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# **KIPP:** **WOODSON PARK** **ACADEMY**

School Design Plan 2019  
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**KIPP:**  
Metro Atlanta Schools

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## SECTION 1: SCHOOL LEADER PROFILE

### School Leader Profile

Focused, purposeful, and resilient are all attributes that describe my mother and family anchor. In 1970, leaving her family behind, she emigrated from Jamaica to the United States in search of opportunity. She rented a room from a woman in Brooklyn, NY, worked as a cashier for the Salvation Army and saved everything she could so the rest of the family could join her.

In 1972, my dad moved and not too long after my three older siblings followed. My dad, the soldier, epitomized “find a way or make one”. A blue collar worker his entire life, he always found ways to make extra money to ensure our family all we needed. Neither of my parents attended college. My mother finished high school and my father completed the 8th grade, but they understood the importance of education. They always encouraged me to do my best in school and instilled in me that with hard work, I will accomplish everything I wanted in life. So, I took heed. I applied myself and worked hard as my parents taught me. As a result, opportunities presented themselves.

Being new to this country, my parents did not know how to navigate the educational system and because of economic status, I didn’t have access to the best schools. Both my elementary and middle school were, and continue to be, some of the lowest performing school in New York State. Fortunately, due to my academic efforts and accomplishments, I was accepted in a program called Prep for Prep 9 in the 7<sup>th</sup> grade. PREP 9 prepares the brightest and most hardworking African American and Latino students in New York City and the metropolitan areas of Westchester, Long Island, New Jersey, and Connecticut prepare for success at leading independent boarding schools across the Northeast. At Prep for Prep, however, for the first time in my life, I felt inadequate. At my middle school I was a big fish in a small pond. At IS 192, I excelled in an environment with an academic bar that did not match that of the competitive world. In Prep for Prep, I was unsure if I could compete at a world class level, but the resilience my parents modeled lived in me, and I refused to fail. I humbly sought guidance and assistance from my teachers, advisors and classmates. Thanks to the support of my community, I left Prep 9 on honor roll and was accepted to my first choice school, Deerfield Academy.

Deerfield Academy presented a new challenge. Despite my success in Prep, continued to doubt my academic ability. I believed my white counterparts were more intelligent because of their skin color. I

was never taught that growing up, but that was the message I internalized from television, from history books, and from each trip from Queens to Upper West Side Manhattan. Over time, with the support of my community and with each accomplishment, no matter how significant, my doubt subsided. Senior year, I was accepted to 8 of 9 colleges. I entered Williams College in the fall of 1998, finally comfortable in my own skin. By senior year I had two choices teach at a private school or join Teach For America...I chose TFA. I chose this because I wanted students to believe in themselves and achieve beyond what they thought was possible.

While I loved what I was teaching I still wasn't sure this was my calling until I meet. Dr. Asa Hilliard at Georgia State University. Dr. Hilliard writes, "The education of African people is an urgent necessity. It is a matter of life and death. We cannot abide another generation of children who have no identity and who are ignorant about Africa". This death of which he speaks is not physical. It is mental. If you examine conditions of schools in underserved communities and the curriculum taught, it is clear that education has been used as a tool to maintain the status quo.

### Leading for Equity

Woodson Park is named for the Dr. Carter G. Woodson. In *The Miseducation of the Negro*, he writes, "When you control a man's thinking, you do not have to worry about his actions. You do not have to tell him not to stand here or go yonder. He will find his 'proper place' and will stay in it. You do not need to send him to the back door. He will go without being told. In fact, if there is no back door, he will cut one for his special benefit. His education makes it necessary."<sup>1</sup> Schooling is about skill and learning facts... true education is liberating. At KIPP Woodson Park, we believe **education drives social change**. In our community, **character and academics are of equal importance**. All of our scholars can learn and will learn. Through a rigorous and relevant curriculum, we will empower scholars to thrive as **future change agents**. In every way, **we challenge the status quo**. We value a **positive sense of self, critical thinking, character development, and creativity** as the tools our scholars will leverage to change the world.

At KWPA we come together and we find joy in one another. We approach our profession with humility,

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<sup>1</sup> "Carter G. Woodson Quotes (Author of *The Mis-Education of the Negro*)."  
[https://www.goodreads.com/author/quotes/142122.Carter\\_G\\_Woodson](https://www.goodreads.com/author/quotes/142122.Carter_G_Woodson). Accessed 3 Jan. 2019.

understanding the value of being constant learners. We operate with integrity. And, we honor the legacy of those who came before us and use them as an example to build our future.

We recognize we are stronger together than we are individually. We support one another academically, personally, and in times of difficulty. With one voice, we advocate for ourselves, our school, and our community. We find pleasure in all learning opportunities and strive to create a warm and welcoming environment. We smile often, celebrate success, and maintain optimism in overcoming obstacles. We honor ourselves and recognize the value in others. With this in mind, we communicate respectfully, seek to understand others' point of view, and seize every opportunity to learn from one another. Strong character is the foundation for future success. Therefore, we are honorable in our actions, keep promises to stakeholders, and engage in candid conversations as we strive to be our best selves. In the spirit of Sankofa, looking back is the first step forward. We honor the lives and contributions of those who came before us and learn from them in order to guide us towards our future.

## SECTION 2: REGION AND SCHOOL OVERVIEW

### Regional Description

#### **History of KIPP Metro Atlanta**

On August 1, 2000, a 60-minute special aired in which Mike Wallace<sup>2</sup> reported about the educational success of the two founding KIPP schools in the South Bronx and Houston. Wallace's report caught the attention of then Atlanta Governor Roy Barnes who immediately demanded two copies of the media broadcast. Inspired by the movement KIPP was creating across the nation, Governor Barnes recognized the impact this organization could have on education in Atlanta and how KIPP could fulfill the need for high-quality schools in our region. Once Governor Barnes received the VHS tapes containing the 60-Minutes program he walked them over to the office of Dr. Beverly Hall who was the Superintendent of Atlanta Public Schools and thus began the negotiations to bring KIPP schools to Metro Atlanta. For the next year, Governor Barnes and Dr. Hall would discuss opening a KIPP school in Metro Atlanta until they agreed to send Suttiwan Cox, Atlanta Teacher of the Year, to the second class of the Fisher Fellowship Program in the Summer of 2001. Ms. Cox would go on to open the first KIPP school in Atlanta and the only KIPP school to ever exist in DeKalb County, KIPP PATH (Perseverance, Accomplishment, Triumph, Honor) Academy.<sup>3</sup>

Once the first school opened and began educating scholars in DeKalb County, Dr. Hall's enthusiasm for opening KIPP schools in the Atlanta Public School district gained momentum, and she recruited three talented educators in Atlanta to enter the third class of the Fisher Fellowship and open three new schools in 2004. When David Jernigan opened KIPP WAYS (Westside Atlanta Young Scholars) Academy, Marina Volanakis opened KIPP South Fulton Academy, and Kiya Norman opened KIPP Achieve Academy in 2004 each school operated as separate entities with individual boards. At this time there were no other major charter operators in the Metro Atlanta area, and so each of the four schools shared talent, some human resource functions, fundraising goals and strategies and a high school placement coordinator, but they were not a region.

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<sup>2</sup> "60 Minutes: Mike Wallace Reports | KIPP Public Charter Schools." 1 Aug. 2000, <https://www.kipp.org/news/60-minutes-mike-wallace-reports/>. Accessed 3 Jan. 2019.

<sup>3</sup> "PATH Academy." <http://www.pathacademy.org/>. Accessed 3 Jan. 2019.

Excitement had just begun to spread throughout KIPP Metro Atlanta as the first year of results from the four new schools in Metro Atlanta began coming in when two KIPP schools began to struggle. Richard Barth, the CEO of KIPP identified KIPP PATH Academy was not implementing the KIPP model. He began to notice there were philosophical differences between what Ms. Cox as the school leader of KIPP PATH believed and what KIPP as an organization believed and they agreed to terminate their license agreement and pull the KIPP name from PATH Academy. Deciding to close KIPP PATH was the first time KIPP as a national organization had ever made a decision of this nature, although it was necessary. PATH Academy has continued to exist and operate as a highly successful dual-language charter school in DeKalb County, just not under the KIPP umbrella.

Concurrently, KIPP Achieve Academy was experiencing a multitude of operational challenges and was not seeing success in their test scores and academic measures for achievement. Ms. Norman was a talented educator and passionate about instruction but did not have formal business training and was unable to manage the operational functions of KIPP Achieve successfully. Though she cared deeply about students, her insufficient expertise in the area of budgeting, accounting, and human resources led to the demise of KIPP Achieve Academy.

Mr. Jernigan and Ms. Volanakis were heavily impacted by the closing of KIPP Achieve and left heartbroken at the broken promises families and educators who rallied to keep KIPP Achieve open had experienced. KIPP Achieve highlighted for Mr. Jernigan the need for a collaborative operating structure to support schools with the operational and business management while streamlining systems and providing oversight, schools could be operated by passionate, instructional leaders. At the age of twenty-four, Mr. Jernigan opened KIPP WAYS Academy. He was working countless hours, nights and weekends to operate all functions of a school and began to believe it did not have to be this way and would not be this way if KIPP wanted to continue to grow in Atlanta.

Mr. Jernigan had no desire to be the Executive Director of KIPP Metro Atlanta Collaborative, yet as the 2007- 08 school year began he acknowledged the need for change for KIPP schools to continue to deliver on the promises made to the families and the community of Metro Atlanta. It was this year that Mr. Jernigan met Ed Chang who previously applied for and been denied an independent charter

through the Building Excellence Schools model.<sup>4</sup> Mr. Jernigan hired Mr. Chang to be the Director of Strategic Leadership at KIPP WAYS Academy, and pretty quickly they began to explore a conversation about Mr. Chang opening his previously designed school as KIPP STRIVE (Success Through Rigorous Instruction, Virtue, and Enrichment) Academy under the KIPP umbrella. Mr. Chang agreed to go with Mr. Jernigan to the Atlanta Public School board and petition a charter for KIPP Strive Academy to open the following year.

One would think with the school closure of KIPP Achieve Academy only two years in the background; the school board would be skeptical of KIPP opening another school. However, Dr. Hall was so impressed with the way the KIPP Foundation and Mr. Jernigan handled the closure of KIPP Achieve she gained respect for the mission of KIPP and the promise to operate high-quality schools in Metro Atlanta. She also cautioned to prevent the tragedy of the operation of KIPP Achieve Academy, KIPP should develop an infrastructure that could support high-quality instructional leaders to run schools without the challenges of business operations as a distraction. As Mr. Jernigan prepared his second class of eighth graders to enter high schools, he realized there were no options for his scholars that offered a path toward competitive college admittance and success. Mr. Jernigan also began to recognize the emergent need for high-quality elementary schools in the Metro Atlanta area to fulfill the need to begin the journey to and through college earlier. The KIPP Foundation had taken a stand on growth and made a decision not to grow in any new communities but to design a Kindergarten through Twelfth-grade trajectory in current communities.

In 2009 KIPP Strive Academy opened its doors, and Mr. Jernigan stepped into the role of Executive Director of the newly formed KIPP Metro Atlanta Collaborative. The first year was spent creating the infrastructure for a regional board and applying for a cluster charter. A cluster charter is a part of Georgia State law that existed, but at the time there were no charters in KIPP Metro Atlanta who had applied for this charter. Having a cluster charter as opposed to individual school charters would allow KIPP to amend their charter each year as it became necessary to create more seats for more students in KIPP Metro Atlanta instead of applying for a new charter each time they opened new schools.

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<sup>4</sup> "CNN Features KIPP Principal Ed Chang - Westview Atlanta | Westview ...." 23 Feb. 2012, <http://www.westviewatlanta.com/2012/02/cnn-features-kipp-principal-ed-chang/>. Accessed 3 Jan. 2019.



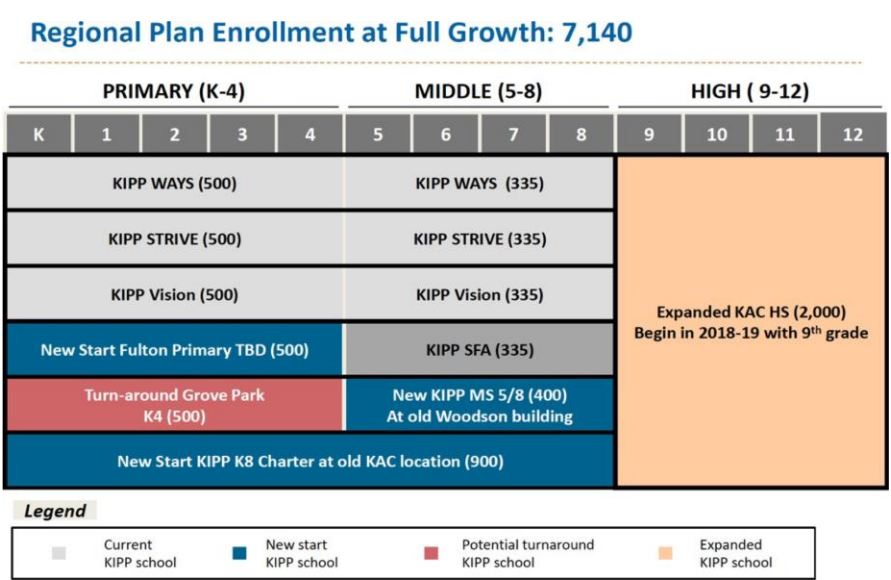
By 2014, KIPP Vision Academy, KIPP Atlanta Collegiate, KIPP STRIVE Primary School and KIPP WAYS Primary School had opened its doors expanding KIPP Metro Atlanta’s reach from 640 students in two schools to 3,500 students in eight schools. KIPP Metro Atlanta continues to fulfill its promise of providing a high-quality trajectory starting in Kindergarten and extending through twelfth grade that creates a path towards competitive colleges for all students.

KIPP Metro Atlanta Collaborative has partnered with the Boston Consulting Group to develop a strategic growth plan and has identified the Douglas cluster in Metro Atlanta as having the highest waitlist and the most significant need for high-quality schools.<sup>5</sup>

KIPP Woodson Park Academy is the second school in KIPP Metro Atlanta’s second strategic growth plan. More significantly, the school is the first turnaround/partner school with Atlanta Public Schools. Unlike other KPP schools, it will open with 600 students K-5 and then grow a year at a time to serve 900 students K-8. KIPP Metro Atlanta has created a strategic growth plan that will educate 7,140 students when it is complete.<sup>6</sup>

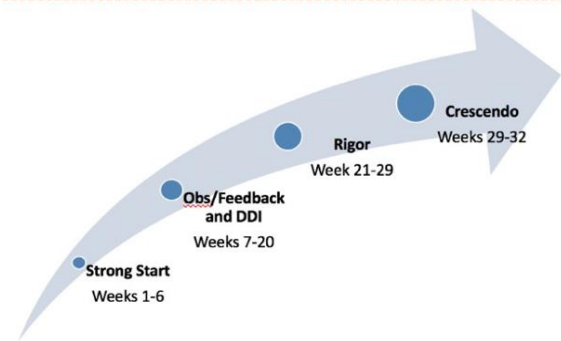
**Regional Approach to Standardization of Academic, Instructional, Cultural and Organizational Practices**

KIPP Metro Atlanta (KMAC) is not standardized in all areas but has begun to create a playbook that will be used across all schools Kindergarten through twelfth grade to ensure the utilization of the best practices and consistency in results across all schools. KIPP Metro



<sup>5</sup> Figure 1: : KIPP Metro Atlanta 2016- 17 Waitlist and Current Students by APS Cluster

<sup>6</sup> Figure 3: KIPP Metro Atlanta Growth Plan



Atlanta has identified three key levers to begin standardizing, observing and norming throughout the school year.<sup>7</sup>

1. Strong student culture
2. Observation and feedback
3. Data-driven instruction

## Strong School Culture

KIPP Metro Atlanta (KMAC) believes that all scholars deserve a safe and productive learning environment. KMAC considers a strong scholar culture a super lever towards ensuring scholars make substantial academic gains.

To ensure a consistently stable disciplinary climate across the region, KMAC will focus on five key levers (The Fab Five) and seven teacher moves. The Fab Five includes student arrival, transitions between classes, First 5 (student Entry), Last 5 (student exit) and transitions between activities. The seven key teacher moves are from the Strong Start 6-Week Culture Rubric<sup>8</sup> and will be observed and normed across the region to ensure a healthy culture start. KIPP Metro Atlanta will create a KIPP Metro Atlanta Scholar Culture Rubric to define excellence in school culture and will source professional development on the Teach Like a Champion Strategies, 100%, Strong Voice, Teacher Radar Positive Framing and What to Do. It is the responsibility KIPP Woodson Park Academy to define a school vision for excellence for school culture, complete minute-by-minute plans for the Fab Five routines and deliver professional development on these plans. Together, regional and school leadership will conduct joint culture walkthroughs.

## Observation and Feedback

KMAC believes in a high culture of feedback, including consistent observations and feedback from teachers. The observation and feedback cycle is the glue that holds together the levers of weekly data

<sup>7</sup> Figure 4: Arc of the Year to Guide Standardized Structures

<sup>8</sup> Adapted from Uncommon Schools: Northstar

meetings and strong student culture. Thus, each coach and leader has the extraordinary responsibility to coach and develop their teachers.

To accomplish this, KMAC will adopt the Get Better Faster Framework (GBF) in the 2017-2018 school year. The GBF framework outlines a scope and sequence of teacher development skills on which coaches focus for the first ninety days. Unlike a traditional rubric, the scope and sequence act as a waterfall, guiding teachers and coaches to the most impactful action step.

To implement a more consistently reliable practice of observation and feedback and create a common language for vital instructional moves, KMAC will focus on the following:

1. Adopting the Get Better Faster Framework, including See it, Name it, Do it.
2. Utilize the Whetstone platform to capture all meeting notes.
3. Align on critical professional development sessions for the year:
  - Intro to Observations and Feedback
  - Write the Exemplar
  - Independent Practice
  - Monitor Aggressively
  - Reteach 101 (Model)
  - Reteach 201 (Guided Discourse)

### **Data-driven Instruction**

To implement a consistently strong culture of data, KMAC will focus on the five core elements of data-driven instruction.

1. Implementing Weekly Data Meetings (WDM)
2. Completing regional data analysis days each quart
3. Double-down on test prep.
4. Use of Illuminate as a common data assessment platform
5. Utilizing of Academic Progress Monitoring (APM) meeting

## School Description

Woodson Park Academy was founded in summer 2016 as the merger of Woodson Primary Elementary School, a K-2 campus, and Grove Intermediary Elementary School, which served grades 3-5. The merging of the two campuses was due to under enrollment and the lack of strategy for K-5 academic coherence. In addition, Woodson Primary drastically outperformed Grove Park Intermediary according to the state's school accountability system. While the merger consolidated property usage for the district, it did not yield strong academic results. Woodson Park Academy currently ranks below the state and district averages according to the Georgia's accountability system.

Woodson's underperformance, made it a part of the APS Superintendent's more robust turn around plan, which included partnering with high performing charter operators. Woodson Park Academy will re-open in the summer of 2019 as KIPP Woodson Park Academy. It will function as district partner school with 600 scholars Kindergarten to 5th grade. When KIPP Woodson Park Academy is at full growth, it will educate 900 KIPPsters Kindergarten through Grade 8.

## School Mission, Vision, and Values

### **Regional Mission**

KIPP Metro Atlanta will equip students with the academic skills, scholarly habits and character traits necessary to be successful in top-quality colleges and the competitive world beyond.

### **School Vision**

At KIPP Woodson Park, we believe education drives social change. In our community character and academics are of equal importance. All of our scholars can learn and will learn. Through a rigorous and relevant curriculum, we will empower scholars to thrive as future change agents. In every way, we challenge the status quo. We value critical thinking, character development and creativity as the tools our scholars will leverage to change the world.

### **Guiding Principles and Values**

**Joy:** We find pleasure in all learning opportunities and strive to create a warm and welcoming environment. We smile often, celebrate success, and maintain optimism in overcoming obstacles.

**Unity:** We recognize we are stronger together than we are individually. We support one another academically, personally and in times of difficulty. With one voice, we advocate for ourselves, our school and our community.

**Humility:** We honor ourselves and recognize the value in others. With this in mind, we communicate respectfully, seek to understand others' point of view, and seize every opportunity to learn from one another.

**Integrity:** We operate with the utmost integrity at all times, honoring ourselves and community in our words and actions.

**Legacy:** In the spirit of Sankofa, looking back in the first step forward. We honor the lives and contributions of those who came before us and learn from them in order to guide us towards our future.

#### Instructional Vision

At KIPP Woodson Park, we believe education is multifaceted; therefore, we work collectively, reflect and utilize feedback to ensure our scholars excel academically as change agents. We believe scholars develop a love of learning through rigorous and relevant learning experiences. Through writing, discourse, and the arts, scholars develop the ability to creatively and effectively communicate their thoughts and ideas. Teachers provide scholars with multiple opportunities for productive struggle as they solve complex math problems, analyze literature, dissect historical events and approach scientific experimentation. Intentional use of data drives scholars' individual needs and nurtures growth-based learning. Technology is leveraged to meet individual academic needs and to equip scholars with 21<sup>st</sup> century skills. Our scholars understand that reading, writing, and analytic problem-solving are powerful tools that can impact their own lives as well as provide opportunities to positively impact the world.

#### Culture Vision

At KIPP Woodson Park, we are a family. We work together to create a safe, positive and joyful environment for all stakeholders. We honor all voices, embrace

conflict and wrap our arms around one another as we relentlessly hold our scholars at the center of our community. Through intentional character development, scholars build pride, strengthen empathy and demonstrate optimism even as they encounter and navigate challenges. We engage restorative practices to support our scholars' reflection so that mistakes become lifelong lessons. Through community meetings our scholars examine and improve our school, our community and ultimately our world. Together we learn, celebrate growth, and empower our scholars to excel as leaders in high school, college and beyond.

### **Community & Student Profile**

KIPP Woodson Park Academy will be in Northwest Atlanta, Georgia in the Douglas Cluster. KIPP Woodson Park will join KIPP Woodson Park Academy as KIPP's the second primary school in the Douglass Cluster. Our only high school, KIPP Atlanta Collegiate is also located in this cluster. Northwest Atlanta currently educates 3,635 students. There are seven elementary schools, one middle school, and one high school. In 2018, Douglass High School had a graduation rate 70%, which is one of the lowest rates in the area.<sup>9</sup> It is a community of influential alumni, strong extra-curricular programs, high culture, a diverse community, reliable business partners and a strong legacy.

### **Demographics**

Atlanta is, as of 2010, the nation's 4th largest black-majority city and is known as a "black mecca" for its role as a center of African American wealth, political and social power, education, and culture including film and music.<sup>10</sup> Northwest Atlanta has long consisted overwhelmingly of African American people and non-white Latino and Latina people with these groups comprising 93% of the population.<sup>11</sup>

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<sup>9</sup> "APS Insights." <https://apsinsights.org/>. Accessed 11 Mar. 2019.

<sup>10</sup> "Why is that so many people are 'surprised' by Atlanta? (Buford: schools, car) - Georgia (GA) - Page 4 - City-Data Forum." *Why is that so many people are 'surprised' by Atlanta? (Buford: schools, car) - Georgia (GA) - Page 4 - City-Data Forum*, [www.city-data.com/forum/atlanta/2707894-why-so-many-people-surprised-atlanta-4.html](http://www.city-data.com/forum/atlanta/2707894-why-so-many-people-surprised-atlanta-4.html). Accessed 3 Jan. 2019.

<sup>11</sup> "Demographics of Atlanta." *Wikipedia*, Wikimedia Foundation, 6 July 2017, [en.wikipedia.org/wiki/Demographics\\_of\\_Atlanta#cite\\_note-21](https://en.wikipedia.org/wiki/Demographics_of_Atlanta#cite_note-21). Accessed 3 Jan. 2019.

Northwest Atlanta encompasses the communities of Collier Heights, Peyton Forest, Cascade Heights, Center Hill and has a population of 13,597 people.

The median household income in the Douglass Cluster is 30,143 people with 27.8% of people living below

the poverty line nearly double the American average<sup>12</sup>. When it comes to residential living patterns, Atlanta is one of the most segregated cities in the country. Racial discrimination has been a significant factor in determining where African Americans live, the opportunities they have to own their own homes, and the quality of their housing. By 1980, Atlanta was more segregated than any of the other six large metropolitan areas in the South. By 1990 it was the fourth most-segregated city in the nation and more segregated than any other Sun Belt City.<sup>13</sup> When it comes to educational attainment, 75.5% of adults have a high school diploma or general equivalency degree with 15.7% of adults holding a bachelor degree or higher.

## History

From insurrection of the City of Atlanta, there have always been two Atlantas.<sup>14</sup> There is an Atlanta that consists of old-line southern families, the white and wealthy who lived in Atlanta and developed their fortune initially along the railroad system and later through the introduction of air travel. The other Atlanta existed as if in a parallel universe, a home to African American people learning to be free. Even today the relationship of the British planter and his African slave remains at the heart of Atlanta's character.<sup>15</sup> In 1865, the Atlanta City Council vowed equal protection for whites and African Americans,

Table 8. Inequality in Family Income Between Predominantly Black and White Atlanta Census Tracts, 1950 to 1990

Year	Median Family Income			Degree of Inequality (Coefficient of Variation)	
	White	Black	Ratio	White	Black
1950	\$3,007	\$1,491	2.02	32.83	15.41
1960	\$6,380	\$2,396	2.66	47.93	23.83
1970	\$12,146	\$5,710	2.13	48.21	29.24
1980	\$31,612	\$9,473	3.34	38.49	49.08
1990	\$88,029	\$16,667	5.28	33.69	57.4

Sources: 1950, 1990, calculations by author; 1960–1980, David M. Smith, *Geography, Inequality, and Society* (Cambridge: Cambridge University Press, 1987).

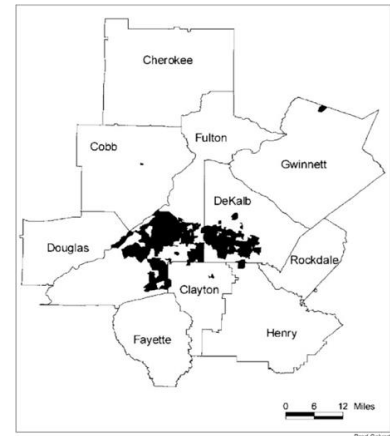
<sup>12</sup> Keating, Larry. *Atlanta race, class, and urban expansion*. Philadelphia, Temple University Press, 2001.

<sup>13</sup> 2003: (with Lisa J. Servon), "By the Numbers: Measuring Community Development Capacity," *Journal of Planning Education and Research*. Vol. 22, Number 3, pp. 240-256. Accessed 8 Feb. 2019.

<sup>14</sup> Henderson, Alexa Benson, and Gary M. Pomerantz. "Where Peachtree Meets Sweet Auburn: The Saga of Two Families and the Making of Atlanta." Accessed 8 Feb. 2019.

<sup>15</sup> Henderson, Alexa Benson, and Gary M. Pomerantz. "Where Peachtree Meets Sweet Auburn: The Saga of Two Families and the Making of Atlanta." Accessed 8 Feb. 2019.

and the first school in the city for African American children opened in an old church building on Armstrong Street.<sup>16</sup> As the population in Fulton County doubled over the next ten years, and freedmen moved from plantations to towns or cities for work, African American children's attendance in schools began to steadily decline as they had family responsibilities that prevented them from being able to go to school.



Map 4. Census Block Groups More Than 80 Percent Black, Atlanta Metropolitan Region, 1990

By 1910 half of Atlanta's student-age population attended school and those that did were subject to out-of-date curriculum, the absence of free textbooks and exorbitant student supply fees that few families could afford. When Washington High School opened in 1923 11,469 African American students were enrolled, despite there only being 4,877 seats available to them. Students from East Point, College Park, Decatur, and Marietta came with hopes of being educated in the city's only high school for African American children. Though many of these children were eligible for high school based on chronological age and the completion of elementary school, many of them had not been to school in five or six years.

Since the 1940's funding formulas in Atlanta have been imbalanced for African American schools as compared to schools that educated white students. Numbers of dollars allocated for white students were three times that allocated for African American students; there were ten times more books in white schools than African American schools. African American schools lacked kindergartens, auditoriums, gymnasiums, and cafeterias. The philosophy from the Board of Education was that facilities and supplies and materials needed to be distributed to white schools first and if there were anything leftover, they would give the remainder to the African Americans.

Atlanta was arguably the leading center of African American higher education in the country, and the colleges left their mark on countless areas of African American community life, in Atlanta and beyond<sup>17</sup>. In 1929 Atlanta University formed to pool their money and resources and keep college funding available for students to continue attending these colleges and universities. The colleges that formed

<sup>16</sup> "African Americans in Atlanta." *Wikipedia*, Wikimedia Foundation, 23 Aug. 2017, [en.wikipedia.org/wiki/African\\_Americans\\_in\\_Atlanta](https://en.wikipedia.org/wiki/African_Americans_in_Atlanta). Accessed 8 Feb. 2019.

<sup>17</sup> Kuhn, Cliff, et al. *Living Atlanta: an oral history of the city, 1914-1948*. Atlanta, GA, Atlanta History Center, 2005.



Atlanta University were Atlanta University, Morehouse College, Spelman College, Clark College and Interdenominational Theological Center. Creating this center of Black Education and keeping it abreast in Atlanta was imperative to creating a prosperous black middle and upper class in education and became one of the several factors aiding the establishment of the nation's oldest and best-established Black elite in Atlanta. Despite enormous political and social challenges that emerged throughout the century African Americans in Atlanta developed their own business, institutions, churches and a healthy, educated middle class.

Well into the twentieth century, segregation continued to create unequal educational opportunities for whites, African American, and Latinos living in Metro Atlanta. In the 1950s blockbusting drove whites to sell their homes in neighborhoods like Adamsville, Center Hill and Grove Park in northwest Atlanta and move out of the area. The perceived threat of African American people gaining power socially and economically drove zoning laws which prohibited African American people from moving to areas inhabited by white people.<sup>18</sup> These racially provincial laws prevented African Americans from being able to buy property previously inhabited by white people as the same property evacuated by whites was resold at exorbitant prices that African Americans could not afford. Thus, the city began constructing public housing developments and razing single-family homes.

In the 1960's notorious Civil Rights Leader, Dr. Martin Luther King Jr. was working alongside the African American colleges and universities in the Atlanta University Center to draw attention from the national media and presidential candidate John F. Kennedy. As the city's African American population continued to increase these students staged sit-ins, protested and demanded our mayor begin the desegregation of our schools, a process that began in 1961 but did not happen for all students until 1973.

### **Northwest Atlanta Today: Strengths and Challenges**

The tide began to turn for African American people in Metro Atlanta in 1973 when the city's first African American mayor, Maynard Jackson, was elected. His tenure began the building of a partnership between the white business community to promote business growth while still empowering African American businesses. In the 1990's Atlanta hosted the Summer Olympics which brought new facilities, commerce, and infrastructure to the community. Atlanta's airport became the busiest in the world as

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<sup>18</sup>"Blockbusting." *Wikipedia*, Wikimedia Foundation, 23 Aug. 2017, en.wikipedia.org/wiki/Blockbusting. Accessed 8 Feb. 2019.

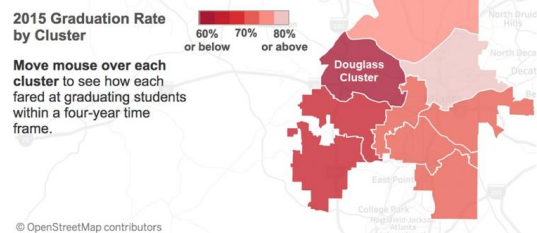
Delta continued to grow and the gentrification of the city's intown neighborhoods began. The suburbanization of the city drove African Americans to the outskirts of the city, and the African American population in Northwest Atlanta sharply increased to 93.1% by 2010.<sup>19</sup> History began to repeat itself as property values in the parts of the city being gentrified increased, and property values in the parts of the city where the African American population increased were rapidly declining. Concurrently funding for predominately African American schools was being negatively impacted, the political pressure for schools to increase test scores and perform at higher standards was increasing. Schools in Northwest Atlanta found themselves being asked to do more with less.

In 2001 former President George W. Bush passed a U.S. Act of Congress that reauthorized the Elementary and Secondary Act initially passed by former President Lyndon Johnson and included Title 1 provisions applying to disadvantaged students. Funding for schools became tied to standardized testing mandated for each state to administer. Each state was given autonomy to develop its standards, and Georgia decided to tie, not only school funding but also, teacher pay to standardized testing scores. The system of incentives and penalties sets up a high motivation for schools, districts, and states to manipulate test

#### Students Zoned for Douglass High School Failing Early On

Of the nine high schools in Atlanta Public Schools, Douglass had the lowest graduation rate.

2015 Graduation Rate by Cluster



results.<sup>20</sup> The system preempted some Atlanta educators to make decisions to “game the system” and eventually led to the Atlanta Cheating Scandal, the most massive cheating scandal in United States history. Education for children in Northwest Atlanta dropped below sub-par to criminalization.

In 2009, the Atlanta Journal-Constitution published an analysis questioning standardized test scores that had shown extraordinary gains in a single year.<sup>21</sup> This analysis led to an investigation that eventually found organized and systematic cheating in Atlanta to boost test scores and named 178 educators, including thirty-eight principal's as participating in cheating on standardized tests between 2002 and 2009. Then, Superintendent of Atlanta Public Schools, Dr. Beverly Hall was accused of being the center of the cheating scandal. The scandal implicated the forty-four, including six of the seven

<sup>19</sup> “History of Atlanta.” *Wikipedia*, Wikimedia Foundation, 8 Feb. 2019, en.wikipedia.org/wiki/History\_of\_Atlanta. Accessed 8 Feb. 2019.

<sup>20</sup> “No Child Left Behind Act.” *Wikipedia*, Wikimedia Foundation, 27 Aug. 2017, en.wikipedia.org/wiki/No\_Child\_Left\_Behind\_Act. Accessed 8 Feb. 2019.

<sup>21</sup> Vogell, Heather; Perry, John (October 19, 2009). “Are drastic swings in CRCT scores valid?”. *Atlanta Journal- Constitution*. Accessed 11 Mar. 2019.

elementary schools in the Douglass Cluster and the only middle school. For scholars in these schools between 2002 and 2009, there is no way of determining the education they received and all scholars have been offered remediation to reverse any gaps in learning that may have occurred during this time.<sup>22</sup>

Northwest Atlanta is not a community without strengths. Some of the community’s greatest strengths are their strong alumni, strong extra-curricular programs, firm culture, diverse community, reliable business partners and a strong legacy. KIPP Woodson Park Academy will leverage these areas of strength by ensuring beginning in Kindergarten scholars will have an opportunity to participate in a Fine Arts Program that extends into extra-curricular programs. This structure will allow scholars to develop expertise in a Fine Arts of their choice throughout the school year which will prepare them for middle school and high school in which they will perform and study within a Fine Arts Program. Each of these programs will be offered as extracurricular programs throughout a scholar's time at KIPP Woodson Park Academy.

**Northwest Atlanta Schools**

In the Douglass Cluster in Northwest Atlanta, there are currently seven elementary schools, one middle school, and one traditional public high school. Of the nine traditional public high schools in Atlanta Public Schools, Douglass High School is among the lowest graduation rate of 70%.<sup>23</sup>

While schools in the Douglass Cluster had a legacy of high performance, recently schools in the Douglass cluster have a long-standing history of declining enrollment due to<sup>24</sup>:

- the closing of properties and apartment communities
- the economic downturn and high rates of foreclosures

Average CCRPI Scores - 2018	
Carver	40.5
Douglass	48.7
Mays	56.7
Washington	56.9
Therrell	61.6
South Atlanta	66.2
Jackson	67.4
North Atlanta	77.1
Grady	81.7

<sup>22</sup> Figure 5: Scholars Zone for Douglass High School Failing Early On  
<sup>23</sup> "APS Insights." <https://apsinsights.org/>. Accessed 11 Mar. 2019.  
<sup>24</sup> "History of Atlanta." *Wikipedia*, Wikimedia Foundation, 21 Aug. 2017, en.wikipedia.org/wiki/History\_of\_Atlanta. Accessed 8 Feb. 2019.

- change in school zones
- phase-out of the engineering program
- availability of more choices for families

There are many significantly under-enrolled and inefficient buildings. Currently, only 5,712 seats out of the available 12,225 seats available within the cluster have currently enrolled students. The Douglass Cluster was severely impacted by the Atlanta Public School cheating scandal and experienced multiple leadership and teacher transitions out of the district within a short period. It has since been difficult to recruit and retain talent.

Over the last three years, much attention has been given to the Douglass cluster to revitalize the cluster and provide more educational opportunities to more students. Some of these efforts have been:

- Launching a partnership with the Rollins Center for Language and Literacy at all elementary schools
- Implementing a School Improvement Grant for Douglass High School
- Implementing new curricular resources across the cluster including units of study and a balanced assessment system
- Working with community in developing a cluster plan and aligned on STEM signature theme; have begun implementing requirements for schools to work towards STEM certification
- Implementing a turnaround strategy, with a primary focus on elementary schools within the cluster
- Selecting several new principals to lead the schools that lost leadership

Atlanta Public Schools has launched a partnership with the Rollins Center for Language and Literacy to address the gaps in early childhood language acquisition, comprehension and vocabulary skills. Currently, only 34% of Georgia's children are reading on grade level by the end of fourth grade.<sup>25</sup> These low reading levels lead to high school dropout, increased prison sentences and ultimately another generation trapped in poverty. KIPP Woodson Park Academy's professional development will dramatically and radically transform the trajectory of scholar's lives when they receive proper literacy instruction. Leaders and coaches at KIPP Woodson Park Academy provide specific professional development for educators of children birth through third grade in language acquisition, vocabulary,

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<sup>25</sup> "Rollins Center for Language and Literacy - Atlanta Speech School." <https://www.atlantaspeechschool.org/rollins>. Accessed 8 Feb. 2019.

critical thinking skills and comprehension. KIPP Woodson Park Academy will coach and mentor teachers in these areas and will provide ongoing support for training teachers to teach these fundamental skills throughout the school year.

At KIPP Woodson Park Academy, there is much emphasis on the implementation of a rigorous math and literacy curriculum aligned with Common Core Standards and provides multiple opportunities for scholars to explore complex mathematical topics and get feedback on their reading and writing skills.

### Community Relationship

Northwest Atlanta, families, educators and community officials have raised concerns in five areas to determine the best educational vision for students:

- Potential for strengthening broader community
- Potential for improving academic outcomes for students
- Potential for addressing inefficiencies in Northwest Atlanta Cluster
- Potential for making community high schools stronger
- Potential for meeting parent demand for higher quality options

In response to these concerns the community, Grove Park Foundation, partnered with Atlanta Public Schools to bring KIPP Metro Atlanta into the fold. The Turnaround Strategy in Atlanta Public Schools (APS) seeks to transform the district's lowest-performing schools and increase students' achievement over a three-year period. Beginning in the 2016–2017 school year, select APS schools implemented key components of the Strategy. These components include new recruitment and support for school leaders, instructional support for teachers such as professional learning and instructional coaching, academic supports for students in reading and math, and nonacademic supports to students to support their social-emotional learning. The Strategy also includes partnerships with two providers, Kindezi and Purpose Built Schools, with the addition of KIPP Woodson Park in 2019.<sup>26</sup>

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<sup>26</sup> "The Atlanta Public Schools Turnaround Strategy After One Year: High ...." 16 Oct. 2017, <https://www.atlantapublicschools.us/cms/lib/GA01000924/Centricity/Domain/11375/Year%201-APS%20Turnaround%20Report%202017.pdf>. Accessed 11 Mar. 2019.

Immediate partners for KIPP Woodson Park Academy are the YMCA and Grove Park Foundation. Grove Park Foundation is splitting the cost for the new building with Atlanta Public Schools. Recognizing the limitless potential of this historic community in Northwest Atlanta, Grove Park Foundation is helping cultivate a new vision for the future of Grove Park. Working with the community and partners, to implement programs to help bring about holistic community revitalization and put an end to a cycle of generational poverty.<sup>27</sup> They also provide services to the community: job training, financial literacy. The school will be a conduit to ensure their services are reaching the parents and a greater number of community members. In addition, the Grove Park foundation completed a community health study to inform wrap around services for the students and greater community. The study found mental health, lack of insurance, no prenatal care, and low birthweight to be some ailments. The foundation will have a student clinic on campus to serve the needs of the students. The same health partner, once confirmed, will serve the greater community offsite.

In addition, the YMCA is supporting the Birth - College pipeline by building an early learning center on the new campus, serving 6-weeks old babies to pre-k students. Siblings will have preference for the early learning center and the pre-k will account for 20% of the school's kindergarten class.

The school leader of KIPP Woodson Park Academy has strong relationships with scholars and families throughout the Metro Atlanta area who are current or former KIPP families. This unique situation of an open enrollment school will need a larger focus to leverage these and other partnerships in strengthening the broader community, improving academic outcomes for students, addressing current inefficiencies, preparing scholars to be successful in college-preparatory high-schools and meeting the parent demand for higher quality options.

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<sup>27</sup> "Grove Park Foundation." <https://groveparkfoundation.org/>. Accessed 11 Mar. 2019.

## Scholar Profile

In its founding year, KIPP Woodson Park Academy will educate 600 scholars in Kindergarten - Fifth Grade and will add one grade level each year until the school educates scholars from Kindergarten through eighth grades. The anticipated demographics of KIPP Woodson Park Academy will mirror most schools within Atlanta Public Schools with a demographic of 90% Black and 10% Latino/a.<sup>28</sup> An average of 98% of students in Northwest Atlanta

quality for free and reduced- price lunch.

Atlanta Public Schools currently has 54 pre- Kindergarten classrooms at 36 sites across the

district.<sup>29</sup> Students are selected, based on a

lottery, for these Bright from the Start and

Head Start programs based on a lottery

system as there are only 1,100 seats available for families. Therefore, there will be a plethora of Kindergarten readiness for incoming Kindergarteners as about 80% of scholars will enter from various non-affiliated preschool programs throughout the city.<sup>30</sup>

### KINDERGARTEN READINESS



**20%** of children in the five-county area attended a "high quality" center in 2016

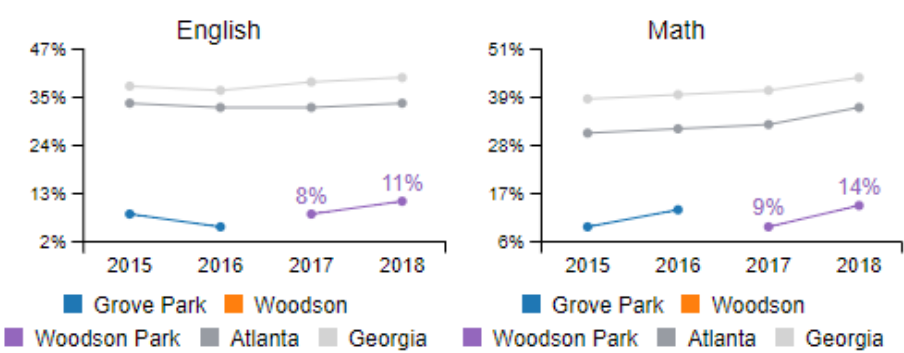
KIPP Woodson Park Academy scholars are recruited from neighboring preschool programs. KIPP WAYS Primary and KIPP Woodson Park Academy School are currently educating scholars in similar areas, and it is anticipated KIPP Woodson Park Academy scholars incoming Kindergarten will mirror the academic performance of incoming scholars at KIPP Woodson Park Academy School and KIPP WAYS Primary School.

<sup>28</sup> Oracle HTTP Server 12c, app3.doe.k12.ga.us/ows-bin/owa/fte\_pack\_ethnicsex.entry\_form. Accessed 8 Feb. 2019.

<sup>29</sup> "Curriculum and Instruction." *Early Learning / Pre-Kindergarten*, [www.atlantapublicschools.us/site/Default.aspx?PageID=982](http://www.atlantapublicschools.us/site/Default.aspx?PageID=982) Accessed 8 Feb. 2019.

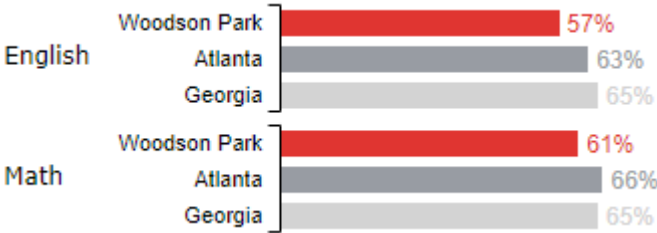
<sup>30</sup> "Learn4Life Metro Atlanta." *L4L*, [l4lmetroatlanta.org/](http://l4lmetroatlanta.org/). Accessed 17 Sept. 2017. Accessed 8 Feb. 2019.

CCRPI is the state's school rating system. Woodson Park had an average CCRPI of **55.3** over the past three years. This metric compares a school's CCRPI score to schools that serve similar students.



Woodson Park's three year average of CCRPI scores was **1.3** points lower than similar schools. In 2018, **11%** of students at Woodson Park in 3rd-5th grades scored proficient or better in English and **14%** in Math. This graph below compares school proficiency rates at Woodson Park to the district and state.<sup>31</sup>

The proficiency rates below show current achievement levels, while student growth measures whether students are learning over time. Over the past three years, **61%** of students at Woodson Park had typical or high growth in Math



Appendix Items for Section 2: Region and School Overview	
2.1 Student Recruitment Work Plan	
2.2 Student Enrollment Work Plan	

<sup>31</sup> "APS Insights." <https://apsinsights.org/>. Accessed 14 Mar. 2019.





## SCHOOL GOALS

### KIPP 2020 GOALS

*Below, highlight the KIPP 2020 Goal aligned to your school level (to be achieved in 2022-2023)*

75% of students earning 21+ on ACT	60% of 4 <sup>th</sup> graders in top quartile on MAP in reading and in math	50% of 8 <sup>th</sup> graders in top quartile on MAP in reading and in math
<p>From where are your Academic Standards derived? (e.g. CCCS, state, AP, ACT, etc.)</p>	<p>Our core content standards are derived from the Georgia Standards of Excellence (GSE)<sup>64</sup></p> <p><b>English Language Arts and Mathematics:</b> On February 19, 2015, the State Board of Education (SBOE) voted to rename the ELA and Mathematics standards to the Georgia Standards of Excellence (GSE). The recently revised and SBOE approved ELA and Mathematics standards for implementation beginning for the 2015-2016 school year will be called the ELA and Mathematics Georgia Standards of Excellence (GSE).</p> <p><b>Fine Arts:</b> The Georgia Standards of Excellence have been created for all courses in Dance, Media Arts, Music, Theatre, and Visual Art. Full adoption for Georgia Standards of Excellence in Theatre and Visual Art begin in the 2018-19 school year. GSE are voluntary for the 2018-19 school year for Dance and Music and will be fully adopted in the 2019-20.<sup>32</sup></p> <p><b>Science:</b> The Georgia Standards of Excellence (GSE) for Science will be implemented beginning the 2017-18 school year.</p> <p><b>History:</b> The Georgia Standards of Excellence (GSE) for Social Studies will be implemented beginning the 2017-18 school year.</p>	
<p>Which specific <b>formative</b> metrics will be tracked to monitor student progress?</p>	<ul style="list-style-type: none"> <li>• <b>English Language Arts:</b> <ul style="list-style-type: none"> <li>○ Checkpoint Data (every 3 weeks)</li> <li>○ End-of-Module data (every 9 weeks)</li> <li>○ One piece of student work per week (either exit ticket or independent practice). Teachers should grade this and input into Illuminate in lightning grader. (ongoing)</li> </ul> </li> <li>• <b>Reading Level: MAP Fluency and F&amp;P</b></li> <li>• <b>Show What You Know (SWYK)</b> <ul style="list-style-type: none"> <li>○ Weekly Phonics and Sight Word Assessment K-2</li> </ul> </li> <li>• <b>Trimester Phonics Assessments (K-4)</b></li> <li>• <b>Writing</b> <ul style="list-style-type: none"> <li>○ UGA Writing &amp; WriteScore Interim Assessments</li> </ul> </li> <li>• <b>Mathematics:</b></li> </ul>	

<sup>32</sup> Georgia Standards of Excellence (GSE), [www.georgiastandards.org/Georgia-Standards/Pages/default.aspx](http://www.georgiastandards.org/Georgia-Standards/Pages/default.aspx). Accessed 24 March 2019

	<ul style="list-style-type: none"><li>○ Topic Assessment Data (ongoing)</li><li>○ Mid and End of Module Data (ongoing)</li><li>○ One piece of student work per week (if there is not a topic assessment). Teachers should grade this and input into Illuminate in lightning grader. (ongoing)</li><li>● <b>Science:</b><ul style="list-style-type: none"><li>○ Quiz data (ongoing)</li><li>○ Unit assessment data (ongoing)</li></ul></li><li>● <b>Social Studies:</b><ul style="list-style-type: none"><li>○ Quiz data (ongoing)</li><li>○ Unit assessment data (ongoing)</li><li>○ Project-based learning rubric</li></ul></li><li>● <b>ACCESS Testing (ESOL ONLY)</b></li></ul>																	
Which specific <b>summative</b> metrics will be tracked to monitor student progress?	<ul style="list-style-type: none"><li>● <b>K-2 English Language Arts and Mathematics:</b><ul style="list-style-type: none"><li>○ Teachers and leaders will decide whether scholars will take the Wheatley Module 5 and Eureka Module 5 assessments as a final exam or whether teachers and leaders will create a cumulative exam to measure progress at the end of the year.</li><li>○ GA kindergarten inventory of Developing Skills</li></ul></li><li>● <b>3-8 English Language Arts and Mathematics:</b><ul style="list-style-type: none"><li>○ Georgia Milestones: Scholars will take the Georgia Milestones as a cumulative measure of mastery of grade level standards.</li><li>○ Scholars in grades 5 and 8 will take GAMS assessments in Social Studies and Science.</li><li>○ Scholars in grades 6 and 7 will take a regionally created final exam in Social Studies and Science.</li></ul></li><li>● <b>K-8 NWEA Measure of Academic Progress (MAP) Assessment:</b><ul style="list-style-type: none"><li>○ This assessment will be given in the fall and the spring of each school year and measures growth over time.</li></ul></li></ul>																	
BACKWARDS-PLANNED GOALS ALIGNED TO KIPP 2020 GOAL (by 2025)																		
2023-2024 Goal	Top Quartile in Reading									Top Quartile in Math								
	K	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	K	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>
	45%	50%	40%	45%	50%	45%	40%	45%	45%	45%	50%	40%	45%	50%	45%	40%	45%	45%
2022-2023 Goal	Top Quartile in Reading									Top Quartile in Math								
	K	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	K	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>
	40%	45%	35%	40%	35%	35%	40%	35%	35%	40%	45%	35%	40%	35%	35%	40%	35%	35%
2021-2022 Goal	Top Quartile in Reading									Top Quartile in Math								
	K	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>		K	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	
	35%	40%%	30%	25%	30%	35%	30%	30%		35%	40%%	30%	25%	30%	35%	30%	30%	
2020-2021 Goal	Top Quartile in Reading									Top Quartile in Math								
	K	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>			K	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>		

	30%	35%	15%	25%	30%	25%	25%	30%	35%	15%	25%	30%	25%	25%
2019-2020 Goal	Top Quartile in Reading						Top Quartile in Math							
	K	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	K	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>		
	25%	20%	20%	25%	20%	20%	25%	20%	10%	15%	15%	15%		

Baseline derived from historical data (i.e. the academic starting point based on historical data from region or surrounding schools)	<b>Reading Top Quartile (2018)</b> K-21%, 1 <sup>st</sup> -17%, 2 <sup>nd</sup> -16%, 3 <sup>rd</sup> -22%, 4 <sup>th</sup> -20%, 5 <sup>th</sup> -19%, 6 <sup>th</sup> -20%, 7 <sup>th</sup> -25%, 8 <sup>th</sup> -28%	<b>Math Top Quartile (2018)</b> K-23%, 1 <sup>st</sup> -16%, 2 <sup>nd</sup> -5%, 3 <sup>rd</sup> -12%, 4 <sup>th</sup> -11%, 5 <sup>th</sup> -12%, 6 <sup>th</sup> -13%, 7 <sup>th</sup> -20%, 8 <sup>th</sup> -23%
<b>Anticipated 2019-2020 Regional Goals that have a Direct Connection to the School (use the region's 2018-19 goals as a guide)</b>		
<b>GOAL</b>	<b>MOY METRIC</b>	<b>EOY METRIC</b>
90% of students absent less than 10% of days enrolled	90% of students absent less than 5% of days enrolled	90% of students absent less than 10% of days enrolled
100 of out-of-school suspensions	50 out of school suspensions	100 of out-of-school suspensions
85% of teachers remain in the region throughout the year	95% of teachers remain in the region throughout the year	85% of teachers remain in the region throughout the year
85% of staff remain in the region throughout the year	100% of staff remain in the region throughout the year	85% of staff remain in the region throughout the year
100% of our teachers will be observed and coached through either Observation/Feedback Meetings or Weekly Data Meetings a total of 20 meetings between August and May.	100% of our teachers will be observed and coached through either Observation/Feedback Meetings or Weekly Data Meetings a total of 10 meetings by mid-year	100% of our teachers will be observed and coached through either Observation/Feedback Meetings or Weekly Data Meetings a total of 20 meetings by EOY
75% of Priority Lessons are Internalized for a total of 15 Internalization Meetings between August and May	7-8 Lessons internalized with coach.	At least 15 priority lessons internalized with coach
85% of Parents Agree or Strongly Agree (on 5-point Likert scale) to the statement: "Overall, I am satisfied with this school."	NA	85% of Parents Agree or Strongly Agree (on 5-point Likert scale) to the statement: "Overall, I am satisfied with this school."
80% or more of staff agree that my school is a fun and joyful place on the TNTP surveys.	70% or more of staff agree that my school is a fun and joyful place on the TNTP surveys.	80% or more of staff agree that my school is a fun and joyful place on the TNTP surveys.
80% or more of staff will agree that interactions between scholars and staff are respectful on the TNTP survey	70% or more of staff will agree that interactions between scholars and staff are respectful on the TNTP survey	80% or more of staff will agree that interactions between scholars and staff are respectful on the TNTP survey

80% or more of staff agree they would send their own child to my KIPP school on the TNTP Survey.	70% or more of staff agree they would send their own child to my KIPP school on the TNTP Survey.	80% or more of staff agree they would send their own child to my KIPP school on the TNTP Survey.
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SCHOOL GOALS: YEAR 1		
Grade(s) served:	Kindergarten – 5 <sup>th</sup> grade	
2019-2020 School Goals		
GOAL	MOY METRIC	EOY METRIC
90% of Competencies on the school culture rubric are performed at a 3 or above.	90% of Competencies on the school culture rubric are performed at a 3 or above.	90% of Competencies on the school culture rubric are performed at a 3 or above.
100% of our teachers will be observed and coached through either Observation/Feedback Meetings or Weekly Data Meetings a total of 20 meetings between August and May.	100% of our teachers will be observed and coached through either Observation/Feedback Meetings or Weekly Data Meetings a total of 10 meetings	100% of our teachers will be observed and coached through either Observation/Feedback Meetings or Weekly Data Meetings a total of 20 meetings between August and May.
75% of Priority Lessons are Internalized for a total of 15 Internalization Meetings between August and May	75% of Priority Lessons are Internalized. 8 Internalization Meetings.	75% of Priority Lessons are Internalized for a total of 15 Internalization Meetings between August and May
90% of staff report that “Day-to-Day Operations at my school run smoothly” in TNTP survey	80% of staff report that “Day-to-Day Operations at my school run smoothly” in TNTP survey	90% of staff report that “Day-to-Day Operations at my school run smoothly” in TNTP survey
90% of staff report that “Procedures at my school maximize the time students spend learning” in TNTP survey	980% of staff report that “Procedures at my school maximize the time students spend learning” in TNTP survey	90% of staff report that “Procedures at my school maximize the time students spend learning” in TNTP survey
100% of staff report Agree/Strongly Agree on Q12 Survey question: “I have the materials and equipment I need to do my work right.”	90% of staff report Agree/Strongly Agree on Q12 Survey question: “I have the materials and equipment I need to do my work right.”	100% of staff report Agree/Strongly Agree on Q12 Survey question: “I have the materials and equipment I need to do my work right.”
22% of students in the top quartile in reading according to MAP	12% of students in the top quartile in reading according to MAP	22% of students in the top quartile in reading according to MAP
20% of students in the top quartile in math according to MAP	10% of students in the top quartile in math according to MAP	20% of students in the top quartile in math according to MAP
60% of students meet or exceed MAP growth Targets in Reading and Math	50% of students meet or exceed MAP growth Targets in Reading and Math	60% of students meet or exceed MAP growth Targets in Reading and Math
20% of students score proficient or above in Reading GAMS	For both reading and math, we will use a combination of MAP projections, Eureka and Wheatley assessments to estimate EOY proficiency. Mid-year MAP projections will show 10% proficiency projection in both reading and math. 20% of students will show proficiency on	20% of students score proficient or above in Reading GAMS
20% of students score proficient or above in Math GAMS		20% of students score proficient or above in Math GAMS

	assessed standards on Eureka and Wheatley Assessments.	
80% of students will report "I like school"	N/A survey given once a year by the state.	80% of students will report "I like school"
80% of students will report "I feel safe at school"		80% of students will report "I feel safe at school"

2019-2020 School Staff Goals: Assistant Principals/Teacher Leaders					
GOAL		MOY METRIC		EOY METRIC	
60% of students meet or exceed MAP growth Targets in Reading and Math		50% of students meet or exceed MAP growth Targets in Reading and Math		60% of students meet or exceed MAP growth Targets in Reading and Math	
<b>Top Quartile Reading</b> Kindergarten-25% 1 <sup>st</sup> Grade-20% 2 <sup>nd</sup> Grade-20% 3 <sup>rd</sup> Grade-25% 4 <sup>th</sup> Grade-20% 5 <sup>th</sup> Grade-20%	<b>Top Quartile Math</b> Kindergarten-25% 1 <sup>st</sup> Grade-20% 2 <sup>nd</sup> Grade-20% 3 <sup>rd</sup> Grade-15% 4 <sup>th</sup> Grade-15% 5 <sup>th</sup> Grade-15%	<b>Top Quartile Reading</b> Kindergarten-15% 1 <sup>st</sup> Grade-10% 2 <sup>nd</sup> Grade-10% 3 <sup>rd</sup> Grade-15% 4 <sup>th</sup> Grade-10% 5 <sup>th</sup> Grade-10%	<b>Top Quartile Math</b> Kindergarten-15% 1 <sup>st</sup> Grade-10% 2 <sup>nd</sup> Grade-10% 3 <sup>rd</sup> Grade-10% 4 <sup>th</sup> Grade-10% 5 <sup>th</sup> Grade-10%	<b>Top Quartile Reading</b> Kindergarten-25% 1 <sup>st</sup> Grade-20% 2 <sup>nd</sup> Grade-20% 3 <sup>rd</sup> Grade-25% 4 <sup>th</sup> Grade-20% 5 <sup>th</sup> Grade-20%	<b>Top Quartile Math</b> Kindergarten-25% 1 <sup>st</sup> Grade-20% 2 <sup>nd</sup> Grade-20% 3 <sup>rd</sup> Grade-15% 4 <sup>th</sup> Grade-15% 5 <sup>th</sup> Grade-15%
<b>GAMS Reading (Proficiency)</b> 3 <sup>rd</sup> Grade-20% 4 <sup>th</sup> Grade-20% 5 <sup>th</sup> Grade-20%	<b>GAMS Math (Proficiency)</b> 3 <sup>rd</sup> Grade-20% 4 <sup>th</sup> Grade-20% 5 <sup>th</sup> Grade-20%	For both reading and math, we will use a combination of MAP projections, Eureka and Wheatley assessments to estimate EOY proficiency. Mid-year MAP projections will show 10% proficiency projection in both reading and math. 20% of students will show proficiency on assessed standards on Eureka and Wheatley Assessments.		<b>GAMS Reading (Proficiency)</b> 3 <sup>rd</sup> Grade-20% 4 <sup>th</sup> Grade-20% 5 <sup>th</sup> Grade-20%	<b>GAMS Math (Proficiency)</b> 3 <sup>rd</sup> Grade-20% 4 <sup>th</sup> Grade-20% 5 <sup>th</sup> Grade-20%
90% of Competencies on the school culture rubric are performed at a 3 or above.		90% of Competencies on the school culture rubric are performed at a 3 or above.		90% of Competencies on the school culture rubric are performed at a 3 or above.	
100% of our teachers will be observed and coached through either Observation/Feedback Meetings or Weekly Data Meetings a total of 20 meetings between August and May.		100% of our teachers will be observed and coached through either Observation/Feedback Meetings or Weekly Data Meetings a total of 10 meetings by mid-year		100% of our teachers will be observed and coached through either Observation/Feedback Meetings or Weekly Data Meetings a total of 20 meetings by EOY	
75% of Priority Lessons are Internalized for a total of 15 Internalization Meetings between August and May		7-8 Lessons internalized with coach.		At least 15 priority lessons internalized with coach	
100% of AP's and Coaches Score Proficient on Observation Feedback Meeting Rubric by October		100% of AP's and Coaches Score Proficient on Observation Feedback Meeting		100% of AP's and Coaches Score Proficient on Observation Feedback Meeting	
100% of AP's and Coaches Score Proficient on Weekly Meeting Rubric by February		75% of AP's and Coaches Score Proficient on Weekly Meeting Rubric		100% of AP's and Coaches Score Proficient on Weekly Meeting Rubric	

2019-2020 School Staff Goals: Teachers					
GOAL		MOY METRIC		EOY METRIC	
60% of students meet or exceed MAP growth Targets in Reading and Math		50% of students meet or exceed MAP growth Targets in Reading and Math		60% of students meet or exceed MAP growth Targets in Reading and Math	
<b>Top Quartile Reading</b> Kindergarten-25% 1 <sup>st</sup> Grade-20% 2 <sup>nd</sup> Grade-20% 3 <sup>rd</sup> Grade-25% 4 <sup>th</sup> Grade-20% 5 <sup>th</sup> Grade-20%	<b>Top Quartile Math</b> Kindergarten-25% 1 <sup>st</sup> Grade-20% 2 <sup>nd</sup> Grade-20% 3 <sup>rd</sup> Grade-15% 4 <sup>th</sup> Grade-15% 5 <sup>th</sup> Grade-15%	<b>Top Quartile Reading</b> Kindergarten-15% 1 <sup>st</sup> Grade-10% 2 <sup>nd</sup> Grade-10% 3 <sup>rd</sup> Grade-15% 4 <sup>th</sup> Grade-10% 5 <sup>th</sup> Grade-10%	<b>Top Quartile Math</b> Kindergarten-15% 1 <sup>st</sup> Grade-10% 2 <sup>nd</sup> Grade-10% 3 <sup>rd</sup> Grade-10% 4 <sup>th</sup> Grade-10% 5 <sup>th</sup> Grade-10%	<b>Top Quartile Reading</b> Kindergarten-25% 1 <sup>st</sup> Grade-20% 2 <sup>nd</sup> Grade-20% 3 <sup>rd</sup> Grade-25% 4 <sup>th</sup> Grade-20% 5 <sup>th</sup> Grade-20%	<b>Top Quartile Math</b> Kindergarten-25% 1 <sup>st</sup> Grade-20% 2 <sup>nd</sup> Grade-20% 3 <sup>rd</sup> Grade-15% 4 <sup>th</sup> Grade-15% 5 <sup>th</sup> Grade-15%
<b>GAMS Reading (Proficiency)</b> 3 <sup>rd</sup> Grade-20% 4 <sup>th</sup> Grade-20% 5 <sup>th</sup> Grade-20%	<b>GAMS Math (Proficiency)</b> 3 <sup>rd</sup> Grade-20% 4 <sup>th</sup> Grade-20% 5 <sup>th</sup> Grade-20%	For both reading and math, we will use a combination of MAP projections, Eureka and Wheatley assessments to estimate EOY proficiency. Mid-year MAP projections will show 10% proficiency projection in both reading and math. 20% of students will show proficiency on assessed standards on Eureka and Wheatley Assessments.		<b>GAMS Reading (Proficiency)</b> 3 <sup>rd</sup> Grade-20% 4 <sup>th</sup> Grade-20% 5 <sup>th</sup> Grade-20%	<b>GAMS Math (Proficiency)</b> 3 <sup>rd</sup> Grade-20% 4 <sup>th</sup> Grade-20% 5 <sup>th</sup> Grade-20%
90% of Competencies on the school culture rubric are performed at a 3 or above.		90% of Competencies on the school culture rubric are performed at a 3 or above.		90% of Competencies on the school culture rubric are performed at a 3 or above.	
100% of our teachers participate in Observation/Feedback Meetings or Weekly Data Meetings a total of 20 meetings between August and May.		100% of our teachers will be observed and coached through either Observation/Feedback Meetings or Weekly Data Meetings a total of 10 meetings by mid-year		100% of our teachers will be observed and coached through either Observation/Feedback Meetings or Weekly Data Meetings a total of 20 meetings by EOY	
75% of Priority Lessons are Internalized for a total of 15 Internalization Meetings between August and May		7-8 Lessons internalized with coach.		At least 15 priority lessons internalized with coach	

2019-2020 School Staff Goals: Operations		
GOAL	MOY METRIC	EOY METRIC
90% of staff report that "Day-to-Day Operations at my school run smoothly" in TNTP survey	85% of staff report that "Day-to-Day Operations at my school run smoothly" in TNTP survey	90% of staff report that "Day-to-Day Operations at my school run smoothly" in TNTP survey
90% of staff report that "Procedures at my school maximize the time students spend learning" in TNTP survey	85% of staff report that "Procedures at my school maximize the time students spend learning" in TNTP survey	90% of staff report that "Procedures at my school maximize the time students spend learning" in TNTP survey

100% of staff report Agree/Strongly Agree on Q12 Survey question: "I have the materials and equipment I need to do my work right."	90% of staff report Agree/Strongly Agree on Q12 Survey question: "I have the materials and equipment I need to do my work right."	100% of staff report Agree/Strongly Agree on Q12 Survey question: "I have the materials and equipment I need to do my work right."
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2019-2020 School Staff Goals: Enrichment		
GOAL	MOY METRIC	EOY METRIC
90% of Competencies on the school culture rubric are performed at a 3 or above.	90% of Competencies on the school culture rubric are performed at a 3 or above.	90% of Competencies on the school culture rubric are performed at a 3 or above.
One culminating performance or project per K-4 rotation for a total of 4 in Kinder and 5 in 1 <sup>st</sup> grade-4 <sup>th</sup> grade.	2 performances/projects for Kindergarten-4 <sup>th</sup> grade	4 performances/projects for Kindergarten and 5 for 1 <sup>st</sup> -4 <sup>th</sup> Grades.
3 Major performances. (Winter, BHM, Spring)	Winter performance complete	All 3 major performances complete.
4 major STEM projects for 5 <sup>th</sup> grade. (one per quarter)	2 major STEAM projects for 5 <sup>th</sup> grade.	4 major STEAM projects for 5 <sup>th</sup> grade.

Section 3: Talent
3.1 School-Specific Staffing Model for Each Year of Growth (label year 1, year 2, etc.)
3.2 Staff Recruitment and Hiring Process
3.3 Staff Recruitment and Hiring Work Plan
3.4 General Teacher Job Description
3.5 Director of Ops (or similar role) Job Description
3.6 2018-19 Salary Scale (replace with 2019-20 scale when available)
3.7 Interview Guide for Instructional Staff
3.8 Interview Guide for Non-Instructional Staff
3.9 Offer Letter Template
3.10 Year One Summer Onboarding Scope & Sequence
3.11 Year One Professional Development Scope & Sequence
3.12 Leadership Team Professional Development Plan
3.13 Weekly O3 Template for Instructional Staff (including observation/feedback template)
3.14 Weekly O3 Template for Non-Instructional Staff
3.15 Weekly O3 Template for Assistant Principal
3.16 School-Specific Evaluation Tools and Performance Review Templates
3.17 Written Warning Template
3.18 Performance Improvement Plan Template
3.19 Get Better Faster Rubric
3.20 Assistant Principal 70/20/10 Development Plan
3.21 Leadership Team Development Plan



## INSTRUCTIONAL VISION

### INSTRUCTIONAL VISION

At KIPP Woodson Park, we believe education is multifaceted; therefore, we work collectively, reflect and utilize feedback to ensure our scholars excel academically as change agents. We believe scholars develop a love of learning through rigorous and relevant learning experiences. Through writing, discourse, and the arts, scholars develop the ability to creatively and effectively communicate their thoughts and ideas. Teachers provide scholars with multiple opportunities for productive struggle as they solve complex math problems, analyze literature, dissect historical events and approach scientific experimentation. Intentional use of data drives scholars' individual needs and nurtures growth-based learning. Technology is leveraged to meet individual academic needs and to equip scholars with 21<sup>st</sup> century skills. Our scholars understand that reading, writing, and analytic problem-solving are powerful tools that can impact their own lives as well as provide opportunities to positively impact the world.

<b>Evidence of Success</b>	<ul style="list-style-type: none"> <li>• Scholars run to school with excitement at what they will be learning each day. Team and family believe that all scholars can learn and meet high standards.</li> <li>• Scholars believe they can learn and are constantly striving toward their achievement goals. The instructional program is rigorous, engaging, differentiated and joyful.</li> <li>• Teachers spend 80% of their time with scholars teaching.</li> <li>• Leaders spend 75% of their time with teachers and leaders facilitating high-quality teaching.</li> <li>• There is strong teamwork amongst teachers and scholars and families. Everyone is working toward a common goal of providing high-quality educational experience for scholars.</li> <li>• Teachers use content teams as a collaborative time to work together and practice their teaching. All scholars are reading on or above grade level by the end of 2<sup>nd</sup> grade.</li> <li>• Teaching is adjusted based on frequent monitoring of scholar progress and needs.</li> <li>• Direct instruction is used less than 20% of the time to teach scholars and scholar voices are heard 100% of the time. Scholars are progressing toward their end-of-year goals and are on track to meet our 2020 goals.</li> </ul>
<b>Operationalizing</b>	
<b>Staffing</b>	<ul style="list-style-type: none"> <li>• Leaders</li> <li>• Teachers</li> <li>• Operations Team</li> <li>• Student Support Team</li> <li>• Social Worker</li> <li>• Counselors</li> <li>• Fine Arts Teachers</li> </ul>

<b>Resources</b>	<p>Curriculum</p> <ul style="list-style-type: none"> <li>• <b>English Language Arts:</b> KIPP Wheatley</li> <li>• <b>Mathematics:</b> Eureka (Great Minds) <ul style="list-style-type: none"> <li>○ Supplements <ul style="list-style-type: none"> <li>▪ Dream Box (Intervention)</li> <li>▪ Zearn</li> </ul> </li> </ul> </li> <li>• <b>Guided Reading:</b> Structures and Practices from Great Habits Great Readers</li> <li>• <b>Reading Intervention:</b> Kendore Learning (K) &amp; HillRap (1<sup>st</sup> and up)</li> <li>• <b>Science:</b> Amplify/Georgia Standards Based and Teacher Created</li> <li>• <b>Social Justice:</b> Georgia Standards Based and Teacher Created</li> <li>• <b>Writing:</b> Step up to Writing &amp; Regionally Created Lessons aligned to KIPP Wheatley</li> <li>• <b>CCARE Lessons:</b> Kelso's Choice</li> <li>• <b>Phonics:</b> Really Great Reading<sup>33</sup></li> <li>• <b>Calendar Math:</b> Every Day Counts<sup>34</sup></li> <li>• <b>Lexia Learning</b><sup>35</sup></li> </ul>
<b>Systems</b>	<ul style="list-style-type: none"> <li>• Scheduling</li> <li>• Professional Development</li> <li>• Instructional Coaching</li> </ul>
<b>Scheduling</b>	Daily school schedule that includes all the instructional elements
<b>Communication</b>	Feedback
<b>Professional Development</b>	<ul style="list-style-type: none"> <li>• Instructional Professional Development</li> <li>• Content Teams</li> </ul>
<b>Progress Monitoring</b>	<ul style="list-style-type: none"> <li>• Weekly Show What You Know (SWYK data) Academic Progress Meetings</li> <li>• Daily Data Dive and Weekly Data Meetings</li> </ul>

<sup>33</sup> "Really Great Reading's Approach." *Really Great Reading | Specialists in Reading Education*, [www.reallygreatreading.com](http://www.reallygreatreading.com).

