



## **PRIDE ACADEMY CHARTER SCHOOL**

### **Annual Report 2019-2020**

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

1. Commissioner of Education (Online via email to NJDOE and via Homeroom)
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 1<sup>st</sup> 2020**

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## Basic Information about the School

Basic Information (Table 1)	
Name of School	Pride Academy Charter School
Grade Level(s) to be served in 2020-21	5 <sup>th</sup> , 6 <sup>th</sup> , 7 <sup>th</sup> & 8 <sup>th</sup> Grade
2019-2020 Enrollment Count (as of June 30 <sup>th</sup> , 2020)	286
Projected Enrollment in 2020-2021	300
Current Waiting List for 2020-2021	236
Website Address	<a href="http://www.prideacs.org">www.prideacs.org</a>
Name of Board President	Robert L. Mitchell II
Board President email	<a href="mailto:Rmitch71@gmail.com">Rmitch71@gmail.com</a>
Board President phone number	973-672-3200
Name of School Leader	Fiona Thomas
School Leader email address	<a href="mailto:fthomas@prideacs.org">fthomas@prideacs.org</a>
School Leader email & phone number	973-672-3200 ext.201
Name of SBA	Jnanendra Ray
SBA email address	<a href="mailto:jray@prideacs.org">jray@prideacs.org</a>
SBA phone number	973-672-3200 ext. 215

## School Site Information

School Site Information (Table 2)	
Site Name	Pride Academy Charter School
Year Site Opened	2008
Grade Level(s) Served at Site in 2019-20	5,6,7,8
Grade Level(s) to Be Served in 2020-21	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	<a href="mailto:fthomas@prideacs.org">fthomas@prideacs.org</a>

## **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:

- Use of 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 re-teaching, reassessment, and reflection on action plan performance outcomes.
- Use of differentiated instruction for both remediation and extension of learning and to accommodate a diverse range of learning needs and styles.
- Use of a co-teacher model that provides for two certified subject specialized teachers and/or with Special Education certification in LAL and math classrooms.
- Use of 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.
- Use of 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.
- Use of consistent 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;
- Practice of 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, which are Questioning, Seeking, Understanding and Responding.

For many years, our scholars have created and implemented service projects addressing a variety of social issues. Fifth graders developed projects around the topic of Health; Sixth graders focused on Poverty; Seventh graders focused on Violence; and Eighth graders focused on Education. Unfortunately, the goal of completing four Project Pride service projects was greatly compromised this year when the school had to move to a remote learning format during the state-mandated time of quarantine resulting from the COVID-19 pandemic. Before the school moved to remote learning, the 7<sup>th</sup> grade had voted to address their assigned social issue of “Violence” by holding a dance to raise awareness about animal abuse and use the dance as a fundraiser for the ASPCA (American Society for the Prevention of Cruelty to Animals). The planning had begun and the dance was scheduled to take place in April. The 5<sup>th</sup> graders who address the topic of “Health” were going to be inviting the school-community to participate in *BJ's Asthma Walk for Hope* at Elmwood Park in East Orange in May, during which time our school was going to be presented with the Asthma Impact Award. These events were cancelled, and the 6<sup>th</sup> and 8<sup>th</sup> grade PACS planning committees were not able to meet to plan their service projects.

Since community service is such an integral part of our school's mission and goals, we continued work on some of the service projects during the time of remote learning. Considering the number of families struggling through the financial difficulties caused by the loss of employment during the pandemic, we recognized that fundraisers or food drives would not be appropriate at this time, especially when so many of our families qualify for free and reduced lunch under normal conditions. Therefore, we needed to be creative in developing service projects that could be completed remotely and at little or no expense to our students and families. The 5<sup>th</sup> grade service project, which focuses on “Health” involved 5<sup>th</sup> grade students writing letters to the essential workers at East Orange General Hospital. 6<sup>th</sup> graders addressed the topic of “Poverty” by writing letters of appreciation to the essential workers at local supermarkets. 8<sup>th</sup> graders who focus on the topic of “Education” made special messages of appreciation for their teachers as part of a special Teacher and Staff Appreciation Week tribute. Unfortunately, we were unable to have students apply the PACS Learning Cycle in the planning of these projects during remote learning.

Last year's “Mission Specific Academic Goal” included having a year-long Task Force Committee that would involve teachers and students to share thoughts and ideas related

to the PACS Learning Cycle and how it can best be presented, taught, and applied at Pride Academy Charter School. Below are the findings of the Task Force.

- The PACS Learning Cycle name implies that the habits of “Questioning”, “Seeking”, “Understanding” and “Responding” must follow a certain order and continue cyclically because learning never ends. After further thought and consideration, we believe there is no set order or pattern to applying the thinking skills. Scholars will question, seek, and perhaps come up with more questions before truly understanding. The Task Force is looking to change the name of PACS Learning Cycle to reflect this idea. The name has not yet been finalized, but the Task Force has a few suggestions that they will be presenting to the school leadership team.
- The Task Force will be changing the “Responding” skill to “Applying.” Teachers and scholars felt that “Applying” connected more to learning experiences already taking place in classes where students learn information and skills and apply what they have learned.
- The current model for Project Pride has scholars participating through an extra-curricular club or committee, which meets during study hall or recess. This limited the number of possible meetings, as well as the length of time that committees could meet. With such limited meeting time, this made it very difficult to truly apply the PACS Learning skills, most notably the time needed to apply “Seeking” by researching was extremely compromised. Therefore, the committee would like to move the learning, researching, and planning portion of the program to classes. The Task Force is proposing that the social issues would be folded into specific classes where the topics best connect with the existing curriculum and units of study. They proposed that “Health” would be included in the 5<sup>th</sup> grade science curriculum while they examine environmental science and human biology. “Poverty” would be covered by 6<sup>th</sup> grade math when they examine data, statistics, tables and budgeting. “Violence” would be addressed by the 7<sup>th</sup> grade Language Arts teachers through their anchor text novel studies in the curriculum. “Education” would be discussed in social studies when the curriculum meets the new state-mandated Financial Literacy standards that require students to examine the data that shows that a college degree greatly impacts salary and lifetime earnings. This would allow scholars the opportunity to truly question, seek, research, discuss, and understand the issues.
- Moving the learning portion of the service project to the classroom will also increase the number of students that actually participate in applying the PACS Learning strategies to developing a community service project that addresses the issue. With the current model, only members of the committee have the opportunity.
- To further increase the number of students involved in community service, the Task Force proposes that students develop proposals for service projects as part of their class requirements during the unit addressing their Project Pride topic. Proposals could be submitted by individual students or as a group assignment. The top three to five proposals for each grade and topic would be presented to the entire school community and the school would vote for the service projects that would address the Health, Poverty, Violence, and Education focus areas during the following year. This would allow students more time to learn and plan for the project, as well as allow the school more time to implement the winning proposal. It would also mean that projects would not be limited to the committee and grade implementing the project. This change would allow the whole

community to be more invested and involved in all the service projects for all four grades.

- For the coming year, we would like to implement the strategies proposed by the Task Force Committee and evaluate the effectiveness of the recommended changes.

<b>Mission Specific Goal Format (Table 3)</b>			
<b>Mission-Specific Goal</b>	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.		
<b>Measure/Metric</b>	Count of service learning events/projects that students design and implement utilizing the 4 target skills/habits of the PACS Learning Cycle.		
<b>Target</b>	By the end of 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.		
<b>Outcome</b>	<b>Grade</b>	<b>2019-20 Baseline</b>	<b>TARGET for 2020-2021</b>
	Grade 8	*1 service event completed *PACS Learning Cycle Application GOAL NOT MET. * Committee members will provide feedback and input to the PACS Learning Cycle Task Force Committee	* 1 service event developed and proposed * PACS Learning Cycle applied * Committee members will provide feedback on the effectiveness of the proposed changes.
	Grade 7	*0 service event completed (only developed due to pandemic) *PACS Learning Cycle Application GOAL NOT MET. * Committee members will provide feedback and input to the PACS Learning Cycle Task Force Committee	* 1 service event developed and proposed * PACS Learning Cycle applied * Committee members will provide feedback on the effectiveness of the proposed changes.
	Grade 6	*1 service event completed *PACS Learning Cycle Application GOAL NOT MET. * Committee members will provide feedback and input to the PACS Learning Cycle Task Force Committee	* 1 service event developed and proposed * PACS Learning Cycle applied * Committee members will provide feedback on the effectiveness of the proposed changes.
	Grade 5	*1 service event completed *PACS Learning Cycle Application GOAL NOT MET. * No 5 <sup>th</sup> graders were committee members due to the fact that they were new to the school and had no experience with applying the PACS Learning Cycle through Project Pride	* 1 service event developed and proposed * PACS Learning Cycle applied * Committee members will provide feedback and input to the PACS Learning Cycle Task Force Committee



## 1.2. Curriculum

The 21<sup>st</sup> 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 NJSLs 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, New Jersey Student Learning 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, NJSLs 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 A-B

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 2.0 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 walkthroughs 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.

