

New Jersey Department of Education, Office of Charter and Renaissance Schools Annual Report 2017

KIPP Cooper Norcross, A NJ Nonprofit Corporation
60 Park Place, Suite 802
Newark, NJ 07102
Phone: (973) 622-0905
Fax: (973) 860-1111

Contents

- BASIC INFORMATION ABOUT THE SCHOOL 3
 - 1. ORGANIZATIONAL PERFORMANCE AREAS 4
 - 1.1 Mission and Key Design Elements 4
 - 1.2 Curriculum 5
 - 1.3 Instruction 5
 - 1.4 Assessment 7
 - 1.5 Organizational Capacity - School Leadership/Administration 8
 - 2. SCHOOL CULTURE & CLIMATE 9
 - 2.1 School Culture and Climate 9
 - 2.2. Family and Community Engagement 10
- 3. BOARD GOVERNANCE 12
 - 3.1 Board Capacity 12
 - 3.2 Board Compliance 13
- 4. ACCESS AND EQUITY 13
 - 4.1 Access and Equity 13
- 5.1 COMPLIANCE 15

BASIC INFORMATION ABOUT THE SCHOOL

BASIC INFORMATION	
Name of school	<i>KIPP: Cooper Norcross, A New Jersey Nonprofit Corporation</i>
Grade level(s) to be served in 2017-18	<i>K-8</i>
2016-17 enrollment	<i>841</i>
Projected enrollment for 2017-18	<i>1106</i>
Current waiting list for 2017-18	<i>583</i>
Website address	<i>www.kippnj.org</i>
Name of board president	<i>Tim Carden</i>
Board president email address	<i>cardent@pfm.com</i>
Board president phone number	<i>973-622-0905</i>
Name of school leader	<i>Joanna Belcher</i>
School leader email address	<i>jbelcher@kippnj.org</i>
School leader phone number	<i>973-622-0905</i>
Name of SBA	<i>Steven Small</i>
SBA email address	<i>ssmall@kippnj.org</i>
SBA phone number	<i>973-622-0905</i>

SCHOOL SITE INFORMATION

SCHOOL SITE 1	
Site name	<i>Lanning Square Primary</i>
Year site opened	<i>2014</i>
Grade level(s) served at this site in 2016-17	<i>K-4</i>
Grade level(s) to be served at this site in 2017-18	<i>K-4</i>
Site street address	<i>525 Clinton Street</i>
Site city	<i>Camden</i>
Site zip	<i>08103</i>
Site phone number	<i>856-966-9600</i>
Site lead or primary contact's name	<i>Anne Kadowaki</i>
Site lead's email address	<i>akadowaki@kippnj.org</i>

SCHOOL SITE 2	
Site Name	<i>Lanning Square Middle School</i>
Year Opened	<i>2015</i>
Grade level(s) served at this site in 2016-17	<i>5-8</i>
Grade level(s) to be served at this site in 2017-18	<i>5-8</i>
Street Address 1	<i>525 Clinton Street</i>
City	<i>Camden</i>
Zip	<i>08103</i>
Site Lead or Primary Contact's Name	<i>Bridgit Cusato-Rosa</i>
Site Lead's Phone Number	<i>856-966-9600</i>
Site Lead's Email Address	<i>bcusatorosa@kippnj.org</i>

SCHOOL SITE 3	
Site Name	<i>Whittier Middle</i>
Year Opened	<i>2016</i>
Grade level(s) served at this site in 2016-17	<i>5</i>
Grade level(s) to be served at this site in 2017-18	<i>5-6</i>
Street Address 1	<i>525 Clinton Street</i>
City	<i>Camden</i>
Zip	<i>08103</i>
Site Lead or Primary Contact's Name	<i>Travis Dempsey</i>
Site Lead's Phone Number	<i>856-966-9600</i>
Site Lead's Email Address	<i>tdempsey@kippnj.org</i>

1. ORGANIZATIONAL PERFORMANCE AREAS

1.1 Mission and Key Design Elements

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 183 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 eleven schools in Newark and Camden. KIPP: Cooper Norcross Academy is a KIPP school in Camden.

As KCNA's objective is to remain true to the state's intention for renaissance schools to serve representative samples of the Camden school aged population, KCNA has gone to great lengths to make the school known and accessible to all students 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) All charter schools are required to adopt and implement curriculum aligned to the New Jersey Student Learning Standards. To affirm the charter school's commitment to this requirement, complete and submit Appendix A, available at the end of this document.

1.3 Instruction

KIPP Cooper Norcross 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 produce data that allow us to reflect on the efficacy of our teachers' instruction, and to then drive instruction according to student proficiency and needs. All of our lessons are aligned to the level of rigor and complexity of our internal assessments. These assessments have also been shown to be neatly aligned to the rigor bar of the PARCC, so we use results on our assessments to understand our likely proficiency on PARCC; this helps us to progress monitor and design supports that fit the needs of our kids and teachers.

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. In literacy for instance, our students spend 100 minutes a day studying our core text, and an additional 50 minutes a day to engage in independent reading and/or Guided Reading. In math, our students spend 60 to 80 minutes a day engaging with the Eureka curriculum, as well an additional 40 minutes in Cognitively Guided Instruction (CGI). Additionally, all of our students receive 40 minutes a day, almost daily, of Strategic Reteach, where teachers pull small groups of students to reteach concepts missed during the literacy or math lesson. Strategic Reteach is also when students may receive foundational or remedial instruction as needed.

Indeed, Strategic Reteach is emblematic of our definition of high quality instruction. Our expectation is that teachers assess student mastery daily, analyze student performance daily, and then respond by re-teaching (not repeating) the needed instructional concepts daily. 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.

1.4 Assessment

- a) Fill in the following table to show year over year trends in the proportion of students meeting or exceeding grade-level expectations (“proficiency rate”) on all PARCC assessments administered by the school. Note: If 2016-17 PARCC results have not been released to schools by July 15, 2017, then leave the 2016-17 column blank.

PROFICIENCY RATES ON PARCC ASSESSMENTS			
Assessment	2014-15	2015-16	2016-17
ELA 3	N/A	N/A	11%
ELA 4	N/A	N/A	25%
ELA 5	N/A	21%	22%
ELA 6	N/A	20%	31%
ELA 7	N/A	29%	47%
ELA 8	N/A	42%	43%
ELA 9	N/A	N/A	N/A
ELA 10	N/A	N/A	N/A
ELA 11	N/A	N/A	N/A
MAT 3	N/A	N/A	11%
MAT 4	N/A	N/A	7%
MAT 5	N/A	15%	20%
MAT 6	N/A	10%	23%
MAT 7	N/A	11%	22%
MAT 8	N/A	7%	23%
Algebra I	N/A	N/A	N/A
Geometry	N/A	N/A	N/A
Algebra II	N/A	N/A	N/A

- 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 such 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).

