

MASTERY SCHOOLS OF CAMDEN

Urban Hope Act Annual Report

August 1, 2020

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Annual Report Questions:

Basic Information about the School

Fill in the requested information in Table 1 below.

Table 1: Basic Information

Name of Renaissance School Project	Mastery Schools of Camden
Year Opened	2014
Grade level(s) served in 2019-2020	K-12
Final enrollment count for 2019-2020 (as of June 30, 2020)	2,625
Grade Level(s) to be Served in 2020-2021	K-12
Projected enrollment for 2020-2021	2,619
Mailing address	5700 Wayne Avenue, Philadelphia, PA 19144
Website address	http://www.masterynj.org
Name of board president	Jim Sheward
Board president email address	jim@shewardfamily.com
Board president phone number	(610) 952-1201
Name of Renaissance School Project Lead Person	Scott Gordon
Lead Person email address	Scott.Gordon@Masterycharter.org
Lead Person phone number	267-872-8710
Name of School Business Administrator (SBA)	Chris Barts
SBA email address	Chris.Barts@Masterycharter.org
SBA phone number	267-838-1313

School Site Information:

Provide the requested information for each school location. Copy Table 2 below and fill it out for each school site if the school has more than one site.

Table 2: School Sites

School Site 1 Information	
Site name	Cramer Hill Elementary
Year site opened	2014
Grade level(s) served at this site in 2019-2020	K-8
Grade level(s) to be served at this site in 2020-2021	K-8
Site street address 1	1001 North 17th Street
Site street address 2	
Site city	Camden
Site ZIP	08105
Site phone number	856-726-0027
Site lead or primary contact's name	Meredith Howell-Turner (K-2); Jessie Gismondi (3-8)
Site lead's email address	Meredith.Howell-Turner@MasteryNJ.org ; Jessie.Gismondi@MasteryNJ.org

School Site 2 Information	
Site name	Molina Lower Elementary
Year site opened	2017

Grade level(s) served at this site in 2019-2020	K-2
Grade level(s) to be served at this site in 2020-2021	K-2
Site street address 1	415 North 9th Street
Site street address 2	
Site city	Camden
Site ZIP	08102
Site phone number	856-993-7004
Site lead or primary contact's name	Kimberly Blake
Site lead's email address	Kimberly.Blake@MasteryNJ.org

School Site 3 Information	
Site name	Molina Upper Elementary
Year site opened	2015
Grade level(s) served at this site in 2019-2020	3-8
Grade level(s) to be served at this site in 2020-2021	3-8
Site street address 1	601 Vine Street
Site street address 2	
Site city	Camden
Site ZIP	08102
Site phone number	856-966-8970
Site lead or primary contact's name	Rickia Reid
Site lead's email address	Rickia.Reid@MasteryNJ.org

School Site 4 Information	
Site name	East Camden Middle
Year site opened	2015
Grade level(s) served at this site in 2019-2020	6-8
Grade level(s) to be served at this site in 2020-2021	6-8
Site street address 1	3064 Stevens Street
Site street address 2	
Site city	Camden
Site ZIP	08105
Site phone number	856-966-5111
Site lead or primary contact's name	Stephen Williams
Site lead's email address	Stephen.Williams@masterycharter.org

School Site 5 Information	
Site name	Mastery High School of Camden
Year site opened	2018
Grade level(s) served at this site in 2019-2020	9-12
Grade level(s) to be served at this site in 2020-2021	9-12
Site street address 1	800 Erie Street
Site street address 2	
Site city	Camden

Site ZIP	08102
Site phone number	856-966-5111
Site lead or primary contact's name	Dr. William Hayes
Site lead's email address	William.Hayes@MasteryNJ.org

School Site 6 Information	
Site name	McGraw Elementary
Year site opened	2015
Grade level(s) served at this site in 2019-2020	K-5
Grade level(s) to be served at this site in 2020-2021	K-5
Site street address 1	3051 Fremont Street
Site street address 2	
Site city	Camden
Site ZIP	08105
Site phone number	856-966-8960
Site lead or primary contact's name	Charmaine Giles
Site lead's email address	Charmaine.Giles@MasteryNJ.org

Organizational Performance Areas

Education Program and Capacity

1.1 Mission

Describe how the renaissance school project has progressed towards achieving the mission, goals, and objectives as included in its application to the State. (Please limit your response to a 1-page maximum.)

THE MISSION

All students learn the academic and personal skills they need to succeed in higher education, compete in the global economy, and pursue their dreams.

Serving the students of Camden towards our ambitious mission has meant providing robust programming for students with a variety of special education and English language needs. Our programming is designed on an individual basis to respond to the needs of each student, to meet them where they are academically, behaviorally, and socio-emotionally to support them in meeting our rigorous expectations. In addition to our academic programs, students engage in daily social-emotional learning through community and morning meetings, in which teachers develop social skills and support students in their interactions with peers and school staff. Students and families also have access to daily aftercare services, if needed, and summer programming that provides opportunities for enrichment, homework support, and joyful activities such as arts and crafts and sports. Our summer program prioritized the needs of students in reading and math and partnered with outside organizations to provide further enrichment. Furthermore, students experience a variety of enrichment courses throughout the year including Spanish, physical education, art and music - all designed to provide access to varied coursework to prepare our students beyond Mastery. Our sports and extracurricular programs also help ensure students have a robust and holistic experience. During the recent pandemic and closure, our mission has never been more important and we have worked expeditiously to ensure all students have access to laptops, internet and the resources and supports they need to be successful. We are fully prepared to open in the fall, offering a hybrid approach as well as full online options for students and families that request them.

1.2 Curriculum

- a) As **Appendix A**, provide a signed assurance that the renaissance school project's curriculum is aligned to the New Jersey Student Learning Standards.

See Appendix A. Mastery Schools of Camden's curriculum is aligned to the New Jersey Student Learning Standards.

- b) Provide details about any planned changes to the curriculum and assessments for the 2020-2021 school year. Please limit your response to a 1-page maximum.

Mastery’s Flexible Learning Model (FLM) is designed in recognition that the pandemic will end and a day will come when students will fully return to classrooms, common spaces and enjoy the full amenities of our buildings. Therefore, our programming maintains as much of our Common Foundation model as feasible. In our FLM, when we could maintain curricula and approaches we did in an effort to ensure our teachers and leaders continue to develop familiarity and expertise and our students have a continuity of experience. Yet, while the FLM maintains much of the Mastery model, it is also serving to “leapfrog” Mastery forward.

In order to accommodate social distancing during the school day, we’re planning for 50% of students in the building at one time. Based on feedback from families and school leaders, our lead planning posture is general education students in the building 2 days/week and learning remotely 3 days/week. We will also provide a full distance-learning mode for students who must be remote. Students will attend school in the building 2 days/week and engage in distance learning 3 days/week. Every day, students receive 5 hours of learning time.

Programming

	Small Group Reading & Phonics	Reading & Writing	Math	Social Studies	Science	Specials/ Electives
K-2	Fundations GR - TBD Lexia	Wheatley	Eureka & Zearn	Scholastic	Discovery Education Science Techbooks Edgenuity	TBD
3-5				Mastery Unit Plans The DBQ Project Edgenuity		
6-8						
9-12		Springboard	Agile Mind, Khan Academy, Edgenuity			Teacher Lesson Plans, Edgenuity

Assessment

Mastery will maintain its assessment cadence (quarterly benchmarks, checkpoints, daily exit tickets, etc.). MAP will be administered in late Sept/Oct. We are moving full steam ahead with our Illuminate adoption and will use this to leapfrog towards full/phased-in online testing. However, in response to the new Flexible Learning Model, the following changes are proposed to give schools the time and resources needed to adopt new assessments and roll-out online testing at their schools.

Assessment

- 1. Transition to Online Assessments:** Phase in the use of online assessments during the school year so all students have access to assessments regardless of whether they are in classroom learning mode or distance learning mode. We will transition by adopting online assessments for ELA and Math in RP1, and use flexible assessments (i.e. digital version of PDF booklets and answer sheets) for all other subjects.
- 2. Change MAP Administration Dates:** Shift the start of MAP Growth testing by two weeks to 9/14, extend the window to 21 days, and close administration on 10/13. We held multiple talks with NWEA, the creators of MAP, and feel that the only way to ensure we can obtain the data we need is to administer the tests in school.
- 3. Change Benchmark Administration Dates:** Shift the RP1 benchmark window by one week to start on 10/26, extend it to be two weeks total, and close BMs on 11/6. Shifting the testing

window gives schools an extra week they can use flexibly as we transition into the FLM in RP1, and extending the window ensures that schools will have the staffing resources needed to execute proper online testing.