<sup>34</sup> "Every Day Counts®." *Houghton Mifflin Harcourt*, [www.hmhco.com/shop/education-curriculum/math/elementary-mathematics/every-day-counts](http://www.hmhco.com/shop/education-curriculum/math/elementary-mathematics/every-day-counts).

<sup>35</sup> "Lexia Learning." *Lexia Learning*, [www.lexialearning.com/](http://www.lexialearning.com/).

## INSTRUCTIONAL DESIGN – METHODS

INSTRUCTIONAL DESIGN METHODS INCORPORATED INTO THE SCHOOL	
Close Reading at all grade levels:	YES
Vocabulary and Writing at all grade levels:	YES
(ES/MS) Guided Reading at all grade levels:	YES
(ES/MS) Conceptual Understanding at all grade levels:	YES
(ES/MS) CGI at all grade levels:	NO RATIONALE:

## INSTRUCTIONAL DESIGN – TIME

INSTRUCTIONAL DESIGN TIME BREAKDOWN: YEAR 1-YEAR 4		
Grade(s) served:	Kindergarten – 5 <sup>th</sup> (2019-20), Kindergarten – 6 <sup>th</sup> (2020-2021), Kindergarten – 7 <sup>th</sup> (2021-2022), Kindergarten – 8 <sup>th</sup> (2022-2023)	
School Hours		
Monday - Thursday: 7:15 AM-3:45 PM                      Friday: 7:15 AM-2:45 PM		
Elementary and Middle School Schedule Considerations		
Schedule supports 3-4 hours daily of literacy: <b>YES</b>  K-2: 210 minutes 3-4: 200 minutes 5: 200 6-7: 180 minutes	Schedule supports 100 minutes daily of eyes on text: <b>YES</b>	Schedule supports at least 100 minutes daily of math K-6 and at least 85 minutes of math 7-8: <b>NO</b>  K-2: 100 minutes 3-4: 90 minutes 5-7: 60 minutes
Schedule supports at least 45 minutes daily of science: <b>NO</b> The current state of the school’s results in reading and math call for a focus on those two subjects with an even stronger emphasis on literacy. Scholars K-4 will take a 6-9 week STEAM course. During Year 1-3 scholars will take non-fiction, which is a SS and Science class. Scholars	Schedule supports at least 45 minutes at least 3x/week of intervention/extension in both literacy and math: <b>YES</b> K-2: The schedule and staffing model supports small group instruction, allowing teachers and support staff to teach grade level standards, implement intervention and respond to student data. During reading and math rotations,	Schedule supports at least 90 minutes/week of re-teaching: <b>YES</b> In grades 5-8, there is no formal time built in for reteach. Are scopes, however, are written to allow time for teachers to respond to data as necessary. It is also the expectation of the school that exit tickets and other assessments are analyzed to make adjustments as necessary.

<p>in 5<sup>th</sup>-7<sup>th</sup> can elect to have STEAM as an elective for the entire year. Once we add 8<sup>th</sup> grade, STEAM will be offered K-4 and 5-8 will have a true 60 minute science course for the entire year.</p> <p>In addition to the current results, the decision to phase in science was made because science is only tested in GA in grades 5 and 8. In four years, we would have closed reading and math deficits and will be able to provide students with a more robust science and social studies courses in grades 5-8. Currently, there are no plans to make changes to the amount of science offered K-2. However, pending reading and math results, Non-Fiction will be added in grades 3-4.</p>		<p>teachers will provide intervention 3 times a week and re-reach on the other two days.</p> <p>3-4: The math block for these grades is 90 minutes and instruction will be supported using a Guided Math model, which provides instruction in small group. Teachers and support staff will provide intervention in class and respond to data in the same structure as K-2. Each grade also has a 90 minute literacy block where all teachers and support staff will provide intervention for the entire grade.</p> <p>5-7: Will have 60 minute guided reading course as a part of their daily schedule with two teachers. This course will serve as intervention and enrichment. (Phonics will be provided as necessary)</p> <p>Students will be pulled from enrichment for math intervention.</p> <p>The campus will have a literacy center using Kendore learning for Kindergarten and HillRap for 1<sup>st</sup>-8<sup>th</sup> grades. A small group of students will be pulled during their literacy block or during GR for more intensive intervention with these programs.</p> <p>In year4, once we add 8<sup>th</sup> grade, pulling students from enrichment for math</p>				
Teacher Time Considerations						
Total amount of non-teaching time in teachers’ schedule/ week: <b>KINDER – 4<sup>TH</sup>: 140minutes</b> <b>5<sup>th</sup> – 8<sup>th</sup> : 200</b>	Amount of teachers’ time/week dedicated to Content Team meetings: <b>100 minutes</b>	Amount of teachers’ time/week dedicated to Grade Level meetings: <b>50 minutes</b>	Amount of teachers’ time/week dedicated to O3 (meeting with manager) and 1:1 data meetings: <b>50 minutes</b>	Amount of teachers’ time/week dedicated to professional development: 60 minutes		
Subject Minutes/Week in Schedule		State Requirement/Week		Subject Minutes/Week in Schedule	State Requirement/Week	
ELA/Reading: K-2: 1,050 minutes 3-4: 1,000 minutes 5: 1,000 6-8: 900				Social Studies/History: 2-4: 100 5-7:150 5-8: 300 minutes (year 4)		
Math:				Physical Education:		

K-2: 500 minutes 3-4: 450 minutes 5-8: 300 minutes		250 for 6-9week All students have approximately 100 minutes of recess a week.	
Science: K-4: 250 for 6-9 weeks 5-7: 150-200 (if a student takes STEAM) 5-8: 300 minutes (year 4)		Electives: 250 minutes	
Any grade K – 3 shall have not less than a daily average of 4 ½ hours (270 minutes) of instructional time based on the 180-day school year.			
Any grade 6 - 12 shall have not less than a daily average of 5 ½ hours (330 minutes) of instructional time based on the 180-day school year.			

INSTRUCTIONAL DESIGN TIME BREAKDOWN: YEAR 1-YEAR 3		
Grade(s) served:	Kindergarten – 7 <sup>TH</sup> GRADE	
School Hours		
Monday - Thursday: 7:15 AM-3:45 PM		Friday: 7:15 AM-2:45 PM
Elementary and Middle School Schedule Considerations		
Schedule supports 3-4 hours daily of literacy: <b>YES</b> K-2: 210 minutes 3-4: 200 minutes 5: 140 6-7: 120 minutes	Schedule supports 100 minutes daily of eyes on text: <b>YES</b>	Schedule supports at least 100 minutes daily of math K-6 and at least 85 minutes of math 7-8: <b>NO</b> K-2: 100 minutes 3-4: 90 minutes 5-7: 60 minutes
Schedule supports at least 45 minutes daily of science: <b>NO</b> The current state of the school’s results in reading and math call for a focus on those two subjects with an even stronger emphasis on literacy. Scholars K-4 will take a 6-9 week STEAM course. During Year 1-3 scholars will take non-fiction, which is a SS and Science class. Scholars in 5 <sup>th</sup> -7 <sup>th</sup> can elect to have STEAM as an elective for the entire year. Once we add 8 <sup>th</sup> grade, STEAM will be offered K-4 and 5-8 will have a true 60 minute science course for the entire year. In addition to the current results, the decision to phase in science was made because science is only tested in GA in grades 5 and 8. In four years,	Schedule supports at least 45 minutes at least 3x/week of intervention/extension in both literacy and math: <b>YES</b> K-2: The schedule and staffing model supports small group instruction, allowing teachers and support staff to teach grade level standards, implement intervention and respond to student data. During reading and math rotations, teachers will provide intervention 3 times a week and re-reach on the other two days. 3-4: The math block for these grades is 90 minutes and instruction will be supported using a Guided Math model, which provides instruction in small group. Teachers and support staff will provide intervention in class and respond to data in the same structure as K-2.	Schedule supports at least 90 minutes/week of re-teaching: <b>YES</b> You can use the intervention column for the details. When I say respond to data, I am talking about re-teach. You may just want to add this.  In grades 5-8, there is no formal time built in for reteach. Are scopes, however, are written to allow time for teachers to respond to data as necessary. It is also the expectation of the school that exit tickets and other assessments are analyzed to make adjustments as necessary.

we would have closed reading and math deficits and will be able to provide students with a more robust science and social studies courses in grades 5-8. Currently, there are no plans to make changes to the amount of science offered K-2. However, pending reading and math results, Non-Fiction will be added in grades 3-4.		Each grade also has a 90 minute literacy block where all teachers and support staff will provide intervention for the entire grade. 5-7: Will have 60 minute guided reading course as a part of their daily schedule with two teachers. This course will serve as intervention and enrichment. (Phonics will be provided as necessary) Students will be pulled from enrichment for math intervention. The campus will have a literacy center using Kendore learning for Kindergarten and HillRap for 1 <sup>st</sup> -8 <sup>th</sup> grades. A small group of students will be pulled during their literacy block or during GR for more intensive intervention with these programs. In year4, once we add 8 <sup>th</sup> grade, pulling students from enrichment for math			
Teacher Time Considerations					
Total amount of non-teaching time in teachers' schedule/ week: K-4: 140minutes 5-8: 200	Amount of teachers' time/week dedicated to Content Team meetings: 100 minutes	Amount of teachers' time/week dedicated to Grade Level meetings: 50 minutes	Amount of teachers' time/week dedicated to O3 (meeting with manager) and 1:1 data meetings: 50 minutes	Amount of teachers' time/week dedicated to professional development: 60 minutes	
Subject Minutes/Week in Schedule		State Requirement/Week		Subject Minutes/Week in Schedule	State Requirement/Week
ELA/Reading: K-2: 1,050 minutes 3-4: 1,000 minutes 5: 700 6-8: 600				Social Studies/History: 2-4: 100 5-8: 300	
Math: K-2: 500 minutes 3-4: 450 minutes 5-8: 300 minutes				Physical Education: 250 for 6-9week All students have approximately 100 minutes of recess a week. K-5	
Science: K-4: 250 for 6-9 weeks 5-8: 300				Electives: 250 minutes	

## INSTRUCTIONAL DESIGN – CURRICULUM & ASSESSMENT

CURRICULUM & ASSESSMENT: YEAR 1 & Beyond	
Grade(s) served:	KINDERGARTEN – 8 <sup>TH</sup> GRADE
Curriculum	
(ES/MS) Will the school be implementing Wheatley?	YES
(ES/MS) Will the school be implementing Eureka?	YES
Assessment	
Will the school use Illuminate?	YES
(ES) Will the school implement STEP?	NO RATIONALE: <i>We will use a combination of MAP Growth, MAP Fluency and Fountas &amp; Pinnell assessments for grouping and progress monitoring</i>
(ES/MS) Will the school implement EOY exam-aligned interim assessments?	YES
(ES/MS) When will you administer MAP?	FALL, WINTER, AND SPRING

ACADEMIC PROGRAM OVERVIEW			
Subject	Component	Curriculum	Details
<b>Family Circle</b>	Community Building Character Instruction Academic Review Growth Celebration	Responsive Classroom Restorative Practices Culture Chants/Songs	Scholars will build homeroom, grade-level, and school-level community by engaging in various activities led by their teachers and leaders. Daily family circles support growth and understanding of all of our school values.
<b>Mindful Music</b>	Character Building	Mindful Music Moments	<ul style="list-style-type: none"> <li>Each day, 100% of people present in the building at 8 am will participate in 3-5 minutes of daily mindfulness through a program delivered during morning announcements. The mindfulness music curriculum allows each KWPA community member to begin each day with a sense of peace and focus.</li> </ul>
	Phonics	Really Great Reading Phonics Countdown, Blast, and HD Word	<ul style="list-style-type: none"> <li>All scholars in grades K-4 will have 25-40 minutes of daily phonics instruction in phonological &amp; phonemic awareness, decoding, encoding (spelling), sight word recognition, and fluency.</li> <li>Scholars will receive phonics instruction in a small-group setting.</li> </ul>

<b>Literacy</b>		Hill Learning Center Reading Achievement Program (HillRAP)	
	Guided Reading	Scholastic Nonfiction & Fiction 2 <sup>nd</sup> Edition	<ul style="list-style-type: none"> <li>Scholars in grades K-2 will have small-group, targeted reading instruction for 20-25 minutes 3 days a week.</li> <li>Scholars in grades 3-5 will have small-group, targeted reading instruction for 20-25 minutes 3-5 days a week.</li> <li>Scholars will be grouped by their instructional reading level and will travel to classrooms with other schools on their level. Here, scholars will benefit from reading instruction as well as additional instruction in phonemic awareness, phonics, fluency, and comprehension. Groups will change based on scholar growth.</li> </ul>
	Read Alouds	Fountas & Pinnell Interactive Read Alouds	Scholars in grades K-5 will have a daily, 20 minute block after their mid-afternoon recess and lunch block. Read alouds will provide scholars with a chance to calm down and refocus before more brain-heavy activity, while also providing scholars in grades K-2 an additional opportunity to continue practicing specific reading skills.

Subject	Component	Curriculum	Details
<b>Literacy</b>	Shared/Close Reading	KIPP Wheatley Curriculum	<ul style="list-style-type: none"> <li>Scholars in grades K-2 will have small-group, reading comprehension instruction for 25-45 minutes 3 days a week.</li> <li>Scholars in grades 3-5 will have reading comprehension instruction for 45-60 minutes 5 days a week.</li> <li>During the reading block, scholars will work to apply grade-level comprehension strategies to various texts, centered on one common theme. Scholars dive deep into texts by reading them multiple times, for a variety of reasons.</li> </ul>
	Writing & Grammar	KIPP Metro Atlanta Writing Plans Treasures Grammar Zaner-Bloser Handwriting	<ul style="list-style-type: none"> <li>Scholars in grades K and 1 will have 15 minutes of handwriting instruction and 30-40 minutes of writing instruction 4-5 times a week.</li> <li>Scholars in grades 2-5 will have 40-60 minutes of writing instruction 4-5 times a week.</li> <li>Scholars will spend at least one module each year focused on each of the three writing genres of narrative, opinion, and informational. Scholars will participate in shared writing, modeled writing, and analyze author's craft to grow in their development as writers.</li> </ul>
	Personalized Learning	LexiaCore5	All scholars in grades K-5 will work independently on LexiaCore5, an online learning curriculum that provides an explicit, systematic, and personalized instruction in phonemic awareness, phonics, vocabulary, fluency, and comprehension.



	Independent Literacy Work Stations	Scholastic Leveled Books FCRR.org Lakeshore Learning Centers	Each day while, all scholars in grades K-5 will have some independent work time during small-group reading instruction, ranging from 10-20 minutes. Literacy work stations can include listening centers, independent reading, writing, phonics practice, and vocabulary work.
Subject	Component	Curriculum	Details
Math	Calendar Math	Lakeshore Learning Calendar Math Every Day Math Calendar Math	Scholars in grades K & 1 will have a 10-15 minute calendar math time in which they work through number sense, counting, problem-solving, and daily calendar routines.
	Guided Math	Eureka Math	All scholars in grades K-5 will have 60-90 minutes of math instruction 5 days a week. Lessons will focus on a specific grade-level math objective. Daily objectives are delivered through an introduction to the new math skill, strategies modeled by the teacher, teacher guided support, and mastery measured through scholar independent work. Scholars will rotate through various learning stations in order to receive targeted small-group, hands-on instruction.
	Math Work Stations & Personalized Learning	Eureka Math Zearn Everyday Math Partner Games Dreambox	During guided math rotations, scholars will have 20-40 minutes of independent and small-group work time. Math work stations can include a mix of independent and partner games, as well as personalized learning on the computer. Both Zearn and Dreambox are computer-based math programs that target scholars at their grade and/or instructional level.
Nonfiction	Social Studies	Weekly Readers	Scholars in grades 2-4 will have 20-25 minutes each day dedicated to Social Studies.
	Science & Social Studies	Georgia Standards Weekly Readers McCraw Hill Text	Scholars in 5th grade will have one Nonfiction block which will consist of science and social studies. The teacher will concentrate on Science and SS key standards and deliver the material with robust readings and hands on experiments.
Electives	Theater Music Visual Arts Physical Education STEAM	Georgia Standards	All scholars in Kindergarten will complete 4 8-9 week rotations through Music, Visual Arts, PE, and STEAM. Scholars 1st through 4th will complete slightly shorter rotations through all 5 electives. In the 5th grade, students will choose their specialty and remain in their chosen course for the entire year. Students will rank their choices, and we will attempt to place students into one of their top 2 choices.

<b>Closing Circle</b>	Community Building Character Instruction	Responsive Classroom Restorative Practice	All scholars in grades K-5 will end the day on a reflective, positive note, while continuing to build community. Closing circles enable scholars to continue to approach each day with optimism, even when they may feel difficult. Closing circles will also provide scholars with the chance to share and value one another.
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## Assessments

At KWPA, we know that we can best meet the exact needs of all of our scholars' by having a true understanding of their strengths and areas for growth. The bulk of every scholar's instructional day occurs in small-group settings, with 60-135 minutes of literacy each day and 60-105 minutes of mathematics. Therefore, targeted, frequent and ongoing assessment is a fundamental part of our academic program. These assessments enable us to flexibly group scholars and provide the exact right instruction for each scholar. The table below provides a general overview of our K-5 assessment program.

Assessment Name	Assessment Area	Scholars Assessed
GA Kindergarten Inventory of Developing Skills (GKIDS)	ELA, Math, approaches to learning, personal and social development	Kindergarten only
Georgia Milestones	Math and ELA	3 <sup>rd</sup> -5 <sup>th</sup>
Georgia Milestones	Science and Social Studies	5 <sup>th</sup> only
ACCESS Testing	Listening, Reading, Speaking, Writing	ESOL only
MAP Growth K-2	Reading and Math	Kindergarten-1st
MAP Growth 2-5	Reading and Math	2 <sup>nd</sup> -5 <sup>th</sup>
MAP Fluency	Literacy	Kindergarten-5 <sup>th</sup>
Show What You Know (SWYK) Weekly Phonics & Sight Word Skills Assessments	Literacy (Phonics)	Kindergarten – 2nd
Checkpoints, Mid-Modules, and Topic Assessments	Reading & Math	Kindergarten-5 <sup>th</sup>
End of Module Assessments	Reading, Writing, Math, Nonfiction	Kindergarten-5 <sup>th</sup>
UGA Writing & WriteScore Interim Assessments	Writing	3 <sup>rd</sup> -5 <sup>th</sup>
Trimester Interim Assessments	Literacy (Phonics)	Kindergarten-4 <sup>th</sup>
Quarterly Interim Assessments	Math & Nonfiction	5 <sup>th</sup> only

## INSTRUCTIONAL DESIGN – PROGRESS MONITORING

PROGRESS MONITORING	
Daily Progress Monitoring	
Assistant Principals and Teacher Leaders will set the expectation that teachers will analyze daily exit tickets. Teachers will be trained to identify misconceptions to plan for reteaches through modeling or guided discourse. AP's and TL's will assist with analysis in O3's as necessary	Every day, teachers will engage in a <b>Daily Date Dive</b> in which they will analyze the exit slip data based on who mastered/ did not master the day's content as well as what part of the standard was mastered/were not mastered. The teacher will use this data to inform Do Now's and small group instruction for the following day for lead teacher and the teaching fellow.
Weekly Progress Monitoring	
Assistance Principals and Teacher Leaders will load weekly assessments into illuminate. Leaders will lead WDMs in GL meeting, content teams or in 1:1 meetings. Principal will monitor data in Illuminate weekly to inform 1:1 meetings with AP's, identify trends for LT agenda, and inform PD.	Teachers will analyze the data during weekly grade level data meetings. Teachers will use this data to inform reteach lessons, small group instruction, and intervention to prepare students for the upcoming SWYKs and module assessments.
By Unit/Module Progress Monitoring	
Assistance Principals and Teacher Leaders will load weekly assessments into illuminate. Leaders will lead assessment analysis in extended GL meetings, content teams or in 1:1 meetings. Principal will also analyze assessments to inform 1:1 meetings with AP's, identify trends for LT agenda, and inform PD.	Teachers will analyze the data during a data dive with following a module or unit assessment. The meeting can happen as a 1:1, as a grade level or across the region. Teachers will use this data to inform reteach lessons, ability groupings, spiraled review, and intervention for the upcoming module/unit.
Quarterly/Trimester Progress Monitoring	
Assistance Principals and Teacher Leaders will load weekly assessments into illuminate. Leaders will lead WDMs in extended GL meetings, content teams or in 1:1 meetings. Leadership Team will use the data	Teachers will analyze the data during a data dive with following a quarterly or trimester assessment. The meeting can happen as a 1:1, as a grade level or across the region. Teachers will use this data to

for trends, share them in larger staff meetings and use the analysis to create school wide plans and adjust intervention groups as necessary.	inform reteach lessons, ability groupings, spiraled review, and intervention for the upcoming module/unit.
<b>Mid-Year Progress Monitoring</b>	
Assistance Principals and Teacher Leaders will load weekly assessments into illuminate. Leaders will lead WDMs in extended GL meetings, content teams or in 1:1 meetings. Leadership Team will use the data for trends, share them in larger staff meetings and use the analysis to create school wide plans and create intervention groups.	Teachers will analyze the data during a data dive with following a quarterly or trimester assessment. The meeting can happen as a 1:1, as a grade level or across the region. Teachers will use this data to inform reteach lessons, ability groupings, spiraled review, and intervention for the upcoming module/unit.  Mid-Year MAP Assessments will be used to recreate intervention groups.
<b>End-of-Year Progress Monitoring</b>	
Following the final trimester assessment, Leadership team will lead analysis meeting with their Grade Levels/Departments to create final plans in preparation for state assessments. Final MAP and State Assessments will be used to measure success and inform planning for the following year.	Teachers will analyze the data during a data dive with following the final quarterly or trimester assessment. The meeting can happen as a 1:1, as a grade level or across the region. Teachers will use this data to inform reteach lessons, ability groupings and spiraled review in preparation for state assessments.  MAP, State Assessments (tested grades), and final quarterly/trimester assessments (unttested grades and subjects) are evaluative measures of overall success. Teachers will use this information for reflection and planning for the following year.

## INSTRUCTIONAL DESIGN – ELECTIVES, EXTRACURRICULARS, AND ENRICHMENT

### ELECTIVES, EXTRACURRICULARS, AND ENRICHMENT: YEAR 1

<b>Grade(s) served:</b>	<b>KINDERGARTEN – 5<sup>TH</sup> GRADE</b>
<b>Electives</b>	
Electives offered <b>during the school day:</b>	<i>Music Theatre PE Visual Arts STEAM</i>
How the elective offerings support the school vision and student achievement:	Elective offerings are the heart and soul of all of KIPP Metro Atlanta schools. Enrichment allow scholars to express themselves using different mediums. It also allows them to find, explore and develop new talents. Success in enrichment keep students engaged in school and build confidence in themselves. This confidence and engagement often manifests itself in academic achievement, citizenship and school pride. K-4 scholars will rotate through our offerings before specializing in an enrichment in 5 <sup>th</sup> grade and beyond.
Who will teach the elective offerings?	<b>SCHOOL STAFF</b>
<b>Extracurricular Programs</b>	
Extracurricular programs <b>offered outside the school day:</b>	<i>Dance Team Cheerleading Step Team STEAM Basketball Football Soccer Developmental Sports with Playworks</i>
How the extracurricular programs support the school vision and student achievement:	Extracurricular offerings, like electives, allow scholars to display their strengths outside of the classroom and develop new ones. These activities teach valuable character lessons that positively impact our scholars and teach them skills that are transferable to life off the field.
Who will teach the extracurricular programs?	<b>MIX OF SCHOOL STAFF AND NON-SCHOOL PERSONNEL</b>
<b>Enrichment Activities</b>	
Enrichment activities <b>offered during the school year:</b>	<b>Warrior Week Field Lessons</b>
How the enrichment activities support the school vision and student achievement:	<p><b>Warrior Week</b> is instrumental to offering to all new students to learn the culture and character and values of KIPP Woodson Park Academy before the academic year and to practice culture in our community. Warrior week will be the first week of school and will extend into the first six weeks of the academic year. Warrior week will be especially important in the first year in turning around an existing school culture and establishing one of high expectations, warmth, consistency and joy.</p> <p><b>Field Lessons</b> are a valuable opportunity for scholars to apply the skills they are learning in the classroom to the larger world beyond. This is imperative for scholars to be prepared as they journey through middle school, high school, college and the competitive world beyond. Scholars are not sponges or buckets for knowledge to be dumped into, rather they are change agents who will need to be prepared to apply their knowledge and practice their skills outside the classroom.</p>
Who will teach the enrichment activities?	<b>SCHOOL STAFF</b>

## ELECTIVES, EXTRACURRICULARS, AND ENRICHMENT: YEAR 2

<b>Grade(s) served:</b>	<b>KINDERGARTEN – 6<sup>TH</sup> GRADE</b>
<b>Electives</b>	
Electives offered <b>during the school day:</b>	<i>Music Theatre PE Visual Arts STEAM Dance</i>
How the elective offerings support the school vision and student achievement:	Elective offerings are the heart and soul of all of KIPP Metro Atlanta schools. Enrichment allow scholars to express themselves using different mediums. It also allows them to find, explore and develop new talents. Success in enrichment keep students engaged in school and build confidence in themselves. This confidence and engagement often manifests itself in academic achievement, citizenship and school pride. K-4 scholars will rotate through our offerings before specializing in an enrichment in 5 <sup>th</sup> grade and beyond.
Who will teach the elective offerings?	<b>SCHOOL STAFF</b>
<b>Extracurricular Programs</b>	
Extracurricular programs <b>offered outside the school day:</b>	<i>Dance Team Cheerleading Step Team STEAM Basketball Football Soccer Developmental Sports with Playworks Baseball Softball</i>
How the extracurricular programs support the school vision and student achievement:	Extracurricular offerings, like electives, allow scholars to display their strengths outside of the classroom and develop new ones. These activities teach valuable character lessons that positively impact our scholars and teach them skills that are transferable to life off the field.
Who will teach the extracurricular programs?	<b>SCHOOL STAFF</b>
<b>Enrichment Activities</b>	
Enrichment activities <b>offered during the school year:</b>	<b>Warrior Week Field Lessons</b>
How the enrichment activities support the school vision and student achievement:	<p><b>Warrior Week</b> is instrumental to offering to all new students to learn the culture and character and values of KIPP Woodson Park Academy before the academic year and to practice culture in our community. Warrior week will be the first week of school and will extend into the first six weeks of the academic year. Warrior week will be especially important in the first year in turning around an existing school culture and establishing one of high expectations, warmth, consistency and joy.</p> <p><b>Field Lessons</b> are a valuable opportunity for scholars to apply the skills they are learning in the classroom to the larger world beyond. This is imperative for scholars to be prepared as they journey through middle school, high school, college and the competitive world beyond. Scholars are not sponges or buckets for knowledge to be dumped into, rather they are change agents who will need to be prepared to apply their knowledge and practice their skills outside the classroom.</p>
Who will teach the enrichment activities?	<b>SCHOOL STAFF</b>

## ELECTIVES, EXTRACURRICULARS, AND ENRICHMENT: YEAR 3

<b>Grade(s) served:</b>	<b>KINDERGARTEN – 7<sup>TH</sup> GRADE</b>
<b>Electives</b>	
Electives offered <b>during the school day:</b>	<i>Music Theatre PE Visual Arts STEAM Dance Band</i>
How the elective offerings support the school vision and student achievement:	Elective offerings are the heart and soul of all of KIPP Metro Atlanta schools. Enrichment allow scholars to express themselves using different mediums. It also allows them to find, explore and develop new talents. Success in enrichment keep students engaged in school and build confidence in themselves. This confidence and engagement often manifests itself in academic achievement, citizenship and school pride. K-4 scholars will rotate through our offerings before specializing in an enrichment in 5 <sup>th</sup> grade and beyond.
Who will teach the elective offerings?	<b>SCHOOL STAFF</b>
<b>Extracurricular Programs</b>	
Extracurricular programs <b>offered outside the school day:</b>	<i>Dance Team Cheerleading Step Team STEAM Basketball Football Soccer Developmental Sports with Playworks Baseball Softball Robotics</i>
How the extracurricular programs support the school vision and student achievement:	Extracurricular offerings, like electives, allow scholars to display their strengths outside of the classroom and develop new ones. These activities teach valuable character lessons that positively impact our scholars and teach them skills that are transferable to life off the field.
Who will teach the extracurricular programs?	<b>MIX OF SCHOOL AND NON-SCHOOL STAFF</b>
<b>Enrichment Activities</b>	
Enrichment activities <b>offered during the school year:</b>	<b>Warrior Week Field Lessons</b>
How the enrichment activities support the school vision and student achievement:	<p><b>Warrior Week</b> is instrumental to offering to all new students to learn the culture and character and values of KIPP Woodson Park Academy before the academic year and to practice culture in our community. Warrior week will be the first week of school and will extend into the first six weeks of the academic year. Warrior week will be especially important in the first year in turning around an existing school culture and establishing one of high expectations, warmth, consistency and joy.</p> <p><b>Field Lessons</b> are a valuable opportunity for scholars to apply the skills they are learning in the classroom to the larger world beyond. This is imperative for scholars to be prepared as they journey through middle school, high school, college and the competitive world beyond. Scholars are not sponges or buckets for knowledge to be dumped into, rather they are change agents who will need to be prepared to apply their knowledge and practice their skills outside the classroom.</p>
Who will teach the enrichment activities?	<b>SCHOOL STAFF</b>

## ELECTIVES, EXTRACURRICULARS, AND ENRICHMENT: YEAR 4

<b>Grade(s) served:</b>	<b>KINDERGARTEN – 8<sup>TH</sup> GRADE</b>
<b>Electives</b>	
Electives offered <b>during the school day:</b>	<i>Music Theatre 2 PE Teachers Visual Arts STEAM Dance Band</i>
How the elective offerings support the school vision and student achievement:	Elective offerings are the heart and soul of all of KIPP Metro Atlanta schools. Enrichment allow scholars to express themselves using different mediums. It also allows them to find, explore and develop new talents. Success in enrichment keep students engaged in school and build confidence in themselves. This confidence and engagement often manifests itself in academic achievement, citizenship and school pride. K-4 scholars will rotate through our offerings before specializing in an enrichment in 5 <sup>th</sup> grade and beyond.
Who will teach the elective offerings?	<b>SCHOOL STAFF</b>
<b>Extracurricular Programs</b>	
Extracurricular programs <b>offered outside the school day:</b>	<i>Dance Team Cheerleading Step Team STEAM Basketball Football Soccer Developmental Sports with Playworks Baseball Softball Robotics</i>
How the extracurricular programs support the school vision and student achievement:	Extracurricular offerings, like electives, allow scholars to display their strengths outside of the classroom and develop new ones. These activities teach valuable character lessons that positively impact our scholars and teach them skills that are transferable to life off the field.
Who will teach the extracurricular programs?	<b>Mix of school and non-school staff</b>
<b>Enrichment Activities</b>	
Enrichment activities <b>offered during the school year:</b>	<i>Warrior Week Field Lessons</i>
How the enrichment activities support the school vision and student achievement:	<p><b>Warrior Week</b> is instrumental to offering to all new students to learn the culture and character and values of KIPP Woodson Park Academy before the academic year and to practice culture in our community. Warrior week will be the first week of school and will extend into the first six weeks of the academic year. Warrior week will be especially important in the first year in turning around an existing school culture and establishing one of high expectations, warmth, consistency and joy.</p> <p><b>Field Lessons</b> are a valuable opportunity for scholars to apply the skills they are learning in the classroom to the larger world beyond. This is imperative for scholars to be prepared as they journey through middle school, high school, college and the competitive world beyond. Scholars are not sponges or buckets for knowledge to be dumped into, rather they are change agents who will need to be prepared to apply their knowledge and practice their skills outside the classroom.</p>
Who will teach the enrichment activities?	School Staff



Section 4: Academics
4.1 Daily School Schedule (for each year of growth)
4.2 Sample Teacher Weekly Schedule (classes, prep, duties, O3, meetings) for Year One
4.3 Sample Leader Weekly Schedule (observations, O3s, prep, duties, meetings) for Year One – include weekly schedule for AP if applicable
4.4 Year One School Calendar
4.5 Academic Progress Monitoring Trackers
4.6 Academic Walkthrough Form
4.7 Lesson Observation Forms/Template
4.8 Lesson Planning Template and/or Internalization Guides
4.9 School-Specific RTI Process for Special Education and Social-Emotional Needs
4.10 Evaluation Process for Special Education (including 504) and ELL/ESL

## SCHOOL CULTURE

### CULTURAL VISION

At KIPP Woodson Park, we are a family. We work together to create a safe, positive and joyful environment for all stakeholders. We honor all voices, embrace conflict and wrap our arms around one another as we relentlessly hold our scholars at the center of our community. Through intentional character development, scholars build pride, strengthen empathy and demonstrate optimism even as they encounter and navigate challenges. We engage restorative practices to support our scholars' reflection so that mistakes become lifelong lessons. Through community meetings our scholars examine and improve our school, our community and ultimately our world. Together we learn, celebrate growth, and empower our scholars to excel as leaders in high school, college and beyond.

Evidence of Success	Scholars	Team and Family	Families
	Scholars love themselves, their teachers and their teammates.	Team and family use intentionality and consistency in our words, tones and actions to create and sustain a loving and firm learning environment.	Families show love to their scholars, each other, our team and family and our community.
	Scholars run to school and are embraced in the open arm of teachers who can't wait to see them.	Teachers show and express love to our scholars, each other, our families and our community. Q12 survey: I have a best friend at work.	Families show community by volunteering during the day and attending Family Events.
	Scholars feel included in their school environment.	Teacher are urgent and patient with scholars.	Families advocate for their scholars in a collaborating way with their scholars teachers, leaders and each other.
	Scholars take risk in their learning and in their social interactions as they explore the world around them.	College-focused language is used when talking to and about scholars and families and each other.	Families have internalized our values and know the value of the month we are focusing on.
	Scholars are safe, the environment is calm and hallways are peaceful.	Team and Family are safe, the environment is calm and hallways are peaceful.	Families are safe, the environment is calm and hallways are peaceful.
	Scholars have internalized our values and know the value of the	Team and Family use logical consequences and a balance of the consequence ladder	

	month we are focusing on.		
		Team and Family use least invasive interventions to reinforce behavior expectations	
		Team and Family explicitly name academic and behavior expectations with forward facing language (What to Do)	
		Team and Family positively frame expectations ("The voice expectation is a Zone 2,")	
		Team and Family execute instruction with urgency and the "illusion" of speed.	
		90% satisfaction on TNTP Survey Question Someone at work cares about me and the work I do.  90% satisfaction on TNTP Survey Question My manager cares about me and the work I do.	
		Team and Family use a warm, positive tone in our interactions with our scholars.	
<b>Operationalizing</b>			
<b>Staffing</b>	<ul style="list-style-type: none"> <li>• Leadership Team</li> <li>• Social Worker</li> <li>• Counselors</li> <li>• Chris180</li> <li>• RTI Coordinator</li> <li>• Dean of Scholar Support</li> <li>• Director of Scholar &amp; Family Support &amp; Community Partnerships</li> </ul>		
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Restorative Practices</li> <li>• Second Step</li> <li>• Responsive Classroom</li> <li>• Yardsticks</li> </ul>		

<b>Systems</b>	<ul style="list-style-type: none"> <li>• Family Circle</li> <li>• Read Aloud</li> <li>• Closing Circle</li> <li>• Friday Celebrations</li> </ul>
<b>Scheduling</b>	<ul style="list-style-type: none"> <li>• Family Circle-7:40 AM-8:00AM (Daily)</li> <li>• Read Aloud-20 minutes following Lunch (4-5x a week)</li> <li>• S.T.A.C.K./Closing Circle- 3:30 PM-3:40 PM (Daily)</li> <li>• Friday Celebration-3:00 PM-3:40 PM (once a Month)</li> </ul>
<b>Communication</b>	<ul style="list-style-type: none"> <li>• Weekly Newsletter</li> <li>• Weekly Schedule</li> </ul>
<b>Professional Development</b>	<ul style="list-style-type: none"> <li>• Restorative Practices</li> <li>• Yardsticks Book Study</li> <li>• Trauma Training by Chris180</li> <li>• Live School</li> <li>• TLAC Strategies</li> </ul>
<b>Progress Monitoring</b>	<ul style="list-style-type: none"> <li>• Implementation of Family Circle, Read Alouds, and Closing Circle LiveSchool Points</li> <li>• Office Referrals</li> <li>• Positive Office Referrals</li> <li>• Suspensions</li> </ul>

### Student Culture Vision

At KIPP Woodson Park Academy, scholars trust in the power of their voice, value the dynamics of building relationships with each other, teacher teachers and their family as they begin to explore and develop and understanding of being in a community. Scholars advocate for themselves, their lives and their education so they can have all the tools they need to live a choice-filled life in middle school, high school, college and the competitive world beyond. Scholars learn that what they do today matters. Scholars actively reflect on their own identities and choices, discuss and engage in restorative practices to create solutions for themselves and their community.

### Staff Culture Vision

At KIPP Woodson Park Academy, team and family treat scholars and one another with love and respect, while holding all stakeholders to the highest of expectations. We hold scholars at the center of our conversations and actions. We provide high-quality education in a fun, engaging and culturally relevant way so that scholars develop a passion for learning and love coming to school. We honor the stories of our scholars, our families and our community by listening to their history and sharing our own stories. We teach scholars to actively reflect on their own identities and choices, discuss and engage in restorative practices to create solutions for themselves and their community. We are committed to each other as we develop a passion for teaching and believe everything, big and small, we do today matters for our scholars and their path to a choice-filled live in middle school, high school, college and the competitive world beyond.

### Values/Guiding Principles

Value/Guiding Principle #1	Unity
<b>Definition</b>	We recognize we are stronger together than we are individually. We support one another academically, personally, and in times of difficulty. With one voice, we advocate for ourselves, our school, and our community.
<b>Student Actions</b>	<ul style="list-style-type: none"> <li>• Scholars working together and encouraging one another to do their best.</li> <li>• Scholars celebrating school wide success and the individual success of others.</li> <li>• Scholars supporting one another in difficult times.</li> <li>• Scholars speaking to others (teammates, staff and parents) in a respectful manner</li> <li>• Scholars responding to everyone (everyone is your teacher)</li> <li>• Scholars following school wide systems, internalizing values and using shared language.</li> <li>• sticking up for when one is bullied/standing up for another scholar when they feel something was right</li> <li>• Scholars working together for common goal (academic improvements/results, earning an incentive, etc.)</li> <li>• Scholars wearing uniform daily</li> </ul>
<b>Staff Actions</b>	<ul style="list-style-type: none"> <li>• Staff supporting and encouraging one another</li> <li>• Staff celebrating the whole school and individual accomplishments</li> <li>• Staff creating systems in place to celebrate scholars</li> <li>• Staff implementing school wide procedures and expectations with fidelity</li> <li>• Staff operating as whole grade &amp; whole school teachers (address all kids)</li> <li>• Staff engaging in PD, Grade Level meetings, discussions, etc.</li> <li>• Staff agreeing to disagree and moving forward with decisions.</li> </ul>

<b>Value/Guiding Principle #2</b>	<b>Integrity</b>
<b>Definition</b>	Strong character is the foundation for future success. Therefore, we are honorable in our actions, keep promises to stakeholders, and engage in candid conversations as we strive to be our best selves.
<b>Student Actions</b>	<ul style="list-style-type: none"> <li>• Scholars doing the right thing when no one is looking</li> <li>• Scholars speaking honestly (about events, etc.)</li> <li>• Scholars speaking up when there is an issue that needs to be brought to the attention of adults.</li> </ul>
<b>Staff Actions</b>	<ul style="list-style-type: none"> <li>• Staff members operating with honesty: arriving to work on time, meeting deadlines, implementing school wide systems, testing, investigations, etc.</li> <li>• Staff bringing issues directly to the source and willing to have difficult conversations.</li> <li>• If staff has issues with the school, they will bring their concerns forward as well as solutions for improvement.</li> </ul>
<b>Value/Guiding Principle #3</b>	<b>Humility</b>
<b>Definition</b>	We honor ourselves and recognize the value in others. With this in mind, we communicate respectfully, seek to understand others' point of view, and seize every opportunity to learn from one another.
<b>Student Actions</b>	<ul style="list-style-type: none"> <li>• Scholars actively listening even when the message is difficult. (positive response to correction)</li> <li>• Scholars willing to learn and willing to receive help from others, even when we are good at something</li> <li>• Scholars being patient with others.</li> <li>• Scholars asking for help when needed</li> <li>• assume the best/understand everyone is coming from a good place</li> </ul>
<b>Staff Actions</b>	<ul style="list-style-type: none"> <li>• Staff looking in the mirror before blaming others.</li> <li>• Staff assuming the best in others and actively seeking to understand others' point of view.</li> <li>• Staff receiving feedback. (Constantly learning)</li> <li>• Staff seeking and receiving help when necessary.</li> <li>• Staff speaking positively and patiently and to stakeholders.</li> </ul>
<b>Value/Guiding Principle #4</b>	<b>Joy</b>
<b>Definition</b>	We find pleasure in all learning opportunities and strive to create a warm and welcoming environment. We smile often, celebrate success, and maintain optimism in overcoming obstacles.
<b>Student Actions</b>	<ul style="list-style-type: none"> <li>• Scholars smiling often, giving warm greetings.</li> </ul>

	<ul style="list-style-type: none"> <li>• Scholars finding joy in learning new things. Greet scholars &amp; staff</li> <li>• Scholars participating in songs, chants, celebrations, field trips and other fun activities.</li> <li>• Scholars coming to school daily.</li> <li>• Scholars remaining optimistic during challenging times.</li> </ul>
Staff Actions	<ul style="list-style-type: none"> <li>• Staff smiling often and maintaining a positive, calm tone when addressing others.</li> <li>• Staff planning and executing engaging lessons.</li> <li>• Staff creating opportunities to celebrate success and growth.</li> <li>• Staff participating in fun events and activities planned for the school.</li> <li>• Staff remaining optimistic during challenging times.</li> <li>• Staff creating a clean, safe structured learning environment.</li> </ul>
Value/Guiding Principle #5	Legacy
Definition	In the spirit of Sankofa, looking back is the first step forward. We honor the lives and contributions of those who came before us and learn from them in order to guide us towards our future.
Student Actions	<ul style="list-style-type: none"> <li>• Scholars setting a positive example for those coming after them.</li> <li>• Scholars advocating for ways to improve their school and their community.</li> <li>• Scholars showing pride in themselves, their school &amp; community.</li> <li>• Scholars engaging in lessons and discussion about social justice and important figures, both past and present.</li> </ul>
Staff Actions	<ul style="list-style-type: none"> <li>• Staff honoring the culture, history and strength of their scholars. You are here to empower and not to save.</li> <li>• Staff making academic material culturally relevant.</li> <li>• Staff working to help scholars understand content learned now will help them in future successes.</li> <li>• Staff empowering students as change agents by finding service opportunities, civic engagement, and holding discussions about current civil rights issues.</li> </ul>
PHYSICAL LEARNING ENVIRONMENT	
Clean and Organized Classrooms Mural Dedicated to Carter G. Woodson (The Woodson of Woodson Park Academy) School Vision and Values in the office, halls and in each grade level pod Scholars on the walls	
RITUALS AND ROUTINES	
Warrior Week Family Huddle	

Read-Aloud  
Closing Circle/STAC Time  
Friday Celebrations  
Community Service  
Field Trips





## FACILITIES PLANNING

PLANNING FOR FACILITIES: YEAR 1			
Instructional Spaces			
Number of Gen Ed Classrooms	25-29	Number of Students to Accommodate in Each Classroom	25-30
Number of Electives Classrooms	5	Number of Students to Accommodate in Each Classroom	30-40 for PE
Number of Special Ed Classrooms	4	Number of Students to Accommodate in Each Classroom	8
Number of Large Group Spaces	3	Number of Students to Accommodate in Each Space	100-600
Number of Flexible Spaces	3	Number of Students to Accommodate in Each Space	100-600
Office Spaces			
Number of Social Work Offices	1		
Number of Admin Offices (not including Front Office/Reception)	15		
Number of Teacher Workrooms (ie, for copier, mailboxes, etc)	2		
Number of Teacher Offices (if applicable outside of classrooms)	6		
Restrooms			
Number of Student Restrooms	12		
Number of Staff Restrooms	9		
Other Spaces			
Cafeteria?	Yes	Number of Students to Accommodate	250
Library?	Yes	Number of Students to Accommodate	100
Computer Lab?	No	Number of Students to Accommodate	40-45
Stage?	No	Number of Students to Accommodate	n/a
Gym?	Yes	Number of Students to Accommodate	600
Outdoor PE Space?	Yes	Number of Students to Accommodate	750
Band Space?	No	Number of Students to Accommodate	40-55
Dance Studio?	No	Number of Students to Accommodate	n/a
Special Space Considerations			
Other Needs			
PLANNING FOR FACILITIES: YEAR 2			

Instructional Spaces			
Number of Gen Ed Classrooms	30-34	Number of Students to Accommodate in Each Classroom	25-30
Number of Electives Classrooms	6	Number of Students to Accommodate in Each Classroom	30-40
Number of Special Ed Classrooms	4	Number of Students to Accommodate in Each Classroom	8
Number of Large Group Spaces	3	Number of Students to Accommodate in Each Space	100-600
Number of Flexible Spaces	3	Number of Students to Accommodate in Each Space	100-600
Office Spaces			
Number of Social Work Offices		1	
Number of Admin Offices (not including Front Office/Reception)		16	
Number of Teacher Workrooms (ie, for copier, mailboxes, etc)		2	
Number of Teacher Offices (if applicable outside of classrooms)		7	
Restrooms			
Number of Student Restrooms		12	
Number of Staff Restrooms		9	
Other Spaces			
Cafeteria?	Yes	Number of Students to Accommodate	250
Library?	Yes	Number of Students to Accommodate	100
Computer Lab?	No	Number of Students to Accommodate	40-45
Stage?	No	Number of Students to Accommodate	n/a
Gym?	Yes	Number of Students to Accommodate	600
Outdoor PE Space?	Yes	Number of Students to Accommodate	750
Band Space?	No	Number of Students to Accommodate	40-55
Dance Studio?	No	Number of Students to Accommodate	n/a
Special Space Considerations			
Other Needs			
PLANNING FOR FACILITIES: YEAR 3 (New Facility)			
Instructional Spaces			
Number of Gen Ed Classrooms	35-39	Number of Students to Accommodate in Each Classroom	25-30
Number of Electives Classrooms	7	Number of Students to Accommodate in Each Classroom	25-30
Number of Special Ed Classrooms	4	Number of Students to Accommodate in Each Classroom	15-20
Number of Large Group Spaces	3	Number of Students to Accommodate in Each Space	750

Number of Flexible Spaces	3	Number of Students to Accommodate in Each Space	600
<b>Office Spaces</b>			
Number of Social Work Offices	1		
Number of Admin Offices (not including Front Office/Reception)	16		
Number of Teacher Workrooms (ie, for copier, mailboxes, etc)	2		
Number of Teacher Offices (if applicable outside of classrooms)	8		
<b>Restrooms</b>			
Number of Student Restrooms	16 sets of restrooms (8 girls/8 boys)		
Number of Staff Restrooms	17		
<b>Other Spaces</b>			
Cafeteria?	Yes	Number of Students to Accommodate	250
Library?	Yes	Number of Students to Accommodate	100
Computer Lab?	No	Number of Students to Accommodate	40-45
Stage?	Yes	Number of Students to Accommodate	n/a
Gym?	Yes	Number of Students to Accommodate	600
Outdoor PE Space?	Yes	Number of Students to Accommodate	750
Band Space?	Yes	Number of Students to Accommodate	40-55
Dance Studio?	Yes?	Number of Students to Accommodate	n/a
<b>Special Space Considerations</b>			
<p><i>Year 3 will be a telling year with regards to planning of projected surges in enrollment as KWPA stabilizes and establishes an instructional foundation of success. The scope of facility needs should be based on current and estimated enrollment. Multi-purpose rooms may need to be divided to address instructional space needs. Trailers may have to be brought in and strong consideration of dividing the campus by primary and academy may have to be discussed.</i></p>			
<b>Other Needs</b>			
<b>PLANNING FOR FACILITIES: YEAR 4</b>			
<b>Instructional Spaces</b>			
Number of Gen Ed Classrooms	40-44	Number of Students to Accommodate in Each Classroom	25-30
Number of Electives Classrooms	7	Number of Students to Accommodate in Each Classroom	25-30
Number of Special Ed Classrooms	5	Number of Students to Accommodate in Each Classroom	15-20
Number of Large Group Spaces	3	Number of Students to Accommodate in Each Space	750
Number of Flexible Spaces	3	Number of Students to Accommodate in Each Space	750
<b>Office Spaces</b>			
Number of Social Work Offices	1		
Number of Admin Offices (not including Front Office/Reception)	17		
Number of Teacher Workrooms (ie, for copier, mailboxes, etc.)	2		

Number of Teacher Offices (if applicable outside of classrooms)		9	
<b>Restrooms</b>			
Number of Student Restrooms			
Number of Staff Restrooms			
<b>Other Spaces</b>			
Cafeteria?	Yes	Number of Students to Accommodate	400
Library?	Yes	Number of Students to Accommodate	100
Computer Lab?	No	Number of Students to Accommodate	45-55
Stage?	Yes	Number of Students to Accommodate	100 – 150
Gym?	Yes	Number of Students to Accommodate	750
Outdoor PE Space?	Yes	Number of Students to Accommodate	750
Band Space?	Yes	Number of Students to Accommodate	50-60
Dance Studio?	Yes?	Number of Students to Accommodate	30-40
<b>Special Space Considerations</b>			
<i>If enrollment continues to rise as expected with instructional success, KWPA will have to address a lack of classroom spaces. The media center would possibly have to be divided into instructional spaces. Every mulit use space should be considered to address a surge in enrollment. In Year 4, trailers will be a strong possibility with a conversation (that should have been started in Year 3) about possibly dividing the campus and utilizing the old KIPP Woodson Park Academy building (Grove Park Elementary) for a primary campus.</i>			
<b>Other Needs</b>			



## **KIPP: ROUTINES & PROCEDURES – MORNING ARRIVAL**

WOODSON PARK  
ACADEMY

ROUTINES & PROCEDURES: YEAR 1
MORNING ARRIVAL: SEE IT
School Leader Actions
<i>During morning arrival, the school leader will greet students at the entrance closest to the cafeteria. Greeting will include a bright smile, calling scholars by their name, and a handshake, hug or fist bump.</i>
School Leader Avoidances
<i>Greeting scholars at the door is important for starting scholars off on a positive note and for identifying scholars who need a pick-me-up to start their day. It is also an important time to build relationships with the scholars in the building. Depending on the day, this may be the only time a School Leader will be able to interact with so many students. This time of day is sacred. During this time, the School Leader will not hold meetings, answer phone calls, or attend to any other work.</i>
Assistant Principal Actions
<i>The 4/5 AP will greet scholars at the main entrance of the building. The other AP's will monitor their grade level hallways and greet scholars as they make their way to their classrooms. Again, greetings will include bright smiles, calling scholars by their name, and a handshake, hug or fist bump.</i>
Assistant Principal Avoidances
<i>This time is also sacred for AP's. During this time, the AP's will not hold meetings, answer phone calls, or attend to any other work.</i>
Teacher Actions
<i>Teachers will warmly greet scholars as they enter the classroom. Teachers will check homework, take attendance and enter points into live school. Their TA, if one is assigned will assist scholars in getting breakfast, ensure they unpack and gather all necessary materials, keep volume to a minimum, and being optional morning work (journal, independent reading, or a math word problem).</i>
Teacher Avoidances
<i>Homeroom needs to be calm, consistent, and efficient. Teacher should not be making copies, holding meetings, grading papers, setting up their board, holding meetings with parents or having conversations with other staff members.</i>
Front Office Actions

<i>On duty in the office fielding phone calls, taking payments, and answering questions from parents/guardians.</i>
<b>Front Office Avoidances</b>
<i>The office is the first point of contact for parents. It is their responsibility to field all questions for families. This is not the time to allow a parent back for conferences without appointments. All conferences and meetings should be scheduled. In the case of emergency or an irate stakeholder. The DOO is the first point of contact.</i>
<b>Student Actions</b>
<i>Scholars will enter orderly and quietly. They will greet the person designated at the door and staff members stationed on the hallway. They will report directly to their pod. If they need to use the restroom, they must do so in their pod before entering the classroom. If using the restroom, they must leave their bags on the exterior. Once they report to homeroom, they will unpack, hand in their homework or agenda, eat breakfast and start their optional morning work.</i>
<b>Student Avoidances</b>
<i>Scholars should not run or yell in the hallway. They must go directly to their pod and any other area of the building.</i>
<b>Parent Actions</b>
<i>Parents must drop off in the car-pool lane. If they do need to enter the building, they must park in the lower parking lot and check-in at the office.</i>
<b>Parent Avoidances</b>
<i>Parents should not go to any area of the building without a visitor's badge. Meetings should be scheduled for 8:10am or later. If this time does not work for the parent, concessions will be made.</i>
<b>MORNING ARRIVAL: NAME IT</b>
<b>Minute-By-Minute Procedure</b>

### **Prior to doors opening:**

#### **6:50am**

- Cafeteria staff delivers breakfast to the classrooms. DOO supports to ensure timely and efficient delivery.

### 7:00am

- All staff report to the gym for Morning Huddle. Huddles will occur on Monday, Wednesday, and Thursday with the following themes:
  - **Motivational Monday:** Weekly Announcements and Motivational Monday quote or story to start the week.
  - **Warrior Wednesday:** Teammates will share stories about a scholar doing well
  - **Thoughtful Thursday:** Group responsible for running the meetings will do something thoughtful for the staff.

### 7:10am--Report to Assigned Post

- Resource Officer will close the upper parking lot. Report to parent drop-off to direct traffic.
- Car Pool-Parent Liaison, Art, PE
- Bus drop off: DOO, SOM, Music, STEAM, SPED 4
- School Leader at entrance closest to the cafeteria
- Sidewalk outside of Main Entrance: SPED 5
- 4th-5th grade AP at main entrance
- Lead Teachers, Teaching Associates, Residents and designees report to homerooms
  - K, 1st , and 2ns have two teachers in each room already
  - 3rd Pairs
    - Coverson/Cook
    - Hooker/Whitfield
    - Small/Gonglefski
    - Weigmann/J. Enadeghe-Carter
  - 4th Pairs
    - Bryant/Byrd
    - Shannon Jones/Brown
    - Shymetria Jones/McCrary
    - Perry/SPED Teacher 3
    - Wilson/Walker
  - 5th Pairs
    - Baylor/Stephenson
    - Daniels/Watson
    - Drake/Doughtry
    - Patel/Edwards

- Teacher Leaders in their grade level pod.
- Hall Assignments
  - Kinder-K-2 Counselor
  - 1st Grade-Dean of Scholar Support
  - K-1 Midway Point-K-1 AP
  - 2nd Grade-2-3 AP
  - 3rd Grade-3-5 Counselor
  - 2nd-3rd Midway Point-Gifted/ESOL Teacher
  - 4th Grade-Theatre Teacher
  - 5th Grade-Social Worker
  - Bottom of the stairs leading to the 2nd floor-Director of Community and Scholar Services

**Doors open:**

**7:15am**

- SL & AP open the door begin to greet students
- Teachers play calming music in homeroom.

**Materials:** Laptop and Speakers

**Students Enter:**

**7:15am**-scholars begin to arrive

- Scholars greet SL or AP by shaking their hand with a bright face and saying good morning
- SL & AP does a quick scan of each student's uniform to ensure compliance and has any non-compliant students 'do it again'. SL gives 5 second pep talk for certain students to set them up for success.
- Scholars enter the building and walk quietly to their pods. As scholars walk down the hallway, they are greeted by staff members on duty. Once they reach the pod they are greeted by the teacher leader.
- When scholars reach their pod, they walk quietly into their homeroom.
  - When scholars reach the pod, if they need to use the restroom, they will leave their backpack outside of the restroom before using it.



- If a scholar has a phone, they will write their name on a post-it, place it on their phone with a rubber band and hand the phone to the TL.
- Scholars enter their homeroom quietly, exchange greetings with teachers and places their card into the name chart to signify they are present.
- Scholars unpack and hang their backpacks and coats on assigned hook.
- Scholars submit homework to be checked, pick up breakfast and eat quietly.
- Once breakfast is eaten, scholars, with permission, take tray to the trash and begin morning work options-independent reading, problem of the day, or journal prompt.
- One teacher checks homework. The other distributes breakfast and circulates, monitoring and interacting with scholars in a low tone of voice
- After eating breakfast the scholar gives the non-verbal signal (hand on top of head) to signal he/she is finished eating and ready for clean up
- Teacher will respond to the scholar by doing one of the following:
  - Go to the scholar and pick up the finished breakfast and throw it in the trash
  - Give the scholar a non-verbal signal (head nod) to throw the breakfast away
  - Assign student helpers (2) who circulate during breakfast and respond when they see the non-verbal cue signaling a scholar has finished their breakfast

**Materials:** Homework bin, pencils, paper for Journal/Math Problem, Attendance sheet.

**7:30am-** SL & AP enters the building

- SL goes to the gym in preparation for morning meeting. (Monday & Tuesday)

**7:31 am-** DOO puts out the late sign, closes the door, and sweeps classrooms for trash and breakfast pick up.

- SIS Coordinator & Parent Liaison writes tardy passes for students at the tardy station
- Homeroom Teacher takes attendance by placing an A next to absent students. Attendance sheets are handed to TL to place into the GL folder.

**Materials:** Late sign stand, small desk, tardy passes, attendance sheet per class, attendance folder per grade

**7:35 am-** Transition to morning meeting

**7:40am-** Morning meeting begins

- Monday: 3rd-5th in Gym/K-2 in hall outside of the pod.
- Tuesday: K-2nd in Gym/3rd-5th in hall outside of the pod
- Wednesday/Thursday: In class-circle
- Friday: GL Celebrations in hall outside of the pod.

**7:55am--**Transition to First class

**8:00am-Mindful Music**

- The entire campus will stop to participate in mindful music.

**Late Arrivals:**

- Any scholar who arrives after 7:31 must report to the tardy station with an adult to be signed in
- Office Manager gives the scholar a pass and the scholar reports to the commons room (if it is prior to 8:00am) and to the classroom (if it is after 8:00am)
- Late buses will be escorted to the cafeteria for breakfast by the SOM and Parent Liaison

**All adults should use the most least invasive form of redirects**

- Non-verbal redirects
- Use of proximity-stand beside or behind a student

**Scholars who do not comply during arrival/breakfast:**

**Step 1:**

- Teacher goes through the set of non-compliance strategies (ex: give the direction again using a strong but low voice, provide students with a countdown to do what is asked, give a consequence-pull to the side for a discussion, deduction)

**Step 2:**

- Scholar is sent to the TL and the TL will do the follow up
- If the TL is out of the building, the scholar goes to the AP for that grade level

**Scholars out of uniform**

- Scholars will still report to homeroom for morning procedures.
- TL will make the note in Live School and give the \$5 deduction and contact parent
- Each grade will have spare uniforms on hand. Scholars will exchange their clothing for uniform.
- TL will retrieve scholars during STACK. They will return the uniform and receive their clothing to change before dismissal.



**KIPP:**  
WOODSON PARK  
ACADEMY

## **ROUTINES & PROCEDURES – AFTERNOON DISMISSAL**

ROUTINES & PROCEDURES: YEAR 1

**AFTERNOON DISMISSAL: SEE IT**

School Leader Actions

<i>(describe the actions the school leader will be doing during morning arrival)</i>
<b>School Leader Avoidances</b>
<i>(describe the actions the school leader will NOT be doing during morning arrival that need to be specified – ie, not simply writing the opposite of the above)</i>
<b>Assistant Principal Actions</b>
<i>(describe the actions the school leader will be doing during morning arrival)</i>
<b>Assistant Principal Avoidances</b>
<i>(describe the actions the school leader will NOT be doing during morning arrival that need to be specified – ie, not simply writing the opposite of the above)</i>
<b>Teacher Actions</b>
<i>(describe the actions the school leader will be doing during morning arrival)</i>
<b>Teacher Avoidances</b>
<i>(describe the actions the school leader will NOT be doing during morning arrival that need to be specified – ie, not simply writing the opposite of the above)</i>
<b>Front Office Actions</b>
<i>(describe the actions the school leader will be doing during morning arrival)</i>
<b>Front Office Avoidances</b>
<i>(describe the actions the school leader will NOT be doing during morning arrival that need to be specified – ie, not simply writing the opposite of the above)</i>
<b>Student Actions</b>

<i>(describe the actions the school leader will be doing during morning arrival)</i>		
<b>Student Avoidances</b>		
<i>(describe the actions the school leader will NOT be doing during morning arrival that need to be specified – ie, not simply writing the opposite of the above)</i>		
<b>Parent Actions</b>		
<i>(describe the actions the school leader will be doing during morning arrival)</i>		
<b>Parent Avoidances</b>		
<i>(describe the actions the school leader will NOT be doing during morning arrival that need to be specified – ie, not simply writing the opposite of the above)</i>		
<b>AFTERNOON DISMISSAL: NAME IT</b>		
<b>Minute-By-Minute Procedure</b>		
<b>TIME</b>	<b>ACTIONS</b>	<b>MATERIALS NEEDED</b>
	•	•
	•	•
	•	•
	•	•
	•	•
	•	•
	•	•
	•	•
	•	•
	•	•

## SECTION 6: OPERATION



**KIPP:**  
WOODSON PARK  
ACADEMY

### ROUTINES & PROCEDURES – SCHOOLWIDE TOPICS

SCHOOLWIDE ROUTINES & PROCEDURES: YEAR 1	
TOPIC: Transitions (Sacred Halls)	
ACTIONS	MATERIALS NEEDED
<p>Teachers explicitly teach hallway in the beginning of the year and reinforce expectations:</p> <ul style="list-style-type: none"> <li>• Setting the expectation for Sacred Halls during out of classroom transitions</li> <li>• Monitoring scholars by strategic placement and nonverbal cues</li> <li>• Facilitating scholars stopping at designated checkpoints in the transition to ensure all scholars are meeting hallway expectations.</li> <li>• Use third tile to guide scholars in straight lines</li> </ul>	
<p>In the hallways, stairwells, and when transitioning outside of the classroom, scholars always meet the following expectations:</p> <ul style="list-style-type: none"> <li>• Hands to yourself</li> <li>• Moving urgently</li> <li>• Silent</li> <li>• Legs walking safely</li> <li>• Scholars giving the silent love signal or a finger wave as they see others in the hallways</li> </ul> <p>Level 0: during transitions to/from specials and to/from cafeteria (anywhere around classrooms) Level 1: for arrival and during dismissal</p>	
TOPIC: Hall Passes	
ACTIONS	MATERIALS NEEDED
<ul style="list-style-type: none"> <li>• Teachers will explicitly teach pass expectations at the start of the year.</li> <li>• Ensure scholars put the appropriate card in the name chart (K-4) and take the appropriate pass with them.</li> <li>• Teachers will not send scholars to run errands.</li> </ul>	<ul style="list-style-type: none"> <li>• Location cards for pocket charts</li> <li>• Specific pass per location (Office, nurse, restroom, etc)</li> </ul>
<ul style="list-style-type: none"> <li>• Always have the appropriate pass in hand if they are moving through the hallways.</li> <li>• Request a pass from the teacher should the need to leave the classroom</li> </ul>	
TOPIC: Restroom	
ACTIONS	MATERIALS NEEDED
<ul style="list-style-type: none"> <li>• Teachers will allow scholars to go during the following times. <ul style="list-style-type: none"> <li>○ K-4 <ul style="list-style-type: none"> <li>▪ Homeroom</li> <li>▪ Lexia time during Literacy Block</li> <li>▪ Math during IP</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>▪ K-1 will take groups during lunch</li> </ul> </li> <li>○ 5<sup>th</sup> Grade           <ul style="list-style-type: none"> <li>▪ Homeroom</li> <li>▪ Independent Practice</li> <li>▪ Lexia time during Guided Reading</li> <li>▪ Lunch</li> </ul> </li> </ul>	
<ul style="list-style-type: none"> <li>• Scholars will not take anything into the restroom except a pass.</li> <li>• Scholars will go in the toilet and put a small amount of toilet paper in the bowl. No objects in urinals.</li> <li>• When washing hands: two pumps of soap and water to clean, two sheets of paper towels to dry, paper towels go directly into the trash.</li> <li>• Nothing should be on the bathroom floor.</li> </ul>	•
<b>TOPIC: Computer Safety (K-2)</b>	
<b>ACTIONS</b>	<b>MATERIALS NEEDED</b>
<ul style="list-style-type: none"> <li>• Scholars in grades K-2 have 1 chromebook for every 2 scholars.</li> <li>• Each morning during homeroom, teachers will place the necessary chromebooks in the technology stations, open them, and plug in the headphones.</li> <li>• During the day, if a chromebook needs to be moved, scholars and teachers will close the chromebook and carry it with two hands.</li> <li>• When using chromebooks, scholars have no food or liquid nearby.</li> <li>• At the end of the day, teachers make sure that all headphones are hung on the individual hooks. Chromebooks are returned to the grade-level carts, plugged in, and locked before leaving for the day. One device per slot in cart.           <ul style="list-style-type: none"> <li>○ Technology Captains may assist teachers in setting up/putting away chromebooks each day after they have been trained in computer care. Teachers will check the cart and make sure it is locked. Teachers will lock the classroom door before leaving.</li> </ul> </li> </ul>	
<b>TOPIC: Computer Safety (3-5)</b>	
<b>ACTIONS</b>	<b>MATERIALS NEEDED</b>
<ul style="list-style-type: none"> <li>• Scholars in grades 3-5 have 1 chromebook for every 1 scholar.</li> <li>• Each homeroom will have 2 technology captains per month. Technology captains will assist in daily device distribution and collection.</li> <li>• When moving/carrying a chromebook, scholars and teachers will close the chromebook and carry it with two hands.</li> <li>• When using chromebooks, scholars have no food or liquid nearby.</li> <li>• When putting up chromebooks at the end of a class period, devices <b>do not</b> have to be plugged in. Only one device is put in each slot in the cart.</li> </ul>	•

<ul style="list-style-type: none"> <li>When finished using headphones, scholars wrap the cords gently around the headphones, put the headphones inside the ziplock bag, seal the ziplock bag, and place the bag in the headphone bin. Headphone bins are kept on top of the chromebook cart.</li> <li>At the end of each day, chromebooks are returned to the homeroom cart, plugged in, and locked before leaving for the day. One device per slot in cart. Teachers will check the cart and make sure it is locked. Teachers will lock the classroom door before leaving.</li> </ul>	
<b>TOPIC: Transition from Desk to Carpet</b>	
<b>ACTIONS</b>	<b>MATERIALS NEEDED</b>
<p>Teachers will:</p> <ul style="list-style-type: none"> <li>Call one table at a time (<i>multiple tables may be called once procedure is mastered</i>)</li> <li>Use transition prompts <ul style="list-style-type: none"> <li>One: Get ready</li> <li>Two: Stand up</li> <li>Three: Face where you are going</li> <li>Four: Move to your square</li> </ul> </li> <li>Monitor and scan for scholars to walk and sit down in SLANT</li> <li>Repeat for all tables</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<p>Scholars will</p> <ul style="list-style-type: none"> <li>Listen for their table</li> <li>Respond appropriately to transition prompts <ul style="list-style-type: none"> <li>One: Get ready (sit in SLANT)</li> <li>Two: Stand silently (Stand up and tuck in your chair, eyes still on the speaker, still facing the direction you were sitting)</li> <li>Three: Turn and face where you are moving</li> <li>Four: Move to carpet and sit in SLANT</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<b>TOPIC: Transition from Carpet to Desk</b>	
<b>ACTIONS</b>	<b>MATERIALS NEEDED</b>
<p>Teachers will</p> <ul style="list-style-type: none"> <li>Call one carpet row at a time (<i>multiple rows may be called once procedure is mastered</i>)</li> <li>Use transition prompts <ul style="list-style-type: none"> <li>One: Get ready</li> <li>Two: Stand up</li> <li>Three: Face where you are going</li> <li>Four: Move to your square</li> </ul> </li> <li>Monitor, circulate and scan for scholars to walk and sit in SLANT/begin work</li> <li>Narrate the positive as scholars are moving</li> <li>Repeat for all rows</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<p>Scholars will</p>	<ul style="list-style-type: none"> <li></li> </ul>



<ul style="list-style-type: none"> <li>• Listen for your row</li> <li>• Stand silently when teacher signals</li> <li>• Turn towards pathway/desk when teacher signals</li> <li>• Walk to desk/table when teacher signals</li> <li>• Sit in SLANT/ begin work at desk/table</li> </ul>		
<b>TOPIC: Enrichment Transition</b>		
<b>ACTIONS</b>		<b>MATERIALS NEEDED</b>
<b>Kinder</b>		•
<p>Teachers will</p> <ul style="list-style-type: none"> <li>• Line up their scholars and lead the homeroom to their enrichment class monitoring that all scholars meet hallway expectations.</li> <li>• Enrichment teacher will greet students and begin First Five procedure.</li> <li>• Enrichment teacher will take attendance.</li> <li>• Homeroom teacher will arrive 3 minutes before class ends to pick up their homeroom.</li> </ul>	<p>Scholars will</p> <ul style="list-style-type: none"> <li>• Walk calmly through the hallway in their designated pathway, stopping at designated points on the way to their class.</li> <li>• Watch their teacher's silent signals so they know where to when to stop walking</li> <li>• Line up silently outside of their enrichment class and await further instructions from their enrichment teacher.</li> </ul>	•
<b>1<sup>st</sup>-5<sup>th</sup></b>		•
<p>Teachers will</p> <ul style="list-style-type: none"> <li>• Line up their scholars and lead the homeroom to their enrichment class monitoring that all scholars meet hallway expectations.</li> <li>• Lead scholars in the following pathway. <ul style="list-style-type: none"> <li>○ 1<sup>st</sup>-Theatre, STEAM (will meet scholars at the top of the stairs, Art, Music, PE (2<sup>nd</sup> gym entrance on Kinder Hall)</li> <li>○ 2<sup>nd</sup>-PE, STEAM, Theatre, Art, Music</li> <li>○ 3<sup>rd</sup>-STEAM, PE (1<sup>st</sup> entrance on 2<sup>nd</sup> grade hall, Theatre, Art, Music)</li> <li>○ 4<sup>th</sup>/5<sup>th</sup>-STEAM, PE (1<sup>st</sup> entrance on 2<sup>nd</sup> grade hall, Theatre, Art, Music)</li> </ul> </li> </ul>	<p>Scholars will</p> <ul style="list-style-type: none"> <li>• Walk calmly through the hallway in their designated pathway, stopping at designated points on the way to their class.</li> <li>• Watch their teacher's silent signals so they know where to when to stop walking</li> <li>• Break away from their homeroom line and line up outside of their enrichment classroom.</li> <li>• Line up silently outside of their enrichment class and await further instructions from their enrichment teacher.</li> </ul>	•

<ul style="list-style-type: none"> <li>• Enrichment teacher will greet students and begin First Five procedure.</li> <li>• Enrichment teacher will take attendance.</li> <li>• All teachers will arrive 3 minutes before the end of class to retrieve their assigned enrichment class.</li> <li>• Line up their scholars and lead the homeroom to their enrichment class monitoring that all scholars meet hallway expectations.</li> <li>• 1<sup>st</sup>, 2<sup>nd</sup> and 5<sup>th</sup> will be escorted to recess.</li> <li>• 3<sup>rd</sup> and 4<sup>th</sup> will be escorted back to their pod and file back into their homeroom.</li> <li>• All teachers will be at the threshold monitoring scholars in the pod and those in the classroom.</li> </ul>		
<b>TOPIC: Whole School Meetings</b>		
<b>ACTIONS</b>		<b>MATERIALS NEEDED</b>
<b>K-2</b>		
<p>Teachers will</p> <ul style="list-style-type: none"> <li>• Line up their scholars and lead scholars to the cafeteria monitoring that all scholars meet Hallway expectations <ul style="list-style-type: none"> <li>○ Kinder-walks across the hall, enters the gym through 2<sup>nd</sup> entrance, and sits in the right front quadrant</li> <li>○ 1<sup>st</sup>-Walks down the hall, enters gym through 1<sup>st</sup> entrance, and sits in the left front quadrant.</li> <li>○ 2<sup>nd</sup>- walks across the hall, enters the gym through 2<sup>nd</sup> entrance, and sits behind Kinder.</li> </ul> </li> </ul>	<p>Scholars will</p> <ul style="list-style-type: none"> <li>• Walk calmly through the hallway and into the gym</li> <li>• Watch their teacher's silent signals so they know where to stop walking</li> <li>• Transition in designated pathway</li> <li>• Follow teacher cues to sit in their correct space with legs crossed</li> <li>• Ensure that all teammates have enough room to sit</li> <li>• Listen and watch for leader's cue that Village Meeting or Celebration is about to begin</li> <li>• Engage in the meeting</li> </ul> <p><b>After the meeting</b></p> <ul style="list-style-type: none"> <li>• Watch for teacher cues</li> <li>• Stand calmly and face the exit</li> <li>• Walk calmly to the exit</li> <li>• Transition to a voice level 0 as they enter the hall</li> <li>• Walk calmly through the hallways</li> </ul>	<ul style="list-style-type: none"> <li>• Gym door signs</li> <li>• GL signs for seating</li> </ul>

<ul style="list-style-type: none"> <li>○ 3rd-walks into the 1<sup>st</sup> entrance on the 2<sup>nd</sup> grade hall and sit behind 1st</li> <li>○ 4<sup>th</sup> - walks into the 1<sup>st</sup> entrance on the 2<sup>nd</sup> grade hall and sit behind 3rd</li> <li>○ 5<sup>th</sup> - walks into the 1<sup>st</sup> entrance on the Kinder hall and sit behind 2<sup>nd</sup></li> <li>• Ensures scholars are sitting down on their bottoms</li> </ul> <p><b>After the meeting</b></p> <ul style="list-style-type: none"> <li>• After Family Meeting ends, teachers lead classes to transition in the following order: K/1, 2/3, 4/5</li> <li>• Prompt scholars to stand and turn to face the exit</li> <li>• When all scholars are ready, teacher leads class to the exit</li> <li>• Pauses line before exiting in the gym to set hall expectations for voice level</li> </ul> <p>Lead scholars to their classrooms monitoring that all scholars meet Hallway expectations</p>	<ul style="list-style-type: none"> <li>• Transition calmly into the classroom</li> </ul>	
<p><b>Teachers will</b></p> <ul style="list-style-type: none"> <li>• Line up their scholars and lead scholars to the cafeteria monitoring that all scholars meet Hallway expectations <ul style="list-style-type: none"> <li>○ 3rd-walks across the hall, enters the gym through 1<sup>st</sup> entrance on 2<sup>nd</sup> grade hall, and sits in the right front quadrant</li> <li>○ 4<sup>th</sup>/5th-Walks down the hall, enters gym through 1<sup>st</sup> entrance on the Kinder Hall, 4<sup>th</sup> sits in the left front</li> </ul> </li> </ul>	<p><b>Scholars will</b></p> <ul style="list-style-type: none"> <li>• Walk calmly through the hallway and into the gym</li> <li>• Watch their teacher's silent signals so they know where to stop walking</li> <li>• Transition in designated pathway</li> <li>• Follow teacher cues to sit in their correct space with legs crossed</li> <li>• Ensure that all teammates have enough room to sit</li> <li>• Listen and watch for leader's cue that Village Meeting or Celebration is about to begin</li> <li>• Engage in the meeting</li> </ul> <p><b>After the meeting</b></p> <ul style="list-style-type: none"> <li>• Watch for teacher cues</li> <li>• Stand calmly and face the exit</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>

<p>quadrant, 5<sup>th</sup> sits behind 3<sup>rd</sup> and 4<sup>th</sup> grades.</p> <ul style="list-style-type: none"> <li>Ensures scholars are sitting down on their bottoms</li> </ul> <p><b>After the meeting</b></p> <ul style="list-style-type: none"> <li>After Family Meeting ends, teachers lead classes to transition in the following order: 3 &amp; 4, 5</li> <li>Prompt scholars to stand and turn to face the exit</li> <li>When all scholars are ready, teacher leads class to the exit</li> <li>Pauses line before exiting in the gym to set hall expectations for voice level Lead scholars to their classrooms monitoring that all scholars meet hallway expectations</li> </ul>	<ul style="list-style-type: none"> <li>Walk calmly to the exit</li> <li>Transition to a voice level 0 as they enter the hall</li> <li>Walk calmly through the hallways</li> <li>Transition calmly into the classroom</li> </ul>	
<p>Teachers will</p> <ul style="list-style-type: none"> <li>Line up their scholars and lead scholars to the cafeteria monitoring that all scholars meet Hallway expectations <ul style="list-style-type: none"> <li>3<sup>rd</sup>-walks across the hall, enters the gym through 1<sup>st</sup> entrance on 2<sup>nd</sup> grade hall, and sits in the right front quadrant</li> <li>4<sup>th</sup>/5<sup>th</sup>-Walks down the hall, enters gym through 1<sup>st</sup> entrance on the Kinder Hall, 4<sup>th</sup> sits in the left front quadrant, 5<sup>th</sup> sits behind 3<sup>rd</sup> and 4<sup>th</sup> grades.</li> </ul> </li> <li>Ensures scholars are sitting down on their bottoms</li> </ul> <p><b>After the meeting</b></p>	<p><b>Whole School</b></p> <p>Scholars will</p> <ul style="list-style-type: none"> <li>Walk calmly through the hallway and into the gym</li> <li>Watch their teacher's silent signals so they know where to stop walking</li> <li>Transition in designated pathway</li> <li>Follow teacher cues to sit in their correct space with legs crossed</li> <li>Ensure that all teammates have enough room to sit</li> <li>Listen and watch for leader's cue that Village Meeting or Celebration is about to begin</li> <li>Engage in the meeting</li> </ul> <p><b>After the meeting</b></p> <ul style="list-style-type: none"> <li>Watch for teacher cues</li> <li>Stand calmly and face the exit</li> <li>Walk calmly to the exit</li> <li>Transition to a voice level 0 as they enter the hall</li> <li>Walk calmly through the hallways</li> <li>Transition calmly into the classroom</li> </ul>	<ul style="list-style-type: none"> <li></li> <li></li> </ul>

<ul style="list-style-type: none"> <li>• After Family Meeting ends, teachers lead classes to transition in the following order: 3 &amp; 4, 5</li> <li>• Prompt scholars to stand and turn to face the exit</li> <li>• When all scholars are ready, teacher leads class to the exit</li> <li>• Pauses line before exiting in the gym to set hall expectations for voice level Lead scholars to their classrooms monitoring that all scholars meet hallway expectations</li> </ul>		
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## REGIONAL MISSION

KIPP Metro Atlanta will equip students with the academic skills, scholarly habits and character traits necessary to be successful in top-quality colleges and the competitive world beyond.

