Jennifer Dennis Carey

Louisiana Department of Education: A Call For Excellent Educators:

Which award do you want to apply for? : Principal of the Year

The Louisiana Department of Education recognizes that great teachers and school leaders are critical to student success. Annually, the Department, in partnership with Dream Teachers (https://www.dreamteachers.org/) and the Louisiana Association of Principals (https://laprincipals.org/), honors the state’s most exceptional educators through the Teacher and Principal of the Year programs.

The Louisiana Teacher and Principal of the Year awards programs provide an opportunity to acknowledge those educators who are making exceptional gains with students. Their commitment to student success exemplifies Louisiana’s teaching profession.

Excellent Teacher and Principal of the Year candidates are those who:

- Demonstrate excellence in the field, guiding students of all backgrounds and abilities to achieve excellence.
- Demonstrate leadership and innovation in and outside of the classroom walls that embodies lifelong learning.
- Express themselves in an engaging and articulate way.

2019 district and state-level application process:

- Districts/LEAs may choose the best process for selecting their Teacher and Principal of the Year winners to submit to the state-level competition.
- School systems using this application, may streamline the process for their district-level competition, such as not requiring a teaching video at the district-level (teachers) and/or having candidates respond to one essay only.
- Compass data is considered in the state-level competition. School systems should ensure candidates submitted to the state competition are demonstrating success with students.
- Teachers and principals taking part in the state-level competition will submit their applications in an online application portal. Candidates are encouraged to save all application materials electronically in advance of inputting into the portal.
- State-level applications are due by Wednesday, January 23, 2019.

A complete state-level application includes:

- Basic information
- Résumé (limit: 2 pages)
- Responses to two reflection questions
- 2018-2019 student learning targets
- 2017-2018 student learning targets, with results
- Up to three letters of recommendation
- Candidate consent form
- Student consent forms (needed for each student included in the application, such as in video/photos/etc.)

Resources

To access application resources and materials, visit the Award’s page Resource Library. (https://www.louisianabelieves.com/resources/library/awards)
I. Basic Information

First Name : Jennifer
Last Name : Dennis Carey
Title : Mrs.

Phone Number with area code (preferable cell) List phone number with hyphens, such as 123-456-7890. :

Does this phone number receive text messages? : Yes

Email Address : jdennis@kippneworleans.org

Ethnicity : White

Division Level : Elementary School

If you serve students across multiple division levels, please check the box below. :

Are you part of a District or a Charter? : Charter

District/Charter Name (please start typing) : RSD-Knowledge is Power Program (KIPP) N.O.

School (please start typing) : KIPP East Community

If you were at a different school and/or district last year, please enter the school/district name in the textbox below. :

Current School Address : 5510 Magazine Street, New Orleans, LA 70118

School Phone Number (including area code). List phone number with hyphens, such as 123-456-7890. :

Principal's Office Phone (including area code and extension, if applicable) :

Professional Facebook profile/name (optional) :

Professional Instagram profile (optional) :

Twitter handle (optional) :

Social media quote (140 character limit)- to be used on Facebook and/or Twitter. (optional) Example- "I teach, therefore I change lives." :

Other Social media Account (optional) :

Personal Blog Site URL (optional) :

Personal Website URL (optional) :

School Website URL (optional) :

Professional Bio (optional): Bio (approximately 200 words or less) is to be written in third person. :


Number of Students in School: :
How many years have you been the principal at this particular school? (enter numeric value, such as “6.”): 6

If you served in any of the following roles, please select the checkbox(es) and then add the number of years served for each role in the textbox(s) below:

Assistant Principal

Number of years served as Assistant Principal: 5

List any national awards or recognition you've received (include year won):

List any state or local awards or recognition you've received (include year won):

Has your work been published in journals or other juried and/or peer-review sources?:

If "yes" please describe:

II. Education Information

Choose the highest degree you have earned: Masters

Did you attend an in-state or out-of-state institution for your undergraduate degree?: Out-of-state

Please enter the name of your institution in the textbox below: undergraduate degree: Emory University

Did you attend an in-state or out-of-state institution for your masters degree?: Out-of-state

Please enter the name of your institution in the textbox below: masters degree: Pace University

List your undergraduate major(s) in the textbox below: International Studies

List your graduate major(s)/any additional major(s)/certification areas in the textbox below: Teaching

