

SCHOOL OF HOPE
PERFORMANCE-BASED AGREEMENT (PBA)
BETWEEN
THE SCHOOL BOARD OF MIAMI-DADE COUNTY, FLORIDA
AND
KIPP MIAMI, INC., d/b/a
KIPP MIAMI – LIBERTY CITY (MSID 2332)

First Amendment to the Renewal of the Performance-based Agreement (PBA)

History:

NOI Received:	March 11, 2019
PBA Approval:	May 8, 2019 <i>[To approve a School of Hope Performance-based Agreement with KIPP Miami, Inc. for a 5-year term commencing July 1, 2019, and ending June 30, 2024]</i>
1 st Amend:	August 12, 2020 <i>[To approve KIPP Miami – Liberty City (MSID 2332) to: (i) add an additional campus; (ii) update academic performance goals to include the entire grade configuration of both campuses, and (iii) reflect the LEA designation, for funding purposes, commencing July 1, 2020, and ending June 30, 2024.]</i>
2 nd Amend:	August 18, 2021 <i>[To authorize the Superintendent to negotiate and execute a Second Amendment to the School of Hope Performance-based Agreement with KIPP Miami, Inc. on behalf of KIPP Miami – Liberty City.]</i>
3 rd Amend:	June 22, 2022 <i>[Under section 1002.333, F.S., Persistently Low-performing Schools, to discontinue use of location at 3400 NW 87 Street, Miami, Florida 33147 and relocate KIPP Liberty Campus, and associated grades, to 11380 NW 27 Avenue, Miami, Florida 33167 to be co-located with KIPP Royalty and KIPP Courage, commencing July 1, 2022, and ending June 30, 2024.]</i>
4 th Amend:	August 15, 2022 <i>[Under section 1002.333, F.S., Persistently Low-performing Schools, to discontinue use of location at 6745 NW 23 Avenue, Miami, Florida 33147 and move KIPP Sunrise Campus, and associated grades, to 3000 NW 110 Street, Miami, Florida 33167 to be co-located with KIPP Liberty, KIPP Royalty and KIPP Courage, effective August 15, 2022.]</i>
5 th Amend:	January 18, 2023 <i>[To amend academic goals for Years 2-4 of the PBA. The PBA for this School of Hope (SOH) expires on June 30, 2024.]</i>
CRC:	April 4, 2024
First Renewal:	April 17, 2024 <i>[To renew the Performance Based Agreement for a five (5) year term and implement and follow an Academic Correction Action Plan commencing July 1, 2024, and ending June 30, 2029.]</i>
CRC:	CRC is not required.
1 st Amen to the Ren:	April 22, 2026 <i>[Approve a School of Hope Performance-Based Agreement Amendment with KIPP Miami, Inc., d/b/a KIPP Miami – Liberty City (MSID 2332), pursuant to s.1002.333, F.S., Persistently Low-Performing Schools, to add a second campus -- Poinciana Park Elementary School located at 6745 NW 23 Avenue, Miami, FL 33147 (Central Region, VD 2) – that will serve grades K-8 commencing July 1, 2026. [KIPP Facilities Plan – Agenda Item F-5]</i>

KIPP MIAMI – LIBERTY CITY (MSID 2332)

APPENDICES

Appendix A Notice of Intent

Appendix B Academic Goals

**Appendix C Mutual Management Agreement Plan/ Shared Facility Plan
[This will be presented with School Board Agenda Item F5.]**

FIRST AMENDMENT TO THE RENEWAL PBA BETWEEN
THE SCHOOL BOARD OF MIAMI-DADE COUNTY, FLORIDA
and
KIPP MIAMI, INC., d/b/a KIPP MIAMI – LIBERTY CITY (MSID 2332)
a non-profit organization organized under Chapter 617, F.S.

This PBA (Agreement) was first entered into on May 8, 2019, and amended on August 12, 2020, August 18, 2021, June 22, 2022, August 15, 2022, and January 18, 2023. It was renewed on April 17, 2024, for a five-year term.

The District and School now desire to amend this renewed PBA and have agreed to enter into this agreement as of the 22nd day of April 2026. This Agreement provides for the terms and conditions set forth herein below and is effective upon approval by the parties.

Definitions - The following terms shall have the following meanings:

Department shall mean the Florida Department of Education.

District shall mean Miami-Dade County Public Schools (M-DCPS or District) as referenced in Art. IX, Section 4, Florida Constitution.

Governing Board shall mean the governing board or body of the School of Hope (SOH).

Notice of Intent shall mean the Hope Operator’s Notice of Intent (including amendments) pursuant to State Board of Education Rule 6A-1.0998271, Florida Administrative Code, as submitted to the District, attached, and incorporated into this Agreement as Appendix A.

Performance-based Agreement (PBA) shall mean this Performance-based Agreement initially entered into between the School of Hope and the District on May 8, 2019, and amended on August 12, 2020, August 18, 2021, June 22, 2022, August 15, 2022, and on January 18, 2023. The PBA was renewed April 17, 2024. This amendment will now be effective on the date of the execution herein (otherwise referred to herein as “PBA” or “Agreement”).

School shall mean KIPP Miami – Liberty City, the School of Hope (MSID 2332) operated under this Performance-based Agreement.

School Board shall mean The School Board of Miami-Dade County, Florida, (Sponsor) the locally elected school board for the district in which the Hope Operator establishes and operates the School of Hope.

State shall mean the State of Florida.

Superintendent shall mean the Superintendent, or designee, for the District as referenced in Art. IX, Section 4, Florida Constitution.

Hope Operator shall mean KIPP TEAM and Family Schools, Inc. formerly know as KIPP New Jersey a NJ Nonprofit Corporation.

RECITALS

WHEREAS, KIPP New Jersey, Inc. was approved by the State Board of Education as a Hope Operator on May 16, 2018; and,

WHEREAS, the District received a Notice of Intent and draft Performance-based Agreement (Agreement) on March 11, 2019, from KIPP New Jersey, Inc. to establish a School of Hope with KIPP Miami, Inc., for multiple campuses (unspecified physical addresses) in the attendance zone or within a five-mile radius of Brownsville Middle School, which was identified in 2018 by the FDOE as a persistently low-performing public school; and,

WHEREAS, on March 20, 2019, the District received a letter from the FDOE clarifying the approval of KIPP New Jersey, Inc. as a Hope Operator includes “non-profit entities operating in Florida pursuant to a CMO Management Agreement with KIPP New Jersey, Inc.”; and,

WHEREAS, the Hope Operator, KIPP New Jersey, Inc., is now known as KIPP TEAM and Family Schools, Inc.; and

WHEREAS, the Agreement may be altered, changed, added to, deleted from, or modified upon the approval of both parties; and,

WHEREAS, the Governing Board has requested that the District amend the current PBA to add an additional campus at 6745 NW 23rd Avenue, Miami, a district owned facility; and,

WHEREAS, the School intends to serve kindergarten through eighth grade at this second campus; and,

WHEREAS, the Hope Operator has requested to begin to operate the second campus as of July 1, 2026;

THEREFORE, BE IT RESOLVED THAT this amendment to the renewal PBA for this School of Hope is effective upon approval by both parties.

Section 1

- A. Notice of Intent. A copy of the Notice of Intent is attached hereto as Appendix A and constitutes a part of this Performance-based Agreement (PBA). In the event of any conflict between the Notice of Intent (NOI) and any other provision of this PBA Amendment, the PBA Amendment provision shall control.
- B. Term. The term of the renewal PBA is for five (5) full school years commencing July 1, 2024, and ending June 30, 2029, unless terminated sooner as provided herein. This amendment does not alter or extend the term of the PBA.
- C. PBA Renewal. This PBA shall be renewed for a term of five (5) years upon the written request of the Hope Operator unless:
1. The School fails to meet the requirements for student performance established, pursuant to this PBA;
 2. The School fails to meet the generally accepted standards of fiscal management; or
 3. The School materially violates the law or the terms of this PBA.
- D. Location:

This amendment to the Performance-Based Agreement (PBA) is entered into to reflect the addition of a new charter school campus to be operated by the Charter School Governing Board at a **district-owned facility**, and to incorporate statutory and rule-based requirements related to shared use of facilities and mutual operational responsibilities.

Pursuant to section 1002.333, Florida Statutes, and Rule 6A-1.998271, Florida Administrative Code, charter schools operating within district-owned facilities are required to establish a Mutual Management Plan / Shared Facility Plan that clearly define the roles, responsibilities, and procedures governing the shared use, management, and operation of the facility.

Accordingly, the PBA is hereby amended to formally reference and incorporate the following document, which is made part of the Agreement by reference:

- Appendix C – Mutual Management Agreement Plan/ Shared Facility Plan

Appendix C - applies specifically to the newly approved campus located in a district-owned facility. All other terms and conditions of the Performance-Based Agreement not expressly amended herein shall remain in full force and effect.

The school will be located in two separate locations:

1. Miami Dade College - North Campus
Located at: 3000 NW 110 Street, Miami, Florida 33167
Serving Grades: Kindergarten through 11th grade
2. Poinciana Elementary Campus – District owned Facility
6745 NW 23rd Avenue, Miami
Serving Grades: Kindergarten through 8th grade

The School shall be located within the attendance zone or a five-mile radius (whichever is greater) of Brownsville Middle School in Miami-Dade County which was designed as a PLP in 2019. The School shall make facilities accessible to District and the local governing authority that has jurisdiction for safety inspection purposes. All additional campuses or location changes may be included as an amendment to this PBA upon mutual agreement of both parties.

Campuses:

- a. MSID: The District submitted an application to the Florida Department of Education for issuance of Master School Identification (MSID) Numbers, pursuant to State Board Rule 6A-1.0016, F.A.C. The school was assigned MSID 2332. This does not preclude the School from requesting to amend this PBA to add campuses in accordance with the Notice of Intent, this PBA, and applicable law. If the parties agree to one MSID number for multiple campuses and/or an MSID is not assigned to delineate each campus and/or location, upon request by the Sponsor, the School shall provide to the Sponsor, in the format requested, any official location and campus-specific information and data requested, including but not limited to, attendance/membership, facility(ies), safety/emergency plans, and staffing.
- b. The School shall make facilities accessible to the District and the local governing authority that has jurisdiction for safety inspection purposes.
- c. Projections: The School will provide the Sponsor grade level and enrollment projections for each campus, annually, to be reported to the Florida Department of Education for planning and budgeting purposes.
- d. Notice: The School will notice the District by March 1st each school year if they intend to open additional locations or campuses in accordance with the Notice of Intent.

E. Grade Levels Served. The School is projecting to serve students in the following grades:

Year 1 [2024-2025]: Kindergarten - 8th
Year 2 [2025-2026]: Kindergarten - 8th

Year 3 [2026-2027]: Kindergarten - 9th
 Year 4 [2027-2028]: Kindergarten - 10th
 Year 5 [2028-2029]: Kindergarten – 11th

The School of Hope currently serves grades Kindergarten through 8th grade. The School is now projecting to add high school grades (9th through 12th) starting in year three of this renewal PBA. If the School is not able to meet the projected timeline for the roll out of the high school grades, as indicated above, it will notify the District no later than March 1, 2026.

In accordance with the NOI, the School may, at its discretion, serve students in grade levels not identified above so long as it provides written notice to the District at least thirty (30) days prior to the first day of school. The School may open additional schools to serve students enrolled in or zoned for a persistently low-performing public school as provided for in Section 1002.333(4), F.S., if the Hope Operator maintains its status under Section 1002.333(3), F.S.

The School will not serve students in the school readiness program pursuant to Chapter 1002, Part VI, Laws of Florida.

The School will not operate a public voluntary pre-kindergarten program for four-year olds as part of this PBA.

G. Student Recruitment and Enrollment. The School will implement the student recruitment strategies and activities described in the Notice of Intent.

1. The table below includes the projected recruitment and enrollment targets for the School.

YEAR	Total Projected K-12 Enrollment	% of Students that are from the Attendance Boundary of a Persistently Low-performing School
Year 1	1,456 students	15%
Year 2	1,512 students	15%
Year 3 – 5	1,988 students	25%

2. If the number of applications exceeds the capacity of the program, class, grade level, or building, all applicants shall have an equal chance of being admitted through a random selection process. The School may provide the following enrollment preferences:
 - a. Siblings of currently enrolled students

- b. Children of the School's founders, teachers and staff (so long as the total number of students allowed under this preference constitutes only a small percentage of the charter school's total enrollment)
3. Unless the School is currently receiving the Federal Charter School Program Grant authorized under Title V., Part B of the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act and has been notified by the Department that it is prohibited from doing so, the School shall exempt students from persistently low-performing schools from the enrollment lottery process. If the number of applicants from persistently low-performing schools exceeds the capacity of the program class, grade level or building, all such applicants shall have an equal chance of being admitted through a random selection process.
4. If the School is oversubscribed and must conduct an admissions lottery, pursuant to Section 1002.333(5), F.S., the lottery process must be transparent and open to the public.
5. Enrollment is subject to compliance with the provisions of section 1003.22, F.S. concerning school entry health examinations and immunizations.
6. A student may withdraw from the School at any time and enroll in another public school, as determined by District or charter school policy, as applicable. The School shall work in conjunction with the parent(s) and the receiving school to ensure that such transfers minimize impact on the student's grades and academic achievement.
7. The School shall be in compliance with Florida Constitutional Class Size Requirements, as applicable to charter schools.
8. The School will implement the parental involvement strategies described in the Notice of Intent.

H. Maintenance of Student Records as Required by Statute

1. The School shall maintain confidentiality of student records as required by Federal and State law.
2. The School will maintain active records for current students in accordance with applicable Florida Statutes and State Board of Education rules.
3. All permanent (Category A) records of students leaving the School, whether by graduation, transfer to another public school, or withdrawal to attend another school, will be immediately transferred to the District in accordance with Florida Statutes. Records will be transmitted to the District's records retention department.

4. Records of student progress (Category B) will be transferred to the appropriate school if a student withdraws to attend another public school or any other school. The School may retain copies of the departing student's academic records created during the student's attendance at the School.
 5. Upon the withdrawal of a student from the School, the School will retain the student's original records, except that such records will be immediately transferred to another District school, within five (5) business days as required by law, when requested by that school. Requests for student records from public or private schools outside of the County and private schools within the County must be made in writing. Only copies of requested records may be provided. Copies only of student records may be provided to parents upon their request unless the student is considered an eligible student under FERPA. The School will retain the student's records in accordance with Florida Administrative Code Rule 1B-24.003 or until requested by and transferred to another District public school in this County, whichever comes first. At the end of the year of retention requirements, all inactive student records will be returned to the District's records retention department.
 6. Upon termination or closure of the School, all student education records, and administrative records shall be transferred immediately to the Sponsor's records retention office for processing and maintenance.
 7. The School will comply with all other public record retention requirements for non-student related records in a manner consistent with applicable Florida law. The School shall comply with Fla. Stat. Chapter 119 (the Public Records Act) and all other applicable statutes pertaining to public records.
 8. The District will ensure that all student records will be provided immediately to the School upon request and upon enrollment of students in the School from a District school, if applicable.
 9. The School must maintain a record of all the students who apply to the School, whether or not they are eventually enrolled. The information shall be made available to the District upon written request. However, such requests may not be made until after the October survey period. The School shall maintain documentation of each enrollment lottery conducted. Such documentation shall provide sufficient detail to allow the District to verify that the random selection process utilized by the School was conducted in accordance with section 1002.333(5), F.S. Records must be maintained in accordance with applicable record retention laws.
- I. Exceptional Student Education. Exceptional students shall be provided with programs implemented in accordance with applicable Federal, State and local policies and procedures and, specifically, the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, sections 1000.05 and 1001.42(4) (I) of the

Florida Statutes, and Chapter 6A-6 of the Florida Administrative Code. This includes, but is not limited to:

1. A non-discriminatory policy regarding placement, assessment, identification, and selection;
2. Free appropriate public education (FAPE); and
3. Individual Educational Plans (IEP), to include an annual IEP meeting with the student's family.

Students with disabilities will be educated in the least restrictive environment (LRE) and will be segregated only if the nature and severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Upon enrollment, or notice of acceptance sent to the student, the School may request from the District information related to the student's program and needs, including the student's most recent IEP, which shall be provided within ten (10) days.

In order to ensure students with disabilities receive FAPE in the LRE, the School will provide, to the maximum extent appropriate, that children with disabilities are educated with children who are nondisabled. The school shall use the term "inclusion" to mean:

- that a student is receiving education in a general education regular class setting reflecting natural proportions and age-appropriate heterogeneous groups in core academic and elective or special areas within the school community;
- a student with a disability is a valued member of the classroom and school community;
- the teachers and administrators support universal education and have knowledge and support available to enable them to effectively teach all children; and
- a student is provided access to technical assistance in best practices, instructional methods, and supports tailored to the student's needs based on current research.

The School shall fully cooperate with the Sponsor on any investigation by the U.S. Office for Civil Rights (OCR) or any other governmental entity that could involve the Sponsor, including notifying the Sponsor within one (1) day of any such complaints, providing the Sponsor with a draft response to OCR, providing all necessary supporting documentation, and making staff available for interviews as deemed necessary. If the written information on the complaint does not allege, or it cannot be inferred from the facts given, an allegation against the Sponsor of: (1) discrimination based on race, color, national origin, sex, disability, or age, (2) discrimination in violation of the Boy Scouts

of America Equal Access Act of 2001, or (3) retaliation for the purpose of interfering with any right or privilege secured by the civil rights laws and regulations enforced by OCR, or as a result of making a complaint, testifying or participating in any manner in an OCR proceeding, the School may be requested to submit the final version of the response directly to OCR on its own behalf with a copy provided to the Sponsor. The School shall pay any and all fees, reimbursements, compensatory education and any other costs incurred, agreed upon or awarded, other than costs attributable to, caused by or through the fault of the Sponsor, if any. The Sponsor may deduct any amount owed to the Sponsor from FTE payments.

J. Academic Accountability

1. Annual Objectives

Based on the baseline data in J.1., the School's outcomes to be achieved and methods of measurement.

- a. By September 15th of each year, the District shall provide the School with academic student performance data on State required assessments for each student attending the School who was enrolled the prior year in another public school, pursuant to s. 1002.33(7)(a)3., Florida Statutes. The Sponsor may fulfill this requirement by providing the School access to the data.
- b. By September 15th of each year, the District shall provide the School the rates of academic progress for the prior year for comparable student populations in the District school system. The data shall include proficiency and growth on State assessments for English Language Arts and Mathematics by grade grouping (grades 3-5, 6-8, 9-11) for the following student groups:
 - i. Students scoring a level 1 on prior year assessments
 - ii. Students scoring a level 2 on prior year assessments
 - iii. Students scoring a level 3 or higher on prior year assessments
 - iv. Students with disabilities
 - v. English Language Learners
- c. In any given year of this renewal PBA, the School may review the goals in its academic action plan and make adjustments as needed. Adjusted goals shall be provided to the District for its review no later than October 15. Any revisions to the academic achievement goals shall include, at a minimum, growth and proficiency on State assessments reflecting student performance outcomes to be achieved in relation to the incoming baseline standards and may include performance on additional assessments. The measurable targets may be adjusted as amendments to this PBA at any time upon mutual written agreement of both parties.

- d. If revisions are proposed, the District shall review the proposed changes to the goals established by the school within thirty (30) days of receipt. If the District does not accept the academic achievement goals, it shall provide the School a written explanation. If the District does not respond within 30 days of receipt the academic achievement goals are deemed accepted. If the School and District cannot agree on academic achievement goals either party may request dispute resolution pursuant to s. 1002.333(11), Florida Statutes. The goals may be adjusted as amendments to this PBA at any time upon mutual written agreement of both parties.
- e. For the 2026-2027 school year, the third year of this renewal contract, the school is projected to add a ninth (9) grade. By October 15, 2026, the School shall provide revised academic achievement goals for the remaining of the years of the PBA which will include high school academic goals, as well as goals related to graduation and acceleration options. If the ninth grade is not added as planned, the school shall provide revisions to its goals when the ninth grade is added.
- f. Annually, the School shall report its performance against the academic goals. If the School falls short of the academic achievement goals set forth under the provisions of this Contract the District shall report such shortcomings to the Department.
- g. The School and District may agree to adjust the goals through a contract amendment. The initial academic goals have been agreed upon for this renewal and are attached as an Appendix B to this renewal PBA.
- h. If available, the School will provide all available data to the District on student proficiency growth/proficiency targets for students not tested and/or in lieu of State assessment data as set forth in other instances where State assessments have not been administered.

2. Assessments

- a. State required assessments: The School will participate in and administer all State assessment programs and assessments required by law. The School shall facilitate required alternate assessments and comply with State reporting procedures.
- b. If an IEP, 504 Plan and an EP for a student indicates accommodations or an alternate assessment for participation in a State assessment, or District assessment, as applicable, the School will facilitate the accommodations or alternate assessment in accordance with law and comply with State reporting procedures.
- c. All School personnel involved with any aspect of the testing process must abide

by State policies, procedures, and standards regarding test administration, test security, test audits, and reporting of test results. The School shall designate a testing coordinator and shall be responsible for proper test administration. The School shall permit the District to monitor and proctor all aspects of the School's test administration, if the District deems it necessary.

- d. The District shall provide the School with reports on District and State assessments in the same manner and at the same time as for all public schools in the District.
- e. The School shall, at its expense, provide adequate technological infrastructure to support all required online test administrations.

K. Funding, Except to the Extent Otherwise Specified by Statute

- 1. Basis of Local Funding: Funding shall be the sum of District operating funds from the Florida Education Finance Program (FEFP), including gross State and local funds, discretionary lottery funds, and discretionary operating millage funds, divided by total district funded weighted full-time equivalent (WFTE) students times the weighted full time equivalent students of the School. If eligible, the School shall also receive its proportionate share of categorical program funds included in the FEFP. Upon request, the School shall provide the Sponsor with documentation that categorical funds received by the School were expended for purposes for which the categoricals were established by the Legislature.
 - a. The Sponsor shall calculate and submit twelve (12) monthly payments to the School. The first payment will be made by July 31st. Subsequent payments will be made monthly by the 15th of each month beginning with August 15th.
 - b. Payments may be adjusted for any amounts due the Sponsor for services provided, expenditures incurred by the Sponsor on behalf of the School, and any fines or penalties levied against the Sponsor because of the School's errors during the current or previous year, as well as for administrative oversight.
 - c. Payment shall not be made for students in excess of the School's enrollment capacity, the School facility's valid capacity as determined by the School's Certificate of Occupancy, Certificate of Use, and Fire Permit (whichever is less).
 - d. Adjustments: Total funding shall be recalculated during the school year to reflect actual WFTE students reported by the School during the FTE student survey periods. In the event that the District exceeds the state cap for WFTE for Group 2 programs established by the Legislature, resulting in unfunded

WFTE for the district, then the School's funding shall be reduced to reflect its proportional share of any unfunded WFTE.

- e. Holdback/Proration: In the event of a state holdback or a proration which changes District funding, the School's funding will be adjusted proportionately. The Sponsor will not be responsible for any liabilities incurred by the School in the event of a state holdback.
2. **Summer School Provision**: The School may choose to provide a summer school program using State allocated funds and, as local education agency (LEA), must provide Extended School Year (ESY) services in accordance with student Individualized Educational Plans (IEPs). All students attending a summer school session must be reported in FTE Survey 1 and Survey 4, as required by law. In the event that a student enrolled in the School attends any of the Sponsor's summer school or ESY programs, the School shall reimburse the Sponsor for the cost of each student's summer school program, as determined by the Sponsor. If the School fails to comply with this provision, the Sponsor may deduct the appropriate amount from the School's subsequent FTE.
3. **Charter School Capital Outlay**: The School shall follow the FDOE procedures for submitting requests for capital outlay funding. Charter school capital outlay funding shall consist of state funds when such funds are appropriated in the General Appropriations Act and revenue resulting from the discretionary millage authorized in F.S. 1011.71(2) and in accordance with F.S. 1013.62. The Sponsor shall also distribute capital outlay to the school from the local discretionary millage revenues raised as determined by the FDOE no later than February 1 of each year. The Sponsor shall not certify capital outlay plans or recommend awarding capital outlay if it cannot attest to the School's eligibility. If the School submits data relevant to capital outlay funding that is later determined through the audit procedure to be inaccurate, the School shall be responsible for any reimbursement to the District and State arising as a result of any errors or omissions, misrepresentations, or inaccurate projections for which the School is responsible.
4. **Federal Funding**: The parties recognize that the School is its own local education agency (LEA) for the purpose of receiving federal funds pursuant to Section 1002.333(6), F.S., and, in doing so, the School accepts the full responsibility for all local education agency requirements, as well as the schools and students for which it will perform LEA responsibilities pursuant to the Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §1400 et. seq., and all corresponding Florida Statutes, Federal regulations, and Florida Administrative Code Rules.
5. **School of Hope Program Funds**: The Florida Department of Education will send directly to the School; however, the School shall properly account for these funds.

6. Transfers/Advances, Grants, and/or Loans:
 - a. The School may make transfers, advances, grants, and/or loans of public funds as long as they comply with Section 1011.69(2), F.S., and are made to either (a) another open charter school governed by the same non-profit entity (Corporation) and are located in Miami-Dade County, or (b) the non-profit entity (Corporation) that governs the School and for the benefit of a charter school with an approved application that is located in Miami-Dade County. All other transfers, advances, grants and/or loans of public funds by the School are prohibited. Allowable transfers, advances, grants, and/or loans under this provision shall only be used for educational purposes aligned with the mission and purposes of the School and the non-profit entity (Corporation) that governs the School. The Sponsor shall have the right to review, examine, and audit the books, records, and financial statements of the non-profit entity (Corporation) with its own internal auditors to ensure compliance with this provision.
 - b. Pursuant to s. 1002.33(6), F.S., if the School is designated by the Department as a local education agency (LEA) pursuant to s. 1002.333 (6)(h), F.S., any unrestricted current and capital assets identified in the annual financial audit required by sub-sub paragraph (6)(h)2.b. may be used for any other School of Hope operated by the LEA within Miami-Dade County. Unrestricted current assets shall be used in accordance with s. 1011.62, F.S., and any unrestricted capital assets shall be used in accordance with s. 1013.62 (2), F.S.
7. Grant Awards: Within a reasonable time of receipt, the school will provide the award letters to the District for all external funding sources referenced in the budget as revenue beyond FEFP revenue, including but not limited to, Schools of Hope Funds, Charter School Program (CSP) Grants, and federal entitlement funds.

L. Operational Accountability

1. Processes:
 - a. The School has opted to adopt the following Sponsor's operational guidelines: Student Progression Plan, Code of Student Conduct, and the English Language Learners Plan. The school will adopt its own Comprehensive Research-Based Reading Plan that has been approved by the state. No later than March 1st of every year of this renewal PBA, the School will notify the District if any changes to the adoption of these operational guidelines are being requested.
 - b. The School will adopt the processes contained in the following Sponsor's policies: School Board Policy 5200, Attendance and School Board Policy 5131, Student Transfers and Controlled Open Enrollment.

- c. The School shall utilize the on-line compliance monitoring system, or any other monitoring software or compliance monitoring procedure required by the Sponsor, in order to comply with law and/or State or Federal directive, within the timelines specified.
- 2. Records and Grades: The School will not use the Sponsor's electronic grade book system; therefore, it will be responsible for data entry directly into the District's student information system.
 - a. Attendance shall be entered at least daily. All quarterly academic, effort, and conduct grades shall be entered within fifteen (15) business days after the close of each grading period. The School will maintain an electronic audit trail of attendance and grades each year that they are in operation.
 - b. The School shall utilize the District's student information system to document student discipline incidents, retention documentation/communication, all ESE and ESOL documentation and student mental health services provided within 48 hours, unless exceptional circumstances arise, in which case, as soon as practicable. This information shall be entered into the District's student information system quarterly, unless legally required to be provided to the District on a different timeline. The District will provide training for this requirement.
 - c. If the parties agree to one MSID number for multiple campuses and/or an MSID is not assigned to delineate each campus and/or location, the Sponsor will provide the School with the appropriate process to identify students by campus and grade level using the master schedule.
 - d. The School shall be responsible for any reimbursement to the District and State arising as a result of any errors or omissions, misrepresentations or inaccurate projections for which the School is responsible. Any FTE adjustment, which is attributable to error or substantial non-compliance by the School, the District shall deduct such assessed amount from the next available payment otherwise due to the School, without penalty of interest. Any deficit incurred by the School shall be the sole fiscal responsibility of the School and the Sponsor shall have no liability for the same.
- 3. Acceptable Use Policy: The School shall adopt student and employee computer and privacy policies and standards that comply with all applicable State and Federal laws. All charter school employees and students are bound by all of the Sponsor's computer policies and standards regarding data privacy and system security, to the extent accessing district systems. The School shall not access, directly or through a third party, any of the Sponsor's student information system unless and until the student actually enrolls in the School. Violation of this provision constitutes good cause for termination.

4. Charter Management Organization (CMO): The agreement between the School and the education service provider shall require that the CMO operate the School in accordance with the terms stipulated in this Agreement and all applicable laws, ordinances, rules, and regulations.

Because KIPP TEAM and Family Schools, Inc. is the State approved Hope Operator at the time of the execution of this PBA, this PBA is predicated on KIPP TEAM and Family Schools, Inc. continuing to serve as the CMO for KIPP Miami, Inc., in the manner described in the Notice of Intent and the management agreement between the two parties during the term of this PBA. If KIPP TEAM and Family Schools, Inc. ceases to serve as the CMO during the term of this PBA, this PBA will be automatically terminated with no appeal unless KIPP Miami, Inc. has become an approved Hope Operator in accordance with s. 1002.222, F.S.

M. Safety, Security and Mental Health

1. The School will comply with all applicable provisions of the Marjory Stoneman Douglas High School Public Safety Act and all other school safety statutes, rules, and policies, including but not limited to the following:
 - a. Section 1006.12, F.S. relating to safe-school officers;
 - b. Section 1006.07(7), F.S. relating to threat assessment teams;
 - c. Section 1006.07(9), F.S. relating to School Environmental Safety Incident Reporting;
 - d. Section 1006.07(6)(c), F.S. relating to adopting an active assailant response plan;
 - e. Section 943.082(4)(b), F.S. relating to the mobile suspicious activity reporting tool;
 - f. Section 1012.584, F.S. relating to youth mental health awareness, and assistance training;
 - g. Section 1006.07, F.S. relating to adoption of a code of student conduct that contains all legal requirements set forth in statute; emergency drills and procedures; timely notification to parents; family reunification plans, and mobile panic alert systems;
 - h. Section 1008. 386, F.S. relating to student identification cards; and
 - i. Section 1011.62, F.S. related to mental health assistance and mobile crisis response services.
2. The School will annually determine if it will participate in the Sponsor's plan for the mental health assistance allocation. If the School develops its own plan, it must submit that plan to its Governing Board for approval. After the plan is approved by the Governing Board, it must be provided to the Sponsor.
3. All documentation related to the Marjory Stoneman Douglas High School Public

Safety Act must be made available to the Sponsor for inspection and review upon request.

N. Non-Renewal and Termination

1. The District shall make student academic achievement for all students the most important factor when determining whether to renew or terminate this PBA. The District may choose not to renew or terminate this Performance-based Agreement for any of the following reasons as set forth in section 1002.333, F.S.:
 - a. failure to achieve the academic performance expectations set forth pursuant to Section J.1. of this PBA;
 - b. failure to meet generally accepted standards of fiscal management; and/or
 - c. material violation of this PBA or violation of law.
2. The District shall notify the Governing Board in writing at least ninety (90) days prior to non-renewing or terminating this PBA.
3. If the District issues a notice of non-renewal or termination, the notice shall state, in reasonable detail, the grounds for the proposed action and stipulate that the School may, within fourteen (14) calendar days of receipt of the notice, request a hearing.
 - a. A request for a hearing must be authorized by a vote of the Governing Board and be submitted pursuant to the Notice provisions of this Contract.
4. The District may immediately terminate this PBA pursuant to section 1002.33(8)(d), F.S. if it sets forth in writing the particular facts and circumstances indicating that an immediate and serious danger to the health, safety or welfare of the School's students exists.
5. If the School elects to terminate or non-renew the PBA, it shall provide reasonable prior notice of the election to the District indicating the final date of operation as voted by the Governing Board at a publicly noticed meeting. A board resolution signed by the School's Governing Board chair and secretary, indicating support of this action, shall accompany the written notification provided to the District. The School agrees that such notification shall be considered a voluntary termination by the Governing Board and a waiver of its right to a hearing or appeal. If the School elects to terminate or non-renew this Agreement, it shall provide notice to parents, the District, and the FDOE, as set forth in S s. 1002.33(7)(e), F.S.
6. Upon notice of termination or non-renewal, the School shall not remove any public property from the premises.

O. Post Termination Provisions

1. The non-renewal or termination of this PBA must comply with the requirements of section 1002.33(8), F. S. If this PBA is not renewed or is terminated, the School shall be responsible for all the debts of the School. The District shall not assume the debt from any contract for services, including lease or rental agreements, made between the School and a third party, except for a debt previously detailed and agreed upon, in writing, by both the District and the Governing Board and that may not reasonably be assumed to have been satisfied by the District.
2. In the event of termination or non-renewal of this charter, any and all leases existing between the District and the School shall be automatically cancelled, unless the lease provides otherwise. In no event shall the District be responsible under any assignment of a lease for any debts or obligations of the School incurred prior to such assignment.
3. In the event of termination or non-renewal, any students enrolled at the School may be enrolled at their home District school, or any another school, consistent with the District's student transfer procedures including transfer of all student records to the receiving school.
4. All assets of the School purchased with public funds, including supplies, furniture and equipment, will revert to full ownership of the District (subject to any lawful liens or encumbrances) or as otherwise provided by law. Any unencumbered public funds shall revert to the District or Department, as appropriate. Any unencumbered public funds from the charter school, district school board property and improvements, furnishings, and equipment purchased with public funds, or financial or other records pertaining to the School, in the possession of any person, entity, or holding company, other than the charter school, shall be held in trust upon the District's request, until any appeal is resolved. If the School's accounting records fail to clearly establish whether a particular asset was purchased with public funds, then it shall be presumed public funds were utilized and ownership of the asset shall automatically revert to the District.

P. Transportation

1. The School shall provide transportation to the School's students consistent with the requirements of s. 1006.21-27 and 1012.45, F.S. The Governing Board of the School may provide transportation through an agreement or contract with the district school board, a private provider, or parents. Transportation may not be a barrier to equal access for all students residing within a reasonable distance of the School.
2. The parties may agree for the District to provide transportation to and from the

School. If such agreement is reached, it shall be the subject of a separate contract. If agreement is reached with the District, the School may utilize, at the School's expense, the District's transportation services for extracurricular events, field trips, and other activities on the same basis and terms as other District schools.

3. The School shall comply with all applicable transportation safety requirements. Should the School choose to implement its own transportation plan rather than contract with the District for transportation services, it shall submit a transportation plan to the District for review and approval. The School shall provide the District the name of the private transportation provider and a copy of the signed contract no later than ten (10) business days prior to the use of the service.
4. If the School submits data relevant to FTE funding for transportation that is later determined through the audit procedure to be inaccurate, the School shall be responsible for any reimbursement to the District and State arising as a result of any errors or omissions, misrepresentations or inaccurate projections for which the School is responsible. Any transportation FTE adjustment, which is attributable to error or substantial non-compliance by the School, the District shall deduct such assessed amount from the next available payment otherwise due to the School, without penalty of interest. Any deficit incurred by the School shall be the sole fiscal responsibility of the School and the Sponsor shall have no liability for the same.

Q. Administrative Fee

1. The District shall withhold an administrative fee in the amount of two percent (2%) of available funds for the first 250 students.
2. Other Fees: If the School requests goods or services from the District, they shall be provided to the School at a rate no greater than the District's actual cost unless mutually agreed upon by the charter school and the Sponsor in a contract negotiated separately from this agreement.