### 1.3. Instruction C

**Pride Academy adapted to the delivery of remote instruction in the following way:**

When Governor Murphy and the Commissioner of Education announced school closure due to safety concerns, Pride Academy responded collaboratively, comprehensively and strategically. We created an emergency plan that responded to a framework of key components mandated by the NJDOE. These components included the Instructional Plan and Demographics; Delivery of Special Education and Related Services for Students with Disabilities; and Delivery of Meal Services. In April/May, the NJDOE required us to submit an Updated Emergency Plan that addressed more detail in each of the original components and additional components that included Length of Virtual or Remote Instructional Day; Attendance; Facilities and Summer Programming. For descriptive detail, please reference the Updated Emergency Plan at the following web address: <http://prideacs.org/covid-19-emergency-preparedness-plan/> .

**Areas of Strength and Opportunity identified during the period of school closure and remote instruction are as follows:**

Areas of Strength during remote instruction time school closure	Areas of opportunity that were leveraged during remote instruction school closure	Areas of Future/Summer Planning Needs in addition to the Reopening Plan Requirements
Maintaining and documenting individual weekly check-ins with students per our advisory system (via emails, texts messages with families.)	Creation and trial implementation of Distance Learning Rule Book/Code of Conduct.	Design a plan for the delivery and data analysis of all forms of assessments that with consideration of both remote and in-person learning limitations and threats to

		reliability and validity of results.
Collaboration across grade levels, teaching teams, co-teaching partnerships, and leadership team with regularly scheduled Zoom meetings (eg: faculty meetings, department meetings, multiple teacher parent conferences, IEP/504 meetings)	Infusion of flexibility in our schedule to allow for a Friday Care Day to meet social/emotional needs of teachers, families, and students	Design an equitable set of guidelines to frame the delivery and use of the Teacher and Leader Evaluation system and novice teacher mentoring and coaching actions that can be used in both the remote and in-person environments.
Streamlined documentation guidelines and practices for teachers with regard to lesson planning and record keeping	Regular use of a variety of platforms to reach students (e.g. Activelylearn.com, CK12, Khan Academy)	Revisit the goals of our social justice initiative-Project Pride- and embed them directly into the academic content areas.
Frequent communication with students and families from both teachers and administration (texts, emails, parent meetings via Zoom)	Creation of personalized graduation videos for each 8th grader with multiple speakers creating specialized messages for each individual student.	Examine culturally responsive SEL curricula resources and leverage ways to address the needs of our students/staff in our lessons and interactions through incorporation in our advisory system and instructional program.
Continuous professional development for staff via Zoom workshops (eg: topics included Flipgrid, Google Classroom, Facilitating Distance Learning Classrooms, Schedule, Trauma and SEL, Grading, sharing resources). Teachers and staff learned a lot during the School Closure period and expanded their technology skills by seeking out additional professional development opportunities which were shared and turn-keyed.	Examination of the current curriculum to be deliberate in addressing social justice issues- racism, gender identity, health, education, etc., engaging students in texts from diverse authors, fostering gender equity.	Develop and implement the infrastructure and procedures to safeguard and ensure effective delivery and care of our technology and increase the technological literacy of our students, staff and families in their civic, safe, appropriate, and ethical use of technology in learning, socially connecting and communicating.
Presented scholars with lessons aligned to grade level standards and in accordance with original curriculum map pacing and outline.	Design and implement a 3-week online summer program to support scholars most in need of academic support in minimizing the COVID-19 Slide and being prepared for the upcoming grade level by offering live and interactive classes, student advisory,	Develop a calendar of remote parent workshops and events to provide more parents an opportunity to participate at different times during the day.

	addressing standards and utilizing a standards based grading approach, SEL emphasis in lessons and Project Based Learning tasks.	
Leadership Team addressed the issue of social justice, police brutality, Black Lives Matter, racism and the recent protests to dismantle systemic oppression and work towards equity, and anti-racist teaching via Zoom faculty meeting, parent communication and sharing of resources.	Leveraged CARES Act funding to support our move to becoming a 1:1 computer device school, providing each student with more secure access to a laptop.	Develop a set of clear and compassionate expectations with regard to student attendance both in remote and in-person settings that is clear and flexible in how it accounts for the impact of trauma related to COVID-19 impact caused by illness, loss of family members, employment and food security).
Developed, administered and analyzed the results of a Staff Well-being check each week via Google Forms Survey.	Conducted collaborative IEP/504 meetings via dial in or Zoom and in this way maintain the needs of our Special Education population, meet NJDOE laws and requirements, and provide even more flexibility for parents and teachers with regard to their participation.	Provide students/families affected by COVID-19 or other challenges with opportunities to participate in regular virtual trauma/grief peer support groups during our reopening phases starting in late August and throughout the upcoming year..
Consistent leadership team meetings where we were able to discuss and devise plans, solutions and ways to address the fluid changes and needs that evolved over time and the challenges or concerns noticed by leaders and shared by teachers and staff through grade and department level Zoom meetings, conversations with leadership team members, Have Your Say Zoom drop-in hours, and responses gathered through the weekly Well Being surveys.	Leveraged and created opportunities to explore and try-out different technologies, apps, and online options to enhance learning remotely and physically (eg: virtual dissections, accessing diverse and more relevant texts through Actively Learn, etc.) that we can move forward with enriching and building into our remote and in-person instructional program next year.	
Celebrated scholar achievement through virtual Honors Award Recognition lists that were distributed to families.	Continued to address social justice issues- racism and police brutality, Black Lives Matter movement via an in depth Conversation About Race on ZOOM with parents	

	and staff, sharing resources (books, videos, webinars)with staff throughout remote learning and the summer.	
Through partnership with the NJ JETS, we supported families with gift cards that assisted in ensuring food security.	Opportunity to strengthen relationships with families by initiating dialogues focused on concerns other than school performance, behavior and academics.	
Parent meetings and workshops continued through Zoom platforms. Parents were given guidance on how to support student learning at home by maintaining schedules and navigating Google classrooms. Parents also participated in a workshop about self-care during very challenging times. We also conducted parent meetings with 8th grade families in order to hear their thoughts and ideas about graduation events during a time of quarantine. Through these zoom workshops and meetings, we were able to attract and gain participation from families that had not participated in parent events in the past. Some parents even participated during breaks at work.	Through our level of school wide responsiveness and leadership, we were able to reinforce our core beliefs that ground Pride Academy Charter School as a community that cares beyond what takes place within our walls.	
We conducted Project Pride service projects from home with students writing letters of appreciation to essential workers.		
We were able to support all families within the first two weeks of school closure with a computer device, knowledge about internet access, and access to meals that was sustained throughout the school closure period as		

additional needs arose.		
Continuous contact and support to families and students whose lives were impacted by COVID-19 due to loss, stressors and trauma resulting from employment in essential work.		

## 1.4 Assessment

### A. PARCC/NJSLA Results

Assessment	2017-2018	2018-2019
<b>ELA 5</b>	48%	25%
<b>ELA 6</b>	46%	44%
<b>ELA 7</b>	68%	65%
<b>ELA 8</b>	63%	59%
<b>MAT 5</b>	32%	18%
<b>MAT 6</b>	22%	14%
<b>MAT 7</b>	56%	47%
<b>MAT 8</b>	37%	40%
<b>Algebra I</b>	79%	85%

### B. Explanation

This table reflects the number of students on or above grade level in ELA, Math, and Algebra 1 for the 2017-18 and 2018-19 statewide assessments. Worth noting, is that the PARCC assessment in the 2017-18 school year is structurally different than the NJSLA assessment of 2018-19 and that although the tested standards are the same, it is not truly a like-for-like comparison. Until the data comparison between PARCC and NJSLA results are released, this growth analysis will remain inconclusive.

The main take away was that 6 out of the 9 tested grades and subjects scored about the same as the previous year. The three standouts were a decline in the proficiency rate in MAT 5, 6, and ELA 5. There are two factors that affected the numbers: the level of experience among the teachers and the level of exposure for the scholars. In 5th and 6th grade, teachers were predominantly novice teachers. There was a notable difference between a veteran teacher’s SGP score and a novice teacher’s SGP score. Coupled with Pride Academy being a 5th-8th grade school, students in the lower grade levels that have been less exposed to the rigor and academic behaviors expected at Pride, do not demonstrate as much academic success in terms of proficiency rates as one can see in the 7th and 8th grades.

Several procedures were strengthened in order to foster an increase in student achievement. Firstly, Pride partnered with LinkIt, which provides Benchmark assessments in ELA and Math in order to track students' proficiency throughout the year. Secondly, the support for all novice teachers was increased with regard to the frequency in which formal and informal training took place. This training/ coaching was in the form of informal observations, formal observations, walkthrough observations, teacher to teacher coaching, or teacher to teacher observations. Furthermore, Pride made changes to the schedule for 2019-2020 in order for in-house PLC's and Professional Development to take place 2-3 times a week throughout the year.

