

**Camden Prep
1575 Mt Ephraim Ave
Camden, NJ 08104**

Jason Javier-Watson, Principal
Julie Jackson, Chief Administrative Officer
Michael Ambriz, Chief Operating Officer and Renaissance School Project Lead

**ANNUAL REPORT: 2014–15 (Year 1)
JULY 31, 2015**

**SUBMITTED TO:
NJ Department of Education
Division of Innovation
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1. BASIC INFORMATION

1.a. Renaissance School Project Basic Information	
Name of Renaissance School Project	Camden Prep Elementary School
Year Opened	2014
Grade Level(s) Served in 2014-2015	K
October 15, 2014 Enrollment Count	72
Final Enrollment Count for SY 2014-15 (last day of school)	64
Projected Enrollment Count for SY 2015-16	330
Website Address	http://camdenprep.uncommonschoools.org
Name of Board President	Bob Howitt
Board President Email Address	(973) 328-0303
Board President Phone Number	WKBJ@att.net
Name and Title of Renaissance School Project Primary Contact	Michael Ambriz Chief School Administrator
Primary Contact Email Address	mambriz@uncommonschoools.org
Primary Contact Phone Number	(973) 642-0101
Name of SBA	Olugbenga Olabintan
SBA Email Address	oolabintan@aol.com
SBA Phone Number	(201) 230-7518

1.B. SITE 1 BASIC INFORMATION	
Site Name	Camden Prep Elementary School
Year Opened	2014
Grade Level(s) Served in 2014-15	K
Grade Level(s) to Be Served in 2015-16	K-4
Street Address 1	1575 Mt Ephraim Ave
Address 2	
City	Camden

Zip	08104
Site Lead or Primary Contact's Name	Ashley Wiegner
Site Lead's Phone Number	(856) 379-4488
Site Lead's Email Address	awiegner@camden-prep.org

2. ENROLLMENT AND EQUITY

2.1. Enrollment

2.1.a. Renaissance School Project Enrollment in 2014-2015			
	Enrollment Count on First Day of School Year 2014-15	October 15, 2014 Enrollment Count	Enrollment Count on Last Day of School Year 2014-15
K	85	72	64
Grade 1			
Grade 2			
Grade 3			
Grade 4			
Grade 5			
Grade 6			
Grade 7			
Grade 8			
Grade 9			
Grade 10			
Grade 11			
Grade 12			
Total			

2.1.b. Site 1 Projected Enrollment in 2015-2016	
Grade	Projected Enrollment for the 2015-2016 School Year
K	90
Grade 1	90
Grade 2	50
Grade 3	50

Grade 4	50
Grade 5	0
Grade 6	0
Grade 7	0
Grade 8	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Total	330

2.2 Renaissance School Project Demographics in 2014-2015

2.2.a. Project Demographics in 2014-2015									
Grade	Total # Enrolled	# Free or Reduced Price Lunch	# Special Ed	# LEP	# White, non-Hispanic	# African American, non-Hispanic	# Hispanic	# Asian, non-Hispanic	# Other Race/Ethnicity, including two or more racial/ethnic groups
K	64	63	11	0	2	39	22	0	1
Grade 1									
Grade 2									
Grade 3									
Grade 4									
Grade 5									
Grade 6									
Grade 7									

Grade 8									
Grade 9									
Grade 10									
Grade 11									
Grade 12									

Commitment to Serve All Students

Camden Prep’s entire school and academic program has been modeled off of the 18 years of success of North Star Academy Charter School of Newark. The two entities collaborate as they work to advance the opportunities of all children in Newark and Camden, NJ. As such, every student at Camden Prep falls into the statistical category of “at-risk” established by No Child Left Behind, given the combination of factors that surround them. However, Camden Prep is founded on the principle that all students can achieve greatness. Therefore, the school is dedicated to meeting every student’s individual needs, and ensuring every school program targets every student. In addition to the hard work of each classroom teacher, additional services are provided to meet the varying needs of our students.

