



PRIDE ACADEMY CHARTER SCHOOL

Annual Report 2016-2017

Copies of this report were transmitted or mailed to the following entities:

1. Commissioner of Education (Online via email to NJDOE and via SharePoint)
2. Executive County Superintendent (Online via email)
3. Board of Education of District of Residence – Newark, NJ (Paper Copy via Certified Mail)
4. Board of Education of District of Residence – East Orange, NJ (Paper Copy via Certified Mail)
5. Board of Education of District of Residence – Orange, NJ (Paper Copy via Certified Mail)

**SUBMITTED BY:
August 1st 2017**

TABLE OF CONTENTS

1 CHARTER SCHOOL	1
Basic Information about the School	2
Basic Information Table	2
Basic Information about the School Site	2
Education Program and Capacity	3
1.1. Mission and Key Design Elements.....	3
1.2. Curriculum.....	7
1.3. Instruction	8
1.4 Assessment	9
1.5. Organizational Capacity – School Leadership/Administration.....	13
School Culture and Climate.....	14
2.1. School Culture and Climate	14
2.2. Family and Community Engagement	16
Board Governance	21
3.1. Board Capacity	21
3.2. Board Compliance	22
Access and Equity.....	23
4.1. Access and Equity	23
Compliance	25
5.1. Teacher and Leader Evaluation System	25
Appendix A. Statements of Assurance	26
Appendix B. Board Self Evaluation Tool.....	28
Appendix C. School Leader Evaluation Tool	41
Appendix D. Admissions Applications (all Languages).....	44
Appendix E. Board Resolution Approving the Teacher and Leader Evaluation System	45
Appendix F. 2017-2018 School Calendar	46
Appendix G. Organizational Chart	48
Appendix H. Promotion/Retention Policy.....	49
Appendix I. Graduation Policy.....	51

Basic Information about the School

Basic Information Table

Basic Information	
Name of School	Pride Academy Charter School
Grade Level(s) to be served 2017-18	5 th , 6 th , 7 th & 8 th Grade
Enrollment Count (as of June 30 th , 2017)	287
Projected Enrollment in 2017-2018	288
Current Waiting List for 2017-2018	313
Website Address	www.prideacs.org
Name of Board President	Robert L. Mitchell II
Board President email	Rmitch71@gmail.com
Board President phone number	973-672-3200
Name of School Leader	Fiona Thomas
School Leader email address	ftthomas@prideacs.org
School Leader email & phone number	973-672-3200 ext.201
Name of SBA	Jnanendra Ray
SBA email address	jray@prideacs.org
SBA phone number	973-672-3200 ext. 215

Basic Information about the School Site

SCHOOL SITE 1	
Site Name	Pride Academy Charter School
Year Site Opened	2008
Grade Level(s) Served at Site in 2016-17	5,6,7,8
Grade Level(s) to Be Served in 2017-18	5,6,7,8
Site Street Address 1	117 Elmwood Ave
Site City	East Orange
Site Zip	07018
Site Phone Number	973-672-3200
Site Lead or Primary Contact's Name	Fiona Thomas
Site Lead's Email Address	ftthomas@prideacs.org

Education Program and Capacity

1.1. Mission and Key Design Elements

A-B: Mission Statement and Core Beliefs

Our School Mission Statement is:

“Pride Academy Charter School endeavors to ignite success in middle school students of all abilities through a curriculum rooted in the values of peace, respect, integrity, determination, and empathy. By establishing a community dedicated to academic achievement, mastery of fundamental skills, positive leadership, and active service, Pride Academy Charter School strives to embolden its students to harness their own power to shape their future and the world.”

Our Core Beliefs are:

We believe that students of all abilities will thrive in a peaceful learning community that values peace, respect, integrity, determination, and empathy for others.

We believe that by serving individual academic needs through a cohesive skill-centered curriculum, untapped student potential will be realized.

We believe that a culture which prizes goal-setting, positive choices, and perseverance will equip students with the skills and mindset needed to seize future educational opportunities.

We believe that by questioning, seeking, understanding, and responding, all members of our school community will be active participants in the life-long learning cycle essential for growth

We believe that by deliberately honoring accomplishments while continuously setting new challenges, students gain the courage, confidence, and competencies needed to take academic and leadership risks.

We believe that adults teach students with their actions. All members of our school community, including administration, faculty, and parents, must live and embody the values which the school seeks to instill in its students.

We believe that through critical examination and active response to challenges facing our community, students are best able to comprehend the interconnectedness of life and the power of the individual.

We believe that within all students lies the power to shape their own future by making positive choices today.

The core tenets of the school’s Mission and beliefs drive our instructional practices and contribute to creating and sustaining a high performance learning culture based on reflective practice, a growth mindset, core values, and setting SMART goals for high academic achievement. The following are sample practices that we have established and fostered at Pride Academy:

Using data to inform instructional decision-making beyond scheduled school wide interim benchmark assessment cycles to daily checks for understanding, weekly Mastery Checks for Understanding, and trimester mid-point progress report and end-point report card targets. Teachers engage in a rigorous process of data analysis involving takeaways, deep level analysis, development of action plans for reteaching, reassessment, and reflection on action plan performance outcomes.

Using differentiated instruction for both remediation and extension of learning and to accommodate a diverse range of learning needs and styles.

Using a co-teacher model that provides for two certified subject specialized teachers and/or with Special Education certification in LAL and math classrooms.

Using an inclusion model of classroom organization and instruction in order to deliver the least restrictive and most appropriate educational opportunities for our Special Needs population.

Infusion of research based culturally responsive teaching practices to guide selection of unbiased texts, materials and units of study that reflect and respect our students' cultural identities and support greater continuity between home and school cultures, foster varied learning arrangements, provide hands-on experiential and cooperative learning experiences, and deliberately build student motivation and engagement in school and their own academic achievement.

Using the PACS Learning Cycle in curriculum design, lesson and unit planning, lesson delivery at the classroom level to cultivate and strengthen high order thinking and habits of mind. The principle behind the cycle is that meaningful learning involves an interactive process during which learners formulate questions and hypotheses (questioning), search for and evaluate sources of information (seeking), articulate what they comprehend (understanding), and actively respond to the newly acquired knowledge (respond). This response to knowledge will in turn require new questions, more searches for information, a deeper level of comprehension, and another response.

Using reflective practice and self-assessment. Teachers engage in this process of evaluation during meetings focused on data analysis, collaborative sharing of best practices and study of artifacts such as lesson plans, homework assignment, and assessment tools. Students are taught to engage in this practice by creating SMART goals, tracking their progress towards meeting these goals, and making action plans for growth.

Parents and community involvement as active participants in their child's learning and achievement through consistent communication of results, invitations to witness and celebrate school wide and classroom based performance exhibitions of learning, and invitations to participate in family learning experiences.

Motivational and inspirational public rituals, recognition, and messages that teach and celebrate what a culture of a high achievement looks and sounds like;

Practicing the core values on a daily basis to ensure that our school maintains a structured, peaceful and supportive learning and teaching environment.

Offering a diverse extracurricular array of activities that changes based on staff talent and students' interests including athletic games (flag football and basketball), cheerleading, chess, Art, music, cooking, Student Council, and Project Pride activities.

C: Mission Specific Goals

From its conception, Pride Academy Charter School has been “dedicated to academic achievement, mastery of fundamental skills, positive leadership, and active service...” To that end, we implemented a SMART goal that marries the rigorous academic thinking demanded of being skillful in applying the four PACS Learning Cycle habits of mind with two other important goal areas fundamental to our Mission at Pride Academy: service and leadership. The goal was to involve students at all grade levels in the completion of grade level Project Pride Service projects through the use and application of the PACS Learning Cycle steps.

Every year, our 5th grade students’ assigned focus topic was Health. This year’s 5th graders decided to conduct an ice cream sale to raise money for St. Jude’s Hospital, which supports children with cancer. They raised a total of \$60 for St. Jude’s Hospital. The 6th grade’s focus topic is Poverty, and students prepared a *“Making Spirits Bright”* Campaign, which collected gifts for children and their families at the Isaiah House Shelter in East Orange during the holiday season. The 7th grade’s focus topic is Violence and our 7th graders hosted an educational event, which they called “Football with the Fellas”. This event was led by male student leaders in the 7th grade and attendance was open to male students, fathers, grandfathers, uncles, mentors and other role models. The 7th graders led a presentation and discussion forum focused on building awareness and knowledge about Domestic Violence. And finally, our 8th grade’s focus topic is Education. This year, the 8th graders organized and hosted a HBCU College Fair. Eighth grade student leaders gathered information and materials on Historically Black Colleges and Universities to share with the entire student body and staff of Pride Academy.

In order to skillfully implement these service projects, the committees typically include about 10-12 students. This means that about 15% of the students in each grade level become actively involved in directly learning and applying the PACS Learning Cycle to develop and implement their grade level service project and address their assigned grade level social justice issue. Our goal for this year was to expose more students in the school to the service projects and the PACS Learning Cycle by including presentations about their projects to larger groups. We were able to complete four projects and have students present for three of the four projects. For the coming year, we would like to grow by having the student leaders in the committees prepare presentations that outline the application of the PACS Learning Cycle in the service project addressing their social issue. This would expose the whole school to applying the PACS Learning Cycle to service projects four times during the year. Additionally, it would create more accountability for completing the project by using the PACS Learning Cycle and would provide students with an authentic and important opportunity to practice and hone their public speaking and presentation skills.

