



PRIDE ACADEMY CHARTER SCHOOL

Annual Report 2018-2019

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 1st 2019**

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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 2019-20	5 th , 6 th , 7 th & 8 th Grade
Enrollment Count (as of June 30 th , 2019)	287
Projected Enrollment in 2019-2020	288
Current Waiting List for 2019-2020	244
Website Address	www.prideacs.org
Name of Board President	Robert L. Mitchell II
Board President email	Rmitch71@gmail.com
Board President phone number	973-672-3200
Name of School Leader	Fiona Thomas
School Leader email address	ftthomas@prideacs.org
School Leader email & phone number	973-672-3200 ext.201
Name of SBA	Jnanendra Ray
SBA email address	jray@prideacs.org
SBA phone number	973-672-3200 ext. 215

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 2018-19	5,6,7,8
Grade Level(s) to Be Served in 2019-20	5,6,7,8
Site Street Address 1	117 Elmwood Ave
Site City	East Orange
Site Zip	07018
Site Phone Number	973-672-3200
Site Lead or Primary Contact's Name	Fiona Thomas
Site Lead's Email Address	ftthomas@prideacs.org

Education Program and Capacity

1.1. Mission and Key Design Elements

A-B: Mission Statement and Core Beliefs

Our School Mission Statement is:

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

Our Core Beliefs are:

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

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

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

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

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

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

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

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

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

- 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.

Every year, our 5th grade students' assigned focus “Big Idea” topic is Health. This year's 5th graders decided to plan and host an Art Show and Snack Sale to raise money for *The Valerie Fund*, an organization that provided support for one of our scholars and his family as he was undergoing cancer treatment. The 5th graders raised \$207 for the cause. The 6th grade's focus topic is Poverty, and students decided to focus their efforts on supporting *Isaiah House*, which is a shelter in East Orange supporting families in crisis. Pride Academy has had a long-standing relationship with *Isaiah House* and has completed many service projects in support of their organization in the past. As *Isaiah House* was celebrating its 30th Anniversary this year, the committee decided to hold a food drive of items for their Food Pantry to present as an anniversary gift. The students challenged each of our homeroom teams to raise 30 or more items. In total, the Project Pride Committee was able to present *Isaiah House* with over 30 gift boxes of non-perishable food items totaling well over 500 items. The 7th grade's focus topic is Violence and our 7th graders researched the issue of school shootings and other mass shootings. After learning that such acts of violence are typically committed by individuals who are experiencing mental health issues related to grieving a loss through death or separation, they decided to address the root cause of violence by installing a “Kindness Rocks” display in our local public park. Committee members painted rocks and stones inscribed with positive messages, such as “Believe” and “Don't Give Up” which were displayed in a specially designed area set up in nearby Elmwood Park for people in the community to take and feel inspired and strengthened. Regrettably, the 8th grade was not able to plan and present a service project this year.

In years past, our goal has simply been to have each grade level implement a topic-focused service project while actively learning and applying the PACS Learning Cycle in addressing a social justice issue. In the past two years, we decided that because the committees implementing these projects typically comprised only 15% of each grade, we needed to also include some type of presentation piece to the project, which would then provide Project Pride Committee members with the opportunity to share and teach the PACS Learning Cycle with other students and audience members. Unfortunately, we have struggled to meet this goal over the past two years due to the schedule priorities of State Testing, and tutoring and intervention programming in Period 9 school wide presentation times during the months of May and June. The proper instruction and application of all four elements of the PACS Learning Cycle through the planning and implementation of a service project involves a significant amount of time, which becomes even more challenging to complete when it's not part of a regularly scheduled academic

class. Committees meet during lunch and recess or after school when necessary. Completing four projects this way was already challenging, but the addition of having each of the four committees also prepare a presentation for the school has not yet been a goal that has been achieved successfully for all grades.

The 6th Grade Project Pride Committee was the only group to successfully meet this goal this year. The committee led a presentation that went over the goals of Project Pride and also carefully explained how each component of the PACS Learning Cycle was applied. As they presented each component, they provided definitions, examples, and descriptions of how the committee applied questioning, seeking, understanding, and responding.

For the coming year, we plan to implement a year-long Task Force Committee that will involve teachers, parents, and students in sharing thoughts and ideas related to the PACS Learning Cycle and how it can best be presented, taught, and applied at Pride Academy Charter School.

