MASTERY SCHOOLS OF CAMDEN

Urban Hope Act Annual Report

August 1, 2021

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Annual Report Questions

Basic Information about the School

Fill in the requested information in below.

Table 1: Basic Information

Basic Information	
Name of renaissance school project	Mastery Schools of Camden
Grade level(s) to be served in 2021-2022	K-12
2020-2021 enrollment (as of June 30, 2021)	2,669
Projected enrollment for 2021-2022	2,690
Current waiting list for 2021-2022	127
Website address	http://www.masterynj.org
Name of board president	Jim Sheward
Board president email address	jim@shewardfamily.com
Board president phone number	(610) 952-1201
Name of renaissance school project lead	Scott Gordon
School lead email address	Scott.Gordon@Masterycharter.org
School lead phone number	267-872-8710
Name of School Business Administrator (SBA)	Chris Barts
SBA email address	Chris.Barts@Masterycharter.org
SBA phone number	267-838-1313

School Site Information

Provide the requested information for each school location. Copy 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 1 Information	
Site name	Cramer Hill Elementary
Year site opened	2014
Grade level(s) served at this site in 2020-2021	K-8
Grade level(s) to be served at this site in 2021-2022	K-8
Site street address	1001 North 17th Street
Site city	Camden
Site zip	08105
Site phone number	856-726-0027
Site lead or primary contact's name	Jessie Gismondi
Site lead's email address	Jessie.Gismondi@MasteryNJ.org

School Site 2 Information	
Site name	Molina Lower Elementary
Year site opened	2017
Grade level(s) served at this site in 2020-2021	K-2
Grade level(s) to be served at this site in 2021-2022	K-2
Site street address	415 North 9th Street
Site city	Camden
Site zip	08102
Site phone number	856-993-7004
Site lead or primary contact's name	Kimberly Blake
Site lead's email address	Kimberly.Blake@MasteryNJ.org

School Site 3 Information	
Site name	Molina Upper Elementary
Year site opened	2015
Grade level(s) served at this site in 2020-2021	3-8
Grade level(s) to be served at this site in 2021-2022	3-8
Site street address	601 Vine Street
Site city	Camden
Site zip	08102
Site phone number	856-966-8970
Site lead or primary contact's name	Rickia Reid
Site lead's email address	Rickia.Reid@MasteryNJ.org

School Site 4 Information	
Site name	East Camden Middle
Year site opened	2015
Grade level(s) served at this site in 2020-2021	6-8
Grade level(s) to be served at this site in 2021-2022	6-8
Site street address	3064 Stevens Street
Site city	Camden
Site zip	08105
Site phone number	856-966-5111
Site lead or primary contact's name	Stephen Williams
Site lead's email address	Stephen.Williams@masterycharter.org

School Site 5 Information	
Site name	Mastery High School of Camden
Year site opened	2018

School Site 5 Information	
Grade level(s) served at this site in 2020-2021	9-12
Grade level(s) to be served at this site in 2021-2022	9-12
Site street address	800 Erie Street
Site city	Camden
Site zip	08102
Site phone number	856-966-5111
Site lead or primary contact's name	Dr. William Hayes
Site lead's email address	William.Hayes@MasteryNJ.org

School Site 6 Information	
Site name	McGraw Elementary
Year site opened	2015
Grade level(s) served at this site in 2020-2021	K-5
Grade level(s) to be served at this site in 2021-2022	K-5
Site street address	3051 Fremont Street
Site city	Camden
Site zip	08105
Site phone number	856-966-8960
Site lead or primary contact's name	Charmaine Giles
Site lead's email address	Charmaine.Giles@MasteryNJ.org

