



**New Jersey Department of Education,
Office of Charter and Renaissance Schools
Renaissance School Project**

Introduction

The annual report was established in the Urban Hope Act, N.J.S.A. 18A:36C-1 et seq., as a way to facilitate the Commissioner’s review of renaissance school projects. A renaissance school project must submit an annual report on August 1 following each full school year in which it is in operation.

Annual Report Submission Guidelines

Annual Report Submission: Per *N.J.A.C.6A:31-5.1(b)*, the renaissance school project must submit an annual report to the Commissioner and the renaissance school district. Per *N.J.S.A. 18A:36C-10(b)*, the report shall be made publicly available, including on the Department of Education’s website.

Submission Process for the 2020-2021 Report: The annual report must be submitted via Homeroom as a Word document titled “Annual Report 2021.” To submit the report, upload it to the subfolder “Annual Report 2021” located inside the folder “Annual Report” on the renaissance school project’s Homeroom site. Each Appendix must be saved as a separate Word or .PDF document using the [file naming convention](#) found at the end of this document and then uploaded to the “Annual Report 2021” subfolder on the school’s Homeroom site.

Additional Submission Requirements: A copy of the report must be submitted to the renaissance school district no later than 4:15 p.m. on Monday, August 2, 2021.

Written Comment Period: The school district or State district superintendent(s) of the renaissance school district may submit comments regarding the annual report to the Commissioner by October 1, 2021.

Annual Report Questions

Basic Information about the School

Fill in the requested information in below.

Table 1: Basic Information

Basic Information	
Name of renaissance school project	<i>KIPP Cooper Norcross, A New Jersey Nonprofit Corporation</i>
Grade level(s) to be served in 2021-2022	K-10
2020-2021 enrollment (as of June 30, 2021)	1768
Projected enrollment for 2021-2022	1970
Current waiting list for 2021-2022	84
Website address	www.kippnj.org
Name of board president	Tim Carden
Board president email address	tim@p5grp.com
Board president phone number	973.622.0905
Name of renaissance school project lead	Ryan Hill
School lead email address	rhill@kippnj.org
School lead phone number	973.622.0905

Basic Information	
Name of School Business Administrator (SBA)	Steve Small
SBA email address	ssmall@kippnj.org
SBA phone number	973.622.0905

School Site Information

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

Table 2: School Site

School Site Information	
Site name	<i>Lanning Square Primary School</i>
Year site opened	2014
Grade level(s) served at this site in 2020-2021	K-4
Grade level(s) to be served at this site in 2021-2022	K-4
Site street address	525 Clinton Street
Site city	Camden
Site zip	08103
Site phone number	856-966-9600
Site lead or primary contact's name	Brittany Middleton
Site lead's email address	bmiddleton@kippnj.org

School Site Information	
Site name	<i>Lanning Square Middle School</i>
Year site opened	2015
Grade level(s) served at this site in 2020-2021	5-8
Grade level(s) to be served at this site in 2021-2022	5-8
Site street address	525 Clinton Street
Site city	Camden
Site zip	08103
Site phone number	856-966-9600
Site lead or primary contact's name	Bridgit Cusato-Rosa
Site lead's email address	busatorosa@kippnj.org

School Site Information	
Site name	<i>Whittier Middle School</i>

School Site Information	
Year site opened	2016
Grade level(s) served at this site in 2020-2021	3-8
Grade level(s) to be served at this site in 2021-2022	3-8
Site street address	740 Chestnut Street
Site city	Camden
Site zip	08103
Site phone number	856-966-9600
Site lead or primary contact's name	Travis Dempsey
Site lead's email address	tdempsey@kippnj.org

School Site Information	
Site name	<i>KIPP Cooper Norcross High School</i>
Year site opened	2020
Grade level(s) served at this site in 2020-2021	9
Grade level(s) to be served at this site in 2021-2022	9-10
Site street address	1600 South 8 th Street
Site city	Camden
Site zip	08103
Site phone number	856-966-9600
Site lead or primary contact's name	Deanna Ackerman
Site lead's email address	dackerman@kippnj.org

Organizational Performance Areas

Education Program and Capacity

1.1 Mission

- a) 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.)

KIPP NJ's Vision: *One day, our nation will know Newark and Camden, NJ, as cities of world-class public education.*

KIPP NJ's Mission: *The mission of KIPP New Jersey is to create a network of schools in Newark and Camden, New Jersey, that instill in their students the desire and ability to succeed in college, in order to change the world.*

KIPP NJ's Values: *Kid focus. TEAMwork. Freedom. Fun. Improvement. Impact.*

KIPP is a national network of 200+ free, open-enrollment, college-preparatory public schools dedicated to preparing students in underserved communities for success in college and life. KIPP New Jersey is one region of KIPP's national network, currently comprised of fourteen schools in Newark and three schools in Camden.

KIPP's Five Pillars

High Expectations- KIPP schools have clearly defined and measurable high expectations for academic achievement and conduct. Students, parents, teachers, and staff create and reinforce a culture of achievement and support through a range of formal and informal rewards and consequences for academic performance and behavior.

Choice & Commitment- Students, their parents, and the faculty of each KIPP school choose to participate in the program. No one is assigned or forced to attend a KIPP school. Everyone must make and uphold a commitment to the school and to each other to put in the time and effort required to achieve success.