4. **Adopt MAP Reading Fluency:** Add MAP Reading Fluency as the K-2 assessment of record. The network will use this assessment to set annual goals, KPIs, and adjust instructional practice.
5. **Add a Screening Window:** to ensure uniformity and data quality, add a beginning of the year assessment screening window for all placement and diagnostic assessments.

1.3 Instruction

- a) What constitutes high quality instruction at this school?

Mastery describes and defines high quality instruction through our Instructional Standards. The Instructional Standards are a compilation of best teaching practices, successful teacher traits, and common measures of student success. Each standard is designed to create an effective, rigorous and joyful classroom experience that will serve to prepare students for post-secondary success, the global economy, and the pursuit of their dreams. There are five Instructional Standards:

1. **Student Achievement:** The degree to which students master the content, grow academically and achieve.
2. **Content Engagement:** The degree to which students are brought into and actively navigate their academic experience.
3. **Supportive Community:** The degree to which students participate in, support and enrich the academic experience of their classmates.
4. **Lesson Design and Facilitation:** The degree to which the teacher designs and facilitates a lesson that moves all students forward academically.
5. **Motivation, Relationships & Classroom Management:** The degree to which the teacher motivates, builds mindset and creates a supportive classroom community.

The Instructional Standards serve as the pedagogical basis for teacher reflection, coaching, professional development, and evaluation. Our Instructional Standards are our vision for excellent teaching and serve as the basis for our teacher development and evaluation. Teachers, school leaders and teacher coaches use the Instructional Standards to define strengths and opportunities to further teacher practice.

- b) Provide a brief description of the school's instructional practices.

Our instructional program is rooted in balancing direct instruction with a conceptual approach, to attend to the demands of the NJ state standards. Our program ensures we meet students where they are in order to support them with achieving the rigorous bar set by the NJSLA assessments. As such, all of our programming offers our students multiple experiences to ensure they are both growing and improving against the grade level bar. We balance all of our instruction with a culture of joy, play and enriching experiences that meet the holistic needs of our learners.

Literacy

Mastery believes the foundation of student achievement is reading. The National Research Council found that “Academic success, as defined by high school graduation, can be predicted with reasonable accuracy by knowing someone’s reading skill at the end of 3rd grade.” With this in mind, one of our most important priorities is to develop all teachers as exceptional reading instructors, employing best practices in reading instruction.

Mastery’s early reading program is purposefully designed to meet students’ needs in terms of decoding, comprehension, fluency, vocabulary and writing. At the K-2 level, Mastery dedicates 180+ minutes to literacy instruction through a balanced approach that includes guided reading, phonics instruction, and our KIPP Wheatley standards-aligned reading and writing program. Foundations is the curriculum that we use for phonics instruction- all K-2 students receive at least 30 minutes/day of systematic instruction to build their foundational reading skills. K-2 classrooms also have a higher teacher to student ratio where most classrooms have a Literacy Support teacher that provides additional support: this allows our staff to provide targeted interventions to struggling readers and provide differentiated instruction to meet unique student needs.

In grades 3-8, we use the KIPP Wheatley curriculum as our ELA curriculum, which includes reading, writing and support components. Wheatley includes close reading lessons with complex texts focused on building students’ skills to deeply understand what they are reading as well as building knowledge. Through Wheatley writing lessons, students learn explicit frameworks for constructing narrative, explanatory, and argumentative writing products that draw on the essential themes and unique features of the texts students are reading. Through an additional Literature Centers block, teachers spent time with students on students’ instructional levels to support reading growth through Guided Reading, independent reading, anchor novel support, and remediation.

At the high school level for grades 9-12, Springboard serves as our ELA curriculum. Springboard is a complete instructional program that prepares students for college-level work. It includes texts, daily objectives, checks for understanding, daily lesson assessments and end of unit assessments that are aligned with the rigor of the NJ learning standards and NJSLA and will provide formative and actionable data to drive instruction.

Throughout the K-8 program, students’ reading is assessed in several important ways. First, we use the Fountas and Pinnell Benchmark Assessment System for all students in grades K-2 and for our special education students in our other grade levels to constantly measure student reading levels on an A-Z continuum in order to identify specific strengths and weaknesses. Second, students take NJSLA-aligned checkpoint assessments twice per quarter and quarterly benchmark assessments that align with our Wheatley curriculum modules every 8-10 weeks beginning in third grade. These assessments are used at the primary tool for teacher planning and instructional delivery in grades 3-8. We also take a similar approach to quarterly ELA benchmark assessments in grades 9-12 that aligns with our Springboard curriculum as well. Third, we administer the NWEA MAP (Measures of Academic Progress) assessment to the fall, winter and spring to assess student growth over time. MAP provides valuable data to leaders and teachers to inform data-driven instruction to be responsive to the needs of individual learners.

Math

Eureka Math is our K-8 math program and focuses on several guiding principles to support strong math instruction in the classroom:

Our approach to math instruction is to provide students with authentic experiences learning about numbers and how they work by way of investigation with the use of manipulatives and sharing their learning by engaging in robust discussions.

Students share their thinking about how to solve problems and learn from other students in the process. In the Eureka program, students learn grade-level content, as defined by the NJ learning standards and NJSLA, by engaging in aligned fluency routines, high-quality tasks, problem sets, class discussions, and mathematical models to explore mathematical concepts and skills. Students solidify their learning through extended application, practice of the mathematics and the lesson debrief.

Agile Mind is the core resource for High School Algebra courses at Mastery High School of Camden for grades 9-12, and focuses on four areas of student preparation:

1. Cohesion – The common-core aligned curriculum used within these curricula prepares students for the rigors of NJSLA
2. Rigor – A balance of procedural and conceptual understanding within the curricula ensures that students are actively preparing for advanced study in mathematics
3. Critical Thinking – These curricula regularly incorporate real-world application opportunities grounded in the Standards for Mathematical Practice in order to build the critical thinking skills needed for post-secondary success.
4. Remediation - The Intensified Algebra curriculum is used in 9th and 10th grade to ensure that all students are provided a comprehensive research-based intervention to address unfinished learning while simultaneously engaging with grade-level content in preparation for NJSLA and post-secondary readiness.

- c) Describe how the school adapted to the delivery of remote instruction? What areas of strength and areas of opportunity were identified?

The goal of Mastery’s continuity of education plan was to provide opportunities for all of our students to engage in academic enrichment and review as well as planned instruction during school closures due to COVID-19. At Mastery, the plan was termed “Home Academic Practice” (HAP) and we defined this as daily independent and parent-supported practice and review opportunities coupled with new lessons designed to keep students academically engaged during school closure. In step with the evolving pandemic, there were three phases to HAP, each unveiled as we received clearer information from the state about the remainder of the school year.

The first phase, which covered the second half of March immediately following school closure, consisted of direction and guidance provided to students and families for reading and self-directed online learning in math and reading on Mastery-selected platforms. When school closures continued without a known timeline, we printed packets for every individual student, curated by grade and needs, including specialized ones for students with IEPs and English Learners. The packets included additional practice opportunities and resources for learning.

As the closure was extended indefinitely we moved to the third phase of HAP, from late April through the end of the school year, which necessitated a shift to more actively and fully supporting student learning and leveraging the resources available such as online platforms, rigorous coursework, and staff communication to maintain a positive school culture with students. It was with the third phase that we recognized an urgent need to address the digital divide, to ensure that our students could all access the materials they needed to complete the school year and learn. We initiated a Laptop Library to loan Chromebooks to any families that did not have reliable access to a computer for their students.

Despite the unique and challenging circumstances presented by school closures due to COVID-19, our HAP plan aligns to our mission by providing students access to engaging learning materials and high-quality support from teachers and school leaders. Mastery’s home academic practice plan included three primary components, in summary:

1. Online learning: Completion of ELA and math units of study via online learning platforms (Reading Eggs for K-2 ELA, CommonLit for 3-12 ELA, Zearn for K-5 Math, Khan Academy for 6-12 ELA). Plus K-12 Science (CK-12) and Social Studies (through Newsela and Scholastic) content. For high school, teachers created course-specific units of study for students using these platforms and other resources for required core courses and for enrichment and elective courses in non-core subject areas.
2. Student work packets: Completion of K-12 ELA and math packets. General education students received student work packets that align with on grade level content. Tier 3 students with IEPs and English language learners received modified work packets that align with their functional level.
3. Independent reading (or read-alouds for K-2 students): Students read for at least 30 minutes/day using books they had available at home and/or free e-book resources provided by Mastery.

Our students who require additional behavioral and emotional support were checking in twice per week with a dean. Deans and social workers also conducted online sessions with high needs students who require immediate support. Mastery’s central Specialized Services team provided detailed guidance for appropriate interventions to use during HAP, strategies for differentiation, and emotional support structures that teachers and other staff could employ with students virtually.

