



New Jersey Department of Education
Office of Charter and Renaissance Schools
Renaissance School Project

Introduction:

The annual report was established in the Urban Hope Act, N.J.S.A. 18A:36C-1 et seq., as a way to facilitate the Commissioner's review of renaissance school projects. A renaissance school project must submit an annual report on August 1 following each full school year in which it is in operation.

Annual Report Submission Guidelines:

Annual Report Submission:

Per *N.J.A.C.6A:31-5.1(b)*, the renaissance school project must submit an annual report to the Commissioner and the renaissance school district. Per *N.J.S.A. 18A:36C-10(b)*, the report shall be made publicly available, including on the Department of Education's website.

Submission Process for the 2019-2020 Report:

The annual report must be submitted via Homeroom as a Word document titled "Annual Report 2020." To submit the report, upload it to the subfolder "Annual Report 2020" located inside the folder "Annual Report" on the renaissance school project's Homeroom site. Each Appendix must be saved as a separate Word or .PDF document using the [file naming convention](#) found at the end of this document and then uploaded to the "Annual Report 2020" subfolder on the school's Homeroom site.

Additional Submission Requirements:

A copy of the report must be submitted to the renaissance school district no later than 4:15 p.m. on Monday, August 3, 2020.

Written Comment Period

The school district or State district superintendent(s) of the renaissance school district may submit comments regarding the annual report to the Commissioner by October 1, 2020.

Annual Report Questions:

Basic Information about the School

Fill in the requested information in Table 1 below.

Table 1: Basic Information

Name of Renaissance School Project	<i>KIPP Cooper Norcross, A New Jersey Nonprofit Corporation</i>
Year Opened	2014
Grade level(s) served in 2019-2020	K-8
Final enrollment count for 2019-2020 (as of June 30, 2020)	1501
Grade Level(s) to be Served in 2020-2021	K-9
Projected enrollment for 2020-2021	1744
Mailing address	525 Clinton Street, Camden, NJ 08103
Website address	www.kippnj.org
Name of board president	Tim Carden
Board president email address	tim@p5grp.com
Board president phone number	973-622-0905
Name of Renaissance School Project Lead Person	<i>Ryan Hill</i>
Lead Person email address	rhill@kippnj.org
Lead Person phone number	973-622-0905
Name of School Business Administrator (SBA)	<i>Steven Small</i>
SBA email address	ssmall@kippnj.org
SBA phone number	973-622-0905

School Site Information:

Provide the requested information for each school location. Copy Table 2 below and fill it out for each school site if the school has more than one site.

Table 2: School Site Information

School Site 1 Information	Content Column
Site name	<i>Lanning Square Primary School</i>
Year site opened	<i>2014</i>
Grade level(s) served at this site in 2019-2020	<i>K-4</i>
Grade level(s) to be served at this site in 2020-2021	<i>K-4</i>
Site street address 1	<i>525 Clinton Street</i>
Site city	<i>Camden</i>
Site ZIP	<i>08103</i>
Site phone number	<i>856-966-9600</i>
Site lead or primary contact's name	<i>Brittany Middleton</i>
Site lead's email address	<i>bmiddleton@kippnj.org</i>

School Site 2 Information	Content Column
Site name	<i>Lanning Square Middle School</i>
Year site opened	<i>2015</i>
Grade level(s) served at this site in 2019-2020	<i>5-8</i>
Grade level(s) to be served at this site in 2020-2021	<i>5-8</i>
Site street address 1	<i>525 Clinton Street</i>
Site city	<i>Camden</i>
Site ZIP	<i>08103</i>
Site phone number	<i>Bridgit Cusato-Rosa</i>
Site lead or primary contact's name	<i>856-966-9600</i>
Site lead's email address	<i>bcusatorosa@kippnj.org</i>

School Site 3 Information	Content Column
Site name	<i>Whittier Middle School</i>
Year site opened	<i>2016</i>
Grade level(s) served at this site in 2019-2020	<i>4-8</i>

Grade level(s) to be served at this site in 2020-2021	<i>3-8</i>
Site street address 1	<i>740 Chestnut St</i>
Site city	<i>Camden</i>
Site ZIP	<i>08103</i>
Site phone number	<i>Travis Dempsey</i>
Site lead or primary contact's name	<i>856-966-9600</i>
Site lead's email address	<i>tdempsey@kippnj.org</i>

School Site 4 Information	
Site name	<i>KIPP Cooper Norcross High School</i>
Year site opened	<i>2020</i>
Grade level(s) served at this site in 2019-2020	<i>None</i>
Grade level(s) to be served at this site in 2020-2021	<i>9</i>
Site street address 1	<i>1600 South 8th Street</i>
Site city	<i>Camden</i>
Site ZIP	<i>08103</i>
Site phone number	<i>Stuart Warshawer</i>
Site lead or primary contact's name	<i>856-966-9600</i>
Site lead's email address	<i>swarshawer@kippnj.org</i>

Organizational Performance Areas

Education Program and Capacity

1.1 Mission

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

KIPP NJ's Vision: *One day, our nation will know Newark and Camden, NJ, as cities of world-class public education.*

KIPP NJ's Mission: *The mission of KIPP New Jersey is to create a network of schools in Newark and Camden, New Jersey, that instill in their students the desire and ability to succeed in college, in order to change the world.*

KIPP NJ's Values: *Kid focus. TEAMwork. Freedom. Fun. Improvement. Impact.*

KIPP is a national network of 242 free, open-enrollment, college-preparatory public schools dedicated to preparing students in underserved communities for success in college and life. KIPP New Jersey is one region of KIPP's national network, currently consisting of fourteen schools in Newark and Camden. KIPP Cooper Norcross Academy (KCNA) is a network of three KIPP New Jersey schools in Camden. KCNA will open its fourth school this fall - KIPP Cooper Norcross High School.