## SCHOOL VISION

At KIPP Woodson Park, we believe education drives social change. In our community character and academics are of equal importance. All of our scholars can learn and will learn. Through a rigorous and relevant curriculum, we will empower scholars to thrive as future change agents. In every way, we challenge the status quo. We value critical thinking, character development and creativity as the tools our scholars will leverage to change the world.

## INSTRUCTIONAL VISION

At KIPP Woodson Park, we believe education is multifaceted; therefore, we work collectively, reflect and utilize feedback to ensure our scholars excel academically as change agents. We believe scholars develop a love of learning through rigorous and relevant learning experiences. Through writing, discourse, and the arts, scholars develop the ability to creatively and effectively communicate their thoughts and ideas. Teachers provide scholars with multiple opportunities for productive struggle as they solve complex math problems, analyze literature, dissect historical events and approach scientific experimentation. Intentional use of data drives scholars' individual needs and nurtures growth-based learning. Technology is leveraged to meet individual academic needs and to equip scholars with 21<sup>st</sup> century skills. Our scholars understand that reading, writing, and analytic problem-solving are powerful tools that can impact their own lives as well as provide opportunities to positively impact the world.

## CULTURAL VISION

At KIPP Woodson Park, we are a family. We work together to create a safe, positive and joyful environment for all stakeholders. We honor all voices, embrace conflict and wrap our arms around one another as we relentlessly hold our scholars at the center of our community. Through intentional character development, scholars build pride, strengthen empathy and demonstrate optimism even as they encounter and navigate challenges. We engage restorative practices to support our scholars' reflection so that mistakes become lifelong lessons. Through community meetings our scholars examine and improve our school, our community and ultimately our world. Together we learn, celebrate growth, and empower our scholars to excel as leaders in high school, college and beyond.

## VALUES/GUIDING PRINCIPLES

**Joy:** We find pleasure in all learning opportunities and strive to create a warm and welcoming environment. We smile often, celebrate success, and maintain optimism in overcoming obstacles.

**Unity:** We recognize we are stronger together than we are individually. We support one another academically, personally and in times of difficulty. With one voice, we advocate for ourselves, our school and our community.

**Humility:** We honor ourselves and recognize the value in others. With this in mind, we communicate respectfully, seek to understand others' point of view, and seize every opportunity to learn from one another.

**Integrity:** We operate with the utmost integrity at all times, honoring ourselves and community in our words and actions.

**Legacy:** In the spirit of Sankofa, looking back in the first step forward. We honor the lives and contributions of those who came before us and learn from them in order to guide us towards our future.

## Instructional Priority

## Establish a Strong Literacy Program (Phonics, Guided Reading &amp; Intervention)

Rationale	Only 9% of 3 <sup>rd</sup> -5 <sup>th</sup> graders scored proficient on the ELA Georgia Milestones assessment. While math results are on pa, we will lean heavily into creating a balanced literacy program. Foundational literacy skills will lay the foundation for scholars to access information across content areas.		
Metric/Evidence of Success	<b>MAP Growth</b> 60% of scholars meeting or exceeding growth targets	<b>Top Quartile Reading</b> Kindergarten-25% 1 <sup>st</sup> Grade-20% 2 <sup>nd</sup> Grade-20%	<b>GAMS Reading (Proficiency)</b> 3 <sup>rd</sup> Grade-20% 4 <sup>th</sup> Grade-20% 5 <sup>th</sup> Grade-20%

		3 <sup>rd</sup> Grade-25%	
		4 <sup>th</sup> Grade-20%	
		5 <sup>th</sup> Grade-20%	
Key Deliverable Due Dates	Summer-Phonics Training, What is GR?, Before Reading Training, Wheatley Module 0 and 1 internalization First two weeks of school-Literacy Assessments and group creation 4 <sup>th</sup> week of school-GR and Intervention begins Mid-Year-Reassess and create groups Ongoing: Phonics and GR PD		
Operationalizing			
Staffing	Literacy Lab Lead Teacher 2-3 Literacy Lab Paras TA in all K-2 classrooms 5 <sup>th</sup> Grade Guided Reading Teacher with Resident Teacher		
Resources	HillRap Intervention Kendore Learning Kinder Intervention Lexia Core Scholastic Readers for Guided Reading Best Practices from Great Habits, Great Readers Fountas & Pinnell (LLI and Read Alouds) Readly Great Reading (Phonics)		
Systems	Literacy Blocks Family Read Aloud Literacy Lab Small Group Instruction in Literacy Block		
Scheduling	200 Minutes of Literacy a Day in each grade		
Communication	Summer Staff PD Parent Open House Progress Reports sent home every 3 weeks		
Professional Development	Phonics Training Guided Reading (Before, During, After Reading) HillRap for Literacy Lab and SPED Teachers Literacy System and Routines		
Progress Monitoring	Phonics Assessments MAP Growth Assessment MAP Fluency F & P Testing		
Cultural Priority:			
Warm, Demanding & Consistent School Culture			
Rationale	A strong school culture creates an environment that ensure students can learn. Woodson, being a turn-around school, it is important to create clear systems and routines, so students know what to expect on a daily basis. It is also important to build relationships to establish trust, and put systems in place to ensure scholars have all the supports they need.		

Metric/Evidence of Success	100% of teachers score proficient or above on 90% of the competencies on the school culture rubric. 90% of staff report that "Procedures at my school maximize the time students spend learning" in TNTP survey 80% or more of staff agree that my school is a fun and joyful place on the TNTP surveys. 80% or more of staff will agree that interactions between scholars and staff are respectful on the TNTP survey 80% of students will report "I like school" 80% of students will report "I feel safe at school"
Key Deliverable Due Dates	Summer-practice school wide routines, create and practice consistent GL routines, Restorative Practices Training First 6 week of school-proficient on relevant rubric rows. Quarterly school assessments on School Culture Rubric.
<b>Operationalizing</b>	
Staffing	Teacher Leader per grade 3 Assistant Principals Dean of Community and Scholar Services Social Worker 2 Counselors
Resources	Partnership with Chris180 Responsive Classroom Restorative Practices Mindful Music
Systems	Family Meeting Mindful Music Family Read Aloud Closing Circle Scholar Incentive Plans
Scheduling	Family Meeting (15) Mindful Music (5) Family Read Aloud (20) STAC (10) 50 minutes per day focused on culture
Communication	Summer PD and Ongoing Discussions with Staff
Professional Development	Restorative Practices Read Aloud Positive Framing School Wide Incentive Plans
Progress Monitoring	Monthly Joy Surveys (Region) TNTP Surveys Suspensions Positive Points in Live School
<b>"School Leader's Choice" Priority:</b>	
<b>Family Engagement</b>	



Rationale	KIPP is new to this community. Some families are excited and other are skeptical. KIPP is traditionally a program of choice, but in this instance, we are the neighborhood school and families have no option but to attend. Engaging families, establishing trust, and building buy-in will be paramount to the school's success.
Metric/Evidence of Success	85% of Parents Agree or Strongly Agree (on 5-point Likert scale) to the statement: "Overall, I am satisfied with this school." Parent issues resolved in 48 hours
Key Deliverable Due Dates	August 3 <sup>rd</sup> Community Bash/Back to School Party August 6 <sup>th</sup> & 7 <sup>th</sup> Open House Monthly Drop-Ins (Family conferences)
<b>Operationalizing</b>	
Staffing	Parent Liaison School Operations Manager Director of Operations
Resources	Community Partners
Systems	Positive phone calls to start the year. Weekly positive phone calls (one per week per person during GLM) Math and Literacy Nights Student Performances Monthly Coffees Food Pantry Uniform purchases
Scheduling	NA
Communication	Monthly News Letter Open House Principal Coffees Do Drop-Ins
Professional Development	Customer Service
Progress Monitoring	Track complaints Anecdotal evident from monthly principal coffees.

<b>Section 2: Region and School Overview</b>
2.1 Student Recruitment Work Plan
2.2 Student Enrollment Work Plan
<b>Section 3: Talent</b>
3.1 School-Specific Staffing Model for Each Year of Growth (label year 1, year 2, etc.)
3.2 Staff Recruitment and Hiring Process
3.3 Staff Recruitment and Hiring Work Plan
3.4 General Teacher Job Description
3.5 Director of Ops Job Description
3.6 2018-19 Salary Scale
3.7 Interview Guide for Instructional Staff
3.8 Interview Guide for Non-Instructional Staff
3.9 Offer Letter Template
3.10 Year One Summer Onboarding Scope & Sequence
3.11 Year One Professional Development Scope & Sequence
3.12 Leadership Team Professional Development Plan
3.13 Weekly O3 Template for Instructional Staff (including observation/feedback template)
3.14 Weekly O3 Template for Non-Instructional Staff
3.15 Weekly O3 Template for Assistant Principal
3.16 School-Specific Evaluation Tools and Performance Review Templates
3.17 Written Warning Template
3.18 Performance Improvement Plan Template
3.19 Get Better Faster Rubric
3.20 Assistant Principal 70/20/10 Development Plan
3.21 Leadership Team Development Plan
<b>Section 4: Academics</b>
4.1 Daily School Schedule (for each year of growth)
4.2 Sample Teacher Weekly Schedule (classes, prep, duties, O3, meetings) for Year One
4.3 Sample Leader Weekly Schedule (observations, O3s, prep, duties, meetings) for Year One – include weekly schedule for AP if applicable
4.4 Year One School Calendar
4.5 Academic Progress Monitoring Trackers
4.6 Academic Walkthrough Form
4.7 Lesson Observation Forms/Template
4.8 Lesson Planning Template and/or Internalization Guides
4.9 School-Specific RTI Process for Special Education and Social-Emotional Needs
4.10 Evaluation Process for Special Education (including 504) and ELL/ESL
<b>Section 5: Culture</b>
5.1 Culture Walkthrough Form
5.2 Student Handbook for Year One
5.3 Staff Handbook for Year One
5.4 Leadership Discipline Plan
5.5 K-4 Daily Communication Log

5.6 Success Academy: Strong Start Plan
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<b>Section 6: Operations</b>
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6.1 Year Zero Budget (include all revenue and all expenditures)
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6.2 Year One Budget (include all revenue and all expenditures)
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6.3 Operations/Facilities Walkthrough Form
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6.4 Regional and School Emergency Manual
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## 2.1 Student Recruitment Work Plan

Strategy	Point Person	Rationale	Execution Plan
Website	Director of Operations School Operations Manager	The KIPP Metro Atlanta website will serve as a means to gain information about KIPP Woodson Park Academy. KWPA also has its own stand-alone home page. KWPA has a traditional student enrollment zone, meaning all scholars in the Grove Park community will be allowed to enroll. No waitlist, no lottery, no caps in enrollment. Parents will be informed about central district registration and onsite registration at the school. KWPA does not accept scholars via School Mint.	Families will be able to access the KWPA website through its own page or via the KIPP Metro Atlanta site. It will direct families to a page that contains the following information: Open Houses; Frequently Asked Questions; Enrollment Process; Important Dates; and an explanation of the traditional enrollment zone and APS Partnership. The school staff should ensure the enrollment information is up to date or deleted when not applicable.
Community Groups & Organizations	Director of Operations School Operations Manager Parent/Community Liaison	KWPA has several partnerships within the Grove Park community. These groups have proven to have a positive impact in our ability to provide accurate and timely information to our families to debunk myths about the enrollment zone and process at KWPA.	<ul style="list-style-type: none"> <li>In an effort to continue effective communication with the community. We will communicate events and parent meetings that focus on dissemination of accurate information to our families especially with regards to the differences in a charter vs. partner school.</li> </ul> Partnerships: <ul style="list-style-type: none"> <li>Grove Park Foundation (social media support and community meeting support)</li> <li>Grove Park Neighborhood Association (meetings 1<sup>st</sup> Tuesday of each month)</li> <li>PAW KIDS (weekly parent socials at the Gathering Place)</li> <li>At the start of each school year (or recruitment season at the latest), an event calendar should be requested of the community organization.</li> <li>Depending on what they have calendared, there may be one or several opportunities for a member of the Recruitment Team to present or distribute information relative to the enrollment and residency requirements for KIPP Woodson Park Academy.</li> </ul>

Partnerships	Director of Operations School Operations Manager Parent/Community Liaison	In addition to spreading the word and distributing informational material on behalf of KIPP Woodson Park Academy, many partners will also endorse the program, serving more in the capacity of an ambassador. It's important that partners are equipped with the proper information to pass along and communicate to other members in the community in order to maintain the integrity of the KIPP Woodson Park Academy.	KIPP Woodson Park Academy partners with the organizations listed below to target their rising Kindergarten and 5th grade members. These programs allow members of the recruitment committee to distribute information or speak with families during a time designated by the program director. This designated time may be during dismissal, or a special event. A recruitment team member will reach out to each program director in November in order to calendar the recruitment efforts. <b>Dean Rusk Head Start Program</b> 433 Peebles Street Southwest Atlanta, Georgia 30310 (404) 952-2080 Contact: Center Director <b>YMCA KIPP Woodson Park Academy Head Start/Pre-K</b> 20 Evelyn Way Atlanta, GA 30318 Contact: Center Director
Parents	Director of Operations School Operations Manager Parent/Community Liaison	Existing parents of current and former KIPP students have shared with others about our APS Partnership and how a scholar who resides in this area can attend KWPA without enduring the KIPP enrollment process/lottery/waitlist. During each recruitment season, many referrals are made by current parents of KIPP Woodson Park Academy, KIPP STRIVE Primary, KIPP WAYS Primary, KIPP Vision Primary and KIPP Atlanta Collegiate High School. Parents are the #1 group contributing to the "word of mouth" marketing communication strategy	At the start of each recruitment season, parents will be provided with marketing material such as one-pagers, open house announcements, and enrollment instructions for distribution to those they are sharing information with.
Students	Director of Operations School Operations Manager Parent/Community Liaison  School Leader	As with parents, students are ambassadors for KIPP and ready to share their experiences with anyone who asks!	For KIPP Woodson Academy, students are the vehicle by which information regarding open house and enrollment were passed along to current parents. Via the student communication folder (The "Monday" Folder), parents received all necessary documents and information to share with those they know.

Materials	The KIPP Metro Atlanta Communications Director and KIPP Metro Atlanta Advocacy Director can coordinate the creation of common recruitment flyers	The common format assists with brand awareness reminding parents and community members that KIPP schools are part of a larger network serving the same mission	The KIPP Metro Atlanta marketing budget will cover the costs of the flyer design. Schools print the flyers or send to a printer at their expense. Here is a sample flyer.
Kick off	<p>A core group recruitment team is established and consists of the following individuals:</p> <ul style="list-style-type: none"> <li>• School Leader</li> <li>• Director of Operations</li> <li>• School Operations Manager</li> <li>• two parents per grade level</li> <li>• KIPP Parent Network Advisory Team Member(s) of the KIPP Woodson Academy Advisory Committee</li> </ul>	KIPP Woodson Park Academy will continue to serve as a neighborhood school and will be open to all students in the <u>Woodson Park Academy zone</u> . Unlike our other KIPP schools, Woodson Park Academy will not have a lottery for admission.	<p>This group will meet the 2nd week of October to highlight recruitment success from the previous year, discuss current recruitment goals, identify key dates and events (calendar review), and review the responsibilities of each person involved.</p> <p>Note: Parents interested in becoming involved with the school's recruitment efforts are identified by way of a parent participation survey distributed during registration. It is the responsibility of the Director of Operations or School Operations Manager to contact parents and engage two from each grade level as participants of this core recruitment team.</p>
In-house Sourcing	<p>Once this completed notice has been returned to the school, the recruitment team is informed of:</p> <ul style="list-style-type: none"> <li>• Returning students</li> <li>• Non-returning students</li> <li>• Approximate number of rising Kindergarten students</li> </ul> <p>Contact information for individuals with children who meet the residency requirements of KIPP Woodson Academy community.</p>	The notice is helpful for planning for KIPP Woodson Park Academy, however we will accept any scholar that lives within the traditional zoned area.	<p>The season is initiated by KIPP Woodson's in-house sourcing efforts that allow the recruitment team to:</p> <ul style="list-style-type: none"> <li>• Identify rising Kindergarten siblings of current students</li> <li>• Gain preliminary knowledge of students that may or may not be returning to KIPP Woodson Park Academy for the following school year</li> <li>• In-house communication is going to be initiated for informational purposes only.</li> <li>• The information obtained would allow us to have targeted enrollment efforts in grades that we need to meet our minimum numbers per grade level – if not currently met. (100 per grade K-8) If met, no recruitment initiatives will be needed.</li> </ul>
Flyers	<p>Director of Operations School Operations Manager Parent/Community Liaison</p> <p>Managing Director of Marketing and Communication</p>	<p>KIPP Woodson Park Academy is committed to using two standard informational documents during recruitment season.</p> <p>The first is the "one-pager" provided by the KIPP Metro Atlanta Communications Director, and second is the school brochure which is updated in printed at the school level.</p>	Both documents may be distributed at community events, given to walk-ins, and passed along to parents to give to individuals within their person circle and engagements.

Meet and Greet: The Scene	<p>Director of Operations</p> <p>School Operations Manager</p> <p>Parent/Community Liaison</p> <p>School Leaders</p>	<p>The New Family Meet and Greet is a signature KIPP Woodson Park Academy event which takes place during the week of out- of-state field lessons. The idea behind the Meet and Greet is the significance of creating as many touch points as possible with new families from the time of acceptance, in March, and the time KIPPnotizing, in July. It's important that our new stakeholders gain a good understanding of who we are, and become increasingly secure about their decision to attend KIPP Woodson Park Academy.</p>	<p>Music is played as new families enter the auditorium. They are greeted by current parents and invited to have a drink (punch, cider, water, etc.) and a small plate of food. This is more of a social (mix and mingle) type of evening. After about 20 minutes of "mixing," the principal calls attention to the crowd (as if he were making a toast) and proceeds with a welcome address of gratitude. Following this address, a member of the recruitment committee gives a verbal reminder of important dates (registration, summer school, the first day of school, etc.). A "one sheet" of these reminders are provided to the families as they exit the building.</p>
Events	<p>Director of Operations</p> <p>School Operations Manager</p> <p>Parent/Community Liaison</p> <p>School Leader</p>		<p>Second Week in October</p> <ul style="list-style-type: none"> <li>Recruitment Team Kick-off Meeting</li> </ul> <p>November, December, and January</p> <ul style="list-style-type: none"> <li>Grove Park Recreation Center Distribution</li> <li>YMCA KIPP Woodson Park Academy Distribution</li> </ul> <p>First Week in November</p> <ul style="list-style-type: none"> <li>In-house Sourcing Letter to Families</li> </ul> <p>January 1st</p> <ul style="list-style-type: none"> <li>Intent to Re-enroll</li> </ul> <p>May (Week of Out of State Field Lessons)</p> <ul style="list-style-type: none"> <li>New Family Meet and Greet!</li> </ul>

Yard Signs	Director of Operations School Operations Manager Parent/Community Liaison	Yard signs are used to display important information that will drive traffic to the website, our phones, or our front office At a minimum, the yard sign should detail the following information: <ul style="list-style-type: none"> <li>· Name of school (w/logo)</li> <li>· Address</li> <li>· Grade Levels</li> <li>· Website address</li> </ul> Phone number	These signs should be bright blue and gold lettering (lettering may be trimmed in black), and strategically placed throughout the neighborhood, freeway exits, and other high traffic areas. Parent members of the recruitment team are responsible for the placement of these signs during the first week of January and replaced as needed. <b>Best Practice:</b> <ul style="list-style-type: none"> <li>· Do not place signs on private lawns or lots (unless endorsed by property owner)</li> <li>· Do not place signs amongst a sea of other similar signs</li> </ul> Purchase signs from Fast Signs (North Avenue) as they are familiar with KIPP and our signage needs, and offer special pricing
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## 2.2 Student Enrollment Plan

Online Enrollment Application Form		
KIPP Metro Atlanta schools utilize an online enrollment application process through Wufoo forms accessible through the regional website.		
Strategy	Point Person	Details
Wufoo Forms	Assistant Principal of Operations	Each school has its forms and Wufoo user account. The online forms are updated each fall prior to the enrollment application process opening.
Forms Creation	Director of Marketing and Communications	Each fall, the Director of Communications will initiate the forms creation or update process. A meeting will occur each fall to review the prior year's process and determine additions or changes to the forms or procedures. Each school will designate a Wufoo user who has access to the forms and who will receive email alerts as the forms come in. Wufoo forms can be easily converted to excel spreadsheets to track data on applicants.
Content Review	Assistant Principal of Operations	The content review will begin in November to ensure the forms are completed before the December holiday break. Each school will be responsible for the content of their forms. Procedures and dates should be updated as well as reply messages to parents. As the creation/review process includes all schools in the region and relies on an external partner to create the forms, it is a time-sensitive process and deadlines must be noted to ensure the forms are ready before the enrollment period begins the first of January.
Editing	Director of Marketing and Communications	The design of the page will be created by our graphic designer. Simple text edits can be made within the Wufoo program at any time.
Testing	Assistant Principal of Operations	Testing will begin in mid-December to ensure the forms are working properly. Changes and edits can easily be made at this time.
Going Live	Director of Marketing and Communications	The Director of Communications will link the website to the Wufoo forms when the enrollment application process opens.
Ensuring Access - Kiosks/Labs Open	Assistant Principal of Operations	To ensure all families have access to the online application, it is advisable to set up laptops or have computer labs open during open houses or other times.
Duplicates	Data Strategy Manager	Families want the best opportunity for their children, so some families submit multiple applications for their child or children and apply at various schools. The Data Strategy Manager at KIPP Metro Atlanta can assist with tracking duplicates across the schools.
Tracking Numbers	Director of Marketing and Communications	The KIPP Metro Atlanta Leadership Team will regularly seek reports on application enrollment numbers throughout the enrollment period. The Director of Communications will seek this information for each monthly leadership team meeting from January through June. After enrollment periods end or lotteries are held, the number of students on waitlists will also be

		requested during this time period.
<b>Closing Out System</b>	Assistant Principal of Operations	If a school would like to stop taking applications for a particular grade, a note can be added to the webpage and notes can be added to the Wufoo system.

<b>Lottery Processes and Procedures</b>		
<b><u>Strategy</u></b>	<b><u>Point Person</u></b>	<b><u>Process</u></b>
<b>Steps for Successful Lottery</b>	Assistant Principal of Operations	<p>The KIPP Woodson Primary lottery is a public affair that is recorded and archived for future reference if necessary. Steps for a successful lottery are as follows:</p> <p>Children of staff, board members, and siblings of current scholars are provided automatic admission and placed in the first positions of the new student roster</p> <p>All other applicants are assigned #'s (twins are placed together and assigned the same number) which are place on a strip of paper, or lottery balls may be used</p> <p>All numbers are then placed into a lottery wheel (occasionally spun throughout process) Using a one-by-one action, the School Leader or designee pulls each strip of paper or ball and calls out the number</p> <p>The name associated with the number is written into the next position on the roster of accepted children</p> <p>Continue process until the number of students called equals to the number of seats available</p> <p>The first student pulled/called after the last available seat is filled, is the first student on the waiting list</p> <p>Continue process until all names have been pulled</p>
<b>Communications with family</b>	Assistant Principal of Operations	<p>All families that apply within the enrollment period will be notified of the lottery details via mail, and email. Following the lottery, acceptance or waitlist letters are mailed to each family. These letters will also include information on next steps regarding important dates and attendance requirements, and expectations around their responsibility to accept admission and schedule the New Family Welcome Meeting.</p>
<b>Process and Maintaining the Waitlist</b>	Assistant Principal of Operations	<p>Applications of students received after the lottery, as well as students not selected during the lottery are placed on waiting list. As previously mentioned, the first positions on the waitlist are filled by students included in the lottery but not accepted. Applications received after COB on March 15th are given a position on the waitlist in order of receipt but following the non-accepted lottery applicants. To maintain the integrity of the waitlist process, all applications are time-stamped via a physical stamp if applications are walked in, via fax received, or email confirmation if applied online.</p>

		<p>As students decline acceptance or fail to register, seats are made available on the waitlist. The student is called and offered admission. Once acceptance is confirmed, the waitlist is updated and now, for example, a child previously in the #3 position on the waitlist, is now #2. An offer of admission is extended via mail, phone call, email and text. If a family fails to respond to the school's offer within one week, that seat becomes available to the next student on the waitlist, which is then updated accordingly.</p> <p>The waitlist for KIPP Woodson Primary is managed until the end of the first semester as we have committed to adding students until that time.</p>
<b>Enrollment Period Process</b>	Assistant Principal of Operations	<p><b>STEP 1:</b> Collect and file the required forms, including:</p> <ol style="list-style-type: none"> <li>1. Georgia Certificate of Immunization</li> <li>2. Official Certificate of Birth</li> <li>3. Certificate of Ear, Eye and Dental Examination</li> <li>4. Proof of residence of parent: current lease and a Georgia Power Bill</li> <li>5. Withdrawal form from the previous school</li> <li>6. Transcript and report card from the previous school</li> <li>7. Test scores from last spring's I.T.B.S. and C.R.C.T</li> <li>8. Discipline report from the last school</li> <li>9. Individual Educational Plan (IEP) if applicable</li> </ol> <p>Make a copy of all of the above documents and file them appropriately. If a parent does not have the required documents, complete the rest of the registration process, but explain to parents that unless the other required documents are presented prior to the start of school, the child will not be admitted.</p> <p>According to Atlanta Public School (APS) policy, parents are required to present a current lease AND a Georgia Power bill (not just any utility bill) as a proof residence. For those parents who are staying with someone else whose name is on the lease, the APS requires a notarized form stating that fact.</p> <p><b>STEP 2:</b> Complete necessary additional paperwork, including:</p> <ol style="list-style-type: none"> <li>1. Parent Request and Authorization Form for Release of Cumulative Records</li> </ol>

		<p>2. National School Lunch/Breakfast Program Application</p> <p>3. Student Media Release Form</p> <p>Student Health Survey &amp; Medical Authorization Form</p> <p>5. Emergency Contact Information</p> <p>6. Parental Rights/Custody Legal Documentation</p> <p>7. Technology Use Consent</p> <p>8. Student Transportation Form (including transportation survey, walking field trip, and authorization for transportation by private vehicle)</p> <p>STEP 3:</p> <p>Give parents additional items to take home for review, including:</p> <p>1. Parent/Student Handbook</p> <p>2. Required Supplies and Materials List</p> <p>3. Bus Route and Schedule</p> <p>STEP 4: Explain uniform policy and procedures and how the process works during the summer. Students will not receive their uniforms until they have earned them during summer school.</p> <p>STEP 5: Answer any questions parents or students may have and remind them of the first day of Success Academy.</p>
Family Visits	Assistant Principal of Operations	<p>New Family Welcome Meetings begin the first week following Spring Break. To complete the process within two months time, several members of the instructional and administrative team conduct the New Family Welcome Meeting. The School Leader, Director of Campus Operations, School Operations Managers, Deans, and Grade Level Chairs participate are committed to conducting these meetings during planning time, before or after school.</p> <p>Best Practice</p> <p>Front Office Coordinator should request the availability of all team members committed to the process in advance of sending acceptance letters for ease of scheduling as parents call to schedule their New Family Welcome Meeting</p> <p>Encourage teachers to schedule meetings for the evening; a time parents usually have more availability</p>

<b>Communications Before School Begins</b>	Assistant Principal of Operations	<p>Initial communication with new families is made via certified mail, and includes the following documents:</p> <ul style="list-style-type: none"> <li>Acceptance Letter</li> <li>School Calendar</li> <li>A Highlight of Important Dates (Registration, Meet and Greet, 1st day Summer School, 1st day of Traditional School)</li> <li>Registration Forms</li> <li>Invitation to the New Family Meet and Greet</li> <li>Invitation to the Model Student Fashion and Talent Event</li> </ul> <p>Families are given reminders of the information listed above via calling post communication and e-blasts throughout the summer until each event occurs.</p>
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### 3.1 School-Specific Staffing Model for Each Year of Growth

Year 1					
School Leader					
K-1 AP	2-3 AP	4-5 AP	Fine Arts Chair	Director of Student Support Services	Director of Operations
Kindergarten	2nd Grade	4th Grade	Courses	Social Worker	Student Information Coordinator
Teacher Leader	Teacher Leader	Teacher Leader	STEAM	2 Counselors	School Operations Manager
4 Teachers	4 Teachers	4 Teachers	Art	Chris 180	
4 Teaching Associates	3 Teaching Associates & 1 Resident	1 Resident	Theatre	SST/RTI Coordinator	
1st Grade	3rd Grade	5th Grade	Music	SPED Coordinator	
Teacher Leader	Teacher Leader	Teacher Leader	PE	ESOL/Gifted	Office Manager
4 Teachers	4 Teachers	5 Teachers		2 SPED Teachers	Ops Associate
4 Teaching Associates	1 Resident	2 Residents		2 Paras	
Interventionist				SPED Lead Teacher	Building Engineer
2 Teaching Associates				2 SPED Teachers	Facilities Support Coordinator



## Year 2

### School Leader

K-1 AP	2-3 AP	4-5 AP	6+ AP	Director of Student Support Services	Director of Operations
Kindergarten	2nd Grade	4th Grade	6th Grade	Social Worker	Student Information Coordinator
<b>Teacher Leader</b>  4 Teachers  4 Teaching Associates	<b>Teacher Leader</b>  4 Teachers 3 Teaching Associates & 1 Resident	<b>Teacher Leader</b>  4 Teachers  1 Resident	<b>Teacher Leader</b>  5 Teachers  2 Residents	2 Counselors  Chris 180  SST/RTI Coordinator	<b>School Operations Manager</b>  Parent Liaison
1st Grade	3rd Grade	5th Grade	Fine Arts	<b>SPED Coordinator</b>	
<b>Teacher Leader</b>  4 Teachers 4 Teaching Associates	<b>Teacher Leader</b>  4 Teachers 1 Resident	<b>Teacher Leader</b>  5 Teachers 2 Residents	STEAM, Art, Theatre, Music, PE, Dance	ESOL Gifted  SPED Teachers  Paras	<b>Office Manager</b>  Ops Associate
<b>Interventionist</b>  3 Teaching Associates				<b>SPED Lead Teacher</b>  SPED Teachers	<b>Building Engineer</b>  Facilities Support Coordinator



Year 3

School Leader

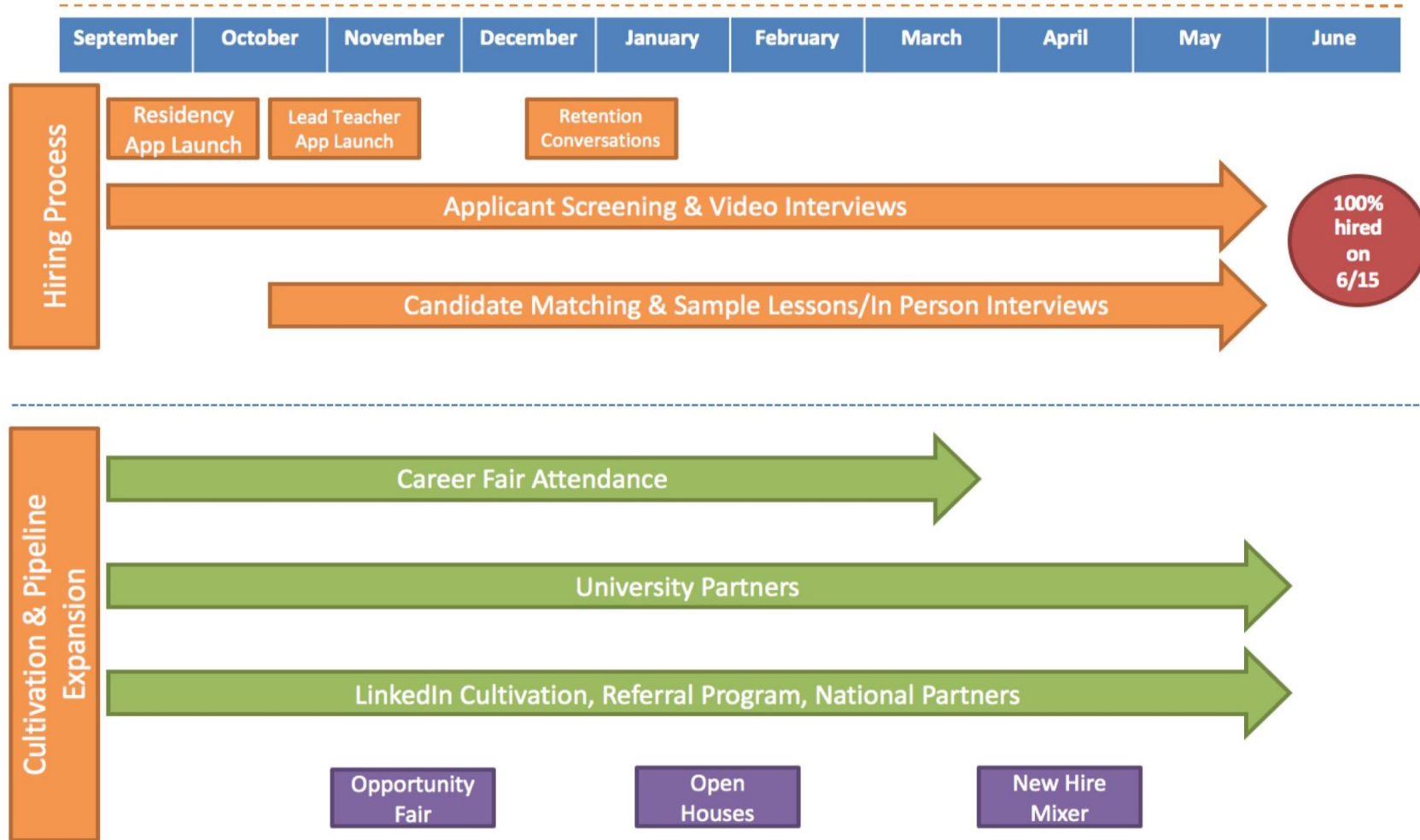
K-1 AP	2-3 AP	4-5 AP	6 AP	7+ AP	Director of Student Support Services	Director of Operations
Kindergarten	2nd Grade	4th Grade	6th Grade	7th Grade	Social Worker	Student Information Coordinator
Teacher Leader	Teacher Leader	Teacher Leader	Teacher Leader	Teacher Leader	2 Counselors	
4 Teachers	4 Teachers	4 Teachers	5 Teachers	5 Teachers	Chris 180	School Operations Manager
4 Teaching Associates	3 Teaching Associates & 1 Resident	1 Resident	2 Residents	2 Residents	SST/RTI Coordinator	Parent Liaison
1st Grade	3rd Grade	5th Grade		Fine Arts	SPED Coordinator	
Teacher Leader	Teacher Leader	Teacher Leader		STEAM, Art, Theatre, Music, PE, Dance, Band	ESOL Gifted	Office Manager
4 Teachers	4 Teachers	5 Teachers			SPED Teachers	Ops Associate
4 Teaching Associates	1 Resident	2 Residents			Paras	
Interventionist					SPED Lead Teacher	Building Engineer
3 Teaching Associates					SPED Teachers	Facilities Support Coordinator





Year 4						
School Leader						
K-1 AP	2-3 AP	4-5 AP	6-7 AP	8+ AP	Director of Student Support Services	Director of Operations
Kindergarten	2nd Grade	4th Grade	6th Grade	8th Grade	Social Worker	Student Information Coordinator
Teacher Leader	Teacher Leader	Teacher Leader	Teacher Leader	Teacher Leader	2 Counselors	School Operations Manager
4 Teachers 4 Teaching Associates	4 Teachers 3 Teaching Associates & 1 Resident	4 Teachers 1 Resident	5 Teachers 2 Residents	5 Teachers 2 Residents	Chris 180  SST/RTI Coordinator	
1st Grade	3rd Grade	5th Grade	7th Grade	Fine Arts	SPED Coordinator	
Teacher Leader	Teacher Leader	Teacher Leader	Teacher Leader	STEAM, Art, Theatre, Music, 2 PE, Dance, Band	ESOL Gifted	Office Manager
4 Teachers 4 Teaching Associates	4 Teachers 1 Resident	5 Teachers 2 Residents	5 Teachers 2 Residents		SPED Teachers  Paras	Ops Associate
Interventionist					SPED Lead Teacher	Building Engineer
3 Teaching Associates					SPED Teachers	Facilities Support Coordinator

## The Recruitment Cycle - Timeline



### 3.3 Staff Recruitment and Hiring Work Plan

July	Kick-off Meeting with Director of Marketing and Communications to review Talent Strategy meeting for the year	School Leader
	Schedule all events for the upcoming hiring season	Director of Marketing and Communications
August	Create project plan for teacher referral program	School Leader Director of Talent
	Create project plan for matriculation ambassador program	School Leader Director of Talent
	Decide on which university partnerships to maximize during this hiring season	School Leader Director of Marketing and Communications
	Review national recruitment strategy and give input into the strategy	School Leader
	Update teacher tracker for current hiring season	Recruitment Manager
	Update recruitment dashboard for current hiring season	Recruitment Manager
	Update vacancy tracker and dashboard	Recruitment Manager
	Decide which career fairs and events to attend during the current hiring season	School Leader Recruitment Manager
	Give feedback and make any updates to marketing collateral for the current hiring season	School Leader
	Calendar date to attend Opportunity Fair	School Leader
	Give feedback on video interview questions and in-person interview questions	School Leader
	Identify where current KIPP Metro Atlanta teachers are alumni of and create a plan to tap into their networks.	Director of Talent Recruitment Manager
	Create video interview process for KIPP Metro Atlanta Teacher Residency Program	Director of Teacher Residency Program

September	Attend career fairs	Director of Talent Recruitment Manager School Leader
	Cultivate candidates met at Career Fairs and drive applicants	Director of Talent Recruitment Manager School Leader
	Utilize LinkedIn Recruiter for cultivation of highly qualified candidates	Director of Talent Recruitment Manager
	Schedule National Recruitment	Director of Marketing and Communications Director of Talent Recruitment Manager
	Open video interview platform for all candidates	Director of Talent
	Identify potential fits (Universities, KIPP Schools, Subjects, etc.) for Student Teachers	Director of Marketing and Communications Director of Talent Recruitment Manager
	Project Plan for University Partnership Open House	Director of Marketing and Communications Director of Talent Recruitment Manager
October	Post Jobs on National Job Sites	Director of Talent
	Open Postings for Lead Teacher Positions on KIPP Careers	Director of Talent
	Complete Teacher Residency Open House Project Plan	Director of Teacher Residency Program
November	Host Opportunity Fair	KIPP Metro Atlanta Talent Team School Leaders
	Referral Drive Month across schools to incentivize referrals	KIPP Metro Atlanta Talent Team School Leaders Referral Ambassador
	Complete Primary School Open House Project Plan	Director of Talent Primary School Leaders
December	Host Teacher Residency Open House	Primary School Leaders
	Identify and sign-up for Spring 2018 Career Fairs	KIPP Metro Atlanta Talent Team School Leaders
	Calendar and assign attendees for Open Houses at Career Fairs	KIPP Metro Atlanta Talent Team School Leaders
	Schedule Spring Open Houses at Career Fairs	Director of Talent
January <b>Goal:</b> Hire 100% of Leadership Team (3 out of 3 positions)	Attend Spring Career Fairs	KIPP Metro Atlanta Talent Team School Leader
	Identify dates to conduct Spring On-Campus Recruitment and schedule Spring On-Campus Recruitment	Director of Talent School Leader

<b>January</b>  <b>Goal:</b> Hire 17% of teachers (3 out of 17 positions) <b>Goal:</b> Hire 0% of operations team (0 out of 3 positions)	Host Primary School Open House	Primary School Leaders
<b>February</b>  <b>Goal:</b> Hire 53% of teachers (9 out of 17 positions) <b>Goal:</b> Hire 66% of operations team (2 out of 3)	Continue hiring and interviewing	Recruitment Manager School Leader
	Create KIPP Soul Primary School Social Media Pages <ul style="list-style-type: none"> <li>• Instagram</li> <li>• Facebook</li> <li>• Twitter</li> </ul>	School Leader
<b>March</b>  <b>Goal:</b> Hire 88% of teachers (15 out of 17 positions) <b>Goal:</b> Hire 100% of operations team (3 out of 3)	Continue hiring and interviewing	Recruitment Manager School Leader
<b>April</b>  <b>Goal:</b> 100% hired by May 1 <sup>st</sup>	Host Referral Drive/New Hire Mixer	KIPP Metro Atlanta Talent Team School Leaders

### 3.4 General Teacher Job Description 2019 - 2020

#### Organization Overview

KIPP (Knowledge is Power Program) is a national network of free, open enrollment, college preparatory schools dedicated to preparing students in historically underserved communities for success in college and in life. There are 224 KIPP schools in 20 states and the District of Columbia supporting almost 100,000 students and alumni on the journey from Kindergarten through college graduation. KIPP Metro Atlanta serves 3,800 students across nine schools – four primary, four middle schools, and one high school – and over 1,000 alumni in the KIPP Through College program, which supports students on their journey “to and through” college. To find out more about why great teachers join KIPP Metro Atlanta Schools, visit our website.

#### Job Responsibilities

<b><i>Curriculum and Instruction</i></b>	<b>70%</b>
<ul style="list-style-type: none"> <li>• Be present and willing to do whatever it takes from 7:00 am to 5:00 pm, Monday through Friday, to ensure that all students are on track to enter into competitive high schools and colleges</li> <li>• Assist in development of curriculum standards and mapping across the school</li> <li>• Create and execute a scope and sequence and long-term plans in conjunction with other school faculty</li> <li>• Develop and execute daily/weekly lesson plans to ensure student learning in accordance with Common Core and Georgia Performance Standards</li> <li>• Differentiate instruction to ensure that all students are progressing</li> <li>• In conjunction with Special Education Teachers, work to ensure that all IEPs and student needs are met both within and outside of the classroom</li> <li>• Create a classroom environment that is conducive to learning and is developmentally appropriate to the maturity and interests of the students</li> <li>• If necessary, plan and supervise a purposeful assignment for partner teacher(s) while helping coach and supporting their professional growth</li> </ul>	
<b><i>Data, Reflection, and Constant Learning</i></b>	<b>15%</b>
<ul style="list-style-type: none"> <li>• In addition to classroom assessments, administer KIPP Metro Atlanta interim assessments in conjunction with the other KIPP schools in the Atlanta region.</li> <li>• With support from School Leaders, use data to drive instructional practices to constantly improve instruction and student achievement</li> <li>• Seek to constantly develop and improve teaching practices through ongoing feedback conversations with School Leaders and other school faculty within KIPP Metro Atlanta</li> <li>• Participate in coaching and professional growth opportunities to improve your instructional practice and support others to improve their craft</li> </ul>	
<b><i>School Culture, Professionalism, Above and Beyond</i></b>	<b>15%</b>
<ul style="list-style-type: none"> <li>• Help to envision and create a positive learning environment and exhibit positive rapport with students, parents, and staff</li> <li>• Hold high expectations for each student</li> <li>• Implement school-wide positive behavior support system consistently with all students</li> </ul>	

- Model the values of KIPP Metro Atlanta and setting the standard for professional behavior
- Be prepared to do whatever it takes for all students to excel
- Have fun!

#### **Qualifications and Key Attributes**

- Bachelor's degree required
- A **minimum** of two years teaching experience
- Experience in Urban Education
- A passion for being a part of a team-oriented, mission-driven school culture
- A passion for helping colleagues grow, develop, and hone their instructional practice
- Demonstrated success in raising the achievement levels of traditionally under-served students
- Values the Five Pillars of KIPP: High Expectations, Choice and Commitment, More Time, Power to Lead, and Focus on Results
- Belief that success is driven by: High Expectations; KIPP Through College; Strength of Character; Safe, Structured and Nurturing Environments; Highly Effective Teachers and Leaders
- Values Parental Input and Feedback

#### **Compensation and Benefits**

Salaries are competitive with the local public schools. Competitive benefits package includes health coverage (medical, dental, vision) and retirement.

#### **To Apply**

Apply online at [www.kippmetroatlanta.org](http://www.kippmetroatlanta.org)

*KIPP Metro Atlanta is committed to a policy of equal treatment for all individuals applying to the school. KIPP Metro Atlanta does not discriminate based on race, color, gender, handicap, age, religion, sexual orientation, or national or ethnic origin.*

### 3.5 Director of Ops Job Description

**Organization Overview:**

KIPP (Knowledge is Power Program) is a national network of free, open enrollment, college preparatory schools dedicated to preparing students in underserved communities for success in college and in life. There are 224 KIPP schools in 20 states and the District of Columbia serving almost 100,000 students. KIPP Metro Atlanta currently operates nine KIPP schools including four middle schools, four primary schools and one high school, as well as, the KIPP Through College Program which supports students on their journey “to and through” college.

KIPP MAC provides financial and operational support and oversight to KIPP Metro Atlanta schools, develops instructional initiatives designed to strengthen the schools’ academic programs, and implements each school’s high school placement and alumni services through the KIPP Through College Program.

**Job Summary:**

Reporting to the Regional Shared Service Team and Principal, the Director of Operations is a senior, school-based leadership role that oversees all finance and operations functions necessary to run a high-performing school campus. This includes budgeting, purchasing, facilities, food services, transportation, technology, medical/health services, school safety, student recruitment, student data, regulatory compliance, human resource support, and academic operations support. The Director of Operations serves as a key member of the School Leadership Team, acts as the Principal’s right hand, ensuring that campus operations meet high standards of operational excellence, and enables instructional leaders and staff to focus on driving strong student achievement outcomes.

**Job Responsibilities:**

<b>School Operations Leadership &amp; Operations Team Management</b>	<b>30%</b>
<ul style="list-style-type: none"> <li>Serves as the eyes and ears of the campus to ensure that all school operations run seamlessly each and every day, proactively problem solving and developing systems where needed</li> <li>In partnership with the Principal and the region, implements the campus-wide operations vision that supports and operationalizes the academic and cultural vision of the schools</li> <li>Plays a leadership role in developing the schools strategic annual plan and budget, and facilitates campus wide operations planning</li> <li>Hires, manages, coaches, and develops school operations team members</li> <li>Holds school operations team and vendors accountable to goals and outcomes</li> <li>Serves as the primary point of contact for the Regional Shared Service Team, responding to requests and collaborating with teammates across the region to build scalable, region-wide systems, policies, and procedures</li> <li>Serves as "admin on duty" in the absence of the Principal and during coverage of athletic events or other extracurricular activities</li> </ul>	
<b>Finance &amp; Purchasing</b>	<b>10%</b>
<ul style="list-style-type: none"> <li>Works closely with the Principal to develop the school’s annual budget and actively manages the school budget throughout the year</li> <li>Manages the campus purchasing process by establishing clear systems for staff to request items, placing orders with vendors, tracking delivery, and coding and submitting purchase orders, invoices, and reimbursement requests; approves school purchases under a specific financial threshold</li> <li>Serves as the first school-based point of contact regarding finance and works with regional Finance team to ensure financial compliance and reporting</li> </ul>	



- Manages Title I budget and compliance

<b>Facilities &amp; Maintenance</b>	<b>10%</b>
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- Oversees most facilities issues, including maintenance, managing staff/vendors, aesthetics, shared space agreements, and campus safety
- Regularly conducts facilities walkthroughs and liaises with custodial staff/vendors to ensure that the facility looks clean, professional, warm and inviting
- Ensures that the main office is neat, organized, welcoming and has all important parent facing materials

<b>Student &amp; Family Services (School Ops; Communications; Field Lessons/Events)</b>	<b>10%</b>
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- Oversees food service administration, setting and managing meal schedules, staff duty schedules, and student transitions for all meals
- Oversees transportation, including campus arrival and dismissal procedures, setting and managing staff duty schedules for arrival and dismissal
- Owns logistics of communications and external relations through parent letters, weekly staff notes, and surveys; serves as campus liaison with regional shared service staff
- Owns all logistics (e.g. transportation, lodging, meals, staffing plan, etc.) of all off-site field lessons and all on-site special events (Report Card Nights, Performances, Graduation, staff celebrations, etc.)
- Serves as point person for hosting visitors on school tours

<b>Technology &amp; Equipment</b>	<b>10%</b>
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- Ensures that students and staff have access to needed technology and works with regional Technology Team to plan technology related enhancements
- Leads the campus opening/start up process each year to ensure that doors are ready to open by ordering furniture, equipment, and instructional supplies are ready to go
- Manages the school's supply and asset inventory (e.g., computers, textbooks)

<b>Student Information, Testing, and Academic Operations Support</b>	<b>10%</b>
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- Manages systems for and maintains accurate student data and information in compliance with federal, state, regional, and campus expectations
- Lead student assessment process, working closely with the Assistant Principal to fully manage the logistical elements of all major student assessments
- Manages logistics of report cards/progress reports/transcripts

<b>Student Recruitment &amp; Enrollment</b>	<b>10%</b>
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- In collaboration with the regional shared service team, develops and manages student recruitment strategy to ensure that the school begins the academic year with full classes and actively recruits to fill open seats
- Ensures that parent info sessions, school tours, and the lottery and enrollment process are tightly planned and executed

<b>Risk Management, Compliance, and HR Administration</b>	<b>10%</b>
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- Ensure that the school is prepared for emergencies by conducting all drills and training staff on emergency plans
- Partners with regional Talent Team on the new hire process (e.g. interviews, new hire offer letters, onboarding)
- Ensures all visitors and personnel interacting with students have appropriate background checks on file; and schools comply with all areas of legal compliance (e.g., HR, FERPA, etc.)
- Completes the exit form for terminating employees and partners with the regional Talent Team on any action items surrounding the exit logistics
- Reviews time-off data provided by the Talent Team to ensure accuracy and assess leave trends
- Partners with the regional Talent Team to communicate leave needs and critical dates, and assists in facilitation of employee leaves

#### **Candidate Qualifications:**

- Bachelor's degree required; graduate degree preferred
- 10 years minimum work experience, preferably in education and/or business or operations management
- 3 years minimum work experience managing a team and large projects
- 3 years minimum work experience with financial oversight and budget management
- Strong project and time management skills; ability to effectively backwards plan, juggle multiple priorities with great attention to detail, and deliver consistent and timely results
- Strong strategic and analytical skills with an aptitude systems-building
- Sense of humility, urgency, and customer service mindset
- Strong ability to proactively solve problems and make decisions quickly
- Team player with strong interpersonal and stakeholder management and relationship building skills
- Ability to lead, influence, and hold others accountable to high standards of operational excellence
- Ability to be calm under pressure, especially in difficult conversations with parents and staff
- Excellent organizational, verbal, and written communication skills
- Excellent computer skills, including Microsoft Word, Microsoft Power Point and Microsoft Excel
- Desire to continuously learn and increase effectiveness as a professional
- Unwavering commitment to KIPP's mission and willingness to go above and beyond to meet the needs of KIPP students, families, and staff

#### **Application Process**

Interested candidates should submit an application online - <http://kippmetroatlanta.org/apply.asp>

#### **Compensation**

Salary for this position is competitive and depends on prior experience. A competitive benefits package will also be offered.

#### **Statement of Non-Discrimination**

KIPP Metro Atlanta is committed to a policy of equal treatment for all individuals applying to the school. KIPP Metro Atlanta does not discriminate based on race, color, gender, handicap, age, religion, sexual orientation, or national or ethnic origin.

### 3.6 2019 – 2020 Salary Scale

## KIPP® Metro Atlanta Schools

### Bachelor

Non-KIPP Metro Atlanta Years		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
KIPP Metro Atlanta Years		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
0	\$	46,788	\$ 47,280	\$ 47,773	\$ 48,265	\$ 48,758	\$ 49,250	\$ 49,743	\$ 50,235	\$ 50,728	\$ 51,220	\$ 51,713	\$ 52,205	\$ 52,698	\$ 53,190	\$ 53,683	\$ 54,175	\$ 54,668	\$ 55,160	\$ 55,653	\$ 56,145	\$ 56,638
1	\$	48,659	\$ 49,171	\$ 49,683	\$ 50,196	\$ 50,708	\$ 51,220	\$ 51,732	\$ 52,245	\$ 52,757	\$ 53,269	\$ 53,781	\$ 54,294	\$ 54,806	\$ 55,318	\$ 55,831	\$ 56,343	\$ 56,856	\$ 57,368	\$ 57,881	\$ 58,393	\$ 58,906
2	\$	51,092	\$ 51,630	\$ 52,168	\$ 52,705	\$ 53,243	\$ 53,781	\$ 54,318	\$ 54,856	\$ 55,394	\$ 55,931	\$ 56,469	\$ 57,007	\$ 57,545	\$ 58,083	\$ 58,621	\$ 59,158	\$ 59,696	\$ 60,234	\$ 60,772	\$ 61,310	\$ 61,848
3	\$	52,114	\$ 52,662	\$ 53,210	\$ 53,758	\$ 54,306	\$ 54,854	\$ 55,402	\$ 55,950	\$ 56,498	\$ 57,046	\$ 57,594	\$ 58,142	\$ 58,690	\$ 59,238	\$ 59,786	\$ 60,334	\$ 60,882	\$ 61,430	\$ 61,978	\$ 62,526	\$ 63,074
4	\$	54,719	\$ 55,295	\$ 55,871	\$ 56,447	\$ 57,023	\$ 57,599	\$ 58,175	\$ 58,751	\$ 59,327	\$ 59,903	\$ 60,479	\$ 61,055	\$ 61,631	\$ 62,207	\$ 62,783	\$ 63,359	\$ 63,935	\$ 64,511	\$ 65,087	\$ 65,663	\$ 66,239
5	\$	55,814	\$ 56,401	\$ 56,988	\$ 57,576	\$ 58,163	\$ 58,751	\$ 59,338	\$ 59,925	\$ 60,513	\$ 61,100	\$ 61,687	\$ 62,274	\$ 62,861	\$ 63,448	\$ 64,035	\$ 64,622	\$ 65,209	\$ 65,796	\$ 66,383	\$ 66,970	\$ 67,557
6	\$	58,605	\$ 59,221	\$ 59,838	\$ 60,455	\$ 61,072	\$ 61,689	\$ 62,306	\$ 62,923	\$ 63,540	\$ 64,157	\$ 64,774	\$ 65,391	\$ 66,008	\$ 66,625	\$ 67,242	\$ 67,859	\$ 68,476	\$ 69,093	\$ 69,710	\$ 70,327	\$ 70,944
7	\$	59,777	\$ 60,406	\$ 61,035	\$ 61,664	\$ 62,293	\$ 62,922	\$ 63,551	\$ 64,180	\$ 64,809	\$ 65,438	\$ 66,067	\$ 66,696	\$ 67,325	\$ 67,954	\$ 68,583	\$ 69,212	\$ 69,841	\$ 70,470	\$ 71,099	\$ 71,728	\$ 72,357
8	\$	60,972	\$ 61,614	\$ 62,256	\$ 62,898	\$ 63,540	\$ 64,182	\$ 64,824	\$ 65,466	\$ 66,108	\$ 66,750	\$ 67,392	\$ 68,034	\$ 68,676	\$ 69,318	\$ 69,960	\$ 70,602	\$ 71,244	\$ 71,886	\$ 72,528	\$ 73,170	\$ 73,812
9	\$	64,021	\$ 64,685	\$ 65,349	\$ 66,013	\$ 66,677	\$ 67,341	\$ 68,005	\$ 68,669	\$ 69,333	\$ 69,997	\$ 70,661	\$ 71,325	\$ 71,989	\$ 72,653	\$ 73,317	\$ 73,981	\$ 74,645	\$ 75,309	\$ 75,973	\$ 76,637	\$ 77,301
10	\$	65,201	\$ 65,889	\$ 66,576	\$ 67,264	\$ 67,952	\$ 68,640	\$ 69,328	\$ 70,016	\$ 70,704	\$ 71,392	\$ 72,080	\$ 72,768	\$ 73,456	\$ 74,144	\$ 74,832	\$ 75,520	\$ 76,208	\$ 76,896	\$ 77,584	\$ 78,272	\$ 78,960
11	\$	66,607	\$ 67,308	\$ 68,009	\$ 68,711	\$ 69,412	\$ 70,113	\$ 70,814	\$ 71,515	\$ 72,216	\$ 72,917	\$ 73,618	\$ 74,319	\$ 75,020	\$ 75,721	\$ 76,422	\$ 77,123	\$ 77,824	\$ 78,525	\$ 79,226	\$ 79,927	\$ 80,628
12	\$	67,939	\$ 68,655	\$ 69,370	\$ 70,085	\$ 70,800	\$ 71,515	\$ 72,230	\$ 72,945	\$ 73,660	\$ 74,375	\$ 75,090	\$ 75,805	\$ 76,520	\$ 77,235	\$ 77,950	\$ 78,665	\$ 79,380	\$ 80,095	\$ 80,810	\$ 81,525	\$ 82,240
13	\$	69,298	\$ 70,028	\$ 70,757	\$ 71,487	\$ 72,216	\$ 72,945	\$ 73,674	\$ 74,403	\$ 75,132	\$ 75,861	\$ 76,590	\$ 77,319	\$ 78,048	\$ 78,777	\$ 79,506	\$ 80,235	\$ 80,964	\$ 81,693	\$ 82,422	\$ 83,151	\$ 83,880
14	\$	70,684	\$ 71,428	\$ 72,172	\$ 72,916	\$ 73,660	\$ 74,404	\$ 75,148	\$ 75,892	\$ 76,636	\$ 77,380	\$ 78,124	\$ 78,868	\$ 79,612	\$ 80,356	\$ 81,100	\$ 81,844	\$ 82,588	\$ 83,332	\$ 84,076	\$ 84,820	\$ 85,564

Max \$83,725

### Master

Non-KIPP Metro Atlanta Years		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
KIPP Metro Atlanta Years		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
0	\$	51,713	\$ 52,205	\$ 52,698	\$ 53,190	\$ 53,683	\$ 54,175	\$ 54,668	\$ 55,160	\$ 55,653	\$ 56,145	\$ 56,638	\$ 57,130	\$ 57,623	\$ 58,115	\$ 58,608	\$ 59,100	\$ 59,593	\$ 60,085	\$ 60,578	\$ 61,070	\$ 61,563
1	\$	53,781	\$ 54,294	\$ 54,806	\$ 55,318	\$ 55,831	\$ 56,343	\$ 56,856	\$ 57,368	\$ 57,881	\$ 58,393	\$ 58,906	\$ 59,418	\$ 59,931	\$ 60,443	\$ 60,956	\$ 61,468	\$ 61,981	\$ 62,494	\$ 63,007	\$ 63,519	\$ 64,032
2	\$	56,470	\$ 57,008	\$ 57,546	\$ 58,084	\$ 58,622	\$ 59,160	\$ 59,698	\$ 60,236	\$ 60,774	\$ 61,312	\$ 61,850	\$ 62,388	\$ 62,926	\$ 63,464	\$ 64,002	\$ 64,540	\$ 65,078	\$ 65,616	\$ 66,154	\$ 66,692	\$ 67,230
3	\$	57,599	\$ 58,148	\$ 58,697	\$ 59,245	\$ 59,794	\$ 60,343	\$ 60,891	\$ 61,439	\$ 61,988	\$ 62,536	\$ 63,085	\$ 63,633	\$ 64,182	\$ 64,730	\$ 65,279	\$ 65,827	\$ 66,376	\$ 66,924	\$ 67,473	\$ 68,021	\$ 68,570
4	\$	60,479	\$ 61,055	\$ 61,631	\$ 62,207	\$ 62,783	\$ 63,359	\$ 63,935	\$ 64,511	\$ 65,087	\$ 65,663	\$ 66,239	\$ 66,815	\$ 67,391	\$ 67,967	\$ 68,543	\$ 69,119	\$ 69,695	\$ 70,271	\$ 70,847	\$ 71,423	\$ 72,000
5	\$	61,689	\$ 62,277	\$ 62,865	\$ 63,453	\$ 64,041	\$ 64,629	\$ 65,217	\$ 65,805	\$ 66,393	\$ 66,981	\$ 67,569	\$ 68,157	\$ 68,745	\$ 69,333	\$ 69,921	\$ 70,509	\$ 71,097	\$ 71,685	\$ 72,273	\$ 72,861	\$ 73,449
6	\$	64,773	\$ 65,390	\$ 66,007	\$ 66,624	\$ 67,241	\$ 67,858	\$ 68,475	\$ 69,092	\$ 69,709	\$ 70,326	\$ 70,943	\$ 71,560	\$ 72,177	\$ 72,794	\$ 73,411	\$ 74,028	\$ 74,645	\$ 75,262	\$ 75,879	\$ 76,496	\$ 77,113
7	\$	66,069	\$ 66,686	\$ 67,303	\$ 67,920	\$ 68,537	\$ 69,154	\$ 69,771	\$ 70,388	\$ 71,005	\$ 71,622	\$ 72,239	\$ 72,856	\$ 73,473	\$ 74,090	\$ 74,707	\$ 75,324	\$ 75,941	\$ 76,558	\$ 77,175	\$ 77,792	\$ 78,409
8	\$	67,365	\$ 67,982	\$ 68,599	\$ 69,216	\$ 69,833	\$ 70,450	\$ 71,067	\$ 71,684	\$ 72,301	\$ 72,918	\$ 73,535	\$ 74,152	\$ 74,769	\$ 75,386	\$ 76,003	\$ 76,620	\$ 77,237	\$ 77,854	\$ 78,471	\$ 79,088	\$ 79,705
9	\$	70,760	\$ 71,404	\$ 72,048	\$ 72,692	\$ 73,336	\$ 73,980	\$ 74,624	\$ 75,268	\$ 75,912	\$ 76,556	\$ 77,200	\$ 77,844	\$ 78,488	\$ 79,132	\$ 79,776	\$ 80,420	\$ 81,064	\$ 81,708	\$ 82,352	\$ 82,996	\$ 83,640
10	\$	72,175	\$ 72,862	\$ 73,549	\$ 74,236	\$ 74,923	\$ 75,610	\$ 76,297	\$ 76,984	\$ 77,671	\$ 78,358	\$ 79,045	\$ 79,732	\$ 80,419	\$ 81,106	\$ 81,793	\$ 82,480	\$ 83,167	\$ 83,854	\$ 84,541	\$ 85,228	\$ 85,915
11	\$	73,619	\$ 74,320	\$ 75,021	\$ 75,722	\$ 76,423	\$ 77,124	\$ 77,825	\$ 78,526	\$ 79,227	\$ 79,928	\$ 80,629	\$ 81,330	\$ 82,031	\$ 82,732	\$ 83,433	\$ 84,134	\$ 84,835	\$ 85,536	\$ 86,237	\$ 86,938	\$ 87,639
12	\$	75,091	\$ 75,806	\$ 76,521	\$ 77,236	\$ 77,951	\$ 78,666	\$ 79,381	\$ 80,096	\$ 80,811	\$ 81,526	\$ 82,241	\$ 82,956	\$ 83,671	\$ 84,386	\$ 85,101	\$ 85,816	\$ 86,531	\$ 87,246	\$ 87,961	\$ 88,676	\$ 89,391
13	\$	76,593	\$ 77,322	\$ 78,051	\$ 78,780	\$ 79,509	\$ 80,238	\$ 80,967	\$ 81,696	\$ 82,425	\$ 83,154	\$ 83,883	\$ 84,612	\$ 85,341	\$ 86,070	\$ 86,799	\$ 87,528	\$ 88,257	\$ 88,986	\$ 89,715	\$ 90,444	\$ 91,173
14	\$	78,125	\$ 78,869	\$ 79,613	\$ 80,357	\$ 81,101	\$ 81,845	\$ 82,589	\$ 83,333	\$ 84,077	\$ 84,821	\$ 85,565	\$ 86,309	\$ 87,053	\$ 87,797	\$ 88,541	\$ 89,285	\$ 90,029	\$ 90,773	\$ 91,517	\$ 92,261	\$ 93,005

Max \$83,725

### Specialist

		Non-KIPP Metro Atlanta Years																				
KIPP Metro Atlanta Years		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
0	\$	56,145	\$ 57,130	\$ 57,623	\$ 58,115	\$ 58,593	\$ 60,824	\$ 62,301	\$ 63,533	\$ 65,010	\$ 66,488	\$ 67,965	\$ 69,443	\$ 71,166	\$ 72,644	\$ 74,368	\$ 76,091	\$ 77,815	\$ 79,308	\$ 79,046	\$ 79,539	\$ 80,278
1	\$	58,391	\$ 59,415	\$ 59,927	\$ 60,440	\$ 61,076	\$ 63,257	\$ 64,793	\$ 66,074	\$ 67,610	\$ 69,147	\$ 70,684	\$ 72,220	\$ 74,013	\$ 75,550	\$ 77,342	\$ 79,135	\$ 80,928	\$ 81,440	\$ 82,208	\$ 82,720	\$ 83,489
2	\$	61,310	\$ 62,386	\$ 62,924	\$ 63,462	\$ 65,075	\$ 66,420	\$ 68,033	\$ 69,377	\$ 70,991	\$ 72,604	\$ 74,218	\$ 75,831	\$ 77,714	\$ 79,327	\$ 81,209	\$ 83,092	\$ 83,725	\$ 83,725	\$ 83,725	\$ 83,725	\$ 83,725
3	\$	62,537	\$ 63,634	\$ 64,182	\$ 64,731	\$ 66,337	\$ 67,748	\$ 69,394	\$ 70,765	\$ 72,411	\$ 74,056	\$ 75,702	\$ 77,348	\$ 79,248	\$ 80,914	\$ 82,833	\$ 83,725	\$ 83,725	\$ 83,725	\$ 83,725	\$ 83,725	\$ 83,725
4	\$	65,663	\$ 66,815	\$ 67,391	\$ 67,967	\$ 69,695	\$ 71,135	\$ 72,863	\$ 74,303	\$ 76,031	\$ 77,759	\$ 79,487	\$ 81,215	\$ 83,211	\$ 83,725	\$ 83,725	\$ 83,725	\$ 83,725	\$ 83,725	\$ 83,725	\$ 83,725	\$ 83,725
5	\$	66,977	\$ 68,152	\$ 68,739	\$ 69,327	\$ 71,089	\$ 72,558	\$ 74,321	\$ 75,789	\$ 77,552	\$ 79,314	\$ 81,077	\$ 82,845	\$ 83,725	\$ 83,725	\$ 83,725	\$ 83,725	\$ 83,725	\$ 83,725	\$ 83,725	\$ 83,725	\$ 83,725
6	\$	70,325	\$ 71,559	\$ 72,176	\$ 72,793	\$ 74,644	\$ 76,186	\$ 78,037	\$ 79,579	\$ 81,429	\$ 83,280	\$ 83,725	\$ 83,725	\$ 83,725	\$ 83,725	\$ 83,725	\$ 83,725	\$ 83,725	\$ 83,725	\$ 83,725	\$ 83,725	\$ 83,725
7	\$	71,732	\$ 72,980	\$ 73,620	\$ 74,249	\$ 76,137	\$ 77,710	\$ 79,597	\$ 81,170	\$ 83,058	\$ 83,725	\$ 83,725	\$ 83,725	\$ 83,725	\$ 83,725	\$ 83,725	\$ 83,725	\$ 83,725	\$ 83,725	\$ 83,725	\$ 83,725	\$ 83,725
8	\$	73,167	\$ 74,450	\$ 75,092	\$ 75,734	\$ 77,659	\$ 79,258	\$ 81,145	\$ 82,737	\$ 83,725	\$ 83,725	\$ 83,725	\$ 83,725	\$ 83,725	\$ 83,725	\$ 83,725	\$ 83,725	\$ 83,725	\$ 83,725	\$ 83,725	\$ 83,725	\$ 83,725
9	\$	76,825	\$ 78,173	\$ 78,847	\$ 79,521	\$ 81,543	\$ 83,227	\$ 83,725	\$ 83,725	\$ 83,725	\$ 83,725	\$ 83,725	\$ 83,725	\$ 83,725	\$ 83,725	\$ 83,725	\$ 83,725	\$ 83,725	\$ 83,725	\$ 83,725	\$ 83,725	\$ 83,725
10	\$	78,261	\$ 79,736	\$ 80,424	\$ 81,111	\$ 83,173	\$ 83,725	\$ 83,725	\$ 83,725	\$ 83,725	\$ 83,725	\$ 83,725	\$ 83,725	\$ 83,725	\$ 83,725	\$ 83,725	\$ 83,725	\$ 83,725	\$ 83,725	\$ 83,725	\$ 83,725	\$ 83,725
11	\$	79,929	\$ 81,321	\$ 82,032	\$ 82,733	\$ 83,725	\$ 83,725	\$ 83,725	\$ 83,725	\$ 83,725	\$ 83,725	\$ 83,725	\$ 83,725	\$ 83,725	\$ 83,725	\$ 83,725	\$ 83,725	\$ 83,725	\$ 83,725	\$ 83,725	\$ 83,725	\$ 83,725
12	\$	81,527	\$ 82,958	\$ 83,673	\$ 83,725	\$ 83,725	\$ 83,725	\$ 83,725	\$ 83,725	\$ 83,725	\$ 83,725	\$ 83,725	\$ 83,725	\$ 83,725	\$ 83,725	\$ 83,725	\$ 83,725	\$ 83,725	\$ 83,725	\$ 83,725	\$ 83,725	\$ 83,725
13	\$	83,158	\$ 83,725	\$ 83,725	\$ 83,725	\$ 83,725	\$ 83,725	\$ 83,725	\$ 83,725	\$ 83,725	\$ 83,725	\$ 83,725	\$ 83,725	\$ 83,725	\$ 83,725	\$ 83,725	\$ 83,725	\$ 83,725	\$ 83,725	\$ 83,725	\$ 83,725	\$ 83,725
14	\$	\$ 83,725	\$ 83,725	\$ 83,725	\$ 83,725	\$ 83,725	\$ 83,725	\$ 83,725	\$ 83,725	\$ 83,725	\$ 83,725	\$ 83,725	\$ 83,725	\$ 83,725	\$ 83,725	\$ 83,725	\$ 83,725	\$ 83,725	\$ 83,725	\$ 83,725	\$ 83,725	\$ 83,725

### 3.7 Interview Guide for Instructional Staff



Candidate: \_\_\_\_ Date: \_\_\_\_

#### School Overview

*Before we jump into the Panel Interview, we want to make sure to share with you some history about our school as well as the expectations that we have for our staff and scholars.*

**School Leader Directions:** *Explain norms and teacher expectations at your school to give context for following questions (classroom management, curriculum, lesson plans due, coaching expectations).*

*With that framing, let's jump into our questions.*

#### Panel Interview Questions

Sample Lesson Debrief	Competency
<ul style="list-style-type: none"> <li>- You just finished teaching a lesson to our scholars. On a scale of 1-10, how do you think it went? What do you think went well?</li> <li>- If you could re-teach this lesson, is there anything that you would do differently? Why?</li> <li>- What percent of scholars mastered the objective (in sample lesson)? How do you know? What is your evidence?</li> </ul>	Self-Aware Personal Responsibility Results Oriented

#### Sample Lesson Glows & Grows

*At KIPP, we have a strong culture of feedback and believe that one of the ways that we get better is through feedback. Accordingly, we have some feedback for you based upon your sample lesson. Provide Feedback:*

+	Δ

Question 1 – Why KIPP	Competency
Based upon what you know and have seen thus far, why are you interested in being a teacher leader at KIPP Woodson Park?	KIPP Fit Growth Mindset Self-Aware Personal Responsibility

Question 2 – Career Plan	Competency
In five years, where do you see yourself?	KIPP Fit Growth Mindset

Question 3 – Strengths & Weaknesses	Competency
<ul style="list-style-type: none"> <li>- We've found that our most effective teachers are honest with themselves, and their principals, about their genuine areas of strength and growth. Given that context, what do you see as your strengths and areas of growth as a teacher?</li> <li>- What have you done/How can you work to develop in those areas?</li> <li>- What support do you need from your school leadership team to help you develop in this area?</li> </ul>	Self-Aware Personal Responsibility

Question 4 – Broken System	Competency
<p>Tell us about a time that noticed something broken at your school?</p> <ul style="list-style-type: none"> <li>• This could be a system, a routine, procedure, a culture issue, or a general area of improvement</li> </ul> <p><b>Probing Questions:</b></p> <ul style="list-style-type: none"> <li>• What did you do about the thing that was broken?</li> <li>• How did you get support/buy-in from staff, leaders, students?</li> <li>• What were the results?</li> </ul>	

Question 5 – Goals	Competency
<ul style="list-style-type: none"> <li>- This year, what instructional goals do you have for yourself?</li> <li>- How did you set those goals, and what is your approach to achieving them?</li> <li>- How are you monitoring progress towards your goals?</li> <li>- What obstacles have you faced so far, and how have you navigated them?</li> </ul>	

Question 6 – Relationship Building	Competency
<ul style="list-style-type: none"> <li>- How do you proactively build relationships with parents?</li> <li>- Tell us about a situation in which you had a difficult encounter with a parent.</li> <li>- What did you do?</li> <li>- What did you learn from it?</li> </ul>	

Question 7 – Effective Team	Competency
<ul style="list-style-type: none"> <li>- Tell us about the most successful team that you worked on? What made it successful? What would you want to replicate on a team that you would be a part of?</li> <li>- Conversely, tell us about an unsuccessful team that you worked on? What made it unsuccessful? What did you learn from the experience?</li> </ul>	
Question 8– Effective Team	Competency
<p>Tell us about a time where you repeatedly didn’t follow the directions that were provided by you principal/assistant principal?</p> <p><b>Potential Probing Questions</b></p> <ul style="list-style-type: none"> <li>• Why didn’t you follow directions?</li> <li>• What were the consequences of your failure to follow directions?</li> <li>• What did you learn from the experience?</li> </ul>	
Role Play	
<p><b>Background:</b> For this question, one interviewer will play the role of the parent and the candidate will play the role of the Teacher Leader</p> <p><b>Say to candidates:</b></p> <p>You have been approached by a parent for an unscheduled conversation. The parent is upset because their scholar is repeatedly getting in trouble in one of your teacher’s classrooms. The parent believes this particular teacher is picking on their child and immediately requests for a classroom transfer.</p> <p>You will play the role of the Teacher Leader</p>	
<p><b>Notes:</b></p>	
Role Play	
<p><b>Background:</b> For this question, one interviewer will play the role of the teacher and the candidate will play the role of the Teacher Leader</p> <p><b>Say to candidates:</b></p> <p>You are managing a teacher who has been struggling to complete their instructional prep on time, which is impacting the effectiveness of their teachbacks, their lesson execution and ultimately student performance/data. You have chosen to use their O3 time to address the issue and find solutions.</p>	
<p><b>Notes:</b></p>	

## Instructional Coaching Role Play

**Provide Teacher Leaders with a copy of GBF Waterfall prior to observing.**

### **What to Say to Candidates:**

- *Background Questions (2 Minutes)*
  - We just observed a teacher together. In a moment we will jump into a role-play observation/feedback meeting. Before we jump into the role play, we have a couple of questions for you:
    - What are the most significant strengths and areas of growth for this teacher? What is your evidence?
    - What specific action step(s) do you have for this teacher to leverage strengths and to drive improvement? What strategies should be employed to drive results?
- *Candidate Prepares (2 Minutes)*
  - Now we're going to role play your feedback conversation with the teacher. I'm going to play the part of the teacher, and you are my manager who is meeting with me after the observation you conducted in my classroom.
  - After the role play, we will provide you with feedback and you will have the opportunity to retry the role play using the feedback you've just received.
  - We'll have 6 minutes for the role play. Please take the next 2 minutes to review your notes and prepare. Let me know when you are ready to begin.
- *Role Play (6 Minutes)*
  - Candidate leads coaching conversation with teacher
- *Feedback (3 Minutes)*
  - Allow candidate to reflect before providing feedback.
    - How do you feel that went?
    - What would you do differently next time?
  - [Provide feedback]. Please take the next 2 minutes to prepare to redo the role play. When you are ready to proceed, let us know.
  - *Candidate Prepares for Retry of Role Play (2 Minutes)*
  - Candidate prepares for the retry
- *Retry Role Play (5 Minutes)*
- *How did that feel?*

## Question 9– Love, Empathy, Humility

## Competency

Tell us about a child who changed your life.