Mission Specific Goal Format (Table 3)			
Mission-Specific Goal	By the end of each school year, students in all 4 grade levels including special needs and LEP students, will be involved in applying, presenting or learning about the use of the four steps of the PACS Learning Cycle (<i>questioning, seeking, understanding, and responding</i>) in the design and implementation of a project-based service learning event based on grade level assigned service project topics.		
Measure/Metric	Count of service learning events/projects that students design and implement utilizing the 4 target skills/habits of the PACS Learning Cycle.		
Target	By the end of the each school year, students at Pride will be exposed to the application of the PACS Learning Cycle in designing and executing at least 4 school-wide events based on grade level service learning and social justice topics.		
Outcome	Grade	2018-2019 Baseline	TARGET for 2019-20
	Grade 8	-0 service event completed -PACS Learning Cycle was not applied -Presentation Not Conducted	-1 service event completed -PACS Learning Cycle applied -Committee members will provide feedback and input to the PACS Learning Cycle Task Force Committee
	Grade 7	-1 service event completed -PACS Learning Cycle was applied -Presentation Not Conducted	-1 service event completed -PACS Learning Cycle applied -Committee members will provide feedback and input to the PACS Learning Cycle Task Force Committee
	Grade 6	-1 service event completed -PACS Learning Cycle was applied	-1 service event completed -PACS Learning Cycle applied

		-Presentation Conducted -Presentation to school included the application of the PACS Learning Cycle in development and implementation of service project	-Committee members will provide feedback and input to the PACS Learning Cycle Task Force Committee
	Grade 5	-1 service event completed -PACS Learning Cycle was not applied -Presentation Not Conducted -Presentation to school did not include the application of the PACS Learning Cycle in development and implementation of service project	-1 service event completed -PACS Learning Cycle applied -Committee members will provide feedback and input to the PACS Learning Cycle Task Force Committee

1.2. Curriculum

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

In an effort to continuously respond to the needs of our time and students, Pride Academy Charter School has established a curriculum that is rooted in the 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, NJSL and/or NJCC state standards to name a few.

2. Unit Plans. Through the understanding by design approach, teachers utilize backwards design to create dynamic units that emphasize knowledge and understanding in ways that extend learning to meaningful expression of thinking and skill. Teachers are expected to submit unit plans prior to the start of the year, or before the beginning of each trimester.
3. Interim Assessments. In the areas of Math and ELA, interim assessments are administered to students during each trimester. Each assessment is comprised of questions that address the learning targets of specific standards. Once assessments have been scored, teachers are able to receive data that reflects how students performed according to each standard. Data planning and analysis meetings are facilitated for teachers to examine the results more closely. If standards are not met successfully, teachers engage in action planning with other members of the team. Results from interim assessments are shared school wide and cross-curricular content area teachers support student growth in performance with specific standards as needed and appropriate in their content.

1.3. Instruction

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

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

- use and communication of clear, standards-based objectives for rigorous learning and high expectations behavior that are presented to the students throughout the lesson;
- use of a range of formative assessments and performance exhibitions of learning and delivery of ongoing and timely feedback on student progress in meeting target objectives and expectations;
- use of differentiated and tiered instruction, parallel teaching, collaboration, stations, cold-calling, think-pair-share, and a variety of other best practices to create and deliver rigorous questioning, promote critical thinking and depth of learning that can be found in resources key resources such as Teach Like a Champion 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.

1.4 Assessment

A. PARCC/NJSLA Results

Proficiency Rates on PARCC/NJSLA Assessments (Table 4)			
Assessment	2016-2017	2017-2018	2018-2019
ELA 5	44%	48%	
ELA 6	51%	46%	
ELA 7	83%	68%	

Proficiency Rates on PARCC/NJSLA Assessments (Table 4)			
Assessment	2016-2017	2017-2018	2018-2019
ELA 8	52%	63%	
MAT 5	24%	32%	
MAT 6	29%	22%	
MAT 7	54%	56%	
MAT 8	22%	37%	
Algebra I	92%	79%	

B. Explanation

As the table indicates, the 2018-2019 numbers have yet been released. Evaluating the change in the results from the Spring of 2017 to the Spring of 2018 end of the year assessments, there are a couple of trends that can be noted:

1. Out of the nine testing groups, five groups (ELA 5 and 8, MAT 5,7,8) saw an increase in the proficiency rate
2. In three of the groups that did not see an increase in the proficiency rate (ELA 6, MAT 6, Algebra 1), a novice teacher and a new teacher to the school were the teachers of record.
3. Algebra 1 is a relatively new program at Pride Academy and the number of students attending the program grew by 38% from the Spring of 2017 to the Spring of 2018. In other words, more students had access to the Algebra 1 program that may not have had the same outstanding comprehension of the grade 7 math curriculum.
4. When reviewing teachers' SGP scores, the overall school SGP score for ELA was 47 and for math it was 72. In other words, the overall growth for students in ELA from 2017 to 2018 was average, whereas the growth in math was above average.