As KCNA's objective is to remain true to the state's intention for Renaissance schools to reflect the wider communities they serve, KCNA has gone to great lengths to make the school known and accessible to all students in Camden.

KIPP's Five Pillars

High Expectations- KIPP schools have clearly defined and measurable high expectations for academic achievement and conduct in order to create and reinforce a culture of achievement and support. We know that every student is different and we personalize learning based on a student's needs, skills, and interests.

Strength of Character- Success in life depends on both academics and character. We help students foster character strengths that are essential for their own success and well-being. And we empower them to express their voice with power and to improve the world around them.

Safe, Structured and Nurturing Environments - Students need physical and emotional safety to take risks and learn from their successes and mistakes. Our schools provide a safe, structured and nurturing environment with minimal distractions and more time for both academics and extracurriculars, so our students love school and maximize learning.

Highly Effective Teachers and Leaders - Great schools require great teachers and school leaders, and of course, great students. At KIPP New Jersey, we empower our educators to lead school teams, and we invest in ongoing training to help them grow as professionals.

KIPP Through College - Our counselors and advisors support students as they prepare for and select the right college and career for their needs. After high school, we help KIPP alumni navigate college's social, academic and financial challenges.

1.2 Curriculum

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

Attached.

b) Provide details about any planned changes to the curriculum and assessments for the 2020-2021 school year. Please limit your response to a 1-page maximum.

To plan for the uncertainty of the coming year, our reopening planning teams spent months researching, vetting, and designing our instructional model so that it will work flexibly whether we are in a hybrid or remote context. As a result, we have landed on plans for curriculum, assessment, progress monitoring, and professional development that will transition seamlessly between the virtual and hybrid instructional models. In summary:

- *We will keep a consistent scope & sequence for all academic courses, reflecting the idea of having 4 to 5 live synchronous lessons per week in most subjects.*
- *We will keep a consistent assessment schedule for all academic courses, using assessments that may be implemented online or in-person, depending on the instructional model we are in. We have designed test security measures that will support validity and reliability in our assessment approach.*
- *We are re-implementing our expectations for teacher coaching and professional development, and have developed plans that will work for both a remote and in-person context.*

The table below lists the high-level overview of what our plan will look like to start the year, beginning with a 100% remote learning approach.

Table 3 - Curriculum

Grade	Subject	Curricula We Are Using	Number of Synchronous Lessons Each Week	Number of Asynchronous Lessons Each Week
K - 2	Math	Eureka + i-Ready Blended Learning	4 math lessons + small groups	4 days of math hw (includes i-Ready blended learning)
K - 2	Phonics	FPC/Fundations/in house (phonics)	4	0
K-2	IRA/Writing	FPC/in house	2 (hybrid) 0 (100% remote)	2 (hybrid) 4 (100% remote)

K - 2	Guided Reading	FPC	4	0
K-2	Independent Reading	RAZ Kids	2 (hybrid) 0 (100% remote)	4
3 - 4	Math	Eureka + i-Ready Blended Learning	4 math lessons + small groups	4 days of math hw (includes i-Ready blended learning)
3 - 4	ELA	KIPP Wheatley/In-House Writing	4	4
3 - 4	Guided Reading	FPC	4	0
3 - 4	Independent Reading	RAZ Kids	2 (hybrid) 0 (100% remote)	4
3 - 4	iReady	iReady	0	2
MS	Math	KIPPNJ Math Lead Plans, Desmos, Open Up, Khan Academy, Mathspace (g8), iReady	4 synchronous +intervention in iReady	2
MS	ELA	KIPP Wheatley	4	Daily HW to read and gist
MS	ELA	Guided Reading	4	0
MS	Science	Amplify	2	2
MS	Social Studies	KIPP NJ Adapted	2	2
HS	Math	Illustrative Math, Desmos, GeoGebra, Khan Academy, Mathspace	4 math lessons + small groups	4 practice problem sets a week (current + cumulative review)
HS	English	KIPP NJ - created	4 synchronous lessons + small groups	Independent reading, completing class work
HS	Composition	Achievement First Composition curriculum	4 synchronous lessons	Rarely; max 20 minutes per day
HS	Science	KIPP AP for All HS Science curriculum	4 synchronous lessons	Rarely; max 20 minutes per day

HS	History	KIPP AP for All HS History curriculum	4 synchronous lessons	Rarely; max 20 minutes per day
HS	ACT Prep	Magoosh (9th/10th) Winward ACT (11th/12th)	None	

1.3 Instruction

a) What constitutes high quality instruction at this school?