1.4 Assessment

- a) Fill in Table 3, below, to show year over year trends in the proportion of students meeting or exceeding grade-level expectations (“proficiency rate”) on all statewide assessments administered by the school.

Table 3: Proficiency Rates on statewide assessments

Assessment	2017-2018	2018-2019
ELA 3	7.9%	17.5%
ELA 4	16.0%	14.4%
ELA 5	17.1%	22.7%
ELA 6	9.5%	24.4%

Assessment	2017-2018	2018-2019
ELA 7	20.9%	24.4%
ELA 8	28.3%	24.2%
ELA 9	19.5%	28.0%
ELA 10	21.2%	27.8%
ELA 11	NA	29.1%
MAT 3	10.4%	25.0%
MAT 4	10.5%	14.5%
MAT 5	6.2%	22.7%
MAT 6	4.7%	12.4%
MAT 7	9.3%	14.2%
MAT 8	12.4%	16.4%
Algebra I	18.8%	23.7%
Geometry	0.0%	3.9%
Algebra II	7.4%	16.1%

- b) Explain the main reasons why the school has or has not seen year over year increases in the proficiency rate, and what steps the school has taken, or plans to take, to ensure progress in both subjects by grade level and by subgroup (i.e., students eligible for free and reduced price lunch, English language learners, students with disabilities, and racial/ethnic groups).

Our excellent growth over the years has primarily been driven by school leaders' use of data. Interim assessments throughout the year give school leaders actionable data that they use to group students, reinforce skills, identify standards to reteach, and respond to assertively. Additionally, our focus on NJSLA alignment ensures that students were engaging with the right content. Using the MAP assessment, we are able to meet each student's individual needs and focus on ensure students are making appropriate growth. Prior to closure, our MAP data suggested we were on track to continue to see gains on the NJSLA.

- c) For each subject and grade level, provide a list of the diagnostic, formative, and summative assessments that were administered during the 2019-2020 year.

- Fountas and Pinnell - Reading K-2 including the MAP Reading Fluency Assessment for the Fall of 2020

- Quarterly benchmarks in reading, writing, science and math starting in 3rd grade (math benchmarks start in first grade; we use a math performance task for kindergarten)
 - MAP assessment
- d) Describe how results from the assessments listed above were used to improve instructional effectiveness and student learning.
- Quarterly Fountas and Pinnell Reading assessment data drives guided reading instruction including the MAP Reading Fluency Assessment for the Fall of 2020
 - Quarterly benchmarks in reading, writing, science and math starting in 3rd grade (math starts in first grade with a performance task for kindergarten) are used to align students’ strengths and deficits to the NJSLA rigor bar
 - MAP assessment at the beginning and end of each school year measures progress against a national bar
 - Daily and periodic assessments serve as a formative assessment for teachers to utilize to adjust instruction.
- e) In accordance with *N.J.S.A. 18A:36C-10*, Authorization of renaissance school project, renewal, describe the renaissance school projects academic status toward presumed renewal.

“Renewal at these 10-year intervals shall be presumed provided ... the renaissance school project's average percent of students proficient on the New Jersey Assessment of Skills and Knowledge ... exceed the average percent of students proficient for the renaissance school district in which it is located in like grades by 15 percent or more in language arts literacy, mathematics, or both after five years, and 25 percent or more in language arts literacy, mathematics, or both after ten years, or achieves the State-level proficiency standards during that period.”

Using 2019 NJSLA scores, the most recent available data, from Mastery and Camden City School District, Mastery’s proficiency rates exceed those of CCSD by more than 25% in all areas.

Test	Mastery	CCSD	Points Difference	Percent Difference
ELA 3-8	21%	15%	6%	40%
Math 3-8	14%	9%	5%	56%
ELA 9-11	28%	18%	10%	56%
Algebra I	24%	8%	16%	200%
Algebra II	16%	4%	12%	300%
Geometry	4%	3%	1%	33%

- f) Describe how the school has adapted or modified assessments during home instruction.

See Section 1.2.b above.

- g) Describe how the school has measured progress toward the successful implementation of the requisite school preparedness plan.

We measured the success of our programming in terms of four types of engagement - 1) weekly student engagement with approved online learning programs (e.g., logins to Zearn, Lexia , etc.), 2) weekly engagement with classwork (e.g. submission of assignments, attendance in synchronous instruction, etc.), 3) weekly engagement in student culture/mentoring programs (e.g, attendance on recurring student mentoring calls), and 4) family participation in weekly progress update calls.

1.5 Organizational Capacity

- a) As **Appendix B**, provide an organizational chart of the renaissance school project for the 2020-2021 school year.

See Appendix B.

- b) As **Appendix C**, provide a list of the lead person(s), teachers, and professional support staff, certification area(s) and criminal background check date for any renaissance school project.

See Appendix C.

1.6 2020-2021 School Calendar

As **Appendix D**, please provide the 2020-2021 school calendar.

See Appendix D.

School Culture and Climate

2.1 School Culture and Climate

- a) Describe how the renaissance school project promotes a culture of learning, scholarship, and high expectations. Evidence may include, but is not limited to, student-led organizations, student achievements and recognition, levels of disciplinary referrals, class and staff attendance, and participation in school events and activities. (Please limit your response to a 1-page maximum.)

Student Achievement Above All—our number one value as an organization is the success of our students rooted firmly in our mission statement: All students learn the academic and personal skills they need to succeed in higher education, compete in the global economy, and pursue their dreams. Specifically, during the closure, a renewed focus on our trauma-informed practices and engaging our families robustly has helped ensure we are meeting student’s most basic needs that are foundational to ensuring academic achievement.

A culture of achievement begins with airtight school policies and procedures and instruction that is rigorous, standards-based, and always drives towards measurable outcomes. Our program is designed to build skills report period by report period, grade by grade, in order to prepare students for college and beyond.

In line with this, we use rigorous benchmark assessments, reading growth assessments, and portfolio assignments that push students to produce challenging work that represents the high instructional bar that Mastery sets. We celebrate our academic successes and we target deficits strategically and urgently, constantly focusing on moving students forward in measurable ways. Every minute counts—children’s futures depend on it.

That said, we measure our success and progress across our schools in a variety of formats. All of our schools in Camden have dramatically improved student attendance, decreased incidence of disciplinary infractions, and improved the climate and culture of their buildings. Our leader retention is among the highest in the country amongst our peers.

- b) Describe how the renaissance school project provides the social and emotional supports and health services to adequately meet the needs of its students. Please include the categories and types of services available. (Please limit your response to a 1-page maximum.)

Students identified as having emotional support needs participate in a therapeutic program driven by their individual needs as laid out in the individualized education plans.

- Students are engaged in Second Step programming during morning meeting to build a core set of grade-level appropriate social emotional skills.
- Additionally, students with counseling needs receive counseling services. A designated school social worker provides additional support to students in need.
- Our school nurse meet the needs outlined in students’ health plans, as well as daily medication needs, and all screening requirements.

- Our flexible learning model for the fall opening is also grounded in Trauma-Informed Practices, a renewed Equity Lens and significant differentiation provided through small-group instruction and technology.

c) Fill in the requested information in Table 4 below regarding the school’s discipline environment in 2019-2020. If there was a noticeable increase or decrease in suspensions and expulsions in 2019-2020 compared to 2018-2019, then please describe the reasons for the change below the table.

Table 4: Discipline Environment 2019-2020

Grade Level	Number of students enrolled (as of Oct. 15, 2019)	Number of students receiving an out-of-school suspension (unique count)	Number of students expelled
K	226	0	0
1	226	1	0
2	225	2	0
3	232	35	0
4	235	43	0
5	231	46	0
6	231	50	0
7	212	23	0
8	190	34	0
9	231	37	0
10	193	21	0
11	124	15	0
12	75	1	0

2.2. Family and Community Engagement

a) List and briefly describe the major activities or events the school offered to parents/guardians during the 2019-2020 school year.

August

- Carnival Fun Day – A day for all of our families new and return to come together and meet each other while having a great time.
- New & Returning Student Orientation - We showed our new families what a day in our school would look like and the school environment their child will be enjoying.
- Movie Night- A night to relax in your pajamas with pillows and blankets while watching a movie.

- Student & Family BTS BBQ – Families were invited to come to the school for fun outdoor games & inflatable attractions in an open house to get information about the new school year.
- Kindergarten Orientation – We trained parents on what Kindergarten classes contain and the school environment which their child will be enjoying.
- After School Parent Orientation – Parents were invited to learn about our after school program.
- Enrollment Events – Parents and Community were invited for ice cream.
- Food Bank – Every month Molina Upper School and Mastery High School of Camden hosts a food bank with goods supplies from Southern Food Bank that allows families and community members to shop for food.

