

BRIGHTER FUTURES ANNUAL REPORT



JULY 2016 - JUNE 2017

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INTRODUCTION

Paterson is the third largest city in the state of New Jersey. Originally established for its proximity to the Passaic Great Falls, Paterson became one of the first industrial centers in the United States. In fact, Paterson became known as the “Silk City” because of its dominant role in silk production in the nineteenth and twentieth centuries. Today, this historic city has a highly diverse population of 146,000.

THE PATERSON PUBLIC SCHOOL DISTRICT

Educating Paterson’s youth is the function of the Paterson Public School District. With more than 40 languages spoken in its classrooms, it is one of New Jersey’s most diverse school districts. This urban district enrolls 25,000 students in grades kindergarten through twelve and an additional 2,900 pre-kindergarten students with community providers. Its 54 schools are largely configured as pre-K, K-8, and 9-12 with a small number configured as grades K-4, pre-K-5 or 6-8. The district, one of four that is state-operated, has been managed by the New Jersey Department of Education since 1991 because of its previous fiscal mismanagement and poor student achievement. It has made progress with the return of local control of “Operations” in 2014, and “Personnel” and “Fiscal Management” returned in 2016. A QSAC review conducted in early 2017 was focused on improvements made in “Instruction and Program” and “Governance.”

With the Community Eligibility Provision (CEP) in place, all Paterson students receive free breakfast and lunch. Approximately 3,300 students receive special education services and 3,500 students are English Language Learners (ELL) who receive bilingual/ESL services.

The student population in the Paterson district mirrors the trend of urban communities across the nation and in New Jersey. Sixty eight percent of its students are of Hispanic origin, twenty two percent are African-American, and approximately ten percent are of Caucasian, Middle Eastern or Asian descent. Nearly fifty percent of all students in Paterson speak a primary language other than English, with over 40 languages spoken in district schools. Its diversity among residents and the students enrolled in the district is an asset. The city’s population has included residents from numerous cultural and ethnic orientations since its inception. The rich diversity in the school district provides an opportunity for students to learn firsthand about other cultures and develop an appreciation for similarities and differences as they prepare for success in a multicultural world.

Since 2009, The Paterson Public School District has been engaged in a major effort to improve student achievement at both the elementary and secondary levels. During the 2009-2010 school year, the district developed an ambitious five-year Strategic Plan for transforming itself into a high performing urban school system. The Plan, known as “Bright Futures,” was driven by an urgent need to improve student academic outcomes, school and district culture, family and community involvement, and operational functions.

After completing the goals established in Bright Futures, the district developed a follow-up plan for the 2014-2019 timeframe, and with similar priorities and goals.

PATERSON PUBLIC SCHOOLS DEMOGRAPHIC PROFILE

		Number in District	Percent of District Population
	Total Student Enrollment*	25,380	--
Ethnicity	Black	5,566	21.9%
	Hispanic	17,176	67.7%
	White	1,236	4.9%
	Asian	1,323	5.2%
	American Indian/Alaskan Native	7	.1%
	Hawaiian Native/Pacific Islander	17	.1%
	Multi	55	.1%
Gender	Female	12,387	48.9%
	Male	12,993	51.1%
Economic Status	Community Eligibility Provision (CEP)	25,380	100%
Special Populations or Programs	Limited English Proficient (no pre-K) On Roll	4138	16.3%
	Resident	4441	17.5%
	Special Education On Roll	3303	13.0%
	Resident	3838	15.1%
	In-District Preschool	652	N/A
	Out-Of-District Preschool	2992	N/A
Staff	Total Instructional and Non-Instructional Staff	5650	N/A
	Instructional (includes administrators)	2601	46.0%
	Non-Instructional (includes substitutes)	3049	54.0%

* Does not include out-of-district pre-K



EXECUTIVE SUMMARY

The vision of the Paterson Public School District is to be the leader in educating New Jersey's urban youth; and our mission is to prepare each student for success in the college or university of their choosing and in their chosen profession. After successfully completing our five-year "Bright Futures" strategic plan, the district made tremendous progress toward the full attainment of both our vision and mission.

Now guided by our "Brighter Futures" strategic plan for 2014-2019, Paterson Public Schools has remained steadfast on its commitment to improve in four key focus areas – Effective Academic Programs, Creating and Maintaining Healthy School Cultures, Family & Community Engagement, and Efficient and Responsive Operations.

During the 2016-2017 school year, the district continued to implement specific transformation strategies in order to achieve its goals. Some key steps taken include the following:

- Development of curriculum for over 400 courses in all subject areas;
- Restructuring our special education programs to better serve our students with disabilities and their families;
- Reorganizing our Human Capital Division to better serve our staff and other stakeholders;
- Conducting a comprehensive review of all assessments, across all grade levels, in an effort to improve the usefulness of individual assessments;
- Improving internet capacity/reach at all school buildings and increasing the number of computer devices made available to students for classroom learning; and
- Opening two new elementary schools and relocating a middle school's students and staff into another facility in order to facilitate construction of a new middle school;
- Completing a rigorous three year application process in order to offer an International Baccalaureate Diploma Program as part of the district's curriculum;
- Creating a balanced budget for 2017-2018 as an outcome of planning to avoid a fiscal cliff; and
- Preparing the staff for the possible return of full local control.

This school year came to an end with the announcement of the Superintendent of Schools' retirement. Dr. Donnie Evans became Superintendent in May 2009 and he was the guiding force behind the district's robust strategic plans. During his tenure, all high schools became career-oriented academies, the district launched a gifted & talented academy and a "newcomers" school, and Paterson achieved the return of local control in three performance areas. His leadership has enabled this district to move forward in its efforts to realize its vision and mission – and to help ensure the children of Paterson are given every opportunity for a bright future.

BRIGHTER FUTURES: THE STRATEGIC PLAN FOR PATERSON PUBLIC SCHOOLS 2014-2019

Vision Statement: To be the leader in educating New Jersey's urban youth

Mission Statement: To prepare each student for success in the college/university of their choosing and in their chosen career

Priority I: Effective Academic Programs – Paterson students can achieve at a high level and this district is fully committed to preparing all students for college and their future career. The district will continue to implement a wide array of high impact interventions to accelerate student achievement (growth in test scores and graduation rates) and to help ensure students develop proficiency with 21st century learning skills.



Goal 1: Increase achievement levels

Goal 2: Increase graduation rate of students

Goal 3: Increase college preparedness

Goal 4: Create Student Centered Supports where all students are engaged in school

Goal 5: Technology and 21st century learning

Priority II: Creating and Maintaining Healthy School Cultures – The district is dedicated to creating and maintaining safe, caring and orderly schools. We will continue to implement the Paterson Effective Schools Model which includes ten dimensions of school effectiveness to fundamentally change the culture and climate of schools as well as the district office.

Goal 1: The Paterson Effective Schools Model (PESM)

Goal 2: Reconfigure schools to increase student engagement

Goal 3: Revise Student Assignment/School Choice Plan

Goal 4: Create/maintain clean and safe schools that meet 21st century learning standards

Priority III: Family and Community Engagement – Paterson schools and district culture must be inviting and responsive to the needs of our students, parents and community, as all stakeholders are needed to help support our district mission and to play an active role in its achievement.

Goal 1: Increase parent and family involvement by expanding and improving PTOs/PTAs

Goal 2: Create more Full Service Community Schools

Goal 3: Expand partnerships with Community Organizations, Agencies, and Institutions

Goal 4: Increase parent education opportunities to meet parents' needs

Priority IV: Efficient and Responsive Operations – The district's administrative offices must be

well organized, procedures are well-known, and interactions are built on the principles of exemplary customer service. Improved communications (both internal and external) as well as ongoing training of our staff are essential components of an effective and responsive organization.

Goal 1: Improve Internal and External Communication

Goal 2: Strengthen customer service orientation in schools and district offices

Goal 3: Increase Accountability for Performance

Goal 4: Increase administrative and staff capacity



DISTRICT TRANSFORMATION INITIATIVES: 2016-2017

In support of the *Brighter Futures*' Strategic Plan's priorities and goals, the district annually identifies and implements transformation objectives and initiatives that sharpen the focus on school and district improvement. Aligned with *Brighter Futures*' goals, the objectives continue to be:

- Build healthy school cultures and climates;
- Redesign critical processes and procedures;
- Revise teacher and administrator evaluation systems;
- Implement NJ Student Learning Standards;
- Implement high impact academic interventions for low performing students;
- Strengthen the district's assessment system;
- Build capacity among staff;
 - Teachers;
 - Principals and vice-principals; and
 - District administrators and supervisors.

School improvement strategies aligned with each objective are noted in Illustration.

District Transformation Initiatives 2016-2017

Comprehensive Assessment System	NJ Student Learning Standards	Healthy School Culture	Capacity Building	Teacher/Principal Evaluation	High Impact Interventions	Efficient & Responsive Operations
Interim Assessments	Instructional Model	Paterson Effective Schools Model	Univ. of Pittsburgh IFL	AchieveNJ	Breakfast After the Bell	Fiscal Planning
PARCC	CTE Initiative	NJPBSIS / HIB	Pre K-3 Literacy Initiative	Performance Based Accountability	RAC	Technology Initiative
Unit Assessments	Curriculum Development	Opening 2 New School Locations	Special Education Restructuring		End Social Promotion	Accountability / Data Initiative
	International Baccalaureate	Alternative Education	Leadership Development: • Turnaround Grants (2) • Aspiring leaders		Attendance Initiative	Local Governance Initiative
					Graduation Enhancement	

NJ STUDENT LEARNING STANDARDS

Instructional Model

The Division of Academic Services is in its second year of implementing the Paterson Public Schools' Instructional Model. The Instructional Model was developed to enhance practices in the classroom, and ensure that students are afforded the ability to obtain necessary skills in all content areas. Further, the Instructional Model has served as the driving force behind the professional development offerings to teachers and administrators, along with the creation, development, and implementation of over 400 course curricula throughout the district. Additionally, it has promoted active collaboration between administrators, faculty, parents, and students, as we collectively work to support student learning within all schools. The Instructional Model conveys the district's goals of developing critical thinkers who are preparing to provide innovation in a global society when they embark on their continued educational and career paths after graduating.

Science

Over the course of the 2016-17 school year, a six teacher curriculum revision team worked to revise the Kindergarten through 5th grade curricula to reflect the New Jersey Student Learning Standards

for Science. This group worked closely with the Center for Innovation in Engineering and Science Education at Stevens Institute. Additionally, a small teacher cohort worked with Institute for Learning (IFL) to create "Spark" skills modules for productive talk and teacher questioning strategies in Environmental



Science. Our roll out of the New Jersey Student Learning Standards for Science in 6th through 12th grade was implemented as planned, with ongoing trainings scheduled throughout the year for all teachers. We continued to strengthen the implementation of Web-based Full Option Science System (FOSS) modules for K-5, providing additional training and materials to teachers new to their grade or subject.

The 2016-2017 Science Technology Engineering and Mathematics (STEM) Expo included over 250 participants from across the district, hosted by William Paterson University. We strengthened partnerships with various community-based, higher education and state level organizations that participated as judges for the event, while also offering students a first-hand experience at a college campus. Ramapo College's Paterson Ambassadors program engaged thirty 4th-8th grade Science teachers in ongoing professional development and classroom coaching support for project based learning, and aligned with the New Jersey Student Learning Standards for Science. With generous support from the Taub Foundation and the Paterson Education Fund, 28 teachers of 2nd grade Science, ESL, Art and Technology participated in the "River Story Project," a five month professional development series that culminated with an event at the Great Falls National Historical Park. Participating teacher teams were also able to bring their students to the Great Falls National Historic Park and the Paterson Museum for field experiences as a part of the program. More than four-hundred-and-fifty 2nd graders were able to visit these scientifically relevant historic sites as a part of the program. Middle school students from across the city participated in the Great Falls Summer Science, Technology, Engineering, Art and Mathematics (STEAM) Enrichment Camp at School 2 during the month of July. Students explored local effects of climate change and engaged in the engineering and design process to identify viable solutions to the various problems our community faces. This program took place in partnership with the Paterson Education Fund, funded by grants from the Victor Cruz Foundation and the Hamilton Partnership for Paterson.

