

## Transformation 2025 Strategic Plan



# Key Messages: Kindezi strategic plan

- We had broad engagement and gathered lots of feedback from staff, families, and board members as part of the process
- We reflected deeply on our values and infused these values into our mission statement, core values, equity commitments, and organizational goals
- We decided to begin gathering community input on increasing class sizes from 8:1 to 10:1 in the elementary school to support long-term financial sustainability and 16:1 in the middle school to align with research on age appropriate class sizes for middle school
- We defined the knowledge and skills our geniuses will need to thrive and shape the 21st century via a profile of a graduate, serving as our north star for all academic programming and decisions
- We sharpened our vision for genius awakening education through designing a set of classroom look fors, and clarified or vision for Math, ELA, and core academic systems (curriculum, coaching, professional development, data use)
- We designed a talent philosophy and shifts to our recruitment, hiring, development, and retention practices to align with our equity commitments
- We developed a clear vision for school operations excellence to inform operations coaching, professional learning, and continuous improvement
- We identified several activities being done by schools to centralize at the network level to save time and costs
- We evaluated multiple options to ensure Kindezi's long-term financial sustainability and designed a robust financial model and roadmap to continue to evaluate these options
- We developed a roadmap of strategic initiatives to prioritize over the next 3 years to accelerate our progress towards or mission



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**Context for the strategic planning process**

# Executive Summary

The Kindezi Schools (Kindezi) launched its first K-8 school, Kindezi West, in 2010, followed by a second K-8 school, Kindezi Old Fourth Ward in 2015. As part of Atlanta Public Schools' turnaround strategy, Kindezi became a "partner school" in 2017 and assumed leadership of Gideons Elementary, a PK-5 school. Today, Kindezi serves 1,192 students, with 407 at West, 502 at Old Fourth Ward, and 283 at Gideons.

Kindezi was founded on a vision of providing all students with a "genius awakening" and holistic education in family-sized classrooms. The school model includes highly selective hiring, rigorous expectations, community connectedness, authentic relationships, and a data-driven culture. Over the past decade, this model has resulted in academic performance that outperforms the district and matches statewide results, strong waitlists at both charter schools, and a talented and committed staff.

Now in its 11th year (SY21-22), Kindezi is launching this strategic planning process to engage the Kindezi community in clarifying Kindezi's identity (mission, equity commitments, core values, graduate profile, goals), make short-term decisions in the areas of staffing, school enrollment, curriculum, teacher development, and operations and design a 3-year strategic roadmap to focus organizational resources to advancing its mission.



# Kindezi's refreshed mission, values, and assessment of current state informed all strategic decisions

## Identity

### Who are we (our identity)?

- Mission, vision, and values
- REDI commitments
- Graduate profile
- Goals
- Kindezi model

## Current State Assessment

### Where are we?

- Current organizational & external context
- Functional area diagnostics
- Alignment on strengths and areas for development (relative to mission and model)

## Priorities

### What do we need to do?

- What do we need to focus on to achieve our vision?
- What are the gaps between where we are and where we want to be?
- What are the most critical things we must do well (and better) to succeed?
- What culture, capabilities, staffing, systems, and other enablers will we need to be successful?

## Path Forward

### How do we do it?

- Year-by-year milestones
- Implementation plans with owners and timelines
- Staff capacity building
- Ongoing evaluation of progress and continuous improvement



# The strategic plan followed four phases

## [Phase 4] Post-project implementation support (8/1 - 8/10)

- Develop branded materials and implementation resources
- Train team on implementation website, tools, and processes
- Provide ~3 weeks of implementation support

## [Phase 3] Identity Development & Strategic planning (5/21 - 7/30)

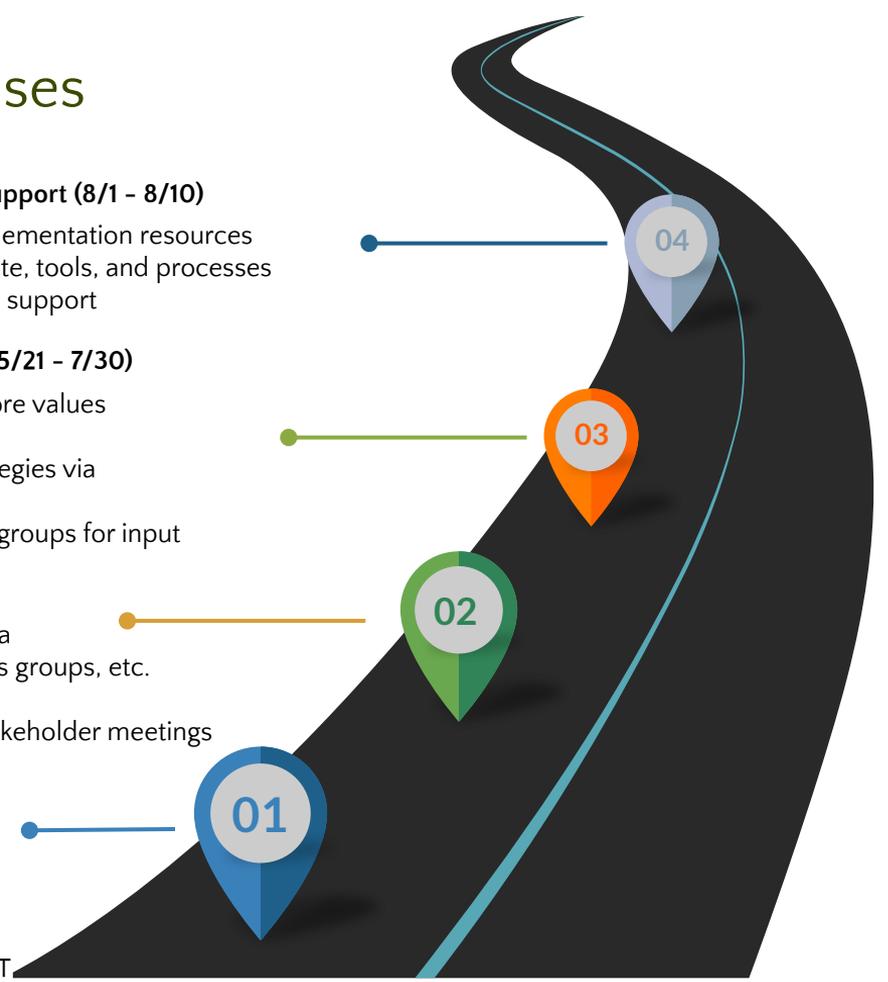
- Iteratively draft and refine vision, mission, and core values
- Develop organizational priorities
- Make key decisions and develop multi-year strategies via function-specific working groups
- Engage GT (Meeting #3 and #4) and stakeholder groups for input

## [Phase 2] Conduct Current State Assessment (4/26 - 5/21)

- Conduct observations and 90-minute 1x1's by functional area
- Develop and implement surveys, data collection plans, focus groups, etc.
- Lead vision, mission, core values workshops
- Present Current State Assessment via GT Meeting #2 and stakeholder meetings

## [Phase 1] Center REDI in the strategic planning process (4/12-4/26)

- Form diverse guiding team (GT) and hold GT Meeting #1
- Draft initial project plan and submit data requests
- Hold 90-minute deep dives by functional area
- Align GT on liberatory design skills and Race Equity language and values
- Co-design project plan and process for Current State Assessment with GT



# An intentional focus was placed on amplifying the voices of the Kindezi community

## Geniuses

Flip grids, art work, essays, and focus groups



## Guiding Team

Monthly meetings to guide the strategic planning process

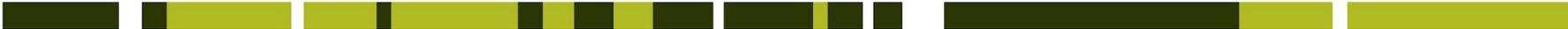
## Teacher Focus Groups & Working Groups

Bi-weekly meetings: Identity/ DEI, academics, talent, finance, and operations

All: Pop-up surveys and [website](#)

## Families

Surveys, focus groups



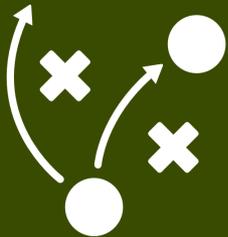


**Kindezi's Identity**

Core values, equity commitments, mission, and graduate profile outcomes define Kindezi's identity and inform strategic priorities

## Strategic Priorities

- What choices must be made?
- What work needs to start, continue and stop?