C. Diagnostic/Formative/Summative Assessments

Grade level	Subject	Assessment	Frequency
5th grade – 8th grade	ELA	I-Ready Diagnostic assessment	Three times a year
5th grade – 8th grade	ELA	Interim Assessment - summative	Four times a year
5th grade – 8th grade	ELA	I-Ready assessment per standard	Every 2-3 weeks
5th grade – 8th grade	Math	Tenmarks Diagnostic assessment (grade level assessment)	Three times a year

5 th grade – 8 th grade	Math	Interim Assessment - summative	Four times a year
5 th grade – 8 th grade	Math	MobyMax assessments per standard	Every 2-3 weeks

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

In ELA, the I-Ready Diagnostic assessment coupled with the PARCC scores and the subject scores from the previous year gave teachers a platform from where to plan. 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 Tenmarks diagnostic and individual standard lessons served the same purpose. The diagnostic assessment and the PARCC results from the previous year were analyzed and used to create the foundation from which the teacher planned the year for whole group instruction as well as for small group instruction.

The Interim 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. In addition, students would 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 mirrors the PARCC/NJSLA assessment, with everything from teachers handing out pencils to reading from the script. For quarters 1 and 2, teachers administer the assessments within their subject area classes. For quarters 3 and 4, the whole school practices and mirrors the PARCC/NJSLA Assessment 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 it has proven to provide teachers and the administration with historical data that can help predict the students' success on the PARCC/NJSLA 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 Tenmarks, an online math curriculum that provides PARCC like questions aligned to all New Jersey Student Learning Standards. The teachers utilize a pre-test at the start of the year that is a mix of the previous year's standards and the standards for the first 14 school weeks. The results of the test provide the teachers with a comprehensive view on where the students stand at the start of the year. This data is utilized to create a differentiated approach to the lessons, utilizing the co-teaching classroom to serve the needs of all students. Throughout the school year, Tenmarks resources are utilized for differentiated instruction, as the students are given 10 questions for each topic. Teachers can utilize results as a benchmark, and are provided with individual and group data to track and analyze based on how students are scoring on the individual standards.

Pride Academy teachers also provide students with a pre-, mid-, and post-assessment which assesses their writing proficiency utilizing the PARCC 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 off the scores, teachers provide individual and small group instruction to support the growth of all writers, regardless of starting level. In late November, the students are assessed again, and although many writing samples have been provided prior to November, this benchmark serves as a gauge measuring how students are growing and if any adjustments need to be made. The post-assessment is administered in March, usually prior to Spring break, to provide a 4-6 week buffer between the post-assessment and the PARCC assessment.

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.

1.5. Organizational Capacity – School Leadership/Administration

School Leadership / Administration Information (Table 5)		
School Leader / Administrator Name	Title	Start Date at School
Fiona Thomas	Principal	8/1/2008
Rosemary Dumenigo	Vice Principal	8/1/2008
Jnanendra Ray	School Business Administrator	6/30/2009
Asgeir Ofstad	Vice Principal	7/01/2015

School Culture and Climate

2.1. School Culture and Climate

A. Learning Environment (Table 6)	
Learning Environment	
Attendance rate: (use the total days present divided by the total days in membership)	96.8%
Elementary School	97.7% (5 th Grade)
Middle School (Grades 5-8)	96.5%
High School	N/A
Student - teacher ratio	9.7

B. Professional Environment (Table 7)	
Teacher retention rate (from SY 2017-18 to 2018-19)	75%
Total staff retention rate (from SY 2017-18 to 2018-19)	95%
Frequency of Teacher/Staff Survey	A Teacher/Staff survey is conducted annually during the year. Additionally, teachers and staff are given an opportunity to complete a Principal Evaluation that is collected and reviewed by the Board of Trustees in June.
Date of Last Teacher Survey Conducted	11/19/2018
Percent of Staff with Completed Surveys	68%
Percent of Staff who expressed satisfaction with school leadership or with the overall environment	92%

C. Three main positive aspects identified in the survey
The Principal....
Uses judgement, creativity, and logical thinking in solving problems
Is interested in building a quality school which provides quality education
Listens to the views of parents and other citizens and implements their recommendations when feasible

D. Three main school challenges identified in the survey
The Principal....
Keeps paperwork to a minimum
Maintains open lines of communication with all employees;
Builds/maintains desirable morale among teachers

E. Discipline Environment 2018-2019 (Table 8)			
Grade	Total # Students Enrolled	Total # of Students (Unique Count) Suspended	Total # of Students Expelled
Grade 5	72	9	0
Grade 6	72	10	0
Grade 7	72	15	0
Grade 8	72	15	0

Our data indicate that the unique number of students receiving suspensions remained relatively flat at forty-nine (49) in the 2018-2019 school year versus forty-eight (48) during 2017-2018. We had ninety (90) incidents that resulted in suspensions, with a total of one hundred three (103) suspensions arising from those incidents. Some of the incidents involved two students and therefore, two suspensions. This represents a moderate increase in the total number of suspensions this school year as compared to eighty-eight (88) in the 2017-2018 school year. We attribute the increase to factors including:

