



**New Jersey Department of Education
Office of Charter and Renaissance Schools**

**KIPP Cooper Norcross, A NJ Nonprofit Corporation
60 Park Place, Suite 802
Newark, NJ 07102
Phone: (973) 622-0905
Fax: (973) 860-1111
Summer 2018**

Annual Report Questions:**Basic Information about the School:**

Fill in the requested information below.

Table 1: Basic Information

Basic Information	
Name of school	<i>KIPP: Cooper Norcross, A New Jersey Nonprofit Corporation</i>
Grade level(s) to be served in 2018-19	<i>K-8</i>
2017-18 enrollment (as of June 4, 2018)	<i>1121</i>
Projected enrollment for 2018-19	<i>1340</i>
Current waiting list for 2018-19 (as of June 4, 2018)	<i>312</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 chief school administrator	<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:

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	<i>2014</i>
Grade level(s) served at this site in 2017-18	<i>K-4</i>
Grade level(s) to be served at this site in 2018-19	<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 Information	
Site name	<i>Lanning Square Middle School</i>
Year site opened	<i>2015</i>
Grade level(s) served at this site in 2017-18	<i>5-8</i>
Grade level(s) to be served at this site in 2018-19	<i>5-8</i>
Site street address	<i>525 Clinton Street</i>
Site city	<i>Camden</i>
Site zip	<i>08103</i>
Site phone number	<i>Bridgit Cusato-Rosa</i>
Site lead or primary contact's name	<i>856-966-9600</i>
Site lead's email address	<i>bcusatorosa@kippnj.org</i>

School Site Information	
Site name	<i>Whittier Middle School</i>
Year site opened	<i>2016</i>
Grade level(s) served at this site in 2017-18	<i>5-6</i>
Grade level(s) to be served at this site in 2018-19	<i>5-7</i>
Site street address	<i>525 Clinton Street</i>
Site city	<i>Camden</i>
Site zip	<i>08103</i>
Site phone number	<i>Travis Dempsey</i>
Site lead or primary contact's name	<i>856-966-9600</i>
Site lead's email address	<i>tdempsey@kippnj.org</i>

Organizational Performance Areas

The following questions are aligned to the [Organizational Performance Framework](#), Performance Area 1: Education Program and Capacity.

1.1 Mission and Key Design Elements

- a) State the school's mission.

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 eleven schools in Newark and Camden. TEAM Academy is a KIPP school in Newark.

As TEAM's objective is to remain true to the state's intention for charter schools to serve representative samples of the Newark school aged population, TEAM Academy has gone to great lengths to make the school known and accessible to all students in Newark.

- b) Provide a brief description of the school's key design elements.

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.

- c) If applicable, provide information regarding the school's unique academic goals related to the school's mission using the guidelines and format below. Note: Mission-specific goals are optional. Schools that do not have mission-specific academic goals may leave this section of the annual report blank. Further, these academic goals may have changed from the school's original charter application.

N/A

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

- 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 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. For instance, in literacy our students spend 100 minutes a day studying our core text with Wheatley, and an additional 50 minutes a day engaging 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. Students may receive foundational or remedial instruction as needed during Strategic Reteach.

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.

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

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 students spend 100 minutes a day studying our core text with Wheatley, and an additional 50 minutes a day engaging in independent reading and/or Reader's Workshop. 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. Students may receive foundational or remedial instruction as needed during Strategic Reteach.

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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 2017-18 PARCC results have not been released to schools by July 15, 2018, then leave the 2017-18 column blank.

Table 3: Proficiency Rates on PARCC assessments

Assessment	2015-16	2016-17	2017-18
ELA 3	N/A	11%	Not available at this time
ELA 4	N/A	25%	Not available at this time
ELA 5	21%	22%	Not available at this time
ELA 6	20%	31%	Not available at this time
ELA 7	29%	47%	Not available at this time
ELA 8	42%	43%	Not available at this time
ELA 9	N/A	N/A	Not available at this time
ELA 10	N/A	N/A	Not available at this time
ELA 11	N/A	N/A	Not available at this time
MAT 3	N/A	11%	Not available at this time
MAT 4	N/A	7%	Not available at this time
MAT 5	15%	20%	Not available at this time
MAT 6	10%	23%	Not available at this time
MAT 7	11%	22%	Not available at this time
MAT 8	7%	23%	Not available at this time
Algebra I	N/A	N/A	Not available at this time
Geometry	N/A	N/A	Not available at this time
Algebra II	N/A	N/A	Not available at this time

- 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 a balanced literacy approach in our elementary schools, doubling down on Guided Reading and Readers Workshop in middle schools, and expanding our work 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 enhancements 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 2017-2018 year.