## 3.8 Interview Guide for Non-Instructional Staff

### Guiding Questions-Ops Interview

The purpose of the in-person interview is to determine if the candidate has the competency needed to succeed in the role. Candidates who interview successfully are ones who demonstrate competencies in the categories of drive results, manage people, and build relationships, have a growth mindset and have robust examples of living our values in their previous work.

#### Drive Results

1. Give me an example of a time when a plan has changed unexpectedly and how you managed to keep the project or assignment on track to completion.
2. What are you hoping to gain from this position, and how does it fit into your long term goals?
3. Tell us about the last time that you undertook a project that demanded a lot of initiative.
4. Tell me about a situation when you took responsibility for an error and were held personally accountable, and how you dealt with it.
5. Tell me about a time when you anticipated a problem before it occurred.
  - a. How do you deal with problems that you don't anticipate?
6. Are you a detail oriented person, or a big picture person? Please explain.
7. How do you manage your time effectively while juggling a lot of different projects?
8. What do you do when your schedule is suddenly interrupted by unforeseen circumstances? Give an example.
9. Describe the most successful project that you have managed. What were the critical keys to success?

#### Manage People

1. Tell me about a time when you delegated a project effectively.
2. What role have you typically played as a member of a team? How did you interact with other members of the team? What is your leadership/working style?
3. Give an example of how you have given constructive feedback with a teammate.

#### Build Relationships

1. What, in your opinion, are the key ingredients in guiding and maintaining successful business relationships? Give examples of how you have made these work for you in the past.
2. Have you ever had to "sell" an idea to your co-workers or group? How did you do it? Did they accept it?
3. Describe a situation where you felt you did not communicate well, either verbally or in writing. How did you correct the situation?
4. What kinds of communication situations cause you difficulty or anxiety? Give me an example.
5. What do you do when others resist or reject your ideas or actions? Give me an example of a time when this has happened and how you handled it.
6. Give me an example of a time when you went above and beyond the call of duty in your role.
7. Describe how you like to be managed, and the best relationship you've had with a previous boss.
8. What work style do you work best with? Give me an example of a work style that has not meshed well with yours in the past. How did you resolve it enough to work with this person?
9. Can you give a specific example of how you have helped create an environment where differences are valued, encouraged and supported?



### 3.9 Offer Letter Template

March 11, 2019



Dear \_\_\_\_\_,

On behalf of **KIPP Metro Atlanta Schools**, it is a pleasure to formally offer you the position of **Teacher** at **Woodson Park Academy** for the 2019-20 school year! You hold great promise and we look forward to you joining the KIPP Metro Atlanta team and family!

Your start date with KIPP Metro Atlanta will be in **July 2019**. You will be paid on the 2019-20 KIPP Metro Atlanta Teacher Salary Scale as a teacher with *two* years of external teaching experience and a *Master's* degree. We are currently in the process of updating the salary scale for the 2019-20 school year, which will be finalized in June 2019. The current approximate salary for that step is \_\_\_\_\_, which is subject to change.

During your first year of employment you will receive a bonus of \$2000. During your second year of employment you will receive a bonus of \$3000. Employees failing to fulfill a two year commitment may be required to pay back a portion of their bonus. The penalty will be pro-rated by the length of time the employee remains in the classroom. KIPP Metro Atlanta reserves the right to waive the penalty should extenuating circumstances arise that prevent the employee from fulfilling their commitment.

You will be eligible to participate in the KIPP Metro Atlanta health, dental, vision, and life insurance benefits plans, as well be required to participate in the Teachers Retirement System of Georgia. Additionally, you will earn .67 PTO days each month for a total of 8 days a year that you can use as vacation, sick, or personal time. Additional terms and conditions of your employment are set forth in the KIPP Metro Atlanta personnel handbook, which will be given to you on or around your first day of employment.

Your employment with KIPP Metro Atlanta is entirely at-will. This means that KIPP Metro Atlanta may terminate your employment at any time, with or without notice, and you may resign at any time, with two weeks' notice, as you see fit. We expect that you will be mindful of the fact that departures during the academic year can be disruptive to the schools, and that you will take this into consideration before making any employment-related decisions.

This offer is contingent on providing KIPP Metro Atlanta Schools the legally required proof of your identity, authorization to work in the United States, and a favorable background check.

You should indicate your acceptance of this offer by signing below. This offer will only be deemed accepted and agreed upon when **one signed copy is returned** to KIPP Metro Atlanta by **March 18, 2019**.

Please feel free to speak with me if you have any questions about your offer.

Sincerely,

**Dwight Ho-Sang**

Dwight Ho-Sang

Principal

Woodson Park Academy: a KIPP School

#### **Acceptance:**

Employee's Name: \_\_\_\_\_

Employee's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

3.10 Year One Summer Onboarding Scope & Sequence



### 3.11 Year One Professional Development Scope & Sequence

2019 – 2020 Priorities			
<b>Woodson of KIPP Woodson Park Academy: Mission, Vision, Values, Equity, Community</b>			
<b>Strong Family Engagement:</b> Family engagement and accountability	<b>Operational Excellence:</b> Operating effectively and efficiently	<b>Utilizing systems for excellence with</b> team and family culture	<b>Literacy for all</b>

Professional Development Overview			
Time	When	Type of Professional Development	Length
	K:	Literacy Content Team Meeting	60 minutes
	1:		60 minutes
	CCARE/Music		60 minutes
	Science		
	K:	Math Content Team Meeting	60 minutes
	1:		60 minutes
	CCARE/Music		60 minutes
	Science		60 minutes
	Tuesday	Weekly Data Meeting	45 minutes
	Tuesday	Team and Family Meetings	45 minutes
	Tuesday	PD Workshops	45 minutes
	Tuesday	Frog Time	30 minutes

Trimester 1	Weekly Data Meeting	Team and Family Meetings	PD Workshops	Lotus Time
Week 1	Data Meeting Norms and Objectives Introduction to data meetings: <ul style="list-style-type: none"> <li>How will we use this time?</li> <li>What should you come prepared with?</li> </ul>	Introduction to Coaching	Develop Essential Routines and Procedures – The Fab 5 and Teacher Moves	Mandatory Reporting Session
Week 2	K-1 STAR Testing K-1 MAP	Student Data Tracking and Big Goal Investment	Clear What to Do with Small Group Literacy	Book Trust
Week 3	Grade Level Specific Data Analysis	Culture Practice	STEP Practice	STEP Logistics
Week 4	Grade Level Specific Data Analysis	Family Math Night Planning	MTSS Systems	Monthly Ops Time
Week 5	Grade Level Specific Data Analysis	Student Problem Solving	Guided Reading	TBD
1 <sup>st</sup> PD Day	Data Day: STEP Analysis and Small Group Literacy Planning			
Week 6	Grade Level Specific Data Analysis	Family Math Night Prep	Guided Reading	Performance Management Development Goals
Week 7	Write the Exemplar	Routines and Procedures 201	Guided Reading	Fall Break Packets
Week 9	Rest and Renew Tuesday - No PD or Meetings			
Week 10	Phonics Interim Analysis		Guided Reading PD	Monthly Ops Time
Week 11	Grade Level Specific Data Analysis	Student Problem Solving	Rigor: Aggressive Monitoring	Report Card Logistics
Week 12	Grade Level Specific Data Analysis	Team Meeting Topic TBD	Staff Culture: Culture of Feedback/ Q12 Debrief	STEP Logistics
Week 13	Grade Level Specific Data Analysis	Student Problem Solving	Literacy/Culture PD	Monthly Ops Time



No School Fall Break				
Trimester 2	Weekly Data Meeting	Team and Family Meetings	PD Workshops	Frog Time
Week 14	Independent Practice	Aggressive Monitoring	Reteaching – Model Annotate with Purpose	Book Trust
Week 15	Grade Level Specific Data Analysis	Close Reading and Independent Practice Guide Introduction	Re-teaching – Guided Discourse Universal Prompts	Honor Roll Ceremony Logistics
Week 16	Grade Level Specific Data Analysis	Student Problem Solving	Close Reading	Monthly Ops Time
No School Thanksgiving Break				
Week 17	Half Day – KIPPster Support Conferences 1-7pm TH/F	Math Analysis	Work Time for Conferences	KIPPster Support Conference Logistics
Week 18	Winter MAP Testing Begins Data Stepback Packets Due Mid- Year Evals (O3s)	1st grade begins Eureka Module 3 internalization	1st grade finishes Eureka Module 3 internalization K-GR:Building informal data systems	Recruitment (45 min)
Week 19	MAP Testing Make-Ups Mid-Year Evaluations (O3s)		Math: Observing students-Initial prompts, note-taking, informal assessment	
Week 20	Administer Teamwork and Manager Surveys	Interim Analysis	PH: Student engagement in Phonics lessons/ Math: Robust student conversations within the	Work time for Data Entry for Report Cards Review Team and Family Feedback
			mathematical block/Interactive language development	



No School Holiday Break				
Week 21	ACCESS Testing (K-1) FSA- Math(K-1)		T2 Culture Indicators: “Hints” and “prompts” within habits of discussion	
Week 22	ACCESS Testing (K-1)	K and 1: Eureka Module 4 Internalization	K and 1: Finish Eureka Module 4 Internalization	Mid-year Evaluations
Week 23	MLK Day	Data Analysis (K) Norming on Phonics Interim (giving, grading)	CGI	Prepping for Family Math Night
Week 24	ACCESS Testing (K-1) STEP Testing (K-1)	Data Analysis (K- End of Module); (1st-Phonics Interim + End of Module)	Wheatley Internalization/Launch	Reflection on CGI mini- goal;
Week 25	STEP Testing (K-1) Family Math Night (TH)	PH: Facilitating Quality Practice in Phonics	ELA: Sheltering and Academic Language for ELDs	
Week 26	STEP Testing (K-1)		T2 Culture Indicators: Sharing metacognition and risk-taking	
No School Winter Break				
Trimester 3	Weekly Data Meeting	Team and Family Meetings	PD Workshops	Frog Time
Week 27	President's Day	GR: STEP Analysis and "During Reading"		
Week 28			GR: Prompting	
Week 29	Phonics Interim Assessments (K-1) End of T2 - All Grades Due		Math: Leading discourse with aligned questioning; meeting students where they are and pushing them to the next place	



Week 30	Rest and Renew - No Meetings or PD			
Week 31	Half Day KIPPster Support Conferences (TH-F)	1st: Eureka Module 5 internalization	T3 Culture Indicators: Students taking ownership of their learning and driving results	--Introduce Q12 - Conference worktime
No School Spring Break				
Week 32	PD Day (M) STEP Testing (K-1)	K: Eureka Module 5 Internalization 1st: Eureka Module 6 Internalization	Finish- K: Eureka Module 5 Internalization 1st: Eureka Module 6 Internalization	
Week 33	STEP Testing (K-1)		PH: Checking For Understanding and Prompting in Phonics	
Week 34	Administer Teamwork and Manager Surveys Community Saturday		T3 Culture Indicators: Habits of discussion, student-led discussions	
Week 35	Data Stepback Packets Due		GR: Reflection	
Week 36	Teacher Appreciation Week		Math: TBD	
Week 37	EOY Evaluations (O3s) Phonics Interim Assessments (K-1)		TBD	
Week 38	STEP Testing (K-1) MAP Testing		T3 Culture Indicators: Analysis and revision of student culture outcomes document for next year	
Post Year Professional Development	STEP Testing (K-1) MAP Make Ups End of T3 - All Grades Due		Synthesis of end of year data/recommendations for next year	
Post-Planning	Memorial Day (M) PD Day (T) Summer Success Night (TH)		EOY Wrap UP	

### 3.12 Leadership Team Professional Development

Time Frame	Leadership Team Member	Development Opportunity
Summer 2018	Lower School Assistant Principal	<ul style="list-style-type: none"> <li>- KIPP Metro Atlanta Assistant Principal Cohort</li> <li>- Relay Cohort (1 week during the summer and ongoing throughout the school year)</li> </ul>
	Assistant Principal of Operations	KIPP Metro Atlanta Operational Leadership Team Cohort
	All Leadership Team	<p>Woodson Leadership Team Retreat:</p> <ul style="list-style-type: none"> <li>- State the purpose of the KIPP Woodson Park Academy Leadership Team</li> <li>- Establish norms for the Woodson Leadership Team for the FY19 School Year</li> <li>- Explain goals for their leadership development for the 2018-2019 School Year</li> <li>- Clearly communicate FY19 priorities</li> <li>- State their realistic job description</li> <li>- Name professional expectations for themselves and our teammates for FY19</li> <li>- Reflect upon who they are as leaders and how their individuality has a direct impact on their leadership style and ability</li> <li>- Create culture vision benchmarks for their 2018-2019 team.</li> <li>- State the four buckets of “forming.”</li> <li>- Plan their first team meeting for the 2018-2019 school year.</li> </ul>
Summer 2018	All Leadership Team	<p>Kick-off Woodson Leadership Team Meeting:</p> <ul style="list-style-type: none"> <li>- State the norms for the Woodson Leadership Team</li> <li>- Understand and plan for KIPP Woodson Park Academy Structures for 2018- 2019 School Year</li> <li>- Review Team and Family Organizational Structures for 2018-2019 School Year</li> <li>- Share their Culture, Instructional and Operational Vision with the Team</li> <li>- Begin planning scope and sequence of development opportunities for the year</li> <li>- Ask and answer questions regarding Success Academy</li> </ul>
	Grade Level Leadership Team	<p>Determine grade-level leadership person for each position:</p> <ul style="list-style-type: none"> <li>• Operations Leadership</li> <li>• Communication Leadership</li> <li>• CCARE Leadership</li> </ul> <p>Identify roles and responsibilities for each leadership position. Calendar monthly meetings for each grade level position and identify their Woodson Leadership Team point person for each position:</p> <ul style="list-style-type: none"> <li>• Operations Leadership</li> <li>○ Bi-weekly attendance at Operations Leadership Team Meeting</li> <li>○ Point Person: Assistant Principal of Operations</li> </ul>



<b>Start of School Year 2018- 2019</b>		<ul style="list-style-type: none"> <li>• Communication Leadership <ul style="list-style-type: none"> <li>○ Bi-weekly attendance at Instructional Leadership Team Meeting</li> <li>○ Point Person: Assistant Principal</li> </ul> </li> <li>• CCARE Leadership <ul style="list-style-type: none"> <li>○ Bi-weekly attendance at CCARE Leadership Team Meeting</li> <li>○ Point Person: CCARE Team Coordinator (Director of Special Education in Founding Year)</li> </ul> </li> <li>• Grade Level Leadership <ul style="list-style-type: none"> <li>○ Monthly attendance at Grade Level Leadership Team Meeting</li> </ul> </li> </ul> <p>Leader of Meeting: School Leader</p>
	All Leadership Team	<p>Six Week Culture Rubric</p> <ul style="list-style-type: none"> <li>- Leaders will norm together on culture through the first six weeks of the school year</li> <li>- Data will be collected in Whetstone on individual teachers</li> <li>- Leadership Team walkthroughs with Head of Schools Sprint 1: Observation and Feedback</li> <li>- Co-observations and feedback cycles for each Assistant Principal with one person they manage each week</li> <li>- Feedback on coaching and data meetings</li> <li>- Weekly data meetings</li> <li>- Feedback on Content Team meetings</li> <li>- Feedback on professional development sessions</li> </ul>
<b>Summer 2019</b>	Lower School Assistant Principal	KIPP School Leadership Program: Leadership Team
	Assistant Principal of Operations	KIPP Foundation Operational Excellence Cohort

### 3.13 Weekly O3 Template for Instructional Staff

S	O	U	L
Strong Family Engagement: Family engagement and accountability	Operational Excellence: Operating effectively and efficiently	Utilizing systems for driving instructional excellence	Literacy for ALL

#### Teacher's Goals

Goals		Milestones							
		W1	W2	W3	W4	W5	W6	W7	W8

#### Analyze: Data-Driven Instruction

Step	Teacher Notes
<b>Celebrate success and reflect on practice</b> <ul style="list-style-type: none"> <li>- Last week, we determined scholar mastery would improve the most if KIPPsters _____.</li> <li>- How have your scholar's progressed here?</li> <li>- What other data are we excited about?</li> </ul>	
<b>Analyze scholar work/data</b> <ul style="list-style-type: none"> <li>- What standard are we focusing on today?</li> <li>- What does master look like?</li> </ul>	
<b>Name a high leverage error and misconception</b> <ul style="list-style-type: none"> <li>- What is the most common scholar error?</li> <li>- What misunderstanding led scholars to make this error?</li> <li>- What does the error tell us about the knowledge and skills scholar need?</li> </ul>	
Scholar mastery would improve the most if KIPPsters _____.	

### Analyze: Observation Feedback

Step	Teacher Notes
<b>Celebrate success and reflect on practice</b> <ul style="list-style-type: none"> <li>Last week, we determined scholar mastery would improve the most if the teacher (you)</li> <li>What progress did you make?</li> <li>Here's something great I saw when I watched you teach ____.</li> </ul>	
<b>Give feedback from observations</b> <ul style="list-style-type: none"> <li>What does an exemplar in this area look like?</li> <li>In my observation, I noticed _____ (1-2 high leverage teacher actions that if improved would improve scholar mastery)</li> <li>What is the next step in your development?</li> <li><b>Scholar mastery would improve the most if the teacher</b> _____.</li> </ul>	

### Practice

Step	Teacher Notes
<b>See the 1:1 coaching protocol for full steps to plan, practice, and follow up.</b> <u>Main idea: Teacher must do the heavy lifting.</u> Practice is not a conversation- the conversation comes before. Agree with what you're practicing (i.e., reteaching-guided discourse or modeling) and then have the teacher do it. <ul style="list-style-type: none"> <li>Normalize awkwardness and error</li> <li>Use realtime feedback, ask guiding questions, and model as needed- right is right.</li> <li>Repeat until the practice is successful</li> <li>End with agreed upon follow up: when and how you will follow up. Agree on RTF cues if appropriate.</li> </ul>	<b>Guided discourse</b>  <b>Modeling</b>

### Deliverables

Action Item	Date Due	Date Received	Follow-up Required

### Additional Items to Discuss

Agenda Item	Notes	Action Item/Next Steps

### Next Steps

Owner	Action Item	By When?	Status




### 3.14 Weekly O3 Template for Non-Instructional Staff



### O3 Meeting Template

Date: \_\_\_\_\_ Time: \_\_\_\_\_

Goal	Status

Pending Action Items	Deadline	Status	Owner

<b>Key Updates:</b> Things Manager needs to know and updates on results, initiatives and focus areas

<b>Key Updates Employee needs from Manager:</b> Things Employee needs to know from manager

<b>Problem Solving/Discussion:</b> Items to thought partner on, problem solve, discuss and reflect on during meeting

<b>Manager's Corner:</b> Things that Manager wants to add to the agenda and discuss

<b>Cross-functional Corner:</b> Things that you need to discuss with your Ops MD partner

<b>Back Burner:</b> Things that we agree to de-prioritize but do not want to lose sight	<b>Date to Revisit</b>

### 3.15 Weekly O3 Template for Assistant Principal

#### Assistant Principal's Goals

Goals		Milestones							
		W1	W2	W3	W4	W5	W6	W7	W8

#### Check in on Your Folks

Teacher	How Are They Doing?	Key Lever	Coaching Strategy	Goals	Last Observed
Teacher #1					
Teacher #2					
Teacher #3					
Teacher #4					

#### Digging Into Data

Teacher	Classwork	Homework	Test/Quiz	Total Mastery
Teacher #1				
Teacher #2				
Teacher #3				
Teacher #4				

#### Deliverables

Action Item	Date Due	Date Received	Follow-up Required

#### O3 Notes

Agenda Item	Notes	Action Item/Next Steps

#### Next Steps

Owner	Action Item	By When?	Status

### 3.16 School-Specific Evaluation Tools and Performance Review Templates

#### KIPP Metro Atlanta Performance Review Employee:

1. Please complete the self-assessment portion of this review template, using the following as reference:
  - a. Your annual performance goals
  - b. Leadership Competency Model
2. Send to your manager by the designated due date.

#### Manager:

1. Please reflect on your evaluation of this individual's performance *before* receiving his/her self- assessment.
2. Use the self-assessment as *one* input into your written evaluation of his/her performance and behavior. Your own observations of performance and conversations with staff are additional inputs to consider.
3. Complete your written evaluation for the individual in advance of your review discussion. Please send him/her your written evaluation 24- 48 hours before the meeting.
4. Conduct the review discussion, taking the time to recognize successful performance, to discuss any performance gaps, and to provide feedback on strengths and areas of growth. This discussion should feed future, ongoing conversations about performance and development (see "Next Steps" section at the end).

#### Rating Scale

When rating performance goals and leadership competencies, please use the following scale:

Far Below Expectations	Below Expectations	Met Expectations	Exceeded Expectations	Far Exceeded Expectations
1	2	3	4	5





## Ratings – Performance Goals

Performance Goal <i>Please copy and paste your performance goals and rate each. Please add or delete rows as needed.</i>	Mid-Year Rating (1 – 5)		Year-End Rating (1 – 5)	
	Self		Self	
	Manager		Manager	
	Self		Self	
	Manager		Manager	
	Self		Self	
	Manager		Manager	
	Self		Self	
	Manager		Manager	

## Ratings – Leadership Competencies

Domain	Competency Category <i>Please rate on each competency (in <b>bold</b>). Refer to the Leadership Competency Model for descriptions.</i>	Mid Year Rating (1 – 5)		Year-End Rating (1 – 5)	
Prove the Possible	<b>Student Focus</b>	Self		Self	
		Manager		Manager	
Drive Results	<b>Achievement Orientation</b>	Self		Self	
		Manager		Manager	

	<i>Continuous Learning</i>	Self	Self	
		Manager	Manager	
	<i>Critical Thinking and Problem Solving</i>	Self	Self	
		Manager	Manager	
	<i>Decision Making</i>	Self	Self	
		Manager	Manager	
	<i>Planning and Execution</i>	Self	Self	
		Manager	Manager	
	<i>Stakeholder Management</i>	Self	Self	
		Manager	Manager	
Build Relationships	<i>Communication</i>	Self	Self	
		Manager	Manager	
	<i>Impact and Influence</i>	Self	Self	
		Manager	Manager	
	<i>Self-Awareness</i>	Self	Self	
		Manager	Manager	
	<i>Cultural Competence</i>	Self	Self	
		Manager	Manager	
Manage People (Manager s Only)	<i>Direction Setting</i>	Self	Self	
		Manager	Manager	
	<i>Team Leadership</i>	Self	Self	
		Manager	Manager	

	<i>Performance Management</i>	Self		Self	
		Manager		Manager	
	<i>Talent Development</i>	Self		Self	
		Manager		Manager	
Role-specific	<i>Instructional Leadership</i>	Self		Self	
		Manager		Manager	
Role-specific	<i>Operational Management</i>	Self		Self	
		Manager		Manager	

### Performance Assessment

#### Mid-Year Self Comments

<i>What goals would you characterize as “on track” at this point in the year, and why?</i>
<i>Which goals would you characterize as “not on track” at this point in the year, and why?</i>
<i>Identify your areas of strength how explain how you will leverage them to reach your goals.</i>
<i>Which competencies or behaviors do you need to continue to focus on developing for the remainder of the year? What action steps will you take to develop in these areas?</i>

#### Mid-Year Manager Comments

<i>What goals would you characterize as “on track” at this point in the year, and why?</i>
<i>Which goals would you characterize as “not on track” at this point in the year, and why?</i>
<i>Identify areas of strength how explain how they can leverage them to reach their goals</i>
<i>Which competencies or behaviors do they need to continue to focus on developing for the remainder of the year? What are some potential action steps?</i>

#### Year-End Self Comments

<i>What goals have you reached or exceeded this year, and why?</i>
<i>Which competencies or behaviors have contributed most to that success, and how have you displayed them?</i>
<i>Which goals did not get achieved this year and why?</i>
<i>Which competencies or behaviors do you need to continue to focus on in the upcoming year?</i>

#### Year-End Manager Comments

<i>What goals did he/she reach or exceed this year, and why?</i>
<i>Which competencies or behaviors have contributed most to that success, and how has he/she displayed them?</i>
<i>Which goals did not get achieved this year and why?</i>
<i>Which competencies or behaviors does he/she need to continue to focus on in the upcoming year?</i>

#### Next Steps

- Based on your assessment and the review discussion, please determine what actions you can take to ensure success in your role.
- Please consider how you can utilize this to continue growth in your role and what actions can be incorporated/ how you may want to re-set development goals
- Check in regularly about the progress you’re making against your performance and development goals, communicating any support you may need.



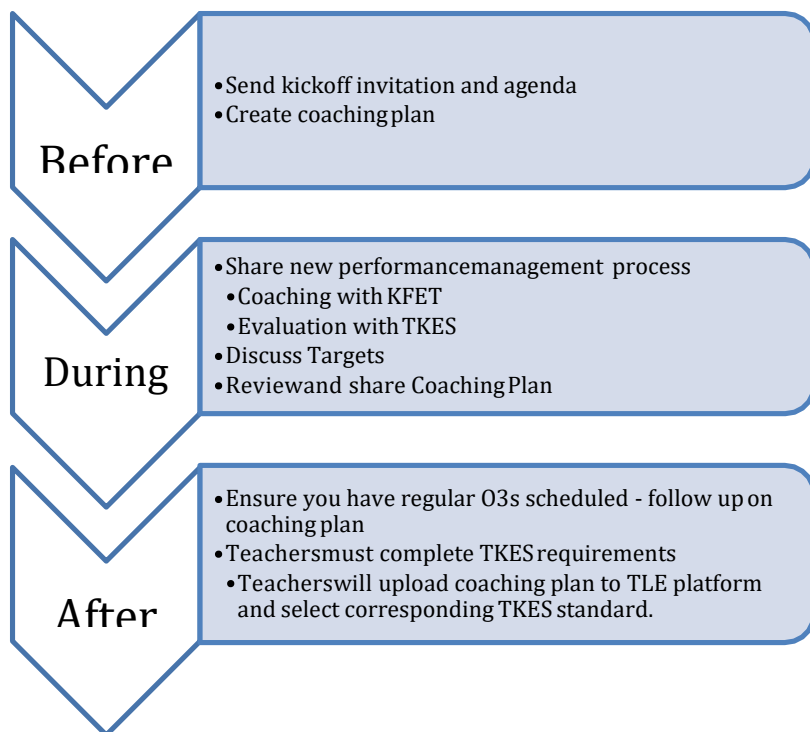
## Kickoff Meetings

### Performance Goals

**Primary** – MAP and Milestones if applicable

**Middle** – MAP, Milestones

**High** – EOC, ACT, AP



### Post Kick-off Meeting TKES Requirements

- Online Orientation
  - We recommend doing this in a staff meeting once we have received communication about the questions they need to answer
- Self-Assessment
- Enter Professional Learning Goal or Remedial Plan (upload coaching plan and check off related TKES standard)

## Agenda

Time (minutes)	Topic
10 minutes	Review performance management process for this year. Highlight that we will be using KFET for coaching and development and following state/district guidelines to evaluate using TKES.
15-30 minutes	Review KFET if teacher is new to KIPP Metro Atlanta Schools. Discuss KFET strengths and areas of growth.
10 minutes	Establish coaching plan and discuss observation and feedback cycle.
minutes	Review performance targets.
5 minutes	<b>Next Steps</b> Teachers must complete the following, in order, via TKES Platform by September 12 <ul style="list-style-type: none"> <li>• Online Orientation</li> <li>• Self-Assessment</li> <li>• Enter Professional Learning Goal or Remedial Plan (Coaching Plan)</li> </ul>
	<b>Questions</b>

### 3.17 Written Warning Template



#### **[Written/Final] Warning**

Date: \_\_\_\_\_

Employee: \_\_\_\_\_

Leader: \_\_\_\_\_

School: \_\_\_\_\_

The purpose of this document is to inform you that you are being given a **[Written or Final warning]** for concerns related to \_\_\_\_\_ **[Specific Violations e.g., Attendance/Dress/Language/etc.]** \_\_\_\_\_.

#### Additional Notes (*Optional – delete if not using*)

Date	Communication	Notes

#### EXPECTATIONS

At KIPP Metro Atlanta, we expect all persons to behave in a values-driven manner, which includes treating all people with dignity and respect. We are committed to providing a workplace free from intimidation or harassment, and will not tolerate inappropriate behavior.

Furthermore, KIPP Metro Atlanta expects all persons to adhere to the company's core values.

The behavior you exhibited does not meet these expectations.

#### CONSEQUENCES

Please regard this letter as your formal **[Written or Final warning]** of not meeting expectations stated above. Any future substantiated issues with your performance or any retaliation due to this warning could lead to further disciplinary action, up to and including termination.

#### AVAILABLE SUPPORT

Please do not hesitate to contact me with any questions. You may also refer to the employee handbook for additional resources.

Please sign below acknowledging your receipt and understanding of this letter.

\_\_\_\_\_  
School Leader Signature                      Date

\_\_\_\_\_  
Employee Signature                      Date



### 3.18 Performance Improvement Plan

Although you have demonstrated some of the skills and abilities required to perform the duties of *[enter role]*, you do not meet job expectations on a consistent basis. You have not demonstrated that *[knowledge, skills, awareness, attendance, conduct]* at the level your position requires. On *[dates of all counseling and verbal warning sessions]*, you were counseled about those issues. KIPP Metro Atlanta Schools values you as an employee, and it is your manager's intention to make you fully aware of this situation and to work with you in meeting the School's expectations. It is important, however, that you realize the responsibility for improving is ultimately yours, and yours alone.

You are being placed on a written improvement plan. For the next *[30, 60, or 90] days, [date, 200\_] to [date, 200\_]*, your work will be carefully monitored by your manager. It is imperative that you demonstrate immediate improvement in the areas listed below.

*[Name the person(s) monitoring the plan]* will review your progress on each of the below items regularly. We hope that in so doing, we can assist you in becoming a fully contributing employee of KIPP Metro Atlanta Schools.

Improvement must be immediate and sustained. If any portion of this improvement plan is violated during the specified timeframe, disciplinary action to include separation from the organization will likely occur. A decline in performance after successfully completing the improvement plan can result in being separated from KIPP Metro Atlanta Schools without further warning or another improvement plan.

The HR team and I are available for you to discuss any concerns.

\_\_\_\_\_  
Employee

\_\_\_\_\_  
Date

\_\_\_\_\_  
Manager

\_\_\_\_\_  
Date

\_\_\_\_\_  
Witness

\_\_\_\_\_  
Date

Your signature acknowledges this discussion. It does not indicate agreement or disagreement with this plan.



Competency	Current Performance Description	Desired Performance Goal	Strategies for Addressing Performance/Behavior	Standard (Measurement)	Who and Date

I have read this performance improvement plan, discussed it with my supervisor, and understand the performance expectations it includes.

---

**Manager's Signature**

---

**Date**

---

**Employee's Signature**

---

**Date**



## PERFORMANCE IMPROVEMENT PLAN (Competency Examples)

Competency	Current Performance Area/Behavior to Address	Desired Performance/Behavior	Strategies for Addressing Performance/Behavior	How will you know you have improved? (Metrics, Timing)
<b>Quality of Work</b>	<p>Susie's quality of work varies depending on the project. Sometimes her work is accurate and thorough however her sporadic attention to details negatively impacts the quality of her work. There is a loss of confidence amongst staff in her ability to get things done according to directions and follow through reliably.</p>	<ul style="list-style-type: none"> <li>● Makes attention to detail a number one priority</li> <li>● Actively manages a project list</li> <li>● Takes time to check and double check work; catches mistakes in documents and communications before presenting them</li> <li>● Submits work that is accurate, timely and clear</li> <li>● Follows directions and delivers work product as expected</li> </ul>	<ul style="list-style-type: none"> <li>● Checklist of daily, weekly and monthly to-dos</li> <li>● Makes time to check work</li> <li>● Project list management</li> <li>● Calendar reminders</li> </ul>	<ul style="list-style-type: none"> <li>● Susie will produce high-quality work with minimal mistakes and oversights</li> <li>● Manager is confident in Susie's abilities</li> <li>● The number of mistakes or iterations upon review of documents is minimal</li> <li>● Susie will be prepared in weekly O3s</li> <li>● Susie will be rated as "meets expectations" or higher in the annual review</li> </ul>

<p><b>Communication Skills</b></p>	<p>Richard's communication tends to be reactive rather than proactive. Colleagues often need to check back with him about the status of projects and tasks, and sometimes communications are not replied to or followed up on at all. The lack of responsiveness leads to misunderstandings with staff and oversights. Richard's tone is sometimes curt, defensive and inflexible.</p>	<ul style="list-style-type: none"> <li>● Responds to emails in a timely way when urgent; response to all emails within 24 hours</li> <li>● Asks for clarification and confirmation if there is a potential for doubt or miscommunication with stakeholders about what is expected</li> <li>● Proactively advises stakeholders about status of projects and tasks at regular intervals</li> <li>● Proactively advises stakeholders about potential delays before the delay occurs</li> <li>● Monitors own performance and actively seeks feedback</li> </ul>	<ul style="list-style-type: none"> <li>● Reads all email by the end of every day</li> <li>● Re-reads emails before sending to ensure clarity and tone</li> <li>● Accountability partner to monitor tone</li> </ul>	<ul style="list-style-type: none"> <li>● Richard will have scanned/read every email in his inbox every night to determine urgency/priority and respond within 24 hours</li> <li>● There will be minimal instances of miscommunication with colleagues</li> <li>● Richard will receive minimal inquiries from staff about project and task status</li> <li>● Richard will answer urgent emails and requests within 24 hours of receipt with status and expected timeframe for follow-up</li> </ul>
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<p><b><i>Productivity/Meets deadlines</i></b></p>	<p>Emma’s productivity is sporadic and she frequently misses deadlines. Emma seems to get derailed from her priorities easily and does not effectively manage her time.</p>	<ul style="list-style-type: none"> <li>● Prioritizes tasks and responsibilities on a daily basis</li> <li>● Produces top quality work in a timely way</li> <li>● Manages her time effectively</li> <li>● Identifies roadblocks and prioritizes and communicates accordingly</li> </ul>	<ul style="list-style-type: none"> <li>● Checks calendar at the start of every week and every morning to know the day’s activities; checks calendar every evening to know what is coming up the next day</li> <li>● Prioritizes tasks and responsibilities on a daily basis</li> <li>● Calendar reminders</li> </ul>	<ul style="list-style-type: none"> <li>● Emma consistently meets deadlines</li> <li>● Emma will be rated as “meets expectations” or higher in the annual review</li> </ul>
<p><b><i>Organizational Skills</i></b></p>	<p>Johnny’s attention to detail is inconsistent. He often lets important details slip through the cracks. Johnny’s project plans and documents are often unorganized and unclear.</p>	<ul style="list-style-type: none"> <li>● Stays on top of details for all projects and tasks; nothing falls through the cracks</li> <li>● Presents clear, concise and organized documents and project plans</li> </ul>	<ul style="list-style-type: none"> <li>● Checklist and work plan for projects</li> <li>● Accountability partner to develop organization strategies</li> </ul>	<ul style="list-style-type: none"> <li>● Projects and tasks will be completed with minimal mistakes or oversights</li> <li>● Johnny will be rated as “meets expectations” or higher in the annual review</li> </ul>

<b>Follow Through</b>	<p>Mary's follow up and follow through is inconsistent. Staff members need to repeatedly remind her about deadlines and ask about the status of projects and tasks. Some emails and questions are not answered at all or followed up on.</p>	<ul style="list-style-type: none"> <li>● Meets deadlines</li> <li>● Follows up with stakeholders within 24 hours on urgent items and 48 hours on non-urgent items</li> <li>● Follows up on action items and responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>● Prioritizes tasks and responsibilities on a daily basis</li> <li>● Checklist of daily, weekly and monthly to-dos</li> <li>● Project list</li> <li>● Calendar reminders</li> </ul>	<ul style="list-style-type: none"> <li>● Mary will receive minimal inquiries from staff about project and task status</li> <li>● Mary will answer urgent emails and requests within 24 hours of receipt with status and expected timeframe for follow-up; Mary will answer all emails requesting information within 48 hours of receipt of status and expected timeframe for follow-up</li> <li>● Mary will advise relevant stakeholders no less than 24 hours in advance if a deadline is missed, and what the new timeframe will be</li> <li>● Mary will be rated as "meets expectations" or higher in the annual review</li> </ul>
<b>Quality of Work</b>	<p>Consistently misses deadlines and does not respond to emails promptly.</p> <p>Reports and emails are incorrect and consistently contain several errors.</p> <p>Does not monitor own performance and does not ask for feedback.</p>	<ul style="list-style-type: none"> <li>● Ms. Holiday builds time in the calendar to meet all deadlines.</li> <li>● Ms. Holiday proactively informs leader when more time may be needed to complete the task or roadblocks that may be causing a bottleneck.</li> <li>● Ms. Holiday consistently asks for feedback and has peers review work before distributing to the team.</li> </ul>	<ul style="list-style-type: none"> <li>● Create a list of major projects and create a calendar or add time to your calendar to work on projects.</li> <li>● Ask for feedback in each O3 with the leader.</li> <li>● Read Time Management by Courtney Bell</li> </ul>	<ul style="list-style-type: none"> <li>● Manager will check- in with you bi-weekly on the status of major projects.</li> <li>● Respond to emails within 24hrs.</li> <li>● Build time into your calendar to answer emails by December 4th.</li> <li>● Partner with our Region Email Guru Courtney Bell to learn how to utilize Outlook more effectively by December 20th.</li> <li>● Ms. Holiday should have no more than 3 major errors in 3 months.</li> </ul>

<p><b>Professionalism</b></p>	<p>Professionalism and integrity have been questioned. Others have been blamed for things that haven't been completed timely or effectively in certain cases.</p> <p>Does not take feedback effectively. Tone is defensive</p>	<ul style="list-style-type: none"> <li>● Ms. Holiday should remain professional at all times and she will only communicate confidential information to manager/Principal.</li> <li>● Be professional in oral and email communications.</li> <li>● Ms. Holiday should not blame other people for mistakes. She should acknowledge the mistake openly and honestly.</li> <li>● Ms. Holiday will accept feedback with an open mind.</li> </ul>	<ul style="list-style-type: none"> <li>● Ms. Holiday will exhibit professionalism at all times and will only discuss work with the appropriate colleagues at school.</li> <li>● When provided with feedback, Ms. Holiday will listen and take notes accordingly and will follow up with her manager on the steps taken to correct areas outlined in the feedback.</li> <li>● Accountability partner for tone</li> </ul>	<ul style="list-style-type: none"> <li>● There will no incidents questioning Ms. Holiday's professionalism moving forward.</li> <li>● Ms. Holiday will acknowledge when she has made a mistake or missed something critical</li> <li>● Ms. Holiday will set time in her O3 agenda to review feedback from her manager.</li> </ul>
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<p><b>Managing and Execution</b></p>	<p>Simon manages projects independently, however, follow through, and communication is sporadic, and stakeholders sometimes need to make multiple requests and follow up with him numerous times to get information or resolution. There are several projects that linger without efficient completion.</p> <p>The lack of clear and comprehensive pre-planning causes confusion creates stress and results in a scramble to complete tasks.</p>	<ul style="list-style-type: none"> <li>● Prioritizes projects and tasks appropriately so that short and long- term goals are achieved</li> <li>● Meets deadlines with level of accuracy and quality of work that are expected</li> <li>● Sets own deadlines and milestones to achieve goals in a timely way</li> <li>● Proactively communicates project status and updates to relevant stakeholders</li> <li>● Balances customer service orientation with the focus and attention to detail that projects require</li> </ul>	<ul style="list-style-type: none"> <li>● Prioritizes tasks and responsibilities on a daily basis</li> <li>● Checklist of daily, weekly and monthly to-dos</li> <li>● Project list</li> <li>● Calendar reminders</li> </ul>	<ul style="list-style-type: none"> <li>● Simon will proactively manage pre-planning, deadlines and associated milestones with relevant stakeholders to meet project goals in a timely way</li> <li>● Simon will answer urgent emails and requests within 24 hours of receipt with status and expected timeframe for follow-up; Simon will answer all emails requesting information within 48 hours of receipt of status and expected timeframe for follow-up</li> <li>● Simon will advise relevant stakeholders no less than 24 hours in advance if a deadline is missed, and what the new timeframe will be</li> <li>● Simon will be rated as “meets expectations” or higher in the annual review</li> </ul>
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### 3.19 Get Better Faster Rubric

PHASE	MANAGEMENT TRAJECTORY:	RIGOR TRAJECTORY:
<p><b>PHASE 1:</b> <b>PRE-TEACHING</b> <b>(SUMMER PD)</b></p>	<p><b>DEVELOP ESSENTIAL ROUTINES &amp; PROCEDURES</b></p> <ol style="list-style-type: none"> <li><b>Routines &amp; Procedures 101:</b> Design and Roll out <ul style="list-style-type: none"> <li>Plan &amp; practice critical routines and procedures moment-by-moment : <ul style="list-style-type: none"> <li>Explain what each routine means and what it will look like</li> <li>Write out what teacher and students do at each step, and what will happen with students who don't follow the routine</li> </ul> </li> <li>Plan &amp; practice the roll out: how to introduce routine for the first time: <ul style="list-style-type: none"> <li>Plan the "I Do": how you will model the routine</li> <li>Plan what you will do when students don't get it right</li> </ul> </li> </ul> </li> <li><b>Strong Voice:</b> Stand and speak with purpose <ul style="list-style-type: none"> <li>Square Up, Stand Still: when giving instructions, stop moving and strike a formal pose</li> <li>Formal Register: when giving instructions, use formal register, including tone and word choice</li> </ul> </li> </ol> <p><i>Note: Many other topics can be introduced during August training. What are listed above are the topics that should be addressed to reach proficiency. Other topics to introduce—even if the teachers will not yet master them—could be:</i></p> <ul style="list-style-type: none"> <li>Least invasive intervention</li> <li>Narrate the Positive</li> <li>Create a Challenge/Build Momentum</li> <li>Teacher Radar: know when students are off-task</li> <li>Do It Again: practice routines to perfection--have students do it again if it is not done correctly (and know when to stop Do It Again)</li> </ul>	<p><b>WRITE LESSON PLANS</b></p> <ol style="list-style-type: none"> <li><b>Develop Effective Lesson Plans 101:</b> Build the foundation of an effective lesson rooted in what students need to learn <ul style="list-style-type: none"> <li>Write precise learning objectives that are <ul style="list-style-type: none"> <li>Data-driven (rooted in what students need to learn based on analysis of assessment results)</li> <li>Curriculum plan-driven</li> <li>Able to be accomplished in one lesson</li> </ul> </li> <li>Script a basic "I Do" as a core part of the lesson</li> <li>Design an exit ticket (brief final mini-assessment) aligned to the objective</li> </ul> </li> <li><b>Internalize Existing Lesson Plans:</b> Make existing plans your own <ul style="list-style-type: none"> <li>Internalize &amp; rehearse key parts of the lesson, including the "I Do" and all key instructions</li> <li>Build time stamps into the lesson plan and follow them</li> </ul> </li> </ol>

P <sub>HASE</sub>	MANAGEMENT TRAJECTORY:	RIGOR TRAJECTORY:
<p style="text-align: center;"><b>PHASE 2</b> <b>(DAYS 1-30)</b></p>	<p><b>PULL OUT &amp; MONITOR ROUTINES</b></p> <p><b>3. What to Do:</b></p> <ul style="list-style-type: none"> <li>Economy of Language: give crisp instructions with as few words as possible (e.g. 3-word directions). Check for understanding on complex instructions.</li> </ul> <p><b>4. Routines &amp; Procedures 201:</b> Revise and perfect them</p> <ul style="list-style-type: none"> <li>Revise any routine that needs more attention to detail or is inefficient, with particular emphasis on what students and teachers are doing at each moment</li> <li>Do It Again: have students do the routine again if not done correctly the first time</li> <li>Cut it Short: know when to stop the Do It Again</li> </ul> <p><b>5. Teacher Radar:</b> Know when students are off task</p> <ul style="list-style-type: none"> <li>Deliberately scan the room for on-task behavior:             <ul style="list-style-type: none"> <li>Choose 3-4 “hot spots” (places where you have students who often get off task) to scan constantly</li> <li>“Be Seen Looking”: crane your neck to appear to be seeing all corners of the room</li> </ul> </li> <li>Circulate the room with purpose (break the plane):             <ul style="list-style-type: none"> <li>Move among the desks and around the perimeter</li> <li>Stand at the corners: identify 3 spots on the perimeter of the room to which you can circulate to stand and monitor student work</li> <li>Move away from the student who's speaking to monitor the whole room</li> </ul> </li> </ul> <p><b>6. Whole-Class Reset</b></p> <ul style="list-style-type: none"> <li>Implement a planned whole class reset to re-establish student behavioral expectations when a class routine has slowly weakened over previous classes</li> <li>Implement an “in-the-moment reset” when a class veers off task during the class period             <ul style="list-style-type: none"> <li>Example: Stop teaching. Square up. Give a clear What to Do: “Pencils down. Eyes on me. Hands folded in 3-2-1.</li> <li>Thank you: that’s what Harvard looks like.” Pick up tone &amp; energy again.</li> </ul> </li> </ul>	<p><b>DEPENDENT PRACTICE</b></p> <p><b>3. Write the Exemplar: Set the bar for excellence</b></p> <ul style="list-style-type: none"> <li>Script out the ideal written responses you want students to produce during independent practice</li> <li>Align independent practice to the rigor of the upcoming interim assessment</li> </ul> <p><b>4. Independent Practice:</b> Set up daily routines that build opportunities for students to practice independently</p> <ul style="list-style-type: none"> <li>Write first, talk second: give students writing tasks to complete prior to class discussion, so that every student answers independently before hearing his or her peers’ contributions</li> <li>Implement a daily entry prompt (Do Now) to either introduce the day’s objective or review material from the previous day</li> <li>Implement and review a longer independent practice and/or a daily Exit Ticket (brief final mini-assessment aligned to your objective) to see how many students mastered the concept</li> </ul> <p><b>5. Monitor Aggressively:</b> Check students’ independent work to determine whether they’re learning what you’re teaching</p> <ul style="list-style-type: none"> <li>Create &amp; implement a monitoring pathway:             <ul style="list-style-type: none"> <li>Create a seating chart to monitor students most effectively</li> <li>Monitor the fastest writers first, then the students who need more support</li> </ul> </li> <li>Monitor the quality of student work:             <ul style="list-style-type: none"> <li>Check answers against your exemplar</li> <li>Track correct and incorrect answers to class questions</li> </ul> </li> <li>Pen in hand: Mark up student work as you circulate             <ul style="list-style-type: none"> <li>Use a coding system to affirm correct answers</li> <li>Cue students to revise answers using minimal verbal intervention (Name the error, ask them to fix it, tell them you’ll follow up)</li> </ul> </li> </ul>



P <sub>HASE</sub>	MANAGEMENT TRAJECTORY:	RIGOR TRAJECTORY:
<p><b>PHASE 3</b> <b>(DAYS 31-60)</b></p>	<p><b>ENGAGE EVERY STUDENT</b></p> <p><b>7. Build the Momentum</b></p> <ul style="list-style-type: none"> <li>Give the students a simple challenge to complete a task:             <ul style="list-style-type: none"> <li>Example: “Now I know you’re only 4th graders, but I have a 5th grade problem that I bet you could master!!”</li> </ul> </li> <li>Speak faster, walk faster, vary your voice, &amp; smile (Sparkle)</li> </ul> <p><b>8. Pacing:</b> Create the illusion of speed so that students feel constantly engaged</p> <ul style="list-style-type: none"> <li>Use a hand-held timer to stick to the times stamps in the lesson &amp; give students an audio cue that it’s time to move on</li> <li>Increase rate of questioning: no more than 2 seconds between when a student responds and a teacher picks back up instruction</li> <li>Use countdowns to work the clock (“do that in 5..4..3..2..1”)</li> <li>Use Call and Response for key words</li> </ul> <p><b>9. Engage All Students:</b> Make sure all students participate:</p> <ul style="list-style-type: none"> <li>Make sure to call on all students</li> <li>Cold call students</li> <li>Implement brief (15-30 second) Turn &amp; Talks</li> <li>Intentionally alternate among multiple methods in class discussion: cold calling, choral response, all hands &amp; turn and talks</li> </ul> <p><b>10. Narrate the Positive</b></p> <ul style="list-style-type: none"> <li>Narrate what students do well, not what they do wrong             <ul style="list-style-type: none"> <li>“I like how Javon has gotten straight to work on his writing assignment.”</li> <li>“The second row is ready to go: their pencils are in the well and their eyes are on me.”</li> </ul> </li> <li>While narrating the positive and/or while scanning during a re- direct, look at the student(s) who are off-task</li> <li>Use language that reinforces students getting smarter:             <ul style="list-style-type: none"> <li>Praise answers that are above and beyond or strong effort</li> </ul> </li> </ul> <p><b>11. Individual Student Corrections</b></p> <ul style="list-style-type: none"> <li>Anticipate student off-task behavior and rehearse the next two things you will do when that behavior occurs. Redirect students using the least invasive intervention necessary:             <ul style="list-style-type: none"> <li>Proximity</li> <li>Eye contact</li> <li>Use a non-verbal</li> <li>Say student’s name quickly</li> <li>Small consequence</li> </ul> </li> </ul>	<p><b>RESPOND TO STUDENT LEARNING NEEDS</b></p> <p><b>6. Habits of Evidence</b></p> <ul style="list-style-type: none"> <li>Teach students to annotate with purpose: summarize, analyze, find the best evidence, etc.</li> <li>Teach and prompt students to cite key evidence in their responses</li> </ul> <p><b>7. Check for Whole-Group Understanding:</b> Gather evidence on whole group learning:</p> <ul style="list-style-type: none"> <li>Poll the room to determine how students are answering a certain question.             <ul style="list-style-type: none"> <li>“How many chose letter A? B? C? D?”</li> <li>[Students answer the question on whiteboard: “Hold up your whiteboards on the count of three...”</li> </ul> </li> <li>Target the error: focus class discussion on the questions where students most struggle to answer correctly</li> </ul> <p><b>8. Re-teaching 101--Model:</b> Model for the students how to think/solve/write</p> <ul style="list-style-type: none"> <li>Give students a clear listening/note-taking task that fosters active listening of the model, and then debrief the model:             <ul style="list-style-type: none"> <li>“What did I do in my model?”</li> <li>“What are the key things to remember when you are doing the same in your own work?”</li> </ul> </li> <li>Model the thinking, not just a procedure             <ul style="list-style-type: none"> <li>Narrow the focus to the thinking students are struggling with</li> <li>Model replicable thinking steps that students can follow</li> <li>Model how to activate one’s own content knowledge and skills that have been learned in previous lessons</li> <li>Vary the think-aloud in tone and cadence from the normal “teacher” voice to highlight the thinking skills.</li> </ul> </li> <li>We Do and You Do: give students opportunities to practice with your guidance</li> </ul>

P <sub>HASE</sub>	MANAGEMENT TRAJECTORY:	RIGOR TRAJECTORY:
<p><b>PHASE 4</b> <b>(DAYS 61-90)</b></p>	<p><b>ROUTINES FOR DISCOURSE</b></p> <p><b>12. Engaged Small Group Work:</b> Maximize the learning for every student during group work:</p> <ul style="list-style-type: none"> <li>• Deliver explicit step-by-step instructions for group work: <ul style="list-style-type: none"> <li>○ Make the group tasks visible/easily observable (e.g., a handout to fill in, notes to take, product to build, etc.)</li> <li>○ Create a role for every person (with each group no larger than the number of roles needed to accomplish the tasks at hand).</li> <li>○ Give timed instructions, with benchmarks for where the group should be after each time window</li> </ul> </li> <li>• Monitor the visual evidence of group progress <ul style="list-style-type: none"> <li>○ Check in on each group every 5-10 minutes to monitor progress</li> </ul> </li> <li>• Verbally enforce individual &amp; group accountability: <ul style="list-style-type: none"> <li>○ “You are five minutes behind; get on track.”</li> <li>○ “Brandon: focus.”</li> </ul> </li> </ul>	<p><b>D STUDENT DISCOURSE 101</b></p> <p><b>9. Re-teaching 201—Guided Discourse:</b> Let students unpack their own errors &amp; build a solution</p> <ul style="list-style-type: none"> <li>• Show-Call: post student work (either an exemplar or incorrect response) &amp; ask students to identify why that answer is correct/incorrect</li> <li>• Stamp the understanding: <ul style="list-style-type: none"> <li>○ “What are the keys to remember when solving problems like these?” or “Can someone give me a rule?” (Students use their own words)</li> </ul> </li> <li>• Give them At-bats: give students opportunities to practice with your guidance</li> </ul> <p><b>10. Universal Prompts:</b> Push the thinking back on the students through universal prompts that could be used at any point:</p> <ul style="list-style-type: none"> <li>• Provide wait time after posing challenging questions</li> <li>• Pre-call: let a student who needs more time know you’re calling him/her next</li> <li>• Roll back the answer: repeat the wrong answer back to the student (give student time to think and you time to build a plan!)</li> <li>• Ask universal prompts to push the student to elaborate: <ul style="list-style-type: none"> <li>○ “Tell me more.”</li> <li>○ “What makes you think that?”</li> <li>○ “How do you know?”</li> <li>○ “Why is that important?”</li> </ul> </li> <li>• Close the loop: after correcting their error, go back to students with wrong answers to have them revise their answers</li> </ul> <p><b>11. Habits of Discussion:</b> Teach and model for students the habits that strengthen class conversation:</p> <ul style="list-style-type: none"> <li>• Keep neutral/manage your tell: don’t reveal the right/wrong answer through your reaction to the student response.</li> <li>• Agree/Build off of: “I agree with _____ and I’d like to add....”</li> <li>• Disagree respectfully: “While I agree with [this part of your argument], I disagree with _____. I would argue....”</li> </ul>

P <sub>HASE</sub>	M <sub>ANAGEMENT</sub> T <sub>RAJECTORY</sub> :	R <sub>IGOR</sub> T <sub>RAJECTORY</sub> :
<p><b>STRETCH IT (NEXT STEPS)</b></p>	<p>ne!</p> <p>ce you get this far, you can focus entirely on rigor and deepening your content knowledge.</p>	<p><b>D STUDENT DISCOURSE 201</b></p> <p><b>12. Strategic Prompts:</b> Ask strategic questions to targeted students in response to student error</p> <ul style="list-style-type: none"> <li>Prompt students to access previously learned knowledge: <ul style="list-style-type: none"> <li>Point students to resources (notes, posted concepts and content)</li> <li>“What do we know about_____ [content students learned in previous classes]?”</li> <li>Use a prompting guide (e.g., <i>Great Habits</i>, <i>Great Readers</i> Guided Reading Prompting Guide) to design questions</li> </ul> </li> <li>Call on students based on their learning needs (data-driven) <ul style="list-style-type: none"> <li>Call on lower and middle-achieving students to unpack question</li> <li>If they struggle, try a higher achieving student</li> <li>If they are easily unpacking, try a lower achieving student</li> <li>Create a sequence of students to call on based on the rigor of each prompt (e.g., first ask middle student, then low, then high, etc.)</li> </ul> </li> <li>Students prompting students: push students to use habits of discussion to critique or push one another’s answers <ul style="list-style-type: none"> <li>Probe deeper: “[Peer], have you considered this point....?”</li> </ul> </li> </ul> <p><b>13. Go Conceptual:</b> Get students to do the conceptual thinking</p> <ul style="list-style-type: none"> <li>Ask students to verbalize a conceptual understanding of content, not just the answer to a specific question: <ul style="list-style-type: none"> <li>“That’s the procedure. Now tell me why that works.”</li> <li>“Can you generalize that idea to apply to all problems like this one?”</li> <li>“Use the following terms [terms learned in previous classes] in restating your answer.”</li> </ul> </li> <li>Upgrade vocabulary: ask students to use technical/academic language when answering questions: <ul style="list-style-type: none"> <li>“That’s the right idea generally. Now state it again using proper mathematical/historical/scientific language.”</li> <li>“Correct. Now state it again using your Academic Word Wall as a resource.”</li> </ul> </li> <li>Stretch it: ask particular students to answer a more difficult extension to a given question <ul style="list-style-type: none"> <li>“What would the answer be if I changed it to [change the problem to something more complex]?”</li> <li>“Is there an alternative way to solve this problem/do this task?”</li> <li>“What do you think is the strongest counter-argument to yours and how</li> </ul> </li> </ul>

		would you refute it?"
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3.20 Assistant Principal 70/20/10 Development Plan

Name:

Current Role:

Anticipated Role Next School Year:



PART I: Diagnose

READINESS CRITERIA:

School Leader and AP agree on a start of year diagnosis against the School Leadership Progression and Readiness Criteria.

School Leader Progression and Readiness Criteria	Start of Year Diagnosis of AP
1) Set vision and goals	
2) Relentlessly plan and prioritize	
3) Develop other Leaders (Teach and Insist)	
4) Lead school culture	
5) Attract, hire and retain the best talent	
6) Build expertise in instructional design (methods, time, curriculum) and standards	
7) Develop teachers to provide rigorous and high-quality instruction through the enabling systems	



## PART II: Plan for Strategic Development

### FOCUS CRITERION:

**[Start of Year]** Based on identified areas of growth (against current role or if none in current role, then to future anticipated role next year), identify 1-2 readiness criteria on which to focus development. Insert your goals for development.

**[Throughout the Year]** Reassess areas of growth and determine check-point

targets. **[End of Year]** Reassess for final evaluation of development at end of year.

Developmental Goals based on 1-2 Focus Readiness Criteria	Start of Year		Check Point		Check Point	End of Year	
	Start of Year [fill in at start of year]	Check- Point 1 Target [fill in at start of year]	Check Point 1 Actual [fill in at check-point 1]	Check Point 2 Target [fill in at check- point 1]	Check Point 2 Actual [fill in at check-point 2]	EOY Goal [fill in at start of year]	EOY Actual [fill in at end-of- year]
<b>Readiness Criteria &amp; Developmental Goal:</b>	<i>[insert start of year diagnosis of the focus readiness criterion]</i>	<i>[insert target for growth on readiness criterion]</i>	<i>[insert evaluation of progress on readiness criterion]</i>	<i>[insert target for growth on readiness criterion]</i>	<i>[insert evaluation of progress on readiness criterion]</i>	<i>[insert end of year target for the focus readiness criterion]</i>	<i>[insert end of year evaluation of the focus readiness criterion]</i>

**UNPACK DEVELOPMENT PATH:** What competencies, technical and adaptive skills do you need to grow in to meet the readiness criteria?

What strengths can you leverage to meet the readiness criteria?

## STRETCH OPPORTUNITY:

*Theory of the Stretch Opportunity:*

If the leader is successful at X stretch opportunity, he/she will have demonstrated progress on his/her development goal Y and will move

on the Readiness Criterion Z from this rating to this rating and we should see the following impact on the school. . .

If the leader is successful at \_\_\_\_\_,

he/she will have demonstrated progress on his/her development goal \_\_\_\_\_,

and will move on the Readiness Criterion \_\_\_\_\_



## PART III: Establish 70/20/10 Development and Monitor Progress

*In the same way that you develop a teacher using action steps each week and providing coaching and support for those action steps, a School Leader should be constantly revisiting the stretch opportunity and planning for 70/20/10 development. Instead of investing heavily in planning for development on the front end, our strongest leaders are creating and adjusting development plans continuously. These AP Development Plans are more akin to a weekly observation tracker for a teacher where an action step is identified for the following week and debriefed in the next O3.*

### **CONTINUOUS 70/20/10 DEVELOPMENT:**

**Upfront, capture a few ideas for the AP's development plan. Revisit the plan in AP/School Leader weekly O3. Make note of progress and identify an action step for the following week.**

Date	70% On-The-Job Action Step	20% Coach or Manager I Do/We Do/You Do Support of Action Step	10% Formal Learning	Notes on Progress from Previous Week



## PART IV: Celebrate Success and Adjust Plans

After completion of the stretch opportunity or at pre-set regional “check-points,” re-evaluate against the School Leadership Progression and Readiness Criteria to see if AP has made progress against goals [REFER TO PART II]. You will then set the next check-point goal and begin the process again.

