

KIPP: Minnesota

2017-2018 ANNUAL REPORT



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Verification of Statuary Compliance

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Report Introduction

This annual report serves to satisfy Minnesota Statute, section 124E.16, Subd. 2

Minnesota Statute 124E.16 Subd. 2. Annual Public Reports.

Subd. 2. Annual public reports. (a) A charter school must publish an annual report approved by the board of directors. The annual report must at least include information on school enrollment, student attrition, governance and management, staffing, finances, academic performance, innovative practices and system implementation, and future plans. A charter school may combine this report with the reporting required under section 120B.11 governing the world's best workforce. A charter school must post the annual report on the school's official Web site. A charter school also must distribute the annual report by publication, mail, or electronic means to its authorizer, school employees, and parents and legal guardians of students enrolled in the charter school. The reports are public data under chapter 13.

KIPP Minnesota History

KIPP Minnesota was founded in 2006 to address the racial and economic achievement gaps in the Twin Cities' public schools. KIPP was brought to Minnesota thanks to the generosity and interests of our founding investor, The Carlson Family Foundation. KIPP, the "Knowledge Is Power Program," is a national network of free, open enrollment, college- preparatory public charter schools with a track record of preparing students in underserved communities for success in college and life. There are 224 KIPP schools serving nearly 10,000 students and over 10,00 alumni in college.

KIPP Minnesota's first school, KIPP North Star Academy, (formerly KIPP Stand Academy), opened in 2008 in downtown Minneapolis. In the summer of 2014 the school moved into a vacant Minneapolis Public School building on the far north side to allow for the expansion of our middle school and the addition of an elementary school, KIPP North Star Primary, which opened in fall 2016.

KIPP North Star Academy serves students in 5th to 8th grade in Minneapolis and surrounding areas. KIPP North Star Primary served grades K and 2 in 2017-2018 and will grow to a K-3 next year. Our students primarily reside in zip codes 55411, 55412 and 55430. In 2017-2018, 99% of our student body was students of color, of which 97% were African American. Approximately 92% of our students receive federal lunch aid.

Rigorous academic preparation and holistic character development have been the focus of KIPP's schools since the first KIPP was launched in Houston in 1994. This dual purpose drives all aspects of our schools, shaping our college-going culture, extended school day and year, and curriculum. It explains why our school leaders and all of our teachers ask so much of our students; yet also provide joyful experiences in exchange for commitment and hard work. Through a culture of

high expectations, we seek to instill in our students the values of grit, zest, self-control, social intelligence, gratitude, curiosity, and optimism. At KIPP Minnesota our teachers are unified in doing what's best for students. Our teachers share best practices and collaborate as a school and with a powerful network of over 4,500 teachers nationally.

KIPP Minnesota Mission

Establish and operate high performing public schools in the Twin Cities that confront educational inequity by delivering academic excellence and cultivating leadership skills to ensure all students succeed in college and life.

School Statutory Purposes

The primary purpose of the school is to improve student learning and student achievement. Additional purposes include:

- Increase learning opportunities for students
- Encourage the use of different and innovative teaching methods
- Create new professional opportunities for teachers

Authorizer

Volunteers of America of Minnesota

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Contract Details: VOA-MN Education Center

Charter contract execution: June 30th, 2022

School Accountability and Authorizer Oversight System

As a leading authorizer, Volunteers of America–Minnesota builds its portfolio of high performing charter schools by only selecting proposals with a strong potential for success. It then ensures that such potential is realized through a unique system of accountability that begins even before a school opens its doors.

VOA-MN is committed to fulfilling its role as a charter school authorizer by holding its schools accountable for a range of results. The accountability system presented in this document ensures that VOA-MN will uphold its legal obligation to make sure the schools it authorizes are reaching (or making adequate progress toward) the goals and benchmarks outlined in its charter contract and Minnesota statute.

VOA-MN uses a standard charter contract with unique school-specific terms that capture different approaches to achieving student success. The individuality of each school will be preserved in the “Academic Program Description” addendum to the charter contract.

Volunteers of America of Minnesota Accountability Plan

The primary purpose of a charter school is to improve pupil learning and student achievement. VOA-MN holds the schools it authorizes accountable in five major areas: academic performance, fiscal management, board governance, management and operations, and legal compliance. Each area may have multiple indicators of success and the charter school’s performance on each indicator will be rated as:

- Meets standard
- Partially meets standard
- Does not meet standard

The highest rating a school can achieve in any section of evaluation is meets standard. Three essential questions guide the VOA-MN authorizer oversight and charter school accountability plan.

1. Academic Program Performance - Is the school's Learning Program a Success?

All public schools, including charters, must fully participate in the state assessments - Minnesota Comprehensive Assessments. Additionally, the school shall annually complete a VOA-MN/School jointly approved interim assessment in reading and math. Data from state assessments will be compiled and evaluated in the Annual VOA-MN Authorized Charter Schools Academic Performance Report by the authorizer. Charter schools are required to set specific and measurable goals in academic and nonacademic areas for which they agree to be held accountable in their charter contract. These goals provide the central focus for the charter school leadership, staff, and families.

The VOA-MN Charter School Authorizing Program publishes annually an Academic Performance Report on their network of authorized charter schools. The purpose of this report is to be a single annual source of academic program and performance information of the VOA-MN authorized charter schools, including academic program, performance, and professional development data.

The intent of the Academic Performance Report is to provide an annual multi-faceted understanding of student performance at the charter school. VOA-MN authorized charter schools also have charter contract specific performance goals in academic and nonacademic areas for which they agree to be held accountable by authorizer VOA-MN. The expectations for academic performance contained in the Annual Network Report will be standardized for all schools.

In addition, VOA-MN schools will have school specific annual SMART goals for academic performance contained in the charter contract appropriate for their student population served. The Annual VOA-MN Authorized Charter Schools Academic Performance Report will contain multiple indicators of school academic success (The authorizer reserves the right to have flexibility to reasonably amend these broad standards as needed (e.g., if the state school accountability plan changes or NACSA further updates their Performance Framework):

- Students are performing well on state examinations in comparison to students at schools they might otherwise attend as evidence of meeting their primary statutory purpose of improving all pupils learning and all student achievement.
- School has adopted a formal teacher evaluation process and adheres to the requirements set forth in state statute (Minn. Stat. 122A.40).
- All teachers (but especially new teachers) are supported through a school-wide professional development plan.
- Professional development is job-embedded and directly linked to instructional practice in order to improve student achievement.

2. Financial Sustainability – Does the School Exhibit Strong Financial Health?

Charter schools receive public funds and must meet generally accepted standards of fiscal management. It is VOA-MN's duty to ensure that the schools are responsible stewards of public funds. The charter school shall provide VOA with a copy of its draft and final annual budgets and monthly cash flow projections for each fiscal year by July 1 of each fiscal year. VOA-MN shall use submitted budget and cash flow statements, along with any other relevant information, to determine if the charter school has a realistic balanced budget plan for the current year. VOA-MN shall use the financial statements presented in the charter school's annual financial audit, along with any other relevant information, to determine if the charter school maintained a balanced budget during the prior-year. Schools are expected to have audits that are free of all findings.

The VOA-MN Charter School Authorizing Program publishes annually a School Financial Oversight Report on their network of authorized charter schools. The parties acknowledge that the Minnesota Charter Schools Law requires a charter school to meet generally accepted standards of fiscal management. This requirement has two underlying purposes: to ensure the successful operation of the school into the future and to ensure the proper use of public funds. The Annual VOA-MN Authorized Charter Schools Financial Performance Report contains multiple indicators of school financial strength and compliance.

VOA-MN's financial expectations include the following:

- The school maintains a balanced budget.
- The school is compliant with state and federal financial reporting compliance.
- The school's financial audit will be submitted to the Minnesota Department of Education, Office of the State Auditor and the authorizer by December 31.
- Schools are expected to have audits that are free of all findings.
- The school is current on all financial obligations, including, but not limited to: pension payments, payroll taxes, insurance coverage, loan payments and terms.
- The school provides VOA-MN and school board members with monthly financials at least three days prior to board meetings. Packets include at least the following: detailed income/expense report, cash flow sheet, check register, and enrollment.
- The school develops and maintains a targeted fund balance determined by the school board for a projected period of years. For the finance report, VOA-MN also determines a standard for fund balance annually based on items such as school funding trends and funding hold-backs.
- The school board has a finance committee that meets monthly to review financials.
- All board members exhibit working knowledge of financial oversight.

3. Is the organization effective and well run?

Governance

Effective board governance is essential to the successful start-up and operation of a public charter school. The diversity of charter school board memberships – teachers, parents, community leaders, and volunteers – heightens the importance of consistent expectations and development activities.

The authorizer regularly monitors the performance quality of the school board based on authorizer observations; interviews with the director, board and faculty; and the review of school policies, reports and board meeting minutes. A school must have a governance model that provides quality oversight by ensuring that there are checks and balances between the board and the school administrators.

A school board is responsible for developing, implementing, and assessing policy; defining sound employee relations; conducting open meetings; recognizing and conforming to the legal mandates imposed by state and federal laws; and governing within the limits of a delegation of state authority – as a nonprofit and public-school board. Additionally, the board has an obligation to assess its successes and failures; inform the public of all deliberations and decisions; promote accountability; enhance public understanding of its mission; conform to standards of ethical behavior; provide a framework for setting goals; and develop strategic plans for the accomplishment of those goals.

The VOA-MN Charter School Authorizing Program publishes annually a School Board Governance Report on their network of authorized charter schools. The purpose of this report is to be a single annual source on the board operations and compliance of VOA- MN- authorized charter schools. Authorizer VOA-MN also observes a minimum of one school board meeting annually.