Results at KCNA have improved over the previous year because of the school’s commitment to using our assessments, curriculum, and strategic reteach process to drive achievement, as detailed above. Next year, we will continue to improve performance by focusing more explicitly on Guided Reading in literacy, and in CGI and Problem-Solving in Math, so that we can shore up our students’ ability to access text and to think more flexibly about the higher rigor problems they will experience on PARCC. These academic programming changes are for all subgroups of children, but will be especially beneficial for our students with disabilities and our English language learners.

- c) For each subject and grade level, provide a list of the diagnostic, formative, and summative assessments that were administered during the 2016-17 year.

Math Assessments, Grades K, 1, 5, 6, 7, 8	ELA Assessments, Grades K, 1, 5, 6, 7, 8
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--	STEP and F&P (diagnostic & summative) – What is your literacy Grade Level Equivalent (“GLEQ”)? What elements of reading do you need guided reading instruction on in order to improve?
NWEA MAP (diagnostic & summative) – What is your Math GLEQ? How does your proficiency in Math compare with students nationally?	NWEA MAP (diagnostic & summative) – What is your literacy GLEQ? How does your proficiency in Literacy compare with students nationally?
Exit Tickets (formative) - Are you with me today? Can you independently use the objective?	Exit Tickets (formative) - Are you with me today? Can you independently use the objective?
Mid-Module (formative) - Can students do what the standard asks? This asks for a direct application of knowledge and skills in new situations.	Checkpoints (formative) - Can students do what the standard asks? This asks for a direct application of knowledge and skills in a warm read of a familiar text.
End-of-Module (summative) - Can students manipulate knowledge and skills to master standards in multiple situations (pieces of standards and mixed with multiple standards). End-of-module has a higher DOK.	End-of-Module (summative) - Can students apply knowledge of the standards in a cold read of an unfamiliar text? All standards from the entire module are assessed.
Cognitively Guided Instruction – Are you flexible as you approach a word problem?	End-of-Module Writing Task – Cumulative writing experience assessing genre and standards students have engaged over the course of the module.

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

Results from these assessments are used to inform our student groupings and instructional strategies. As noted above, we use our Strategic Reteach system to attain flexible student groupings after important assessment moments. We also use data from these assessments to create responsive “Do Nows” and lesson opening exercises.

1.5 Organizational Capacity - School Leadership/Administration

- a) Fill in the requested information below regarding school leadership.

SCHOOL LEADERSHIP/ ADMINISTRATION INFORMATION		
Administrator Name	Title	Start Date
Joanna Belcher	Chief School Administrator	2014
Steven Small	School Business Administrator	2014
Hannah Richman	Principal	2014

2. SCHOOL CULTURE & CLIMATE

The following questions are aligned to the Organizational Performance Framework, Performance Area 2: School Culture & Climate.

2.1 School Culture and Climate

- a) Fill in the requested information below regarding learning environment at the school.

LEARNING ENVIRONMENT	
Total Attendance Rate: (use the total number of days present divided by the total number of days enrolled)	93.8%
Elementary School Attendance Rate (grades K-5)	93.9%
Middle School Attendance Rate (grades 6-8)	93.7%
High School Attendance Rate (grades 9-12)	N/A
Student - Teacher Ratio	11:1

- b) Fill in the requested information below regarding the professional environment at the school.

PROFESSIONAL ENVIRONMENT	
Teacher Retention Rate	84.0%
Total Staff Retention Rate	85.7%
Frequency of teacher surveys and date of last survey conducted	Twice per year. Last survey was April 10-28, 2017
Percent of teachers who submitted survey responses	98.0%
Teacher satisfaction with school leadership or with the overall school environment	Teachers expressed a 8.1/10.0 for overall satisfaction.

- c) What were the three main positive aspects teachers identified in the latest survey?
- *Mission alignment- teachers understand how leadership actions contribute to overall goals*
 - *Rigorous academic curriculum*
 - *Well managed operations*
- d) What were the three main challenges that teachers identified in the latest survey?
- *Expectations and consequences for students could be more consistent*
 - *Need more opportunities for staff advancement*
 - *Curriculum is not always culturally relevant for students*
- e) Fill in the requested information below regarding the school's discipline environment in 2016-17. If there was a noticeable increase or decrease in suspensions and expulsions in 2016-17 compared to 2015-16, then please describe the reasons for the change below the table.

DISCIPLINE ENVIRONMENT 2016-17			
Grade Level	Number of students enrolled (as of Oct. 15, 2016)	Number of students receiving an out-of-school suspension (unique count)	Number of students expelled
K	115	5	0
1	113	9	0
2	134	3	0
3	35	14	0
4	59	22	0
5	177	49	0
6	73	35	0
7	69	38	0
8	66	33	0
9	N/A	N/A	N/A
10	N/A	N/A	N/A
11	N/A	N/A	N/A
12	N/A	N/A	N/A

2.2. Family and Community Engagement

- a) Fill in the requested information below regarding family involvement and satisfaction.

FAMILY INVOLVEMENT AND SATISFACTION	
Number of parents/guardians currently serving on the school's board, out of the total number of board members	0
Frequency of parent/guardian surveys	One per year
Date of last parent/guardian survey conducted	April 2017
Percent of parents/guardians completing the survey (consider one survey per household)	92.5%
Parents/guardians expressed satisfaction with the overall school environment	3.70/4.00

- b) What were the three main positive aspects identified by parents/guardians in the latest survey?
- I feel comfortable communicating with my child's teachers.*
 - I feel welcomed and respected at my child's school.*
 - I would recommend my child's school to other families.*
- c) What were the three main challenges identified by parents/guardians in the latest survey?
- My child could feel more love and respect by his/her teachers.*
 - My child could receive more praise or recognition from his/her teachers in the past week.*
 - The school could honor my child's culture and background better through its curriculum and programming.*
- d) List and briefly describe the major activities or events the school offered to parents/guardians during the 2016-17 school year.

To ensure that our parents are engaged in their children's academic progress, we facilitated parent universities for primary school parents, parent-teacher conferences for all parents, and award ceremonies for parents of middle school students. We also hosted several parent engagement events including Mom's Day breakfast, Dad's Day breakfast, Parent Night at the Aquarium for parents of students in our newest school, and Thanksgiving Dinner. Additionally, we provided services for our families in need, including monthly food distributions, opportunities to register to vote, and a job fair.