September

- Student of the Month Breakfast – Every month, parents come and enjoy breakfast with their child to celebrate them being the student of the month for that month.
- Monthly Parent Breakfast with the Principal – Every month, parents are invited to have breakfast with the principal.
- Back to School Night – Parents visited the school to meet teachers.
- Title I Meeting – Parents were informed about our Title I program and invited to give input.
- Math Literacy Night – Students and parents had fun playing educational games together.
- Horizon Health Truck – We gave parents, guardians, staff, and the community to get their blood sugar checked and blood pressure. They also offered lots of resources for families.
- Fiesta Latina – A night of festivities to celebrate the Hispanic Culture.

October

- Hispanic Heritage Month Festival – A celebration of all of the different cultures in our school. Families brought different dishes from their country and shared with all families. There was music, a performance and lots of fun!
- Trunk or Treat – Parents and teachers volunteered to decorate their cars trunk. Students and families in our community were able to enjoy some music, dress up in their favorite characters and pick candy in safe environment.
- Fall Festival – Parents volunteered to help with different rotations. Students were able to do different activities in rotations in celebration of the fall.
- Halloween Parade – Lots of costumes and music. Parents sat back and enjoyed the parade!
- Parent Meeting – Ms. Tanner holds Parent meetings every 2nd Thursday of each month for families after work hours. Guest Speaker spoke about Child Safety and gave Free ID Fingerprinting Kits away to families.

November

- Mastery Votes Campaign – We encouraged families to go out and vote.
- Family Unity Night – We gave families the opportunity to come to Molina Upper School to play games and get learning resources for their student.
- Spirit Week – Different themes every day like pajama day, crazy sock day, etc.
- RP1 Parent Teacher Conference – Parents met with their children’s teachers, reviewed report cards, and discussed their children’s progress.
- Homecoming Basketball Game and Meal – Families were invited to enjoy a friendly game and meal.
- Parent Meeting – Guest Speaker spoke to families about Bullying Issues.
- Thanksgiving Baskets – We prepared beautiful baskets for parents and received food from the Goldberg Group to give to more parents.

December

- Math Night - Parents were able to learn how their students learn math so that they can help them at home.
- Art Festival – Our students put on a performance and showed their art for parents and peers.
- Winter Concert - Parents enjoyed listening to their child singing songs they learned in music class.
- Holiday Shop - Students were able to shop for their family for the holidays.
- Winter Wonderland - Students and Families were able to enjoy different rotations with different arts and crafts, snacks and music.

January

- Title I Meeting – Parents were informed about our Title I program and invited to give input.
- Career Day- Parents were able to volunteer to talk to students about their career. Students were also able to dress up like what they wanted to be when they grow up and talk about why.
- RP2 Parent Teacher Conference – Parents met with their children’s teachers, reviewed report cards, and discussed their children’s progress.
- Parent Action Team Meeting

February

- Black History Celebration – Parents were invited to our Black History Month Celebration.
- Meet and Greet Breakfast for 2nd Grade - Students and their parents were invited to breakfast at Molina Upper were they would be attending 3rd grade. They could meet the principal and other staff.
- Muffins with Mom – We invited mothers to breakfast with their child.
- Parent Meeting - Guest Speaker spoke to families about referrals outside of the school network for services for depression, suicide, death in the family, and anger management.

March – June: The events below were scheduled but did not occur due to COVID-19 closure.

March

- 2nd Grade Dance
- Parent Meeting - Families were invited to a meeting to give input and talk about their experience with the school and things they would like to see happen in our school.
- Parent Recruiting Volunteers - We had some of our current parents call families that were interested in attending our school and talk about their experience.
- Dr. Seuss Day and Read Across America Week – Parents were invited to a Dr. Seuss breakfast and to participate in a week of activities.
- Parent Action Team Meeting
- Family Literacy Night
- Healthy Minds - This was a bilingual family event that helped parents learn about nutrition and wellness.

April

- Egg Stravaganza - We invited our families and also the neighborhood to come out for an egg hunt.
- Movie Night - Open to the community and current families to enjoy a movie and popcorn.
- Parent Meeting – Parents learned about upcoming events and volunteer opportunities.
- Parent Teacher Conferences - Parents learned about their students’ progress.
- Spirit Week Activities culminating in Blue & White Night
- Splash Party- Families were able to meet at the Kroc Center to talk to our Principal.

May

- Father Daughter Dance

- Kroc Center Splash Party
- Spring Concert
- Lionsgate Trip - 15 students were able to attend the Lionsgate elderly community and read with them while also getting to know them.
- Bilingual Parent Meeting - Our bilingual families were able to learn ways to help their students focus in school and learn more. They also learned healthy eating and a book giveaway.
- New Student Signing Day and Registration Day - New families were able to come in and learn more about our school and register.
- RP3 Parent Teacher Conference – Parents met with their children’s teachers, reviewed report cards, and discussed their children’s progress.

June

- Book Giveaway - Thanks to the organization Booksmile our students were able to build a small library for the summer.
- Extracurricular Showcase - An event to showcase all of the things our students learn in all of our afterschool programs.
- Fun Day - Students and families celebrated the end of the year.
- Title I Meeting – Parents were informed about our Title I program and invited to give input.
- K-8th Grade Move Up – Parents were invited to witness a ceremony in which their 5th graders became 6th graders and 8th graders entered High School.
- End of Year Awards Assembly
- Donuts with Dad - Students enjoyed breakfast with their father figure in their lives.
- Reading Strategy Learning Session – Families learned about how to best support their child.
- End of Year Family Field Trip to Clementon Park

Closure Socially Distant and Virtual Events

- Nightly read alouds via Facebook Live
- Youtube and Facebook daily math activities
- Instagram Live High School Dance
- Zoom new and returning parent orientations
- Virtual student award ceremonies
- Socially Distance 8th and 12th grade graduation ceremonies

b) List and briefly describe the major activities or events conducted by parents/guardians to further the school’s mission and goals.

- Parent Association -
 - School events: set up decorations and spreading the word about school events
 - Outreach: Sharing information with families about school events
 - Parents volunteer and call incoming families total about their experience at Mastery
- Parent Volunteer Recruitment - Parents were given the charge to recruit parent volunteers.
- Parent Action Team

c) Fill in the requested information in Tables 5 and 6, below, regarding community involvement. Add or delete rows as necessary.

Table 5: Community Involvement with Educational Institutions

Partnering Organization	Description of the Partnership	Level of involvement: i.e., # students and/or staff involved, # hours per month, resources involved, etc.
Camden County College	Dual enrollment	
HISPA	HISPA is a group of Hispanic role models that visit the middle school grades once a month to discuss and share their professional careers and college experiences.	In this 3 year partnership HISPA has serviced over 125 students and hosted 15 high schoolers to attend their annual conference at Princeton University.
Education Works	Education Works is our aftercare provider. Students participate in homework help, STEM activities and VAPA events.	Students in grade K-8 are enrolled.
Organization Booksmiles	Students learn the importance of books and receive texts to read over the summer.	All K-2 students at Molina Lower are enrolled.

Table 6: Community Involvement with Community Institutions

Partnering Organization	Description of the Partnership	Level of involvement: i.e., # students and/or staff involved, # hours per month, resources involved, etc.
KROC Center	Swim Classes	40 students and 2 staff, 10 sessions at end of year
After School All Stars	Upper School After School	80 students of 3rd – 8th grades were served
Scholastic Book Fair	In-school book fair	Week-long book fair for students, families and staff to shop and benefit the school with a portion of the proceeds
Salvation Army KROC Center	Community resource fair	Presentations to families at community resource fair about low-cost summer programs for youth
Parents for Great Camden Schools	Community resource fair	Presentations to families at community resource fair; Assistance in organizing parent association and conducting outreach to students' families
Cathedral Kitchen, Camden, NJ	Partner in Service Opportunity for Families	Accepted student & family placements for MLK Service Day.
Coopers Ferry Development	Get Healthy Camden Campaign works to help schools to develop comprehensive health and Wellness Policies for Camden Schools	Health and Wellness Policy is complete and ready to be submitted for board approval this Spring.
Parents for Great Camden School	PGCS works with ALL parents and ALL schools to promote parent advocacy for school improvement in Camden City. Two-part parent training on advocacy and engagement.	One of our sponsors for the visual and performing arts program i.e. Haunted House and Spring production – Once on an Island
Better Education for Kids	BEK is a new partner this year. They are a choice advocacy group that works closely with NJ Charter School Association.	This year they donated nearly 300 book bags to give away.

