



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

*KIPP Cooper Norcross, A NJ Nonprofit Corporation
60 Park Place, Suite 802
Newark, NJ 07102
Phone: (973) 622-0905
Fax: (973) 860-1111
Summer 2019*

Annual Report Questions:

Basic Information about the School:

Fill in the requested information below.

Table 1: Basic Information

Basic Information	
Name of Renaissance School Project	<i>KIPP Cooper Norcross, A New Jersey Nonprofit Corporation</i>
Year Opened	2014
Grade level(s) served in 2018-2019	K-8
Final enrollment count for 2018-2019 (as of June 30, 2019)	601
Grade Level(s) to be Served in 2019-2020	K-8
Projected enrollment for 2019-2020	1497
Mailing address	525 Clinton Street, Camden, NJ 08103
Website address	www.kippnj.org
Name of board president	Tim Carden
Board president email address	tim@p5grp.com
Board president phone number	973-622-0905
Name of Renaissance School Project Lead Person	Joanna Belcher
Lead Person email address	ibelcher@kippnj.org
Lead Person phone number	973-622-0905
Name of School Business Administrator (SBA)	Steven Small
SBA email address	ssmall@kippnj.org
SBA phone number	973-622-0905

School Site Information:

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

Table 2: School Sites

School Site 1 Information	
Site name	<i>Lanning Square Primary School</i>
Year site opened	2014
Grade level(s) served at this site in 2018-2019	K-4
Grade level(s) to be served at this site in 2019-2020	K-4
Site street address 1	525 Clinton Street

Site street address 2	
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 Information	
Site name	<i>Lanning Square Middle School</i>
Year site opened	<i>2015</i>
Grade level(s) served at this site in 2018-2019	<i>5-8</i>
Grade level(s) to be served at this site in 2019-2020	<i>5-8</i>
Site street address 1	<i>525 Clinton Street</i>
Site street address 2	
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 3 Information	
Site name	<i>Whittier Middle School</i>
Year site opened	<i>2016</i>
Grade level(s) served at this site in 2018-2019	<i>5-7</i>
Grade level(s) to be served at this site in 2019-2020	<i>5-8</i>
Site street address 1	<i>525 Clinton Street</i>
Site street address 2	
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>

1. Education Program and Capacity

1.1 Mission

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

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. KIPP Cooper Norcross Academy (KCNA) is a network of three KIPP New Jersey schools 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.

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.

1.2 Curriculum

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

Attached.

- b) Provide details about any planned changes to the curriculum and assessments for the 2019-2020 school year. Please limit your response to a 1-page maximum.

N/a

1.3 Instruction

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

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

To meet the demands of the lessons and curriculum, our academic program is structured to allow for sufficient time in literacy, math, science, and history. For instance, in literacy our middle school students spend 90 minutes a day studying our core text with Wheatley, and an additional 45 to 60 minutes a day engaging in independent reading and/or Guided Reading. In math, our elementary school students spend 60 minutes a day engaging with the Eureka curriculum, as well an additional 30 minutes in Cognitively Guided Instruction (CGI). Additionally, all of our students receive at least 90 minutes a week 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.

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

Our schools implement a curricular and assessment model aligned not only to the Common Core, but to the bar presented by the ACT and AP exams given at the high school level. In order to meet this bar, our teachers engage in intellectual prep for units and daily lessons, internalize the key tasks of a lesson by doing the student work themselves and anticipating misconceptions, select hearty questions to emphasize over the course of a lesson, and allow students to explore and make meaning before providing intentional scaffolds or models to help clarify and stamp understandings. We emphasize the power of student discourse in helping students develop understandings, valuing student voices and thinking over teacher talk and direction. This allows our students to engage in deeper learning that they can transfer across disciplines for the longer-term.

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 2018-2019 PARCC results have not been released to schools by July 15, 2019, then leave the 2018-2019 column blank.

