% of KIPP students outperform their national peers in reading; 59% do so in math.[2]

READING PERFORMANCE BY QUARTILE ON NORM-REFERENCED TESTS (2012–13)

Above Grade Level
Below Grade Level

> **55%**

	KINDERGARTEN	1ST GRADE	2ND GRADE	3RD GRADE	4TH GRADE	5TH GRADE	6TH GRADE	7TH GRADE	8TH GRADE
	Fall / Spring	Fall / Spring	Fall / Spring	Fall / Spring	Fall / Spring	Fall / Spring	Fall / Spring	Fall / Spring	Fall / Spring
Top quartile	19 / 37	24 / 27	19 / 18	18 / 22	11 / 16	11 / 18	12 / 14	14 / 16	19 / 21
3rd quartile	30 / 26	24 / 29	27 / 29	26 / 27	24 / 28	26 / 25	23 / 30	25 / 33	30 / 34
2nd quartile	31 / 22	28 / 24	23 / 25	24 / 26	29 / 28	26 / 28	31 / 30	31 / 29	31 / 29
Bottom quartile	21 / 15	24 / 19	30 / 28	32 / 25	36 / 29	36 / 29	33 / 26	30 / 22	20 / 16

MATH PERFORMANCE BY QUARTILE ON NORM-REFERENCED TESTS (2012–13)

Above Grade Level
Below Grade Level

> **59%**

	KINDERGARTEN	1ST GRADE	2ND GRADE	3RD GRADE	4TH GRADE	5TH GRADE	6TH GRADE	7TH GRADE	8TH GRADE
	Fall / Spring	Fall / Spring	Fall / Spring	Fall / Spring	Fall / Spring	Fall / Spring	Fall / Spring	Fall / Spring	Fall / Spring
Top quartile	11 / 38	16 / 24	18 / 19	13 / 25	12 / 22	8 / 21	9 / 17	13 / 20	21 / 25
3rd quartile	24 / 32	26 / 33	27 / 30	29 / 33	24 / 27	22 / 26	25 / 31	27 / 34	34 / 34
2nd quartile	37 / 19	30 / 23	30 / 29	32 / 24	31 / 30	30 / 24	34 / 27	31 / 27	25 / 24
Bottom quartile	28 / 12	28 / 21	25 / 22	27 / 17	33 / 21	40 / 29	32 / 25	28 / 19	20 / 17

TOP QUARTILE **3RD QUARTILE** **2ND QUARTILE** **BOTTOM QUARTILE**

1. 2012–13 marks the fifth consecutive year that KIPP has administered MAP, allowing us to look at a cohort progression from 5th to 8th grade. Results represent the same cohort of students from 37 middle schools that tested in Fall 5th grade in 2009 and Spring 8th grade in 2013.
2. In order to see movement from fall to spring, only students that tested in fall and spring are included. Not all KIPP schools test in grades K and 1. The number of schools represented for each grade are as follows: K (23); 1 (28); 2 (22); 3 (13); 4 (9); 5 (69); 6 (57); 7 (56); 8 (49).

ARE OUR STUDENTS PROGRESSING AND ACHIEVING ACADEMICALLY?

By the end of 8th grade, 93% of KIPP classes outperform their local districts in reading; 89% do so in math.

READING

	3RD GRADE	4TH GRADE	5TH GRADE	6TH GRADE	7TH GRADE	8TH GRADE
Local Districts	71	83	56	70	82	93
States	50	50	23	28	47	63

MATHEMATICS

	3RD GRADE	4TH GRADE	5TH GRADE	6TH GRADE	7TH GRADE	8TH GRADE
Local Districts	64	83	61	69	89	89
States	57	58	31	49	62	75

High School Results*

	ENGLISH	MATHEMATICS	SCIENCE	SOCIAL STUDIES
Local Districts	100	81	82	93
States	83	52	71	86

% of classes outperforming their:
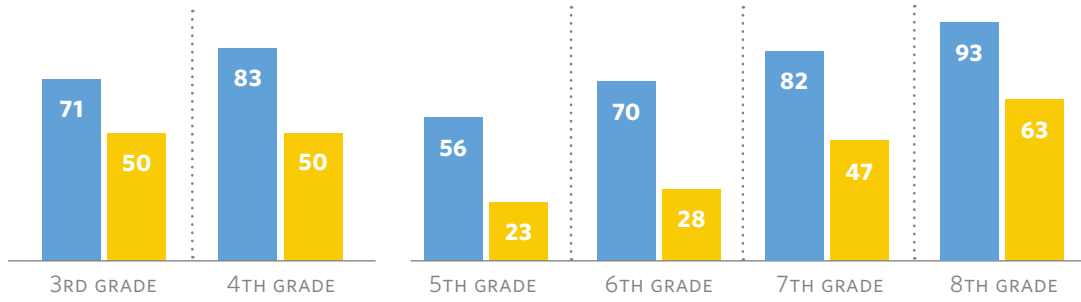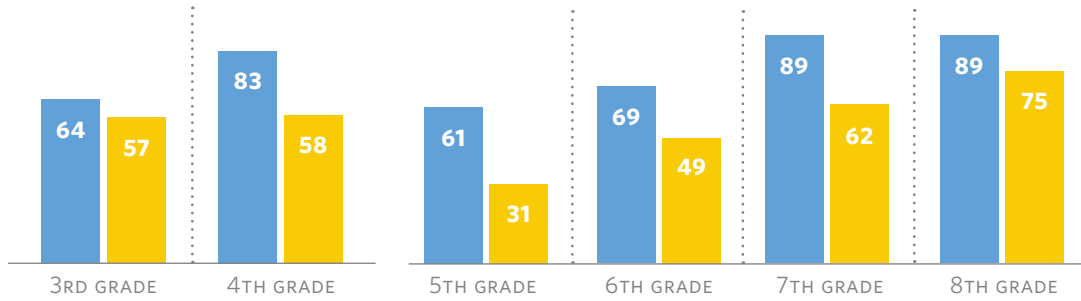
● **LOCAL DISTRICTS** ● **STATES**
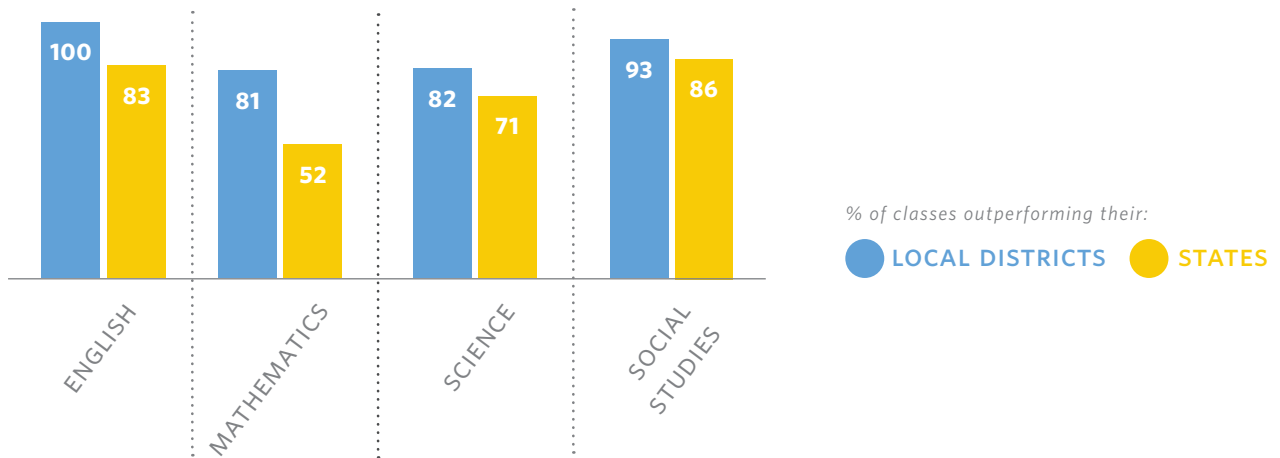
*Results from our high school in New York are not represented because results from the New York Regents exam had not been released by the state at the time the Report Card went to print.

ARE OUR ALUMNI CLIMBING THE MOUNTAIN TO AND THROUGH COLLEGE?

We know that the climb to and through college for many of our KIPPsters—and first-generation college students—is steep. At KIPP, students, families, teachers, and leaders are united around the goal of college completion. While not every student will choose to attend a four-year college, we believe the skills necessary to get into and succeed in college are essential to creating opportunity and self-sufficiency for all of our students. Our latest results show that 82 percent of students who completed the eighth grade at KIPP go on to college. KIPP alumni are graduating college at rates that exceed the national average across all income groups and at more than four times the rate of the average student from a low-income community.

As of spring 2014, 44 percent of KIPP alumni have earned a bachelor's degree, and another 5.5 percent have earned an associate's degree. These results reflect the early classes of students from our first two KIPP schools in New York and Houston. In the next several years our results will begin to include alumni from schools beyond the first two KIPP schools.

Three years ago, there were 1,000 KIPP alumni in college. Today, that number has grown to more than 4,500. And, as the number of college-bound KIPPsters grows, the need to ensure that our students have the holistic support they need to get ready for, get into, and get through college has never been more important. That's why our 20 high schools as well as our KIPP Through College (KTC) counselors across the country are intensely focused on leveraging data and best practices to offer effective and highly-personalized college counseling and college support.

When it comes to getting in, this year our KTC teams are focusing on a simple truth: "Match Matters." A growing body of research on college success rates has shown that choosing a match school—one that aligns to a student's academic profile and field of study, as well as their social interests—can significantly impact a student's chances of graduating. In general, more selective schools have higher graduation rates, so when students under-match, the chances of college graduation are lowered. We are working hard to ensure that all of our students understand the three keys to finding a strong college match. These include knowing what schools students are eligible for based on their numbers (e.g., grade point average and SAT/ACT scores), building a smart wish list of likely, match, and reach colleges, and preparing for the cost of college.

Once our alumni are in college, we're focused on helping them thrive academically and socially, and navigate challenges on the path to a degree. We have created unique partnerships with 59 colleges and universities nationwide who have committed to supporting KIPPsters and other first-generation students on the climb through college. Together, with our partners and alumni, we're exploring what it takes to support first-generation college students all the way through to graduation day. And because we know the power of peer mentors, someone "who's been there," 38 KIPP alumni are serving as College Ambassadors on 34 campuses. Ambassadors are dedicated to helping their fellow KIPPsters persist through the inevitable ups and downs of college life.

Over 40% of early KIPP alumni have earned four-year college degrees.

● KIPP AVERAGE
● LOW-INCOME AVERAGE
⬚ U.S. AVERAGE

93 | 72 | 83

% OF STUDENTS WHO GRADUATE FROM HIGH SCHOOL

82 | 45 | 62

% OF STUDENTS WHO START COLLEGE

44 | 8 | 29

% OF STUDENTS WHO COMPLETE FOUR-YEAR COLLEGE
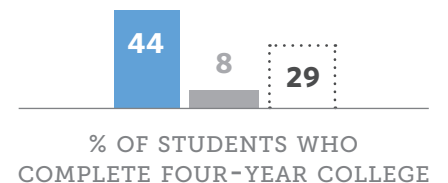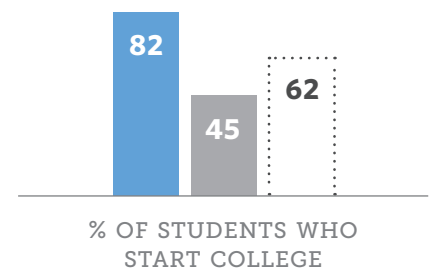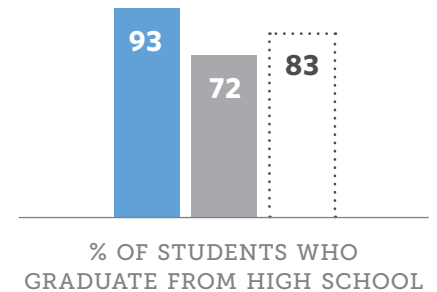
As of spring 2014, an additional **5.5% of KIPP alumni** earned Associate's Degrees.

KIPP tracks its rates of high school graduation, college matriculation, and college completion based on those students (alumni) who complete eighth grade at a KIPP middle school.

KIPP Houston High School alumnus **Baldemar Muñoz** *is among KIPP's 38 College Ambassadors. A senior at University of Texas at San Antonio, Baldemar offers support and guidance to fellow KIPP alumni on campus. In addition to planning workshops on topics ranging from career planning to resume development, Baldemar also organizes social events at which he and fellow KIPPsters can talk about their shared experiences and help each other navigate life on campus. "The road hasn't been perfect. I've been through everything in college, and chances are if a student has a question, I've likely faced a similar situation." A full-time student with a part-time job, Baldemar says he has learned valuable leadership skills as an Ambassador, including organization, time management, and how to communicate in a way that gets others engaged.*

Kyeshia Ward *is currently a senior studying chemistry at University of Arkansas at Pine Bluff. A graduate of KIPP Delta Collegiate High School in Helena, Arkansas, Kyeshia is active in many organizations on campus and hopes to attend pharmacy school after graduating. In addition to organizing events for KIPP alumni, Kyeshia also recently helped host "KIPP Day" on campus. During this college preview event, Kyeshia welcomed current KIPP high school juniors and seniors to campus for tours and a special session during which prospective students could ask questions of KIPP alumni currently attending the school. Kyeshia says that her role as a KIPP College Ambassador has helped her stay focused. "I have a whole group of people looking up to me, and that definitely keeps me on track."*

Great schools are created and sustained by great leaders who attract and develop great teachers. Talented, dedicated, and passionate educators are the heart of KIPP and the key factor behind our student outcomes. This question reflects our belief that we must invest in people to sustain excellent schools and to realize our goals in the years to come. Specifically, we look at the strength and depth of our internal talent pipeline to ensure we have the right people to help us grow and fulfill our mission. In 2012–13, similar to last year, 74 percent of our teachers and 91 percent of our school leaders from the previous year stayed with KIPP.

KIPP regional teams build in time for teachers and school leaders to collaborate, observe one another, share, and constantly improve. Programs like the Teacher Pathways Program in Atlanta and the Capital Teaching Residency in Washington, D.C., offer opportunities for new teachers to learn from master teachers, and for seasoned teachers to have the chance to grow and reach new levels as they master their craft. To develop new leaders to open more KIPP schools and to help current leaders get even better and more effective in their roles, we offer nationally coordinated leadership development opportunities through the KIPP School Leadership Programs (KSLP).

Our data shows that school leader tenure is correlated with several positive outcomes, including lower student attrition and greater student achievement gains. While we have always believed that great schools exist because of great leaders, we are more committed than ever to increasing both the success and tenure of our leaders.

To get there, we partnered with David Maxfield from Vital Smarts, one of the most innovative and well-respected leadership development firms in the country. Together we conducted research that identified the key behaviors that characterize great leaders in our network and make the job of leading a high-performing school sustainable. The KIPP Vital Behaviors for Success and Sustainability is the framework that resulted from this research, which is now integrated into all KIPP school leadership programming. From emerging leaders to sitting school leaders to regional leaders, KIPP leaders across the country now have a common language and a framework for understanding, implementing, and encouraging each other to adopt the behaviors that will help ensure their success.

74%
OF **KIPP TEACHERS**
RETURNED LAST YEAR.

67%
RETURNED TO THEIR POSITION

7%
MOVED INTO A NON-TEACHING POSITION AT KIPP OR NOW TEACH AT ANOTHER KIPP SCHOOL

83%
OF **KIPP SCHOOL LEADERS**
REMAINED IN THEIR POSITIONS

AN ADDITIONAL
8%
WERE RETAINED IN
THE KIPP NETWORK

To date,
MORE THAN 1,400 INDIVIDUALS
have participated in the KIPP School Leadership Programs (KSLP).

Philonda Johnson, School Leader
KIPP DC: Discover Academy

Five years ago, Philonda Johnson (left in photo) founded KIPP DC: Discover Academy. In the years since, Philonda has honed her own unique leadership style, combining what she calls KIPP's hallmark culture of high expectations with lots of hugs. For Philonda, a former founding teacher at KIPP DC: LEAP Academy, living the KIPP Vital Behaviors makes the job of school leadership more sustainable. She's deliberate about teaching and growing more leaders in her school, asking for help when she needs it, and prioritizing her own health and renewal. According to Philonda, "I can't renew others and help them be their best if I'm not doing the same for myself."

In order to provide students in underserved communities with an enriching and academically rigorous education that prepares them for success in college and in life, our schools must be financially healthy today and in the long-term.

Like all public schools, KIPP public charter schools receive funding from federal, state, and local public sources to support the cost of operations. And like most public schools, KIPP schools also raise private funding to strengthen the impact of programs.

Due to KIPP's national footprint, public funding varies widely, ranging from approximately $4,000 per pupil in some communities to $17,700 in others. Similarly, the cost to grow and serve more students differs as well, with facility costs, the need to provide bus transportation, and the local labor market varying greatly across the 31 communities KIPP schools serve. As a result, there is no "one size fits all" business model for providing a high-quality KIPP education.

Despite these differences, we know that financially healthy KIPP regions all manage within a budget, accurately forecast revenue needs, ensure they take on only the debt they can afford, have strong internal controls, and prudently save as insurance to weather the unexpected.

These factors can be translated into a simple set of questions:

- **Do we have stable revenue sources?** Regions that are able to accurately predict their funding requirements, the public dollars they will receive, and, as needed, the private funding they can raise, will be best able to provide students the rigorous education they need for success in college and beyond.

- **Do we manage our expenses in a way that supports organizational goals?** Carefully planning in advance and not spending beyond what you can afford is good financial management for any organization. For KIPP, it allows us to keep the sacred promises we make to our students.

- **Do we have a strong balance sheet?** Incurring only reasonable amounts of debt, having the cash to pay for our financial commitments, and saving for a rainy day, allow schools and regions to sustain operations through the unexpected.

- **Are we managing our risks?** Responsible management—honoring our commitment to families and communities—requires us to minimize the risks that we can foresee and safeguard against those that we can't.

By addressing these questions, we can assess school, regional, and network-wide financial health.

Appendix 2.1.a.2.ii

KIPP College Completion Report

THE PROMISE OF COLLEGE COMPLETION

KIPP's Early Successes and Challenges

KIPP:

ABOUT KIPP

KIPP, the Knowledge Is Power Program, is a national network of free, open-enrollment, college-preparatory public charter schools that works to prepare students in underserved communities for success in college and life. KIPP began in 1994 when two teachers, Mike Feinberg and Dave Levin, launched a fifth-grade public school program in inner-city Houston after completing their commitment to Teach For America. In 1995, Feinberg remained in Houston to establish KIPP Academy Middle School, and Levin returned home to New York City to establish KIPP Academy in the South Bronx.

In 2000, Feinberg and Levin partnered with Doris and Don Fisher, the founders of The Gap, to establish the KIPP Foundation, focused on replicating the success of the original KIPP Academies on a national scale. Since then, the network of KIPP public charter schools has grown to 99 schools in 20 states and the District of Columbia: 24 primary schools, 60 middle schools, and 15 high schools. The schools serve more than 27,000 students, 95 percent of whom are African American or Latino and more than 80 percent of whom qualify for free or reduced price lunch.

Each KIPP school is unique, but all share these guiding principles, known as the Five Pillars:

High Expectations. KIPP schools have clear expectations for academic achievement and conduct and make no excuses based on a student's background. Students, parents, teachers, and staff create a culture of achievement and support through rewards and consequences for performance and behavior.

Choice & Commitment. Students, their parents, and the faculty at each KIPP school commit to a college-prep education. Everyone must make and uphold a commitment to the school and each other to put in the time and effort required to succeed.

More Time. With an extended school day, week, and year, KIPP students have more time in the classroom to learn the knowledge and skills they need, plus opportunities to engage in extracurricular experiences.

Power to Lead. The principals of KIPP schools are effective leaders who control school budgets and personnel. They can move dollars or make staffing changes to maximize student learning.

Focus on Results. KIPP schools focus relentlessly on student performance and measurable outcomes. Students are expected to achieve in preparation to succeed at the nation's best high schools and colleges.

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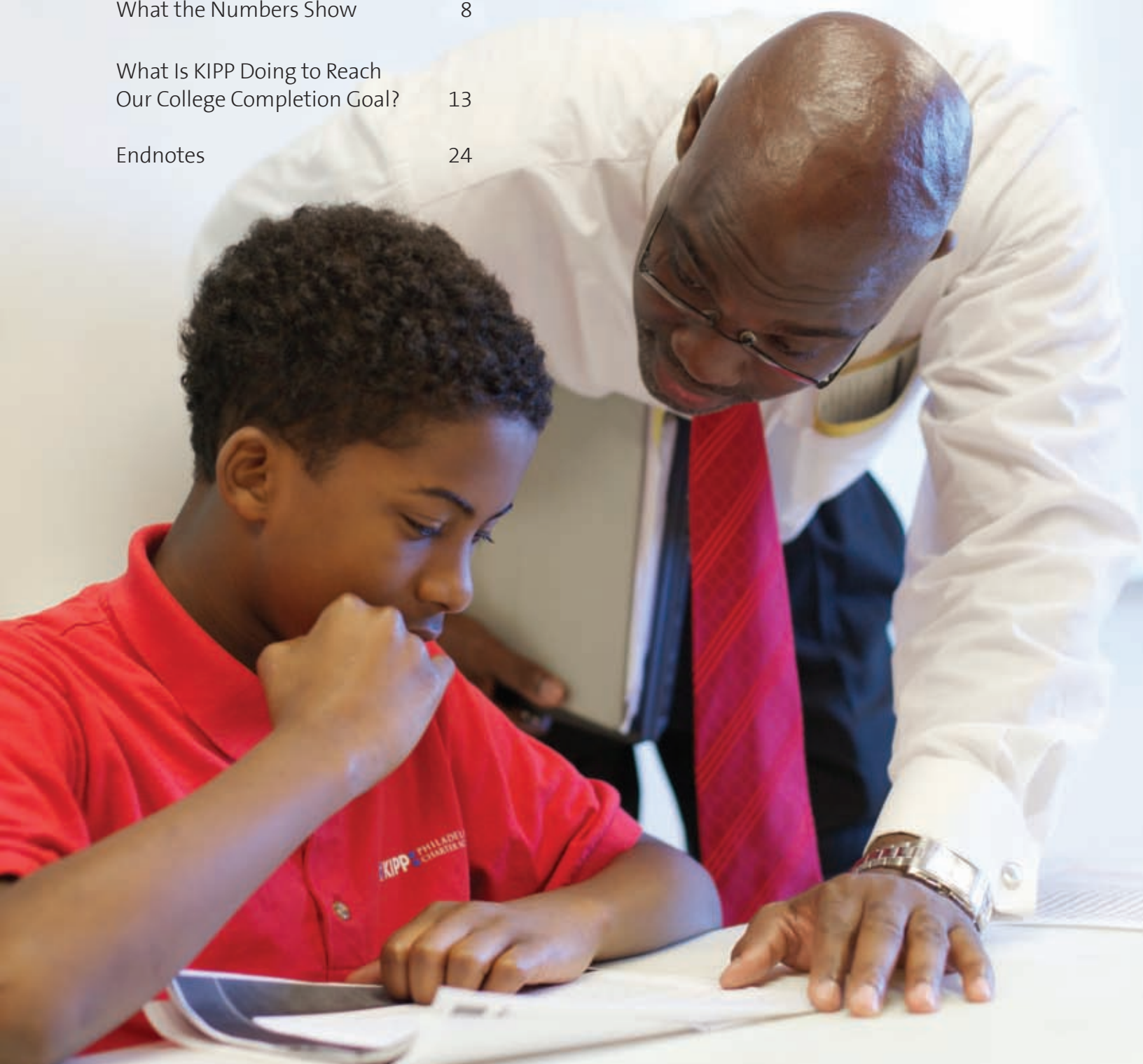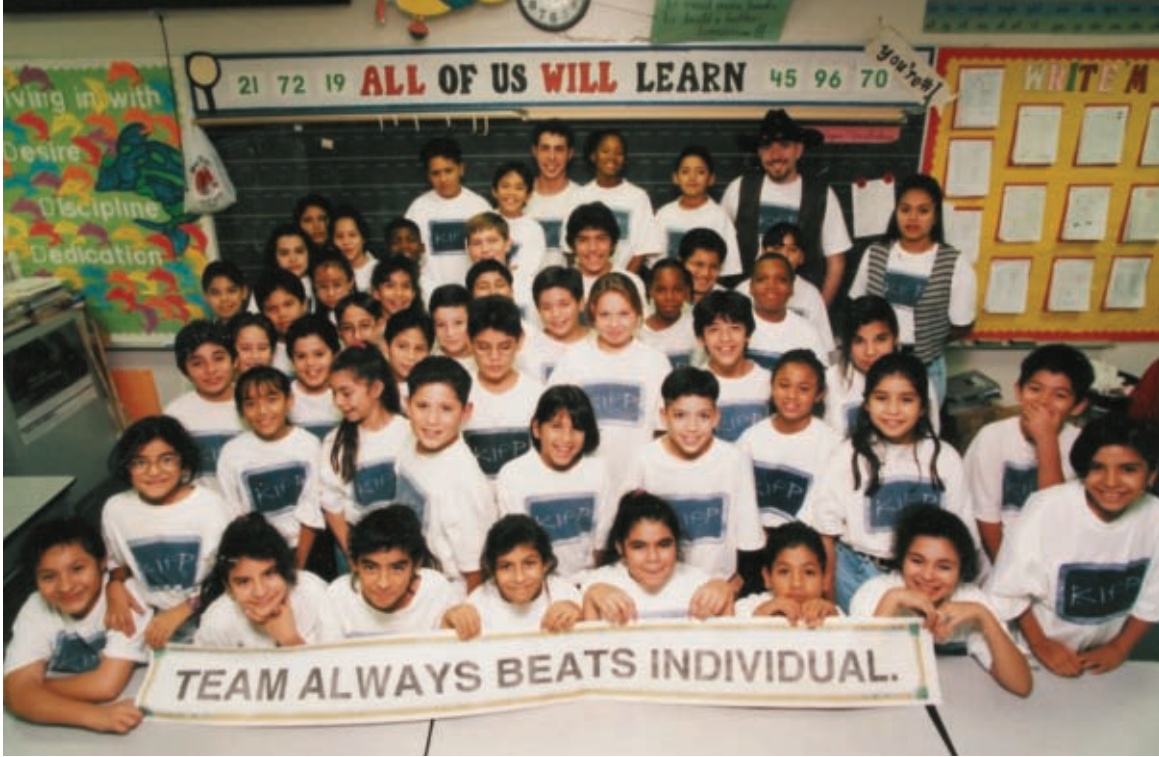
KIPP co-founders Dave Levin and Mike Feinberg with the original KIPP class of 47 Houston fifth-graders.

FOREWORD

Nearly two decades ago, KIPP was built on a promise: helping 47 fifth-graders from low-income families climb the mountain to and through college. KIPP classrooms would be joyful spaces, where dedicated teachers shared their enthusiasm for learning and challenged their students to excel. We believed that by offering a longer school day, week, and year; having rigorous expectations for character and academics; and building strong relationships with families, our original KIPP students — and those who followed — would go to and graduate from college.

Reaching this challenging goal has proved even more difficult than we originally thought. Yes, our original KIPP students entered college at more than double the average national rate of their peers. And yes, we are excited that today KIPP students, predominantly from low-income families, are graduating from four-year colleges at higher rates than students nationwide — and at four times the rate of students from underserved communities. These are remarkable accomplishments.

At the same time, these college graduation numbers are a long way from our goal. We aspire for our students to earn four-year degrees at the same rate as students from the nation's highest-income families, giving them the same opportunity for self-sufficiency.

So we continue to learn from our experience and build on our students' successes. In the next five years, we will double the number of children we serve nationwide to 55,000. The number of KIPP students in college will grow from 1,100 today to more than 10,000 in 2015. We are as committed as ever to doing whatever it takes to help all of them go to and graduate from college, if that is the path they choose. This has been our promise from the start, and we consider it sacred.

This publication is designed to grapple with the same questions every KIPP student and teacher wakes up thinking about: What will it take to make it to and through college? And what more can I do? We share candidly how we've done and what we've learned, in the hope that it is useful to educators and inspires others to share their own findings. To that end, we invite every PreK–12 teacher and principal, higher education leader, philanthropist, policymaker, district leader, and others to join us in a collective effort to offer underserved students greater opportunities through higher education — and a chance to build a better tomorrow.

Sincerely,

Mike Feinberg, Co-Founder   Dave Levin, Co-Founder   Richard Barth, Chief Executive Officer

EXECUTIVE SUMMARY

From KIPP's inception, college graduation has been our north star. While enrolling in college is an essential milestone to college success, we have always wanted our students to have the freedom, choices, and security we believe a college degree can uniquely provide.

Over time, we have gained insights into challenges students from low-income backgrounds face when pursuing higher education, as well as factors that help them succeed.

COLLEGE COMPLETION RATES

Today, 30.6 percent of all Americans age 25 to 29 have earned a bachelor's degree or higher. For students from low-income families, the college completion rate is even lower: Only 8.3 percent have earned a bachelor's degree by their mid-20s.[1]

These low college completion rates are diminishing the United States' promise and economic competitiveness worldwide. While America is first in the world in the percentage of adults age 55 to 65 with a two- or four-year degree, our ranking slips to eighth in the percentage of 25- to 34-year-olds who have completed college.

As a baseline for measuring college completion, KIPP tracks students who complete eighth grade, rather than 12th-grade graduates. The two founding KIPP Academies in Houston and New York have existed long enough for their early alumni to be college graduates. As a result, we can track the trajectories of these students all the way through their undergraduate years.

As of March 2011, **33 percent of students who completed a KIPP middle school ten or more years ago have graduated from a four-year college.**[2] This means the original KIPP students — who are 95 percent African American or Latino, with more than 85 percent qualifying for federal free or reduced price meals — have a **higher college completion rate than the average of all students** across all income levels nationwide. And KIPP's college completion rate is **four times the rate of comparable students** from low-income communities across the country.

While the college graduation rate of our earliest students is a significant achievement, it is far short of our goal. **We aspire for 75 percent of our students** to earn four-year degrees and all of our students to have the knowledge and skills necessary to succeed in college if they so choose. This percentage is similar to the graduation rate of students from the highest-income families.

CRITICAL FACTORS

We are often asked what distinguishes KIPP's four-year college graduates from the KIPP students who do not enroll in college, or who start but do not finish. Rigorous research and our own early experience have helped us understand the factors instrumental to KIPP students' college success. These include:

- **Academic readiness** for the intellectual challenge of college

- **A powerful set of character strengths**, including grit, self-control, social intelligence (including self-advocacy), zest, optimism, and gratitude, that enable students to stick with college even in the face of considerable obstacles

- **The right match** between a student and his or her college

- **Social and academic integration** through study groups, campus clubs, alumni contacts, and activities that enhance a student's college experience and help him or her resist negative pressure to leave school

- **College affordability and financial understanding** to help navigate the challenge of paying for college

ADDRESSING THE CHALLENGE

As KIPP has evolved, we continue to refine our strategies and practices, from classroom instruction to college supports, to address these factors.

We are more convinced than ever of the importance of focusing on academic preparation *and* character development. Rigorous academic preparation and holistic character development have been the focus of KIPP's middle schools since we launched KIPP in 1994. We knew our students needed knowledge and strong academic skills to reach college, let alone succeed there. But we have always believed that the other key to our students' success is a set of character strengths from which they can draw as they work toward a college degree. This dual purpose drives all aspects of our schools, shaping our college-going culture, extended school day and year, and curriculum. It explains why we ask so much of our students but also provide joyful experiences in exchange for commitment and hard work. And it is the reason we have worked so hard to improve our teaching of rigorous content and effectively weave critical character lessons directly into every subject.

A holistic PreKindergarten–12 approach is vital for our students to make it to — and through — college. Despite the comparative success of our first middle school students, we have seen that true academic preparation and character development require a continuum of outstanding schools from PreKindergarten through 12th grade. So, in 2004, we began expanding KIPP to include primary and high schools. Today we have 60 KIPP middle schools, 24 KIPP primary schools, and 15 KIPP high schools across the country.

With structured supports to and through college, our students can reach graduation day. For students from underserved communities, too many unique obstacles often stand in the way of a college degree; they cannot go it alone. Even with a strong PreK–12 education, our students need continued support to make it to graduation day. We help KIPP students find a college that is a good fit; integrate socially and academically on campus; and understand and navigate the financial hurdles of earning a college degree.

A COLLECTIVE EFFORT

Over the past 15 years, we have seen that increasing college completion rates for students from low-income communities requires a collective effort. Higher education leaders, PreK–12 educators, politicians and policymakers, and other stakeholders have significant roles to play in helping increase the number of underserved students who complete college. Here are three strategies:

We must establish consistent, fair standards to measure college attainment. At KIPP, we are committed to clearly tracking outcomes for every student, not just high school graduates or incoming college freshmen.

PreK–12 systems, colleges, and universities must collaborate in supporting students at every stage. Educational leaders in PreK–12 and higher education must jointly commit to helping students from low-income families graduate college and put in place the supports to address the academic, social, and financial challenges they face.

Institutions must ensure that college is affordable. Even with a strong support network, students from low-income families may find the financial burden of college overwhelming. The federal government must lead the way in promoting access to college for students from low-income families. States can assist by keeping public university tuition affordable. Higher education institutions can also help by focusing more financial aid resources on the unmet needs of low-income students.

Working together, we can help build a national consensus about why the opportunity to earn a college degree is a necessity for all, rather than a luxury for the privileged few.

THE NATIONAL REALITY

A high school diploma once held the promise of the American Dream, enabling students to find a decent, stable job; support a family; and buy a home.

Our world has changed.

Now, in an ever-smaller world and a global economy, a college degree has become an essential stepping-stone to rewarding work, a steady income, self-sufficiency, and success.[3] College graduates are more likely to earn more, vote more, volunteer more, hold onto their jobs, be healthier, and use public assistance less than people without a college degree.

Although many Americans live meaningful lives without a college degree, the reality is that a college degree offers greater freedom: freedom to choose a career and to choose one's path in life.

Nonetheless, it is unrealistic to expect that all students will finish four years of college. Even among the highest-achieving, most-advantaged students, college graduation rates are not 100 percent.

A four-year college might not be for everyone, but the skills necessary to get into and succeed in college are. Today, 30.6 percent of all Americans age 25 to 29 have finished college and earned a four-year bachelor's degree or higher.[4]

That's a far cry from a nation that promises every child a transformative public education with an equal shot at success.

For students from families in the lowest-income quartile, the college completion rates are even lower than the national average. Only 8.3 percent of students from low-income families earn a bachelor's degree by their-mid-20s.[6] This means that more than 90 percent of low-income students have less freedom to determine their futures — with lower earning potential, fewer choices, and diminished opportunities.

Family income is historically one of the strongest predictors of a student's college success, far outpacing the impact of high school performance. High-achieving, high-income students are more than 2.5 times as likely to graduate college as high-achieving students from low-income backgrounds.[7] Even the lowest-performing students from high-income backgrounds graduate college at a higher rate than the highest-performing students from underserved communities. That means a student's family circumstances, a factor beyond his or her control, often determine his or her path in life.

Educators and researchers often spotlight the percentage of high school graduates who enroll in college, citing matriculation itself as a major achievement. Our goal for our students is graduating from college. Making it to college is an important first step, but it is just that: one step in a long, difficult journey. When fewer than half of students who begin college earn a two- or four-year degree within six years, enrollment numbers alone are not enough to celebrate.[8]

Four-year college graduates earn $900,000 more over a lifetime than high school graduates without any postsecondary education.[5]

The United States is first in the world in the percentage of adults age 55 to 64 with a two- or four-year college degree, but it has slipped to eighth in the world in the percentage of 25- to 34-year-olds who've earned a degree.[9]

ONLY 31% OF ALL U.S. STUDENTS EARN A COLLEGE DEGREE.
ONLY 8% OF LOW-INCOME STUDENTS DO.[10]

	Starting population	Graduate high school	Enroll in college	Graduate college by age 24
All U.S. students	100%	83%	62%	31%
Top-income quartile	100%	93%	90%	82%
Bottom-income quartile	100%	70%	41%	8%

The gulf between those who have graduated college and those who have not grows bigger every year: Three decades ago, workers with bachelor's degrees or higher earned 21 percent more than workers with only high school diplomas. Today, the earnings gap between college and high school graduates is 81 percent.[11]

In one of the worst economies in generations, unemployment rates vary greatly:
• 5 percent of college graduates
• 10 percent of high school graduates
• 15-plus percent of those without a high school degree[12]

TO AND THROUGH COLLEGE: WHAT THE NUMBERS SHOW

One-third, or 33 percent, of all students who completed the eighth grade at KIPP ten or more years ago have graduated from a four-year college.

This compares to 30.6 percent of all Americans between the ages of 25 and 29 who have earned a four-year degree, and the 8 percent of young adults from low-income families who have done so, as discussed previously.[13]

To put these data in context: KIPP students, 95 percent of whom are African American or Latino and more than 80 percent of whom qualify for free or reduced price lunch, already are earning college degrees at a higher level than the average of all students across the nation. And they are earning college degrees at a rate four times higher than comparable students.

This is an achievement to celebrate. Our data, which are based on the performance of our first groups of students, show that a child's family circumstance does not have to determine his or her destiny. With the right resources, help, and support, KIPP students can and do finish college, earning themselves access to greater career choices and opportunities.

The high school graduation and college matriculation rates of KIPP students also surpass the average rates for all students nationwide and surpass those of comparable students.

95 percent of students who completed a KIPP middle school five or more years ago have graduated high school — a critical milestone on the road to college. By comparison, 83 percent of students nationwide and 70 percent of students from low-income families earn their high school diploma or a GED by their mid-20s.[14]

89 percent of students who completed a KIPP middle school five or more years ago have matriculated to college.

By comparison, 62 percent of students nationwide and 41 percent of low-income students enroll in college for a two- or four-year degree. Our students are entering college at more than double the national average for comparable students.

We emphasize that the student pool from which these data are drawn is very small. Most KIPP schools are young and growing, and so just a fraction of our students are old enough to have had the opportunity to graduate high school, let alone go to and through college.

To date, KIPP college alumni come from only two KIPP schools: KIPP Academy Middle School in Houston and KIPP Academy Middle School in the Bronx. These middle schools are the two oldest and most-established schools in our 99-school network, with the only KIPP students old enough to be college graduates. Similarly, just five middle schools are included in our high school graduation and college matriculation statistics.[15]

The size of this group does not negate the importance of our initial achievement, made possible by the hard work of our students and teachers. But it does reinforce the hard work ahead as we track and try to ensure the success of our rapidly growing student population.

Many KIPP students are achieving, but we want all KIPP students to have a shot at college success.

We aspire for 75 percent of KIPP students to earn a four-year college degree.

Our goal of 75 percent college completion is roughly comparable to the graduation rate for the nation's highest-income students. Our students must have the same opportunities for self-sufficiency — and be held to the same high expectations. At the same time, should students choose paths other than college, whether an associate's degree, a vocational certificate, or a career, we respect their freedom to determine their futures and support them in finding fulfilling work and living productive lives. However, we want our students to have the additional freedom, choices, and security we believe a college degree can uniquely provide.

We continually ask ourselves, what will it take to reach our college completion goal, especially as the number of children we serve keeps growing? How can we ensure that all of our students enroll in and graduate from college, if that is what they choose?

KIPP STUDENTS START AND FINISH COLLEGE AT HIGHER RATES THAN THE U.S. AVERAGE. BUT WE ARE FAR FROM OUR GOAL.[16, 17]

Graduate high school: U.S. average 83%, Low-income average 70%, KIPP average 95%

Enroll in college: U.S. average 62%, Low-income average 41%, KIPP average 89%

Complete four-year college: U.S. average 31%, Low-income average 8%, KIPP average 33%

U.S. average   Low-income average   KIPP average
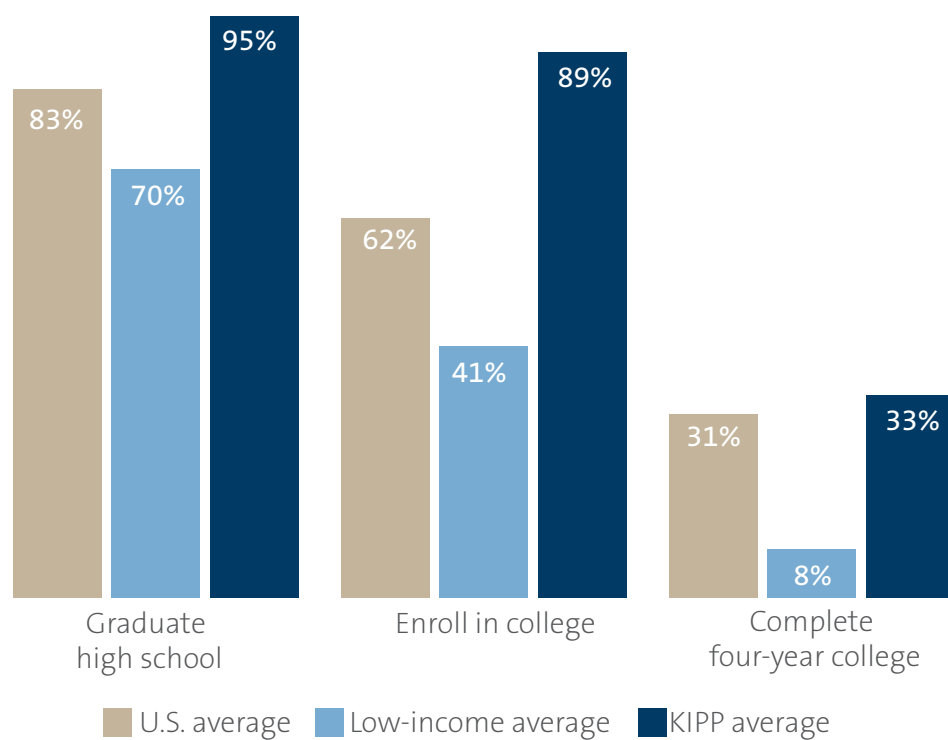
Note: An additional 5% of KIPP students complete two-year colleges

COUNTING EVERY STUDENT

In this report, we focus on reporting the high school graduation, college enrollment, and college graduation statistics of KIPP students who completed the eighth grade in our schools. We believe what we measure and how we calculate our students' educational attainment matters.

WHY DO WE TRACK OUR STUDENTS STARTING AT THE END OF EIGHTH GRADE?

Initially, we used eighth-grade completion as the starting point to measure our students' educational attainment because completing eighth grade at a KIPP middle school was the point at which KIPP students became KIPP alumni. In KIPP's early days, our students did not have the option to attend a KIPP-run high school. However, even as we have opened high schools, we still believe that we must track students' progress starting at the end of eighth grade or the beginning of ninth grade to get a clear picture of KIPP's impact on our students' educational attainment. Some educational organizations and reports only measure the college success of high school graduates — an approach that fails to count the students who drop out before earning a high school diploma.

WHY DO WE REPORT COLLEGE GRADUATION SEPARATELY FROM PERSISTENCE IN COLLEGE?

While we believe college admission, enrollment, and attendance are important milestones on the journey to graduating college, we want our students to enjoy the freedom, choices, and security a bachelor's degree uniquely can provide. Since many students — particularly those from underserved communities — who start college do not finish, it is critical to separate our measurement of college students from college graduates. As a result, we track students who have had at least six years to complete college to learn specifically how many earned a bachelor's degree versus how many simply matriculated and attended classes.

Although accurately tracking students over a long period of time is challenging, KIPP does so to gauge our success and hold ourselves accountable to what matters most: the long-term educational attainment of our students.

TRACKING AND REPORTING STUDENT MOBILITY

KIPP is committed to counting every student. This is why we use our students who completed eighth grade as a starting point for gathering educational attainment statistics. This is also why we track and report how many KIPP students stay with KIPP year after year. Specifically, we measure what percentage of KIPP students at the beginning of a school year return to KIPP the following year (or complete the highest grade in their school) and what percentage of students leave KIPP. Across all KIPP schools, the percentage of students who returned (or completed the highest grade in their school) has increased from 84 percent in 2006 to 88 percent in 2010.[18, 19]

95% OF KIPP ALUMNI HAVE GRADUATED FROM HIGH SCHOOL FIVE OR MORE YEARS AFTER COMPLETING EIGHTH GRADE.[20, 21]

Percentage of students

Year	Percentage
1998	100%
1999	94%
2000	90%
2001	97%
2002	97%
2003	98%
2004	99%
2005	93%

Eighth grade completion year
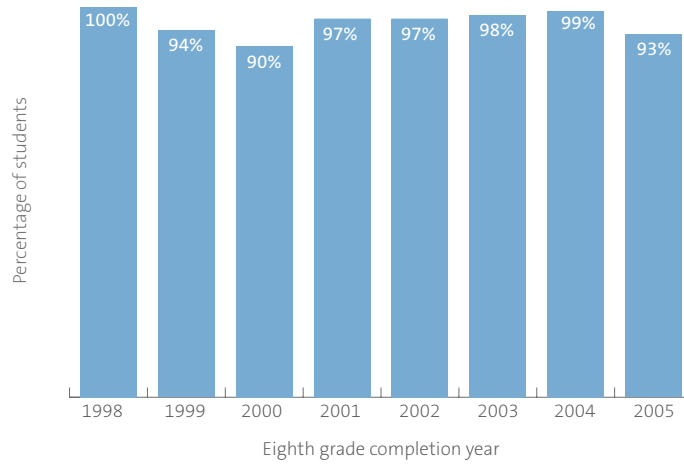
89% OF KIPP ALUMNI HAVE ENTERED TWO-OR FOUR-YEAR COLLEGES FIVE OR MORE YEARS AFTER COMPLETING EIGHTH GRADE.

Percentage of students

Year	Percentage
1998	86%
1999	80%
2000	83%
2001	91%
2002	94%
2003	91%
2004	94%
2005	87%

Eighth grade completion year
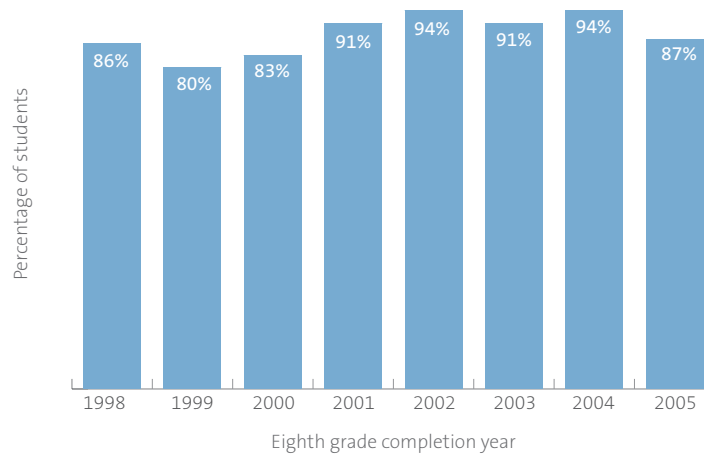
Note: Four years after completing eighth grade in 2006, 86 percent of students have graduated high school; 11 percent are still persisting; 3 percent have dropped out; 77 percent have matriculated to college. We expect these numbers to grow as more students that are still persisting graduate from high school and go to college.

WHAT IS KIPP DOING TO REACH OUR COLLEGE COMPLETION GOAL?

WHAT WE KNOW ABOUT SUCCESS IN COLLEGE

The numbers illustrate the enormity of the college completion challenge; there is no easy answer. But KIPP has committed to help every one of our students do whatever it takes to make it not just to — but also through — college.

A multitude of daunting obstacles, academic and otherwise, stand between students and a college degree. Many underserved students are the first in their families to attend college, so earning a bachelor's degree means blazing a trail, confronting financial risks and an unfamiliar challenge. Undocumented students face additional hurdles.

What distinguishes KIPP's four-year college graduates from other students who started but did not finish?

While KIPP cannot fully answer this question, we continue to learn what it will take for our students to succeed in and graduate from college. As we have expanded and evolved from our original middle school model, we apply these valuable lessons to refine our approach to better serve our students.

FIVE FACTORS ARE ESSENTIAL TO THE COLLEGE SUCCESS OF OUR STUDENTS

We have leveraged respected national research and our own early experience to identify five key, interrelated factors instrumental in helping KIPP students graduate from college in numbers that exceed national averages.[22]

ACADEMIC READINESS

Every high school student must be academically prepared for the intellectual challenge and rigor of college, developing the critical thinking abilities and study habits of a college scholar. Challenging students academically must be a priority throughout their PreK–12 educational careers.

A POWERFUL SET OF CHARACTER STRENGTHS

KIPP students who stick with college are not just academically prepared but also have a powerful set of character strengths, a finding validated by national research. These strengths include grit, self-control, social intelligence (including self-advocacy), zest, optimism, and gratitude. They are strong self-advocates who proactively problem solve, able to communicate with professors about scholastic concerns, identify challenges in areas such as financial aid or housing, and know where and how to ask for help. They persist when encountering obstacles, a characteristic we describe as having grit. Often, successful students can articulate

their reason for wanting to graduate college, a personal mantra they can embrace optimistically throughout their college journey.

THE RIGHT MATCH

Choosing the right higher education institution is key to a student's college success. Graduation rates vary widely among institutions at all levels of competitiveness. It is key that students find a match with institutions that demonstrate success with similar students. In general, research shows that the more competitive an institution is, the more likely an individual student is to graduate — making academic readiness from PreKindergarten a critical component of college success.[23]

SOCIAL AND ACADEMIC INTEGRATION

There is a deep body of literature illustrating the link between students staying in college and forging connections on campus, reinforced by our observation of the early KIPP students' college experiences.[24] The more study groups, academic- and career-oriented clubs, faculty contacts, and other activities a student invests his or her energy in, the more rooted he or she will be to college, the richer his or her college education will be, and the less likely he or she will be to drop out. These reinforcing ties can also help a student resist pressure to leave school — whether it comes from friends, a neighborhood culture, or an obligation to contribute financially to the household.

COLLEGE AFFORDABILITY AND FINANCIAL UNDERSTANDING

Most families' primary college concern is affordability and with good reason. Some families believe all college costs are well out of reach; others think scholarships can cover it all. While families don't always know about available financial aid, few financial aid packages cover all college costs. It can be challenging for families to get accurate information about college financing, so we guide them to begin saving as early as possible. However, unmet needs remain huge, and many students must rely heavily on loans or shrinking federal Pell grants, or they devote too much time to work-study, hurting academic success and chances to integrate into the college community.

As KIPP has evolved from our original middle school model, we continue to refine our strategy, from classroom instruction to college supports, to address these factors essential to college success.

PROFILE: NATHAN WOODS

Nathan Woods knew his elementary school in southeast Washington, D.C., wasn't challenging him. He never had homework. His teachers didn't expect much. But Woods's sister had gone to KIPP DC: KEY Academy and liked it, so Woods's mom decided Nathan was going too. KIPP's long hours and heavy workload prepared Woods for boarding school at Woodberry Forest, in rural Orange, Virginia. "It was a huge transition, being from the city," Woods said. "The discipline I got from KIPP made it much easier to adapt to that environment."

At first, Woods felt misunderstood and that people were judging him by his race. "They thought I was a kid from the ghetto who was recruited to play sports," when the reality was that he had earned a full academic scholarship.

But the lessons Woods brought from KIPP to Woodberry Forest, like the power of optimism and grit, helped him persevere. Eventually, he opened up to his classmates. KIPP touched Woods's life in other ways. The school supported his family through the hardest of times: When his brother died while Woods was away at high school, KIPP stepped in with food for the family and attended the funeral.

Now, Woods is a freshman at Syracuse University, where he is thriving. He's got a plan: major in political science and history. Teach history with Teach For America. Then law school. He's got a KIPP sticker on his laptop and has made friends with other KIPP alumni who spotted him around campus.

"From the moment you walk into KIPP, they tell you you're going to go to college," Woods said. "Hearing that message every day makes somebody like me who comes from the ghetto, who didn't have the best things growing up, makes me yearn for that success."

And the Woods family isn't finished with KIPP. His late brother's son, three-year-old Erick, is in PreKindergarten at KIPP DC: LEAP Academy. "KIPP, they're more than a school," Woods said. "It's a family."

PREPARING FROM DAY ONE

KIPP SCHOOLS HAVE ALWAYS BEEN ABOUT ACADEMIC PREPARATION AND CHARACTER DEVELOPMENT

THE IMPORTANCE OF DUAL-PURPOSE EXPERIENCES

The first two factors listed on page 14, rigorous academic preparation and character development, have been the focus of our middle schools since we launched KIPP in 1994. Clearly, our students need knowledge and strong academic skills to reach college, let alone succeed there. But we have always believed that the other ingredient in our students' success is a powerful set of character strengths from which they can draw as they work toward a college degree.

KIPP's longstanding motto — "Work hard. Be nice." — embodies our middle schools' culture. Building on respected national research, namely the landmark work of psychologists Dr. Martin Seligman and Dr. Christopher Peterson, we have been able to

articulate the character strengths on which our students' success depend, qualities including grit, self-control, social intelligence, zest, optimism, and gratitude.[25]

Ensuring our children develop their character strengths while learning the knowledge and skills they need to succeed makes KIPP schools unique.

This dual purpose inspires the college-going culture fostered in all our schools from day one. Energetic, compassionate teachers embed college readiness into their work, down to the smallest detail: Classrooms are named for teachers' alma maters or colleges KIPP alumni are attending, school walls are plastered with the year incoming students will graduate high school and enter college, and students regularly are taken on visits to local universities.

Our dual purpose is also the reason behind KIPP's extended schedule and curriculum. KIPP students start their day earlier and go home later, do homework every night, and learn on Saturdays and during part of the summer. Our schedule provides more time

for rigorous academic instruction in literacy and mathematics, but it also provides plenty of time for art, science, music, languages, and dance, or wherever students' interests take them. It also gives our teachers enough time to weave critical character lessons directly into their academic instruction. As we have learned more about developing character, we have become more scientific and strategic about teaching and modeling the character strengths we value.

Finally, joyful experiences, significant rewards, and meaningful teamwork go hand in hand with the hard work we ask of our students. For example, educational trips at the end of the school year expand students' horizons and reward hard work. Moreover, we make sure that KIPP students know that their classmates and teachers are in it together: struggling, supporting, and celebrating one another. Teachers are available to offer help over the phone in the evenings. They also become trusted mentors and friends.

With an unshakeable belief in education's transformative power, great KIPP teachers and principals bring a passion for their work and a zest for learning to school each day, as invested in nurturing students' hearts as they are in strengthening their minds.

THE NEED FOR A MORE HOLISTIC, PREK–12 APPROACH

Recognizing the vital importance of the "tween" and early adolescent years to a student's growth, KIPP began by creating middle schools. We knew that if those years passed without academic intervention, it would be nearly impossible to get an underserved student back on the college track. We believed that excellent middle schools focused on rigorous academic preparation and character development were the keys that would unlock college for our students.

We still believe academics and character are fundamental to everything we do. But we have since learned that great middle schools, while essential to preparing every child for the future, are not enough to ensure true academic and character readiness. Our students need a rigorous, comprehensive academic experience from the first day of PreKindergarten to the last day of college.

So we have expanded the KIPP school network beyond middle schools to include primary and high schools. In 2004, we opened our first primary school and high school, and now our network includes 60 KIPP middle schools, 24 KIPP primary schools, and 15 KIPP high schools across the country.

We open new schools in communities we already serve to provide students a continuous KIPP education with more opportunities to achieve. KIPP students often begin middle school with skills significantly behind grade level. Our teachers can spend two

academic years or more working to catch our students up.

By creating a continuum of KIPP schools within a community, our hope is that our students will be able to hit the ground running on the first day of middle school. And by high school, they will excel in Advanced Placement and other higher-level courses. By entering a KIPP school at age 4 or 5, our students can begin to develop the character strengths they will need to succeed. By starting earlier and staying longer with our students, KIPP ensures that character and academic expectations remain high and students remain focused on graduating college throughout their educational career.

We plan for KIPP to continue to grow: KIPP schools will serve an estimated 55,000 students by 2015 and have more than 10,000 KIPP alumni enrolled in college. An additional 15,000-plus KIPP middle school alumni will attend non-KIPP high schools on their journey to college. That makes an intense focus on college completion more urgent than ever.

WHAT DOES CHARACTER LOOK LIKE IN THE CLASSROOM?

INTEGRATING SOCIAL INTELLIGENCE INTO A ROUTINE MATH LESSON

Word problem: Brian won a jellybean contest by guessing the closest number of jellybeans in the jar. He won a total of 953 jellybeans. He decided to share the jellybeans with the other students in his class. There are 28 students in the class, including Brian.

- How many jellybeans would each student receive if Brian shares the beans equally?
- Which character strength is Brian demonstrating?

INTEGRATING OPTIMISM INTO A WRITING EXERCISE

Writing prompt: Select two aspects of American society that you would improve and compare and contrast two different possible plans you would present to government leaders to make our country better.

USING GRIT AND SELF-CONTROL TO INTRODUCE A READING LESSON

"We've recently been building our stamina during independent reading. Good stamina requires lots of self-control, because you have to ignore distractions, and lots of persistence, because it isn't easy reading without stopping. Today, we'll be practicing our grit and self-control as we build our reading skills."[26]

COLLEGE SUCCESS DEPENDS ON A COMPREHENSIVE, LONG-TERM APPROACH

SUPPORTING OUR STUDENTS THROUGH COLLEGE GRADUATION

We have learned that no matter the quality of PreK–12 schooling, our students need continued support leading up to and throughout their college years to make it to graduation day.

In 1998, we created a program called KIPP To College in order to stay connected with students after they leave KIPP schools and provide families with essential knowledge to prepare students to succeed in college. Recently, we changed the name to KIPP Through College (KTC) to reflect our increased emphasis on college completion.

KTC encompasses supports for KIPP students beginning in middle school all the way through college. In areas where there are no KIPP high schools, KTC helps students identify and apply to college-prep high schools. Throughout high school, KTC stays connected with students so it can offer supports where needed such as SAT prep classes, counseling, and academic advisement. In communities both where we have high schools and where we don't, KTC bridges the transition from high school to college through a support strategy that addresses the factors described above that research and our own experience show are critical to college success. KTC helps KIPP students in three main areas: finding a college that is a good fit; integrating socially and academically once there; and understanding and navigating the financial hurdles they face earning a degree.

FINDING A GOOD COLLEGE MATCH

KTC counselors offer students and families guidance during the college admissions process, and they help students find the college or university that will be the best fit for him or her. This has three main components: (1) informing KIPP students about the colleges where KIPP students historically have had the most success, (2) establishing relationships with universities at various levels of selectivity across the country where clusters of KIPP students will thrive, and (3) pointing our students to the most competitive college at which they can succeed.

INTEGRATING SOCIALLY AND ACADEMICALLY

KTC's second priority is helping our students integrate socially and academically once in college. Some colleges and universities already work closely with KIPP students on campus, linking them with support groups or providing space for them to meet, study, and hold events. Holistic support available at a given college — from an engaged admissions office to an effective writing center — can make a huge difference between a student who drops out and one who earns a degree.

By 2015, we project that more than 10,000 KIPP students will be in college, up tenfold from the 1,100 KIPP students in college now. Hundreds more will already have graduated or moved into the working world. A key part of KTC's strategy is creating a broad and deep alumni support system. KIPP is striving to track, connect, and keep in contact with this growing alumni corps, linking them to one another for tutoring or job opportunities, and connecting KIPP students in college far from home to the nearest KIPP school for additional support. Our next generation of students will make college journeys with thousands of alumni backing them up.

UNDERSTANDING AND NAVIGATING FINANCIAL HURDLES

Although the financial burden of college is daunting, KTC works to dispel college cost myths and misperceptions, offer families financial aid guidance, help create college savings plans, and educate families about the long-term value of investing in a college education. KTC also helps students and families understand the trade-offs of a part-time or full-time job. A part-time job, for example, offers many benefits, but shouldering too great a part-time workload can prove detrimental over time by reducing the time a student has to devote to study groups, campus activities, and meeting with professors. While students who leave college for a full-time job might reduce their tuition expenses in the short-term, they severely limit their earning potential over a lifetime.

BY 2015, WE PROJECT THAT MORE THAN 10,000 KIPP ALUMNI WILL HAVE ENROLLED IN COLLEGE[27]

Cumulative KIPP alumni who have enrolled in, attended, or graduated from college

High school graduation year
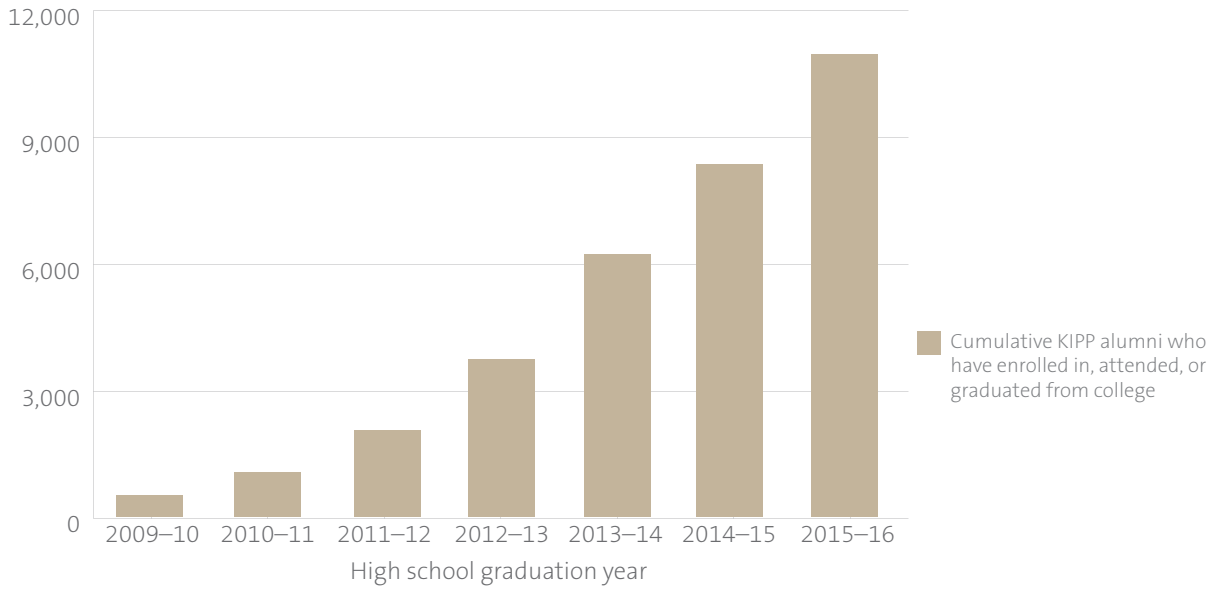
MORE SELECTIVE FOUR-YEAR COLLEGES HAVE HIGHER GRADUATION RATES[28]

	Not competitive	Less competitive	Competitive	Very competitive	Highly competitive	Most competitive
National graduation rate	35%	40%	49%	62%	75%	88%
Percentage of students nationwide who attend each type of institution	4%	9%	42%	25%	13%	8%
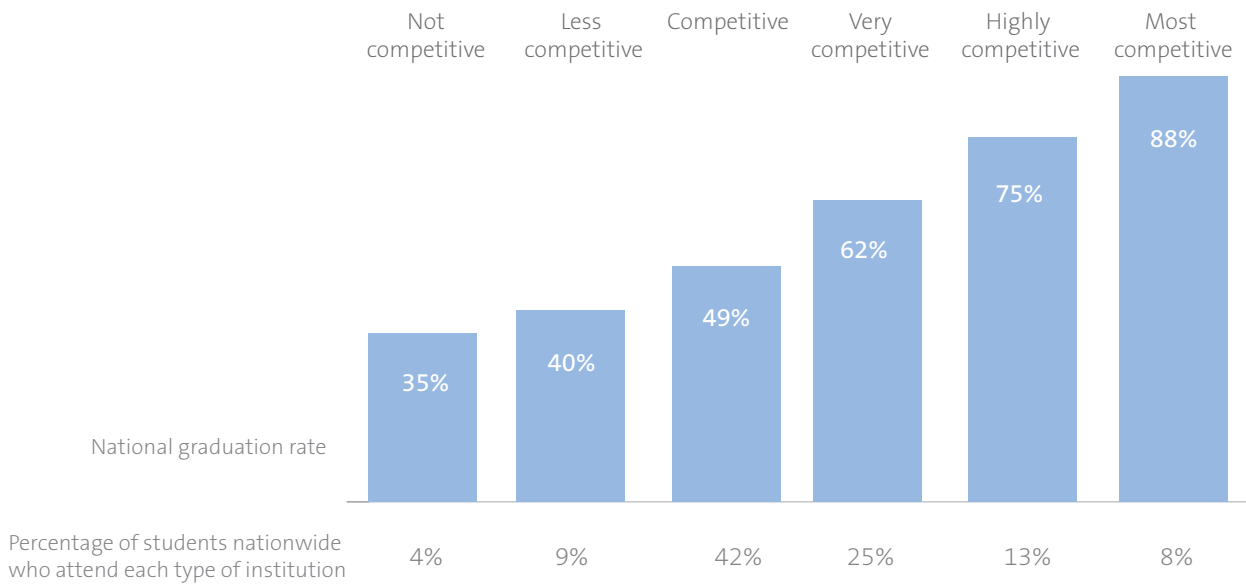
PARTNERSHIP FOR COLLEGE COMPLETION PILOT

KIPP understands the power of partnerships to leverage on a large scale the resources of different organizations with a shared mission. As part of the Partnership for College Completion (PCC), KIPP is working with the United Negro College Fund (UNCF), a historical leader in providing minority students educational opportunities, and the Corporation for Enterprise Development (CFED), which has decades of experience expanding economic opportunity for Americans, to pilot a college completion model for KIPP students. The PCC pilot program, which complements the work of KIPP schools and KTC, began this year at KIPP schools in the San Francisco Bay Area, Chicago, the District of Columbia, and Houston.

The PCC pilot supplements the academic rigor and ongoing character development in KIPP schools, as well as the individual attention and guidance of KTC with a broad set of supports. These include teaching college knowledge and financial literacy, providing annual scholarships, and helping families establish college savings accounts seeded with $100 deposits and corporate matching funds.

The hope of the PCC pilot program is to push policymakers and educators to rethink what is possible for low-income students pursuing higher education and to create a model that could be replicated in underserved communities across the United States.

> "That's the power, I think, of KIPP Through College. . . . KIPP has a long and strong relationship with students. It makes students feel like they're part of something that has done this before. By KIPP creating an aspiration — 75 percent of our students graduating from college — we're really saying we're part of something: the civil rights movement of this century."
>
> — Craig Robinson, KIPP Foundation, National Director, Alumni Services

A CLOSER LOOK AT PROGRAMS

KTC NYC COLLEGE SCHOLARS

KIPP Through College New York City (KTC NYC), one of KIPP's largest and best-established KTC sites, features a unique program, College Scholars, for KIPP students attending higher education institutions in New York City. College Scholars provides an academic haven for students who might be living at home while they work toward a degree. The program, which often serves students who are enrolled at community college, offers a quiet study area, tutoring, academic workshops, and recreational opportunities. Besides academic aid, KIPP students receive financial help and educational stipends of $800 per semester. College Scholars is intended to smooth the path for students balancing the challenge of college coursework with the demands of living at home and could be replicated in communities across America.

KTC HOUSTON

At KIPP Through College in Houston, KIPP's largest alumni network of about 680 college students and college graduates return to KIPP schools to coach soccer, conduct science programs, teach Saturday school, or undertake service projects. There are 18 KIPP schools in Houston serving 6,000 students. The number of students KIPP Houston serves is expected to double in the next five years, making KIPP Houston larger than two-thirds of school districts in Texas. Not only do KIPP alumni teach in and work for KIPP Houston schools, but they also enrich KIPP students' learning experiences on a daily basis and serve as real role models of college success.

KIPP SERVES MORE THAN 27,000 STUDENTS IN 99 SCHOOLS ACROSS THE COUNTRY.

MINNESOTA
Minneapolis — 1

ILLINOIS
Chicago — 2

OHIO
Columbus — 1

NEW YORK
New York City • Albany — 8

MASSACHUSETTS
Lynn — 1

PENNSYLVANIA
Philadelphia — 4

NEW JERSEY
Newark — 4

CALIFORNIA
San Francisco Bay Area
Los Angeles • San Diego — 13

COLORADO
Denver — 2

MISSOURI
St. Louis • Kansas City — 2

INDIANA
Gary • Indianapolis — 3

MARYLAND
Baltimore — 2

NORTH CAROLINA
Charotte • Gaston — 3

WASHINGTON, DC — 8

OKLAHOMA
Tulsa • Oklahoma City — 2

ARKANSAS
Blytheville • Helena — 4

TENNESSEE
Nashville • Memphis — 2

GEORGIA
Metro Atlanta — 4

TEXAS
San Antonio • Austin
Dallas • Houston — 25

LOUISIANA
New Orleans — 7

FLORIDA
Jacksonville — 1

24 PRIMARY   60 MIDDLE   15 HIGH

THIS WORK REQUIRES A COLLECTIVE COMMITMENT

WE NEED MORE HELP FROM OTHERS FOR OUR STUDENTS TO SUCCEED

CONSISTENT, FAIR STANDARDS TO MEASURE COLLEGE ATTAINMENT

To support our students and ensure their success, we need to track them from eighth-grade graduation through college. And we need to collect more specific, robust data about them, including college acceptances, matriculation rates, scholarships received, and post-college employment. This long-term tracking effort can be time consuming and labor intensive. But without such data, we cannot determine how different groups of students are doing and the paths they're taking after high school so we can help them do better.

We can't gather all of this information alone. We need the support of higher education institutions to know how our students are doing once they arrive on campus. Colleges and universities that have committed across departments, from housing to financial aid, to support first-generation students and students of color can help us measure the success of these students and work to ensure they graduate.

We also encourage school districts and networks of charter schools to publish their high school graduation, college matriculation, and college completion data and track these outcomes for eighth-grade completers or ninth-grade starters so we can develop more of a shared understanding of what's working and what's not. This means measuring the number of students who graduate college — not simply reporting the number who enroll.

Political leaders, particularly at the state level, also can facilitate student tracking by upgrading and integrating the data systems that school districts use to measure college completion. Only through meaningful exchange of comparable data and ideas can we fully understand the scope of the problem and collaborate on solutions.

Armed with better data, we need to make sure we will use our data to answer the tough questions about how to do more for our students.

What are our completion rates for different groups of students? Which groups are prevailing and which are dropping out? Why? And how can we increase our success rate?

Are we reaching the students who need us? Are we doing all we can to serve English language learners and students with special needs? If not, what more can we do with recruiting and outreach?

Are our students staying with us? If not, why are they leaving? How can we strengthen student supports to keep students in our schools?

How can we monitor student progress to intervene when we see warning signs for students at risk of not graduating?

GREATER INVOLVEMENT BY HIGHER EDUCATION INSTITUTIONS IN SUPPORTING THE COLLEGE SUCCESS OF UNDERSERVED STUDENTS

In addition to measuring the success of first-generation and low-income students, some colleges have undertaken creative solutions, such as removing financial aid barriers through no-loan scholarships, creating near-peer mentoring opportunities on campus, and establishing bridge programs to facilitate the transition to college. We need to replicate these successful ideas and spread them to more campuses.

Aligning campus supports and measuring first-generation and low-income students' progress are major steps toward boosting college completion rates. We look forward to learning more about the effectiveness of different university programs and welcome partnerships with colleges and universities at every level of selectivity to collaborate on better serving this student population.

INSTITUTIONS ENSURING COLLEGE AFFORDABILITY

At a time when access for all to a college degree is more important than ever, students' unmet financial needs and debt levels are growing. All levels of government must commit to ensure those students who enroll and work hard in college have the resources to graduate.

Strong federal support for need-based aid is an important part of the college completion equation, as are incentives for families to save for college. States must work to keep tuition and fees at public universities within reach for underserved students. And higher education institutions can also help by focusing more financial aid resources on the unmet needs of low-income students.[29]

A SHIFT IN NATIONAL EMPHASIS FROM COLLEGE ENROLLMENT TO COLLEGE GRADUATION

At KIPP, we believe that educating a child means making a commitment to his or her future from PreKindergarten through college graduation and giving that child every possible opportunity to complete an undergraduate degree.

Our commitment means relentlessly learning from our successes and mistakes, sharing our data, urging others to do the same, and seeking higher education institutions and others to partner in our work.

It also means intensifying a national dialogue about why having the choice of college is a necessity for all, rather than a luxury for the privileged few.

America's college graduation rates are a national crisis. Our nation's low college attainment diminishes the life choices and chances of thousands of students, particularly those with low incomes who live in underserved communities. Citizens without the opportunities afforded by a college degree undermine the United States' promise and potential.

But creating consensus on the importance of college completion is difficult. We seek the help of others who share our belief that all students deserve a fair chance to get to and through college and who will work alongside us to help them earn the freedom to live their dreams.

Our nation's children deserve nothing less.

ENDNOTES

At KIPP, we constantly assess the health of schools across our network. Here are key data we use to track the student-focused elements of health.

ARE WE SERVING THE CHILDREN WHO NEED US?
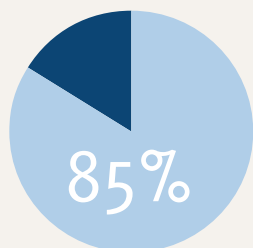
85%

of students are eligble for free/
reduced price meals
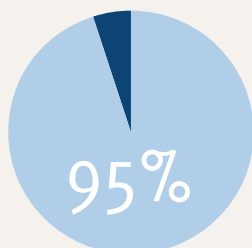
95%

of students are African
American or Latino
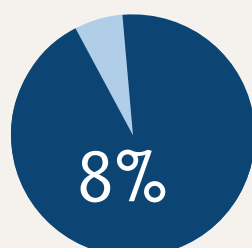
8%

of students receive special
education services

ARE OUR STUDENTS STAYING WITH US?

88% of students stayed with KIPP or completed the highest grade in their schools in 2009–10.

ARE OUR STUDENTS PROGRESSING AND ACHIEVING ACADEMICALLY?

READING

Above grade level

31%

54%

- Top quartile
- Second quartile
- Third quartile
- Bottom quartile

Fall
5th grade

Spring
5th grade

Spring
6th grade

Spring
7th grade

Spring
8th grade

Below grade level

MATH

Above grade level

30%

66%

- Top quartile
- Second quartile
- Third quartile
- Bottom quartile

Fall
5th grade

Spring
5th grade

Spring
6th grade

Spring
7th grade

Spring
8th grade

Below grade level
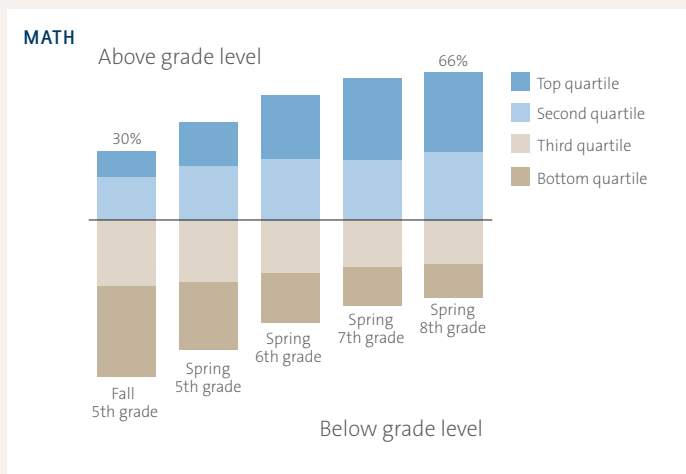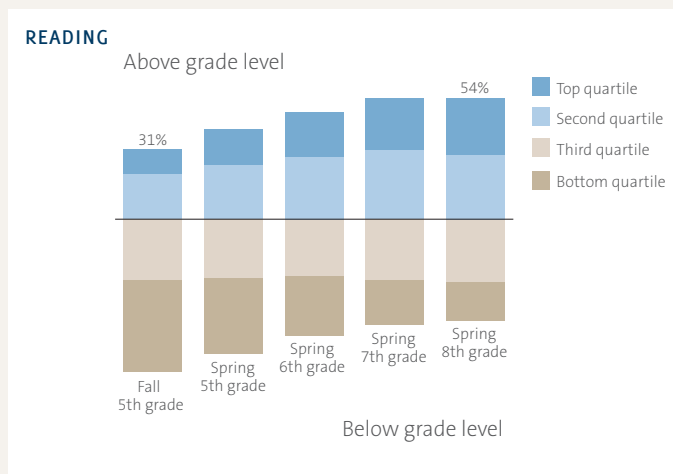
ARE OUR ALUMNI CLIMBING THE MOUNTAIN TO AND THROUGH COLLEGE?

95 percent of students who completed eighth grade at a KIPP middle school five or more years ago have graduated high school.

89 percent of students who completed eighth grade at a KIPP middle school five or more years ago have matriculated to college.

33 percent of students who completed the eighth grade at KIPP ten or more years ago have graduated from a four-year college.

1   In this report, national data about educational attainment is based primarily on information published by the U.S. Census Bureau. We have elected to use this as a primary source rather than information published by the U.S. Department of Education's National Center for Education Statistics (NCES) because NCES data typically separates K–12 attainment and college attainment, calculating college graduation rates as a percentage of students who matriculate to college, rather than a percentage of all high school students. We believe this understates the challenge of college completion by not including students that either do not finish high school or do not enroll in college. Specific sources used in this report are cited as they occur in the text. The primary source for national attainment is U.S. Census Bureau, Current Population Survey, Educational Attainment in the United States: 2009; available online at http://www.census.gov/hhes/socdemo/education/data/cps/2009/Table1-01.xls. The primary source for comparisons across income levels is Mortenson, Tom. "Bachelor's Degree Attainment by Age 24 by Family Income Quartiles, 1970 to 2009." http://www.postsecondary.org.

2   We measure college attainment ten years after our students complete eighth grade to allow four years to graduate high school and six years to graduate college, the national standard for reporting college graduation. We use the end of eighth grade as the starting point for measuring college attainment because the majority of KIPP alumni to date have not had the option to attend a KIPP-run high school, making middle school the last academic point of contact with KIPP. This approach allows students just five years to finish college if they required a fifth year to finish high school; for the vast majority of our students, it allows six years to finish college.

3   A recent study by the Harvard University Graduate School of Education, "Pathways to Prosperity," projects that nearly two-thirds of the 47 million new jobs created through 2018 will require employees to have some postsecondary education. Just 36 percent of workers with only a high school degree will fill these jobs.

4   U.S. Census Bureau, Current Population Survey, Educational Attainment in the United States: 2009; available online at http://www.census.gov/hhes/socdemo/education/data/cps/2009/Table1-01.xls.

5   U.S. Census Bureau, "The Big Payoff: Educational Attainment and Synthetic Estimates of Work-Life Earnings," by Jennifer Cheeseman Day and Eric C. Neuburger, July 2002.

6   Mortenson, Tom. "Bachelor's Degree Attainment by Age 24 by Family Income Quartiles, 1970 to 2009." http://www.postsecondary.org. Underlying data sources: Current Population Survey, U.S. data for 2009 compiled with assistance of Kurt Bauman, Chief, Education and Social Stratification Branch, U.S. Census Bureau.

7   Fox, M. A., Connolly, B. A., and Snyder, T. D. Youth Indicators 2005: Trends in the Well-Being of American Youth, (NCES 2005–050). U.S. Department of Education, National Center for Education Statistics. Washington, DC: U.S. Government Printing Office, 2005. Underlying data from: U.S. Department of Education, National Center for Education Statistics, National Education Longitudinal Study of 1988 (NELS:88/2000), "Fourth Follow-up," unpublished data.

8   U.S. Department of Education, National Center for Education Statistics (NCES), BPS Longitudinal study: "Persistence and Attainment of 2003–04 Beginning Postsecondary Students: After Six Years." Walton, A., et al., available online at http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2011151, released Nov 30, 2010.

9   Education at a Glance 2010 — OECD Indicators; available online at http://www.oecd.org/dataoecd/45/39/45926093.pdf.

10 Mortenson, Tom. "Bachelor's Degree Attainment by Age 24 by Family Income Quartiles, 1970 to 2009." http://www.postsecondary.org. Underlying data sources: Current Population Survey, U.S. data for 2009 compiled with assistance of Kurt Bauman, Chief, Education and Social Stratification Branch, U.S. Census Bureau. Notes: Bottom quartile: $0 to $36,080; second quartile: $36,081 to $65,310; third quartile: $65,311 to $108,284; top quartile: more than $108,284. "Enroll in college" includes two- and four-year degree-granting institutions. "Graduate college by age 24" includes only four-year degree-granting institutions. Mortenson estimates that 30.3 percent of all Americans graduate from college by age 24. We have aligned the number in this chart to 30.6 percent (shown as 31 percent) in order to be consistent with the value shown in the rest of the report. (As described in other notes, the value shown in the rest of the report comes from Census reporting and is based on college attainment by age 25 to 29.)

11 Combined analysis of U.S. Census Bureau, Current Population Reports, P60-203, "Measuring 50 Years of Economic Change Using the March Current Population Survey," Washington, DC: U.S. Government Printing Office, 1998; available online at http://www.census.gov/hhes/www/income/publications/

p60203/index.html and U.S. Census Bureau, Current Population Survey, personal income table P-24 from 2009.

12 U.S. Bureau of Labor Statistics, Employment Situation, Table A-4, "Employment Status of the Civilian Population 25 Years and Over by Educational Attainment" from Dec 3, 2010 at http://www.bls.gov/news.release/empsit.t04.htm. These statistics likely understate the employment impact of a college degree; labor force participation among college graduates is 77 percent compared with 61 percent of high school graduates.

13 Another 19 percent of KIPP students are still in college working toward their degrees, while 5 percent have graduated from a two-year college. The U.S. Census Bureau, the source of the national college attainment statistics quoted here, does not provide details about the number of students who persist in college more than six years. Therefore, no national comparison is provided in this report.

14 Other national data sources show lower high school graduation rates; one recent national report stated that the overall graduation rate for the high school class of 2007 was 68.8 percent. ("Diplomas Count 2010" by Education Week, available online at http://www.edweek.org/ew/toc/2010/06/10/index.html.) This is generally because these sources focus on students who receive high school diplomas after a direct progression from ninth through 12th grade, typically finishing by age 18 to 20. The source cited in this report (Mortenson) focuses on students in their mid-20s and also includes GEDs, accounting for the higher overall rates.

15 Many students from three of these five middle schools graduated from one of two KIPP high schools. Nearly all KIPP high school alumni attended a KIPP middle school; future data will examine the achievements of students who attended only KIPP high schools. In addition to these five middle schools whose students completed eighth grade at least five years ago, there are eight more middle schools whose students finished eighth grade four years ago. We will report on this group's high school and college progress once these students have had five or more years to earn their high school diplomas.

16 Mortenson, Tom. "Bachelor's Degree Attainment by Age 24 by Family Income Quartiles, 1970 to 2009." http://www.postsecondary.org. Underlying data sources: Current Population Survey, U.S. data for 2009 compiled with assistance of Kurt Bauman, Chief, Education and Social Stratification Branch, U.S. Census Bureau. Notes: low-income: $0 to $36,080. "Enroll in college" includes two- and four-year degree-granting

institutions. Mortenson estimates that 30.3 percent of all Americans graduate from college by age 24. We have aligned the number in this chart to 30.6 percent (shown as 31 percent) in order to be consistent with the value shown in the rest of the report. (As described in other notes, the value shown in the rest of the report comes from Census reporting and is based on college attainment by age 25 to 29.)

17 KIPP Through College tracking.

18 Includes data from all 82 schools, but data verification was still in progress at time of publication.

19 A comprehensive study by Mathematica Policy Research published in June 2010 found that KIPP schools have similar student mobility rates to other urban schools.

20 The first group of students to complete eighth grade with KIPP in 1998 began in the original KIPP fifth grade and returned to KIPP Academy Middle School Houston for eighth grade.

21 We appreciate and remember our six alumni represented here who are deceased: four students who completed eighth grade in 2000, one who completed eighth grade in 2001, and one who completed eighth grade in 2005.

22 The College Board, "The Effectiveness of Student Aid Policies: What the Research Tells Us," by Sandy Baum, Michael McPherson and Patricia Steele, 2008. The College Board, Research Notes RN-19, "College Persistence, Graduation, and Remediation," by Wayne J. Camara, March 2003. The Pell Institute for the Study of Opportunity in Higher Education, "Moving Beyond Access: College Success for Low-Income, First-Generation Students," by Jennifer Engle and Vincent Tinto, 2008.

23 Bowen, William G., Chingos, Matthew M. and McPherson, Michael S. *Crossing the Finish Line: Completing College at America's Public Universities.* Princeton, New Jersey: Princeton University Press, 2011.

24 KIPP Through College tracking and surveys.

25 Peterson, Christopher, and Seligman, M.E.P., *Character Strengths and Virtues: A Handbook and Classification.* Washington, D.C.: APA Press and Oxford University Press, 2004. Peterson, Christopher. *A Primer in Positive Psychology.*

New York: Oxford University Press, 2006. Peterson and Seligman define the following terms as character strengths:

1. Creativity: coming up with new and productive ways to think about and do things

2. Curiosity: taking an interest in experience for its own sake; finding things fascinating

3. Open-mindedness: examining things from all sides and not jumping to conclusions

4. Love of learning: mastering new skills and topics on one's own or in school

5. Wisdom: being able to provide good advice to others

6. Bravery: not running from threat, challenge, or pain; speaking up for what's right

7. Grit: finishing what one starts; completing something despite obstacles

8. Integrity: speaking the truth and presenting oneself sincerely and genuinely

9. Zest: approaching life with excitement and energy; feeling alive and activated

10. Love: valuing close relationships with others; being close to people

11. Kindness: doing favors and good deeds for others; helping them; taking care of them

12. Social intelligence: being aware of motives and feelings of other people and oneself

13. Citizenship: working well as a member of a group or team; being loyal to the group

14. Fairness: treating all people the same; giving everyone a fair chance

15. Leadership: encouraging a group of which one is a valued member to accomplish

16. Forgiveness: forgiving those who've done wrong; accepting people's shortcomings

17. Modesty: letting one's victories speak for themselves; not seeking the spotlights

18. Prudence: being careful about one's choices; not taking undue risks

19. Self-control: regulating what one feels and does; being disciplined

20. Appreciation of beauty: noticing and appreciating all kinds of beauty and excellence

21. Gratitude: being aware of and thankful for the good things that happen

22. Hope: expecting the best in the future and working to achieve it

23. Humor: liking to laugh and tease; bringing smiles to other people; seeing a light side

24. Spirituality: having beliefs about the higher purpose and meaning of the universe

26 Hostetter, Mayme, David Levin, Brent Maddin, Chi Tschang, and Mike Witter for Teacher U.

27 KIPP student tracking data.

28 American Enterprise Institute, "Diplomas and Dropouts: Which Colleges Actually Graduate Their Students (and Which Don't)," by Frederick M. Hess, Mark Schneider, Kevin Carey, and Andrew P. Kelly, June 2009. Hess uses Barron's college selectivity rankings, which factor in SAT/ACT scores and the percentage of freshman applicants who were accepted, among other criteria.

"Noncompetitive" colleges generally require only high school graduation.

"Less competitive" colleges have median freshman SAT/ACT scores generally below 500/21.

"Competitive" colleges have median freshman SAT/ACT scores of 500–572/21–23.

"Very competitive" colleges typically admit students with median freshman SAT/ACT scores of 573–619/24–26.

"Highly competitive" colleges generally admit students with median freshman SAT/ACT scores of 620–654/27–28.

"Most competitive" colleges generally admit students with median freshman SAT/ACT scores of 655–800/29.

29 The Education Trust. *Opportunity Adrift: Our Flagship Universities Are Straying from Their Public Mission.* January 2010 http://www.edtrust.org/dc/publication/opportunity-adrift-our-flagship-universities-are-straying-from-their-public-mission.

Appendix 2.1.a.2.iii

2014 Alumni
Data Update

THE PROMISE OF COLLEGE COMPLETION

KIPP's Early Successes and Challenges · Spring 2014 Alumni Data Update

In the spring of 2011, KIPP published our first college completion report, which detailed the high school and college attainment rates of our alumni as of Fall 2010. We now have data from three more years of students old enough to have graduated from college. These results reflect over 550 students from the two original KIPP academies only.

As of spring 2014, 44 percent of KIPP students have earned a four-year college degree after finishing eighth grade at a KIPP middle school 10 or more years ago. This is above the national average for all students (29 percent), and more than four times the rate for students from low-income families nationwide (8 percent). An additional 5.5 percent of KIPP alumni have graduated from two-year colleges.

While we are proud of our students, we are not satisfied. KIPP's aspiration is for our students to graduate college at the same rate as their more affluent peers.

By 2015, KIPP will serve more than 55,000 students, and more than 10,000 KIPP alumni will have enrolled in college. We are committed to finding increasingly effective ways to support our students all the way through to college graduation day.

As of spring 2014, 44% of KIPP alumni have graduated from four-year colleges, and an additional 5.5% have graduated from two-year colleges.

Bar chart comparing percentages across three categories:

	U.S. average	High-income average	Low-income average	KIPP average
Graduate high school	90%	91%	72%	93%
Enroll in college	63%	82%	45%	82%
Complete four-year college	29%	71%	8%	44%
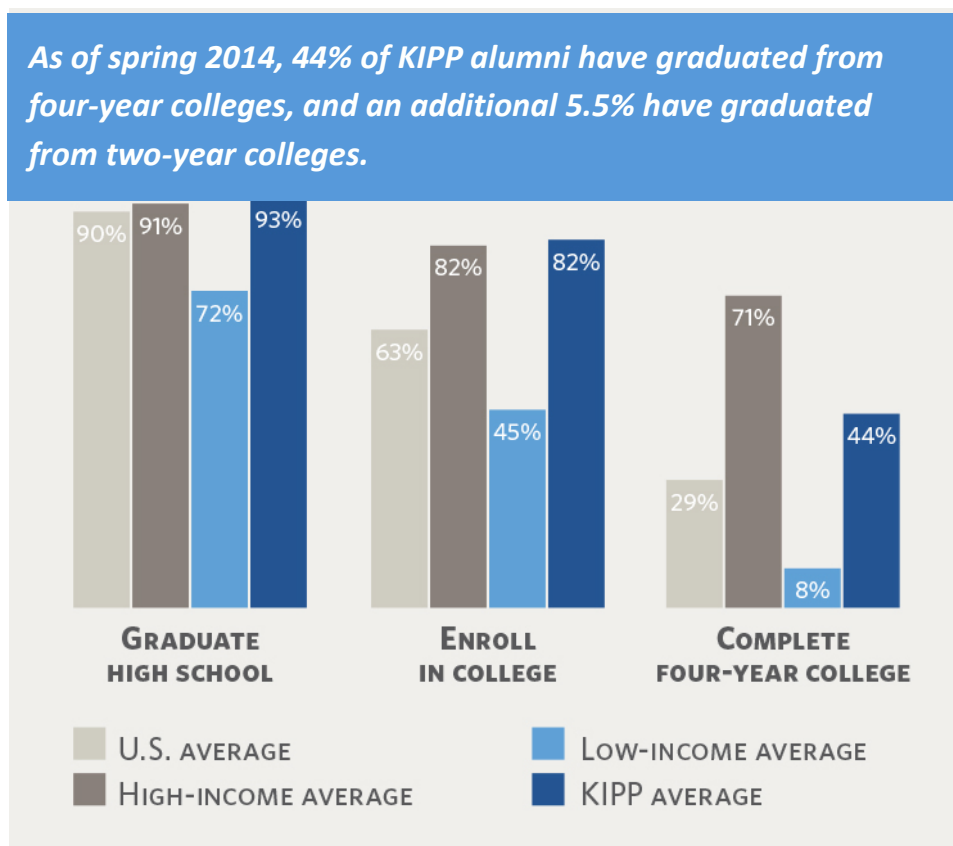
Appendix 2.1.a.2.iv

2013 Mathematica Executive Summary

**KIPP Middle Schools:
Impacts on Achievement and
Other Outcomes**

Executive Summary

February 27, 2013

Christina Clark Tuttle
Brian Gill
Philip Gleason
Virginia Knechtel
Ira Nichols-Barrer
Alexandra Resch

**MATHEMATICA
Policy Research**

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MATHEMATICA
Policy Research

EXECUTIVE SUMMARY

The Knowledge Is Power Program (KIPP) is a rapidly expanding network of public charter schools whose mission is to improve the education of low-income children. As of the 2012–2013 school year, 125 KIPP schools are in operation in 20 different states and the District of Columbia (DC). Ultimately, KIPP's goal is to prepare students to enroll and succeed in college. Prior research has suggested that KIPP schools have positive impacts on student achievement, but most of the studies have included only a few KIPP schools or have had methodological limitations.

This is the second report of a national evaluation of KIPP middle schools being conducted by Mathematica Policy Research. The evaluation uses experimental and quasi-experimental methods to produce rigorous and comprehensive evidence on the effects of KIPP middle schools across the country. The study's first report, released in 2010, described strong positive achievement impacts in math and reading for the 22 KIPP middle schools for which data were available at the time.

For this phase of the study, we nearly doubled the size of the sample, to 43 KIPP middle schools, including all KIPP middle schools that were open at the start of the study in 2010 for which we were able to acquire relevant data from local districts or states. This report estimates achievement impacts for these 43 KIPP middle schools, and includes science and social studies in addition to math and reading. This report also examines additional student outcomes beyond state test scores, including student performance on a nationally norm-referenced test and survey-based measures of student attitudes and behavior.

The average impact of KIPP on student achievement is positive, statistically significant, and educationally substantial. KIPP impact estimates are consistently positive across the four academic subjects examined, in each of the first four years after enrollment in a KIPP school, and for all measurable student subgroups. A large majority of the individual KIPP schools in the study show positive impacts on student achievement as measured by scores on state-mandated assessments. KIPP produces similar positive impacts on the norm-referenced test, which includes items assessing higher-order thinking. Estimated impacts on measures of student attitudes and behavior are less frequently positive, but we found evidence that KIPP leads students to spend significantly more time on homework, and that KIPP increases levels of student and parent satisfaction with school. On the negative side, the findings suggest that enrollment in a KIPP school leads to an increase in the likelihood that students report engaging in undesirable behavior such as lying to or arguing with parents. We describe these findings in more detail in the pages below.

Who Attends KIPP, and How Do KIPP Students Proceed Through Middle School?

To examine the characteristics of the students who enter KIPP schools (typically in 5th grade) we compared the 4th grade characteristics of future KIPP students and their elementary school classmates; that is, non-KIPP students in the same districts attending the same elementary feeder schools from which KIPP middle schools draw students. We also examined patterns of grade repetition and early exit from KIPP schools, as compared with other middle schools nearby.

Data on student characteristics provided little evidence that KIPP "creams" or selectively enrolls higher-performing students, though students entering KIPP are less likely to have received special education services. For most identifiable characteristics, the students entering KIPP schools look much like other students in their neighborhoods: low-achieving, low-income, and non-white.

Nearly all KIPP students (96 percent) are either black or Hispanic, and more than four-fifths (83 percent) are from households with incomes low enough to be eligible for free or reduced-price lunch (FRPL)—percentages that are higher than those of the KIPP students' feeder schools (Figure ES.1). The typical KIPP student scored at the 45th percentile within the district in reading and math prior to entering KIPP, an achievement level significantly lower than the average in their own elementary schools. In contrast, KIPP students are somewhat less likely than students at their feeder schools to have received special education services (9 versus 13 percent) or be classified as having limited English proficiency (LEP, 10 versus 15 percent) when they were in elementary school.

Figure ES.1. Student Baseline Characteristics: KIPP vs. Feeder Schools
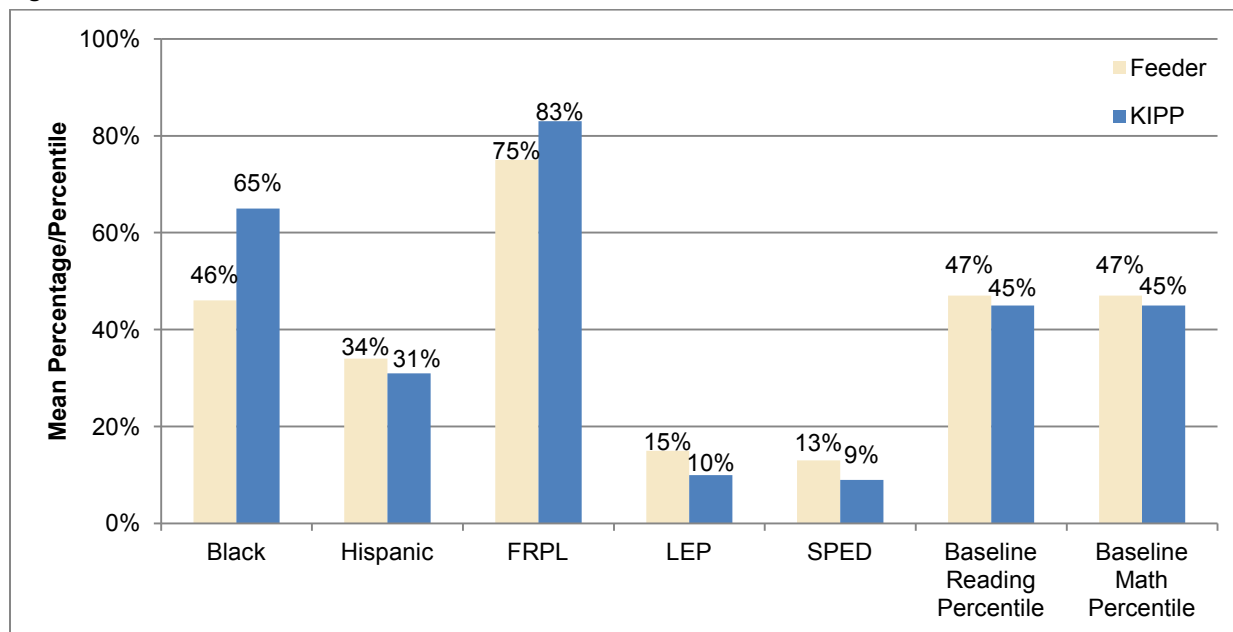
Note: All differences are statistically significant at the 0.05 level, two-tailed test.

On average, students do not leave KIPP schools at unusually high rates prior to middle school completion. The proportion of entering students who transfer before 8th grade is identical at KIPP and non-KIPP district schools (37 percent). However, KIPP schools are consistently more likely than local district schools to have students repeat a grade.

How Does KIPP Affect Student Achievement?

We examined KIPP impacts on students' performance on state assessments across four subject areas—reading, math, science, and social studies. We also measured impacts on a nationally norm-referenced test that incorporates items assessing higher-order thinking skills. Our primary method of analysis was a matched comparison group design that produced impact estimates for 41 KIPP schools. This design used propensity score matching techniques to identify a set of non-KIPP district students who, based on their characteristics and achievement trajectories in elementary school, closely resemble KIPP students. Using statistical controls for small remaining differences between the groups, we then compared the achievement trajectories of the KIPP students and comparison students on state assessments in each of the first four years after KIPP entry (typically grades 5–8). Our estimates of KIPP's impact reflect the effect of having ever enrolled at KIPP— students who leave before completing 8th grade remain part of the KIPP "treatment group" after

leaving, thereby ensuring that we do not artificially inflate KIPP's estimated impact by focusing only on students who persist at KIPP for four years.

We also used a lottery-based design as an alternative, experimental method of estimating impacts for a subset of 13 KIPP schools (including 2 schools not included in the matched comparison sample of 41 schools). We compared a treatment group of students offered admission to a KIPP school on the basis of receiving a winning draw in the school's randomized admissions lottery with a control group of students who applied to the school and participated in the lottery but who did not receive a winning draw. The lottery design uses random assignment to form treatment and control groups, making it essentially a randomized experiment—the gold standard for estimating impacts. The design guarantees that the treatment group of students is similar to the comparison group on all key characteristics, including baseline test scores and demographics, as well as items that we cannot measure such as motivation and parental support.

Despite the rigor of the lottery design, we cannot use it as our primary approach because most schools do not have enough lottery participants to support the design. Fortunately, the matched comparison design produces estimates of KIPP's achievement impacts that are not significantly different from the experimental estimates. When we apply the matching approach to the same students and schools included in a lottery-based analysis, we find that the impact estimates produced by the two methods are very similar, with no statistically significant differences. The success of the matching approach in replicating the lottery-based results provides more confidence in the results produced by the matching approach with the full set of 41 KIPP schools.

The 41 schools in the matched study comprise a majority of all KIPP middle schools in a majority of the states served by KIPP (Figure ES.2) as of the 2009–2010 school year. At that point, there were 53 KIPP middle schools in operation across 20 states and DC. Another 10 middle schools operated by KIPP had closed or lost their KIPP affiliation by 2010. Of these 63 middle schools operating in 2009–2010 or earlier, we included all KIPP schools (38 operating, 3 closed) located in states and/or school districts that could provide at least three consecutive years of complete, longitudinally linked student-level data for both traditional public and charter schools. For each school in the matching sample, we were able to calculate impacts for between 2 and 10 cohorts per school, with outcomes observed between the 2001-2002 school year and the 2010–2011 school year. These 41 schools are similar to the full population of KIPP middle schools on a variety of operational dimensions and student characteristics, suggesting the possibility of generalizing the matched comparison estimates to the full population of KIPP schools.

Figure ES.2. Location of KIPP Schools in the Study
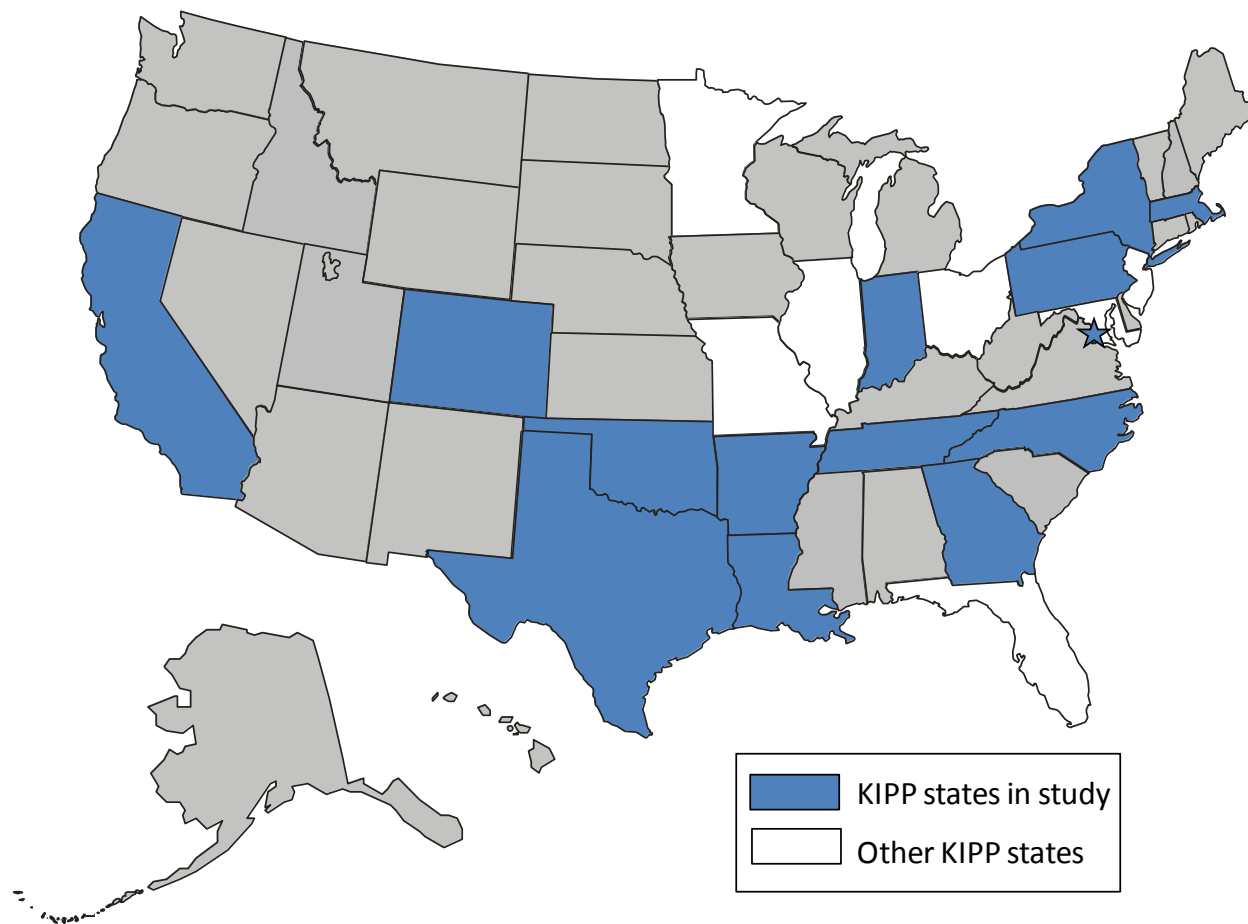
Our impact estimates suggest four key results related to how KIPP affects student achievement:

Key finding 1: KIPP middle schools have positive and statistically significant impacts on student achievement across all years and all subject areas examined.

The estimated effects of KIPP on student achievement are consistently positive. In each of the four years after KIPP entry, KIPP has a statistically significant positive impact on students' performance on state assessments in both reading and math, based on the matched comparison group design (Figure ES.3). The impacts for student subgroups are similar to the average overall impact among all KIPP students. This is true on average across KIPP and for most of the 41 KIPP schools in the matched comparison analysis.

KIPP schools also positively affect student achievement in science and social studies. We measured these impacts in whatever grade states administered tests in these subjects (typically 8th grade). The estimated impacts of KIPP are positive and statistically significant in both science and social studies, and the magnitudes of these effects are similar to the estimated impacts in math and reading after three to four years.

Figure ES.3. KIPP Estimated Impacts on Student Achievement
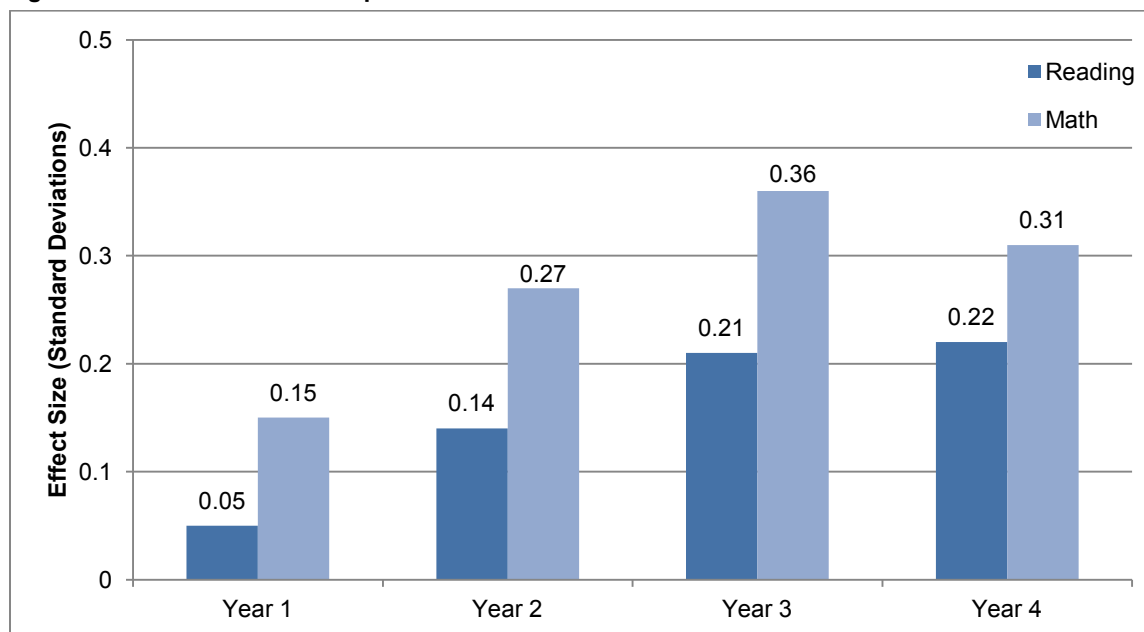
Note: All impacts are statistically significant at the 0.05 level, two-tailed test.

Key finding 2: The magnitude of KIPP's achievement impacts is substantial.

Across the KIPP schools in the analysis sample, average impacts in all subjects are large enough to be educationally meaningful. Three years after enrollment, the estimated impact in math is 0.36 standard deviations, equivalent to moving a student from the 44th to 58th percentile of the district's distribution (Figure ES.4). This impact estimate suggests that the average KIPP middle school produces approximately 11 months of additional learning growth in math for its students after three years (Bloom et al. 2008). The size of the math impact produced by KIPP schools after three years is equivalent to about 40 percent of the local black-white test score gap.

The average impact of KIPP after three years in reading (0.21 standard deviations) is somewhat smaller than that for math—equivalent to moving a student from the 46th to 55th percentile. Compared to national norms, this estimated reading impact represents approximately eight months of additional learning growth (Bloom et al. 2008). The three-year reading impact is equivalent to about 26 percent of the local black-white test score gap in reading.

KIPP's impact in science after three to four years (0.33 standard deviations) is equivalent to moving a student from the 36th to 49th percentile, representing approximately 14 months of additional learning growth. KIPP's impact in social studies after three to four years (0.25 standard deviations) is equivalent to moving a student from the 39th to 49th percentile, representing about 11 months of extra learning growth in social studies. KIPP's science and social studies impacts are equivalent to about a third of the local black-white test score gap in these subjects.

Evidence on the magnitudes of estimated impacts of other charter school management organizations (CMOs) suggests that KIPP is among the highest-performing charter networks in the country (Furgeson et al. 2012).

Figure ES.4. KIPP Estimated Impacts on Student Achievement in Percentiles, by Subject
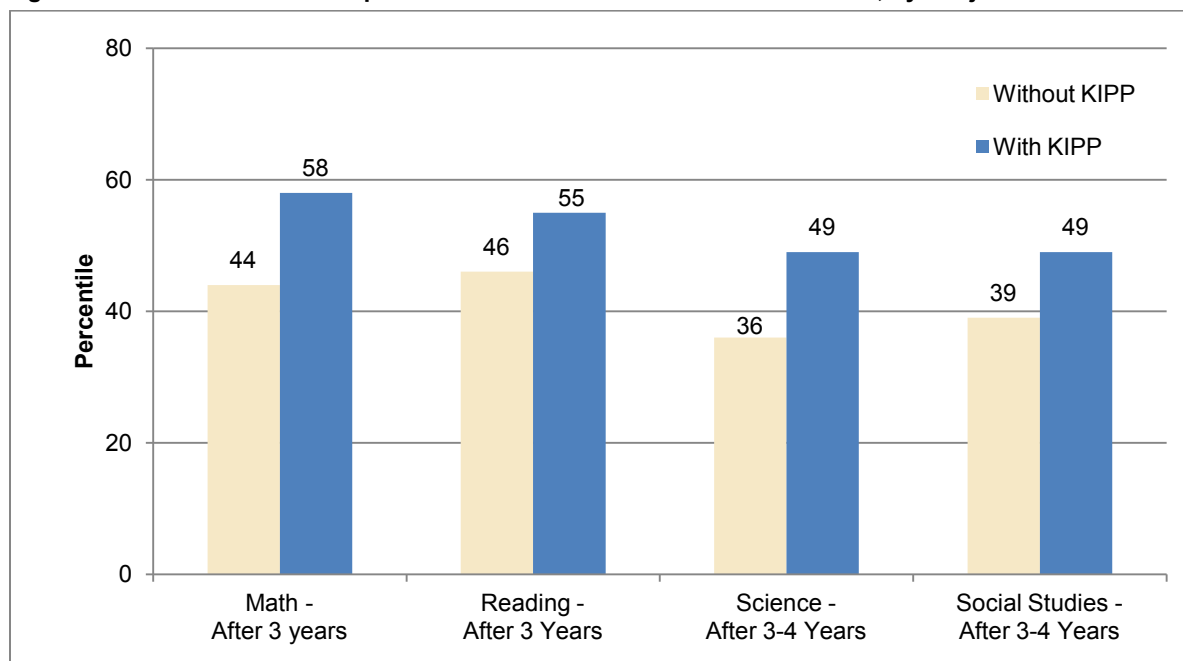
Note: For math and reading, the figure shows the impact of KIPP on the scores of tests taken three years after enrollment in a KIPP school; for science and social studies, the figure show the impact on scores of tests taken three years after enrollment for some student cohorts and four years after enrollment for other student cohorts. The blue bar represents the mean percentile rank of KIPP students in the relevant analysis sample, relative to local jurisdictions. The beige bar represents this observed mean rank minus the average KIPP impact estimate in each subject. In all four subjects, the difference in percentiles represents an impact that is statistically significant at the 0.05 level, two-tailed test.

Key finding 3: The matched comparison design produces estimates of KIPP's achievement impacts similar to estimates of the same impacts based on an experimental, lottery-based design.

A possible criticism of the matched comparison group design is that we can never be completely certain that we are accounting for unmeasured factors that lead some students to enroll in KIPP schools. It is possible, for example, that students who apply to KIPP differ from other students in their elementary schools with regard to educational motivation. If this characteristic is not captured in prior test scores or other variables in our data set, this omitted student characteristic could lead to bias in our estimates of the KIPP achievement effect. Fortunately, for a subset of schools, we are able to implement a lottery-based design that does not suffer from this limitation.

In the subset of schools in the lottery-based analysis, the estimated impacts of KIPP on student achievement in math and reading are similar to the estimates from the matched comparison design. As mentioned above, this is true when we used the exact same sample of KIPP students and carefully replicated the lottery-based estimates using the matched comparison approach. This is also true when we compared the lottery-based estimates to the original matched comparison group design estimates for those schools, which are based on a larger number of cohorts and students than the lottery-based estimates. In other words, the analysis revealed no evidence of bias in KIPP's estimated achievement impacts based on a matched comparison group design when compared with those based on an experimental, lottery-based design for the subset of KIPP schools for which both

designs are possible. This finding supports our use of the matched comparison group design for generating achievement impact estimates for the broader set of KIPP schools.

Key finding 4: In the lottery sample, average KIPP impacts on a nationally normed, low-stakes test that includes items assessing higher-order thinking skills were similar to impacts on high-stakes state tests.

In the KIPP schools included in the lottery-based analysis, we administered a low-stakes, nationally norm-referenced assessment (the TerraNova, which included constructed response items in the reading component) to test the robustness of the results found on state assessments. The magnitude of the estimated impacts of these KIPP schools on the study-administered test was consistent with the positive point estimates found on the state assessments. However, because a smaller sample of students took the TerraNova, statistical power is limited and the reading estimate does not achieve statistical significance. The math estimate is statistically significant.

This finding is important for two reasons. First, because the test results did not have consequences for students, teachers, or schools, the TerraNova results suggest that the positive impacts of KIPP are not a result of "teaching to the test" on state assessments. Second, TerraNova results taken alongside the positive impacts in science and social studies suggest that KIPP is doing more academically than simply improving students' basic skills in reading and math.

How Does KIPP Affect Student Behavior and Attitudes?

In addition to affecting students' academic achievement, KIPP may influence student behaviors and attitudes related to long-term academic success. For KIPP schools in the lottery sample, we used the experimental design to estimate impacts on various measures of student behavior and attitudes. Notable findings from this analysis include:

- Students enrolled at KIPP spend an additional 35 to 53 minutes on homework per night than they would have in a non-KIPP school, completing an average of more than two hours of homework per night (according to student and parent self-reports) as a result.

- KIPP has no statistically significant effect on a variety of measures of student attitudes that may be related to long-run academic success. The estimated KIPP impacts on indices of student-reported self-control, academic self-concept, school engagement, effort/persistence in school, and educational aspirations are not statistically significant.

- KIPP has no statistically significant effect on several measures of student behavior, including self-reported illegal activities, an index of good behavior, and parent reports of behavior problems. However, KIPP has a negative estimated effect on a student-reported measure of undesirable behavior, with KIPP students more likely to report behaviors such as losing their temper, arguing or lying to their parents, or giving their teachers a hard time.

- Winning an admissions lottery to KIPP has a positive effect on students' and parents' satisfaction with school. In addition, the parents of KIPP students are less likely to report that their child's school is too easy.

Are the Characteristics of KIPP Schools Associated with Impacts?

While most KIPP schools have significant positive impacts on student achievement, some KIPP schools have more positive impacts than others. This raises the question of whether there are particular characteristics of some schools that make them more successful. Ultimately, we would like to understand the conditions under which KIPP schools are most likely to promote the academic achievement of their students so that successful practices and conditions can be replicated.

The factors that drive the success of KIPP schools could not easily be determined in our analysis. Few of the school characteristics we examined are strongly correlated with the estimated impacts of the KIPP schools in the study sample. For example, class size, teacher experience and professional development opportunities are not associated with impacts. The lack of significant correlations between these school characteristics and impacts may be explained, in part, by the limited sample size of 38 schools for which impact estimates and school characteristics were available, affecting our ability to detect small to moderately-sized relationships.

Nonetheless, we identified two factors related to the strength of KIPP schools' impacts on student achievement. One is the approach of the KIPP school toward student behavior and school culture. KIPP's impact on student achievement is larger in schools where principals report a more comprehensive school-wide behavior system. This finding is consistent with the findings of several other recent studies of charter schools (Angrist et al. 2011; Dobbie and Fryer, 2011; Furgeson et al. 2012). Under comprehensive school-wide behavior systems, schools have clearly defined and consistently enforced rewards for good behavior and consequences for negative behavior.

Second, the length of the school day and how time is used are also significantly associated with impacts. All KIPP schools have longer-than-normal school days (with an average KIPP school day of more than nine hours), but some have longer days than others. Overall, average impacts on student achievement are smaller in KIPP schools with a particularly extended school day. This counterintuitive relationship appears to be driven by the fact that, in these schools, the additional time tends to be spent in non-core academic activities. In contrast, average impacts on student achievement are larger in KIPP schools in which relatively more time is spent on core academic activities.

It is difficult to isolate the elements that create a successful KIPP school. This may be because KIPP's approach aims to integrate multiple strategies in concert—which is why KIPP believes that no single factor is responsible for creating a high functioning KIPP school. Nonetheless, the variance in impacts achieved by KIPP schools suggests that there may be operational differences among the schools. More research is needed to identify exactly what makes each school more or less successful than its peers. In future work evaluating the KIPP network's effort to "scale up," we will address this and other key questions in more detail. We will calculate impacts for additional KIPP schools and generate separate impacts by school year (not only by number of years a student is enrolled), giving us a larger sample for analyzing factors that can be correlated to KIPP impacts and the opportunity to observe how the impacts of individual KIPP schools change over time. In addition, this work will enable us to estimate the effectiveness of newer KIPP schools, including elementary and high schools. Finally, as the network matures, researchers will be able to calculate longer-term impacts on students, assessing KIPP's progress towards its goals of seeing more students to and through college.

MATHEMATICA
Policy Research

Improving public well-being by conducting high quality, objective research and surveys

Princeton, NJ ■ Ann Arbor, MI ■ Cambridge, MA ■ Chicago, IL ■ Oakland, CA ■ Washington, DC

Appendix 2.1.b.1.i

Character
Growth Card

C Character Lab

You may find this character inventory tool helpful to discuss differences and similarities between self-scores and teacher-scores, changes and progress over time, and/or variations in scores in different environments, situations, or class settings. After a discussion, setting one or two goals would be an appropriate next step. It's important to note that this tool should not be used to diagnosis or compare children, nor to compare schools or programs. Please use it to help children focus on their own growth and development in these areas, and as a positive conversation starter.

	SELF-ASSESSMENT	AVERAGE TEACHER SCORE	TEACHER 1	TEACHER 2	TEACHER 3	TEACHER 4	TEACHER 5
■ Q1 ■ Q2 ■ Q3 ■ Q4 STUDENT NAME GRADE SCHOOL DATE 1 = Almost Never · 2 = Very Rarely · 3 = Rarely · 4 = Sometimes · 5 = Often · 6 = Very Often · 7 = Almost Always							
GRIT Finished whatever s/he began Stuck with a project or activity for more than a few weeks Tried very hard even after experiencing failure Stayed committed to goals Kept working hard even when s/he felt like quitting							
OPTIMISM Believed that effort would improve his/her future When bad things happened, s/he thought about things they could do to make it better next time Stayed motivated, even when things didn't go well Believed that s/he could improve on things they weren't good at							
SELF CONTROL (school work) Came to class prepared Remembered and followed directions Got to work right away instead of waiting until the last minute Paid attention and resisted distractions							
SELF CONTROL (interpersonal) Remained calm even when criticized or otherwise provoked Allowed others to speak without interrupting Was polite to adults and peers Kept temper in check							
GRATITUDE Recognized what other people did for them Showed appreciation for opportunities Expressed appreciation by saying thank you Did something nice for someone else as a way of saying thank you							
SOCIAL INTELLIGENCE Was able to find solutions during conflicts with others Showed that s/he cared about the feelings of others Adapted to different social situations							
CURIOSITY Was eager to explore new things Asked questions to help s/he learn better Took an active interest in learning							
ZEST Actively participated Showed enthusiasm Approached new situations with excitement and energy							

Appendix 2.1.b.1.ii

Paycheck Legend

KIPP:Chicago

COLLEGE PREP PUBLIC SCHOOLS

PAYCHECK LEGEND

-$1	-$2	-$7	-$20
Dress Code Violation - fixable	Did Not Follow Directions	Distracting Others /Seeking Attention (SILLY)	Bullying (Gossiping/Teasing)
Not Organized	Incomplete/Not High-Quality Work/No Signature	Gum or Food in Class	Cellphone/Electronic Device Audible or Visible
Not SLANTing	Off Task	Negative Attitude	Cursing
Talking During Level 0	Shouting or Calling Out	Inappropriate	Gross Disrespect
Tardy to School	Moving too slowly	No Homework (of any kind)	Instigating a Fight
Unprepared (missing materials)		Unsafe bus behavior	Lying/Cheating/Stealing
		No belt	Physical Aggression
		Wrong shirt, plants, or shoes – fixed by 9am	Roaming the Hallways
			Vandalism or Misuse of Property
			Play Fighting
			Out of Uniform (UNI)

CHARACTER SHOUT OUTS

GRIT	fixed a mistake; demonstrated a growth mindset
ZEST	actively participated in class; showed joy for learning
SELF-CONTROL	showed focus; excellent SLANT; demonstrated urgency
OPTIMISM	bounced back – behavior; bounced back – academics; found a solution to a conflict;
GRATITUDE	showed gratitude for others; showed pride in the school
SOCIAL INTELLIGENCE	showed empathy; helped a teammate
CURIOSITY	took an academic risk; asked a thoughtful question;

Appendix 2.1.b.1.iii

Paycheck Template

Week of January 20, 2014

Pay to the order of:

Homeroom:

$ _____

M	
T	
W	
Th	
F	

_____   _____
Teacher Signature   Parent Signature

Class of 2021: Work hard. Be nice.

--✂--------------------

PAYCHECK LEGEND

Level 1 $1	Level 2 $2	Level 3 $7	Level 4 $20
Dress Code Violation (DC)	Did Not Follow Directions (DNFD)	Distracting Others/Seeking Attention (SILLY)	Bullying (Gossiping/Teasing) (BULLY)
Not Organized (UN)	Incomplete/Not High-Quality Work (INC)	Gum or Food in class (FOOD)	Cellphone/Electronic Device Audible or Visible (TECH)
Not SLANTing (SLANT)	Missing (M)	Negative Attitude (NA)	Cursing/Profanity (PROF)
Talking (T)	Off Task (OT)	Inappropriate (IA)	Gross Disrespect (GROSS)
Tardy to School (TARDY)	Shouting or Calling Out (SHOUT)	No Homework (NHW)	Instigating a Fight (INSTIGATE)
Unprepared (U)	Moving Too Slowly (MTS)	Unsafe Bus Behavior (CTA)	Lying/ Cheating/ Stealing (DISHONESTY)
	No Signature (NS)	Talking Back (TB)	Physical Aggression (PHY)
			Roaming the Hallways (ROAM)
			Vandalism or Misuse of Property (VAND)
			Play Fighting (PLAY)
			Out of Uniform (UNI)

Student Name: **Paycheck Amount:** $ _____

Date: **Jeans Pass?**

                                                                   _____Yes   _____ No

Appendix 2.1.b.2.i

Commitment to Excellence

Teachers' Commitment

We fully commit to KIPP in the following ways:

- We will arrive at KIPP every day by 7:30 am (Monday-Friday).
- We will remain at KIPP until 5:00 pm (Monday -Thursday) and 4:15 pm on Friday.
- We will come to KIPP on appropriate Saturdays at 8:45 am and remain until 12:15 pm.
- We will teach at KIPP during the summer.
- We will always teach in the best way we know how and we will do whatever it takes for our students to learn.
- We will always make ourselves available to students and parents, and address any concerns they might have
- We will always protect the safety, interests, and rights of all individuals in the classroom.

Signed: ..

Parents'/Guardians' Commitment

We fully commit to KIPP in the following ways:

- We will make sure our child arrives at KIPP by 7:45 am (Monday-Friday) or boards a KIPP bus at the scheduled time.
- We will make arrangements so our child can remain at KIPP until 4:00 pm (Monday - Friday).
- We will make arrangements for our child to come to KIPP on appropriate Saturdays at 9:00 am and remain until 12:00 pm.
- We will ensure that our child attends KIPP summer school.
- We will always help our child in the best way we know how and we will do whatever it takes for him/her to learn. This also means that we will check our child's homework every night, let him/her call the teacher if there is a problem with the homework, and try to read with him/her every night.
- We will always make ourselves available to our children and the school, and address any concerns they might have. This also means that if our child is going to miss school, we will notify the teacher as soon as possible, and we will carefully read any and all papers that the school sends home to us.
- We will allow our child to go on KIPP field trips.
- We will make sure our child follows the KIPP dress code.
- We understand that our child must follow the KIPP rules so as to protect the safety, interests, and rights of all individuals in the classroom.

Signed: ..

Student's Commitment

I fully commit to KIPP in the following ways:

- I will arrive at KIPP every day by 7:45 am (Monday-Friday) or board a KIPP bus at the correct time.
- I will remain at KIPP until 4:00 pm (Monday - Friday).
- I will come to KIPP on appropriate Saturdays at 9:00 am and remain until 12:00 pm.
- I will attend KIPP during summer school.
- I will always work, think, and behave in the best way I know how, and I will do whatever it takes for me and my fellow students to learn. This also means that I will complete all my homework every night, I will call my teachers if I have a problem with the homework or a problem with coming to school, and I will raise my hand and ask questions in class if I do not understand something.
- I will always make myself available to parents and teachers, and address any concerns they might have. If I make a mistake, this means I will tell the truth to my teachers and accept responsibility for my actions.
- I will always behave so as to protect the safety, interests, and rights of all individuals in the classroom. This also means that I will always listen to all my KIPP teammates and give everyone my respect.
- I will follow the KIPP dress code.
- I am responsible for my own behavior, and I will follow the teachers' directions.

Signed: ..

Appendix 2.1.b.2.ii

KIPP Through College Team Bios

The KIPP Through College team is a highly experienced and qualified group.

Jia Li Pratt, Director of KIPP Through College
Jia joined KIPP Chicago Schools from Deloitte Consulting, where she spent over 10 years consulting in the areas of organizational transformation, change management, communications, and training. Jia also brings experience from the public education sector having held positions at Chicago Public Schools, the KIPP Foundation, and as a founding board member of a KIPP school. Jia holds a B.S. from Cornell University and a MBA from the Kellogg School of Management at Northwestern University. As Director of KIPP Through College, Jia manages a team of people who provide comprehensive supports for our rapidly growing alumni base as they journey to and through college.

Catrina Clayton, High School Transition Coordinator
Mrs. Clayton was born and raised in Chicago, Illinois. She graduated from Bradley University, where she majored in Psychology and Criminal Justice and minored in Sociology. After graduating college in 2006, Catrina began her career at a social service agency as a social worker for families involved with the Department of Children and Family Services. In 2009, she received her Master of Arts in School Counseling from Bradley University and began her school counselor career at CICS-Avalon. She holds a Type 73 certificate and is a Nationally Certified Counselor. Mrs. Clayton joined the KIPP Chicago Schools family in 2012. She is a member of the KIPP Through College team and serves as the High School Transition Coordinator. She is a very dedicated and focused leader who enjoys working with KIPPsters as they transition to high school.

Anneisha Elerby, College Support Counselor
Anneisha joined the KIPP Chicago Schools team in 2012 as a member of the National College Advising Corps. She joined the corps following her graduation from the University of Illinois-Chicago in 2012. Anneisha provides hands on college persistence support to our alumni who are freshman and sophomores in college, as well as providing college placement support, as needed, to our high school seniors.

Peter Gooden, Director of College Access and Support
As a native New Yorker, Peter holds a B.A. in Psychology from the City College of New York. Following graduation, Peter worked as an underwriter for Marc One Capital before joining KIPP NYC in 2006 as an alumni counselor. In 2008, Peter moved to Chicago to begin working as a 6 to 16 Advisor for the University of Chicago's Carter F. Woodson Charter Middle School. Peter returned to KIPP by joining KIPP Chicago Schools in 2010 in his current role. Peter is currently completing the KIPP School Leadership Program. He works directly with KIPP Chicago alumni in high school and in college to ensure they have the support needed to make the journey to and through college.

Elly Leman, KIPP Through College Program Coordinator
Elly joined the KIPP Through College team in 2012 after completing a year with the Urban Prep Fellows program. At Urban Prep Charter Academy, Elly mentored, taught, and tutored 19 sophomores. During her time at Bryn Mawr College in Philadelphia, Elly worked as a tutor at several Philadelphia area high schools, preparing students for success in high school, college, and beyond. Elly holds a B.A. from Bryn Mawr College.

Appendix 2.1.b.3

KIPP Chicago
KTC Overview

Nationally, KIPP leads the conversation around college access and persistence for first generation students

KIPP students are earning college degrees at a **higher level than the average of all students across the nation** — and at a rate over **four times higher than students from low-income communities**

KIPP alumni complete college at higher rates than the national average and at over 4x the rate of their peers

BASED ON ALL KIPP ALUMNI WHO COMPLETED 8TH GRADE 5+ YEARS AGO

BASED ON ALL KIPP ALUMNI WHO COMPLETED 8TH GRADE 10+ YEARS AGO

Eighth grade completers
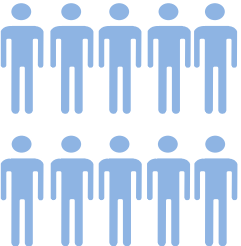
Graduate high school
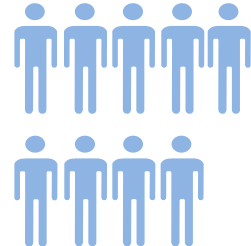
Enter college
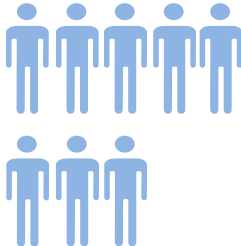
Earned a 4-year degree

Earned a 2-year degree

100 %

93%

82%

44%

+

5.5%

Based on all KIPP alumni who completed 8th grade at KIPP 10+ years ago

KIPP has identified five critical factors for college completion

Academic Readiness	• Strong academic background ensures students can handle college-level curriculum • 25% of dropout decisions are academic
A Powerful Set of Character Strengths	• Character strengths, such as self-advocacy, time management, and study skills, are integral in less structured college environment and have strong relationship to college GPA
Social and Academic Integration	• Students are much more likely to persist if they have good friends and get involved on campus
College Affordability and Financial Understanding	• A financial plan where student does not feel pressured to work full-time is key to allowing them to invest in school • 70% of drop outs report they did not have scholarships and financial aid, compared to 40% of those who graduate
The Right Match: Student + School	• Best colleges often have the highest graduation rates, a culture of graduation, and resources on campus to help with persistence

KTC Programming addresses each of these factors across an alumni's journey to and through college

	MIDDLE SCHOOL	**HIGH SCHOOL**	**COLLEGE**

Academic Readiness

A Powerful Set of Character Strengths

Social and Academic Integration

College Affordability and Financial Understanding

The Right Match: Student + School

KTC Middle School Program: in-school curriculum, badge-based program and parent workshops: Teaches students the academic and character strengths required to excel in high school and college, early preparation for improving students' eligibility for selective colleges

College Transition Retreat: A college transition class focused on study skills and leveraging college resources

Targeted one-on-one check-ins: We consistently check in with our alumni throughout the year to ensure they are persisting in school and are connected to the resources they need

College Access Program: Up to 50% of low-income students attend a college less-selective than their capability, increasing drop-out rates. KTC offers workshops to support students college application process, financial aid application, and college selection

HS choice counseling & application support: HSs students attend impact their college readiness. KTC ensures students attend and persist at the best HS possible

Source: Practices and Programs that Prepare Students for College Graduation (2010), KIPP 2011 College Completion Report , Effective College Access, Persistence and Completion Programs, and Strategies for Underrepresented Student Populations (2010), Maximizing the College Choice Process to Increase Fit & Match for Underserved Students (2011), The Role of Social Supports and Self-Efficacy in College Success (2010)

KIPP has established partnerships with over 60 colleges and universities to support its students through college

Cal Poly San Luis Obispo
Loyola Marymount University
Notre Dame de Namur University
Pomona College
Saint Mary's College of California
San Francisco State University
San Jose State University
University of California-Berkeley
University of California-Davis
University of California-Irvine
University of California - Santa Cruz
University of San Francisco

Austin Community College
Blinn College
Houston Baptist University
Lone Star College System
Rice University
Saint Edward's University
Southern Methodist University
Texas A&M University
Texas A&M University-Kingsville
Texas State University
Texas Tech University
University of Houston
University of Kansas
University of St. Thomas
University of Texas at Austin
University of Texas-Permian Basin
University of Texas -San Antonio

Monmouth College
Northern Illinois University
University of Kansas

Bloomfield College
Brown University
Colby College
CUNY City College
CUNY Lehman College

CUNY Hunter College
CUNY Kingsborough
College
Mercy College
Syracuse University

Franklin and Marshall College
Georgetown University
Kutztown University
Lycoming College
Montclair State University
Rowan University
Rutgers University-Camden
Trinity Washington University
University of Maryland College Park
University of Pennsylvania

Davidson College
Duke University
Georgia College & State University
Georgia State University
Morehouse College
Spelman College
University of North Carolina Chapel Hill
Vanderbilt University

Dillard University
Ouachita Baptist University
University of Arkansas
University of Arkansas at Pine Bluff

Appendix 2.1.b.7.i

Promotion and Graduation Policy

KIPP:Chicago

COLLEGE PREP PUBLIC SCHOOLS

KIPP Chicago Promotion and Graduation Policy

KIPP Chicago students earn promotion to the next grade by demonstrating mastery of the essential knowledge and skills at their grade level. Promotion decisions take into consideration a student's grades, attendance, and standardized test scores.

1. Grades:
- For promotion to the next grade, students must earn a **final report card grade** of 70% or above for each of their core classes. The final report card grade in each subject is an average of the grades reported at the end of the four reporting quarters. Core classes vary slightly by grade level and by campus.
- Students who have earned grades lower than 70% in non-core classes will be promoted at the discretion of the principal.
- Students with disabilities receiving special education and related services under an Individualized Education Program (IEP) are expected to meet the same promotion criteria as their non-disabled peers unless the IEP modifies the promotion criteria in whole or in part.
- In our primary schools, students must achieve a final reading level that is within three STEP levels of the grade level target.

2. Attendance: We have found that students who repeatedly miss class are at a greater risk for failing the grade because they are not able to master the grade level content. Any student who has 15 or more unexcused absences in a school year may be retained at the discretion of the principal.

3. Standardized Testing: Decisions to promote or retain students may also be based on their performance on the district wide assessment – Northwest Evaluation Association's Measures of Academic Progress assessment (known more commonly as the NWEA MAP assessment). We expect that students in KIPP Chicago Schools make at least one year's individualized expected academic growth on all administered NWEA tests. Students who do not demonstrate one year's expected growth as evidenced by meeting their typical growth target may be retained at the discretion of the principal.

Appendix 2.1.b.7.ii

Discipline Policy

KIPP:Chicago
COLLEGE PREP PUBLIC SCHOOLS

KIPP Chicago Schools Discipline Policy

KIPP Chicago Schools is electing to use the Chicago Public Schools Student Code of Conduct.

KIPP:Chicago

Appendix 2.1.b.7.iii

CPS Student
Code of Conduct

Chicago Public Schools

student code of conduct
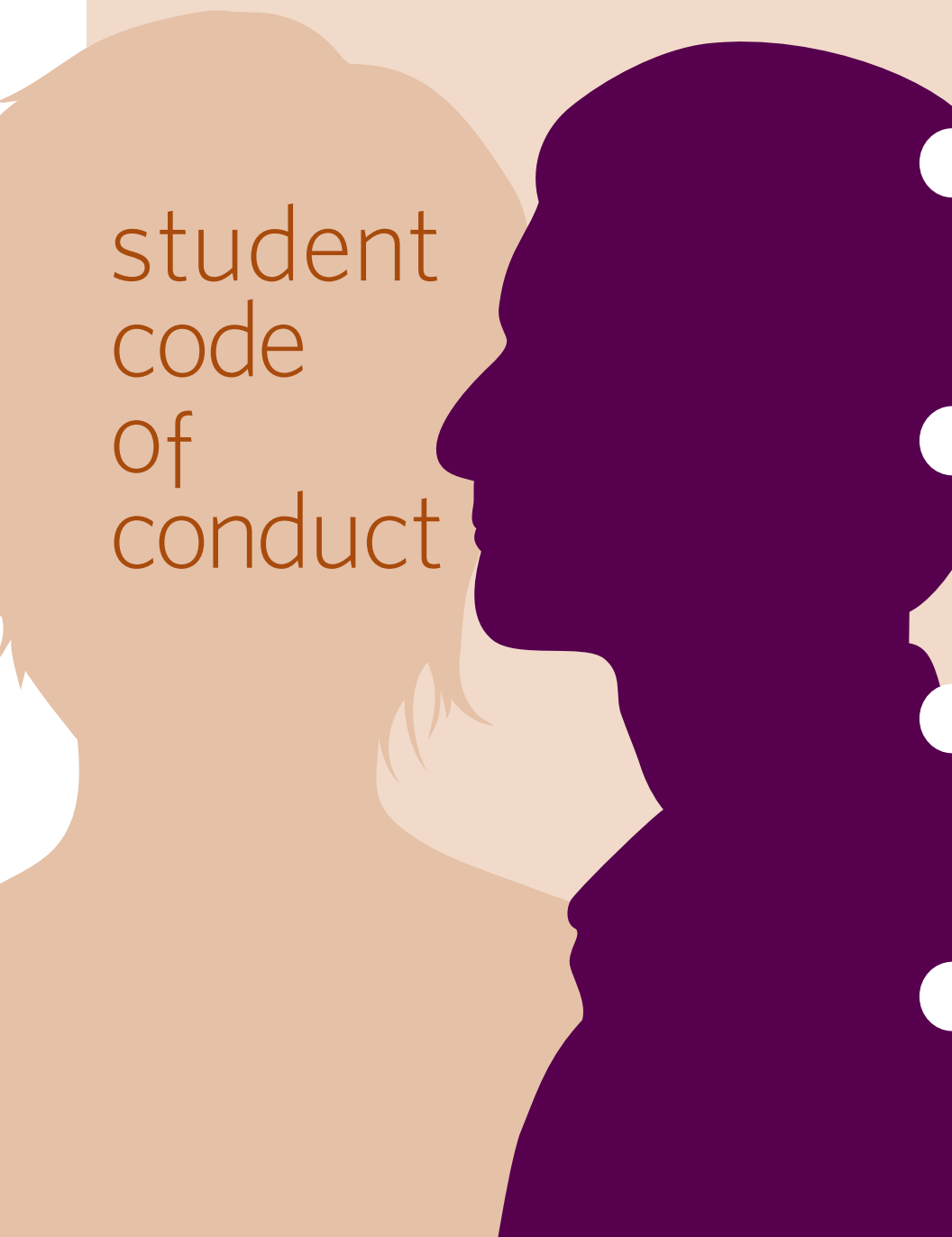
acknowledgement of receipt
of the student code of conduct

Chicago Public Schools
Student Code of Conduct

Student Agreement

I, _____ (print student's name) have received and
read the Student Code of Conduct ("SCC") for the Chicago Public Schools.
I am aware of my rights and responsibilities under the SCC. Furthermore, I
understand that inappropriate student behavior will result in interventions and
consequences as stated under the SCC.