Jewish Community Relations Council	Bookmates Volunteers reading to students 30 minutes a day	20 students in 1st and 2nd grade
Camden County Police Department	Officers Volunteers to read 30 minutes at a time with students	10 Kindergarten students
YMCA	Soccer For success	Served about 50 students and teach them soccer skills and also team work
Food Bank of South Jersey	Monthly food event for families	Food Distributed for Mastery Families and the surrounding community to approximately 900 families
Girls Scouts of Central and South Jersey	Troop for students K-2	Weekly meetings with students from October to June
Scholastics	Book Fair	Week Long Book Fair for student's, families, and staff
Boys Scouts	Troop for students K-2	Weekly meetings from October to June
Sister City Girls' Choir	Students K-2	Weekly rehearsals followed by performances in and outside of the school
Math Hoops & Philadelphia 76ers	Math & Basketball competitions	Our team won a year-long math tournament in which students and families participated
Ephiphany Fellowship Church Camden	Pastor Ernie is an invaluable asset to our school community contributing food, haircuts, school supplies and holiday gifts to families.	Donated freezer for the Food Pantry. Gave out 125 Easter baskets to families.
Project Little Warriors	Free yoga for students, parents, and teachers	20 students participated in 4 classes
WWITS	Human Trafficking Awareness Presentations	2 workshops for parents and students
Camden County College	Education Opportunity Fund	26 parents participated in the Education Opportunity Fund Program

NJ American Water Company	Project WET Workshop	Professional development provided to biology teachers
Allies in Caring	Mental health services for ESL families	Presented to ESL families on services
Southern Food Bank	Partners with Molina Upper to provide food to families in our area	300 families
All-Stars Program	Afterschool programming	80 students
Rutgers Program	Giving the opportunity for 6th-8th grade students to learn about our environment and river.	30 students

d) Briefly describe how the educational and community partnerships established furthers the school's mission and goals.

Our community and educational connections directly serve our mission to partner with families and the greater community to educate our students. Our partnerships provide our students with academic and enrichment experiences and resources that complement and enhance our daily instruction and social emotional support. These partnerships help establish connections and skills our students can use in and outside of the classroom. Where possible, we focus our partnerships on developing our students' cultural identities and connections to their community.

Board Governance

- a) Fill in the requested information in Table 7 below regarding the renaissance school project's board of trustees.

Table 7: Board of Trustee Information

Name	Original Start Date	Term Expiration Date	Role on Board	Email Address	Date of Criminal Background Check	Most Recent Date of NJSBA Training
Reuel Robinson	6/16/14	6/18/21	Member	miciaha@yahoo.com	7/15/15	6/20/19
Judith Tschirgi	6/16/14	6/18/21	Member	jtschirgi@gmail.com	2/4/15	4/11/20
James Reynolds	5/18/16	6/16/22	Member	jmreynolds@jmreynolds.com	7/20/16	7/22/19
Sharell Sharp	5/18/16	6/16/22	Member	trose910@gmail.com	10/12/16	7/1/19
Jim Sheward	6/15/16	6/16/22	President	jim@shewardfamily.com	3/1/17	7/18/19

- b) As **Appendix E**, provide a signed assurance that the board of trustees operates in accordance with the School Ethics Act, *N.J.S.A. 18A:12-21, et seq.*, and the Open Public Meetings Act, *N.J.S.A. 10:4-6, et seq.*

See Appendix E.

- c) As **Appendix F**, provide a copy of any amendments to the bylaws the board of trustees adopted during the 2019-2020 school year.

See Appendix F.

- d) Pursuant to *N.J.A.C. 6A:11-4.12* (c) Board of Trustees and Open Public Meetings Act, which states “the board of trustees shall post a copy of all meeting notices and meeting minutes to the school’s website;” please provide the link to the school’s board meeting minutes below.

<http://www.masterycharter.org/about/board-of-trustees/>

- e) Please identify the number of board members required by the renaissance school project’s bylaws.
The Board shall consist of no less than 3 and no more than 7 Trustees

Enrollment

- a) Fill in the requested information in Table 8 below with enrollment information for each grade level by site. Please complete a separate chart for each site that will be operating in 2020-2021. Please add an additional chart for each additional site.

Table 8: Enrollment for Site 1

Site 1 Cramer Hill Elementary Enrollment

Grade	Enrollment Count on Last Day of the 2019-2020 School Year	Projected Enrollment for the 2020-2021 School Year
K	96	84
Grade 1	83	82
Grade 2	78	80
Grade 3	78	78
Grade 4	86	78
Grade 5	81	80
Grade 6	87	80
Grade 7	84	82
Grade 8	69	80
Total	742	724

Table 9: Enrollment for Site 2

Site 2 Molina Lower Elementary Enrollment

Grade	Enrollment Count on Last Day of the 2019-2020 School Year	Projected Enrollment for the 2020-2021 School Year
K	70	60
Grade 1	80	80
Grade 2	87	80
Total	237	220

Table 10: Enrollment for Site 3

Site 3 Molina Upper Elementary Enrollment

Grade	Enrollment Count on Last Day of the 2019-2020 School Year	Projected Enrollment for the 2020-2021 School Year
Grade 3	92	84
Grade 4	86	84
Grade 5	70	81
Grade 6	82	75
Grade 7	60	80
Grade 8	58	56
Total	448	460

Table 11: Enrollment for Site 4

Site 4 East Camden Middle Enrollment

Grade	Enrollment Count on Last Day of the 2019-2020 School Year	Projected Enrollment for the 2020-2021 School Year
Grade 6	56	80
Grade 7	66	60
Grade 8	69	60
Total	191	200

Table 12: Enrollment for Site 5

Site 5 Mastery High School of Camden Enrollment

Grade	Enrollment Count on Last Day of the 2019-2020 School Year	Projected Enrollment for the 2020-2021 School Year
Grade 9	239	200

Grade 10	186	200
Grade 11	143	160
Grade 12	76	120
Total	644	680

Table 13: Enrollment for Site 6

Site 6 McGraw Elementary Enrollment

Grade	Enrollment Count on Last Day of the 2019-2020 School Year	Projected Enrollment for the 2020-2021 School Year
K	59	60
Grade 1	55	56
Grade 2	58	56
Grade 3	65	55
Grade 4	54	54
Grade 5	72	54
Total	363	335

b.) Fill in the requested information in Table 9 below for the total enrollment and revenue of all school sites.

Table 14: Total Enrollment and Revenue for all Sites

Final Fiscal Year 20 Total Enrollment for all Sites	2,638 (ADM)
Final Funding from Camden City School District Fiscal Year 20 – Mastery projection, final funding information not received from CCSD	\$50,000,000
Final Fiscal Year 20 Enrollment for non-resident district students	7 (ADM)
Final Fiscal Year 20 Enrollment for non-resident enrollment tuition received	\$0

c) Describe how the school monitors and minimizes attrition rates to ensure stable enrollment. (Please limit your response to a 1-page maximum.)

To ensure a stable enrollment for the Mastery Schools of Camden, each school works diligently to track closely their attendance, enrollment, and attrition rates. There are a variety of tactics leveraged to ensure that the school enrollment is healthy throughout the year:

Enrollment monitoring

- The school actively takes and monitors attendance on a daily basis, as it is an essential lead indicator of healthy enrollment. Attendance is completed by 8:30am, and follow ups to absent students happen during that morning. If students are absent for 3 consecutive days, letters are set home and meetings with the family are scheduled.
- Enrollment tracking, particularly around new enrollments and withdraws, occurs in real-time in the Mastery student information system (SIS), eSchool. Regular discussions around this data occurs between leaders in the school on a daily (at the start of the year) to weekly (later in the year) basis to ensure that trends are identified and acted upon.
- Applications and new enrollments are closely tracked throughout the year, so that appropriate outreach actions are taken to support members of the community to join the school.

Attrition minimization

- Students and parents are frequently engaged in conversations about the school community to ensure that their needs are met and they play a strong part in their education.
- For students who elect to leave the community, part of the withdraw process is an opportunity to share with the school why this withdraw occurred. This data is collated in the Mastery SIS for analysis. If trends are demonstrated (I.E. transportation, bullying, etc.), actions are taken by the school leader to mitigate these concerns/issues.

Facilities

5.1. Funding

a.) Describe any anticipated change(s) in the renaissance school project's facility financing.

There are no anticipated changes in facility financing.

b.) Are all the renaissance school project's facilities funded at ninety-five percent of the per-pupil amount? If no, please describe.

Yes.

5.2 Structural Changes

a) List renaissance school project sites that will be undergoing construction between July 2020 and June 2021.

None.


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

Site plans and approvals have been submitted to New Jersey DoE and the Camden City School District for all projects.

c) Please provide details of any modifications to existing site plans and/or substantial reconstruction plans that have been submitted to the Department. ***If there are no modifications to the existing plans, simply indicate that here by writing "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 G**, provide a revised timeline for implementing the changes. – N/A

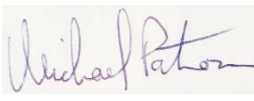
N/A for Questions #1-4 for new construction, Cramer Hill Elementary, and substantial reconstruction plans for Molina, McGraw, East Camden Middle, and Pyne Poynt Middle. Last updates submitted on February 2017 on new construction and renovations to Department of Education.