VOA-MN’s governance expectations include the following:

- The Board of Directors complies with Minnesota law regarding board training requirements and board governance structure.
- The board regularly reviews, updates, and approves its bylaws. The bylaws are consistent with state law.
- The Board conducts a comprehensive evaluation (including all aspects of the position description) of the performance of the school leader through a defined annual evaluation process.
- The Board has a board-approved professional development plan for the school director (if applicable as required by Minn. Stat. 124D.10, Subd. 11(b)).
- The Board of Directors will maintain a quorum for all board meetings.
- A board packet, containing the agenda, related documents, and monthly financials is distributed to all members of the Board of Directors, the school leadership and the Authorizer at least three days prior to each board meeting. The Board of Directors complies with the Minnesota Data Practices Act (Minn. Stat. Chapter 13).
- The Board of Directors completes a self-evaluation each year.

- The Board of Directors periodically engages in strategic planning, and the school exemplifies the strategic direction set by the board.
- The Board of Directors institutes / follows an orientation process for bringing on new members.
- The Board of Directors meets its governance model requirements laid out in its bylaws and as required by Minnesota Statute. It will maintain a balance of skills and expertise among members including business, marketing, legal, accounting, fundraising, human resources, and education.
- The Board of Directors maintains a Board Documents Binder that includes meeting minutes, bylaws and articles of incorporation and financial statements.
- The Board of Directors maintains a Policy Binder. The board reviews, updates, and approves its policies as needed or required by state law.

Management & Operations

Effective day-to-day operations of a charter school support the Learning Program. A well-run school provides an environment in which staff and students can perform at the highest possible level and more effectively reach the school's goals. Management and operations of the school will be monitored by the authorizer and reported in the Formal Site Visit Report. A school's management and operations data is reported by the authorizer using the Formal Site Visit Rubric. Authorizer expectations include, but are not limited to:

- The school maintains a high level of parent, teacher and student satisfaction rates based on interviews, surveys and retention rates.
- Mission and Vision are central to the school's identity and inform all decision-making processes.
- The school's learning program exemplifies the mission and vision of the school.
- The school exhibits strong academic and organizational leadership.
- The school employs highly qualified, appropriately licensed teachers.
- Criminal background checks are conducted on all persons per the board policy and Minn. Stat. 123B.03, Subd. 1.
- The school meets / maintains its enrollment goals.
- The school maintains a safe and healthy environment per state and federal guides and board policy.
- The school institutes a fair and open student admission process that complies with Minnesota law.
- The school is fulfilling its purposes as defined in the Charter School Law (Minn. Stat. 124D.10, subd. 1) and charter contract.
- The school's employment process complies with state and federal law.
- The school has defined job descriptions and evaluation process for all personnel.
- Teacher evaluations are designed and conducted consistent with state requirements.

Legal and Contractual Compliance

Charter schools are required to follow many state and federal laws pertaining to all public schools and are expected to uphold all provisions of the charter school contract. VOA-MN expects compliance with legal and contractual obligations. Each VOA-MN authorized charter school shall maintain a Compliance Binder on site that includes VOA-MN defined evidence of compliance with state and federal statutes organized in the manner prescribed by VOA-MN. Additionally, VOA-MN authorized charter schools shall submit information to the authorizer in accordance with the VOA-MN prescribed Annual Submission Calendar. Management and operations of the school will be monitored by the authorizer and reported in the Formal Site Visit Report and additionally as needed.

Volunteers of America of Minnesota Accountability Systems

Formal Site Visit

A member of the VOA-MN Authorizing Program Leadership Team typically conducts formal site visits once per year. THEY interview key stakeholders and conducts observations. Written feedback is provided to the Board of Directors and school leadership guided by the Site Visit Rubric. VOA-MN staff will provide formal written feedback summarizing observations. The feedback will identify areas of strength and areas that require improvement. If a more serious issue arises from a site visit, VOA-MN may implement an intervention based upon the “Range of Interventions” table.

Informal Site Visit

VOA-MN may conduct informal site visits at any time to fulfill its duties as an authorizer. Reasons for informal site visits may include: investigations of a complaint, determination of readiness to open, follow up on implementation of improvement plans, or documentation of best practices. These visits are typically less formal and may be without notice.

Board Meetings

Another important component of VOA-MN authorizer oversight is board meeting observations conducted at least twice per year and more often (approximately every other month) for schools within their first three years after initial charter approval. Authorizer VOA-MN uses the Board Meeting Observation Rubric and provides timely feedback to the school boards. VOA-MN also closely monitors the monthly board meeting minutes and financials of each authorized school and provides feedback to the school as needed.

School Published Annual Reports

The Charter School Law (Minn. Stat. 124D.10, Subd. 14) includes requirements for a charter school annual report. Additionally, VOA-MN requires that annual reports include specific elements defined by VOA-MN annually. VOA-MN required elements include how the school is

performing based on the three essential questions: Is the student-learning program a success? Does the school exhibit strong financial health? Is the organization effective and well run? VOA-MN requires that the final draft be board approved and posted to the school's official website by October 1st annually. The VOA-MN Annual Report criteria contain the World's Best Workforce Report.

Authorizer Published Annual Reports

In addition to the Formal Site Visit Report that each school is provided, VOA-MN will also annually publish three VOA-MN Charter School Network Reports: Academic Performance, Board Governance, and Financial Management. The cumulative purpose of these reports is to assess the ongoing performance of VOA-MN authorized schools regarding academic success, financial sustainability, and organizational effectiveness.

The combination of school performance based on the three VOA-MN Annual School Performance Reports, annual Formal Site Visit Reports, informal site visit observations, authorizer observations of board meetings, and ongoing monitoring of school reporting and compliance provides an accountable oversight mechanism for the authorizer, schools, and other organizations. This collective body of evidence will also form the basis for contract renewal decisions.

School Board Governance

Overview

KIPP Minnesota has an active board that supports the school with oversight and strategic focus. Board members are intent on ensuring the success of KIPP Minnesota. Building the processes, behavioral and curricular systems, and developing faculty and leadership are the unrelenting priority of the KIPP Minnesota Board. The board operates in compliance with the bylaws including individuals and resources with school finance, as well as nonprofit governance. All board members have completed required board training.

Board structure currently consists of five committees: Executive, Governance and Human Resources, Finance and Operations, Development, and Family and Community Engagement.

The Board maintains a governance file that includes all board minutes and monthly board packets. In compliance of Open Meeting Law, all committee meeting minutes, committee reports, and financials are available for stakeholder review. In addition, the board governance committee oversees the structure and makeup of the board to ensure maximum effectiveness.

Each board member has an electronic copy of the Board Handbook. All the necessary documents for the Board are provided from recent audit, bylaws, annually updated committee charters, student performance data to budget, and financial information. The *Board of Directors Commitment* document outlines clear expectations highlighting the importance of engagement in committee service, meeting attendance, and required training.

Board governing tools include officer job descriptions and committee charters. Measuring outcomes of committee work is a cornerstone to the KIPP board operating efficiently. The most recent review of the bylaws was completed in July 2017. The bylaws were reviewed for compliance with state and federal laws. Our treasurer, Finance Committee, internal management, and BerganKDV collaborated effectively resulting in a clean audit for 2017-2018.

Opportunities for improving board capacity include human resources and student achievement. The board is also focused on building capacity in the communities of color we serve. The Governance Committee is focused on reaching out to the North Minneapolis community as an integral component of KIPP Minnesota's board development strategy.

The Board completes an annual self-evaluation via online survey. Based on last year's evaluation and annual strategic retreat the board is focused on key areas to support the school including the following: developing our growth plan for opening new schools, building school leadership pipeline, board succession planning, and encouraging community partnerships.

Board Meeting schedule

The KIPP Minnesota board meets every other month with additional meetings as needed. Board committees meet monthly.

Board Roles and Responsibilities

The KIPP Minnesota board is responsible for:

- Hiring and evaluating the executive director
- Setting, maintaining, and promoting mission, vision, and strategic plan
- Signing contracts and/or authorizing the executive director to do so
- Fulfilling state MDE and charter authorizer requirements

Board Elections Process

1. New members are elected annually in the spring
2. Election results are announced at the KIPP Minnesota Annual Meeting in June
3. Newly elected board members are inducted/seated at the June board meeting
4. All teaching staff and parents are invited to run for a school board seat
5. The term of office for community board members is for three years. The term of office for teacher and parent representatives is for two years.

2017-2018 School Year KIPP Minnesota Board

Name	Position	Group	Elected	Seated	End	Phone	Email	Att.
Caroline Correia		Community Rep.	3/2016	6/2016	6/2019	(612) 275-8504	ccorreia@kippminnesota.org	80%
Lisa Dunlap		Community Rep.	5/2012	5/2012	6/2016	(651) 230-2593	ldunlap@kippminnesota.org	80%
Michael Kurhajetz	Vice Chair	Community Rep.	8/2015	8/2015	6/2018	(612) 718-4427	mkurhajetz@kippminnesota.org	100%
Steve Pieper	Treasurer	Community Rep.	5/2013	6/2013	6/2017	(612) 845-2544	spieper@kippminnesota.org	100%
Brenda Quaye		Community Rep.	3/2016	6/2016	6/2019	(612) 619-5604	bquaye@kippminnesota.org	100%
Ben Shane	Secretary	Community Rep.	2/2015	2/2015	6/2017	(612) 304-6073	bshane@kippminnesota.org	100%
Renee Uzong		Community Rep.	6/2016	6/2016	6/2019	(651) 736-7507	ruzong@kippminnesota.org	80%
Sean Walker		Community Rep.	3/2016	6/2016	6/2019	(612) 803-3418	swalker@kippminnesota.org	80%
Cam Winton	Board Chair	Community Rep.	12/2014	12/2014	6/2017	(612) 655-6178	cwinton@kippminnesota.org	100%

2017-2018 School Year KIPP Minnesota Board Training Schedule

Name	Type of Activity	Date	Location
Caroline Correia	KIPP Minnesota Retreat	November 2017	KIPP North Star Academy, Minneapolis, MN
Lisa Dunlap	KIPP Minnesota Retreat	November 2017	KIPP North Star Academy, Minneapolis, MN
Jim Hurley	KIPP Minnesota Retreat	November 2017	KIPP North Star Academy, Minneapolis, MN
Michael Kurhajetz	KIPP Minnesota Retreat	November 2017	KIPP North Star Academy, Minneapolis, MN