Mission-Specific Goal	By the end of each school year, students in all 4 grade levels including special needs and LEP students, will be involved in applying, presenting or learning about <u>the use of</u> the four steps of the PACS Learning Cycle (<i>questioning, seeking, understanding, and responding</i>) in the design and implementation of a project-based service learning event based on grade level assigned service project topics.		
Measure/Metric	Count of service learning events/projects that students design and implement utilizing the 4 target skills/habits of the PACS Learning Cycle.		
Target	By the end of the each school year, students at Pride will be exposed to the application of the PACS Learning Cycle in designing and executing at least 4 school-wide events based on grade level service learning and social justice topics.		
Outcome	Grade	2016-2017 Baseline	TARGET for 2017-2018
	Grade 8	1 service event completed PACS Learning Cycle applied Presentation Conducted	1 service event completed PACS Learning Cycle applied Presentation to school on the application of the PACS Learning Cycle in development and implementation of service project
	Grade 7	1 service event completed PACS Learning Cycle applied Presentation Conducted	1 service event completed PACS Learning Cycle applied Presentation to school on the application of the PACS Learning Cycle in development and implementation of service project
	Grade 6	1 service event completed PACS Learning Cycle applied No Presentation Conducted	1 service event completed PACS Learning Cycle applied Presentation to school on the application of the PACS Learning Cycle in development and implementation of service project
	Grade 5	1 service event completed PACS Learning Cycle not applied Presentation conducted	1 service event completed PACS Learning Cycle applied Presentation to school on the application of the PACS Learning Cycle in development and implementation of service project

1.2. Curriculum

The 21st century calls for the need of all students to perform at high standards, and acquire or grow in mastery of rigorous core subject material. Students are charged with the responsibility to develop cognitive and social skills that enable them to deal with the high demands of our time. Therefore, teachers must be committed to designing quality lessons that will foster significant gains in all areas; thus equipping students with knowledge, life and career skills, learning and innovation skills, critical thinking and problem solving, media awareness, and technology skills, along with various other skills so they can learn how to learn, and be successful.

In an effort to continuously respond to the needs of our time and students, Pride Academy Charter School has established a curriculum that is rooted in the Common Core State Standards for the subject areas of Mathematics and English Language Arts (ELA) in all grade levels. These standards are heavily supported in other content areas, specifically, Science and Social Studies. Additionally, the Science curriculum has continued to transition to full implementation of the Next Generation Science Standards across all grade levels. Social Studies, Physical Education/Health, Music and Technology content areas utilize a curriculum aligned to the New Jersey Curriculum Content State Standards. However, when appropriate, Common Core State Standards are integrated so that learning is enriched for all learners.

Pride Academy ensures that curriculum is aligned to the state standards through a variety of ways:

1. Lesson Plans. Teachers are required to routinely submit lesson plans on a two-week cycle rotation for the duration of the school year. Each plan must be fully detailed and identify the standards being addressed throughout the lesson. Subsequently, in each lesson, teachers must craft SMART objectives that are derived from the state standards. Students are assessed on their growth in mastery of these objectives. Through the collection and analysis of data, teachers and students gain insight of progress towards meeting objectives and meeting learning targets identified in the standards. Lesson Plans are reviewed with a rubric, where specific 'look fors' in various categories are evaluated on a level ranging from partially effective to highly effective. These areas include but are not limited to objectives, instructional delivery, Common Core and/or NJCC state standards to name a few.
2. Unit Plans. Through the understanding by design approach, teachers utilize backwards design to create dynamic units that emphasize knowledge and understanding in ways that extend learning to meaningful expression of thinking and skill. Teachers are expected to submit unit plans prior to the start of the year, or before the beginning of each trimester.
3. Interim Assessments. In the areas of Math and ELA, interim assessments are administered to students during each trimester. Each assessment is comprised of questions that address the learning targets of specific standards. Once assessments have been scored, teachers are able to receive data that reflects

how students performed according to each standard. Data planning and analysis meetings are facilitated for teachers to examine the results more closely. If standards are not met successfully, teachers engage in action planning with other members of the team. Results from interim assessments are shared school wide and cross-curricular content area teachers support student growth in performance with specific standards as needed and appropriate in their content.

1.3. Instruction

High quality instruction is instruction in which all learners are being engaged with grade-appropriate content through the use of methodologies that empower students with responsibility and agency in their own learning while clearly marking out the expectations for behavioral and academic success. High quality teaching is the range of methods skillfully applied that will bring about the student behaviors and actions necessary for learning. In the classroom this will look like teachers creating the conditions in which students are the primary actors in the learning process.

Some key instructional practices that are utilized to support this definition of high quality instruction include but are not limited to the following:

- use and communication of clear, standards-based objectives for rigorous learning and high expectations behavior that are presented to the students throughout the lesson;
- use of a range of formative assessments and performance exhibitions of learning and delivery of ongoing and timely feedback on student progress in meeting target objectives and expectations;
- use of differentiated and tiered instruction, parallel teaching, collaboration, stations, cold-calling, think-pair-share, and a variety of other best practices to create and deliver rigorous questioning, promote critical thinking and depth of learning that can be found in resources key resources such as Teach Like a Champion and the EL Education Appendix: Protocols and Resources;
- engagement of students in data tracking and analysis, self-assessment and reflection on their learning in individual and collaborative settings;
- use of culturally responsive and restorative justice pedagogy to create high operational and student-centered classroom environments;
- use of a range of strategies and pathways to involve parents and extended family members in their children's academic and social-emotional development;
- providing workshops, peer support, and administrative support in creating and using relevant student data for teaching or re-teaching units at differentiated levels;
- providing feedback on lesson plans as well as provided with resources for how to enrich their units and instructional practices;
- requiring teachers to create two rigorous and relevant SGO's as well as meet with an administrator periodically to report on the progress towards meeting these goals;
- creating opportunities for teachers to participate in quarterly Interim Assessment design and data analysis;
- students are assessed in English Language Arts and Math, and all core content teachers are a part of the teach or re-teach planning in order to promote student growth within each subject and maximize interdisciplinary connections;

- providing teachers with at least three 45 minute formal observations with built in times for pre-observation and post-observation conferences per year, in addition to informal observations and bi-weekly walk throughs targeted on specific instructional areas and teacher professional growth goals;
- teachers receive support through weekly consultation meetings with the Special Education Coordinator to ensure that appropriate modifications and accommodations are provided for scholars who receive them as outlined and identified in their IEP's;
- teachers are encouraged to engage in peer observation and exchange best practices during bi-weekly department meetings in ELA and Math;
- teachers engage in research and PLC discussions to discover and utilize the best curriculum resources to support instructional efforts and participate in the process of formalizing and developing our curriculum in the areas of Math, ELA and Science;
- design and delivery of 8-10 full days of on-site professional development for all staff supporting their growth as highly effective teachers/staff members, as well as providing professional development opportunities on a weekly/bi-weekly basis and full day/half-day opportunities throughout the year.

1.4 Assessment

A. PARCC Results

PROFICIENCY RATES ON PARCC ASSESSMENTS			
Assessment	2014-15	2015-16	2016-17 Preliminary Scores
ELA 3	N/A		
ELA 4			
ELA 5	52%	47%	46%
ELA 6	49%	65%	51%
ELA 7	52%	78%	83%
ELA 8	52%	67%	53%
ELA 9	N/A		
ELA 10			
ELA 11			
MAT 3			
MAT 4			
MAT 5	41%	34%	24%
MAT 6	41%	27%	31%
MAT 7	37%	39%	55%
MAT 8	24%	54%	28%
Algebra I	N/A	N/A	92%
Geometry	N/A		
Algebra II			

B. Explanation for year over year increases

When analyzing the ELA proficiency rate for the previous three years, we notice that the students' absolute scores increase from year to year. For instance, the 5th grade of 2014-2015 saw 52% of the student population on grade level or above, the 6th grade of 2015-16 had a score of 65%, and the 7th grade of 2016-17 had a passing rate of 83%.

After analyzing the results we have found that there are several reasons for the cohorts' continues growth:

- Use of a co-teaching model in every ELA classroom;
- A focus on data driven instruction with whole school data meetings and Professional Development;
- A school-wide initiative for Interim Assessments four times a year where the students are given the opportunity to practice a PARCC-like assessment with similar testing conditions, and teachers are given time to analyze, reflect on, and plan from the student results;
- Teacher-led curriculum evaluation, reflection, and improvement on an on-going basis. In addition, over the course of the 2015-2016 and 2016-2017 school years, we have implemented a department-wide researched-based curriculum that provides vertical alignment and supports yearly growth;
- The ELA teachers offer tutoring from 3PM-4PM three days a week to students in need or to students who voluntarily sign up;
- Pride Academy offers Saturday school for the students that fall in the 725-760 score range which equates to about 90% of the students not passing the previous year's PARCC.