Math Assessments, Grades K, 1, 2, 3, 4, 5, 6, 7, 8	ELA Assessments, Grades K, 1, 2, 3, 4, 5, 6, 7, 8
--	<i>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?</i>
<i>Northwest Evaluation Association (“NWEA”) Measures of Academic Progress (“MAP”) diagnostic & summative – What is your Math GLEQ? How does your proficiency in Math compare with students nationally?</i>	<i>NWEA MAP (diagnostic & summative) – What is your literacy GLEQ? How does your proficiency in Literacy compare with students nationally?</i>
<i>Exit Tickets (formative) – “Are you with me today? Can you independently use the objective?”</i> <i>Exit tickets were also administered with our students in Grades 9 – 12.</i>	<i>Exit Tickets (formative) – “Are you with me today? Can you independently use the objective?”</i> <i>Exit tickets were also administered with our students in Grades 9 – 12.</i>
<i>Mid-Module (formative) - Can students do what the standard asks? This asks for a direct application of knowledge and skills in new situations.</i>	<i>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.</i>
<i>Quarterly Assessments (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.</i> <i>Our students in Grades 9 – 12 also took unit assessments.</i>	<i>Quarterly Assessments (summative) - Can students apply knowledge of the standards in a cold read of an unfamiliar text? All standards from the entire module are assessed.</i> <i>Our students in Grades 9 – 12 also took unit assessments.</i>
<i>Cognitive Guided Instruction – Are you flexible as you approach a word problem?</i>	<i>End-of-Module Writing Task – Cumulative writing experience assessing genre and standards students have engaged over the course of the module.</i>

- 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.

Table 4: School Leadership/ Administration Information

Administrator Name	Title	Start Date
Joanna Belcher	Chief School Administrator/ Executive Director	2014
Steven Small	School Business Administrator	2014

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.

Table 5: School Culture and Climate Learning Environment (as of June 4, 2018)

Learning Environment	
Total Attendance Rate:	93.6%
Elementary School Attendance Rate (grades K-5)	93.7%
Middle School Attendance Rate (grades 6-8)	93.4%
High School Attendance Rate (grades 9-12)	N/A
Student – Instructional Staff Ratio	8:1

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

Table 6: School Culture and Climate Professional Development

Professional Environment	
Teacher Retention Rate (from SY 2017-18 to 2018-19)	76%
Total Staff Retention Rate (from SY 2017-18 to 2018-19)	76%
Frequency of teacher surveys and date of last survey conducted	Twice per year in the fall and spring.
Percent of teachers who submitted survey responses	97%

Professional Environment	
Percentage of teachers who expressed satisfaction with school leadership or with the overall school environment	70%

- c) What were the three main positive aspects teachers identified in the latest survey?
- *Teachers have positive and trusting relationships with families.*
 - *My school implements a rigorous academic curriculum.*
 - *School system tracks student academic information that is useful and up to date.*
- d) What were the three main challenges that teachers identified in the latest survey?
- *There could be more opportunities for teachers to pursue leadership roles.*
 - *Workload for teachers is unsustainable over the long-term.*
 - *Some teachers do not feel prepared in supporting students and families on their road to college.*
- e) Fill in the requested information below regarding the school's discipline environment in 2017-18. If there was a noticeable increase or decrease in suspensions and expulsions in 2017-18 compared to 2016-17, then please describe the reasons for the change below the table.

Table 7: Discipline Environment 2017-18

Grade Level	Number of students enrolled (as of Oct. 15, 2017)	Number of students receiving an out-of-school suspension (unique count as of June 4, 2018)	Number of students expelled
K	117	6	0
1	116	3	0
2	109	6	0
3	134	13	0
4	53	15	0
5	222	75	0
6	217	62	0
7	84	37	0
8	67	26	0

2.2. Family and Community Engagement

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

Table 8: 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	Once per year.
Date of last parent/guardian survey conducted	January, 2018
Parents/guardians completing the survey (consider one survey per household)	184 Families
Percent of parents/guardians that expressed satisfaction with the overall school environment	94%

- b) What were the three main positive aspects identified by parents/guardians in the latest survey?
- *I would recommend my child's school to other families.*
 - *I feel welcomed and respected at my child's school.*
 - *I feel comfortable communicating with my child's teachers.*

- c) What were the three main challenges identified by parents/guardians in the latest survey?
- *Students should receive more praise on a regular basis.*
 - *Difficulty connecting parents and teachers to discuss concerns.*
 - *The school could do a better job at honoring a child's culture and background through its curriculum and programming.*

- d) List and briefly describe the major activities or events the school offered to parents/guardians during the 2017-18 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 Saturday 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 in Trenton, 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.