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

To meet the demands of the lessons and curriculum, our academic program is structured to allow for sufficient time in literacy, math, science, and history. Please see Table 3 above for more information about the instructional courses and curriculum that we are committing to offering our students within the constraints of the current health situation.

Even when students are learning in a hybrid or entirely remote model, our expectation is that teachers assess student mastery daily, analyze student performance daily, and then respond by re-teaching (not repeating) the needed instructional concepts daily. Instruction at KCNA can be considered high quality if it is responsive at this level, driven by data, and constantly aiming towards the rigor level of the standards.

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

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

c) Describe how the school adapted to the delivery of remote instruction? What areas of strength and areas of opportunity were identified?

KCNA's approach to remote instruction evolved in the final months of the 2019-20 school year. Before we made the switch to remote instruction, we surveyed our students and families and learned that most students would not be able to access learning if we relied exclusively on technology, so we created a low-tech solution for the initial period until technology could be deployed. For the first two weeks of remote learning (Phase 1), we provided students with paper-based work packets. During this time, we were able to deploy chromebooks to 95% of our students (the other 5% confirmed that they have working computers at home) and to provide internet access to all our families who lacked access (either through supporting their enrollment in the Comcast Internet Essentials program or by providing them with internet hotspots). We were then able to transition to Phase 2 of remote instruction - which was technology based. During Phase 2, students completed assignments through Google classroom and received instruction on new material using online platforms including iReady.

During the remote learning phase, KCNA took the following actions to follow up with families to maintain communication and ensure that students were completing their assignments:

- *We tracked student assignment completion across all our schools using a centralized data tool, which enabled us to disaggregate data by school, grade level, classroom, teacher, and student. This enabled us to continually monitor work completion across our region and to intervene when necessary.*
- *Teachers followed up with all students who did not complete the initial daily assignment each day – the question of the day (QOTD). The QOTD was an indicator of whether the student was getting online and engaging with schoolwork. If students did not complete the QOTD by the afternoon, the teacher called home to check-in and encourage the student to get online and complete work.*
- *If the teacher learned that the student was unable to complete work because of access to a computer or internet, then the teacher escalated the case to our operations team. Our operations team ensured that the family was either able to pick up the needed equipment or had it delivered to their home by the end of the week.*
- *If the teacher learned that the student was unable to complete work because of family stress or crisis, then the teacher escalated to the social work and family support team. The social work team then reached out and helped connect the family to needed resources including food access, housing support, and/or mental health services.*
- *There were a small number of students and families who were consistently or intermittently out of touch since school closure. For those students and families, we convened remote learning chronic absenteeism working groups at each school. These groups were composed of operations members, teachers, and social workers – who collaborated to ensure they could reach and support the students and families who had not been engaging with our school regularly.*

During this period of time, we found that we could effectively equip our students with the materials needed to engage in learning at home, but we also learned that remote asynchronous instruction - where students learn independently through online programs - was not working effectively for many students. We therefore piloted live virtual teaching through zoom in some grade levels and subjects in the final weeks of the school year. We surveyed families and staff members who participated in the live

instruction pilot and learned that the overwhelming majority of parents and teachers believed that live teaching was more effective than independent online learning. As a result of this pilot, this fall, we are launching live instruction for all students 4 to 5 days per week - whether they opt for in-person or remote learning.

1.4 Assessment

- a) Fill in Table 3, below, to show year over year trends in the proportion of students meeting or exceeding grade-level expectations (“proficiency rate”) on all statewide assessments administered by the school.

Table 4: Proficiency Rates on statewide assessments

Assessment	2017-2018	2018-2019
ELA 3	30%	20%
ELA 4	14%	28%
ELA 5	23%	32%
ELA 6	31%	22%
ELA 7	59%	39%
ELA 8	59%	48%
ELA 9	N/A	N/A
ELA 10	N/A	N/A
ELA 11	N/A	N/A
MAT 3	50%	39%
MAT 4	13%	30%
MAT 5	17%	19%
MAT 6	15%	12%
MAT 7	24%	19%
MAT 8	41%	13%
Algebra I	N/A	N/A
Geometry	N/A	N/A
Algebra II	N/A	N/A

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

Before our schools closed due to COVID-19 in March 2020, we were beginning to see some initial signs of improvement in our K-8 reading level data. At our elementary school, 46% of students were reading on or above grade-level by the end of Quarter 2, compared to 38% the year prior. Every grade saw gains in the percent of students reading on or above grade level, with the biggest gains in 1st grade and 2nd grade (+8 and +16, respectively). In our middle schools, 25% of students were reading on or above grade-level by the end of Quarter 2, compared to 18% the year prior. Every grade saw gains in the percent of students reading on or above grade level, with the biggest gains in 6th grade and 8th grade (+10 and +16, respectively). These year-over-year increases can be attributed to a greater familiarity with the F&P curriculum amongst teachers and leaders now that we are in our second year of implementing it, as well as a focus on intellectual preparation for guided reading lessons. We also implemented better systems for testing students throughout the year to obtain fresh data more frequently for guided reading groups and planning.