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

Parents advocated for increased crossing guard presence outside the building, volunteered to chaperone field trips, recruited other parents to join our parent partnership team meetings, and conducted outreach to reach out to prospective students and families and encourage them to apply to our school.

- f) Fill in the requested information below regarding community involvement. Add or delete rows as necessary.

Community Involvement		
Partnering Organization	Description of the Partnership	Level of Involvement: # students or/and staff involved, approx. # hours per month, resources involved, etc.
EDUCATIONAL INSTITUTIONS:		
Rowan School of Medicine	Educational support	Medical students tutored elementary school students in reading
Relay Graduate School of Education	Partnership allowed teachers to advance graduate education	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.
Various universities (Spellman, Columbia, NYU)	Staff Recruitment	Recruitment for new teachers at various universities.
COMMUNITY INSTITUTIONS:		
AmeriCorps	VISTA	Forged partnership to have VISTA member in FY17 working on community outreach efforts; planning to have 3 VISTAs placed with us in the upcoming school year
Center for Family Services	Mentor/mentee	CFS operates in the same building as KCNA. There are several KIPP students participating in a mentor/mentee program.
Cooper Foundation	Education support	The Cooper Foundation provided backpacks to every student, hosted a summer reading institute for ~40 KIPP students in our building Mondays through Thursdays from 9:00am-2:30pm, June 27-Aug 4. Also, helped launch a

		summer basketball tournament in our building for Camden City youth. Practices/games are twice a week for 8 weeks.
Cooper Foundation	Mentor/mentee	Cooper employees mentored 7 th and 8 th grade students at Lanning Square Middle School
76ers/ Drexel University	Mentor/mentee	Partnership with 76ers youth foundation and Drexel University for behavioral health mentorship at Lanning Square Middle School
Center for Family Services	Promise Neighborhood Grant	Lead education partner on \$30M grant over 5 years for all students that live in neighborhood and attend our schools. Approximately \$1M per year will directly benefit KCNA students through afterschool programming, physical and behavioral health clinics, KIPP through college support, and social work case management. Grant awarded in January 2017
I Have a Dream Foundation	Afterschool programming	Committed \$200K per year for 2 years to launch afterschool program for Primary students; will begin in summer 2017
Cooper Hospital	School based health clinic	Planning stage for launching primary care pediatric clinic in Lanning Square and Whittier buildings to provide well and sick care to students
Food Bank of South Jersey	Food access	Monthly food distribution for families and community members in Lanning Square building

3. BOARD GOVERNANCE

The following questions are aligned to the Organizational Performance Framework, Performance Area 3: Board Governance.

3.1 Board Capacity

- a) Fill in the requested information below regarding board governance.

BOARD GOVERNANCE	
Number of board members required by the charter school's by-laws	9
Date of the latest board self-evaluation (include a copy of the board's self-evaluation tool as Appendix B)	N/A
Date of the latest school leader evaluation (include a copy of the board's school leader evaluation tool as Appendix C)	N/A

- b) List the amendments to by-laws that the board adopted during the 2016-17 school year.

None

- c) List the critical policies adopted by the board during the 2016-17 school year.
- *Special Education Policy*

3.2 Board Compliance

- a) Fill in the requested information below regarding the board. Add or delete rows as necessary.

Member's Name	Effective Start Date (when individual started on board)	Current Term Expiration Date (if applicable)	Officer Role	Email Address
<i>Susan Bass Levin</i>	2/26/2015	2/26/2018	<i>Trustee</i>	<i>basslevin-susan@cooperhealth.edu</i>
<i>Adrienne Elberfeld</i>	6/16/2015	7/16/2018	<i>Trustee</i>	<i>elberfeld-adrienne@cooperhealth.edu</i>
<i>Douglas Allen</i>	2/26/2015	2/26/2018	<i>Trustee</i>	<i>allen-douglas@cooperhealth.edu</i>
<i>William Smith</i>	6/18/2014	6/18/2018	<i>Trustee</i>	<i>smith-william@cooperhealth.edu</i>
<i>Christine Choi</i>	6/20/2014	6/20/2018	<i>Trustee</i>	<i>christine.choi@virginusa.com</i>
<i>Kathleen Nugent Hughes</i>	6/20/2014	6/20/2018	<i>Trustee</i>	<i>kathleen.m.nugent@gmail.com</i>
<i>Tim Carden</i>	6/20/2014	6/20/2018	<i>Chair</i>	<i>cardent@pfm.com</i>
<i>Jordan Metzger</i>	6/18/2014	6/18/2018	<i>Trustee</i>	<i>jmetzger@coleschotz.com</i>
<i>Rahul Goyal</i>	6/20/2014	6/20/2018	<i>Trustee</i>	<i>RGoyal@aeainvestors.com</i>

4. ACCESS AND EQUITY

The following questions are aligned to the Organizational Performance Framework, Performance Area 4: Access and Equity.

4.1 Access and Equity

- a) Fill in the requested information below regarding the timeline of the school's application process for prospective students for school year 2017-18.

SCHOOL YEAR 2017-18 APPLICATION PROCESS TIMELINE	
Date the application for school year 2017-18 was made available to interested parties	February 1, 2017
Date the application for school year 2017-18 was due back to the school from parents/guardians	March 31, 2017
Date and location of the lottery for seats in school year 2017-18	Camden City Public Schools manages the lottery process.

- b) Provide the URL to the school's application for prospective students for school year 2017-18. If the application is not available online, then, as **Appendix D**, provide a copy of the application in as many languages as available.

The application is available at www.camdenenrollment.org.

- c) List all of the venues where, prior to the lottery, interested parties could access the school's application for prospective students for school year 2017-18.

Available at our school, Camden Enrollment Hotline (856) 536-3999, and Enrollment Center located at 201 N Front Street, Camden, NJ.

- d) List all of the languages in which the application is made available. If the school participates in Newark or Camden's enrollment process, please state that below.

The school participates in the Camden enrollment process. The application was available in English and Spanish.

- e) List all of the ways in which the school advertised that applications for prospective students for school year 2017-18 were available prior to the enrollment lottery.

Mailings: letters and postcards, online: Facebook, Google Ads, Magazines, Billboards, Bus Shelter Ads, Canvassing, Phone Banking, Parent Referral Program, Website

- f) Fill in the requested information below regarding student enrollment and attrition rates by grade level in 2016-17.