_____

Student Signature   Date

Parent/Guardian Agreement

Dear Parent or Guardian:

Chicago Public Schools believes that you should be informed regarding our effort
to create and maintain a safe and secure learning environment for all students.
Please read the SCC and sign the document below to acknowledge your receipt
and understanding of the SCC.

I am the parent or guardian of the above named student. I have received and
read the SCC. I understand that by signing this document, I agree to support and
promote the goals of the SCC and make every effort to work with the school in
resolving all disciplinary matters.

_____

Parent/Guardian Signature   Date

table of contents

introduction

Effective September 2, 2014

PURPOSE

The Chicago Public Schools (CPS) Student Code of Conduct (SCC) supports our schools in maintaining safe, nurturing, participatory and productive learning environments. In order to maximize learning time and promote positive behaviors, every school must establish multi-tiered systems of support for students' social, emotional and behavioral needs. This includes developing clear expectations, teaching social-emotional competencies, and fostering positive relationships among all members of the school community. Chicago Public Schools is committed to an instructive, corrective, and restorative approach to behavior. If behavior incidents arise that threaten student and staff safety or severely disrupt the educational process, the response should minimize the impact of the incident, repair harm, and address the underlying needs behind student behaviors. In accordance with the SCC, all disciplinary responses must be applied respectfully, fairly, consistently, and protect students' rights to instructional time whenever possible.

A safe, welcoming, and productive school requires the support of all staff, students, and families.

RIGHTS AND RESPONSIBILITIES

Student Rights

- To receive a free high-quality public education

- To be safe at school

- To be treated fairly, courteously, and respectfully

- To bring complaints or concerns to the school principal or staff for resolution

- To tell his/her side of the story before receiving a consequence

- To be told the reason(s) for any disciplinary action verbally and in writing

- To be given information about appealing disciplinary actions

- To express opinions, support causes, assemble to discuss issues, and engage in peaceful and responsible demonstrations

Student Responsibilities

- To read and become familiar with this policy

- To attend school daily, prepare for class, and complete class and homework assignments to the best of his/her ability

- To know and follow school rules and instructions given by the school principal, teachers, and other staff

- To tell school staff about any dangerous behavior or bullying that occurs at school, on the way to and from school, or in the school community

- To bring to school only those materials that are allowed

- To treat everyone in the school community with respect

- To respect school property, community property, and the property of others

Parent/Guardian Rights

- To be actively involved in their child's education

- To be treated fairly and respectfully by the school principal, teachers, and other staff

- To access information about the Chicago Board of Education (Board) policies and procedures

- To be notified promptly if their child is disciplined for inappropriate or disruptive behavior and informed of the consequences assigned

- To appeal disciplinary actions taken

- To receive information about their child's academic and behavioral progress

Parent/Guardian Responsibilities

- To read and become familiar with this policy

- To make sure their child attends school regularly, on time, and to notify the school before the school day begins if their child is absent

- To give the school accurate and current contact information

- To tell school officials about any concerns or complaints respectfully and in a timely manner

- To work with the school principal, teachers, and other staff to address any academic or behavioral concerns regarding their child

- To talk with their child about the behavior expected in school

- To support their child's learning and school activities at home

- To be respectful and courteous to staff, other parents, guardians, and students

- To respect other students' privacy rights

School Staff Rights

- To work in a safe and orderly environment

- To be treated courteously and respectfully

- To bring complaints or concerns to school administration, Network and District offices

- To receive supportive professional development and resources

School Staff Responsibilities

- To explicitly teach, re-teach and model clear behavioral expectations to all students

- To actively supervise all areas of the school building and use positive strategies to redirect behavior

- To provide engaging learning activities that minimize opportunities for disruption

- To intervene early and de-escalate inappropriate behaviors

- To identify and respond effectively to students' social, emotional, and/or behavioral health needs, including referring students for additional support when necessary

- To treat everyone in the school community fairly and with respect

- For administrators to review the circumstances surrounding each situation and exercise their discretion to assign interventions/consequences in the best interest of the school community

- For administrators to apply the SCC accurately, consistently, and in a non-discriminatory manner, including providing students with opportunities to respond, notifying parent/guardians when disciplinary action is taken, and recording all disciplinary action in IMPACT

Chief Executive Officer or Designee Responsibilities

- To monitor the implementation of prevention strategies and the safety and security program in each school

- To systematically monitor and publish suspension, expulsion, and other disciplinary data disaggregated by race/ethnicity, sex, limited English proficiency, and disability

- To prepare recommendations for improving school discipline

- To create guidelines for effective school discipline

- To establish procedures for reciprocal reporting with the Chicago Police Department

requirements and guidelines

GENERAL REQUIREMENTS

The SCC applies to students at all times during the school day, while on school property, while traveling to and from school, at any school-related event, on any vehicle funded by CPS (such as a school bus), and while using the CPS network.[1]

The SCC also applies to student behavior outside of school if: (1) a student engages in a Group 5 or 6 behavior, and (2) the behavior disrupts or may disrupt the educational process or orderly operation of the school. This includes seriously inappropriate behavior on social networking websites that disrupts or may disrupt the educational process or orderly operation of the school.

To address inappropriate behavior, school administrators must comply with the *Guidelines for Effective Discipline* which shall be issued by the Office of Social & Emotional Learning. At a minimum, a principal or his/her designee must:

1) **Redirect to correct behavior.** All adults should redirect students to correct inappropriate behavior and minimize the likelihood of the behavior escalating or recurring.

2) **Intervene** to minimize disruption, resolve conflict, and as necessary to keep students and staff safe. If a student has been injured, make every reasonable effort to immediately notify the parents/guardians.

3) **Gather information** by talking to all students, teachers, school staff, or other witnesses to the incident. When student misbehavior is reported to the school principal or designee, an investigation must begin no later than the next school day. If a search of the student, his/her locker, desk, or personal belongings needs to be conducted, follow the Board's Search and Seizure Policy (http://policy.cps.k12.il.us/documents/409.3.pdf). Identify factors that may have contributed to the incident and seek to understand the full context.

[1] *The CPS network means systems, computer resources, and infrastructure used to transmit, store, and review data or communicate over an electronic medium and includes, but is not limited to, the E-mail system(s), collaboration systems, databases, hardware, telecommunication devices, information systems, internet service, distance learning tools, the CPS intranet system or CPS mainframe systems, whether owned or contracted by the Board or otherwise used for school purposes. Students are subject to the requirements in the Policy on Student Acceptable Use of the CPS Network (http://policy.cps.k12.il.us/documents/604.2.pdf).*

4) **Analyze** whether the student's alleged behavior falls within the SCC using the information gathered. If so, determine the Group level of disruption caused by the inappropriate behavior, identify the inappropriate behavior listed, and consider the range of possible interventions and consequences.

5) **Discuss** with the student and **provide the opportunity to explain** his/her actions.

   a) Inform the student of the inappropriate behavior s/he may have exhibited, the applicable SCC behavior category, and the range of possible interventions and consequences.

   b) Allow the student to respond and explain his/her actions.

   c) Make reasonable efforts to contact the parents/guardians and discuss the incident with them before assigning interventions and consequences.

   d) No student shall be sent home before the end of the school day unless the school has established contact with the student's parent/guardian and provided written notice of a suspension.

6) **Make a determination and assign interventions or consequences** according to the SCC.

   a) Determine whether it is more likely than not that the student engaged in the identified SCC inappropriate behavior and the intervention or consequence most likely to address the cause of the behavior.

   b) The principal or designee has the final authority to assign interventions and consequences based on his/her independent assessment of the best interest of the school community, including available school resources, the needs of any student or staff harmed, and the rights of the student engaged in inappropriate behavior, in alignment with the SCC.

   c) Follow the special procedures contained in the Procedural Safeguards section for students with disabilities and students with Section 504 Plans.

   d) Avoid consequences that will remove the student from class or school, if possible. **Use out-of-school suspensions as a last resort and only when in-school interventions and consequences are insufficient to address the student's inappropriate behavior.**

   e) If a student is suspended, the principal or his/her designee may choose to give the student a combination of out-of-school and skill-building in-school suspension days. The out-of-school suspension must be served first and the combined total of out-of-school and in-school suspension days must not exceed the limits available for each Group level.

f) School staff members must not use public disciplinary techniques and must respond to inappropriate student behavior as confidentially as possible.

g) No restrictions may be placed on food options or recess activities as a behavior consequence. Silent group lunches are expressly prohibited.

7) Complete report in IMPACT for all inappropriate behaviors under the SCC. Hand-deliver to the parents/guardians or mail a copy of the misconduct report to the student's home address.

8) Inform parents/guardians of their right to appeal if they believe that the consequence is unwarranted or excessive.

a) The parents/guardians have the right to ask the principal to review the consequence assigned and to reconsider the decision.

b) If a student has been suspended or referred for an expulsion hearing, the parents/guardians may appeal by contacting the Office of Family & Community Engagement (FACE) at 773/553-FACE (773/553-3223) or the Network Chief of Schools ("Network Chief") or his/her designee. The Network Chief or designee will review the appeal and determine:

- whether any factual errors were made in the principal's investigation,

- whether the documentation of the student's behavior aligns to the recorded SCC behavior category,

- whether prior interventions were attempted when appropriate,

- whether the length of the suspension was commensurate with the student's inappropriate behavior, and

- in the case of a request for an expulsion hearing, whether the request was appropriate.

The Network Chief or designee's decision shall be final. The term of a student's suspension or request for an expulsion hearing is not halted by the parents/guardians' appeal.

c) If a student has been expelled, the parents/guardians may appeal the final determination in writing and send additional evidence not available at the time of the expulsion hearing to the Chief Executive Officer's designee, the Department of Student Adjudication (773/553-2249). The decision of the CEO or designee regarding the appeal shall be final. The start of a student's expulsion is not delayed by the parents/guardians' appeal.

9) Restore the student's participation in the school community.

a) If the student received an out-of-school suspension for three (3) or more days, the principal or designee must develop a plan to support the student's transition back into the school community, including strategies for preventing future behavior incidents, restoring relationships, and addressing the student's ongoing social, emotional, and academic needs, with input from the student and parents/guardians. For more information, see *Guidelines for Effective Discipline*.

b) When a student is set to return from an expulsion and has been attending the Safe Schools Alternative Program, school administrators must attend a transition meeting, which should include the student, parents/guardians, and alternative school staff members, to discuss the student's return and prepare for a successful transition.

SUSPENSION GUIDELINES

Students in grades pre-kindergarten through second may NOT be assigned in-school or out-of-school suspensions. If a student in pre-kindergarten through second grade exhibits behavior that presents an imminent endangerment to the physical, emotional, or mental safety of specific students/staff, the Network Chief or designee may grant an exception and assign an emergency one-day in-school or out-of-school suspension after the student's parent/guardian has been notified. During the suspension, the principal or designee must develop a plan addressing the safety of students/staff and including strategies for preventing future behavior incidents, restoring relationships, and addressing the student's ongoing social, emotional, and academic needs.

Skill-Building In-School Suspension

A skill-building in-school suspension is the removal of a student from his/her regular educational schedule for more than 60 minutes of the school day to an alternative supervised setting inside the school building to engage in structured activities that develop academic, social, emotional, and/or behavioral skills.

A student in grades third through twelfth may be assigned a skill-building in-school suspension if:

1) Skill-building in-school suspension is listed as an available consequence for the SCC behavior category, and

2) The student was informed of the his/her reported misbehavior, provided an opportunity to respond, and reasonable efforts were made to contact the parents/guardians, and

3) A copy of the misconduct report (generated in IMPACT) was provided to the student's parents/guardians.

Out-of-School Suspension

An out-of-school suspension is the removal of the student from class attendance or school attendance. When a student is removed from school in response to an inappropriate behavior, the removal counts as the first day of an out-of-school suspension.

A student in grades third through twelfth may be assigned an out-of-school suspension if:

1) Out-of-school suspension is listed as an available consequence for the SCC behavior category, and

2) The principal or designee determines that the student's attendance at school presents an imminent endangerment to the physical, emotional, or mental safety of specific students/staff and this threat is documented in IMPACT, or

3) The principal or designee determines that the student's behavior has caused chronic or extreme interruption to other students' participation in school activities and prior interventions have been utilized and documented in IMPACT, and

4) The student was informed of his/her reported misbehavior, provided an opportunity to respond, and reasonable efforts were made to contact the parents/guardians, and

5) A copy of the misconduct report (generated in IMPACT) was provided to the student's parents/guardians.

A student serving out-of-school suspension is not allowed to come onto school property, participate in extracurricular activities, or attend school-sponsored events. A student may be considered trespassing if he or she comes onto school grounds while suspended out of school.

Out-of-school suspensions are excused absences. The principal must ensure that a student serving suspension is able to obtain homework, and upon the student's return, provided with the opportunity to make up any quizzes, tests, special projects, or final exams given during the period of suspension.

A student serving suspension must be allowed to take state assessments at school and may participate in test preparation activities with Network Chief approval. The student's attendance will still be marked as suspended. The Network Chief must approve any other exception to the out-of-school suspension guidelines.

If approved by the CEO's designee, a student suspended for more than three (3) days may be required to attend a District-sponsored program during the term of suspension.

POLICE NOTIFICATION GUIDELINES

School administrators contact the Chicago Police Department (CPD) in two situations: (1) to seek assistance with an emergency situation, or (2) to notify law enforcement of a criminal act.

Emergency

School administrators have the responsibility to call 9-1-1 in situations they determine to be emergencies.

In an emergency situation, administrators must make reasonable efforts to notify parents/guardians immediately after contacting CPD.

Criminal Acts

When a student engages in illegal activity, it may be necessary for school staff to report the act to CPD. In this situation, school officials contact CPD to report violations of the law. School officials must not contact CPD merely to request removal of a disruptive student from the school in a non-emergency situation.

In a non-emergency situation, administrators must make reasonable efforts to contact parents/guardians prior to contacting CPD.

The inappropriate behaviors that are clear violations of criminal law are identified in the next section with an asterisk (*) before the specific inappropriate behavior. The inappropriate behaviors that may be violations of criminal law are identified in the next section with a double asterisk (**) before the specific inappropriate behavior.

School officials must assess the situation before determining whether or not to contact CPD to report a criminal act. School officials should consider factors including:

• Whether the student distributed or was in possession of illegal drugs, narcotics, controlled substances, or "look-alikes" of such substances. If so, CPD must be notified.

• Whether the student was in possession of a firearm.[2] If so, CPD must be notified.

2 See Reference Guide for definition.

- The severity of the criminal violation and the degree of harm to the school community,

- Whether a person was physically injured as a result of the student's conduct,

- Whether the student presents an imminent danger to the health, safety, or welfare of others, and

- The student's age. For a student in fifth (5th) grade or below, school staff must consult with the Law Department (773/553-1700) prior to reporting the act to CPD.

Once school staff members contact CPD, the responding police officers ultimately will determine whether or not to investigate, arrest, and/or take any other steps in response. School principals and staff do not have the authority to decide whether a student will be arrested. Moreover, responding police officers do not have the authority to decide whether a student will receive interventions or consequences at school. The school principal will use the SCC to determine the appropriate intervention(s) and/or consequence(s) to address a student's behavior.

Possible Violations of Criminal Law
*Consider factors above prior to notifying CPD
- Gambling (3-2)
- Forgery (3-7)
- False activation of a fire alarm that does not cause a school facility to be evacuated or does not cause emergency services to be notified (4-1)
- Extortion (4-2)
- Assault (4-3)
- Vandalism or criminal damage to property that costs less than $500 (4-4)
- Battery or aiding or abetting in the commission of a battery which does not result in a physical injury (4-5)
- Fighting – more than two people and/or involves injury (4-6)
- Theft or possession of stolen property that costs less than $150 (4-7)
- Possession, use, sale, or distribution of fireworks (4-8)
- Trespassing on CPS property (4-11)
- Use of intimidation, credible threats of violence, coercion, or persistent severe bullying (5-4)
- Inappropriate sexual conduct (5-7)
- Second or repeated violation of Behavior 4-14, use or possession of alcohol in school or at a school related function or before school or before a school related function (5-18)

Violations of Criminal Law
*Consider factors above prior to notifying CPD
- Knowingly or intentionally using the CPS network or information technology devices to spread viruses to the CPS network (4-12)
- Aggravated assault (5-1)
- Burglary (5-2)
- Theft or possession of stolen property that costs more than $150 (5-3)
- Gang activity or overt displays of gang affiliation (5-6)
- Engaging in any other illegal behavior which interferes with the school's educational process, including attempt (5-8)
- Persistent or severe acts of sexual harassment (5-9)
- False activation of a fire alarm which causes a school facility to be evacuated or causes emergency services to be notified (5-10)
- Battery, or aiding or abetting in the commission of a battery, which results in a physical injury (5-12)
- Use of any computer, including social networking websites, or use of any information technology device to threaten, stalk, harass, bully or otherwise intimidate others, or hacking into the CPS network to access student records or other unauthorized information, and/or to otherwise circumvent the information security system (5-14)
- Vandalism or criminal damage to property that costs more than $500 or that is done to personal property belonging to any school personnel (5-15)
- Use or possession of illegal drugs, narcotics, controlled substances, "look-alikes" of such substances, or contraband, or use of any other substance for the purpose of intoxication in school or at a school related function or before school or before a school related function (5-17)
- Participating in a mob action (5-19)
- Use, possession, and/or concealment of a firearm/destructive device or other weapon or "look-alikes" of weapons, or use or intent to use any other object to inflict bodily harm (6-1)
- Intentionally causing or attempting to cause all or a portion of the CPS network to become inoperable (6-2)
- Arson (6-3)
- Bomb threat (6-4)
- Robbery (6-5)
- Sale, distribution, or intent to sell or distribute alcohol, illegal drugs, narcotics, controlled substances, "look-alikes" or such substances, contraband, or any other substance used for the purpose of intoxication, or second or repeated violation of Behavior 5-17 (6-6)
- Sex acts which include the use of force (6-7)
- Aggravated battery, or aiding and abetting in the commission of an aggravated battery (6-8)
- Murder (6-9)
- Attempted murder (6-10)
- Kidnapping (6-11)
- Theft or possession of stolen property that costs more than $1,000 (6-12)

requirements and guidelines

requirements and guidelines

student behaviors covered by the SCC

This section identifies the specific inappropriate behaviors for which students will receive interventions and/or consequences. The behaviors are listed in six different groups, according to the degree of disruption to the learning environment.

- Group 1 lists behaviors that are *inappropriate.*

- Group 2 lists behaviors that *disrupt.*

- Group 3 lists behaviors that *seriously disrupt.*

- Group 4 lists behaviors that *very seriously disrupt.*

- Group 5 lists behaviors that *most seriously disrupt.*

- Group 6 lists behaviors that are *illegal* and *most seriously disrupt.*

SPECIAL NOTES:

Individual School Rules and Academic Progress

Individual schools may develop school rules that are consistent with this SCC and may address inappropriate student behaviors not specifically included in this SCC. However, poor academic achievement is not an inappropriate behavior. The SCC and school rules may *not* be used to discipline students for poor academic progress or failure to complete in-class and homework assignments. Instead, struggling students should be considered for academic or behavioral interventions to help them improve. Also, students must not be disciplined for the parents/guardians' refusal to consent to the administration of medication.

Cellular Phones and Other Information Technology Devices[3]

A principal may allow students to possess cellular phones or other information technology devices by creating a school policy identifying when the items may be authorized, used, and how they must be kept. A principal may also prohibit cellular phones and other information technology devices but allow individual

[3] These include, but are not limited to: computers, cellular phones used to exchange or access information, pagers, and personal digital assistants or handheld devices, that are used to access the internet, electronic mail or other information sites and that may or may not be physically connected to the network infrastructure

students to possess them for any good cause after considering a written request from a parent/guardian. If a principal denies a parent/guardian's request, the parent may appeal to the Network Chief or his/her designee. Unless approved by the principal, cellular phones and other information technology devices are not allowed at school.

School Dress Codes and Uniform Policies

Local School Councils may adopt a dress code policy that forbids students from wearing certain items or a uniform policy that requires students to wear a specific uniform. Dress codes and uniform policies should be gender-neutral. Students who fail to follow a school's dress code or uniform policy may be given detentions or excluded from extracurricular activities, but may not be barred from attending class. A student may receive additional consequences for violating a school's dress code or uniform policy if the student's dress disrupts or may disrupt the educational process. For example, a student may receive a consequence for wearing clothing or accessories that display gang affiliation. This paragraph does not apply to students enrolled in Military Academies or JROTC Programs.

Military and JROTC Programs

Board-designated military academies and other JROTC programs may enforce standards of conduct and intervention or consequences that are consistent with the military nature of those schools and programs, in addition to the standards of conduct and intervention or consequences described in this SCC. Students enrolled in a military academy who repeatedly engage in acts of gross misconduct or insubordination (student act that defies a lawful and appropriate direct order of a superior ranked officer, staff member or another student), or who repeatedly fail or refuse to wear the required military uniform, may be subject to administrative transfer by the military academy principal to another school (or in the case of a JROTC program, dismissal from the program). Prior to an administrative transfer, a conference must be held with the parents/guardians, student, military academy principal, and a designee of the Chief Executive Officer. Students who have been transferred for administrative reasons from any military academy must be accepted by their attendance area school. Students who have been given an administrative transfer to another Chicago public school or expelled from the Chicago Public Schools lose all rank and privileges at the JROTC military academies and must reapply to the JROTC program and the military academies for enrollment. Upon their child's enrollment at a military academy, parents/guardians shall be informed of the uniform policy, expectations of the military academy, and the administrative transfer policy, and shall indicate by signature their agreement to adhere to the terms of these policies.

Dating Violence Statement

Any school employee who is notified by a parent, guardian or student, or who reasonably suspects, that a student has been the victim of dating violence shall immediately report that information to the principal/designee. Dating violence includes violent and controlling behavior that an individual uses against a girlfriend or boyfriend, such as physical, emotional, or sexual abuse, yelling, threats, name-calling, threats of suicide, obsessive phone calling or text messaging, extreme jealousy, possessiveness, and stalking. School staff shall promptly and reasonably investigate allegations of dating violence and issue appropriate discipline based on their findings. The principal shall ensure that the student victim of dating violence receives appropriate support services in accordance with the Board's Policy on Domestic Violence, Dating Violence and Court Orders of Protection, Restraint or No Contact (http://policy.cps.k12.il.us/documents/704.4.pdf).

SCC and Other Laws, Policies, Rules, and Contracts

The inappropriate behaviors and range of possible consequences and interventions listed in this policy are consistent with the Illinois School Code, Board Rules and Policies, negotiated agreements, and all other applicable state and federal laws.

The SCC applies to CPS contract and performance schools.

CPS charter schools are exempt from local school board policies under Illinois law (105 ILCS 5/27A). Charter schools may choose to adopt the SCC or establish their own discipline policies. Charter schools are not exempt from federal and most state laws, the Individuals with Disabilities Education Act (IDEA) or from federal and state regulations as they pertain to discipline of students with disabilities/impairments. If a charter school establishes its own discipline policy, it must incorporate language from and comply with the guidelines for suspension and expulsion of students with disabilities/impairments outlined in this policy. Charter schools must also comply with policies and procedures established by the Office of Diverse Learner Supports and Services for the discipline of students with disabilities. Students expelled from charter schools should contact the Department of Student Adjudication at 773/553-2249 for assistance.

Corporal punishment is expressly prohibited. Chicago Board of Education Rule 6-21 states: "No employee of the Board of Education may inflict corporal punishment of any kind upon persons attending the public schools of the City of Chicago."

Notes

Group 1 – Inappropriate Behaviors

INAPPROPRIATE BEHAVIOR	AVAILABLE INTERVENTIONS AND CONSEQUENCES
1-1 Running and/or making excessive noise in the hall or building 1-2 Leaving the classroom without permission 1-3 Engaging in any behavior that is disruptive to the orderly process of classroom instruction 1-4 Loitering, or occupying an unauthorized place in the school or on school grounds 1-5 Failing to attend class without a valid excuse 1-6 Persistent tardiness to school or class (3 or more incidents per semester) 1-7 Use of the CPS network for the purpose of accessing non-educational materials, such as games and other inappropriate materials[4] 1-8 Unauthorized use or possession of cellular telephones or other information technology devices	• Documented Teacher, Student, Parent/Guardian, and/or Administrator Conference focused on expectation violated, cause of behavior, and strategy to prevent recurrence • Recommended instructive, corrective, or restorative response (see *Guidelines for Effective Discipline*) • Detention – lunch, before school, after school, or Saturday

[4] Students may be suspended from CPS network privileges for improper use of the CPS network for one to five days, in addition to any other interventions and consequences listed.

Group 2 – Disruptive Behaviors

DISRUPTIVE BEHAVIOR	AVAILABLE INTERVENTIONS AND CONSEQUENCES (Whenever possible, interventions and consequences that do not exclude the student from his/her regular educational schedule should be attempted first.)
2-1 Posting or distributing unauthorized written materials on school grounds 2-2 Leaving the school without permission 2-3 Interfering with school authorities and programs through walkouts or sit-ins 2-4 Initiating or participating in any unacceptable minor physical actions 2-5 Failing to abide by school rules and regulations not otherwise listed in the SCC 2-6 Exhibiting or publishing any profane, obscene, indecent, immoral, libelous, or offensive materials, or using such language or gestures 2-7 Possession (physical control over, such as contained in clothing, lockers, or bags) and/or use of tobacco or nicotine products, matches, or cigarette lighters 2-8 Disregard for the instructions or direction of school personnel causing interruption to other students' participation in school activities 2-9 Failing to provide proper identification 2-10 Unauthorized use of school parking lots or other areas 2-11 Use of the CPS network for the purposes of distributing or downloading non-educational material[5]	• Documented Teacher, Student, Parent/Guardian, and/or Administrator Conference focused on expectation violated, cause of behavior, and strategy to prevent recurrence • Recommended instructive, corrective, or restorative response (see *Guidelines for Effective Discipline*) • Detention – lunch, before school, after school, or Saturday • Skill-building in-school suspension up to three days

[5] *Students may be suspended from CPS network privileges for improper use of the CPS network for five to ten days (for first violation) or up to one semester (for second or subsequent violation), in addition to any other interventions and consequences listed.*

Group 3 – Seriously Disruptive Behaviors

SERIOUSLY DISRUPTIVE BEHAVIOR	AVAILABLE INTERVENTIONS AND CONSEQUENCES (Whenever possible, interventions and consequences that do not exclude the student from his/her regular educational schedule should be attempted first.)
3-1 Disruptive behavior on the school bus[6] **3-2 Gambling – participating in games of chance or skill for money or things of value 3-3 Fighting[7] – physical contact between two people with intent to harm, but no injuries result 3-4 Profane, obscene, indecent, and immoral or seriously offensive language and gestures, propositions, behavior, or harassment based on race, color, national origin, sex, gender, sexual orientation, age, religion, gender identity, gender expression or disability 3-5 Second or more documented violation of a Group 1 or 2 behavior category[8] 3-6 Any behavior not otherwise listed in Groups 1 through 3 of this SCC that seriously disrupts the educational process **3-7 Forgery – false and fraudulent making or altering of a document or the use of such a document 3-8 Plagiarizing, cheating and/or copying the work of another student or other source 3-9 Overt display of gang affiliation[9] 3-10 Bullying behaviors – conduct directed towards a student that can be reasonably predicted to cause fear of physical or mental harm, harm to property, and/or interfere with student's ability to participate in school or school activities (see Anti-Bullying Policy for full definition *before* assigning an intervention or consequence)	• Documented Teacher, Student, Parent/Guardian, and Administrator conference focused on expectation violated, cause of behavior, and strategy to prevent recurrence • Recommended instructive, corrective, or restorative response (see *Guidelines for Effective Discipline*) • Detention – lunch, before school, after school, or Saturday • Skill-building in-school suspension up to three days **ADDITIONAL CONSEQUENCES AVAILABLE FOR REPEATED GROUP 3 INAPPROPRIATE BEHAVIOR** • Skill-building in-school suspension, out-of-school suspension, or combination in-school and out-of-school suspension up to three days • Request for disciplinary reassignment[12]
3-11 Use of cellular telephones or other information technology device to harass, incite violence or interrupt other students' participation in school activities, including use of device to record others without permission or unauthorized distribution of recordings[10] 3-12 Inappropriately wearing any JROTC or Military Academy Uniform on or off school grounds 3-13 Use of the CPS network for a seriously disruptive purpose not otherwise listed in this SCC [11]	

**Behaviors marked with two asterisks indicate that the misconduct may be a violation of the law.

[6] In addition to other disciplinary actions, a student who engages in disruptive behavior on the school bus may be subject to suspension from bus service for a period to be determined by the school principal with review by the Chief Executive Officer or designee.

[7] It is not an act of misconduct to defend oneself as provided by the law.

[8] For example, a student's first time failing to provide proper identification would be recorded as a 2-9 behavior category and available consequences would include skill-building in-school suspension up to three days. A student's second time failing to provide proper identification would be recorded as a 3-5 behavior category and available consequences would include skill-building in-school suspension up to three days. A student's third time failing to provide proper identification would be recorded as a 3-5 behavior category, repeated Group 3 inappropriate behavior, and available consequences would include skill-building in-school suspension, out-of-school suspension, or combination in-school and out-of-school suspension up to three days.

[9] A gang is any ongoing organization or group of three or more persons having as one of its primary activities the commission of one or more criminal acts, which has an identifiable name or identifying sign or symbol, and whose members individually or collectively engage in or have engaged in a pattern of criminal activity. Gang activity means any act (e.g., recruitment with use of intimidation, tagging or marking, assault, battery, theft, trespassing, or extortion) performed by a gang member or on behalf of a gang, and intended to further a common criminal objective. An overt display of gang affiliation means any act (e.g., wearing clothing or paraphernalia, displaying gang signs, symbols, and signals) that signifies or exhibits affiliation with a gang. Gang activity and overt displays of gang affiliation can be implied from the character of the acts and the circumstances surrounding the misconduct. Repeated violations of Behavior 3-9 of the SCC may result in a referral for an expulsion hearing and should be submitted as Behavior 5-6.

[10] Students may be suspended from CPS network privileges for improper use of information technology devices for one semester (for first violation) or up to one year (for second or subsequent violation), in addition to any other interventions and consequences listed.

[11] Students may be suspended from CPS network privileges for improper use of the CPS network for one semester (for first violation) or up to one year (for second or subsequent violation), in addition to any other interventions and consequences listed.

*[12] Disciplinary reassignment is the transfer of a student from his or her current CPS school to another CPS school for disciplinary reasons. All disciplinary reassignments must be approved and facilitated by the Network Chief of Schools or his or her designee. For further information, refer to the Board's Comprehensive Policy on the Enrollment and Transfer of Students in the Chicago Public Schools, as may be amended (**http://policy.cps.k12.il.us/download.aspx?ID=50**).*

Group 4 – Very Seriously Disruptive Behaviors

VERY SERIOUSLY DISRUPTIVE BEHAVIOR	AVAILABLE INTERVENTIONS AND CONSEQUENCES (Whenever possible, interventions and consequences that do not exclude the student from his/her regular educational schedule should be attempted first.)
**4-1 False activation of a fire alarm that does not cause a school facility to be evacuated or does not cause emergency services to be notified **4-2 Extortion – obtaining money or information from another by coercion or intimidation **4-3 Assault[13] – an attempt or reasonable threat to inflict injury on someone with a show of force that would cause the victim to expect an immediate battery **4-4 Vandalism (willful or malicious destruction or defacing of the property of others) or criminal damage to property at a cost less than $500 **4-5 Battery (unwanted bodily contact with another person without legal justification) or aiding or abetting in the commission of a battery which does not result in a physical injury **4-6 Fighting[14] – physical contact between more than two people with intent to harm, or physical contact between two people with intent to harm that results in injury **4-7 Theft (unauthorized control over the physical property of another) or possession (physical control over, such as contained in clothing, lockers or bags) of stolen property that costs less than $150 **4-8 Possession, use, sale, or distribution of fireworks	• Documented Teacher, Student, Parent/Guardian, and Administrator conference focused on expectation violated, cause of behavior, and strategy to prevent recurrence • Recommended instructive, corrective, or restorative response (see *Guidelines for Effective Discipline*) • Detention – lunch, before school, after school, or Saturday • Skill-building in-school suspension, out-of-school suspension, or combination in-school and out-of-school suspension up to three days • Request for disciplinary reassignment

4-9 Any behavior not otherwise listed in Groups 1 through 4 of this SCC that very seriously disrupts the educational process 4-10 [this code intentionally left blank] **4-11 Trespassing on CPS property – entering CPS property when previously prohibited or remaining on school grounds after receiving a request to depart *4-12 Knowingly or intentionally using the CPS network or information technology devices to spread viruses to the CPS network[15] 4-13 Possession of any dangerous object as defined by this SCC, first documented behavior (see Reference Guide)[16] 4-14 Use or possession of alcohol in school or at, before, or after a school related function, documented behavior[17] 4-15 Initiating or participating in inappropriate physical contact with school personnel, such as pushing school personnel out of the way in order to physically fight with another student, with no intent to harm school personnel	

Behaviors marked with a single asterisk indicate that the misconduct is a violation of the law.

**Behaviors marked with two asterisks indicate that the misconduct may be a violation of the law.*

[13] *An assault may be committed without actually touching, striking or injuring the victim.*

[14] *It is not an act of misconduct to defend oneself as provided by the law.*

[15] *Students may be suspended from CPS network privileges for improper use of the CPS network for up to one year, in addition to any other interventions and consequences listed.*

[16] *Second or repeated violations of Behavior 4-13 may result in a request for an expulsion hearing and must be submitted as Behavior 5-11.*

[17] *Second or repeated violations of Behavior 4-14 may result in a request for an expulsion hearing and must be submitted as Behavior 5-18.*

Group 5 – Most Seriously Disruptive Behaviors

MOST SERIOUSLY DISRUPTIVE BEHAVIOR	AVAILABLE INTERVENTIONS AND CONSEQUENCES
*5-1 Aggravated assault – assault[18] with a deadly weapon or done by a person who conceals his/her identity, or any assault against school personnel *5-2 Burglary – knowingly and without authority entering or remaining in a building or vehicle with intent to commit a felony or theft therein *5-3 Theft (obtaining or exerting unauthorized control over) or possession (physical control over, including in clothing, lockers, or bags) of stolen property that costs more than $150 **5-4 Use of intimidation, credible threats of violence, coercion, or persistent severe bullying. Intimidation is behavior that prevents or discourages another student from exercising his/her right to education, or using force against students, school personnel and school visitors. For severe bullying, see the Anti-Bullying Policy *before* assigning an intervention or consequence. 5-5 [this code intentionally left blank] *5-6 Gang activity or overt displays of gang affiliation[19] **5-7 Inappropriate sexual conduct, including unwelcomed sexual contact, indecent exposure, transmitting sexually suggestive images through information technology devices, or other sexual activities which do not involve the use of force *5-8 Engaging in or attempting any illegal behavior which interferes with the school's educational process	• Skill-building in-school suspension, out-of-school suspension, or combination in-school and out-of-school suspension for three to five days.[26] When the suspension is assigned, create a plan for preventing future behavior incidents, restoring relationships, and addressing student needs. **ADDITIONAL CONSEQUENCES AVAILABLE** • Recommended instructive, corrective, or restorative response (see *Guidelines for Effective Discipline*) • Request for assignment to an intervention program by the Chief Executive Officer or designee • Request for disciplinary reassignment to another Network school, or to an alternative school program for a set term • Request for expulsion hearing • For behaviors involving the improper use of the CPS network or information technology devices, revocation of network privileges for up to two years
*5-9 Persistent or severe acts of sexual harassment – unwelcome sexual or gender-based conduct (either physical or verbal) and/or conduct of a sexual nature which is sufficiently severe, persistent, or pervasive to limit a student's ability to participate in or benefit from the educational program or which creates a hostile or abusive school environment *5-10 False activation of a fire alarm which causes a school facility to be evacuated or causes emergency services to be notified 5-11 Second or repeated violation of Behavior 4-13, possession of any dangerous object as defined by this SCC	

* Behaviors marked with a single asterisk indicate that the misconduct is a violation of the law.

** Behaviors marked with two asterisks indicate that the misconduct may be a violation of the law.

[18] An assault is an attempt or reasonable threat to inflict injury on someone with a show of force that would cause the victim to expect an immediate battery. An assault may be committed without actually touching, striking or injuring the victim.

[19] A gang is any ongoing organization or group of three or more persons having as one of its primary activities the commission of one or more criminal acts, which has an identifiable name or identifying sign or symbol, and whose members individually or collectively engage in or have engaged in a pattern of criminal activity. Gang activity means any act (e.g., recruitment with use of intimidation, tagging or marking, assault, battery, theft, trespassing, or extortion) performed by a gang member or on behalf of a gang, and intended to further a common criminal objective. An overt display of gang affiliation means any act (e.g., wearing clothing or paraphernalia, displaying gang signs, symbols, and signals) that signifies or exhibits affiliation with a gang. Gang activity and overt displays of gang affiliation can be implied from the character of the acts and the circumstances surrounding the misconduct. Consider referring students who commit 5-6 behaviors to a gang intervention program at a community based organization.

Group 5 – Most Seriously Disruptive Behaviors (cont'd)

MOST SERIOUSLY DISRUPTIVE BEHAVIOR	AVAILABLE INTERVENTIONS AND CONSEQUENCES
*5-12 Battery, or aiding or abetting in the commission of a battery, which results in a physical injury. Battery means unwanted bodily contact with another person without legal justification.[20] 5-13 [this code intentionally left blank] *5-14 Use of any computer, including social networking websites, or use of any information technology device to threaten, stalk, harass, bully or otherwise intimidate others. Or, hacking (intentionally gaining access by illegal means or without authorization) into the CPS network to access student records or other unauthorized information, or to otherwise circumvent the information security system[21] *5-15 Vandalism (willful or malicious destruction or defacing of property) or criminal damage to property that results in damage exceeding $500 or that is done to personal property belonging to any school personnel 5-16 Inappropriate consensual sexual activity *5-17 Use or possession of illegal drugs, narcotics, controlled substances, "look-alikes"[22] of such substances, or contraband[23], or use of any other substance for the purpose of intoxication in or before school or a school-related function[24] **5-18 Second or repeated violation of Behavior 4-14, use or possession of alcohol in school or at, before or after a school-related function[25]	

*5-19 Participating in a mob action – a large or disorderly group of students using force to cause injury to a person or property, or persisting in severe disruption after being directed to cease by school personnel or Police	

[20] It is not an act of misconduct to defend oneself as provided by the law.

[21] A student may be disciplined for circumventing the information security system regardless of the student's intent.

[22] "Look-alike" means any substance which by appearance, representation, or manner of distribution would lead a reasonable person to believe that the substance is an illegal drug or other controlled substance.

[23] Contraband means any instrument used to commit a crime or violation, and any other item, when possessing that item violates any applicable law, City ordinance, rule or policy of the Board or any individual school.

[24] Consider referring students who commit 5-17 offenses to a substance abuse prevention program or counseling.

[25] Consider referring students who commit 5-18 offenses to a substance abuse prevention program or counseling.

[26] Principals have discretion to suspend a student for fewer than three days if the student has a disability/impairment, based on the student's age/grade level, or for other good cause as determined by the principal or designee.

Group 6 – Illegal and Most Seriously Disruptive Behaviors

ILLEGAL AND MOST SERIOUSLY DISRUPTIVE BEHAVIOR	AVAILABLE INTERVENTIONS AND CONSEQUENCES
*6-1 Use, possession, and/or concealment of a firearm[27]/destructive device or other weapon[28] or "look-alikes" of weapons as defined in the Reference Guide, or use or intent to use any other object to inflict bodily harm *6-2 Intentionally causing or attempting to cause all or a portion of the CPS network to become inoperable[29] *6-3 Arson – knowingly damaging, by means of fire or explosive, a building and/or the personal property of others *6-4 Bomb threat – false indication that a bomb, or other explosive of any nature, is concealed in a place that would endanger human life if activated *6-5 Robbery – taking personal property in the possession of another by use of force or by threatening the imminent use of force *6-6 Sale, distribution, or intent to sell or distribute alcohol, illegal drugs, narcotics, controlled substances, "look-alikes"[30] of such substances, contraband,[31] or any other substance used for the purpose of intoxication, or repeated violation of Behavior 5-17[32] *6-7 Sex acts which include the use of force *6-8 Aggravated battery (battery that causes great harm, is done with a deadly weapon, is done by a person who conceals his/her identity, or the use of physical force against school personnel) or aiding and abetting in the commission of an aggravated battery	• Skill-building in-school suspension, out-of-school suspension, or combination in-school and out-of-school suspension for five days.[33] A student may be suspended for up to ten days with written justification submitted for approval in IMPACT. When the suspension is assigned, create a plan for preventing future behavior incidents, restoring relationships, and addressing student needs. • For students in sixth through twelfth grades, or for any student violating section 6-1, request for expulsion hearing **ADDITIONAL CONSEQUENCES AVAILABLE** • Recommended instructive, corrective, or restorative response (see *Guidelines for Effective Discipline*) • Request for assignment to an intervention program by the Chief Executive Officer or designee • Request for disciplinary reassignment to another Network school, or to an alternative school program for a set term
*6-9 Murder – killing an individual without legal justification *6-10 Attempted murder – an act that constitutes a substantial step toward intended commission of murder *6-11 Kidnapping – secret confinement of another against his/her will or transportation of another by force or deceit from one place to another with the intent to secretly confine *6-12 Theft (obtaining or exerting unauthorized control over) or possession (physical control over, including in clothing, lockers, or bags) of stolen property that costs more than $1,000	• For students in fifth grade or below, the principal may request an expulsion hearing at his/her discretion (except for violations of section 6-1) • For behaviors involving the improper use of the CPS network or information technology devices, revocation of network privileges indefinitely

*Behaviors marked with a single asterisk indicate that the misconduct is a violation of the law.

[27] The term "firearm/destructive device" as defined in 18 U.S.C. Section 921 includes, but is not limited to, handguns, rifles, automatic weapons, bombs, or other incendiary devices and parts thereof.

[28] Weapons include any object that is commonly used to inflict bodily harm, and/or an object that is used or intended to be used in a manner that may inflict bodily harm, even though its normal use is not as a weapon.

[29] A network is considered inoperable when it is unable to perform at the level of functionality intended by its maintainers.

[30] "Look-alike" means any substance which by appearance, representation, or manner of distribution would lead a reasonable person to believe that the substance is an illegal drug or other controlled substance.

[31] Contraband means any instrument used to commit a crime or violation, and any other item, when possessing that item violates any applicable law, City ordinance, rule or policy of the Board or any individual school.

[32] It can be assumed that a student in possession of large quantities of alcohol, illegal drugs, narcotics, or controlled substances, or in possession of multiple individually-packaged amounts of alcohol, illegal drugs, narcotics or controlled substances, intends to sell or deliver these substances. Consider referring students who violate behavior 6-6 for substance abuse prevention program or counseling.

[33] Principals have discretion to suspend a student for fewer than five days if the student has a disability/impairment, based on the student's age/grade level, or for other good cause as determined by the principal or designee.

anti-bullying policy

Purpose

The Illinois General Assembly has found that a safe and civil school environment is necessary for students to learn and achieve and that bullying causes physical, psychological, and emotional harm to students and interferes with their ability to learn and participate in school activities. Bullying has been linked to other forms of antisocial behavior, such as vandalism, shoplifting, skipping and dropping out of school, fighting, using drugs and alcohol, sexual harassment, and violence. It is the goal of the Chicago Board of Education ("Board") to create a learning environment in all its school communities where students are protected from bullying so they feel safe and supported in their efforts to succeed academically and develop emotionally into responsible, caring individuals.

The Board asks every Chicago Public School ("CPS") student, with the support of his/her parent(s), guardian(s) and the adults at school, to commit to the following principles, which will apply to everyone on school property and at school-related activities:

- I will not bully others.

- I will try to help anyone I suspect is being bullied.

- I will work to include students who are left out.

- If someone is being bullied, I will tell an adult at school and an adult at home.

Scope

Bullying is contrary to Illinois law and this policy is consistent with the Illinois School Code. This policy protects CPS students against bullying and harassment on the basis of actual or perceived race, color, religion, sex, national origin, ancestry, age, marital status, physical or mental disability, military status, sexual orientation, gender-related identity or expression, unfavorable discharge from military service, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic. The Board recognizes the particular vulnerability of students with actual or perceived disabilities and those who identify as or are perceived to be lesbian, gay, bisexual or transgender.

Nothing in this policy is intended to infringe upon any expression protected by the First Amendment to the United States Constitution or Section 3 of Article I of the Illinois Constitution.

Bullying is prohibited:

1) during any school-sponsored or school-sanctioned program or activity;

2) in school, on school property, on school buses or other Board-provided transportation, and at designated locations for students to wait for buses and other Board-provided transportation ("bus stops");

3) through the transmission of information from a CPS computer or computer network, or other electronic school equipment;

4) when communicated through any electronic technology or personal electronic device while on school property, on school buses or other Board-provided transportation, at bus stops, and at school-sponsored or school-sanctioned events or activities;

5) when it is conveyed that a threat will be carried out in a school setting, including threats made outside school hours with intent to carry them out during any school-related or sponsored program or activity or on Board-provided transportation;

6) when it is a Student Code of Conduct ("SCC") Group 5 or 6 behavior that occurs off campus but seriously disrupts any student's education.

Definitions

"Bullying" means any severe or pervasive (repeated over time) physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student or students, that has or can be reasonably predicted to have one or more of the following effects:

1) placing the student in reasonable fear of harm to the student's person or property;

2) causing a substantially detrimental effect on the student's physical or mental health;

3) substantially interfering with the student's academic performance; or

4) substantially interfering with the student's ability to participate in or benefit from the services, activities, or privileges provided by a school.

Bullying may take various forms, including without limitation, one or more of the following: harassment, threats, intimidation, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying. This list is meant to be illustrative and non-exhaustive.

Bullying behaviors may also qualify as other inappropriate behaviors listed in the SCC. When deciding whether inappropriate behavior constitutes bullying, administrators should consider the student's intent, the frequency or recurrence of the inappropriate behavior, and whether there are power imbalances between the students involved. While bullying is often characterized by repeated acts, sometimes a single incident constitutes bullying depending on the student's intent and power imbalances.

"Cyberbullying" means using information and communication technologies to bully. This definition does not include cyberbullying by means of technology that is not owned, leased, or used by the school district, unless an administrator or teacher receives a report that bullying through this means has occurred. This policy does not require a district or school to staff or monitor any nonschool-related activity, function, or program.

"Retaliation" means any form of intimidation, reprisal or harassment directed against a student who reports bullying, provides information during an investigation, or witnesses or has reliable information about bullying.

"Peer Conflict" means disagreements and oppositional interactions that are situational, immediate and developmentally appropriate. When school employees are aware of peer conflict, they are expected to guide students in developing new skills in social competency, learning personal boundaries and peaceably resolving conflict, and to model appropriate social interactions. These interventions are designed to prevent Peer Conflict from escalating to Bullying.

Intervening to Address Bullying

Responsibilities of CPS Employees and Contractors

All CPS employees and contractors, including security officers, lunchroom staff and bus drivers, who witness incidents of bullying or school violence or who possess reliable information that would lead a reasonable person to suspect that a person is a target of bullying, must:

1) intervene immediately in a manner that is appropriate to the context and ensures the safety of all people involved;

2) report the incident of bullying or retaliation to the Principal/Designee as soon as practicable, but within 24 hours, on the CPS Bullying Complaint Form (Attachment A); and

3) cooperate fully in any investigation of the incident and in implementing any safety plan established by the Principal/Designee.

Responsibilities of Students, Parents and Guardians

No student who witnesses bullying may stand by or participate in the bullying, but must notify an adult at school and an adult at home as quickly as practicable. Any parent or guardian who witnesses or is notified of bullying has an obligation to advise the Principal/Designee as quickly as practicable. Reports can be made to any CPS employee or contractor in person, by completing Attachment A and submitting it to the Principal/Designee, by calling the CPS Violence Prevention Hotline ("Hotline") at 1-888-881-0606, or by emailing BullyingReport@cps.edu. Anonymous reports will be accepted by the Principal/Designee and Hotline. No disciplinary action will be taken on the sole basis of an anonymous report.

Investigation

1) The Principal shall select a designee, knowledgeable about bullying prevention and intervention, to perform the investigation.

2) Investigation of a bullying incident shall be initiated within five school days of receipt of a report and completed within 10 school days, unless the Principal grants in writing an additional 5-day extension due to extenuating circumstances. The Principal/ Designee shall document the extension in the investigation report and shall notify the parties involved.

3) The investigation shall include:

   a. Identifying the perpetrator(s), target(s) and bystander(s), as well as any adult who witnessed the incident or may have reliable information about it.

   b. Conducting an individual interview in a private setting with the alleged perpetrator and target. The alleged perpetrator and target should never be interviewed together or in public. Individual interviews shall also be conducted in private with student and adult bystanders.

   c. Determining how often the conduct occurred, any past incident or continuing pattern of behavior, and whether the target's education was affected.

d. Assessing the individual and school-wide effects of the incident relating to safety, and assigning school staff to create and implement a safety plan that will restore a sense of safety for the target and other students who have been impacted.

e. When appropriate, preparing a Misconduct Report identifying his/her recommendation for individual consequences.

f. Comprehensively documenting the details of the investigation.

4) When the investigation is complete, the Principal/Designee shall ensure the investigation report is attached to the Incident Report in IMPACT.

Notification

On the same day the investigation is initiated, the Principal/Designee shall report to the parent/legal guardian of all involved students, via telephone, personal conference and/or in writing, the occurrence of any alleged incident of bullying, and shall document these notifications in the Incident Report in IMPACT. When the investigation is complete, the Principal/Designee shall notify the parents/legal guardians of all students involved of the outcome of the investigation. Parents/legal guardians of the students who are parties to the investigation may request a personal conference with the Principal/Designee to discuss the investigation, the findings of the investigation, the actions taken to address the reported incident of bullying, and any resources available in or outside the school to help the students address the underlying reasons for the bullying (see "Referrals" section below).

If the investigation results in the imposition of consequences, the Principal/Designee may advise the parent/legal guardian of students other than the perpetrator that the Student Code of Conduct was followed. S/he may not advise them of the specific consequence imposed, as that would violate the confidentiality of school-record information required by law.

When communicating incidents of bullying to the target's parent/guardian, the Principal/Designee should consider whether the student may want to keep certain information confidential. For example, if a student is bullied after coming out as gay, the Principal/Designee shall not disclose the student's sexual orientation to the parent/guardian without the student's permission, unless there is a legitimate, school-related reason for doing so.

 If the target is a student with a disability, the school shall convene the IEP Team to determine whether additional or different special education or related services are needed to address the student's individual needs and revise the IEP accordingly. For example, if the student's disability affects social skill development or makes the student vulnerable to bullying, the Principal/

Designee shall ask the student's IEP Team to consider whether the IEP should include provisions to develop the student's skills and proficiencies to avoid and respond to bullying.

If the student who engaged in bullying behavior is a student with a disability, the school shall convene the IEP Team to determine if additional supports and services are needed to address the inappropriate behavior and consider examining the environment in which the bullying occurred to determine if changes to the environment are warranted. For example, the IEP Team should consider a behavior intervention plan for the student or review a current behavior intervention plan and revise if necessary. The Principal/Designee shall comply with the Procedural Safeguards for Discipline of Students with Disabilities/Impairments when considering interventions and consequences for students with disabilities.

Assigning Interventions and/or Consequences

Many Peer Conflicts can be resolved immediately and do not require reporting or creation of a Misconduct or Incident Report. If, however, a conflict is ongoing and meets the definition of bullying, the investigation procedures in this policy must be followed.

Schools must respond to bullying in a manner tailored to the individual incident, considering the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors and performance. Appropriate responses and consequences are outlined in the Student Code of Conduct. Schools should avoid using punitive discipline (detention, suspensions, and expulsions) if any other method or consequence can be used with fidelity. Contact the Office of Social & Emotional Learning for school-wide prevention practices and the CPS Law Department for more information about the appropriate and legal consequences for student misconduct.

When an investigation determines that bullying occurred, the Principal/Designee shall explain the consequences in a non-hostile manner, and shall impose any consequence immediately and consistently. The Principal/Designee shall keep communicating and working with all parties involved until the situation is resolved. Some key indicators of resolution include:

• The perpetrator is no longer bullying and is interacting civilly with the target.

• The target reports feeling safe and is interacting civilly with the perpetrator.

• School staff notice an increase in positive behavior and social-emotional competency in the perpetrator and/or the target.

• School staff notice a more positive climate in the areas where bullying incidents were high.

What Not To Do:

- Solicit an apology from the perpetrator to the target, use peace circles, victim/offender conferences, or any form of mediation that puts the perpetrator and target in contact with one another in an immediate attempt to resolve the bullying. Restorative approaches may be helpful but only if used after other interventions have balanced the power differential between the perpetrator and target.

- Dismiss bullying as typical student behavior or assume it is not serious.

Referrals

Interventions with bullies should not focus on feelings, but changing thinking. The Principal/Designee shall refer students who bully to positive-behavior small-group interventions (for anger management, trauma or social skills), social work, counseling or school psychological services within the school, if possible, to reinforce the behavioral expectation they violated and increase their social-emotional competency.

The targets of bullying need protection from bullies, but may also need support and help in changing their own behavior. The Principal/Designee shall ask a school mental health professional to refer these students to individual or group therapy where they can openly express their feelings about their bullying experience, social-skills training and/or groups where they can practice assertiveness and coping mechanisms, or social work, counseling or school psychological services available within the school. For more information, see *Guidelines for Effective Discipline*.

Appeal

Any party who is not satisfied with the outcome of the investigation may appeal to the CPS Equal Opportunity Compliance Office, or EOCO (telephone: 773/553-1013), within 15 calendar days of notification of the Principal's decision. The EOCO Administrator shall render a final determination in accordance with the timeline and procedures set out in the anti-bullying appeal guidelines established by the EOCO. The EOCO may return the incident to the Network Chief, Principal or their designees for further investigation or reconsideration of the consequence(s), direct the imposition of other consequence(s), or deny the appeal. The EOCO shall notify the party requesting the appeal and the Principal that its decision is final and shall document that notification in the Incident Report in IMPACT.

Consequences for CPS Employees and Contractors

When it is determined that an employee or contractor was aware that bullying was taking place but failed to report it, the employee/contractor will be considered to have violated this policy. The Principal shall consider employee

discipline for such violations, making reference to any applicable collective bargaining agreement. Remedies for offending contractors should be imposed according to their Board contracts.

Notice and Dissemination of Requirements

Principals shall follow the requirements established by the Office of Social & Emotional Learning for posting this Anti-Bullying Policy on the school's website, in the school building as well as disseminating and presenting this Policy to school staff as part of pre-school-year professional development.

Training and Professional Development

Staff

Professional development will be offered to build the skills of all CPS employees contractors and volunteers to implement this policy. The content of such professional development shall include, but not be limited to:

1) Developmentally appropriate strategies to prevent incidents of bullying and to intervene immediately and effectively to stop them;

2) Information about the complex interaction and power differential that can take place between and among a perpetrator, target, and witness to the bullying;

3) Research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk, and any specific interventions that may be particularly effective for addressing bias-based bullying; and

4) Information about Internet safety issues as they relate to cyberbullying.

Student Internet Safety Education

In accordance with the Board's Internet Safety Policy (http://policy.cps.k12.il.us/download.aspx?ID=261), each school shall incorporate into the school curriculum a component on Internet safety to be taught at least once each school year to all students. The Chief Officer of Teaching and Learning or designee, shall determine the scope and duration of this unit of instruction and topics covered. At a minimum, the unit of instruction shall address: (a) safety on the Internet; (b) appropriate behavior while online, on social networking Web sites, and in chat rooms; and (c) cyberbullying awareness and response. The age-appropriate unit of instruction may be incorporated into the current courses of study regularly taught. Schools shall satisfy the documentation requirements established by the Chief Officer of Teaching and Learning or designee to ensure compliance with this curricular requirement.

attachment A

Chicago Public Schools
Form for Reporting Bullying and Retaliation

NOTE: The reporter may remain anonymous, but no discipline will be imposed based solely upon an anonymous report.

Please submit this report to the principal or any school staff member. You may also call the Violence Prevention Hotline (1-888-881-0606) or email BullyingReport@cps.edu to make a report.

Victim or Target Information

School: _____

Name(s) and grade(s) of Victim/Target:

_____

_____

Reporting Information (*Optional for students/parents/guardians)

Name & Title of Person Reporting: _____

Relationship to Victim/Target: _____

Phone: _____ Email Address: _____

Incident Information

Name(s) of accused bully(ies) OR description (if name(s) unknown): _____

_____

Location of incident: _____

_____

Date and time of incident: _____

Approximate dates, times, and frequency of prior incident(s): _____

Describe what happened and who was present in as much detail as possible
(*Required Information): _____

_____

_____

_____

_____

Date of submission: _____

additional resources

PROCEDURAL SAFEGUARDS FOR DISCIPLINE OF STUDENTS WITH DISABILITIES/IMPAIRMENTS[34]

School officials may suspend students with disabilities/impairments and cease educational services for a total of up to 10 consecutive or 10 cumulative school days in one school year without providing procedural safeguards. Saturday, and before- and after-school detentions do not count toward the 10-day limit. Additionally, if students with disabilities continue to participate in the general education curriculum, continue to receive their IEP services, and continue to participate with non-disabled peers to the same extent as specified in the IEPs, in-school suspensions and lunch detentions do not count toward the 10-day limit. Administrators are not required to suspend students with disabilities for the recommended periods set forth in this Code for a single incident. Specifically, the Principal or his/her designee has discretion to suspend students with disabilities fewer days than set forth for a single incident. Federal regulations offer some flexibility in suspending students with disabilities in excess of 10 school days in the school year in certain circumstances. In order to determine whether the circumstances permit a suspension in excess of 10 days per school year, consultation by the school with the Department of Procedural Safeguards and Parental Supports (773/553-1905) is absolutely necessary. **Without such consultation and approval from the Department of Procedural Safeguards and Parental Supports, the 10 school day limit on out of school suspensions will continue to apply.**

When school officials anticipate a referral for expulsion, including referrals requesting emergency assignment pursuant to the CPS SCC, the following apply:

1) School must provide written notice to the parent/guardian or surrogate parent of the request for an expulsion hearing and the date of an Individualized Education Program (IEP) Manifestation Determination Review (MDR) meeting, which must be held within 10 school days of the date of the decision to request the expulsion hearing. School must also provide parent/guardian/surrogate with a written copy of the Notice of Procedural Safeguards.

[34] All procedural safeguards contained in the SCC and this Appendix are equally applicable to those students with §504 plans.

2) The IEP team must:

A. Determine whether the misconduct is related to the student's disability by reviewing all current and relevant information, including evaluation and diagnostic results, information from the parent/guardian, observations of the student, and the student's IEP. The behavior is a manifestation of the student's disability if:

1) the conduct in question was caused by the student's disability or has a direct and substantial relationship to the student's disability; and/or

2) the conduct in question was the direct result of the school's failure to implement the student's IEP.

B. Review, and revise if necessary, the student's existing behavior intervention plan or develop a functional behavior assessment and behavior intervention plan (FBA/BIP) to address the misconduct. The behavior intervention plan must address the misconduct for which the student is being disciplined.

If the student's behavior is not a manifestation of the disability, school officials may apply the SCC, taking into consideration the student's special education and disciplinary records. In no event, however, may the student be suspended for more than 10 consecutive or cumulative school days in a school year without providing appropriate educational services.

If the student's behavior is a manifestation of the disability, a disciplinary change in placement (expulsion) cannot occur. Students with disabilities, even if expelled, must be provided with an appropriate education in an alternative educational setting.

All MDRs are subject to legal review by the Department of Procedural Safeguards and Parental Supports.

REFERENCE GUIDE FOR GROUPS 4, 5 AND 6 BEHAVIORS INVOLVING DANGEROUS OBJECTS, WEAPONS OR LOOK-ALIKE WEAPONS

SECTIONS 4-13 AND 5-11

If a student simply has any of these objects in his or her possession, but does not use them, (s)he should be recorded to have violated Section 4-13 of the SCC for a first-time violation or 5-11 of the SCC for a second or repeated violation. *If a student uses, or intends to use, any of these objects to inflict harm on someone, the student should be recorded to have violated Section 6-1.*

Knives, including but not limited to:
Steak knife or other kitchen knives
Pen knives/Pocket knives
Hunting knives
Swiss Army knife
Box cutters
Razors

Tools, including but not limited to:
Hammers
Screwdrivers
Saws
Crowbars/Metal pipes
Other objects commonly used for construction or household repair

Other Objects, including but not limited to:
Mace/Pepper spray
Live ammunition/Live bullets
Broken bottles or other pieces of glass
Wooden sticks/boards

SECTION 6-1

If a student has any of these objects in his or her possession or uses any of these objects, (s)he should be recorded to have violated Section 6-1 of the SCC.

Firearms - these include:
Pistol
Revolver
Other firearms
Any part or portion of a machine gun or rifle

Knives - these include only the following types of knives:
Switchblade knives (open automatically by hand pressure applied to a button, spring or other device in the handle of the knife)
Ballistic knives (operated by a coil spring, elastic material, or an air or gas pump)

Explosive Devices/Gases - these include:
Tear gas guns
Projector bombs
Noxious liquid gas
Grenades
Other explosive substances

Other Objects - these include:
Blackjack
Slingshot
Sand club
Sandbag
Metal/brass knuckles
Throwing stars
Tasers/stun guns

"Look-Alike" Firearms - these include:
B.B. guns
Air guns
Other objects, including "toys" or replicas that reasonably resemble real firearms

6-1 SPECIAL CONSIDERATION

If a student simply has any of these objects, or any other similar object in his/her possession, (s)he should not be recorded to have violated of the SCC.
If a student uses, or intends to use, any of these objects to inflict bodily harm on someone, the student should be recorded to have violated Section 6-1.

Sporting Equipment - these include but are not limited to:
Baseball bats
Golf clubs

Personal Grooming Products - these include but are not limited to:
Nail clippers/files
Combs with sharp handles
Tweezers

School Supplies - these include but are not limited to:
Scissors
Laser pointers
Pens/Pencils
Rulers
Padlocks/Combination locks
Other objects commonly used for educational purposes

EXPULSION HEARING AND EMERGENCY ASSIGNMENT GUIDELINES

Request for Expulsion Hearing

- Expulsion is the removal of a student from school for 11 or more consecutive days, up to a maximum of two calendar years.[35]

- If a student's inappropriate behavior falls within Group 5 of the SCC, a school principal *may* request an expulsion hearing for the student. A school principal may also request assignment to an intervention program.

- If a student's inappropriate behavior falls within Group 6 of the SCC, a school principal *must* request an expulsion hearing for a student in 6th through 12th grade or for any student violating section 6-1; a school principal *may* request an expulsion hearing for a student in 5th grade or below committing any other Group 6 behavior.

- The CEO's designee will review the expulsion hearing request and determine whether to refer the student to the Law Department for an expulsion hearing, assign the student to an intervention program, or refer the student back to the school for intervention/support.

Emergency Assignment to Interim Alternative Education Setting

- Students who commit Groups 5 or 6 misconducts may be assigned to an interim alternative education setting on an emergency basis ("emergency assignment") while a request for an expulsion hearing is pending without being given the opportunity for a hearing before an independent hearing officer.

- Requests for emergency assignment must be approved, facilitated, and implemented by the CEO's designee. The CEO's designee may request additional information when considering requests for emergency assignment.

- General education students may be placed in an interim alternative education setting if their presence at the home school poses a continuing danger to people or property, or an ongoing threat of disruption to the academic process. The student will be assigned to the Safe Schools Alternative Program until the expulsion final determination is issued.

- Students with disabilities may be placed in an interim alternative educational setting for a maximum of 45 school days, even in instances where the student's misconduct is ultimately determined to be a manifestation of his or her disability. Students with disabilities may be referred for emergency assignment when in possession of weapons or drugs, or for inflicting serious

[35] *This definition does not apply to exclusion of a student from school for failure to comply with immunization requirements or temporary emergency placement.*

bodily injury on another person while on school grounds or at a school-sponsored event. The parent or legal guardian may request a due process hearing to challenge the emergency assignment.

Expulsion Hearing Procedures

- The Law Department will schedule expulsion hearings and send parents/guardians a notice letter. The notice will provide a description of the incident, the date of the incident, the SCC inappropriate behavior code(s), and the place, time and date for the expulsion hearing. The notice will be sent by registered or certified mail, or by personal delivery.

- Before the hearing, school principals are responsible for assisting the Law Department with case preparation by identifying witnesses and relevant documents, and reviewing all documentation regarding the incident to ensure it is complete, accurate, and properly written.

- The hearing will be conducted before an independent hearing officer. The Chief Executive Officer's representatives will call witnesses to testify and introduce documents regarding the incident. The student may also call witnesses to testify and introduce documents regarding the incident.

Expulsion Final Determination

- After the hearing, the hearing officer will make a recommendation for intervention or discipline, up to expulsion for a set term of two calendar years.

- The hearing officer's recommendation may be modified on a case-by-case basis by the Chief Executive Officer or designee.

- If a student is expelled, alternative program placement may be offered for the period of the expulsion.

- The hearing officer may recommend that the student attend an intervention program in lieu of expulsion. A recommendation to intervention is subject to approval by the Chief Executive Officer or designee. A student who is recommended for participation in the intervention program in lieu of expulsion but who fails to successfully complete the program shall be expelled.

- During a term of expulsion, students may not participate in extracurricular activities or school-sponsored events, with the exception of activities or events sponsored by the student's alternative program.

Transition when Expulsion Complete

- When a term of expulsion is completed, the student will be transferred to his/her home school.

- For students attending the Safe Schools Alternative Program, a transition meeting, including the student, parents/guardians, alternative school staff members, and home school staff members, will be scheduled to discuss the student's transition back into the home school environment.

notice to parents and students regarding board policies

NOTICE TO PARENTS AND STUDENTS REGARDING BOARD POLICIES

Discrimination, Sexual Harassment, Retaliation Statement

Any student, or a parent/guardian on the student's behalf, who believes they have been subjected to discrimination, sexual harassment or retaliation based upon race, color, national origin, sex, gender identity/expression, sexual orientation, religion or disability, should notify the Principal, Assistant Principal or the Board's Equal Opportunity Compliance Office ("EOCO"), 125 S. Clark St., 11th floor, Chicago, IL 60603, telephone: 773/553-1013. If after making a report, a student, parent or guardian is not satisfied with the action taken or decision made by the Principal or Assistant Principal, they may appeal to the EOCO.

Pregnant Students Statement

Any pregnant student, or a parent/guardian of a pregnant student, who believes she has been subjected to discrimination or harassment based on her pregnant status or parental status, should notify the Principal, Assistant Principal, or the Board's EOCO, 125 S. Clark St., 11th floor, Chicago, IL 60603, telephone: 773/553-1013. Such complaints may include being excluded from any part of a school's educational program, including extracurricular activities.

Student Records

Under the Federal Family Educational Rights and Privacy Act ("FERPA") and the Illinois School Student Records Act ("ISSRA"), students and their parents have certain rights with respect to the student's educational records. These rights transfer solely to the student who has reached the age of 18, graduated from secondary school, married or entered into military service, whichever comes first.

Notice of Student Record Retention and Disposal

The law requires the Board of Education of the City of Chicago (the "Board") to maintain educational records, which includes both "permanent records" and "temporary records." A student's permanent record contains the student's name, place and date of birth, address, transcript, parent(s) name(s) and address(es), attendance records, and other information mandated by the Illinois State Board of Education. The student's temporary records include all school-related student information not contained in the permanent record. Student records may include both paper and electronic records.

According to Board policy, the retention periods for student records are as follows:

Student Grade Level	Record Category	Minimum Record Retention Period	Destruction Authorized When
Elementary and High School	Permanent Student Records	82 years after the student's date of birth	Student Age – 83
Elementary and High School	Temporary Special Education Records	27 years after the student's date of birth	Student Age – 28
High School	Temporary Student Records	27 years after the student's date of birth	Student Age – 28
Elementary	Temporary Student Records	20 years after the student's date of birth	Student Age – 21

The Board will follow the above retention schedule and will destroy these student records in the natural course of business when the records are eligible for disposal. Notice of the record disposal schedule is provided through annual newspaper publication. To review student records after the student has transferred, graduated or withdrawn from school, parents and students may contact the student's former school or Former Student Records (773-553-2340). For additional information, refer to the Board's Policy on Student Records Retention at http://policy.cps.k12.il.us/download.aspx?ID=84.

Right to Review and Challenge Student Records

Parents and students, whether emancipated or not, have the right to inspect and copy all of the student's educational records maintained by the school or the Board unless the parent is prohibited by an order of protection from obtaining those records within 45 days after the day the school receives a request for access. Parents of eligible students should submit to the school principal a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

When a student is transferring to a school outside the Chicago Public Schools district, parents have the right to inspect and copy and to challenge their children's temporary and permanent student records prior to the time records are transferred to the out-of-district school.

Schools may not charge to search for or retrieve information, though schools may charge a reasonable fee to copy records. *No parent or student shall be denied a copy of the student records due to their inability to pay.*

Parents have the right to request that a school corrects recorded information (with the exception of academic grades) that they believe is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA and ISSRA. Parents or eligible students who wish to ask the school to amend a record should write the school principal, clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a formal hearing by submitting a written request to the Board. Parents should contact the Office of Diverse Learner Supports and Services, Chicago Public Schools, 125 S. Clark Street, 8th Floor, Chicago, IL 60603, for a formal hearing. After the hearing, if the Board decides not to amend the record, the parent has the right to place a statement with the records commenting on the contested information in the record. The parent may appeal the Board's decision by contacting the Illinois State Board of Education (ISBE), Division Supervisor for the Division of Accountability, 100 W. Randolph St., Suite 14-300, Chicago, IL 60601. For more information on how to review and/or challenge a student's record, review the Board's policy on "Parent and Student Rights of Access to and Confidentiality of Student Records" (http://policy.cps.k12.il.us/documents/706.3.pdf).

Release of Student Records

Parents and eligible students have the right to provide written consent before the school discloses personally identifiable information from the student's education records, except to the extent that FERPA authorizes disclosure without consent. Generally, schools may not release student records information without written permission from the parent. However, the law allows the disclosure of records, without consent, to select parties, including:

- School district employees or officials[1] who have legitimate educational interest[2] in the student;

- Officials, upon request, of another school district or institutions of post-secondary education in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer;

- Certain government officials as required by State or Federal law;

[1] A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. School officials can include contractors, consultants, volunteers or other parties under the Board's direct control with whom the Board has agreed to outsource certain institutional services or functions, and who have a legitimate educational interest in the specific education records disclosed. The Board's agreement with these contractors, consultants, volunteers or other parties will specifically outline the legitimate educational interest and which educational records are disclosed.

[2] A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

- Persons conducting studies, pursuant to a written agreement with the Board;

- Individuals who have obtained a court order regarding the records, provided the parents are notified;

- Persons who need the information in light of a health or safety emergency; and

- State and local authorities in the juvenile justice system.

A school may also disclose, without consent, certain "Directory Information" such as a student's name, address, telephone number, date and place of birth, and awards and dates of attendance, provided that prior to the release of the Directory Information the parents are given the opportunity to opt out of the release of this information, in which case the information will not be released.

Please note that no person may condition the granting or withholding of any right, privilege or benefit or make as a condition of employment, credit or insurance the securing by any individual of any information from a student's temporary record that the individual may obtain through the exercise of any right secured under ISSRA.

Release of Directory Information

The Chicago Public Schools may disclose directory information about students to specific parties who have an educational interest, through written requests. Specific parties who may request this information include, but are not limited to, external organizations delivering services to students such as Boys and Girls Clubs, YMCA, PTA, City sister agencies, and providers of programming that enriches a student's academic and/or social and emotional learning.

If a parent or student does not wish to have the student's directory information released, they must submit a written request to the Chief of Staff of the Office of College and Career Success, Chicago Public Schools, 125 S. Clark St., 12th Floor, Chicago, IL 60603, 773-553-2108 (phone), 773-553-2148 (fax). The request to opt out must include the student's name, ID number and school. For convenience, the Board has developed an opt-out form which is available at all Chicago Public Schools. **Parents and students must submit their opt-out request by October 1st if they wish to opt out of releasing directory information.** For more information on opting out of the release of directory information, please review the Board's "Parent and Student Rights of Access to and Confidentiality of Student Records Policy" (http://policy.cps.k12.il.us/documents/706.3.pdf).

Release of Records to Recruiters

The No Child Left Behind Act ("NCLB") and the Illinois School Code require school districts to provide the names, addresses and telephone numbers of all 11th and 12th grade students to military recruiters or institutions of higher

learning upon their request. This information is made available to recruiters only through the Director of Policies and Procedures. Parents and students, regardless of whether the student is emancipated or not, may request that their contact information not be disclosed as described below.

If a parent or student does not wish to have the student's contact information released to military recruiters or institutions of higher education, they must submit a written request to the Director of Policies and Procedures, Chicago Public Schools, 125 S. Clark St., 5th Floor, Chicago, IL 60603, FAX 773/553-2151. The request to opt out must include the student's name, ID number and school. For convenience, the Board has developed an opt-out form which is available at all Chicago Public Schools high schools. **Parents and students must submit their opt-out request to the Director of Policies and Procedures by December 1st if they wish to opt out of releasing student records to recruiters.** For more information on opting out of the release of contact information to recruiters, please review the Board's "Recruiter Access Policy" (http://policy.cps.k12.il.us/documents/708.1.pdf).

Release of Records for FAFSA Completion Project and National Student Clearinghouse

The Board releases student Directory Information on all 12th grade students to:

1) The Illinois Student Assistance Commission (ISAC) to assist students with college financing opportunities by completing the Free Application for Federal Student Aid (FAFSA) and to determine eligibility for ISAC-related scholarships. The FAFSA is required for students to receive many forms of college financial aid; ISAC and CPS collaborate to support family FAFSA completion; and

2) The National Student Clearinghouse, an organization which provides data to CPS on students' postsecondary enrollment and retention. The National Student Clearinghouse helps CPS to understand and improve the college readiness and success of CPS graduates.

The Directory Information to be released is: the student's name, address, date of birth and high school name. If a parent or student does not wish to have the student's Directory Information released to ISAC for the FAFSA Completion Project and scholarships or the National Student Clearinghouse they must submit a written request to the attention of the Chief of Accountability, Office of Accountability, Chicago Public Schools, 125 S. Clark St., 16th Floor, Chicago, IL 60603, 773/553-4444, FAX 773/553-3758. The request to opt out must include the student's name, ID number and school. For convenience, the Board has developed an opt-out form which is available at all Chicago Public

Schools high schools. **Parents and students must submit their opt out request to the Office of Accountability by October 1st if they wish to opt out of releasing student Directory Information for the FAFSA Completion Project and/or the National Student Clearinghouse.**

Filing of Complaints

Parents have the right to file a complaint with the U.S. Department of Education if they believe the school district has failed to comply with the requirements of FERPA by contacting the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-5901.

Student Interventions

The District maintains a policy on the use of momentary physical interventions to maintain the safety of students and staff and to remove disruptive students from the classroom (http://policy.cps.k12.il.us/documents/705.7.pdf). The District also maintains a policy on the use of Behavioral Interventions, Physical Restraints and Isolated Time-Outs with Students with Disabilities (http://policy.cps.k12.il.us/documents/705.4.pdf).

Notice of Search and Seizure Policy

Any Person who enters onto the property of the Board of Education of the City of Chicago may be subject to a search in accordance with the Board's Search and Seizure Policy, (http://policy.cps.k12.il.us/documents/409.3.pdf).

Student Research Surveys

The District maintains a Research Study and Data Policy to address how individuals may conduct student research activities including surveys in the Chicago Public Schools (http://policy.cps.k12.il.us/documents/203.4.pdf). This policy has been established to comply with the requirements of the Federal Pupil Protection Rights Act ("PPRA"). Parents or guardians who believe their rights under the PPRA may have been violated may file a complaint with: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202.

Administration of Medications Policy

The District maintains a policy on the requirements for the administration of medication to a student during school hours (http://policy.cps.k12.il.us/documents/704.2.pdf). A written request must be made by a licensed physician and submitted on the CPS medication request form. The parent/guardian must submit a signed Parent's Authorization to Release Medical Information form. Medication will not be administered unless these forms are properly completed and received. This policy addresses administration of both prescription drugs and non-prescription (over the counter) drugs. Students shall not bring medication to school without authorization.

Title IX

Title IX of the Educational Amendments of 1972 banned discrimination on the basis of sex in schools and governs the overall equity of treatment and opportunity in athletics programs in schools. The Chicago Public Schools (CPS) is committed to providing participation opportunities for female and male students at CPS schools that effectively accommodate the athletic interests and abilities of both sexes consistent with the requirements of Title IX, its implementing regulations and applicable United States Department of Education Office of Civil Rights policies.

In order to accommodate the interests and abilities of female students, any student or other interested party, such as a coach or parent, may contact the CPS Department of Sports Administration Title IX Compliance Coordinator at amwilliams65@cps.edu, or by calling 773/534-0700 or 773/534-0723, to inquire about adding a new sport or a new level (e.g. varsity, junior varsity, sophomore, freshman) to an existing sport at any CPS school.

CPS Policy Website

Copies of all Board Policies can be obtained on the CPS Website at (http://policy.cps.k12.il.us/) or by writing to the Board Secretary, Chicago Board of Education, 125 S. Clark St., 6th Floor, Chicago, Illinois 60603.

Notes

Notes

Chicago Public Schools

Appendix 2.1.b.7.iv

Classroom Management Ladder

Warm Demanding for Urgent, Focused Classroom Management

Our mission is to ensure our scholars develop the academic and character strengths to thrive in Chicago's best high schools, graduate from our nation's best colleges, and lead happy, peaceful lives.

To this end, we teach the academic and scholarly habits we want our KIPPsters to demonstrate explicitly, require perfect practice, and demand 100%.

Classroom Management Strategies

Planning Essentials
- ❑ Plan a clear lesson aligned to meaningful learning goals for KIPPsters
- ❑ Prepare clear materials that engage KIPPsters throughout the lesson
- ❑ Pace your lesson with urgency, use a timer, and drive toward end of class mastery

Execution Essentials

Strategy	Example
Give a Whole group direction	"KIPPsters will be ready to learn with their pencils in the pencil tray, packet flat on their desks, and in SLANT in 5 seconds." Pantomime the actions you want KIPPsters to take.
Cue students to start, scan for compliance	"Go."
Positively narrate	"Keonte is showing us she is ready to learn. Aaron has his desk and pencil ready and body in perfect SLANT."
Use proximity	Circulate to students who are not yet meeting expectation.
Anonymous reminders	"Two KIPPsters need to join the team by fixing their SLANT."
Lightening quick reminders	"Randy, pull your chair in."
Choice statements, privately	"Rayah, you may follow the directions to SLANT or you will earn a deduction. We have lots to learn today and I know you can join the team." Walk away to give time for compliance.
Give a Deduction	If necessary
	Notes: No more than 2 deductions per class period; if totals -7 or more call home after school; make necessary teacher adjustments to improve next class and be mindful of over relying on parent communication to improve classroom behaviors. **Be the definitive leader that KIPPsters feel accountable to and follow in your classroom**

Outside of Class—If behavior has not improved and a student has been removed from class, a school leader will:

1. Explain the severity of the misbehavior, demand respectful posture and responses
2. Describe and support student to take responsibility
3. Build the student up with visualizing how to be successful in class
4. Get student back in to class, conscientiously monitoring for improvement multiple times

Appendix 2.1.b.7.v

CIPA Policy

Introduction

It is the policy of KIPP Chicago to: (a) prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (d) comply with the Children's Internet Protection Act [Pub. L. No. 106-554 and 47 USC 254(h)].

Definitions

Key terms are as defined in the Children's Internet Protection Act.*

Access to Inappropriate Material

To the extent practical, technology protection measures (or "Internet filters") shall be used to block or filter Internet, or other forms of electronic communications, access to inappropriate information.

Specifically, as required by the Children's Internet Protection Act, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors.

Subject to staff supervision, technology protection measures may be disabled for adults or, in the case of minors, minimized only for bona fide research or other lawful purposes.

Inappropriate Network Usage

To the extent practical, steps shall be taken to promote the safety and security of users of the KIPP Chicago online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications.

Specifically, as required by the Children's Internet Protection Act, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called 'hacking,' and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

Education, Supervision and Monitoring

It shall be the responsibility of all members of the KIPP Chicago staff to educate, supervise and monitor appropriate usage of the online computer network and access to the Internet in accordance with this policy, the Children's Internet Protection Act, the Neighborhood Children's Internet Protection Act, and the Protecting Children in the 21st Century Act.

Procedures for the disabling or otherwise modifying any technology protection measures shall be the responsibility of the KIPP Chicago Network Technology Director or designated representative(s).

The KIPP Chicago Network Technology Director or designated representative(s) will provide age appropriate training for students who use the KIPP Charter School network. The training provided will be designed to promote the KIPP Charter School Network commitment to:
   a) The standards and acceptable use of Internet services as set forth in the KIPP Chicago Internet Safety Policy;
   b) Student safety with regard to:
      i. Safety on the Internet;
      ii. Appropriate behavior while on online, on social networking Web sites, and in chat rooms

iii. Cyber bullying awareness and response.
c) Compliance with the E-rate requirements of the Children's Internet Protection Act ("CIPA").

Following receipt of this training, the student will acknowledge that he/she received the training, understood it, and will follow the provisions of the school's acceptable use policies.

*CIPA definitions of terms:

MINOR. The term "minor" means any individual who has not attained the age of 17 years.

TECHNOLOGY PROTECTION MEASURE. The term ``technology protection measure'' means a specific technology that blocks or filters Internet access to visual depictions that are:

1. **OBSCENE**, as that term is defined in section 1460 of title 18, United States Code;
2. **CHILD PORNOGRAPHY**, as that term is defined in section 2256 of title 18, United States Code; or
3. Harmful to minors.

HARMFUL TO MINORS. The term ``harmful to minors'' means any picture, image, graphic image file, or other visual depiction that:

1. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;
2. Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
3. Taken as a whole lacks serious literary, artistic, political, or scientific value as to minors.

SEXUAL ACT; SEXUAL CONTACT. The terms ``sexual act'' and ``sexual contact'' have the meanings given such terms in section 2246 of title 18, United States Code.

Adoption

This amended Internet Safety Policy was adopted by the Board of KIPP Chicago at a public meeting, following normal public notice, on January 17, 2012.

Appendix 2.1.b.7.vi

Acceptable Use Policy

KIPP:Chicago

COLLEGE PREP PUBLIC SCHOOLS

ACCEPTABLE INTERNET AND TECHNOLOGY USE
POLICY AGREEMENT FOR STUDENTS AND FAMILIES

The Internet and other technology resources are provided by KIPP Chicago Schools to support instructional programs and appropriate student learning. These resources should be used for educational purposes only. Students are expected to follow all of the rules and conditions listed as well as those given by KIPP Chicago teachers and administrators.

1. **I will use technology for educational purposes only**. I will only go on sites and programs allowed by my school. I understand that these devices and technology resources are being provided to help me learn, not for my personal use and entertainment. I will use the devices only during times designated by my teachers and school.

2. **I am responsible for my Internet accounts.** I understand that I am responsible for my passwords and I should not share it with anyone. I understand that I am responsible for activities done through my account so I will not allow others to use my username and password or try to use that of others. I understand that KIPP Chicago staff monitors and may access my accounts.

3. **I am responsible for my language and conduct online.** I will use appropriate language in messages sent online. I will not send hate or harassing messages, make discriminatory or derogatory remarks, or engage in bullying, harassment or other behaviors that make others feel unsafe and/or unwelcome.

4. **I am responsible for being honest while online**. I will not pretend to be someone else while online and not send messages, create accounts, or post online content in someone else's name.

5. **I am responsible for treating technology devices with care**. I will treat all devices with respect and not intentionally damage devices or use devices in an unsafe way that can lead to damage. I will not graffiti or alter the device physically. I will not change settings on devices. I understand that I need permission from an administrator or teacher to use personal devices including, but not limited to memory storage devices (e.g. USB drives)

6. **I am responsible for protecting the KIPP Chicago network.** I will not try to bypass security or Internet filters or by installing illegal software like file sharing, freeware, or shareware, on school devices.

7. **I am responsible for respecting other people's property online**. I will obey copyright laws. I will not plagiarize or use others' work without proper citation and permission. I will not illegally download materials protected by copyright, including but not limited to music and movies.

8. **I am responsible for protecting my privacy and the privacy of others**. I will not post personal information about myself or others including, but not limited to names, addresses, phone numbers, and e-mails. I will not post photos or videos of others or myself without permission from adults.

9. **I understand using technology resources is a privilege and not a right.** My access to technology can be taken away if I do not follow expectations.

KIPP:Chicago

COLLEGE PREP PUBLIC SCHOOLS

ACCEPTABLE INTERNET AND TECHNOLOGY USE
POLICY AGREEMENT FOR STUDENTS AND FAMILIES
(please review, sign, and return to the school)

As the **parent or guardian** of _____ (student name), I have read the Acceptable Use Policy attached to this document and have discussed it with my child. I understand that computer access is provided in KIPP Chicago schools for educational purposes in keeping with its academic goals, and that student use for any other purpose is inappropriate. I recognize that it is impossible for KIPP Chicago to restrict access to all controversial materials, and I will not hold the school responsible for materials acquired or viewed on the school network. I understand that children's computer activities at home should be supervised as they can affect the academic environment at school. I hereby give permission for my child to use computer resources at KIPP Chicago schools.

Parent/Guardian Signature_____   Date: _____

As a **KIPP Chicago student**, I, _____ (student name),understand that the use of the school network and devices is a privilege, not a right. I understand that my school network and program accounts are owned by the KIPP Chicago and are not private. KIPP Chicago has the right to access my information at any time. I understand that KIPP Chicago administrators will decide what conduct is inappropriate use if such conduct is not specified in this agreement. I understand and will abide by the Acceptable Use Policy attached to this document. I will use KIPP Chicago technology resources productively and responsibly for school-related purposes. I will not use any technology resource in such a way that would disrupt the activities of other users. I understand that consequences of my actions could include possible loss of computer privileges and/or school disciplinary action and/or prosecution under state and federal law.

Whenever I use the Internet and technology devices, I understand that: (please check each box as you review it with your student):

☐ I will use technology for educational purposes only.
☐ I am responsible for my Internet accounts.

☐ I am responsible for my language and conduct online.
☐ I am responsible for being honest online.

☐ I am responsible for treating technology devices with care.

☐ I am responsible for protecting the KIPP Chicago network.
☐ I am responsible for protecting other people's property online.
☐ I am responsible for protecting my privacy and the privacy of others
☐ I understand using technology resources is a privilege and not a right.

Student Signature_____   Date: _____

Appendix 2.2.a.1.i

Design Team
Member Bios

Professional Biographies

<u>**INSTRUCTIONAL TEAM**</u>

April Goble, Executive Director
As Executive Director, April works with school leaders and other stakeholders to ensure the high-quality performance, strategic growth and operational sustainability of KIPP schools in Chicago. Prior to working as the Executive Director of KIPP Chicago, she was both a teacher and founding school leader. April began her career in education as a Washington, D.C. corps member of Teach For America (TFA). After completing her TFA commitment, for which she received the TFA Cartier Award for Excellence in teaching and community involvement, she joined KIPP STAR College Prep Charter School in Harlem, New York as a founding teacher. The first person in her family to attend college and a beneficiary of educational programs for low-income students, April recognizes and appreciates education's transformative power. She received her bachelor's degree in Philosophy and History from Indiana University and her master's degree in Teaching, Early Childhood Education from Trinity College.

Amy Pouba, Chief Academic Officer
Amy began teaching in 1999 and has taught in cities including Baltimore, Madison, and Washington D.C. She has been with KIPP since 2004 where she started as a Literacy Teacher before becoming Dean of Academics in 2008, and Principal in 2009. Her skill sets focuses on instructional planning, teacher supervision and performance management, parent communication, and conflict resolution.

Rashid Bell, Proposed Principal, KIPP Primary Expansion
Rashid Bell is currently the assistant principal of KIPP Ascend Primary. Rashid has been the assistant principal at KIPP Ascend Primary since 2011. Prior to joining the KIPP team and family, Rashid graduated from Wilberforce University and joined Teach For America where he taught fourth grade in his hometown of Newark, New Jersey. From there, Rashid joined New Leaders for New Schools and completed his graduate studies at National-Louis University, where he received a master's degree in Educational Leadership and Supervision. Rashid has had the privilege of working has an administrator in the Chicago Public School system, but definitely feels that he has made a home with the KIPP team and family. He enjoys working every day with the team and family at KIPP Ascend Primary. When not at KIPP, Rashid loves spending time with his family and close friends. Rashid is excited to be continuing his educational journey with KIPP and hopes that he can continue to create change by helping all students go to and through college.

Ken Lee, Proposed Principal, KIPP #4
Ken Lee is the proposed founding school leader of KIPP #4. In his time at KIPP, Ken has served as a teacher, Literacy Instructional Team Leader, as an Assistant Principal, and has been the Leader of two founding school initiatives, including launching the Fifth Grade Academy at KIPP Ascend Primary School during this academic year. As a teacher, Ken has increased test results by 25 percent on the Illinois Standards Achievement Test and has been recognized as a KIPP Network high performer as measured by MAP achievement results. Ken's impact has also been felt by the teams that he has managed and coached. As an Instructional Lead, KIPP Ascend Charter School was ranked in the 98th percentile of Chicago Public Schools for Relative School Impact on Student Growth in Reading, while working as the Assistant Principal, his direct reports were KIPP Network high performers across all grade-levels (5-8th grades), and in leading a turnaround launch initiative, KIPP Bloom College Prep achieved in the 96th percentile for math and 88th percentile for reading in national school growth on the NWEA MAP. Ken has also participated as a member of the Principal Preparation and Fisher Fellowship cohorts with KIPP School Leadership Programs. Both programs prepared Ken to lead and found a KIPP school. Programming includes an intensive five-week Summer Institute, residencies at KIPP schools nationwide, and individualized coaching from experienced KIPP school leaders. Programming is designed to provide in-depth support and insight into the processes and best practices involved in school leadership—including topics as varied as student and teacher recruitment, direction setting and decision making, curriculum development, managing people and systems, and community outreach.

Billy Warden, Proposed Principal, KIPP #5
Billy Warden is currently in his second year as Assistant Principal at KIPP Create College Prep in Chicago. A 2013 Miles Family Fellow, he has served at KIPP for six years. Before becoming Assistant Principal, Billy was the Founding 5th Grade

Level Chair, Literacy Department Chair, and Language Arts teacher at KIPP Create. Prior to helping launch KCCP, Billy spent three years teaching 8th Grade Language Arts at KIPP Ascend Middle School in Chicago. During this time, he served as Boys Basketball Coach and Grade Level Chair. In 2012, Billy participated in the KIPP Teacher Leader Program and won KIPP's Harriett Ball Excellence in Teaching Award. The same year, he was presented The Achievement Network's Chicago Instructional Impact Award. Billy graduated from the University of Michigan where he majored in Political Science and History. Billy aspires to prove that students on the West Side of Chicago can compete with students on any side of the city, and for that matter, on any side of the country.

NON-INSTRUCTIONAL TEAM

Nicole Boardman, Chief Operating Officer
Nicole earned her Bachelor of Science in Education and Social Policy at Northwestern University. She began her career teaching English at Wakefield High School in Arlington, Virginia. She went on to participate in the Language Minority Teacher Induction Program at George Mason University and then to earn her Master of Education in School Leadership – School Development from Harvard University. Nicole returned to Chicago and taught sixth grade language arts and social studies at the National Teachers Academy before joining KIPP in 2005.

Chris Haid, Director of Research and Analysis, KIPP Chicago Schools.
Chris has been with KIPP Chicago Schools for three years. His duties include the collection, management, and analysis of data across our region. He is also responsible for the presentation and communication of our analyses to all of our stakeholders: students, teachers, parents, school leaders, regional officers, CPS, and donors. Chris has held academic positions at Yale University, New York University, and the University of Chicago. He has taught graduate and undergraduate courses in social scientific theory, statistical analysis, game theory, international development, and globalization. Chis attended the College of William and Mary where he earned a BA in Economics and the University of Chicago earning Masters in both Public Policy and Political Science. He is currently a PhD Candidate in Political Science at the University of Chicago.

Michael Salmonowicz, Data Analyst
Michael Salmonowicz serves as the data analyst at KIPP Chicago. Previously, he was a high school teacher with Chicago Public Schools, a school-based director of finance & operations with KIPP Chicago, a researcher with the University of Virginia and the University of Chicago's Consortium on Chicago School Research, and a consultant with New Leaders for New Schools and DonorsChoose.org. He is the author of 30 books, book chapters, articles, technical reports, and teaching materials—most focused on the change process in low-performing schools. Michael received his BA in English from the University of Michigan, his MA in teaching from National-Louis University, and his PhD in educational administration from the University of Virginia.

Rachel Wandell, Director of Advancement
Rachel Wandell has a decade of fund development experience, splitting her career between the KIPP network of public charter schools and CCS, the largest fund raising consulting firm in North America. Currently, she serves as Director of Advancement for KIPP Chicago where she focuses on the intersection of major gift philanthropy, advocacy, and community engagement. Prior to that, she served as the Managing Director of Development for KIPP DC, where she raised more than $34MM to help grow the region, provide program enhancements, and bolster KIPP's alumni support program. Her success also includes architecting and co-authoring a winning $10MM Race to the Top-District grant to significantly expand KIPP DC's teacher training program. Prior to her roles at KIPP, Rachel was an executive director for CCS and counseled nine non-profit clients on projects ranging from feasibility studies, major gift training, and campaign planning/execution. During her tenure, she raised more than $30MM directly, and assisted clients on national and global campaigns that raised more than $264MM worldwide. Rachel has a degree in Communications-Argumentation and Advocacy from Adrian College.

Rebecca Centioli, Director of Engagement
Rebecca began her career at KIPP Chicago in 2006. Currently, she manages communications and marketing and drives fundraising efforts as the Director of Engagement. In her first year fundraising, Rebecca increased private revenue by

over 25% and led KIPP Chicago's first large-scale fundraiser, which generated over $400K. Previously, she was the Director of KIPP to College. Under her leadership, KIPP alumni earned over $1.5MM in high school scholarships and financial aid, and achieved 100% acceptance to college preparatory high schools. Rebecca earned her bachelor's degree from the University of Notre Dame and completed the KIPP School Leadership Program at the University of Chicago.

Jia Li Pratt, Director of KIPP Through College
Jia joined KIPP Chicago from Deloitte Consulting, where she spent over 10 years consulting in the areas of organizational transformation, change management, communications, and training. Jia also brings experience from the public education sector having held positions at the Chicago Public Schools, the KIPP Foundation, and as a founding board member of a KIPP school. Jia holds a B.S. from Cornell University and a MBA from the Kellogg School of Management at Northwestern University. As Director of KIPP Through College, Jia manages a team of people who provide comprehensive supports for our rapidly growing alumni base as they journey to and through college.

Amaka Unaka, Consultant
Amaka firmly believes that an individual's zip code should not determine their destiny. She joined the KIPP Chicago team eight years ago and most recently served as the Director of Advocacy and Community Engagement where she was instrumental in helping KIPP Chicago serve more communities and develop a plethora of partnerships to meet the diverse needs of the families KIPP Chicago serves. Amaka holds a B.A. from the University of California, Berkeley, a MSW from the University of Chicago, and a M.Ed. through the KIPP Summer Leadership Program at New York University. Amaka is a first generation Nigerian-American and was reared in sunny Southern California. In her spare time, she enjoys spending time with her family, swimming, reading, and traveling.

Margarita Herrera, Executive Assistant & School Leader Recruiter
Margarita Herrera is currently the Executive Assistant and School Leader Recruiter at KIPP Chicago Schools. Margarita became a part of the regional founding team in 2010. Prior to joining the KIPP team and family, her passion for education equity and reform led her to work as the Program Coordinator at Posse Chicago where she managed the nomination, selection and student recruitment process, and coordinated the writing program for Posse scholars. Margarita also served in multiple administrative roles at Noble Street working with students, parents and the leadership team. She graduated from Noble Street as the Valedictorian in 2004 and as a Posse Scholar from Carleton College in 2008 with a B.A. in Psychology. Margarita has stayed connected with her community at Carleton as the Board Chair of the Multicultural Alumni Network Board since 2011. Outside of KIPP, Margarita is committed to her boot camp class, and is a part of a softball and bowling league.

Appendix 2.2.a.1.ii

Design Team Member Resumes

a. April Goble

b. Amy Pouba

c. Rashid Bell

d. Ken Lee

e. Billy Warden

f. Nicole Boardman

g. Chris Haid

h. Michael Salmonowicz

i. Rachel Wandell

j. Rebecca Centioli

k. Jia Li Pratt

l. Amaka Unaka

m. Margarita Herrera

n. Shanan Egger

April Montgomery Goble

Employment

July 2009- Present   KIPP Chicago   Chicago, IL

Executive Director

Accountable, directly to the Regional Board and indirectly to the KIPP Foundation, for the performance of the region and the schools within the region. Primary goal is to ensure the high quality, strategic growth and operational sustainability of Chicago-Gary region.

July 2006-July 2009   KIPP: LEAD College Prep Charter School   Gary, IN

School Leader and Founder

Founded KIPP: LEAD College Prep Charter School (KLCP), a tuition-free, open enrollment, college preparatory, middle school located in Gary, Indiana. KLCP opened serving 80 fifth graders with a founding team of seven staff members. The school values are leadership, empathy, achievement and determination. Our mission is to empower students with the character, knowledge, and leadership skills necessary to graduate from college and help change the world.

July 2005-July 2006   KIPP School Leadership Program   Chicago, IL

KIPP Foundation Fisher Fellow

Selected for a year-long Fisher Fellowship by the KIPP School Leadership Program (KSLP) in 2005. During the fellowship, took classes in management, finance, instructional leadership, and organizational culture at the University of California-Berkeley's Haas School of Business. Following courses at Berkeley, worked with high-performing charter schools across the country in preparation of opening KIPP LEAD College Prep Charter School.

July 2003-July 2005   KIPP STAR College Prep   New York, NY

5th/6th Grade Math KIPP STAR Teacher and Grade Level Chair

As a founding teacher, worked closely with the school leader to ensure student systems and structures were in place. Grade Level Chair responsibilities included planning and leading grade level meetings, supporting new KIPP STAR teachers, and working closely with the school founder to enforce operating values amongst staff and students. After teaching the same students for two years, students made significant gains by moving from 38% (NPR score) to a 92% on the Stanford 10 Achievement test; a national norm referenced test.

August 2002-June 2003   Teach For America   New York, NY

Program Director

Responsible for ensuring Corps members were committed to achieving the programmatic goals determined by Teach For America's New York Regional office. During school site visits, observed and provided feedback on teaching for nearly 60 Teach For America corps members. Built strong relationships with school districts and schools where Corps members were placed. Responsibilities also included training and selecting incoming corps members.

February 2002-August 2003   Teach For America   New York, NY

School Director

Managed a team of 5 Corps Member Advisors including a Curriculum Specialist, a Literacy Consultant, 22 experienced New York City teachers, and over 300 students. Worked to ensure all students and sixty Corps members met the objectives set for the Summer School Program. Served as a member of the Teach For America Summer Institute Leadership team. Developed an Operations Manual for the school which included all school policies and procedures.

August 2001-2002   Teacher, CES 90   Bronx, NY

Fourth Grade Teacher

Instructor for 32 students who made significant academic gains. Taught an extended day after school program. Established an after school Book Club for students the following year.

1998-2001   Shadd Elementary   Washington, D.C.
Washington, DC
 Fourth/ Fifth Grade Teacher
Taught fourth and fifth grade in one of the District of Columbia's reconstituted schools. Selected by the staff for three consecutive years to be a member of the Local School Restructuring Team (LSRT). Responsibilities included working the Weighted School Formula/ Budget and serving as an advisor to the principal. Issues for the team ranged from budgeting concerns to immediate teacher concerns.

 Summer 2001-2002   Teach For America Institute   Bronx, NY/Houston, TX
 Corps Member Advisor
 Served as a Corps Member Advisor during the 2001 and 2002 Teach For America Institute.   Responsibilities included daily observations of incoming Corps Members, facilitating daily group discussions, and providing feedback on lesson plans.

Education   1998-2001   Trinity College   Washington, DC

M.A., Teaching Early Childhood Education

Key Classes: Constructing Meaning Through Literacy; Understanding Diversity, Education of

Exceptional Child/ Youth, Research in Education.

1993-1997   Indiana University   Bloomington, IN

B.A., Double Major: Philosophy and History

Selected to be a McNair Scholar. The McNair program is a scholarship program dedicated to increasing

the number of low-income students entering PhD programs.

Awards   **Cartier Excellence in Teaching Award-**Selected by the DC Teach For America staff to be the

Received   first recipient of the Cartier Award for excellence in teaching and community involvement.

AMY C. POUBA

EDUCATION

1994 – 1999	**UNIVERSITY OF WISCONSIN -MADISON** *Bachelor of Science degree* *Concentration: Early Childhood Special Education* *GPA 3.6/4.0*	Madison, WI
2000 - 2001	**UNIVERSITY OF WISCONSIN – OSHKOSH** *Kindergarten – Grade Two Special Education Certification* *GPA 4.0/4.0*	Oshkosh, WI
2008 – 2009	**NATIONAL LOUIS UNIVERSITY** Masters in Educational Administration GPA 4.0/4.0	Chicago, IL

CERTIFICATION Illinois Type 10 – Special Teaching
Illinois Type 75 – Administrative

EXPERIENCE

2004 – Present   **KIPP ASCEND CHARTER SCHOOL**   Chicago, IL

Chief Academic Officer (2012 – present)
- Support transition of school leadership team at KIPP Ascend Middle
- Support planning and execution of regional wide professional development
- Support transition to Common Core Standards

Middle School Principal – Grade 5 through Grade 8 (2011 -2012)
- Recruit, select, and hire school staff, including teachers and school-based support staff
- Lead teachers in developing a culture in line with the mission and values of the school
- Manage and evaluate the instructional staff
- Monitor progress of all students
- Manage student recruitment and enrollment process
- Manage and implement a board-approved budget at the school level
- Collaborate with the regional staff and other school leaders to ensure efficiency of operations

Lower School Principal – Grades 5 and 6 (2009 – 2011)
- Recruit, select, and hire school staff, including teachers and school-based support staff
- Lead teachers in developing a culture in line with the mission and values of the school
- Manage and evaluate the instructional staff
- Monitor progress of all students
- Manage student recruitment and enrollment process
- Manage and implement a board-approved budget at the school level
- Collaborate with the regional staff and other school leaders to ensure efficiency of operations

Grade 6 English Language Arts Teacher (2006 – 2009)
- Create and implement standards based English Language Arts curriculum for 90 students.
- Classroom management of 25-30 students per homeroom.
- Large group management of 100 students.

Grade 6 Grade Level Chair
- Organize and lead Grade Level meetings.
- Coordinate and provide school wide professional development for grade level initiatives.
- Facilitate meetings with students and parents.
- Daily communication with school administration regarding teacher and student needs.
- Hold Grade 6 large group character meetings.

English Language Arts Department Chair (2005 – 2008)
- Organize and lead Department Level meetings.
- Coordinate and provide school wide professional development for reading and writing
  programs implemented at KIPP (i.e. Collins Writing, Vocabulary Initiatives, Accelerated Reader)
- Creation of Grade 5 and 6 vertical plan aligned with Illinois State ELA Standards.
- Daily communication with school administration regarding best practice in English Language Arts
  instruction.

- Facilitate interviews for potential new hires.

School Wide Word Study/Reading Fluency Coordinator (2004 – 2006)
- Coordinate teacher training, student placement testing, and ongoing student assessment of students who test two or more years below grade level in Reading Fluency and Comprehension.
- Coordinate and plan vocabulary based word study or fluency based lessons for teachers instructing students whose reading skills are on or above grade level.
- Provide teacher observations and feedback on a weekly basis.

Grade 5 Reading Teacher (2004 – 2006)
- Created and implemented instruction for 100 fifth grade students. According to SAT – 10, 1.2 years of growth in 2004-2005 and 2.3 years of growth in 2005-2006.
- Classroom management of 32 fifth grade students per homeroom.

Grade 5 Grade Level Chair (2004 - 2006)
- Organized and led Grade Level meetings.
- Coordinated and provided school wide professional development for grade level initiatives.
- Facilitated meetings with students and parents.
- Daily communication with school administration regarding teacher and student needs.
- Held Grade 5 large group character meetings.

2003 – 2004	**COLLINGTON SQUARE ELEMENTARY SCHOOL**	Baltimore, MD

Elementary Education Regular and Special Education Teacher
- Implemented Direction Instruction ™ corrective reading programs in integrated classroom setting to 2 groups of 17 students, ages 9-14. Initially students were 2-6 years below grade level; progressed one grade level in one month using corrective reading program.
- Taught DI math curriculum in regular education setting of 17 students, ages 9-14. Initially students were 2-6 years below grade level; progressed 1 grade level in 6 months using math program.
- Taught DI language and writing programs in integrated classroom setting of 17 students, ages 9-14. Initially students were 2-6 below grade level; progressed 1 grade level in 6 months.
- Classroom management of 11-17 students with severe academic delays or learning, cognitive, emotional, or speech and language disabilities.
- Performed standardized evaluations (i.e. Woodcock Johnson III) of students with special needs.

2001 - 2003	**GARFIELD ELEMENTARY SCHOOL**	Washington, DC

Special Education Teacher
- Selected and implemented Direct Instruction reading curriculum to 15-20 students, ages 5 – 10, with learning, cognitive and emotional disabilities in self-contained special education setting.
- Performed standardized evaluations of students with special needs.
- Participated in IEP meetings to assess and create the educational objectives of students with disabilities.

Science Teacher
- Taught after-school Hands – On – Science Program to 10-15 students, ages 7-10.

1999 - 2001	**LAPHAM ELEMENTARY SCHOOL**	Madison, WI

Early Childhood Special Education Teacher
- Planned, implemented and assessed educational programming of 10-15 students, ages 3-6 years, with disabilities in self-contained setting.
- Planned, implemented and assessed educational programming of 10 students, ages 6-8 years, with severe emotional, cognitive, learning and developmental disabilities in an inclusive setting.

OTHER QUALIFICATIONS

PRESENTER	Chicago, IL

- Presenter/Intervention Strategies for Struggling Readers: KIPP National English Language Arts Conference 2005 - 2006
- Co-Presenter/Creating a School-Wide, Standards Based Vertical Plan: KIPP Summit National Conference 2006

AFTER SCHOOL TUTOR	Washington, DC

Coordinator and Teacher
- Founded after school tutoring program for students significantly below grade level.

- Selected and implemented Direct Instruction corrective reading program with students, ages 8-10 years.

TURNING THE PAGE LITERACY PROGRAM   Washington, DC
Committee Member
- Assisted in planning and implementing Thursday evening Family Literacy Nights.
  - Supervised and collaborated with graduate student interns studying conflict resolution.

LAPHAM EVEN START LITERACY PROGRAM   Madison, WI
- FAST (Families and Schools Together) Children's Activity Coordinator
- PACT (Parents and Child Together) Children's Activity Coordinator
- Wil-Mar Neighborhood Community Center

AWARDS

- ELA Teacher with Largest Growth in Standardized Test Scores, KIPP Ascend, August 2006
- Dane County Excellence in Teaching Crystal Apple Award Winner, May 2001

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QUALIFICATIONS SUMMARY

Goal oriented, career learner dedicated to high student achievement and becoming a leader within a Public School. Committed to the development of the total person through social and civic education. An inspired leader, through voice and action, that aims to move an urban school to excellence by bringing together and empowering all stakeholders to actively improve the school community. Rooted and grounded in the belief that all students will achieve at high levels when adults are held to the highest standards of instruction and learning.

EDUCATIONAL LEADERSHIP EXPERIENCE

KIPP: Ascend College Prep/5th Grade Academy, Chicago, IL July 2011- Current 2015
Assistant Principal

Responsibilities
Active member of the school wide administrative team targeting high levels of student achievement for 600 students in grades K-5. Provide leadership, management, and development for the implementation and evaluation of the school's instructional and operational plans. Observe instruction of all teachers and provide feedback and coaching to ensure teachers are implementing best practices of instruction. Working with the Principal to develop a vision and mission for learning, shared and supported by the school community.

Accomplishments
- Managed and lead the addition of the 5th Grade Academy with a focus on preparation for middle school
- Created the School Wide Discipline Plan and established school wide logistical procedures
- Provided every teacher with technology to enhance instructional practice
- Developed individualized teacher growth plans focused on achieving goals
- Developed an attendance plan that helped too maintain a 95% attendance rate
- Coached teachers in developing Classroom Behavior Management Plans
- Facilitated professional development on Curriculum and Instruction
- Established community partnerships with local businesses, churches, politicians, and parents, which resulted in increased support and contributions to the school and students.
- Observe and provide feedback to teachers using the Coaching Cycle
- Scheduled and implemented weekly one-on-ones with teachers to provide guidance and leadership
- Facilitated formal data cycle meetings with grade level teams to impact instruction on a daily and weekly basis
- Analyzed school data to identify strengths and opportunities for improvement in order to develop the school's plan for instructional
- Managed and supervised 25 teachers and support personnel
- Identified, recruited and engaged in the selection of new faculty and staff
- Worked collaboratively to ensure high quality professional development and collaboration time across grade levels and departments

Charles S. Deneen School of Excellence, Chicago, IL June 2010- January 2011
Assistant Principal

Responsibilities

Working with the Principal to develop a vision and mission for learning, shared and supported by the school community. Work to engage staff and stakeholders in collaborative, joint decision-making to facilitate "buy-in". Partnering with AUSL and Principal to establish and maintain effective mentoring and induction programs, supporting all school faculty and staff for success.

Accomplishments

- Managed the start up funding budget with a focus on instructional materials and technology
- Developed Balanced Literacy lesson plan template for teachers to utilize and implement
- Created the staff handbook that outlined the policies and procedures of Deneen
- Created the School Wide Discipline Plan and established school wide logistical procedures
- Created ESP daily schedules with time devoted towards tutoring
- Developed the school creed which highlighted the behavior expectations of the student body
- Developed individualized teacher growth plans
- Coached teachers in developing Classroom Behavior Management Plans
- Facilitated professional development on Curriculum and Instruction

Henry Ford Academy: Power House High School, Chicago IL August 2009- June 2010
Director of Student Support

Responsibilities
Collaborate with all school staff to develop and rigorously implement recurring daily, weekly, and monthly elements that support the PHH culture and its academic model. Ensure a safe physical and emotional environment that honors individual differences. Create a positive school culture evidenced by a high degree of mutual respect and a relentless focus on learning. Clearly document and regularly reinforce high expectations for personal behavior, including strict adherence to the dress code, improvements over time in specific student behavior(s), and great respect for the school, school assets, and belongings of others.
Accomplishments

- Created and Implemented the School Wide Behavioral Expectations
- Created and Implemented the School Wide Discipline Plan
- Led the School Wide Expectations Committee
- Fostered relationships with community organizations that resulted in behavior interventions, community service opportunities, social and emotional growth and job readiness programs
- Created a Parent Patrol for entry and dismissal procedures which resulted in enhanced safety for the students.
- Developed and Maintained individualized behavior plans for students
- Facilitated the development of Classroom behavior management plans
- Decreased the number of out of school suspensions by 30 %
- Utilized the SWIS data system to identify trends and manage student behavior
- Developed a tardy intervention system that decreased tardies by 50%
- Created advisory lessons that promoted social/ emotional learning

Countee Cullen Elementary School, Chicago, IL August 2008 – August 2009
Resident Principal, New Leaders for New Schools

Responsibilities
Manage school-wide discipline issues and promote a focus on parent meetings, mediating student conflicts, and creating a system built upon accountability for student behavior. Assist the school literacy coach in addressing the needs of the students and teachers in the areas of balanced literacy and writing. Assist the school Principal in the hiring and selection of teachers by utilizing the behavior based interviewing technique. Assist the Principal in a school-wide reform on the usage of data to drive classroom instruction and promote student achievement.

Accomplishments

- Manage the design, implementation and supervision of improvement plan for literacy achievement in grade 5-8 (procured $2500 grant from the Office of Principal Preparation and Development).
- Manage the design, implementation and supervision of the Freshman Connection Program, which led to the creation of an Algebra Program (procured $3000 grant from Area 18).
- Facilitate professional development for teachers in the area of writing instruction and technology.
- Supervised grades 5-8 in funded professional development writing assessment analysis.
- Create and implement a revised template for Balanced Literacy Instruction within the school.

TEACHING EXPERIENCE

Teach for America
Bragaw Avenue School, Newark, NJ 2005 – 2008
Educator/New Jersey Assessment of Skills and Knowledge Instructor/Instructional Coach (grades 3-5)

Responsibilities
Taught 4th and 5th grade. Facilitated instructions of Math for Lesson Lab grades 3-5. Tutored 3rd and 4th grade students in the math portion of the New Jersey Assessment of Skills and Knowledge. Prepared copious and laborious lesson plans that had a focus on differentiated instruction to ensure that the needs of all students were met in the classroom. Utilized researched based best practices in classroom instruction for reading and math. Provided leadership and mentorship to grades 3-5 team of teachers as well as to new corps members of Teach for America.

Accomplishments
- Responsible for the increase of New Jersey Assessment of Skills and Knowledge test scores by 12% among fourth graders in the 2005-2006 school year.
- Responsible for the increase of New Jersey Assessment of Skills and Knowledge test scores by 36% among fourth graders in the 2006-2007 school year.
- Responsible for the highest New Jersey Assessment of Skills and Knowledge math test scores among fourth graders in the School Leadership Team III of Newark, NJ.
- Responsible for the highest yearly growth rate in math among elementary schools in the district of Newark Public Schools.
- Recognized as a distinguished teacher in the city of Newark, NJ by the Principal and Superintendent of Schools 2008.

EDUCATION

National-Louis University, Chicago, Illinois
M.Ed. in Educational Administration and Supervision

Wilberforce University, Wilberforce, Ohio
B.A. in Political Science, 2005 Cum Laude

PROFESSIONAL CERTIFICATES

Illinois Type 75- Administrative K-12
New Jersey Standard Teaching Certificate Elementary K-5

KENNETH J LEE

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EXPERIENCE **Winter 15/Present**	**KIPP ONE ACADEMY,** FOUNDING PRINCIPAL Design, found, and lead the fifth KIPP Chicago School	**Chicago, IL**

Summer 14/Fall 14 **KIPP ASCEND COLLEGE PREP,** LAUNCH LEADER **Chicago, IL**
Planned, operationalized, and managed the school launch of the Fifth Grade Academy; responsible for the administration and management of the site, including school vision, school design, personnel and fiscal management, student culture, academic programming, teacher development, and performance management

Winter 14 **KIPP BLOOM COLLEGE PREP,** LEADER **Chicago, IL**
Change managed student culture, operations, and academics midway through the academic year; students achieved in the 96th percentile for math and 88th percentile for reading in national school growth on the NWEA MAP Assessment

Summer 13/Spring 14 **KIPP FOUNDATION,** FISHER FELLOW **FLEX**
One-year principal preparation program to found and lead a new KIPP school in an underserved community; programming included an intensive five-week Summer Institute, residencies at KIPP schools nationwide, and individualized coaching from experienced KIPP school leaders

Fall 12/Spring 13 **KIPP ASCEND CHARTER SCHOOL,** ASSISTANT PRINCIPAL **Chicago, IL**
• Managed the individual development of ten teachers to impact and influence 348 students; all direct reports outperformed national averages and the KIPP Network on the NWEA MAP
• Planned and executed direction-setting initiatives; responsible for the day-to-day management of the fifth and sixth grades; oversaw vision-setting and execution of academics

Summer 11 **KIPP SCHOOL LEADERSHIP PROGRAMS,** PRINCIPAL PREP **Chicago, IL**
Participated in a principal development program designed for leaders in preparation to lead an existing KIPP school

Fall 11/Spring 12 **KIPP ASCEND CHARTER SCHOOL,** LIT INSTRUCTIONAL TEAM LEADER **Chicago, IL**
Coached and developed five literacy teachers through professional development sessions, data analysis and action planning conferences, and clinical observations and debriefs; ranked in the 98th percentile of Chicago Public Schools for Relative School Impact on Student Growth in Reading ("value-added")

Fall 11/Spring 12 **KIPP ASCEND CHARTER SCHOOL,** READING TEACHER **Chicago, IL**
• Recognized by the KIPP Foundation as a top performer on the NWEA MAP Assessment
• Increased sixth grade test results 25 percent on the Illinois Standards Achievement Test

Summer 11 **TEACH FOR AMERICA CHICAGO INSITUTE,** LITERACY SPECIALIST **Chicago, IL**
Designed and facilitated literacy sessions for middle- and high-school corps members; supported corps members' use and integration of literacy skills; 97 percent of participants "agreed/strongly agreed" that sessions effectively impacted their development as instructors

Fall 10/Spring 11 **TEACH FOR AMERICA,** CONTENT COURSE INSTRUCTOR **Chicago, IL**
Planned and executed monthly professional development sessions for middle school reading, writing, and social studies first- and second-year corps members; over 90 percent of participants "agreed/strongly agreed" that sessions effectively impacted their development as instructors

Fall 09/Spring 11 **PERSPECTIVES/IIT MATH & SCIENCE ACADEMY,** READING TEACHER **Chicago, IL**
• Ninety-one percent of students met or exceeded expectations on the 2011 Illinois Standards Achievement Test; 56/65 sixth graders and 41/49 seventh graders met or exceeded expectations on the 2010 Illinois Standards Achievement Test
• Students had a median growth of 3.1 years on the 2011 NWEA MAP Reading Assessment and 2.5 years growth on the 2010 NWEA MAP Reading Assessment; 86% of students reached their individual growth goals **(continued)**

Summer 10	**TEACH FOR AMERICA CHICAGO INSTITUTE,** CORPS MEMBER ADVISOR	**Chicago, IL**

Summer 10   **TEACH FOR AMERICA CHICAGO INSTITUTE,** CORPS MEMBER ADVISOR   **Chicago, IL**
Managed and coached twelve corps members to develop their instructional skills and maximize their impact on student achievement during Teach For America's teacher training institute; 100 percent of corps members on the end-of-institute survey "strongly agreed" that their Corps Member Advisor effectively impacted their development as instructors

Fall 09/Spring 10   **TEACH FOR AMERICA,** ACCOUNTABILITY GROUP LEADER   **Chicago, IL**
Led "best content practices" and "high impact teacher actions" instruction for monthly middle school English/language arts cohort meetings

Fall 08/Spring 09   **TEACH FOR AMERICA,** 2008 CORPS MEMBER   **Chicago, IL**
RICHARD MILBURN ACADEMY, MIDDLE SCHOOL TEACHER
Taught a middle school self-contained classroom for 39 alternative, safety at-risk students in Chicago Public Schools; 100 percent of students met or exceeded on the Illinois Standards Achievement Test

EDUCATION   **UNIVERSITY OF MICHIGAN**   **Ann Arbor, MI**
Bachelor of Arts, April 2008
• American Government & Politics Major
• Michigan Scholar Award Recipient; Michigan Achievement Award Recipient

Billy Warden

EXPERIENCE

KIPP CHICAGO COLLEGE PREP PUBLIC SCHOOLS

Assistant Principal – KIPP Create College Prep

Chicago, IL
June 2013 – Present

- Served as culture and instructional leader for middle school that scored in the 97th and 99th national percentiles in reading and math growth as measured by the 2013-2014 Northwest Evaluation Association (NWEA) Measures of Academic Progress, and earned a 1+ on Chicago Public Schools' School Quality Rating Policy
- Led Instructional Leadership Team and created systems for teacher observation, feedback, and data analysis
- Coached literacy teachers in data-driven planning and instruction which resulted in 85% of students meeting NWEA reading growth goals, exceeding the district average by approximately 25 percentage points
- Innovated systems and schedules to ensure all 5th and 6th grade students received small-group guided reading instruction at least four times per week by strategically leveraging instructional technology programs
- Facilitated quarterly professional development sessions on behavior management and classroom investment which resulted in consistent implementation of rewards and consequences system among 16 teachers
- Assisted in recruitment, hiring, and onboarding of all new staff members

Founding Reading Teacher, 5th Grade Level Chair, and Literacy Department Lead – KIPP Create College Prep

June 2012 – June 2013

- Designed and implemented balanced literacy curriculum through a blended-learning model which resulted in top results across the KIPP network—91% of students meeting or exceeding growth goals, and the collective cohort making 2.7 times the national average reading growth on NWEA
- Partnered with founding leader to develop vision for school culture, which included plans for core values, character education, and discipline system
- Assisted with recruitment of 85 students and conducted over 20 home visits
- Managed school discipline system which resulted in the introduction of the character growth report

English Language Arts Teacher, 8th Grade Level Chair – KIPP Ascend Charter School

August 2009 – June 2012

- Developed and implemented a reading and writing curriculum that resulted in 84% (2010), 91% (2011), and 97% (2012) of students meeting reading standards on the Illinois Standards Achievement Test
- Designed and implemented vision for 8th grade culture which resulted in 80% of students meeting conduct goals necessary to earn the "End of Year Trip" in 2012

SPECIAL PROJECTS

KIPP Chicago Literacy Department

- Authored NWEA and Common Core-aligned curriculum to streamline instruction across the three KIPP Chicago campuses by drafting the scope and sequences, and writing all unit plans and unit assessments for each middle school grade level
- Facilitated three professional development sessions that trained 24 teachers to plan NWEA-aligned lessons
- Wrote 35-page "Literacy Instruction Guide" that was adopted by all schools in the network

Blended Learning Pilot

- Developed classroom model, now replicated across KIPP Chicago middle schools, that leveraged technology to increase small group differentiated instruction.

Boys Basketball Coach

- Served as head coach of Boys Basketball Team for six years.

PROFESSIONAL DISTINCTIONS

Miles Family Fellowship (2013-2014)

- Participated in year of leadership development to acquire competencies necessary to lead a school.

KIPP School Leadership Programs (2011-2012)

- Developed instructional leadership knowledge and skills.

Teaching Awards

- Harriet Ball Excellence in National Teaching Award, 2012
- The Achievement Network: Chicago Instructional Impact Award, 2012

EDUCATION

University of Michigan

- Bachelor of Arts, Political Science; Minor, History
- Cumulative GPA: 3.75
- 2009 TFA Acceptance Rate: 11.6%

Teach for America University Partnership - Dominican University

- Teach For America: Illinois State Board of Education Alternative Certification

Nicole C. Boardman

Experience

KIPP Chicago Schools, Chief Operating Officer

Chicago, IL, 2005 - Present

- Manage all core operations that support KIPP Chicago Schools, including Finance, Data, Human Resources, Operations, Facilities, and Technology.
- Build a cost-efficient operational infrastructure that supports growth as we expand to 10 schools.
- Supervise, design, and execute the school expansion strategy, working with leadership, charter authorizer, Illinois State Board of Education, and legal counsel to launch new schools.
- Lead budgeting process and annual strategic planning, collaborating with the leadership team.
- Oversee timely and accurate financial management, planning, and reporting processes.
- Co-supervise fundraising, ensuring that short-term and long-term organizational needs are met.
- Completed the KIPP School Leadership Program at Stanford University (2007).

National Teachers Academy, Teacher

Chicago, IL, 2004 – 2005

- Served on Literacy, Social Studies, and Technology Committees to ensure teachers aligned curriculum with state standards and had access to best practices in technology to differentiate instruction.
- Implemented Reading Buddies program between grade levels to provide leadership opportunities for upper grade students and collaboration between students and staff across the school.

Jordan Middle School, Teacher

Palo Alto, CA, 2001 – 2003

- Founding teacher in Small Core Program to serve students with disabilities, students from the Voluntary Transfer Program, and students with other special needs to ensure their first year of middle school was successful.
- Director of Student Activities, coordinating all non-athletic events for 1,000 students during and after school.

Willow Oaks Elementary School, Teacher

East Menlo Park, CA, 2000 – 2001

- Completed the Intel Teach to the Future Program with California Polytechnic to create engaging computer-based curriculum for students.

Wakefield High School, Teacher

Arlington, VA, 1999 – 2000

- Selected to participate in the Language Minority Teacher Induction Program with George Mason University; studied the effect of curriculum based on the theory of multiple intelligences.

Education

Harvard University Graduate School of Education

- Master of Education, School Development

National Louis University

- Certificate of Advanced Study, Administration and Supervision
- ISBE Type 75 Administrative Certificate

Northwestern University

- Bachelor of Science, Secondary Education, *cum laude*
- ISBE Type 09 Secondary Teaching Certificate, English and Social Studies

Christopher J. Haid

http://github.com/chrishaid
chaid@kippchicago.org | 773.938.8588

EDUCATION

UNIVERSITY OF CHICAGO
PhD in Political Science
Expected Dec 2015 | Chicago, IL
Subfields: Comparative politics, methodology, and political theory

MA in Political Science
June 2007 | Chicago, IL

MPP (with Honors)
June 2005 | Chicago, IL
Harris School of Public Policy Studies
Conc. in International Policy

COLLEGE OF WILLIAM & MARY
BA in Economics
May 1998| Williamsburg, VA

SOFTWARE PROJECTS

SQRPR
R package and API to calculate and project CPS's School Quality Ratings Policy ratings.
www.github.com/chrishaid/sqrpr

MAPVIZIER
R package and API for analyzing and visualizing NWEA MAP data.
www.github.com/almartin82/mapvizieR

MAPSPRINGR
R package and API for imputing missing NWEA MAP RIT Scores
www.github.com/chrishaid/mapsringr

KIPP Silo
Self-organized, iterative, late-binding , and open-source data mart solution for educational data
http://kippdata.github.io/silo/

SKILLS

PROGRAMMING
R • Python • JavaScript • Java • Julia • JAGS/BUGS/Stan • SQL Server • PostgreSQL • MySQL • Reddis • ArcGIS • QGIS • GRASS • Shiny Server • LaTeX• CSS • HTML •

ANALYSIS
Statisical modelling • Data visualization • Statisitcal learning • Bayesian Analysis • GIS • Geo-spatial statistics • Multi-level modelling

EXPERIENCE

KIPP CHICAGO SCHOOLS | Director of Research and Analysis
September 2012 – present | Chicago, IL
- Generate analyses, projections, reports and recommendations to Leadership Team using advanced analytical techniques. Analyses are used to support four schools serving 1,200 historically disadvantaged students in Chicago's highest performing network of elementary schools.
- Designed, created, and maintain a custom educational data management system that integrates 19 edtech applications with a custom data mart.
- Designed, created, and maintain an interactive,web-based reporting application used by regional and school leadership.
- Support external messaging of KIPP Chicago academic results.

UNIVERSITY OF CHICAGO | Preceptor
Division of the Social Sciences
August 2011 – September 2012 | Chicago, IL
- Advised masters thesis for 21 graduate students in the fields of political science, political theory, critical theory, and sociology.

NEW YORK UNIVERSITY | Research Fellow
Alexander Hamilton Center for Political Economy
August 2010 – May 2011 | New York, NY

YALE UNIVERISTY | Research Fellow
Program on Order, Conflict, and Violence
MacMillan Center for International and Area Studies
August 2009 – May 2010 | New Haven, CT

CARIBBEAN POLICY RESEARCH INSTITUTE | Research Assistant
April 2009 – September 2009 | Kingston, Jamaica

RESEARCH

EXPLAINING ELECTORAL VIOLENCE
Gunman, Garrisons, and Graft in Jamaican Politics
Dissertation project that provides a theory explaining variation in the types of violence used to influence elections The project also analyzes spatio-temporal patterns of election results and violence in post-WWII Kingston, Jamaica.

ACADEMIC HONORS

Research Fellowship	New York University	2011
Research Fellowship	Yale University	2010
Network Analysis Fellowship	Duke University	2010
Dissertation Research Grant	University of Chicago	2006-2008
Emperical Implication of Theoretical Models Fellowship	UCLA	2007
Century Fellowhips	University of Chicago	2005-2009
Dean's Fellowhip	University of Chicago	2003-2005

Michael J. Salmonowicz

msalmonowicz@kippchicago.org

Education	**University of Virginia**	**Charlottesville, VA**
	Doctor of Philosophy in Educational Administration and Supervision	2013

National-Louis University — **Chicago, IL**
Master of Arts in Secondary Teaching — 2002

University of Michigan — **Ann Arbor, MI**
Bachelor of Arts in English (Minor in American History) — 2001

Experience

KIPP Chicago Schools — **Chicago, IL**
Data Analyst — 2013-present

- Work closely with COO on regional systems implementation, district/state compliance, school operations, and organizational growth strategy.
- Took on compliance, operations, and supervisory duties from COO during her 3-month maternity leave in 2014.
- Lead two monthly meetings—one with region's directors of operations, and one with region's office managers—to drive operations priorities and develop employees.
- Manage purchasing, rostering, training, and technical support for 3 student information systems and 10 instructional technology programs across region's 4 schools.
- Administer lottery, waitlist, and enrollment systems across all schools.
- Conduct analyses of enrollment, attendance, compliance, discipline, and achievement data.

Director of Finance & Operations — 2010-2013

- Took on HR, payroll, and operations responsibilities from COO during her 3-month maternity leave in 2012.
- Responsible for day-to-day operations of 3 schools over 3 years—each serving 300-550 students with 25-50 staff members—including buses, food service, facility maintenance, compliance, negotiation of facility leases & vendor contracts, purchasing, payroll, and HR.
- At KIPP LEAD, managed $4.5 million budget, oversaw annual audit, presented financial reports to school's board of directors, and maintained bank accounts and credit cards.
- Prepared accountability reports for Ball State University, Indiana Department of Education, Illinois State Board of Education, Chicago Public Schools, and KIPP Foundation.
- Supervised office manager, data manager, family outreach coordinator, and interns.

Accomplishments

- Facilitated KIPP Ascend Primary's move to new facility and $3 million building renovation.
- Found and corrected budget inefficiencies at KIPP LEAD: reduced supply spending by 5% (changed vendors & found savings online), cell phone costs by 19% (analyzed employee usage), and dental insurance cost by 12% (kept same level of coverage & lowered premiums).
- Increased KIPP LEAD's state accountability compliance by 25 percentage points in one year.
- Co-wrote Morgridge Family Foundation technology grant that secured $118,000 in funding for instructional technology.

DonorsChoose.org — **New York, NY**
Consultant — 2009-2010

- Analyzed student achievement and teacher retention data from schools receiving funds from DonorsChoose; wrote reports for organization leaders detailing findings & recommendations.

University of Chicago   **Chicago, IL**
Research Analyst, Consortium on Chicago School Research   2009-2010
- Conducted fieldwork and coded and analyzed data for research projects dealing with teacher induction, teacher evaluation, and school turnaround in Chicago Public Schools.

Chicago Public Schools   **Chicago, IL**
Director of Literacy Team & Teacher, Harper HS (CPS turnaround school)   2008-2009
- Created structure for reading teams in future Chicago turnaround schools, including staffing and budgetary needs, core program components, and evaluation metrics.
- Led school's literacy program: coordinated school-wide reading assessments and weekly reading course; conducted teacher observations & conferences and professional development.
- Supervised reading specialist, librarian, and assistant librarian.
- Taught English, history, and government.

New Leaders for New Schools   **Washington, DC**
Case Developer, Effective Practice Incentive Community (EPIC) Project   2008
- Wrote and edited training materials to be used with NLNS principal candidates: case studies that examined change management and school leadership. Completed cases by working with teams that included school principals, third-party consulting firms, and NLNS directors.

University of Virginia   **Charlottesville, VA**
Consultant & Research Assistant, Partnership for Leaders in Education   2004-2008
- Managed 6 research projects in 33 schools across 18 districts in VA, IL, FL, and PA. Research focused on change efforts undertaken by principals in "turnaround" schools.
- Conducted on-site reviews of under-performing districts in IN, DE, and NM with a strategic support team. District leaders used our recommendations to create/modify strategic plans.

Chicago Public Schools   **Chicago, IL**
Teacher, Marshall HS (Teach For America corps member)   2001-2003
- Taught English & creative writing.

Accomplishments
- Mentored students for years after I left, leading to their acceptance to & graduation from DePaul University, Carleton College, the University of Virginia, and the University of Wisconsin-Madison, among others.

Scholarship Author of 30 books, book chapters, articles, teaching cases, and technical reports dealing with topics that include school leadership and the change process in low-performing schools.

Service Founding Member, Embarc Chicago Board of Directors (Chicago, IL)   2010-2012
Mentor, Teach For America (Chicago, IL)   2009-2011
Member, KIPP LEAD College Prep Junior Board (Gary, IN)   2009-2010
Member, Teach For America Alumni Advisory Board (Virginia region)   2007-2008
Member, Curry School Foundation Board of Directors (Charlottesville, VA)   2005-2007
Tutor, Upward Bound (Charlottesville, VA)   2003-2005
Tutor, Burnley-Moran Elementary School (Charlottesville, VA)   2003

Affiliations Member, Raven Society (University of Virginia's oldest honor society)   2013-present
Member, Mensa   1999-present

IT ADP & Paychex (HR); FastFund (accounting); Asana & Zendesk (project management);
Illuminate, IMPACT, InfoSnap, Kickboard, & PowerSchool (student information);
SPSS, NVivo, & ATLAS.ti (data analysis); HTML & SQL (coding languages); MS Office

RACHEL WANDELL

PROFESSIONAL EXPERIENCE

KIPP Chicago   **July 2014 – Present**
Director of Advancement
- Co-managing KIPP Chicago's proposal to Chicago Public Schools to open new schools in forthcoming academic years
- Focused on external affairs as it relates to future growth, including major gift fundraising, advocacy, and parent/community engagement
- Co-managed KIPP Talk, an annual fundraising event, including prepping keynote, Reed Hastings, and managing Board outreach; funds raised increased by 30%

Independent Consultant (July-Nov. 2014)
- Helped build a multi-year strategic development plan that incorporates the potential for a growth campaign in coming years

KIPP DC   **October 2010 – October 2014**
Managing Director of Development (2 years)
Director of Major Gifts (2 years)
- Raised more than $34MM for KIPP DC's growth and key programs, most notably:
  - Secured more than $13MM in gifts and pledges toward a $15MM growth campaign from Board members, major donors, and local and national education reform funders *(campaign ongoing at departure)*
  - Was the chief architect, project manager, and co-author of KIPP DC's winning Race to the Top-District grant (only 16 of 372 applications were selected from across the U.S.), securing $10MM from the U.S. Department of Education to expand an in-house teacher training program and support instructional technology
  - Helped devise KIPP DC's first scholarship fund, securing a $1MM pledge to provide innovative direct support to students based on college persistence and college match
- Responsible for all streams of fund raising and designing development strategy to engage each constituency, including individual and major gifts; corporate and foundation grants/partnerships; pass-through grants from KIPP Foundation; and competitive public grants (local and federal)
- Built, coached, and managed a new four-member development team, helping to grow the full External Affairs team from three to seven staff members
- Served as a member of KIPP DC's Senior Leadership team, providing input on key organizational decisions, facilitating cross-team projects, and managing up to Board of Trustees
- Designed and managed departmental budget
- Led four years of professional development sessions for the national Development "Community of Practice" (comprising 80+ development professionals from across the national network) at the annual KIPP School Summit

Independent Consultant (July-Oct. 2014)
- Aided the continuation of the growth campaign, including managing a culminating gratitude event with 150+ external stakeholders
- Drafted a multi-year fundraising strategy for college completion programming

CCS: *Fundraising • Development Services • Strategic Consulting*   January 2006 – October 2010
Executive Director
- Served as resident counsel to nine distinct non-profit organizations, specializing in campaign feasibility, planning and execution; major gift training and solicitation; and strategic planning for development offices
- Raised more than $30 million directly, and assisted clients on national and global campaigns that raised more than $264 million collectively worldwide
- Executed long-range planning studies for four organizations, interviewing more than 350 major donors, Board members, and community leaders

EXAMPLES OF CLIENT PROJECTS AND LIST OF CLIENTS

The American Red Cross of Greater Chicago, Chicago, IL
- Directed a feasibility and planning study for a potential $15 million campaign
- Interviewed 83 individual donors, corporate executives, foundation representatives, Chicago city officials and executive staff over an eight-week period
- Created a detailed plan and recommendations for the organization to prepare for a future campaign and strengthen development efforts through a concentrated focus on major gift cultivation and stewardship

The Archdiocese of St. Louis, St. Louis, MO
- Raised more than $9 million on a $7.1 million personal goal through training and managing volunteer committees across 29 parishes throughout the Archdiocese
- Planned the only major-gift event hosted by the Archbishop throughout the campaign, which raised nearly $700,000 in individual major gifts

Full List of Consulting Clients at CCS:

Lutheran Malaria Initiative through Lutheran World Relief	Baltimore, MD	2010
Beaumont School for Girls	Cleveland, OH	2010
Passionists of Holy Cross Province	National	2010
Capital Area Food Bank of Texas	Austin, TX	2010
Archdiocese of St. Louis – Kenrick Glennon Seminary	St. Louis, MO	2009
Thresholds Mental Health Rehabilitation Center	Chicago, IL	2009
American Red Cross of Greater Chicago	Chicago, IL	2008
Research Foundation of the ASCRS	Chicago, IL	2008
Lions Clubs International Foundation	National	2006-2008

EDUCATION

B.A., Communications – Argumentation and Advocacy, *2005*
Adrian College, Adrian, MI

REBECCA FARRELL CENTIOLI

EDUCATION

UNIVERSITY OF NOTRE DAME, Notre Dame, Indiana

Bachelor of Arts	*Completed coursework for degree in three years*
Psychology Major	Education, Schooling, and Society Minor

EXPERIENCE

KIPP CHICAGO SCHOOLS, Chicago, Illinois

Director of Engagement   November 2014 – Present
Director of Development   July 2012 – November 2014

- Achieved 128% of fundraising goal in first year of development work, exceeding goal by nearly $500,000. This represents a 26% increase over the previous year.
- Led first large-scale fundraising event for KIPP Chicago Schools, which attracted over 350 guests and raised over $400,000.
- Responsible for fundraising and external relations, including marketing and communications.