For the 2020 -2021 school year, we plan to improve our approach to remote instruction should we need to rely on a hybrid or 100% remote model for a significant portion of the school year. For K-9 literacy and math, we will implement new blended learning programs like i-Ready and STAR to support remediation and will provide live instruction daily for both subjects along with times for small group intervention and office hours. Additionally, we have revamped our assessment model to include diagnostic, formative, and summative assessments that we will be prepared to administer whether we are in-person or remote.

- c) For each subject and grade level, provide a list of the diagnostic, formative, and summative assessments that were administered during the 2019-2020 year.

Table 5 - Assessments

Note: We discontinued the administration of formal assessments after March, 2020 due to COVID-19-related school closures.

Grade	Subject	Diagnostic	Formative	Summative
K - 1	Literacy	Fontas + Pinell	Fontas + Pinell Literacy Checkpoints Sight Word Quizzes	Literacy Checkpoints Writing Process Pieces
	Math	n/a	Math Checkpoints (mid-module) CGI Quizzes	Math Checkpoints (end-of-module) Quarterly Assessments
2 - 4	Literacy	Fontas + Pinell	Fontas + Pinell Cold Read Quizzes Sight Word Quizzes	Quarterly Assessments Writing Process Pieces

	Math	n/a	Cumulative Review Quizzes CGI Quizzes	Quarterly Assessments
5 - 8	Literacy	Module 0 Quiz Fontas + Pinell	Fontas + Pinell Vocabulary & Grammar Quizzes Cold Read Quizzes	Quarterly Assessments
	Math	Unit 0 Quiz	Cumulative Review Quizzes	Quarterly Assessments
	Science	Pre-unit Assessment	Chapter Focus Tasks Mid-unit Assessments	End-of-Unit Assessment
	Social Studies	n/a	n/a	Quarterly Assessments

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

In our K-12 schools, we have established several structures to analyze assessment results and use the data to drive our instruction. Weekly, teachers participate in one-one-one meetings with their managers and content team meetings with other teachers that teach the same grade level and/or content area. Both of these meeting structures are spaces where teachers and coaches look at formative or summative assessment results and student work in order to create plans for curriculum adjustments, reteach, remediation, etc. At the end of each quarter, our K-12 schools engage in a "Data Day" where teachers are given time to analyze summative data, create plans for the upcoming quarter, and engage in professional development around instructional practices that would improve student learning based on the data.

- e) In accordance with N.J.S.A. 18A:36C-10, Authorization of renaissance school project, renewal, describe the renaissance school projects academic status toward presumed renewal.

Table 6 - Progress toward presumed renewal

Year	MATH (Grades K-8)				ENGLISH LANGUAGE ARTS (Grades K-8)			
	CCSD % Proficient	KCNA % proficient	Difference in proficiency rates	% difference in proficiency rates	CCSD % Proficient	KCNA % proficient	Difference in proficiency rates	% difference in proficiency rates
14-15	4.3%	n/a	n/a	n/a	6.2%	n/a	n/a	n/a

15-16	7.3%	10.6%	3.3%	45%	10.8%	27.7%	16.9%	156%
16-17	8.8%	18.7%	9.9%	113%	12.2%	29.2%	17.0%	139%
17-18	9.6%	24.6%	15.0%	156%	13.5%	32.8%	19.3%	143%
18-19	9.4%	20.7%	11.3%	120%	14.9%	30.8%	15.9%	107%

**Percent Proficiency is defined as the percentage of students in tested grades and subjects who scored a 4 or 5 on the standardized state assessment.*

According to NJ 6A:31-5.3, Renaissance school “renewal shall be presumed if there is not a breach of contract and the renaissance school project is outperforming the renaissance school district in English language arts, mathematics, or both.” In every year that KCNA enrolled students in tested grades and subjects, we exceeded district proficiency in both English Language Arts and Mathematics. Please see the Table 6 above for specific proficiency rates.

Additionally, according to NJ 18A:36C-10, “Renewal at 10-year intervals shall be presumed provided there is not a breach of the agreement... and the renaissance school project’s average percent of students proficient....exceed{s} the average percent of students proficient for the Renaissance school district in which it is located in like grades by 15 percent or more in language arts literacy, mathematics, or both after five years.” In every year that KCNA enrolled students in tested grades and subjects, we exceeded district proficiency by more than 15% in both English Language Arts and Mathematics (varied from between 45% to 156% depending on the subject and year - please see Table 6 above).

- f) Describe how the school has adapted or modified assessments during home instruction.

During home instruction from March to June, 2020, we cancelled all scheduled assessments. We pivoted to online platforms including Google Classroom, Zearn, RAZ kids, and Khan Academy and relied on the formative data provided by these platforms to inform our instruction. Students submitted exit tickets daily for each subject on Google Classroom, which teachers graded and provided feedback on. Programs like Zearn and RAZ Kids provided detailed reports, which teachers used to guide their academic check-ins with individual students and small group instruction.