### Check Point

#### RESTART PART II: Plan and Progress Monitor

- Complete the boxes under “Check Point 1”
- You may also need to adjust your plans and revisit the following sections of this plan:
  - UNPACK DEVELOPMENT PATH
  - STRETCH OPPORTUNITY
  - CONTINUOUS 70/20/10 DEVELOPMENT

### Check Point

#### RESTART PART II: Plan and Progress Monitor

- Complete the box under “Check Point 2”
- Ensure your EOY Goal is still in reach

- UNPACK DEVELOPMENT PATH
- STRETCH OPPORTUNITY
- CONTINUOUS 70/20/10 DEVELOPMENT



### 3.21 Leadership Development Plan

Time Frame	Leadership Team Member	Development Opportunity
<b>Summer 2018</b>	Lower School Assistant Principal	KIPP Metro Atlanta Assistant Principal Cohort  Relay Cohort (1 week during the summer and ongoing throughout the school year)
	Assistant Principal of Operations	KIPP Metro Atlanta Operational Leadership Team Cohort
	All Leadership Team	Woodson Leadership Team Retreat: <ul style="list-style-type: none"> <li>● State the purpose of the KIPP Woodson Park Academy Leadership Team</li> <li>● Establish norms for the Woodson Leadership Team for the FY19 School Year</li> <li>● Explain goals for their leadership development for the 2018-2019 School Year</li> <li>● Clearly communicate FY19 priorities</li> <li>● State their realistic job description</li> <li>● Name professional expectations for themselves and our teammates for FY19</li> <li>● Reflect upon who they are as leaders and how their individuality has a direct impact on their leadership style and ability</li> <li>● Create culture vision benchmarks for their 2018-2019 team.</li> <li>● State the four buckets of “forming”</li> <li>● Plan their first team meeting for the 2018- 2019 school year.</li> </ul>
<b>Summer 2018</b>	All Leadership Team	Kick-off Woodson Leadership Team Meeting: <ul style="list-style-type: none"> <li>● State the norms for the Woodson Leadership Team</li> <li>● Understand and plan for KIPP Woodson Park Academy Structures for 2018- 2019 School Year</li> <li>● Review Team and Family Organizational Structures for 2018- 2019 School Year</li> <li>● Share their Culture, Instructional and Operational Vision with the Team</li> <li>● Begin planning a scope and sequence for development opportunities for the year</li> <li>● Ask and answer questions regarding Success Academy</li> </ul>
	Grade Level Leadership Team	Determine grade level leadership person for each position: <ul style="list-style-type: none"> <li>● Operations Leadership</li> <li>● Communication Leadership</li> </ul>

<b>Summer 2018</b>		<p>Identify roles and responsibilities for each leadership position. Calendar monthly meetings for each grade level position and identify their Woodson Leadership Team point person for each position:</p> <ul style="list-style-type: none"> <li>• Operations Leadership <ul style="list-style-type: none"> <li>○ Bi-weekly attendance at Operations Leadership Team Meeting</li> <li>○ Point Person: Assistant Principal of Operations</li> </ul> </li> <li>• Communication Leadership <ul style="list-style-type: none"> <li>○ Bi-weekly attendance at Instructional Leadership Team Meeting</li> <li>○ Point Person: Assistant Principal</li> </ul> </li> <li>• CCARE Leadership <ul style="list-style-type: none"> <li>○ Bi-weekly attendance at CCARE Leadership Team Meeting</li> <li>○ Point Person: CCARE Team Coordinator (Director of Special Education in Founding Year)</li> </ul> </li> <li>• Grade Level Leadership <ul style="list-style-type: none"> <li>○ Monthly attendance at Grade Level Leadership Team Meeting</li> <li>○ Leader of Meeting: School Leader</li> </ul> </li> </ul>
<b>Start of School Year 2018- 2019</b>	All Leadership Team	<p>Six Week Culture Rubric</p> <ul style="list-style-type: none"> <li>• Leaders will norm together on culture through the first six weeks of the school year</li> <li>• Data will be collected in Whetstone on individual teachers</li> <li>• Leadership Team walkthroughs with Head of Schools</li> </ul> <p>Sprint 1: Observation and Feedback</p> <ul style="list-style-type: none"> <li>• Co-observations and feedback cycles for each Assistant Principal with one person they manage each week</li> <li>• Feedback on coaching and data meetings</li> <li>• Weekly data meetings</li> <li>• Feedback on Content Team meetings</li> <li>• Feedback on professional development sessions</li> </ul>
<b>Ongoing</b>	All Leadership Team	<ul style="list-style-type: none"> <li>• Weekly O3s</li> <li>• Leadership Team Meetings</li> <li>• Observations and Feedback of Coaching Meetings</li> <li>• Leadership Team Walkthroughs</li> <li>• Observation and Feedback of Content Team Meetings</li> <li>• Observation and Feedback of Weekly Data Meetings</li> </ul>
<b>Summer 2019</b>	Lower School Assistant Principal	<ul style="list-style-type: none"> <li>• KIPP School Leadership Program: Leadership Team</li> </ul>
	Assistant Principal of Operations	<ul style="list-style-type: none"> <li>• KIPP Foundation Operational Excellence Cohort</li> </ul>

#### 4.1 Daily School Schedule



Kindergarten Sample Schedule Monday, Tuesday, Wednesday, Thursday		
Time	Content Area	Minutes
7:05-7:15 AM	Team and Family Huddle	10 minutes
7:15 - 7:40 AM	Breakfast and Family Literacy Time	25 minutes
7:40 - 8:10 AM	Morning Meeting	30 minutes
8:10-8:35 AM	Phonics	25 minutes
8:35- 9:05 AM	Small Group Reading	75 minutes
10:00 - 10:30 AM	Reading	30 minutes
10:35 -10:55 AM	Kindergarten Social Block	20 minutes
11:00- 11:25 AM	Kindergarten Lunch	25 minutes
11:30 -11:50 AM	Rest	20 minutes
11:50 -12:20 PM	Writing	30 minutes
12:20 - 1:20 PM	Math Block	60 minutes
1:20 - 1:50 PM	Math Problem Solving	30 minutes
1:55- 2:45 PM	Fine Arts	50 minutes
3:05 - 3:50 PM	CCARE Block Social Justice Project-Based Learning/ Science	50 minutes
3:50 - 4:00 PM	Closing Routines S.T.A.C.K.	10 minutes
4:00 PM	Dismissal	

Kindergarten Sample Schedule Friday		
Time	Content Area	Minutes
7:05-7:15 AM	Team and Family Huddle	10 minutes
7:15 - 7:40 AM	Breakfast and Family Literacy Time	25 minutes
7:40 - 8:10 AM	Morning Meeting	30 minutes
8:10-8:35 AM	Phonics	25 minutes
8:35- 9:05 AM	Small Group Reading	75 minutes
10:00 - 10:30 AM	Reading	30 minutes
10:35 -10:55 AM	Kindergarten Social Block	20 minutes
11:00- 11:25 AM	Kindergarten Lunch	25 minutes
11:30 -12:00 PM	Writing	30 minutes
12:00 - 1:00 PM	Math Block	60 minutes
1:00 - 1:30 PM	Counting Jar	30 minutes
1:35- 2:25 PM	Science	50 minutes
2:35 - 2:45 PM	Closing Routines S.T.A.C.K.	10 minutes
2:45 PM	Dismissal	

## 4.1 Daily School Schedule

### KIPP Woodson Park Academy 2019 – 2020 Schedule YEAR ONE



KINDER				
Time	HR 1	HR 2	HR 3	HR 4
7:15 - 7:40 (25)	Arrival			
7:40-8:05 (25)	Family Circle			
8:10-8:55(45)	Reading Rotation 1 (Intervention)	Reading Rotation 1 (Intervention)	Reading Rotation 1 (Intervention)	Reading Rotation 1 (Intervention)
8:57-9:42 (45)	Reading Rotation 2	Reading Rotation 2	Reading Rotation 2	Reading Rotation 2
9:44-10:29 (45)	Reading Rotation 3	Reading Rotation 3	Reading Rotation 3	Reading Rotation 3
10:30-11:25 (55)	Recess & Lunch			
11:30-11:47 (17)	Family Read Aloud	Family Read Aloud	Family Read Aloud	Family Read Aloud
11:50-12:35 (45)	Handwriting & Writing	Handwriting & Writing	Handwriting & Writing	Handwriting & Writing
12:37-12:52 (15)	Calendar Math	Calendar Math	Calendar Math	Calendar Math
12:52-2:22 (90)	Math (Snack & Intervention)	Math (Snack & Intervention)	Math (Snack & Intervention)	Math (Snack & Intervention)
2:27-3:17 (50)	Specials	Specials	Specials	Specials
3:22-3:30 (8)	STAC	STAC	STAC	STAC
3:30-3:40 (10)	Pack-Up	Pack-Up	Pack-Up	Pack-Up
3:40 - 4:10 (30)	Dismissal			

FIRST GRADE				
Time	HR 1	HR 2	HR 3	HR 4
7:15 - 7:40 (25)	Arrival			
7:40-8:05 (25)	Family Circle			
8:10-8:55(45)	Reading Rotation 1	Reading Rotation 1	Reading Rotation 1	Reading Rotation 1
8:57-9:42 (45)	Reading Rotation 2 (Intervention)	Reading Rotation 2 (Intervention)	Reading Rotation 2 (Intervention)	Reading Rotation 2 (Intervention)
9:44-10:29 (45)	Reading Rotation 3	Reading Rotation 3	Reading Rotation 3	Reading Rotation 3
10:34-11:19 (45)	Specials	Specials	Specials	Specials
11:21-12:16 (55)	Recess & Lunch			
12:21-12:34 (15)	Family Read Aloud	Family Read Aloud	Family Read Aloud	Family Read Aloud
12:36-12:46 (10)	Calendar Math	Calendar Math	Calendar Math	Calendar Math
12:46-2:16 (90)	Math (Intervention)	Math (Intervention)	Math (Intervention)	Math (Intervention)
2:18-3:18 (60)	Writing & Handwriting (Snack)	Writing & Handwriting (Snack)	Writing & Handwriting (Snack)	Writing & Handwriting (Snack)
3:18-3:30 (12)	STAC	STAC	STAC	STAC
3:30-3:40 (10)	Pack-Up	Pack-Up	Pack-Up	Pack-Up
3:40 - 4:10 (30)	Dismissal			

**KIPP Woodson Park Academy 2019 – 2020 Schedule**

**YEAR ONE**

SECOND GRADE				
Time	HR 1	HR 2	HR 3	HR 4
7:15 - 7:40 (25)	Arrival			
7:40-8:05 (25)	Family Circle			
8:10-8:55(45)	Reading Rotation 1	Reading Rotation 1	Reading Rotation 1	Reading Rotation 1
8:57-9:42 (45)	Reading Rotation 2	Reading Rotation 2	Reading Rotation 2	Reading Rotation 2
9:44-10:29 (45)	Reading Rotation 3 (Intervention)	Reading Rotation 3 (Intervention)	Reading Rotation 3 (Intervention)	Reading Rotation 3 (Intervention)
10:33-11:18 (45)	Writing (Snack)	Writing (Snack)	Writing (Snack)	Writing (Snack)
11:23-12:13 (50)	Specials	Specials	Specials	Specials
12:15-1:10 (55)	Recess & Lunch			
1:15-1:33 (18)	Family Read Aloud	Family Read Aloud	Family Read Aloud	Family Read Aloud
1:35-3:05 (90)	Math (Intervention)	Math (Intervention)	Math (Intervention)	Math (Intervention)
3:05-3:30 (25)	Nonfiction	Nonfiction	Nonfiction	Nonfiction
3:30-3:40 (10)	STAC	STAC	STAC	STAC
3:40-3:45 (5)	Pack-Up	Pack-Up	Pack-Up	Pack-Up
3:45 - 4:10 (25)	Dismissal			

THIRD GRADE				
Time	HR 1	HR 2	HR 3	HR 4
7:15 - 7:40 (25)	Arrival			
7:40-8:00 (20)	Family Circle			
8:05-9:35(90)	Math(Intervention)	Reading & Writing	Math (Intervention)	Writing & Reading
9:40-10:30 (50)	Specials	Specials	Specials	Specials
10:35-12:05 (90)	Reading & Writing	Math (Intervention)	Writing & Reading	Math (Intervention)
12:10-1:05 (55)	Lunch & Recess			
1:10-10:28 (18)	Family Read Aloud	Family Read Aloud	Family Read Aloud	Family Read Aloud
1:30-3:00 (90)	Literacy Block: Guided Reading & Phonics (Intervention)			
3:05-3:25 (20)	Nonfiction (Snack)	Nonfiction (Snack)	Nonfiction (Snack)	Nonfiction (Snack)
3:25-3:35 (10)	STAC	STAC	STAC	STAC
3:35-3:45 (10)	Pack-Up	Pack-Up	Pack-Up	Pack-Up
3:45 - 4:10 (25)	Dismissal			

**KIPP Woodson Park Academy 2019 – 2020 Schedule**

**YEAR ONE**

FOURTH GRADE				
Time	HR 1	HR 2	HR 3	HR 4
7:15 - 7:40 (25)	Arrival			
7:40-8:00 (20)	Family Circle			
8:05-8:55(50)	Specials	Specials	Specials	Specials
9:00-10:30 (90)	Math (Intervention)	Reading & Writing	Math (Intervention )	Writing & Reading
10:33-12:03 (90)	Reading & Writing	Math (Intervention)	Writing & Reading	Math (Intervention )
12:08-1:03 (55)	Recess & Lunch			
1:08-1:26 (18)	Family Read Aloud	Family Read Aloud	Family Read Aloud	Family Read Aloud
1:28-2:58 (90)	Literacy Block: Guided Reading & Phonics (Intervention)			
3:03-3:25 (22)	Nonfiction (Snack)	Nonfiction (Snack)	Nonfiction (Snack)	Nonfiction (Snack)
3:25-3:35 (10)	STAC	STAC	STAC	STAC
3:35-3:45 (10)	Pack-Up	Pack-Up	Pack-Up	Pack-Up

FIFTH GRADE				
Time	HR 1	HR 2	HR 3	HR 4
7:15 - 7:40 (25)	Arrival			
7:40-8:00 (20)	Family Circle			
8:05-9:05(60)	Guided Reading	Math	Reading	Writing
9:08-10:08 (60)	Reading	Nonfiction: Science & Social Studies	Writing	Math
10:11-11:11 (60)	Writing (Snack)	Reading (Snack)	Guided Reading (Snack)	Nonfiction: Science & Social Studies (Snack)
11:14-12:14 (60)	Nonfiction: Science & Social Studies	Writing	Math	Guided Reading (Intervention )
12:18-1:08 (50)	Specials	Specials	Specials	Specials
1:13-2:03 (50)	Recess & Lunch			
2:08-2:26 (18)	Family Read Aloud	Family Read Aloud	Family Read Aloud	Family Read Aloud
2:28-3:28 (60)	Math	Guided Reading	Nonfiction: Science & Social Studies	Reading
3:28-3:40 (12)	Pack-Up	Pack-Up	Pack-Up	Pack-Up

3:45 - 4:10 (25)	Dismissal
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3:45 - 4:10 (25)	Dismissal
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**KIPP Woodson Park Academy 2020 – 2021 Schedule  
YEAR TWO**

KINDER				
Time	HR 1	HR 2	HR 3	HR 4
7:15 - 7:40 (25)	Arrival			
7:40-8:05 (25)	Family Circle			
8:10-8:55(45)	Reading Rotation 1 (Intervention)	Reading Rotation 1 (Intervention)	Reading Rotation 1 (Intervention)	Reading Rotation 1 (Intervention)
8:57-9:42 (45)	Reading Rotation 2	Reading Rotation 2	Reading Rotation 2	Reading Rotation 2
9:44-10:29 (45)	Reading Rotation 3	Reading Rotation 3	Reading Rotation 3	Reading Rotation 3
10:30-11:25 (55)	Recess & Lunch			
11:30-11:47 (17)	Family Read Aloud	Family Read Aloud	Family Read Aloud	Family Read Aloud
11:50-12:35 (45)	Handwriting & Writing	Handwriting & Writing	Handwriting & Writing	Handwriting & Writing
12:37-12:52 (15)	Calendar Math	Calendar Math	Calendar Math	Calendar Math
12:52-2:22 (90)	Math (Snack & Intervention)	Math (Snack & Intervention)	Math (Snack & Intervention)	Math (Snack & Intervention)
2:27-3:17 (50)	Specials	Specials	Specials	Specials
3:22-3:30 (8)	STAC	STAC	STAC	STAC
3:30-3:40 (10)	Pack-Up	Pack-Up	Pack-Up	Pack-Up

FIRST GRADE				
Time	HR 1	HR 2	HR 3	HR 4
7:15 - 7:40 (25)	Arrival			
7:40-8:05 (25)	Family Circle			
8:10-8:55(45)	Reading Rotation 1	Reading Rotation 1	Reading Rotation 1	Reading Rotation 1
8:57-9:42 (45)	Reading Rotation 2 (Intervention)	Reading Rotation 2 (Intervention)	Reading Rotation 2 (Intervention)	Reading Rotation 2 (Intervention)
9:44-10:29 (45)	Reading Rotation 3	Reading Rotation 3	Reading Rotation 3	Reading Rotation 3
10:34-11:19 (45)	Specials	Specials	Specials	Specials
11:21-12:16 (55)	Recess & Lunch			
12:21-12:34 (15)	Family Read Aloud	Family Read Aloud	Family Read Aloud	Family Read Aloud
12:36-12:46 (10)	Calendar Math	Calendar Math	Calendar Math	Calendar Math
12:46-2:16 (90)	Math (Intervention)	Math (Intervention)	Math (Intervention)	Math (Intervention)
2:18-3:18 (60)	Writing & Handwriting (Snack)	Writing & Handwriting (Snack)	Writing & Handwriting (Snack)	Writing & Handwriting (Snack)
3:18-3:30 (12)	STAC	STAC	STAC	STAC
3:30-3:40 (10)	Pack-Up	Pack-Up	Pack-Up	Pack-Up

3:40 - 4:10 (30)	Dismissal
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3:40 - 4:10 (30)	Dismissal
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**KIPP Woodson Park Academy 2020 – 2021 Schedule  
YEAR TWO**

SECOND GRADE				
Time	HR 1	HR 2	HR 3	HR 4
7:15 - 7:40 (25)	Arrival			
7:40-8:05 (25)	Family Circle			
8:10-8:55(45)	Reading Rotation 1	Reading Rotation 1	Reading Rotation 1	Reading Rotation 1
8:57-9:42 (45)	Reading Rotation 2	Reading Rotation 2	Reading Rotation 2	Reading Rotation 2
9:44-10:29 (45)	Reading Rotation 3 (Intervention)	Reading Rotation 3 (Intervention)	Reading Rotation 3 (Intervention)	Reading Rotation 3 (Intervention)
10:33-11:18 (45)	Writing (Snack)	Writing (Snack)	Writing (Snack)	Writing (Snack)
11:23-12:13 (50)	Specials	Specials	Specials	Specials
12:15-1:10 (55)	Recess & Lunch			
1:15-1:33 (18)	Family Read Aloud	Family Read Aloud	Family Read Aloud	Family Read Aloud
1:35-3:05 (90)	Math (Intervention)	Math (Intervention)	Math (Intervention)	Math (Intervention)
3:05-3:30 (25)	Nonfiction	Nonfiction	Nonfiction	Nonfiction
3:30-3:40 (10)	STAC	STAC	STAC	STAC

THIRD GRADE				
Time	HR 1	HR 2	HR 3	HR 4
7:15 - 7:40 (25)	Arrival			
7:40-8:00 (20)	Family Circle			
8:05-9:35(90)	Math(Intervention)	Reading & Writing	Math (Intervention)	Writing & Reading
9:40-10:30 (50)	Specials	Specials	Specials	Specials
10:35-12:05 (90)	Reading & Writing	Math (Intervention)	Writing & Reading	Math (Intervention)
12:10-1:05 (55)	Lunch & Recess			
1:10-10:28 (18)	Family Read Aloud	Family Read Aloud	Family Read Aloud	Family Read Aloud
1:30-3:00 (90)	Literacy Block: Guided Reading & Phonics (Intervention)			
3:05-3:25 (20)	Nonfiction (Snack)	Nonfiction (Snack)	Nonfiction (Snack)	Nonfiction (Snack)
3:25-3:35 (10)	STAC	STAC	STAC	STAC
3:35-3:45 (10)	Pack-Up	Pack-Up	Pack-Up	Pack-Up
3:45 - 4:10 (25)	Dismissal			



3:40-3:45 (5)	Pack-Up	Pack-Up	Pack-Up	Pack-Up
3:45 - 4:10 (25)	Dismissal			

**KIPP Woodson Park Academy 2020 – 2021 Schedule  
YEAR TWO**

FOURTH GRADE				
Time	HR 1	HR 2	HR 3	HR 4
7:15 - 7:40 (25)	Arrival			
7:40-8:00 (20)	Family Circle			
8:05-8:55(50)	Specials	Specials	Specials	Specials
9:00-10:30 (90)	Math (Intervention)	Reading & Writing	Math (Intervention)	Writing & Reading
10:33-12:03 (90)	Reading & Writing	Math (Intervention)	Writing & Reading	Math (Intervention)
12:08-1:03 (55)	Recess & Lunch			
1:08-1:26 (18)	Family Read Aloud	Family Read Aloud	Family Read Aloud	Family Read Aloud
1:28-2:58 (90)	Literacy Block: Guided Reading & Phonics (Intervention)			
3:03-3:25 (22)	Nonfiction (Snack)	Nonfiction (Snack)	Nonfiction (Snack)	Nonfiction (Snack)
3:25-3:35 (10)	STAC	STAC	STAC	STAC

FIFTH GRADE				
Time	HR 1	HR 2	HR 3	HR 4
7:15 - 7:40 (25)	Arrival			
7:40-8:00 (20)	Family Circle			
8:05-9:05(60)	Guided Reading	Math	Reading	Writing
9:08-10:08 (60)	Reading	Nonfiction: Science & Social Studies	Writing	Math
10:11-11:11 (60)	Writing (Snack)	Reading (Snack)	Guided Reading (Snack)	Nonfiction: Science & Social Studies (Snack)
11:14-12:14 (60)	Nonfiction: Science & Social Studies	Writing	Math	Guided Reading (Intervention)
12:18-1:08 (50)	Specials	Specials	Specials	Specials
1:13-2:03 (50)	Recess & Lunch			
2:08-2:26 (18)	Family Read Aloud	Family Read Aloud	Family Read Aloud	Family Read Aloud
2:28-3:28 (60)	Math	Guided Reading	Nonfiction: Science &	Reading

3:35-3:45 (10)	Pack-Up	Pack-Up	Pack-Up	Pack-Up
3:45 - 4:10 (25)	Dismissal			

			Social Studies	
3:28-3:40 (12)	Pack-Up	Pack-Up	Pack-Up	Pack-Up
3:45 - 4:10 (25)	Dismissal			

**KIPP Woodson Park Academy 2020 – 2021 Schedule  
YEAR TWO**

<b>SIXTH GRADE</b>				
Time	HR 1	HR 2	HR 3	HR 4
7:15 - 7:40 (25)	Arrival			
7:40-8:00 (20)	Family Circle			
8:05-9:05(60)	Guided Reading	Math	Reading	Writing
9:08-10:08 (60)	Reading	Nonfiction: Science & Social Studies	Writing	Math
10:11-11:11 (60)	Writing (Snack)	Reading (Snack)	Guided Reading (Snack)	Nonfiction: Science & Social Studies (Snack)
11:14-12:14 (60)	Nonfiction: Science & Social Studies	Writing	Math	Guided Reading (Intervention)
12:18-1:08 (50)	Specials	Specials	Specials	Specials
1:13-2:03 (50)	Recess & Lunch			
2:08-3:08 (60)	Math	Social Studies	Science	Reading
3:10-3:28 (18)	Closing Circle	Closing Circle	Closing Circle	Closing Circle
3:28-3:40 (12)	Pack-Up	Pack-Up	Pack-Up	Pack-Up
3:45 - 4:10 (25)	Dismissal			

**KIPP Woodson Park Academy 2021 – 2022 Schedule  
YEAR THREE**



KINDER				
Time	HR 1	HR 2	HR 3	HR 4
7:15 - 7:40 (25)	Arrival			
7:40-8:05 (25)	Family Circle			
8:10-8:55(45)	Reading Rotation 1 (Intervention)	Reading Rotation 1 (Intervention)	Reading Rotation 1 (Intervention)	Reading Rotation 1 (Intervention)
8:57-9:42 (45)	Reading Rotation 2	Reading Rotation 2	Reading Rotation 2	Reading Rotation 2
9:44-10:29 (45)	Reading Rotation 3	Reading Rotation 3	Reading Rotation 3	Reading Rotation 3
10:30-11:25 (55)	Recess & Lunch			
11:30-11:47 (17)	Family Read Aloud	Family Read Aloud	Family Read Aloud	Family Read Aloud
11:50-12:35 (45)	Handwriting & Writing	Handwriting & Writing	Handwriting & Writing	Handwriting & Writing
12:37-12:52 (15)	Calendar Math	Calendar Math	Calendar Math	Calendar Math
12:52-2:22 (90)	Math (Snack & Intervention)	Math (Snack & Intervention)	Math (Snack & Intervention)	Math (Snack & Intervention)
2:27-3:17 (50)	Specials	Specials	Specials	Specials
3:22-3:30 (8)	STAC	STAC	STAC	STAC
3:30-3:40 (10)	Pack-Up	Pack-Up	Pack-Up	Pack-Up
3:40 - 4:10 (30)	Dismissal			

FIRST GRADE				
Time	HR 1	HR 2	HR 3	HR 4
7:15 - 7:40 (25)	Arrival			
7:40-8:05 (25)	Family Circle			
8:10-8:55(45)	Reading Rotation 1	Reading Rotation 1	Reading Rotation 1	Reading Rotation 1
8:57-9:42 (45)	Reading Rotation 2 (Intervention)	Reading Rotation 2 (Intervention)	Reading Rotation 2 (Intervention)	Reading Rotation 2 (Intervention)
9:44-10:29 (45)	Reading Rotation 3	Reading Rotation 3	Reading Rotation 3	Reading Rotation 3
10:34-11:19 (45)	Specials	Specials	Specials	Specials
11:21-12:16 (55)	Recess & Lunch			
12:21-12:34 (15)	Family Read Aloud	Family Read Aloud	Family Read Aloud	Family Read Aloud
12:36-12:46 (10)	Calendar Math	Calendar Math	Calendar Math	Calendar Math
12:46-2:16 (90)	Math (Intervention)	Math (Intervention)	Math (Intervention)	Math (Intervention)
2:18-3:18 (60)	Writing & Handwriting (Snack)	Writing & Handwriting (Snack)	Writing & Handwriting (Snack)	Writing & Handwriting (Snack)
3:18-3:30 (12)	STAC	STAC	STAC	STAC
3:30-3:40 (10)	Pack-Up	Pack-Up	Pack-Up	Pack-Up
3:40 - 4:10 (30)	Dismissal			

**KIPP Woodson Park Academy 2021 – 2022 Schedule  
YEAR THREE**

SECOND GRADE				
Time	HR 1	HR 2	HR 3	HR 4
7:15 - 7:40 (25)	Arrival			
7:40-8:05 (25)	Family Circle			
8:10-8:55(45)	Reading Rotation 1	Reading Rotation 1	Reading Rotation 1	Reading Rotation 1
8:57-9:42 (45)	Reading Rotation 2	Reading Rotation 2	Reading Rotation 2	Reading Rotation 2
9:44-10:29 (45)	Reading Rotation 3 (Intervention)	Reading Rotation 3 (Intervention)	Reading Rotation 3 (Intervention)	Reading Rotation 3 (Intervention)
10:33-11:18 (45)	Writing (Snack)	Writing (Snack)	Writing (Snack)	Writing (Snack)
11:23-12:13 (50)	Specials	Specials	Specials	Specials
12:15-1:10 (55)	Recess & Lunch			
1:15-1:33 (18)	Family Read Aloud	Family Read Aloud	Family Read Aloud	Family Read Aloud
1:35-3:05 (90)	Math (Intervention)	Math (Intervention)	Math (Intervention)	Math (Intervention)
3:05-3:30 (25)	Nonfiction	Nonfiction	Nonfiction	Nonfiction
3:30-3:40 (10)	STAC	STAC	STAC	STAC
3:40-3:45 (5)	Pack-Up	Pack-Up	Pack-Up	Pack-Up
3:45 - 4:10 (25)	Dismissal			

THIRD GRADE				
Time	HR 1	HR 2	HR 3	HR 4
7:15 - 7:40 (25)	Arrival			
7:40-8:00 (20)	Family Circle			
8:05-9:35(90)	Math(Intervention)	Reading & Writing	Math (Intervention)	Writing & Reading
9:40-10:30 (50)	Specials	Specials	Specials	Specials
10:35-12:05 (90)	Reading & Writing	Math (Intervention)	Writing & Reading	Math (Intervention)
12:10-1:05 (55)	Lunch & Recess			
1:10-10:28 (18)	Family Read Aloud	Family Read Aloud	Family Read Aloud	Family Read Aloud
1:30-3:00 (90)	Literacy Block: Guided Reading & Phonics (Intervention)			
3:05-3:25 (20)	Nonfiction (Snack)	Nonfiction (Snack)	Nonfiction (Snack)	Nonfiction (Snack)
3:25-3:35 (10)	STAC	STAC	STAC	STAC
3:35-3:45 (10)	Pack-Up	Pack-Up	Pack-Up	Pack-Up
3:45 - 4:10 (25)	Dismissal			

**KIPP Woodson Park Academy 2021 – 2022 Schedule**  
**YEAR THREE**

FOURTH GRADE				
Time	HR 1	HR 2	HR 3	HR 4
7:15 - 7:40 (25)	Arrival			
7:40-8:00 (20)	Family Circle			
8:05-8:55(50)	Specials	Specials	Specials	Specials
9:00-10:30 (90)	Math (Intervention)	Reading & Writing	Math (Intervention)	Writing & Reading
10:33-12:03 (90)	Reading & Writing	Math (Intervention)	Writing & Reading	Math (Intervention)
12:08-1:03 (55)	Recess & Lunch			
1:08-1:26 (18)	Family Read Aloud	Family Read Aloud	Family Read Aloud	Family Read Aloud
1:28-2:58 (90)	Literacy Block: Guided Reading & Phonics (Intervention)			
3:03-3:25 (22)	Nonfiction (Snack)	Nonfiction (Snack)	Nonfiction (Snack)	Nonfiction (Snack)
3:25-3:35 (10)	STAC	STAC	STAC	STAC
3:35-3:45 (10)	Pack-Up	Pack-Up	Pack-Up	Pack-Up
3:45 - 4:10 (25)	Dismissal			

FIFTH GRADE				
Time	HR 1	HR 2	HR 3	HR 4
7:15 - 7:40 (25)	Arrival			
7:40-8:00 (20)	Family Circle			
8:05-9:05(60)	Guided Reading	Math	Reading	Writing
9:08-10:08 (60)	Reading	Nonfiction: Science & Social Studies	Writing	Math
10:11-11:11 (60)	Writing (Snack)	Reading (Snack)	Guided Reading (Snack)	Nonfiction: Science & Social Studies (Snack)
11:14-12:14 (60)	Nonfiction: Science & Social Studies	Writing	Math	Guided Reading (Intervention)
12:18-1:08 (50)	Specials	Specials	Specials	Specials
1:13-2:03 (50)	Recess & Lunch			
2:08-2:26 (18)	Family Read Aloud	Family Read Aloud	Family Read Aloud	Family Read Aloud
2:28-3:28 (60)	Math	Guided Reading	Nonfiction: Science & Social Studies	Reading
3:28-3:40 (12)	Pack-Up	Pack-Up	Pack-Up	Pack-Up
3:45 - 4:10 (25)	Dismissal			

**KIPP Woodson Park Academy 2021 – 2022 Schedule  
YEAR THREE**

SIXTH GRADE				
Time	HR 1	HR 2	HR 3	HR 4
7:15 - 7:40 (25)	Arrival			
7:40-8:00 (20)	Family Circle			
8:05-9:05(60)	Guided Reading	Math	Reading	Writing
9:08-10:08 (60)	Reading	Nonfiction: Science & Social Studies	Writing	Math
10:11-11:11 (60)	Writing (Snack)	Reading (Snack)	Guided Reading (Snack)	Nonfiction: Science & Social Studies (Snack)
11:14-12:14 (60)	Nonfiction: Science & Social Studies	Writing	Math	Guided Reading (Intervention)
12:18-1:08 (50)	Specials	Specials	Specials	Specials
1:13-2:03 (50)	Recess & Lunch			
2:08-3:08 (60)	Math	Social Studies	Science	Reading
3:10-3:28 (18)	Closing Circle	Closing Circle	Closing Circle	Closing Circle
3:28-3:40 (12)	Pack-Up	Pack-Up	Pack-Up	Pack-Up
3:45 - 4:10 (25)	Dismissal			

SEVENTH GRADE				
Time	HR 1	HR 2	HR 3	HR 4
7:15 - 7:40 (25)	Arrival			
7:40-8:00 (20)	Family Circle			
8:05-9:05(60)	Guided Reading	Math	Reading	Writing
9:08-10:08 (60)	Reading	Nonfiction: Science & Social Studies	Writing	Math
10:11-11:11 (60)	Writing (Snack)	Reading (Snack)	Guided Reading (Snack)	Nonfiction: Science & Social Studies (Snack)
11:14-12:14 (60)	Nonfiction: Science & Social Studies	Writing	Math	Guided Reading (Intervention)
12:18-1:08 (50)	Specials	Specials	Specials	Specials
1:13-2:03 (50)	Recess & Lunch			
2:08-3:08 (60)	Math	Social Studies	Science	Reading
3:10-3:28 (18)	Closing Circle	Closing Circle	Closing Circle	Closing Circle
3:28-3:40 (12)	Pack-Up	Pack-Up	Pack-Up	Pack-Up
3:45 - 4:10 (25)	Dismissal			

**KIPP Woodson Park Academy 2022 – 2023 Schedule  
YEAR FOUR**

KINDER				
Time	HR 1	HR 2	HR 3	HR 4
7:15 - 7:40 (25)	Arrival			
7:40-8:05 (25)	Family Circle			
8:10-8:55(45)	Reading Rotation 1 (Intervention)	Reading Rotation 1 (Intervention)	Reading Rotation 1 (Intervention)	Reading Rotation 1 (Intervention)
8:57-9:42 (45)	Reading Rotation 2	Reading Rotation 2	Reading Rotation 2	Reading Rotation 2
9:44-10:29 (45)	Reading Rotation 3	Reading Rotation 3	Reading Rotation 3	Reading Rotation 3
10:30-11:25 (55)	Recess & Lunch			
11:30-11:47 (17)	Family Read Aloud	Family Read Aloud	Family Read Aloud	Family Read Aloud
11:50-12:35 (45)	Handwriting & Writing	Handwriting & Writing	Handwriting & Writing	Handwriting & Writing
12:37-12:52 (15)	Calendar Math	Calendar Math	Calendar Math	Calendar Math
12:52-2:22 (90)	Math (Snack & Intervention)	Math (Snack & Intervention)	Math (Snack & Intervention)	Math (Snack & Intervention)
2:27-3:17 (50)	Specials	Specials	Specials	Specials
3:22-3:30 (8)	STAC	STAC	STAC	STAC
3:30-3:40 (10)	Pack-Up	Pack-Up	Pack-Up	Pack-Up
3:40 - 4:10 (30)	Dismissal			

FIRST GRADE				
Time	HR 1	HR 2	HR 3	HR 4
7:15 - 7:40 (25)	Arrival			
7:40-8:05 (25)	Family Circle			
8:10-8:55(45)	Reading Rotation 1	Reading Rotation 1	Reading Rotation 1	Reading Rotation 1
8:57-9:42 (45)	Reading Rotation 2 (Intervention)	Reading Rotation 2 (Intervention)	Reading Rotation 2 (Intervention)	Reading Rotation 2 (Intervention)
9:44-10:29 (45)	Reading Rotation 3	Reading Rotation 3	Reading Rotation 3	Reading Rotation 3
10:34-11:19 (45)	Specials	Specials	Specials	Specials
11:21-12:16 (55)	Recess & Lunch			
12:21-12:34 (15)	Family Read Aloud	Family Read Aloud	Family Read Aloud	Family Read Aloud
12:36-12:46 (10)	Calendar Math	Calendar Math	Calendar Math	Calendar Math
12:46-2:16 (90)	Math (Intervention)	Math (Intervention)	Math (Intervention)	Math (Intervention)
2:18-3:18 (60)	Writing & Handwriting (Snack)	Writing & Handwriting (Snack)	Writing & Handwriting (Snack)	Writing & Handwriting (Snack)
3:18-3:30 (12)	STAC	STAC	STAC	STAC
3:30-3:40 (10)	Pack-Up	Pack-Up	Pack-Up	Pack-Up
3:40 - 4:10 (30)	Dismissal			



**KIPP Woodson Park Academy 2022 – 2023 Schedule  
YEAR FOUR**

SECOND GRADE				
Time	HR 1	HR 2	HR 3	HR 4
7:15 - 7:40 (25)	Arrival			
7:40-8:05 (25)	Family Circle			
8:10-8:55(45)	Reading Rotation 1	Reading Rotation 1	Reading Rotation 1	Reading Rotation 1
8:57-9:42 (45)	Reading Rotation 2	Reading Rotation 2	Reading Rotation 2	Reading Rotation 2
9:44-10:29 (45)	Reading Rotation 3 (Intervention)	Reading Rotation 3 (Intervention)	Reading Rotation 3 (Intervention)	Reading Rotation 3 (Intervention)
10:33-11:18 (45)	Writing (Snack)	Writing (Snack)	Writing (Snack)	Writing (Snack)
11:23-12:13 (50)	Specials	Specials	Specials	Specials
12:15-1:10 (55)	Recess & Lunch			
1:15-1:33 (18)	Family Read Aloud	Family Read Aloud	Family Read Aloud	Family Read Aloud
1:35-3:05 (90)	Math (Intervention)	Math (Intervention)	Math (Intervention)	Math (Intervention)
3:05-3:30 (25)	Nonfiction	Nonfiction	Nonfiction	Nonfiction
3:30-3:40 (10)	STAC	STAC	STAC	STAC
3:40-3:45 (5)	Pack-Up	Pack-Up	Pack-Up	Pack-Up
3:45 - 4:10 (25)	Dismissal			

THIRD GRADE				
Time	HR 1	HR 2	HR 3	HR 4
7:15 - 7:40 (25)	Arrival			
7:40-8:00 (20)	Family Circle			
8:05-9:35(90)	Math(Intervention)	Reading & Writing	Math (Intervention)	Writing & Reading
9:40-10:30 (50)	Specials	Specials	Specials	Specials
10:35-12:05 (90)	Reading & Writing	Math (Intervention)	Writing & Reading	Math (Intervention)
12:10-1:05 (55)	Lunch & Recess			
1:10-10:28 (18)	Family Read Aloud	Family Read Aloud	Family Read Aloud	Family Read Aloud
1:30-3:00 (90)	Literacy Block: Guided Reading & Phonics (Intervention)			
3:05-3:25 (20)	Nonfiction (Snack)	Nonfiction (Snack)	Nonfiction (Snack)	Nonfiction (Snack)
3:25-3:35 (10)	STAC	STAC	STAC	STAC
3:35-3:45 (10)	Pack-Up	Pack-Up	Pack-Up	Pack-Up
3:45 - 4:10 (25)	Dismissal			

**KIPP Woodson Park Academy 2022 – 2023 Schedule  
YEAR FOUR**

FOURTH GRADE				
Time	HR 1	HR 2	HR 3	HR 4
7:15 - 7:40 <b>(25)</b>	Arrival			
7:40-8:00 <b>(20)</b>	Family Circle			
8:05-8:55 <b>(50)</b>	Specials	Specials	Specials	Specials
9:00-10:30 <b>(90)</b>	Math (Intervention)	Reading & Writing	Math (Intervention)	Writing & Reading
10:33-12:03 <b>(90)</b>	Reading & Writing	Math (Intervention)	Writing & Reading	Math (Intervention)
12:08-1:03 <b>(55)</b>	Reecess & Lunch			
1:08-1:26 <b>(18)</b>	Family Read Aloud	Family Read Aloud	Family Read Aloud	Family Read Aloud
1:28-2:58 <b>(90)</b>	Literacy Block: Guided Reading & Phonics (Intervention)			
3:03-3:25 <b>(22)</b>	Nonfiction (Snack)	Nonfiction (Snack)	Nonfiction (Snack)	Nonfiction (Snack)
3:25-3:35 <b>(10)</b>	STAC	STAC	STAC	STAC
3:35-3:45 <b>(10)</b>	Pack-Up	Pack-Up	Pack-Up	Pack-Up
3:45 - 4:10 <b>(25)</b>	Dismissal			

FIFTH GRADE				
Time	HR 1	HR 2	HR 3	HR 4
7:15 - 7:40 <b>(25)</b>	Arrival			
7:40-8:00 <b>(20)</b>	Family Circle			
8:05-9:05 <b>(60)</b>	Social Studies	Math	Reading	Writing
9:08-10:08 <b>(60)</b>	Reading	Science	Writing	Math
10:11-11:11 <b>(60)</b>	Writing (Snack)	Reading (Snack)	Social Studies	Science
11:14-12:14 <b>(60)</b>	Science	Writing	Math	Social Studies
12:18-1:08 <b>(50)</b>	Specials	Specials	Specials	Specials
1:13-2:03 <b>(50)</b>	Recess & Lunch			
2:08-2:26 <b>(18)</b>	Family Read Aloud	Family Read Aloud	Family Read Aloud	Family Read Aloud
2:28-3:28 <b>(60)</b>	Math	Social Studies	Science	Reading
3:28-3:40 <b>(12)</b>	Pack-Up	Pack-Up	Pack-Up	Pack-Up
3:45 - 4:10 <b>(25)</b>	Dismissal			

**KIPP Woodson Park Academy 2022 – 2023 Schedule  
YEAR FOUR**

SIXTH GRADE				
Time	HR 1	HR 2	HR 3	HR 4
7:15 - 7:40 (25)	Arrival			
7:40-8:00 (20)	Family Circle			
8:05-9:05(60)	Guided Reading	Math	Reading	Writing
9:08-10:08 (60)	Reading	Nonfiction: Science & Social Studies	Writing	Math
10:11-11:11 (60)	Writing (Snack)	Reading (Snack)	Guided Reading (Snack)	Nonfiction: Science & Social Studies (Snack)
11:14-12:14 (60)	Nonfiction: Science & Social Studies	Writing	Math	Guided Reading (Intervention)
12:18-1:08 (50)	Specials	Specials	Specials	Specials
1:13-2:03 (50)	Recess & Lunch			
2:08-3:08 (60)	Math	Social Studies	Science	Reading
3:10-3:28 (18)	Closing Circle	Closing Circle	Closing Circle	Closing Circle
3:28-3:40 (12)	Pack-Up	Pack-Up	Pack-Up	Pack-Up
3:45 - 4:10 (25)	Dismissal			

SEVENTH GRADE				
Time	HR 1	HR 2	HR 3	HR 4
7:15 - 7:40 (25)	Arrival			
7:40-8:00 (20)	Family Circle			
8:05-9:05(60)	Guided Reading	Math	Reading	Writing
9:08-10:08 (60)	Reading	Nonfiction: Science & Social Studies	Writing	Math
10:11-11:11 (60)	Writing (Snack)	Reading (Snack)	Guided Reading (Snack)	Nonfiction: Science & Social Studies (Snack)
11:14-12:14 (60)	Nonfiction: Science & Social Studies	Writing	Math	Guided Reading (Intervention)
12:18-1:08 (50)	Specials	Specials	Specials	Specials
1:13-2:03 (50)	Recess & Lunch			
2:08-3:08 (60)	Math	Social Studies	Science	Reading
3:10-3:28 (18)	Closing Circle	Closing Circle	Closing Circle	Closing Circle
3:28-3:40 (12)	Pack-Up	Pack-Up	Pack-Up	Pack-Up
3:45 - 4:10 (25)	Dismissal			

**KIPP Woodson Park Academy 2022 – 2023 Schedule  
YEAR FOUR**

<b>EIGHTH GRADE</b>				
Time	HR 1	HR 2	HR 3	HR 4
<b>7:15 - 7:40 (25)</b>	Arrival			
<b>7:40-8:00 (20)</b>	Family Circle			
<b>8:05-9:05(60)</b>	Social Studies	Math	Reading	Writing
<b>9:08-10:08 (60)</b>	Reading	Science	Writing	Math
<b>10:11-11:11 (60)</b>	Writing (Snack)	Reading (Snack)	Social Studies	Science
<b>11:14-12:14 (60)</b>	Science	Writing	Math	Social Studies
<b>12:18-1:08 (50)</b>	Specials/Intervention	Specials/Intervention	Specials/Intervention	Specials/Intervention
<b>1:13-2:03 (50)</b>	Recess & Lunch			
<b>2:08-3:08 (60)</b>	Math	Social Studies	Science	Reading
<b>3:10-3:28 (18)</b>	Closing Circle	Closing Circle	Closing Circle	Closing Circle
<b>3:28-3:40 (12)</b>	Pack-Up	Pack-Up	Pack-Up	Pack-Up
<b>3:45 - 4:10 (25)</b>	Dismissal			

## 4.2 Sample Teacher Weekly Schedule



Meeting Key	Mon	Tue	Wed	Thu	Fri	Flex
<b>03: OF/WDM:</b> Observation/Feedback & Weekly Data Meeting  <b>IP:</b> Internalization Protocol/Intellectual Prep  <b>SST:</b> Scholar Success Team Meeting  <b>GLM:</b> Grade Level Meeting  <b>TD:</b> Team Development  <b>WDM/OF</b>	<b>Before School:</b> Family Huddle  <b>Arrival/Breakfast</b>  <b>Morning Meeting</b>  <b>Enrichment Block:</b> GLM/SST (Alternates)  <b>Closing Circle</b>  <b>Dismissal</b>	<b>Before School:</b> Family Huddle  <b>Arrival/Breakfast</b>  <b>Morning Meeting</b>  <b>Lunch or Enrichment Block:</b> 03/Planning  <b>Closing Circle</b>  <b>Dismissal</b>	<b>Before School:</b> Family Huddle  <b>Arrival/Breakfast</b>  <b>Morning Meeting</b>  <b>Enrichment Block:</b> K-2: Math IP 3-5: Content IP  <b>Closing Circle</b>  <b>Dismissal</b>	<b>Before School:</b> Family Huddle  <b>Arrival/Breakfast</b>  <b>Morning Meeting</b>  <b>Enrichment Block:</b> K-2: Lit IP 3-4: Lit Block IP 5: Content IP  <b>Closing Circle</b>  <b>Dismissal</b>	<b>Before School:</b> Family Huddle  <b>Arrival/Breakfast</b>  <b>Morning Meeting</b>  <b>Lunch or Enrichment Block:</b> 03/Planning  <b>Closing Circle</b>  <b>Dismissal</b>  <b>After School:</b> Whole-School TD <ul style="list-style-type: none"> <li>• literacy</li> <li>• culture</li> <li>• Chris 180</li> <li>• Team Building</li> </ul>	<b>4:15-5:15PM:</b> Teacher Independent Prep (On or Off Site)  Practice Clinics Affinity Groups  <b>Monthly Early Dismissal:</b> Module Internalization; Data Analysis  <u><b>Quarterly</b></u> Report Card Conferences (Mon-Fri 4:15-5:15)

#### 4.3 Sample Leader Weekly Schedule for Year One

Key	Mon	Tue	Wed	Thu	Fri	Flex
<b>03: OF/WDM:</b> Observation/Feedback & Weekly Data Meeting  <b>IP:</b> Internalization Protocol/Intellectual Prep  <b>SST:</b> Scholar Success Team Meeting  <b>GLM:</b> Grade Level Meeting  <b>TD:</b> Team Development  <b>WDM/OF</b>	<b>Before School:</b> Family Huddle (Admin Leads)  <b>Arrival/Breakfast</b>  <b>Observe Morning Meeting (TL/AP)</b>  <b>Enrichment Block:</b> GLM (TL Leads) & SST (SST Coord Leads) (Alternates)  <b>Observe Read Aloud (TL/AP)</b>  <b>2pm-Expanded LT Meeting</b>  <b>Observe Closing Circle (TL/AP)</b>  <b>Dismissal</b>	<b>Before School:</b> Family Huddle (GL Lead as assigned by Admin)  <b>Arrival/Breakfast</b>  <b>Observe Morning Meeting (TL/AP)</b>  <b>Lunch or Enrichment Block:</b> 03 (AP or TL Lead)  <b>Observe Read Aloud (TL/AP)</b>  <b>Observe Closing Circle (TL/AP)</b>  <b>Dismissal</b>	<b>Before School:</b> Family Huddle (GL Lead as assigned by Admin)  <b>Arrival/Breakfast</b>  <b>Observe Morning Meeting (TL/AP)</b>  <b>Enrichment Block:</b> K-2: Math IP (AP or TL Lead) 3-5: Content IP (AP or TL Lead)  <b>Observe Read Aloud (TL/AP)</b>  <b>9am-Admin Meeting</b>  <b>Observer Closing Circle (TL/AP)</b>  <b>Dismissal</b>	<b>Before School:</b> Family Huddle (GL Lead as assigned by Admin)  <b>Arrival/Breakfast</b>  <b>Observe Morning Meeting (TL/AP)</b>  <b>Enrichment Block:</b> K-2: Lit IP (AP or TL Lead) 3-4: Lit Block IP (AP or TL Lead) 5: Content IP (AP or TL Lead)  <b>Observe Read Aloud (TL/AP)</b>  <b>Observe Closing Circle (TL/AP)</b>  <b>Dismissal</b>	<b>Before School:</b> Family Huddle (GL Lead as assigned by Admin)  <b>Arrival/Breakfast</b>  <b>Observe Morning Meeting (TL/AP)</b>  <b>Lunch or Enrichment Block:</b> 03 (AP or TL Lead)  <b>Observe Read Aloud (TL/AP)</b>  <b>Observe Closing Circle (TL/AP)</b>  <b>Dismissal</b>  <b>After School:</b> Whole-School TD <ul style="list-style-type: none"> <li>• literacy</li> <li>• culture</li> <li>• Chris 180</li> <li>• Team Building</li> </ul>	<b>4:15-5:15PM:</b> Teacher Independent Prep (On or Off Site)  Practice Clinics Affinity Groups  <b>Monthly Early Dismissal:</b> Module Internalization; Data Analysis  Report Card Conferences (Mon-Fri 4:15-5:15)





## 4.5 Academic Progress Monitoring Trackers

KIPP Woodson Park Academy will have an academic progress monitoring tool created by KIPP Metro Atlanta Collaborative. Below is an example from KIPP Strive Primary School of how this tracker will look in 2019 – 2020 school year.

KSP	KSP Goals	EOY 2017 (actual)	EOY 2018 (goal)	EOY 2018 BIG GOAL	EOY 2018 (actual)	Δ Goal	IA1 (Goal)	IA1 (Actual)	IA2 (Goal)	IA2 (Actual)	IA3 (Goal)	IA3 (Actual)
ELA	K ELA		80%	80%		19%	80%	99%				
Writing	K Writing		80%	80%		No Data	80%					
Math	K Math		80%	80%		19%	80%	99%				
ELA	1st ELA		80%	80%		-2%	80%	78%				
Writing	1st Writing		80%	80%		No Data	80%					
Math	1st Math		80%	80%		No Data	80%					
ELA	2nd ELA		50%	80%		-46%	80%	34%				
Writing	2nd Writing		50%	80%		No Data	80%					
Math	2nd Math		50%	80%		No Data	80%					
ELA	3rd ELA		50%	80%		-32%	80%	48%				
Writing	3rd Writing		50%	80%		No Data	80%					
Math	3rd Math		50%	80%		-20%	80%	60%				
ELA	4th ELA		50%	80%		-26%	80%	54%				
Writing	4th Writing		50%	80%		No Data	80%					
Math	4th Math		50%	80%		-41%	80%	39%				
% of teachers on tr	% of teachers on track to 20 Obs/Feedback		90%	90%		-68%	90%	22%	90%		90%	
% action steps HI-Q	% action steps HI-Q		75%	75%		-12%	75%	63%	75%		75%	
% teacher in Phase	% teacher in Phase 1 or 2 of GBF		N/A	N/A		N/A	N/A		N/A		N/A	
% of teachers on tr	% of teachers on track to 15 WDM		90%	90%		N/A	90%		90%		90%	
% of observed WDM	% of observed WDMs that hit the CFS		90%	90%		N/A	90%		90%		90%	
# Leadership team	# APM team meetings		N/A	N/A		N/A	N/A		N/A		N/A	
% of teachers profi	% of teachers proficient of above on 10/12 rubric rows		100%	100%			100%		100%		100%	

#### 4.6 Academic Walkthrough Form



## 4.7 Lesson Observation Forms

### Classroom Observation Note-Taking Tool\*



Course/Grade:	Teacher:	Time Stamp:	# of Students:
What task are students asked to do?		What % of students are working on the task?	
Trends identified from review of assessments, planning and student materials:			

**Key Questions:**      **Is classroom instruction aligned to a college ready bar?**  
**Is student achievement meeting – or trending toward – a college-ready bar?**

#### Observation Notes

<b>Biggest Strengths</b>	What is the teacher's biggest strength to leverage?

<b>Top 3 Issues</b>	<i>What are the top 2-3 issues that are keeping students from meeting a college rigor bar?</i>
<b>Triangulating Observations w/Materials Review</b>	<i>How are the trends identified during the materials review evident in classroom instruction? What is the impact?</i>
<b>Highest Leverage Action Step (Individual)</b>	<i>Culture or Rigor _____ Phase _____ Action Step Number _____</i> <b>What: How:</b>
<b>Highest Leverage Action Step (Group Consensus)</b>	<i>Culture or Rigor _____ Phase _____ Action Step Number _____</i> <b>What: How:</b>

At the end of this observation, holistically score the classroom you saw in answer to the question above.

Limited (1)	Beginning (2)	Developing (3)	Getting There (4)	College Ready (5)
Students do limited or no thinking / work and are firmly out of alignment with the college bar	Students do weak thinking / work that is mostly misaligned with the college bar	Students do superficial thinking / work that is beginning to trend towards alignment with the college bar	Students do reasonable heavy thinking / work that is mostly aligned with the college bar	Scholars doing sophisticated thinking / work that is unquestionably aligned with the college bar

## 4.8 Lesson Plan Rubric and Feedback

Teacher:	Grade:	Subject:	Week:
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Criteria	Advanced	Proficient	Working Towards	Needs Improvement
<b>Punctuality and Completeness</b>	Plans are on time and complete	Plans are on time and complete	Plans are late or incomplete	Plans are late and are significantly incomplete (more than two incomplete days).
<b>Objectives</b>	Objectives are written in measurable student learning outputs and not as activities.  Daily plans contain at least one higher-order thinking objective.	Objectives are written in measurable student learning outputs and not as activities.  At least 60% of the classes include higher order thinking objectives	Some objectives are written in measurable student learning outputs.  Some objectives are written as activities.  Higher-order objectives are listed sporadically.	Objectives are not Measurable.  Objectives are activities or vague learning goals  Higher-order thinking objectives do not appear in the lesson plans.
<b>Agenda with Timestamps</b>	Agenda is present with timestamps that are feasible yet ambitious.	Agenda is present with timestamps AND they are mostly feasible yet ambitious.	Agenda is present but missing timestamps OR agenda with timestamps but times are not feasible.	Agenda is missing.
<b>Exemplar</b>	Teacher has completed the exemplar of student work.  Exemplar aligns with knowledge and skills of objective.	Teacher has completed the exemplar of student work.  Exemplar somewhat aligns with knowledge and skills of objective, but missing some pieces.	Teacher has completed exemplar of student work.  Exemplar is not aligned with objective.	The lesson plan is missing exemplar.
<b>CFU</b>	Teacher questions are clearly stated in	Teacher questions are	Teacher questions are	Teacher questions are not

	plans.  Two or more questions in each lesson are answerable higher order thinking questions.  All HOT questions are directly related to the planned objective(s).	clearly stated in plans.  At least one question in each lesson is an answerable higher order thinking questions.  All HOT questions are directly related to the planned objective(s).	vague or unconnected to objectives  There are no HOT questions planned.  Teacher has scripted questions that are at the recall and comprehension level only.	stated.
<b>Aggressive Monitoring</b>	Teacher names laps that move from procedural to conceptual AND has a named method to collect data.	Teacher names laps that move from procedural to conceptual.	Monitoring plan exists but does not move from procedural to conceptual.	No monitoring plan exists OR teacher does not have exemplar to check against.

### Priority Feedback (Start Here First)

Criteria	Common Feedback
<b>Objective</b>	<ul style="list-style-type: none"> <li>• “Revise your objective to ensure that the rigor of the lesson is at/above the Common Core level.”</li> <li>• “Build your objective/lesson backwards from what students must be able to produce – or know.”</li> <li>• “Revise your objective to be clear about what you will measure by the end of the lesson.”</li> </ul>
<b>Clear Pathway to Rigor</b>	<ul style="list-style-type: none"> <li>• “Create an exemplar for student responses to your culminating question/exit ticket.”</li> <li>• “Annotate your exemplar for your criteria for success.”</li> </ul>
<b>Aligned</b>	<ul style="list-style-type: none"> <li>• “Match the practice and culminating task to the rigor of the Module Assessment/Interim etc.”</li> <li>• “Increase the volume/complexity of this practice.”</li> </ul>
<b>Scripting</b>	<ul style="list-style-type: none"> <li>• “Scaffold your questions to determine the extent of mastery. Create a pre-planned sequence of scaffolded questions that you can modify based on student data/responses.”</li> <li>• “Insert a question to test for a misconception.”</li> </ul>

<b>Conceptual Understanding</b>	<ul style="list-style-type: none"> <li>• “Limit your key points to the most important ideas or concepts you want KIPPsters to master.”</li> <li>• “Include a key point that explains the core concept you are teaching.”</li> <li>• “Include a key point that explains why this concept is important in the context of other lessons.”</li> <li>• “Include a key point that addresses a common misconception.”</li> <li>• “Revise this key point to have more <i>economy of language</i>.”</li> </ul>
<b>Responses to Data</b>	<ul style="list-style-type: none"> <li>• “Add a mini-lesson to address a non-mastered standard from a prior module/interim.”</li> <li>• “Add an in the moment reteach to a key misconception.”</li> </ul>
<b>Professional Development</b>	<ul style="list-style-type: none"> <li>• “Identify where your most recent action step will live this week.”</li> <li>• “Incorporate your most recent action step into your lesson plans.”</li> </ul>

### Additional Feedback Prompts

Criteria	Common Feedback
	<b>Introducing Material to Students</b>
	<b>Hook</b> <ul style="list-style-type: none"> <li>• “Explain how this lesson connects to prior lessons.”</li> <li>• “Ask a question that frames the lesson in terms of a challenge to be solved.”</li> <li>• “Preview the ‘goal’ for reading today.”</li> </ul>

Lesson Activities	<ul style="list-style-type: none"> <li>• “Script what you will say to build momentum for the text.”</li> </ul>
	<b>Quality Modeling</b> <ul style="list-style-type: none"> <li>• “Script precisely what you will say as you model the skill for students.”</li> <li>• “Limit your model to no more than 10 minutes.”</li> <li>• “Ensure your model matches the rigor of the exit ticket.”</li> <li>• “Explicitly name/ask students to synthesize the steps students should take to match the rigor of the exemplar.”</li> <li>• “Explicitly name/ask students to synthesize the criteria for an exemplary response.”</li> <li>• “Give students a clear listening/note-taking task that fosters active listening of the model.”</li> </ul>
	<b>Practice</b>
	<b>Guided Practice</b> <ul style="list-style-type: none"> <li>• “Model a misconception and ask students to improve it.”</li> <li>• “Check for understanding of the criteria for an exemplar response.”</li> <li>• “Provide students with a non-exemplar to evaluate.”</li> <li>• “Modify your exemplar response to demand more [technical vocabulary, evidence, precision, etc.]”</li> <li>• “Scaffold your guided practice such that students do the task with you prior to releasing them on their own.”</li> <li>• “Script your checks for understanding and exemplar oral responses.”</li> </ul> <b>Independent Practice and Aggressive Monitoring</b> <ul style="list-style-type: none"> <li>• “Create a visual anchor – annotated to criteria – to define your expectations for KIPPster work.”</li> <li>• “Specify what you will look for and your codes for feedback as you <i>Aggressively Monitor</i> each lap.”</li> <li>• “Add more opportunities to practice so students have sufficient <i>At-Bats</i>.”</li> </ul>

Criteria	Common Feedback
Engagement	<b>Rigor</b> <ul style="list-style-type: none"> <li>• “Raise the rigor of this question by using a higher-level DOK/Bloom’s verb [provide sample question] to increase the <i>Think Ratio</i>.”</li> <li>• “Increase the number of students working on this task to ensure there’s a higher <i>Participation Ratio</i>.”</li> <li>• “Insert a <i>Challenge</i> question to push more advanced students.”</li> <li>• “Insert a <i>Challenge</i> timeframe to improve their facility/fluency with this skill.”</li> <li>• “<i>Brighten Lines</i> by inserting a clear transition statement (e.g. “Now we’re going to shift gears and give you a chance to practice!”)”</li> </ul>
Detailed Where It Counts	<b>Always Scripted (“Script exactly...”)</b> <ul style="list-style-type: none"> <li>• “...what you will say for your think aloud/model.”</li> <li>• “...the directions you will give before sending scholars off to their guided inquiry activity.”</li> <li>• “...the check for understanding question(s) you will ask.”</li> <li>• “...the questions you will ask in your exit ticket.”</li> </ul> <b>Sometimes Scripted (“You should consider scripting...”)</b> <ul style="list-style-type: none"> <li>• “...how you will roll out [new procedure] since you have not done it before.”</li> <li>• “...the <i>What to Do</i> directions you will give for this activity.”</li> <li>• “...how you will transition to the next part of the lesson.”</li> </ul>



**Formatting &  
Time-stamping**

- **“Include timestamps next to each agenda item.”**
- **“Revise this to be in outline format.”**
- **“Bold your CFUs”**
- **“Italicize your ideal scholar responses.”**

**Providing Lesson Plan Feedback**

Fix the Details	Synthesize the Trends
In-Line Comments in the Lesson Plan	Via E-mail Summary
<ul style="list-style-type: none"> <li>• <b><u>Corrective (for plans that do not meet standards):</u></b> <ul style="list-style-type: none"> <li>o <b>Clear:</b> Be unambiguous in what you want.</li> <li>o <b>Direct:</b> Avoid language that suggests the change is optional (“You should/could...” etc.)</li> <li>o <b>Positive:</b> Tell teachers what <i>to</i> do as opposed to what <i>not</i> to do.</li> <li>o <b>Limited:</b> No more than 3-5 comments per LP.</li> </ul> </li> <li>• <b><u>Suggestive (for otherwise solid plans):</u></b> <ul style="list-style-type: none"> <li>o <b>Collaborative:</b> Use language that provides options (“Have you considered”; “What if...” etc.)</li> <li>o <b>Limited:</b> No more than 1-2 comments per LP</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Precise Praise:</b> Highlight what is <u>right</u> about the lesson plan first using claim/evidence/impact formatting</li> <li>• <b>Summarize:</b> Provide 1-2 trends you see in the lesson plans for them to improve upon next week.</li> </ul>

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#### 4.9 Special Education Schedule and IEP Meetings

To prepare for the school year the DS3 will work with the Special Education Team to follow this schedule for IEP planning, caseload management, and scheduling:

- **July and August**
  - DS3 will organize caseload
  - The caseload of the school will be divided among the team
  - Each IEP will be read and reviewed by a member of the team
  - Goals for each scholar's IEP will be recorded on a google sheet and in the progress monitoring binder
  - The DS3 will schedule IEP minutes within the school schedule, determine groups, including any scholars of concern in skills-based groups if appropriate
  - School schedule will be reviewed to determine that Interventionist have the same number of prep periods as general education teacher plus at least one extra prep period or paperwork and meetings relevant to their caseload.
    - o It will be a priority to schedule prep period times aligned to general education teacher prep periods for a common planning period.
  - Plan transition meetings for students who struggle with transitions – transition meetings involve the parent, the student, and usually give students the opportunity to go into their classroom, meet their teacher, and run through their typical school day.
  - Calendar as a team – each team member should know their own caseload, and their teammate's (for accountability). The DS3 will also calendar the scholars on the speech pathologist's caseload for accountability purposes.
  - Deliver IEP snapshots to teachers and discuss accommodations, IEP minutes, and scheduling.
  - Begin building relationships with support partners and itinerants (speech, occupational therapist (OT), physical therapist (PT), psychologist or social worker, teacher of any deaf scholars, and nurse).
    - o Speech, Psychologist, and OT, and PT should all try to be here on the same day so they can attend monthly meetings with the team and attend IEP meetings where multiple services are needed.
- **September-December 1**
  - Goals will be progress monitored every 6 weeks
    - o § IEP objectives will be progress monitored every 2 weeks.
  - All IEP annuals and reevaluations should be completed before the Atlanta Public Schools

(APS) 12/1 deadline.

- The CCARE Team should expect to see scholars with behavior concerns on individualized plans at this point in the year.
  - § Observations of scholars will be in progress.
  - § Functional Behavior Assessments, and Behavior Intervention Plans implemented necessary.

- Scholars with consistent academic concerns have been identified by the CCARE Team and receiving Tier II interventions.
- **December-March**
  - Goals are progress monitored every 6 weeks, IEP objectives are progress monitored every 2 weeks.
  - The CCARE team is progress monitoring scholars to determine how they are responding to Tier II interventions.
    - If scholars are not improving in Tier II, the CCARE Team will consider consulting support partners for recommendations if there are concerns in speech, OT, PT, or social and emotional development.
  - The DS3 will work with the CCARE team to determine meeting from April and May that can be moved into February or March to improve efficiencies and prevent concerns with compliance deadlines.
  - Progress reports are sent home with report cards during KIPPsterSupport Conferences.
    - Interventionists attend conferences for scholars on their caseload and/or scholars of concern.
  - Interventionists may need to begin scheduling time for evaluations/testing.
- **April-May – IEP Season**
  - Goals are progress monitored every 6 weeks, IEP objectives are progress monitored every 2 weeks.
  - Complete all annuals by the APS deadline.
  - Complete all annuals and reevaluations that occur in September of the following year.
  - Scholars who have been monitored throughout the year by the CCARE Team have either made improvements or have been moved to Tier III and are being evaluated for special education services.
  - Initial evaluations and most reevaluations occur during this time period.
  - General education teachers need to be reminded about coverage for meetings and all meeting are calendared on the general education team and leadership team’s calendar.
  - Interventionists may need an in-service or paperwork day to complete paperwork on time.
  - Interventionists will adjust their schedule to accommodate academic evaluations and testing (some tests can take up to 2 hours to administer).

## 4.10 Evaluation Process for Special Education

### Components of an Annual IEP meeting:

- Make sure each section is clearly introduced and wrapped up before moving onto another part
- ALWAYS contact parents to confirm meeting dates and times at least 24 hours in advance

#### STEP 1- State the Purpose of the Meeting

- Discuss the process, the agenda
- Explain why the team has laptops and will be typing throughout the discussion

#### STEP 2- Introductions

- Ask the parent about any questions or concerns that they have BEFORE moving into the content of the IEP meeting

#### STEP 3 Discuss Student Strengths

- Discuss all of the things that makes the student unique, make sure all parties contribute

#### STEP 4- Present Levels of Performance

- How they are doing in each of their services areas, have they met their goals? Have they grown? Make this short and explain it in simple and easily understandable terms. When delivering academic data, state the purpose of the test and what it assesses (at the grade level or age range) and identify one specific strength and weakness of the data. Then explain what activities the parent can do to increase performance
- Make sure all parties contribute their part
- At the end ask the parent if they have any questions or thoughts.
  - “Does this sound like Lindsey?”
  - “Do you see some of these things at home?”

#### STEP 5- Discuss New Goals

- Explain new goals for next year.
- Explain WHY they are important for the student at this time
- Explain how they can help with these goals at home
- Have all specialists talk about their goals
- Get feedback and input from all parties about the new goals.

#### STEP 6- Discuss Services

- The team explains how they are going to serve the student (inside or outside of classroom) and for how long (minutes per month) and

why the team came to this decision to serve the child best

**STEP 7- Seek Additional Parent Input**

- Ask the parent if they agree with everything that the team decided and if there is anything that they want to add. This can also be a time where you talk about how we are meeting students where they are with these goals, give resources to parents, or talk about parent rights with a student in special education.
- Obtain parent signatures for procedural safeguards

**STEP 8- Closing**

- Close the meeting with the message that we are a team and we will work together and do whatever it takes to help the student succeed
- We are all available at any time for any need, no matter what. Then have all parties sign, and the parent takes home the IEP and right

## 5.1 Culture Walkthrough Form

### Procedure and Expectation Roll Out Benchmark:

Week	Teacher Actions	Student Actions
Week 6 and Beyond	<ul style="list-style-type: none"> <li>• <b>Quick Cues:</b> Gives quick cues (verbal or nonverbal) to cue a transition or transition steps</li> <li>• <b>Swift Consequences:</b> give swift consequences to students who are showing off-task behavior during transitions. Consequences are given swiftly and without engaging in a conversation.</li> <li>• <b>Positive Framing:</b> Communicate how quickly and efficiently students completed the transition</li> <li>• <b>Narrate as an Intervention:</b> positive behaviors as an intervention before issuing a consequence to a student who the teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Transitions are mastered by all students</li> <li>• <b>Efficient:</b> Students execute transitions in <b>30 seconds or less.</b></li> <li>• <b>Urgent:</b> Students follow a clear pathway when moving from one place to the next.</li> <li>• <b>Safe:</b> Students walk safely and know how to pause, walk around, and make room for others when they see an obstacle.</li> </ul>

### Classroom Procedure Measures of Success:

1	2	3	4
Little to no mastery of procedure CFS. Actions typically fall under “doesn’t look like” category.	Some mastery of procedure CFS. Some actions typically fall under “doesn’t look like” category.	Mostly mastery of procedure CFS. Few or no actions typically fall under “doesn’t look like” category.	Complete mastery of procedure CFS. No actions typically fall under “doesn’t look like” category.

### Focus Procedures:

- Positive Framing and Teacher Tone
- Warm and Demanding Moves
- What to do
- Reinforcing Expectations to 100%
- Do it Again

Teacher Practice Benchmark:

TEACHER PROFICIENCIES	Advanced	Proficient	Working Towards	Needs Improvement
<b>Positive Framing and Teacher Tone</b> <b>GBF</b> <b>Alignment: Strong Voice</b>	<ul style="list-style-type: none"> <li>90-100% of the time teacher is upbeat, positive, motivated, and inspiring in the classroom.</li> <li>The general tone of classroom is efficient, respectful and positive.</li> <li>Frequently narrates positive student behaviors (rather than calling out the negative) and uses praise, challenge and talking aspiration to motivate the students.</li> </ul>	<ul style="list-style-type: none"> <li>75-90% of the time teacher is upbeat, positive, motivated, and inspiring in the classroom.</li> <li>The general tone of the classroom is efficient, respectful and positive.</li> <li>Narrates positive student behaviors (rather than calling out the negative) and uses praise, challenge and talking aspiration to motivate the students.</li> </ul>	<ul style="list-style-type: none"> <li>60-75% of the time teacher is upbeat, positive, motivated, and inspiring in the classroom.</li> <li>The general tone of the classroom is inconsistent in efficiency, respectfulness, and positivity.</li> <li>Does not use positive framing OR narrates negative student behaviors as often as positive, Or teacher does not use positive framing and inconsistently uses praise, challenge or aspiration to motivate students.</li> </ul>	<ul style="list-style-type: none"> <li>Most of the time teacher is uninspiring and/or negative in the classroom</li> <li>The general tone of classroom is inefficient and/or negative.</li> <li>Does not use positive framing, and does not work to motivate students.</li> </ul>
<b>Warm and Demanding</b> <b>GBF</b> <b>Alignment: Teacher Radar and Strong Voice</b>	<ul style="list-style-type: none"> <li>Economy of language: minimal language is used to build student engagement</li> <li>Don't talk over students: adults never talk over student chitchat</li> <li>Do not engage: adults never engage student excuses/distractions during correction of student misbehavior</li> <li>Non-verbal authority: adults always use square up/stand still and proximity to maintain student engagement Quiet power: teacher always speaks slowly and quietly to develop engagement</li> </ul>	<ul style="list-style-type: none"> <li>Economy of language: minimal language is used to build student engagement</li> <li>Teacher rarely allow student side conversations while talking</li> <li>Teacher rarely engage student excuses/distractions during correction of student misbehavior</li> <li>Non-verbal authority: almost always use square up/stand still and proximity to maintain student engagement</li> <li>Quiet power: teacher almost always speaks slowly and quietly to develop engagement</li> </ul>	<ul style="list-style-type: none"> <li>More language is used than needed to build student engagement</li> <li>Teacher sometimes allow student side conversations while talking</li> <li>Teacher sometimes engage student excuses/distractions during correction of student misbehavior</li> <li>Non-verbal authority: sometimes use square up/stand still and proximity to maintain student engagement Quiet power: teacher sometimes speaks slowly and quietly to develop engagement</li> </ul>	<ul style="list-style-type: none"> <li>Teacher is so verbose that students do not understand engagement requested</li> <li>Student side conversations often occur while teacher is talking</li> <li>Teacher often engage student excuses/distractions during correction of student misbehavior</li> <li>Non-verbal authority: adults rarely use square up/stand still and proximity to maintain student engagement</li> <li>Quiet power: teacher rarely speaks slowly and quietly to develop engagement</li> </ul>
<b>What to Do</b> <b>GBF</b> <b>Alignment: What to do</b>	<ul style="list-style-type: none"> <li>Directions are specific, concrete, sequential, observable steps; steps are small enough that every student easily meets expectations</li> <li>Narrate expectations instead of telling what <u>not</u> to do</li> </ul>	<ul style="list-style-type: none"> <li>Directions are specific, concrete, sequential, observable steps; sometimes more specific steps need to be offered if a few students do not comply on first attempt</li> <li>Narrate expectations instead of telling what <u>not</u> to do</li> </ul>	<ul style="list-style-type: none"> <li>Directions sometimes lack being specific, concrete, sequential and/or observable</li> <li>More specific directions are not offered if students do not comply</li> <li>Teacher sometimes narrates what <u>not</u> to do</li> </ul>	<ul style="list-style-type: none"> <li>Directions are vague and difficult to follow/understand</li> <li>Teacher often narrates what <u>not</u> to do</li> </ul>



<b>Reinforcing Expectations</b>  <b>GBF Alignment: Teacher Radar</b>	<ul style="list-style-type: none"> <li>Least invasive interventions (mostly non-verbals, group reminders, positive framing)</li> <li>Less than 10% of class time is spent redirecting students</li> <li>100% of students are on task during group work</li> <li>100% of students are able to answer upon being cold-called</li> </ul>	<ul style="list-style-type: none"> <li>Least invasive interventions (some verbal and some non-verbal redirects)</li> <li>20% of class time spent redirecting students</li> <li>90% of students are on task during group work</li> <li>90% of students are able to answer upon being cold-called</li> </ul>	<ul style="list-style-type: none"> <li>Teacher mostly uses invasive interventions (verbal reminders and redirects; too much teacher talk)</li> <li>40% of class time spent redirecting students</li> <li>80% of students are on task during group work</li> <li>80% of students are able to answer upon being cold-called</li> </ul>	<ul style="list-style-type: none"> <li>Teacher uses all invasive interventions (verbal reminders and redirects; too much teacher talk; rhetorical questions)</li> <li>60% of class time spent redirecting students</li> <li>Less than 80% of students are on task during group work</li> <li>Less than 80% of students are able to answer upon being cold-called</li> </ul>
<b>Do it Again GBF Alignment: Routines and Procedures 201</b>	<ul style="list-style-type: none"> <li>Student group actions are done uniformly every time</li> <li>There is no evident need for “Do It Again;” it clearly has been done before</li> </ul>	<ul style="list-style-type: none"> <li>When student group actions are done incorrectly (walking in hallway, taking out materials, etc.), teacher has class repeat actions 100% of the time</li> <li>Actions are repeated until 100% of the students are compliant</li> </ul>	<ul style="list-style-type: none"> <li>When student group actions are done incorrectly (walking in hallway, taking out materials), teacher has class repeat actions 75%+ of the time</li> <li>Actions are repeated until 90% of the students are compliant</li> </ul>	<ul style="list-style-type: none"> <li>Teacher does not ask student to repeat incorrect group actions regularly</li> <li>When repeated, student behavior is still noncompliant</li> </ul>

Classroom	Teacher Practice Glows	Teacher Practice Grows	Procedure Mastery

# Family and Scholar Handbook 2019-2020

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# SCHOOL VISION and OVERVIEW

## A Message from the Principal

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Dear Scholars and Families,

Welcome to KIPP Woodson Park Academy (KWPA)! As we embark upon this first year together, I would like to begin by saying how grateful and honored I am for the opportunity to work with you and your scholars.