- a) a school wide refocus on fidelity to the original Pride Scholar chart, our proprietary classroom management system, to place greater emphasis on minimizing unsafe and disruptive behaviors while continuing to recognize, reward and promote positive behaviors;
- b) a continued need to address the social emotional needs of teaching staff in the face of challenging student behaviors and to provide continued training in effective classroom and behavior management and de-escalation;
- c) the impact of the current social and political climate in the country on the emotional health of our students and the community overall;
- d) an increased need in our student population for support with communication skills, strategies to manage peer pressure, anger, and conflict, a need to continue teaching alternatives to self-sabotaging behaviors, and a need for continued, targeted, counseling and program support to manage emotions and promote pro-social behaviors

Of the ninety (90) incidents resulting in suspensions, sixteen (16) were for incidents of violence which we define as hitting of any kind. Seven (7) of the sixteen (16) were Simple Assaults, incidents in which one student hit another. None of these incidents (0) resulted in injury. There were (3) incidents that resulted in HIB investigations (unconfirmed). There were a total of eight (8) fights, four (4) arising from basketball games at recess, one (1) food fight between 7th grade students that escalated to hitting, one (1) that took place on the school bus between a 6th and 7th grade student and two (2) fights between 6th grade students resulting in no injuries. Thefts, weapons, Drugs offenses, Violent Criminal Offenses, Gang Related Incidents, HIB or Vandalism resulting in significant cost to the district remain flat at zero (0). Our goal remains to have zero (0) incidents of violence.

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

In 2019-2020 we will undertake the following to improve our results:

1. Continue to seek and implement stakeholder feedback on school-wide behavior management practices;
2. Implement Conscious Discipline, The Nurtured Heart, and Mindfulness practices school-wide for staff and students. We expect to see improved outcomes as our teachers and students master and internalize these practices;
3. Continue to use the current Pride Scholar chart, providing shorter term more immediate rewards for achieving goals;
4. Provide new staff training on effective use of the current chart and support returning teachers in its use;
5. Provide continued training to new and veteran staff in classroom management, de-escalation, conflict resolution, and restorative practices;
6. Proactively identify and provide support services, including counseling, develop individualized incentives and behavior intervention plans, and establish a point person to check in with and mentor students who have historically received repeated administrative referrals with a goal to reduce time out of class because of behavior;
7. Support parents in arranging out of school counseling for students.

Pride Academy Charter School received a 78 out of 78 points possible on the 2017-2018 HIB Self -Assessment.

2.2. Family and Community Engagement

A. Family Involvement and Satisfaction (Table 9)	
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 2018-2019 Parent Survey was administered on 3/8/2019
Percent of families completing a survey (considering 1 survey per family)	66%
Percent of parents who expressed satisfaction with the overall school environment (School Culture)	96%
B. Three Main Positive Aspects Identified by Parents/Guardians in the 2018-19 Survey	
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. Student Achievement: Our school is meeting the academic needs of your child (96%) School Culture: All students are welcomed and included at our school (98%) Parent Relations: Our school welcomes the participation of parents (100%)	
C. Three Main Challenges Identified by Parents/Guardians in the 2018-2019 Survey	
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. Student Achievement: Our school provides opportunities for your child to be involved in extracurricular activities (92%) School Culture: Staff members at our school uphold and model the core values of our students (94%) Parent Relations: Parents are actively involved in decision-making that affects their children (95%)	

D. Major Activities/Events offered to Parents/Guardians during 2018-2019

1. **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 8th grade students instruct and lead parents in a Latin dance class. Parents and students that attended the event learned salsa, merengue, and bachata dances.
2. **Football with the Fellas** was an Ubuntu School Safety Committee event for male students and students identifying as male, their fathers, grandfathers, guardians, uncles and other adult role models during which issues related to safe usage of social media were discussed and shared. Members of the East Orange Police Department were also present to share information with those present.
3. **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 and students identifying as female, mothers, grandmothers and other important female role models were led in a discussion about safe usage of social media.
4. **Mr. Theodore Crawford, an Ubuntu Guest Speaker on Personal Safety**, presented to students in grades 5-8 during the month of March. Parents and families were also able to participate and speak with Mr. Theodore Crawford after the presentation. Mr. Crawford is a former police officer and personal safety mindset coach. He shared some safety tips and principles from his book, "Right Foot First."
5. **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 Mark Comesañas, Executive Director of Programs & Instruction at LEAD Charter School.
6. **Better Food; Better You Workshop** was a workshop led by Ms. Gabriella Dennery, a medical professional who speaks on a variety of topics related to overall well-being. She led parents in a workshop regarding how the food our children eat can positively or negatively impact their learning and focus. We made special efforts to invite parents of students in our special education and special services program.