English Language Learners/Bilingual Program

In an effort to serve the needs of our Bilingual/ English Language (EL) students more efficiently, the Bilingual/ESL Department continues to restructure its programs to align with state and federal guidelines.

The two bilingual "magnet schools" housed at Schools 8 and 21, expanded to accommodate grades K-8. These schools provide bilingual Spanish speaking students with native language instruction while simultaneously learning English as a second language. The Math Scaffolds for EL students are now embedded into the Mathematics curriculum as well. This curriculum is intended to promote stronger collaboration among teachers as they serve the district's English language learner students within the content area.

Bilingual/EL teachers in grades K-8 received district curriculum training from the Institute for Learning (IFL) for Teachers of EL students in both Language Arts and Mathematics.

Bilingual/ESL Department also created a Supplemental and Developmental ESL Curricula for grades K-12, and the World Language Department also revamped and expanded its curriculum guides to include the K-12 Spanish Curriculum.

Dual Language Program

Students attending the Dual Language Program at Edward W. Kilpatrick Elementary School receive all of their daily academic instruction in two distinctly different languages: English and Spanish. Native

English speakers and native Spanish speakers are combined for instruction in each language 50% of the school day.

The district's Bilingual and Early Childhood departments have worked collaboratively to support and implement a 50/50 program model for Pre-K and Kindergarten classrooms promoting literacy and multicultural competency. The Dual Language Program added a first grade class for 2016-17 and will continue further expansion each year. Through this program, students develop a high proficiency of understanding and speaking, learning to read, write and speak in both languages. By fostering bilingualism, bi-literacy, students will be more competitive in a global economy.

Career Technical Education Initiative

The Carl D. Perkins Career and Technical Education Improvement Act of 2006, emphasizes local accountability for yearly results, program improvement, increased coordination with the Career Technical Education system (CTE), stronger academic and technical integration, connections between secondary and post-secondary education, and stronger links to business and industry.

The purpose of this grant is to more fully develop the academic, career and technical skills of secondary students who enroll in CTE. This is accomplished by assisting students in meeting high standards, integrating academic and career and technical instruction, linking secondary and postsecondary education, collecting and disseminating research and information on best practices, providing technical assistance and professional development, supporting partnerships among diverse stakeholders, and providing individuals with the knowledge and skills to keep the U.S. competitive. During 2016-2017, the district offered 12 CTE Programs and 1 Program of Study. Each district must have at least one CTE Program of Study. A Program of Study offers students concurrent or articulated college credit within the three-course sequence. Students who complete our Academy of Health Science high school's Patient Care Assistant program can have nine credits covered at Berkeley College, should they choose to enroll.

In 2016-17, the district was awarded \$198,085.00 for 8 high schools that participated in the Perkins Grant (up 13% from the previous year).

Each CTE Program has membership to a Career and Technical Student Organization, in which students attend conferences, participate in workshops, network and compete. Student teams demonstrate industry knowledge and skills, contending against other districts in career-themed competitions.

International Baccalaureate Certification

On March 6, 2017, Paterson Public Schools received notification that International High School (IHS) is authorized as an International Baccalaureate (IB) World School for the organization's Diploma Programme. Students will be able to participate in the IB Diploma Programme at the school, with the first cohort commencing their studies on September 1, 2017. This authorization makes International High School the first IB World School in Passaic County and one of only 15 high schools in New Jersey

to offer the IB Diploma Programme.

Approval followed an intense three-year process that required high-level professional development and detailed curricular development by the teachers, staff, and administrators. Authorization came about through the work and collaborative efforts of district educators, administrators, students and families. The positive results of this school choice will become evident in the community as classes of Diploma Programme students graduate and undertake activities that enhance social, cultural and economic environments locally, nationally and globally.

IB schools maintain a standard of academic excellence. With its intense focus on writing, the IB Diploma Programme provides a rigorous academic model and encourages students to explore new ideas and cultures providing a high quality, well-rounded education. The program also gives students the opportunity to earn an international diploma recognized by top colleges and universities around the world.

The IB Diploma Programme is for students in 11th and 12th grades. The school currently has 39 juniors enrolled. The courses begin in 11th grade and are two years in length.

HEALTHY SCHOOL CULTURE

Effective Schools Model

The Paterson Effective Schools model includes ten dimensions of school effectiveness which are grounded in *The Seven Correlates of Highly Effective Schools* (Larry Lezotte) as well as research and practice on professional development and school culture. Paterson's model is patterned after similar models successfully implemented in the Hillsborough County Schools in Tampa, Florida and The Providence Public Schools, in Providence, Rhode Island. Each of the model's dimensions includes indicators that define effective, specific observable practices which will:

1. Provide a blueprint or roadmap for creating and maintaining effective schools;
2. Serve as a curriculum for continuous professional development for school and district administrators and teachers;
3. Provide tools for gathering consistent information to determine a school's strengths and areas in need of improvement in the context of effective schools' research and practice;
4. Provide uniform expectations and practices for all schools;
5. Serve as the basis for assessing the effectiveness of individual schools; and
6. Provide a common set of "Correlates" or "Dimensions" through which Comparability of Education Quality can be assessed and assured – a lens through which all schools can be viewed.

Research has clearly demonstrated that a school that rates high on the first nine effectiveness dimensions is highly effective in meeting the needs of all its students. To this end, each school will use a locally developed assessment instrument to internally assess its performance on all ten dimensions of the model. This instrument will assess the attitudes and impressions of school faculty

(teaching and non-teaching staff), parents and students. The results of the assessments will be used in the development of individual school improvement plans and will inform performance appraisals of principals.

Several guiding assumptions provide the foundation for this model:

1. All students under the right conditions can achieve at high levels;
2. The unit of analysis for school effectiveness must be the school; the unit of analysis for effectiveness within each school must be the classroom;
3. The effectiveness of every school must be assessed; no school will be exempt from analysis;
4. Improving school effectiveness is non-negotiable; every school's effectiveness can and will be maximized;
5. When evaluation data suggest that a project or program no longer contributes to the effectiveness of the school or district, or to the realization of the district's vision or mission, it will be discontinued; and
6. Pre-existing expectations and behavioral norms not aligned to the model are no longer acceptable mentalities.

The Ten Dimensions of School Effectiveness are:

1. Principal as Leader: The principal leads, manages and communicates the total instructional program to staff, students and parents;
2. Clearly Stated Vision and Mission:
The school's vision/mission is clearly articulated and understood;
3. High Expectations: The staff believes, demonstrates and promotes the belief that all students can achieve at a high level;
4. Assessment and Monitoring:
Student academic progress is monitored frequently with a variety of assessment instruments;
5. Instructional Delivery: Teachers consistently use effective teaching practices and allocate a significant amount of time to instruction in essential content and skill areas;
6. Safe, Caring and Orderly Environment: The school's atmosphere is orderly, caring, purposeful and professional;
7. Parent and Community Involvement: Parents support the school's mission and play an active role in its achievement;



8. Professional Development: Professional development for all faculty and staff supports the instructional program;
9. School Culture: The school's culture, climate, or both are responsive to and support the needs of the students, parents and community; and
10. Ethics in Learning: The school community is innovative in modeling and building a school culture that is characterized by integrity, fairness and ethical practices.

Successful implementation of this model requires that all dimensions are fully implemented. Successful implementation requires that all stakeholders, including unions, community partners, parents, and colleges and universities work collaboratively.

Elementary School Openings/Renaming

Paterson opened its 2016-2017 school year with two new elementary schools. The new School 16 replaced one of the oldest schools in the district, and houses approximately 750 students in pre-K through grade 8. The Dr. Hani Awadallah School, named in memory of a prominent political and educational leader in the local Arabic community, houses approximately 650 students in kindergarten through grade 8.

Both schools are state-of-the-art facilities with a media center, cafetorium, instructional labs, and one-to-one technology for all students and staff. The two new schools invited students, staff, and local dignitaries to their "opening" ribbon-cutting ceremonies.

Additionally the Board of Education passed a resolution to name the School 16 Media Center – The Mary Augusto Media Center – in recognition of Mrs. Augusto's contributions to the children and the City of Paterson. A special dedication ceremony was held in June, and Mrs. Augusto's family

(including her daughter, Mrs. Cesarina Earle) was in attendance. The funding for the construction of these two schools was provided by the New Jersey Schools Development Authority.



Additionally the Board of Education voted to rename Paterson's School 6 after the late Senator Frank R. Lautenberg. The Senator was an American patriot who was born in Paterson, attended School 6, and who dedicated his life to the service of others. In November 2016, a special ceremony was held to unveil the school's new signage – Senator Frank R. Lautenberg School. Participants at this ceremony included the Chief Executive Officer (CEO) of Automatic Data Processing, Inc. (ADP). The

ADP Foundation donated \$25,000 to the school in honor of Senator Lautenberg who was one of ADP's founders and a former CEO.

Family and Community Engagement

The Department of Family & Community Engagement worked to develop overall capacity to meet many of the challenges faced by district families. Staff expanded resources and networked with various organizations to provide impactful support. By embracing an overall strategy of collaboration, the team has had great success eliminating non-academic barriers to learning. This strategy has gone a long way helping families create "learning ready" students.

At the school-level, department Parent Coordinators and Parent Liaisons hosted over 210 workshops on a variety of topics ranging from parenting skills to college readiness. Parent Teacher Organizations (PTO's) and Actions Teams have become stronger resources to address issues that affect children.

At the community-level, the department serviced over 1,020 parents with health and wellness needs. By providing such things as eye glasses, HIV testing, cancer screenings, and dental cleanings, many families were able to address health issues that might otherwise have gone unattended. Over 200 parents in the community received assistance with immigration and citizenship applications. We supported 130 parents who were able to apply for the Passaic County heating assistance program; and through collaboration with city agencies, over 250 parents obtained picture identification cards. With the assistance of a non-profit agency, dozens of parents learned how to prevent fires in their homes by installing fire alarms and extinguishers.

Academically, the department's College Ready program has helped students obtain scholarships worth in excess of \$280,000; including the Ivy League school, Dartmouth College.

Full Service Community Schools

Beginning in 2011, Paterson Public Schools began the Community Schools Initiative with the opening 5 Full Service Community Schools (FSCS). These schools each collaborate with a community-based, lead agency: School 5 - New Jersey Community Development Corporation; School 15 - St. Paul's Community Development Corporation; Dr. Frank Napier, Jr. School of Science & Technology - The Boys and Girls Club of Paterson and Passaic; New Roberto Clemente School - St. Paul's Community Development Corporation and; Senator Frank Lautenberg School - New Destiny Family Success Center. Each lead agency provides a site coordinator who collaborates with the school to develop programs that meet identified student, family, and community needs. Each school offers extended learning programs for students that include academic intervention, enrichment, positive youth development, and recreation opportunities.

Parental engagement is a large component of the FSCS initiative and offers parent workshops, family nights, and parent education programs. To meet the needs of educating the whole child, the district partners with the organization, *Health n' Wellness*, and they have established health clinics

at each school. The clinics offer pediatrics, dentistry, optical health, audiology screenings, nutrition education, and behavioral health services.