When analyzing the Mathematics proficiency rate for the previous three years we notice different trends from our ELA results. For instance, the 5th grade of 2014-2015 had 41% on grade level or above, the 6th grade of 2015-16 had a score of 27%, and the 7th grade of 2016-17 had a passing rate of 55%. When looking at the trends from 6th grade through 8th grade, we see an increase in the student scores when looking at the students' individual scores. One of these indicators is the teacher SGP, where the median SGP scores for the three years analyzed have had a range from 3.5-3.7 (all highly effective). In other words, although the absolute scores may not reflect growth, when looking at individual growth, most students increase their score from year to year. One number that stands out is that there was a significant drop in the 8th grade scores from 2015-16 to 2016-17, however, this is due to a large portion of that cohort taking the Algebra 1 PARCC assessment, where 92% of the students scored on level 4 or above. Nevertheless, Pride Academy does see the need to continue to strengthen the Math department and will continue to utilize the following actions to ensure that all students continue to grow and succeed:

- Use of a co-teaching model in every Mathematics classroom;
- For the 2017-2018 school year, a new position of co-teaching coach will support the co-teaching teams to develop and implement best practices in instructional planning, instructional delivery, and in data analysis;
- A focus on data driven instruction with whole school data meetings and Professional Development;
- A school-wide initiative for Interim Assessments four times a year where the students are given the opportunity to practice a PARCC-like assessment with

- similar testing conditions, and teachers are given time to analyze, reflect on, and plan from the student results;
- Teacher-led curriculum evaluation, reflection, and improvement on an on-going basis. For the 2017-2018 school year, a research-based curriculum will be implemented to ensure vertical alignment from grade 5 through Algebra 1.
 - The Math teachers offer tutoring from 3PM-4PM three days a week to students in need or to students that voluntarily sign up;
 - Pride Academy offers Saturday school for the students that fall in the 725-760 score range which equates to about 90% of the students not passing the previous year's PARCC.

C. Assessment: Summary of diagnostic, formative, and summative assessments

The following is a list of diagnostics, formative assessments, and summative assessments administered in the ELA department during the 2016-2017 school year:

- I-Ready diagnostic (pre-and post assessment)
- Teacher created writing assessments (based off the PARCC rubric)
- Four Interim Assessments (based off the NJDOE sample PARCC assessment)

The following is a list of diagnostics, formative assessments, and summative assessments administered in the Mathematics department during the 2016-2017 school year:

- Tenmarks grade level assessments
- Teacher created unit assessments
- Four Interim Assessments (using prior PARCC questions based on the curriculum map for the past 6-8 weeks of student learning)
-

D. Description of data-driven instruction based on assessment results

In ELA, the I-Ready diagnostics assessment provides teachers with a wide variety of data. The main data point teachers chose to focus on this past year was the students' ability to read, understand, and respond to informational text. The diagnostic assessment provides the teacher with the ability to differentiate text levels, text complexity, as well as scaffolding for individual learner's needs. Based on I-Ready scores, Pride students had 1.9 years' worth of growth on average in the 2016-17 school year.

Pride also provides students with a pre-, mid-, and post assessment assessing their writing proficiency utilizing the PARCC writing rubric. The pre-assessment is administered in September and serves as a baseline to indicate on what level the students enter the grade level. Based off the scores, teachers provide individual and small group instruction to support the growth of all writers, regardless of starting level. In late November, the students are assessed again, and although many writing samples have been provided prior to November, this benchmark serves as a gauge to how students are growing and if any adjustments need to be made. The post assessment is

administered in March, usually prior to Spring break, to provide a 4-6 week buffer between the post-assessment and the PARCC assessment.

Finally, Pride Academy provides students with PARCC like assessments on a quarterly basis. During the assessments, administered for ELA and math, the testing conditions within the classroom mirrors the PARCC assessment, with everything from teachers handing out pencils to reading from the script. For quarter 1 and 2, teachers administer the assessments within their subject classes. For quarter 3 and 4, the whole school practices and mirrors the PARCC at the same time, with PARCC proctors monitoring their groups, and non-testing grades practicing silent transitions and conduct in order to support testing grades. The data gathered from the assessment is presented to all teachers. During this Professional Development data meeting, *grows* and *glows* from all grade levels and subjects are highlighted, new goals are announced, and all subject teachers (science, math, ELA, social studies, Spanish, Technology) are provided with information on how best to support the growth of the students. These practices have been part of our protocols and implementation of data driven instruction for the past 7 years, and it has proven to provide teachers and the administration with historical data that can help predict the students' success on the PARCC.

In Math, the teachers utilize Tenmarks, an online math curriculum that provides PARCC like questions aligned to all New Jersey Student Learning Standards. The teachers utilize a pre-test at the start of the year that is a mix of the previous year's standards and the standards for the first 14 school weeks. The results of the test provide the teachers with a comprehensive view on where the students stand at the start of the year. This data is utilized to create a differentiated approach to the lessons, utilizing the co-teaching classroom to serve the needs of all students. Throughout the school year, Tenmarks resources are utilized for differentiated instruction, as the students are given 10 questions for each topic. For the past 3 years, students who score 64% or higher, on average, on the Tenmarks assessments, scored on a level 4 or 5 on the PARCC assessment. More than half of the students scoring 51% or higher also reach level 4 and 5. Teachers can utilize this number as a benchmark, and are in addition provided with individual and group data to track and analyze based on how students are scoring on the individual standards.

In addition to the quarterly assessments mentioned earlier in the context of ELA, Pride Academy teachers also provide students with unit assessments. These assessments are a combination of more than one learning standard, often including a spiral review standard, where the data provides teachers with results that they can use to plan for the next three weeks.

1.5. Organizational Capacity – School Leadership/Administration

School Leadership / Administration Information		
School Leader / Administrator Name	Title	Start Date at School
Fiona Thomas	Principal	8/1/2008
Rosemary Dumenigo	Vice Principal	8/1/2008
Jnanendra Ray	School Business Administrator	7/1/2009
Asgeir Ofstad	Vice Principal	8/18/2015

School Culture and Climate

2.1. School Culture and Climate

A. Learning Environment	
Learning Environment	
Attendance rate: (use the total days present divided by the total days in membership)	97%
Elementary School	N/A
Middle School (Grades 5-8)	97.0%
High School	N/A
Student - teacher ratio	9.60

B. Professional Environment	
Teacher retention rate (from SY 2016-17 to 2017-18)	79%
Total staff retention rate (from SY 2016-17 to 2017-18)	87%
Frequency of Teacher/Staff Survey	A Teacher/Staff survey is conducted annually during the year. Additionally, teachers and staff are given an opportunity to complete a Principal Evaluation that is collected and reviewed by the Board of Trustees in June.
Date of Last Teacher Survey Conducted	12/5/2016
Percent of Staff with Completed Surveys	51%
Percent of Staff who expressed satisfaction with school leadership or with the overall environment	91%

C. Three main positive aspects identified in the survey	
The Principal....	
Is interested in building a quality school which provides quality education.	
Initiates change for the good of students and for the running of the school.	
Earns respect from teachers.	

D. Three main school challenges identified in the survey	
The Principal....	
Keeps class interruptions to a minimum.	
Seeks teacher recommendations for meaningful in-service programs.	
Keeps paperwork to a minimum	

E. Discipline Environment 2016-2017			
Grade	Total # Students Enrolled	Total # of Students (Unique Count) Suspended	Total # of Students Expelled
Grade 5	72	12	0
Grade 6	72	30	0
Grade 7	72	16	0
Grade 8	72	17	0

Our data indicate an increase in the number of suspensions from forty-three (43) during the 2015-2016 school year to eighty-nine (89) during 2016-2017. We attribute the increase to several factors:

- 1) Stricter enforcement of penalties for hitting, roughhousing, and play fighting in light of an increase in these behaviors;
- 2) An overall increase in other behaviors that impact classroom climate such as disruptiveness, defiance and disrespect.

We attribute these increases to a change to the school-wide behavior management system, the Pride Scholar Chart. The 2016-2017 chart was changed from a tool designed to reinforce prosocial behaviors and self-regulation to a tool focused solely on fostering and reinforcing learning behaviors. Some of our scholars, particularly those with more challenging behaviors, failed to self-regulate absent the structure and accountability provided under the previous system. Teaching staff struggled with classroom management and with maintaining expectations for behavior using the redesigned, repurposed Pride Scholar chart.

Current EVVRS data indicate nineteen (19) of the eighty-nine (89) suspensions in 2016-2017 were for incidents of violence. Fifteen (15) of the incidents of violence were Simple Assaults, incidents in which one student hit another. Thirteen (13) of these incidents resulted in no physical injury with the remaining two (2) resulting in minor injuries that required a visit to the nurse for an ice pack.

At Pride Academy, we treat all unsafe behaviors, incidents of hitting, and violations of our core value of peace as serious matters. Our goal is to have zero (0) incidents of violence. Incidents of Weapons, Drugs, Violent Criminal Offenses, Gang Related Incidents, HIB, Vandalism resulting in significant cost to the district, and incidents resulting in Major Injury remained flat at zero (0) in 2016-2017.