KIPP ASCEND CHARTER SCHOOL, Chicago, Illinois

Director of KIPP to College & High School Placement   September 2008 – July 2012
Co-Dean of Enrichment, KIPP STEP at Deerfield Academy   July 2011
Business Manager   May 2007- August 2008
Intern   Summer 2006

- Nearly doubled the number of students referred to Independent Schools through A Better Chance, and more than doubled the number of students accepted to Selective Enrollment high schools in one year.
- Directed students' earning over $1.5 million in scholarship and financial aid grants.
- Responsible for placement of eighth grade class into college preparatory high schools. Activities include teaching, event planning, program development, networking, and budgeting; utilizing excellent interpersonal and multitasking skills.
- Motivated a diverse group of students, parents, admission officers and teachers toward a common goal.
- Managed Notre Dame interns and alumni volunteers.
- Implemented all aspects of the school's daily business operations, including basic accounting, Chicago Public Schools compliance, human resources management, and purchasing.

TEACH FOR AMERICA, University of Notre Dame

Campus Campaign Manager   August 2006 – May 2007

- Researched potential corps members and updated database of candidates.
- Assisted in planning recruitment events such as information sessions and alumni meetings.
- Managed and distributed marketing materials.

JIA LI PRATT

EDUCATION

2000-2002	**KELLOGG SCHOOL OF MANAGEMENT**	Evanston, IL

NORTHWESTERN UNIVERSITY
Master of Business Administration, June 2002
- Majors in Management and Organizations and Public/Nonprofit Management
- Outstanding Student of the Year, Public and Nonprofit Management
- Chair, 2002 Innovating Social Change Conference and co-chair of Social Impact organization

1994-1997   **CORNELL UNIVERSITY**   Ithaca, NY
College of Human Ecology
Bachelor of Science Degree with Distinction
3.75, Cumulative G.P.A.
Sponsor's for Educational Opportunity (SEO), Corporate Law, Class of 1997

EXPERIENCE

2012–Present   **KIPP CHICAGO**   Chicago, IL
Director of KIPP Through College
The KIPP Through College (KTC) program is responsible for implementing robust programming for KIPP Chicago alumni in each phase of their high school and college education in order to maximize the number of who go to and graduate from college.
- Lead KIPP Chicago's KTC department, which includes providing leadership, management, and support in the programmatic success, impact, sustainability, and growth of KTC.
- Led development and implementation of a 10-year strategic plan in a way that aligns with the region-wide vision and goals.
- Lead and manage the College Access and Support Team (Director of College Access & Support and the College Support Counselor), the High School Transition Coordinator, the KTC Program Coordinator, and KTC interns.
- Manage the KTC budget and collaborate with the KIPP Chicago ED and COO to ensure accurate financial reporting and responsible budget development.
- Lead the planning and execution of the KIPP Foundation's Program for College Completion, College Partnership Initiative, and College Connections Initiative for KIPP Chicago.
- Manage KTC communication, events, and services focused on college readiness, college access, college persistence, college completion, and career readiness.
- Work with middle school staff to prepare students for high school, both academically and socially.
- Cultivate and maintain critical relationships with colleges, universities, outreach programs, and scholarship organizations.

2010–2012   **KIPP CHICAGO**   Chicago, IL
Chief Development Officer
- Responsible for all aspects of KIPP Chicago fundraising operations, including raising funds for KIPP Chicago's annual operating deficit and any special projects.
- Cultivate and maintain critical relationships with KIPP Chicago donors, foundations, leadership team, board of directors, and partner organizations.

2008–2010   **DELOITTE CONSULTING**   Chicago, IL
Senior Manager, Human Capital, Retail Practice
Lead clients through organizational transformation and talent management challenges via delivery of change management, communication, leadership alignment, workforce transition, and learning solutions. Extensive experience managing numerous engagements involving both process and technology transformation at all stages of the project lifecycle.
- Achieved top performance rating for 3 consecutive years and contributed over $4 million in managed revenue and $18 million in primary sales in FY 2009.

- Led a team of 20+ consultants and 5 clients to execute the end-to-end change management, training, workforce transition and communications activities of a comprehensive Finance and Shared Services transformation at the world's largest retailer.
- Responsible for project scoping, resource planning, staffing and strategy/approach development.
- Deliver executive-level communications and presentations to client project leadership and executive stakeholders across the business.

2006 - 2008   **Manager, Human Capital**
- Led the change management, communications and training workstreams of a Program implementing nine highly complex and integrated technology projects that impacted the end-to-end business processes of one of the nation's largest multi-channel retailers.
- Developed custom change management methodologies and tools, provided PMO governance and oversight, and led a team of 6 consultants and multiple vendors to prepare the organization for transformation of their core, direct-to-consumer processes and systems.
- Led the change management, training and communications team for a Fortune 500 chemicals manufacturer undergoing a major pricing strategy and technology transformation.
- Managed coordination efforts between multiple stakeholders and consulting firms to build collaboration and ensure seamless integration across two major client projects with numerous dependencies.

Nov 05 – Jun 06   **KIPP FOUNDATION**   Chicago, IL
School Support Manager
The KIPP Foundation recruits, trains, and supports outstanding teachers to open and lead high-performing, college-preparatory public schools in educationally underserved communities.
- Provided strategic, financial, operational and organizational support to School Leaders within KIPP's network of 45 schools across 15 states and the District of Columbia.
- Managed multiple, simultaneous projects for numerous schools facing unique federal, state and local regulations.
- Built and managed a collaborative network of COO's, Directors of Operations and Business Managers across the KIPP network to harness KIPP financial and operational best practices.
- Selected to serve on the Building a World Class Organization Leadership Committee for KIPP's recent strategic change initiative.

2002-2005   **DELOITTE CONSULTING**   Chicago, IL
Senior Consultant, Human Capital
- Assessed clients' organizational capacity for change and analyzed the impact of impending change(s) on human resources.
- Identified leadership alignment, training and communication needs and actions necessary to equip both leaders and employees for change.
- Designed and executed client interviews, surveys and organizational impact assessments.
- Implemented strategies through the creation of communication and training programs.
- Transferred knowledge and capabilities to clients via the creation of detailed, ongoing support strategies, plans and tools.

Feb- July 2002   **CHICAGO PUBLIC SCHOOLS (CPS)**   Chicago, IL
National Teachers Academy (NTA), Operations Manager
NTA is a teacher training academy that opened in September 2002.
- Constructed a development database to help research external funding streams for NTA.
- Assisted in the development and management of the textbook and supply ordering process, which consisted of over $1.7 million worth of goods.
- Developed a strategic marketing plan to introduce NTA to the local community and donors.
- Served as a member of the Community School Planning and Development Committees.

Summer 2001   **CHICAGO PUBLIC SCHOOLS (CPS)**   Chicago, IL

Office of the Chief Fiscal Officer, Policy Analyst
- Performed research and conducted interviews to create a comprehensive deliverable which outlined policy, financing, best practice information and strategies necessary for the creation of Community Schools at CPS.
- Assisted in the development of a Request for Proposals that sought to secure nearly $70 million in Medicaid revenues to CPS.
- Researched and analyzed potential revenue streams at the Federal, State, and Local levels.

1998-2000   **DELOITTE CONSULTING**   New York, NY
Business Analyst, Human Capital
- Identified needs and developed process and production-related communications for clients undergoing large scale systems implementations.
- Facilitated knowledge transfer of redesigned processes to clients through presentations, memos, and project Intranet site.
- Analyzed organizational impact of reengineering efforts and detailed changing roles and responsibilities for future business environments.

1997-1998   **ANTI-DEFAMATION LEAGUE - A WORLD OF DIFFERENCE INSTITUTE**   Los Angeles, CA
Project Director, Southern California
The A WORLD OF DIFFERENCE Institute of Southern California delivers diversity training programs to faculty and staff members at K-12 schools in five Southern California counties.
- Directed all operational and programmatic efforts for the Southern California region.
- Led recruitment, training, evaluation, and deployment of thirty-five, per diem trainers.
- Marketed, publicized, and delivered the program to education and business communities.
- Conducted trainings, interventions, train-the-trainer programs, and community focus groups.
- Created and monitored operating budget and produced quarterly and annual reports.

INTERESTS
- Writing, international travel, running.

Amaka C. Unaka

QUALIFICATIONS: Passionate, results-oriented, versatile professional with ten years of experience and solid strengths in education, advocacy, social work, and community relations. Core competencies, trainings, certifications, and licenses include:

●Training, Haberman Star Teacher Selection	●Certification Sexual Assault Advocate	●Licensed Clinical Social Worker
●Training, Domestic Violence	●Certification ISBE: Type 73	●Licensed Foster Parent
●Training, Homeless Education Program	● Certification ISBE: Type 75	●Psychotherapy

PROFESSIONAL EXPERIENCE:

Nov 2011 – Current   **Director of Advocacy and Community Engagement, KIPP Chicago**
Promote capacity building through the continual expansion of our cluster of supporters
Develop trainings for parent leaders and alumni (e.g. how to tell your story, constituent networking)
Articulate the KIPP Chicago story through events, videos, and promotional materials as needed
Extensive relational building with leaders and organizations in communities of prospective school sites
Collaborate with school leaders and staff to understand the resources and support services needed by KIPP Chicago students and families

June 2009 – June 2012   **Dean of Students, KIPP Ascend Middle School**
Served as the attendance coordinator and effectively problem solved truancy
Facilitated disciplinary conferences and teacher-parent communication meetings
Performed child studies and classroom observations to improve classroom behavior
Provided professional development on relationship building and classroom management
Assisted in the creation and implementation of the school wide behavior management system
Directed the Saturday School program, including selecting student projects, recruiting and supervising Saturday School volunteers and staff, and creating schedules

June 2007- June 2009   **Clinical Social Worker, KIPP Ascend Middle School**
Established an annual community resource fair inclusive of an array of support services
Managed and supervised master's level social work interns from partnering Universities
Conducted different modalities of psychotherapeutic treatment for individual, group, and families
Pioneered an exemplary advice column for students to anonymously write and submit issues of concern that were addressed in weekly newsletters

April 2006 – Feb 2009   **Director of Residential Life, Camp of Dreams**
Ensured that camp facilities met established standards for two week overnight camp
Supervised all residential staff including recruitment, selection, placement, and development
Coordinated with the camp property manager to identify and resolve property issues and needs
Responsible for the development and implementation of pre-camp and in-service staff trainings
Enforced a high level of safety and health standards, following emergency procedures as outlined
Developed sound relationships with parents; ensured that they were notified of illness or injury of campers

Mar 2007- Mar 2008   **Sexual Assault Advocate, YWCA**
Delivered on call advocacy for survivors of sexual assault and dating violence
Completed client intake forms; document services and referrals provided for follow-up
Assisted victims of crime when requested by law enforcement at hospitals and other safe locations
Provided support, referrals, and information related to crime victims' rights and victim compensation information and applications

June 2006- June 2007   **Youth Development Specialist, Teen Living Program**
Provided general supervision and appropriate intervention in the milieu
Generated clear and concise shift notes and maintained daily logs on all youth residents
Worked with each client on life skills and daily issues impeding their progress toward self-sufficiency

Assisted youth with completing daily chores, including cooking and supervising laundry completion
Administered behavior management programs (e.g. Cognitive Behavior Therapy and Token Economy)
Intervened when necessary in crisis situations in accordance with policy and procedure guidelines

June 2003- June 2005   **Resident Services Coordinator, Kennedy Manor Housing Projects**
Assessed the needs of residents and developed Individual Service Plan as necessary
Maintained appropriate files and records such as program files and service provider files
Established a neighborhood watch program to increase communal accountability around safety
Collaborated with the Resident Services team to plan, develop, coordinate, and implement activities, programs, and services to meet the educational, social, and community needs of residents

EDUCATION:
New York University- KIPP School Leadership Program
M.Ed. Administration and Supervision, 2010

University of Chicago, School of Social Service Administration
MSW, Clinical Concentration- School Social Work and Family Support, 2007

University of California, Berkeley
BA, Social Welfare and Legal Studies, 2005

AWARDS/ACHEIVEMENTS

PBS Mini Series, "What's Your Calling"
Increasing Self Worth and Straight A's, June 2011

KFC/ BET.com
Hometown Hero Award Nomination, August 2009

Chicago Public Schools
Unsung Hero Award Nomination, May 2009

Time Magazine
Interviewed on Cultural Relevancy and Community Building, September 2008

Chicago Weekly
Featured Article, Creating a Brighter Future for Adolescent Girls, April 2008

PROFESSIONAL ASSOCIATIONS:

National Association of Social Workers
Member, 2007-Present

Delta Sigma Theta Sorority, Inc.
Member, 2003-Present

COMMUNITY SERVICE:

Camp of Dreams
Board Member, April 2011-Present

The University of Chicago: SSA- School Based Program Advisory Committee
Advisory Member, August 2010-Present

Big Brothers Big Sisters of Metropolitan Chicago
Mentor, September 2013-present

Margarita M. Herrera

WORK EXPERIENCE

Executive Assistant & School Leader Recruiter, KIPP Chicago Schools, Chicago, IL (November 2010 – Present)
· Support C-level executives to ensure operational management and sustainability of a growing school network
· Manage, recruit and interview emerging school leaders through KIPP's fellowship programs
· Plan, implement and manage strategic projects and events

Administrative Assistant and Substitute Teacher, Noble Street Charter High School, Chicago, IL (September 2009 – November 2010)
· Managed communication with 55 School Counselors and Case Managers to ensure successful enrollment and IEP compliance for 150 incoming freshmen, contributed to 90% increase in enrollment
· Carried out established lesson plans and created modules to ensure continuity of educational objectives

Program Coordinator, The Posse Foundation, Chicago, IL (June 2008 – August 2009)
· Recruited and trained 42 academic coaches; created analysis report to improve academic tutoring program
· Presented at 30 high schools and community organizations, increasing student nominations by 33%

LEADERSHIP

Chair, Multicultural Carleton Alumni Network, Northfield, MN (July 2011 – present)
· Host career focused alumni panels for current students and other programming events on campus
· Fundraise $25k annually to enable students of color to attend summer internship and research programs

Alumni Board Member, The Right Angle Foundation, Chicago, IL (September 2010 – July 2012)
· Organization dedicated to increasing access to higher education for first-generation and low-income students
· Served on two board committees as a member of Alumni Affairs and Special Events

HONORS

Posse Scholar, Posse Chicago (2004-2008)
Erie Neighborhood House Glen & Elizabeth Graham Academic Excellence Award (2004-2008)
The Right Angle Merit Scholarship (2004-2008)
Valedictorian graduate at Noble Street College Preparatory High School (2000-2004)

EDUCATION

Bachelor of Arts in Psychology, Carleton College, Northfield, MN, June 2008, GPA 3.2/4.0

SKILLS

· Proficiency in Adobe InDesign, Adobe Photoshop, MS Office Suite, statistical software, database programs
· Native Spanish speaker

SHANAN M. EGGER
(Segger95@yahoo.com)

A results-oriented CFO, with twenty years of progressive accounting experience emphasizing management, internal control, cost analysis, general ledger, budget preparation, forecasting, audit, financial reporting, and circular a-133.

EaB Solutions, Inc.
46 Leadville Court
Gilberts, Illinois 60136

Contracted positions (03/01/05 to Present)

Fulfills the "typical" CFO/Accounting role for nonprofit organizations on a contractual basis while developing financial policies and controls, implementation of accounting department, preparation and presentation of Board materials/financial reports, cash management, external reporting, software conversion/implementation, and all general accounting functions including, but not limited to: general ledger, accounts payable, accounts receivable, payroll, cash/investment reconciliations, annual audit, inventory, and tax filings.

Select Accomplishments
- Assisted in a $20,000,000 bond issuance.
- Developed accounting procedures and systems to bring accounting systems in house.
- Implemented fringe benefit plans to maximize retention and recruitment.
- No audit adjustments, or no management letter recommendations in over twenty years of service, including all governmental and independent audits
- Eliminated management letter concerns received by clients before contracting with me.
- Produced cost reductions related to vendors through revised contracts or alternative vendors.
- Implemented two database conversions
- Eliminated tax fines/interested related to 5500s, FICA, Federal and State income tax, and State unemployment

Client Industries: Arts, Education, and Social Service

OMNI Youth Services
1111 West Lake Cook Road
Buffalo Grove, Illinois 60089

Chief Financial Officer (2003 to Current)

Reports to the Executive Director and Treasurer of the Board**,** prepares and presents Board packets, handled cash management including investments, long term planning, reviews financial information generated by the accounting functions for completeness and accuracy of recording transactions in accordance with GAAP, established and maintains internal controls, conducts service cost analysis, prepares all Governmental reports, serves as the liaison to the auditing firm, prepares all work papers,

agency budgets and conducts contract negotiations for supplies, equipment rental, building space, etc.

Select Accomplishment

- Refinanced the current pooled loan program generating savings of 25% over six years.
- Negotiated a favorable benefit plan including medical, dental, and a section 125 plan for the agency.
- Implemented a new cost structure, including a time study approach more accurately defining program costs as well as unit costs.
- Organized OMNI golf event producing gross revenues of $200,000 including sponsor solicitations.

Infant Welfare Society of Chicago
1931 North Halsted Street
Chicago, Illinois 60614

Director of Finance and Administration (05/17/99 to 07/03/03)

Select Accomplishments

- Increased revenue by 2% annually through better collection policies, enhanced billing processes, and staff training.
- Decreased operational expenses, excluding compensation, by 3% in one year.
- Implemented and designed a mediation process for disgruntled employees.
- Received an outstanding achievement award from United Way during their audit process.
- Obtained unqualified audit opinions for each year during my employment.
- Created and implemented new internal control structures eliminating all management comments issued by the auditing firm prior to my employment.
- Appointed Interim Executive Director (06/15/01 to 01/07/02)

Pioneer Center of McHenry County
4001 Dayton Street
McHenry, IL 60050

Controller (12/16/96 to 05/14/99)

Select Accomplishments

- Reclassified workshop clients to non-employees, creating $100,000 payroll tax savings
- Restructured the Accounts Payable office to include a part time purchasing employee, which has substantially decreased consumable supply expenses while relieving a multitude of employees from this process.

The Ounce of Prevention Fund
122 South Michigan Avenue
Chicago, Illinois 60601

Services from 02/06/91 to 04/12/97

<u>Education</u>

Robert Morris College, Chicago, Illinois
BA in Accounting
GPA: 3.8/4.00 (Graduated with Honors)

<u>Computer Experience</u>

Software: Microsoft Office, Condor, Solomon, SBT, American Fundware, Great Plains, Quick Books, Form tool, ADP, Ulti-Pro, & Windows XP.

<u>Outside Interest/Membership</u>

Medinah Shrine: Working for children under the age of 18 in need of orthopaedic or burns treatment.

Ancient Free and Accepted Masons of Illinois: Working for children with a variety of needs.

Toys for Tots: Delivery of gifts to underprivileged children.

Coaching: Softball

Appendix 2.2.a.1.iii

IFF Overview

IFF Real Estate Services, LLC

One North LaSalle Street	202 East Market Street	911 Washington Avenue	215 North Water Street
Suite 700	The Platform	Suite 203	Suite 225
Chicago, Illinois 60602	Indianapolis, Indiana 46204	St. Louis, Missouri 63101	Milwaukee, Wisconsin 53202
312 629 0060	317 454 8530	314 588 8840	414 563 1100

KIPP CHICAGO
Summary of IFF's Real Estate Services Qualifications
April 1, 2015

EXPERIENCE

IFF is a nonprofit real estate consultant and lender dedicated to strengthening nonprofits and the communities they serve. Since 1988, IFF has been a trusted partner to nonprofits in every sector, including multi-use community centers, arts and culture, health care, child care, schools and housing. Serving nonprofits in Illinois, Indiana, Missouri, Wisconsin, Ohio, Minnesota, Kansas and Michigan with a focus on those that serve low-income communities and special needs populations, IFF helps nonprofits to grow and successfully complete their capital projects.

IFF is the only one-stop shop in the Midwest offering affordable financing and real estate services at every stage of community centers development. With total assets of more than $235 million, IFF is able to help nonprofits plan, build, and finance facilities that are critical to their mission and success. The Real Estate Services division encompasses a large, multi-disciplined staff which can advise nonprofits throughout the development process, from initial project feasibility through acquisition, due diligence, design and construction, including the full scope of owner's representation services. IFFRES has significant experience with complex funding projects, including the application of New Market Tax Credits and Financial Packaging. IFFRES has also completed projects engaging and utilizing local hires and minority owned businesses. To date, IFF has completed over 500 projects and developed over 1.7 million square feet of real estate on behalf of the agency's nonprofit clients, including schools.

OVERVIEW OF REAL ESTATE SERVICES

IFF's services are provided through three business units:

The Real Estate Services (RES) Program is a full-scale real estate operation, including Owner's Representative Services, assisting nonprofits through every stage of a facility project by offering below-market rate consulting and project management.

The Loan Program provides below-market real estate and facilities loans to nonprofits that would otherwise not have access to capital, thus enabling the provision of needed services and valuable assets to disadvantaged neighborhoods.

The Research and Evaluation Program is a newly designated strategic unit that draws on the IFF's extensive experience providing the hard data and expert analysis needed to make informed public policy and resource allocation decisions that affect the nonprofit sector.

A list of clients is included below.

Affordable Housing

Association for Individual Development
The Community Builders
Connections for the Homeless
City of Chicago Department of
 Community Development
Illinois Housing Development Authority
Interfaith Organizing Project of Greater
 Chicago, Inc.
Mercy Housing Lakefront
Near West Housing Partnership
The Pillars Community Services
Select Milwaukee, Inc.
SouthSTAR Services
Spanish Coalition for Housing
Villa St. Francis
Village of Bellwood, IL
Village of Maywood, IL

Arts & Culture

Black Ensemble Theater
Chicago Human Rhythm Project
Hyde Park School of Dance
Joffrey Ballet
Link's Hall
Marwen
Old Town School of Folk Music
Puerto Rican Arts Alliance
Renaissance Theaterworks
Streeet-Level Youth Media
Wisdom Bridge Arts Project

Child Care

A Bright Beginning Academy
Albany Park Community Center
Anabel Huling Early Learning Center Too
Bethel Educational Services
Bethel New Life, Inc.
Bright Beginnings Childcare, Inc.
Carole Robertson Center for Learning
Catholic Charities Joliet
Catholic Charities of the Archdiocese
 of Chicago
Catholic Diocese of Peoria
Center for Children's Services
Centers for New Horizons
Chicago Child Care Society
Chicago Department of Human Services
Child Care Network of Evanston
Children's Center of Cicero-Berwyn
The Children's Center of Tazewell Co.
Chinese American Service League, Inc.
Christopher House
Circles of Learning
City of Joliet, IL
City of Waukegan, IL
Collaboration for Early Childhood
 Care and Education
Community Economic Development
 Association of Cook County, Inc.
Community Mennonite Early Learning Ctr.
Concordia Place
Crittenton Centers
Daisy's Resource and Development Center
Decatur Macon County Opportunities
 Corporation
El Hogar del Nino-Cuidar
El Valor Corporation
Erie Neighborhood House

Firman Community Services
Gads Hill Center
GATX Foundation
Good Shepherd Center
Heartland Human Care Services, Inc.
Henry Booth House
Illinois Action for Children
Illinois Department of Human Services
Infant Welfare Society of Evanston
Just Kids Child Care Inc.
Kids in Need
Lake County Family YMCA
Lawndale Christian Development Corp.
Lessie Bates Davis Neighborhood House
Lifelink Head Start of DuPage County
Little Bear Child Development Center
Lutheran Social Services of Illinois
Marilyn Queller Child Care Center
McHenry County Head Start
Metropolitan Family Services
Neighborhood House Association
North Avenue Day Nursery
One Hope United
Onward Neighborhood House
Orchard Street Christian Day Care Center
Ounce of Prevention Fund
Peoria Citizens Committee for Economic
 Opportunity, Inc.
Project Hope
Skip-A-Long Child Development Services
SouthSide Early Childhood Center
St. Anne Parish Child Care
St. Mary's Parish Child Care
Tots 'n' Tales Preschool
Town of Cicero, IL
Tuesday's Child
Two Rivers Head Start
University of Chicago
Village of Oak Park, IL
Wee Care Christian Learning Center
YWCA Child Care Resource and Referral
YWCA Pekin
YWCA Peoria

Community Development

Brighton Park Neighborhood Council
Claretian Associates, Inc.
Grand Center, Inc.
Greater Auburn Gresham Development
 Corporation
Greater Northwest Chicago Development
 Corporation
Illinois Department of Commerce and
 Economic Opportunity
Jeremiah Development
Local Initiatives Support Corporation
Logan Square Neighborhood Association
Mano a Mano Family Resource Center
Near West Side Community Development
 Corporation
Quad Communities Development
 Corporation
Southeast Chicago Development
 Commission

Education and Charter Schools

Academy for Global Citizenship
ACE Technical Charter School
Amandla Charter School

American Quality Schools
Betty Shabazz International Charter School
Brookside Day School
Carmen High School of Science and Technology
CEO Leadership Academy
The Chicago Academy for Advanced Technology
Chicago Academy of the Arts
Chicago Charter School Foundation
Chicago Jesuit Academy
Chicago Jewish Day School
Chicago Public Schools
Chicago Virtual Charter School
Child Development Center of St. Joseph's
City Garden Montessori Charter School
Comer Foundation
Community Christian Alternative Academy
Day Care Services for Children, Inc.
Downtown Montessori Academy
Educational Enterprises, Inc.
The Elements Group
Erie Elementary Charter School
Evanston School District 65
Ewing Marion Kauffman Foundation
Galapagos Charter School
Giant Steps Illinois, Inc.
Grace and Peace Community Church
Highland Community School
Hmong American Peace Academy
Hogan Preparatory Academy
Homan Square Power House
HOPE Christian Schools, Inc.
Illinois Network of Charter Schools
Illinois State Board of Education
Illinois State Charter School Commission
Instituto del Progreso Latino
Joliet Montessori School
KIPP Ascend Charter
LEAD College Prep Charter School
L.E.A.R.N. Charter School
Legacy Charter School
Legal Prep Charter Academies
Lighthouse Academies Wisconsin
Milwaukee College Preparatory School
Milwaukee Montessori School
Namaste Charter School
National Latino Education Institute
Noble Network of Charter Schools
North Lawndale College Prep Charter School
Northwestern University Settlement Association
Notre Dame Middle School
Perspectives Charter School
Quest Milwaukee
Right Step
Risen Savior Lutheran School
Rocketship Education
School District of New Berlin
Seeds of Health, Inc.
St. Anthony School
St. Marcus Lutheran School
Steans Family Foundation
Telpochcalli School and Community Center
UNO Charter School Network, Inc.
Urban Day School
V.E. Carter Development
Washington University
Woodlands School
Young Women's Leadership Charter School
Youth Connection Charter School

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Health Care
Access Community Health Network
Alliance of Chicago Community
   Health Services
Aunt Martha's Youth Service Center, Inc.
Beloved Community Family Wellness Ctr.
Chicago Department of Public Health
Chicago Family Health Center
Chicago Health Connection
Chicago Women's Health Center
The Children's Clinic sponsored by Oak
   Park River Forest Infant Welfare Society
Christopher Rural Health Planning Corporation
Community Health Partnership of Illinois
CommunityHealth, NFP
Community Nurse Health Association
Erie Family Health Center, Inc.
Family Christian Health Center
Friend Family Health Center, Inc.
Greater Elgin Family Health Care Center
Greater Southwest Development Corporation
Health Care for the Homeless
HealthLinc
Heartland Health Outreach, Inc.
Heartland International Health Center
Howard Brown Health Center
Inner-City Muslim Action Network
Lawndale Christian Health Center
NAMI Waukesha, Inc.
The Near North Health Service Corporation
North Shore Health Centers
Outreach Community Health Centers
PCC Community Wellness Center
South East Alcohol and Drug Abuse Center
Westside Health Authority

Job Training
Chicago Women in Trades
Greater West Town Community Development
Inspiration Corporation
Suburban Job Link
YouthBuild Lake County

Senior Services
Des Plaines Community Senior Center
Little Brothers-Friends of the Elderly
Renaissance Adult Day Services
Senior Home Sharing

Special Needs
Access Living
Avenues to Independence Foundation
Center on Deafness
Community Memorial Foundation
Community Service Options, Inc.
Community Support Services, Inc.
Countryside Association
Easter Seals DuPage and the Fox Valley
Equip for Equality
Esperanza Community Services
Hamdard Center for Health and
   Human Services
Oak-Leyden Developmental Services, Inc.
Park Lawn
Search Developmental Center, Inc.
Southwest Community Services, Inc.
St. James Cathedral Counseling Center

Supportive Housing &
Homeless Services
AECOM
Beds Plus Care

Cathedral Shelter of Chicago
Chicago Coalition for the Homeless
Community LINC
Connections for Abused Women and
   Their Children
Cook County Department of Planning
   and Development
EdgeAlliance
Home First Illinois
Humboldt Park Social Services, Inc.
Independence Center
Institute of Women Today
Interfaith Housing Development
   Corporation of Chicago
Kreider Services
Leslie's Place
New Moms, Inc.
The Night Ministry
Orchard Village
The Primo Center for Women and Children
Search, Inc.
Streator Unlimited, Inc.
South Suburban PADS
Teen Living Programs
Trinity Services, Inc.
West Suburban PADS

Youth Services
Alternative Behavior Treatment Centers
Chicago Children's Advocacy Center
Chicago MOST Initiative
Chicago Youth Centers
Daniel J. Nellum Youth Services, Inc.
East Village Youth Services
Greater Wheeling Area Youth Outreach
Juvenile Protective Association
Lad Lake
METROsquash
Project Exploration
TransCenter for Youth, Inc.
Youth Crossroads, Inc.

Multi-Service
Ada S. McKinley Community
   Services, Inc.
Affinity Community Services
AIDS Foundation of Chicago
Asian Human Services
Breakthrough Urban Ministries
Casa Central Social Services Corp.
Centro San Bonifacio
Chicago Commons Association
Chicago Housing Authority
Children's Home + Aid Society
Chinese Mutual Aid Association
Christian Social Services
City of Aurora, IL
Community Family Center, Inc.
The Community House
Demoiselle 2 Femme
Ethiopian Community Association
Evanston YWCA
Ford Heights Community Service
   Organization
Girl Scouts of Wisconsin Southeast, Inc.
Grand Victoria Foundation
Heartland Housing, Inc.
Holton Youth and Family Center
Howard Area Community Center
Interfaith Refugee and Immigration Ministries
Korean American Community Services
Marillac Social Center
Mexico-U.S. Solidarity Network, Inc.

Parenthesis
Pleasant Ridge Missionary Baptist Church
Prairie Area Library System
Proviso-Leyden Council for Community
   Action Inc.
Puerto Rican Cultural Center
Reaching Across Illinois Library System
The *Resurrection* Project
Saint Anthony Ministries
Shambhala Meditation Center
St. Leonard's Ministries
The Storehouse of Vision
The Talking Farm
Transitional Living Services
Trilogy, Inc.
Woodlawn Preservation and Investment Corp.
Youth Outreach Services
YWCA of Lake County
YWCA Elgin

Other
Area Agency on Aging of Southwestern Illinois
Between Friends
Bridge to Success
Cabrini Green Legal Aid
Caris Pregnancy Counseling and Resources
Centennial Missionary Baptist Church
Church of Our Saviour
Community Church of Wilmette
Grace Place Episcopal Church of Chicago
Lake Street Church of Evanston
Lakeview Pantry
MacArthur Foundation
McCormick Tribune Foundation
Prairie State Legal Services
Project Green
Rincon Family Services
St. John's Episcopal Church
St. Mark's Episcopal Church
St. Nicholas Parish
Third Baptist Church
Treatment Alternatives for Safe Communities
United Methodist Church Northern Illinois
Unity on the North Shore
U.S. Department of Health and
   Human Services
Wild Root Market
Wisconsin Community Services
Zion Evangelical Lutheran Church

For more information about IFF's Real Estate Services, visit iff.org or contact us at general@iff.org or 866 629 0060.

Appendix 2.2.b.4.i

2x2 Feedback Template

Q1 2x2 Form

Date	

Evaluated Party Information:		Evaluator Information:	
Name		Name	
Position		Position	

What are 2 things you are doing well in your work? Please refer to specific core values, competencies, functional/technical skills or progress to goals, as appropriate.

Area	Comments	Next Steps

What are 2 things you could do even better in your work? Please refer to specific core values, competencies, functional/technical skills or progress to goals, as appropriate.

Area	Comments	Next Steps

What are 2 things your manager is doing well in her/his work with you?

Area	Comments	Next Steps

What are 2 things your manager could do even better in her/his work with you?

Area	Comments	Next Steps

Overall synthesis (optional)

Additional commentary, thoughts, suggestions (optional)

Manager 2x2 Input

Date	

Evaluated Party Information:		Evaluator Information:	
Name		Name	
Position		Position	

What are 2 things this staff member is doing well in her/his work? Please refer to specific core values, competencies, functional/technical skills or progress to goals, as appropriate.

Area	Comments	Next Steps
1)		
2)		

What are 2 things this staff member could do even better in her/his work? Please refer to specific core values, competencies, functional/technical skills or progress to goals, as appropriate.

Area	Comments	Next Steps
1)		
2)		

What are 2 things you are doing well in your work as a manager with this staff member?

Area	Comments	Next Steps
1)		
2)		

What are 2 things you could do even better as a manager in your work with this staff member?

Area	Comments	Next Steps
1)		
2)		

Overall synthesis (optional)

Additional commentary, thoughts, suggestions (optional)

Appendix 2.2.b.4.ii

School Leader Individual Leadership Plan Template

KIPP

School Leader
Individual Leadership Plan
Template

Instructions

School Leader:

1. Please complete the self-assessment portion of this review template, using the following as reference:
   a. Your SY performance goals
   b. Leadership Competency Model

2. Send to your manager by the designated due date.

Manager (Executive Director):

1. Please reflect on your evaluation of this individual's performance *before* receiving his/her self-assessment.

2. Use the self-assessment as *one* input into your written evaluation of his/her performance and behavior. Your own observations of performance and conversations with staff are additional helpful inputs to consider.

3. Complete your written evaluation for the individual in advance of your review discussion. Please send him/her your written evaluation 24-48 hours before the meeting.

4. Conduct the review discussion, taking the time to recognize successful performance, to discuss any performance gaps, and to provide feedback on strengths and areas of growth. This discussion should feed future, ongoing conversations about performance and development (see "Next Steps" section at end).

Rating Scale

When rating performance goals and leadership competencies, please use the following scale:

Far Below Expectations	Below Expectations	Met Expectations	Exceeded Expectations	Far Exceeded Expectations
1	2	3	4	5

Ratings – Performance Goals

Performance Goal *Please copy and paste your performance goals and rate each. Please add or delete rows as needed.*	Mid Year Rating (1 – 5)		Year-End Rating (1 – 5)	
Goal	Self		Self	
	Manager		Manager	
Goal	Self		Self	
	Manager		Manager	
Goal	Self		Self	
	Manager		Manager	
Goal	Self		Self	
	Manager		Manager	

Ratings – Leadership Competencies

Competency Category *Please rate on each competency category (in **bold**). Refer to the* Leadership Competency Model *for descriptions.*	Mid Year Rating (1 – 5)		Year-End Rating (1 – 5)	
Prove the Possible *Student Focus*	Self		Self	
	Manager		Manager	
Drive Results *Achievement Orientation, Continuous Learning, Critical Thinking and Problem Solving, Decision Making, Planning and Execution*	Self		Self	
	Manager		Manager	
Build Relationships *Stakeholder Management, Communication, Impact and Influence, Self, Cultural Competence*	Self		Self	
	Manager		Manager	
Manage People *Direction Setting, Team Leadership, Performance Management, Talent Development*	Self		Self	
	Manager		Manager	
Role-specific *Instructional Leadership, Operational Management*	Self		Self	
	Manager		Manager	

Performance Assessment

Mid-Year Self Comments

What goals would you characterize as "on track" at this point in the year, and why? *Which competencies or behaviors have contributed most to that success, and how have you leveraged them?*
Which goals would you characterize as "not on track" at this point in the year, and why? *Which competencies or behaviors do you need to continue to focus on to turn those into successes?*

Mid-Year Manager Comments

What goals would you characterize as "on track" for the leader at this point in the year, and why? *Which competencies and behaviors have contributed most to that success, and how has he/she leveraged them?*
Which goals would you characterize as "not on track" for the leader at this point in the year, and why? *Which competencies or behaviors does he/she need to continue to focus on to turn those into successes?*

Year-End Self Comments

What goals have you reached or exceeded this year, and why?   *Which competencies or behaviors have contributed most to that success, and how have you displayed them?*
Which goals did not get achieved this year and why?   *Which competencies or behaviors do you need to continue to focus on in the upcoming year?*

Year-End Manager Comments

What goals did the leader reach or exceed this year, and why?   *Which competencies or behaviors have contributed most to that success, and how has he/she displayed them?*
Which goals did not get achieved this year and why?   *Which competencies or behaviors does he/she need to continue to focus on in the upcoming year?*

Overall Rating

Please rate overall performance, taking into account progress against goals as well as behaviors relative to our leadership competencies.

Mid-Year Rating (1 – 5)		Year-End Rating (1 – 5)	
Self		Self	
Manager		Manager	

Signatures

School Leader

I participated in discussion of this review with my manager on the date indicated. My signature indicates knowledge and understanding of the contents of this document and does not necessarily imply agreement or disagreement.

Signature (mid-year):	Signature (year-end):
Date:	Date:

Executive Director

I participated in discussion of this review with the staff member above on the date indicated.

Signature (mid-year):	Signature (year-end):
Date:	Date:

Next Steps

- Based on your assessment and the review discussion, please determine what actions you can take to ensure success in your role.
- Please review your Individual Development Plan (IDP) and consider how these actions can be incorporated/ how you may want to re-set development goals.
- Check in regularly about the progress you're making against your performance and development goals, communicating any support you may need.

Appendix 2.2.b.4.iii

KIPP Leadership Framework and Competency Model

Leadership Framework
and Competency Model

Introduction

The KIPP Leadership Framework and Competency Model describes the competencies and behaviors considered most important to the performance of KIPP Executive Directors, Principals, Vice Principals/Deans and Grade Level Chairs/other teacher leaders, leaders in our regional shared services teams and KIPP Foundation staff.

Our leadership framework is the high-level category architecture that assists in organizing our competencies and showing how those competencies relate to one another. A competency can be defined as "a cluster of related knowledge, skills and attitudes that affects a major part of one's job (a role or responsibility), that correlates with performance on the job, that can be measured against well-accepted standards, and that can be improved via training and development" (Parry, 1996, p.50).

Every competency in this model includes key behaviors that make up the competency. The key behaviors within each competency describe the actions a leader takes that demonstrate proficiency in that competency.

This model lays the foundation for several associated tools that will enable us to more effectively select, develop, evaluate, retain, and promote leadership at KIPP. Leadership development tools associated with this model include evaluation tools, goal-setting tools, 360 feedback tools, proficiency and leadership development roadmaps, realistic job preview tools, interview protocols, and selection rubrics.
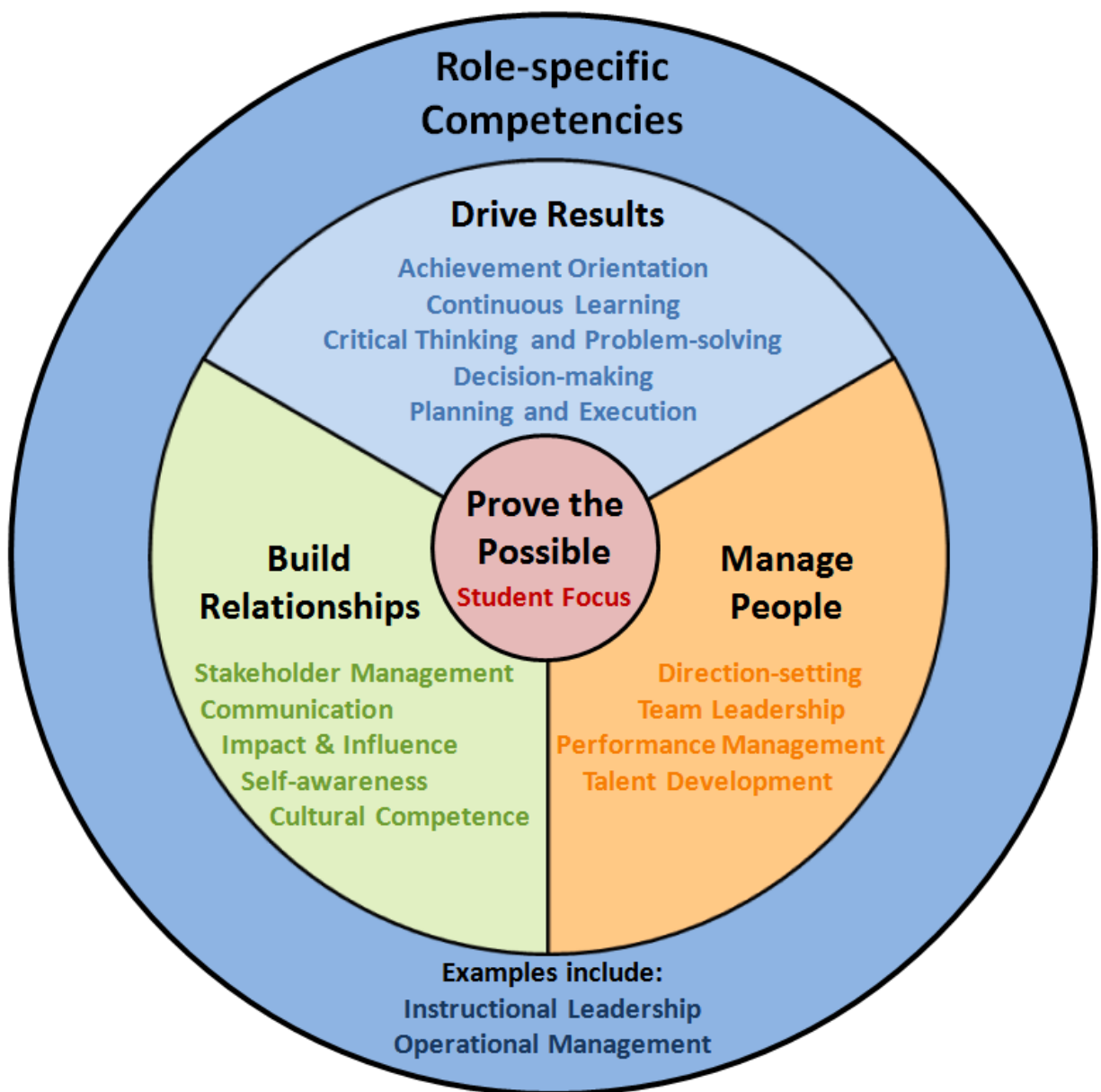

Description of the Framework and Competency Model

Effective KIPP leaders Drive Results, Build Relationships, and Manage People. They do so in order to Prove the Possible for our students. As such, we've organized our core framework and competencies into these four categories. Every individual also has critical role-specific competencies that may vary by role across regions and as you cross from school leadership into regional leadership. Essential competencies such as Instructional Leadership and Operations Management fit in this category. The Role-specific Competencies category rings the core competencies because these competencies often make up a very visible part of an individual's role and because they often rely upon many of the underlying core competencies.

The Prove the Possible category and Student Focus competency are at the middle of our model, helping to always center the efforts of our leaders with a constant focus on what's best for students. The Drive Results category includes core competencies that are directly associated with the individual's ability to produce exceptional outcomes and their ability to model and support others in producing exceptional outcomes. The Build Relationships category includes competencies that enable our leaders to work effectively with others. The Manage People category includes competencies that all leaders must demonstrate to ensure that staff and team performance are excellent. Role-specific Competencies include specialized knowledge and skills that are extremely important and highly visible to some, but not all leadership roles at KIPP. For example KIPP Executive Directors and Principals must demonstrate operational skills and knowledge that are not required for KIPP Grade Level Chairs. This category allows flexibility for regional organizations to apply this model to Shared Services Team members whose roles may also require essential domain expertise.

2

Background and Research Base

The KIPP Leadership Competency Model is both empirically derived and heavily research-based. To create this model we relied partly upon the practical experience of high performing KIPP leaders at all levels and those at KIPP Foundation who work with those leaders. Through both discussions and focus groups, our leaders offered perspective on what competencies are most important to their effectiveness. Focus groups validated this model by providing role-specific examples of every key behavior in the model. We also relied significantly upon research in the organizational, business, and education domains that indicated which competencies and behaviors are most tied to effective leadership, management and student achievement. This research helped us to both prioritize competencies and structure the key behaviors that demonstrate proficiency in those competencies. Appendix A contains a list of the research base that has been referenced to build this model.

Role-specific Competencies

Drive Results
Achievement Orientation
Continuous Learning
Critical Thinking and Problem-solving
Decision-making
Planning and Execution

Prove the Possible
Student Focus

Build Relationships
Stakeholder Management
Communication
Impact & Influence
Self-awareness
Cultural Competence

Manage People
Direction-setting
Team Leadership
Performance Management
Talent Development

Examples include:
Instructional Leadership
Operational Management

PROVE THE POSSIBLE - Student Focus

Key Behaviors: An Effective KIPP Leader…

- **HIGH EXPECTATIONS.** Expresses high expectations for all students, and expresses belief in their potential to complete college and succeed in life.

- **STUDENT BEST INTERESTS.** Seeks to understand the needs and motivations of students, and makes decisions with student best interests and needs in mind. Expects teammates and employees to do the same.

- **COMMITMENTS.** Keeps commitments made to students and ensures that others do the same.

- **RESPECT.** Establishes and maintains a culture where students are treated with respect.

- **RELATIONSHIPS.** Establishes and maintains strong relationships with students, and ensures employees do the same.

DRIVE RESULTS - Achievement Orientation

Key Behaviors: An Effective KIPP Leader…

- **CHALLENGING GOALS.** Demonstrates high expectations by setting challenging goals for him or herself and others.

- **INITIATIVE.** Takes initiative, going above and beyond typical expectations and making necessary sacrifices to achieve exceptional results.

- **FOLLOW THROUGH.** Follows through on commitments and promises with an appropriate sense of urgency.

- **RESILIENCE.** Demonstrates tenacity, persevering through significant challenges to reach goals. Supports perseverance in others.

- **FLEXIBILITY.** Demonstrates flexibility when plans or situations change unexpectedly. Effectively adjusts plans to achieve intended outcomes.

- **FOCUS ON RESULTS.** Focuses upon results and how they are achieved. Does not confuse effort with results.

DRIVE RESULTS - Continuous Learning

Key Behaviors: An Effective KIPP Leader…

- **LEARNING.** Takes responsibility for behavior, mistakes, and results, learns from successes and failures, and teaches others to do the same.

- **RISK TAKING.** Takes calculated risks and teaches others to do the same.

- **DATA-BASED IMPROVEMENTS.** Uses data to accurately assess areas for improvement and teaches others to do the same.

- **RESEARCH.** Uses research to inform practices.

- **IMPROVEMENT.** Continuously and humbly seeks opportunities for personal and organizational improvement. Proactively solicits and willingly accepts assistance.

- **INNOVATION.** Values and encourages creative and innovative ideas.

- **SHARING.** Promotes and contributes to a culture of sharing effective practices within the organization and across the KIPP network.

DRIVE RESULTS - Critical Thinking and Problem Solving

Key Behaviors: An Effective KIPP Leader…

- **GATHERING INFORMATION.** Gathers information from multiple relevant sources and stakeholders when problem-solving.

- **SORTING OUT COMPLEXITY.** Identifies useful relationships among complex data from unrelated areas.

- **ANTICIPATING PROBLEMS.** Anticipates and identifies problems in a timely manner.

- **BREAKING DOWN INFORMATION.** Breaks complex information and problems into parts.

- **ANALYSIS.** Analyzes, reflects upon, synthesizes, and contextualizes information.

- **WEIGHING OPTIONS.** Weighs pros and cons of multiple options to solve complex problems.

DRIVE RESULTS - Decision-Making

Key Behaviors: An Effective KIPP Leader…

- **PROCESSES.** Establishes decision-making processes, communicating about how decisions will be made and who has input, and ensuring that decisions are made by individuals best suited to make them.

- **CONSEQUENCES**. Considers both the longer-term and unintended consequences of potential decisions.

- **SENSE OF URGENCY.** Makes timely decisions, using intuition as well as data in the face of ambiguity.

- **COMMUNICATING.** Timely conveys decisions to relevant stakeholders and takes follow-up actions to support decisions.

- **DIFFICULT CHOICES.** Willingly makes and stands by controversial decisions that benefit the organization. Shares understanding of the rationale for decisions, particularly when consensus cannot be reached.

DRIVING RESULTS - Planning and Execution

Key Behaviors: An Effective KIPP Leader…

- **BACKWARD PLANNING.** Methodically backward plans to achieve short- and long-term goals.

- **RESOURCES.** Accurately scopes and secures resources needed to accomplish projects.

- **PRIORITIZING.** Manages time and resources effectively, prioritizing efforts according to organizational goals.

- **ACCOUNTABILITY.** Regularly compares actual progress to planned milestones and adjusts plans accordingly, holding him or herself and others accountable for achieving intended outcomes.

- **CONTINGENCY PLANS.** Proactively develops contingency plans in advance of potential or unforeseen circumstances.

BUILD RELATIONSHIPS - Stakeholder Management

Key Behaviors: An Effective KIPP Leader…

- : **NETWORKING.** Seeks opportunities to work with a wide range of individuals and organizations to achieve common goals and better outcomes.

- : **DEVELOPING RELATIONSHIPS.** Develops mutually beneficial relationships and partnerships based upon trust, respect, and achievement of common goals.

- : **TRUST.** Gains the trust of key stakeholders by active listening and seeking to understand their views and needs.

- : **RESPECT & APPRECIATION.** Consistently demonstrates respect and appreciation for others by empathizing, valuing their time and contributions, being available and responsive to their needs.

BUILD RELATIONSHIPS - Communication

Key Behaviors: An Effective KIPP Leader…

- : **LISTENING.** Listens attentively. Seeks to understand other's point of view and confirms understanding.

- : **SYSTEMS.** Establishes and/or uses communication systems that proactively engage key stakeholders, and rely upon a variety of appropriate channels.

- : **WRITING.** Writes clearly, concisely and persuasively. Uses correct grammar, vocabulary and a tone that is appropriate to the message and audience.

- : **SPEAKING.** Speaks in a compelling and articulate manner, adapting communication content and style to different audiences and venues.

BUILD RELATIONSHIPS - Impact and Influence

Key Behaviors: An Effective KIPP Leader…

- : **ADAPTING STYLE.** Adapts personal leadership style/approach to influence others.

- : **MAKING A CASE.** Appeals to emotions and/or reason using data, concrete examples, and demonstrations to make a compelling case for his or her position.

- : **ANTICIPATING & PERSUADING.** Anticipates reactions and addresses concerns of others to help persuade them to move toward a goal.

- : **MOTIVATING ACTION.** Stimulates others to take action and accomplish goals, even when no direct reporting relationship exists.

- : **BUILDING COALITIONS.** Builds coalitions to garner support by aligning proposals/ideas with the needs and priorities of others.

BUILD RELATIONSHIPS - Self-Awareness

Key Behaviors: An Effective KIPP Leader…

- : **INSIGHT.** Understands his/her own strengths and weaknesses.

- : **BALANCING STRENGTHS AND WEAKNESSES.** Balances personal strengths and weaknesses with the strengths and weaknesses of others.

- : **SEEKING GROWTH.** Seeks constructive feedback and other opportunities for self development.

- : **UNDERSTANDING PERCEPTIONS.** Understands how others perceive his/her actions, comments, and tone.

BUILD RELATIONSHIPS - Cultural Competence

Key Behaviors: An Effective KIPP Leader…

- : **RESPECTING COMMUNITY.** Demonstrates knowledge of and respect for the cultures of the community served.

- : **INCLUSIVENESS.** Creates an inclusive environment that respects the culture and community of the students being served.

- : **ADJUSTING BEHAVIOR.** Adjusts behavior according to cultural norms and cues.

- : **WORKING CROSS-CULTURALLY.** Communicates and works effectively with those from diverse backgrounds.

- : **VALUING DIVERSITY.** Creates and sustains an environment in which people from diverse backgrounds and perspectives can succeed.

MANAGE PEOPLE - Direction-setting

Key Behaviors: An Effective KIPP Leader…

- : **VISION, MISSION, VALUES AND GOALS.** Establishes, articulates, aligns, and/or teaches the organization's vision, mission, values and goals.

- : **INSPIRING OTHERS.** Inspires and gains the commitment of others towards the vision, mission, values and organizational goals.

- : **MODELING.** Models organizational values and strong character at all times.

- : **BUILDING CULTURE.** Integrates programs, rituals, and visual artifacts that represent the values throughout the organization.

- : **NEW OPPORTUNITIES.** Anticipates and seizes new opportunities that are aligned with strategic goals.

- : **MANAGING CHANGE.** Manages change by seeking to understand its effects upon the organization and key stakeholders, by guiding others through change, and by addressing resistance to that change.

MANAGE PEOPLE - Team Leadership

Key Behaviors: An Effective KIPP Leader…

- **CLARIFYING.** Clarifies roles, accountabilities and decision-making among team members.

- **DELEGATION.** Delegates tasks to appropriate individuals or groups.

- **COLLABORATION.** Promotes collaboration among team members. Encourages others to cooperate and coordinate efforts.

- **ENCOURAGING INITIATIVE.** Encourages others to proactively solve problems and take initiative.

- **CONFLICT.** Models and encourages others to manage conflict openly and productively.

- **MEETINGS.** Leads team meetings.

- **CELEBRATING TEAM.** Prioritizes team morale and productivity, celebrating team accomplishments.

MANAGE PEOPLE - Performance Management

Key Behaviors: An Effective KIPP Leader…

- **SETTING GOALS.** Sets team and individual goals with employees that align with organization vision, mission, values, and goals.

- **RESOURCES.** Provides resources needed to reach individual and team goals (human assets, dollars, tools).

- **FEEDBACK.** Consistently coaches others towards goals, recognizes accomplishments and provides timely, relevant, and constructive feedback.

- **ACCOUNTABILITY.** Holds employees and teams accountable for achieving their goals and for modeling organizational values and strong character.

- **EVALUATION**. Evaluates performance regularly, identifying learning needs.

MANAGE PEOPLE - Talent Development

Key Behaviors: An Effective KIPP Leader…

- **RECRUITMENT & SELECTION.** Recruits and/or selects a highly effective staff.

- **DEVELOPMENT OPPORTUNITIES.** Creates developmental opportunities for staff to be more effective in their roles and progress towards career goals.

- **ON-THE-JOB DEVELOPMENT** Places individuals in roles and assignments that contribute to their personal and career development. Facilitates cross-team and cross-network movement when appropriate.

- **RETENTION.** Contributes to the retention of the most talented and valued employees.

- **SUCCESSION.** Explicitly builds systems that encourage talent to grow in the organization, and develops successors for own position.

- **POOR PERFORMERS.** Manages out staffs who do not meet expectations or fit KIPP culture.

ROLE SPECIFIC COMPETENCIES - Instructional Leadership

Key Behaviors: An Effective KIPP Leader…

: **ACADEMIC VISION.** Establishes academic and character vision and / or goals.

: **CURRICULUM.** Oversees development and alignment of college preparatory curriculum.

: **INSTRUCTIONAL IMPROVEMENT.** Supports instructional improvement by observing, coaching, modeling for, and teaching staff.

: **ASSESSMENT.** Oversees the administration of multiple forms of assessments, to measure and improve teaching and learning.

: **USE OF DATA.** Supports the team in using student and staff performance data to drive improved teaching and learning.

: **CHARACTER.** Oversees or implements systems that reinforce positive character, behavior, and organizational values for students.

ROLE SPECIFIC COMPETENCIES - Operational Management

Key Behaviors: An Effective KIPP Leader…

: **GETTING RESOURCES.** Brings resources (people, funding, etc.) into the organization to meet the needs of the strategy.

: **MANAGING RESOURCES.** Manages resources (people, financial, equipment) effectively to support the organization's short and long term goals.

: **FINANCIAL DECISIONS.** Uses financial information to make sound decisions.

: **VIABILITY.** Maintains a focus in the organization on the critical details essential to keeping the business running, such as risk management and compliance systems.

: **SUSTAINABILITY.** Establishes systems with the long-term sustainability of the organization in mind.

: **BOARD DEVELOPMENT.** Develops a group of committed board members who make concrete contributions to the school/region's success, and who have the diverse skill-set and talents necessary to meet critical needs of the organization.

Appendix A: List of Leadership Competency Model References

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Appendix 2.3.b.1

Curricular Materials

Appendix 2.3.b.1.i

K
Reading
Comprehension
Curricular Materials

Kindergarten
Reading Comprehension
Curricular Map

Table of Contents

Our Standards

Literature Standards

Key Ideas and Details
- RL.K.1. With prompting and support, ask and answer questions about key details in a text.
- RL.K.2. With prompting and support, retell familiar stories, including key details.
- RL.K.3. With prompting and support, identify characters, settings, and major events in a story.

Craft and Structure
- RL.K.4. Ask and answer questions about unknown words in a text.
- RL.K.5. Recognize common types of texts (e.g., storybooks, poems).
- RL.K.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

Integration of Knowledge and Ideas
- RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
- RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

Range of Reading and Level of Text Complexity
- RL.K.10. Actively engage in group reading activities with purpose and understanding.

Informational Text Standards

Key Ideas and Details
- RI.K.1. With prompting and support, ask and answer questions about key details in a text.
- RI.K.2. With prompting and support, identify the main topic and retell key details of a text.
- RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Craft and Structure
- RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.
- RI.K.5. Identify the front cover, back cover, and title page of a book.
- RI.K.6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

Integration of Knowledge and Ideas
- RI.K.7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text.
- RI.K.9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Kindergarten Reading Comprehension Curriculum

Range of Reading and Level of Text Complexity
- RI.K.10. Actively engage in group reading activities with purpose and understanding.

Foundational Skills
Print Concepts
- RF.K.1. Demonstrate understanding of the organization and basic features of print.
  - o Follow words from left to right, top to bottom, and page by page.
  - o Recognize that spoken words are represented in written language by specific sequences of letters.
  - o Understand that words are separated by spaces in print.
  - o Recognize and name all upper- and lowercase letters of the alphabet.

Phonological Awareness
- RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
  - o Recognize and produce rhyming words.
  - o Count, pronounce, blend, and segment syllables in spoken words.
  - o Blend and segment onsets and rimes of single-syllable spoken words.
  - o Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.1 (This does not include CVCs ending with /l/, /r/, or /x/.)
  - o Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Phonics and Word Recognition
- RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding words.
  - o Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.
  - o Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
  - o Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do,does).
  - o Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Fluency
- RF.K.4. Read emergent-reader texts with purpose and understanding.

Kindergarten Interactive Read Aloud Curriculum Overview
Text Selections
The chart below summarizes the type of texts, recommended by the **Common Core State Standards** (CCSS), that KIPPsters should encounter in kindergarten. There is a heavier emphasis on non-fiction reading in CCSS than in the Illinois state standards.

Literature			Informational Text
Stories	**Dramas**	**Poetry**	**Literary Nonfiction and Historical, Scientific, and Technical Texts**
Includes children's adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth	Includes staged dialogue and brief familiar scenes	Includes nursery rhymes and the subgenres of the narrative poem, limerick, and free verse poem	Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics

Assessment Overview
In kindergarten, a variety of assessments will be utilized in order to assess mastery of the various standards. The following overview chart defines the clear purpose of each assessment in the ELA program.

Type	Frequency	Purpose	Grade Level Planner Responsibilities	KAP IC Responsibilities
STEP	6x per year	Provide teachers with each KIPPster's reading level, which is then used to drive guided reading instruction	Communicates timeline	Provides assessment; leads data review
Fountas and Pinnell	As needed, used to hone in on KIPPster's guided reading instructional levels	Determines specific reading levels for KIPPsters by assessing instructional and independent reading levels through accuracy, fluency and comprehension to provide targeted instruction in guided reading; clarifies groupings from STEP data	Communicates timeline	Ongoing professional development

Kindergarten Reading Comprehension Curriculum

Sequence of Units

Unit	Title	Vision
Unit 1	Being a Reader	This unit will introduce KIPPsters to reading: its social and emotional components, as well as its concepts of books and print. By the end of the unit, KIPPsters will understand why we read, the types of texts that can be read, and how to share reading with others. They will know how they are expected to behave and how to contribute their thoughts during group read-aloud time, as well as how to share more intimately with one or two neighbors.
Unit 2	Using Schema	In unit two, KIPPsters will develop an understanding of schema, their prior knowledge, and how it can be used to understand and relate to different types of text/genres. KIPPsters will develop an understanding of fiction, nonfiction, and poetry.
Unit 3	Making Connections	In unit three, KIPPsters will extend their use of schema from unit two into the skill of making connections. They will learn how to make connections between characters and texts, and make judgments about those characters and events in texts they read. They will also make connections between literal and figurative language across genres, including poetry. In the first week of this three-week unit, KIPPsters will learn how to make connections to texts by drawing on their own experiences, and to discuss those connections with peers in a clear, confident manner. Building on their personal experiences and discussions with friends, they will end the week by dramatizing a story to further envision themselves as literary characters. In week two, KIPPsters will use what they know about themselves and the connections they can make with literature to identify and describe characters and their traits, as well as to compare and contrast their nuances. The second week will culminate in a study of figurative language, with KIPPsters creating similes to compare characters in a text. The unit ends in week three with KIPPsters making text to text connections using nonfiction and poetry.
Unit 4	Summarizing and Retelling	In unit four, KIPPsters will develop an understanding of summarizing and retelling stories. KIPPsters will develop an understanding of story elements in a narrative text. KIPPsters will develop an understanding of identifying the author's purpose in a nonfiction text.
Unit 5	Making Predictions	This unit will introduce KIPPsters to the process of making predictions about fiction and non-fiction texts. KIPPsters will be able to make a logical guess about what the story will be about, or what will happen in the story before it is read. KIPPsters will build off of previously learned concepts like summarizing, making connections and sequencing to justify their predictions. KIPPsters will make predictions about what they might learn from non-fiction texts and how to verbally and visually explain what they hope to learn and what they eventually learn.
Unit 6	Inferring	In this unit, KIPPsters will make inferences using different types of texts; nonfiction, fiction, and poetry to develop their critical thinking skills. KIPPsters will draw conclusions based solely on inferences made from texts by incorporating background knowledge to infer a deeper level of meaning from the text.

Unit 7	Wondering and Visualizing	In this unit, KIPPsters will visualize images from a text in order to better understand the text. They will retell, define, and draw images from a text. While listening to a text being read aloud, KIPPsters will connect their visualized images to the text. Also in this unit, KIPPsters will use wondering to help them understand a story. While wondering, they will generate questions. After creating questions, KIPPsters will make predictions in response to their questions. KIPPsters will then find answers to their questions by looking in the book or working with the teacher to find other possible sources such as the internet.
Unit 8	Determining Importance	In this unit, KIPPsters will learn to identify the most important part of a story in a fiction text along with identifying the supporting details. KIPPsters will identify the author's purpose in writing the story in order to help them identify the most important information. When reading non-fiction texts, the KIPPsters will infer the author's purpose as well as infer the author's intention when including specific information in a text. The KIPPsters will also use a graphic organizer in order to better understand the text and distinguish between important information and supporting details.
Unit 9	Problem and Solution	In this unit, KIPPsters will learn to identify the story in a problem when it is not explicitly stated. KIPPsters will also be able to identify the solution for a story problem. After reading, the KIPPsters will discuss alternate solutions to the problem in the story.
Unit 10	Fantasy	

Kindergarten Reading Comprehension Curriculum

Scope and Sequence of Units

Unit 1: Being a Reader (3 weeks)		
Common Core Standards	**Objectives (SWBAT…)**	**Texts**

• RF.K.1. Demonstrate understanding of the organization and basic features of print.
  o Follow words from left to right, top to bottom, and page by page.
  o Recognize that spoken words are represented in written language by specific sequences of letters.
  o Understand that words are separated by spaces in print.
• RL.K.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
• RL.K.10. Actively engage in group reading activities with purpose and understanding.
	• SWBAT identify the purposes of reading
	• SWBAT name things that can be read
	• SWBAT identify the difference between on-topic and off-topic response to questions
	• SWBAT respond on-topic to questions posed while reading
	• SWBAT maintain focus on book and teacher during a read aloud
	• SWBAT sit CCAS with hands in lap for duration of read aloud
	• SWBAT raise a quiet hand to respond or ask a question during a read aloud
	• SWBAT explain how to react if not called on
	• SWBAT explain why it's important to share ideas during a read aloud
	• SWBAT explain why it's important to listen to others sharing during a read aloud
	• SWBAT respectfully agree or disagree to another's comments or ideas
	• SWBAT turn and talk to a neighbor about what he/she has heard
	• SWBAT hold a book in the proper orientation
	• SWBAT identify the front cover of a book
	• SWBAT identify the back cover of a book
	• SWBAT identify the spine of a book
	• SWBAT find the title of a book
		• My Friends
		• If You Give a Mouse a Cookie
		• Flower Garden

	• SWABT state the purpose of the title • SWBAT define the role of the author • SWBAT define the role of the illustrator • SWBAT find author and illustrator information on the front cover • SWBAT differentiate print from pictures • SWBAT turn pages from right to left • SWBAT track text from left to right, pointing with one finger under words • SWBAT demonstrate the return sweep • SWBAT identify where to start reading • SWBAT track text word by word • SWBAT identify a period • SWBAT state the purpose of a period • SWABT identify an exclamation mark • SWBAT state the purpose of an exclamation mark • SWBAT identify a question mark • SWBAT state the purpose of a question mark • SWBAT identify the setting using an illustration • SWBAT identify the characters using an illustration	
Anchor Charts		

Unit 2: Using Schema (Two Weeks)		
Common Core Standards	**Objectives (SWBAT…)**	**Texts**
• RL.K.10. Actively engage in group reading activities with purpose and understanding. • RL.K.5. Recognize common types of texts (e.g., storybooks, poems).	• SWBAT answer on-topic questions about a text • SWBAT recall prior knowledge about a topic with teacher prompting • SWBAT share what they know about	• Noisy Nora • The Pumpkin Book

• RI.K.1. With prompting and support, ask and answer questions about key details in a text.	a topic • SWBAT share what they want to know about a topic • SWBAT explain the difference between fantasy and reality • SWBAT explain the difference between fantasy and reality in the same text • SWBAT identify features of a nonfiction text • SWBAT identify the purpose of the features of a nonfiction book • SWBAT differentiate between fiction and nonfiction texts • SWBAT compare prior knowledge about a topic to information in a nonfiction text • SWBAT describe the difference between poetry and fiction

Anchor Charts

Unit 3: Making Connections (Three Weeks)		
Common Core Standards	**Objectives (SWBAT…)**	**Texts**
• RL.K.10. Actively engage in group reading activities with purpose and understanding. • RL.K.5. Recognize common types of texts (e.g., storybooks, poems). • RI.K.9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). • RL.K.9. With prompting and support, compare and contrast the adventures	• SWBAT make a text-to-self connection with teacher prompting • SWBAT make a text-to-self connection without teacher prompting • SWBAT turn to a partner, talk and listen to each other • SWBAT to listen to one another and speak clearly and loudly with partners • SWBAT compare and contrast characters	• When Sophie Gets Angry- Really, Really Angry… • I Was So Mad • Apples for Everyone

and experiences of characters in familiar stories.	- SWBAT identify a character's personality traits - SWBAT identify a character's physical traits - SWBAT make text-to-text connections with teacher prompting - SWBAT make text-to-text connections without teacher prompting - SWBAT compare and contrast two texts - SWBAT share an opinion about the text
Anchor Charts	

Unit 4: Summarizing and Retelling (Two Weeks)		
Common Core Standards	**Objectives (SWBAT…)**	**Texts**
- RL.K.1. With prompting and support, ask and answer questions about key details in a text. - RL.K.2. With prompting and support, retell familiar stories, including key details. - RL.K.3. With prompting and support, identify characters, settings, and major events in a story. - RI.K.1. With prompting and support, ask and answer questions about key details in a text. - RI.K.2. With prompting and support, identify the main topic and retell key details of a text. - RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	- SWBAT retell beginning of a text - SWBAT retell middle of a text - SWBAT retell end of a text - SWBAT sequence events from the story - SWBAT summarize a story. - SWBAT identify the problem - SWBAT identify the solution - SWBAT identify the characters in a story - SWBAT identify the setting of a story - SWBAT generate alternative solutions to story problems - SWBAT identify the author's purpose - SWBAT remember details to support the accumulation of meaning throughout the text - SWBAT identify the main idea - SWBAT identify information learned	- Swimmy - Under the Ocean

• RL.K.10. Actively engage in group reading activities with purpose and understanding.	from a nonfiction text • SWBAT summarize the events or tell the meaning of the poem • SWBAT justify an opinion about the text • SWBAT justify an opinion about a character	
Anchor Charts		

Unit 5: Making Predictions (Five Weeks)		
Common Core Standards	**Objectives (SWBAT…)**	**Texts**
• RL.K.2. With prompting and support, retell familiar stories, including key details. • RI.K.2. With prompting and support, identify the main topic and retell key details of a text. • RL.K.10. Actively engage in group reading activities with purpose and understanding.	• SWBAT predict what will happen next in a text • SWBAT predict the end of the story based on the beginning and middle • SWBAT make a connection to their prediction of what happens next • SWBAT utilize their schema to predict the content of the story based on the cover and title • SWBAT justify their prediction using evidence from the text or pictures • SWBAT predict what will happen after a story • SWBAT refer to specific locations or events in text to justify predictions • SWBAT summarize the story • SWBAT judge their prediction as correct or incorrect after reading • SWBAT use visual information to predict, check, and confirm reading	• An Extraordinary Egg • This is My House • Volcano and Animals at Night • A Pocket for Corduroy • Where Does Garbage Go?
Anchor Charts		

Kindergarten Reading Comprehension Curriculum

Unit 6: Inferring (Five Weeks)		
Common Core Standards	**Objectives (SWBAT…)**	**Texts**
- RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). - RL.K.10. Actively engage in group reading activities with purpose and understanding. - RI.K.1. With prompting and support, ask and answer questions about key details in a text. - RL.K.1. With prompting and support, ask and answer questions about key details in a text.	- SWBAT infer a character's feelings - SWBAT infer a character's motivation - SWBAT infer a character's thoughts - SWBAT infer a character's interests - SWBAT use illustrations to infer - SWBAT infer the cause for a character's feelings - SWBAT infer the meaning of unknown words - SWBAT infer the word that best completes a cloze sentence - SWBAT infer the setting of a story based on knowing the topic and/or title - SWBAT infer the story problem using the context of the story - SWBAT infer the narrator in a given dialogue when narrator is not explicitly identified. - SWBAT refer to specific locations in text/book to justify inferences - SWBAT use character facial expressions to support character feelings - SWBAT infer cause and effect as implied in a text - SWBAT infer the author's intention for including specific elements within the text - SWBAT use an inference graphic organizer while reading - SWBAT infer the cover of a book based on the topic or title - SBWAT infer the topic of the book based on the title, table of contents, or headings	- Pancakes for Breakfast - A Porcupine Named Fluffy - Pet Show - Alexander and the Terrible, Horrible, No Good, Very Bad Day - Olivia - A Day with a Doctor - A Day with a Mail Carrier

	• SWBAT infer the author's purpose in writing the non-fiction text. • SWBAT infer a conclusion from an informational passage • SWBAT infer the main idea of a literary passage • SWBAT infer the setting of a poem • SWBAT infer the topic of a poem • SWBAT infer the meaning of a poem	
Anchor Charts		

Unit 7: Wondering and Visualizing (Four Weeks)		
Common Core Standards	**Objectives (SWBAT…)**	**Texts**
•	• SWBAT visualize images from a text • SWBAT retell visualized images • SWBAT connect visualized images to a text • SWBAT differentiate between questions and statements • SWBAT list question words • SWBAT identify questions you ask throughout the day • SWBAT ask questions before, during, and after reading a text about a plot, character attributes, motivation, and details • SWBAT make logical predictions in response to questions • SWBAT actively look for answers in a book while reading • SWBAT locate information within a text • SWBAT determine whether answers to questions can be found in the text	• A Letter to Amy • Brave Bear • Dolphins • I Want to be a Vet • Rainforest • Dandelions

	or whether they will need to infer or use an outside source • SWBAT use a graphic organizer while reading • SWBAT ask questions before, during, and after reading a non-fiction text • SWBAT use a non-fiction text to find answers to questions • SWBAT locate information within a text • SWBAT generate a list of places a reader can go or do to find answers to questions • SWBAT use a wondering graphic organizer while reading	
Anchor Charts		

Unit 8: Determining Importance (Four Weeks)		
Common Core Standards	**Objectives (SWBAT…)**	**Texts**
• RL.K.1. With prompting and support, ask and answer questions about key details in a text. • RL.K.2. With prompting and support, retell familiar stories, including key details. • RL.K.3. With prompting and support, identify characters, settings, and major events in a story. • RI.K.1. With prompting and support, ask and answer questions about key details in a text. • RI.K.2. With prompting and support, retell familiar stories, including key details. • RI.K.3. With prompting and support,	• SWBAT identify the most important part of a story • SWBAT identify the supporting details • SWBAT identify the author's purpose in writing a story or including particular textual elements • SWBAT use a main idea and supporting ideas graphic organizer • SWBAT infer the author's purpose in writing the non-fiction text • SWBAT infer the author's intention for including specific elements within the text • SWBAT identify the main idea of an informational text • SWBAT name and identify the	• Bigmama's • Anansi and the Moss-Covered Rock • Tools • On the Go • Anansi and the Talking Melon

identify characters, settings, and major events in a story. • RL.K.10. Actively engage in group reading activities with purpose and understanding.	purpose of the table of contents • SWBAT name and identify the purpose of graphs, diagrams, and maps • SWBAT name and identify the purpose of the glossary • SWBAT name and identify the purpose of the index • SWBAT name and identify the purpose of headings and captions and labels • SWBAT name and identify the purpose of photographs and illustrations • SWBAT use a main idea and supporting ideas graphic organizer	
Anchor Charts		

Unit 9: Problem and Solution (Four Weeks)

Common Core Standards	Objectives (SWBAT…)	Texts
• RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. • RL.K.10. Actively engage in group reading activities with purpose and understanding. • RL.K.3. With prompting and support, identify characters, settings, and major events in a story.	• SWBAT identify the problem(s) in a story • SWBAT identify the solution(s) for a story problem • SWBAT identify alternate solutions for a story problem • SWBAT use a problem and solution graphic organizer • SWBAT identify and describe the setting in a story using evidence by looking at a picture. • SWBAT identify the character(s) in a story. • SWBAT identify the author's purpose in writing a story	• Chrysanthemum • Lilly's Purple Plastic Purse • Wemberly Worried • Julius, the Baby of the World

	• SWBAT identify similarities between texts using text-to-text connections.	
Anchor Charts		

Unit 10: Fantasy (2 weeks)		
Common Core Standards	**Objectives (SWBAT…)**	**Texts**
• RL.K.1. With prompting and support, ask and answer questions about key details in a text. • RL.K.2. With prompting and support, retell familiar stories, including key details. • RL.K.3. With prompting and support, identify characters, settings, and major events in a story.	• SWBAT identify basic elements of a text, including characters, setting and plot. • SWBAT identify the beginning, middle, and end of a text. • SWBAT explain the difference between fantasy and reality. • SWBAT analyze how an author-illustrator shows a character escaping reality in a text. • SWBAT infer the author-illustrator's purpose in changing the illustrations in the story as it changes from fantasy to reality. • SWBAT create new fantasy ideas in a text.	• Where the Wild Things Are • The Emperor and the Kite
Anchor Charts		

Kindergarten Reading Comprehension Curriculum

2012-2013 Interactive Read Aloud Objective Pacing Guide

Week & Dates	Text	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1 8.13 – 8.17	**Unit 1**: Becoming a Reader	First Day Jitters SWBAT keep hands, feet, body to self during read aloud SWBAT sit crisscross applesauce for duration of read aloud SWBAT raise a quiet hand to ask or answer a question	Kindergarten Rocks SWBAT maintain focus on book and teacher by keeping eyes on the speaker throughout the read aloud. SWBAT keep hands, feet, body to self during read aloud . SWBAT sit crisscross applesauce for duration of read aloud SWBAT raise a quiet hand to answer a question SWBAT wait patiently to be called on by keeping voice at a level 0.	A Color of His Own SWBAT respond to questions about a text on topic SWBAT distinguish between on-topic and off-topic responses with verbal and nonverbal signals	I Like Myself SWBAT turn and talk to a neighbor about one idea that was heard in the text.	I Like Me SWBAT use loud, proud voices when participating in class. SWBAT participate actively in carpet activities with verbal and nonverbal responses. SWBAT sit CCAS quietly in their square during Read-Aloud. SWBAT raise quiet hands to answer T's questions. SWBAT answer with on-topic responses.

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Week & Dates	Text	Monday	Tuesday	Wednesday	Thursday	Friday
Week 2 8.20 – 8.24	**Unit 1**: Becoming a Reader	How Do Dinosaurs Say Goodnight SWBAT identify the front cover of a book by pointing. SWBAT identify the back cover of a book by pointing. SWBAT identify the spine of a book by pointing. SWBAT sit CCAS in their carpet squares. SWBAT raise quiet hands to get the teacher's attention.	Duck on a Bike SWBAT explain the three steps to Accepting No. SWBAT manage emotions by "moving on" when told no.	I Was So Mad SWBAT explain the three steps to Accepting No SWBAT manage emotions by "moving on" when told no.	The Little Mouse, The Red Ripe Strawberry, and the Big Hungry Bear SWBAT track the speaker by keeping eyes up throughout the read alout.	Don't Let the Pigeon Drive the Bus SWBAT explain the three steps to the Following Instructions. SWBAT model putting the steps into action
Week 3 8.27 – 8.31	**Unit 1**: Becoming a Reader	Giraffes Can't Dance SWBAT identify the title of a book by pointing to it and naming it. SWBAT orally explain the purpose of the title	Froggy Goes to School SWBAT participate actively in carpet activities with verbal and nonverbal responses. SWBAT sit CCAS	Knuffle Bunny SWBAT make text to self connections	Today I Feel Silly SWBAT name emotions that they may feel during a day.	I Went Walking SWBAT identify the author of the book SWBAT identify the illustrator of the book SWBAT distinguish between print

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Week & Dates	Text	Monday	Tuesday	Wednesday	Thursday	Friday
			quietly in their square during Read-Aloud. SWBAT raise quiet hands to answer T's questions. SWBAT answer with on-topic responses.			and pictures by pointing.
Week 4 9.3 - 9.7	**Unit 2**: My Friends	No School	SWBAT name things that can be read in their environment. SWBAT maintain focus on book and teacher during a read aloud by keeping eyes up and on speaker.	SWBAT name things that can be read in their environment. SWBAT maintain focus on book and teacher during a read aloud by keeping eyes up and on speaker.	SWBAT name things that can be read in their environment. SWBAT maintain focus on book and teacher during a read aloud by keeping eyes up and on speaker.	SWBAT name things that can be read in their environment. SWBAT maintain focus on book and teacher during a read aloud by keeping eyes up and on speaker.
Week 5 9.10 – 9.14	**Unit 2**: Apples for Everyone	Book and Print Concepts SWBAT identify the difference between on-topic and off-topic response to questions with verbal and nonverbal signals	Book and Print Concepts SWBAT respond on-topic to questions posed while reading	Book and Print Concepts SWBAT raise a quiet hand to respond or ask a question during a read aloud	Book and Print Concepts SWBAT explain and model how to react if not called on	Book and Print Concepts SWBAT give two reasons as to why it's important to share ideas during a read aloud (such as to grow your brain and better

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Week & Dates	Text	Monday	Tuesday	Wednesday	Thursday	Friday
						understand a text).
Week 6 9.17 – 9.21	**Unit 2:** Flower Garden	SWBAT identify beginning book and print concepts SWBAT give two reasons as to why it's important to share ideas during a read aloud (such as to grow your brain and better understand a text).	SWBAT verbally identify the setting using an illustration. SWBAT respectfully agree or disagree to another's comments or ideas by saying, "I agree because…" or "I respectfully disagree because…" SWBAT define tier II vocabulary words.	SWBAT verbally identify the setting using an illustration SWBAT respectfully agree or disagree to another's comments or ideas by saying, "I agree because…" or "I respectfully disagree because…"	SWBAT verbally identify the characters using an illustration SWBAT turn and talk to a neighbor about one idea that was heard in a text.	SWBAT verbally identify the characters using an illustration SWBAT turn and talk to a neighbor about one idea that was heard in a text.
Week 7 9.24 – 9.28	**Unit 3:** Noisy Nora	**FICTION** SWBAT recall prior knowledge about a topic with teacher prompting by making one connection. SWBAT explain the difference between fantasy and reality ("**R**eal	SWBAT define tier 2 vocabulary words. SWBAT recall prior knowledge about a topic with teacher prompting.	SWBAT recall prior knowledge about a topic with teacher prompting	SWBAT recall prior knowledge about a topic with teacher prompting SWBAT answer on-topic questions about a text	**POETRY** SWBAT describe the difference between poetry and fiction (a poem is usually much shorter & without pictures). SWBAT define tier 2 vocabulary words.

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Week & Dates	Text	Monday	Tuesday	Wednesday	Thursday	Friday
		—**R**ealistic, **F**antasy – **F**ake"). SWBAT explain the difference between fantasy and reality in the same text SWBAT answer on-topic questions about a text				
Week 8 10.1 – 10.5	**Unit 3:** The Pumpkin Book	No School	**NON-FICTION** SWBAT recall prior knowledge about a topic with teacher prompting by making one connection. SWBAT differentiate between fiction and nonfiction texts ("**R**eal — **R**ealistic, **F**antasy – **F**ake"). SWBAT identify features of a nonfiction text	SWBAT recall prior knowledge about a topic with teacher prompting SWBAT define Tier II vocabulary.	SWBAT compare prior knowledge about a topic to information in a nonfiction text by making a text-to-self connection. SWBAT share one idea they want to learn about a topic.	SWBAT define Tier 2 vocabulary SWBAT recall prior knowledge about a topic with teacher prompting by making one connection.
Week 9	**Unit 4:** When	**FICTION**				**Poetry**

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Week & Dates	Text	Monday	Tuesday	Wednesday	Thursday	Friday
10.8 – 10.12	Sophie Gets Angry- Really, Really Angry	SWBAT make a text-to-self connection with teacher prompting	SWBAT define tier 2 vocabulary words SWBAT make a text to self connection with teacher prompting. SWBAT turn and talk. SWBAT listen to one another and speak clearly and loudly with a partner.	SWBAT make a text to self connection with teacher prompting. SWBAT identify character traits (physical & personality).	SWBAT make a text-to-self connection. SWBAT identify the lesson in a story and explain in his or her own words.	SWBAT make a text-to-self connection with teacher prompting.
Week 10 10.15 – 10.19	**Unit 4:** I Was So Mad	**FICTION** SWBAT identify a character's physical traits by explaining that it is what we see with our eyes. SWBAT identify a character's personality traits by explaining that it is what we feel with our hearts. SWBAT share an opinion about a text.	SWBAT make a text-to-self connection with teacher prompting. SWBAT make a text-to-self connection without teacher prompting.	SWBAT compare and contrast characters using a Venn diagram.	SWBAT make a text-to-self connection with teacher prompting. SWBAT make a text-to-self connection without teacher prompting.	SWBAT make a text-to-text connection with teacher prompting. SWBAT make a text-to-text connection without teacher prompting. SWBAT share an opinion about a text.

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Week & Dates	Text	Monday	Tuesday	Wednesday	Thursday	Friday
Week 11 10.22 – 10.26	**Unit 4:** Barack Obama: Out of Many, One	**NON FICTION** SWBAT make a text-to-self connection with teacher prompting SWBAT make a text-to-self connection without teacher prompting SWBAT share an opinion about a text	SWBAT make a text-to-self connection with teacher prompting SWBAT make a text-to-self connection without teacher prompting SWBAT share an opinion about a text	SWBAT compare and contrast two texts using a Venn diagram. SWBAT share an opinion about a text	**Poetry** SWBAT compare and contrast two texts using a Venn diagram. SWBAT make a text-to-self connection with teacher prompting SWBAT make a text-to-self connection without teacher prompting	No School
Week 12 10.29 – 11.2	**Unit 5:** Swimmy	SWBAT retell beginning of a text orally. SWBAT retell middle of a text orally. SWBAT retell end of a text orally. SWBAT sequence events from the story orally and with pictures.	SWBAT identify the problem orally. SWBAT identify the solution orally. SWBAT identify the characters in a story orally. SWBAT identify the setting of a story orally.	SWBAT summarize a story orally. SWBAT identify details to support the accumulation of meaning throughout the text.	SWBAT generate alternative solutions to story problems SWBAT identify the author's purpose, drawing from the PIE visual (Persuade, Inform, Entertain)	
Week 13 11.5 – 11.9	**Unit 5:** Under the Ocean	**NON-FICTION** SWBAT identify the main idea	SWBAT identify information	SWBAT identify the main idea	**POETRY** SWBAT summarize the events of a	**POETRY** SWBAT summarize the events or tell

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Week & Dates	Text	Monday	Tuesday	Wednesday	Thursday	Friday
		orally and with a graphic organizer.	learned from a nonfiction text SWBAT identify the author's purpose drawing from the PIE visual (Persuade, Inform, Entertain)	SWBAT identify information learned from a nonfiction text with a written response.	poem by drawing pictures. SWBAT justify an opinion about the text.	the meaning of the poem by drawing pictures. SWBAT justify an opinion about a character.
Week 14 11.12 – 11.16	**Unit 6:** An Extraordinary Egg	**FICTION** SWBAT utilize their schema to predict the content of the story based on the cover and title SWBAT predict what will happen next in a text orally. SWBAT justify their prediction using evidence from the text or pictures.	SWBAT summarize the story SWBAT predict character actions SWBAT predict dialogue SWBAT predict the end of the story based on the beginning and middle SWBAT justify their prediction using evidence from the text or pictures SWBAT judge their prediction as correct or incorrect after reading	SWBAT summarize the story using a graphic organizer with (Somebody, Wanted, But, So) SWBAT define Tier 2 vocabulary.	SWBAT summarize the story using a graphic organizer (Somebody, Wanted, But, So) SWBAT predict what will happen after a story orally and with a written response. SWBAT make a personal connection to their prediction	**POETRY** SWBAT predict what will happen next in a text

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Week & Dates	Text	Monday	Tuesday	Wednesday	Thursday	Friday
Week 15 11.19 – 11.23	**Unit 6:** This is My House	**NONFICTION** SWBAT make a prediction about what will be learned in a nonfiction text based on the cover and the title.	SWBAT use their schema to predict what will be learned in a non-fiction text using a written response.	No School	No School	No School
Week 16 11.26 – 11.30	**Unit 6:** Volcano and Animals at Night	No School	**NONFICTION** SWBAT make one prediction about what will be learned in a nonfiction text based on the cover and the title SWBAT use their schema to predict what will be learned in a non-fiction text	SWBAT summarize what they learned in book orally and dramatically. SWBAT compare their predictions to what they learned from reading	SWBAT summarize what they learned in book orally. SWBAT define Tier 2 vocabulary	SWBAT make one prediction about what will be learned in a nonfiction text based on the cover and the title SWBAT use their schema to predict what will be learned in a non-fiction text SWBAT compare their predictions to what they learned from reading
Week 17 12.3 – 12.7	**Unit 6:** A Pocket for Corduroy	**FICTION** SWBAT predict what will happen after a story, give evidence for	SWBAT predict what will happen after a story give evidence for prediction, and	SWBAT define tier II vocabulary (reluctant & drowsy)	SWBAT summarize the story SWBAT identify the main	**Poetry** SWBAT predict what will happen after a text

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Week & Dates	Text	Monday	Tuesday	Wednesday	Thursday	Friday
		prediction, and decide if correct. SWBAT refer to specific locations or events in text/book to justify predictions SWBAT judge their prediction as correct or incorrect	decide if correct. SWBAT refer to specific locations or events in text/book to justify predictions SWBAT summarize the story orally and dramatically. SWBAT judge their prediction as correct or incorrect		character SWBAT predict what will happen after a story/text	SWBAT refer to specific locations or events in text/book to justify predictions SWBAT judge their prediction as correct or incorrect
Week 18 12.10 – 12.14	**Unit 6:** Where Does Garbage Go?	**NONFICTION** SWBAT make a prediction about what will be learned in a nonfiction text based on the cover and the title, explain their thinking, and decide if confirmed. SWBAT make a prediction about what will be learned based on what they already know	SWBAT make a prediction about what will be learned based on what they already know SWBAT orally represent what they want to learn in a non-fiction text and what they eventually learn	SWBAT define Tier 2 vocabulary	SWBAT identify the problem. SWBAT identify a solution to the problem.	SWBAT make a prediction about what will be learned in a text based on the title SWBAT make a prediction about what will be learned based on what they already know SWBAT summarize a text orally and visually

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Week & Dates	Text	Monday	Tuesday	Wednesday	Thursday	Friday
Week 19 12.17 – 12.21	**Unit 6.5: Polar Express**	SWBAT visualize images from a text. SWBAT draw visualizations	SWBAT visualize images from a text SWBAT retell visualized images SWBAT draw visualizations	SWBAT visualize images from a text SWBAT retell visualized images SWBAT draw visualizations	SWBAT visualize images from a text SWBAT retell visualized images SWBAT draw visualizations	SWBAT enjoy the movie in their pajamas
Week 20 1.7 – 1.11	**Unit 7:** Pancakes for Breakfast & A Porcupine Named Fluffy	No School	**FICTION** SWBAT use illustrations to infer SWBAT infer a character's feelings SWBAT infer the setting of a story based on knowing the topic and/or title. SWBAT infer the story problem using the context of the story	SWBAT infer the meaning of unknown words SWBAT infer a character's feelings SWBAT infer a character's motivations	SWBAT infer the meaning of unknown words SWBAT define tier II vocabulary	SWBAT refer to specific locations in text/book to justify inferences SWBAT use character facial expressions to support character feelings SWBAT infer the word that best completes a cloze sentence
Week 21 1.14 – 1.18	**Unit 7:** Pancakes for Breakfast and a Porcupine Named Fluffy	SWBAT use illustrations to infer SWBAT infer a character's feelings	SWBAT infer the meaning of unknown words SWBAT infer a character's	SWBAT refer to specific locations in text/book to justify inferences SWBAT use	SWBAT infer the meaning of unknown words SWBAT infer the word that best	No School

Week & Dates	Text	Monday	Tuesday	Wednesday	Thursday	Friday
		SWBAT infer the setting of a story based on knowing the topic and/or title. SWBAT infer the story problem using the context of the story	feelings SWBAT infer the cause of a character's feelings SWBAT infer a character's motivations SWBAT infer the story problem using the context of the story SWBAT predict what comes next.	character facial expressions to support character feelings SWBAT infer the meaning of vocabulary words SWBAT describe personality characteristics of main characters	completes a cloze sentence	
Week 22 1.21 – 1.25	**Unit 7:** Pet Show	No School	SWBAT infer a character's feelings. SWBAT infer a character's motivation. SWBAT infer an author's purpose. SWBAT infer the meaning of vocabulary words	SWBAT refer to specific locations in text/book to justify inferences SWBAT use character facial expressions to support character feelings SWBAT infer the meaning of vocabulary words	SWBAT infer the meaning of unknown words SWBAT infer the word that best completes a cloze sentence .	SWBAT visualize images from a text. SWBAT draw visualizations SWBAT retell visualized images
Week 23	**Unit 7:** Alexander	SWBAT infer a	SWBAT use an	SWBAT infer the	**POETRY**	

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Week & Dates	Text	Monday	Tuesday	Wednesday	Thursday	Friday
1.28 – 2.1	and the Terrible, Horrible, No Good, Very Bad Day	character's motivation SWBAT infer a character's feeling SWBAT infer the setting of a story based on knowing the topic and/or title. SWBAT infer the story problem using the context of the story SWBAT retell a story in sequential order using visual reminders.	inference graphic organizer while reading SWBAT infer the author's purpose SWBAT infer the meaning of vocabulary words SWBAT describe personality characteristics of main characters	meaning of unknown words SWBAT infer the word that best completes a cloze sentence	SWBAT infer the setting of a poem SWBAT infer the topic of a poem SWBAT infer the meaning of a poem	
Week 24 2.4 – 2.8	**Unit 7:** Olivia	SWBAT infer a character's feelings SWBAT infer a character's motivation SWBAT infer the meaning of vocabulary words SWBAT infer a character's	SWBAT infer the story problem using the context of the story SWBAT use an inference graphic organizer while reading SWBAT infer a character's thoughts	SWBAT infer the meaning of unknown words SWBAT infer the word that best completes a cloze sentence	SWBAT refer to specific locations in text/book to justify inferences SWBAT use character facial expressions to support character feelings	**POETRY** SWBAT infer the setting of a poem SWBAT infer the topic of a poem SWBAT infer the meaning of a poem

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Week & Dates	Text	Monday	Tuesday	Wednesday	Thursday	Friday
		attributes SWBAT use an inference graphic organizer while reading SWBAT infer a character's thoughts	SWBAT infer a character's attributes			
Week 25 2.11 – 2.15	**Unit 7:** A Day with a Doctor and a Day with a Mail Carrier	**NONFICTION** **Book 1** A Day with the Mail Carrier SWBAT infer the cover of a book based on the topic or title SWBAT infer the topic of the book based on the title, table of contents, or headings SWBAT infer the meaning of an unknown word.	**Book 1** SWBAT infer the author's purpose in writing the non-fiction text. SWBAT infer a conclusion from an informational passage SWBAT infer the meaning of unknown words	**Book 2** A Day with the Doctor SWBAT infer the cover of a book based on the topic or title SWBAT infer the topic of the book based on the title, table of contents, or headings	**Book 2** SWBAT infer the meaning of unknown words SWBAT infer the word that best completes a cloze sentence	**POETRY** SWBAT infer the setting of a poem SWBAT infer the topic of a poem SWBAT infer the meaning of a poem
Week 26 2.18 – 2.22	**Unit 8:** A Letter to Amy	No School	SWBAT identify questions you ask throughout the day	SWBAT list question words SWBAT make logical	SWBAT infer the meaning of unknown words SWBAT infer the	SWBAT actively look for answers in a book while reading

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Week & Dates	Text	Monday	Tuesday	Wednesday	Thursday	Friday
			SWBAT ask questions before, during, and after reading a text about plot, character attributes, motivation, and details. SWBAT make logical predictions in response to questions	predictions in response to questions SWBAT ask questions before, during, and after reading a text about plot, character attributes, motivation, and details.	word that best completes a cloze sentence	SWBAT determine whether answers to questions can be found in the text or whether they will need to infer or use an outside source
Week 27 2.25 – 3.1	**Unit 8:** Brave Bear	SWBAT visualize images from a text SWBAT retell visualized images SWBAT connect visualized images to a text SWBAT ask questions before, during, and after reading a text about a plot, character attributes, motivation, and details.	SWBAT visualize images from a text SWBAT retell visualized images SWBAT connect visualized images to a text SWBAT make logical predictions in response to questions SWBAT ask questions before, during, and after reading a text	SWBAT infer the meaning of unknown words SWBAT infer the word that best completes a cloze sentence	SWBAT locate information within a text SWBAT determine whether answers to questions can be found in the text or whether they will need to infer or use an outside source SWBAT differentiate between questions and statements	

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Week & Dates	Text	Monday	Tuesday	Wednesday	Thursday	Friday
		SWBAT make logical predictions in response to questions	about a plot, character attributes, motivation, and details.			
Week 28 3.4 – 3.8	**Unit 8:** Dolphins and I Want to be a Vet	**NONFICTION** Read Aloud: <u>Amazing Animals: Dolphins</u> SWBAT use a non-fiction text to find answers to questions SWBAT locate information within a text SWBAT generate a list of places a reader can go or do to find answers to questions SWBAT use a wondering graphic organizer while reading labeled "Before", "During", and "After". SWBAT differentiate	NF Read Aloud: <u>Amazing Animals: Dolphins</u> SWBAT use a non-fiction text to find answers to questions SWBAT locate information within a text SWBAT generate a list of places a reader can go or do to find answers to questions SWBAT use a wondering graphic organizer while reading, labeled "Before", "During", and "After"	SWBAT infer the meaning of unknown words SWBAT infer the word that best completes a cloze sentence	NF Read Aloud: <u>I Want to be a Vet</u> SWBAT use a non-fiction text to find answers to questions SWBAT locate information within a text SWBAT use a wondering graphic organizer while reading labeled "Before", "During", and "After"	SWBAT generate a list of places a reader can go or do to find answers to questions SWBAT research previously identified questions with various sources (internet, texts in the same genre, etc.)

Week & Dates	Text	Monday	Tuesday	Wednesday	Thursday	Friday
		between fiction and nonfiction texts SWBAT identify the author's purpose				
Week 29 3.11 – 3.15	**Unit 8:** Rain Forest and Dandelions	**NONFICTION** **NF** Read Aloud: Book A SWBAT use a non-fiction text to find answers to questions SWBAT use a wondering graphic organizer while reading labeled "Before", "During", and "After" SWBAT differentiate between fiction and nonfiction texts and explain how differentiation was mde.	**NF** Read Aloud: Book A SWBAT use a non-fiction text to find answers to questions SWBAT locate information within a text SWBAT generate a list of places a reader can go or do to find answers to questions SWBAT use a wondering graphic organizer while reading labeled "Before", "During", and "After".	SWBAT infer the meaning of unknown words	**NF** Read Aloud: Book B SWBAT use a non-fiction text to find answers to questions SWBAT locate information within a text SWBAT use a wondering graphic organizer while reading labeled "Before", "During", and "After"	SWBAT generate a list of places a reader can go or do to find answers to questions SWBAT research previously identified questions with various sources (internet, texts in the same genre, etc.) SWBAT infer the word that best completes a cloze sentence
Week 30 3.18 – 3.22	**Unit 9:** Bigmama's	SWBAT identify the most	SWBAT identify the author's	SWBAT infer the meaning of	SWBAT identify the author's	SWBAT infer the word that best

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Week & Dates	Text	Monday	Tuesday	Wednesday	Thursday	Friday
		important part of a story and give evidence explaining why. SWBAT identify the supporting details.	purpose in writing a story or including particular textual elements SWBAT contribute to a main idea and supporting ideas graphic organizer	unknown words SWBAT define tier 2 vocabulary	purpose in writing a story or including particular textual elements SWBAT contribute to a main idea and supporting ideas graphic organizer SWBAT identify the most important part of a story and give evidence explaining why. SWBAT identify the supporting details.	completes a cloze sentence SWBAT recall important information from a short passage
Week 31 4.2 – 4.4	**Unit 9:** Anansi and the Moss-Covered Rock	SWBAT identify the most important part of a story and give evidence explaining why. SWBAT identify the supporting details SWBAT identify the author's purpose in writing	SWBAT identify the author's purpose in writing a story or including particular textual elements	SWBAT define tier II vocabulary words.		

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Week & Dates	Text	Monday	Tuesday	Wednesday	Thursday	Friday
		a story or including particular textual elements				
Week 32 4.8 – 4.12	**Unit 9:** Tools	**NONFICTION** SWBAT identify the main idea of an informational text and give evidence explaining why. SWBAT infer the author's intention for including specific elements within the text SWBAT contribute to a main idea and supporting ideas graphic organizer	SWBAT identify the main idea of an informational text and give evidence explaining why. SWBAT name and identify the purpose of the index SWBAT infer the author's purpose in writing the non-fiction text.	SWBAT define tier 2 vocabulary words	SWBAT define tier 2 vocabulary words SWBAT identify the main idea of an informational text and give evidence explaining why. SWBAT contribute to a main idea and supporting ideas graphic organizer	SWBAT infer the word that best completes a cloze sentence SWBAT recall important information from a short passage
Week 33 4.15 – 4.19	**Unit 9:** On the Go & Ramadan	**NONFICTION** SWBAT identify the main idea of an informational text and give evidence explaining why. SWBAT infer the author's purpose in writing the non-fiction text	SWBAT identify the main idea of an informational text and give evidence explaining why. SWBAT contribute to a main idea and supporting ideas graphic organizer	SWBAT define tier 2 vocabulary words	SWBAT identify the main idea of an informational text and give evidence explaining why. SWBAT infer the author's purpose in writing the non-fiction text	SWBAT infer the word that best completes a cloze sentence SWBAT recall important information from a short passage

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Week & Dates	Text	Monday	Tuesday	Wednesday	Thursday	Friday
		SWBAT infer the author's intention for including specific elements within the text	SWBAT name and identify the purpose of maps SWBAT name and identify the purpose of photographs		SWBAT infer the author's intention for including specific elements within the text SWBAT use a main idea and supporting ideas graphic organizer	
Week 34 4.22 – 4.26	**Unit 9:** Anansi and the Talking Melon	SWBAT identify the most important part of a story and give evidence explaining why. SWBAT identify the author's purpose in writing a story or including particular textual elements	SWBAT identify the author's purpose in writing a story or including particular textual elements SWBAT identify the most important part of a story and give evidence explaining why. SWBAT identify the supporting details	SWBAT define tier 2 vocabulary words.	SWBAT identify the author's purpose in writing a story or including particular textual elements SWBAT identify the most important part of a story and give evidence explaining why. SWBAT identify the supporting details	SWBAT infer the word that best completes a cloze sentence SWBAT recall important information from a short passage
Week 35 4.29 – 5.3	**Unit 10:** Chrysanthemum	SWBAT identify the problem(s) in a story SWBAT contribute to a problem and	SWBAT identify the solution(s) for a story problem SWBAT use a problem and	SWBAT define tier 2 vocabulary.	SWBAT identify alternate solutions for a story problem SWBAT identify	SWBAT recall important information from a short passage SWBAT infer the

Kindergarten Reading Comprehension Curriculum

Week & Dates	Text	Monday	Tuesday	Wednesday	Thursday	Friday
		solution graphic organizer using evidence from the text. SWBAT identify the character(s) in a story. SWBAT identify and describe the setting in a story. SWBAT make a text-to-self connection with teacher prompting SWBAT make a text-to-self connection without teacher prompting *SWBAT infer the meaning of unknown words.*	solution graphic organizer using evidence from the text. SWBAT identify the character(s) in a story. SWBAT identify and describe the setting in a story. *SWBAT make a text-to-self connection with teacher prompting* *SWBAT make a text-to-self connection without teacher prompting* *SWBAT infer the meaning of unknown words..*		the author's purpose in writing a story SWBAT infer a character's motivation. SWBAT infer a character's feelings.	word that best completes a cloze sentence
Week 36 5.13 – 5.17	**Unit 10:** Wemberly Worried	SWBAT identify the problem(s) in a story SWBAT contribute to a problem and solution graphic	SWBAT identify the solution(s) for a story problem SWBAT identify alternate solutions for a story	SWBAT define tier 2 vocabulary	SWBAT identify alternate solutions for a story problem SWBAT identify the author's	SWBAT infer the word that best completes a cloze sentence

Kindergarten Reading Comprehension Curriculum

Week & Dates	Text	Monday	Tuesday	Wednesday	Thursday	Friday
		organizer using evidence from the text. SWBAT identify the character(s) in a story. SWBAT identify and describe the setting in a story. SWBAT make a text-to-text connection SWBAT make a text-to-self connection	problem SWBAT contribute to a problem and solution graphic organizer using evidence from the text. SWBAT identify the character(s) in a story. SWBAT identify and describe the setting in a story. SWBAT infer the meaning of unknown words.		purpose in writing a story SWBAT infer a character's motivation. SWBAT infer a character's feelings.	
Week 37 5.6 – 5.10	**Unit 10:** Lilly's Purple Plastic Purse	SWBAT identify the problem(s) in a story SWBAT contribute to a problem and solution graphic organizer using evidence from the text. SWBAT identify the character(s) in a story. SWBAT identify	SWBAT identify the solution(s) for a story problem SWBAT identify alternate solutions for a story problem SWBAT use a problem and solution graphic organizer SWBAT identify the character(s)	SWBAT define tier 2 vocabulary.	SWBAT identify alternate solutions for a story problem SWBAT identify the author's purpose in writing a story SWBAT infer a character's motivation. SWBAT infer a character's	SWBAT infer the word that best completes a cloze sentence

Kindergarten Reading Comprehension Curriculum

Week & Dates	Text	Monday	Tuesday	Wednesday	Thursday	Friday
		and describe the setting in a story. SWBAT make a text-to-text connection SWBAT make a text-to-self connection.	in a story. SWBAT identify and describe the setting in a story. SWBAT infer the meaning of unknown words.		feelings.	
Week 38 5.20 – 5.24	**Unit 10:** Julius, the Baby of the World	SWBAT identify the problem(s) in a story SWBAT contribute to a problem and solution graphic organizer using evidence from the text. SWBAT identify the character(s) in a story. SWBAT identify and describe the setting in a story. SWBAT make a text-to-text connection SWBAT make a text-to-self connection	SWBAT identify the solution(s) for a story problem SWBAT identify alternate solutions for a story problem SWBAT contribute to a problem and solution graphic organizer using evidence from the text. SWBAT identify the character(s) in a story. SWBAT infer the meaning of unknown words.	SWBAT define tier 2 vocabulary	SWBAT identify alternate solutions for a story problem SWBAT identify the author's purpose in writing a story SWBAT infer a character's motivation. SWBAT infer a character's feelings.	SWBAT infer the word that best completes a cloze sentence

Kindergarten Reading Comprehension Curriculum

Week & Dates	Text	Monday	Tuesday	Wednesday	Thursday	Friday
Week 39 5.27 – 5.31	**Unit 11:** Where the Wild Things Are	No School	SWBAT identify basic elements of a text, including characters, setting, and plot. SWBAT retell the beginning, middle, and end of a text.	SWBAT define tier 2 vocabulary SWBAT explain the difference between fantasy and reality.	SWBAT explain the difference between fantasy and reality. SWBAT analyze how an author-illustrator shows a character escaping reality in a text. SWBAT infer the author-illustrator's purpose in changing the illustrations in the story as it changes from fantasy to reality.	SWBAT create new fantasy ideas in a text.
Week 40 6.3 – 6.7	**Unit 11:** The Emperor and the Kite	SWBAT infer a character's feelings or motivations SWBAT predict what happens next	SWBAT identify the personality traits of characters	SWBAT define tier 2 vocabulary.	SWBAT identify and compare characters' personality through similes. SWBAT create similes to describe characters	SWBAT infer the word that best completes a cloze sentence SWBAT recall important information from a short passage

4-day Interactive Read Aloud Lesson Plan Kindergarten (Unit 8, Week 2)
Week 26, Wondering and Visualizing

Read Aloud Book	Brave Bear
Overarching Comprehension Objectives	SWBAT visualize images from a text SWBAT retell visualized images SWBAT connect visualized images to a text SWBAT ask questions before, during, and after reading a text about a plot, character attributes, motivation, and details. SWBAT use a graphic organizer while reading SWBAT make logical predictions in response to questions SWBAT infer the meaning of unknown words SWBAT infer the word that best completes a cloze sentence SWBAT locate information within a text SWBAT determine whether answers to questions can be found in the text or whether they will need to infer or use an outside source SWBAT differentiate between questions and statements
Vocabulary	Confident and Doubtful
MAP Spiral Review	▪ **Sequencing** (model with book on the first read-through) ▪ **Identifying the title, author, and illustrator from a cover and title page** (model while introducing the book the first day; model with previously read books on subsequent days) ▪ **Identifying the genre (make believe, non-fiction), setting, and topic from the cover** (model while introducing the book the first day; model with previously read books on subsequent days) ▪ **Author's purpose (to teach or to entertain)** (model while introducing the book the first day; model with previously read books on subsequent days) ▪ **Non-fiction text features (table of contents)** ▪ **Identifying the topic of non-book print** (i.e. invitations, magazine covers, newspapers)

4-day Interactive Read Aloud Lesson Plan Kindergarten (Unit 8, Week 2)
Week 26, Wondering and Visualizing

Monday (Day One)– Comprehension

Phase of Reading	Plan
Daily Objectives	SWBAT visualize images from a text SWBAT retell visualized images SWBAT connect visualized images to a text SWBAT ask questions before, during, and after reading a text about a plot, character attributes, motivation, and details. SWBAT use a graphic organizer while reading SWBAT make logical predictions in response to questions
Materials	Brave Bear Graphic organizer labeled with Before/During/After Computer/speakers to play audio clip: http://www.audiomicro.com/bird-songs-animals-beasts-bird-songs-sound-effects-39948 Post-it notes (to answer question on graphic organizer as they arise)
Before Reading (5 min)	*Pg. 1 is the cover page. **Teacher explicitly states the learning objective in clear and precise language** Friends, we are going to do some visualizing and wondering! When we **visualize**, we make a picture in our minds! I have something special for you to listen to. Close your eyes. **Teacher explicitly models the skill in the context of the reading through an incorporated "think aloud"** [TW play sound effect of bird chirping.] When birds are chirping, they are talking to each other. Visualize this bird chirping. When we visualize, we use our senses- sight, hearing, touch, taste, and smell. What do you **see**? What do you **hear**? What do you think it's saying? [Have 2-3 KIPPsters share their visualizations. Share your own to model.] We are going to read a story that is really going to let us use our imaginations to do a lot of visualizing! Also, the author didn't use a lot of words when she wrote this book, so we are also going to do a lot of **wondering**. Wondering means *asking questions*. My turn, your turn: Wondering means asking questions. We are going to need to do a lot of wondering so we can really understand the story. As we read the book, we'll write down our wonderings on our graphic organizer. [Reveal a new 3-column chart, separated into "Before", "During" and "After" sections.] [Explain that today we will be reading the book Brave Bear. With students analyze the front cover and title. Ask:] What does it mean to be brave? What do you think the bear will do that is brave? [Model wondering aloud, "I wonder what Brave Bear will do that is brave." Point to the "Before" column and ask students:] My question is "What will Bear do that is brave?" What questions do you have about this story before we even begin reading? What would you like to find out? (Possible: why is bear holding the bird?; does he go on a new adventure?) [Record their questions in the first column.]
During Reading (15 min)	[When posing questions, be sure to increase student voice as well as student interaction by using the following as appropriate.] ✓ Ask students to **agree/disagree with each other's responses** ✓ **Have students build off each other**

✓ **Have students justify others' answers**

Teacher checks for understanding using multiple strategies (turn & talk, thumbs up/thumbs down, choral response, scaffolded questions, etc).

In a student-centered lesson, observers hear KIPPster voices 66% of the time and teacher voice 33% of the time.

Teacher can verbalize if and when student skill or knowledge broke down to fill gaps in next lesson

[Read the first two pages, possibly twice. Ask:] **What do you wonder about the bear and the bird?** Turn and talk. (Possible: "I wonder what the bear will do. I wonder who the bird is. I wonder if they're friends.")

[Through the generation of questions, make sure that children understand that the bird has fallen from the tree.]

[Write students' questions in the "During" column. As you continue to read, refer back to previously generated questions and ask students to point out if/when we find answers to them. Write answers on post-its and post next to or on top of those questions, as if checking them off a list.]

[Make sure to check for student understanding while reading, that they understand that we are only hearing the bear's words and that the bird's words aren't written (for example, asking, "Whose words are we reading now? Are we hearing the whole conversation? What questions do you have about that?)]

[Do **not** show pages 6-7. After reading, "Over there?" say:] **Now let's visualize.** I am going to read these 2 pages again and I want you to visualize. When the bear says, "Where? Over there?" What do you think the bear is talking about? What do you see when you visualize these two page?" [Allow think time. Have 2-3 KIPPsters share. After each student shares, ask follow up questions to connect their visualization with the text such as: What makes you think that (Schema? Connections? Etc.)]

[Do **not** show pages 8-9. After reading, "It's so tall." explain that we are only hearing the bear talk. The bear said, "It's so tall" Say:] **It's time to visualize!** What do you **infer** the bear is talking about? Close your eyes and visualize what the bear is talking about when he says, "It's so tall". [Allow think time. Have 2-3 KIPPsters share. After each student shares, ask follow up questions to connect their visualization with the text such as: What makes you think that (Schema? Connections? Etc.)]

What has happened so far in the story? What do you wonder about the story right now? Turn and talk.

[Do not show pgs. 16-17 and stop after pg. 17 "I need help".] **Let's visualize!** The bear is saying, "I need help." What do you think he needs help with? [Give think time. Have KIPPsters share. Show pages 16-17 and ask CFU:] **Why was the bear asking for help?**

[Continue reading until Pg. 21 "We're almost there." Ask:] **Do you have any questions about what we've read so far? What would you like to find out?** Turn and Talk.

[Again, add questions to the "during" column and add answers to post-it notes for any questions answered. Read until the end.]

4-day Interactive Read Aloud Lesson Plan Kindergarten (Unit 8, Week 2)
Week 26, Wondering and Visualizing

After Reading (5 min)	**Teacher can verbalize if and when student skill or knowledge broke down to fill gaps in next lesson** [Facilitate a whole class discussion about the story. Ask:] **What happens in the story?** (Assess whether students retell in sequential order) **What does bear do that is brave?** *continue to fill out 3-column chart If time permits, have students draw their visualizations on paper and share with whole class or turn and talk partner. S can visualize a particular part of the story, their favorite part, or the beginning/middle/end.
Close	**Teacher connects learning to what is coming up in curriculum** [Remind the students that today they practiced visualizing and wondering about what was happening in a story. Explain that tomorrow they will put that visualization to use by acting out the story.]

4-day Interactive Read Aloud Lesson Plan Kindergarten (Unit 8, Week 2)
Week 26, Wondering and Visualizing

Tuesday (Day Two)– Comprehension: Inferences

Phase of Reading	Plan
Daily Objectives	SWBAT visualize images from a text SWBAT retell visualized images SWBAT connect visualized images to a text SWBAT make logical predictions in response to questions SWBAT use a graphic organizer while reading SWBAT ask questions before, during, and after reading a text about a plot, character attributes, motivation, and details.
Materials	<u>Brave Bear</u> Before/During/After Graphic Organizer Post-it notes (add answers to questions if they arise)
Before Reading (5 min)	KIPPsters, to review our book, we are going to act out the first page of this story with our Turn and Talk partner! Who remembers the first thing that happens in this story? Yes! The bird falls out of the tree and the bear asks if it's alright. We are going to take one minute to dramatize the first page. You can take turns being Brave Bear and being the bird. [SW quickly dramatize the beginning of the story and then return to CCAS.] **Teacher explicitly states the learning objective in clear and precise language** We are going to keep working on our new reading strategy of wondering. We are going to reread <u>Brave Bear</u> *and* continue to ask questions. The more questions we ask, the better we understand the story!
During Reading (15 min)	**Teacher explicitly models the skill in the context of the reading through an incorporated "think aloud"** [After pg. 3, ask:] Let's think about the bear's personality traits. What do we see with our heart after reading this page? What makes you think that? [Model thinking through the traits: Bear is caring because he asks the bird if it's okay. He may be shy but he's going to help someone in trouble.) If you were the bear, what would you have done? What do you wonder about the bird? (How did the bird fall from the tree? Did the bird and the bear know each other?) When posing questions, be sure to increase student voice as well as student interaction by using the following as appropriate.] ✓ Ask students to **agree/disagree with each other's responses** ✓ **Have students build off each other** ✓ **Have students justify others' answers** **Teacher checks for understanding using multiple strategies (turn & talk, thumbs up/thumbs down, choral response, scaffolded questions, etc).** **In a student-centered lesson, observers hear KIPPster voices 66% of the time and teacher voice 33% of the time.** **Teacher can verbalize if and when student skill or knowledge broke down to fill gaps in next lesson** [After pg. 5, ask:] **Have we been able to confirm something about Bear's personality traits? What kind of bear is he?** (ANS: Talk through that Bear is very caring and helpful.)

	[After pg. 7 ask:] What do you **wonder** about how Bear is feeling right now? (Model as necessary. i.e. "I wonder if he's feeling nervous about crawling up a tree.") [After pg. 9 ask:] How do you **infer** Brave Bear is feeling right now? What makes you think that? Turn and talk. If you were in Brave Bears shoes, how would you feel? [After pg. 13 ask:] What can we infer about Brave Bear's personality now? What makes you think that? (ANS: He is brave. He gets scared but tries anyway. He has courage. He is a good friend. He is helpful. Etc.) [After pg. 15 ask:] I wonder what the bear is thinking on this page. What do you infer Brave Bear is thinking? [After pg. 21 ask:] What are you wondering now? [After pg. 23, ask:] What do you still wonder about?
After Reading (5 min)	**Teacher can verbalize if and when student skill or knowledge broke down to fill gaps in next lesson** I wonder what will happen next! Let's visualize what the next event in the story will be. [Allow think time. Have 2-3 KIPPsters share their visualizations.] [Questions for scaffolding:] What does Brave Bear need to do now? (Climb back down). How do you think Brave Bear will feel as he climbs down? What will the bird do as Brave Bear goes down? Now let's be Book Critics! What was your favorite part of the story? Why did you like that part so much? Turn and Talk. [Have 2-3 KIPPsters share their critiques.]
Close	**Teacher connects learning to what is coming up in curriculum** Tomorrow, we are going to learn new vocabulary words from our book!

4-day Interactive Read Aloud Lesson Plan Kindergarten (Unit 8, Week 2)
Week 26, Wondering and Visualizing

Wednesday (Day Three)– Vocabulary

Phase of Reading	Plan
Daily Objectives	SWBAT infer the meaning of unknown words SWBAT infer the word that best completes a cloze sentence
Materials	<u>Brave Bear</u> Vocabulary Cards 61 & 62 Cloze sentences written on sentence strips and vocabulary words written on index cards.
Introduce	Begin by pretending to try riding a 2-wheeler for the first time. Act nervous and unsure. "I want to ride this bike but I don't know if I can do it. I think I might fall!" **Teacher explicitly states the learning objective in clear and precise language** Friends, we are going to learn a new college word to help us talk about how I was feeling! [Briefly review Brave Bear. Show pgs.8-9 and review that the bear must climb a tree to help the bird get back to its nest.] [Read pgs.9-11 aloud.] [Tell students the first word they will learn today is **doubtful.**]
Define	**Teacher explicitly models the skill in the context of the reading through an incorporated "think aloud"** **When you are doubtful about something you are not sure.** [Point out that the bear is doubtful that he will be able to climb the tree because it is so tall. He says, "I'm not sure that I can."] [Show picture card 61 and explain that it shows a man with a doubtful expression on his face. Maybe he's thinking that the food he ordered cost so much money- he's doubtful it was counted right.] [Have the students say doubtful and then write the word and display the picture card.]
Act	[When posing questions, be sure to increase student voice as well as student interaction by using the following as appropriate.] ✓ Ask students to **agree/disagree with each other's responses** ✓ **Have students build off each other** ✓ **Have students justify others' answers** **Teacher checks for understanding using multiple strategies (turn & talk, thumbs up/thumbs down, choral response, scaffolded questions, etc).** **In a student-centered lesson, observers hear KIPPster voices 66% of the time and teacher voice 33% of the time.** *[Discuss things we are **doubtful** about* (running a long race, traveling to a new place, cooking something tricky, etc.) Tell students about things you are, or have been, doubtful about.] [Ask:] **What is something you are doubtful, or not sure, about? Why?** Turn and Talk. [Prompt: I am doubtful about… because…"]

4-day Interactive Read Aloud Lesson Plan Kindergarten (Unit 8, Week 2)
Week 26, Wondering and Visualizing

Introduce	[Show pp.22-23 and review that even though the bear is doubtful about climbing the tree, he climbs it.] [Say:] He has almost reached the nest! [Read p.23 aloud. Tell the students that now the bear is **confident** and that confident is the other word they will learn today, the opposite of doubtful.]
Define	**Teacher explicitly models the skill in the context of the reading through an incorporated "think aloud"** **When you are confident, you feel sure you can do something.** The bear says, "I'm sure that I can" because he is confident he can reach the nest. [Show picture card 62 and explain that it shows a doctor who is confident that she can take care of any health problem her patients have.] [Have the students say confident and then write the word and display the card.]

Act	[When posing questions, be sure to increase student voice as well as student interaction by using the following as appropriate.]
	
	   ✓ Ask students to **agree/disagree with each other's responses**
	   ✓ **Have students build off each other**
	   ✓ **Have students justify others' answers**
	
	Teacher checks for understanding using multiple strategies (turn & talk, thumbs up/thumbs down, choral response, scaffolded questions, etc).
	In a student-centered lesson, observers hear KIPPster voices 66% of the time and teacher voice 33% of the time.
	
	*[Discuss things we are **confident** about. Give examples of thing you are confident about (teaching you all, reading hard books, etc.)]*
	[Ask:] **What is something you are confident, or sure, you can do? Why?** Turn and talk.
	(Ideas for scaffolding: Shoot baskets, be fearless spellers, be a good friend, etc.)
	
	[Prompt: I am confident that I can … because…]

Close	**Teacher can verbalize if and when student skill or knowledge broke down to fill gaps in next lesson**
	Let's review the 2 new college words we learned. I am going to read some sentences and you tell me which word makes the most sense! If you think it's *confident*, show me a confident expression. If you think it's *doubtful*, show me a doubtful expression.
	    1. I am _____ that I will be able to read all my sight words! (confident)
	    2. I am _____ that I will be able to make a snowman in the summertime. (doubtful)
	    3. My best friend is _____ that I will be kind to her. (confident)
	    4. I don't like broccoli so my mom is _____ that I will eat all of my vegetables. (doubtful)
	
	What did you learn today about the word **doubtful**?
	What did you learn today about the word **confident**?
	
	Teacher connects learning to what is coming up in curriculum
	I am going to look for students who are using the words **doubtful** and **confident** when they talk. That would show they are learning these college words!

4-day Interactive Read Aloud Lesson Plan Kindergarten (Unit 8, Week 2)
Week 26, Wondering and Visualizing

Thursday (Day Four)– Review

Phase of Reading	Plan
Daily Objectives	SWBAT locate information within a text SWBAT determine whether answers to questions can be found in the text or whether they will need to infer or use an outside source SWBAT differentiate between questions and statements
Materials	<u>Brave Bear</u> Index cards/slips of paper for engagement Copy of book for each pair of students
Before Reading (5 min)	[TW divide students into Turn and Talk partners.] **Teacher explicitly states the learning objective in clear and precise language** Friends, we are going to do something fun today with our Turn and Talk partner. We are going to interview! When you interview someone, you ask questions. The person you are interviewing answers your questions. Another way to say answers is that they give statements. My turn, your turn: statements. A statement is a sentence that tells something. **Teacher explicitly models the skill in the context of the reading through an incorporated "think aloud"** For example, here are some statements about me. I have 2 brothers. I am a teacher. I play volleyball, and I love doing yoga. My favorite food is pizza and sushi. I live in Chicago. My favorite team is Penn State and the Chicago Blackhawks. I love to read. For just 1 minute, you are going to interview your partner – you are going to ask a few questions and they will answer you with a statement. Then you are going to switch! [If needed, provide questions such as: How old are you? What's your favorite book? What did you eat for dinner? What do you like to learn about? Etc.] [Alternately, you can begin by prewriting (funny) questions and statements on separate index cards/slips of paper. Students randomly select a paper and have to sort them into question and statement sentences to help students differentiate between the two.]
During Reading (10 min)	[When posing questions, be sure to increase student voice as well as student interaction by using the following as appropriate.] ✓ Ask students to **agree/disagree with each other's responses** ✓ **Have students build off each other** ✓ **Have students justify others' answers** **Teacher checks for understanding using multiple strategies (turn & talk, thumbs up/thumbs down, choral response, scaffolded questions, etc).** **In a student-centered lesson, observers hear KIPPster voices 66% of the time and teacher voice 33% of the time.** We are going to read through this book one more time. When we're done, you and your turn and talk partner are going to work together to find the place in the book that will help you answer the question! [TW read book aloud. Then, TW pass out 1 copy of book to each pair of students.]

	When we read books and answer questions, we can always look right back in the book to find evidence. Evidence is the stuff that supports our ideas. I am going to ask a question and then you and your partner are going to work together to find the spot in the book that has the answer. When you've found it, hold that page up in the air! Sometimes the answers aren't in the book. When answers are right in the book, they are "right there" answers. If you and your partner decide that it's not in the book, just point to your brain! That will tell me that it's a "not right there" answer" and we have to think about it! Questions to ask: 1. What was the first thing that happened to the bird? (SW show page 3) 2. What does the bear think about the tree? (SW show pgs. 8-9; "It's so tall") 3. How did the bird feel when Brave Bear said he wasn't sure if he'd be able to help? (SW point to brain to signal that they need to infer. Students may point to pg. 10, but clarify that they are inferring from the bird's body language and expression.) 4. How does Brave Bear feel about climbing up the tree? (SW show pg. 15, "I'm scared." – or other page that supports his feelings. 5. How does Brave Bear feel at the end when he makes it to the top? (SW point to brain but can infer from pg. 23 that he is proud of his bravery).
After Reading (5 min)	**Teacher can verbalize if and when student skill or knowledge broke down to fill gaps in next lesson** Before we read we talked about the difference between questions and statements. Who has a statement about the story? A statement might sound like, "I like Brave Bear because he was a good friend." Or "This is a good book because the characters show love." Who has a statement about the book? [SW share a few statements with the class.] Does anyone still have any questions about the book? When you ask a question, you're hoping to get an answer. A question might sound like, "Did this author wrote other books about Brave bear?" or "Where did Brave Bear and the bird go next?" Who has a question about the book? [SW share questions.]
Close	**Teacher connects learning to what is coming up in curriculum** Next week, we are going to continue our unit on wondering and visualizing. Doing these things help make us better readers!

Doubtful: to be unsure of something

Confident: to be sure of something

Appendix 2.3.b.1.ii

K
Shared Reading
Curricular Materials

Kindergarten Shared Reading Curricular Map

Table of Contents

Our Standards

Foundational Skill Standards (Common Core)

Print Concepts
- RF.K.1 Demonstrate understanding of the organization and basic features of print.
  - o RF.K.1a Follow words from left to right, top to bottom, and page by page.
  - o RF.K.1b Recognize that spoken words are represented in written language by specific sequences of letters.
  - o RF.K.1c Understand that words are separated by spaces in print.
  - o RF.K.1d Recognize and name all upper- and lowercase letters of the alphabet.

Phonological Awareness
- RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
  - o RF.K.2a Recognize and produce rhyming words.
  - o RF.K.2b Count, pronounce, blend, and segment syllables in spoken words.
  - o RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.
  - o RF.K.2d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
  - o RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Phonics and Word Recognition
- RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.
  - o RF.K.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
  - o RF.K.3b Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
  - o RF.K.3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
  - o RF.K.3d Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Fluency
- RF.K.4 Read emergent-reader texts with purpose and understanding.

Foundational Skills (STEP Literacy Assessment)

Print-Sound Connections
- Knows letter names
- Knows letter sounds
- Uses letter chunks to solve words
- Uses some blends, digraphs, and short vowels in decoding
- Identifies rhyming words

Kindergarten Shared Reading Curricular Map

- Produces rhymes
- Identifies number of syllables in a word
- Can separate most three-letter words into their separate sounds
- Blends onset and rime sounds into words
- Can write the initial and ending sounds of most words

Word-Solving and Reading Strategies/Concepts About Print
- Reads level E books with 90% accuracy
- Knows that print standards for language
- Holds book correctly and turns pages
- Knows directional movement for reading print
- Understands the concepts of letter and word
- Uses one-to-one matching
- Uses pictures for help with unknown words
- Uses visual information, such as first letter of a word, as a cue for new words
- Begins to check one source of information against another to confirm, make another attempt, or self-correct
- Confirms and self-corrects some words using first letter and picture support
- Uses a core of high-frequency words to support reading
- Attends to inflection endings, e.g. –ing, -ed, -s
- Uses word families to figure out new words

Fluency and Reading Rate
- Can reread familiar stories with some phrasing
- Uses expression on familiar refrains
- Consistently uses one-to-one matching with new text
- Practices reading silently on the second and third reading of a book

Kindergarten Shared Reading Curricular Map

Text Selections

The chart below summarizes the type of texts, recommended by the **Common Core State Standards** (CCSS), that KIPPsters should encounter in Kindergarten. The Common Core State Standards recommends Kindergarten KIPPsters read 50% literature and 50% informational text. This should be considered when choosing shared reading texts.

Literature			Informational Text
Stories	**Dramas**	**Poetry**	**Literary Nonfiction and Historical, Scientific, and Technical Texts**
Includes children's adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth	Includes staged dialogue and brief familiar scenes	Includes nursery rhymes and the subgenres of the narrative poem, limerick, and free verse poem	Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics

Foundational Skills Assessment Overview

In Kindergarten, a variety of assessments will be utilized in order to assess mastery of the standards. The following overview chart defines the clear purpose of each assessment in the reading comprehension program.

Type	Frequency	Purpose	Grade Level Planner Responsibilities	Dean & IC Responsibilities
Benchmark Assessments	4x per year	Opportunity for KIPPsters to translate their knowledge into pencil-paper format. Provides teachers with specific data to drive differentiated guided reading instruction.	Communicates timeline, plans FSAs with assessment in mind	Creates benchmark assessment
STEP	4x per year	Provide teachers with specific data to drive small group instruction for students at their guided reading level	Communicates timeline	Collaborates with STEP literacy coach, leads data review

Kindergarten Shared Reading Curricular Map

Shared Reading Benchmark Breakdowns

In kindergarten, we use KIPP-created benchmarks to assess mastery of the standards. The following chart details which standards and objectives are tested at each benchmark.

Benchmark	F&P Level & STEP Focus	STEP Literacy Standards
#1 Weeks 4—10 9.9—10.25	Levels A & B Pre-Read & STEP 1	Names letters
		Identifies rhyming words
		Produces rhyming words when prompted
		Identifies words that start with same first sound
		Knows directional movement for reading print
		Counts number of words in sentence
		Counts number of letters in word
		Demonstrates one-to-one matching
#2 Weeks 11—21 10.25—1.24	Level C & D STEP 2	Names letters
		Knows letter sounds
		Identifies number of syllables in words
		Identifies beginning sounds
		Identifies ending sounds
		Uses one-to-one matching
		Uses pictures to solve unknown words
		Uses first letter to solve unknown words
#3 Weeks 22—32 1.27—4.11	Level D & E STEP 3	Separates three-letter words into separate sounds
		Blends onset and rime
		Identifies beginning sounds
		Identifies ending sounds
		Uses first letter to solve unknown words
		Uses high-frequency words to read
		Consistently one-to-one matching with text
#4 Weeks	Level E & F STEP 4	Uses letter chunks to decode
		Uses blends, digraphs, and short vowels to decode
		Rereads to problem solve and confirm new words

Kindergarten Shared Reading Curricular Map

33—40 4.21—6.13		Recognizes high-frequency words
		Attends to inflection endings –ing, -ed, -s
		Does not need finger to track text when reading
		Begins to read fluently on second reading
		Reads silently on second or third reading

2013-2014 Shared Reading Pacing Guide

Suggested Daily Lesson Plan Focus				
Weeks and Dates	**Day 1**	**Day 2**	**Day 3**	**Day 4**
Week 4—Week 10 9.9—10.25	Shared Reading Text, Rhyming Words	Shared Reading Text, Print Concepts	Leveled Text, Letters and Initial Sounds of Words	Leveled Text, Print Concepts
Week 11—Week 40 10.28—6.13	Phonics and Word Recognition	Sight Words	Comprehension	Fluency

Week & Dates	**Text Selection**	**Focus Skill of the Week**
Week 1 8.19 – 8.23		No Shared Reading
Week 2 8.26 - 8.30		No Shared Reading
Week 3 9.2 – 9.6		No Shared Reading
Week 4 9.9 – 9.13	Jack and Jill (Nursery Rhyme) I Can (A)	Identify rhyming words Name letters Know directional movement for print reading Demonstrate one to one matching
Week 5 9.16 – 9.20	Silly Sarah! (SR) My Body (A)	Identify rhyming words Name letter Know directional movement for print reading Demonstrate one to one matching
Week 6 9.23 – 9.27	Pop, Pop, Boom! (SR) The Big Cat (A)	Identify rhyming words Name letters Count the number of words in a sentence Demonstrate one to one matching
Week 7	Eddie's Pet (SR)	Produce rhyming words when prompted

Kindergarten Shared Reading Curricular Map

Week & Dates	Text Selection	Focus Skill of the Week
9.30 – 10.4	Go, Animals, Go! (B)	Name letters Count the number of words in a sentence Demonstrate one to one matching
Week 8 10.7 – 10.11	Fuzzy, Buzzy Bee (SR) It is School Time (B)	Produce rhyming words when prompted Name letters Count the number of letters in a word Demonstrate one to one matching
Week 9 10.14 – 10.18	Quack! Quack! Will Duck Get Back? (SR) Carlos and His Teacher (B)	Identify words with the same first sound Name letters Count the number of words in a sentence Count the number of letters in a word Demonstrate one to one matching
Week 10 10.21 – 10.25	One Smart Pig (SR) Rain in the City (B)	Identify words with the same first sound Name letters Count the number of words in a sentence Demonstrate one to one matching
Week 11 10.28 – 11.1	Fall (C)	Identify letter names and sounds Identify beginning sounds of words Use pictures to help with unknown words
Week 12 11.4 – 11.8	I Can Be (C)	Use one-to-one matching Identify beginning sounds of words Use pictures to help with unknown words
Week 13 11.11 – 11.15	A Place Called Home (C)	Use one-to-one matching Identify ending sounds of words Use pictures to help with unknown words
Week 14 11.18 – 11.22	I Looked Everywhere (C)	Use one-to-one matching Identify ending sounds of words Use pictures to help with unknown words
Week 15 11.25 – 11.29	Jack and Lily's Favorite Food (C)	Use one-to-one matching Identify beginning and ending sounds of words Begin to check one source of information against another to confirm or self-correct Read familiar stories with some phrasing
Week 16 12.2 – 12.6	My Neighborhood (D)	Use one-to-one matching Identify beginning and ending sounds of words Begin to check one source of information against another to confirm or self-correct Read familiar stories with some phrasing

Kindergarten Shared Reading Curricular Map

Week & Dates	Text Selection	Focus Skill of the Week
Week 17 12.9 – 12.13	No, Lily, Don't! (D)	Use one-to-one matching Identify beginning and ending sounds of words Confirm and self correct using first letter and picture support Use expression on familiar refrains
Week 18 12.16 – 12.20	Why Can't I? (D)	Use one-to-one matching Identify number of syllables in words Confirm and self correct using first letter and picture support Use expression on familiar refrains
Week 19 1.6 – 1.10	Grow, Vegetables, Grow! (D)	Use one-to-one matching Identify number of syllables in words Confirm and self correct using first letter and picture support Use expression on familiar refrains
Week 20 1.13 – 1.17	The Tot and the Pot (Decodable 7)	Use one-to-one matching Separate three letter words into their separate sounds Confirm and self correct using first letter and picture support Reread familiar stories with some phrasing
Week 21 1.20 – 1.24	Lily the Cat (D)	Use one-to-one matching Separate three letter words into their separate sounds Confirm and self correct using first letter and picture support Use expression on familiar refrains
Week 22 1.27 – 1.31	What? (D)	Consistently use one-to-one matching with text Separate three letter words into their separate sounds Use high frequency words to read Reads level D book with 90% accuracy
Week 23 2.3 – 2.7	Frog is Hungry (D)	Consistently use one-to-one matching with text Separate three letter words into their separate sounds Use high frequency words to read Reads level D book with 90% accuracy
Week 24 2.10 – 2.14	Getting Around the City (D)	Consistently use one-to-one matching with text Blend onset and rime Use letter chunks to solve words Reread familiar stories with some phrasing
Week 25 2.17 – 2.21	Dan the Tan Man (Decodable 9)	Consistently use one-to-one matching with text Blend onset and rime Use letter chunks to solve words Reread familiar stories with some phrasing

Kindergarten Shared Reading Curricular Map

Week & Dates	Text Selection	Focus Skill of the Week
Week 26 2.24 – 2.28	Polly Gets Out (D)	Consistently use one-to-one matching with text Blend onset and rime Use word families to figure out new words Reread familiar stories with some phrasing
Week 27 3.3 – 3.7	The Storm (E)	Consistently use one-to-one matching with text Identify beginning and ending sounds Use word families to figure out new words Reread familiar stories with some phrasing
Week 28 3.10 – 3.14	The Four Seasons (E)	Consistently use one-to-one matching with text Identify beginning and ending sounds Use a core of high frequency words to support reading Use expression on familiar refrains
Week 29 3.17 – 3.21	Hugs (E)	Consistently use one-to-one matching with text Identify beginning and ending sounds Use a core of high frequency words to support reading Use expression on familiar refrains
Week 30 3.24 – 3.28	Bear and Kangaroo (E)	Consistently use one-to-one matching with text Use first letter to solve unknown words Use a core of high frequency words to support reading Use expression on familiar refrains
Week 31 3.31 – 4.4	Maddy Loves to March (E)	Consistently use one-to-one matching with text Use first letter to solve unknown words Use a core of high frequency words to support reading Use expression on familiar refrains
Week 32 4.7 – 4.11	City Places (E)	Consistently use one-to-one matching with text Use first and last letter to solve unknown words Use letter chunks to solve words Use expression on familiar refrains
Week 33 4.21 – 4.25	The Contest (E)	Use letter chunks to decode Recognize high frequency words Track text without using a finger when reading
Week 34 4.28 – 5.2	Making Pizza (E)	Use letter chunks to decode Cross check with visuals to confirm and correct reading Track text without using a finger when reading
Week 35 5.5 – 5.9	What Is In the Box? (E)	Use blends to decode Recognize high frequency words

Kindergarten Shared Reading Curricular Map

Week & Dates	Text Selection	Focus Skill of the Week
		Reread familiar stories with some phrasing
Week 36 5.12 – 5.16	Changing Seasons (F)	Use digraphs to decode Cross check with visuals to confirm and correct reading Reread familiar stories with some phrasing
Week 37 5.19 – 5.23	I'd Like to Be (F)	Use short vowels to decode Recognize high frequency words Use expression on familiar refrains
Week 38 5.26 – 5.30	How Do They Move? (F)	Attend to inflection endings –ing, -ed Cross check with visuals to confirm and correct reading Reread familiar stories with some phrasing
Week 39 6.2 – 6.6	Farm Friends (F)	Attend to inflection endings -s Recognize high frequency words Use expression on familiar refrains
Week 40 6.9 – 6.13	Needs and Wants (F)	Use blends, digraphs, and short vowels to decode Cross check with visuals to confirm and correct reading Use expression on familiar refrains

Kindergarten Shared Reading Lesson Plan
Date: Week 26– 2.23-2.27

Shared Reading Book with projectable link	Polly Gets Out, Dan the Tan Man	
Objectives	**Day 1:** SWBAT consistently use one-to-one matching with text	
	Day 2: SWBAT use does it make sense to figure out unknown words	
	Day 3: SWBAT separate three letter words into their separate sounds	
	Day 4: SWBAT use word families to figure out new words	
	Day 5: SWBAT answer questions about the book.	
Materials	• Computer with shared reading book pulled up • Projector • Pointer	

Day 1: Polly Gets Out

Objective:	SWBAT consistently use one-to-one matching with text	
STEP	STEP 3	
Lesson Prep	-	
Phase of Reading	**Teacher Actions**	**KIPPster Actions**
Pre-Reading (3 min)	- Today we are going to read a new book called Polly Gets Out. Lets look at the front cover. Who do you think Polly is? Do you think Polly was supposed to get out? I wonder what will happen?	- SS respond – Polly is the bird. Polly wasn't supposed to get out because she is someone's pet.
During Reading (15 min)	- Pg 3: Watch as I point to each word as I read it (Use the arrow to point to each word as you read). How many words are in this sentence? - *Have students count the words on a few of the pages* - Pg 4: Try it with me! - Pg 5: Punch out each word while I point to them on the page. - Pg 6: I need a brave volunteer to try and point to each word as we read. Everyone else, give them thumbs up when they read each word! - Pg 7-8: I need a brave volunteer to try and point to each word as we read. Everyone else, give them thumbs up when they read each word!	- Pg 3: S pay attention to the T read each word. Ss count and answer "9" - Pg 4: S point to each word as teacher reads it - Pg 5: Punch to each word as it's read. - Pg 6: S volunteers to point to words. Others give thumbs up. - Pg 7-8: S volunteers to point to words. Others give thumbs up. -
After Reading (2 min)	- Awesome job, readers! When we read every word, we become better readers!	