Finally, Pride continues to partner with the K-4 schools that traditionally serve as feeder schools to enter the lottery for Pride Academy Charter School.

### C. Diagnostic/Formative/Summative Assessments

Grade Level	Subject	Assessments	Frequency
5 <sup>th</sup> – 8 <sup>th</sup> grades	ELA	I-Ready Diagnostic assessment	Three times a year
5 <sup>th</sup> – 8 <sup>th</sup> grades	ELA	LinkIt Benchmark assessment	Four times a year
5 <sup>th</sup> – 8 <sup>th</sup> grades	ELA	Writing Benchmark assessment	Four times a year
5 <sup>th</sup> – 8 <sup>th</sup> grades	Math	Moby Max Diagnostic Assessment	Three times a year
5 <sup>th</sup> – 8 <sup>th</sup> grades	Math	LinkIt Benchmark assessment	Four times a year
5 <sup>th</sup> – 8 <sup>th</sup> grades	Science	NWEA Benchmark assessment	Three times a year
5 <sup>th</sup> – 8 <sup>th</sup> grades	Social Studies	Social Studies Benchmark assessment	Four times a year

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

In ELA, the I-Ready Diagnostic assessment, the State Assessment scores from the previous year, and the subject scores from the previous year gave teachers a platform from where to begin their planning. The teachers used the data to create small group instruction to bridge learning gaps as well as to enrich scholars that were ahead of their peers. The I-Ready system was also used to identify and target specific standards that individual students were struggling with and create opportunities for students to work on the skills independently, and in the process, try to mitigate any learning that was missing. In Math, the Moby Max diagnostic and individual standard lessons served the same purpose. The diagnostic assessment and the NJSLA results from the previous year were analyzed and used to create the foundation from which the teachers planned the year for whole group instruction as well as for small group instruction. Finally, the LinkIt benchmark assessment was administered in the first three weeks of the school, allowing teachers to uncover any learning losses that may have occurred over the summer.

The LinkIt Benchmark assessments served as 6-7 week progress reports where the students were tested with end-of-the-year-like assessment questions on the unit they



had just completed. This data then served as a data point check in terms of progress and was shared with all teachers at each specific grade level. The data also gave an indication of growth over the year and readiness for the end-of-the-year assessment. LinkIt has been serving New Jersey schools for the past few years and has in the process obtained enough student data to fairly accurately predict what a student will score on the end of the year State assessment. In addition, students are given the opportunity to track their own progress as a tool for them to become more involved in their own learning by setting growth goals and reflecting on their progress to date.

During the Interim assessments, the testing conditions within the classroom are established to mirror the NJSLA assessment, with everything from teachers handing out pencils to reading from the script. For quarters 1 and 2, teachers administered the assessments within their subject area classes. For quarters 3 and 4, the whole school practices and mirrors the NJSLA Assessment testing conditions at the same time, with test 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 a Professional Development data meeting. Grows and glows from all grade levels and subjects are highlighted, new improvement goals and benchmarks are announced, and all subject teachers (Science, Math, ELA, Social Studies, Spanish, and 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 8 years and provide teachers with the time, resources and collaborative opportunities to analyze their students' data and create targeted, differentiated re-teach and/or extension instructional plans based on the data trends and growth goals.

In Math, the teachers utilize Moby Max, an online math curriculum that provides differentiated practice based on the initial student assessment, all aligned to the 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 of 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, Moby Max resources are implemented for differentiated instruction. Teachers can use results as a benchmark and are provided with individual and group data to track and analyze based on how students are scoring on individual standards.

Pride Academy teachers also provide students with a pre-, mid-, and post-assessment which assesses their writing proficiency utilizing the NJSLA writing rubric. The pre-assessment is administered in September and serves as a baseline to indicate the level of proficiency that the students will enter with at their grade level. Based on the scores, teachers provide individual and small group instruction to support the growth of all writers, regardless of the 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 measure 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 NJSLA assessment.

In addition to the quarterly assessments mentioned earlier in the context of ELA and Math, 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.

### **E. Description of how the school adapted or modified assessments during home instruction**

As was the case for most school districts, COVID-19 provided a unique challenge in navigating how to provide instruction, support student growth, and assess student academic progress. The following was implemented as a part of our COVID-19 response:

- All teachers utilized the Google Suite platform as a base for all instruction. All teachers posted assignments in google classroom and all student work was submitted through this portal.
- All students had access to technology. If a student/ family did not have the hardware to get online, students/ families borrowed chrome books from the school.
- All students were held accountable to check-in with their teacher advisors every day. Each advisor was responsible for 12 students.
- A schedule was created for each grade level in order to provide teachers with specific timeslots for when live online instruction or tutoring sessions were to be delivered. Teachers utilized the Zoom platform to provide live lessons, tutoring sessions, or consultations.
- Attendance, testing, Special Education IEP program delivery, and instructional delivery continued throughout the end of the school year. Assessments and deadlines were modified; however, the expectation was for student work to be submitted by midnight on the due date. Teachers also started to incorporate more live assessments and checks-for-understanding utilizing online tools such as kahoot and Activelylearn, which allow for dip-sticking comprehension throughout the lesson.

### **F. Description of how the school has measured progress toward successful implementation of the requisite school preparedness plan.**

Throughout the COVID-19 quarantine period, Pride Academy leadership and staff have created opportunities purposeful conversations, feedback, and surveys with all stakeholders. Students, teachers, staff, families, and other members of the greater school community have been offered the chance to voice their concerns, opinions, and suggestions to how to improve the academic life and social-emotional well-being for all school community members.

As a result, leaders are in the process of completing the Pride Academy Online Learning Handbook. The handbook will detail responsibilities for all stakeholders, provide schedules, expectations, and procedures for multiple scenarios such as all scholars attending school, alternating hours, a hybrid of in-school and at home, as well as all

scholars attending remotely. The lessons learned and the feedback received from the greater school community has allowed the opportunity for us to develop a comprehensive plan that will support all stakeholders entering the next school year.

### 1.5. Organizational Capacity – School Leadership/Administration

<b>School Leadership / Administration Information (Table 5)</b>			
<b>School Leader / Administrator Name</b>	<b>Title</b>	<b>Start Date at School</b>	<b>Annual Salary</b>
Fiona Thomas	Principal	8/1/2008	\$128,080.00
Jnanendra Ray	School Business Administrator	6/30/2009	\$137,819.00
Rosemary Dumenigo	Vice Principal	8/1/2008	\$98,565.00
Asgeir Ofstad	Vice Principal	7/01/2015	\$85,000.00

## School Culture and Climate

### 2.1. School Culture and Climate

<b>A. Learning Environment (Table 6)</b>	
<b>Learning Environment</b>	
Attendance rate: (use the total days present divided by the total days in membership)	94%
Elementary School	96% (5 <sup>th</sup> Grade)
Middle School (Grades 5-8)	94%
High School	N/A
Student - teacher ratio	9.9

<b>B. Professional Environment (Table 7)</b>	
Teacher retention rate (from SY 2018-19 to 2019-20)	66%
Total staff retention rate (from SY 2018-19 to 2019-20)	93%
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 Survey/Evaluation that is collected and reviewed by the Board of Trustees in June.
Date of Last Teacher Survey Conducted	6/15/2020
Percent of Staff with Completed Surveys	75%
Percent of Staff who expressed satisfaction with school leadership or with the overall environment	97%

<b>C. Three main positive aspects identified in the survey</b>	
The Principal....	
The principal is interested in building a quality school which provides quality education	
The principal initiates change for the good of students, staff and for the running of the school	
The principal shows respect to teachers and staff	

<b>D. Three main school challenges identified in the survey</b>	
The Principal....	
The principal procures needed materials and equipment.	
The principal keeps class interruptions to a minimum.	
The principal keeps paperwork to a minimum.	

<b>E. Discipline Environment 2019-2020 (Table 8)</b>			
Grade	Total # Students Enrolled	Total # of Students (Unique Count) Suspended	Total # of Students Expelled
Grade 5	72	0	0
Grade 6	72	10	0
Grade 7	72	8	0
Grade 8	72	17	0

Year-end data reflect thirty-six (36) unique students suspended between September 1 and June 30, 2020. Of the incidents resulting in suspension, six (6) were for violence. There were two (2) incidents of Simple Assault, in which one student hit another. Incidents resulting in physical injury remain flat at zero (0). There was one (1) incident of teasing that resulted in a HIB investigation (Unconfirmed) and one (1) Confirmed HIB incident involving the sharing of an image online. There were three (3) fights as compared to zero (0) during the comparable time period in the previous year. No physical injuries were sustained. Thefts of property (Value >\$10) remain flat at zero (0). Our goal remains to have zero (0) incidents of violence.

Incidents of Weapons, Drugs, Violent Criminal Offenses, Gang Related Incidents and Vandalism resulting in significant cost to the district remain flat at zero (0) for the 2019-2020 school year.