List where you completed your principal preparation program: KIPP Fisher Fellowship
Jennifer Dennis Carey is the School Leader of KIPP East Community Primary in New Orleans, LA. She founded KIPP East in 2014, starting with a team of 10 dedicated educators and 100 kindergarten students. Under her leadership, the staff has grown to a team of 60, and the school now serves approximately 560 students in Pre-Kindergarten through 4th grade. Last year, KIPP East’s first year to participate in state testing, LEAP 2025 results placed the school in the top 10 elementary schools in New Orleans, including selective enrollment schools. KIPP East was also recognized as a top-performing high-poverty school, meaning the school scored in the top 20 percent of Louisiana schools that serve a population of greater than 75 percent economically disadvantaged students. Before founding KIPP East, Carey began working with KIPP New Orleans 12 years ago as a 5th grade reading teacher, compelled to become part of the systemwide change that was occurring in the city. Previously, she worked for Teach for America and taught 2nd grade in the South Bronx in New York City. Carey received a bachelor’s degree in political science from Emory University in Atlanta and a Master’s degree in teaching from Pace University in New York City.
Question 1—Describe how you achieve excellence at your school, guiding students and teachers of all backgrounds and abilities to be successful. In your response, include specific examples of how you achieve your vision, inclusive of work within and outside of the school. Cite examples of how you demonstrate leadership and innovation, as well as engage with various stakeholders to create a culture of success.

At KIPP East we believe that excellence must come to life in two critical dimensions.

First, school culture. A mentor of mine once told me, ‘Culture is gonna happen whether you build it or not, so you’d better work hard to build it.’ That belief is still with me. After all, our school culture creates the conditions for academic excellence to take root, and therefore it is something I obsess about – and have obsessed about since I founded KIPP East.

Accordingly, I have fixated on making progress alongside our students, families, and team members towards a shared vision of a true community school. Since founding KIPP East I have dreamt about a place where kids are given hugs or high fives when they walk in the door and where staff know every child’s name. A place where families see the same teachers and leaders year after year, where we form deep relationships with all of those involved in ensuring each child’s success.

This is what we have built over the last six years at KIPP East. It is what I feel when I walk into school each day with my son, a Kindergartener at KIPP East. I feel – and I want everyone who walks through our doors to feel – they are a part of a warm, welcoming, and inclusive environment that is more like a family than simply a school. If you visit us and walk through our hallways you will be struck by how peaceful they are. You will see students moving eagerly from one place to another, excited for what teachers they truly care for have prepared for them. But, as soon as you pop into a classroom you will hear the excited buzz of partner work in math. You will feel the animation of kids debating points of view in ELA and the energy of students collaboratively solving problems through a science lab. And you will hear the laughter rippling from theatre, or the beautiful voices flooding from music class. What you experience and observe is a school full of adults and children marching in the same direction as one team.

Our obsession over creating an excellent culture and community environment matters: our students must feel safe, known, and loved before we can push them towards an audacious academic vision. This is the second dimension of excellence that I wake up thinking about. For six years that has been the case, and the early indicators are that we are on the right track, and that exceptional culture and exceptional academics are mutually-reinforcing efforts. As the highest performing elementary school within the KIPP New Orleans network, and the 10th highest performing elementary school in the city (including selective admissions schools), I am proud of our early progress towards our vision.

Nevertheless, we have so much work to do, and I will not feel comfortable with our success until all of our students are competitive at the national level. For us to be excellent – to be a school
that truly expands opportunities in life – we must across the board be moving our students beyond the 50th percentile. This is a minimum threshold in my opinion, but it’s one that serves as a launching pad for true academic excellence.

Interestingly, that same mentor also told me that, “A vision without a plan to achieve it doesn’t mean much.” So, I believe deeply that our laser focus on five guiding principles will drive our academic excellence and our progress towards our vision:

#1—We build and sustain a loving, structured, and safe environment for our kids. If KIPP East is not good enough for your own kid, cousin, or neighbor, it isn’t good enough for other people’s kids. We ensure each classroom has a balance of love and joy, with structures that promote urgency and efficiency. I am proud to have my own son as a student at KIPP East, where he is held to expectations that push his academic boundaries and excite him about learning.

