

**Uncommon Schools Camden Prep**  
1575 Mt Ephraim Ave  
Camden, NJ 08104

Laura Boyce, Principal  
Julie Jackson, Chief Administrative Office  
Michael Ambriz, Chief Operating Officer and Renaissance School Project Lead

**ANNUAL REPORT: 2016–17 (Year 3)**  
August 1, 2017

**SUBMITTED TO:**

**KIMBERLEY HARRINGTON**, COMMISSIONER, NEW JERSEY DEPARTMENT OF EDUCATION  
**LOVELL PUGH-BASSETT**, INTERIM EXECUTIVE COUNTY SUPERINTENDENT, CAMDEN COUNTY  
**PAYMON ROUHANIFARD**, DISTRICT SUPERINTENDENT, CAMDEN CITY PUBLIC SCHOOLS  
**KATHERINE DRAKE CZEHUT**, DIRECTOR, OFFICE OF CHARTER & RENAISSANCE SCHOOLS

# Table of Contents

- Basic Information** .....Pages **3-5**
- Education Program and Capacity**.....Pages **5-9**
  - 1.1 Mission and Key Design Elements..... 5
  - 1.2 Curriculum..... 6
  - 1.3 Instruction ..... 6
  - 1.4 Assessment ..... 7
  - 1.5 Organizational Capacity ..... 9
- School Culture & Climate** ..... Pages **10-17**
  - 2.1 School Culture and Climate..... 10
  - 2.2 Family and Community Engagement ..... 12
- Board Governance**..... Pages **18-19**
  - 3.1 Board Capacity ..... 18
  - 3.2 Board Compliance ..... 18
- Access and Equity** ..... Pages **19-21**
  - 4.1 Access and Equity..... 19
- Compliance** ..... Pages **21-22**
  - 5.1 Compliance..... 21

## Annual Report Questions

### BASIC INFORMATION ABOUT THE SCHOOL

Fill in the requested information below.

| BASIC INFORMATION                        |   |
|--|---|
| Name of school                           | Uncommon Schools Camden Prep  |
| Grade level(s) to be served in 2017-18   | K-6   |
| 2016-17 enrollment (as of June 30, 2017) | 395   |
| Projected enrollment for 2017-18         | 720   |
| Current waiting list for 2017-18         | None  |
| Website address                          | <a href="http://camdenprep.uncommonschoools.org/">http://camdenprep.uncommonschoools.org/</a> |
| Name of board president                  | Lindsay Kruse   |
| Board president email address            | <a href="mailto:lindskruse@gmail.com">lindskruse@gmail.com</a>                                |
| Board president phone number             | (856) 379-4488  |
| Name of school leader                    | Michael Ambriz  |
| School leader email address              | <a href="mailto:mambriz@camden-prep.org">mambriz@camden-prep.org</a>                          |
| School leader phone number               | (856) 379-4488  |
| Name of SBA                              | Olugbenga Olabintan   |
| SBA email address                        | <a href="mailto:oolabintan@aol.com">oolabintan@aol.com</a>                                    |
| SBA phone number                         | (201) 230-7518  |

**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.

| <b>SCHOOL SITE 1</b>                                |   |
|---|---|
| Site name   | Camden Prep – Mt. Ephraim Elementary School |
| Year site opened                                    | 2014  |
| Grade level(s) served at this site in 2016-17       | K-5   |
| Grade level(s) to be served at this site in 2017-18 | K-6   |
| Site street address                                 | 1575 Mount Ephraim Avenue                   |
| Site city   | Camden                                      |
| Site zip  | 08104                                       |
| Site phone number                                   | (856) 379-4488                              |
| Site lead or primary contact's name                 | Mary Kate Miller                            |
| Site lead's email address                           | mmiller@camden-prep.org                     |

| <b>SCHOOL SITE 2</b> |  |
|----------------------|--|
| Site name            |  |
| Year site opened     |  |

|   |  |
|---|--|
| Grade level(s) served at this site in 2016-17       |  |
| Grade level(s) to be served at this site in 2017-18 |  |
| Site street address                                 |  |
| Site city   |  |
| Site zip  |  |
| Site phone number                                   |  |
| Site lead or primary contact's name                 |  |
| Site lead's email address                           |  |

**ORGANIZATIONAL PERFORMANCE AREAS**

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

**1.1 Mission and Key Design Elements**

a) State the school's mission.

The mission of Camden Prep is to prepare each student to enter, succeed in and ultimately graduate from a four-year college. The education model consists of two core pillars: a highly rigorous academic curriculum paired with a focus on strong character development.

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

Our education model consists of two core pillars: a highly rigorous academic curriculum paired with a focus on strong character development.

This model is supported by an internationally recognized instructional leadership model (Leverage Leadership) designed by our instructional leaders. Instructional leaders drive quality from seven levers:

- i. Data-driven instruction
- ii. Observation & feedback
- iii. Planning (curriculum, unit and lesson planning)
- iv. Professional Development
- v. Student Culture

- vi. Adult Culture
- vii. Managing leadership teams

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

Not Applicable

### **1.2 Curriculum**

a) All charter schools are required to adopt and implement curriculum aligned to the New Jersey Student Learning Standards. To affirm the charter school's commitment to this requirement, complete and submit Appendix A, available at the end of this document.

### **1.3 Instruction**

a) What constitutes high quality instruction at this school?

High quality instruction at Camden Prep is rigorous, engaging, and responsive to student learning. Camden Prep has created a culture of high expectations for all of its students by developing a rigorous curriculum, offering a longer school day and extended school year, hiring a committed and talented staff, and effectively implementing data-driven instruction. Camden Prep teachers are at the core of high-quality instruction. For Camden Prep to maximize the learning our students are able to receive, it's critically important that our school focus on making teachers better faster through rigorous and structured observation and feedback model. Camden Prep's school leaders provide observation and feedback to teachers and staff frequently, consistently and focusing on bite-sized goals. At Camden Prep, instructional leaders provide teachers with multiple chances to practice before implementing in the classroom. Additionally, a variety of lesson types are designed in order to ensure content is being delivered in the most effective format. Finally, Camden Prep teachers use rigorous assessments to drive great teaching, and they do deep analysis of interim assessment results to make in-course corrections that guarantee higher student learning results.

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

For the 2016-17 school year, Camden Prep remained aligned with the network of Uncommon Schools' core curriculum. Like all Uncommon Schools, Camden Prep will use the same, Common Core-aligned assessments as the other elementary and middle schools in the network. The key differences in Camden Prep's curriculum in the 2017-2018 school year will come from continuing to differentiate the shared lesson plans to target the specific needs of Camden students. This means that there may be additional interventions added to lesson plans that include more opportunities for students to read and respond to text in language arts and unpack and chart the error in mathematics.

In the spirit of continuous improvement, Camden Prep staff recognizes that the school must always seek out ways to better educate students. The bedrocks of strong instruction are the powerful tools of data-

driven instruction and curriculum planning along with rigorous execution of lessons and positive classroom culture. Uncommon Schools believes that above all else, great teaching drives student learning. This begins with the annual revision of Camden Prep’s curricula and interim assessments (given at 6-8 week intervals) in all grades in an effort to guarantee alignment to New Jersey State Standards and the Common Core. School leaders work relentlessly to ensure alignment between the interim assessments and the curriculum. Staff members are charged each year with creating updated curriculum maps and plans which align the standards and objectives with rigorous activities and assessment items. This process will continue with the development of strategies to: 1) gauge student understanding and mastery, 2) analyze the results of interim assessments, and 3) ensure the students’ mastery of content moving forward. Each curriculum and assessment revision is accompanied by rigorous analysis and workshops designed to meet teachers’ professional needs. Instructional leaders will continue to analyze assessment results to ensure that we are designing strong professional development sessions that meet the needs of our students.

Camden Prep is committed to helping students become well-rounded individuals and to better prepare them for college life. Opportunities for performing arts are available at all grade levels to support students in developing the skills to present themselves confidently and professionally in front of audiences. Camden Prep creates a culture around college preparedness and readiness with classrooms named after universities and hallways lined with college banners.

#### 1.4 Assessment

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

| PROFICIENCY RATES ON PARCC ASSESSMENTS |         |         |         |
|--|---------|---------|---------|
| Assessment                             | 2014-15 | 2015-16 | 2016-17 |
| ELA 3                                  | N/A     | 12%     | 26%     |
| ELA 4                                  | N/A     | 29%     | 26%     |
| ELA 5                                  | N/A     | N/A     | 51%     |
| ELA 6                                  | N/A     | N/A     | N/A     |
| ELA 7                                  | N/A     | N/A     | N/A     |
| ELA 8                                  | N/A     | N/A     | N/A     |
| ELA 9                                  | N/A     | N/A     | N/A     |
| ELA 10                                 | N/A     | N/A     | N/A     |

|            |     |     |     |
|------------|-----|-----|-----|
| ELA 11     | N/A | N/A | N/A |
| MAT 3      | N/A | 37% | 61% |
| MAT 4      | N/A | 20% | 32% |
| MAT 5      | N/A | N/A | 49% |
| MAT 6      | N/A | N/A | N/A |
| MAT 7      | N/A | N/A | N/A |
| MAT 8      | N/A | N/A | N/A |
| Algebra I  | N/A | N/A | N/A |
| Geometry   | N/A | N/A | N/A |
| Algebra II | N/A | N/A | N/A |

b) Explain the main reasons why the school has or has not seen year over year increases in the proficiency rate, and what steps the school has taken, or plans to take, to ensure such progress in both subjects by grade level and by subgroup (i.e., students eligible for free and reduced price lunch, English language learners, students with disabilities, and racial/ethnic groups)

Camden Prep continues to see high proficiency rates on the PARCC assessment based on our maximization of instructional time. Our school builds toward proficiency by introducing critical learning strategies in Kindergarten and then layering in additional complexity each year. Camden Prep values the use of data to inform instruction through formal and informal assessments. Prior to joining Camden Prep, only 3.0 percent of students were proficient in English language arts and 2.8 percent in mathematics. The growth in proficiency of these same students from year to year can be attributed to teachers and leaders analyzing student work and making clear action plans to address gaps in the data on a daily, weekly and quarterly basis. To maintain continued growth, Camden Prep will remain faithful to the use of data cycles while continuing to increase the rigor of instruction that is taught in classrooms.

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

Camden Prep uses a rigorous assessment cycle and process to assess student learning on a continuous basis throughout the school year. There are four main assessments: STEP Reading Assessment, PARCC (for grades 3 and above only), Internal Interim Assessments and the Terra Nova Assessment.

English language arts

Grades K – 5: The STEP Reading Assessments and Uncommon’s interim assessments are used every 4-6 weeks to assess students in ELA and Mathematics. During assessment rounds, Camden Prep follows a cycle of assess, analyze, action plan, execute.



Grades 3 -5 only: The PARCC and Terra Nova Assessments are state and nationally created assessments that are used to measure progress at the end of the school year.

Mathematics

Grades K – 5: The STEP Reading Assessments and Uncommon’s Interim Assessments are used every 4-6 weeks to assess students in ELA and Mathematics. During assessment rounds, Camden Prep follows a cycle of assess, analyze, action plan, execute.

Grades 3 -5 only: The PARCC and Terra Nova Assessments are state and nationally created assessments that are used to measure progress at the end of the school year.

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

Camden Prep uses data to drive instruction and ensure that each individual student is on track to meet their academic goals. One of the founding principles of our data-driven model is that interim assessments are critical school-wide management tools that focus instruction on the specific standards and skills that students most need to learn.

- STEP Reading & Interim Assessments: Assessments are administered four times per year. Within a week of each assessment administration in both ELA and math, teachers are executing instruction that is differentiated to address the gaps in the assessments. Student results are fed into analysis tools, and teachers and Instructional Leaders come together to evaluate this data in detail. This analysis provides critical information regarding the quality of instruction and learning that has occurred and informs curricular adjustments for the subsequent weeks as teachers develop new strategies to “re-teach” challenging standards not yet mastered and extend learning where students are succeeding at high levels.
  
- PARCC Assessment: Data from these state results is used to plan for the following year and as an end goal for teaching and learning throughout the year.

**1.5 Organizational Capacity - School Leadership/Administration**

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

| <b>SCHOOL LEADERSHIP/ ADMINISTRATION INFORMATION</b> |  |                   |
|--|--|-------------------|
| <b>Administrator Name</b>                            | <b>Title</b>   | <b>Start Date</b> |
| Michael Ambriz                                       | Chief Operating Officer/ Renaissance School Project Lead | 6/20/2014         |
| Laura Boyce  | Principal  | 07/01/2015        |
| Mary Kate Miller                                     | Director of Operations                                   | 07/15/2015        |

**SCHOOL CULTURE & CLIMATE**

The following questions are aligned to the [Organizational Performance Framework](#), Performance Area 2: School Culture & Climate.

**2.1 School Culture and Climate**

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

| <b>LEARNING ENVIRONMENT</b>  |              |
|--|--------------|
| Total Attendance Rate: (use the total number of days present divided by the total number of days enrolled) | <b>90.9%</b> |
| Elementary School Attendance Rate (grades K-5)   | <b>90.9%</b> |
| Middle School Attendance Rate (grades 6-8)   | N/A          |
| High School Attendance Rate (grades 9-12)  | N/A          |
| Student - Teacher Ratio  | 10:1         |

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

| <b>PROFESSIONAL ENVIRONMENT</b>                                |  |
|--|--|
| Teacher Retention Rate (from SY 2016-17 to 2017-18)            | 64%<br><br><i>Methodology - Retention rate is calculated by taking 100% of full-time staff/teachers active as of September 1st at the start of the school year, and subtracting the percentage of known departing staff/teacher as of June 30th at the end of the school year.</i> |
| Total Staff Retention Rate (from SY 2016-17 to 2017-18)        | 68%  |
| Frequency of teacher surveys and date of last survey conducted | Once a year, January 2017  |
| Percent of teachers who submitted                              | 90% of staff completed survey  |

|  |   |
|--|---|
| survey responses   |   |
| Percent of teachers who expressed satisfaction with school leadership or with the overall school environment | 70% of teachers agreed or strongly agreed with the statement that "overall, I am satisfied at my school." |

c) What were the three main positive aspects teachers identified in the latest survey?