Table 9: Community Involvement with Education 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>Various universities (Spellman, Columbia, NYU)</i>	<i>Staff Recruitment</i>	<i>Recruitment for new teachers at various universities.</i>

Table 11: 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>Syk Sword Academy</i>	<i>Marital arts club</i>	<i>Middle school students receive free martial arts training after school.</i>
<i>YMCA Soccer for Success</i>	<i>Afterschool soccer club</i>	<i>Physical fitness and wellness programming for elementary school students throughout the school year.</i>
<i>Center for Family Services</i>	<i>Mentor/mentee</i>	<i>CFS operates in the same building as KCNA. There are several KIPP students participating in a mentor/mentee program.</i>

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.

Table 12: 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 2017-18 school year.

None.

c) List the critical policies adopted by the board during the 2017-18 school year.

- *FERPA and student directory information policy*

3.2 Board Compliance

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

Table 13: Board of Trustee Information

Name	Start Date	Term Expiration Date	Role on Board	Email Address
<i>Susan Bass Levin</i>	<i>2/26/2018</i>	<i>2/26/2019</i>	<i>Trustee</i>	<i>basslevin-susan@cooperhealth.edu</i>
<i>Adrienne Elberfeld</i>	<i>6/16/2018</i>	<i>7/16/2019</i>	<i>Trustee</i>	<i>elberfeld-adrienne@cooperhealth.edu</i>
<i>Douglas Allen</i>	<i>2/26/2018</i>	<i>2/26/2019</i>	<i>Trustee</i>	<i>allen-douglas@cooperhealth.edu</i>
<i>William Smith</i>	<i>6/18/2018</i>	<i>6/18/2019</i>	<i>Trustee</i>	<i>smith-william@cooperhealth.edu</i>
<i>Christine Choi</i>	<i>6/20/2018</i>	<i>6/20/2019</i>	<i>Trustee</i>	<i>wchristinechoi3@gmail.com</i>
<i>Kathleen Nugent Hughes</i>	<i>6/20/2018</i>	<i>6/20/2019</i>	<i>Trustee</i>	<i>kathleen.m.nugent@gmail.com</i>
<i>Tim Carden</i>	<i>6/20/2018</i>	<i>6/20/2019</i>	<i>Chair</i>	<i>cardent@pfm.com</i>
<i>Jordan Metzger</i>	<i>6/18/2018</i>	<i>6/18/2019</i>	<i>Trustee</i>	<i>jmetzger@coleschotz.com</i>
<i>Rahul Goyal</i>	<i>4/25/2018</i>	<i>4/25/2019</i>	<i>Trustee</i>	<i>rgoyal@aeainvestors.com</i>

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 2018-19.

Table 14: School Year 2017-18 Application Process Timeline

Application Process Timeline	
Date the application for school year 2018-19 was made available to interested parties	<i>February 1, 2018</i>
Date the application for school year 2018-19 was due back to the school from parents/guardians	<i>March 30, 2018</i>
Date and location of the lottery for seats in school year 2018-19	<i>Selection is run by Camden Enrollment.</i>

- b) Provide the URL to the school’s application for prospective students for school year 2018-19. 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 2018-19.

Available at our school, Camden Enrollment Hotline (856) 536-3999, and Enrollment Center located at the Kroc Center (1865 Harrison Ave), Entrance C, between 8:30 am - 5:00 pm.

- 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 2018-19 were available prior to the enrollment lottery.

Mailings (letters and postcards), Online (Facebook, Google Ads), Billboards, Canvassing, Phone Banking, Parent Referral Program, Website, Open Houses, School Tours.

- f) Fill in the requested information below regarding student enrollment and attrition rates by grade level in 2018-19.

Table 15: Student Enrollment and Attrition

Grade Level	Number of student withdrawals (for any reason) during the school year (as of June 4, 2018)	Number of students enrolled after the first day of school year 2017-18	Number of students retained in 2017-18 for the 2018-19 school year
K	11	117	Not available at this time.
1	2	116	Not available at this time.
2	5	109	Not available at this time.
3	7	134	Not available at this time.
4	2	53	Not available at this time.
5	14	222	Not available at this time.
6	13	217	Not available at this time.
7	7	84	Not available at this time.
8	0	67	Not available at this time.