R. Indemnification

1. Any arrangement entered into to borrow or otherwise secure funds for the School from a source other than the State or a District shall indemnify the State and the District from any and all liability including, but not limited to, financial responsibility for the payment of the principal or interest.
2. Any loans, bonds or other financial agreements entered into by the School are not obligations of the State or District but are obligations of the School and are payable solely from the sources of funds pledged by such agreement.

3. Notwithstanding anything else herein to the contrary, the District shall not:
 - a. guarantee payment for any purchase made by the School;
 - b. guarantee payment for any debits incurred by the School;
 - c. guarantee payment for any loans taken out by the School; and/or
 - d. lend its good faith and credit in order for the School to obtain a loan or other form of credit.
 4. This PBA expressly prohibits the pledging of credit or taxing power of the District or State.
- S. Pre-Opening Documents: If the school opens additional facilities associated with this PBA, the following documents must be provided to the District prior to the opening of the additional campus of the School.
- a. Facility related documents necessary to operate a public school, including:
 - Lease agreement, use agreement or ownership documentation for facility, pursuant to Section 1.E of this PBA
 - Certificate of occupancy
 - Fire Inspection
 - Health Inspection
 - Required and applicable insurance coverages (e.g., liability, property, E&O)
 - b. Documentation of fingerprinting of all staff and Governing Board members (if applicable)
 - c. Contact information for Governing Board Members (if applicable)
- T. Miscellaneous Provisions
1. All conflicts between the School and the parents/legal guardians of the students enrolled at the School shall be handled by the School or its Governing Board.
 2. The School Board shall not be liable for civil damages under State law for the employment actions or personal injury, property damage, or death resulting from an act or omission of the School or its employees or agents.
 3. The School Board shall not be liable for civil damages under laws in chapters 1000-1013, Florida Statutes, as a result of acts or omissions for which the School maintains responsibility for compliance as set forth in s. 1002.333(6)(f), F.S., including all non-

discrimination statutes.

4. The School Board shall not be liable for civil damages under Federal law, including but not limited to the IDEA, Title I, Title II, Title VI, Title VII and Title IX, as a result of acts or omissions for which the School maintains responsibility for compliance.
5. Neither party shall be considered in default of this Agreement if the performance of any section or all of this Agreement is prevented, delayed, hindered or otherwise made impracticable or impossible by reason of any strike, flood, hurricane, riot, fire, explosion, war, act of God, sabotage, accident or any other casualty or cause beyond either party's control, and which cannot be overcome by reasonable diligence and without extraordinary expense.
6. This Agreement and any corresponding Appendices or Addendums shall constitute the full, entire, and complete agreement between the parties. All prior representations, understandings, and agreements whether written or oral are superseded and replaced by this Agreement. This Agreement may be amended, altered, changed, added to, deleted from, or modified only through the voluntary, mutual consent of the parties in writing.
7. This Agreement shall not be assigned by either party. The School may, without the consent of the District, enter into contracts for services with an individual or group of individuals organized as a partnership or cooperative so long as the School remains ultimately responsible for those services as set forth in this Agreement.
8. No waiver of any provision of this Agreement shall be deemed or shall constitute a waiver of any other provision unless expressly stated. The failure of either party to insist in any one or more instances upon the strict performance of any one or more of the provisions of this Agreement shall not be construed as a waiver or relinquishment of the term or provision, and the same shall continue in full force and effect. No waiver or relinquishment to any provision of this Agreement shall be deemed to have been made by either party unless in writing and signed by the parties.
9. All representations and warranties shall survive termination of this Agreement.
10. If any provision or any section of this Agreement is determined to be unlawful, void or invalid, that determination shall not affect any other provision or any section of any other provision of this Agreement and all remaining provisions shall continue in full force and effect unless otherwise determined to be unlawful, void or invalid.
11. This Agreement is not intended to create any rights of a third-party beneficiary. This clause shall not be construed, however, as contrary to any statutory or constitutional right possessed by a member of the community, a student, or parent/guardian of a student of the School.

12. This Agreement is made and entered into in the State of Florida and shall be interpreted according to the laws of Florida, with venue in Miami-Dade County. Any court action arising from or related to this Agreement shall be brought in a court or administrative tribunal having jurisdiction in Miami-Dade County. The parties mutually agree that the language and all parts of this Agreement shall in all cases be construed as a whole according to its fair meaning, and not strictly for or against any of the parties.
13. Communication authorized or required by this Agreement must be in writing, via electronic mail or postal service, directed to the other party at the address provided or such other address or person as either party may designate by notice from time to time:

KIPP Miami, Inc.
Governing Board Chairperson
3000 NW 110th Street
Miami, FL 33167

KIPP Miami – Liberty City
Principal/School Director
3000 NW 110th Street
Miami, FL 33167

The School Board of Miami-Dade County, Florida
Attn: Superintendent of Schools
1450 NE 2 Avenue, Suite 931
Miami, FL 33132

And copies of all formal Notices to:

Clerk of the School Board
1450 NE 2 Avenue, Suite 268B
Miami, FL 33132

Miami-Dade County Public Schools
Attn: Assistant Superintendent, Office of Charter School Compliance and Support
1450 N.E. 2nd Avenue, Suite 802
Miami, FL 33132

14. The School and the District both represent that they have been represented in connection with the negotiation and execution of this Agreement and they are satisfied with the representation.
15. The headings in the Agreement are for convenience and reference only and in no way define, limit, or describe the scope of the Agreement and shall not be considered in the interpretation of the Agreement or any provision hereof.

16. This Agreement may be executed in any number of counterparts, each of which shall be an original, but all of which together shall constitute one Agreement.
17. Each of the persons executing this Agreement represent and warrant that they have the full power and authority to execute the Agreement on behalf of the party for whom he or she signs and that he or she enters into this Agreement of his or her own free will and accord and with his or her own judgment, and after consulting with anyone of his or her own choosing, including but not limited to his or her attorney.
18. In the event of any conflict between the provisions of this Agreement and any Amendment, Appendix or Addendum, this Agreement shall prevail.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement as of the day and year first above written.

KIPP MIAMI, INC., d/b/a
KIPP MIAMI – LIBERTY CITY (MSID 2332)

By: _____ Date _____
Signature of Secretary Signature of Board Chair Date

Name: _____ Name: _____
Print Name of Secretary Print Name of Board Chair

ATTEST: THE SCHOOL BOARD OF MIAMI - DADE COUNTY, FLORIDA

By: _____ Date _____
Signature of Superintendent or Designee Signature of School Board Chair Date

Name: _____ Name: Maria Teresa Rojas
Superintendent or Designee School Board Chair

APPROVED AS TO FORM AND LEGAL SUFFICIENCY

By: _____ Date _____
General Counsel

Name: Walter J. Harvey
General Counsel

APPENDIX A-

Notice of Intent

March 11, 2019

Miami-Dade County Public Schools
Office of the Superintendent
1450 N.E. 2nd Avenue, Suite 912
Miami, FL 33132

Receipt request:

Clerk of the School Board
1450 N.E. 2nd Avenue, Suite 311
Miami, FL 33132

Re: KIPP – Schools of Hope Notice of Intent

Dear Superintendent Carvalho:

We are pleased to submit a Notice of Intent (NOI) to open a School of Hope in the Liberty City community. The attached package includes the following documents in addition to the NOI:

- An Executive Summary;
- KIPP New Jersey's approval as a Hope Operator from the State of Florida; and
- A draft School of Hope Performance Based Contract.

We are grateful for our current partnership with Miami Dade Public Schools, and for the opportunity to build on that partnership as a School of Hope Operator.

Thank you for your consideration of this Schools of Hope Notice of Intent. We look forward to our continued work together.

Sincerely,



Gabriella DiFilippo
Chief Operating Officer, KIPP New Jersey

cc:

Daniel Woodring

Office of Charter School Compliance and Support
1450 Northeast 2nd Avenue
Miami, Florida 33132

Schools of Hope – Notice of Intent EXECUTIVE SUMMARY

KIPP New Jersey, part of the national Knowledge is Power Program (KIPP), is proud to submit a Notice of Intent to the Miami-Dade County Public School District. KIPP New Jersey, as the state approved Schools of Hope operator and charter management organization (CMO), has entered an agreement with KIPP Miami Inc. to operate the Schools of Hope. The state created the Schools of Hope program to provide start-up funding to high performing nonprofit charter school operators, such as KIPP, to open schools in high-need communities.

Schools of Hope will provide more funding and resources for students in areas in need and allow KIPP to achieve its mission of helping students from educationally underserved communities develop the knowledge, skills, character, and habits needed to succeed in college and the competitive world.

In the Notice of Intent, KIPP Miami has agreed to operate campuses within a 5-mile radius of Brownsville Middle School, a persistently low-performing school located in Miami's Liberty City. The goal is to open the first campus in August of 2019 and serve at minimum 5th and 6th grade and maximum kindergarten through 6th grade. Key elements of our notice of intent include:

- A **collaboration with Miami-Dade County Public Schools** to identify under-utilized district schools where it can open Schools of Hope campuses and offer professional development for instructional staff and resources to expand College match support.
- An **educational model and culture with a successful and proven record** of results and providing students with the knowledge, skills and character strengths needed for success through college and a choice-filled life.
- A **commitment to outreach and engagement** through local partnerships and grassroots efforts that will help build a presence and bond with the community at large and support recruitment.

The following pages outline, in-detail, our intentions for Schools of Hope and how we plan to bring this additional education alternative to students and families across Miami.

State Board of Education

Marva Johnson, *Chair*
Andy Tuck, *Vice Chair*
Members
Gary Chartrand
Ben Gibson
Tom Grady
Michael Olenick
Joe York



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

Pam Stewart
Commissioner of Education

May 30, 2018

KIPP New Jersey
Attn: Ryan Hill
60 Park Place, Suite 802
Newark, New Jersey 07102

Dear Mr. Hill:

At the May 16, 2018, State Board of Education meeting, KIPP New Jersey's application for designation as a Hope Operator was considered and approved. The status is valid for five years from the opening of a School of Hope, and future renewal of the status will be based on the academic and financial performance of all schools operated in the state of Florida since your designation.

Details of the program may be found in Sections 1001.292 and 1002.333, Florida Statutes, and Rule 6A-1.0998271, Florida Administrative Code. You may contact our office at 850-245-0502 with any questions.

Thank you for your participation in Florida's educational choice programs.

Sincerely,

Adam Miller
Executive Director
Office of Independent Education and Parental Choice

AM/cr

School of Hope Notice of Intent

As provided for in State Board of Education Rule 6A-1.0998271, Florida Administrative Code, the completed Notice of Intent must be submitted to the Superintendent of the District in which the persistently low-performing school operates with a copy submitted to the Florida Department of Education.

Notice of Intent

Cover Sheet

Hope Operator

Name of Non-Profit: **KIPP New Jersey**

Organization: IRS FEIN #: **46-2792701**

Address: **60 Park Place Suite 802**

Executive Director/CEO: **Ryan Hill**

Primary Contact (if different): **Gabriella DiFilippo**

Phone Number: **773-350-4456**

Email: **gdifilippo@kipp.org**

Date Organization Received Hope Operator Designation from SBE: **May 16, 2018**

** Include a copy of the Hope Operator Designation Letter from SBE*

KIPP New Jersey, as a charter management organization (CMO), has entered into an agreement with KIPP Miami Inc. to operate the School of Hope school. KIPP New Jersey as part of its CMO services will provide KIPP Miami with back-office support including:

- Supporting the charter and/or schools of hope application and renewal processes;
- Providing comprehensive academic program design, including curriculum development and implementation, instructional oversight and the oversight, measurement, and management of school quality;
- Finding adequate facilities and coordinating financing and the completion of major repairs, renovations or construction;
- Fundraising on behalf of KIPP Miami and on behalf of other schools which KNJ supports;
- Recruiting, training and evaluating School Leaders, teachers, administrators and non-instructional staff;
- Human Resources services including maintaining human resource files for employees of KIPP Miami, onboarding school staff in compliance with the policies of KIPP Miami; and ensuring compliance with employment laws;
- Selecting and managing benefits plans for employees of KIPP Miami;
- Financial and business management including budgeting, purchasing and accounts payable services;
- Managing purchasing in compliance requisite purchasing laws;
- Support of teachers and other staff with obtaining necessary certifications, endorsements, or other credentials;
- Information and Instructional Technology management including facilitating the School's

purchase and procurement of information technology equipment and services, and providing computer and information technology support to the school, including troubleshooting, website and network design, and completion of the E-Rate application;

- Federal competitive and noncompetitive grant management and compliance oversight;
- Completing required foundation and government reports, including, but not limited to compliance reports and the School's annual report; and
- Providing marketing and community engagement support to the School.

Persistently Low-Performing School

Name of School: **Brownsville Middle School**

MSID Number: **6031**

Address: **4899 NW 24th Ave. Miami, FL 33142**

School Grades Served: **5th - 8th**

* If the School plans to serve students from more than one persistently low-performing public school, please identify all schools in the proposed geographic area in Attachment A.

Proposed School of Hope

Name of School: **KIPP Miami - Liberty City (Referred to throughout as "KIPP Miami" or the "School" or the "School of Hope")**

Address/Geographic Area:

Multiple Campuses, which are to be determined. Any campus identified will be within a 5-mile radius of the persistently low-performing (PLP) school named above.

Proximity to Persistently Low-Performing School:

A site for grades opening in 2019-20 is still TBD, but it will be within a 5-mile radius of the PLP.

KIPP Miami will collaborate with MDCPS to identify underutilized district facilities to open Schools of Hope campuses within a 5-mile radius of the PLP.

KIPP Miami commits to the following for any district facility where it operates a School of Hope campus:

- **KIPP New Jersey's Teaching and Learning team will provide professional development for instructional staff in both schools operating in the facility. The professional development will be centered on driving academic achievement for all students.**
- **KIPP Miami will offer on-site professional development to its staff and the staff working at the district school in the shared facility, and will support shared family and student engagement events.**
- **KIPP Miami will pursue philanthropic funds for facility upgrades and cosmetic improvements**

for the entire district facility, enhancing the learning environment for all students in the facility.

While it is our strong preference to locate all campuses in district facilities, as this approach will preserve resources for the classroom, this does not preclude opening campuses in private facilities. KIPP Miami will employ capital outlay funds for any campus located in a private facility.

In addition to the commitments above for district facility locations, KIPP Miami commits to the following regardless of location:

- **Pursuing additional resources to expand its College Match support to MDCPS, which will provide additional professional development and training to college counselors (CAP Advisors) at additional high schools, beyond the two high schools we are currently supporting.**

* If the School plans to serve students from more than one persistently low-performing public school, please identify all schools in the proposed geographic area in Attachment A.

Authorizing Entity

This Notice of Intent is being filed with: **Miami-Dade County Public Schools.**

I certify that I have the authority to submit this Notice of Intent on behalf of the above name organization and that all information contained herein is complete and accurate. The person named as the primary contact person for the application is so authorized to serve as the primary contact for this application on behalf of the applicant.



Chief Operating Officer

Signature

Title

Gabriella DiFilippo

3-11-19

Printed Name

Date

Section A: Mission Statement

1. Provide the mission and vision statements for the proposed School of Hope charter school. The mission is a statement of the fundamental purpose of the school, describing why it exists. The vision statement outlines how the school will operate and what it will achieve in the long term. The mission and vision statement provide the foundation for the entire proposal, and taken together, should illustrate what success looks like.

KIPP, the Knowledge is Power Program, is a national nonprofit network of college-preparatory, public charter schools educating elementary, middle, and high school students with a 20-plus year track record of preparing students in educationally underserved communities for success in college and life. KIPP schools currently operate in 20 states and the District of Columbia.

KIPP's mission is to create a respected, influential, and national network of public schools that are successful in helping students from educationally underserved communities develop the knowledge, skills, character, and habits needed to succeed in college and the competitive world beyond.

KIPP Miami's mission is to create a network of schools in Miami that instill in their students the desire and ability to succeed in college, in order to change the world.

The KIPP model that KIPP Miami follows has a proven record of providing students with the knowledge, skills, and character strengths needed for success through college and a choice-filled life. We do this first by cultivating a culture of high expectations for achievement and conduct, with a college-going focus and support tailored to each student's needs. Our students benefit from longer academic school days (7:45 am-4:00 pm), with more time for academics; a focus on results; and world-class teaching, with staff who engage in continuous learning and development. Each student's progress is evaluated via quarterly student assessments, which allow for personalized intervention. Teachers have custom-built dashboards to make this data actionable on a daily and weekly basis. We collect hundreds of data points on each of our students throughout the year, and send them to parents weekly to keep them informed of their students' progress. Our students' families are also part of the KIPP experience--teachers and leaders conduct home visits to each family to listen to the student's story and share KIPP's expectations; we host family events throughout the year to encourage regular involvement, and have resources for families in our schools.

KIPP's academic strategy is described in detail in Section B.

Section B: Academic Focus and Plan

1. Describe the proposed charter school's educational program.

KIPP Miami's educational program focuses on preparing students for college and career. We continuously work toward the following beliefs, which provide the foundation of our vision for literacy and math instruction and are consistent across all content areas in our schools.

Literacy

We believe that reading grants access to the world within, around, and beyond ourselves.

Our students know that reading broadens horizons, deepens knowledge, sparks curiosity, and inspires joy. So, in our classrooms and in their own lives, they are constantly interacting with diverse, relevant, and rigorous texts that push their thinking and expand their understanding of the world. They see themselves reflected in the books they read and write about, and they learn how to use literacy to build their own agency. Through reading with our students, we develop a greater appreciation for the vast

potential, complexity, and beauty of the human experience, and we are all better for it. Our students are active, engaged readers, implementing metacognitive strategies to monitor their comprehension and connect their thinking to larger themes during read-alouds, shared reading, and close reads. They gain confidence and facility with texts at their grade levels, instructional levels, and independent levels, and our literacy approach is comprised of instruction in all three. Our students develop their own means of interacting with text, using annotation, note-taking, comprehension strategies, and thinking jobs as just a few of the many ways to build meaning as they read. They approach unfamiliar texts with the know-how necessary to access language, read critically, appreciate craft, and comprehend fully: they are not defeated by the words in front of them.

We believe in the power of the pen.

Our students find their own voices in writing, breaking from formulas and traversing all genres with skill and nuance. Our students learn to develop claims about text and the world at large, organize writing to best support those points, select and connect relevant evidence, and deliver thoughts clearly and skillfully. They appreciate author's craft, recognizing it in anchor texts and honing their own techniques through close study and practice with vocabulary and grammar. They experiment and get creative in their writing. Graphic organizers—when used at all—are a means, not an end. Our students have a passion for precision, refining their written work through cycles of feedback and revision. They read and respond to their teammates' work, engaging in peer analysis and review. They practice writing in multiple formats, so that their thoughts are expressed as fluidly on the screen as they are on paper. Our students recognize that excellence in writing opens doors in the halls of power.

We believe in discussing what we read, write, and think.

Our students regularly engage in critical, constructive discourse as an opportunity to present, support, and deepen their thinking. They discuss, they debate, and they revise their thoughts when presented with strong counterpoints. Our lessons include closing discourse and frequent discussion moments, and our students embrace the power of learning from one another, whether in whole groups or in partners. During these discussions, students regularly encounter questions like "why?", "how do you know that?", "evaluate your teammate's thinking," and "what evidence do you see for that?" They believe in the value of collaborating with teammates to push their own thinking and understanding. Through discourse, our students develop empathy and curiosity about what's different, and develop the passion and knowledge to disrupt the status quo.

We believe teachers are at the heart of our students' literacy success.

Our students love reading and writing, and so do we. So, we study the demands and the beauty of the standards, recognizing and refining thinking steps that get students to the bar. We also study the text and do the students' work in advance, so that we can use that experience to plan strategically and encourage productive struggle. We ask students to do the intellectual heavy lifting on the heartiest questions, and we scaffold sparingly, because we believe in building our students' independence. We urgently monitor our students' discussion, writing, and thinking during lessons, so that we can swiftly respond to misconceptions and help them clarify their thinking during whole-class discourse. We read and respond to student writing with precise and meaningful feedback that helps them celebrate their strengths and understand how to improve. We close every lesson with students naming the transferrable takeaway and demonstrating mastery. Then, we design and monitor ongoing assessments and strategic reteach to measure, produce, and recognize student growth. And because we know our students deserve to read at or above their grade level, we commit to relentless intervention to catch them up, until every one of our students can access grade level text.

Mathematics

We believe that math instruction should be engaging, and that there is value in productive struggle.

Our students solve engaging, challenging math problems in class. Their engagement is grounded in the challenge. Through the tasks put in front of them and the culture of collaboration in the classroom, our students fall in love with the study of mathematics. We reject I do - we do - you do teaching in which students watch a teacher solve a problem and then imitate the teacher's approach. Instead, our math lessons require students to use what they know to attack a new problem that is one step beyond what they have ever done, but achievable with struggle. Our students articulate their process, even when that articulation is in itself a struggle. It's not enough for them to be able to get the right answer - they must also be able to explain how they got it and why it is correct.

We believe in thinking flexibly about math, and we encourage the use of multiple representations.

We know that "one size fits all" approach to teaching mathematics does not work. Our curriculum encourages logical thinking and allows for a number of different, but equally valuable, strategies. Teachers plan lessons by considering all the strategies that students might use to attack the problem and consider how to explicitly draw connections between those strategies.

We believe learning deepens when students share their reasoning and critique the reasoning of others.

Our math classes are classrooms of questions and answers, of inquiry and explanations, of conjectures and justifications, and of written and oral discourse. We know that writing helps to clarify our thinking and that teaching another strengthens our own learning. So, our classrooms put vibrant student discourse front and center, in the form of meaningful partner and group work as well as whole group discussion. During these discussions, students regularly encounter questions like "why?", "how do you know that?", "evaluate your teammate's thinking," "how can you make your thinking

visible?,” and “can you prove it?”

We give students opportunities to learn math through context, rather than rules or “tricks.”

We use realistic contexts to bring mathematics to life first – before moving to abstraction. For example, students get opportunities to make sense of fraction division by solving real-world problems and tasks (e.g. considering how to share $\frac{1}{4}$ of a pie evenly between 3 friends) and then have the opportunity to make connections between the mathematics in each scenario as they explore strategies for solving fraction division, rather than simply teaching students, “Don’t ask why, invert and multiply.” We seize every opportunity to use math to explain the world, because we want our students to see the inherent beauty and interconnectedness of mathematics.

We believe in building conceptual and application-level understanding, and in mastering procedural skills. We also believe in incorporating meaningful, strategic, and on-going cumulative review.

All are essential for students to apply their knowledge to a range of problems. For this reason, our teachers blend conceptual understanding (e.g., the meaning of area and perimeter and how they are related) with a focus on mathematical skills (e.g., how to find the area and perimeter of plane figures) and approach opportunities to discuss and explore existing misconceptions with enthusiasm. We don’t simply tell students what’s right or wrong. We recognize that one of the most effective strategies for fostering mastery and retention of critical skills is daily, cumulative review. Teachers do this to keep skills sharp, review vocabulary, and reinforce both conceptual understandings and procedural fluency.

We believe in attaining a clear picture of mastery by the end of the lesson – for students and teachers.

Our teachers urgently monitor understanding throughout the lesson, collecting data on kid learning, and making instructional decisions based on that data. At the end of each lesson, everyone knows what the point of the lesson was. Lessons end with a summary: a teacher or a student summarizes what was learned from the lesson and reinforces connections between strategies and content. Students can tell whether they got it. We determine mastery not by whether or not students can do the same problem again, but whether they can apply that knowledge to another (and significantly different) problem. Exit tickets are used consistently to measure and monitor progress.

We believe teachers are at the heart of our students’ success in mathematics.

Our students love math, and so do we. So, we thoroughly study each lesson. Prior to each lesson, we build a clear understanding of the mathematical concept, the specific learning expectations for our students, guided by the criteria for success and how and where these expectations fit into the larger unit. We work through the set of problems, tasks, and/or activities to create an exemplar that will support in identifying pivotal moments in the lesson and in recognizing the thinking skills required to be successful. We plan out how we will engage and hook students in to the learning. We identify a key set of questions and expected student responses that centers on students’ desired understandings and key takeaways. In identifying the heartiest questions, we recognize that less is more – and we

prepare to engage in rich discourse around those questions. We consider the errors that students are likely to make and misconceptions that students are likely to have, and we prepare strategies and questions that address these errors and misconceptions. We identify how student mastery will be assessed, and we commit to reteaching students who have not yet mastered what they need to.

2. Describe the basic learning environment (e.g., classroom-based, independent study, blended learning), including rationale for class size and structure and how the learning environment supports and is consistent with the mission.

KIPP Miami's learning environments will be characterized by high expectations for academics and character, a clear vision of "to and through college" for every student, and a positive culture among students and staff. The organization of the school creates a small school feel through personalization and highly supportive learning environments.

Extended Instructional Time

Extended instructional time provides KIPP Miami students with more instruction and support through a longer school day, week and year. Students will attend school for an average of 8 hours per day four days a week, with a fifth "early release" day each week to provide school faculty with time for collaborative planning, professional development, and data analysis.

Specifically, extended instructional time includes:

- A school day that runs from 7:45 am to 4:00 pm
- Supplemental programming beginning after the school day ends and running until 6:00 pm.

An early release day includes:

- A school day that runs from 7:45 am to 1:30 pm
- Teachers engaging in professional development and content sessions from 1:45pm to 4:00 pm.

The extended time ensures every student has the instruction and individualized support needed to meet and exceed annual academic goals. This time also allows for mentorship and the camaraderie of team and family, which provides invaluable support for every student and his/her family. Extended time for staff means robust support and training to serve their students, including professional learning communities that collaborate in professional development and planning.

Common Expectations and Protocols

Expectations, tools, protocols, and routines aligned to the mission are common across KIPP Miami Schools' classrooms, creating clarity for students. For instance, KIPP Miami schools articulate expectations for classroom behavior (i.e., how a student demonstrates that s/he is listening), common whiteboard configurations, lesson planning templates, forms and protocols for teachers, and rubrics for assignments. Techniques described in Doug Lemov's *Teach Like a Champion* and John Saphier's *The Skillful Teacher* are the basis for teachers' instructional norms and strategies, providing a consistent feel and expectation for all students across all classrooms.

Small Groups and Individualized Instruction

KIPP Miami's approach includes identifying the needs of students and tailoring instruction to meet each student's needs. In elementary school, small groups are a key way we personalize instruction, and in

middle school, we continue that practice via guided reading and math instruction as needed, and/or personalized blended learning options tailored to meet students where they are.

KIPP Miami is investing in a staff that includes Teachers in Residence, teachers who are developing their craft and who support the core classroom teachers in small group instruction. Focusing on small groups of students with similar needs allows teachers to adjust instruction to student data, reinforce concepts, and encourage advanced students to take on new challenges. Additionally, the frequent use of reliable, authentic assessment measures informs these flexible groupings, and classroom space will include leveled classroom libraries, separate tables to facilitate group work, and technology devices and other platforms for self-paced practice.

Instructional Coaching

Each assistant principal will manage and support a group of teachers and share ownership over the success of students in those teachers' classrooms. Their responsibilities include regular teacher observation and feedback cycles; data analysis and disaggregation to help inform teachers' instructional strategies for both individual students and groups of students; and facilitation of content and data study meetings designed to help teachers further increase their own mastery of content and pedagogy. A teacher's weekly schedule includes dedicated time for guided data analysis with the assistant principal and subsequent planning, one-on-one meetings with their manager for coaching and feedback, and content team meetings to engage with peers to improve instruction.

Intensive, College-Going Culture

KIPP Miami's intentionality and consistency to provide a pathway to college graduation for all students sets it apart. Starting in kindergarten, students learn about and talk about college. Cohorts are named by their college graduation year (i.e., the founding kindergarteners will be the Class of 2036) and classes are named by the university the lead teacher attended (i.e., The University of Florida). We pair this with robust family involvement and support along the student's academic journey, which in early grades includes exposing families to the college-going process and financial planning and aid. We also offer our students the supports of the KIPP Through College team, which provides guidance for college placement and support to empower alumni to persist through to college graduation.

Class Sizes

Class size will be in accordance with s. 1003.03, calculated as the average at the school level.

3. Describe the school's curriculum in the core academic areas, illustrating how it will prepare students to achieve Florida standards, as provided for in Section 1003.41, Florida Statutes. Describe the primary instructional strategies that the school will expect teachers to use and why they are appropriate for the anticipated student population. Describe the methods and systems teachers will have for providing differentiated instruction to meet the needs of all students, including how students who enter the school below grade level will be engaged in and benefit from the curriculum and the formalized multi-tiered level of supports that will be provided to students who are performing below grade level.

English Language Arts

Shown below is a summary of the academic program by grade level

Grade	Close Reading	Interactive Read-Aloud	Reader's Workshop	Guided Reading	Phonics, Spelling, and Sight Words	Writing	Vocabulary & Grammar
K & 1	Fountas & Pinnell Classroom's Shared Reading program	Fountas & Pinnell Classroom's Interactive Read-Aloud program presents high-engagement, grade-level aligned texts to students in a fun, discourse-based format.	Fountas & Pinnell Classroom's Reader's Workshop curriculum includes comprehension-based mini-lessons, ample opportunity for students to read independently and practice those skills, guided reading lessons and books that include F&P-aligned formative assessments and running records, and phonics lessons that can be implemented either whole group or in small groups. The Fountas & Pinnell Classroom approach treats the process of teaching reading holistically, such that each component of this time of the day speaks to each other, and to themes, skills, and contents of the Interactive Read-Aloud block. We will purchase independent reading libraries that span fiction and non-fiction from Scholastic, for every classroom.			Teaching & Learning curriculum writers will create writing process-based lessons that respond to Shared Reading texts.	Vocabulary and grammar are taught through the Interactive Read-Aloud component of Fountas & Pinnell Classroom.
2 - 4	Modified KIPP Wheatley lessons, adapted by KIPP NJ's Teaching & Learning curriculum writer(s)					Teaching & Learning curriculum writers will create writing process-based lessons that ask students to write within genre and to respond to Wheatley Close Reading texts.	Vocabulary and grammar are taught through the Reader's Workshop curriculum in F&P Classroom.
5 - 8	Modified KIPP Wheatley lessons, adapted by Teaching & Learning curriculum writer(s)	Not applicable for this grade level	Reader's Workshop Mini-Lessons, independent exit tickets, and conferencing rubrics will be used. The Teaching &	In 2019-20, we will utilize Fountas & Pinnell guided reading materials for	Not applicable for this grade level	Teaching & Learning curriculum writers will create writing process-based lessons that ask students to write within genre	Vocabulary and Grammar lessons will be embedded in the Writing lessons created by Teaching & Learning, modified from

			Learning TEAM is compiling resources that will be available for teachers to implement. We will purchase independent reading libraries that span fiction and non-fiction from Scholastic for every classroom.	Grades 5 and 6.		and to respond to Wheatley Close Reading texts.	research-based vocabulary and grammar exercises.
9 - 12	Text Study curriculum created by Ebony Moses, with improvements and modifications informed by Uncommon and Achievement First approaches.	Not applicable for this grade level	Independent reading period for students who are in reading intervention.	Not applicable for this grade level	Not applicable for this grade level	Improvements and completion of the Composition department's curriculum.	Vocabulary and Grammar lessons will be embedded in the English and Composition departments' curricula.

Math Curriculum

We use the Eureka curriculum provided by Great Minds for Grades K – 8. We also supplement across grades with Contexts For Learning and Open Up. In Grades 9 – 12, we use Great Minds and Open Up resources, as well as several materials developed by our Teaching & Learning Team. We have also made, and continue to make, surgical changes to the K – 8 scope and sequence provided by Great Minds, in order to align to state tests and to further develop conceptual understanding in early grades.

Math Approaches and Structures

We use Cognitively Guided Instruction (CGI) and the Math Workshop model, through which students explore problems and concepts, and utilize discourse and evaluation to develop stronger conceptual understandings. We emphasize flexibility in problem-solving, and we rely on math routines to build procedural fluency and a deeper understanding of numbers and patterns. In addition to minutes dedicated to conceptual mastery, we also offer students time dedicated to spiraled review and reteach, based on the data we are garnering from formative and summative assessments given over the course of the year.

Science Curriculum

In Grades K – 4, we use materials and scope & sequence from STEMScopes NGSS, which is aligned to the Next Generation Science Standards. In Grades 5 – 8, we use Amplify, a platform that features interactive models on the computer as well as hands-on activities for students to engage in real-world science applications. (Note that the state of Florida recently adopted Amplify as a state-approved curriculum.) In Grades 9 – 12, we will use a mix of curriculum that will trend toward an AP for All approach over time. We also offer AP Computer Science in high school.

Science Approaches/Structures

Design is a key emphasis in our science approach. In Middle School, every quarter concludes with an engineering & design project as well as a quarterly assessment of concepts. Collaboration through group work is prioritized in science.

Social Studies Curriculum & Approach

For Social Studies, we have developed an in-house curriculum that is based on a well-known charter school curriculum for history instruction, but also incorporates a number of elements that align more closely to our instructional vision, noted above. Our History curriculum thus includes at least one C3 inquiry per unit, allowing students to engage with rich, authentic text from or about a specific time period in order to discover more about the occurrences being described. We also include meaningful project-based-learning opportunities for students in our Social Studies curriculum, and include a current-events based Social Justice lesson once a week. This mix of approaches in Social Studies offers our students the opportunity to learn key facts and skills, while also learning through inquiry and advocacy as well.

In addition, KIPP Miami will adopt the NGSSS aligned curriculum from MDCPS, which already has a rigorous social studies scope and sequence for each grade level that bundles Florida social studies standards into units. We will use these materials along with resources like Newsela and the Social Studies Alive! curriculum, which will be used as components of the social studies curriculum.

Combining these resources, the social studies curriculum will be reading intensive, and involve the analysis of primary and secondary sources with an emphasis on project-based assessments. It will also explicitly tie to character development and habits of mind necessary for success in college and beyond.

Cross-Curricular Instructional Strategies

Multiple Modalities of Instruction

KIPP Miami will have common strategies, protocols and expectations, and will also support teachers to implement a range of modalities that keep students engaged and successful. Our extended time model is conducive to combining and integrating multiple instructional techniques throughout the day.

Instructional methods that may be implemented at KIPP Miami will include, but are not limited to:

- Direct instruction
- Small group and one-on-one tutorials
- Collaborative learning
- Seminar style learning
- Performance assessment
- Personalized and blended learning
- Socratic seminars and debates
- Inquiry-based instruction
- Blended learning

The effectiveness of these modalities will be evaluated when teachers review student assessment data and when leaders observe teachers so that practices can be refined to provide rigorous, standards-aligned lessons that engage all students.

Vertical and Horizontal Alignment

All content area curricula are vertically aligned with common practices and approaches. Prior to the start of the academic year, all teachers are provided with a scope and sequence for each content area that bundle standards across the year to ensure that all standards are covered. Each scope and sequence includes adequate re-teaching time and spiraling of foundational standards. Collaborative data analysis and planning meetings across grades allow teachers to share information about how students are mastering and retaining information as they progress to the next grade level, so every student can master the standards.

Small Groups

KIPP Miami intentionally chose to invest in a staff that includes Teachers in Residence (TiRs), teachers who are developing their craft and who support the core classroom teachers in small group instruction. Focusing on small groups of students with similar needs allows teachers to reinforce concepts, reteach, and encourage advanced students to take on new challenges. In kindergarten, each teacher-in-residence supports two teachers, and in upper grades, the teaching fellows will focus on reading, ELA and Math.

Data-Driven Decision-Making and Planning

As described in greater detail in Section 5, KIPP's focus on results is manifest in frequent, reliable assessment measures, primarily comprised of formal assessments in each grade level and content area that are tracked in the school's data system. In addition to state-mandated assessments, students will participate in the NWEA MAP for reading, ELA, and math upon entering our schools and at least once annually; quarterly benchmarks to assess mastery of the standards covered to that point; and weekly assessments to drive short-term instructional planning. Teachers will monitor progress with these data and other data they surface (i.e., exit tickets and interim assessments) in order to inform individual student goals, design flexible small group structures and adjust their lessons to student needs.