- i. School leadership: "My Principal keeps the school focused on student achievement and conveys a sense of urgency." (95% agreed); "My principal is an inspiring leader." (88%); "My principal seems to care about me as a person." (88%)
- ii. Growth and development: "There is at least one person on the school's leadership team who encourages my development." (93% agreed); "This school year, I have had opportunities at work to learn and grow." (90%); "My primary instructional leader helps me to use data to drive instruction and raise student achievement" (88%)
- iii. Effective Ops and school resources: "Day-to-day school operations run smoothly." (85% agreed); "I have the materials, supplies, and resources I need to be able to do my job well." (85%)

d) What were the three main challenges that teachers identified in the latest survey?

- i. Connection to larger network: 33% agreed to the question "I feel connected to the larger organization of Uncommon Schools."
- ii. High workload: 73% of teachers selected less work after hours as the change that would make them want to stay longer at Uncommon Schools. 15% of teachers reported workload is "well beyond capacity and consistently unmanageable" and 53% reported workload is "at its peak and sometimes unmanageable"
- iii. Higher pay relative to workload: 50% of teachers selected higher pay relative to workload as the change that would make them want to stay longer at Uncommon Schools.

e) Fill in the requested information below regarding the school's discipline environment in 2016-17. If there was a noticeable increase or decrease in suspensions and expulsions in 2016-17 compared to 2015-16, then please describe the reasons for the change below the table.

| DISCIPLINE ENVIRONMENT 2016-17 |   |   |                             |
|--------------------------------|---|---|-----------------------------|
| Grade Level                    | Number of students enrolled (as of Oct. 15, 2016) | Number of students receiving an out-of-school suspension (unique count) | Number of students expelled |
| K                              | 71  | 0   | 0                           |
| 1                              | 100   | 3   | 0                           |

|    |     |     |     |
|----|-----|-----|-----|
| 2  | 84  | 4   | 0   |
| 3  | 63  | 7   | 0   |
| 4  | 49  | 0   | 0   |
| 5  | 52  | 0   | 0   |
| 6  | N/A | N/A | N/A |
| 7  | N/A | N/A | N/A |
| 8  | N/A | N/A | N/A |
| 9  | N/A | N/A | N/A |
| 10 | N/A | N/A | N/A |
| 11 | N/A | N/A | N/A |
| 12 | N/A | N/A | N/A |

## 2.2. Family and Community Engagement

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

| FAMILY INVOLVEMENT AND SATISFACTION   |  |
|---|--|
| Number of parents/guardians currently serving on the school's board, out of the total number of board members | 0/5  |
| Frequency of parent/guardian surveys  | Annually, beginning in 2017-18 school year |
| Date of last parent/guardian survey conducted   | Not Applicable                             |
| Percent of parents/guardians completing the survey (consider one survey per household)                        | Not Applicable                             |
| Percent of parents/guardians that expressed satisfaction with the overall school environment                  | Not Applicable                             |

\*Camden Prep did not administer a parent/family survey in the 2016-17 school year. We will begin doing so in the 2017-18 school year.

b) What were the three main positive aspects identified by parents/guardians in the latest survey?

N/A

c) What were the three main challenges identified by parents/guardians in the latest survey?

N/A

d) List and briefly describe the major activities or events the school offered to parents/guardians during the 2016-17 school year.

N/A

#### Academic

- Meet Your Teacher/Back to School Night: An exciting opportunity to welcome Camden Prep families back to school and mix and mingle with their child's teachers and new classmates.
- Report card nights: Three conferences throughout the school year that offer Camden Prep parents an opportunity to meet with their child's teachers and discuss academic progress.
- Student Attendance support: Daily and weekly systems to support high-risk families in getting their child to school each day on time (e.g., wake up phone calls, home visits, etc.)

#### Family Support

- Food bank coordination: Facilitating connections between high-need families and food resources in the community
- Career readiness workshops: Free workshop that trained parents on career tips including how to write a resume and dress for success on an interview
- Healthy relationships workshops: Free interactive workshop that promoted healthy and violence-free relationships
- Public speaking workshops: Free workshop that trained parents how to speak in front of large crowds, write letters to local officials, and prepare for media interviews

#### Social

- Thanksgiving Lunch: Free family lunch in which parents could eat with their scholar and their teachers, and enjoy holiday-themed activities
- Winter Carnival: Free family Fun Day hosted at the school that offered kid-friendly activities, food, music, and giveaways
- Spring Carnival: Free family Fun Day hosted at the school that offered kid-friendly activities, food, music, and giveaways
- Parent Appreciation Week: Week-long celebration of parents that includes student-created gifts, school paraphernalia, and a mid-week ceremony recognizing all Camden Prep parents
- Parent Appreciation luncheon: Parent banquet for parents that celebrated contributions and accomplishments throughout the school year
- School dance: Mother-son and Father-daughter themed dance to celebrate the end of the school year

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

At Camden Prep, parents are our partners. A combination of individual parents and parent groups work together to further the school’s mission and goals through volunteer work and fundraising, including:

- Parent council weekly fundraisers: Weekly fundraising effort to raise money for student activities (e.g., pretzel sale, raffles, etc.)
- Parent classroom volunteers: Support student culture by serving as chaperones on field trips, organizing classroom supplies, decorating for school events, etc.
- Public speaking at community meetings: Parents prepare and share testimonials to advocate for Camden Prep goals on a local and state level

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

| <b>Community Involvement</b>     |  |   |
|----------------------------------|--|---|
| <b>Partnering Organization</b>   | <b>Description of the Partnership</b>      | <b>Level of Involvement: # students or/and staff involved, approx. # hours per month, resources involved, etc.</b>  |
| <b>EDUCATIONAL INSTITUTIONS:</b> |  |   |
| Camden City School District      | Renaissance School Partnership             | Partners with the Camden School District to serve the Whitman Park, Liberty Park, and Parkside communities.   |
|                                  | Kindergarten Readiness Workbooks           | Worked with Mayor Dana Redd, Councilman Brian Coleman, Camden City School District, and community organizations to produce 3 <sup>rd</sup> annual kindergarten readiness workbooks for pre-school students throughout Camden. (See additional details for each individual preschool provider below) |
|                                  | Relay Graduate School of Education         | 3 Camden City School District staff participating in the Relay Principal Academy for SY 16-17.  |
|                                  | Collaboration with Henry L. Bonsall School | Participated in community/school initiatives, and collaborating on a safety initiative in the neighborhood surrounding school.  |
|                                  | Parent Resources                           | Participated in second year of universal enrollment system and continued participation in school  |

|  |   |  |
|--|---|--|
|  |   | information card process, citywide school fair, and marketing campaign to families across the city.  |
| Renaissance Partners – KIPP and Mastery            | Parent Leadership   | <p>Worked with KIPP and Mastery to educate and mobilize parents around advocacy issues and share best practices for engaging parents in their children’s education.</p> <p>Participated in bi-weekly roundtable meeting and working groups to share best practices related to enrollment, parent advocacy/community outreach, transportation and special education issues.</p> |
| Acelero Learning Inc.,                             | <p>Kindergarten readiness workbooks</p> <p>Parent Resources</p> | <p>Provided math and literacy workshops to share best practices and resources with 50+ parents across three locations to support their child’s learning at home.</p> <p>Provided math and literacy workshops to share best practices and resources with 20+ parents to support their child’s learning at home.</p>   |
| Respond, Inc.                                      | <p>Kindergarten readiness workbooks</p> <p>Parent Resources</p> | <p>Provided math and literacy workshops to share best practices and resources with 50+ parents to support their child’s learning at home.</p>  |
| Camden City Head Start, Center for Family Services | <p>Kindergarten readiness workbooks</p> <p>Parent Resources</p> | <p>Provided kindergarten readiness workbooks for 180+ students within Camden city.</p> <p>Provided math and literacy workshops to share best practices and resources with 100+ parents to support their child’s learning at home.</p>  |
| Rutgers Early Learning Center                      | <p>Kindergarten readiness workbooks</p> <p>Parent Resources</p> | <p>Provided kindergarten readiness workbooks for 60+ students within Camden.</p>   |
| Camden Kid’s Academy                               | <p>Kindergarten readiness workbooks</p> <p>Parent Resources</p> | <p>Provided math and literacy workshops to share best practices and resources with 50+ parents to support their child’s learning at home.</p> <p>Partnered to offer transportation to community afterschool program.</p>   |

|  |  |   |
|--|--|---|
| Broadway Family Center                         | Kindergarten readiness workbooks<br><br>Parent Resources                   | Provided math and literacy workshops to share best practices and resources with 50+ parents to support their child's learning at home.  |
| Camden Early Childhood Development Centers     | Kindergarten readiness workbooks<br><br>Parent Resources                   | Provided kindergarten readiness workbooks for 50+ students within Camden.   |
| <b>COMMUNITY INSTITUTIONS:</b>                 |  |   |
| Councilman Brian Coleman                       | Kindergarten readiness workbooks   | See Camden City School District Initiative<br><br>Collaborated to host information meetings with community leaders about school's expansion plans   |
| Office of the Mayor, City of Camden            | Mayor's Youth Council<br><br>Kindergarten readiness workbooks              | Worked with a network of community organizations, city agencies and members of the faith based community to improve youth based services and empower youth and families of Camden.<br><br>Collaborated to host information meetings with community leaders about school's expansion plans<br><br>See Camden City School District Initiative     |
| United Neighbors of Whitman Park, Ali Sloan-El | Whitman Park Community Initiatives<br><br>Kindergarten readiness workbooks | Camden Prep staff and community members hosted community BBQs for residents, volunteered at community events, and donated food to children of Whitman Park at various events.<br><br>Hosted 2 <sup>nd</sup> annual Winter Carnival event for the Whitman Park and Liberty Park neighborhoods.<br><br>See Camden City School District Initiative |
| Second Chance Outreach Services                | 100 Strong<br><br>Convoy Hope  | Worked with the community group on improving the neighborhood.<br><br>Partnered with area churches, social service organizations, educational institutions and medical agencies to host a resource day to support residents in the Whitman Park, Liberty Park and Centerville   |



|                                   |                                    |  |
|-----------------------------------|------------------------------------|--|
|                                   | Focus for Youth Meetings           | communities.<br>Participated youth development and empowerment program, which also helps provide added support to families in the caring of their children and provide opportunities for them to succeed in life.  |
|                                   | Family Support Services            | Partnered to support students and their families with social service needs as a way to increase school attendance and improve student achievement  |
|                                   | Whitman Park Community Initiatives | Camden Prep staff and community members hosted community BBQs for residents, volunteered at community events such as holiday celebrations for youth.   |
|                                   | Kindergarten readiness workbooks   | See Camden City School District Initiative   |
| Parents for Great Camden Schools  | Parent Leadership                  | Worked with PGCS to educate and mobilize parents around advocacy issues and share best practices for engaging parents in their children’s education.   |
| Neighborhood Housing Developments | Whitman Park Community Initiatives | Collaborated with local housing developments to host community BBQs for residents.   |
| Community Basketball League       | Whitman Park Community Initiatives | Provided facility access to players, coaches, and spectators for weekly games.   |
| Whitman Park Little League        | Sponsorship                        | Camden Prep increased sponsorship to two Little League teams and provided assistance to families for registration costs, uniforms, player awards, etc.<br><br>Donated refreshments for players and families in the community and sponsored player travel to games. |
| CASTLE Program                    | Student Support Services           | Worked with CASTLE to provide mental health support services for Camden Prep students.   |
| Toys for Tots                     | Holiday Gift Drive                 | Partnered with local Shriners to support families during the holidays with warm clothing and gifts.  |
| Rotary Club                       | Student Support Services           | Partnered with local rotary club to distribute dictionaries and academic resources to Camden Prep students.  |

## BOARD GOVERNANCE

The following questions are aligned to the [Organizational Performance Framework](#), Performance Area 3: Board Governance.

### 3.1 Board Capacity

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

| BOARD GOVERNANCE  |                                     |
|---|-------------------------------------|
| Number of board members required by the charter school's by-laws  | No fewer than 3 and no more than 11 |
| Date of the latest board self-evaluation (include a copy of the board's self-evaluation tool as <b>Appendix B</b> )             | Not Applicable                      |
| Date of the latest school leader evaluation (include a copy of the board's school leader evaluation tool as <b>Appendix C</b> ) | March 2017                          |

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

On December 14th, 2016, Camden Prep's board amended its bylaws and articles of corporation regarding distribution of assets in the event of dissolution. According to the original policy, Camden Prep, Inc. could distribute the assets to another 501c3. The policy was amended to ensure that, should Camden Prep dissolve in the future, its excess assets beyond its liabilities can now only be distributed to state or local governments.

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

None

### 3.2 Board Compliance

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

| BOARD OF TRUSTEE INFORMATION |            |                      |               |                      |                                   |                        |
|------------------------------|------------|----------------------|---------------|----------------------|-----------------------------------|------------------------|
| Name                         | Start Date | Term Expiration Date | Role on Board | Email Address        | Date of Criminal Background Check | Date of NJSBA Training |
| Lindsay Kruse                | 8/31/14    | 8/31/18              | President     | lindskruse@gmail.com | 2/15/2012                         | 5/30/2016              |

|                |         |         |           |                               |            |           |
|----------------|---------|---------|-----------|-------------------------------|------------|-----------|
| Julie Jackson  | 8/31/14 | 8/31/18 | Secretary | jjackson@uncommonschoools.org | 8/3/2017   | Exempt    |
| Robert Howitt  | 8/31/14 | 8/31/18 |           | WKBJ@att.net                  | 10/26/2011 | 3/9/2016  |
| Jon Goldberg   | 9/21/15 | 8/31/17 |           | jongoldbergficc@gmail.com     | 10/29/2015 | 5/31/2017 |
| Joseph Mangini | 1/23/17 | 1/31/18 |           | Joseph.Mangini@gs.com         | 2/28/2017  | 5/25/2017 |

**ACCESS AND EQUITY**

The following questions are aligned to the [Organizational Performance Framework](#), Performance Area 4: Access and Equity.

**4.1 Access and Equity**

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

| SCHOOL YEAR 2017-18 APPLICATION PROCESS TIMELINE   |   |
|--|---|
| Date the application for school year 2017-18 was made available to interested parties          | February 1, 2017  |
| Date the application for school year 2017-18 was due back to the school from parents/guardians | March 31, 2017 (Main Round)<br>Through summer and school year (After Round)   |
| Date and location of the lottery for seats in school year 2017-18                              | The Camden Enrollment Universal Enrollment Process is administered by the Camden City School District, with results available to parents on May 1st |

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

Online application: <https://www.camdenenrollment.org/>

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

- Online applications were available via <http://camdenprep.uncommonschoools.org> and <https://www.camdenenrollment.org>.
- Paper applications were available at our school, Camden City School District’s Central office, and at Family Support Centers across the city.
- Robocalls, emails, and social media postings were also used to disseminate the application to Camden City residents.