The district has concluded the 5th year of the 21st Century Community Learning Centers Grant for School 5, School 15, and International High School. This grant provided extended learning opportunities for students in theme and project-based learning. By engaging in the themes of Performing Arts and College and Career Readiness, students were exposed to activities outside of the regular school course offerings. The grant also provided funding for monthly parent programs, quarterly field trips, and a summer program for students.

NJPBSIS / HIB

The district has begun to integrate culture and climate initiatives in the schools and at the district level; while closely coordinating HIB, Affirmative Action, Positive Behavior Support in Schools (PBSIS) and Attendance efforts in order to improve practices, allowing better utilization of resources, eliminating redundancy, and streamlining reporting and compliance. As expressed by the State's Bullying Commission: "Bullying and peer harassment is a function of school climate." To that end, the district has taken very aggressive steps implementing practices outlined in the State's Anti-Bullying Bill of Rights (ABR). These steps are essential in our efforts to "develop, foster and maintain a positive school climate by focusing on the on-going, systemic process and practices in the school and to address school climate issues such as Harassment, Intimidation and Bullying (HIB).

Throughout the 2016-2017 school year, the district has:

- Trained every employee on the district's HIB policy;
- Established School Safety Teams (SST's) at every school; and
- Trained the SST's on their role in promoting a positive school culture that is conducive to teaching and learning, based upon mutual respect and shared values.

CAPACITY BUILDING

The University of Pittsburgh/Institute for Learning

Since the 2011-2012 school year, Paterson Public Schools has embraced the nine Principals of Learning created by the University of Pittsburgh's Institute for Learning (IFL). The IFL is a non-profit organization dedicated to improving the education and achievement of all students, particularly those in underserved communities. Their work finds its foundation in research that confirms that virtually all students can learn, if they work hard at the right kind of learning tasks.

During the 2016-2017 school year, the IFL focused on building the capacity of district teachers and administrators in the areas of Language Arts, Early Childhood, Bilingual Education, Science, and the Guiding Coalition. In the areas of English Language Arts and Early Childhood, through grant funding from the Henry and Marilyn Taub Foundation, the work focused on Pre-K-3 teachers.

English Language Arts teachers who participated in IFL professional development activities utilized

various resources to create unit plans focused on supporting reading comprehension. Sequenced tasks include using talk to make thinking “visible.” Robust vocabulary lessons are embedded within other types of lessons as a vehicle for language development. Developed formative assessments with scaffolds are used to support students’ success without diminishing academic rigor. All of these techniques were created with an eye toward the ability to be “turn-keyed” for their colleagues within the schools, ensuring that all teachers received opportunities to utilize these techniques.

In the Department of Early Childhood, the IFL fellows developed the skills needed by Master Teachers to effectively

coach teachers, listen to student responses, then, based on those responses, use situational problems, manipulatives, and mapping devices to scaffold students’ mathematical representations. We created a developmental trajectory of learning using key benchmarks to deal with two mathematical concepts: counting and cardinality, and sorting and categorizing. Each developmental benchmark



showed a range of student performance inclusive of ELL students.

Additionally, there were several IFL training programs offered to bilingual teachers devoted specifically to English Learner instructional needs. These trainings focused constructing high cognitive demand lessons in English, while providing students with multiple opportunities to speak English through engagement in close reading and writing in response to that reading. Math teachers with English Learners (EL) participated in the observation of modeled outcomes and co-teaching of math lessons. Participants in these sessions were engaged in planning before, and debriefing, after the each lesson.

The Science Department focused on professional learning communities specific to those teachers delivering instruction related to environmental science. The professional learning communities established with the high school environmental science teachers centered on socializing intelligence and the role it plays in engaging students in rich science learning through the use of Accountable Talk. Teachers had many opportunities to explore purposeful questioning and follow up queries to improve the practice of science instruction.

District administrators, as part of the Guiding Coalition, focused on developing a problem of practice

action plan. Such plans were developed for areas of need within the department of Curriculum and Instruction, tied to data specific regarding student achievement. Action plans were implemented throughout the year; and based on feedback, they were either continued, refined, or expanded for the 2017-2018 school year.

Early Childhood

The Department of Early Childhood Education's stated mission is to, "Become a leader in educating New Jersey's urban preschool children by igniting passion for learning through high quality preschool experiences." To support that endeavor, all staff members completed a Professional Learning Communities (PLC) book study. Through a collaborative effort, the department built capacity to increase understanding and ability to articulate PLC concepts and processes. In addition, the possibilities for supporting PLC's in the preschool settings were thoroughly explored.

In order to support high quality preschool programs, Preschool Intervention Referral Team Specialists received Reliability Certification in the Teaching Pyramid Observation Tool (TPOT). Six master teachers received a rating of high reliability in the administration of Early Childhood Environmental Rating Scale 3rd Edition (ECERS-3). All master teachers received training and support from the Institute for Learning (IFL).

This training focused on the coach/teacher discussion based on six strategies for increasing the number of opportunities for student talk about mathematics while making connections between concepts and skills.



Turnaround Initiatives

School 21

In its first year as a turnaround school, School 21 has begun its positive trajectory toward academic success. This began with the hiring of twenty seven teachers prior to the September 2016 opening day. A Master Schedule was developed that included a 40 minute intervention period at both the beginning and end of each day. The K-2 schedule includes 120 minute Literacy and 90 minute uninterrupted blocks and the schedule for Grades 3-8 incorporate uninterrupted 90 minute Math and Literacy blocks.

Emphasis is placed on both instruction and integrity to the assessment process, whether it be formative or summative assessments. Our students know that both the administration and the teaching staff are tracking their progress through data review and appreciate this interest.

Our School Improvement – Cycle Review has yielded 80% to 100% of goals being met. Goals are tied to Language Arts, Mathematics, differentiation and attendance.

Our student achievements include: Grades 1 and 4 – First Place District Spelling Bee, Grade 3 – Second Place. Additionally, our Grade 8 Math Olympics Team scored 5th place in this competition.

Parent Involvement continues to improve with parent attendance at most Back to School and Report Nights reaching 490 parents in attendance.

Three Year Federal Grants

Since early 2015, Paterson Public Schools has been engaged in an innovative education leadership training program funded by a \$1.5 million Turnaround School Leaders Program federal grant – one of only 12 such awards given that year in the nation.

The Turnaround School Leaders Program has been designed to create a pipeline of trained and supported principals and teacher leaders prepared to provide long-lasting and steady leadership in low-performing school districts. It also serves to encourage retention of those highly-trained principals and aspiring principals far into the future.

Phase I of this three year grant was focused on increasing student achievement by enhancing our current leadership pipeline – via the Aspiring Leaders Project with Seton Hall University - to excel as leaders in SIG and SIG-eligible schools (otherwise known as “turnaround schools” within our district).

Over the past few years, Seton Hall University coaches have mentored a select group of our principals, vice principals and supervisors on:

- time management and communications;
- sharing best practices with staff;
- disciplinary learning;
- balanced literacy;
- and principles of learning.

Additionally, the coaches have helped program participants expand rigor within the curriculum, as well as review and revise school improvement plans to ensure an emphasis is placed on student achievement aligned to the school’s mission and vision statement. They also assist administrators in gaining an understanding of building and district budgets, using and tracking data, and family and community engagement. Finally, these coaches aim to achieve supportive efforts from stakeholders in implementing effective instruction strategies and building healthy cultures that will improve student achievement.

Phase II of the Turnaround Schools Program involved the creation of interactive video simulations used for professional development purposes. Dr. Dale Mann, Professor Emeritus from Columbia University and managing director of Interactive, Inc., was Paterson’s technical partner in this phase of

the project.

The final product features a virtual school that through a series of web-based video simulations



requires aspiring leaders to confront real-world challenges, make choices, and then reflect on the consequences of their actions. As the district moves forward, these simulations will be used to help identify administrators who may be effective turn-around leaders for SIG eligible schools. However it is important to note that through this state-of-the-art, next generation tool, Paterson Public Schools has created a national model for professional leadership

training in education. One more step towards realizing our vision of being a leader in urban education.

William Paterson University

Also during 2016-2017, William Paterson University (WPU) was in its third year of implementation of the Turnaround Schools Leadership Grant for Paterson Public Schools. Through this grant, some 40 scholarships will be awarded to district staff in order to continue to build capacity for teachers, supervisors, and administrators in building leadership and academic achievement. WPU will continue to provide support in the selection, preparation, support, and retention of school leaders and leadership teams for schools that have either received, or are eligible to receive a SIG.

School Improvement Grants

In 2016-2017 Paterson Public Schools entered year three of the School Improvement Grants (SIG) for the New Roberto Clemente School and the Senator Frank Lautenberg School. The goal of the School Improvement Grant is to substantially raise the achievement level of our students through intensive turnaround strategies. The SIG schools have implemented an extended school day and year for students, a STEAM partnership with Ramapo College, professional development opportunities for teachers, upgraded classroom and computer lab technology, developed a one to one device initiative for middle schools students at Lautenberg School, provided curriculum resources and supports, and has hired additional staff including reading specialists, instructional mentors, and mentors of data and climate/culture. The New Jersey Department of Education has recognized Paterson's progress at the two SIG schools and extended the grant funding period by two years for the schools to continue on the path of implementing intensive turnaround strategies to raise the achievement of our students.

TEACHER AND PRINCIPAL EVALUATION SYSTEMS

AchieveNJ

Paterson Public Schools District has continued with the implementation of its evaluation system. More than anything, the district has used the evaluation system for recognizing, developing, and promoting the most talented and successful educators.

The district continues to approach the evaluation system as a means of supporting professional growth, celebrating excellence, ensuring those who excel also thrive in their workplace, and continuing to contribute to the district in meaningful ways. Furthermore, the district recognizes teachers and leaders are essential to the success of students, which is why time is allotted throughout the day/week for job-embedded professional development supports and timely feedback. Through this district evaluation system, observations and classroom visitation data is accessible, transparent, and timely. This information is used to determine the district's focus in the classroom and promote greater accountability. The district ensures open lines of communication via our District Education Advisory Committee (DEAC). Paterson Public Schools District has set high expectations for ensuring all staff members succeed at high levels, thus resulting in positive outcomes for the students of Paterson.

HIGH IMPACT INTERVENTIONS

Initiatives being implemented in the district to improve student achievement and other outcomes. These include research-based strategies and programs that have proven highly effective in producing and sustaining desired outcomes from students and staff over time.

This section describes the various high impact strategies currently being implemented in the district:

Comprehensive School Improvement Teams

The Comprehensive School Improvement Team 2 (formerly known as the RAC) works collaboratively with Paterson Public Schools by forming partnerships with teachers and administration. Currently, the CSI 2 works with PPS to support all categorized schools, with grades spanning from K to 12, including alternative academies. CSI 2 uses data to drive the support to schools. Intensive support and coaching in content and systems implementation, PLC support, professional development for schools, and attendance and data management are the main foci for the 2017-18 school year. CSI collaborated with district supervisors to create a School Improvement Plan (SIP) that focuses on four areas: ELA, mathematics, culture and climate and intervention/graduation rate. Schools crafted their SIPs to reflect their individual needs and report data quarterly to show progress towards their goals. Goals are reflective of district data and are used as another indicator for school turnaround.

The data reported helps to foster conversation at the administrative level as both the CSI team and district look for trends to note areas of progress and those in need of support. As the district continues to plan for the Every Student Succeeds Act (ESSA), the CSI team is committed to helping collect data to support evidence based interventions in Paterson Public Schools.

Summer Intervention and Remediation

The Paterson Public Schools 2017 Summer Intervention and Remediation School Program, provided students with instructional and social/emotional curriculum to achieve proficiency in the New Jersey Student Learning Standards to help them move on to their next grade level. Students in grades 3-8 were encouraged and/or mandated to participate and 2,436 students enrolled. During 2016, the summer program operated in 12 elementary schools across Paterson from 8:00 a.m. to 11:00 a.m. In 2017, the program increased the instructional time to 2:00 p.m. and added five additional days.