KIPP Miami teachers have dedicated time for guided analysis and collaborative planning to respond to this data. KIPP Miami will implement a structured, consistent approach to analysis to ensure data effectively and reliably drives all decision-making.

Partnerships with Families and Students for Goal Setting and Progress Monitoring

KIPP Miami partners with our families in academics, and communicates frequently about student goals and progress. For instance, individual reading goals will be set during a family-student-teacher conferences, and quarterly standards-based report cards and semi-quarterly progress reports will be shared with families. This includes SAT-10 results, MAP reports to show growth toward annual growth goals, F&P reports to show reading acquisition and growth, and regular updates on reading growth as assessed in upper grades on Fountas and Pinnell. Students and families will be able to articulate student goals and what data communicates about progress toward goals to develop a shared ownership for that growth.

Instructional Strategies

Assessment and Data-Driven Decision-Making

At the beginning of every school year, each child's current reading level and target skills will be assessed using the STEP literacy assessments in grades K-3 and/or Fountas and Pinnell in grades 4-5. These data, coupled with SAT-10 results, will serve as the primary means of informing literacy instruction, with reading data from the MAP used to ensure validity and assess approach. Teachers will be supported in tracking literacy data throughout their classes to inform flexible intervention groups and leaders will rely on these data to drive teacher coaching and professional development.

Students who do not meet literacy goals will receive push-in services, small group instruction and separate intervention from an ESE or intervention teacher, preferred seating, modified curriculum, adapted assignments, and additional instructional time. Use of blended learning tools, such as eSpark and Khan Academy, provide another means of individualized literacy practice that aligns with assessment data. Students may also receive tutoring individually and in small groups during the school day and after school.

Balanced Literacy

The ELA approach across all grade levels has its foundation in balanced literacy. Since each teacher submits weekly lesson plans and receives feedback to revise in advance of implementation, every

classroom will consistently utilize the ELA approach with fidelity, to ensure students are exposed to high levels of rigor. All content areas will utilize text, literacy skill-building, and journaling to prioritize the development of strong readers and writers school-wide. All KIPP Miami teachers are considered teachers of reading and writing, and use common approaches to build literacy skills in their content area.

Readers and Writers Workshop

During the Readers and Writers Workshop blocks, the teacher will utilize whole class mini-lessons that include shared reading and shared writing, read-alouds, interactive writing, small group guided reading and writing lessons, and focused independent reading and writing. The Readers and Writers Workshop model provides strategies that are supported by recommended texts to target a specific skill. Students are then guided in practicing that skill with leveled texts. Readers and Writers Workshop supports all learners and was specifically developed to address the best practices of sheltered immersion for ELLs and literacy acquisition and development for struggling students. The approach organizes literacy development into three dimensions: the production of language (listening, watching, and sharing), the understanding of language (sounds and meanings), and the function of language (first words, experiences gained through repeated daily routines, experiences and interaction with others).

Guided Reading

“Guided reading is a teaching approach designed to help individual students learn how to process a variety of increasingly challenging texts with understanding and fluency.” (Fountas & Pinnell, Guided Readers and Writers, 2001). At KIPP Miami, all students participate in a guided reading group for one hour each day in which they are organized into small groups by reading level while receiving coaching to meet them directly in their zone of proximal development during in-class rotations or as part of reading intervention. Guided reading is taught in small groups (1-6 students) and teachers confer and coach students while giving students more opportunities for discussion and feedback. Groups are flexible and change frequently throughout the year, based on ongoing reading assessments. During this small group time, other students are engaged in small groups (sometimes led by a Teacher in Residence) or in independent learning activities.

Vocabulary Development

Research shows that students with greater vocabularies are better readers and more successful learners. Thus, KIPP Miami will incorporate direct vocabulary instruction in literacy and across content areas for all grade levels. The focus on vocabulary goes beyond word walls and building schema through vocabulary as a pre-reading exercise. All classrooms will use the Marzano six-step approach to build students’ vocabulary across content areas:

1. Provide a description, explanation, or example of the new term
2. Ask students to restate the description, explanation, or example in their own words
3. Ask students to construct a picture, pictograph, or symbolic representation of the term
4. Engage students periodically in activities that help them add to their knowledge of the terms in their vocabulary notebooks
5. Periodically ask students to discuss the terms with one another

6. Involve students periodically in games that enable them to play with terms

Differentiated Instruction

KIPP Miami's schools are designed to serve students who enter school significantly below grade level. KIPP Miami welcomes all students, regardless of need, and provides the necessary supports to ensure all students are achieving academically. As outlined above, each student will be baselined upon enrollment using the STEP literacy assessment and the MAP assessment in math, reading, and ELA (aligned to the Florida standards). In upper elementary grades, student reading is assessed with Fountas and Pinnell and MAP is used for reading, ELA, and math, plus science in select grades. These specific assessments have been chosen in large part because of the accuracy and ready availability of data by strand, subgroup, and individual. Frequent data collection and analysis for each student enables staff to ensure that those students who enter below grade level have specific growth areas identified and targeted from the start.

In addition to these assessments, weekly assessments are built into lesson plans and analyzed as part of each teacher's weekly coaching session. The daily intervention block in all grades and flexible groupings used within extended instructional periods all provide robust time for instruction that is differentiated according to each student's needs. Summer programming provides foundational skill spiraling and multiple modalities of essential skills to enrich every student's start. In addition, the common lesson plan format requires teachers to outline how each lesson is differentiated for specific student needs, learning styles, and standards mastery.

A number of the school structures described previously are part of the supports for struggling students in engagement and mastery of the curriculum, which include but are not limited to:

- KIPP Literacy Framework, with literacy emphasized across the curriculum and four annual assessments to guide instruction and interventions
- Flexible, differentiated small groups
- Extended learning time
- MAP test and quarterly benchmark assessments, with use of this data to drive instruction, interventions, and student groupings
- Frequent formal and informal family communication that provides information and strategies for supporting academic growth at home
- Curriculum and instructional strategies that have been demonstrated to affect significant gains for students behind grade level

Because the school will administer academic instruction with a differentiated approach, gifted students and others exceeding standards will also be challenged within the instructional program.

Response to Intervention (Tiered Support)

KIPP Miami will align with the Florida Department of Education's Multi-Tiered System of Supports (MTSS) through a Response to Intervention (RtI) model that provides students who are performing below grade level the interventions they need to master standards. For students unable to meet behavior and

academic goals with the differentiation strategies outlined above, the system of supports at KIPP Miami will be organized into tiers according to the needs of students.

KIPP Miami will establish objective, measurable goals for students each year and at progress checkpoints throughout each year. The frequent, reliable access to data to assess progress toward these checkpoints enables teachers to determine what tier of supports is necessary. The in-class differentiation described above is the first tier of support, and it is implemented across classrooms to meet the needs of varied learners who have different learning styles, foundational skills, and needs. The clear systems, structures, and expectations at KIPP provide the first tier of support for behavior. The second tier of supports is addressed in small, flexibly grouped pull-outs based on assessment data. This daily intervention period ensures time is protected for the second tier of support for those students who need it. This time also enables the school to provide different types of challenges to those students who are already meeting and exceeding goals. Behavioral supports for tier 2 include individualized student behavior plans. Tier three interventions provide small group or one-on-one support through push-in or pull-out models to provide a more micro-level of intensive support for academics and/or behavior. These groups meet at a time that provides additional instructional time, which could occur during an enrichment period, or other time during the instructional day that provides additional time in that content area.

The RtI team for the school will include the school leader, applicable staff from the leadership team, teachers, and any other school site staff member who has been trained in the RtI process. Because all students have allocated intervention time and assessments throughout the year, the RtI team will convene specifically to review individual students and subgroups that have been flagged by teachers or leadership. The team will evaluate and plan adjustments to interventions to ensure the multi-tiered system of supports meets the needs of its students.

The guidance and models for multi-leveled tiers of support and RtI as implemented across Florida schools will be followed at KIPP Miami and facilitated using assessment and data systems, extended instructional time, and a flexible staffing model that allows for small groups of students to work with more intensive support throughout the day. Because the school model is being developed to address the needs of learners who are likely to enter behind grade level, the infrastructure and systems of the school are tailored to the RtI process and do not require supplementation to provide multi-tiered support.

As outlined above, the KIPP approach and specific strategies proposed are research- and practice-proven to support the attainment of state standards for low-income students of color. Teachers and leaders have ongoing access to information about each student's standards mastery because students are assessed on Florida standards using frequent, reliable means during the year. We ensure the effective use of data by implementing weekly professional development sessions and one-on-one coaching, common lesson plan templates, effective curricula and protected time for guided data analysis and planning. Small groups further facilitate learning.

Specific strategies that will support the target population's attainment of state standards include, but are not limited to:

- Extended instructional time (additional minutes in core content areas, longer day/year)
- Data-driven sessions planned around standards mastery and goals for each student
- Robust data tracking system that presents individual, cohort, and subgroup views of standards mastery
- Standards-based report cards
- Weekly individual teacher coaching and guided planning in response to the prior week's assessment data
- Flexible groupings of students during a designated intervention block that provides targeted instruction on specific standards based on quarterly data
- Quarterly benchmarks in all contents areas and NWEA MAP three times annually
- Professional development days to evaluate data and learn strategies to address standards data throughout the year
- Small student to teacher ratios, push-in support, frequent small group and individualized instruction
- Common expectations and practices across classrooms and grade levels
- Inquiry-based investigations and other culturally relevant modalities aligned to the specific population enrolled

Because every student participates in daily extended instructional time in core content areas, as well as a flexibly grouped intervention period to target specific standards from the prior week's assessment, every student has individualized instruction that is planned around that student's standards mastery. In the event a student scores a Level 1 or Level 2 on the FSA ELA or FSA Mathematics, a problem solving process will be used to diagnose the nature of the student's difficulty and determine the appropriate type and intensity of remediation required. Options for students reading below grade level will include enrollment in an elective course such as Intensive Reading or in a content area course in which ELA remediation strategies are incorporated. Students performing below grade level in mathematics may be enrolled in an elective intensive mathematics course or remediation may be integrated into the student's required mathematics course. The Next Generation Sunshine State Standards and Florida standards are the basis of the entire school program and the assessments are designed to assess student growth toward mastery and inform instruction to ensure mastery.

Math Curriculum

We use Eureka curriculum, provided by Great Minds, for Grades K – 8. In Grades 9 – 12, we use Great Minds and Open Up resources, as well as several materials developed by our Teaching & Learning TEAM. We have also made, and continue to make, surgical changes to the K – 8 scope and sequence provided by Great Minds, to align to our state tests and further develop conceptual understanding in early grades.

- If the curriculum is fully developed, summarize curricular choices (e.g. textbooks) by core subject, as provided for in Section 1003.01(14)(a), Florida Statutes, and the rationale for each. Include as Attachment B, a sample course scope and sequence for a core subject for each division (elementary, middle, and high school) the school would serve.

Elementary Schools: Fountas & Pinnell Classroom

[The Fountas & Pinnell Classroom](#) (FPC) is a cohesive approach to teaching reading that continues to integrate rigorous standards-based instruction with grade-level texts, but also treats the process of learning to read as fundamentally tied to encountering text at a range of levels. FPC celebrates students' independent reading and focuses on skills and content that they can apply across multiple kinds of texts. The units that students engage with are thematically aligned, so that they are building strong schema as they create meaning. There is an emphasis on joyful interaction with reading, especially in the Interactive Read-Aloud component of the block.

Two areas that we will veer off course from the FPC approach are in Grades 2 - 4 Close Reading and in the Writing approach. In both of these areas, we want to make sure that we are keeping the rigor bar high, and that students are getting the opportunity to read and write according to the demands of the Common Core Standards. As a result, we will be utilizing Wheatley texts for Close Reading in these grade levels, and in all grade levels we will adapt the writing model so that there is a good balance of response to text writing, writing within the genre, and creative writing.

Middle Schools: Reader's Workshop (with focus on Guided Reading)

We approach Reader's Workshop and Guided Reading from a structural perspective that aligns with our priority: all middle schools should start the day with a Workshop block. This block begins with a Reader's Workshop mini-lesson, and then allows for two Guided Reading rotations to take place while students are independently reading and practicing with mini-lesson skills. This means that more teachers than just ELA teachers may be involved in this time of the day -- either to run the Workshop or to pull Guided Reading groups. One hundred percent of students who are reading below grade level will receive Guided Reading at least twice a week.

Elementary and Middle Schools: Writing Within Genres

We believe that the best way to build our students' capacity to understand author's craft in text is to develop their capacity as writers themselves. This means that our writing model will allow students to experiment as writers with the craft moves and techniques they encounter in their reading. Writing within genres requires students to think through how their moves as writers create impact. Our writing model will help to support the idea of our students falling in love with reading by developing their sense of themselves as both creators and consumers of engaging, meaningful text.

High School: Independent Reading Period for Students on Reading Intervention

We have a structured approach to reading intervention in our high school grades, specifically in Grades 9 and 10. We utilize time during the Composition block for students who are significantly below grade level in reading to receive a structured intervention akin to Guided Reading.

4. [Provide a sample daily schedule and school annual calendar, including the annual number of days and hours of instructional time as Attachment C. \(Note: if approved, the Governing Board will formally adopt an annual calendar\)](#)

As mentioned in Section A, a core part of KIPP's approach is to provide more instructional time. Our school day for K-8 runs from approximately 7:45 to 4 PM, which translates to a total of almost 40 additional 8-hour days of school for most students in grades 2-5 (including orientation and Saturday school), 57.5 additional days for students in K-1, and 35 additional days for students in grades 6-8 (see Attachment C for more details on these numbers).

Sample daily schedules for both K-4 and 5-8 grade levels are also located in Attachment C.

In addition to an extended day, KIPP adds an extra week at the beginning of the school year for new grades entering our schools. This orientation allows for students to acclimate to the school environment and internalize the school's expectations for students, while not taking away from the instructional time during the regular school year.

KIPP also holds Saturday school for K-8 grade students four times per year providing for additional educational experiences beyond the classrooms - ranging from field trips to social justice projects.

KIPP offers a minimum of 186 days of instruction including the four Saturday school days.

A sample calendar for the 2019-20 school year is located in Attachment C. The calendar includes 191 days of instruction, including four Saturday schools.

Section C: Financial Plan

1. Provide as Attachment D, an operating budget covering each year of the 5-year term that contains revenue projections, expenses, and anticipated fund balances. The budget should be based on the projected student enrollment indicated in Section G.

An operating budget for the first five years of the school is attached as Exhibit D. Note that the operating budget assumes multiple campuses for the school, including two district facilities and one private facility.

It is our strong preference to locate all campuses in district facilities, to ensure the school's funds are directed into the classroom, to make the best use of taxpayer-funded facilities, and to continue to share via our partnership with Miami-Dade County Schools. Thus, we assume one district facility will serve students in kindergarten through fourth grades and the second will serve students in fifth through eighth grades. Recognizing that may not be possible for all students in the Schools of Hope, we assume there will be one private facility, serving students in kindergarten through 12 grades. Our revenue model assumes capital outlay dollars will be utilized for the K-12 facility. If necessary and required by the state for the flow of capital outlay dollars, we will secure a separate MSID number from the one associated with the campuses located in district facilities. Until such time that we have an actual private facility, the financial projections blend the revenue and expense assumptions for multiple campuses.

2. Describe who will manage the school's finances and how the school will ensure strong internal controls over financial management and compliance with applicable financial reporting requirements.

Financial management and oversight of KIPP Miami will be shared among the KIPP Miami governing board, KIPP Miami management team, and KIPP New Jersey as Charter Management Organization (CMO). The efficacy of these three levels is further guaranteed by third-party annual audits and the ongoing oversight of the KIPP Foundation, who evaluates the school's organizational and fiscal health as part of its annual evaluation.

By establishing these levels of operational and fiscal management, the school ensures that best practices to safeguard funds and maintain fiscal health are implemented. The positions with primary responsibility for KIPP Miami's finances will be the KIPP Miami governing board, the KIPP Miami Executive Director and Managing Director of Operations, and the KIPP New Jersey (CMO) finance department. Although the school leader and school operations leader have authority to initiate some small purchases and will participate in the crafting of the annual budget, they are relieved of the day-to-day responsibilities of fiscal oversight to focus on the academic program of the school. The CMO will provide comprehensive back office services to allow the KIPP Miami leadership team to focus primarily on academics.

Specifically, KIPP New Jersey as CMO is primarily responsible for long-term financial modeling; supporting the management team with annual budgeting and budget management; providing accounting, purchasing, accounts payable, and accounts receivable services; financial reporting; and development of internal controls.

Internal Controls

KIPP Miami's governing board is ultimately accountable for stewardship of public funds and oversight of the fiscal solvency of the School of Hope. KIPP Miami is committed to administering public funds with utmost integrity. All employees will be expected to comply with all relevant federal and state laws, as well as the guidelines and directives appropriate to their particular position. Intentional violation of such laws will subject violators to corrective action, including the possibility of termination of employment.

Rigorous internal control policies and accountability procedures implemented both at the school site and at the KIPP Miami organization, and appropriate segregation of duties will be followed to safeguard the administration of all funds. The internal controls will be in line with all state requirements.

Examples of internal control policies that will be in place are:

- Student and employee records
- Payroll
- Process for financial reporting
- Deposits and writing checks
- Capital acquisition
- Segregation of responsibility
- Risk management

A clear accounting of the source and use of all public dollars will be administered that will allow the

proper authority, be it state or federal, to ascertain how its funds were utilized in the operation of the school.

3. Explain the mechanisms the governing board will use to monitor the school's financial health and compliance.

The executive director of KIPP Miami will submit an annual budget for the School of Hope to the board of KIPP Miami during the spring of each year. The organization's annual fiscal period runs from July 1 through June 30. The KIPP Miami governing board must approve the annual budget by June 30 of each fiscal year.

KIPP Miami's board will exercise financial oversight and ensure effective management and compliance through these practices:

- Reviewing monthly and/or quarterly budget-to-actual-to-projections and discuss variances and management actions to manage budget to goals
- Reviewing monthly/quarterly financial reports at full board meetings
- Reviewing draft and approving final Annual Plan & Budget
- Approving financial model, business plan and long-range financial sustainability plan
- Approving annual audited financial statement; provides oversight over required policies and controls. Hold annual meeting with independent auditors to review audit findings prior to recommending for approval to full board.
- Approving new bank accounts, debt and other new financial commitments
- Approving fiscal policies
- Reviewing and approving major real estate and facilities agreements and commitments
- Reviewing annual and multi-year fundraising plans

4. Describe the school's plans and procedures for conducting an annual audit of the financial operations of the school, pursuant to s. 218.39, F.S.

Pursuant to s. 218.391, F.S., the governing board will establish an RFP process for selecting an auditor to conduct the annual audit. The RFP will include such factors as the ability of personnel, experience, and the ability to furnish the required services in a timely matter. The RFP process will be publicly announced to multiple firms, especially firms familiar with charter school accounting. After the set deadline, the proposal will be reviewed by the ad-hoc audit committee and the audit firm will be selected by the governing board. The board and executive director will oversee the process and the audit will be conducted in accordance with the applicable GAAP provisions, and will verify the accuracy of KIPP Miami's financial statements, attendance and enrollment accounting practices, and internal controls. KIPP Miami will provide any information necessary for the auditor to complete the audit for the fiscal year.

5. Describe the method by which accounting records will be maintained.

KIPP Miami will record and provide accounting records according to the procedures prescribed in the most recent publication of Financial and Program Cost Accounting and Reporting for Florida Schools, specifically Generally Accepted Accounting Principles.

We will expect that the third-party service provider will use an industry standard accounting package which is able to be configured to operate in alignment with the Redbook standards. We will ask the provider to outline the procedural safeguards in place to ensure records will be stored and backed up properly for safe keeping. Copies of all invoices and checks will be maintained electronically.

In addition to the financial records, the school will be diligent about ensuring all paperwork is completed and stored properly. The managing director of operations will ensure that all contracts, warranty, purchasing documentations, and business records are appropriately stored. Inventory records will be maintained and capitalized items will be tagged and added to the capitalized inventory list when received.

6. Describe how the school will ensure financial transparency to the public, including its plans for public adoption of its budget and public dissemination of its annual audit and financial report.

The School will begin its annual budgeting process three months prior to each school year, including regular revisions and maintenance of a long-term financial model. As per Section 1002.33(9)(h), F.S, budgets will be provided to the MDCPS Charter Office upon approval by the school's board of trustees. The school will be preparing and filing the IRS Form 990 on an annual basis, ensuring that the public is able to review financial records, including donations, statement of expenditures and highly compensated employees. Pursuant to Section 1002.33(9)(p), F.S., the school will maintain the budget on its website.

Monthly and quarterly (unaudited) financial statements are prepared and submitted to the Sponsor, as well as to the school's governing board, for review and approval and its compliance. Budgets are also prepared and presented to the governing board for review and approval at regularly scheduled board meetings. Upon adoption, the budget is posted to the school's website. In addition, annual budgets are submitted to the Sponsor. Annual Audited Financial Statements are presented to the governing board upon completion, and submitted to the sponsor and auditor general per reporting requirements.

Section D: Goals and Objectives for increasing student achievement for the students from low-income families

1. Describe the expected incoming baseline of student academic achievement of students from low-income families who will enroll in the school. Based upon the expected incoming baseline performance, describe the school's goals for academic growth and improvement that students are expected to show each year and the rationale for those goals.

Based upon current demographics of the Liberty City community and a 5-mile radius surrounding the PLP, KIPP Miami anticipates that 90% or more of its families will be eligible for free or reduced priced lunch,

with a majority eligible for free lunch. KIPP Miami's charter school currently operating in Liberty City--KIPP Sunrise Academy--educates 171 students, 90% of whom are eligible for free and 7% are eligible for reduced price lunch. We anticipate similar numbers for the School of Hope.

KIPP Miami will assess all new students' baseline academic performance at the beginning of each academic year using MAP and will set growth goals for cohorts of students. KIPP Sunrise Academy students' overall baseline MAP performance was 49% of kindergartners reading at grade level, and 23% of first graders. We also found that 41% of kindergartners and 34% of first graders are at grade level in math.

Currently, students in the nearest schools to the PLP are scoring beneath the district average in both proficiency and learning gains across all grade levels, by over 20 points in ELA and 15 points in math. Our goal is for our students to outperform the nearest community schools in their first year in each grade that is tested in both ELA and math, in both absolute proficiency and learning gains. In subsequent years, students will continue to outperform these schools in each subject in proficiency, and achieve learning gains each year. Our ultimate goal for each cohort of students who start with us in Kindergarten is to outperform the state and the district by the time they reach 10th grade.

We will set specific performance targets for each grade and subject in the manner and timelines prescribed by the state's performance-based contract model. We will receive performance data on our incoming students in tested grade levels from the district by September 15 of each school year. KIPP Miami will then propose academic targets for our first year of operation by October 15, 2019 and have 30 days to work with MDCPS to reach agreement on those targets. For non-testing grades, those targets will include MAP performance growth for over the course of the year. By October 15 of our second year, we will propose specific learning targets for each grade level and tested subjects over the remaining four years of the contract term and will work with MDCPS to agree on the remaining targets within 30 days—as set forth in the performance based contract model.

KIPP Miami will demonstrate increased academic achievement by meeting or exceeding the following performance metrics for students in year one of the School of Hope; once we get data we'll set targets for years 2 through 5:

Grades K-3

Goal: For the 2019-20 school year, the average growth of students in grades K-3 will meet or exceed the national average for all students on the MAP.

Grades 4-6

Goal: For the 2019-20 school year, the percentage of KIPP Miami students who score a level 3 or above on the Florida Standards Assessment English Language Arts and Mathematics assessments will exceed the percentage of students in district-managed neighborhood schools in the same grade span by at least 3 percentage points.

Goal: For the 2019-20 school year, the percentage of KIPP Miami students who make a learning gain on the Florida Standards Assessment English Language Arts and Mathematics assessments will exceed the

percentage of students in district-managed neighborhood schools in the same grade span by at least 5 percentage points.

2. Describe how the school's academic goals and objectives for improving student learning will be revised if the actual incoming baseline is substantially different than the expected baseline. Describe how success will be evaluated, and the desired overall results to be attained through instruction.

Using the assessments described above in greater detail, KIPP Miami will determine, evaluate and revise annual goals by subgroup and cohort that are based on those groups' average baseline data. The leadership team will work with teachers to monitor growth by student, subgroup, cohort, classroom, and grade level, and will monitor school-wide growth across all grade levels and content areas. Formative and interim assessment data will be regularly assessed to inform instruction and intervention and ensure all students are on-track to meet the aggressive annual goals. Progress monitoring, especially for students performing in the bottom 25%, will be watched closely to ensure students are making appropriate gains.

3. Describe any mission-specific educational goals and targets for the school not captured by state accountability requirements. State goals clearly in terms of the measures or assessments the school plans to use.

KIPP Miami will measure its ultimate success based on the number of students who enroll in and graduate from college. Our KIPP Through College team works with KIPPsters to assist with college placement and persistence. Our college completion goal is informed by KIPP national's goal, which is that 40% of our students graduate from college within six years, which is four times the national average for low-income students and also above the national average.

In the near term, KIPP Miami will also evaluate its performance on these other important metrics which we believe contribute to overall school health:

- 90%+ student retention year to year
- 93%+ average daily attendance year to year
- 100% students graduate from high school (once KIPP Miami enrolls high school students)
- 95% of students receive college acceptances
- 90%+ of graduating students matriculate to college

Section E: Community Outreach

1. Explain what steps, if any, have been taken to engage with parents and community leaders to help the Hope Operator to understand the unique strengths and challenges of the students.

KIPP Miami has built a coalition of support among Liberty City stakeholders and partnered with the Urban League of Greater Miami to open Sunrise Academy. The KIPP Miami team has also engaged with families and community leaders in Liberty City.

For instance, one of our school leaders volunteered with Liberty City's Miami Children's Initiative in the summer of 2017, coaching their leader teachers and supporting in the development of student systems

for the summer program. The KIPP Miami team meets regularly with T. Willard Fair and the Urban League's "We Rise" Initiative to collaborate on community outreach and student recruitment efforts. In addition, we have a relationship with PS 305, the parent advocacy organization which works with families in the Liberty City community.

Through our student recruitment efforts in 2018, led by our Director of Student Enrollment and Community Engagement, we began to build strong relationships with a number of pre-schools in the area and have been invited to attend the Early Learning Coalition meetings and the Liberty City Coalition meetings. We have also established a strong relationship with Miami Dade County Head Start and are now an active participant in the Head Start school readiness task force. Additionally, we have also been building a number of strong relationships with some local community centers with which we partnered to host family events on our behalf including Talcolcy Center, Liberty Square Community Center, North Park at Scott Carver, Shuler Manor, and Lotus House, a local shelter for homeless families.

KIPP Miami is continuing to establish relationships with other community stakeholders, including the Brownsville Neighborhood Association and other community organizations that work with students in the Brownsville community, such as Girl Power and 100 Black Men.

KIPP Miami and MDCPS partnered to open KIPP Miami's charter school, KIPP Sunrise Academy, at Poinciana Park elementary. Through this partnership, we have made facilities improvement across the campus, shared professional development, and shared student events. As part of our larger partnership compact, MDCPS is one of three districts participating in KIPP's KIPP through College district partnership. College Assistance Program Advisors (CAP Advisors) from Miami Jackson Senior High School and Miami Springs Senior High School participated in summer training alongside our KIPP Through College Advisors from across the country. Our KIPP Through College Team is meeting with the advisors and students on a monthly basis to provide ongoing support on the tools and strategies learned, and providing in-person and virtual coaching to CAP Advisors. In the fall, the KIPP and MDCPS teams coordinated a college visit to the University of Miami for seniors from both schools, to introduce MDCPS students to a college campus and for college admissions personnel to provide insight on the college application process. We aim to continue this partnership with Miami Jackson and Miami Springs next school year. The cost of the programming is covered for MDCPS by private donors to KIPP Foundation.

Leadership development is another theme of our partnership compact. Through this, we hosted three Assistant Principals from the district at our KIPP School Leadership Programming this past summer, which is the same training that all of our aspiring KIPP school leaders attend. Tuition was reduced to KIPP's cost, in recognition of our partnership. In addition, MDCPS is also in its second consecutive year of participating in the KIPP Leadership Design Fellowship, in which MDCPS sends pairs of senior district staff leaders to three intensive training sessions on leadership development practices, where they are joined by +40 leaders from other districts from across the country and some charter organizations. KIPP covers the cost of tuition and all travel in this fellowship through a private donor to KIPP Foundation; thus, it is free of cost to MDCPS.

As part of this Schools of Hope Notice of Intent, KIPP Miami commits to pursuing additional resources to expand its College Match support with MDCPS, which will provide additional professional development and training to college counselors at additional high schools beyond the two with which we are currently engaged.

Finally, we complete home visits for all of our newly registered families prior to the start of the school year. These home visits provide us with an opportunity to learn more about our families and students, and include sharing information, collecting a written vision statement for each guardian's hopes and dream for their child, answering any questions, and administering a short assessment to better understand the child's strengths and learning needs.

2. Explain upcoming and ongoing community outreach efforts.

We have been building relationships in Miami and with community leaders in Liberty City specifically for several years, and have begun deepening our work in the neighborhood. Over time, we hope to become an integral part of the Liberty City community.

As mentioned, we are partnering with T. Willard Fair and the Urban League of Greater Miami's We Rise initiative to lift the outcomes of schools via community and family involvement. Our team members work hand-in-hand with the Urban League on community outreach.

On a monthly basis, we sponsor a Community Partner Breakfast in which we invite community organizations and community leaders to come join us for breakfast and an informational session about our schools. Following that, participants join us on a school tour and observe classrooms at KIPP Sunrise Academy, to gain exposure to the education and character work happening at our school.

Additionally, at KIPP Sunrise Academy we believe our students also should be learning from the community. With that in mind, we hosted a "Kings Mentor Kings Day"--in which male role models from each of our student's families and more male role models from the community were invited to come to the school and share wisdom with our male students. We then hosted a similar event for our female students in January, "Queens Mentor Queens Day," where female students had the opportunity to learn from female role models from families and the community.

This fall, we hosted an event open to all children in Liberty City, to provide free haircuts to help children go back to school looking their best. We hosted this event in partnership with a local barbershop, and look forward to continuing to find ways to support all students in the neighborhood.

We prioritize meeting community leaders and stakeholders including churches, neighborhood organizations, community centers, preschools and youth programs as we get to know more and more people in the community, and look for ways in which our team and our students can learn from and become part of the fabric of Liberty City.

As a participant in the Miami Dade County Head Start school readiness task force we are now partnering with several Liberty City Head Start programs to plan and strategize ways to support families and children in ways to support their transition to kindergarten. This includes shared professional development, teacher roundtable discussions, data sharing, and suggested summer transition work.

3. Describe how the Hope Operator will recruit students from the persistently low-performing school(s) within the vicinity and ensure that families understand the process for enrolling in the proposed School of Hope. The description should include a projected timeline that includes the major milestones or activities related to recruitment activities.

KIPP Miami's School of Hope will serve at a minimum of 5th and 6th grade in 2019-20 and at a maximum Kindergarten through 6th grade, with enrollment ranging between 224 and 784 students. Our goal is to serve 112 students in each grade level in the first year of operation.

KIPP Miami has a track record of recruiting students for its first charter school KIPP Sunrise Academy--enrolling 171 students in the first year of operating--and the student recruitment plan outlined below is based on the strategies that were most successful in building awareness about the school to students and families in Liberty City. Our plan relies on the partnerships we have established with key stakeholders in the community, as described above, with whom we continue to nurture and develop relationships. It also includes a robust social media plan, door-to-door canvassing, mailers, billboards, bus stop ads, hosting information sessions at local preschools, and canvassing at grocery stores and other commercial centers (flea markets, strip malls, laundromats, etc.).

Students who currently attend the PLP will be given an enrollment preference as provided for in the Schools of Hope legislation and to the extent allowed by terms of US DOE's Charter School Program (CSP) grants, while receiving such grants.

Our student recruitment project plan is below.

Category	Event	Additional Actions	October	November	December	January	February	March	April	May	June	July	August
Student Enrollment	Lottery						2/18			5/27		7/15	
		Welcome calls											
		Welcome meeting											
		Home visits											
		Family Newsletter											
	Registration							3/11-3/22			6/17-6/28		
	Family Engagement Event												Back to School Night
Student Recruitment	Intent to Return Survey												
	Community Partner Breakfast Series		23-Oct	13-Nov	18-Dec	15-Jan	11-Feb						
	Open House at Sunrise			19-Nov	17-Dec	14-Jan	11-Feb						
	Church and Youth Group		2 meetings / month										
	After School Programs		2 meetings/ month										
	Pre-school Meetings/ Marketing		2 meetings / month										
	Canvassing												
		Business											
		Supermarket		11/15 - 11/21	12/17 - 12/21								
		Door to door			event related + general								
	Events												
		Pre-school visits to Sunrise			12/10 - 12/14								
		Barber Shop Event											
		Community kick ball game/ BBQ											
		Housing Project Open House				2/ month							
Marketing	Other												
		Ian's Engagement Initiatives											
		Foster Care	10/27										
		Direct Mailers											
		FB Leads											
		TV Ads											
		Community Campaign											
		Signs											
		Student Recruitment Newsletter											

- Describe the strategies the school will employ to involve parents in their children's education and the expectations related to parental involvement. Describe what steps will be taken to ensure that these expectations do not pose a barrier to access for any family seeking

enrollment.

We know that parents are our students' first teachers and believe that parent involvement and communication is critical. This is why each student's experience with KIPP starts with a home visit.

During the home visit, a school staff member (teacher, leader, etc.) shares our Commitment to Excellence, which includes the expectations we hold for our teachers, for our families, and for our students. In this document we communicate the following expectations for parental involvement:

- We will make sure our child arrives at KIPP every day by 7:45 AM (Mon. - Fri.), remain at KIPP until 4:00 PM (Mon. - Fri.) and 1:30 PM on Wednesdays
- We will come and accompany our students at KIPP on appropriate Saturday Schools throughout the year.
- We will ensure that our child attends every day of the extended school year, which begins on August ____ and ends on June ____ [this will fluctuate year to year].
- We will always help our child in the best way we know how and we will do whatever it takes for him/her to learn. This also means that we will check our child's homework every night, let him/her call the teacher if there is a problem with the homework, try to read with him/her every night, and limit the amount of time spent watching television, playing video games, and on social networking sites to no more than 1 hour per day.
- We will always make ourselves available to our children, their teachers, and the school by doing the following: signing and returning daily and weekly reports, carefully reading all forms that are sent home to us, and attending parent-teacher conferences and administrative meetings.
- We will call the school when our child is going to be absent or late, and when possible, we will avoid making appointments that cause our child to miss instructional time.
- We will make sure our child comes to school every day with the materials they need to succeed. (pens, pencils, paper...).
- We will allow our child to go on KIPP field trips.
- We will make sure our child follows the KIPP dress code.
- We will work with the school to follow up on any behavioral or academic issues. We will hold our student responsible for poor choices in behavior or academic engagement.

If parents ever express a concern about an expectation, we work with them to find a solution. We do not ever allow these expectations to pose a barrier to entry for a family. Additionally we share with families the expectations to which we hold students and staff. One expectation of staff is that we are always available by phone or email. Once families know their student's teacher, they will receive that teachers email and cell phone so that they can contact them directly.

We also use an app called Classroom Dojo. This app give families updates throughout the school day on what their child is doing in class and how they are performing. Teachers can also post messages to all the classroom families there.

We ask that families join their students to attend four Saturday school sessions each year, during which we provide programming for families. Often this programming includes instructional strategies for reinforcing their child's work and learning at home. Other times it might include access to social, health or legal services in which families have expressed interest. We will have quarterly report card nights, during which families meet with their child's teacher to learn more about how their student is progressing. We

also host quarterly report card conferences over two afternoons and evenings to ensure a schedule that works for families.

Additional family programs include a Back to School Barbecue, Back to School Night, Multicultural Celebrations and student performances. We are also hosting a series of parent advocacy and leadership training monthly on Saturdays in partnership with PS 305. Through the leadership of our parents, we look to establish a KIPP Miami Family Association.