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

Application Languages: English and Spanish

Camden Prep participated in Camden Enrollment.

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

Camden Prep used the following avenues to advertise initial application availability: canvassing, school website, school Facebook account, billboards, pre-school outreach, banners on school buildings, lawn signs, school tours, in-person presentations to youth & community programs, direct mailing, brochures, postcards, flyers, and tear-off sheets.

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

| <b>STUDENT ENROLLMENT AND ATTRITION</b> |   |   |   |
|---|---|---|---|
| <b>Grade Level</b>                      | <b>Number of student withdrawals (for any reason) during the school year*</b> | <b>Number of students enrolled after the first day of school year 2016-17**</b> | <b>Number of students retained in 2016-17 for the 2017-18 school year</b> |
| K                                       | 26  | 74  | 5   |
| 1                                       | 22  | 91  | 4   |
| 2                                       | 32  | 81  | 3   |
| 3                                       | 17  | 54  | 3   |
| 4                                       | 16  | 41  | 2   |
| 5                                       | 9   | 54  | 2   |
| 6                                       | N/A   | N/A   | N/A   |

|    |     |     |     |
|----|-----|-----|-----|
| 7  | N/A | N/A | N/A |
| 8  | N/A | N/A | N/A |
| 9  | N/A | N/A | N/A |
| 10 | N/A | N/A | N/A |
| 11 | N/A | N/A | N/A |
| 12 | N/A | N/A | N/A |

\*Count of students who withdrew after the first day of school. This does not account for summer transfers.

\*\*Count of students enrolled as of the last day of school.

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

### 5.1 COMPLIANCE

The following questions are aligned to the [Organizational Performance Framework](#), Performance Area 5: Compliance.

a) Provide a description of the [educator evaluation system](#) the school has implemented.

For a description of the teacher evaluation, see the attached summary provided with the board resolution in Appendix E for the NJDOE-approved evaluation model.

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

For a description of the school leader evaluation, see the attached summary provided with the board resolution in Appendix E for the NJDOE-approved evaluation model.

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

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

### **File Naming Convention**

| Appendix   | File Naming Convention                |
|------------|---------------------------------------|
| Appendix A | Appendix A Statements of Assurance    |
| Appendix B | Appendix B Board Self Evaluation Tool |

|            |  |
|------------|--|
| Appendix C | Appendix C School Leader Evaluation Tool   |
| Appendix D | Appendix D Admissions Application (Language)   |
| Appendix E | Appendix E Board resolution approving the teacher and school leader/principal evaluation systems |
| Appendix F | Appendix F 2017 – 18 School Calendar   |
| Appendix G | Appendix G Organizational Chart  |
| Appendix H | Appendix H Promotion/Retention Policy  |
| Appendix I | Appendix I Graduation Policy   |

**Each appendix must be submitted as a separate Word or .PDF file to the SharePoint folder “Annual Report 2017.” Save each appendix by the file naming convention provided in the second column of the above table.**

## Appendix A


Assurance that the school is meeting statutory and regulatory requirements

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

- Instructional Providers. The School shall employ or otherwise utilize in instructional positions only those individuals who are certified in accordance with the requirements applicable to other public schools, or who are otherwise qualified to teach under section N.J.A.C. 6A:9 *et seq.*, and applicable federal law. For the purposes of this section, "instructional positions" means classroom teachers and professional support staff.
- Background Checks; Fingerprinting. The School shall maintain and implement procedures for conducting background checks (including a fingerprint check for a criminal record) of, and appointing on an emergency conditional basis (if applicable), all school employees and prospective employees (whether part or full time) of the School, as well as any individual who has regular access to the students enrolled in the school (including, but not limited to, employees and agents of any company or organization which is a party to a contract to provide services to the School) to the extent required by applicable law, including sections N.J.S.A. 18A:6-7.1, *et esq.*
- Educational Program. The School shall implement and provide educational programs that that are compliant with the New Jersey Student Learning Standards.
- Student Disciplinary Code. The School shall maintain written rules and procedures for student discipline, including guidelines for suspension and expulsion, and shall disseminate those procedures to students and parents. Such guidelines and procedures must be consistent with applicable law including, but not limited to, requirements for due process, provision of alternative instruction and federal laws and regulations governing the discipline and placement of students with disabilities.
- Provision of Services. The School shall provide services and accommodations to students with disabilities in accordance with any relevant polices adopted, as well as with all applicable provisions of the Individuals with Disabilities Education Act (20 U.S.C. § 1401 *et seq.*) (the "IDEA"), the Americans with Disabilities Act (42 U.S.C. § 12101 *et seq.*) (the "ADA") and section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794) ("Section 504") and all applicable regulations promulgated pursuant to such federal laws. This includes providing services to attending students with disabilities in accordance with the individualized education program ("IEP") recommended by a student's IEP team. The School shall comply with all applicable provisions of section N.J.S.A. 18A:46-1 *et seq.*, and section N.J.A.C. 6A:11-4.8 of the Regulations concerning the provision of services to students with disabilities.
- Facility; Location. The School shall take such actions as are necessary to ensure that the Facility Agreement, licenses and certificates are valid and in force at all times that the Charter is in effect. Pursuant to N.J.A.C. 6A:11-2.2, actions shall include at a minimum: a new lease, mortgage or title to its facility (if the charter school has changed facilities); a valid certificate of occupancy for "E" (education) use issued by the local municipal enforcing official at N.J.A.C. 5:32-2 (if the charter school has changed facilities); an annual sanitary


inspection report with satisfactory rating; and an annual fire inspection certificate with "Ae" (education) code life hazard use at N.J.A.C. 5:70-4.

**Signature of School Official (School Lead):**

  
\_\_\_\_\_ Date: 6/12/2017

Print Full Name: Michael Ambriz Institutional Title: Chief Operating Officer

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

  
\_\_\_\_\_ Date: 6/12/2017

Print Full Name: Lindsay Kruse Institutional Title: President



# North Star Academy Principal Evaluation Rubric 2013-14

The North Star principal evaluation rubric is built around the seven levers of Leverage Leadership; each lever is measure by a rubric (attached). By focusing on these seven levers, leaders are able to leverage considerably more student learning from every unit of time they invest in their work.

- **DATA-DRIVEN INSTRUCTION** – Define the roadmap for rigor and adapt teaching to meet the students’ needs
- **OBSERVATION AND FEEDBACK**– Coach teachers to improve the learning
- **INSTRUCTIONAL PLANNING** – Prevent problems and guarantee strong lessons
- **PROFESSIONAL DEVELOPMENT** – Strengthen culture and instruction with hands-on training that sticks
- **STUDENT CULTURE** – Create a strong culture where learning can thrive
- **STAFF CULTURE** – Build and support the right team
- **MANAGING SCHOOL LEADERSHIP TEAMS** – Train instructional leaders to expand your impact across the school

The rubrics use a four-level rating scale with the following labels:

- 4- Advanced Proficient
- 3-Proficient
- 2-Working Towards
- 1-Needs Improvement

To score, read across the four levels of performance for each standard, find the level that best describes the principal’s performance and circle or highlight it. After evaluating for the entire rubric, summarize the best level that describes the principal’s proficiency.

## LEVER 1: DATA DRIVEN INSTRUCTION

| STANDARD  | ADVANCED PROFICIENT   | PROFICIENT   | WORKING TOWARDS   | NEEDS IMPROVEMENT   |
|---|---|--|---|---|
| <p style="text-align: center;"><b>Data-Driven Culture</b></p> | <ul style="list-style-type: none"> <li>○ Principal has followed up the all-campus DDI PD for instructional leaders with additional targeted PD that meets the needs of his/her instructional leaders</li> <li>○ All teachers participate in interim assessment analysis meetings with an instructional leader</li> <li>○ School successfully maintains a detailed calendar that includes time for assessment creation/adaptation, implementation, analysis, action plans, and re-teaching</li> <li>○ DDI PD for teachers ensures that they are effectively versed in data-driven instruction—how interim assessments define rigor and how to adjust teaching to meet student needs</li> </ul>   | <ul style="list-style-type: none"> <li>○ All instructional leaders have participated in all-campus DDI PD on leading analysis meetings and supervising teachers for implementing action plans</li> <li>○ All core subject teachers participate in interim assessment analysis meetings with an instructional leader</li> <li>○ School year generally maintains a calendar that includes time for assessment creation/adaptation, implementation, analysis, action plans, and re-teaching</li> <li>○ DDI PD ensures that teachers are introduced to data-driven instruction—how interim assessments define rigor and how to adjust teaching to meet student needs</li> </ul>          | <ul style="list-style-type: none"> <li>○ Most instructional leaders have participated in all-campus DDI PD on leading analysis meetings and supervising teachers for implementing action plans</li> <li>○ Nearly all core subject teachers participate in interim assessment analysis meetings with an instructional leader</li> <li>○ School year calendar includes some but not all of the items needed for proficient analysis and action</li> <li>○ PD addresses the topic of data-driven instruction, but teachers leave without the opportunity to fully understand and apply the tenets of assessment, analysis and action.</li> </ul> | <ul style="list-style-type: none"> <li>○ Some/few instructional leaders have participated in all-campus DDI PD on leading analysis meetings and supervising teachers for implementing action plans</li> <li>○ Some/few teachers have opportunities to analyze data with a leader or peer</li> <li>○ School year calendar includes few or none of the items needed for proficient implementation</li> <li>○ PD on data-driven instruction is not introduced to the staff</li> </ul>  |
| <p style="text-align: center;"><b>Analysis</b></p>            | <p><b>Pre-Work:</b></p> <ul style="list-style-type: none"> <li>○ Teacher action plans are completed within 5 days of the assessment</li> <li>○ Instructional leaders always conduct a deep analysis of the teachers’ data prior to the analysis meetings and use the analysis meeting template to script targeted, high-quality questions to improve analysis or action steps</li> </ul> <p><b>Analysis Meeting:</b></p> <ul style="list-style-type: none"> <li>○ Teachers show strong initiative in analysis meetings, suggesting preparation prior to the meeting</li> <li>○ Leader adeptly uses questions, data and/or modeling whenever needed to improve the analysis and build a better action plan</li> <li>○ Teachers always leave data meetings with a clearer, more effective 6-week action plan</li> </ul> | <p><b>Pre-Work:</b></p> <ul style="list-style-type: none"> <li>○ Teacher action plans are completed within a week of the assessment</li> <li>○ Instructional leaders consistently conduct a deep analysis of the teachers’ data prior to the analysis meetings and use the analysis meeting template to script questions to improve analysis or action steps</li> </ul> <p><b>Analysis Meetings:</b></p> <ul style="list-style-type: none"> <li>○ Leaders effectively facilitate analysis meetings to ensure that teachers do most of the analysis; occasionally they intervene to model good analysis</li> <li>○ Teachers leave data meetings with a revised 6-week plan</li> </ul> | <p><b>Pre-Work:</b></p> <ul style="list-style-type: none"> <li>○ Teacher action plans are completed within 1-2 weeks of the assessment</li> <li>○ Instructional leaders do not consistently conduct a deep analysis of teachers’ data prior to analysis meetings; analysis meeting template is not used consistently</li> </ul> <p><b>Analysis Meetings:</b></p> <ul style="list-style-type: none"> <li>○ Leader inconsistently drives the meeting to deeper analysis</li> <li>○ Teachers inconsistently leave data meetings with more precise 6-week plan</li> </ul>   | <p><b>Pre-Work:</b></p> <ul style="list-style-type: none"> <li>○ Teacher action plans are incomplete or 2+ weeks late</li> <li>○ No evidence of leader’s preparation work for each analysis meetings</li> </ul> <p><b>Analysis Meetings:</b></p> <ul style="list-style-type: none"> <li>○ Analysis meeting does not add value to the teacher’s analysis</li> <li>○ Teachers inconsistently leave data meetings with more precise 6-week plan</li> </ul>   |
| <p style="text-align: center;"><b>Action</b></p>              | <ul style="list-style-type: none"> <li>○ All teacher materials (Do Nows, HW, in-class assessments) meet or exceed the rigor of the interim assessments, showing tight alignment to assessed standards</li> <li>○ Teacher adeptly uses data outside the IA cycle to adapt instruction</li> <li>○ Teacher implements all post-assessment action plans drive future lesson planning</li> <li>○ Teachers reach school goal for interim assessment (MS: 75%, ES 80%, HS: 60%) &amp; make effective plans for students who do not meet the standard</li> <li>○ Teacher(s) “strongly agree” on mid-year survey that leader “helps me to use data to drive instruction.”</li> </ul>   | <ul style="list-style-type: none"> <li>○ Most teacher materials (Do Nows, HW, in-class assessments) meet the rigor of the interim assessments, showing alignment to assessed standards</li> <li>○ Teacher uses some data outside the IA cycle to adapt instruction</li> <li>○ Teacher implements most of strategies from post-assessment action plans and connects them to lesson planning</li> <li>○ Teachers come close to reaching school goal for interim assessment &amp; make effective plans for students who do not meet the standard</li> <li>○ Teacher(s) “agree” on mid-year survey that IL “helps me to use data to drive instruction.”</li> </ul>                       | <ul style="list-style-type: none"> <li>○ Teacher materials sporadically meet the rigor of the interim assessments, showing periodic alignment to assessed standards</li> <li>○ Teacher inconsistently uses data outside the IA cycle to adapt instruction</li> <li>○ Teacher action plans do not influence lesson planning</li> <li>○ Students are not meeting proficiency on interim assessments and remediation plans are ineffective</li> <li>○ Teacher(s) “disagree” on mid-year survey that leader “helps me to use data to drive instruction.”</li> </ul>   | <ul style="list-style-type: none"> <li>○ Teacher materials do not meet the rigor of the interim assessments, showing little/no alignment to assessed standards</li> <li>○ Teacher does not use data outside the IA cycle to adapt instruction</li> <li>○ Teacher action plans do not influence lesson planning</li> <li>○ Students are not meeting proficiency on interim assessments and remediation plans are non-existent</li> <li>○ Teacher(s) “strongly disagree” on mid-year survey that leader “helps me to use data to drive instruction.”</li> </ul> |