Table 3: Proficiency Rates on PARCC assessments

Assessment	2016-2017	2017-2018	2018-2019
ELA 3	11%	30%	
ELA 4	25%	14%	
ELA 5	22%	23%	
ELA 6	31%	31%	
ELA 7	47%	59%	
ELA 8	43%	59%	
ELA 9	N/A	N/A	
ELA 10	N/A	N/A	
ELA 11	N/A	N/A	
MAT 3	11%	50%	
MAT 4	7%	13%	
MAT 5	20%	17%	
MAT 6	23%	15%	
MAT 7	22%	24%	
MAT 8	23%	41%	
Algebra I	N/A	N/A	
Geometry	N/A	N/A	
Algebra II	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 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)

N/A – section to be updated once 2018-19 data is available.

- c) For each subject and grade level, provide a list of the diagnostic, formative, and summative assessments that were administered during the 2018-2019 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>Fountas & Pinnell Benchmark Assessments (diagnostic & summative) – What is your literacy Grade Level Equivalent (“GLEQ”)? What 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 (formative) – “Are you with me today? Can you independently use the objective?”</i>
<i>Cumulative Review Quizzes (CRQs) - Can students do what the standard asks? This asks for a direct application of knowledge and skills in new situations.</i>	<i>Cold Read Quizzes (CRQs) - Can students do what the standard asks? This asks for a direct application of knowledge and skills in a cold 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).</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>Cognitively Guided Instruction – Are you flexible as you approach a word problem?</i>	<i>Writing Process Pieces – Cumulative writing experience assessing genre and standards students have engaged over the course of the module.</i>
	<i>Vocabulary & Grammar Quizzes – Grades 5 – 8 – Can you apply your grammar skills and knowledge in an ACT-style passage and item set, and then again in independent writing?</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

- a) As Appendix B, provide an organizational chart of the renaissance school project for the 2018-2019 school year.

Attached.

- b) As Appendix C, provide a list of the lead person(s), teachers, and professional support staff if any renaissance school project staff has changed. *If you have updated this information in NJSMART, please indicate below that this information has already been submitted.*

This information was already submitted through NJSMART.

1.6 2019-2020 School Calendar

As Appendix D, please provide the 2019-2020 school calendar.

Attached.

2. School Culture and Climate

2.1 School Culture and Climate

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

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

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

- *Our classrooms are named after colleges (usually the alma matter of the teacher), and our teachers frequently discuss with students how KIPP will help them as they “climb the mountain to college”*
- *In every grade level K-8, our students have the opportunity to tour colleges and get a feel for what it will be like for them when they attend.*
- *Our students come in at very different levels – some more than 4 years behind and others are at our above grade level. Our goal is for each student to receive instruction right at their academic level and to be exposed to critical thinking and grade level appropriate ideas. We do this through a combination of whole group instruction, small group instruction, blended learning using educational software, and one-on-one conferencing.*
- *We also value both academic growth and performance. We celebrate students for many qualities and behaviors including hard work, improvement, kindness to others, and academic performance. We do this through various methods including awards, bulletin boards, T-shirts, field trips, Friday fun days, positive phone calls home to parents.*
- *We also believe that learning should include more than just academics – and our schools ensure that students have opportunities within the school day for physical activity, music, and visual and performing arts. Additionally, we have extra-curricular activities for our middle school students that include everything from technology to arts to sports team. We have more than 30 clubs, sports, etc. in middle school.*

Specifically, in the 2019-20 school year, our academic priority is to create an ethos of authentic academic engagement and curiosity with kids, fostering the kinds of experiences and conversations that allow kids to inquire, dig deeper, and develop their own conclusions, across all content areas. Therefore, our rallying cry in the upcoming school year will be: Our Kids Love to Learn and We Do, Too. This priority is about increasing the level of academic engagement, curiosity, and ownership of learning our kids experience each day, which is crucial in driving student investment, rigor, and achievement.