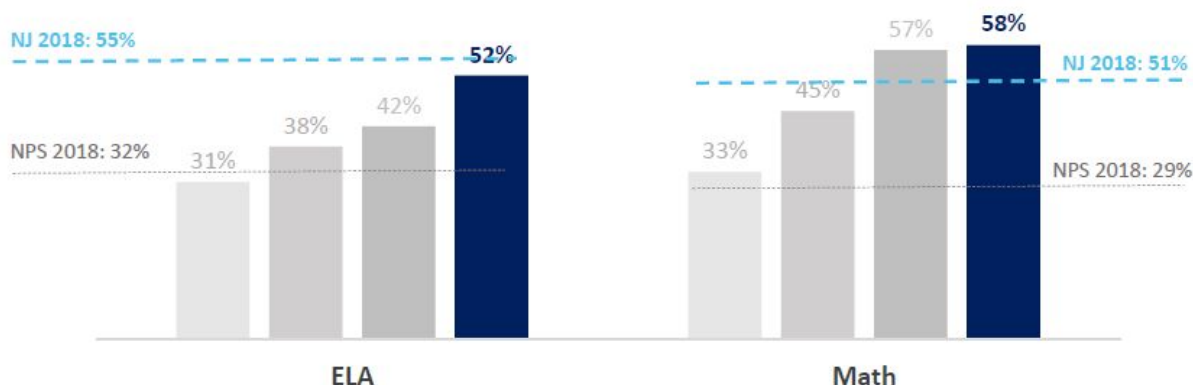
Our mission at KIPP Miami is to serve the students who need us most. Our actions for ensuring that families do not have barriers in enrolling their children include our efforts to canvas and share information about the school with all members of the Liberty City Community. In cases when parent phone numbers are not working, we go to their homes to ensure that they can complete the enrollment process. If families are unable to attend our registration events at the school, we will bring paperwork to the family's home to facilitate the enrollment process. We also make efforts to visit and recruit families living in shelters, and other challenging circumstances.

Section F: Organizational History of Success

1. Describe your organization's history, philosophy, and approach to education.

KIPP New Jersey has a proven track record of success operating 11 schools in New Jersey. KIPP New Jersey's Newark schools consistently outpace the entire Newark Public Schools district average, and on the most recent PARCC administration (2017-18), out-performed the district by 12 percentage points. See charts below for KIPP New Jersey's Newark region's elementary and middle schools' performance on the PARCC compared to the state and the district.

Newark Elementary Proficiency: Overall

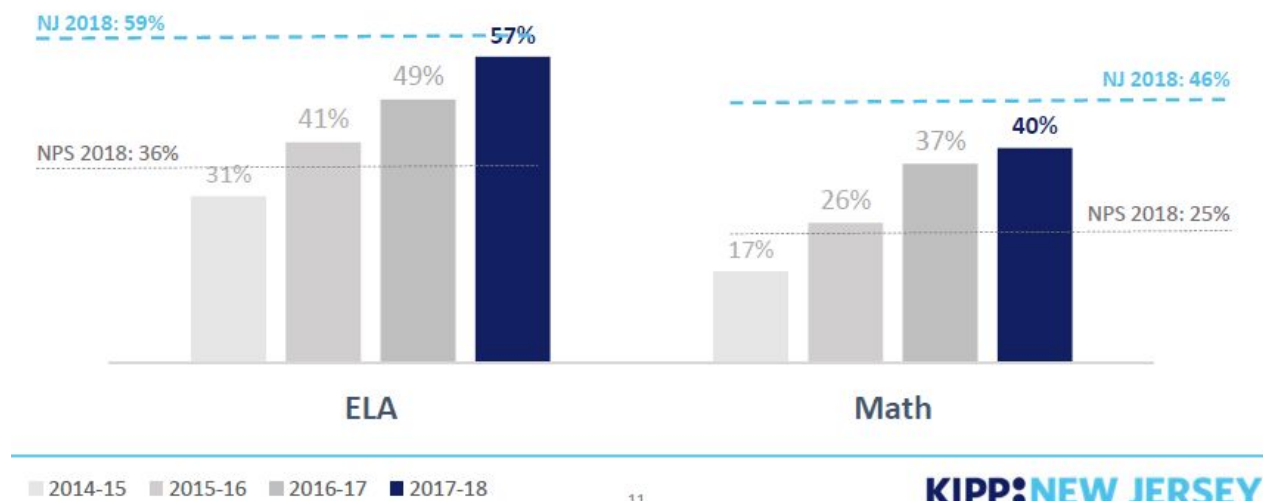


■ 2014-15 ■ 2015-16 ■ 2016-17 ■ 2017-18

10

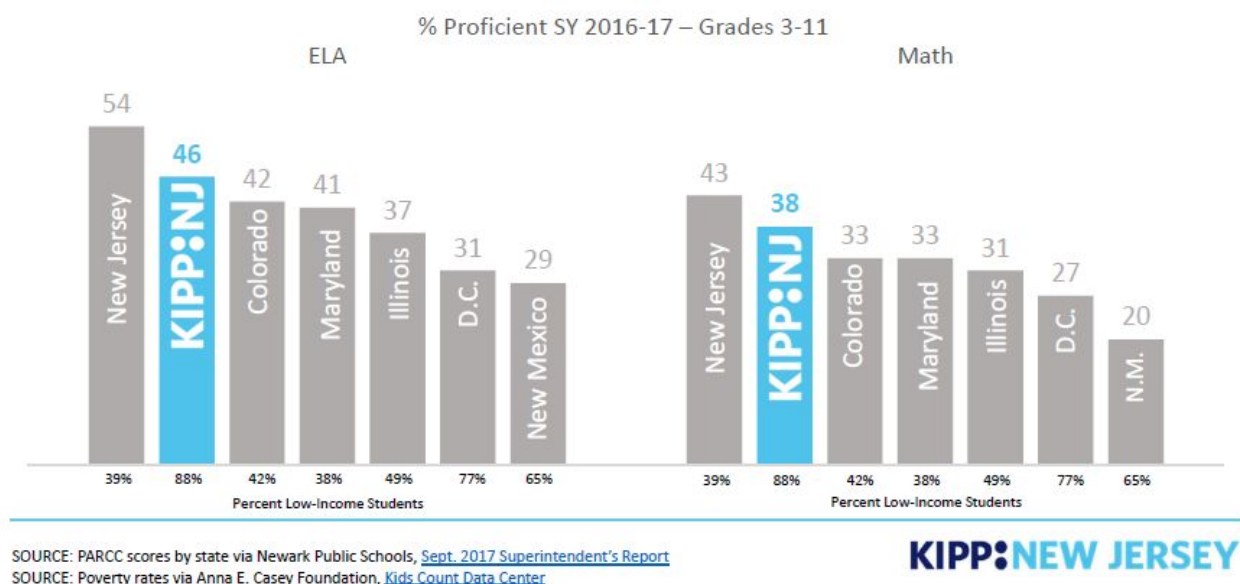
KIPP:NEW JERSEY

Newark Middle Schools Proficiency: Overall



And KIPP New Jersey is outperforming all other states' scores on the PARCC.

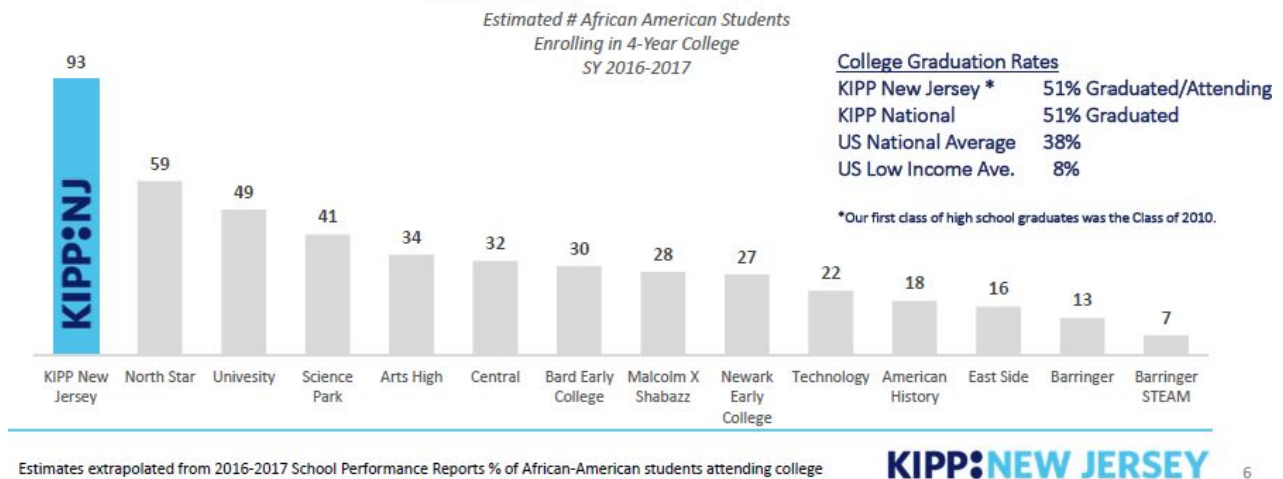
KIPP NJ Out-Performing All Other PARCC States



Furthermore, KIPP New Jersey has sent more African American students to four-year colleges than any other Newark high school for the past two years. See chart below.

KIPP NJ #1 in College-Going in Newark

TEAM sends more African American students to 4-year college
than any other Newark High School



KIPP National

In addition to KIPP New Jersey's rack record, The Knowledge is Power Program (KIPP), is a national nonprofit network of 220 high-performing schools enrolling nearly 80,000 students in 20 states and the District of Columbia. This national network includes:

- **31 KIPP regions**, which are 501c3 organizations governed by a local board and led by a local executive director. KIPP regions oversee the schools in their community and manage external relationships, including fundraising
- **220 schools** within these regions. In each KIPP school, the school leader (principal) is the instructional leader who is responsible for student achievement, staff development, student and staff culture, and family relationships
- **KIPP Foundation**, the national non-profit entity that provides ongoing support services and resources for KIPP regions and schools, such as professional development for leaders and teachers; tools and resources for academics, character, finance and operations, facilities, community engagement, etc.; and financial resources

The KIPP approach is based on five key elements, which are used as the foundation for all KIPP schools nationwide:

1. **High Expectations.** KIPP schools have clearly defined and measurable high expectations for all students, which prepares them for success. Students, parents, teachers, and staff create and reinforce a culture of achievement through robust supports that ensure every KIPP student will succeed.
2. **Choice and Commitment.** The team and family of each KIPP school is comprised of students, parents, and educators who choose to participate in the program. All members of the team

and family make a commitment to one another to put in the time and effort required to achieve success.

3. **More Time.** There are no shortcuts when it comes to success, and an extended school day, week, and year, have been consistent hallmarks of the KIPP approach. Not only does this additional time enable students to acquire the academic knowledge and skills that will prepare them for competitive high schools and colleges, it also builds the collective spirit of the team and family crucial to facilitate every student's success.
 4. **Power to Lead.** The school leaders (principals) of KIPP schools are effective academic and organizational leaders who are carefully vetted and trained. They have autonomy with staff decisions to ensure each school can leverage that leader's expertise and address the unique needs of the community served.
 5. **Focus on Results.** KIPP schools relentlessly focus on high student performance on standardized tests and other objective measures, to support students to achieve a level of academic performance that will enable them to succeed in college and in life.
2. Provide a narrative description of your organization's success in providing a high-quality education to low-income students and students with similar demographics to the students in the persistently low- performing public school identified on the cover sheet and Attachment A, if applicable.

Research Base for KIPP Approach

National Track Record

Nationally, 220 KIPP schools serve nearly 80,000 students in grades K-12. 57 percent identify as African American, 39 percent identify as Latino, 10 percent qualify for special education services, 17 percent are eligible for English Language Learner services, and 88 percent are eligible for free/reduced lunch. KIPP Miami will leverage the network's tools and strategies, intending to replicate KIPP's proven track record of gap-closing student performance and operational sustainability and efficacy.

- 94% of KIPP alumni graduate from high school and 81% matriculate to college¹. (By comparison, estimates of postsecondary attainment for low-income students of color are as low as 26% for Latino males and 31% for African American males)².
- 44% of students who completed eighth grade at a KIPP middle school ten or more years ago have graduated from a four-year college. This is a higher college completion rate than the average of all students across all income levels nationwide (29%)³, and more than four times the rate for comparable students from low-income communities across the country (8%)⁴.
- KIPP students across the country are outperforming local and state averages and their more affluent peers across the country in 2015-2016.
- By the end of 8th grade, 66% of KIPP classes outperform their national peers in reading and 74% do so in math (as measured by regional standardized assessments).
- Across all grade levels and subject areas, the majority of KIPP students outperform the national average annual growth on the NWEA MAP.

¹ <http://www.kipp.org/results/national-results>

² <http://nces.ed.gov/pubs2012/2012046>. Obtained June 9, 2013

³ <http://www.census.gov/programs-surveys/cps.html>

⁴ Tom Mortenson, "Unequal Family Income and Unequal Higher Education Opportunity 1970 to 2013." Published September 2014.

- The KIPP high school graduation average is 3 percentage points higher than the national average for all Americans and 21 percentage points higher than the national average for low-income students.
- Nationwide, as of 2015, 89% of students stayed at a KIPP school from year to year or completed the highest grade at their school.

KIPP Elementary Schools

The KIPP network includes 80 elementary schools, with the first school founded in 2004. KIPP Miami school leaders will work closely with leaders at the highest-performing elementary schools in KIPP's network to identify and implement their effective strategies to replicate their results. The curricula being adopted at KIPP Miami, approach to balanced literacy, intervention structure, and teaching fellow model for the elementary grades are already being used in KIPP elementary schools that serve a similar demographic.

KIPP elementary schools' results include:

- KIPP Comienza Community Prep in Los Angeles, where 91% of students are eligible for free or reduced price meals, ranks as the highest performing elementary school in the state of California serving a majority of low-income students.
- In 2015, the U.S. Department of Education named KIPP Raíces in Los Angeles a National Blue Ribbon School, the only public school within Los Angeles Unified School District to receive this distinction.
- KIPP DC Promise Academy in Washington, D.C. is an elementary school where 99% of students are African-American and 13% receive special education services. In 2014-15, Promise Academy third grade students boasted the fifth highest math scores in the state on the PARCC exam
- Mathematica has found that "KIPP elementary schools have positive, statistically significant, and educationally meaningful impacts on three of four measures of students' reading and mathematics skills"
- All KIPP elementary schools throughout the nation boast lower than average attrition rates, with student mobility as low as 2% as some sites.

3. Provide copies or links to any independent studies or research that examined the impact of the charter schools operated by your organization.

Mathematica Policy Research's third report on KIPP schools⁵ was published in 2015. In their rigorous, multi-year research on KIPP, Mathematica has found that:

- Academic gains at many KIPP schools are large enough to substantially reduce race and income-based achievement gaps.
- Average KIPP impacts on a nationally normed test of higher-order thinking skills were similar to impacts on high-stakes state tests, showing that KIPP's academic results are not due to "teaching to the test".
- KIPP does not attract more capable students (as compared to neighboring public schools), nor can parent motivation explain KIPP's gains.

⁵http://www.kipp.org/files/dmfile/KIPP_Middle_Schools_Impact_on_Achievement_and_Other_Outcomes1.pdf

- KIPP elementary schools have positive, statistically significant, and educationally meaningful impacts on three of four measures of reading and mathematics skills.
- KIPP middle schools have positive, statistically significant, and educationally meaningful impacts on student achievement in math, reading, science, and social studies. KIPP middle schools maintained positive impacts over a 10-year period, even as the KIPP network more than tripled in size.
- KIPP high schools have positive, statistically significant, and educationally meaningful impacts on achievement for high school students new to the KIPP network.
- KIPP Miami will be leveraging the experience, support, and resources of a nationwide network of schools that have achieved these results with a similar student population in similar communities.

Numerous other studies have assessed the impacts of KIPP programs:

- 2017: Stanford University's Center for Research on Education Outcomes (CREDO) study utilizes student-level data from 25 states and Washington D.C. to determine the average rate of math and reading growth for 240 Charter Management Organizations (CMOs) and 54 Vendor Operated School Networks (VOS Networks) between 2012-13 and 2014-15. That study found that KIPP schools produced student learning gains that were the equivalent of 57 additional days of learning in Math, and 46 additional days of learning in Reading.⁶
- 2018: The US Department of Education's What Works Clearinghouse published a meta-analysis of approximately 13 different studies on the effectiveness of KIPP's programs. This meta-analysis showed that KIPP had positive effects on mathematics achievement and English language arts achievement, and potentially positive effects on science achievement and social studies achievement for middle and high school students.⁷

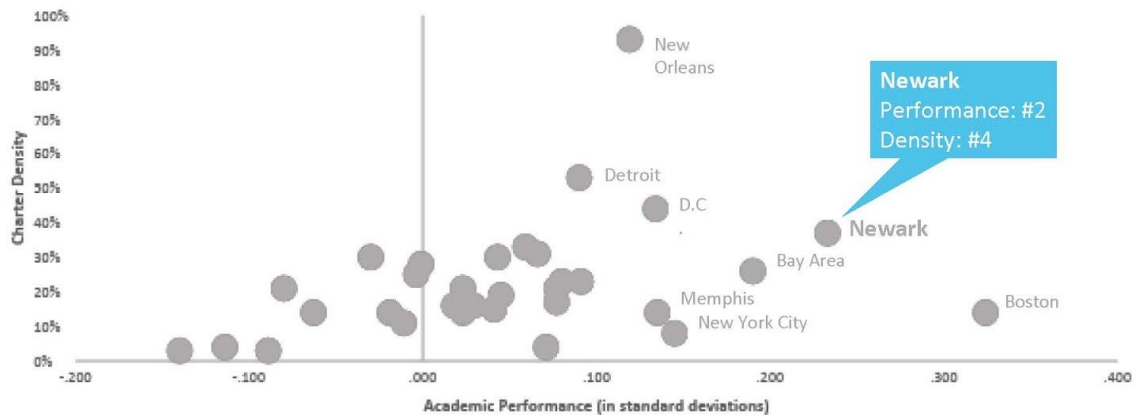
In Newark, New Jersey, KIPP New Jersey has contributed to the incredible gains the city of Newark has made over the last 10 years. See a few slides below on the improved performance of Newark public school children, which in large part was a result of the growth of high performing charter networks in Newark including KIPP and Uncommon Schools (North Star).

⁶ Available at <https://credo.stanford.edu/pdfs/CMO%20FINAL.pdf>

⁷ Available at https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_kipp_012318.pdf

Newark Has Grown to Become One of the Best Charter Sectors in America

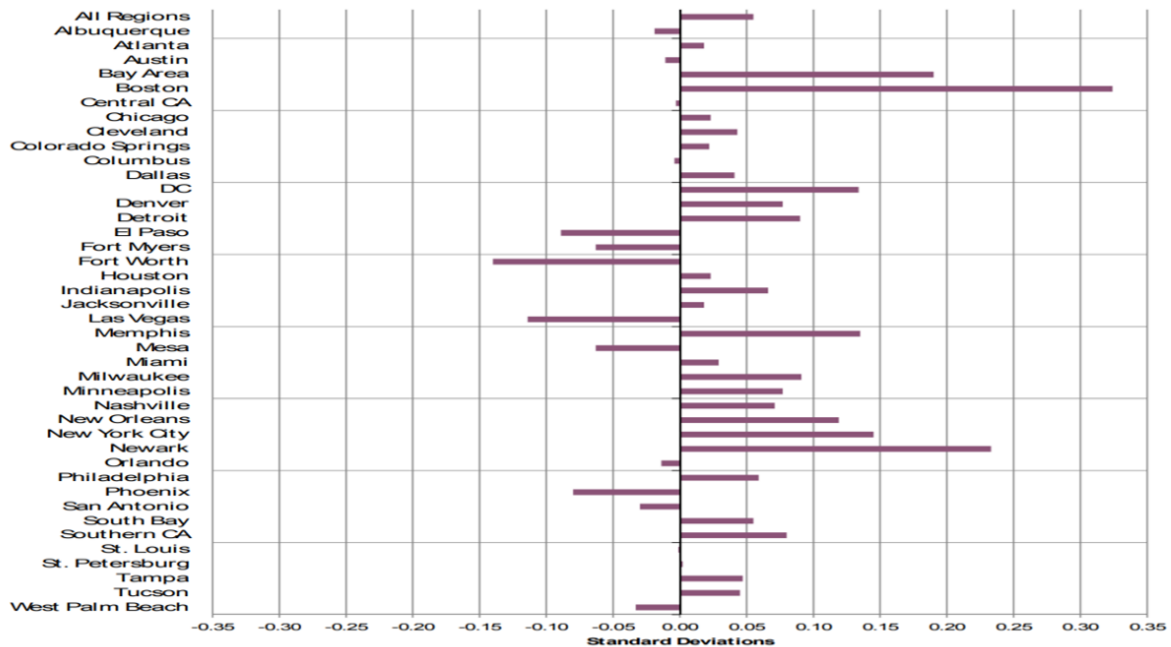
No other city was in the top 5 in both quality & scale in Stanford study



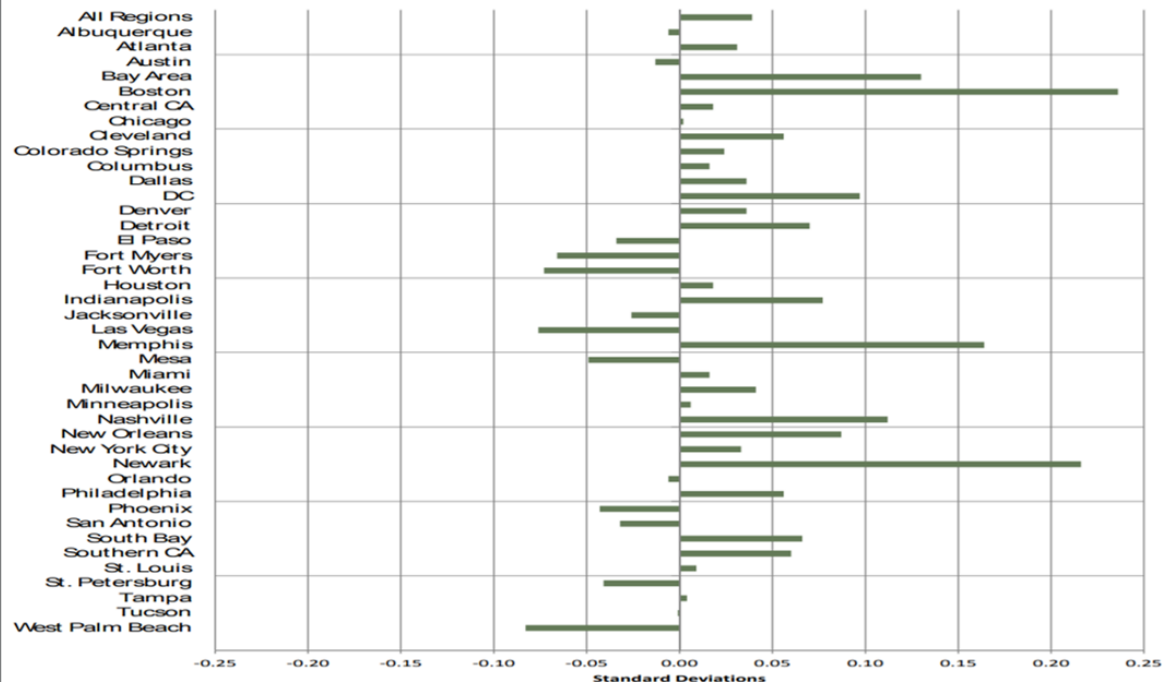
3 SOURCE: CREDO Urban Charter School Study (2015)
SOURCE: Density estimates via NAPCS America's Largest Charter School Communities (2015)

KIPP:NEW JERSEY

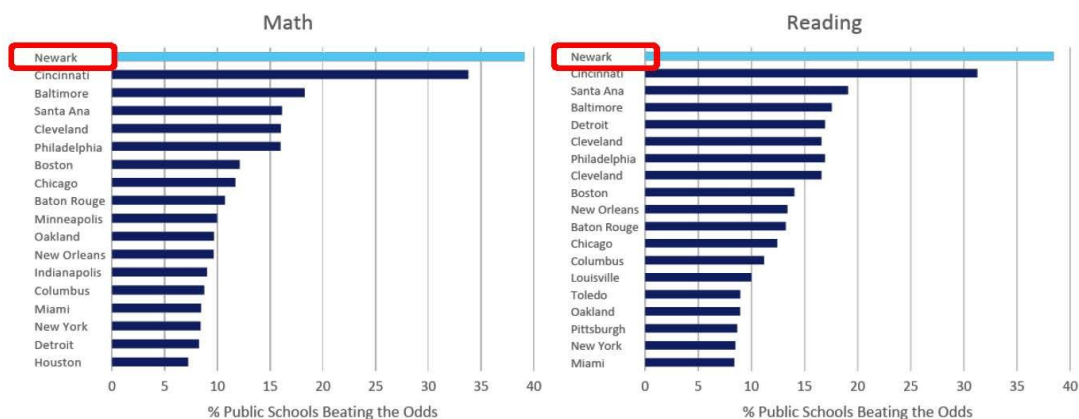
National Impact of Urban Charters - Math



National Impact of Urban Charters - Reading



And Newark has more “beat the odds” schools than any other city in the US



Section G: Grade Levels to Be Served and Enrollment Projections

KIPP Miami's School of Hope will open and grow according to the following schedule. Note that this represents the maximum enrollment in year 1, with the minimum enrollment at 336. Enrollment will depend on facility locations. The operating budget located in attachment D assumes maximum enrollment. The funding notice KIPP Miami submits to the state will reflect the actual enrollment that the facilities can accommodate, with a maximum of 784 students.

Grade Level	Projected Number of Students				
	Year 1	Year 2	Year 3	Year 4	Year 5
	2019-20	2020-21	2021-22	2022-23	2023-24
K	112	224	224	224	224
1	112	224	224	224	224
2	112	224	224	224	224
3	112	224	224	224	224
4	112	224	224	224	224
5	112	224	224	224	224
6	112	224	224	224	224
7		112	224	224	224
8			112	224	224
9				100	200
10					100
11					
12					
TOTAL	784	1680	1904	2116	2316

As noted previously, these grade levels will open across multiple campuses that are still to be determined.

Year	Total Projected K-12 Enrollment	Projected % of students that previously attended a Persistently Low-Performing school
Year 1	784	0%*
Year 2	1680	2%**
Year 3	1904	TBD
Year 4	2116	TBD
Year 5	2316	TBD

* The PLP is a middle serving 6th through 8th grade. The School of Hope in year 1 will serve K through 6th grades, therefore no students will have previously attended the PLP as they will be rising from elementary school. We expect to serve students in grade 6 who otherwise would have attended the PLP.

**We expect to continue to serve students who otherwise would have attended the PLP, and through backfilling in 7th grade, and as such anticipate serving a small percentage of students who previously attended the PLP.

Section H: Proposed Location

1. Describe the proposed location or geographic area (if specific facility/location has yet to be secured) and its proximity to the persistently low-performing school identified on the cover page. If there are multiple persistently low-performing schools in the area, identify each of them in this section.

KIPP Miami's School of Hope will operate in multiple campuses within a 5-mile radius of Brownsville Middle School, the persistently low-performing school. KIPP Miami will work collaboratively and in partnership with MDCPS to identify any under-utilized district schools to open School of Hope campuses and we will look to the district to take the lead on identifying the specific neighborhoods of need. We will also work in partnership with the Urban League and other community organization to identify additional development opportunities.

KIPP Miami commits to the following for any district facility where it operates a School of Hope campus:

- KIPP New Jersey's Teaching and Learning team will provide professional development for instructional staff in both schools operating in the facility. The professional development will be centered on driving academic achievement for all students.
- KIPP Miami will offer on-site professional development to its staff and the staff working at the district facility.
- KIPP Miami will pursue philanthropic funds for facility upgrades and cosmetic improvements for the entire district facility, enhancing the learning environment for all students in the facility.

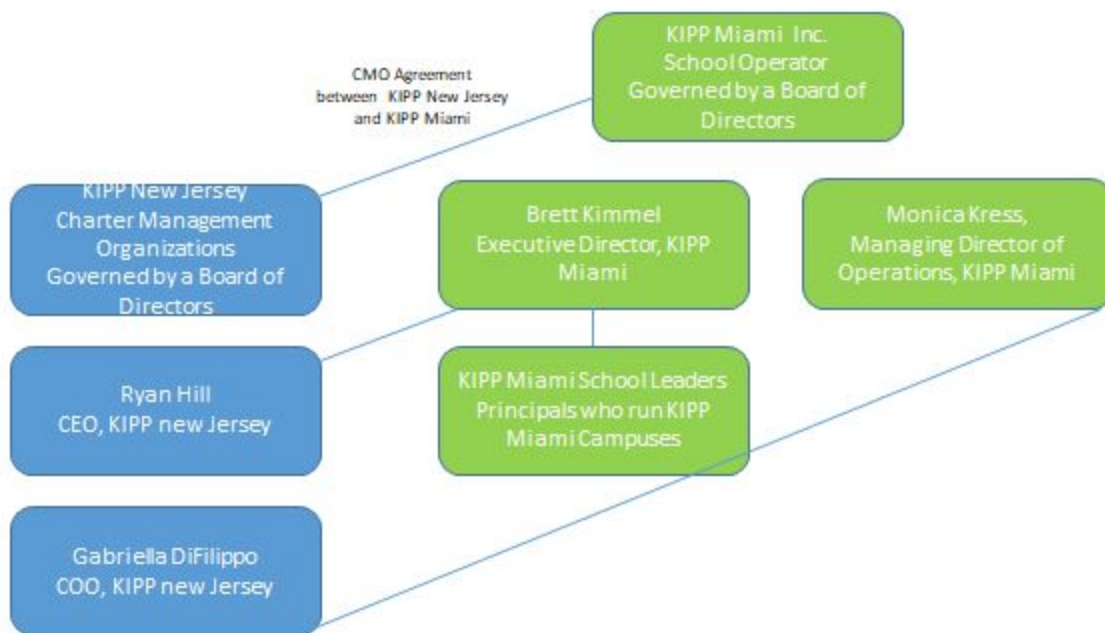
KIPP Miami may also open campuses in private facilities. KIPP Miami will employ capital outlay funds for these campuses.

Section I: Staffing Plan

1. Provide an organizational chart that shows the school governance, management, and staffing structure. The organizational chart should clearly define command structure

KIPP New Jersey as the School of Hope approved operator will contract with KIPP Miami Inc. to run and operate KIPP Miami Schools. As described earlier, KIPP New Jersey has entered into a CMO agreement with KIPP Miami to provide management and other services. KIPP New Jersey and KIPP Miami, both nonprofit, 501c3 organizations, are governed by separate boards of directors. As part of the CMO agreement, the CEO of KIPP New Jersey directly manages the Executive Director of KIPP Miami and the COO of KIPP New Jersey directly manages the Managing Director of Operations of KIPP Miami. The Executive Director of KIPP Miami directly manages school leaders of KIPP Miami schools and/or campuses. School Leaders and assistant school leaders directly manage teaching staff.

See below for an organizational chart visualizing the above.



2. Provide a staffing plan for each year of the charter term that includes all anticipated personnel, is aligned with the school's projected enrollment, and will ensure the school maintains compliance with class-size maximums provided for in Section 1003.03, Florida Statutes, calculated at the school-wide average.

See below for staffing models for a K-4 grade level campus, a 5-8 grade level campus and a 9-12 grade level campus.

Staffing Model	K-4	5-8	9-12
Students	560	448	600
Teachers - lead	20	16	24
Teachers - in - Residence	10	4	-
Teachers - special	5	4	16
Teachers - SPED	3	2	
School Leader	1	1	1
Assistant Principals	3	2	4
Social Worker	1	1	1
Registrar	1	1	1
Dir. School Ops	.5	.5	1
School Operations Manager	1	1	1
Academic Operations Manager	1	1	1
KIPP Through College Manager			1
KIPP Through College Counselor			2
Total Staffing	46.5	33.5	53

3. Indicate whether the school will utilize non-Florida certified instructional personnel, as provided for in Section 1002.333(6)(d), Florida Statutes. If the school will utilize non-certified instructional personnel, describe the qualifications for instructional personnel and the method by which the school will evaluate their preparedness to teach and their effectiveness in the classroom.

KIPP Miami plans to continue to support and advocate for teachers to fulfill and achieve their Florida state certification. We plan to leverage the exemption in cases that we find highly qualified teachers who are certified in other states and can start immediately, but need time to pursue the requirements in the state of Florida. Additionally we will allow for uncertified teachers in the case of our “Teacher In Residence” program which is a pipeline to staff our lead teacher roles. Our Teachers in Residence are first

year teachers who will start working with us in some cases without certification status but under the tutelage of an experienced teacher over the course of the year. We have a robust system of required professional development and observations that are part of their first year. Additionally they will work during that year to become fully certified with the goal of become a lead classroom teacher in their second year. We also understand that finding talent in hard to staff content areas (science, math, ESE) might cause us to leverage this statute and hire someone who is not certified but support them in their eventual certification process. We ensure the preparedness of our teachers by conducting a robust selection process, which includes with extensive interviews, observations of the teacher's current classroom instruction, sample demonstration teaching lessons with our students and reference checks. Additionally once on staff, teachers engage in a month of professional development prior to the start of the school year, including one additional intensive week of training for educators new to KIPP. Throughout the teaching year, we have a robust system of ongoing professional development, observation and feedback cycles, and performance management to ensure classroom effectiveness.

Attachment A: List of Persistently Low-Performing Schools in proposed geographic area -

Brownsville Middle School

Attachment B: Sample course scope and sequence for each core subject for each division (elementary, middle, and high school) the school would serve.

Below are samples of various course scopes and sequences across grades and subjects:

Grade 1 Math:

<https://docs.google.com/spreadsheets/d/1Wulc75lszvbPh0N9H8bTuez1A719X25vyPcgglAzsmQ/edit#gid=618061116>

Grade 4 Math:

https://docs.google.com/spreadsheets/d/1ucegl-YcOkE5fVKQoXbdVK5H7SNonBtkJqcP1u-W_c/edit?usp=sharing

Grades 5 – 8 Middle School ELA:

<https://docs.google.com/spreadsheets/d/1sKDdGYnUP9CElwNy54A5D3mTWNJWFrlcy3F24KQj-2U/edit#gid=1511395797>

Grade 6 Science:

<https://docs.google.com/spreadsheets/d/1HaHSIhJAN-2c1tEQqofsJhKuxU3QaL60cF5251D368E/edit#gid=560173679>

Grades 9 – 12 High School Writing:

<https://drive.google.com/open?id=1zmbPiE6tBjujA1GnAMzDUDEwnXffsPJ3X60NY7oYC7Q>

Attachment C: Sample daily schedule and school annual calendar, including the annual number of days and hours of instructional time.

[Sample Elementary School Schedule for 2019-20](#)

[Sample Middle School Schedule for 2019-20](#)

[KIPP Miami School Calendar 2019-20](#)

Our 2019-20 calendar has the following:

191 days for entry grades

188 days for non entry grades

Of these, 184 recognized school days by MDCPS (not including orientation and Saturday school)

MDCPS's proposed calendar for 2019-20 has 180.

Our Elementary Schools have:

- 1,410.50 hours (84,630 minutes) of instructional time for recognized school days (see calculation below)
- 1,450.75 hours (87,045 minutes) for our total calendar

This compares with the district:

- 990 hours (59,400 minutes) for K-1st
- 1,131 hours (67,860) for 2nd – 5th

This translates to a total of almost 40 additional 8-hour days of school for most students in grades 2-5 (including orientation and Saturday school) and 57.5 additional days for students in K-1.

Our Middle schools have:

- 1,439.94 hours (86,396 minutes) of instructional time for recognized school days (see calculation below)
- 1,480.19 hours (88,811) minutes for our total calendar

This compares with the district's 1,198.8 hours.

This translates to a total of almost 35 additional 8-hour days of school (including orientation and Saturday school).