The Center for Skill Enhancement is one of Camden Prep’s means of reaching students who are struggling to achieve within the rigorous curriculum. The Skills Room provides small group instruction for students with disabilities, students who are in need of skills intervention and students who require support with study and organizational skills. The Skills Room has a full-time teacher, an Instructional Leader for Special Education and Learning Disabilities Consultants who lead the Child Study Team. As a center, they collaborate with classroom teachers regularly, helping to implement the best techniques for reaching struggling students within the classroom. Additionally, we have full-time teachers devoted to providing individualized and small group skills work in literacy and math to general education students in need of skill intervention. All Camden Prep students receive strategic tutoring designed to help them master specific skills necessary for tasks in their core academic courses.

- **Special Education Services:** The Center for Skill Enhancement also coordinates special education services. Camden Prep works hard to eliminate the stigma and low expectations associated with the Special Education classification. To that end, Camden Prep has an inclusion model in which students in the school do not know that there are special education students unless they are classified themselves. In Camden Prep’s first year, although we only had kindergartners, our experience showed an increasing number of students getting classified with IEPs as the school year progressed. The Skills Center managed the cases of 11 students who have IEPs, which equated to 17% of the student population. These included students with learning disabilities, autism, cognitive impairment, emotional disturbance, communication impairment, ADHD and students who receive speech only services. These students are provided individual pull-out instruction, small group instruction, and in-class support. The Skills Center staff collaborates with general education teachers to establish the most effective curriculum and instructional modifications, including the identification of “power” standards—the most important skills each child must learn at each grade level. The Skills Center staff also coordinates annual review meetings and reevaluations. In addition to providing services for

students who are already classified, the Center also manages the Intervention and Referral Services and Child Study Team Evaluations for those who were suspected to have a disability (a natural role given the extensive work done with non-classified lower-achieving students).

- English Language Learners: As part of the registration process, families are asked to complete a home language survey to determine if another language is spoken in the household. Any surveys returned indicating another language are reviewed by the Child Study Team to determine if additional testing is required. The review includes classroom observations to verify the student's ability to succeed academically in a traditional classroom setting, as well as follow up conversations with the family.

Furthermore, to ensure families are aware of our commitment to serve all students, our marketing materials expressly say that students with special needs are welcome at our school.

3. EDUCATIONAL PROGRAM

3.1. Mission

The mission of Camden Prep is to prepare each student to enter, succeed in and ultimately graduate from a four-year college. Our education model consists of two core components: a highly rigorous academic curriculum paired with a focus on strong character development.

In terms of the rigorous academic curriculum, Camden Prep uses data to drive instruction and ensure that each individual student is on track to meet their academic goals. At each grade level, students are assessed quarterly in key content areas. The data from these interim assessments are used to inform any instructional changes needed to close gaps between where students are performing and the target academic goals and to tailor interventions for specific students that may be struggling. In addition, Camden Prep has an extended school day and an extended school year in order to maximize the time that students spend on learning

Character development is the second key component of Camden Prep's education model. Camden Prep's students are expected to live by the core values of caring, courage, justice, respect and responsibility. Students have opportunities to exemplify these core values daily, most particularly during "Community Meeting," where the school community gathers in the morning to reaffirm its community vision and the actions they can take to support the community ongoing. Both in and out of the classroom, Camden Prep has a wide array of course offerings to help students become well-rounded individuals and to better prepare them for college life.

Some other innovative features of the Camden Prep's program are around the strong systems and routines that we use to ensure high quality instruction in all of our classrooms and to allow teachers and students to focus their time on teaching and learning. Some examples of these include routines for handing in homework for all class subjects at the beginning of the day, shared lesson plans across classrooms, and normed observation and feedback structures.

Finally, Camden Prep creates a culture around college preparedness and readiness. Classrooms are named after universities, college banners fly on the walls and college visits are part of field trip offerings.