Signature of School Official (School Lead): 

Date: 7/25/20

Print Full Name: Scott Gordon

Title: C.E.O.

Signature of Signatory Official (Secretary, Board of Trustees): 

Date: 7/25/20

Print Full Name: Michael Patron

Title: Board Secretary

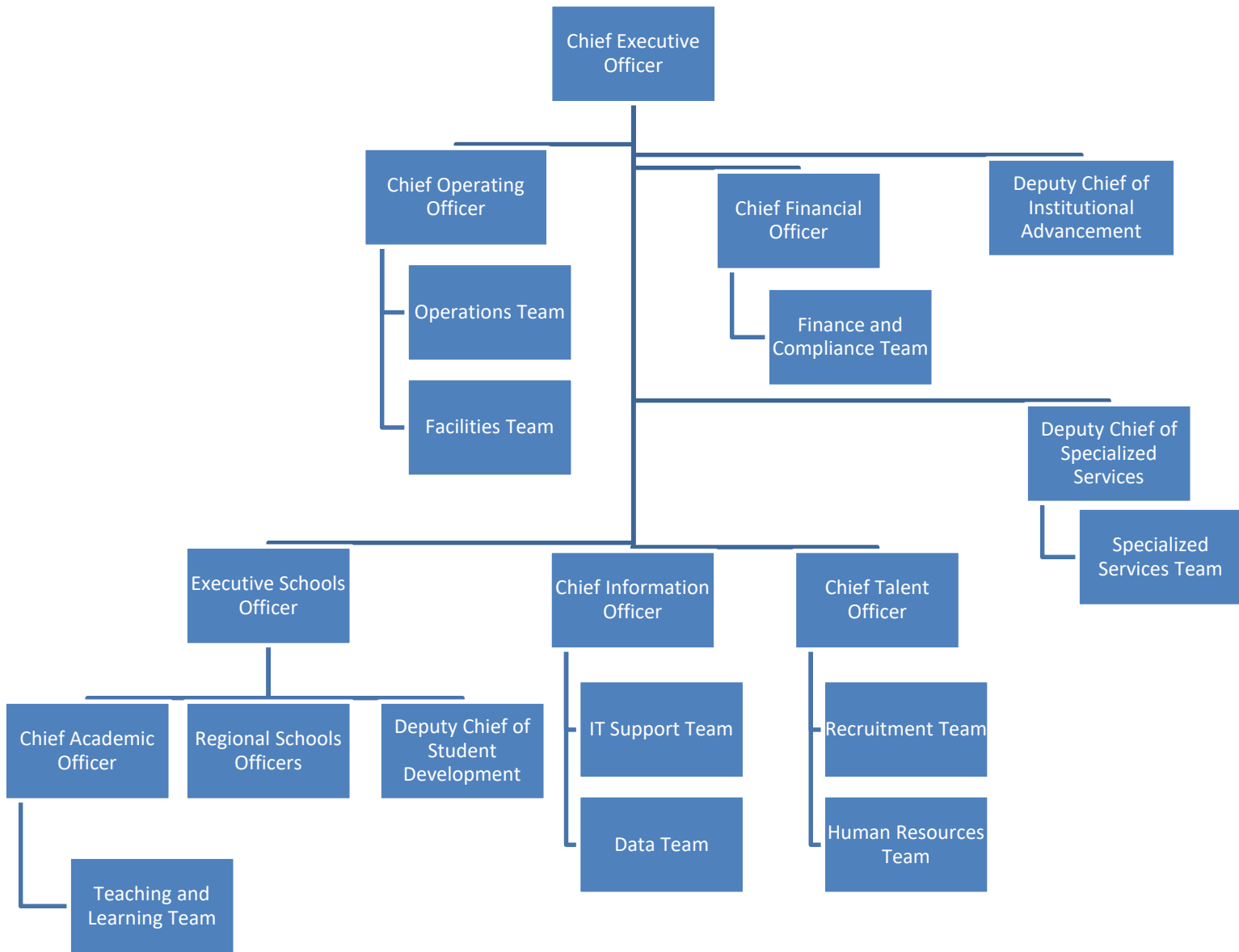
Curriculum Statement of Assurance

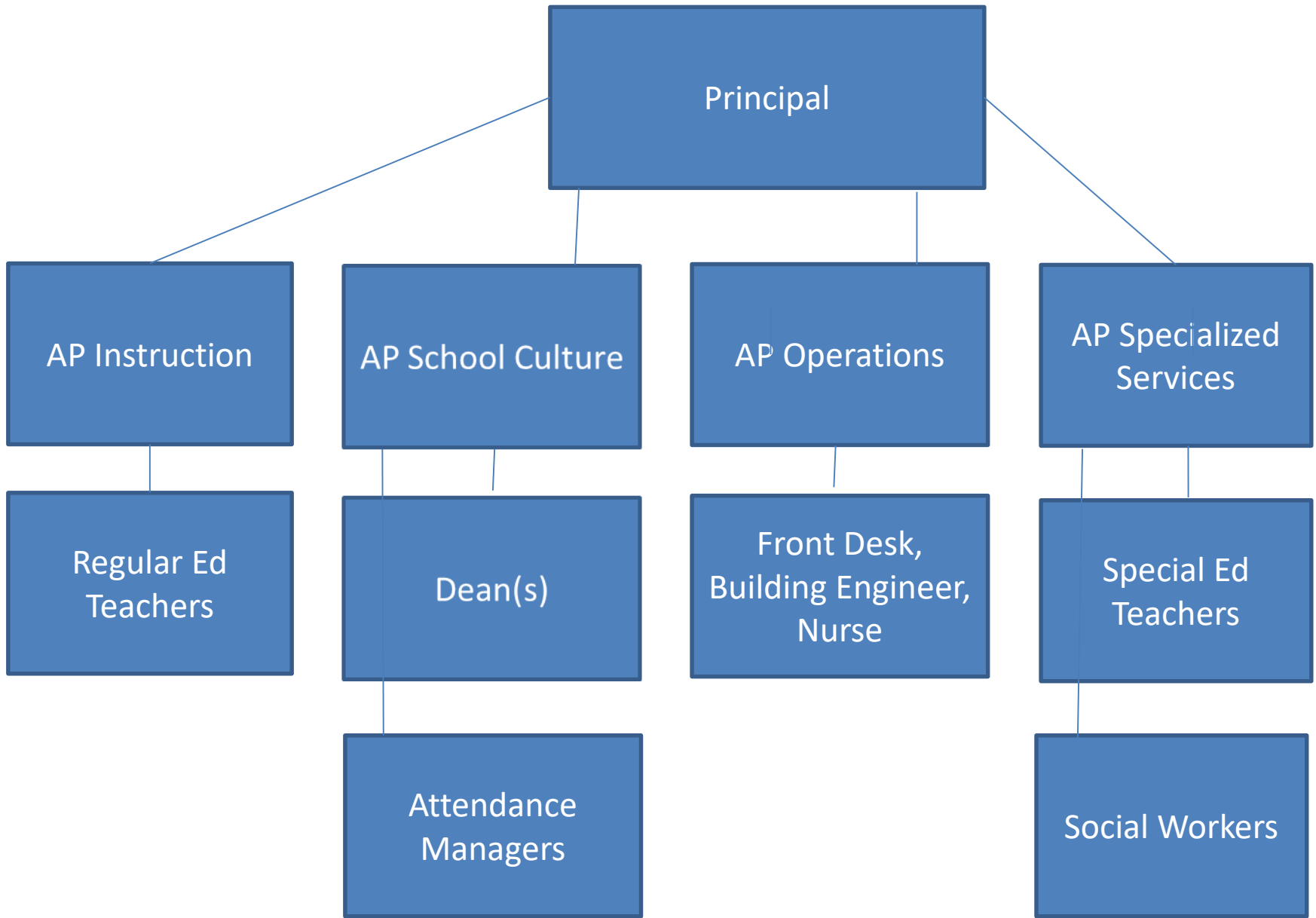
Mastery Schools of Camden

I affirm that Mastery Schools of Camden's curriculum is aligned to the New Jersey Student Learning Standards

A handwritten signature in blue ink that reads "Scott Gordon". The signature is written in a cursive style with a large initial 'S'.