More Time- KIPP schools know that there are no shortcuts when it comes to success in academics and life. With an extended school day, week, and year, students have more time in the classroom to acquire the academic knowledge and skills that will prepare them for competitive high schools and colleges, as well as more opportunities to engage in diverse extracurricular experiences

Power to Lead- The principals of KIPP schools are effective academic and organizational leaders who understand that great schools require great school leaders. They have control over their school budget and personnel. They are free to swiftly move dollars or make staffing changes, allowing them maximum effectiveness in helping students learn.

Focus on Results- KIPP schools relentlessly focus on high student performance on standardized tests and other objective measures. Just as there are no shortcuts, there are no excuses. Students are expected to achieve a level of academic performance that will enable them to succeed at the nation's best high schools and colleges.

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.
- b) Provide details about any planned changes to the curriculum and assessments for the 2021-2022 school year. Please limit your response to a 1-page maximum.

In the 2021-22 school year, we will be prioritizing depth over breadth in our curriculum. We want to ensure students gain deep conceptual understanding of the major works of their grade-level. We will ensure that key standards are given ample time in the scope and sequence and we include strategically placed days to either pre-teach a foundational skill before launching a new concept or re-teach a skill that assessment data shows our students need more support with. Additionally, we

will be revising our curriculum through the lens of Dr. Ghody Muhammad's Equity Framework to ensure that each lesson is tied to a bigger purpose.

We have revised our assessment model to create a greater balance of formative and summative assessment data and are being more intentional about spiraling power standards across assessments so that we can measure growth. We have also revised our assessments to ensure that there is varying rigor level of questions and a balance of multiple choice and open-ended response questions. We believe that these changes will allow us to get a better understanding of a student's true mastery and will give us better data to respond to and to communicate out to students and families.

1.3 Instruction

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

KCNA schools feature multiple instructional practices that are part of our approach to high quality instruction. First and foremost, we believe strongly in the rigor, quality, and standards-alignment of our assessments; these assessments are aligned to the Common Core and produce data that allows us to reflect on the efficacy of our teachers' instruction, and to then drive instruction according to student proficiency and needs. Our assessments remain relatively consistent year over year, so that we can progress monitor how our students are growing or not growing over time, and adjust our instruction accordingly. All of our lessons are aligned to the level of rigor and complexity of our internal assessments.

To meet the demands of the lessons and curriculum, our academic program is structured to allow for sufficient time in literacy, math, science, and history. For instance, in literacy our middle school students spend 60 minutes a day studying each content – math, literacy, science, and history. In our elementary school students spend 70 minutes a day in math, engaging with the Eureka curriculum and Cognitively Guided Instruction (CGI) and 155 minutes a day engaged in balanced literacy, including shared reading, writing, and guided reading. Additionally, all of our students spend at least 45 minutes in our Intervention Block, where they engage in instruction at their individual level on i-Ready and in small groups. Teachers use data from i-Ready and core instruction along with evidenced-based resources from the i-Ready Toolbox to target gaps and the foundational skills necessary to access grade-level content.

Instruction at KCNA can be considered high quality if it is responsive at this level, driven by data, and constantly aiming towards the rigor level of the standards.

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

Our instructional vision provides a full description of our beliefs about high quality instruction and our schools' instructional practices.

Our schools implement a curricular and assessment model aligned not only to the Common Core, but to the bar presented by the ACT and AP exams given at the high school level. In order to meet this bar, our teachers engage in intellectual prep for units and daily lessons, internalize the key

tasks of a lesson by doing the student work themselves and anticipating misconceptions, select hearty questions to emphasize over the course of a lesson, and allow students to explore and make meaning before providing intentional scaffolds or models to help clarify and stamp understandings. We emphasize the power of student discourse in helping students develop understandings, valuing student voices and thinking over teacher talk and direction. This allows our students to engage in deeper learning that they can transfer across disciplines for the longer-term.

- c) Describe how the school has made efforts to engage students in in-person instruction? What areas of strength and areas of opportunity remain? What percentage of students remain in remote instruction, if any?

We communicated frequently with families to ensure that they were informed of the positive impact in-person instruction was having on their child and to encourage daily attendance, and continued to provide bussing to and from school. We had social workers or deans available at each site to support our students' socio-emotional well-being after such an extraordinary year out of the school building. We also provided a week of training for staff to practice safety protocols and to prepare to execute hybrid instruction.

In order to ensure teacher and family concerns were addressed, we implement all the general safety measures of social distancing, mask-wearing, and daily cleaning, as well as:

- We remediated our HVAC systems to make sure that air quality was as safe and healthy as possible*
- We implemented surveillance testing and contact tracing of all in-person staff*
- We repeatedly surveyed families to gauge their interest in having students return in-person*
- We made vaccination information available and vaccines accessible as much as possible*

1.3 Assessment

- a) February 25, 2021, the Department required the submission of local interim assessment data to report on whether students were below, on, or above grade level, with "grade level" referencing the renaissance school project's expectations of student mastery of the New Jersey Student Learning Standards (NJSLS). For the purposes of the collection, the Department requested interim assessment data from assessments administered between November 16, 2020 and February 19, 2021. Fill in the following interim assessment data by percentage of students below, on, or above, and include end of year assessment results by percentage of students below, on, or above grade level for local assessments administered by the school.