Organizational Performance Areas

Education Program and Capacity

1.1 Mission

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

THE MISSION

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

Serving the students of Camden towards our ambitious mission has meant providing robust programming for students with a variety of special education and English language needs.   Our programming is designed on an individual basis to respond to the needs of each student, to meet them where they are academically, behaviorally, and socio-emotionally to support them in meeting our rigorous expectations. At our high school, we have expanded programming to include multiple pathways for all learners. Dual enrollment and career and technical education partnerships have provided opportunities for students to engage in community-based learning that aligns with their post-secondary plans. In addition to our academic programs, students

engage in daily social-emotional learning through community and morning meetings, in which teachers develop social skills and support students in their interactions with peers and school staff. Students and families also have access to daily aftercare services, if needed, and summer programming that provides opportunities for enrichment, homework support, and joyful activities such as arts and crafts and sports. Our summer program prioritized the needs of students in reading and math and partnered with outside organizations to provide further enrichment. We provided in-person support for all students in our summer credit recovery program, bringing back three-dimensional instructional support in the class while utilizing high quality, web-based course offerings. Furthermore, students experience a variety of enrichment courses throughout the year including Spanish, physical education, art and music - all designed to provide access to varied coursework to prepare our students beyond Mastery. Our sports and extracurricular programs also help ensure students have a robust and holistic experience. During the recent pandemic and closure, our mission has never been more important and we have worked expeditiously to ensure all students have access to laptops, internet and the resources and supports they need to be successful. Our school teams conducted ongoing home visits to support families who needed additional help in navigating virtual learning, as well as serve as thought partners in tackling barriers that were keeping their students from thriving in online learning.

1.2 Curriculum

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

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

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

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

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

Programming

	Small Group Reading & Phonics	Reading & Writing	Math	Social Studies	Science	Specials/ Electives

K-2	Fundations GR - TBD Lexia	Wheatley	Eureka & Zearn	Scholastic	Discovery Education Science Techbooks Edgenuity	TBD
3-5				Mastery Unit Plans The DBQ Project Edgenuity		
6-8						
9-12		Springboard	Agile Mind, Khan Academy, Edgenuity			Teacher Lesson Plans, Edgenuity

Assessment

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

Assessment

1. **Transition to Online Assessments**: Phase in the use of online assessments during the school year so all students have access to assessments regardless of whether they are in classroom learning mode or distance learning mode. We will transition by adopting online assessments for ELA and Math in RP1, and use flexible assessments (i.e. digital version of PDF booklets and answer sheets) for all other subjects.
2. **Change MAP Administration Dates**: Shift the start of MAP Growth testing by two weeks to 9/14, extend the window to 21 days, and close administration on 10/13. We held multiple talks with NWEA, the creators of MAP, and feel that the only way to ensure we can obtain the data we need is to administer the tests in school.
3. **Change Benchmark Administration Dates:** Shift the RP1 benchmark window by one week to start on 10/26, extend it to be two weeks total, and close BMs on 11/6. Shifting the testing window gives schools an extra week they can use flexibly as we transition into the FLM in RP1, and extending the window ensures that schools will have the staffing resources needed to execute proper online testing.
4. **Adopt MAP Reading Fluency:** Add MAP Reading Fluency as the K-2 assessment of record. The network will use this assessment to set annual goals, KPIs, and adjust instructional practice.
5. **Add a Screening Window:** to ensure uniformity and data quality, add a beginning of the year assessment screening window for all placement and diagnostic assessments.

1.3 Instruction

a) What constitutes high quality instruction at this school?

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

1. Student Achievement: The degree to which students master the content, grow academically and achieve.

2. Content Engagement: The degree to which students are brought into and actively navigate their academic experience.

3. Supportive Community: The degree to which students participate in, support and enrich the academic experience of their classmates.

4. Lesson Design and Facilitation: The degree to which the teacher designs and facilitates a lesson that moves all students forward academically.

5. Motivation, Relationships & Classroom Management: The degree to which the teacher motivates, builds mindset and creates a supportive classroom community.

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

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

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

Literacy

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

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

In grades 3-8, we use the KIPP Wheatley curriculum as our ELA curriculum, which includes reading, writing and support components. Wheatley includes close reading lessons with complex texts focused

on building students' skills to deeply understand what they are reading as well as building knowledge. Through Wheatley writing lessons, students learn explicit frameworks for constructing narrative, explanatory, and argumentative writing products that draw on the essential themes and unique features of the texts students are reading. Through an additional Literature Centers block, teachers spent time with students on students' instructional levels to support reading growth through Guided Reading, independent reading, anchor novel support, and remediation.