Renaissance Project Lead, Scott Gordon





Last Name	First Name	Certification Area(s)	Clearance Date
Adriano	Kristina	Elementary K-6	6/1/2016
Almquist	Danielle	School Social Worker	9/27/2017
Arkainno	Jeff	Health and Physical Education	7/8/2015
Aziz	Sarah	Teacher of Spanish, ESL	7/12/2019
Bachman	Jennifer	Elementary K-6, TOSD	7/5/2017
Baker	Rachel	Elementary K-6, TOSD	12/20/2017
Bell	Jeremy	Elementary K-6	5/31/2017
Bell (Vennell)	Alison	Students with Disabilities, Elementary K-6	8/20/2014
Bellamy	Kristin	Elementary K-6	4/5/2017
Bivins	Valerie	Elementary K-6, TOSD	8/19/2015
Boettcher	Andy	Teacher of Social Studies	8/1/2018
Bonner (Yerkes)	Amanda	Elementary School Teacher	7/22/2015
Bonner Jr.	Robert	Elementary K-5	12/9/2015
Bonnette	Eunice	Teacher of Math	10/11/2019
Bono	Dominique	Elementary K-6	8/12/2015
Borreggine	Lisa	Teacher of English as a Second Language	6/27/2018
Brannigan	Valerie	Teacher of the Handicapped	10/8/2019
Brown	Tiana	Elementary K-6	7/8/2015
Butkovsky	Jenna	Elementary K-6	7/29/2015
Cain	Laura	Teacher of Art	7/26/2019
Carter	Caprice	English	10/21/2015
Cash	Eugene	Teacher of Health and PE	1/20/2016
Castillo	Sandra	Teacher of English	4/12/2019
Charlino	Ashley	Elementary K-6, TOSD	8/16/2019
Chase	Natasha	Teacher of English	6/14/2019
Cherry	Leslie	Elementary K-6	6/25/2019
Choi	Christina	Elementary K-5, ELA 5-8, Math 5-8	8/27/2019
Cintron-Cardozo	Raquel	Teacher of Spanish	4/12/2019
Clark	Kimbery	Elementary K-5	9/2/2015
Colley	Gavin	Elem K-6, Teacher of Chemistry	4/12/2019
Cordrey	Lauren	Elementary K-6, TOSD	8/1/2018
Crescenti	Brian	Elementary K-6	8/17/2016
Cuffee	Yevette	Elementary with Language Arts/Literacy 5-8	8/13/2014

D'Angelo	Amanda	Elementary K-6, TOSD	11/13/2018
Daniels	Carrie	Elementary K-8	6/21/2019
D'Antonio	Heather	Supervisor, LDTC, & Elementary K-6	8/20/2014
Datil	Desiree	Elementary K-6, Social Studies 5-8	2/24/2016
Davis	Janice	Teacher of Biological Science	7/16/2019
Day	Anthony	Teacher of Social Studies	7/25/2018
Deevey	Daniel	Teacher of Social Studies	5/31/2017
Denison	David	Elementary K-6, Elementary with ELA 5-8	8/10/2016
DeShazor	Lolita	Teacher of English, TOSD	12/6/2017
Diaz	Irma	Elementary K-6, Bilingual	7/15/2015
Donnelly	Lauren	Elementary K-6, TOSD	9/12/2018
Dressler	Jennifer	Elem K-6	8/1/2018
Dressler	Jennifer	Elem K-6, TOSD	8/1/2018
Durkin	Katherine	Teacher of Spanish, ESL	10/9/2013
Ehle	Ralph	Teacher of Math, Elem K-6, Math 5-8, TOSD	7/30/2019
Eural	Daniel	Teacher of Music	8/1/2018
Eural (Bivins)	Ashley	Music	8/13/2014
Farmer	Danielle	Elementary K-6	12/13/2017
Farrell	Erin	Elementary K-6	6/14/2017
Feliciano	Jayah	Elementary K-6	8/8/2018
Fleishman	Brandon	Elementary K-6	11/5/2014
Fleming	Angela	Elementary K-6, TOSD	4/12/2019
Foti	Chris	Teacher of Health and Physical Education	7/18/2018
Frederick	Amanda	Teacher of English, Theater	7/23/2019
Fronza	Heather	PK-3, Students with Disabilities	7/12/2017
Gallagher (Blake)	Kimberly	Principal	5/17/2017
Garcia	Alex	Teacher of English	3/5/2019
Garvin	Kimberly	Elementary K-6	8/27/2014
George	Andrew	Elementary K-6	7/26/2017
Gismondi	Jessie	Principal	8/13/2014
Gonzalez	Frances	School Social Worker	7/20/2016
Gonzalez	Marcus	ESL	6/25/2015
Grant	Cheryl	Teacher of handicapped, Elementary K-6	12/4/2018
Grayson	Cara	Elementary K-6	8/16/2017

Grenier	Trevin	Students with Disabilities, Elementary K-6	11/15/2017
Guenther	Shahna	Teacher of English, TOSD	5/14/2019
Hairston	Mekha	Elementary K-6	1/10/2018
Hall	Erica	Elementary K-6	8/20/2014
Harrigan	Caitlin	Teacher of English	8/2/2019
Harris	Cintrella	PK-3	8/20/2014
Hart	Sayla	School Social Worker	8/2/2017
Harvey	Kelly	Teacher of Biological Science, Chemistry	12/21/2018
Haughey	Joseph	Elementary K-6	5/31/2018
Hayes	William	Principal	7/22/2015
Hernandez	Sonia	Social Studies	12/24/2014
Holding	Allison	Elementary K-6	9/2/2015
Hood	Sharon	Elementary K-6	8/29/2018
Hoover `	Michael	Elementary K-6	5/3/2019
Horowitz	Danielle	Principal	7/6/2016
Howard	Tonya	Supervisor	7/19/2017
Howell	Michelle	Supervisor	11/9/2018
Howell-Turner	Meredith	Principal	9/10/2014
Hudson	Cashana	Teacher of Biological Science	8/24/2016
Hunter	LaToya	Elementary K-6	5/27/2015
Hunter	Paula	Elementary K-6, TOSD	6/28/2017
Jamison (Ceasar)	Ariel	K-6	12/6/2019
Janocha	Matthew	Teacher of Health and Physical Education	7/25/2018
Jenkins	Farrah	Elem K-6, TOSD	4/12/2019
Johnson	Kate	School Social Worker	4/25/2018
Jones	Wheatonia	Teacher of handicapped	8/1/2018
Juckett	Michael	Teacher of Social Studies	10/11/2017
Keefer	Veronica	Teacher of Physics	5/22/2019
Kelly	Ronald	Teacher of Health and PE	7/23/2019
Kennedy	Samantha	PK-3, K-6, TOSD	3/9/2016
Kopecki	Lauren	Elementary K-6, TOSD	4/2/2019
Lander	Sherry	Elementary K-5	7/8/2015
Lappin	Lauren	Elementary K-8	8/20/2014
LaRosa	Erika	Elementary K-6	9/5/2018

Lastique	Chelsea	PK-3	8/22/2018
Liszewski (Lash)	Christa	Elementary K-6, TOSD	6/22/2016
Lopez-Mendez	Griselda	Elementary K-6	9/16/2015
Lopiano	Cecillia	PK-3	8/20/2014
Lorenz	Amanda	Elementary K-6	6/4/2019
Loschiavo	Sheila	Elementary K-6, TOSD	8/23/2019
Love	Melissa	Elementary K-6, Math 5-8	7/18/2018
Lubas	Jenna	Teacher of Music	8/26/2009
Lundstedt	Melissa	Elementary K-6, TOSD, Supervisor	12/6/2017
Lynard	Shikeena	Teacher of Health and Physical Education	6/21/2019
Lynch	Jessica	Elementary K-6, ESL	6/7/2019
Malony	Stephanie	Elementary K-6, Math 5-8, TOSD	5/2/2019
Markakis	Athena	Art	7/13/2016
Martin	Monina	Elementary K-6	7/16/2019
Martin (Montini)	Christina	Elementary K-6	7/20/2016
Martinez	Ashley	Elementary K-6	8/9/2019
Matthews	Chevon	Teacher of Biological Science	5/10/2019
Maurizio	Kourtney	Elementary K-6	8/24/2016
Mazyck	Alexandra	Elementary K-6, TOSD	7/13/2016
McCord	Chanel	School Counselor	2/14/2018
McDonnell	James	Elementary K-6	7/19/2017
McDonough	Christina	Early Childhood PK-3	7/15/2015
McDuffie (Rivera)	Stephanie	Early Childhood PK-3	6/17/2015
McGowan	Amanda	Elementary K-6	6/17/2015
McGraw	RoseMarie	Elementary K-6	6/28/2017
McNeil	Erin	Teacher of English	1/10/2018
Mekosh	Colleen	Elem K-6, Math 5-8	4/12/2019
Meora	Adam	Teacher of English	4/12/2019
Miranda	Jasmine	Teacher of Math	7/16/2019
Moore	Shavonne	Elementary K-6	8/13/2019
Murphy	Tamia	Elementary School Teacher	7/1/2015
Muscelli	Stephen	Elem K-6, Math 5-8	8/2/2017
Neide	Sarah	Elementary K-6	11/1/2017
Newell	Justin	Elementary with ELA 5-8	8/30/2017