Note 1: For grades K-4, we submitted internal ELA assessment data to the Department. The table below instead included F&P Reading Level proficiency for grade K-4 because we believe this paints a clearer picture of our students' reading growth this year

Note 2: For Grades 5-8 ELA, i-Ready was used as the End of Year assessment while our internal assessment was used for the Interim Assessment. Grade 5-8 students took the i-Ready assessment at the end of the year instead of the internal assessment because we were focused on reopening schools in the spring.

Table 3: Proficiency Rates on local assessments

Assessment	Interim Assessment			End of Year Assessment		
	Below	On	Above	Below	On	Above
Percentage of students:						
ELA K	46%	44%	6%	80%	7%	9%
ELA 1	91%	2%	7%	90%	2%	9%
ELA 2	78%	9%	10%	79%	6%	14%
ELA 3	73%	8%	19%	74%	5%	20%
ELA 4	78%	5%	17%	73%	5%	21%
ELA 5	76%	22%	1%	90%	8%	3%
ELA 6	73%	24%	3%	92%	5%	4%
ELA 7	60%	36%	4%	82%	10%	9%
ELA 8	66%	28%	5%	88%	8%	3%
ELA 9	81%	18%	1%	51%	32%	17%
ELA 10	N/A – no 10 th grade yet					
MAT K	28%	14%	58%	49%	9%	42%
MAT 1	78%	3%	20%	87%	3%	10%
MAT 2	93%	3%	4%	87%	5%	8%
MAT 3	87%	8%	5%	81%	11%	8%
MAT 4	91%	8%	1%	84%	13%	4%
MAT 5	89%	9%	1%	91%	7%	3%
MAT 6	90%	8%	2%	88%	10%	2%
MAT 7	92%	6%	2%	88%	8%	4%
MAT 8	92%	8%	0%	90%	8%	3%
Algebra I	60%	34%	6%	79%	18%	3%

Assessment	Interim Assessment	End of Year Assessment
Geometry	N/A – no students taking Geo or Alg II yet	
Algebra II		

- b) Identify the type of assessments used for interim assessment data:
- Solely charter created
 - Vendor and charter created
 - Combination of solely charter and vendor and charter created
- c) Identify the type of assessments used for end of year assessment results:
- Solely charter created
 - Vendor and charter created
 - Combination of solely charter and vendor and charter created
- d) Explain 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 K-12 academic priority for the 2021-22 school year is All of Our Kids Meet Their Potential. Our academic strategy is to continue the structures we have in place to ensure grade-level content is being taught at a high bar (intellectual prep, data analysis, coaching and feedback, etc.) while also implementing an academic intervention block to meet students where they are. During this block, students will engage in ELA or math content on their individual level while teachers pull small groups to target specific skills. We will use blended learning platforms (i-Ready in K-8 and Read180 and Math180 in high school) to obtain diagnostic data and get access to research-based strategies to use during small group instruction. We will progress monitor student usage of these platforms and set goals with students so that they are invested in reaching their individual growth goals. Additionally, teachers and leaders will receive ongoing professional development around vertical content knowledge so that they can appropriately scaffold when necessary and address any foundational gaps present that pose a barrier to accessing grade-level content.

- e) For each subject and grade level, provide a list of the diagnostic, formative, and summative assessments that were administered during the 2020-2021 year.

Grade	Subject	Diagnostic Assessments	Formative Assessments	Summative Assessments
Band				

Note: We discontinued the administration of formal assessments after March, 2020 due to COVID-19-related school closures.

K - 1	Literacy	<ul style="list-style-type: none"> F&P 	<ul style="list-style-type: none"> F&P Literacy Checkpoints Sight Word Quizzes 	<ul style="list-style-type: none"> Literacy Checkpoints
	Math	<ul style="list-style-type: none"> I-Ready 	<ul style="list-style-type: none"> Math Checkpoints (mid-module) I-Ready 	<ul style="list-style-type: none"> Math Checkpoints (end-of-module) I-Ready
2 - 4	Literacy	<ul style="list-style-type: none"> F&P 	<ul style="list-style-type: none"> F&P Cold Read Quizzes Sight Word Quizzes (K-2 Only) 	<ul style="list-style-type: none"> Quarterly Assessments
	Math	<ul style="list-style-type: none"> i-Ready 	<ul style="list-style-type: none"> Cumulative Review Quizzes I-Ready 	<ul style="list-style-type: none"> Quarterly Assessments
5 - 8	Literacy	<ul style="list-style-type: none"> RenSTAR 	<ul style="list-style-type: none"> Cold Read Quizzes 	<ul style="list-style-type: none"> i-Ready
	Math	<ul style="list-style-type: none"> i-Ready 	<ul style="list-style-type: none"> Cumulative Review Quizzes I-Ready 	<ul style="list-style-type: none"> Quarterly Assessments I-Ready
	Science	<ul style="list-style-type: none"> Pre-unit Assessment 	<ul style="list-style-type: none"> Chapter Focus Tasks Mid-unit Assessments 	<ul style="list-style-type: none"> End-of-Unit Assessment
	Social Studies	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> Mid-unit Quizzes 	<ul style="list-style-type: none"> End-of-Unit Assessments
9 - 12	Literacy	<ul style="list-style-type: none"> RenSTAR ACT Pre-Test (Magoosh) 	<ul style="list-style-type: none"> ACT Mid-Test Unit Assessments Midterms Assessments 	<ul style="list-style-type: none"> Unit Assessments Midterm Assessments Final Assessments
	Math	<ul style="list-style-type: none"> ACT Pre-Test (Magoosh) 	<ul style="list-style-type: none"> ACT Mid-Test Mastery Quizzes Midterm Assessments 	<ul style="list-style-type: none"> Unit Assessments Midterm Assessments Final Assessments

	Science	<ul style="list-style-type: none"> • ACT Science Pre-Test 	<ul style="list-style-type: none"> • Midterm Assessments • Mastery Quizzes 	<ul style="list-style-type: none"> • Midterm Assessments • Final Assessments
	History	N/A	<ul style="list-style-type: none"> • Mastery Quizzes • Midterm Assessments 	<ul style="list-style-type: none"> • Unit Assessments • Midterm Assessments • Final Assessments

- f) Describe how results from the assessments listed above were used to improve instructional effectiveness and student learning.