3.2. Academic Program

Curriculum and Assessments

In the spirit of continuous improvement, Camden Prep's staff recognizes that the school must always search out ways to better educate students. Camden Prep continues its school-wide focus on the powerful tools of data-driven instruction and curriculum planning to further drive students' academic performance. This begins with the creation of the initial Camden Prep curriculum based on North Star Academy's model, and then an annual revision of the curricula and interim assessments (given at 6-8 week intervals) in grades K-12 in an effort to guarantee alignment to New Jersey State Standards and the Common Core. North Star Academy and Camden Prep work relentlessly to ensure alignment between the interim assessments and the curriculum. With this end in mind, Camden Prep's staff members will be charged each year with creating updated curriculum maps and plans which align the standards and objectives with rigorous activities and assessment questions. This process will continue with the development of strategies to: 1) gauge student understanding and mastery, 2) analyze the results of interim assessments, and 3) ensure the students' mastery of content moving forward.

The annual revisions of Camden Prep's curricula and interim assessments follow a three-year review cycle that spans all grade levels. In Year 1 of the cycle, the ELA curricula & assessments are reviewed; in Year 2, the focus is on the Math curricula & assessments, and in Year 3 the content-area curricula (Science, History, Arts, Foreign Languages and Physical Education) come under scrutiny. This process is the culmination of a long history of improvements at our partner school, North Star Academy. Between 2008-2012, North Star Academy developed and revised interim assessments for grades K-12 in Literacy and Math. In 2012-15, these interim assessments and accompanying curricula were revised for a deeper alignment to the Common Core. In 2015-16, K-8 Math will be doing a thorough re-organization of the curriculum and teaching methods to match the interim assessments and build a better scaffold for the mastery of the Common Core Standards. Camden Prep will partner in all of this curriculum alignment work.

Each curriculum and assessment revision is accompanied by rigorous analysis and workshops designed to meet teachers' professional needs. Uncommon Schools' instructional leadership will continue to analyze assessment results across regions to ensure that we are designing strong professional development sessions that meet the needs of our students.

Supporting Student with Social, Emotional and Health Services

Camden Prep's program centers around academic rigor and joy. Integral to our curriculum is our focus on core values; caring, respect, responsibility, courage and justice. The focus on our core values is woven throughout our entire school day to ensure that scholars are not only growing academically but also socially and emotionally. For example, each day we begin our school day with morning meeting or morning circle which builds our culture around core values. Additionally, scripted into our lesson plans are opportunities for teachable moments that link our curriculum with our core values.

To meet the needs of our students, a social worker has regular sessions with students to meet the needs of their IEP. Similarly, the social worker also meets with student identified as "at risk" and in need of additional support throughout the school day. Our full-time school nurse is onsite daily to support the health and wellness needs of our students. The school nurse not only works with students when they have medical concerns but also works proactively to provide health education programs such as our dental and vision days for students and families.

3.3. Academic Performance

State Student Assessments

Camden Prep does not have state assessment data at this time.

Internal Student Assessments

Uncommon Schools has become a national leader in the field of data-driven instruction. North Star Academy's managing director, Paul Bambrick-Santoyo, has literally written the book on it, Driven By Data. Over 3,000 urban schools have been trained in the assessment model used at Uncommon Schools that drives all academic goals and objectives. One of the founding principles of the Uncommon Schools model is that interim assessments are critical school-wide management tools that focus instruction on the specific standards and skills that students most need to learn. Since launching data-driven instruction in the summer of 2003, the Assessment Committee (consisting of school leaders and staff) has written and revised over 165 assessments: 4 - 5 assessments each in Math, English, Science, History, Spanish and the Performing Arts for grades K-12. Each assessment is precisely aligned to New Jersey Core Curriculum Content Standards, college readiness standards, and the school's scope and sequence. The K-2 assessments were aligned with New Jersey State Standards and TerraNova exams for grades K-3. In 2010-2011, assessments for the 3rd grade were written with a similar focus on consistently high rigor. The assessments also include additional standards/objectives that are important for college readiness. At the elementary level school, teachers also utilize STEP Assessments from the University of Chicago to gauge progress in literacy. This year, the school also made general revisions to all assessments to more tightly align them to the instructional goals, as is done each school year. In subsequent years, the Uncommon Schools Assessments will be continually adjusted to reflect the learning of its students, constantly setting higher achievement goals.