Nolan (Herner)	Amanda	Elementary K-6	7/27/2016
O'Neil	Shawn	Teacher of Health and PE	6/15/2016
Pace	Christina	Elem K-6	7/9/2019
Parks	Julia	Teacher of Math	8/2/2019
Pearson	Jasmine	PK-3	4/27/2016
Penza	Megan	Elementary K-6	6/17/2015
Perelman (Schueren)	Dara	Teacher of Social Studies	5/10/2017
Perez	Jessica	School Social Worker	11/2/2016
Perry	Rafelle	Elementary K-6, TOSD	11/9/2018
Philpott	Haley	Elementary K-6, TOSD	6/24/2015
Pinto	Jade	Elementary K-6	8/9/2019
Piro	Crystal	Teacher of Biological Science	6/21/2019
Principato	Laura	Elementary K-6	7/5/2019
Pringle	Ciana	Teacher of English	12/21/2018
Quezada	Edwin	Teacher of Social Studies, TOSD	8/9/2019
Quirk	Michelle	Students with Disabilities, Elementary K-5, English	8/6/2014
Ramirez	Lauren	Health & Physical Education	6/27/2018
Ranck	Allison	ESL, Spanish, Bilingual, Elementary K-6	6/15/2016
Reid	Rickia	Principal	7/8/2015
Reiss	Ashley	Elementary K-6, ESL	8/20/2014
Rettew	Bart	Teacher of Math	7/12/2019
Rhock	Aaron	Elementary K-6	8/3/2016
Rivera	Folashade (Shade)	PK-3, K-6, Supplemental Inst Reading & Math 5-8, TOSD	6/17/2015
Roberts	O'tillia	Elementary K-6, TOSD	8/19/2015
Roberts (Szkaradnik)	Jennifer	Elementary K-6, TOSD	5/20/2015
Robinson	Daniel	Teacher of Social Studies	7/5/2019
Roman	Katherine	Elementary School Teacher, ESL, TOSD	7/22/2015
Romero	Melissa	Elementary K-6, Bilingual, ESL	8/8/2018
Royster	Leyone	Early Childhood N-3, ESL, Supervisor	8/29/2018
Rucker	Michael	Teacher of Social Studies	6/28/2019
Ruff	Elisabeth	Elementary K-6	6/7/2019
Saggiomo	Kristen	Elementary K-6, TOSD	8/12/2015
Salvatore	Joanne	Elementary K-6, TOSD, ESL	11/12/2019
Santiago-Michaels	Annette	Teacher of English	6/4/2019

Scelfo	Nancy	Elementary K-6, TOSD	3/30/2016
Schatz	Sydney	Students with Disabilities, Elementary K-6	8/13/2014
Schmidt	Laura	Elementary K-8	8/13/2014
Schoen	Katherine	School Social Worker	12/27/2017
Shacklett	Eric	Music	5/16/2018
Shani	Chinyere	Elementary K-6	8/27/2015
Sherwood	Courtney	Teacher of the Handicapped	5/18/2016
Sindoni	Rachel	Students with Disabilities, Elementary K-6	7/4/2018
Skolnik	Lara	Elementary K-6	9/5/2018
Smith	Ambrial	School Social Worker	4/18/2018
Smith	Anysa	Teacher of Social Studies	5/16/2018
Smith	Denzel	Elementary K-6	3/30/2016
Solomon	Samantha	TOSD, Teacher of Pyschology	8/8/2018
Soto	Marla	Teacher of ESL	12/27/2017
Spivak	Marc	Elementary K-6	6/15/2016
Steckel	Catherine	Elementary K-6, TOSD	8/5/2015
Steltz	Dillion	Elementary K-6, TOSD	5/23/2018
Stevens	Kia	Elementary K-6, Science 5-8	7/29/2015
Stewart	Thea	LDTC	11/5/2014
Surgick	Eboni	Elementary K-6, TOSD	4/12/2019
Tait	Sandi	Teacher of Vocational Arts/Dance	6/21/2019
Taylor	Brittany	Elementary K-6, Elementary with Math 5-8	8/2/2017
Taylor	Cynthia	Elementary School Teacher (K-8)	5/2/2018
Taylor	Cynthia	School Social Worker	5/2/2018
Tejero	Jenese	Elementary K-6, TOSD	6/1/2016
Thompkins Jr.	Martel	Teacher of Art	7/12/2017
Thornsberry	Joyce	Elementary K-6	9/28/2016
Towns	Maurice	Elementary K-6, Math 5-8	4/12/2019
Trautz	Heather	Art/Visual Arts	6/10/2015
Travers	Michael	Elementary K-6	7/15/2015
Trendler	Elise	Elementary School Teacher	8/5/2015
Vanderslice	JoAnna	Elementary School Teacher, TOSD	7/26/2019
Venafro	Krista	Elementary K-6	6/3/2015
Vincent	Leah	Teacher of the Handicapped	8/22/2018

Ward	Danielle	Teacher of Biological Science	1/11/2019
Ward (Martinez)	Veronica	Elementary K-6, ESL	9/27/2015
Wenzel	Andrew	Teacher of Physics	7/26/2019
White	Dana	Elementary K-6	8/5/2015
Wilgus	Tina	Health & Physical Education	8/9/2017
Williams	Afton	Elementary K-6, TOSD	7/27/2016
Williams	Heather	Teacher of Math	7/25/2018
Williams	Laura	Teacher of English	5/17/2017
Williams	Niki	Elementary K-5, Teacher of Art	8/6/2014
Williams	Stephen	Principal	7/27/2016
Wilson	Deraurah	Elementary K-6	9/28/2016
Wilson	Jonathan	Teacher of Social Studies	7/19/2019
Yeager	Deborah	School Social Worker	9/6/2017
Zindel	Ken	Elementary K-6, Math 5-8	4/12/2019
Zucatti	Lauren	PK-3	8/13/2014



Mastery Schools

2020-2021 Calendar

June 2020	
6/11	Students' Last Day
6/12	Teachers' Last Day
6/22	New Leaders Orientation
6/23 – 6/26	All Admin Training with differentiated sessions for New Leaders
6/29 – 7/3	Summer Shutdown Week (Schools and Administrative Offices Closed)
July 2020	
7/6	Independence Day Observation
7/7 – 7/30	Summer School
7/31	Eid al-Adha
August 2020	
8/24	Students' First Day of School (1 st – 12 th Grade)
September 2020	
9/7	Labor Day (Schools and Administrative Offices Closed)
9/8	First Day for Kindergarten Students
9/28	Yom Kippur (Schools and Administrative Offices Closed)
November 2020	
11/3	Fall Election Day (PD Day - No School for Students.)
11/25 – 11/27	Thanksgiving Break (Schools and Administrative Offices Closed)
December 2020	
12/24 – 12/31	Winter Break (Schools and Administrative Offices Closed)
January 2021	
1/1	New Year's Day (Schools and Administrative Offices Closed)
1/4	PA Teachers Return from Winter Break (PD Day for Teachers. No School for Students)
1/4	NJ – Students and Staff return from Winter Break
1/5	PA Students Return from Winter Break
1/6	Three Kings Day (PD Day for Camden teachers. No school for NJ Students)
1/18	Martin Luther King, Jr. Day (Schools and Administrative Offices Closed)
February 2021	
2/15	Presidents' Day (Schools and Administrative Offices Closed)
March 2021	
3/29 – 4/2	PA Spring Break
April 2021	
4/1 – 4/2	PA Spring Break
4/2 – 4/9	NJ Spring Break
May 2021	
5/13	Eid al-Fitr (Schools and Administrative Offices Closed)
5/18	PA Municipal Primary Elections (Schools closed for PA Students and Staff)

5/31	Memorial Day (Schools and Administrative Offices Closed)
June 2021	
6/8	Students' Last Day
6/9	Teachers' Last Day

** Updated 1/17/20*

School Ethics Act Statement of Assurance

Mastery Schools of Camden

We affirm that the board of trustees for Mastery Schools of Camden operates in accordance with the School Ethics Act, *N.J.S.A. 18A: 12-23*, and the Open Public Meetings Act, *N.J.S.A. 10:4-6 et seq.*



School Lead, Scott Gordon



Board Secretary, Michael Patron

Appendix F

Amendments to Bylaws

Not Applicable – There were no amendments to the bylaws of the board of trustees during the 2019-2020 school year.

Appendix G

Facilities Timeline

Not Applicable – There were no modifications to the existing plans.