Steph Millar	KIPP Minnesota Retreat	November 2017	KIPP North Star Academy, Minneapolis, MN
Steve Pieper	KIPP Minnesota Retreat	November 2017	KIPP North Star Academy, Minneapolis, MN
Brenda Quayle	KIPP Minnesota Retreat	November 2017	KIPP North Star Academy, Minneapolis, MN
Ben Shane	KIPP Minnesota Retreat	November 2017	KIPP North Star Academy, Minneapolis, MN
Stella Thomas	KIPP Minnesota Retreat	November 2017	KIPP North Star Academy, Minneapolis, MN
Renee Uzong	KIPP Minnesota Retreat	November 2017	KIPP North Star Academy, Minneapolis, MN
Sean Walker	KIPP Minnesota Retreat	November 2017	KIPP North Star Academy, Minneapolis, MN
Cam Winton	KIPP Minnesota Retreat	November 2017	KIPP North Star Academy, Minneapolis, MN

School Management

KIPP Minnesota Administrative Team Structure

Executive Director	Provides overall accountability for all aspects of school's mission, vision, strategic plan, including facilities and construction projects, staffing, and education.
Chief of Staff	Assists executive director in all functions, acts as a board and authorizer liaison, manages KIPP MN regional team, manages KIPP Through College team.
Chief Talent Officer	Creates and executes staff recruitment, hiring, onboarding and development. Manages staff licensure acquisition.
School Leaders	Establishes school culture & academic programs. Oversees school leadership team, runs professional development, assists in hiring, manages all school staff, acts as a parent liaison.
Special Education Coordinator	Manages special education programming, paperwork, IEP meetings, and special education staff, acts as parent liaison to special education students.
Director of Finance & HR	Oversees and plans financial aspects of school, manages vendor relationships and ordering. Oversees all components of HR.
Director of Development	Plans and executes annual development activities, manages external communication and branding.
Director KTC	Runs programs for KIPP Through College and manages all KIPP Through College staff.
Director of Regional Priorities	Manages compliance reporting, maintains all student information and learning management systems, assists in daily operations of the school.
Office Managers	Greet families & visitors, assist in daily operation systems, manages student enrollment files.

2017-2018 School Year KIPP Administrative Team

Name	File #	Title	Years at KIPP MN	Left 17/18	Return 18/19
Nicole Boardman	NA	Executive Director	1	No	Yes
Becky Gallt	456037	Chief of Staff	8	No	Yes
Luwam Arefe	455588	Chief Talent Officer	8	Yes	No
Jamie Scherle	442845	School Leader (KNSA)	4	No	No
Amanda Dahm	455592	School Leader (KNSP)	6	No	Yes
Stephanie Millar	448941	Special Ed. Coordinator	4	No	Yes
Liza Tickle	NA	Director of Finance & Ops	8	No	Yes
Alison Balan	NA	Director of Development	6	No	Yes
Alex Plattner	NA	Assistant Director KTC	3	No	Yes
Claire Stumbras	NA	Director of Reg. Priorities	4	No	Yes
Sylvia Neblett	NA	Office Manager (KNSP)	1	No	Yes

Executive Director – Nicole Boardman

Nicole grew up in Rochester, MN. She earned her Bachelor of Science in Education and Social Policy at Northwestern University and spent five years teaching middle school and high school in Virginia, Illinois, and California. Determined to address the educational inequity that persists in our country, she earned her Master of Education in School Leadership from Harvard University, and then returned to Chicago. Nicole joined KIPP in 2005 and served as a teacher, director of

operations, principal, and chief operating officer for KIPP Chicago Schools before returning to Minnesota in 2017. Nicole joined the KIPP Minnesota team in September of 2017.

KIPP North Star Academy School Leader – Jamie Scherle

Jamie Scherle became principal of KIPP North Star Academy at the start of the 2016 – 2017 school year. Prior to this role she was an assistant school leader, where she demonstrated her ability to lead the lower school grades to success. The staff at KIPP North Star Academy welcomed her transition to school leadership – in her first year as school leader KNSA saw the highest staff retention in 5 years.

Although Jamie Scherle does not hold an administrative license in the state of MN, she has worked in education and organization leadership for over a decade. She was a member of the founding KIPP team in 2006 and before returning to KIPP as an assistant school leader in 2014, helped lead a non-profit in the educational sector in the Twin Cities. In addition to her extensive experience, Jamie has weekly calls and quarterly visits with a school leader coach, provided by the KIPP Foundation. These calls and visits translated directly to improved implementation of the Eureka and Wheatley curriculums and an increased focus on school culture resulting in a decreased suspension and attrition rates.

KIPP North Star Primary School Leader – Amanda Dahm

Amanda Dahm was the founding school leader at KIPP North Star Primary. She was accepted to the prestigious Fisher Fellowship at the KIPP Foundation in 2015 and spent the 2015-2016 academic year training and preparing to open KIPP North Star Primary in the fall of 2016.

While Amanda does not hold an administrative license in the state of MN, she holds a valid teaching license, was a classroom teacher with a strong track record of student results and participated in a rigorous and extensive training program through the Fisher Fellowship. The training included coursework, model school visits, explicit coaching and feedback in addition to ongoing evaluation and support. In addition to the initial training, Amanda continues to work with a school leader coach, provided by the KIPP Foundation. The calls and visits with her coach have been an integral component of the success of KIPP North Star Primary's first year.

Executive Director Review Process

The Board Chair and Executive Director agree on goals and priorities for the school year as part of the performance plan. The Executive Director works with the Leadership Team to develop a comprehensive plan including strategies to meet school goals and benchmarks to monitor progress. The Executive Director reports on the goals regularly to the Executive Committee and Board of Directors. The Executive Director completes a self-assessment aligned to the KIPP Leadership Competencies and is formally evaluated by the Board of Directors mid-year and at the end of the year. The Executive Committee of the Board reviews the Executive Director's

performance against the goals and performance plan along with the results of a 360-degree review and generates an assessment of performance.

School Staffing Information & Professional Development

School Staff Team Structure

Classroom Teacher or Co-Teacher	Plan and write curriculum, delivers instruction, assesses student progress, communicates with parents regularly.
Special Education Teachers	Identify children for screening, work with team to create IEPs, delivers instruction, assesses students on IEP goals, reports progress to parents.
Paraprofessionals	Support teachers and students, pull small groups, and provide general logistical and/or operation support throughout school day.

2017-2018 School Year Teaching & Support Staff Team

Name	File #	School	1718 Assignment	Left 1718	Return 1819
Anderson, Katie	502400	KNSP	2nd Grade Teacher	No	Yes
Bodine, Ali	503485	KNSP	Art Teacher	No	Yes
Cronen, Meghan	501987	KNSP	1st Special Education Teacher	No	No
Cunningham, Shumira	NA	KNSP	Paraprofessional	No	Yes
Diekemper, Kelly	495005	KNSP	2nd Special Education Teacher	No	No
Gilbert, Lamont	997047	KNSA	Physical Education	No	Yes
Gilbert, Nicole	NA	KNSP	Paraprofessional	No	Yes
Karim, Asha	NA	KNSP	Paraprofessional	No	Yes
Morgan, Venishia	504176	KNSA	5th Grade Math	No	Yes
Reisdorf, Sarah	469661	KNSA	7th Grade Math Teacher	No	Yes
Schupanitz, Sarah	499384	KNSA	6th Grade ELA Teacher	No	Yes
Smith, Tamara	NA	KNSP	Paraprofessional	No	Yes
Strand, Erin	477660	KNSP	2nd Special Education Teacher	No	No
Wallace, Allie	502094	KNSA	Social Worker	No	Yes
Waters, Kelsey	502222	KNSP	8th Grade Special Education	No	Yes
Wegener, Claire	995541	KNSA	6th Grade Special Education	No	Yes
Wheaton, Kelsey	454276	KNSA	2nd Grade	No	Yes
Goheen, Rachel	455881	KNSA	Special Education – 5th Grade	No	Yes
Goodman, Emily	463230	KNSA	6th Grade Science	No	Yes
Nicklin, Liza	468442	KNSA	Special Education – US RR	No	No
Hibbs, Charlotte	472850	KNSP	Kindergarten	No	No
Bender, Julia	475603	KNSA	5th/8th Grade Math & Science	No	Yes
Kelly, Shannon	475899	KNSP	Kindergarten	No	No
Waldecker, Daniel	477344	KNSA	Special Education - 7th Grade	No	Yes
Gillund, Tracie	478674	KNSA	6th Grade Math	No	No
Wheaton, Camille	478879	KNSA	Assistant Principal	No	No
Reichel, Becky	480953	KNSA	Social Worker	No	Yes

Eich, MaryAnn	485846	KNSA	School Nurse	No	No
Tison, Alivia	489303	KNSA	5th Grade Language Arts	No	No
Schneider, Simone	491159	KNSA	Special Education - LS RR	No	No
Slattery, Ashley	494534	KNSP	1st Grade	No	Yes
Biggs, Lynzie	494844	KNSA	8th Grade Language Arts	No	No
Ban, Emily	495746	KNSP	Dance	No	No
Fairbanks, Hazen	497285	KNSP	1st Grade	No	Yes
Bellinghausen, Andrea	NA	KNSA	Paraprofessional	No	Yes
Everett, Peter	NA	KNSA	Paraprofessional	No	Yes
Heit, Aaron	NA	KNSA	7th Grade Science	No	No
Lane, Dezaray	NA	KNSP	Paraprofessional	No	Yes
Law, Michael	NA	KNSA	Paraprofessional	No	No
Norris-Marsh, Jasmine	NA	KNSP	Co-teacher - 1st Grade	No	No
Perkins, Nikki	NA	KNSA	Paraprofessional	No	Yes
Peterson, Sara	NA	KNSA	Paraprofessional	No	Yes
Robinson, Tiane	NA	KNSA	Paraprofessional	No	Yes
Rogers, Chris	NA	KNSA	Paraprofessional	No	Yes
Wepsala, Al	NA	KNSA	8th Grade Math	No	Yes
Pietila, Haley	477660	KNSP	K Teacher	Yes	NA
Olivia, Nichols	494796	KNSP	Special Education – Kinder	Yes	NA
Caneff, Amanda	489981	KNSA	7th Grade Language Arts	Yes	NA

Teacher Development & Performance Review Process

At KIPP Minnesota, we define “performance management” as the facilitation of great student results through all staff members’ roles. A strong performance management system:

1. Allows for all staff to be focused on results day-to-day.
2. Ensures clarity of expectations and goals.
3. Ensures that individual staff members receive regular, clear communication about how they are performing and how they can improve.
4. Ensures that leaders can keep a pulse on how staff are working and growing.
5. Provides enduring systems and tools for getting better every day.