E. Major Activities/Events conducted by Parents/Guardians during 2018-2019

1. **Applebee's Breakfast fundraiser** where the Parent Council sold tickets and served breakfast in order to raise money for the Parent Council Graduate Scholarship. The Parent Council raised \$155 and used that money, as well as funds from other fundraisers to award three graduating 8th grade students with a \$200 scholarship for each recipient.
2. **Rummage Sale** was a fundraiser that parents held to raise money towards their playground fund. Parent Council members sold tables at \$10 to local vendors who were able to sell their items or to members of the community who could sell their lightly used items. They also sold refreshments at the Rummage Sale. In total the Rummage sale raised \$420.
3. **Staff Appreciation Week** was a focus for a number of parent led initiatives. The Parent Council worked hard to raise funds to celebrate and express their appreciation to our staff. They raised enough funds to give each staff member an inspirational teacher's gift, as well as a special staff appreciation luncheon. The funds were raised by asking families for donations and by hosting bake sales. The luncheon involved a group of parents that volunteered to cook and donate items for the luncheon and a gift of a T-Shirt for each staff member displaying the words, "Never underestimate the power of a Pride Educator."

F. Community Involvement

Community Involvement with Education Institutions and Community Institutions(Table 10)		
Partnering organization	Description of the partnership	Level of involvement: # students or/and staff involved, approx. # hours per month, resources involved
Educational Institutions		
Union County College:	Pride Scholars had the opportunity to participate in a Science Olympiad Competition that was held on the Union County College campus.	Twenty students and two staff participated in the event. The event took place on one day for a duration of 6 hours. Student Activities funds that were raised through a variety of fundraisers were used to pay the registration fees for the competition, as well as the costs of transportation.
Bloomfield College	The school Principal was invited to be a panel member on a panel of distinguished speakers at Bloomfield College's 150th Anniversary Celebration: Division of Education. The panel discussion focused on the following topic: <i>A Discussion on Education: Past, Present, and Future</i>	Principal spent about 2 hours at the event.
New Jersey Institute of Technology	Pride Scholars had the opportunity to participate in a Math Counts Competition that was held on the NJIT campus.	Five students and two staff members participated in the event. The event took place on one day for duration of 6 hours. With the exception of regular school supplies during meetings in preparation for the competition, no resources were used in this activity.
Community Institutions		
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 10th Anniversary 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 \$4,000 from fundraisers to pay for the balance of their services.
St. John the Divine Food Shelter - Newark, NJ	The 8th grade Philanthropy Day service project donations included	All 72 members of the 8th grade participated in the gift-wrapping.

	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.	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.
Isaiah House Shelter	During Philanthropy Day in December, 7th 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.	We had approximately 72 sixth 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.
Bowser Family Senior Center	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 th graders.	We had approximately 72 students and 7 teachers and staff members participate in the activity. Pride Academy provided the materials necessary for this service learning project. This project took one hour to complete.
Isaiah House Shelter – Food Pantry	As part of their Project Pride Service Project, a committee of 6th grade students led a food drive of non-perishable food items to present to Isaiah House as a gift in honor of their 30th Anniversary. They were able to collect well over 500 items.	We had approximately 9 sixth grade students and 1 staff member participate in the planning of the project. All students, teachers and staff were involved in donating food items. The food drive lasted three weeks and the presentation to Isaiah House took 45 minutes.
Trinity Temple CPGIC Church in Montclair, NJ	Pride Academy's donates left over milk, fruit and other items that are left over from school lunches to the soup kitchen.	Materials include surplus food items. Resources include our school nurse and custodians who deliver items to the soup kitchen. This is an ongoing project. Hours depend on the amount of donated materials collected. Time: 2 hours of time a month.

Board Governance

3.1. Board Capacity

A. Board Governance (Table 11)	
# of Board Members required as per charter by-laws	5-9
Date of Board Self-Evaluation (include a copy of the board self-evaluation tool as an Appendix B)	August Board Meeting 2019
Date of School Leader Evaluation (include a copy of the school leader evaluation tool as an Appendix C)	6/19/2019
B. By-Law Amendments	
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 2018-2019 school year.
C. Critical Policies adopted/readopted 2018-2019	
List the Critical Policies adopted by the Board during the 2018-2019 school year.	4111 Recruitment, Selection and Hiring 4111.2, 411.2 Domestic Violence 4211 Recruitment, Selection and Hiring 5125.1 Electronic Student Data 5141.21 Administering Medication 5141.4 Missing, Abused and Neglected Children

3.2. Board Compliance

A. Board of Trustee Information (Table 12)						
Name	Effective Start Date (when individual started on board)	Current Term Expiration Date	Officer Role (e.g. President, Vice President, Secretary, Treasurer)	Email Address	Date of criminal background check	Date of mandatory NJSBA training
Robert Mitchell	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. Link to Board Meeting Minutes						
http://prideacs.org/board-of-trustees/						