In 2017-2018 we will undertake the following to address these upticks in the data:

- 1) Revise the classroom management tool, the Pride Scholar chart, to increase the focus on behavior and provide increased accountability;
- 2) Pilot the new chart during our July 2017 Summer Program;
- 3) Provide staff training on effective use of the new chart;
- 4) Provide training to new and veteran staff in classroom management, de-escalation, conflict resolution, and restorative practices.

2.2. Family and Community Engagement

A. Family Involvement and Satisfaction	
Number of parents/guardians currently serving on the school's board, out of a total number of board members	There is one parent on a Board totalling 6 members
Frequency of parent/guardian surveys	A Parent survey is conducted annually during the month of March.
Date of last parent/guardian survey conducted	This 2016-2017 Parent Survey was administered on 3/10/2017
Percent of families completing a survey (considering 1 survey per family)	91%
Percent of parents who expressed satisfaction with the overall school environment (School Culture)	96%
B. Three Main Positive Aspects Identified by Parents/Guardians in the 2016-17 Survey	
Student Achievement: High Academic expectations are held for your child at our school (98%) School Culture: All students are welcomed and included at our school (99%) Parent Relations: Our school welcomes the participation of parents (98%)	
C. Three Main Challenges Identified by Parents/Guardians in the 2016-17 Survey	
Student Achievement: Our school provides opportunities for your child to be involved in extracurricular activities (92%) School Culture: The physical condition of the our school is welcoming (93%) Parent Relations: Parents are actively involved in decision-making that affects their children (92%)	

All percentages expressing satisfaction were in the range of 90. The one or two lowest percent rating items are listed in each of the Likert Scale categories of Student Achievement, School Culture and Parent Relations.

Student Achievement:

- Our school provides opportunities for your child to be involved in extracurricular activities (92%)
- Assessment information is regularly communicated to students and parents (93%)

School Culture:

- The physical condition of the our school is welcoming (94%)
- Our school is meeting your child’s needs in developing social skills (95%)

Parent Relations:

- Parents are actively involved in decision-making that affects their children (91%)

D. Major Activities/Events offered to Parents/Guardians during 2016-2017

1. *Financial Planning Workshop* was a parent learning opportunity where parents heard a presentation from a financial planner about different opportunities for them to save for their families’ future.
2. *Football with the Fellas* was an Ubuntu School Safety Committee event for male students, their fathers, grandfathers, guardians, uncles and other adult role models held to discuss building positive, healthy relationships and the dangers of abusive relationships. The presentations were prepared and presented by male student leaders from the 7th grade, as part of the Project Pride Service Project.
3. *Gender Equity Workshop* was a learning opportunity where Dr. Paula Rust of Rutgers University provided parents information about the new policies and fair treatment of Lesbian, Gay, Bisexual, Transgender and Questioning students.
4. *Get Fit Have Fun* was a Parent Party which was led by students and advisors from our Sister-to-Sister girls mentoring group. The presentation involved a short presentation about healthy eating and exercise followed by a short Zumba exercise class.
5. *Diabetes Workshop* was a learning opportunity for parents to learn about the importance of monitoring the sugar intake of their children. We presented the information by viewing and discussing the documentary “Sugar Coated.”
6. *Ubuntu Family Cookout* was a parent party which provided parents the opportunity to learn about and discuss the topics of sexting, inappropriate relationships, and teen suicide.
7. *Kwanzaa Celebration* is an annual event where we invite all of our families to join us in a cultural celebration, which involves student presentations, lighting the Kinara, and performances from our African Dance Ensemble and school choir.

E. Major Activities/Events conducted by Parents/Guardians during 2016-2017

1. *Applebee’s Breakfast fundraiser* was an event during which the Parent Council sold tickets and served breakfast in order to raise money for the Parent Council Scholarship. They raised \$600, which was awarded to two graduating eighth graders who applied for the scholarship and met the scholarship selection criteria that included achievement in academic performance and student leadership.
2. *Third Annual Generations Dance* was led and organized by parents and family members. The dance is Pride’s version of a father/daughter or mother/son dance. We invite all families and members of the family to attend.
3. *Staff Appreciation Week* was a focus for a number of parent led initiatives. The Parent Council worked hard to raise funds to celebrate and express their appreciation to our staff. They raised enough funds to give each staff member a gift of a personalized water bottle engraved with the school logo and a personal message from the parents, as well as a special luncheon and gift presentation event. The funds were raised by asking families for donations and by hosting bake sales. The luncheon involved a group of parents that volunteered to cook and donate items for the luncheon.

F. Community Involvement

Partnering organization	Description of the partnership	Level of involvement: # students or/and staff involved, approx. # hours per month, resources involved
Educational Institutions		
Kean University	The MVP Boys Mentoring Program participated in a college tour of Kean University campus.	This was a one-day event attended by 12 students and 2 staff members. The event was approximately 4 hours long. The bus and food were provided through funds raised during a brunch fundraiser for the school's mentoring programs.
Community Institutions		
Newark Chess Board	Our students participated in the Fourth Annual <i>Believe in Newark</i> Amiri Baraka Memorial Chess Tournament. Our students competed in the tournament that included scholarship awards.	There were 23 students and 2 staff members who participated in this one time yearly event. The Pride Chess Club meets weekly to prepare for the tournament, but that is done independently of the Newark Chess Board. The event took 6 hours and was free to the public. There were no expenses related to this event.
East Orange City Parks and Recreation	Tree Planting and Dedication	One of our parents was able to secure the donation of a cherry blossom tree for our school to plant in memory of a teacher who passed away tragically 2 years ago. All students and staff participated in the Tree Dedication. There were no expenses related to this event.

<p>East Orange General Hospital</p>	<p>Pride Academy hosted second annual <i>Healthy Kids Walk</i> in order to promote healthy choices and raise money for our athletic and mentoring programs. East Orange General Hospital collaborated with us in this program and provided families with screenings and literature at the event.</p>	<p>This event took place during a half day, which provided the opportunity for all of our students (approx. 288) to participate, as well as all 41 staff members. This year we also had 32 parents participate, which was a significant increase from the previous year. This was a fundraiser that required few resources. Sponsor envelopes were provided through general operations funding. Fifteen cases of water were donated by Shop Rite of East Orange. Prizes were donated by the local business. Newark Signs donated t-shirts; Red Mango donated the frozen yogurt party; and the Red Bulls donated tickets to the student with the most money raised. This event raised \$9,000 to support our athletic and mentoring programs.</p>
<p>Dreamality, Inc.</p>	<p>This non-profit provides musical programs to public schools. They created a choir that was able to perform for our school community, as well as at the Central Avenue Holiday Tree-Lighting event in East Orange.</p>	<p>There were 24 students who participated in the choir. They attended 1.5 hour practices twice a week for two months. Dreamality was able to identify funding to support this opportunity. We used \$2,000 from fundraisers to pay for the balance of their services.</p>
<p>East Orange Central Avenue Business District Association (CABID)</p>	<p>Our students performed in the CABID tree lighting ceremony.</p>	<p>A total of 24 students and 5 staff members participated in this event that was approximately 2 hours long. Our students performed through the leadership of our Dreamality choir directors who donated their services and our African Dance Program, which is funded through general operations. CABID provided transportation, food and refreshments for all the student performers.</p>

<p>St. John the Divine Food Shelter - Newark, NJ</p>	<p>The 8th grade Philanthropy Day service project donations included warm socks, gloves, hats and scarves that were individually gift-wrapped for those receiving support from the food shelter.</p>	<p>All members of the community were invited to make donations of warm clothing items. All 72 members of the 8th grade participated in the gift-wrapping. There were also approximately 6 teachers involved in the activity. Although there were many days of preparation, the service event lasted approximately two hours. All clothing items, wrapping paper, tape, and other items were donated.</p>
<p>Isaiah House Shelter</p>	<p>During Philanthropy Day in December, 6th graders made Inspirational Boxes for the 80 employees of Isaiah House. Each box was decorated and filled with positive quotes for the staff members to read whenever they need a positive lift in their day.</p>	<p>We had approximately 72 seventh grade students and 6 staff members participate in both activities. Pride Academy provided the craft materials necessary for this service learning project. The project took one hour.</p>
<p>Bowser Family Senior Center</p>	<p>Pride Academy made donations of hot cocoa gift sets to residents at the Bowser Family Senior Center during Philanthropy Day in December. The gift sets were assembled by the 5th graders.</p>	<p>We had approximately 72 students and 7 teachers and staff members participate in the activity. Pride Academy provided the materials necessary for this service learning project. This project took one hour to complete.</p>
<p>Ellen's House serving Low-Income Seniors</p>	<p>All students and staff were invited to donate used or unused purses and bags, as well as women's toiletries. The Ellen's House team collected the donated items and placed toiletries in the purses, which were distributed to homeless and low income women throughout Essex County.</p>	<p>All students and staff were involved in the donation of items. There were no expenses related with this project. The collection of items took place throughout the month of November.</p>
<p>Trinity Temple CPGIC Church</p>	<p>Pride Academy's donates left over milk, fruit and other items that are left over from school lunches to the soup kitchen.</p>	<p>Materials include surplus food items. Resources include our school nurse and custodians who deliver items to the soup kitchen. This is an ongoing project. Hours depend on the amount of donated materials collected. Time: 2 hours of time a month.</p>