Below is the outline of our performance management model that serves as both the driving force for tailored professional development in addition to our teacher evaluation mechanism. We use a number of rubrics and development tools provided the by the KIPP foundation in support of our development and evaluation plans.

KIPP Minnesota’s Performance Management Model

Research by The New Teacher Project in DC showed that one of the top three variables affecting student outcomes is that expectations for effective teaching are clearly defined. All staff need to know what gains we expect students to make, what behaviors exemplify excellent teaching, what behaviors we value in the school, and what duties we expect to be carried out daily. With this information and associated supports, all are much more likely to be successful.

At KIPP, all of our expectations and goals cascade from our mission. It is our mission that provides our students, staff, and leaders with a guiding “north star” for what we are trying to accomplish. Just as we set clear expectations and goals for students, we do the same for all staff. Performance goals at the team, school, and individual level clarify what outcomes we are seeking. All goals cascade from our overarching school mission and the high-level goals that we set.

Formally, the first step in our process is to set performance goals. All performance goals should be written in the “SMART” goals format – meaning they are specific, measurable, ambitious, realistic and timebound.

Teacher performance goals are frequently linked to school wide assessment goals. After setting strong performance goals, teachers develop a set of individual development goals. We create development goals in order to set a roadmap for how we will get better at our jobs on a daily, monthly, and yearly basis – and how we will move toward our performance goals.

When setting development goals, it is critical to reflect on both strengths and areas of growth. So often, areas of strength can be easily leveraged to support development. Development goals are usually at least two-to-three-month endeavors, and may sometimes take longer for adequate progress (some behaviors are harder to change than others). Time during weekly One-on-Ones (O3s) and in periodic reviews will be used to determine whether or not they are ready to be re-set.

It is widely recognized that staff will likely need a variety of resources to meet their performance and development goals. Some examples may be:

- Manager or coach support setting performance and development goals
- Time to build relationships, collaborate, learn, achieve goals, review lesson plans and student data with manager
- Money to fund all costs, classroom funds, etc.
- Materials such as curricular materials, supplies, equipment, etc.
- Professional Development both in-school/region and KIPP-wide or external
- Feedback and Coaching based on observations for ongoing improvement

Staff at KIPP Minnesota will receive these resources on an ongoing basis. Instructional coaches will regularly observe all teachers on their team. During an observation, coaches take a running record of the classroom lesson. After observing, coaches review their notes and create an action step for the teacher. At KIPP, we use the “Get Better Faster” scope and sequence to determine

the best next action step for teachers. This tool allows a coach to identify the highest leverage and most foundational skill that a teacher needs to improve and then provides guidance on writing an observable and bite-sized action step.

All observations will be followed by an observation de-brief within a teachers O3 (one-on-one) meetings. Every O3 agenda will include:

- Most recent observation de-brief
- Performance and development goal check-in
- Conversation about sustainability/work-life balance
- Additionally, on a rotating basis, O3s will include the following larger “deep dives:”
 - Curriculum planning
 - Assessment data
 - Classroom culture, systems, and procedures

At KIPP Minnesota, we discuss and evaluate performance using three sources of data:

- Student Achievement Data (primarily MCA, MAP, and curriculum based assessments)
- Formal/Full Observations (1x/semester)
- Informal Observations (at least 2x/month)

In addition to evaluating teacher performance based on student data, KIPP Minnesota also utilizes rubrics and development tools provided by the KIPP foundation for teacher performance. All staff members will have one performance review meeting a semester.

Professional Development Opportunities

At KIPP Minnesota, we know that teachers get better faster if they are provided with meaningful and frequent development opportunities. While we believe that the majority of development comes from coaching on the job, explicit development also plays a role. At KIPP, that professional development centers on student achievement and instructional data cycles.

The KIPP Minnesota team has three full weeks of professional development prior to the start of the school year. These sessions are crucial for teachers to internalize curriculum, learn school systems, build team and work on foundational teaching skills. Throughout the year teachers have weekly PD sessions on Wednesday from 1:30-4:30 and an additional 5 full days spread throughout the academic calendar. These sessions focus on assessment analysis, targeted trainings and curriculum implementation.

Sample Weekly Meeting Schedule

Mondays - All staff morning meeting (7:30-8:30)

- Motivational and reflective opportunities
- Roll out weekly instructional and culture focus areas

- Logistics Updated
- Quick skill refreshers & practice

Tuesdays - Leadership Team Meeting (7:30-8:30)

- Review School wide goals and progress
- Identify teacher development needs and support
- Determine upcoming logistical needs and delegate

Wednesdays – Grade Level Team Meetings (7:30-8:30)

- Problem solve student behavior
- Review grade level logistics
- Review curriculum and planning documents for upcoming week

Wednesdays – All Staff Professional Development (1:30-4:30)

- Content team meetings
 - Review content strategies, student work, student data, upcoming curriculum
- Whole Team Data Review
 - Building teacher “Data Driven Instructional” practice skills
 - Reflect on instructional practice and student achievement
 - Action plan for student intervention and improve personal instructional practice

Thursday – Special Education Team Meeting (7:30-8:30)

- Review student IEP goals and services
- Problem solve around accommodation planning and delivery
- Plan for upcoming evaluations

Ongoing - O3 Meetings with Coach

- Instructional Coaching
- Skill based sessions
- General performance management

Building the Leadership Pipeline

In addition to whole school professional development, the leadership team works to identify staff that would benefit from additional training opportunities. Last year, KIPP Minnesota sent multiple teachers to curriculum conferences hosted by the KIPP foundation. Conferences vary in scope – some are targeted development on specific curriculum and others are holistic development opportunities for new leaders.

School Enrollment & Attrition

Student Enrollment and Attrition Rates

This table identifies the number of students enrolled at the school from 2008-09 through 2017-18. Estimates for 2018-19 are provided. Data is based on October 1 membership.

SY	K	1st	2nd	3rd	5th	6th	7th	8th
08-09					71			
09-10					77	95		
10-11					39	50	64	
11-12					43	58	68	62
12-13					35	50	50	40
13-14					40	49	56	52
14-15					54	92	60	49
15-16					34	69	58	54
16-17	42	25			29	62	51	41
17-18	55	60	49		31	56	44	42
18-19	60	55	55	55	30	60	45	40

In 2017, 92% of KIPP Minnesota students qualified for free or reduced priced lunch and 99% of students identified as students of color.

Our Oct. 1 to Oct. 1 attrition rate decreased in 2017-2018 to 24% (inclusive of both schools).

Admission Policies and Procedures

KIPP North Star Academy is a free, open enrollment charter school. We accept any student living in Minnesota and provide bussing for all students who live within the Minneapolis Public School District. In 2017-18 our enrollment period was from January 2017 until the start of the school year. We circulated applications at community centers, local libraries, community events, and hosted enrollment events at various locations. We also asked current families to refer new families to the school. We did not have enough student applications by the lottery deadline to trigger a lottery in 2017-2018.

Our enrollment policy dictates that if we exceed our stated enrollment targets by one student during our open enrollment period, we will continue to collect applications for a certain defined period of time and then students will be chosen through a random lottery system. If students apply after the lottery has been run they will be added to a waitlist or immediately enrolled based on vacancies. The one exception to this policy is that the school does extend preference to new students who are siblings of current students.

See Appendix B for a copy of the Admissions Packet and Enrollment Form.

School Academic Performance

2017-2018 School Year KIPP Academic Program

Reading

School	Primary Curriculum	Additional Resources	Assessments
KIPP North Star Academy	<ul style="list-style-type: none"> KIPP Wheatley (includes: texts, assessments, lesson plans, exit tickets) 	<ul style="list-style-type: none"> Columbia Teachers College: Readers Workshop Curriculum Guided Reading Library Accelerated Reader 	<ul style="list-style-type: none"> MCA Reading Assessment Curriculum based assessments NWEA MAP
KIPP North Star Primary	<ul style="list-style-type: none"> KIPP Wheatley (includes: texts, assessments, lesson plans, exit tickets) Fundations Phonics Guided Reading 	<ul style="list-style-type: none"> Guided Reading Library RAZKids iStation 	<ul style="list-style-type: none"> STEP Reading Assessment Curriculum based assessments NWEA MAP

Math

School	Primary Curriculum	Additional Resources	Assessments
KIPP North Star Academy	<ul style="list-style-type: none"> Eureka Math (lesson plans, assessments, exit tickets) Achievement First Math (lesson plans, assessments, exit tickets) 	<ul style="list-style-type: none"> IXL Math platform Houghton Mifflin Math KIPP Share Feature Teacher resources 	<ul style="list-style-type: none"> MCA Math Assessment Curriculum based assessments NWEA MAP
KIPP North Star Primary	<ul style="list-style-type: none"> Eureka Math (lesson plans, assessments, exit tickets) 	<ul style="list-style-type: none"> Zearn Math platform Counting Jar 	<ul style="list-style-type: none"> Curriculum based assessments NWEA MAP

Science

School	Primary Curriculum	Additional Resources	Assessments
KIPP North Star Academy	<ul style="list-style-type: none"> KIPP MN create curriculum (unit outlines, daily objectives, assessments) 	<ul style="list-style-type: none"> KIPP Share Feature Teacher resources MCA Science Prep 	<ul style="list-style-type: none"> MCA Science Assessment Curriculum based assessments NWEA MAP
KIPP North Star Primary	<ul style="list-style-type: none"> FOSS Kits 	<ul style="list-style-type: none"> NA 	<ul style="list-style-type: none"> None

The KIPP Framework for Excellent Teaching

At KIPP MN, teachers are the most important in-school factor contributing to student achievement. We believe that great instruction results from innovation and collaboration. When something works, we celebrate it and share it broadly. To enable our teachers and leaders to benefit from the collective knowledge across the KIPP network, we use the KIPP Foundation frameworks that provide a common language and facilitate the exchange of effective practice.