STUDENT ENROLLMENT AND ATTRITION			
Grade Level	Number of student withdrawals (for any reason) during the school year.	Number of students enrolled after the first day of school year 2016-17 (after 9/2/16)	Number of students retained in 2016-17 for the 2017-18 school year
K	3	109	0
1	8	106	3
2	3	133	3
3	2	31	0
4	2	55	0
5	8	160	11
6	6	65	3
7	2	66	8
8	5	61	2

9	N/A	N/A	N/A
10	N/A	N/A	N/A
11	N/A	N/A	N/A
12	N/A	N/A	N/A

- g) All charter schools are required to develop and implement suspension and expulsion policies that are aligned with state law and regulation. To affirm the charter school's commitment to this requirement, complete and submit Appendix A, available at the end of this document.

5.1 COMPLIANCE

The following questions are aligned to the Organizational Performance Framework, Performance Area 5: Compliance.

- a) Provide a description of the educator evaluation system the school has implemented. Provide a description of the school leader evaluation system that the school has implemented.

Formal observations are performed two times per year at most campuses (some campuses with a trimester schedule have opted to conduct three formal observations). KCNA's teacher evaluation system is designed to meet the following objectives:

- *Provide school leadership with a transparent and consistent set of tools that ensure effective teaching and promotes professional learning*
- *Provide feedback and a support system that will encourage teachers to improve their knowledge and instructional skills in order to improve student learning*
- *Provide a basis for making teacher employment decisions*
- *Provide an integrated system that links evaluation procedures with curricular standards, professional development activities, targeted support and human capital decisions*
- *Encourage highly effective teachers to undertake challenging assignments*
- *Support teachers' roles in improving students' educational achievements*
- *Inform policymakers regarding the benefits of a consistent evaluation and support system in regard to improving student achievement across the state*
- *Increase the awareness of parents and guardians of students concerning the effectiveness of teacher*

KCNA's teacher evaluation process begins with the following essential components:

- *Teacher Self-assessment—Using the IDP, the teacher rates his or her own performance at the beginning of the year and reflects on his or her performance throughout the year. This will also be used during the post-observation conference.*
- *Pre-Observation conference – Before the first formal observation, the coach shall meet with the teacher to discuss the teacher's self-assessment based on the IDP, the teacher's most recent*

- *Professional Development Plan, and the lesson(s) to be observed. The teacher will complete and provide a pre-observation form to his/her coach. The goal of this conference is to prepare the coach for the observation.*
- *Post-Observation conference – During the post-observation conference, the coach and teacher shall discuss and document on the post-observation form the strengths and weaknesses of the teacher’s performance during the observed lesson.*
- *Summary evaluation meeting – The meeting between teacher and coach to discuss the teacher’s self-assessment, the teacher’s most recent Individual Development Plan, classroom observations, student assessment data, and other evidence of the teacher’s performance. At the conclusion of the process, the coach provides an overall rating for the teacher’s performance.*

KCNA’s evaluations primarily serve as the basis for creation or modification of a professional growth plan, and to assess overall performance as it relates to the school benchmarks and standards. Using the Individual Development Plan, the teacher shall rate his or her own performance two or three times per year (based on semester or trimester schedule).

We also improved our school leader evaluation system in the 2016 – 2017 school year. This year, our Heads of Schools completed quarterly evaluations of school leaders, rating them on the Leading For Learning competencies provided by the KIPP Foundation, and indicating whether or not goals were met in attendance, disciplinary data, and achievement results.

- b) As **Appendix E**, provide a board resolution approving the teacher and school leader evaluation systems.

Note: You may use <http://www.nj.gov/education/chartsch/info/evaluation.pdf> for guidance answering a), b) and c) above.

File Naming Convention

Appendix	File Naming Convention
Appendix A	Appendix A Statements of Assurance
Appendix B	Appendix B Board Self Evaluation Tool
Appendix C	Appendix C School Leader Evaluation Tool
Appendix D	Appendix D Admissions Application (Language)
Appendix E	Appendix E Board resolution approving the teacher and school leader/principal evaluation systems
Appendix F	Appendix F 2017 – 18 School Calendar
Appendix G	Appendix G Organizational Chart
Appendix H	Appendix H Promotion/Retention Policy
Appendix I	Appendix I Graduation Policy

Appendix A

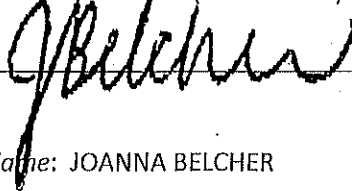
Assurance that the school is meeting statutory and regulatory requirements

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 SharePoint. See page 2 of the annual report template for submission details.

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

Signature of School Official (School Lead):

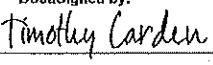


Date: 6/23/17

Print Full Name: JOANNA BELCHER

Title: CHIEF SCHOOL ADMINISTRATOR

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

DocuSigned by:


Date: 6/23/17

Print Full Name: TIM CARDEN

Title: CHAIR, BOARD OF DIRECTORS

Appendix B- Board Evaluation Tool

The Board of Trustees of KIPP Cooper Norcross do not employ a particular evaluation tool to evaluate itself.

Appendix C- School Leader Evaluation Tool

The Board of Trustees of KIPP Cooper Norcross does not employ a particular evaluation tool to evaluate the school leadership. A variety of data and metrics are examined that illustrate the health of the schools on a variety of fronts including student and family satisfaction, academic achievement, staff engagement, and a host of others. Both this quantitative data, and a wealth of qualitative data, are used to evaluate the performance of the school leadership.

Esta solicitud sólo se puede entregar en las escuelas públicas de Camden o en el Centro de Inscripción, ubicado en 201 N Front Street

Section A: Información del Estudiante

Primer Nombre	Segundo Nombre	Apellido	
()	()	()	
Email del estudiante (opcional)	Fecha de Nacimiento (MM/DD/YYYY)		
()	() () ()		
Dirección del domicilio	Ciudad	Estado/Provincia /Región	ZIP/Código Postal
()	()	()	()
Escuela actual	Grado Actual	Grado al que Aplica	
()	()	()	

Section B: Información de los Padres o Tutores

Parentesco con los estudiantes	Primer Nombre	Apellido
()	()	()
Dirección del domicilio	<input type="checkbox"/> Este estudiante vive con uno de los padres/tutores	Apartamento, Número de Suite, etc.
()		()
Ciudad	Estado/Provincia/Región	ZIP/Código Postal
()	()	()
Número de teléfono de casa	Número de teléfono del trabajo	Número de teléfono móvil †
()	()	()
Email	Preferencias de Contacto	
()	<input type="checkbox"/> Mensaje de Texto Solamente <input type="checkbox"/> Email Solamente <input type="checkbox"/> Email y Mensaje de Texto	
<input type="checkbox"/> Marque esta casilla si actualmente no está residente en Camden, pero se mudará a Camden City antes del próximo año escolar.		
Nombre de contacto alternativo	Parentesco con los estudiantes	Número de teléfono
()	()	()

Usaremos esta información para ponernos en contacto si tiene preguntas sobre su aplicación y no podemos comunicarnos con usted.