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

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

Math

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

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

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

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

1. Cohesion – The common-core aligned curriculum used within these curricula prepares students for the rigors of NJSLA

2. Rigor – A balance of procedural and conceptual understanding within the curricula ensures that students are actively preparing for advanced study in mathematics

3. Critical Thinking – These curricula regularly incorporate real-world application opportunities grounded in the Standards for Mathematical Practice in order to build the critical thinking skills needed for post-secondary success.

4. Remediation - The Intensified Algebra curriculum is used in 9th and 10th grade to ensure that all students are provided a comprehensive research-based intervention to address unfinished learning while simultaneously engaging with grade-level content in preparation for NJSLA and post-secondary readiness.

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

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

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

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

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

1. Online learning: Completion of ELA and math units of study via online learning platforms (Reading Eggs for K-2 ELA, CommonLit for 3-12 ELA, Zearn for K-5 Math, Khan Academy for 6-12 ELA). Plus K-12 Science (CK-12) and Social Studies (through Newsela and Scholastic) content. For high school, teachers created course-specific units of study for students using these platforms and other resources for required core courses and for enrichment and elective courses in non-core subject areas.

2. Student work packets: Completion of K-12 ELA and math packets. General education students received student work packets that align with on grade level content. Tier 3 students with IEPs and English language learners received modified work packets that align with their functional level.

3. Independent reading (or read-alouds for K-2 students): Students read for at least 30 minutes/day using books they had available at home and/or free e-book resources provided by Mastery.

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

1.3 Assessment

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

Table 3: Proficiency Rates on local assessments

Assessment	Interim Assessment			End of Year Assessment		
Percent of students:	Below	On	Above	Below	On	Above
ELA K	46%	54%	NA	54%	46%	N/A
ELA 1	75%	25%	NA	78%	22%	N/A
ELA 2	68%	32%	NA	66%	34%	N/A
ELA 3	66%	24%	10%	63%	25%	12%
ELA 4	67%	21%	12%	55%	24%	21%
ELA 5	77%	18%	5%	59%	22%	19%
ELA 6	75%	22%	3%	58%	18%	24%
ELA 7	62%	27%	11%	56%	27%	17%
ELA 8	66%	24%	9%	50%	24%	26%
ELA 9	30%	35%	35%	72%	21%	7%
ELA 10	28%	58%	14%	29%	37%	34%
MAT K	N/A	N/A	N/A	N/A	N/A	N/A
MAT 1	N/A	N/A	N/A	N/A	N/A	N/A
MAT 2	N/A	N/A	N/A	N/A	N/A	N/A
MAT 3	74%	14%	12%	75%	14%	11%
MAT 4	73%	14%	13%	66%	12%	22%
MAT 5	92%	7%	1%	84%	10%	6%
MAT 6	92%	7%	2%	82%	13%	5%

Assessment	Interim Assessment			End of Year Assessment		
MAT 7	87%	7%	6%	75%	15%	10%
MAT 8	81%	11%	9%	52%	23%	25%
Algebra I	83%	10%	7%	75%	14%	11%
Geometry	40%	40%	20%	47%	36%	17%
Algebra II	40%	36%	24%	20%	68%	12%

b) Identify the type of assessments used for interim assessment data:
  ☐ Solely renaissance school project created
  ☐ Vendor and renaissance school project created
  X Combination of solely renaissance school project and vendor and renaissance school project created

c) Identify the type of assessments used for end of year assessment results:
  ☐ Solely renaissance school project created
  ☐ Vendor and renaissance school project created
  X Combination of solely renaissance school project and vendor and renaissance school project created

d) Explain what steps the school has taken, or plans to take, to ensure progress in both subjects by grade level and by subgroup (i.e., students eligible for free and reduced-price lunch, English language learners, students with disabilities, and racial/ethnic groups).

   The network revamped our RTII program to ensure we have robust Tier 2 interventions in place.
   - As part of the revamp we added a responsive teaching block that addresses the specific learning needs of students with a focus on remediation for students that need additional help.
   - Tier 3 interventions were also revamped and a new suite of interventions was rolled out last year.

   English and Math pacing guides were updated to address learning gaps and give teachers flexible time that can be used to address these gaps.