In our K-12 schools, we have established several structures to analyze assessment results and use the data to drive our instruction. Weekly, teachers participate in one-one-one meetings with their managers and content team meetings with other teachers that teach the same grade level and/or content area. Both of these meeting structures are spaces where teachers and coaches look at formative or summative assessment results and student work in order to create plans for curriculum adjustments, reteach, remediation, etc. At the end of each quarter, our K-12 schools engage in a “Data Day” where teachers are given time to analyze summative data, create plans for the upcoming quarter, and engage in professional development around instructional practices that would improve student learning based on the data.

- g) Describe how the school maintained fidelity in assessment outcomes through the administration of assessments in 2020-2021.

For the 2020-2021 school year, we developed an assessment model that allowed for synchronous administration of assessments in the remote setting. Teachers received training on how to live-proctor in a remote setting with Zoom and use test security features in Illuminate. Students were also required to submit pictures of their scratch paper or student work on Google Classroom to provide further evidence of their understanding. We communicated with families around the purpose of our assessments and how we use them to inform our instruction to further support fidelity during testing windows.

1.5 Organizational Capacity

- a) As **Appendix B**, provide an organizational chart of the renaissance school project for the 2021-2022 school year.
- 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.

1.6 2022-2022 School Calendar

- a) As **Appendix D**, please provide the 2021-2022 school calendar.

School Culture and Climate

2.1 School Culture and Climate

- a) Describe how the renaissance school project promotes and maintains 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 describe any specific changes as it relates to the mode and delivery of programming in 2020-2021. (Please limit your response to a 1-page maximum.)

Our long-term goal is for every single one of our kids to persist successfully through college, gaining greater access to a choice-filled life. We cannot realize this goal without more intentionally educating our kids to do just that - we know we have to give them opportunities to persist, challenge, inquire, engage, self-monitor and self-motivate.

At KCNA, we work to build a culture of learning from the first day of school in many ways:

- *Our classrooms are named after colleges (usually the alma mater of the teacher), and our teachers frequently discuss with students how KIPP will help them as they “climb the mountain to college”*
- *In every grade level K-8, our students have the opportunity to tour colleges and get a feel for what it will be like for them when they attend.*
- *Our students come in at very different levels – some more than four years behind and others are at our above grade level. Our goal is for each student to receive instruction right at their academic level and to be exposed to critical thinking and grade level appropriate ideas. We do this through a combination of whole group instruction, small group instruction, blended learning using educational software, and one-on-one conferencing.*
- *We also value both academic growth and performance. We celebrate students for many qualities and behaviors including hard work, improvement, kindness to others, and academic performance. We do this through various methods and are committed to continuing this positive reinforcement in both remote and in-person settings.*
- *We also believe that learning should include more than just academics – and our schools ensure that students have opportunities within the school day for physical activity, music, and visual and performing arts. Even during the pandemic when our schools were fully remote, students continued to receive remote instruction in P.E. and visual and performing art. We offered several virtual after-school clubs in our high school, including photography, cooking, and entrepreneurship.*

- b) Describe how the renaissance school project provides and maintains 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 and any specific changes as it relates to the mode and delivery of supports in 2020-2021. (Please limit your response to a 1-page maximum.)

KIPP Cooper Norcross Academy addresses the social, emotional, and health needs of our students in a variety of ways. Organizationally, KCNA has created a Wraparound Services team, led by a Director of Wraparound Services, to coordinate and develop non-academic supports for our students and families. KCNA is also on the leadership council of the Camden Promise Neighborhood, a five-year, \$30 million initiative funded by the US Department of Education to provide a full suite of cradle-to-college supports for students and families in South Camden.

Specific services and programs include:

Health services

- *The Cooper Health Center at KIPP Lanning Square is a full school-based health clinic located in our Lanning Square school building. It is open for 8 hours per day year-round, provides services that are free to all students, and is staffed by a full-time nurse practitioner and full-time medical assistant. The school-based health clinic continued to operate at reduced hours during the pandemic and provided an important alternative to parents who were reluctant to bring their children to a crowded doctor's office for safety reasons.*
- *Three full-time school nurses and one part-time school nurse oversee administration of medications and chronic illness management, in addition to responding to the daily needs of students.*

Social and emotional supports

- *In school year 2020-2021, we employed seven school social workers who provided individual and group counseling for students, and worked to connect students and families with outside resources.*
- *All schools have teams of behavior professionals who create and execute specialized behavior plans for students with behavior needs, intervene proactively with targeted students, and support students throughout the day with behavior needs.*
- *In partnership with the Camden Promise Neighborhood, KCNA has a Family Support team of three individuals, including two master's level social workers, who work full-time to support KCNA families and students in need. The Family Support team works alongside the school social work team to provide case management, resource connection, and in-home interventions as needed for students and families.*

