

BRIGHTER FUTURES ANNUAL REPORT



July 2017 to June 2018

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**as of June 26, 2018*

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INTRODUCTION

Paterson is New Jersey's third largest city. Originally established for its proximity to the Passaic Great Falls, Paterson became one of the first industrial centers in the United States. Paterson became known as the "Silk City" because of its dominant role in silk production in the nineteenth and twentieth centuries. Today, the most recent U.S. Census population estimate of this historic and diverse city is nearly 148,000 people.

THE PATERSON PUBLIC SCHOOL DISTRICT

Guided by the principle of "Preparing All Children for College and Career," the Paterson Public School District is working to draw out the true potential within every student to become life-long learners and 21st century leaders in their communities, their nation, and the world. With more than 40 languages spoken in its classrooms, the Paterson Public School District is among the most diverse in the state. The 2018-2019 total district enrollment is 24,987 students, which includes 24,151 students in kindergarten to 12th grade plus 683 pre-kindergarten students and 153 adult school students. An additional 2,888 pre-K students are educated through partnerships with pre-K community providers.

The Paterson Public School District has been under state control since 1991. On May 2, 2018, the New Jersey Board of Education approved a resolution to put the district on a path to local control. This followed the restoration of local control in specific aspects of the district including operations, personnel and fiscal management. Prior to the state board's decision, a Quality Single Accountability Continuum (QSAC) review noted that improvements had been made in the areas of instruction & program and governance.

With the Community Eligibility Provision (CEP) in place, all Paterson students are eligible to receive breakfast, lunch, dinner and snack at no cost to them. The district provides special education services for 3,925 students and bilingual/ESL services for 4,827 English Language Learners (ELL).



The student population in the Paterson Public Schools mirrors the trend of urban communities across the nation and in New Jersey. About 66.9 percent of its students are of Hispanic origin, 22.2 percent are African-American, 5.6 percent are of Asian descent, and 5.0 percent are Caucasian. Nearly 57 percent of all students in Paterson speak a primary language other than English. The rich diversity in the district is an educational asset. It enables students to learn firsthand about other cultures and, develop an appreciation for cultural 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, called Bright Futures, to transform the district into a high-performing urban school system. After completing the Bright Futures plan, the district developed a follow-up plan for the 2014-2019 timeframe called Brighter Futures and its goals continue to be focused on the same top priorities.

Recently, the district has been embarking on a number of groundbreaking initiatives to provide more opportunities for students to achieve academic excellence. Among those initiatives are the instituting of an International Baccalaureate program, a campaign to combat chronic absenteeism, and an aggressive K-5 reading program.

PATERSON PUBLIC SCHOOLS DEMOGRAPHIC PROFILE

		Number in District	Percent of District Population
	Total Student Enrollment	24,987	--
Ethnicity	Black	5,549	22.20%
	Hispanic	16,714	66.90%
	White	1,258	5.00%
	Asian	1,403	5.60%
	American Indian/Alaskan Native	0	
	Hawaiian Native/Pacific Islander	5	
	Multi	58	0.20%
Gender	Female	12,188	48.80%
	Male	12,799	51.20%
Economic Status	Community Eligibility Provision (CEP)	24,987	100.00%
Special Populations or Programs	Limited English Proficient (no pre-K) On Roll	4,616	18.50%
	Limited English Proficient (no pre-K) Resident	4,827	17.00%
	Special Education On Roll	3,325	13.30%
	Special Education Resident	3,925	13.80%
	In-District Preschool	652	
	Out-Of-District Preschool	3,166	
Staff	Total Instructional and Non-Instructional Staff	4192	--
	Instructional (includes administrators)	2590	61.78%
	Non-Instructional (includes substitutes)	1602	38.22%

EXECUTIVE SUMMARY

The vision of the Paterson Public School District is to be the leader in educating New Jersey's urban youth. Our mission is to prepare each student for success in college and in their career. Through the implementation of the district's five-year "Bright Futures" strategic plan, the district has made tremendous progress toward the attainment of both its vision and mission.

Paterson Public Schools has remained steadfast in its commitment to improve four key focus areas: effective academic programs, creating and maintaining healthy school cultures, engaging families and the community, and maintaining efficient and responsive operations.

During the 2017-2018 school year, the district continued to implement specific transformation strategies in order to achieve its goals. Some of the key accomplishments of the year include:

- of the nine grades that take the Partnership for Assessment of Readiness for College and Careers (PARCC) exam, six showed higher scores in math and eight showed higher scores in language arts and literacy
- International High School (IHS) became the first International Baccalaureate (IB) World School in Passaic County and one of only 15 high schools in New Jersey to offer the IB Diploma
- 98 graduating seniors from various high schools attained the state's Seal of Biliteracy, certifying that they are highly proficient in two languages
- nearly 200 parent workshops were held as part of the district's efforts to engage families and communities
- Full Service Community Schools provided extended learning programs, health care and other critical services with the help of federal funding and partnership with local agencies
- a balanced budget for the 2018-2019 school year was created that reduced costs while keeping teachers on the job
- a new dinner program launched for students participating in after school programs
- 53 administrators have received year-long professional development on providing effective feedback to teachers through a partnership with William Paterson University
- there was growth in the number of high school students enrolled in either Advanced Placement (AP) classes or dual enrollment classes, both of which are opportunities for students to earn college credit

The 2017-2018 school year ended with the most welcome decision by the New Jersey Board of Education to begin the process of restoring local control to the Paterson Public School District. The state takeover of the district began in 1991. That is a long time for Paterson families to have a diminished voice in the education of their children. The administration, teachers, coaches, and staff are working diligently and with great anticipation to the day – a day in the not too distant future – when the people of Paterson are the governing force in how the young people of the great City of Paterson are educated.

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 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

Goal 3: Increase college preparedness

Goal 4: Create student-centered supports where all students are engaged in school

Goal 5: Increase 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. The district will continue to implement the Paterson Effective Schools Model which includes 10 dimensions of school effectiveness to fundamentally change the culture and climate of schools as well as the district office.

Goal 1: Continue implementing the Paterson Effective Schools Model (PESM)

Goal 2: Reconfigure schools to increase student engagement

Goal 3: Revise the 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 students, parents and the community, as all stakeholders are needed to help support the district’s mission and to play an active role in its achievement.

Goal 1: Increase parent and family involvement by expanding and improving parent-teacher organizations (PTOs).