Calculations

Hours:

ES – 7:45 – 4:00 = 8.25 (141) = 1,163.25 hours per year

7:45 – 1:30 = 5.75 (43) = 247.25 hours per year

Total = 1,410.50 hours (84,630 minutes)

MS – 7:35 – 4:00 = 8.41 (141) = 1,185.81 hours per year

7:35 – 1:30 = 5.91 (43) = 254.13 hours per year

Total = 1439.94 hours (86,396 minutes)

MDCPS

K-1st – 8:20 – 1:50 = 5.5 = 990 hours per year

2nd – 5th – 8:35 – 3:05 (141) = 6.5 = 916.5 hours per year

2nd – 5th – 8:35 – 2:05 (39) = 5.5 = 214.5 hours per year

MS – 9:10 – 3:50 = 6.66 = 1,198.8 hour per year

Attachment D: Operating budget covering each year of the 5-year term that contains revenue projections (using the Florida charter school revenue estimate worksheet for at least the first year of operation), expenses, and anticipated fund balances.

Attachment B

First Grade Year at a Glance - Newark & Camden

Month	Week	Eureka Module	CGI & Math Routines	Assessments & Events	PD/CTM
August	A	Module 0	Intro Math Routines		Module 1 Unit Study (CTM/School-based PD)
	B		Counting Jar & Math Routines		
September	1		Intro to CGI - Structure and Flow of Block		CGI Refresher (CTM/School-based PD)
	2		CGI (JRU, PPW-WU, & SRU) & Counting Math Routines	CRQ 1 (MM1)	T&L Led OTOS - Newark
	3	Module 1: Sums & Differences to 10			T&L Led OTOS - Camden
	4			CGI 1 (G1-4) (level 3/4)	Review CGI Quiz Administration Guidelines (CTM/School-based PD)
	5				CRQ1 Data Analysis (CTM/School-based PD)
	6		CGI (JRU, PPW-WU, SRU, JCU, SCU, PPW-PJ) & Math Routines	KNJ PD - Newark	KNJ PD - Newark
October	7	Module 1: Sums & Differences to 10	Begin Math Fluency with facts to 10 in Two Ways	QA1	CGI1 Data Analysis (CTM/School-based PD)
	8			End Q1	KNJ PD - Camden
	9				Module 2 Unit Study (CTM/School-based PD)
	10				QA1 Data Analysis (CTM/School-based PD)
	11	Module 2: Add & Subtract within 20		CGI 2 (GK-4) (level 3/4)	
November	12				CGI2 Data Analysis (CTM/School-based PD)
	13		CGI (introduce CDU & M MD, PD) & Math Routines	CRQ 2 (MM2)	Review Counting Jar Assessment Administration Guidelines (CTM/School-based PD)
	14		Math Fluency with Facts to 10 in Two Ways	CJ Round 1	T&L Led OTOS - Newark
December	15	Module 2: Add & Subtract within 20			CRQ2 Data Analysis (CTM/School-based PD)
	16			CJ Round 1	CRQ2 Data Analysis (CTM/School-based PD)
		Winter Break All			T&L Led OTOS - Camden
				CGI 3 (level 3/4)	Module 3 Unit Study (CTM/School-based PD)
	17	Module 3: Order & Compare Length & Numbers			CGI3 Data Analysis (CTM/School-based PD)
January	18		CGI (introduce JSU & SSU) & Math Routines	QA2 (Newark & Camden)	
	19		Continue Math Fluency with Facts to 20 in Two Ways	End Q2	QA2 data analysis Newark & Camden (CTM/School-based PD)
	20				T&L Led OTOS - Camden
	21	Module 4: Place Value to 40			Module 4 Unit Study (CTM/School-based PD)
February	22			CRQ 3 (EOM3)	T&L Led OTOS - Newark
	23		CGI (focus on compare problems - CDU, CRU, CQD) & Math Routines		CRQ3 Data Analysis (CTM/School-based PD)
	24		Continue Math Fluency with Facts to 20 in Two Ways	CGI 4 (level 4 if applicable)	Mid Winter Recess Newark and Camden
	25	Module 4: Place Value to 40			T&L Led OTOS - Newark
	26			CJ Round 2	T&L Led OTOS - Camden
	27				CGI4 Data Analysis (CTM/School-based PD)
	28			CJ Round 2	Module 5 Unit Study (CTM/School-based PD)
March	29	Module 5: Geometry	CGI (introduce PD-ES) & Math Routines	QA3 Newark and Camden	KNJ PD - all regions
	30		All problem types introduced by end of March	End Q3 Newark & Camden	CJ Round 2 Data Analysis (CTM/School-based PD)
	31		Continue Math Fluency with Facts to 20 in Two Ways		
	32			CGI 5 (level 4 if applicable)	QA3 data analysis all (CTM/School-based PD)
April	33	Module 5: Geometry			Module 6 Unit Study (CTM/School-based PD)
	34		CGI (combination of all problem types) & Math Routines	Spring Break Newark	CGI5 Data Analysis (CTM/School-based PD) Camden
	35		Continue Math Fluency with Facts to 20 in Two Ways	Spring Break Camden	CGI5 Data Analysis (CTM/School-based PD) Newark
	36			K-2 CRQ 4 (MM6)	
May	37	Module 6: Place Value to 100			
	38			CJ Round 3	CRQ4 Data Analysis (CTM/School-based PD)
	39			CJ Round 3	
	40				T&L Led OTOS - 2019-2020 Look Ahead - Newark
June	41	EOY Tasks	CGI (combination of all problem types) & Math Routines	QA4	T&L Led OTOS - 2019-2020 Look Ahead - Camden
	42			End Q4	

Module 0		Newark	Camden	Link to all Math Routines resources Link to Module 0 Lessons			
Start Date:		8/23	8/23				
End Date:		8/30	8/31				
Assessments:		N/A	N/A				
Flex/Review Days:		-	-				
RTD Days:		-	-				
Week	Date	Events	Suggested Math Routine	Standard Focus	Objective	Resource	CGI Problem Type
A	8/20						
	8/21	1st Day Newark & Camden GK, 5,9					
	8/22						
	8/23	1st Day Newark & Camden All Other Grades	Choral Counting, usings hundreds chart and/or number line	1.NBT.1	Intro to Math and to Counting Jar: SWBAT count, keep track, and record amounts up to 50 by using a counting and representing strategy that makes sense to them and writing the total. SWBAT show excellent partner work by taking turns, politely asking if their partner would like to go first, using whisper voices, saying please and thank you, and offering to help if their partner is having difficulty.	Module 0 Lesson 1	Routines, procedures, transitions, building community
	8/24		Choral Counting, usings hundreds chart and/or number line	1.NBT.1 1.OA.5	Collect 20 Together: SWBAT count a set of objects up to 20 by taking turns rolling a dot cube with a partner, taking that many connecting cubes, and adding them to the amount they already have until they reach 20. SWBAT show excellent partner work by taking turns, politely asking if their partner would like to go first, using whisper voices, saying please and thank you, and offering to help if their partner is having difficulty.	Module 0 Lesson 2	Routines, procedures, transitions, habits of discussion
B	8/27		Quick Images	1.NBT.1	Crossing the Decade Concentration: Given a two digit number with a 9 in the ones place, SWBAT identify the number that comes next by thinking about what decade follows and using the tools in the room to double-check (number line/hundreds chart). SWBAT show excellent partner work by taking turns, politely asking if their partner would like to go first, using whisper voices, saying please and thank you, and offering to help if their partner is having difficulty.	Module 0 Lesson 3	Counting Jar (quantities to 20)
	8/28		Quick Images	1.NBT.1	Counting Strips: SWBAT count out loud and write numbers from 1-100 by thinking about the pattern and asking themselves what number comes next.	Module 0 Lesson 4	Counting Jar (quantities to 20)
	8/29		Number of the Day	1.OA.5	Roll & Record Number Bonds: SWBAT represent part-part-whole relationships using number bonds. SWBAT combine two numbers by using a strategy that makes sense to them (count all, count on).	Module 0 Lesson 5	Counting Jar (quantities to 20)
	8/30		Number of the Day	1.OA.5	Hide-and-Peek: SWBAT determine the missing addend by using a strategy that works for them (count on, fingers to subtract, use known facts). SWBAT represent part-part-whole relationships using number bonds.	Module 0 Lesson 6	Counting Jar (quantities to 20)
	8/31	No School Newark			Camden: Flex or Counting Jar		

Grade 1 18-19 Scope & Sequence - Newark & Camden Module 1

[illegible]

Module 4: Place Value to 40

Start Date:

End Date:

Assessments:

Flex/Review Days:

RTD Days:

Newark

2/4

3/15

2/8: CRQ3
3/1: CG4
3/4-3/15: CJ Round 2

0

4

Camden

2/4

3/15

2/8: CRQ3
3/1: CG4
3/4-3/15: CJ Round 2

0

4

Link to all Math Routines resources

Link to Module 4 Lessons

Link to Big Ideas & Understanding - Module 4

Games that Support this Module

Link to CGI Resources

Compose It

Decompose It

Roll & Record Sticks & Dots

Roll & Record Expanded Notation

Week	Date	Events	Suggested Math Routine	Standard Focus	Objective	Resource	CGI Problem Type	Problem	Comprehension Question (if applicable)	Number Sentence to Match Story	Notes:
22	2/4		True/False, Number, Sentences	1.NBT.1	Compare the efficiency of counting by ones and counting by tens.	M4L1	CDU	Jenellee has 14 Skittles. William has 27 Skittles. How many more Skittles does William have than Jenellee?	Who has more Skittles, Jenellee or William?	27-14 = □	
	2/5		Quick, Images/Number, Strings	1.NBT.2	Use the place value chart to record and name tens and ones within a two-digit number.	M4L2 or Supplemental Lesson, Compose It 10-40	CDU	Tommy has 18 crickets. Freddie has 36 crickets. How many more crickets does Freddie have than Tommy?	Who has more crickets, Tommy or Freddie?	36-18=□	
	2/6	RC Conferences	Two Ways	1.NBT.2	Interpret two-digit numbers as either tens and some ones or as all ones. Example: 38 = 38 ones, 3 tens & 8 ones, 2 tens, 18 ones, 1 ten, 28 ones	M4L3 or Supplemental Lesson, Decompose 1, 10-40		The rose bush is 38 inches tall. The tree is 76 inches taller than the rose bush. How tall is the tree?	Is the tree more or less than 76 inches tall?	38+76=□	
	2/7	RC Conferences	Choral Count or Count Around the Room	1.NBT.2	Write and interpret two-digit numbers as addition sentences that combine tens and ones. Example: 38 = 30 + 8, 20 + 18, or 10 + 28	M4L4	COU	Alexis has 49 stickers. Michael has 65 more stickers than Alexis. How many stickers does Michael have?	Does Michael have more or less than 65 stickers?	49+65=□	
	2/8	CRQ 3	Quick, Images/Number, Strings	CRQ 3		CRQ 3	COU	Layla has 41 french fries. She ate some of them. Now she has 19 left. How many french fries did Layla eat?	Did Layla eat more or less than 41 french fries?	41-□=19	
23	2/11		True/False, Number, Sentences	1.NBT.5	Identify 10 more, 10 less, 1 more, and 1 less than a two-digit number.	M4L5	SCU	There were 44 bees in the garden. Some of them flew away. Now there are 26 bees in the garden. How many bees flew away?	Did more or less than 44 bees fly away?	44-□=26	
	2/12		Quick, Images/Number, Strings	1.NBT.3 1.NBT.2	Compare two quantities and identify the greater or lesser of the two given numerals.	M4L7	SCU	Abdoul collected 48 seashells at the beach. Some of the seashells were pink and 21 of the seashells were blue. How many pink seashells did Abdoul collect?	Did Abdoul collect more or less than 48 pink seashells?	□+21=48 or 21+□=48	
	2/13		Two Ways	1.NBT.3 1.NBT.2	Compare quantities and numerals from left to right.	M4L8		Ms. B made 57 cupcakes for her class. She made 17 chocolate cupcakes and some vanilla cupcakes. How many vanilla cupcakes did Ms. B. make?	Did Ms. B. make more or less than 57 vanilla cupcakes?	17+□=57 or □+17=57	
	2/14		Number of the Day	1.NBT.3 1.NBT.2	Use the symbols >, =, and < to compare quantities and numerals.	M4L9, M4L10	PPW-FU				
	2/15		Quick, Images/Number, Strings	TBD	RTD: Choose highest-need standard/topic for re-exploration	RTD	PPW-FU				
24	2/18				President's Day No School						
	2/19	Mid-Winter Recess									
	2/20	Newark & Camden									
	2/21										
	2/22										
25	2/25		True/False, Number, Sentences	1.NBT.5 1.NBT.6	Add and subtract tens from a multiple of 10.	M4L11	CDU	Mrs. Smith's class has 27 jump ropes. Mr. Lopez's class has 45 jump ropes. How many more jump ropes does Mr. Lopez's class have?	Who's class has more jump ropes?	45-27=□	
	2/26		Quick, Images/Number, Strings	1.NBT.5 1.NBT.6	Add tens to a two-digit number.	M4L12	CDU	I have 29 rocks and 34 shells in my collection. How many more rocks do I have than shells?	Do I have more rocks or shells?	34-29=□	
	2/27		Two Ways	1.NBT.4 1.NBT.1	Use counting on and the "make ten" strategy when adding across a ten.	M4L13, M4L14		On Monday I did 23 sit-ups. On Tuesday I did 18 sit-ups, and on Wednesday I did 27 sit-ups. How many sit-ups did I do altogether?	Did I do more or less than 27 sit-ups?	23+18+27=□	
	2/28		Number of the Day	1.NBT.4	Add ones and ones or tens and tens.	M4L16, M4L17	JRU				
	3/1		Quick, Images/Number, Strings	TBD	RTD: Choose highest-need standard/topic for re-exploration	RTD					
26	3/4	Counting Jar Round 2 Opens	True/False, Number, Sentences	1.OA.1	Use tape diagrams as representations to solve "put together/take apart with total unknown" and "add to with result unknown" word problems.	M4L19	JRU	Molly sold 15 books on Friday, 20 books on Saturday, and 26 books on Sunday. How many books did she sell from Friday to Sunday?	Did Molly sell more or less than 26 books?	15+20+26=□	
	3/5		Quick, Images/Number, Strings	1.OA.1	Recognize and make use of part-whole relationships within tape diagrams when solving a variety of problem types.	M4L20-21	SRU	First Grade has 44 bouncy balls. They gave 19 of them to Second Grade. How many bouncy balls does First Grade have left?	Does First Grade have more or less than 44 bouncy balls left?	44-19=□	
	3/6		Two Ways	1.OA.1	Write word problems of varied types.	M4L22					
	3/7		Quick, Images/Number, Strings	1.NBT.2	Interpret two-digit numbers as tens and ones including cases with more than 9 ones. Example: 27 = 2 tens, 7 ones or 1 ten and 17 ones	M4L23	SRU	Sixty-two people were on the bus. 47 people got off. How many people are still on the bus?	Are more or less than 62 people still on the bus?	62-47=□	
	3/8		Choral Count or Count Around the Room	TBD	RTD: Choose highest-need standard/topic for re-exploration	RTD	PPW-WU	There are 32 girls and 69 boys in swimming class. How many children are in swimming class?	Are there more or less than 69 children in swimming class?	32+69=□	
27	3/11		True/False, Number, Sentences	1.NBT.4	Add a pair of two-digit numbers when the ones digits have a sum less than or equal to 10.	M4L24, M4L25	PPW-WU	At the barbeque, 16 people ate chicken, 19 people ate hot dogs, and 24 people ate hamburgers. How many people ate at the barbeque?	Did more or less than 24 people eat at the barbeque?	16+19+24=□	
	3/12		Quick, Images/Number, Strings	1.NBT.4	Add a pair of two-digit numbers when the ones digits have a sum greater than 10.	M4L26	PPW-FU	There are 32 people waiting in line for the roller coaster. 19 are adults and the rest are children. How many children are waiting in line?	Are there more or less than 32 children waiting in line?	19+□=32	
	3/13		Two Ways	1.NBT.4	Add a pair of two-digit numbers when the ones digits have a sum greater than 10.	M4L27					
	3/14		What Doesn't Belong	1.NBT.4	Add a pair of two-digit numbers with varied sums in the ones.	M4L28, M4L29	PPW-FU	The peddler had 35 caps. 16 were brown and the rest were red. How many caps were red?	Were more or less than 35 of the caps red?	16+□=35	
	3/15	Counting Jar Round 2 Closes	Quick, Images/Number, Strings	TBD	RTD: Choose highest-need standard/topic for re-exploration	RTD	Counting Jar				

Module 5: Geometry			Newark	Camden	Link to all Math Routines resources		Games that Support this Module		Sorting Shape Cards (U2) Fill the Hexagons (U2) 3D Solid Sort (U2)				
Start Date:		3/19		3/18		Link to Module 5 Lessons		Link to CGI Resources					
End Date:		4/12		4/12									
Assessments:		3/29: QA3 4/11: CGI5		3/29: QA3 4/11: CGI5									
Flex/Review Days:		1		1									
RTD Days:		3		3									
Week	Date	Events	Suggested Math Routine	Standard Focus	Objective	Resource	CGI Problem Type	Problem	Comprehension Question (if applicable)	Number Sentence to Match Story	Notes:		
28	3/18	KNJ PD Newark											
	3/19		What Doesn't Belong (Shapes)	1.G.1	Classify shapes based on defining attributes using examples, variants, and non-examples.	M5L1 or Supplemental Lesson - Math Shape Posters	PD-ES	Frank and Emily want to share 3 chocolate bars so that each get exactly the same amount. How much chocolate bars will each child get?	Will each child get more or less than 3 chocolate bars?	$1\frac{1}{2} \div 1\frac{1}{2} = 3$			
	3/20		Quick Images/Number Strings	1.G.1	Find and name two-dimensional shapes including trapezoid, rhombus, and a square as a special rectangle, based on defining attributes of sides and corners.	M5L2 or Supplemental Lesson - Make the Shape							
	3/21		What Doesn't Belong (Shapes)	1.G.1	Find and name three-dimensional shapes including cone and rectangular prism, based on defining attributes of faces and points.	M5L3 or Supplemental Lesson (3D Solid Attribute Charts)	PD-ES	Kyle and Molly want to share 5 brownies so that they each get the same amount. How much brownie should each child get?	Will each child get more or less than 5 brownies?	$2\frac{1}{2} \div 2\frac{1}{2} = 5$			
	3/22	KNJ PD Camden	Quick Images/Number Strings	TBD	RTD: Choose highest-need standard/topic for re-exploration	RTD	JSU	Lorenzo had some nickels for the arcade. He found 13 more nickels on his dresser. Now he has 21 nickels. How many nickels did Lorenzo have at first?	Did Lorenzo have more or less than 21 nickels at first?	$\square + 13 = 21$			
29	3/25		True/False, Number, Sentences	1.G.2	Create composite shapes from two-dimensional shapes.	M5L4 or Supplemental Lesson - Create Composite Shapes	JSU	The coach had some soccer balls. He bought 16 more soccer balls. Now he has 28 soccer balls. How many soccer balls did he have to start with?	Did the coach start with more or less than 28 soccer balls?	$\square + 16 = 28$			
	3/26		Quick Images/Number Strings	1.G.2	Compose a new shape from composite shapes.	M5L5	SSU	Jackson had some Valentine cards. He gave out 16 of them. Then he had 33 left. How many cards did he have at first?	Did Jackson have more or less than 33 Valentine cards at first?	$\square - 16 = 33$			
	3/27		What Doesn't Belong (Shapes)	1.G.2	Create a composite shape from three-dimensional shapes and describe the composite shape using shape names and positions.	M5L6							
	3/28		Quick Images/Number Strings		Flex/Review		SSU	Tiffany had some crayons. She lost 19 of them. Now she has 40 crayons. How many crayons did she have to start with?	Did Tiffany start with more or less than 40 crayons?	$\square - 19 = 40$			
	3/29	QA3 Newark & Camden	Number of the Day		QA3 Window Newark & Camden		Counting Jar						
30	4/1		What Doesn't Belong (Shapes)	1.G.3	Name and count shapes as parts of a whole, recognizing relative sizes of the parts.	M5L7	PPW-PPU	Ms. Kalick baked 19 muffins. Each one is either blueberry or chocolate chip. How many of each kind of muffin could Ms. Kalick have? What are all the ways you could answer this question?	Do not ask a comprehension question for this problem type.	$\square + \Delta = 19$			
	4/2		Quick Images/Number Strings	1.G.3	Partition shapes and identify halves and quarters of circles and rectangles.	M5L8 or Supplemental Lesson - Partition Shapes into Halves	PPW-PPU	Lyzzah has 20 hairclips in a box. Each one is either pink or yellow. How many of each color of hairclip could Lyzzah have in her box? What are all the ways you could answer this question?	Do not ask a comprehension question for this problem type.	$\square + \Delta = 20$			
	4/3		Two Ways	1.G.3	Partition shapes and identify halves and quarters of circles and rectangles.	M5L9 or Supplemental Lesson - Partition Shapes into Quarters							
	4/4		What Doesn't Belong (Shapes)	TBD	Flex/Review	Flex	PPW-PU	There were 12 mothers, 14 boys, and some girls at the park. All together there were 40 people at the park. How many girls were at the park?	Were there more or less than 40 people at the park?	$12 + 14 + \square = 40$			
	4/5	End Q3 Newark & Camden	Quick Images/Number Strings	TBD	RTD: Choose highest-need standard/topic for re-exploration	RTD	PPW-PU	The car wash washed 11 vans, 18 trucks, and some cars today. They washed 45 vehicles all together. How many cars were washed at the car wash?	Did the car wash wash more or less than 45 vehicles?	$11 + 18 + \square = 45$			
	4/8	Start Q4 Newark & Camden	Quick Images/Number Strings	1.MD.3 1.G.3	Construct a paper clock by partitioning a circle and tell time to the hour.	M5L10 or Supplemental Lesson - Time to the Hour	CDU	Geah's beanstalk is 31 inches tall. Aelisha's beanstalk is 18 inches tall. How much taller is Geah's beanstalk than Aelisha's?	Who's beanstalk is taller?	$31 - 18 = \square$			
31	4/9		What Doesn't Belong (Clock Faces)	1.MD.3	Recognize halves within a circular clock face and tell time to the half hour.	M5L11 or Supplemental Lesson - Time to the Half Hour	CDU	Jaylin has 44 pennies. Josiah has 27 pennies. How many more pennies does Jaylin have than Josiah?	Who has more pennies?	$44 - 27 = \square$			
	4/10		What Doesn't Belong (Clock Faces)	1.MD.3	Recognize halves within a circular clock face and tell time to the half hour.	M5L12 or Supplemental Lesson - Show the Time							
	4/11	CGI Quiz 5	What Doesn't Belong (Clock Faces)	1.MD.3	Recognize halves within a circular clock face and tell time to the half hour.	M5L13	CGI Quiz 5						
	4/12		Quick Images/Number Strings	TBD	RTD: Choose highest-need standard/topic for re-exploration	RTD	Counting Jar						

Module 6: Place Value to 100			Newark	Camden	Link to all Math Routines resources			Games that Support this Module (same as Module 4 but increase number size)			Compose It (U6) Decompose It (U6) Roll & Record Sticks & Dots (U6) Find the Total (U9)		Roll & Record Expanded Notation (U6) Mystery Number (U6) Combining Tens (U6) Show the Coins (U4)		Build & Remove (U6) How Many Now (U6) Leapfrog (U6)	
Start Date:			4/22		4/15											
End Date:			5/31		5/31											
Assessments:			5/10: CRQ4 5/13-5/24: CJ Round 3		5/10: CRQ4 5/13-5/24: CJ Round 3											
Flex/Review Days:																
RTD Days:			5		5		Link to Big Ideas & Understanding - Module 6			Link to CGI Resources						
Week	Date	Events	Suggested Math Routine	Standard Focus	Objective	Resource	CGI Problem Type	Problem	Comprehension Question (if applicable)	Number Sentence to Match Story	Notes:					
32	4/15	Spring Break Newark														
	4/16	Spring Break Newark														
	4/17	Spring Break Newark RC Conferences Camden														
	4/18	Spring Break Newark RC Conferences Camden														
	4/19	Spring Break Newark														
	4/22	Spring Break Camden Newark School PD Day														
33	4/23	Spring Break Camden RC Conferences Newark	Quick Images/Number Strings	1.OA.1	Solve compare with difference unknown problem types.	M6L1	CRU	The crayon basket has 7 fewer red crayons than blue crayons. The crayon basket has 23 blue crayons. How many red crayons are in the basket?	Are there more or less than 23 red crayons?	23-7=□						
	4/24	Spring Break Camden RC Conferences Newark	Quick Images/Number Strings	1.OA.1	Solve compare with bigger or smaller unknown problem types.	M6L2										
	4/25	Spring Break Camden RC Conferences Newark	Number of the Day	1.NBT.2a	Use the place value chart to record and name tens and ones within a two-digit number up to 100. Example: 76 = 7 tens & 6 ones, 6 tens 10 ones, 5 tens 26 ones, and so on.	M6L3 or Supplemental Lesson: Compose It/Decompose It 10-99	CRU	Billy has 14 fewer blocks than John. John has 48 blocks. How many blocks does Billy have?	Does Billy have more or less than 41 more stickers?	48-14=□						
	4/26	Spring Break Camden	Number of the Day	1.NBT.2a 1.NBT.2c	Write and interpret two-digit numbers to 100 as addition sentences that combine tens and ones.	M6L4 or Supplemental Lesson: Roll & Record: Expanded Notation (10-99)	CDU	The Red Team has 37 balls. The Blue Team has 19 balls. How many more balls does the Red Team have than the Blue Team?	Do not ask a comprehension question for this problem type.	37-19=□						
	4/29		Number of the Day	1.NBT.5	Identify 10 more, 10 less, 1 more, and 1 less than a two-digit number within 100.	M6L5 or Supplemental Lesson: Mystery Number	JCU	The red table has 17 table points. How many more table points does the red table need to have 38 points?	Does the red table need more or less than 38 more points?	17+□=38						
	4/30		True/False Number Sentences (with comparison sentences)	1.NBT.3	Use the symbols >, =, and < to compare quantities and numerals to 100.	M6L6 or Supplemental Lesson: Compare with Words & Symbols	JCU	Genesis has 16 stickers. How many more stickers does she need to have 41 stickers?	Does Genesis need more or less than 41 more stickers?	16+□=41						
34	5/1		Number of the Day	1.NBT.1 1.NBT.2	Count and write numbers to 120. Use hide zero cards to relate numbers 0 to 20 to 100 to 120.	M6L7										
	5/2		True/False Number Sentences (with comparison sentences)	1.NBT.1 1.NBT.2	Count to 120 in unit form using only tens and ones. Represent numbers to 120 as tens and ones on the place value chart. Example: 120 = 12 tens; 115 = 11 tens and 5 ones.	M6L8	M	Angela has 4 plates with 7 orange slices on each plate. How many orange slices does Angela have?	Does Angela have more or less than 7 orange slices?	7+7+7+7=28						
	5/3		Quick Images/Number Strings	TBD	RTD: Choose highest-need standard/topic for re-exploration	RTD	Counting Jar									
	5/6		Number of the Day	1.NBT.1	Represent up to 120 objects with a written numeral.	M6L9	M	Ms. Delany has 7 boxes of markers. There are 6 markers in each box. How many markers does Ms. Delany have?	Does Ms. Delany have more or less than 7 markers?	6+6+6+6+6+6+6=42						
	5/7		True/False Number Sentences (with multiples of 10)	1.NBT.4 1.NBT.6	Add and subtract multiples of 10 from multiples of 10 to 100, including dimes.	M6L10 or Supplemental Lesson: Combining Tens	SRU (multiples of ten)	I had 52 grapes in a bag. At lunch I shared 30 grapes with my friends. How many grapes do I have left?	Do I have more or less than 52 grapes left?	52-30=□						
	5/8		Quick Images/Number Strings	1.NBT.4	Add a multiple of 10 to any two-digit number within 100.	M6L11 or Supplemental Lesson: Build & Remove										
35	5/9		True/False Number Sentences (with multiples of 10)		Flex/Review	Flex/Review	SRU (multiples of ten)	Ms. Seagrave had 75 pencils. She gave 50 of them to first graders. How many pencils does she have left?	Does she have more or less than 75 pencils left?	75-50=□						
	5/10	CRQ 4	Quick Images/Number Strings	CRQ 4		CRQ 4	PD	Mackenzie had 56 crayons. She put the crayons in 7 boxes with the same number of crayons in each box. How many crayons were in each box?	Were there more or less than 56 crayons in each box?	56÷8=8-8-8-8-8-8-8=0						
	5/13	Counting Jar Round 3 Opens	Quick Images/Number Strings	1.NBT.4	Add a pair of two-digit numbers when the ones digits have a sum less than or equal to 10.	M6L12 or Supplemental Lesson: How Many Now?	PD	There are 70 children at field day. Ms. Haynes put them into 7 groups with the same number of children in each group. How many children are in each group?	Are there more or less than 70 children in each group?	70-10-10-10-10-10-10-10=0						
	5/14		Number of the Day	1.NBT.4	Add a pair of two-digit numbers when the ones digits have a sum greater than 10 using decomposition.	M6L13, M6L14 or Supplemental Lesson: Leapfrog	MD	The coach has 27 tennis balls. If she puts 3 balls in each can, how many cans will she use?	Will the coach use more or less than 27 cans for the tennis balls?	27-3-3-3-3-3-3-3-3=0						
	5/15		Quick Images/Number Strings		Flex	Flex/Review										
	5/16		Quick Images/Number Strings	1.MD.3	Identify pennies, nickels, and dimes by their image, name, or value. Decompose the values of nickels and dimes using pennies and nickels.	MD	MD	Ms. Kamin had 35 pencils. She put 5 pencils on each table. How many pencils were left over?	Were more or less than 35 pencils left over?	35-5-5-5-5-5-5=0						
36	5/17		True/False Number Sentences	TBD	RTD: Choose highest-need standard/topic for re-exploration	RTD	Counting Jar									
	5/20		What Doesn't Belong (Money)	1.MD.3	Identify quarters by their image, name, or value. Decompose the value of a quarter using pennies, nickels, and dimes.	M6L21	PD-ES	Two children want to share 9 brownies so that each child gets exactly the same amount. How much brownie should each child get?	Will each child get more or less than 1 brownie?	4½+4½=9						
	5/21		What Doesn't Belong (Money)	1.MD.3	Identify varied coins by their image, name, or value. Add one cent to the value of any coin.	M6L22	PD-ES	Two children share 11 grapes so that each child gets the same amount. How many grapes will each child get?	Will each child get more or less than 1 grape?	5½+5½=11						
	5/22		Quick Images/Number Strings	1.MD.3	Count on, using pennies, from any single coin.	M6L23										
	5/23		What Doesn't Belong (Money)	1.MD.3	Use dimes and pennies as representations of numbers to 120.	M6L24	M	There are 9 cars parked at the drive-in movie. If there are 5 people in each car, how many people are at the drive-in movie?	Are there more or less than 9 people at the drive-in movie?	5+5+5+5+5+5+5=□						
	5/24	Counting Jar Round 3 Closes	Quick Images/Number Strings	TBD	RTD: Choose highest-need standard/topic for re-exploration	RTD	M	The train has 9 cars. There are 9 people in each car. How many people are on the train?	Are there more or less than 9 people on the train?	9+9+9+9+9+9+9+9=□						
37	5/27			Memorial Day No School												
	5/28		Quick Images/Number Strings	1.OA.1	Solve compare with "bigger or smaller unknown" problem types.	M6L25	PD-ES	Four children want to share 5 candy bars so that everyone gets the same amount. How much candy bar does each child get?	Does each child get more or less than 1 candy bar?	1½+1½+1½+1½=5						
	5/29		Quick Images/Number Strings	1.OA.1	Solve compare with "bigger or smaller unknown" problem types.	M6L26										
	5/30		What Doesn't Belong (Money)	1.OA.1	Share and critique peer strategies for solving problems of varied types.	M6L27 or flex/review	PD-ES	Four children want to share 10 brownies so that each child gets exactly the same amount. How much brownie should each child get?	Will each child get more or less than 1 brownie?	2½+2½+2½+2½=10						
	5/31		True/False Number Sentences	TBD	RTD: Choose highest-need standard/topic for re-exploration	RTD	Counting Jar									
	5/31															

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Fourth Grade Year at a Glance

Fourth Grade Year at a Glance						
Month	Week	Dates	Module	Math Routines	Assessments & Events	PD
August	A	8/20-8/24	Module 0	Intro Math Routines		
	B	8/27-8/31				Module 1 & 2 Unit Study
	1	9/3-9/7				
September	2	9/10-9/14	Module 1 - Place Value	Count Around, Interactive Number Line		
	3	9/17-9/21				T&L Led OTOS - Newark (NBT/OA Series Part 1)
	4	9/24-9/28			CRQ 1 (EOM 1)	T&L Led OTOS - Camden (NBT/OA Series Part 1)
October	5	10/1-10/5	Module 2 - Measurement	Estimation 180	CGI 1	
	6	10/8-10/12	Module 3 - Multiplication & Division	Number Strings, Which One Doesn't Belong, Count Around, True/False		KNJ PD - Newark (NBT/OA Series Part 2) Module 3 Unit Study
	7	10/15-10/19			QA1	KNJ PD - Camden (NBT/OA Series Part 2)
	8	10/22-10/26			End Q1	QA1 Data Analysis
	9	10/29-11/2				
November	10	11/5-11/9			CGI 2	
November	11	11/12-11/16	Module 5 - Fractions			
	12	11/19-11/23				
	13	11/26-11/30			CRQ 2 (MM 3)	T&L Led OTOS - Newark (NF Series Part 1)
	December	14			12/3-12/7	
December	15	12/10-12/14				T&L Led OTOS - Camden (NF Series Part 1)
	16	12/17-12/21		CGI 3		
	Winter Break All					
January	17	12/31-1/4	Module 5 cont.	Interactive Number Line, Count Around, Which One Doesn't Belong, Today's Number		
	18	1/7-1/11			QA2	
	19	1/14-1/18				QA2 data analysis
	20	1/21-1/25			End Q2	T&L Led OTOS - Camden (NF Series Part 2)
	21	1/28-2/1				T&L Led OTOS - Newark (NF Series Part 2)
February	22	2/4-2/8			CRQ 3 (MM 5)	
	23	2/11-2/15				Module 6 Unit Study
	24	2/18-2/22			Mid Winter Recess	
	25	2/25-3/1			CGI 4	T&L Led OTOS - Newark T&L Led OTOS - Camden
March	26	3/4-3/8	Module 6 - Decimals	Interactive Number Line, Today's Number		
	27	3/11-3/15	Module 4 - Geometry	Which One Doesn't Belong, Quick Draw		Module 4 & 7 Unit Study
	28	3/18-3/22			QA3	KNJ PD - All Regions
	29	3/25-3/29			End Q3	PARCC Prep Launch
April	30	4/1-4/5			CGI 5	QA3 data analysis
	31	4/8-4/12	PARCC Prep + PARCC testing	All Routines		
	32	4/15-4/19			Spring Break Newark CRQ 4 (Camden) Spring Break Camden CRQ 4 (Newark)	
33	4/22-4/26					
May	34	4/29-5/3	Module 7 - Measurement with Multiplication	Estimation 180		
	35	5/6-5/10				Newark ELA PARCC Testing
	36	5/13-5/17			Math PARCC Testing	Camden ELA PARCC Testing
	37	5/20-5/24				Math PARCC Testing
June	38	5/27-5/31				
	39	6/3-6/7	EOY Tasks		QA4	T&L Led OTOS - Newark
	40	6/10-6/14			End Q4	T&L Led OTOS - Camden