## Graduate Profile

- What holistic learning outcomes will best prepare geniuses to thrive in and transform the 21st century?
- What school model supports these outcomes?



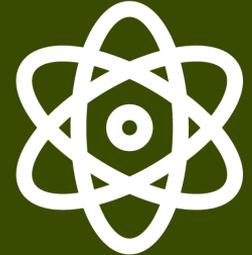
## Mission Statement

- What is our purpose?
- Who do we serve?
- What do we do and why?



## Core Values & Equity Commitments

- What do we stand for?
- What are our commitments to each of our students?



# Core Values: Who must we be to achieve our mission?

Core values are the deeply ingrained, shared principles that guide all of our organization's actions at the network, school, and classroom levels.

1. **LOVE** - We do everything with love and compassion. Our geniuses, colleagues, and community feel cared for, respected, and valued by our words and actions.
2. **COLLECTIVE RESPONSIBILITY** - We are a community sharing the responsibility and privilege of educating and empowering our children. We are accountable to one another and achieve results as an interdependent team. I am because we are, and we succeed together.
3. **AUDACITY** - We boldly do what's right for our geniuses, confronting oppressive mindsets head on, and standing for justice in all that we do. We are not constrained by convention or perceived limits and do whatever it takes to provide a genius-awakening education.
4. **EXCELLENCE** - We put forth our best effort and achieve big things. We set and pursue ambitious goals, so our community thrives and our Geniuses are on a path to choice-filled lives. We never stop learning and growing, as scholars and as people .
5. **WHOLENESS** - We understand the importance of balancing and integrating different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We provide a holistic education for our geniuses, and we support each other to be and care for our whole selves.
6. **JOY** - We find, bring, and share joy in our work every day. We practice gratitude, celebrate wins, and offer praise.

# Equity Commitments: What do we commit to for each genius and family we serve?

## ***Equity Beliefs***

At Kindezi, we model the world we wish to see; specifically, we hold and act upon the following beliefs about our geniuses, staff, families, communities, and partners.

1. We believe every child is innately gifted with genius..
2. We believe equity and inclusion begins with staff mindsets and must translate into all of our systems.
3. We believe our families, communities, and partners make our schools stronger.

*"I have never encountered any children in any group who are not geniuses. There is no mystery on how to teach them. The first thing you do is treat them like human beings and the second thing you do is love them." — Asa Hilliard*

# Equity Belief #1: We believe every child is innately gifted with genius.

## ***Equity Commitments Aligned To This Belief***

1. **Culture:** We commit to ensuring every genius and staff member is seen, valued, and loved for their unique identities and experiences; identities include race, ability, gender, sexual orientation, and socioeconomic status. Our community is steeped in respect, trust, and love. In schools, we commit to replacing all punitive discipline practices with practices that are restorative and support social emotional growth. For staff, we commit to creating a safe environment where every individual can bring their full identity to school and work.
2. **Academic expectations:** We commit to a truly inclusive culture, holding the highest expectations for ALL of our students, regardless of their background, needs, prior education, or circumstances. Our expectations will be reflected in ensuring all geniuses access the highest-quality instructional materials, teachers, leaders, extra curriculars, and course work.
3. **Genius awakening experiences for all:** We commit to delivering genius-awakening learning experiences every day, in every school, in every classroom, for every child. This means our geniuses receive experiences that align with our graduate profile and expose them to new perspectives and possibilities.



Equity Belief #2: We believe equity and inclusion begins with staff mindsets and must translate into all of our systems.

### ***Equity Commitments Aligned To This Belief***

1. **Self-reflection:** We commit to engaging in self-reflection, modeling equitable behavior, and operating in alignment with our beliefs, commitments, and core values. Our work together is distinguished by relationships, respect, and excellence.
2. **Liberatory systems:** We commit to analyzing all of our systems (e.g., hiring, coaching, performance management, decision making, behavior systems) to identify and dismantle oppression, racism, and bias that stifle the authenticity, distinctiveness, and creativity of our staff and students. We are transparent about our data and decisions. We share power and decision-making.
3. **Resource allocation:** We commit to ensuring our resources—people, time, financial, material—are allocated with an equity lens, ensuring unique student and community needs are identified, centered, and acted upon.



Equity Belief #3: We believe our families, communities, and partners make our schools stronger.

### ***Equity Commitments Aligned To This Belief***

1. **Families as true partners:** We commit to integrating family and community contributions, knowledge, and expertise into everything we do. We celebrate the beauty and power of our communities, including their histories and lived experiences.
2. **Individualized approach:** We commit to understanding and meeting the individual needs of each member of our community and remove barriers to their success. We exhaust all possibilities in service of our geniuses and their families.



Mission: What is our fundamental purpose and how do we achieve it?

Our mission is to provide every child---regardless of background, need, or identity---a holistic genius-awakening education built on family-sized classrooms, conscious diversity, and scholarly excellence.

# Graduate Profile: What knowledge, skills, and mindsets do we want our graduating 8th-grade geniuses to possess to meet the challenges of high school, college, and the world?

A Kindezi graduate is a --

- **CRITICAL THINKER:** Geniuses analyze, evaluate, and reason effectively. They consider multiple perspectives, ask questions, construct arguments, and solve problems. They develop, refine, and revise ideas based on the best information available.
- **PERSISTENT PROBLEM SOLVER:** Geniuses know how to take on challenges and navigate difficult situations. They are tenacious, creative, and often collaborative, when applying their holistic set of skills to find solutions to complex problems.
- **EMPOWERED LEARNER:** Geniuses are proficient in all academic core subjects, demonstrating high individualized growth. They apply that knowledge to real-world scenarios and challenges. Geniuses continuously seek learning opportunities and knowledge to better themselves, others, and their community.
- **LEADER:** Geniuses have vision and the courage to take initiative. They lead by example and by working with others to achieve a goal and/or serve their community. They are risk-takers and know how to try something new or go against the grain. Geniuses work alongside others as global citizens to pursue justice with shared respect for human dignity. Geniuses stick up for themselves and for other people -- both individuals and groups
- **SAVVY:** Geniuses can read the world around them and make appropriate adaptations with love and authenticity. They have proficient technology skills, awareness of the digital world, and a working knowledge of basic finance. They can make informed, strategic decisions as they mature.
- **SELF-CONFIDENT & SELF-LOVING:** Geniuses know their voice and ideas matter. They have a strong sense of who they are, their strengths and challenges, what they can contribute to their community, and who they want to become. Geniuses ask for what they need. They practice self-compassion and self-regulation. Geniuses know they are inherently valuable and worthy of love.

# Organizational Outcomes: How do we know we are on track to achieve our mission?

**We will use 5 questions to consistently evaluate our progress towards our 2025 goal**

1. Are we creating positive school cultures where students stay and thrive?
2. Are our students learning and mastering Graduate Profile Outcomes?
3. Are we hiring and retaining genius awakening team members?
4. Are we building a sustainable financial and operational model?



# Q1: Who is our student community?

Metric
% Enrolled by school
% on Waitlist by school
% Economically Disadvantaged
% SPED
% Black
% Hispanic
% Multiracial



## Q2: Are we creating positive school cultures where students stay and thrive?

Metric
% of students retained (first day to last day)
% of students retained (October - October)
Suspension rate
Avg. daily attendance
Chronic (more than 10 days) absence rate
Student perception survey (index score or “how likely are you to recommend Kindezi to another student?”) + whole child survey data + Kickboard metrics
Family perception survey (index score or “how likely are you to recommend Kindezi to another parent?” Recommend adopting a validated student survey like Panorama or Youth Truth



# Q3: Are our students learning and mastering Graduate Profile Outcomes?

## Metric

MAP Reading Growth - % students meeting growth targets

MAP Reading Growth - % students in high Average or high Quantile category

MAP Math Growth - % students meeting growth targets

MAP Math Growth - % students in high Average or high Quantile category

Georgia Milestones Math - % of students Proficient+

Georgia Milestones Reading - % of students Proficient+

% of students demonstrating growth on grad profile aims. Recommend a combination of data collected from behavior apps (e.g., the one being built with Emory), self-reflection survey (see [Panorama](#)) and teacher/family conference data.