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 must be well known, and interactions must be built on the principles of exemplary customer service. Improved communications (both internal and external) as well as ongoing training of 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: 2017-2018

In support of the Brighter Futures strategic plan's priorities and goals, the district annually identifies transformation initiatives to sharpen the focus on school and district improvement. Among the priorities and goals that were identified for the 2017-2018 school year were:

- all Special Education IEP's will be at 90 percent compliance and all areas of compensatory time owed will be 100 percent completed
- district chronic absenteeism rate will decrease by a minimum of five 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 five to 10 percentage points in mathematics and five to 10 percentage points in language arts on PARCC assessments
- implement process to ensure student and staff data in district information systems is accurate
- by February 2018, develop eligibility criteria (using multiple measures) to identify which students are required to attend the summer school program for 2018

2017-2018 District Priorities

Instruction & Program	Special Education	Operations	Personnel	Fiscal	Governance
Strategies PARCC Deficiencies NJSLS 5,8,11	Special Education Manual	Eastside Athletic Corrective Action Plan	Hiring and Recruitment	School Facilities	Promotion Policy with Multiple Criteria
K – 5 Reading Program	Compensatory Services Action Plan	Chronic Absenteeism	Vacancies	Budget Calendar	Standard-Based 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-Based Report Card (K-2)		Communications			
Passing Rate from 60-63		Infinite Campus			
SAT Prep Plan		Accountability & Responsibility			

NJ STUDENT LEARNING STANDARDS

Instructional Model

The Division of Academic Services is in its third 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. 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

During the 2017-2018 school year, all 475 teachers in kindergarten through the fifth grade received extensive training for each curriculum unit as a part of the roll out of the New Jersey Student Learning Standards for Science. The district continued to strengthen the implementation of Full Option Science System (FOSS) modules at grades 6 - 8, providing additional training and materials to teachers new to their grade or subject. This effort was aided by the addition of two elementary school teacher



coordinators of science. These specialists crafted districtwide professional development. The district also provided individual instructional coaching to K-5 teachers new to teaching science. High school science teachers continued to work on project-based learning and three-dimensional lesson planning as part of their implementation of the New Jersey Student Learning Standards for Science.

The 2017-2018 Science, Technology, Engineering, and

Mathematics (STEM) Expo included more than 230 participants from across the Paterson Public School District, and was hosted by William Paterson University. The district strengthened partnerships with representatives of various community, state, higher education and state organizations who participated as judges for this event. The STEM Expo also provided students with an experience on a college campus. Through Ramapo College's Paterson Ambassadors program, 30 science teachers, who teach fourth grade through eighth grade, had ongoing professional development and classroom coaching support for project-based learning that was aligned with state standards. With generous

support from The Henry and Marilyn Taub Foundation and the Paterson Education Fund, 28 teachers of first grade science, ESL, art and technology participated in the River Story Project, a five-month professional development series that culminated with family Science, Technology, Engineering, Art & Math (STEAM) events at each school. Participating teacher teams were also able to bring their students to the Great Falls National Historic Park, the Paterson Museum and City Green's Eastside Park Learning Garden for field experiences they developed. More than 450 first-graders visited these valuable, historic, and scientifically-relevant sites as a part of the program. Middle school students from across the city participated in the Great Falls Summer STEAM Enrichment Camp at Public School 2 during July. Students in the program explored how green infrastructure technology tied to the United Nations' Sustainable Development Goals could be used to make Paterson a more sustainable city. Students also engaged in the engineering and design process to identify viable solutions to the various problems the community faces. This program was made possible through a partnership with the Paterson Education Fund with financial support from The Victor Cruz Foundation and The Hamilton Partnership for Paterson.

New Jersey Student Learning Assessment for Science (replaces NJASK Science & NJBCT)

The 2017-2018 school year served as the field test for questions for the state's new science standardized assessment, which replaced the NJASK and NJBCT science assessments.

The key changes in the new assessments are:

- students now take assessments in the fifth, eighth and 11th grades (as opposed to the fourth and eighth grades, and at the end of a high school biology course)
- assessments are now administered online unless a student's individualized education plan (IEP) specifically requires another testing method
- assessments now align with the New Jersey Student Learning Standards for Science. Therefore, they assess students' mastery of content, as well as concepts and practices of science and engineering
- the 11th grade assessment is now a comprehensive assessment, covering crosscutting concepts, science and engineering practices and content knowledge in all science domains (earth, life, physical and engineering)

Because the 2017-2018 administration was a field test, no data was reported back to school districts about student performance

Dual Language Program

The Dual Language Program at Edward W. Kilpatrick Elementary School offers students academic instruction in two distinct languages. This program caters to native English speakers and native Spanish speakers who are integrated for instruction through the entire day.

The district's Bilingual Department and Early Childhood Department have partnered to support and implement a 50/50 program model for pre-K (age 4) and kindergarten classrooms to promote biliteracy

and multicultural competency. The Dual Language Program added a second grade class for 2017-2018 school year and each year will continue to expand.

By participating in the program, students will develop a high proficiency of speaking, reading, and writing in both languages. The program nurtures bilingualism, biliteracy, and biculturalism to promote students who will be more competitive in a global economy.

English Language Learners/Bilingual Program

In the effort to serve the needs of the bilingual/English language students more efficiently, the Bilingual/ESL Department continues to restructure its programs to align itself with the state and federal mandates.

This year, a new magnet program was created at Public School 16 for students in kindergarten through the eighth grade. Bilingual magnet programs had been previously launched at Public Schools 8 and 21. All three of these schools provide bilingual Spanish-speaking students with native language instruction while simultaneously learning English as a second language.

World Language Program

The World Language Department expanded its curriculum guides to include an AP Spanish curriculum. Additionally, a Mandarin curriculum was also developed for sixth grade through the eighth grade.

During the 2017-2018 school year, the Paterson Public School District participated in the state's Seal of Biliteracy initiative. Students who have earned the Seal of Biliteracy have demonstrated that they are able to speak, read, listen and write in two or more languages at a high level of proficiency. To receive the seal, students must:

- earn a score of proficient or higher in English by passing the English language arts PARCC exam, or attaining a score of four on the ACCESS for ELLs (Assessing Comprehension and Communication in English State-to-State for English Language Learners) test
- attain a score of five or higher on all four sections of the Standards based Measurement of Proficiency (STAMP) test

In spring 2018, 98 graduating seniors from various district high schools attained the Seal of Biliteracy and received the certificate at graduation.



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 United States competitive.

In 2017-2018, the district was awarded \$308,933.00 for five high schools that participated in the Perkins Grant, up 56 percent from 2016-2017.

The five high schools to receive funding were:

- Academy of Health Science (HARP)
- School of Government & Public Administration at Eastside
- School Culinary Arts, Hospitality and Tourism at Eastside
- School of Information Technology at Eastside
- Academy of Business, Technology, Marketing & Finance at JFK

During 2017-2018, the district offered six CTE Programs and one Program of Study. Programs of Study are CTE Programs that offer opportunities for college credit within the scope of the three or four courses. The Academy of Health Science students in the Patient Care Assisting CTE Program earn college credit from Berkeley College. This year, a similar agreement was reached with the college for the School of Business, Technology, Marketing & Finance's CTE program in marketing.