For the upcoming school year, we have developed an assessment model that allows for live/synchronous administration of assessments whether we are in-person or remote. Teachers will receive training on how to live-proctor in a remote setting and use test security features in Illuminate. We have also adjusted the frequency and length of assessments to ensure that teachers have the data they need to inform their instruction while making sure students are not over-tested.

- g) Describe how the school has measured progress toward the successful implementation of the requisite school preparedness plan.

From March–June 2020, our schools prioritized attendance and family communication to keep our students connected and learning as they transitioned to remote learning. We set goals of 95% attendance (students logging in to Google Classroom) and 100% of families receiving two touch points

with teachers each week. Schools tracked and reported out on their progress towards these goals weekly.

Additionally, we tracked assignment completion with a goal of 80% of students completing assignments daily. In grades K-9, select assignments for each subject were entered into the gradebook each day. Students received a grade of incomplete, partially complete, or complete based on their effort and had the opportunity to revise assignments based on teacher feedback. Families received bi-weekly progress reports in addition to the weekly communication from teachers to keep them informed about their child's assignment completion.

1.5 Organizational Capacity

- a) As **Appendix B**, provide an organizational chart of the renaissance school project for the 2020-2021 school year.

Attached

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

This information was submitted through NJSMART.

1.6 2020-2021 School Calendar

As **Appendix D**, please provide the 2020-2021 school calendar.

Attached

School Culture and Climate

2.1 School Culture and Climate

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

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

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

- *Our classrooms are named after colleges (usually the alma matter of the teacher), and our teachers frequently discuss with students how KIPP will help them as they "climb the mountain to college"*
- *In every grade level K-8, our students have the opportunity to tour colleges and get a feel for what it will be like for them when they attend.*

- *Our students come in at very different levels – some more than four years behind and others are at our above grade level. Our goal is for each student to receive instruction right at their academic level and to be exposed to critical thinking and grade level appropriate ideas. We do this through a combination of whole group instruction, small group instruction, blended learning using educational software, and one-on-one conferencing.*
- *We also value both academic growth and performance. We celebrate students for many qualities and behaviors including hard work, improvement, kindness to others, and academic performance. We do this through various methods and are committed to continuing this positive reinforcement in both remote and in-person settings.*
- *We also believe that learning should include more than just academics – and our schools ensure that students have opportunities within the school day for physical activity, music, and visual and performing arts. Additionally, we have extra-curricular activities for our middle school students that include everything from technology to arts to sports teams. We have more than 30 clubs, sports, etc. in middle school. We are working to ensure that we are able to preserve as much of this enrichment and physical activity in a remote setting as possible.*

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

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

Specific services and programs include:

Health services

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

social workers to ensure that students receive ongoing mental health services, in addition to connecting students and families with a wide array of outside services.

Social and emotional supports

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

Other services

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

- c) Fill in the requested information in Table 4 below regarding the school’s discipline environment in 2019-2020. If there was a noticeable increase or decrease in suspensions and expulsions in 2019-2020 compared to 2018-2019, then please describe the reasons for the change below the table.

Table 7: Discipline Environment 2019-2020

Grade Level	Number of students enrolled (as of Oct. 15, 2019)	Number of students receiving an out-of-school suspension (unique count)	Number of students expelled
K	120	6	0
1	120	2	0
2	119	11	0
3	124	21	0
4	143	29	0
5	226	61	0
6	203	49	0
7	230	74	0
8	226	80	0
9	n/a	n/a	0
10	n/a	n/a	0
11	n/a	n/a	0
12	n/a	n/a	0

2.2. Family and Community Engagement

- a) List and briefly describe the major activities or events the school offered to parents/guardians during the 2019-2020 school year.
- *We held quarterly Parent Universities for all elementary school parents, in which teachers discussed the work that students were doing in class and how parents could support their children’s education.*
 - *All of our grade levels held in-person parent-teacher conferences after first quarter and second quarter report cards were distributed.*

- *We held middle school awards assemblies to recognize students.*
- *Other parent events throughout the year included welcome barbecues, potluck meals, Black History Month performances, and KIPP Whittier’s quarterly parent nights.*
- *In partnership with the Center for Family Services, we have a Family Support team that works directly with KIPP families in need, providing resource connection, case management, and in-home supports.*
- *We provided backpacks with school supplies for every KIPP student at the beginning of the school year, free uniform shirts to all new students, turkeys for families in need at Thanksgiving and Christmas, and coats and gloves for students in need as winter approached.*
- *Before the school closures, we sent home monthly “food packs” for all students at KIPP Lanning Square and distributed groceries to families in tandem with parent events.*
- *After schools closed, we converted our school gym into a food pantry, and partnered with numerous organizations to offer weekly grocery distributions for our families and the surrounding community, as well as home deliveries of groceries to families who were not able to attend in person. In total, we distributed over 100,000 pounds of groceries between March and July of 2020.*

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

- *Middle school parents organized into parent groups. These groups were formed with the goal of increasing parent voice, both within school and in the broader community.*
- *Parents volunteered in classrooms, chaperoned field trips, and supported our monthly food pack distributions.*
- *Parents also went out into the community to encourage prospective students and families to apply to our school.*