# Q4: Are we hiring and retaining genius awakening team members?

Metric
High-performing teacher retention rate (No gaps by race or sub-group)
High performing Non-Teacher Retention Rate
Teacher Absenteeism
Teacher Perception Survey Index Score (No gaps by race or sub-group) Recommend implementing <a href="#">TNTP's insight survey for teachers and leaders</a>
Teacher and staff NPS score ( "how likely are you to recommend Kindezi to another teacher?")
Diversity of Teacher Hiring Pool (% of applicants by race and gender)
Average principal tenure
% of vacancies filled by May 1
% of staff members identifying "professional growth opportunities" as an area for growth
% of employees agree that the system for compensation and promotions is fair and equitable



# Q5: Are we building a sustainable financial and operating model?

Metric
Total actual enrollment is within 3% of projected enrollment
Average cash on hand is 90 days or greater
% of staff that A/SA that "Operations at my school/site are smooth and efficient"
% of staff A/SA "I have the resources I need...."
Fundraising Goal
My role is clear and sustainable
My voice is heard and valued



# School and network outcomes will be aggregated and reported on via our 2025 Outcomes Dashboard

	+	+	+	+	+
A	B	AS	DM	MP	QE
<i>SY24-254 Vision</i>					
Type of Data					
Old Fourth Ward	<b>1: Who is our student community?</b> ----- <i>Select the (+) to ungroup metrics answering this question.</i>	<b>2: Are we creating positive school cultures where students stay and thrive?</b> ----- <i>Select the (+) to ungroup metrics answering this question.</i>	<b>3: Are our students learning and mastering Graduate Profile Outcomes?</b> ----- <i>Select the (+) to ungroup metrics answering this question.</i>	<b>4: Are we building a diverse and inclusive people model?</b> ----- <i>Select the (+) to ungroup metrics answering this question.</i>	<b>5: Are we building a responsible financial model?</b> ----- <i>Select the (+) to ungroup metrics answering this question.</i>
West					
Gideons					

## [Kindezi Transformation 2025 Dashboard](#)





**Strategic Priorities**

# 2025 Strategic Plan: Theory of Action

If we...



IDENTITY

**Clarify who we are and what we stand for:**

- Design and internalize equity commitments, core values, holistic graduate aims, and a refreshed mission statement
- Integrate our beliefs and values into all academic, cultural, talent, operational, and financial systems and processes



ACADEMICS

**Commit to genius awakening education for all:**

- Design an instructional vision that aligns with our graduate aims, maximizes our small class sizes and diversity, and results in a joy filled, genius awakening education
- Ensure all geniuses have access to rich experiences, inside and outside the classroom, to spark curiosity and apply learning
- Adopt equitable curriculum and assessments where Geniuses see themselves and their interests in their learning
- Implement a system of academic support that deepens teacher content knowledge, pedagogy, and love of teaching



TALENT

**Create a great place to work:**

- Build opportunities for every staff member to grow and develop in the direction aligned to their personal and professional goals and to the needs of the school
- Interrogate and restructure all talent practices, systems, and policies to evaluate staff members' beliefs about equity and inclusion as a means of ensuring we are building a safe and compassionate organization for all
- Define sustainable staffing, compensation and rewards, and talent systems structures to ensure rewards and incentives are transparent, fair, and sustainable and ultimately helping us to fulfill our mission



ORGANIZATIONAL  
SUSTAINABILITY

**Design a Learning Community Built to Last:**

- Develop and execute a financial strategy - inclusive of optimal scale, facilities, staffing, and budget - to ensure long-term sustainability
- Re-vision student recruitment and enrollment strategy and ownership
- Refresh operating model to centralize functions at the network level and clarify decision rights

Then...

**All Geniuses, Staff, and Families will:**

- Believe in what we stand for and how we show up for all student, staff, and families
- Our values will be evident in every classroom, school, interaction, policy, and system

**All geniuses will:**

- Experience genius awakening education that cultivates a love & ownership over their own learning, regardless of classroom, school, or starting point
- Have unique experiences inside and outside the classroom that spark joy, curiosity, passion for learning
- Benefit from strong relationships with highly skilled teachers with deep content expertise

**All staff members will:**

- See the targeted, personalized investment we are making in their growth, while ensuring the school is set up for success for years to come
- Aspire and work to embody our beliefs and take responsibility for their impact when they do not
- Feel understood in their roles and responsibilities, valued for their contributions, and able to balance their professional and personal lives with success

**All community members will:**

- Feel secure in their belief that Kindezi schools are sustainable for the long-term
- Have their voices heard in the decision-making process
- Have the tools, systems, resources, and physical environments to support student learning

By 2025...

*Geniuses will be better prepared for high school, college, and choice-filled lives.*

*Develop the knowledge and skills necessary to excel in the high school of their choice and compete globally*

*(Critical Thinker, Problem Solver, Leader, Empowered Learner, Advocate, Confident, Self-loving & Self Aware)*

+

*Earn "Proficient" or above on Georgia Milestone assessments*

+

*Every genius demonstrates high-level of individual growth*

# 2025 Strategic Plan: Strategic Initiatives

## GRADUATE PROFILE & 2025 GOALS



### ACADEMICS

**Vision:** Our students are challenged with rigorous and relevant content in every classroom, every day. We anchor all of our work with students in trusting and caring relationships.

- 2.1 - Define and align on genius awakening education**
- 2.2 - Develop content knowledge through curriculum & assessments**
- 2.3 - Integrate academic systems and data practices**
- 2.4 - Strengthen student and family relationships and cultural practices**
- 2.5 - Increase relevance through genius awakening experiences for all**



### PEOPLE

**Vision:** We proactively recruit, intentionally develop, and deeply value all members of our diverse and highly talented staff community. Our work environment fosters inclusion and authenticity, supporting all staff to thrive in their roles and maximize their impact on our students.

- 3.1 - Define Excellence**
- 3.2 - Strengthen Systems**
- 3.3 - Develop the Team**



### ORGANIZATIONAL DEVELOPMENT

**Vision:** Every member of our community is secure in the belief that Kindezi is sustainable for the long term and has the tools, systems, and resources to support a genius awakening educational experience.

- 4.1 - Execute optimal scale recommendations**
- 4.2 - Implement financial model and systems for long-term sustainability**
- 4.3 - Conduct a deep dive into compensation strategy**
- 4.4 - Implement a best in class operations model and student enrollment strategy**



**IDENTITY: 1.1 - MISSION | 1.2 - EQUITY COMMITMENTS | 1.3 CORE VALUES**

# Identity Strategy

What is our vision?

Our deepest held values live in all of our systems, processes, and people.

What are our goals?

- % of equity commitments achieved annually based on audit by cross-functional Kindezi team
- % of staff that know and are committed to Kindezi's core values
- Core people, academic, financial, and operational processes reflect updated mission, equity commitments, and core values

1.1

## Mission

*Launch and internalize mission statement*

1.2

## Equity Commitments

*Launch and internalize equity commitments*

1.3

## Core Values

*Launch and internalize core values*

How will we get there?

- A. **Launch:** Update all communication materials (e.g., websites, signage, stationary, proposals) with new mission statement. Execute communication plan to launch mission statement to families, parents, and students.
- B. **Learn:** Lead informational sessions with families, parents, and students to unpack mission statement.
- C. **Leverage:** Integrate reflecting and discussing progress against mission statement into staff meetings, Senior Leadership Team meetings, satisfaction surveys, and annual strategic planning.

- A. **Launch:** Update all communication materials (e.g., websites, proposals) with equity commitments. Execute communication plan to launch equity commitments to families, parents, and students.
- B. **Learn:** Develop supporting assets to unpack equity commitments (e.g., "what does it look like in action?") and launch multi-year scope and sequence with staff.
- C. **Leverage:** Refresh core processes through equity lens; launch annual external audit and continuous improvement process.