Parent survey results remain overwhelmingly positive with 100 percent of respondents indicating that they agree or strongly agree that they believe Pride Academy Charter is a safe school.

Additionally, Pride Academy Charter School received a 78 out of 78 points possible on the 2018-2019 HIB Self -Assessment.

In 2020-2021 Pride Academy will:

1. Provide counseling and social emotional support services for students returning after an interrupted school year and an abrupt shift to a prolonged period of Remote Learning. We will provide counseling and referrals to community-based services for grief and trauma related to the COVID-19 pandemic. These services may be provided on site or remotely, as circumstances and state guidance dictate.
2. Implement all Covid-19 related practices in accordance with state guidance, including any and all directives related to sanitation, hygiene, group sizes, social distancing, masks, etc.
3. Re-familiarize returning students and orient incoming and returning students to new schoolwide practices and expectations for both onsite and Remote Learning, as appropriate.
4. Seek and implement stakeholder feedback on school-wide behavior management practices, school safety and school climate. Our stakeholders include teachers, staff, students, families, volunteers, contracted professionals, Law Enforcement, and School Administration.

5. Provide additional staff training for successful school and classroom re-entry, whether classes are to be held onsite or remotely. This includes teacher steps to students' success. We strive to see improved outcomes, in the form of less class time missed, during onsite learning, and to see increased student engagement during remote learning.
6. Reemphasize the PRIDE Core Values across all platforms.
7. Explore the use of the Pride Scholar chart and/or other applications during remote and onsite learning, to support behavior management and provide incentives for positive performance and engagement.
8. Provide new staff training on effective use of the chart/behavior management system and support returning teachers in the use thereof.
9. Incorporate additional training in Mindfulness practices for students and staff as part of our focus on self-regulation, de-escalation and stress reduction/self-care for students and staff.
10. Provide continued training to new and veteran staff in classroom management, conflict resolution, Conscious Discipline and restorative practices.
11. Continue to identify and provide support services to students who have historically received repeated administrative referrals, including counseling with the school counselor and/or social worker, developing individualized incentives and behavior intervention plans for said students.

## 2.2. Family and Community Engagement

<b>A. Family Involvement and Satisfaction (Table 9)</b>	
Number of parents/guardians currently serving on the school's board, out of a total number of board members	There is one parent of alumni students 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	The 2019-2020 Parent Survey was administered on 3/1/2020
Percent of families completing a survey (considering 1 survey per family)	67%
Percent of parents who expressed satisfaction with the overall school environment (School Culture)	95%
<b>B. Three Main Positive Aspects Identified by Parents/Guardians in the 2019-20 Survey</b>	
All percentages expressing satisfaction were in the range of 90. One of the highest percent rating items is listed in each of the Likert Scale categories of Student Achievement, School Culture and Parent Relations. <b>Student Achievement:</b> High academic expectations are held for your child at our school. (98%) <b>School Culture:</b> Our school has established clearly defined core values for behavior (98%) <b>Parent Relations:</b> Our school welcomes the participation of parents (96%)	
<b>C. Three Main Challenges Identified by Parents/Guardians in the 2019-2020 Survey</b>	
All percentages expressing satisfaction were in the range of 90. One of the lowest percent rating items is listed in each of the Likert Scale categories of Student Achievement, School Culture and Parent Relations. <b>Student Achievement:</b> Assessment information is regularly communicated to students and parents (92%) <b>School Culture:</b> Our school has a positive climate. (92%) <b>Parent Relations:</b> In our school, staff members work hard to maintain positive relations with parents. (94%)	

#### D. Major Activities/Events offered to Parents/Guardians during 2019-2020

1. **Ubuntu School Assembly on Online Safety** presented by the Essex County Prosecutors' Office to our students and families in November.
2. **Latin Dance Party** was a Pride family event open to Pride scholars, parents, and family members. In honor of Hispanic Heritage Month, Pride hosted a Latin Dance Party and had our school's Dance teacher and several of her students instruct and lead parents in a Latin dance class. Parents and students that attended the event learned the salsa, merengue, and bachata dances.
3. **"BINGO FOR BOOKS" ESSA Parent Party** in November provided Pride Academy parents and families an opportunity for family fun. Pride parents, scholars, and teachers played BINGO together and won books for a wide variety of age groups. In between each game, parents heard short presentations about how to encourage and improve literacy skills for their children.
4. **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 Boys African Drumming Group. Our keynote speaker was Cheryl Willis-Hudson, author and vice president and editorial director of *Just Us Books*, an independent publisher of black-interest books for children and young adults.
5. **"Cultivating a Healthy Mindset"** was a parent workshop and Wellness Committee event that took place in January. This parent workshop was led by Ms. Tamasia Johnson who is the owner of Cuvylista Fitness. She led parents in a workshop focused on helping attendees to deepen their understanding of the role their mindset plays, break down their limiting beliefs regarding living a healthy lifestyle, and set their mindset up for long term success.
6. **Football with the Fellas** was an Ubuntu School Safety Committee event for male students, their fathers, grandfathers, guardians, uncles and other adult role models who discussed issues related to safe usage of social media. Members of the Essex County Prosecutors' Office were also present to share information with those present.
7. **Girls Night In** was the female counterpart to the "Football with the Fellas" Ubuntu School Safety Committee event. During the Girls Night In, female students, mothers, grandmothers and other important female role models were led in a discussion about healthy relationships and safe usage of social media.
8. **Black History Musical Celebration** was a community-wide celebration of our scholars and their musical talents. Students presented a variety of songs and dances that celebrated the rich musical contributions of African-Americans.
9. **"Learning and Living at Home" ESSA Parent Workshop** was our first online Zoom parent event. In the wake of the COVID-19 pandemic that required all New Jersey schools to move towards remote learning, Pride Academy Charter School provided an online workshop to support families with how to support their children through online learning. The workshop was provided at 10am, as well as at 6pm in order to be accessible to as many families as possible.
10. **"Me Time" Parent Party** was a result of our first Zoom meeting after the COVID-19 quarantine. During that meeting, we heard from a lot of parents about the challenges and stressors they were facing during the COVID-19 lockdown and school closure period. This led us to develop a workshop to provide parents and families with important self-care strategies to apply to their own lives as well as practice with their children.

#### E. Major Activities/Events conducted by Parents/Guardians during 2019-2020

1. **Chipotle fundraiser** where the Parent Council worked towards raising funds for the Parent Council Scholarship by encouraging family and friends to purchase meals from Chipotle on our assigned day. They raised \$145.
2. **Designer Bag Bingo** was a major fundraiser planned by the Parent Council, as part of their plan to build a playground for the children of Pride Academy Charter School. After several meetings and hours of planning marketing, ticket sales, refreshment sales and more, the event was scheduled to take place on Saturday, April 23<sup>rd</sup>. Unfortunately, the event had to be cancelled after the state-mandated quarantine came into effect.

**F. Community Involvement**

<b>Community Involvement with Education Institutions and Community Institutions(Table 10)</b>		
<b>Partnering organization</b>	<b>Description of the partnership</b>	<b>Level of involvement: # students or/and staff involved, approx. # hours per month, resources involved</b>
<b>Educational Institutions</b>		
New Jersey City University	The NJCU Center for the Arts was working with Pride Academy Charter School in order to provide free access and transportation to their performances. The Pride Academy Vice Principal was working with the program director to secure the funding and resources to have Pride scholars attend one of their performances in the Spring. Unfortunately, the COVID-19 pandemic that cancelled all live performances and large assemblies of people ended the plans before they came to fruition.	N/A
<b>Community Institutions</b>		
Dreamality, Inc.	This non-profit provides musical programs to public schools. They created a choir that was able to perform for our school community as part of our Kwanzaa Celebration and Black History Musical Celebration.	There were 24 students who participated in the choir. They attended 1.5 hour practices twice a week for a total of 24 weeks. Dreamality was able to identify funding to support this opportunity. We used \$3,000 from fundraisers to pay for the balance of their services.
St. John the Divine Food Shelter - Newark, NJ	The 8 <sup>th</sup> 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.	All members of the community were invited to make donations of warm clothing items. All 72 members of the 8 <sup>th</sup> 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>Isaiah House Shelter</p>	<p>During Philanthropy Day in December, 7<sup>th</sup> graders made “Movie Night Treat Bags” for the residents of Isaiah House to enjoy during their next Family Movie Night. Each bag included a Movie Trivia Sheet and answer key created by each student along with popcorn and candy that was acquired through donations.</p>	<p>We had approximately 72 seventh grade students and 6 staff members participate in both activities. Pride Academy provided some of the materials necessary for this service learning project. The candy was donated by the “Just Born” company and the popcorn was donated by Karson Foods. 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 5<sup>th</sup> graders.</p>	<p>We had approximately 72 students in the 5<sup>th</sup> grade and 5 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>The Gase Family Foundation and the New York Jets Football Organization.</p>	<p>Pride Academy Charter School was selected to be one of two schools selected by the NY Jets and The Gase Family Foundation to participate in three parent workshops entitled “Mindset of Possibilities” that focused on the impact of having a positive mindset on individuals and families.</p>	<p>We had approximately 30 Pride Academy families and 14 staff members participate in the workshops. The meetings took place once a month for three months. Each meeting took approximately three hours and involved a family meal with discussion questions, workshop presentations, and breakout group questions. The cost of meals and workshop materials was provided by the Gase Family Foundation and the NY Jets. Additionally, twelve staff members were provided with a \$500 stipend to participate and help facilitate discussions during the breakout group sessions. Staff members also received free tickets and on-field passes to a NY Jets football game.</p>