Kindergarten Shared Reading Lesson Plan
Date: Week 26– 2.23-2.27

Day 2: Polly Gets Out

Objective:	SWBAT use does it make sense to figure out unknown words
STEP	STEP 3
Lesson Prep	

Phase of Reading	Teacher Actions	KIPPster Actions
Pre-Reading (3 min)	- Yesterday we started our book Polly Gets Out. Polly goes on quite an adventure in our book. - Today we are going to use one of our skills that we have been practicing – asking does it make sense. Sometimes when we are sounding out words, the words don't make sense. We have to use what we know about the story to figure out what would make sense.	Ss remember the adventure Polly goes on.
During Reading (15 min)	- Pg 3: Stop at the word cage. Try to sound it out remembering the silent E. Hmm that doesn't make sense. What would make sense. Polly is leaving her cage. Cage would make sense. - Pg 4: Stop and try to figure out the word flew. Sound it out. Ask students what would make sense. - Pg 5: Read pg together. - Pg 6: Sound out the word pond together. Ask does pond make sense? - Pg 7: Stop at playground. Ask what would make sense? Would park make sense? How do you know the word is not park? - Pg 8: Stop at flowers. Look at the picture. What would make sense? - Pg 9: Stop at children. Look at the picture. What word would make sense? - Pg 10: Read page. Sound out cat together. - Pg 11: What would make sense for a parrot to say? - Pg 12: Read pg together.	- Pg 3: Ss help figure out what would make sense. Ss read rest of page. - Pg 4: Flew would make sense - Pg 5: Read page - Pg 6: Ss sound out pond. Ss answer that pond makes sense because there is a pond in the picture. - Pg 7: Ss figure out that playground makes sense. Park would make sense, but I see the word play, so - Pg 8: Ss respond that flowers make sense because we can see flowers in the picture. - Pg 9: Ss respond that children makes sense. - Pg 10: Sound out cat - Pg 11: Ss respond that parrots say squawk.
After Reading	What skill did we practice today?	Ss respond – what would makes sense!

Kindergarten Shared Reading Lesson Plan
Date: Week 26– 2.23-2.27

Day 3: Dan the Tan Man

Objective:	SWBAT separate three sound words and sound out words
STEP Connection	STEP 3
Lesson Prep	Highlight the following words on each page: Pg 3: dan, tan, man, pan, tad, mad Pg 4: dan, runs, pan, nan, Pg 5: Nan, tad, sad, ad, man Pg 6: cannot Pg 7: fox Pg 8: not

Phase of Reading	Teacher Actions	KIPPster Actions
Pre-Reading (3 min)	- Today we are going to read a new story about a really silly cookie who does all kinds of crazy things. The book is called Dan the Tan Man. - Today we are going to find lots of words that we need to sound out. Every time we get to a highlighted word, I will ask one friend to sound out that word. - Lets warm up. Break apart the sounds in the word DAN. How about TAN. MAN.	- Ss break apart sounds in words.
During Reading (15 min)	- Pg 3-5: Read each of these pages, stopping to sound out the highlighted words. Have individual students read the sight words for extra practice. - Pg 6: Hmmm a lot of the words on this page I don't have to sound out because I read them on the page before. But I see one word I don't know – point to cannot. Oh I see a part of the word I do know. This is a compound word – two words put together into one. - Pg 7-8: Remind students that a lot of the words on these pages we have already read so we don't need to sound them out. Lets sound out the new words and find the sight words on these pages.	- Pg 3-5: Ss sound out each CVC words. Some students read sight words. - Pg 6: Ss figure out the two words that make up the word cannot. - Pg 7-8: Ss sound out new words and identlfy sight words and words they have already read
After Reading (2 min)	Great work sounding out words. I am very impressed! You are all great readers.	- S do a cheer.

Day 4: Dan the Tan Man

Objective:	SWBAT use word families to figure out new words	
STEP	STEP 3	
Lesson Prep	Index card with –an; White board nearby	
Phase of Reading	**Teacher Actions**	**KIPPster Actions**
Pre-Reading (5 min)	- Today we are going to read our book called Dan the Tan Man. Today we are going to look for a new word family. Who remembers what a word family is? - Today we are going to look for the –an family. Lets make some words that are in the an word family. - In our story, there are lots of words in the word family –an. - Give yourself a hug if you hear a word from this word family.	- Ss say that a word family is a group of words that have the same letters at the end. - Ss suggest beginning letters for –an
During Reading (12 min)	- Read the story, making sure to demonstrate one-to-one matching and other good reading techniques. Call on some students to either point to each word or read a page depending on their ability. - Watch and encourage students to hug themselves when they hear a word from the –an family. Careful they are distinguishing between –an and –ad.	- Ss hug themselves when they hear a word from the word family –an .
After Reading (2 min)	Word families make reading easier because we can chunk letters together! Great job finding –an!	

Day 5: Dan the Tan Man

Objective:	SWBAT answer questions about the text	
STEP	STEP 3	
Lesson Prep		
Phase of Reading	**Teacher Actions**	**KIPPster Actions**
Pre-Reading (5 min)	- Today we are going to read our book called Dan the Tan Man. Today I have a lot of questions to ask you to make sure you are thinking while you are reading. - Remember reading is thinking! - At the end of the story, I am going to ask one student to retell the story What does retell mean? Remember retell means tell the whole story like you are telling a friend who didn't read the book.	- Ss repeat reading is thinking. - One student answers what retell means
During Reading (12 min)	- Pg 3: What is Dan the Tan Man? Why is he a tad mad? - Pg 4: How does Nan feel when Dan starts to run away? Why does she feel that way? - Pg 5: Why is Nan sad? Why does she put up the ad? - Pg 6: Why does Dan run from the man. Why is the man sad? - Pg 7: What does the fox want to do? - Pg 8: Why does Dan go with Nan? Does Nan want to eat Dan?	- Pg 3: Dan is a cookie. He is a tad mad because he is on a hot cookie sheet. He might get eaten. - Pg 4: Nan feels surprised. She is surprised because cookies are not supposed to move. - Pg 5: Nan is sad because Dan ran away. She is putting up signs to see if anyone else has seen Dan. - Pg 6: Dan runs from the man because he does not want to get eaten. The man is sad because he cannot help the woman. - Pg 7: The fox wants to eat Dan - Pg 8: Dan goes with Nan because he does not want to get eaten by the fox. Nan does not want to eat Dan.
After Reading (2 min)	Wow you all did so much great reading and thinking today! Lets do a cheer!	Ss do a cheer.

Appendix 2.3.b.1.iii

K
Math Curricular Materials

Kindergarten Mathematics Curricular Map

Table of Contents

Our Standards

Counting and Cardinality

Know number names and the count sequence.
- K.CC.A.1 Count to 100 by ones and by tens.
- K.CC.A.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
- K.CC.A.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

Count to tell the number of objects.
- K.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality.
    - K.CC.B.4a When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
    - K.CC.B.4b Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
    - K.CC.B.4c Understand that each successive number name refers to a quantity that is one larger.
- K.CC.B.5 Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.

Compare numbers.
- K.CC.C.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.[1]
- K.CC.C.7 Compare two numbers between 1 and 10 presented as written numerals.

Operations & Algebraic Thinking

Understand addition, and understand subtraction.
- K.OA.A.1 Represent addition and subtraction with objects, fingers, mental images, drawings[1], sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
- K.OA.A.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
- K.OA.A.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1).
- K.OA.A.4 For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.
- K.OA.A.5 Fluently add and subtract within 5.

Number & Operations in Base Ten

Work with numbers 11-19 to gain foundations for place value.
- K.NBT.A.1 Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or

drawings, and record each composition or decomposition by a drawing or equation (such as 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

Measurement & Data
Describe and compare measurable attributes.
- K.MD.A.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
- K.MD.A.2 Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter*.

Classify objects and count the number of objects in each category.
- K.MD.B.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

Geometry
Identify and describe shapes.
- K.G.A.1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to*.
- K.G.A.2 Correctly name shapes regardless of their orientations or overall size.
- K.G.A.3 Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").

Analyze, compare, create, and compose shapes.
- K.G.B.4 Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).
- K.G.B.5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
- K.G.B.6 Compose simple shapes to form larger shapes. *For example, "Can you join these two triangles with full sides touching to make a rectangle?"*

Mathematics Assessment Overview

In kindergarten, a variety of assessments will be utilized in order to assess mastery of the Common Core standards. The following overview chart defines the clear purpose of each assessment in the mathematics program.

Type	Frequency	Grade Level Planner Responsibilities	Dean & IC Responsibilities
Exit Tickets	Daily, at the conclusion of the whole group math lesson	Creates daily exit tickets that align with Friday Skills Assessments	Provides feedback on daily lesson plans and exit tickets to ensure alignment
Friday Skills Assessment	Approximately bi-weekly	Aligns daily lesson plans and exit tickets to skills assessed	Creates Friday Skills Assessments and data trackers
Benchmark Assessments	4x per year	Aligns daily lesson plans and exit tickets to curricular maps	Creates Benchmark Assessments and data trackers
MAP for Primary	3x per unit	n/a	Oversees assessment administration

Yearlong Curricular Overview

Skill Assessment	# of Instructional Days	Instructional Overview
FSA01	8 days	Rote Counting and Understanding Amount Counted
FSA02	9 days	Writing Numbers and Counting "How many?" within 10
FSA03A	11 days	Understanding and Representing Addition within 10
Math Benchmark #1		
FSA03B	11 days	Subtracting within 10
FSA04	8 days	Position and Identifying and Describing Shapes
FSA05A	10 days	Rote Counting to 50 and Representing up to 20 Objects
Math Benchmark #2		
FSA05B	14 days	Comparing Numbers
FSA06	8 days	Measurement and Classifying Objects
FSA07	7 days	Developing Foundations of Place Value
FSA08A	8 days	Composing Ten and Counting to 100
Math Benchmark #3		
FSA08B	12 days	Introduction to Math Problem Solving and Demonstrating Fluency within 5
FSA09	9 days	Two- and Three-Dimensional Shapes
FSA10	13 days	First Grade Prep
Math Benchmark #4		

Kindergarten Mathematics Curricular Map

FSA Instructional Overviews

Rote Counting and Understanding Amount Counted	
FSA01 – 8 instructional days	
Common Core Standards	**Objectives (SWBAT…)**

Counting and Cardinality
 	
 Know number names and the count sequence.
 • K.CC.A.1 Count ~~to 100~~ by ones ~~and by tens~~.
 Count to tell the number of objects.
 • K.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality.
     o K.CC.B.4a When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
     ~~o~~ K.CC.B.4b Understand that the last number name said tells the number of objects counted. ~~The number of objects is the same regardless of their arrangement or the order in which they were counted.~~
	• SWBAT understand the relationship between numbers and quantities when using objects and illustrations to count 1, 2, and 3. (MM, Ch.1, Lesson 1)
	 • SWBAT understand the relationship between numbers and quantities when using objects and illustrations to count 4 and 5. (MM, Ch.1, Lesson 3)
	 • SWBAT name, recognize, and count a quantity of 6 and 7 objects, illustrations and drawings. (MM, Ch.2, Lesson 1)
	 • SWBAT name, recognize, and count a quantity of 8 using concrete objects, illustrations and drawings. (MM, Ch.2, Lesson 2)
	 • SWBAT name, recognize, and count a quantity of 9 using concrete objects and motions. (MM, Ch.2, Lesson 4)
	 • SWBAT name, recognize, and count a quantity of 10 using concrete objects. (MM, Ch.2, Lesson 5)
	 • SWBAT count and recognize numerals to 10.
	 • SWBAT count and recognize numerals to 20.

Writing Numbers and Counting "How many?" within 10	
FSA02 – 9 instructional days	
Common Core Standards	**Objectives (SWBAT…)**
Counting and Cardinality *Know number names and the count sequence.* • K.CC.A.3 Write numbers ~~from 0 to 20~~. Represent a number of objects with a written numeral ~~0-20 (with 0 representing a count of no objects)~~. *Count to tell the number of objects.* • K.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality. o K.CC.B.4b Understand that the last number name said tells the number	• SWBAT recognize and write the numerals 1, 2, and 3 and represent a number of objects with a written numeral. (MM, Ch.1, Lesson 2) • SWBAT recognize and write the numerals 4 and 5 and represent a number of objects with a written numeral. (MM, Ch.1, Lesson 4) • SWBAT recognize and write the numeral 0. (MM, Ch.1, Lesson 5) • SWBAT recognize and write the numerals 6, 7, and 8 and represent a number of objects with a written numeral. (MM, Ch.2, Lesson 3) • SWBAT recognize and write the numerals 9 and 10 and represent

of objects is the same regardless of their arrangement or the order in which they were counted. • K.CC.B.5 Count to answer "how many?" questions about ~~as many as 20~~ things arranged in a line, ~~a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.~~	a number of objects with a written numeral. (MM, Ch.2, Lesson 6) • SWBAT identify numbers from 1 to 5 in sequence understanding that each successive number name is referring to an amount that is one larger. (MM, Ch.1, Lesson 10) • SWBAT use "one more" to identify a number that is one larger using numbers to 10. (MM, Ch.2, Lesson 9) • SWBAT draw a diagram to solve problems. (MM, Ch.1, Lesson 11) • SWBAT act it out to solve problems. (MM, Ch.2, Lesson 7)

Understanding and Representing Addition within 10	
FSA03 – 11 instructional days	
Common Core Standards	**Objectives (SWBAT…)**
Counting and Cardinality *Count to tell the number of objects.* • K.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality. o K.CC.B.4c Understand that each successive number name refers to a quantity that is one larger. **Operations & Algebraic Thinking** *Understand addition, and understand subtraction.* • K.OA.A.1 Represent addition and subtraction with objects, fingers, mental images, drawings[1], sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	• SWBAT show ways to compose or make 4 and 5 using concrete objects, drawings, and numbers. (MM, Ch.4, Lesson 1) • SWBAT show ways to compose or make 6 and 7 using concrete objects, drawings, and numbers. (MM, Ch.4, Lesson 3) • SWBAT show ways to compose or make 8 and 9 using concrete objects, drawings, and numbers. (MM, Ch.4, Lesson 6) • SWBAT show ways to compose or make 10 using concrete objects, drawings, and numbers. (MM, Ch.4, Lesson 8) • SWBAT model addition by putting groups together or adding to groups. (MM, Ch.5, Lesson 1) • SWBAT use concrete objects to represent and solve addition problems. (MM, Ch.5, Lesson 2) • SWBAT use the plus symbol (+) to show addition. (MM, Ch.5, Lesson 3) • SWBAT use the equals (=) symbol in addition sentences. (MM, Ch.5, Lesson 4) • SWBAT use concrete objects to show how many in all. (MM, Ch.5, Lesson 5) • SWBAT write a number sentence to solve problems. (MM, Ch.5, Lesson 6)

Subtracting within 10
FSA04 – 11 instructional days

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Common Core Standards	Objectives (SWBAT…)
Operations & Algebraic Thinking *Understand addition, and understand subtraction.* • K.OA.A.1 Represent addition and subtraction with objects, fingers, mental images, drawings[1], sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. • K.OA.A.2 Solve addition and subtraction word problems, and add and subtract ~~within 10~~, e.g., by using objects or drawings to represent the problem. K.OA.A.3 Decompose numbers ~~less than or equal to 10~~ into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1).	• SWBAT show ways to decompose or take apart 4 and 5 using concrete objects, pictures, and numbers. (MM, Ch.4, Lesson 2) • SWBAT show ways to decompose or take apart 6 and 7 using concrete objects, pictures, and numbers. (MM, Ch.4, Lesson 4) • SWBAT show ways to decompose or take apart 8 and 9 using concrete objects, pictures, and numbers. (MM, Ch.4, Lesson 7) • SWBAT show ways to decompose or take apart 10 using concrete objects, pictures, and numbers. (MM, Ch.4, Lesson 9) • SWBAT model subtraction as taking away from or separating groups of objects. (MM, Ch.6, Lesson 1) • SWBAT use concrete objects to solve subtraction problems. (MM, Ch.6, Lesson 2) • SWBAT use the minus symbol (–) to show subtraction. (MM, Ch.6, Lesson 3) • SWBAT use the (=) symbol I subtraction sentences. (MM, Ch.6, Lesson 4) • SWBAT use concrete objects to show how many are left. (MM, Ch.6, Lesson 5) • SWBAT write a number sentence to solve subtraction problems. (MM, Ch.6, Lesson 6) • SWBAT act it out to solve problems. (MM, Ch.4, Lesson 5)

Position and Identifying and Describing Shapes	
FSA05 – 8 instructional days	

Common Core Standards	Objectives (SWBAT…)
Geometry *Identify and describe shapes.* • K.G.A.1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to*. • K.G.A.2 Correctly name shapes regardless of their orientations or overall size. *Analyze, compare, create, and compose shapes.*	• SWBAT use the words *above* and *below* to describe or place an object with respect to another. (MM, Ch.10, Lesson 1) • SWBAT use the words *in front of* and *behind* to describe or place an object with respect to another object. (MM, Ch.10, Lesson 2) • SWBAT use the words *next to* and *beside* to describe or place an object with respect to another object. (MM, Ch.10, Lesson 3) • SWBAT act it out to solve problems. (MM, Ch.10, Lesson 4) • SWBAT identify, name, and describe square and rectangles.

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• K.G.B.5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) ~~and drawing shapes.~~	(MM, Ch.11, Lesson 1) • SWBAT identify, name, and describe circles and triangles. (MM, Ch.11, Lesson 2) • SWBAT identify, name, and describe squares, triangles, circles, and rectangles. (MM, Ch.11, Lesson 3) • SWBAT identify, name, and describe hexagons. (MM, Ch.11, Lesson 4)

Rote Counting to 50 and Representing up to 20 Objects	
FSA06 – 8 instructional days	
Common Core Standards	**Objectives (SWBAT…)**
Counting and Cardinality *Know number names and the count sequence.* • K.CC.A.1 Count ~~to 100~~ by ones and ~~by tens.~~ • K.CC.A.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1). • K.CC.A.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). *Count to tell the number of objects.* • K.CC.B.5 Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.	• SWBAT name, recognize, count, and write the numerals 11 and 12 using concrete objects and illustrations. (MM, Ch.3, Lesson 1) • SWBAT name, recognize, count, and write the numerals 13 and 14 using concrete objects and illustrations. (MM, Ch.3, Lesson 2) • SWBAT name, recognize, count, and write the numeral 15 using concrete objects and illustrations. (MM, Ch.3, Lesson 3) • SWBAT name, recognize, count, and write the numerals 16 and 17 using concrete objects and illustrations. (MM, Ch.3, Lesson 4) • SWBAT name, recognize, count, and write the numerals 18 and 19 using concrete objects and illustrations. (MM, Ch.3, Lesson 5) • SWBAT name, recognize, count, and write the numeral 20 using concrete objects and illustrations. (MM, Ch.3, Lesson 6) • SWBAT count and recognize numerals to 50. (MM, Ch.3, Lesson 8) • SWBAT count backwards by 1s from 50.

Comparing Numbers	
FSA07 – 7 instructional days	
Common Core Standards	**Objectives (SWBAT…)**
Counting and Cardinality *Count to tell the number of objects.* • K.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality.	• SWBAT use one-to-one correspondence to determine whether groups are equal to each other. (MM, Ch.1, Lesson 6) • SWBAT use one-to-one correspondence to identify a group that is greater than another group. (MM, Ch.1, Lesson 7)

o K.CC.B.4a When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
Compare numbers.
   • K.CC.C.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.[1]
   • K.CC.C.7 Compare two numbers between 1 and 10 presented as written numerals.
	• SWBAT use one-to-one correspondence to identify a group that is lesson than another group. (MM, Ch.1, Lesson 8)
	• SWBAT use one-to-one correspondence and counting to compare groups of up to 5 and determine which group is greater than, less than, or whether the groups are equal to each other. (MM, Ch.1, Lesson 9)
	• SWBAT use one-to-one correspondence and counting to compare groups of up to 10 and determine which group is greater than, less than, or whether the groups are equal to each other. (MM, Ch.2, Lesson 8)
	• SWBAT use ordinal numbers to fifth to describe the position of an object. (MM, Ch.2, Lesson 10)
	• SWBAT use ordinal numbers to tenth to describe the position of an object. (MM, Ch.2, Lesson 11)

Measurement and Classifying Objects	
FSA08 – 12 instructional days	
Common Core Standards	**Objectives (SWBAT…)**

Measurement & Data
Describe and compare measurable attributes.
   • K.MD.A.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
   • K.MD.A.2 Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter.*
Classify objects and count the number of objects in each category.
   • K.MD.B.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.
	• SWBAT use direct comparison to compare the lengths of objects. (MM, Ch.8, Lesson 1)
	• SWBAT use direct comparison to compare the heights of objects. (MM, Ch.8, Lesson 2)
	• SWBAT guess, check, and revise to solve problems. (MM, Ch.8, Lesson 3)
	• SWBAT use direct measurement to compare objects by weight. (MM, Ch.8, Lesson 4)
	• SWBAT describe measureable attributes of single objects. (MM, Ch.8, Lesson 5)
	• SWBAT compare the capacity of two objects to determine *holds more* and *holds less*. (MM, Ch.8, Lesson 6)
	• SWBAT identify objects that are alike and objects that are different. (MM, Ch.9, Lesson 1)
	• SWBAT use logical reasoning to solve problems. (MM, Ch.9, Lesson 2)
	• SWBAT sort objects into groups by size. (MM, Ch.9, Lesson 3)
	• SWBAT sort objects into groups by shape. (MM, Ch.9, Lesson 4)

	• SWBAT sort by counting. (MM, Ch.9, Lesson 5)

Developing Foundations of Place Value	
FSA09 – 9 instructional days	
Common Core Standards	**Objectives (SWBAT...)**
Operations & Algebraic Thinking *Understand addition, and understand subtraction.* • K.OA.A.1 Represent addition and subtraction with objects, fingers, mental images, drawings[1], sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. • K.OA.A.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. • K.OA.A.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1). **Number & Operations in Base Ten** *Work with numbers 11-19 to gain foundations for place value.* • K.NBT.A.1 Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	• SWBAT compose numbers 11 to 15 using concrete objects and drawings to show a group of 10 and some more. (MM, Ch.7, Lesson 1) • SWBAT decompose numbers 11 to 15 using concrete objects and drawings to show a group of 10 and some more. (MM, Ch.7, Lesson 2) • SWBAT make a table to solve problems. (MM, Ch.7, Lesson 3) • SWBAT compose numbers 16 to 19 using concrete objects and drawings to show a group of 10 and some more. (MM, Ch.7, Lesson 4) • SWBAT decompose numbers 16 to 19 using concrete objects and drawings to show a group of 10 and some more. (MM, Ch.7, Lesson 2) • SWBAT model addition by putting groups together or adding to groups. (FOR REFERENCE: MM, Ch.5, Lesson 1) • SWBAT write a number sentence to solve and addition problem. (FOR REFERENCE: MM, Ch.5, Lesson 6) • SWBAT model subtraction as taking away from or separating groups of objects. (FOR REFERENCE: MM, Ch.6, Lesson 1) • SWBAT write a number sentence to solve subtraction problems. (FOR REFERENCE: MM, Ch.6, Lesson 6)

Composing Ten and Counting to 100	
FSA10 – 13 instructional days	
Common Core Standards	**Objectives (SWBAT...)**
Operations & Algebraic Thinking *Understand addition, and understand subtraction.* • K.OA.A.4 For any number from 1 to 9, find the number that	• SWBAT count to 100 by ones. (MM, Ch.3, Lesson 9) • SWBAT count by tens to 100. (MM, Ch.3, Lesson 10) • SWBAT count by fives to 100. • SWBAT count forward to 100 beginning from any given number.

| makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.
Counting and Cardinality
Know number names and the count sequence.
   • K.CC.A.1 Count to 100 by ones and by tens.
   • K.CC.A.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
      o number name with one and only one object.
Compare numbers.
   • K.CC.C.7 Compare two numbers between 1 and 10 presented as written numerals. | • SWBAT count backward from any given number below 100.
• SWBAT identify one more and one less for a given number 0-100.
• SWBAT solve addition problems with numbers one to nine that when added together make 10. (MM, Ch.5, Lesson 7)
• SWBAT solve for the missing addend for addition problems that have a sum of 10.
• SWBAT make ten using ten frames.
• SWBAT identify all of the combinations that make 10.
• SWBAT identify the smallest or largest number in a set using a number line.
• SWBAT compare and order two whole numbers between 1 and 10.
• SWBAT compare and order three whole numbers between 1 and 10. |

Introduction to Math Problem Solving and Demonstrating Fluency within 5	
FSA11 – 17 instructional days	
Common Core Standards	**Objectives (SWBAT…)**

Operations & Algebraic Thinking
Understand addition, and understand subtraction.
   • K.OA.A.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
   • K.OA.A.5 Fluently add and subtract within 5.
	• SWBAT fluently add and subtract within 5.
	• SWBAT solve Add To with Result Unknown problems within 10.
	• SWBAT solve Take From with Result Unknown problems within 10.
	• SWBAT solve Put Together/Take Apart with Total Unknown problems within 10.
	• SWBAT solve Put Together/Take Apart with Both Addends Unknown problems within 10.

Two- and Three-Dimensional Shapes	
FSA12 – 13 instructional days	
Common Core Standards	**Objectives (SWBAT…)**
Measurement & Data *Classify objects and count the number of objects in each category.* • K.MD.B.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.	• SWBAT compare shapes to understand patterns. (MM, Ch.11, Lesson 5) • SWBAT describe objects using the names of shapes and their relative position. (MM, Ch.11, Lesson 6) • SWBAT put shapes together to form new shapes. (MM, Ch.11,

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Geometry *Identify and describe shapes.* • K.G.A.3 Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid"). *Analyze, compare, create, and compose shapes.* • K.G.B.4 Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length). • K.G.B.5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. • K.G.B.6 Compose simple shapes to form larger shapes. *For example, "Can you join these two triangles with full sides touching to make a rectangle?"*	Lesson 7) • SWBAT use logical reasoning to solve problems. (MM, Ch.11, Lesson 8) • SWBAT identify shapes in objects, and use shapes to create new objects. (MM, Ch.11, Lesson 9) • SWBAT identify, name, and describe cube and spheres. (MM, Ch.12, Lesson 1) • SWBAT identify, name, and describe cylinders and cones. (MM, Ch.12, Lesson 2) • SWBAT analyze and compare solid shapes. (MM, Ch.12, Lesson 3) • SWBAT act it out to solve problems. (MM, Ch.12, Lesson 4) • SWBAT identify, name, and describe sold shapes in the physical world. (MM, Ch.12, Lesson 5)

Kindergarten Mathematics Curricular Map

<u>**2014-2015 Math Pacing Guide**</u>

Week & Dates	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1 8.18 – 8.22	Culture Setting Week	Culture Setting Week	Culture Setting Week	Culture Setting Week	Culture Setting Week
Week 2 8.25 - 8.29	FSA1 Instructional Block • **SWBAT understand the relationship between numbers and quantities when using objects and illustrations to count 1, 2, and 3.** (MM, Ch.1, Lesson 1)	FSA1 Instructional Block • **SWBAT understand the relationship between numbers and quantities when using objects and illustrations to count 4 and 5.** (MM, Ch.1, Lesson 3)	FSA1 Instructional Block • **SWBAT name, recognize, and count a quantity of 6 and 7 objects, illustrations and drawings.** (MM, Ch.2, Lesson 1)	FSA1 Instructional Block • **SWBAT name, recognize, and count a quantity of 8 using concrete objects, illustrations and drawings.** (MM, Ch.2, Lesson 2)	FSA1 Instructional Block **SWBAT name, recognize, and count a quantity of 9 using concrete objects and motions.** (MM, Ch.2, Lesson 4)
Week 3 9.1 – 9.5	No School	FSA1 Instructional Block • **SWBAT name, recognize, and count a quantity of 10 using concrete objects.** (MM, Ch.2, Lesson 5)	FSA1 Instructional Block • **SWBAT count and recognize numerals to 10.**	FSA1 Instructional Block • **SWBAT count and recognize numerals to 20.**	Math FSA1
Week 4 9.8 – 9.12	FSA2 Instructional Block • **SWBAT recognize and write the numerals 1, 2, and 3 and represent a number of objects with a written numeral.** (MM, Ch.1, Lesson 2)	FSA2 Instructional Block • **SWBAT recognize and write the numerals 4 and 5 and represent a number of objects with a written numeral.** (MM, Ch.1, Lesson 4)	FSA2 Instructional Block • **SWBAT recognize and write the numeral 0.** (MM, Ch.1, Lesson 5)	FSA2 Instructional Block • **SWBAT recognize and write the numerals 6, 7, and 8 and represent a number of objects with a written numeral.** (MM, Ch.2, Lesson 3)	FSA2 Instructional Block • **SWBAT recognize and write the numerals 9 and 10 and represent a number of objects with a written numeral.** (MM, Ch.2, Lesson 6)
Week 5 9.15 – 9. 19	FSA2 Instructional Block • **SWBAT identify numbers from 1 to**	FSA2 Instructional Block • **SWBAT use "one more" to identify a**	FSA2 Instructional Block • **SWBAT draw a diagram to solve**	FSA2 Instructional Block • **SWBAT act it out to solve problems.**	Math FSA2

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Week & Dates	Monday	Tuesday	Wednesday	Thursday	Friday
	5 in sequence understanding that each successive number name is referring to an amount that is one larger. (MM, Ch.1, Lesson 10)	**number that is one larger using numbers to 10.** (MM, Ch.2, Lesson 9)	**problems.** (MM, Ch.1, Lesson 11)	(MM, Ch.2, Lesson 7)	
Week 6 9.22 – 9.26	FSA3A Instructional Block • **SWBAT show ways to compose or make 4 and 5 using concrete objects, drawings, and numbers.** (MM, Ch.4, Lesson 1)	FSA3A Instructional Block • **SWBAT show ways to compose or make 6 and 7 using concrete objects, drawings, and numbers.** (MM, Ch.4, Lesson 3)	FSA3A Instructional Block • **SWBAT show ways to compose or make 8 and 9 using concrete objects, drawings, and numbers.** (MM, Ch.4, Lesson 6)	FSA3A Instructional Block • **SWBAT show ways to compose or make 10 using concrete objects, drawings, and numbers.** (MM, Ch.4, Lesson 8)	FSA3A Instructional Block • **SWBAT model addition by putting groups together or adding to groups.** (MM, Ch.5, Lesson 1)
Week 7 9.29 – 10.3	FSA3A Instructional Block • **SWBAT use concrete objects to represent and solve addition problems.** (MM, Ch.5, Lesson 2)	FSA3A Instructional Block • **SWBAT use the plus symbol (+) to show addition.** (MM, Ch.5, Lesson 3)	FSA3A Instructional Block • **SWBAT use the equals (=) symbol in addition sentences.** (MM, Ch.5, Lesson 4)	FSA3A Instructional Block • **SWBAT use concrete objects to show how many in all.** (MM, Ch.5, Lesson 5)	FSA3A Instructional Block • **SWBAT write a number sentence to solve problems.** (MM, Ch.5, Lesson 6)
Week 8 10.6 – 10.10	No School	FSA3A Instructional Block • **SWBAT write a number sentence to solve problems.** (MM, Ch.5, Lesson 6)	Reteach/Review Day	Math Benchmark #1	FSA3B Instructional Block • **SWBAT show ways to decompose or take apart 4 and 5 using concrete objects, pictures, and numbers.** (MM, Ch.4, Lesson 2)

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Week & Dates	Monday	Tuesday	Wednesday	Thursday	Friday
Week 9 10.13 – 10.17	No School	FSA3B Instructional Block • **SWBAT show ways to decompose or take apart 6 and 7 using concrete objects, pictures, and numbers.** (MM, Ch.4, Lesson 4)	FSA3B Instructional Block • **SWBAT show ways to decompose or take apart 8 and 9 using concrete objects, pictures, and numbers.** (MM, Ch.4, Lesson 7)	FSA3B Instructional Block • **SWBAT show ways to decompose or take apart 10 using concrete objects, pictures, and numbers.** (MM, Ch.4, Lesson 9)	FSA3B Instructional Block **SWBAT model subtraction as taking away from or separating groups of objects.** (MM, Ch.6, Lesson
Week 10 10.20 – 10.24	Benchmark Reteach	Benchmark Reteach	Benchmark Reteach	Benchmark Reteach	Math Benchmark #1 Retest
Week 11 10.27 – 10.31	FSA3B Instructional Block • **SWBAT use concrete objects to solve subtraction problems.** (MM, Ch.6, Lesson 2) •	FSA3B Instructional Block • **SWBAT use the minus symbol (–) to show subtraction.** (MM, Ch.6, Lesson 3)	FSA3B Instructional Block • **SWBAT use the (=) symbol I subtraction sentences.** (MM, Ch.6, Lesson 4)	Fall Literacy Festival	No School
Week 12 11.3 – 11.7	FSA3B Instructional Block **SWBAT use concrete objects to show how many are left.** (MM, Ch.6, Lesson 5)	FSA3B Instructional Block • **SWBAT write a number sentence to solve subtraction problems**. (MM, Ch.6, Lesson 6)	FSA3B Instructional Block • **SWBAT act it out to solve problems.** (MM, Ch.4, Lesson 5)	Reteach/Review Day	Math FSA3B
Week 13 11.10 – 11.14	FSA4 Instructional Block • **SWBAT use the words *above* and *below* to describe or place an object with respect to another.** (MM, Ch.10, Lesson 1)	No School	FSA4 Instructional Block • **SWBAT use the words *in front of* and *behind* to describe or place an object with respect to another object.** (MM, Ch.10, Lesson 2)	FSA4 Instructional Block • **SWBAT use the words *next to* and *beside* to describe or place an object with respect to another object.** (MM, Ch.10, Lesson 3)	FSA4 Instructional Block **SWBAT act it out to solve problems.** (MM, Ch.10, Lesson 4)

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Week & Dates	Monday	Tuesday	Wednesday	Thursday	Friday
Week 14 11.17 – 11.21	FSA4 Instructional Block • **SWBAT identify, name, and describe square and rectangles.** (MM, Ch.11, Lesson 1)	FSA4 Instructional Block **SWBAT identify, name, and describe circles and triangles.** (MM, Ch.11, Lesson 2)	FSA4 Instructional Block • **SWBAT identify, name, and describe squares, triangles, circles, and rectangles.** (MM, Ch.11, Lesson 3)	FSA4 Instructional Block • **SWBAT identify, name, and describe hexagons.** (MM, Ch.11, Lesson 4)	Math FSA4
Week 15 11.24 – 11.28	FSA5A Instructional Block • **SWBAT name, recognize, count, and write the numerals 11 and 12 using concrete objects and illustrations.** (MM, Ch.3, Lesson 1)	Fall Feast	No School	No School	No School
Week 16 12.1 – 12.5	FSA5A Instructional Block • **SWBAT name, recognize, count, and write the numerals 13 and 14 using concrete objects and illustrations.** (MM, Ch.3, Lesson 2) •	FSA5A Instructional Block • **SWBAT name, recognize, count, and write the numeral 15 using concrete objects and illustrations.** (MM, Ch.3, Lesson 3) •	FSA5A Instructional Block • **SWBAT name, recognize, count, and write the numerals 16 and 17 using concrete objects and illustrations.** (MM, Ch.3, Lesson 4) •	FSA5A Instructional Block • **SWBAT name, recognize, count, and write the numerals 18 and 19 using concrete objects and illustrations.** (MM, Ch.3, Lesson 5) •	K-2 Project Growth – Alternate Excellence Schedule
Week 17 12.8 – 12.12	FSA5A Instructional Block • **SWBAT name, recognize, count, and write the numeral 20 using concrete objects and illustrations.** (MM, Ch.3, Lesson	FSA5A Instructional Block **SWBAT count and recognize numerals to 50.** (MM, Ch.3, Lesson 8)	FSA5A Instructional Block **SWBAT count backwards by 1s from 50.**	Reteach/Review Day	Reteach/Review Day

Kindergarten Mathematics Curricular Map

Week & Dates	Monday	Tuesday	Wednesday	Thursday	Friday
	6)				
Week 18 12.15 – 12.19	Benchmark Reteach/Review Day	Math Benchmark #2	Flex Day	Winter Wonderfest - Alternate Excellence Schedule	Flex Day
Week 19 1.5 – 1.9	No School	FSA5B Instructional Block • **SWBAT use one-to-one correspondence to determine whether groups are equal to each other.** (MM, Ch.1, Lesson 6)	FSA5B Instructional Block • **SWBAT use one-to-one correspondence to identify a group that is greater than another group.** (MM, Ch.1, Lesson 7)	FSA5B Instructional Block • **SWBAT use one-to-one correspondence to identify a group that is less than another group.** (MM, Ch.1, Lesson 8) •	FSA5B Instructional Block • **SWBAT use one-to-one correspondence and counting to compare groups of up to 5 and determine which group is greater than, less than, or whether the groups are equal to each other.** (MM, Ch.1, Lesson 9)
Week 20 1.12 – 1.16	Benchmark Reteach	Benchmark Reteach	Benchmark Reteach	Benchmark Reteach	Benchmark Reteach
Week 21 1.19 – 1.23	No School	Math Benchmark #2 Retest	FSA5B Instructional Block • **SWBAT use one-to-one correspondence to identify a group that is greater than another group.** (MM, Ch.1, Lesson 7)	FSA5B Instructional Block • **SWBAT use one-to-one correspondence to identify a group that is less than another group.** (MM, Ch.1, Lesson 8)	FSA5B Instructional Block • **SWBAT use one-to-one correspondence and counting to compare groups of up to 5 and determine which group is greater than, less than, or whether the groups are equal to each other.**

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Week & Dates	Monday	Tuesday	Wednesday	Thursday	Friday
					(MM, Ch.1, Lesson 9)
Week 22 1.26 – 1.30	FSA5B Instructional Block • **SWBAT use one-to-one correspondence and counting to compare groups of up to 10 and determine which group is greater than, less than, or whether the groups are equal to each other.** (MM, Ch.2, Lesson 8)	FSA5B Instructional Block • **SWBAT use ordinal numbers to fifth to describe the position of an object.** (MM, Ch.2, Lesson 10)	FSA5B Instructional Block • **SWBAT use ordinal numbers to tenth to describe the position of an object.** (MM, Ch.2, Lesson 11)	Math FSA5B	No School
Week 23 2.2 – 2.6	FSA6 Instructional Block • **SWBAT use direct comparison to compare the lengths of objects.** (MM, Ch.8, Lesson 1)	FSA6 Instructional Block • **SWBAT use direct comparison to compare the heights of objects.** (MM, Ch.8, Lesson 2)	FSA6 Instructional Block • **SWBAT guess, check, and revise to solve problems.** (MM, Ch.8, Lesson 3)	100th Day – Alternate Excellence Schedule Wed Career Day	Flex Day
Week 24 2.9 – 2.13	FSA6 Instructional Block **SWBAT identify objects that are alike and different.** (MM, Ch. 9, Lesson 1)	FSA6 Instructional Block **SWBAT use direct measurement to compare objects by weight.** (MM, Ch.8, Lesson 4)	FSA6 Instructional Block • **SWBAT describe measureable attributes of single objects.** (MM, Ch.8, Lesson 5)	FSA6 Instructional Block • **SWBAT compare the capacity of two objects to determine *holds more* and *holds less*.** (MM, Ch.8, Lesson 6)	FSA6 Instructional Block **SWBAT use logical reasoning to solve problems.** (MM, Ch.9, Lesson 2)
Week 25 2.16 – 2.20	No School President's Day	FSA6 Instructional Block • **SWBAT sort objects into groups by**	FSA6 Instructional Block • **SWBAT sort objects into groups by**	FSA6 Instructional Block • **SWBAT sort by counting.** (MM,	Math FSA6

Kindergarten Mathematics Curricular Map

Week & Dates	Monday	Tuesday	Wednesday	Thursday	Friday
		size. (MM, Ch.9, Lesson 3)	shape. (MM, Ch.9, Lesson 4)	Ch.9, Lesson 5)	
Week 26 2.23 – 2.27	FSA7 Instructional Block **SWBAT compose numbers 11 to 15 using concrete objects and drawings to show a group of 10 and some more.** (MM, Ch.7, Lesson 1)	FSA7 Instructional Block **SWBAT decompose numbers 11 to 15 using concrete objects and drawings to show a group of 10 and some more.** (MM, Ch.7, Lesson 2)	FSA7 Instructional Block **SWBAT make a table to solve problems.** (MM, Ch.7, Lesson 3)	FSA7 Instructional Block **SWBAT compose numbers 16 to 19 using concrete objects and drawings to show a group of 10 and some more.** (MM, Ch.7, Lesson 4)	FSA7 Instructional Block **SWBAT decompose numbers 16 to 19 using concrete objects and drawings to show a group of 10 and some more.** (MM, Ch.7, Lesson 5)
Week 27 3.2 – 3.6	FSA7 Instructional Block • **SWBAT model addition by putting groups together or adding to groups.** (FOR REFERENCE: MM, Ch.5, Lesson 1)	FSA7 Instructional Block • **SWBAT write a number sentence to solve and addition problem.** (FOR REFERENCE: MM, Ch.5, Lesson 6) •	FSA7 Instructional Block • **SWBAT model subtraction as taking away from or separating groups of objects.** (FOR REFERENCE: MM, Ch.6, Lesson 1)	FSA9 Instructional Block • **SWBAT write a number sentence to solve subtraction problems.** (FOR REFERENCE: MM, Ch.6, Lesson 6)	Math FSA07 • Read Across America – Alternate Excellence Schedule
Week 28 3.9 – 3.13	Reteach Week	Reteach Week	Reteach Week	Reteach Week	Reteach Week
Week 29 3.16 – 3.20	FSA10 Instructional Block • **SWBAT count to 100 by ones.** (MM, Ch.3, Lesson 9)	FSA10 Instructional Block • **SWBAT count by tens to 100.** (MM, Ch.3, Lesson 10)	FSA10 Instructional Block • **SWBAT count by fives to 100.**	FSA10 Instructional Block • **SWBAT count forward to 100 beginning from any given number.**	FSA10 Instructional Block • **SWBAT count backward from any given number below 100.**
Week 30 3.23 – 3.27	FSA10 Instructional Block • **SWBAT identify one more and one less for a given number 0-100.**	FSA10 Instructional Block • **SWBAT make ten using ten frames.**	FSA10 Instructional Block • **SWBAT solve addition problems with numbers one to nine that when added together make 10.** (MM,	FSA10 Instructional Block • **SWBAT solve for the missing addend for addition problems that have a sum of 10.**	No School

Kindergarten Mathematics Curricular Map

Week & Dates	Monday	Tuesday	Wednesday	Thursday	Friday
			Ch.5, Lesson 7)		
Week 31 3.30 – 4.3	FSA10 Instructional Block **SWBAT identify all of the combinations that make 10.**	FSA10 Instructional Block **SWBAT identify the smallest or largest number in a set using a number line.**	FSA10 Instructional Block **SWBAT compare and order two whole numbers between 1 and 10.**	FSA10 Instructional Block **SWBAT compare and order three whole numbers between 1 and 10.**	Math FSA10
Week 32 4.13 – 4.17	FSA11 Instructional Block **SWBAT fluently add and subtract within 5.**	FSA11 Instructional Block **SWBAT solve Add To with Result Unknown problems within 10.**	FSA11 Instructional Block **SWBAT solve Add To with Result Unknown problems within 10.**	FSA11 Instructional Block **SWBAT solve Add To with Result Unknown problems within 10.**	FSA11 Instructional Block **SWBAT solve Add To with Result Unknown problems within 10.**
Week 33 4.20 – 4.24	No School	FSA11 Instructional Block **SWBAT solve Take From with Result Unknown problems within 10.**	FSA11 Instructional Block **SWBAT solve Take From with Result Unknown problems within 10.**	FSA11 Instructional Block **SWBAT solve Take From with Result Unknown problems within 10.**	FSA11 Instructional Block **SWBAT solve Take From with Result Unknown problems within 10.**
Week 34 4.27 – 5.1	Reteach/Review Day	Math Benchmark #4	FSA11 Instructional Block **SWBAT solve Put Together/Take Apart with Total Unknown problems within 10.**	FSA11 Instructional Block **SWBAT solve Put Together/Take Apart with Total Unknown problems within 10.**	FSA11 Instructional Block **SWBAT solve Put Together/Take Apart with Total Unknown problems within 10.**
Week 35 5.4 – 5.8	FSA11 Instructional Block **SWBAT solve Put Together/Take Apart with Both Addends Unknown problems within 10.**	FSA11 Instructional Block **SWBAT solve Put Together/Take Apart with Both Addends Unknown problems within 10.**	FSA11 Instructional Block **SWBAT solve Put Together/Take Apart with Both Addends Unknown problems within 10.**	FSA11 Instructional Block **SWBAT solve Put Together/Take Apart with Both Addends Unknown problems within 10.**	Math FSA11
Week 36 5.11 – 5.15	Reteach Week	Reteach Week	Reteach Week	Reteach Week	Benchmark Retesting

Kindergarten Mathematics Curricular Map

Week & Dates	Monday	Tuesday	Wednesday	Thursday	Friday
Week 37 5.18 – 5.22	FSA12 Instructional Block • **SWBAT compare shapes to understand patterns.** (MM, Ch.11, Lesson 5)	FSA12 Instructional Block • **SWBAT describe objects using the names of shapes and their relative position.** (MM, Ch.11, Lesson 6)	FSA12 Instructional Block • **SWBAT put shapes together to form new shapes.** (MM, Ch.11, Lesson 7)	FSA12 Instructional Block • **SWBAT use logical reasoning to solve problems.** (MM, Ch.11, Lesson 8)	FSA12 Instructional Block • **SWBAT identify shapes in objects, and use shapes to create new objects.** (MM, Ch.11, Lesson 9)
Week 38 5.25 – 5.29	No School	FSA12 Instructional Block • **SWBAT identify, name, and describe cube and spheres.** (MM, Ch.12, Lesson 1)	FSA12 Instructional Block • **SWBAT identify, name, and describe cylinders and cones.** (MM, Ch.12, Lesson 2)	FSA12 Instructional Block • **SWBAT analyze and compare solid shapes.** (MM, Ch.12, Lesson 3)	FSA12 Instructional Block • **SWBAT act it out to solve problems.** (MM, Ch.12, Lesson 4)
Week 39 6.1 – 6.5	FSA12 Instructional Block • **SWBAT identify, name, and describe sold shapes in the physical world.** (MM, Ch.12, Lesson 5)	EOY Math Project Day	EOY Math Project Da	EOY Math Project Day	Math FSA12
Week 40 6.8 – 6.12	MAP Testing	MAP Testing	MAP Testing	EOY Activities	EOY Activities
Week 41 6.15 – 6.19	EOY Field Trips	Field Day – Alternate Excellence Schedule	Final Day		

Unit Plan: FSA#07
Kindergarten

Instructional Block Title	FSA07: Developing Foundations of Place Value
Length (# of Instructional Days)	9 instructional days
FSA Date	Friday, March 6
Next Instructional Block Title	FSA08A: Composing 10 and Counting to 100

Common Core State Standards	Objectives
Operations & Algebraic Thinking *Understand addition, and understand subtraction.* - K.OA.A.1 Represent addition and subtraction with objects, fingers, mental images, drawings[1], sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. - K.OA.A.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. - K.OA.A.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1). **Number & Operations in Base Ten** *Work with numbers 11-19 to gain foundations for place value.* - K.NBT.A.1 Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	- SWBAT compose numbers 11 to 15 using concrete objects and drawings to show a group of 10 and some more. (MM, Ch.7, Lesson 1) - SWBAT decompose numbers 11 to 15 using concrete objects and drawings to show a group of 10 and some more. (MM, Ch.7, Lesson 2) - SWBAT make a table to solve problems. (MM, Ch.7, Lesson 3) - SWBAT compose numbers 16 to 19 using concrete objects and drawings to show a group of 10 and some more. (MM, Ch.7, Lesson 4) - SWBAT decompose numbers 16 to 19 using concrete objects and drawings to show a group of 10 and some more. (MM, Ch.7, Lesson 2) - SWBAT model addition by putting groups together or adding to groups. (FOR REFERENCE: MM, Ch.5, Lesson 1) - SWBAT write a number sentence to solve and addition problem. (FOR REFERENCE: MM, Ch.5, Lesson 6) - SWBAT model subtraction as taking away from or separating groups of objects. (FOR REFERENCE: MM, Ch.6, Lesson 1) - SWBAT write a number sentence to solve subtraction problems. (FOR REFERENCE: MM, Ch.6, Lesson 6)

Connections to Previously Taught Content
- Composing numbers 1-10   - Decomposing numbers 1-10   - Modeling addition and subtraction   - Writing addition and subtraction number sentences   - Using strategies to solve computation problems (manipulatives, drawings)

Connections to Content Coming Up
General   - This FSA builds on foundational number sense skills and will give students the ability to work with larger numbers past ten.   - The ability to compose and decompose larger numbers will help students with upcoming FSAs, addition and subtraction.   **FSA10: Composing 10 and Counting to 100**   - Students will be counting objects and pictures up to 19, improving rote-counting skills.   - Ten-frames are tools used in both FSAs.   - The skill of composing numbers will continue to be a focus.

Unit Plan: FSA#07
Kindergarten

Key Vocabulary Terms and Definitions			
Eleven	a count of 11 objects	**Join**	groups coming together
Twelve	a count of 12 objects	**In All**	a count of the total amount
Thirteen	a count of 13 objects	**Add**	putting groups or numbers together
Fourteen	a count of 14 objects	**Plus Sign**	the symbol used in an addition problem
Fifteen	a count of 15 objects	**Number Sentence**	a sentence using numbers to show the answer of an addition or subtraction problem
Sixteen	a count of 16 objects	**Are Left**	the amount of objects that remaining
Seventeen	a count of 17 objects	**Take Away**	the act of removing objects
Eighteen	a count of 18 objects	**Subtract**	removing parts of a group
Nineteen	a count of 19 objects	**Minus Sign**	the symbol used in a subtraction problem
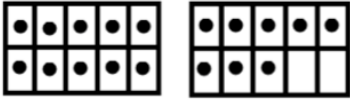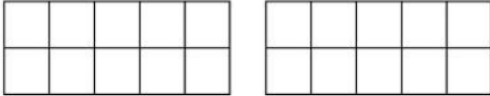
Calendar of Objectives:

	February 23	February 24	February 25	February 26	February 27
Week 26	• **SWBAT compose numbers 11 to 15 using concrete objects and drawings to show a group of 10 and some more.** (MM, Ch.7, Lesson 1)	• **SWBAT decompose numbers 11 to 15 using concrete objects and drawings to show a group of 10 and some more.** (MM, Ch.7, Lesson 2)	• **SWBAT make a table to solve problems.** (MM, Ch.7, Lesson 3)	• **SWBAT compose numbers 16 to 19 using concrete objects and drawings to show a group of 10 and some more.** (MM, Ch.7, Lesson 4)	• **SWBAT decompose numbers 16 to 19 using concrete objects and drawings to show a group of 10 and some more.** (MM, Ch.7, Lesson 5)
	March 2	March 3	March 4	March 5	March 6
Week 27	• **SWBAT model addition by putting groups together or adding to groups.** (FOR REFERENCE: MM, Ch.5, Lesson 1)	• **SWBAT write a number sentence to solve and addition problem.** (FOR REFERENCE: MM, Ch.5, Lesson 6)	• **SWBAT model subtraction as taking away from or separating groups of objects.** (FOR REFERENCE: MM, Ch.6, Lesson 1)	• **SWBAT write a number sentence to solve subtraction problems.** (FOR REFERENCE: MM, Ch.6, Lesson 6)	Math FSA07

Read Across America Day – Alternate Excellence Schedule |

Teacher Notes

Kindergarten Grade Math Lesson Plan
FSA07 – Developing Foundations of Place Value
Lesson Title: Make Numbers 11 to 15
Date: Monday, February 23, 2015

Planning Connections		
Lesson Objective	**SWBAT compose numbers 11 to 15 using concrete objects and drawings to show a group of 10 and some more**. (MM, Ch.7, Lesson 1)	
Common Core State Standard (CCSS)	K.NBT.A.1 Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	
Vocabulary	Eleven	Twelve	Thirteen	Fourteen	Fifteen
Materials	**Teacher** • Worthy Task and Example Problem • Vocabulary Cards • Two Ten-Frames in sheet protector • Dry erase marker, eraser • P. 445-446	**Student** • Two Ten-Frames in sheet protector, dry erase marker, eraser • P. 445-446 • Pencil • Exit Ticket	
Aligned Assessment Question from FSA		

Teacher Preparation
✓ Teacher has read and annotated the lesson before delivering content
✓ Hands-on materials are prepared and ready for distribution
✓ KIPPster materials are copied and ready for distribution

Teacher Notes:

•

•

Possible Misconceptions
• Students may show numbers 11 to 15 as combinations other than 10 and some more.

What are the key concepts of this lesson?	How might a KIPPster articulate the concept?
• Numbers 11-15 are composed of 1 group of ten or ten ones and some more ones	• 10 and 1 is eleven. • 10 and 2 is twelve. • Thirteen is 1 group of ten and 3 ones. • Fourteen is 1 group of ten and 4 ones. • Fifteen is 1 group of ten and 5 ones.

Kindergarten Grade Math Lesson Plan
FSA07 – Developing Foundations of Place Value
Lesson Title: Make Numbers 11 to 15
Date: Monday, February 23, 2015

Lesson Plan

Worthy Task (5-8 minutes)
- Teacher introduces worthy task to KIPPsters
- KIPPsters complete worthy task
- Teacher circulates to find examples
- KIPPsters explain strategy used

1. T launches lesson by setting behavior expectations.

Worthy Task: Coach Spells is cleaning up basketballs. There were some basketballs on one side of the gym and some sides on the other side of the gym. How can you describe how many basketballs?

2. Before KIPPsters solve T asks the following questions.
    o What do you know after reading this situation?
    o What do you need to do?

3. T circulates rug listening for the following descriptions.
    o Description #1: There are 10 and there are 3 basketballs.
    o Description #2: There are 13 basketballs.

Note: If you hear these explanations happening as you circulate, you can ask these questions.

Potential Error #1: There are 9 and 2 basketballs.	Use this Question: Does the number you said match the picture? Did you count twice?

4. After some talk time, T asks specific students (in this order) using the following questions to guide discussion:
    o How many basketballs on this side of the gym?
    o How many basketballs on the other side?
    o How can you describe how many in all?
    o What number did you make?
    o How did you make that number?
5. Lead into Guided Practice: Let's keep making numbers and listen to this story!
    o

Guided Practice (8-10 minutes)
- Teacher guides KIPPsters through scaffolded practice and checks for whole class understanding after every problem using CFUs.
- **ALL** KIPPsters do work, either on paper, on whiteboards, or in their heads.
- All KIPPsters show their answers on their hands, papers or whiteboards.
- KIPPsters fix answers that are incorrect and can explain why an answer is incorrect.
- Teacher introduces objective and gives rationale for why it is important to KIPPsters.
- KIPPsters tell the aim to a partner.
- By the end of the lesson, when asked, KIPPsters can explain the importance of today's lesson.
- KIPPsters have opportunity to use new vocabulary throughout the lesson.

Example Problem: The math center was cleaning up cubes. There were some cubes on one side of the table and some on the other side. Look at the picture. How can you describe how many?

Background Knowledge	Key Information
- Playing at the math center - Counting cubes - Describing numbers 11 to 19 as 1 group of ten and	- The math center was cleaning up - There were 15 cubes on the table

some extra ones	

- "I'm going to read the problem two times. Listen to the problem and look at the picture."
    - o T reads sample problem. Problem should be written on board, on chart paper, or projected.
- "Take 15 seconds to think about the problem. When I say go, turn to a friend and tell them what happened in the story."
    - o T circulates to hear student responses. T pushes students to say more if necessary.
- "Let's talk about the story."
    - o T calls on students until key information is discussed.

Heavy Lift #1: There are 15 cubes on the table.
Q: How many cubes are on the table?
A: There are 15 cubes on the table.

Heavy Lift #2: The amount can be described in a different way.
Q: Can we say anything else besides 15 to describe how many cubes?
A: Yes, we can describe it in a different way.

Heavy Lift #3: 15 is 10 and 5.
Q: How else can you describe how many?
A: There are 10 cubes and 5 cubes.
Q: How can we label the groups?
A: You can write 10 by the first group and 5 by the next group.

Check for Understanding: Cross off two cubes from group of 5
Q: Two cubes were put away. How could you describe the amount now? How else can you describe the amount?
A: There are 13 cubes now. There are 10 cubes and 3 cubes.

T passes out two-ten frames in sheet protector with marker and eraser.
- o "We can show how many cubes were on the table by using two ten-frames."
- o "Draw circles or dots to show 15."
- o "How can we label the groups?"
- o "We can describe 10 ones and 5 ones as 15!"
- o Repeat with 12, 14, and 11.

Independent Practice (10-12 minutes)
- When necessary, teacher pulls a small group of struggling KIPPsters.
- Teacher scans class to be sure everyone is on task.
- KIPPsters work independently to complete work.
- KIPPster show all their work and are able to verbally explain how they arrived at their answers, when asked.

1. T passes out P. 445-446 and pencil to S.
2. T displays P. 445 on board.
3. T reads instructions.
4. S complete work at Level 0.
5. T circulates and gives feedback as necessary.
6. Possible Mistakes:
    a. Creating incorrect groups
    b. Writing numbers incorrectly

Kindergarten Grade Math Lesson Plan
FSA07 – Developing Foundations of Place Value
Lesson Title: Make Numbers 11 to 15
Date: Monday, February 23, 2015

Closing (2-3 minutes)
- Teacher asks KIPPsters what they learned today.
- All KIPPsters share what they learned.
- KIPPsters are able to articulate the objective, use the vocabulary, and explain the importance of the lesson.

1. T collects IP.
2. T asks, "What did you practice/learn today?"
3. S raise quiet hand, "I made numbers 11-15. I learned that they are 10 and a few more."

Exit Ticket (2-3 minutes)
- Teacher checks work at the close of the math lesson.
- KIPPsters work on exit tickets.
- KIPPsters read until class is ready to move on.

1. T explains that the exit ticket is just like the work we just did.
2. T reinforces exit ticket expectations:
    a. Level 0
    b. Eyes on own paper
    c. Do all work
    d. Sit in SLANT when finished
3. S write name on exit ticket and complete work independently.
4. S work at Level 0 and sit quietly when finished.

Appendix 2.3.b.1.iv

K

Art Curricular Materials

Kindergarten Art Curricular Map

Team:			
Time Frame: 36 Weeks (August 19th – June 6th)			
Q1 Standards	**Q1 Objectives**	**Q2 Standards**	**Q2 Objectives**
• glean information from the environment, using the five senses; and • identify colors, textures, forms, and subjects in the environment. • create artworks, using a variety of colors, forms, and lines; • arrange forms intuitively to create artworks; and • develop manipulative skills when drawing, painting, printmaking, and constructing artworks, using a variety of materials. • identify simple subjects expressed in artworks; • share ideas about personal artworks and the work of others, demonstrating respect for differing opinions; and • relate art to everyday life. • express ideas about personal artworks; and • express ideas about original artworks, portfolios, and exhibitions by peers and artists.	• SWBAT identify straight and curved lines. • SWBAT create straight and curved lines. • SWBAT identify a square, triangle, circle, oval, rectangle and octagon. • SWBAT state why artists use lines in their artwork. • SWBAT create a square, triangle, circle, oval, rectangle and octagon. • SWBAT use lines in order to make shapes. • SWBAT use lines and shapes in order to create original compositions. • SWBAT identify and distinguish between 2D and 3D forms. • SWBAT create 3D forms.	• glean information from the environment, using the five senses; and • identify colors, textures, forms, and subjects in the environment. • create artworks, using a variety of colors, forms, and lines; • arrange forms intuitively to create artworks; and • develop manipulative skills when drawing, painting, printmaking, and constructing artworks, using a variety of materials. • identify simple subjects expressed in artworks; • share ideas about personal artworks and the work of others, demonstrating respect for differing opinions; and • relate art to everyday life. • express ideas about personal artworks; and • express ideas about original artworks, portfolios, and exhibitions by peers and artists.	• SWBAT identify the colors red, yellow, blue, green, purple and orange. • SWBAT identify primary colors. • SWBAT identify secondary colors. • SWBAT state why artists use colors in their artwork. • SWBAT use primary colors to create secondary colors by mixing them together. • SWBAT state which primary color combinations create which secondary colors. • SWBAT utilize primary and create secondary colors in order to create an original composition.

Kindergarten Art Curricular Map

Q3 Standards	Q3 Objectives	Q4 Standards	Q4 Objectives
• glean information from the environment, using the five senses; and • identify colors, textures, forms, and subjects in the environment. • create artworks, using a variety of colors, forms, and lines; • arrange forms intuitively to create artworks; and • develop manipulative skills when drawing, painting, printmaking, and constructing artworks, using a variety of materials. • identify simple subjects expressed in artworks; • share ideas about personal artworks and the work of others, demonstrating respect for differing opinions; and • relate art to everyday life. express ideas about personal artworks; and express ideas about original artworks, portfolios, and exhibitions by peers and artists.	• SWBAT identify a shade and tint. • SWBAT state how to create a shade and tint. • SWBAT state why artists use tints and shades in their artwork. • SWBAT create shades and tints of primary and secondary colors. • SWBAT utilize tints and shades in creating an original composition.	• glean information from the environment, using the five senses; and • identify colors, textures, forms, and subjects in the environment. • create artworks, using a variety of colors, forms, and lines; • arrange forms intuitively to create artworks; and • develop manipulative skills when drawing, painting, printmaking, and constructing artworks, using a variety of materials. • identify simple subjects expressed in artworks; • share ideas about personal artworks and the work of others, demonstrating respect for differing opinions; and • relate art to everyday life. • express ideas about personal artworks; and • express ideas about original artworks, portfolios, and exhibitions by peers and artists.	• SWBAT use their sense of touch to determine textures in artworks. • SWBAT use their sense of sight to determine texture in art based on visual characteristics. • SWBAT determine why artists use different textures in artwork. • SWBAT use a variety of mediums in order to create textures. • SWBAT use a variety of mediums in order to create a variety of textures in an original composition.

Kindergarten Art Curricular Map

Sequencing Content Descriptions and Resources		
Week 1 8/19-8/23		
	Enduring Understandings	• Rules must be followed in the art room in order for us to make art safely. • If rules are not followed we do not have the privilege of making art.
	Essential Questions	• What are the rules in the art room? • Why must we follow rules in the art room? • What happens if I don't follow rules in the art room?
	Weekly Objectives:	• SWBAT follow art room routines and procedures. • SWBAT recite the art attention signal.
Week 2 8/26-8/30		
	Enduring Understandings	• Art is expression of emotion. • Art can be created with pencil, markers, crayons, paint, etc. • Everyone can make art and there is no right answer in art.
	Essential Questions	• What is art? • How can I make art? • What if I'm not good at art?
	Weekly Objectives	• SWBAT explain what art is. • SWBAT identify art in a read aloud. • SWBAT state why art is important to being a leader.
Week 3 9/2-9/6		
	Enduring Understandings	• Lines connect dots. • Lines can be straight or curved. • Lines are everywhere.
	Essential Questions	• What is a line? • How can I make a line? • What are the different kinds of lines?
	Weekly Objectives	• SWBAT identify straight and curved lines. • SWBAT state why artists use lines in their artwork. • SWBAT create straight and curved lines.

Kindergarten Art Curricular Map

Week 4 **9/9 -9/13**	*Enduring Understandings*	• Lines connect dots. • Lines can be straight or curved. • Lines are everywhere. • Artists use lines to make shapes.
	Essential Questions	• What is a line? • How can I make a line? • What are the different kinds of lines? • Why do artists make lines?
	Weekly Objectives	• SWBAT identify straight and curved lines. • SWBAT state why artists use lines in their artwork. • SWBAT create straight and curved lines.
Week 5 **9/13-9/20**	*Enduring Understandings*	• Shapes are made with lines. • There are many different kinds of shapes made by lines.
	Essential Questions	• What is a circle (other shapes)? • What kinds of lines do I use to make a circle (other kinds of shapes)?
	Weekly Objectives	• SWBAT create a square, triangle, circle, oval, rectangle and octagon. • SWBAT use lines in order to make shapes.
Week 6 **9/23 -9/27**	*Enduring Understandings*	• Shapes are made with lines. • There are many different kinds of shapes made by lines.
	Essential Questions	• What is a circle (other shapes)? • What kinds of lines do I use to make a circle (other kinds of shapes)?
	Weekly Objectives	• SWBAT create a square, triangle, circle, oval, rectangle and octagon. • SWBAT use lines in order to make shapes. • SWBAT use lines and shapes in order to create original compositions.
Week 7 **9/30-10/4**	*Enduring Understandings*	• Shapes can be 2D or 3D. • 2D shapes are flat.

Kindergarten Art Curricular Map

		• 3D shapes are not flat.
	Essential Questions	• What is a shape? • Which shape is 2D? 3D? • How can we make 3D shapes?
	Weekly Objectives	• SWBAT use lines and shapes in order to create original compositions. • SWBAT identify and distinguish between 2D and 3D forms. • SWBAT create 3D forms.
Week 8 10/7-10/11		
	Enduring Understandings	• Shapes can be 2D or 3D. • 2D shapes are flat. • 3D shapes are not flat.
	Essential Questions	• What is a shape? • Which shape is 2D? 3D? • How can we make 3D shapes?
	Weekly Objectives	• SWBAT use their knowledge of lines and shapes to create an original work of art.
Week 9 10/14-10/18		
	Enduring Understandings	• Shapes can be 2D or 3D. • 2D shapes are flat. • 3D shapes are not flat.
	Essential Questions	• What is a shape? • Which shape is 2D? 3D? • How can we make 3D shapes?
	Weekly Objectives	• SWBAT use their knowledge of lines and shapes to create an original work of art.
Week 10 10/21-10/25		
	Enduring Understandings	• Colors are important in art.
	Essential Questions	• What is red (other colors)? • What can you see that is ___ color?

Kindergarten Art Curricular Map

	Weekly Objectives	• SWBAT identify the colors red, yellow, blue, green, purple and orange.
Week 11 10/28-11/1		
	Enduring Understandings	• Red, yellow and blue are primary colors. • You cannot make primary colors.
	Essential Questions	• What are the primary colors?
	Weekly Objectives	• SWBAT identify primary colors.
Week 12 11/4-11/8		
	Enduring Understandings	• Green, purple and orange are secondary colors. • You can make secondary colors with primary colors.
	Essential Questions	• What are the secondary colors? • How do we make secondary colors?
	Weekly Objectives	• SWBAT identify secondary colors.
Week 13 11/11-11/15		
	Enduring Understandings	• Different colors are used to make different emotions in art.
	Essential Questions	• What do the different colors mean?
	Weekly Objectives	• SWBAT state why artists use colors in their artwork.
Week 14 11/18-11/22		
	Enduring Understandings	• Secondary colors are made by mixing primary colors together.
	Essential Questions	• How do you make green? Orange? Purple?
	Weekly Objectives	• SWBAT use primary colors to create secondary colors by mixing them together. • SWBAT state which primary color combinations create which secondary colors.

Kindergarten Art Curricular Map

Week 15 11/25-11/29		
	Enduring Understandings	• Secondary colors are made by mixing primary colors together.
	Essential Questions	• How do you make green? Orange? Purple?
	Weekly Objectives	• SWBAT use primary colors to create secondary colors by mixing them together. • SWBAT state which primary color combinations create which secondary colors. • SWBAT utilize primary and create secondary colors in order to create an original composition.
Week 16 12/2-12/6		
	Enduring Understandings	• Secondary colors are made by mixing primary colors together.
	Essential Questions	• How do you make green? Orange? Purple?
	Weekly Objectives	• SWBAT use primary colors to create secondary colors by mixing them together. • SWBAT state which primary color combinations create which secondary colors. • SWBAT utilize primary and create secondary colors in order to create an original composition.
Week 17 12/9-12/13		
	Enduring Understandings	FLEX WEEK
	Essential Questions	
	Weekly Objectives	
Week 18 12/16-12/20		
	Enduring Understandings	FLEX WEEK
	Essential Questions	
	Weekly Objectives	

Kindergarten Art Curricular Map

Week 19 **1/6-1/10**		
	Enduring Understandings	• A tint is a color with white added. • A shade is a color with black added. • Tints get lighter. • Shades get darker.
	Essential Questions	• How do you make a tint? • How do you make a shade? • Why would artists need to know how to make tints and shades?
	Weekly Objectives	• SWBAT identify a shade and tint. • SWBAT state how to create a shade and tint. • SWBAT state why artists use tints and shades in their artwork. • SWBAT create shades and tints of primary and secondary colors.
Week 20 **1/13-1/17**		
	Enduring Understandings	• A tint is a color with white added. • A shade is a color with black added. • Tints get lighter. • Shades get darker.
	Essential Questions	• How do you make a tint? • How do you make a shade? • Why would artists need to know how to make tints and shades?
	Weekly Objectives	• SWBAT identify a shade and tint. • SWBAT state how to create a shade and tint. • SWBAT state why artists use tints and shades in their artwork. • SWBAT create shades and tints of primary and secondary colors.
Week 21 **1/20-1/24**		
	Enduring Understandings	• A tint is a color with white added. • A shade is a color with black added. • Tints get lighter. • Shades get darker.
	Essential Questions	• How do you make a tint? • How do you make a shade?

Kindergarten Art Curricular Map

		• Why would artists need to know how to make tints and shades?
	Weekly Objectives	• SWBAT identify a shade and tint. • SWBAT state how to create a shade and tint. • SWBAT state why artists use tints and shades in their artwork. • SWBAT create shades and tints of primary and secondary colors.
Week 22 1/27-1/31		
	Enduring Understandings	• A tint is a color with white added. • A shade is a color with black added. • Tints get lighter. • Shades get darker.
	Essential Questions	• How do you make a tint? • How do you make a shade? • Why would artists need to know how to make tints and shades?
	Weekly Objectives	• SWBAT identify a shade and tint. • SWBAT state how to create a shade and tint. • SWBAT state why artists use tints and shades in their artwork. • SWBAT create shades and tints of primary and secondary colors.
Week 23 2/3-2/7		
	Enduring Understandings	• A tint is a color with white added. • A shade is a color with black added. • Tints get lighter. • Shades get darker.
	Essential Questions	• How do you make a tint? • How do you make a shade? • Why would artists need to know how to make tints and shades?
	Weekly Objectives	• SWBAT identify a shade and tint. • SWBAT state how to create a shade and tint. • SWBAT state why artists use tints and shades in their artwork. • SWBAT create shades and tints of primary and secondary colors.

Kindergarten Art Curricular Map

Week 24 **2/10-2/14**		
	Enduring Understandings	• A tint is a color with white added. • A shade is a color with black added. • Tints get lighter. • Shades get darker.
	Essential Questions	• How do you make a tint? • How do you make a shade? • Why would artists need to know how to make tints and shades?
	Weekly Objectives	• SWBAT utilize tints and shades in creating an original composition.
Week 25 **2/17-2/21**		
	Enduring Understandings	• A tint is a color with white added. • A shade is a color with black added. • Tints get lighter. • Shades get darker.
	Essential Questions	• How do you make a tint? • How do you make a shade? • Why would artists need to know how to make tints and shades?
	Weekly Objectives	• SWBAT utilize tints and shades in creating an original composition.
Week 26 **2/24-2/28**		
	Enduring Understandings	FLEX WEEK
	Essential Questions	
	Weekly Objectives	

Kindergarten Art Curricular Map

Week 27 3/3 -3/7		
	Enduring Understandings	FLEX WEEK
	Essential Questions	
	Weekly Objectives	
Week 28 3/17-3/21		
	Enduring Understandings	• Texture is how something feels. • Artists use texture in their art to make art more realistic.
	Essential Questions	• What is texture? • How can we create texture in art?
	Weekly Objectives	• SWBAT use their sense of touch to determine textures in artworks.
Week 29 3/24-3/28		
	Enduring Understandings	• Texture is how something feels. • Artists use texture in their art to make art more realistic.
	Essential Questions	• What is texture? • How can we create texture in art?
	Weekly Objectives	• SWBAT use their sense of sight to determine texture in art based on visual characteristics.
Week 30 3/31-4/4		
	Enduring Understandings	• Texture is how something feels. • Artists use texture in their art to make art more realistic.
	Essential Questions	• What is texture? • How can we create texture in art?
	Weekly Objectives	• SWBAT determine why artists use different textures in artwork. • SWBAT use a variety of mediums in order to create textures. • SWBAT use a variety of mediums in order to create a variety of textures in an original composition.

Kindergarten Art Curricular Map

Week 31 4/7-4/11	Enduring Understandings	• Texture is how something feels. • Artists use texture in their art to make art more realistic.
	Essential Questions	• What is texture? • How can we create texture in art?
	Weekly Objectives	• SWBAT determine why artists use different textures in artwork. • SWBAT use a variety of mediums in order to create textures. • SWBAT use a variety of mediums in order to create a variety of textures in an original composition.
Week 32 4/14-4/18	Enduring Understandings	• Texture is how something feels. • Artists use texture in their art to make art more realistic.
	Essential Questions	• What is texture? • How can we create texture in art?
	Weekly Objectives	• SWBAT determine why artists use different textures in artwork. • SWBAT use a variety of mediums in order to create textures. • SWBAT use a variety of mediums in order to create a variety of textures in an original composition.
Week 33 4/21-4/25	Enduring Understandings	• Texture is how something feels. • Artists use texture in their art to make art more realistic.
	Essential Questions	• What is texture? • How can we create texture in art?
	Weekly Objectives	• SWBAT determine why artists use different textures in artwork. • SWBAT use a variety of mediums in order to create textures. • SWBAT use a variety of mediums in order to create a variety of textures in an original composition.
Week 34 4/28-5/2	Enduring Understandings	• Texture is how something feels. • Artists use texture in their art to make art more realistic.
	Essential Questions	• What is texture? • How can we create texture in art?

Kindergarten Art Curricular Map

	Weekly Objectives	• SWBAT determine why artists use different textures in artwork. • SWBAT use a variety of mediums in order to create textures. • SWBAT use a variety of mediums in order to create a variety of textures in an original composition.
Week 35 5/5-5/9		
	Enduring Understandings	• Texture is how something feels. • Artists use texture in their art to make art more realistic.
	Essential Questions	• What is texture? • How can we create texture in art?
	Weekly Objectives	• SWBAT determine why artists use different textures in artwork. • SWBAT use a variety of mediums in order to create textures. • SWBAT use a variety of mediums in order to create a variety of textures in an original composition.
Week 36 5/12-5/16		
	Enduring Understandings	• Texture is how something feels. • Artists use texture in their art to make art more realistic.
	Essential Questions	• What is texture? • How can we create texture in art?
	Weekly Objectives	• SWBAT determine why artists use different textures in artwork. • SWBAT use a variety of mediums in order to create textures. • SWBAT use a variety of mediums in order to create a variety of textures in an original composition.
Week 37 5/19-5/23		
	Enduring Understandings	FLEX WEEK
	Essential Questions	
	Weekly Objectives	
Week 38 5/26-5/30		
	Enduring Understandings	FLEX WEEK

Kindergarten Art Curricular Map

	Essential Questions	
	Weekly Objectives	
Week 39 **6/2-6/6**		
	Enduring Understandings	FLEX WEEK
	Essential Questions	
	Weekly Objectives	

Kinder Art Weekly Plan   **Week:**   10.6-10.14

Art Objectives:

Student Friendly Content Objectives:
• Students will identify lines in art. • Students will use lines to create shapes in art. • Students can use lines to create figures in art.

St friendly <u>Language</u> Objectives:
• "Artists use lines because _____." • "A line can create _____."

Vocab. Focus	• Art • Smartest Artists • Line • Shapes

Lesson Cycle

Opening/Hook
T will read the daily objective to students and say that we are going to learn about lines and shapes today. Today's Do First: T shows sts artwork by Picasso and explains that today we will start class by being art critics (show visual). To be an art critic means to look at a painting and make observations about it and then explain how the painting makes you feel. • Look at the art • What do you see? • How does it make you feel? T demonstrates with first painting and then has sts share first with a partner and then with the group.

Introduction to new material
T will now state that we will be studying art by Picasso today. What did we observe today about Picasso when we were art critics. Last time we talked about Mondrian and how he liked to use straight lines. What kinds of lines does Picasso use? • T explains how Picasso uses straight lines and curved lines to create shapes and figures. T outlines Picasso's lines on the projector.

Guided Practice:
T then demonstrates how to draw the picture with shapes, color and then paint.

Independent Practice:

T will have sts explain what they are about to do when they go to their seats.

At their tables sts are draw, color and then paint the picture.
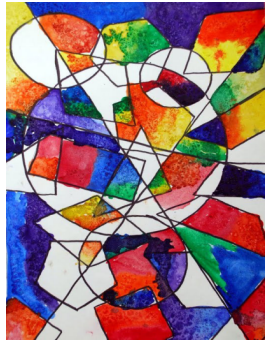
Assessment and Criteria for Success

Informal assessment will include:

- Sts ability to create and and explain use of lines in their artwork.

Closing:

T asks 3 sts to bring artwork to the drying racks.

Differentiation
• Extra assistance for struggling sts

Materials
• Paper • Oil pastels • Watercolors • Pencils

Appendix 2.3.b.1.v

5th Reading Curricular Materials

2014-2015 5th GRADE ELA SCOPE AND SEQUENCE

AT A GLANCE:

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
(3 weeks)	(7 weeks)	(4 weeks)	(2-3 weeks)	(6 weeks)	(2 weeks)	(6 weeks)	(? Weeks)
• "Max Swings For The Fences"	• "Joey Pigza Swallowed The Key" • Narrative Writing	• TBD nonfiction text	• Short stories of varied genres	• "Charlie and Chocolate Factory" • "Mistakes that Worked"	• Poetry (This could be stretched to 3 weeks)	• "The Skin I'm In"	MAP Prep • Genres Round II • Poetry Round II

Unit 1

Theme/Text	Culture EU	Reading	Vocab/Writing	READING STANDARDS
Reading is Life. Aug. 18-Sept. 5 *"Max Swings For The Fences"*	• Excellent readers practice. • Reading is a set of skills that everyone can learn. • We read to learn more about life. • Fiction stories all follow the same plot mountain.	**Classroom Procedures** **Reading Strategy Focus:** • Making connections **Literary Elements:** • Plot Elements – plot, characters, setting, beginning, rising action, climax, falling action, resolution. **Genres** • Fiction • Nonfiction • Realistic • Fantasy	**Writing – L.2.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. • Sentence fluency (all sentences have a capital letter and period)	**RL.5.5** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. • Infers the setting of a literary passage based on information in the passage • Identifies the conflict in a literary passage (3 to 6 paragraphs) • Analyzes events important to plot development in literary text* • Describes the use of resolution in plot* **RL.5.10** Identify and analyze the characteristics of various genres (poetry, fiction, nonfiction, short story, dramatic literature) as forms with distinct characteristics and purposes. • Recognizes characteristics of fiction* • Identifies the characteristics of nonfiction • Distinguishes among literary genres to recognize a fantasy **Connections**

Unit 2

Theme/Text	Culture EU	Reading	Vocab/Writing	READING STANDARDS

You are unique. (Love)
 	
Sept. 8 – Oct. 24
 	
"Joey Pigza Swallowed the Key" by Jack Gantos
	• Every person has a unique set of strengths.
	• Fair is not equal.
	• We should always have **empathy** for other people.
		Reading Strategy Focus:
		• Visualizing
		• Making inferences (predicting)
		
		Characterization:
		• Character Traits
		• Character Motivation
		• Types of Characters
		• Character Development
		
		Literary Elements/Techniques
		• Point of View
			Vocabulary – L.5.4
			Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 5 reading and content*, choosing flexibly from a range of strategies.
			• Uses knowledge of root words, suffixes, and prefixes to identify a word with a given meaning
			Prefixes: in-, un-, ir-, mis-, re-, tri-, pre-
			Suffixes: -ing, -er, -or, -ist, -ible/-able, -tion
			
			Writing – W.5.1
			• Short response (Throughout Unit)
			    ○ Turning around question
			    ○ Providing strong answer
			    ○ Using transitional phrase to introduce evidence from the text.
				RL.5.1
				Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
				• Makes inferences from information found in literary text*
				
				RL.3.3
				Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
				• Determines a character's feelings and/or emotions based on the information found in literary texts*
				• Infers a character's feelings in simple literary text*
				• Infers the reason behind a character's actions
				• Evaluates character development in literary text*
				• Infers the qualities (emotional and/or physical) of a character based on information found in literary texts
				• Infers the reason behind a character's feelings/emotions*
				• Identifies the development of character in a literary text*
				
				RL.5.6
				Describe how a narrator's or speaker's point of view influences how events are described.
				• Identifies the point of view used in a literary passage*
				
				Visualizing
				• Recognizes the author's use of descriptive language as a technique to create interest in literary text*
				• Analyzes the author's use of imagery in literary text*
				• Recognizes the author's use of imagery as a technique to create interest in literary text*

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ONE WEEK OF NARRATIVE WRITING

W.5.3

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

    a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

    b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

    c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

    d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

    e. Provide a conclusion that follows from the narrated experiences or events.

Unit 3

Theme/Text	Culture EU	Reading	Vocab/Writing	READING STANDARDS
Nonfiction (Grit) Oct. 27 – Nov. 25 *Jesse Owens: Gold Medal Hero*		**Reading Strategy Focus:** • Summarizing (sequencing) **Organizational Structure:** • Chronological Sequence • Cause and Effect • Compare and Contrast • Conflict & Solution **Cause/Effect and Compare/Contrast**	**Vocabulary – L.5.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 5 reading and content,* choosing flexibly from a range of strategies. • Identifies pairs of words (adjectives) that are synonyms (term defined)* • Infers the meaning of a word (adjective) using context clues, then selects the word that is a synonym (sentence) **Context Clues** • Synonym/Antonym • Replacing words to determine appropriate meaning **WRITING – W.5.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g.,headings), illustrations, and multimedia whenuseful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.	**RI.4.2** Determine the main idea of a text and explain how it is supported by key details; summarize the text. • Distinguishes between appropriate and inappropriate main idea for a given title in informational text* • Analyzes informational text (complex paragraph) to identify a title best representing the main idea (term not used). • Evaluates statements to choose the one which best represents the main idea of a literary paragraph • Summarizes informational text • Identifies the supporting details informational text *title **RI.5.5** Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. • Recognizes that compare and contrast is a useful strategy for informational texts* • Locates examples of compare and contrast in informational text* **SWBAT identify text features <mark>(NOT IN UNIT ASSESSMENT)</mark>** **SWBAT compare and contrast** **SWBAT identify causes and effects** • Locates the portion of a sentence that gives the effect for a given cause in informational text* • Determines events as examples of cause and effect in literary text*

Unit 4

Theme/Text	Culture EU	Reading	Vocab/Writing	READING STANDARDS
Giant Genre Challenge Dec. 1 – Dec. 12 (2 weeks) **Short Stories**		**Genres** • Realistic Fiction • Historical Fiction • Mystery • Fantasy • Science Fiction • Fable • Fairy Tale • Tall Tale • Folk Tale • Myth • Biography • Autobiography • Essay	**Vocabulary – L.5.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 5 reading and content,* choosing flexibly from a range of strategies. • Defines antonym* • Identifies a word that is an antonym (term defined) of a given word • Uses antonym context clues to determine the meaning of unknown words	**RL.5.10** By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently. • Classifies literary text as folk tale* • Classifies literary texts as fables* • Classifies literary texts as myths* • Classifies literary text as a tall tale* • Classifies literary texts as science fiction* • Recognizes the characteristics of biographies • Classifies text as historical fiction*

ONE WEEK BUFFER BEFORE HOLIDAY BREAK

Unit 5

Theme/Text	Culture EU	Reading	Vocab/Writing	READING STANDARDS
Find your passion. (Inquire & Optimism) Jan. 6 – Feb 13 **GENRE:** Fantasy and nonfiction	• When good things happen, it is because you did something to make it happen. When bad	**Reading Strategy Focus:** • Questioning • Summarizing **Characterization:** • Indirect vs Direct **Theme** **Cause Effect/Compare and Contrast** **Author's Purpose**	**Vocabulary – L.5.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 5 reading and content,* choosing flexibly from a range of strategies. • Uses example and definition clues to determine the meaning of unknown word. • Understands how to navigate commas, dashes, and parentheses when determining meaning of unknown word. (Spiral antonym and synonym clues) **Writing:** Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	**RL.5.3** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). • Compares settings used in literary texts **RL.5.2** Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. • Summarizes information in literary text based on supporting details*

"Charlie and the Chocolate Factory" by Roald Dahl & "Mistakes that Worked"	things happen, there are things you can do differently to avoid the same situation in the future.	**Fact/Opinion**		**RI.5.3** Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. • Determines events as examples of cause and effect in literary text* **Author's Purpose** • Determines author's purpose for entire passage (inform, persuade, entertain) • Determines author's purpose for including a specific paragraph. **Fact/Opinion** • Distinguishes between examples of fact and opinion

Unit 6

Theme/Text	Culture EU	Reading	Vocab/Writing	READING STANDARDS
Speak your truth. (Love) Feb. 17 – March 6 **Poetry**. (Langston Hughes, Shel Silverstein, and others)	• Your voice is powerful.	**Figurative Language:** • Alliteration • Hyperbole • Personification • Metaphor • Simile • Onomatopoeia **Literary Elements/Techniques** • Stanza • Lines • Rhyme Scheme	**Vocabulary – L.5.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 5 reading and content,* choosing flexibly from a range of strategies. • Defines antonym* • Identifies a word that is an antonym (term defined) of a given word • Uses antonym context clues to determine the meaning of unknown words	**RL.5.4** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. • Recognizes the author's use of rhyme as a technique to increase the interest of a literary text* • Identifies rhyme as a literary device* • Recognizes examples of alliteration* • Analyzes the author's use of onomatopoeia • Gives examples of similes in literary text • Infers the meaning of metaphors (term not used) in literary text* • Identifies figurative language in literary text* • Defines personification

Unit 7

Theme/Text	Culture EU	Reading	Vocab/Writing	READING STANDARDS

Love Yourself. (Love and optimism) March 9 – April 24
 	
"The Skin I'm In " by Sharon Flake
	• My self-esteem impacts the outcomes in my life.
	• Low self-esteem can cause people to feel insecure, follow others, tease others, and act without integrity.
	• If I am being bullied, I can stand up for myself in a safe and appropriate way.
	• I am the only person in control of my actions, and my actions can improve my situation.
		Reading Strategy Focus:
		• Inferencing (+ predicting)
		
		Literary Techniques:
		• Analyzing conflict
		• Dialogue
		• Theme
		
		Characterization:
		• Character Traits
		• Character Motivation •
		• Indirect vs Direct
		• Types of Characters
		• Character Development
		
		Author's Purpose
		• Fact and Opinion
		
		•
			Vocabulary – L.5.4
			Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 5 reading and content,* choosing flexibly from a range of strategies.
			• Infers the specific meaning of a word with multiple meanings (adjective) based on the context given in a sentence or paragraph
			(Spiral the 4 types of context clues)
			
			Speaking and Listening:
			
			1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.
			   a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
			   b. Follow agreed-upon rules for discussions and carry out assigned roles.
			   c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
			   d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
			
			WRITING: Centers instruction will be stopped from April 7 – April 11 for writing instruction:
			 W.5.1
			
			* Best Definition spiral
				RL.5.1
				Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
				
				• Makes inferences from literary passages (1-3 paragraphs)
				• Infers the meaning of phrases found in literary text*
				• Infers the qualities (emotional and/or physical) of a character based on information found in literary texts
				• Infers the reason behind a character's feelings/emotions*
				
				RL.5.2
				Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
				• Evaluates statements to choose the one which best represents the main idea of a literary paragraph (complex)
				• Recognizes details that support the main idea in passages containing long, complex, or incomplete literary sentences
				• Summarizes information in literary text with extensive dialogue*
				• Analyzes literary passages (5-15 paragraphs) to determine its theme (term not used)*
				
				RL.5.3
				Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
				• Infers the reason behind a character's actions
				• Evaluates character development in literary text*
				• Infers the qualities (emotional and/or physical) of a character based on information found in literary texts
				• Infers the reason behind a character's feelings/emotions*
				• Identifies the development of character in a literary text*

			Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	
			a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.	
			b. Provide logically ordered reasons that are supported by facts and details.	
			c. Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*).	
			d. Provide a concluding statement or section related to the opinion presented.	

Unit 8

Theme/Text	Culture EU	Reading	Vocab/Writing	READING STANDARDS
Show the world. (Create) April 27 –MAP Test *MAP Prep: Short Stories and poems	• We will show the world that we are reading heroes by making at least 2 years of growth on the MAP test. • The MAP test is important because: 1) It shows how much we've grown; 2) It shows we are 6th grade ready.	**Reading strategy focus:** • Summarizing poetry. **New Figurative Language:** • Review • Mood • Tone • Imagery • Allusion • Irony • Assonance • Consonance • Repetition **New Genre Terms:** • Review • Newspaper Terms: front page, editorial, obituary, feature page, business reports. • Encyclopedia • Textbook • Thesaurus • Atlas	**Vocabulary – L.5.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 5 reading and content,* choosing flexibly from a range of strategies. *Review all context clue strategies (at discretion of literacy team) **All context clues spiral**	**RL.5.10** By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. • Classifies stories as fiction • Identifies characteristics of narrative text • Classifies literary text as folk tale • Classifies literary texts as fables • Classifies literary texts as myths • Classifies literary text as a tall tale • Classifies literary texts as science fiction **RL.5.4** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. • Analyzes literary text to determine the author's mood • Analyzes tone used to create humor in literary text* • Recognizes the author's use of descriptive language as a technique to create interest in literary text* • Analyzes the author's use of imagery in literary text*

SUBJECT	UNIT	TEACHER
5th ELA	Reading is Life.	

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
• Excellent readers practice. • Reading is a skill that everyone can learn. • We read to learn more about life. • Good readers know that asking questions while they read allows them to better understand their book and learn more about life. • Learning about others by asking questions allows us to better understand each other's point of view and therefore work together better as a team and family.	• Why do we read? • Who can learn to read? • How does understanding the plot of a story help us to become better readers?

STANDARDS	READING: Knowledge/Skills	Writing:
RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. • Infers the setting of a literary passage based on information in the passage • Identifies the conflict in a literary passage (3 to 6 paragraphs) • Analyzes events important to plot development in literary text* • Describes the use of resolution in plot* **RL.5.10** Identify and analyze the characteristics of various genres (poetry, fiction, nonfiction, short story, dramatic literature) as forms with distinct characteristics and purposes. • Recognizes characteristics of fiction* • Identifies the characteristics of nonfiction • Distinguishes among literary genres to recognize a fantasy	**Knowledge:** - Definition of plot, characters, setting, problem, rising action, climax, falling action, and resolution - Author's purpose for fiction - Know and use the 6 important question words: who, what, when, where, how and why, to form questions. - Define short story - Define realistic fiction and fantasy - Know how to fill in the plot mountain - Articulate the purpose of each center **Skills:** - Use the reading strategy of asking targeted questions while they read to identify characters, setting, problem, rising action, climax, falling action, and resolution. - Use the communication strategy of asking questions of each other to learn more about one another's personal experiences. - Identify the important elements of realistic fiction	Short answer using TAG - Turn around the question - Answer the question - Give examples/evidence
		Vocabulary:

		- Identify the important elements of fantasy - Determine whether a short text is realistic fiction or fantasy using the reading strategy of asking questions. - Fill in the plot mountain with details from a text independently	

Day	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
Objective	**Investment:** SWBAT explain the outcomes of being a Reading Hero. SWBAT define fiction. **Procedures:** - First 5/Last 5 - Tracking - Sparking	**Investment:** SWBAT list the many ways why reading makes our lives better. SWBAT distinguish between fiction and nonfiction. **Procedures:** - Paper pass in - Sending love - Book check/out	**Investment:** SWBAT explain how differences are actually strengths. SWBAT distinguish between realistic fiction and fantasy. **Procedures:** - Paper pass in - Sending love - Book check	**Investment:** SWBAT explain how practice and time grow their reading levels. SWBAT identify genres: nonfiction, fantasy, realistic fiction. **Procedures:**	SWBAT demonstrate mastery of genres and culture objectives. SWBAT explain why grit is essential to grow their reading levels.

Day	MONDAY	DAY 6	DAY 7	DAY 8	DAY 9
Objective	No School	SWBAT identify major characters and the setting of a short story by asking themselves: Who are the people in this story? Where does it take place? When does it take place? Good readers ask questions to help them better understand a story.	SWBAT identify the problem in a story by asking themselves: what is the main character struggling with? Good readers ask questions to help them better understand a story.	SWBAT identify the climax by asking themselves: what was the most exciting part of the story? When did the character have to deal with their problem for the final time? Good readers ask questions while they read to better understand the story.	SW demonstrate mastery of week's objectives.
Text		Max Swings for the Fences (pg. 49-53)	Max Swings For the Fences (pg. 54 – 61)	Max Swings For the Fences (pg. 62 - 70)	

Day	DAY 10	DAY 11	DAY 12	DAY 13	DAY 14
Objective	SWBAT identify rising actions by asking (actions or events in the story that lead up to the climax) themselves: what events occurred that lead up to the climax? Good readers ask questions while they read to better understand the story.	SWBAT identify the resolution by asking themselves: how is the character feeling at the end of the story? Was the problem solved? Good readers ask questions while they read to better understand the story.	SWBAT identify the falling actions by asking themselves: what events occurred between the climax and resolution? Good readers ask questions while they read to better understand the story. SWBAT articulate how reading the short story allowed them to learn more about life.	SWBAT use a plot mountain to pick out the important plot elements of a story on their reading level. (practice day) Good readers ask questions in their head while they read their story to help them fill out their plot mountain. SWBAT articulate how reading the short story allowed them to learn more about life.	UNIT TEST
Text	Max Swings for the Fences (pg. 70 – 76)	Max Swings for the Fences (pg. 77 -79)	Max Swings for the Fences (pg. 77-79) (review what happens after Molly admits she knows Max is lying – alternate ending?)		

Date—**Unit 1 Assessment**

_____

Directions: Read the passages and answer the questions below.

Grade:	/20	%

Parent Sign: x _____

Which objectives have you mastered?

I CAN identify setting. (RL.5.5)	5,11	/2	%
I CAN define plot elements. (RL.5.5)	1,2,3,4	/4	%
I CAN identify elements of plot. (RL.5.5)	7,8,14,15	/4	%
I CAN identify conflict. (RL.5.5)	6,12,16	/3	%
I CAN make connections to better understand a text (RL.5.5)	10	/1	%
I CAN define genre and differentiate between realistic fiction and fantasy. (RL.5.10)	9,13,17,18,19,20	/6	%
	Total:	**/20**	%

Directions: Answer the following questions

1. **What is the definition of plot?**
   A) The parts of a story.
   B) The parts of a paper.
   C) The ending of a story.
   D) The questions raised in a story.

2. **Which of the following parts of plot help to build excitement?**
   A) Exposition
   B) Rising Action
   C) Climax
   D) Resolution

3. **What of the following parts of plot is the most exciting moment of a story?**
   A) Exposition
   B) Rising Action
   C) Climax
   D) Resolution

4. **The major problem in a story is typically introduced during which plot element?**
   A) Exposition
   B) Climax
   C) Falling action
   D) Resolution

An Old Friend with a New Dog

1   "Hello," Matt said into the telephone.

2   His best friend Rob replied, "Hi, Matt. Do you want to go to the park later and toss the baseball?"

3   "Uh," Matt hesitated. "I wish I could, but I need to give Buster a bath. Maybe we can go to the park tomorrow. I was planning on taking Buster there to walk the trails. Do you want to come along?"

4   "Sure," Rob replied, "I'll see you tomorrow. Bye."

5   As Rob hung up the telephone, he let out a long sigh. His mother and older sister, Pam, looked up from the kitchen table. They knew Rob was unhappy.

6   "Ever since Matt got that new dog, he doesn't have time for anything else," Rob complained. "Matt has to bathe him, walk him, play with him, feed him, and teach him tricks. There is no time left for his two-legged friends—not even time for his best friend!"

7   "Getting a new pet is exciting, Rob," his mother said. "Before long, Matt will want to spend more time with you. Just be patient."

8   Rob looked at his mother and sighed again. Rob already felt like he had been patient with Matt. He had helped him bathe the dog and walk him. Still, any time Buster was around, he got all the attention.

9   "If you really miss spending time with Matt," Pam began, "you should try to enjoy being with his dog. Matt has a new pet, and he is excited about it. You should be happy for your friend."

10   Rob didn't understand how pretending to be interested in Buster would help his friendship with Matt. He started to leave the room, but then Pam continued. "Maybe you could teach Buster how to catch a ball. That is one of your favorite things to do with Matt. Plus, it is a game that the three of you could play together."

11   Rob thought about Pam's idea for a moment. Throwing the ball around was one of his favorite games. He knew dogs liked to catch balls. Rob smiled. "I guess that may be worth a try," he said. "I can take a ball to the park when we meet there tomorrow."

12   The next day, Rob met Matt and Buster at the park as planned. Matt seemed surprised when Rob said he wanted to teach Buster how to catch the ball.

13   Matt watched as Rob took Buster into an open field. Rob threw the ball and Buster ran after it. He ran back to Rob and dropped it at his feet. Then Rob

rubbed Buster's head and praised him. Teaching Buster a new trick seemed to come naturally to Rob.

14   "Over here," Matt called to Rob, interrupting the happy moment with Buster. "Can't a guy get a turn at the ball?" he asked.

15   The three played together for a while, just as Pam had predicted. Rob was quite surprised at how much fun he had with Buster. Now that Rob had stopped worrying about getting attention from Matt, it was much easier for him to enjoy being with Buster and sharing Matt.

16   "You're great with Buster," Matt said to Rob. "I'm glad you wanted to teach him a new trick, but he can't learn all the games we play. He can't pitch a baseball or hit a home run like you," Matt joked. "Let's take Buster home, and then we can go to the baseball field and play catch like we used to."

17   Soon Rob and Matt were on their way to the baseball field, just like old times. Rob was glad that his old friend with a new dog was still his best friend.

5. Where does this story take place?
A) In a building
B) In a home and then a park
C) In a home and then a baseball field
D) In a grocery store

6. What is Rob's biggest problem in this story?
A) Rob hates Matt's dog
B) Rob feels Matt is not making time for him
C) Rob wants to be a professional baseball player but is not good enough
D) Rob wants his mother to stop bothering him

7. Which of the following best describes the "resolution" of this story?
A) Rob and Matt decide to not talk to each other anymore
B) The dog likes Rob more than it likes Matt
C) Rob is glad he has still has his best friend
D) Rob talks to Matt on the phone

8. In the story, Rob gets some advice from his mother. Which element of plot is this?

A) Exposition
B) Rising Action
C) Climax
D) Falling Action

9. Which best describes the genre of this story?
A) Poem
B) Fantasy
C) Realistic Fiction
D) Nonfiction

10. **Make a connection to** *"An Old Friend with a New Dog"*

I made a text-to-_____ connection when the text said…

_____

_____

_____

_____

This reminds me of…

_____

_____

_____

_____

_____

_____

This connection helps me understand _____ (character's name) better because…

_____

_____

_____

_____

_____

The Stolen Moon
by David Kherdian

1   No one knew how Bear had come to possess the moon. All the other animals knew was that the moon—the round, familiar moon—was no longer in the sky. There were many who wanted the moonlight, but they could not persuade Bear to give up the moon. They did not know that Bear had tied up the moon in a bag and hidden it under his bed. They only knew that Bear preferred the darkness.

2   Fox wanted the moon. He wanted the moon to make moonlight, so he could hunt by its light. He went to Raven, who was Bear's uncle, and asked for his help. Raven also wanted moonlight, and so together they made a plan and hurried off to Bear's camp.

3   Bear made them welcome, and after they were comfortably seated, Raven began telling stories. This was part of their secret plan. It wasn't long before Bear grew drowsy. Raven told one monotonous story after another, and Bear grew more and more sleepy. But every time he nodded off, he quickly awoke with a start, for something told him he must not fall asleep.

4   While Raven was telling stories, Fox was peering around the room in search of the hidden moon. Just as Bear was nodding off for the very last time, Fox spotted the tied-up bag under Bear's bed. It was evening and the glow of the moon had begun to light up the cloth pouch. Fox ran and grabbed the bag by its strings, carried it outdoors, and hurled the moon into the sky.

5   Bear came awake at that very moment, and pushing open the window, he cried, "Come back, moon, come back. I don't want you to shine."

6   But Fox shouted even louder, "Fly away, moon, fly away, and give us your light."

7   Some say they were both successful, while others say they both failed. For some evenings are filled with moonlight, and on other evenings there is no moon at all.

11. Most of this story takes place in

A) Raven's camp
B) Bear's camp
C) Fox's home
D) The sky

12. What is the main conflict in this excerpt?

A) The moon is not bright enough
B) The moon has been taken from the sky
C) The bear could not fall asleep
D) Nobody knew where the moon was

13. Which term best describes "The Stolen Moon"?

A) Nonfiction
B) Realistic fiction
C) Make-believe
D) Poetry

14. Which sentence from the story is the climax?

A) "Some say they were both successful, while others say they both failed."
B) "This was all part of their secret plan."
C) "Fox ran and grabbed the bag by its strings, carried it outdoors, and hurled the moon into the sky."
D) "No one knew how Bear had come to possess the moon."

15. Paragraph 7 represents which element of plot?

A) Exposition
B) Falling Action
C) Climax
D) Resolution

16. How was the problem in the story solved?

A) Raven and Fox ran away from Bear
B) Raven and Fox rescued the moon using a secret plan
C) Raven and Fox got into a fight with Bear
D) Raven and Fox rescued the moon using their strength

Digging Into China

Archaeologists discover 110 new warrior statues in China

New statues of soldiers have been found in China

After being **buried** for hundreds of years, 110 new warrior statues have been dug up in **China**. The **statues** are part of a collection of life-size figures of warriors and horses called the Terracotta Army. The group of more than 7,000 life-size clay statues was built in 210 B.C. to guard the grave of China's first King. The statues were first discovered in 1974 by a group of farmers. Now you can visit them in a Chinese museum.

17. **What genre is "Digging Into China?**

   A) Realistic Fiction
   B) Fantasy
   C) Nonfiction
   D) Poetry

Directions: Below are three descriptions of stories. Match them with their correct genre from the bank:

Fantasy	Nonfiction	Realistic Fiction

18. _____ -- Raymond's parents are always fighting and he always just wants to escape from it all and go to his friend Jack's house. The problem is that Jack no longer wants to be friends with Raymond.

19. _____ -- Elephants are becoming an endangered species. People routinely kill elephants to keep their ivory tusks. This is because the ivory is worth a lot of money.

20. _____ -- When Amos finished building his spaceship, his classmates were very impressed. They watched as he got into the ship and blasted into outer space. When Amos got to space, he had to fight off aliens and monsters and save the world.

ELA Classwork – Day 6   Name: _____

September 2, 2014   ELA/ Bradley   Illinois   Chicago

Today's Aims:
- KWBAT identify major characters and the setting of a short story by asking themselves:
  Who are the people in this story? Where does it take place? When does it take place?

PDN

Directions*: Fill in the web below with the correct genres: Realistic Fiction, Fantasy, Nonfiction.*

Is this story true/factual?

Yes:

_____

No:
Fiction

Ask yourself: "Could this happen in real life?"

Yes:

_____

_____

No:

_____
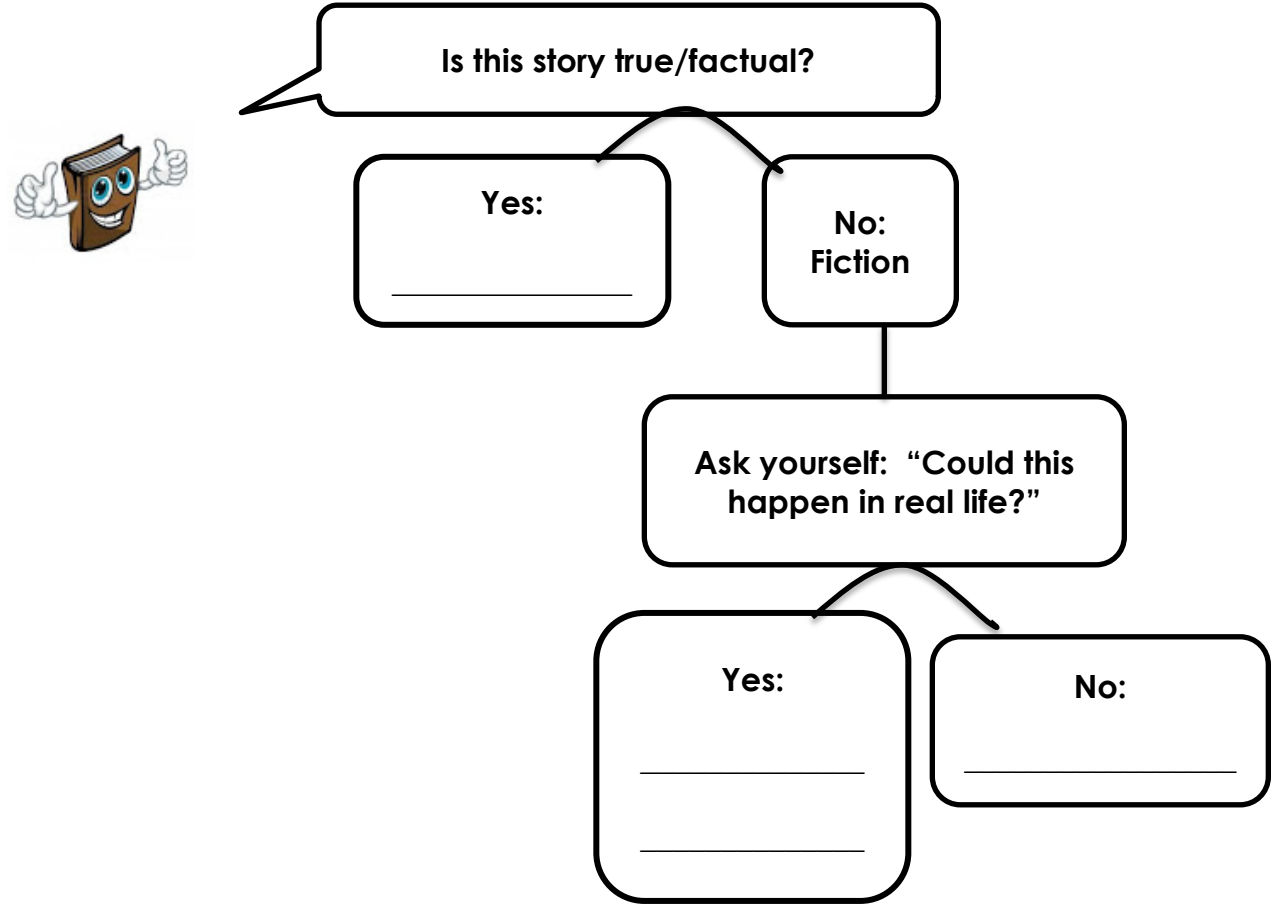
Directions*: Determine the genre of the passage using the web above.*

_____ --- Britney Spears is a pop music star on the rise. Her first album, *Baby One More Time*, came out in 1999. It sold 11 million copies! In 2000, Britney's fans snapped up her second album, *Oops!... I Did It Again*. They can't get enough of her music!

STOP **Read your IR book when you're finished.**

Plot Mountain

Fiction stories generally follow the same pattern.

This pattern is called the _____ _____.

CLIMAX

RISING
ACTION

FALLING
ACTION

EXPOSITION:
Characters and
Setting

RESOLUTION

_____   _____
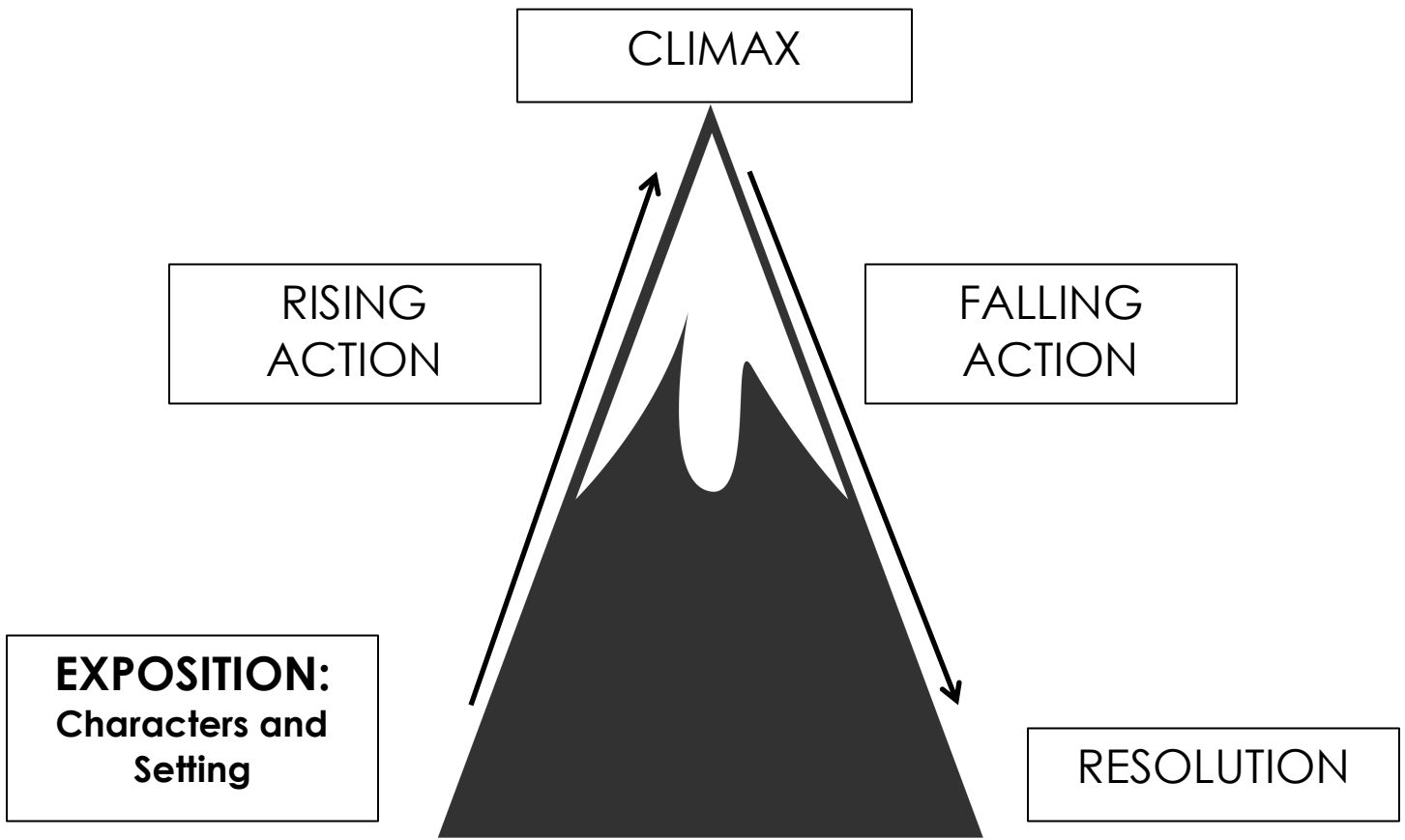
Exposition: Characters and Setting

The exposition is where the _____ and _____
is introduced.

The **main characters** are the _____ important characters in the
story.

The **setting** is _____ and _____ the story takes place.

Good readers determine setting by searching for clues about:

_____: **Where** does this story take place?

Ex. City, rainforest, castle, playground

_____: **When** does this story take place?

Ex. Afternoon, morning, or a more specific time

_____: **What** would it feel like?

Ex. Weather, how loud it is, etc.

Character and Setting Modeling

It took Laura three long hours to drive here from the city on that cold snowy day. There had been lots of traffic all along the way. As she finally pulled up the winding dirt driveway, she suddenly felt exhausted considering it was 2 in the morning. Her silver sports car jumped and jolted along the bumpy path until she got to the front door. Susie and Will heard the sound of the car engine and came outside to welcome Laura. They owned this place and used the land to raise their own animals and crops.

EXPOSITION	
Characters "Who are the people in the story?"	**Setting** "When does this story take place?" "Where does this story take place?"
	When?
	Where?

Read Aloud: Max Swings For The Fences

Text-to-Self Connection (Page 50): *what does it feel like to be the new kid in school? Explain.*

TEXT-TO-SELF
CONNECTIONS
• use what you know to understand what you read
• connect what you are reading to something from your life
• it reminds me of the time i... because...

_____

_____

_____

_____

_____

STOP

Stop-and-Jot (Page 53): Why do you think Max ended up saying "Catwoman" out loud? What was he feeling in that moment?

_____

_____

_____

_____

_____

Guided Practice: Max Swings For The Fences

Directions*: As a class, we read Max Swings For The Fences pages 49-53. Now, determine the exposition of the story (characters and setting).*

Max Swings For The Fences by Anne Ursu

EXPOSITION	
Characters	**Setting**
"Who are the people in the story?"	**"When does this story take place?"** **"Where does this story take place?"**
	When?
	Where?

Directions: *Read the excerpt of the passage "Helping at the Petting Zoo" and fill in the exposition table on the next page*
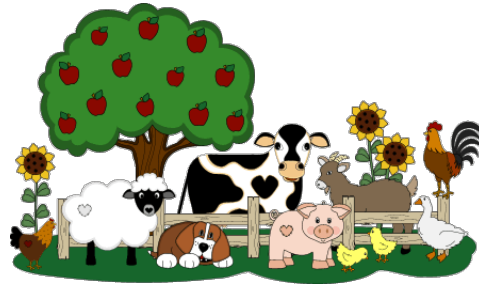
Helping at the Petting Zoo

1   "I'm so glad that I had the opportunity to spend time with you over the summer," Tonya said to her grandmother on the telephone. "I really enjoyed helping with the farm animals. I feel like I learned a lot over the past several weeks."

2   "It was great having you here," Grandma replied. Then Tonya's grandmother spoke the most amazing words. "Grandpa and I were hoping that you would help us take care of the animals at the petting zoo during the county fair." Tonya had been hoping to hear these words.

3   Tonya's grandmother could not see her face, but Tonya was beaming. Year after year, she had been watching her older cousin Chris help their grandparents at the petting zoo. Tonya had always wanted to help, but until now, she had been too young.

4   "I would love to help!" Tonya exclaimed. "You name it, and I'll do it!"

5   When Tonya hung up the telephone, she made a list of the animals that Grandma and Grandpa usually brought to the county fair. Then she thought about what her jobs might be. She made a big note on her calendar. The words "Work at the Petting Zoo!" appeared in the box marked "Saturday." The important day was three weeks away.

Helping at the Petting Zoo

EXPOSITION	
Characters	**Setting**
"Who are the people in the story?"	**"When does this story take place?"**
	"Where does this story take place?"

When?

Where?

Name: _____

ELA/ Bradley   Illinois   Chicago

Today's Aims:
- KWBAT identify major characters and the setting of a short story by asking themselves: Who are the people in this story? Where does it take place? When does it take place?

Homework

Directions: Read the excerpt from A Sudden Slice of Summer and fill in the exposition table on the next page.

A Sudden Slice of Summer

The snow began to fall early this year, in November, before Susannah even had a chance to bring her puffed-up purple winter coat out of the closet. It did not stop. Cold white confetti came down on the city of Montreal morning, noon, and night, and already Susannah was wondering when the party would end. The other kids in her class loved the snow. They loved that sometimes, when the winds picked up and the roads turned icy, school was cancelled. They liked to build towering forts and snowmen, whose noses were the carrot sticks they found packed in their lunchboxes.

Susannah despised the snow. More than that, she hated everything about wintertime. Her family had taken a trip to Florida two winters ago, and she wished that they could live there all year round. She had bobbed up and down in the ocean waves, sometimes floating on her back and other times, with goggles on, searching for colored fish in the water. In the mornings, her mother had squeezed fresh juice from the Florida-grown oranges that the hotel left in a basket at the front desk. With her brother and sister, Susannah had constructed a magnificent castle on the beach, with a moat and a long, looping flight of stairs. She liked feeling the sand between her fingers. It stuck together every bit as well as snow did, and it didn't make your teeth chatter.

A Sudden Slice of Summer

EXPOSITION	
Characters "Who are the people in the story?"	**Setting** "When does this story take place?" "Where does this story take place?"
	When?
	Where?

Appendix 2.3.b.1.vi

5th
Math Curricular
Materials

GRADE 5 MATH SCOPE AND SEQUENCE
2014 – 2015

KIPP:Chicago
COLLEGE PREP PUBLIC SCHOOLS

OVERVIEW

UNIT	UNIT NAME	CCSS STRAND	DAYS
1	Base Ten Number System and Place Value	Number and Operations in Base Ten	14 Days
2	Adding and Subtracting		20 Days
3	Multiplication and Division		26 Days
4	Understanding Fractions	Number and Operations - Fractions	21 Days
5	Adding and Subtracting Fractions		13 Days
6	Geometry	Geometry | Measurement and Data	21 Days
7	Multiplying Fractions	Number and Operations - Fractions	14 Days
8	Understanding Decimals	Number and Operations in Base Ten	10 Days
9	Decimal Operations		19 Days
10	Algebraic Thinking	Operations & Algebraic Thinking	15 Days

UNIT 1: Base Ten Number System & Place Value
Number and Operations in Base Ten

Grade Level	Standard
1	1.NBT.2: Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: a. 10 can be thought of as a bundle of ten ones — called a "ten." b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).
1	1.NBT.3: Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.
2	2.NBT.1: Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: a. 100 can be thought of as a bundle of ten tens — called a "hundred." b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).
2	2.NBT.2: Count within 1000; skip-count by 5s, 10s, and 100s.
2	2.NBT.3: Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
2	2.NBT.4: Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.
3	3.NBT.1: Use place value understanding to round whole numbers to the nearest 10 or 100.
4	4.NBT.2: Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.
4	4.NBT.3: Use place value understanding to round multi-digit whole numbers to any place.

UNIT 2: Addition and Subtraction
Number and Operations in Base Ten

Grade Level	Standard
1	1.0A.1: Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
1	1.0A.2: Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
1	1.0A.3: Apply properties of operations as strategies to add and subtract.[2] *Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.)*
1	1.0A.4: Understand subtraction as an unknown-addend problem. *For example, subtract 10 – 8 by finding the number that makes 10 when added to 8. Add and subtract within 20.*
1	1.0A.6: Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).
1	1.NBT.5: Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.
1	1.NBT.6: Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.
2	2.OA.2: Fluently add and subtract within 20 using mental strategies.2 By end of Grade 2, know from memory all sums of two one-digit numbers.
2	2.NBT.8: Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.
2	2.NBT.5: Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
2	2.NBT.6: Add up to four two-digit numbers using strategies based on place value and properties of operations.
2	2.NBT.7: Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.
2	2.NBT.9: Explain why addition and subtraction strategies work, using place value and the properties of operations.
2	2.OA.1: Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
3	3.NBT.2: Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
4	4.NBT.4: Fluently add and subtract multi-digit whole numbers using the standard algorithm.

UNIT 3: Multiplication and Division
Number and Operations in Base Ten

Grade Level	Standard
3	3.OA.1: Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. *For example, describe a context in which a total number of objects can be expressed as 5 × 7.*
3	3.OA.2: Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. *For example, describe a context in which a number of shares or a number of groups can be expressed as 56 ÷ 8.*
3	3.OA.3: Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
3	3.OA.4: Determine the unknown whole number in a multiplication or division equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations 8 × ? = 48, 5 = _ ÷ 3, 6 × 6 = ?*
3	3.OA.5: Apply properties of operations as strategies to multiply and divide.[2] *Examples: If 6 × 4 = 24 is known, then 4 × 6 = 24 is also known. (Commutative property of multiplication.) 3 × 5 × 2 can be found by 3 × 5 = 15, then 15 × 2 = 30, or by 5 × 2 = 10, then 3 × 10 = 30. (Associative property of multiplication.) Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56. (Distributive property.)*
3	3.OA.6: Understand division as an unknown-factor problem. *For example, find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8.*
3	3.OA.8: Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
3	3.NBT.3: Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9 × 80, 5 × 60) using strategies based on place value and properties of operations.
4	4.OA.1: Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 × 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.
4	4.OA.2: Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.
4	4.OA.3: Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
4	4.OA.4: Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.
4	4.NBT.1: Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. *For example, recognize that 700 ÷ 70 = 10 by applying concepts of place value and division.*
4	4.NBT.5: Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
4	4.NBT.6: Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
5	5.NBT.1: Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.
5	5.NBT.2: Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.
5	5.NBT.5: Fluently multiply multi-digit whole numbers using the standard algorithm.
5	5.NBT.6: Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

UNIT 4: Understanding Fractions
Number and Operations - Fractions

Grade Level	Standard
1	1.G.3: Partition circles and rectangles into two and four equal shares, describe the shares using the words *halves*, *fourths*, and *quarters*, and use the phrases *half of*, *fourth of*, and *quarter of*. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.
2	2.G.3: Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.
3	3.NF.1: Understand a fraction 1/*b* as the quantity formed by 1 part when *a* whole is partitioned into *b* equal parts; understand a fraction *a/b* as the quantity formed by a parts of size 1/*b*.
3	3.NF.2: Understand a fraction as a number on the number line; represent fractions on a number line diagram. a. Represent a fraction 1/*b* on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into *b* equal parts. Recognize that each part has size 1/*b* and that the endpoint of the part based at 0 locates the number 1/*b* on the number line. b. Represent a fraction *a/b* on a number line diagram by marking off a lengths 1/*b* from 0. Recognize that the resulting interval has size *a/b* and that its endpoint locates the number *a/b* on the number line.
3	3.NF.3: Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line. b. Recognize and generate simple equivalent fractions, e.g., 1/2 = 2/4, 4/6 = 2/3). Explain why the fractions are equivalent, e.g., by using a visual fraction model. c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. *Examples: Express 3 in the form 3 = 3/1; recognize that 6/1 = 6; locate 4/4 and 1 at the same point of a number line diagram.* d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.
3	3.G.2: Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. *For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.*
4	4.NF.1: Explain why a fraction *a/b* is equivalent to a fraction (*n* × *a*)/(*n* × *b*) by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.
4	4.NF.2: Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as 1/2. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.

UNIT 5: Adding & Subtracting Fractions
Number and Operations - Fractions

Grade Level	Standard
4	4.NF.3: Understand a fraction *a/b* with *a* > 1 as a sum of fractions 1/*b*. a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. b. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. *Examples: 3/8 = 1/8 + 1/8 + 1/8 ; 3/8 = 1/8 + 2/8 ; 2 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8.* c. Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction. d. Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.
4	4.MD.4: Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots. *For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.*
5	5.NF.1: Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. *For example, 2/3 + 5/4 = 8/12 + 15/12 = 23/12. (In general, a/b + c/d = (ad + bc)/bd.)*
5	5.NF.2: Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. *For example, recognize an incorrect result 2/5 + 1/2 = 3/7, by observing that 3/7 < 1/2.*

UNIT 6: Geometry
Geometry | Measurement and Data

Grade Level	Standard
1	1.G.2: Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.
3	3.MD.7: Relate area to the operations of multiplication and addition. a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths. b. Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning. c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning. d. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.
3	3.MD.8: Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.
3	3.G.1: Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.
4	4.MD.3. Apply the area and perimeter formulas for rectangles in real world and mathematical problems. *For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.*
2	2.G.1: Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.1 Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.
4	4.MD.5: Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement: a. An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through 1/360 of a circle is called a "one-degree angle," and can be used to measure angles. b. An angle that turns through n one-degree angles is said to have an angle measure of n degrees.
4	4.MD.6: Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.
4	4.MD.7: Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.
4	4.G.1: Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.
4	4.G.2: Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.
4	4.G.3: Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.
5	5.G.1: Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., *x*-axis and *x*-coordinate, *y*-axis and *y*-coordinate).

5	5.G.2: Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.

5	5.MD.3: Recognize volume as an attribute of solid figures and understand concepts of volume measurement.
	    a. A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume.
	    b. A solid figure which can be packed without gaps or overlaps using *n* unit cubes is said to have a volume of *n* cubic units.

5	5.MD.4: Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.

5	5.MD.5. Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.
	    a. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.
	    b. Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.
	    c. Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.

UNIT 7: Multiplying Fractions
Number and Operations - Fractions

Grade Level	Standard

4	4.NF.4: Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.
	  a. Understand a fraction a/b as a multiple of $1/b$. *For example, use a visual fraction model to represent 5/4 as the product 5 × (1/4), recording the conclusion by the equation 5/4 = 5 × (1/4).*
	  b. Understand a multiple of a/b as a multiple of 1/b, and use this understanding to multiply a fraction by a whole number. *For example, use a visual fraction model to express 3 × (2/5) as 6 × (1/5), recognizing this product as 6/5. (In general, n × (a/b) = (n × a)/b.)*
	
	  c. Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. *For example, if each person at a party will eat 3/8 of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?*

5	5.NF.4: Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.
	  a. Interpret the product (a/b) × q as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a × q ÷ b$. *For example, use a visual fraction model to show (2/3) × 4 = 8/3, and create a story context for this equation. Do the same with (2/3) × (4/5) = 8/15. (In general, (a/b) × (c/d) = ac/bd.)*
	  b. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.

5	5.NF.5: Interpret multiplication as scaling (resizing), by:
	  a. Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.
	  b. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n × a)/(n × b)$ to the effect of multiplying a/b by 1.

5	5.NF.6: Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.

UNIT 8: Understanding Decimals
Number and Operations in Base Ten

Grade Level	Standard
4	4.NF.5: Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.[2] *For example, express 3/10 as 30/100, and add 3/10 + 4/100 = 34/100.*
4	4.NF.6: Use decimal notation for fractions with denominators 10 or 100. *For example, rewrite 0.62 as 62/100; describe a length as 0.62 meters; locate 0.62 on a number line diagram.*
4	4.NF.7: Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual model.
5	5.NBT.3: Read, write, and compare decimals to thousandths. a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., 347.392 = 3 × 100 + 4 × 10 + 7 × 1 + 3 × (1/10) + 9 × (1/100) + 2 × (1/1000). b. Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.
5	5.NBT.4: Use place value understanding to round decimals to any place.

UNIT 9: Operations with Decimals
Number and Operations in Base Ten

Grade Level	Standard
5	5.NBT.7: Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

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UNIT 10: Algebraic Thinking
Operations and Algebraic Thinking

Grade Level	Standard
5	5.OA.2: Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. *For example, express the calculation "add 8 and 7, then multiply by 2" as 2 × (8 + 7). Recognize that 3 × (18932 + 921) is three times as large as 18932 + 921, without having to calculate the indicated sum or product.*
4	4.OA.5: Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. *For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.*
3	3.OA.9: Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. *For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.*
5	5.OA.3: Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. *For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.*
5	5.OA.1: Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.

SUBJECT	UNIT	TEACHER
Math	Unit 10: Operations and Algebraic Thinking (15 days)	

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	• What is a variable? • How can I use equations and expression to help me with math? • How can an expression represent a real life situation? • How do I know what order to solve equations and expressions?

STANDARDS
71. Generate a number or shape pattern that follows a given rule. (4.OA.5) 72. Solve expressions using substitution. 73. Write expressions and equations with an unknown for multiplication and division word problems. (4.OA.2) 74. Generate two numerical patterns using two given rules. (5.OA.3) 75. Simplify expressions involving multiple operations including expressions with parentheses. (5.OA.1) 76. Write simple expressions that record calculations with numbers and interpret numerical expressions without evaluating them. (i.e. express the calculation "add 8 and 7, then multiply by 2" as 2 x (8 + 7). (5.OA.2)

ACADEMIC VOCABULARY	
expression exponent pattern geometric sequence evaluate solve substitution	•

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Day 164: 05/18 SWBAT solve expressions with exponents.	Day 165: 05/19 SWBAT write and evaluate numerical expressions involving whole-number exponents.	Day 166: 05/20 SWBAT write and evaluate numerical expressions involving whole-number exponents.	Day 167: 05/21 SWBAT generate a shape pattern that follows a given rule.	Day 168: 05/22 MAP TESTING (one day this week)

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
No School: 05/25 Memorial Day	Day 169: 05/26 SWBAT identify the rule for shape pattern and determine the following terms in the pattern.	Day 170: 05/27 SWBAT generate a number pattern that follows a given rule.	Day 171: 05/28 SWBAT generate two numerical patterns using two given rules.	Day 172: 05/29 SWBAT write and interpret single and numerical expressions to represent mathematical contexts using addition and subtraction.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Day 173: 06/01 SWBAT write and interpret single and numerical expressions to represent mathematical contexts using multiplication and division.	Day 174: 06/02 SWBAT understand that a variable can represent an unknown number. SWBAT write and interpret single and numerical expressions with variables to represent mathematical using all operations.	Day 175: 06/03 SWBAT write and interpret single and numerical expressions with variables to represent real-world contexts using all operations.	Day 176: 06/04 SWBAT solve one-step expressions using substitution.	Day 177: 06/05 SWBAT solve two-step expressions using substitution.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Day 178: 06/08 SWBAT translate multi-step mathematical expressions into verbal expression.	Day 179: 06/09 SWBAT translate multi-step verbal expressions into mathematical expressions.	Day 180: 06/10 Review	Day 181: 06/11 Unit 10 Assessment	Day 182: 06/12 Last Day Activity

Classwork – Day 164   Name: _____

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                                            Be heroes.

AIM: HWBAT solve expressions with exponents.

THINK ABOUT IT

1) What is another way to write 5 + 5 + 5 using a different operation? _____

2) What is another way to write 6 x 3 using a different operation? _____

3) What is another way to write 3 x 4 using a different operation? _____

EXPONENTIAL FORM NOTES

_____ form is a way of showing

    repeated _____.

The **exponent** of a numbers says how times to use the

    _____ number in a multiplication sentence.

Exponent
8^2
Base Number
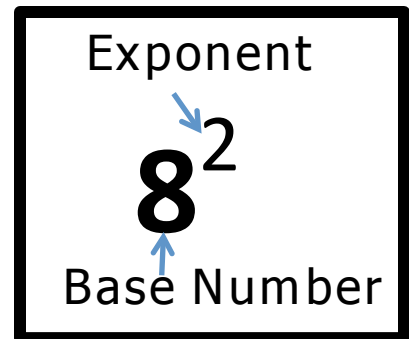
- When a number is to the 2nd power, we say it is _____.

- When a number is the 3rd power, we say it is _____.

EXAMPLES

Directions: Solve the expressions below.

1) 3^1 **Answer:** _____	2) 12^2 **Answer:** _____	3) $(\frac{2}{3})^2$ **Answer:** _____
4) 2^4 **Answer:** _____	5) 3^3 **Answer:** _____	6) 10^4 **Answer:** _____

Note: Any base number to the zero power is equal to _____.

Directions: Write the expressions below in exponential form.

1) 6 x 6 x 6 x 6 **Answer:** _____	2) 8 x 8 **Answer:** _____	3) 7 x 7 x 7 **Answer:** _____

PARTNER PRACTICE

Directions: Identify the base number and the exponent.

1) 3^4 Base _____   Exponent _____

2) 5^2 Base _____   Exponent _____

Directions: Solve the expressions below.

3) 9^2	4) 2^5	5) $(\frac{1}{5})^2$
Answer: _____	**Answer: _____**	**Answer: _____**
6) 25^1	7) 4^0	8) $(\frac{1}{5})^0$
Answer: _____	**Answer: _____**	**Answer: _____**

Directions: Write the expressions below in exponential form.

9) 7 x 7	10) 12	11) 4 x 4 x 4 x 4 x 4 x 4
Answer: _____	**Answer: _____**	**Answer: _____**

INDEPENDENT PRACTICE

Directions: Identify the base number and the exponent.

1) 5^6 Base _____   Exponent _____

2) 2^7 Base _____   Exponent _____

Directions: Rewrite the expressions as repeated multiplication and solve.

Repeated Multiplication   **Solve**

3) 4^3 _____   _____

4) 1^6 _____   _____

5) 5^2 _____   _____

6) $(\frac{1}{2})^3$ _____   _____

Directions: Square each number. (Hint: x^2)

7) 8 _____   8) $(\frac{2}{5})$ _____   9) 10 _____

Directions: Simplify each expression below.

10) 6^2	11) 4^3	12) 5^1
A) 8	A) 64	A) 5
B) 12	B) 7	B) 10
C) 36	C) 12	C) 25
D) 216	D) 56	D) 6

13) Johnny said that the expression below can be simplified by multiplying 36 x 3. Is he correct? Explain why or why not.

$$36^3$$

_____

_____

_____

Directions: Solve the expressions below.

14) 11^2	15) 10^5	16) $(\frac{4}{5})^2$
Answer: _____	**Answer: _____**	**Answer: _____**

Directions: Write the expressions below in exponential form.

17) 5 x 5 x 5 x 5 x 5 x 5	18) 119	19) 9 x 9 x 9
Answer: _____	**Answer: _____**	**Answer: _____**

Directions: Use the correct inequality symbol to answer the questions below.

20) 4^3 _____ 8^2 21) 2^5 _____ 5^2 22) 15^0 _____ 9^1

Challenge: Solve the expression: $4^2 + 5^3$

Answer: _____

Name: _____

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EXIT TICKET

1) In the expression 5^7, the 7 is the:

a. base
b. root
c. multiple
d. exponent

2) In the expression 4^3 the 4 is the:

a. base
b. multiple
c. exponent
d. answer

3) Which expression below shows 7^3 in expanded form?

a. 7 x 3
b. 3 x 3 x 3 x 3 x3 x 3 x 3
c. 7 x 7 x 7
d. 7 + 7 + 7

Directions: Simplify the expressions below.

4) 7^2	5) 3^4	6) 15^0	7) $(\frac{3}{7})^2$
Answer: _____	**Answer:** _____	**Answer:** _____	**Answer:** _____

Appendix 2.3.b.1.vii

5th

Art Curricular Materials

Fifth Grade Art Curricular Map

Time Frame: 36 Weeks (August 19th – June 6th)

Q1 Standards: Contrast/Emphasis	Q2 Standards: Symmetry/Asymmetry	Q3 Standards: Abstraction/Realism	Q4 Standards: Photography/Movement/ Repetition
• (1) Perception. The student develops and organizes ideas from the environment. The student is expected to: (A) identify similarities, differences, and variations among subjects, using the senses; and (B) identify color, texture, form, line, and emphasis in nature and in the human-made environment. (2) Creative expression/performance. The student expresses ideas through original artworks, using a variety of media with appropriate skill. The student is expected to: (A) invent images that combine a variety of colors, forms, and lines; (C) increase manipulative skills, using a variety of materials to produce drawings, paintings, prints, and	(1) Perception. The student develops and organizes ideas from the environment. The student is expected to: (A) identify similarities, differences, and variations among subjects, using the senses; and (B) identify color, texture, form, line, and emphasis in nature and in the human-made environment. (2) Creative expression/performance. The student expresses ideas through original artworks, using a variety of media with appropriate skill. The student is expected to: (A) invent images that combine a variety of colors,	(1) Perception. The student develops and organizes ideas from the environment. The student is expected to: (A) identify similarities, differences, and variations among subjects, using the senses; and (B) identify color, texture, form, line, and emphasis in nature and in the human-made environment. (2) Creative expression/performance. The student expresses ideas through original artworks, using a variety of media with appropriate skill. The student is expected to: (A) invent images that combine a variety of colors,	(1) Perception. The student develops and organizes ideas from the environment. The student is expected to: (A) identify similarities, differences, and variations among subjects, using the senses; and (B) identify color, texture, form, line, and emphasis in nature and in the human-made environment. (2) Creative expression/performance. The student expresses ideas through original artworks, using a variety of media with appropriate skill. The student is expected to: (A) invent images that combine a variety of colors,

Fifth Grade Art Curricular Map

constructions.
 	
(3) Historical/cultural heritage. The student demonstrates an understanding of art history and culture as records of human achievement. The student is expected to:
 	
    (A) identify simple ideas expressed in artworks through different media;
 	
    (B) select artworks that show families and groups; and
 	
    (C) identify the use of art in everyday life.
 	
(4) Response/evaluation. The student makes informed judgments about personal artworks and the works of others. The student is expected to:
 	
    (A) express ideas about personal artworks; and
 	
    (B) identify simple ideas about original
	forms, and lines;
	
	    (B) place forms in orderly arrangement to create designs; and
	
	    (C) increase manipulative skills, using a variety of materials to produce drawings, paintings, prints, and constructions.
	