- A. **Launch:** Update all communication materials (e.g., websites, signage, stationary, proposals) with new core values. Execute communication plan to launch core values with families, parents, and students.
- B. **Learn:** Lead informational sessions with families, parents, and students to unpack core values
- C. **Leverage:** Integrate core values into people processes (hiring, onboarding, coaching, development, recognition) and staff culture (e.g., staff meetings, awards)

Enablers

 Academic Strategy

 Organizational Development Strategy

 People Strategy

# Implementation Timeline: Identity

- Research and Develop (R&D)
- Pilot/Phased Implementation
- Full Implementation



	Year 1 SY21-22	Year 2 SY22-23	Year 3 SY23-24
<b>1.1A</b> - Launch: Update all communication materials (e.g., websites, signage, stationary, proposals) with new mission statement. Execute communication plan to launch mission statement to families, parents, and students.			
<b>1.1B</b> - Learn: Lead informational sessions with families, parents, and students to unpack mission statement.			
<b>1.1.C</b> - Leverage: Integrate reflecting and discussing progress against mission statement into staff meetings, Senior Leadership Team meetings, satisfaction surveys, and annual strategic planning.			
<b>1.2A</b> - Launch: Update all communication materials (e.g., websites, proposals) with equity commitments. Execute communication plan to launch equity commitments to families, parents, and students.			
<b>1.2B</b> - Learn: Develop supporting assets to unpack equity commitments (e.g., “what does it look like in action?”) and launch multi-year scope and sequence with staff.			
<b>1.2C</b> - Leverage: Refresh core processes through equity lens; launch annual external audit and continuous improvement process.			
<b>1.3A</b> - Launch: Update all communication materials (e.g., websites, signage, stationary, proposals) with new core values. Execute communication plan to launch core values with families, parents, and students.			
<b>1.3B</b> - Learn: Lead informational sessions with families, parents, and students to unpack core values			
<b>1.3C</b> - Leverage: Integrate core values into people processes (hiring, onboarding, coaching, development, recognition) and staff culture (e.g., staff meetings, awards)			

# Academic Strategy

**What is our vision?** Our students are challenged with rigorous and relevant content in every classroom, every day. We anchor all of our work with students in trusting and loving relationships.

- What are our goals?**
- 80% of students achieving MAP Math and Reading Growth Goals
  - % of students in high average or high quintile category
  - 70% of students proficient+ on Georgia Milestones
  - 100% of students demonstrating growth on Graduate Profile Aims

2.1

## Genius Awakening Education & Instructional Vision

Define a comprehensive K-8 Instructional vision

2.2

### Curriculum & Assessment

2.3

### Academic Systems

*Align Instructional Systems towards Rigor, Focus, Data, & Relationships*

2.4

### Relationships

*Create flourishing school communities*

2.5

### Relevance

*Provide holistic and memorable learning experiences*

*How will we get there?*

- A. **Genius Awakening Experience:** Define the specific components that differentiate Kindezi's Genius Awakening experience that are expected across the network.
- B. **Curriculum:** Define high quality curricula for all academic areas, that aligns with the Instructional Vision and develop a curriculum review process for continually reviewing, assessing and adopting.
- C. **Assessment:** Develop a comprehensive and streamlined assessment strategy.

- A. **Coaching:** Define the Kindezi coaching model for the short & long term future
- B. **PLC:** Set the structures & foci for PLCs and train the people that will lead them.
- C. **Data Use:** Analyze data weekly, monthly & quarterly through an equity lens.
- D. **PD:** Set the scope & sequence for the yearlong PDs.:
- E. **SPED Model:** Set the vision & structures for the SPED Model including staffing & budget implications.

- A. **Student Culture:** Strengthen and align K-8 cultural practices to achieve grad profile outcomes and implement SEL curriculum, restorative practices and behavior management systems.
- B. **Family Engagement:** Develop a strategy to engage parents in academics, deepen a sense of community, and leverage parent voice.

- A. **Genius Awakening Experiences:** Develop a K-8 sequence of experiences aligned to grad profile outcomes and curriculum.
- B. **Extracurriculars:** Strengthen and align K-8 performing arts programming, athletics, and extra-curricular offerings to achieve grad profile outcomes.

<b>Enablers</b>	Identity - Mission, Equity Commitments, Core Values
	Organizational Development Strategy
	People Strategy



## Academic North Stars

- ★ Graduate Profile Outcomes Growth
- ★ MAP Growth
- ★ Proficient + on GA Milestones

Together, these North Stars help us determine if we are on track to building the knowledge, habits, and skills geniuses will need to thrive in the high schools, colleges, and careers of their choice.

**Instructional Vision:** The Instructional Vision for Math, ELA, Science\*, Social Studies\*, and Fine Arts\* describe what genius awakening education looks like in specific content areas. When these visions are our reality, our graduates should meet the desired profile above.

**Genius  
Awakening  
Learning  
Environments**

**Genius  
Awakening  
Content &  
Pedagogy**

**Genius  
Awakening  
Learning  
Experiences**

**Genius  
Awakening  
Individualization**

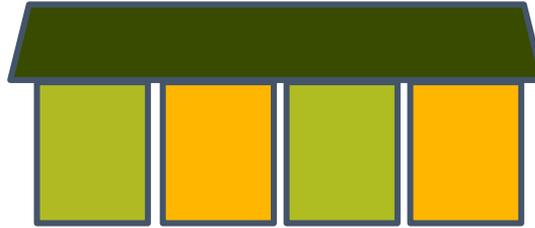
The 4 “look fors” are key pillars of our Instructional Vision; they support it and bring it to life.

# Why



Achieving our Mission and Graduate Profile is why we're doing this work.

# What



Our Instructional Vision and look fors define what we want to see across all Kindezi classrooms & schools.

# How



Clear and coherent academic systems for coaching, data use, professional learning, and equity are how we translate our vision into practice.

# Implementation Timeline: Academics

- Research and Develop (R&D)
- Pilot/Phased Implementation
- Full Implementation

	Year 1 SY21-22	Year 2 SY22-23	Year 3 SY23-24
<b>2.1 - Genius Awakening:</b> Define and align on genius awakening education.			
<b>2.1.A Internalize &amp; Adopt the Instructional Vision for Math &amp; ELA:</b> Develop the instructional vision for each content based on grounding text and adopt the instructional vision practices throughout academic systems.			
<b>2.1.B Science of Learning:</b> Creating a safe-space for all stakeholders to learn & reflect on culturally and historically responsive science of learning.			
<b>2.2 Assessments:</b> Align all 3 campuses on iReady and NWEA-MAP data with an equity lens.			
<b>2.2.C Curricular Resources:</b> Assess current curricular resources and (if necessary) adopt aligned, research based curricular resources.			
<b>2.2.A Curriculum Internalization:</b> Adopt and implement curriculum internalization process in grade level teams.			
<b>2.2.B Data Analysis:</b> Integrate common unit planning time to include weekly Data Analysis			
<b>2.2.C Interim Assessments:</b> Adopt ready-made interim assessment that are curriculum-aligned.			
<b>2.3 - Content Knowledge:</b> Develop content knowledge through academic systems.			
<b>2.3.D Coaching Model:</b> Revise coaching model to be curriculum and content aligned.			
<b>2.4 SEL:</b> Determine SEL practice and implement SEL & behavior management systems with fidelity across all 3 campuses.			
<b>2.5 Extracurriculars:</b> Integrate curriculum into academic systems, to include extracurricular opportunities for Kindezi geniuses			

# 2.1 - Genius Awakening Instructional Vision



## Overview

<b>Objective:</b>	Define the Kindezi Genius Awakening vision & instruction for all core content areas.		
<b>Measure(s) of success:</b>	<ul style="list-style-type: none"> <li>• % growth &amp; proficiency in Georgia Milestones.</li> <li>• % growth &amp; proficiency on NWEA/MAP.</li> </ul>	<b>Deliverables:</b>	<ul style="list-style-type: none"> <li>• Genius Awakening Tool for Educators</li> <li>• ELA &amp; Math Vision &amp; Instructional Blocks</li> <li>• Social Studies Vision &amp; Instructional Block</li> <li>• Science Vision &amp; Instructional Block</li> </ul>
<b>Owner:</b>	CAP	<b>Planning Team:</b>	CAP, Director of ELA, Director of Math, Director of Social Studies, & Director of Science