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

Subject	K-2	3-8	HS
English	Lexia's Core 5 each month Wilson's Foundations Unit Assessments Network-created assessments each quarter	MAP Growth Reading Network-created assessments each quarter	Network-created assessments each quarter PSATs at the end of the school year

Math	Network-created assessments administered each quarter	MAP Growth Math Network-created assessments each quarter	Network-created assessments each quarter

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

We used assessment results to identify at-risk students, and each school provided additional support to these families. Students with the highest needs were prioritized for in-person instruction.

We adopted ELA and math units of study via online learning platforms (Reading Eggs for K-2 ELA, CommonLit for 3-12 ELA, Zearn for K-5 Math, Khan Academy for 6-12 ELA) to address learning gaps and track progress at shorter intervals.

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

We created administration protocols for all schools based on grade level which included the following:
- Administration mode
- Safe distribution of usernames, passwords, and testing codes

We also keep a security tracker that flags any scoring anomalies.

1.5 Organizational Capacity

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

See Appendix B.

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

See Appendix C.

1.6 2022-2022 School Calendar

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

See Appendix D.

2.1 School Culture and Climate

a) Describe how the renaissance school project promotes and maintains a culture of learning, scholarship, and high expectations. Evidence may include, but is not limited to, student-led organizations, student achievements and recognition, levels of disciplinary referrals, class and staff attendance, and participation in school events and activities. Please describe any specific changes as it relates to the mode and delivery of programming in 2020-2021. (Please limit your response to a 1-page maximum.)

Student Achievement Above All—our number one value as an organization is the success of our students rooted firmly in our mission statement: All students learn the academic and personal skills they need to succeed in higher education, compete in the global economy, and pursue their dreams. Specifically, during the closure, a renewed focus on our trauma-informed practices and engaging our families robustly has helped ensure we are meeting student's most basic needs that are foundational to ensuring academic achievement. This called on us to provide ongoing professional development to our teaching staff as they learned to translate their in person teaching expertise to the online classrooms. We maintained our teacher development and evaluation programs, using classrooms observations, written feedback, coaching meetings, and weekly professional development to support teacher development and student learning.

A culture of achievement begins with airtight school policies and procedures and instruction that is rigorous, standards-based, and always drives towards measurable outcomes. Our program is designed to build skills report period by report period, grade by grade, in order to prepare students for college and beyond. The use of high quality curricular materials like Eureka (math), Agile Minds (math), Eureka (ELA) and Springboard (ELA) ensured that classroom instruction was rigorous and aligned to state learning standards. As students progressed to the next grade and through the school year, these instructional materials provided rich opportunities for students to reinforce prerequisite skills and build new knowledge on grade level content.

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

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

b) Describe how the renaissance school project provides and maintains the social and emotional supports and health services to adequately meet the needs of its students. Please include the categories and types of services available and any specific changes as it relates to the mode and delivery of supports in 2020-2021. (Please limit your response to a 1-page maximum.)

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

• Students are engaged in Second Step programming during morning meeting to build a core set of grade-level appropriate social emotional skills.

• Additionally, students with counseling needs receive counseling services. A designated school social worker provides additional support to students in need.

• Our school nurse meet the needs outlined in students' health plans, as well as daily medication needs, and all screening requirements.

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

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

Table 4: Discipline Environment 2020-2021

Grade Level	Number of students enrolled (as of Oct. 15, 2020)	Number of students receiving an out-of-school suspension (unique count)	Number of students expelled
K	182	0	0
1	227	0	0
2	232	0	0
3	232	0	0
4	238	1	0
5	226	0	0
6	231	1	0
7	229	1	0
8	222	1	0
9	168	0	0
10	233	0	0
11	180	0	0
12	137	0	0

There was a notable decrease in suspensions in 2020-2021 compared to 2019-2020 due to remote learning in response to the pandemic.

2.2. Family and Community Engagement

a) List and briefly describe the major activities or events the school offered to parents/guardians during the 2020-2021 school year and how those events were offered, i.e. in-person, virtual, hybrid, etc.

August
- New & Returning Student Orientation - We showed our new families what a day in our school would look like and the school environment their child will be enjoying.
- Kindergarten Orientation – We trained parents on what Kindergarten classes contain and the school environment which their child will be enjoying.
- Enrollment Events – Parents and Community were invited for ice cream.
- Food Bank – Every month Molina Upper School and Mastery High School of Camden hosts a food bank with goods supplies from Southern Food Bank that allows families and community members to shop for food.