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

Table 8: Community Involvement with Educational Institutions

Partnering Organization	Description of the Partnership	Level of involvement: i.e., # students and/or staff involved, # hours per month, resources involved, etc.
<i>Relay Graduate School of Education</i>	<i>Partnership allowed teachers to advance graduate education</i>	<i>Graduate school education for novice teachers. Some teachers attended 2 evening and one Saturday class per month. Others attended up to 8 classes per month.</i>
<i>Cooper Medical School of Rowan University</i>	<i>Reading buddies for elementary school students</i>	<i>5-10 medical school students came weekly.</i>
<i>Kellman Brown Academy</i>	<i>Participated in Names Not Numbers program, in which students from KCNA and Kellman Brown participated in an oral history project together.</i>	<i>11 KCNA 8th graders participated on an ongoing basis over several months.</i>

Table 9: Community Involvement with Community Institutions

Partnering Organization	Description of the Partnership	Level of involvement: i.e., # students and/or staff involved, # hours per month, resources involved, etc.
<i>Center for Family Services</i>	<i>Family Support</i>	<i>Three CFS staff members based full-time at KCNA to support KCNA families.</i>
<i>Food Bank of South Jersey</i>	<i>Food pantry, nutrition education</i>	<i>Monthly shipments of food for KCNA emergency food pantry</i>
<i>Philabundance</i>	<i>Food pantry</i>	<i>Monthly deliveries of food packs, periodic deliveries of grocery items for food pantry.</i>
<i>Cooper Foundation</i>	<i>Student and family support</i>	<i>Provided backpacks and school supplies, coats and gloves, and support for food distribution program</i>
<i>Lanning Square West Residents Association</i>	<i>Community engagement</i>	<i>KCNA students participated in a neighborhood cleanup sponsored by the Residents Association. KCNA also provides building space for the association's monthly meetings.</i>
<i>Campbell's</i>	<i>Food and nutrition</i>	<i>KCNA is the site of the Campbell's Healthy Communities program in Camden, which brings together several organizations that provide programming to support nutrition and health.</i>

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

We believe that our students' learning depends on their basic needs being met, in addition to their academic needs. As a result, we seek out partnerships with organizations that can provide supports that strengthen our students' and families' health and well-being. We also believe that it is important to help our students and families engage with the communities they are a part of (neighborhood, city, state, country) and work to create a more equitable and just society.

Board Governance

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

Table 10: Board of Trustee Information

Name	Start Date	Term Expiration Date	Role on Board	Email Address	NJSBA Training
Michael Goodman	2/27/2020	2/26/2023	Trustee	goodman-michae@cooperhealth.edu	05/05/20
Sheila Roberts	2/27/2020	2/26/2023	Trustee	n/a	06/12/20
Marcus Worlds	2/27/2020	2/26/2023	Trustee	worlds-marcus@CooperHealth.edu	06/29/20
William Smith	2/27/2020	2/26/2023	Trustee	smith-william@cooperhealth.edu	05/21/20
Jordan Metzger	3/19/2019	3/19/2023	Trustee	jmetzger@coleschotz.com	06/12/20
Christine Choi	4/25/2019	4/25/2022	Trustee	kathleen.m.nugent@gmail.com	06/26/20
Kathleen Nugent Hughes	4/25/2019	4/25/2022	Trustee	kathleen.m.nugent@gmail.com	06/30/20
Tim Carden	3/19/2019	3/19/2020	Chair	tim@p5grp.com	06/16/20
Rahul Goyal	4/25/2019	4/25/2022	Trustee	rgoyal@aeainvestors.com	06/26/19

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

Please see attached.

- c) As **Appendix F**, provide a copy of any amendments to the bylaws the board of trustees adopted during the 2019-2020 school year.

n/a

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

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

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

KIPP Cooper Norcross Academy's bylaws require 9 members of the Board of Trustees.

Enrollment

- a) Fill in the requested information in Table 8 below with enrollment information for each grade level by site. Please complete a separate chart for each site that will be operating in 2020-2021. Please add an additional chart for each additional site.

Table 11: Enrollment for Site 1

Site 1 KIPP Lanning Square Primary Enrollment

Grade	Enrollment Count on Last Day of the 2019-2020 School Year	Projected Enrollment for the 2020-2021 School Year
<i>K</i>	<i>119</i>	<i>118</i>
<i>Grade 1</i>	<i>120</i>	<i>138</i>
<i>Grade 2</i>	<i>121</i>	<i>138</i>
<i>Grade 3</i>	<i>124</i>	<i>118</i>
<i>Grade 4</i>	<i>112</i>	<i>118</i>
Total	596	630

Table 12: Enrollment for Site 2

Site 2 KIPP Lanning Square Middle Enrollment

Grade	Enrollment Count on Last Day of the 2019-2020 School Year	Projected Enrollment for the 2020-2021 School Year
<i>K</i>	<i>n/a</i>	<i>n/a</i>
<i>Grade 1</i>	<i>n/a</i>	<i>n/a</i>
<i>Grade 2</i>	<i>n/a</i>	<i>n/a</i>
<i>Grade 3</i>	<i>n/a</i>	<i>n/a</i>
<i>Grade 4</i>	<i>n/a</i>	<i>n/a</i>
<i>Grade 5</i>	<i>119</i>	<i>115</i>
<i>Grade 6</i>	<i>113</i>	<i>115</i>
<i>Grade 7</i>	<i>117</i>	<i>115</i>
<i>Grade 8</i>	<i>115</i>	<i>115</i>
Total	464	460