## Roadmap

Activity	Timeline	Owner
Internalize and adopt ELA & Math visions with key stakeholders.	Summer 2021	Directors of ELA & Math
Creating a safe-space for all stakeholders to learn & reflect on culturally and historically science of learning.	2021-2022	CAP
Define & adopt Genius Awakening instruction ( <a href="#">Genius Awakening Tool for Educators</a> ).	Summer 2021	CAP
Define/revise & adopt an instructional block for ELA & for Math.	Fall 2021	Directors of ELA & Math
Research & develop K-8 Social Studies vision and instructional block to pilot in 23-24 and launch network wide in 24-25.	2022-2023	Director of Social Studies or CAP
Research & develop K-8 Science vision and instructional block to pilot in 23-24 and launch network wide in 24-25.	2022-2023	Director of Science or CAP



## 2.2 - Curriculum & Assessments

Overview		
<b>Objective:</b>	Adopt and align curricula and assessments to the Kindezi Genius Awakening Tool for Educators, content instructional vision and instructional blocks.	
<b>Measure(s) of success:</b>	<ul style="list-style-type: none"> <li>• % growth &amp; proficiency in Georgia Milestones.</li> <li>• % growth &amp; proficiency on NWEA/MAP.</li> <li>• % growth &amp; proficiency on unit and/or interim assessments.</li> </ul>	<b>Deliverables:</b> <ul style="list-style-type: none"> <li>• Decision Point: Curricula adoption (if applicable) Curricula adoption plan &amp; timelines</li> <li>• Curriculum internalization process revision</li> <li>• Unit planning with weekly data analysis process revision</li> <li>• Adopt interim assessments</li> <li>• Revised coaching model</li> </ul>
<b>Owner:</b>	CAP	<b>Planning Team:</b> CAP, Director of ELA, Director of Math, Director of Social Studies, & Director of Science
Roadmap		
Activity	Timeline	Owner
Assess current ELA & Math curricula in relation to the revised Kindezi Instructional Visions, Genius Awakening Tools for Educators, and the revised ELA/Math Instructional Blocks.	Fall 2021	CAP
<b>Decision Point:</b> <i>Do we adopt new ELA &amp; Math curricula? If so, set your adoption plan &amp; timelines (<a href="#">suggested process</a>).</i>	Spring 2022	CAP
Align your unit and/or interim assessments to the curricula, NOTE: If new curricula are adopted then you need to find assessments that are aligned to the new curricula. If new curricula are adopted the following actions will need to be taken during <b>22-23</b> : <ul style="list-style-type: none"> <li>• Revise, adopt and implement curriculum internalization process in grade level teams</li> <li>• Common Unit Planning time to include weekly Data Analysis</li> <li>• Adopt ready-made interim assessments that are curriculum-aligned.</li> <li>• Revise coaching model to be curriculum and content aligned.</li> </ul>	2022-2023	CAP & Director of ELA/Math
Aligning all 3 campuses on iReady and NWEA-MAP data with an equity lens.	Spring 2022	CAP

## 2.3 - Academic Systems



### Overview

<b>Objective:</b>	Integrate Genius Awakening instructional vision, curriculum, and assessments into academic systems to support the Genius Awakening experiences into all classrooms.		
<b>Measure(s) of success:</b>	<ul style="list-style-type: none"> <li>• % growth &amp; proficiency in Georgia Milestones.</li> <li>• % growth &amp; proficiency on NWEA/MAP.</li> <li>• % growth &amp; proficiency on unit and/or interim assessments.</li> <li>• % growth &amp; proficiency in TKES</li> </ul>	<b>Deliverables:</b>	<ul style="list-style-type: none"> <li>• Scope &amp; Sequence for teacher learning</li> <li>• Graduate Profile aims integrated into academic systems</li> <li>• Coaching model</li> <li>• PLC structures</li> <li>• Data systems &amp; data reports</li> <li>• SPED model</li> </ul>
<b>Owner:</b>	CAP	<b>Planning Team:</b>	CAP, Director of ELA, Director of Math, Director of Social Studies, & Director of Science

### Roadmap

Activity	Timeline	Owner
Develop a professional learning scope & sequence for 21-22 to develop teachers and leaders towards Genius Awakening Tool for Educators and implementation of ELA & Math Instructional Blocks, and acceleration to access rigorous grade level content through curriculum/just in time interventions/W.I.N intervention plan.	Summer 2021 - Spring 2022	CAP
Integrating Graduate Profile aims into academic systems	2021-2022	CAP
Finalize coaching model and align coaching to Genius Awakening Tool for Educators & ELA/Math Instructional Blocks, and acceleration to access rigorous grade level content through curriculum/just in time interventions/W.I.N intervention plan.	Fall 2021-Spring 2021	CAP
Revise PLC structures to support teacher content growth and development towards Genius Awakening Tool for Educators & ELA/Math Instructional Blocks, and acceleration to access rigorous grade level content through curriculum/just in time interventions/W.I.N intervention plan.	Summer 2021-Spring 2022	Content Directors
Establish data systems to be able to collect and share key data points for teachers and leaders to be able to assess progress and make adjustments to meet student needs.	2021-2022	CAP
Research & develop possible SPED model to pilot for the 22-23 school year and launch network wide in the 23-24 school year.	2022-2023	CAP



## 2.4 - Relationships

Overview			
<b>Objective:</b>	Cultivate the deepening of loving, joyful relationships between all Kindezi staff and Geniuses/families.		
<b>Measure(s) of success:</b>	<ul style="list-style-type: none"> <li>• % growth &amp; proficient on Genius survey.</li> <li>• % growth &amp; proficient on parent survey.</li> <li>• % growth &amp; proficient on teacher survey.</li> </ul>	<b>Deliverables:</b>	<ul style="list-style-type: none"> <li>• Scope and Sequence for SEE implementation</li> <li>• Behavior management systems</li> <li>• Restorative practices manual</li> <li>• Family engagement strategies manual</li> </ul>
<b>Owner:</b>	Senior Director of Culture & Community Wellness	<b>Planning Team:</b>	CAP, 1+ Content Director, 1+ Admin, & 1+Teacher

Roadmap		
Activity	Timeline	Owner
Align and launch SEE (social emotional learning) across the network with fidelity.	2021-2022	Senior Director of Culture & Community Wellness
Research & develop restorative practices and behavior management systems to pilot for the 22-23 school year and launch network wide in the 23-24 school year.	Spring 2022	Senior Director of Culture & Community Wellness
Research & develop family engagement strategies for academics, deepen a sense of community and leverage parent voice to pilot in 22-23 and launch network wide in 23-24.	Spring 2022	Senior Director of Culture & Community Wellness



## 2.5 - Relevance

Overview			
Objectives:	1.) Integrate Genius Awakening Experiences with Graduate Profile Aims and adopted Curricula. 2.) Develop the Vision and instructional blocks for extracurriculars and enrichments		
Measure(s) of success:	<ul style="list-style-type: none"> <li>• % growth &amp; proficient on Genius survey.</li> <li>• % growth &amp; proficient on parent survey.</li> <li>• % growth &amp; proficient on teacher survey.</li> </ul>	Deliverables:	<ul style="list-style-type: none"> <li>• Genius Awakening Experiences</li> <li>• Extracurricular/Enrichment Vision</li> <li>• Extracurricular/Enrichment Instructional Blocks</li> </ul>
Owner:	CAP	Planning Team:	CAP, Director of Extracurricular Activities, 1+ admin, & 1+ teacher

Roadmap		
Activity	Timeline	Owner
Research and develop a K-8 sequence of Genius Awakening Experiences aligned to graduate profile aims and adopted curricula to pilot in 22-23 and launch network wide in 23-24.	Spring 2022	CAP
Research & develop K-8 extracurricular/enrichment vision & instructional blocks for performing arts, athletics, & other courses to pilot in 23-24 and launch network wide in 24-25.	2022-2023	CAP or Director of Extracurricular Activities

# People Strategy

*What is our vision?* As the architects of awakening genius within our students, our vision is that Kindezi staff come for the mission, stay for the consistent opportunities for individualized growth and development, and meaningfully contribute to the community while maintaining their own satisfaction and balance.