**G. Describe how the educational and community partnerships established furthers the school’s mission and goals.**

At the very heart of Pride Academy’s mission is the sincere desire to develop “positive leaders” dedicated to “active service” and empowering them “to shape their futures and the world.” The following statements describe how the educational and community partnerships in three practical applications:

- Our community partnerships with local non-profit organizations such as the Isaiah House Emergency Shelter and St. John the Divine Soup Kitchen have connected our scholars to community leaders serving the needs of people in our

- community. The service work which Pride scholars participated in gave our young men and women the opportunity to actively serve those in need.
- Musically talented scholars had the empowering experience of performing as part of the Dreamality Choir in school-wide events, such as Kwanzaa and the Black History Musical Celebration that honored their history and culture. \
  - The NY Jets and The Gase Family Foundation's focus on "positive mindset" aligns directly with our goals of building "positive leaders" who are resilient and who can positively address the issues and challenges they will face and individuals, as well as leaders in their businesses, organizations, and communities.

## Board Governance

### 3.1. Board Capacity

<b>A. Board Governance (Table 11)</b>	
# 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 <b>Appendix B</b> )	7/7/2020
Date of School Leader Evaluation (include a copy of the school leader evaluation tool as an <b>Appendix C</b> )	6/15/2020
<b>B. By-Law Amendments</b>	
List of amendments to the bylaws of the board of trustees adopted during the 2017-18 school year.	There were no amendments to the bylaws during the 2019-2020 school year.
<b>C. Critical Policies adopted/readopted 2019-2020</b>	
List the Critical Policies adopted by the Board during the 2019-2020 school year.	6140 Curriculum Adoption 6161.1 Evaluation and Selection of Instructional Materials 5141 Health 5113 Attendance, Absences and Excuses 4111.2, 4211.2 Domestic Violence 5134 Married, Pregnant, Lactating Pupils 4111.1, 4211.1 Nondiscrimination, Affirmative Action
<b>D. Board Self-evaluation Strengths</b>	
<ol style="list-style-type: none"> <li>1. Board members demonstrate a sincere commitment to support Pride Academy community. We are fair. We listen, and we try to ensure that community values and educational aspirations are reflected at the board level.</li> <li>2. Board meetings are well organized, efficient and purposeful. The board also demonstrates a respect for each other and for all members of the school community.</li> <li>3. The relationship between the board and the school leadership team is strong. The leadership team has the board's full trust and support. In turn, the leadership team keeps the board informed on all relevant school matters.</li> <li>4. The school leadership team, with the support of the Board, develops clear measurable goals that are aligned with the school's mission.</li> </ol>	
<b>E. Board Self-evaluation Challenges</b>	
<ol style="list-style-type: none"> <li>1. We rarely have members of the general public attend board meetings in person. Students and faculty present to the board, but we rarely have parents come to meetings. We advertise appropriately but don't get much in the way of attendance.</li> <li>2. The board does not have an updated electronic version of its policy manual.</li> <li>3. The board needs to add new members. We currently have six (6) with one soon to retire from board service.</li> </ol>	

**3.2. Board Compliance**

<b>A. Board of Trustee Information (Table 12)</b>						
<b>Name</b>	<b>Effective Start Date</b> (when individual started on board)	<b>Current Term Expiration Date</b>	<b>Officer Role</b> (e.g. President, Vice President, Secretary, Treasurer)	<b>Email Address</b>	<b>Date of criminal background check</b>	<b>Date of all NJSBA training</b>
Robert Mitchell	04/01/2008	03/31/2020	President	Rmitch71@gmail.com	10/19/2011	01/12/2017
Michael Moore	12/08/2009	12/08/2021	Vice – President	Mikemoore511@hotmail.com	10/31/2011	07/10/2017
Alison Morgan-Black	09/25/2012	09/25/2020	Member	Dr.apmorgan@yahoo.com	12/27/2012	09/25/2016
Yanett Bagce	12/18/2010	12/18/2022	Member	yanettsalazar@gmail.com	10/18/2011	02/11/2014
Deirdre Taylor	02/11/2015	02/11/2023	Member	taylord@evh.org	7/28/2015	09/08/2017
Jacqueline Spence	10/19/2016	10/19/2024	Member	Meljefflin40@aol.com	12/22/2016	N/A
<b>B. Link to Board Meeting Minutes</b>						
<a href="http://prideacs.org/board-of-trustees/">http://prideacs.org/board-of-trustees/</a>						
<b>C. Month and Year of Latest Board Meeting Minutes Posted on School’s Website</b>						
Board Meeting Minutes for May 20 <sup>th</sup> , 2020						
<b>D. Board Policy for Establishment of the Grievance Committee</b>						
Please See Appendix D						

## Access and Equity

### 1.1. Access and Equity

<b>A. School Year 2019-2020 Application Process Timeline (Table 13)</b>	
Date the application for school year 2019-2020 was made available to interested parties	08/23/2019
Date the application for school year 2019-2020 was due back to the school from parents/guardians	01/13/2020
Date and location of the lottery for seats in school year 2019-2020	01/14/2020 The lottery took place in the Common Room at Pride Academy Charter School located at 117 Elmwood Ave, East Orange, NJ.
<b>B. URL to the school's application.</b>	
<a href="http://prideacs.org/applying-for-the-lottery/">http://prideacs.org/applying-for-the-lottery/</a>	
<b>C. Venues for access to the 2019-20 and 2020-2021 Application</b>	
The application was made available during a Recruitment Presentation at East Orange Community Charter School; as a download PDF document from the school website ( <a href="http://www.prideacs.org">http://www.prideacs.org</a> ); and at the Main Office of Pride Academy Charter School	
<b>D. Languages in which the application is available</b>	
English and Spanish	
<b>E. Advertising methods of the 2019-20 and 2020-2021 Application's availability prior to the enrollment lottery</b>	
Recruitment Presentation at East Orange Community Charter School; announcements on the school website ( <a href="http://www.prideacs.org">http://www.prideacs.org</a> ); 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	

<b>F. Student Enrollment and Attrition (Table 14)</b>			
Grade	Total # of student withdrawals (for any reason) during the year	Total # of students enrolled after the initial start of the year 2019-2020	Number of students retained in 2019-2020 for the 2020-2021 school year
Grade 5	2	3	0
Grade 6	3	5	0
Grade 7	0	2	0
Grade 8	2	1	0
<b>G. Suspension and Expulsion Policies</b>			
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. School Site Facility Information

<b>A. School Site Facility Information</b>	
Site name	Pride Academy Charter School
Facility lease information	Please see below
Landlord name	Shining School's Inc.
Lease commencement date	April 19 <sup>th</sup> , 2011
Lease termination date	N/A
2020-2021 annual lease cost	\$456,000
Facility mortgage/bond information	N/A
Purchase date	N/A
Mortgage lender/Bond Issuer(s)	N/A
Outstanding loan amount as of July 1, 2020	N/A
Latest date of appraisal	N/A
Appraised value of property	N/A

<b>B. School Site Facility Information Lease Summary</b>	
Total number of leased facilities	2
Total annual cost of all leases	\$478,278
Total lease amount budgeted for 2020-2021	\$480,000

<b>C. School Site Facility Information Lease Summary</b>	
Total number of mortgaged facilities	N/A
Total mortgage/bond amount	N/A
Mortgage principal budgeted for 2020-2021	N/A
Mortgage payment interest budgeted for 2020-2021	N/A

<b>D. Affirmation of Health and Safety Standards Compliance</b>	
Please see Appendix A.	

## 5.2. 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 eight 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

### 1 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 Homeroom. See page 2 of the annual report template for submission details.

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

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

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

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

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

*Facility; Location.* The School shall take such actions as are necessary to ensure that the Facility Agreement, licenses and certificates are valid and in force at all times that the Charter is in effect. Pursuant to N.J.A.C. 6A:11-2.2, actions shall include at a minimum: a new lease, mortgage or title to its facility (if the charter school has changed facilities); a



valid certificate of occupancy for "E" (education) use issued by the local municipal enforcing official at N.J.A.C. 5:32-2 (if the charter school has changed facilities); an annual sanitary inspection report with satisfactory rating; and an annual fire inspection certificate with "Ae" (education) code life hazard use at N.J.A.C. 5:70-4. Current copies of requisite documents shall be maintained in the document repository identified by the Department.