## LEVER 2: OBSERVATION & FEEDBACK

| LEADERSHIP                |                    | ADVANCED PROFICIENT  | PROFICIENT  | WORKING TOWARDS   | NEEDS IMPROVEMENT   |
|---------------------------|--------------------|--|---|---|---|
| Leading Feedback Meetings | <b>Praise</b>      | <ul style="list-style-type: none"> <li>The leader's tone is genuine, positive and natural</li> <li>Praise is tied to a PD goal and narrates a precise action</li> <li>Teachers participate in reflecting on what's working in their class</li> </ul>   | <ul style="list-style-type: none"> <li>The leader's tone is genuine and positive</li> <li>Praise is tied to either a PD goal or a precise action</li> <li>Occasionally teachers participate in reflecting on what's working in their class</li> </ul>   | <ul style="list-style-type: none"> <li>The leader's tone is sometimes not genuine and positive</li> <li>Praise is often tied to either a PD goal or a precise action</li> <li>Praise is rarely followed with an opportunity for teacher to reflect</li> </ul>   | <ul style="list-style-type: none"> <li>The leader's tone is rarely genuine and positive</li> <li>Praise is inconsistently tied to a PD goal or praise is rarely given</li> <li>Praise is inconsistently tied to an action</li> </ul>  |
|                           | <b>Probe</b>       | <p>Adeptly and succinctly probes in a targeted way that differentiates for each teacher's development needs:</p> <ul style="list-style-type: none"> <li>Uses opening probe to check for teacher understanding of their own practice which is aligned to the action step</li> <li>Uses 3-4 questions that build effectively on one another to get the teacher to the action step, including (when needed) use of data or observation evidence</li> <li>Always chooses right moment to present a model of good instruction (video or role play) to get to the action step</li> </ul> | <p>Probes effectively using the following techniques:</p> <ul style="list-style-type: none"> <li>Uses opening probe to check for teacher understanding of their own practice which is nearly always tied to action step</li> <li>Uses follow-up questions to get teacher to the right action step, using data or observation evidence when needed</li> <li>Often chooses appropriate times to present a model of good instruction (video or role play) to get to the action step</li> </ul> | <p>Effective uses some but not all of the following techniques in probing:</p> <ul style="list-style-type: none"> <li>Uses opening probe to check for teacher understanding of their own practice which is nearly always tied to action step</li> <li>Uses follow-up questions to get teacher to the right action step, using data or observation evidence when needed, but occasionally takes too long in doing so</li> <li>Often chooses appropriate times to present a model of good instruction (video or role play) to get to the action step</li> </ul> | <p>Struggles to implement effective probing techniques to get to the action step:</p> <ul style="list-style-type: none"> <li>Opening probe often unaligned to an action step or the leader does not probe at all</li> <li>Struggles to use follow-up questions to get teacher to the right action step, or waits too long before telling the teacher</li> <li>Does not consistently use models of good instruction to get to the action step</li> </ul> |
|                           | <b>Action Step</b> | <ul style="list-style-type: none"> <li>Correctly identifies the highest lever issue in the class 90% of the time</li> <li>90% of actions steps are measureable, observable and bite-sized</li> <li>Leader checks for teacher understanding of the action step</li> </ul>   | <ul style="list-style-type: none"> <li>Correctly identifies the best action step in a class 80% of the time</li> <li>80% of actions steps are measureable, observable and bite-sized</li> <li>Leader usually checks for teacher understanding of the action step</li> </ul>   | <ul style="list-style-type: none"> <li>Correctly identifies the best action step in a class 60% of the time</li> <li>60% of actions steps are measureable, observable and bite-sized</li> <li>Leader inconsistently checks for teacher understanding of the action step</li> </ul>  | <ul style="list-style-type: none"> <li>Correctly identifies the highest lever in a class less than 60% of the time</li> <li>Less than 60% of actions steps are measureable, observable and bite-sized</li> <li>Leader rarely checks for teacher understanding of the action step</li> </ul>   |
|                           | <b>Plan Ahead</b>  | <ul style="list-style-type: none"> <li>Leader has teacher prepare for the practice by scripting out action steps/key language prior to practice</li> <li>Teacher has all resources (lesson plans, planning grid, texts, curriculum) needed for effective practice of the action step</li> </ul>  | <ul style="list-style-type: none"> <li>Leader usually has teacher prepare for the practice by scripting out action steps/key language prior to practice</li> <li>Teacher usually has all resources (lesson plans, planning grid, texts, curriculum) needed for effective practice of the action step</li> </ul>   | <ul style="list-style-type: none"> <li>Leader sometimes has teacher prepare for the practice by scripting out action steps/key language prior to practice</li> <li>Teacher sometimes has all resources (lesson plans, planning grid, texts, curriculum) needed for effective practice of the action step</li> </ul>   | <ul style="list-style-type: none"> <li>Leader rarely has teacher prepare for the practice by scripting out action steps/key language prior to practice</li> <li>Teacher rarely has all resources (lesson plans, planning grid, texts, curriculum) needed for effective practice of the action step</li> </ul>   |
|                           | <b>Practice</b>    | <p>Leader guarantees that practice is always effective by using the following strategies whenever necessary:</p> <ul style="list-style-type: none"> <li>Ensures that teacher practices what is most important for the action step</li> <li>Always picks appropriate moment to stop the practice and give quick feedback, and has teacher re-do the practice until effective</li> <li>Picks right moments to model live if teaching is struggling with practice</li> <li>Uses "Stretch It"—adds layers of complexity to role play as teacher masters the action step</li> </ul>     | <p>Leader consistently uses practice to improve the teacher's skills using the following strategies:</p> <ul style="list-style-type: none"> <li>Ensures that teacher's practice is aligned to the action step</li> <li>Teacher practices until they get it</li> <li>Leader gives feedback after each round of practice</li> <li>Models live when necessary</li> </ul>   | <p>Leader inconsistently ensures that practice takes place in feedback meetings:</p> <ul style="list-style-type: none"> <li>Practice is not always the most important for the action step</li> <li>Practice is not always present, or teacher practices ineffectively and doesn't re-do the practice</li> <li>Leader doesn't always give feedback</li> <li>Leader does not always model when necessary</li> </ul>   | <p>Leader does not ensure that practice takes place in feedback meetings:</p> <ul style="list-style-type: none"> <li>Practice is in-existent or very sporadic</li> <li>Practice that does exist doesn't focus on what teachers need the most</li> </ul>   |
|                           | <b>Follow-up</b>   | <ul style="list-style-type: none"> <li>All deliverables have clear dates and are written into the leader's and teacher's meeting binders or calendar</li> <li>Leader always has clear plan to hold teacher accountable to implementation</li> </ul>  | <ul style="list-style-type: none"> <li>Most deliverables have clear dates and are written into the leader's and teacher's meeting binders or calendar</li> <li>Leader has a plan to hold teacher accountable to implementation</li> </ul>   | <ul style="list-style-type: none"> <li>Some deliverables have clear dates but are not always written down</li> <li>Leader does not always have a plan for holding teacher accountable</li> </ul>  | <ul style="list-style-type: none"> <li>Deliverables are not discussed or teacher is not held accountable to implementation during the meeting</li> </ul>  |

## LEVEL 2: OBSERVATION & FEEDBACK

| LEADERSHIP  | ADVANCED PROFICIENT   | PROFICIENT  | WORKING TOWARDS   | NEEDS IMPROVEMENT  |
|---|---|---|---|--|
| <b>Frequency of Observations</b>                      | <ul style="list-style-type: none"> <li>○ Ensures that all teachers are observed by an IL 3-4 times per month</li> <li>○ Maintains own observations &amp; observation tracker consistently on a weekly basis throughout the entire year</li> </ul>   | <ul style="list-style-type: none"> <li>○ Ensures that teachers are observed by members of the leadership team 2 times per month</li> <li>○ Maintains 80% of observations and keeps observation tracker updated on a bi-weekly basis</li> </ul>  | <ul style="list-style-type: none"> <li>○ Teachers are observed once every month</li> <li>○ Maintains 60% of observations and has sporadic use of the observation tracker</li> </ul>   | <ul style="list-style-type: none"> <li>○ Does not maintain regular observations of teachers</li> <li>○ Maintains 50% of observations and has infrequent use of the observation tracker</li> </ul>  |
| <b>Effectiveness of Feedback</b>                      | <ul style="list-style-type: none"> <li>○ 90% of teachers effectively implement weekly action steps</li> <li>○ Teachers meet 2 of 3 personal PD goals</li> <li>○ 95% of directly managed staff agree (score of 4 or 5) on mid-year survey question “provides helpful instructional feedback.”</li> <li>○ Leader always adapts frequency of observations/meetings based on teacher needs</li> </ul> | <ul style="list-style-type: none"> <li>○ 75% of teachers effectively implement weekly action steps</li> <li>○ Teachers meet 1 of 3 personal PD goals</li> <li>○ 85% of directly managed staff agree (score of 4 or 5) on mid-year survey question “provides helpful instructional feedback.”</li> <li>○ Leader makes some adaptations to frequency of observations/meetings based on teacher needs</li> </ul> | <ul style="list-style-type: none"> <li>○ 50% of teachers effectively implement weekly action steps</li> <li>○ Teachers don’t consistently meet PD goals</li> <li>○ 75% of directly managed staff agree (score of 4 or 5) on mid-year survey question “provides helpful instructional feedback.”</li> </ul>  | <ul style="list-style-type: none"> <li>○ Less than 50% of teachers effectively implement weekly action steps</li> <li>○ Teachers don’t meet personal PD goals</li> <li>○ 65% of directly managed staff agree (score of 4 or 5) on mid-year survey question “provides helpful instructional feedback.”</li> </ul> |
| <b>In-the-Moment Feedback/ Classroom Intervention</b> | <ul style="list-style-type: none"> <li>○ Leader always chooses appropriate moments for a classroom intervention</li> <li>○ 90% of interventions are modeled in way that supports the flow of the class</li> <li>○ Leader effectively uses nonverbal signals to cue them to the error</li> <li>○ Leader always gives teacher clear “What to Do”</li> </ul>   | <ul style="list-style-type: none"> <li>○ Leader takes advantage of many opportunities to intervene appropriately in the classroom</li> <li>○ 75% of interventions are modeled in a strategic moment that supports the flow of the class</li> <li>○ Leader uses nonverbal signals to cue them to the error</li> <li>○ Leader gives teacher clear “What to Do”</li> </ul>                                       | <ul style="list-style-type: none"> <li>○ Leader inconsistently uses interventions to support a teacher’s growth</li> <li>○ Interventions are not always strategic and sometimes disrupt the flow of the class</li> <li>○ Leader occasionally uses nonverbal signals to cue them to the error</li> <li>○ Leader inconsistently gives teacher clear “What to Do”</li> </ul> | <ul style="list-style-type: none"> <li>○ Interventions are rarely used to support a teacher’s growth, OR</li> <li>○ Interventions are ineffective due to poor timing or implementation</li> </ul>  |

### LEVER 3: PLANNING

| ALL SUBJECTS                     | ADVANCED   | PROFICIENT  | WORKING TOWARDS   | NEEDS IMPROVEMENT  |
|----------------------------------|--|---|---|--|
| <b>Leading Planning Meetings</b> | <ul style="list-style-type: none"> <li>○ Teachers participate in consistent lesson/unit planning meetings</li> <li>○ Leader guarantees that teacher consistently has mapped out the week and set the core content for lesson plans—either via planning meetings or lesson plan review</li> <li>○ Leader and teacher consistently and effectively deep dive on 1-2 objectives, designing a quality assessment and the activities that align to that end goal</li> <li>○ Leader scores 4.6 or higher out of 5 on mid-year survey question “provides helpful planning and curriculum development support.”</li> </ul> | <ul style="list-style-type: none"> <li>○ Teachers participate in consistent lesson/unit planning meetings</li> <li>○ Leader guarantees that teacher fairly consistently has mapped out the week and set the core content for lesson plans—either via planning meetings or lesson plan review</li> <li>○ Leader and teacher consistently deep dive on 1-2 objectives, designing a quality assessment and the activities that align to that end goal</li> <li>○ Leader scores 4.3 out of 5 on mid-year survey question “provides helpful planning and curriculum development support.”</li> </ul> | <ul style="list-style-type: none"> <li>○ Teachers occasionally participate in consistent lesson/unit planning meetings</li> <li>○ Leader periodically makes sure teachers plan out their lesson plans</li> <li>○ Deep dives on objectives don’t always land on a concrete assessment/Check For Understanding</li> <li>○ Leader scores 4.0 out of 5 on mid-year survey question “provides helpful planning and curriculum development support.”</li> </ul> | <ul style="list-style-type: none"> <li>○ Teachers rarely have the opportunity to plan upcoming lessons with a leader or peer</li> <li>○ Rarely holds teachers accountable to three steps or follow-up</li> <li>○ Leader scores less than 4.0 out of 5 on mid-year survey question “provides helpful planning and curriculum development support.”</li> </ul> |
| <b>Assessment</b>                | <ul style="list-style-type: none"> <li>○ Curriculum plan directly links assessment questions to objectives</li> <li>○ 100% of the in-class assessments/work products meet or exceed the level of rigor on the state/national assessments</li> </ul>  | <ul style="list-style-type: none"> <li>○ Curriculum plan links most assessment questions to objectives</li> <li>○ 90% of the assessment activities meet or exceed the level of rigor on the state/national assessments</li> </ul>   | <ul style="list-style-type: none"> <li>○ Curriculum plan lists all assessment questions, but not all of them are directly linked to objectives</li> <li>○ 70% of the assessment activities meet the level of rigor on the state/national assessments</li> </ul>   | <ul style="list-style-type: none"> <li>○ Curriculum plan does not list all assessment questions OR does not link assessment questions and objectives</li> <li>○ Few assessment activities meet the rigor on the state/national assessments</li> </ul>  |
| <b>Mastery Objectives</b>        | <ul style="list-style-type: none"> <li>○ 100% of objectives are mastery objectives: student-centered, attainable, a balance of lower-order and higher-order thinking</li> <li>○ 100% objectives for a given strand or topic are listed</li> <li>○ Objectives are listed in a logical, sequential order where the linear progression of skills or concepts is evident</li> </ul>  | <ul style="list-style-type: none"> <li>○ 90% of objectives are mastery objectives: student-centered, attainable, and some higher-order thinking</li> <li>○ Nearly all objectives are listed (90%) for a strand or topic are listed</li> <li>○ Objectives are listed in a logical, sequential order where the linear progression of skills or concepts is evident with few objectives out of order</li> </ul>  | <ul style="list-style-type: none"> <li>○ 70% of objectives are mastery objectives; not much higher-order thinking</li> <li>○ Less than 90% of objectives are listed for a strand or topic</li> <li>○ An attempt is made to order objectives in a logical, sequential order, with significant errors and gaps due to missing objectives</li> </ul>   | <ul style="list-style-type: none"> <li>○ Less than 70% of objectives are mastery objectives</li> <li>○ Less than 70% of objectives are listed for a strand or topic</li> <li>○ No attempt is made to order objectives in a logical, sequential order</li> </ul>  |
| <b>Scope</b>                     | <ul style="list-style-type: none"> <li>○ 100% of the year’s objectives are accounted for in the curriculum plan</li> </ul>   | <ul style="list-style-type: none"> <li>○ 90% of the year’s objectives are accounted for in the curriculum plan</li> </ul>   | <ul style="list-style-type: none"> <li>○ 80% of the year’s objectives are accounted for in the curriculum plan</li> </ul>   | <ul style="list-style-type: none"> <li>○ Less than 70% of the year’s objectives are accounted for in the curriculum plan</li> </ul>  |
| <b>Anchor Activities</b>         | <ul style="list-style-type: none"> <li>○ Curriculum plan is an extremely detailed roadmap of the year, with multiple anchor activities outlined for each week.</li> <li>○ Activities are highly engaging, rigorous, and aligned to all assessments</li> </ul>  | <ul style="list-style-type: none"> <li>○ Curriculum plan is detailed roadmap of the year, with 1 anchor activity outlined for each week</li> <li>○ Activities are mostly engaging, rigorous, and aligned to all assessments</li> </ul>  | <ul style="list-style-type: none"> <li>○ Curriculum plan is a roadmap of the year, but lacks detail or does not outline activities for week</li> <li>○ Activities are inconsistently engaging, rigorous, and aligned to all assessments</li> </ul>  | <ul style="list-style-type: none"> <li>○ Curriculum plan is incomplete and does not serve as a roadmap for the entire year</li> <li>○ Activities are not engaging, rigorous, or aligned to assessments</li> </ul>  |