† Tarifa de mensajes u datos puede variar basado en las tarifas de tu proveedor de servicio.

¿Preguntas? ¿Necesitas ayuda? Llame (856) 536-3999

La aplicación no es válida hasta que se convirtió en un miembro del personal y recibirá un recibo.

Section C: Seleccionar Escuelas



Seleccione todas las escuelas a las que desea asistir. ¡Es muy importante que asigne prioridades a las escuelas! Inscripciones Camden primero intentará ubicarlo en la escuela de su elección, luego en su segunda opción, y así sucesivamente. No necesitas aplicar a su escuela actual or su escuela Distrito del vecindario - ya tiene un lugar asegurado. Si se aplica a una escuela magnet, consulte pg. 4 para los requerimientos de las admisiones.

	Escuela	Código escolar (pg. 3)
1		
2		
3		
4		
5		
6		
7		
8		

Si está solicitando más de un estudiante este en grados K-8 año, seleccione qué declaración está de acuerdo con más.

- Es más importante que mis hijos entren en sus escuelas preferidas, incluso si esto significa que están asistiendo a diferentes escuelas.
- Es más importante que mis hijos asistan a la misma escuela, incluso si es una escuela que quieren menos.
(Si selecciona esta opción, debe seleccionar las mismas escuelas para cada niño y clasificarlas en el mismo orden.)

Section D: Información de los Hermano

¿El estudiante tiene un hermano que

- actualmente asista a una de las escuelas que aparece en la aplicación?
- también se aplica a través de Inscripciones Camden este año?

Si es así, indique la información de esos hermanos de abajo para que su hijo pueda recibir una preferencia de hermano, en su caso. Usted debe completar una aplicación por separado para cada estudiante que solicita.

Hermano 1 nombre	Hermano 1 segundo nombre	Hermano 1 apellido
Fecha de Nacimiento (MM/DD/YYYY)	Hermano 1 escuela actual	Hermano 1 grado actual
Hermano 2 nombre	Hermano 2 segundo nombre	Hermano 2 apellido
Fecha de Nacimiento (MM/DD/YYYY)	Hermano 2 escuela actual	Hermano 2 grado actual

Si necesita listar más de dos hermanos, adjunte otra aplicación en papel con sólo la Sección D llenado.

Tutor / Firma del Padre

Al enviar esta aplicación, declara que la información de la aplicación, incluso la residencia principal del niño/a, son auténticos y correctos. Se podría anular su aplicación si indicara información falsa. Si cambiara la dirección de su hijo/a, notifique de inmediato a Inscripciones Camden llamando al (856) 536-3999. Una vez que se haya aceptado a su hijo en la escuela deberá cumplir los requisitos de inscripción adicionales.

		Tutor / Firma del Padre		Fecha (MM/DD/YYYY)	
Sólo administrador					
Nombre de impresión			Nombre signo		Fecha (MM/DD/YYYY)
Código escolar	Escuela	Código escolar	Escuela		
17	Alfred Cramer College Preparatory Lab School (K-6)	15	Henry L. Bonsall Family School (7-8)		
38	Camden Academy Charter High School (9-12)	49	Hope Community Charter School (K-5)		
06	Camden Big Picture Learning Academy (6-12) **	47A	Katz-Dalsey Academy - Rosedale Campus (K-4)		
60	Camden Community Charter School (K-8)	47B	Katz-Dalsey Academy - Parkside Campus (K-4)		
01	Camden High School (9-12)	55	KIPP Cooper Norcross Academy - Primary (K-4)		
45	Camden's Pride Elementary School (K-4)	55	KIPP Cooper Norcross Academy - Middle (5-8)		
39A	Camden's Promise Middle School (5-8)	03	LEAP Academy University Charter School (K-12)		
39B	Camden's Promise Middle School - Rosedale Campus (5-6)	56	Mastery: Cramer Hill (K-8)		
27	Charles Sumner Elementary School (K-6)	10	Mastery: East Camden Middle School (6-8)		
19	Cooper's Poynt Family School (K-8)	59	Mastery: High School (9-10)		
08	Creative Arts Morgan Village Academy (6-12) **	23	Mastery: McGraw Elementary (K-5)		
02	Dr. Charles E. Brimm Medical Arts High School (9-12) **	18	Mastery: Molina Elementary (K-8)		
16	Dr. Henry H. Davis Elementary School (K-8)	35	Octavius V. Catto Family School (K-8)		
29	Dr. U.S. Wiggins College Preparatory Lab School (K-8)	36	R.T. Cream Family School (K-8)		
14	Early Childhood Development Center (K)	20	Thomas H. Dudley Family School (K-8)		
44	Environment Community Opportunity (ECO) Charter School (K-6)	57	Uncommon: Camden Prep at Bonsall (K-6)		
21	Forest Hill School (K-5)	09	Veterans Memorial Family School (K-8)		
32	Freedom Prep (K-12)	04	Woodrow Wilson High School (9-12)		
11	H.B. Wilson Family School (K-8)	30	Yorkship Elementary School (K-8)		
26	Harry C. Sharp Elementary School (K-8)				

** Esta es una escuela magnet y tiene requisitos de admisión adicionales. Consulte pág. 4.

Envíe este formulario a una escuela participante o al Centro de Inscripción de Camden (201 N. Front St.) antes del 31 de marzo de 2017. Usted debe recibir una fotocopia firmada como recibo para que su solicitud sea válida.

Section E: Requisitos para Escuelas Magnet **

Si usted está solicitando a cualquiera de las escuelas de abajo, adjunte los documentos requeridos a esta aplicación.

Brimm Medical Arts High School

1. Adjunte tarjeta de reportes más reciente
2. Se requiere una recomendación de un maestro académico. Se recomienda encarecidamente una segunda recomendación. Usted puede proporcionar una dirección de correo electrónico para el (los) maestro(s) aquí, adjuntar cartas a esta solicitud, o llevar las cartas al entrevista.