Food services

- *KCNA started a food pantry in March 2020 when schools closed. In partnership with Logisticare, we were able to deliver pre-packed boxes of food to families, allowing us to serve families with transportation or other barriers to coming up to school to pick up food. Between March 2020 and June 2021, we distributed approximately 275,000 pounds of groceries to families, and made home deliveries to over 600 unique families.*
- *KCNA was a school meal distribution site when schools closed. Throughout school year 2020-2021, we were able to make deliveries of students' school meals to their homes, which again allowed us to account for any barriers families faced to picking up meals at school. Over the course of the school year, we delivered 400,000 school meals for approximately 750 participating KCNA students (about 40% of our total student body) as well as almost 100 children in our community who were not KIPP students.*

- c) Fill in the requested information in Table 4 below regarding the school’s discipline environment in 2020-2021. If there was a noticeable increase or decrease in suspensions and expulsions in 2020-2021 compared to 2019-2020, then please describe the reasons for the change below the table.

Table 4: Discipline Environment 2020-2021

Grade Level	Number of students enrolled (as of Oct. 15, 2020)	Number of students receiving an out-of-school suspension (unique count)	Number of students expelled
K	119	0	0
1	133	0	0
2	138	0	0
3	150	0	0
4	151	1	0
5	173	0	0
6	227	0	0
7	210	0	0
8	235	0	0
9	237	0	0
10	0	0	0
11	0	0	0
12	0	0	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 2020-2021 school year and how those events were offered, i.e. in-person, virtual, hybrid, etc.
- We held quarterly Parent Universities for all elementary school parents, in which teachers discussed the work that students were doing in class and how parents could support their children’s education.*
 - All of our grade levels held remote parent-teacher conferences after first quarter and second quarter report cards were distributed.*
 - In partnership with the Center for Family Services, we have a Family Support team that works directly with KIPP families in need, providing resource connection, case management, and in-home supports.*
 - As noted above, we provided extensive food resources for families in need.*
- b) List and briefly describe the major activities or events conducted by parents/guardians to further the school’s mission and goals and how those events were offered, i.e. in-person, virtual, hybrid, etc.
- Middle school parents organized into parent groups. These groups were formed with the goal of increasing parent voice, both within school and in the broader community.*

- b. *Parents volunteered in classrooms, chaperoned field trips, and supported our monthly food pack distributions.*
- c. *Parents also went out into the community to encourage prospective students and families to apply to our school.*

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.
<i>Relay Graduate School of Education</i>	<i>Partnership allowed teachers to advance graduate education</i>	<i>Graduate school education for novice teachers. Some teachers attended 2 evening and one Saturday class per month. Others attended up to 8 classes per month.</i>
<i>Camden Teacher Pipeline</i>	<i>Student teacher placement</i>	<i>Placement of student teachers from Rowan University and Rider University in KCNA classrooms. In 2020-2021, we hosted one student teacher for a full year and two for one semester each.</i>

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.
<i>Center for Family Services</i>	<i>Family Support</i>	<i>Three CFS staff members based full-time at KCNA to support KCNA families, as well as weekly support for food pantry operations.</i>
<i>Food Bank of South Jersey</i>	<i>Food pantry, nutrition education</i>	<i>Monthly shipments of food for KCNA emergency food pantry</i>
<i>Philabundance</i>	<i>Food pantry</i>	<i>Monthly deliveries of food packs, periodic deliveries of grocery items for food pantry.</i>
<i>Campbell's</i>	<i>Food and nutrition</i>	<i>KCNA is the site of the Campbell's Healthy Communities program in Camden, which brings together several organizations that</i>

		<i>provide programming to support nutrition and health.</i>
<i>FoodCorps</i>	<i>Food and nutrition</i>	<i>KCNA was the host site for one full-time FoodCorps service member who provided nutrition education classes, managed the school garden, and managed operations of our food pantry.</i>
<i>Cooper University Health Care</i>	<i>School-based health clinic</i>	<i>In 2020-2021, the Cooper school-based health clinic at KIPP Lanning Square operated for approximately 20 hours per week from November through June.</i>
<i>Gracious Smiles</i>	<i>School-based dental services</i>	<i>Gracious Smiles provides in-school dental services at KIPP Lanning Square and KIPP Whittier. In school year 2020-2021, services were provided off-site at the Gracious Smiles office location.</i>
<i>Vetri Community Partnership</i>	<i>Extracurricular programming</i>	<i>Remote after-school cooking classes for high school students in fall 2020.</i>
<i>EJM Photography</i>	<i>Extracurricular programming</i>	<i>Remote after-school photography classes for high school students in fall 2020.</i>
<i>Girls Inc</i>	<i>Extracurricular programming</i>	<i>Remote after-school social-emotional groups for high school students in fall 2020.</i>

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

We believe that our students' learning depends on their basic needs being met, in addition to their academic needs. As a result, we seek out partnerships with organizations that can provide supports that strengthen our students' and families' health and well-being. We also believe that it is important to help our students and families engage with the communities they are a part of (neighborhood, city, state, country) and work to create a more equitable and just society.