Board Governance

3.1. Board Capacity

A. Board Governance	
# of Board Members required as per charter by-laws	5-9
Date of Board Self-Evaluation (include a copy of the board self-evaluation tool as an Appendix B)	August Board Meeting 2017
Date of School Leader Evaluation (include a copy of the school leader evaluation tool as an Appendix C)	6/27/2017
B. By-Law Amendments	
Provide a list of amendments to the bylaws of the board of trustees adopted during the 2016-17 school year.	The Board of Trustees approved the adoption of an amendment to the Board By-Laws to increase the term of the Board President from eight to twelve years.
C. Critical Policies adopted/readopted 2016-2017	
6171.4 Special Education 6141 Curriculum Design, Development 6142.4 Physical Education and Health 6124.10 Internet Safety and Technology 6142 Subject Fields 5119 Transfers 5141.3 Health Examinations and Immunizations 6140 Curriculum Adoption 6163.1 Media Center, Library 6171 Special Instructional Programs 6162.5 Research 6173 Home Instruction 5141.4 Missing, Abused, and Neglected Children 4111, 2224 Recruitment, Hiring and Selection 4111.1 Nondiscrimination, Affirmative Action 4131, 4211 Staff Development, In-service Education, Visitation, Conferences 5145.4 Equal Educational Opportunity 6121 Nondiscrimination, Affirmative Action 6142.12 Career and Technical Education 6147 Standards and Proficiency 6172 Alternative Education Programs 9100 Charter Closure 6171.1 Remedial Instruction 6171.2 Gifted and Talented 4113, 4213 Assignment, Transfer	3542.1 Wellness Nutrition 5118.2 Foster Care and Educational Stability 4112.6, 4212.6 Personnel Records 4110, 4210 Streamline Tenure Acquisition and Dismissal 4112.2 Certification 4112.4, 4212.4 Employee Health 6164.4 Child Study Team 61451, 6145.2 Intramural, Interscholastic Competition 6145 Extracurricular Activities 6171.4 Procedural Safeguard Statement 6142.2 English as a Second Language; Bilingual Programs 4231/4231.1 Suspension and Expulsion 6146.2 Promotion, Retention 6164.2 Guidance Services 2131 Lead Person 2240 Evaluation, Planning and Annual Report 2255 Action Planning for Charter Renewal 1120 Board of Trustees Meetings 1330 Use of School Facilities 3100 Budget Planning, Preparation and Adoption 3510 Operation and Maintenance of Plant 3515 Smoking Prohibition

3.2. Board Compliance

Board of Trustees						
Name	Effective Start Date (when individual started on board)	Current Term Expiration Date	Officer Role (e.g. President, Vice President, Secretary, Treasurer)	Email Address	Date of criminal background check	Date of mandatory NJSBA training
Robert Mitchell	4/1/2008	3/31/2020	President	Rmitch71@gmail.com	10/19/2011	1/12/2017
Michael Moore	12/8/2017	12/8/2017	Vice – President	Mikemoore511@hotmail.com	10/31/2011	1/30/2013
Alison Morgan-Black	9/25/2012	9/25/2020	Member	Dr.apmorgan@yahoo.com	12/27/2012	9/25/2016
Yanett Bagce	12/18/2010	12/18/2018	Member	yanettsalazar@gmail.com	10/18/2011	2/11/2014
Deirdre Taylor	2/11/20	2/11/2023	Member	taylord@evh.org	7/28/2015	2/11/2017
Jacqueline Spence	10/19/2016	10/19/2014	Member	Meljefflin40@aol.com	12/22/2016	N/A

Access and Equity

4.1. Access and Equity

A. School Year 2017-2018 Application Process Timeline	
Date the application for school year 2017-18 was made available to interested parties	August 22, 2016
Date the application for school year 2017-18 was due back to the school from parents/guardians	January 10, 2017
Date and location of the lottery for seats in school year 2017-2018	January 11, 2017 The lottery took place in the Common Room at Pride Academy Charter School located at 117 Elmwood Ave, East Orange, NJ. Subsequent lotteries were held on: 3/8/2017; 5/31/2017; 7/18/2017
B. URL to the school's application.	
http://prideacs.org/applying-for-the-lottery/	
C. Venues for access to the 2017-18 Application	
The application was made available during a Recruitment Presentation at East Orange Community Charter School; as a download PDF document from the school website (http://www.prideacs.org); and at the Main Office of Pride Academy Charter School	
D. Languages in which the application is available	
English and Spanish	
E. Advertising methods of the 2017-18 Application's availability prior to the enrollment lottery	
Recruitment Presentation at East Orange Community Charter School; announcements on the school website (http://www.prideacs.org); announcements in the monthly Parent Newsletter; announcements in the Staff Weekly News; announcements at monthly Board of Trustee Meetings; announcement via the School Electronic PA Sign; parent/guardian word-of-mouth recommendation and communication; Parent Council meetings; Main Office bulletins and word of mouth communication	

F. Student Enrollment and Attrition			
Grade	Total # of student withdrawals (for any reason) during the year	Total # of students enrolled after the initial start of the year	Number of students not retained in the same grade for SY 2017-18
Grade 5	1	1	0
Grade 6	5	5	1
Grade 7	0	0	1
Grade 8	3	3	0

G. Suspension and Expulsion Policies

Pride Academy's commitment to state law and regulations with regard to developing and implementing suspension and expulsion policies is indicated in Appendix A.

Compliance

5.1. Teacher and Leader Evaluation System

The administration selected the Stronge Educator Evaluation system, which is an NJDOE approved system, and we have been utilizing it for the past three years. The *Stronge Leader Effectiveness Performance Evaluation System* (LEPES) and the *Stronge Teacher/Educational Specialist Effectiveness Performance Evaluation System* (TEPES AND ESEPES) was developed by Dr. James Stronge for collecting and presenting data to document performance based on well-defined job expectations. The 7 uniform performance standards used in this system provide a balance between structure and flexibility. It is prescriptive in that it defines common purposes and expectations, thereby guiding effective practice and leadership. The performance standards also provide flexibility, encouraging creativity and individual local initiatives. The goal is to support the continuous growth and development of each teacher, educational specialist and principal/leader by monitoring, analyzing, and applying pertinent data compiled within a system of meaningful feedback.

There are 7 performance standard domains for both teachers and leaders. For teachers the domains include: Professional Knowledge; Instructional Planning; Instructional Delivery; Assessment of/for Learning; Learning Environment; Professionalism; and Student Growth. For Educational Specialist, the domains include: Professional Knowledge; Program Planning and Management; Program Delivery; Assessment; Communication and Collaboration; Professionalism; and Learner/Program Progress. For leaders the domains include: Instructional Leadership; School Climate; Human Resource Management; Organizational Management; Communications and Community Relations; Professionalism; and Student Progress.

For each standard, there are a set of research-based performance indicators or look-fors/listen-fors designed to provide observable, measurable evidence of performance. The indicators serve as examples of quality performance and they are not presented as an intended or comprehensive list. At the district level, schools have the flexibility to personalize and edit these lists.

Each of the standards has a rating rubric attached to it that includes Highly Effective, Effective, Partially Effective and Ineffective scoring levels and applies the concept of a preponderance of evidence to derive a rating of performance in each specific domain.

The Stronge Evaluation System involves multiple data sources that can be utilized by teachers, leaders, and evaluators to provide and evaluate a comprehensive and authentic performance portrait of the staff member's work. These data sources include the following: Measures of student achievement and student progress (SGO's); formal and informal observations; documentation logs; and student/client surveys.

And finally, the Stronge Evaluation System includes multiple opportunities for self-reflection to foster professional growth and improvement that include: development and maintenance of a documentation log; self-reflection based on review of client surveys; and a standard (#6) that provides the opportunity for staff to present evidence and demonstrate actions that reflect their own professional growth and improvement.

(extracted from a range of Stronge Associates training and support materials: 2012).

Appendix A. Statements of Assurance

Appendix A

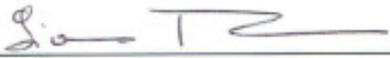
Assurance that the school is meeting statutory and regulatory requirements

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 seq.*
- Educational Program. The School shall implement and provide educational programs that are compliant with the New Jersey Student Learning Standards.
- Student Disciplinary Code. The School shall maintain written rules and procedures for student discipline, including guidelines for suspension and expulsion, and shall disseminate those procedures to students and parents. Such guidelines and procedures must be consistent with applicable law including, but not limited to, requirements for due process, provision of alternative instruction and federal laws and regulations governing the discipline and placement of students with disabilities.
- Provision of Services. The School shall provide services and accommodations to students with disabilities in accordance with any relevant policies adopted, as well as with all applicable provisions of the Individuals with Disabilities Education Act (20 U.S.C. § 1401 *et seq.*) (the "IDEA"), the Americans with Disabilities Act (42 U.S.C. § 12101 *et seq.*) (the "ADA") and section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794) ("Section 504") and all applicable regulations promulgated pursuant to such federal laws. This includes providing services to attending students with disabilities in accordance with the individualized education program ("IEP") recommended by a student's IEP team. The School shall comply with all applicable provisions of section N.J.S.A. 18A:46-1 *et seq.*, and section N.J.A.C. 6A:11-4.8 of the Regulations concerning the provision of services to students with disabilities.
- Facility; Location. The School shall take such actions as are necessary to ensure that the Facility Agreement, licenses and certificates are valid and in force at all times that the Charter is in effect. Pursuant to N.J.A.C. 6A:11-2.2, actions shall include at a minimum: a new lease, mortgage or title to its facility (if the charter school has changed facilities); a valid certificate of occupancy for "E" (education) use issued by the local municipal enforcing

official at N.J.A.C. 5:32-2 (if the charter school has changed facilities); an annual sanitary inspection report with satisfactory rating; and an annual fire inspection certificate with "Ae" (education) code life hazard use at N.J.A.C. 5:70-4.