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Module 1: Place Value			Newark	Camden					
Start Date:			9/4	9/4		Link to Module 1 Lessons	Link to Count Around	Link to Interactive Number Line	Link to Two Ways
End Date:			9/28	9/28					
Assessments:			9/28: CRQ1	9/28: CRQ1					
Flex Days:			N/A	N/A					
RTD Days:			2	2					
Week	Date	Events	Suggested Math Routine	Standard Focus	Objective	Resource			
1	9/3	No School All							
	9/4		Count Around, Interactive Number Line, Two Ways	4.NBT.1	The number sequence expands from very small to very large numbers. Each place value to the left of another is ten times greater than the one to the right.	T&L provided			
	9/5			4.NBT.1	The number sequence expands from very small to very large numbers. Each place value to the left of another is ten times greater than the one to the right.	T&L provided			
	9/6			4.NBT.1	The value of a digit is determined by the place it is in.	T&L provided			
	9/7			4.NBT.2	Identify and write numbers up to 1 million in expanded form.	T&L provided			
	9/10		Count Around, Interactive Number Line, Two Ways	4.NBT.2	Re-write multi-digit numbers in unit form as numbers in standard form by using place value to regroup units.	Eureka M1 L3			
2	9/11			4.NBT.2	Read and write multi-digit numbers using standard form, word form, and expanded form.	Eureka M1 L4			
	9/12			4.NBT.2	Compare numbers based on meanings of the digit, using >, or <, or = to record the comparison.	Eureka M1 L5			
	9/13			4.NBT.2	Find 1, 10 and 100 thousand more and less than a given number.	Eureka M1 L6			
	9/14			TBD	RTD Day (Grade 3 Standards + exit ticket data)	Tasks			
3	9/17		Count Around, Interactive Number Line, Two Ways	4.NBT.3	Round multi-digit numbers to the thousands place using the vertical number line.	Eureka M1 L7			
	9/18			4.NBT.3	Round multi-digit numbers to any place using the vertical number line.	Eureka M1 L8			
	9/19			4.NBT.3	Use a mental number line to round multi-digit numbers to any place value.	Eureka M1 L9			
	9/20			4.NBT.3	Use a mental number line to round multi-digit numbers to any place value using word problems.	Eureka M1 L10			
	9/21			TBD	RTD Day (Grade 3 Standards + exit ticket data)	Tasks			
	9/24		Count Around, Interactive Number Line, Two Ways	4.NBT.4	Use the standard algorithm to fluently add multi-digit whole numbers.	Eureka M1 L11			
4	9/25			4.NBT.4	Use the standard algorithm to fluently subtract multi-digit whole numbers.	Eureka M1 L13			
	9/26			4.NBT.4	Use the standard algorithm to fluently subtract multi-digit whole numbers with multiple regroupings.	Eureka M1 L4			
	9/27			4.NBT.4	Use the standard algorithm to fluently subtract multi-digit whole numbers with multiple regroupings.	Eureka M1 L5			
	9/28	CRQ 1			Assessment: CRQ 1				

Module 2: Measurement				Newark	Camden			
Start Date:				10/1	10/1		Link to Module 2 Lessons	Link to Estimation 180
End Date:				10/9	10/9			
Assessments:				10/4: CGI1	10/4: CGI1			
Flex Days:				NA	NA			
RTD Days:				1	1			
		Week	Date	Events	Suggested Math Routine	Standard Focus	Objective	Resource
		5	10/1		Estimation 180	4.MD.1, 4.MD.2	Convert between meters and kilometers; solve addition and subtraction word problems involving metric length	Eureka M2 L1
			10/2			4.MD.1, 4.MD.2	Convert between grams and kilograms; solve addition and subtraction word problems involving metric length	Eureka M2 L2
			10/3			4.MD.1, 4.MD.2	Convert between liters and milliliters; solve addition and subtraction word problems involving metric length	Eureka M2 L3
			10/4	CGI Quiz 1		4.MD.1, 4.MD.2	Compare metric units according to place value.	Eureka M2 L4
			10/5			TBD	RTD Day	Tasks
		6	10/8	KNJ PD Newark Columbus Day Camden				
			10/9		Estimation 180	4.MD.2	Use addition and subtraction to solve multi-step word problems involving length, mass, and capacity.	Eureka M2 L5

Module 3: Multiplication & Division		Newark	Camden				
Start Date:		10/10	10/10				
End Date:		12/14	12/14				
		10/17-10/19: QA1 11/8: CGI2 11/30: CRQ2	10/17-10/18: QA1 11/8: CGI2 11/30: CRQ2				
Assessments:							
Flex Days:		1	1				
RTD Days:		4	4				
						</	

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Module 5: Fractions			Newark	Camden				
Start Date:			12/17	12/17				
End Date:			3/1	3/1				
Assessments:			12/21: CGI3 1/9-1/11: QA2 2/8: CRQ3 3/1: CGI4	12/21: CGI3 1/9-1/11: QA2 2/8: CRQ3 3/1: CGI4				
Flex Days:			NA	NA				
RTD Days:			5	5				
					</			

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[Link to Module 6 Lessons](#)

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Q	Month	Week starting	Week	Module	Vocab / Grammar / Writing Cycles	Days in week	Events	Assessments		
1	August	8/20	A	Module 0	-	1			Other protocols: Launching for OKLTRAWDT block Lesson study Obs & Debrief Data Analysis RW mini lesson practice the upcoming 3	
		8/27	B		-	4				
	September	9/3	1		-	4		9/7: Module 0 Quiz		
		9/10	2	Module 1	Cycle 1	4		9/14 Module 0 Data Due		
		9/17	3			5		9/20: V+G Quiz 1		
		9/24	4			5				
	October	10/1	5		Cycle 2	5		10/4: V+G Quiz 2		
		10/8	6			4		10/5: CRQ 1 extended CRQ		
		10/15	7		Cycle 3	4		10/12: CRQ 1 Data Due		
		10/22	8		4		10/18: V+G Quiz 3			
	2		10/29	9		5	End Q1	10/24-26: QA1		
November		11/5	10	Module 2	Cycle 4	4		11/2: QA1 Data Due		
		11/12	11			4	Q1 RC Conferences	11/8: V+G Quiz 4		
		11/19	12			2	Thanksgiving break	11/16: CRQ 2		
		11/26	13			5		11/29: V+G Quiz 5		
		12/3	14			5				
December		12/10	15		Cycle 6	5		12/13: V+G Quiz 6		
		12/17	16			5		12/14: CRQ 3 extended CRQ		
					Cycle 7	5		12/21: CRQ 3 Data Due		
Winter Break All										
January		12/31	17	Module 2 cont.	Cycle 7, cont.	3				
		1/7	18			5		1/10: V+G Quiz 7		
		1/14	19			5		1/16-18: QA 2		
			1/21		20	Cycle 8: Authentic Assessment	4	End Q2	1/25: QA 2 Data Due 2/1: Upload Samples of Authentic Assessments to MS Lit folder	
3		February	1/28	21	Module 3	Cycle 8 B	4		2/1: V&G Quiz 8B	
	2/4		22			5	Q2 RC Conferences			
	2/11		23		5		2/13: V&G Quiz 9 2/14: CRQ 4			
	2/18			Feb Break		0				
	March	2/25	24	Module 3 cont.	Cycle 10	5				
		3/4	25			5	PARCC SIMULATION	3/7: V+G Quiz 10		
		3/11	26			5		3/15: CRQ 5 extended CRQ		
		3/18	27		Cycle 11	4	3/18: Newark PD Day 3/22: Camden PD Day	3/21: V+G Quiz 11 3/22: CRQ 5 Data Due		
		3/25	28		Cycle 11 B	5		3/29: V+G 11B		
		4/1	29		QA 3 Week	5	End Q3	4/3-4/5: QA 3		
	4	April	4/8	30	PARCC Prep & PARCC	-	5		4/10: QA 3 Data Due 4/12: CRQ 6	
4/15 4/22			31	-		5	Spring Break / Q3 Report Card Conferences	4/19: CRQ 7 (Camden) 4/26: CRQ 7 (Newark)		
4/29			32	-		5				
May		5/6	33	Module 4		5				
		5/13	34		Cycle 12	5		5/16: V+G 12 (5/17 Camden)		
		5/20	35			5				
		5/27	36		Review for final V&G quiz	4		5/29-5/31: Final V&Q Quiz Data Due 6/7		
June		6/3	37		-	5		6/3-7: QA 4		
	6/10	38	-			End Q4	6/7: QA 4 Data Due			

	Grade 5	Grade 6	Grade 7	Grade 8
TEXT STUDY				
Module 0	The Skin I'm In	Brown Girl Dreaming	The Stars Beneath Our Feet	The Stars Beneath Our Feet* *8th grade will use All American Boys in 2019-20 and moving forward!
Module 1	The Crossover We Are the Ship Babe Didrickson Zaharias	Bud, Not Buddy Great Depression articles	The Midwife's Apprentice The Canterbury Tales Sundiata	A Raisin in the Sun The Great Fire Chicago poems and articles
Module 2	Thunder Rolling in the Mountains Shi Shi Ekto Standing Rock + Indian Boarding School articles	Esperanza Rising Immigrant Kids articles New Face of Immigration	The House on Mango Street Cool Salsa: Bilingual Poems	Claudette Colvin: Twice Towards Justice Teenage change agents articles
Module 3	The Shakespeare Stealer Who Was William Shakespeare?	Written in Bone Blood on the River	Fever 1793 An American Plague	To Kill a Mockingbird
Module 4	The Phantom Tollbooth Articles	The Odyssey Ancient Greece culture articles	Animal Farm Joseph Stalin (Wicked history)	A Midsummer Night's Dream What is Love? articles
READERS WORKSHOP				
Module 0	-	-	-	-
Module 1 <i>Realistic Fiction</i>	The Jacket	Stargirl	The Outsiders	Speak
Module 2 <i>Biography, Memoir, or Autobiography</i>	Nightjohn	Number the Stars	Boy in the Striped Pajamas	Same but Different (Teen Life on the Autism Express)
Module 3 <i>Nonfiction</i>	BlastBack: The Civil Rights Movement	Betty Before X	Chasing Lincoln's Killer	Stonewall: Breaking Out in the Fight for Gay Rights
Module 4 <i>Realistic Fiction</i>	When You Reach Me	Seedfolks	A Long Walk to Water	The First Part Last

Unit #	6th Grade Units	NGSS Performance Expectations	Days in Each Unit	Unit Level Supports	Assessment:	Assessment Overview Link:	Science/Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts	
0	Launch: Microbiome	MS-LS1-1; MS-LS2-1; MS-LS2-2	12	Launch: Microbiome Amplify Unit Map	kipSTF Unit Launch Page – Microbiome	EOU: 2 WR with rubric	QA link	Practice 1; 2; 3; 4; 5; 6; 7; 8	LS1.A; LS2.A	Scale, Proportion, and Quantity; Stability and Change; Cause and Effect; Patterns
1	Metabolism	MS-LS1-1; MS-LS1-2; MS-LS1-3; MS-LS1-5; MS-LS1-7; MS-LS1-8	23	Metabolism Amplify Unit Map	kipSTF Metabolism Page	C.J: 12 MC EOU: 12 MC, 2 WR	QA link	Practices 1; 2; 3; 4; 6; 7; 8	LS1.A; LS1.C; LS1.D; PS3.D	Systems and System Models; Energy and Matter; Patterns; Cause and Effect
	Engineering Internship: Metabolism	MS-ETS1-1; MS-ETS1-2; MS-ETS1-3; MS-ETS1-4; MS-LS1-7	10	Ei: Metabolism Amplify Unit Map	kipSTF Unit Launch Page: Traits and Reproduction	Final Written proposal, grading up to teacher	QA link	Practice 1; 2; 3; 4; 5; 6; 7; 8	ETS1.A; ETS1.B; ETS1.C; LS1.C	Scale, Proportion, and Quantity; Energy and Matter; Cause and Effect
2	Traits and Reproduction	MS-LS1-1; MS-LS1-2; MS-LS1-4; MS-LS3-1; MS-LS3-2; MS-LS4-5; MS-LS1-5	22-23	Traits and Reproduction Amplify Unit Map	kipSTF Unit Launch Page: Traits and Reproduction	C.J: 12 MC, 2 WR EOU: 18 MC, 2 WR	QA link	Practice 1; 2; 6; 7; 8	LS3.A; LS3.B; LS1.A; LS1.B; LS4.B	Structure and Function; Cause and Effect; Scale, Proportion and Quantity
3	Thermal Energy	MS-PS3-3; MS-PS3-4; MS-PS3-5	22-23	Thermal Energy Amplify Unit Map	kipSTF Unit Launch Page: Thermal Energy	C.J: 12 MC, 2 WR EOU: 16 MC, 2 WR	QA link	Practice 1; 2; 3; 4; 5; 6; 7; 8	PS3.A; PS3.B	Stability and Change; Scale, Proportion, and Quantity; Systems and System Models; Energy and Matter
4	Ocean, Atmosphere, and Climate	MS-ESS2-3; MS-ESS2-6; MS-PS3-3	22	Ocean, Atmosphere, and Climate Amplify Unit Map	kipSTF Unit Launch Page: OAC	C.J: 12 MC, 2 WR EOU: 16 MC, 2 WR	QA link	Practice 1; 2; 3; 4; 6; 7; 8	ESS2.D; PS3.B; ESS2.B	Cause and Effect; Scale Proportion and Quantity; Energy and Matter; Patterns
5	Weather Patterns	MS-ESS2-4; MS-ESS2-5; MS-ESS3-2	23-24	Weather Patterns Amplify Unit Map	kipSTF Unit Launch Page: Weather Patterns	C.J: 12 MC, 2 WR EOU: 18 MC, 2 WR	QA link	Practice 1; 2; 3; 4; 5; 6; 7; 8	ESS2.A; ESS2.C; ESS2.D; ESS3.B; PS3.A; PS3.B	Structure and Function; Cause and Effect; Energy and Matter
6	Earth's Changing Climate	MS-ESS3-2; MS-ESS3-3; MS-ESS3-4; MS-ESS3-5	22-23	Earth's Changing Climate Amplify Unit Map	kipSTF Unit Launch Page: Earth's Changing Climate	C.J: 12 MC, 2 WR EOU: 19 MC, 2 WR	QA link	Practices 1; 2; 4; 5; 6; 7; 8	ESS2.A; ESS2.D; ESS3.B; ESS3.C; ESS3.D	Stability and Change; Systems and System Models; Cause and Effect; Energy and Matter; Scale, Proportion, and Quantity
7	Engineering Internship: Earth's Changing Climate	MS-ETS1-1; MS-ETS1-2; MS-ETS1-3; MS-ETS1-4; MS-ESS3-3; MS-ESS3-5	11	Ei: Earth's Changing Climate Amplify Unit Map	kipSTF Unit Launch Page: Earth's Changing Climate	Final Written proposal, grading up to teacher	QA link	Practice 1; 2; 3; 4; 5; 6; 7; 8	ETS1.A; ETS1.B; ETS1.C; ESS3.C; ESS3.D	Cause and Effect; Energy and Matter; Systems and System Models; Scale, Proportion and Quantity

Day	Resources by Master Teachers	
	<u>Ms. Feria</u>	<i>Ms. Terenzi</i>
Launch: Microbiome - Day 1	<u>Ch 1 PPT</u>	<u>Unit Lesson 1.1</u>
	<u>WS 1.1</u>	
Launch: Microbiome - Day 2	<u>WS 1.2</u>	<u>Unit Lesson 1.2</u>
Launch: Microbiome - Day 3	<u>WS 1.3</u>	<u>Unit Lesson 1.3</u>
Launch: Microbiome - Day 4	<u>Ch 2 PPT</u>	<u>Unit Lesson 2.1</u>
	<u>WS 2.1</u>	
Launch: Microbiome - Day 5	<u>WS 2.2</u>	<u>Unit Lesson 2.2</u>
Launch: Microbiome - Day 6	<u>WS 2.3</u>	<u>Unit Lesson 2.3</u>
Launch: Microbiome - Day 7	<u>WS 2.4</u>	<u>Unit Lesson 2.4</u>
Launch: Microbiome - Day 8	<u>WS 2.5</u>	<u>Unit Lesson 2.5</u>
Launch: Microbiome - Day 9	<u>WS 2.6</u>	<u>Unit Lesson 2.6</u>
Launch: Microbiome - Day 10	<u>WS 2.7</u>	<u>Unit Lesson 2.7</u>
Launch: Microbiome - Day 11	<u>WS 2.7 Final Task</u>	
	<u>Newspaper Template for FT</u>	
Launch: Microbiome - Day 12		

Approximate Date	Day	Topics	Resources by Master Teachers			Assessments in this Unit:	Assessment Platform:	When to Administer:
			Mr. O'Brien	Ms. Faria	Ms. Terenzi			
9/10 (Mon)	Metabolism - Day 1	1.1 Pre-Asses	Unit Lesson 1.1 (Pre-Assessment)	WS 1.1		Pre-Unit Assessment	Amplify	before you begin any lessons in the unit
9/11 (Tue)	Metabolism - Day 2	1.2 Welcome to Medical School	Unit Lesson 1.2	WS 1.2		Critical Juncture Assessment	Amplify	half way through the unit
		1.3 Evaluating Initial Claims about Elisa (Note: Task material is different than Amplify)	Unit Lesson 1.3	WS 1.3	Ch.1 PPT	Science – G6 – MET EOU – 2018 – 2019	Paper/Illuminate	after the final lesson of the unit
9/12 (Wed)	Metabolism - Day 3	2.1 Exploring the Classroom Body Systems Model	Unit Lesson 2.1	WS 2.1		Benchmark	Illuminate	3x/year, every few units
9/13 (Thu)	Metabolism - Day 4	2.2 Patient Stories: Problems with Body Systems	Unit Lesson 2.2 (Combined with 2.3)	WS 2.2				
		2.3 Learning More about a Condition						
		OPTIONAL: Combine lessons into one						
9/14 (Fri)	Metabolism - Day 5							
9/17 (Mon)	Metabolism - Day 6	2.4 Conducting SIM Tests	Unit Lesson 2.4	WS 2.4	Ch.2 PPT			
9/18 (Tue)	Metabolism - Day 7	2.5 CJA Assessment	Unit Lesson 2.5 (Critical Juncture Assessment)					
9/19 (Wed)	Metabolism - Day 8	2.6 Playing Guess My Model	Unit Lesson 2.6	WS 2.6				
9/20 (Thu)	Metabolism - Day 9	2.7 Diagnosing Elisa	Unit Lesson 2.7	WS 2.7				
9/21 (Fri)	Metabolism - Day 10	Note: Task material is different than Amplify						
9/24 (Mon)	Metabolism - Day 11	3.1 Learning About Energy Release in the Body	Unit Lesson 3.1	WS 3.1				
9/25 (Tue)	Metabolism - Day 12	3.2 Exploring Chemical Reactions	Unit Lesson 3.2	WS 3.2				
9/26 (Wed)	Metabolism - Day 13	3.3 Cellular Respiration Growth and Repair	Unit Lesson 3.3	WS 3.3				
9/27 (Thu)	Metabolism - Day 14	3.4 "Blood Doping: Messing w/Metabolism to Win Races"	Unit Lesson 3.4	WS 3.4				
9/28 (Fri)	Metabolism - Day 15	3.5 Modeling Cellular Respiration in an Athlete's Body	Unit Lesson 3.5	WS 3.5	Ch. 3 PPT			
10/01 (Mon)	Metabolism - Day 16	4.1 Going for Gold: A Cycling Champion's Story	Unit Lesson 4.1	WS 4.1				
10/02 (Tue)	Metabolism - Day 17	4.2 Analyzing Evidence	Unit Lesson 4.2	WS 4.2	Ch. 4 PPT			
10/03 (Wed)	Metabolism - Day 18	4.3 The Science Seminar	Unit Lesson 4.3	WS 4.3				
10/04 (Thu)	Metabolism - Day 19	Reteach	Teacher-Planned	Teacher-Planned				
10/05 (Fri)	Metabolism - Day 20	Reteach	Teacher-Planned	Teacher-Planned				
10/08 (Mon)	-	-	-	-	-			
10/09 (Tue)	Metabolism - Day 21	Reteach	Teacher-Planned	Teacher-Planned				
10/10 (Wed)	Metabolism - Day 22	Review Game (ex. Jeopardy)	Teacher-Planned	Teacher-Planned				
10/11 (Thu)	Metabolism - Day 23		Science – G6 – MET EOU – 2018 – 2019					
10/12 (Fri)	Et: Metabolism - Day 1							
10/15 (Mon)	Et: Metabolism - Day 2							
10/16 (Tue)	Et: Metabolism - Day 3							
10/17 (Wed)	Et: Metabolism - Day 4							
10/18 (Thu)	Et: Metabolism - Day 5							
10/19 (Fri)	-	-	-	-	-			
10/22 (Mon)	Et: Metabolism - Day 6							
10/23 (Tue)	Et: Metabolism - Day 7							
10/24 (Wed)	Et: Metabolism - Day 8							
10/25 (Thu)	Et: Metabolism - Day 9							
10/26 (Fri)	Et: Metabolism - Day 10							

Composition 100									
Quarter	Month	Dates	Week	# of Lessons	Unit	Events	Assessments	Links to Unit Plans	PD
QUARTER 1	September	9/3 - 9/7	1	4	Unit 1: The Paragraph (14 lessons) Poem: "The Rose that Grew from Concrete" by Tupac Shakur Memoir: Excerpt from "Mo' Meta Blues" by Questlove Memoir: Excerpt from "My Beloved World" by Sonia Sotomayor	9/3: Labor Day	9/7: Poem		
		9/10 - 9/14	2	5		9/13: Back to School Night	9/14: Paragraph 2		
		9/17 - 9/21	3	5			9/21: Paragraph 3 9/21: English 2200 Unit 1 test		
		9/24 - 9/28	4	5					
	October	10/1 - 10/5	5	2	Unit 2: Humor and Suspense (18 lessons) "Lamb to the Slaughter" by Roald Dahl	10/2 - 10/4: College Tours			
		10/8 - 10/12	6	2 QA + 2 lessons		10/8: PD Day	10/9-10/10: QA1		
		10/15 - 10/19	7	4			10/19: IA #1		
		10/22 - 10/26	8	5		10/26: IA Data Day 1/2 day	10/25: English 2200 Unit 2 test 10/26: Unit 2 essay		
QUARTER 2	November	10/29 - 11/2	9	5	Unit 3: Speeches (15 lessons) Barry Jenkins on <i>Moonlight</i> Michelle Obama DNC Speech Yara Shahidi <i>Essence</i> Speech	11/5: School Based PD Day; 11/7 - 11/8: RCC 1/2 days			
		11/5 - 11/9	10	4		11/12: Veteran's Day			
		11/12 - 11/16	11	4		11/21 - 11/23: Thanksgiving Break	11/20: Unit 3 essay		
		11/19 - 11/23	12	2					
		11/26 - 11/30	13	5			11/30: English 2200 Unit 4 test		
	December	12/3 - 12/7	14	5	Unit 4: Democracy and Media (23 lessons) "Most Students Don't Know When News is Fake, Study Finds" by Shellenbarger, "The Internet Isn't Killing Our Culture or Democracy" by Adam Thierer, "A scholar asks: Can democracy survive the internet?" by Dan Balz, and various fake vs. real news stories for analysis		12/7: Unit 4 outline		
		12/10 - 12/14	15	5					
		12/17 - 12/21	16	5		Authentic Assessment	12/17: English 2200 Unit 5 test 12/21: Unit 4 essay		
		12/24 - 12/28				Holiday Break			
	January	12/31 - 1/4	17	3	Unit 4 cont.	12/31 - 1/1: Holiday Break	1/4: debate		
		1/7 - 1/11	18	5	Unit 5: Midterm Review & Semester Closeout (11 lessons) On-demand prep ACT prep Sales Pitch mini-unit		1/15: English 2200 Unit 6 test 1/16-1/17: QA 1/8: IA 2		
		1/14 - 1/18	19	2 QA + 2 lessons		1/21: MLK Day; 1/25: IA Data Day 1/2 day	1/24-1/25: Sales Pitches		
		1/21 - 1/25	20	4					
Quarter 3	February	1/28 - 2/1	21	4	Unit 6: The Food Industry (19 lessons) "Pesticides: Now More Than Ever" by Mark Bittman, "It's the Sugar, Folks" by Mark Bittman, "How Are Food and the Environment Related?" by Carolyn Denton, "Effects of Food Production on the Environment" published by LandRoots, "Agriculture and Food Sectors and the Economy" published by US Department of Agriculture, "Economic Contribution of Food and beverage Industry" by Laura Unnevehr, and independently researched articles	2/1: School Based PD			
		2/4 - 2/8	22	5		2/6 - 2/7: RCC 1/2 days	2/8: Unit 6 outline		
		2/11 - 2/15	23	5					
		2/18 - 2/22				Winter Break			
	March	2/25 - 3/1	24	5	Unit 6 cont.		3/1: Unit 6 essay		
		3/4 - 3/8	25	5	Unit 7: Prison-Industrial Complex (19 lessons) Excerpts from <i>The New Jim Crow</i> by Michelle Alexander, "This is the Real Reason Private Prisons Should Be Outlawed" by Joseph Margulies, "Locked-In Profits: The U.S. Prison Industry, By the Number" by Martha C. White, <i>13th</i> Netflix documentary, and independently researched articles		3/4: English 2200 Unit 7 test		
		3/11 - 3/15	26	5		3/18: Regional PD; 3/22: IA #3	3/15: Unit 7 outline 3/21: English 2200 Unit 8 test		
		3/18 - 3/22	27	3			3/26 - 3/28: QA #3 (no classes) 3/29: IA Data Day		
		3/25 - 3/29	28	1		4/2: Official ACT for 11th Grade	4/5: Unit 7 essay		
		4/1 - 4/5	29	5					
Quarter 4	April	4/8 - 4/12	30	5	Unit 8: PARCC Prep (14 lessons) "If We Must Die" by Claude McKay, excerpt from <i>Autobiography of Malcolm X</i> , and excerpt from <i>Drinking Coffee Elsewhere</i> by ZZ Packer				
		4/15 - 4/19				Spring Break			
		4/22 - 4/26	31	4	Unit 8 cont.	4/22: PD; 4/24 - 4/25: RCC 1/2 days			
	May	4/29 - 5/3	32	2		4/30 - 5/2: PARCC			
		5/6 - 5/10	33	5	Unit 9: Immigration (AP Seminar Task) (21 lessons) "Frequently Requested Statistics on Immigrants and Immigration in the United States" published by Migration Policy Institute, "Modern Immigration Wave Brings 59 Million to U.S., Driving Population Growth and Change Through 2065" published by Pew Research Center, "Is a Merit-Based Immigration System a Good Idea?" by Alvarez, "The Real Immigration Debate: Whom to Let In and Why" by		5/10: English 2200 Unit 9 test		
		5/13 - 5/17	34	5		5/14 - 5/16: Math PARCC	5/17: Unit 9 outline		
		5/20 - 5/24	35	5			5/24: Individual Research Report		

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Composition 200									
Quarter	Month	Dates	Week	# of Lessons	Unit	Events	Links to Unit Plans	PD	
QUARTER 1	September	9/3 - 9/7	1	4	Unit 1: Vignettes (12 lessons) Cisneros' vignettes: "My Name," "Those Who Don't," and Meme Ortiz	9/3: Labor Day			
		9/10 - 9/14	2	5		9/13: Back to School Night			
		9/17 - 9/21	3	5					
		9/24 - 9/28	4	5					
	October	10/1 - 10/5	5	2	Unit 2: Heroes and Villains (20 lessons) "What Makes a Hero" by Philip Zimbardo, "Heroes and Villains" by Caroline Myss, "What Makes a Great Villain" by Jerry Jenkins, "Thank you, Ma'am" by Langston Hughes, "Masque of the Red Death" by Edgar Allan Poe, and "All Summer in a Day" by Ray Bradbury	10/2 - 10/4: College Tours			
		10/8 - 10/12	6	2 QA + 2 lessons		10/8: PD Day			
		10/15 - 10/19	7	4					
		10/22 - 10/26	8	5		10/26: IA Data Day 1/2 day			
QUARTER 2	November	10/29 - 11/2	9	5	Unit 3: Pros and Cons (16 lessons) "9 Principal Pros and Cons of Gun Control" published by navajocodetalkers.com, "Gun Control Pros and Cons: 3 Points on Both Sides of the Debate" by Karen Ridder, "What are the Pros and Cons of Medical Marijuana" by Angela Morrow, "What You Should Know: Pros and Cons of Medical Marijuana" by Brian Wu, and additional research by students	11/5: School Based PD Day; 11/7 - 11/8: RCC 1/2 days			
		11/5 - 11/9	10	4		11/12: Veteran's Day			
		11/12 - 11/16	11	4					
		11/19 - 11/23	12	2		11/21 - 11/23: Thanksgiving Break			
		11/26 - 11/30	13	5					
	December	12/3 - 12/7	14	5	Unit 4: Visual Rhetoric in Advertisements (20 lessons) various advertisements				
		12/10 - 12/14	15	5					
		12/17 - 12/21	16	5		Authentic Assessment			
		12/24 - 12/28	Holiday Break						
	January	12/31 - 1/4	17	3	Unit 5: Reviews (12 lessons)	12/31 - 1/1: Holiday Break			
		1/7 - 1/11	18	5					
		1/14 - 1/18	19	2 QA + 2 lessons					
1/21 - 1/25		20	4	1/21: MLK Day; 1/25: IA Data Day 1/2 day					
QUARTER 3	February	1/28 - 2/1	21	4	Unit 6: Stem Cell / Assisted Suicide (18 lessons)	2/1: School Based PD			
		2/4 - 2/8	22	5		2/6 - 2/7: RCC 1/2 days			
		2/11 - 2/15	23	5					
		2/18 - 2/22	Mid-Winter Break						
	March	2/25 - 3/1	24	5	Unit 6: AP Seminar style presentations				
		3/4 - 3/8	25	5					
		3/11 - 3/15	26	5					
		3/18 - 3/22	27	3	3/18: Regional PD; 3/22: IA #3				
		3/25 - 3/29	28	1	3/26 - 3/28: QA #3 (no classes); 3/29: IA Data Day				
	April	4/1 - 4/5	29	5		4/2: Official ACT for 11th Grade			
		4/8 - 4/12	30	5					
		4/15 - 4/19	Spring Break						
	QUARTER 4	May	4/22 - 4/26	31	4		4/22: PD; 4/24 - 4/25: RCC 1/2 days		
			4/29 - 5/3	32	2		4/30 - 5/2: PARCC		
			5/6 - 5/10	33	5				
			5/13 - 5/17	34	5				
June		5/20 - 5/24	35	5					
		5/27 - 5/31	36	4		5/27: Memorial Day			
		6/3 - 6/7	37	5		6/7: Senior Signing Day			
		6/10 - 6/14	38	5		6/10 - 6/14: Senior Week; 6/14: Last Day of Classes			
				</					

Composition 300

Quarter	Month	Dates	Week	# of Lessons	Unit	Events	Assessments	Links to Unit Plans	PD
QUARTER 1	September	9/3 - 9/7	1	4	Unit 1: Personal Narrative (14-16 lessons) "Concerning Sparks & Saturdays" by Protim Adhikari "Black Men & Public Space" by Brent Staples "Superman & Me: The Joy of Reading & Writing" by Sherman Alexie	9/3: Labor Day			
		9/10 - 9/14	2	5		9/13: Back to School Night			
		9/17 - 9/21	3	5			Type 3 (9/18)		
		9/24 - 9/28	4	5			Personal Narratives (9/25) English 3200: Unit 1 test (9/28)		
	October	10/1 - 10/5	5	2	Unit 2: Level 4 (5 lessons) 9/26-9/28, 10/1, 10/5	10/2 - 10/4: College Tours			
		10/8 - 10/12	6	2 QA + 2 lessons	Unit 3: Rhetorical Analysis (15-20 lessons) "Still I Rise" by Maya Angelou "Phenomenal Women" by Maya Angelou "Salvation" by Langston Hughes "How Terrorism Can Harm Your Brain" by Patrick Kiger	10/9-10/10: QA #1			
		10/15 - 10/19	7	4		10/19: IA #1	English 3200: Unit 2 test (10/18)		
		10/22 - 10/26	8	5		10/26: IA Data Day 1/2 day	Final Outlines (10/25)		
		10/29 - 11/2	9	5					
		11/5 - 11/9	10	4		11/5: School Based PD Day; 11/7 - 11/8: RCC 1/2 days	Final Essays (11/9)		
QUARTER 2	November	11/12 - 11/16	11	4	Unit 4: Choice vs. Chance (15-16 lessons) "Black Men & Public Space" by Brent Staples "Superman & Me: The Joy of Reading & Writing" by Sherman Alexie "Transformation of Silence into Action" by Audre Lorde	11/12: Veteran's Day			
		11/19 - 11/23	12	2		11/21 - 11/23: Thanksgiving Break	English 3200: Unit 3 test (11/20)		
		11/26 - 11/30	13	5			Final Outlines (11/30)		
		12/3 - 12/7	14	5			Final Essays (12/10)		
	December	12/10 - 12/14	15	5	Unit 5: Level 5 (10 lessons) .				
		12/17 - 12/21	16	5		Authentic Assessment	Type 3 (12/18; 12/19?) English 3200: Unit 4 test (12/19?)		
		12/24 - 12/28				Holiday Break			
	January	12/31 - 1/4	17	3	Unit 6: Limiting Power (13-14 lessons) "Mom And Dad, Please Explain This One to Your Daughters" by Dr. Peggy Drexler "The Black Male Experience from the C-Suite to the Street" by Bernard J. Tyson "No One Should Be Fired for Being Gay" by John D. Sutter "Why Can't We Talk About Homophobia in the Black Community?" by Daniel Reynolds The New Jim Crow by Michelle Alexander "There is No Unmarked Woman" by Deborah Tannen "The Story of Self Hatred" by David Mixner Other readings from <i>Privilege: A Reader</i> (class, physical ability, religion)	12/31 - 1/1: Holiday Break			
		1/7 - 1/11	18	5					
		1/14 - 1/18	19	2 QA + 2 lessons		1/16/1-17: QA #2; 1/18: IA 2 no class	Final Outlines (1/15)		
		1/21 - 1/25	20	4		1/21: MLK Day; 1/25: Data Day 1/2 day class	Final Essays (1/28) English 3200: Unit 5 test (1/25)		
Quarter 3	February	1/28 - 2/1	21	4	Unit 7: Dystopia (19 lessons)	2/1: PD Day			
		2/4 - 2/8	22	5		2/6 - 2/7: RCC 1/2 days	Final Outlines 2/13		
		2/11 - 2/15	23	5					
		2/18 - 2/22				Winter Break			
	March	2/25 - 3/1	24	5	Media & Technology (15 lessons)		English 3200: Unit 6 test (3/1)		
		3/4 - 3/8	25	5			Final Essays (3/5)		
		3/11 - 3/15	26	5					
		3/18 - 3/22	27	3		3/18: Regional PD; 3/22: IA #3 (1/2 day)			
	April	3/25 - 3/29	28	1		3/26 - 3/28: QA #3 (no classes); 3/29: IA Data Day (1/2 day)			
		4/1 - 4/5	29	5		4/2: Official ACT for 11th Grade	Anticipate an ACT-prep initiative English 3200: Unit 7 test (4/5)		
Quarter 4	April	4/8 - 4/12	30	5	Unit 9: Shortest Stories (10 lessons) The World's Shortest Short Stories by Steve Moss Murder. Love. Horror. Suspense. All this and much more in the most amazing short stories ever written—each one just 55 words long!				
		4/15 - 4/19				Spring Break			
		4/22 - 4/26	31	4		4/22: PD; 4/24 - 4/25: RCC 1/2 days			
	May	4/29 - 5/3	32	2		4/30 - 5/2: PARCC			
		5/6 - 5/10	33	5	Unit 10: Personal Statements (14-16 lessons)		English 3200: Unit 8 test (5/10)		
		5/13 - 5/17	34	5		5/14 - 5/16: Math PARCC			
		5/20 - 5/24	35	5					
		5/27 - 5/31	36	4		5/27: Memorial Day	Personal Narratives (5/31) Possible Student Reading of Excerpts		
	June	6/3 - 6/7	37	5		6/7: Senior Signing Day	English 3200: Unit 12 test (6/7)		
		6/10 - 6/14	38	5		6/10 - 6/14: Senior Week; 6/14: Last Day of Classes	Finals?		