Signature of School Official (School Lead):

Date: 6/26/2020

Print Full Name: Fiona Thomas

Title: Principal

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

Date: 6/26/2020

Print Full Name: Robert L. Mitchell II

Title: President, Board of Trustees

## Appendix B. Board Self Evaluation Tool

Pride School Board Self-Evaluation

[https://docs.google.com/forms/d/1a9YQbXLhswv8Y2n\\_kqa-6sAvm6CJ...](https://docs.google.com/forms/d/1a9YQbXLhswv8Y2n_kqa-6sAvm6CJ...)

### Pride School Board Self-Evaluation

This self-evaluation of the board as a whole will help the board to set goals for the future.

1. **Email address \***

\_\_\_\_\_

2. **Board members understand their legal and ethical responsibilities (duty of care/loyalty, conflict of interest).**

*Mark only one oval.*

- Definitely yes!
- At some level
- Needs Improvement
- Not well

3. **New board members are oriented and fully briefed prior to being seated.**

*Mark only one oval.*

- Definitely yes!
- At some level
- Needs Improvement
- Not well

4. **Meetings are well planned with clear agendas focused on appropriate policy actions and items.**

*Mark only one oval.*

- Definitely yes!
- At some level
- Needs Improvement
- Not well

5. **The board president is a strong, capable meeting facilitator.**

*Mark only one oval.*

- Definitely yes!
- At some level
- Needs Improvement
- Not well

Pride School Board Self-Evaluation

[https://docs.google.com/forms/d/1a9YQbXLhswv8Y2n\\_kqa-6sAvm6CJ...](https://docs.google.com/forms/d/1a9YQbXLhswv8Y2n_kqa-6sAvm6CJ...)**6. Board meetings are well attended, with near full turnout at each meeting.***Mark only one oval.*

- Definitely yes!  
 At some level  
 Needs Improvement  
 Not well

**7. Board members receive meeting agendas and supporting materials in time for adequate advance review***Mark only one oval.*

- Definitely yes!  
 At some level  
 Needs Improvement  
 Not well

**8. Each board meeting includes opportunity for learning about the organization's activities.***Mark only one oval.*

- Definitely yes!  
 At some level  
 Needs Improvement  
 Not well

**9. Statements of the organization's mission are well understood and supported by the board.***Mark only one oval.*

- Definitely yes!  
 At some level  
 Needs Improvement  
 Not well

**10. Board meetings are frequent enough to ensure effective governance.***Mark only one oval.*

- Definitely yes!  
 At some level  
 Needs Improvement  
 Not well

**Individual Self-Evaluation**

This section requires board members to evaluate their personal performance and contribution to the board on a scale of 1=Low to 5=High.

Pride School Board Self-Evaluation

[https://docs.google.com/forms/d/1a9YQbXLhswv8Y2n\\_kqa-6sAvm6CJ...](https://docs.google.com/forms/d/1a9YQbXLhswv8Y2n_kqa-6sAvm6CJ...)

**11. Attendance at board meetings**

*Mark only one oval.*

- 1
- 2
- 3
- 4
- 5

**12. Preparing for meetings by reading agendas, minutes, other supporting documents prior to meetings**

*Mark only one oval.*

- 1
- 2
- 3
- 4
- 5

**13. Promoting the school's name and success**

*Mark only one oval.*

- 1
- 2
- 3
- 4
- 5

**14. Promoting school events**

*Mark only one oval.*

- 1
- 2
- 3
- 4
- 5

**15. Supporting fundraising Efforts**

*Mark only one oval.*

- 1
- 2
- 3
- 4
- 5

Pride School Board Self-Evaluation

[https://docs.google.com/forms/d/1a9YQbXLhswv8Y2n\\_kqa-6sAvm6CJ...](https://docs.google.com/forms/d/1a9YQbXLhswv8Y2n_kqa-6sAvm6CJ...)

### Your Input

Please provide short answers to the following questions.

**16. How would you like to contribute to or increase your involvement in Pride Academy?**

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**17. How would you like Pride Academy to invest in and facilitate your personal development as a board member?**

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**18. What changes would you suggest, as a board member, in the operation and involvement of the board?**

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Send me a copy of my responses.

---

Powered by  
 Google Forms

# Appendix C. School Leader Evaluation Tool

## Principal Survey 2019-2020

Directions: Please respond to each statement fairly to help the principal improve her performance. If an area is marked with a PE or IN, please provide a written explanation. Mrs. Thomas will relay the results and share them with her immediate supervisor, the Board of Trustees.

Key: HE- Highly Effective; E- Effective; PE- Partially Effective; IN- Ineffective; N- No basis for judgement

1. \_\_\_\_\_  
Example: January 7, 2019

2. Survey Respondent is:

- Teacher/Instructional Staff
- Support Staff

3. 1. The principal is interested in building a quality school which provides quality education.

Check all that apply:

- HE
- E
- PE
- IN
- N

4. Feedback: \_\_\_\_\_

10. Feedback: \_\_\_\_\_

11. 6. The principal carries out the evaluation program as it is outlined.

Check all that apply:

- HE
- E
- PE
- IN
- N

12. Feedback: \_\_\_\_\_

13. 4. The principal uses judgement, creativity, and logical thinking in solving problems.

Check all that apply:

- HE
- E
- PE
- IN
- N

14. Feedback: \_\_\_\_\_

EG00026

Principal Survey 2019-2020

5. 2. The principal maintains open lines of communication with employees.

Check all that apply:

- HE
- E
- PE
- IN
- N

6. Feedback: \_\_\_\_\_

7. 3. The principal visits my classroom or work space.

Check all that apply:

- HE
- E
- PE
- IN
- N

8. Feedback: \_\_\_\_\_

15. 7. The principal initiates change for the good of students and for the running of the school.

Check all that apply:

- HE
- E
- PE
- IN
- N

16. Feedback: \_\_\_\_\_

17. 8. The principal balances curricular and co-curricular assignments/duties.

Check all that apply:

- HE
- E
- PE
- IN
- N

18. Feedback: \_\_\_\_\_

19. 9. The principal procures needed materials and equipment.

Check all that apply:

- HE
- E
- PE
- IN
- N

20. Feedback:

\_\_\_\_\_

21. 10. The principal supports teachers in conferences with students and/or parents to the extent circumstances permit.

Check all that apply:

- HE
- E
- PE
- IN
- N

22. Feedback:

\_\_\_\_\_

27. 18. The principal provides staff with opportunities for feedback and participation in decision making and program improvements.

Check all that apply:

- HE
- E
- PE
- IN
- N

28. Feedback:

\_\_\_\_\_

29. 14. The principal keeps paperwork to a minimum.

Check all that apply:

- HE
- E
- PE
- IN
- N

30. Feedback:

\_\_\_\_\_

23. 11. The principal keeps class interruptions to a minimum.

Check all that apply:

- HE
- E
- PE
- IN
- N

24. Feedback:

\_\_\_\_\_

25. 12. The principal assists in the supervision of students in the halls and cafeterias.

Check all that apply:

- HE
- E
- PE
- IN
- N

26. Feedback:

\_\_\_\_\_

31. 16. The principal gives leadership in the improvement of instruction.

Check all that apply:

- HE
- E
- PE
- IN
- N

32. Feedback:

\_\_\_\_\_

33. 16. The principal keeps current on educational research and trends.

Check all that apply:

- HE
- E
- PE
- IN
- N

34. Feedback:

\_\_\_\_\_

35. 17. The principal gives constructive criticism to teachers in private.

Check all that apply:

- HE
- E
- PE
- IN
- N

37. 18. The principal take steps to build desirable morale level among teachers.

Check all that apply:

- HE
- E
- PE
- IN
- N

38. Feedback:

---

39. 19. The principal listens to the views of parents and other citizens and implements their recommendations when feasible.

Check all that apply:

- HE
- E
- PE
- IN
- N

40. Feedback:

41. 20. The principal shows respect to teachers and staff.

Check all that apply:

- HE
- E
- PE
- IN
- N

42. Feedback:

---

43. Comments:

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## Appendix D. Board Policy for Grievance Committee Procedures



PRIDE ACADEMY  
CHARTER SCHOOL

1107 Westwood Ave., East Orange, NJ 07018

Phone: 973-276-2000 Fax: 973-276-2001  
Website: www.prideschool.org

### HANDLING COMPLAINTS AND GRIEVANCES

Under Title IX, each school district must have a written, published grievance procedure for handling complaints alleging sex discrimination. Students, parents, and employees must be fully informed of the steps in the grievance process. It is strongly recommended that district grievance procedures allow for complaints on the basis of race, color, creed, religion, national origin, affiliation or sexual orientation, ancestry, marital status, as well as sex.

Title IX does not specify a particular structure for the grievance procedure; it does require that the procedure provide for the "prompt and equitable resolution of student and employee complaints." Therefore, all procedures must include reasonable timelines for the initiation and resolution of a grievance.