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	Start Date	Term Expiration Date	Role on Board	Email Address	NJSBA Training
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Michael Goodman	2/27/2020	2/26/2023	Trustee	goodman-michae@cooperhealth.edu	06/26/21
Sheila Roberts	2/27/2020	2/26/2023	Trustee	n/a	06/27/21
Marcus Worlds	2/27/2020	2/26/2023	Trustee	worlds-marcus@CooperHealth.edu	06/28/21
William Smith	2/27/2020	2/26/2023	Trustee	smith-william@cooperhealth.edu	05/24/21
Jordan Metzger	3/19/2019	3/19/2023	Trustee	jmetzger@coleschotz.com	06/26/21
Christine Choi	4/25/2019	4/25/2022	Trustee	wchristinechoi3@gmail.com	05/18/21
Kathleen Nugent Hughes	4/25/2019	4/25/2022	Trustee	kathleen.m.nugent@gmail.com	6/27/21
Tim Carden	3/19/2020	3/19/2023	Chair	tim@p5grp.com	06/30/21
Rahul Goyal	4/25/2019	4/25/2022	Trustee	rgoyal@aeainvestors.com	06/30/21

- 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.*

Please see attached.

- c) As **Appendix F**, provide a copy of any amendments to the bylaws the board of trustees adopted during the 2020-2021 school year.

N/A

- 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.

KCNA School board minutes can be found at: <http://kipnpj.org/compliance/>

- e) Please identify the number of board members required by the renaissance school project’s bylaws.

KIPP Cooper Norcross Academy’s bylaws require 9 members of the Board of Trustees.

Enrollment

- a) Fill in the requested information in below with enrollment information for each grade level by site. Please complete a separate chart for each site that will be operating in 2021-2022. Please add an additional chart for each additional site.

Table 8: Enrollment for Sites

Site 1 : Lanning Square Elementary and Middle Schools Enrollment

Grade	Enrollment Count on Last Day of the 2020-2021 School Year	Projected Enrollment for the 2021-2022 School Year
K	121	123
Grade 1	133	118
Grade 2	140	138
Grade 3	124	145
Grade 4	123	125
Grade 5	106	124
Grade 6	122	116
Grade 7	118	121
Grade 8	119	121
Grade 9		
Grade 10		
Grade 11		
Grade 12		
Total	1106	1131

Site 2 : KIPP Cooper Norcross Whittier Middle School

Grade	Enrollment Count on Last Day of the 2020-2021 School Year	Projected Enrollment for the 2021-2022 School Year
K		
Grade 1		
Grade 2		

Grade 3	26	29
Grade 4	26	58
Grade 5	63	58
Grade 6	105	85
Grade 7	96	117
Grade 8	114	114
Grade 9		
Grade 10		
Grade 11		
Grade 12		
Total	430	461

Site 3: KIPP Cooper Norcross High School

Grade	Enrollment Count on Last Day of the 2020-2021 School Year	Projected Enrollment for the 2021-2022 School Year
K		
Grade 1		
Grade 2		
Grade 3		
Grade 4		
Grade 5		
Grade 6		
Grade 7		
Grade 8		

Grade 9	232	220
Grade 10		220
Grade 11		
Grade 12		
Total	232	440

- b) Fill in the requested information in Table 9 below for the total enrollment and revenue of all school sites. If final fiscal year funding from Camden City School District is unavailable please provide the anticipated final funding amount.

Table 9: Total Enrollment and Revenue for all Sites

Final Fiscal Year 21 Total Enrollment for all Sites	1768
Final Funding from Camden City School District Fiscal Year 21	At this time, final funding is not determined. KCNA is still reconciling funding for FY21 with CCSD.
Final Fiscal Year 21 Enrollment for non-resident district students	KCNA had 7 non-resident students in FY21.
Final Fiscal Year 21 non-resident enrollment tuition received	KCNA and CCSD are still reconciling final funding.
Projected Fiscal Year 22 Total Enrollment for all Sites	1970
Projected Funding from Camden City School District Fiscal Year 22	\$38,432,289
Projected Fiscal Year 22 Enrollment for non-resident district students	7
Projected Fiscal Year 22 non-resident enrollment tuition received	KCNA and CCSD are still reconciling final funding

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

At KCNA, we prioritize keeping our students within our network year over year whenever possible.

To ensure that our attrition is as low as possible, KCNA monitors attrition rates in real-time via an online dashboard accessible to all school leadership and operations team members. We

internally track intra-city attrition (students choosing another school in Camden) and inter-city attrition (students moving outside the city). We believe it is our responsibility to minimize the former by continuing to meet the needs of all students and families, and the latter we view as largely unavoidable.

Additionally, KCNA works to minimize attrition rates via daily attendance monitoring and weekly enrollment blasts. Every day, each school's School Operations Manager (SOM) makes calls home to absent students. During these calls, the SOM helps families proactively problem-solve around issues such as transportation that could lead to attrition if a family does not receive early supports. Weekly enrollment blasts include a report of all students who have been absent for 3+ days. This report allows school leadership teams to identify students at risk for attrition and escalate attendance issues to proper supports such as the school nurse, transportation coordinator, school social worker, displacement coordinator, etc. These monitoring systems help to ensure stable enrollment at KCNA.

Additionally, if a parent informs our operations team that they would like to transfer to another school in Camden, the student's advisory teacher and School Leader reach out to the parent to better understand the reasons for their desire to leave and to work to find a solution with the family that will keep them in our schools.

Facilities

5.1. Funding

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

In 2021-2022 the School plans to finance the cost of renovating the newly acquired Hatch Street facility.