- 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.

Formal observations are performed two times per year at most campuses (some campuses with a trimester schedule have opted to conduct three formal observations). TEAM’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*

TEAM'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.*

TEAM'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 TEAM Individual Development Plan, the teacher shall rate his or her own performance two or three times per year (based on semester or trimester schedule).

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

See above.

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

Note: You may use [Educator Evaluation System Guidelines for New Jersey Charter Schools](#) for guidance answering a), b) and c) above.

File Naming Convention

Table 16: Appendix 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 2018 – 19 School Calendar
Appendix G	Appendix G Organizational Chart
Appendix H	Appendix H Promotion/Retention Policy
Appendix I	Appendix I Graduation Policy

Each appendix must be submitted as a separate Word or .PDF file to the SharePoint folder “Annual Report 2018.” Save each appendix by the file naming convention provided in the second column of the above table.

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.

- Curriculum.** The School's curriculum is compliant with the New Jersey Student Learning Standards.
- 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 policies 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: 6/20/18

Print Full Name: JOANNA BELCHER

Title: CSA



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

Date:  DocuSigned by: 6/18/18
Timothy Carden
736F38A3795A44C...

Print Full Name: TIM CARDEN

Title: BOARD CHAIR

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.

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

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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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.

CALENDAR SYMBOLS KEY:

-  No School for Students
-  1:00pm Dismissal
-  Saturday School: 9:00am-1:00pm
-  Summer Hours: 9am-2pm
-  Start Dates
-  Last Day of School
-  Report Card Conferences

JULY 2018

S	M	T	W	T	F	S
	1	2	3	4	5	6
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 2-6 Closed
Jul 9-31 Summer Hours: 9:00am-2:00pm

AUGUST 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	

Aug 1-20 Summer Hours: 9:00am-2:00pm
Aug 9-10 Closed
Aug 21-22 1:00pm Dismissals: K, 5, new 6-8
Aug 23-31 1:00pm Dismissals: ALL Grades

SEPTEMBER 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						

Sept 3 No School: Labor Day

OCTOBER 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			

Oct 8 No School: Indigenous Peoples
Oct 19 No School: Staff PD Day
Oct 27 Saturday School #1: All Schools

NOVEMBER 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	

Nov 7-8 1:00pm Dismissals: Q1 RCCs
Nov 9 No School: Staff PD Day
Nov 12 No School: Veteran's Day
Nov 21-23 No School: Thanksgiving Break

DECEMBER 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					

Dec 21 1:00pm Dismissal
Dec 24-31 No School: Winter Break

JANUARY 2019

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 12 Saturday School #2: All Schools
Jan 21 No School: MLK Day

FEBRUARY 2019

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 1 1:00pm Dismissal: Staff PD Day
Feb 6-7 1:00pm Dismissals: Q2 RCCs
Feb 18-22 No School: Mid-Winter Break

MARCH 2019

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 9 Saturday School #3: All Schools
Mar 22 No School: Staff PD Day

APRIL 2019

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 6 Saturday School #4: KLSM
Apr 17-18 1:00pm Dismissals: Q3 RCCs
Apr 19 No School: Spring Break
Apr 22-26 No School: Spring Break

MAY 2019

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 11 Saturday School #4: KLSM, KWM
May 27 No School: Memorial Day

JUNE 2019

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 10-14 1:00pm Dismissals: ALL
Jun 11-14 End-of-Year Trips: KLSM, KWM
Jun 14 Last Day of School: ALL

Delayed Openings & Early Dismissals:

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

Make-Up Days:

The calendar allows for 4 school days to be missed due to emergency or winter inclement weather. Any school cancellations in excess of 4 days will be made up according by adding Saturday School day(s) and/or adding school days to the end of the school year.