In our classrooms, this will look like:

- *students asking and answering questions about the content itself, not just the tasks;*
- *increased investment in and completion of independent work;*
- *students engaging in self-directed learning;*
- *classrooms abuzz with student discourse and questioning of one another;*
- *students talking about lessons and texts and tasks in the hallways and on the playground;*
- *teachers who are energized by the content and how to get kids to make discoveries about it;*
- *students taking ownership of their learning by independently researching, studying, and preparing for the next day’s content;*
- *improved homework completion rates;*
- *students’ needs being met across a spectrum of performance;*
- *student work demonstrating deep reasoning and evidence-gathering;*
- *student work that regularly meets the bar of the grade-level exemplar;*
- *students expressing themselves with an individual style--moving past formulas and sentence-starters;*
- *and, of course, improved achievement.*

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

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

Specific services and programs include:

Health services

- The Cooper Health Center at KIPP Lanning Square is a full Cooper Pediatrics office located in our Lanning Square school building. It is open for 8 hours per day, year-round, and staffed by a full-time nurse practitioner and full-time medical assistant.*
- Two full-time school nurses and one part-time school nurse oversee administration of medications and chronic illness management, in addition to responding to the daily needs of students.*
- Both KIPP Lanning Square and KIPP Whittier offer weekly dental services, in conjunction with a local dental office. Dental services including regular cleanings, cavity fillings, and advanced dental work take place on site for KIPP students.*
- Behavioral health services*
- Six school social workers provide individual and group counseling for students, and work to connect students and families with outside resources.*
- All schools have teams of behavior professionals who create and execute specialized behavior plans for students with behavior needs, intervene proactively with targeted students, and support students throughout the day with behavior needs.*
- In partnership with the Camden Promise Neighborhood, KCNA has a Family Support team of three individuals, including two master's level social workers, who work full-time to support KCNA families and students in need. The Family Support team works closely with the school social workers to ensure that students receive ongoing mental health services, in addition to connecting students and families with a wide array of outside services.*

Social and emotional supports

- An extensive array of after-school programming for students of all grade levels, with offerings such as theater, music, cooking, and dance, as well as a middle school sports program that includes basketball, volleyball, baseball, flag football, and cheerleading teams.*
- Specialized mentoring programs, including a middle school peer mentoring program, a Brother to Brother mentoring program for middle school boys, and partnerships with Girls Inc and Girl Scouts for elementary school girls.*

Other services

- KCNA provides dinners daily for students who participate in after-school programming. We also offer a wide array of food services for families, including monthly distributions of food packs to all students, weekly distributions of "rescued" food from local grocery stores, and monthly distributions of food for families who live in our neighborhood.*

2.2. Family and Community Engagement

- a) List and briefly describe the major activities or events the school offered to parents/guardians during the 2018-2019 school year.
- a. 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.*
 - b. We hosted several parent engagement events including welcome barbecues, Saturday Schools, and a Thanksgiving Potluck Dinner.*
 - c. We provided services for our families in need, including monthly food distributions, opportunities to register to vote, donations of gifts for children during the holiday season, and backpacks with new school supplies for all students.*
- b) List and briefly describe the major activities or events conducted by parents/guardians to further the school's mission and goals.
- a. Parents attended Camden BOE meetings to testify about their school experience.*
 - b. Parents also volunteered to chaperone field trips and to help distribute food to families.*
 - c. Parents conducted community outreach to encourage prospective students and families to apply to our school.*
- c) Fill in the requested information below regarding community involvement. Add or delete rows as necessary.

Table 4: Community Involvement with Educational Institutions

<i>Partnering Organization</i>	<i>Description of the Partnership</i>	<i>Level of Involvement: i.e., students and/or staff involved, # hours per month, resources involved, etc.</i>
<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 5: Community Involvement with Community Institutions

<i>Partnering Organization</i>	<i>Description of the Partnership</i>	<i>Level of involvement: i.e., # students and/or staff involved, # hours per month, resources involved, etc.</i>
<i>Food Bank of South Jersey</i>	<i>Monthly community food distribution</i>	<i>The food bank distributes fresh and shelf stable food to families who live in the neighborhood and attend our school.</i>
<i>YMCA Soccer for Success</i>	<i>Afterschool soccer club</i>	<i>The YMCA provides 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>