Nombre del profesor	Relación con el estudiante	Email
<input type="text"/>	<input type="text"/>	<input type="text"/>
Recomendación adicional (fuertemente alentada)	Relación con el estudiante	Email
<input type="text"/>	<input type="text"/>	<input type="text"/>

Creative Arts Morgan Village Academy

1. ¿Qué área de artes estás aplicando? Elige hasta dos:

Música vocal
 Música instrumental
 Instrumento con cuerdas
 Escritura creativa
 Arte
 Baile
 Drama
 Diseño de moda

2. Adjunte tarjeta de reportes más reciente
3. Se adjunta un ensayo escrito (250 palabras), en Inglés, que responde a la siguiente:

Many students from Camden will be applying for admission to Creative Arts Morgan Village Academy. What special characteristics, skills, or talents do you have that make you the best candidate? Where do you plan to take your art beyond high school? Applicants may also choose to highlight their participation in community service projects or unique volunteer experiences. Optional: list any awards or certificates received.

4. Cartas de recomendación (Opcional para los solicitantes de grados 6-8, se requiere una recomendación para los solicitantes de secundaria): Proporcione la información de contacto para un adulto que le conoce bien.

Nombre	Relación con el estudiante	Email
<input type="text"/>	<input type="text"/>	<input type="text"/>
Nombre de Recomendación Adicional (Opcional)	Relación con el estudiante	Email
<input type="text"/>	<input type="text"/>	<input type="text"/>

Camden Big Picture Learning Academy

1. Adjunte tarjeta de reportes más reciente
2. Se adjunta un ensayo escrito en Inglés: There are several other high school options in the Camden City School District. What aspect of Camden Big Picture Learning Academy is most appealing to you?
3. Cartas de Recomendación (Opcional): Proporcione la información de contacto para un adulto que le conozca bien.

Nombre	Relación con el estudiante	Email
<input type="text"/>	<input type="text"/>	<input type="text"/>
Nombre	Relación con el estudiante	Email
<input type="text"/>	<input type="text"/>	<input type="text"/>

This application can only be turned in at public schools in Camden or the Enrollment Center, located at 201 N Front Street

Section A: Student Information

Student First Name

Student Middle Name

Student Last Name

Student Email (optional)

Date of Birth (MM/DD/YYYY)

Student Address

City

State

Zipcode

Current School

Current Grade

Grade Applying to

Section B: Parent/Guardian Information

Relationship to student

First Name

Last Name

Home Address Check box if same as Student Address

Apartment, Unit, Suite Number

State

City

Zip Code

Home Phone Number

Work Phone Number

Mobile Phone Number †

Email

Select How You Want to Be Contacted

 Email and Text Message Email Only Text Message Only

 Check this box if you are not currently a Camden resident but are moving into Camden City before next school year.

Alternate Contact Name

Relationship to Student

Phone Number

We will reach out to your alternate contact if we have questions about your application and are unable to reach you.

† Message and data rates may apply based on your wireless carrier's rate plan.

Have questions? Need help? Call (856) 536-3999

Application is not valid until it is turned in to a staff member and you receive a receipt.

Section C: Select Schools



List all the schools you want to apply to in the order you prefer them. The order is important! Put your first choice first, your second choice second, etc.

You do not need to apply to your current school or neighborhood District school — you already have a guaranteed seat. If you apply to a magnet school, see page 4 for admission requirements.

	School Name	School Code (pg.3)
1st Choice	<input type="text"/>	<input type="text"/>
2nd Choice	<input type="text"/>	<input type="text"/>
3rd Choice	<input type="text"/>	<input type="text"/>
4th Choice	<input type="text"/>	<input type="text"/>
5th Choice	<input type="text"/>	<input type="text"/>
6th Choice	<input type="text"/>	<input type="text"/>
7th Choice	<input type="text"/>	<input type="text"/>
8th Choice	<input type="text"/>	<input type="text"/>

If you are applying for more than one K-8 student this year, select which statement you agree with more.

- It is more important that my children get into their preferred schools, even if it means they're attending different schools.
- It is more important for my children to attend the same school, even if it's a school I want less.
(If you select this option, you must select the same schools for every child, and rank those schools in the same order.)

Section D: Sibling Information

Does this student have a sibling who is:

- Currently attending a school you are applying to?
- Also applying through Camden Enrollment this year?

If so, list that sibling's information below so that your child can receive a sibling preference, if applicable. You must complete a separate application for each student applying.

Sibling 1 First Name	Sibling 1 Middle Name	Sibling 1 Last Name
<input type="text"/>	<input type="text"/>	<input type="text"/>
Date of Birth (MM/DD/YYYY)	Sibling 1 Current School	Sibling 1 Current Grade
<input type="text"/>	<input type="text"/>	<input type="text"/>
Sibling 2 First Name	Sibling 2 Middle Name	Sibling 2 Last Name
<input type="text"/>	<input type="text"/>	<input type="text"/>
Date of Birth (MM/DD/YYYY)	Sibling 2 Current School	Sibling 2 Current Grade
<input type="text"/>	<input type="text"/>	<input type="text"/>

If you need to list more than 2 siblings, attach another paper application with only Section D filled out.

Guardian/Parent Signature

By submitting this application, you declare that the information in the application, including the primary residence of the child, is true and correct. Providing false information on this application may void your application. If the address of your child changes, please notify Camden Enrollment immediately by calling (856) 536-3999. Once your child is admitted to a school, you must comply with additional registration requirements.

Guardian / Parent Signature

Date (MM/DD/YYYY)

Admins Only

Print Name

Sign Name

Date (MM/DD/YYYY)

School Code	School Name	School Code	School Name
17	Alfred Cramer College Preparatory Lab School (K-6)	15	Henry L. Bonsall Family School (7-8)
38	Camden Academy Charter High School (9-12)	49	Hope Community Charter School (K-5)
06	Camden Big Picture Learning Academy (6-12) **	47A	Katz-Dalsey Academy - Rosedale Campus (K-4)
60	Camden Community Charter School (K-8)	47B	Katz-Dalsey Academy - Parkside Campus (K-4)
01	Camden High School (9-12)	55	KIPP Cooper Norcross Academy - Primary (K-4)
45	Camden's Pride Elementary School (K-4)	55	KIPP Cooper Norcross Academy - Middle (5-8)
39A	Camden's Promise Middle School (5-8)	03	LEAP Academy University Charter School (K-12)
39B	Camden's Promise Middle School - Rosedale Campus (5-6)	56	Mastery: Cramer Hill (K-8)
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02	Dr. Charles E. Brimm Medical Arts High School (9-12) **	18	Mastery: Molina Elementary (K-8)
16	Dr. Henry H. Davis Elementary School (K-8)	35	Octavius V. Catto Family School (K-8)
29	Dr. U.S. Wiggins College Preparatory Lab School (K-8)	36	R.T. Cream Family School (K-8)
14	Early Childhood Development Center (K)	20	Thomas H. Dudley Family School (K-8)
44	Environment Community Opportunity (ECO) Charter School (K-6)	57	Uncommon: Camden Prep at Bonsall (K-6)
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32	Freedom Prep (K-12)	04	Woodrow Wilson High School (9-12)
11	H.B. Wilson Family School (K-8)	30	Yorkship Elementary School (K-8)
26	Harry C. Sharp Elementary School (K-8)		

** This is a magnet school and has additional application requirements. See page 4

Turn this form in to a participating school or the Camden Enrollment Center (201 N. Front St.) by March 31, 2017.
You must receive a signed photocopy as a receipt for your application to be valid.