Any person who believes that he/she has been discriminated against may also file a complaint with the Office for Civil Rights or the Department of Education at the same time a grievance filed during or after the grievance process, or without using the school district process at all. A person may also file a grievance with the New Jersey Division for Civil Rights.

The Title IX regulation requires that the Affirmative Action Officer have primary responsibility for coordinating activities related to the investigation of discrimination complaints. Although Title IX does not spell out these activities, they should include the initiation, publication, investigation, and processing of the grievance. If the AAO is a teacher, an administrator could be designated to assist in the process. Although there is no law saying that the Superintendent should not be the Affirmative Action Officer, it is strongly recommended that he/she not accept this position due to a possible conflict of interests.

If necessary, the district must do the following:

- Have a procedure by which students and employees may file discrimination complaints;
- Publish these procedures;
- Provide its AAO or the administrator of grievance procedure activities;
- Maintain records documenting the process; and
- Implement corrective action when discrimination is identified.



12701 E. Harvard Ave., Fort Collins, CO 80525 Phone: 970.221.6200 Fax: 970.221.6201  
 Website: www.prideacademy.org

**GRIEVANCE PROCEDURE**

In keeping with federal antidiscrimination legislation, the Board of Trustees has adopted and hereby publishes the Grievance Procedure provided for the resolution of student, teacher, and parent complaints.

**PURPOSE:** To give the students, teachers, and parents a procedure by which they can seek remedy for alleged violations related to discrimination on the basis of race, color, creed, religion, affiliation or sexual orientation, sex, ancestry, national origin, or immigration status.

**DEFINITION:**

- Grievance** - A formal written complaint.
- Grievant** - Any student, teacher, or parent aggrieved by a discipline or resolution falling under the guidelines of federal state and local antidiscrimination laws and regulations as a grievant.
- Affiliate Action Officer** - The district employee designated to coordinate efforts with Antidiscrimination legislation and comply with the responsibility of investigating complaints.

**PROCEDURE:**

- Step #1 -** The grievant must present the complaint in writing first to the responsible person designated as the Affiliate Action Officer. (See Grievance Report - Form A.)
- Step #2 -** The Affiliate Action Officer has five working days to write to investigate and respond to the grievant. (Affiliate Action Officer is to use the complaint filed on Grievance Report - Form A.)
- Step #3 -** If not satisfied, the grievant may appeal within five working days to the School Resource Administrator or designee (see Affiliate Action Officer's) (See Appeal - Form B.)
- Step #4 -** Response by the School Resource Administrator or designee must be given within five working days. (SRA or designee is to use questionnaire for the Appeal - Form B.)
- Step #5 -** If the grievant is not satisfied at this level, an appeal may be made within five working days to the Board of Trustees which will hear the complaint at the next regular meeting or within thirty calendar days. (See Appeal - Form C.) Final

Board hearing shall be conducted so as to assure that parents to all parents are advised as to complaint needs as well as their right of hearing date, right to counsel, right to present witnesses, right to cross-examine and to present evidence statements. The discussion of the Board shall be by a majority of the members at a meeting, which shall be public.

Step #6 - The Pride Academy Charter School Board of Trustees shall respond to the grievant within thirty calendar days (Calendar days shall for an Appeal- From C)

Step #7 - If the grievant is not satisfied with the decision, the grievant can have it referred to the County Superintendent of Schools.

Step #8 - The grievant maintains the right to lay-appeal the grievance procedure and subsequent complaint directly to any or all of the following agencies:

1. The Commissioner of Education  
 Bureau of Civil Liberties and Disabilities  
 New Jersey Department of Education  
 PO Box 300  
 Trenton, New Jersey 08646  
 Phone: (609)292-4700
2. Equal Employment Opportunity  
 Commissioner Newark District Office  
 1 Newark Center, 3rd Floor  
 Newark, New Jersey 07102  
 Phone: 908-609-4000 or 908-609-4000
3. U.S. Office for Civil Rights  
 U.S. Department of Education  
 33 Old Slip, 3rd Floor  
 New York, NY 10005-2500  
 Phone: 646-426-3900 or TDD: 646-426-4100  
 Email: [OCR@NewYork.gov](mailto:OCR@NewYork.gov)
4. New Jersey Division on Civil Rights  
 140 East Palmetto Street, 6th Floor  
 PO Box 690  
 Trenton, NJ 08646-0090  
 Phone: 609-292-4600 or TDD: 609-292-4700

## **Appendix E. Admissions Applications (all Languages)**

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

## Appendix F. Board Resolution Approving the Teacher and Leader Evaluation System

### Pride Academy Charter School Resolution

Date: June-24-20

Resolution 17

BE IT RESOLVED that the Board of Trustees for Pride Academy Charter School approve the Board Resolution approving the Stronge Teacher and Leader Evaluation System 2020-2021 School Year.

Motioned Ms. Taylor Seconded Dr. Black

#### RECORD OF BOARD VOTE

X indicates Vote

ABS- Abstain

NP-Not Present

Board Member	Yes	No	NP	ABS	Board Member	Yes	No	NP	ABS
Michell	<input checked="" type="checkbox"/>				Moore				<input checked="" type="checkbox"/>
Bagco				<input checked="" type="checkbox"/>	Morgan-Black	<input checked="" type="checkbox"/>			
Spence				<input checked="" type="checkbox"/>	Taylor	<input checked="" type="checkbox"/>			



Board President



Board Secretary

I hereby certify that the foregoing is the true copy of the resolution duly adopted by the Board of Trustees on:

Date June-24-20

\_\_\_\_\_  
Board Vice President  
(in absence of Board President)

\_\_\_\_\_  
Board Treasurer  
(in absence of Board Secretary)

## Appendix G. 2019-2020 and 2020-2021 School Calendars

Pride Academy Charter School 2019-2020									
August (10 teacher, 0 student)					November (10 teacher, 10 student)				
M	T	W	TH	F	M	T	W	TH	F
		31	1	2					1
9	8	7	6	5	11	10	9	8	7
13	12	11	10	9 New Staff Orientation	15	14	13	12	11
16 Staff Orientation	15 Staff Orientation	14 Staff Orientation	13 Staff Orientation	12 Staff Orientation	18	17	16	15	14
20 Staff Orientation	19 Staff Orientation	18 Staff Orientation	17 Staff Orientation	16 Staff Orientation	21	20 End of 1 <sup>st</sup> Trimester	19 No Day - Thanksgiving Break	18 Thanksgiving Break	17 Thanksgiving Break
September (20 teacher, 20 student)					December (10 teacher, 10 student)				
M	T	W	TH	F	M	T	W	TH	F
3 No School Labor Day	2 First Day of School	1			1 No School No-Open				
8	7	6 Back to School Night 5:00 PM	5	4	8	7	6	5 Last Trimester Night of Grad Conference Night	4 No Day Prof. Dev
15	14	13	12	11	11	10	9	8	7 Middle/High/HS 1st Day Winter Break
22	21	20 Night School Night 5:00 PM	19	18	23	22	21 Winter Break	20 Winter Break	19 Winter Break
29	28				26	25	24 Winter Break	23 Winter Break	22 Winter Break
October (22 teacher, 22 student)					January (21 teacher, 21 student)				
M	T	W	TH	F	M	T	W	TH	F
	1 Respect Week	2 Respect Week	3 Respect Week	4 No Day Staff/Student Work			1 Winter Break	2 No Day No-Open	3
7	6	5	4 1 <sup>st</sup> Trimester Program Night of Night	3	9	8	7	6	5
14 State of Israel Observance Day	13	12	11	10 No Day Prof. Dev	12	11	10	9	8
21	20	19	18	17	19	18 School Closure 2 <sup>nd</sup> Trip Day	17 2 <sup>nd</sup> Trimester Program Night	16	15
28	27	26	25	24	26	25	24	23	22

Pride Academy Charter School 2019-2020

February (19 teacher, 18 student)					May (20 teacher, 20 student)				
M	T	W	TH	F	M	T	W	TH	F
1	2	3	4	5					1
6	7	8	9	10	1	2	3	4	5
11	12	13	14	15	6	7	8	9	10
16	17	18	19	20	11	12	13	14	15
21	22	23	24	25	16	17	18	19	20
26	27	28	29	30	21	22	23	24	25
31					26	27	28	29	30
March (22 teacher, 22 student)					June (14 teacher, 13 student)				
M	T	W	TH	F	M	T	W	TH	F
1	2	3	4	5	1	2	3	4	5
6	7	8	9	10	6	7	8	9	10
11	12	13	14	15	11	12	13	14	15
16	17	18	19	20	16	17	18	19	20
21	22	23	24	25	21	22	23	24	25
26	27	28	29	30	26	27	28	29	30
31					31				
April (17 teacher, 17 student)					<p><b>Total Days in Session:</b>                      Students - 188 (includes 3 snow days)                      Teachers - 198 (includes 3 snow days)                      3 extra snow days are needed: June 18- June 20<sup>th</sup> will be added.</p> <p><b>Marking Period Lengths:</b>                      1<sup>st</sup> Trimester - 61 days                      2<sup>nd</sup> Trimester - 60 days                      3<sup>rd</sup> Trimester - 56 days                      Spirit week + Graduation: 8 days</p>				
M	T	W	TH	F					
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									