Access and Equity

4.1. Access and Equity

School Year 2018-2020 Application Process Timeline (Table 13)	
Date the application for school year 2019-20 was made available to interested parties	September 2018
Date the application for school year 2019-20 was due back to the school from parents/guardians	January 15 th , 2019
Date and location of the lottery for seats in school year 2019-2020	January 16 th , 2019 The lottery took place in the Common Room at Pride Academy Charter School located at 117 Elmwood Ave, East Orange, NJ. Subsequent lotteries were held March 26 th , April 12 th , 2019, May 13 th , 2019, and June 22 nd 2019
A. URL to the school's application.	
http://prideacs.org/applying-for-the-lottery/	
B. Venues for access to the 2018-19 and 2019-2020 Application	
The application was made available during a Recruitment Presentation at East Orange Community Charter School; as a download PDF document from the school website (http://www.prideacs.org); and at the Main Office of Pride Academy Charter School	
C. Languages in which the application is available	
English and Spanish	
D. Advertising methods of the 2018-19 and 2019-2020 Application's availability prior to the enrollment lottery	
Recruitment Presentation at East Orange Community Charter School; announcements on the school website (http://www.prideacs.org); announcements in the monthly Parent Newsletter; announcements in the Staff Weekly News; announcements at monthly Board of Trustee Meetings; announcement via the School Electronic PA Sign; parent/guardian word-of-mouth recommendation and communication; Parent Council meetings; Main Office bulletins and word of mouth communication	

Student Enrollment and Attrition (Table 14)			
Grade	Total # of student withdrawals (for any reason) during the year	Total # of students enrolled after the initial start of the year 2018-2019	Number of students retained for the 2018-2019 school year
Grade 5	1	72	0
Grade 6	0	72	1
Grade 7	0	72	0
Grade 8	1	72	0

E. Suspension and Expulsion Policies

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

Compliance

5.1. Teacher and Leader Evaluation System

The administration selected the Stronge Educator Evaluation system, which is an NJDOE approved system, and we have been utilizing it for the past 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.*

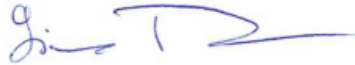
Educational Program. The School shall implement and provide educational programs that that are compliant with the New Jersey Student Learning Standards.

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.

Signature of School Official (School Lead): 

Date: 6/26/2019

Print Full Name: Fiona Frances R. Thomas

Title: Principal

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

Date: 6/26/19

Print Full Name: Robert L. Mitchell

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...

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

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...

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...

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?

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

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

Send me a copy of my responses.

Powered by
 Google Forms

Appendix C. School Leader Evaluation Tool

Pride Academy Charter School Principal Annual Performance Review 2018/2019

The Board of Trustees is committed to ensuring that Pride Academy Charter School maintains and attains high standards of excellence. As part of our effort to do this, we would like to measure the performance of the Principal as a leader of the school. You are invited to complete the following review. Please fill out the form as completely as possible. Indicate by checking one of the boxes below if you would like the Principal to see your evaluation. Your feedback is not only important in helping the Board to evaluate the Principal, but it is also vital to the Principal's professional development and growth. Place the review in the envelope provided and return to Ms. Dumenigo by Friday March 29th.

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

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

Items are evaluated according to the following scale:
 1 - Excellent, 2 = Good, 3 - Satisfactory, 4- Needs Improvement, 5 – Unsatisfactory
 N/A – No basis for judgment

1. Professional Responsibilities

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

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

2. Faculty and Staff Interaction

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

3. Professionalism

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

4. Enrollment

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

5. Results

Delivers high quality student results	
Delivers high quality graduate placements in high school	
Recruits, develops and maintains the highest quality staff/faculty	
Maintains strong management practices to ensure effective financial stewardship	
Sets attainable goals and expectations for staff/faculty in their areas of responsibility	
Comments:	

6. Additional Comments

In addition, please view the following Frontline platform screen shots of the completion of some the Principal Cmpopf the key *Stronge Leader Effectiveness Performance Evaluation System* components for 2018-2019 that incldue two SGOs, a Survey, Documentation Log, and Summative Evaluation performance review and Composite Report.

LEPES Student Academic Progress Goal Setting Form 3	Mitchell, Robert	Complete
LEPES Student Academic Progress Goal Setting Form 3	Mitchell, Robert	Complete
LEPES Survey Summary Form	Mitchell, Robert	Complete
LEPES Documentation Cover Sheet (optional)	1 of 1	Complete
LEPES Principal Summative Performance	1 of 1	Complete
Principal/AP/VP Composite Score Report	1 of 1	Complete

Appendix D. Admissions Applications (all Languages)

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

Appendix E. Board Resolution Approving the Teacher and Leader Evaluation System

Pride Academy Charter School Resolution

Date: 27-Jun-19

Resolution 1

BE IT RESOLVED that the Board of Trustees for Pride Academy Charter School approve and adopt the Stronge Evaluation System for Leaders, Teachers and Educational Specialists for the 2019-2020 School Year.