September
- Virtual Back to School Night – Parents met their teachers
- Virtual Title I Meeting – Parents were informed about our Title I program and invited to give input.
- In-Person Horizon Health Truck- We gave parents, guardians, staff, and the community to get their blood sugar checked and blood pressure. They also offered lots of resources for families.
- Virtual Fiesta Latina – Families Participated in a Virtual Celebration were they learned about different Hispanic Heroes and also learn how to Salsa Dance.
- Food Bank

October
- Virtual Fall Festival – Students and families participated in a series of rotations were they got to dance, draw, sings and much more.
- Virtual Parent Meeting – Ms. Tanner holds Parent meetings every 2nd Thursday of each month for families after work hours. Guest Speaker spoke about Child Safety and gave Free ID Fingerprinting Kits away to families.
- Food Bank
- Community COVID Testing

November
- Mastery Votes Campaign **-** We encouraged families to go out and vote.
- Spirit Week - Different themes every day like pajama day, crazy sock day, etc.
- RP1 Parent Teacher Conference – Parents met with their children's teachers, reviewed report cards, and discussed their children's progress.
- Parent Meeting - Guest Speaker spoke to families about Bullying Issues.
- Thanksgiving Baskets – We prepared beautiful baskets for parents and received food from the Goldberg Group to give to more parents.
- Food Bank

December
- Winter Concert - Parents enjoyed listening to their child singing songs they learned in music class.
- Camden Monarchs a Merry Christmas- Families were chosen to participate in this event and received presents for the whole family.

- Winter Wonderland - Students and Families were able to enjoy different rotations with different arts and crafts, snacks and music.
- Food Bank

January
- Title I Meeting – Parents were informed about our Title I program and invited to give input.
- Career Day- Parents were able to volunteer to talk to students about their career. Students were also able to dress up like what they wanted to be when they grow up and talk about why.
- RP2 Parent Teacher Conference – Parents met with their children's teachers, reviewed report cards, and discussed their children's progress.
- Parent Action Team Meeting
- Food Bank
- Parent Meeting: Virtual Learning- Families express their concerns with Virtual Learning and also shared tips on things that worked for them while being Virtual
- Parent Meeting with Centerville Child Care Center- Informed Parents about Molina Lowe School.

February
- Virtual Black History Celebration /Career Day– Parents were invited to our Black History Month Celebration.
- Parent Meeting – Self Care
- Food Bank

March
- Parent Meeting - Families were invited to a meeting to give input and talk about their experience with the school and things they would like to see happen in our school.
- Parent Action Team Meeting
- Food Bank
- Community Event at Molina Upper- In partnership with Shoes for Your Soul, children were given a pair of shoes and socks. Many community organizations gave information and resources to families.

April

- Parent Meeting – Parents learned about upcoming events and volunteer opportunities.
- Parent Teacher Conferences - Parents learned about their students' progress.
- Spirit Week Activities culminating in Blue & White Night.
- Food Bank
- Community Event at Molina Lower- In partnership with Shoes for Your Soul, children were given a pair of shoes and socks. Many community organizations gave information and resources to families.

May
- Meet and Greet Breakfast for 2nd Grade - Students and their parents were invited to breakfast at Molina Upper were they would be attending 3rd grade. They could meet the principal and other staff.
-
- New Student Signing Day and Registration Day - New families were able to come in and learn more about our school and register.
- RP3 Parent Teacher Conference – Parents met with their children's teachers, reviewed report cards, and discussed their children's progress.

- Parent Action Team Meeting
- Parent Meeting Understanding the American Rescue Plan- In partnership with Carmen Ubarry from Mastery High School and Mildred Rojas from Mastery McGraw this meeting was for all Mastery of Camden Parents to learn more about the American Rescue Plan and how it would benefit them and their families.
- Food Bank

June
- Virtual/In-Person-Fun Day - Students and families celebrated the end of the year.
- Title I Meeting – Parents were informed about our Title I program and invited to give input.
- K-8th Grade Move Up
- End of Year Awards Assembly
- Food Bank

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

b) List and briefly describe the major activities or events conducted by parents/guardians to further the school's mission and goals and how those events were offered, i.e. in-person, virtual, hybrid, etc.