While attending the 2017 Summer Intervention and Remediation School Program, students in Mathematics classes solved problems using mathematical reasoning and modeled principles. English Language Arts activities included reading multiple passages followed by written essay responses, along with literary analysis, research and narrative tasks. Summer school classroom teachers implemented high-leverage instructional practices



to improve students' language arts skills, technical (non-fiction) reading and writing, and math skills. All Math and English Language Arts activities align with NJ Student Learning Standards. Lessons included assessments that measured progress towards learning goals. The Character Education curriculum introduced during the program focused on the Pillars of Learning, Respect and Responsibility, instilled a positive school climate and "culture of kindness" designed to make schools a safe environment for students to learn.

Graduation Enhancement / Transcript Review / SAT Prep

All Paterson Public School students in grades 9 – 12 are afforded an opportunity to receive personalize guidance to develop, review and monitor their educational program. The level of service may vary to include members of the Child Study Team if the student is deemed eligible for special education services. Otherwise, their assigned guidance counselor and principal designee will provide the service.

Students in grade 8 are afforded an opportunity to meet with their counselor and identify a potential high school placement. Once a placement is secured, they will attend a summer orientation meeting to review their new school's overall program and receive information on graduation requirements and the transcript review conference, also known as TRC basic overview.

High school counselors conduct annual Transcript Review Conferences to plan, review and monitor the student's academic process. Students are encouraged to set high academic priorities and apply to dual college courses and/or programs that will enhance their existing knowledge base. Weekend college-sponsored programs and year-long academic courses such as SAT Prep are offered to sophomores and juniors.

Existing district SAT Prep courses focus on Language Arts and Mathematics. Teachers provide both enrichment and/or remedial instruction while providing best practice strategies for high achievement. These strategies are assessed to measure student growth and overall strengths and weaknesses. These courses seek to maximize students overall scoring on official SAT assessments.

School Breakfast Initiatives

Paterson's school breakfast initiatives (Breakfast after the Bell and Grab & Go) continue to have a positive impact on our students in the areas of attendance, concentration and participation. During the 2015-2016 school year, overall breakfast participation reached new heights from 63% the year before to 68%; and although there was a slight enrollment increase of 2.5% in FY 2017, breakfast participation overall rose again by 1% to 69% this same year. This was attributed to a modest participation increase in the High Schools from 6% in FY 2016 to 9% in FY 2017. Whereas, in our elementary schools, there was a slight decrease in participation levels dropping from 62% in FY 2016 to 60% in FY 2017. This slight decline is attributed to the opening of two new schools in the fall of 2016 and students having to acclimate themselves to their new surroundings. Expectations are for breakfast rates to continue to climb and for children to continue to benefit from these programs.

EFFICIENT AND RESPONSIVE OPERATIONS

Fiscal Planning

In its planning and preparation of the 2017-2018 Fiscal Year budget (approved in spring 2016), the district continued to focus on its Strategic Plan's priorities and goals while also ensuring the submission of a balanced budget. Despite its ongoing financial challenges resulting from predominantly flat funding and its limited ability to raise local taxes, the district has continued to successfully improve its fiscal audits while significantly reducing audit findings, increased QSAC scores in the Fiscal DPR (District Performance Review) resulting in the return of local control of this area effective May 2016, and has delayed the "fiscal cliff" (through continued use of fund balance and cost savings strategies). Further, the district continues to maintain an administrative cost-per-pupil level that is below the regional benchmark.

Although considerable efforts were made to reduce operational costs, and the local tax levy was

increased by 2.8% - the first tax levy in over ten years – the district still needed to make additional staff reductions although overall enrollment has continued to increase.

Specific budget reductions for 2017-2018 include:

- Reduction in force (including 96 teachers and 71 vacant positions) produced over \$11 million in savings.
- District eliminated its courtesy busing program to produce \$930,000 in savings. It eliminated the high school Twilight Program to save \$75,000.
- Cuts to programs, consultants, consolidation of schools, and other non-salary reductions generated \$10.54 million in savings.

Creating an annual district budget directly impacts the district's ability to manage the day-to-day operations of its school system – and most importantly, it must support its efforts to provide a quality education for over 28,000 children. As the district moves forward, the budget planning process will begin in early fall and will provide more opportunities for community input.

Technology Initiative

Through the Department of Instructional Technology, a division of Academic Services, Paterson Public Schools was selected as one of eleven school districts in the nation to pilot the 1 Million Device Grant from Sprint Corporation. Paterson Public Schools was the only school district in the tristate area selected to pilot the program. The grant will enable every incoming freshman who does not have access to the internet at home, or the ability to own a personal laptop, tablet or smartphone, to receive a free mobile device with unlimited talk, text and 3 gigs of data, per month, for the entire duration of their high school career. Through the work of the grant this opportunity will last for the next nine years and has a projected value of forty million dollars.



Paterson Public Schools has also opened three new schools with a one to one student to laptop ratio. The schools are School 16, Dr. Hani Awadallah elementary school and the Young Men's Academy. There are currently 1,400 students who are now able to access online curricular content wirelessly in all of their academic courses as a result.

Through the federal E-Rate program Paterson Public Schools has also installed a new 10 gigabit per second fiber optic network which will allow all of its users to experience lightning fast internet speeds in all of its locations.

Data Initiative in Schools

Paterson Public Schools has taken the initiative to make major strides towards improving the accuracy and alignment of data in the district's systems. The effort consists of three focus areas: improving the quality of the fall Application for State School Aid (ASSA) collection, updating the district human resources system, Edumet, and improving the ongoing accuracy of the district student information system, Infinite Campus, which feeds data to many other systems. To ensure that the ASSA data is accurate, higher scrutiny has been applied to every school's monthly NJ Register report. Principals reviewed several data reports twice during the year, in the fall and in the spring semesters. The reports included teacher rosters to ensure that the student information system is kept current as students transfer between schools and new students enroll in the district. Principals also reviewed their teacher rosters to capture any teacher movement that occurred over the summer and updated each teacher's contact information to ensure that district systems are accurate. Lastly, every principal has been mandated to review every course roster with their teachers during the post observation conferences which occur 2 to 3 times per year. These actions will lead to much more accurate and aligned data across departments and systems in Paterson Public Schools.

QSAC Visit / Local Governance Initiative

The Quality Single Accountability Continuum (QSAC) is the New Jersey Department of Education's monitoring and self-evaluation system for public school districts. QSAC is focused on five key areas, Instruction & Program, Fiscal, Governance, Operations and Personnel. In March of 2016, the Paterson Public School District received evaluation in the areas of Instruction & Program and Governance (the remaining two areas in which the district must show proficiency in order to regain Local Control).

The Instruction & Program is unique because it is the only QSAC area in which a significant number of indicators are based on lagging outcomes. By nature, such a metric can take several years to change in response to direct (current) efforts. The current set of student outcome indicators does not take into consideration growth in students' performance. Instead, they look at snapshots of proficiency levels, graduation rates, and achievement on federal school-level metrics (developed for a different type of assessment and frozen since 2012). This had led Paterson Public Schools to propose their own equivalent set of metrics that keeps the goals of demonstrating rigorous, significant progress. The proposed metrics can do so in a more meaningful way; by using growth-based metrics which recognize and reward the progress of all students, not only those who happen to be on the higher end of the band. The district believes that this system can push students toward meeting or even exceeding expectations.

The district Instruction and Program equivalency was subsequently proposed and approved by the New Jersey Department of Education and recognized as a section of the district's QSAC review.

In the area of Governance, QSAC focuses on a fiscal alignment with budget objectives to certify that goals are set forth and followed to improve student achievement. The district is currently awaiting results of an evaluation of district practices.

ACCOMPLISHMENTS: 2016-2017 SCHOOL YEAR

PROCESS, FISCAL AND OTHER OUTCOMES

1. In September 2016, Paterson opened two new elementary schools – the new School 16 servicing 750 pre-k – grade 8 students, and the Dr. Hani Awadallah School (named in memory of a prominent Arabic community leader), servicing 650 kindergarten through grade 8 students. Both schools provide one-to-one technology for all students and staff. School 16 will become the district's first "Leed Gold" certified school for its inclusion of "green" systems such as the use of solar power;
2. School 28/Paterson Academy for the Gifted & Talented was identified as the district's first National Title I Distinguished School for achieving exceptional student performance for two or more consecutive years;
3. Earned official confirmation from The International Baccalaureate Organization that district has been authorized as an "IB World School" for an International Baccalaureate Diploma Program;
4. Rosa Parks School of Fine and Performing Arts achieved a 100% graduation rate for the third consecutive year;
5. Paterson was chosen as one of 11 districts nationwide – and the only school district in the tri-state area – to participate in an exceptional grant with an estimated total value of \$40 million from the Sprint Corporation. The program was designed to address the "digital divide" homework gap that leaves many low-income and minority students without state-of-the-art electronic equipment for their education. This year's pilot program included Rosa Parks School of Fine and Performing Arts, Garrett Morgan Academy, Academy of Health Science (HARP), Academy of Earth & Space Science (PANTHER), School of Information Technology at Eastside, and the International Baccalaureate Program at International High School. A full rollout will take place for 2017-2018 school year.
6. During this year's National History Day competition, students from the School of Government and Public Administration (GOPA) at Eastside, School of Science, Technology, Engineering and Mathematics (STEM) at JFK, International High School and Rosa L. Parks Fine & Performing Arts (group exhibit) advanced to national-level competition;
7. Many Paterson students achieved outstanding individual and group accomplishments including:
 - During the spring of 2017, School 24 students took the National Spanish Examination to assess mastery of content and language. Thirty-seven of fifty participating School 24



students attained national recognition for excellence and mastery;

- 2016-17 was the 5th consecutive year that the students from the School of Government and Public Administration (GOPA) at Eastside took the National Spanish Examination. Forty nine-students attained national recognition for excellence and mastery;
- Students from the School of Health Science (HARP) won 18 medals in the Health Occupations Student Association (HOSA) State Competition, where five students moved on to represent the district at the HOSA International Conference in Florida;
- A School of Government and Public Administration (GOPA) at Eastside student was given the opportunity to attend a summer immersion program at Harvard University
- A School of Science, Technology, Engineering and Mathematics (STEM) at JFK student was accepted and received a full academic scholarship to attend Dartmouth University for the class of 2020, as well as being chosen as a Governor's STEM Scholar;
- A School of Architecture and Construction Trades (ACT) at JFK student, who is a recent Syrian refugee, graduated near the head of his class;
- 112 "Exceptional Achievers" were recognized by the Board of Education for having attained advanced proficiency and/or perfect scores on state PARCC and NJASK assessments;
- Through the Paterson Music Project, students from Schools 1 and 26 had the opportunity to perform at Carnegie Hall as part of the National Middle School and Children's Choir;
- Five Academy of Health Science (HARP) students advanced to compete on the international level at the HOSA-Future Health Professionals Competitive Event/Conference. Students placed 1st in two categories, while two others placed 1st and 2nd place in the Interviewing Skills event
- As part of the World Organization of High School Non-Governmental Organization (NGO) Connect, the student NGO cohort at International High School (IHS) used Skype to interface with NGO volunteers in Ecuador;
- By utilizing "Achieve 3000" (an online differentiated instructional program designed to help meet the needs of diverse students), classes at the School of Culinary Arts, Hospitality and Tourism (CAHTS) showed substantial growth in their reading Lexile Levels;
- An Academy of Earth and Space Science (PANTHER) junior spent six weeks working as a researcher alongside world-renowned geologists and climatologists at Columbia University's Lamont-Doherty Earth Observatory;
- The School of Government and Public Administration (GOPA) at Eastside was named the winner in the 9th Congressional District Art Contest, beating out 49 other entries from 18 different high schools in North Jersey;
- A Rosa Parks School of Fine & Performing Arts' senior is the first Paterson student to be accepted into the prestigious NJ SEEDS College Scholars Program. This program is designed to prepare and place top-performing, low-income students into highly competitive colleges with excellent preparation and financial aid;