Motioned Dr. Morgan-Black

Seconded Mrs. Bagce

RECORD OF BOARD VOTE

X indicates Vote

ABS- Abstain

NP-Not Present

Board Member	Yes	No	NP	ABS	Board Member	Yes	No	NP	ABS
Mitchell	x				Moore	x			
Bagce	x				Morgan-Black	x			
Spence			x		Taylor			x	


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 27-Jun-19

Board Vice President
(in absence of Board President)

Board Treasurer
(in absence of Board Secretary)

Appendix F. 2018-2019 and 2019-2020 School Calendar

Pride Academy Charter School 2018-2019

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

July 2018

Pride Academy Charter School 2018-2019

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

July 2018

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		4	3	2	1	8	
12	11	10	9	18	No Staff Children's	11	10	9	8	19	
19	18	17	16	15	Staff Children's	18	17	16	15	22	
26	25	24	23	22	Staff Children's	25	24	23	22	29	
September (20 teacher, 20 student)						December (15 teacher, 15 student)					
M	T	W	TH	F		M	T	W	TH	F	
3	2	1	31	30	No School Labor Day	3	2	1	31	30	
7	6	5	4	3	First Day of School	7	6	5	4	3	
14	13	12	11	10	Back to School Night 5:00 PM	10	9	8	7	6	
21	20	19	18	17	Night School Night 5:00 PM	17	16	15	14	13	
28	27	26	25	24	Winter Break	24	23	22	21	20	
30	29	28	27	26	Winter Break	27	26	25	24	23	
October (22 teacher, 22 student)						January (21 teacher, 21 student)					
M	T	W	TH	F		M	T	W	TH	F	
7	6	5	4	3	Staff Day No Staff, Kids Work	7	6	5	4	3	
14	13	12	11	10	1 st Thanksgiving Program Parent Night	14	13	12	11	10	
21	20	19	18	17	Staff Day Parent, Kids	21	20	19	18	17	
28	27	26	25	24	2 nd Thanksgiving Program Parent Night	28	27	26	25	24	
30	29	28	27	26	Winter Break	30	29	28	27	26	