Section E: Magnet School Requirements **

If you are applying to any of the schools below, please attach the required documents to this application.

Brimm Medical Arts High School

1. Attach most recent report card.

2. Letters of Recommendation: One recommendation from an academic teacher is required. A second recommendation is strongly encouraged. You may provide an email address for the teacher(s) here, attach letter(s) to this application, or bring the letter(s) with you when attending the interview.

Teacher Name

Relationship to student

Email

--	--	--

Additional Recommendation
(Strongly Encouraged)

Relationship to student

Email

--	--	--

Creative Arts Morgan Village Academy

1. Which arts area are you applying for? Choose up to two:

Vocal Music Instrumental Music Strings Creative Writing Art Dance Drama Fashion Design

2. Attach most recent report card.

3. Attach a typed essay (250 Words) that answers the following:

Many students from Camden will be applying for admission to Creative Arts Morgan Village Academy. What special characteristics, skills, or talents do you have that make you the best candidate? Where do you plan to take your art beyond high school? Applicants may also choose to highlight their participation in community service projects or unique volunteer experiences. Optional: list any awards or certificates received.

4. Letters of recommendation (optional for 6-8th grade applicants, one recommendation required for high school applicants): Provide contact information for an adult who knows you well.

Name

Relationship to student

Email

--	--	--

Additional Recommendation Name (Optional)

Relationship to student

Email

--	--	--

Camden Big Picture Learning Academy

1. Attach most recent report card.

2. Attach typed essay: There are several other high school options in the Camden City School District. What aspect of Camden Big Picture Learning Academy is most appealing to you?

3. Letters of Recommendation (Optional): Provide the contact information for an adult who knows you well.

Name

Relationship to student

Email

--	--	--

Name

Relationship to student

Email

--	--	--

KIPP: COOPER NORCROSS ACADEMY

525 Clinton Street
Camden, NJ 08103
(856) 409-0493 - Phone
(973) 622-1563 - Fax

RESOLUTION

Approval of Teacher and School Leader Evaluation Policy

WHEREAS, KIPP Cooper Norcross has a robust and comprehensive system for evaluating teachers and school leaders;

WHEREAS, NJAC 6A:10-1.1 requires all school districts to annually adopt an evaluation process; and,

NOW, THEREFORE, BE IT RESOLVED that the KIPP Cooper Norcross Board of Trustees approves the attached policy.

DATE: 6/20/2017

SIGNED BY:

DocuSigned by:


Timothy Carden, President

Board of Trustees

Adopted at the Board of Trustees Meeting on

JUNE 19, 2017

KCNA-056-17



A 525 Clinton Street Camden, NJ 08103
P 856.966.9600 **F** 856.583.6006
W www.kippnj.org

KIPP:NEW JERSEY
WORK HARD. BE NICE.
www.kippnj.org

Teacher and School Leader Evaluation Policy

Formal observations are performed two times per year at most campuses (some campuses with a trimester schedule have opted to conduct three formal observations). KCNA's teacher evaluation system is designed to meet the following objectives:

- Provide school leadership with a transparent and consistent set of tools that ensure effective teaching and promotes professional learning
- Provide feedback and a support system that will encourage teachers to improve their knowledge and instructional skills in order to improve student learning
- Provide a basis for making teacher employment decisions
- Provide an integrated system that links evaluation procedures with curricular standards, professional development activities, targeted support and human capital decisions
- Encourage highly effective teachers to undertake challenging assignments
- Support teachers' roles in improving students' educational achievements
- Inform policymakers regarding the benefits of a consistent evaluation and support system in regard to improving student achievement across the state
- Increase the awareness of parents and guardians of students concerning the effectiveness of teacher

KCNA's teacher evaluation process begins with the following essential components:

- **Teacher Self-assessment**—Using the IDP, the teacher rates his or her own performance at the beginning of the year and reflects on his or her performance throughout the year. This will also be used during the post-observation conference.
- **Pre-Observation conference** – Before the first formal observation, the coach shall meet with the teacher to discuss the teacher's self-assessment based on the IDP, the teacher's most recent
- **Professional Development Plan**, and the lesson(s) to be observed. The teacher will complete and provide a pre-observation form to his/her coach. The goal of this conference is to prepare the coach for the observation.
- **Post-Observation conference** – During the post-observation conference, the coach and teacher shall discuss and document on the post-observation from the strengths and weaknesses of the teacher's performance during the observed lesson.
- **Summary evaluation meeting** – The meeting between teacher and coach to discuss the teacher's self-assessment, the teacher's most recent Individual Development Plan, classroom observations, student assessment data, and other evidence of the teacher's performance. At the conclusion of the process, the coach provides an overall rating for the teacher's performance.



A 525 Clinton Street Camden, NJ 08103
P 856.966.9600 **F** 856.583.6006
W www.kippnj.org

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WORK HARD. BE NICE.
www.kippnj.org

KCNA's evaluations primarily serve as the basis for creation or modification of a professional growth plan, and to assess overall performance as it relates to the school benchmarks and standards. Using the Individual Development Plan, the teacher shall rate his or her own performance two or three times per year (based on semester or trimester schedule).

The Heads of Schools complete quarterly evaluations of school leaders, rating them on the Leading For Learning competencies provided by the KIPP Foundation, and indicating whether or not goals were met in attendance, disciplinary data, and achievement results.