Signature of School Official (School Lead):

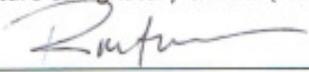


Date: 7/20/17

Print Full Name: Fiona Thomas

Title: Principal

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



Date: 7/20/17

Print Full Name: Robert L. Mitchell II

Title: Board President

Appendix B. Board Self Evaluation Tool

PRIDE ACADEMY CHARTER SCHOOL BOARD OF TRUSTEES SELF-EVALUATION

INSTRUCTIONS FOR COMPLETING YOUR BOARD SELF-EVALUATION

Please complete the survey responding with a numeric rank, which reflects your feelings and perceptions on each item as follows:

- 5 - Excellent
- 4 - More than acceptable
- 3 - Acceptable
- 2 - Less than acceptable; needs some improvement
- 1 - Less than acceptable; needs major improvement
- 0 - No opinion (not enough experience with the topic to rate)

At the end of each section there is a space provided for you to write any additional or explanatory comments. These comments will be included in the tabulated data but the authors will not be identified.

BOARD OF EDUCATION SELF-EVALUATION PRIDE ACADEMY CHARTER SCHOOL

Board Member _____
(Name Optional)

Instructions: Rate the current practice of the board for each item from 1 (lowest rating) to 5 (highest rating). Unless you indicate otherwise, all scores and comments will be distributed to the board. Please indicate, by checking the box below if you request anonymity for your evaluation and comments. Thank you.

I request that my evaluation and comments remain anonymous.

BOARD MEMBERS

1. Each board member acts in the best interest of the entire school rather than one segment of the school or a special interest group.

0 1 2 3 4 5

Comments:

2. Board members attempt to assure that community values are adequately reflected at the board table.

0 1 2 3 4 5

Comments:

3. Board members attempt to assure that community educational aspirations are adequately reflected at the board table.

0 1 2 3 4 5

Comments:

4. During the decision making process, board members think independently but are careful not to make statements or commitments on behalf of the board.

0 1 2 3 4 5

Comments:

5. Once a decision is made, all board members respect and support the decision; the board speaks with one voice.

0 1 2 3 4 5

Comments:

6. Board members preserve the confidentiality of items discussed in closed session.

0 1 2 3 4 5

Comments:

7. Board members work to strengthen public confidence in the board and school leadership.

0 1 2 3 4 5

Comments:

AVERAGE EVALUATION: _____

GENERAL COMMENTS ABOUT BOARD MEMBERS:

MEETINGS OF THE BOARD:

8. All meetings comply with state regulations regarding board of education meetings.

0 1 2 3 4 5

Comments:

9. The Board President and Principal jointly develop an agenda that reflects the needs of the Board, Principal, and School.

0 1 2 3 4 5

Comments:

10. The board receives a packet of materials including: a) an agenda and as appropriate, b) analysis and recommendations on agenda items, well in advance of each meeting.

0 1 2 3 4 5

Comments:

11. All board members come prepared for each meeting.

0 1 2 3 4 5

Comments:

12. The meeting is of appropriate length - usually two hours or less.

0 1 2 3 4 5

Comments:

13. The meeting time, place and facilities accommodate the board and staff to the fullest extent possible.

0 1 2 3 4 5

Comments:

14. The meeting time, place, and facilities accommodate the public to the fullest extent possible.

0 1 2 3 4 5

Comments:

15. Meetings are run efficiently; parliamentary procedure is followed.

0 1 2 3 4 5

Comments:

16. Board members treat each other with respect.

0 1 2 3 4 5

Comments:

17. Board members treat patrons with respect.

0 1 2 3 4 5

Comments:

18. All board members understand the procedure for placing items on the agenda.

0 1 2 3 4 5

Comments:

19. Board members are provided the opportunity to express their opinions.

0 1 2 3 4 5

Comments:

AVERAGE EVALUATION: _____

GENERAL COMMENTS ON MEETINGS OF THE BOARD:

VISION AND PLANNING

20. The board, on behalf of the community, considers its most important job to be setting a clear direction for the school.

0 1 2 3 4 5

Comments:

21. The board is engaged in two-way conversation with the community, gathering information that enables it to speak on behalf of the community and provide educational leadership for the community.

0 1 2 3 4 5

Comments:

22. The board has provided a clear vision (direction) for the school.

0 1 2 3 4 5

Comments:

23. The board, principal, and staff have developed clear attainable and measurable goals that move the school toward achieving its vision.

0 1 2 3 4 5

Comments:

24. The school's programs, services and staff development are aligned with the board's vision, mission, goals and priorities.

0 1 2 3 4 5

Comments:

25. The school board engages the community in securing support and resources.

0 1 2 3 4 5

Comments:

26. The school board engages the community in securing support for achieving the vision, mission, and goals of the school.

0 1 2 3 4 5

Comments:

27. The board regularly reviews and evaluates progress toward achieving the school's goals.

0 1 2 3 4 5

Comments:

AVERAGE EVALUATION:_____

GENERAL COMMENTS ON VISION & PLANNING:

POLICY

28. The board, recognizing that most board decisions are policy decisions, develops written policies that are essential to effective governance and implementing the school's vision.

0 1 2 3 4 5

Comments:

29. The board has a process to review its policies and keep its policy manual current with changes in state or federal law and its own priorities.

0 1 2 3 4 5

Comments:

30 a. Prior to adopting policy, the board requires input from affected parties - the principal, staff and community - through announcements, meetings or other appropriate methods.

0 1 2 3 4 5

Comments:

30 b. Board members are committed to using board approved policies as the governance tool for all school matters

0 1 2 3 4 5

Comments:

31. The board ensures that each policy is written as clearly as possible so that it can support the principal in his/her reasonable interpretation.

0 1 2 3 4 5

Comments:

32. The school board regularly monitors school policy for effective implementation and compliance.

0 1 2 3 4 5

Comments:

AVERAGE EVALUATION: _____

GENERAL COMMENTS ON POLICY:

FINANCE

33. The board ensures the development of long-range fiscal forecasts based on clearly identified assumptions and rational.

0 1 2 3 4 5

Comments:

34. The board and principal treat the annual budget as an expression of agreed upon school priorities.

0 1 2 3 4 5

Comments:

35. School financial reports and audits provide board members with a clear understanding of the school's financial health.

0 1 2 3 4 5

Comments:

36. The school has found a proper balance among competing claims: fiscal responsibility, responsiveness to the community, and meeting the needs of all students.

0 1 2 3 4 5

Comments:

37. The board maintains a reasonable financial reserve.

0 1 2 3 4 5

Comments:

AVERAGE EVALUATION: _____

GENERAL COMMENTS ON FINANCE:

BOARD/PRINCIPAL RELATIONS

38. The board and principal trust and respect one another.

0 1 2 3 4 5

Comments:

39. The board delegates authority to the principal for implementing school policies and does not interfere with the principal's appropriate exercise of authority.

0 1 2 3 4 5

Comments:

40. The board, with the assistance of the principal, has formulated clear written expectations against which the principal's performance can be measured.

0 1 2 3 4 5

Comments:

41. At least annually, the board conducts a principal evaluation based on its performance expectations.

0 1 2 3 4 5

Comments:

42. Board members re-direct specific complaints and requests to the principal or other staff members as appropriate.

0 1 2 3 4 5

Comments:

AVERAGE EVALUATION: _____

GENERAL COMMENTS ON BOARD/PRINCIPAL RELATIONS:

SCHOOL BOARD DEVELOPMENT

43. Board members keep abreast of new and ongoing educational programs in the school.

0 1 2 3 4 5

Comments:

44. Board members are current on legislation and regulations, which affect public education in New Jersey.

0 1 2 3 4 5

Comments:

45. Board members participate in all mandatory trainings and seminars.

0 1 2 3 4 5

Comments:

46. Board retreats are productive.

0 1 2 3 4 5

Comments:

AVERAGE EVALUATION:_____

GENERAL COMMENTS ON SCHOOL BOARD DEVELOPMENT:

BOARD/COMMUNITY RELATIONS

47. Community grievances remanded to the board are dealt with in a timely and professional manner.

0 1 2 3 4 5

Comments:

48. Board members encourage the community to participate in monthly board meetings.

0 1 2 3 4 5

Comments:

49. The board encourages members, principal, and staff to submit timely school information to the media on a regular basis.