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

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

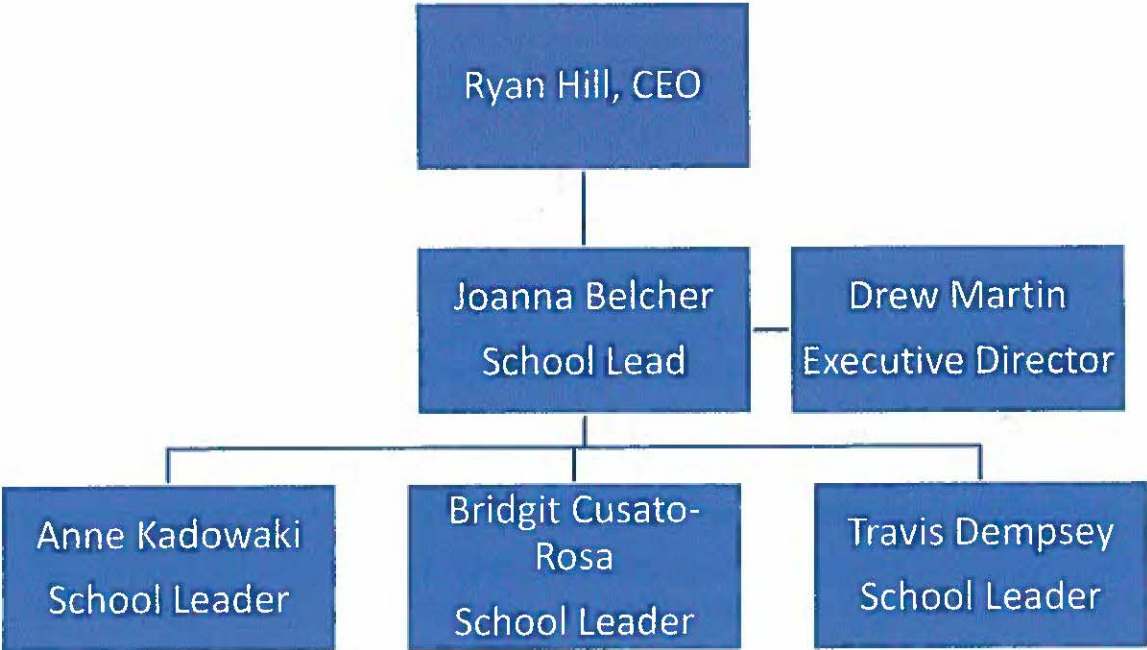
7:30am - 4:00pm: M, T, Th, F
7:30am - 1:00pm: Wednesday
Doors open at 7:15am

KIPP Whittier Middle (KWM):

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

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

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.

Absences and Promotion/Retention:

Once a student reaches 19 absences during the year (excused or unexcused), their case will be evaluated by the Promotion Committees to determine whether or not the student is eligible for promotion. Attendance will be taken on all days that school is in session during the traditional school year, orientation, summer school, and on appropriate Saturdays.

Additionally, three late arrivals to school will equal one unexcused absence. Students will be considered tardy to school if students arrive to school any time after 7:45.

Tardiness

Lateness to school will not be tolerated. School begins each day at 7:30 am, and students must arrive in the building by 7:45 am. If students are going to be tardy, families must notify the office at (.....) Upon arrival, students must sign in at the office before going to class. If students are tardy three or more times, this automatically turns into one absence and will be noted on their report cards and transcripts as an absence.

Signing Out Early

School ends on Monday, Tuesday, Thursday, and Friday at 4:15. On Wednesday the school day ends early at 1:00. Students who need to leave school early from school for unavoidable reasons must be picked up from school – they are not allowed to walk home or ride the public bus. Family members must walk into the building to sign students out in the office. Please let your student know that they are leaving early. They are responsible for collecting coursework/homework from every teacher before they leave the building. While we understand that leaving early is necessary at times, we urge parents to keep this practice to a minimum as students who leave early will lose vital learning time.

Illness During School Hours

KIPP Whittier's school nurse will administer over the counter medication when necessary and appropriate prescription medications in their original packaging to students with the written consent of a parent/guardian.

Students' families will be contacted to pick students up from school if students become too ill to remain at school. We use the contact information provided at enrollment to notify families of the student's illness. Students' contact information should be kept current so we are able to contact families regarding students' health in a timely manner.

absence). If scholars are absent frequently (excused or unexcused), please keep in mind that this affects learning and therefore may lower grades and negatively impact scholar performance. Please do your best to schedule all appointments after dismissal on our Wednesday half days, so that scholars do not miss class. Families can expect to receive a call or text when scholars are late or absent.

Attendance Interventions

1 Unexcused absences	Phone Contact (<i>We contact the family every day that a scholar is absent</i>)
7 or more Unexcused absences	Attendance meeting with Principal / Dean of Students at the end of each academic quarter. This is a mandatory conference where we create an attendance plan.
10 or more Unexcused absences	Truancy letter mailed home and additional measures (as needed) as per NJ State law.
15 or more Unexcused absences	Attendance meeting with Dean of Students and additional measures will need to be taken if the problem continues.
19 or more Unexcused absences	Promotion to the next grade is in jeopardy and required meeting with Principal/Dean of Students

APPENDIX I GRADUATION POLICY

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