3. Board Governance

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

Table 6: Board of Trustee Information

<i>Name</i>	<i>Start Date</i>	<i>Term Expiration Date</i>	<i>Role on Board</i>	<i>Email Address</i>
<i>Susan Bass Levin</i>	<i>2/26/2019</i>	<i>2/26/2020</i>	<i>Trustee</i>	basslevin-susan@cooperhealth.edu
<i>Sheila Roberts</i>	<i>2/26/2019</i>	<i>2/26/2020</i>	<i>Trustee</i>	<i>n/a</i>
<i>Marcus Worlds</i>	<i>2/26/2019</i>	<i>2/26/2020</i>	<i>Trustee</i>	worlds-marcus@CooperHealth.edu
<i>William Smith</i>	<i>2/26/2019</i>	<i>2/26/2020</i>	<i>Trustee</i>	smith-william@cooperhealth.edu
<i>Jordan Metzger</i>	<i>3/19/2019</i>	<i>3/19/2020</i>	<i>Trustee</i>	jmetzger@coleschotz.com
<i>Christine Choi</i>	<i>4/25/2019</i>	<i>4/25/2022</i>	<i>Trustee</i>	kathleen.m.nugent@gmail.com
<i>Kathleen Nugent Hughes</i>	<i>4/25/2019</i>	<i>4/25/2022</i>	<i>Chair</i>	kathleen.m.nugent@gmail.com
<i>Tim Carden</i>	<i>3/19/2019</i>	<i>3/19/2020</i>	<i>Trustee</i>	tim@p5grp.com
<i>Rahul Goyal</i>	<i>4/25/2019</i>	<i>4/25/2022</i>	<i>Trustee</i>	rgoyal@aegainvestors.com

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

Attached.

- c) As Appendix F, provide a copy of any amendments to the bylaws the board of trustees adopted during the 2018-2019 school year.

Attached.

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

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

4. Enrollment

- a) Fill in the requested information below with enrollment information for each grade level by site. Please complete a separate chart for each site that will be operating in 2019-2020.

Table 7: Enrollment for Site 1

Site 1 KIPP Lanning Square Primary Enrollment		
Grade	Enrollment Count on Last Day of the 2018-2019 School Year	Projected Enrollment for the 2019-2020 School Year
K	119	118
Grade 1	117	118
Grade 2	124	120
Grade 3	113	120
Grade 4	128	112
Grade 5	n/a	n/a
Grade 6	n/a	n/a
Grade 7	n/a	n/a
Grade 8	n/a	n/a
Grade 9	n/a	n/a
Grade 10	n/a	n/a
Grade 11	n/a	n/a
Grade 12	n/a	n/a
Total	601	588

Table 8: Enrollment for Site 2

Site 2 KIPP Lanning Square Middle Enrollment

Grade	Enrollment Count on Last Day of 2018-2019 School Year	Projected Enrollment for the 2019-2020 School Year
K	n/a	n/a
Grade 1	n/a	n/a
Grade 2	n/a	n/a
Grade 3	n/a	n/a
Grade 4	n/a	n/a
Grade 5	86	117
Grade 6	122	116
Grade 7	117	117
Grade 8	96	116
Grade 9	n/a	n/a
Grade 10	n/a	n/a
Grade 11	n/a	n/a
Grade 12	n/a	n/a
Total	421	466

Table 9: Enrollment for Site 3

Site 3 KIPP Whittier Middle Enrollment

Grade	Enrollment Count on Last Day of the 2018-2019 School Year	Projected Enrollment for the 2019-2020 School Year
K	n/a	n/a
Grade 1	n/a	n/a
Grade 2	n/a	n/a
Grade 3	n/a	n/a
Grade 4	27	29
Grade 5	77	100
Grade 6	112	90
Grade 7	112	112
Grade 8	n/a	112
Grade 9	n/a	n/a
Grade 10	n/a	n/a
Grade 11	n/a	n/a
Grade 12	n/a	n/a
Total	328	443

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

At KCNA, we prioritize keeping our students within our network year over year whenever possible. To ensure that our attrition is as low as possible, KCNA monitors attrition rates in real-time via an online dashboard accessible to all school leadership and operations team members. We internally track intra-city attrition (students choosing another school in Camden) and inter-city attrition (students moving outside the city). The former we believe it is our responsibility to minimize by continuing to meet the needs of all students and families, and the latter we view as largely unavoidable.