### LEVER 4: PROFESSIONAL DEVELOPMENT

| LEADERSHIP   | ADVANCED   | PROFICIENT   | WORKING TOWARDS   | NEEDS IMPROVEMENT  |
|--|--|--|---|--|
| <b>PLANNING</b><br><b>Precise Objective, Airtight Activities</b>             | <ul style="list-style-type: none"> <li>○ Objective/outcome of the workshop is directly tied to the practice component</li> <li>○ Objective is directly aligned with the most important needs of the school at the time of the workshop</li> <li>○ Agenda includes airtight activities that are tightly planned and 100% relevant to the core objective</li> <li>○ High quality discussion questions are scripted</li> <li>○ Highly effective balance of time for sharing, framing and application</li> </ul>                                     | <ul style="list-style-type: none"> <li>○ Objective/outcome of the workshop is directly tied to the practice component</li> <li>○ Objective is aligned with important needs of the school at the time of the workshop</li> <li>○ Agenda includes airtight activities that are well planned and relevant to the core objective</li> <li>○ Quality discussion questions are scripted</li> <li>○ There is an effective balance of time for sharing, framing and application</li> </ul>                         | <ul style="list-style-type: none"> <li>○ Objective/outcome of the workshop is not always apparent from the practice component</li> <li>○ Objective is partially aligned with important needs of the school at the time of the workshop</li> <li>○ Agenda has some activities, but they lack tight planning</li> <li>○ Discussion questions are not of consistent quality</li> <li>○ There is an imbalance in the time for sharing, framing and application</li> </ul> | <ul style="list-style-type: none"> <li>○ Objective/outcome is unclear</li> <li>○ Objective not aligned with school's needs</li> <li>○ Discussion questions are not scripted</li> <li>○ Agenda lacks detailed organization and there is little variety in activities/presentation</li> </ul>  |
| <b>DELIVERY I</b><br><b>Pacing, Time Management</b>                          | <ul style="list-style-type: none"> <li>○ Leader not only follows the planned agenda but also makes good on-the-fly adjustments to the agenda based on the pulse of needs of the group</li> <li>○ PD maintains the perfect illusion of speed due to tightly managed transitions, sharing and clear instructions for each activity</li> <li>○ PD starts and ends on time and teachers arrive promptly</li> </ul>   | <ul style="list-style-type: none"> <li>○ Leader follows the planned agenda and makes a good attempt at adjusting the agenda when necessary even if it doesn't work perfectly</li> <li>○ PD maintains a decent illusion of speed due to well managed transitions, sharing and fairly clear instructions for each activity</li> <li>○ PD ends within 5 min of planned end &amp; teachers arrive fairly promptly</li> </ul>   | <ul style="list-style-type: none"> <li>○ Leader follows the planned agenda but either struggles to stick to the times or doesn't know how to address unanticipated challenges</li> <li>○ PD components, sharing and/or transitions drag at times</li> <li>○ PD starts and/or ends more than 10 minutes late; some teachers arrive late without justification</li> </ul>   | <ul style="list-style-type: none"> <li>○ Pacing and timing are way off: leader struggles to hold on to any of the original agenda items</li> <li>○ PD starts significantly late (where leader could have controlled the start time) or ends much later than expected</li> </ul>  |
| <b>DELIVERY II</b><br><b>Small Groups, Large Groups, Reflection, Framing</b> | <ul style="list-style-type: none"> <li>○ Small/large group facilitation skillfully leads participants so that they reach the right conclusions mostly on their own; leader is highly skilled in asking the appropriate scaffolded questions when needed</li> <li>○ Reflection time is well used to capture big takeaways and help participants write their action steps</li> <li>○ Framing component of the session concisely and articulately sums up the key takeaways for teachers</li> <li>○ Leader talk is 30% or less of the PD</li> </ul> | <ul style="list-style-type: none"> <li>○ Small/large group facilitation leads participants to the right conclusions; leader uses appropriate scaffolded questions when needed and intervenes to pull the group on track if they are off task</li> <li>○ Reflection time is used to capture big takeaways and/or help participants capture their action steps</li> <li>○ Framing component of the session sums up the key takeaways for teachers</li> <li>○ Leader talk is 40% or less of the PD</li> </ul> | <ul style="list-style-type: none"> <li>○ Small/large group facilitation often veers off track, and leader pulls them back on point but only after some lost time</li> <li>○ Reflection time is utilized, but workshop could use a little more or a little less of it</li> <li>○ Framing component of the session doesn't fully sum up the key takeaways for teachers</li> <li>○ Leader talks more often than s/he needs</li> </ul>                                    | <ul style="list-style-type: none"> <li>○ Small/large group activities are mostly off task, and leader struggles to bring them back to a productive place</li> <li>○ Reflection time is nonexistent</li> <li>○ Framing component of the session either does not sum up the right takeaways for teachers or causes confusion around the key takeaways</li> <li>○ Leader talk predominates</li> </ul> |
| <b>PRACTICE</b>  | <ul style="list-style-type: none"> <li>○ Practice is clearly aligned to what teachers most need to implement the PD objective</li> <li>○ There is sufficient time to plan, practice and re-do each action that the participant needs to master</li> <li>○ Participants are well-guided to give each other effective feedback (e.g., cheatsheet, one-pager, etc.)</li> </ul>  | <ul style="list-style-type: none"> <li>○ Practice is aligned to what teachers most need to implement the PD objective</li> <li>○ There is sufficient time to plan and practice each action that the participant needs to master</li> <li>○ Participants receive feedback on their practice (from peers or PD leaders)</li> </ul>   | <ul style="list-style-type: none"> <li>○ Practice covers only part of what participants need to master in the session</li> <li>○ There is insufficient time to plan and practice each action</li> <li>○ There is insufficient or nonexistent feedback on their practice</li> </ul>  | <ul style="list-style-type: none"> <li>○ Practice is nonexistent and/or unaligned to the PD objective</li> </ul>   |
| <b>FOLLOW-UP</b>   | <ul style="list-style-type: none"> <li>○ Leader has clearly planned how to hold staff accountable for outcomes</li> <li>○ Accountability mechanisms are transparent and tightly in place that should ensure 90% compliance</li> </ul>  | <ul style="list-style-type: none"> <li>○ Leader has planned how to hold staff accountable for outcomes</li> <li>○ Accountability mechanisms are transparent and tightly in place that should ensure 80% compliance</li> </ul>  | <ul style="list-style-type: none"> <li>○ Leader lacks clear indications as to how hold staff accountable for outcomes</li> <li>○ Accountability mechanisms are transparent and tightly in place that should ensure 70% compliance</li> </ul>  | <ul style="list-style-type: none"> <li>○ Leader lacks any planning to hold staff accountable for outcomes</li> <li>○ Accountability mechanisms are transparent and tightly in place that should ensure 60% compliance</li> </ul>   |

### LEVER 5: STUDENT CULTURE

| LEADERSHIP                  | ADVANCED  | PROFICIENT  | WORKING TOWARDS  | NEEDS IMPROVEMENT  |
|-----------------------------|---|---|--|--|
| <b>Morning Circle/Forum</b> | <ul style="list-style-type: none"> <li>○ Leader is motivational and inspiring</li> <li>○ The tone of circle/forum is consistently urgent, respectful, professional, and warm</li> <li>○ All Circle/Forum topics address core values, college, or community needs.</li> <li>○ All students are silent and tracking the speaker.</li> <li>○ Leader encourages student participation through relevant questions and/or student presentation.</li> <li>○ All transitions within Circle/Forum are silent (ES and MS), smooth, and efficient.</li> <li>○ Leader always models taxonomy techniques (cold call, CFU, positive framing)</li> </ul>                                 | <ul style="list-style-type: none"> <li>○ Leader is motivational and positive</li> <li>○ The tone of circle/forum is respectful, professional, and warm</li> <li>○ Almost all Circle/Forum topics address core values, college, or community needs.</li> <li>○ 95% of students are silent and tracking the speaker.</li> <li>○ Leader encourages student participation through relevant questions and/or student presentation.</li> <li>○ Transitions within Circle/Forum are mostly silent (ES and MS), smooth, and efficient.</li> <li>○ Leader consistently models taxonomy techniques (cold call, CFU, positive framing)</li> </ul>  | <ul style="list-style-type: none"> <li>○ Leader is positive but not as motivational</li> <li>○ The tone of circle/forum is somewhat respectful, professional, and warm</li> <li>○ Circle/Forum topics may not be connected to core values, college, or community needs.</li> <li>○ There are some side conversations and not all students are tracking the speaker.</li> <li>○ Leader does not encourage student participation with questions or student presentation.</li> <li>○ Transitions within Circle/Forum can be noisy or take too long.</li> <li>○ Leader occasionally models taxonomy techniques (cold call, CFU, positive framing)</li> </ul>   | <ul style="list-style-type: none"> <li>○ Leader is negative</li> <li>○ The tone of circle/forum is cold and disrespectful or unprofessional</li> <li>○ Circle/Forum topics are not connected to core values, college, or community needs.</li> <li>○ Side conversations disrupt the flow of Circle/Forum.</li> <li>○ Transitions within Circle/Forum are almost always noisy and take too long.</li> <li>○ Leader does not model taxonomy techniques (cold call, CFU, positive framing)</li> </ul>             |
| <b>Transitions</b>          | <ul style="list-style-type: none"> <li>○ 100% of students make transition to class within the given amount of time.</li> <li>○ Teachers initiate transition using economy of language.</li> <li>○ Students begin task immediately after the transition.</li> <li>○ All students are walking urgently, silently (ES, MS) and purposely.</li> <li>○ Breakfast/lunch systems guarantee that students leave eating area clean.</li> </ul>   | <ul style="list-style-type: none"> <li>○ 90% of students make transition to class within the given amount of time. Students who don't receive a clear consequence.</li> <li>○ Teacher facilitated.</li> <li>○ After the transition students are waiting for directions.</li> <li>○ Most students are walking urgently, silently (ES, MS) and purposely to class.</li> <li>○ Breakfast/lunch systems guarantee that students leave most of eating area clean.</li> </ul>   | <ul style="list-style-type: none"> <li>○ 80% of students make transitions to class within the given amount of time. Students who don't receive a clear consequence.</li> <li>○ Teacher has to repeat directions.</li> <li>○ After the transition students are off task.</li> <li>○ Students are inconsistently walking to class.</li> <li>○ Some students clean up in eating area, but cafeteria is left somewhat messy.</li> </ul>  | <ul style="list-style-type: none"> <li>○ Less than 70% of students make transitions to class within the given amount of time. Students who don't receive a clear consequence.</li> <li>○ Teacher has to repeat directions.</li> <li>○ After the transition students are off task.</li> <li>○ Students are running or roughhousing on the way to class.</li> <li>○ Cafeteria is left messy.</li> </ul>  |
| <b>In-Class Behavior</b>    | <ul style="list-style-type: none"> <li>○ The general tone of classroom is efficient, respectful and positive.</li> <li>○ 90-100% of teachers narrate positive student behaviors (rather than calling out the negative) and use praise, challenge and talking aspiration to motivate the students.</li> <li>○ Directions are specific, concrete, sequential, observable steps; steps are small enough that every student easily complies</li> <li>○ 90-100% of teachers use non-verbal authority, economy of language, and quiet power to gain compliance.</li> <li>○ Adults never engage student excuses/distractions during correction of student misbehavior</li> </ul> | <ul style="list-style-type: none"> <li>○ The general tone of the classroom is efficient, respectful and positive.</li> <li>○ 75-90% of teachers narrate positive student behaviors (rather than calling out the negative) and use praise, challenge and talking aspiration to motivate the students.</li> <li>○ Directions are specific, concrete, sequential, observable steps; sometimes more specific steps need to be offered if a few students do not comply on first attempt</li> <li>○ 75-90% of teachers use non-verbal authority, economy of language, and quiet power to gain compliance. Adults rarely engage student excuses/distractions during correction of student misbehavior</li> </ul> | <ul style="list-style-type: none"> <li>○ The general tone of the classroom is inconsistent in efficiency, respectfulness, and positivity.</li> <li>○ 60-75% of teachers do not use positive framing OR narrate negative student behaviors as often as positive, OR teacher does not use positive framing inconsistently using praise, challenge or aspiration to motivate students.</li> <li>○ Directions are sometimes not specific, concrete, sequential and/or observable.</li> <li>○ 60-75% of teachers use non-verbal authority, economy of language, and quiet power to gain compliance.</li> <li>○ Adults sometimes engage student excuses/distractions during correction of student misbehavior</li> </ul> | <ul style="list-style-type: none"> <li>○ The general tone of classroom is inefficient and/or negative.</li> <li>○ Most teachers do not use positive framing and do not work to motivate students.</li> <li>○ Directions are vague and difficult to follow/understand.</li> <li>○ Fewer than 60% of teachers use non-verbal authority, economy of language, and quiet power to gain compliance.</li> <li>○ Adults often engage student excuses/distractions during correction of student misbehavior</li> </ul> |