International Baccalaureate Certification

In September 2017, International High School (IHS) became the first International Baccalaureate (IB) World School in Passaic County, and one of only 15 high schools in New Jersey to offer the IB Diploma. The International Baccalaureate Diploma Programme (IBDP) is a two-year educational program primarily aimed at students ages 16 through 19. The program provides college credit that is accepted by many universities worldwide. The courses begin in the 11th grade and are two years in length. The IBDP aligns closely with IHS' mission and vision to guide students to be self-motivated scholars and contributing members of a global society. It engages students in diverse learning experiences to provide a balanced and rigorous education. IHS is moving toward a new model for the program called, IB for All. The IB for All model prepares every student in the ninth and 10th grades

through rigorous preparatory classes, then transitions students into the IB Program in their junior year. During the first two years at IHS, students in the Accelerated Cohort (IHS' pre-IB program) take advanced, accelerated and honors courses. Students in the program can earn up to 45 college credits while in high school. The aim is to offer the opportunity to all IHS students to take at least one IB course during their time at the school. The positive results of this school choice will become evident in the

community as classes of IBDP students graduate and undertake activities that enhance social, cultural and economic environments locally, nationally and globally. The IBDP is for students in 11th and 12th grades. The school currently has 68 juniors and seniors enrolled in the IBDP.



Healthy School Cultures

Family & Community Engagement

The Department of Family & Community Engagement has created multiple opportunities for families to be successful. This success is a direct result of the department's capacity building, professional development, and engagement of community stakeholders. Overall, the department has continued eliminating non-academic barriers by respecting parents and others served by the Paterson Public School District.

At the district's schools, the department's staff of parent coordinators and parent liaisons have provided more than 190 workshops at various locations. These workshops focus on topics ranging from parenting skills to scholastic mediation. The department has continued to develop parent teacher organizations (PTOs) and action teams to become stronger advocates for their schools and community. The department's staff members provide referrals to parents for resources to meet a variety of needs including job readiness training and food pantry access. By empowering, supporting, and encouraging parents, the department has helped to create dedicated partners in education.

The department's community-based programs have made a greater impact in the neighborhoods around the district's schools. Its barrier-removing programs focus on providing targeted intervention to break the cycle of suffering for many families. The Parent University Program offers parents connections to many resources. The department's Free Medical Services Fair has provided more than 3,650 health services, including eye glasses, dental cleanings, and cancer screenings. Furthermore, the department has strengthened the district's associations with several community organizations to provide direct support for family socio-economic stability issues.

The department's dedicated staff members have worked hard to ensure that every parent and community member understands their role in supporting the next generation. They promote the belief that the best chance for a well-educated society is to create better outcomes and be fully invested in the lives of children.

Full Service Community Schools

Paterson Public Schools began the Full Service Community Schools initiative in 2011. During the 2017-2018 school year, the district had five Full Service Community Schools (FSCS) in operation, each of which partnered with a lead community-based agency:

- Public School 5 partnered with the New Jersey Community Development Corporation
- Public School 15 partnered with St. Paul's Community Development Corporation
- Dr. Frank Napier School partnered with The Boys and Girls Club of Paterson and Passaic
- The New Roberto Clemente School partnered with St. Paul's Community Development Corporation
- The Senator Frank Lautenberg School partnered with the New Destiny Family Success Center

The 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 recreational opportunities. Parental engagement is a large component of the FSCS initiative, and this is



accomplished with parent workshops, family nights, and parent education programs. Because health is critical in educating the whole child, the district partners with Health N Wellness Services, LLC to established a health clinic at each FSCS school. These in-school clinics offer services including pediatric care, dentistry, optical health, audiology screenings, nutrition education, and behavioral health services.

In the 2017-2018 school year, Paterson Public Schools was awarded a five-year federal grant for 21st Century Community Learning Centers, a program that provides funding for after school and summer programming. This grant services approximately 255 students at the Dr. Martin Luther King,

Jr. Educational Complex and the New Roberto Clemente Middle School. The selected theme was STEAM (science, technology, engineering, art, and mathematics) education, in which students were engaged through project-based learning. Students created roller coasters, built self-propelled vehicles, constructed bridges, and expressed their creativity through art and writing. The program also provided academic intervention and homework help, along with opportunities for recreation and character education. Students took field trips, culminating in a week spent at William Paterson University to participate in STEAM Week. The 21st Century Community Learning Centers Grant also provided funding for monthly parent education programs, family fun nights, and behavioral health counseling for students.

Capacity Building

Early Childhood Education

The Department of Early Childhood Education's mission answers the question: Why do we exist? Its fundamental purpose is to increase student achievement. Its mission is to build a solid foundation for learning through connecting and collaborating with stakeholders and families, and educating our students. The central focus of the department's work is to connect, collaborate and educate.

To support that endeavor, and to ensure that classroom instruction connects to early childhood best practices, all preschool classrooms were provided with updated curriculum materials; specifically the sixth edition of *The Creative Curriculum for Preschool*, published by Teaching Strategies. This updated edition includes curricular resources for science, technology, and the arts. It also includes a developmental progression that looks at learning from birth through the third grade.

Early childhood coaches also continued their work with building teacher capacity by facilitating professional learning community (PLC) meetings with preschool staff and administrators. This was completed by using an observation-based assessment system created by the Teaching Strategies publishing company called Gold. The data gathered through this system was used to develop a shared understanding of how to focus on results when working as a collaborative team.

In addition, to support capacity building for preschool center directors, the Department of Early Childhood Education created a PLC Committee that developed monthly focus points of PLC concepts and processes through the facilitation of a monthly book study. Also, all state-mandated preschool center directors were trained on the district's teacher evaluation rubric.

To build the capacity of the department's early childhood coaches, all master teachers and preschool intervention and referral specialists completed several Teaching Strategies online trainings. This included curriculum supports as well as reliability for the online assessment system. All department staff, coaches, and supervisors, attended a Fidelity Tool training given by the curriculum developers. This training enhanced participants' abilities to accurately assess curriculum and assessment implementation using the Teaching Strategies Fidelity Tool.

Turnaround Initiatives

Public School 21, a pre-K through eighth grade school, is in its third year as a turnaround school and is continuing its positive trajectory toward academic success. Each year, the students have continued to make academic growth as measured by the PARCC assessments. The master schedule has an intervention period scheduled for each grade in the morning, and an afternoon intervention during fourth period of every six-day rotation.

The pre-K to second grade daily schedule includes 120 minutes of language arts and 90 minutes of math. The daily schedule for the third grade through the eighth grade includes 90 minutes of language arts and math, while students receive four 90-minute classes in science and two 90-minute blocks of social studies during the six-day rotation.