Throughout the school year Camden Prep's performance on our internal assessments grew significantly. By using internal interim assessments and STEP reading assessments, progress was measured in both literacy and mathematics. For example, on our STEP Assessments in September, 19% of Camden Prep scholars achieved the benchmark. However, at our June STEP Assessment, 90% of scholars were on or above the end of year benchmark. In Mathematics, 36% of scholars were proficient on our October assessment; however, at our final assessment in April, 84% were proficient.

3.4. 2015-2016 School Calendar

See Appendix B

4. PARENTAL AND COMMUNITY INVOLVEMENT

Parental Involvement

At Camden Prep our parents are our partners. Parents have daily interactions with the staff and are encouraged to visit and volunteer within the school on a regular basis. In addition to our regular daily and weekly communication, we also have 2 quarterly parent engagement events to offer us the opportunity to get some face time with our parents. The first event is of an academic and can take the form of a report card night. The second quarterly event engages the family community at large, and consists of activities such as our Thanksgiving Potluck. These events gives us a direct pathway to our parents in not only discussing academics, but also in building relationships.

Educational and Community Partnerships

The table below details the extensive work we did with the greater Camden community.

Partnering organization	Description of the partnership	Level of involvement
EDUCATIONAL INSTITUTIONS:		
Camden City School District	Renaissance School Partnership Kindergarten Readiness Workbooks Relay Graduate School of Education Collaboration with Henry L. Bonsall PTA President	Partners with the Camden School District to serve the Whitman Park community. Worked with Mayor Redd, Councilman Coleman, Camden City School District, and community organizations to produce kindergarten readiness workbooks for pre-school students throughout Camden. 10 Camden City School District staff participating in the Relay Principal Academy for SY 15-16. Participating in community/school initiatives, and collaborating on a safety initiative in the neighborhood surrounding school.
Renaissance Partners – KIPP and Mastery	Parent Leadership	Worked with KIPP and Mastery to educate parents on advocacy issues and share best practices for engaging parents in their children’s education.
Acelero Learning Inc.,	Kindergarten readiness workbooks	Provided kindergarten readiness workbooks for 200+ students within Camden.
Camden City Head Start, Center for Family Services	Kindergarten readiness workbooks	Provided kindergarten readiness workbooks for 180+ students within Camden city.
Rutgers Early Learning Center	Kindergarten readiness workbooks	Provided kindergarten readiness workbooks for 60+ students within Camden.
Camden Early Childhood Development Centers	Kindergarten readiness workbooks	Provided kindergarten readiness workbooks for 560+ students within Camden.
COMMUNITY INSTITUTIONS:		
Councilman Brian Coleman	Kindergarten readiness workbooks	See Camden City School District Initiative
Office of the Mayor, City of Camden	Mayor’s Youth Council	Worked with a network of community organizations, city agencies and members of the faith based community to improve youth based services and empower youth and families of Camden.
	Kindergarten	See Camden City School District Initiative

	readiness workbooks	
United Neighbors of Whitman Park, Ali Sloan-El	Whitman Park Community Initiatives Kindergarten readiness workbooks	Camden Prep staff and community members hosted community BBQs for residents, volunteered at community events, and donated food and over 1,000 books to children of Whitman Park at various events. See Camden City School District Initiative
Second Chance Outreach Services, Dennis McCullough	100 Strong Convoy Hope Focus for Youth Meetings Family Support Services Whitman Park Community Initiatives Kindergarten readiness workbooks	Worked with the community group on improving the neighborhood. Partnered with area churches, social service organizations, educational institutions and medical agencies to host a resource day to support residents in the Whitman Park, Liberty Park and Centerville communities. Participated youth development and empowerment program, which also helps provide added support to families in the caring of their children and provide opportunities for them to succeed in life. Partnered to support students and their families with social service needs as a way to increase school attendance and improve student achievement Camden Prep staff and community members hosted community BBQs for residents, volunteered at community events such as holiday celebrations for youth. See Camden City School District Initiative
Parents for Great Camden Schools	Parent Leadership	Worked with PGCS to share best practices for engaging parents in their children's education.
Neighborhood Housing Developments	Whitman Park Community Initiatives	Collaborated with local housing developments to host community BBQs for residents.
Whitman Park Little League	Sponsorship	Camden Prep donated refreshments for players and families in the community.
CASTLE Program	Student Support Services	Worked with CASTLE to provide mental health support services for Camden Prep students.
Rutger's Cooperative Extension - Community	Camden Community Initiatives	Worked with a network of community organizations to identify and share resources to meet the social service needs

Linkage Program		of students and their families.
The Shriners	Holiday Gift Drive	Partnered with local Shriners to support families during the holidays with warm clothing and gifts.
Elks Lodge	Whitman Park Elks Lodge Parade	Camden Prep provided food donations to be distributed to the children of Whitman Park.