	(3) Historical/cultural heritage. The student demonstrates an understanding of art history and culture as records of human achievement. The student is expected to:
	
	    (A) identify simple ideas expressed in artworks through different media;
	
	    (B) select artworks that show families and groups; and
	
	    (C) identify the use of art in everyday life.
		forms, and lines;
		
		    (B) place forms in orderly arrangement to create designs; and
		
		    (C) increase manipulative skills, using a variety of materials to produce drawings, paintings, prints, and constructions.
		
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		    (C) identify the use of art in everyday life.
		
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			forms, and lines;
			
			    (B) place forms in orderly arrangement to create designs; and
			
			    (C) increase manipulative skills, using a variety of materials to produce drawings, paintings, prints, and constructions.
			
			(3) Historical/cultural heritage. The student demonstrates an understanding of art history and culture as records of human achievement. The student is expected to:
			
			    (A) identify simple ideas expressed in artworks through different media;
			
			    (B) select artworks that show families and groups; and
			
			    (C) identify the use of art in everyday life.
			
			(4) Response/evaluation. The student makes informed

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artworks, portfolios, and exhibitions by peers and others.	(4) Response/evaluation. The student makes informed judgments about personal artworks and the works of others. The student is expected to: (A) express ideas about personal artworks; and (B) identify simple ideas about original artworks, portfolios, and exhibitions by peers and others.	judgments about personal artworks and the works of others. The student is expected to: (A) express ideas about personal artworks; and (B) identify simple ideas about original artworks, portfolios, and exhibitions by peers and others.	judgments about personal artworks and the works of others. The student is expected to: (A) express ideas about personal artworks; and (B) identify simple ideas about original artworks, portfolios, and exhibitions by peers and others

Fifth Grade Art Curricular Map

Sequencing Content Descriptions and Resources		
Quarter 1 **Emphasis/ Contrast**		
	Enduring Understandings	• Emphasis is the first place you look in the painting. • Artists use emphasis to make the viewer look at certain things. • Artists can make emphasis in many ways. • Contrast is when there is a stark difference between elements in a painting. • Artists use contrast to create emphasis. • Artists use contrast to make their artwork more dramatic.
	Essential Questions	• What is emphasis? • How can you make emphasis? • Why do artists use emphasis? • What is contrast? • How can you make contrast? • Why do artists use contrast?
	Objectives:	• SWBAT identify emphasis and contrast in a painting. • SWBAT state why emphasis and contrast is used in art. • SWBAT create emphasis and contrast in their own art.
Quarter 2 **Symmetry/ Asymmetry**		
	Enduring Understandings	• Symmetry is the ability to divide an object or shape evenly down the middle and have the halves be the same. • Asymmetry is when the halves are not the same if divided equally. • Artists use symmetry and asymmetry for various reasons. • To create symmetry the halves must be the same.
	Essential Questions	• What is symmetry/asymmetry? • How can you create symmetry? • Why do artists use symmetry?
	Weekly Objectives	• SWBAT identify symmetry/asymmetry. • SWBAT state why artists use symmetry/asymmetry. • SWBAT create artwork with symmetry and asymmetry.
Quarter 3 **Abstraction/**		
	Enduring Understandings	• Abstraction is images of things not possible in reality. • Realism is artwork that is very true to life.

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Realism		• There are many ways to create abstraction in art. • Photorealism is when artists try to make paintings look like photographs.
	Essential Questions	• What is abstraction? • What is realism? • Why do artists use abstraction/realism? • How can artists make abstraction/realism in art?
	Weekly Objectives	• SWBAT identify the difference between abstraction/realism. • SWBAT state why artists use abstraction/realism. • SWBAT create abstraction and realism in their own artwork.
Quarter 4 **Photography Movement/ Repetition**		
	Enduring Understandings	• Photography is a medium of art. • Movement/repetition in art creates an illusion of fluidity in an artwork. • Artists use repetition to create patterns and move the viewers' eyes along the artwork.
	Essential Questions	• What is photography? • How do you create photographs? • How do artists compose photographs? • What is movement in art? • What is repetition in art?
	Weekly Objectives	• SWBAT identify the differences between art medium. • SWBAT identify movement in art. • SWBAT create patterns in art. • SWBAT create composed photographs.

5th Grade Art Weekly Plan   **Week:**   10.6-10.14

Art Objectives:

Student Friendly Content Objectives:
• Students will be able to define contrast in art.
• Students will be able to create contrast in an artwork.

St friendly Language Objectives:
• "Contrast is _____."
• "I can make contrast by _____."

Vocab. Focus	• Art • Smartest Artists • Safe/Not safe • Contrast

Lesson Cycle

Opening/Hook
Today's Do First: (Painting up on the projector) Look at this picture. What do you notice about the colors?

Introduction to new material
T will tell students that today we are going to learn about something called contrast. Have students repeat word. • Contrast means that there are two colors in a picture that are very different.For example, black and white. When these two colors are next to each other the make contrast because they are so different. • Let's look at these pictures to find the contrast.

Guided Practice:
Let's look at these pictures and try to find the contrast in each one. • T shows students multiples paintings and asks where they look first for each one. • Have students answer in a complete sentence "The contrast is _____ because there are two ver different colors." Now we are going to make our own contrast in our own picture. T demonstrates creating contrast with color on the board.

Independent Practice:

Now you are going to make your own picture with contrast! You are going to make your contrast using color just like I did. T shows example up on board and explains that they can either copy the example or create their own picture with contrast.

Sts go to their tables and complete picture with contrast.

Assessment and Criteria for Success

Informal assessment will include:

- Sts ability to answer questions
- Sts ability to demonstrate correct procedures and transitions
- Sts ability to give feedback to T and other sts on correct way in which to follow procedures
- Sts ability to state what is contrast.
- Sts ability to create contrast.

Closing:

T will thank sts for their hard work in art today. Students will bring their work to drying racks.

Differentiation

- Extra assistance for struggling sts

Materials

- Paper
- Scissors
- Tape
- Wáter colors

Appendix 2.3.b.1.viii

6th

Reading Curricular Materials

2014-2015 6th GRADE ELA SCOPE AND SEQUENCE

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Aug. 18 – Oct. 3 (7 weeks)	Oct. 14 – Oct. 30 (3 weeks)	Nov. 3 – Dec. 12 (5 weeks)	Jan. 6 – Feb. 13 (6 weeks)	Feb. 17 – April 3 (7 weeks)	April. 13 – May 15 (5 weeks)
Wonder by RJ Palacio + Personal Narratives	**Favorite Greek Myths** by Mary Pope Osborne **+ Nonfiction Articles**	**Maniac Magee** by Jerry Spinelli	**Roll of Thunder, Hear My Cry** by Mildred D. Taylor + **Emmett Till Biography**	**The Hunger Games** by Suzanne Collins	**Poetry, Genres Review, other MAP Prep**

Unit 1

Theme/Text	Culture EU	Reading	Vocab/Writing	READING STANDARDS
Choose Kindness. (Love) Aug. 18 – Oct. 3 *"Wonder" by RJ Palacio*	• You should always be kinder than necessary • You can hurt others without doing it on purpose. • We should always have **empathy** for other people. • It takes courage to do thing that are not popular.	**Reading Strategy Focus:** • Visualizing • Making inferences (predicting) **Characterization:** • Character Traits • Character Motivation • Types of Characters • Character Development **Literary Elements/Techniques** • Point of View	**Writing – L.2.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. • Sentence fluency (all sentences have a capital letter and period) • Short response. o Turning around question o Providing strong answer o Using transitional phrase to introduce evidence from the text. **Vocabulary – L.6.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. ***SYNONYM and ANTONYM CLUES*** • Identifies pairs of words (adjectives) that are synonyms (term defined)* • Infers the meaning of a word (adjective) using context clues, then selects the word that is a synonym (sentence)	**RL.6.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. • Makes inferences from information found in literary text* **RL.5.3** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). • Determines a character's feelings and/or emotions based on the information found in literary texts* • Infers a character's feelings in simple literary text* • Infers the reason behind a character's actions • Evaluates character development in literary text* • Infers the qualities (emotional and/or physical) of a character based on information found in literary texts • Infers the reason behind a character's feelings/emotions* • Identifies the development of character in a literary text* **RL.5.6** Describe how a narrator's or speaker's point of view influences how events are described. • Identifies the point of view used in a literary passage* **RL.6.6** Explain how an author develops the point of view of the narrator or speaker in a text. **Visualizing** • Recognizes the author's use of descriptive language as a technique to create interest in literary text* • Analyzes the author's use of imagery in literary text* • Recognizes the author's use of imagery as a technique to create interest in literary text*

BREAK FOR ONE WEEK OF NARRATIVE WRITING

W.6.3

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

     a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence thatunfolds naturally and logically.

     b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

     c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

     d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

     e. Provide a conclusion that follows from the narrated experiences or events.

Unit 2

Theme/Text	Culture EU	Reading	Vocab/Writing	READING STANDARDS
Favorite Greek Myths and nonfiction articles. Oct. 14 – Oct. 30	•	**Reading Strategy Focus:** • Summarizing (sequencing) **Literary Elements/Techniques** • Theme • **Author's Purpose**	**Vocabulary – L.6.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. ***DEFINITION CLUES*** • Uses example and definition clues to determine the meaning of unknown word. • Understands how to navigate commas, dashes, and parentheses when determining meaning of unknown word. **Writing – L.6.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. (Determine a theme or central idea of a text and how it is conveyed through particular details).	**RL.6.2** Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. • Distinguishes between appropriate and inappropriate main idea for a given title in informational text* • Analyzes informational text (complex paragraph) to identify a title best representing the main idea (term not used) • Evaluates statements to choose the one which best represents the main idea of a literary paragraph • Summarizes informational text • Identifies the supporting details **RL.6.5** Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. • Infers the setting of a literary passage based on information in the passage • Identifies the conflict in a literary passage (3 to 6 paragraphs) • Analyzes events important to plot development in literary text* • Describes the use of resolution in plot* **RL.6.10** •

By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

- Recognizes characteristics of fiction*
- Identifies the characteristics of nonfiction
- Distinguishes among literary genres to recognize a fantasy

Author's Purpose
- Determines author's purpose for entire passage (inform, persuade, entertain)
- Determines author's purpose for including a specific

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Unit 3

Theme/Text	Culture EU	Reading	Vocab/Writing	READING STANDARDS
The importance of Team and Family. Nov. 3 – Dec. 12 *"Maniac Magee" by Jerry Spinelli*	-Characters are complex. They can make mistakes, change over time, and bounce back from struggles. Authors make choices to create characters that reflect people. -Racial tensions are real, but can be overcome by building relationships.	**Reading Strategy Focus:** • Inferencing • Predicting **Lit Elements/ Techniques:** • Suspense • Figurative language (hyperbole, metaphor, simile, personification) • Plot Elements: exposition, setting, conflict, rising action, climax, falling action, resolution).	**Vocabulary – L.6.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. ***MULTIPLE MEANING CONTEXT CLUES*** • Infers the specific meaning of a word with multiple meanings (adjective) based on the context given in a sentence or paragraph **Writing – L.6.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. (Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to development of theme).	**RL.6.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. • Identifies figurative language in literary text* **RL.6.5** Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. • Infers the setting of a literary passage based on information in the passage • Identifies the conflict in a literary passage (3 to 6 paragraphs) • Analyzes events important to plot development in literary text* • Define suspense and explain how the author creates it. • Describes the use of resolution in plot* •

| | -No matter who you are, it is important to know where home is and who your team and family is. | • Spiraled characterization | | **SPIRAL:**
RL.6.1
Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
• Makes inferences from information found in literary text*

RL.5.3
Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
• Determines a character's feelings and/or emotions based on the information found in literary texts*
• Infers a character's feelings in simple literary text*
• Infers the reason behind a character's actions
• Evaluates character development in literary text*
• Infers the qualities (emotional and/or physical) of a character based on information found in literary texts
• Infers the reason behind a character's feelings/emotions*
• Identifies the development of character in a literary text* |

ONE WEEK BUFFER

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Unit 4

Theme/Text	Culture EU	Reading	Vocab/Writing	READING STANDARDS
Role of Thunder, Hear My Cry by Mildred D. Taylor + **Emmett Till Biography** (Inquire & Optimism) Jan. 6 – Feb 13		**Reading Strategy Focus:** • Summarizing **Characterization:** • Indirect vs Direct **Cause Effect/Compare and Contrast** **Reteach as necessary** •	**Vocabulary – L.6.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. (Spiral different strategies with context clues) **Writing – L.6.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. (Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.)	**RL.6.3** Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. • Compares settings used in literary texts* **RI.5.3** Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. • Determines events as examples of cause and effect in literary text* **RL.6.2** Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. • Summarizes information in literary text based on supporting details* • Analyzes literary passages (5-15 paragraphs) to determine its theme (term not used)* **RL.6.9** Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. **Author's Purpose** • Determines author's purpose for entire passage (inform, persuade, entertain) • Determines author's purpose for including a specific paragraph. **Fact/Opinion** • Distinguishes between examples of fact and opinion

Unit 5

Theme/Text	Culture EU	Reading	Vocab/Writing	READING STANDARDS
"The Hunger Games" by Suzanne Collins February 17 – April 3	•	**Reading Strategy Focus:** • Inferencing (+ predicting) **Literary Techniques:** • Analyzing conflict • Dialogue • Flashback • Foreshadowing **Characterization:** • Character Traits • Character Motivation • Indirect vs Direct • Types of Characters • Character Development	**Vocabulary – L.6.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. (Spiral different strategies with context clues) **Speaking and Listening:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 6 topics, texts, and issues*, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	**RL.6.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. • Makes inferences from literary passages (1-3 paragraphs) • Infers the meaning of phrases found in literary text* • Infers the qualities (emotional and/or physical) of a character based on information found in literary texts • Infers the reason behind a character's feelings/emotions* **RL.6.2** Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. • Evaluates statements to choose the one which best represents the main idea of a literary paragraph (complex) • Recognizes details that support the main idea in passages containing long, complex, or incomplete literary sentences • Summarizes information in literary text with extensive dialogue*

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Unit 6

Theme/Text	Culture EU	Reading	Vocab/Writing	READING STANDARDS
MAP REVIEW **Speak your truth.** (Love) April 13 – May 15 **GENRE:** Poetry	• Your voice is powerful.	**Figurative Language:** • Alliteration • Hyperbole • Personification • Metaphor • Simile • Onomatopoeia • Symbolism **Literary Elements/Techniques** • Stanza • Lines • Rhyme Scheme **Genres** • Realistic Fiction • Historical Fiction • Mystery • Fantasy • Science Fiction • Fable • Fairy Tale • Tall Tale • Folk Tale • Myth • Biography • Autobiography • Essay	**Vocabulary –** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 5 reading and content,* choosing flexibly from a range of strategies. • Defines antonym* • Identifies a word that is an antonym (term defined) of a given word • Uses antonym context clues to determine the meaning of unknown words (Spiral synonym clues)	**RL.6.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. • Recognizes the author's use of rhyme as a technique to increase the interest of a literary text* • Identifies rhyme as a literary device* • Recognizes examples of alliteration* • Analyzes the author's use of onomatopoeia • Gives examples of similes in literary text • Infers the meaning of metaphors (term not used) in literary text* • Identifies figurative language in literary text* • Defines personification **RL.6.10** By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. • Classifies literary text as folk tale* • Classifies literary texts as fables* • Classifies literary texts as myths* • Classifies literary text as a tall tale* • Classifies literary texts as science fiction* • Recognizes the characteristics of biographies • Classifies text as historical fiction*

SUBJECT	UNIT	TEACHER
6th ELA	1 – Wonder	

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
1. You should always be kinder than necessary. Choose kindness. 2. You can hurt others without doing it on purpose. 3. We should always have empathy for other people. 4. It takes courage to do things that are not popular.	• How can I make inferences to learn more about characters? • How can I use an author's words to visualize? • How does an author's point of view and perspective impact the story? • How can this story help me understand issues in LIFE? • What does it mean to choose kindness?

Scaffolded Objectives	Reading Standards	Vocabulary
• I CAN make inferences based on evidence from the text. (RL.6.1) • I CAN explain what the text says explicitly based on evidence (6.1) • I CAN identify author's use of imagery to visualize a text. • I CAN identify the point of view and explain its effect on a story. (RL.6.6) • I CAN identify character emotions and traits (RL.3.3) • I CAN identify how characters change. (RL.6.3) • I CAN compare and contrast characters, settings, or events. (RL 5.3) • I CAN determine a character's motivation by citing evidence from the text. (RL.3.3)	**RL.6.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. • Makes inferences from information found in literary text* **RL.5.3** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). • Determines a character's feelings and/or emotions based on the information found in literary texts* • Infers a character's feelings in simple literary text* • Infers the reason behind a character's actions • Evaluates character development in literary text* • Infers the qualities (emotional and/or physical) of a character based on information found in literary texts • Infers the reason behind a character's feelings/emotions* • Identifies the development of character in a literary text*	**Vocabulary – L.6.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. ***SYNONYM and ANTONYM CLUES*** • Identifies pairs of words (adjectives) that are synonyms (term defined)* • Infers the meaning of a word (adjective) using context clues, then selects the word that is a synonym (sentence)

Writing

Writing – L.2.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

• Sentence fluency (all sentences have a capital letter and period)
• Short response.
    o Turning around question
    o Providing strong answer
    o Using transitional phrase to introduce evidence from the text.

Speaking and Listening

	RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described. • Identifies the point of view used in a literary passage* **RL.6.6** Explain how an author develops the point of view of the narrator or speaker in a text. **Visualizing** • Recognizes the author's use of descriptive language as a technique to create interest in literary text* • Analyzes the author's use of imagery in literary text* • Recognizes the author's use of imagery as a technique to create interest in literary text*	b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion.

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Day	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
Objective	INVESTMENT	INVESTMENT	SWBAT define inference. SWBAT select the best inference based on evidence from the text.	SWBAT select the best inference based on evidence from the text.	SWBAT select the piece of evidence that best supports a given inference.
Text			"Ordinary" "Why I Didn't Go to School" "How I Came to life" Homework: Christopher's House (8-9)	"Driving" "Paging Mr. Tushman" Homework: "Nice Mrs. Garcia" (pgs. 17-18)	"Jack Will, Julian, and Charlotte" Homework: The Grand Tour (24-26)

Day	DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
Objective	SWBAT define the three types of POV. SWBAT identify the three types of POV.	SWBAT explain the pro's and con's of first person narration.	SWBAT explain how first person POV affects the reader's understanding.	SWBAT explain how a first person text would be different were it written from another character's POV.	Quiz 2
Text	The Performance Space (27-30) Homework: The Deal & Home (31-34)	First-Day Jitters Locks Homework: Around the Room	Lamb to the Slaugher Choose Kind Homework: Lunch & The Summer Table	One to Ten Padawan Homework: Wake Me Up when September Ends Jack Will	Mr. Browne's October Precept Apples Halloween Homework: School Pictures The Cheese Touch

Day	Day 11	Day 12	Day 13	Day 14	Day 15
Objective	SWBAT make inferences to determine character emotions.	SWBAT define types of characters (main character, supporting, protagonist, antagonist).	SWBAT make inferences to determine character emotions.	SWBAT explain how POV affects meaning for reader.	Quiz 3
Text	Costumes The Bleeding Scream Homework: Names	A Tour of the Galaxy Before August Seeing August Homework: August Through The Peephole, High School, Major Tom	After School The Padawan Bites the Dust An Apparition at the Door Breakfast Homework: Genetics 101 The Punnett Square Out with the Old	October 31 Trick or Treat Homework: Time to Think	Weird Kids The Plague The Halloween Party November Warning: This Kid is Rated R Homework: The Egyptian Tomb

Day	DAY 16	DAY 17	DAY 18	DAY 19	DAY 20
Objective	SWBAT define direct and indirect characterization. SWBAT identify character emotions; both indirect and direct.	SWBAT define character traits and differentiate them from character emotions. SWBAT identify character traits.	FLEX – Reteach day	SWBAT identify character traits and emotions.	Quiz 4
Text	The Call Carvel Why I Changed My Mind Homework: Four Things Ex-Friends Snow	Fortune Favors the Bold Private School In Science Partners Homework: Detention Season's Greetings	Letters, Emails, Facebook, Texts Homework: Back From Winter Break	The War Switching Tables Why I Didn't Sit with August the First Day of School Homework: Sides August's House	The Boyfriend Olivia's Brother Valentine's Day OUR TOWN Homework: Ladybug

Day	DAY 21	DAY 22	DAY 23	DAY 24	DAY 25
Objective	SWBAT define and identify character motivation.	SWBAT make inferences to determine character traits (STEAL Method)	CHARACTERIZATION – Reteach what has lowest mastery.	CHARACTERIZATION – Reteach what has lowest mastery.	Quiz 5
Text	The Bus Stop Rehearsal Bird The Universe Homework: North Pole	The Auggie Doll Lobot Homework: Hearing Brightly Via's Secret	My Cave Goodbye *Homework:* Daisy's Toys Heaven	Understudy The Ending Homework: Camp Lies (Miranda)	School What I Miss Most Extraordinary, but No One There to See Homework: The Performance After The Show

Day	DAY 26	DAY 27	DAY 28	Day 29	Day 30
Objective	SWBAT define and identify author's use of imagery.	SWBAT define and identify author's use of imagery.	SWBAT define and identify static and dynamic characters.	SWBAT explain how characters have developed.	SWBAT identify theme of Wonder.
Text	The Fifth-Grade Nature Retreat Known For Packing Homework: Daybreak Day One The Fairgrounds	Be Kind to Nature The Woods are Alive Alien Voices in the Dark Homework: The Emperor's Guard Sleep	Aftermath Home Bear The Shift Homework: Ducks The Last Precept The Drop-Off	Take your seats everyone A simple thing	Awards Floating Pictures The Walk Home

UNIT TEST

Date– **Unit 1 Assessment**   Name:_____

ELA / 6th Grade

Which objectives have you mastered?

I CAN make inferences based on evidence from the text. (RL.6.1)	5,6,15,16,24	/5	%
I CAN explain what the text says explicitly based on evidence (6.1)	8,17	/2	%
I CAN identify author's use of imagery to visualize a text.	13	/1	%
I CAN identify the point of view and explain its effect on a story. (RL.6.6)	4,10,11,12	/4	%
I CAN identify character emotions and traits (RL.3.3)	2,14,21,22,23	/5	
I CAN identify how characters change. (RL.6.3)	3,20	/2	%
I CAN compare and contrast characters, settings, or events. (RL 5.3)	7,19	/2	
I CAN determine a character's motivation by citing evidence from the text. (RL.3.3)	1,18	/2	%
I CAN use synonym and antonym context clues to determine the meaning of an unknown word.	9,25	/2	%
	Total:	**/25**	%

Directions: Read "Soccer Cinderella" and answer questions 1-9

Read this passage about a girl trying out for a soccer team. Then answer the questions that follow.

Soccer Cinderella
by Monica A. Harris

1   Cindi sometimes felt different from her friends. She liked sports, baseball caps, and chewing gum, all things that her friends were definitely not interested in.

2   In early spring, a flyer arrived in the mail. City *Co-Ed Soccer Team Tryouts! Saturday only*. This was it! A chance to be herself.

3   Saturday seemed to take forever to arrive. "Soccer shoes, water bottle, sweatpants, and, oh, can't forget my lucky cap," Cindi said, packing her bag.

4   As she parked her bike at the field, her heart sank. Her eyes searched from one end of the field to the other. "Please . . . oh please . . . let there be just one," she thought. How could her luck be so bad? Of the 50 kids there, not one was a girl! Cindi felt as though she stuck out like a sore thumb.

5   "Time for Plan B," she sighed, and darted behind the concession stand. She pulled on the sweatpants and tucked her hair up into her cap. Her heart raced as she tied her shoes. "Calm down," she thought, "just try to blend in." Keeping her head down, she walked over to the field.

6   The coach's assistant handed out numbers to wear. "13, just perfect," Cindi sighed.

7   The first tryout drills divulged Cindi's many talents. Cindi dribbled the ball with ease, ran the fastest through the footwork obstacle course, and made passes that were always on target. "Nice work, 13," the assistant said. Cindi was thrilled.

8   For the final tryout, the kids were to kick the ball past the goalie. He was the star of last year's team and was tough to beat. When Cindi faked to the left, the goalie moved in for the block, but she wheeled around and shot to the right. Goal! The coach jotted something on his clipboard.

9 Each player made several attempts. A few of the boys got the ball past him, but Cindi scored every time. On the final round of shots, Cindi decided to try a direct kick over his head. Unknown to her, someone had stepped on her shoelace, and it was now untied. As she made the final kick, not only did the ball go flying into the net, but it was followed by her shoe! All the kids laughed and pointed. The assistant let out a cheer, "Double goal!"

10 Cindi was horrified! As she felt the tears begin to pool in her eyes, she ran to her bike. She rode home as fast as she could. Her tears blurred her vision, and her heart felt like stone. Cindi ran through the front door and scrambled up the stairs to her room. She threw herself on the bed.

11 A few hours had passed when there was a knock at the door. Her mother called her to come downstairs. "What now?" she wondered. As she rounded the corner, she came face to face with the soccer coach and his assistant. Her heart skipped a beat.

12 "Hi Cindi. I believe I have something that belongs to you," the coach said, slowly pulling her shoe from behind his back.

13 "Sorry, I've never seen that shoe before," Cindi lied.

14 "That's funny. It has 'C. Rella' written in it. You are Cindi, aren't you?"

15 "Yeah," she answered, "but that's not my shoe."

16 "Well, then it won't hurt to try it on," the assistant said.

17 Cindi rolled her eyes and sat down on the chair. She arched her foot as they tried it on, but luck wasn't on her side. The shoe slipped on with ease and seemed to hug her foot perfectly.

18 "Okay, it's mine," she said while taking it off. "I'm sorry. I guess I shouldn't have been there today."

19 ~~"First of all," the coach said, "you had every right to be at the tryouts. The~~ team is co-ed, which means it's open to boys and girls. Unfortunately, we haven't had any girls show up . . . until now."

20 The coach knelt down so that he could see Cindi's face. "We came by to ask you if you'd like to play on the team. You have a lot of talent, and we could use your help getting to the championship this year."

21 Cindi was shocked. This was it! A chance to be herself. "I'd be honored," she answered with a bow.

1. **Why is Cindi disappointed when she first arrives on the soccer field?**

   A) None of her friends are there
   B) There are only boys trying out
   C) The players are bigger than she is
   D) There are too many kids trying out

Write down the detail from the text that helped you get your answer: Paragraph # _____

2. **Which best describes how Cindi felt when she got to the soccer field?**

   A) Concerned about playing with an injury
   B) Unsure that she could play well enough
   C) Confused as to how to change her clothes quickly
   D) Uneasy about being different from the other players

Write down the detail from the text that helped you get your answer: Paragraph # _____

3. **Which words best describe Cindi's emotions at the soccer field right BEFORE and right AFTER tryouts?**

   A) Sad, then delighted   C) Scared, then amused
   B) Nervous, then upset   D) Confident, then angry

Write down the detail from the text that helped you get your answer: Paragraph # _____

4. **In what point of view is this story written?**

   A) First person
   B) Second person
   C) Third person limited
   D) Third person omniscient

5. **Why is Cindi excited when she is offered a spot on the soccer team?**

   A) She wants to show that she is as talented as the boys.
   B) She wants to make her mother proud.
   C) She wants the opportunity to be who she is.
   D) She wants to help the team win the championship.

6. What evidence from this selection supports the answer from #5?

    A) The coach knelt down so that he could see Cindi's face. "We came by to ask you if you'd like to play on the team. You have a lot of talent, and we could use your help getting to the championship this year."
    B) As she made the final kick, not only did the ball go flying into the net, but it was followed by her shoe! All the kids laughed and pointed. The assistant let out a cheer, "Double goal!"
    C) Cindi rolled her eyes and sat down on the chair. She arched her foot as they tried it on, but luck wasn't on her side. The shoe slipped on with ease and seemed to hug her foot perfectly.
    D) Cindi was shocked. This was it! A chance to herself! "I'd be honored," she answered with a bow.

7. How was the first try-out similar to the second try-out?

    A) Cindi kept her shoe on.
    B) Cindi was nervous.
    C) Cindi performed well.
    D) Cindi got past the goalie.

8. How did Cindi hear about the soccer try-outs?

    A) One of the boys on the team told her.
    B) She got a flier in the mail.
    C) The coaches recruited her.
    D) She saw the try-outs on the field while riding her bike.

9. In the excerpt it says, "The first tryout drills <u>divulged</u> Cindi's many talents." Which word is a synonym of <u>divulge</u>?

    A) Difficult
    B) Hide
    C) Reveal
    D) Successful

Directions: Read "Bud, Not Buddy" and answer questions 10-19

This selection is from a novel about a boy named Bud. Miss Hill is his favorite librarian.

Bud, Not Buddy

by Christopher Paul Curtis

1   I pushed the heavy door open and walked into the library. The air in the library isn't like the air anywhere else, first it's always cooler than the air outside, it feels like you're walking into a cellar on a hot July day, even if you have to walk up a bunch of stairs to get into it.

2   The next thing about the air in the library is that no other place smells anything like it. If you close your eyes and try to pick out what it is that you're sniffing you're only going to get confused, because all the smells have blended together and turned themselves into a different one.

3   As soon as I got into the library I closed my eyes and took a deep breath. I got a whiff of the leather on all the old books, a smell that got real strong if you picked one of them up and stuck your nose real close to it when you turned the pages. Then there was the smell of the cloth that covered the brand-new books, the books that made a splitting sound when you opened them. Then I could sniff the paper, that soft, powdery, drowsy smell that comes off the pages in little puffs when you're reading something or looking at some pictures, a kind of hypnotizing smell.

4   I think it's that smell that makes so many folks fall asleep in the library. You'll see someone turn a page and you can imagine a puff of page powder coming up really slow and easy until it starts piling on the person's eyelashes, weighing their eyes down so much that they stay down a little longer after each blink and finally making them so heavy that they just don't come back up at all. Then their mouths come open and their heads start bouncing up and down like they're bobbing in a big tub of water for apples and before you know it, ... woop, zoop, sloop ... they're out cold and their face thunks down smack-dab on the book.

5   That's the part that gets the librarians the maddest, they get real upset if folks start drooling in the books and, page powder or not, they don't want to hear no excuses, you gotta get out. Drooling in the books is even worse than laughing out loud in the library, and even though it might seem kind of mean, you can't really blame the librarians for tossing drooly folks out 'cause there's nothing worse than opening a book and having the pages all stuck together from somebody's dried-up slobber.

6   I opened my eyes to start looking for Miss Hill. She wasn't at the lending desk so I left my suitcase with the lady there. I knew it would be safe.

7   I walked between the stacks to see if Miss Hill was putting books up. Three doggone times I walked through the library, upstairs and down, and couldn't find her.

8   I went back up to the librarian at the lending desk. I waited until she looked up at me. She smiled and said, "Yes? Would you like to retrieve your suitcase?" She reached under the desk.

9   I said, "Not yet, ma'am, could I ask you a question?"

10   She said, "Of course, young man, how may I help you?"

11   "I'm looking for Miss Hill."

12   The librarian looked surprised. "Miss Hill? My goodness, hadn't you heard?"

13   I answered, "No, ma'am."

14   The librarian said, "There's no need for you to look so stricken. It's not bad news, young man."

15   She laughed a quiet, librarian-type laugh and said, "Really, it's not bad news. Unless you had matrimonial plans concerning Miss Hill."

16   I pretended I knew what she was talking about, most times if you listen to how grown folks ask a question they let you know what it is they want to hear.

17   I said, "No, ma'am, I didn't plan that at all."

18   She laughed again and said, "Good, because I don't think her new husband would appreciate the competition. Miss Hill is currently living in Chicago, Illinois."

19   I said, "Husband? You mean she got married, ma'am?"

20   The librarian said, "Oh, yes, and I must tell you, she was radiating happiness."

21   I said, "And she moved all the way to Chicago?"

22   "That's right, but Chicago isn't that far. Here, I'll show you."

23   She reached under her desk and pulled out a thick leather book called *Atlas of the United States of America*.

24   She thumbed through a couple of pages and said, "Here we are." She turned the book to me, it was a big map of Michigan and a couple of the states that were next to it.

25   "We're here." She pointed to the spot that said Flint. "And Chicago is here in Illinois."

26   They looked pretty close, but I know how tricky maps can be, shucks, they can put the whole world on one page on a map, so I said, "How long would it take someone to walk that far?"

27   She said, "Oh, dear, quite a while, I'm afraid."

28   I thanked the librarian for the bad news and went to sit at one of the big heavy tables so I could think what to do next.

10. From which point of view is this story told?

    A) First person
    B) Second person
    C) Third Person Limited
    D) Third Person Omniscient

11. Because of who the narrator is in "Bud, Not Buddy," readers learn –

    A) That Miss Hill got married and moved to Chicago.
    B) That Bud left his suitcase with the librarian.
    C) That it would take a long time to walk from Flint to Chicago.
    D) That Bud does not understand the librarians reference to matrimonial plans.

12. The story is told from Bud's viewpoint. How does this viewpoint affect how readers understand the story?

    A) Readers sense his frustration when he cannot find Miss Hill.
    B) Readers sense his dislike for the other librarian.
    C) Readers sense how often he comes to the library.
    D) Readers sense his anger that Miss Hill moved to Chicago.

13. Which of the following is NOT an example of imagery?

    A) The air in the library isn't like the air anywhere else, first it's always cooler than the air outside.
    B) I got a whiff of the leather on all the old books.
    C) I think it's that smell that makes so many folks fall asleep in the library.
    D) Then there was the smell of cloth that covered the brand-new books that made a splitting sound when you opened them.

14. In paragraphs 13 and 14, it is likely that Bud has a _____ look on his face.

    A) Relieved   C) Angry
    B) Worried   D) Annoyed

15. Why is Bud doubtful when the librarian shows him the map to locate Chicago?

    A) He has not used an atlas before.
    B) He wants to walk to Chicago, but realizes the map is not going to help him find his way.
    C) He does not believe the librarian is telling him the complete truth about Miss Hill.
    D) He cannot tell the real distance between Flint and Chicago.

16. Which quote supports the answer to #15?

    A) I thanked the librarian for the bad news and went to sit at one of big tables so I could think about what to do next.
    B) They looked pretty close, but I know how tricky maps can be, shucks, they can put the whole world on one page on a map.
    C) She the book to me, it was a big map of Michigan and a couple states that were next to it.
    D) She reached under her desk and pulled out a thick leather book called *Atlas of United States of America.*

17. Where does Bud leave his suitcase?

    A) By the stacks   C) Near the stairs
    B) At his table.   D) At the lending desk

18. What was Bud's main motivation in this excerpt?

    A) Reading the Atlas.
    B) Finding Miss Hill.
    C) Looking for a safe spot for his suitcase.
    D) Learning the fastest way to get to Chicago.

19. How are paragraphs 1-5 different from the rest of the selection?

    A) They primarily describe the setting.
    B) They take place in the library.
    C) They discuss Bud's experiences looking for Miss Hill.
    D) They reveal where Miss Hill works.

A Simple Lesson

"Another bad day at school, *m'ijo*[1]?" my father asked as I came into the room.

"How could you tell? I didn't slam the door or anything," I replied. Over the past two months I had either slammed the door or thrown my backpack across the room every time I came home from school. Papa thinks it has something to do with moving to a new house.

"I know this move has been hard on you. Leaving your friends and cousins behind is tough," Papa said, as he put his arm around my shoulder. "What you must remember is that, with a lot of hard work and some time, you will make new friends."

"You don't know how hard it is. This year my baseball team would have won the championship. They won't even give me a chance to pitch here. All I get to play is right field, and that's the worst!"

Papa turned toward me, "Things will get better, I promise you. Let me ask you, do you know why you were named David Lorenzo?"

"Yes, your name is David and grandfather's name is Lorenzo."

"Very good, and what makes your grandfather so important, m'ijo?"

"He was the first in the family to come to this country and all that," I answered.

"That is only partly correct. Your grandfather was a very great man. In Mexico he had been a teacher. When he came to America he could only get manual labor jobs because he didn't speak the language. It took him two years before he spoke English well enough to be allowed to teach here, but he did it. He never complained because he knew change could be difficult. Did he ever tell you that?" my father asked.

I looked down at my feet, ashamed at my behavior. "No. That must have been hard," I said <u>sheepishly</u>.

"Your grandfather taught your uncles, aunt, and me that if you let people see your talent they will accept you for who you are. I remembered that lesson when I went off to college. When you were born I wanted my son to never forget that great man. I want you to always remember what my father taught me, even if it takes a few years for people to see who you are," said Papa.

All I could say was, "Okay." Then I asked, "What should I do now?"

Laughing, Papa said, "How about you pitch a few to me? Your curveball needs some work."

_____

[1]. In Spanish, *m'ijo* (mē' hō) is the colloquial form of mi hijo, meaning "my son"

Go On ➡

20. How does the narrator change throughout this selection?

A) He is ready to start fresh the next day at school.
B) He decides to stop complaining about his role on the baseball team.
C) He plays baseball with his father instead of the kids at school.
D) He gains more appreciation for his own life.

21. In the third paragraph of this story, the father can be described as all of the following EXCEPT --

A) Understanding
B) Optimistic
C) Curious
D) Compassionate

22. Which of the following best describes the narrator in the 4th paragraph?

A) Furious
B) Frustrated
C) Enthusiastic
D) Motivated

23. Which of the following best describes David after he learns about his grandfather's story?

A) Apologetic
B) Angry
C) Insulted
D) Depressed

24. What is the <u>best</u> prediction a reader can make about David at the end of the story?

A) He will think about his grandfather every day for the rest of his life.
B) He will continue to demonstrate anger about his new school.
C) He will stop complaining about things and be patient.
D) He will be the best pitcher on his baseball team.

25. Read the following excerpt from the passage:

I looked down at my feet, ashamed of my behavior. "No. That must have been hard," I said sheepishly.

Which word means the opposite of sheepishly in the passage?

A) Nicely
B) Regretfully
C) Confidently
D) Apologetically

CORRECT ANSWERS:

1. b
2. d
3. b
4. c
5. c
6. d
7. c
8. b
9. c
10. a
11. d
12. a
13. c
14. b
15. d
16. b
17. d
18. b
19. a
20. d
21. d
22. b
23. a
24. c
25. c

KIPP Bloom College Prep LESSON PLAN	
Unit Title:	**Wonder**
Lesson Title:	**Lesson 1 Inferencing**
Date:	**Wednesday, August 27, 2014**

Planning Connections	
AIM:	***SWBAT*** define inference. ***SWBAT*** select the best inference based on evidence from the text.
Key Points:	An inference is an evidence based guess that combines the reader's background knowledge with details from the story To make an inference, we connect the details from the story (facts) to what we already know (background knowledge) to make an education guess and deeper meaning of the what is happening in the story (inference). Having to make inferences while reading is one of the most exciting parts about reading a text. A book would be much more boring if all of the information was just given to us by the author. When we make inferences, we are making meaning out of literacy in our own heads, so we have to be careful that the inferences we are making are the correct ones.
Vocabulary	Right there details (facts) Background knowledge Inference
Materials & Anchor Chart	FBI=facts +background knowledge=inference Wonder pages 1-7 Homework pages 8-9 SUNGLASSES!

Aligned Assessment Question from Unit Test and Weekly Quiz	Unit Assessment Item:
	
	5. Why is Cindi excited when she is offered a spot on the soccer team? (inferencing)
	
	8. How did Cindi hear about the soccer try-outs? (right there)
	
	Weekly Quiz Item:
	  1. What is most likely the reason Milo feels surprised when he sees the package? (inferencing)
	  2. To what place was Milo rushing? (right there)

PDN 7 minutes	
Teacher Actions	**Student Actions**
Take students through first five.	Students go through first five.

PDN focuses on finding right there details in a text (using Wonder day 1 preview of text)	Students silently complete their PDN and read independently if finished early.

Opening/Hook 3 **minutes**	
Teacher Actions	**Student Actions**
Turn off lights, super dramatic with flashlight on face-As of today, you are all about to become a a part of the FBI (cue dramatic music) Explain in real life what the FBI does- and how we will be FBI (facts, background knowledge to find inferences) this year as we become better readers-but everyone has to agree! You have to be ready to sign up for this very serious mission	Students are slanting and ohhh and ahhing

Intro to New Material 10 **minutes**	
Teacher Actions	**Student Actions**
Guided notes on FBI- An inference is an evidence based guess that combines the reader's background knowledge with details from the story To make an inference, we connect the details from the story (facts) to what we already know (background knowledge) to make an education guess and deeper meaning of the what is happening in the story (inference). Having to make inferences while reading is one of the most exciting parts about reading a text. A book would be much more boring if all of the information was just given to us by the author. When we make inferences, we are making meaning out of literacy in our own heads, so we have to be careful that the inferences we are making are the correct ones. include definition of with one-two examples of what inferences look like and don't look like (include that it is not just textual facts and not just background knowledge and also that sometimes you might us the wrong BK to make an inference) Model using FBI to make inferences on pages 3	Students are slanting and taking notes with teacher

Guided Practice 15 **minutes**	
Teacher Actions	**Student Actions**
Practice making inferences on pages 4-5 and possiblY part of 6	Students and teacher are reading together to make inferences, annotate, and explain

	inferences.
Independent Practice 10 **minutes**	
Teacher Actions	**Student Actions**
Finish practicing inferences with pages 6-7	Students are working silently to make inferences on pages 6 and 7.
Closing & Exit Slip 10 **minutes**	
Teacher Actions	**Student Actions**
See below No hands for the first 2 minutes of IP Floating around to support as needed. Going first to lowest level readers and/or students who struggled during guided practice	Students are practicing silently and independently.
Accommodations & Modifications	
Teacher Actions	**Student Actions**
Filled in notes for delayed processors Reduced answer choices and annotated text for lower level readers Reduced homework available	
Homework	
Making inferences and right there comprehension practice with pages 8 and 9	

Directions: Read the passage below. Then, answer the questions that follow.

1. August says "he is not an ordinary kid". What does it mean to be ordinary? Would you rather be ordinary or special? Why?

_____

_____

_____

2. What does August say would be his one wish? What do we learn about the way August looks based on the wish he wants?

_____

_____

_____

3. If you had a magic lamp and could make only ONE wish, what would you wish for and why?

_____

_____

_____

4. Using the clues in the text, who do you think Via is in relation to August? Write the details from the text that helped you make that guess.

_____

_____

_____

Guided Notes

An inference is an **evidence based guess** that combines the reader's **background knowledge** with **details** from the story.

To make an inference, we **connect** the details from the story to what we **already know** (background knowledge) to make an **educated guess** and deepen meaning of the what is **happening** in the story (inference).

Our formula for finding inferences is

_____ + _____ =

_____

Inference Examples

CORRECT- When I woke up this morning, the skies were cloudy, and there was a cool breeze. I remember the newscaster saying that it was supposed to rain today.

_____

Also, all week when I have woken up and there have been clouds and cool breezes, it has rained all day! _____

Therefore, I think that it is going to rain today. _____

INCORRECT- When I woke up this morning, the skies were cloudy, and there was a cool breeze. I remember the newscaster saying that it was supposed to rain today.

_____

Therefore, I think that it is going to rain today. _____

Making Inferences Model-<u>Wonder</u> Page 3

FACTS	BACKGROUND KNOWLEDGE	=INFERENCES

Class Practice-Pages 4, 5, and 6

FACTS	BACKGROUND KNOWLEDGE	=INFERENCES

Independent Practice-Pages 6 and 7

1. According to page 6, we can infer that
   a. Auggie's parents did not think anything was wrong in the first 7 months of his mom's pregnancy with Auggie
   b. Auggie's parents were worried that Auggie might not come out healthy
   c. Auggie's parents thought Auggie would be just like his sister Via
   d. Auggie's parents knew there was something wrong with Auggie before he was born

The facts from the text	The background knowledge I have	My inference is correct because

2. The whole room most likely got very quiet when Auggie was born because
   a. They were so excited that Auggie had been born
   b. They were shocked and concerned with Auggie's facial features
   c. They didn't want to disrupt Auggie's mom who was trying to sleep
   d. They wanted to be able to hear the doctor's directions

The facts from the text	The background knowledge I have	My inference is correct because

Directions: Read the passage below about a boy and his friends who get to try chocolate bars sent to them by a company. Circle the letter of each correct answer, and then explain your inference.

Chocolates

Every now and again, a plain grey cardboard box was dished out to each boy in our House, and this, believe it or not, was a present from the great chocolate manufacturers, Cadbury. Inside the box there were twelve bars of chocolate, all of different shapes, all with different fillings and all with numbers from one to twelve stamped on the chocolate underneath. Eleven of these bars were new inventions from the factory. The twelfth was the "control" bar, one that we all knew well, usually a Cadbury's Coffee Cream bar. Also in the box was a sheet of paper with the numbers one to twelve on it as well as two blank columns, one for giving marks to each chocolate from zero to ten, and the other for comments. All we were required to do in return for this splendid gift was to taste very carefully each bar of chocolate, give it marks and make an intelligent comment on why we liked it or disliked it.

It was a clever stunt. Cadbury's were using some of the greatest chocolate-bar experts in the world to test out their new inventions. We were of a sensible age, between thirteen and eighteen, and we knew intimately every chocolate bar in existence, from the Milk Flake to the Lemon Marshmallow. Quite obviously our opinions on anything new would be valuable. All of us entered into this game with great gusto, sitting in our studies and nibbling each bar with the air

1. According to the passage, we can infer that
   a. The boys ate too much chocolate
   b. The boys are excited when the chocolate bars arrive
   c. The boys wanted more chocolate
   d. The boys preferred Cadbury chocolate over any other type of chocolate

2. Explain your inference from number three below.

The facts from the text	The background knowledge I have	My inference is correct because

Directions: Read pages 8 and 9 in <u>Wonder.</u> As you read, answer the questions below.

3. In your own words, define **inference.**

An inference is
_____

_____

4. An inference has three parts. List the formula for making an inference.

F_____ **+B**_____**=I**_____

5. According to page 8, we can infer that
    a. Christopher and Auggie had a close relationship
    b. Auggie is sad that Christopher moved away
    c. Auggie and Christopher are big *Star Wars* fans
    d. Christopher and Auggie are no longer friends

6. Explain your inference from number three below.

The facts from the text	The background knowledge I have	My inference is correct because

7. Auggie's mother most likely didn't want Auggie to overhear her conversation because
   a. She isn't able to teach Auggie everything that she wants to
   b. She didn't want to have the conversation until later
   c. She didn't want to upset or scare Auggie that he might be going to school
   d. She was trying to keep the news a secret

8.

The facts from the text	The background knowledge I have	My inference is correct because

9. Why doesn't Auggie want to got go to school?

Auggie doesn't want to go to school because _____

_____

10.   What were Auggie's mom and dad going to fight about?

Auggie's mom and dad were going to fight about _____

_____

11.   Just after reading the first nine pages, how do you feel about Auggie? What were his words or actions that make you feel that way?

_____

_____

_____

_____

Appendix 2.3.b.1.ix

6th
Math
Curricular Materials

GRADE 6 MATH SCOPE AND SEQUENCE
2014 – 2015

KIPP:Chicago
COLLEGE PREP PUBLIC SCHOOLS

OVERVIEW

UNIT	UNIT NAME	CCSS STRAND	DAYS
1	The Number System & Whole Number Operations	The Number System	24 Days (9/19)
2	Decimal Operations		18 Days (10/17)
3	Dividing Fractions		14 Days (11/7)
4	Understanding and Representing Rational Numbers		16 Days (12/5)
5	Graphing on a Coordinate Plane	The Number System | Geometry	10 Days (12/19)
6	Algebraic Expressions	Expressions and Equations	17 Days (1/29)
7	Factors, Multiples and The Distributive Property	The Number System	14 Days (2/20)
8	Understanding, Writing and Solving Equations	Expressions and Equations	14 Days (3/6)
9	Understanding, Writing and Solving Inequalities		14 Days (3/27)
10	Understanding Rates and Ratios	Ratios and Proportional Relationships	14 Days (4/24)
11	Unit Rate Applications and Percents		10 Days (5/8)
12	Area of 2-Dimensional Shapes	Geometry	5 Days (5/15)
13	Surface Area & Volume		9 Days (5/29)
14	Data and Distribution	Statistics and Probability	10 Days (6/17)

UNIT 1: The Number System & Whole Number Operations
The Number System

Grade Level	Standard
4 | 5	Identify place value and value to the hundred millions place. (4.NBT.3; 5.NBT.1)
4	Use place value understanding to round multi-digit whole numbers to any place. (4.NBT.3)
3	Fluently add and subtract multi-digit whole numbers using the standard algorithm. (3.NBT.2)
4	Round whole numbers to any place value. (4.NBT.3)
5	Fluently multiply whole numbers using the standard algorithm. (5.NBT.5)
6	Divide whole numbers by a one- and two-digit divisors. (6.NS.2)
5	Mentally multiply and divide by powers of 10. (5.NBT.1, 5.NBT.2)
6	Solve and distinguish between all four operations.

UNIT 2: Decimal Operations
The Number System

Grade Level	Standard
5	Round decimals to any place value. (5.NBT.4)
5	Read, write, and compare decimals to thousandths. (5.NBT.3)
5 | 6	Fluently add and subtract multi-digit decimals using the standard algorithm. (5.NBT.7; 6.NS.3)
5 | 6	Fluently multiply multi-digit decimals using the standard algorithm. (5.NBT.7; 6.NS.3)
5 | 6	Fluently divide multi-digit decimals (with decimals in dividend and/or divisor) using the standard algorithm. (5.NBT.7; 6.NS.3)
6	Solve and distinguish between all four decimal operations.

UNIT 3: Dividing Fractions
The Number System

Grade Level	Standard
4	Multiply a fraction by a whole number. (4.NF.4)
5	Multiply a fraction by a fraction.
5	Identify a fraction as division of the numerator by the denominator. (5.NF.3)
5	Divide a whole number by a unit fraction. (5.NF.7)
5	Divide a unit fraction by a whole number. (5.NF.7)
5	Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers. (5.NF.3)
6	Solve word problems involving division of fractions by fractions. (6.NS.1)

UNIT 4: Understanding and Representing Rational Numbers
The Number System

Grade Level	Standard
6	Understand that positive and negative numbers are used together to describe quantities having opposite directions or values. (6.NS.5)
6	Use integers to represent real-world contexts and understand the meaning of 0 in each situation. (6.NS.5)
6	Find and position integers as points on horizontal and vertical number lines. (6.NS.6c)
6	Use the number line to order integers using <, >, or =. (6.NS.7a)
6	Write, interpret, and explain statements of order for rational numbers in real-world contexts. (6.NS.7b)
6	Understand absolute value as an integers distance from 0. (6.NS.7c)
6	Interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. (6.NS.7c)

UNIT 5: Graphing on a Coordinate Plane
The Number System | Geometry

Grade Level	Standard
5 | 6	Locate points on the coordinate plane through use of ordered pairs. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate). (5.G.1; 6.NS.6c)
6	Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes. (6.NS.6b)
5 | 6	Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. (5.G.2; 6.NS.8)
6	Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate. (6.NS.8)
6	Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems. (6.G.3)

UNIT 6: Algebraic Expressions
Expressions & Equations

Grade Level	Standard
6	Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). (5.OA.1; 6.EE.1)
5	Write and identify simple expressions without evaluating them. (5.01.2)
6	1. Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient) (6.EE.2b)
6	2. Write and identify algebraic expressions (6.EE.2a)
6	3. Evaluate algebraic expressions using substitution. (6.EE.2c)
6	4. Apply the properties of operations to generate equivalent expressions. (6.EE.3, 6.EE.4)

UNIT 7: Factors, Multiples and The Distributive Property
The Number System

Grade Level	Standard
6	Determine all the factors of a number less than or equal to 100. (6.NS.4)
6	Determine common factors and the Greatest Common Factor of two numbers less than or equal to 100 by listing all the factors of both numbers. (6.NS.4)
6	Identify the least common multiple of two whole numbers less than or equal to 12. (6.NS.4)
6	Solve real-world problems involving factors and multiples (6.NS.4)
6	Determine the Greatest Common Factor of two numbers less than or equal to 100 using prime factorization using factor trees. (6.NS.4)
6	Use the distributive property to express a sum of two whole numbers 1-100 with a common factor as a multiple of a sum of two whole numbers with no common factor. (6.NS.4)
6	Apply the distributive property to generate an equivalent algebraic expression. (6.EE.3)
6	Distinguish between the properties (commutative, associative, distributive) that are generating equivalent expressions (6.EE.3, 6.EE.4)

UNIT 8: Understanding, Writing and Solving Equations
Expressions and Equations

Grade Level	Standard
6	Use substitution to determine whether a given number in a specified set makes an equation or inequality true. (6.EE.5)
6	Solve one-step and multi-step algebraic equations using reasoning and inverse operations to find the solution to an equation. (6.EE.7)
6	Write an algebraic equation to represent a real-world or mathematical problem. (6.EE.6)
6	Solve real-world and mathematical problems by writing and solving equations of the form $px = q$ for cases in which p, q and x are all nonnegative rational numbers. (6.EE.7)

UNIT 9: Understanding, Writing and Solving Inequalities
Expressions and Equations

Grade Level	Standard
6	Determine whether a given number in a specified set makes an inequality true using substitution. (6.EE.6)
6	Represent a context using a simple inequality (<, >, ≤, ≥); model the solution using a number line diagram and describe the solution set. (6.EE.6, 6.EE.8)
6	Solve and write one-step inequalities using all operations and positive rational numbers to find the solution set that makes the inequality true. (6.EE.8)

UNIT 10: Understanding Rates and Ratios
Ratios and Proportional Relationships

Grade Level	Standard
6	Identify and describe the concept of a ratio and use ratio language to describe a ratio relationship. (6.RP.1)
6	Solve real world problems by making tables and tape diagrams of equivalent ratios and find missing values. (6.RP.3)
6	Solve real world problems by creating equivalent ratios by multiplying or dividing. (6.RP.3)
6	Graph pairs of values in ratio tables and explain the relationship between the table and the graph. (6.RP.3)
6	Determine the unit rate associated with a ratio. (6.RP.2)

UNIT 11: Unit Rate Applications and Percents
Ratios and Proportional Relationships

Grade Level	Standard
6	Model percents using percent bars and 10 x 10 grids. (6.RP.3c)
6	Find a percent of a quantity as a rate per 100. (6.RP.3c)
6	Use tables of equivalent ratios or equations to identify percents. (6.RP.3c)
6	Solve problems involving finding the whole, the part, or the percent. (6.RP.3c)

UNIT 12: Area of 2D Figures
Geometry

Grade Level	Standard
6	Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes. Apply these techniques in the context of solving real-world and mathematical problems. (6.G.1)

UNIT 13: Surface Area and Volume
Geometry

Grade Level	Standard
6	Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems. (6.G.4)
6	Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = l\,w\,h$ and $V = b\,h$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems. (6.G.2)

UNIT 14: Data and Distribution
Statistics and Probability

Grade Level	Standard
6	Display numerical data on a number line through use of dot plots, box plots, and histograms. (6.SP.4)
6	Summarize numerical data by reporting the number of observations and describing the nature of the attribute under investigation, including how it was measured and its units of measurement. (6.SP.5a; 6.SP.5b)
6	Summarize numerical data by giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered. (6.SP.3; 6.SP.5c)
6	Relate the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered. (6.SP.5d)

SUBJECT	UNIT	TEACHER
Math	Unit 4: Understanding and Representing Rational Numbers (16 days)	

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
- Rational numbers and number lines can be used to represent real world situations. - Opposite rational numbers have the same distance from 0 on a number line - The larger the absolute value of a positive number, the larger the value of the number; the larger the absolute value of a negative number, the smaller the value of the number. - The order in which numbers are placed on a number line will determine relative value of the numbers. Numbers increase in value as you move right/up and numbers decrease in value as you move left/down. - The magnitude of a number can be large, even if the number is negative. Owing the bank $1 million is a lot of money, even though $1 million is far to the left on a number line.	- How can we use a number line to compare and order numbers? - Is there a limit to the number of rational numbers that can be placed on the number line? - When can a negative number have a greater value than a positive number? - When and how can we use rational numbers to represent real-world contexts? - How can the value of a negative number be understood as less on a number line and more in certain real life situations?

STANDARDS	ACADEMIC VOCABULARY
21. Understand that positive and negative numbers are used together to describe quantities having opposite directions or values. (6.NS.5) 22. Use integers to represent real-world contexts and understand the meaning of 0 in each situation. (6.NS.5) 23. Find and position integers as points on horizontal and vertical number lines. (6.NS.6c) 24. Use the number line to order integers using <, >, or =. (6.NS.7a) 25. Write, interpret, and explain statements of order for rational numbers in real-world contexts. (6.NS.7b) 26. Understand absolute value as an integers distance from 0. (6.NS.7c) 27. Interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. (6.NS.7c)	Absolute Value Integer Rational Numbers Positive/Negative Signs Inequality Symbols (< , >, or =)

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
November 10 | Day 57 SWBAT represent integers using a vertical/horizontal number line. SWBAT identify and explain the meaning of the absolute value of a number.	November 11 No School Holiday	November 12 | Day 58 SWBAT use integers and number lines to represent quantities in real-world contexts. SWBAT explain the meaning of 0 in real-world contexts.	November 13 | Day 59 SWBAT use integers and number lines to represent quantities in real-world contexts. SWBAT explain the meaning of 0 in real-world contexts.	November 14 | Day 60 SWBAT interpret absolute value as the magnitude for a positive or negative quantity in a real world situation.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
November 17 | Day 61 SWBAT interpret absolute value as the magnitude for a positive or negative quantity in a real world situation.	November 18 | Day 62 SWBAT compare and order two or more integers using the number line and absolute value.	November 19 | Day 63 SWBAT compare and order two or more integers using the number line and absolute value.	November 20 | Day 64 SWBAT compare and order two or more integers using the number line and absolute value using real-world scenarios.	November 21 | Day 65 Reteach

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
November 24 | Day 66 SWBAT identify and represent positive rational numbers (fractions & decimals) on the number line.	November 25 | Day 67 SWBAT identify and represent rational (positive and negative) numbers (fractions & decimals) on the number line.	November 26 No School Thanksgiving Break	November 27 No School Thanksgiving Break	November 28 No School Thanksgiving Break

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
December 1 | Day 68 SWBAT compare and order two or more rational numbers using the number line and reasoning about absolute value	December 2 | Day 69 SWBAT write, interpret, and explain statements of order for rational numbers in real-world contexts	December 3 | Day 70 Reteach	December 4 | Day 71 Review	December 5 | Day 72 Assessment

MATH PDN

Did you earn a stamp?

1. Round the numbers below to the nearest hundredths place.

   1,239.612 _____   925.899 _____

2. What is the value of the underlined digit?

   2,34<u>6</u>.093

   A. Ones

   B. 60

   C. Hundreds

   D. 6

3. Mr. Jenkins reads for 35.7 minutes each night. She read on Monday, Tuesday, Thursday, and Saturday. How many minutes did Ms. Jenkins spend reading?

Answer: _____

SWBAT represent integers on a number line using different intervals. SWBAT identify integers on a number line. SWBAT identify and explain the meaning of the absolute value of a number.

Integers

Integers are all _____ numbers and their _____,

including _____. Positive numbers are _____ than zero and

negative numbers are _____ than zero. A negative sign indicates the

_____ of a number. Opposites are the same

_____ from zero on a number line.

- 5   - 4   - 3   - 2   - 1   0   1   2   3   4   5
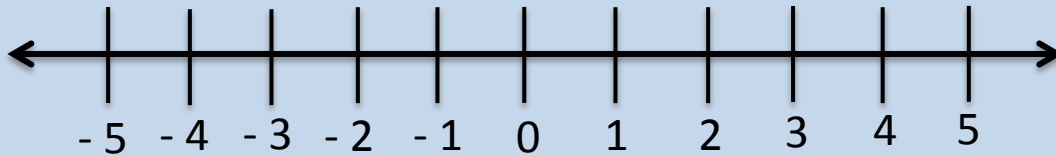
The number line above counts by an interval of _____. When a number line is blank and

we are only given one number, we can assume we are counting by _____.   However,

number lines do not always count by an interval of _____.   When a number line is blank

and we are given two or more numbers, we can _____ what interval

the number line is counting by and fill in the blanks.

Examples – Plotting Integers on a Number Line

Example 1)

[ ] [ ] [0] [ ] [ ]

[ ] [ ] [ ] [-3] [ ] [ ]

Example 2)

[ ]

[ ]

[ ]

[0]

[ ]

[-]

[ ]

Example 3)

[ ]

[ ]

[ ]

[-4]

[ ]

[-]

[ ]
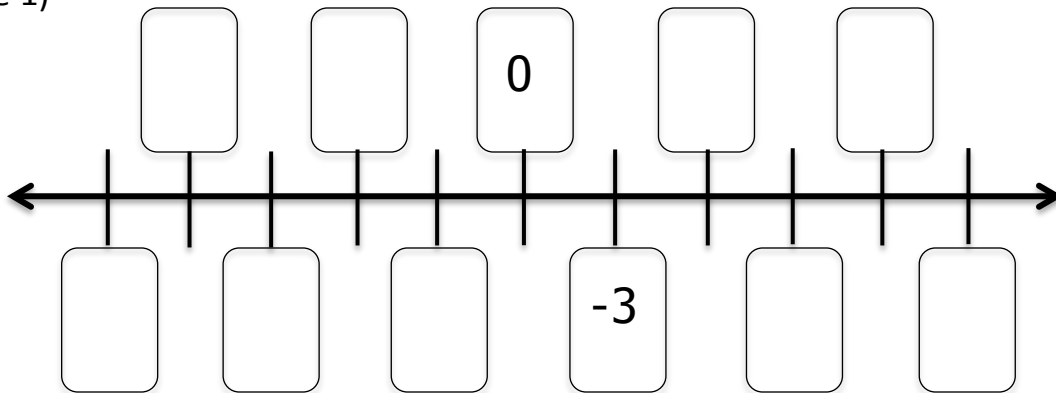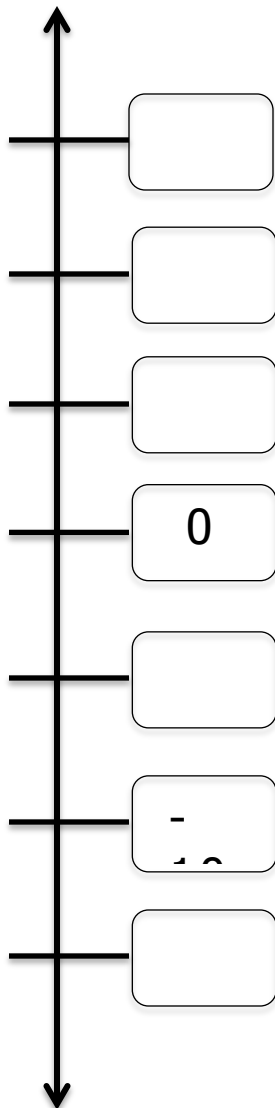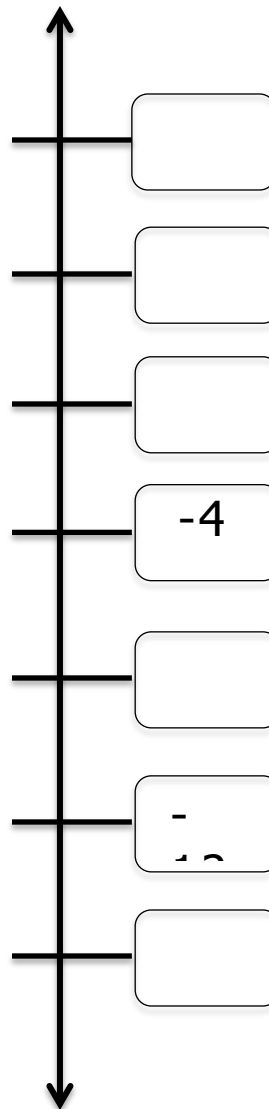
Partner Practice – Plotting Integers on a Number Line

Directions: *Label the following number lines with the missing integers.*

1)

Top boxes: [ ] [ ] [0] [ ] [ ]

Bottom boxes: [ ] [ ] [ ] [-2] [ ] [ ]

2)

[4]

[ ]

[0]

[ ]

[ ]

[ ]

[ ]

3)

[ ]

[ ]

[ ]

[ ]

[-3]

[ ]

[-9]
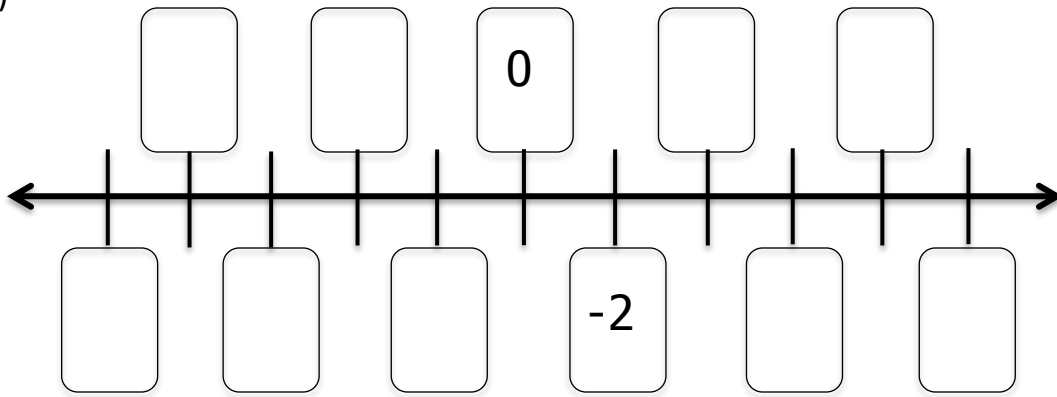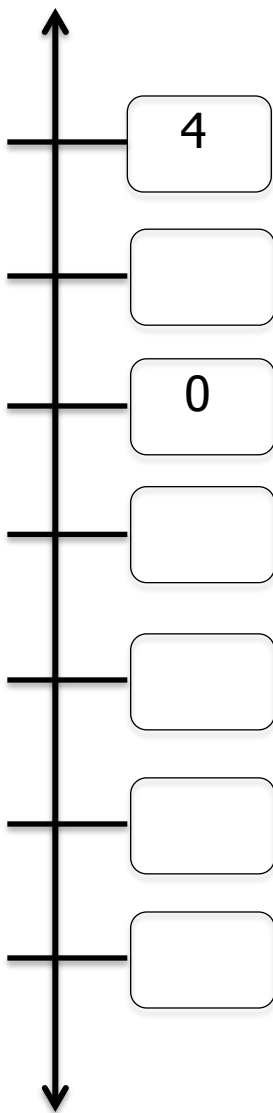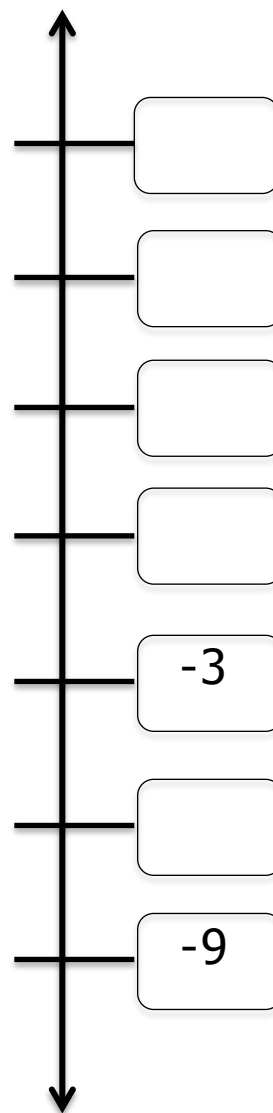
Examples – Plotting and Identifying Integers

Knowing the interval of a number line helps us identify and _____ points on the

number line.

1) What integer is represented by **point Y** on the number line? _____
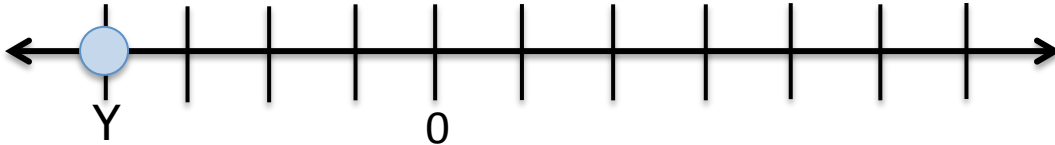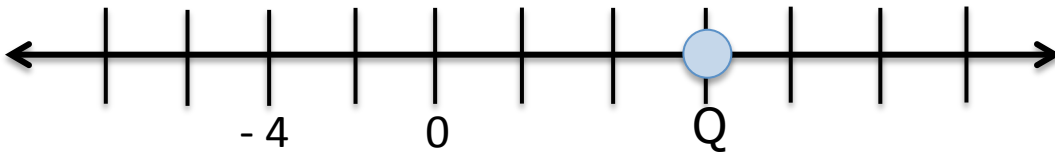
Y   0

2) What integer is represented by **point Q** on the number line? _____

- 4   0   Q

3) Plot the following integer on the number line and label them using the designated letter.

$$L = -10$$
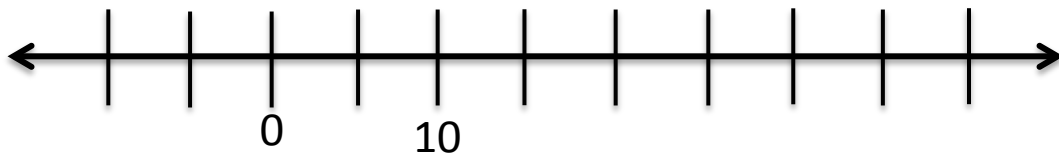
0   10

4) Plot the following integers on the number line and label them using the designated letter.

$$P = -5 \qquad I = 2$$

3
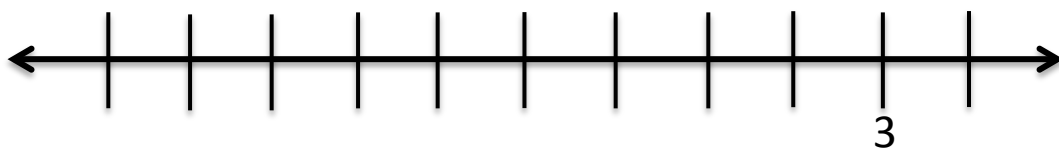
Partner Practice – Plotting and Identifying Integers

1) What integer is represented by **point R** on the number line? _____
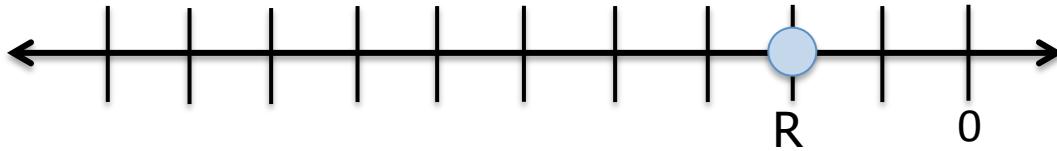
R   0

2) What integer is represented by **point Q** on the number line? _____

0   6   Q
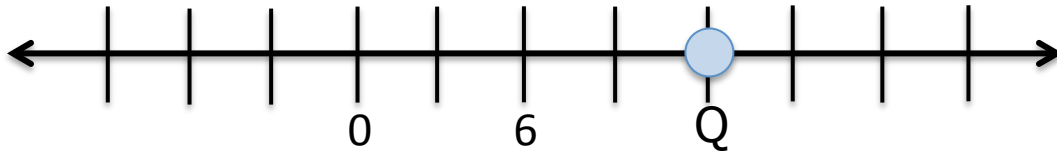
3) Plot the following integer on the number line and label them using the designated letter.

$$V = -1$$
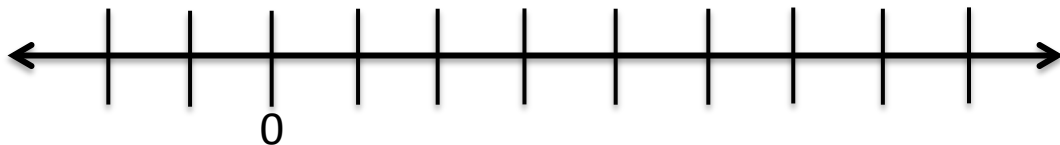
0

4) Plot the following integers on the number line and label them using the designated letter.

$$J = -7 \qquad R = 0$$

-2   2
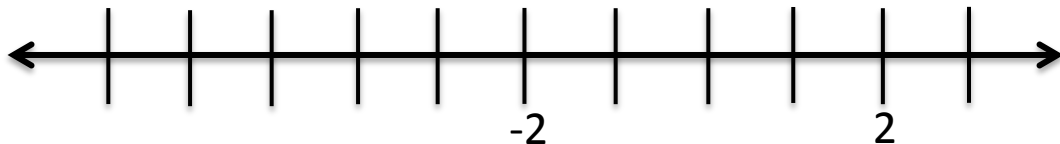
Independent Practice

1) Label the following number line with the missing integers.

[boxes above line: ___, ___, -6, ___, ___]
[boxes below line: ___, ___, ___, 0, ___, ___]
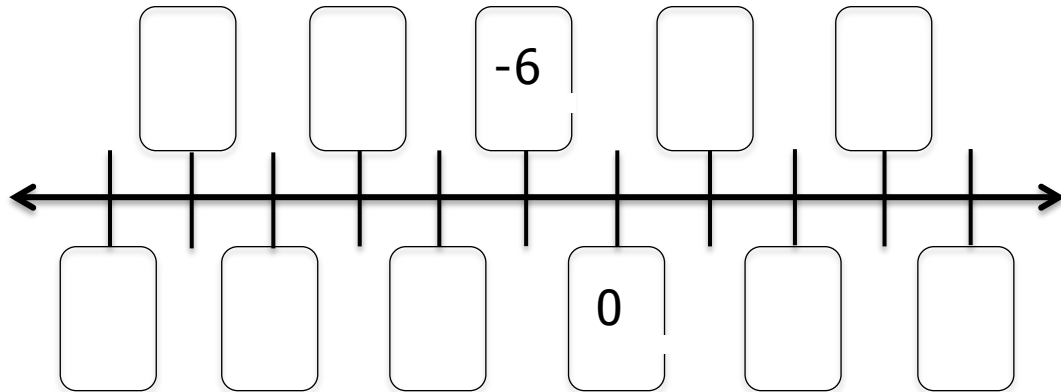
2) Plot the following integers on the number line and label them using the designated letter.

$$Z = -3 \qquad E = -2 \qquad S = 0 \qquad T = -4$$

0

3) Label the following number line with the missing integers.

[boxes above line: ___, ___, 0, ___, 8]
[boxes below line: ___, ___, ___, ___, ___, ___]
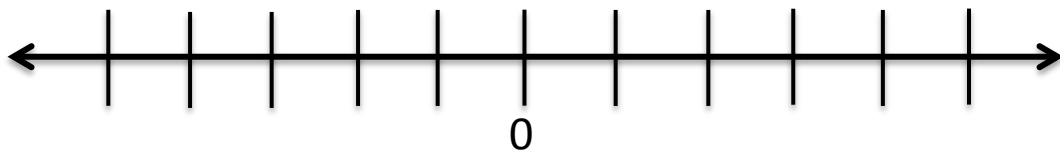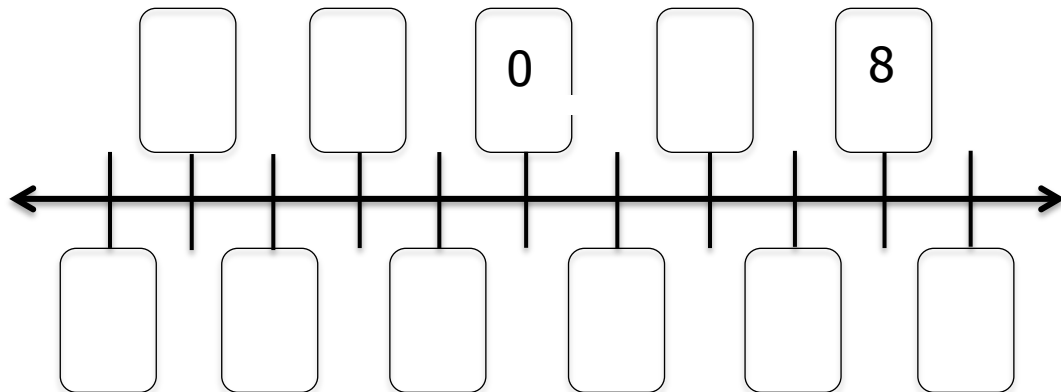
4) Plot $-(-3)$ on the number line below.

0
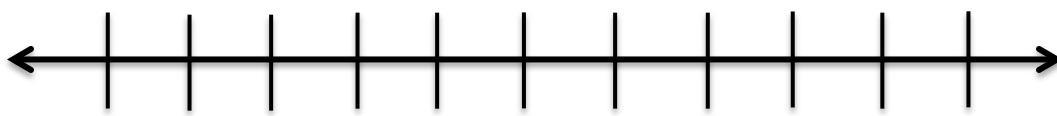
5) What integer is represented by **point D** on the number line? _____
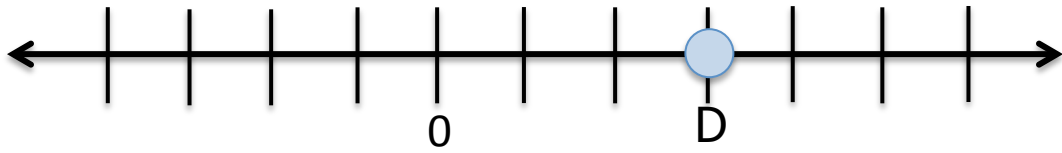
6) Plot the following integers on the number line and label them using the designated letter.

$$L = -5 \qquad O = -2 \qquad V = -1 \qquad E = 2$$

- 8
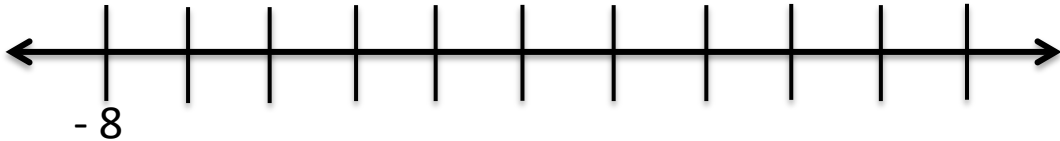
7) Which number line shows the location of **4**, **1**, and **− 2**?

a)

0

b)

0

c)

0

d)

0
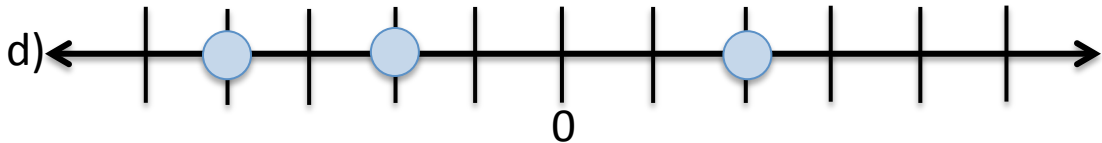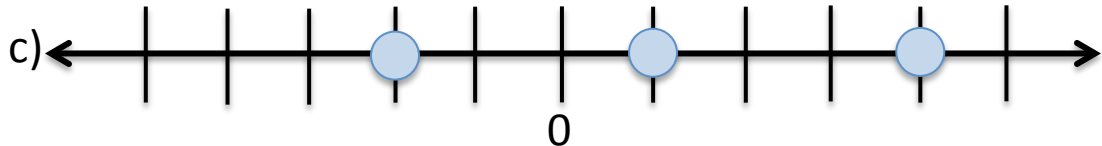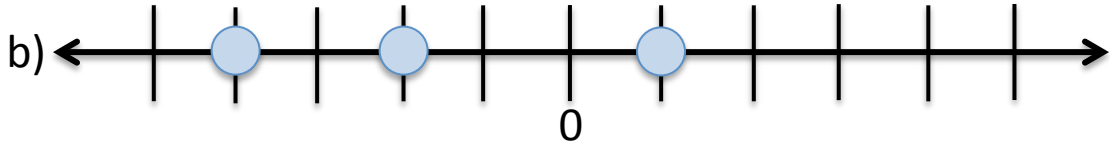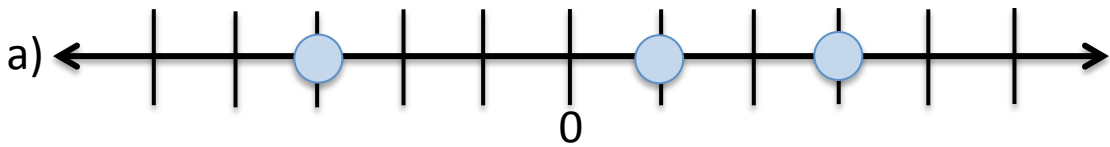
8) What integer is represented by **point X** on the number line? _____

X   0   3   12
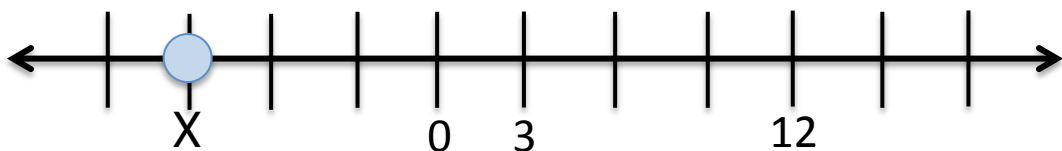
Absolute Value

The _____ value of a number is the number's distance from _____ on a number line. We write the absolute value of a number as $|a|$.

$|2|$ = _____ because 2 is two away from 0.
$|-2|$ = 2 because -2 is two away from 0.

What number is represented by the dot on the number line below?

[ ] units

| | | | | | | | | | | | | | | | | | | | | | | |
-8   -6   -4   -2   0   2   4   6   8
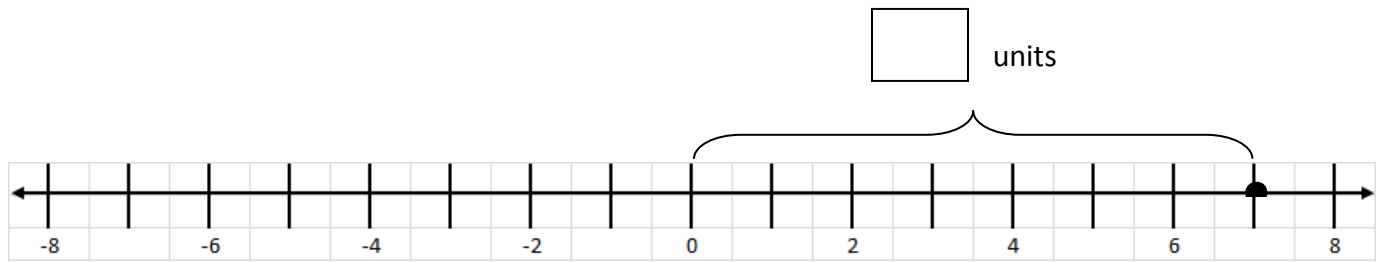
The distance between [ ] and [ ] is [ ]. So, $|7|$ = [ ]

[ ] units

| | | | | | | | | | | | | | | | | | | | | | | |
-8   -6   -4   -2   0   2   4   6   8
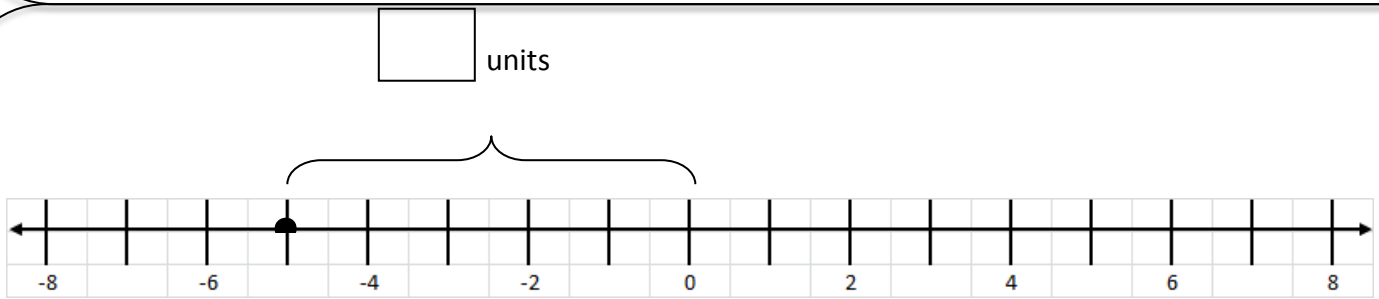
The distance between [ ] and [ ] is [ ] So, $|-5|$ = [ ]

Partner Practice

Find the value to make each equation true.

1) |-3| = _____   2) |5|= _____   3) |___| = 4

4) Use the number line below to show and explain why 2 and -2 have the same absolute value.

$$\longleftarrow\!\!\mid\!\!\mid\!\!\mid\!\!\mid\!\!\mid\!\!\mid\!\!\mid\!\!\mid\!\!\mid\!\!\mid\!\!\mid\!\!\mid\!\!\longrightarrow$$

0

_____

_____
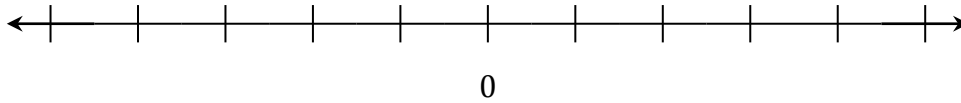
5) Circle **all** the values that make the equation true | _____ | = 3
   a) -3
   b) 0
   c) 3
   d) 131

Independent Practice

Write the value that makes each equation below true:

1) |-4| = _____   2) |5| = _____   3) |½| = _____   4) |-a|= _____

5) Jared said that the absolute value of 5 is -5. Is he correct? Explain why or why not.

_____

_____

_____

Exit Ticket

1) Which number line shows the location of **5, − 3**, and **− 5**?

a) ← | | ● | | | | ● | ● →
                    0

b) ← ● | ● | | | | | ● →
                    0

c) ← | ● | ● | | | ● | →
                    0

d) ← ● | ● | | | | | ● →
                    0
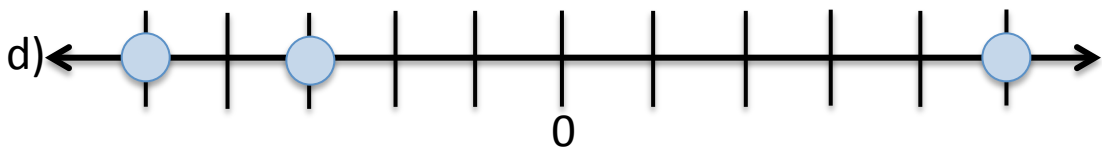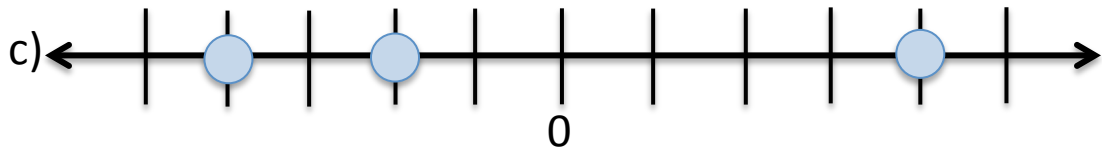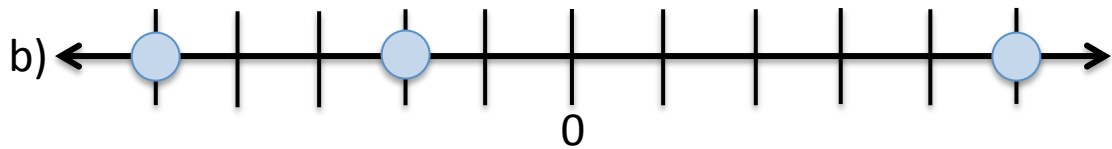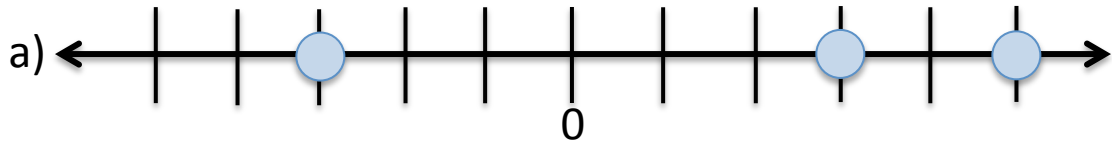
2) Plot − 3 on the number line below.

← | | | | | | | | | | | →
              0
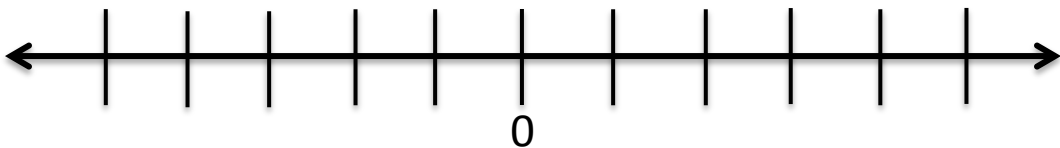
Turn over for question 3 →

3) Label the following number line with the missing

integers.

↑

0

- 4

4) *Write the value that makes each equation below true:*

$|-10|$ = _____ $|7|$ = _____

Name: _____

Math: DU   UCLA   UW

Homework

1) Which number line shows the location of **5, − 3**, and **− 5**?

a)

0

b)

0

c)

0

d)

0
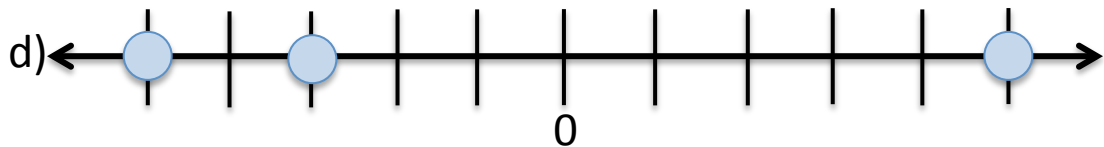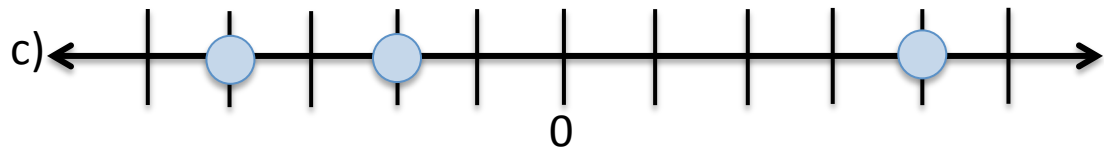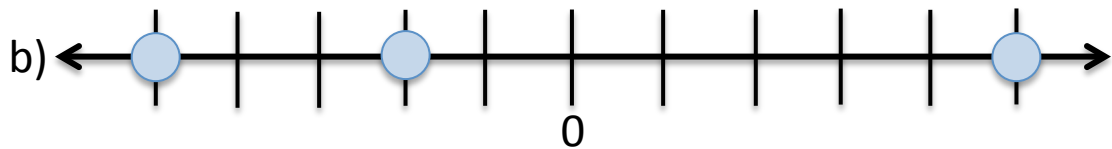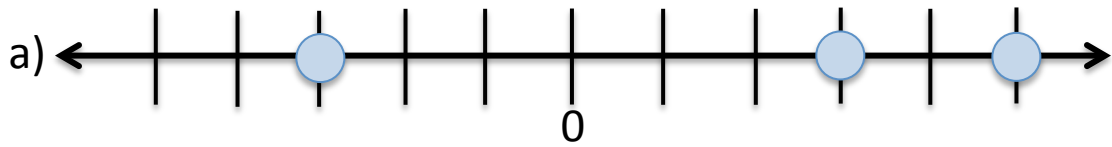
2) Which pair of numbers below are opposites?

   a) − 3 and 3

   b) 3 and − 3 ½

   c) 21 and − 12

   d) − 5.2 and 2.5

3) Plot the following integers on the number line and label them using the designated letter.

$G = -4$ $R = -2$ $I = 0$ $T = 3$

0
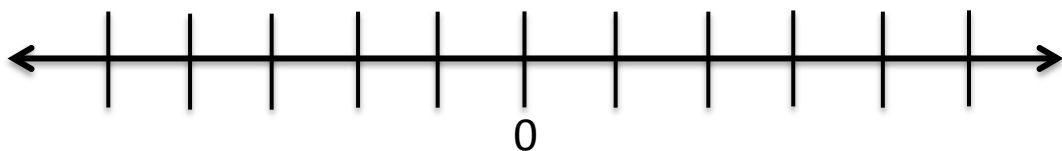
4. Mr. Warden has $\frac{1}{4}$ box of pizza. He wants to give the same amount of pizza to three boys on the basketball team. How much pizza will each person get? *Use the bar model and algorithm.*

Answer: _____

5. It took Ms. Crowder $\frac{1}{8}$ of an hour to grade each assessment. How many assessments did Ms. Crowder grade if she spent four hours grading assessments? *Use the bar model and algorithm.*

Answer: _____

Find the quotient of 126 and 4.	**Find the product of 247 and 31.**
Quotient: _____	Product: _____

Appendix 2.3.b.1.x

6th
Art Curricular Materials

Sixth Grade Art Curricular Map

Team:			
Time Frame: 36 Weeks (August 19th – June 6th)			
Q1 Standards: Drawing	**Q2 Standards: Painting**	**Q3 Standards: Sculpture**	**Q4 Standards: Metal working**
• (1) Perception. The student develops and organizes ideas from the environment. The student is expected to: (A) identify similarities, differences, and variations among subjects, using the senses; and (B) identify color, texture, form, line, and emphasis in nature and in the human-made environment. (2) Creative expression/performance. The student expresses ideas through original artworks, using a variety of media with appropriate skill. The student is expected to: (A) invent images that combine a variety of colors, forms, and lines; (C) increase manipulative skills, using a variety of materials to produce drawings, paintings, prints, and	(1) Perception. The student develops and organizes ideas from the environment. The student is expected to: (A) identify similarities, differences, and variations among subjects, using the senses; and (B) identify color, texture, form, line, and emphasis in nature and in the human-made environment. (2) Creative expression/performance. The student expresses ideas through original artworks, using a variety of media with appropriate skill. The student is expected to: (A) invent images that combine a variety of colors,	(1) Perception. The student develops and organizes ideas from the environment. The student is expected to: (A) identify similarities, differences, and variations among subjects, using the senses; and (B) identify color, texture, form, line, and emphasis in nature and in the human-made environment. (2) Creative expression/performance. The student expresses ideas through original artworks, using a variety of media with appropriate skill. The student is expected to: (A) invent images that combine a variety of colors,	(1) Perception. The student develops and organizes ideas from the environment. The student is expected to: (A) identify similarities, differences, and variations among subjects, using the senses; and (B) identify color, texture, form, line, and emphasis in nature and in the human-made environment. (2) Creative expression/performance. The student expresses ideas through original artworks, using a variety of media with appropriate skill. The student is expected to: (A) invent images that combine a variety of colors,

Sixth Grade Art Curricular Map

constructions. (3) Historical/cultural heritage. The student demonstrates an understanding of art history and culture as records of human achievement. The student is expected to: (A) identify simple ideas expressed in artworks through different media; (B) select artworks that show families and groups; and (C) identify the use of art in everyday life. (4) Response/evaluation. The student makes informed judgments about personal artworks and the works of others. The student is expected to: (A) express ideas about personal artworks; and (B) identify simple ideas about original	forms, and lines; (B) place forms in orderly arrangement to create designs; and (C) increase manipulative skills, using a variety of materials to produce drawings, paintings, prints, and constructions. (3) Historical/cultural heritage. The student demonstrates an understanding of art history and culture as records of human achievement. The student is expected to: (A) identify simple ideas expressed in artworks through different media; (B) select artworks that show families and groups; and (C) identify the use of art in everyday life.	forms, and lines; (B) place forms in orderly arrangement to create designs; and (C) increase manipulative skills, using a variety of materials to produce drawings, paintings, prints, and constructions. (3) Historical/cultural heritage. The student demonstrates an understanding of art history and culture as records of human achievement. The student is expected to: (A) identify simple ideas expressed in artworks through different media; (B) select artworks that show families and groups; and (C) identify the use of art in everyday life. (4) Response/evaluation. The student makes informed	forms, and lines; (B) place forms in orderly arrangement to create designs; and (C) increase manipulative skills, using a variety of materials to produce drawings, paintings, prints, and constructions. (3) Historical/cultural heritage. The student demonstrates an understanding of art history and culture as records of human achievement. The student is expected to: (A) identify simple ideas expressed in artworks through different media; (B) select artworks that show families and groups; and (C) identify the use of art in everyday life. (4) Response/evaluation. The student makes informed

Sixth Grade Art Curricular Map

artworks, portfolios, and exhibitions by peers and others.	(4) Response/evaluation. The student makes informed judgments about personal artworks and the works of others. The student is expected to:
	
	    (A) express ideas about personal artworks; and
	
	    (B) identify simple ideas about original artworks, portfolios, and exhibitions by peers and others.
		judgments about personal artworks and the works of others. The student is expected to:
		
		    (A) express ideas about personal artworks; and
		
		    (B) identify simple ideas about original artworks, portfolios, and exhibitions by peers and others.
			judgments about personal artworks and the works of others. The student is expected to:
			
			    (A) express ideas about personal artworks; and
			
			    (B) identify simple ideas about original artworks, portfolios, and exhibitions by peers and others.

Sixth Grade Art Curricular Map

Sequencing Content Descriptions and Resources		
Quarter 1 **Drawing**		
	Enduring Understandings	• Students will be able to correctly utilize drawing materials and recognize fundamentals of drawing.
	Vocabulary	• Drawing • Trace • Overlapping • Texture • Space • Draft
	Objectives:	• SWBAT create drawings using the fundamentals of the medium.
Quarter 2 **Painting**		
	Enduring Understandings	• Artists use painting to express emotions, conflict and social statements. • The process of painting involves many steps.
	Vocabulary	• Color mixing • Primary • Secondary • Scheme • Value • Unity
	Objectives	• SWBAT create paintings using the fundamentals of the medium.
Quarter 3 **Sculpture**		
	Enduring Understandings	• Sculpture is a 3-D medium of art. • Sculpture can be made in many ways. • Using your hands to create a sculpture is called hand building.
	Vocabulary	• 3-D • Hand buildings • Wheel forming • Clay

Sixth Grade Art Curricular Map

		• Space • Relief • Structure
	Weekly Objectives	• SWBAT create hand built sculptures.
Quarter 4 **Metal working**		
	Enduring Understandings	• Metal is a medium used in art. • There are many ways to use metal to create art. • Jewelry making is an art form.
	Vocabulary	• Metal • Jewelry • Heat • Sculpture • Studio
	Weekly Objectives	• SWBAT create artwork using metal working strategies.

Sixth Grade Art Weekly Plan   **Week:** August 25-29, 2014

Art Objctives:	

Student Friendly Content Objectives:
- Students will be able to describe how to trace a picture.
- Students will be able to state why tracing is an important part of learning how to draw.

St friendly Language Objectives:
- "Tracing is _____."
- "Tracing is important because_____."

Vocab. Focus	• Art • Smartest Artists • Safe/Not safe • Tracing • Drawing

Lesson Cycle

Opening/Hook

Today's Do First: (Drawing up on the projector) Look at this picture. How do you think the artist made it? How do you think he/she learned how to make it?

Introduction to new material

T will tell students that in 6th grade art, we will learn how to be better artists. The way that we are going to do that is to focus on the steps to making a drawing, painting or sculpture.

We are going to begin with drawing. The first step to being a good drawer is to start with tracing. Tracing is when you use special paper and you put it over a picture that you want to draw. When we trace it helps us to see all the lines that we would need to draw. It's the first step in being a good drawer.

Guided Practice:

T shows students tracing paper and how to put it on top of the drawing and then how to draw the lines and shade areas.

Independent Practice:

Sts then go to their spots and complete a tracing drawing.

Assessment and Criteria for Success

Informal assessment will include:

- Sts ability to state why tracing is important
- Sts ability to say what tracing is

Closing:

T will thank sts for their hard work in art today and will state how we will be learning many new exciting things in the coming weeks.

Differentiation

- Extra assistance for struggling students

Materials

- Tracing paper
- Pencils
- Drawings

Appendix 2.3.b.2

Instructional Technology Evaluation Rubric

KIPP Chicago Instructional Technology Evaluation Rubric

This rubric is designed to help KIPP Chicago purchase instructional technology that best supports the learning of our students. These are guidelines and not requirements. Knowing the strengths and weaknesses of programs will allow school staff and regional staff to provide more targetted support. Regional staff can also provide this feedback to vendors to improve areas of weakness. Please fill out sections designated for you and reach out with any questions.

Program Information (School Leader fills out)

Program Name:		Company Contact:	
Subject Area(s):		Grade(s) it will be used:	

How will this program be implemented into instruction? (What model will be used? Which teachers will implement it? Where does it fit in the schedule? What support will teachers get?)

What are the pain points that you expect that this program will solve? How will the implementation be assessed?

Do you wish to use this program to replace a program currently in use. If so, which program would you like to substitute and why is this program a stronger program?

	Does Not Meet (0)	Partially Meets (1-2)	Meets/Exceeds (3-4)
Content Coverage	*Program does **not provide 100 hour**s of content / subject / grade	*Program provides a**t least 100 hours of content / subject / grade** *Prorgram **covers some ability levels** of students	*Program provides **at least 100 hours of content / subject / grade** *Covers **most/all ability** levels of students
Standards Alignment	*Content is **not aligned** to grade-level standards *Content **aligned to non-Common Core** grade-level standards	*Content **aligned** to Common Core grade level standards, but **not at a micro-standard level of granularity**	*Content **aligned** to Common Core grade-level standards **at the micro-standard level** *Program can **provide % of Common Core standards covered**
Assessments	*Program **does not assign pre/post assessments**	*Program assigns **periodic pre/post assessments**	*Program assigns **pre/post assessments** for units or objectives
Adaptivity	*Program is **purely sequentia**l, no adjustment of content based on individualized student level *Program can provide **singular pre-test** prior to student starting in the program which will determine that student's scope and sequence	*Program utilizes **periodic diagnostic tests** (2-5 per year) that will determine which individual lessons/activities a student needs to complete for a given unit *Program **adapts content backward** for struggling student	*Program utilizes **diagnostics tests frequently** prior to each unit or objective *Program **adapts content backward** for struggling students and **adapts forward** for students who demonstrate mastery of a given topic
Assignability	*Admin **cannot influence** student content whatsoever	*Admin can **assign individual lessons/activities**, but can only do so manually and for single lessons/activities	*Admin can **re-order the content's scope and sequence** at the standard or microstandard level
Teacher Role	*Program **cannot work** unless an adult is present to help the student	*Embedded program support students so s**ome teacher intervention** needed	*Embedded program support allows for **little to no teacher intervention** needed

	Does Not Meet (0)	Partially Meets (1-2)	Meets/Exceeds (3-4)
Data Reports	*No administrative data view	*Data dashboard provides reports but teachers **must generate their own next steps** *Students **get data feedback** after activities but **cannot access data** at all times	*Data dashboard provides **clear next steps** for teachers for **both behavior and standards** *Students have **access** to their data
Pedagogy	*Program only employs **written instructions** to teach concepts ***No use of audio** for instructions (if program for K-2) and	*Program utilizes some visual manipulatives to teach concepts *Uses audio for instructions (if program for K-2)	*Program utilizes audio, written instructions, and multiple visual manipulatives to teach concepts *When students struggle, a different pedagogical approach is employed to help students master concept
Engagement	*Program contains **no engagement mechanisms** to keep students motivated	*Program contains **some engagment mechanicsms** (video, educational games, personalization) *Engagment mechanisms exist, but are **not tied to student performance**	***Multiple engagement mechanisms** exist and are **tied to student performance** *Students **cannot utilize games/rewards unless earned** through performance and diligence within program
Cost	*Cost exceeds $50 per student for core program, $25 for addressable practice, or $15 for fact fluency or individual skill	*Cost under $50 for core program, under $25 for addressable practice, and under $15 for fact fluency or individual skill, but cost still exceeds ideal price range	*Cost within $15-30 for core program, $10-15 for addressable practice, $5-10 for fluency or individual skill
Support	*Need for **multiple training sessions** *No training/PD resources available online *Training **exceeds 4 hours**	*Some **training/PD resources available online** *Training **between 2-4 hours** ***Help line** available	*All **training/PD resources available online** *Training **under 2 hours** ***Dedicated support person** available
API and Data Integration	*Vendor **cannot/unwilling** to adopt KIPP Chicago Teacher integration with Eduvant and Clever	*Vendor **able/willing** to adopt **some** aspects of integration (single user sign-on, automated account provisioning, and data integration) with Eduvant and Clever	*Vendor **able/willing** to adopt **all** aspects of integration (single user sign-on, automated account provisioning, and data integration) with Eduvant and Clever

	Does Not Meet (0)	Partially Meets (1-2)	Meets/Exceeds (3-4)
References	*Negative reviews from multiple networks	*Mix of positive and negative reviews *New program or company	*Mostly positive reviews **Strong reviews from schools that have similar instructional technology models

Program Evaluation

Program: **Subject:**

Highest Priorities	Meets this criteria	Notes
*Must be either <u>adaptive</u>/<u>assignable</u> content (ideally both)		
For middle schools: Browser based and no local server		
Able to serve 120 simultaneous users over standard 1Mbps connection		
System tracks individual student progress by:		
Lessons complete		
% mastery of standards		
Accuracy		
Time on task		
System continues to provide other lessons once student has completed an assigned lesson/standard		
No additional materials/manipulatives required		
Students can work independently without the oversight of a credentialed teacher		
Addresses a key need for KIPP Chicago Schools students		

Weighted Decision Criteria Items (see "Rubric Descriptions" sheet)	Weighting	Does not Meet	Partially Meets	Meets/ Exceeds	Weighted Score	Notes
		0	(1-2)	(3-4)		
Content Coverage	5				0	
Standards Alignment	4				0	
Assessments	4				0	
Adaptivity	4				0	
Assignability	4				0	
Teacher Role	4				0	
Data Reports	4				0	

Pedagogy	3				0	
Engagement	3				0	
Cost	3				0	
Support	2				0	
API and Data Integration	2				0	
References from KIPP Networks and/or Similar Networks	3				0	

Total Pre-Screen Score (Max 180)   `0`

Verify During Trial (see also: "Rubric Descriptions" on next sheet)	Weighting	Does not Meet	Partially Meets	Meets/ Exceeds	Weighted Score	Notes
		0	(1-2)	(3-4)		
*Assessment and Results- student make significant gains as determined by	5				0	
*Confirmation of Adaptivity- system modifies lessons in real time based on student error and alters content to adapt to student's individual level	4				0	
*Confirmation of Assignability- system allows user to assign content and alter scope and sequence at micro-standard level	5				0	
Student Usability- ease of student navigation and comprehension of instru	4				0	
Admin Oversight- simplicity for coordinators to administer program and as	3				0	
Engagement/Breadth- curriculum could be used conitnuously without bur	4				0	
Confirmation of student independence- students should be able to use thi	4				0	
Support - phone/email access to responsive, respectful, effective support	3				0	

Total Trial Verification Score (Max 128)   `0`

Other notes:

Appendix 2.3.c.3

ISBE
Special Education Form

ILLINOIS STATE BOARD OF EDUCATION
Special Education & Support Services
100 North First Street, E-228
Springfield, Illinois 62777-0001

**CHARTER SCHOOL INITIAL APPLICATION FOR
SPECIAL EDUCATION SERVICES**

ISBE 23 ILLINOIS ADMINISTRATIVE CODE 226.10 SUBTITLE A SUBCHAPTER f SUBPART A: GENERAL

Section 226.10 Purpose

This Part establishes the requirements for the treatment of children and the provision of special education and related services pursuant to the Individuals with Disabilities Education Improvement Act (also referred to as "IDEA") (20 USC 1400 et seq.), its implementing regulations (34 CFR 300, as amended by 71 Fed. Reg. 46540 (August 14, 2006, no later amendments or editions included)), and Article 14 of the School Code [105 ILCS 5/Art.14]. This Part also distinguishes between requirements derived from federal authority and those imposed additionally pursuant to Article 14 of the School Code or the authority of the State Board of Education. The requirements of IDEA, its implementing regulations, and this Part shall apply in every instance when a child is or may be eligible for special education and related services. (Source: Amended at 31 Ill. Reg. 9915, effective June 28, 2007).

Pursuant to the authority of the Illinois State Board of Education under 105 ILCS 5/27A-7(a)(15), the proposal must outline a plan for the provision of special education services.

CHARTER SCHOOL NAME	DISTRICT NAME AND NUMBER	
ADDRESS (Street, City, State, Zip Code)	TELEPHONE (Include Area Code)	FAX (Include Area Code)
	DATE OF APPLICATION SUBMISSION	
GRADES TO BE SERVED	TOTAL NUMBER OF STUDENTS TO BE SERVED	
CONTACT NAME	CONTACT TELEPHONE (Include Area Code)	CONTACT E-MAIL

ISBE USE ONLY:

Review # _____   Date _____

Instructions for required corrections AND clarification:

CHARTER SCHOOL NAME

ISBE REQUIREMENTS	PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	TITLE OF STAFF AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES	FOR ISBE USE ONLY
Explain what activities are implemented to ensure that parents understand that all children, including children with disabilities, are eligible to participate in the lottery and that the school will provide a continuum of services to address the student's special education needs. (34 CFR 300.209(a)) (105 ILCS 5/27A – 4(a)) (23 IAC 226.60)			☐ Approved ☐ See below

CHARTER SCHOOL NAME

ISBE REQUIREMENTS	PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	TITLE OF STAFF AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES	FOR ISBE USE ONLY
Explain how Child Find activities are implemented to identify any students who may be eligible for special education services and how these activities are coordinated between the charter school and the district. Also, include a reference to ensuring timeliness of identification by the student's third birthday. (34 CFR 300.111(a)(1)(i-ii)) (23 IAC 226.100(a)(1-3))			☐ Approved ☐ See below

CHARTER SCHOOL NAME

ISBE REQUIREMENTS	PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	TITLE OF STAFF AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES	FOR ISBE USE ONLY
a) Referral system – describe steps for Initial evaluation and Reevaluation; (34 CFR 300.301) (34 CFR 300.303) (34 CFR 300.304) (34 CFR 300.306) (23 IAC 226.110)			☐ Approved ☐ See below

CHARTER SCHOOL NAME

ISBE REQUIREMENTS	PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	TITLE OF STAFF AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES	FOR ISBE USE ONLY
b) Evaluation – describe how the areas for evaluation are determined; (34 CFR 300.304(c)(4)) (34 CFR 300.307) (34 CFR 300.309) (23 IAC 226.110(c)(3)(B))			☐ Approved ☐ See below

CHARTER SCHOOL NAME

ISBE REQUIREMENTS	PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	TITLE OF STAFF AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES	FOR ISBE USE ONLY
c) **Timelines** – describe how timelines are or will be met for: c.1 initial evaluation; c.2 yearly review or c.3 development of IEPs; c.4 tri-annual reevaluations; c.5 sending required Notice and Consent forms to parents; and c.6 progress reported on IEP annual goals. (34 CFR 300.301(c)(1)(i-ii)) (34 CFR 300.303) (34 CFR 300.304(a)) (34 CFR 300.320(a)(3)) (34 CFR 300.321(b)(1)) (34 CFR 300.322(a)) (34 CFR 300.324(b)(1)(i)) (34 CFR 300.503) (23 IAC 226.110(d)) (23 IAC 226.110(j)) (23 IAC 226.120) (23 IAC 226.180(d)) (23 IAC 226.220(a)) (23 IAC 226.520) (23 IAC 226.530)			☐ Approved ☐ See below

CHARTER SCHOOL NAME

ISBE REQUIREMENTS	PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	TITLE OF STAFF AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES	FOR ISBE USE ONLY
Describe the provisions for parent involvement in the Special Education process, indicating what efforts are made for parental education, notification and participation. (34 CFR 300.34(c)(8)) (34 CFR 300.322(b-f)) (23 IAC 226.530)			☐ Approved ☐ See below

CHARTER SCHOOL NAME

ISBE REQUIREMENTS	PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	TITLE OF STAFF AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES	FOR ISBE USE ONLY
Indicate how the full range of Special Education environment and related services in the Least Restrictive Environment will be determined. (34 CFR 300.114(a)(2)(ii)) (34 CFR 300.116(b)) (34 CFR 300.116(d)) (34 CFR 300.324(a)(1)(i-iii)) (34 CFR 300.503(b)(6))			☐ Approved ☐ See below

CHARTER SCHOOL NAME

ISBE REQUIREMENTS	PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	TITLE OF STAFF AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES	FOR ISBE USE ONLY
a) Services – describe how all services and resources required by a student's IEP will be provided, including but not limited to accommodations, LRE setting, and related services; Provide assurances that in compliance with state and federal law, (i) the charter school will not discriminate based upon a child's need for special education services; and (ii) any decision made that a child will not be educated at the Charter School because of the need for special education and related services <u>will only be made after the IEP team's consideration of the educational environment options</u> *(taking into consideration all available educational resources such as accommodations AND related services)* and the IEP team's determination that the Charter School's educational program and services do not meet the child's individual needs. (34 CFR 300.116(a)(1)) (34 CFR 300.116(b)(1)) (34 CFR 300.320(a)(1)(i)) (34 CFR 300.320(a)(4)) (34 CFR 300.320(a)(7)) (34 CFR 300.321(a)) (34 CFR 300.322(c-d)) (34 CFR 300.324(a)(1)(ii)) (34 CFR 300.324(a)(2)) (23 IAC 226.210) (23 IAC 226.220(c))			☐ Approved ☐ See below

CHARTER SCHOOL NAME

ISBE REQUIREMENTS	PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	TITLE OF STAFF AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES	FOR ISBE USE ONLY
b) Functional Assessments of Behavior – describe this provision; (34 CFR 300.324(a)(2)(i)) (34 CFR 300.530(d-f)) (23 IAC 226.75)			☐ Approved ☐ See below

CHARTER SCHOOL NAME

ISBE REQUIREMENTS	PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	TITLE OF STAFF AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES	FOR ISBE USE ONLY
c) **Behavior Intervention Plans** – describe how these will be implemented; (34 CFR 300.530(d-f)) (23 IAC 226.750(a))			☐ Approved ☐ See below

CHARTER SCHOOL NAME

ISBE REQUIREMENTS	PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	TITLE OF STAFF AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES	FOR ISBE USE ONLY
d) Discipline – describe what and how discipline will be managed with special education students; (34 CFR 300.530(b-e)) (34 CFR 300.532(b-e))			☐ Approved ☐ See below

CHARTER SCHOOL NAME

ISBE REQUIREMENTS	PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	TITLE OF STAFF AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES	FOR ISBE USE ONLY
e) Transition planning – describe the methods used for agencies' involvement, participation of agencies in IEPs, and tracking post-graduation implementation; (34 CFR 300.320(b)) (34 CFR 300.321(b)) (34 CFR 300.43) (34 CFR 300.600(d)(2)) (34 CFR 300.601(a-b)) (23 IAC 226.230(c))			☐ Approved ☐ See below

CHARTER SCHOOL NAME

ISBE REQUIREMENTS	PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	TITLE OF STAFF AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES	FOR ISBE USE ONLY
f) **Transportation** – describe provisions for this service; (34 CFR 300.34(c)(16)) (34 CFR 300.107(b)) (23 IAC 226.750(b))			☐ Approved ☐ See below

CHARTER SCHOOL NAME

ISBE REQUIREMENTS	PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	TITLE OF STAFF AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES	FOR ISBE USE ONLY
g) **Extended School Year** – describe how extended school year services will be provided. (34 CFR 300.106(a-b)) (34 CFR 300.320(a)(5)) (34 CFR 300.320(a)(4)(ii))			☐ Approved ☐ See below

CHARTER SCHOOL NAME

ISBE REQUIREMENTS	PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	TITLE OF STAFF AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES	FOR ISBE USE ONLY
a) **ISAT/PSAE/IAA Determination** – indicate how ISAT/PSAE/IAA testing is determined by the IEP team; (34 CFR 300.320(a)(6)) (23 IAC 226.230(a)(2))			☐ Approved ☐ See below

CHARTER SCHOOL NAME

ISBE REQUIREMENTS	PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	TITLE OF STAFF AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES	FOR ISBE USE ONLY
b) **ISAT/PSAE accommodations** – indicate how ISAT/PSAE accommodations will be made for students with disabilities whose IEPs require accommodations; (34 CFR 300.320(a)(6))			☐ Approved ☐ See below

CHARTER SCHOOL NAME

ISBE REQUIREMENTS	PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	TITLE OF STAFF AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES	FOR ISBE USE ONLY
Provide method of access to records, access controls in place, and guidelines for appropriateness of special education documents in temporary files. (FERPA) (20 USC 1232g) (23 IAC 226.740)			☐ Approved ☐ See below

CHARTER SCHOOL NAME

ISBE REQUIREMENTS	PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	TITLE OF STAFF AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES	FOR ISBE USE ONLY
Describe how the charter school will perform background checks as well as credential verification of its prospective special education personnel. (105 ILCS 5/10-21.9) (34 CFR 300.18)			☐ Approved ☐ See below

CHARTER SCHOOL NAME

ISBE REQUIREMENTS	PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	TITLE OF STAFF AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES	FOR ISBE USE ONLY
Describe how the charter school will determine class size to remain in compliance with federal and state requirements. (23 IAC 226.730(a-c))			☐ Approved ☐ See below

Appendix 2.3.d.2.i

School Calendar and Daily Schedule

KIPP Chicago Schools

Day	July-16	August-16	September-16	October-16	November-16	December-16	January-17	February-17	March-17	April-17	May-17	June-17
1		PD	I	WKND	I	I	WKND	I	I	WKND	I	I
2	WKND	PD	I	WKND	I	I	H	I	I	WKND	I	I
3	WKND	PD	WKND	PD	I	WKND	H	I	I	I	I	WKND
4		PD	WKND	I	I	WKND	H	WKND	WKND	I	I	WKND
5		PD	H	I	WKND	I	H	WKND	WKND	I	I	I
6		WKND	I	I	WKND	I	PD	I	I	I	WKND	I
7		WKND	I	I	I	I	WKND	I	I	I	WKND	I
8		PD	I	WKND	I	I	WKND	I	I	WKND	I	I
9	WKND	PD	I	WKND	I	I	I	I	I	WKND	I	I
10	WKND	PD	WKND	H	I	WKND	I	I	H	H	I	WKND
11		PD	WKND	I	H	WKND	I	WKND	WKND	H	I	WKND
12		PD	I	I	WKND	I	I	WKND	WKND	H	I	I
13		WKND	I	WKND	I	I	I	I	I	H	WKND	I
14		WKND	I	I	I	I	WKND	I	I	H	WKND	I
15		PD	I	WKND	I	I	WKND	I	I	WKND	I	I
16	WKND	PD	I	WKND	I	I	H	I	I	WKND	I	I
17	WKND	FD	WKND	I	I	WKND	I	I	I	PD	I	WKND
18		I	WKND	I	I	WKND	I	WKND	WKND	I	I	WKND
19		I	I	I	WKND	I	I	WKND	WKND	I	I	RC
20		WKND	I	I	WKND	I	Q/T	H	I	I	WKND	PD
21		WKND	I	Q/T	I	I	WKND	I	I	I	WKND	EM
22	I	I	WKND	I	I	I	WKND	I	I	WKND	I	EM
23	WKND	I	WKND	I	H	H	I	I	I	WKND	I	EM
24	WKND	I	WKND	I	H	WKND	I	I	I	I	I	WKND
25		I	WKND	I	H	WKND	I	WKND	WKND	I	I	WKND
26		I	I	I	WKND	H	I	WKND	WKND	I	I	EM
27		WKND	I	WKND	H	RC	I	I	I	I	WKND	EM
28		WKND	RC	I	I	H	WKND	I	I	I	WKND	
29		I	WKND	I	I	H	WKND	N/A	I	WKND	H	
30	WKND	I	WKND	I	I	H	I	N/A	I	WKND	I	
31	WKND	I	N/A	I	N/A	WKND	I	N/A	Q/T	N/A	I	N/A
# Instr. Days	0	11	21	18	18	16	15	19	22	14	22	12

H	25	ED-PD	0	RC	3	TI	0	EM	5
PD	16	ED-RC	0	RCD	0	INT	0	G	0
Total Days of Instruction			188	Total Days (State Minimum = 180)					194

Please enter the codes below into the calendar above. CPS Holidays have already been marked with an H.

Legend	
I	Instructional day
FD	First day of school
Q/T	End of quarter or trimester
PD	Professional Development/Staff Development: No students present
H	Holiday: No school
ED-PD	Early dismissal: 1/2 day attendance for students due to PD
ED-RC	Early dismissal: 1/2 day attendance for students due to report card pickup
RC	Report card pick-up/Parent Teacher conference: No students present
RCD	Report card distribution: Students present
LD	Last day of school
TI	Teacher Institute
INT	Intersession
EM	Emergency day
G	Graduation date(s) if applicable

CPS 2016-17 Holidays	
September 5	Labor Day
October 10	Columbus Day
November 11	Veterans Day
November 24-25	Thanksgiving Holiday
January 16	ML King's Birthday
February 20	President's Day
May 29	Memorial Day
CPS 2016-17 Intersessions	
December 26-January 6	CPS Winter Break
TBD	CPS Spring Break

Please enter the information requested below

Time building is opened	7:35 AM	
School start time	7:45 AM	This time should be the same as on the bell schedule tab
School end time	4:00 PM	This time should be the same as on the bell schedule tab
Time building is closed	6:00 PM	
Date summer school begins (if applicable)	N/A	
Date summer school ends (if applicable)	N/A	
Student Application Deadline for the 2017-18 School Year	2/3/17	
Lottery Date for the 2017-18 School Year	2/15/17	

INSTRUCTIONS - Please fill in times in the following format H:MM AM (i.e. put a space between the number and the AM/PM). For lunch and/or recess times, less than 60 minutes, please input 12: in front of the minutes and indicate AM, ie. (12:40 AM).

Elementary School Bell Schedule						
	Sample	Monday	Tuesday	Wednesday	Thursday	Friday
START OF INSTRUCTION: BELL START TIME	*8:00 AM*	7:45 AM	7:45 AM	7:45 AM	7:45 AM	7:45 AM
END OF INSTRUCTION: BELL END TIME	*3:00 PM*	4:00 PM	4:00 PM	4:00 PM	4:00 PM	4:00 PM
LENGTH OF LUNCH PERIOD (h:mm)	*0:30*	0:30	0:30	0:30	0:30	0:30
LENGTH OF RECESS (if applicable) h:mm	*0:30*					

DO NOT ALTER - Information below will be automatically calculated.						
LENGTH OF SCHOOL DAY:HOURS	*7:00*	8:15	8:15	8:15	8:15	8:15
LENGTH OF INSTRUCTIONAL DAY: HOURS	*6:00*	7:45	7:45	7:45	7:45	7:45
LENGTH OF SCHOOL DAY:MINUTES	*420:00*	495:00	495:00	495:00	495:00	495:00
LENGTH OF INSTRUCTIONAL DAY: MINUTES	*360:00*	465:00	465:00	465:00	465:00	465:00

*Minutes that include opening activities and/or other non-instructional activities as part of the model selected for your school.

**Instructional day excludes the time required to enter and leave the building, passing time, lunch periods and any other non-instructional activities.

Appendix 2.3.d.2.ii

Teacher and Student Schedules

KIPP:Chicago

COLLEGE PREP PUBLIC SCHOOLS

Primary School Student Schedule   **Primary School Teacher Schedule**

7:35 - 7:45	Student Arrival
7:45 - 7:55	Breakfast
7:55 - 8:10	Morning Meeting
8:10 - 9:30	Guided Reading Power Hour
9:30 - 9:50	Phonics
9:50 - 10:15	Shared Reading
10:15 - 10:50	Interactive Read Aloud
10:50 - 11:20	Lunch
11:20 - 11:55	Writing
11:55 - 12:20	Recess
12:20 - 1:00	Exellence
1:00 - 1:55	Science/Social Studies
1:55 - 2:35	Math Power Hour
2:35 - 3:25	Math
3:25 - 3:40	Math CGI
3:45 - 4:00	Closing Circle
4:00 - 4:10	Dismissal
4:10 - 5:00	After School Activities

7:30 - 7:35	Morning Circle
7:35 - 7:45	Student Arrival
7:45 - 7:55	Breakfast
7:55 - 8:10	Morning Meeting
8:10 - 9:30	Guided Reading Power Hour
9:30 - 9:50	Phonics
9:50 - 10:15	Shared Reading
10:15 - 10:50	Interactive Read Aloud
10:50 - 11:20	Lunch
11:20 - 11:55	Writing
11:55 - 12:20	Recess
12:20 - 1:00	Prep
1:00 - 1:55	Prep
1:55 - 2:35	Math Power Hour
2:35 - 3:25	Math
3:25 - 3:40	Math CGI
3:45 - 4:00	Closing Circle
4:00 - 4:10	Dismissal
4:10 - 5:00	Staff PD/Content Mtg Time

KIPP:Chicago
COLLEGE PREP PUBLIC SCHOOLS

Middle School Student Schedule

7:35 - 7:45	Student Arrival
7:45 - 8:15	Homeroom/Breakfast
8:15 - 9:25	Reading
9:25 - 10:45	Centers
10:45 - 11:55	Social Studies
11:55 - 12:20	Lunch
12:20 - 1:05	Enrichment
1:05 - 2:15	Math
2:15 - 3:35	Science
3:35 - 4:00	Homeroom
4:00 - 4:10	Dismissal
4:10 - 5:00	After School Activities

Middle School Teacher Schedule

7:30 - 7:35	Morning Circle
7:35 - 7:45	Student Arrival
7:45 - 8:15	Homeroom/Breakfast
8:15 - 9:25	Section 1
9:25 - 10:45	Prep
10:45 - 11:55	Section 2
11:55 - 12:20	Lunch
12:20 - 1:05	Enrichment
1:05 - 2:15	Section 3
2:15 - 3:35	Section 4
3:35 - 4:00	Homeroom
4:00 - 4:10	Dismissal
4:10 - 5:00	Staff PD/Content Mtg Time

Appendix 2.4.a.1.i

Staffing Model

Primary School Staffing

New Positions	Year 1	Year 2	Year 3	Year 4	Year 5
Teachers	4	4	4	4	4
Co-Teachers for Kinder	4	0	0	0	0
Grade Level Chairs	1	1	1	1	1
SPED Teachers*	1	1	1	0	0
Paraprofessionals*	0	1	1	1	0
Principal	1	0	0	0	0
Assistant Principal/Dean	0	1	1	1	0
Office Manager	1	0	0	0	0
Director of Operations	1	0	0	0	0
Office Assistant	0	0	0	1	0
AmeriCorps	2	0	0	0	0
Total New Positions	**15**	**8**	**8**	**8**	**5**

*Depends on allocation from CPS

Total Employees	Year 1	Year 2	Year 3	Year 4	Year 4
Teachers	4	8	12	16	20
Co-Teachers for Kinder	4	4	4	4	4
Grade Level Chairs	1	2	3	4	5
SPED Teachers*	1	2	3	3	3
Paraprofessionals*	0	1	2	3	3
Principal	1	1	1	1	1
Assistant Principal/Dean	0	1	2	3	3
Office Manager	1	1	1	1	1
Director of Operations	1	1	1	1	1
Office Assistant	0	0	0	1	1
AmeriCorps	2	2	2	2	2
Total Employees	**15**	**23**	**31**	**39**	**44**

**All positions are on-site. There are no Next Gen off-site positions.

Middle School Staffing

New Positions	Year 1	Year 2	Year 3	Year 4
Teachers	4	4	4	4
Co-Teachers	2	2	1	1
Grade Level Chairs	1	1	1	1
SPED Teachers*	1	1	0	0
Paraprofessionals*	0	1	1	1
High School Transition Coord.	0	0	1	0
Principal	1	0	0	0
Assistant Principal/Dean	0	1	1	1
Office Manager	1	0	0	0
Director of Operations	1	0	0	0
AmeriCorps	2	0	0	0
Total New Positions	**13**	**10**	**9**	**8**

*Depends on allocation from CPS

Total Employees	Year 1	Year 2	Year 3	Year 4
Teachers	4	8	12	16
Co-Teachers	2	4	5	6
Grade Level Chairs	1	2	3	4
SPED Teachers*	1	2	2	2
Paraprofessionals*	0	1	2	3
High School Transition Coord.	0	0	1	1
Principal	1	1	1	1
Assistant Principal/Dean	0	1	2	3
Office Manager	1	1	1	1
Director of Operations	1	1	1	1
AmeriCorps	2	2	2	2
Total Employees	**13**	**23**	**32**	**40**

**All positions are on-site. There are no Next Gen off-site positions.

Appendix 2.4.a.1.ii

School Level Organizational Charts

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                          ┌─────────────────┐
                          │ Primary School  │
                          │   Principal     │
                          └────────┬────────┘
    ┌───────────┬─────────────┼─────────────┬────────────────┐
┌───┴────┐ ┌────┴────────┐ ┌──┴──────────┐ ┌┴───────────┐ ┌──┴──────────────┐
│  Dean  │ │  Assistant  │ │  Assistant  │ │   Case     │ │   Director of   │
│        │ │  Principal  │ │  Principal  │ │  Manager   │ │   Operations    │
└────────┘ └─────────────┘ └─────────────┘ └────────────┘ └─────────────────┘
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Dean	Assistant Principal	Assistant Principal	Case Manager	Director of Operations
Kinder GLC (1) Kinder Teachers (4)	1st GR GLC (1) 1st GR Teachers (4)	3rd GR GLC (1) 3rd GR Teachers (4)	Special Education Teachers (2)	Office Manager
Kinder Co-Teachers (4)	2nd GR GLC (1) 2nd GR Teachers (4)	4th GR GLC (1) 4th GR Teachers (4)	Paraprofessionals (3)	Office Assistant
				AmeriCorps (2)

The Principal oversees the implementation and delivery of blended learning instruction. There are no off-site teachers.

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                          ┌─────────────────┐
                          │  Middle School  │
                          │    Principal    │
                          └─────────────────┘
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Assistant Principal	Assistant Principal	Dean	Case Manager	Director of Operations	High School Transition Coordinator

| 5th GR GLC (1)
5th GR Teachers (4) | 7th GR GLC (1)
7th GR Teachers (4) | Co-Teachers
(6) | Special Education Teacher | Office Manager | |
| 6th GR GLC (1)
6th GR Teachers (4) | 8th GR GLC (1)
8th GR Teachers (4) | | Paraprofessionals
(3) | AmeriCorps
(2) | |

The Principal oversees the implementation and delivery of blended learning instruction. There are no off-site teachers.

Appendix 2.4.a.1.iii

Job Descriptions

Table of Contents

Chicago Shared Services (Regional Team)

Executive Director

Position Overview
The Executive Director leads a region of KIPP schools and designs and executes a strategic plan to ensure the excellence, sustainability, and growth of the region. As KIPP Chicago grows in size and complexity, the Executive Director is responsible for effectively managing and scaling an increasingly complex organization. The ED reports to the KIPP Chicago Board and (indirectly) to the KIPP Foundation, and is evaluated based on performance of the region and its schools. The ED will manage the performance of school leaders and regional staff.

Responsibilities:

- Develop and execute the region's vision
- Work with the Board, key funders and partners, and the leadership team to develop a strategic vision and implementation plan to accomplish it
- Set clear academic, growth, operational, and financial goals and manage to them; adapt as necessary given changes in internal and external environment
- Manage strong public transparency systems including public compliance and internal and external reporting
- Build and manage a high-performing regional team that is able to support schools in their drive to deliver transformational educational outcomes for students
- Recruit and develop leadership talent across the region, including teachers, Assistant Principals and Deans, School Leaders, and regional support team members
- Build and support a strong, cohesive culture that reflects core KIPP values and leads to a strong and aligned regional identity. Drive alignment across the region's schools (including curriculum and instructional alignment), and provide key supports that drive academic achievement and character development
- Introduce strong and consistent accountability systems to ensure regional progress toward shared goals. Promote transparent decision-making processes and embrace distributive leadership principles over time
- Build the short and long-term organizational capacity and brand required for excellence, sustainability, and growth
- Build the staff capacity and infrastructure system necessary to sustain the region as scale and complexity grow. Develop region-wide systems to meet the varied needs of a rapidly-growing organization, including financial management, budget planning, compliance, human resources (including teacher and school leader recruitment and development) contract negotiation, facilities management, vendor management, fundraising and marketing, legal, and information technology
- Ensure that the region has a viable long-term financial plan and a diversified and sustainable funding base. Manage development efforts to meet ambitious annual goals by identifying, cultivating, and soliciting public, individual and foundation sources of giving. In particular, ensure that schools are maximizing all public revenue sources
- Oversee marketing efforts, branding initiatives, and advocacy work on behalf of the region at local, state, and national levels
- Engage key constituents to build strategic support for KIPP
- Develop a strong, engaged, and active Board in close partnership with the Board chair
- Build coalitions, relationships, and partnerships with key stakeholders in support of the organization's mission and goals. This group of stakeholders includes Chicago Public Schools, parents, donors, community members, and leaders of community and political organizations.
- Demonstrate leadership as a member of KIPP's national network by fully engaging as a member of KIPP's Executive Director community. Also, ensure key regional constituents are kept fully informed on key developments and national KIPP initiatives. Leverage opportunities to engage in national dialogue, as well as opportunities to design network process and protocol

Chief Academic Officer

Position Overview
Reporting to the Executive Director and serving as a peer to the other officers of the leadership team, the Chief Academic Officer is responsible for 1) ensuring the KIPP network of schools maintains vertical and horizontal alignment and 2) hold KIPP Chicago School Leaders accountable to effective teaching practices and excellent teacher performance.

Responsibilities:

- Facilitate sharing of resources and coordinate professional development for all KIPP Chicago staff members
- Establish time/space for face-to-face sharing and collaboration horizontally and vertically
- Identify shared professional development opportunities for staff at different schools and coordinate all related logistics
- Present professional development at school sites at school leader request
- Maintain communication with colleges, universities, school district, agencies, and other individuals (i.e., curriculum developers, assessment specialists) to develop partnerships and share and receive information on effective programs and practices
- Assist School Leaders with on-boarding of new teachers
- Assist School Leaders in monitoring and evaluating the effectiveness of instructional programs
- Serve on the regional leadership team and exercise proactive leadership in promoting the vision and mission of KIPP Chicago
- Collaborate with School Leaders to ensure that curricula, rigor, methods and language are horizontally and vertically aligned within our schools and within our network
- Ensure that School Leaders and teachers are using data to inform instructional decisions
- Create protocol for administration of all KIPP Chicago region-wide assessments including ANet, MAP, and ISAT
- Collaborate with the implementation of a learning management system for network-wide organization of student achievement data
- Establish time/space for shared data analysis across middle schools following each benchmark assessment
- Ensure that all curriculum and instructional initiatives are student-focused and aligned with state standards, KIPP standards, and KIPP Chicago core values

Director of KIPP Through College

Position Overview
The KIPP: Chicago *KIPP Through College* (KTC) program offers robust programming for alumni in each phase of their high school and college education in order to maximize the number of KIPP graduates who enroll in and graduate from college. The Director of KTC is responsible for leading Chicago's KTC department by providing leadership, management, and support in the programmatic success, impact, sustainability, and growth of KTC.

Responsibilities:

- Implement the KIPP Through College 10-year Strategic Plan in a way that aligns with the region-wide vision and goals
- Lead and manage the College Access and Support Team (Director of College Access & Support and the College Support Counselor), the High School Transition Coordinator, the KTC Program Coordinator, and KTC interns

- Manage the KTC budget and collaborate with the KIPP Chicago ED and COO to ensure accurate financial reporting and responsible budget development
- Lead the planning and execution of the KIPP Foundation's Program for College Completion, College Partnership Initiative, and College Connections Initiative for KIPP Chicago
- Lead the planning and facilitation of KTC team meetings
- Manage KTC communication, events, and services focused on college readiness, college access, college persistence, college completion, and career readiness
- Work with middle school staff to prepare students for high school, both academically and socially
- Cultivate and maintain critical relationships with colleges, universities, outreach programs, and scholarship organizations
- Develop strategic partnerships with organizations that can help prepare alumni for success in high school and college, including providing academic support, social support, summer opportunities, and employment opportunities
- Manage student and college data in the KIPP Database
- Assist other members of the KTC office and Regional Office team with projects as they arise
- Act as point person for all regional communication around KTC programming, initiatives, and new developments.

Director of College Access and Support

Position Overview
The Director of College Access & Support will work closely with students' high schools, colleges, parents, and community organizations to collectively equip students with the knowledge, skills, and tools necessary to enter college and persist in their degree.

Responsibilities:

- Lead all college access and persistence programming and advising for KIPP Chicago alumni in 12th grade through college graduation
- Serve as the KTC Adviser for college-bound Seniors and college-aged alumni attending area high schools and colleges, advising them on academic planning and college research
- Manage the College Support Counselor, who is the KTC Adviser for all other college-aged alumni
- Maintain monthly contact with all current Seniors and quarterly contact with college-aged alumni and work closely with the KTC Program Coordinator to build relationships with current Juniors
- Support 11th and 12th grade students to register for standardized tests
- Lead KTC's core college access programming
- Deliver parent workshops focused on topics related to college planning for seniors
- Actively research all aspects of college placement: financial aid, scholarships, applications, and admissions standards
- Establish and maintain relationships/partnerships with colleges, universities, outreach programs, and scholarship organizations
- Match eligible students to summer enrichment programs
- Manage student and college data in the KIPP Database
- Assist the Director of KIPP Through College with projects as they arise

College Access Counselor

Position Overview
The College Access Counselor will be responsible for ensuring that our college-age alumni from KIPP Chicago middle schools receive the academic, social and emotional support needed to be successful in college and in life. The College

Access Counselor will perform additional duties and do whatever it takes for ALL students to be successful at KIPP CHICAGO schools, in high school and in college.