Students at every grade level receive art, music, technology, and library media instruction for one 45-minute period during the six-day cycle. Students also receive the required 150 minutes of physical education/health education.

At the core of teaching and learning is the emphasis placed on both instruction and assessments, both formative and summative. After only one year, Public School 21 met the indicators necessary to be removed from its status as a Targeted Intervention School.



Public School 21 is also making great strides in reducing chronic absenteeism. For the first cycle review of its annual school plan, Public School 21 met 100 percent of its indicators. Parental involvement continues to improve. Approximately 500 parents attended back-to-school night and report card night.

The school's administration and staff are committed to educating caring students who contribute to their school, community, and state. Public School 21 staff and students regularly participate in a wide variety of community service projects.

The students who attend the bilingual magnet program have written novels about their experiences as immigrants coming to America. Public School 21's mascot is the eagle and its students live by the motto, "Don't just fly...soar."

School Improvement Grants

In the 2017-2018 school year, the Paterson Public School District began the fourth year of the School Improvement Grant (SIG), the first year of a two-year extension provided by the New Jersey Department of Education due to the progress and achievements of the district's two SIG schools, New Roberto Clemente Middle School and Senator Frank Lautenberg School. The goal of the SIG program is to substantially raise the achievement level of students through intensive turnaround strategies.

The SIG schools have implemented an extended school day and year for students, and professional development opportunities for teachers. These schools have also upgraded classroom and computer lab technology, provided curriculum resources and support, and hired additional staff including reading specialists, instructional mentors, intervention teachers, mentors of data and climate/culture, and an social and emotional learning coordinator. Also through the SIG program, a one-to-one device initiative has been developed for middle school students at the Senator Frank Lautenberg School

Grant Funding Acquired in the 2017-2018 School Year

Grant	Total Grant
School Improvement Grants (SIG): Public School 6 and New Roberto Clemente Middle School	\$2,922,437
Full Service Community Schools Grant - Public Schools 16 and 6	\$999,616
Turn-around School Leaders Program - 3 year federal grant	\$1,500,000
21st Century community Learning Centers Grant	\$535,000
USDA/NJDA Fresh Fruit and Vegetable Grant - for 11 elementary schools	\$390,775
NJ Youth Corps/NJDOL - High School, Equivalency Diploma & Work Experience	\$465,000
NJ Youth Corps/PCWDC - High School, Equivalency Diploma & Work Experience	\$150,000
Workforce Learning Link/PCWDC Grant - Workforce Basic Skills	\$1,252,300
Work First New Jersey/PCWDC Grant - Various assistance toward self sufficiency/career	\$291,000
BASF NJ Audubon Water Quality Program	\$10,000
Great Falls Summer STEAM (PEF, Victor Cruz Foundation & Hamilton Partnership for Paterson)	\$35,000
River Story Project (PEF & Taub)	\$90,000
Paterson Ambassadors (Ramapo NJDOE MSP)	\$10,000
Students 2 Science Laboratory Field Trips	\$2,500
Total grant funding acquired in the 2017-2018 school year	\$8,653,628

William Paterson University

William Paterson University (WPU) currently has two federal grants partnering with the district: Leaders as Learners (LAL) and TAP–NJ. The LAL grant is a five-year grant designed to build capacity and reflective practice among current administrators as well as developing a pipeline of aspiring leaders who are in the process of obtaining a leadership masters in education at WPU.

Similarly, the TAP-NJ grant supports multiple initiatives at four SIG and SIG-eligible schools. Aspiring leaders receive full scholarships for the leadership masters in education. Promising leaders receive scholarships for a six-credit field-based course. Additionally, participating schools receive the support of a leader in residence (LIR) and professor in residence (PIR), which are funded by the grant.

As a result of this partnership, 53 administrators have received year-long professional development regarding effective feedback and meaningful performance appraisals. Nineteen administrators will receive the training during the 2018-2019 school year. Forty-five aspiring leaders have completed masters in education studies, with 20 more currently underway. Seventeen promising leaders have completed a six-credit course series, for which they received credit on the salary guide.

TEACHER AND PRINCIPAL EVALUATION SYSTEMS

AchieveNJ

The Paterson Public School District has set high expectations for ensuring all staff members succeed at high levels, thus resulting in positive outcomes for the students of Paterson. To this end, the district has continued implementing its evaluation system. 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, and ensuring those who excel also thrive in their workplace. Furthermore, the district recognizes that 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 and timely feedback. Through this district evaluation system, observations and classroom visitation data is accessible, transparent, and current. 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 the District Education Advisory Committee (DEAC).

HIGH IMPACT INTERVENTIONS

The initiatives being implemented in the district to improve student achievement and other outcomes, include research-based strategies, programs that have proven highly effective in producing and sustaining desired outcomes.

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

Comprehensive School Improvement Teams

The Comprehensive School Improvement 2 (CSI 2) team, formerly known as the Regional Achievement Center, worked collaboratively with the Paterson Public School District to form partnerships with teachers and administration. The CSI 2 team worked with the district to support all categorized schools, with grades spanning from kindergarten to the 12th grade, including the alternative academies. In the 2017-2018 school year, the CSI 2 team implemented high impact interventions, which included intensive support and coaching of the school administration team in the areas of professional learning communities (PLCs), professional development, attendance and data management.



The CSI 2 team collaborated and supported Priority and Focus School, principals developing Annual School Plans (ASP) and implementing realistic goals. Goals were focused on four areas: English language arts (ELA), mathematics, culture & climate, and intervention/graduation rate. The district's leadership team in collaboration with the CSI 2 team, assisted principals during the End of Cycle reviews to ensure all action steps were implemented in a timely and efficient manner with supporting evidence. The reported data cultivated an environment of collaboration among school administrators, district administrators and the CSI 2 team. The goal was to analyze data, identify trends to target areas of progress and areas of need, and propose solutions to address the targeted needs.

As the district continues to plan for the Every Student Succeeds Act (ESSA), it is the district's intent to:

- collect and analyze data with the purpose of identifying school needs
- work collaboratively with school administrators, parents, and community partners to develop multiple strategies/interventions that address the many needs of the district
- implement policies and procedures to ensure the effective implementation of the strategies/interventions, and provide feedback to school administration regarding the results of the programs

Some of the strategies implemented by the district included:

- use of data to drive instruction
- regular classroom visitations to ensure the implementation of the curriculum
- learning walks with the Guided Coalition
- Backward Design lesson planning and instructional networking through PLCs

These interventions were instrumental towards improving student achievement.

Targeted professional development for teachers was also a part of the interventions used to support the subgroups. The CSI 2 team, with district and site-based supervisors, supported the district's efforts in calibrating classroom instruction. In addition, the CSI 2 team supported the district with its attendance initiative and efforts to build positive climate and culture in the schools. At the end of the 2017-2018 school year, 21 schools exited from Focus status to non-categorized status.