#2—We work as a team and are accountable for all of our kids. KIPP East is not a school where you close your door and do your own thing, even if you are a superstar. It just doesn’t work that way here. We are all responsible for all of our kids, therefore collaboration across and within teams is the norm. We often allow students to go to the grade level above for enrichment or return to their past teacher to talk about personal challenges. We believe in an inclusive model for our students with special needs, ensuring they are with grade level friends for the majority of the day and pushed academically by both general and special educators.

#3—We constantly develop and improve our instruction. Teachers think deeply about what they put in front of their kids and determine ahead of time the misconceptions that might arise with a new skill. Our teachers must be the expert in the room, mastering not only “teacher moves”, but also deep content knowledge. It’s self-evident at our weekly afternoon professional development sessions that in order to work at KIPP East, you must be leaning into your growth.

#4—We ground plans and priorities in data and research. Kids and staff know their goals and work hard to achieve them, whether it is words per minute or unit test grades. We analyze how our kids are performing on a daily and weekly cadence to constantly reflect and make improvements. We make curriculum and pedagogical choices based off the latest research in the field, and we admit when we can do something better by doing it another way.

#5—We partner with families and the community. Our families are our students’ first teachers and we value their feedback. We recognize the challenges facing many of our families and do everything we can to support them, because we know they do everything they can to support us.

These guiding principles helped our team and students meet many of our academic goals last year:

- According to MAP assessment data, approximately 60% of students scored at or above the 50th percentile in K, 1st, and 2nd grade math.
• According to Leap data, 3rd graders exceeded our goals in math, with 90% of students scoring basic or above, 56% scoring mastery or above and zero students receiving the score of unsatisfactory.
• Our students’ assessment index score of 87 in math outperformed the city’s average assessment index by 34 points and the state’s average assessment index by 19 points.

Finally, I have recognized after fifteen years as an educator that leadership truly matters, and so I have leaned into my own leadership growth and gotten really, really clear about what I believe. Chief amongst these beliefs is that a strong leader creates clarity for her team, particularly in times of complexity and uncertainty. I love the quote by George Washington Carver, “Do the common things uncommonly well”, or by Steve Jobs, “Get your thinking clear enough to make it simple.” I aspire to that leadership orientation and do my best to create intentionality and precision for our team.

We have grown as a school from one grade to six, and from 80 kids to 550. This only underscores for me the importance of clarity and alignment. I hope you see evidence of it – strong clarity and alignment – in the five guiding principles above. I hope you see evidence of it in our academic results. And I hope you see evidence of it if you choose to visit our school, see our teachers in action, and see our students feverishly learning and growing in pursuit of their dreams.
Question 2—What is an education issue that you are passionate about? In your response, describe the issue and why it exists, the changes you think would address the issue, as well as how you think the education profession can support these changes. (one page or less)

When I interview anyone to work at KIPP East I ask the same question: ‘What would a student have to do in your classroom to warrant being suspended?’ Over the years I have heard a variety of responses, some of which I agree with and some of which I don’t. Most answers land somewhere between repeated noncompliance and violent behavior from a student.

I ask this question for two reasons. First, I am genuinely interested in their answer. Second, and most importantly, I want an opportunity to ensure that every applicant knows we do not suspend students at KIPP East.

National research is clear that black students are suspended at a rate nearly three times that of their white peers. The problem is particularly painful and acute for black boys. There are often school-based policies that perpetuate this trend, and there are systemic social forces that do as well. Without active efforts to counteract it, the trend, not surprisingly, persists.

As a leader of a school that serves predominantly black and brown children, it was important to me from the very beginning that we not perpetuate this trend. As a result, suspensions have never been an available consequence at KIPP East.

While this may not seem innovative to some, I believe it is pioneering in a city that has a suspension rate of approximately 11% and a state that has a suspension rate of approximately 8%.

By taking suspensions off the table, I believe we have grown stronger, and smarter, as a school. We have designed a positive behavior system that is sustainable for administrators and teachers, and we have built the following systems that are applicable across schools beyond just KIPP East:

- We use a social emotional learning program as a tier one approach for all students.
- We partner with a local mental health agency to provide additional counseling for students that need more strategies.
- We work with the families of students who struggle most behaviorally to ensure we are all aligned and consistent in our approach.
- And we hire a team of teachers who are truly committed to ensuring every child, regardless of race, exceptionality, amount of trauma, or life circumstances, can achieve academically. We would never suspend a student for not being able to solve for equivalent fractions or write a main idea statement, we believe we should never suspend a student because they have not yet learned to control their emotions and choices.