- Scholarships of \$10,000 to \$140,000 were attained by many students from around the district. These students were accepted to major universities such as: Dartmouth, Rutgers, Fairleigh Dickinson, Southern New Hampshire, American, Syracuse and more;
 - Twelve students from the School of Business, Technology, Marketing and Finance (BTMF) at JFK competed at the state level at the Distributive Education Clubs of America (DECA) competitions;
 - A School of Architecture and Construction Trades (ACT) at JFK student was accepted to the prestigious International Association of Machinists and Aerospace Workers (IAM) CREST District 15 Automotive/Diesel Technicians Pre-Apprenticeship Program. This program is funded by a grant from the New Jersey Department of Labor and Workforce Development and provides \$12,000/year in addition to earning a wage while working alongside a certified Union mechanic;
 - School of Science, Technology, Engineering and Mathematics (STEM) at JFK students assisted the Great Falls National Historical Park and the Hamilton Partnership in redesigning and implementing the walking tour mobile app for the Mill Mile path;
 - JFK College Prep/Robotics Team once again received numerous accomplishments at the North Jersey Robotics Competition held at Passaic County Community College:
 - a. 1st Place in Science & Technology;
 - b. 1st Place in Gutter Collection Event, Best Robot Design Award and also an award for School Spirit;
 - c. 3rd place overall at the tournament.
8. School 21 began its positive trajectory toward academic success as a Turnaround School:
- The school hired 27 teachers prior to the September 2016 opening day;
 - A Master Schedule was developed that includes a 40-minute intervention period at both the beginning and end of each day. The K-2 schedule includes 120 minute Literacy and 90 minute uninterrupted blocks and the schedule for Grades 3-8 incorporate uninterrupted 90 minute Math and Literacy blocks;
 - Emphasis is placed on both instruction and integrity to the assessment process;
 - The School Improvement – Cycle Review has yielded 80% and 100% of goals being met;
 - Student achievements include Grade 1 and 4 – First Place at the District Spelling Bee, Grade 3 Second Place;
 - The eighth grade Math Olympics team scored 5th place at that competition;
 - Parent Involvement continues to improve with parent attendance at most Back to School and Report Nights reaching 490 parents in attendance.
9. New Roberto Clemente School principal was selected as the Mid-level Administrator of the Year by the New Jersey Association for Middle-Level Education;
10. A School 24 bilingual math teacher received the NJDOE Exemplary Educator Award;
11. The Food Services Department implementation of the “Breakfast after the Bell” elementary

school meal program, along with “Grab & Go” kiosks at the larger high schools and yielded an increased participation rate of 10% to over 50%, thus boosting the district-wide usage by nearly 70%;

12. The Eastside Campus cafeteria received new paint and signage encouraging healthy eating with a grant from the American Dairy Association and the National Football League;



13. Two district schools had special “naming” ceremonies: School 6 was renamed as the Senator Frank R. Lautenberg School, while the School 16 Media Center was

renamed as the Mary Augusto Media Center in honor of the co-founder of “The Italian Voice” newspaper;

14. Boys and girls high school athletes achieved many notable wins and records in track football, baseball, volleyball, tennis and women’s golf:
- Two JFK boys track and tennis coaches were named Passaic County Coaches Association, “Coach of the Year;”
 - The district Athletic Director was named “Athletic Director of the Year;”
 - The JFK boys indoor track team once again captured the Passaic County title; and
 - A JFK female athlete was honored during the New Jersey Celebration of Girls and Women in Sports by the New Jersey State Interscholastic Athletic Association (NJSIAA);
15. The district revamped the homepage of its district website and launched its first Twitter page. Social media continues to be a primary communication tool with over 5200 Facebook followers and mobile app users.
16. Paterson Public Schools welcomed a delegation of 25 high school principals and directors from Hubei, China. The delegation first visited International High School where they were welcomed by students studying Mandarin, followed by a presentation that shared the challenges facing urban schools; specifically those impacting our district including academic outcomes, our evaluation system, and flat funding. The delegation then visited the JFK Educational Complex where they took a tour of the school’s TV studio, two STEM classrooms, and the district’s student-run credit union.
17. Early Childhood accomplishments:
- Opened the in-district Early Learning Center with 7 new preschool classrooms; added 10 new preschool classrooms at Schools 9, 16, and 27;
 - Six Master Teachers received ECERS 3 (Early Childhood Environmental Rating Scale) High

Reliability from the Environment Rating Scales Institute (ERSI);

- All Master Teachers received training and support from IFL (Institute for Learning) which focused on the coach-teacher discussion process, based on 6 strategies for increasing opportunities for students to talk about mathematics and make mathematical connections between concepts and skills;
- Utilized ECERS 3 and Teaching Pyramid Observation Tool (TPOT) in every preschool classroom;
- Continued partnership with New Jersey Community Development Corporation (NJCDC) to conduct a successful Annual Preschool Conference at Montclair State University;
- Data Management Specialist completed the Strategic Data Project Fellowship at Harvard University; and
- Visited by the Ministry of Social and Family Development from Singapore.

18. The district acquired additional grant funding to support school improvement initiatives:

Grant	Total Grant
School Improvement Grants (SIG): School 6 and New Roberto Clemente	\$2,979,911
Federal Full Service Community Schools Grant – Schools 15 & 6	\$486,525
Turn-around School Leaders Program – 3 year Federal Grant	\$1,500,000
Digital Device Grant from the Sprint Foundation (one of 11 school districts nationwide to be awarded a five year grant)	\$40,000,000
21st Century Community Learning Centers Grant	\$535,000
USDA/NJDA Fresh Fruit & Vegetable Grant – for 11 elementary schools	\$321,000
USDA's NSLP Equipment Assistance Grant (Food Services) for 6 Paterson schools	\$50,444
AMETEK Foundation STEM Education Grant – School 27	\$86,837
NJ Youth Corps/NJDOL Grant - High School Equivalency Diploma & Work Experience	\$465,000
NJ Youth Corps/PCWDC Grant - High School Equivalency Diploma & Work Experience	\$291,000
Workforce Learning Link/PCWDC Grant – Workforce Basic Skills	\$98,000
Work First New Jersey/PCWDC Grant – Various assistance toward self-sufficiency/career	\$150,000
BASF NJ Audubon Water Quality Program Grant	\$10,000
Great Falls Summer STEAM Grant - PEF, Victor Cruz Foundation & Hamilton Partnership for Paterson	\$35,000
River Story Project Grant - PEF & Taub Foundation	\$90,000
Paterson Ambassadors Grant - Ramapo NJDOE MSP	\$10,000

ACADEMIC RESULTS

NJASK Science Results

The NJASK Science test measures fourth and eighth grade students' ability to recall information and to solve problems by applying science concepts. The NJASK Science test assesses knowledge and application skills in three clusters – Life Science, Physical Science and Earth Science.

Initiatives to address the ongoing challenges in Science and Math scores can be found on page 45.

NJASK 2016-2017 Science Sub-Group							
	2016			2017			
Total							+/-
Grade	# Valid Score	# Proficient & Above	% Proficient & Above	# Valid Score	# Proficient & above	% Proficient & Above	
4	2,020	1,472	72.9%	2,073	1,387	66.9%	
8	1,912	845	44.2%	1,885	718	38.1%	
General Education							+/-
Grade	# Valid Score	# Proficient & Above	% Proficient & Above	# Valid Score	# Proficient & Above	% Proficient & Above	
4	1,536	1,241	80.8%	1,542	1,146	74.3%	
8	1,338	764	57.1%	1,269	642	50.6%	
Special Education							
Grade	# Valid Score	# Proficient & Above	% Proficient & Above	# Valid Score	# Proficient & Above	% Proficient & Above	+/-
4	229	121	52.8%	236	109	46.2%	-6.6%
8	283	41	14.5%	288	41	14.2%	-0.3%
Limited English Proficient							+/-
Grade	# Valid Score	# Proficient & Above	% Proficient & Above	# Valid Score	# Proficient & Above	% Proficient & Above	
4	542	329	60.7%	477	259	54.3%	
8	412	85	20.7%	407	53	13.0%	

PSAT / SAT Results

The Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) is a proven first step to college and career opportunity for all students. By measuring critical Reading, Mathematics, and Writing skills, the PSAT/NMSQT provides valuable college readiness feedback and tools that help schools promote improved student outcomes at every level.

PSAT / NMSQT 2016-Fall			
Grade	District Mean Total Score	State Mean Total Score	National Mean total Score
9	795	892	934
10	777	949	937
11	804	998	1018

Current "College and Career Readiness" benchmarks are:

- Evidence-Based Reading and Writing (ERW): 480
- Math: 530

Currently, only 8% of the district's SAT's test-takers have met both benchmarks. In order to address overall student performance in Scholastic Aptitude Test (SAT) performance, Paterson Public Schools is taking an aggressive, proactive approach. The district will be implementing online test-prep courses

provided by Edgenuity, a web-based course platform. These SAT courses are divided into subtopics that address targeted skills on the Preliminary Scholastic Aptitude Test (PSAT) and SAT. The district will also offer ACCUPLACER, a system of assessments used to evaluate student readiness for introductory credit-bearing college courses. The courses are designed to enhance students' skills for responding to a variety of typical questions that they will encounter when taking the standardized assessments.

Principals will be provided with timely information about the availability of all of these SAT and other test-prep courses. Many of these options will be made available to students in specially arranged practice sessions at their individual schools.

SAT June 2017				
District Mean ERW Score	District Mean Math Score	District Mean Total Score	State Mean Total Score	National Mean Total Score
433	432	865	1076	1071

Advanced Placement and Dual Enrollment

In 2016-2017, a total of 412 students from the district's high schools were enrolled in Advanced Placement (AP) courses. The following courses were offered: AP Calculus AB, AP Chemistry B-Lecture/Laboratory, AP Economics, AP Language and Composition, AP Literature and Composition, AP US History I, AP US History II, AP Mobile Computer Science, AP Studio Art and AP World History. Additionally, a total of 173 students participated in Dual Enrollment courses offered by four colleges/

universities within New Jersey, and as a result, all are eligible to receive college credits.



Graduation, Drop-Out Rate and Post Graduation Plans

Improving the graduation rate is a critical goal for the district. A number of initiatives are in place including credit recovery programs and comprehensive transcript reviews for all high school seniors. Since 2009, Paterson has made continued improvements in its overall graduation rate. For 2016-2017, Paterson's graduation rate was 87.8% - which is a 3.6 percentage point increase over the previous year (when utilizing the State's revised Graduation Rate criteria – 2015-2016 would have been 84.2%).