2017-2018 CALENDAR

KIPP: COOPER NORCROSS

JULY 2017

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 3-4 Closed: 4th of July
Jul 5-31 Summer Hours: 9:00am-2:00pm

AUGUST 2017

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 22 START: KLSP K & 4th, KWM 5th, KLSM 5th & NEW
Aug 28 ALL Grades
Aug 22-31 1:00pm Dismissals

SEPTEMBER 2017

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

Sept 1 1:00pm Dismissal: ALL
Sept 4 No School: Labor Day
Sept 5 Full Days Begin

CALENDAR SYMBOLS KEY:

-  No School for Students
-  1:00pm Dismissal: ALL
-  Middle School: End-Of-Year Trips
-  Summer Hours
-  Start Dates
-  Last Day of School

OCTOBER 2017

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 6 No School: Staff PD Day
Oct 9 No School: Indigenous Peoples

NOVEMBER 2017

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 9 No School: Staff PD Day
Nov 10 No School: Veterans Day
Nov 16 1:00pm Dismissal
Nov 22-24 No School: Thanksgiving Break

DECEMBER 2017

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 25-29 No School: Winter Break

Make-Up Days:

The calendar allows for four school days to be missed due to emergency or inclement weather. Any school cancellations in excess of four days will be made up either by removing teacher professional development days or adding days to the end of the school year.

Delayed Openings & Early Dismissals:

KIPP Cooper Norcross Academy may call a delayed opening or an early dismissal because of an emergency or inclement weather. For inclement weather, KIPP Cooper Norcross Academy 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.

JANUARY 2018

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 1 No School: New Year's Day
Jan 2 No School: Staff PD Day
Jan 15 No School: MLK Day

FEBRUARY 2018

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 No School: Staff PD Day
Feb 8 1:00pm Dismissal
Feb 19-23 No School: Mid-Winter Break

MARCH 2018

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 19 No School: Staff PD Day

**KIPP Lanning Square Primary (KLSP)
KIPP Lanning Square Middle (KLSM):**

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

7:30am - 4:00pm: M, T, Th, F
7:30am - 1:00pm: W
*Doors open at 7:15am

KIPP Whittier Middle (KWM):

740 Chestnut Street
Camden, NJ 08103
(P) 856-359-7046

7:45am - 4:15pm: M, T, Th, F
7:45am - 1:00pm: W
*Doors open at 7:30am

APRIL 2018

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					

Apr 2-6 No School: Spring Break
Apr 26 1:00pm Dismissal

MAY 2018

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		

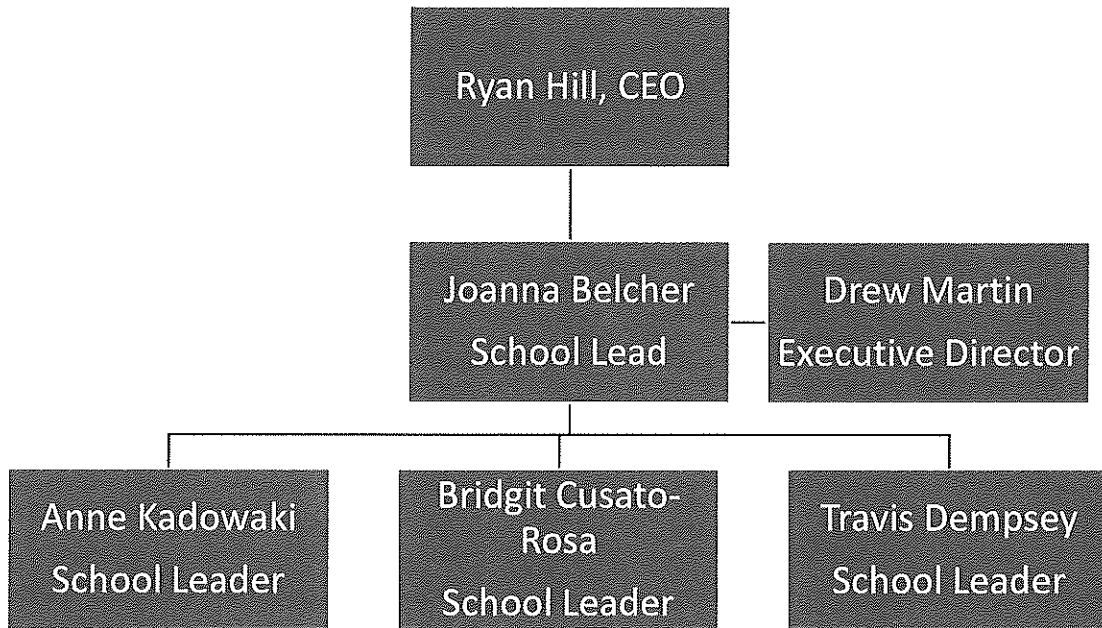
May 28 No School: Memorial Day

JUNE 2018

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 14-15 1:00pm Dismissals
Jun 15 Last Day of School: ALL
Jun 18-21 KLSM & KWM:
End-of-Year Field Trips

Appendix G- Organizational Chart



Retention

KIPP Lanning Square Primary students must meet grade level standards in the major content areas (reading, written communication, and math) to be promoted to the next grade level. Promotion will be based upon standards established for each subject. Attendance of less than 85% will also serve as a major consideration in the decision to retain a student.

KIPP Lanning Square Primary students will be promoted or retained on the recommendation of the classroom teacher(s) as well as the consultation of the grade level team, interventionist, and principal. This recommendation will be based upon the following criteria:

- Formative assessment data
- Summative assessment data
- Attendance
- Classwork
- Social/developmental characteristics
- Other pertinent data

Student retention is recommended when considered in the best interest of the student. Retention may be considered at any grade level. The decision to retain should be based on sufficient data gathered over time with the intention of placing the student in the grade level and educational program where s/he will ultimately be the most successful.

Students qualifying for special education will also receive consideration on a case-by-case basis in a manner consistent with the Individualized Education Plan (IEP).

Each quarter report card will indicate whether a student is “at risk for retention” beginning in kindergarten. If a student has been listed as at risk for retention, a letter indicating this risk will be sent home with a request for an in-person parent conference. When considering retention, the teaching team will prepare the “Retention Checklist” to present to the principal and family at the conference.

The school’s decision regarding promotion and retention will be based on the totality of the circumstances and will be final and binding.

Student Records

Authorized family members of current KIPP Lanning Square Primary students may access their student’s file by checking in with the Main Office. The Main Office will then give the families the file to view in the office, but the file may not leave the office. Student records, including final report cards, will not be transferred at the end of the year until all student fees (i.e. outstanding lunch or library fees) have been paid.

Student Privacy

KIPP Lanning Square Primary will comply with all New Jersey state regulations regarding student privacy. We respect the privacy of all parents/guardians and students in regards to student records.

APPENDIX I GRADUATION POLICY

KIPP Cooper Norcross follows all NJ graduation requirements. KIPP Cooper Norcross does not have a high school.