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

Additionally, if a parent informs our operations team that they would like to transfer to another school in Camden, the student's advisory teacher and School Leader reach out to the parent to better understand the reasons for their desire to leave and to work to find a solution with the family that will keep them in our schools. As a result of these efforts, since 10/1/2018, only 13 out of more than 1300 students have chosen to leave our schools to attend other schools in Camden.

5. Facilities

5.1. Funding

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

KCNA anticipates financing improvements at the Charles Sumner Elementary School facility as well further improvements at the Whittier Middle School facility.

5.2 Structural Changes

- a) List renaissance school project sites that will be undergoing construction between July 2019 and June 2020.

The Charles Sumner Elementary School will be undergoing renovation during this time.

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

The Board of Trustees provides assurances that substantial reconstruction plans have been submitted for previously renovated buildings. Substantial reconstruction plans for the Charles Sumner Building are in development. KCNA plans to submit them to the DOE upon completion.

c) Please provide details of any modifications to existing site plans and/or substantial reconstruction plans that have been submitted to NJDOE. If there are no modifications to the existing plans, simply indicate that here by writing "N/A" next to numbers 1-4.

1. Provide the facility name and address. *n/a*
2. Provide a description of changes/modifications to the facility(ies). *n/a*
3. Provide assurances that the facility meets regulations pertaining to the health and safety of pupils, per N.J.S.A. 18A:36C-4.b(11). *n/a*
4. As Appendix G, provide a revised timeline for implementing the changes. *n/a*

File Naming Convention

Table 12: Appendix File Naming Convention

Appendix	File Naming Convention
Appendix A	Appendix A Curriculum Statement of Assurance
Appendix B	Appendix B Organizational Chart
Appendix C	Appendix C Staff List
Appendix D	Appendix D 2019 – 2020 School Calendar
Appendix E	Appendix E Board Statement of Assurance
Appendix F	Appendix F Amendments to Bylaws
Appendix G	Appendix G Facilities Timeline

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

Signature of School Official (School Lead):

Date: 8/1/2019

Print Full Name: JOANNA BELCHER

Title: CSA



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

Date:

Print Full Name:

Title:

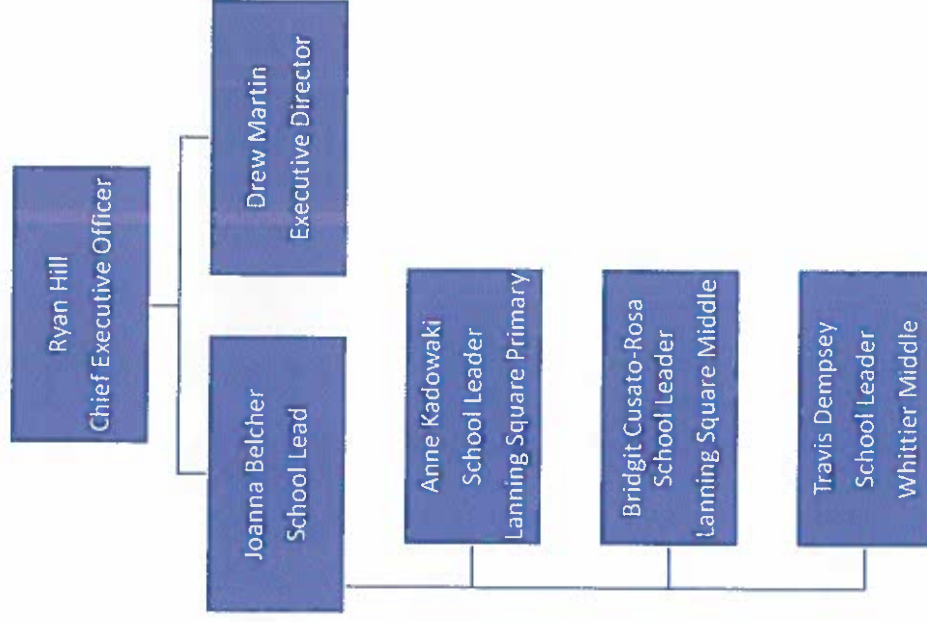
APPENDIX A- STATEMENT OF ASSURANCE

KCNA provides assurance that the renaissance school project's curriculum is aligned to the New Jersey Student Learning Standards.