5. RENAISSANCE SCHOOL PROJECT GOVERNANCE / LEADERSHIP

5.1. Board of Trustees

5.1.a. Board of Trustees in 2014-2015				
Member's Name	Effective Start Date (when individual started on board)	Current Term Expiration Date (if applicable)	Officer Role (e.g. President, Vice President, Secretary, Treasurer)	Email Address
Bob Howitt	August 2015	August 2017	President	WKBJ@att.net
Lindsay Kruse	August 2015	August 2017		lindskruse@gmail.com
Julie Jackson	August 2015	August 2017	Secretary	jjackson@uncommonschoools.org

School Leadership Evaluations

For School Leader evaluations, see Appendix C for summary for NJDOE-approved evaluation model.

Board Self-Assessment

During the summer, Camden Prep's Managing Director will provide a presentation on the "State of Camden Prep" which reviews the highlights and challenges of the previous year. Based on those results, the board works jointly with the managing director to build the strategic priorities for the coming school year, as well as enrollment growth targets, leadership changes, mobility and state test data. Based on the review, strategic priorities are set related to student achievement (i.e., assessment data), staff or student culture (i.e., creation of new teacher training), growth (i.e., facilities acquisition), etc.

5.2 Organization/Leadership

5.2.b. Teacher/Staff Retention Rates		
Retention	Number or Ratio	Methodology used
Teacher Retention Rate (year to year)	44%	Retention rate is calculated by taking 100% of full-time staff/teachers active as of September 1 st at the start of the school year, and subtracting the percentage of known departing staff/teacher as of June 30 th at the end of the school year.
Total Staff Retention Rate (year to year)	47%	

6. FACILITIES

6.1. Funding

Camden Prep does not anticipate any changes in its facility financing at this time.

6.2 Structural Changes

- a) List renaissance school project sites that will be undergoing construction between July 2015 and June 2016.

The Bonsall School
1575 Mount Ephraim Avenue
Camden, New Jersey 08104

- b) Provide assurances that site plans and/or substantial reconstruction plans have been submitted for each site.

Camden Prep provides assurance for the submission of the Substantial Reconstruction Plan submitted to the New Jersey Department of Education on July 15, 2015.

- c) Please provide any modifications to existing site plans and/or substantial reconstruction plans. (If there are no modifications to the existing plans, simply indicate that here and put “N/A” next to numbers 1-4.)
1. Provide the facility name and address. N/A
 2. Provide a description of changes/modifications to the facility(ies). N/A
 3. Provide assurances that the facility meets regulations pertaining to the health and safety of pupils, per N.J.S.A. 18A:36C-4.b(11). N/A
 4. As Appendix F, provide a revised timeline for implementing the changes. N/A

7. APPENDICES

- A. Signed assurance declaring curriculum alignment to CCCS**
- B. 2015-2016 school calendar**
- C. School Leadership Evaluation Tool**

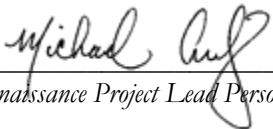
APPENDIX A

SIGNED ASSURANCE DECLARING CURRICULUM ALIGNMENT TO CCCS

CAMDEN PREP
STATEMENT OF ASSURANCE AND INTENT
INCORPORATION OF NJ STATE CORE CURRICULUM CONTENT STANDARDS

In accordance with the Core Curriculum Content Standards regulations specified in N.J.A.C. 6:8-1.1, 8-2.1 and 3-3.1, Uncommon Schools' teachers and instructional leaders developed the school's curricula directly from the NJ State Core Curriculum Content Standards (NJCCCS) through a common, network-wide approach.