Summer Intervention and Remediation

The Paterson Public School District's 2017 Summer Intervention and Remediation School Program provided students with an instructional and social/emotional development curriculum to achieve proficiency in the state's learning standards to help students progress to the next grade level. Students in the third through the eighth grades were encouraged and/or mandated to participate. The summer program operated in 12 elementary schools across Paterson from 8:00 a.m. to 2:00 p.m.

The mathematics classes focused on solving problems using mathematical reasoning and modeling principles. The English language arts (ELA) classes focused on reading multiple passages followed by writing essay responses, along with literary analysis, research and narrative tasks. All math and English

language arts activities align with state standards. Lessons included assessments that measured progress toward learning goals. The character education curriculum introduced during the program focused on the Pillars of Learning, Respect and Responsibility, which instilled a positive school climate and a culture of kindness designed to make schools a safe environment for students to learn.

Graduation Enhancement/Transcript Review/SAT Prep

All Paterson Public School District students from the ninth grade through the 12th grade have an opportunity to receive personalized guidance to develop, review and monitor their own educational program. The level of service will vary if members of the Child Study Team find it necessary to provide additional support for students considered eligible to receive special education services. Otherwise, a student's assigned guidance counselor and principal designee will provide the service.

Students in the eighth grade are able 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 the high school's overall program and receive graduation requirements.

They will also have a transcript review conference (TRC). High school counselors conduct TRCs to plan, review and monitor the student's academic process. All students are encouraged to set high educational priorities and participate in honors, Advanced Placement (AP), and dual college enrollment programs that will enhance their existing knowledge base. Weekend college-sponsored programs and yearlong academic courses such as SAT prep are offered to sophomores and juniors.

The district offers SAT prep courses to provide best practice test-taking strategies to enhance students' language arts literacy and math skills. Teachers also provide remedial instruction to ensure students' mastery of content and skills. Students are given practice assessments to measure their growth and overall strengths and weaknesses.

School Breakfast and Dinner Initiatives

The Food Services Department's school breakfast initiatives such as "Breakfast After the Bell" and the "Grab & Go" kiosks remain in full vigor providing much-needed meals to students. But having seen a slight decline in participation during the 2017-2018 school year with students in the sixth grade through the eighth grade, the Food Services Department decided to pilot the Grab & Go concept in a K-8 school. The Grab & Go concept, with its array of breakfast selections, was initially designed for high school students who rarely came to the cafeteria. Seeing how middle school students were growing tired of the breakfast selections, the Grab & Go concept was the perfect solution. Participation at the pilot school increased by five percent. Since then, the department has expanded the Grab & Go concept to other elementary schools and will continue to do so throughout the 2018-2019 school year.

After a successful supper meals pilot program, the Food Services Department rolled out the "At-Risk After school" meals program (a.k.a. "the supper program") to 18 schools beginning in December 2017. The department served more than 71,000 hot supper meals to students attending

after school programs. The program has been widely praised because it made it easier for hardworking parents to make sure their children had a hot meal for dinner, and it created jobs in the community. It also added \$230,000 dollars to the district's revenue.

EFFICIENT AND RESPONSIVE OPERATIONS

Fiscal Planning

In its planning and preparation of the 2018-2019 fiscal year budget (approved in spring 2017), 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 during the past several years, the Paterson Public School District was able to present a balanced budget and create new jobs. The district was supported largely by an additional \$20 million in state aid, and a \$16 million reduction in health benefits appropriations. The district has continued to successfully improve its fiscal audits while significantly reducing audit findings. It has shown increased scores on its fiscal district performance review, a part of the state's Quality Single Accountability System (QSAC) review. That has led to the return of local control of this area as of May 2016. The district has also 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 has remained relatively flat for the last 10 years. The district's main focus as it built the budget was to do the following:

- avoid reductions in human capital
- increase school security
- enhance technology infusion for all instruction
- increase equity funding for all students
- decrease chronic absenteeism
- improve summer school
- improve quality of instruction

Meanwhile, the district's spending has been impacted by the following budget cost drivers

- collective bargaining agreement
- staff absences and substitute teachers
- special education compliance/individualized education plans (IEPs)
- lease agreements
- transportation costs

- health benefits
- legal costs
- workers compensation claims

The entire budgeting process moved forward in line with the following principles:

- provide schools stability to the greatest extent possible.
- increase equity across schools by ensuring dollars follow the student
- improve transparency in school allocations
- provide a balanced budget but also create opportunities to grow the fund balance

Creating an annual district budget directly impacts the district's ability to manage the day-to-day operations of its school system. Most importantly, it supports the district's efforts to provide a quality education for more than 25,000 children. As the district moves forward, the budget planning process will begin in early fall, and will provide more opportunities for community input.

Data Initiatives in Schools

The Paterson Public School District has taken the initiative to improve 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) data collection
- updating the district human resources system (EDUMET)
- improving the ongoing accuracy of the district student information system (Infinite Campus) which feeds data to many of the district's 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 data reports during the year. 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 and teacher movement that occurred over the summer.



ACADEMIC RESULTS

PSAT / SAT Results

The Preliminary Scholastic Aptitude Test National Merit Scholarship Qualifying Test (PSAT/NMSQT) is a proven first step to college and career opportunities 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 Fall 2017 Benchmarks			
Grade	District Mean Total Score	State Mean Total Score	National Mean total Score
9*			
10	774	938	933
11	784	989	1014

**District decision not to test PSAT grade 9 in 17-18 SY*

Current “college and career readiness” benchmarks are:

- evidence-based reading and writing (ERW): 480
- math: 530

Currently, 13.9 percent of the district’s Scholastic Aptitude Test (SAT)’s test-takers have met both benchmarks.

The district will continue to address overall student performance in the Scholastic Aptitude Test (SAT), using an aggressive, proactive approach. The district implemented online test-prep courses that are provided by Edgenuity, a web-based course platform. These SAT courses are divided into subtopics that address targeted skills on the PSAT and SAT.

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 2018				
District Mean ERW Score	District Mean Math Score	District Mean Total Score	State Mean Total Score	National Mean Total Score
421	406	827	1093	1114

Advanced Placement and Dual Enrollment

In 2017-2018, a total of 309 students from the district’s high schools were enrolled in Advanced Placement (AP) courses. AP students increased qualifying scores by 66 percent. The following courses were offered: AP Calculus AB, AP Chemistry B-Lecture/Laboratory, 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.

Furthermore, sophomores, juniors, and seniors across the district have the opportunity to participate in dual enrollment classes. Dual enrollment classes enable high school students to register for classes at a college or university to achieve college credits. Students are exposed to rigorous college coursework in preparation for a successful college career. In 2017-2018, Paterson Public Schools offered 15 dual enrollment courses and partnered with four colleges/universities resulting in a 40 percent increase in student participation.