Paterson Public Schools Graduation/Dropout Rate*									
Graduation Year	Total Students	Graduated		Dropouts		Transfers		Other	
		#	%	#	%	#	%	#	%
2009	2112	964	45.6%	435	20.6%	470	22.3%	243	11.5%
2010	1960	987	50.4%	350	17.9%	400	20.4%	223	11.4%
2011	1377	881	64.0%	86	6.2%	56	4.1%	354	24.5%
2012	1466	974	66.4%	140	9.5%	95	6.5%	257	17.5%
2013	1537	1109	71.9%	166	10.8%	97	6.3%	166	10.8%
2014	1542	1149	74.2%	164	10.6%	87	5.6%	142	9.2%
2015	1596	1249	78.2%	162	10.2%	94	5.9%	91	5.7%
2016	1617	1270	78.5%	231	14.3%	64	4.0%	52	3.2%
2017*	1441	1265	87.8%	77	5.3%	49	3.4%	50	3.5%

**For 2016-2017, the State revised its criteria for Graduation Rates to only include "Accountable Schools." Prior to 2016-2017, the district had included STARS Academy and our Alternative High Schools (e.g. Great Falls and Silk City Academy) in its graduation rate calculations. These schools are no longer included as they are not considered (under State guidelines) a "regular or vocational school."*

Along with rising graduation rates, the district has seen an upward trend in total college applications and acceptances, as well as the total number of students planning to attend a two-year or four-year college or university.

Paterson Public Schools Post-Graduation Plans				
Category	2016		2017	
	Numbers	Percentage	Numbers	Percentage
Total Students Enrolled	1333	N/A	1421	N/A
Total Received Diploma	1233	92.49%	1323	93%
Four-Year College	421	34.14%	450	31%
Two-Year College	467	37.87%	494	34%
Trade/Technical/Certificated Program	110	8.92%	102	7%
Military	23	1.86%	19	1%
Employment	217	17.59%	180	12%



Student Attendance

The Paterson Public School District strives to promote a positive culture and climate that successfully achieves the district's educational and operational goals. Through the Student Attendance department, staff members meet with the school leaders to discuss attendance plans that are currently in place and to ensure that these plans are implemented with fidelity. The 10 schools with the lowest attendance rates are given priority focus. Additionally, staff members meet with the schools to create new initiatives to reduce absentee rates. Every effort is made to contact parents so that they are aware of the importance of attending school and its impact on a student's future potential.



The district's student attendance rate remains relatively strong. In 2016-2017, the overall attendance rate for the district was 93%.

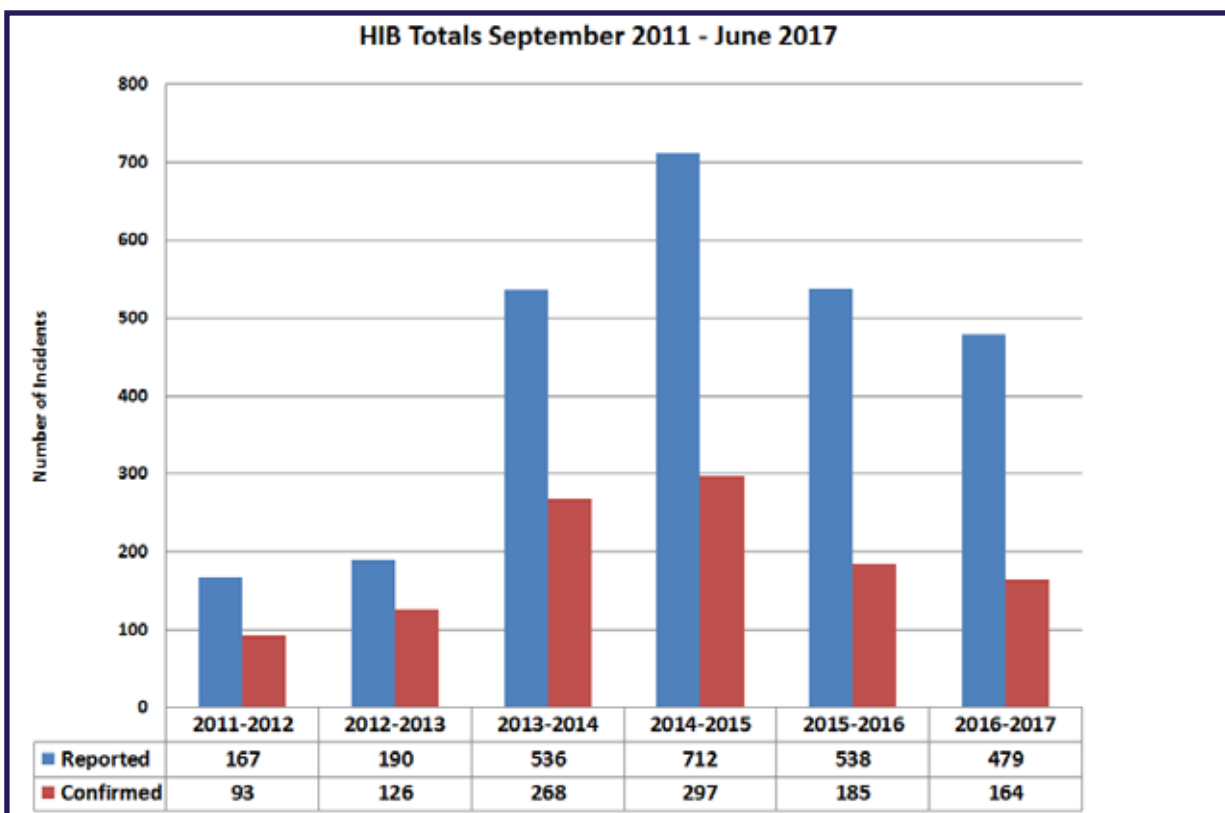
Paterson Public Schools' Average Daily Attendance		
Year	Elementary	High School
2009-2010	93.4%	88%
2010-2011	93.3%	85.1%
2011-2012	93.6%	85.2%
2012-2013	94.4%	89.0%
2013-2014	94.1%	89.3%
2014-2015	94.5%	88.9%
2015-2016	94.7%	89.7%
2016-2017	94.3%	89.2%

Staff Attendance for 2016-2017

Elementary Teachers	94% in attendance
High School Teachers	94% in attendance
Total Teachers	95% in attendance

HIB Culture and Climate

The district continues to utilize an online paperless reporting system to accurately track Harassment, Intimidation and Bullying (and Affirmative Action) investigations, ensuring compliance with state reporting timelines. This reporting system has allowed the School Safety Teams to monitor HIB trends by month, time, location, grade, and other distinguishing characteristics in order to address trends at the school level. The following chart shows a decrease in both the number of reported and confirmed HIB incidents each of which is a direct result of the district's efforts in this area.



PARCC Scores

The Partnership for Assessment of Readiness for College and Careers (PARCC) – computerized assessments which replaced former paper-based state assessments (i.e. NJASK and HSPA) – are designed to measure whether students are on track for college or careers. To this end, PARCC assessments ask students to demonstrate critical-thinking and problem-solving skills in an in-depth manner. Students are asked to answer various types of questions, show their work, and explain their reasoning. PARCC assessments measure higher learning expectations for students and focus more on the application of knowledge of concepts and skills rather than memorization of facts as previous assessments had done.

PARCC defines five levels in characterizing whether a student's performance on the assessment meets the expectations of the grade level:

- Level One: Not Yet Meeting Expectations;
- Level Two: Partially Meeting Expectations;
- Level Three: Approaching Expectations;
- Level Four: Meeting Expectations; and
- Level Five: Exceeding Expectations.

The 2017 Partnership for Assessment of Readiness for College and Career (PARCC) results for Paterson Public Schools indicate some improvement as compared to 2016:

- The percentage of students who met or exceeded expectations in ELA increased 5.2 percentage points for grade 4; 7.3 percentage points for grade 5; 3.7 percentage points for grade 7; and 2.2 percentage points for grade 9; and
- In Math, district scores declined except for Algebra II.

With a strategic focus on implementing aligned curriculum for all courses, as well as delivering high impact interventions, the district continues in its steadfast efforts to improve academic student outcomes across all grade levels. New initiatives to help improve math scores can be found on page 45.



Comparison of Paterson Public School's Spring 2016 and Spring 2017 PARCC Administrations Grade level English Language Arts/Literacy													
	Not Yet Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)		≥ Level 4 Met or Exceeded Expectations		
	2016	2017	2016	2017	2016	2017	2016	2017	2016	2017	2016	2017	15/16 - 16/17 +/-
Grade 3	31.60%	31.70%	23.70%	21.40%	23.20%	26.00%	20.30%	19.20%	1.20%	1.70%	21.5%	20.9%	-0.6%
Grade 4	20.80%	19.90%	26.10%	23.10%	29.70%	28.40%	20.80%	24.60%	2.60%	4.00%	23.4%	28.6%	5.2%
Grade 5	20.40%	19.00%	27.60%	23.00%	29.50%	28.10%	21.50%	27.70%	1.10%	2.20%	22.5%	29.9%	7.3%
Grade 6	19.90%	15.80%	23.10%	27.90%	29.60%	31.50%	24.10%	21.50%	3.30%	3.40%	27.4%	24.9%	-2.5%
Grade 7	21.10%	23.30%	20.70%	19.60%	28.00%	23.00%	24.30%	26.10%	6.00%	7.90%	30.3%	34.0%	3.7%
Grade 8	23.20%	22.70%	17.50%	19.00%	22.70%	26.70%	31.90%	26.50%	4.70%	5.10%	36.6%	31.6%	-5.0%
Grade 9	38.00%	39.80%	26.00%	20.90%	21.30%	22.40%	13.40%	15.20%	1.30%	1.70%	14.7%	16.9%	2.2%
Grade 10	51.30%	52.70%	18.50%	19.00%	16.80%	15.40%	12.40%	11.10%	1.00%	1.90%	13.4%	12.9%	-0.4%
Grade 11*	32.90%	45.40%	23.40%	21.00%	21.90%	17.70%	20.40%	13.60%	1.40%	2.30%	21.8%	15.9%	-5.9%

*Grade 11 does not include students who took an AP/IB test.

Notes: Data shown is preliminary. Percentages may not total 100 due to rounding

Comparison of Paterson Public School's Spring 2016 and Spring 2017 PARCC Administrations Grade/Course level Mathematics													
	Not Yet Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)		≥ Level 4 Met or Exceeded Expectations		
	2016	2017	2016	2017	2016	2017	2016	2017	2016	2017	2016	2017	15/16 - 16/17 +/-
Grade 3	18.00%	19.60%	26.70%	26.90%	26.80%	28.30%	25.20%	22.30%	3.30%	2.90%	28.5%	25.2%	-3.3%
Grade 4	18.80%	19.20%	31.40%	29.60%	26.20%	29.50%	21.90%	20.10%	1.70%	1.60%	23.6%	21.7%	-1.9%
Grade 5	17.60%	16.80%	32.30%	33.00%	29.60%	31.30%	18.20%	16.30%	2.20%	2.60%	20.5%	18.9%	-1.5%
Grade 6	21.30%	24.30%	30.60%	33.50%	29.20%	26.20%	16.60%	14.00%	2.30%	1.90%	18.9%	15.9%	-3.0%
Grade 7	18.20%	19.70%	32.60%	32.60%	31.80%	31.60%	16.50%	15.20%	0.80%	0.90%	17.3%	16.1%	-1.2%
Grade 8	39.30%	41.90%	30.80%	29.10%	19.80%	20.00%	9.70%	9.00%	0.30%	0.00%	10.1%	9.0%	-1.0%
Algebra I	26.30%	29.40%	33.70%	35.70%	23.40%	20.80%	16.10%	13.40%	0.50%	0.70%	16.6%	14.1%	-2.5%
Algebra II	66.30%	70.70%	23.00%	18.20%	8.60%	6.90%	2.10%	4.10%	0.00%	0.10%	2.1%	4.2%	2.1%
Geometry	30.00%	27.70%	51.50%	50.90%	14.30%	17.70%	4.00%	3.30%	0.30%	0.30%	4.2%	3.7%	-0.7%

*Approximately 30,000 New Jersey students in grade 8 participated in the PARCC Algebra I assessment. Thus, PARCC Math 8 outcomes are not representative of grade 8 performance as a whole. **Level 4 and Level 5 is an indication a student is on pace to be college and career ready.