I attest to the accuracy of the information provided in the table above in meeting the existing state regulations.



Renaissance Project Lead Person

Michael Ambriz

Printed Name

STATEMENT OF ACCEPTANCE

The Statement of Assurance will be presented to and approved by the Board of Trustees at the board meeting held on Monday, August 17, 2015.



Secretary, Board of Trustees Signature

Julie Jackson

Printed Name

APPENDIX B

2015-2016 SCHOOL CALENDAR

August 2015

(1 school day)

31—First Day of School

September 2015

(21 school days)

7—Labor Day, no school

October 2015

(21 school days)

12—Columbus Day, no school

November 2015

(19 school days)

26, 27—Thanksgiving, no school

December 2015

(14 school days)

21-31—Winter Holiday, no school

January 2016

(19 school days)

1—Winter Holiday, no school

18—Martin Luther King Jr. Day, no school

February 2016

(19 school days)

15-16—Presidents Day, no school

March 2016

(19 school days)

28-31 – Spring Break, no school

April 2016

(20 school days)

1—Spring Break, no school

May 2016

(21 school days)

30—Memorial Day, no school

June 2016

(13 school days)

17—Last day of school

TOTAL: 187 days

APPENDIX C

Uncommon Camden Prep 2014-15 Principal Evaluation Model June 10, 2015

SUMMARY

As a New Jersey State approved tool, The Leverage Leadership Performance Model is a set of performance management tools that drive excellent principal performance and can lead to a summative evaluation. This performance model has been published in Leverage Leadership and Driven by Data and has been used in work with over 7,000 school leaders nationwide. The tools utilized in this performance model have been formally embraced by Chicago Public Schools and the New York State Department of Education and they have been embedded in many other districts across the country. When implemented, the tools have successfully led to highest gaining or highest achieving schools in thirteen major urban districts across the country: Baltimore, Chicago, D.C., Memphis, New Orleans, Oakland, Milwaukee, Minneapolis, New York City, Newark, New Orleans, Rochester, and Sacramento.

The model is built around the seven highest leverage actions that a leader takes to achieve extraordinary student results:

Instructional:

- Lever 1: Data-Driven Instruction
- Lever 2: Observation And Feedback
- Lever 3: Instructional Planning
- Lever 4: Professional Development

Cultural:

- Lever 5: Student Culture
- Lever 6: Staff Culture
- Lever 7: Managing School Leadership Teams

All seven levers have been carefully studied and proven to identify the most important instructional and cultural aspects to systematize and implement to guarantee strong student learning.

RATING

Each lever has a rubric, and each rubric has four performance levels:

- Advanced Proficient
- Proficient
- Working Towards
- Needs Improvement

The heart of the Leverage Leadership performance model is the continual self-improvement of the school leader, and the model reflects that emphasis with a continuous flow of data collection throughout the year.

The scores for the rubrics are collected at periodic intervals throughout the year and are stored in an overall dashboard for a global review. For example, student culture rubric scores are gathered in the Fall. Data Driven Instruction Implementation Rubric Scores are captured after the first round of interim assessments,

typically 6 weeks into the school year and the Professional Development Rubric Scores are collected in the mid-winter months. Staff Culture Scores are collected in the late winter before the mid-year evaluation.

To score, read across the four levels of performance for each standard, find the level that best describes the principal's performance and circle or highlight it. After evaluating for the entire rubric, summarize the best level that describes the principal's proficiency.

TIMELINE

September:

- Principal weekly check-in schedule is set with superintendent
- Superintendent sets key levers of focus with each principal in check-in

October-December:

- Campus walkthrough with superintendent and other grade-span principals
- Principal receives feedback on campus walkthrough results

January:

- Staff survey is administered for principal feedback
- Peer survey is administered for principal feedback
- Self-evaluations are sent out to principals with guidelines for how to complete evaluation

February:

- Superintendent writes principal evaluations
- Principals complete self-evaluations

March-April:

- Superintendent conducts additional school walkthrough with principal
- Superintendent schedules and conducts principal evaluations

Summer:

- Rubrics will be revised in the summer of each year