By: _____

Tim Carden, Board Chair

Appendix B – Organizational Chart



Appendix C Staff List

KCNA has updated staff information in NJSMART.

KIPP COOPER
NORCROSS

-  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
-  Beginning / End of Quarter

April 10

7:45am - 3:50pm: M, T, Th, F
7:45am - 1:00pm: Wednesday
*Doors open at 7:30am

JULY 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				

Jul 1-5 Closed

Jul 8-31 Summer Hours: 9:00am-2:00pm

OCTOBER 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		

Oct 14 No School: Indigenous Peoples
 Oct 18 No School: Staff PD Day
 Oct 26 Saturday School #1

JANUARY 2020

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 6 No School: Staff PD Day
 Jan 11 Saturday School #2
 Jan 21 No School: MLK Day
 Jan 31 1:00pm Dismissal: Staff PD Day

APRIL 2020

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 10 No School: Spring Break
 Apr 13-17 No School: Spring Break
 Apr 22-23 1:00pm Dismissals: Q3 RCCs

AUGUST 2019

S	M	T	W	T	F	S
					1	2
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 1-16 Summer Hours: 9:00am-2:00pm
Aug 8-9 Closed
Aug 19-20 1:00pm Dismissals: K, 5, new 6-8
Aug 21-30 1:00pm Dismissals: ALL Grades

NOVEMBER 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

Nov 8 No School: Staff PD Day
 Nov 11 No School: Veteran's Day
 Nov 13-14 1:00pm Dismissals: Q1 RCCs
 Nov 27-29 No School: Thanksgiving Break

FEBRUARY 2020

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

Feb 5-6 1:00pm Dismissals: Q2 RCCs
 Feb 17-21 No School: Mid-Winter Break

MAY 2020						
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 31	25	26	27	28	29	30
May 2 Saturday School #4						
May 25 No School: Memorial Day						

SEPTEMBER 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					

Sept 2 No School: Labor Day
 Sept 3 Full Days Begin

DECEMBER 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				

Dec 20 1:00pm Dismissal

Dec 23-31 No School: Winter Break

MARCH 2020						
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 7 Saturday School #3

Mar 20 No School: Staff PD Day

JUNE 2020

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 8-12 1:00pm Dismissals
Jun 9-12 End-of-Year Trips: KLSM, KWM
Jun 11-12 Q4 RCCs
Jun 12 Last Day of School: ALL

Appendix E Board Statement of Assurance

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

KIPP: COOPER NORCROSS

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

RESOLUTION AMENDING ORGANIZATIONAL BYLAWS

WHEREAS, KCNA is a New Jersey non-profit corporation formed pursuant to § 15A:2-8 of New Jersey Statutes; and,

WHEREAS, pursuant to Section 13.1 of the bylaws the Corporation has authority to amend its bylaws subject to 51% approval by the KCNA Board;

NOW, THEREFORE, BE IT RESOLVED, that the KCNA board approves the following changes to the bylaws for Section 5.3 to now read as follows:

Except as otherwise provided in these Bylaws, each Trustee shall be appointed for a term of three (3) years, which term may be renewed, and shall hold office until the expiration of the term for which he or she was appointed, his / her removal, until his or her successor has been elected and qualified, or until his or her earlier death or resignation. Any Trustee serving a term of less than three (3) years at the time of amending these Bylaws shall not require re-appointment until the expiration of his/her current term.

DATE:

SIGNED BY:

Timothy Carden, President

Board of Trustees

Adopted at the Board of Trustees Meeting on

APRIL 15, 2019

Appendix G Facilities Timeline

N/A – KCNA has not made any changes to existing substantial reconstruction plans.