- 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 2021 and June 2022.

To accommodate our increased enrollment, we will begin the construction of a new wing at the site of the John Greenleaf Whittier school (740 Chestnut Street) in the summer of 2022. This additional space would be on the existing site. The new wing will be three stories and add roughly 50,000 square feet of instructional space.

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

All completed buildings have had substantial reconstruction plans submitted to the Department of Education. We received our building permit from the city of Camden on June 28th, 2021

- 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.

John Greenleaf Whittier school (740 Chestnut Street, Camden, NJ.)

2. Provide a description of changes/modifications to the facility(ies).

Building of a new three story, 50,000 square foot addition to connecting to the existing building. New construction work also includes renovation portions of the existing building.

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).

New construction and renovations are all performed under approved construction methods and activities with approved construction documents. All work has been approved by The City of Camden.

4. As **Appendix G**, provide a revised timeline for implementing the changes.

File Naming Convention

Table 10: Appendix File Naming Convention

Appendix	File Naming Convention
Appendix A	Appendix A Curriculum Statement of Assurance
Appendix B	Appendix B Organizational Chart
Appendix C	Appendix C Staff List
Appendix D	Appendix D 2020 – 2021 School Calendar
Appendix E	Appendix E Board Statement of Assurance
Appendix F	Appendix F Amendments to Bylaws
Appendix G	Appendix G Facilities Timeline

Each appendix must be submitted as a separate Word or .PDF file to the Homeroom folder “Annual Report 2020.” Save each appendix by the file naming convention provided in the second column of the above table.

Signature of School Official (School Lead):

Date: 07.28.2021

Print Full Name: Ryan Hill

Title: Chief Executive Officer and School Lead

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

Date: 07.28.2021

Print Full Name: Tim Carden

Title: President, Board of Trustees

Appendix A

Assurance that the school is meeting statutory and regulatory requirements

By checking each of the boxes and signing on the second page, the school confirms compliance with each of the statements listed. Once signed, save the document as a .PDF file named "Appendix A Statements of Assurance" and upload it to Homeroom. See page 2 of the annual report template for submission details.

X *Instructional Providers.* The School shall employ or otherwise utilize in instructional positions only those individuals who are certified in accordance with the requirements applicable to other public schools, or who are otherwise qualified to teach under section *N.J.A.C. 6A:9 et seq.*, and applicable federal law. For the purposes of this section, "instructional positions" means classroom teachers and professional support staff.

X *Background Checks; Fingerprinting.* The School shall maintain and implement procedures for conducting background checks (including a fingerprint check for a criminal record) of, and appointing on an emergency conditional basis (if applicable), all school employees and prospective employees (whether part or full time) of the School, as well as any individual who has regular access to the students enrolled in the school (including, but not limited to, employees and agents of any company or organization which is a party to a contract to provide services to the School) to the extent required by applicable law, including sections *N.J.S.A. 18A:6-7.1, et esq.*

X *Educational Program.* The School shall implement and provide educational programs that that are compliant with the New Jersey Student Learning Standards.

X *Student Disciplinary Code.* The School shall maintain written rules and procedures for student discipline, including guidelines for suspension and expulsion, and shall disseminate those procedures to students and parents. Such guidelines and procedures must be consistent with applicable law including, but not limited to, requirements for due process, provision of alternative instruction and federal laws and regulations governing the discipline and placement of students with disabilities.

X *Provision of Services.* The School shall provide services and accommodations to students with disabilities in accordance with any relevant polices adopted, as well as with all applicable provisions of the Individuals with Disabilities Education Act (20 U.S.C. § 1401 *et seq.*) (the "IDEA"), the Americans with Disabilities Act (42 U.S.C. § 12101 *et seq.*) (the "ADA") and section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794) ("Section 504") and all applicable regulations promulgated pursuant to such federal laws. This includes providing services to attending students with disabilities in accordance with the individualized education program ("IEP") recommended by a student's IEP team. The School shall comply with all applicable provisions of section *N.J.S.A. 18A:46-1 et seq.*, and section *N.J.A.C. 6A:11-4.8* of the Regulations concerning the provision of services to students with disabilities.

X Facility; Location. The School shall take such actions as are necessary to ensure that the Facility Agreement, licenses and certificates are valid and in force at all times that the Charter is in effect. Pursuant to *N.J.A.C. 6A:11-2.2*, actions shall include at a minimum: a new lease, mortgage or title to its facility (if the charter school has changed facilities); a valid certificate of occupancy for "E" (education) use issued by the local municipal enforcing official at *N.J.A.C. 5:32-2* (if the charter school has changed facilities); an annual sanitary inspection report with satisfactory rating; and an annual fire inspection certificate with "Ae" (education) code life hazard use at *N.J.A.C. 5:70-4*. Current copies of requisite documents shall be maintained in the New Jersey Homeroom OCRS document repository.