Responsibilities:

- Counsel and assist each family with enrollment and housing forms/deposits, financial aid verification (review and accept awards, loan counseling, etc.) and make sure students register and attend orientation
- Maintain regular communication (i.e. visits, texts, newsletter, etc.) with college-age alumni and periodically with their families
- Train families, individually and/or in groups, to monitor their student's performance in college, and to get and stay involved/connected with the students to advocate for them when necessary
- Review college-age alumni progress, semester grades, and test scores
- Track academic progress and maintain student files with progress reports, semester grades, academic progress plans, parental involvement, intervention meetings, financial aid awards, college persistence, scholarship applications and awards, etc.
- Educate college-age alumni on personal finance (money management, budgeting, etc.)
- Plan and hold meetings and panel discussions (including admissions officers from colleges, etc.) to educate parents and students of all grade levels about the process of affording colleges, succeeding in college, etc.
- Introduce KIPP and KTC programming to and develop relationships with college admissions counselors, financial aid advisors, deans, and retention support staff at colleges and universities to facilitate the tracking of students' progress to assistant in their college experience
- Connect alumni with on-campus support services
- Recognize achievement and motivate alumni by mailing recognition, college care packages, encouraging messages, calling, distributing rewards, posting at KIPP CHICAGO schools and on the KTC Facebook page, etc.
- Coordinate with other KTC staff to arrange for students and alumni at all grade levels to visit colleges and interact with KIPP CHICAGO alumni and KIPP cousins at that college/university
- Provide summer programs, internships, colleges, and financial aid advising to ensure students are maximizing their experiences to ensure college graduation and a job upon college graduation
- Counsel alumni on college transferring, by providing one-on-one assistance, feedback, and deadline tracking
- Advise alumni on college life (homesickness, fitting in/involvement, add/drop deadlines & consequences, study habits and midterms/finals) and support/connect alumni with internships, summer program, summer classes, and scholarship applications by providing one-on-one assistance, feedback, and deadline tracking
- Plan and hold a career forum and networking opportunities for alumni to discuss various careers and professions with board members
- Actively research all aspects of college placement and persistence: financial aid, scholarships, applications, retention, graduation and admissions standards
- Build relationships with colleges and summer programs that will ensure students participate in events and programs that build their college knowledge, appropriate expectations of college-level work, and pushes students to colleges/universities where they are most likely to graduate
- Provide leadership, mentoring and tutoring opportunities for KIPP CHICAGO's college-aged alumni with current KIPPsters
- Collaborate with the Director of College Access & Support to plan and hold college transition workshops for seniors and coordinate with college-age alumni to lead the workshops
- Coordinate with other KTC staff to develop and deliver incentive programs (e.g. field lessons, reunions, etc.) at least quarterly that will motivate alumni to stay connected to KIPP CHICAGO
- Update database with commentary after meetings, phone calls, or texts with students, parents, mentors and high school personnel
- Meet at least bi-weekly with the Director College Access and Support to discuss progress, submit commentaries/reports, etc.

- Develop positive, appropriate relationships with current students and alumni
- Develop positive, appropriate relationships with fellow staff members, viewing each other as teammates and professional colleagues
- Consistently implement the school-wide student management policies within classrooms and everywhere on campus
- Attend, and actively participate in, all staff meetings, grade level meetings, etc.
- Perform supervisory duties (e.g., lunches, Homework Halls, dismissal, etc.) as requested

High School Transition Coordinator

Position Overview

The KIPP Create College Prep (KCCP) High School Transition Coordinator will provide direct support to students and families in their transition from 8th grade into high school, as well as advise a cohort of high school graduates in their efforts to enroll in, garner financial aid for, and graduate from college.

Responsibilities:

- Model and build a sense of self and others among students
- Build positive and lasting relationships with students and families
- Demonstrate a growth mindset about oneself and others
- Maintain consistent communication with students' families regarding high school choices
- Communicate with teaching staff regarding high school readiness, the application process, expectations and recommendations
- Field phone calls (during agreed upon hours, which will include evenings) from students and parents
- Participate actively in staff meetings and professional development
- Collaborate effectively with the High School Transition Coordinators at other KIPP Chicago schools and the larger KIPP Through College Team
- Expose students to high school options:
- Set and effectively work towards achieving measurable, challenging and realistic goals
- Plan and implement visits to and from various high schools
- Build positive and lasting relationships with high schools and scholarship organizations
- Use student achievement data to develop a high school application plan that maximizes options for each student
- Meet with students and families to ensure timely submission of all applications and financial aid
- Coordinate testing
- Oversee matriculation to high schools
- Track all applications and communication in the Alumni Database
- Meet with Principal and/or Assistant Principal weekly to discuss progress
- Create a college-going culture:
- Collaborate with school leadership to implement the KTC Middle School Program, which delivers in-classroom, comprehensive high school and college readiness curriculum to 7th and 8th grade students
- Plan and deliver KIPP Through College presentations for staff, students and families
- Identify enrichment and summer programs and help students apply
- Act as school liaison for ECAPs

- Plan promotion activities
- Plan and implement events and incentives that build a college-going culture
- Demonstrate a passion for our mission
- Advise a caseload of KIPP alumni who attend high school
- Ensure high school alumni reapply for financial aid each year
- Collaborate with KIPP Through College team on programming

KIPP Through College Program Coordinator

Position Overview

As a key member of the KIPP Through College team, the KTC Program Coordinator will be responsible for ensuring all alumni from KIPP middle schools receive the academic, social and emotional support needed to be successful in high school, in college and in life. The KTC Program Coordinator, as a key member of the KIPP Chicago team, will perform additional KTC marketing, communications and planning activities in support of KTC team and regional goals. The KTC Program Coordinator will have primary responsibility for supporting a defined cohort of students/alumni.

Responsibilities:

- Provide individual support to alumni of KIPP Chicago middle schools attending high schools by advising alumni about selection of courses and extra-curricular activities in high school
- Review alumni progress reports, report cards, and test scores. (Track academic progress and maintain student files with progress reports, report cards, etc.)
- Develop relationships with college preparatory high school counselors, academic advisors, and teachers
- Visit high schools to check in on alumni on a regular basis
- Offer individual counseling and support around social and emotional issues associated with high school life
- Maintain regular communication (i.e., at least monthly) with all alumni and, periodically, with alumni families
- Train families, individually and/or in groups, to monitor their student's performance in high school, to get and stay involved and connected with the students to advocate for them when necessary
- Intervene and advocate on behalf of KIPP alumni in emergency situations
- Recognize student achievement by mailing, calling, distributing rewards, posting congratulations at KIPP Chicago schools, etc.
- Ensure each family completes all paperwork (i.e. Financial Aid, re-enrollment paperwork or online process, etc.) and makes all payments necessary on a timely manner for that family's child to remain at his/her high school or college
- Coordinate with other KTC staff to develop and deliver programs for KIPP Chicago middle school students/alumni that provide
- Direct instruction about skills necessary for high school success, including time management, organization and study strategies
- Offer tutoring and homework help for alumni who are struggling academically
- Create opportunities for students to connect meaningfully with one another to discuss their struggles and celebrate their successes in the high school setting
- Offer leadership, mentoring and tutoring opportunities for KIPP Chicago middle school alumni with current KIPPsters
- Provide insight to the many careers available to college graduates and the differences in compensation

- Teach writing for effective personal statements and other statements important for college admissions, internships and jobs
- Build successful interviewing skills and practice (i.e. mock interviews) for college, internships and jobs
- Administer, and help students prepare and register for, college admission exams (e.g., SAT and ACT)
- Offer test-taking tips and prep for standardized tests that affect whether or not they are admitted to college
- Outline how to complete applications for college, take notes, study, and succeed in college
- Connect KIPP Chicago middle school alumni with community resources that will help them succeed in high schools, including tutors, mentors, internship opportunities and summer programs
- Research and develop partnerships with local business, organizations and colleges to offer KIPP Chicago alumni summer programs, internships or volunteer opportunities that will help them gain admission to, and succeed in, college. Ensure all alumni and their parents are aware of these opportunities and help them apply
- Guide teachers and administrators to write effective recommendations for summer programs, internships, jobs and college
- Educate students about the support that will be available to them after they are promoted to high school
- Gather and maintain information regarding student's experiences and records at the various high schools
- Maintain contact and develop appropriate relations with teachers, counselors, and administration at the high schools to facilitate the tracking of student's progress and the monitor and improve their high school experience
- Coordinate with other KTC staff to develop and deliver programs (e.g. field lessons, reunions, etc.) at least quarterly that will motivate alumni to stay connected to KIPP Chicago
- Create and maintain detailed student records with up-to-date contact information in the database
- Update database with commentary after meetings, phone calls, or texts with students, parents, mentors and high school personnel
- Meet at least bi-weekly with Director of KTC to discuss progress, submit commentaries/reports, etc.
- Develop positive, appropriate relationships with current students and alumni
- Develop positive, appropriate relationships with fellow staff members, viewing each other as teammates and professional colleagues
- Attend, and actively participate in, all staff meetings, grade level meetings, etc.

Social Worker

Position Overview
The Social Worker uses effective strategies to serve the comprehensive needs of students and families throughout their time in the KIPP schools, including individual and/or group therapy that aligns to the goals and services outlined in student Individualized Educational Program planning (IEP).

Responsibilities:

- Assess classroom and/or school situations using observational systems, questionnaires, environmental checklists, socio-metrics, etc., as part of the assessment procedures; assessments include information on classroom interactions, the instructional environment, other setting factors that may be relevant to student performance; consider the interaction of these environmental factors with student characteristics and needs
- Perform diagnostic assessment for students needing initial evaluation or reevaluation.
- Maintain a caseload of students receiving regular, ongoing clinical services

- Provide individual and/or group therapy that aligns to the goals and services outlined in the student's Individualized Educational Program (IEP)
- Collaborate with the IEP team to create and update the IEP and Functional Behavioral Assessment (FBA)/Behavior Intervention Plan (BIP) (if applicable) for each student served
- Attend and participate in the IEP meetings of students on the social work caseload
- Participate in IEP conferences to help determine eligibility for special education programs and counseling services on all cases where social work services are recommended
- Conduct conferences with teachers and other school personnel to discuss student needs and cooperatively develop plans to facilitate student learning and adjustment
- Write thoughtful, relevant, and measurable IEP goals for students on the social work caseload.
- Maintain necessary documentation of clinical services
- Provide regular contact with parents to monitor and support progress towards therapeutic goals.
- Assist students, teachers and parents to develop solutions to family and community factors that influence students' capacity or ability to learn
- Collaborate with external education and social services professionals to develop appropriate agency services for students and families outside of school
- Create professional learning goals each year
- Be willing give and receive direct and constructive feedback from colleagues in order to create a professional working atmosphere that is conducive to change and improvement
- Help shape and develop school-wide cultures that best suit the needs of our students, teachers, and families
- Serve on the region's Crisis Response Team and provide crisis intervention services.
- Observe federal, state, and local policies and regulations and ethical standards in the delivery of school social work services
- Provide interventions to both regular and special education students to support the teaching process and to maximize learning

Community Engagement Manager

Position Overview
The Community Engagement Manager (CEM) is an important member of KIPP Chicago's External Affairs team, and reports to the Director of Engagement. The CEM is responsible for developing and overseeing the implementation of effective community engagement, parent engagement, and student recruitment strategies. The goals of this position are to build strong relationships in the communities we currently serve; to help develop relationships in communities we may serve through future growth; to ensure that families know that KIPP Chicago is the highest performing, free college prep education available in their community; and to develop partnerships with organizations that can help further the mission of KIPP Chicago.

Responsibilities:

- Develop campus-specific student recruitment plans that engage parents, community members/organizations, and KIPP staff
- Manage school-based teams during student recruitment windows, ensuring all necessary staff members have regular updates, materials, and action plans
- Provide active support to implement student recruiting plans, including on-the-ground canvassing, phone calls to potential parents, and in-home meetings

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- Develop a parent engagement strategy to support community engagement and student recruitment efforts
- Lead the KIPP Parent Advocacy Leaders (PALs) group, including overseeing membership, hosting meetings, conducting trainings, and connecting members with relevant speaking opportunities
- Work closely with the Director of Advancement to engage PALs in government advocacy work
- Develop and manage a community engagement strategy in each community we serve; play a key role in helping to build new relationships in new communities where KIPP Chicago may grow
- Attend community events and build relationships with community leaders, stakeholders, and supporters
- Collaborate with staff to understand the resources, support services, and extracurricular opportunities needed by and available to KIPP Chicago students, alumni, and families; develop partnerships with organizations to meet those needs

School Instructional Leadership Positions

Principal

Position Overview

The principal ensures that each KIPP Chicago school pursues its mission and upholds KIPP's five pillars. The principal is responsible for the administration and management of the school, including, but not limited to, school vision, school design, staffing, academic programs, and culture development. Areas of responsibility include planning and evaluation, policy development and administration, personnel and fiscal management, and parent and community relations. The principal is goal-driven in his/her work with staff and students, producing measurable results that prepare all students for college and the world beyond. The principal leads and manages their school's staff and students, pushing all members of the school community to improve their practice. The principal interacts respectfully with students, parents and faculty members even in challenging circumstances.

Responsibilities:

- Set high yet achievable standards for student achievement
- Coach teachers to continually assess students' academic levels and evaluate teaching performance and results
- Enlist parents to achieve maximum involvement in order to ensure students' achievement throughout their school careers
- Develop organizational goals and objectives consistent with the mission and vision of KIPP Chicago
- Oversee all programs, services and activities to ensure that program objectives are met and core beliefs are followed
- Ensure compliance with funding sources and regulatory requirements with the local chartering entity
- Provide information for evaluation of the organization's activities to the KIPP Chicago regional shared service team
- Manage the student recruitment and enrollment process
- Ensure a safe and orderly environment
- Lead teachers in developing a culture in line with the mission and values of the school
- Develop, implement, and provide support for students and alumni in terms of placement to middle school, high schools, and college as appropriate   Instructional Leadership Responsibilities
- Manage and evaluate the instructional staff
- Provide instructional leadership in advancing proven teaching and learning practices
- Observe classes regularly and provide feedback

- Lead data-driven discussions about student performance
- Develop long and short term plans for individual teachers to address areas of growth and build on strengths of teaching strategies
- Support the development of a network of student support systems
- Monitor progress of all students
- Ensure that continuous improvement processes address the achievement of all students
- Ensure ongoing communication between the teachers and the student's families regarding academic progress
- Assist the KIPP Chicago shared service team in developing a school budget
- Manage and implement a board-approved budget at the school level
- Ensure fiscal compliance and adherence with KIPP Chicago, Chicago Public Schools, the Illinois State Board of Education and KIPP's national reporting procedures.
- Performance Management Responsibilities include:
- Recruit, select, and hire school staff, including teachers and school-based support staff
- Continually monitor progress on all measures of school and staff performance
- Administer board-approved personnel polices
- Ensure proper hiring and termination procedures
- Oversee any and all disciplinary actions
- Provide for adequate supervision, training and evaluation of all staff and volunteers
- Effectively communicate the vision that supports the school's goals and values
- Create an effective team of people jointly responsible for the attainment of school goals and committed to achieving excellence
- Collaborate with the regional staff and other school leaders to ensure efficiency of operations
- Board Relationship Responsibilities include:
- Assist in developing policy recommendations and in setting priorities through work with the Executive Director
- Work with the board and Executive Director to raise funds from the community
- Create monthly board reports and provide other information as requested   Public Relations Responsibilities
- Collaborate with the Executive Director in implementation of KIPP Chicago's strategy involving community groups, the media, academic groups, the general public, and legislative bodies
- Ensure appropriate representation of KIPP Chicago by all employees
- Develop and maintain positive community, family, and academic relationships
- Work with the Executive Director to coordinate efficiencies within the multi-school structure
- Proactively report any concerns that may need to be elevated beyond the school level
- Provide any necessary information for the purposes of governmental or grant-required reporting and compliance

Assistant Principal

Position Overview

The Assistant Principal (AP) serves as the school leader's right hand. The AP will promote a culture of constant learning and collaboration, reflective of the values and goals of KIPP Chicago and the school itself, in partnership with students, teachers, staff, families, and community members. The AP will collaborate with team members in the evaluation, modification, and development of instructional best practices that lead to student growth and character development.

The AP will bring extensive experience fostering strong relationships with students, families, and teachers as well as an exemplary record of strong results in the classroom.

Responsibilities:

- Lead staff members to achieve high performance through goal setting, evaluation, and coaching and feedback consistent with school-wide academic goals, instructional priorities and individual development plans.
- Serve as a key member of the school's Instructional Leadership Team, representing the school to a variety of audiences and supporting all necessary functions for school management and success.
- Help in the orientation of new staff members to the KIPP Chicago team and family, especially as it relates to the area of school routines and procedures, general building practices, and KIPP Chicago's vision, values, beliefs.
- In coordination with the school leader and school leadership team, evaluate school data to make holistic and individual recommendations for improving practices.
- Work with school leadership, teachers, and other staff to enhance and refine the rituals, systems, and practices that shape a school's culture and guide students struggling with behavioral choices.
- Provide direct support for students that are struggling with behavioral choices
- Guide and promote character development of students through deliberate   programming and by coaching teachers in developing stronger relationships with   students.
- Work with teachers to develop innovative strategies, preventative approaches, and   proactive plans for students who exhibit at-risk behaviors.
- Engage Families and Communities:
- Models, promotes, and coaches others toward effective communication with parents so that KIPP families feel fully engaged in the life of their student and in KIPP Chicago's mission.
- Communicate with parents regarding students' academic and behavior progress
- Work with teachers and students so that in all ways we leave places, people and   ideas better than we found them.
- Work in conjunction with the school leader and the school leadership team to plan,   implement, and supervise all school activities (e.g., Saturday School, dances, concerts, orientation programs, plays, musicals, field lessons, and other special events).
- Perform other duties as may be assigned by the school leader including but not limited to overseeing a school's student recruitment efforts.

Dean of New Teacher Development

Position Overview
The Dean of New Teacher Development manages all of first- and second-year co-teachers to ensure they meet the goals of the Vision of Teaching Excellence trajectory in order to matriculate into a lead teacher in their second or third year. The Dean of New Teacher Development meets twice weekly with each co-teacher, observes each twice weekly, and provides differentiated support and professional development for new teachers.

Responsibilities:

- Develop a long-term plan for co-teacher professional development, linked to the Vision of Teaching Excellence, that helps co-teachers meet the basic proficiency levels for new teachers

- Provide feedback on co-teacher lesson plans each week
- Coordinate systems to support co-taught classrooms
- Create weekly pairing meetings agendas for all co-taught classrooms
- Observe and provide feedback on pairing meetings
- Support lead teachers in supporting their co-teacher observations, feedback, and norming conversations
- Manage teachers--Hold observation debriefs with all direct reports twice each week, sending next steps via email within 48 hours
- Set big rocks and development goals with co-teachers and check in twice weekly on progress towards those goals
- Observe and provide instructional, management, and systems feedback to all co-teachers twice weekly (either via small group observation, homeroom, brief observation, or full observation) with a full observation at least once per week
- Write mid-year and end-of-year evaluations for all co-teachers
- Create a supportive culture for co-teachers--help them adapt socially and identity-wise to becoming a teacher, teaching at KIPP, and stepping into a professional environment
- Provide technical development and support for the professional environment (email, prioritizing tasks, balancing responsibilities, stakeholder communication, etc.)
- Drive culture of excellence--maintains a presence among students in all grade levels, provides behavioral support for all staff, maintains enrollment target at the school level

Grade Level Chair

Position Overview

Grade Level Chairs are goal-driven in their team leadership and focused on producing measurable results that prepare all KIPPsters for college and the world beyond. Interacting respectfully with all stakeholders, even in challenging circumstances, Grade Level Chairs drive the vision for the their grade levels as a whole by ensuring day to day logistics, schedule, and operations reflect the full vision of the organization and the grade.

Responsibilities:

Uphold all of the responsibilities of a classroom teacher:

- Implement standards-based, college preparatory curriculum
- Work relentlessly to meet short-term and long-term instructional and character goals
- Write and implement high quality, well-planned, deeply engaging lessons that are infused with KIPP core values
- Continuously use student achievement data to improve student academic performance and behavior; perform small group and individual assessments
- Work as part of interdisciplinary team to plan, align curricula, and create interim assessments
- Proactively manage student behavior using consistent school-wide systems
- Provide necessary accommodations and modifications for the growth and success of all students
- Field phone calls (during agreed upon hours) from students who need help
- Collaborate with other educators on Grade Level and Department Teams
- Participate actively in faculty meetings and professional development
- Seek to constantly refine instructional and management techniques
- Meet frequently with Instructional Leadership Team to discuss student progress and programmatic feedback
- Conduct home visits for Commitment to Excellence signings and as needed throughout the year

- Build positive and lasting relationships with students and families
- Maintain consistent communication with students' families regarding academics and behavior
- Maintain an open-door policy for observations
- Maintain an organized and focused learning environment
- Respond to feedback from formal and informal evaluations by teammates and the principal
- Receive and respond appropriately to feedback from students, parents and teammates
- Perform morning, breakfast, lunch and/or dismissal duties as assigned
- Plan and travel with students on field lessons, both local and out-of-state
- Plan and teach approximately 9 Saturday School sessions throughout the year

Additional Grade Level Chair responsibilities include:

- Drive the creation of a team vision and uphold the vision in all interactions
- Serve as the model for instructional and cultural excellence on the grade level
- Reinforce school culture through grade level practices and rituals
- Maintain focus on grade level academic and culture goals and provide feedback to school leadership on the grade level's progress to goal
- Create opportunities to strengthen team morale
- Serve as first responder to behavior challenges in grade level classrooms
- Manage grade-level logistics; send weekly logistics letters to the grade level team
- Coordinate weekly homework packets
- Model and assist teammates in the implementation of school-wide systems
- Plan grade level field trips
- Prepare for and facilitate data dive and content meetings
- Serve as a liaison between leadership team and grade level
- Participate in weekly peer leadership team meetings
- Communicate leadership team decisions to grade level team
- Communicate concerns, initiatives, etc. to leadership team and/or principal

Additional School Positions

Teacher

Position Overview
KIPP teachers change the lives of their students. We look for teachers who are excellent classroom managers, are passionate about teaching and able to deliver high-quality instruction, are passionate about helping low-income and/or minority students go to college, and have an incredibly strong work ethic and a history of going above and beyond for kids.

Responsibilities:

- Implement standards-based, college preparatory curriculum
- Work relentlessly to meet short-term and long-term instructional and character goals
- Write and implement high quality, well-planned, deeply engaging lessons that are infused with KIPP core values

- Continuously use student achievement data to improve student academic performance and behavior; perform small group and individual assessments
- Work as part of interdisciplinary team to plan, align curricula, and create interim assessments
- Proactively manage student behavior using consistent school-wide systems
- Provide necessary accommodations and modifications for the growth and success of all students
- Field phone calls (during agreed upon hours) from students who need help
- Collaborate with other educators on Grade Level and Department Teams
- Participate actively in faculty meetings and professional development
- Seek to constantly refine instructional and management techniques
- Meet frequently with Instructional Leadership Team to discuss student progress and programmatic feedback
- Conduct home visits for Commitment to Excellence signings and as needed throughout the year
- Build positive and lasting relationships with students and families
- Maintain consistent communication with students' families regarding academics and behavior
- Maintain an open-door policy for observations
- Maintain an organized and focused learning environment
- Respond to feedback from formal and informal evaluations by teammates and the principal
- Receive and respond appropriately to feedback from students, parents and teammates
- Perform morning, breakfast, lunch and/or dismissal duties as assigned
- Plan and travel with students on field lessons, both local and out-of-state
- Plan and teach approximately 9 Saturday School sessions throughout the year

Co-Teacher

Position Overview

KIPP teachers change the lives of their students. We look for co-teachers who have the potential to become excellent classroom managers, are passionate about teaching and able to deliver high-quality instruction, are passionate about helping low-income and/or minority students go to college, and have an incredibly strong work ethic and a history of going above and beyond for kids.

Responsibilities:

Uphold all of the responsibilities of a classroom teacher:

- Implement standards-based, college preparatory curriculum
- Work relentlessly to meet short-term and long-term instructional and character goals
- Write and implement high quality, well-planned, deeply engaging lessons that are infused with KIPP core values
- Continuously use student achievement data to improve student academic performance and behavior; perform small group and individual assessments
- Work as part of interdisciplinary team to plan, align curricula, and create interim assessments
- Proactively manage student behavior using consistent school-wide systems
- Provide necessary accommodations and modifications for the growth and success of all students
- Field phone calls (during agreed upon hours) from students who need help
- Collaborate with other educators on Grade Level and Department Teams
- Participate actively in faculty meetings and professional development
- Seek to constantly refine instructional and management techniques
- Meet frequently with Instructional Leadership Team to discuss student progress and programmatic feedback
- Conduct home visits for Commitment to Excellence signings and as needed throughout the year

- Build positive and lasting relationships with students and families
- Maintain consistent communication with students' families regarding academics and behavior
- Maintain an open-door policy for observations
- Maintain an organized and focused learning environment
- Respond to feedback from formal and informal evaluations by teammates and the principal
- Receive and respond appropriately to feedback from students, parents and teammates
- Perform morning, breakfast, lunch and/or dismissal duties as assigned
- Plan and travel with students on field lessons, both local and out-of-state
- Plan and teach approximately 9 Saturday School sessions throughout the year

Additionally, in support of their professional development and growth, co-teachers will:

- Meet weekly with the lead teacher to lesson plan and discuss classroom events
- Demonstrate an openness to feedback as well as a willingness to grow under the guidance of the principal and the lead teacher
- Participate actively in professional development opportunities while working to meet individual goals and growth benchmarks
- View evaluation as a tool to improve and grow in all teacher responsibilities, and use it in this capacity
- Actively pursue professional development in areas that will have the greatest impact on student achievement

Excellence Teacher

Position Overview
KIPP teachers change the lives of their students. We look for Excellence Teachers who are passionate about teaching and able to deliver high-quality instruction, are passionate about helping low-income and/or minority students go to college, and have an incredibly strong work ethic and a history of going above and beyond for kids. Excellence Teachers offer specialty course-work in physical education, art, music, dance, and/or drama.

Responsibilities:
Uphold all of the responsibilities of a classroom teacher:

- Implement standards-based, college preparatory curriculum, with a specialization in physical education, art, music, dance, and/or drama
- Work relentlessly to meet short-term and long-term instructional and character goals
- Write and implement high quality, well-planned, deeply engaging lessons that are infused with KIPP core values
- Continuously use student achievement data to improve student academic performance and behavior; perform small group and individual assessments
- Work as part of interdisciplinary team to plan, align curricula, and create interim assessments
- Proactively manage student behavior using consistent school-wide systems
- Provide necessary accommodations and modifications for the growth and success of all students
- Field phone calls (during agreed upon hours) from students who need help
- Collaborate with other educators on Grade Level and Department Teams
- Participate actively in faculty meetings and professional development
- Seek to constantly refine instructional and management techniques
- Meet frequently with Instructional Leadership Team to discuss student progress and programmatic feedback
- Conduct home visits for Commitment to Excellence signings and as needed throughout the year

- Build positive and lasting relationships with students and families
- Maintain consistent communication with students' families regarding academics and behavior
- Maintain an open-door policy for observations
- Maintain an organized and focused learning environment
- Respond to feedback from formal and informal evaluations by teammates and the principal
- Receive and respond appropriately to feedback from students, parents and teammates
- Perform morning, breakfast, lunch and/or dismissal duties as assigned
- Plan and travel with students on field lessons, both local and out-of-state
- Plan and teach approximately 9 Saturday School sessions throughout the year

Special Education Teacher/ Case Manager

Position Overview

KIPP teachers change the lives of their students. We look for Special Education Teachers who are excellent managers, are passionate about education and able to deliver high-quality learning experiences, are passionate about helping low-income and/or minority students go to college, and have an incredibly strong work ethic and a history of going above and beyond for kids. Special Education Teachers must positively model and build a sense of Self and Others, build positive and lasting relationships with students and families, and demonstrate a growth mindset about oneself and others.

Responsibilities:

Uphold all of the responsibilities of a classroom teacher:

- Implement standards-based, college preparatory curriculum, with a specialization in physical education, art, music, dance, and/or drama
- Work relentlessly to meet short-term and long-term instructional and character goals
- Write and implement high quality, well-planned, deeply engaging lessons that are infused with KIPP core values
- Continuously use student achievement data to improve student academic performance and behavior; perform small group and individual assessments
- Work as part of interdisciplinary team to plan, align curricula, and create interim assessments
- Proactively manage student behavior using consistent school-wide systems
- Provide necessary accommodations and modifications for the growth and success of all students
- Field phone calls (during agreed upon hours) from students who need help
- Collaborate with other educators on Grade Level and Department Teams
- Participate actively in faculty meetings and professional development
- Seek to constantly refine educational techniques
- Meet frequently with Instructional Leadership Team to discuss student progress and programmatic feedback
- Conduct home visits for Commitment to Excellence signings and as needed throughout the year
- Build positive and lasting relationships with students and families
- Maintain consistent communication with students' families regarding academics and behavior
- Respond to feedback from formal and informal evaluations by teammates and the principal
- Receive and respond appropriately to feedback from students, parents and teammates
- Plan and travel with students on field lessons, both local and out-of-state

Additional Special Education Teacher responsibilities include:

- Meet with Principal and/or Assistant Principal weekly to discuss student progress
- Demonstrate high academic and behavior expectations for all children
- Use knowledge of child development to plan, motivate, engage, discipline and teach students
- Incorporate literacy into every lesson
- Use technology and other strategies to make lessons accessible for all students
- Seek to constantly refine one's instructional and management techniques, including researching best practices in providing high-quality special education services to all students
- Conduct IEP TASKS—write initial, annual and tri-annual IEPs using Chicago Public School's eIEP system
- Inform Teachers and Co-Teachers of IEP goals as necessary
- Monitor and support implementation of goals and objectives in general education classrooms
- Provide and/or support modifications and accommodations as needed in general education classrooms
- Keep IEPs updated as to the achievement of goals and objectives at the end of every quarter
- Issue quarterly progress reports on IEP goals for students & families
- Schedule, coordinate, and chair annual IEP meetings in collaboration with families, appropriate clinicians and general education staff
- Maintain a portfolio of student work samples, anecdotal data, and classroom observations
- Encourage parent partnerships and maintains positive communication with families regarding student progress
- Work with the Principal, Assistant Principal and general education teachers to ensure all students receive appropriate accommodations and modifications during formal and informal assessments

Additional Case Manager responsibilities include:

- Hold accountability for each case's compliance factors
- Closely monitor and ensure student academic progress
- Maintain all records and track data carefully within the special education file
- Ensure evaluation recommendations are followed up and completed by students, families, and teachers
- Work with clinicians to ensure ancillary services are delivered at a high degree of excellence
- Provide input on clinicians' performance evaluations as appropriate and necessary

Paraprofessional

Position Overview
Paraprofessionals support the academic and social/emotional growth of students with Individualized Education Plans. KIPP teachers change the lives of their students. We look for Paraprofessionals who are excellent managers, are passionate about education and able to deliver high-quality learning experiences, are passionate about helping low-income and/or minority students go to college, and have an incredibly strong work ethic and a history of going above and beyond for kids. Paraprofessionals must positively model and build a sense of Self and Others, build positive and lasting relationships with students and families, and demonstrate a growth mindset about oneself and others.

Responsibilities:

- Maintain consistent communication with students' families regarding academics & behavior
- Collaborate with other educators on Grade Level and Department teams
- Participate actively in staff meetings and professional development

- Set and effectively work towards achieving measurable, challenging and realistic goals
- Use student achievement data to improve student academic performance and student behavior
- Meet with Principal and/or Special Education Teacher weekly to discuss students' progress
- Demonstrate high academic and behavior expectations for all children
- Proactively manage student behavior
- Demonstrate a love of teaching and learning every day
- Travel with students on field lessons, both local and out-of-state

Director of Operations

Position Overview

The Director of Operations (DOO) is critical to the successful and efficient running of KIPP Chicago Schools. The DOO leads implementation and maintenance of clear operational systems that allow the principal and teachers to focus on students and families, and that enable a supportive school environment. The DOO is an individual who embraces innovation and continuous improvement, and relishes the challenge of finding ways to work smarter and more cost-efficiently. He/she will work closely and collaboratively with school leadership, teachers, and the KIPP Chicago Shared Services Team.

Responsibilities:

- Management: Acts as critical member of school leadership team, along with Principal and Assistant Principals, to ensure effective operational support of school strategy and to manage school operations. Helps address general office and administrative needs, and ensures the smooth operation of the administrative office, including mailings, attendance reporting, office machine maintenance, etc.
- Finance and Purchasing: Assists Principal and KIPP Chicago COO to create and oversee the school's finances; oversees school-based purchasing. Ensures adherence to school's fiscal procedures
- Student Information and Reporting: Manages student information system; generates report cards, and coordinates with KIPP Chicago Shared Services Team with regard to all data analysis and reporting
- Logistics (school, trips and events): Plans and coordinates logistics for school events and activities as needed, including Team and Family Saturdays, parent meetings, special events, and field trips
- Facilities: Manages and oversees the school's facilities and physical condition. Oversee security for students, families, and school staff while on the school campus
- Food Service: Ensures all meal applications are complete and students follow required procedures for receiving meals at school
- Technology: Oversees the purchasing and maintenance of technology equipment
- Compliance: Ensures school-wide compliance with health and safety laws, teacher certification and fingerprinting, city and state education mandates, and all federal and state workplace regulations
- Human Resources: Coordinates with KIPP Chicago Shared Services Team to ensure that school-based employees receive timely and accurate payroll and benefits
- Student Recruitment: Manages student recruitment, admissions applications, registration and waitlist
- Liaison for Students in Temporary Living Situations: Identify STLS students, complete initiation packets, enter IMPACT information, and coordinate services

Office Manager

Position Overview
The Office Manager (OM) is the face of each KIPP School and delivers first class customer service to all constituents in the building, including but not limited to students, parents, staff, and guests. While gracefully juggling any number of key tasks, one of the OM's primary responsibilities is to operate a welcoming and efficient main office and to serve as a gatekeeper to address questions and minimize interruptions to the school's leadership team.

Responsibilities:

- Create a neat, welcoming, and organized office environment
- Welcome parents and visitors, maintain accurate visitor logs, respond to visitor and parent requests as appropriate
- Answer phones; redirect inquiries as appropriate and relay messages to staff in timely manner
- Process and fulfill staff supply, copy and other similar requests; this includes all purchasing
- Receive, distribute, and prepare incoming/outgoing mail and shipments
- Maintain school supply closet and assist with inventory control
- Review enrollment documents; conduct follow-up calls as necessary
- Maintain complete sets of all parent, staff, and staff forms
- Assist with coordination of school events and processing, production and distribution of memos, newsletters, etc.
- Maintain teacher work room
- Maintain office equipment; ensure that copier machines, fax, and postage meter are in working order
- Order and distribute school uniforms
- Process late arrivals and follow-up with the families of absent students
- Oversee on site security for students, families, and staff members while on the school campus
- Oversee student attendance process and ensure it is reconciled and accurate each day
- Produce academic and school culture reports (report cards, progress reports)
- Coordinate student health services; monitor student health and safety for any unusual/troubling trends; coordinate with site nursing staff to ensure that students receive appropriate care and immunizations
- Clerk for Students in Temporary Living Situations: Identify STLS students, complete initiation packets, enter IMPACT information, and coordinate services

Office Assistant

Position Overview
The Office Assistant serves as the first point-of-contact for all teachers, parents, and students as they arrive at each KIPP school.

Responsibilities:

- Answer main school telephone number
- Check and respond to school voicemail
- Answer door buzzer

- Ensure all visitors are accounted for in the building
- Welcome parents and visitors, maintain visitor log, respond to visitor and parent requests as appropriate
- Maintain complete sets of all parent and staff forms
- Oversee student attendance
- Track tardy students as they come in the door
- Enter tardy students into PowerSchool
- Follow-up via phone with the families of absent students
- Process early dismissals

AmeriCorps Members

Position Overview

We look for Americorps Members who are excellent managers, are passionate about education and able to deliver high-quality learning experiences, are passionate about helping low-income and/or minority students go to college, and have an incredibly strong work ethic and a desire to go above and beyond for kids. Currently, Americorps Members focus on Instructional Technology, including daily maintenance and classroom support of KIPP's technology program. This includes assisting teachers in 'blended learning' classrooms as well as assisting with the administration of adaptive, computer-based assessments (i.e. MAP test from NWEA).

Responsibilities:

- Support and coach for students in blended learning classrooms
- Help manage the daily set-up and breakdown of blended learning classrooms
- Become familiar with selected software programs and help troubleshoot any issues. May include acting as a liaison between the school and our content providers
- Help implement classroom management techniques to create a nurturing and structured classroom environment and structure

Appendix 2.4.b.1

KIPP School Summit 2014 Full Program

KIPP: SCHOOL SUMMIT 2014 | ON BEYOND 20!

JULY 28–31 • HOUSTON, TX • #KSS2014

THIS IS THE ROOM
THAT HAS THE KIDS
WHO WANT TO LEARN
TO READ MORE BOOKS
TO BUILD A BETTER TOMORROW"

KIPP

GET CONNECTED

#KSS2014
@KIPP

WI-FI: KIPPis20
PW: KIPPis20

MOBILE SITE:
WWW.KIPP.ORG/KSSMOBILE

Visit the above link on your smartphone's web browser, or scan the QR code with your phone.*

Add KSS Mobile as a web app to your home screen:
You'll have hotel and shuttle maps, session info, and you can find your colleagues in the list of registered attendees.

Log in to "My KSS" to access your Personal Agenda, and add or remove sessions.

If you need a QR reader, try the RedLaser app.

MONDAY
NEW TO KIPP & MINI-COURSES

TUESDAY
COMMUNITY DEVELOPMENT

	MONDAY	TUESDAY
7:00 AM		
8:00 AM		**Breakfast** 6:45 am – 8:15 am
9:00 AM		
10:00 AM		**Opening Ceremonies** 8:30 am – 10:30 am
11:00 AM		**Community Kick Offs** 11:00 am – 12:00 pm
12:00 PM		**Lunch** 12:00 pm – 1:30 pm

KSS REGISTRATION - Convention Center, Level 3
1:00 pm – 7:00 pm (Sunday) // 9:00 am – 7:00 pm (Monday)

New to KIPP
Hilton Americas

Brunch with Dave Levin
10:30 am – 11:45 am

Sessions
12:00 pm – 4:30 pm

Mini-Courses
(Invitation only)
Hilton Americas

Sessions
9:30 am – 12:15 pm

Lunch
12:30 pm – 1:30 pm

Sessions
1:45 pm – 5:00 pm

Sessions
1:45 pm – 3:00 pm

Sessions
3:30 pm – 4:45 pm

Pre-arranged School Meetings
5:30 pm – 7:30 pm

Dinner on your own

KIPP Team & Family Night
HOUSTON ASTROS VS. OAKLAND A'S
Minute Maid Park
7:10 pm - late

3

A GLANCE

WEDNESDAY
COMMUNITY DEVELOPMENT

Breakfast
6:45 am – 8:15 am

A Conversation with KIPP Co-Founders Mike Feinberg and Dave Levin
8:30 am – 10:00 am

Sessions
10:30 am – 11:45 am

Lunch
12:00 pm – 1:30 pm

Sessions
1:45 pm – 3:00 pm

Sessions
3:30 pm – 4:45 pm

KIPP Storytelling
5:00 pm – 6:00 pm

Pre-arranged School Meetings
5:30 pm – 7:30 pm

Dinner on your own

THURSDAY
KEYNOTES & 20TH ANNIVERSARY

Breakfast
6:45 am – 8:15 am

Keynotes

Jim Collins
8:25 am – 9:25 am

Amanda Ripley
9:45 am – 10:45 am

Jeff Duncan-Andrade
11:00 am – 12:30 pm

Lunch
12:00 pm – 1:30 pm

Informal Collaboration and Optional School Meetings
1:45 pm – 3:45 pm

Gala Dinner
GRB – Level 1 Hall B & C
4:30 pm – 6:15 pm

20th Anniversary Celebration
Toyota Center
7:30 pm – 9:30 pm (doors at 6 pm)

After Party
Hilton - Level 4 Ballroom
9:30 pm – 12:00 am

7:00 AM
8:00 AM
9:00 AM
10:00 AM
11:00 AM
12:00 PM
1:00 PM
2:00 PM
3:00 PM
4:00 PM
5:00 PM
6:00 PM
7:00 PM
8:00 PM
9:00 PM

4

GRB Convention Center – Level 3

EXHIBIT HALL B3
Opening Ceremonies
and Keynotes

GRAND BALLROOM

A   B   C

322   C / B / A

310   C / B / A

STUDENT ART GALLERY

320   C / B / A

KIPP STORE & BUTTON BAR

KIPP: THE FIRST 20

HALL B
(GREENLINK BUS STOP)

HALL C
(KIPP SHUTTLE STOP)

↓ Meals located on Level 1, Hall B & C ↓

Avenida de las Americas

5

GENERAL ASSEMBLY THEATRE

C | F
B **332** E
A | D

C | F
B **342** E
A | D

GRIT LOUNGE

352 E

OPTIMISM LOUNGE

D

C | F
B **362** E
A | D

C | F
B **372** E
A | D

C
382 B
A

C | F
B **351** E
A | D

C | F
B **361** E
A | D

C | F
B **371** E
A | D

MAP/ ILLUMINATE LAB

381 A

C | F
B **350** E
A | D

C | F
B **360** E
A | D

C | F
B **370** E
A | D

380 D
B
A | C

FACILITATOR SERVICES

B
330
A

B
340
A

GIVEAWAYS

REGISTRATION

INFO DESK

380A - CURIOSITY LOUNGE
380B - GRATITUDE LOUNGE
380C - ZEST LOUNGE

HALL D
(GREENLINK BUS STOP)

HALL E

SKYBRIDGE TO HILTON

Avenida de las Americas

6

FIND YOUR COMMUNITY

Trying to find teammates who share your role across KIPP? Take advantage of these opportunities to meet your colleagues, collaborate across common challenges, and learn about the ways you can network throughout the year.

Community Kick Offs
After Opening Ceremonies, experience the power of the team and family during role-specific community kick-off sessions. In each session, you will meet new teammates and begin to establish relationships that can support your work even after KSS ends. Come prepared to network, engage, and share!

Community Lunches
On Tuesday and Wednesday, you can navigate to the "community" tables in Hall B of the main meal room to continue the conversation with your colleagues. Search for your community on the map below and look for table signs to help you find your teammates!

COMMUNITY LUNCH MAP - GRB LEVEL 1, HALL B
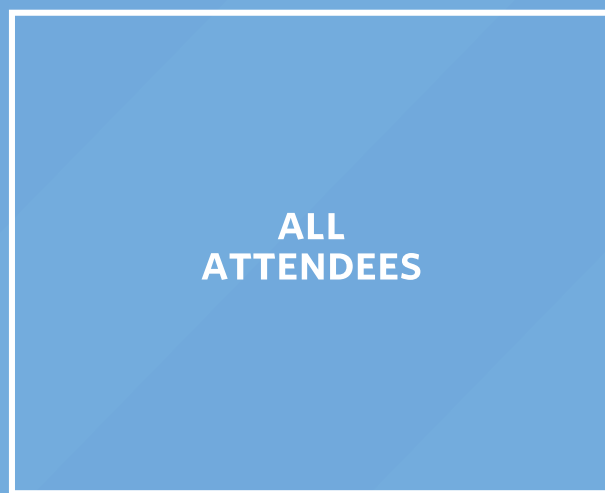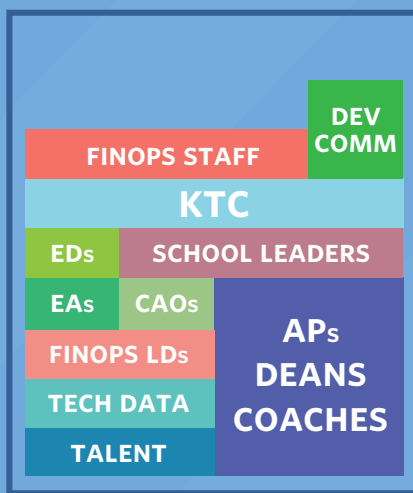
TABLECLOTH COLOR KEY
- ☐ GENERAL USE
- ☐ TEACHERS
- ☐ LEADERSHIP & SUPPORT

Map labels:
DEV COMM · FINOPS STAFF · KTC · EDs · SCHOOL LEADERS · EAs · CAOs · FINOPS LDs · APs DEANS COACHES · TECH DATA · TALENT · ALL ATTENDEES
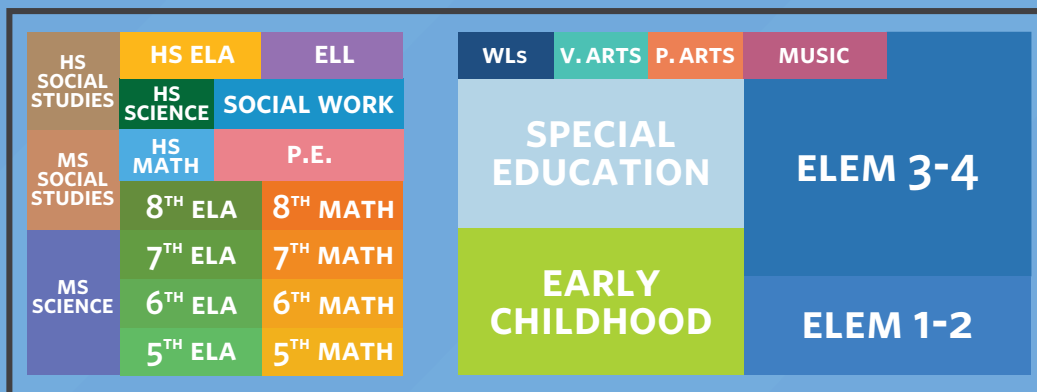
HS SOCIAL STUDIES · HS ELA · ELL · HS SCIENCE · SOCIAL WORK · MS SOCIAL STUDIES · HS MATH · P.E. · 8TH ELA · 8TH MATH · 7TH ELA · 7TH MATH · MS SCIENCE · 6TH ELA · 6TH MATH · 5TH ELA · 5TH MATH · WLs · V. ARTS · P. ARTS · MUSIC · SPECIAL EDUCATION · ELEM 3-4 · EARLY CHILDHOOD · ELEM 1-2 · BUFFETS · DOORS · HALL C *General Tables*

KIPP Share
Have you heard? You can network with your teammates all year long on KIPP Share, the virtual sharing platform for KIPP leaders, teachers, and staff. On KIPP Share, you can find resources to help you save time or start conversations to seek answers to your burning questions and challenges. Log in and make sure you "follow" the rooms and communities that match your interests! Need help logging in? Visit the Grit Lounge (352B). http://share.kipp.org

WHAT'S NEW AT KSS

Start the Week at Minute Maid Park
KIPP Team & Family Night | Minute Maid Park | Monday at 7:10 pm
We're kicking off the week with "KIPP Team & Family Night" at Minute Maid Park when the Houston Astros take on the Oakland A's. Grab your ticket from your school or region's point of contact, make a (TV-friendly) poster in the rally room (GRB Level 3: Grand Ballroom A-B and Rm 320 A-C [KIPP Houston]), and then put on your special-edition KIPP baseball hat (available at Giveaways) to make your way to the game. Hold onto your ticket once you enter; it includes a voucher for concessions.

Reminisce with your Teammates
KIPP Storytelling Night | GRB Convention Center– Level 3, General Assembly Theatre | Wednesday at 5:00 pm
In the last 20 years, KIPPsters big and small have created countless memories on our shared journey. Join us for a special night of storytelling as KIPP teachers and leaders share "Lessons Learned from 20 Years of KIPP." Hosted by writer, producer, and director M. Night Shyamalan, this evening will feature a series of personal KIPP stories in a high-energy, lightning-round format.

Refresh and Connect at the KSS Lounges
Open Tuesday through Thursday | GRB Convention Center – Level 3
Looking for a place to digest all your new learning? Or a space to meet up with new colleagues after a session? We've set aside five "lounges" that will stay open throughout the program.

The Grit Lounge (Rm 352B)
Learning and collaboration don't have to end in Houston. Get to know KIPP Share, the virtual community where KIPP leaders and teachers can connect and find high-quality resources, and KIPP U, a portfolio of professional development offerings from the KIPP Foundation, including the Literacy for Everyone and Math is Life courses. During session breaks, you can visit the lounge, ask your burning questions, and learn how to find the resources and expertise you'll need most in the year ahead.

The Zest and Optimism Lounges (Rms 380C and 352A)
Need a place to meet your teammates? Hoping to debrief after sessions? Or maybe you've been trying to "Tweet-Up" your community. Head to the Zest and Optimism lounges, two spaces set aside for informal meetings throughout KIPP School Summit 2014. (Just note—these lounges are open at all times for all KIPPsters to use!)

The Curiosity Lounge (Rm 380A)
Want to know more about the programs and opportunities provided by the KIPP Foundation each year? Satisfy your curiosity by meeting various KIPP Foundation teams at special Meet and Greets in the curiosity lounges. During these informal sessions, you can learn more about key programs, ask questions, or just get to know the face on the other side of the e-mail.

TUESDAY, JULY 29TH
- 7 am – 8 am: Meet Maggie Mangan to learn more about KIPP Careers
- 12 pm – 1 pm: Meet Trish Moyce to learn more about Federal Grant Reimbursement Requests Best Practices
- 2:45 pm – 3:45 pm: Meet Liz Coughenour to learn more about the Miles Family Fellowship
- 4:30 pm – 5:30 pm: Meet KIPP Through College's Christina Hamner and Kim Hanauer to learn more about College Match Tools and the Alumni Database

WEDNESDAY, JULY 30TH
- 7 am – 8 am: Meet Theresa Chen to learn more about Illuminate
- 12 pm – 1 pm: Meet Michelle Bruce and Anirban Bhattacharyya to learn more about Instructional Technology

THURSDAY, JULY 31ST
- 7 am – 8 am: Meet Lisa Altman and Nick Wolfe to learn more about KIPP U, KIPP Wheatley, and Eureka Math
- 12:30 pm – 1:30 pm: Meet the KIPP Marketing Team to learn more about the KIPP brand

The Gratitude Lounge (Rm 380B)
Curious about all the KIPPsters and ideas that have come before you? Visit the Gratitude lounge to relax amidst relics from KIPP's journey. Send an e-mail from the "booth" in Frank Corcoran's KIPP Academy classroom or meet a friend surrounded by pictures of KIPP founding classes. Additionally, take a moment to write a message of gratitude for a KIPP teacher, leader, or student using the provided gratitude cards.

MONDAY
NEW TO KIPP & MINI-COURSES

FOR EVERYONE

4:15 PM – 5:15 PM
OFFICE HOURS

3017: Assessment Central: Computer Lab Office Hours
Ann Wang & Theresa Chen
GRB – Level 3, Rm 381 BC

Receive real-time support/resources related to Illuminate and the MAP and ACT Aspire Assessments in this hands-on computer lab.

7:00 PM – 10:30 PM
SOCIAL EVENT

1001: MLB Baseball at Minute Maid Park
Minute Maid Park

KIPP Team & Family Night: Major League Baseball at Houston's Minute Maid Park. Houston Astros vs. Oakland A's.

TEAM & FAMILY NIGHT
KIPP:SCHOOL SUMMIT 2014

MINI-COURSES

ALL ATTENDEES
9:30 AM – 12:15 PM

2139: Eureka Math Training 3-5
CLOSED SESSION - INVITATION ONLY
Adam Baker | ES MS
Hilton – Level 3, Rm 343 A

The Eureka Math mini-courses are designed to support teachers as they implement "A Story of Units" (PreK-5) and "A Story of Ratios" (6-8), two of the three curricula that comprise Eureka Math.

2154: Bringing 'KIPP Wheatley' to Life K-2
CLOSED SESSION - INVITATION ONLY
Lauren Chapalee | EC ES
Hilton – Level 3, Rm 337 AB

Learn the content and structure of the kindergarten, 1st, and 2nd grade modules in KIPP Wheatley and strategies for implementing the modules in your classroom.

2159: Bringing 'KIPP Wheatley' to Life 3-4
CLOSED SESSION - INVITATION ONLY
Deborah Goff | ES MS
Hilton – Level 3, Rm 329

2164: Bringing 'KIPP Wheatley' to Life 5-6
CLOSED SESSION - INVITATION ONLY
Beth Upchurch | MS
Hilton – Level 3, Rm 336 AB

2169: Bringing 'KIPP Wheatley' to Life 7-8
CLOSED SESSION - INVITATION ONLY
Dave Powers | MS
Hilton – Level 3, Rm 344 AB

2177: Introduction to Cognitively Guided Instruction K-3
Marvin Smith | EC ES
Hilton – Level 3, Rm 330

This mini-course provides a thorough introduction to CGI.

2182: Introduction to Cognitively Guided Instruction 4-6
Stephanie Smith | ES MS
Hilton – Level 3, Rm 342

2187: STEP Literacy
CLOSED SESSION - INVITATION ONLY
Nicole Temple, Julie McGann, & Cara Farber | EC ES
Hilton – Level 4, Grand BallRm B

Participants should expect to leave the mini-course with an understanding of how to administer STEP reliably. Bring a laptop.

12:30 PM – 1:30 PM
SOCIAL EVENT

1013: Mini-Course Attendee Lunch
CLOSED SESSION - INVITATION ONLY
Hilton – Level 2, Ballroom of the Americas A-C

Join us for a quick lunch between morning mini-course sessions and afternoon mini-course sessions.

TEACHERS
9:30 AM – 12:15 PM

2129: Eureka Math Training K-2
CLOSED SESSION - INVITATION ONLY
Robin Ramos | EC ES
Hilton – Level 3, Rm 343 B

2134: Eureka Math Training 6-8
CLOSED SESSION - INVITATION ONLY
Jill Diniz | MS
Hilton – Level 4, Grand BallRm A

1:45 PM – 5:00 PM

2140: Eureka Math Training 3-5
CLOSED SESSION - INVITATION ONLY
Adam Baker | ES MS
Hilton – Level 3, Rm 343 A

2155: Bringing 'KIPP Wheatley' to Life K-2
CLOSED SESSION - INVITATION ONLY
Lauren Chapalee | EC ES
Hilton – Level 3, Rm 337 AB

2160: Bringing 'KIPP Wheatley' to Life 3-4
CLOSED SESSION - INVITATION ONLY
Deborah Goff | ES MS
Hilton – Level 3, Rm 329

2165: Bringing 'KIPP Wheatley' to Life 5-6
CLOSED SESSION - INVITATION ONLY
Beth Upchurch | MS
Hilton – Level 3, Rm 336 AB

2170: Bringing 'KIPP Wheatley' to Life 7-8
CLOSED SESSION - INVITATION ONLY
Dave Powers | MS
Hilton – Level 3, Rm 344 AB

2178: Introduction to Cognitively Guided Instruction K-3
Marvin Smith | EC ES
Hilton – Level 3, Rm 330

2183: Introduction to Cognitively Guided Instruction 4-6
Stephanie Smith | ES MS
Hilton – Level 3, Rm 342

2188: STEP Literacy
CLOSED SESSION - INVITATION ONLY
Nicole Temple, Julie McGann, & Cara Farber | EC ES
Hilton – Level 4, Grand BallRm B

2130: Eureka Math Training K-2
CLOSED SESSION - INVITATION ONLY
Robin Ramos | EC ES
Hilton – Level 3, Rm 343 B

2135: Eureka Math Training 6-8
CLOSED SESSION - INVITATION ONLY
Jill Diniz | MS
Hilton – Level 4, Grand BallRm A

LEADERSHIP & SUPPORT

9:30 AM – 12:15 PM

3056: Instructional Leaders
CLOSED SESSION - INVITATION ONLY
Nathan Smalley & Jen Keyte
Hilton – Level 3, Rm 335 A-C

In this course, we'll work with leaders to develop the several practices necessary to drive instruction across their school campuses.

1:45 PM – 5:00 PM

3105: Regional Academic Leaders
Laura Bowen
Hilton – Level 3, Rm 338

This course is designed to support the managers of KIPP school leaders as they work to effectively model and teach the vital behaviors that will drive success and sustainability.

3057: Instructional Leaders
CLOSED SESSION - INVITATION ONLY
Nathan Smalley & Jen Keyte
Hilton – Level 3, Rm 335 A-C

MONDAY
NEW TO KIPP & MINI-COURSES

ALL ATTENDEES
10:30 AM – 11:45 AM
SOCIAL EVENT

4052: New to KIPP Brunch
Dave Levin | Hilton – Level 2,
Ballroom of the Americas ABDE
During this special brunch, come prepared to network with new colleagues and learn more about KIPP's history from co-founder Dave Levin.

12:00 PM – 1:15 PM

4011: KIPP Through College 101
Craig Robinson & Dave Pontious
Hilton – Level 4, Grand BallRm C
Leave with an understanding of how we all play an important role in delivering on our sacred promise to our KIPPsters.

4028: Decoding KIPPisms
Laura Reyes
Hilton – Level 4, Grand BallRm KL
Join this session to get a crash course in what it means to be a KIPPster and learn the stories and KIPPisms that bind us all.

1:30 PM – 2:45 PM

4016: How to Tell KIPP's Story
Mary Clare Reilley & Lori Warren
Hilton – Level 4, Grand BallRm J
This session will help give you a foundation from which you can tell KIPP's story and make it your own.

4027: How KIPP Measures Success
Jonathan Cowan, Rebecca Vichniac, & Tucker Dunn
Hilton – Level 4, Grand BallRm KL
Walk through KIPP's Healthy Schools and Regions framework to better understand how we measure outcomes and discuss the latest network-wide performance insights and trends.

3:00 PM – 4:15 PM

4017: How to Tell KIPP's Story
Mary Clare Reilley & Lori Warren
Hilton – Level 4, Grand BallRm J

4029: Decoding KIPPisms
Laura Reyes
Hilton – Level 4, Grand BallRm C

TEACHERS
12:00 PM – 1:15 PM

2051: Common Core for Math: Introduction
Keli Swearingen | EC ES MS HS
Hilton – Level 4, Grand BallRm G
Learn the history and rationales for the Common Core shifts, be able to articulate how the shifts will change instruction, and begin modifications to upcoming year-long plans.

2054: An Introduction to the KIPP Framework for Excellent Teaching
Pegah Javidpour | EC ES MS HS
Hilton – Level 4, Grand BallRm HI
An overview of the history and development of KFET while also providing participants with hands-on practice.

4019: MAP 101
Aileen Tejeda, Ann Wang, Katerina Mikula, Scott Schriever & Dana Woodard | ES MS HS
GRB – Level 3, Rm 381 BC
Gain an understanding of the basic characteristics of the MAP assessment, learn how to access results data, and make the connection between growth targets and college readiness.

2042: Integrating Character 101
Mitchell Brenner | EC ES MS HS
Hilton – Level 4, Grand BallRm EF
Integrating Character 101 shares the story and science behind the seven character strengths that are most predictive of life satisfaction and achievement. The session repeats at 1:30 pm.

2045: KIPP Share 101 for the Classroom
Lisa Altman | EC ES MS HS
Hilton – Level 4, Grand BallRm D
Learn how to use KIPP Share to connect with colleagues and find quality materials from other teachers for your classroom. Bring a laptop.

1:30 PM – 2:45 PM

2052: Common Core for ELA: Introduction
Keli Swearingen | EC ES MS HS
Hilton – Level 4, Grand BallRm G
An introduction to the Common Core in the English Language Arts classroom.

2055: An Introduction to the KIPP Framework for Excellent Teaching
Pegah Javidpour | EC ES MS HS
Hilton – Level 4, Grand BallRm HI

2056: MAP 101
Ann Wang & Aileen Tejeda | ES MS HS | GRB – Level 3, Rm 381 BC

2043: Integrating Character 101
Mitchell Brenner | EC ES MS HS
Hilton – Level 4, Grand BallRm EF

2046: KIPP Share 101 for the Classroom
Lisa Altman | EC ES MS HS
Hilton – Level 4, Grand BallRm D

3:00 PM – 4:15 PM

2194: MAP 101
Aileen Tejeda, Ann Wang, Katerina Mikula, Scott Schriever & Dana Woodard
ES MS HS | GRB – Level 3, Rm 381 BC

3:00 PM – 4:30 PM

2008: Thriving at KIPP: Teaching Is a Career

Jen Keyte, Dave Crumbine, Jared Kushida, Jeff Li, Sam Lopez, Heather Lynch & Cheshonna Miles

EC ES MS HS | GRB – Level 3, General Assembly Theatre B

Join a panel of veteran KIPP teachers as they share their secrets to success at KIPP.

LEADERSHIP & SUPPORT

12:00 PM – 1:15 PM

3002: KIPP Share 101 for Leaders and Staff

Carie Page

Hilton – Level 4, Grand BallRm J

A crash course in how to make the most of KIPP Share, KIPP's virtual sharing and collaboration platform. Bring a laptop.

3005: KIPP Careers 101

Maggie Mangan

Hilton – Level 3, Rm 340 A

An introduction to the national KIPP Careers application tracking system for staff who are new to KIPP, or new to using KIPP Careers. Bring a laptop.

1:30 PM – 2:45 PM

3012: Talent Recruitment 101

Ben Ochstein & Angela Page

Hilton – Level 3, Rm 340 A

Several experienced KIPP recruiters will share what they've learned and tips for success in your first year in the job.

3:00 PM – 4:15 PM

3003: KIPP Share 101 for Leaders and Staff

Carie Page

Hilton – Level 4, Grand BallRm D

3042: Human Resources (HR) 101

Nakia James-Jenkins

Hilton – Level 3, Rm 340 A

What is HR? What are HR's responsibilities? Who should contact HR? Why is this role important to your school/region's success?

TUESDAY
COMMUNITY DEVELOPMENT

FOR EVERYONE

8:30 AM – 10:30 AM
SOCIAL EVENT

1002: Opening Ceremonies
Mike Feinberg & Dave Levin
GRB – Level 3, Exhibit Hall B3
KIPP Co-founders Mike Feinberg and Dave Levin will open the twelfth annual KIPP School Summit.

12:00 PM – 1:30 PM
SOCIAL EVENT

1011: Community Lunches (Tuesday)
GRB – Level 1, Hall B
After kick offs, navigate to special tables set aside for your community to continue the conversation.

12:30 PM – 1:30 PM
OFFICE HOURS

3018: Assessment Central: Computer Lab Office Hours
Ann Wang & Theresa Chen
GRB – Level 3, Rm 381 BC

3:15 PM – 4:45 PM
OFFICE HOURS

4054: Assessment Central: Computer Lab Office Hours
Ann Wang & Theresa Chen
GRB – Level 3, Rm 381 BC

FOR TEACHERS

11:00 AM – 12:00 PM
ATHLETICS

4058: Community Kick Off: Athletics
Travis Boubel | EC ES MS HS
GRB – Level 3, Rm 352 E

EARLY CHILDHOOD / ELEMENTARY

2107: Community Kick Off: Early Childhood (PreK-K)
Katie Chase | EC
GRB – Level 3, Rm 370 ABDE

2108: Community Kick Off: Elementary (Grades 3-4)
Emma Limatola & Edana St. Pierre | ES | GRB – Level 3, Rm 372 A-F

2193: Community Kick Off: Elementary (Grades 1-2)
Charlene Dixon | ES
GRB – Level 3, Rm 382 ABC

ENGLISH LANGUAGE ARTS / NONFICTION STUDIES

4036: Community Kick Off: High School ELA
Nicole LeBlanc | HS
GRB – Level 3, Rm 350 D

4044: Community Kick Off: 5th Grade ELA
Gwen Nordman & Lauren Young | MS | GRB – Level 3, Rm 361 BE

4045: Community Kick Off: 6th Grade ELA
Gwen Nordman & Lauren Young MS | GRB – Level 3, Rm 361 BE

4046: Community Kick Off: 7th Grade ELA
Jess Stechman | MS
GRB – Level 3, Rm 360 BE

4047: Community Kick Off: 8th Grade ELA
Allison Tokolish | MS |
GRB – Level 3, Rm 360 A

ENGLISH LANGUAGE LEARNERS (ELL)

2048: Community Kick Off: English Language Learners (ELL)
Elysa Severinghaus | EC ES MS HS
GRB – Level 3, Rm 352 D

MATHEMATICS

4034: Community Kick Off: High School Math
Shannon Stromberg | HS
GRB – Level 3, Rm 360 D

4040: Community Kick Off: 5th Grade Math
Sally Winchester & Katy Janik | MS
GRB – Level 3, Rm 362 BC

4041: Community Kick Off: 6th Grade Math
Sally Winchester & Katy Janik | MS
GRB – Level 3, Rm 362 BC

4042: Community Kick Off: 7th Grade Math
Jen Cuculich | MS
GRB – Level 3, Rm 362 AD

4043: Community Kick Off: 8th Grade Math
Jen Cuculich | MS
GRB – Level 3, Rm 362 AD

MUSIC

2062: Community Kick Off: Music
Julius Brown | EC ES MS HS
GRB – Level 3, Rm 350 F

PERFORMING ARTS

2115: Community Kick Off: Performing Arts
Dionne Hemphill | EC ES MS HS
GRB – Level 3, Rm 351 C

SCIENCE

4035: Community Kick Off: High School Science
John Paul Brennan | HS
GRB – Level 3, Rm 352 C

4039: Community Kick Off: Middle School Science
Becky Epting | MS
GRB – Level 3, Rm 362 EF

SOCIAL STUDIES

4037: Community Kick Off: High School Social Studies
Sam Routhier | HS
GRB – Level 3, Rm 351 A

4038: Community Kick Off: Middle School Social Studies
Ashley Toussaint | MS
GRB – Level 3, Rm 361 AD

SOCIAL WORK / COUNSELING

2072: Community Kick Off: Social Work/Counseling
Deedrah Harp | EC ES MS HS
GRB – Level 3, Rm 361 CF

SPECIAL EDUCATION

2047: Community Kick Off: Special Education
Annica Lowek | EC ES MS HS
GRB – Level 3, Rm 371 BCEF

VISUAL ARTS

2057: Community Kick Off: Visual Arts Teachers
Terri Frohman | EC ES MS HS
GRB – Level 3, Rm 360 F

WORLD LANGUAGE

2090: Community Kick Off: World Languages
Andrew Walton | EC ES MS HS
GRB – Level 3, Rm 360 C

1:45 PM – 3:00 PM

ATHLETICS

2091: CATCH Physical Education Grades K-4
Peter Cribb | EC ES
GRB – Level 3, Rm 352 E
Explore CATCH Physical Education, which combines high energy, non-elimination activities with teaching strategies that keep kids moving and having fun.

2096: KIPPCup: Building Team and Family Through Multi-School Extracurriculars
Gerard Griffith | EC ES MS HS
GRB – Level 3, Rm 350 E
Learn to create a regional event that highlights extracurricular activities while building community, increasing school spirit, and celebrating diverse talents.

EARLY CHILDHOOD / ELEMENTARY

2038: One-on-One Conferring in the Writing Workshop
Darby Green | EC ES
GRB – Level 3, Rm 371 BCEF
Gain knowledge and tools you need to get your one-on-one conferring system off the ground and running!

ENGLISH LANGUAGE ARTS / NONFICTION STUDIES

2006: The Digital J-Factor #Joy
James Sanders & Jennie Dougherty
MS HS | GRB – Level 3, Rm 382 ABC
After this hands-on session, humanities teachers will be empowered with digital resources and strategies for creating an interactive, engaging digital learning environment. Bring a laptop.

2087: Perfect Practice Makes Perfect: Revolutionizing the Timed Writing Cycle
Kellan McNulty | HS
GRB – Level 3, Rm 351 B
A weekly timed writing cycle maximizes grading efficiency, allows for an unprecedented level of student practice, and truly promotes fundamental growth in your students' abilities to write.

2103: Common Core Strategies for the ELA Classroom
Erinn Cottman & Taccara Marzette
MS | GRB – Level 3, Rm 361 AD
Bring a rigorous text from your first unit and learn how to plan an ELA lesson that includes the three elements of a Common Core classroom.

4021: I Love Lucy! Secrets to the Writer's Workshop
Kim Underwood | EC ES
GRB – Level 3, Rm 370 CF
Learn and practice the foundational elements for an effective Writer's Workshop.

4057: Intro to KIPP Wheatley 5-8
Dana Fulmer | MS
GRB – Level 3, Rm 351 F
Get introduced to KIPP Wheatley, a curriculum resource for close reading, and learn more about the curriculum and supporting resources.

ENGLISH LANGUAGE LEARNERS (ELL)

2022: Scaffolding for ELLs
Rene Alderete | HS
GRB – Level 3, Rm 371 A
Explore English Language Development levels, areas of growth, and appropriate expectations. Strategies focused on newcomers will be addressed.

FOR TEACHERS

1:45 PM – 3:00 PM

GENERAL

2033: Culturally Responsive Teaching: Empowering Our Community Change Agents

Hoang Pham | EC ES MS HS
GRB – Level 3, Rm 340 AB

Explore the theoretical underpinnings of culturally relevant teaching as well as some of the practical manifestations of a social justice education.

4050: Character and Advanced Placement Classes

Mitchell Brenner | HS
GRB – Level 3, Rm 351 A

Discuss strategies for creating AP classrooms where character traits like grit, curiosity, and optimism help foster academic success.

MATHEMATICS

2029: Fun Mathematics! Increasing Your Students' Abilities to Problem Solve

Olvin Carias | MS HS
GRB – Level 3, Rm 342 BE

Build a toolbox of activities designed to give your students a unique math experience that will make math "sticky" and unforgettable.

2030: Math Instruction: A Balanced Approach to Meeting the Bar of Common Core

Alysson Malgieri | EC ES
GRB – Level 3, Rm 330 AB

Explore sharing components and planning rationale for a Common Core math block that includes focus, coherency, fluency, and application.

2121: Math Modeling Made Easy

Sally Winchester | MS
GRB – Level 3, Rm 362 B

Explore ways to strategically teach students to show their work, using models, to reach the correct solution to a complex math problem.

2124: Activating MAP Data in Illuminate

Ma'ayan Weinberg | MS
GRB – Level 3, Rm 381 BC

Learn how KIPP LA teachers have created and implemented student resource playlists aligned to NWEA MAP's RIT ranges and DesCartes skills.

MUSIC

2021: Rehearsal Techniques: Tips for Teaching Music

Thomas Duncan | MS
GRB – Level 3, Rm 350 F

Centered around tips and techniques for teaching music to every KIPPster. Learn best practices in fostering musical talent and technique.

NEW TO TEACHING

2071: Creating Awesome Classroom Culture

Elliott Witney | EC ES MS HS
GRB – Level 3, Rm 372 A-F

Develop your skills and ability to create and maintain an awesome high-expectations classroom culture.

PERFORMING ARTS

2116: Bringing Literature to Life

Jennifer Sommers | EC ES MS HS
GRB – Level 3, Rm 381 A

Houston Ballet staff will model classroom exercises and creative movement activities that incorporate vocabulary, characters, and/or themes to create integrated arts lessons using dance and movement.

SCIENCE

2004: Designing Project-based and Innovation-based Curricula

Hillary Paul | MS HS
GRB – Level 3, Rm 360 A

Explore existing project-based and innovation-based curricula as you develop your own course design or course improvement.

2037: Close Reading in Science

Katie Ibeh | MS HS
GRB – Level 3, Rm 362 EF

Learn how to design and implement a lesson plan for teaching literacy in the science classroom using close reading strategies.

SOCIAL STUDIES

2020: Using Graphic Novels in Humanities Classrooms to Boost Analysis

Derek Davidson | MS HS
GRB – Level 3, Rm 371 D

How to use graphic novels in humanities classrooms to blow children's minds and push rigor beyond what you thought was possible, while still differentiating for all students. Bring a laptop.

2101: Big Ideas in Social Studies

Beth McPhail | MS
GRB – Level 3, Rm 352 D

Join other social studies teachers to explore "big ideas" and learn how to integrate them meaningfully into your plan for the year ahead. Bring a laptop.

SOCIAL WORK / COUNSELING

2007: Parents as Partners: Overcoming the Reality of Difficult Diagnoses

Stephanie Payés | EC ES MS HS
GRB – Level 3, Rm 310 BC

Discuss how to emphatically work with parents who have difficulties with accepting and understanding their child's psychiatric diagnosis.

SPECIAL EDUCATION

2148: Engaging Students and Increasing Academic Achievement

Ann Goldade | EC ES MS HS
GRB – Level 3, Rm 370 ABDE

Experience ways to engage students with challenge, novelty, and movement, all centered on brain-based principles.

4006: Developing More Effective and Data-driven PLAAFP/PLOP Statements

Jaime Messinger-Willman | EC ES MS HS | GRB – Level 3, Rm 361 CF

Learn how to write effective, data-driven, and strong PLOP/PLAAFP statements for students' IEPs.

VISUAL ARTS

2002: Turning KIPPsters's Love of Social Media into Art

Karen Nakashima | EC ES MS HS
GRB – Level 3, Rm 351 E

Learn how to use the power of social media to leverage art projects and connect KIPPsters to local, national, and international communities. Bring a laptop.

WORLD LANGUAGE

2123: Engaging and Effective World Language Strategies

Carter Greendyke | EC ES MS HS
GRB – Level 3, Rm 360 C

Practice specific strategies to increase student success with the target language in varying levels of Spanish courses.

1:45 PM – 4:45 PM

MINI-COURSES

2141: Eureka Math Training 3-5
CLOSED SESSION - INVITATION ONLY
Adam Baker | ES MS
Hilton – Level 3, Rm 343 A
(Continued from Monday)

2156: Bringing 'KIPP Wheatley' to Life K-2
CLOSED SESSION - INVITATION ONLY
Lauren Chapalee | EC ES
Hilton – Level 3, Rm 337 AB
(Continued from Monday)

2161: Bringing 'KIPP Wheatley' to Life 3-4
CLOSED SESSION - INVITATION ONLY
Deborah Goff | ES MS
Hilton – Level 3, Rm 329
(Continued from Monday)

2166: Bringing 'KIPP Wheatley' to Life 5-6
CLOSED SESSION - INVITATION ONLY
Beth Upchurch | MS
Hilton – Level 3, Rm 336 AB
(Continued from Monday)

2171: Bringing 'KIPP Wheatley' to Life 7-8
CLOSED SESSION - INVITATION ONLY
Dave Powers | MS
Hilton – Level 3, Rm 344 AB
(Continued from Monday)

2179: Introduction to Cognitively Guided Instruction K-3
Marvin Smith | EC ES
Hilton – Level 3, Rm 330
(Continued from Monday)

2184: Introduction to Cognitively Guided Instruction 4-6
Stephanie Smith | ES MS
Hilton – Level 3, Rm 342
(Continued from Monday)

2189: STEP Literacy
CLOSED SESSION - INVITATION ONLY
Nicole Temple, Julie McGann & Cara Farber | EC ES
Hilton – Level 4, Grand BallRm B

2131: Eureka Math Training K-2
CLOSED SESSION - INVITATION ONLY
Robin Ramos | EC ES
Hilton – Level 3, Rm 343 B
(Continued from Monday)

2136: Eureka Math Training 6-8
CLOSED SESSION - INVITATION ONLY
Jill Diniz | MS
Hilton – Level 4, Grand BallRm A
(Continued from Monday)

3:30 PM – 4:45 PM

ATHLETICS

2092: CATCH Physical Education Grades 5-8
Peter Cribb | MS
GRB – Level 3, Rm 352 E

Explore CATCH PE, a physical education program designed to promote students' enjoyment and participation in moderate to vigorous physical activity.

EARLY CHILDHOOD / ELEMENTARY

2016: To & Fro, Stop & Go - That's What Makes the World Go 'Round
Edana St. Pierre & Natalie Dudar
EC ES MS
GRB – Level 3, Rm 320 A-C

Moving from activity to activity can lead to a great day...or chaos. Our session focuses on building strong transitions within your classroom through an elementary school lens. Bring a laptop.

2073: Candy Land: Getting to the Sweet Spot of Common Core–Aligned Centers
Brandi Vardiman | EC ES
GRB – Level 3, Rm 330 AB

Learn the processes for aligning Common Core standards with interactive learning centers.

2098: Charting Smarter
Stephanie Kinoshita | EC ES
GRB – Level 3, Rm 370 CF

Learn how to create teaching charts that lead to lasting learning and make your students' and teammates' jaws drop.

4002: PreK/K Number Sense Routines
Precious Parks | EC
GRB – Level 3, Rm 351 F

Deconstruct the skills that make up number sense. Discuss the challenges to acquiring each skill and practice activities that build skills with daily touch points.

FOR TEACHERS

3:30 PM – 4:45 PM

ENGLISH LANGUAGE ARTS / NONFICTION STUDIES

2011: Explore, Plan, ACT! Digging into Assessments to Drive HS ELA Instruction
Shauna Mulligan | HS
GRB – Level 3, Rm 360 F
Get to know the EPAs assessments of College Readiness Standards and create a standard-aligned lesson and assessment. Bring a laptop.

2019: Accountable Talk During Guided Reading
Kate Dunlap | ES
GRB – Level 3, Rm 371 BCEF
Learn strategies to implement accountable talk during your guided reading groups.

2049: Making Guided Reading Part of your Routine in 12 Minutes
Stephany Copeland | MS
GRB – Level 3, Rm 340 AB
Learn not only what a dynamite guided reading plan looks like, but how to write a killer one in twelve minutes.

2050: Teaching Writing at the AP and Pre-AP Level
Brett Noble | HS
GRB – Level 3, Rm 360 A
In this session, featured teacher Brett Noble will share his approach to integrating the writing process into his daily lesson structure.

2102: Vocabulary Games and Gimmicks
Lisa Aguilar | ES MS HS
GRB – Level 3, Rm 382 ABC
In this high-engagement, high-participation session, participants will learn and play at least six games designed to help students practice and master new vocabulary concepts.

4056: Intro to KIPP Wheatley K-4
Emilie Raczek | EC ES
GRB – Level 3, Rm 362 C

ENGLISH LANGUAGE LEARNERS (ELL)

2093: Moving the Needle for ELLs: Making Peak Thinking Accessible
Allison Oduaran | MS
GRB – Level 3, Rm 352 D
Learn how to use text accommodations, previewing, and sticky strategies that allow ELLs to reach the peak thinking of grade-level lessons.

GENERAL

2153: Personalized Learning in the Era of Common Core
Jennie Dougherty | ES MS HS
GRB – Level 3, Rm 362 EF
Come assess the degree of instructional innovation in your classroom/school and learn strategies and tools to make the journey from tech implementation to blended and personalized learning.

MATHEMATICS

2083: Tape Diagrams in the 6-8 Math Classroom
Eric Green | MS
GRB – Level 3, Rm 362 A
Learn the basics of these models across a variety of problem types and learn through experience how to help students develop the habits of mind that support successful use.

2085: Guided Inquiry in Mathematics: Changing Instruction with the Common Core
Anne Pearson | HS
GRB – Level 3, Rm 362 D
Experience the Common Core instructional shifts in action and develop a framework for planning future inquiry-based mathematics lessons.

2089: iMath: Blended Learning & Teaching in the Math Classroom
Lindsey Epstein, Travis Dempsey & Mark Joseph | ES MS HS
GRB – Level 3, Rm 342 BE
Learn techniques for implementing blended learning and teaching tools in your math classrooms, including Senteos, Accelerated Math, and Khan. Bring a laptop.

MUSIC

2010: Diversifying and Expanding Your Music Program
Brian Klenzendorf | ES MS HS
GRB – Level 3, Rm 350 F
Learn strategies for creating, sustaining, and expanding music programs in schools where academics must remain the prime focus.

PERFORMING ARTS

2117: Breaking Down Ballet: Scaffolding Instruction for All Learners
Jennifer Sommers | ES MS HS
GRB – Level 3, Rm 381 A
Join Houston Ballet staff to investigate the components for improving student success with balance, turns, and jumps.

SCIENCE

2014: Bite-Sized Inquiry: Authentic Science Skills
William Sea | MS
GRB – Level 3, Rm 371 D
Learn how to turn inquiry into a daily, non-intimidating facet of a science lesson to foster an environment of authentic scientific thinking. Bring a laptop.

2122: Utilizing Data to Implement Review Stations in HS Science
Crystal Xu | HS
GRB – Level 3, Rm 352 C
Participants will be able to implement effective data-driven review stations to utilize for unit reviews, finals, state testing, and MAP testing.

SOCIAL STUDIES

2001: Student-Led Seminars

Britlyn Kern | MS HS
GRB – Level 3, Rm 371 A

This session will give explicit instruction and modeling on teacher and student roles in the student-led seminar lesson type.

2080: Less of You & More of Them: Building Engagement Through Close Reading

Chris Facey | MS HS
GRB – Level 3, Rm 370 ABDE

Learn how to shift your paradigm from having scholars reading to answering questions and reading to learn.

SOCIAL WORK / COUNSELING

2149: Threat Assessment and Prevention of School Violence

Dana Kober & Pedro Bustamante
EC ES MS HS
GRB – Level 3, Rm 361 BE

This session will focus on ways to identify principles of threat assessment and discuss ways to create a safe school.

SPECIAL EDUCATION

2081: Leveling the Field: Making Close Reading Accessible for All Learners

Amanda Freeman | MS HS
GRB – Level 3, Rm 310 BC

We will demonstrate techniques for making close reading accessible and applicable to readers with different strengths.

2174: Taking Charge: Using Data to Plan Effective Interventions

Alicia Citro & Alex Haddock
EC ES MS HS
GRB – Level 3, Rm 361 CF

Explore how to use data to plan for three different settings—small group, centers, and whole group—through co-teaching.

VISUAL ARTS

4030: Teach Social Intelligence Through Art!

Carla Wall | EC ES MS HS
GRB – Level 3, Rm 362 B

The best art teachers know they can use art to teach anything! Join this session to learn and share effective ways to teach social intelligence through visual art.

WORLD LANGUAGE

2005: Reaching All Students in the Foreign Language Classroom

Paola Ibarra | EC ES MS HS
GRB – Level 3, Rm 360 C

Develop an understanding of how meaningfully crafted workshops engage students in spiral review and allow for differentiation.

TUESDAY
COMMUNITY DEVELOPMENT

11:00 AM – 12:00 PM

DEVELOPMENT AND COMMUNICATIONS

3047: Community Kick Off: Development & Communications
Frank Cush
GRB – Level 3, Rm 322 AB

FINANCE AND OPERATIONS

3045: Community Kick Off: Finance & Operations Regional Leaders and COOs
Lisa Chun | GRB – Level 3, Rm 352 F

3046: Community Kick Off: Finance & Operations Staff
Nimmi Chilamkurti & Joel Portillo
GRB – Level 3, Rm 310 BC

3107: Community Kick Off: Executive Assistants
Margarita Herrera & Chintan Desai
GRB – Level 3, Rm 351 D

3108: Local Advocacy Office Hours with Courtney Criswell
Courtney Criswell
Hilton – Level 3, Board Rm 334
Executive directors, single-site leaders, and board members are invited to join one-on-one meetings to discuss their local political challenges and create a game plan for the 2014–15 school year.

INSTRUCTIONAL LEADERSHIP

3049: Community Kick Off: School Leaders
Lauren Vance, Tresha Francis, Mike Kerr, Jorge Miranda & Melissa Parry
GRB – Level 3, Rm 330 AB

3050: Community Kick Off: Executive Directors
Andrea Zayas
GRB – Level 3, Rm 332 D

3051: Community Kick Off: CAOs and Regional Instructional Leaders
Laura Bowen
GRB – Level 3, Rm 332 A

3052: Community Kick Off: Instructional Coaches, APs, and Deans
Liz Coughenour & Esther Hahm
GRB – Level 3, Rm 320 A-C

KIPP THROUGH COLLEGE

3048: Community Kick Off: KIPP Through College
Craig Robinson
GRB – Level 3, Rm 332 BCEF

TALENT DEVELOPMENT AND MANAGEMENT

3044: Community Kick Off: Talent Development & Management
Sheila Sarem
GRB – Level 3, Rm 342 AD

TECHNOLOGY AND DATA MANAGEMENT

3043: Community Kick Off: Technology & Data Management
Chelsea Rock & Kelly Shields
GRB – Level 3, Rm 342 BE

1:45 PM – 3:00 PM

DEVELOPMENT AND COMMUNICATIONS

3063: Leveraging the Board
Caitlin Wood Sklar, Sarah Gomez & Lydia Carle
GRB – Level 3, Rm 332 A
Learn how KIPP Philadelphia has engaged local leaders through board, advisory board, leadership council, and young friends groups.

3007: Public Relations Office Hours with Steve Mancini
Steve Mancini
Hilton – Level 3, Rm 331
Sign up for an office hours session with Steve Mancini and the KIPP Communications team to discuss how you can best leverage news media in your area.

3055: Social Media Planning & Strategy Workshop
Susan Rundbaken
GRB – Level 3, Rm 332 D
KIPP social media contributors are gathering to share, brainstorm, and plan how to increase KIPP's reach, share engaging content, and measure impact.

FINANCE AND OPERATIONS

3032: Rethinking the Logistics of End of Year Trips
Jeffrey Weber
GRB – Level 3, Rm 361 BE
How to organize an end-of-year trip to create memorable and meaningful trips for students.

3096: On Beyond Z in Budgeting Innovation
Kevin Shaw, Steve Small & Erica Grohman
GRB – Level 3, Rm 352 F
TEAM will share its new approach to annual budgeting, which includes a competitive process similar to "Race to the Top" funding.

3109: Local Advocacy Office Hours with Courtney Criswell
Courtney Criswell
Hilton – Level 3, Board Rm 334

INSTRUCTIONAL LEADERSHIP

3104: KIPP LA's School Success Dashboard
Angella Martinez & Christy Green
GRB – Level 3, Rm 322 AB
Learn how KIPP LA has created dashboards to monitor regional and school health and create a dashboard action plan for your school or region.

KIPP THROUGH COLLEGE

3100: Effective Practices in Counseling & Advising KIPPsters
Jamilyn Bailey & Myisha Rodrigues-Scott | GRB – Level 3, Rm 332 CF
Explore how to apply Positive Youth Development (PYD) and Collaborative Problem Solving (CPS) into an effective practice in guiding KIPPsters to and through.

TALENT DEVELOPMENT AND MANAGEMENT

3064: From Interview to Hire: Recruitment Resources
Katie Pittman
GRB – Level 3, Rm 362 A
Take a deep dive into the recruitment process from interview guides to candidate communications.

3068: HR Teams: Together We Can Do More!
Ryan Hudak & Chuck Fimble
GRB – Level 3, Rm 352 C
Learn how HR teams across KIPP are collaborating for cost savings and efficiency, and brainstorm ideas to work together moving forward.

3069: Leadership Learn-In: Best Practices across KIPP
Lizette Suxo & Matt Neal
GRB – Level 3, Rm 351 C
A centers-based approach to showcasing how a variety of regions provide development opportunities for leaders in the region.

4024: Becoming a Recruitment Ninja Through Cultivation Meetings
Libby Bain | GRB – Level 3, Rm 360 D
Having great cultivation meetings is the secret sauce of stellar recruitment. Learn how to ask questions, gather information, and ensure that the right candidates (professionally) fall in love.

TECHNOLOGY AND DATA MANAGEMENT

3075: Tech Team Roundtable
Michelle Bruce & Lavan Jeeva
GRB – Level 3, Rm 360 F
Join your IT colleagues to discuss current projects and challenges, share ideas, and brainstorm opportunities for future collaboration.

1:45 PM – 4:45 PM

INSTRUCTIONAL LEADERSHIP

4071: Flipping Teacher Professional Development
Orin Gutlerner & Ross Trudeau
GRB – Level 3, Rm 342 AD
Learn how to leverage MOOCs— massive open online courses—to create "blended PD" on topics like character, instructional coaching, and new teacher induction.

3098: Infusing the Vital Behaviors into Your School Culture
Jeana Marinelli
GRB – Level 3, Rm 332 BE
Use the Influencer model to infuse the Vital Behaviors into the fabric of your school culture. (For leadership teams including principals and APs/deans.)

3016: How Do We Hire, Develop, and Retain Great Teachers?
Betty Dao, Joanna Belcher, Frank Corcoran, Emily Yates, Margarita Florez, & Keina Newell
GRB – Level 3, Rm 310 A
Explore strategies for hiring, developing, and retaining excellent, mission-aligned teachers from five high-performing KIPP schools.

3061: The Together Leader: Create a Personal Organization System
Maia Heyck-Merlin
GRB – Level 3, Rm 360 BE
This session will focus on the purpose, process, and usage of each of the three key tools to plan ahead, prioritize clearly, increase efficiency, and improve follow-through.

MINI-COURSE

3058: Instructional Leaders
CLOSED SESSION - INVITATION ONLY
Nathan Smalley & Jen Keyte
Hilton – Level 3, Rm 335 A-C
In this course, we'll work with leaders to develop the several practices necessary to drive instruction across their school campuses.

3:30 PM – 4:45 PM

DEVELOPMENT AND COMMUNICATIONS

3010: What It Takes to Raise $200MM
Jelena Dobic, Jen Weiss & Jim Feldstein | GRB – Level 3, Rm 332 A
Learn from development teams from KIPP Bay Area and LA, along with their consultant, Jim Feldstein, about successful growth campaign strategies and setting goals for implementation.

3014: Creative Services Office Hours
Chad Spader
GRB – Level 3, Rm 351 C
Brainstorm, problem solve, or ask questions about your current design challenges.

FOR LEADERSHIP & SUPPORT

3:30 PM – 4:45 PM

FINANCE AND OPERATIONS

3110: Local Advocacy Office Hours with Courtney Criswell

Courtney Criswell
Hilton – Level 3, Board Rm 334

Executive directors, single-site leaders, and board members are invited to join one-on-one meetings to discuss their local political challenges and create a game plan for the 2014–15 school year.

4023: Upgrading Your Finance Processes from a Pinto to a Camry

Son Han | GRB – Level 3, Rm 322 AB

Learn about KIPP Houston's journey into the 21st century by going paperless, using cloud storage, and leveraging technology, including macros, to save time and money.

KIPP THROUGH COLLEGE

3004: On Beyond Phone Calls: Engaging Alumni in College

Lisa Lopez & Casey Robertson Howe
GRB – Level 3, Rm 351 A

Learn strategies and structures for engaging alumni in college, with a focus on relationships, online marketing, and high-impact programming.

3088: Match Matters in Your Region: Reflection and Planning

Craig Robinson, Megan Aghazadian & Jonathan Cowan
GRB – Level 3, Rm 332 CF

An opportunity for leaders to reflect on their match work and plan for the coming year.

3101: Match Matters: Starting Early in Our High Schools

Kelley Johnston & Rhiannon Killian
GRB – Level 3, Rm 351 E

Learn how counselors at YES Prep Public Schools and the Noble Network are working with students in ninth and tenth grade to get an early start in finding their college match.

4048: Match Matters: Starting Early with Alumni Outside KIPP

Vaneeda Days
GRB – Level 3, Rm 332 D

Facilitators will lead an in-depth discussion about the importance of stakeholder investment, including the benefits and barriers to relationship building.

TALENT DEVELOPMENT AND MANAGEMENT

3065: The Power of Storytelling: How to Attract Talent

Allison Shapira
GRB – Level 3, Rm 350 D

Learn how you can take your own personal KIPP experiences and turn them into powerful stories to encourage new talent to join KIPP.

3066: Leveraging Data to Meet Your Hiring Goals

Paul Appel & Katie Tobin
GRB – Level 3, Rm 360 D

Discuss how to leverage the information we have to create smart goals and influence hiring managers.

3067: Staff Transitions: Breaking Up Gracefully

Nakia James-Jenkins
GRB – Level 3, Rm 351 B

Explore how a partnership between the recruitment, HR, and communications teams can result in a thoughtfully developed strategy designed to support effective staff transitions.

TECHNOLOGY AND DATA MANAGEMENT

3081: Selecting and Managing EdTech Vendors

Michelle Bruce, Anirban Bhattacharyya, Matthew Peskay, Adam Roberts, Cindy Lee & Bryan Doyle | GRB – Level 3, Rm 350 E

Hear from a panel of regional leaders on their approach to vendor selection and management.

WEDNESDAY
COMMUNITY DEVELOPMENT

FOR EVERYONE

8:30 AM – 10:00 AM

GENERAL INTEREST

1009: A Conversation with Mike and Dave

Mike Feinberg & Dave Levin
GRB – Level 3, Exhibit Hall B3

An open and honest discussion about our past and where we are headed in the future. Bring your curiosity and your questions for KIPP Co-Founders, Mike Feinberg and Dave Levin.

10:30 AM – 11:45 AM

GENERAL INTEREST

4075: Facing Challenges. Finding Hope.

Bryan Stevenson
GRB – Level 3, Room 371 BCEF

Hear from Bryan Stevenson about the need to honestly acknowledge and confront the challenges of race, poverty, and inequality.

INSTRUCTIONAL LEADERSHIP

2127: The Keys to Teaching High School Learning Habits

Cassie Caccavo, Lyric Olivarez & Jorge Miranda
GRB – Level 3, Room 370 DE

Throughout this school year, six high school teams have developed a program that seeks to develop learning habits to improve students' study and academic routines.

12:00 PM – 1:30 PM

SOCIAL EVENT

1012: Community Lunches (Wednesday)

GRB – Level 1, Hall B

Continue networking with your teammates at special "community tables" set up inside the main meal room.

12:15 PM – 1:15 PM

OFFICE HOURS

3021: Assessment Central: Computer Lab Office Hours

Ann Wang & Theresa Chen
GRB – Level 3, Room 381 BC

3:30 PM – 4:45 PM

KIPP THROUGH COLLEGE

4055: Match Matters 101: Why Does College Match Matter for College Completion?

Megan Aghazadian & Craig Robinson
GRB – Level 3, Room 332 B

Learn about the work across the KIPP network to improve college matches for our students and ensure that they are persisting and graduating at the highest rates possible.

5:00 PM – 6:00 PM

SOCIAL EVENT

1006: KIPP Storytelling: Lessons Learned from 20 Years of KIPP

M. Night Shyamalan | GRB – Level 3, General Assembly Theatre

Laugh, reflect, and remember as a series of KIPP teachers and leaders share their personal stories in a high-energy, lightning-round format.

KIPP STORYTELLING

KIPP:SCHOOL SUMMIT 2014

FOR TEACHERS

10:30 AM – 11:45 AM

ATHLETICS

2112: Double-Goal Coach®: Coaching for Winning and Life Lessons

Robert Andrews | ES MS HS
GRB – Level 3, Room 362 C

Explore the three principles of Positive Coaching: Honoring the Game, Filling Emotional Tanks, and the ELM Tree of Mastery.

EARLY CHILDHOOD / ELEMENTARY

2040: How to Talk So Kids Will Listen

Rebecca McMurdie | EC ES
GRB – Level 3, Room 342 BCEF

Learn specific strategies for engaging cooperation from students, helping children deal with their feelings, and implementing alternatives to punishment.

2099: Building Stamina and Independence in Reader's Workshop

Stephanie Kinoshita | EC ES
GRB – Level 3, Room 361 BE

Explore and discuss best practices for building student stamina and independence within the Reader's Workshop.

4015: Leveled Literacy Interventions for Elementary Readers

Kerry Boccher | EC ES
GRB – Level 3, Room 322 AB

An introduction to LLI—Leveled Literacy Intervention—which is a Fountas-and-Pinnell–aligned reading intervention program.

4022: Grit Tracking: Student Data Notebooks

Jennifer DeBrosse | EC ES MS
GRB – Level 3, Room 352 DE

Learn how to use student data note-books to get your KIPPsters to do the "heavy lifting" in the year ahead.

ENGLISH LANGUAGE ARTS / NONFICTION STUDIES

2017: Joining the Conversation: Synthesizing Sources in Speaking and Writing

Jen Stocklin | HS
GRB – Level 3, Room 360 F

Learn how to use a seamless, authentic conversation and writing cycle to push students' abilities to write and speak thoughtfully and rigorously.

2023: Control the Game

Tyritia Groves | EC ES
GRB – Level 3, Room 350 D

Learn how to use Control the Game, a technical for oral reading, to make reading productive, accountable, and efficient.

2125: Words Have Power

Daniel Sonnier | MS
GRB – Level 3, Room 370 AB

Practice the entire six-step process, cre-ated by Dr. Robert Marzano, of selecting, teaching, spiraling, and assessing vocab-ulary for maximum purpose and fun.

2147: Making Reading Interventions Work

Barbara Dixon | MS
GRB – Level 3, Room 361 CF

Find creative ways to get the most out of the reading intervention program you are using to promote student achievement.

GENERAL

2025: MAP Data Help: Infuse and Use the Data in Your Everyday Classroom

Kathleen Dawson | ES MS
GRB – Level 3, Room 382 ABC

Learn ways to use and infuse the data from NWEA MAP in order to differenti-ate instruction.

2032: Meeting the Needs of Undocumented Students

Laura Einhorn | ES MS HS
GRB – Level 3, Room 360 BE

Gain working knowledge of the legal and practical challenges undocumented students face along with ideas for sup-porting undocumented students.

2044: The Together Teacher: Create a Personal Organization System

Maia Heyck-Merlin | EC ES MS HS
GRB – Level 3, Room 362 EF

Learn how personal organization can work for teachers. This is a session designed around the why and how of personal organization.

2144: Rethinking Challenging Behavior: Skill Not Will

J. Stuart Ablon | EC ES MS HS
GRB – Level 3, Room 372 A-F

Dr. Ablon will help participants under-stand how research in the neuroscienc-es has confirmed that challenging kids lack the skill, not the will, to behave well.

MATHEMATICS

2059: Going Beyond Tests: Performance Tasks for Middle School Math

Whitney Grese Hanna | MS
GRB – Level 3, Room 350 F

Learn how to better understand what students really know and can do by designing effective performance tasks.

2064: Joy in the Math Classroom

Jeff Li | MS HS
GRB – Level 3, Room 351 BE

Learn strategies to bring your own brand of joy into your math classroom.

2192: Setting the Bar for Mastery & Building in Practice to Get There

Chelsey Green | HS
GRB – Level 3, Room 362 A

Learn specific mastery-based tech-niques for pre-calculus, AP calculus AB, and statistics courses.

MINI-COURSES

2132: Eureka Math Training K-2

CLOSED SESSION - INVITATION ONLY
Robin Ramos | EC ES
Hilton – Level 3, Room 343 B
(Continued from Monday)

2137: Eureka Math Training 6-8

CLOSED SESSION - INVITATION ONLY
Jill Diniz | MS
Hilton – Level 4, Grand BallRm A
(Continued from Monday)

2142: Eureka Math Training 3-5

CLOSED SESSION - INVITATION ONLY
Adam Baker | ES MS
Hilton – Level 3, Room 343 A
(Continued from Monday)

2157: Bringing 'KIPP Wheatley' to Life K-2

CLOSED SESSION - INVITATION ONLY
Lauren Chapalee | EC ES
Hilton – Level 3, Room 337 AB
(Continued from Monday)

2162: Bringing 'KIPP Wheatley' to Life 3-4

CLOSED SESSION - INVITATION ONLY
Deborah Goff | ES MS
Hilton – Level 3, Room 329
(Continued from Monday)

FOR TEACHERS

10:30 AM – 11:45 AM

MINI-COURSES

2167: Bringing 'KIPP Wheatley' to Life 5-6
CLOSED SESSION - INVITATION ONLY
Beth Upchurch | MS
Hilton – Level 3, Room 336 AB
(Continued from Monday)

2172: Bringing 'KIPP Wheatley' to Life 7-8
CLOSED SESSION - INVITATION ONLY
Dave Powers | MS
Hilton – Level 3, Room 344 AB
(Continued from Monday)

2180: Introduction to Cognitively Guided Instruction K-3
Marvin Smith | EC ES
Hilton – Level 3, Room 330
(Continued from Monday)

2185: Introduction to Cognitively Guided Instruction 4-6
Stephanie Smith | ES MS
Hilton – Level 3, Room 342
(Continued from Monday)

2190: STEP Literacy
CLOSED SESSION - INVITATION ONLY
Nicole Temple, Julie McGann & Cara Farber | EC ES
Hilton – Level 4, Grand BallRm B
(Continued from Monday)

MUSIC

2094: Ensuring Students Have Access to the Benefits of Music Education
Chiho Feindler | EC ES MS HS
GRB – Level 3, Room 350 E
Learn how to advocate for the importance of music education in your school and community by leveraging resources from the VH1 Save the Music Foundation.

PERFORMING ARTS

2126: Literary Immersion through Performative Embodiment
Ane Mouton & Dionne Hemphill
ES MS HS
GRB – Level 3, Room 360 C
Learn to use Performance Tableau as vehicle to explore short stories and reignite our love of literature.

SCIENCE

2009: Teaching True College Readiness through AP Course Offerings
Doug Richmond | HS
GRB – Level 3, Room 351 D
Learn how to execute the rigor of AP standards using a college lecture format infused with student-driven scholarly habits to give college readiness a whole new meaning.

2035: Tackling "Big Issues" Through Design
Claire Anderson, Aron Chang, John Kleinschmidt & Patrick Jones
ES MS HS
GRB – Level 3, Room 351 A
Learn how to use the design process to turn science units into problem-solving challenges by focusing on highly local issues that scale up to "big issues." Bring a laptop.

SOCIAL STUDIES

2120: Nonfiction Literacy that Works for Social Studies
Jay Hartman | MS
GRB – Level 3, Room 361 AD
Learn about how social studies teachers can and should become critically important literacy instructors.

4012: Debate Across the Curriculum
Huong Vo | MS HS
GRB – Level 3, Room 362 D
Gain ideas and strategies to enhance student achievement, conflict resolution, and leadership skills through critical reading, writing, and oral communication.

SOCIAL WORK / COUNSELING

2146: Applying Macro Skills in Mobilizing Schools and Communities
Carolina Fuentes | EC ES MS HS
GRB – Level 3, Room 362 B
Examine macro social work skills and other tools that can support your role as advocates, educators, and, ultimately, agents of change.

SPECIAL EDUCATION

2039: Quantifying Qualitative Behaviors: Behavior Rating Scale for FBA Data
Katy Tipson | EC ES MS HS
GRB – Level 3, Room 370 CF
This session focuses on creating a customizable Behavior Rating Scale to collect baseline data and progress for functional behavior assessments.

VISUAL ARTS

2012: Smartest Artists!
Anne Boswell & Terri Frohman
EC ES MS HS
GRB – Level 3, Room 352 C
Gain an introductory knowledge of how to create a rigorous, college-prep, art-historical-based curriculum for your school's visual art program.

WORLD LANGUAGE

2109: Achieving Fluency through TPRS & TCI Strategies
Carol Gabb | ES MS HS
GRB – Level 3, Room 351 C
Experience a live demonstration of TPRS/TCI and discover powerful strategies proven to accelerate and intensify acquisition for all students.

WEDNESDAY
COMMUNITY DEVELOPMENT

1:45 PM – 3:00 PM

ATHLETICS

2105: Fundraising 101
Archie Craft | ES MS HS
GRB – Level 3, Room 362 C
Learn how an organized fundraising plan can help your athletic programs thrive and grow.

ENGLISH LANGUAGE ARTS / NONFICTION STUDIES

2024: Pushing Your Kids to Read More than They Ever Thought Possible with A.R.
Sasha Holley | ES MS HS
GRB – Level 3, Room 371 BCEF
Learn how to effectively use Accelerated Reader to create goals and an incredible reading culture.

2061: Achieve3000: Invest, Motivate, and Succeed
Libby Gronquist | EC ES MS
GRB – Level 3, Room 381 A
Learn how to invest, motivate, and succeed by using Achieve3000 in your daily classroom practice.

3013: Application Essays: Inspiring Students to Tell Their Stories
Carol Barash & Kevin Hudson | HS
GRB – Level 3, Room 360 F
Investigate the traits of successful application essays and learn how to empower students to tell their stories for college admissions and scholarship success.

GENERAL

1005: Culturally Relevant Teaching
Derrick Calvert | EC ES MS HS
Hilton – Level 4, Grand BallRm G-L
Learn how to better serve black males in the classroom, helping to vastly increase student achievement and decrease classroom disruptions.

3034: The Survival Strategies of At-Risk Youth
Megan Marcus | EC ES MS HS
GRB – Level 3, Room 370 DE
Learning how a child's early environment can shape his learning capacities will strengthen educators' abilities to drive the academic performance and character development needed for student success.

MATHEMATICS

2026: Using NWEA's MAP Math Data to Impact Students' Math Progress
Kathleen Dawson | EC ES MS
GRB – Level 3, Room 382 ABC
This powerful, more in-depth session is a follow-up to S100. Teachers will learn additional strategies, get resources, and discuss ideas on using the insight gained from NWEA's MAP math data.

2034: Gaining Conceptual Understanding through Modeling in Math
Diamond Graham | EC ES
GRB – Level 3, Room 351 BE
Get to know CGI (Cognitively Guided Instruction) by reviewing student work and problem types, and exploring a classroom implementation.

2063: Connecting Concepts from Grade 3 through AP Calculus and Stats
Tammy Brown | MS HS
GRB – Level 3, Room 351 D
Connect major topics in AP calculus and AP statistics to content and concepts taught in sixth grade math through pre-calculus.

4005: Making Math Accessible
Sam Reheard | MS
GRB – Level 3, Room 350 F
Discuss strategies for helping struggling learners in math.

MUSIC

2074: Rehearsal Techniques and Ensemble Development Exercises that Work
Peter Boonshaft | ES MS HS
GRB – Level 3, Room 350 E
Learn simple rehearsal techniques to energize our teaching and solve everyday concerns.

NEW TO TEACHING

4003: Time for Success
Colleen Murphy | EC ES MS HS
GRB – Level 3, Room 362 B
Find successful ways to manage school responsibilities in order to perform at a high level.

PERFORMING ARTS

2118: Critical Thinking to Enhance the Performing Arts
Laura Haygood | MS HS
GRB – Level 3, Room 352 C
Experience interactive and provocative critical-thinking activities that model instructional best practices.

SCIENCE

2086: Demystifying STEM and Integrating STEM into Your Instruction
Aaron Epting | ES MS HS
GRB – Level 3, Room 342 BCEF
Examine STEM models from across the country to help clarify STEM and its application across the K-12 continuum.

SOCIAL STUDIES

2031: REACT to FILM: Engaging Students through Social-Issue-Based Documentary Film
Dahlia Graham | MS HS
GRB – Level 3, Room 362 D
Learn how to effectively teach media literacy and civic engagement to help students realize their own voice and power for change.

FOR TEACHERS

1:45 PM – 3:00 PM

SPECIAL EDUCATION

2013: Developing an Effective and Inclusive Sped Program

Aaron Hollinger | MS HS
GRB – Level 3, Room 310 A

Learn how to develop an effective and inclusive special education (SETSS) curriculum, focusing on a skills-based education for students.

2036: Make Co-Teaching Work for You and Your Kids

Amanda Minarczyk & Laura Hobbins | EC ES MS HS
GRB – Level 3, Room 361 AD

Learn best practices for frequent communication and critical conversations with co-teachers to meet all student needs.

VISUAL ARTS

2058: Beyond the Canvas and into the Classroom

Rita Whiteman & LuAnn Turley
EC ES MS HS
GRB – Level 3, Room 362 A

Explore how to integrate higher-level cognitive skills, such as observing, making predictions, and communicating ideas, with art-inquiry methods to promote student development.

WORLD LANGUAGE

2110: Managing the "F" Word in the World Languages Classroom

Carol Gabb | MS HS
GRB – Level 3, Room 351 C

This session will provide language teachers with an arsenal of activities and strategies for teaching for true fluency.

1:45 PM – 4:45 PM

ATHLETICS

2095: FitnessGram

Kathy Goodlett | EC ES MS HS
GRB – Level 3, Room 350 D

Learn about the FITNESSGRAM program, a comprehensive educational and reporting tool used to assess physical fitness and physical activity levels for children.

ENGLISH LANGUAGE ARTS / NONFICTION STUDIES

2084: Mechanically Inclined: Teaching Grammar and Editing in Context

Jeff Anderson | MS HS
GRB – Level 3, Room 352 F

Explore how weaving grammar and editing into the context of writing can be meaningful, interactive, and fun.

2150: Building the Foundation for Literacy Success (Open Court: K-1)

Marisa Russo | EC
GRB – Level 3, Room 370 CF

Learn how to create daily and differentiated mini-lessons focused on foundational skills to ensure reading and writing success for all students.

2151: Building the Foundation for Literacy Success (Open Court: 2-3)

Julie Ruffo | ES | GRB – Level 3, Room 371 D

2152: Building the Foundation for Literacy Success (Open Court: 4-5)

Kimberly Proby | ES MS
GRB – Level 3, Room 371 A

GENERAL

2088: Lighting the Intrinsic Fire: Motivating Students

Kellan McNulty | MS HS
GRB – Level 3, Room 361 BE

Learn concrete investment strategies that drive students to incredibly high levels of investment and achievement.

2114: Is the Color Chart Giving You the Blues?

Megan McCormick King, Aaron Rakow, Cherese Brauer, Michael Cordell, Gaelan Gallagher & Mekia Love | EC ES MS HS
GRB – Level 3, Room 352 D

Learn from KIPP DC elementary school leaders and experienced clinical psychologists about our journey to create a student-centered approach to school-wide and classroom discipline.

2145: The Collaborative Problem-Solving Approach

J. Stuart Ablon & Myisha Rodrigues-Scott | EC ES MS HS
GRB – Level 3, Room 340 AB

Dr. Ablon will help participants identify lagging thinking skills in the domains of problem solving, flexibility, and frustration tolerance that lead to challenging behavior.

MINI-COURSES

2133: Eureka Math Training K-2
CLOSED SESSION - INVITATION ONLY
Robin Ramos | EC ES
Hilton – Level 3, Room 343 B
(Continued from Monday)

2138: Eureka Math Training 6-8
CLOSED SESSION - INVITATION ONLY
Jill Diniz | MS
Hilton – Level 4, Grand BallRm A
(Continued from Monday)

2143: Eureka Math Training 3-5
CLOSED SESSION - INVITATION ONLY
Adam Baker | ES MS
Hilton – Level 3, Room 343 A
(Continued from Monday)

2158: Bringing 'KIPP Wheatley' to Life K-2
CLOSED SESSION - INVITATION ONLY
Lauren Chapalee | EC ES
Hilton – Level 3, Room 337 AB
(Continued from Monday)

2163: Bringing 'KIPP Wheatley' to Life 3-4
CLOSED SESSION - INVITATION ONLY
Deborah Goff | ES MS
Hilton – Level 3, Room 329
(Continued from Monday)

2168: Bringing 'KIPP Wheatley' to Life 5-6
CLOSED SESSION - INVITATION ONLY
Beth Upchurch | MS
Hilton – Level 3, Room 336 AB
(Continued from Monday)

2173: Bringing 'KIPP Wheatley' to Life 7-8
CLOSED SESSION - INVITATION ONLY
Dave Powers | MS
Hilton – Level 3, Room 334 AB
(Continued from Monday)

2181: Introduction to Cognitively Guided Instruction K-3
Marvin Smith | EC ES
Hilton – Level 3, Room 330
(Continued from Monday)

2186: Introduction to Cognitively Guided Instruction 4-6
Stephanie Smith | ES MS
Hilton – Level 3, Room 342
(Continued from Monday)

2191: STEP Literacy
CLOSED SESSION - INVITATION ONLY
Nicole Temple, Julie McGann & Cara Farber | EC ES
Hilton – Level 4, Grand BallRm B
(Continued from Monday)

3:30 PM – 4:45 PM

EARLY CHILDHOOD / ELEMENTARY

2082: Tape Diagrams in the K-5 Math Classroom
Eric Green | EC ES
GRB – Level 3, Room 361 CF
(Repeat from Tuesday)

2100: Project-Based Learning With Easy-to-Find Items
Eric DeSobe | EC ES MS
GRB – Level 3, Room 371 BCEF
Build and create five activities kids love... like marshmallow bridges and more.

ENGLISH LANGUAGE ARTS / NONFICTION STUDIES

2003: Authentic Writing, Effective Feedback: Making Rigor Work for All
Lelac Almagor | ES MS HS
GRB – Level 3, Room 332 CF
Learn and practice strategies to empower your students to analyze, organize, and develop their ideas and writing with true independence.

2027: NWEA's Reading MAP Data: Use It to Make a Difference NOW In Your Classroom
Kathleen Dawson | EC ES MS
GRB – Level 3, Room 382 ABC
This powerful follow-up session will introduce effective, ready-made resources that promote continued use and infusion of NWEA's Reading MAP Data.

GENERAL

2028: Make All Scholars Sweat: Differentiation for High Achievers
Julianna Hendley | EC ES
GRB – Level 3, Room 361 AD
Learn and practice differentiation strategies to challenge high achievers and gifted students in the primary classroom.

MATHEMATICS

2053: Using Data to Drive Remediation in Your Classroom
Katy Janik | MS
GRB – Level 3, Room 360 F
Teachers will have the opportunity to discuss and plan how they will use data effectively for intervention and remediation.

2097: Maximum Khan-tact: Taking Khan Academy to the Next Level
Jin-Soo Huh & Travis Dempsey
ES MS HS
GRB – Level 3, Room 370 AB
This session will equip math educators with the tools they need to leverage Khan Academy to the max!

2104: Investing ALL Students in Math through a Growth Mind-set
Olvin Carias | HS
GRB – Level 3, Room 351 D
Learn how to use relationships, classroom strategies, and an intervention class to invest students in math through a growth mind-set.

MUSIC

2070: Producing, Recording, and Marketing Your Students' Work
Michael Schaller | ES MS HS
GRB – Level 3, Room 360 C
Create a "professional look" to a music program by focusing on five strands: music theory and composition, music production, music performance, music business, and music history.

NEW TO TEACHING

2175: Special Education? Bring It On!
Lauren Knight | EC ES MS HS
GRB – Level 3, Room 370 DE
A crash course on need-to-know special education disabilities, terminology, and the IEP process.

FOR TEACHERS

3:30 PM – 4:45 PM

PERFORMING ARTS

2119: The Anatomy and Physics of Dance

Jennifer Sommers | ES MS HS
GRB – Level 3, Room 372 AD

This cross-disciplinary session will focus on the human body as science lab. Science teachers will explore creative ways to help their students embody science knowledge.

SCIENCE

2015: Effectively Utilizing Science ACT College Readiness Standards

Kashawndra Wilson | HS
GRB – Level 3, Room 362 A

Learn how to define and embed College Readiness Standards (CRS) into your high school science curriculum. Bring a laptop.

2041: Breaking Down a Standard and Creating Scaffolded Questions

Arwen Matthews | MS
GRB – Level 3, Room 352 E

Learn how to break down the Next Generation Science Standards into objectives and questions that demonstrate student understanding.

SOCIAL STUDIES

2106: Transformative Curriculum

Jared Kushida | HS
GRB – Level 3, Room 362 D

Explore the conceptual frameworks of and the rationale for teaching social justice and liberation.

SPECIAL EDUCATION

2018: How to Motivate the Unmotivated Student

Kirsten Westbrook-Amos
ES MS HS
GRB – Level 3, Room 342 BCEF

Learn four major reasons why students become unmotivated to learn and develop skills for handling unmotivated or disruptive students.

VISUAL ARTS

2113: Writing Arts Integration Lesson Plans

Dionne Hemphill | ES MS HS
GRB – Level 3, Room 352 C

This session gives fine arts instructors the tools to plan a lesson to blend their performance content with the academic core. Bring a laptop.

WORLD LANGUAGE

2111: Facilitating Fluency through Differentiated Questioning Techniques

Carol Gabb | ES MS HS
GRB – Level 3, Room 351 BE

Discover how to accommodate all learning styles and aptitudes by making your questions naturally engaging, completely comprehensible, and compelling enough to answer.

FOR LEADERSHIP & SUPPORT

10:30 AM – 11:45 AM

DEVELOPMENT AND COMMUNICATIONS

3006: History of KIPP in News Media: 1994-2014

Steve Mancini
GRB – Level 3, Room 332 D

Join the KIPP Communications team to review how KIPP's "grit" and essential values have been demonstrated through the media and hear lessons learned for the future.

FINANCE AND OPERATIONS

3035: Managing Sideways

Lauren Martin
GRB – Level 3, Room 340 AB

Focus on strategies that ensure your deadlines and project needs are met when some action items rely on other staff members you may not directly manage.

4004: Effective Procure-to-Pay Processes for Emerging Regions

Amanda Wyatt
GRB – Level 3, Room 332 F

Learn how to turn your current confusing procure-to-pay process into an effective, scalable process.

INSTRUCTIONAL LEADERSHIP

3077: Practice Makes Permanent: Feedback + Practice (Coaches)

Brent Maddin
GRB – Level 3, Room 310 BC

Explore concrete strategies for making practice pop during debriefs.

3089: Change Management 101

Carolyn Diers Kaneda
GRB – Level 3, Room 310 A

Learn the unique leadership skills required to progress through the stages of change and prepare for the emotions and challenges that come with them.

3103: Cultivating Effective Teachers of Urban Youth

Jeff Duncan-Andrade
GRB – Level 3, Room 342 AD

Regional and school leaders, learn how to cultivate and support culturally relevant teaching in your schools.

KIPP THROUGH COLLEGE

3025: Cost of College 1: Creating a College Affordability Plan

Laura Keane, Holly Morrow & Kim Hanauer | GRB – Level 3, Room 332 B

Learn how to walk your students through a personalized college planning session designed to identify and meet their unique financial needs.

4018: Supporting KIPPsters' Transition to College

Shanita Liu & Michelle Connley
GRB – Level 3, Room 332 A

Discuss strategies that support a successful college transition and begin designing (or redesigning) your summer transition programming for rising freshman.

4049: Strengths & Challenges of the College Partnership Initiative

CLOSED SESSION - INVITATION ONLY

Rochelle Dalton & Megan Aghazadian
GRB – Level 3, Room 371 D

With 59+ college partnerships, this session will provide attendees with an overview, successes, and challenges of the initiative.

MINI-COURSE

3059: Instructional Leaders

CLOSED SESSION - INVITATION ONLY

Nathan Smalley & Jen Keyte
Hilton – Level 3, Room 335 A-C
(Continued from Monday)

PRIVATE MEETING

4025: Regional Leader Development Cohort 2014–15 Kick Off

CLOSED SESSION - INVITATION ONLY

Andrea Zayas
GRB – Level 3, Room 332 E

This kick-off session is for participants in the 2014–15 Regional Leader Development Cohort.

TALENT DEVELOPMENT AND MANAGEMENT

3028: Management at a Crossroads: What Needs to Change?

CLOSED SESSION - INVITATION ONLY

Monique Ayotte-Hoeltzel
GRB – Level 3, Room 360 A

EDs and CAOs will reflect on the changes they may need to make to their management practices to lead their regions to the next level of effectiveness.

3070: Best Practices in Hiring Senior Leadership Talent

Julie Lee Woolf, Miecha Forbes, Jackie Sergi, Harry Weiner & Bela Patel | GRB – Level 3, Room 332 C

Hear from two executive search firms with proven results—Koya Partners and On-Ramps—and learn best practices for recruiting C-level and Director level noninstructional roles.

3071: SMART Employee Onboarding

Leslie Wade
GRB – Level 3, Room 352 F

Learn how to create a SMART onboarding process to create a path to success and longevity from day one.

WEDNESDAY
COMMUNITY DEVELOPMENT

FOR LEADERSHIP & SUPPORT

10:30 AM – 11:45 AM

TECHNOLOGY AND DATA MANAGEMENT

3008: PowerSchool Tips and Tricks
Oliver Williams
GRB – Level 3, Room 371 A

Learn how PowerSchool functions and stores data, how to customize your PowerSchool website, and strategies for planning sustainable customizations.

3086: Engaging Teachers and Leaders in Blended Learning
Michelle Bruce, Anirban Bhattacharyya, Adam Roberts, Jennie Dougherty & Matthew Worthington
GRB – Level 3, Room 360 D

Hear from a panel of regional leaders about the ways they engage teachers and leaders in the planning, implementation, and support of blended learning models in their schools.

1:45 PM – 3:00 PM

DEVELOPMENT AND COMMUNICATIONS

3079: Table Topics: KIPP Through College Fundraising
Rachel Wandell & Carissa Godwin
GRB – Level 3, Room 332 A

Engage in an in-depth, facilitated discussion on KIPP Through College fundraising with others grappling with the same issues, problems, and questions.

3082: Table Topics: Annual Reports
Kate Rose & Carissa Godwin
GRB – Level 3, Room 332 A

Engage in an in-depth, facilitated discussion on annual reports with others grappling with the same issues, problems, and questions.

3083: Table Topics: Board Involvement in Fundraising
Caitlin Wood Sklar & Carissa Godwin
GRB – Level 3, Room 332 A

Engage in an in-depth, facilitated discussion on board involvement in fundraising with others grappling with the same issues, problems, and questions.

3084: Table Topics: Capital Campaigns
Jim Feldstein & Carissa Godwin
GRB – Level 3, Room 332 A

Engage in an in-depth, facilitated discussion on capital campaigns with others grappling with the same issues, problems, and questions.

3085: Table Topics: Annual Giving
Mackenzie Martin & Carissa Godwin
GRB – Level 3, Room 332 A

Engage in an in-depth, facilitated discussion on annual giving with others grappling with the same issues, problems, and questions.

3112: Public Relations Office Hours with Steve Mancini
Steve Mancini
Hilton – Level 3, Room 331
(Continued from Tuesday)

3024: Table Topics: Stewardship & Donor Recognition
Berry Brooks & Carissa Godwin
GRB – Level 3, Room 332 A

Engage in an in-depth, facilitated discussion of stewardship and donor recognition with others grappling with the same issues, problems, and questions.

3078: Table Topics: Major Giving
Jennifer Parkos & Carissa Godwin
GRB – Level 3, Room 332 A

Engage in an in-depth, facilitated discussion on major giving with others grappling with the same issues, problems, and questions.

FINANCE AND OPERATIONS

3036: Sustainable Vendor Partnerships through Strategic Procurement
Julia Manoli & Andy Beauchamp
GRB – Level 3, Room 352 E

Learn how KIPP San Antonio conducted its recent food services procurement and best practices for managing large Request for Proposals (RFP) processes.

INSTRUCTIONAL LEADERSHIP

3090: Getting to the Root Cause of Student Attrition
Julia Martin
GRB – Level 3, Room 360 C

Work through a root cause framework designed to help uncover the specific reasons why students may be leaving your school.

KIPP THROUGH COLLEGE

3026: Cost of College 2: More than a Form—Unpacking the FAFSA
Laura Keane, Holly Morrow & Kim Hanauer | GRB – Level 3, Room 332 B

Explore common challenges and best practices of FAFSA follow-up, including an overview of the Student Aid Report and the importance of verification.

3102: Supporting African American & Latino Men To and Through
Stephen Garlington, Cedric Brown & Kyrien Curtis
GRB – Level 3, Room 332 CF

Explore higher education for African American and Latino men, including strategies to support and empower KIPPsters to and through.

TALENT DEVELOPMENT AND MANAGEMENT

3011: Battling Employee Burnout
Shannon Benson
GRB – Level 3, Room 361 CF

Explore innovative programs across KIPP that help support sustainability and battle employee burnout.

3029: Guide More, Do Less: The Art of Effective Delegation

Monique Ayotte-Hoeltzel

GRB – Level 3, Room 360 BE

Learn how to delegate work to others more effectively by being clear from the start about what you expect, staying engaged, and holding people accountable.

TECHNOLOGY AND DATA MANAGEMENT

3062: Data Visualization

Andrew Garcia Phillips & Michael Salmonowicz

GRB – Level 3, Room 342 D

Learn how to create meaningful and effective visualizations from the vast amounts of data available in your schools.

3074: Developing a Regional Instructional Tech Strategy

April Goble, Amy Pouba, Ellen Bhattacharyya, Jin-Soo Huh & Christopher Haid

GRB – Level 3, Room 322 A

Hear how KIPP Chicago has developed a regional strategy to leverage instructional technology in the model design and instructional vision of all of its schools.

1:45 PM – 4:45 PM

FINANCE AND OPERATIONS

3031: The Together Professional: Create a Personal Organization System

Maia Heyck-Merlin

GRB – Level 3, Room 362 EF

The session will focus on the purpose, process, and usage of each of the three key tools to plan ahead, prioritize clearly, increase efficiency, and improve follow-through.

INSTRUCTIONAL LEADERSHIP

3076: Practice Makes Permanent: Feedback + Practice (Leaders)

Brent Maddin

GRB – Level 3, Room 322 B

Gain concrete strategies for increasing the effectiveness of your feedback by incorporating real-time practice into lesson debriefs.

3094: Culturally Relevant Pedagogy for School Improvement

CLOSED SESSION - INVITATION ONLY

Jeff Duncan-Andrade

GRB – Level 3, Room 342 A

Learn more about the TEN tool, a tool powered by the Urban Teacher Quality Index (UTQI) that uses technology to create dynamic teacher feedback loops.

3106: Academic Discussions to Build College-Ready Classrooms

Dana Fulmer

GRB – Level 3, Room 360 A

Learn how collaborative conversations in our classrooms impact vocabulary and comprehension, and leave with a plan to support academic discussions in your classrooms.

4031: Teach & Insist: Developing Anyone You Manage

Elliott Witney

GRB – Level 3, Room 310 BC

Great managers teach others to do more and insist that it gets done. Great talent developers teach and insist to develop strong leadership capacity. This session addresses both.

4051: Infusing the Vital Behaviors into Your School & Region

Jeana Marinelli

GRB – Level 3, Room 351 A

Regional leaders, work with leaders from your region to use the Influencer model to generate strategies for effectively and consistently practicing the Vital Behaviors.

MINI-COURSE

3060: Instructional Leaders

CLOSED SESSION - INVITATION ONLY

Nathan Smalley & Jen Keyte

Hilton – Level 3, Room 335 A-C

(Continued from Monday)

TALENT DEVELOPMENT AND MANAGEMENT

3072: Off to a Fast Start: Training Better Teachers Faster

Ana Menezes

GRB – Level 3, Room 360 D

Come learn what it takes to develop better teachers, and faster, with focus, practice, and feedback.

3:30 PM – 4:45 PM

DEVELOPMENT AND COMMUNICATIONS

3054: Development & Communications Cohort Consultancy

Rachel Wandell

GRB – Level 3, Room 372 BE

Join your breakout group for an intensive consultancy session, where you will tap into the knowledge and experience of your peers to tackle a key challenge in the upcoming year.

3113: Public Relations Office Hours with Steve Mancini

Steve Mancini

Hilton – Level 3, Room 331

(Continued from Tuesday)

FINANCE AND OPERATIONS

3097: How to Build a KPI Dashboard System for Lean Operations

Tyler Heath & Matt Simcock

GRB – Level 3, Room 350 F

Take an in-depth look at how to build a KPI (Key Performance Indicator) dashboard from start to finish.

FOR LEADERSHIP & SUPPORT

3:30 PM – 4:45 PM

INSTRUCTIONAL LEADERSHIP

3091: Intervention Strategies to Keep KIPPsters

Kate Belden & Emily Yates
GRB – Level 3, Room 350 E

Learn from two KIPP schools about the ways that they are strategically identifying and supporting students at risk of leaving their school due to academic or socio-emotional needs.

KIPP THROUGH COLLEGE

3015: Starting Early: Match Matters for Middle Schools

Meghan Behnke & Elly Leman
GRB – Level 3, Room 351 C

Learn how two KIPP Through College teams are working with schools in their regions to begin the Match Matters conversation in middle school.

3027: Cost of College 3: Decoding Award Letters for Families

Laura Keane, Holly Morrow & Kim Hanauer | GRB – Level 3, Room 332 A

Learn what to really expect as award letters arrive and how to best counsel your families as they make their decisions.

4007: Leading and Managing a Goal-Driven KTC Team

David Ling
GRB – Level 3, Room 332 E

A focus on leading and developing direct reports to achieve KTC department and role-specific individual goals.

TALENT DEVELOPMENT AND MANAGEMENT

3030: Giving Feedback More Effectively

Monique Ayotte-Hoeltzel
GRB – Level 3, Room 360 BE

Overcome barriers to giving feedback by learning how to do it more effectively.

4014: Keeping Great People in Our Buildings

Sha Reagans & Leslie Wade
GRB – Level 3, Room 381 A

Join a conversation around sustainability practices, with an eye toward developing a framework for excellence in sustainable people practices.

TECHNOLOGY AND DATA MANAGEMENT

3009: Illuminate 201: Beyond Grading and Reporting

Stefanie Mircovich, Carlo Schmidt, Amy Stabile & Theresa Chen
GRB – Level 3, Room 351 F

Go beyond the standard Illuminate functions that you already know and love and learn from three regions who successfully piloted online testing, Gradebook, and report cards. Bring a laptop.

3087: The Culture of Innovation at Summit Public Schools

Jon Deane
GRB – Level 3, Room 342 D

Learn how Summit Public Schools leverages instructional technology to create flexible teaching and learning environments that meet the needs of all students.

6:30 PM – 8:00 PM

SOCIAL EVENT

1014: Alumni Cocktail Reception
CLOSED SESSION - INVITATION ONLY
Hilton – Level 3, Room 344 AB

What better way to celebrate KIPP's last 20 years than with those who have lived through KIPP's mission? Please join other alumni to reconnect, network, and rejoice!

THURSDAY
KEYNOTES & 20TH ANNIVERSARY CELEBRATION

KEYNOTES

JIM COLLINS | 8:25 AM – 9:25 AM
1007: Good to Great: Instructional Leadership
GRB – Level 3, Exhibit Hall B3
How to sustain remarkable success and results.

AMANDA RIPLEY | 9:45 AM – 10:45 AM
1008: A Global Quest to Save America's Schools
GRB – Level 3, Exhibit Hall B3
Amanda Ripley spent a year following three American high school students temporarily embedded in schools in Finland, Poland, and South Korea. Hear how other countries manage to make their public schools fairer and smarter than ours while spending dramatically less than we do.

JEFF-DUNCAN ANDRADE | 11:00 AM – 12:30 PM
1010: What a Coach Can Teach a Teacher
GRB – Level 3, Exhibit Hall B3
Rejecting the up-by-your-bootstraps theory of success for students, this discussion offers instead a set of concrete strategies to teachers and educational leaders who are committed to fundamentally rethinking the business-as-usual approach which continues to fail many of our young people.

OTHER SESSIONS

OFFICE HOURS
3023: Assessment Central: Computer Lab Office Hours
1:15 PM - 3:15 PM
Ann Wang & Theresa Chen | GRB – Level 3, Rm 381 BC

DEVELOPMENT AND COMMUNICATIONS
3114: Public Relations Office Hours with Steve Mancini
9:45 AM - 12:00 PM
Steve Mancini | Hilton – Level 3, Rm 331

20TH ANNIVERSARY CELEBRATION

GALA DINNER
4:30 PM – 6:15 PM | GRB – Level 1, Hall B & C

20TH ANNIVERSARY CELEBRATION
7:30 PM – 9:00 PM (doors at 6 PM) | Toyota Center (only use Jackson St. entrance)
Please note: You will be assigned a seat in the same section as your region at the Toyota Center. We are not able to assign specific rows or seats; thus multiple regions may share one section. Please be courteous to your fellow KIPPsters when you are choosing your seats.

AFTER PARTY
9:30 PM – 12:00 AM | Hilton – Level 4 Ballroom

Bring your KSS badge and I.D. to all events.

THANK YOU TO OUR 20TH ANNIVERSARY AND KIPP SCHOOL SUMMIT 2014 SPONSORS

Laura and John Arnold • Jim and Connie Calaway • CityBridge Foundation • Jim Crane
Doris & Donald Fisher Fund • Bill & Melinda Gates Foundation • Martha and Bruce Karsh
Morgridge Family Foundation • Charles and Lynn Schusterman Family Foundation
The Walton Family Foundation • Jean and Lew Wolff

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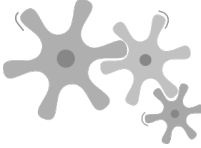
KIPP:

Appendix 2.4.b.2

Professional Development Calendar

Professional Development Summer Plan

KIPP:Chicago
COLLEGE PREP PUBLIC SCHOOLS

The mission of KIPP Chicago Public Schools is to create a network of schools that empower students with the character & academic skills necessary to succeed in top-quality high schools & universities, to be happy in the competitive world, & to have a positive impact on their communities.

ESSENTIAL QUESTIONS	ENDURING UNDERSTANDINGS		HEALTHY SCHOOLS QUESTIONS
How do we build a strong team and family between staff, students and families?		**One team. One family.** Our goal is to serve every KIPPster. We will create a cohesive team and family of staff, students and families to ensure that we effectively serve all kids.	Teachers at this school build strong relationships with students. (T) My teachers care about me as a person. (S) Someone at school cares about me as a person. (T) I feel safe at this school (S, T, St) My child feels safe at school. (P)
How will we make sure our kids our on track to be college-ready? How can I develop in my role?		**All of us will learn.** Our focus is to drive student achievement. Staff members will continually hone their craft to meet the demands of empowering all of our kids with the knowledge, skills and mindsets to go to & through college. Our mission is college because college provides opportunities to our kids.	I believe that effort will improve my future. (S) Teachers at this school collect and use data to improve their teaching. (T) I have received adequate feedback on my teaching this year. (T)
What does excellence at KIPP Chicago look and sound like?		**Be consistent.** Our team is strongest when we are consistent. We are a growing school; systems will be created & revised during the year. It is key that all staff are on board with implemented systems.	Students at my school are well behaved. (S, T) I know how I'm supposed to behave at school. (S) Teachers at this school set high standards for students. (P, T) Teachers at this school discipline and reward students consistently. (T) The school rules are fair. (S, P, T, St)

Professional Development Summer Plan

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
8:00 – 8:20	Team First	Team First	MS Regional Department PD	MS Regional Department PD	Team First
8:20 – 8:30	Welcome!	Welcome!			Welcome!
8:30 – 9:00	Team Norms	School Culture			The Toolbox Continued
9:00 – 10:00	Life Moments		10 – 10:30 TF & Welcome Investment Strategies		
10:00 – 11:00					Paychecks & Bench
11:00 – 12:00	School Targets			Travel to School & Lunch	
12:00 – 1:00	Lunch	Lunch	Lunch		Lunch
1:00 – 2:00	School Targets	KTC	Be consistent. (Part I)	Be consistent. (Part II)	Intro to KIPP Chicago
2:00 – 2:30					
2:30 – 3:00		GL Meeting	School Ops	The Toolbox	
3:00 – 4:00	Recruitment Intro				

Professional Development Summer Plan

	DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
7:00 – 7:15				Team Meeting	Team Meeting
7:15 – 8:00				5th Grade Orientation	5th Grade Orientation
8:00 – 8:20	Team First	MS Regional Department PD	Team First		
8:20 – 8:30	Welcome!		Welcome!		
8:30 – 9:00	Paychecks & Bench		Orientation Walk-Through		
9:00 – 10:00					
10:00 – 11:00	GL Meetings				
11:00 – 12:00		Travel & Lunch	Classroom Work Time & Lunch		
12:00 – 1:00	Lunch			Lunch	Lunch
1:00 – 2:00	Be consistent. (Part III)	Be consistent. (Part IV)	GL Meetings	Debrief Orientation	Debrief Orientation
2:00 – 2:30					
2:30 – 3:00				GL Meetings	Team Last
3:00 – 4:00					Classroom Time

Weekly PD Plan

KIPP:Chicago
COLLEGE PREP PUBLIC SCHOOLS

The mission of KIPP Chicago Public Schools is to create a network of schools that empower students with the character & academic skills necessary to succeed in top-quality high schools & universities, to be happy in the competitive world, & to have a positive impact on their communities.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Grade-Level Team Meetings	Literacy Team Meetings	Math and Science Team Meetings	Peer Leadership Team Meeting (Principal, APs, GLC, Department Chairs)	No Meetings

MONTH	LITERACY	MATH	SCIENCE	PEER LEADERSHIP
September	☐ Independent Reading Goal-Setting ☐ F&P Goal-Setting ☐ F&P Data Analysis ☐ Fall MAP Data Analysis	☐ Fall MAP Data Analysis ☐ Analyzing Student work	☐ Fall MAP Data Analysis ☐ Lab Routines & Procedures	☐ Fall MAP Data Analysis ☐ Teacher Goal-Setting ☐ Intro to Coaching Teachers
October	☐ F&P Benchmark Logistics ☐ Analyzing Student work ☐ Unit Data Analysis	☐ Analyzing Student work ☐ Unit Data Analysis	☐ Analyzing Student work ☐ Unit Data Analysis	☐ Coaching Teachers – Best Practices
November	☐ Q1 Grade Analysis ☐ F&P Data Analysis ☐ Analyzing Student work ☐ Unit Data Analysis	☐ Q1 Grade Analysis ☐ Analyzing Student work ☐ Unit Data Analysis	☐ Q1 Grade Analysis ☐ Analyzing Student work ☐ Unit Data Analysis	☐ Q1 Grade Analysis ☐ 2x2 – Teacher Goal-Setting

Weekly PD Plan
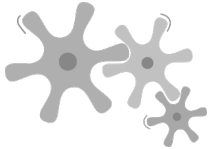
December	☐ Analyzing Student work ☐ Unit Data Analysis	☐ Analyzing Student work ☐ Unit Data Analysis	☐ Analyzing Student work ☐ Unit Data Analysis	☐ Coaching Teachers – Best Practices
January	☐ Analyzing Student work ☐ F&P Benchmark Logistics ☐ Unit Data Analysis	☐ Analyzing Student work ☐ Unit Data Analysis	☐ Analyzing Student work ☐ Unit Data Analysis	☐ Revisiting School-wide Targets ☐ Coaching Teachers – Best Practices
February	☐ Q2 Grade Analysis ☐ F&P Data Analysis ☐ Winter MAP Data Analysis ☐ Unit Data Analysis	☐ Q2 Grade Analysis ☐ Winter MAP Data Analysis ☐ Unit Data Analysis	☐ Q2 Grade Analysis ☐ Winter MAP Data Analysis ☐ Unit Data Analysis	☐ Q2 Grade Analysis ☐ Winter MAP Data Analysis
March	☐ PARCC PBA Administration Prep ☐ PARCC PBA Debrief ☐ F&P Benchmark Logistics ☐ Analyzing Student work	☐ PARCC PBA Administration Prep ☐ PARCC PBA Debrief ☐ Analyzing Student work	☐ PARCC PBA Administration Prep ☐ PARCC PBA Debrief ☐ Analyzing Student work	☐ PARCC PBA Administration Prep ☐ PARCC PBA Debrief ☐ 2x2 – Teacher Goal-Setting
April	☐ Q3 Grade Analysis ☐ PARCC EOY Administration Prep ☐ PARCC EOY Debrief ☐ F&P Data Analysis ☐ Unit Data Analysis	☐ Q3 Grade Analysis ☐ PARCC EOY Administration Prep ☐ PARCC EOY Debrief ☐ Unit Data Analysis	☐ Q3 Grade Analysis ☐ PARCC EOY Administration Prep ☐ PARCC EOY Debrief ☐ Unit Data Analysis	☐ PARCC EOY Administration Prep ☐ PARCC EOY Debrief

Weekly PD Plan

May	☐ Spring MAP Administration Prep ☐ F&P Benchmark Logistics ☐ Analyzing Student work ☐ Unit Data Analysis	☐ Spring MAP Administration Prep ☐ Analyzing Student work ☐ Unit Data Analysis	☐ Spring MAP Administration Prep ☐ Analyzing Student work ☐ Unit Data Analysis	☐ Spring MAP Administration Prep
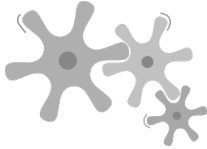
October Grow Day

The mission of KIPP Chicago Public Schools is to create a network of schools that empower students with the character & academic skills necessary to succeed in top-quality high schools & universities, to be happy in the competitive world, & to have a positive impact on their communities.