Notes: Data shown is preliminary. Percentages may not total 100 due to rounding.

Elementary Mathematics

GRADE 3	2016 NUMBER OF STUDENTS	2016 Percent Met or Exceeded Grade-Level Expectations	2017 NUMBER OF STUDENTS	2017 Percent Met or Exceeded Grade-Level Expectations
PARCC	477,300	44.0%	426,427	42.5%
STATE	99,871	51.7%	100,007	52.5%
DISTRICT	2,073	28.5%	2,086	25.2%

Grade 4	2016 NUMBER OF STUDENTS	2016 Percent Met or Exceeded Grade-Level Expectations	2017 NUMBER OF STUDENTS	2017 Percent Met or Exceeded Grade-Level Expectations
PARCC	465,134	37.1%	427,307	35.8%
STATE	97,649	46.6%	101,358	47.3%
DISTRICT	2,003	23.7%	2,080	21.7%

Grade 5	2016 NUMBER OF STUDENTS	2016 Percent Met or Exceeded Grade-Level Expectations	2017 NUMBER OF STUDENTS	2017 Percent Met or Exceeded Grade-Level Expectations
PARCC	458,946	37.6%	417,373	34.7%
STATE	96,481	47.2%	99,447	46.2%
DISTRICT	1,892	20.5%	2,003	18.9%

Grade 6	2016 NUMBER OF STUDENTS	2016 Percent Met or Exceeded Grade-Level Expectations	2017 NUMBER OF STUDENTS	2017 Percent Met or Exceeded Grade-Level Expectations
PARCC	459,036	34.0%	409,892	32.2%
STATE	97,584	43.0%	98,357	43.6%
DISTRICT	1,821	18.9%	1,902	15.9%

Grade 7	2016 NUMBER OF STUDENTS	2016 Percent Met or Exceeded Grade-Level Expectations	2017 NUMBER OF STUDENTS	2017 Percent Met or Exceeded Grade-Level Expectations
PARCC	436,969	30.7%	395,309	28.8%
STATE	93,250	38.7%	96,096	39.6%
DISTRICT	1,811	17.3%	1,851	16.1%

Grade 8	2016 NUMBER OF STUDENTS	2016 Percent Met or Exceeded Grade-Level Expectations	2017 NUMBER OF STUDENTS	2017 Percent Met or Exceeded Grade-Level Expectations
PARCC	360,747	28.7%	316,063	25.7%
STATE	60,819	25.6%	63,769	27.7%
DISTRICT	1,509	10.1%	1,410	9.0%

Mathematics Grade 3-5	2016 NUMBER OF STUDENTS	2016 Percent Met or Exceeded Grade-Level Expectations	2017 NUMBER OF STUDENTS	2017 Percent Met or Exceeded Grade-Level Expectations
DISTRICT	5,968	24.3%	6,169	22.0%

Elementary Mathematics

Mathematics Grade 6-8	2016 NUMBER OF STUDENTS	2016 Percent Met or Exceeded Grade-Level Expectations	2017 NUMBER OF STUDENTS	2017 Percent Met or Exceeded Grade-Level Expectations
DISTRICT	5,141	15.8%	5,163	14.1%

Mathematics Grade 3-8	2016 NUMBER OF STUDENTS	2016 Percent Met or Exceeded Grade-Level Expectations	2017 NUMBER OF STUDENTS	2017 Percent Met or Exceeded Grade-Level Expectations
DISTRICT	11,109	20.4%	11,332	18.4%

Elementary Language Arts/Literacy

Grade 3	2016 NUMBER OF STUDENTS	2016 Percent Met or Exceeded Grade-Level Expectations	2017 NUMBER OF STUDENTS	2017 Percent Met or Exceeded Grade-Level Expectations
PARCC	472,413	39.7%	421,107	40.0%
STATE	99,067	47.6%	98,896	50.4%
DISTRICT	2,020	21.5%	1,998	20.9%

Grade 4	2016 NUMBER OF STUDENTS	2016 Percent Met or Exceeded Grade-Level Expectations	2017 NUMBER OF STUDENTS	2017 Percent Met or Exceeded Grade-Level Expectations
PARCC	461,694	43.1%	423,528	42.6%
STATE	96,847	53.5%	100,314	55.9%
DISTRICT	1,948	23.4%	1,986	28.6%

Grade 5	2016 NUMBER OF STUDENTS	2016 Percent Met or Exceeded Grade-Level Expectations	2017 NUMBER OF STUDENTS	2017 Percent Met or Exceeded Grade-Level Expectations
PARCC	456,676	42.4%	415,030	43.7%
STATE	95,783	53.2%	98,489	59.0%
DISTRICT	1,836	22.5%	1,927	29.9%

Grade 6	2016 NUMBER OF STUDENTS	2016 Percent Met or Exceeded Grade-Level Expectations	2017 NUMBER OF STUDENTS	2017 Percent Met or Exceeded Grade-Level Expectations
PARCC	457,000	41.2%	407,715	40.0%
STATE	96,920	52.3%	97,417	53.4%
DISTRICT	1,735	27.4%	1,833	24.9%

Grade 7	2016 NUMBER OF STUDENTS	2016 Percent Met or Exceeded Grade-Level Expectations	2017 NUMBER OF STUDENTS	2017 Percent Met or Exceeded Grade-Level Expectations
PARCC	451,004	43.8%	407,420	44.8%
STATE	96,006	56.3%	98,961	59.2%
DISTRICT	1,752	30.3%	1,778	34.0%

Elementary Language Arts/Literacy

Grade 8	2016 NUMBER OF STUDENTS	2016 Percent Met or Exceeded Grade-Level Expectations	2017 NUMBER OF STUDENTS	2017 Percent Met or Exceeded Grade-Level Expectations
PARCC	441,609	44.2%	400,708	43.1%
STATE	94,308	55.2%	98,856	59.1%
DISTRICT	1,826	36.6%	1,773	31.6%

ELA/L Grade 3-5	2016 NUMBER OF STUDENTS	2016 Percent Met or Exceeded Grade-Level Expectations	2017 NUMBER OF STUDENTS	2017 Percent Met or Exceeded Grade-Level Expectations
DISTRICT	5,804	22.5%	5,911	26.4%

ELA/L Grade 6-8	2016 NUMBER OF STUDENTS	2016 Percent Met or Exceeded Grade-Level Expectations	2017 NUMBER OF STUDENTS	2017 Percent Met or Exceeded Grade-Level Expectations
DISTRICT	5,313	31.5%	5,384	30.1%

ELA/L Grade 3-8	2016 NUMBER OF STUDENTS	2016 Percent Met or Exceeded Grade-Level Expectations	2017 NUMBER OF STUDENTS	2017 Percent Met or Exceeded Grade-Level Expectations
DISTRICT	11,117	26.8%	11,295	28.2%

High School Mathematics

Algebra I	2016 NUMBER OF STUDENTS	2016 Percent Met or Exceeded Grade-Level Expectations	2017 NUMBER OF STUDENTS	2017 Percent Met or Exceeded Grade-Level Expectations
PARCC	328,029	33.1%	262,920	35.8%
STATE	106,125	41.2%	110,285	41.4%
DISTRICT	2,062	16.6%	2,167	14.1%

Geometry	2016 NUMBER OF STUDENTS	2016 Percent Met or Exceeded Grade-Level Expectations	2017 NUMBER OF STUDENTS	2017 Percent Met or Exceeded Grade-Level Expectations
PARCC	147,094	27.0%	138,883	31.6%
STATE	84,592	27.0%	88,141	29.7%
DISTRICT	1,438	4.2%	1,449	3.7%

Algebra II	2016 NUMBER OF STUDENTS	2016 Percent Met or Exceeded Grade-Level Expectations	2017 NUMBER OF STUDENTS	2017 Percent Met or Exceeded Grade-Level Expectations
PARCC	141,929	23.1%	124,568	26.3%
STATE	74,645	25.0%	75,021	26.6%
DISTRICT	1,400	2.1%	1,422	4.2%

High School Language Arts/Literacy

ELA/L Grade 9	2016 NUMBER OF STUDENTS	2016 Percent Met or Exceeded Grade-Level Expectations	2017 NUMBER OF STUDENTS	2017 Percent Met or Exceeded Grade-Level Expectations
PARCC	278,231	39.0%	189,287	42.2%
STATE	95,013	48.5%	98,847	50.9%
DISTRICT	1,589	14.7%	1,602	16.9%

ELA/L Grade 10	2016 NUMBER OF STUDENTS	2016 Percent Met or Exceeded Grade-Level Expectations	2017 NUMBER OF STUDENTS	2017 Percent Met or Exceeded Grade-Level Expectations
PARCC	195,641	40.4%	173,815	44.6%
STATE	87,480	43.4%	88,332	45.2%
DISTRICT	1,411	13.4%	1,560	12.9%

ELA/L Grade 11	2016 NUMBER OF STUDENTS	2016 Percent Met or Exceeded Grade-Level Expectations	2017 NUMBER OF STUDENTS	2017 Percent Met or Exceeded Grade-Level Expectations
PARCC	139,152	38.4%	109,354	37.0%
STATE	71,361	39.1%	70,856	37.6%
DISTRICT	1,405	21.8%	1,382	15.9%



2017-2018 GO FORWARD PLAN

Under the leadership of the district's new Acting Superintendent, Ms. Eileen Shafer, M. Ed., Paterson Public Schools will continue to implement strategies and initiatives that are aligned to our "Brighter Futures" Strategic Plan. The following represent the priorities and goals for the 2017-2018 school year:

2017-2018 District Priorities

Instruction & Program	Special Education	Operations	Personnel	Fiscal	Governance
Strategies PARCC Deficiencies NJASK Science, Biology Deficiencies	Special Education Manual	Eastside Athletic Corrective Action Plan	Hiring and Recruitment	School Facilities	Promotion Policy & Star Multiple Criteria
Pre K – 3 Reading Program	Compensatory Time Plan	Chronic Absenteeism	Vacancies	Budget Calendar	Standard Grading System by Grade Span
Financial Literacy Curriculum	IEP Compliance	Loop HS Guidance Counselors			Local Control Transition
Handwriting Curriculum		SGA Training			
Curriculum Implementation		Data Integrity			
Standard Report Card		Communications			
Passing Rate from 60-70		Accountability & Responsibility			
SAT Prep Exams Administration Plan					

2017-2018 District Goals

- All Special Education IEP's will be at 90% compliance and all areas of compensatory time owed will be 100% completed;
- District Chronic Absenteeism rate will decrease by a minimum of 5 percentage points;
- State assessment data will be analyzed to identify student skills deficiencies, develop instructional strategies for those skills, provide professional learning opportunities for the teachers. The goal is to increase student growth by 5 to 10 percentage points in Mathematics and 5 to 10 percentage points in Language Arts on PARCC Assessments;
- Implement process to ensure student and staff data in district information systems is accurate; and
- By February 2018, develop eligibility criteria (using multiple measures) to identify which students are required to attend the Summer School Program for 2018.

CURRENT INITIATIVES IN PROGRESS

The following are examples of some of the initiatives tied to the 2017-2018 district priorities and goals:

Science and Mathematics Initiatives

The Department of Mathematics and Science is rolling out a new curriculum aligned to the New Jersey Student Learning Standards. In an effort to improve Algebra Readiness, the department is creating a Grade 7 Pre-Algebra course for accelerated students. Both Mathematics and Science are working to improve student discourse through the development of teacher questioning strategies and “productive talk” moves. Model classrooms in the district will also be identified as another level of support for our teachers. These classrooms will provide a venue for shadowing and observation of best practices, which are key to improving instructional skills.