### LEVER 5: STUDENT CULTURE

| LEADERSHIP                          | ADVANCED  | PROFICIENT  | WORKING TOWARDS  | NEEDS IMPROVEMENT   |
|-------------------------------------|---|---|--|---|
| <b>Student Joy &amp; Engagement</b> | <ul style="list-style-type: none"> <li>○ Students seem to be joyful and excited to be in school</li> <li>○ 90-100% of students are engaged in classroom activities.</li> <li>○ Older students internalize and model behavioral expectations without teacher supervision.</li> <li>○ 100% of students exhibit STARS or professional posture</li> <li>○ 100% of students are able to answer upon being cold-called</li> </ul>   | <ul style="list-style-type: none"> <li>○ Most students seem to be joyful and excited to be in school</li> <li>○ 80-90% of students are engaged in classroom activities.</li> <li>○ Older students internalize and model behavioral expectations with minimal teacher supervision.</li> <li>○ 90% of students exhibit STARS or professional posture</li> <li>○ 90% of students are able to answer upon being cold-called</li> </ul>  | <ul style="list-style-type: none"> <li>○ While many students seem joyful, there are notable instances of student arguments and/or lack of joy</li> <li>○ 70-80% of students are engaged in classroom activities.</li> <li>○ The older students have not internalized behavioral expectations and are resistant to those expectations.</li> <li>○ 70% of students exhibit STARS or professional posture</li> <li>○ 80% of students are able to answer upon being cold-called</li> </ul>   | <ul style="list-style-type: none"> <li>○ Students generally seem disinterested in school</li> <li>○ Less than 70% of students are engaged in classroom activities.</li> <li>○ The older students have not internalized behavioral expectations and are more resistant to those expectations than younger students</li> <li>○ Less than 70% of students exhibit STARS or professional posture</li> <li>○ Less than 80% of students are able to answer upon being cold-called</li> </ul>  |
| <b>Student Compliance</b>           | <ul style="list-style-type: none"> <li>○ 100% of students follow school rules and classroom expectations 100% of the time without the need for reminders.</li> <li>○ Students track the teacher 100% of the time and peers 75%+ of the time.</li> <li>○ Students are 100% compliant with the uniform policy with no reminders.</li> <li>○ Student discipline system is widely used by teachers and is effective at addressing small misbehaviors.</li> <li>○ Student response to correction is immediate, positive, respectful, and does not require repetition.</li> </ul> | <ul style="list-style-type: none"> <li>○ 90% of students follow school rules and classroom expectations 95% of the time. Some reminders are necessary.</li> <li>○ Students track the teacher 85% of the time and peers 50%+ of the time.</li> <li>○ Students are 90% compliant with the uniform policy. Some reminders are necessary.</li> <li>○ Student discipline system is used by most teachers and is effective at addressing small misbehaviors.</li> <li>○ Student response to correction is quick, respectful, but requires some repetition.</li> </ul> | <ul style="list-style-type: none"> <li>○ 80% of students follow school rules and classroom expectations 90% of the time. Reminders are often necessary.</li> <li>○ Students track the teacher 75% of the time and peers less than 50% of the time.</li> <li>○ Students are 80% compliant with the uniform policy. Reminders are frequently necessary.</li> <li>○ Student discipline system is only used sporadically. It is not effective at addressing small misbehaviors.</li> <li>○ Student response to correction is not immediate and requires explanation or engagement. Repetition is necessary.</li> </ul> | <ul style="list-style-type: none"> <li>○ Fewer than 70% of students follow school rules and classroom expectations 90% of the time. Reminders are frequently necessary.</li> <li>○ Students track the teacher less than 75% of the time and do not track peers.</li> <li>○ Students are less than 70% compliant with the uniform policy. Reminders are frequently necessary and are ineffective.</li> <li>○ Student discipline system is not used and/or is completely ineffective at addressing small misbehaviors.</li> <li>○ Students do not correct their behavior or are disrespectful. Teacher action has little impact on student behavior.</li> </ul> |



## LEVER 6: STAFF CULTURE

| LEADERSHIP                         | ADVANCED   | PROFICIENT   | WORKING TOWARDS  | NEEDS IMPROVEMENT  |
|------------------------------------|--|--|--|--|
| <b>Leader Presence</b>             | <ul style="list-style-type: none"> <li>○ Leader is pervasively present throughout the school and only in office and in meetings as absolutely necessary</li> <li>○ Leader always models the all hands on deck mentality.</li> </ul>  | <ul style="list-style-type: none"> <li>○ Leader is present throughout the school and only in office and in meetings as absolutely necessary</li> <li>○ Leader consistently models the all hands on deck mentality.</li> </ul>  | <ul style="list-style-type: none"> <li>○ Leaders is occasionally throughout the school but gets regularly side-tracked</li> <li>○ Leader sometimes models all hands on deck mentality.</li> </ul>  | <ul style="list-style-type: none"> <li>○ Leader is fairly absent from the school, maintaining most of the time in the office</li> <li>○ Leader inconsistently models all hands on deck mentality.</li> </ul>   |
| <b>Relationships with Teachers</b> | <ul style="list-style-type: none"> <li>○ Always approaches the teachers they lead with a positive tone</li> <li>○ Always monitors and proactively addresses teacher stress levels</li> <li>○ Always communicates professional demeanor &amp; emotional constancy</li> <li>○ 95% of teachers “agrees” that “Leader cares about me as a person” on staff survey</li> </ul>   | <ul style="list-style-type: none"> <li>○ Usually approaches the teachers they lead with a positive tone</li> <li>○ Usually monitors, reacts to, and addresses teacher stress levels</li> <li>○ Consistently communicates professional demeanor &amp; emotional constancy</li> <li>○ 90% of teachers “agrees” that “Leader cares about me as a person” on staff survey</li> </ul>   | <ul style="list-style-type: none"> <li>○ Sometimes approaches the teachers they lead with a positive tone</li> <li>○ Occasionally monitors, reacts to, and addresses teacher stress levels</li> <li>○ Inconsistently communicates professional demeanor &amp; emotional constancy</li> <li>○ 80% of teachers “agrees” that “Leader cares about me as a person” on staff survey</li> </ul>  | <ul style="list-style-type: none"> <li>○ Irregularly approaches the teachers they lead with a positive tone</li> <li>○ Intermittently monitors, reacts to, and addresses teacher stress levels</li> <li>○ Irregularly communicates professional demeanor &amp; emotional constancy</li> <li>○ Less than 70% of teachers “agrees” that “Leader cares about me as a person” on staff survey</li> </ul>   |
| <b>Staff Survey Results</b>        | <p>95% staff answer positively to the following questions:</p> <ul style="list-style-type: none"> <li>○ My Instructional Leader meets with me at least 2-3 times/month to give me feedback on my instruction, plan for the upcoming week, or do a general check-in.</li> <li>○ Staff morale at the school is positive.</li> <li>○ My Principal/Co-Director regularly recognizes and praises good teacher/staff work.</li> <li>○ My principal is inspiring leader</li> <li>○ I have a friend at work</li> </ul> | <p>90% staff answer positively to the following questions:</p> <ul style="list-style-type: none"> <li>○ My Instructional Leader meets with me at least 2-3 times/month to give me feedback on my instruction, plan for the upcoming week, or do a general check-in.</li> <li>○ Staff morale at the school is positive.</li> <li>○ My Principal/Co-Director regularly recognizes and praises good teacher/staff work.</li> <li>○ My principal is inspiring leader</li> <li>○ I have a friend at work</li> </ul> | <p>80% staff answer positively to the following questions:</p> <ul style="list-style-type: none"> <li>○ My Instructional Leader meets with me at least 2-3 times/month to give me feedback on my instruction, plan for the upcoming week, or do a general check-in.</li> <li>○ Staff morale at the school is positive.</li> <li>○ My Principal/Co-Director regularly recognizes and praises good teacher/staff work.</li> <li>○ My principal is inspiring leader</li> <li>○ I have a friend at work</li> </ul> | <p>Less than 70% staff answer positively to the following questions:</p> <ul style="list-style-type: none"> <li>○ My Instructional Leader meets with me at least 2-3 times/month to give me feedback on my instruction, plan for the upcoming week, or do a general check-in.</li> <li>○ Staff morale at the school is positive.</li> <li>○ My Principal/Co-Director regularly recognizes and praises good teacher/staff work.</li> <li>○ My principal is inspiring leader</li> <li>○ I have a friend at work</li> </ul> |
| <b>Leader Communication</b>        | <ul style="list-style-type: none"> <li>○ Weekly staff emails are always inspiring, informative, and mission driven.</li> <li>○ Leader is always proactive about communicating important staff decisions.</li> <li>○ Leader always chooses the appropriate form of communication (one on one, email, staff meeting) to share important school wide events, decisions, and issues.</li> </ul>  | <ul style="list-style-type: none"> <li>○ Weekly staff emails are usually inspiring, informative, and mission driven.</li> <li>○ Leader is usually proactive about communicating important staff decisions.</li> <li>○ Leader consistently chooses the appropriate form of communication (one on one, email, staff meeting) to share important school wide events, decisions, and issues.</li> </ul>  | <ul style="list-style-type: none"> <li>○ Weekly staff emails are sometimes inspiring, informative, and mission driven.</li> <li>○ Leader is occasionally proactive about communicating important staff decisions.</li> <li>○ Leader inconsistently chooses the appropriate form of communication (one on one, email, staff meeting) to share important school wide events, decisions, and issues.</li> </ul>   | <ul style="list-style-type: none"> <li>○ Weekly staff emails are rarely inspiring, informative, and mission driven.</li> <li>○ Leader is reactive about communicating important staff decisions.</li> <li>○ Leader does not choose the appropriate form of communication (one on one, email, staff meeting) to share important school wide events, decisions, and issues.</li> </ul>   |
| <b>Staff Rituals</b>               | <ul style="list-style-type: none"> <li>○ Leader has systematized school cultural events (sunshine breakfast, birthday buddies, J-factor) and empowered staff in implementation of school cultural event.</li> <li>○ Leader always participates in staff rituals</li> <li>○ Strategically plans and communicates early release times during highly stressful part of the calendar</li> <li>○ Leader always celebrates student achievement and growth after each data round (IA’s, STEP, etc.)</li> </ul>        | <ul style="list-style-type: none"> <li>○ Leader has school cultural events (sunshine breakfast, birthday buddies, J-factor) and empowered staff in implementation of school cultural event.</li> <li>○ Leader usually participates in staff rituals</li> <li>○ Usually plans and communicates early release times during highly stressful part of the calendar</li> <li>○ Leader usually celebrates student achievement and growth after each data round (IA’s, STEP, etc.)</li> </ul>                         | <ul style="list-style-type: none"> <li>○ Leader has minimum amount of school cultural events(sunshine breakfast, birthday buddies, J-factor)</li> <li>○ Leader occasionally participates in staff rituals</li> <li>○ Inconsistently plans and communicates early release times during highly stressful part of the calendar</li> <li>○ Leader occasionally celebrates student achievement and growth after each data round (IA’s, STEP, etc.)</li> </ul>   | <ul style="list-style-type: none"> <li>○ Leader lacks school cultural events(sunshine breakfast, birthday buddies, J-factor) and does not have an owner of the events</li> <li>○ Leader rarely participates in staff rituals</li> <li>○ Rarely plans and communicates early release times during highly stressful part of the calendar</li> <li>○ Leader irregularly celebrates student achievement and growth after each data round(IA’s, STEP, etc.)</li> </ul>  |

## LEVER 7: MANAGING INSTRUCTIONAL LEADERS

| LEADERSHIP                                     | ADVANCED PROFICIENT   | PROFICIENT   | WORKING TOWARDS  | NEEDS IMPROVEMENT   |
|--|---|--|--|---|
| <b>Growing from Teacher to Leader</b>          | <p>All instructional leaders embody all of the core beliefs of the school leaders:</p> <ul style="list-style-type: none"> <li>○ 100% committed to the students and the school</li> <li>○ Humble and reflective in openness to feedback and own areas of growth</li> <li>○ Always optimistic and caring and responsible for positivity of the community and all its members</li> <li>○ Own teachers' results as his/her own</li> <li>○ Openly communicates concerns to school leaders</li> <li>○ Always models appropriate use of school systems</li> <li>○ Always publicly supports all school initiatives</li> </ul> | <p>Nearly all of the instructional leaders implements the core beliefs of school leaders:</p> <ul style="list-style-type: none"> <li>○ 100% committed to the students and the school</li> <li>○ Humble and reflective in openness to feedback and own areas of growth</li> <li>○ Always optimistic and caring and responsible for positivity of the community and all its members</li> <li>○ Own teachers' results as his/her own</li> <li>○ Openly communicates concerns to school leaders</li> <li>○ Always models appropriate use of school systems</li> <li>○ Always publicly supports all school initiatives</li> </ul> | <p>Instructional leaders inconsistently implement the core beliefs of school leaders:</p> <ul style="list-style-type: none"> <li>○ 100% committed to the students and the school</li> <li>○ Humble and reflective in openness to feedback and own areas of growth</li> <li>○ Always optimistic and caring and responsible for positivity of the community and all its members</li> <li>○ Own teachers' results as his/her own</li> <li>○ Openly communicates concerns to school leaders</li> <li>○ Always models appropriate use of school systems</li> <li>○ Always publicly supports all school initiatives</li> </ul> | <p>Instructional leaders do not embody the core beliefs:</p> <ul style="list-style-type: none"> <li>○ 100% committed to the students and the school</li> <li>○ Humble and reflective in openness to feedback and own areas of growth</li> <li>○ Always optimistic and caring and responsible for positivity of the community and all its members</li> <li>○ Own teachers' results as his/her own</li> <li>○ Openly communicates concerns to school leaders</li> <li>○ Always models appropriate use of school systems</li> <li>○ Always publicly supports all school initiatives</li> </ul> |
| <b>Effectiveness of Instructional Feedback</b> | <p>All instructional leaders meet the following goals:</p> <ul style="list-style-type: none"> <li>○ Their teachers meet 2 of 3 PD goals established at the beginning of each semester, making substantial progress over the course of the year</li> <li>○ 95% of teachers consistently implement their feedback (lesson plans, observations, data, etc.)</li> <li>○ Score 4.6 or higher out of 5 on mid-year survey question "provides helpful instructional feedback."</li> <li>○ Adapt frequency of observations/ meetings based on teacher needs and principal feedback</li> </ul>                                 | <p>Nearly all the instructional leaders meet the following goals:</p> <ul style="list-style-type: none"> <li>○ Their teachers meet 1 or 2 PD goals established at the beginning of each semester, making notable progress over the course of the year</li> <li>○ 90% of teachers consistently implement their feedback (lesson plans, observations, data, etc.)</li> <li>○ Score 4.6 or higher out of 5 on mid-year survey question "provides helpful instructional feedback."</li> <li>○ Adapt frequency of observations/ meetings based on teacher needs and principal feedback</li> </ul>                                 | <p>Some of the instructional leaders meet the following goals:</p> <ul style="list-style-type: none"> <li>○ Some teachers managed by ILs meet 1 of 3 PD goals established at the beginning of the year, and some notable areas of improvement remain in their teaching</li> <li>○ 80% of teachers implement feedback from instructional leader (lesson plans, observations, data, etc.)</li> <li>○ Score 4.6 or higher out of 5 on mid-year survey question "provides helpful instructional feedback."</li> <li>○ Adapt frequency of observations/ meetings based on teacher needs and principal feedback</li> </ul>     | <p>Almost all of the instructional leaders do <u>not</u> meet the goals listed in the previous columns</p>  |
| <b>Time &amp; Task Management</b>              | <p>All instructional leaders meet the following goals:</p> <ul style="list-style-type: none"> <li>○ Meet all required deadlines</li> <li>○ Successfully manage responsibilities of teaching and instructional leadership, maintaining the highest quality in both areas</li> <li>○ Successfully complete stretch assignments exceeding expectations in their completion</li> </ul>  | <p>Nearly all the instructional leaders meet the following goals:</p> <ul style="list-style-type: none"> <li>○ Meet 90% of required deadlines</li> <li>○ Successfully manage responsibilities of teaching and instructional leadership, maintaining high quality in both areas</li> </ul>  | <p>Most of the instructional leaders meet the following goals:</p> <ul style="list-style-type: none"> <li>○ Meet 75% of required deadlines</li> <li>○ Maintain proficient teacher with their instructional leadership responsibilities</li> </ul>  | <p>Almost all of the instructional leaders do <u>not</u> meet the goals listed in the previous columns</p>  |