This is not to say that students do not get logical and serious consequences for egregious or unsafe behavior. Students need to learn there are consequences for their choices, a lesson that
will follow them throughout life. But going home is not the only way. In my experience, suspension is not only inequitable, it is also ineffective. Students learn to behave in school by being in school and getting more feedback on their behavior. They benefit from having daily behavior report cards that motivate them towards positive behaviors and allow teachers to track the timing and trigger of negative behaviors.

I care deeply about our students. I never want our children or families to believe we have given up on them or that we need a “break” from them while serving a suspension. Therefore I am proud to lead our school’s innovative efforts in this critical area of our school’s performance.
LEADERSHIP AND EXPERIENCE

KIPP East Community Primary | New Orleans, LA

Principal/School Leader (June 2014 – present)

Selected for the national KIPP Foundation Fisher Fellowship to design, found, and lead KIPP’s first elementary school in New Orleans East. Built a diverse founding team and expanded school to serve 526 students in Pre-K through 4th grade. Manage staff of 60 and budget of $4.5m.

Academic Achievement:

- In 2017-18, overall Assessment Index (AI) ranked in top 10 schools in New Orleans, including selective admissions schools. Outperformed the Louisiana state AI average and had the highest AI amongst KIPP elementary schools in New Orleans.
- Math Assessment Index (AI) of 87.7 ranks in the top 4 schools in New Orleans, including selective admissions schools, with 90% of students scoring basic or above, 56% scoring mastery or above and zero students scoring unsatisfactory.
- For Special Education student population, 60% scored Basic or above on 2017-18 LEAP test.
- In 2017-18, on NWEA national MAP assessment, led the KIPP New Orleans network with most students performing at or above the 50th percentile. School has averaged 18.1 percentile points of student growth per year since its founding.
- Selected by KIPP Foundation as the host site for new founding school leaders during their one-year design fellowship as well as KIPP New Orleans Resident School Leader site.

Family and Staff Experience:

- On annual regional parent survey administered to all KIPP New Orleans families, KIPP East had an 85% Net Promoter Score, with 97% of families believing their “child is receiving a top tier education.” This was the highest amongst 13 schools in our region.
- Proactively implemented Diversity, Equity, and Inclusion training across entire school community, building yearlong scope and sequence with facilitator in partnership with Overcoming Racism.
- 2017-18 TNTP Insight Survey Data measuring staff health and experience was in top quartile nationally amongst 1,300 schools in 25 cities.
- Three-year student attrition average of 12.6%; three-year staff retention average of 77%.
- Developed two KIPP New Orleans’s Teacher of the Year recipients and 5 KIPP New Orleans’s master teachers.

KIPP Central City Academy | New Orleans, LA

Assistant Principal of Lower Academy (June 2009 – July 2013)

Managed the 5th and 6th grade teams, 14 teachers and 200 students, helping lead the school to 2011-12 status as the 2nd highest performing open-enrollment school in New Orleans, one of three “B” rated open enrollment schools in the city. Recognized by state superintendent for having most growth of any K-8 school in the state of Louisiana.

Academic Achievement:

- Outperformed the district and state in all subject areas on Louisiana’s end-of-year iLeap assessment, with 95% of students reaching basic or above by the time they left the Lower Academy in 6th grade (2011-2012).
- Led KCCA’s ELA content teams through professional development, including professional learning communities, regular data-dives, observations, and one-on-ones.
5th Grade Reading Teacher (June 2008 – June 2009)

Academic Achievement:

- Exceeded end-of-year reading goal, with class surpassing 2 years of growth as measured by Fountas and Pinnell Running Records.
- Built Guided Reading groups across entire 5th grade by planning differentiated curriculum for each group, modeling lessons and facilitating development for six Guided Reading teachers.

Teach For America

Curriculum Specialist | Summer Training Institute - Phoenix, AZ (June 2009 – August 2009)

Provided overall new teacher training and development for 100 new teachers. Facilitated sessions responsible for setting a strong foundation for yearlong success, including classroom management, instructional planning and delivery, diversity, equity, and inclusion.

- Received the highest satisfaction amongst entire cohort of ten Curriculum Specialists according to corps member end-of-summer surveys.

Program Director | Chicago, IL (June 2007 - July 2008)

Provided ongoing strategic support for 39 first and second year Teach For America corps members.