0 1 2 3 4 5

Comments:

AVERAGE EVALUATION: _____

GENERAL COMMENTS ON BOARD/COMMUNITIES RELATIONS:

SUMMARY OF EVALUATION ELEMENTS

Board Members _____

Meetings of the Board _____

Vision and Planning _____

Policy _____

Finance _____

Board/Principal Relations _____

School Board Development _____

Board/Community Relations _____

Individual Board Members Average: _____

Appendix C. School Leader Evaluation Tool

**Pride Academy Charter School
Principal Annual Performance Review
2016/2017**

The Board of Trustees is committed to ensuring that Pride Academy Charter School maintains and attains high standards of excellence. As part of our effort to do this, we would like to measure the performance of the Principal as a leader of the school. You are invited to complete the following review. Please fillout the form as completely as possible. Indicate by checking one of the boxes below if you would like the Principal to see your evaluation. Your feedback is not only important in helping the Board to evaluate the Principal, but it is also vital to the Principal's professional development and growth. Place the review in the envelope provided and return to the Vice Principal, Mrs. Lowry by **Friday March 31st**.

Name of Administrator Reviewed: Mrs. Fiona Thomas Your Name: _____ (Optional)

- Yes, I would like the Principal to see my evaluation.
- No, I would not like the Principal to see my evaluation.

Items are evaluated according to the following scale:

1 - Excellent, 2 = Good, 3 - Satisfactory, 4- Needs Improvement, 5 - Unsatisfactory
N/A - No basis for judgment

1. Professional Responsibilities

Leadership

Establishes and communicates a clear vision for future school growth	
Embraces the mission of the school and clearly articulates it to school stakeholders	
Provides leadership which actively supports the school mission and vision for excellence	
Provides symbolic and inspiring leadership for the entire school community	
Models and supports the school's core values	
Demonstrates risk taking and initiative	
Provides effective leadership building a strong faculty and staff team	
Demonstrates the ability to consistently develop and implement innovative ideas	
Provides support and conditions for faculty and staff to excel in their work and meet their goals	
Comments:	

Student and Parent Interaction

Interacts with students in an effective, respectful, and appropriate manner	
Interacts with parents in an effective, respectful, and appropriate manner	
Motivates parents and students to maximize academic excellence and opportunities	
Supports faculty and staff in dealing with student concerns	
Supports faculty and staff in dealing with parent concerns	
Comments:	

2. Faculty and Staff Interaction



Lives the core values in her interaction with faculty and staff	
Provides effective instructional leadership for the school and faculty	
Co-operates and collaborates effectively with colleagues	
Establishes reasonable and consistent expectations for faculty and staff performance	
Evaluates faculty and staff performance through a just and professional process	
Encourages opportunities for teacher leadership and involvement	
Comments:	

3. Professionalism

Communicates respectfully, efficiently and in a timely manner	
Fulfills requests in a timely manner	
Values and exhibits punctuality	
Exhibits a professional demeanor	
Accepts responsibility for decisions	
Maintains high ethical standards	
Maintains high standards of work and commitment	
Comments:	

4. Enrollment

Oversees an effective and efficient recruitment process and enrollment timeline	
Leads a comprehensive process of accepting, processing and orienting new applicants to the school	
Grows waiting lists and re-enrollment numbers for each grade level	
Makes ethical and fair decisions regarding enrollment consistent with the Charter guidelines and State laws	
Maintains a stable enrollment pattern	
Comments:	

Appendix D. Admissions Applications (all Languages)

Please see the url: <http://prideacs.org/applying-for-the-lottery/>

Appendix F. 2017-2018 School Calendar

 **Pride Academy Charter School 2017-2018**

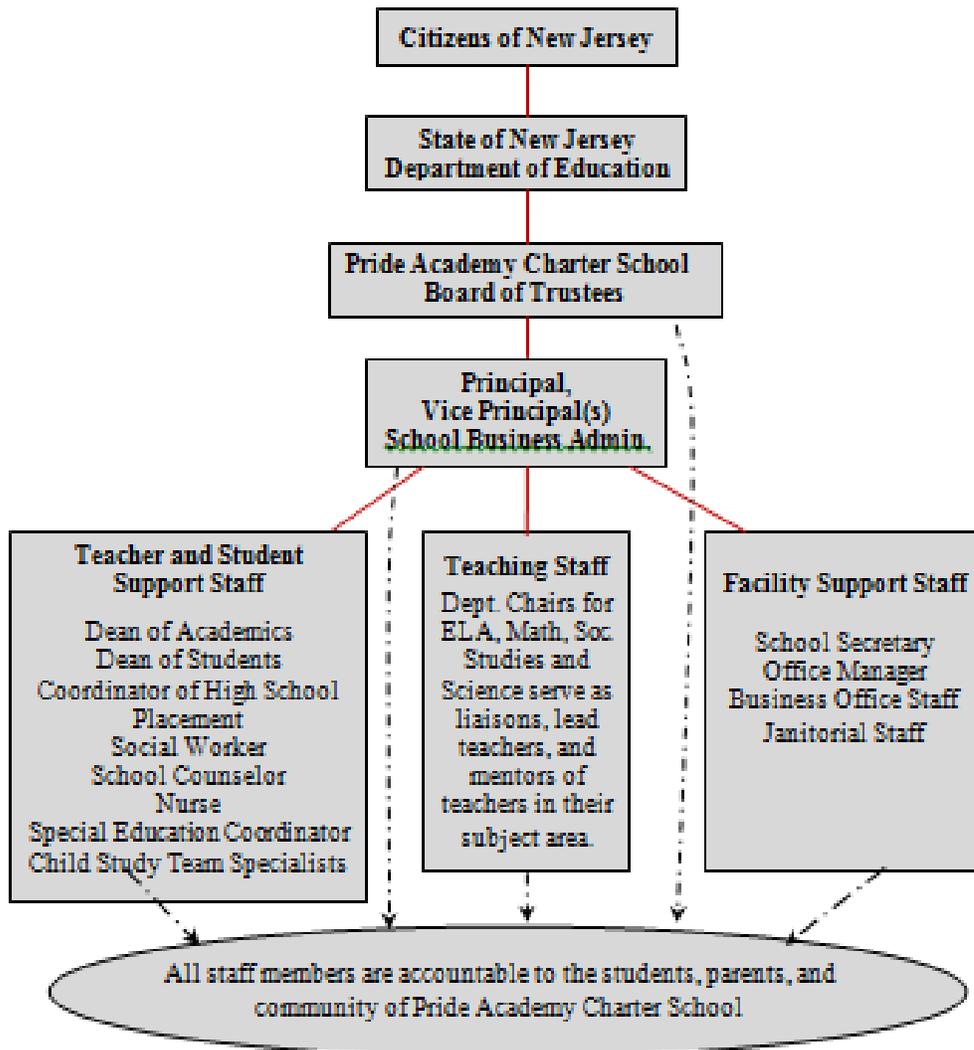
August (3 teacher, 0 student)					November (20 teacher, 20 student)				
M	T	W	TH	F	M	T	W	TH	F
	1	2	3	4			1	2	3
7	8	9	10	11	6	7	8	9	10
14	15	16	17	18 New Staff Orientation	12	14	15	16	17
21 Staff Orientation	22 Staff Orientation	23 Staff Orientation	24 Staff Orientation	25 Staff Orientation	20	21 End of 1 st Trimester	22 Half Day: Thanksgiving Break	23 No School Thanksgiving Break	24 No School Thanksgiving Break
28 Staff Orientation	29 Staff Orientation	30 Staff Orientation	31 Staff Orientation		27 School Re-Opens	28	29	30	
September (20 teacher, 10 student)					December (15 teacher, 15 student)				
M	T	W	TH	F	M	T	W	TH	F
				1 Staff Orientation					1
4 No School: Labor Day	5 First Day of School	6	7 Parent Orientation 5:30PM	8 Parent Orientation 3:30PM	4	5	6	7 Report Card Conferences	8
11 SGLL Pre-Testing	12	13 Back to School Night 5:30PM	14	15	11	12	13	14	15 Half Day Prof. Dev.
18	19	20	21	22	18	19	20	21 Philly Day / Half Day Winter Break	22 Winter Break
25	26	27 High School Night 5:30PM	28	29	23 Winter Break	24 Winter Break	25 Winter Break	26 Winter Break	27 Winter Break
October (21 teacher, 21 student)					January (21 teacher, 21 student)				
M	T	W	TH	F	M	T	W	TH	F
2 Respect Week	3 Respect Week	4 Respect Week	5 Respect Week	6 Half Day Healthy Kids Walk	1 Winter Break	2 First Day Back After Break	3	4	5
9 No School: Columbus Day	10	11	12 1 st Trimester Progress Report Out	13	8	9	10	11	12
16	17	18	19	20 Half Day Dismembering	15 No School: ML King Day	16	17	18 2 nd Trimester Progress Report Out	19
23	24	25	26	27	22	23	24	25	26
30	31				29 School-Wide Interim Assessment	30 School-Wide Interim Assessment	31 School-Wide Interim Assessment		