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

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

Table 5: Community Involvement with Educational Institutions

Partnering Organization	Description of the Partnership	Level of involvement: i.e., # students and/or staff involved, # hours per month, resources involved, etc.
Camden County College	Dual enrollment	

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

Table 6: Community Involvement with Community Institutions

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

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

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

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

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

Board Governance

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

Table 7: Board of Trustee Information

Name	Start Date	Term Expiration Date	Role on Board	Email Address	Date of Criminal Background Check	Date of all NJSBA Training
Reuel Robinson	6/16/14	6/22/23	Member	miciaha@yahoo.com	7/15/15	10/14/20
Judith Tschirgi	6/16/14	6/22/23	Member	jtschirgi@gmail.com	2/4/15	4/11/20
James Reynolds	5/18/16	6/16/22	Member	jmreynolds@jmreynolds.com	7/20/16	7/22/19
Sharell Sharp	5/18/16	6/16/22	Member	trose910@gmail.com	10/12/16	7/1/19
Jim Sheward	6/15/16	6/16/22	President	jim@shewardfamily.com	3/1/17	7/18/19

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

See Appendix E.

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

See Appendix F.

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

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

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

The Board shall consist of no less than 3 and no more than 7 Trustees

Enrollment

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

Table 8: Enrollment for Sites 1-6

Site 1 Cramer Hill Elementary Enrollment

Grade	Enrollment Count on Last Day of the 2020-2021 School Year	Projected Enrollment for the 2021-2022 School Year
K	73	86
Grade 1	93	72
Grade 2	90	86
Grade 3	87	86
Grade 4	83	84
Grade 5	84	84
Grade 6	80	84
Grade 7	90	84
Grade 8	87	84
Total	**767**	**750**

Site 2 Molina Lower Elementary Enrollment

Grade	Enrollment Count on Last Day of the 2020-2021 School Year	Projected Enrollment for the 2021-2022 School Year
K	56	65
Grade 1	73	57
Grade 2	80	74
Total	**209**	**196**

Site 3 Molina Upper Elementary Enrollment

Grade	Enrollment Count on Last Day of the 2020-2021 School Year	Projected Enrollment for the 2021-2022 School Year
Grade 3	81	74
Grade 4	92	74
Grade 5	83	84
Grade 6	67	78
Grade 7	76	70
Grade 8	60	75
Total	**459**	**455**

Site 4 East Camden Middle Enrollment

Grade	Enrollment Count on Last Day of the 2020-2021 School Year	Projected Enrollment for the 2021-2022 School Year
Grade 6	81	65
Grade 7	58	75
Grade 8	74	65
Total	**213**	**205**

Site 5 Mastery High School of Camden Enrollment

Grade	Enrollment Count on Last Day of the 2020-2021 School Year	Projected Enrollment for the 2021-2022 School Year
Grade 9	165	195
Grade 10	221	158
Grade 11	154	207
Grade 12	133	155
Total	**673**	**715**

Site 6 McGraw Elementary Enrollment

Grade	Enrollment Count on Last Day of the 2020-2021 School Year	Projected Enrollment for the 2021-2022 School Year
K	54	65
Grade 1	59	65
Grade 2	55	65
Grade 3	63	58
Grade 4	62	58
Grade 5	55	58
Total	**348**	**369**

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

Table 9: Total Enrollment and Revenue for all Sites

Final Fiscal Year 21 Total Enrollment for all Sites	2,687 (ADM)
Final Funding from Camden City School District Fiscal Year 21	50,487,000
Final Fiscal Year 21 Enrollment for non-resident district students	0
Final Fiscal Year 21 non-resident enrollment tuition received	0

Projected Fiscal Year 22 Total Enrollment for all Sites	2,690
Projected Funding from Camden City School District Fiscal Year 22	$53,270,000
Projected Fiscal Year 22 Enrollment for non-resident district students	0
Projected Fiscal Year 22 non-resident enrollment tuition received	0

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

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

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

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

Facilities

5.1. Funding

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

There are no anticipated changes in facility financing.