- Exceeded end of year goal, 62% of teachers making significant and solid gains in their classrooms.
- 95% of corps members reported to have a positive professional relationship with their Program Director on their mid year survey (compared to regional average of 81% and national average of 87%).
- 98% of corps members still active within the corps after two-year commitment (compared to regional average of 90%).

Teach For America and Public School 53 | Bronx, NY (August 2005 - June 2007)

2nd Grade Classroom

Lead teacher in New York City’s largest elementary school. Was responsible for the lowest-performing classroom in a school with homogenized grouping strategy across twelve classrooms per grade.

- Increased class average of reading levels by 2.5 grade levels as measured by Fountas and Pinnell.
- Led students to a 95% class average mastery of Everyday Math goals.
- 88% of students in lowest homogenized class placed into top three classes the following year.

EDUCATION

KIPP Fisher Fellowship | Chicago, IL (June 2013-May 2014)

Pace University | New York, NY (2005-2007)
Master of Science in Teaching, 3.8 GPA

Emory University | Atlanta, GA (2001-2005)
Bachelor of Arts in International Studies, 3.5 GPA
Study Abroad in Mexico and Guatemala, Social and Environmental Justice
Recommendations are considered as part of the Teacher and Principal of the Year application process. Recommenders may use this form to submit a recommendation, however, recommendations are accepted in any format.

State-level candidates are scored on the following criteria. As such, recommendations should provide evidence of one or more of the following criteria. Addressing additional information is also acceptable.

- Demonstrate excellence in the field, guiding students of all backgrounds and abilities to achieve academic and life-long success.
- Demonstrates leadership and innovation in and outside of the school building walls and engages with various stakeholders in ways which help students and teachers be successful.
- Expresses themselves in an engaging and articulate way and is involved in work that adds value to the profession.

### TEACHER/PRINCIPAL OF THE YEAR INFORMATION

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<tr>
<th>Indicate Teacher or Principal</th>
<th>Principal</th>
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<tbody>
<tr>
<td>Nominee’s name</td>
<td>Jennifer Dennis Carey</td>
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<tr>
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<td>KIPP New Orleans</td>
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### RECOMMENDER INFORMATION

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<tr>
<th>Recommender’s Name</th>
<th>Richelle Peck</th>
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<tr>
<td>Recommender’s relationship to Nominee</td>
<td>Former Student</td>
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In the textbox below, explain your reason for recommending this person as a Teacher or Principal of the Year candidate. (500 words or less is preferable)

I am honored to write a letter of recommendation for Mrs. Jennifer Dennis Carey. I highly recommend Mrs. Carey as Louisiana Principal of the Year. I have known Jenny for the past 10 years as she has been one of the most influential women in my life today. She began as my 5th grade reading teacher in 2016, working to motivate our 5th grade class to become readers and thinkers. She has seen me move through middle school, graduate from high school, and now supports me as a Junior at Dillard University. As a KIPP Corp Member interning at KIPP
East, I have had the opportunity to work alongside her over the years and watch how much she has grown as a leader in her school. Students, teachers and families all love and respect her. She displays deep dedication to everyone in her building.

SHE! She is strong, supportive, and dependable! Mrs. Carey is one of the most remarkable women that has ever walked through the education system. She has taught me lessons inside and outside of the classroom. She has ensured that every student she works with has learned how valuable they are, and how important it is for them to take hold of their education. Over the years Mrs. Carey has made sure that I have taken the better route to further my education. She consistently goes above and beyond for myself and students like me.
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**RECOMMENDER INFORMATION**

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<th>Recommender’s Name</th>
<th>Kimberly Sanfeliz</th>
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<td>Recommender’s relationship to Nominee</td>
<td>Current staff member at KIPP East</td>
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In the textbox below, explain your reason for recommending this person as a Teacher or Principal of the Year candidate. (500 words or less is preferable)

When I think of what makes Jenny eligible for Louisiana Principal of the Year, many things come to mind. But what stands out the most is the way she treats her people: students, teachers and families.

Jenny has never forgotten that she works, foremost, in service of kids. Since we opened, Jenny has held unrelentingly high expectations. Her rallying cry has been that it is not enough to be good in New Orleans. Our kids have to be good enough to compete on the national stage.
It has to be, as she says, “just the norm that our kids can compete with anyone else.” To that end, she has made it our mission to get all kids to the 50th percentile. And while she would be the first to say we have some ways to go, her leadership produces results. In KEC’s first year of state testing, we had LEAP results in the top ten of elementary schools, beating the state average. KEC was also recognized as a top-performing high-poverty school, meaning the school scored in the top 20 percent of Louisiana schools that serve a population of greater than 75 percent economically-disadvantaged students.