Attachment C

Miami 2019-20 Calendar



July 2019						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August 2019						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September 2019						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					20

October 2019						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		21

November 2019						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December 2019						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				15

January 2020						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	18

February 2020						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	19

March 2020						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				17

April 2020						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	20

May 2020						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

June 2020						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				8

Quarters	Dates	Days
Q1	8/14 - 10/25	47
Q2	10/29 - 1/25	49
Q3	1/27 - 4/3	43
Q4	4/6 - 6/10	41

Total School Days	
"Orientation"	3
Regular School	184
Saturday School	4
Total for other grades	188
Total for Entry Grades	191

(not including entry grad 14-Aug
(to be planned by school 19-Aug

KEY	
	KNJ PD
	Holiday/Break
	School-based PD
	RC Confs (PM)
	Beginning/End of Quarter
	Leader PD

Notes:

Quarter 4 ends (grades due) June XX...

Date List

1-Jul	New Leaders (Aps, DSOs, PIRs, SLs) start date
15-Jul	First day for founding staff
22-Jul	First day for all new staff (existing schools) - New teacher PD week
Jul 25 & Jul 26	New AP and GLC/ DC PD
5-Aug	First day for all returning staff
August 5- 7	School-based PD
August 8 & 9	Heartbeat Summit
August 12 - 13	School-based PD
	First day of school for K, 5
	First day of school for all other grades
2-Sep	Labor Day holiday
14-Oct	Columbus Day Holiday
25-Oct	KNJ PD Day
25-Oct	Quarter 1 ends
28-Oct	Quarter 2 begins
4-Nov	School-based PD
11-Nov	Veteran's Day Holiday
November 13 & 14	First Quarter report card conferences
November 27-29	Thanksgiving holiday
20-Dec	Half Day for students and staff
Dec 23- Jan 3	Winter recess
20-Jan	Dr. Martin Luther King, Jr. Day
24-Jan	Quarter 2 Ends
27-Jan	Quarter 3 Begins
31-Jan	School-based PD
February 5 & 6	Second Quarter Report Card Conferences
17-Feb	President's Day
March 23-27	Spring break
3-Apr	Quarter 3 Ends
6-Apr	Quarter 4 begins
10-Apr	KNJ PD Day
20-Apr	School-based PD
April 22 & 23	Third Quarter Report Card Conferences
25-May	Memorial Day holiday
5-Jun	Quarter 4 ends
June 9-10	Third Quarter Report Card Conferences
10-Jun	Last Day of School for Kids & Teachers

Block	FPC Rec	18-19	19-20 (MTTHF)
IRA	15	15	K-2 15 3-4 10
SR	10	K-1 20 2-4 30 (CR)	K-2 10 (move to SR in 2) 3-4 30 (keep close read)
Phonics	K-1 10 (apply in RW) 2-4 30 minutes	K-1 15 2-4 30	K-1 25 (remove from RWS) 2-4 25 (add to RWS)
RML	10	10	K-2 10 RML + 15 IR 2-4 10 RML + 20 IR (2nd follows K-1 1st half and 3-4 2nd half)
Reader's Workshop	70 (group share 10)	K-1 100 2-4 90	K- 4 70 (take out IR) Guided Reading: 3 20 minute blocks 1 teacher 2 groups + interv. 1 teacher 3 groups
Writing	K- 0 minutes (sub center or choice play) 1-4 60 minutes	30 in K 45 in 1-4	K-2 40 3-4 60
Math	N/A	90 minutes CGI 30 Eureka/Math Routines/ Spiral Review 60	90 minutes CGI 30 Eureka/Math Routines/ Spiral Review 60

Changes:

K-1	2	3-4
-Separate RML + IR from RWS -Move to FPC rec for SR -Take phonics application out of RW -Phonics lesson + application is one block -Combine Eureka & Math Routine block into one 60 minute block	-Not departmentalized -Adopt SR from FPC in second grade and move to FPC suggested length -Integrate phonics into RWS -Separate RML + IR from RWS -Combine Eureka & Math Routine block into one 60 minute block	-Integrate Phonics into RWS -Separate RML + IR from RWS Lengthen Writer's Workshop -Math teachers do not teach GR (can conference) -Combine Eureka & Math Routine block into one 60 minute block
Change the flow and structures of RWS to be:		

Time	K-1	2	3-4
5-10	Launch Centers	Phonics lesson	Phonics lesson
55-60	Guided Reading Centers: Sight words Writing Flex	Guided Reading Phonics Application Mix of K-1 - 3-4	Guided Reading Book Clubs Writing about Reading Choice Reading Phonics Application
5-10	Closing/ Feedback	Closing/ Feedback	Closing/ Feedback

Wednesday

	K-2	3-4
Add	F&P Testing during RWS	F&P Testing during RWS
Reduce	IRA 10 Writing to 20 (no lesson) RWS (60) (no GR instead IR) Math Routines + Eureka (60)	IRA 10 Writing to 30 (no lesson) RWS (60) (no phonics lesson and no GR) Math Routines + Eureka (60)
Cut	Shared Reading Phonics RML GR CGI One Special	Close Reading RML GR CGI One Special

	C	All Classes					
Per.		Day A	Day B		Day C	Day D	
Huddle, arrival, culture building time and PD	7:30						
	7:35	Huddle					
	7:40						
	7:45						
	7:50	Arrival and Breakfast					
	7:55						
	8:00						
	8:05	Breakfast					
	8:10						
	8:15	Family Meeting and Community Meeting Time					
	8:20						
	8:25	Read Aloud	Read Aloud		Read Aloud	Read Aloud	
8:30	School-Wide Community Meeting						
8:35							
8:40							
8:45							
8:50							
8:55							
9:00	Read Aloud						
9:05							
9:10							
1	9:15			Guided Reading/RWS			Guided Reading/RWS
	9:20						
	9:25						
	9:30						
	9:35						
	9:40						
	9:45						
	9:50						
	9:55						
	10:00	Socioemotional					
10:05							
2	10:10	Math	Math		Math	Math	
	10:15						
	10:20						
	10:25						
	10:30						
	10:35						
	10:40						
	10:45						
0:00	10:50						
	10:55						

0:00	10:55			Math		
	11:00					
	11:05					
	11:10					
	11:15					
	11:20					
	11:25					
0:00	11:30					
	11:35					
	11:40					
	11:45					
	11:50					
	11:55	RML + IR	RML + IR		RML + IR	RML + IR
	12:00			Specials		
0:00	12:05					
	12:10					
	12:15					
	12:20	Lunch	Lunch		Lunch	Lunch
	12:25			Lunch		
	12:30					
	12:35					
0:00	12:40					
	12:45					
	12:50	Nap/Recess	Nap/Recess		Nap/Recess	Nap/Recess
	12:55			Writing		
	13:00	Shared Reading	Shared Reading		Shared Reading	Shared Reading (SW Testing)
	13:05					
	13:10			FCC		
0:00	13:15			Pack Up/ Snack		
	13:20					
	13:25	Writing	Writing		Writing	Writing
	13:30			DISMISSAL		
	13:35					
	13:40					
	13:45					
0:00	13:50					
	13:55					
	14:00					
	14:05					
	14:10					
	14:15	Phonics	Phonics		Phonics	Phonics
	14:20					
0:00	14:25					

0:00	14:30					
	14:35					
	14:40					
	14:45					
	14:50					
	14:55					
	15:00					
	15:05					
	15:10					
	15:15					
0:00	15:20	Specials	Specials		Specials	Specials
	15:25					
	15:30					
	15:35					
	15:40					
	15:45					
	15:50					
	15:55					
	16:00					
	16:05					
	16:10	Dismissal	Dismissal		Dismissal	Dismissal
	16:15					

		All Classes					
Per.		Day A	Day B		Day C	Day D	
Huddle, arrival, culture building time and PD	7:30						
	7:35	Huddle					
	7:40						
	7:45						
	7:50	Arrival and Breakfast					
	7:55						
	8:00						
	8:05	Breakfast					
	8:10						
	8:15	Family Meeting and Community Meeting Time					
8:20							
8:25	RWS	RWS		RWS	RWS		
8:30			School-Wide Community Meeting				
8:35							
8:40							
8:45							
8:50							
8:55			Read Aloud				
9:00							
9:05							
9:10							
1	9:15	Shared Reading	Shared Reading	IR/RWS+ F&P Testing	RWS	RWS	
	9:20						
	9:25						
	9:30						
	9:35						
	9:40						
	9:45						
	9:50						
9:55	Socioemotional						
10:00							
10:05							
10:10							
2	10:15						
	10:20						
	10:25						
	10:30						
	10:35						
	10:40						
	10:45						
	10:50						

0:00	10:55	Specials	Specials	Math	Specials	Specials	
	11:00						
	11:05						
	11:10						
	11:15	IRA	IRA		IRA	IRA	
	11:20						
	11:25						
0:00	11:30	Phonics	Phonics	Specials		Phonics	Phonics
	11:35						
	11:40						
	11:45						
	11:50						
	11:55						
	12:00	Lunch	Lunch	Lunch	Lunch	Lunch	
	12:05						
	12:10						
	12:15						
0:00	12:20	Recess	Recess	Writing	Recess	Recess	
	12:25						
	12:30						
	12:35						
	12:40						
	12:45						
	12:50	Math	Math	FCC	Math	Math	
	12:55						
	13:00						
	13:05						
13:10							
13:15							
13:20							
13:25							
13:30							
13:35							
0:00	13:40	Math	Math	Pack Up/ Snack	Math	Math	
	13:45						
	13:50						
	13:55						
	14:00						
	14:05						
	14:10						
	14:15						
	14:20						
	14:25						

0:00	14:30	Writing	Writing		Writing	Writing
	14:35					
	14:40					
	14:45					
	14:50					
	14:55					
	15:00					
	15:05					
	15:10					
	15:15					
0:00	15:20	RML + IR	RML + IR		RML + IR	RML + IR
	15:25					
	15:30					
	15:35					
	15:40					
	15:45					
	15:50					
	15:55					
	16:00					
	16:05					
	16:10	Pack up + Dismissal	Pack up + Dismissal		Pack up + Dismissal	Pack up + Dismissal
	16:15					

Per.	All Classes: Q1 and Q2					All Classes: Q3 and Q4				
	Day A	Day B		Day C	Day D	Day A	Day B		Day C	Day D
Huddle, arrival, culture building time and PD	7:30					7:30				
	7:35					7:35				
	7:40					7:40				
	7:45	Huddle				7:45	Huddle			
	7:50					7:50				
	7:55	Arrival and Breakfast				7:55	Arrival and Breakfast			
	8:00					8:00				
	8:05	Breakfast				8:05	Breakfast			
	8:10					8:10				
	8:15	Family Meeting and Community Meeting Time				8:15	Family Meeting and Community Meeting Time			
1	8:20					8:20				
	8:25					8:25				
	8:30					8:30				
	8:35					8:35	Read Aloud	Read Aloud	School-Wide Community Meeting	Read Aloud
	8:40	Read Aloud	Read Aloud		Read Aloud	8:40	Read Aloud	Read Aloud		Read Aloud
	8:45					8:45				
	8:50					8:50				
	8:55					8:55				
	9:00					9:00				
	9:05					9:05				
2	9:10					9:10				
	9:15					9:15				
	9:20					9:20				
	9:25					9:25				
	9:30					9:30				
	9:35					9:35				
	9:40					9:40				
	9:45					9:45				
	9:50	Guided Reading/RWS	Guided Reading/RWS		Guided Reading/RWS	9:50	Guided Reading/RWS /PWS	Guided Reading/RWS /PWS		Guided Reading/RWS /PWS
	9:55					9:55				
0:00	10:00					10:00				
	10:05					10:05				
	10:10					10:10				
	10:15					10:15				
	10:20					10:20				
	10:25					10:25				
	10:30					10:30				
	10:35					10:35				
	10:40					10:40				
	10:45	Math	Math		Math	10:45	Math	Math		Math
0:00	10:50					10:50				
	10:55					10:55				
	11:00					11:00				
	11:05					11:05				
	11:10					11:10				
	11:15					11:15				
	11:20					11:20				
	11:25					11:25				
	11:30					11:30				
	11:35					11:35				
0:00	11:40					11:40				
	11:45					11:45				
	11:50					11:50				
	11:55					11:55				
	12:00	RML + IR	RML + IR	Specials	RML + IR	12:00	RML + IR	RML + IR	Specials	RML + IR
	12:05					12:05				
	12:10					12:10				
	12:15					12:15				
	12:20					12:20				
	12:25	Recess	Recess	Lunch	Recess	12:25	Recess	Recess	Lunch	Recess
0:00	12:30					12:30				
	12:35					12:35				
	12:40					12:40				
	12:45					12:45				
	12:50	Lunch	Lunch		Lunch	12:50	Lunch	Lunch		Lunch
	12:55					12:55				
	13:00					13:00				
	13:05					13:05				
	13:10					13:10				
	13:15					13:15				
0:00	13:20					13:20				
	13:25					13:25				
	13:30					13:30				
	13:35					13:35				
	13:40					13:40				
	13:45					13:45				
	13:50					13:50				
	13:55					13:55				
	14:00					14:00				
	14:05					14:05				
0:00	14:10					14:10				
	14:15	Specials	Specials		Specials	14:15	Specials	Specials		Specials
	14:20					14:20				
	14:25	Snack	Snack		Snack	14:25	Snack	Snack		Snack
	14:30					14:30				
	14:35	Shared Reading	Shared Reading		Shared Reading	14:35				

0:00	14:40							14:40	Close Reading	Close Reading			Close Reading	Close Reading
	14:45							14:45						
	14:50							14:50						
	14:55							14:55						
	15:00	Writing	Writing		Writing	Writing		15:00						
	15:05							15:05						
	15:10							15:10						
	15:15							15:15						
	15:20							15:20						
	15:25							15:25	Writing	Writing			Writing	Writing
0:00	15:30							15:30						
	15:35							15:35						
	15:40							15:40						
	15:45							15:45						
	15:50	Phonics	Phonics		Phonics	Phonics		15:50						
	15:55							15:55						
	16:00							16:00						
	16:05							16:05						
	16:10	Pack up + Dismissal	Pack up + Dismissal		Pack up + Dismissal	Pack up + Dismissal		16:10	Pack up + Dismissal	Pack up + Dismissal			Pack up + Dismissal	Pack up + Dismissal
	16:15							16:15						

		Cohorts A + C							Cohorts B+D				
Per.		Day A	Day B		Day C	Day D			Day A	Day B		Day C	Day D
Huddle, arrival, culture building time and PD	7:30						Note 3rd grade schedule shows and option of math teachers teaching writing and 4th shows the option of math teachers teaching GR	7:30					
	7:35	Huddle						7:35	Huddle				
	7:40	Huddle						7:40	Huddle				
	7:45	Huddle						7:45	Huddle				
	7:50	Arrival and Breakfast						7:50	Arrival and Breakfast				
	7:55	Arrival and Breakfast						7:55	Arrival and Breakfast				
	8:00	Arrival and Breakfast						8:00	Arrival and Breakfast				
	8:05	Breakfast						8:05	Breakfast				
	8:10	Breakfast						8:10	Breakfast				
	8:15	Family Meeting and Community Meeting Time						8:15	Family Meeting and Community Meeting Time				
1	8:20	Family Meeting and Community Meeting Time					8:20	Family Meeting and Community Meeting Time					
	8:25	Specials	Specials		Specials	Specials	8:25	Specials	Specials		Specials	Specials	
	8:30												
	8:35			School-Wide Community Meeting									
	8:40												
	8:45												
	8:50												
	8:55												
	9:00			Read Aloud									
	9:05												
2	9:10			Specials			Specials			IR/RWS+ F&P Testing			Specials
	9:15												
	9:20												
	9:25												
	9:30												
	9:35												
	9:40												
	9:45												
	9:50												
	9:55												
0:00	10:00	Math	Math	Socioemotional	Math	Math	10:00	Guided Reading/RWS /PWS	Guided Reading/RWS /PWS	Socioemotional	Guided Reading/RWS /PWS	Guided Reading/RWS /PWS	
	10:05												
	10:10												
	10:15												
	10:20												
	10:25												
	10:30												
	10:35												
	10:40												
	10:45												
0:00	10:50	Math	Math	Math	Math	Math	10:50	Math	Math	Math	Math	Math	
	10:55												
	11:00												
	11:05												
	11:10												
	11:15												
	11:20												
	11:25												
	11:30												
	11:35												
0:00	11:40	RML + IR	RML + IR	Specials	RML + IR	RML + IR	11:40	RML + IR	RML + IR	Specials	RML + IR	RML + IR	
	11:45												
	11:50												
	11:55												
	12:00												
	12:05												
	12:10												
	12:15												
	12:20												
	12:25												
0:00	12:30	Recess	Recess	Lunch	Recess	Recess	12:30	Recess	Recess	Lunch	Recess	Recess	
	12:35												
	12:40												
	12:45												
	12:50												
	12:55												
	13:00												
	13:05												
	13:10												
	13:15												
0:00	13:20	Guided Reading/RWS /PWS	Guided Reading/RWS /PWS	FCC	Guided Reading/RWS /PWS	Guided Reading/RWS /PWS	13:20	Close Reading	Close Reading	FCC	Close Reading	Close Reading	
	13:25												
	13:30												
	13:35												
	13:40												
	13:45												
	13:50												
	13:55												
	14:00												
	14:05												
0:00	14:10	Writing	Writing	Writing	Writing	Writing	14:10	Writing	Writing	Writing	Writing	Writing	
	14:15												
	14:20												
	14:25												
	14:30												
	14:35												
	14:40												
	14:45												
	14:50												
	14:55												

0:00	14:30	Close Reading	Close Reading		Close Reading	Close Reading		14:30	Math	Math		Math	Math
	14:35												
	14:40												
	14:45												
	14:50												
	14:55												
	15:00	Writing	Writing		Writing	Writing		15:00				Math	Math
	15:05							15:05					
	15:10							15:10					
0:00	15:15							15:15					
	15:20							15:20					
	15:25							15:25					
	15:30							15:30					
	15:35							15:35					
	15:40							15:40					
	15:45							15:45					
	15:50							15:50					
	15:55							15:55					
	16:00							16:00					
	16:05	Pack Up + Dismissal	Pack Up + Dismissal		Pack Up + Dismissal	Pack Up + Dismissal		16:05	Pack Up + Dismissal	Pack Up + Dismissal		Pack Up + Dismissal	Pack Up + Dismissal
	16:10							16:10					
	16:15							16:15					

Per.		Cohorts A + C						Cohorts B+D					
		Day A	Day B		Day C	Day D		Day A	Day B		Day C	Day D	
Huddle, arrival, culture building time and PD	7:30						Note 3rd grade schedule shows and option of math teachers teaching writing and 4th shows the option of math teachers teaching GR	7:30					
	7:35	Huddle						7:35	Huddle				
	7:40							7:40					
	7:45							7:45					
	7:50	Arrival and Breakfast						7:50	Arrival and Breakfast				
	7:55							7:55					
	8:00	Breakfast						8:00	Breakfast				
	8:05							8:05					
	8:10	Family Meeting and Community Meeting Time						8:10	Family Meeting and Community Meeting Time				
	8:15							8:15					
1	8:20							8:20					
	8:25	Guided Reading/RWS /PWS	Guided Reading/RWS /PWS		Guided Reading/RWS /PWS	Guided Reading/RWS /PWS		8:25	Guided Reading/RWS /PWS	Guided Reading/RWS /PWS		Guided Reading/RWS /PWS	Guided Reading/RWS /PWS
	8:30							8:30					
	8:35			School-Wide Community Meeting				8:35			School-Wide Community Meeting		
	8:40							8:40					
	8:45							8:45					
	8:50							8:50					
	8:55			Read Aloud				8:55			Read Aloud		
	9:00							9:00					
	9:05							9:05					
9:10							9:10						
2	9:15							9:15					
	9:20							9:20					
	9:25							9:25					
	9:30							9:30					
	9:35							9:35					
	9:40							9:40					
	9:45							9:45					
	9:50							9:50					
	9:55			IR/RWS+ F&P Testing				9:55	Close Reading	Close Reading		Close Reading	Close Reading
	10:00							10:00					
0:00	10:05							10:05					
	10:10							10:10					
	10:15							10:15					
	10:20	Math	Math	Socioemotional	Math	Math		10:20					
	10:25							10:25					
	10:30							10:30					
	10:35							10:35					
	10:40							10:40	Writing	Writing		Writing	Writing
	10:45							10:45					
	10:50							10:50					
0:00	10:55							10:55					
	11:00			Math				11:00			Math		
	11:05							11:05					
	11:10							11:10					
	11:15							11:15					
	11:20							11:20					
	11:25							11:25					
	11:30							11:30					
	11:35							11:35					
	11:40							11:40					
0:00	11:45	Specials	Specials		Specials	Specials		11:45	Specials	Specials		Specials	Specials
	11:50							11:50					
	11:55							11:55					
	12:00			Specials				12:00					
	12:05							12:05					
	12:10							12:10					
	12:15							12:15					
	12:20			Lunch				12:20			Lunch		
	12:25							12:25					
	12:30							12:30					
0:00	12:35	Lunch	Lunch		Lunch	Lunch		12:35	Lunch	Lunch		Lunch	Lunch
	12:40							12:40					
	12:45							12:45					
	12:50							12:50					
	12:55			Writing				12:55			Writing		
	13:00							13:00					
	13:05							13:05					
	13:10	Recess	Recess	FCC	Recess	Recess		13:10	Recess	Recess	FCC	Recess	Recess
	13:15			Pack Up/ Snack				13:15			Pack Up/ Snack		
	13:20							13:20					
0:00	13:25							13:25					
	13:30			DISMISSAL				13:30			DISMISSAL		
	13:35	Close Reading	Close Reading		Close Reading	Close Reading		13:35					
	13:40							13:40					
	13:45							13:45					
	13:50							13:50					
	13:55							13:55					
	14:00							14:00					
	14:05							14:05					
	14:10							14:10	Math	Math		Math	Math
0:00	14:15							14:15					
	14:20							14:20					
	14:25	Writing	Writing		Writing	Writing		14:25					
	14:30							14:30					
	14:35							14:35					

0:00	14:40						14:40						
	14:45						14:45						
	14:50						14:50						
	14:55						14:55						
	15:00						15:00						
	15:05						15:05						
	15:10						15:10						
	15:15	RML + IR	RML + IR				15:15	RML + IR	RML + IR				
	15:20						15:20						
	15:25						15:25						
0:00	15:30						15:30						
	15:35	Snack	Snack				15:35	Snack	Snack				
	15:40						15:40						
	15:45	Read Aloud	Read Aloud				15:45	Read Aloud	Read Aloud				
	15:50						15:50						
	15:55						15:55						
	16:00	Pack up + Dismissal	Pack up + Dismissal				16:00	Pack up + Dismissal	Pack up + Dismissal				
	16:05						16:05						
	16:10						16:10						
	16:15						16:15						

2017 Enrichment Team											
Social Studies						Physical Science					
A B C D Wed						A B C D Wed					
7:15-8 morning						7:15-8 morning					
8:25-9:45 3rd						8:25-9:45 3rd					
9:50-11:10 1st						9:50-11:10 1st					
11:15-12:30 4th						11:15-12:30 4th					
1:00-2:15 2nd						1:00-2:15 2nd					
2:15-3:30 K						2:15-3:30 K					
3:30-4:00						3:30-4:00					
7:15-8 morning						7:15-8 morning					
8:25-9:45 3rd						8:25-9:45 3rd					
9:50-11:10 1st						9:50-11:10 1st					
11:15-12:30 4th						11:15-12:30 4th					
1:00-2:15 2nd						1:00-2:15 2nd					
2:15-3:30 K						2:15-3:30 K					
3:30-4:00						3:30-4:00					
7:15-8 morning						7:15-8 morning					
8:25-9:45 3rd						8:25-9:45 3rd					
9:50-11:10 1st						9:50-11:10 1st					
11:15-12:30 4th						11:15-12:30 4th					
1:00-2:15 2nd						1:00-2:15 2nd					
2:15-3:30 K						2:15-3:30 K					
3:30-4:00						3:30-4:00					

		Monday	Tuesday	Thursday	Friday
8:30-9:15	3rd	Dept.	GLM	GR/ Data	Dept.
9:55 - 11:40	1st	Lit	GLM	GR/ Data	Math
11:20 - 12:05	4th	Dept.	GLM	GR/ Data	Dept.
1:05- 1:50	2nd	Lit	GLM	GR/ Data	Math
2:20-3:05	K	Lit	GLM	GR/ Data	Math

	K	1	2	3+4 Lit	3 +4 Math Writing	3+4 Lit	3+4 Math/GR										
					MATH + WRITING		MATH + LIT										
7:30	Huddle																
7:35																	
7:40																	
7:45																	
7:50																	
7:55	Arrival and Breakfast																
8:00																	
8:05	Breakfast																
8:10																	
8:15	Family Meeting and Community Meeting Time																
8:20																	
8:25	Read Aloud	RWS	Read Aloud	Prep + CTM	Prep + CTM	Guided Reading/RWS /PWS	Guided Reading/RWS /PWS										
8:30																	
8:35																	
8:40																	
8:45	Guided Reading/RWS		Guided Reading/RWS														
8:50																	
8:55																	
9:00																	
9:05																	
9:10																	
9:15																	
9:20																	
9:25																	
9:30																	
9:35																	
9:40	Shared Reading																
9:45	Prep + CTM	Guided Reading/RWS	Snack	Snack	Close Reading	Math											
9:50																	
9:55																	
10:00			Math	Guided Reading/RWS /PWS			Math										
10:05										Math							
10:10																	
10:15																	
10:20																	
10:25																	
10:30																	
10:35																	
10:40	Writing																
10:45																	
10:50																	
10:55																	
11:00																	
11:05																	
11:10																	
11:15		IRA			Read Aloud												
11:20																	
11:25	RML + IR	Phonics			RML + IR	Prep											
11:30																	
11:35																	
11:40																	
11:45																	
11:50																	

11:55						Specials	Specials
12:00			RML + IR				
12:05							
12:10	Prep						
12:15		Prep	Recess (Lead prep)	Recess	Recess		
12:20							
12:25							
12:30							
12:35	Nap/Recess (Lead prep)	Recess (Lead prep)	Prep	Lunch	Lunch		
12:40							
12:45						Lunch	Lunch
12:50							
12:55							
13:00	Shared Reading			Read Aloud			
13:05							
13:10				Guided Reading/RWS /PWS	Prep	Recess	Recess
13:15							
13:20	Writing						
13:25		Math	CTM + Prep			Close Reading	
13:30							
13:35							
13:40							
13:45							
13:50							
13:55	Phonics				Writing		Math
14:00							
14:05							
14:10							
14:15							
14:20			Snack			Writing	
14:25							
14:30							
14:35			Shared Reading				
14:40				Close Reading			
14:45		Writing					
14:50							
14:55	CTM + Prep						
15:00							
15:05							
15:10		Snack					
15:15					Math	RML + IR	RML + IR
15:20							
15:25							
15:30		RML + IR		Prep			
15:35						Snack	Snack
15:40	Pack Up						
15:45			Phonics			Read Aloud	Read Aloud
15:50							
15:55							
16:00	Dismissal						
16:05		Pack up + Dismissal	Pack up + Dismissal	Pack Up + Dismissal	Pack Up + Dismissal	Pack up + Dismissal	Pack up + Dismissal
16:10							
16:15							

	Monday					Tuesday					Thursday					Friday				
	Class A	Class B	Class C	Class D		Class A - Sci Ext	Class B - SS Ext	Class C - Sci Ext	Class D - SS Ext		Class A - SS Ext	Class B - Sci Ext	Class C - SS Ext	Class D - Sci Ext		Class A	Class B	Class C	Class D	
8:15-8:30	Homeroom	Homeroom	Homeroom	Homeroom		Homeroom	Homeroom	Homeroom	Homeroom		Homeroom	Homeroom	Homeroom	Homeroom		Homeroom	Homeroom	Homeroom	Homeroom	
8:30-8:45	Our Kids Love to Read Block (Independent Reading & Guided Reading)					Our Kids Love to Read Block (Independent Reading & Guided Reading)					Our Kids Love to Read Block (Independent Reading & Guided Reading)					Our Kids Love to Read Block (Independent Reading & Guided Reading)				
8:45-9:00																				
9:00-9:12																				
9:15-9:30	Text Study - Teacher 1	Math - Teacher 1	Text Study - Teacher 2	Social Studies		Text Study - Teacher 1	Math - Teacher 1	Text Study - Teacher 2	Social Studies		Text Study - Teacher 1	Math - Teacher 1	Science	Social Studies		Text Study - Teacher 1	Math - Teacher 1	Text Study - Teacher 2	Social Studies	
9:30-9:45																				
9:45-10:00																				
10:00-10:12	Snack	Problem Solving/SR - Teacher 1	Snack	Elective		Snack	Problem Solving/SR - Teacher 1	Snack	Strategic Reteach (Math Teacher 2 & Text Study Teacher 2)		Snack	Snack	Snack	Snack		Snack	Problem Solving/SR - Teacher 1	Snack	Elective	
10:15-10:30																				
10:30-10:45																				
10:45-11:00	Math - Teacher 1	Text Study - Teacher 1	Science	Snack		Science	Strategic Reteach (Math Teacher 1 & Text Study Teacher 1)	Science	Elective		Math - Teacher 1	Text Study - Teacher 1	Social Studies	Math - Teacher 1	Text Study - Teacher 2		Math - Teacher 1	Text Study - Teacher 1	Science	Snack
11:00-11:12																				
11:15-11:30																				
11:30-11:45	Problem Solving/SR - Teacher 1	Elective Part 1	Math - Teacher 2			Elective Part 1	Social Studies	Problem Solving/SR - Teacher 1	Problem Solving/SR - Teacher 2		Math - Teacher 1	Text Study - Teacher 1	Social Studies	Elective		Problem Solving/SR - Teacher 1	Elective Part 1	Math - Teacher 2		
11:45-12:00																				
12:00-12:12																				
12:15-12:30	Lunch	Lunch	Lunch	Lunch		Lunch	Lunch	Lunch	Lunch		Lunch	Lunch	Lunch	Lunch		Lunch	Lunch	Lunch	Lunch	
12:30-12:45																				
12:45-1:00																				
1:00-1:12																				
1:15-1:28	Science	Social Studies	Elective Part 2	Text Study - Teacher 2		Elective Part 2	Text Study - Teacher 1	Elective	Text Study - Teacher 2		Elective	Science	Problem Solving/SR - Teacher 1	Problem Solving/SR - Teacher 2		Science	Social Studies	Elective Part 2	Text Study - Teacher 2	
1:30-1:45																				
1:45-2:00																				
2:00-2:12	Elective	Science	Social Studies	Problem Solving/SR - Teacher 2		Math - Teacher 1	Science	Social Studies	Math - Teacher 2		Strategic Reteach (Math Teacher 1 & Text Study Teacher 1)	Problem Solving/SR - Teacher 1	Elective	Text Study - Teacher 2		Elective	Science	Social Studies	Problem Solving/SR - Teacher 2	
2:15-2:28																				
2:30-2:45																				
2:45-3:00	Text Study - Teacher 1	Text Study - Teacher 2	Text Study - Teacher 3	Text Study - Teacher 4		Text Study - Teacher 1	Text Study - Teacher 2	Text Study - Teacher 3	Text Study - Teacher 4		Text Study - Teacher 1	Text Study - Teacher 2	Text Study - Teacher 3	Text Study - Teacher 4		Text Study - Teacher 1	Text Study - Teacher 2	Text Study - Teacher 3	Text Study - Teacher 4	
3:00-3:12																				
3:15-3:30																				
3:30-3:45	Social Studies	Elective	Math - Teacher 1	Science		Social Studies	Elective	Math - Teacher 1	Science		Social Studies	Elective	Text Study - Teacher 2	Science		Social Studies	Elective	Math - Teacher 1	Science	
3:45-4:00																				
4:00-4:12																				
Notes																				
All ELA and Social Studies teachers available for guided reading instruction during OKLTRAUWDT block. Elective teachers available to cover IR as needed / trained in conferencing. Math teachers can pull during this time if needed. Homework help can happen for kids who are not in Guided Reading.																				
Science teachers available for problem solving / spiraled review block.																				
Text Study takes place for 90 minutes twice a week and 60 minutes three times a week.																				
Social Studies teachers are expected to cover Strategic Reteach for 30 minutes once a week, making it possible for ELA and Math teachers to pull for Strategic Reteach.																				
Science extended to 90 minutes once a week.																				
There is 1 5th grade math teacher who teaches 3 sections, and 1 5th/6th grade teacher. This person who crosses grades teaches one section of 5th grade math (Teacher 2).																				
If a class is split across lunch, it's not necessarily a recommendation -- it's just to make the schedule fit.																				

	Wednesday						
	Class A	Class B	Class C	Class D			
8:15-8:30	Strategic Reteach (or socioemotional learning)	Strategic Reteach (or socioemotional learning)	Strategic Reteach (or socioemotional learning)	Strategic Reteach (or socioemotional learning)			
8:30-8:45							
8:45-9:00							
9:00-9:12	Text Study - Teacher 1	Math - Teacher 1	Text Study - Teacher 2	Science			
9:15-9:30							
9:30-9:45		Social Studies		Elective			
9:45-10:00	Math - Teacher 1						
10:00-10:12		Science					
10:15-10:30		Text Study - Teacher 1	Elective	Text Study - Teacher 2			
10:30-10:45	Science						
10:45-11:00							
11:00-11:12		Science	Social Studies	Math - Teacher 2			
11:15-11:30	Elective						
11:30-11:45							
11:45-12:00		Elective	Math - Teacher 1	Social Studies			
12:00-12:12	Social Studies						
12:15-12:30							
12:30-12:45							
12:45-1:00	Lunch	Lunch	Lunch	Lunch			
1:00-1:15							
1:15-1:28	Our Kids Love to Read Block (Independent Reading & Guided Reading or Strategic Reteach)						
1:30-1:45							
	Notes						
	Text Study is 60 minutes.						
	All other academic classes are 45 minutes.						
	Electives are 30 minutes.						
	We have 30 minutes for socioemotional learning.						
	We have 30 minutes for OKLTRAUWT / Guided Reading.						

All ELA and Social Studies teachers available for guided reading instruction during OKLTRAWORD block. Elective teachers available to cover IR as needed / trained in conferencing. Math teachers can pull during this time if needed. Homework help can happen for kids who are not in Guided Reading
 Text Study takes place for 90 minutes twice a week and 60 minutes three times a week.
 Social Studies teachers are expected to cover Strategic Reach for 30 minutes once a week, making it possible for ELA and Math teachers to pull for Strategic Reteach.
 Science extended to 90 minutes once a week.
 There is 1 6th grade math teacher who teaches 1 section of 6th grade (teacher2), and 1 6th grade teacher who teaches 3 sections (teacher 3). This person who crosses grades teaches one section of 5th grade math (Teacher 2).

	Wednesday						
	Class A	Class B	Class C	Class D			
8:15-8:30	Strategic Reteach (or socioemotional learning)	Strategic Reteach (or socioemotional learning)	Strategic Reteach (or socioemotional learning)	Strategic Reteach (or socioemotional learning)			
8:30-8:45							
8:45-9:00	Text Study - Teacher 1	Elective	Text Study - Teacher 2	Social Studies			
9:00-9:12							
9:15-9:30		Math - Teacher 3		Elective			
9:30-9:45							
9:45-10:00	Math - Teacher 2		Science	Math - Teacher 3			
10:00-10:12		Social Studies					
10:15-10:30	Science		Elective	Science			
10:30-10:45		Text Study - Teacher 1	Social Studies	Text Study Part 1 - Teacher 2			
10:45-11:00	Elective						
11:00-11:12							
11:15-11:30							
11:30-11:45	Lunch	Lunch	Lunch	Lunch			
11:45-12:00							
12:00-12:12							
12:15-12:30	Social Studies	Science	Math - Teacher 3	Text Study Part 2 - Teacher 2			
12:30-12:45							
12:45-1:00							
1:00-1:15	Our Kids Love to Read Block (Independent Reading & Guided Reading or Strategic Reteach)						
1:15-1:28							
1:30-1:45							
	Notes						
	Text Study is 60 minutes.						
	All other academic classes are 45 minutes.						
	Electives are 30 minutes.						
	We have 30 minutes for socioemotional learning.						
	We have 30 minutes for OKLTRAUWT / Guided Reading.						
	If a class is split across lunch, it's not necessarily a recommendation -- it's just to make the schedule fit.						