Pride Academy Charter School 2020-2021 (Subject to COVID-19 Related Changes)

August (10 teachers, 10 students)						November (19 teachers, 18 students)					
M	T	W	TH	F		M	T	W	TH	F	
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	1	2	3	4	5
Staff Observation	Staff Observation	Staff Observation	Staff Observation	Staff Observation	Staff Observation	Staff Observation		2 <sup>nd</sup> Friday Thursdays	Thanksgiving Break	Thanksgiving Break	
Staff Observation						School No Open					
September (21 teachers, 17 students)						December (17 teachers, 17 students)					
M	T	W	TH	F		M	T	W	TH	F	
1	2	3	4	5	6	7	8	9	10	11	12
13	14	15	16	17	18	19	20	21	22	23	24
26	27	28	29	30	31	1	2	3	4	5	6
No School, Labor Day	2 <sup>nd</sup> DAY OF SCHOOL								1 <sup>st</sup> Friday Regional Coord Conference Night	Half Day Pre-Test	
		Back to School Night 8:30PM									
									Follow-up Day / Half Day	Winter Break	Winter Break
Regional Week Whole School 12:1	Regional Week Whole School 12:1	Regional Week Whole School 12:1 High School Night 8:00PM				Winter Break	Winter Break	Winter Break	Winter Break	Winter Break	Winter Break
October (21 teachers, 21 students)						January (13 teachers, 18 students)					
M	T	W	TH	F		M	T	W	TH	F	
1	2	3	4	5	6	7	8	9	10	11	12
13	14	15	16	17	18	19	20	21	22	23	24
26	27	28	29	30	31	1	2	3	4	5	6
			Regional Week Whole School 12:1	Half Day Pre-Test							
			1 <sup>st</sup> Thursday Regional Night	Half Day Priority Web Work		School No Open					
School Closed Columbus Day						Whole School 12:1	Whole School 12:1	Whole School 12:1	Whole School 12:1	Half Day Pre-Test	
						School Closed ML King Day			2 <sup>nd</sup> Thursday Regional Night		



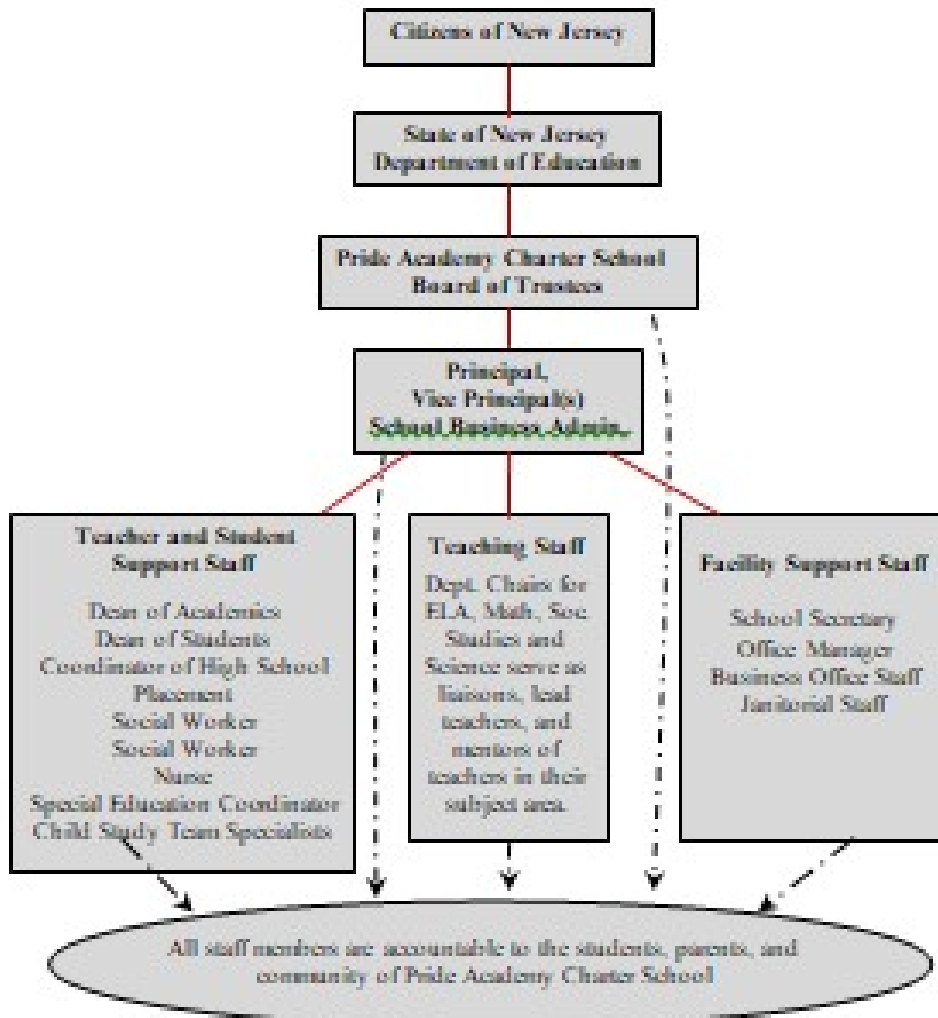
**Pride Academy Charter School 2020-2021 (Subject to COVID-19 Related Changes)**

February (20 teacher, 19 student)						May (20 teacher, 20 student)					
M	T	W	TH	F	S	M	T	W	TH	F	S
1	2	3	4	5	6	1	2	3	4	5	6
7	8	9	10	11	12	7	8	9	10	11	12
13	14	15	16	17	18	13	14	15	16	17	18
19	20	21	22	23	24	19	20	21	22	23	24
25	26	27	28	29	30	25	26	27	28	29	30
31						31					
March (23 teacher, 23 student)						June (18 teacher, 17 student)					
M	T	W	TH	F	S	M	T	W	TH	F	S
1	2	3	4	5	6	1	2	3	4	5	6
7	8	9	10	11	12	7	8	9	10	11	12
13	14	15	16	17	18	13	14	15	16	17	18
19	20	21	22	23	24	19	20	21	22	23	24
25	26	27	28	29	30	25	26	27	28	29	30
31						31					
April (18 teacher, 18 student)						<p><b>Total Days in Season:</b>                      Students - 188 (includes 3 snow days)                      Teachers - 198 (includes 3 snow days)                      If extra snow days are needed: June 24<sup>th</sup> - June 25<sup>th</sup> will be added.</p> <p><b>Marking Period Length:</b>                      1<sup>st</sup> Trimester - 56 days                      2<sup>nd</sup> Trimester - 61 days                      3<sup>rd</sup> Trimester - 63 days                      Spirit week + Graduation: 8 days</p>					
M	T	W	TH	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						

## Appendix H. Organizational Chart



Organizational Chart 2019-2020



## Appendix I. Promotion Retention Policy

<p><b>Pride Academy Charter School</b>  <b>East Orange, New Jersey</b></p> <p><b>Policy</b></p>	<p><b>FILE CODE: 6146.2</b></p> <table border="0"> <tr> <td style="border-bottom: 1px solid black; width: 20px;"></td> <td>Monitored</td> </tr> <tr> <td style="border-bottom: 1px solid black; text-align: center;">X</td> <td>Mandated</td> </tr> <tr> <td style="border-bottom: 1px solid black; text-align: center;">X</td> <td>Other Reasons</td> </tr> </table>		Monitored	X	Mandated	X	Other Reasons
	Monitored						
X	Mandated						
X	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 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

<p><b>Legal References:</b> <u>N.J.S.A.</u> 18A:4-24  <u>N.J.S.A.</u> 18A:7C-2  <u>N.J.S.A.</u> 18A:35-4.9    <u>N.J.A.C.</u> 6A:8-4.1  <u>N.J.A.C.</u> 6A:8-4.2</p>	<p>Determining efficiency of schools; report to state board                  Boards of education; establishment of standards                  Student promotion and remediation; policies and procedures                  Statewide assessment system                  Documentation of student achievement</p>
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File Code: 6146.2

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 J. Graduation Policy



### Promotion-Graduation Policy and Standards 2019-2020

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.

#### 3th -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 areas 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 on a date to be determined in July 2019.

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 may be recommended for retention.

Pride Academy Charter School complies with New Jersey Statutes that require students to attend school regularly. Excessive unexcused absences 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 8<sup>th</sup> 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 areas 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 8<sup>th</sup> 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 on a date to be determined in July 2019.

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 may be recommended for retention and will not be eligible to participate in the graduation ceremony and 8<sup>th</sup> 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 absences 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 encourage all families to support us with reinforcing these guidelines and communicating how important it is for your children to come to school on time every day, complete homework, and be prepared to learn. Education is the key to success and opportunities for continued success and personal agency in high school, college, and the work-place.