At KIPP, we believe in doing whatever it takes to equip our scholars with the tools necessary to be successful in high school, college and the competitive world beyond. A balance of character education and academics will ensure our scholars are not only intellectually prepared for each stage in their educational career, but our scholars will also be change agents that will positively impact their community. Each day we will live our values of **unity, integrity, humility, joy, and legacy** in preparation for the future.

Change is exciting for some and may cause a little nervousness for others. However, with strong family partnerships and communication, we can ensure a smooth transition and a successful school year. The Family and Scholar Handbook provides general information about our school's policies and procedures. Although this handbook serves as a guide, true success will require a lot of hard work, unity, and unrelenting commitment to each other, to our scholars, and the mission of the school. Please review the handbook with your scholar(s), and keep the handbook handy so that you may refer to it as necessary. Please contact us at any time if you have questions about the information in this handbook or any other questions or concerns.

Again, the staff and I are excited to work with each one of you. You are a part of an important movement in education, ensuring our scholars climb the mountain to and through college.

Sincerely,

*How are the children? The children are well.*  
-Dr. Susan Crim-McClendon

About KIPP

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KIPP’s Origin

KIPP began in 1994 when two teachers, Mike Feinberg and Dave Levin, launched a fifth-grade public school program in Houston, Texas, after completing their commitment to Teach for America. In 1995, Feinberg remained in Houston to lead KIPP Academy Middle School, and Levin returned home to New York City to establish KIPP Academy in the South Bronx. These two original KIPP Academies became the starting place for a growing network of schools that are transforming the lives of scholars and redefining the notion of what is possible in public education.

KIPP Foundation

In 2000, Doris and Don Fisher, co-founders of Gap Inc., formed a partnership with Mike Feinberg and Dave Levin to replicate the success of the original KIPP Academies, establishing the KIPP Foundation. Since its founding, the KIPP Foundation has recruited, selected and trained over 100 outstanding school leaders to open new KIPP schools; rigorously focused on quality even as the network rapidly expanded; and supported innovation that has leveraged the scale of the network. The Foundation has facilitated this growth through a range of customized services including real estate, legal needs, technology, finance, corporate governance, operations, communications, marketing, and development.

KIPP now serves more than 80,000 scholars in more than 200 schools spread across 20 states and the District of Columbia. Currently, more than 80 of these schools are elementary schools.

KIPP’s Vision

Our vision is that, one day, all public schools will help children develop the knowledge, skills, character, and habits necessary to achieve their dreams while making the world a better place.

KIPP’s Five Pillars

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KIPP schools share a core set of operating principles known as the Five Pillars:

High Expectations	We set clearly defined and measurable high expectations for academic achievement and conduct in order to create and reinforce a culture of achievement and support. We know that every student is different and we personalize learning based on a student’s needs, skills, and interests.
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<b>Strength of Character</b>	Success in life depends on both academics and character. We help students foster character strengths that are essential for their own success and well-being. And we empower them to express their voice with power and to improve the world around them.
<b>Safe, Structured &amp; Nurturing Environments</b>	Students need physical and emotional safety in order to take risks and learn from their successes and their mistakes. Our schools provide a safe, structured, and nurturing environment with minimal distractions and more time for both academics and extracurriculars, so our students love school and maximize their learning.
<b>Highly Effective Teachers &amp; Leaders</b>	Great schools require great teachers and school leaders. We empower our educators to lead school teams, and we invest in training to help them grow as professionals
<b>KIPP Through College</b>	Our counselors and advisors support students as they prepare for and select the right college and career for their needs and interests. After high school, we help KIPP alumni navigate the social, academic, and financial challenges they might encounter while in college.

## KIPP Credo

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A Credo is a belief that guides one's actions. We have a KIPP Credo that scholars, staff, and families are expected to learn and model through action.

*If there is a problem, we look for a solution*  
*If there is a better way, we find it*  
*If a teammate needs help, we give*  
*If we need help, we ask.*

## About KIPP Metro Atlanta Schools

---

KIPP Metro Atlanta Schools has operated in Atlanta since 2003 when we opened our first two schools. With the addition of KIPP Woodson Park Academy, we have now grown to ten schools in Atlanta (listed in the table below) and plan to continue expanding to serve even more scholars.

School	Open Since	Location	Grades
KIPP South Fulton Academy	2003	1286 Washington Ave.	5-8
KIPP WAYS Academy	2003	350 Temple Street, NW	5-8
KIPP STRIVE Academy	2009	1444 Lucile Ave. SW	5-8
KIPP Vision Academy	2010	660 McWilliams Rd. SE	5-8
KIPP Atlanta Collegiate	2011	98 Anderson Ave. NW	9-12
KIPP STRIVE Primary	2012	1448 Lucile Ave. SW	K-4
KIPP Vision Primary	2013	660 McWilliams Rd. SE	K-4
KIPP WAYS Primary	2014	350 Temple Street, NW	K-4
KIPP Soul Primary	2018	1445 Maynard Rd NW	K-1
KIPP Woodson Park Academy	2019	20 Evelyn Way	K-5

KIPP Metro Atlanta Schools are free, open-enrollment, college-preparatory public schools designed to educate scholars in the City of Atlanta. KWPA is a part of KIPP Metro Atlanta Schools and the KIPP national network, which is known for having high expectations both academically and behaviorally.

## About KIPP Woodson Park Academy

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KIPP Woodson Park Academy (KWPA) is a partner APS school dedicated to serving scholars in the Grove Park community. Currently serving grades K-5, KWPA will add a grade level each year until the school reaches 8th grade, thus providing a K-8 educational experience for Grove Park scholars and families. In order to provide rigorous academic and character development programs, KWPA will adopt proven KIPP practices as well as maintain some traditional Woodson partnerships.

## School Mission, Vision, and Values

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### Mission







KIPP Metro Atlanta will equip students with the academic skills, scholarly habits and character traits necessary to be successful in top-quality colleges and the competitive world beyond.


## Vision

At KIPP Woodson Park, we believe education drives social change. In our community, character and academics are of equal importance. All of our scholars can learn and will learn. Through a rigorous and relevant curriculum, we will empower scholars to thrive as future change agents. In every way, we challenge the status quo. We value a positive sense of self, critical thinking, character development, and creativity as the tools our scholars will leverage to change the world.

## Core Values

*Values:* Five core values aligned to our vision will drive our success. Our KWPA school values are explained in the table below.

Value	Definition
<b>Unity</b> 	We recognize we are stronger together than we are individually. We support one another academically, personally, and in times of difficulty. With one voice, we advocate for ourselves, our school, and our community.
<b>Integrity</b> 	Strong character is the foundation for future success. Therefore, we are honorable in our actions, keep promises to stakeholders, and engage in candid conversations as we strive to be our best selves.
<b>Humility</b> 	We honor ourselves and recognize the value in others. With this in mind, we communicate respectfully, seek to understand others' points of view, and seize every opportunity to learn from one another.
<b>Joy</b> 	We find pleasure in all learning opportunities and strive to create a warm and welcoming environment. We smile often, celebrate success, and maintain optimism in overcoming obstacles.

<p><b>Legacy</b></p> 	<p>In the spirit of Sankofa, looking back is the first step forward. We honor the lives and contributions of those who came before us and learn from them in order to guide us towards our future.</p>
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Scholars understand that these values are essential qualities that they must internalize if they are to achieve success in reaching their goals. When both scholars and staff demonstrate these values, the following school climate is in place:

- utilizing their voices to love themselves, each other, our school, and our community
- challenging the boundaries of society and using our voices
- building strong relationships with a passion for learning
- rising up to break through the bondage of our current circumstances
- powerfully creating the journey toward a choice-filled life

With such a school climate, KIPP Woodson Park Academy is able to make great strides towards its mission of ultimately preparing scholars for competitive middle schools, high schools, and colleges. When scholars have internalized these values and practice them on a regular basis, they are equipped with both the academic and life skills to excel in any rigorous academic environment.

## School Song

*K-W-P-A (repeated)*

*We wanna see UNITY*

*And JOY at the heart of community, yeah*

*Just a little HUMILITY That builds up a heart of INTEGRITY, Oh*

*We will leave a LEGACY of change*

*Our world will never ever be the same*

*And it starts right inside of me*

*K-I-P-P Woodson Park Academy*

*K-W-P-A (repeated)*

*Woodson Park Academy*

## KIPP Woodson Park Academy Commitment to Excellence

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### STAFF MEMBER COMMITMENT:

We commit to fulfilling our KIPP Woodson Park Academy mission and vision in the following ways:

1. We will arrive at our school every day by 7:00 AM and remain at school until 4:15 PM.
2. We will come to school prepared each day with well-planned lessons and with all necessary materials.
3. We will believe, with high expectations, in all that we, our scholars, and others can accomplish.
4. In **UNITY**, we will collaborate and support one another both personally and professionally. With one voice, we will advocate for our scholars and families.
5. We will model **INTEGRITY** at all times, being honorable in words and actions.
6. With **HUMILITY**, we will seek to learn to grow personally and professionally, every day.
7. We will smile often and create a **JOYful** environment where all Team & Family members are honored and respected.
8. We will honor the **LEGACY** of our scholars by making our lessons culturally relevant and empowering our scholars to actualize their own through contributions to the school and broader community.
9. We will always make ourselves available to scholars, parents, and any concerns they might have.
10. We will always do our best to make sure our scholars and parents feel valued and respected.
11. We will always protect the safety, interests, and the rights of all individuals in our classrooms.
12. We will do **whatever it takes** to ensure our scholars are successful

*Failure to adhere to these commitments can lead to our being de-selected as a KIPP Woodson Park Academy staff member.*

Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## FAMILY COMMITMENT:

We commit to fulfilling our KIPP Woodson Park Academy mission and vision in the following ways:

1. We will make sure that our child arrives at school every day between 7:15-7:30 AM and remains at school until 3:40 PM (Monday-Thursday) & 2:40 PM on Friday.
2. We will make arrangements so that our child can remain at school until 3:40 PM Monday-Thursday and 2:40 PM on Friday.
3. We will honor and reinforce our KIPP Woodson Park Academy's Values: **Unity, Integrity, Humility, Joy** and **Legacy...together!**
4. We will check our child's homework, read with them, and sign the appropriate documents each night. If there is a problem with the homework, we will call the teacher for clarification.
5. We will attend school events and all conferences regarding our child.
6. We will notify the office as soon as possible if our child is going to miss school, and we will read carefully all the papers that the school sends home to us.
7. We will allow our child to go on field lessons.
8. We will make sure our child follows the KIPP Woodson Park Academy dress code and scholar code of conduct.
9. We understand that our child must follow the school expectations so as to protect the safety, interests, and rights of all individuals in the classroom and school community.
10. We will offer constructive feedback for improving the school.
11. We will model respectful behavior when dealing with teachers, staff and other families.
12. We will help our child in the best way we know how and we will do **whatever it takes** for him/her to learn.

*We understand that not fulfilling these commitments will result in consequences for our child's academic progress, growth as a scholar, and his/her privileges at school.*

Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## SCHOLAR COMMITMENT:

I commit to fulfilling our KIPP Woodson Park Academy mission and vision in the following ways:

1. I will come to school every day on time.
2. I will wear the school uniform every day.
3. I will work hard to continuously grow and develop and I will never give up.

4. I will complete my homework to the best of my ability and have a guardian check and sign the appropriate document each night. I will turn in my homework each morning. If I have questions, my guardian or I will call my teacher.
5. I will follow the school expectations so as to protect the safety, interests, and rights of all individuals in the classroom and school community.
6. I will show **UNITY** by supporting my teammates, working with others and advocating for myself, my school, and my community.
7. I will show **INTEGRITY** by always telling the truth and doing the right thing, even when no one is looking.
8. I will show **HUMILITY** by being respectful, listening to others, and asking for and accepting help. I know I can always grow and improve.
9. I will show **JOY** by smiling each day, celebrating my personal growth and the growth of others, and remaining optimistic when I face challenges.
10. I will honor the **LEGACY** of those who came before me by embracing lessons and taking advantage of every learning opportunity. I will use our ancestors as examples of how to positively impact my school and community.

*I understand that if I do not keep these commitments, I will lose privileges and it will be harder for me to grow and achieve my goals.*

Printed Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Contact Information

Address

KIPP Woodson Park Academy  
20 Evelyn Way NW  
Atlanta, GA 30318

Phone

(404) 802-7550

Website

[www.kippmetroatlanta.org](http://www.kippmetroatlanta.org)

### Hours of Operation - Traditional School Year

Doors Open    Scholar Dismissal

Monday, Tuesday, Wednesday, Thursday	7:15 AM	3:45 PM
Friday	7:15 AM	2:45 PM
Early Release	7:15 AM	12:40 PM

*KWPA is not responsible for scholars who are dropped off before the identified time at which school doors are opened. Parents/guardians are expected to wait with their children until the school’s doors are opened, as the children will be unsupervised until this time.*

# Academic Program



## Sample Daily Schedules

Please note that this sample daily and is subject to change.

### Sample Daily Schedule – Kindergarten

KINDER				
Time	HR 1	HR 2	HR 3	HR 4
7:15 - 7:40 (25)	Arrival			
7:40-8:05 (25)	Family Circle			
8:10-8:55(45)	Reading Rotation 1 (Intervention)	Reading Rotation 1 (Intervention)	Reading Rotation 1 (Intervention)	Reading Rotation 1 (Intervention)
8:57-9:42 (45)	Reading Rotation 2	Reading Rotation 2	Reading Rotation 2	Reading Rotation 2
9:44-10:29 (45)	Reading Rotation 3	Reading Rotation 3	Reading Rotation 3	Reading Rotation 3
10:30-11:25 (55)	Recess & Lunch			
11:30-11:47 (17)	Family Read Aloud	Family Read Aloud	Family Read Aloud	Family Read Aloud
11:50-12:35 (45)	Handwriting & Writing	Handwriting & Writing	Handwriting & Writing	Handwriting & Writing
12:37-12:52 (15)	Calendar Math	Calendar Math	Calendar Math	Calendar Math
12:52-2:22 (90)	Math (Snack & Intervention)	Math (Snack & Intervention)	Math (Snack & Intervention)	Math (Snack & Intervention)
2:27-3:17 (50)	Specials	Specials	Specials	Specials
3:22-3:30 (8)	STAC	STAC	STAC	STAC
3:30- 3:40 (10)	Pack-Up	Pack-Up	Pack-Up	Pack-Up
3:40 - 4:10 (30)	Dismissal			

### Sample Daily Schedule – 1<sup>st</sup> Grade

FIRST GRADE				
Time	HR 1	HR 2	HR 3	HR 4
7:15 - 7:40 (25)	Arrival			
7:40-8:05 (25)	Family Circle			
8:10-8:55(45)	Reading Rotation 1	Reading Rotation 1	Reading Rotation 1	Reading Rotation 1



8:57-9:42 <b>(45)</b>	Reading Rotation 2 (Intervention)	Reading Rotation 2 (Intervention)	Reading Rotation 2 (Intervention)	Reading Rotation 2 (Intervention)
9:44-10:29 <b>(45)</b>	Reading Rotation 3	Reading Rotation 3	Reading Rotation 3	Reading Rotation 3
10:34-11:19 <b>(45)</b>	Specials	Specials	Specials	Specials
11:21-12:16 <b>(55)</b>	Recess & Lunch			
12:21-12:34 <b>(15)</b>	Family Read Aloud	Family Read Aloud	Family Read Aloud	Family Read Aloud
12:36-12:46 <b>(10)</b>	Calendar Math	Calendar Math	Calendar Math	Calendar Math
12:46-2:16 <b>(90)</b>	Math (Intervention)	Math (Intervention)	Math (Intervention)	Math (Intervention)
2:18-3:18 <b>(60)</b>	Writing & Handwriting (Snack)	Writing & Handwriting (Snack)	Writing & Handwriting (Snack)	Writing & Handwriting (Snack)
3:18-3:30 <b>(12)</b>	STAC	STAC	STAC	STAC
3:30- 3:40 <b>(10)</b>	Pack-Up	Pack-Up	Pack-Up	Pack-Up
3:40 - 4:10 <b>(30)</b>	Dismissal			

## Sample Daily Schedule – 2<sup>nd</sup>

SECOND GRADE				
Time	HR 1	HR 2	HR 3	HR 4
7:15 - 7:40 (25)	Arrival			
7:40-8:05 (25)	Family Circle			
8:10-8:55(45)	Reading Rotation 1	Reading Rotation 1	Reading Rotation 1	Reading Rotation 1
8:57-9:42 (45)	Reading Rotation 2	Reading Rotation 2	Reading Rotation 2	Reading Rotation 2
9:44-10:29 (45)	Reading Rotation 3 (Intervention)	Reading Rotation 3 (Intervention)	Reading Rotation 3 (Intervention)	Reading Rotation 3 (Intervention)
10:33-11:18 (45)	Writing (Snack)	Writing (Snack)	Writing (Snack)	Writing (Snack)
11:23-12:13 (50)	Specials	Specials	Specials	Specials
12:15-1:10 (55)	Recess & Lunch			
1:15-1:33 (18)	Family Read Aloud	Family Read Aloud	Family Read Aloud	Family Read Aloud
1:35-3:05 (90)	Math (Intervention)	Math (Intervention)	Math (Intervention)	Math (Intervention)
3:05-3:30 (25)	Nonfiction	Nonfiction	Nonfiction	Nonfiction
3:30-3:40 (10)	STAC	STAC	STAC	STAC
3:40-3:45 (5)	Pack-Up	Pack-Up	Pack-Up	Pack-Up
3:45 - 4:10 (25)	Dismissal			

## Sample Daily Schedule – 3<sup>rd</sup> Grade

THIRD GRADE				
Time	HR 1	HR 2	HR 3	HR 4
7:15 - 7:40 (25)	Arrival			
7:40-8:00 (20)	Family Circle			
8:05-9:35(90)	Math(Intervention)	Reading & Writing	Math (Intervention)	Writing & Reading
9:40-10:30 (50)	Specials	Specials	Specials	Specials
10:35-12:05 (90)	Reading & Writing	Math (Intervention)	Writing & Reading	Math (Intervention)
12:10-1:05 (55)	Lunch & Recess			
1:10-10:28 (18)	Family Read Aloud	Family Read Aloud	Family Read Aloud	Family Read Aloud
1:30-3:00 (90)	Literacy Block: Guided Reading & Phonics (Intervention)			
3:05-3:25 (20)	Nonfiction (Snack)	Nonfiction (Snack)	Nonfiction (Snack)	Nonfiction (Snack)
3:25-3:35 (10)	STAC	STAC	STAC	STAC
3:35-3:45 (10)	Pack-Up	Pack-Up	Pack-Up	Pack-Up
3:45 - 4:10 (25)	Dismissal			

## Sample Daily Schedule – 4<sup>th</sup> Grade

FOURTH GRADE				
Time	HR 1	HR 2	HR 3	HR 4
7:15 - 7:40 (25)	Arrival			
7:40-8:00 (20)	Family Circle			
8:05-8:55(50)	Specials	Specials	Specials	Specials
9:00-10:30 (90)	Math (Intervention)	Reading & Writing	Math (Intervention)	Writing & Reading
10:33-12:03 (90)	Reading & Writing	Math (Intervention)	Writing & Reading	Math (Intervention)
12:08-1:03 (55)	Reecess & Lunch			
1:08-1:26 (18)	Family Read Aloud	Family Read Aloud	Family Read Aloud	Family Read Aloud
1:28-2:58 (90)	Literacy Block: Guided Reading & Phonics (Intervention)			
3:03-3:25 (22)	Nonfiction (Snack)	Nonfiction (Snack)	Nonfiction (Snack)	Nonfiction (Snack)
3:25-3:35 (10)	STAC	STAC	STAC	STAC
3:35-3:45 (10)	Pack-Up	Pack-Up	Pack-Up	Pack-Up
3:45 - 4:10 (25)	Dismissal			

## Sample Daily Schedule – 5<sup>th</sup> Grade

FIFTH GRADE				
Time	HR 1	HR 2	HR 3	HR 4
7:15 - 7:40 (25)	Arrival			
7:40-8:00 (20)	Family Circle			
8:05-9:05(60)	Guided Reading	Math	Reading	Writing
9:08-10:08 (60)	Reading	Nonfiction: Science & Social Studies	Writing	Math
10:11-11:11 (60)	Writing (Snack)	Reading (Snack)	Guided Reading (Snack)	Nonfiction: Science & Social Studies (Snack)
11:14-12:14 (60)	Nonfiction: Science & Social Studies	Writing	Math	Guided Reading (Intervention)
12:18-1:08 (50)	Specials	Specials	Specials	Specials
1:13-2:03 (50)	Recess & Lunch			
2:08-2:26 (18)	Family Read Aloud	Family Read Aloud	Family Read Aloud	Family Read Aloud
2:28-3:28 (60)	Math	Guided Reading	Nonfiction: Science & Social Studies	Reading
3:28-3:40 (12)	Pack-Up	Pack-Up	Pack-Up	Pack-Up
3:45 - 4:10 (25)	Dismissal			

## Academic Program Overview

Subject	Component	Curriculum	Details
<b>Family Circle</b>	Community Building Character Instruction Academic Review Growth Celebration	Responsive Classroom Restorative Practices Culture Chants/Songs Second Step	Scholars will build homeroom, grade-level, and school-level community by engaging in various activities led by their teachers and leaders. Daily family circles support growth and understanding of all of our school values.
<b>Mindful Music</b>	Character Building	Mindful Music Moments	Each day, 100% of people present in the building at 8 am will participate in 3-5 minutes of daily mindfulness through a program delivered during morning announcements. The mindfulness music curriculum allows each KWPA community member to begin each day with a sense of peace and focus.
<b>Literacy</b>	Phonics	Really Great Reading Phonics Countdown, Blast, and HD Word  Hill Learning Center Reading Achievement Program (HILLRAP)	All scholars in grades K-4 will have 25-40 minutes of daily phonics instruction in phonological & phonemic awareness, decoding, encoding (spelling), sight word recognition, and fluency.  Scholars will receive phonics instruction in a small-group setting.
	Guided Reading	Scholastic Nonfiction & Fiction 2 <sup>nd</sup> Edition	Scholars in grades K-2 will have small-group, targeted reading instruction for 20-25 minutes 3 days a week.  Scholars in grades 3-5 will have small-group, targeted reading instruction for 20-25 minutes 3-5 days a week.  Scholars will be grouped by their instructional reading level and will travel to classrooms with other schools on their level. Here, scholars will benefit from reading instruction as well as additional instruction in phonemic awareness, phonics, fluency, and comprehension. Groups will change based on scholar growth.
	Read Alouds	Fountas & Pinnell Interactive Read Alouds	Scholars in grades K-5 will have a daily, 20 minute block after their mid-afternoon recess and lunch block. Read alouds will provide scholars with a chance to calm down and refocus before more brain-heavy activity, while also providing scholars in grades K-2 an additional opportunity to continue practicing specific reading skills. In grades 3-5 the read alouds will focus on building scholars' social-emotional and character skills and tools.

Subject	Component	Curriculum	Details
Literacy	Shared/Close Reading	KIPP Wheatley Curriculum	<p>Scholars in grades K-2 will have small-group, reading comprehension instruction for 25-45 minutes 3 days a week.</p> <p>Scholars in grades 3-5 will have reading comprehension instruction for 45-60 minutes 5 days a week.</p> <p>During the reading block, scholars will work to apply grade-level comprehension strategies to various texts, centered around one common theme. Scholars dive deep into texts by reading them multiple times, for a variety of reasons.</p>
	Writing & Grammar	KIPP Metro Atlanta Writing Plans Treasures Grammar Zaner-Bloser Handwriting	<p>Scholars in grades K and 1 will have 15 minutes of handwriting instruction and 30-40 minutes of writing instruction 4-5 times a week.</p> <p>Scholars in grades 2-5 will have 40-60 minutes of writing instruction 4-5 times a week.</p> <p>Scholars will spend at least one module each year focused on each of the three writing genres of narrative, opinion, and informational. Scholars will participate in shared writing, modeled writing, and analyze author's craft to grow in their development as writers.</p>
	Personalized Learning	LexiaCore5	All scholars in grades K-5 will work independently on LexiaCore5, an online learning curriculum that provides an explicit, systematic, and personalized instruction in phonemic awareness, phonics, vocabulary, fluency, and comprehension.
	Independent Literacy Work Stations	Scholastic Leveled Books FCRR.org Lakeshore Learning Centers	Each day while, all scholars in grades K-5 will have some independent work time during small-group reading instruction, ranging from 10-20 minutes. Literacy work stations can include listening centers, independent reading, writing, phonics practice, and vocabulary work.

Subject	Component	Curriculum	Details
<b>Math</b>	Calendar Math	Lakeshore Learning Calendar Math Every Day Math Calendar Math	Scholars in grades K & 1 will have a 10-15 minute calendar math time in which they work through number sense, counting, problem-solving, and daily calendar routines.
	Guided Math	Eureka Math	All scholars in grades K-5 will have 60-90 minutes of math instruction 5 days a week. Lessons will focus on a specific grade-level math objective. Daily objectives are delivered through an introduction to the new math skill, strategies modeled by the teacher, teacher guided support, and mastery measured through scholar independent work. Scholars will rotate through various learning stations in order to receive targeted small-group, hands-on instruction.
	Math Work Stations & Personalized Learning	Eureka Math Zearn Everyday Math Partner Games Dreambox	During guided math rotations, scholars will have 20-40 minutes of independent and small-group work time. Math work stations can include a mix of independent and partner games, as well as personalized learning on the computer. Both Zearn and Dreambox are computer-based math programs that target scholars at their grade and/or instructional level.
<b>Nonfiction</b>	Social Studies	Weekly Readers	Scholars in grades 2-4 will have 20-25 minutes each day dedicated to Social Studies.
	Science & Social Studies	Georgia Standards Weekly Readers McCraw Hill Text	Scholars in 5th grade will have one Nonfiction block which will consist of science and social studies. The teacher will concentrate on Science and SS key standards and deliver the material with robust readings and hands on experiments.
<b>Electives</b>	Theater Music Visual Arts Physical Education STEAM	Georgia Standards	All scholars in Kindergarten will complete 4 8-9 week rotations through Music, Visual Arts, PE, and STEAM. Scholars 1st through 4th will complete slightly shorter rotations through all 5 electives. In the 5th grade, students will choose their specialty and remain in their chosen course for the entire year. Students will rank their choices, and we will attempt to place students into one of the their top 2 choices.
<b>Closing Circle</b>	Community Building Character Instruction	Responsive Classroom Restorative Practice	All scholars in grades K-5 will end the day on a reflective, positive note, while continuing to build community. Closing circles enable scholars to continue to approach each day with optimism, even when they may feel difficult. Closing circles will also provide scholars with the chance to share and value one another.



## Assessments

At KWPA, we know that we can best meet the exact needs of all of our scholars by having a true understanding of their strengths and areas for growth. The bulk of every scholar's instructional day occurs in small-group settings, with 60-135 minutes of literacy each day and 60-105 minutes of mathematics. Therefore, targeted, frequent and ongoing assessment is a fundamental part of our academic program. These assessments enable us to flexibly group scholars and provide the exact right instruction for each scholar. The table below provides a general overview of our K-5 assessment program.

Assessment Name	Assessment Area	Scholars Assessed
GA Kindergarten Inventory of Developing Skills (GKIDS)	ELA, Math, approaches to learning, personal and social development	Kindergarten only
Georgia Milestones	Math and ELA	3 <sup>rd</sup> -5 <sup>th</sup>
Georgia Milestones	Science and Social Studies	5 <sup>th</sup> only
ACCESS Testing	Listening, Reading, Speaking, Writing	ESOL only
MAP Growth K-2	Reading and Math	Kindergarten-1 <sup>st</sup>
MAP Growth 2-5	Reading and Math	2 <sup>nd</sup> -5 <sup>th</sup>
MAP Fluency	Literacy	Kindergarten-5 <sup>th</sup>
Show What You Know (SWYK) Weekly Phonics & Sight Word Skills Assessments	Literacy (Phonics)	Kindergarten – 2 <sup>nd</sup>
Checkpoints, Mid-Modules, and Topic Assessments	Reading & Math	Kindergarten-5 <sup>th</sup>
End of Module Assessments	Reading, Writing, Math, Nonfiction	Kindergarten-5 <sup>th</sup>
UGA Writing & WriteScore Interim Assessments	Writing	3 <sup>rd</sup> -5 <sup>th</sup>
Trimester Interim Assessments	Literacy (Phonics)	Kindergarten-4 <sup>th</sup>
Quarterly Interim Assessments	Math & Nonfiction	5 <sup>th</sup> only

## Homework

At KWPA, we believe that homework plays an integral role in helping scholars develop necessary skills in order to be successful in college and beyond. We also know that our scholars work extremely hard during the school day, and thus deserve to have some time to rest and rejuvenate at home each night. For this reason, our homework will mostly focus on activities that promote scholars' language and literacy development, as well as give them some additional math practice on previously learned skills. Nightly completion of homework is an integral part of being a KIPP Woodson Park Academy scholar.

Homework will be assigned on a weekly basis for all scholars in grades K-4, and placed in their individual homework folders. Homework will consist of nightly reading (10-20 minute depending on grade level), some sight word and/or spelling practice, and math problems. Homework should take no more than 40 minutes each night. Parents are required to check all homework assignments and sign the daily log each night once the homework is complete. If a child is having a problem with completing the homework assigned, parents are

welcome to call their child's teachers for assistance. Homework folders must be returned each day for teacher review.

In fifth grade, scholars will receive their homework in class each day, and write their assignments down in their agenda. Homework will consist of no more than 10 minutes each night for each of four subjects as well 20 minutes of nightly reading. Parents are required to check all homework assignments and sign the daily log each night once the homework is complete. If a child is having a problem completing the homework assigned, the scholar is welcome to call the teacher of that subject before 8 pm. Homework folders and agendas must be returned each day for teacher review. Scholars will be given an agenda at the start of the year and is responsible for taking care of it. If a scholar loses their agenda, another must be purchased from the front office.

Scholars receive 5 daily Live School points for complete homework. If a scholar returns to school the next day with an unsigned agenda, does not complete an assignment or hands in an incomplete assignment (even one missing question is incomplete), they will not earn their 5 Live School points for that school day. Scholars in fifth grade will lose one point for every subject that is incomplete.

In Kindergarten and first grade, homework and reading will require the support of family members. In grades 2 and above, homework practice should be mostly independent, with family assistance as needed. In addition to weekly homework, scholars will receive assignments during extended break. (Thanksgiving, Winter, Spring, etc.)

Homework is complete when:

- scholar has written their first name, last name, and date
- it is completed in pencil unless otherwise stated
- all content pages are complete and neat (Grade 5)
- the daily reading log is complete and neat (Grades K-5)
- the daily word practice is complete and neat (Grades K-4)
- the daily math practice is complete and neat (Grades K-4)
- the daily homework cover sheet is signed by a family member (Grades K-4)
- the daily agenda is signed by a family member (Grade 5)
- the homework folder is turned in to the teacher the following morning (Grades K-5)
- the agenda is turned into the teacher the following morning (Grade 5)

Scholars with incomplete homework will be required to complete it at a silent lunch table. We are thankful for families committing to and supporting homework completion each night as we know nightly homework plays an integral role in building all scholars' language and literacy skills, as well as instills in them life-long and important organizational and academic competencies from a young age.

### **Progress Reports & Grading Updates**

Scholars will receive progress reports every 3 weeks. These reports will indicate your scholar's performance relative to academic standards and attendance. The 3rd Thursday of each month will be designated for "Do Drop-Ins". Do Drop Ins are voluntary opportunities for parents/guardians to meet with teachers to discuss scholar performance. Teachers will also invite families for conferences if necessary, and report card conferences will be held at the end of Trimesters. For more frequent grade updates, parents may access their scholar's grades online at any time and from any computer via their Clever log-in. Login information for each scholar must be picked up by the parent or guardian with a photo ID in the office and will be available in early fall.

### **Grading/Report Cards**

KIPP Woodson Park Academy issues report cards three times a year. The grading scale is based on scholars' mastery of the content standards using the following scale:

- 5- Advanced
- 4- Proficient
- 3- Approaching
- 2- Not Yet
- 1- Needs Support

KIPPster Support Conferences will be held in November, March and May in which teachers will provide families with a report card for their scholars. Please refer to the academic calendar for the dates. It is expected that all families attend all KIPPster Support Conferences in October. Conferences in January and March will occur at the request of the teacher or parent/guardian.

### **Tutorial for Scholars**

At KIPP Woodson Park Academy, we believe that ALL scholars WILL learn. To this end, scholars can receive extra support and tutorial during certain times of the day. Scholars should understand that teachers ask them to come for extra help because they care about their academic performance. Teachers may also restrict some tutoring sessions to certain scholars who may need targeted assistance that may not otherwise be possible with other scholars in attendance.

## **Developmental Support: Social-Emotional and Academic**

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At KIPP Woodson Park Academy, every scholar is valued for his/her culture, character, academic and restorative excellence. During their elementary years, scholars are developing rapidly. As a school community, we will work to respond to scholars' developmental needs, both social-emotional, and academic. The KWPA Student Support Team works closely with teachers to ensure that each scholar receive the necessary supports to be most successful in their classroom environment.

Tier One supports are provided to every scholar, in classroom environments designed to support every scholar on their journey to and through college. KWPA classrooms are calm, respectful, encouraging, and safe environments where every scholar can feel they belong in order to take risks, grow and stretch their brains and successfully practice both academic and character excellence.

Character supports include:

- Family Circles/Morning Meetings
- Mindful Music Moments
- Family Read Alouds
- Closing Circles
- Restorative Practices
- Individual, Classroom, and School-wide Positive Behavior Supports

Academic supports include:

- Differentiated, small-group literacy instruction
  - Phonics and comprehension
- Differentiated, small-group math instruction
- Personalized e-learning in literacy and math

MTSS is the practice of providing high-quality instruction and interventions matched to scholar need and monitoring the progress of the scholar frequently to make decisions about changes in instruction/supports and/or goals. There are times when Tier One supports do not meet the needs of all scholars and when additional supports are needed. When a scholar is demonstrating significant character, culture, and/or academic concerns in the classroom, the Student Support Team will meet about the specific scholar. Utilizing data, the team will determine a plan that best supports the needs of the scholar in the classroom. The Student Support Team is comprised of the scholar's teachers, as well as leaders, families, and additional support personnel when appropriate. The team will analyze the data, evaluate the challenge to determine the root cause, and create plan of support. This plan could range from providing additional resources in the classroom to creating an individualized plan of support to making a recommendation for further testing and supports. The KWPA team will ensure that the plan is comprehensive and tailored to the scholar's individual needs.

Possible Behavior/Social-Emotional Supports Include:

- Individual Behavior Plans
- Informal Counseling
- Formal Counseling
- Social Skills Groups

Possible Academic Supports Include:

- Additional, targeted small-group instruction provided in class
- E-learning programs, such as Dreambox
- Literacy lab services
- 504 Plans
- Individualized Educational Plans (IEPs) *see below*
- Gifted Education *see below*
- English to Speakers of Other Languages (ESOL) *see below*

#### *Individualized Education Plans:*

Each scholar who meets the qualifications for special education under IDEA is entitled to an Individualized Education Plan (IEP). The IEP team is made-up of parents, school personnel, and scholars (when appropriate) who work together in developing the IEP. The IEP states the levels at which the scholar is functioning, what the scholar will be taught over the next school year (measurable goals and when necessary, objectives), how these goals will be evaluated, any related services to be provided, who will teach the scholar, how much time the special education professionals will spend with the scholar, how much time the scholar will spend with peers not receiving special education services, where the scholar will be taught, and other components. For the initial IEP, no services will be provided until parent consent is received. The IEP is valid for up to one calendar year unless the IEP committee agrees to make changes before then.

The educational placement decision for a scholar with a disability is based on the IEP. It is made after the IEP has been developed with consideration of the least restrictive environment (LRE) for the child. The least restrictive environment concept means that scholars with disabilities will be educated to the maximum extent possible with scholars who are not disabled. This placement decision is the responsibility of the IEP team.

#### *Gifted Education*

KWPA has a gifted and talented program that provides differentiated instruction for intellectually advanced and creatively gifted scholars. Gifted services are available for all eligible scholars in grades kindergarten through fifth grade. According to Georgia Board Rule 160-4-2-.38, a gifted and talented student is defined as one who demonstrates a high degree of intellectual and/or creative ability(ies), exhibits an exceptionally high degree of

motivation, and/or excels in specific academic fields, and who needs special instruction and/or special ancillary services to achieve at levels which commensurate with his or her ability(ies).

The State Board of Education determines eligibility criteria for placement in this program. Referrals for consideration for eligibility for gifted services may be made by teachers, counselors, administrators, parents or guardians, peers, self, or other individuals with knowledge of the scholars' abilities.

All scholars enrolled in KWPA at the time of evaluation will be screened for eligibility into the gifted and talented program. The gifted and talented evaluation process has two timelines:

- Second Look: This screening is for scholars who were previously tested and had current test data and have been found ineligible for gifted services. These scholars will have their data reviewed by the Gifted Coordinator to determine eligibility in the new year and if found eligible will recommend them for gifted services.
- First Look: This screening is for scholars who do not have current data on record and occurs in the fall of each new school year. These scholars are referred through the automatic, teacher and family referral process.
- Automatic Screening: The Gifted Coordinator reviews test scores from the previous school year in the fall
  - Scholars who score 90% or higher on district administered achievement assessments will be automatically referred for testing
  - 4th & 5th grade scholars who scored 90%ile or higher on their previous year's Georgia Milestones End-of-Grade assessment will be automatically referred for testing

### *English to Speakers of Other Languages (ESOL)*

Scholars classified as English Language Learners (ELLs) based on their submitted home language during enrollment will be administered a criterion referenced English language proficiency test designed to measure English learners' social and academic proficiency in English. This test, known as Assessing Comprehension and Communication in English State to State for English Language Learners (ACCESS for ELLs) assesses social and instructional English as well as the language associated with language arts, science, and social studies within the school context across the four language domains. Scholars must be screened within 30 days of enrollment. After initial placement, scholars will be given the test annually, in grades K-12.

Once scholars are identified as ELL, they will be entered into the ESOL program, a standards-based curriculum emphasizing academic and social development. ESOL coursework is based on English Language Development standards. Scholars will receive instruction from a certified, ESOL teacher.

## **Required Scholar Materials**

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Each school year we ask that families bring the following supplies to school:

- Unopened Box of Tissue (4)

- Clorox Wipes
- Hand sanitizer
- Pack of Pencils
- Crayons
- Markers
- 1 Composition Notebook **(2nd-5th Grades)**
- 1 Blue 2 inch Binder and 1 Yellow 2 inch Binder **(5th Grade ONLY)**

*To keep at home for homework assignments*

- Child-Safe Scissors
- Pencils (lots)
- Large eraser
- Glue sticks
- Crayons
- Washable markers
- Reading books
- Paper (for writing and drawing)
- Construction Paper

# School Culture and Scholar Expectations

## School Culture

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KWPA aims to create a positive and consistent school and scholar culture. We believe that our scholars are happiest and most successful when they know what is expected of them, receive support when they are not meeting expectations and feel that they are part of a strong, collaborative community. KWPA will employ a school-wide behavior management system, as well as incorporate routines, procedures, values instruction, and consistent language usage to support the creation and reinforcement of a positive, consistent culture.

### Warrior Week

In order to ensure a strong start to the school year, the first week of school, Warrior Week, will be dedicated to establishing consistent school culture. During this week, scholars will get to know their teachers and teammates. In addition to building relationships, scholars will learn the school rules, systems and routines, values, behavioral expectations, and all other pertinent information that will help in establishing a strong positive school culture.

In order for our routines to become internalized by our scholars, we must plan to proactively teach and re-teach behavior skills throughout the year to ensure scholar success. We give our scholars the opportunity to reset and review after longer times away from school. We do this because we know that giving time to *slow down* and support our culture will allow us to *speed up* later in our rigorous instruction. During this time scholars are still engaging in learning and purposeful practice but our teachers are focused on refining mastery of classroom and schoolwide procedures.

Resets occur:

- After Thanksgiving Break (Full Day)
- After Winter Break (Full Day)
- After Spring Break (Longer Morning Meeting)

### School-Wide Expectations

Our KIPP Woodson Park Academy expectations are the same in every classroom and in every part of the building.

#### 1. Work Hard.

- Be a good listener.
- Do your best.
- Ask and answer questions.
- Stop and think.
- Beat the clock.

#### 2. Be Nice.

- Use materials appropriately.
- Take care of our space.
- Use kind words.
- Help a teammate.
- Share a smile.



3. Stay Safe.
- Follow directions the first time.
  - Stay in your assigned area.
  - Keep your hands, feet and objects to yourself.
  - Use the designated noise level.

Scholars will be explicitly taught how to meet these expectations and will practice it repetitiously until we get it right as a team.

### **Tracking**

Scholars are expected to look directly at the person speaking to them because making eye contact with a speaker increases engagement and what scholars remember. We call this “tracking” the speaker.

### **SLANTing**

Scholars are expected to always sit in SLANT position while instruction is taking place. SLANT is an acronym for the following:

- S--Sit-up
- L--Listen
- A--Ask questions
- N--Nod to show understanding
- T--Track the speaker

### **Noise Levels**

- Level 0 - Zero Noise Level. No noise; silence
- Level 1 - Spy Talk: thank you, sorry, excuse me, you’re welcome, bless you
- Level 2 - Low Flow: Partner or group work
- Level 3 - Formal Normal: Regular Speech; classroom participation
- Level 4 - Spirit Voice: Too loud for most activities; acceptable for presenting to large groups
- Level 5 - Playground Voice: On playground! - never inside classroom

### **School Culture**

At KIPP Woodson Park Academy, we believe that scholar character and behavior are just as important as academic achievement in order to fulfill our mission. We know that our scholars will go on to graduate from college and change the world not just because of their amazing academic skills, but also because of their ability to self-regulate by working hard, being nice, and being safe each day. We also know that part of our job as teachers and families is to support and encourage the unique development of each of our scholars to meet our high expectations. We teach our scholars that all of us – adults and children – make choices every day. Sometimes we make good choices, and sometimes we make poor choices. Every choice has a consequence, and we have to learn to accept our consequences (good and poor!) and know that we have the power to change our choices in the future.

### **The School Wide Management System (Live School)**

In order to ensure that the school’s values are respected at all times, the scholar management system at KIPP Woodson Park Academy is centered on maintaining the values (unity, integrity, humility, joy & legacy). All scholars are held accountable through this system where they earn and lose points based on their actions. Each scholar in the school has a weekly report which is managed in the system, LiveSchool. The report

captures his/her behavioral choices and the quality of their assignments throughout the week. Scholars may earn points for scholarly habits and quality homework, but may lose points for choosing not to uphold one of the school's values.

- Scholars will earn 15 points a day for being present and on time (5), in uniform (5), and for completing ALL homework (5).
- If a scholar does something exceptionally well or goes above and beyond in upholding one of the values, the teacher may give points to that scholar's account in 1 point increments. For example, if a teacher "catches" a scholar picking up trash in the hallway or displaying the value of integrity, the scholar may earn additional points.
- On the last Friday of each month, the top 10% of scholars in each grade level will celebrate with a "Fun Friday" towards the end of the school day.
- All scholars will be able to use personal points for school-store purchase on the first Friday of every month during their lunch block. Items will vary in point value, so scholars can save their points from month to month for larger priced items.
- When a scholar violates one of the core values (unity, integrity, humility, joy & legacy), the scholar loses the appropriate number of points from his or her live school account.
  - Minor Infractions 1 point (Off task, distracting others, etc)
  - Unity Infractions 5 points (Using words like "shut up" or profanity when communicating with others, laughing at classmates if they are struggling with a concept, etc.)
  - Safety Infractions 10 points (hitting/fighting)**\*Unity and Safety infractions may be accompanied with additional consequences from loss of privilege to suspension\***
- Scholars with one major infraction for the month, will not be allowed to attend field trips or any other fun school event.
- Families are expected to review Live School at least once a week.

### Sample Consequences Tier

1. Warm/Demanding What-to-Do Directions/Correction (Check Your...)
2. 1<sup>st</sup> Reminder
3. 2<sup>nd</sup> Reminder
4. Point Deduction
5. Move seat/Reflection Time/Why Conversation
6. Sent to another Classroom or to the TL
7. Phone Call Home

### Scholar Incentives at KWPA

Your scholar has the opportunity to earn several positive incentives on a daily, weekly, monthly, and trimester basis. Please remember that these positive consequences are earned, not given – just like many positive consequences in life! If your scholar does not meet the requirements for a positive consequence, please know that we will continue working with you and your scholar to earn these consequences in the future while also supporting him/her in accepting the instances when s/he hasn't earned a consequence.

### Warrior of the Week

Every week, teachers will announce the Warriors of the Week during Family Meeting. One scholar per homeroom will earn the Warrior of the Week Award by being truly outstanding at exhibiting behaviors of the monthly value or character trait. Each student will receive a certificate and a special Woodson branded pencil.

### Homeroom of the Week

Each week, one homeroom per grade will earn Warrior Homeroom of the Week honors by earning the highest Live School points average & having the highest attendance rate as a class. The winning homeroom will be announced at Family Meeting and have their picture taken with warrior shields. Pictures will be posted in the office and on **Official Woodson Social Media**. Warrior shields will be placed on the door of the winning homeroom and tracked throughout the year. Additionally, scholars in the Homeroom of the Week will have an additional incentive for one day the following week (jeans day, fun socks day, hat day, additional recess, etc.)

### Positive Referrals

KWPA teachers and leaders recognize KIPPsters for living out the values through positive referrals! Positive referrals are awarded to scholars when any team and family member observes a KIPPster going above and beyond to live out a value. Teachers will type the referral in Live School. At the end of the day, the DOO or designee will announce the positive referrals over the intercom and the scholar's family will be contacted by a member of the extended leadership team.

### K-2<sup>nd</sup> Fuzzies

At KIPP Woodson Park Academy, we believe academic and character development are of equal importance. We want our scholars to internalize our values of *Unity, Integrity, Humility, Joy, and Legacy* and seek to live by the values each day. We also seek to build a positive classroom community of mutual support and responsibility.

In each classroom, there will be five "value buckets" in a centrally located area. Each bucket will be labeled with a different values symbol for our values of *Unity, Integrity, Humility, Joy and Legacy*. When teachers see an individual scholar or the classroom demonstrating a value, he/she will put a fuzzies in the bucket. We want scholars to understand that when you live our school's values, you are filling your classroom community's bucket.

Teachers will facilitate a quick seed celebration between instructional blocks so that scholars that receive a fuzzy can be celebrated and place their fuzzy in the jar that aligns with their actions.

When a bucket is full, the class will decide how they want to celebrate their community's accomplishments (stickers, dance party, outside time, choice time, etc) with a value celebration. After the value is celebrated, the teacher will empty that value bucket and start over with the classroom earning fuzzies.

### 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup> Grade Value Points

Our older scholars will be working on earning Value Points as a community by living our school values. Teachers will award scholars showing one of our five values by awarding them a value point. Teachers will then facilitate quick Value Point celebrations where they project their homeroom value points between instructional blocks.

In 3rd grade and 4th grade, each homeroom will work towards earning 5 stars in each value with a star representing 10 points each. The stars and points will be shown on the board as a visual reminder of our target as we transition away from fuzzies used with our younger scholars. When a goal is met, the class will then decide how they want to celebrate their community's accomplishments (stickers, dance party, outside time, choice time, etc) with a value celebration. After the value is celebrated, the teacher will remove that value's points and restart the count.

In 5th grade, we want to continue to build and further develop in the character values of KWPA as we develop and mature as young Warriors. Scholars will enhance their character muscles by moving from the "in the moment" celebration model shown in K-4 and toward a weekly goal and celebration when milestones are made. The weekly goal will be set by the team and each homeroom will work to earn the points needed to participate in the weekly celebration using all character values. Because the rewards are weekly, the prizes will be bigger to reward the delayed gratification and teamwork needed to meet the goal. The team will also keep track of the homeroom with the most points every trimester for a bigger surprise.

### Enrichment

Enrichment teachers will implement the same concepts in their classrooms, fuzzies and points, for the corresponding grade. Rather than awarding fuzzies and points for each value, they will award positive behavior by grade level. Each teacher will have a bucket per class K-2 and a visible point tracker for grades 3rd-5th. Once their class meets the goal, awards will be given in class according the grade level band guidelines.

## **Uniform Policy**

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### **KIPP Metro Atlanta Dress Code Policy**

The student dress code policy at KIPP Metro Atlanta is that ALL students are expected to wear the required uniform every day, unless otherwise indicated.

### **Uniform Policy**

The mission of KIPP Woodson Park Academy is to develop well-disciplined scholars who will be prepared for a college preparatory high school when they leave our school. Uniforms provide less distraction and allow scholars to focus on learning. One value of the school is that of "unity". Just as members on a sports team are required to wear a uniform in order to show their strength in unity, so too are scholars of the KIPP Woodson Park Academy team.

### **Tops/Shirts:**

Scholars must wear a KWPA school uniform polo everyday. Scholars may also choose to wear the school cardigan. Polos and cardigans must be purchased from KIPP Woodson Park Academy.

- Parents may choose to have the shirts tucked into pants or left out. Polos not tucked should be neat and well-fitted. In both cases, polos should be clean and pressed.
- No hoods allowed
- No jackets, coats, sweaters or exposed undershirts outside of the KWPA uniform are permitted to be worn in class.
- Polo colors per grade

- Kindergarten: Burgundy
- 1st & 2nd Grades: Hunter Green
- 3rd & 4th Grades: Gold
- 5th Grade: Navy

### **Bottoms/Pants:**

Scholars must wear navy blue bottoms each day. Girls may also wear navy blue “skorts” (skirts with sew-in shorts).

- Pants/Skorts should be clean and pressed.
- No jeans or sweat suits for either males or females.
- If your scholar wears a skirt, she must wear biker shorts underneath. Skirts and skorts must fall no more than one inch above the knee.

### **Sweaters:**

Scholars may also wear the school cardigan, which can be bought by parents at an additional cost.

### **Headgear:**

Scholars may only wear headgear for religious purposes (parents may be asked to complete paperwork identifying this need).

- In all other cases, headgear including, but not limited to, scarves, hats, rags are not allowed.

### **Shoes:**

Scholars may wear any shoes that parents choose, with the following exceptions:

- No Light-up shoes
- No Flip-flops/Slides
- No Open Toed Shoes
- No High-Heeled Shoe

### **Uniform Violation Consequences:**

- Scholars who come to school not abiding by any of the above policies will not earn Live School points.
- Blatant disregard for uniform policies (no uniform shirt or no navy bottoms) or consistent violations will result in the parent being contacted immediately to bring the appropriate item and/or the scholars being sent home for the day.

We reserve the right to change or modify the dress code and will notify families via phone and writing should any changes arise.

### **Dress Down Days**

Scholars can earn “Free Dress” and “Jeans” days. On these day scholars will still adhere to guidelines set above in addition to:

Free Dress Day	Jean’s Day
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<p>Scholars will not be allowed to wear:</p> <ul style="list-style-type: none"> <li>• Crop-Top shirts</li> <li>• Backless shirts</li> <li>• Halter tops</li> <li>• Spaghetti strap tanks</li> <li>• Hats</li> </ul> <p>Colored Denim is permitted</p>	<p>Scholars will wear</p> <ul style="list-style-type: none"> <li>• Grade Level Polo or other earned KIPP shirts</li> <li>• Blue Jeans</li> </ul> <p>Colored Denim is not permitted</p>
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*The school reserves the right to modify this list.*

# General Policies and Information

## Arrival and Dismissal

### Arrival

Our KIPP Woodson Academy Park Academy doors open at 7:15 AM each morning. Children will not be supervised or allowed into the building before that time. At 7:15 AM, staff will report for their respective morning duties and scholars will be escorted into the building. Staff will be positioned at the bus arrival location and at the car rider arrival location; therefore, parents do not have to spend time parking and entering the building. Parents will not have access to the top parking lot. Please DO NOT park and walk scholars through the back entrance. All scholars/families will use the front entrance located on Evelyn Way for arrival. This will now be our main entrance and exit of the building. Families are required to adhere to the KWPA arrival procedures.

### Late Arrivals

Students are also expected to arrive on time to school each day. School begins each day at 7:30 AM. Students who arrive after 7:30 AM are considered tardy and will be marked as such on their attendance records. Every three tardies will count as an absence, which will be considered in all retention decisions. All scholars/families will use the front entrance located on Evelyn Way for arrival. Please DO NOT park and walk scholars through the back entrance.

### Dismissal

All scholars will be dismissed beginning at 3:40 PM Monday-Thursday and 2:40 PM on Friday. Please be on time for dismissal. Any late arrivals will be recorded in the office and a parent/principal conference will be scheduled

if any family neglects dismissal times repeatedly. Scholars who are not picked up by 4:15 PM Monday-Thursday and 3:15 PM on Friday **will go to our Late Pick Up room and will be charged \$10.00 after 4:30.**

### **Early Dismissal**

Please refrain from picking up your scholar early from school because instruction is conducted until the final bell. Early checkouts cause a disruption to the learning environment and your scholar misses instruction. Medical and other appointments should be made during breaks or after school hours, if possible. In the rare event that a scholar needs early checkout, the parent/guardian or other authorized person must come into the school and sign the scholar out of school. The school office will arrange for scholars to meet the parent/guardian in the office. Parents/guardians are not permitted to remove scholars from classrooms for early check-out.

Due to preparations for school-wide dismissal, early checkouts will **NOT** be honored after:

2:30 PM Monday-Thursday

1:30 PM on Fridays

11:30 AM on Half-Days

Additionally, scholars who are picked up early from school before 12:00 PM will be marked absent.

### **Late Pick-Ups**

Teachers and staff at KIPP Woodson Park Academy have meetings every day after school. After 4:15 PM (Monday, Tuesday, Wednesday, and Thursday) and 3:15 PM (Friday) your scholar will be supervised by a designated staff member at the family's expense. If your child has not been picked up by 6:30 PM and we are unable to reach you or an emergency contact, we are required to notify the Department of Family Services and the Atlanta Police Department.

## **Communication Protocol**

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It is the expectation that all communication (e-mail, telephone, and in person) is carried out with kindness and respect. All parties should be cordial, transparent and solutions-oriented. If communication does not meet the expectations outlined in the commitment forms, a Team and Family meeting will be held.

**\*\* Please note the following statement regarding e-mail communication:** The Information Privacy Principles in the Privacy Act limits the use of records of personal information for purposes other than for which it was obtained. It also limits the disclosure of records of personal information.

### **Procedure for Families Concerns**

If a family has a concern or disagreement, they should schedule an appointment to discuss the matter with the teacher and attempt to resolve the disagreement through informal discussion. Families will not be allowed to address concerns with teachers during instructional time. If there is no resolution to the problem, the family should then contact the Grade Level Lead. Finally, if there is no resolution within 24 hours, contact the assistant principal. The assistant principal will mediate the problem with all parties involved. The principal will step in to mediate if the problem is not able to be resolved by the assistant principal.

If a family is unsatisfied with a decision, he or she may appeal a decision through a formal appeal letter to the executive director. The executive director will respond in writing or in-person within a week.

If a solution is not found, families may write an appeal letter to the chair of the KIPP Woodson Park GO Team council chair who will respond on behalf of the GO Team promptly. Families are also welcome to bring their concerns to the next regularly scheduled GO Team meeting.

## **Birthday Celebrations**

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The staff at KIPP Woodson Park Academy recognize the importance of birthdays in a scholar's life and will do their best to make each scholar's birthday special. In that regard, the class will honor all scholar's birthdays during their morning meeting.

If a parent wishes to distribute home birthday party invitations at school, the invitations must be distributed to all scholars in the class. The only exception is for gender-specific parties; in these cases, invitations must be distributed to all of the boys in the class for boy-only parties, and to all of the girls in the class for girl-only parties. Parents may not distribute invitations at school to a select group of scholars in the class.

In-class birthday celebrations will only be held on Friday of the school week in which the birthday occurred. If a parent wishes to celebrate their child's birthday at school, the following protocol must be followed:

- Families must give the school at least one week's notice by scheduling the celebration with the scholar's homeroom teacher
- Birthday treats will only be served at the end of the day during closing circle time in homeroom, and will be limited to 10 minutes of celebration time.
- All birthday treats must be store-bought and sealed prior to being brought to school. No homemade birthday treats will be passed out to scholars.
- No treats with peanut ingredients shall be served at the school or in goodie bags.
- Parents are expected to help clean up the rooms after the celebration.
- Parents must bring enough treats for the entire class.
- It is possible that several birthdays will be celebrated on the same Friday. In order to elevated an excessive amount of treats, please coordinate with the other families celebrating a birthday during the same week. The homeroom teacher will communicate this information to you, if necessary.

If we find that birthday celebrations are impacting the academic program, we may limit or prohibit birthday celebrations at school.



## Building Security

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All doors are locked at KIPP Woodson Park Academy. All visitors must report to the main door which is located off of Evelyn Way. Visitors to KWPA must buzz the buzzer and wait to be addressed through the machine. There is also a security camera positioned at this door. Once in the building, visitors are to report directly to the main office and sign-in. You will be asked to show your identification and it will be verified. All visitors must wear a visitor's badge, including parent volunteers. Those who do not follow our building security system will be asked to leave the school immediately.

### Volunteers

Volunteers provide a valuable service to KWPA and we encourage our parents to volunteer in the school. Our Parent Liaison and the School Operations Manager assist in securing volunteers at KWPA. Volunteers must be assigned to a specific area or activity during the school day. All volunteers must sign in the office as a visitor and follow our building security plan. If you would like to volunteer at KWPA, please contact the Parent Liaison and/or the School Operations Manager through the office phone number.

## Emergency Procedures

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At the beginning of the school year, each teacher will review emergency procedures with their scholars. Each room will have an emergency evacuation route posted on the wall by the door. Scholars should know where these are posted and should understand the plan for evacuation for each room in the building.

### Fire Drill Procedures

Fire alarms should be taken with the utmost seriousness at all times. In order to prepare for real fire emergencies and to comply with state fire code mandates, the school will hold at least eight (8) fire drills per school year. Teachers and scholars will not necessarily know in advance of such drills, and during inclement weather the drills may be postponed. When a fire alarm goes off, teachers are expected to line their scholars up immediately and exit the building following the outlined fire escape plan.

All scholars will be given specific instructions in fire exit drills prior to each monthly drill. The instructions will be as follows:

- Scholars should walk, not run, when proceeding to the exits.
- Scholars are not allowed to talk during fire drills so that they may hear instructions that might be given in the event of a real emergency.
- If a fire alarm sounds while a child is not in the regular classroom, he or she should exit the building by the quickest route and proceed to the designated meeting place for his grade level.
- Scholars are not allowed to secure or recover clothing or other personal property after the fire alarm has sounded.

### Emergency Preparedness Procedures

All emergency preparedness drills are necessary and vital for the safety and security of scholars and staff. Each drill should be taken seriously and all procedures and directions should be followed with fidelity. KWPA conducts the following emergency preparedness drills: intruder, bomb, inclement weather, earthquake, reverse evacuation and an AED drill.

All scholars will be given specific instructions in emergency preparedness drills prior to each individual drill. Scholars are expected to:

- Scholars should listen and pay attention to all directions given by the teacher.
- Scholars should not talk or yell during a preparedness drill.
- Scholars should walk, not run, to designated exits or designated safe spaces.
- Every drill is a preparation to preserve life and scholars and families should discuss the importance of appropriate behaviors during a drill or actual event.

## **Field Lessons**

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Field lessons are one of the many ways we give our scholars a well-rounded education. Field lessons extend the classroom learning. When your child enrolls at KWPA, families will be asked to sign a General Field Lesson permission slip, which will allow your child to be transported to all field lessons.

### **Walking Field Lesson**

When your child first enrolls at KIPP Woodson Park Academy, you will also be asked to sign a walking permission slip which allows your child to leave the building on-foot under the supervision of their teachers. This permission slip allows the scholars to walk to nearby playing fields, libraries and other educational activities.

### **Chaperones**

We welcome parent chaperones on our field lessons throughout the year. Please complete the chaperone portion of the field lesson permission slip if you are willing and able to chaperone a particular trip. Please note that non-KWPA siblings are not allowed to attend KWPA field trips and chaperones are not allowed to have non-KWPA children with them on the trips.

## **Food Service**

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KIPP Woodson Park Academy participates in the Community Eligibility Provision program. For the 2019-2020 school year, meals will be provided at no charge for all KWPA families. This is subject to change.

### **Children With Disabilities**

USDA regulations require substitutions or modifications in school meals for children whose disabilities restrict their diets. A child with a disability must be provided substitutions in foods when that need is supported by a statement signed by a licensed physician.

### **Food Allergies and Other Special Dietary Needs**

School food service may make food substitutions, at their discretion, for individual children who do not have a disability, but who are medically certified as having a special medical or dietary needs. Each special dietary request must be supported by a Meal Accommodation Form, which explains the food substitution that is requested. It must be signed by a recognized medical authority and must include:

- an identification of the medical or other special dietary condition which restricts the child's diet;

- the food or foods to be omitted from the child's diet; and
- the food or choice of foods to be substituted
- we are a peanut and seafood free school

Vegetarian options are available for children who cannot eat meat or poultry.

### **Cafeteria Program**

Breakfast is served from 7:15 AM until 7:35 AM in homerooms. In the event of a late-arriving school bus, scholars who ride that late bus will be served breakfast.

We have a 25-minute lunch period. Scholars may bring their own lunch from home. Please pack a healthy lunch; glass bottles, soda, sugary juice, gum, chips, fast food, cookies, donuts, any type of candy, or any other food with excessive sugar or salt are not permitted. If a scholar brings any of these items, they will be saved and returned home at the end of the day.

### **Breakfast and Lunch Rules:**

1. Follow directions the first time they are given.
2. Scholars must have permission to leave their seats. Raise your hand if you need assistance.
3. Scholars may talk to one another using an appropriate indoor voice.
4. The last five minutes of breakfast and lunch will be silent eating time to ensure that all scholars are given time to complete their meals.
5. Keep hands, feet and objects to self.
6. Sit in your assigned seating area only.
7. Leave your table and area cleaner than you found it.
8. No talking with food in your mouth.
9. Do not be wasteful or play with food.
10. Clean up after yourself and others.

Specific guidance for achieving meal-time expectations will be taught to scholars during Warrior Week.

### **Snacks**

Scholars will have a built in snack block throughout each school day. Snack will be provided by the school, but parents have the option to provide the scholar with a healthy snack each day instead. Teachers will not be able to warm or refrigerate snack foods. Scholars must be able to independently eat snack foods provided by families. Scholars may bring items such as fruit, vegetables, and single servings of crackers. Scholars are not allowed to bring soda, sugary juice, gum, chips, fast food, cookies, donuts, any type of candy, or any other food with excessive sugar or salt. If a scholar brings any of these items, they will be saved and returned home at the end of the day.

## **KIPP Parent Network (KPN)**

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KIPP Woodson Park Academy Primary Parent Network is a volunteer collaboration between KWPA families, teachers, staff members, and community partners. KPN members work together to nurture and support the

needs of our scholars while promoting parental and community involvement through fundraisers, advocacy, special events, and more.

## Mandatory Reporting

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All school personnel are mandated reporters of suspected abuse and/or neglect. Mandated reporters are required to report suspected child maltreatment immediately when they: "have reasonable cause to believe that a child who is under 18 years old known to them in a professional or official capacity has been harmed or is in danger of being, harmed-physically, sexually, or through neglect and that a caregiver either committed the harm or should have taken steps to prevent the child from harm".

## Messages for Scholars

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Parents should do their best to communicate with their child before and after school. KIPP Woodson Park Academy is committed to keeping the phone lines open for emergencies. Please do not call the school during the day to leave messages for scholars unless it is an emergency. ***We will do our best to get emergency messages to our teachers and scholars as needed, but cannot guarantee that this will happen in a timely manner, especially if the call is made at the end of the school day.***

## Outstanding Fees Policy

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### ***KIPP Metro Atlanta Policy***

Scholars may be subject to fees for a variety of reasons, including but not limited to: lost or damaged textbooks or instructional materials, or childcare fees related to tardy pick-ups. As a general rule, parents have 10 to 30 days to pay any outstanding fees, depending on the type of fee(s) owed. When such fees are not paid, children may be denied any services for which the school has to pay an additional amount of money for participation. The school may prevent children with outstanding fees from participating in the school's enrichment program (which costs the school additional money), field lessons, etc. Report cards will also not be issued to scholars with outstanding fees.

## Restroom Procedures

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Children can go to the restroom at the teacher's discretion during the following times:

- K-4
  - Homeroom
  - Lexia time during Literacy Block
  - Math during Independent Practice
  - K-1 will take groups during lunch
- 5<sup>th</sup> Grade
  - Homeroom
  - Independent Practice
  - Lexia time during Guided Reading
  - Lunch

We ask parents to notify the school if their child has unique needs regarding use of the restroom.

## Retention

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KIPP Woodson Park Academy scholars must meet grade level standards in the core content areas (including reading, written communication, and math) to be promoted to the next grade level. Promotion will be based upon standards established for each subject. Attendance of less than 90% will also serve as a major consideration in the decision to retain a scholar.

KWPA scholars will be promoted or retained on the recommendation of the classroom teacher/s as well as the consultation of the grade level team, learning specialist, and principal. This recommendation will be based upon the following criteria:

- Formative assessment data
- Summative assessment data
- Attendance
- Class work
- Social/developmental characteristics
- Other pertinent data

Scholars' retention is recommended when considered in the best interest of the scholar. Retention may be considered at any grade level. The decision to retain should be based on sufficient data gathered over time with the intention of placing the child in the grade level and educational program where he or she will ultimately be the most successful.

Scholars qualifying for special education will also receive consideration on a case-by-case basis in a manner consistent with the Individualized Education Plan (IEP).

### Retention Process

Report cards are given each trimester and progress reports will be sent home every 3 weeks. If your scholar is "at risk for retention" parents will be notified in January during Trimester 2 and/or at the end of Trimester 2. If a scholar has been listed as at risk for retention in during or at the end of Trimesters 2, a letter indicating this risk will be sent home with a request for an in-person parent conference. When considering retention, the teaching team will prepare class work, assessment data, and any other pertinent documents to present to the family at the conference.

The school's decision regarding promotion and retention will be based on the totality of the circumstances and will be final and binding.

### Scholar Cell Phones

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Scholars are prohibited from using cell phones at school for any reason at any time (including field trips, extracurricular activities, etc.). Upon arrival, scholars must turn off their cell phones, label them with their names and give them to their grade level Teacher Leader before entering. Teacher Leaders will lock phones in the pod phone lockers and return them to the scholars before dismissal. Scholars who choose to violate this policy will have the phone confiscated, and it will only be returned to the scholar's parent. The school also

reserves the right to confiscate the phone for an extended period of time if it is used on campus. KIPP Woodson Park Academy is not responsible for items that become damaged, stolen, or lost.

## Special Education

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Scholars with identified physical, emotional, learning, or developmental disabilities have the right to placement in the least restrictive environment, and may receive special education services according to a written Individualized Education Program (IEP). Scholars who received special education services at their previous school will receive services at KWPA as so designed in an IEP meeting, which will take place within the first 30 days of school. **If your scholar has previously received special education services or has been given a Section 504 plan, please make sure to immediately notify the Lower School Dean or Upper School Dean.** If you believe that your child may be eligible for special education services, please notify the principal as soon as possible in writing. If you are interested in more information on special education, please contact the principal.

## Toys and Electronics

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Scholars are not permitted to carry iPods, toys, games, gum, or candy to school. All of these items will be held by the teacher or in the office and *only returned to the parents*. If an item is for show and tell, please contact your child's homeroom teacher to confirm that the item in question is supposed to be brought to school.

## Transportation

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### *KIPP Metro Atlanta Policy*

Parents must provide contact information and identification information for any person authorized to pick up their student. Parents/guardians who provide transportation for their children are expected to pick up their children in a timely manner at the end of each school day. Teachers and staff members at KIPP Metro Atlanta commit to work long hours to ensure a helpful, successful school. We appreciate that students not riding a bus are picked up within 10 minutes after school, field trips, extracurricular activities, and other events.

For Grades K-8: Parents must inform the office if a child has permission to walk home. Parents and students will be informed about bus routes and bus stops prior to the start of each school year. Bus routes and stops are subject to change each year. All students are expected to be at their specified stop on time. Buses will not wait for tardy students. Parents/guardians are expected to find an alternate way to transport the student to school. If a student is suspended from the bus for disciplinary reasons, parents are expected to find another source of transportation.

If students remain at school longer than thirty (30) minutes after the scheduled pick-up time without prior arrangements, families will be charged \$10.00 after 4:30 to compensate for the staff member who must stay after school and watch over the child. These charges will be based upon the time indicated on the school office clock and are not negotiable. Parents have ten (10) days to pay any outstanding fees related to tardy pick-ups. Parents with outstanding balances will forfeit their child's ability to participate in extracurricular activities or field trips for which the school has to pay. Report cards and progress reports will also not be released to students with outstanding fees.

Parents are expected to pick up students remaining after school for detention, tutoring, or special activities. Moreover, parents are also expected to pick up students who miss their bus ride home.

For grades K-4: Parents of students will be required, during registration, to indicate who is authorized to pick up their student at the bus stop each day. The driver will not drop off a scholar at a bus stop without an authorized person to pick the student up. In the case where there is not an authorized person to pick up the student, the student will be returned to the school. Parents may incur late arrival fees in such instances.

### **KWPA Bus Code of Conduct**

#### **Prior to Loading (on the road and at school)**

- Encourage scholars to use the restroom prior to boarding the bus. The bus will not make restroom stops once en route.
- Be on time at the designated school bus stop in order to keep the bus on schedule. Refrain from horseplay or other boisterous conduct that could pose a danger to the health and safety of the scholar or to others while waiting for the bus.
- Wait until the bus comes to a complete stop before boarding the bus. Scholars shall line up in an orderly, single-file manner and not rush to board the bus.

#### **While on the bus**

- Keep head, arms and hands inside the bus at all times. Yelling or obscene gestures will not be tolerated.
- Refrain from loud talking, or creating unnecessary confusion, which may divert the driver's attention and may result in a serious accident.
- Treat fixtures on the bus with care.
- Refrain from tampering with the bus or its equipment.
- Keep all aisle ways clear of books, packages, coats and other objects.
- In cases of road emergencies, remain in the bus unless directed otherwise by the bus driver.
- Do not throw any objects out of the bus window.
- Remain properly seated while the bus is in motion.
- Remain in assigned seat unless directed to move by driver.
- Do not stand or sit on the bus floor.
- Refrain from fighting, or engaging in other behavior that would endanger the health and safety of self or others.
- Do not consume food or beverages on the bus.
- Obey all instructions from the bus driver.

#### **After Leaving the Bus**

- Scholars shall not be permitted to leave the bus at other than designated bus stops unless school officials have given proper authorization in advance.

### **Bus Assignments**

- Scholars may not bring guests or friends on the bus.
- Scholars are assigned seats on the bus, and if not assigned the bus driver will determine where the scholars will sit.