In 2011, KIPP introduced the KIPP Framework for Excellent Teaching, which KIPP MN uses at its instructional core. This model contains four elements, all centered on our goal of student growth and achievement and the beliefs and character traits that all our teachers share. At the center of our work is “Student Growth and Achievement.” We define excellent teaching as students learning, growing, and achieving transformative life outcomes.

An excellent KIPP teacher is committed to KIPP’s mission. They constantly pursue becoming a better person, just as they support students in this pursuit. They understand that their beliefs and character affect who they are, their impact on and relationships with others, their classroom environment, how they teach, and what they know. 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.

Integrating Character into Instruction

KIPP MN offers teachers, kids, and parents a structured, meaningful way to talk about and develop character. Our approach is rooted in the research of Dr. Martin Seligman (University of Pennsylvania) and Dr. Chris Peterson (University of Michigan) that identifies character strengths as leading to engaged, meaningful, and purposeful lives.

At KIPP MN, explicitly creating opportunities to develop character is infused throughout the school day. Building off of a research partnership between the KIPP Foundation and Dr. Angela Duckworth (University of Pennsylvania), KIPP is now especially focused on seven highly predictive strengths: zest, grit, self-control, optimism, gratitude, social intelligence, and curiosity. We’ve integrated our own experiences as teachers with the research of Seligman, Peterson, and Duckworth to create a road map for the development of each strength.

At KIPP North Star Academy, students are given “Glow” to incentivize demonstrating specific character traits. For example, a student who struggles for the duration of a math class with a problem but does not give up would be awarded a “Glow” for showing grit. Conversely, students can be assigned “Grows” for failing to demonstrate a character trait or violating a school norm. Students are able to earn rewards and privileges based on their “Net Impact” (their total glows minus their total grows).

At KIPP North Star Primary, students receive or lose a “DoJo Point” based on their embodiment of character traits. Students who reach certain point levels throughout the day are celebrated both daily and weekly. Additionally, students participate in a weekly community meeting there they learn about different character traits, learn examples and non-examples and celebrate a “KIPPster of the Week” who embodies the character trait of the week.

Assessment Results

MAP Assessment

Grade Level	Subject	% Made Tiered Growth	% Made Typical Growth	Avg. Mag. of Growth	Avg. Fall Percent.	Avg. Spring Percent.	Fall: In Top 50%	Spring: In Top 50%
5	Math	63%	89%	2.0	18	35	3%	4%
	Reading	19%	58%	1.0	25	29	3%	4%
	Science	57%	75%	1.7	24	42	0%	10%
6	Math	42%	81%	1.4	26	33	4%	9%
	Reading	48%	64%	1.8	24	35	6%	14%
	Science	36%	66%	1.5	33	42	15%	20%
7	Math	55%	73%	1.7	41	47	17%	22%
	Reading	53%	63%	1.5	36	42	6%	16%
	Science	49%	54%	1.2	46	49	12%	18%
8	Math	49%	56%	1.6	40	45	12%	19%
	Reading	46%	68%	1.2	44	48	16%	14%
	Science	68%	79%	2.6	48	59	21%	37%
Average - All Grades/Subjects		48%	69%	1.6	34	42	10%	16%

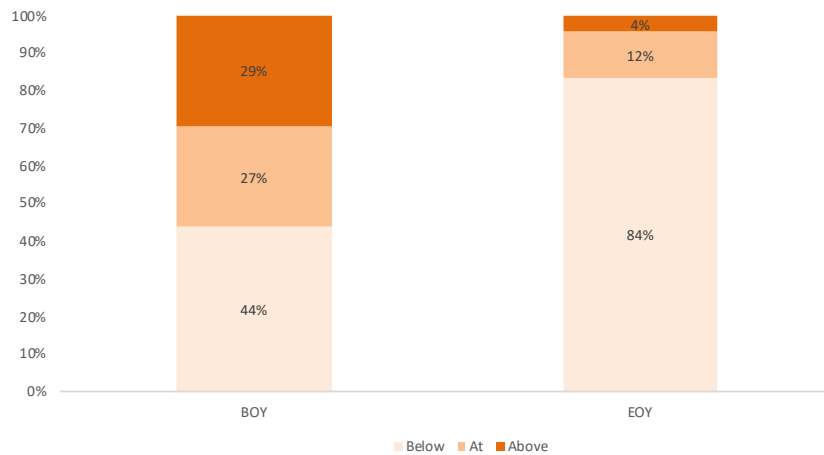
Grade Level	Subject	% Made Tiered Growth	% Made Typical Growth	Avg. Mag. of Growth	Avg. Fall Percent.	Avg. Spring Percent.	Fall: In Top 50%	Spring: In Top 50%
K	Math	12%	27%	0.7	39	30	9%	6%
	Reading	6%	13%	0.5	44	28	8%	8%
1	Math	5%	17%	0.6	36	29	22%	6%
	Reading	5%	18%	0.6	34	28	11%	4%
2	Math	3%	9%	0.4	23	10	5%	0%
	Reading	3%	15%	0.4	19	13	3%	2%
Average - All Grades/Subjects		6%	17%	0.6	34	23	10%	5%

MCA Assessment

Subject	Achievement Level	5th	6th	7th	8th	All
Math	Exceeds	5%	2%	10%	9%	6%
	Meets	7%	19%	38%	37%	27%
	Partially Meets	19%	19%	29%	28%	24%
	Does Not Meet	70%	60%	24%	26%	44%
Reading	Exceeds	0%	4%	5%	5%	3%
	Meets	24%	28%	23%	28%	26%
	Partially Meets	28%	9%	35%	37%	26%
	Does Not Meet	48%	60%	37%	30%	45%
Science	Exceeds	7%			7%	7%
	Meets	31%			40%	37%
	Partially Meets	31%			26%	28%
	Does Not Meet	31%			26%	28%

STEP Assessment

1718 KNSP STEP Data: % of Students on Level



Data Driven Instructional Model

Academic Goal Setting (KIPP North Star Academy)

The main measure of academic success at KNSA is student performance on the MCA assessments. Each year, annual goals are set outlining how many students at KIPP North Star Academy will partially meet, meet and exceed standards on their MCAs. In order to make both realistic and ambitious goals, we rely on fall NWEA MAP data to inform these goals.

After fall NWEA MAP testing, we use the NWEA Linking study on MAP/MCA alignment to determine what percent of our students are currently on-track to reach each attainment level on the MCA. We create our “meet/exceed goal” by adding 100% of the students who are on track to meet/exceed, 100% of the students who are on track to partially meet and 20% of the students who are partially on track to not meet. Our “partially meet” goal becomes 30% of the students who are on track to not meet. The remaining 50% of students who are on track to not meet become “priority growth” goal students – they are targeted for interventions and have ambitious individual growth goals.

Teachers are given these goals in conjunction with student lists that contain fall testing data so they are able to tailor instruction. We are able to assess whether we are on track/making progress towards this goal by conducting winter NWEA MAP testing. We also conduct NWEA MAP testing in the spring (immediately following the MCA window) so that we are able to create a complete picture of student growth in addition to the final attainment data from the MCA.

Academic Goal Setting (KIPP North Star Primary)

The priority goal for KNSP is ensuring all students make adequate reading growth and are reading on grade level at the conclusion of the school year. In order to inform this goal and progress monitor, teachers rely heavily on the STEP assessment. The STEP assessment is given 4 times annually to gather baseline data and mark progress to goal throughout the year. The assessment provides detailed information that allows teachers to target specific students and specific reading skills. In addition to the STEP reading goals, teachers aim for 80% mastery on all Eureka curriculum content tests.

KIPP North Star Primary staff also prioritizes student growth on the NWEA MAP assessments in both reading and math. KNSP aims for all students to achieve their tiered growth goal on the NWEA assessment.

Data Driven Instruction

In addition to the academic goals that are created and used for “big picture” planning and grouping, teachers engage in classroom level data cycles that help them tailor and target their instruction.

Teachers meet and conduct item level analysis. They determine what standards have been mastered by the whole group, what standards need to be re-taught whole groups and what standards need to be taught to target groups of students. They are also given planning time with team teachers and paraprofessionals to ensure that the appropriate interventions are put in place.

Teachers also meet once a term to do a data deep dive, looking at all bi-weekly quiz data alongside MAP data and MCA projections. They reflect on their quantitative data and generate their own qualitative observations to help guide their planning into the next term. All teachers also reflect on school wide culture data (behavioral metrics, attendance data, student & family survey data.)

Curriculum and Instructional Decision Making

KIPP North Star Academy works closely with curriculum designers and experts at the KIPP Foundation to ensure we have the best instructional resources in our classroom. Beginning in the 2015-2016 school year KIPP North Star Academy began to roll out both the Eureka math curriculum and the KIPP Wheatley ELA curriculum. Both schools at KIPP MN committed to using Eureka and KIPP Wheatley for the 2017-2018 academic year. Along with these curriculum resources, the foundation also provides shared, curriculum- aligned assessments.