	Monday					Tuesday					Thursday					Friday			
	Class A	Class B	Class C	Class D		Class A - Sci Ext	Class B - SS Ext	Class C - Sci Ext	Class D - SS Ext		Class A - SS Ext	Class B - Sci Ext	Class C - SS Ext	Class D - Sci Ext		Class A	Class B	Class C	Class D
8:15-8:30	Homeroom	Homeroom	Homeroom	Homeroom		Homeroom	Homeroom	Homeroom	Homeroom		Homeroom	Homeroom	Homeroom	Homeroom		Homeroom	Homeroom	Homeroom	Homeroom
8:30-8:45																			
8:45-9:00		Math - Teacher 4		Social Studies		Text Study - Teacher 5	Math - Teacher 4	Text Study - Teacher 6	Social Studies		Text Study - Teacher 5	Math - Teacher 4	Social Studies	Problem Solving/SR - Teacher 5		Text Study - Teacher 5	Math - Teacher 4		Social Studies
9:00-9:12	Text Study - Teacher 5		Text Study - Teacher 6															Text Study - Teacher 6	
9:15-9:30																			
9:30-9:45		Problem Solving/SR - Teacher 4		Problem Solving/SR - Teacher 5							Problem Solving/SR - Teacher 4						Problem Solving/SR - Teacher 4		Problem Solving/SR - Teacher 5
9:45-10:00						Math - Teacher 4	Elective		Text Study - Teacher 6				Text Study - Teacher 6						
10:00-10:12																			
10:15-10:30	Math - Teacher 4	Social Studies	Science	Elective		Problem Solving/SR - Teacher 4	Social Studies - Part 1	Science			Elective	Science		Social Studies		Math - Teacher 4	Social Studies	Science	Elective
10:30-10:45									Strategic Reach (Math Teacher 4 & Text Study Teacher 6)				Strategic Reach (Math Teacher 4 & Text Study Teacher 6)						
10:45-11:00																			
11:00-11:12																			
11:15-11:30	Lunch	Lunch	Lunch	Lunch		Lunch	Lunch	Lunch	Lunch		Lunch	Lunch	Lunch	Lunch		Lunch	Lunch	Lunch	Lunch
11:30-11:45																			
11:45-12:00	Our Kids Love to Read Block (Independent Reading & Guided Reading)					Our Kids Love to Read Block (Independent Reading & Guided Reading)					Our Kids Love to Read Block (Independent Reading & Guided Reading)					Our Kids Love to Read Block (Independent Reading & Guided Reading)			
12:00-12:12																			
12:15-12:30																			
12:30-12:45							Social Studies - Part 2		Math - Teacher 5 (Accelerated 7th)			Problem Solving/SR - Teacher 4		Text Study - Teacher 6		Science	Text Study - Teacher 5	Elective	Text Study - Teacher 6
12:45-1:00	Science	Text Study - Teacher 5	Elective	Text Study - Teacher 6		Science	Strategic Reach (Math Teacher 4 & Text Study Teacher 6)	Elective			Science		Elective	Text Study - Teacher 6		Science		Elective	Text Study - Teacher 6
1:00-1:12							Problem Solving/SR - Teacher 4					Text Study - Teacher 5							
1:15-1:28	Problem Solving/SR - Teacher 4							Social Studies	Elective		Strategic Reach (Math Teacher 4 & Text Study Teacher 6)		Problem Solving/SR - Teacher 4			Problem Solving/SR - Teacher 4		Social Studies	
1:30-1:45			Social Studies											Science				Social Studies	
2:00-2:12																			
2:15-2:28	Elective	Science		Math - Teacher 5 (Accelerated 7th)		Elective	Science	Problem Solving/SR - Teacher 4	Problem Solving/SR - Teacher 5		Text Study - Teacher 5	Math - Teacher 4	Text Study - Teacher 6		Elective	Science		Math - Teacher 5 (Accelerated 7th)	
2:30 - 2:45																		Problem Solving/SR - Teacher 4	
2:45 - 3:00			Math - Teacher 4																
3:00 - 3:12	Snack	Snack		Snack		Snack	Snack	Snack	Snack		Snack	Snack	Snack	Snack		Snack	Snack	Snack	Snack
3:15 - 3:30																			
3:30 - 3:45	Social Studies	Elective	Snack	Science		Social Studies	Text Study - Teacher 5	Math - Teacher 4	Science		Math - Teacher 4	Social Studies	Science	Math - Teacher 5 (Accelerated 7th)		Social Studies	Elective	Math - Teacher 4	Science
3:45 - 4:00			Problem Solving/SR - Teacher 4																
4:00 - 4:12																			
Notes																			
All ELA and Social Studies teachers available for guided reading instruction during OKLTRAUWDT block. Elective teachers available to cover IR as needed / trained in conferencing. Math teachers can pull during this time if needed. Homework help can happen for kids who are not in Guided Reading.																			
We need 1.5 math teachers in 7th grade -- one to teach 7th grade Math (teacher 4) and the other to teach a section of 7th grade accelerated (teacher 5)																			
Science teachers available for problem solving / spiraled review block.																			
Text Study takes place for 90 minutes twice a week and 60 minutes three times a week.																			
Social Studies teachers are expected to cover Strategic Reach for 30 minutes once a week, making it possible for ELA and Math teachers to pull for Strategic Reach.																			
Science extended to 90 minutes once a week.																			

	Wednesday					
	Class A	Class B	Class C	Class D		
8:15-8:30	Strategic Reteach (or socioemotional learning)	Strategic Reteach (or socioemotional learning)	Strategic Reteach (or socioemotional learning)	Strategic Reteach (or socioemotional learning)		
8:30-8:45						
8:45-9:00			Elective			
9:00-9:12	Science	Math - Teacher 4		Social Studies		
9:15-9:30						
9:30-9:45			Text Study - Teacher 6			
9:45-10:00	Text Study - Teacher 5	Social Studies		Science		
10:00-10:12						
10:15-10:30		Elective	Math - Teacher 4			
10:30-10:45	Social Studies			Math Acc. 7th - Teacher 5		
10:45-11:00		Text Study Part 1 - Teacher 5	Science Part 1			
11:00-11:12						
11:15-11:30	Lunch	Lunch	Lunch	Lunch		
11:30-11:45						
11:45-12:00	Elective	Text Study Part 2 - Teacher 5	Science Part 2	Text Study - Teacher 6		
12:00-12:12						
12:15-12:30						
12:30-12:45	Math - Teacher 4	Science	Social Studies	Elective		
12:45-1:00						
1:00-1:15	Extra-curriculars / Clubs / Student Government OR OKLTRA WDT Period OR Strategic Reteach					
1:15-1:28						
1:30-1:45						
	Notes					
	Text Study is 45 minutes.					
	All other academic classes are 45 minutes.					
	Electives are 30 minutes.					
	We have 30 minutes for socioemotional learning.					
	We have 45 minutes for extra-curriculars / student gov --or-- OKLTRA WDT at schools' discretion.					
	If a class is split across lunch, it's not necessarily a recommendation -- it's just to make the schedule fit.					

	Monday				Tuesday				Thursday				Friday															
	Class A	Class B	Class C	Class D	Class A - Sci Ext	Class B - SS Ext	Class C - Sci Ext	Class D - SS Ext	Class A - SS Ext	Class B - Sci Ext	Class C - SS Ext	Class D - Sci Ext	Class A	Class B	Class C	Class D												
8:15-8:30	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom												
8:30-8:45																												
8:45-9:00	Text Study - Teacher 7	Math - Teacher 6	Text Study - Teacher 8	Social Studies	Text Study - Teacher 7	Science	Elective	Social Studies	Text Study - Teacher 7	Elective	Strategic Reach (Math Teacher 6 & Text Study Teacher 8)	Social Studies	Text Study - Teacher 7	Math - Teacher 6	Text Study - Teacher 8	Social Studies												
9:00-9:12																												
9:15-9:30		Problem Solving/SR - Teacher 8												Elective			Algebra - Teacher 5	Strategic Reach (Math Teacher 6 & Text Study Teacher 7)	Problem Solving/SR - Teacher 6	Math - Teacher 6	Algebra - Teacher 5	Science	Social Studies	Math - Teacher 6	Problem Solving/SR - Teacher 6	Elective		
9:30-9:45																												
9:45-10:00																												
10:00-10:12	Algebra - Teacher 5	Social Studies	Science																									
10:15-10:30			Problem Solving/SR - Teacher 6		Problem Solving/SR - Teacher 5	Social Studies								Social Studies	Science													
10:30-10:45																Problem Solving/SR - Teacher 6												
10:45-11:00																												
11:00-11:12	Snack	Snack	Snack	Snack	Snack	Snack	Snack	Snack	Snack	Snack	Snack	Snack	Snack	Snack	Snack	Snack												
11:15-11:30	Science	Text Study - Teacher 7	Elective	Text Study - Teacher 8	Science	Problem Solving/SR - Teacher 6	Text Study - Teacher 8	Strategic Reach (Algebra Teacher 6 & Text Study Teacher 8)	Strategic Reach (Algebra Teacher 5 & Text Study Teacher 7)	Problem Solving/SR - Teacher 6	Elective	Science	Science	Text Study - Teacher 7	Elective	Text Study - Teacher 8												
11:30-11:45																												
11:45-12:00																												
12:00-12:12																												
12:15-12:30	Problem Solving/SR - Teacher 8 (Alg)		Problem Solving/SR - Teacher 6						Social Studies	Text Study - Teacher 7	Problem Solving/SR - Teacher 6			Problem Solving/SR - Teacher 8 (Alg)														
12:30-12:45																												
12:45-1:00	Our Kids Love to Read Block (Independent Reading & Guided Reading)				Our Kids Love to Read Block (Independent Reading & Guided Reading)				Our Kids Love to Read Block (Independent Reading & Guided Reading)				Our Kids Love to Read Block (Independent Reading & Guided Reading)															
1:00-1:12																												
1:15-1:28																												
1:30-1:45																												
1:45-2:00	Lunch	Lunch	Lunch	Lunch		Lunch	Lunch	Lunch		Lunch	Lunch	Lunch		Lunch	Lunch	Lunch												
2:00-2:12																												
2:15-2:28																												
2:30 - 2:45	Elective	Science	Social Studies	Math - Teacher 6	Social Studies	Elective	Math - Teacher 6	Text Study - Teacher 8	Science	Math - Teacher 6	Science	Elective	Elective	Science	Social Studies	Math - Teacher 6												
2:45 - 3:00																												
3:00 - 3:12																												
3:15 - 3:30																												
3:30 - 3:45	Social Studies	Elective	Math - Teacher 6	Science		Elective	Math - Teacher 6	Social Studies	Science		Social Studies	Math - Teacher 6	Text Study - Teacher 8	Social Studies	Elective	Math - Teacher 6	Science											
3:45 - 4:00																												
4:00 - 4:12																												
Notes																												
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We need 1.5 math teachers in 8th grade – one to teach 7th grade Math Accelerated and 8th grade algebra (Teacher 5), and the other to teach 3 sections of 8th grade (Teacher 6).																												
Science teachers available for problem solving / spiraled review block.																												
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Science extended to 90 minutes once a week.																												

	Wednesday					
	Class A	Class B	Class C	Class D		
8:15-8:30	Strategic Reteach (or socioemotional learning)	Strategic Reteach (or socioemotional learning)	Strategic Reteach (or socioemotional learning)	Strategic Reteach (or socioemotional learning)		
8:30-8:45						
8:45-9:00	Science	Math - Teacher 6	Elective	Social Studies		
9:00-9:12						
9:15-9:30	Text Study - Teacher 7	Social Studies	Text Study - Teacher 8	Science		
9:30-9:45						
9:45-10:00			Math Part 1 - Teacher 6			
10:00-10:12						
10:15-10:30	Lunch	Lunch	Lunch	Lunch		
10:30-10:45						
10:45-11:00						
11:00-11:12	Elective	Text Study - Teacher 7	Math Part 2- Teacher 6	Text Study - Teacher 8		
11:15-11:30						
11:30-11:45	Social Studies	Elective	Science	Math - Teacher 6		
11:45-12:00						
12:00-12:12						
12:15-12:30	Math Alg - Teacher 5	Science	Social Studies	Elective		
12:30-12:45						
12:45-1:00						
1:00-1:15	Extra-curriculars / Clubs / Student Government OR OKLTRA WDT Period OR Strategic Reteach					
1:15-1:28						
1:30-1:45						
	Notes					
	Text Study is 45 minutes.					
	All other academic classes are 45 minutes.					
	Electives are 30 minutes.					
	We have 30 minutes for socioemotional learning.					
	We have 45 minutes for extra-curriculars / student gov --or-- OKLTRA WDT at schools' discretion.					
	If a class is split across lunch, it's not necessarily a recommendation -- it's just to make the schedule fit.					

[illegible]

Attachment D

KIPP Miami: 5-Year Financial Summary

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	
Student Enrollment	784	1,680	1,904	2,116	2,316	

Revenue	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	TOTAL
State/Local Revenue	\$ 5,826,938	\$ 12,619,504	\$ 14,414,162	\$ 16,087,582	\$ 17,650,974	\$ 66,599,161
Federal - Title Funds	\$ 354,511	\$ 771,062	\$ 886,978	\$ 1,000,524	\$ 1,111,518	\$ 4,124,593
CSP	\$ 850,000	\$ 850,000	\$ 200,000	\$ 333,333	\$ 266,667	\$ 2,500,000
Total Public Revenue	\$ 7,031,449	\$ 14,240,566	\$ 15,501,140	\$ 17,421,440	\$ 19,029,159	\$ 73,223,753

Expenses	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	TOTAL
School Personnel	\$ 4,342,099	\$ 9,018,477	\$ 10,147,493	\$ 11,688,799	\$ 12,934,614	\$ 48,131,482
School Non-Personnel	\$ 900,283	\$ 2,142,257	\$ 2,152,459	\$ 2,411,517	\$ 2,511,184	\$ 10,117,700
Occupancy	\$ 368,172	\$ 2,630,652	\$ 2,841,843	\$ 2,809,775	\$ 2,779,522	\$ 11,429,962
Regional Personnel	\$ 105,256	\$ 320,503	\$ 481,587	\$ 560,028	\$ 598,000	\$ 2,065,375
Regional Non-Personnel	\$ 767,006	\$ 1,080,793	\$ 1,357,921	\$ 1,578,771	\$ 1,795,623	\$ 6,580,114
Management	\$ 709,958	\$ 1,536,114	\$ 1,751,799	\$ 1,957,383	\$ 2,152,269	\$ 8,107,522
Transportation	\$ 392,000	\$ 840,000	\$ 952,000	\$ 1,058,000	\$ 1,158,000	\$ 4,400,000
Contingency	\$ 78,636	\$ 167,411	\$ 184,499	\$ 211,505	\$ 231,687	\$ 873,738
Total Expenses	\$ 7,663,409	\$ 17,736,206	\$ 19,869,601	\$ 22,275,778	\$ 24,160,898	\$ 91,705,893

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	TOTAL
Net Income	\$ (631,960)	\$ (3,495,640)	\$ (4,368,461)	\$ (4,854,338)	\$ (5,131,739)	\$ (18,482,139)

Cash Balance Target - 70 days cash on hand	\$ 1,469,695	\$ 3,401,464	\$ 3,810,608	\$ 4,272,067	\$ 4,633,597	
Operating Cash Flow Target	\$ 1,469,695	\$ 1,931,769	\$ 409,144	\$ 461,459	\$ 361,530	

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	TOTAL
Gap to Net Income Breakeven	\$ (631,960)	\$ (3,495,640)	\$ (4,368,461)	\$ (4,854,338)	\$ (5,131,739)	\$ (18,482,139)
Gap to Operating Cash Flow Target	\$ (2,101,655)	\$ (5,427,410)	\$ (4,777,606)	\$ (5,315,797)	\$ (5,493,269)	\$ (23,115,736)

Anticipated SOH Funding Request	\$ 2,101,655	\$ 5,427,410	\$ 4,777,606	\$ 5,315,797	\$ 5,493,269	\$ 23,115,736
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**SCHOOL OF HOPE
PERFORMANCE-BASED AGREEMENT**

THE SCHOOL BOARD OF MIAMI DADE COUNTY, FLORIDA

THIS PERFORMANCE-BASED AGREEMENT entered into as of the__ day of_____ by
and between THE SCHOOL BOARD OF MIAMI DADE COUNTY, FLORIDA, a body
corporate operating and existing under the Laws of the State of Florida

and

KIPP Miami

6745 NW 23 Ave, Miami, FL 33147

a non-profit organization

Definitions

Definitions: The following terms shall have the following meanings:

Department shall mean the Florida Department of Education.

District shall mean the school district for the County as referenced in Art. IX, Section 4, Florida Constitution.

Governing Board shall mean the governing board or body of the School of Hope.

Notice of Intent shall mean the Hope Operator's Notice of Intent (including amendments) pursuant to State Board of Education Rule 6A-1.0998271, Florida Administrative Code, as submitted to the District.

Performance-based Agreement shall mean this Performance-based Agreement entered into between the School of Hope and the District.

School shall mean **KIPP Miami - Liberty City**, the School of Hope operated under this Performance-based Agreement

School Board shall mean the locally elected school board for the district in which the Hope Operator establishes and operates the School of Hope.

State shall mean the State of Florida.

Superintendent shall mean the superintendent of schools for the District as referenced in Art. IX, Section 4, Florida Constitution.

Section 1

- A. Notice of Intent. A copy of the Notice of Intent is attached hereto as Appendix 1 and constitutes a part of this Performance-based Agreement (PBA). In the event of any conflict between the Notice of Intent and any other provision of this PBA, the PBA provision shall control.
- B. Term. The term of this PBA shall be for five (5) full school years commencing on July 1, 2019 and ending on June 30, 2024 unless terminated sooner as provided herein.
- C. Start-Up Date. KIPP Miami- Liberty City shall begin classes on August 15, 2019. The school cannot open absent submission of all required Pre-Opening Documents as specified in Section O of this PBA. The school may defer the opening of the school's operations by providing written notice of such intent to the District and the parents of enrolled students at least 30 calendar days before the date identified above. The deferral does not extend the term of this PBA.
- D. PBA Renewal. This PBA shall be renewed for a term of five (5) years upon the written request of the Hope Operator unless:
1. The school fails to meet the requirements for student performance established pursuant to this PBA;
 2. The school fails to meet the generally accepted standards of fiscal management;
or
 3. The school materially violates the law or the terms of this PBA.
- E. Location. [If the school has identified and secured a facility prior to the execution of this

PBA, complete section 1. below. If the school has not secured a facility prior to the execution of this PBA, complete section 2. below.]

1. The school shall be located at [INSERT PHYSICAL ADDRESS OF FACILITY-TBD] . The School must provide a copy of the lease agreement, use agreement, or ownership documents and certificate of occupancy or temporary certificate of occupancy documenting compliance with all applicable codes no later than fifteen (15) days prior to the School's opening. The School shall make facilities accessible to District and the local governing authority that has jurisdiction for safety inspection purposes.
2. The school shall be located within the attendance zone or a five mile radius (whichever is greater) of Brownsville Middle School. When the School secures a facility it shall notify the District in writing and no later than 15 days prior to the School's opening, provide the District a copy of the lease agreement, use agreement, or ownership documents and certificate of occupancy or temporary certificate of occupancy documenting compliance with all applicable codes. The School shall make facilities accessible to District and the local governing authority that has jurisdiction for safety inspection purposes.

F. Grade Levels Served. The School will serve students in the following grades:

- Year 1: K, 1, 2, 3, 4, 5, 6
- Year 2: K, 1, 2, 3, 4, 5, 6, 7
- Year 3: K, 1, 2, 3, 4, 5, 6, 7, 8
- Year 4: K, 1, 2, 3, 4, 5, 6, 7, 8, 9
- Year 5: K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

The School may, at its discretion, serve students in grade levels not identified above so long as it provides written notice to the District at least 30 days prior to the first day of school. The School may open additional schools to serve students enrolled in or zoned for a persistently low-performing public school as provided for in Section 1002.333(4), Florida Statutes, if the Hope Operator maintains its status under Section 1002.333(3), Florida Statutes.

The School [WILL/WILL NOT – not sure] serve student in the school readiness program pursuant to Chapter 1002, Part VI, Laws of Florida.

The School WILL NOT operate a public voluntary pre-kindergarten program for four-year olds.

G. Student Recruitment and Enrollment. The School will implement the student recruitment strategies and activities described in the Notice of Intent.

1. The table below includes the projected recruitment and enrollment targets for the

School as described in the Notice of Intent.

Year	Total Projected K-12 Enrollment	% of students that previously attended a Persistently Low-Performing school
Year 1	784	0%*
Year 2	1680	2%**
Year 3	1904	TBD
Year 4	2116	TBD
Year 5	2316	TBD

* The PLP is a middle serving 6th through 8th grade. The School of Hope in year 1 will serve K through 6th grades, therefore no students will have previously attended the PLP as they will be rising from elementary school. We expect to serve students in grade 6 who otherwise would have attended the PLP.

**We expect to continue to serve students who otherwise would have attended the PLP, and through backfilling in 7th grade, and as such anticipate serving a small percentage of students who previously attended the PLP.

2. If the number of applications exceeds the capacity of the program, class, grade level, or building, all applicants shall have an equal chance of being admitted through a random selection process. The School may provide the following enrollment preferences:

- a. Siblings of currently enrolled students
- b. Children of the school's founders, teachers and staff (so long as the total number of students allowed under this preference constitutes only a small percentage of the charter school's total enrollment)

3. Unless the School is currently receiving the federal Charter School Program Grant authorized under Title V., Part B of the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act, and has been notified by the Department that it is prohibited from doing so, the School shall exempt students from persistently low-performing schools from the enrollment lottery process. If the number of applicants from persistently low-performing schools exceeds the capacity of the program class, grade level or building, all such applicants shall have an equal chance of being admitted through a random selection process.

4. If the School is oversubscribed and must conduct an admissions lottery, pursuant to Section 1002.333(5), Florida Statutes, the lottery process must be transparent and open to the public.

5. Enrollment is subject to compliance with the provisions of section 1003.22, Florida Statutes, concerning school entry health examinations and immunizations.

6. A student may withdraw from the School at any time and enroll in another public

school, as determined by District or charter school policy, as applicable. The School shall work in conjunction with the parent(s) and the receiving school to ensure that such transfers minimize impact on the student's grades and academic achievement.

7. The School shall be in compliance with Florida Constitutional Class Size Requirements, as applicable to charter schools.

8. The School will implement the parental involvement strategies described in the Notice of Intent.

H. Maintenance of Student Records as Required by Statute

1. The School shall maintain confidentiality of student records as required by federal and state law.

2. The School will maintain active records for current students in accordance with applicable Florida Statutes and State Board of Education rules.

3. All permanent (Category A) records of students leaving the School, whether by graduation, transfer to another public school, or withdrawal to attend another school, will be immediately transferred to the District in accordance with Florida Statutes. Records will be transmitted to the District's records retention department.

4. Records of student progress (Category B) will be transferred to the appropriate school if a student withdraws to attend another public school or any other school. The School may retain copies of the departing student's academic records created during the student's attendance at the School.

5. Upon the withdrawal of a student from the School, the School will retain the student's original records, except that such records will be immediately transferred to another District school when requested by that school. Requests for student records from public or private schools outside of the County and private schools within the County must be made in writing. Only copies of requested records may be provided. Copies only of student records may be provided to parents upon their request unless the student is considered an eligible student under FERPA. The School will retain the student's record for three (3) years after student withdrawal or until requested by another District public school in this County, whichever comes first. At the end of the third year all inactive student records will be returned to the District's records retention department.

6. Upon termination or closure of the School, all student education records and administrative records shall be transferred immediately to the Sponsor's records retention office for processing and maintenance.

7. The School will comply with all other public record retention requirements for non-student related records in a manner consistent with applicable Florida law. The School shall comply with Fla. Stat. Chapter 119 (the Public Records Act) and all other applicable statutes pertaining to public records.

8. The District will ensure that all student records will be provided immediately to the School upon request and upon enrollment of students in the School from a District school, if applicable.

9. The School must maintain a record of all the students who apply to the School, whether or not they are eventually enrolled. The information shall be made available to the District upon written request. However such requests may not be made until after the October survey period. The School shall maintain documentation of each enrollment lottery conducted. Such documentation shall provide sufficient detail to allow the District to verify that the random selection process utilized by the School was conducted in accordance with section 1002.333(5), Florida Statutes. Records must be maintained in accordance with applicable record retention laws.

- I. Exceptional Student Education. Exceptional students shall be provided with programs implemented in accordance with applicable Federal, state and local policies and procedures; and, specifically, the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, sections 1000.05 and 1001.42(4) (l) of the Florida Statutes, and Chapter 6A-6 of the Florida Administrative Code. This includes, but is not limited to:

1. A non-discriminatory policy regarding placement, assessment, identification, and selection.

2. Free appropriate public education (FAPE).

3. Individual Educational Plans (IEP's), to include an annual IEP meeting with the student's family.

Students with disabilities will be educated in the least restrictive environment, and will be segregated only if the nature and severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Upon enrollment, or notice of acceptance sent to the student, the School may request from the District information related to the student's program and needs, including the student's most recent IEP, which shall be provided within 10 days.

- J. Academic Accountability

1. Annual Objectives

a. By September 15th of each year the District shall provide the School with academic student performance data on state required assessments for each student attending the School who was enrolled the prior year in another public school, pursuant to s. 1002.33(7)(a)3., Florida Statutes. The Sponsor may fulfill this requirement by providing the School access to the data.

b. By September 15th of each year the District shall provide the School the rates of academic progress for the prior year for comparable student populations in the district school system. The data shall include proficiency and growth on state assessments for English Language Arts and Mathematics by grade grouping (grades 3-5, 6-8, 9-11) for the following student groups:

- i. Students scoring a level 1 on prior year assessment
- ii. Students scoring a level 2 on prior year assessment
- iii. Students scoring a level 3 or higher on prior year assessments
- iv. Students with disabilities
- v. English Language Learners

c. By October 15th of the first year of the School's operation, the School shall provide its proposed academic achievement goals for the current year to the District. The academic achievement goals shall include, at a minimum, growth and proficiency on state assessments, and may include performance on additional assessments such as the Northwestern Evaluation Association Measure of Academic Progress (NWEA MAP]. The goals shall also include the mission-specific educational goals described in the Notice of Intent.

d. The District shall review the proposed academic achievement goals within 30 days of receipt. If the District does not accept the proposed academic achievement goals it shall provide the School a written explanation. If the School and District cannot agree on academic achievement goals either party may request dispute resolution pursuant to s. 1002.333(11), Florida Statutes. If the District does not provide written notification within 30 days of receipt, the goals shall be deemed accepted.

e. By October 15th of the second year of the School's operation, the school shall provide its proposed academic achievement goals for the remaining years of the contract, up to a maximum of four years or the end of the current contract term, whichever occurs first, using the same parameters and testing set forth in Section J.1.c, above. Schools that have contracts in excess of five years shall resubmit proposed academic achievement goals every four years pursuant to the process described in this paragraph.

f. The District shall review the proposed academic achievement goals within 30 days of receipt. If the District does not accept the academic achievement goals it shall provide the School a written explanation. If the District does not respond within 30 days of receipt the academic achievement goals are deemed accepted. If the School and

District cannot agree on academic achievement goals either party may request dispute resolution pursuant to s. 1002.333(11), Florida Statutes. The goals may be adjusted at any time upon mutual written consent of both parties.

g. Annually, the School shall report its performance against the academic goals. If the School falls short of the academic achievement goals set forth under the provisions of this contract the District shall report such shortcomings to the Department.

h. The School and District may agree to adjust the goals through a contract amendment or addendum.

2. Assessments

a. State required assessments: The School will participate in and administer all State assessment programs and assessments required by law. The School shall facilitate required alternate assessments and comply with state reporting procedures.

b. Additional Assessments: The School shall administer additional assessments as described in the Notice of Intent.

c. If an IEP, 504 Plan and an EP for a student indicates accommodations or an alternate assessment for participation in a State assessment, or District assessment, as applicable, the School will facilitate the accommodations or alternate assessment and comply with State reporting procedures.

d. All School personnel involved with any aspect of the testing process must abide by State policies, procedures, and standards regarding test administration, test security, test audits, and reporting of test results. The School shall designate a testing coordinator and shall be responsible for proper test administration. The School shall permit the District to monitor and proctor all aspects of the School's test administration, if the District deems it necessary.

e. The District shall provide the School with reports on District and State assessments in the same manner and at the same time as for all public schools in the District.

f. The School shall, at its expense, provide adequate technological infrastructure to support all required online test administration.

K. Non-Renewal and Termination.

1. The District shall make student academic achievement for all students the most important factor when determining whether to renew or terminate this PBA. The District may choose not to renew or terminate this Performance-based Agreement for any of the following reasons as set forth in section 1002.333, Florida Statutes.

a. Failure to achieve the academic performance expectations set forth pursuant to Section J.1. of this PBA.

b. Failure to meet generally accepted standards of fiscal management.

c. Material violation of this PBA or violation of law.

2. The District shall notify the Governing Board in writing at least ninety days prior to non-renewing, or terminating this PBA.

3. If the District issues a notice of non-renewal or termination, the notice shall state in reasonable detail the grounds for the proposed action and stipulate that the School may, within 14 calendar days of receipt of the notice, request a hearing.

a. A request for a hearing must be authorized by a vote of the Governing Board and be submitted pursuant to the Notice provisions of this Contract.

4. The District may immediately terminate this PBA pursuant to section 1002.33(8)(d), Florida Statutes, if it sets forth in writing the particular facts and circumstances indicating that an immediate and serious danger to the health, safety or welfare of the School's students exists.

5. If the School elects to terminate or non-renew the PBA, it shall provide reasonable prior notice of the election to the District indicating the final date of operation as voted by the Governing Board at a publicly noticed meeting. A board resolution signed by the School's Governing Board chair and secretary, indicating support of this action, shall accompany the written notification provided to the District. The School agrees that such notification shall be considered a voluntary termination by the governing board and a waiver of its right to a hearing or appeal.

5. Upon notice of termination or non-renewal the School shall not remove any public property from the premises.

L. Post Termination Provisions

1. The nonrenewal or termination of this PBA must comply with the requirements of Section 1002.33(8), Florida Statutes. If this PBA is not renewed or is terminated, the School shall be responsible for all the debts of the School. The District shall not assume the debt from any contract for services including lease or rental agreements, made between the School and a third party, except for a debt previously detailed and agreed upon, in writing, by both the District and the Governing Board and that may not reasonably be assumed to have been satisfied by the District.

2. In the event of termination or non-renewal of this charter, any and all leases existing between the District and the School shall be automatically cancelled, unless the lease provides otherwise. In no event shall the District be responsible under any assignment of a lease for any debts or obligations of the School incurred prior to such assignment.

3. In the event of termination or non-renewal any students enrolled at the School may be enrolled at their home District school, or any another school, consistent with the District's student transfer procedures including transfer of all student records to the receiving school. All assets of the School purchased with public funds, including supplies, furniture and equipment, will revert to full ownership of the District (subject to any lawful liens or encumbrances) or as otherwise provided by law. Any unencumbered public funds shall revert to the district or department, as appropriate. Any unencumbered public funds from the charter school, district school board property and improvements, furnishings, and equipment purchased with public funds, or financial or other records pertaining to the School, in the possession of any person, entity, or holding company, other than the charter school, shall be held in trust upon the District's request, until any appeal is resolved. If the School's accounting records fail to clearly establish whether a particular asset was purchased with public funds, then it shall be presumed public funds were utilized and ownership of the asset shall automatically revert to the District.

M. Transportation

1. The School shall provide transportation to the School's students consistent with the requirements of ss. 1006.21-27 and 1012.45, Florida Statutes. The governing board of the school may provide transportation through an agreement or contract with the district school board, a private provider, or parents. Transportation may not be a barrier to equal access for all students residing within a reasonable distance of the school.

2. The parties may agree for the District to provide transportation to and from the School. If such agreement is reached it shall be the subject of a separate contract. If agreement is reached with the District the School may utilize, at the School's expense, the District's transportation services for extracurricular events, field trips, and other activities on the same basis and terms as other District schools.

3. The School shall comply with all applicable transportation safety requirements. Should the School choose to implement its own transportation plan rather than contract with the District for transportation services, it shall submit a transportation plan to the District for review and approval. The School shall provide the District the name of the private transportation provider and a copy of the signed contract no later than 10 business days prior to the use of the service.

4. If the School submits data relevant to FTE funding for transportation that is later determined through the audit procedure to be inaccurate, the School shall be responsible for any reimbursement to the District and State arising as a result of any errors or omissions, misrepresentations or inaccurate projections for which the School is

responsible. Any transportation FTE adjustment, which is attributable to error or substantial non-compliance by the School, the District shall deduct such assessed amount from the next available payment otherwise due to the School, without penalty of interest. Any deficit incurred by the School shall be the sole fiscal responsibility of the School and the Sponsor shall have no liability for the same.

N. Indemnification

1. Any arrangement entered into to borrow or otherwise secure funds for the School from a source other than the state or a school district shall indemnify the state and the school district from any and all liability including, but not limited to, financial responsibility for the payment of the principal or interest.
2. Any loans, bonds or other financial agreements entered into by the School are not obligations of the state or school district but are obligations of the School and are payable solely from the sources of funds pledged by such agreement.
3. Notwithstanding anything else herein to the contrary, the District shall not:
 - a. Guarantee payment for any purchase made by the School.
 - b. Guarantee payment for any debits incurred by the School.
 - c. Guarantee payment for any loans taken out by the School.
 - d. Lend its good faith and credit in order for the School to obtain a loan or other form of credit.
4. This PBA expressly prohibits the pledging of credit or taxing power of the District or State.

O. Pre-Opening Documents

1. The following documents must be provided to the District prior to the opening of the School.
 - a. Facility related documents necessary to operate a public school, including:
 - Lease agreement, use agreement or ownership documentation for facility, pursuant to Section 1.E of this PBA
 - Certificate of occupancy
 - Fire inspection
 - Health Inspection
 - b. Documentation of fingerprinting of all staff and Governing Board members

c. Contact information for Governing Board Members

Appendix B-

Academic Achievement Goals



MIAMI-DADE COUNTY PUBLIC SCHOOLS

Charter School Compliance & Support

*Miami-Dade County Public Schools
Office of Charter School Compliance and Support*

Academic Achievement Goals

KIPP Miami - Liberty City (MSID 2332)

2025-2026

2332- KIPP Miami - Liberty City

Measure	2024-2025 Performance	2025-2026 Goal	2025-2026 Performance
Kindergarten Star Early Literacy	66%	80%	
Star Reading (Grades 1-2)	55%	75%	
Star Mathematics (Grades K-2)	66%	75%	
ELA Grade 3 Achievement	35%	50%	
ELA Achievement	43%	50%	
ELA Learning Gains	60%	70%	
ELA Learning Gains Lowest 25%	64%	70%	
Math Achievement	44%	51%	
Math Learning Gains	53%	65%	
Math Learning Gains Lowest 25%	53%	65%	
Science Achievement	30%	50%	
Social Studies Achievement	53%	65%	
RECOMMENDED: Middle School Acceleration	61%	85%	
OPTIONAL: Additional assessment identified in the Charter School Application, School Improvement metrics or Mission-Specific measures.			
OPTIONAL: Additional assessment identified in the Charter School Application, School Improvement metrics or Mission-Specific measures.			
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APPENDIX C-

Mutual Management Agreement Plan / Shared Facility Plan

[This will be presented with School Board Agenda Item F5.]