### **Reporting of Scholars Infractions**

- Scholars are under the direct supervision of both the bus driver and bus monitor (if applicable) while riding the bus.
- If faculty or staff is riding the bus, they shall assist the driver and aide with supervision.

- If an infraction is observed, the bus monitor shall submit a Bus Referral form to the front office. The School Operations Manager will refer the matter to the Principal or appropriate school administrator for follow-up.
- If an emergency exists, the driver shall immediately report the infraction for action.

### Violation of Code

- For any scholar who is in violation of the above-mentioned codes, bus drivers shall inform the school of the incident by submitting a written report as soon as possible.
- Upon review by Transportation Manager, parents shall be notified of the incident.
- If the problem persists even after parents have been notified, that scholar will have his/her bus privileges suspended for a period of time appropriate to the infraction from one day to two weeks. In the case of repeated misbehavior, a child may be suspended off the bus permanently. **(Note: during this period scholars are still expected to be at school. Also a conference must be scheduled in order to resume bus privileges.)**

If a parent needs to change their child's bus stop during the school year due to childcare, address change, or other permanent change, they should contact the School Transportation Manager. The request shall be considered and the determination will be made contingent upon availability of a route, seating capacity on the school bus and safety conditions.

A request for a bus stop change must be submitted, in writing, at least five working days prior to the effective date. The actual bus stop established to serve the request shall be determined solely by the transportation company. Requests for bus stops to vary on a day-to-day basis cannot be approved.

### Please sign and return!

*I have thoroughly read the KIPP Woodson Park Academy Family and Scholar Handbook and discussed the contents with my scholar. I agree to honor and uphold the stated practices, procedures and policies; I agree to ensure that my child also honors and upholds the stated practices, procedures and policies. I understand that the handbook is subject to change, and families will be promptly notified if or when changes are made.*

Family Member's Name: \_\_\_\_\_

Family Member's Signature: \_\_\_\_\_

Scholar's Name: \_\_\_\_\_

Date: \_\_\_\_\_





## 5.4 Leadership Discipline Plan

### Discipline Referral Process

Office Referrals: Office referrals are utilized in the rare times that either a scholar has exhausted all levels of the consequence ladder or demonstrate severe misbehavior as defined below:

<input type="checkbox"/> Exhaustion of Consequence Ladder	<input type="checkbox"/> Repeatedly Throwing or Destroying Objects on Purpose
<input type="checkbox"/> Refusal to Move	<input type="checkbox"/> Disrespect of Teacher/ Staff Member
<input type="checkbox"/> Inappropriate Language	<input type="checkbox"/> Disrespect of Peer
<input type="checkbox"/> Tantrum/ Intense Crying	<input type="checkbox"/> Repeated Defiance of Authority
<input type="checkbox"/> Running Away From Teacher/ Staff Member	<input type="checkbox"/> Fighting or Hitting

If a scholar needs to be referred to the Principal or Assistant Principals for one of the above reasons, the teacher must :

- Radio, the Main Office, saying “Office Referral, College/Location, Need Support.”
- Complete a “[Discipline Referral Form](#)” immediately to hand to the leadership team member when they arrive to support.

**Leadership Team Ownership:** Leadership team members will own individual behavior support and discipline based on the grade levels they own. As a team, we will step in and support with ongoing office referrals as aligned into the Leader Behavior Schedule:

### Scholar Follow up:

The leadership team member will consistently engage in the following procedure for Office Referrals/ Behavior Support:

- Once scholar is de-escalated, scholar will sit calmly for 3 minutes
- Scholar will complete office referral
- Scholar and Leader will engage in coaching conversation
- Leader will call scholars’ parents with scholar present
- Scholar will complete their grade level packet
- Scholar will transition back to class after completing apology and restoring anything that needs to be restored\*

\* Time away from class will be determined based on the Leader Consequence Ladder (see below)

**Family Follow up:**

The leadership team member will contact the scholar's family and communicate the situation, the consequences, and follow up needed at home.

**Live School Entry:**

The leadership team member will then enter the incident, the actions taken, consequence level (aligned to Leader Consequence Ladder) and family contact.

**Teacher Follow up:**

The leadership team member will notify the teacher of consequence by completing the office referral and submitting a copy to the teacher. The leader will bring referral data to Culture Leadership Meetings to determine next steps for teacher, coach, and scholar.

**Behavior Plan for Exhausting 5-step Classroom Consequence System (Mischievous Behaviors)****Kindergarten – 4th Grade Scholars****1<sup>st</sup> Referral**

- Conference with Principal
- Parent Contact (Administrator or Teacher)
- Options

**2<sup>nd</sup> Referral**

- Conference with Principal
- 30-minute In-School suspension (immediate)
- Parent Contact OR in-person Parent Conference
- Work Packet
- Options

**3<sup>rd</sup> Referral**

- Conference with Principal
- 1 hour In-School suspension (immediate)
- In-person Parent Conference
- Work Packet
- Options

**4<sup>th</sup> Referral**

- Conference with Principal
- 1-hour In-School suspension (immediate)
- Community Service Project
- In-person Parent Conference
- Work Packet Options

**5<sup>th</sup> Referral**

- Refer to Level 1 of Severe **Behavior Plan for Severe Behaviors Kindergarten- 4<sup>th</sup> Grade Scholars**

Severe Behavior is

- 1) Fighting
- 2) Vandalizing
- 3) Overt defiance
- 4) Stopping a classroom from functioning

When scholars choose these behaviors or receive 5 “mischievous” referrals, the consequences are as follows:

**1<sup>st</sup> Referral**

- Conference with Principal
- Half-day in-school suspension with principal or buddy teacher
- Parent Contact (Administrator or Teacher)
- Work Packet Options

**2<sup>nd</sup> Referral**

- Conference with Principal
- One day in-school suspension
- Community service
- In-person Parent Conference
- Work Packet Options

**3<sup>rd</sup> Referral**

- Conference with Principal
- Two-day in-school suspension/ One-day at-home suspension
- Parent Conference
- Community service
- Work Packet Options

**4<sup>th</sup> Referral - Repeat 3<sup>rd</sup> Referral**

- Conference with Principal
- Three days in school/1-2 days home suspension
- Community service
- Parent Conference
- Work Packet Options

**5<sup>th</sup> Referral - Repeat 3<sup>rd</sup> Referral**

- Conference with Principal
- 3-5 days in school/out of school suspension
- Community service
- Parent Conference
- Work Packet
- Options

**6<sup>th</sup> Referral**

- Parent and scholar conference with the principal
- Out of school suspension
- Potential recommended expulsion
- \*For scholars with IEPs: hold manifest meeting

## 5.5 K – 4 Daily Communication Log

Day	Homework <i>Teachers to complete</i>	Behavior Report <i>Teachers to complete</i>	Signature <i>Families to complete</i>	Comments <i>Teachers and Families to complete</i>								
Monday	<div>Complete</div> <div>Partially Complete</div> <div>Incomplete</div>	Values Shown: Love. Lead. Honor. Community. Strength Consequence Ladder: <table border="1"> <tr> <td>Take a Break</td> <td>Buddy Class</td> <td>Phone Call</td> <td>Office</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>	Take a Break	Buddy Class	Phone Call	Office					<i>I have read today's daily log, check my child's homework and read with my child.</i>  Family Signature:	
Take a Break	Buddy Class	Phone Call	Office									
Tuesday	<div>Complete</div> <div>Partially Complete</div> <div>Incomplete</div> <div><input type="checkbox"/></div>	Values Shown: Love. Lead. Honor. Community. Strength Consequence Ladder: <table border="1"> <tr> <td>Take a Break</td> <td>Buddy Class</td> <td>Phone Call</td> <td>Office</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>	Take a Break	Buddy Class	Phone Call	Office					<i>I have read today's daily log, check my child's homework and read with my child.</i>  Family Signature:	
Take a Break	Buddy Class	Phone Call	Office									
Wednesday	<div>Complete</div> <div><input type="checkbox"/></div> <div>Partially Complete</div> <div><input type="checkbox"/></div> <div>Incomplete</div> <div><input type="checkbox"/></div>	Values Shown: <del>Love. Lead. Honor. Community. Strength</del> Consequence Ladder: <table border="1"> <tr> <td>Take a Break</td> <td>Buddy Class</td> <td>Phone Call</td> <td>Office</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>	Take a Break	Buddy Class	Phone Call	Office					<i>I have read today's daily log, check my child's homework and read with my child.</i>  Family Signature:  _____	
Take a Break	Buddy Class	Phone Call	Office									
Thursday	<div>Complete</div> <div><input type="checkbox"/></div> <div>Partially Complete</div> <div><input type="checkbox"/></div> <div>Incomplete</div>	Values Shown: <del>Love. Lead. Honor. Community. Strength</del> Consequence Ladder: <table border="1"> <tr> <td>Take a Break</td> <td>Buddy Class</td> <td>Phone Call</td> <td>Office</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>	Take a Break	Buddy Class	Phone Call	Office					<i>I have read today's daily log, check my child's homework and read with my child.</i>  Family Signature:  _____	
Take a Break	Buddy Class	Phone Call	Office									

## 5.6 Success Academy: Strong Start Plan



### Strong Start Vision

At KIPP Woodson Park Academy, we believe that the first six weeks of school are crucial to creating our loving/firm student culture. We are intentional with our presence, our coaching, and our professional development to ensure that we have a strong start to our culture for the school year. The key leader moves during the first six weeks of school include:

- All “hands on deck” approach
- Modeling culture we want to see during key transitions and procedures
- Real time feedback in classrooms
- Intentional PD sessions
- Strategic interventions in struggling classrooms

### Guiding Resources

Student Culture  
Guide Student  
Culture Rubric  
Schoolwide Procedures and Systems

### Our Goal and Measures of Success

#### Teacher Proficiency on Student Culture Rubric

By September 22nd, our goal is that 70% of teachers are proficient on the following parts of KIPP Woodson Primary’s Student Culture Rubric:

- Positive Framing and Teacher Tone
- Warm and Demanding Moves
- What to do
- Reinforcing Expectations to 100%
- Do it Again

TEACHER PROFICIENCIES	Advanced	Proficient	Working Towards	Needs Improvement
<b>Positive Framing and Teacher Tone</b> <b>GBF</b> <b>Alignment: Strong Voice</b>	<ul style="list-style-type: none"> <li>90-100% of the time teacher is upbeat, positive, motivated, and inspiring in the classroom.</li> <li>The general tone of classroom is efficient, respectful and positive.</li> <li>Frequently narrates positive student behaviors (rather than calling out the negative) and uses praise, challenge and talking aspiration to motivate the students.</li> </ul>	<ul style="list-style-type: none"> <li>75-90% of the time teacher is upbeat, positive, motivated, and inspiring in the classroom.</li> <li>The general tone of the classroom is efficient, respectful and positive.</li> <li>Narrates positive student behaviors (rather than calling out the negative) and uses praise, challenge and talking aspiration to motivate the students.</li> </ul>	<ul style="list-style-type: none"> <li>60-75% of the time teacher is upbeat, positive, motivated, and inspiring in the classroom.</li> <li>The general tone of the classroom is inconsistent in efficiency, respectfulness, and positivity.</li> <li>Does not use positive framing OR narrates negative student behaviors as often as positive, Or teacher does not use positive framing and inconsistently uses praise, challenge or aspiration to motivate students.</li> </ul>	<ul style="list-style-type: none"> <li>Most of the time teacher is uninspiring and/or negative in the classroom</li> <li>The general tone of classroom is inefficient and/or negative.</li> <li>Does not use positive framing, and does not work to motivate students.</li> </ul>
<b>Warm and Demanding</b> <b>GBF</b> <b>Alignment: Teacher Radar and Strong Voice</b>	<ul style="list-style-type: none"> <li>Economy of language: minimal language is used to build student engagement</li> <li>Don't talk over students: adults never talk over student chitchat</li> <li>Do not engage: adults never engage student excuses/distractions during correction of student misbehavior</li> <li>Non-verbal authority: adults always use square up/stand still and proximity to maintain student engagement</li> <li>Quiet power: teacher always speaks slowly and quietly to develop engagement</li> </ul>	<ul style="list-style-type: none"> <li>Economy of language: minimal language is used to build student engagement</li> <li>Teacher rarely allow student side conversations while talking</li> <li>Teacher rarely engage student excuses/distractions during correction of student misbehavior</li> <li>Non-verbal authority: almost always use square up/stand still and proximity to maintain student engagement</li> <li>Quiet power: teacher almost always speaks slowly and quietly to develop engagement</li> </ul>	<ul style="list-style-type: none"> <li>More language is used than needed to build student engagement</li> <li>Teacher sometimes allow student side conversations while talking</li> <li>Teacher sometimes engage student excuses/distractions during correction of student misbehavior</li> <li>Non-verbal authority: sometimes use square up/stand still and proximity to maintain student engagement</li> <li>Quiet power: teacher sometimes speaks slowly and quietly to develop engagement</li> </ul>	<ul style="list-style-type: none"> <li>Teacher is so verbose that students do not understand engagement requested</li> <li>Student side conversations often occur while teacher is talking</li> <li>Teacher often engage student excuses/distractions during correction of student misbehavior</li> <li>Non-verbal authority: adults rarely use square up/stand still and proximity to maintain student engagement</li> <li>Quiet power: teacher rarely speaks slowly and quietly to develop engagement</li> </ul>

<b>What to Do GBF</b> <b>Alignment:</b> <b>What to do</b>	<ul style="list-style-type: none"> <li>• Directions are specific, concrete, sequential, observable steps; steps are small enough that every student easily meets expectations</li> <li>• Narrate expectations instead of telling what <u>not</u> to do</li> </ul>	<p>Directions are specific, concrete, sequential, observable steps; sometimes more specific steps need to be offered if a few students do not comply on first attempt</p> <ul style="list-style-type: none"> <li>o Narrate expectations instead of telling what <u>not</u> to do</li> </ul>	<p>Directions sometimes lack being specific, concrete, sequential and/or observable</p> <ul style="list-style-type: none"> <li>o More specific directions are not offered if students do not comply</li> <li>o Teacher sometimes narrates what <u>not</u> to do</li> </ul>	<p>Directions are vague and difficult to follow/understand</p> <ul style="list-style-type: none"> <li>o Teacher often narrates what <u>not</u> to do</li> </ul>
<b>Reinforcing Expectations</b>  <b>GBF</b> <b>Alignment:</b> <b>Teacher Radar</b>	<ul style="list-style-type: none"> <li>o Least invasive interventions (mostly non-verbals, group reminders, positive framing)</li> <li>o Less than 10% of class time is spent redirecting students</li> <li>o 100% of students are on task during group work</li> <li>o 100% of students are able to answer upon being cold-called</li> </ul>	<ul style="list-style-type: none"> <li>o Least invasive interventions (some verbal and some non-verbal redirects)</li> <li>o 20% of class time spent redirecting students</li> <li>o 90% of students are on task during group work</li> <li>o 90% of students are able to answer upon being cold-called</li> </ul>	<ul style="list-style-type: none"> <li>o Teacher mostly uses invasive interventions (verbal reminders and redirects; too much teacher talk)</li> <li>o 40% of class time spent redirecting students</li> <li>o 80% of students are on task during group work</li> <li>o 80% of students are able to answer upon being cold-called</li> </ul>	<ul style="list-style-type: none"> <li>o Teacher uses all invasive interventions (verbal reminders and redirects; too much teacher talk; rhetorical questions)</li> <li>o 60% of class time spent redirecting students</li> <li>o Less than 80% of students are on task during group work</li> <li>o Less than 80% of students are able to answer upon being cold-called</li> </ul>
<b>Do it Again GBF</b> <b>Alignment:</b> <b>Routines and Procedures 201</b>	<ul style="list-style-type: none"> <li>o Student group actions are done uniformly every time</li> <li>o There is no evident need for “Do It Again;” it clearly has been done before</li> </ul>	<ul style="list-style-type: none"> <li>o When student group actions are done incorrectly (walking in hallway, taking out materials, etc.), teacher has class repeat actions 100% of the time</li> <li>o Actions are repeated until 100% of the students are compliant</li> </ul>	<ul style="list-style-type: none"> <li>o When student group actions are done incorrectly (walking in hallway, taking out materials), teacher has class repeat actions 75%+ of the time</li> <li>o Actions are repeated until 90% of the students are compliant</li> </ul>	<ul style="list-style-type: none"> <li>o Teacher does not ask student to repeat incorrect group actions regularly</li> <li>o When repeated, student behavior is still noncompliant</li> </ul>

#### Student Proficiency at Schoolwide Procedures and Systems

By 9/22, we expect 90% of classrooms to master the following focus procedures:

- SEEK
- Desk to Rug
- Rug to Desk
- HALL
- End of Day Routines and Dismissal
- Lunch (*grade level goal*)
- Breakfast and Arrival





As we are observing in classrooms, we are looking for the below trajectory of teaching and mastery of the focus procedures.

Week	Teacher Actions	Student Actions
Success Academy Weeks A and B	<ul style="list-style-type: none"> <li>● <b>Model:</b> Spend at least 80% of their time on transitions and modeling for students what exemplary behavior looks like and sounds like.</li> <li>● <b>Break down</b> routines and procedures step by step.</li> <li>● Key teacher moves: What to Do Directions, Do It Again, Positive Narration and Positive Framing, Be Seen Looking</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Mastery with modeling and scaffolding:</b> Achieve 100% mastery with teacher narration, modeling, and repeated practice</li> </ul>
Week 1	<ul style="list-style-type: none"> <li>● <b>Remind:</b> Give very brief reminders of what to do with economy of language</li> <li>● Key teacher moves: Precise Directions, Do it Again, Positive Narration and Positive Framing, Be Seen Looking</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Mastery with some support:</b> Achieve 100% mastery with teacher narration and repeated practice</li> </ul>
Weeks 2-3	<ul style="list-style-type: none"> <li>● <b>Quick Cues:</b> Gives a quick verbal or nonverbal cue to cue a transition or transition steps</li> <li>● <b>Positive Framing:</b> Communicate how quickly and efficiently students completed the transition</li> <li>● <b>Narrate as an intervention:</b> positive behaviors as an intervention before issuing a consequence to a student who the teacher</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Mastery with limited support:</b> Transitions are mastered by most students with limited teacher narration or redirection</li> <li>● Students execute transitions in <b>1 minute or less</b></li> </ul>
Week 4 and Beyond	<ul style="list-style-type: none"> <li>● <b>Quick Cues:</b> Gives quick cues (verbal or nonverbal) to cue a transition or transition steps</li> <li>● <b>Swift Consequences:</b> give swift consequences to students who are showing off-task behavior during transitions. Consequences are given swiftly and without engaging in a conversation.</li> <li>● <b>Positive Framing:</b> Communicate how quickly and efficiently students completed the transition</li> <li>● <b>Narrate as an Intervention:</b> positive behaviors as an intervention before issuing a consequence to a student who the teacher</li> </ul>	<ul style="list-style-type: none"> <li>● Transitions are mastered by all students</li> <li>● <b>Efficient:</b> Students execute transitions in <b>30 seconds or less.</b></li> <li>● <b>Urgent:</b> Students follow a clear pathway when moving from one place to the next.</li> <li>● <b>Safe:</b> Students walk safely and know how to pause, walk around, and make room for others when they see an obstacle.</li> </ul>

Success Academy Week A Kindergarten	Success Academy Week B Kindergarten- 4th Grade	Week 1 Full Days
<b>7:00 AM Leadership Huddle</b> <ul style="list-style-type: none"> <li>- Set culture focus for day</li> <li>- Plan pertinent staff announcements for culture, ops, deadlines</li> <li>- Norm on observation schedule</li> </ul> <b>7:30 AM Staff Huddle</b> <ul style="list-style-type: none"> <li>- Set culture focus for ay</li> <li>- Deliver staff announcements</li> <li>- Check in with teachers</li> </ul> <b>7:45 AM Arrival Duty</b> <ul style="list-style-type: none"> <li>- Model Positive Framing and Teacher Tone</li> <li>- Model timeliness for arrival duty (arriving one minute before)</li> <li>- Note any staff not on time or fully completing their duties for immediate follow</li> </ul>	<b>7:00 AM Leadership Huddle</b> <ul style="list-style-type: none"> <li>- Set culture focus for day</li> <li>- Plan pertinent staff announcements for culture, ops, deadlines</li> <li>- Norm on observation schedule</li> </ul> <b>7:30 AM Staff Huddle</b> <ul style="list-style-type: none"> <li>- Set culture focus for day</li> <li>- Deliver staff announcements</li> <li>- Check in with teachers</li> </ul> <b>7:45 AM Arrival Duty</b> <ul style="list-style-type: none"> <li>- Model Positive Framing and Teacher Tone</li> <li>- Model timeliness for arrival duty (arriving one minute before)</li> <li>- Note any staff not on time or fully completing their duties for immediate follow</li> </ul>	<b>7:00 AM Leadership Huddle</b> <ul style="list-style-type: none"> <li>- Set culture focus for day</li> <li>- Plan pertinent staff announcements for culture, ops, deadlines</li> <li>- Norm on observation schedule</li> </ul> <b>7:30 AM Staff Huddle</b> <ul style="list-style-type: none"> <li>- Set culture focus for day</li> <li>- Deliver staff announcements</li> <li>- Check in with teachers</li> </ul> <b>7:45 AM Arrival Duty</b> <ul style="list-style-type: none"> <li>- Model Positive Framing and Teacher Tone</li> <li>- Model timeliness for arrival duty (arriving one minute before)</li> <li>- Note any staff not on time or fully completing their duties for immediate follow up</li> </ul>
<b>8:00 - 8:30 AM Walkthrough: Breakfast and Morning Meeting</b> <ul style="list-style-type: none"> <li>- Real Time Feedback Focus: <ul style="list-style-type: none"> <li>- Breakfast Routine</li> <li>- SEEK</li> <li>- Desk to Rug</li> </ul> </li> </ul> <b>8:30 - 10:35 AM Classroom Walkthroughs</b> <ul style="list-style-type: none"> <li>- Real Time Feedback Focus: <ul style="list-style-type: none"> <li>- SEEK</li> <li>- Desk to Rug</li> <li>- Rug to Desk</li> <li>- Positive Framing and Teacher Tone</li> <li>- Warm/Demanding</li> <li>- What to Do</li> </ul> </li> <li>- Teach Procedure Roll Out</li> </ul>	<b>8:00 - 8:30 AM Walkthrough: Breakfast and Morning Meeting</b> <ul style="list-style-type: none"> <li>- Real Time Feedback Focus: <ul style="list-style-type: none"> <li>- Breakfast Routine</li> <li>- SEEK</li> <li>- Desk to Rug</li> </ul> </li> </ul> <b>8:30 - 10:35 AM Classroom Walkthroughs</b> <ul style="list-style-type: none"> <li>- Real Time Feedback Focus: <ul style="list-style-type: none"> <li>- SEEK</li> <li>- Desk to Rug</li> <li>- Rug to Desk</li> <li>- Positive Framing and Teacher Tone</li> <li>- Warm/Demanding</li> <li>- What to Do</li> </ul> </li> </ul>	<b>8:00 - 8:30 AM Walkthrough: Breakfast and Morning Meeting</b> <ul style="list-style-type: none"> <li>- Real Time Feedback Focus: <ul style="list-style-type: none"> <li>- Breakfast Routine</li> <li>- SEEK</li> <li>- Voice Level Expectations</li> <li>- Desk to Rug</li> </ul> </li> </ul> <b>8:30 - 10:35 AM Classroom Walkthroughs</b> <ul style="list-style-type: none"> <li>- Real Time Feedback Focus: <ul style="list-style-type: none"> <li>- SEEK</li> <li>- Voice Level Expectations</li> <li>- Desk to Rug</li> <li>- Rug to Desk</li> <li>- Positive Framing and Teacher Tone</li> <li>- Warm/Demanding</li> <li>- What to Do</li> <li>- Reinforcing Expectations</li> <li>- Do it Again</li> </ul> </li> </ul>

<p><b>10:35 AM - 11:20 AM Lunch Support</b></p> <ul style="list-style-type: none"> <li>- Model Positive Tone/Framing, Warm Demanding, What to do</li> <li>- Facilitate Last Five and Clean Up</li> <li>- Real Time Feedback Focus: <ul style="list-style-type: none"> <li>- HALL</li> <li>- Lunch Procedures</li> </ul> </li> </ul> <p><b>11:20 AM - 12:00 PM Classroom Walkthroughs</b></p> <ul style="list-style-type: none"> <li>- Real Time Feedback Focus: <ul style="list-style-type: none"> <li>- SEEK</li> <li>- Desk to Rug</li> <li>- Rug to Desk</li> <li>- Positive Framing and Teacher Tone</li> <li>- What to Do</li> </ul> </li> </ul> <p><b>12:00 - 12:30 PM Walkthrough: End of Day Routines</b></p> <ul style="list-style-type: none"> <li>- Real Time Feedback Focus: <ul style="list-style-type: none"> <li>- End of Day Routine</li> <li>- HALL</li> </ul> </li> </ul> <p><b>12:30 - 1:00 PM Dismissal Duty</b></p> <ul style="list-style-type: none"> <li>- Model Positive Framing and Teacher Tone</li> <li>- Model timeliness for dismissal duty (arriving one minute before)</li> <li>- Note any staff not on time or fully completing their duties for immediate follow up</li> </ul> <p><b>1:30 - 2:00 PM Leadership PM Huddle</b></p> <ul style="list-style-type: none"> <li>- Norm on Glows/Grows for Student Culture</li> <li>- Identify high priority teachers/classrooms for the next day</li> <li>- Prepare Staff Glows/Grows</li> </ul> <p><b>2:00 - 4:30 PM Glows and Grows/ Summer PD</b></p> <p>Facilitate or support PD</p>	<p><b>10:35 AM - 12:00 PM Lunch Support</b></p> <ul style="list-style-type: none"> <li>- Model Positive Tone/Framing, Warm Demanding, What to do</li> <li>- Facilitate Last Five and Clean Up</li> <li>- Real Time Feedback Focus: <ul style="list-style-type: none"> <li>- HALL</li> <li>- Lunch Procedures</li> </ul> </li> </ul> <p><b>12:00 - 12:30 PM Walkthrough: End of Day Routines</b></p> <ul style="list-style-type: none"> <li>- Real Time Feedback Focus: <ul style="list-style-type: none"> <li>- End of Day Routine</li> <li>- HALL</li> </ul> </li> </ul> <p><b>12:30 - 1:00 PM Dismissal Duty</b></p> <ul style="list-style-type: none"> <li>- Model Positive Framing and Teacher Tone</li> <li>- Model timeliness for dismissal duty (arriving one minute before)</li> <li>- Note any staff not on time or fully completing their duties for immediate follow up</li> </ul> <p><b>1:00- 1:30PM Leadership PM Huddle</b></p> <ul style="list-style-type: none"> <li>- Norm on Glows/Grows for Student Culture</li> <li>- Identify high priority teachers/classrooms for the next day</li> <li>- Prepare Staff Glows/Grows</li> </ul> <p><b>1:45 - 4:30 PM Glows and Grows/Summer PD</b></p> <p>Facilitate or support Glows/Grows and PD</p>	<p><b>10:35 AM - 12:00 PM Lunch Support</b></p> <ul style="list-style-type: none"> <li>- Model Positive Tone/Framing, Warm Demanding, What to do</li> <li>- Facilitate Last Five and Clean Up</li> <li>- Real Time Feedback Focus: <ul style="list-style-type: none"> <li>- HALL</li> <li>- Lunch Procedures</li> </ul> </li> </ul> <p><b>12:00 - 3:40 PM Classroom Walkthroughs</b></p> <ul style="list-style-type: none"> <li>- Real Time Feedback Focus: <ul style="list-style-type: none"> <li>- SEEK</li> <li>- Voice Level Expectations</li> <li>- Desk to Rug</li> <li>- Rug to Desk</li> <li>- Positive Framing and Teacher Tone</li> <li>- Warm/Demanding</li> <li>- What to Do</li> <li>- Reinforcing Expectations</li> <li>- Do it Again</li> </ul> </li> </ul> <p><b>3:40 - 4:10 PM Walkthrough: End of Day Routines</b></p> <ul style="list-style-type: none"> <li>- Real Time Feedback Focus: <ul style="list-style-type: none"> <li>- End of Day Routine</li> <li>- HALL</li> </ul> </li> </ul> <p><b>4:10 - 4:40 PM Dismissal Duty</b></p> <ul style="list-style-type: none"> <li>- Model Positive Framing and Teacher Tone</li> <li>- Model timeliness for dismissal duty (arriving one minute before)</li> <li>- Note any staff not on time or fully completing their duties for immediate follow up</li> </ul> <p><b>4:45 - 5:15 PM Leadership Team Huddle</b></p> <ul style="list-style-type: none"> <li>- Norm on Glows/Grows for Student Culture</li> </ul> <p>Identify high priority teachers/classrooms for the next day</p>
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## Success Academy: Strong Start Plan

<b>Eyes on the Speaker</b>	Students are tracking the speaker, work, or focal point.	Point to key students, then eyes, and then to focal point	Wait for 100% You almost have 100% - Be seen looking to get there. Stop, say "Eyes on me," and scan for follow through. Don't move on until you have 100%	Model the skill: "Track_" or "Eyes on me." Model <i>Be Seen Looking</i> and <i>lightning quick redirects</i> .	quickly with: What did you notice me do? Why did I do that? What was the impact?"
<b>On Task</b>	Students start working within 3 seconds of teacher giving directions, and sustain focused work (including during partner work).	Point to key students, and give writing/ typing sign	Hold the line and scan the classroom. Narrate the positive right now Use lightning quick redirects for anyone <100%. Enforce a Do It Again right now	Model the skill: "That was not 100%, let's do that again." Model <i>Do It Again or Whole Class Reset</i> , as well as <i>Least Invasive Interventions/ Consequences</i> if needed	
<b>One Voice</b>	Students silent when teacher or another student is talking.	Point to key student and give closed mouth sign/silent sign	Wait for 100% You almost have 100% - Stop talking. Stop, say 'your voices are off' and scan for follow-through. Don't move on until you have 100%	Model the skill: "Voices off." Model <i>Be Seen Looking</i> and <i>lightning quick redirects</i> .	



## Success Academy: Strong Start Plan

<p><b>Least Invasive Interventions</b></p> <p><b>and</b></p> <p><b>Escalating Consequence</b></p>	<p> <input type="checkbox"/> Strong Voice, Square Up  <input type="checkbox"/> Urgent, Formal Tone  <input type="checkbox"/> Positive Group Anonymous  <input type="checkbox"/> Individual Private Individual  <input type="checkbox"/> Lightning Quick Consequence  <input type="checkbox"/> Student corrected  <input type="checkbox"/> Teacher follows sequence         </p>	<p>Point to students who need correction, hold up demerit sign if needed</p>	<p>Pause. Give a check to ___ right now by saying '____, check , [voices off], fix it, please' (*insert appropriate 'what to do' in [...])</p>	<p>Model Strong Voice/Formal Register, Least Invasive Interventions, Lightning Quicks, Consequences.</p>	



## Uncommon Real-Time Coaching Guide for Phase 1 and 2 Management Skills

Technique	Description	Silent Signal	Whisper Prompt	Model	
<b>Class Routines and Procedures Roll-Out</b>	Explain each routine, including what the teacher and students do at each step and what will happen with students who don't follow the routine	Use pause sign, then eyes tracking signal. If needed, use a "redo" sign for the directions	"Restate what will happen if students don't follow the routine." "Pause and scan for all eyes."	Ask a question to the class: "So what will happen if students don't follow the routine?" Model the skill: "Eyes on me." Model <i>Be Seen Looking</i> and <i>lightning quick redirects</i> .	Start model with: (Whisper to teacher) "Watch what I do to ____."  Debrief model quickly with: What did you notice me do? Why did I do that? What was the impact?"
<b>Strong Voice, plus Square Up/Stand Still</b>	When giving instructions, stop moving and strike a formal pose. Use formal register, including tone and word choice	Use a "stand tall" or "stand still" sign	"Stronger voice" "Fix your feet and stand tall" "More formal register" Pause and scan for all eyes."	Model the skill: "Eyes on me." Restate the directions by using <i>Square Up</i> (stop moving and strike a formal pose). Model <i>Formal Register</i> , using formal tone and word choice.	
<b>What to Do Directions</b>	Using economy of language, give crisp instructions with as few words as possible (e.g. 3-word directions). Check for understanding.	Pinch finger to give EOL sign. Use "scan the room" sign.	"Use Economy of Language-fewer words" "Punch to key ideas/words" "CFU on the last direction"	Ask a question to the class: "Who can restate the directions for this task?" Model <i>Economy of Language</i> by restating directions crisply and with as few words as possible	

<b>Least Invasive Interventions</b>	Use an escalating sequence of interventions to correct behavior: Non-Verbal, Positive Group Anonymous, Individual Private, Lightning Quick	Point to students who need correction, hold up demerit sign if needed	<p>"Use a lightning quick to fix right now"</p> <p>"Whole class posture check."</p> <p>"Pause. Give a demerit to right now."</p> <p>"Pause. That's one, voices off, fix it."</p>	Model <i>Strong Voice/Formal Register, Least Invasive Interventions, Lightning Quicks, Consequences.</i>	
<b>Teacher Radar and Do It Again</b>	Deliberately scan the room for on-task behavior. "Be Seen Looking" by craning your neck and appearing to be seeing all corners of the room. Circulate the room with purpose. Have students do the routine again if not done correctly the first time.	Use "scan the room" sign, demonstrate LII "dance moves," and use "do it again" sign and point to individual students who need DIA	<p>"Scan for____."</p> <p>"Scan the back row."</p> <p>"Be Seen Looking."</p> <p>"Circulate" or "perch"</p> <p>"Do that again and scan for 100% compliance."</p>	Model <i>Radar and Do It Again</i> by demonstrating "Being Seen Looking," giving public anonymous and private individual corrections, using lightning quick redirects, and giving demerits.	
<b>Whole Class Reset</b>	Implement a planned or "in the moment" whole class reset to re-establish student behavioral expectations when a class routine has weakened over time or in the moment.	Use "do it again" sign and gesture to the whole class	<p>"Stop teaching, square up, reset with clear WTD"</p> <p>"Reset the class right" "Give 3 checks on the reset."</p>	<p>Ask a question to the class: "That was not 100%. We need to do this better. Who can restate the expectations?"</p> <p>Model WCR by using a bright pause and establishing expectations: "Pencils down. Eyes on me. Hands folded in 3-2-1. Thank you: that's what we need to look like." Pick up tone &amp; energy again.</p>	

## 5.7 Student Culture Rubric

TEACHER PROFICIENCIES	Advanced	Proficient	Working Towards	Needs Improvement
<b>Positive Framing and Teacher Tone</b>	<ul style="list-style-type: none"> <li>90-100% of the time teacher is upbeat, positive, motivated, and inspiring in the classroom.</li> <li>The general tone of classroom is efficient, respectful and positive.</li> <li>Frequently narrates positive student behaviors (rather than calling out the negative) and uses praise, challenge and talking aspiration to motivate the students.</li> </ul>	<ul style="list-style-type: none"> <li>75-90% of the time teacher is upbeat, positive, motivated, and inspiring in the classroom.</li> <li>The general tone of the classroom is efficient, respectful and positive.</li> <li>Narrates positive student behaviors (rather than calling out the negative) and uses praise, challenge and talking aspiration to motivate the students.</li> </ul>	<ul style="list-style-type: none"> <li>60-75% of the time teacher is upbeat, positive, motivated, and inspiring in the classroom.</li> <li>The general tone of the classroom is inconsistent in efficiency, respectfulness, and positivity.</li> <li>Does not use positive framing OR narrates negative student behaviors as often as positive, Or teacher does not use positive framing and inconsistently uses praise, challenge or aspiration to motivate students.</li> </ul>	<ul style="list-style-type: none"> <li>Most of the time teacher is uninspiring and/or negative in the classroom</li> <li>The general tone of classroom is inefficient and/or negative.</li> <li>Does not use positive framing, and does not work to motivate students.</li> </ul>
<b>Student Joy &amp; Engagement</b>	<ul style="list-style-type: none"> <li>Students seem to be joyful and excited to be in school</li> <li>90-100% of students are engaged in classroom activities.</li> <li>Older students (2 +) internalize and model behavioral expectations without teacher supervision.</li> </ul>	<ul style="list-style-type: none"> <li>Most students seem to be joyful and excited to be in school</li> <li>80-90% of students are engaged in classroom activities.</li> <li>Older students (2 +) internalize and model behavioral expectations with minimal teacher supervision.</li> </ul>	<ul style="list-style-type: none"> <li>While many students seem joyful, there are notable instances of student arguments and/or lack of joy</li> <li>70-80% of students are engaged in classroom activities.</li> <li>The older students (2 +) have not internalized behavioral expectations and are resistant to those expectations.</li> </ul>	<ul style="list-style-type: none"> <li>Students generally seem disinterested in school</li> <li>Less than 70% of students are engaged in classroom activities.</li> <li>The older students (2 +) have not internalized behavioral expectations and are more resistant to those expectations than younger students</li> </ul>
<b>Positive Identity Development</b>	<ul style="list-style-type: none"> <li>Students are consistently validated, respected, and encouraged within their cultural identity</li> <li>Classroom lessons, curriculum, visuals, and/or artifacts both honor and support students' positive identity development</li> <li>Students consistently share artifacts from home, interests, viewpoints, and/or personal experiences</li> </ul>	<ul style="list-style-type: none"> <li>Students are frequently validated, respected, and encouraged within their cultural identity</li> <li>Classroom lessons, curriculum, visuals, and/or artifacts mostly honor and support students' positive identity development</li> <li>Students frequently share artifacts from home, interests, viewpoints, and/or personal experiences</li> </ul>	<ul style="list-style-type: none"> <li>Students are sometimes validated, respected, and encouraged within their cultural identity</li> <li>Classroom lessons, curriculum, visuals, and/or artifacts sometimes honor and support students' positive identity development</li> <li>Students sometimes share artifacts from home, interests, viewpoints, and/or personal experiences</li> </ul>	<ul style="list-style-type: none"> <li>Students are seldom validated, respected, and encouraged within their cultural identity</li> <li>Few classroom lessons, curriculum, visuals, and/or artifacts rarely honor and support students' positive identity development</li> <li>Students seldom share artifacts from home, interests, viewpoints, and/or personal experience</li> </ul>



<b>Values Language</b>	<ul style="list-style-type: none"> <li>○ Students always accurately articulate the school values and how they live them</li> <li>○ Teacher always integrates the values language consistently and accurately</li> <li>○ Teacher always explicitly teaches values through morning meeting, closing circle, and dual-purpose lessons</li> </ul>	<ul style="list-style-type: none"> <li>○ Students articulate the school values and how they live them in a mostly accurate way</li> <li>○ Teacher mostly integrates the values language consistently and accurately</li> <li>○ Teacher mostly explicitly teaches values through morning meeting, closing circle, and dual-purpose lessons</li> </ul>	<ul style="list-style-type: none"> <li>○ Students are able to articulate the school values but not always how they live them in an accurate way</li> <li>○ Teacher sometimes integrates the values language consistently and accurately</li> <li>○ Teacher sometimes explicitly teaches values through morning meeting, closing circle, and dual-purpose lessons</li> </ul>	<ul style="list-style-type: none"> <li>○ Students are only able to talk about the values in a surface-level/inaccurate way</li> <li>○ Teacher rarely integrates the values language consistently and accurately</li> <li>○ Teacher rarely explicitly teaches values through morning meeting, closing circle, and dual-purpose lessons</li> </ul>
<b>Warm and Demanding</b>	<ul style="list-style-type: none"> <li>○ Economy of language: minimal language is used to build student engagement</li> <li>○ Don't talk over students: adults never talk over student chitchat</li> <li>○ Do not engage: adults never engage student excuses/distractions during correction of student misbehavior</li> <li>○ Non-verbal authority: adults always use square up/stand still and proximity to maintain student engagement</li> <li>○ Quiet power: teacher always speaks slowly and quietly to develop engagement</li> </ul>	<ul style="list-style-type: none"> <li>○ Economy of language: minimal language is used to build student engagement</li> <li>○ Teacher rarely allow student side conversations while talking</li> <li>○ Teacher rarely engage student excuses/distractions during correction of student misbehavior</li> <li>○ Non-verbal authority: almost always use square up/stand still and proximity to maintain student engagement</li> <li>○ Quiet power: teacher almost always speaks slowly and quietly to develop engagement</li> </ul>	<ul style="list-style-type: none"> <li>○ More language is used than needed to build student engagement</li> <li>○ Teacher sometimes allow student side conversations while talking</li> <li>○ Teacher sometimes engage student excuses/distractions during correction of student misbehavior</li> <li>○ Non-verbal authority: sometimes use square up/stand still and proximity to maintain student engagement</li> <li>○ Quiet power: teacher sometimes speaks slowly and quietly to develop engagement</li> </ul>	<ul style="list-style-type: none"> <li>○ Teacher is so verbose that students do not understand engagement requested</li> <li>○ Student side conversations often occur while teacher is talking</li> <li>○ Teacher often engage student excuses/distractions during correction of student misbehavior</li> <li>○ Non-verbal authority: adults rarely use square up/stand still and proximity to maintain student engagement</li> <li>○ Quiet power: teacher rarely speaks slowly and quietly to develop engagement</li> </ul>
<b>What to Do</b>	<ul style="list-style-type: none"> <li>○ Directions are specific, concrete, sequential, observable steps; steps</li> </ul>	<ul style="list-style-type: none"> <li>○ Directions are specific, concrete, sequential, observable steps;</li> </ul>	<ul style="list-style-type: none"> <li>○ Directions sometimes lack being specific, concrete, sequential</li> </ul>	<ul style="list-style-type: none"> <li>○ Directions are vague and difficult to follow/understand</li> </ul>



	<p>are small enough that every student easily meets expectations</p> <ul style="list-style-type: none"> <li>○ Narrate expectations instead of telling what <u>not</u> to do</li> </ul>	<p>sometimes more specific steps need to be offered if a few students do not comply on first attempt</p> <ul style="list-style-type: none"> <li>○ Narrate expectations instead of telling what <u>not</u> to do</li> </ul>	<p>and/or observable</p> <ul style="list-style-type: none"> <li>○ More specific directions are not offered if students do not comply</li> <li>○ Teacher sometimes narrates what <u>not</u> to do</li> </ul>	<ul style="list-style-type: none"> <li>○ Teacher often narrates what <u>not</u> to do</li> </ul>
<b>Reinforcing Expectations</b>	<ul style="list-style-type: none"> <li>○ Least invasive interventions (mostly non-verbals, group reminders, positive framing)</li> <li>○ Less than 10% of class time is spent redirecting students</li> <li>○ 100% of students are on task during group work</li> <li>○ 100% of students are able to answer upon being cold-called</li> </ul>	<ul style="list-style-type: none"> <li>○ Least invasive interventions (some verbal and some non-verbal redirects)</li> <li>○ 20% of class time spent redirecting students</li> <li>○ 90% of students are on task during group work</li> <li>○ 90% of students are able to answer upon being cold-called</li> </ul>	<ul style="list-style-type: none"> <li>○ Teacher mostly uses invasive interventions (verbal reminders and redirects; too much teacher talk)</li> <li>○ 40% of class time spent redirecting students</li> <li>○ 80% of students are on task during group work</li> <li>○ 80% of students are able to answer upon being cold-called</li> </ul>	<ul style="list-style-type: none"> <li>○ Teacher uses all invasive interventions (verbal reminders and redirects; too much teacher talk; rhetorical questions)</li> <li>○ 60% of class time spent redirecting students</li> <li>○ Less than 80% of students are on task during group work</li> <li>○ Less than 80% of students are able to answer upon being cold-called</li> </ul>
<b>Do it Again</b>	<ul style="list-style-type: none"> <li>○ Student group actions are done uniformly every time</li> <li>○ There is no evident need for “Do It Again;” it clearly has been done before</li> </ul>	<ul style="list-style-type: none"> <li>○ When student group actions are done incorrectly (walking in hallway, taking out materials, etc.), teacher has class repeat actions 100% of the time</li> <li>○ Actions are repeated until 100% of the students are compliant</li> </ul>	<ul style="list-style-type: none"> <li>○ When student group actions are done incorrectly (walking in hallway, taking out materials), teacher has class repeat actions 75%+ of the time</li> <li>○ Actions are repeated until 90% of the students are compliant</li> </ul>	<ul style="list-style-type: none"> <li>○ Teacher does not ask student to repeat incorrect group actions regularly</li> <li>○ When repeated, student behavior is still noncompliant</li> </ul>
<b>Positive Behavior Systems</b>	<ul style="list-style-type: none"> <li>○ Consistently gives fuzzies tied to KME values</li> <li>○ Facilitates a joyful fuzzy celebration between every instructional blocks</li> <li>○ Consistently facilitates classroom values celebrations when students fill up a fuzzy jar</li> <li>○ Consistently gives students positive office referrals for “above</li> </ul>	<ul style="list-style-type: none"> <li>○ Most of the time gives fuzzies tied to KME values</li> <li>○ Facilitates a fuzzy celebration between most instructional blocks</li> <li>○ Most of the time facilitates classroom values celebrations when students fill up a fuzzy jar</li> <li>○ Most of the time gives students positive office referrals for “above and beyond” actions</li> </ul>	<ul style="list-style-type: none"> <li>○ Sometimes gives fuzzies tied to KME values or gives fuzzies tied to compliance-based behaviors</li> <li>○ Facilitates a fuzzy celebration between some instructional blocks</li> <li>○ Sometimes facilitates classroom values celebrations when students fill up a fuzzy jar</li> <li>○ Sometimes gives students positive office referrals for “above and</li> </ul>	<ul style="list-style-type: none"> <li>○ Rarely gives fuzzies tied to KME values or almost always gives fuzzies tied to compliance-based behaviors</li> <li>○ Rarely Facilitates a fuzzy celebration between some instructional blocks</li> <li>○ Sometimes facilitates classroom values celebrations when students fill up a fuzzy jar</li> </ul>

	and beyond” actions		beyond” actions	<ul style="list-style-type: none"> <li>○ Sometimes gives students positive office referrals for “above and beyond” actions</li> </ul>
<b>Consequence Ladder</b>	<ul style="list-style-type: none"> <li>○ Consequences are needed to redirect student behaviors less than 20% of the time</li> <li>○ Consequences are always given in alignment with the consequence ladder steps and language</li> <li>○ Consequences are always immediately captured on the feedback sheet</li> <li>○ Consequences are always given in a neutral and calm tone</li> <li>○ Students go to “Take a Break” or “Buddy Classroom” quickly, quietly 90 -100% of the time</li> <li>○ Students meet the reflection criteria for success 90 -100% of the time</li> <li>○ Teachers have meaningful coaching conversations with students 100% of the time</li> </ul>	<ul style="list-style-type: none"> <li>○ Consequences are needed to redirect student behaviors less than 30% of the time</li> <li>○ Consequences are mostly given in alignment with the consequence ladder steps and language</li> <li>○ Consequences are mostly immediately captured on the feedback sheet</li> <li>○ Consequences are mostly given in a neutral and calm tone</li> <li>○ Students go to “Take a Break” or “Buddy Classroom” quickly, quietly 80% of the time</li> <li>○ Students meet the reflection criteria for success 80% of the time</li> <li>○ Teachers have meaningful coaching conversations with students 80% of the time</li> </ul>	<ul style="list-style-type: none"> <li>○ Consequences are needed to redirect student behaviors more than 40% of the time</li> <li>○ Consequences are sometimes given in alignment with the consequence ladder steps and language</li> <li>○ Consequences are sometimes immediately captured on the feedback sheet</li> <li>○ Consequences are sometimes given in a neutral and calm tone or given in a harsh, disrespectful tone</li> <li>○ Students go to “Take a Break” or “Buddy Classroom” quickly, quietly 70% of the time</li> <li>○ Students meet the reflection criteria for success 70% of the time</li> <li>○ Teachers have meaningful coaching conversations with students 70% of the time</li> </ul>	<ul style="list-style-type: none"> <li>○ Consequences are needed to redirect student behaviors more than 50% of the time</li> <li>○ Consequences are rarely given in alignment with the consequence ladder steps and language</li> <li>○ Consequences are sometimes immediately captured on the feedback sheet</li> <li>○ Consequences are rarely given in a neutral and calm tone or given in a harsh, disrespectful tone</li> <li>○ Students go to “Take a Break” or “Buddy Classroom” quickly, quietly less than 70% of the time</li> <li>○ Students meet the reflection criteria for success less than 70% of the time</li> <li>○ Teachers have meaningful coaching conversations with students less than 70% of the time</li> </ul>
<b>Transitions</b>	<ul style="list-style-type: none"> <li>○ Efficient, time-saving (30 sec) routine</li> <li>○ Quiet or the talking is directly connected to the content</li> <li>○ Teacher initiated using economy of language (Teacher says “transition” and students move)</li> <li>○ Immediately after the transition students begin task.</li> <li>○ Evidence of a routine</li> </ul>	<ul style="list-style-type: none"> <li>○ Efficient, time-saving ( up to 1 min) routine</li> <li>○ Quiet or the talking is directly connected to the content</li> <li>○ Teacher facilitated</li> <li>○ After the transition students are waiting for directions.</li> <li>○ Evidence of a routine</li> </ul>	<ul style="list-style-type: none"> <li>○ Inefficient, more than one minute</li> <li>○ Off task talking, too noisy</li> <li>○ Teacher has to repeat directions. After the transition students are off task.</li> <li>○ Not a clearly established routine, teacher has to redo the transition</li> </ul>	<ul style="list-style-type: none"> <li>○ Inefficient, more than one minute</li> <li>○ Off task talking, too noisy</li> <li>○ Teacher has to repeat directions. After the transition students are off task.</li> <li>○ Not a clearly established routine, teacher has to redo the transition</li> </ul>



**KIPP:**  
**WOODSON PARK**  
**ACADEMY**

## 6.1 Year Zero Budget

**KIPP FOUNDATION**  
**Charter School Program Grant BUDGET**

<b>Fiscal Year</b>	<b>FY17-18</b>
<b>Grant Name:</b>	<b>CSP5</b>
<b>Region Name:</b>	<b>KIPP Metro Atlanta</b>
<b>School Name:</b>	<b>KIPP Woodson</b>

	<u><b>AMOUNT</b></u>
<b>Budget Limit</b>	<b>\$150,000</b>
<b>Total Fiscal Year Spending Plan:</b>	<b>\$149,927</b>
<b>Variance (should be zero):</b>	<b>\$73</b>

Please provide a name and contact information for questions regarding this budget

<b>Name: Title:</b>	<b>Erika Ellison CFO</b>
<b>Phone:</b>	<b>404-924-6310 x349</b>

<b>Email:</b>	<b>eellison@kippmetroatlanta.org</b>
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Cover



## BUDGET

FY17 CSP5

KIPP Metro Atlanta

KIPP Soul

### 1. PERSONNEL

REF	Type of Personnel	Name	Title	Annual Salary	# Months	% Effort	Total Amount
1	School Principal/School Leader	Tasha Davis	School Leader	\$ 101,070	12	50%	\$ 50,535.00
3	School Staff Salaries During the School Year	TBD	DOO	\$ 85,000	6	30%	\$ 12,750.00
4	Parent & Community Coordinator	Terra Walker	Direct of Parent Engagme	\$ 87,500	12	25%	\$ 21,875.00
5	School Staff Salaries During the School Year	TBD	Assistant Principal	\$ 85,000	4	50%	\$ 14,166.67
6							\$ -
7							\$ -
8							\$ -
TOTAL PERSONNEL							<b>\$ 99,326.67</b>

FY17 CSP5

KIPP Metro Atlanta

KIPP Soul

### 2. TRAVEL

REF	Type of Travel	Type of Travel Expense	Name of Attendee(s)	of Travel	Cost per Attendee	# Attendees	Total Amount
1					\$ -		\$ -
2					\$ -		\$ -
3					\$ -		\$ -
4					\$ -		\$ -
5					\$ -		\$ -
6					\$ -		\$ -
7					\$ -		\$ -
8					\$ -		\$ -
TOTAL TRAVEL							<b>\$ -</b>



FY17 CSP5

KIPP Metro Atlanta

KIPP Soul

### 3. SUPPLIES

REF	Type of Supply	DESCRIPTION OF ITEMS	Cost per Unit	# of Units	Total Amount
1	Computers & Software Licenses	Computers	\$ 120.00	105	\$ 12,600.00
2	School Furniture & Classroom Technology	Furniture	\$ 200.00	110	\$ 22,000.00
3	Curriculum materials and supplies	Curriculum	\$ 160.00	100	\$ 16,000.00
4			\$ -		\$ -
5			\$ -		\$ -
6			\$ -		\$ -
7			\$ -		\$ -
8			\$ -		\$ -
9			\$ -		\$ -
10			\$ -		\$ -
11			\$ -		\$ -
12			\$ -		\$ -
13			\$ -		\$ -
14			\$ -		\$ -
15			\$ -		\$ -
16			\$ -		\$ -
TOTAL SUPPLIES					<u>\$ 50,600.00</u>

FY17 CSP5

KIPP Metro Atlanta

KIPP Soul

### 4. CONTRACTUAL

REF	Type of Service	DESCRIPTION OF SERVICE	Cost per Month	# Months	Total Amount
1			\$ -		\$ -
2			\$ -		\$ -
3			\$ -		\$ -
4			\$ -		\$ -
5			\$ -		\$ -
6			\$ -		\$ -
7			\$ -		\$ -
8			\$ -		\$ -
TOTAL CONTRACTUAL					<u>\$ -</u>



**BUDGET**

FY17 CSP5

KIPP Metro Atlanta

KIPP Soul

**1. PERSONNEL**

REF	Type of Personnel	Name	Title	Annual Salary	# Months	% Effort	Total Amount
1	School Principal/School Leader	Tasha Davis	School Leader	\$ 101,070	12	50%	\$ 50,535.00
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5	School Staff Salaries During the School Year	TBD	Assistant Principal	\$ 85,000	4	50%	\$ 14,166.67
6							\$ -
7							\$ -
8							\$ -
<b>TOTAL PERSONNEL</b>							<b>\$ 99,326.67</b>

FY17 CSP5

KIPP Metro Atlanta

KIPP Soul

**2. TRAVEL**

REF	Type of Travel	Type of Travel Expense: Name of Attendee(s)	of Travel	Cost per Attendee	# Attendees	Total Amount
1				\$ -		\$ -
2				\$ -		\$ -
3				\$ -		\$ -
4				\$ -		\$ -
5				\$ -		\$ -
6				\$ -		\$ -
7				\$ -		\$ -
8				\$ -		\$ -
<b>TOTAL TRAVEL</b>						<b>\$ -</b>

## FY19 Budgeting and Planning Calendar

MEETING/TASK	DATE	OWNERS	NOTES
<b>RST Meeting:</b> Decision making Who? How? When?	12/5 12/12 12/18	Shields	<ul style="list-style-type: none"> <li>Regional leaders will vet and vote on the allocation methodology and define budget decision rights</li> <li>Establish budgeting calendar</li> </ul>
<b>Special Education Sub team meeting:</b> Define process, decision rights, and allocation methodology for special education budget	12/20	Oliver, Bond, Shields	<ul style="list-style-type: none"> <li>Define the best way to support schools' special education budget needs</li> </ul>
<b>Communication of Budget Calendar</b>	12/21	Shields	<ul style="list-style-type: none"> <li>Email to principals, DOOs, and MAC Budget owners with timeline</li> </ul>
<b>Build ABM Workspaces</b>	1/8-1/12	Shields, Grant	<ul style="list-style-type: none"> <li>Includes plan books for:               <ul style="list-style-type: none"> <li>School budgets</li> <li>MAC budgets</li> </ul> </li> </ul>
<b>Update ABM Training</b>	1/8-1/12	Shields	<ul style="list-style-type: none"> <li>Refresh ABM training PowerPoint and manual</li> </ul>
<b>RST Meeting:</b> Review allocation	1/9	Shields, RST	
<b>Individual budget meetings with MAC Budget Owners</b>	Week of 1/15	Shields	<ul style="list-style-type: none"> <li>Build budget foundation</li> <li>ABM training refresher</li> </ul>
<b>RST Meeting:</b> Vet assumptions for school budgets	1/16	Shields, RST	
<b>Plan Books Go Live for MAC Budget Owners</b>	1/19	Shields, Grant	
<b>RST Meeting:</b> Vet assumptions for school budgets	1/23	Shields, RST	



<b>MAC Budget Owners Submit Draft Budgets</b>	1/26	MAC Budget Owners	1 <sup>st</sup> draft is a preliminary estimate including: <ul style="list-style-type: none"> <li>• Contracts renewing and approximate inflation</li> <li>• # of quotes needed</li> <li>• New requests and justification</li> <li>• Non-renewing lines and explanation</li> </ul>
<b>RST Meeting:</b> Vet assumptions for school budgets	1/30	Shields, RST	
<b>Staffing Model Design</b>	1/31	Bond, Shields, Principals	<ul style="list-style-type: none"> <li>• Schools will confirm staffing model / position choices</li> </ul>
<b>Feedback to MAC Budget Owners</b>		Shields, RST	<ul style="list-style-type: none"> <li>• Shields delivers feedback to MAC budget owners</li> </ul>
<b>RST Meeting:</b> Vet assumptions for school budgets	2/6	Shields, RST	
<b>ROM:</b> Budget / Growth Planning	2/8	Bond, Ellison, Hudak, Shields	<ul style="list-style-type: none"> <li>• Set context for FY19 budget plan</li> <li>• Financial Sustainability <ul style="list-style-type: none"> <li>○ Philosophy and long-term plan</li> <li>○ Metrics and goals</li> <li>○ Update on growth plan; strategic plan</li> </ul> </li> </ul>
<b>Draft of Budget to CFO for Feedback</b>	2/9	Shields	<ul style="list-style-type: none"> <li>• Consolidated high level draft budget based on model assumptions and initial data</li> </ul>
<b>Share School Allocations</b> (individual meetings with schools)	2/9-2/16	Shields, DOOs, Principals, Lyons	<ul style="list-style-type: none"> <li>• Review each school's allocation with DOO and Principal – schedule will not conflict with partner region dates</li> </ul>
<b>RST Meeting:</b> FY19 Budget Progress Update	2/13	Shields	<ul style="list-style-type: none"> <li>• Expense baselines</li> <li>• Cash reserve targets</li> <li>• Strategic initiative budgets</li> <li>• MAC budget requests</li> <li>• SPED budgeting plan</li> </ul>
<b>Feedback to MAC Owners</b>	Week of 2/19	Shields, MAC Owners	<ul style="list-style-type: none"> <li>• Share RST feedback with MAC budget owners</li> </ul>

<b>DOO Meeting</b>	2/15	Shields DOOs	<ul style="list-style-type: none"> <li>• ABM update</li> <li>• Check DOO system access</li> </ul>
<b>1<sup>st</sup> Draft of FY19 Staffing Uploaded to ABM</b>	2/23	Grant	<ul style="list-style-type: none"> <li>• Based on confirmed staffing models</li> </ul>
<b>DOO Meeting:</b> Advanced Budget Module Training School Plan Books Go Live	3/29	Finance Team Principals DOOs	<ul style="list-style-type: none"> <li>• Full training for DOOs and MAC budget owners</li> <li>• Limited training for principals</li> <li>• ABM software workspace will be set up for schools to input school budgets</li> </ul>
<b>Schools Work Independently in ABM</b>	3/30 – 4/27	<ul style="list-style-type: none"> <li>• Principals</li> <li>• DOOs</li> <li>• Finance</li> </ul>	<ul style="list-style-type: none"> <li>• Finance will provide support in monthly budget meetings, via phone, and email</li> <li>• Deploy finance team members to schools to reinforce learning leading up to budgeting weeks in April</li> </ul>
<b>Regional Budgeting Week</b> (Staggered by grade level and hosted by MAC office)	4/9-4/13: MAC, HS 4/16-4/20: PS, MS (not SFA) 4/23-27: SFA	MAC Principals DOOs	<ul style="list-style-type: none"> <li>• Designated time slots and space for schools to work on their budgets in ABM</li> <li>• MAC personnel available for collaboration and to answer questions</li> </ul>
<b>Draft Budget Docs to Finance Committee</b>	4/11	Shields	
<b>MAC LT</b>	4/13	Shields	<ul style="list-style-type: none"> <li>• Updates and decisions as needed</li> <li>• Discuss and receive feedback on key budget assumptions</li> </ul>
<b>Finance Committee Meeting:</b> Budget Review	4/18		<ul style="list-style-type: none"> <li>• High-level review of updates to major budget assumptions including per pupil revenue, fundraising goal, salary increases, etc.</li> </ul>
<b>DOO Meeting</b>	4/19	Shields	<ul style="list-style-type: none"> <li>• ABM check-in</li> </ul>
<b>Board Pre-Read Due</b>	4/20	Shields	<ul style="list-style-type: none"> <li>• Pre-read due to Board members regarding assumptions</li> </ul>

<b>MAC Budget Owners Complete Final Allocation Assignments</b> (lines locked in)	4/20	MAC Budget Owners	<ul style="list-style-type: none"> <li>MAC budget owners will have received Exec Team feedback and will have had time to make adjustments, get quotes, etc.</li> </ul>
<b>Board Meeting:</b> Strategic Planning, Review Financial Model & FY19 Budget	4/27	Ellison, Shields	<ul style="list-style-type: none"> <li>Review assumptions for per pupil revenue, fundraising goal, salary increases, etc.</li> </ul>
<b>Schools and KTC Complete Final Allocation Assignments</b> (lines locked in)	5/1	Principals/DOOs Angie	<ul style="list-style-type: none"> <li>Primary and contingency budgets complete</li> </ul>
<b>DOO Meeting</b>	5/10	Shields	<ul style="list-style-type: none"> <li>ABM check-in</li> </ul>
<b>MAC LT:</b> Placeholder	5/11	Shields	<ul style="list-style-type: none"> <li>Use if needed</li> </ul>
<b>RST Pre-Read Due</b>	5/15	Shields	
<b>ROM:</b> Placeholder for ROM meeting	5/17	Ellison	
<b>RST Meeting:</b> Final FY19 Budget Review and Approval	5/22	Shields	<ul style="list-style-type: none"> <li>Final approval of primary and contingency budgets, discuss and finalize any remaining unknowns</li> </ul>
<b>MAC LT:</b> Placeholder	5/25	Shields	<ul style="list-style-type: none"> <li>Use if needed</li> </ul>
<b>Final FY19 Budget Docs to Finance Committee</b>	6/6	Shields	
<b>Finance Committee Meeting:</b> Final FY19 Budget Review and Approval	6/13	Shields	<ul style="list-style-type: none"> <li>Detailed review and final approval of primary and contingency budgets</li> </ul>
<b>Final FY19 Budget Docs to Board</b>	6/15	Shields	<ul style="list-style-type: none"> <li>Board review time, tight turnaround</li> </ul>
<b>Board Meeting:</b> Final FY19 Budget Approval	6/22	Shields	<ul style="list-style-type: none"> <li>Final approval of primary and contingency budgets</li> </ul>

## 6.3 Financial Model

Inputs		KIPP MAC Financial Model: KIPP Woodson Primary																		
	FY18	FY19	FY20	FY21	FY22	FY23	FY24	FY25	FY26	Per Pupil Revenue Enrollment	FY18	FY19	FY20	FY21	FY22	FY23	FY24	FY25	FY26	
Revenues											*****	*****	*****	*****	*****	*****	*****	*****	*****	
Federal Entitlement Meals	-	188,355	282,533	376,710	470,888	470,888	470,888	470,888	470,888	1										
Per Pupil Allocation	-	*****	*****	*****	*****	*****	*****	*****	*****	2										
Title I	-	70,539	105,808	141,078	176,347	176,347	176,347	176,347	176,347	3										
Other	-	15,080	22,021	30,163	37,701	37,701	37,701	37,701	37,701	4										
Implementation Grant	-	-	-	-	-	-	-	-	-	5										
Transportation & Nursing Stipend	-	16,223	24,335	32,446	40,558	40,558	40,558	40,558	40,558	6										
	-	-	-	-	-	-	-	-	-	7										
	-	-	-	-	-	-	-	-	-	8										
	-	-	-	-	-	-	-	-	-	9										
	-	-	-	-	-	-	-	-	-	10										
	-	-	-	-	-	-	-	-	-	11										
Total Revenues	-	*****	*****	*****	*****	*****	*****	*****	*****	10										
	-	-	-	-	-	-	-	-	-	12										
Expenses																				
Personnel Expenses										Staffing	0	210	315	420	525	525	525	525	525	
Teacher Salaries	-	638,224	*****	*****	*****	*****	*****	*****	*****	Teachers										
SPED Salaries	-	-	-	-	-	-	-	-	-	Core Content										
Enrichment Salaries	-	81,722	105,926	160,478	220,390	224,798	227,048	239,316	231,609	Kindergarten (Lead or Resident Advisor)	3	3	3	3	3	3	3	3	3	
Educational Assistant/Paraprofessional Salaries	-	172,484	263,900	177,693	177,693	177,693	177,693	177,693	177,693	1st Grade (Lead or Resident Advisor)	3	3	3	3	3	3	3	3	3	
Administrative Salaries Instructional	-	375,262	382,767	535,637	679,602	679,602	679,602	679,602	679,602	2nd Grade (Lead or Resident Advisor)	3	3	3	3	3	3	3	3	3	
Administrative Salaries Non-Instructional	-	143,562	201,621	203,924	348,879	348,879	348,879	348,879	348,879	3rd Grade (Lead or Resident Advisor)	3	3	3	3	3	3	3	3	3	
Food Service Salaries	-	26,520	37,050	72,413	72,413	72,413	72,413	72,413	72,413	4th Grade (Lead or Resident Advisor)	3	3	3	3	3	3	3	3	3	
Maintenance Salaries	-	54,825	55,922	56,481	81,092	81,092	81,092	81,092	81,092	ELC/Reading	3	3	3	3	3	3	3	3	3	
Other FTE	-	-	-	-	-	-	-	-	-	Writing										
Total Salaries	-	*****	*****	*****	*****	*****	*****	*****	*****	Math										
Benefits	-	190,740	263,900	337,693	406,578	406,578	406,578	406,578	406,578	Science										
Teacher Retirement System (TRS)	-	305,683	433,822	572,640	730,127	748,226	752,867	757,554	762,288	Social Studies										
Payroll Taxes	-	58,504	83,028	109,596	141,460	143,201	144,089	144,986	145,892	Add Position										
Substitutes	-	-	-	-	-	-	-	-	-	Add Position										
Contractors	-	-	-	-	-	-	-	-	-	Add Position										
Staff Incentives	-	6,125	9,187	12,249	15,312	15,312	15,312	15,312	15,312	Other										
Bonuses	-	-	-	-	-	-	-	-	-	Language										
Stipends	-	7,467	11,200	14,934	18,667	18,667	18,667	18,667	18,667	Co-teachers (Resident Teacher)	3	3	3	3	3	3	3	3	3	
Staff Development	-	10,051	15,077	20,103	25,128	25,128	25,128	25,128	25,128	ESL	0	8	10	10	10	10	10	10	10	
Staff Recruiting	-	5,591	8,386	11,181	13,977	13,977	13,977	13,977	13,977	SPED										
Total Personnel	-	*****	*****	*****	*****	*****	*****	*****	*****	Totals	0	12	19	26	34	34	34	34	34	
Direct Student Expenses																				
Textbooks & Curriculum	-	6,800	10,200	13,599	16,999	16,999	16,999	16,999	16,999	Learning Specialist										
Assessments	-	1,354	2,031	2,708	3,385	3,385	3,385	3,385	3,385	Interventionist										
Instructional Supplies	-	7,242	10,863	14,485	18,106	18,106	18,106	18,106	18,106	Add Position										
Instructional Equipment	-	7,098	10,518	14,017	17,521	17,521	17,521	17,521	17,521	Add Position										
Enrichment Supplies	-	3,923	5,884	7,845	9,806	9,806	9,806	9,806	9,806	Add Position										
Instructional Technology	-	8,132	12,198	16,264	20,330	20,330	20,330	20,330	20,330	Totals	0	12	19	26	34	34	34	34	34	
Library & Media Center	-	-	-	-	-	-	-	-	-	Enrichment										
SPED Services	-	4,561	6,842	9,123	11,404	11,404	11,404	11,404	11,404	Visual Art										
Field Lessons	-	15,717	23,578	31,438	39,299	39,299	39,299	39,299	39,299	Dance										
Arts/PE	-	8,154	12,231	16,308	20,385	20,385	20,385	20,385	20,385	Music/Chorus										
Food Service	-	11,910	16,765	22,820	27,675	27,675	27,675	27,675	27,675	Teacher										
Classroom Furniture	-	9,573	14,360	19,146	23,933	23,933	23,933	23,933	23,933	Physical Education										
Health Supplies	-	644	966	1,288	1,611	1,611	1,611	1,611	1,611	Computer Science										
Total Direct Student Expenses	-	180,831	271,246	361,662	452,077	452,077	452,077	452,077	452,077	Athletic Director										
Indirect Student Expenses										Band										
Transportation - Buses	-	-	-	-	-	-	-	-	-	Media										
Marfa	-	-	-	-	-	-	-	-	-	Add Position										
Total Student/Parent Events	-	8,249	12,374	16,498	20,623	20,623	20,623	20,623	20,623	Add Position										
Cell Phones	-	-	-	-	-	-	-	-	-	Add Position										
Total Indirect Student Expenses	-	8,249	12,374	16,498	20,623	20,623	20,623	20,623	20,623	Totals	0	1	2	3	4	4	4	4	4	
Administrative Expenses																				
Accounting/Audit Services	-	-	-	-	-	-	-	-	-	Educational Assistants										
Banking Expenses	-	129	194	258	323	323	323	323	323	Teaching Assistant										
Board & Community Development	-	13,215	19,822	26,430	33,037	33,037	33,037	33,037	33,037	Education Assistant										
Insurance	-	-	-	-	-	-	-	-	-	Para-professional										
Advocacy	-	376	563	751	939	939	939	939	939	Add Position										
Legal Services	-	-	-	-	-	-	-	-	-	Add Position										
KIPP License Fees	-	13,224	19,835	26,447	33,059	33,059	33,059	33,059	33,059	Add Position										
Marketing & Development	-	239	359	479	599	599	599	599	599	Totals	0	4	6	8	10	10	10	10	10	
Student Recruitment	-	5,267	7,901	10,535	13,169	13,169	13,169	13,169	13,169	Instructional Administration										
Payroll Expenses	-	4,977	7,465	9,954	12,442	12,442	12,442	12,442	12,442	School Leader										
IT Support	-	5,217	7,825	10,433	13,042	13,042	13,042	13,042	13,042	Assistant Principal										
Staff Events	-	2,000	3,000	4,000	5,000	5,000	5,000	5,000	5,000	Dean										
KIPP MAC Shared Services Fee	-	-	-	-	-	-	-	-	-	Grade Level Chair										
Office Computers & Software	-	11,085	16,627	22,170	27,712	27,712	27,712	27,712	27,712	Director of Culture										
Office Furniture	-	137	205	273	342	342	342	342	342	School Counselor										
Office Supplies	-	1,845	2,767	3,689	4,612	4,612	4,612	4,612	4,612	Social Worker										
Phone & Internet Service	-	8,789	13,183	17,577	21,972	21,972	21,972	21,972	21,972	ELC Coordinator										
Postage & Shipping	-	461	692	923	1,153	1,153	1,153	1,153	1,153	Math Coordinator										
Printing and Copying Services	-	2,135	3,202	4,270	5,337	5,337	5,337	5,337	5,337	SPED Coordinator / Student Support Coordinator / De										
Telecommunications Equip.	-	9,534	14,301	19,068	23,836	23,836	23,836	23,836	23,836	RTI Coordinator / CCARE Team Coordinat										

## OVERVIEW

KIPP Metro Atlanta Schools is committed to creating and maintaining physical spaces that optimize opportunities for excellent instruction and service to students and families. Our physical aesthetic must be safe, welcoming, efficient, and maximized for teaching, learning, and collaboration.

The Operations Review is a way for us to assess a school's physical space relative to our agreed bar of excellence. Through reviews we will learn about the challenges and successes in a particular facility, and plan for action where objectives are not being met. Reviews will also help the region to identify trends across schools, so that we can tailor regional sharing, training or support to these areas.

### RUBRIC

<b>1</b>	<b>Needs Improvement.</b> Physical space is disorganized, unsafe, or impedes instructional best practices.
<b>2</b>	<b>Approaching.</b> Physical space reflects efforts made to meet indicator but clear areas for improvement are present.
<b>3</b>	<b>Good.</b> Physical space meets main requirements and functional needs present in the indicator but may have one or two areas for improvement.
<b>4</b>	<b>Excellent.</b> School serves as a model for excellence on this indicator and part of the indicator represents excellence. Practices should be documented and shared across KIPP Metro Atlanta Schools.
<b>NA</b>	School is not responsible for meeting this indicator.