**PERSONAL LEADERSHIP SKILLS**

| LEADER   | ADVANCED PROFICIENT  | PROFICIENT  | WORKING TOWARDS  | NEEDS IMPROVEMENT   |
|--|--|---|--|---|
| <p align="center"><b>Leadership Traits</b></p>               | <p>Results from Principal Peer Survey and manager observation find the leader:</p> <ul style="list-style-type: none"> <li>○ Is always willing to do whatever it takes to get the work done right.</li> <li>○ Always accepts responsibility and apologizes for problems and mistakes</li> <li>○ Carefully manages tasks and time, is well-organized, and is detail-oriented: proactively manages self and others on projects/ initiatives</li> <li>○ Always demonstrates strong, positive, professional interpersonal skills</li> <li>○ Functions well as a team player in the All-Campus Leadership Team; cares about others’ successes as much as their own, including supporting every schools’ growth and improvement</li> <li>○ Engages in effective “difficult conversations”, proactively seeking them out when necessary.</li> <li>○ Provides clear, direct, and respectful feedback with fellow school leaders.</li> </ul> | <p>Results from Principal Peer Survey and manager observation find the leader:</p> <ul style="list-style-type: none"> <li>○ Is willing to do whatever it takes to get the work done right.</li> <li>○ Accepts responsibility and apologizes for problems and mistakes</li> <li>○ Manages tasks and time, is well-organized, and is detail-oriented: doesn’t drop the ball on projects/initiatives</li> <li>○ Demonstrates strong, positive, professional interpersonal skills</li> <li>○ Functions well as a team player in the All-Campus Leadership Team; cares about others’ successes as much as their own, including supporting every schools’ growth and improvement</li> <li>○ Engages effectively in “difficult conversations” and occasionally seeks them out when necessary.</li> <li>○ Provides clear, direct, and respectful feedback with fellow school leaders when prompted</li> </ul> | <p>Results from Principal Peer Survey and manager observation find the leader:</p> <ul style="list-style-type: none"> <li>○ Is somewhat willing to do whatever it takes to get the work done right.</li> <li>○ Occasionally doesn’t accept responsibility or apologize for problems and mistakes</li> <li>○ Somewhat manages tasks and time, is somewhat organized, occasionally drops the ball on projects/initiatives</li> <li>○ Somewhat demonstrates strong, positive, professional interpersonal skills</li> <li>○ Occasionally functions well as a team player in the All-Campus Leadership Team; somewhat cares about others’ successes as much as their own, including occasionally supporting every schools’ growth and improvement</li> <li>○ Occasionally engages in effective “difficult conversations” when prompted</li> <li>○ Feedback to school leaders is somewhat clear and respectful and/or sometimes is not provided in a timely fashion</li> </ul> | <p>Results from Principal Peer Survey and manager observation find the leader:</p> <ul style="list-style-type: none"> <li>○ Is not willing to do whatever it takes to get the work done right.</li> <li>○ Does not accept responsibility and apologizes for problems and mistakes</li> <li>○ Does not manage tasks and time, lacks organization: frequently drops the ball on projects/initiatives</li> <li>○ Lacks strong, positive, professional interpersonal skills</li> <li>○ Does not function well as a team player in the All-Campus Leadership Team; does not care about others’ successes as much as their own, including supporting every schools’ growth and improvement</li> <li>○ Avoids “difficult conversations” and does not provide clear, and respectful feedback with fellow school leaders.</li> </ul> |
| <p align="center"><b>Progress Towards Personal Goals</b></p> | <ul style="list-style-type: none"> <li>○ Has met or is on track to completing personal goals set with their manager</li> <li>○ Continuously reflects on the strengths and weaknesses of his/her own performance</li> </ul>   | <ul style="list-style-type: none"> <li>○ Is on track to completing personal goal by formal evaluation</li> <li>○ Reflects on the strengths and weaknesses of his/her own performance</li> </ul>   | <ul style="list-style-type: none"> <li>○ Is not on track to completing personal goal by formal evaluation</li> <li>○ Occasionally reflects on the strengths and weaknesses of his/her own performance</li> </ul>   | <ul style="list-style-type: none"> <li>○ Is not on track to completing personal goal by formal evaluation or end of year</li> <li>○ Does not reflect on the strengths and weaknesses of his/her own performance</li> </ul>  |

**OVERALL RATING**

|                         |  |                          |  |
|-------------------------|--|--------------------------|--|
| <b>PRINCIPAL'S NAME</b> |  | <b>SCHOOL &amp; YEAR</b> |  |
| <b>EVALUATOR</b>        |  | <b>POSITION</b>          |  |

**RATINGS ON INDIVIDUAL RUBRICS**

|                                 |                     |            |                 |                   |
|---------------------------------|---------------------|------------|-----------------|-------------------|
| <b>DATA DRIVEN INSTRUCTION</b>  | Advanced Proficient | Proficient | Working Towards | Needs Improvement |
| <b>OBSERVATION AND FEEDBACK</b> | Advanced Proficient | Proficient | Working Towards | Needs Improvement |
| <b>CURRICULUM PLAN</b>          | Advanced Proficient | Proficient | Working Towards | Needs Improvement |
| <b>PROFESSIONAL DEVELOPMENT</b> | Advanced Proficient | Proficient | Working Towards | Needs Improvement |
| <b>SCHOOL CULTURE</b>           | Advanced Proficient | Proficient | Working Towards | Needs Improvement |
| <b>STAFF CULTURE</b>            | Advanced Proficient | Proficient | Working Towards | Needs Improvement |
| <b>INSTRUCTIONAL LEADERSHIP</b> | Advanced Proficient | Proficient | Working Towards | Needs Improvement |

**OVERALL RATING**

**Advanced Proficient**

**Proficient**

**Working Towards**

**Needs Improvement**

Overall Strengths:

Areas for Growth and Action Plans:

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

### Section A: Student Information

|                          |                            |                      |                      |
|--------------------------|----------------------------|----------------------|----------------------|
| Student First Name       | Student Middle Name        | Student Last Name    |                      |
| <input type="text"/>     | <input type="text"/>       | <input type="text"/> |                      |
| Student Email (optional) | Date of Birth (MM/DD/YYYY) |                      |                      |
| <input type="text"/>     | <input type="text"/>       | <input type="text"/> | <input type="text"/> |
| Student Address          | City                       | State                | Zipcode              |
| <input type="text"/>     | <input type="text"/>       | <input type="text"/> | <input type="text"/> |
| Current School           | Current Grade              | Grade Applying to    |                      |
| <input type="text"/>     | <input type="text"/>       | <input type="text"/> |                      |

### Section B: Parent/Guardian Information

|   |  |                       |
|---|--|-----------------------|
| Relationship to student   | First Name   | Last Name             |
| <input type="text"/>  | <input type="text"/>   | <input type="text"/>  |
| Home Address <input type="checkbox"/> Check box if same as Student Address  | Apartment, Unit, Suite Number  |                       |
| <input type="text"/>  | <input type="text"/>   |                       |
| State   | City   | Zip Code              |
| <input type="text"/>  | <input type="text"/>   | <input type="text"/>  |
| Home Phone Number   | Work Phone Number  | Mobile Phone Number † |
| <input type="text"/>  | <input type="text"/>   | <input type="text"/>  |
| Email   | Select How You Want to Be Contacted  |                       |
| <input type="text"/>  | <input type="checkbox"/> Email and Text Message <input type="checkbox"/> Email Only <input type="checkbox"/> Text Message Only |                       |
| <input type="checkbox"/> Check this box if you are not currently a Camden resident but are moving into Camden City before next school year. |  |                       |
| Alternate Contact Name  | Relationship to Student  | Phone Number          |
| <input type="text"/>  | <input type="text"/>   | <input type="text"/>  |

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

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

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

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

**Section C: Select Schools**

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

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

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

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

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

**Section D: Sibling Information**

Does this student have a sibling who is:

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

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

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

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

**Guardian/Parent Signature**

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

---

 Guardian / Parent Signature

---

 Date (MM/DD/YYYY)
**Admins Only**


---

 Print Name

---

 Sign Name

---

 Date (MM/DD/YYYY)

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

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

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

**Section E: Magnet School Requirements \*\***

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

**Brimm Medical Arts High School**

1. Attach most recent report card.

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

Teacher Name

Relationship to student

Email

Additional Recommendation  
(Strongly Encouraged)

Relationship to student

Email

**Creative Arts Morgan Village Academy**

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

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

2. Attach most recent report card.

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

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

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

Name

Relationship to student

Email

Additional Recommendation Name (Optional)

Relationship to student

Email

**Camden Big Picture Learning Academy**

1. Attach most recent report card.

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

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

Name

Relationship to student

Email

Name

Relationship to student

Email



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

### Section A: Información del Estudiante

|                                 |                                  |                          |                      |
|---------------------------------|----------------------------------|--------------------------|----------------------|
| Primer Nombre                   | Segundo Nombre                   | Apellido                 |                      |
| <input type="text"/>            | <input type="text"/>             | <input type="text"/>     |                      |
| Email del estudiante (opcional) | Fecha de Nacimiento (MM/DD/YYYY) |                          |                      |
| <input type="text"/>            | <input type="text"/>             | <input type="text"/>     | <input type="text"/> |
| Dirección del domicilio         | Ciudad                           | Estado/Provincia /Región | ZIP/Código Postal    |
| <input type="text"/>            | <input type="text"/>             | <input type="text"/>     | <input type="text"/> |
| Escuela actual                  | Grado Actual                     | Grado al que Aplica      |                      |
| <input type="text"/>            | <input type="text"/>             | <input type="text"/>     |                      |

### Section B: Información de los Padres o Tutores

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

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

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

Section C: Seleccionar Escuelas



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

|   | Escuela              | Código escolar (pg. 3) |
|---|----------------------|------------------------|
| 1 | <input type="text"/> | <input type="text"/>   |
| 2 | <input type="text"/> | <input type="text"/>   |
| 3 | <input type="text"/> | <input type="text"/>   |
| 4 | <input type="text"/> | <input type="text"/>   |
| 5 | <input type="text"/> | <input type="text"/>   |
| 6 | <input type="text"/> | <input type="text"/>   |
| 7 | <input type="text"/> | <input type="text"/>   |
| 8 | <input type="text"/> | <input type="text"/>   |

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

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

Section D: Información de los Hermano

¿El estudiante tiene un hermano que

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

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

|  |                          |                        |
|--|--------------------------|------------------------|
| Hermano 1 nombre   | Hermano 1 segundo nombre | Hermano 1 apellido     |
| <input type="text"/>   | <input type="text"/>     | <input type="text"/>   |
| Fecha de Nacimiento (MM/DD/YYYY)                               | Hermano 1 escuela actual | Hermano 1 grado actual |
| <input type="text"/> <input type="text"/> <input type="text"/> | <input type="text"/>     | <input type="text"/>   |
| Hermano 2 nombre   | Hermano 2 segundo nombre | Hermano 2 apellido     |
| <input type="text"/>   | <input type="text"/>     | <input type="text"/>   |
| Fecha de Nacimiento (MM/DD/YYYY)                               | Hermano 2 escuela actual | Hermano 2 grado actual |
| <input type="text"/> <input type="text"/> <input type="text"/> | <input type="text"/>     | <input type="text"/>   |

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

### Tutor / Firma del Padre

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

Tutor / Firma del Padre

Fecha (MM/DD/YYYY)

### Sólo administrador

Nombre de impresión

Nombre signo

Fecha (MM/DD/YYYY)

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

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

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

**Section E: Requisitos para Escuelas Magnet \*\***

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

**Brimm Medical Arts High School**

1. Adjunte tarjeta de reportes más reciente

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

Nombre del profesor

Relación con el estudiante

Email




Recomendación adicional (fuertemente alentada)

Relación con el estudiante

Email




**Creative Arts Morgan Village Academy**

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

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

2. Adjunte tarjeta de reportes más reciente

3. Se adjunta un ensayo escrito (250 palabras), en Inglés, que responde a la siguiente:

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

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

Nombre

Relación con el estudiante

Email




Nombre de Recomendación Adicional (Opcional)

Relación con el estudiante

Email




**Camden Big Picture Learning Academy**

1. Adjunte tarjeta de reportes más reciente

2. Se adjunta un ensayo escrito en Inglés: There are several other high school options in the Camden City School District. What aspect of Camden Big Picture Learning Academy is most appealing to you?