In Science, K-5 teachers are implementing the engineering core ideas which emphasize design thinking strategies to build creative problem solving skills, which are critical 21st century skills for all students. Teachers received initial training in September, and will have continuing opportunities for professional development throughout the year. Additionally, K-8 Science classrooms are implementing additional Full Option Science System (FOSS), a research-based science curriculum to support the new curriculum standards. The use of the Science Notebook to record and revise student thinking is being emphasized across K-8.

In an effort to support the implementation of the new High School Chemistry standards and a project based learning approach, Chemistry teachers are working with content specialists from Stevens Institute to provide ongoing Professional Development. These sessions will focus on the development of Universal Design for Learning (UDL) supports to help meet diverse needs in Chemistry classrooms.

Financial Literacy Program

The 2017-2018 school year marks a turning point in how the Paterson Public School District provides rigorous and thorough financial education to students and the community. In August 2017, the Board of Education approved a curriculum for Personal Finance for grades K-8. The new curriculum marks the first time students will be formally introduced to financial literacy prior to high school.

High school students may take the following courses to satisfy New Jersey’s Personal Financial Literacy graduation requirement: Economics, Personal Finance, Business Math, or Banking & Finance. Of note, the already instated high school Personal Finance curriculum covers major themes outlined in the Working In Support of Education (WISE) organization’s Financial Literacy Certification Exam (CFL). Students who pass the CFL are “Certified Financially Literate” in this nationally recognized program. Furthermore, students are applying their financial education knowledge outside the classroom through various experiences; John F. Kennedy High School’s School of Business, Technology, Marketing and Finance (BTMF) are engaged in an on-going Structured Learning Experience with their own on-site, student-run branch of North Jersey Federal Credit Union where students and faculty can do their

banking on premises. At the middle school level, the district has collaborated with Columbia Bank to provide workshops geared to students and their families.

Transition from Passing Grade of 60 to 70

Paterson Public Schools is committed to holding all students to high academic standards and expectations. This commitment has lead the district to implement a new grading scheme over the course of the next three years. The current passing grade of 60 will increase to 63, then 67, and finally a passing score of 70. The district anticipates the new grading scheme will raise the bar on student achievement by reducing failure rates, raising standardized test scores, and preparing students for college and careers.

Special Education

Special Education continues to be a top priority for this district; and although full IEP (Individualized Education Plan) compliance has remained an ongoing challenge, it will be addressed through key program and staffing changes. For 2017-2018, Paterson Public Schools will see an increase in overall enrollment in special education. However, where we are confident that we can meet the educational and social needs of these students within the City borders, we will move many of our special needs children back in-district. Our ultimate goal is to keep our children here where they can be educated within their home community and with their peers.

Plans for the upcoming school year include:

- Creation of five mobile teams that consist of a social worker, LDTC, a speech therapist, and a psychologist. The teams will support all schools on initial evaluations, so the schools can focus on the annuals and re-evaluations;
- Increase the behaviorists and teacher intervention referral specialists to support our Autism and BD classes. They will also provide additional support, observations, and behavior intervention plans for students who may exhibit challenging behaviors, with or without an IEP;
- Hire 9 additional speech therapists to increase the level of support needed for students requiring services. (NOTE: Very difficult staffing challenge across state and country. In state, colleges only offer limited opportunities for speech therapy courses and then all districts competing to hire same graduated students);
- Hold speech classes on Saturdays to provide compensatory support for students who loss out of sessions, due to the sudden departure of a contractor we had in place for the prior school year.
- Focus on “cleaning” data and accountability as a joint effort, not an individual task so that all stakeholders are aware of the expectations;
- Meet collectively on a monthly basis to share strategies, interventions, professional development, and to address any concerns;
- Implement a resource support; Reading Mastery for our Autism students;

- Limit movement of our special needs children with goal for children, where possible, to stay in the same school from grades K-8; and
- There are two new groups that will meet monthly:
 - The “Special Education Advisory Committee” is a workgroup made up of four union representatives and four district representatives who will meet with the Acting Superintendent; and
 - A parents’ group known as P-SEPAC – will meet with the Acting Chief of Special Education.

Chronic Absenteeism Initiative

In order to successfully improve student achievement, our first priority must be ensuring that a child attends school every day. Although our Average Daily Attendance rates have been relatively strong (especially at the elementary schools), “chronic absenteeism” has been an ongoing challenge for our school district. Chronic absenteeism refers to the number of students who miss 10 percent or more of enrolled school days. Students who miss just two days per month – 18 days over the course of the 180-day school year – would be considered “chronically absent.”

Our children cannot afford the loss of critical instructional time because each day counts towards their future success. For 2017-2018, Paterson Public Schools will embark on a major effort from to address chronic absenteeism district-wide, with a goal to decrease Chronic absenteeism rates by 5 percentage points. In September, the district will launch its campaign with prominent “Attendance Matters” banners displayed in each City ward. The campaign message that “one day lost equals approximately six hours of instruction lost...one week lost equals 28 hours of instruction” will be shared broadly to parents and guardians via social media and community presentations. Additional efforts will include recognizing students and teachers for perfect attendance or improvements in reducing chronic absenteeism.

Guidance Counselor Looping

Paterson Public Schools counseling department is committed to providing the best possible service to our students and families. Counselors work with all students to acquire and demonstrate competencies in the areas of academics, college and career planning, and personal and social development.

For the 2017-2018 school year, we will adopt the looping model for counseling. Counselors will be assigned a grade level class and will follow that class through to graduation. Each counselor will be focused solely on the needs of that grade, each year adjusting to the needs of that class. This will allow each counselor to develop more meaningful relationships with their students as they move through high school and be more focused, proactive, and purposeful in their counseling.

Improved Internal and External Communications

Paterson Public Schools has worked aggressively to create and implement effective communications that support the District’s vision and mission, and to enhance the school district’s

overall image. Some key accomplishments include a complete revamp of the district's website to ensure it is a user-friendly resource for staff, parents and students, and the launch of social media resources to share events and information from across the district.

Still with intense media scrutiny, negative perceptions of the district and its schools continue to persist. Moving forward, very specific steps will be taken to improve both internal and external communications with an intense focus on using our communication resources to share positive headlines and correspondence.

Our go-forward internal communication efforts will target key stakeholders (i.e. union presidents, teachers and students) to help ensure they have ongoing opportunities to meet face-to-face with the Superintendent to address any concerns or issues. Additionally, the Superintendent will be issuing regular correspondence to staff and Board of Education members to address key topics and accomplishments.

For external communications, the district will continue to utilize critical tools such as the district website, our Facebook page which has over 5300 followers, and our free mobile app that anyone can download to receive immediate information from the district or a specific school. The mobile app is an especially beneficial tool because users can select to receive the messages in their preferred language. Also, to ensure an open dialogue with parents and guardians, the Acting Superintendent will meet quarterly with the Parent Teacher Organization Executive Board, and a parent-focused Special Education Committee.

Finally, we will continue to work closely with local media to promote our recent successes but we will take action to actively promote positive news stories each and every school day through a new email newsletter – the PPS Paterson Post – prepared and released by the district's Communications department.

School Facilities Improvements

Paterson Public Schools is committed to ensuring our buildings and classrooms are safe and provide positive, comfortable learning environments for our students and staff. Additionally, playgrounds and fields are available to support physical education and recess.

With many aging school facilities, ongoing repair work and safety upgrades are made regularly across the district. Other specific efforts and enhancements that are underway include, but are not limited to:

- New playgrounds at Dr. Frank Napier, Jr. Academy, School 15 and School 26; Rain Gardens at School 28, Dr. Frank Napier, Jr. Academy, and the John F. Kennedy Educational Complex
- Water quality testing at all schools and ongoing surveillance
- Installation of Carbon Monoxide Detectors in all schools
- Air Conditioning design for Eastside gym and auditorium
- Upgrade/modernize all school laboratories

- Eliminate to the extent possible leased facilities by consolidating and bonding to purchase buildings
- Improve professional development and certification to improve skillset of staff
- Implement Behavioral Modification Program to improve energy reduction
- Continue to work collaboratively with the city on refurbishing Hinchliffe Stadium
- Implement an apprentice program employing district students and residents to assist the skilled trades and build future capacity
- School 3 cafeteria expansion and kitchen upgrade
- Finalize HARP Academy fitness center.

Moving forward, the district will continue to reduce its operating costs by purchasing all custodial cleaning equipment, snow removal equipment and landscaping and ground maintenance equipment. In addition, pest control, landscaping services, and custodial supplies are now procured directly eliminating the added cost of profit and overhead previously charged by outside vendors.

Additionally, Paterson Public Schools will be moving forward with the Energy Savings Improvement Program (ESIP) – a two year project that will improve the physical environment by upgrading HVAC mechanical, plumbing, electrical, controls, steam traps and power systems. The program has a guaranteed energy savings life of 20 years. The goal is ensuring comfortable, safe, secure, accessible, well illuminated, well ventilated, and aesthetically pleasing facilities utilizing reduced energy costs as the financing vehicle. This is a budget neutral project and will begin at 17 identified schools.

Finally, the district is in the preliminary design stages of a new school on Union Avenue which is a replacement middle school being constructed by the School Development Authority on the site of the former Don Bosco Tech school. The new middle school is expected to be open in September 2021 with a capacity of 1100 students. The facility will contain 36 classrooms, nine science labs, cafeteria with stage, gymnasium, computer lab, and media center.

Local Control Transition

Paterson Public Schools has created and implemented many transformative programs that have renewed our commitment and approach to ensuring improvements in academic outcomes, healthy school cultures, and effective and efficient operations.

With three of the five QSAC District Performance Areas now under local control (Operations, Personnel and Fiscal), the district continues to work aggressively towards two ultimate goals: 1.) the academic success of the 28,000 children under our care each and every day; and 2.) continuing to move the district forward toward the return of full local control.

Launch New Meals Program

After a successful rollout of both the Breakfast after the Bell program in all K-8 schools and the Grab & Go breakfast kiosk campaign in the high schools, the department of Food Services has set its sights on yet another critical meals program that will benefit our students and community as a

whole. Under the auspices of the Child and Adult Care Food Program (CACFP), school districts may apply for the At-Risk Afterschool Meals Program which will allow students who are attending after school programs to not only receive a much needed snack but also a hot well-balanced dinner meal. According to a 2015 report from the U.S. Department of Agriculture, 42.2 million people live in “food insecure” households. This translates to roughly 1 in every 5 children across the country who will experience times when they may not be able to eat a meal or two at home. To combat this reality that impacts many of the children in this district, Paterson Public Schools has taken a proactive approach and piloted the At-Risk Dinner program in 3 schools (School 1, School 26, and Young Men’s Leadership Academy) this past spring. The response from students, parents and building administrators was overwhelmingly positive. This is reflective in participation rates surpassing 90% at each school and positive gains in the areas of attendance, behavior, wellness and academics. After successfully piloting the program, the district plans to expand its At-Risk Dinner program to all schools that foster after school programs for the 2017-2018 school year.



CLOSING COMMENTS

As the district turns a page in its leadership, Paterson Public Schools is poised for a new chapter in its history. It is essential that we do not lose momentum and that we remain steadfast on our vision to be the leader in educating New Jersey's urban youth and on our mission to prepare all children for college and career. We also must ensure that our efforts – whether academic or operational – meet the quality standards that will help Paterson regain full control of its school system.

Our top priority is to improve student academic outcomes for the over 28,000 children we serve. We will continue to strengthen capacity at all levels and deliver rigorous, aligned curriculum at the elementary and high school levels.

In closing, Paterson Public Schools will continue to address its fiscal challenges, but we have high expectations for a momentous school year. The district would like to acknowledge Dr. Donnie Evans for his leadership over the past eight years, and our faculty, administrators and support staff for their ongoing efforts and unwavering commitment to the children of Paterson.