Signature of School Official (School Lead):

Date:

Print Full Name: Ryan Hill

Title: Chief Executive Officer

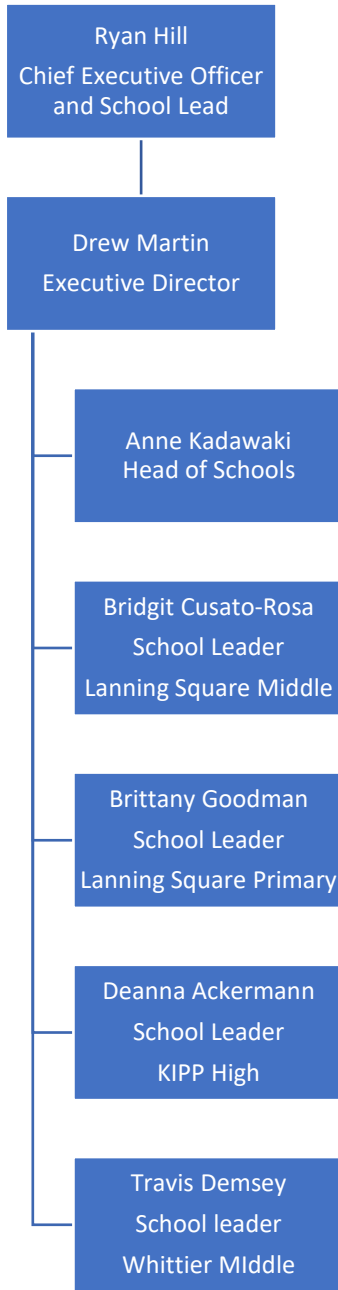
Signature of Signatory Official (President, Board of Trustees):

Date:

Print Full Name: Timothy Carden

Title: President, Board of Trustees

Appendix B – Organizational Chart



Appendix C Staff List

KCNA has updated staff information in NJSMART.

2021-2022 CALENDAR

**Updated 4/20/21

JULY 2021

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Jul 1-2 Closed
 Jul 5 Closed - Holiday
 Jul 6-30 Summer Hours: 9am-3pm

AUGUST 2021

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Aug 19-20 Half Day Dismissals: New Students
 Aug 23-27 Half Day Dismissals: ALL Grades
 Aug 30 Full Days Begin

SEPTEMBER 2021

S	M	T	W	T	F	S
			1	2	3	5
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Sept 6 No School: Labor Day

CALENDAR SYMBOLS KEY

- No School for Students
- Half Day Dismissal
- Summer Hours: 9am-3pm
- Start Dates
- Last Day of School
- Report Card Conferences
- Beginning / End of Quarter

OCTOBER 2021

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Oct 8 No School: Staff PD Day
 Oct 11 No School: Indigenous Peoples' Day

NOVEMBER 2021

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Nov 1 No School: Staff PD Day
 Nov 10-11 Half Day Dismissals: Q1 RCCs
 Nov 12 No School: Veteran's Day Obs.
 Nov 24-26 No School: Thanksgiving Break

DECEMBER 2021

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Dec 23-31 No School: Winter Break

Delayed Openings & Early Dismissals:

KIPP may call a delayed opening or an early dismissal because of an emergency or winter inclement weather. For winter inclement weather, KIPP will follow the decision made by the Camden City School District. In most cases, a delayed opening will mean each school starts two hours later than its regular start time and early dismissal will mean each school ends two hours earlier than its regular dismissal time.

Make-Up Days:

The calendar allows for 3 school days to be missed due to emergency or winter inclement weather. Any school cancellations in excess of 3 days will be made up by converting a staff PD day to a full school day and/or adding school days to the end of the school year.

JANUARY 2022

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Jan 6 No School: Staff PD Day
 Jan 17 No School: MLK Day
 Jan 24 No School: Staff PD Day

FEBRUARY 2022

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

Feb 2-3 Half Day Dismissals: Q2 RCCs
 Feb 21-25 No School: Mid-Winter Break

MARCH 2022

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Mar 28 No School: Staff PD Day

KIPP Lanning Square

525 Clinton Street
 Camden, NJ 08103
 (P) 856-966-9600

KIPP Lanning Square Primary (KLSP):
 (C) 856-350-5678
 dmuniz-herrera@kipnpj.org

KIPP Lanning Square Middle (KLMSM):
 (C) 267-291-4208
 tbaylock@kipnpj.org

APRIL 2022

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Apr 11 No School: Staff PD Day
 Apr 15 Half Day Dismissal
 Apr 18-22 No School: Spring Break
 Apr 27-28 Half Day Dismissals: Q3 RCCs

MAY 2022

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

May 30 No School: Memorial Day

JUNE 2022

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Jun 13-16 Half Day Dismissals
 Jun 15-16 Q4 RCCs
 Jun 16 Last Day of School

KIPP Whittier Middle (KWM)

740 Chestnut Street
 Camden, NJ 08103
 (P) 856-359-7046
 (C) 267-281-2897
 nverdejo@kipnpj.org

KIPP High School (KHS)

1600 S 8th Street
 Camden, NJ 08104
 (P) 856-263-6235
 jcustis@kipnpj.org

**Calendar subject to change if required by the State of NJ

Appendix E Board Statement of Assurance

KCNA provides assurance that it is in compliance with the School Ethics Act and Open Public Meetings Act.

Appendix F – Amendments to Bylaws

The KCNA Board of Trustees did not make any amendments to its bylaws between July 2020 and June 2021.

Appendix G – Facilities Timeline

July 2021 – KCNA anticipates the completion of the renovation of the Hatch School prior to opening our second elementary in August of 2022. KCNA will also add an addition to KIPP Whittier Middle School to accommodate increased enrollment in Fall 2022.

Construction timeline is as follows:

1. Renovation to existing building- April 2021
2. Completion of renovation work – September 2021
3. Start of New addition- June 2021
4. Completion of new addition-August- 2022