Jenny also knows that for kids to make it to the 50th percentile, it is essential that they have excellent teachers year after year. One of her favorite sayings is, “Let’s grow old together” and she strives to make it happen. Whether it’s new professional development opportunities, developing teacher leader roles or ensuring teachers are fairly compensated for their work, she works to improve systems that serve teachers. Sometimes this just means letting someone know her office door is open or bringing you coffee while you’re teaching because she knows you were up late. Her work has paid off—over the past three years, teacher retention has been at 77 percent at KEC, meaning students are more often taught by experienced teachers.

It is not, however, the work of teachers alone that make student success possible. As Jenny often reminds us, “Parents are our student’s first teachers” and she works to build a school with a true open-door policy. Parents know they can come in anytime and that Jenny is always available to help, whether it is school related or not. In our most recent parent satisfaction survey, parents rated KEC above 90 percent on all questions, including “Principal or administrator is invested in child’s success” (95 percent), “I feel like a member of the team and family” (95 percent) and “School will do whatever it takes to help my child” (98 percent).

A short letter of recommendation is not nearly enough space to describe the incredible impact Jenny has had on the lives of her staff, her students or myself. I will say there is nowhere I would rather work and Jenny is a huge reason for that. I cannot wait to see what our students and staff continue to achieve with her as our leader.
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<td>CEO/ Chief Academic Officer</td>
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<td>KIPP New Orleans</td>
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<td>Supervisors</td>
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In the textbox below, explain your reason for recommending this person as a Teacher or Principal of the Year candidate. (500 words or less is preferable)

KIPP New Orleans (KNOS) is thrilled to nominate Jenny Dennis Carey to be the 2019 Louisiana Principal of the Year. She is one of the most caring, loving, motivating and inspiring leaders in our network. She is the model for the type of person and leader we dream of for our students. In our 30 years working in public education in Louisiana, she is solidly in the top 1% of educators we have worked with.

Ms. Carey has been with KNOS for more than 10 years and has excelled in every role she has held. As a 5th grade reading teacher, she grew her students by two grade levels and proved her leadership skills early on. When she became an
Assistant Principal at KIPP Central City Academy she not only led the school to one of three ‘B’ rated open enrollment schools in New Orleans, she also helped the school achieve the most growth of any K-8 school in the entire state of Louisiana.

We were extremely proud to have her as the founding principal for the first KIPP school in New Orleans East, KIPP East Community Primary. In just five years she has grown the school to a full Pk-4th grade program. In the 17-18 school year her school’s Assessment Index ranked in the top 10 schools in New Orleans and her school’s Math Assessment Index ranked in the top four schools in New Orleans, including selective admission schools.

Outside of her academic accomplishments, she has created a happy, safe and student-focused environment where both students and families are excited to be in every day. This is evident from 97% of parents stating that they believe their child is receiving a “top tier education.” Ms. Carey believes deeply in every child, evidenced by the fact that the school has not suspended a single student in the past 3.5 years.

Ms. Carey constantly strives to ensure that she provides a quality education to every student in her building by serving the New Orleans East community. She believes in the mission so much that she has enrolled her own son at KIPP East. She lives by the idea that as educators we must create an environment that is good enough for our own kids to learn in.

Through her leadership, she has helped us define excellence as an organization. She is a leader of leaders and operates with the utmost level of integrity. Her peers across the city look to her school as a model, and teachers flock to work with her because they know they will be developed and cared for. Walking into her school building you automatically know you are in a place where children are loved and encouraged to reach their highest potential. Parents and community members flow in and out of the Abrams building daily, as it is has become a center in its neighborhood and a home in its community. Anyone who walks the halls of KIPP East can feel that Ms. Carey has created a culture where teachers and families want to stay. In fact, Ms. Carey’s mantra “I wanna grow old with y’all” is a commonly known phrase amongst teachers, staff, and parents at KIPP East.

On behalf of everyone that has ever worked with or learned from Ms. Carey, we couldn’t think of a person more deserving of this honor and acknowledgement. She is such a special person and leader. We are proud to nominate Jenny Dennis Carey as the state principal of the year.