ESSENTIAL QUESTIONS	ENDURING UNDERSTANDINGS	
How do we build a strong team and family between staff, students and families?		**One team. One family.** Our goal is to serve every KIPPster. We will create a cohesive team and family of staff, students and families to ensure that we effectively serve all kids.
How will we make sure our kids our on track to be college-ready? How can I develop in my role?		**All of us will learn.** Our focus is to drive student achievement. Staff members will continually hone their craft to meet the demands of empowering all of our kids with the knowledge, skills and mindsets to go to & through college. Our mission is college because college provides opportunities to our kids.
What does excellence at KIPP Chicago look and sound like?		**Be consistent.** Our team is strongest when we are consistent. We are a growing school; systems will be created & revised during the year. It is key that all staff are on board with implemented systems.

7:45 am – 8:00 am	Optional Breakfast
8:00 am – 10:00 am	KIPP Chicago MS Regional PD
10:00 am – 10:15 am	Break
10:15 am – 10:30 am	Team First
10:30 am – 10:45 am	School Target Update
10:45 am – 12:15 pm	The Toolbox & Video Observations
12:15 pm – 12:30 pm	Transition	Get your Surprise Lunch!
12:30 pm – 1:25 pm	Grade-Level Working Lunch
1:25 pm – 1:30 pm	Transition
1:30 pm – 2:30 pm	Conflict Resolution
2:30 pm – 4:30 pm	Work Time

January Grow Day

KIPP:Chicago
COLLEGE PREP PUBLIC SCHOOLS

The mission of KIPP Chicago Public Schools is to create a network of schools that empower students with the character & academic skills necessary to succeed in top-quality high schools & universities, to be happy in the competitive world, & to have a positive impact on their communities.

ESSENTIAL QUESTIONS	ENDURING UNDERSTANDINGS	
How do we build a strong team and family between staff, students and families?		**One team. One family.** Our goal is to serve every KIPPster. We will create a cohesive team and family of staff, students and families to ensure that we effectively serve all kids.
How will we make sure our kids our on track to be college-ready? How can I develop in my role?		**All of us will learn.** Our focus is to drive student achievement. Staff members will continually hone their craft to meet the demands of empowering all of our kids with the knowledge, skills and mindsets to go to & through college. Our mission is college because college provides opportunities to our kids.
What does excellence at KIPP Chicago look and sound like?		**Be consistent.** Our team is strongest when we are consistent. We are a growing school; systems will be created & revised during the year. It is key that all staff are on board with implemented systems.

	5TH GRADE	6TH GRADE	7TH GRADE
7:45 am – 8:00 am	Optional Breakfast		
8:00 am – 8:20 am	Team First		
8:20 am – 8:50 am	School Targets Update		
8:50 am – 9:20 am	Healthy Schools		
9:20 am – 9:30 am	Break		
9:30 am – 10:00 am	Do Not Engage		
10:00 am – 11:00 am	Videos		
11:00 am – 11:45 am	Grade Level Meeting	Grade Level Meeting	Grade Level Meeting
11:45 am – 12:30 pm			Lunch
12:30 pm – 1:15 pm	Lunch	Lunch	Transitions
1:15 pm – 2:00 pm	Work Time	Power Hour	Electives
2:00 pm – 2:45 pm		Work Time	Homerooms
2:45 pm – 3:30 pm			Work Time
3:30 pm – 4:15 pm			

April Grow Day

The mission of KIPP Chicago Public Schools is to create a network of schools that empower students with the character & academic skills necessary to succeed in top-quality high schools & universities, to be happy in the competitive world, & to have a positive impact on their communities.

ESSENTIAL QUESTIONS	ENDURING UNDERSTANDINGS	
How do we build a strong team and family between staff, students and families?		**One team. One family.** Our goal is to serve every KIPPster. We will create a cohesive team and family of staff, students and families to ensure that we effectively serve all kids.
How will we make sure our kids our on track to be college-ready? How can I develop in my role?		**All of us will learn.** Our focus is to drive student achievement. Staff members will continually hone their craft to meet the demands of empowering all of our kids with the knowledge, skills and mindsets to go to & through college. Our mission is college because college provides opportunities to our kids.
What does excellence at KIPP Chicago look and sound like?		**Be consistent.** Our team is strongest when we are consistent. We are a growing school; systems will be created & revised during the year. It is key that all staff are on board with implemented systems.

7:40 am – 8:00 am	Optional Breakfast
8:00 am – 8:20 am	Team First
8:20 am – 8:50 am	School Targets
8:50 am – 9:00 am	Break
9:00 am – 10:30 am	Effectively Warm and Demanding (small group PD)
10:30 am – 10:40 am	Break
10:40 am – 12:00 pm	Department Meetings
12:00 pm – 12:10 pm	Break
12:10 pm – 12:30 pm	Community Engagement
12:30 pm – 1:00 pm	Lunch
1:00 pm – 2:00 pm	GL Meetings
2:00 pm – 4:00 pm	Work Time

Appendix 2.4.b.3.i

KIPP Framework for Excellent Teaching
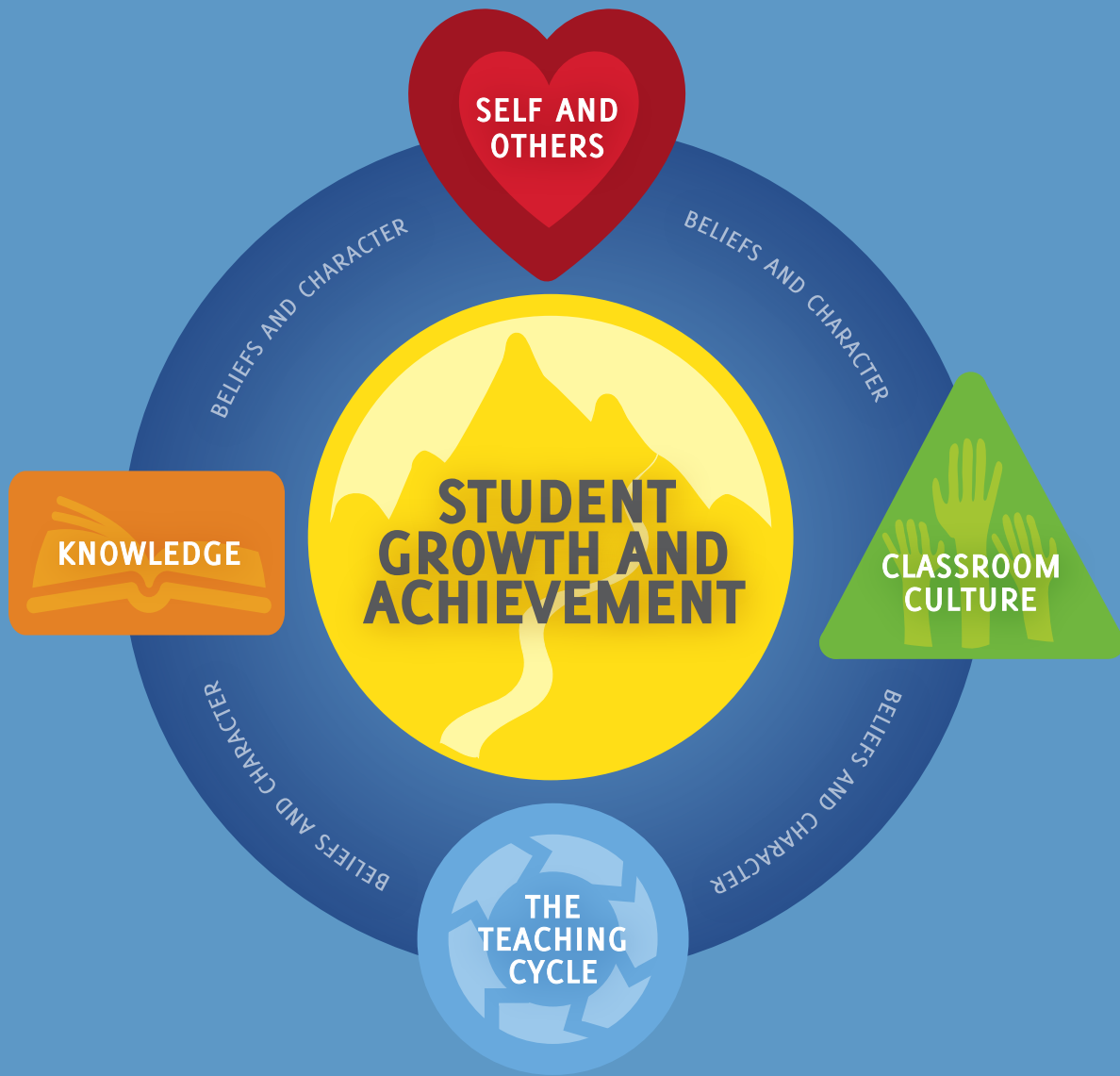
KIPP FRAMEWORK FOR
EXCELLENT TEACHING

Why do we have a KIPP Framework for Excellent Teaching?

1. We teach in schools, not classrooms.

This seems like a nonsense statement until you consider all the mindset shifts necessary to break away from the traditional vision of teachers as islands. The purpose of this statement is to acknowledge that teachers do a significant amount of work outside the classroom walls with parents, fellow teachers, and leaders. This argument is not just a paean to the value of collaboration; it is the challenge of Baldwin's quote "The children are always ours, every single one of them." If we teach in schools and not classrooms then it matters just as much how kids are in the classroom down the hall and in all the grades to come.

2. We teach on a PreK to 16 continuum.

Faced with the brutal facts that college completion and career success is an exponentially harder and more important outcome than just annual test scores or even college acceptance, our mission has shifted from to college to through college. The change of preposition marks a profound change in our thinking. We realize that the outcomes our kids deserve necessitate continuously strong teaching from the time our kids are four until they are twenty-two. An excellent KIPP classroom is not a catapult that sends a kid shooting off to college (and landing who knows where) but part of a bridge. And all of our excellent teaching revolves around seeing that continuum and approaching each interaction with our children with, an urgent patience, an understanding of what lies ahead of them, but also an absolutely insane focus on accomplishing the most we can with the moment in front of us.

3. Joy is a means and end in education.

Joy is more than a tool for increased engagement. Joy is what it means to teach and learn in our schools. Joy appears in myriad ways across the PreK-16 continuum but is palpable in every excellent classroom. It is not simply something you do in a hook to jazz kids up for a lesson. Joy is infused throughout the very act of teaching and learning. Literally we think our job is so fun that people should have their noses pressed up against the glass on the classroom door wanting to see our kids learn. Kids should enjoy school so much that they can't imagine missing a day and attendance rules become unnecessary.

4. We need a platform for sharing and innovation.

The iPhone unleashed thousands of programmers to share bite-sized, useful tools. Suddenly you could find gluten free restaurants, solve equations, and identify bird calls with your phone. Right now a school leader in New Orleans might be leading an amazing professional development session about questioning that isn't easily shared with the principal in Los Angeles. We hope the Framework becomes a common language for talking about extraordinary teaching that facilitates a similar wave of problem-solving and sharing amongst teachers and leaders. Ideally KIPP Share starts to feel like the app store where problem-solving tools for improving teaching are shared, used, and revised to work even better.

5. We want teaching to be a ray, not a line segment.

We wanted a framework that shouted a growth mindset about teaching and learning. Like a ray, there is no endpoint in teaching and learning. It is an art and science at which we can continually get better. Becoming a truly excellent teacher is a lifelong pursuit. We want every one of our teachers to embody the belief: *I can become a great teacher and will never truly get to the end of this path because there's so much to learn and so much to do in the act of teaching and learning.*

At the center of our work is:

Student Growth and Achievement

Excellent teaching means students learn, grow, and achieve transformative life outcomes.

The four elements of excellent teaching are linked through our:

Beliefs and Character

An excellent KIPP teacher is committed to KIPP's mission. She constantly pursues becoming a better person, just as she supports students in this pursuit. She understands that her beliefs and character affect who she is, her impact on and relationships with others, her classroom environment, how she teaches, and what she knows.

The four elements of excellent teaching are:

Self and Others

Excellent teaching requires understanding of oneself, one's connection to others, and a growth mindset that allows the teacher to take ownership for the success of all KIPPsters.

Classroom Culture

In an excellent classroom culture, the teacher focuses on countless tangible and intangible details in the space to create an environment where students are joyfully engaged, meaningfully on-task, and feel ownership for their individual and collective successes in college and in life.

The Teaching Cycle

Excellent teaching means planning and executing rigorous, engaging lessons that fit into a logical scope and sequence, as well as using student data to assess mastery of objectives and movement toward big goals for student achievement and growth. Excellent teaching requires a 1/12 mindset, recognizing that even the tiniest details can dramatically impact student mastery.

Knowledge

Teaching is an art and science. As the artists and scientists, we are responsible for building our understanding of child development, pedagogy, and content. We are responsible for knowing what we are teaching, how it fits in a PreK-16 continuum, and who we are teaching it to.

BELIEFS AND CHARACTER

Beliefs

I believe that...

A. All children can and will learn. (GROWTH MINDSET)
B. Accountability starts and ends with me. (THE MIRROR)
C. Differences among people exist and are a source of strength.
D. The future matters; so does every moment between now and then. (TODAY & TOMORROW)
E. When there are problems we find solutions. When there is a better way, we find it. When a teammate needs help, we give. When we need help, we ask. (THE CREDO)
F. With deliberate practice, I can constantly become a better teacher. (GROWTH MINDSET)
G. We are a team and family. We teach in schools and communities, not just in classrooms. (TEAM & FAMILY)

Character

An excellent KIPP teacher...

A. Has grit. Gets stuck and does not stay there. (GRIT)
B. Is zesty. Finds passion, joy, and adventure in the work. (ZEST)
C. Values relationships and builds them intentionally. (SOCIAL INTELLIGENCE)
D. Makes decisions with students' best interests in mind. (KIDS IN THE CENTER)
E. Demonstrates self-control, both work-related and inter-personal. (SELF-CONTROL)
F. Keeps commitments made to: students, families, and colleagues. (PROMISES TO CHILDREN ARE SACRED)
G. Takes time to show gratitude. (GRATITUDE)
H. Expresses and maintains optimism about the future of our students and our schools. (OPTIMISM)

SELF AND OTHERS

1.1 Self-awareness and self-adjustment

An excellent teacher…

A. Doesn't settle or sit. Grows. (SHARPENS THE SAW)
B. Calibrates emotions even when pushed. (TURN YOUR DIAL)
C. Adjusts tone and actions as needed. (NEWTON'S 1ST & 3RD LAW)
D. Manages time, energy, and attitude.
E. Recovers physically and renews emotionally and mentally. (OXYGEN MASK)

1.2 Continuous learning

A. Seeks feedback and data early and often and adjusts. (GET IT AND USE IT)
B. Researches, observes, experiments, shares, and collaborates. (PANS FOR GOLD)
C. Sets and achieves big and small goals for professional growth. (GROWTH MINDSET)
D. Takes advantage of learning experiences both in and out of school. (SHARPENS THE SAW)

1.3 Building relationships

A. Treats colleagues, students, and families as people first and works to make them feel known, loved and valued. (PEOPLE FIRST)
B. Intentionally seeks to know others and to let others know them.
C. Engages in genuine conversations with colleagues and families even when difficult.
D. Notices and intentionally takes advantage of opportunities to strengthen relationships.
E. Anticipates and identifies problems in relationships and generates multiple approaches to addressing them.

1.4 Cultural competence

A. Seeks understanding of and honors the vast similarities and differences of student cultures, social contexts, and communities we serve.
B. Considers cultural connections and differences between herself, students, families, and colleagues when communicating in general, as well as when planning and executing lessons.
C. Labels personal biases and seeks to overcome them.

1.5 Communication

A. Actively listens to others, with appropriate eye contact and non-verbals.
B. Communicates with genuine warmth and maintains rigorous expectations for behavior and results. (WARM & DEMANDING)
C. Responds to students and adults with positive tone, clarity, and enthusiasm.
D. Avoids sarcasm.
E. Writes clearly and concisely, with appropriate grammar, vocabulary, and tone.
F. Communicates praise, feedback, and concerns directly to students, families, and colleagues.

1.6 Professionalism

A. Honors that teaching is our chosen profession and that our students and their families put a tremendous amount of faith in us as professionals. Consequently, we embrace that part of being an excellent teacher is living up to the professional standards established by our KIPP schools, KIPP regions, and KIPP as a whole.

CLASSROOM CULTURE

2.1
Expectations

Excellent teaching means that the teacher…

A. Consistently communicates: 1) This is important; 2) You can do it with hard work; 3) I will not give up on you; and 4) We will help each other. (KEY MESSAGES)
B. Insists that students take risks, make and learn from mistakes, and admit confusion. (GROWTH MINDSET)
C. Lets students know exactly what academic and character excellence looks like for the year, the unit, and the lesson and demands it. (WARM & DEMANDING)
D. Provides real-time and specific affirming and adjusting feedback about academics and character to students. (THE SPOTLIGHT)

2.2
Investment

A. Treats their classroom goals and investment of kids and families like a garden. (TEND IT CONSTANTLY)
B. Designs the physical space to make it inviting, purposeful, and a reflection of the students in the room. (THEIR HAPPY PLACE)
C. Ensures kids can explain the why, big and small, for every action, activity, and artifact. (THE WHY OF THE WAY)
D. Makes sure that goals, big and small, matter to kids and their families.
E. Creates a classroom where kids are proud to be and you can tell.
F. Provides students with opportunities to make choices and to influence the classroom culture.

2.3
Routines and systems

A. Designs efficient behavioral and academic systems. (WELL-OILED MACHINE)
B. Models and practices systems until they are mastered. (100%)
C. Tweaks systems when they are not working.
D. Maintains a clean and organized classroom space. (CLEANER THAN WE FOUND IT)
E. Anticipates challenges that individual students may have with some routines and systems and makes adjustments.

2.4 **Management** **and discipline**	A. Implements a classroom behavior management plan with the goal of 100% of the students meeting 100% of the expectations 100% of the time. (100%) B. Notices what is happening in the classroom and adjusts accordingly. (WITH-IT-NESS) C. Considers and addresses the root causes of student disruption or inattention. D. Reacts with speed and decisiveness when behavior does not meet expectations. (WARM & DEMANDING/100%) E. Administers consequences that logically connect to the behavior and the child. (LOGICAL CONSEQUENCES) F. Uses a calm, firm, and convincing tone when addressing inappropriate behavior. (WARM & DEMANDING) G. Uses a variety of techniques to capture and maintain mutual respect and attention from students (i.e. – narrate the positive, correct, assertive body language, proximity, etc... see SAPHIER'S ATTENTION CONTINUUM and LEMOV'S TAXONOMY) H. Provides specific, observable, concrete, and sequential directions and expects students to follow them. (SOCS/100%) I. Reconnects positively with students after administering a consequence.
2.5 **Joy!**	A. Exudes a love of teaching and learning through facial expressions, tone, and actions. (LOVE OF THE GAME) B. Nurtures curiosity and a love of learning. C. Smiles and laughs regularly, and brings humor and zest to the work of teaching and learning. D. Celebrates individual and group efforts and successes when students meet and exceed expectations. E. Creates opportunities in the day for students to smile, laugh, and be expressive.

TEACHING CYCLE

3.1 Big goals

Excellent teaching means that the teacher…

A. Establishes and refers to measurable, challenging, year-long goals for student growth and achievement. (BIG ROCKS)
B. Breaks big goals into manageable and measurable chunks. (CHUNKY MONKEY)
C. Regularly tracks and communicates progress with students and families. (TRACKS & TELLS)
D. Connects big goals to student experiences or future opportunities. (THE ROAD AHEAD)

3.2 Long-term and unit planning

A. Backward plans from college-readiness, common core, and state standards to create: (END IN MIND)
   i. Assessments (THESE FIRST)
   ii. Goals
   iii. Scopes and sequences
   iv. Enduring understandings and essential questions
   v. Unit plans
   vi. Objectives/aims
B. Seriously…please do it. (SERIOUSLY, PLEASE DO IT)

3.3 Lesson planning

A. Plans a daily objective/aim that is achievable, rigorous, and measurable. (SMART AIM)
B. Establishes clear criteria for success and an aligned way to assess daily. (THE WHAT)
C. Breaks content down into clear, accessible ideas and procedures. (BUILD/CLIMB THE STAIRS)
D. Matches materials/explanatory devices to objective. (MATCHING)
E. Connects current lesson material to past and future material as well as material from other content areas. (BUILD THE NEURAL NET)
F. Explicitly differentiates and groups kids in plan. (GROUPING)
G. Connects to prior knowledge. (BAITS)
H. Develops compelling hooks throughout lesson, aligned to objective. (HOOKS)
I. Includes introduction to new material, guided, and independent practice. (I/We, We, You)
J. Establishes checkpoints. (TSA)
K. Scripts varied questions and acceptable answers as needed to drive rigor. (QTIDWTFTA)
L. Writes an aligned, interactive agenda. (THE HOW)
M. Builds in dual-purpose when possible (character-academics, academics-academics, etc.) (BANG FOR THE BUCK)

3.4 Rigor

A. Clearly communicates what mastery and excellence looks like, differentiated for all student groups. (THE BAR)
B. Spirals and scaffolds up, down, and across Bloom's Taxonomy. (SPIRAL & SCAFFOLD)
C. Varies questioning strategies. (QTIDWTFTA)
D. Proactively addresses student misconceptions. (MISCONCEPTIONS & NON-EXAMPLES)
E. Makes students explain and defend their answers, even when they are correct. (ELABORATIVE INTERROGATION & STRETCH IT)
F. Insists on all-the-way correct answers from students orally and in writing; does not accept partial answers. (RIGHT IS RIGHT)
G. Unpacks and repacks incorrect answers for mastery, and has the students do the same. (CLOSE THE CIRCUIT)
H. Provides each student with timely, structured academic feedback – verbally and in writing. (JOHN WOODEN & SOCKS)

3.5 Lesson execution

A. Posts and communicates clear objectives, CFS, and an engaging agenda for the lesson so kids know what is to be learned, why it is to be learned, and how it is to be learned. (WHAT, WHY, & HOW)
B. Delivers content in a well-organized, clear, accessible manner – highlighting key points. (CLARITY)
C. Activates prior knowledge. (BAITS)
D. Hooks, models, guides, releases, and closes. (CATCH & RELEASE & CLOSE)
E. Creates external indicators that the brain is on-task (i.e., nodding, tracking, note-taking, independent work). (MAKE IT VISIBLE)
F. Notices student confusion and does something about it. (WITH-IT-NESS)
G. Ensures that students are thinking about the task and responding to the teacher and each other. (BE ON-TASK)
H. Provides opportunities for clear, organized student note-taking when appropriate. (NOTES)
I. Ensures sustained and structured independent practice of objective.
J. Circulates and responds to student work in real-time. (MOVE YOUR APPLE & SPOTLIGHT)
K. Works as needed with individual students and small groups to differentiate and ensure mastery. (YOU DON'T NEED AN INTERVENTION TIME TO INTERVENE)
L. Uses a variety of methods to review and practice skills already mastered. (SPIRAL)

3.6 Ratio

A. Frequently engages all students in opportunities to think, speak, and write. (MAKE KIDS SWEAT)
B. Uses a variety of ratio strategies to increase thinking and talking done by students. (Wait time, call and response, pre-call, cold call, half statements, fill in the blank, unbundling, elaborating or building on, playing dumb, etc...)
C. Ensure that partner and group work is structured and accountable. (MAKE EVERY WORD COUNT)
D. Employs economy of language and action. (ECONOMY OF LANGUAGE)

3.7 Pacing and timing

A. Sets, communicates, and keeps pace during class time. (URGENT PATIENCE)
B. Uses brisk and smooth transitions throughout.
C. Plans for periods of active and passive engagement. (A PULSE IS A SIGN OF LIFE)
D. Adjusts lesson timing as appropriate to meet needs of all students. (Reevaluate planning if occurs repeatedly.)

3.8 Assessment

A. Creates or obtains standards-aligned formative and summative assessments as the first step of planning. (END IN MIND)
B. Administers diagnostics that determine what students know and do not know to inform long-term and unit planning. (HOLES & BRIGHT SPOTS)
C. Uses a variety of individual and whole group methods daily, weekly, and beyond to check for understanding. (CFUs)
D. Varies questioning strategies in order to determine readiness for next step. (QUESTIONING)
E. Assesses all students against each lesson's learning objectives to inform teaching daily.
F. Plans unit assessments and weekly/bi-weekly assessments that are appropriately spiraled, scaffolded, and differentiated.
G. Adapts, accommodates, and modifies assessments for students with special needs.

3.9 Analysis and action

A. Provides ongoing and specific affirming and adjusting feedback about academics and character to students. (THE SPOTLIGHT)
B. Immediately uses data from CFUs to correct misconceptions and determines whether to re-teach the entire class, target a smaller group, or individual.
C. Accurately predicts level of student mastery in advance of exit tickets, student practice, weekly/bi-weekly assessments, unit assessments, etc . . .
D. Tracks and analyzes assessment data regularly to drive short and long-term planning, re-teaching, and differentiation.
E. Communicates what, when, and how assignments will be graded. Completes grading quickly and returns work to students promptly. (SERVES FRESH FOOD)
F. Provides each student with timely, structured academic feedback-verbally and in writing. (JOHN WOODEN & SOCKS)

KNOWLEDGE

4.1 Child development

Excellent teaching means that the teacher…

A. Uses knowledge of the developmental ranges of what students can do academically to inform planning. (ZPD)
B. Knows the developmental ranges of what students can do behaviorally and uses it to make decisions. (ZPD)
C. Knows what students care about and how they form relationships.
D. Knows how to empathize and adjust to meet academic and emotional needs.

4.2 Content knowledge

A. Knows the essential content, concepts and big ideas of the discipline well enough to create questions that teach and assess them.
B. Knows what comes in the years before and after their curriculum. (CLIMBING THE STAIRS)
C. Knows what to expect and how to support our English Language Learners. (EVERYONE'S AN ELL TEACHER)
D. Knows what to expect and how to support our students with special needs. (EVERYONE'S A SPED TEACHER)
E. Knows the college knowledge, habits, and social skills students require for higher education and when it's best to teach. (KTC IS EVERYONE'S JOB)
F. Knows what they, as a teacher, do not know and asks for help accordingly. (THE CREDO)

4.3 Literacy for everyone

A. Models thoughtful, joyful, and accurate reading, writing, and speaking.
B. Deliberately and frequently expands students' vocabulary.
C. Uses knowledge of students' literacy experiences, reading levels, and interests to plan lessons regardless of the subject. (EVERYONE'S A READING TEACHER)
D. Models pre-reading, reading, and post-reading strategies.
E. Models, teaches, and reinforces fluent and expressive reading aloud.
F. Intentionally and regularly embeds non-fiction content and reading from other content areas into lessons. (BUILD THE NEURAL NET)
G. Provides students with varied opportunities to express their thinking orally, in writing, and to engage in the writing process.

4.4 Differentiation

A. Knows the learning styles and academic strengths and weaknesses of each individual student. (KNOW YOUR KIDS NOT THEIR LABELS)
B. Accelerates and remediates for students starting at their learning edge. (ZPD)
C. Varies teaching strategies, styles and activities to ensure all students master objectives. (IT'S ABOUT HOW THEY LEARN NOT HOW YOU TEACH)
D. Uses practice and grouping strategies to work with specific students in class. (YOU DON'T NEED AN INTERVENTION TIME TO INTERVENE)
E. Pre-teaches, re-teaches, and extends as needed.
F. Is resourceful and creative in leveraging a variety of resources to help all students achieve learning goals. (People, technology, time, etc . . .)

This Framework reflects the collective wisdom, talent, and feedback of KIPP teachers and leaders from across the country, as well as our beloved resources:

The Skillful Teacher by Jon Saphier
Kim Marshall's Rubrics
Star Teachers by Martin Haberman
Teaching as Leadership from Teach for America
Teach Like a Champion by Doug Lemov
Character Strengths and Virtues
by Martin Seligman and Chris Peterson

Achievement First
Uncommon Schools
YES Prep Public Schools
Relay Graduate School of Education

Appendix 2.4.b.3.ii

Teacher
Performance Review

Teacher Performance Review

Instructions

Teacher:

1. Please complete the self-assessment portion of this review template, using the following as reference:

2. Please send this completed document to your manager by **your O3 at KSS.**

Manager:

1. Please reflect on your evaluation of this teacher's performance *before* receiving his/her self-assessment.

2. Use the self-assessment as *one* input into your evaluation of his/her performance and behavior. Your review of his/her results, of student work, and your ongoing observations provide an essential foundation for your review.

3. Complete your written evaluation for the teacher in advance of your review discussion. Please send him/her your written evaluation at least 24 hours before the meeting.

4. Conduct the review discussion, taking the time to recognize successful performance, to discuss any performance gaps, and to provide feedback on strengths and areas of growth. This discussion should feed future, ongoing conversations about performance and development.

For more detailed suggestions about conducting a performance review, please refer to the *Guide to Teacher Performance Reviews.*

Rating Scale

When rating performance goals, competencies, and overall performance, please use the following scale:

Below Expectation	Approaching Expectation	Met Expectations	Exceeded Expectations	Exemplary
1	2	3	4	5

*When rating performance goals, a 3 indicated that you have met the goal or are on track, at mid-year, to meet the goal. A 4 indicates that you have exceeded the goal or are on track to exceed it at mid-year. A 2 indicates that you have fallen just short of the goal or are on track to do so at mid-year. And a 1 indicates that you have fallen far short of the goal or are on track to fall far short of it at mid-year. Use NEI when you do not have observation data to support a rating.

The KIPP Framework for Excellent Teaching
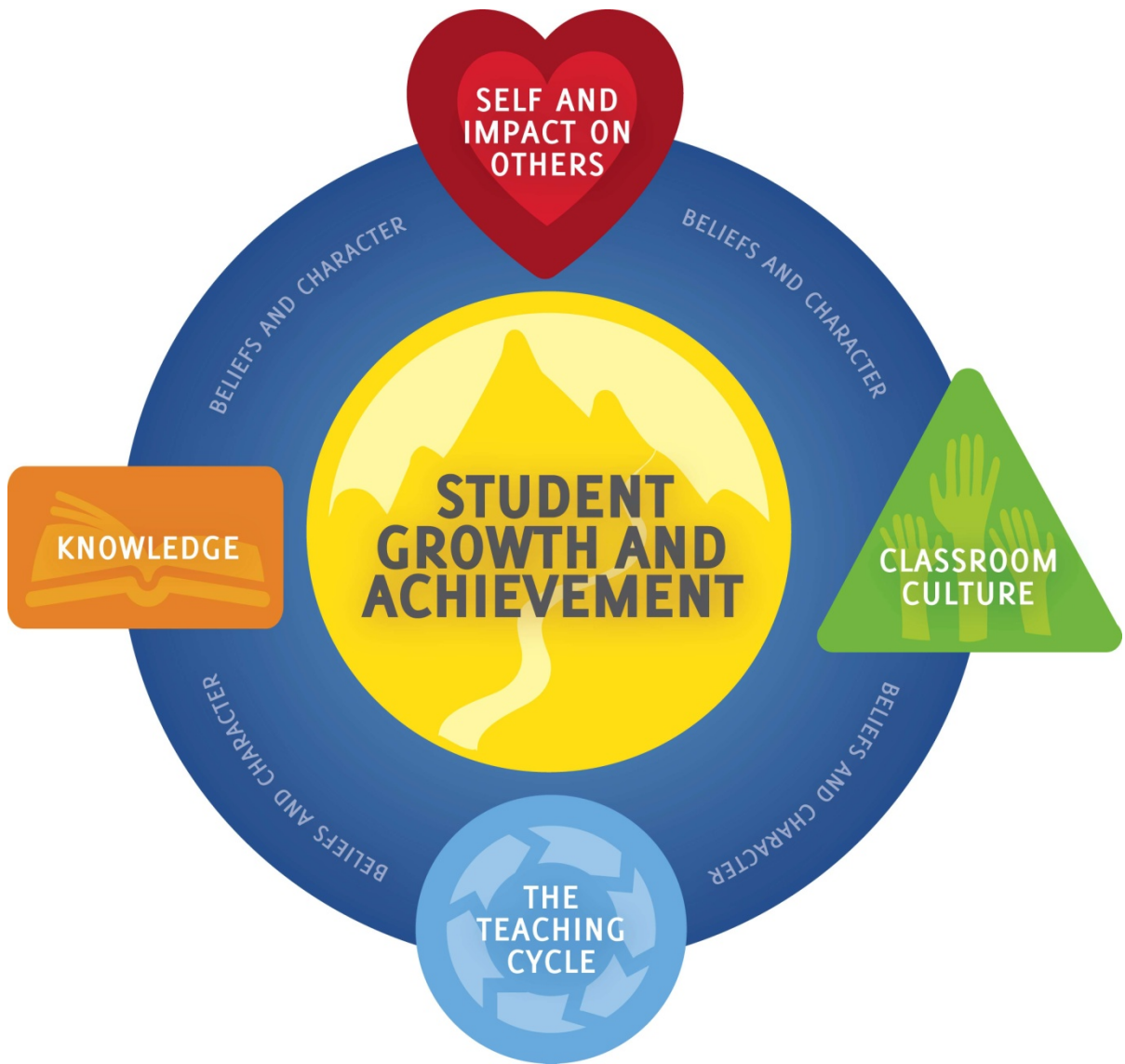
Ratings – Big Rocks: Performance Goals

Performance Goals *Please copy and paste your performance goals and rate each. Please add or delete rows as needed*	Mid Year Rating (1 – 5)	
	Self	
	Manager	
	Self	
	Manager	
	Self	
	Manager	
	Self	
	Manager	
	Self	
	Manager	

Ratings – Individual Development Plan (IDP): Teaching Competencies

Overview/Summary (complete at end of evaluation):

Elements of Excellent Teaching at KIPP *Please rate on each competency element (in **bold**). Refer to the* Framework for Excellent Teaching *for descriptions.*	Mid Year Rating (1 – 5)	
Beliefs and Character	Self	
	Manager	
Self and Impact On Others *Self-awareness and Self-adjustment, Continuous Learning, Building Relationships, Cultural Competence, Communication, Critical Thinking & Problem-solving*	Self	
	Manager	
Classroom Culture *Expectations, Engagement, Routines & Systems, Management & Discipline, Joy!*	Self	
	Manager	
The Teaching Cycle *Big goals, Long-term and Unit Planning, Lesson Planning, Rigor, Lesson Execution, Ratio, Pacing and Timing, Checking for Understanding, Assessment and Analysis*	Self	
	Manager	
Knowledge *Child Development, Content Knowledge, Literacy for Everyone, Differentiation*	Self	
	Manager	

Beliefs and Character

Beliefs

I believe that...

A. With effort and appropriate strategies, all children have what it takes to learn rigorous academic material. I have an unshakable belief in the potential of every child.

B. I am accountable for my students' learning despite external factors out of my control.

C. Success is measured by our short-term results and ultimately by the lives our kids choose to lead.

D. With unwavering diligence every problem that exists in a school can and should be solved.

E. Teaching is not finite. It requires continuous learning, reflection, and problem-solving, and requires that I constantly increase my repertoire, matching what is best for my students with the circumstances.

F. The whole school significantly affects student learning, so I will continuously seek to improve the school by building strong relationships with colleagues and families.

Self-rating begin-year	1	2	3	4	5
Self-rating mid-year	1	2	3	4	5
Manager rating mid-year	1	2	3	4	5

Character

An excellent KIPP teacher...

A. Demonstrates grit through challenges to ensure that all of her students learn and grow. She never gives up on students, and supports students in responding to life's challenges.

B. Approaches all aspects of life and teaching with zest, energetically giving his all.

C. Demonstrates love for students by building respectful, caring, professional relationships with them, keeping commitments, and making decisions with students' best interests in mind.

D. Uses her understanding of her own motives and emotions and those of others (social intelligence) to build strong relationships, create a welcoming, engaging learning environment, and to ensure that students learn.

E. Demonstrates self-control that supports a stable mood and follows through on all commitments.

F. Takes time to thank the students for hard work and results, the families for supporting their kids and colleagues for great teamwork, showing gratitude every day.

G. Expresses hope about his students' future thanks to their hard work, and expresses hope for the constant improvement of his own practice, the school, and the broader movement.

H. Brings humor to her relationships with students and colleagues and to her teaching to engage students and make learning fun.

I. Lives and models the school's values and norms.

Self-rating beg-year	1	2	3	4	5
Self-rating mid-year	1	2	3	4	5
Manager rating mid-year	1	2	3	4	5

Comments: Beliefs and Character

Self:

Manager:

❤️ Self and Impact on Others

Self-awareness and self-adjustment

An excellent KIPP teacher...
A. Demonstrates a growth mindset about self.
B. Monitors and maintains emotional composure even in difficult situations.
C. Seeks to understand how his tone, actions, and comments are perceived, and adjusts as needed.
D. Manages time and takes care of self so she can take care of students.

Self-rating beg-year	1	2	3	4	5
Self-rating mid-year	1	2	3	4	5
Manager rating mid-year	1	2	3	4	5

Building Relationships

A. Makes students, families, and colleagues feel known, loved, and valued in and out of the classroom.
B. Keeps commitments made to: students, families, and colleagues.
C. Engages in genuine conversations with colleagues and families to achieve common goals.

Self-rating beg-year	1	2	3	4	5
Self-rating mid-year	1	2	3	4	5
Manager rating mid-year	1	2	3	4	5

Cultural Competence

A. Considers cultural connections and differences between himself, students, families, and colleagues when making decisions.
B. Labels personal biases and seeks to overcome those biases.
C. Gains understanding of and respect for student culture, social context, and community in order to build relationships and drive learning.
D. Adjusts communication in order to improve connection with students, parents, and colleagues.

Self-rating beg-year	1	2	3	4	5
Self-rating mid-year	1	2	3	4	5
Manager rating mid-year	1	2	3	4	5

Comments: Self and Others

Self:

Manager:

Classroom Culture

Expectations
Excellent teaching means that the teacher:
A. Communicates four key messages to all students all of the time: 1) This is important; 2) You can do it with hard work; 3) I will not give up on you; and 4) We will help each other.
B. Actively develops a growth mindset in students: take risks, admit confusion, make and learn from mistakes,.
C. Clearly and repeatedly uses criteria for success to communicate what he wants students to accomplish and how he expects them to behave.
D. Upholds challenging but realistic expectations for performance and behavior by providing prompt, specific affirmations and adjusting feedback to students.
E. Constantly pushes student work toward college readiness.

Self-rating beg-year	1	2	3	4	5
Self-rating mid-year	1	2	3	4	5
Manager rating mid-year	1	2	3	4	5

Engagement
A. Utilizes engagement for the purposes of mastery and meaning.
B. Ensures that students are engaged with the task, the teacher, each other, and independently.
C. Seeks external indicators that the brain is on task at hand (i.e., nodding, tracking, note-taking, independent work.)
D. Constantly checks student engagement and appropriately adjusts the format and execution of the class to increase engagement.
E. Hooks students into the lesson in multiple ways, intellectually and emotionally.

Self-rating beg-year	1	2	3	4	5
Self-rating mid-year	1	2	3	4	5
Manager rating mid-year	1	2	3	4	5

Management and Discipline
A. Recognizes and addresses the root causes of student disruption or inattention.
B. Reacts with speed and decisiveness when behavior is disruptive or does not meet expectations. Promptly notes the behavior to the student and delivers the consequence.
C. Ensures consequences are logically connected to the behavior, fit the infraction, and that there are a range of consequences for any rule.
D. Uses a calm but firm and convincing tone when addressing inappropriate behavior.
E. Acknowledges expectations met and thanks students for exceeding expectations with positive consequences.
F. Uses confident, assertive body language to maintain respect and attention from students in and out of the classroom.

Self-rating beg-year	1	2	3	4	5
Self-rating mid-year	1	2	3	4	5
Manager rating mid-year	1	2	3	4	5

Joy!
A. Exudes a love of teaching and learning through facial expressions, tone, and actions.
B. Smiles and laughs regularly, and brings humor and zest to the work of teaching and learning.
C. Celebrates individual and group efforts and successes when students exceed academic, behavioral, and character expectations.

Self-rating beg-year	1	2	3	4	5
Self-rating	1	2	3	4	5
Manager rating mid-year	1	2	3	4	5

Comments: Classroom Culture
Self:
Manager:

Long-term and Unit Planning

A. Unpacks all state and college preparatory standards to be mastered, then backwards plans, sequencing them into manageable units of learning.
B. Designs and assesses goals, enduring understandings and essential questions, and objectives for each unit.
C. Creates and sequences objectives required to master the goals of the unit.
D. Develops or adopts assessments that indicate level of mastery of objectives for each student as the unit progresses, and at the end of each unit of study.

Self-rating beg-year	1	2	3	4	5
Self-rating mid-year	1	2	3	4	5
Manager rating mid-year	1	2	3	4	5

Lesson Planning

Excellent teaching means that the teacher...
A. Plans a daily objective that is achievable, rigorous, and measurable.
B. Chooses materials/explanatory devices, and demonstrates pacing, sub-grouping, before differentiation to meet objectives and needs of students.
C. Develops hooks (at different points in the lesson) that engage students in the lesson.
D. Designs opportunities for students to connect the lesson to prior knowledge.
E. Sets up multiple ways to assess student understanding and mastery.
F. Writes an aligned, interactive agenda that provides opportunities for introduction of new material, guided practice, and independent practice.
G. Plans dual-purpose

Self-rating beg-year	1	2	3	4	5
Self-rating mid-year	1	2	3	4	5
Manager rating mid-year	1	2	3	4	5

Rigor

A. Ensures that students "sweat" every day with an aim that is at the highest logical level for students, differentiated for all student groups.
B. Insists on all-the-way correct answers from students; does not accept partial answers.
C. Has a clear idea of what mastery or excellence looks like, differentiated for all student groups, and communicates the expectations for mastery clearly to all students.
D. Provides each student with structured, deliberate, and rigorous timely feedback on academic progress.
E. Uses questions to push students to apply knowledge in skills in ways up and down Bloom's Taxonomy.

Self-rating beg-year	1	2	3	4	5
Self-rating mid-year	1	2	3	4	5
Manager rating mid-year	1	2	3	4	5

Ratio

A. Lowers the ratio of student-teacher: student talk by fostering student dialogue and evaluating one another's ideas.
B. Develops cooperative learning and partner structures that allow for students to dialogue, debate, and create

without the teacher's presence.
C. Employs economy of language and action to maximize the amount of time students think and work.
D. Uses a variety of wait times to increase student talk and thinking.

Self-rating beg-year	1	2	3	4	5
Self-rating mid-year	1	2	3	4	5
Manager rating mid-year	1	2	3	4	5

Pacing and Timing

A. Moves students briskly from each part of the agenda to the next, with smooth transitions and a sense of urgency and purpose, maximizing each moment of instructional time.
B. Sets and communicates clear guidelines for how long activities will take, and uses timers or countdowns to keep up pace.
C. Adjusts lesson timing as appropriate to meet needs of all students.
D. Plans for periods of active and passive engagement.

Self-rating beg-year	1	2	3	4	5
Self-rating mid-year	1	2	3	4	5
Manager rating mid-year	1	2	3	4	5

Checks for Understanding

A. Checks for Understanding by using a variety of individual and whole group methods.
B. Asks a variety type of questions, moving students across the levels or Bloom's Taxonomy critical thinking.
C. Makes students explain, defend, and revise their answers, even when they are correct.
D. Checks for Understanding and mastery of the objective by all students throughout each lesson, using the data to correct misconceptions immediately and to inform what she will do next to help them learn.
E. Decisively responds to gaps in understanding, knowing whether to reteach the entire class or to target a smaller group of students within the class.

Self-rating beg-year	1	2	3	4	5
Self-rating mid-year	1	2	3	4	5
Manager rating mid-year	1	2	3	4	5

Assessment and Analysis

A. Creates or obtains a standards-aligned diagnostic, as well as formative and summative assessments to determine where students are in relation to the big goals.
B. Plans regular and unit assessments that are appropriately spiraled, scaffolded, and differentiated.
C. Assesses all students against learning objectives each day to inform teaching daily.
D. Communicates performance and progress to families.
E. Tracks and analyzes assessment data regularly to drive short and long-term planning, re-teaching and differentiation.

Self-rating beg-year	1	2	3	4	5
Self-rating mid-year	1	2	3	4	5
Manager rating mid-year	1	2	3	4	5

Comments: The Teaching Cycle

Self:

Manager:

Knowledge

Child Development

Excellent teaching means that the teacher...
A. Uses knowledge of children's cognitive development, cognition, and behavior to plan, motivate, engage, discipline, and teach.
B. Uses knowledge to support emotional needs of students and develop their ability to self-regulate.
C. Uses knowledge of the appropriate level of skills, knowledge, and language acquisition for students in the age range to develop effective plans.
D. Uses knowledge of how students in a particular age range form relationships, communicate, and interact with others to cultivate classroom community.
E. Uses his knowledge of child development to strike a balance in how he exercises authority and how he interacts with and engages students.

Self-rating beg-year	1	2	3	4	5
Self-rating mid-year	1	2	3	4	5
Manager rating mid-year	1	2	3	4	5

Differentiation

Excellent teaching means that the teacher...
A. Challenges students at their level and brings them to the level required to meet learning objectives and big goals for the class.
B. Varies teaching strategies, styles and activities (despite personal style preferences) to help all students master objectives.
C. Knows the learning styles, academic strengths and weaknesses of each individual student, and does not get hung up on categories or labels.
D. Plans questions, activities, and assignments that adequately spiral and differentiate by level of difficulty, depth, and learning style to ensure that all students master the objectives.
E. Uses independent practice and peer groupings to allow time in class to work with specific groups of students and individuals.
F. Pre-teaches skills to the lowest skilled students regularly and re-teaches learning objectives to specific students as needed.
G. Uses peer tutors and groups, other teachers, parents, and outside tutors for out-of-class remediation and

enrichment.
H. Provides lowest skilled students the time and/or other resources needed in and out of class to be successful.
I. Challenges the higher skilled students using independent practice and time in and out of class to tackle more challenging material.
J. Differentiates behavioral consequences.

Self-rating beg-year	1	2	3	4	5
Self-rating mid-year	1	2	3	4	5
Manager rating mid-year	1	2	3	4	5

Comments: Knowledge

Self:

Manager:

Performance and Development Overall Comments

Begin-Year Self Comments

What are your personal goals for the upcoming school year? What do you believe are your strengths in the area of self and others and what are your personal areas for growth?

Overall, how would you characterize your instructional strengths and areas for development using the language of the rubric? What are your personal instructional goals for the year?

Begin-Year Manager Comments

Please describe this staff member's strengths and areas for development in terms of self and others for the upcoming school year.

Please describe this staff member's instructional strengths and areas for development for the upcoming school year.

Next Steps (determined during meeting):

Mid-Year Self Comments

What goals would you characterize as "on track" at this point in the year, and why? What 1-2 beliefs and 1-2 character strengths do you bring to life daily to contribute to your successes? Which competencies or behaviors have contributed most to your success, and how have you leveraged them? Please be specific.

Which goals would you characterize as "not on track" at this point in the year, and why? What 1-2 beliefs and 1-2 character strengths do you struggle to bring to life, and hold you back from meeting your goals? Which competencies and behaviors do you need to focus on to better accomplish your goals? Please be specific.

Mid-Year Manager Comments

What goals would you characterize as "on track" for the teacher at this point in the year, and why?
Which beliefs, character strengths, competencies and behaviors have contributed most to that success, and how has he/she leveraged them? Please be specific.

Which goals would you characterize as "not on track" for the teacher at this point in the year, and why?
Which beliefs, character strengths, competencies and behaviors does he/she need to continue to focus on to better accomplish goals? Please be specific.

Next Steps (determined during meeting):

Overall Rating *Please rate overall performance, considering progress against goals and behaviors relative to beliefs, character strengths, and competencies. Performance on goals is typically weighted far more heavily overall.*

Mid-Year Rating (1 – 5)	
Manager	

Signatures

Teacher

I participated in discussion of this review with my manager on the date indicated. My signature indicates knowledge and understanding of the contents of this document and does not necessarily imply agreement or disagreement.

Signature:	
Date:	

Manager

I participated in discussion of this review with the Teacher above on the date indicated.

Signature:	
Date:	

Appendix 2.4.b.3.iii

2x2 Staff Member Feedback Template

STAFF MEMBER:
MARCH 2014

PART I. What are two things you are doing well in your work?

AREA	SPECIFIC EXAMPLES	ACTION STEPS
		This column will be completed during the debrief convo.

PART II. What are two things you could do better in your work?

AREA	SPECIFIC EXAMPLES	ACTION STEPS
		This column will be completed during the debrief convo.

PART III. What are two things your manager is doing well in his/her work with you?

AREA	SPECIFIC EXAMPLES	ACTION STEPS *This column will be completed during the debrief convo.*

PART III. What are two things your manager could do better in his/her work with you?

AREA	SPECIFIC EXAMPLES	ACTION STEPS *This column will be completed during the debrief convo.*

Appendix 2.4.b.3.iv

KIPP
Leadership Coaching

● LEADERSHIP
● COACHING

The Leadership Coaching program, designed for emerging and seasoned leaders, offers participants one-on-one coaching to develop the transformational skills and talents necessary for the urgent work they do in service to our students.

Leadership coaching, rooted in the KIPP Leadership Competency Model, Vital Behaviors, and an asset-based approach, is an integral component of the KIPP School Leadership Programs.

Frequently Asked Questions

WHO IS ELIGIBLE FOR LEADERSHIP COACHING?
Miles Family Fellows, Fisher Fellows, and Successor Leader participants are assigned to coaches during the programming year as part of their leadership development. Current school leaders, regional leaders, and executive directors may opt into the coaching program for a fee.

HOW DOES THE LEADERSHIP COACHING PROGRAM WORK?
Through consultation with the Senior Director of Leadership Coaching, leaders are matched with a coach who has mastery of the particular areas of identified needs. Participants and coaches engage in bi-weekly, 50-minute coaching calls that are confidential and non-evaluative. In addition, coaches offer resources targeted to individual participant's needs. Site visits are an additional component for Successor Leader and for leaders who opt into the Leadership Coaching program.

WHAT STRATEGIES ARE TYPICALLY USED IN THE COACHING PROGRAM?
Coaches work with leaders to set leadership development goals, then leverage their strengths to address challenges, solve problems and move toward transformation. Active listening, non-judgmental questioning, and practice of new skills are among consistent tools used by coaches to support leaders.

HOW DOES LEADERSHIP COACHING WORK AT KSLP SUMMER INSTITUTE?
Each participant is carefully matched with a Leadership Guide with whom she or he meets regularly throughout Institute to identify and address areas of leadership development, reflect on learning, and set goals and action plans to implement during the upcoming school year.

WHO ARE THE LEADERSHIP COACHES AND LEADERSHIP GUIDES?
Leadership Coaches and Leadership Guides are experienced and practicing KIPP and partner school leaders, executive directors, education scholars, and executive coaches.

WHAT ARE THE COSTS ASSOCIATED WITH LEADERSHIP COACHING?
Miles Family Fellows, Fisher Fellows, and Successor Leader participants receive coaching as part of their program tuition. The KIPP Foundation historically subsidizes half the costs for KIPP school leaders, executive directors, and regional leaders who opt into the program. Partner school participants pay full tuition.

HOW DO I FIND OUT MORE ABOUT THE LEADERSHIP COACHING PROGRAM?
To find out more about the coaching program, e-mail Linda Belans, Senior Director of Leadership Coaching, at lbelans@kipp.org.

Participant Reflections

"The coaching program through KSLP has easily been the most impactful professional development experience of my career. My coach sees me as the best leader and person that I can be and provides meaningful, strategic, and loving leadership to help make me my best self."

—MILES FAMILY FELLOW

"We have been so conditioned to solve problems by identifying what's wrong that assets-based coaching can feel unnatural and forced at first. However, a commitment to focusing on our strengths and the strengths of those on our team is not only the most transformational approach we can take, but the most human."

—KIPP EXECUTIVE DIRECTOR
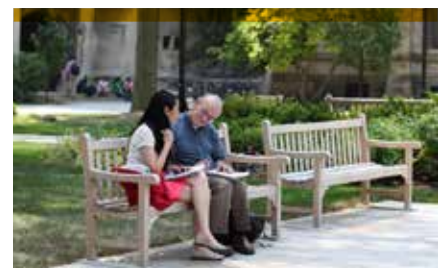
Appendix 3.1.a.1

Data System Diagram

KIPP Chicago Data Flows
Ideal State by EOY SY2014-15

Reporting & Analysis Layer

- Eduvant
- R
- KIPP IDEA
- API
- ODBC

SIS Layer (4 data stores)

- SFTP
- Infosnap
- Man.
- PowerSchool
- SFTP
- Illuminate DnA & ISI
- ODBC
- KIPP Silo

Ed Tech Layer (16 Student apps, 1 alumni app, 1 employee app)

- Clever
- Manual
- SFTP
- API
- Script

Ed Tech applications:
- Accelerated Reader
- Think Through Math
- NWEA MAP
- eSpark
- i-Ready
- Khan Academy
- FastForWord
- Brainworks
- Newsela
- History Alive
- Wordly Wise 3000
- Reading Assistant
- ST Math
- KTC DB (SalesForce)
- Unit Tests
- Weekly Test
- Exit Tickets
- Kickboard
- ADP

Key

Symbol	Description
Display	Display
Reports	Reports
External applications	
Reading	Reading
Math	Math
Other	Other
Internal applications	
SIS	SIS
Data Warehouse	Data Warehouse
Processes & Flows	
Automated	Automated
Manual	Manual
Paper/Doc	Paper/Doc
Roster	Roster
Analytical	Analytical

Appendix 3.1.a.2

KIPP Chicago
Start-Up Plan

KIPP Chicago Schools
School Start up Project Plan

Task	Start Dates	Deadline	Owner
Facilities			
Identify potential sites (and determine zoning designation of properties, if independent)	February-15	January-16	Design Team
File Building Permit Application & Upload Plans (if independent)	June-15	July-15	COO
Begin ZBA Hearing Process (if independent facility is zoned B, C, DC, DX or DS)	September-15	June-16	COO
Building Permit and Certificate of Occupancy inspections (if independent facility)	September-15	June-16	COO
Draft and agree on shared space agreement/MOU/ or lease		January-16	COO
Elect "Facility Services" as part of Lease Agreement with CPS (if co-sharing)		March-16	COO
Walk through new school to understand layout/determine and order necesasry refurbishments	February-16	March-16	COO
Determine additional security requirements (e.g., alarm system, gates, cameras, etc)	May-16	June-16	COO
Move-in Date: Receive master keys from the district and distribute		July-15	DOO
Order and install interior and exterior signs	July-16	August-16	DOO
All classrooms and spaces set up for Day 1	July-16	August-16	Principals
Finance & Budgeting			
Create a Year 0 budget and complete a four-year plan	February-15	August-15	Finance
Create year 1 budget	November-15	February-16	Finance
Revisit assumptions to ensure they are still valid and update accordingly	May-16	June-16	Finance
Conduct orientation for budget process and financial approvals	June-16	July-16	Finance
Marketing/Branding			
Select school name	July-15	September-15	Principals
Create logo	November-16	January-16	Principals
Add school to regional Web site	January-16	February-16	DOE
Order signs and banners	July-16	August-16	DOO
Create business cards for staff	July-16	August-16	DOO
Staff Recruitment and Selection			
Identify school leaders for Fisher Fellowship for KIPP #5 and KIPP Primary Expansion	Feb-15	Mar-15	CEO
Fisher Fellowship training program	Jul-15	Jul-16	Principals
Create school-specific staffing plan	August-15	October-15	Principals
Hire teachers, operations manager, office assistant, counselors, etc.	December-15	June-16	Principals
- Hire first teacher		December-15	Principals
- Complete teacher hiring		May-16	Principals
- Complete ops and support positions hiring		June-16	Principals
Create on-boarding plan for teachers and staff	April-16	May-16	Principals
Complete on-boarding of teachers and staff		July-16	Principals
Student Recruitment & Enrollment			
Create enrollment strategy plan	August-15	November-15	Principals
Create paper and online enrollment forms		November-15	CEM
Create student recruitment marketing materials	October-15	November-15	CEM
Post enrollment information online		December-15	CEM
Identify community events, attend school fairs, and host tours for student recruitment		Rolling	Principals
Meet target for student applications and enter application data		March-16	Principals
Prepare lottery spreadsheet, identify location, invite witness, etc		March-16	COO

Hold lottery		March-16	COO
Call parents to notify of acceptance and discuss options		March-16	Principals
Generate and send acceptance or waitlist letters		March-16	DOO
Create student enrollment registration documents	March-16	April-16	DOO
Schedule, plan, and condut student orientation	June-16	August-16	Principals
Collect registration documents	June-16	August-16	DOO
Keep track of all returned CTE forms		Rolling	DOO
Order uniforms	June-16	July-16	DOO
Accept students from waitlist		Rolling	COO
Health and Safety			
Develop a comprehensive emergency response plan	June-16	July-16	DOO
Establish fire, earthquake, intruder drill procedures and schedule drills	June-16	July-16	DOO
Provide emergency preparedness training to all personnel		July-16	DOO
Contracted Services			
Secure food service agreements		June-16	DOO
Add school to insurance policies		June-16	COO
Lease or purchase office equipment/copiers	May-16	June-16	DOO
School Systems, Procedures and Compliance Systems			
Establish a school calendar	January-16	May-16	Principals
Create and enter master schedule in PowerSchool	June-16	July-16	OM
Adapt existing student/parent handbook	March-16	July-16	DOO
Establish filing system for all student records	March-16	July-16	OM
Create policies and procedures manual for school	March-16	July-16	OM
Train DOO and Principal on all policies and procedures		August-16	COO
Grant Writing			
Apply for NGLC grant for KIPP #4	January-15	March-15	Dev Team
Design and launch fundraising plan for start-up/scale-up costs	August-15	October-15	Dev Team
Begin discussions with grantmakers about growth campaign		November-15	Dev Team
Apply for KIPP Foundation start-up funding (CSP, Walton)		April-16	Dev Team
Technology			
Design plan for personalized learning	August-15	March-16	Principals
Apply for e-rate		March-16	COO
Order computers/laptops/other hardware	June-16	July-16	COO
Set up internet service		July-16	DOO
Order Tech/Digital Content	June-16	August-16	Tech Coach
Complete tech training for teachers	July-16	August-16	Tech Coach

Appendix 3.1.b.1

Application, Registration, and Enrollment Forms

KIPP:Chicago
COLLEGE PREP PUBLIC SCHOOLS

ENROLLMENT INTEREST FORM

1. STUDENT INFO

Student's **First** Name

Student's **Middle** Name

Student's **Last** Name

Student's Gender

☐ Female   ☐ Male

Student's Date of Birth (Month / Day / Year)

/   /

Which school(s) is this application for?
You may choose more than one.

☐ KIPP Ascend Primary (North Lawndale)
☐ KIPP Ascend Middle (North Lawndale)
☐ KIPP Create College Prep (Austin)
☐ KIPP Bloom College Prep (Englewood)

Student's Current School

Grade the student is in **TODAY?**

Grade the student is going to **NEXT** year?

2. CONTACT AND PARENT INFO

Street Address

Apt # (if any)

City

State

ZIP Code

Email Address

Parent's **First** Name

Parent's **Last** Name

Relationship to Student (Example: Mother, Father)

Phone #1 (Best number to reach you.)

Phone #2

Phone #3

How did you hear about us?

☐ I am/know a current KIPP parent.   ☐ I am/know a former KIPP parent.   ☐ Parent Power Expo   ☐ Direct Mailing   ☐ Open House

☐ Recruiter/Street Team   ☐ Newspaper/Advertisement   ☐ Other:

3. SIBLING INFO

Does the student have a brother or sister **enrolled** in a KIPP Chicago school?

☐ Yes   ☐ No

If yes, what is the sibling's name?

Which campus does he/she attend?

☐ KIPP Ascend Primary   ☐ KIPP Create College Prep

☐ KIPP Ascend Middle School   ☐ KIPP Bloom College Prep

Does the student have a brother or sister who is also **applying** to a KIPP Chicago school?
Note: You must complete a separate application for each student.

☐ Yes   ☐ No

If yes, what is the sibling's name?

Which campus is he/she applying to?

☐ KIPP Ascend Primary   ☐ KIPP Create College Prep

☐ KIPP Ascend Middle School   ☐ KIPP Bloom College Prep

4. AGREEMENT

Submitting this application does not mean or guarantee that the student will be accepted. By completing this application correctly and notifying us of changes, we guarantee that you will be contacted if the student is accepted through our random lottery process. If the student is accepted because you submitted false, incorrect or misleading information, we may refuse to enroll the student.

By signing your name below and submitting this application, you are agreeing that the information you provided is true and correct.

Parent/Guardian Signature

Date (Month / Day / Year)

FOR OFFICE USE ONLY:
DATE APPLICATION RECEIVED:
TIME:

HOW TO APPLY

Apply Online

www.kippchicago.org/enroll

2015-2016 online application available December 1st.

Send by Mail

KIPP Chicago Schools
Attn: Enrollment
1945 S. Halsted Street, Suite 101
Chicago, IL 60608

Send by Fax

312-733-8163
(no cover sheet needed)

Once your application is submitted, wait to hear from us after the lottery or when a seat becomes available. Applications received after the February 6, 2015, deadline will be placed at the end of the waitlist. Please apply online or complete this paper application.

Tips:
1. Fill out all information. Print neatly and clearly so we can read it.
2. Verify that your student's date of birth and grade are correct.
3. Include working phone numbers only. Please give us more than one working phone number.
4. Include the apartment number if you live in an apartment and your 5-digit ZIP-code.
5. Inform us immediately if your address, phone numbers, or e-mail changes.
6. Collect your documents early (proof of address, birth certificate, immunization records, IEP, etc.).
7. Schedule your student's health physical in May or June. Every student is required to have a physical exam.
8. If you have a question, problem or concern – please contact us. We are here to help!

KIPP Chicago Schools will accept approximately 100 students into Kindergarten and 180 students into 5th grade. Children entering Kindergarten MUST have a birthdate on or before September 1, 2010, to qualify. There are no exceptions. KIPP Chicago Schools may accept a very limited number of students, if any, into grades 1-4 and 6-8. Please complete an application now but be mindful that we will not know how many seats are available for these grades until June.

KIPP schools are tuition-free, open-enrollment, college-preparatory public charter schools. Students are accepted regardless of background, academic record, or special education eligibility on a first-come, first-served basis. If more students apply than spaces are available, students are admitted by lottery.

THE LOTTERY

If KIPP Chicago Schools receives more applications than there are seats available, we will hold a random lottery as required by law. Your application must be received by February 6, 2015, in order to be included in the lottery. The lottery will be held on February 18, 2015. Applications received after the lottery deadline will be added to the waiting list on a first-come, first served basis. Once we complete the lottery on February 18, 2015, we will contact all families by mail, phone and/or e-mail by early March.

QUESTIONS AND ANSWERS

Please refer to our website for answers to frequently asked questions and other information. If you have a question, problem or concern – please contact us. We are here to help.

Phone:
773-619-8122

Fax:
312-733-8163

Email:
enroll@kippchicago.org

Online:
www.kippchicago.org

SCHOOL LOCATIONS

KIPP Ascend Primary
1440 S. Christiana
Chicago, IL 60623
Grades K-5

KIPP Ascend Middle School
1616 S. Avers, Door 8
Chicago, IL 60623
Grades 6-8

KIPP Create College Prep
4818 W. Ohio Street
Chicago, IL 60644
Grades 5-8

KIPP Bloom College Prep
5515 S. Lowe Ave
Chicago, IL 60621
Grades 5-7 (growing to 5-8)

SAVE THIS PAGE FOR YOUR RECORDS

It is your responsibility to ensure that we receive this application.

I submitted this application on *(Month / Day / Year)* _____ by: ☐ Mail   ☐ Fax   ☐ Dropped-off   ☐ Online   ☐ Phone

KIPP:Chicago
COLLEGE PREP PUBLIC SCHOOLS

Student Registration Record

Student Name: _____   Date: _____

- ☐ Authorization for Transfer and Release of Cumulative Records
- ☐ Home Language Survey
- ☐ Race and Ethnicity Survey
- ☐ Transportation Survey
- ☐ Emergency Contact Information and Permission for Emergency Care
- ☐ CPS Student Medical Information
- ☐ Proof of Age
- ☐ Proof of Residence – must live within Chicago city limits
- ☐ Immunization Records
- ☐ Certificate of Child Health Examination
- ☐ Emergency Action Plan (if required)
- ☐ Proof of School Dental Examination Form
- ☐ Eye Examination Report
- ☐ Meal Application

KIPP:Chicago

COLLEGE PREP PUBLIC SCHOOLS

Authorization for Transfer and Release of Cumulative Records

Parents: Please complete this form and return it to KIPP Chicago. We will submit this form to your student's current school in order to have the records transferred to KIPP Chicago.

The following student is being enrolled at a KIPP Chicago school for the 2015 – 2016 school year. Please project them in IMPACT by June 1, 2015. By law, we also need to obtain the student's cumulative records from his/her previous school.

	School Name	Address	Contact
☐	KIPP Ascend Primary	1440 S Christiana, Chicago, IL 60623 CPS Mail Run: 36	Phone: (773) 522-1261 Fax: (773) 522-1185
☐	KIPP Ascend Middle	1616 S Avers, Chicago, IL 60623 CPS Mail Run: 36	Phone: (773) 521-4399 Fax: (773) 521-4766
☐	KIPP Bloom College Prep	5515 S Lowe, Chicago, IL 60621 CPS Mail Run: 45	Phone: (773) 938-8565 Fax: (773) 783-6910
☐	KIPP Create College Prep	4818 W Ohio, Chicago, IL 60644 CPS Mail Run: 34	Phone: (773) 938-8553 Fax: (773) 287-4548

Printed Name of Parent:
Parent Signature:
Date:
Name of Student:
CPS ID Number:
Date of Birth:
Previous School Name:
Previous School Address:
Previous School Fax:
Previous School Phone:

Please send KIPP Chicago the following documents:
- Legible copy of birth certificate or other proof of age
- Legible copy of proofs of address
- Legible copy of current physical exam, dental exam, and immunization records
- All report cards and test scores on file
- All attendance and discipline reports

If the child receives special education services, please include the following:
- Most recent IEP and most recent confidential reports

Complete this Home Language Survey at the student's initial enrollment in Chicago Public Schools.
(This form must be kept in the student's folder.)

School: _____ **Room:** _____ **Unit:** _____ **Area:** _____

Student Name: _____ **Student ID No.:** _____

English

1. Is a language other than English spoken at home?

☐ No ☐ Yes _____ (Language)

2. Does the student speak a language other than English?

☐ No ☐ Yes _____ (Language)

_____

Home Language Code

Enter the appropriate language code (from the back of this form) on this line and in to IMPACT.

Spanish

1. ¿Se habla algún otro lenguaje que no sea ingles en el hogar?

☐ No ☐ Sí _____ (Lenguaje)

2. ¿Habla el estudiante un lenguaje que no sea el inglés?

☐ No ☐ Sí _____ (Lenguaje)

Polish

1. Czy językiem innym niż angielski mówi się w domu?

☐ Nie ☐ Tak _____ (język)

2. Czy uczeń mówi innym językiem niż angielski?

☐ Nie ☐ Tak _____ (język)

Chinese

1. 在家中是否說英語之外的一種語言﹖

☐ 否 ☐ 是 _____ (語言)

2. 該學生是否會說英語之外的一種語言﹖

☐ 否 ☐ 是 _____ (語言)

Arabic

١ - هل تتكلم في البيت بلغة اخرى غير اللغة الانجليزية ؟

( ) لا ( ) نعم ----------------- اللغة

٢ - هل ينكلم التلميذ لغة اخرى غير اللغة الانجليزية ؟

( ) لا ( ) نعم ----------------- اللغة

Bosnian/Croatian/Serbian

1. Da li se u kući govori na stranom jeziku (različitom od engleskog)?
[ ] NE [ ] DA _____ (jezik)

2. Da li učenik govori neki strani jezik (različit od engleskog)?
[ ] NE [ ] DA _____ (jezik)

Urdu

1کیا گھر پر انگریزی کے علاوہ کوئ اور زبان بولی جاتی ہے؟

( )ہاں ( )نہیں (_____)زبان

2کیا طالب علم گھر پر انگریزی کے علاوہ کوئ اور زبان بولتا ہے؟

( )ہاں ( )نہیں (_____)زبان

_____   _____
Signature of Parent/Guardian   Date   Signature of School Official   Date

Notes:

- The school staff who enrolls the student is required to obtain answers from the parent/legal guardian
- If the parent/guardian does nor speak English and the school does not have staff who speaks the parent/guardian's language, identify the language spoken by the parent/guardian through any assistance available in the school (including students).
- If exact name of the language cannot be determined, enter the code for "Other" (099) as a temporary entry. The exact language must be determined within two weeks after the enrollment. Assistance from Area Compliance Facilitators is available.
- If multiple languages are specified in response to either of the two questions, ask the parent/guardian for the language of his/her choice.

***For Language Code Lists, see back.

HOME LANGUAGE CODE LIST

LIST OF LANGUAGE CODE (Language Sequence)

CODE	LANGUAGE	CODE	LANGUAGE	CODE	LANGUAGE	CODE	LANGUAGE
001	SPANISH	035	RUSSIAN	072	MENOMINEE	119	KONKANI
002	GREEK	036	CEBUANO (VISAYAN)	073	CAMBODIAN (KHMER)	120	KRIO
003	ITALIAN	037	GUJARATI	074	LAO	121	KURDISH
004	POLISH	038	LATVIAN	075	SHONA	122	LINGALA
005	GERMAN	039	SIOUX (DAKOTA)	076	AFRIKAAN (TAAL)	123	LUGANDA
006	ALGONQUIN	040	NORWEGIAN	077	NEPALI	124	LUYIA (LUHYA)
007	SERBIAN	041	DANISH	078	MARATHI	125	LUNDA
008	KOREAN	042	ALBANIAN, CHEG	079	ONEIDA	126	YOMBE
009	PILIPINO (TAGALOG)		(KOSOSVO/MACEDONIA)	080	HAUSAN	127	OKINAWAN
010	ARABIC	043	COMANCHE	082	PIMA	128	ORIYA
011	JAPANESE	044	FINNISH	084	PUEBLO	129	ORRI (ORING)
012	FRENCH	045	SLOVAK	085	IBO	131	PASHTO (PUSHTO)
013	SAMOAN	046	SWAHILI	086	TELUGU (TELEGU)	132	SIKKIMESE
014	HINDI	047	TAIWANESE (FORMOSAN)	087	CHOCTAW	133	SINDHI
015	BURMESE	048	CREEK	088	WINNEBAGO	134	SINHALESE
016	YIDDISH	049	HAITIAN - CREOLE	090	YORUBA	135	SOTHO
017	LITHUANIAN		(049 AND 118 COMBINED)	091	MALTESE	137	TIBETAN
018	UKRANIAN	050	CHIPPEWA	093	ROMANY (GYPSY)	139	KACHE (KAJE, JJU)
019	HUNGARIAN	052	EWE	094	TAMIL	142	KPELLE
020	CZECH	053	PANJABI (PUNJABI)	095	HOPI	143	ILONGO (HILIGAYNON)
021	CANTONESE (CHINESE)	055	BULGARIAN	096	SLOVENIAN	144	EFIK
022	THAI	056	APACHE	097	CHEROKEE	146	MIEN (YAO)
023	PORTUGUESE	057	GAELIC (SCOTTISH)	098	CROW	147	CHADCHOW/TEDCHIU
024	SWEDISH	058	MACEDONIAN	102	GAELIC (IRISH)		(CHINESE)
025	ASSYRIAN	059	MALAY	103	AKAN (FANTE, ASANTE)	148	FUKIEM/HOKKIEN
	(SYRIAC, ARAMAIC)	060	MALAYALAM	104	TULUAU		(CHINESE) (Old 113)
026	ARMENIAN	061	NAVAJO	105	AMHARIC	149	HAINANESE (CHINESE)
027	ROMANIAN	062	INDONESIAN	107	BALINESE	150	SHANGAHI (CHINESE)
028	DUTCH/FLEMISH	063	KANNADA (KANARESE)	108	CHAMORRO	151	CROATIAN
029	HEBREW	064	ESTONIAN	111	ESKIMO	152	BOSNIAN
030	MANDARIN	065	FLEMISH	113	HAKKA (CHINESE)	153	ALBANIAN, TOSK
031	FARSI (PERSIAN)	066	KASHMIRI	114	WELSH	162	MAAY
032	TURKISH	067	BENGALI	115	GUYANESE	163	KRAHN
033	URDU	068	HIMONG	116	USE 049 (Haitian)	199	MONGOLIAN
034	VIETNAMESE	070	ICELANDIC	118	PAMPANGAN	099	OTHER

LIST OF LANGUAGE CODE (Language Sequence) IN ALPHABETICAL ORDER

CODE	LANGUAGE	CODE	LANGUAGE	CODE	LANGUAGE	CODE	LANGUAGE
076	AFRIKAAN (TAAL)	064	ESTONIAN	142	KPELLE	023	PORTUGUESE
103	AKAN (FANTE, ASANTE)	052	EWE	163	KRAHN	084	PUEBLO
042	ALBANIAN, CHEG	031	FARSI (PERSIAN)	120	KRIO	027	ROMANIAN
	(KOSOSVO/MACEDONIA)	044	FINNISH	121	KURDISH	093	ROMANY (GYPSY)
153	ALBANIAN, TOSK	065	FLEMISH	074	LAO	035	RUSSIAN
006	ALGONQUIN	012	FRENCH	038	LATVIAN	013	SAMOAN
105	AMHARIC	148	FUKIEM/HOKKIEN	122	LINGALA	007	SERBIAN
056	APACHE		(CHINESE) (Old 113)	017	LITHUANIAN	150	SHANGAHI (CHINESE)
010	ARABIC	102	GAELIC (IRISH)	123	LUGANDA	075	SHONA
026	ARMENIAN	057	GAELIC (SCOTTISH)	125	LUNDA	132	SIKKIMESE
025	ASSYRIAN	005	GERMAN	124	LUYIA (LUHYA)	133	SINDHI
	(SYRIAC, ARAMAIC)	002	GREEK	162	MAAY	134	SINHALESE
107	BALINESE	037	GUJARATI	058	MACEDONIAN	039	SIOUX (DAKOTA)
067	BENGALI	115	GUYANESE	059	MALAY	045	SLOVAK
152	BOSNIAN	149	HAINANESE (CHINESE)	060	MALAYALAM	096	SLOVENIAN
055	BULGARIAN	049	HAITIAN - CREOLE	091	MALTESE	135	SOTHO
015	BURMESE		(049 AND 118 COMBINED)	030	MANDARIN	001	SPANISH
073	CAMBODIAN (KHMER)	113	HAKKA (CHINESE)	078	MARATHI	046	SWAHILI
021	CANTONESE (CHINESE)	080	HAUSAN	072	MENOMINEE	024	SWEDISH
036	CEBUANO (VISAYAN)	029	HEBREW	146	MIEN (YAO)	047	TAIWANESE/FORMOSAN
108	CHAMORRO	014	HINDI	199	MONGOLIAN	094	TAMIL
147	CHADCHOW/TEDCHIU	068	HIMONG	061	NAVAJO	086	TELUGU (TELEGU)
	(CHINESE)	095	HOPI	077	NEPALI	022	THAI
097	CHEROKEE	019	HUNGARIAN	040	NORWEGIAN	137	TIBETAN
050	CHIPPEWA	085	IBO	116	USE 049 (Haitian)	104	TULUAU
087	CHOCTAW	070	ICELANDIC	127	OKINAWAN	032	TURKISH
043	COMANCHE	143	ILONGO (HILIGAYNON)	079	ONEIDA	018	UKRANIAN
048	CREEK	062	INDONESIAN	128	ORIYA	033	URDU
151	CROATIAN	003	ITALIAN	129	ORRI (ORING)	034	VIETNAMESE
098	CROW	011	JAPANESE	118	PAMPANGAN	114	WELSH
020	CZECH	139	KACHE (KAJE, JJU)	053	PANJABI (PUNJABI)	088	WINNEBAGO
041	DANISH	063	KANNADA (KANARESE)	131	PASHTO (PUSHTO)	016	YIDDISH
028	DUTCH/FLEMISH	066	KASHMIRI	009	PILIPINO (TAGALOG)	126	YOMBE
144	EFIK	119	KONKANI	082	PIMA	090	YORUBA
111	ESKIMO	008	KOREAN	004	POLISH	099	OTHER

Chicago Public Schools
Office of Language and Cultural Education

Race and Ethnicity Survey

Student's Name: School Name:
Gender: School ID:
Birth Date:

INSTRUCTIONS: Please answer the questions below.   Both questions must be answered.   Part A asks about the student's ethnicity and Part B asks about the student's race. If you decline to respond to either question, the school district is required to provide the missing information by observer identification.

Part A. Is this student Hispanic/Latino? (A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.) Choose only one.

   ☐ No, not Hispanic/Latino

   ☐ Yes, Hispanic/Latino

The question above is about ethnicity, not race. No matter which answer you selected, continue and respond to the question below by marking one or more boxes to indicate what you consider this student's race to be.

Part B. What is the student's race? Choose one or more.

   ☐ **American Indian or Alaska Native** (A person having origins in any of the original peoples of North and South America, including Central America, and who maintains tribal affiliation or community attachment.)

   ☐ **Asian** (A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.)

   ☐ **Black or African American** (A person having origins in any of the black racial groups of Africa.)

   ☐ **Native Hawaiian or Other Pacific Islander** (A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.)

   ☐ **White** (A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.)

This form is optional and is used only for statistical purposes. KIPP Chicago Schools are open to all students regardless of race, ethnicity, gender identity, socioeconomic status, learning ability, temporary living status, national origin, religion, or sexual orientation. We value a diverse and inclusive school environment.

KIPP:Chicago

COLLEGE PREP PUBLIC SCHOOLS

TRANSPORTATION SURVEY

Student's Name: _____

Please let us know how your student will be getting to and from school each day so that we can plan our supervision around arrival and dismissal.

Please check the box that applies to your student:

☐ Walker: My student will walk to and from school each day.

☐ Rider: My student will get a ride to and from school each day.

☐ CTA: My student will ride the CTA.

☐ Carpool: I am interested in carpooling with other parents. Please share my contact information with other families to help arrange this.

Parent/Guardian Name	
Primary Phone Number	
Student Home Address	

☐ Private Hired Transportation: I am paying a private company to bring my student to school.

Company Name	
Company Phone Number	

☐ Private Hired Transportation: I am interested paying a private company to bring my student to school. Please share my contact information with companies who are looking for customers.

Parent/Guardian Name	
Primary Phone Number	

Is there anything else we need to know about transportation for your child?

KIPP:Chicago

COLLEGE PREP PUBLIC SCHOOLS

Emergency Information and Permission for Emergency Care

Student's Name: _____   **Student's Birthdate:** _____

Parent/Legal Guardian #1

First Name: _____   Last Name: _____

Relationship to Student: _____   Home Phone: _____

Day/Cell Phone: _____   Email: _____

Parent/Legal Guardian #2

First Name: _____   Last Name: _____

Relationship to Student: _____   Home Phone: _____

Day/Cell Phone: _____   Email: _____

(If Needed) Parent/Legal Guardian #3

First Name: _____   Last Name: _____

Relationship to Student: _____   Home Phone: _____

Day/Cell Phone: _____   Email: _____

People authorized to pick-up child from the school and/or to contact <u>if you cannot be reached in an emergency.</u>

Emergency Contact #1

First Name: _____   Last Name: _____

Relationship to Student: _____   Phone: _____ Phone Type: _____

Emergency Contact #2

First Name: _____   Last Name: _____

Relationship to Student: _____   Phone: _____ Phone Type: _____

Emergency Contact #3

First Name: _____   Last Name: _____

Relationship to Student: _____   Phone: _____ Phone Type: _____

In case of sickness or accident, I hereby consent to have KIPP Chicago provide on-site first aid for minor, non-life threatening instances. For situations requiring additional medical intervention, I consent to the practice of having KIPP Chicago call upon emergency personnel to transport my child to the nearest emergency medical care facility, including those medical emergencies occurring during off-site activities. I understand that these services will be provided at my own expense. I understand that this authorization may include calling the physician named above, implementing his/her instructions, and proceeding with emergency care without first obtaining my consent.

Parent/Guardian Signature: _____   **Date:** _____

Physician's Name: _____   Physician's Phone Number: _____

Dentist's Name: _____   Dentist's Phone Number: _____

Student Medical Information – 2014/2015 School Year

INFORMATION MUST BE UPDATED AND SUBMITTED ANNUALLY FOR ALL STUDENTS

PLEASE PRINT ALL INFORMATION and RETURN FORM TO SCHOOL

SCHOOL: _____

Student Name: _____ Date of Birth: _____ Grade: _____ Homeroom: _____

In order to ensure the safety of your child during the school day, extracurricular activities, on any field trip, and when being transported by the Chicago Public Schools (CPS) we are asking you to please complete this form. For confidentiality purposes, this information will only be shared with relevant CPS staff.

Thank you for your cooperation in this important matter.

Please indicate with a check below if applicable:

☐ Food Allergies: (Type) _____

☐ Non-Food Allergies: (Type) _____

☐ Asthma

☐ Diabetes: Type 1 ☐   Type 2 ☐

☐ Seizures

☐ Other Medical Condition

_____

_____

☐ My child has no allergies, medical conditions and/or does not take any medications during school hours.

☐ Does your child have a primary healthcare provider (e.g., Doctor, Nurse Practitioner, Physician Assistant, etc.)   Yes ☐   No ☐

For any medical condition identified above which requires a prescribed medication be available and taken by your child during school hours, please include an *Action Plan (Emergency, Asthma, or Diabetes)* signed by a medical provider, which includes signs and symptoms of episode, what medication is to be given during school hours, including medication frequency, and any emergency procedures to be taken. You can request an Action Plan from your school nurse or your medical provider.

Parent Name (Please Print): _____   Date: _____

Parent Signature: _____

Phone number: _____

E-mail: _____

KIPP:Chicago
COLLEGE PREP PUBLIC SCHOOLS

Chicago Public Schools Elementary School Registration Checklist

Kindergarten Enrollment Eligibility: All children residing in the City of Chicago, who are 5 years old on or before September 1 of the current school year, are eligible for enrollment into a CPS Kindergarten program.

The parent, legal guardian, or temporary custodian of any elementary age child enrolling in a Chicago public school is required to submit proof of age and required medical records to the school. Research shows that healthy students have better attendance and perform better in school, academically. Children must have proof of required immunizations and health exams before October 15th, or they will face exclusion from school. Please remember that a healthy child is a healthy learner.

Proof of age
Includes, but is not limited to, any **ONE** of the documents listed below:
- Child's birth certificate
- Child's baptismal record
- Passport
- Court documents
- Medical records

Proof of current address
Includes, but is not limited to, any **TWO** of the documents listed below:
- Current utility bill
- Illinois driver's license or State of Illinois identification card
- Deed
- Employee identification number
- MediPlan/Medicaid card
- Court documents
- Illinois Department of Public Aid card
- Stamped United States Post Office change of address form
- Illinois state aid check/social security check

Physical examination requirements
All students must have a physical examination within one year of:
- Entering schools in the State of Illinois for the first time, at any grade level
- Entering kindergarten or 1st grade, 6th grade, and 9th grade (ages 5, 10, 15 for ungraded programs)
- Entering preschool, up to age 6 (physical exam and lead screenings)

Immunization requirements
- Diphtheria, Pertussis (Whooping Cough), Tetanus (DTP/Td)
- Inactivated Polio
- Measles
- Rubella
- Mumps
- Hepatitis B
- Varicella (Chicken Pox)
- Haemophillus Influenza, Type B (HIB)

Dental requirement
All students in Kindergarten, 2nd, and 6th grade must have a dental exam completed by a licensed dentist prior to May 15th of the current school year.

Vision Exam
All students new to the district and students entering Kindergarten must have a vision exam completed by a licensed physician or optometrist.

STATE OF ILLINOIS
DEPARTMENT OF HUMAN SERVICES
CERTIFICATE OF CHILD HEALTH EXAMINATION

Please Print

Student's Name			Birth Date	Sex	School		Grade Level /ID#
Last	First	Middle	Month/Day/ Year				

Address Street	City	ZIP code	Parent/ Guardian	Telephone # Home	Work

IMMUNIZATIONS: To be completed by health care provider. Note the mo/da/yr for *every* dose administered. The day and month is required if you cannot determine if the vaccine was given *after* the minimum interval or age. **If a specific vaccine is medically contraindicated, a separate written statement must be attached explaining the medical reason for the contraindication.**

VACCINE/DOSE	1 MO	DA	YR	2 MO	DA	YR	3 MO	DA	YR	4 MO	DA	YR	5 MO	DA	YR	6 MO	DA	YR
Diphtheria, Tetanus and Pertussis (DTP or DTaP)																		
Diphtheria and Tetanus (Pediatric DT or Td)																		
Inactivated Polio (IPV)																		
Oral Polio (OPV)																		
Haemophilus influenzae type b (Hib)																		
Hepatitis B (HB)																		
Varicella (Chickenpox)										Comments								
Combined Measles, Mumps and Rubella (MMR)																		
Measles (Rubeola)																		
Rubella (3-day measles)																		
Mumps																		
Pneumococcal (not required for school entry) Check specific type (PCV7, PPV23)	☐PCV7 ☐PPV23			☐PCV7 ☐PPV23			☐PCV7 ☐PPV23			☐PCV7 ☐PPV23			☐PCV7 ☐PPV23			☐PCV7 ☐PPV23		
Other (Specify hepatitis A, meningococcal, etc.)																		

Health care provider (MD, DO, APN, PA, school health professional, health official) verifying above immunization history must sign below.

Signature	**Title**	**Date**

Signature (If adding dates to the above immunization history section, put your initials by date(s) and sign here.)	**Title**	**Date**

Signature (If adding dates to the above immunization history section, put your initials by date(s) and sign here.)	**Title**	**Date**

ALTERNATIVE PROOF OF IMMUNITY
1. **Clinical diagnosis is acceptable if verified by physician.**   *(All <u>measles</u> cases diagnosed on or after July 1, 2002, must be confirmed by laboratory evidence.)

*MEASLES (Rubeola) MO DA YR   **MUMPS** MO DA YR   **VARICELLA** MO DA YR   **Physician's Signature**

2. **History of varicella (chickenpox) disease is acceptable if verified by health care provider, school health professional or health official.**
   Person signing below is verifying that the parent/guardian's description of varicella disease history is indicative of past infection and is accepting such history as documentation of disease.

Date of Disease	Signature	Title	Date

3. **Laboratory confirmation (check one)**   ☐ **Measles**   ☐ **Mumps**   ☐ **Rubella**   ☐ **Hepatitis B**   ☐ **Varicella**
   Lab Results   **Date** MO DA YR   **(Attach copy of lab report, if available.)**

VISION AND HEARING SCREENING DATA

Pre-school – annually beginning at age 3; School age – during school year at required grade levels

Date																				Code:
Age/Grade																				**P = Pass**
	R	L	R	L	R	L	R	L	R	L	R	L	R	L	R	L	R	L	R	L	**F = Fail**
Vision																					**U = Unable to test**
Hearing																					**R = Referred**

Code:
P = Pass
F = Fail
U = Unable to test
R = Referred
G/C = Glasses/ Contacts

Printed by Authority of the State of Illinois
(Complete Both Sides)

IL444-4737 (R-01-05)

Student's Name			Birth Date	Sex	School	Grade Level/ ID #
Last	First	Middle	Month/Day/ Year			

HEALTH HISTORY   **TO BE COMPLETED AND SIGNED BY PARENT/GUARDIAN AND VERIFIED BY HEALTH CARE PROVIDER**

ALLERGIES (Food, drug, insect, other)				**MEDICATION** (List all prescribed or taken on a regular basis.)			
Diagnosis of asthma?	Yes	No	Indicate Severity	Loss of function of one of paired organs? (eye/ear/kidney/testicle)	Yes	No	
Child wakes during the night coughing	Yes	No					
Birth defects?	Yes	No		Hospitalizations? When? What for?	Yes	No	
Developmental delay?	Yes	No					
Blood disorders? Hemophilia, Sickle Cell, Other? Explain.	Yes	No		Surgery? (List all.) When? What for?	Yes	No	
Diabetes?	Yes	No		Serious injury or illness?	Yes	No	
Head injury/Concussion/Passed out?	Yes	No		TB skin test positive (past/present)?	Yes*	No	*If yes, refer to local health department.
Seizures? What are they like?	Yes	No		TB disease (past or present)?	Yes*	No	
Heart problem/Shortness of breath?	Yes	No		Tobacco use (type, frequency)?	Yes	No	
Heart murmur/High blood pressure?	Yes	No		Alcohol/Drug use?	Yes	No	
Dizziness or chest pain with exercise?	Yes	No		Family history of sudden death before age 50? (Cause?)	Yes	No	

Eye/Vision problems? _____ Glasses ☐ Contacts ☐ Last exam by eye doctor _____
Other concerns? (crossed eye, drooping lids, squinting, difficulty reading)

Dental   ☐Braces ☐Bridge ☐Plate Other

Other concerns?

Ear/Hearing problems?	Yes	No		Information may be shared with appropriate personnel for health and educational purposes.
				Parent/Guardian Signature **Date**
Bone/Joint problem/injury/scoliosis?	Yes	No		

Entire section below to be completed by MD/DO/APN/PA   (*INDICATES TESTING MANDATED FOR STATE LICENSED CHILD CARE FACILITIES)

PHYSICAL EXAMINATION REQUIREMENTS   HEIGHT   WEIGHT   BMI   B/P

DIABETES SCREENING   BMI>85% age/sex Yes ☐ No ☐   And any two of the following: **Family History** Yes ☐   No ☐ **Ethnic Minority** Yes ☐ No ☐
Signs of Insulin Resistance (hypertension, dyslipidemia, polycystic ovarian syndrome, acanthosis nigricans)   Yes ☐ No ☐   **At Risk**   Yes ☐ No ☐

LEAD RISK QUESTIONNAIRE* Required for children age 6 months through 6 years enrolled in licensed or public school operated day care, preschool, nursery school and/or kindergarten.
Blood Test Indicated? Yes ☐ No ☐   **Blood Test Date**   **Blood Test Result**   (Blood test required in Chicago and other high risk zip codes.)

TB SKIN TEST   Recommended only for children in high-risk groups including children who are immunosuppressed due to HIV infection or other conditions, recent immigrants from high prevalence countries, or those exposed to adults in high-risk categories. See CDC guidelines.   **Date Read**   /   /   **Result**   **mm**

LAB TESTS *INDICATES TESTING MANDATED FOR STATE LICENSED CHILD CARE FACILITIES	Date	Results			Date	Results
Hemoglobin * or Hematocrit *				Sickle Cell * (as indicated)		
Urinalysis				Other		

SYSTEM REVIEW	Normal	Comments/Follow-up/Needs			Normal	Comments/Follow-up/Needs
Skin				Endocrine		
Ears				Gastrointestinal		
Eyes Normal Yes☐ No☐ Objective screening Yes☐ No☐ Result_____				Genito-Urinary		LMP
Amblyopia Yes☐ No☐ Referred to Opthalmologist/Optometrist Yes☐ No☐				Neurological		
Nose				Musculoskeletal		
Throat				Spinal examination		
Mouth/Dental				Nutritional status		
Cardiovascular/HTN				Mental Health		
Respiratory						

NEEDS/MODIFICATIONS required in the school setting

DIETARY Needs/Restrictions

SPECIAL INSTRUCTIONS/DEVICES   e.g. safety glasses, glass eye, chest protector for arrhythmia, pacemaker, prosthetic device, dental bridge, false teeth, athletic support/cup

MENTAL HEALTH/OTHER   Is there anything else the school should know about this student?
If you would like to discuss this student's health with school or school health personnel, check title: ☐ Nurse   ☐ Teacher   ☐ Counselor   ☐ Principal

EMERGENCY ACTION   needed while at school due to child's health condition (e.g., seizures, asthma, insect sting, food, peanut allergy, bleeding problem, diabetes, heart problem)?
Yes ☐ No ☐   If yes, please describe.

On the basis of the examination on this day, I approve this child's participation in   **(If No or Modified, please attach explanation.)**
PHYSICAL EDUCATION   Yes ☐   No ☐   Modified ☐   **INTERSCHOLASTIC SPORTS** (for one year)   **Yes ☐   No ☐   Limited ☐**

Physician/Advanced Practice Nurse/Physician Assistant performing examination

Print Name   **Signature**   **Date**

Address   **Phone**

(Complete both sides)

Emergency Action Plan

Student's Name: _____ **Date of Birth:** _____

Student's ID#: _____ **Grade:** _____ **Room/Teacher:** _____

Allergic to: _____

Asthmatic: Yes*☐ No ☐   * Higher risk for severe reaction

♦ STEP 1: TREATMENT ♦

Symptoms:

Give Checked Medication:
(To be determined by physician authorizing treatment)

		Give Checked Medication	
NONE:	If a food allergen has been ingested, but *no symptoms*	☐Epinephrine	☐Antihistamine
LUNG†:	shortness of breath, wheezing, or hacking cough	☐Epinephrine	☐Antihistamine
HEART†:	pale, blue, faint, weak pulse, dizzy, confused	☐Epinephrine	☐Antihistamine
THROAT†:	tightening of throat, hoarseness, or trouble swallowing	☐Epinephrine	☐Antihistamine
MOUTH:	itching, tickling, or swelling of lips, tongue and mouth	☐Epinephrine	☐Antihistamine
SKIN:	hives, itchy rash, swelling of the face or extremities	☐Epinephrine	☐Antihistamine
ABDOMEN:	nausea/ vomiting, abdominal cramps, or diarrhea	☐Epinephrine	☐Antihistamine
OTHER†:	_____	☐Epinephrine	☐Antihistamine

If reaction is progressing (several of the above areas affected), give: ☐Epinephrine   ☐Antihistamine

The severity of symptoms can quickly change. †Potentially life-threatening.

Dosage:

Epinephrine: inject intramuscularly (circle one)   EpiPen®   EpiPen®Jr.   Twinject™0.3mg   Twinject™0.15mg

Antihistamine: give (medication/dose/route)_____

Other: give (medication/dose/route)_____

♦ STEP 2: EMERGENCY CALLS ♦

1. Call 911: State that an allergic reaction has been treated, and additional epinephrine may be needed.

2. Call Dr. _____ at _____

3. Emergency contacts:

    Name/Relationship   Phone Number(s)

    a. _____ 1._____ 2. _____

    b._____ 1._____ 2. _____

    c._____ 1._____ 2. _____

EVEN IF PARENT/GUARDIAN CANNOT BE REACHED, DO NOT HESITATE TO MEDICATE OR TAKE CHILD TO MEDICAL FACILITY!

Parent/Guardian Signature _____ Date_____

Doctor's Name (Printed)_____ Phone # _____

Doctor's Signature _____ Date_____

              (Required)

Illinois Department of Public Health
PROOF OF SCHOOL DENTAL EXAMINATION FORM

To be completed by the parent (please print):

Student's Name:	Last	First	Middle	Birth Date: (Month/Day/Year) / /
Address: Street	City	ZIP Code		Telephone:
Name of School:		Grade Level:		Gender: ☐ Male ☐ Female
Parent or Guardian:		Address (of parent/guardian):		

To be completed by dentist:

Oral Health Status (check all that apply)

☐ Yes   ☐ No   **Dental Sealants Present**

☐ Yes   ☐ No   **Caries Experience / Restoration History** — A filling (temporary/permanent) OR a tooth that is missing because it was extracted as a result of caries OR missing permanent 1st molars.

☐ Yes   ☐ No   **Untreated Caries —** At least 1/2 mm of tooth structure loss at the enamel surface. Brown to dark-brown coloration of the walls of the lesion. These criteria apply to pit and fissure cavitated lesions as well as those on smooth tooth surfaces. If retained root, assume that the whole tooth was destroyed by caries. Broken or chipped teeth, plus teeth with temporary fillings, are considered sound unless a cavitated lesion is also present.

☐ Yes   ☐ No   **Soft Tissue Pathology**

☐ Yes   ☐ No   **Malocclusion**

Treatment Needs (check all that apply)

☐ **Urgent Treatment** — abscess, nerve exposure, advanced disease state, signs or symptoms that include pain, infection, or swelling

☐ **Restorative Care** — amalgams, composites, crowns, etc.

☐ **Preventive Care** — sealants, fluoride treatment, prophylaxis

☐ **Other** — periodontal, orthodontic

Please note_____

Signature of Dentist _____   Date _____

Address _____   Telephone _____
          Street   City   ZIP Code

Illinois Department of Public Health, Division of Oral Health, 535 W. Jefferson St., Springfield, IL 62761
217-785-4899 • TTY (hearing impaired use only) 800-547-0466 • www.idph.state.il.us

State of Illinois
Eye Examination Report

Illinois law requires that proof of an eye examination by an optometrist or physician who provides complete eye examinations be submitted to the school no later than October 15 of the year the child is first enrolled or as required by the school for other children. The examination must be completed within one year prior to October 15 of the year the child enters an Illinois school.

Student Name _____
(Last)   (First)   (Middle Initial)

Birth Date _____ Sex _____ Grade _____
(Month/Day/Year)

Parent or Guardian _____
(Last)   (First)

Phone _____
(Area Code)

Address _____
(Number)   (Street)   (City)   (ZIP Code)

County _____

To Be Completed By Examining Doctor

Case History

Date of Exam _____

Ocular History: ❑ Normal   or Positive for _____

Medical History: ❑ Normal   or Positive for _____

Drug Allergies: ❑ NKDA   or Allergic to _____

Other Information _____

Examination

Refraction:	Distance			Near
	Right	Left	Both	Both
Unaided Visual Acuity	20/	20/	20/	20/
Best Corrected Visual Acuity	20/	20/	20/	20/

Was refraction performed with cycloplegic agents?   ❑ Yes   ❑ No

	Normal	Abnormal	Not Able to Assess	Comments
External Exam (eye and adnexa)	❑	❑	❑	_____
Internal Exam (media, lens, fundus, etc.)	❑	❑	❑	_____
Neurological Integrity (pupils)	❑	❑	❑	_____
Binocular Function (stereopsis)	❑	❑	❑	_____
Accommodation and Vergence	❑	❑	❑	_____
Color Vision	❑	❑	❑	_____
IOP (glaucoma)	❑	❑	❑	_____
Oculomotor Assessment	❑	❑	❑	_____
Other _____	❑	❑	❑	_____

Diagnosis

❑ Normal   ❑ Myopia   ❑ Hyperopia   ❑ Astigmatism   ❑ Strabismus   ❑ Amblyopia

Other _____

State of Illinois
Eye Examination Report

Recommendations

1. Corrective Lenses: ❑ No ❑ Yes, glasses should be worn for:
               ❑ Constant Wear   ❑ Near Vision   ❑ Far Vision
               ❑ May Be Removed for Physical Education

2. Preferential seating recommended: ❑ No   ❑ Yes

   Comments _____

   _____

3. Recommend re-examination: ❑ 3 months   ❑ 6 months   ❑ 12 months
     ❑ Other _____

4. _____

5. _____

Print name_____
        Optometrist or Physician who provides eye examinations

Address _____

       _____

Phone _____

Consent of Parent or Guardian
I agree to release the above information on my child or ward to appropriate school or health authorities.
_____
(Parent or Guardian's Signature)
_____
(Date)

Signature _____   Date _____
     Optometrist or Physician who provides eye examinations

(Source: Amended at 32 Ill. Reg. _____, effective _____)

IISG08-1048

Appendix 3.2.a.1.i

Board Bylaws

BYLAWS

OF

KIPP CHICAGO SCHOOLS

Adopted: 7/25/ 2003

Last Amended: 3/13/2015

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KIPP CHICAGO SCHOOLS

BYLAWS

ARTICLE I
STRUCTURE

Section 1.1.   Structure. KIPP Chicago Schools (the "Corporation") is a not-for-profit corporation organized under the laws of the State of Illinois, which has a sole member within the meaning of the Illinois General Not For Profit Act, 805 ILL. COMP. STAT. 105/101.01 et seq. (the "Act"). The Articles of Incorporation of the Corporation (as amended from time to time, the "Articles of Incorporation") were filed in the office of the Secretary of State of the State of Illinois on April 7, 2003.

Section 1.2.   Purposes.   The Corporation is organized and is to be operated exclusively to carry out charitable and educational purposes, within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as now in effect or as may hereafter be amended (the "Code"), including, but without limitation thereon: (a) to operate one or more public charter schools in the State of Illinois; (b) to exercise all rights and powers conferred by the laws of the State of Illinois upon non-profit corporations, including, but without limitation thereon, to raise funds, to receive gifts, devises, bequests and contributions, in any form, and to use, apply, invest, and reinvest the principal and/or income therefrom or distribute the same for the above purposes; and (c) to engage in any other activity that is incidental to, connected with or in advancement of the foregoing purposes and that is within the definition of charitable and educational purposes of Section 501(c)(3) of the Code, provided, the powers of the Corporation shall never be inconsistent with the purposes of the Corporation stated above or the Constitution of the United States or the State of Illinois.

ARTICLE II
OFFICES

Section 2.1.   Principal Place of Business. The principal place of business of the Corporation shall be located in Chicago, Illinois, in the County of Cook. The Corporation may have such other offices, either within or without the State of Illinois, as the Board of Directors may determine or as the affairs of the Corporation may require from time to time.

Section 2.2.   Registered Office and Registered Agent. The Corporation shall have and continuously maintain in the State of Illinois a registered office and a registered agent whose office is the Corporation's registered office, as required by the Act. The registered office may but need not be identical with the principal office of the Corporation in the State of Illinois, and the address of the registered office may be changed from time to time by the Board of Directors in accordance with applicable law.

ARTICLE III
MEMBERS

Section 3.1.   Member.   The sole Member of the Corporation shall be KIPP, Chicago, an Illinois non-profit corporation.

Section 3.2.   Meetings of the Member.   A meeting of the Member shall be held annually on a date and at a place and time fixed from time to time by the Member for the approval of Directors and the transaction of other business. Special meetings of the Member, for any purpose or purposes, may be called by the President or Secretary of the Member upon written request of a majority of all of the Member's voting directors.

Section 3.3.   Notice of Meetings.   Notice of all meetings of the Member shall be given to the Member's board of directors in accordance with the Member's bylaws and the Act.

Section 3.4.   Approval of Directors.   Except as otherwise required by law, Directors of the Corporation shall be approved by the Member. Subsequent to the election of any Director by the Board of Directors, the Member shall vote to approve or veto each newly elected Director. The Member may authorize another person to act for it by proxy, which shall be revocable, in writing and signed by an authorized representative of the Member.

Section 3.5.   Dissolution or Resignation of the Member.   Upon dissolution or resignation of the Member, the Corporation's Board of Directors shall succeed to all the powers of the Member under the Articles of Incorporation of the Member and these Bylaws.

ARTICLE IV
BOARD OF DIRECTORS

Section 4.1.   Powers.   The business, affairs and property of the Corporation shall be managed and controlled by the Board of Directors, and all corporate powers shall be vested in and exercised by the Board, except as otherwise provided by law, the Articles of Incorporation or these Bylaws.

Section 4.2.   Number.   The number of Directors constituting the initial Board of Directors shall be three (3). Thereafter the number of Directors may be increased or decreased from time to time by amendment of these Bylaws in accordance with the provisions of Article VI, Section 6.4, provided that no decrease in the number of Directors shall have the effect of shortening the term of any incumbent Director and provided further that the number of Directors shall never be less than three (3). The Board of Directors shall include at least one (1) Director who is a representative from the KIPP Foundation. All Directors shall have voting rights.

Section 4.3.   Election and Term of Office.   The initial Directors shall be the persons named in the Articles of Incorporation who shall serve until the first annual meeting of the Board of Directors. Thereafter, Directors may be elected quarterly as determined by the Board during regular Board Meetings, and shall hold office for terms of two (2) years and until their successors are elected and qualified, or until their earlier death, resignation, or removal.

Section 4.4.   Removal. Any or all of the Directors may be removed with or without cause by a majority vote of the entire Board at any special meeting of the Board called for that purpose.

Section 4.5.   Resignation. Any Director may resign at any time by delivering written notice of his or her resignation to the Secretary or President of the Corporation. Such resignation shall become effective upon receipt thereof by the Secretary or President but the acceptance of such resignation shall not be necessary to make it effective.

Section 4.6.   Vacancies. Any newly created directorships and any vacancies of the Board of Directors, arising at any time and from any cause, may be filled by the Board of Directors at any meeting of the Board of Directors, subject to approval by the Member. Directors so elected and approved shall serve until the next annual meeting and until his or her successor is elected and qualified.

Section 4.7.   Meetings. The Board of Directors and the Corporation are subject to the provisions of Illinois law governing open meetings, 5 ILL. COMP. STAT. 120/1.01 et seq., and all meetings of the Board of Directors shall be held at the time and place provided in the notice prepared in compliance with the open meetings laws. The annual meeting of the Board shall be held in the month of August in each year, at a date, time and place fixed by the Board, for the election of officers and Directors and for the transaction of such business as may properly come before the meeting. Regular meetings of the Directors may be held at such time and place as shall from time to time be determined by the Board. Special meetings may be called at any time by the President or by the Secretary upon written request of a majority of all of the voting Directors. A majority of the Directors present, whether or not a quorum is present, may adjourn any meeting to another time and place.

Section 4.8.   Notice of Meetings. Notice must be given in accordance with Illinois' open meetings laws, 5 ILL. COMP. STAT. 120/1.01 et seq. Notice of a meeting need not be given to any Director who submits a signed waiver of notice whether before or after the meeting, or who attends the meeting without protesting prior thereto or at its commencement, the lack of notice to him or her. A majority of the Directors present, provided a quorum is present, may adjourn any meeting to another time and place.

Section 4.9.   Quorum and Voting. Except as otherwise provided by law, a majority of the entire Board, shall constitute a quorum for the transaction of business or of any specified item of business. Except as otherwise provided by law or these Bylaws, the vote of a majority of the Board of Directors present at the time of a vote, if a quorum is present, at such time shall be the act of the Board.

Section 4.10.   Participation by Conference Telephone or Similar Means. To the extent permitted by the Illinois Open Meetings Act, any one or more members of the Board or committee thereof may participate in a meeting of the Board or committee by means of a conference telephone or similar communication equipment allowing all persons participating in the meeting to hear each other at the same time. Participation by such meeting shall constitute presence in person at such meeting.

Section 4.11.   Committees. The Board of Directors, by resolution adopted by a majority of the entire Board, may designate from among its members an executive committee and other standing committees, each consisting of one or more Directors. The Board may designate one or more Directors as alternate members of any committee, who may replace any absent or disqualified member at any meeting of the committee. The President shall appoint the chairperson of each committee. To the extent permitted by the Illinois Open Meetings Act, any one or more members of such committee may participate in a meeting of the committee by means of a conference telephone or similar communications equipment by means of which all persons participating in the meeting can hear each other. Participation in a meeting by such means shall constitute presence in person at the meeting. Committee members shall maintain minutes of each meeting and shall file copies of the minutes with the corporate records. Such committees shall have all the powers delegated by the Board except that no committee shall have the power (a) to change the membership of, or to fill vacancies in, any committee of the Board, (b) to fix the compensation of Directors for serving on the Board or any committee of the Board, (c) to amend or repeal these Bylaws, or the Articles of Incorporation, or adopt any new Bylaws, (d) to adopt an agreement of merger or consolidation, (e) to recommend the sale, lease, or exchange of all or substantially all of the Corporation's assets and property to the membership, or (f) to exercise other powers specifically denied the committee by resolution of the Board of Directors or by law. Each committee and each member of each committee shall serve at the pleasure of the Board of Directors.

Section 4.12.   Compensation. Persons serving as Directors or members of a committee shall not receive any salary or compensation for their services as Directors or committee members; provided, however, that a Director or committee member shall be entitled to reimbursement for reasonable expenses incurred by him or her in carrying out his or her duties as a Director or committee member.

ARTICLE V
OFFICERS

Section 5.1.   Number. The officers of the Corporation shall be a President, Vice President, Secretary and Treasurer, and such other officers, if any, as the Board of Directors may from time to time appoint. Any two or more offices may be held by the same person, except the offices of President and Secretary, provided that no individual may act in more than one capacity where action of two or more officers is required.

Section 5.2.   Election and Term. All officers shall be elected by the Directors at their annual meeting and shall hold office for the term of one year. Each officer shall continue in office until his or her successor shall have been elected and qualified, or until his or her death, resignation or removal.

Section 5.3.   Resignation and Removal. An officer may resign by giving written notice of his or her resignation to the President or Secretary. A vacancy in the office of President shall be filled for the unexpired term by the Member. Any officer may be removed, with or without cause, by a majority vote of the Board of Directors. A vacancy in any of such remaining offices shall be filled for the unexpired term by a majority vote of the Board.

Section 5.4.   Employees and Other Agents. The Board of Directors may from time to time appoint such employees and other agents as it shall deem necessary, each of whom shall hold office during the pleasure of the Board, and shall have such authority, perform such duties and receive such reasonable compensation, if any, as the Board of Directors may from time to time determine.

Section 5.5.   President. The President shall be the chief executive officer of the Corporation, shall preside at all meetings of the Board of Directors, and shall have general charge and supervision of the administration of the affairs and business of the Corporation. He or she shall have the power to sign alone in the name of the Corporation all contracts authorized either generally or specifically by the Board of Directors, to execute and deliver other documents and instruments and to sign checks, drafts, notes and orders for the payment of money. The President shall also have such other powers and perform such other duties as the Board of Directors may from time to time prescribe.

Section 5.6.   Vice President. The Vice President shall, in the absence or disability of the President, perform the duties and exercise the powers of the President. The Vice President may have such powers and perform such duties as may be delegated thereunto by the President or prescribed by the Board of Directors.

Section 5.7.   Secretary. The Secretary shall be responsible for the maintenance of an accurate record of all the minutes of all meetings of the Board of Directors and of any committees of which a secretary shall not have been appointed by the Board in books to be kept for that purpose; serve or cause to be served all notices of the Corporation; be custodian of the records (other than financial); and perform all duties incident to the office of Secretary and such other duties as from time to time may be assigned to him or her by the Board. In the event of absence or disability of the Secretary, the Board of Directors may appoint an Assistant Secretary to perform the duties of the Secretary during such absence or disability.

Section 5.8.   Treasurer. The Treasurer shall keep or cause to be kept complete and accurate accounts of receipts and disbursements of the Corporation, and shall deposit all moneys and other valuable effects of the Corporation in the name and to the credit of the Corporation in such banks or depositories as the Board of Directors may designate. The Treasurer shall keep proper books of accounts and other books showing at all times the amount of the funds and other property of the Corporation, all of which books shall be open at all times to the inspection of the Board of Directors. The Treasurer shall submit a report of the accounts and financial condition of the Corporation at each annual meeting. He or she shall perform all duties incident to the office of Treasurer, and such other duties as shall from time to time be assigned by the Board. If required by the Board, the Treasurer shall give such security for the faithful performance of the Treasuer's duties as the Board may require.

ARTICLE VI
MISCELLANEOUS

Section 6.1.   Checks, Notes and Contracts. By Board action, the Board of Directors is authorized to select such depositories as it shall deem proper for the funds of the Corporation. The Board of Directors shall designate authorized signers from time to time. The following

positions are designated as Authorized Singers: Board President, Board Treasurer, Chief Operating Officer, Chief Academic Officer, and School Principals. All checks less than $10,000 will require one signature from the authorized positions, checks greater than $10,000 but less than $25,000 will require any two authorized signers, and checks greater than $25,000 must contain at least one board authorized signer in conjunction with an authorized staff position.

Section 6.2.   Office. The office of the Corporation shall be located at such place as the Board of Directors may from time to time determine.

Section 6.3.   Indemnification. The Corporation shall, to the extent required by law, and may, to the fullest extent now or hereafter permitted by law, indemnify any person made, or threatened to be made, a party to any action or proceeding by reason of the fact that he or she, his or her testator or intestate, was a Director, officer, employee or agent of the Corporation, against judgments, fines, amounts paid in settlement and reasonable expenses, including attorney's fees.

Section 6.4.   Amendments. These Bylaws may be amended at any meeting of the Board of Directors by a vote of the majority of the entire Board of Directors, provided the Member has approved such amendment.

Appendix 3.2.a.1.ii

Board Officer and Committee Job Descriptions

Board Member Position Description

Members of the Board of Directors must commit to supporting the school in each of the following ways:

1. Attend all meetings of the Board, which are approximately 2 hours in duration. Be accessible for personal contact and occasional unscheduled meetings/conference calls in between board meetings.

2. Provide leadership to board committees. Each board director is expected to serve as an active, ongoing member of at least one committee. This requires a number of meetings per year, plus individual committee task completion time.

3. Commit time to developing financial resources for the school. *This includes making a personally meaningful financial gift on an annual basis*, participating in the solicitation of other contributions, and supporting other development activities in a manner appropriate for board directors.

4. Responsibly review and act upon committee recommendations brought to the board for action.

5. Prepare in advance for decision-making and policy formation at board meetings; take responsibility for self-education on the major issues before the board.

6. Participate in the board director self-review process.

7. Participate in new board member recruitment, board development, and planning retreats.

8. In general, utilize personal and professional skills, relationships, and knowledge for the advancement of the school and the charter school movement at large.

Board Chair Responsibilities

Purpose

The Board Chair is the senior volunteer leader who presides at all meetings of the Board of Directors and other meetings as required. The Chair is an ex-officio member of all Committees of the school. The Board Chair oversees implementation of corporate policies and ensures that appropriate governing systems are established and maintained.

Key Responsibilities

- Works with the Principal, Board officers, and Committee Chairs to develop the agendas for Board of Director meetings and presides at these meetings.
- Appoints volunteers to key leadership positions, including Committee Chair positions.
- Supports annual fundraising goals with a financial contribution of personal significance and the cultivation and solicitation of other donations. Recognizes his or her responsibility to set this example for other board members.
- Works with the Board of Directors and school leadership in accordance with the bylaws, to establish and maintain systems for:
  - Planning the school's human and financial resources and setting priorities for future development.
  - Reviewing operational effectiveness and setting priorities for future development.
  - Controlling fiscal affairs.
  - Acquiring, maintaining, and disposing of property.
  - Maintaining a public relations program to ensure community involvement.
  - Ensuring a strong ethical standard.

Logistics

- The Chair is elected by the Board of Directors at each Annual Meeting in August. The length of the term is one calendar year.
- The Chair reports to the Board of Directors.
- The Chair supports the managerial role of the Executive Director.

Qualifications

- The Board Chair exhibits a strong commitment to the schools and its core values, an understanding of the school's objectives, organizational structure, and responsibilities of both paid and volunteer staff.
- The Board Chair has the ability to communicate effectively with a broad constituency.
- The Board Chair is an excellent facilitator.

Board Vice-Chair Responsibilities

Purpose
The Vice Chair of the Board of Directors is to preside and serve in the Board Chair's absence.

Key Responsibilities
In the Board Chair's absence, the Vice Chair will:
- ☐ Preside at meetings of Board of Directors
- ☐ Serve as a member of Standing Committees

Board Secretary Responsibilities

The Board Secretary shall:

- ☐ Certify and keep at the school office the original or a copy of the Board bylaws as amended or otherwise altered to date.
- ☐ Keep at the school office a book of minutes of all meetings of the Board of Directors and meetings of Committees. Minutes shall record time and place of meeting, whether regular or special, how called, how notice was given, the names of those present or represented at the meeting, the names of those Board members absent from the meeting, and the proceedings thereof.
- ☐ Ensure that all notices are duly given in accordance with the provisions of the bylaws or as required by open meeting law(s).
- ☐ In general, perform all duties incident to the office of the secretary and such other duties as may be required by law, by the Articles of Incorporation, or by bylaws, or which may be assigned to him or her from time to time by the Board of Directors.

The Board Secretary will be elected at the Annual Meeting in August and serve for a term of one calendar year.

Board Treasurer Responsibilities

Purpose
The Treasurer, jointly with the Board Chair, ensures that current records are maintained reflecting the financial condition of the school. Records to be monitored will include cash, outstanding advances, investments, accounts receivable and other assets, accounts payable, and fund balances (net assets).

Key Responsibilities
- Control all school funds.
- Participate in the preparation of the budget
- Serve as the Chair of the Finance Committee
- Ensure that accurate books and records are maintained
- Ensure that assets are protected and invested according to corporate policy
- Ensure that the school complies with corporate and statutory reporting requirements
- Ensure that comprehensive financial reports to the board are prepared in a timely and accurate manner
- Ensure that the complete records of the school are available to the individual(s) preparing the annual financial statements
- Performs all duties incident to the office of the treasurer
- Educate the full board about the school's finances and ensure that the full board completely understands the financial picture

Logistics
- The Treasurer is elected at the Annual Meeting in August and serves a term of one year.
- The Treasurer reports to the Board of Directors and supports the managerial duties of the Executive Director.
- The Treasurer is supported by the Finance Committee and the Business Manager.
- The Treasurer commits time as required to accomplish major duties.

Qualifications
- The Treasurer must display a commitment to the school and an understanding of the school's mission, principles, goals, services, and responsibilities and relationships of governance and management and paid and volunteer staff.
- The Treasurer must display an understanding of the schools' financial and human resources
- The Treasurer must display an understanding of the recordkeeping, accounting systems, and financial reports.
- The Treasurer must have an ability to work with the Business Manger accounting staff, and auditors as necessary.

Committee Chair Responsibilities

- ☐ Attend all Committee meetings
- ☐ Call and preside over meetings of the Committee
- ☐ Set the agenda for the Committee meetings
- ☐ Record decisions and recommendations made by the Committee
- ☐ Report the Committee's activities and recommendations to the full Board
- ☐ Invite the Principal and Board Chair to attend Committee meetings
- ☐ Work with the Principal and Board Chair to decide who should serve on the Committee
- ☐ Delegate responsibilities to other Committee members and encourage their full participation
- ☐ Evaluate the work of the Committee with other Committee officers, the Board Chair, and the Principal in concert with the organization's strategic plan
- ☐ Ensure that the Committee has a written job description which details the scope of work, length the Committee will be in operation, composition of the Committee (number of people and skills and qualifications desired)
- ☐ Ensure that clear, tangible goals are set for the Committee and approved by the Board

Finance and Audit Committee

Purpose

The primary purpose of the Finance and Audit Committee is to ensure that:
- The organization has the financial resources to achieve its mission
- The funds entrusted to the organization by the public and by its private donors are properly handled
- The organization fulfills its financial commitments to employees and service providers
- The organization fulfills its compliance requirements as set by GAAP, ISBE, and CPS
- The organization safeguards against risks

Responsibilities
- Review annual budget and make recommendations to the Board on its adoption, including comments on expense levels, revenue sources, capital asset investments, financing activities, contractual obligations, and adequacy of provision for reserves
- Advise Board regarding major spending, borrowing, lending, and other major financial actions
- Assist management with preparation and presentation of annual budget to Board
- Undertake an annual review of the long range financial objectives of the organization and their ability to sustain the organization and the accomplishment of its stated mission and programs. Report to Board annually on such objectives, including recommendations for revision as appropriate
- Review and oversee the financial policies and controls established by the staff
- Establish periodic budget tracking and reporting standards as are appropriate to the needs of the Committee and the Board
- Appoint the independent auditors to be engaged by the organization, establish the fees of the independent auditors, and receive the audit and required communications.
- Review the adequacy of the organization's internal controls and any related significant findings and recommendations of the independent auditors, together with management's responses thereto
- Acquire financial policy compliance monitoring data by internal report, in which management discloses compliance information to the Board; external report, in which an external disinterested third party auditor selected by the Board assesses compliance, and direct inspection, in which a designated member(s) of the Board assess compliance with the appropriate policy criteria
- Ensure the finance team is adequately staffed
- Ensure compliance with all reporting requirements that are set by governing institutions

Governance and Nominating Committee

Purpose

The primary purpose of the Governance and Nominating Committee is to:
- Ensure that the board has the proper structure and composition to support the needs of the organization
- Ensure that board members have the required expectations, job descriptions, information and education to fulfill their duties
- Ensure the board is continuously improving its effectiveness as a unit

Responsibilities

- Make recommendations regarding the size, composition, policies and operations of the Board, addressing, without limitation:
  - Governance structure (advisory boards, associate boards, etc.) and number of board members
  - Committee structure
  - Annual meeting calendar (frequency and topic areas)
  - Term limits
- Develop, disclose and manage a process for identifying, evaluating, recruiting and nominating new board member candidates.
  - Determine the desired qualifications and criteria for Board members, including skills, experience, qualities, desired diversity and the like
  - Conduct periodic needs assessment / gap analysis to assess the board's current composition and identify gaps
  - Develop job descriptions and expectations for board members
  - Draft a development plan for continuously cultivating new prospects
  - Oversee board candidate pipeline and contribute to search process, recruitment process and nomination / approval process
- Conduct an annual evaluation of the overall effectiveness of the Board and make recommendations for changes as appropriate in the spirit of continuous improvement
- Develop and recommend to the Board a set of corporate governance guidelines and keep abreast of developments with regard to corporate governance to enable the Committee to make recommendations to the Board in light of such developments as may be appropriate
- Oversee the development and implementation of an effective orientation program for new members of the Board as well as a process for continuing to educate all members on their responsibilities and knowledge needed to perform their duties effectively
- Ensure that meaningful management performance oversight and evaluations occurs on a regular basis and that ED and Board Chair succession plans are in place
- Ensure that Committee, in conjunction with Board Chair, develop ED evaluation framework and process

<u>Development Committee</u>

Purpose
The primary purpose of the Development Committee is to support the Executive Director and Development team in developing fundraising strategies and processes and to organize and lead the Board's role in supporting organization development efforts.

Responsibilities

- Works with the ED and staff to set strategy, policies and goals for fundraising for the current and future fiscal year(s)

- Develops policies, plans, procedures, and schedules for board involvement in fundraising

- Sets minimum guidelines for board member contributions and then solicits those contributions

- Assists the ED and staff in identification, evaluation and recruitment of potential donors (individuals, foundation and corporations)

- Assists the ED and staff in the solicitation of gifts, grants and other activities in connection with annual and other continuing development activities

- Assists the ED and staff in fostering partnerships with community organizations, nonprofit foundations and corporate entities that support education

- Familiarizes board members with stewardship "techniques"

Appendix 3.2.b.1.i

Board Member Forms

<u>**Role of a Board Member: Ben Chereskin**</u>

1. Please indicate whether you are currently or have previously served on the Board of a school or any non-profit organization:
   Yes   ☒
   No   ☐

   If yes, please list and describe:
   KIPP Chicago Schools

2. What is your understanding of the role of a Board member of a public charter, contract, or alternative school?

   The role of a public charter Board member is to ensure full compliance with relevant legal, regulatory, administrative requirements, provide effective governance support to and oversight of school leadership, ensure the proper fiduciary management of public funds received by the organization, help to provide appropriate supplemental financial resources to supplement public funding, ensure that the mission, strategy, policies, values and organization fulfill the objectives and commitments set forth in the charter authorization.

3. Why are you interested in serving as a member of a public charter, contract, or alternative school?

   Through my service, I seek to strengthen the opportunities for academic, professional and social advancement for children living in underserved communities within our city.

4. Why do you believe that you are qualified to serve as a Board member of a public charter, contract, or alternative school? What previous experience, skills, or background do you have that is relevant to serving on the Board of the proposed charter, contract, or alternative school?

   My qualifications include significant experience and expertise in the fields of governance, financial management, organizational development and strategic planning. In addition, in the course of my service to date as a board member, I have developed a working knowledge of how to apply these skills in the context of primary public school education.

4. What is your understanding of the school's mission, vision, educational philosophy and program?

   The mission of KIPP Chicago Schools is to create a network of schools that empower students with the character and academic skills necessary to succeed in top-quality high

schools and universities, to be happy in the competitive world, and to have a positive impact on their communities. Our vision is to dramatically improve the college matriculation and graduation rate for the students in Chicago. Our philosophy and program are built around KIPP's five pillars: high expectations, choice and commitment, more time, power to lead, and a focus on results.

5. As a Board member, how do you assess whether a school is (or is not) achieving its mission?

   We assess the school's performance through a variety of methods: 1) in-depth monitoring of our schools' performance against the metrics set forth in the CPS SQPR performance measurement system; 2) annual review of our schools' performance v-a-v the KIPP's Foundation's comprehensive annual Healthy Schools Assessment, and; 3) also by frequent, in depth reviews of critical performance metrics at each of our board meetings in the areas of *inter alia* student recruitment/attendance/retention, teacher recruitment/performance/retention, student academic achievement and growth, high school placement, college preparation/application/acceptance/matriculation/persistence and graduation.

6. Describe the role that the Board will play (or currently does play) in the school's operation.

   The board plays no direct, active role in the operation of our schools. Our role is reserved to those activities described in the response to Question 2 above.

7. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

   Were the Board to have any reasonable basis to believe that any of its members had acted unethically or not in the best interests of the school, the Board would immediately appoint an ad hoc group of disinterested members to undertake a thorough, rigorous investigation of such allegations with the assistance of the school leadership and/or third parties. In the event that any such Board member was determined to have such so acted, he/she would be removed from the Board. To the extent that such action constituted a violation of CPS policy, the Board would notify the relevant authority(s) within CPS.

<u>**Role of a Board Member: Ellen Sachs Alter**</u>

1. Please indicate whether you are currently or have previously served on the Board of a school or any non-profit organization:
   Yes   X
   No   ☐

   If yes, please list and describe:

   I am currently serving the KIPP Chicago Schools Board.

2. What is your understanding of the role of a Board member of a public charter, contract, or alternative school?

   As a member of the KIPP Chicago Schools Board, I serve as an ambassador for KIPP Chicago schools, collaborate with school leaders in my areas of professional expertise, work to generate philanthropic support, and monitor compliance with ethical and legal standards.

3. Why are you interested in serving as a member of a public charter, contract, or alternative school?

   I am proud to serve as a member of the KIPP Chicago Schools board to promote and assure excellent public school options for education in our city. My professional and personal values are completely aligned with those of the KIPP Chicago schools.

4. Why do you believe that you are qualified to serve as a Board member of a public charter, contract, or alternative school? What previous experience, skills, or background do you have that is relevant to serving on the Board of the proposed charter, contract, or alternative school?

   As a practicing child clinical psychologist, I work to support healthy the development of children, adolescents and families. Education and non-academic experiences in school are an enormously central part in a child's development of self.   I work to bridge a cohesive partnership between children, families and schools.

4. What is your understanding of the school's mission, vision, educational philosophy and program?

   The clearly stated and enacted mission of KIPP Chicago Schools is to "empower students with the character and academic skills necessary to succeed in top quality high schools and universities, to be happy in the competitive world, and to have a positive impact on their

communities." The vision is to provide outstanding education for more public school students in the city of Chicago to radically influence the high school and college graduation rates for Chicago students. In the near term, by 2020 we envision educating 4,000 students and maintaining support for success through college for 1,300 KIPP alumni. Simply stated, KIPP's philosophy is "Work Hard. Be Nice." The KIPP Chicago educational philosophy is built on the principle, and evidence, that every child can learn. The philosophy is centered on whole child experiences: cognitive, emotional, social, experiential, caring, committed to excellence.

5. As a Board member, how do you assess whether a school is (or is not) achieving its mission?

   The KIPP Chicago School board uses rigorous, data-based, clearly defined standards for assessing the extent to which our schools are achieving our mission, with both the CPS School Quality Rating Policy, and internal measures of educational effectiveness to evaluate:
   -Are we serving the children who need us?
   -Are our students staying with us?
   -Are KIPP students progressing and achieving academically?
   -Are KIPP alumni climbing the mountain to and through college?
   -Are we building a sustainable people model?
   -Are we building a sustainable financial model?

6. Describe the role that the Board will play (or currently does play) in the school's operation.

   The KIPP Chicago Board meets as a whole 4-6 times per year to review ongoing progress, performance and effectiveness of our schools, and to be responsive to the needs of the school leaders.

7. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

   If I had any concern about a situation in which I questioned a board member's action as being unethical or not in the best interest of the KIPP Chicago Schools I would not hesitate to bring my concern to the Board Chair and/or the Executive Director, both of whom I hold in the greatest esteem.

Role of a Board Member: Suzanne Campion

1. Please indicate whether you are currently or have previously served on the Board of a school or any non-profit organization:
    Yes   X
    No   ■
    If yes, please list and describe:

    I currently serve on the KIPP Chicago Schools Board and the Lurie Children's Hospital of Chicago Founders' Board.

2. What is your understanding of the role of a Board member of a public charter, contract, or alternative school?

    As a member of KIPP Charter Schools' Board my role, along with the rest of the Board, is to bring guidance to the senior leadership of the school(s) as needed; collaborate with them to set strategy and to achieve the goals of the organization. We help fulfill the mission of the school(s).

    It is incumbent upon us, as a thought partner, to provide resources through fundraising and other pro-bono services that the staff might not be able to access on their own. The Board serves as a resource, risk manager and as emissaries to the community.

3. Why are you interested in serving as a member of a public charter, contract, or alternative school?

    I have had a passion for improving the education of Chicago's children for years. I believe that having alternatives for families from which they can chose is right and fair. KIPP Charter Schools has proven itself to be a leader in education – it has and is educating kids better than many of our city's schools.

    For me it was not just being a part of any charter organization – it was being a part of THIS organization.

4. Why do you believe that you are qualified to serve as a Board member of a public charter, contract, or alternative school? What previous experience, skills, or background do you have that is relevant to serving on the Board of the proposed charter, contract, or alternative school?

I have been involved with Chicago's children in some way for more than 30 years. I know what effect a good education can have on the future of a child and that child's family and community. After a 24 year career in financial services, managing businesses and people, securitizing financials and evaluating operations, I spent the better part of a year, about 2 years ago, just studying education in Chicago.

I am now a consultant to the non-profit community helping organizations improve their operating efficiencies (not KIPP or other charters). I understand what an efficient and well-run organization looks like. KIPP does an outstanding job managing its infrastructure and I am pleased to be a part of the Board advising an extraordinary group running this organization.

4. What is your understanding of the school's mission, vision, educational philosophy and program?

The mission of KIPP Chicago Schools is to provide students with excellent academic opportunity and character development such that the opportunities they have upon High School graduation are only limited by their imagination. KIPP focuses on academic successes as well as on the total child: arts, sports, etc., character strengths, and ultimately on persistence through college.

We want KIPP students to be contributors to Chicago, more broadly to society, and to succeed in wherever they chose to plant themselves (largely, four year colleges and beyond).

It is our goal to provide this opportunity to 4,000 students in Chicago. To grow to this size will allow us to affect the Chicago college matriculation and graduation rate.

5. As a Board member, how do you assess whether a school is (or is not) achieving its mission?

I think all schools need to ask if they are serving a community in need of additional educational choices. KIPP takes enormous efforts to open or propose to open a school where it sees the greatest need.

Are the students' academic outcomes showing improvement and over time, exceeding the community averages? KIPP has demonstrated its ability to affect these outcomes. All of our schools are ranked Level 1 or 1+.

Are the students succeeding after they "leave" the school? Are they demonstrating the character and ability to continue on their path of success? KIPP students rank highly on both fronts.

Is the KIPP model sustainable both from a program standpoint and from an operational/financial standpoint? The schools' outcomes, structure and financials would all say "yes".

6. Describe the role that the Board will play (or currently does play) in the school's operation.

The Board meets 4-6 times a year. We focus on strategic and financial goals of the School. Every board member runs and/or sits on a committee focused on governance, finance or development. We are a governance board; there to set strategy with leadership, provide resources, advice and counsel, and to ensure the financial soundness of the organization.

7. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

I would immediately bring it to the attention of the Board Chair and expect that we would engage the Executive Director in developing an inquiry into the situation. KIPP also has the added benefit of exceptional leadership at the national Foundation level and I/we can get support from them if such an unlikely and difficult situation should occur.

Role of a Board Member   Mike Feinberg

1. Please indicate whether you are currently or have previously served on the Board of a school or any non-profit organization:

   Yes   ☑

   No   ☐

   If yes, please list and describe:

   Currently serving on the board of KIPP Chicago, KIPP Houston, and KIPP Foundation.

2. What is your understanding of the role of a Board member of a public charter, contract, or alternative school?

   To provide resources by fundraising and providing philantropic connections.

3. Why are you interested in serving as a member of a public charter, contract, or alternative school?

   Want to see more Chicago students go to and through college.

4. Why do you believe that you are qualified to serve as a Board member of a public charter, contract, or alternative school? What previous experience, skills, or background do you have that is relevant to serving on the Board of the proposed charter, contract, or alternative school?

   23 years of experience as a public school educator.

4. What is your understanding of the school's mission, vision, educational philosophy and program?

   Help underserved children learn the skills necessary to go to and through college.

5. As a Board member, how do you assess whether a school is (or is not) achieving its mission?

   Tracking all children's progress through college matriculation and graduation.

6. Describe the role that the Board will play (or currently does play) in the school's operation.

   The board does not play a role in operations. They are limited to governance.

7. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

   Support launching an investigation and if unethical behavior did surface, I will make a motion to remove member.

Role of a Board Member: April Goble

1. Please indicate whether you are currently or have previously served on the Board of a school or any non-profit organization:
   Yes   X
   No   ☐
   If yes, please list and describe:

   I currently serve on the board of KIPP Chicago Schools.

2. What is your understanding of the role of a Board member of a public charter, contract, or alternative school?

   The role of a Board member is to guarantee and oversee the strategic vision of the school. This entails supporting the development of leadership staff, monitoring progress toward organizational goals, providing resources, navigating relationships, mitigating financial and legal risks, and contributing to a healthy governance structure.

3. Why are you interested in serving as a member of a public charter, contract, or alternative school?

   My interest in serving as a Board member of KIPP Chicago Schools comes from personal experience. As the first person in my family to graduate from college, I understand and appreciate education's transformational power. I believe that all children should have access to a free, public school that prepares them for college. As a board member, I am able to work toward making this vision a reality for more students.

4. Why do you believe that you are qualified to serve as a Board member of a public charter, contract, or alternative school? What previous experience, skills, or background do you have that is relevant to serving on the Board of the proposed charter, contract, or alternative school?

   I have spent my entire career in public education and was a student at a public school in a low-income community myself. I have experience and have achieved results as a teacher, instructional coach, grade-level chair and principal.

4. What is your understanding of the school's mission, vision, educational philosophy and program?

Our mission is to empower students with the character and academic skills necessary to succeed in top-quality high schools and universities, to be happy in the competitive world, and to have a positive impact on their communities. We aspire to dramatically increase the number of students from Chicago who graduate from college. Our educational philosophy is built on KIPP's Five Pillars (More Time, High Expectations, Choice and Commitment, Power to Lead, Focus on Results). We are also concerned with personalizing instruction to meet the individualized needs of each student.

5. As a Board member, how do you assess whether a school is (or is not) achieving its mission?

    I work closely with our data team to monitor our progress against local and national benchmarks which include: SQRP; NWEA MAP national and KIPP Network norms; KIPP's Healthy Schools and Regions Survey; and local, national and KIPP Network high school graduation, college matriculation, and college completion rates.

6. Describe the role that the Board will play (or currently does play) in the school's operation.

    The board meets several times per year to review KIPP Chicago's progress toward annual and long-term strategic goals. The board also provides ongoing guidance and support to the management team.

7. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

    I would seek the counsel of my peers (i.e. fellow board members, the board chair, the KIPP Foundation). If necessary, I would be supportive of an investigation and possible dismissal of the board member.

Role of a Board Member: Jill Kidd

1. Please indicate whether you are currently or have previously served on the Board of a school or any non-profit organization:
   Yes ☐ X ☐
   No ☐
   If yes, please list and describe:

   I currently serve on the KIPP Chicago Schools board and previously served on the KIPP Ascend Charter School board.

2. What is your understanding of the role of a Board member of a public charter, contract, or alternative school?

   As a Board member, my roles and responsibilities are as follows.
   - Serve as a thought-partner on setting the strategy of the organization and ensure the organization executes the strategy.
   - Ensure the organization is in compliance with financial and legal matters, as well as ensuring the organization is meeting the terms of the charter
   - Provide leadership oversight and support leadership development
   - Help with required fundraising – e.g. donate money, help generate pro bono support and provide connections to other potential donors
   - Be an advocate for the organization
   - Self-assess the Board – ensure the Board is fulfilling its responsibilities, has strong membership and effective operations

3. Why are you interested in serving as a member of a public charter, contract, or alternative school?

   My parents instilled in me a great love of learning and the notion that education is the "great equalizer". I have seen the life-changing power of a great education and believe that all children, regardless of their ethnicity or zip code, deserve access to a world-class education. KIPP has a proven track record of successful educational outcomes and I believe in their educational philosophy and program.

4. Why do you believe that you are qualified to serve as a Board member of a public charter, contract, or alternative school? What previous experience, skills, or background do you have that is relevant to serving on the Board of the proposed charter, contract, or alternative school?

I have a strong business background having spent 9 years on the consulting staff of The Boston Consulting Group (BCG) and obtaining my MBA from Stanford University. My professional experience gives me deep knowledge of strategy development, financial analysis, budgeting and operational effectiveness. I currently am the Learning and Development Manager for the Chicago office of BCG, where my focus on adult professional development helps support one of the roles of the Board.

4. What is your understanding of the school's mission, vision, educational philosophy and program?

KIPP Chicago's mission is to create a network of schools that develops character and academic skills in our students that are necessary to succeed in top-quality high schools, colleges and the world.

At a high level, KIPP Chicago's educational philosophy is that all children will learn. This is accomplished through the Five Pillars
- Setting high expectations for students
- Commitment – parents, teachers and students sign a "Commitment to Excellence" which ensures that each will do whatever it takes to help the student learn
- More time – having an extended school day, week and year; spending more time on task in the classroom
- Giving school leaders / Principals the power to lead by giving them the decision-making power over school budgets and personnel
- Relentlessly focusing on student performance

In addition to the Five Pillars, KIPP Chicago helps its student develop the non-cognitive, or "character" strengths, which help students succeed (e.g. perseverance, self-control, zest, etc.).

KIPP Chicago's support of its students does not end when students graduate from KIPP. Our KIPP Through College personnel do whatever it takes to support students as they navigate high school, the college admissions process and their journey through college.

KIPP Chicago believes that teachers are the most important in-school factor contributing to student achievement. To this end, KIPP Chicago invests meaningfully in the professional development of its staff, leveraging the KIPP School Leadership Programs and the KIPP Framework for Excellent Teaching.