Graduation, Dropout 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, the district has made continued improvements in its overall graduation rate. For 2017-2018, Paterson's graduation rate was 84.8% - which is a 3 percentage point decrease from the previous year.

The following table is based on each given year's cohort. A cohort is a group of students working toward the same degree AND who began working toward that degree in the same year.

"Other" includes students who are in three groups: on-track continuing students, off-track continuing students, and students excluded from the cohort.

On-track continuing students are students in a grade who are in the correct cohort for completing their diploma requirements. Think of a current high school senior today being "on-track" for receiving a diploma in June. The data on the table on page 26 was collected in August 2018. Students may still have this status in August for a number of reasons, including getting extra time to fulfill requires as per an IEP.

Off-track continuing students are working toward their diploma, but they are in the wrong cohort. Think of a student who is repeating their junior year.

Students excluded from the cohort are students who have left the district and they are no longer the district's responsibility.

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%
2018	1479	1,254	84.8%	138	9.3%	13	0.9%	74	5.0%

*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 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."

The district has seen an upward trend in total college applications and acceptances, as well as the percentage of students planning to attend a two-year or four-year college or university. The following table shows post-graduation plans for the years 2017 and 2018. To clarify, the number of students who received a high school diploma in the following table does not equal the number of students who graduated in the previous table. This is because the total number of students who received a diploma includes students from previous cohorts. In other words, students who completed their high school diploma requirements in a period longer than four years are included in this number.

Paterson Public Schools Post-Graduation Plans		
	2018	
Category	Numbers	Percentage
Total Received Diploma	1284	84.86%
Four-Year College	464	36.13%
Two-Year College	560	43.61%
Trade/Technical/Certificated Program	118	9.19%
Military	12	0.93%
Employment	130	10.12%

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. 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 of absent students so that they are

aware of the importance of attending school and its impact on a student's future.

The district's student attendance rate remains relatively strong. In 2017-2018, the overall attendance rate for the district was 92.1 percent.

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%
2017-2018	93.7%	86.5%

Staff Attendance for 2017-2018

Elementary Teachers: 97.82% in attendance

High School Teachers: 97.80% in attendance

Total Teachers (Includes all certified personnel and specialists): 97.21% in attendance

HIB Culture and Climate

As expressed by the state's Anti-Bullying Commission, "bullying and peer harassment is a function of school climate." To that end, the district continues to aggressively implement the state's Anti- Bullying Bill of Rights (ABR) Act 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)." All staff members are trained on the district's HIB policy, with special trainings conducted for building principals, vice principals, anti-bullying specialists and School Safety Team (SST) members. Staff members are trained on their roles in promoting a positive school culture that is conducive to teaching and learning, based upon mutual respect and shared values.

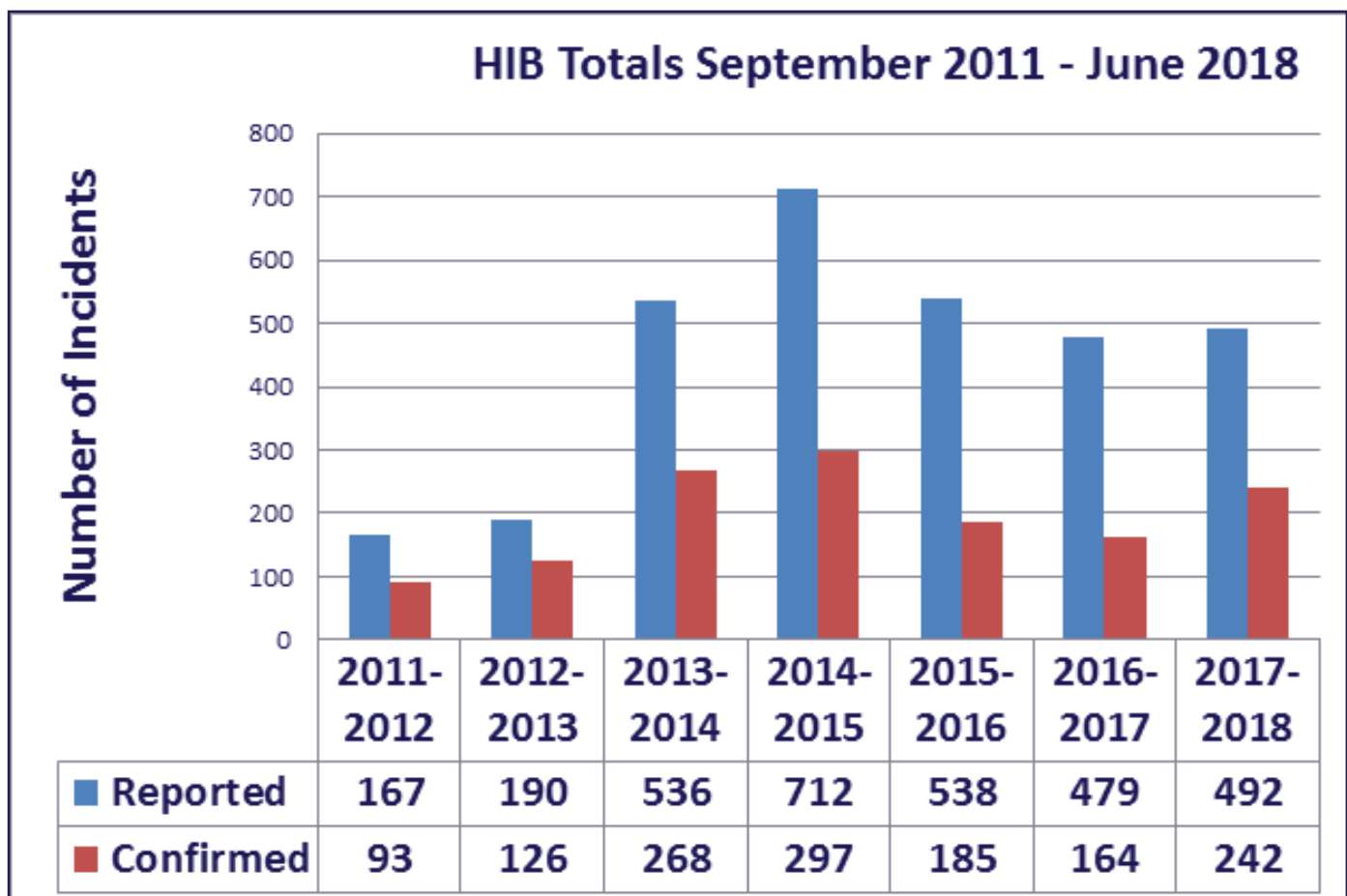
The district continues to utilize an online paperless reporting system to accurately track HIB investigations ensuring compliance with state reporting timelines. Additionally, the reporting system has allowed SSTs to monitor



HIB trends by month, time, location, grade and other distinguishing characteristics. This enables the SSTs to identify HIB issues at the school level and develop trainings to address them. Every school in the district held at least two trainings for staff and students, and at least one ongoing program to address overall school culture.