## Section 1: School Exterior and Building Entrance

**KIPP Metro Atlanta Schools wants all visitors to immediately feel welcome upon arrival to our buildings.**

An ideal KIPP Metro Atlanta School building should be trash and graffiti free and easily identified by KIPP signs. Once entering a KIPP Metro Atlanta School building, it should be easy for all visitors to find the main office as well as general school and contact information.

QUICK HITS	Indicator	Yes	No	NA	Notes
<b>Cleanliness</b>	There is no trash present on the ground surrounding the school.				
	There is no graffiti on the building.				
<b>Signage and Environment</b>	School has a large KIPP sign on/at the building exterior.				
	Clear directions to the main office are provided for visitors.				
<b>Signage and Environment</b>	Exterior signage is professional and clearly visible upon entering.				
	School hours and contact information are neatly posted on signs outside the school.				

## Section 2: School Safety

**At KIPP Metro Atlanta Schools the safety of our students and employees is of utmost importance.** An ideal KIPP Metro Atlanta school will have engaged security guards or front office staff who sign in all visitors and provide visitor name tags/passes. There will be a minimum of 2 staff members certified in CPR/First Aid. All classroom and office doors will lock from the inside and have evacuation maps posted.



QUICK HITS	Indicator	Yes		No		NA	Notes
Security	Security guard/front office staff asks all visitors to provide ID and sign in and out.						
	KIPP name tags or visitor passes are provided by security guard/front office staff at front desk before visitors can enter main building.						
Building Safety	Fire alarms and extinguishers are up to code.						
	AED machines are available and operational.						
	At least 2 staff members per school (not building) have current certifications in CPR/First Aid response ( <i>ask DOO</i> ).						
	<b>Indicator</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>NA</b>	<b>Notes</b>
Classroom Safety	All classrooms and offices can be locked from the inside (in the event of an intruder in the building). <i>Check 1-2 rooms.</i>						
	All classrooms and offices have evacuation maps posted near the door that detail the appropriate route for exit.						
	Staff members have a means for securing laptops and personal belongings.						
	First aid kits and supplies are stocked and available throughout the school.						
School Ops Team comments:							
Ops Review Team comments:							

### Section 3: Main Office

**KIPP Metro Atlanta Schools' main offices are the central information hubs and set the tone for the rest of the school.** An ideal KIPP Metro Atlanta school main office is bright, organized, and clean. The main office tone is professional and the staff focuses on helping families and other visitors. KIPP school values and other branded materials are prominent.

QUICK HITS	Indicator	Yes		No		NA	Notes
Visitor Experience	Visitors are greeted by an Ops team member upon entering the building.						
	School schedule is posted including times that are considered a late arrival and an early pickup.						
	The main office phone is answered with a greeting including the staff member’s name and school name.						
	The main office phone line has a recorded message that includes the school name and current contact information.						
Facilities	Main office lights are operational and bright.						
	Main office clocks are functional and display the correct time.						
	Indicator	4	3	2	1	NA	Notes
Signage and Environment	Designated seating is available for at least two guests. Seating arrangements are clean and neatly organized.						
	Main office is welcoming, bright and inviting for families.						
	The main office has a moderate noise level and is a professional environment.						
	Information station (bulletin board, wall organizer) is present with current materials for families clearly labeled.						
	Student images, school values and other KIPP signs are posted in the main office.						
Cleanliness	Main office has trash cans for recycling and regular garbage. Garbage cans are not overflowing and are odor-free.						
	Main office is clean and free of clutter, cardboard boxes, and other packages.						
	Countertops and office desks are neat, organized, and free of clutter. Desks face the door.						
	The lost and found is neatly organized and accessible to parents.						
Walls and Bulletin Boards	Walls are free of stray marks and peeling paint.						
	Bulletin boards are neatly organized, current, and free of clutter.						826

## Section 4: Hallways and Stairwells



**KIPP Metro Atlanta Schools' hallways and stairwells are just as important as our classrooms.** An ideal KIPP Metro Atlanta school hallway or stairwell is clutter-free and showcases up-to-date student work and KIPP core values. There are helpful signs strategically placed to help visitors, staff, and students easily navigate the building.

QUICK HITS	Indicator	Yes		No		NA	Notes
<b>Facilities</b>	Hallway and stairwell lights are operational and bright.						
	Hallway clocks are functional and display the correct time.						
	Doorstops are attached to walls or doors or secured under doors.						
	Water fountains (if applicable) are clean and working. Rugs are present and water isn't leaking.						
	<b>Indicator</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>NA</b>	<b>Notes</b>
<b>Bulletin Boards</b>	All signs and bulletin board content, posters, and banners are securely affixed to the wall with no curled edges.						
	Bulletin boards are neatly organized and decorated with high quality student work. All work is seasonally appropriate and has been updated within the past 6 weeks.						
<b>Cleanliness</b>	Hallway and stairwell walls are free of stray marks, graffiti, and peeling paint. No tape or staples are visible from previous items.						
	Hallways and stairwells are clean and free of clutter, cardboard boxes, packages, and other out of place items. No trip or slip hazards.						
	There are no out of place desks or chairs in the hallway. If desks are needed in hallways, placement is consistent and neat.						
	Hallway and stairwell floors are clean and free of debris and stray marks.						
<b>Signage and Environment</b>	Hallways and stairwells have signs directing "traffic" appropriately (arrows to the main office, restrooms, grade hallways, etc.)						
	Posted materials are mission aligned and reinforce school specific values.						
	Hallways and stairwells are inviting and colorful.						
School Ops Team comments:							
Ops Review Team comments:							



## Section 5a: Classroom 1

At KIPP Metro Atlanta Schools we believe that quality classroom aesthetics can help maximize student learning. An ideal KMA classroom is organized, clean, and bright. It is easy to find what you need in our classrooms because items are labeled and are easily accessible. Teacher desks and classroom floors are clean and free of clutter. Classroom spaces are visually inspiring.



QUICK HITS	Indicator	Yes		No		NA	Notes
Signage	Classroom is clearly labeled with room number, teacher information, schedule and homeroom name.						
	The classroom door does not slam and closes slowly enough to prevent injuries.						
Facilities	Classroom lights are operational and bright.						
	The classroom has a functional clock that displays the correct time.						
	Classroom has adequate ventilation and air conditioners installed where appropriate. The AC unit is maintained and clean.						
Cleanliness and Storage	Classroom garbage can is not overflowing and is odor-free.						
	Floors are clean and free of tape, boxes, clutter, debris and stray marks. Floors are vacuumed if carpet is present.						
	Classroom has clearly labeled bins or other storage for supplies.						
	Indicator	4	3	2	1	NA	Notes
Cleanliness	Classroom has adequate and clean whiteboards with no tape on them. Whiteboard makers, erasers and cleaner fluid are available.						
	Classroom is clean, free of clutter, and neatly organized. Every item in the classroom has a place where it belongs.						
	Walls are clean and free of stray marks and peeling paint.						
Furniture	Student desks and chairs are safe and clean (no gum, graffiti, tape residue, or wobbling chairs/desks).						
	Other classroom furniture (teacher desks, etc.) is clean and in good condition.						
Storage	Closed classroom closets or cabinets are clean, free of clutter, and neatly organized. Review team should open one to test.						
	Students have an area to neatly hang coats and backpacks that is labeled and neat. No coats are or backpacks are on the floor.						
Signage and Environment	Classroom is bright, inviting and colorful.						
	Updated student work is posted that celebrates their successes. Work is organized and streamlined.						

## Section 5b: Classroom 2

At KIPP Metro Atlanta Schools we believe that quality classroom aesthetics can help maximize student learning. An ideal KMA classroom is organized, clean, and bright. It is easy to find what you need in our classrooms because items are labeled and are easily accessible. Teacher desks and classroom floors are clean and free of clutter.



QUICK HITS	Indicator	Yes		No		NA	Notes
Signage	Classroom is clearly labeled with room number, teacher information, schedule and homeroom name.						
	The classroom door does not slam and closes slowly enough to prevent injuries.						
Facilities	Classroom lights are operational and bright.						
	The classroom has a functional clock that displays the correct time.						
	Classroom has adequate ventilation and air conditioners installed where appropriate. The AC unit is maintained and clean.						
Cleanliness and Storage	Classroom garbage can is not overflowing and is odor-free.						
	Floors are clean and free of tape, boxes, clutter, debris and stray marks. Floors are vacuumed if carpet is present.						
	Classroom has clearly labeled bins or other storage for supplies.						
	Indicator	4	3	2	1	NA	Notes
Cleanliness	Classroom has adequate and clean whiteboards with no tape on them. Whiteboard makers, erasers and cleaner fluid are available.						
	Classroom is clean, free of clutter, and neatly organized. Every item in the classroom has a place where it belongs.						
	Walls are clean and free of stray marks and peeling paint.						
Furniture	Student desks and chairs are safe and clean (no gum, graffiti, tape residue, or wobbling chairs/desks).						
	Other classroom furniture (teacher desks, etc.) is clean and in good condition.						
Storage	Closed classroom closets or cabinets are clean, free of clutter, and neatly organized. Review team should open one to test.						
	Students have an area to neatly hang coats and backpacks that is labeled and neat. No coats are or backpacks are on the floor.						
Signage and Environment	Classroom is bright, inviting and colorful.						
	Updated student work is posted that celebrates their successes. Work is organized and streamlined.						

## Section 6: Teacher Work Room (if applicable) and Supplies



A KIPP Metro Atlanta school teacher work room is the “go to” place for teachers to get what they need to maximize the teaching and learning in their classrooms. An ideal KIPP KMAS teacher work room is clean, bright, and organized. The room is stocked with helpful tools and teacher supplies, which are labeled and easy to find. The school’s core values are prominently displayed, as well as norms for how staff should maintain the teacher work room.

QUICK HITS	Indicator	Yes		No		NA	Notes
<b>Signage and Environment</b>	Pertinent labor law posters are present.						
	Norms for the upkeep of the teacher break/work room are visibly posted (i.e. “Leave each space cleaner than you found it”).						
	Each staff member has a mailbox with a clear label.						
	Posted materials are mission aligned and reinforce schools core values.						
<b>Copiers and Supplies</b>	All copy machines are working properly.						
	Clear instructions on operating the copy machine and reporting issues are posted.						
	Teacher supplies (paper, other provided supplies) are organized neatly and labeled.						
<b>Kitchen</b>	Microwave and other appliances are clean and free of food and spills.						
	Fridge is free of dust, sticky liquids, spills, and odors. Not overflowing.						
	Microwave and other appliances are operational.						
	<b>Indicator</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>NA</b>	<b>Notes</b>
<b>Facilities</b>	Teacher work room lights are operational and bright.						
<b>Cleanliness</b>	Walls and bulletin boards are neatly organized and free of clutter. Walls are clean and free of peeling paint and stray marks.						
	Floors are clean and free of boxes, clutter and stray marks.						
	Teacher work room has trashcans for recycling and regular garbage. Garbage cans are not overflowing and are odor-free.						
School Ops Team comments:							
Ops Review Team comments:							

## Section 7: Student and Staff Bathrooms

KIPP Metro Atlanta Schools' bathrooms are spaces that we all (adults and students) take a part in keeping clean. An ideal KMAS bathroom is clean, bright, odor-free, and fully stocked with toilet paper, paper towels, and soap. All toilets and sinks are fully functioning. Entrances are labeled. Doors lock.

QUICK HITS	Indicator	Yes	No	NA	Notes		
Facilities	All sink stations are working with running water and a clear drain.						
	Staff bathrooms: locked with keys issued (ask staff member and/or DOO).						
	Staff bathrooms: coat hooks are present.						
Supplies and Cleanliness	An adequate supply of liquid soap (not hand sanitizer) is present in all dispensers.						
	Paper towels are available in adequate supply.						
	Bathrooms are odor-free.						
Signage and Environment	Norms for the upkeep of bathroom are visibly posted (i.e. "Leave each space cleaner than you found it").						
	Indicator	4	3	2	1	NA	Notes
Facilities	Bathroom lights are operational and bright.						
	All bathroom stalls are functioning and have adequate supply of toiletries. Doors lock.						
Cleanliness	Bathroom floors are clean, dry and free of debris and hand towels.						
	Bathrooms have large, lined trash cans near the sink(s). Trash can is not overflowing.						
	Walls are clean and free of peeling paint, graffiti, and stray marks.						
School Ops Team comments:							
Ops Review Team comments:							

## Section 8: Shared Spaces (if applicable)



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WOODSON PARK  
ACADEMY

KIPP Metro Atlanta Schools' shared spaces provide a safe and welcoming environment for the entire building community. An ideal KIPP KMAS cafeteria or gymnasium is clean, bright, odor-free, and well-maintained. The school's core values are prominently displayed.

GYM							
QUICK HITS	Indicator	Yes		No		NA	Notes
Facilities	Lights are operational and bright.						
	Gymnasium has adequate seating arrangements. Bleachers are clean and operational.						
Cleanliness	Space is graffiti-free.						
Signage and Environment	Posted materials are mission aligned and reinforce school specific values. (when applicable)						
	Indicator	4	3	2	1	NA	Notes
Facilities	Gymnasium has padding on potentially dangerous objects. Basketball hoops have nets. School has a working score board and public announcement system.						
Cleanliness	Walls and bulletin boards are neatly organized and free of clutter. Walls are clean and free of peeling paint and stray marks.						
	Floors are clean and free of clutter and stray marks.						
	Gym has trashcans for recycling and regular garbage. Garbage cans are not overflowing and are odor-free.						
CAFETERIA							
QUICK HITS	Indicator	Yes		No		NA	Notes
Facilities	Lights are operational and bright.						
	Cafeteria has adequate seating arrangements. Tables are clean and neatly organized. Tables and seats are not broken.						
Signage and Environment	Posted materials are mission aligned and reinforce KIPP and school specific values. (when applicable)						
	Indicator	4	3	2	1	NA	Notes
Cleanliness	Walls and bulletin boards are neatly organized and free of clutter. Walls are clean and free of peeling paint and stray marks.						
	Floors are clean and free of clutter and stray marks.						
	Cafeteria has sufficient trashcans for recycling and regular garbage. Garbage cans are not overflowing and are odor-free.						

Notes from the Reviewer



# **KIPP:**

## **WOODSON PARK**

### **ACADEMY**

School Safety Plan- Draft  
Dwight Ho-Sang  
School Leader

**SECTION 1  
INTRODUCTION  
SCHOOL EMERGENCY  
PREPAREDNESS PLAN 2018-19**

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**INTRODUCTION - Page 2**

Purpose  
Levels of Emergencies Plan Implementation

**PLANNING - Page 3, 4**

Hazard Assessment  
Staff  
Orientation/Training Drills  
Evacuation  
Parent  
Communication/Responsibility  
Supplies and Equipment  
Emergency File

**COMMUNICATIONS - Page 4**

EMERGENCY ACTIONS -  
Page 4  
EMERGENCY PREPAREDNESS PROCEDURES - Page 5  
RESPONSIBILITIES - Page 5, 6

**Principal or Designee**

**Office Staff**

Teachers Aides  
Custodians/Maintenance  
Person Bus Drivers

Nurses/Health  
Assistants All  
Other Employees

EMERGENCY TEAMS - Page 6



## INTRODUCTION

### PURPOSE

KIPP Woodson Park Academy is committed to providing a safe learning environment that supports academic achievement. School safety is a community issue that requires collaboration between schools, emergency response agencies, parents and the community. It has been prepared in compliance with legal requirements of Georgia Emergency Management Agency.

### LEVELS OF EMERGENCIES

#### THREE LEVELS OF EMERGENCIES:

- **Level One Emergency:** A localized emergency that the KIPP Woodson Park Academy can handle by following the procedures in our emergency plan. Examples: power outage, tornado, etc.
- **Level Two Emergency:** A moderate to a severe emergency, somewhat beyond our school response capability, which may require mutual aid assistance from the fire department, police, etc. Examples: fire, severe earthquake with injuries and structural damage.
- **Level Three Emergency:** A major disaster, clearly beyond the response capability of school and school district, where large amounts of mutual aid assistance will be required, recovery time will be extensive, and the response time from major supportive agencies may be seriously delayed and impaired.

### PLAN IMPLEMENTATION

The Plan will be:

- initiated by the Director of Operations or other designated school official
  - implemented by all staff who will remain at school and perform those duties as assigned until released by the principal.
  - reviewed at least annually (Section 7, Form A, page 63)
- Emergency and disaster functions have been identified and pre-assigned. (Emergency Teams, Section 4, pages 38-46)
- The Emergency Teams will be updated at least annually. (Section 4, pages 38-46)

## PLANNING

### HAZARD ASSESSMENT

Each school year, before the arrival of the teaching staff, the Building Engineer, will undertake a physical survey of all hazards likely to be encountered in the evacuation routes from classrooms and other activity rooms to safe, open-space areas. (Section 7, Form H, page 71)

### STAFF ORIENTATION/TRAINING

All school staff will be oriented to this plan by the Principal and dean at the beginning of each school year.

Staff members designated for medical responsibilities shall have first aid and CPR certification and training in triage.

### DRILLS

In accordance with state law:

- Fire drills will be conducted on a monthly basis.
- Tornado, bus evacuation, earthquake, and lock-down drills will be conducted twice per year for each category.
- All students and staff will participate in these mandated drills.

All fire drills will be reported via the Fire Marshal's website at [www.gainsurance.org/principal](http://www.gainsurance.org/principal).

### EVACUATION ROUTES

The Principal and dean is responsible for establishing safe evacuation routes from all school facilities. (Section 5, page 59)

Evacuation routes must be posted in all classrooms, multi-purpose rooms, and the main office.

### PARENT COMMUNICATION/RESPONSIBILITY

Pertinent components of this plan will be included in the beginning-of-school parent packet and other means of regularly communicating with parents.

All parents will complete a Student Release form for their child and designate other persons who are authorized to pick-up their child in the event of an emergency.

## **SUPPLIES AND EQUIPMENT**

Disaster supplies and equipment are maintained as follows:

- Emergency kits in the office (Section 5, page 54)
- First aid and other search and rescue supplies which may be needed during the first few hours following an emergency (Section 5, pages 54-58)
- Building Engineer will be responsible for shutting off the utilities at each shut-off location

## **EMERGENCY FILE**

An Emergency File containing Student Release information for all students and blank Student Release- Permission Slips will be maintained in the school office marked EMERGENCY FILE and will be taken by the office manager whenever the school building is evacuated. (Section 7, Form M, page 75)

## **COMMUNICATIONS**

During an emergency, telephones and cell phones will only be used to report emergency conditions or to request emergency assistance. If telephone and electrical service is interrupted, other means must be relied upon to relay information. The PA system, megaphone or runners will be utilized within the school building and on school grounds.

## **EMERGENCY**

When an emergency occurs, it is critical that every staff member take immediate steps to protect themselves and others. The following Emergency Actions are detailed in Section 2, EMERGENCY ACTIONS, pages 9-17. Each staff member must become familiar with each EMERGENCY ACTION and be prepared to do assigned responsibilities.

All students are to be taught what their actions are when the following EMERGENCY ACTIONS are implemented:

- All Clear
- Convert School
- Directed Transportation/Evacuation
- Leave Building
- Secure Building
- Stand By
- Take Cover

### EMERGENCY PREPAREDNESS PROCEDURES

This plan establishes procedures to be followed which will eliminate or minimize the effects of the thirteen emergencies listed below and covered in Section 3, pages 18-37. The procedures are intended primarily as a ready reference for all staff to be carefully studied and practiced before the occurrence of an emergency.

The emergencies outlined in this plan are:

- Bomb Threat
- Chemical Accident
- Civil Disobedience
- Explosion and Threat of Explosion
- Fallen Aircraft
- Fire
- Flood
- Irrational Behavior
- Loss of Utilities
- Personal Emergencies
- Rabid Animal/Animal Disturbance
- Severe Windstorm
- War

Section 3, pages 19-36 provides detailed information for each emergency.

## RESPONSIBILITIES

### PRINCIPAL OR DESIGNEE

- Assume overall direction of all emergency procedures based on procedures and actions outlined in this Plan.
- Good judgment, based upon the facts available in any emergency situation, is of paramount importance.

### OFFICE STAFF

- Provide assistance to the principal by handling telephones, monitor radio emergency broadcasts, assist with health emergencies as needed, acting as messengers, etc.

### TEACHERS

- Responsible for the supervision of students in their charge.
- Direct evacuation of students in their charge to inside or outside assembly areas, in accordance with signals, warning, written notification, or intercom orders.
- Take roll when class relocates in an outside or inside assembly area or at another location.
- Report missing students to the leadership team.
- Send students in need of first aid to office manager. Acquire first aid for those unable to be moved.

### INSTRUCTIONAL ASSISTANTS/AIDES

- Assist teacher.

### CUSTODIANS/MAINTENANCE PERSONS

- Examine buildings and plant for damage, provide damage control.
- Keep principal and her designee informed of the condition of the school.
- Assist as directed by the Director of Operations.

- Report to the Principal for directions.

## EMERGENCY TEAMS

During and after an emergency, the school's Emergency Teams are essential to ensure that everything possible is being done to save lives, prevent injuries, and protect property.

### **The Emergency Teams outlined in this plan are:**

- Communications Team
- Crisis Intervention
- Emergency Operations Center Team
- First Aid Team
- Food, Water, and Supply Management Team
- Maintenance/Fire Team
- Search and Rescue Team
- Student Release Team

**Section 4, pages 37-45 provides detailed information for each Emergency**

### **Team. Team Membership:**

The School's Emergency Teams shall be comprised of personnel selected by the Principal or designee. Each team will consist of individual team members, a team leader, and an alternate team leader. These persons shall receive training and shall be required to participate in some "emergency readiness" activities before an actual disaster occurs, to be fully prepared to respond both during and after the emergency. Section 4, pages 37-45, lists the membership for each team.

### **Team Leader Responsibilities:**

The leader of each team shall have some ongoing responsibilities, including the following:

- requesting the Principal or designee to fill any vacancies on the team
- arranging for the training of new members and alternates
- ensuring that necessary supplies and equipment are maintained
- recommending the purchase of necessary supplies and equipment to the Principal or designee
- conducting annual meetings with team members to validate or update procedures
- attending annual meetings with other team leaders and the Principal or designee
- determining where and under what conditions the team will meet during emergencies
- coordinating team activities during actual emergencies



### **Team Members' Responsibilities:**

Team members' specific responsibilities are listed on the Team's Membership List in Section 4, pages 38- 46.

NOTE: Any school employee, as a disaster services worker, may be asked to assist an Emergency Team whenever necessary.

<b>PERSONAL</b>
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When a major emergency occurs, every employee should be prepared and committed to serving their students. To do this, each employee must:

- know and complete those assignments for which they are assigned
- have the confidence that they have prepared their students to deal with

emergencies Section 6 of this Plan outlines activities that can be undertaken to be

personally prepared.

The time and energy an individual commit to being personally prepared will provide the best assurance that students and family are capable of dealing with emergency situations.

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## SECTION 2 EMERGENCY ACTIONS

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**EMERGENCY ACTION 1****ALL CLEAR*****ANNOUNCEMENT***

1. An announcement in person directly or over the public announcement system.

Example: "Your attention, please. (Pause) **ACTION 1, ALL CLEAR.** (Pause) **ALL CLEAR.** (Pause) **ALL CLEAR.** (Pause) Thank you."

2. Use messengers with oral or written word as an alternate means of staff notification.

Names of messengers: Administrative Staff

Routing: Administrative Staff will notify grade level chairs, and grade level chairs will be responsible for relaying directions to the rest of the team.

***DESCRIPTION***

1. This ACTION signifies the end of the ACTION that had been initiated.
2. Teachers should immediately begin discussions, activities, etc., to assist students in addressing fear, anxiety, etc.
3. Teachers will only alert parents when authorized by the Principal.

***WHEN USED***

1. This **ACTION** is used as the final **ACTION** to conclude:
  - Duck, Cover and Hold On
  - Leave Building
  - Secure Building
  - Stand-By
  - Take Cover

**EMERGENCY ACTION 2****CONVERT SCHOOL****ANNOUNCEMENT****1. During School Hours**

- An announcement in person directly or over the public address system.

Example: “Your attention, please. (Pause) **ACTION 2, CONVERT SCHOOL.** (Pause) **CONVERT SCHOOL** (Pause) **CONVERT SCHOOL.**”

**2. Other than School Hours**

- Use the School PA system to notify all school employees.

**DESCRIPTION**

- During School Hours
- Dismissal for all classes, followed by **ACTION GO HOME**, or if the situation dictates, hold students at the school for temporary care.
- Conversion of the school into an Emergency Hospital, First Aid Station or Bomb Shelter.
- This action will normally be preceded by one or more of the other Emergency Actions.
- Other than School Hours
- Alerting school employees through the use of the School Personnel Alerting System.
- Suspension of scheduled classes. Use Telephone Alert System. Notify District Office for assistance by other means.
- Conversion of the school into an Emergency Hospital, First Aid
- When converting the school to an Emergency Hospital or First Aid Station, follow the guidance and directions of the medical personnel upon their arrival.

**WHEN USED**

1. This **ACTION** will be initiated by Atlanta Public School officials (Superintendent, etc.) from the Department of Health and Human Services or upon the request of the American Red Cross.
2. It is deemed appropriate for use during any disaster in which a requirement exists for additional shelter or medical facilities.

**ANNOUNCEMENT**

1. An announcement in person directly or over the public address system.

Example: "Your attention, please. (Pause) **ACTION 3, DIRECTED TRANSPORTATION** when the dismissal bell rings. (Pause) **DIRECTED TRANSPORTATION** (Pause) **DIRECTED TRANSPORTATION** (Pause) When the dismissal bell rings."

2. Use messengers with oral or written word as an alternate means of staff notification.

**DESCRIPTION**

1. Students and staff will be loaded into school buses, cars and any other available means of transportation, and moved from an area of greater danger to an area of lesser danger.

Who is assigned to each loading area?

- Teachers are responsible for ensuring that their grade level exit safely to the loading area.

Where are loading areas?

- Students will load buses at our regular drop-off and pick-up location.

What, if any, change in vehicle traffic patterns are necessary?

- If there are any changes in vehicle traffic patterns, we will notify the teachers and other staff as needed.

What staff supervises this **ACTION**?

- The Principal and appointed administrative staff will be responsible for supervising this action.

2. If time permits, parents will be contacted via cell phones.

3. This **ACTION** will normally be preceded by **ACTION STAND-BY** or another Action.

**WHEN USED**

1. This **ACTION** is considered appropriate for, but is not limited to, the following:

- Flood
- Fire
- Chemical

## EMERGENCY ACTION 4 DUCK, COVER AND HOLD ON

### ***ANNOUNCEMENT***

An oral command to "**DUCK, COVER AND HOLD ON**" (repeat as needed) given by the teacher or another staff member who realizes that a surprise attack is occurring.

### ***DESCRIPTION***

#### 1. When inside

- Upon the command "**DUCK, COVER AND HOLD ON**," students and staff should immediately drop to the floor, get under their desk and hold on. Desks should be arranged so that they do not face windows.

#### 2. When outside

- Upon the command "**DUCK, COVER AND HOLD ON**," students and staff should immediately move away from buildings and other objects which might topple over.

### ***WHEN USED***

#### 1. This **ACTION** is appropriate for:

- Shooting
- Explosion
- Surprise Attack

**EMERGENCY ACTION 5****LEAVE BUILDING*****ANNOUNCEMENT***

1. Fire alarm.
2. Provided time is available, make an announcement in person directly or over the public address system which will indicate the nature of the emergency event.

Example: "Your attention, please. (Pause) **ACTION 5, LEAVE BUILDING.** (Pause) **LEAVE BUILDING.** (Pause) **LEAVE BUILDING.** "

3. Use messengers with oral or written word to deliver additional instructions to teachers in hold areas.

***DESCRIPTION***

1. The orderly movement of students and staff along prescribed routes from inside school buildings to an outside area of safety. (Section 5, page 59)
2. This **ACTION** should be followed by another action or a return to school buildings and normal class routine.

All clear signal: Teachers will be notified by the Principal and administrative staff member of the ALL CLEAR signal

***WHEN USED***

1. This **ACTION** is considered appropriate for, but is not limited to, the following:
  - Fire
  - Bomb Threat
  - Chemical accident
  - Explosion or threat of explosion
  - Other similar occurrences which might make the school buildings unsafe

## ***ANNOUNCEMENT***

1. An announcement in person directly or over the public address system.

Example: "Your attention, please. (Pause) **ACTION 6, SECURE BUILDING.** (Pause) **SECURE BUILDING.** (Pause) **SECURE BUILDING.**"

2. Teachers should initiate this **ACTION** anytime they hear extremely violent behavior, i.e., shots, etc., outside their classroom.

3. Use messengers with oral or written word as an alternate means of staff notification.

## ***DESCRIPTION***

1. Teachers and other staff members are to lock doors and have students lie on the floor immediately.

2. While students are getting on the floor, close any shades and blinds if it appears safe to do so.

3. Teachers and students are to remain on the floor until a staff member they recognize assures them that it is safe to unlock doors.

4. This **ACTION** will not normally proceed without any warning.

5. Parents should be contacted via telephone when appropriate.

## ***WHEN USED***

1. This **ACTION** is considered appropriate for, but not limited to, the following:

- Extreme Violence
- Gunfire

**EMERGENCY ACTION 7****STAND-BY*****ANNOUNCEMENT***

1. An announcement in person directly or over the public address system.

Example: "Your attention, please. (Pause) **ACTION 7, STANDBY.** (Pause) **STAND BY.** (Pause) **STAND BY.** (Pause) Additional information to follow."

2. Use messengers with oral or written word as an alternate means of faculty notification.

***DESCRIPTION***

1. If outside, teachers are to return students to their classrooms.

2. If inside, teachers will hold students in classrooms until further instructions are given.

3. It must be followed by another **ACTION** or return to normal school activities.

All clear signal:

***WHEN USED***

1. This **ACTION** is appropriate for all disasters or emergencies, except those that occur without warning.



## EMERGENCY ACTION 8

## TAKE COVER

### ***ANNOUNCEMENT***

#### 1. Severe Thunderstorm / Attack

- An announcement in person directly or over the school public address system.

Example: "Your attention, please. (Pause) **ACTION 8, TAKE COVER** (Pause) **TAKE COVER.** (Pause)

**TAKE COVER** (Pause) Enemy attack imminent."

- Use messengers with oral or written word as an alternate means of faculty notification.

#### 2. Natural Disasters

- An announcement in person directly or over the public address system.

Example: "Your attention, please. (Pause) **ACTION 8, TAKE COVER** (Pause) **TAKE COVER.** (Pause)

**TAKE COVER** (Pause) Severe Windstorm

- Use messengers with oral or written word as an alternate means of faculty notification.

### ***DESCRIPTION***

1. Move to and take refuge in the best-shielded areas within the school buildings.

2. Parents are notified upon notification from Principal. (as soon as possible)

### ***WHEN USED***

1. This **ACTION** is appropriate for, but is not limited to, the following:

- Actual enemy attack or threat of attack
- Severe windstorm with little or no warning

## SECTION 3

### EMERGENCY

### PROCEDURES

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**EMERGENCY PROCEDURE****BOMB THREAT*****If a threat by telephone comes directly to a school***

1. The person receiving the call should attempt to keep the caller on the telephone as long as possible and alert someone else by a prearranged signal so they can get on an extension and notify telephone company to trace the call.

- Dial "911" -- tell the operator, "This is (name of caller) from **KIPP Woodson Park Academy**. We are receiving a bomb threat on another line. The number of that line is. Please trace the call."

- Give any additional information needed by the operator. This must be done quickly. (The call cannot be traced once the caller has hung up.)

2. Try to determine if the caller is a student or an adult. If it is a student, it may be easier to discover the identity.

3. The Principal shall determine whether to evacuate the building(s) threatened.

- Upon a decision to evacuate, if one specific building has been threatened, it should be evacuated along with adjoining buildings and a search should be instituted.

- Avoid the use of the general alarm, if possible.

- Use the intercom, personal notification by designated persons, or the PA system to evacuate the threatened rooms.

- If it is necessary to evacuate the entire school, use the fire alarm.

4. The principal may also decide to call the fire department or police, if, in his/her opinion it is warranted.

5. Resume school after the building(s) have been inspected and determined safe by proper authorities.

6. Do not publicize the threat any more than necessary.

**If notified of the call through police/sheriff department, follow items 3 through 7 above.**

A written threat should be turned over to police and procedures 3 through 7 followed, if appropriate.

Individual receiving call should complete the Bomb Threat Report, (Section 7, Form B, page 64), as soon as possible.

**EMERGENCY PROCEDURE****CHEMICAL ACCIDENT**

1. Determine which Emergency Action, if any, should be implemented. (The nature of the chemical and nearness of the accident will probably be the deciding factor. Evacuation of the school may be ordered by Law Enforcement, Fire Department or Civil Defense Officials.)
2. If necessary, implement Action **LEAVE BUILDING**.
3. Any chemical cloud that can affect students in their classrooms would very likely affect them outside on the school grounds as well. If time is of prime importance, it may be necessary to evacuate the school by foot. If this occurs, move crosswind to avoid fumes, never upwind or downwind.
4. If time is available, initiate Action **DIRECTED TRANSPORTATION**. Move students and staff away from the path of the chemical.
5. Notify the appropriate Fire Department.
6. Notify the Police Department or County Sheriff's Office.
7. Notify the District Office.
8. Teachers report names of missing students to the office. Those not found will be reported to Fire Department or Law Enforcement Officials, if forced by conditions to evacuate the school grounds.
9. Do not allow the return of students to the school grounds or buildings until Fire Department or Law Enforcement Officials declare the area safe.
10. Upon return to school, ensure that all classrooms are aired out by opening all doors and windows.

**EMERGENCY PROCEDURE****CIVIL DISOBEDIENCE/STUDENT DISORDER**

Civil disobedience is defined as any assemblage, including terrorists, on the school premises by unauthorized persons whose purpose and conduct is antagonistic with the orderly conduct of the school and the laws relating to the conduct of schools and the welfare of students.

Action: The major purpose is to keep school personnel and students from undue exposure to danger; therefore; every effort will be made to keep classes within their rooms.

1. Notify 911 of situation and request assistance.
2. Upon the receipt of an alert, the custodians will proceed to lock and secure all exterior doors, including restrooms, and remove trash containers and other burnable items from public access.
3. Teachers and custodians will be directed to lock and close their classroom doors.
4. Notify School District Office of situation.
5. Upon command from the authority in charge, all faculty members will keep their students within their locked classrooms until further notice **regardless** of the bells and schedule.
  - Teachers and staff will be notified via public address system or school cell phones
6. The teacher must remain in charge utilizing the best judgment in occupying the students within the classroom.
7. Darkening drapes and venetian blinds should be closed in rooms so equipped.
8. Any other precautions should be taken to protect students and personnel from flying glass should the windows be broken.
9. When there is any evidence of a potential problem, classes outside will immediately return to their classrooms.
10. Should a disturbance enter the building itself, the Front Office Manager should be prepared to move into Principal's office.
11. An accurate record of events, conversations, and actions, should be kept.
12. Authority in charge should proceed in good judgment on the basis of police or other legal advice, in taking action to eliminate the situation.

<b>EMERGENCY PROCEDURE</b>	<b>EXPLOSION/THREAT OF EXPLOSION</b>
----------------------------	--------------------------------------

***Explosion***

1. Personally execute Action **DUCK, COVER AND HOLD ON** to the first indication of the explosion.
2. If the explosion occurred within the school buildings, immediately upon passage of the blast wave, initiate Action **LEAVE BUILDING**.
3. Notify the appropriate Fire Department.
4. Notify the Police Department or County Sheriff's Office.
5. Teachers report missing students to the office. Those not found will be reported to Fire and Law Enforcement Officials.
6. Notify the appropriate utility company of breaks or suspected breaks in utility lines or pipes.
7. Do not allow the return of students or staff members to school buildings.
8. Initiate any other Action deemed necessary because of the condition of the school, or return to normal routine.

***Threat of Explosion***

1. Initiate Action **LEAVE BUILDING**.
2. Execute those Actions required in steps 3 through 8 above.

**EMERGENCY PROCEDURE****FALLEN AIRCRAFT**

1. Determine which Emergency Action, if any, should be implemented. (Action will depend on the size of the aircraft, nature of the crash, and its exact location.) If safe to be in the building, ALL students should be kept in the building under supervision.
2. Sound the appropriate warning signal.
3. If possible, determine whether the aircraft is military, commercial, or a private plane.
4. Notify the appropriate Fire Department.
5. Notify the Police Department or County Sheriff's Office.
6. Notify the appropriate District official.
7. Teachers report missing students to the office. Those not found will be reported to Fire and Law Enforcement Officials.
8. Do not allow the return of students to classrooms until buildings have been declared safe by Fire or Law Enforcement Officials.
9. Ensure that students and staff members remain at a safe distance from the crash.

**EMERGENCY PROCEDURE****FIRE*****Within School Buildings***

1. Immediately initiate Action **LEAVE BUILDING**.
2. Notify the appropriate Fire Department.
3. Notify the Police Department of County Sheriff's Office.
4. Organize a fight of incipient fires until the arrival of the Fire Department. (This should be done only to the level that people have been trained. Never risk injury or loss of life. Evacuation is advised.)
5. Ensure that access roads are kept open for emergency vehicles.
6. Teachers report missing students to the office. Those not found will be reported to Fire and Law Enforcement Officials.
7. Notify the appropriate utility company of breaks or suspected breaks in utility lines or pipes.
8. Notify appropriate District Official.
9. Do not allow the return of students or staff members to school buildings until Fire Department Officials declare them safe.

***Fire Near School***

1. Determine the need to implement any Action. If the answer is "no," continue with school routine. Notify appropriate Fire Department to be sure alarm has been given.
2. If the fire threatens the school, execute those Actions under "Within School Buildings" 1-9 above.



**EMERGENCY PROCEDURE****FLOOD*****Within School Buildings***

1. The extent of the flood and the time before it arrives will dictate the course of action to be taken. Depending on the situation, it may be necessary to initiate one or more of the following Emergency Actions and procedures:

- Action **STAND-BY**, followed by
- Action **LEAVE BUILDING**, or
- Action **DIRECTED TRANSPORTATION**, or
- On official request, Action **CONVERT SCHOOL**

2. Sound the appropriate warning signal.

3. Keep battery-powered radio tuned to a local radio station for information. Radio location: man office

4. Supervise the execution of the Action decided upon.

**EMERGENCY PROCEDURE****HAZARDOUS MATERIALS**

1. If necessary, call 911.
2. Determine which Emergency Action, if any, should be implemented. (The nature of the material and the nearness of the accident will probably be the deciding factor. Police, Fire, Public Health or Environmental Health Departments may order Evacuation of the school.)
3. If there is a threat of airborne toxicity, shut-off ventilation system in the affected area.
4. If necessary, Implement Action **LEAVE BUILDING**.
5. Any toxic cloud that can affect students in their classrooms would very likely affect them outside on the school grounds as well. If time is of prime importance, it may be necessary to evacuate the school by foot. If this occurs, move crosswind to avoid fumes, never upwind or downwind.
6. Any persons that are suspected of being contaminated with a substance that could be transferred to others should be isolated until public safety personnel carries out decontamination procedures.
7. If time is available, initiate Action **DIRECTED TRANSPORTATION**. Move students and staff away from the path of the chemical.
8. Teachers report names of missing students to the office. Those not found will be reported to Fire or Police officials, if forced by conditions to evacuate the school grounds.
9. Do not allow the return of students to the school grounds or buildings until public safety officials declare the area safe.
10. Upon return to school, ensure that all classrooms are adequately aired.

**EMERGENCY PROCEDURE****IRRATIONAL BEHAVIOR*****1. Student or Staff***

- Notify Principal
- Notify Director of Student Services
- Isolate person from students
- Notify family
- Protect individual from injury
- Make arrangements for necessary care of individual
- Notify Law Enforcement people if individual is endangering self or others (If violent, notify appropriate Law Enforcement Agency immediately.)

***2. Campus Visitor***

- Notify Principal
- Isolate person from students
- Request person to leave campus, if possible. Remain calm, talk in soft, non-threatening manner, avoid hostile-type actions, except in cases when necessary to safeguard person or property
- Notify appropriate Law Enforcement Agency, if necessary (Police, etc...)

**EMERGENCY PROCEDURE****LOSS OF UTILITIES*****WARNING:******During School Hours***

1. Advance notice may be received from utility companies regarding the loss of service. In many cases, these losses of service will be of short duration and require no special action other than notifying staff of the pending interruption of service.
2. Announce person directly or over public address system.
3. Use messengers with oral or written word as an alternate means of faculty notification.

***Other Than School Hours***

1. If a disruption in service will severely hamper school operation, students and staff should be notified by appropriate means.

***During School Hours***

1. Determine the length of time service will be interrupted.
2. Implement School Plan to carry on without utilities, or with alternate utilities (define what will be done, by whom, with what).

***A. Plan for Loss of Water***

Toilets: If the water supply is a loss for a long period, students will be escorted to neighboring buildings to use their bathroom facilities.

Drinking: Food service staff will keep an ample supply of bottled water in stock.

Food Service: Cafeteria staff will keep 2-3 days of non-perishable food items in stock.

<b>EMERGENCY PROCEDURE</b>	<b>LOSS OF UTILITIES (CONTINUED)</b>
----------------------------	--------------------------------------

***B. Plan for Loss of Electricity/ Natural Gas***

Heat: Students and staff will grab coats, and all grade levels will merge into one classroom to keep warm.

Light: Every teacher will have a flashlight in his/her school safety kit.

***Other Than School Hours***

1. If a disruption in service will severely hamper school operation, students and staff should be notified by appropriate means.
2. KIPP Metro Atlanta will also assist in notification process by other means.

<b>EMERGENCY PROCEDURE</b>	<b>PERSONAL EMERGENCIES</b>
----------------------------	-----------------------------

***1. Student, Staff or Visitor***

- Notify Principal, call 911
- Provide privacy for the person
- Provide appropriate first aid

**EMERGENCY PROCEDURE****RABID ANIMAL/ANIMAL DISTURBANCE**

1. The first consideration is the safety of the students and personnel.
2. Isolate the students from the animal.
  - If the animal is outside, keep students inside.
  - If the animal is inside, keep students outside or in some other sheltered area.
3. Call the Law Enforcement or Fire Department.
4. If animal injures someone, call the parent, and the Emergency Medical Services.



## EMERGENCY PROCEDURE

## SEVERE WINDSTORM

### ***With Warning***

1. Initiate Action 7, (Section 2, page 16), **STAND-BY**.
2. Take appropriate actions to safeguard school property.

### ***With Little or No Warning***

1. Initiate Action **TAKE COVER**.
2. Ensure that all windows and blinds are closed.
3. Evacuate classrooms bearing the full force of the wind.
4. Do not allow structures with large, open roof spans to be used as a shelter.
5. Students in annex will congregate in hallways students in the main building will evacuate to the basement near inside walls.
6. Keep tuned to a local radio station for latest advisory information.
7. Notify the appropriate utility company of breaks or suspected breaks in utility lines or pipes.
8. Upon passage of the storm initiate any other appropriate action, or return to normal routine.

## EMERGENCY PROCEDURE

## STRANGER OR INTRUDER ON CAMPUS

### Signage:

All public schools are required to post signs at points of entry to their campuses or buildings from streets and parking lots: "All visitors entering school grounds on school days between 7:15 a.m. and 6:30 p.m. must sign-in at the main office. Failure to do so may constitute a misdemeanor."

### Lock Down School Plan

1. The signal will be given over the intercom, or another warning device, that there is now in effect a ***stand-by*** or ***lock-down drill***.

a. Where there are no bells or PA systems, administration or counselors will act as runners to notify staff of ***lock-down***.

b. As soon as a decision is made to lock down the school, the administration will notify law enforcement using 911 rather than regular police numbers.

2. If students are in class at the time of the signal,

a. staff will:

- ☐ explain that there is an emergency;
- ☐ lock the classroom door (if possible)
- ☐ have students lie on the floor;
- ☐ close blinds and take any possible precautions to protect others from possible broken glass; and,
- ☐ remain locked in offices until advised to move personally by administration or public safety officer or an all-clear signal.

b. Administration will:

- ☐ act with facilities team to check locks on all exterior doors and classroom doors

3. If students are not in class at the time of the signal,

a. teachers will:

- ☐ assist the administration in moving students to the nearest safe building available;
- ☐ Lock doors of room if possible. If lock is on the outside of the door, rubber door stops can be placed behind doors to secure;
- ☐ remain with students to maintain order;
- ☐ keep students in a safe area until advised personally by the administration or public safety personnel to move or that there is an all-clear signal; and,
- ☐ avoid, if possible, large open areas such as the library, gym, lawns or parking lots.



b. Administration and public safety personnel will:

- ☐ work with staff to move students into the nearest safe building available;
- ☐ act with custodians to check locks on all exterior doors and classroom doors;
- ☐ designate a person (an administrator, if possible) to coordinate with public safety personnel at their command post; and,
- ☐ make sure that a sitemap and key set are available to public safety personnel.

4. All-clear signal will be given after consultation with the Principal and public safety official.

5. Dissemination of information about procedures:

- ☐ Staff handbook and discussion at staff meeting
- ☐ Substitute folders
- ☐ Drill at least once a year

**Note:** Students should be aware in advance that there will be severe consequences for failure to cooperate with administration or staff during an emergency or drill.

**EMERGENCY PROCEDURE****THREAT CONDITION RED**

**Homeland Security Advisory of a Threat Condition Red specific to your community.**

***During School Hours***

1. Initiate one of the following actions as appropriate for the situation.

🏠 Continue to monitor for more specific information.

🏠 If circumstances allow and there is time, move students to the closest suitable shelter.

Procedure for movement to shelter: Students will use EXIT A and proceed quietly to the closest suitable shelter.

- If the above is not advisable, remain in building as a place of shelter.

**Attack Without Warning*****During School Hours***

1. Depending on the location of the initial strike, execute Action **DUCK, COVER AND HOLD ON**, or initiate Action **TAKE COVER**.

2. If the nuclear explosion is close enough to cause the execution of Action **DUCK, COVER AND HOLD**, await the passage of the blast waves, if any, and then initiate Action **TAKE COVER**.

**EMERGENCY PROCEDURE****WAR****Civil Defense Warning of possible enemy attack or bombing.*****During School Hours***

1. Initiate one of the following actions as appropriate for the situation.

- If time and circumstances allow, move students to the closest suitable shelter. Location: KSP bomb shelter

Procedure for movement to shelter: Students will use EXIT A and proceed quietly to the Church.

- If the above is not advisable, remain in building as a place of shelter.

**Attack Without Warning*****During School Hours***

1. Depending on the location of the initial strike, execute Action **DUCK, COVER AND HOLD ON**, or initiate Action **TAKE COVER**.

2. If the nuclear explosion is close enough to cause the execution of Action **DUCK, COVER AND HOLD**, await the passage of the blast waves, if any, and then initiate Action **TAKE COVER**.

**EMERGENCY PROCEDURE****WEAPONS FIRED****Report of Weapons Fired on Campus or Near School**

If there is a report of shots fired at, or near, a school:

1. Notify police department using 911.
2. Safety is the main concern. Keep everyone in an area under cover and concealed if possible. Stay behind solid walls and doors. Keep away from windows.
3. If the suspect is seen, do not engage the suspect. This could generate a hostage situation.
4. If the suspect is outside, try to keep him/her outside. If it is safe, lock the entry doors.
5. A suspect should be considered armed, unstable and extremely dangerous.
6. Have a special/pre-arranged all-clear signal when situation/school is safe/secure.

## SECTION 4

### EMERGENCY

### TEAMS

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<b>EMERGENCY TEAM</b>	<b>COMMUNICATIONS</b>
-----------------------	-----------------------

***Team Leader***

- Principal

***Team Members***

- Director of Operations
- Front Office Manager
- Business Operations Manager
- Business Finance Manager
- Community Engagement Coordinator
- Assigned Teachers
- Facilities Team

***Location***

- Conference Room

***Functions***

1. With the Executive Director and Chief Operating Officer, reports and releases of emergency information concerning the status of students, staff and school facilities to the Fulton Co. Office of Emergency Services, Atlanta Board of Education, parents, public, and press.
2. Maintains communications with district employees.
3. Maintains a log of all incoming and outgoing communications. (Section 7, Form N, page 77)

**EMERGENCY TEAM****CRISIS INTERVENTION*****Team Leader***

- School Counselor

***Team Members***

- Upper School Assistant Principal
- Assigned teachers

***Location***

- Principal's Office

***Functions***

In response to notification of an emergency or disaster, sudden death, suicide, etc., the principal or designee should immediately assemble the Crisis Intervention Team to help plan the response and prepare for the following day. Plans should include:

1. Preparation of a written statement to staff members as to how to handle phone calls and requests for information about the emergency or disaster.
2. Establish a crisis center on campus where crisis team members will be available to meet with the students.
3. Promptly share factual information with staff, students, parents, and community.
4. Plan staff meetings or other communications as soon as possible to share information.
5. Provide an opportunity for teachers to meet with a designated crisis team member to obtain additional information on how to facilitate classroom discussion and to respond to students' questions and needs.
6. Provide a written statement which teachers may use to announce the event to students.
7. Request teachers to refer students who seem especially upset to the school's crisis center for individual counseling.

**EMERGENCY TEAM****EMERGENCY OPERATIONS CENTER (EOC)*****Team Leader***

- Director of Campus Operations

***Team Members***

- Building Engineer
- School Support Manager
- School Security

***EOC Location***

- Inside: School Office

***Functions***

1. Determine appropriate actions for students, i.e., evacuate school buildings, evacuate school site, return to class, etc.
2. Assign emergency functions as appropriate.
3. Conduct drills in keeping with requirements.
4. Collect, analyze and report information concerning: students and staff who are injured or unaccounted for; facility damage assessment; etc.
5. Determine the need for, and request, outside assistance.
6. Provide the overall direction for all activities that occur during an emergency.



**EMERGENCY TEAM****FIRST AID*****Team Leader***

- Business Operations Manager

***Team Members***

- Front Office Manager
- Community Engagement Coordinator

***Location***

- Cafeteria

***Functions***

1. Report to EOC to determine medical needs and plan.
2. Set up first aid area and get supplies.
3. Assess injuries and provide first aid as indicated.
4. Determine need for skilled medical assistance and request from the EOC.
5. Tag each of the injured with name, address, injury and any treatment rendered.
6. Establish priorities for the transport of the injured to hospitals, when transport is available.
7. Complete the Injury and Missing Persons Report. (Section 7, Form I, page 72)

**EMERGENCY TEAM****FOOD, WATER, AND SUPPLY MANAGEMENT*****Team Leader***

- Food Service Manager

***Team Members***

- Food service workers
- Business Finance Manager

***Location***

- Inside: Cafeteria

***Functions***

1. Assess food preparation facilities.
2. Estimate number of persons requiring shelter and for what period.
3. Assess adequacy of available water, food, blankets and other supplies.
4. Control conservation of water.
5. Establish a list of all persons in the shelter and determine any special needs.
6. Report additional equipment and supply needs to the EOC.

<b>EMERGENCY TEAM</b>	<b>MAINTENANCE/FIRE</b>
-----------------------	-------------------------

***Team Leader***

- Building Engineer

***Team Members***

- Physical Education Teacher/Lower School Assistant Principal
- School Support Manager

***Location***

- Foyer

***Functions***

1. Turn off utilities and secure water system.
2. Access emergency supplies.
3. Extinguish small fires if possible.
4. Assure that emergency vehicles have access to school grounds.
5. Secure school buildings against unauthorized entry.
6. Seal off and post areas where hazardous conditions exist.
7. Set up sanitary facilities.

Note: Step 1 of this Team takes precedence over all other assignments for maintenance staff.

**EMERGENCY TEAM****LIGHT SEARCH AND RESCUE*****Team Leader***

- Principal

***Team Members***

- Director of Business Operations
- Building Engineer
- Lower/Upper School Assistant Principal (Alternate Team leader)

***Location***

- Main Office

***Functions*** (Always done in teams of no less than two people)

1. Check in with Team Leader.
  2. Be sure that you have the proper equipment
  3. Check the exterior of the building.
  4. Turn in a building status report.
  5. Develop a plan of attack.
  6. Select a safe entrance.
  7. Interior search.
- Mark the entry door with a slash - /. (Use a piece of tape or marker)
  - Initiate a sweep of the assigned area in an orderly pre-assigned sweep pattern.
  - Upon entering an area call out and wait for an answer.
  - Remove trapped victims FIRST.
  - Remove trapped victims, if possible.
  - When exiting complete original / making an X and write pertinent information on the door.
  - Secure the building from re-entry after the search.
  - Report to team leader and describe the situation.

<b>EMERGENCY TEAM</b>	<b>STUDENT RELEASE</b>
-----------------------	------------------------

***Team Leader***

- Business Operations Manager

***Team Members***

- Front Office Manager
- Homeroom Teachers

***Location***

- Auditorium

***Functions***

1. Account for all students and staff. Get Injury and Missing Persons Report from each teacher and report to EOC.  
(Section 7, Form I, page 72)
2. Check student emergency card for the name of the person(s) authorized to pick up a student.
3. Release student only to an authorized person.
4. If in doubt, ask for identification.
5. Complete Student Release Log. (Section 7, Form L, page 75)

## SECTION 5

### MISCELLANEO

#### US

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## ALERT SYSTEM

## PARENT TELEPHONE ALERT SYSTEM

**Name**

**Phone Number**

Parent #1

Parent #2

Parent #3

Parent #4

Note: This Parent Telephone Alert System should include the names of all key parents. It should provide a method of telephone notification which does not place the burden on one person or one telephone. A "fan-out" system is recommended wherein the Business Operations Manager calls four people who, in turn, call five people, and so on down the list. This Parent Telephone Alert System is applicable when the Principal finds it necessary to contact key parents at times when the school is not in session or when contact with key parents is vital.

Prepared By:

Date

Prepared:

School

Year:

**ALERT SYSTEM SCHOOL**

**EMPLOYEE TELEPHONE ALERT SYSTEM**

**Name**

**Phone Number**

See Staff Directory (page 78)

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Note: This School Personnel Telephone Alert System should include the names of all school employees. It should provide a method of telephone notification which does not place the burden on one person or one telephone. A "fan-out" system is recommended wherein the Principal calls four people who, in turn, call four people, and so on down the list. This School Personnel Telephone Alert System is applicable when the School Principal finds it necessary to contact all school personnel at times when the school is not in session.



## **BUS DRIVER DISASTER PROCEDURES**

These procedures are intended as guidelines for bus drivers to follow in the event of a disaster.

It is understood that drivers may need to make spontaneous and independent decisions, depending on the emergencies, age of children, the location of the bus, etc.

A copy of these procedures shall be kept in the emergency packet of the school buses and included as an attachment to each school disaster plan.

### ***Tornado***

1. Issue "**DUCK, COVER AND HOLD ON**" command.
2. Stop the bus away from power lines, bridges, overpasses, buildings, possible landslide conditions, overhanging trees, or other dangerous situations.
3. Set brake, turn off the ignition and wait for shaking to stop.
4. Check for injuries.
5. Contact school to report location and condition.
6. If instructed to continue route:
  - If in route to school, continue to pick up students.
  - If dropping students off, continue to do so if there is adult supervision.
7. If unable to contact school, complete number 6 above.
8. If it is impossible to return to school, proceed to the nearest shelter. Notify the school of location. Remain with children until further instructions are received from the command center.
9. If the bus is disabled, stay with the bus until help arrives.
10. DO NOT ATTEMPT TO CROSS BRIDGES OR OVERPASSES THAT HAVE BEEN DAMAGED.

### ***Flood***

1. DO NOT drive through flooded streets/roads.
2. Take an alternate route or wait for public safety personnel to determine safety.
3. Proceed to school, home, or designated shelter, as appropriate.

## **BUS ROUTES**

If offered, bus routes are kept in Bus Route Folder in the main office.

<b>EMERGENCY PHONE NUMBERS</b>
--------------------------------

**EMERGENCY: Fire, Medical Aid .....911**

**FIRE DEPARTMENT .....404-730-7911**

**LOCAL POLICE DEPARTMENT .....404-756-1903**

### **HOSPITAL (Health Centers in the Area)**

#### **HOSPITAL (24hr Emergency Rooms):**

Grady Memorial Hospital 404-616-

4307 Crawford Long Hospital 404-686-

4411 Piedmont Hospital 404-605-3857

#### **Water/ Sewage- South Fulton Co.**

Non-Emer. # 404-612-3163

After Hours/ Emer. # 404-612-3163 (Day phone number automatically transfers to emergency number)

#### **State Weapons/ Drugs Agencies:**

Drug and Narcotic Agency 404-656-5100

Bureau of Alcohol, Tobacco, and Firearms 404-

417-2600 Drug Enforcement Administration 404-

893-7000

Drug Helpline 1-800-662-4357

**EMERGENCY SUPPLIES****AUTOMOBILE/BUS*****Supplies*** (Suggested)**Item**

AM Portable

Radio CB

Radio

Cellular

Phone

Emergency

Blanket

Emergency Drinking

Water Extra Batteries

(flashlight/radio) First

Aid Book

First Aid Supplies Flashlight

Food Bars

Safety

Lightsticks

Sanitation

Supplies

## SUGGESTED EMERGENCY SUPPLIES USE

## CLASSROOM USE

### ***Location***

By primary evacuation doorway in each classroom

1 backpack  
 1 flashlight  
 2 batteries  
 1 pair of scissors  
 1 first aid instruction  
 summary sheet 1 pad of  
 paper (for name tags, etc.) 1  
 pen and 1 pencil  
 1 light stick  
 1 whistle  
 1 sewing kit  
 1 package of  
 safety pins 1  
 solar blanket  
 1 10 packages of gum  
 1 10 package of lifesavers  
 6 packages of plastic  
 trash bags 2 packages  
 of small paper bags 2  
 packages of paper cups  
 1 package of pre-moistened  
 towelettes 1 bottle of  
 hydrogen peroxide  
 2 small packages  
 of Tylenol 1  
 package of Tums  
 4 ammonia inhalants  
 2 Ziplock  
 sandwich bags 1  
 box of Telfa  
 pads  
 1 pair of  
 tweezers 1  
 box of  
 Band-Aids  
 2 cold

packs  
 1 2" roller bandage  
 1 3" roller bandage  
 1 roll of adhesive tape  
 10 pairs of disposable gloves  
 1 container of waterproof  
 matches Toilet tissue  
 Sanitary  
 napkins  
 Triangular  
 bandages  
 Saline  
 solution

## EMERGENCY SUPPLIES FOOD, WATER, AND SUPPLIES (SCHOOL)

Suggested quantities are for 100 people for 72 hours.

### ***Supplies:***

Item	Quantity
Large battery operated radio with batteries	1
Heavy duty flashlights with batteries and bulbs	4
Whistles (for communicating with staff and students)	4
Clipboards	4
Ink pens	6
Medium garbage bags	4 packages (40 count)
Large 3-ply garbage bags	4 packages (20 count)
Plastic buckets - 5 gallon	6
Pads of paper	4
Scotch tape	4 rolls
Bed sheet strips (to be used as optional bandages)	4
Plastic cups	6 packages (100 count)
Paper plates	6 packages (100 count)
Plastic spoons, knives and forks	6 packages
(100 count) Can openers - manual	5

### ***Food***

Item	Quantity
Raisins - boxed and dated	10 lbs.
Large soups - dated	10 cans
Large canned beans - dated	10 cans

Large mixed fruit or fruit - dated	10 cans
Large peanut butter	5 tubs
Crackers	2 cases
Canned fruit juice	2 cases
Sugar	10 lbs.



## EMERGENCY SUPPLIES

## FIRST AID SUPPLIES (SCHOOL)

### *First Aid Supplies*

Item	Quantity
First Aid Handbook (current Red Cross or Nat'l Safety Council)	1
Alcohol	4 bottles
Alcohol prep	4 boxes - 100 count
Aluminum foil - 18 inches wide	4 rolls
Antibiotic solution (betadine)	4 bottles
Band-Aids - assorted sizes	8 boxes
Bandage - ACE wrap, Kerlix, Kling, or other conforming	
bandage of several widths - 2, 3, 4, 6 inch)	4 boxes each
Bandage scissors - blunt nose type	9 pairs
Bandage, triangular - 36 x 40 x 55 inch	30
Burn sheets - sterile, disposable	4 packages
Cotton balls - unsterile	4 large packages
Disinfectant - hand washing	4 gallons
Dressings - 2x2's, 3x3's & 4x4's sterile	4 boxes
each Dressings - 5x9's & 8x10's sterile	4
boxes each	
Dressings - eye pad, oval sterile	15 boxes
Dressings - vaseline gauze 3x36 inch sterile	4 boxes
Ipecac	4 bottles
Kleenex	10 boxes
Marking pens - skin	6
Needles - for removing splinters & glass	4
packages Note pads	20

**EMERGENCY SUPPLIES**
**FIRST AID SUPPLIES (SCHOOL) CONTINUED**
***First Aid Supplies Continued***

<b>Item</b>	<b>Quantity</b>
Pack - cold Temp-Aid	1 case
Paper cups	4 boxes
Pack - hot Temp-aid	1 case
Paper bags	4 boxes
Paper towels	4 cases
Pencils or ball point pens	4 packages
Petroleum jelly	4 large jars
Pitcher or jar with cover - can be used as a measuring device	4 one
quart size Q-tip swabs	6
packages	
Safety pins - assorted sizes	6 packages
Saline - 1 tsp. per quart sterile water = normal saline	4
boxes Sanitary napkins - can be used for heavy bleeding wounds	2 cases Standard surgical gloves -
medium and large	
	4
boxes	
Table	4
Thermometer - oral - Tempa-dot, disposable	4
boxes each Toilet tissue	4 cases
Towelettes - moist	15 boxes
Treatment log	1
Tweezers - large	9 pairs
Tylenol (15 grains)	6 bottles
Water purification tablets	4 bottles
or	
Household bleach (6 drops in 1 gallon of water)	2 gallons

**EMERGENCY SUPPLIES****LIGHT SEARCH AND RESCUE**

FOR EACH TEAM MEMBER:

Backpack  
Gloves  
Heavy clothing  
Flashlight and extra  
batteries Personal First  
Aid Kit  
Water,  
paper cups  
Whistle  
Marker pens  
Fire extinguisher 3-A:  
40-B:C Duct tape  
Utility  
shutoff tools  
Notepad  
and pen Cell  
Phones

**EVACUATION ROUTES**

Each school needs evacuation routes outlined on school plot plan(s) displayed at the main exit of each facility that houses students and staff. These routes should be followed during each drill and emergency. Each school should have a pre-designated location with an alternate location for all students/staff to assemble for roll call.

- Place a copy of each of the evacuation routes behind this attachment.



## SECTION 6

### PERSONAL

### PREPAREDNESS

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## WORK

Besides taking part in training and drills, each employee should take measures to become personally prepared at work. The following suggestions will help employees to become fully prepared.

- Become familiar with the location of nearby exits and alternate evacuation routes.
- Know the location of fire extinguishers and first aid kits.
- Keep a small supply of emergency food on hand (e.g., energy bars, non-perishable snack items, etc.) as well as bottled drinking water.
- Arrange nearby file cabinets so that heavier items are in the bottom, to lessen the potential of the cabinets falling over. Always keep cabinets closed and latched when not in use.
- Do not place heavy items on top of cabinets and files where they could fall on seated and/or standing employees. Be especially careful about what is placed around and above your desk.
- Each employee takes responsibility for securing his/her work area; and completes appropriated forms (hazard reports or work orders) as needs arise.
- Do not store boxes, etc., under desks or tables that will interfere with the ability to "duck and cover."
- In cases of special dietary or medical needs required by some employees, keep a small supply of such food and medicine on hand and advise a fellow staff member of their location.

## SECTION 7

### FORMS

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**FORM A**

**ANNUAL EMERGENCY PLAN CHECKLIST**

**Date**

**Activity**

June School Facilities/Grounds Hazard

Assessment June Evacuation

Routes Hazard

June Update School

Plot Plans June Staff Orientation

to Plan

July Update Bus Routes to Identify Potential Hazards

July Emergency Phone Numbers and  
Resources Update

July Survey of Special Staff Skills

July Survey of Neighborhood Resources

August Message to Parents

August Assign Disaster Functions

April Review Plan

Prepared By \_\_\_\_\_

Date Prepared \_\_\_\_\_ School Year \_\_\_\_\_

**FORM B****BOMB THREAT REPORT**

Date \_\_\_\_\_ Time of Call \_\_\_\_\_ a.m. \_\_\_\_ p.m. \_\_\_\_

Call Received by \_\_\_\_\_

At (Phone Number) \_\_\_\_\_

When is the bomb going to explode? \_\_\_\_\_ a.m.

\_\_\_\_\_ p.m. \_\_\_\_\_

Where is it? \_\_\_\_\_

What will cause it to explode? \_\_\_\_\_

What kind of bomb? \_\_\_\_\_

Why are you doing this? \_\_\_\_\_

Who are you? \_\_\_\_\_

How can you be contacted? \_\_\_\_\_

Record the exact language of the threat: \_\_\_\_\_

How can you be contacted? \_\_\_\_\_

Voice on the phone: Man ( ) Woman ( ) Child ( ) Age \_\_\_\_\_

Intoxicated ( ) Accent ( ) Speech Impediment

( ) Other ( ) \_\_\_\_\_

Background noise: Music ( ) Talk ( ) Children ( ) Machines ( )

Airplane ( ) Typing ( ) Traffic ( )

Other ( ) \_\_\_\_\_

Other: \_\_\_\_\_

Completed by: \_\_\_\_\_

Date: \_\_\_\_\_

<b>FORM C</b> <b>CLASSROOM HAZARD CHECKLIST</b>
--

Date Due \_\_\_\_\_ Room# \_\_\_\_\_

	Yes	No	Not Unknown	Applicable
Are freestanding cabinets, bookcases, and wall shelves secured to a structural support?				
Are heavy objects removed from high shelves? (High shelves are shelves above the heads of seated students/teachers desk.)				
Are aquariums and other potentially hazardous displays located away from seating areas?				
Are A.V. equipment and computers securely attached to a portable (rolling) cart with lockable wheels?				
Is the T.V. monitor securely fastened to a securely fastened platform and/or cart?				
Is the classroom piano secured against rolling during an earthquake?				
Are wall mounted clocks, maps, fire extinguishers, etc., secured against falling?				
Are hanging plants secured to prevent them from swinging free or breaking windows during a tornado?				

Is lab equipment secure to prevent movement? \_\_\_\_\_

Are chemicals stored to prevent spillage? \_\_\_\_\_

Is ventilation adequate where chemicals are stored? \_\_\_\_\_

Are typewriters, computers and other heavy equipment secured to prevent movement? \_\_\_\_\_

Are animal cages secured to prevent movement? \_\_\_\_\_

Are objects around doors secured so as not to fall and block exits? \_\_\_\_\_

Completed by: \_\_\_\_\_ Date: \_\_\_\_\_

**FORM D**

**DAMAGE REPORT AND ASSESSMENT**

School \_\_\_\_\_ Room # \_\_\_\_\_  
Completed by \_\_\_\_\_ Date: \_\_\_\_\_ Time \_\_\_\_\_

Total of Injuries		Number of Serious Injuries	Structural Damage
Students	Adults		

**FORM E**

**EMERGENCY DRILL RECORD**

School \_\_\_\_\_

Type of Drill	Date Held	Time		Remarks	Recorded By
		Start	End		





This form is to be completed and forwarded to the Emergency Operations Center by the Principal or designee as soon as evacuation has been completed and the required information collected.

School \_\_\_\_\_

Completed by \_\_\_\_\_ Date \_\_\_\_\_ Time \_\_\_\_\_

**Immediate Assistance Required**

\_\_\_\_\_ None \_\_\_\_\_ Medical \_\_\_\_\_ Fire  
 \_\_\_\_\_ Search & Rescue \_\_\_\_\_ Support Personnel

**Condition of Students**

\_\_\_\_\_ All Accounted For \_\_\_\_\_ No Injuries \_\_\_\_\_ No immediate help

\_\_\_\_\_ Missing (number)

Names


\_\_\_\_\_ Trapped in Building

Names


\_\_\_\_\_ Injured (number) \_\_\_\_\_ Number Requiring Immediate Medical

Attention Type of Injury

Names


**FORM F (CONTINUED)**

**EMERGENCY STATUS REPORT**

**Condition of Staff**

\_\_\_\_\_ All Accounted For \_\_\_\_\_ No Injuries \_\_\_\_\_ No immediate help required

\_\_\_\_\_ Missing (number)

Names

_____
_____
_____
_____

\_\_\_\_\_ Trapped in Building (number)

Names

_____
_____
_____
_____
_____

\_\_\_\_\_ Injured (number)

\_\_\_\_\_ Number Requiring Immediate Medical Attention

Type of Injury

Names

_____
_____
_____
_____

_____
_____
_____
_____

**Condition of School Building and Grounds**

e.g., wall cracked, fallen light fixtures, shattered windows, broken water pipes, flooding, etc.

_____
_____
_____
_____

_____
_____
_____
_____

**Condition of Neighborhood**

e.g., fallen power lines, debris-cluttered streets, etc.

_____
_____
_____
_____

_____
_____
_____
_____

**FORM G**

**EMERGENCY STATUS UPDATE REPORT**



School \_\_\_\_\_

Completed by \_\_\_\_\_ Date \_\_\_\_\_ Time \_\_\_\_\_

\_\_\_\_\_ Number of children remaining at school

\_\_\_\_\_ Number of staff members remaining to care for children

\_\_\_\_\_ Assistance Required:

\_\_\_\_\_ water

\_\_\_\_\_ food

\_\_\_\_\_ blankets

\_\_\_\_\_ additional personnel (number) to assist in student care

\_\_\_\_\_ Other:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**FORM H**
**EVACUATION ROUTES HAZARD CHECKLIST**

School \_\_\_\_\_

	Yes	No	Location
Are any maintenance and/or repairs being done that places construction obstacles in normal evacuation routes?	_____	_____	_____
Do hallways and/or doors contain glass panels?	_____	_____	_____
Are these panels of safety (tempered) glass?	_____	_____	_____
Do lockers, bookshelves and other storage unit's line Hallways?	_____	_____	_____
Is lighting dependent on electricity rather than sunlight?	_____	_____	_____
Do building exit routes pass through arcades, canopies? or porch-like structures?	_____	_____	_____
Are clay or slate tiles on roofs of school buildings?	_____	_____	_____
Is building faced with parapets, balconies or cornices?	_____	_____	_____
Are gas, sewer and power lines near outdoor assembly? areas?	_____	_____	_____

Note: (1) This form is to be completed each school year before return of teachers.

(1) Results from this assessment may:

Completed by: \_\_\_\_\_

Date: \_\_\_\_\_

**FORM I**

**INJURY AND MISSING PERSONS REPORT**

Teacher's Name \_\_\_\_\_ Date \_\_\_\_\_

School \_\_\_\_\_ Room # \_\_\_\_\_

INJURED		
Name	Type of Injury	Location

MISSING PERSONS	
Name	Possible Location

**FORM J**

**NEIGHBORHOOD RESOURCES**

School \_\_\_\_\_

School Year \_\_\_\_\_

Resource	Persons Name	Phone Number
Fire		
Transportation		
Communications		
Search/Rescue		
Medical Care		
Care of Students at School		
Food Preparation		
Engineering/Structural Safety		

**FORM K**

**SPECIAL STAFF SKILLS AND EQUIPMENT**

School \_\_\_\_\_

School Year \_\_\_\_\_

Experience/Equipment	Name of Employee(s)
Medical/First Aid Experience (CPR/AED)	
Search & Rescue Experience	
Fire Fighting Experience	
Communication Equipment (Indicate Type)	
Accessible Emergency Vehicles and Equipment	



**FORM L**

**STUDENT RELEASE LOG**

School \_\_\_\_\_

Date \_\_\_\_\_

Time In	Students Name	Disposition	Time Out	Name of Person Released To	Signature



**FORM M**

**STUDENT RELEASE - PERMISSION SLIP**

School \_\_\_\_\_

Date \_\_\_\_\_ Time \_\_\_\_\_

Student's Name \_\_\_\_\_

Authorized Adult \_\_\_\_\_

Relationship to Student \_\_\_\_\_

Student Being Transported to \_\_\_\_\_

Phone Number \_\_\_\_\_

Verified by \_\_\_\_\_

(Signature)

**FORM N****TELEPHONE COMMUNICATION LOG**

School \_\_\_\_\_

Date	Time		Message	Initials
	Start	End		

## KIPP Woodson Park Academy Staff contact information