Based on assessment data and teacher reflection, KIPP MN is able to both provide feedback to the KIPP foundation relative to the curriculum choices and receive support and feedback on our curriculum implementation. For example, our ELA teachers felt strongly that the KIPP Wheatley texts were not culturally relevant or engaging for our students. They were able to select other rigorous common core aligned texts, follow the scope and sequence and level of rigor present in the Wheatley curriculum and present a better finished unit to their students.

FINANCES

General Education Aid

General Education Aid is a combination of several revenue categories that provide the major share of funding for school districts. General Education Aid is not restricted to any specific use. The total general education funding formula for FY18 was \$6,188. Based on our ADA/ADM and this funding formula, KIPP MN received \$2,999,323 in general education aid for the 2017-2018 school year. The per weighted student unit amount will be \$6,312 in FY19. Assuming that student attendance goals are met, KIPP Minnesota anticipates receiving \$3,864,458 in general education aid in FY19.

Special Education Funding

A school's Special Education Program is funded primarily by three sources: State SpEd Revenue, Tuition Billing Revenue, and Federal SpEd Revenue. The School receives State SpEd Aid funding annually approximating 94% of the total salary and contracted service costs incurred during the year. KIPP MN had a budgeted amount of \$1,544,335 for SpEd and actuals of \$1,567,582 in FY18.

Limited English Proficiency State Aid

Limited English Proficiency ("LEP") Aid is allocated to schools based on the number of students categorized as "English learners." KIPP MN had 3 LEP students enrolled in FY18 and received \$14,135 in LEP Aid.

Building Lease Aid

The School is eligible for Building Lease Aid that must be used to pay for facility occupancy and certain related costs. The amount of Building Lease Aid the School receives and will receive in the future is determined by a statutory formula. Under the current formula, effective July 1, 2011, a charter school receives as Building Lease Aid equal to the lesser of (i) 90% of the approved cost of the lease or (ii) a cap of \$1,200 per weighted student unit. The School received Building Lease Aid in the amount of \$447,089 in lease aid for the 2017-2018 year. KIPP MN anticipates receiving \$558,713 in lease aid for the 2018-2019 school year.

Financial Management Practices

The School contracts with BerganKDV (BKDV) for services related to its accounting, payroll, generation of financial statements, and compliance reporting. KIPP MN also contracts with CliftonLarsonAllen, LLP for performance of its annual financial audit. Financial statements are presented to the Board on a monthly basis; the School Board reviews monthly expenditures and approves all contracts. For additional review and accountability, on a monthly basis, the School submits financial statements and Board meeting minutes to its Authorizer (VOA-MN).

Budget

KIPP MN has prepared a Long-Range Budget Model Projection for projected operations of the school through the 2022-2023 school year.

	FY19- 410	FY20- 500	FY21- 725	FY22- 870	FY23- 1011
Enrollment Projections					
Number Students Grade K	56	56	131	131	131
Number Students Grade 1	56	56	131	131	131
Number Students Grade 2	56	56	56	131	131
Number Students Grade 3	56	56	56	56	131
Number Students Grade 4	-	56	56	56	56
Number Students Grade 5	32	56	56	56	56
Number Students Grade 6	60	56	131	131	131
Number Students Grade 7	50	56	56	126	126
Number Students Grade 8	44	52	52	52	118
Enrollment totals by state pupil unit weighting category					
Total Number of Students Grade K	56	56	131	131	131
Total Number of Students Grades 1-3	168	168	243	318	393
Total Number of Students Grades 4-6	92	168	243	243	243
Total Number of Students Grades 7-12	94	108	108	178	244
Total Number of Students	410	500	725	870	1,011
Total Number of Current Year Pupil Units	429	522	747	906	1,060
Revenue Summary and Projections					
State Aids					
General Education Revenue	2,904,108	3,551,187	5,130,640	6,281,597	7,420,108
LEP Aid	14,225	14,150	14,155	14,170	14,185
Endowment Aid	13,058	13,058	13,058	13,058	13,058
Compensatory Revenue	1,003,201	1,232,452	1,520,299	2,229,780	2,706,457
Long-Term Facilities Maintenance Revenue	56,602	68,851	98,551	119,539	139,894
Q-Comp	63,829	102,496	124,995	181,243	217,491
Subtotal	4,055,023	4,982,194	6,901,698	8,839,387	10,511,194
Building Lease Aid	563,443	685,382	981,032	1,189,958	1,392,577
Estimated Prorated Building Lease Aid Revenue	100%	100%	100%	100%	100%
Total Prorated Building Lease Aid Revenue	563,443	685,382	981,032	1,189,958	1,392,577
Special Education Aid	1,791,653	2,361,656	2,770,028	3,108,080	3,454,025
Total State Aids	6,410,119	8,029,232	10,652,758	13,137,425	15,357,796
Federal Aids					
Federal Title Grants (offset by expenses)	92,051	94,813	97,657	100,587	103,604
Federal Special Ed (conservative estimate, offset by expenses)	82,360	84,831	87,376	89,997	92,697
Federal CSP Grant	199,000	-	-	-	-
Federal Reading Grant	86,000	-	-	-	-
E-Rate Revenue	8,316	6,653	5,322	4,258	3,406
Total Federal Aids	467,727	186,296	190,355	194,841	199,707
Local Revenue					
Total Private Revenue	1,264,637	1,000,000	1,000,000	1,000,000	1,000,000
Miscellaneous Revenue	43,000	45,150	47,408	49,778	49,778
Total Local Revenue	1,307,637	1,045,150	1,047,408	1,049,778	1,049,778
Total General Fund Revenue	8,185,483	9,260,678	11,890,520	14,382,044	16,607,281
Fund 02 Food Service Program	410,611	501,235	726,791	872,149	1,013,497
Total Revenue	8,596,094	9,761,913	12,617,311	15,254,193	17,620,778
Total Expenditures					
Total Expenditures	8,582,859	9,757,245	12,414,525	14,366,796	16,335,093
Per Audit					
Annual Surplus (Deficit)	13,235	4,668	202,786	887,397	1,285,685
Per Audit	13,235				
Beginning Fund Balance	1,166,792	1,529,239	1,533,907	1,533,907	1,736,693
Ending Fund Balance	1,180,027	1,533,907	1,736,693	2,421,304	3,022,378
Fund Balance Percentage of Annual Total Expenditures	13.7%	15.7%	14.0%	16.9%	18.5%

Innovative Practices

The KIPP Model

At KIPP MN, we believe every child can and will learn when provided a high-quality education. That's why we count success one student at a time and measure their progress all the way to and through college. Our model is not only based on rigorous academic preparation, but also on integrating character development into everyday lessons to help students prepare for the challenges of college and life. Developing character strengths like zest, grit, and optimism is a key part of KIPP's college-preparatory approach.

By choosing KIPP MN, students make a commitment to excellence with themselves, their parents, and their teachers. All three parties sign a learning pledge called the "Commitment to Excellence," which ensures that each will do whatever it takes to help the student learn.

In addition to the lessons students learn in the classroom, they are also learning life skills through the KIPP through College (KTC) program. Our KTC counselor helps to bridge students' transition from middle to high school and also from high school to college. They help each student select a college that is a good fit, become socially and academically integrated after they enroll, and navigate the hurdles they face earning a degree.

Growth Focused Behavior Management

Our behavior management system is a flexible system of "glows" and "grows" in the middle school, and a point spectrum that students can move up or down on in the primary school. They allow students to be both rewarded and redirected. While our expectations remain high, the systems we use allows for the opportunity for students to "cool down" and reflect. For example, in the middle school students who are given multiple "grows" spend time reflecting with an administrator in a separate room before returning to class. Students who earn a specified number of "glows" are given privileges and rewards.

There is additional time in the school day where students are able to reflect in groups about how their choices are impacting their class community. Students discuss how their behavior has impacted their team and their learning. Ongoing character education also plays a big role in this improvement, as we helped students shed negative, reactive habits and build self-control, social intelligence, and optimism.

Targeted Math and Reading Intervention

While all of our students need high quality, data drive instruction, we recognize that there are groups of students who need additional supports and interventions to be successful. While intervention structures look different in the primary and middle school, both prioritize using data to make informed decisions about the additional services and targeted instruction that students need.

At KIPP North Star Academy, data teams use fall NWEA data to students who participate in additional pull out time. Groups of students were pulled during non-instructional components of the day to receive an extra “dose” of reading or math. In addition to the small groups, all students participate in a portion of the day called “lab.” During this block of time, all students either complete independent reading, instructional level math problems on IXL, or are pulled by a content teacher to practice a recent standard based skill.

At KIPP North Star primary, all classroom teachers use STEP reading assessment data to create guided reading groups. Students receive small group leveled reading instruction daily in their guided reading group. Teachers also use STEP data to create “Foundations” groups, a level phonics curriculum that meets each student at their level. Additionally, teachers use a combination of STEP, NWEA and classroom level data to identify students for the Child Studies Team (CST) to receive a complete individualized intervention plan.

Service Learning

Description of Service Learning Component

KNSA works to create well-rounded students. We know and understand that service learning is an important part of teaching and learning evidenced through the following activities

2017-2018 School Year:

Host: Community Garden

Host (in partnership with Wilderness Inquiry): Fall Family Night

Host (in partnership with Wilderness Inquiry): Spring Barbeque

Host: Winter Family Night (including dance performances, wellness information)

2016-2017 School Year:

Host: Community Garden

Host (in partnership with Wilderness Inquiry): Fall Family Night

Host (in partnership with Wilderness Inquiry): Spring Barbeque

Host: Winter Family Night (including dance performances, wellness information)

2015-2016 School Year:

Breast Cancer Walk

Food Drive

Host: Community Garden

Host: Community Wellness Night

2014-15 School Year:

Cancer Walk

2013-14 School Year:

Alzheimer's walk Clothing Drive Food Drive Multiple Sclerosis

2012-13 School Year:

Urban Squash—Aids Walk Community Clean up—Earth Day Food Drive

Clothing Drive

Feed my Starving Children

Future Plans

Strategic Planning Priorities

At the conclusion of the 2016-2017 Academic Year, KIPP Minnesota released a 5-year strategic plan. The plan includes 5 priorities that will help ensure that KIPP Minnesota is serving 1,000 students in high performing charter schools by 2022. The 5 priorities are:

1. Develop the tools required to become, “High Performing.”
2. Complete the build-out of the existing primary schools and middle school.
3. Begin building an additional high-performing primary school and middle school.
4. Prepare to open a high school.
5. Ensure an efficient financial operating model.