HIB Data

The following chart compares the number of reported HIB cases with those that were confirmed HIB cases districtwide from 2011 to 2018. The high number of reported cases demonstrates the district's commitment to taking every complaint seriously. Although Paterson Public Schools has a high number of reported HIB cases, the district ranks low in the state in the total number of founded incidents per 1,000 students, according to the state's Electronic Violence and Vandalism Reporting System (EVVRS) study. The number of reported and confirmed HIB incidents has decreased and stabilized after the adoption of the online reporting system in 2013, due to increased training and improving school culture and climate.



PARCC Scores

The Partnership for Assessment of Readiness for College and Careers (PARCC) computerized assessments 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 on the application of knowledge of concepts and skills rather than memorization of facts.

PARCC defines five levels of 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
- Level Five: exceeding expectations

The 2018 PARCC results for Paterson Public Schools indicated some improvement as compared to 2017:

- The percentage of students who met or exceeded expectations in English language arts (ELA) increased 3.6 percentage points among third-graders, 2.6 percentage points among fourth-graders, 1.5 percentage points for fifth-graders, 3.4 percentage points among sixth-graders, 6.9 percentage points among seventh-graders, 3.8 percentage points among eighth-graders, 4.4 percentage points among 10th-graders, and 1.6 percentage points among 11th-graders.

- In math, the percentage of students who met or exceeded expectations increased 1.8 percentage points among fourth-graders, 3.6 percentage points among fifth-graders, 3.6 percentage points among sixth-graders, 0.6 percentage points among seventh-graders, 1.6 percentage points among eighth-graders, 1.9 percentage points for grades taking Algebra I; (except for third grade), and high school Algebra II and Geometry.

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.

Comparison of Paterson Public School's Spring 2017 and Spring 2018 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		
	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018	16/17- 17/18 -
Grade 3	31.7%	31.3%	21.4%	21.8%	26.0%	22.5%	19.2%	22.9%	1.7%	1.6%	20.9%	24.5%	3.6%
Grade 4	19.9%	19.4%	23.1%	24.5%	28.4%	25.0%	24.6%	24.4%	4.0%	6.8%	28.6%	31.2%	2.6%
Grade 5	19.0%	17.5%	23.0%	23.7%	28.1%	27.4%	27.7%	27.8%	2.2%	3.6%	29.9%	31.4%	1.5%
Grade 6	15.8%	15.6%	27.9%	24.2%	31.5%	31.9%	21.5%	25.1%	3.4%	3.2%	24.9%	28.3%	3.4%
Grade 7	23.3%	19.1%	19.6%	16.1%	23.0%	23.8%	26.1%	30.7%	7.9%	10.2%	34.0%	40.9%	6.9%
Grade 8	22.7%	20.9%	19.0%	19.1%	26.7%	24.6%	26.5%	28.9%	5.1%	6.5%	31.6%	35.4%	3.8%
Grade 9	39.8%	39.9%	20.9%	23.4%	22.4%	21.3%	15.2%	14.3%	1.7%	1.0%	16.9%	15.4%	-1.5%
Grade 10	52.7%	48.5%	19.0%	16.8%	15.4%	17.4%	11.1%	14.6%	1.9%	2.7%	12.9%	17.3%	4.4%
Grade 11	45.4%	42.0%	21.0%	21.6%	17.7%	19.0%	13.6%	15.2%	2.3%	2.3%	15.9%	17.5%	1.6%

Percentages may not total 100 due to rounding

Comparison of Paterson Public School's Spring 2017 and Spring 2018 PARCC Administrations Grade 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		
	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018	16/17- 17/18 +/-
Grade 3	19.6%	20.5%	26.9%	27.2%	28.3%	27.3%	22.3%	21.1%	2.9%	3.9%	25.2%	25.0%	-0.2%
Grade 4	19.2%	19.8%	29.6%	28.6%	29.5%	28.2%	20.1%	21.2%	1.6%	2.3%	21.7%	23.5%	1.8%
Grade 5	16.8%	18.7%	33.0%	30.0%	31.3%	28.9%	16.3%	20.2%	2.6%	2.3%	18.9%	22.5%	3.6%
Grade 6	24.3%	22.9%	33.5%	30.1%	26.2%	27.6%	14.0%	17.6%	1.9%	1.9%	15.9%	19.5%	3.6%
Grade 7	19.7%	15.8%	32.6%	37.7%	31.6%	29.8%	15.2%	14.9%	0.9%	1.8%	16.1%	16.7%	0.6%
Grade 8*	41.9%	41.0%	29.1%	28.0%	20.0%	20.7%	9.0%	10.3%	0.0%	0.1%	9.0%	10.4%	1.4%
Algebra I	29.4%	34.2%	35.7%	21.6%	20.8%	21.6%	13.4%	14.9%	0.7%	1.1%	14.1%	16.0%	1.9%
Algebra II	70.7%	66.0%	18.2%	22.8%	6.9%	7.9%	4.1%	3.2%	0.1%	0.2%	4.2%	3.4%	-0.8%
Geometry	27.7%	25.1%	50.9%	57.8%	17.7%	14.1%	3.3%	2.6%	0.3%	0.4%	3.7%	3.0%	-0.7%

** Percentages may not total 100 due to rounding*

**Approximately 30,795 New Jersey students in eighth participated in the PARCC Algebra I assessment. Thus, PARCC Math 8 outcomes are not representative of eighth grade performance as a whole. **Level 4 and Level 5 is an indication a student is on pace to be college and career ready.*

Elementary Mathematics

GRADE 3	2017 NUMBER OF STUDENTS	2017 Percent Met or Exceeded Grade-Level Expectations	2018 NUMBER OF STUDENTS	2018 Percent Met or Exceeded Grade-Level Expectations
PARCC	426,427	42.5%	348,690	42.8%
STATE	100,007	52.5%	99,262	53.0%
DISTRICT	2,086	25.2%	2,080	25.0%

Grade 4	2017 NUMBER OF STUDENTS	2017 Percent Met or Exceeded Grade-Level Expectations	2018 NUMBER OF STUDENTS	2018 Percent Met or Exceeded Grade-Level Expectations
PARCC	427,307	35.8%	354,653	37.7%
STATE	101,358	47.3%	100,378	49.4%
DISTRICT	2,080	21.7%	2,023	23.5%