- What are our goals?*
- 100% of known vacancies filled with diverse, high-quality staff by May 15th
  - 90% of high-performing staff retained annually, with no gaps by race/ethnicity and other demographic identities
  - Disparity between staff members' overall satisfaction is neutralized, when looked at across racial/ethnic and demographic identities
  - % of staff members identifying "professional growth opportunities" as an area for growth decreases by 10pp
  - 80%+ of employees agree that the system for compensation and promotions is fair and equitable

## Talent Philosophy

Implement and socialize Kindezi's talent philosophy across people-related tools, systems, and initiatives to ensure cohesiveness and consistency

	3.1 Define Excellence <i>Align on a clear, equity-centered vision of excellence</i>	3.2 Strengthen Systems <i>Build systems and structures to ensure healthy and sustained talent operations over time</i>	3.3 Develop the Team <i>Architect routines that ensure consistent growth for all staff</i>
<i>How will we get there?</i>	<p>A. <b>Competency Models:</b> Update competency models, aligned to talent philosophy, role responsibilities, and equity commitments, for teachers, leaders, and staff</p> <p>B. <b>Calibration:</b> Lead professional development with staff to unpack competencies, align on vision of excellence, and make connections to their day-to-day job functions.</p> <p>C. <b>Leadership Framework:</b> Create and launch leadership framework that sets expectations and principles for Kindezi leaders</p>	<p>A. <b>Systems Refresh:</b> Infuse talent philosophy, equity commitments, and recommendations from the strategic plan into all core people processes (recruitment, hiring, on-boarding, development, and retention)</p> <p>B. <b>Compensation Philosophy:</b> Develop a compensation philosophy that ensures staff are paid competitively for their work, ensuring that roles and responsibilities are right-sized to ensure sustainability and predictability over time.</p> <p>C. <b>Data:</b> Build an intuitive and sustainable dashboard to house key metrics across the talent function, collecting, cutting and delivering actionable people data explicitly to surface gaps by race/sub-group and drive equity-focused actions.; tie to org health survey</p>	<p>A. <b>Culture of Feedback:</b> Establish a culture of consistent, relevant, and actionable feedback to ensure staff members are receiving consistent insight into their strengths and areas for growth.</p> <p>B. <b>Career Pathways:</b> Architect formal programs and processes for internal mobility, including leadership preparation programs and individualized coaching roadmaps.</p>

*Enablers*

 Identity – Mission, Equity Commitments, Core Values
 Organizational Development Strategy
 Academic Strategy

# Implementation Timeline: People

- Research and Develop (R&D)
- Pilot/Phased Implementation
- Full Implementation

	Year 1 SY21-22	Year 2 SY22-23	Year 3 SY23-24
<b>1.1A - Competency Models:</b> Update competency models, aligned to talent philosophy, role responsibilities, and equity commitments, for teachers, leaders, and staff			
<b>1.2A - Systems Refresh:</b> Infuse talent philosophy, equity commitments, and recommendations from the strategic plan into all core people processes (recruitment, hiring, on-boarding, development, and retention)			
<b>1.2B - Compensation Philosophy:</b> Develop a compensation philosophy that ensures staff are paid competitively for their work, ensuring that roles and responsibilities are right-sized to ensure sustainability and predictability over time.			
<b>1.1B - Calibration:</b> Lead professional development with staff to unpack competencies, align on vision of excellence, and make connections to their day-to-day job functions.			
<b>1.1C - Leadership Framework:</b> Create and launch leadership framework that sets expectations and principles for Kindezi leaders			
<b>1.2C - Data:</b> Build an intuitive and sustainable dashboard to house key metrics across the talent function, including measuring things like: personnel demographics, org health results, hiring progress, and retention information.			
<b>1.3A - Culture of Feedback:</b> Establish a culture of consistent, relevant, and actionable feedback to ensure staff members are receiving consistent insight into their strengths and areas for growth.			
<b>1.3B - Career Pathways:</b> Architect formal programs and processes for internal mobility, including leadership preparation programs and individualized coaching roadmaps.			

# 3.1 - Define Excellence

Overview			
Objective:	Ensure we are clear on what is necessary to be a thriving and engaged member of the Kindezi community		
Measure(s) of success:	<ul style="list-style-type: none"> <li>• % of staff members identifying “professional growth opportunities” as an area for growth decreases by 10pp</li> <li>• % of teachers scoring proficient on Instructional Practices rubric</li> </ul>	Deliverables:	<ul style="list-style-type: none"> <li>• Competency models developed for all role categories org-wide</li> <li>• Talent systems infused with equity commitments</li> <li>• Leadership framework</li> <li>• Employee value proposition</li> </ul>
Owner:	Kelly/External consultant (EC)	Planning Team:	Core Leadership Team

Roadmap		
Activity	Timeline	Owner
Draft: Leverage equity commitments, talent philosophy, and newly-designed compensation plan to develop competency models for all role categories across hiring, coaching, and performance management	Fall 2021	Kelly/EC
Draft: Develop an employee value proposition that is internal and external-facing to advertise Kindezi’s approach to talent (inclusive of mission, compensation, growth and development)	Winter 2022	Kelly/EC
Implement: Train all staff on newly-devised competency models across roles	Fall 2022	Kelly/EC
Draft: Design a comprehensive leadership framework that builds off of the competency models to inspire and evaluate the effectiveness of leaders and managers	Fall 2022–Spring 2023	CAO

## 3.2 - Strengthen Systems

Overview			
Objective:	Build systems and structures to ensure healthy and sustained talent operations over time		
Measure(s) of success:	<ul style="list-style-type: none"> <li>• % of staff identifying “role clarity” as an area for growth decreases by 10pp</li> <li>• % employees confident in comp</li> <li>• 100% of strategic initiatives have SMART goals, tracked via internal data dashboard</li> </ul>	Deliverables:	<ul style="list-style-type: none"> <li>• Compensation plan</li> <li>• Talent dashboard</li> </ul>
Owner:	Shannon	Planning Team:	Core Leadership Team

Roadmap		
Activity	Timeline	Owner
Draft: A comprehensive compensation philosophy for Kindezi that seeks to detangle 1) compensation and 2) growth and development	Fall 2021–Winter 2022	Edgility
Implement: Roll out key changes to staffing to ensure clarity and sustainability of roles throughout network	Fall 2021	Kelly/ EC
Socialize: Spend considerable time with leadership team to infuse the components of the talent philosophy into the team culture and into relevant tools and systems	Winter 2022	Kelly/ EC
Build: Create a talent dashboard to set goals and track key metrics across the talent function, ensuring to include a revamp/redesign of org health survey to capture essential data about employee feedback/satisfaction	Fall 2022–Winter 2023	Kelly/ EC

## 3.3 - Develop the Team

Overview			
Objective:	Architect programs & routines that ensure consistent opportunities for growth and development		
Measure(s) of success:	<ul style="list-style-type: none"> <li>Disparity between POC and White staff members' is neutralized</li> <li>% of leadership hires being internal (via leadership development program)</li> <li>% of employees participating in leader program</li> </ul>	Deliverables:	<ul style="list-style-type: none"> <li>Leadership development program</li> <li>Career pathway conversations incorporated into performance review cycle</li> <li>Org survey process amended to include 360 survey</li> </ul>
Owner:	Kelly	Planning Team:	Core Leadership Team

Roadmap		
Activity	Timeline	Owner
Draft: Amend existing organizational survey process to include 360 component that offers opportunities for upwards, downwards, and sideways feedback streams for staff throughout the organization	Summer 2022	Kelly/E C
Draft: Develop approach that integrates targeted, individualized career coaching into performance review cycle for all staff members	Summer 2023	Kelly/E C
Draft: Design leadership development program that builds off of leadership framework to ensure targeted support and training for emerging and newly-appointed leaders and managers across the organization	Summer 2023	Kelly/E C

# 4. Organizational Development Strategy

*What is our vision?*

Every member of our community is secure in the belief that Kindezi is sustainable for the long term and has the tools, systems, and resources to support a genius awakening educational experience.