See appendix B to view the entire strategic plan. The plan includes specific actions for each priority, future enrollment projections by year

Facilities

KIPP Minnesota plans on continuing to lease the building at 5034 Oliver Ave. North to house KIPP North Star Primary and KIPP North Star Academy. KIPP Minnesota is invested in the Shingle Creek neighborhood and will seek to expand the space as needed to serve the needs of the growing schools.

Appendix A: Enrollment Packet

5034 Olive
Minneapolis, MN
Phone: (612)



Avenue N
55430
287-9700 Fax: (612)

987-9702

www.kippminnesota.org

Student Name: _____

Grade Level: _____ Date of Birth: _____
(FALL 2017)

NEW Enrollment Packet Checklist:

The following forms must be completed and turned in:

_____ Application

_____ Student Enrollment Form

_____ Emergency Contact Form

_____ Student Health Form

_____ Permission Slips

Photo Release Approved: Yes No

Social Worker Approved: Yes No

Gen. Field Trip Approved: Yes No

_____ Transportation Form

_____ Request for Records

IEP Indicated: Yes No

_____ Early Childhood Screening Form

_____ FRPL Form *(included after 7/1/17 only)*

_____ Birth Certificate

_____ Proof of Address

The following forms are given as reference to the guardian:

KIPP:MN Enrollment Form

Student Name: Last: _____ First: _____ Middle: _____

Date of Birth: ____/____/____ Gender (circle one): Male Female

Grade in '15-'16 School Year: _____ Grade in '17-'18 School Year: _____

Address: _____

City: _____ State: _____ Zip: _____

Custodial Parent/Guardian

Last: _____ First: _____ Relationship to Student: _____

Address: _____ City: _____ State: _____ Zip: _____

Primary Phone*: _____ Type: _____

Secondary Phone: _____ Type: _____

E-mail Address: _____

Other Custodial Parent/Guardian

Last: _____ First: _____ Relationship to Student: _____

Address: _____ City: _____ State: _____ Zip: _____

Primary Phone*: _____ Type: _____

Secondary Phone: _____ Type: _____

E-mail Address: _____

**Update the school ASAP if the primary phone number provided changes. It is important that your child's school be able to reach you.*

List any siblings that attended KIPP Minnesota in 2016-2017:

Name _____ Grade _____

Name _____ Grade _____

Name _____ Grade _____

I certify that the information provided on this enrollment form is true, accurate and complete.

Parent/Legal Guardian Signature: _____ Date: _____

KIPP:MN Emergency Contact Form

Emergency Contacts:

In case your child becomes ill or hurt and neither parent can be contacted, please provide the school with the name/names of who should be contacted and their relationship to the student. Unless noted, emergency contacts will also be allowed to pick students up from school, see their records, talk to them on the phone & visit them in school.

1. Name: _____ Relationship (to student): _____

Primary Phone: _____ Type: _____

Secondary Phone: _____ Type: _____

2. Name: _____ Relationship (to student): _____

Primary Phone: _____ Type: _____

Secondary Phone: _____ Type: _____

3. Name: _____ Relationship (to student): _____

Primary Phone: _____ Type: _____

Secondary Phone: _____ Type: _____

Authorized Pick-Up:

The individual listed below are allowed to pick students up from school, see their records, talk to them on the phone & visit them in school.

1. Name: _____ Relationship (to student): _____

2. Name: _____ Relationship (to student): _____

3. Name: _____ Relationship (to student): _____

4. Name: _____ Relationship (to student): _____

KIPP:MN Health Information Form

Student Name: _____ Birth Date _____ Male Female

Grade: _____ School attended last year: _____

Parent/Guardian: _____ Phone: Home: _____ Work: _____ Cell: _____

Dear Parent/Guardian:

Your child's health may affect his or her learning. Therefore, health information is important in planning for your child's needs at school. To ensure the best care for your child, your input and involvement is important. Please continue to update health staff as your child's health needs develop or change. Please complete this form and return it to school as soon as possible.

HEALTH CONCERNS

Please and explain if your child has any of the following:

- Attention Deficit Hyperactivity Disorder/Attention Deficit Disorder (ADHD/ADD)
- Allergies (to what: foods, medication, environmental?): _____
Emergency Medications: _____
- Asthma or other breathing problems:
Has your child ever been diagnosed by a Health Care Provider as having asthma? Yes No
Has your child had episodes of wheezing (whistling in the chest)? Yes No
In the past 12 months have you heard your child wheeze or cough after exercise? Yes No
Other breathing problem (describe) _____
- Chickenpox (List month and year he/she had disease) _____
- Diabetes: Type 1 Type 2 Managed by: Diet only Oral meds Insulin injections Insulin Pump
- Heart Problems: _____
- Pregnancy? Due date _____ Does student have children? _____ Age of children _____
- Seizures: Type _____ Date of last seizure: _____
- Social/emotional/behavioral/mental health concerns: _____
- Other health concern or significant history of problems: _____
- Activity restrictions: _____
- Recent surgeries or hospitalizations: _____
- Does your child have any learning needs we should know about (e.g. my child needs extra help in math, my child has trouble seeing from far away, etc.) _____
- No Health Concerns**

EMERGENCIES: Does your child have a known health problem that could result in an emergency? Yes No

If yes, describe: _____

PLEASE CONTINUE ON NEXT PAGE

MEDICATIONS

First, list ALL DAILY medications that your child takes: _____

Now, list ALL medications that your child needs DURING THE SCHOOL DAY: _____

****A Medication Authorization form with parent and health care provider signatures is required each school year for any prescription AND over-the-counter medications that are given at school.****

Vision

- Glasses/contacts prescribed
- Wears glasses/contacts all of the time
- Wears glasses in classroom only
- No vision problem
- No hearing problem

Hearing

- Frequent ear infections (more than 3 per year in past year)
- Has ear tube(s)
- Hearing loss right ear left ear
- Hearing aid(s) right ear left ear

HEALTH INSURANCE

- My child has health insurance:
 - Private Insurance (through work)
 - MN Care
 - Assured Care
 - Medical Assistance
- My child's health insurance application is in process
- My child has no health insurance
- I request assistance with health insurance for my child.

HEALTH CARE PROVIDERS:

Does your child have a doctor or clinic where they usually go for health care? Yes No

Name of Doctor or Clinic	Location and Phone	Approx. Date of Last Exam
Primary Health Provider (regular doctor)		
Dental Provider		
Other Specialist (specify type):		

Hospital preference: _____

If I cannot be reached during a medical emergency the school will obtain emergency medical treatment for my child.



I attest to the above information and give permission for its release for confidential use in meeting my child's health and educational needs in school. (If you do not give permission for release, contact school administration)

Parent/Guardian signature: _____ Daytime Phone: _____

Print Parent/Guardian name: _____ Date: _____

Parent/Guardian e-mail contact: _____

Permission Slip Form

This form contains multiple permissions. Please sign and date **each** of the areas below. A brief description of each of the permissions is included.

Student's Name: _____
Last First MI

Photo Release

During the school year, your student may be photographed, filmed, and/or interviewed for press publications. By signing below, you are giving permission for your child to be included in the various publications.

Parent/Guardian signature: _____ Date: _____

Print Parent/Guardian name: _____

School Social Work

At KIPP Minnesota, we offer school support services provided by a Licensed School Social Worker.

- I give my consent for my student to receive support services this academic year.
- I decline support services.

Parent/Guardian signature: _____ Date: _____

Print Parent/Guardian name: _____

KIPP:MN School Transportation Form

KIPP Minnesota Transportation Intent 2017-2018

Indicate how your student will travel to/from school during the 2017-2018 school year. To make changes to the designation (or address) below, you must submit a transportation change with the school's office manager. Changes take 1-2 weeks, depending on the type of change.

- My student will walk to and from school. They do not need any school provided transportation.
- My student will be dropped off and picked up from school by a parent, guardian or individual on the authorized pick-up list. They do not need any school provided transportation.
- My student will ride the bus in the morning and afternoon. List address below. Address should be current as of the first day of school. Please note if it is a day care center.

AM Pick-up address:

_____ Effective Date: _____

PM Drop-off address:

_____ Effective Date: _____

School releases at 1:30pm on Wednesdays. Will this ~~effect~~ affect your student's transportation? If yes, please describe: _____

- My student receives special transportation due to homelessness or an accommodation provided in their IEP.

KIPP Minnesota Transportation Policy 2017-2018

Our mission is to get our KIPPsters to and through college and we prioritize the safety, interests, and rights of all KIPPsters. We take this priority very seriously. Because of this, it is important for all bus riders to and from KIPP Minnesota to accept and acknowledge that transportation services are a privilege that will continue only if behavior on the school bus is reasonable and safe. KIPPsters who choose to engage in unacceptable behaviors on a school bus create a serious risk for themselves as well as other students, the bus driver, the motoring public, and pedestrians.

All KIPP MN students will receive an outline of their school's specific bus behavior policy at the beginning of the year. By signing below, you acknowledge that you have been notified that bus riding privileges are contingent on student and guardian adherence with this policy and that you will review the policy with your student when it is distributed.