Table 13: Enrollment for Site 3

Site 3 KIPP Whittier Middle Enrollment

Grade	Enrollment Count on Last Day of the 2019-2020 School Year	Projected Enrollment for the 2020-2021 School Year
<i>K</i>	<i>n/a</i>	<i>n/a</i>
<i>Grade 1</i>	<i>n/a</i>	<i>n/a</i>
<i>Grade 2</i>	<i>n/a</i>	<i>n/a</i>
<i>Grade 3</i>	<i>n/a</i>	29
<i>Grade 4</i>	29	29
<i>Grade 5</i>	103	58
<i>Grade 6</i>	87	114
<i>Grade 7</i>	111	90
<i>Grade 8</i>	111	114
Total	441	434

Table 14: Enrollment for Site 4

Site 3: KIPP Cooper Norcross High School Enrollment

Grade	Enrollment Count on Last Day of the 2019-2020 School Year	Projected Enrollment for the 2020-2021 School Year
<i>K</i>	<i>n/a</i>	<i>n/a</i>
<i>Grade 1</i>	<i>n/a</i>	<i>n/a</i>
<i>Grade 2</i>	<i>n/a</i>	<i>n/a</i>
<i>Grade 3</i>	<i>n/a</i>	<i>n/a</i>
<i>Grade 4</i>	<i>n/a</i>	<i>n/a</i>
<i>Grade 5</i>	<i>n/a</i>	<i>n/a</i>
<i>Grade 6</i>	<i>n/a</i>	<i>n/a</i>
<i>Grade 7</i>	<i>n/a</i>	<i>n/a</i>
<i>Grade 8</i>	<i>n/a</i>	<i>n/a</i>
<i>Grade 9</i>	<i>n/a</i>	220
Total	<i>n/a</i>	220

b.) Fill in the requested information in Table 9 below for the total enrollment and revenue of all school sites.

Table 15: Total Enrollment and Revenue for all Sites

Final Fiscal Year 20 Total Enrollment for all Sites	1502
Final Funding from Camden City School District Fiscal Year 20	<i>Have not received from Camden City School District yet</i>
Final Fiscal Year 20 Enrollment for non-resident district students	2

Final Fiscal Year 20 non-resident enrollment tuition received	\$0
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- c) Describe how the school monitors and minimizes attrition rates to ensure stable enrollment. (Please limit your response to a 1-page maximum.)

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

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

Additionally, if a parent informs our operations team that they would like to transfer to another school in Camden, the student's advisory teacher and School Leader reach out to the parent to better understand the reasons for their desire to leave and to work to find a solution with the family that will keep them in our schools.

Facilities

5.1. Funding

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

In 2020-21 the School plans to finance the cost of expanding its Whittier School facility to meet its growth needs. The School also plans to refinance certain existing loans to reduce the interest cost and extend the amortization. The School also has submitted an offer to purchase another school facility that would require financing for renovation.

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

Yes

5.2 Structural Changes

- a) List renaissance school project sites that will be undergoing construction between July 2020 and June 2021.

We are currently renovating the Charles Sumner School (1600 South 8th Street) and anticipate that the construction will be completed in August 2020.

To accommodate our increased enrollment, we may begin the construction of a new wing at the site of the John Greenleaf Whittier school (740 Chestnut Street) in the spring of 2021. This additional space would be on the existing site.

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

All completed buildings have had substantial reconstruction plans submitted to the Department of Education.

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

No new substantial reconstruction plans were submitted to the DOE between July 2019 and June 2020.

1. Provide the facility name and address.

*KIPP Cooper Norcross High School at Charles S. Sumner
1600 South 8th Street, Camden, NJ*

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

KCNA is preserving the exterior facade and many of the interior spaces including the original gymnasium. KCNA is also adding a newly constructed entrance and elevator to ensure accessibility for all students and a new full production kitchen. Site improvements include the addition of a new playing field for students.

3. Provide assurances that the facility meets regulations pertaining to the health and safety of pupils, per N.J.S.A. 18A:36C-4.b(11).

KCNA is in the process of scheduling final inspections related to health and safety and can provide an assurance that it will not open until it has secured them in compliance with New Jersey regulations.

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

n/a

File Naming Convention

Table 16: Appendix File Naming Convention

Appendix	File Naming Convention
Appendix A	Appendix A Curriculum Statement of Assurance
Appendix B	Appendix B Organizational Chart
Appendix C	Appendix C Staff List
Appendix D	Appendix D 2020 – 2021 School Calendar
Appendix E	Appendix E Board Statement of Assurance
Appendix F	Appendix F Amendments to Bylaws
Appendix G	Appendix G Facilities Timeline

Each appendix must be submitted as a separate Word or .PDF file to the Homeroom folder “Annual Report 2020.” Save each appendix by the file naming convention provided in the second column of the above table.