*What are our goals?*

- Continued clean audits with no material deficiencies or weaknesses
- Total actual enrollment is within 3% of projected enrollment
- Gideons enrollment stays above 175
- Remain within 10% of total expense budget without going over budget
- Average cash on hand is 90 days or greater AND does not dip below 60 days

*How will we get there?*

4.1

## Optimal Scale

- A. **Execute optimal scale recommendations:** Adjust class size ratios, open separate MS campus, renegotiate Gideons contract

4.2

## Financial Planning

- A. **Implement a sustainable financial model and processes:** Use 5-year financial model tool to assist with annual planning and budgeting
- B. **Conduct a deep dive into compensation strategy:** Work with compensation consultants, Edgility, to reset comp strategy (with focus on teacher salary)

4.3

## Operations Model

- A. **Execute a comprehensive annual student enrollment strategy:** Enrollment at Charters remains at 900 cap with strong waitlist & enrollment at Gideons increases year over year
- B. **Implement a best in class operations model:** Use ops vision of excellence to strengthen coaching, PD, and continuous improvement systems

*Enablers*

 Identity - Mission, Equity Commitments, Core Values

 Organizational Development Strategy

 Academic Strategy

# Implementation Timeline: Organizational Development

- Research and planning
- Pre-implementation
- Full Implementation

Aug-Dec 2021	Jan-Jun 2022	Jul-Dec 2022	Jan-Jun 2023	Jul 2023 & Beyond
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<p><b>4.1A - Execute optimal scale recommendations:</b> Adjust class size ratios, open separate MS campus, renegotiate Gideons contract</p> 					
<p><b>4.2A - Implement a sustainable financial model and processes:</b> Use 5-year financial model tool to assist with annual planning and budgeting</p>					
<p><b>4.2B - Conduct a deep dive into compensation strategy:</b> Work with compensation consultants, Edgility, to reset comp strategy (with focus on teacher salary)</p>					
<p><b>4.3A - Execute a comprehensive annual student enrollment strategy:</b> Enrollment at Charters remains at 900 cap with strong waitlist &amp; enrollment at Gideons increases year over year</p>					
<p><b>4.3B - Implement a best in class operations model:</b></p>					

# 4.1A - Execute optimal scale recommendations



## Overview

<b>Objective:</b>	Adjust class size ratios, open separate MS campus, renegotiate Gideons contract		
<b>Measure(s) of success:</b>	<ul style="list-style-type: none"> <li>• Average class size across all schools are increased to recommended levels</li> <li>• MS campus is identified and opened by SY2023-24</li> <li>• Gideons contract renegotiated ensuring additional financial safeguards</li> </ul>		
<b>Owner:</b>	CFO, Executive Director, Board of Directors	<b>Planning Team:</b>	Middle school campus sub-committee

## Roadmap

Activity	Timeline	Owner
Communication to all stakeholders on change of class sizes: Elementary 10:1; MS 16:1 (potential 3 year savings of \$4.7M and \$5.1M respectively)	October 2021	ED
All schools have average class size ratios as outlined in optimal scale plan	June 2022	All owners
Form MS sub-committee to identify new facility & begin project plan (including timeline, schedule APS meetings, budget impact, logistics, etc.)	January 2022	Sub-committee
New MS campus selected	June 2022	Sub-committee
Finalize MS facilities plan and resource consolidation	January 2023	All owners
Open middle school campus for SY2023-24	July 2023	All owners
Form Gideons contract sub-committee to identify: timeline, APS touchpoints, requests & non-negotiables	November 2021	ED & Board
Gideons contract re-negotiated and signed	January 2023	Board



## 4.2A - Implement a sustainable financial model and processes

Overview		
Objective:	Use 5-year financial model tool to assist with annual planning and budgeting	
Measure(s) of success:	<ul style="list-style-type: none"><li>• Financial process calendar created</li><li>• Continued clean audits with no material deficiencies or weaknesses</li><li>• Refreshed 5-year financial model</li><li>• Remain within 10% of total expense budget without going over budget</li></ul>	
Owner:	CFO & Executive Director	Planning Team: Finance team

Roadmap		
Activity	Timeline	Owner
Establish an annual “rhythm of the business” document that outlines key financial procedures that need to be done every year	November 2021	CFO & ED
Use the 5-year financial model to inform the annual budgeting process	February 2022	CFO & ED
Measure up actual financial data against financial model and adjust model accordingly for the following fiscal year	June 2022	CFO & ED
Repeat financial processes each year as outlined in “rhythm of the business” document (annual cycle)	Ongoing	CFO & ED



## 4.2B - Conduct a deep dive into compensation strategy

Overview		
Objective:	Work with compensation consultants, Edgility, to reset comp strategy (with focus on teacher salary)	
Measure(s) of success:	<ul style="list-style-type: none"><li>• New compensation strategy completed with consultants (Edgility), including implementation plan</li><li>• Financial savings are realized</li></ul>	
Owner:	CFO, Executive Director, Human Resources	Planning Team: Edgility & Kindezi working groups

Roadmap		
Activity	Timeline	Owner
Kickoff strategy work with Edgility	August 2021	All owners
Implement Edgility action plan	Jan-Jun 2022	All owners
Monitor financial impact of shift in compensation strategy	SY2022-23 and forward	CFO & Finance team



## 4.3A - Execute a comprehensive student enrollment strategy

Overview		
Objective:	Enrollment at Charters remains at 900 cap with strong waitlist & enrollment at Gideons increases year over year	
Measure(s) of success:	<ul style="list-style-type: none"><li>• Total actual enrollment is within 3% of projected enrollment</li><li>• Gideons enrollment increases year over year (staying above 175)</li></ul>	
Owner:	CFO & Executive Director	Planning Team: Enrollment strategy sub-committee

Roadmap		
Activity	Timeline	Owner
Form enrollment strategy sub-committee & draft project plan	Sep-Dec 2021	ED
Final draft of enrollment strategy plan	December 2021	Sub-committee
Implement enrollment strategy plan & monitor progress to goals	Jan-May 2022	Sub-committee
Revisit, revise & implement enrollment strategy for the following school year (annual cycle)	Ongoing	Sub-committee



## 4.3B - Implement a best in class operations model

Overview		
Objective:	School operations maximize student learning time, student enrollment, and staff success.	
Measure(s) of success:	<ul style="list-style-type: none"><li>% of staff that agree/strongly agree that “school operations run smoothly and maximize student and staff time”</li></ul>	
Owner:	COO	Planning Team: COO, Director of Ops

Roadmap		
Activity	Timeline	Owner
Lead calibration sessions on school operations excellence	Sept–Dec 2021	COO
Implement shifts to centralized/standardized services	Dec 2021–May 2022	COO
Centralize recruitment and implement recruitment playbook	Sept–May 2022	COO
Integrate vision of ops excellence into all Director of Ops PD (e.g., coaching, professional development)	Sept 2022–May 2022	COO



**Current State Assessment**

# Strategies developed for the 2025 strategic plan were informed by a wide range of data

- Data Sources
  - Attendance
  - Assessment
  - Behavior
  - Satisfaction Surveys
  - Hiring, Retention, and Coaching
  - Compensation trends
  - Financial audit reports
  - Enrollment
- Interviews & Focus Groups
  - Staff
  - Parents
  - Geniuses
  - Board



The following pages summarize high-level strengths and areas for improvement. Full findings can be found [here](#).

# Strengths

## ⊕ We anchor in relationships

We believe in the power of building relationships with geniuses, families, and colleagues. We go the extra mile to center decisions in what's right for our geniuses.

## ⊕ We awaken genius

Students LOVE the learning process, are free to show up as their authentic selves, and are challenged with rigorous and relevant content

## ⊕ We aim high

We know in our gut that tests scores along are not enough. We aim for holistic outcomes for our students that prepare them for high school and life.

## ⊕ We believe in people power

We value our people and lean on each other, good times and bad. We know our success depends on surrounding our students with powerful people.



# Opportunities

## ⊕ **Our student experience is variable**

Today, a Kindezi student's experience varies from grade-to-grade, teacher to teacher, and campus-to-campus, leading to inequitable learning opportunities and outcomes.

## ⊕ **Our ultimate ambitions are not fully defined**

Our mission, shared commitments to equity, vision for holistic student outcomes, and expectations for students and staff need to be defined, deeply understood, and designed into our decisions and systems.

## ⊕ **Our organization must be built to last**

Over time, we have implemented staffing, enrollment, compensation, and other systems that aren't sustainable, equitable, and don't consistently align with our student goals and don't maximize our resources.