5. As a Board member, how do you assess whether a school is (or is not) achieving its mission?

The KIPP Chicago board uses two frameworks to assess our schools' performance. The first framework is the CPS School Quality Rating Policy to assess how KIPP schools are performing relative to the rest of the CPS schools. Our results are as follows:
- KIPP Ascend: Level 1+
- KIPP Create: Level 1+
- KIPP Bloom: Level 1

The second framework is the KIPP Six Essential Questions. Hard data for the following questions are shared with the Board.

- Are we serving the children who need us?
- Are our students staying with us?
- Are our students progressing and achieving academically?
- Are our alumni attending and graduating from college?
- Is KIPP Chicago building a sustainable people model?
- Is KIPP Chicago building a sustainable financial model?

6. Describe the role that the Board will play (or currently does play) in the school's operation.

   The Board meets 4 – 6 times a year to review and discuss the organization's progress toward the short-term and long-term goals and acts as a thought-partner with the management team. The Board also provides organizational oversight. Additionally, board members serve on committees, which provide ongoing support to the management team. The board's committees are: finance, development and board governance.

7. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

   If this situation occurred, I would raise the issue with the Board Chair and discuss how to best resolve the situation. If I could not raise the issue with the Board Chair, I would reach out to the Executive Director and / or the KIPP Foundation.

Role of a Board Member – Don Weiss

1. Please indicate whether you are currently or have previously served on the Board of a school or any non-profit organization:
   Yes   x☐
   No   ☐
   If yes, please list and describe:
   I currently serve on the board of KIPP Chicago

2. What is your understanding of the role of a Board member of a public charter, contract, or alternative school?
   1. Ensure that KIPP Chicago articulates a proper vision and strategy. 2. Oversee senior staff to ensure the organization achieves goals consistent with KIPP Chicago's vision and regulatory requirements. 3. Govern the Board to ensure it fulfills its responsibilities. 4. Help generate adequate resources, including through fundraising, so that KIPP Chicago may achieve its vision. 5. Act as an ambassador and advocate for KIPP. 6. Audit the organization's financial and regulatory compliance.

3. Why are you interested in serving as a member of a public charter, contract, or alternative school?
   Every child deserves a first rate education. KIPP Chicago makes college admission an achievable goal for the vast number of its students; students who would not have near as high a chance for this were KIPP not to exist. This is what drew me to the organization.

4. Why do you believe that you are qualified to serve as a Board member of a public charter, contract, or alternative school? What previous experience, skills, or background do you have that is relevant to serving on the Board of the proposed charter, contract, or alternative school?
   I have served successfully in board capacities for over 3 decades in both nonprofit and for profit worlds. Nonprofits include the Boys and Girls Clubs, The National Alliance for the Mentally Ill and Chicago Public Radio; for profits include Central Grocers, Inc., a $2 billion Illinois based grocery cooperative and my own real estate and retail companies. This work experience, combined with the education described in my resume and the wisdom communicated to me from the KIPP Foundation, have prepared me well for this position.

4. What is your understanding of the school's mission, vision, educational philosophy and program?
   KIPP's mission has been stated clearly, "The mission of KIPP Chicago Schools is to create a network of schools that empower students with the character and academic skills necessary to succeed in top-quality high schools and universities, to be happy in the competitive world,

and to have a positive impact on their communities." To fulfill these goals our vison is to build 10 schools by 2020 and serve over 4,000 college aspiring students per year.

KIPP's educational philosophy and program is built on five pillars: High Expectations, Choice and Commitment (students with their parents choose to attend and are committed to their own success), More Time, Power to Lead (by each school principal) and Focus on results.

At KIPP we are focused on excellence in terms of our students' performance, expectations for success after graduation and character. We also focus on the excellence of our educators through our selection process, training and continuous performance evaluation.

At KIPP Chicago, we are fortunate that through our national foundation we are able to give our graduates support in order to bolster their chances of completing, not just matriculating, to college.

5. As a Board member, how do you assess whether a school is (or is not) achieving its mission?
Our board uses the KIPP Six Essential Questions designed by the KIPP Foundation to assess our schools' effectiveness. Those six questions are: Are we serving the children who need us? Are our students staying with us? Are KIPP students progressing and achieving academically? Are KIPP alumni climbing the mountain to and through college? Are we building a sustainable people model? Are we building a sustainable financial model?

The Board also uses CPS's SQRP to assess our performance relative to the rest of the Chicago Public Schools.

Our results have been very strong, our most recent SQRP ratings – KIPP Ascend and Create Level 1+, KIPP Bloom Level 1. Last year 87% of our graduates matriculated to college after graduating from high school.

6. Describe the role that the Board will play (or currently does play) in the school's operation.
In order to fulfill the responsibilities described in #2 we meet as a full board 4 to 6 times a year. Additionally board members serve on committees, contribute financially, fund raise beyond themselves and spread the KIPP message throughout the community.

7. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
I would inform the Board's Chair, Executive Director and the KIPP Foundation as appropriate. If those parties were not responsive in a timely fashion I would also notify governmental and regulatory officials as appropriate.

Appendix 3.2.b.1.ii

Board Member Economic Interest Forms

Chicago Public Schools (CPS)
Office of Innovation and Incubation
2014 New Schools' Request for Proposal (RFP)
Board Member Statement of Economic Interests Form

Instructions

All proposed or existing Board members who have been identified by the time of submission of Tier 1 or 2 materials must complete this statement in its entirety. If you need extra space to complete your answers, please submit additional pages with this form. Should your charter, contract, or alternative school be approved to open by the Chicago Board of Education, all Board members will be required to complete this form as a Readiness to Open Standard prior to school opening.

Definitions

A. **Board:** means the Board of your proposed charter or contract school

B. **Economic Interest:** means that a proposed or existing Board member or his or her spouse, domestic partner, partner to a civil union, relative, or a member of his or her household:
1. is the proprietor of a sole proprietorship;
2. owns a five percent or greater interest of any class of stock of a corporation by vote or value; partnership; form; enterprise; franchise; organization; holding company; joint stock company receivership; trust (or beneficial interest in a trust); or any Legal Entity organized for profit;
3. is an officer or director of a for-profit corporation, general or managing partner of a partnership, or the trustee of a trust;
4. owns any interest as a result of which the owner currently receives or is entitled to receive in the future more than $2,500.00 per year; or
5. owns any interest with a cost of present value of $5,000.00 or more.

C. **Employee:** an "employee" includes principals and all other employees of the proposed charter or contract school, regardless of classification and regardless of whether employed on a full time or part time basis.

D. **Entity:** means any individual, corporation, proprietorship, partnership, firm, association, trade union, trust, estate and/or group, as well as parent, or subsidiary of any of the listed entities, whether or not operated for profit.

E. **Not for profit:** means establishing, maintaining or Doing Business for purposes other than making a profit.

F. **Relative:** means a Person who is a Spouse, Domestic Partner, Partner to a Civil Union, child, step-child, parent, step-parent, grandparent, grandchild, sibling, step-sibling, half-sibling, parent-in-law, brother-in-law, sister-in-law, son-in-law, daughter-in-law, aunt, great-aunt, uncle, great-uncle, niece, nephew, or first cousin and shall include any similar relationship created by blood, legal adoption, in loco parentis status, marriage, Domestic Partnership, Partnership to a Civil Union, or parenting relationship.

G. **Stipend:** refers to a fixed sum of money paid periodically or on a one-time basis.

General

1. When did/will your term as a Board member start?

September 18, 2012

2. Are you or have you been an employee, vendor, contractor or consultant to the Chicago Board of Education, including any school or Department/unit?

Yes
No   X

If yes, where have you worked? _____

What is/was your job title? _____

What are/were your dates of service? _____

Nepotism

1. Are or will any of your Relatives be employed at the proposed school?

Yes
No   X

If yes, when were they hired or will be hired? _____

Please list their name(s), relationship(s) to you, date(s) of employment and job title(s): _____

2. Have you ever requested or advocated for the hiring of your Relative at the proposed charter or contract school?

Yes
No   X

If yes, describe the circumstance: _____

3. Are any of your Relatives working or planning to work at the proposed charter or contract school individually (i.e. as a consultant) or through an outside Entity?

Yes
No   X

If yes, list the name(s) of the Relative, their relationship(s) to you and the name(s) of their employer: _____

Economic Interests/Conflicts of Interest

1. Do you or any of your Relatives have any Economic Interest in any contract, work or business of your school?

Yes   X
No

If yes, and you have an Economic Interest outside of your duties as a proposed or existing Board member, please list the name of the entity in which you have such interest, describe the type of business, and identify the ownership interest(s):

I serve on the Board of Directors for CDW. Whenever business related to CDW arises with KIPP, I make the Board aware of my relationship with CDW and recuse myself.

If yes, and your Relative has the Economic Interest in any contract, work or business of the school, please list the Relative's name(s), your relationship(s), the name of the entity, describe the type of business, and identify the ownership interest(s): _____

2. Do you or any of your Relatives have any Economic Interest in any sale, purchase or lease of any item paid for by the school or with school funds?

Yes   X
No

If yes, and you have the Economic Interest, please identify the Economic Interest and list the item(s):

I serve on the Board of Directors for CDW. Whenever business related to CDW arises with KIPP, I make the Board aware of my relationship with CDW and recuse myself.

If yes, and your Relative has the Economic Interest, list the Relative's name(s) and relationship(s) to you, Economic Interest and the item(s): _____

3. Are you or any of your Relatives acting as a paid officer, director, associate, partner, employee, proprietor or advisor to an Entity deriving income from your school?

Yes   X
No

If yes, and you are acting in such capacity, list the Entity name, address and type of Entity:

I serve on the Board of Directors for CDW. Whenever business related to CDW arises with KIPP, I make the Board aware of my relationship with CDW and recuse myself.

If yes, and your Relative is acting in such a capacity, list the Relative's name(s) and relationship(s) to you, the Entity name, address, and type of Entity: _____

4. Have you or any of your relatives provided or do you plan to provide goods or services to your proposed school, including professional services for fees?

Yes
No   X

If yes, and you have provided such goods or services, please describe the nature of the good or service provided: _____

If yes, and a Relative has provided such goods or services, provide the name of the Relative(s) providing the good or service, their relationship to you, and the nature of the good or service provided: _____

5. Do you, a Spouse, Domestic Partner, or Partner to a Civil Union sit on the Board of a Not-for-Profit entity which donates funds or services to any school at which you serve?

Yes
No   X

If yes, please describe: _____

Gifts

1. Have you or any of your Relatives accepted any gift (anonymous or otherwise), loan, favor or promise of future employment in return for any official action on your part as a proposed Board member?

Yes
No   X

If yes, please describe: _____

2. Have you or any of your Relatives received any of the following gifts from someone with an Economic Interest in your proposed school's business:

Cash of any amount?
Yes
No   X

An item or service valued at more than $50?
Yes
No   X

Several items or services from one source valued at over $100?
Yes
No   X

If yes, please list the gift, amount and source: _____

3. Have you accepted any food, entertainment, service or other thing of value over $50 (or $100 cumulative from any one source) from any entity soliciting work or business from your proposed school or from an entity that has done or plans to do work with your proposed school?

Yes
No   X

If yes, please explain the circumstances and name the service or item of value (i.e. food, entertainment, etc.): _____

Additional Considerations

1. Please affirm that you have read the school Board's bylaws and conflict of interest policies (Code of Ethics).

I affirm X

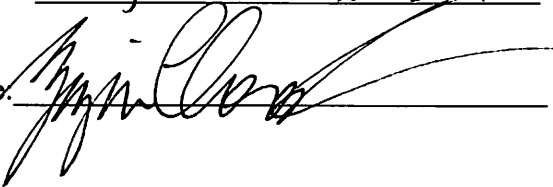2. Please list any other disclosures you wish to make.

If yes, please explain: _____

Verification

I declare that this Statement of Economic Interests, including any accompanying pages, is a true, correct and complete statement of my interests, to the best of my knowledge and belief.

Print Name: _Benjamin D. Chereskin_   Date: _04/06/15_

Signature: _____   School: _KIPP Chicago Schools_

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Chicago Public Schools (CPS)
Office of Innovation and Incubation
2014 New Schools' Request for Proposal (RFP)
Board Member Statement of Economic Interests Form

</div>

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   1. is the proprietor of a sole proprietorship;
   2. owns a five percent or greater interest of any class of stock of a corporation by vote or value; partnership; form; enterprise; franchise; organization; holding company; joint stock company receivership; trust (or beneficial interest in a trust); or any Legal Entity organized for profit;
   3. is an officer or director of a for-profit corporation, general or managing partner of a partnership, or the trustee of a trust;
   4. owns any interest as a result of which the owner currently receives or is entitled to receive in the future more than $2,500.00 per year; or
   5. owns any interest with a cost of present value of $5,000.00 or more.
C. **Employee:** an "employee" includes principals and all other employees of the proposed charter or contract school, regardless of classification and regardless of whether employed on a full time or part time basis.
D. **Entity:** means any individual, corporation, proprietorship, partnership, firm, association, trade union, trust, estate and/or group, as well as parent, or subsidiary of any of the listed entities, whether or not operated for profit.
E. **Not for profit:** means establishing, maintaining or Doing Business for purposes other than making a profit.
F. **Relative:** means a Person who is a Spouse, Domestic Partner, Partner to a Civil Union, child, step-child, parent, step-parent, grandparent, grandchild, sibling, step-sibling, half-sibling, parent-in-law, brother-in-law, sister-in-law, son-in-law, daughter-in-law, aunt, great-aunt, uncle, great-uncle, niece, nephew, or first cousin and shall include any similar relationship created by blood, legal adoption, in loco parentis status, marriage, Domestic Partnership, Partnership to a Civil Union, or parenting relationship.
G. **Stipend:** refers to a fixed sum of money paid periodically or on a one-time basis.

General

1. When did/will your term as a Board member start?

September 18, 2012

2. Are you or have you been an employee, vendor, contractor or consultant to the Chicago Board of Education, including any school or Department/unit?

Yes ☐
No X

If yes, where have you worked?

What is/was your job title?

What are/were your dates of service?

Nepotism

1. Are or will any of your Relatives be employed at the proposed school?

Yes ☐
No X

If yes, when were they hired or will be hired?

Please list their name(s), relationship(s) to you, date(s) of employment and job title(s):

2. Have you ever requested or advocated for the hiring of your Relative at the proposed charter or contract school?

Yes ☐
No X

If yes, describe the circumstance:

3.   Are any of your Relatives working or planning to work at the proposed charter or contract school individually (i.e. as a consultant) or through an outside Entity?

Yes   ☐
No   X

If yes, list the name(s) of the Relative, their relationship(s) to you and the name(s) of their employer:

[ ]

Economic Interests/Conflicts of Interest

1.   Do you or any of your Relatives have any Economic Interest in any contract, work or business of your school?

Yes   ☐
No   X

If yes, and you have an Economic Interest outside of your duties as a proposed or existing Board member, please list the name of the entity in which you have such interest, describe the type of business, and identify the ownership interest(s):

[ ]

If yes, and your Relative has the Economic Interest in any contract, work or business of the school, please list the Relative's name(s), your relationship(s), the name of the entity, describe the type of business, and identify the ownership interest(s):

[ ]

2.   Do you or any of your Relatives have any Economic Interest in any sale, purchase or lease of any item paid for by the school or with school funds?

Yes   ☐
No   X

If yes, and you have the Economic Interest, please identify the Economic Interest and list the item(s):

[ ]

If yes, and your Relative has the Economic Interest, list the Relative's name(s) and relationship(s) to you, Economic Interest and the item(s):

[ ]

3. Are you or any of your Relatives acting as a paid officer, director, associate, partner, employee, proprietor or advisor to an Entity deriving income from your school?

Yes ☐
No   X

If yes, and you are acting in such capacity, list the Entity name, address and type of Entity:

If yes, and your Relative is acting in such a capacity, list the Relative's name(s) and relationship(s) to you, the Entity name, address, and type of Entity:

4. Have you or any of your relatives provided or do you plan to provide goods or services to your proposed school, including professional services for fees?

Yes ☐
No   X

If yes, and you have provided such goods or services, please describe the nature of the good or service provided:

If yes, and a Relative has provided such goods or services, provide the name of the Relative(s) providing the good or service, their relationship to you, and the nature of the good or service provided:

5. Do you, a Spouse, Domestic Partner, or Partner to a Civil Union sit on the Board of a Not-for-Profit entity which donates funds or services to any school at which you serve?

Yes ☐
No   X

If yes, please describe:

Gifts

1. Have you or any of your Relatives accepted any gift (anonymous or otherwise), loan, favor or promise of future employment in return for any official action on your part as a proposed Board member?

Yes ☐

No   X

If yes, please describe:

[ ]

2. Have you or any of your Relatives received any of the following gifts from someone with an Economic Interest in your proposed school's business:

Cash of any amount?
Yes   ☐
No   X

An item or service valued at more than $50?
Yes   ☐
No   X

Several items or services from one source valued at over $100?
Yes   ☐
No   X

If yes, please list the gift, amount and source:

[ ]

3. Have you accepted any food, entertainment, service or other thing of value over $50 (or $100 cumulative from any one source) from any entity soliciting work or business from your proposed school or from an entity that has done or plans to do work with your proposed school?

Yes   ☐
No   X

If yes, please explain the circumstances and name the service or item of value (i.e. food, entertainment, etc.):

[ ]

Additional Considerations

1. Please affirm that you have read the school Board's bylaws and conflict of interest policies (Code of Ethics).

I affirm X

2. Please list any other disclosures you wish to make.

If yes, please explain:

Verification

I declare that this Statement of Economic Interests, including any accompanying pages, is a true, correct and complete statement of my interests, to the best of my knowledge and belief.

Print Name: Ellen Alter   Date: 3/26/2015

Signature: *Ellen Alter*
DocuSigned by:
533AD71D4F1948F...   School: KIPP Chicago Schools

<p style="text-align:center">Chicago Public Schools (CPS)
Office of Innovation and Incubation
2014 New Schools' Request for Proposal (RFP)
Board Member Statement of Economic Interests Form</p>

Instructions

All proposed or existing Board members who have been identified by the time of submission of Tier 1 or 2 materials must complete this statement in its entirety. If you need extra space to complete your answers, please submit additional pages with this form. Should your charter, contract, or alternative school be approved to open by the Chicago Board of Education, all Board members will be required to complete this form as a Readiness to Open Standard prior to school opening.

Definitions

A. Board: means the Board of your proposed charter or contract school

B. Economic Interest: means that a proposed or existing Board member or his or her spouse, domestic partner, partner to a civil union, relative, or a member of his or her household:

1. is the proprietor of a sole proprietorship;
2. owns a five percent or greater interest of any class of stock of a corporation by vote or value; partnership; form; enterprise; franchise; organization; holding company; joint stock company receivership; trust (or beneficial interest in a trust); or any Legal Entity organized for profit;
3. is an officer or director of a for-profit corporation, general or managing partner of a partnership, or the trustee of a trust;
4. owns any interest as a result of which the owner currently receives or is entitled to receive in the future more than $2,500.00 per year; or
5. owns any interest with a cost of present value of $5,000.00 or more.

C. Employee: an "employee" includes principals and all other employees of the proposed charter or contract school, regardless of classification and regardless of whether employed on a full time or part time basis.

D. Entity: means any individual, corporation, proprietorship, partnership, firm, association, trade union, trust, estate and/or group, as well as parent, or subsidiary of any of the listed entities, whether or not operated for profit.

E. Not for profit: means establishing, maintaining or Doing Business for purposes other than making a profit.

F. Relative: means a Person who is a Spouse, Domestic Partner, Partner to a Civil Union, child, step-child, parent, step-parent, grandparent, grandchild, sibling, step-sibling, half-sibling, parent-in-law, brother-in-law, sister-in-law, son-in-law, daughter-in-law, aunt, great-aunt, uncle, great-uncle, niece, nephew, or first cousin and shall include any similar relationship created by blood, legal adoption, in loco parentis status, marriage, Domestic Partnership, Partnership to a Civil Union, or parenting relationship.

G. Stipend: refers to a fixed sum of money paid periodically or on a one-time basis.

General

1. When did/will your term as a Board member start?

Winter 2014

2. Are you or have you been an employee, vendor, contractor or consultant to the Chicago Board of Education, including any school or Department/unit?

Yes ☐
No ☒

If yes, where have you worked?

What is/was your job title?

What are/were your dates of service?

Nepotism

1. Are or will any of your Relatives be employed at the proposed school?

Yes ☐
No ☒

If yes, when were they hired or will be hired?

Please list their name(s), relationship(s) to you, date(s) of employment and job title(s):

2. Have you ever requested or advocated for the hiring of your Relative at the proposed charter or contract school?

Yes ☐
No ☒

If yes, describe the circumstance:

3. Are any of your Relatives working or planning to work at the proposed charter or contract school individually (i.e. as a consultant) or through an outside Entity?

Yes ☐
No ☒

If yes, list the name(s) of the Relative, their relationship(s) to you and the name(s) of their employer:

[ ]

Economic Interests/Conflicts of Interest

1. Do you or any of your Relatives have any Economic Interest in any contract, work or business of your school?

Yes ☐
No ☒

If yes, and you have an Economic Interest outside of your duties as a proposed or existing Board member, please list the name of the entity in which you have such interest, describe the type of business, and identify the ownership interest(s):

[ ]

If yes, and your Relative has the Economic Interest in any contract, work or business of the school, please list the Relative's name(s), your relationship(s), the name of the entity, describe the type of business, and identify the ownership interest(s):

[ ]

2. Do you or any of your Relatives have any Economic Interest in any sale, purchase or lease of any item paid for by the school or with school funds?

Yes ☐
No ☒

If yes, and you have the Economic Interest, please identify the Economic Interest and list the item(s):

[ ]

If yes, and your Relative has the Economic Interest, list the Relative's name(s) and relationship(s) to you, Economic Interest and the item(s):

[ ]

3. Are you or any of your Relatives acting as a paid officer, director, associate, partner, employee, proprietor or advisor to an Entity deriving income from your school?

Yes ☐
No ☒

If yes, and you are acting in such capacity, list the Entity name, address and type of Entity:

[   ]

If yes, and your Relative is acting in such a capacity, list the Relative's name(s) and relationship(s) to you, the Entity name, address, and type of Entity:

[   ]

4. Have you or any of your relatives provided or do you plan to provide goods or services to your proposed school, including professional services for fees?

Yes ☐
No ☒

If yes, and you have provided such goods or services, please describe the nature of the good or service provided:

[   ]

If yes, and a Relative has provided such goods or services, provide the name of the Relative(s) providing the good or service, their relationship to you, and the nature of the good or service provided:

[   ]

5. Do you, a Spouse, Domestic Partner, or Partner to a Civil Union sit on the Board of a Not-for-Profit entity which donates funds or services to any school at which you serve?

Yes ☐
No ☒

If yes, please describe:

[   ]

Gifts

1. Have you or any of your Relatives accepted any gift (anonymous or otherwise), loan, favor or promise of future employment in return for any official action on your part as a proposed Board member?

Yes ☐

No   ☒

If yes, please describe: _____

2. Have you or any of your Relatives received any of the following gifts from someone with an Economic Interest in your proposed school's business:

Cash of any amount?
Yes   ☐
No   ☒

An item or service valued at more than $50?
Yes   ☐
No   ☒

Several items or services from one source valued at over $100?
Yes   ☐
No   ☒

If yes, please list the gift, amount and source: _____

3. Have you accepted any food, entertainment, service or other thing of value over $50 (or $100 cumulative from any one source) from any entity soliciting work or business from your proposed school or from an entity that has done or plans to do work with your proposed school?

Yes   ☐
No   ☒

If yes, please explain the circumstances and name the service or item of value (i.e. food, entertainment, etc.): _____

Additional Considerations

1. Please affirm that you have read the school Board's bylaws and conflict of interest policies (Code of Ethics).

I affirm ☒

2. Please list any other disclosures you wish to make.

If yes, please explain:

Verification

I declare that this Statement of Economic Interests, including any accompanying pages, is a true, correct and complete statement of my interests, to the best of my knowledge and belief.

Print Name:__Suzanne Carrier Campion____   Date:_____March 25, 2015_____

Signature:___*Suzanne C. Campion*____School:__KIPP Chicago Schools__

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Chicago Public Schools (CPS)
Office of Innovation and Incubation
2014 New Schools' Request for Proposal (RFP)
Board Member Statement of Economic Interests Form

</div>

Instructions

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Definitions

A. **Board:** means the Board of your proposed charter or contract school
B. **Economic Interest:** means that a proposed or existing Board member or his or her spouse, domestic partner, partner to a civil union, relative, or a member of his or her household:
   1. is the proprietor of a sole proprietorship;
   2. owns a five percent or greater interest of any class of stock of a corporation by vote or value; partnership; form; enterprise; franchise; organization; holding company; joint stock company receivership; trust (or beneficial interest in a trust); or any Legal Entity organized for profit;
   3. is an officer or director of a for-profit corporation, general or managing partner of a partnership, or the trustee of a trust;
   4. owns any interest as a result of which the owner currently receives or is entitled to receive in the future more than $2,500.00 per year; or
   5. owns any interest with a cost of present value of $5,000.00 or more.
C. **Employee:** an "employee" includes principals and all other employees of the proposed charter or contract school, regardless of classification and regardless of whether employed on a full time or part time basis.
D. **Entity:** means any individual, corporation, proprietorship, partnership, firm, association, trade union, trust, estate and/or group, as well as parent, or subsidiary of any of the listed entities, whether or not operated for profit.
E. **Not for profit:** means establishing, maintaining or Doing Business for purposes other than making a profit.
F. **Relative:** means a Person who is a Spouse, Domestic Partner, Partner to a Civil Union, child, step-child, parent, step-parent, grandparent, grandchild, sibling, step-sibling, half-sibling, parent-in-law, brother-in-law, sister-in-law, son-in-law, daughter-in-law, aunt, great-aunt, uncle, great-uncle, niece, nephew, or first cousin and shall include any similar relationship created by blood, legal adoption, in loco parentis status, marriage, Domestic Partnership, Partnership to a Civil Union, or parenting relationship.
G. **Stipend:** refers to a fixed sum of money paid periodically or on a one-time basis.

General

1. When did/will your term as a Board member start?

   September 18th 2012

2. Are you or have you been an employee, vendor, contractor or consultant to the Chicago Board of Education, including any school or Department/unit?

   Yes ☐
   No ☒

If yes, where have you worked?

What is/was your job title?

What are/were your dates of service?

Nepotism

1. Are or will any of your Relatives be employed at the proposed school?

   Yes ☐
   No ☒

If yes, when were they hired or will be hired?

Please list their name(s), relationship(s) to you, date(s) of employment and job title(s):

2. Have you ever requested or advocated for the hiring of your Relative at the proposed charter or contract school?

   Yes ☐
   No ☒

If yes, describe the circumstance:

3. Are any of your Relatives working or planning to work at the proposed charter or contract school individually (i.e. as a consultant) or through an outside Entity?

Yes ☐
No ☒

If yes, list the name(s) of the Relative, their relationship(s) to you and the name(s) of their employer: _____

Economic Interests/Conflicts of Interest

1. Do you or any of your Relatives have any Economic Interest in any contract, work or business of your school?

Yes ☒
No ☐

If yes, and you have an Economic Interest outside of your duties as a proposed or existing Board member, please list the name of the entity in which you have such interest, describe the type of business, and identify the ownership interest(s): _____

I am a member of the KIPP Foundation Board of Directors. KIPP Foundation charges KIPP Chicago Schools a licensing fee.

If yes, and your Relative has the Economic Interest in any contract, work or business of the school, please list the Relative's name(s), your relationship(s), the name of the entity, describe the type of business, and identify the ownership interest(s): _____

2. Do you or any of your Relatives have any Economic Interest in any sale, purchase or lease of any item paid for by the school or with school funds?

Yes ☐
No ☒

If yes, and you have the Economic Interest, please identify the Economic Interest and list the item(s): _____

If yes, and your Relative has the Economic Interest, list the Relative's name(s) and relationship(s) to you, Economic Interest and the item(s): _____

3. Are you or any of your Relatives acting as a paid officer, director, associate, partner, employee, proprietor or advisor to an Entity deriving income from your school?

Yes ☒
No ☐

If yes, and you are acting in such capacity, list the Entity name, address and type of Entity:

I am a member of the KIPP Foundation Board of Directors. KIPP Foundation charges KIPP Chicago Schools a licensing fee.

If yes, and your Relative is acting in such a capacity, list the Relative's name(s) and relationship(s) to you, the Entity name, address, and type of Entity:

4. Have you or any of your relatives provided or do you plan to provide goods or services to your proposed school, including professional services for fees?

Yes ☐
No ☒

If yes, and you have provided such goods or services, please describe the nature of the good or service provided:

If yes, and a Relative has provided such goods or services, provide the name of the Relative(s) providing the good or service, their relationship to you, and the nature of the good or service provided:

5. Do you, a Spouse, Domestic Partner, or Partner to a Civil Union sit on the Board of a Not-for-Profit entity which donates funds or services to any school at which you serve?

Yes ☐
No ☒

If yes, please describe:

Gifts

1. Have you or any of your Relatives accepted any gift (anonymous or otherwise), loan, favor or promise of future employment in return for any official action on your part as a proposed Board member?

Yes ☐

No ☑

If yes, please describe: _____

2. Have you or any of your Relatives received any of the following gifts from someone with an Economic Interest in your proposed school's business:

Cash of any amount?
Yes ☐
No ☑

An item or service valued at more than $50?
Yes ☐
No ☑

Several items or services from one source valued at over $100?
Yes ☐
No ☑

If yes, please list the gift, amount and source: _____

3. Have you accepted any food, entertainment, service or other thing of value over $50 (or $100 cumulative from any one source) from any entity soliciting work or business from your proposed school or from an entity that has done or plans to do work with your proposed school?

Yes ☐
No ☑

If yes, please explain the circumstances and name the service or item of value (i.e. food, entertainment, etc.): _____

Additional Considerations

1. Please affirm that you have read the school Board's bylaws and conflict of interest policies (Code of Ethics).

I affirm ☑

2. Please list any other disclosures you wish to make.

If yes, please explain:

Verification

I declare that this Statement of Economic Interests, including any accompanying pages, is a true, correct and complete statement of my interests, to the best of my knowledge and belief.

Print Name: _Mike Feinberg_   Date: _3/26/15_

Signature: _Mike Feinberg ☺_   School: _KIPP Chicago Schools_

<div align="center">

Chicago Public Schools (CPS)
Office of Innovation and Incubation
2014 New Schools' Request for Proposal (RFP)
Board Member Statement of Economic Interests Form

</div>

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    2. owns a five percent or greater interest of any class of stock of a corporation by vote or value; partnership; form; enterprise; franchise; organization; holding company; joint stock company receivership; trust (or beneficial interest in a trust); or any Legal Entity organized for profit;
    3. is an officer or director of a for-profit corporation, general or managing partner of a partnership, or the trustee of a trust;
    4. owns any interest as a result of which the owner currently receives or is entitled to receive in the future more than $2,500.00 per year; or
    5. owns any interest with a cost of present value of $5,000.00 or more.
C. **Employee:** an "employee" includes principals and all other employees of the proposed charter or contract school, regardless of classification and regardless of whether employed on a full time or part time basis.
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G. **Stipend:** refers to a fixed sum of money paid periodically or on a one-time basis.

General

1. When did/will your term as a Board member start?

September 18, 2012

2. Are you or have you been an employee, vendor, contractor or consultant to the Chicago Board of Education, including any school or Department/unit?

Yes
No   X

If yes, where have you worked?

What is/was your job title?

What are/were your dates of service?

Nepotism

1. Are or will any of your Relatives be employed at the proposed school?

Yes
No   X

If yes, when were they hired or will be hired?

Please list their name(s), relationship(s) to you, date(s) of employment and job title(s):

2. Have you ever requested or advocated for the hiring of your Relative at the proposed charter or contract school?

Yes
No   X

If yes, describe the circumstance:

3. Are any of your Relatives working or planning to work at the proposed charter or contract school individually (i.e. as a consultant) or through an outside Entity?

Yes
No   X

If yes, list the name(s) of the Relative, their relationship(s) to you and the name(s) of their employer:

Economic Interests/Conflicts of Interest

1. Do you or any of your Relatives have any Economic Interest in any contract, work or business of your school?

Yes   X
No

If yes, and you have an Economic Interest outside of your duties as a proposed or existing Board member, please list the name of the entity in which you have such interest, describe the type of business, and identify the ownership interest(s):
I am currently employed as the Executive Director of KIPP Chicago Schools.

If yes, and your Relative has the Economic Interest in any contract, work or business of the school, please list the Relative's name(s), your relationship(s), the name of the entity, describe the type of business, and identify the ownership interest(s):

---

2. Do you or any of your Relatives have any Economic Interest in any sale, purchase or lease of any item paid for by the school or with school funds?

Yes
No   X

If yes, and you have the Economic Interest, please identify the Economic Interest and list the item(s):

If yes, and your Relative has the Economic Interest, list the Relative's name(s) and relationship(s) to you, Economic Interest and the item(s):

---

3. Are you or any of your Relatives acting as a paid officer, director, associate, partner, employee, proprietor or advisor to an Entity deriving income from your school?

Yes
No   X

If yes, and you are acting in such capacity, list the Entity name, address and type of Entity:

> [ ]

If yes, and your Relative is acting in such a capacity, list the Relative's name(s) and relationship(s) to you, the Entity name, address, and type of Entity:

> [ ]

4.   Have you or any of your relatives provided or do you plan to provide goods or services to your proposed school, including professional services for fees?

Yes
No   X (other than the services I provide as Executive Director to the Charter School)

If yes, and you have provided such goods or services, please describe the nature of the good or service provided:

> [ ]

If yes, and a Relative has provided such goods or services, provide the name of the Relative(s) providing the good or service, their relationship to you, and the nature of the good or service provided:

> [ ]

5.   Do you, a Spouse, Domestic Partner, or Partner to a Civil Union sit on the Board of a Not-for-Profit entity which donates funds or services to any school at which you serve?

Yes
No   X

If yes, please describe:

> [ ]

Gifts

1.   Have you or any of your Relatives accepted any gift (anonymous or otherwise), loan, favor or promise of future employment in return for any official action on your part as a proposed Board member?

Yes
No   X

If yes, please describe:

2. Have you or any of your Relatives received any of the following gifts from someone with an Economic Interest in your proposed school's business:

Cash of any amount?
Yes
No   X

An item or service valued at more than $50?
Yes
No   X

Several items or services from one source valued at over $100?
Yes
No   X

If yes, please list the gift, amount and source:

3. Have you accepted any food, entertainment, service or other thing of value over $50 (or $100 cumulative from any one source) from any entity soliciting work or business from your proposed school or from an entity that has done or plans to do work with your proposed school?

Yes
No   X

If yes, please explain the circumstances and name the service or item of value (i.e. food, entertainment, etc.):

Additional Considerations

1. Please affirm that you have read the school Board's bylaws and conflict of interest policies (Code of Ethics).

I affirm X

2. Please list any other disclosures you wish to make.

If yes, please explain:

Verification

I declare that this Statement of Economic Interests, including any accompanying pages, is a true, correct and complete statement of my interests, to the best of my knowledge and belief.

Print Name: April Goble   Date: 4/2/2015

Signature: *April Goble*   School: KIPP Chicago Schools
DocuSigned by:
DDA62A72CA634B2...

Instructions

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    2. owns a five percent or greater interest of any class of stock of a corporation by vote or value; partnership; form; enterprise; franchise; organization; holding company; joint stock company receivership; trust (or beneficial interest in a trust); or any Legal Entity organized for profit;
    3. is an officer or director of a for-profit corporation, general or managing partner of a partnership, or the trustee of a trust;
    4. owns any interest as a result of which the owner currently receives or is entitled to receive in the future more than $2,500.00 per year; or
    5. owns any interest with a cost of present value of $5,000.00 or more.
C. **Employee:** an "employee" includes principals and all other employees of the proposed charter or contract school, regardless of classification and regardless of whether employed on a full time or part time basis.
D. **Entity:** means any individual, corporation, proprietorship, partnership, firm, association, trade union, trust, estate and/or group, as well as parent, or subsidiary of any of the listed entities, whether or not operated for profit.
E. **Not for profit:** means establishing, maintaining or Doing Business for purposes other than making a profit.
F. **Relative:** means a Person who is a Spouse, Domestic Partner, Partner to a Civil Union, child, step-child, parent, step-parent, grandparent, grandchild, sibling, step-sibling, half-sibling, parent-in-law, brother-in-law, sister-in-law, son-in-law, daughter-in-law, aunt, great-aunt, uncle, great-uncle, niece, nephew, or first cousin and shall include any similar relationship created by blood, legal adoption, in loco parentis status, marriage, Domestic Partnership, Partnership to a Civil Union, or parenting relationship.
G. **Stipend:** refers to a fixed sum of money paid periodically or on a one-time basis.

General

1. When did/will your term as a Board member start?

My term as Board member started July 2008

2. Are you or have you been an employee, vendor, contractor or consultant to the Chicago Board of Education, including any school or Department/unit?

Yes
No   X

If yes, where have you worked? _____

What is/was your job title? _____

What are/were your dates of service? _____

Nepotism

1. Are or will any of your Relatives be employed at the proposed school?

Yes
No   X

If yes, when were they hired or will be hired? _____

Please list their name(s), relationship(s) to you, date(s) of employment and job title(s): _____

2. Have you ever requested or advocated for the hiring of your Relative at the proposed charter or contract school?

Yes
No   X

If yes, describe the circumstance: _____

3. Are any of your Relatives working or planning to work at the proposed charter or contract school individually (i.e. as a consultant) or through an outside Entity?

Yes
No   X

If yes, list the name(s) of the Relative, their relationship(s) to you and the name(s) of their employer: _____

Economic Interests/Conflicts of Interest

1. Do you or any of your Relatives have any Economic Interest in any contract, work or business of your school?

Yes
No   X

If yes, and you have an Economic Interest outside of your duties as a proposed or existing Board member, please list the name of the entity in which you have such interest, describe the type of business, and identify the ownership interest(s): _____

If yes, and your Relative has the Economic Interest in any contract, work or business of the school, please list the Relative's name(s), your relationship(s), the name of the entity, describe the type of business, and identify the ownership interest(s): _____

2. Do you or any of your Relatives have any Economic Interest in any sale, purchase or lease of any item paid for by the school or with school funds?

Yes
No   X

If yes, and you have the Economic Interest, please identify the Economic Interest and list the item(s): _____

If yes, and your Relative has the Economic Interest, list the Relative's name(s) and relationship(s) to you, Economic Interest and the item(s): _____

3. Are you or any of your Relatives acting as a paid officer, director, associate, partner, employee, proprietor or advisor to an Entity deriving income from your school?

Yes
No   X

If yes, and you are acting in such capacity, list the Entity name, address and type of Entity: _____

If yes, and your Relative is acting in such a capacity, list the Relative's name(s) and relationship(s) to you, the Entity name, address, and type of Entity: _____

4. Have you or any of your relatives provided or do you plan to provide goods or services to your proposed school, including professional services for fees?

Yes
No   X

If yes, and you have provided such goods or services, please describe the nature of the good or service provided: _____

If yes, and a Relative has provided such goods or services, provide the name of the Relative(s) providing the good or service, their relationship to you, and the nature of the good or service provided: _____

5. Do you, a Spouse, Domestic Partner, or Partner to a Civil Union sit on the Board of a Not-for-Profit entity which donates funds or services to any school at which you serve?

Yes
No   X

If yes, please describe: _____

Gifts

1. Have you or any of your Relatives accepted any gift (anonymous or otherwise), loan, favor or promise of future employment in return for any official action on your part as a proposed Board member?

Yes

No   X

If yes, please describe: _____

2. Have you or any of your Relatives received any of the following gifts from someone with an Economic Interest in your proposed school's business:

Cash of any amount?
Yes
No   X

An item or service valued at more than $50?
Yes
No   X

Several items or services from one source valued at over $100?
Yes
No   X

If yes, please list the gift, amount and source: _____

3. Have you accepted any food, entertainment, service or other thing of value over $50 (or $100 cumulative from any one source) from any entity soliciting work or business from your proposed school or from an entity that has done or plans to do work with your proposed school?

Yes
No   X

If yes, please explain the circumstances and name the service or item of value (i.e. food, entertainment, etc.): _____

Additional Considerations

1. Please affirm that you have read the school Board's bylaws and conflict of interest policies (Code of Ethics).

I affirm X

2. Please list any other disclosures you wish to make.

If yes, please explain:

Verification

I declare that this Statement of Economic Interests, including any accompanying pages, is a true, correct and complete statement of my interests, to the best of my knowledge and belief.

Print Name: _Jill Kidd_ Date: _3·25·15_

Signature: _Jill Kidd_ School: _KIPP Chicago Schools_

Instructions

All proposed or existing Board members who have been identified by the time of submission of Tier 1 or 2 materials must complete this statement in its entirety. If you need extra space to complete your answers, please submit additional pages with this form. Should your charter, contract, or alternative school be approved to open by the Chicago Board of Education, all Board members will be required to complete this form as a Readiness to Open Standard prior to school opening.

Definitions

A. **Board:** means the Board of your proposed charter or contract school

B. **Economic Interest:** means that a proposed or existing Board member or his or her spouse, domestic partner, partner to a civil union, relative, or a member of his or her household:
1. is the proprietor of a sole proprietorship;
2. owns a five percent or greater interest of any class of stock of a corporation by vote or value; partnership; form; enterprise; franchise; organization; holding company; joint stock company receivership; trust (or beneficial interest in a trust); or any Legal Entity organized for profit;
3. is an officer or director of a for-profit corporation, general or managing partner of a partnership, or the trustee of a trust;
4. owns any interest as a result of which the owner currently receives or is entitled to receive in the future more than $2,500.00 per year; or
5. owns any interest with a cost of present value of $5,000.00 or more.

C. **Employee:** an "employee" includes principals and all other employees of the proposed charter or contract school, regardless of classification and regardless of whether employed on a full time or part time basis.

D. **Entity:** means any individual, corporation, proprietorship, partnership, firm, association, trade union, trust, estate and/or group, as well as parent, or subsidiary of any of the listed entities, whether or not operated for profit.

E. **Not for profit:** means establishing, maintaining or Doing Business for purposes other than making a profit.

F. **Relative:** means a Person who is a Spouse, Domestic Partner, Partner to a Civil Union, child, step-child, parent, step-parent, grandparent, grandchild, sibling, step-sibling, half-sibling, parent-in-law, brother-in-law, sister-in-law, son-in-law, daughter-in-law, aunt, great-aunt, uncle, great-uncle, niece, nephew, or first cousin and shall include any similar relationship created by blood, legal adoption, in loco parentis status, marriage, Domestic Partnership, Partnership to a Civil Union, or parenting relationship.

G. **Stipend:** refers to a fixed sum of money paid periodically or on a one-time basis.

General

1. When did/will your term as a Board member start?

   December 14, 2010

2. Are you or have you been an employee, vendor, contractor or consultant to the Chicago Board of Education, including any school or Department/unit?

   Yes ☐
   No ☑

   If yes, where have you worked?

   What is/was your job title?

   What are/were your dates of service?

Nepotism

1. Are or will any of your Relatives be employed at the proposed school?

   Yes ☐
   No ☑

   If yes, when were they hired or will be hired?

   Please list their name(s), relationship(s) to you, date(s) of employment and job title(s):

2. Have you ever requested or advocated for the hiring of your Relative at the proposed charter or contract school?

   Yes ☐
   No ☑

   If yes, describe the circumstance:

3. Are any of your Relatives working or planning to work at the proposed charter or contract school individually (i.e. as a consultant) or through an outside Entity?

Yes ☐
No ☑

If yes, list the name(s) of the Relative, their relationship(s) to you and the name(s) of their employer:

Economic Interests/Conflicts of Interest

1. Do you or any of your Relatives have any Economic Interest in any contract, work or business of your school?

Yes ☐
No ☑

If yes, and you have an Economic Interest outside of your duties as a proposed or existing Board member, please list the name of the entity in which you have such interest, describe the type of business, and identify the ownership interest(s):

If yes, and your Relative has the Economic Interest in any contract, work or business of the school, please list the Relative's name(s), your relationship(s), the name of the entity, describe the type of business, and identify the ownership interest(s):

2. Do you or any of your Relatives have any Economic Interest in any sale, purchase or lease of any item paid for by the school or with school funds?

Yes ☐
No ☑

If yes, and you have the Economic Interest, please identify the Economic Interest and list the item(s):

If yes, and your Relative has the Economic Interest, list the Relative's name(s) and relationship(s) to you, Economic Interest and the item(s):

3. Are you or any of your Relatives acting as a paid officer, director, associate, partner, employee, proprietor or advisor to an Entity deriving income from your school?

Yes ☐
No ☑

If yes, and you are acting in such capacity, list the Entity name, address and type of Entity:

If yes, and your Relative is acting in such a capacity, list the Relative's name(s) and relationship(s) to you, the Entity name, address, and type of Entity:

4. Have you or any of your relatives provided or do you plan to provide goods or services to your proposed school, including professional services for fees?

Yes ☐
No ☑

If yes, and you have provided such goods or services, please describe the nature of the good or service provided:

If yes, and a Relative has provided such goods or services, provide the name of the Relative(s) providing the good or service, their relationship to you, and the nature of the good or service provided:

5. Do you, a Spouse, Domestic Partner, or Partner to a Civil Union sit on the Board of a Not-for-Profit entity which donates funds or services to any school at which you serve?

Yes ☐
No ☑

If yes, please describe:

Gifts

1. Have you or any of your Relatives accepted any gift (anonymous or otherwise), loan, favor or promise of future employment in return for any official action on your part as a proposed Board member?

Yes ☐

No ☑

If yes, please describe:

2. Have you or any of your Relatives received any of the following gifts from someone with an Economic Interest in your proposed school's business:

Cash of any amount?
Yes ☐
No ☑

An item or service valued at more than $50?
Yes ☐
No ☑

Several items or services from one source valued at over $100?
Yes ☐
No ☑

If yes, please list the gift, amount and source:

3. Have you accepted any food, entertainment, service or other thing of value over $50 (or $100 cumulative from any one source) from any entity soliciting work or business from your proposed school or from an entity that has done or plans to do work with your proposed school?

Yes ☐
No ☑

If yes, please explain the circumstances and name the service or item of value (i.e. food, entertainment, etc.):

Additional Considerations

1. Please affirm that you have read the school Board's bylaws and conflict of interest policies (Code of Ethics).

I affirm ☑

2. Please list any other disclosures you wish to make.

If yes, please explain: _____

Verification

I declare that this Statement of Economic Interests, including any accompanying pages, is a true, correct and complete statement of my interests, to the best of my knowledge and belief.

Print Name: _Donald J Weiss_____ Date: _3/25/2015_____

Signature: _[signature]_____ School: _KIPP Chicago_____

Appendix 3.2.b.1.iii

Board Member Resumes or Bios

Profile Capital

Benjamin D. Chereskin

Founder & President, Profile Capital Management LLC

Mr. Chereskin is a seasoned investment professional with over 30 years of private equity investment experience. Prior to founding Profile Capital in 2009, Mr. Chereskin was a Managing Director at Madison Dearborn Partners from 1993-2009 where he led the firm's consumer investment practice. Prior to co-founding Madison Dearborn Partners, Mr. Chereskin was with First Chicago Venture Capital from 1984-1993.

Mr. Chereskin currently serves on the Boards of Directors of Boulder Brands, Inc. (NASDAQ:BDBD), CDW Corporation (NYSE:CDW), Cinemark, Inc. (NYSE:CNK), and KIPP:Chicago.

Mr. Chereskin earned a MBA from Harvard Business School and an A.B. from Harvard College.

Ellen Sachs Alter, PhD
Licensed Clinical Psychologist

EDUCATION:

DePaul University, Chicago, IL. PhD with Distinction in Clinical Psychology, earned 1993. Major: Child Clinical Psychology. Dissertation: Maltreated and Nonmaltreated Children's Use of Cues in Understanding the Emotions of Others.

DePaul University, Chicago, IL. MA with Distinction in Clinical Psychology, earned in 1989. Thesis: Contextual Use of Facial Expressions by Mothers of Abused and Nonabused Children.

Amherst College, Amherst, MA. BA in psychology and anthropology, earned 1983. Graduated Magna Cum Laude. Thesis: Ethnic Conflict and Resolution in Chinese-American Families.

CLINICAL EXPERIENCE:

Licensed Clinical Psychologist in Private Practice. May 2012 – present.

The Family Institute at Northwestern University, Evanston, IL. Licensed Staff Psychologist, 2001 – 2012. Direct therapeutic work primarily with children and adolescents and their families. Supervision of non-licensed psychologists clinical practice and professional development. Facilitated the Child and Family Task Force. Lecture to Masters in Family Therapy students and to the professional and lay community on child development and family systems topics.

The Family Institute at Northwestern University, Evanston, IL. Post-doctorate fellow, 1999-2001. Advanced training in systemic clinical practice. Emphasis in understanding and facilitating growth in families with children who have neurobehavioral differences.

La Rabida Children's Hospital and Research Center, Chicago, IL. Psychology Intern, 1991-1992. Intensive inpatient and outpatient clinical training in pediatric psychology and in child abuse and neglect.

Lutheran General Hospital, Department of Child Psychiatry, Des Plaines, IL. Psychology Extern, 1989-1991. Assessment and treatment of children and their families on the inpatient psychiatry unit. Co-led support group for parents.

DePaul Community Mental Health Center, Chicago, IL. Trainee, 1987-1989. Assessment of children and adolescents and their families, and individual adult clients. Led support groups for single mothers. Conducted workshops for the university community.

PUBLICATIONS AND RESEARCH EXPERIENCE:

Camras, L., Sachs-Alter, E., & Ribordy, S. (1996). Emotion Understanding in Maltreated Children: Recognition of Facial Expressions and Integration With Other Emotion Cues. In M. Lewis & M. Sullivan (Eds.), Emotional Development in Atypical Children (pp. 203-225). Mahwah, New Jersey: Lawrence Erlbaum Associates.

DePaul University, Department of Psychology.
1991-1993. Doctoral dissertation research involved the study of children's emotion cue integration processes. Examined developmental trends and compared processing patterns of maltreated and nonmaltreated children.
1990. Conducted a study of appropriateness of facial expressions between mothers and children in emotional contexts.
1989. Investigated the contextual use of facial expressions by mothers of maltreated and nonmaltreated children.

PROFESSIONAL SPEAKING:

- Families with Children Who Have Special Needs. ASK: Answers for Special Kids Community Meeting.
- Facilitating Self-Regulation in the Early School Years. Parenting Series Lectures, The Family Institute.
- Child Maltreatment. Lecture to Marriage and Family Therapy Masters Students at the Family Institute; Chicago Children's Choir Staff Presentation.
- Clinical Aspects of Human Development: Zero to Three. Lecture to Marriage and Family Therapy Masters Students at the Family Institute.
- Families as Agents of Change for Nonverbal Learning Disordered Children. Rush Neurobehavioral Center Interventions Conference.
- Helping Children Handle Anger. The Kohl Children's Museum; VA of Lake and Cook Counties.
- Working With Children in the Context of Family. Children's Home & Aid Society Staff.

SUZANNE CARRIER CAMPION

SUMMARY

A values driven leader with experience in management, client development, operations, compliance, quantitative analysis, strategy, HR, space analysis and design, and right sizing. Driven by insatiable curiosity and a continuing desire to help a non-profit and dual mission organizations succeed. Success in both large and small environments.

PROFESSIONAL EXPERIENCE

NEXTLEVEL NPO, LLC, Chicago, IL and Baltimore, MD   **2013-Present**
An advisory firm focused on improving the operating, financial, and strategic effectiveness of non-profit organizations and social enterprises.
Co-Founder/Partner
- Assist clients with tactical projects focused on improving operational, financial and strategic effectiveness.
- Leverage and optimize our clients' resources, enabling them to better focus on achieving their missions.
- Build infrastructure or identify areas needing improvement for capacity building and increased efficiencies.
- Redesigned organizational structure allowing clients to fulfill growth expectations of 3 times
- Created capacity for growing organization by creatively thinking about resources allocation reducing the per constituent cost.
- Built organizational infrastructure to allow for 4 times growth; automated processes and hired staff.
- Assessed and redesigned financial processes, performance measurement metrics and reporting methodologies for multiple clients.

INDEPENDENT CONSULTANT, Chicago, IL   **2012-2013**
- Led marketing effort for local investment management group to increase assets under management; focusing on institutional market.
- Redesigned communications vehicle to more concisely present strategy, service offering, and investment process.
- Analyzed data and developed recommendations leading to new strategic direction with Civic Consulting Alliance team for Chicago tourism client.

WANGER OMNIWEALTH, LLC, Chicago, IL   **2010-2012**
Multi-Family Office providing clients with the full complement of advisory services including conflict-free investment advice, financial education, estate and tax coordination, manager integration and comprehensive risk based reporting.
Managing Director
- Key player in developing growth strategy for early stage business with locations in Chicago, Denver, and San Francisco.
- Expanded revenues by 60% through client acquisitions, achieving $320MM under advisement.
- Oversaw day-to-day operations of business, including serving as *de facto* CEO from 6/2012 – 9/2012.
- Proposed options and analysis for continuity of business, given owner's inability to serve in any capacity for a period of one year.
- Initiated search for prospective buyer of company and provided analytics and projected financials.
- Conducted due diligence of prospective investment management opportunities for client portfolios.
- Led Operations team in developing and implementing processes to improve compliance and accuracy.

CITIGROUP PRIVATE BANK   **2005-2009**
Director
- Developed and retained relationships with ultra high net worth clients in the Midwest with a particular focus on Chicago.
- Selected as one of 20 private bankers (out of approx. 200) to partner with investment bank to develop private banking relationships with highly sensitive investment banking relationships.
- Worked with the investment bank, structured lending, sports advisory and finance, foreign exchange, structured products, investment management, trust advisory, private equity and others to aid clients in accomplishing their goals.
- Assisted in structuring loans to significant private equity firms for capital call facilities and general partner loans.
- Participated in the design of the Private Bank's new office space and was integral in developing organizational structure and hiring decisions for the business.

FRONT BARNETT ASSOCIATES, Chicago, IL   **1999-2005**
An independent registered investment advisory managing client portfolios with a specific focus on US large capitalization stocks and fixed income. Significant time spent advising clients on estate and tax strategies.
Principal
- As senior member and shareholder of this investment counseling firm, provided investment advice to high net worth clients on all aspects of their financial situations, including their Front Barnett portfolios.
- Contributed to doubling assets under management, growing from $1 billion to $2 billion.
- Participated in Investment Committee meetings and buy/sell decisions for core portfolio.
- Developed comprehensive financial planning module for retirement planning.
- Served as *ad hoc* resource to owner on compensation, recruiting and other organizational issues.

JP MORGAN PRIVATE CLIENT GROUP, Chicago, IL   **1997-1998**
Vice President
- Responsible for developing new business focused on the high net worth and family office market in the Twin Cities and Chicago.
- Exceeded target of $150 million in new assets under management in one year.
- Charged with providing clients with broad array of services including asset management, estate planning, structured products and 144 stock issues.

BANKERS TRUST COMPANY, PRIVATE ADVISORY SERVICES GROUP, Chicago, IL   **1995-1997**
Bankers Trust was a capital markets driven diversified financial services firm, which largely served the institutional markets. It utilized its sophisticated products and background in banking to service the ultra high net worth clientele. It later merged with Alex Brown and was then acquired by Deutsche Bank.
Vice President
- Responsible for prospecting high net worth individuals and managing client relationships in the Midwest.
- Marketed broad array of investment, risk management, banking and trust services to prospective and existing clients.
- Worked with clients to customize structured products.

CS FIRST BOSTON CORPORATION INVESTMENT MANAGEMENT GROUP, Chicago, IL   **1993-1995**
Vice President
- Marketed all investment management products to Midwest pension funds, endowments and foundations.
- Interacted with external asset management consultants.
- Exceeded first year sales expectations for Institutional Money Market Funds totaling $250 million.
- Recognized as top performer in Money Funds Group.

BANKERS TRUST COMPANY, New York, NY   **1988-1993**
Bankers Trust was a capital markets driven diversified financial services firm, which largely served the institutional markets. It later merged with Alex Brown and was then acquired by Deutsche Bank.
Vice President, Retirement Services, 1990-1993
- Managed three of the largest five defined contribution relationships totaling $11 billion in assets.
- Selected to join the senior management team in Retirement Services.
- Charged with P&L responsibility for business with over 30 direct reports.
- Created Balanced Fund management strategy for $6 billion retirement plan.
- Designed and presented new business plans for new and existing clients.

Vice President, Management Consulting Group, 1988-1990
- Designed profitability model for new multi-currency mutual fund, which was implemented by the Global Fund Services group.
- Developed and conducted system test for corporate trust business.
- Directed productivity studies for various business lines.

EDUCATION

NORTHWESTERN UNIVERSITY, KELLOGG SCHOOL OF MANAGEMENT
MBA, 1988
ST. OLAF COLLEGE
Bachelor of Arts degree in Economics, May 1984

BOARD AFFILIATIONS

- Board Member, KIPP Chicago Schools
- Member of Founders' Board, Ann and Robert H. Lurie Children's Hospital
- Advisor to private education fund

INTERESTS

- Cooking, adventure travel and golf

MICHAEL HARRIS FEINBERG

<u>OBJECTIVE</u>
To create a college preparatory framework for public schools which can be replicated wherever there is a need to increase the number of students matriculating to and through college.

<u>EDUCATION</u>
THE COLLEGE OF ARTS AND SCIENCES, UNIVERSITY OF PENNSYLVANIA
Graduated with a Bachelor of Arts Degree in International Relations, December 1991.

TEACH FOR AMERICA
Successfully completed the 1992 Summer Institute and was placed as an Elementary Bilingual teacher in Houston ISD. Passed the necessary coursework to receive a Texas Teaching Certificate in Bilingual Education.

National Louis University
Graduated with a Masters in Education Administration in 2007.

<u>WORK EXPERIENCE</u>
KIPP FOUNDATION   *Houston TX and San Francisco, CA*   *May, 2000 – Present*
Serve as the Co-Founder and Board Member of the Foundation, which oversees the KIPP School Leadership Program as well as the opening of new KIPP schools. The purpose of KIPP Foundation is to train and support educators to plan, open, and run their own public schools based on the operating principles of KIPP Academy. There are currently 162 KIPP schools in 20 states and Washington, DC.

KIPP ACADEMY CHARTER SCHOOL   *Houston, TX*   *September, 1998 – Present*
Currently serve as the Executive Vice-Chair of the Board. Co-founded, taught, and served as School Director of KIPP Academy as well. During the 1998-1999 academic year, the school made the transition from a Houston ISD campus to a State Open-Enrollment Charter School. KIPP is an academically rigorous, college preparatory public school that begins working proactively with its students as they enter the fifth grade. KIPP's mission is to prepare the students with the academic skills, intellectual habits, and qualities of character that are necessary for success in high school, college, and the competitive world beyond.

KIPP ACADEMY, Houston ISD   *Houston, TX*   *September, 1994 - July, 1998*
Co-Founded, taught, and served as School Director as KIPP grew from a 5th grade program to a 5th - 8th grade campus.

TEACH FOR AMERICA   *Houston, TX and Los Angeles, CA*   *Summers of 1993 and 1995*
Worked at the Summer Institute helping to train and prepare the new corps members for their fall placements in schools around the country. Trained the new corps members in the classroom as a Corps Member Advisor in 1993, and supervised the Summer Institute faculty as a Faculty Director in 1995.

GARCIA ELEMENTARY SCHOOL, Houston ISD   *Houston, TX*   *September, 1992 - July, 1994*
Certified K-6 Bilingual Teacher. Taught 5th grade Bilingual class for two years, and served as Grade-Level Chairperson the second year. Implemented the school's first after-school program and Winter Holiday Program.

SENATOR PAUL SIMON, *Washington, D.C.*   *January, 1992 - June, 1992*
Interned in the Senator's Washington office. Primary duties included aiding the Legislative Assistant and Legislative Correspondent in Foreign Relations and Defense.

<u>BOARDS, HONORS, and AWARDS</u>
Honorary Degrees, Yale University (2010) and Duke University (2015)
Spelman College National Community Service Award (2015)
US Presidential Citizen's Medal, *2008*
National Jefferson Award for Greatest Public Service by a Private Citizen, *2006*
Ashoka Fellow, *2004*
The Heritage Foundation's Salvatori Prize for American Citizenship, *1999*
Center For Renewal's Social Entrepreneur Recognition, *1998*
The Gulfton Area Neighborhood Organization (GANO) Seed of Freedom Award, *1997*
Thomas Jefferson Award for Public Service, Houston Metropolitan Area, *1995*
Houston Chronicle and Dillard's Crystal Award for Outstanding Teaching, *1995*

April Montgomery Goble

July 2009- Present   KIPP Chicago   Chicago, IL

Executive Director

Accountable, directly to the Regional Board and indirectly to the KIPP Foundation, for the performance of the region and the schools within the region. Primary goal is to ensure the high quality, strategic growth and operational sustainability of Chicago-Gary region.

July 2006-July 2009   KIPP: LEAD College Prep Charter School   Gary, IN

School Leader and Founder

Founded KIPP: LEAD College Prep Charter School (KLCP), a tuition-free, open enrollment, college preparatory, middle school located in Gary, Indiana. KLCP opened serving 80 fifth graders with a founding team of seven staff members. The school values are leadership, empathy, achievement and determination. Our mission is to empower students with the character, knowledge, and leadership skills necessary to graduate from college and help change the world.

July 2005-July 2006   KIPP School Leadership Program   Chicago, IL

KIPP Foundation Fisher Fellow

Selected for a year-long Fisher Fellowship by the KIPP School Leadership Program (KSLP) in 2005. During the fellowship, took classes in management, finance, instructional leadership, and organizational culture at the University of California-Berkeley's Haas School of Business. Following courses at Berkeley, worked with high-performing charter schools across the country in preparation of opening KIPP LEAD College Prep Charter School.

July 2003-July 2005   KIPP STAR College Prep   New York, NY

5th/6th Grade Math KIPP STAR Teacher and Grade Level Chair

As a founding teacher, worked closely with the school leader to ensure student systems and structures were in place. Grade Level Chair responsibilities included planning and leading grade level meetings, supporting new KIPP STAR teachers, and working closely with the school founder to enforce operating values amongst staff and students. After teaching the same students for two years, students made significant gains by moving from 38% (NPR score) to a 92% on the Stanford 10 Achievement test; a national norm referenced test.

August 2002-June 2003   Teach For America   New York, NY

Program Director

Responsible for ensuring Corps members were committed to achieving the programmatic goals determined by Teach For America's New York Regional office. During school site visits, observed and provided feedback on teaching for nearly 60 Teach For America corps members. Built strong relationships with school districts and schools where Corps members were placed. Responsibilities also included training and selecting incoming corps members.

February 2002-August 2003   Teach For America   New York, NY

School Director

Managed a team of 5 Corps Member Advisors including a Curriculum Specialist, a Literacy Consultant, 22 experienced New York City teachers, and over 300 students. Worked to ensure all students and sixty Corps members met the objectives set for the Summer School Program. Served as a member of the Teach For America Summer Institute Leadership team. Developed an Operations Manual for the school which included all school policies and procedures.

August 2001-2002   Teacher, CES 90   Bronx, NY

Fourth Grade Teacher

Instructor for 32 students who made significant academic gains. Taught an extended day after school program. Established an after school Book Club for students the following year.

1998-2001   Shadd Elementary   Washington, D.C.
Washington, DC
 Fourth/ Fifth Grade Teacher

Taught fourth and fifth grade in one of the District of Columbia's reconstituted schools. Selected by the staff for three consecutive years to be a member of the Local School Restructuring Team (LSRT). Responsibilities included working the Weighted School Formula/ Budget and serving as an advisor to the principal. Issues for the team ranged from budgeting concerns to immediate teacher concerns.

Summer 2001-2002   Teach For America Institute   Bronx, NY/Houston, TX
 Corps Member Advisor

Served as a Corps Member Advisor during the 2001 and 2002 Teach For America Institute.   Responsibilities included daily observations of incoming Corps Members, facilitating daily group discussions, and providing feedback on lesson plans.

Education   1998-2001   Trinity College   Washington, DC

M.A., Teaching Early Childhood Education

Key Classes: Constructing Meaning Through Literacy; Understanding Diversity, Education of

Exceptional Child/ Youth, Research in Education.

1993-1997   Indiana University   Bloomington, IN

B.A., Double Major: Philosophy and History

Selected to be a McNair Scholar. The McNair program is a scholarship program dedicated to increasing

the number of low-income students entering PhD programs.

Awards Received

Cartier Excellence in Teaching Award-Selected by the DC Teach For America staff to be the

first recipient of the Cartier Award for excellence in teaching and community involvement.

JILL L. KIDD

EXPERIENCE

THE BOSTON CONSULTING GROUP, Chicago, IL   1996 – 1998, 2001 – 2008, 2010 – Present

Learning and Development Manager   2010 – Present
Responsible for managing all aspects of learning and development for the consulting staff
- **Program management** – Identifies skills gaps, creates content to address gaps and delivers training programs
- **Planning** – Develops the short- and long-term L&D strategy and sets and manages the budget
- **Coaching** – Provides confidential, one-on-one coaching to members of the consulting staff and supports the Career Development Committee

Principal 2005 - 2008; Project Leader 2003 - 2005; Consultant 2001 - 2003; Associate 1996 - 1998
Part of client relationship team for global transportation provider - led multiple projects over five years
- **Retail strategy** - Led team in developing retail strategy. Evaluated customer needs, competitive position and channel economics to develop go-to-market recommendations on pricing, positioning and channels. Resulted in ~5 point gain in retail market share.
- **Global IT strategy** - Led global team across Europe, Latin America and Asia to identify areas where global IT coordination created competitive advantage. Developed detailed business requirements to capture opportunities, flagged obstacles and determined required investment. Resulted in implementation of new IT platform.
- **International strategy** - Led team to develop comprehensive view of global transportation industry. Facilitated two-day strategic offsite with global heads of business to define global growth strategy.

Additional relevant projects
- **BU strategy** - Led "Strategy Bootcamp" for multi-billion dollar BU of consumer goods company. Trained client team to perform and interpret strategic analyses in order to develop 5-year BU strategy.
- **New product development** - Worked with manufacturer to reduce product development cycles. Worked closely with several departments to detail out process and determine bottlenecks and true value-add time. Identified key obstacles and solved them with client. Resulted in >60% reduction in cycle times.
- **Post-merger integration** - Supported PMI of two business service organizations. Responsibilities included identification and tracking of key tasks, working through obstacles with client, and ensuring all critical tasks on track. Resulted in successful "Day 1" launch of integrated product offering.

Served in several people development roles over nine year tenure at BCG
- **Recruiting director** - Led recruiting efforts for Associate Class, successfully filling all positions in an expansion year (moving from ~8 to ~16 Associates per class) and served as Class Dean; initiated first comprehensive documentation of Chicago Associate recruiting process
- **Career Development Committee Representative**
- **Graduate School Support** - Led North American Graduate School Support efforts for three years, including recruiting over 30 volunteers and reviewing over 30 essays and recommendation memos annually
- Won Journeyman Award for excellence in people development

NETFLIX.COM
Business Development Associate, Los Gatos, CA   Summer 2000
- **Customer acquisition strategy** - Evaluated online portal placement opportunities, including developing financial model to quantify value of deal. Led discussions with major portals. Successfully negotiated agreements with numerous partners to acquire new customers. Created messaging, worked jointly with engineering to implement, and tracked redemptions. Over 100,000 new customers generated in 10 weeks.

CLASSIFIED VENTURES, INC.
Business Development Analyst, Chicago, IL   1998-1999
- **New product development** - Active role in strategy development for new online product. Analyzed new business opportunities and acquisitions / partnerships for strategic fit with product. Developed strategic relationships and negotiated agreements with third-party content providers.

EDUCATION

STANFORD UNIVERSITY GRADUATE SCHOOL OF BUSINESS, Palo Alto, CA   1999 - 2001
Master of Business Administration, May 2001
  • Emphasis in Strategy and Entrepreneurship

UNIVERSITY OF MICHIGAN, Ann Arbor, MI   1992 - 1996
Bachelor of Science in Industrial and Operations Engineering, April 1996
  • Graduated Summa Cum Laude; GPA = 3.9 / 4.0

PERSONAL

Interests include traveling (visited over 30 countries on 6 continents), reading, skiing, running (completed Chicago marathon and several half-marathons) and watching Cubs baseball.

Donald J. Weiss

Don has over 30 years of experience leading entrepreneurial retail and real estate businesses. From 1982 to 2012 he led WiseWay Supermarkets, an Independent Chain of Supermarkets in Northwest Indiana employing more than 700 people. In December 2012, all but one of those stores was sold to Strack and Van Til, a subsidiary of Central Grocers so that Weiss Entities, LLC could focus on its other real estate and real estate activities. Don has more than 25 years of experience developing, building and managing a diverse range of income producing properties. Currently these properties include approximately 650,000 square feet of retail space, 600 apartment units and 300 acres of land in various stages of development. Currently Weiss Entities is also in the process of rolling out WiseGuys Liquor Superstores, Northwest Indiana's first operator in that category. Don is a Magna Cum Laude graduate of Washington University in St. Louis and holds an M.B.A. in Real Estate Finance from Columbia University. Beyond his own operations, Don has extensive experience serving on other profit and non-profit entity Boards. Currently he serves on the Executive Committee of the Board of Directors of Central Grocers, a 2 billion dollar cooperative grocery wholesaler and retailer headquartered in Joliet, Illinois. Don is Central's second largest shareholder. Don has served in various other leadership roles in Northwest Indiana and Chicago including as a member of the Northwest Indiana Times' Board of Economists, The Board of Chicago Public Radio (WBEZ) and KIPP Chicago Schools (Four high performing charter schools In Chicago.

Appendix 3.2.c.1.i

Board Calendar

KIPP:Chicago

COLLEGE PREP PUBLIC SCHOOLS

2015 - 2016 BOARD MEETING DATES

August 28, 2015	9:30 AM – 11:30 AM	Shared Services Center	1932 S Halsted, Suite 404, Chicago, IL 60608
October 23, 2015	9:30 AM – 11:30 AM	Shared Services Center	1932 S Halsted, Suite 404, Chicago, IL 60608
December 18, 2015	9:30 AM – 11:30 AM	KIPP Ascend Middle School	1616 S Avers Chicago, IL 60608
March 18, 2016	9:30 AM – 11:30 AM	Shared Services Center	1932 S Halsted, Suite 404, Chicago, IL 60608
May 20, 2016	9:30 AM – 11:30 AM	KIPP Bloom College Prep	5515 S Lowe Ave Chicago, IL 60621

Appendix 3.2.c.1.iii

501(c)3 Letter

IRS Department of the Treasury
Internal Revenue Service

P.O. Box 2508, Room 4010
Cincinnati OH 45201

In reply refer to: 0223421763
Oct. 03, 2013 LTR 4168C 0
30-0135927 000000 00
00032580
BODC: TE

KIPP CHICAGO SCHOOLS
% JIM OCONNOR
1945 S HALSTED STE 101
CHICAGO IL 60608

006917

Employer Identification Number: 30-0135927
Person to Contact: R KELLY
Toll Free Telephone Number: 1-877-829-5500

Dear Taxpayer:

This is in response to your May 10, 2013, request for information
regarding your tax-exempt status.

Our records indicate that you were recognized as exempt under
section 501(c)(03) of the Internal Revenue Code in a determination
letter issued in July 2004.

Our records also indicate that you are not a private foundation within
the meaning of section 509(a) of the Code because you are described in
section(s) 509(a)(1) and 170(b)(1)(A)(ii).

Donors may deduct contributions to you as provided in section 170 of
the Code. Bequests, legacies, devises, transfers, or gifts to you or
for your use are deductible for Federal estate and gift tax purposes
if they meet the applicable provisions of sections 2055, 2106, and
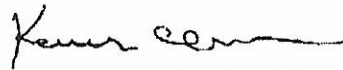2522 of the Code.

Please refer to our website www.irs.gov/eo for information regarding
filing requirements. Specifically, section 6033(j) of the Code
provides that failure to file an annual information return for three
consecutive years results in revocation of tax-exempt status as of
the filing due date of the third return for organizations required to
file. We will publish a list of organizations whose tax-exempt
status was revoked under section 6033(j) of the Code on our website
beginning in early 2011.

KIPP CHICAGO SCHOOLS
% JIM OCONNOR
1945 S HALSTED STE 101
CHICAGO IL 60608

If you have any questions, please call us at the telephone number
shown in the heading of this letter.

Sincerely yours,

Kenneth Corbin, Acting Director
Exempt Organizations

Appendix 3.2.c.2

KIPP Chicago
Conflict of Interest and
Ethics Policy

Conflict of Interest and Ethics Policy

PURPOSE: KIPP Chicago Schools is committed to ensuring that Officials and Employees act in the highest ethical manner in order to preserve the public trust. Further, it is essential to set a good example for and act in the best interest of KIPP Chicago students. In order to meet these imperatives, the following ethical standards have been established.

POLICY TEXT:

I.   Applicability

This Policy applies to all Officials and Employees.

II.   Definitions

Whenever used in this Policy:

A.   "Board" means the appointed KIPP Chicago Schools Board of Directors.

B.   "Business Relationship" means any contract or other transaction between an Official or Employee and any other person or entity which entitles the Official or Employee to compensation or payment in the amount of $2,500 or more in a calendar year, but does not include the following:

1.   Any interest resulting from an Official or Employee's Spouse, Domestic Partner, or Partner to a Civil Union's independent occupation, profession, or employment;

2.   Any ownership through purchase or inheritance of less than one percent of the shares (regardless of the value of or dividends on the shares) of a Corporation, corporate subsidiary, parent, or affiliate, when the shares are registered on a securities exchange pursuant to the Securities Exchange Act of 1934, 15 U.S.C. §78 et al. as amended;

3.   The authorized compensation paid to an Employee for his or her Board employment;

4.   Any economic benefit provided equally to all members of the general public;

5.   A time or demand deposit in a financial institution, e.g., certificate of deposit or bank account; or

6.   An endowment, insurance policy, or annuity contract purchased from an insurance company.

C.   "Contract Management Authority" means personal involvement in or direct supervisory responsibility for the formulation or execution of a contract. This includes, without limitation, the preparation of specifications, evaluation of bids

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or proposals, negotiation of contract terms, and supervision of contract performance.

D. "Corporation" means a legal business structure that establishes the business as a separate entity from the owner(s) or members.

E. "Do Business," "Doing Business," "Does Business," or "Done Business," means any one or any combination of sales, purchases, leases, or contracts to, from, or with the Board in an amount in excess of $10,000 in any 12 consecutive months.

F. "Domestic Partner(s)" or "Domestic Partnership" means individuals who are:

1. At least 18 years of age;
2. The same sex;
3. Unmarried (single, divorced, or widowed) and not a Partner to a Civil Union;
4. Responsible for each other's common welfare;
5. Residing in the same residence;
6. Not related by blood closer than would bar marriage in the State of Illinois; and
7. Satisfy two of the following additional requirements:

    a. Have been residing together for at least 12 months;
    b. Have common or joint ownership of a residence;
    c. Jointly own a motor vehicle, credit account, checking account, or residential lease; or
    d. One or both partners have declared the other as the primary beneficiary on his or her will.

G. "Economic Interest" means that an Official or Employee or his or her Spouse, Domestic Partner, Partner to a Civil Union, Relative, or a Member of his or her Household:

1. Is the proprietor of a sole proprietorship;
2. Owns a five percent or greater interest in any class of stock of a Corporation by vote or value; partnership; form; enterprise; franchise; organization; holding company; joint stock company; receivership; trust (or beneficial interest in a trust); or any Legal Entity organized for profit;
3. Is an officer or director of a For-Profit Corporation, general or managing partner of a partnership, or the trustee of a trust;
4. Owns any interest as a result of which the owner currently receives or is entitled to receive in the future more than $2,500 in a calendar year; or
5. Owns any interest with a cost or present value of $5,000 or more.

Economic Interest **shall not** include:

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1. Any interest of the Official or Employee's Spouse, Domestic Partner, or Partner to a Civil Union which is related to the Spouse's, Domestic Partner's, or Partner to a Civil Union's independent occupation, profession, or employment;
2. The authorized compensation paid to an Official or Employee for his or her office or employment;
3. Any economic benefit provided by the Board equally to all members of the general public;
4. Time or demand deposit in a financial institution;
5. An endowment, insurance policy, or annuity contract purchased from an insurance company;
6. Compensation for property taken for use by the Board pursuant to the eminent domain power;
7. Monetary interests or other rights obtained by Employees through a collective bargaining agreement or state and federal law; or
8. Any ownership through purchase at fair market value or inheritance of less than one percent of the shares of a Corporation, or any corporate subsidiary, parent, or affiliate thereof, regardless of the value of or dividends on such shares, if such shares are registered on a securities exchange pursuant to the Securities Exchange Act of 1934, 15 U.S.C. §78 et al. as amended.

H. "Employee" means any person working for KIPP Chicago as an officer, teacher, principal, assistant principal, certified administrator, educational support personnel, or miscellaneous employee, regardless of classification and regardless of whether employed on a full-time or part-time basis.

I. "Fiduciary Duty" means an obligation to act in the best interests of the Board and the public by avoiding conflicts of interest and acting in good faith.

J. "For-Profit" means establishing, maintaining, or Doing Business for the purpose of making a profit.

K. "Gift(s)" means any gratuity, discount, entertainment, hospitality, loan, forbearance, or other tangible or intangible item having monetary value including but not limited to, cash, food and drink, and honoraria for speaking engagements related to or attributable to the official position of an Official or Employee.

L. "Legal Entity" means any Corporation, partnership, or organization, whether or not operated For-Profit, and regardless of its form.

M. "Member of his or her Household" or "Member of their Household" means anyone living in the same residence as an Official or Employee, whether or not the individual meets the definition of a Relative.

N. "Not-For-Profit" means establishing, maintaining, or Doing Business for purposes other than making a profit.

O. "Official" means a Board member.

P. "Political Activity" means any of the following:

1. Preparing for, organizing, or participating in any political meeting, political rally, political demonstration, or other political event.
2. Soliciting contributions, including but not limited to, selling, distributing, or receiving payment for tickets for any political fundraiser, political meeting, or other political event.
3. Purchasing tickets for any political fundraiser, political meeting, or other political event.
4. Planning the solicitation of campaign contributions.
5. Preparing any document or report regarding campaign contributions.
6. Planning, conducting, or participating in a public opinion poll or survey in connection with a campaign for elective office, on behalf of a political organization, or for or against any referendum question.
7. Assisting at the polls on Election Day on behalf of any political organization candidate for elective office, or for or against any referendum question.
8. Soliciting votes on behalf of a candidate for elective office, political organization, or for or against any referendum question or helping in an effort to get voters to the polls.
9. Initiating, preparing, circulating, reviewing, or filing any petition on behalf of a candidate for elective office or for or against any referendum question.
10. Making contributions to any candidate for elective office.
11. Preparing or reviewing responses to candidate questionnaires in connection with a campaign for elective office or on behalf of a political organization.
12. Distributing, preparing for distribution, or mailing campaign literature, campaign signs, or other campaign material on behalf of any candidate for elective office or for or against any referendum question.
13. Campaigning for any elective office or for or against any referendum question.
14. Managing or working on a Campaign for elective office or for or against any referendum question.
15. Serving as a delegate, alternate, or proxy to a political party convention.

Q. "Prohibited source" means any person or entity who:

1. Is seeking official action by: (a) an Official, or (b) an Employee, or by the Official or another Employee directing that employee.

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2. Does business or seeks to do business with: (a) an Official, or (b) an Employee, or with the Official or another Employee directing that Employee.

3. Conducts activities regulated by: (a) an Official, or (b) an Employee or by the Official or another employee directing that employee.

4. Has an interest that may be substantially affected by the performance or non-performance of the official duties of the Official or Employee.

R. "Relative(s)" means a person who is a Spouse, Domestic Partner, Partner to a Civil Union, child, step-child, parent, step-parent, grandparent, grandchild, sibling, step-sibling, half-sibling, parent-in-law, brother-in-law, sister-in-law, son-in-law, daughter-in-law, aunt, great-aunt, uncle, great-uncle, niece, nephew, or first cousin and shall include any similar relationship created by blood, legal adoption, in loco parentis status, marriage, Domestic Partnership, Partnership to a Civil Union, or parenting relationship.

S. "Secondary Employment" means any non-KIPP Chicago employment or activity for which an Employee receives any type of remuneration.

T. "Spouse" means a husband or wife of an Official or Employee (pursuant to valid marriage license and/or certificate) who is not divorced from the Official or Employee.

III. Fiduciary Duty

At all times in the performance of their public duties, Officials and Employees of the Board owe a Fiduciary Duty to KIP Chicago.

IV. Use of KIPP Chicago Property and Funds

KIPP Chicago property and funds shall be used only for KIPP Chicago purposes and in the manner specified or directed by KIPP Chicago. No Official or Employee shall engage in or permit the misuse of KIPP Chicago property or funds.

V. Nepotism

A. No Official or Employee shall hire or appoint his or her Relative to a position at a KIPP Chicago school.

B. No Official or Employee shall attempt to influence the hiring or appointment of his or her Relative at any KIPP Chicago facility.

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C.   No Official or Employee shall hire or appoint any person in exchange for, or in consideration of, the hiring or appointment of his or her Relative by any other Official or Employee.

D.   No Official or Employee may hire any person to a position in which that person would supervise or evaluate a Relative.

E.   No Official or Employee may transfer any person to a position in which that person would supervise or evaluate a Relative.

F.   No Official or Employee may supervise a Relative, with the following exception:

If an Official or Employee becomes a Relative of another person over whom he or she already had supervisory authority, the supervisory relationship must be discontinued as soon as possible, but no later than 90 calendar days for administrators or the end of the school year for school-based Employees.

G.   No person may accept an appointment as a principal at a school in which a Relative of that person is employed.

H.   No Official may recommend or advocate a contract with a Relative or entity employing a Relative.

I.   When an Official or Employee exercises Contract Management Authority over a contract with any Legal Entity, he or she shall not assist his or her Relative in securing a contract or employment with that entity. If a Relative of the Official or Employee secures employment, or obtains a contract with the Legal Entity while the Official or Employee exercises Contract Management Authority, it shall be presumed that this Code Section has been violated, unless proven otherwise.

VI. Economic Interest in Contracts and KIPP Chicago Work - Officials

A.   An Official who knows or has reason to know that he or she has an Economic Interest in the name of any person or any other Legal Entity with a contract, work, business, or sale authorized by action of KIPP Chicago shall:

1.   Disclose such Economic Interest publicly at a Board meeting prior to any vote being taken on the matter;
2.   Recuse himself or herself from any participation or discussion of the matter; and
3.   Abstain from voting on the matter.

B.   Unless sold pursuant to a process of competitive bidding following public notice, no Official shall have an Economic Interest in the purchase of any property that belongs to KIPP Chicago or is sold by KIPP Chicago through legal process.

VII. Economic Interest in Contracts and KIPP Chicago Work - Employees

    A.   No Employee shall have an Economic Interest in any of the following regardless of expense, price, or consideration:

        1.   Contracts with KIPP Chicago;
        2.   Work or business of KIPP Chicago; or
        3.   Sale of any article to KIPP Chicago either paid with funds belonging to or administered by KIPP Chicago, or authorized by action of the Board.

    B.   Unless sold pursuant to a process of competitive bidding following public notice, no Employee shall have an Economic Interest in the purchase of any property that belongs to KIPP Chicago or is sold by KIPP Chicago through legal process.

VIII. Contract Management Authority

An Employee who exercises Contract Management Authority regarding any business or transaction involving KIPP Chicago shall not exercise such authority in connection with:

    A.   An entity in which the Employee has an Economic Interest;

    B.   A person or entity with whom the Employee has an employment relationship; or

    C.   A person or entity with whom the Employee has a Business Relationship.

IX. Conflicts of Interest

    A.   No Official or Employee shall make, participate in making, or in any way attempt to use his or her position to influence any Board decision or action in which he or she knows or has reason to know that he or she has any Economic Interest distinguishable from that of the general public.

    B.   No Employee shall recommend, retain, or hire as an Employee or a KIPP Chicago vendor any person or entity with whom the Employee has a Business Relationship.

    C.   Employees are permitted to serve with compensation on the boards of directors of corporate entities that are neither Doing Business with KIPP Chicago nor seeking to Do Business with KIPP Chicago.

    D.   Officials are permitted to serve without compensation on the boards of Not-for-Profit Corporations, provided that Officials file a statement of their participation on the Not-for-Profit board with the Secretary of the Board. An Official sitting on a board of a Not-for-Profit Corporation shall recuse himself or herself and abstain from any vote or discussion related to the Not-for-Profit Doing Business with

KIPP Chicago, seeking to Do Business with KIPP Chicago, or donating funds or services to KIPP Chicago.

E. Employees are permitted to serve without compensation on the boards of Not-for-Profit Corporations. If the Employee knows or has reason to know that the Not-for-Profit is Doing Business or seeking to Do Business with KIPP Chicago, the Employee must seek approval from the Ethics Advisor for his or her participation on the Not-for-Profit board. Any Employee sitting on the board of a Not-for-Profit Corporation shall recuse himself or herself and abstain from any vote or discussion related to the Not-for-profit Doing Business or seeking to Do Business with KIPP Chicago.

F. Representation of Other persons

1. No Official or Employee may represent or have an Economic Interest in the representation of any person or entity other than KIPP Chicago in any formal or informal proceeding or transaction before the Board or any of its committees. Nothing in this Section shall preclude:

   a. Any Employee from performing the duties of his or her employment; or
   b. Any Official from appearing without compensation before the Board or any KIPP Chicago committee in the course of his or her duties as an Official; or
   c. Any Official or Employee from representing the interest of his or her child in a due process or similar proceeding provided that the Official or Employee comply with any other Board Rules or Policies which are applicable to that proceeding.

2. No Official or Employee may have an Economic Interest in the representation of any person in any judicial or quasi-judicial proceeding before any administrative agency or court in which KIPP Chicago is a party and that person's interest is adverse to that of KIPP Chicago.

X. Gifts

Except as permitted by this policy, no Official or Employee, and no spouse of or immediate family member living with any Official or Employee shall intentionally solicit or accept any Gift from any Prohibited Source or that is otherwise prohibited by law or policy. No prohibited source shall intentionally offer or make a Gift that violates this Policy.

The following are exceptions to the ban on accepting Gifts from a prohibited source:

A. Opportunities, benefits, and services that are available on the same conditions as for the general public.

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B.   Anything for which the Official or Employee, or his or her spouse or immediate family member, pays the fair market value.

C.   Any: (a) contribution that is lawfully made under the Election Code, or (b) activities associated with a fund-raising event in support of a political organization or candidate.

D.   Educational materials and missions.

E.   Travel expenses for a meeting to discuss the business of KIPP Chicago.

F.   A Gift from a Relative.

G.   Anything provided by an individual on the basis of a personal friendship unless the recipient has reason to believe that, under the circumstances, the Gift was provided because of the official position or employment of the recipient or his or her spouse or immediate family member and not because of the personal friendship. In determining whether a Gift is provided on the basis of personal friendship, the recipient shall consider the circumstances under which the Gift was offered, such as: (a) the history of the relationship between the individual giving the Gift and the recipient of the Gift, including any previous exchange of Gifts between those individuals; (b) whether to the actual knowledge of the recipient the individual who gave the Gift personally paid for the Gift or sought a tax deduction or business reimbursement for the Gift; and (c) whether to the actual knowledge of the recipient the individual who gave the Gift also at the same time gave the same or similar Gifts to other Officials or Employees, or their spouses or immediate family members.

H.   Food or refreshments not exceeding $75 per person in value on a single calendar day; provided that the food or refreshments are: (a) consumed on the premises from which they were purchased or prepared; or (b) catered. "Catered" means food or refreshments that are purchased ready to consume which are delivered by any means.

I.   Food, refreshments, lodging, transportation, and other benefits resulting from outside business or employment activities (or outside activities that are not connected to the official duties of an Official or Employee), if the benefits have not been offered or enhanced because of the official position or employment of the Official or Employee, and are customarily provided to others in similar circumstances.

J.   Intra-governmental and inter-governmental Gifts. "Intra-governmental Gift" means any Gift given to an Official or Employee from another Official or Employee, and "inter-governmental Gift" means any Gift given to an Official or Employee by an Officer or Employee of another governmental entity.

K.   Bequests, inheritances, and other transfers at death.

L.   Any item or items from any one prohibited source during any calendar year having a cumulative total value of less than $100.

Each of the listed exceptions is mutually exclusive and independent of every other.

An Official or Employee, his or her spouse, or an immediate family member living with the Official or Employee, does not violate this Policy if the recipient promptly takes reasonable action to return a Gift from a prohibited source to its source or gives the Gift or an amount equal to its value to an appropriate charity that is exempt from income taxation under Section 501(c)(3) of the Internal Revenue Code of 1986.

XI.   Secondary Employment

A.   No Employee may engage in any Secondary Employment that is in conflict with the duties or demands of his or her KIPP Chicago employment.

B.   Employees are not permitted to use KIPP Chicago resources to perform any Secondary Employment.

C.   Service on a board of directors in exchange for monetary compensation or an ownership interest in a Corporation will be viewed as Secondary Employment. See Sections IX (C) and (D) for provisions regarding conflicts of interest between KIPP Chicago employment and service on a board.

XII.   Post-employment and Post-membership Restrictions

A.   If a former Official or Employee was counsel of record or participated personally and substantially in a judicial or administrative proceeding during his or her term of office or employment, then the former Official or Employee shall not assist or represent any person other than KIPP Chicago in any related judicial or administrative proceeding.

B.   If a former Official or Employee participated personally and substantially in the subject matter of the transaction during his or her term of office or employment, then the former Official or Employee shall not assist or represent any person in any business transaction involving KIPP Chicago for a period of one year after the termination of the Official's or Employee's term of office or employment. If a former Official or Employee, however, exercised Contract Management Authority with respect to a contract, this prohibition shall be permanent as to that contract.

XIII.   Political Activities

A.   Employees are permitted to engage in a Political Activity on a voluntary basis during non- work hours, vacation, or personal time. Employees are not permitted to engage in Political Activity during any other KIPP Chicago compensated time.

B.   At no time shall any Official or Employee intentionally misappropriate the services of any Employee by requiring that any Employee perform any Political Activity as:

   1.   Part of that Employee's duties;
   2.   A condition of employment; or
   3.   During any time-off that is compensated by KIPP Chicago (such as vacation or personal time).

C.   No Official or Employee shall require any Employee to participate in Political Activity in consideration for that Employee being awarded additional compensation or employee benefit such as a salary adjustment, bonus, compensatory time-off, or continued employment.

D.   No Official or Employee shall award, and no Employee shall accept, any additional compensation or employee benefit such as a salary adjustment, bonus, compensatory time-off, or continued employment, in consideration for the Employee's participation in a Political Activity.

E.   No Official or Employee is permitted to use KIPP Chicago resources to perform any Political Activity.

F.   Nothing in this Section prohibits Political Activities that are otherwise appropriate for an Employee to engage in as part of his or her official employment duties.

XIV. Rights and Responsibilities under this Policy

A.   All Officials and Employees are responsible for complying with this Policy.

B.   All Employees have the right and are encouraged to report potential violations of this Policy to the Executive Director. If the potential violation involves the Executive Director, violation reports should be made to the President of Board.

C.   Any Official or supervisor who knows or has reason to know that this Policy may have been violated must report the matter to the Executive Director. If the potential violation involves the Executive Director violation reports should be made to the President of the Board.

D.   All Officials and Employees are responsible for cooperating with inquiries to determine whether this Policy has been violated. This cooperation will include supplying witness testimony, documents, and any other requested information. Failure to do so may be considered a violation of this Policy.

E.   All Officials and Employees are responsible for cooperating with remediation of violations of this Policy.

XV.   Legal Compliance and Enforcement

Officials and Employees covered by this Policy shall abide by any and all applicable local, state and federal laws, regulations, or rules.

The Board and the Executive Director shall seek guidance from the Board attorney concerning compliance with and enforcement of this Policy. The Board may, as necessary or prudent, appoint an ethics advisor for this task.

Written complaints alleging a violation of this policy shall be filed with the Executive Director. If the potential violation involves the Executive Director, violation reports should be made to the President of the Board. If attempts to correct any misunderstanding or problem do not resolve the matter, the Executive Director or Board President shall, after consulting with the Board attorney, place the alleged violation on a Board meeting agenda for the Board's disposition. An Official, who is related, either by blood or by marriage, up to the degree of first cousin, to the person who is the subject of the complaint, shall not participate in any decision-making capacity for the Board. If the Board finds it more likely than not that the allegations in a complaint are true, it shall consider disciplinary action for the Official or employee.
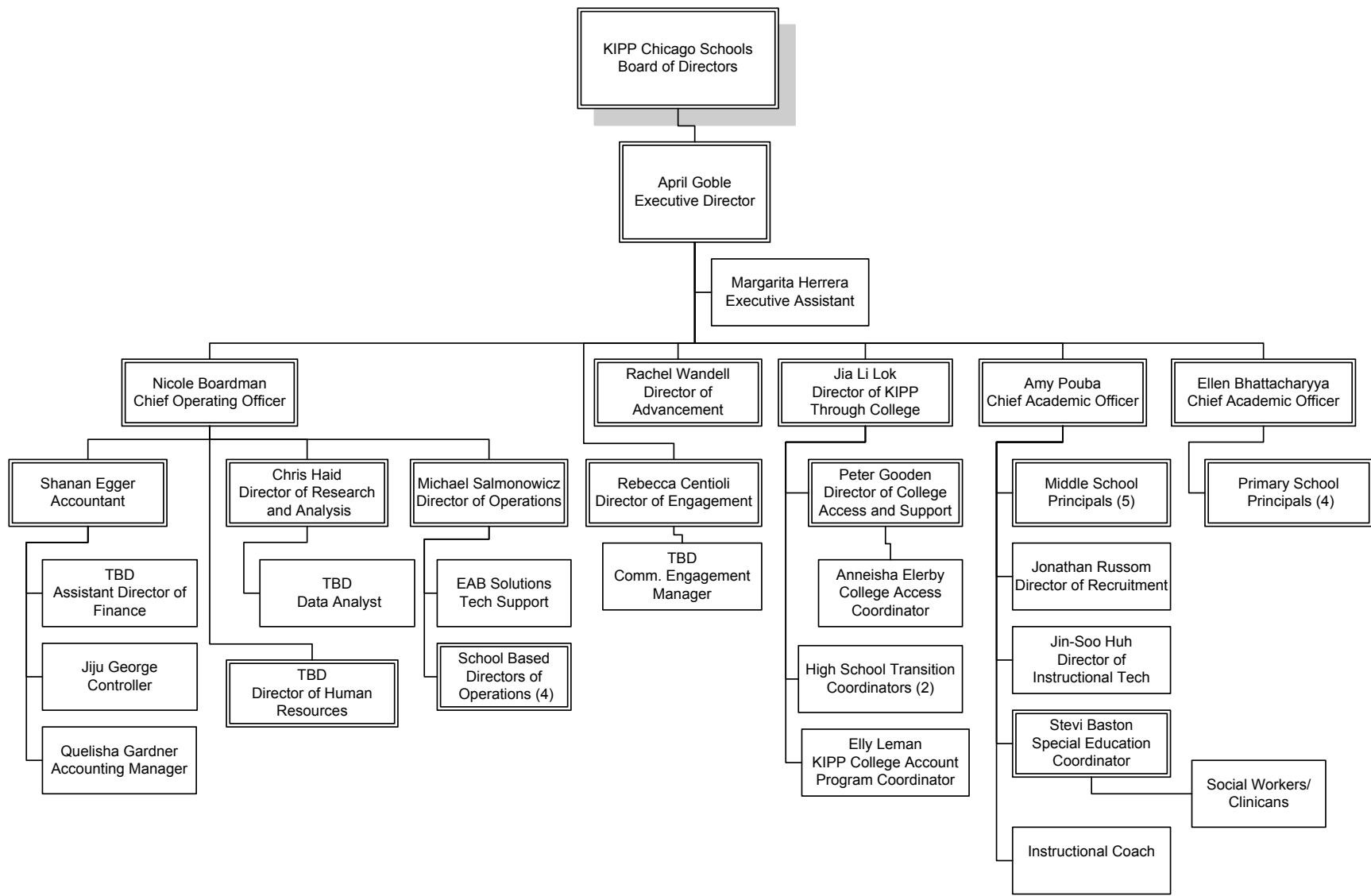
XVI.   Penalties for Violations

A.   Any Employee who violates this Policy may be subject to discipline, including suspension or dismissal.

B.   Any Official who violates this Policy may be subject to disqualification or removal from office.

C.   Any Contractor who violates this Policy may be subject to debarment
.

XVII. Effective Date

This Policy shall be in effect beginning July 1, 2015.

Appendix 3.2.d.1

Organizational Chart
Shared Services Center

KIPP Chicago Schools Board of Directors

April Goble — Executive Director

Margarita Herrera — Executive Assistant

Nicole Boardman — Chief Operating Officer

- Shanan Egger — Accountant
  - TBD — Assistant Director of Finance
  - Jiju George — Controller
  - Quelisha Gardner — Accounting Manager
- Chris Haid — Director of Research and Analysis
  - TBD — Data Analyst
  - TBD — Director of Human Resources
- Michael Salmonowicz — Director of Operations
  - EAB Solutions — Tech Support
  - School Based Directors of Operations (4)

Rachel Wandell — Director of Advancement

- Rebecca Centioli — Director of Engagement
  - TBD — Comm. Engagement Manager

Jia Li Lok — Director of KIPP Through College

- Peter Gooden — Director of College Access and Support
  - Anneisha Elerby — College Access Coordinator
  - High School Transition Coordinators (2)
  - Elly Leman — KIPP College Account Program Coordinator

Amy Pouba — Chief Academic Officer

- Middle School Principals (5)
- Jonathan Russom — Director of Recruitment
- Jin-Soo Huh — Director of Instructional Tech
- Stevi Baston — Special Education Coordinator
  - Social Workers/Clinicans
- Instructional Coach

Ellen Bhattacharyya — Chief Academic Officer

- Primary School Principals (4)

Appendix 4.2.a.1.i

Listing of Financial Reports Generated

Listing of Financial Reports Generated

KIPP Chicago's Accountant, COO, and External Affairs Team create the following reports:

- Monthly Financial Report
    o Statement of Financial Position
    o Statement of Activities
    o Statement of Cash Flows
    o Statement of Financial Comments
    o Annual Forecast and Board Metrics
- Monthly Development Report
- Quarterly Financial Reports
    o Statement of Financial Position
    o Statement of Activities
    o Statement of Cash Flows
    o Statement of Financial Comments
    o Annual Forecast and Board Metrics
- Quarterly Development Report
- Annual Financial Reports
    o 990's
    o Audit
    o Annual Budget

These reports are effective and timely in assessing financial stability, growth, control, and compliance. Together, these documents satisfy both Illinois State Board of Education (ISBE) and CPS financial reporting requirements. We submit to an independent audit annually, per compliance agreements. The frequency of and reviewing bodies for these reports are detailed below.

In addition to the financial reports above, the following reports are submitted to CPS per requirements.

- Annual Budget –July 1
- SGSA, Title 1, and Title II Program Design – July 1
- Membership for Per Pupil Funding – quarterly
- Special Education Reimbursement Invoices – 15th day following each quarter
- Quarterly Financial Reports –30th day following each quarter, 45 days after Q4
- Annual Audit – November 1
- Projected Enrollment for Next School Year – December
- Form 990 – February 15th (with approved extension)

<u>Monitoring activities:</u> Monitoring is the process of assessment of the design and operation of controls on a suitably timely basis to take necessary actions—by the appropriate personnel. We regularly assess the financial stability, legal compliance, and control effectiveness of our organization. It is the Board of Director's responsibility to review the management team's progress in meeting organizational objectives. It is the Executive Director's responsibility to report pertinent information actively, quickly, and consistently to the Board of Directors to ensure financial stability and legal compliance. The Chief Operating Officer and the Accountant are primarily responsible for maintaining and overseeing the budget with direction and approval from the Board of Directors. Internal controls are reviewed quarterly by the Executive Director and at least annually by the Board of Directors. Significant changes in control environment or deficiencies are reported immediately to

the Board of Directors and/or the management team. It is the management team's responsibility, in coordination with the Board of Directors, to promptly control outstanding risks to a reasonable level.

The Board of Directors meet at least on a quarterly basis and more regularly per the need of the organization. The Finance Committee meets at least on a quarterly basis and more regularly per the need of the business.

The following table outlines the frequency of financial reporting and reviewing persons:

Financial Reporting Review

	B.O.D.	Finance Committee	Executive Director	Member of B.O.D.
Monthly Statement of Financial Position			- Either or -	
Monthly Statement of Activities			- Either or -	
Monthly Statement of Cash Flows			- Either or -	
Monthly Statement of Financial Comments			- Either or -	
Monthly Annual Forecast and Board Metrics			- Either or -	
Monthly Development Report			- Either or -	
Quarterly Statement of Financial Position	X	X	X	
Quarterly Statement of Activities	X	X	X	
Quarterly Statement of Cash Flows	X	X	X	
Quarterly Statement of Financial Comments	X	X	X	
Quarterly Annual Forecast and Board Metrics	X	X	X	
Quarterly Development Report	X	X	X	
990's	X	X	X	
Annual Audit	X	X	X	
Annual Budget	X	X	X	

Chicago Public Schools' also monitors the health of KIPP Chicago through the reports detailed above.

Appendix 4.2.a.1.ii

Financial
Policies and Procedures

KIPP Chicago Schools

Fiscal Policies and Procedures

Table of Contents

Purpose

KIPP Chicago Schools designs and implements controls in accordance with Generally Accepted Accounting Principles (GAAP) guided by the Committee of Sponsoring Organizations of the Treadway Commission's Internal Control—Integrated Framework, commonly referred to as the COSO Framework or Framework. The Framework is designed to efficiently and effectively aid leadership in constructing and maintaining systems of internal controls. By definition, internal control is a process, effected by an entity's board of directors, management, and other personnel, designed to provide reasonable assurance regarding the achievement of objectives relating to operations, reporting, and compliance.

The Fiscal Policies and Procedures manual refers to the control activities, information and communication, and monitoring activities of the Framework to effectively and efficiently sustain the financial health and legal compliance of KIPP Chicago Schools.

Notes from the Accountant:

The document referred to as the 'Finance Manual' and 'Fiscal Policies and Procedures' is approved by the Board of Directors when changes occur in the document. Updates can include but are not limited to organizational architecture restructuring, new or updated control systems, and changes in fiscal policy.

Leadership has the primary responsibility to review and update the control systems and fiscal policies. Controls are regularly tested to ensure compliance and financial stability. Effective controls consist of policies, procedures, and monitoring of areas of material risk to the business. The Fiscal Policies and Procedures effectively mitigate these risks to a reasonable level.
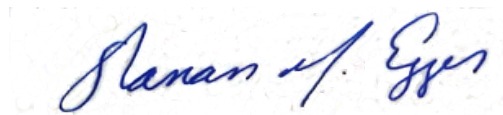
I hereby certify that the following policies and procedures mitigate risks to the financial stability of the organization and legal compliance of the use of public funds.

Nicole Boardman

04/01/2015

_____   _____

Nicole Boardman – Chief Operating Officer   *Date*

Shanan J. Egger

04/01/2015

_____   _____

Shanan Egger – Accountant   *Date*

Security of Financial Data

The accounting software should be reviewed to ensure that general and functional controls to unauthorized access to data are precluded (i.e. proper password protection and authorizations for inquiry or browse only functions).

A petty cash box located in each school is secured under lock and key with limited authorization to individual school's director of operations and office manager. All other financial data, unused checks, and unclaimed checks will be secured from unauthorized access in a locked security cabinet and/or safe at the SSC controlled by the COO and the Accountant.

Document Retention Policy

The corporate records of KIPP Chicago Schools are important assets. Corporate records include essentially all records produced by employees, whether paper or electronic. A record may be as obvious as a memorandum, an e-mail, a contract, or a case study, or something not as obvious, such as a computerized desk calendar, an appointment book or an expense record.

Originals of the following corporate documents are maintained and their presence is verified on a periodic basis:

- Charter and all related amendments
- Minutes of the Board of Directors and subcommittees
- Banking agreements
- Leases
- Insurance policies
- Vendor invoices
- Grant and contract agreements
- Fixed asset inventory list
- Cancelled checks
- Bank statements
- Employee files including offer letters

The law requires KIPP Chicago Schools to maintain certain types of corporate records, usually for a specified period of time. Failure to retain those records for those minimum periods could subject employees and KIPP Chicago Schools to penalties and fines, cause the loss of rights, obstruct justice, spoil potential evidence in a lawsuit, place KIPP Chicago Schools in contempt of court, or seriously disadvantage KIPP Chicago Schools in litigation.

KIPP Chicago Schools expects all employees to fully comply with any published records retention or destruction policies and schedules, provided that all employees should note the following general exception to any stated destruction schedule: If you believe, or KIPP Chicago Schools informs you, that KIPP Chicago Schools records are relevant to litigation, or potential litigation (i.e., a dispute that could result in litigation), then you must preserve those records until the Legal Department determines the records are no longer needed. That exception supersedes any previously or subsequently established destruction schedule for those records. If you believe that exception may apply, or have any question regarding the possible applicability of that exception, please contact the Legal Department.

From time to time KIPP Chicago Schools establishes retention or destruction policies or schedules for specific categories of records in order to ensure legal compliance, and also to accomplish other objectives, such as preserving intellectual property and cost management. Several categories of documents that bear special consideration are identified below. While minimum retention periods are suggested, the retention of the documents identified below and of documents not included in the identified categories should be determined primarily by the application of the general guidelines affecting document retention identified above, as well as any other pertinent factors.

(a) Tax Records. Tax records include, but may not be limited to, documents concerning payroll, expenses, proof of deductions, business costs, accounting procedures, and other documents concerning KIPP Chicago Schools' revenues. Tax records should be retained for at least six years from the date of filing the applicable return.

(b) Employment Records/Personnel Records. State and federal statutes require KIPP Chicago Schools to keep certain recruitment, employment, and personnel information. KIPP Chicago Schools should also keep personnel files that reflect performance reviews and any complaints brought against KIPP Chicago Schools or individual employees under applicable state and federal statutes. KIPP Chicago Schools should also keep all final memoranda and correspondence reflecting performance reviews and actions taken by or against personnel in the employee's personnel file. Employment and personnel records should be retained for six years.

(c) Board and Board Committee Materials. Meeting minutes should be retained in perpetuity by electronic means. A clean copy of all Board and Board Committee materials should be kept for no fewer than three years by KIPP Chicago Schools.

(d) Press Releases/Public Filings. KIPP Chicago Schools should retain permanent copies of all press releases and publicly filed documents under the theory that KIPP Chicago Schools should have its own copy to test the accuracy of any document a member of the public can theoretically produce against KIPP Chicago Schools.

(e) Legal Files. Legal counsel should be consulted to determine the retention period of particular documents, but legal documents should generally be maintained for a period of ten years.

(f) Marketing and Sales Documents. KIPP Chicago Schools should keep final copies of marketing and sales documents for the same period of time it keeps other corporate files, generally three years. An exception to the three-year policy may be sales invoices, contracts, leases, licenses and other legal documentation. These documents should be kept for at least three years beyond the life of the agreement.

(g) Development/Intellectual Property and Trade Secrets. Development documents are often subject to intellectual property protection in their final form (e.g., patents and copyrights). The documents detailing the development process are often also of value to KIPP Chicago Schools and are protected as a trade secret where KIPP Chicago Schools:

> (i) derives independent economic value from the secrecy of the information; and
> (ii) KIPP Chicago Schools has taken affirmative steps to keep the information confidential.

KIPP Chicago Schools should keep all documents designated as containing trade secret information for at least the life of the trade secret.

(h) Contracts. Final, execution copies of all contracts entered into by KIPP Chicago Schools should be retained. KIPP Chicago Schools should retain copies of the final contracts for at least three years beyond the life of the agreement, and longer in the case of publicly filed contracts.

(i) Electronic Mail. E-mail that needs to be saved should be either:

> (i) printed in hard copy and kept in the appropriate file; or
> (ii) downloaded to a computer file and kept electronically or on disk as a separate file.

The retention period depends upon the subject matter of the e-mail, as covered elsewhere in this policy.

Failure to comply with this Document Retention Policy may result in punitive action against the employee, including suspension or termination. Questions about this policy should be referred to the School-Based Director of Operations, who is in charge of administering, enforcing and updating this policy.

Journal Entries

Journal Entry Procedures
1. The Controller prepares a Journal Entry Form with supporting documentation and submits the forms to the Accountant for approval.

2. The Accountant reviews the request and signs for approval.

3. The Accountant returns the approved or denied request to the Controller.

4. The Controller enters the approved journal entries into the accounting database and files the Journal Entry Form in the Journal Entry File.

Cash Management

Cash Receipt Procedures
5. The Office Manager is primarily responsible for cash receipts. When the Office Manager is unavailable, the School-Based Director of Operations will be responsible.

6. Count the cash in front of the payor.

7. Enter the amount received into the pre-numbered receipt book (with duplicate forms). Have the payor sign the receipt as an acknowledgment of payment. Give the top copy to the payor and file the receipt book in the locked storage cabinet or safe. I

8. Voids are to be filed in the Cash Receipt File. Both top and bottom copies must be accounted for.

9. Put the money into the lock box.

10. The lock box will be kept in a locked storage cabinet or safe with access limited to the COO, School-Based Director of Operations, and the Office Manager.

11. The School-Based Director of Operations will prepare deposits and take them to the bank monthly. However, if more than $1,000 in cash accumulates before that time, deposits will be made more frequently.

12. The School-Based Director of Operations will attach the supporting deposit slips and void receipts and cash receipts from the receipt book and deliver them to the Controller for journal entry into the accounting database. See Journal Entry Procedures.

13. Reconciliation of the cash receipts to deposit slips and bank statements is performed monthly by the Accountant.

Check Receipt Procedures
1. All checks related to school operations are immediately restrictively endorsed by the Office Manager or Executive Assistant upon receipt and entered in the deposit log. (See Gift Processing Procedures for checks related to Development.)

2. The check is placed immediately in the lock box or safe.

3. The School-Based Director of Operations or Controller prepares the deposit slip and makes a copy of each check to be deposited. The deposit slip copy and copy of the checks are attached and filed.

4. All checks will be deposited into the bank monthly. However, if more than $1,000 in checks accumulate before that time, deposits will be made more frequently.

5. If applicable, the School-Based Director of Operations submits the support documents of the deposit to the Controller at least monthly.

6. The Controller reviews and codes all deposit slips before they are entered into the accounting database. See Journal Entry Procedures.

7. Reconciliation of the Deposit Log to deposit slips and bank statements is performed monthly by the Accountant.

Cash Disbursements

The following internal controls are in place to ensure the accuracy of cash disbursements:
- Pre-numbered checks and special check protective paper.
- Match disbursement records against accounts payable/open invoice files.
- Bank statements reconciled to cash accounts and any outstanding checks verified by the Accountant.
- Supporting documentation canceled to prevent resubmission for payment.
- Detailed comparison of actual vs. budget disbursements on a periodic basis.

The following procedures are in place to ensure the accuracy of cash disbursements:

1. The Controller obtains a W-9 and enters all vendors into the accounting system.

2. The Accounting Manager receives the payment request from the COO and verifies that all necessary support documents and approvals are present.

3. When the transaction is complete and payment is due, a pre-numbered check is obtained by the Accounting Manager from the locked cabinet. The Accounting Manager enters the transaction into the accounting system and then prepares the check while attaching all supporting documentation: (e.g., vendor invoice, purchase order, purchase requisition, etc.).

4. The Accounting Manager logs the check and check number into the Check Payment Log including any voided checks filed in the VOID Check Log.

5. Prepared checks receive the appropriate signature authorization for payment from any of the following persons: Board President, Board Treasurer, Chief Operating Officer, Chief Academic Officers, or Principals.

6. All checks less than $10,000 will require one signature from the authorized persons above.

7. Checks greater than $10,000 will require two signatures from two authorized signers. Only one signature may come from a Principal.

8. Checks greater than $25,000 will require the approval of the Board President or Treasurer. Approval will consist of an email, which must be attached to the check packet. It will be the Accounting Manager's responsibility to obtain this authorization from the approved board positions. Those individuals who are signing checks greater than $25,000 must confirm that this email has been attached prior to signing the check.

9. As a further detective control, the Accountant who prepares the bank reconciliation (separate from the check issuer, check signer, and party approving the expense) will produce and submit a monthly list of checks greater than $25,000 issued on behalf of KIPP Chicago Schools to the President and Treasurer for their review. The party approving the check will be noted on the log as a means to reaffirm they have indeed approved the illustrated checks.

10. After having been signed, the Executive Assistant will photocopy the checks and attach the copy to the supporting documents.

11. The Executive Assistant mails the checks directly to the payees.

12. The Executive Assistant will cancel all supporting documents by marking them PAID and documenting the check number and date paid on the PRF and in the Paid Check Log.

13. The Accountant will review check packets prior to filing.

14. On a periodic basis, the Accountant matches vendor statements against accounts payable/open invoice files for any discrepancies.

15. The Controller verifies the Check Payment Log and the Void Check Log with the Paid Check Log monthly to ensure sequence and completeness. Outstanding or missing checks are investigated after 15 days.

16. Bank statements are reconciled soon after receipt by the Accountant. All outstanding checks greater than 90 days will be investigated by the Accounting Manager at the direction of the Accountant.

17. The Chief Operating Officer will sign all bank reconciliations indicating his/her approval.

Petty Cash

The charter school shall maintain a petty cash fund to be used for reimbursements to employees and vendors for minimal out-of-pocket business-related expenses, not to exceed $100.

1. Each school will maintain a petty cash system of $500, which will be maintained and secured by the School-Based Director of Operations. Cash is kept in the Petty Cash Expenditure Envelope (and kept separate from cash receipts) in the safe.

2. The School-Based Director of Operations maintains a Petty Cash Expenditure Log of all disbursements made from the petty cash fund. No disbursements will be for greater than $100, except under special circumstances.

3. Any change and all receipts are put back in the Petty Cash Expenditure Envelope. If any employee loses a receipt, he or she is required to complete and file a missing receipt form. The employee's supervisor will approve by signing the form.

4. When the fund needs to be replenished, a check request is prepared by the School-Based Director of Operations, attaching the log of disbursements and supporting receipts.

5. Receipts are matched to the disbursement log by the Accounting Manager.

6. The COO approves the replenishment request and the Accounting Manager issues the check. (See Cash Disbursement above.)

7. Random audits are performed quarterly to verify actual cash amounts at the charter school by the Accounting Manager. Audits are documented and filed in the Petty Cash Audit file.

Purchasing

Procedures

1. Buyer completes a Purchase Request Form (PRF) and submits the PRF to the School-Based Director of Operations or the Accounting Manager.

2. Approval is obtained by the appropriate authorizing manager. Refer to the Payment Approval Authorization list.

3. The approved PRF is returned to the School-Based Director of Operations or the Accounting Manager to complete the purchase.

4. The Purchase Request Form is stapled to the Purchase Order and/or any other backup documentation and is filed in the Pending Order file.

5. Package arrives.

6. The Office Manager or Executive Assistant receives and examines the package at the office to ensure quality. The Office Manager or Executive Assistant then matches the packing slip, the contents of the package, and the purchase order to ensure that all items are present and initials that the order is complete.

7. The Director of Operations logs classroom furniture and technology equipment in the Destiny Asset Management Inventory.

8. The Office Manager or Accounting Manager sends the package to Buyer.

9. The School-Based Director of Operations or Accounting Manager takes the PRF and backup documentation out of the Pending Order file and attaches the Packing Slip to the PRF and backup documentation. These documents are then filed in the Pending Invoice file.

10. When the Invoice is received, it is attached to the PRF and backup documentation and placed in the To Be Paid file.

11. The School-Based Director of Operations or Accounting Manager gives the To Be Paid files to the COO for processing at the SSC (see Cash Disbursement Procedures above).

Purchasing Approval Authorization

The following list provides guidance to approval amounts and dictates the appropriate authorizing persons per amount. The Board of Directors may approve any purchase but must always approve a purchase amount of $25,000 or more.

1. Amounts less than $5,000 can be approved by a School-Based Director of Operations.

2. Amounts less than $10,000 can be approved by a Principal.

3. Amounts less than $25,000 can be approved by the Executive Director, COO, or COA.

4. Amounts equal to or greater than $25,000 must be approved by the Board of Directors.

Competitive Bidding

Guiding the purchase of all goods and services of the charter school will be: (a) price; (b) quality; and (c) dependability. Particular vendors may be chosen for any one or any combination of these factors; however, at all times the selection of a particular good, service, or vendor shall be with the intention of maintaining a top-quality school. The execution of contracts and grants shall be within the scope of the charter school's mission, goals, and annual plans.

When a product is to be purchased that costs more than $10,000, the School-Based Director of Operations shall make every reasonable effort to secure quotes and product specifications from at least three providers of the product or a similar product. The School-Based Director of Operations shall consult the Accountant before selecting from these offers and document the reasons for selecting the chosen option that shall include mention of the aforementioned factors. Professional service contracts are excluded from the requirement to seek multiple bids; however, nothing shall preclude the School-Based Director of Operations from seeking multiple bids for these contracts. All contractual agreements shall be in writing and signed and dated by a Principal or the Chief Operating Officer.

Entering and Exiting Contracts

All persons approved for purchasing may enter or exit contracts up to the designated purchasing amounts (see Purchasing Approval Authorization above). KIPP Chicago Schools enters into contracts to ensure quality services and goods be provided in a timely and consistent matter. Every effort should be made to obtain the most economic and appropriate contract as outlined in Competitive Bidding above.

When exiting contracts, approved persons shall assess all potential outcomes including but not limited to the any future liabilities from exiting the contract, the viability and price of entering a new contract, and the reputation of KIPP Chicago Schools. Contracts are

Reimbursement Procedures

In general, KIPP Chicago Schools prefers all purchasing to go directly through the School-Based Director of Operations. However, at times, it is necessary for staff members to make purchases on behalf of KIPP Chicago Schools. If so, staff members must follow the reimbursement procedures below. KIPP Chicago Schools will only reimburse reasonable expenses that are approved by an authorizing person.

KIPP Chicago Schools has very specific procedures for the reimbursement of travel expenses incurred by anyone conducting business or traveling on behalf of the organization. All travel on behalf of KIPP Chicago Schools is to be undertaken in a cost-effective manner. The School-Based Director of Operations will book flights and hotels to ensure a competitive rate. KIPP Chicago Schools does not reimburse staff members for expenses related to family members or other accompanying travelers.

Expenses eligible for reimbursement include meals. Where the staff is required to represent KIPP Chicago Schools at luncheon or dinner meetings, KIPP Chicago Schools will bear the full cost. When staff is traveling on overnight, school-related business, KIPP Chicago Schools will reimburse meals up to the following limits: $9 for breakfast, $12 for lunch, and $15 for dinner. Tips shall not exceed 20% of the total bill.

KIPP Chicago Schools will reimburse staff for travel expenses, tolls, and parking fees beyond normal travel to and from work when such travel, tolls, and parking are necessary to do the job. Staff members are encouraged to minimalize costs by scheduling meetings, errands, etc., while in route to work. Travel expenses will be reimbursed using the current standard IRS mileage allowance rate. Parking fees and tolls will be reimbursed in the actual amounts. Original receipts, including parking slips, are necessary to reimburse expenses.

If an employee uses their personal vehicle for business transportation during working hours, proof of adequate state minimum insurance coverage and a valid driver's license must first be presented to KIPP Chicago Schools. The Accounting Manager will retain a copy of both the employee's driver's license and

insurance prior to the employee's use of their personal vehicle. It is the employee's responsibility to update the driver license and insurance information with the Accounting Manager. Travel reimbursements will not be paid to individuals with outdated information. KIPP Chicago Schools will also maintain "Non-Owned" insurance coverage of at least $1,000,000.

Below are the Reimbursement Procedures to be used for all reimbursements:

1. The Staff Member completes a PRF and submits the PRF to the School-Based Director of Operations or Accounting Manager. Every effort should be made to complete a PRF. However, if a PRF is not feasible prior to incurring the expense, skip to step 5.

2. A Principal or the COO approves the PRF and returns it to the School-Based Director of Operations or Accounting Manager. A Principal may not sign for his/her own reimbursements; the COO must sign off on a Principal's reimbursements.

3. The School-Based Director of Operations or Accounting Manager gives a copy of the approved PRF to the staff member.

4. The School-Based Director of Operations or Accounting Manager files the original PRF in the Pending Order file.

5. The Staff Member incurs the expense and returns with the purchased items (if applicable) and receipts.

6. If the staff member has received approval, proceed to step 7. If the staff member has not received approval, the staff member now completes a PRF and receives approval from a principal or the COO as described in step 2. The staff member submits the PRF to the School-Based Director of Operations or the Accounting Manager.

7. The Staff Member submits the receipts to the School-Based Director of Operations or Accounting Manager. All travel related expenses should be logged onto a PRF and given to the School-Based Director of Operations or Accounting Manager with applicable receipts.

8. If applicable, the Director of Operations logs classroom furniture and technology equipment in the Destiny Asset Management Inventory.

9. The School-Based Director of Operations or Accounting Manager attaches the receipts to the PRF (if applicable).

10. The School-Based Director of Operations or Accounting Manager places the documents into the To Be Paid file until it is ready to be given to the COO for processing at the SSC. (See cash disbursements above.)

Use of School Credit Cards

The KIPP Chicago Schools credit card benefits KIPP Chicago Schools and the cardholder through prompt payment to suppliers and vendors, and delegates responsibility for low-value purchase authority to those making the commitment.

Policy

Credit cards are issued at the discretion of the Chief Operating Officer per the need of the business. Charter schools are granted one credit card per location to current employees who are granted KIPP Chicago Schools purchasing authority. Each SSC Department has at least one authorized user determined by the purchasing needs of the department by the Chief Operating Officer. Delegation of KIPP Chicago Schools purchasing authority governs the use of the credit card as a tool for purchasing

materials and services, typically for less than $500. The cardholder agrees to comply with all applicable KIPP Chicago Schools policies and procedures and the Cardholder Agreement.

Compliance with Policy, Violations, and Consequences

Employee violations of this agreement or to any policy regarding the purchase of goods or services will be investigated and may result in either one or more of the following actions: written warning, revocation of credit card privileges, cancelation of delegation of purchasing authority, disciplinary action, and termination and/or criminal prosecution. Human error and extraordinary circumstances may be taken into consideration when investigating any violation of this agreement.

The Chief Operating Officer and the Accountant have the responsibility to investigate and determine whether a violation of procurement policy has occurred. Leadership will consider the facts and circumstances of each incident, and take action as deemed appropriate, and as permitted by applicable law and/or KIPP Chicago Schools policy.

Credit Card violations include but are not limited to:
- Purchase of items for personal use.
- Use of the credit card for cash advances.
- Exceeding bank credit line limit.
- Failure to return the credit card when an employee resigns, is reassigned, terminated or upon request.
- Failure to turn in packing slips, receipts or other backup documentation to the KIPP Chicago Schools' School-Based Director of Operations by the end of the month of the purchase for the purpose of establishing accountable reconciliation procedures.

To ensure financial control and prudent employee usage the following procedures are instituted:
- The credit card is to be used for KIPP Chicago Schools business purposes only.
- The accounting department will maintain master records of all employee credit cards.
- All individual expenses require a receipt.
- In the event of unavoidable co-mingling of personal and professional usage, a personal check payable to KIPP Chicago Schools for the personal portion must accompany the business receipts.
- If the accounting department does not receive all receipts and/or reimbursements by the end of the month in which the purchases were made, KIPP Chicago Schools' management team reserves the right to cancel the employee's credit card. It is the responsibility of each employee holding a corporate card to notify the accounting department in writing if they cannot meet this requirement.
- All expenses not documented will be considered personal and deducted from the employee's payroll.

Ownership and Cancelation of the Credit Card

The credit card remains the property of the Bank. It may not be transferred to, assigned to, or used by anyone other than the designated Cardholder. The Cardholder is accountable for the activity on the card. The Bank or KIPP Chicago Schools may suspend or cancel Cardholder privileges at any time for any reason. The Cardholder will surrender the credit card upon request to KIPP Chicago Schools or any authorized agent of the Bank.

Spending Limits

Each credit card user has a pre-set limit (including shipping, handling and tax) that may not be exceeded unless the user obtains permission from the Chief Operating Officer. Limits for charter schools are based on student enrollment. SSC departments have established $2,000 limits determined by the Chief Operating Officer. Credit limits are set in place to mitigate the risk of abuse and misuse of the credit card. Overall credit may be increased or decreased only by the approval from the Board of Directors and guidance from the Chief Operating Officer.

Supporting Documents

It is the Cardholder's responsibility to obtain transaction receipts from the merchant each time the credit card is used. Individual transaction receipts are to be submitted to KIPP Chicago Schools' Finance Team. The Chief Operating Officer will be responsible for review and approval of monthly statements. KIPP Chicago Schools will keep statement data and proof of reconciliation, including receipts and other supporting documents, on file for a period consistent with the record retention requirements of the law.

Disputed Items

It is the Cardholder's responsibility to follow-up on any erroneous charges, returns or adjustments to ensure proper credit is given on subsequent statements.

Protecting the Credit Card

The credit card is a valuable property that requires proper treatment by the Cardholder to protect it from misuse by unauthorized parties.

Validation and Safekeeping

Employees should sign the back of the credit card immediately upon receipt. Employees should keep their cards in a secure location. Employees should ensure that the credit card is returned to them after each charge and should verify that the returned credit card has their name on it. When using the credit card for Internet purchases, cardholders should ensure that the site utilizes industry recognized secure sockets layer (SSL) encryption.

When the expiration date is passed and/or after the employee has received a new credit card, the old card should be turned into the Accounting Manager, documented, and appropriately disposed of.

Lost or Stolen Credit Cards

If the credit card is lost or stolen, contact the Chief Operating Officer immediately.

Credit Card Purchasing Procedures

1. The Cardholder completes a PRF and submits the PRF to the School-Based Director of Operations or Accounting Manager. Every effort should be made to complete a PRF. However, if a PRF is not feasible prior to incurring the expense, skip to step 5.

2. A Principal or the COO approves the PRF and returns it to the School-Based Director of Operations or Accounting Manager. A Principal may not sign for his/her own purchases; the COO must approve a Principal's purchase.

3. The School-Based Director of Operations or Accounting Manager gives a copy of the approved PRF to the cardholder.

4. The School-Based Director of Operations or Accounting Manager files the original PRF in the current month's Credit Card File.

5. The Cardholder uses the credit card to make a purchase and submits receipts to the Accounting Manager by the end of the month.

6. The COO emails the credit card statement to the Accounting Manager each month.

7. The Accounting Manager then distributes each cardholder's statement to the cardholder.

8. The cardholder matches the receipts to the charges and codes each transaction with the appropriate budget line account number. If prior approval has not been received for these

transactions, approval is obtained from an appropriate authorizing person. (See Purchasing Approval Authorization above.)

9. The cardholder attaches any outstanding receipts and supporting documents prior to forwarding the statement back to the Accounting Manager.

10. The Accounting Manager gives the entire group of documents to the COO. The COO indicates approval on the cover page and reviews for reasonableness.

11. The COO pays the bill online.

12. The Accounting Manager enters the transaction into the Accounting System.

13. All supporting documents are reviewed by the Accountant prior to filing.

Payroll Procedures

KIPP Chicago Schools will utilize a payroll service to pay employees on a semi-monthly basis. This service provider is responsible for tax withholdings and remitting them to the IRS. The Controller will update the financials monthly, and the Accountant will review all entries.

Vacation and Sick Leave

See Staff Handbook (Leave Policies) for number and type of leave days.

Leave taken is recorded by the Employee through the Payroll Provider. The Employee's Supervisor approves or denies leave requests.

Timekeeping

Hourly employees and consultants will adhere to the following procedures for timekeeping:

1. Year-round hourly employees are required to sign in and out on electronic timecards located on ADP.

2. Seasonal hourly employees are required to sign in and out on paper timesheets located in the Main Office.

3. On the payroll due date, the School-Based Director of Operations will review timesheets and submit them for payment to the Accounting Manager.

4. The paper timesheets are included with the payroll reconciliation packets and are filed by the Accounting Manager.

5. The controller receives the payroll packet from ADP and prepares a journal entry. See Journal Entry Procedures.

Fundraising Procedures

Fundraising Guidelines

This policy includes one-time events, sales, and anything else that raises money in the name of KIPP Chicago Schools.

1. Permission for any fundraiser or solicitation of Board members, businesses, or foundations must be received from the Executive Director, the Director of Engagement, or the Director of Advancement before the fundraiser begins.

2. All money must be immediately turned in to the Office Manager.

3. Fundraisers must comply with any local, state, and federal law including prohibiting the sale of food prepared in homes.

Fundraising Staff Supervision and Training

To ensure that fundraising staff understands their responsibilities, each fundraising staff member must:

1. Complete an orientation session that includes a review of all applicable federal, state, and local laws regarding fundraising practices. Illinois requirements can be found on http://www.illinoisattorneygeneral.gov/charities/reg_reports.html#ProfessionalFundraisers.

2. Complete a minimum of two (2) professional development workshops, specifically related to fundraising techniques each year (e.g., "Miracle Major Gifts" or "Proposal Writing Workshop")

3. Receive a performance evaluation by their supervisor annually.

4. Avoid techniques that are coercive, intimidating, or intended to harass potential donors.

5. Refrain from giving specific legal, financial, and tax advice to individual donors.

Gift Acceptance Guidelines

The purpose of these guidelines is to protect the interests of the donor, KIPP Chicago Schools, or charitable causes named as the beneficiary of a gift. These guidelines also optimize gift opportunities without compromising KIPP Chicago Schools or the donor.

1. The External Affairs Team shall be apprised of any potential gift or bequest. Each case shall be reviewed on a regular basis by the Development staff to ensure proper action, accounting, and acknowledgment surrounding each gift.

2. Every precaution shall be taken by KIPP Chicago Schools staff to protect the privacy and confidentiality of each donor and the donor's family. Permission must be obtained before any public acknowledgment is made of gifts received by KIPP Chicago Schools.

3. When appropriate, the Development staff shall attempt to have the Executive Director and/or program staff meet with an individual donor to execute a gift agreement. All complex arrangements must be reviewed by KIPP Chicago Schools' Finance Team.

4. A person acting in the capacity of Attorney-in-fact may make a gift from the estate of the individual granting the Power of Attorney.

5. KIPP Chicago Schools will provide gift receipts meeting IRS substantiation requirements for property received by KIPP Chicago Schools as a gift. For non-cash gifts, the value ascribed will be will be determined by the donor on the gift receipt or left blank for fill-in by the donor.

6. KIPP Chicago Schools shall in no way compensate, whether through commissions, finders' fees, or other means, any third party for directing a donor to KIPP Chicago Schools.

7. Response to each gift should be prompt without regard to the monetary value or timing of the individual gift.

8. Any gift subject to a restriction shall be accepted, only after review by the External Affairs Team. Every effort shall be made to ensure the restrictions on the gift do not add such excessive additional responsibilities as to make the gift inadvisable.

9. KIPP Chicago Schools should not be engaged in the execution of will but may provide gift clauses for inclusion in wills by donors and/or their personal counsel.

10. Gifts of real estate, annuity contracts, life insurance, or mineral rights are ordinarily acceptable only after it has been determined that no unreasonable liability exists and that the transaction has been approved by the Board.

Gift Processing Procedures

It is extremely important to acknowledge all gifts that are received in a timely manner. The following steps will ensure that all donors are acknowledged properly:

1. Donations may be received at any of KIPP Chicago Schools locations including the SSC. Mail should be opened by the Office Manager or Executive Assistant.

2. Any gift of stock is immediately directed to the KIPP Foundation for pass through.

3. Checks are immediately restrictively endorsed by the Office Manager or Executive Assistant upon receipt and entered into the deposit log.

4. The check is placed immediately in the lock box or safe.

5. The Office Manager or Executive Assistant prepares the deposit slip and makes a copy of each check to be deposited. The deposit slip copy and copy of the checks are attached and filed.

6. A copy of the check and any supporting documentation are delivered to the External Affairs Team Office.

7. All checks will be deposited into the bank at least every two weeks.

8. The Controller reviews all deposit slips and prepares the journal entry before they are entered into the accounting system. See Journal Entry Procedures.

9. Reconciliation of the Deposit Log to deposit slips and bank statements is performed monthly by the Accountant.

10. An acknowledgment letter will be produced for signature by the appropriate party including but not limited to the Executive Director, Chief Operating Officer, Director of Engagement, or Director of Advancement and/or student acknowledgment letters may be prepared, if deemed appropriate.

11. The External Affairs Team will create or update donor record in the electronic database.

<u>Bank Accounts</u>

KIPP Chicago Schools shall only contract with banks that are financially stable and comply with all applicable local, state, and federal laws and regulations. KIPP Chicago Schools contracts with banks to make the most economic decision including but not limited to the following factors: interest rates, fees, FDIC insurance, compliance, non-profit benefits, security, and utility.

The signature of the Secretary of the Board of Directors authorizing the execution of the corporate resolution on behalf of the Board of Directors is required to open accounts, subject to restrictions of such authority established by the Board of Directors and by state law or regulation.

The Chief Operating Officer, after consultation with and authorization by the Board Chair, shall secure any necessary signatures to open or close a KIPP Chicago Schools account.

Financial Reporting

Board of Directors

Together, the Accountant, the Chief Operating Officer, and the External Affairs Team prepare the following reports on a monthly basis for one of the following: a member of the Finance Committee, the Executive Director, or the Board of Directors.

- Monthly Financial Report
  - Statement of Financial Position
  - Statement of Activities
  - Statement of Cash Flows
  - Statement of Financial Comments
  - Annual Forecast and Board Metrics
- Monthly Development Report

The following are reviewed quarterly by the Board of Directors, the Finance Committee, and the Executive Director.

- Quarterly Financial Reports
  - Statement of Financial Position
  - Statement of Activities
  - Statement of Cash Flows
  - Statement of Financial Comments
  - Annual Forecast and Board Metrics
  - Development Report

The Board of Directors, the Finance Committee, and the Executive Director review the following annually: audit, 990's, and the annual budget.

Chicago Public Schools

KIPP Chicago Schools submits the following reports to the Chicago Public Schools:

- Annual Budget –July 1
- SGSA, Title 1, and Title II Program Design – July 1
- Membership for Per Pupil Funding – Quarterly
- Special Education Reimbursement Invoices – 15th day following each quarter
- Quarterly Financial Reports –30th day following each quarter, 45 days after Q4
- Annual Audit – November 1
- Projected Enrollment for Next School Year – December
- Form 990 – February 15th (with approved extension)

KIPP Chicago Schools reports student enrollment per Chicago Public schools' directive including reporting the number of expelled students quarterly.

Budget

The following procedures are in place to ensure that a budget is filed on time with the Chicago Public Schools each year:

1. In preparation of the annual operating budget, the Chief Operating Officer prepares a preliminary budget.

2. To support budgets and projection estimates, the Chief Operating Officer, and the Accountant prepare current year-to-date financial data with projections of year-end totals.

3. The Principals and the Executive Director, review the budget and projections for completeness and reasonableness.

4. A draft of the budget is submitted to the Finance Committee and Board of Directors during the month of May. Adjustments will be made as necessary.

5. The Board of Directors approves and adopts the budget during the May board meeting.

Audit

KIPP Chicago Schools will submit to an audit of its financial statements by a qualified certified public accounting firm, in accordance with GAAP. The audit is reviewed annually and approved in October by the Board of Directors.

Illinois State Board of Education

KIPP Chicago Schools submits an annual Charter School Financial Report to ISBE each summer.

Property and Equipment Procedures

Major Controls

- Capitalization Policies: KIPP Chicago Schools follows generally accepted accounting principles as applicable to special purpose business-type activity governmental unit. All fixed asset purchased are capitalized in the year of purchase and recorded in the General Fund. KIPP Chicago Schools follows the policy of capitalizing all fixed assets purchased greater than $1,500.

- Fixed Asset Classification: Fixed assets are accounted for by the following classifications: land, building, textbooks, leasehold improvements, equipment, furniture, and computer hardware and software.

- Complete Record of Property and Equipment Acquisition Costs: The fixed assets subsidiary ledger contains the full history of each capital asset acquired: original acquisition cost and any costs incurred to prepare the asset for use.

Procedures

1. Asset acquisitions, transfers, and dispositions are entered in the fixed assets subsidiary ledger on a periodic basis.

2. The fixed assets account in the general ledger is reconciled with the accounting system annually. Any differences are analyzed and resolved by the Accountant.

Depreciation Procedures

KIPP Chicago Schools capitalizes all fixed assets when acquired, and records the historical cost of these items in the General Fund. In accordance with generally accepted accounting principles, as they relate to special purpose business-type activity, government units, under GASB 34 depreciation expense must be recorded by the Accountant in the statement of revenue, expenditures and changes in net assets. KIPP Chicago Schools will use the straight-line method of depreciation over the asset's useful life as determined as follow:

Computer Servers	5 years
Office Equipment	5 years
Vehicles	10 years
Office Furniture	7 years
Leasehold Improvements	Life of lease
Building Improvements	20 years
Building	30 years

Inventory of Property and Equipment

1. Upon receiving property or equipment, the Director of Operations is responsible for recording the following in Destiny, the organization's asset management software:
   - Name and description
   - Serial number, model number, or other identification
   - Vendor name, acquisition date and cost
   - Location and condition of the equipment
   - Ultimate disposition data, including date of disposal and sales price or method of disposal

2. The Director of Operations performs a physical inventory of all property in KIPP Chicago schools' possession or control at the end of each school year. The physical inventory records include each asset, the related control number, location, and a brief description of its condition. The physical inventory is reconciled to the detailed fixed asset subsidiary, and differences are investigated and reconciled.

Disposal of Property and Equipment

No item of property or equipment shall be removed from the premises without prior approval from the Principals. When disposing of property or equipment, the following procedures will be adhered to:

1. A determination is made by KIPP Chicago Schools personnel as to the usefulness of a fixed asset.

2. An Asset Disposal Form is prepared by the Director of Operations.

3. The Asset Disposal Form is reviewed and signed by the Accountant.

4. The Accountant enters the dollar amount of the disposed fixed asset as a reduction in the fixed asset subsidiary ledger and adjusts the control account in the General Fund. The treatment of any proceeds from the disposition, and the recognition of any gain or loss on sale of the disposed asset is also recorded in the General Fund revenue account at this time.

Acknowledgment of Credit Card Policy

I have received, read, and understand the KIPP Chicago Schools Credit Card Usage Policy. By signing this form, I give permission to KIPP Chicago Schools to withhold from my paycheck for personal items and unreported expenses.

Date: _____

Employee Name Printed: _____

Employee Signature: _____

Card Number: _____ Exp.:_____