Parent/Guardian signature: _____ Date: _____

Print Parent/Guardian name: _____



1st Request: _____

2nd Request: _____

Records Request Form

Request for Records* Form: 2017-2018

Please send the official school records for:

Student Name: _____
(Last) (First) (MI)

Grade: _____ Date of Birth: _____ / _____ / _____ Gender: M / F
(Most recent) (Month) (Day) (Year) (Circle one)

Does your student currently receive Special Education services? Yes / No
(Circle one)

Records are requested from:

School (former): _____

Phone Number: _____ Fax Number: _____

Address: _____

City: _____ State: _____ Zip: _____

Please include

- ✓ Transcript or cumulative folder (date of birth, name of parents/guardians, address, dates of attendance, days absent, courses taken, grades obtained, rank in class, over-all grade point average, and standardized test scores)
 - MINNESOTA SCHOOLS- please include TEAE, MCA-II, NWEA MAP, and BST scores if applicable.
- ✓ Grades at the time of withdrawal.
- ✓ Health records, including immunization records and athletic physicals.
- ✓ Special education records, including current IEP, assessment reports, and verification of handicap.
- ✓ MARSS ID#
- ✓ Discipline records- In accordance with Federal and State Statutes, a district that transmits a student's educational records to another school district to which the student is transferring must include in the transmitted records information about disciplinary action taken in the form of suspension and expulsion and any disposition order which adjoints the student as delinquent for committing an illegal act on school property and certain other illegal acts.

Please forward these records to:

KIPP MINNESOTA-District 4191
5034 N. Oliver Avenue
Minneapolis, MN 55430
Phone: (612) 287-9700
Fax: (612) 287-9702

Records are requested by:

Gail Jackson (5th- 8th)
gjackson@kipppminnesota.org

School Lunches 2017-2018

Dear Parent/Guardian:

Our school provides healthy meals each day. Breakfast & lunch are provided at no charge. In order for KIPP MN to continue our free breakfast and lunch program we are required to have all families complete the "Application for Educational Benefits" form following the provided instructions. A new application must be submitted each year. Your application also helps our school qualify for additional education funds and discounts. Return your completed Application for Educational Benefits to the main office at KIPP North Star Academy or KIPP North Star Primary. Below are frequently asked questions about the form.

May I apply (complete the form) if someone in my household is not a U.S. citizen? Yes. You or your children do not have to be U.S. citizens for your children to qualify for free or reduced-price meals.

Who should I include as members of my household? Include yourself and all other people living in the household, related or not (such as grandparents, other relatives or friends). Include a household member who is temporarily away, such as a college student. Do not include a person who is economically independent and pays their full pro-rated share of all expenses.

What if my income is not always the same? List the amount that you normally get. If you normally get overtime, include it, but do not include it if you get it only sometimes.

Are military housing and supplemental allowances counted as income? Do not include any housing allowance from the Military Housing Privatization Initiative or a Family Subsistence Supplemental Allowance. Include the portion of a deployed service member's income that is made available to the household, except do not include combat pay or Deployment Extension Incentive Pay.

How will the information I provide be kept? Information you provide on the form, and your child's approval for school meal benefits, will be protected as private data. See the back page of the Application for Educational Benefits for more information.

Will the information I give be checked? [Yes](#) and we may also ask you to send written proof.

If you have other questions or need help, call the main office:

- KIPP North Star Academy: (612) 287-9700
- KIPP North Star Primary: (612) 400-1110

Immunizations Policy 2017-2018: No Shots, No School!

All MN school-aged children are required by law to have shots for certain contagious diseases before they can attend school. Up to date immunization records are required for registration at KIPP Minnesota.

Exemptions:

Parents may file a medical exemption signed by a health care provider. Parents may also file a conscientious objection signed by the parent/guardian and a notary. For more information, call the Minnesota Department of Health, Immunization Program at (651) 201-5503.

Scheduling Immunizations:

It is recommended that you call your child's clinic to schedule immunization appointments. Each of these county resources offers low-cost immunization clinics. Contact the public health office nearest you for clinic hours and locations:

- Ramsey County Public Health: 651-266-1234
- Hennepin County Public Health: 612-348-3000
- Anoka County Public Health: 763-422-7030

The school nurse will have listings of Park Nicollet Clinics that offer **no-fee immunizations**. Please call her for the Park Nicollet Clinic nearest you, phone number, and clinic registration form.

School Medication Policy 2017-2018

ANY medication (prescription & over-the-counter) administered to your child during school day requires:

- Completed "Administration of Medication in the School" form that contains both written physician order and written parent/guardian permission (must be current to this school year.)
- Prescription medication must be brought to school in its original bottle or container with the student's name, medication name and dose, and physician's name printed on the label. The container or medication must be unopened. Upon request, the pharmacy will divide the medication in two bottles – one for home and one for school.
- Parents must notify school administration when a medication is discontinued or the dosage or time has changed. A new physician's order/guardian signature and permission will be required at that time.
- Over-the-counter medication must come to school in its original container, unopened.
- Medication will be kept in a locked cabinet in the specified medicine area and will be administered by designated school staff.

ANY medication your child carries and self-administers (including, but not limited to: inhalers for asthma, epi-pens, Tylenol, Advil) requires:

- Completed "Administration of Medication in the School" form that contains both written physician order and written parent/guardian permission (must be current to this school year.)

KIPP Minnesota
Data Privacy (Tennessee) Notice
Student Information

KIPP Minnesota is asking you to provide information which includes private information under the Minnesota Government Data Practices Act (MGDPA.) KIPP Minnesota is asking for this private information so that KIPP Minnesota can establish a student file regarding your enrollment with KIPP Minnesota and process the information required to generate student reports and documents.

This information will be used to enroll your student at KIPP Minnesota, create a student file, and fulfill state and federal reporting requirements.

You are not legally required to provide the information KIPP Minnesota is requesting and you may refuse to provide some or all of the information requested. However, KIPP Minnesota may not be able to process your student application or enrollment forms if you do not provide sufficient information. Failure to provide certain information could result in delays, incorrect enrollment, or cause your student to not be enrolled.

With some exceptions, unless you consent to further release of private information, access to this information will be limited to individuals whose jobs reasonably require access to this information. However, state and federal law authorize release of private information without your consent:

- To the juvenile justice system
- To the Minnesota State High School League
- If required by a court order, or authorized by other state or federal law

Parent/Guardian Signature _____

Appendix B: Strategic Plan



Our Mission

Establish and operate high performing public schools in the Twin Cities that confront educational inequity by delivering academic excellence and cultivating leadership skills to ensure all students succeed in college and life.

5-Year Priorities

1. Develop the tools required to become high performing.
2. Complete full enrollment of the existing primary and middle schools.
3. Launch additional high performing primary and middle schools.
4. Establish plan to open a high school.
5. Ensure an efficient financial operating model.

From 2017

- 250 students
- One primary school
- One middle school
- Moderately performing
- Annual operating cost of \$16.9k/student
- 247 alumni in HS and college

To 2022

- 1,000 students
- Two primary schools
- Two middle schools
- High performing
- Annual operating cost of \$13.5k/student
- 500 alumni in HS and college



3

Strategic Priorities – #1

Develop the tools required to become high performing.
Ensure 75% of students are proficient on the Minnesota Comprehensive Assessments (MCA) by the end of primary and middle school.

To accelerate the shift from high academic growth to high academic proficiency, KIPP will:

- Attract, develop, and retain exceptional teachers and leaders.
- Ensure school culture embodies academic excellence and high performance from leadership, staff, and students.
- Articulate a clear school curriculum that leads to college and career readiness.
- Improve systems to analyze data and predict student academic performance.
- Deliver effective student interventions and Special Education services to maximize student growth.
- Cultivate leadership skills via the KIPP character strengths (Grit, Zest, Optimism, Social Intelligence, Self-Control, Curiosity, and Gratitude).
- Further engage parents to increase student achievement and support at home.
- Execute strategies to reduce student attrition to less than 10%.



4

Strategic Priorities – #2

Complete full enrollment of the existing K – 8 campus.

Phasing of Growth – Number of Students

Grade	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
K	40	54	56	56	56	56	56
1	27	54	56	56	56	56	56
2	0	48	56	56	56	56	56
3	0	0	56	56	56	56	56
4	0	0	0	56	56	56	56
5	26	30	30	30	56	56	56
6	63	60	56	56	56	56	56
7	48	50	50	56	56	56	56
8	37	45	45	52	52	52	52
Total	241	341	405	474	500	500	500



5

Strategic Priorities – #3

Launch additional high performing primary and middle school in another high-need area of Minneapolis.

Phasing of Growth – Number of Students

- Select a community in which to locate.
- Develop leadership staffing plan.
- Determine strategy to lease or purchase building(s).
- Implement robust school design and start-up plan.

Grade	2020-21	2021-22	2022-23
K	75	75	75
1	75	75	75
2	0	75	75
3	0	0	75
4	0	0	0
5	0	0	0
6	75	75	75
7	0	70	70
8	0	0	66
Total	225	370	511



6

Strategic Priorities – #4

Establish plan to open a high school.

We will open a high school when we have the four key elements ready to ensure a successful start-up (leader, real estate, differentiated offerings, and 100 students).

KIPP will:

- Select a community in which to locate.
- Develop leadership staffing plan for one- or two-year fellowship.
- Determine strategy to lease or purchase building(s).
- Implement robust school design and start-up plan.
- Develop robust KIPP Through College plan for the high school.



7

Strategic Priorities – #5

Ensure an efficient and sustainable financial operating model.

KIPP will:

- Achieve student enrollment targets.

2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
341	405	474	725	870	1,011

- Ensure staff and structure maximize effectiveness and efficiency.
- Decrease cost per student by 20%.
- Shift revenue stream to 90% public funding.
- Utilize annual fundraising to cover the cost of strategic investments (KIPP Through College, talent-building, extracurricular activities, and technology) and future growth.
- Maintain strong compliance and controls, including a clean audit.
- Maximize lease-aid and operational efficiency.
- Target a 20% fund balance.



8

Summary 5-Year Priorities

In the next five years, KIPP Minnesota will accelerate excellence, expansion, and efficiency to meet the community need for more rigorous and relevant public school seats. By 2022 there will be three classes of KIPP Minnesota college graduates.