Pride Academy Charter School 2017-2018

February (10 teacher, 10 student)					May (22 teacher, 22 student)				
M	T	W	TH	F	M	T	W	TH	F
			1 School-Wide Interim Assessment	2 Half Day Staff Prof. Dev		1	2	3	4
5	6	7	8	9	7 2nd-4th Grade PARCC	8 2nd-4th Grade PARCC	9 2nd-4th Grade PARCC	10 2nd-4th Grade PARCC	11 2nd-4th Grade PARCC Half Day for Students
12	13	14	15	16 End of 2nd Trimester	14 5th-7th Grade PARCC	15 5th-7th Grade PARCC	16 5th-7th Grade PARCC	17 5th-7th Grade PARCC	18 5th-7th Grade PARCC Half Day for Students Gift of Time
19 No School: President's Day	20	21	22	23	21 MAKE UP TESTING	22 MAKE UP TESTING	23 MAKE UP TESTING	24 MAKE UP TESTING	25 MAKE UP TESTING Gift of Time
26 BOYSCOUT ASSESSMENT Feb 27 - Mar 7	27	28			29 No School: Memorial Day	30 NJASK BOYSCOUTS 2 (Tentative)	31		
March (10 teacher, 10 student)					June (10 teacher, 14 student)				
M	T	W	TH	F	M	T	W	TH	F
			1 Report Card Conferences	2 Gift of Time					1
5	6	7	8	9	4	5	6	7	8 Gift of Time End of 3rd Trimester
12 School-Wide IA #4	13 School-Wide IA #4	14 School-Wide IA #4	15 School-Wide IA #4	16 Half Day/Staff Prof. Dev	11 SPORT WEEK	12 SPORT WEEK	13 SPORT WEEK	14 SPORT WEEK	15 SPORT WEEK Half Day 5th Grade Trip
19	20	21 LAST DAY BOYSCOUT ASSESSMENT	22 Half Day Spring Break Begins	23 Spring Break	19 Half Day:	20 Half Day: 5th Grade Dance	21 Half Day: Last Day & Graduation	22 No Classes: Teacher Wrap-up	23
26 Spring Break	27 Spring Break	28 Spring Break	29 Spring Break	30 Spring Break					
April (21 teacher, 21 student)					<p>Total Days in Session: Students - 188 (includes 3 snow days) Teachers - 199 (includes 3 snow days) Marking Period Lengths: 1st Trimester—12 weeks 2nd Trimester—11 weeks 3rd Trimester—14 weeks during state testing sessions</p>				
M	T	W	TH	F					
1	2	3	4	5					
8	9	10	11	12					
15	16	17	18	19 3rd Trim. Progress Reports					
22	23	24	25	26					
29									

Appendix G. Organizational Chart

Organizational Chart 2016-2017



Appendix H. Promotion/Retention Policy

Pride Academy Charter School East Orange, New Jersey	FILE CODE: 6146.2
	<input type="checkbox"/> Monitored
	<input checked="" type="checkbox"/> Mandated
Policy	<input checked="" type="checkbox"/> Other Reasons

PROMOTION/RETENTION

The board recognizes that personal, social, physical and educational growth of children will vary and that they should be placed in the educational setting most appropriate to their needs at the various stages of their growth.

The lead person shall direct development of and the board shall adopt detailed regulations to govern progress of students through levels K-12. The regulations shall include:

- A. Standards of proficiency related to school goals and objectives and student proficiency;
- B. Standards of attendance, and provision for review of mastery;
- C. Timely efforts to help all students achieve acceptable levels of proficiency;
- A. Notification to parents and pupils, at appropriate times during the school year, of the pupil's progress in meeting the promotion and remediation standards;
- D. Immediate consultation with the pupil's parent or guardian if, in the teacher's judgment, there is any indication that the pupil's progress may not be sufficient to meet these standards;
- E. Procedures for parents/guardians and adult students to appeal promotion/retention decisions;
- F. Procedures for involving parents/guardians, teachers and students, where appropriate, to participate in the development of the policy.

Progress reports for students in bilingual, ESL, or English language services programs shall be made to parents/guardians on the same schedule as the reports of all pupils enrolled in the school. Progress reports shall be in writing and in both English and their primary speaking language unless doing so places unreasonable burden on the board.

Parents/guardians will be notified whenever exceptions are contemplated in a student's normal progression from level to level. The final decision in all cases will rest with school authorities.

Adopted: June 2008
 NJSBA Review/Update: September 2016
 Readopted: September 2016

Key Words

Promotion, Retention

Legal References:	N.J.S.A. 18A:4-24	Determining efficiency of schools; report to state board
	N.J.S.A. 18A:7C-2	Boards of education; establishment of standards
	N.J.S.A. 18A:35-4.9	Student promotion and remediation; policies and procedures
	N.J.A.C. 6A:8-4.1	Statewide assessment system
	N.J.A.C. 6A:8-4.2	Documentation of student achievement

File Code: 6145.2

PROMOTION/RETENTION (continued)

N.J.A.C. 6A:8-5.1 Graduation requirements

Wheatley v. Board of Education of City of Burlington, 1974 S.L.D. 851

Every Student Succeeds Act, Pub. L. 114-95, 20 U.S.C.A. 6301 et seq.

Possible

- Cross References:
- *5113 Absences and excuses
 - *5120 Assessment of individual needs
 - *5124 Reporting to parents/guardians
 - *6142 Subject fields
 - *6142.2 English as a second language; bilingual/bicultural
 - *6143 Curriculum guides
 - *6145 Extracurricular activities
 - *6146 Graduation requirements
 - 6146.1 Acceleration
 - *6147 Standards of proficiency
 - *6147.1 Evaluation of individual student performance
 - *6171.1 Remedial instruction
 - *6171.3 At-risk and Title 1

*Indicates policy is included in the Critical Policy Reference Manual.

Appendix I. Graduation Policy



Promotion-Graduation Policy and Standards 2016-2017

To ensure that students at Pride Academy meet the required benchmarks of learning in their current grade so that they can be most successfully prepared to take on the academic challenges of the next grade, the administration and faculty have developed a set of promotion and graduation standards. Please review them carefully with your child.

5th -7th Grade Promotion Standards

To be promoted to the next grade, a Pride Academy student must achieve final grades of at least a D in the core subjects of English Language Arts, Social Studies, Science, and Math. Should a student receive an F in two or more of these subjects, he/she may be required to attend mandatory summer school, or complete assignments relevant to the content area, in order to achieve a greater level of competency level in the failed subject area to be promoted to the next grade. A student who attends summer school or completes the required coursework for this purpose and who does not achieve the necessary competency over the summer in that subject may be required to repeat the grade.

In the event that Pride Academy does not hold their own on-site summer school program, students will be required to complete work packets and/or online assignments that will need to be submitted to the Main Office at Pride Academy by Thursday July 20th, 2017.

If a student fails both English Language Arts and Math, or receives three or more F's in the subjects of English Language Arts, Social Studies, Math, and Science, he/she will be recommended for retention.

Pride Academy Charter School complies with New Jersey Statutes that require students to attend school regularly. Excessive unexcused absenteeism that results in an accumulation of more than 18 unexcused absences may result in a parent/guardian being called to a Truancy Court hearing in their child's district of residence and impact their child's overall readiness to be promoted to the next grade.

8th Grade Promotion and Graduation Standards

To be awarded a Pride Academy diploma, an 8th grade student must achieve final grades of at least a D in the core subjects of English Language Arts, Social Studies, Math, and Science. Should a student receive an F in two or more of these subjects, he/she may be required to attend mandatory summer school or complete coursework to achieve an increased level of competency in the failed subject area in order to graduate. The student will receive his/her diploma only upon successful completion of the work in the courses and will be ineligible to participate in the graduation activities. Participation in the graduation ceremony will be determined by Administration. In addition, all outstanding balances owed need to be paid in full in order to participate in any graduation activities, including but not limited to the graduation ceremony.

A student who does not achieve the required competency over the summer may not graduate and may be asked to repeat the 8th grade. In the event that Pride Academy does not hold its own on-site summer school program, students will be required to attend summer school at a local public school or complete work packets and/or online assignments that will need to be submitted to the Main Office at Pride Academy by Thursday July 20th, 2017.

If a student fails both English Language Arts and Math, or receives three or more F's in the subjects of English Language Arts, Social Studies, Math, and Science, he/she will be recommended for retention and will not be eligible to participate in the graduation ceremony and 8th grade activities (i.e. Awards Ceremony, Social, and Field Trip).

Pride Academy Charter School complies with New Jersey Statutes that require students to attend school regularly. Excessive unexcused absenteeism that results in an accumulation of more than 18 unexcused absences may result in a parent/guardian being called to a Truancy Court hearing in their child's district of residence and impact their child's overall readiness to be promoted to the next grade.

Pride Academy Charter School is committed to academic and personal excellence. We hope that all families can support us with reinforcing these guidelines and communicating how important it is for our children to come to school on time every day, complete homework, and be prepared to learn. Education is truly the key to success and opportunity for the success in high school, college, and the work-place.