Signature of School Official (School Lead):

Date: 08/03/2020

Print Full Name: Ryan Hill

Title: Chief Executive Officer and School Lead

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

Date: 08/03/2020

Print Full Name: Tim Carden

Title: President, Board of Trustees

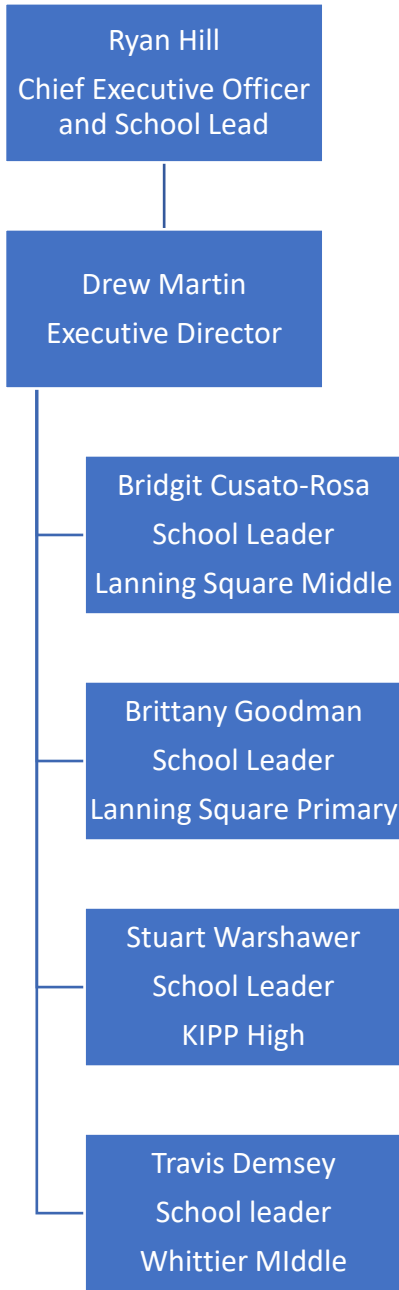
APPENDIX A- STATEMENT OF ASSURANCE

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

By: _____

Tim Carden, Board Chair




Appendix B – Organizational Chart



Appendix C Staff List

KCNA has updated staff information in NJSMART.

CALENDAR SYMBOLS KEY

-  No School for Students
-  Half Day Dismissal
-  Remote Learning
-  Summer Hours: 9am-2pm
-  Start Dates
-  Last Day of School
-  Report Card Conferences
-  Beginning / End of Quarter

MAKE-UP DAYS

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

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

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

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

KIPP Whittier Middle (KWM)

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

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

KIPP High School (KHS)

1600 S 8th Street
Camden, NJ 08104
(P) 856-298-0200 (temporary)

8:25am - 3:41pm: M, T, Th, F
8:25am - 1:10pm: Wednesday
**Doors open at 8:00am*

JULY 2020						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Jul 1-3 Closed
Jul 6-31 Summer Hours: 9am-2pm

OCTOBER 2020						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Oct 12 No School: Indigenous Peoples
Oct 16 No School: Staff PD Day

JANUARY 2021						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Jan 1 No School: New Year's Day
Jan 6 No School: Staff PD Day
Jan 18 No School: MLK Day
Jan 29 Half Day Dismissal

APRIL 2021						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Apr 2 Half Day Dismissal
Apr 5-9 No School: Spring Break
Apr 21-22 Half Days: Q3 RCCs

AUGUST 2020						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Aug 20 ALL: Remote Learning Begins
Aug 21-31 ALL: Remote Learning (Cont.)

NOVEMBER 2020						
S	M	T	W	T	F	S
					6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Nov 6 No School: Staff PD Day
Nov 9 No School: Veteran's Day
Nov 11-12 Half Days: Q1 RCCs
Nov 25-27 No School: Thanksgiving Break

FEBRUARY 2021						
S	M	T	W	T	F	S
			3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

Feb 3-4 Half Days: Q2 RCCs
Feb 12 No School: Staff PD Day
Feb 15-19 No School: Mid-Winter Break

MAY 2021						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

May 31 No School: Memorial Day

SEPTEMBER 2020						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Sept 1-4 ALL: Remote Learning (Cont.)
Sept 7 No School: Labor Day
Sept 8-9 See Separate Table w/Info
Sept 10 ALL: In-Person Learning Begins

DECEMBER 2020						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Dec 24-31 No School: Winter Break

MARCH 2021						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Mar 19 No School: Staff PD Day

JUNE 2021						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Jun 7-11 Half Day Dismissals
Jun 10-11 Q4 RCCs
Jun 11 Last Day of School
Jun 28-30 Closed

Appendix E Board Statement of Assurance

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

Appendix F – Amendments to Bylaws

The KCNA Board of Trustees did not make any amendments to its bylaws between July 2019 and June 2020.

Appendix G – Facilities Timeline

August 2020 – KCNA anticipates the completion of the renovation of the Charles Sumner School to be complete. KIPP Cooper Norcross High School will open in the building at the end of the month.