3. Cartas de Recomendación (Opcional): Proporcione la información de contacto para un adulto que le conozca bien.

Nombre

Relación con el estudiante

Email




Nombre

Relación con el estudiante

Email

## Uncommon Schools Camden Prep

2013-14 Teacher Evaluation Model

June 10, 2013

### SUMMARY

As a New Jersey State approved tool, the Camden Prep-North Star Teacher Evaluation Rubric has been used for nearly ten years, and in addition to its use in New Jersey, it has been highlighted by Washington D.C. Public Schools and also TNTP, a national teacher training organization. In TNTP's School Leader Toolbox, an open-source teacher supervision website, the Camden Prep-North Star Teacher Evaluation Rubric was one of the most downloaded tools. The second section of the rubric—Data-Driven Instruction—has been highlighted in [Driven by Data](#) for its impact on significant gains in cities such as Baltimore, Chicago, D.C., Memphis, New Orleans, Oakland, Milwaukee, Minneapolis, New York City, Newark, New Orleans, Rochester, and Sacramento. The techniques evaluated in the Classroom Management component of the teacher evaluation align to many of the core ideas highlighted in [Teach Like a Champion](#) by Doug Lemov, which has sold over 400,000 copies worldwide and is based on a careful study of the highest achieving teachers on the East Coast. Some of Lemov's techniques mentioned specifically in the rubric are Strong Voice & Positive Framing, What to Do, 100%, and Do it Again.

The rubric is built around the actions that a teacher takes to achieve high student results. These categories include:

Instruction:

- Establishing Learning Expectations and Student Engagement

Student Assessment:

- Checking for Understanding and Responsiveness to Daily Student Learning
- Students Level of Growth

Curriculum:

- Lesson Design & Materials

Classroom Management:

- Level of on Task Behavior

Professionalism:

- Timeliness
- Ability to Meet Deadlines

Professional Development:

- Openness to Feedback

### RATING

The Rubric has four performance levels:

- Advanced Proficient
- Proficient
- Working Towards
- Needs Improvement

The conversion of the four rating categories to an overall teacher evaluation—highly effective, effective, partially effective or ineffective—can easily be calculated after determining the rating for each row of the rubric. Each performance level has an associated weight. Add up all points, divide by the total number of points possible and then convert to the score percentage. Select the rating category that best matches the score.

| Rubric Score Summary | Weight |
|----------------------|--------|
| Advanced Proficient  | 7      |
| Proficient           | 4      |
| Working Towards      | 2      |
| Needs Improvement    | 1      |

| SCORE (%) | RATING                |
|-----------|-----------------------|
| 87 - 100  | Highly effective      |
| 58 - 86   | Effective             |
| 39 - 57   | Partially Ineffective |
| 0 - 38    | Ineffective           |

### TIMELINE

September:

- Teacher weekly observation schedule is set with principal
- Observation Tracker is updated with professional development goals as created by the teacher and principal

October-December:

- Teacher is observed weekly and has follow up meetings to receive feedback based on data captured in the observation tracker

December:

- Teacher self-evaluations are sent out to staff with guidelines for how to complete evaluation and due date

February:

- Teacher completes self-evaluations
- Principal completes teacher evaluations

March-April:

- Teacher evaluations are scheduled and conducted

Summer:

- Rubrics will be revised in the summer of each year



RESOLUTION

AUTHORIZE NORTH STAR ACADEMY TEACHER EVALUATION MODEL

**Implementation of North Star Academy Teacher Evaluation Rubric as Teacher Evaluation Tool**

WHEREAS, Title N.J.A.C. 6A: 10 provides that, "Adopt, as part of the district educator evaluation rubrics, both teacher and principal practice evaluation instruments that are approved by the district board of education and that appear on an approved list provided by the Department", and

WHEREAS, Uncommon Schools Camden Prep has the need to select and approved a teacher evaluation model for the 2014-15 school year, and

WHEREAS, Uncommon Schools Camden Prep intends to implement the North Star Academy Teacher Evaluation Rubric through this resolution, which shall be subject to all the supplemental documents included in the teacher evaluation model;

NOW THEREFORE, BE IT RESOLVED, at a regular meeting of the Uncommon Schools Camden Prep Board of Trustees held on this date June 8, 2015 that the Camden Prep Board of Trustees approves and accepts the terms of the NSA Teacher Evaluation Rubric and model for evaluating teachers.

  
Julie Jackson  
Board Secretary

\_\_\_\_\_  
Date

## Uncommon Schools Camden Prep

2013-14 Principal Evaluation Model

June 10, 2013

### SUMMARY

As a New Jersey State approved tool, The Leverage Leadership Performance Model is a set of performance management tools that drive excellent principal performance and can lead to a summative evaluation. This performance model has been published in Leverage Leadership and Driven by Data and has been used in work with over 7,000 school leaders nationwide. The tools utilized in this performance model have been formally embraced by Chicago Public Schools and the New York State Department of Education and they have been embedded in many other districts across the country. When implemented, the tools have successfully led to highest gaining or highest achieving schools in thirteen major urban districts across the country: Baltimore, Chicago, D.C., Memphis, New Orleans, Oakland, Milwaukee, Minneapolis, New York City, Newark, New Orleans, Rochester, and Sacramento.

The model is built around the seven highest leverage actions that a leader takes to achieve extraordinary student results:

#### Instructional:

- Lever 1: Data-Driven Instruction
- Lever 2: Observation And Feedback
- Lever 3: Instructional Planning
- Lever 4: Professional Development

#### Cultural:

- Lever 5: Student Culture
- Lever 6: Staff Culture
- Lever 7: Managing School Leadership Teams

All seven levers have been carefully studied and proven to identify the most important instructional and cultural aspects to systematize and implement to guarantee strong student learning.

### RATING

Each lever has a rubric, and each rubric has four performance levels:

- Advanced Proficient
- Proficient
- Working Towards
- Needs Improvement

The heart of the Leverage Leadership performance model is the continual self-improvement of the school leader, and the model reflects that emphasis with a continuous flow of data collection throughout the year.

The scores for the rubrics are collected at periodic intervals throughout the year and are stored in an overall dashboard for a global review. For example, student culture rubric scores are gathered in the Fall. Data Driven Instruction Implementation Rubric Scores are captured after the first round of interim assessments, typically 6 weeks into the school year and the Professional Development Rubric Scores are collected in the mid-winter months. Staff Culture Scores are collected in the late



winter before the mid-year evaluation.

To score, read across the four levels of performance for each standard, find the level that best describes the principal's performance and circle or highlight it. After evaluating for the entire rubric, summarize the best level that describes the principal's proficiency.

### **TIMELINE**

September:

- Principal weekly check-in schedule is set with superintendent
- Superintendent sets key levers of focus with each principal in check-in

October-December:

- Campus walkthrough with superintendent and other grade-span principals
- Principal receives feedback on campus walkthrough results

January:

- Staff survey is administered for principal feedback
- Peer survey is administered for principal feedback
- Self-evaluations are sent out to principals with guidelines for how to complete evaluation

February:

- Superintendent writes principal evaluations
- Principals complete self-evaluations

March-April:

- Superintendent conducts additional school walkthrough with principal
- Superintendent schedules and conducts principal evaluations

Summer:

- Rubrics will be revised in the summer of each year

RESOLUTION

AUTHORIZE LEVERAGE LEADERSHIP PERFORMANCE MODEL

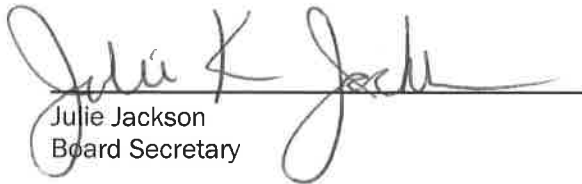
**Implementation of Leverage Leadership Performance Model as Principal Evaluation Tool**

WHEREAS, Title N.J.A.C. 6A: 10 provides that, "Adopt, as part of the district educator evaluation rubrics, both teacher and principal practice evaluation instruments that are approved by the district board of education and that appear on an approved list provided by the Department", and

WHEREAS, Uncommon Schools Camden Prep has the need to select and approve a principal evaluation model for the 2014-15 school year, and

WHEREAS, Uncommon Schools Camden Prep intends to implement the Leverage Leadership Performance Model through this resolution, which shall be subject to all the supplemental documents included in the principal evaluation model;

NOW THEREFORE, BE IT RESOLVED, at a regular meeting of the Uncommon Schools Camden Prep Board of Trustees held on this date of June 8, 2015 that the Camden Prep Board of Trustees approves and accepts the terms of the Leverage Leadership Performance Model for evaluating principals.

  
Julie Jackson  
Board Secretary

\_\_\_\_\_  
Date

## 2017-18 Tentative School Calendar

### August 2017

*(4 school days)*

1-8—New Teacher PD (ALL)

3-4—NSA Retreat

9-18—All Teacher PD

14—Board Meeting

**28—First Day of School Mt. Ephraim Elementary  
(Kindergarten)**

**29—First Day of School Copewood Elementary (ALL)**

**30 – First Day of School Mt. Ephraim Middle (ALL)**

**31 – First Day of School Mt. Ephraim Elementary  
(Grades 1-4)**

### September 2017

*(20 school days)*

4—Labor Day, no school

18—Board Meeting

### October 2017

*(21 school days)*

9—Columbus Day, no school

### November 2017

*(20 school days)*

13—Board Meeting

23-24—Thanksgiving, no school

### December 2017

*(11 school days)*

18-29—Winter Holiday, no school

### January 2018

*(21 school days)*

1—Winter Holiday, no school

**2—Return to School, ALL**

15—Martin Luther King Jr. Day, no school

22—Board Meeting

### February 2018

*(18 school days)*

19-20—Presidents Day, no school

### March 2018

*(21 school days)*

19—Board Meeting

30 – Good Friday, no school

### April 2018

*(16 school days)*

2-6 – Spring Break, no school

### May 2018

*(22 school days)*

14—Board Meeting

28—Memorial Day, no school

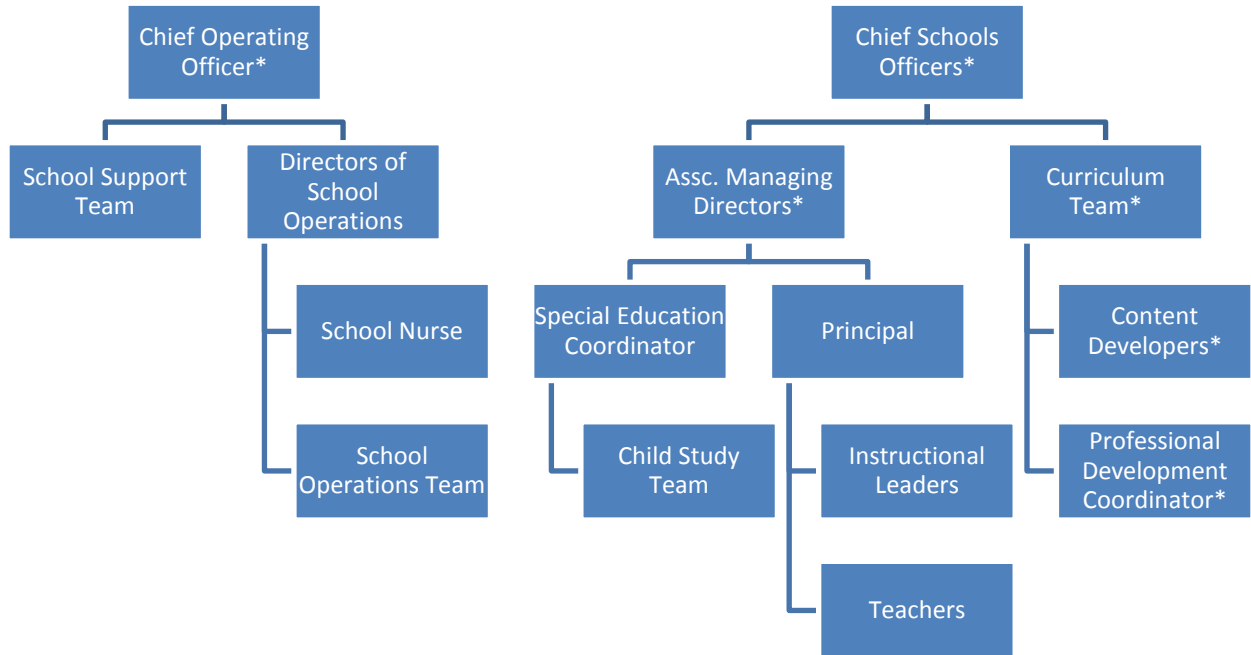
### June 2018

*(11 school days)*

11—Board Meeting

**15—Last day of school**

**Camden Prep’s Co-Leader Model**



*\*=Employees of Uncommon Schools, Inc., Camden Prep’s Charter Management Organization*

**Promotion/Retention Policy**

Camden Prep is committed to making sure that our students are prepared both socially and academically for success in the immediate future and beyond; therefore, unlike other public schools, Camden Prep does not practice social promotion. Students who do not meet academic standards for their given grade will be retained.

Students may be retained if they fail more than one academic class for the school year, or if they exceed more than twenty unexcused absences in a school year. Students may be retained if they have failed one academic class per year.

**Tardies and Absences**

- **Nine Absences in a Year:** If a student is absent nine times in a year, the student is considered a truant. At this point, the student is at risk of not being promoted to the next grade. The parent/guardian will be called to the school to meet with the Dean of Students or the Principal. The Principal reserves the right to retain any student who misses more than nine days of school. In addition, a report may be filed with the Department of Children and Family Services.
- **Ten Absences in a Year:** If a student is absent ten times in a year, the student will be considered a habitual truant and may not be promoted to the next grade. At this point, the school leaders **MUST** make a referral to the court program as required by the New Jersey Administrative Office of the Courts.
- Since every three tardies will be recorded as an absence, excessive tardiness is a truancy problem and may also result in retention.

**Life's Work (Homework)**

Scholars are expected to complete their Life's Work assignments each day it is assigned. If a scholar has completed less than 90% of Life's Work assignments in a quarter, consequences include parent conferences, out of school suspension or if ongoing, retention.