Pride Academy Charter School 2019-2020

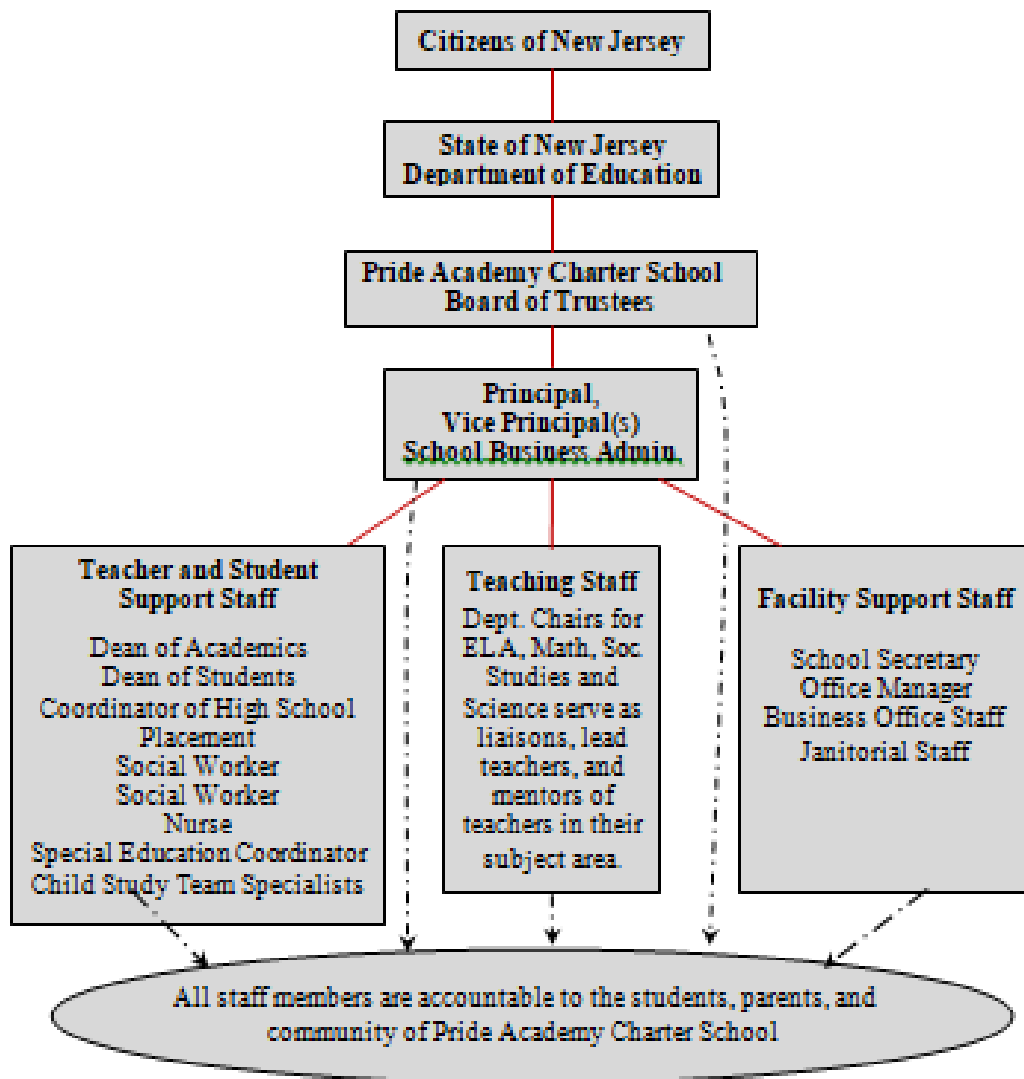
February (19 teacher, 19 student)					May (20 teacher, 20 student)				
M	T	W	TH	F	M	T	W	TH	F
3	4	5	6	7					1
10	11	12	13	14	4	5	6	7	8
School Wide Assessment	School Wide Assessment	School Wide Assessment	School Wide Assessment	Half Day Prof. Dev	2 nd & 3 rd Grade NJSLA	1 st & 2 nd Grade NJSLA	2 nd & 3 rd Grade NJSLA	1 st & 2 nd Grade NJSLA	1 st & 2 nd Grade NJSLA
17	18	19	20	21	11	12	13	14	15
School Closed Professional Day					4 th & 5 th Grade NJSLA	3 rd & 4 th Grade NJSLA	4 th & 5 th Grade NJSLA	3 rd & 4 th Grade NJSLA	3 rd & 4 th Grade NJSLA
24	25	26	27	28	18	19	20	21	22
					MAKE UP TEACHING	MAKE UP TEACHING	MAKE UP TEACHING	MAKE UP TEACHING	MAKE UP TEACHING
							1 st & 2 nd grade SOLNOR	1 st & 2 nd grade SOLNOR	
					23	24	25	26	28
					School Closed Observance Day				
March (22 teacher, 22 student)					June (14 teacher, 13 student)				
M	T	W	TH	F	M	T	W	TH	F
2	3	4	5	6	1	2	3	4	5
				End of 2 nd Trimester					End of 3 rd Trimester
9	10	11	12	13	8	9	10	11	12
					JUNIOR HOME	JUNIOR HOME	JUNIOR HOME	JUNIOR HOME	JUNIOR HOME
16	17	18	19	20	13	14	15	16	17
			2 nd Trimester Report Card Conferences		Half Day	Half Day	Half Day	Half Day	Half Day
23	24	25	26	27		2 nd Grade Dance	Last Day & Graduation	For Parents Teacher Meeting	
School Wide W SS	School Wide W SS	School Wide W SS	School Wide W SS	Half Day Grad Prof. Dev					
30	31			.					
April (17 teacher, 17 student)					<p>Total Days in Session: Students - 188 (includes 3 snow days) Teachers - 188 (includes 3 snow days) If extra snow days are needed: June 18- June 19th will be added.</p> <p>Marking Period Lengths: 1st Trimester - 61 days 2nd Trimester - 60 days 3rd Trimester - 58 days Spirit week + Graduation: 8 days</p>				
M	T	W	TH	F					
		1	2	3					
				Half Day Prof. Dev					
6	7	8	9	10					
Spring Break	Spring Break	Spring Break	Spring Break	Spring Break					
13	14	15	16	17					
20	21	22	23	24					
			3 rd Trimester Progress Report						
27	28	29	30	.					

Appendix G. Organizational Chart



Organizational Chart

2018-2019



Appendix H. Promotion Retention Policy

<p>Pride Academy Charter School East Orange, New Jersey</p> <p>Policy</p> <hr/>	<p>FILE CODE: 6146.2</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>Legal References: <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 I. Graduation Policy



Promotion-Graduation Policy and Standards 2018-2019

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

5th -7th Grade Promotion Standards

To be promoted to the next grade, a Pride Academy student must achieve **final grades of at least a D in the core subjects** of English Language Arts, Social Studies, Science, and Math. Should a student receive an **F in two or more** of these subjects, he/she may be required to attend mandatory summer school, or complete assignments relevant to the content area, in order to achieve a greater level of competency level in the failed subject 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 absenteeism that results in an accumulation of more than 18 unexcused absences may result in a parent/guardian being called to a Truancy Court hearing in their child's district of residence and impact their child's overall readiness to be promoted to the next grade.

8th Grade Promotion and Graduation Standards

To be awarded a Pride Academy diploma, an 8th grade student must achieve **final grades of at least a D in the core subjects** of English Language Arts, Social Studies, Math, and Science. Should a student receive an **F in two or more** of these subjects, he/she may be required to attend mandatory summer school or complete coursework to achieve an increased level of competency in the failed subject 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 8th grade. In the event that Pride Academy does not hold its own on-site summer school program, students will be required to attend summer school at a local public school or complete work packets and/or online assignments that will need to be submitted to the Main Office at Pride Academy 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 8th grade activities (i.e. Awards Ceremony, Social, and Field Trip).

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

Pride Academy Charter School is committed to academic and personal excellence. We 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.