## ⊕ **Our people strategy needs tuning**

Our approach to comprehensively developing our people and clarifying roles and responsibilities needs attention to unlock the full potential of our organization.



# Identity: Strengths & Areas for Growth

## Strengths:

- **Shared Anti-Racism Values:** Shared and actionable commitment to anti-racism
- **Mission Statement:** Differentiated, identifiable, commonly used mission statement
- **Whole-child culture:** Kindezi's teachers and staff share aspirations to teach to the whole child

## Areas for Growth

- **Shared Equity Values** - Equity beliefs are not clearly defined, understood, and integrated into Kindezi's core systems and processes - specifically as it relates to marginalized identities (e.g., LGBTQ+) and mindsets relating to "all kids" vs "some kids"
- **Mission:** Some aspects of the mission statement need revision to sharpen Kindezi's identity and reflect current model and values
- **Operationalizing whole-child focus:** A clear set of holistic learner outcomes, inclusive of "foundational literacies" (e.g., Math, reading, writing) and holistic competencies (e.g., curiosity, empathy, critical thinker) are needed to serve as a "north star" for all school design decisions

# Academics & School Culture: Strengths & Areas for Growth

## Strengths

- **Academic Systems** - Well defined and repeatable academic systems (lesson clinics, data analysis, professional development, coaching) are in place and supporting teacher growth
- **Data Use** - Teacher and leaders have access to and use high-quality formative data to make daily and weekly instructional decisions
- **Feedback culture** - Teachers and leaders receive regular cycles of structured observation and feedback
- **Holistic student development** - Teachers are adopting restorative practices, non-punitive uses of Kickboard, social-emotional learning curriculum (SEE), and other methods to holistically support student growth

## Outstanding Questions

- **Performance management** - Unclear if teachers and staff are receiving accurate and actionable feedback on performance. Unclear if low performance is addressed.
- **Assessments** - More information needed on the assessments being used, alignment to curriculum/standards, and variance in use across campuses.

## Areas for Growth

- **Equity-focus** - Existing Academic Systems (Data Analysis, PD, Curriculum, Collaborative Meetings) lack a distinct equity focus that intentionally identifies and action plans for gaps by sub-groups (by race, gender, sexual orientation, SPED, etc.)
- **Accountability for consistently high expectations** - Expectations for students vary by campus and classroom, resulting in varying student experiences and outcomes. Clearer alignment on expectations (what does instructional excellence look like for ALL students?) and responses to low staff expectations (how do we support staff? How do we respond when support doesn't work?)
- **Vision of excellence for academic systems** - More clarity and alignment is needed on what excellence looks like across academic systems (e.g., what does excellent coaching, planning meetings, and data use at Kindezi look like?). Consistent systems and approaches to coaching leader on academic systems are needed.
- **Curriculum** - Curriculum is being used inconsistently across campuses. More data needed on rigor, coherence, and relevance of curriculum and fidelity of implementation.
- **Role Clarity** - Shifting from 4 APs to 2 APs per campus could negatively impact the quality of coaching and feedback. Greater role clarity is needed to make this transition.

# Talent: Strengths & Areas for Growth

## Strengths

- **Hiring & Selection** - Strong practices currently for finding and selecting teachers to work at Kindezi through a scorecard system
- **Diversity** - Teachers and staff at Kindezi represent the diversity of the communities they serve
- **Internal mobility for leadership** - Consistent track record of promoting teachers and staff internally to serve as leaders
- **Onboarding** - Recent onboarding systems have been put in place for new teachers and staff that are working to acclimate them to the organization
- **Retention** - Kindezi has done a good job of retaining teachers and staff in key positions over time, providing continuity to the community

## Outstanding Questions

- **Satisfaction** - How satisfied are Kindezi staff compared with similarly-sized CMOs in Atlanta?
- **Talent systems alignment** - How seamlessly connected are Kindezi's systems for collecting, reviewing, and making decisions based on data (hiring, evaluation/performance, etc.)?

## Areas for Growth

- **REDI** - Existing HR & talent systems do not have embedded focuses on diversity, equity, and inclusion (e.g., selecting for that competency at hiring, or evaluating for inclusivity as a manager, etc.)
- **Staffing model & processes** - Need to identify the appropriate staffing structure for size and current needs
- **Compensation** - Haphazard process for determining network and school compensation, resulting in inequities. Teacher comp system is time consuming and not linked to outcomes
- **Employee value proposition (EVP)** - Do not currently have an EVP that can be shared with candidates and employees that describes what Kindezi does to attract, retain, and develop employees, inclusive of compensation, benefits, organizational culture, etc.
- **Professional development** - Desire to interrogate current professional development processes and separate 1) professional development and growth from 2) compensation and promotion
- **School leadership team role clarity (Shift to Academics work stream)** - Kindezi is shifting from a 4 AP to a two AP per campus model. Clarity is needed on if this new structure is aligned to Kindezi's priorities and if so, what each school-based leadership role is responsible for.

# Operations: Strengths & Areas for Growth

## Strengths

- **Implementation of School-based Dir. of Ops role** - Directors of Ops handle day-to-day school-based operational responsibilities, freeing up time for instructional leaders to focus on academics. Professional development for school ops leaders strengthening performance.
- **Campus-based processes** - Day-to-day school operations (transportation, medical, arrivals and dismissals, facilities and maintenance, budgeting and purchasing, testing procedures, etc.) are generally operating smoothly under the direction of Dir. of Ops and principals report high satisfaction

## Areas for Growth

- **Student recruitment & enrollment** - Student enrollment lacks a clear central owner, roles and responsibilities at the school level, annual calendar, and coordinated “Playbook” to ensure enrollment targets are met each year.
- **Structure and clarity of Chief Roles** - Greater clarity needed on appropriate staffing models, roles, and responsibilities across chief team.
- **Operating model** - Greater clarity is needed on what should be “centralized and standardized” what should be de-centralized at the school level to increase efficiencies and reduce costs.
- **Cafeteria/Nutrition** - APS’ cafeteria services are not delivering healthy, consistent, well-managed meals for Kindezi students
- **Technology/ Training** -Continued investments needed to ensure all students have consistently functioning laptops and internet access. Processes are needed for auditing technology, providing ongoing training, and ensuring consistent maintenance.
- **Location of network staff** - Significant costs are being incurred for network staff. Most staff work on school sites and network office is under-utilized.
- **Policies and Procedures** - Inconsistent policies and procedures across all three schools are leading to inefficiencies (e.g., student and family handbooks are developed independently and have missing policies).
- **Operations Team Vision, Charge, and Goals** - The Ops team needs clarity on its goals, roles and responsibilities, and vision of excellence (e.g., what is the competency model for Directors of Ops to inform coaching?)

# Finance: Strengths & Areas for Growth

## Strengths:

- **Strong financial operations**
  - Year over year clean audits finding no material weaknesses
  - Clear financial processes and documentation are in place
  - Financial functions operate very lean
  - Director of Operations handle much of the school-based budgeting and accounting responsibilities and Principals are generally satisfied with their performance
  - Staff are equipped with the technology they need to be successful
  
- **Financial health highlights**
  - 2 charters financially strong - consistently over enrolled
  - Low-reliance on grant funding
  - School leaders are generally aware of grant opportunities and other innovate ways to bring in supplemental revenue

## Areas for Growth

- **Student enrollment**
  - Despite an overall strong waitlist, student enrollment in Kindergarten is trending low
  - Enrollment is capped at 900 but enrolling up to 990
  - Large variance between projected enrollment & actual enrollment
  - Opportunity to increase enrollment over 900 by funneling to Gideons
  
- **Class size**- Is the student to ratio sustainable/optimal?
- **Compensation model** - What shifts are needed to make the compensation model transparent, fair, and sustainable?
- **Financial Model/Systems** - What systems are in place for making strategic financial decisions?
- **Director of Operations** - doing a great job handling financial functions, however they are are spread thin
- **MS Merger** - Greater clarity is needed on the steps to ensure the middle schools are merged efficiently
- **Facilities** - Greater clarity is needed on if the central staff should maintain separate office space



**Strategic Plan Resources**

# Strategic Plan Resources

- [Transformation 2025 Hub](#)
- [Strategic Initiatives Tracker](#)