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

Yes

5.2 Structural Changes

a) List renaissance school project sites that will be undergoing construction between July 2021 and June 2022.

   McGraw Elementary – Exterior Entrance Improvement.

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

   Site plans are within the confines of what was previously approved by New Jersey DoE and the Camden City School District as part of the substantial reconstruction plans.

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

   1. Provide the facility name and address. –

      McGraw Elementary School; 3051 Freemont Ave, Camden, NJ 08105

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

      Improve exterior entrance to the school

   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).

      The facility meets regulations pertaining to health & safety of pupils.

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

      McGraw Exterior Entrance Improvement:
      This is a short-term project that is expected to be completed by Fall 2021, thus there is no separate Appendix G.

Signature of School Official (School Lead):

Date: 7/28/2021

Print Full Name: Scott Gordon

Title: C.E.O.

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

Date: 7/28/2021

Print Full Name: Michael Patron

Title: Board Secretary

Appendix A

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

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

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

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

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

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

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

Signature of School Official (School Lead):

Date:

Print Full Name: Ryan Hill

Title: Chief Executive Officer

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

Date:

Print Full Name: Timothy Carden

Title: President, Board of Trustees

Appendix B – Organizational Chart

Ryan Hill
Chief Executive Officer and School Lead

Drew Martin
Executive Director

Anne Kadawaki
Head of Schools

Bridgit Cusato-Rosa
School Leader
Lanning Square Middle

Brittany Goodman
School Leader
Lanning Square Primary

Deanna Ackermann
School Leader
KIPP High

Travis Demsey
School leader
Whittier MIddle
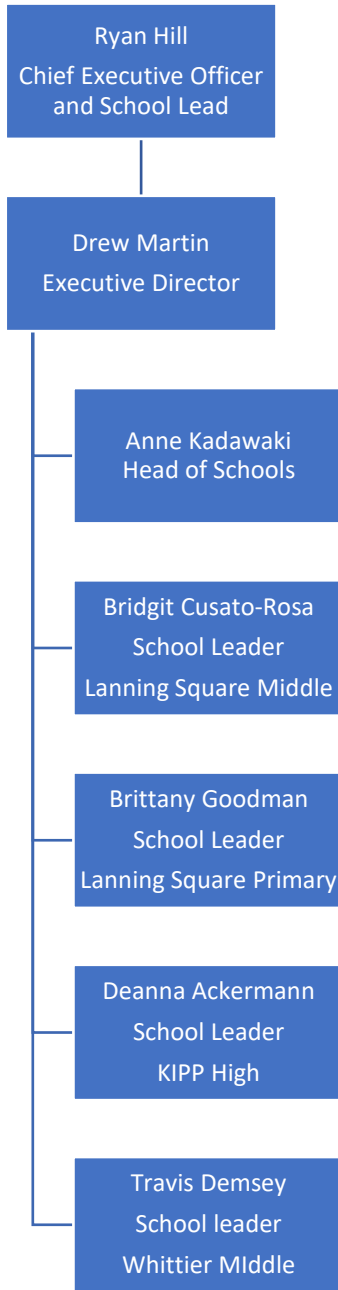
Appendix C Staff List

KCNA has updated staff information in NJSMART.

2021-2022 CALENDAR
**Updated 4/20/21

KIPP: COOPER NORCROSS

JULY 2021

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

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

AUGUST 2021

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

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

SEPTEMBER 2021

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

Sept 6   No School: Labor Day

CALENDAR SYMBOLS KEY

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

OCTOBER 2021

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

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

NOVEMBER 2021

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

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

DECEMBER 2021

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

Dec 23-31   No School: Winter Break

Delayed Openings & Early Dismissals:

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

Make-Up Days:

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

JANUARY 2022

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

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

FEBRUARY 2022

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

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

MARCH 2022

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

Mar 28   No School: Staff PD Day

KIPP Lanning Square

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

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

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

APRIL 2022

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

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

MAY 2022

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

May 30   No School: Memorial Day

JUNE 2022

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

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

KIPP Whittier Middle (KWM)

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

KIPP High School (KHS)

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

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

Appendix E Board Statement of Assurance

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

Appendix F – Amendments to Bylaws

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

Appendix G – Facilities Timeline

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

Construction timeline is as follows:

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