Grade 5	2017 NUMBER OF STUDENTS	2017 Percent Met or Exceeded Grade-Level Expectations	2018 NUMBER OF STUDENTS	2018 Percent Met or Exceeded Grade-Level Expectations
PARCC	417,373	34.7%	356,669	37.3%
STATE	99,447	46.2%	101,703	48.8%
DISTRICT	2,003	18.9%	1,999	22.5%

Grade 6	2017 NUMBER OF STUDENTS	2017 Percent Met or Exceeded Grade-Level Expectations	2018 NUMBER OF STUDENTS	2018 Percent Met or Exceeded Grade-Level Expectations
PARCC	409,892	32.2%	346,888	32.1%
STATE	98,357	43.6%	100,174	43.5%
DISTRICT	1,902	15.9%	1,925	19.4%

Grade 7	2017 NUMBER OF STUDENTS	2017 Percent Met or Exceeded Grade-Level Expectations	2018 NUMBER OF STUDENTS	2018 Percent Met or Exceeded Grade-Level Expectations
PARCC	395,309	28.8%	324,982	32.9%
STATE	96,096	39.6%	94,938	43.4%
DISTRICT	1,851	16.1%	1,892	16.7%

Grade 8	2017 NUMBER OF STUDENTS	2017 Percent Met or Exceeded Grade-Level Expectations	2018 NUMBER OF STUDENTS	2018 Percent Met or Exceeded Grade-Level Expectations
PARCC	316,063	25.7%	265,249	25.8%
STATE	63,769	27.7%	64,462	28.2%
DISTRICT	1,410	9.0%	1,438	10.4%

Mathematics Grade 3-5	2017 NUMBER OF STUDENTS	2017 Percent Met or Exceeded Grade-Level Expectations	2018 NUMBER OF STUDENTS	2018 Percent Met or Exceeded Grade-Level Expectations
DISTRICT	6,169	22.0%	6,102	23.7%

Elementary Mathematics

Mathematics Grade 6-8	2017 NUMBER OF STUDENTS	2017 Percent Met or Exceeded Grade-Level Expectations	2018 NUMBER OF STUDENTS	2018 Percent Met or Exceeded Grade-Level Expectations
DISTRICT	5,163	14.1%	5,255	16.0%

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	11,332	18.4%	11,357	20.1%

Elementary Language Arts/Literacy

Grade 3	2017 NUMBER OF STUDENTS	2017 Percent Met or Exceeded Grade-Level Expectations	2018 NUMBER OF STUDENTS	2018 Percent Met or Exceeded Grade-Level Expectations
PARCC	421,107	40.0%	339,398	40.8%
STATE	98,896	50.4%	98,314	51.7%
DISTRICT	1,998	20.9%	2,003	24.5%

Grade 4	2017 NUMBER OF STUDENTS	2017 Percent Met or Exceeded Grade-Level Expectations	2018 NUMBER OF STUDENTS	2018 Percent Met or Exceeded Grade-Level Expectations
PARCC	423,528	42.6%	345,891	44.2%
STATE	100,314	55.9%	99,447	58.0%
DISTRICT	1,986	28.6%	1,950	31.2%

Grade 5	2017 NUMBER OF STUDENTS	2017 Percent Met or Exceeded Grade-Level Expectations	2018 NUMBER OF STUDENTS	2018 Percent Met or Exceeded Grade-Level Expectations
PARCC	415,030	43.7%	349,130	42.9%
STATE	98,489	59.0%	101,065	58.0%
DISTRICT	1,927	29.9%	1,932	31.4%

Grade 6	2017 NUMBER OF STUDENTS	2017 Percent Met or Exceeded Grade-Level Expectations	2018 NUMBER OF STUDENTS	2018 Percent Met or Exceeded Grade-Level Expectations
PARCC	407,715	40.0%	345,435	40.9%
STATE	97,417	53.4%	99,421	56.2%
DISTRICT	1,833	24.9%	1,846	28.3%

Grade 7	2017 NUMBER OF STUDENTS	2017 Percent Met or Exceeded Grade-Level Expectations	2018 NUMBER OF STUDENTS	2018 Percent Met or Exceeded Grade-Level Expectations
PARCC	407,420	44.8%	339,954	46.9%
STATE	98,961	59.2%	98,295	62.7%
DISTRICT	1,778	34.0%	1,809	40.9%

Elementary Language Arts/Literacy

Grade 8	2017 NUMBER OF STUDENTS	2017 Percent Met or Exceeded Grade-Level Expectations	2018 NUMBER OF STUDENTS	2018 Percent Met or Exceeded Grade-Level Expectations
PARCC	400,708	43.1%	340,522	43.9%
STATE	98,856	59.1%	100,150	60.4%
DISTRICT	1,773	31.6%	1,819	35.4%

ELA/L Grade 3-5	2017 NUMBER OF STUDENTS	2017 Percent Met or Exceeded Grade-Level Expectations	2018 NUMBER OF STUDENTS	2018 Percent Met or Exceeded Grade-Level Expectations
DISTRICT	5,911	26.4%	5,885	28.9%

ELA/L Grade 6-8	2017 NUMBER OF STUDENTS	2017 Percent Met or Exceeded Grade-Level Expectations	2018 NUMBER OF STUDENTS	2018 Percent Met or Exceeded Grade-Level Expectations
DISTRICT	5,384	30.1%	5,474	34.8%

ELA/L Grade 3-8	2017 NUMBER OF STUDENTS	2017 Percent Met or Exceeded Grade-Level Expectations	2018 NUMBER OF STUDENTS	2018 Percent Met or Exceeded Grade-Level Expectations
DISTRICT	11,295	28.2%	11,359	31.8%

High School Mathematics

Algebra I	2017 NUMBER OF STUDENTS	2017 Percent Met or Exceeded Grade-Level Expectations	2018 NUMBER OF STUDENTS	2018 Percent Met or Exceeded Grade-Level Expectations
PARCC	262,920	35.8%	223,497	39.1%
STATE	110,285	41.4%	110,972	45.8%
DISTRICT	2,167	14.1%	1,904	16.0%

Geometry	2017 NUMBER OF STUDENTS	2017 Percent Met or Exceeded Grade-Level Expectations	2018 NUMBER OF STUDENTS	2018 Percent Met or Exceeded Grade-Level Expectations
PARCC	138,883	31.6%	131,696	28.4%
STATE	88,141	29.7%	90,159	29.5%
DISTRICT	1,449	3.7%	1,512	3.0%

Algebra II	2017 NUMBER OF STUDENTS	2017 Percent Met or Exceeded Grade-Level Expectations	2018 NUMBER OF STUDENTS	2018 Percent Met or Exceeded Grade-Level Expectations
PARCC	124,568	26.3%	125,419	26.4%
STATE	75,021	26.6%	78,508	28.6%
DISTRICT	1,422	4.2%	1,437	3.4%

High School Language Arts/Literacy

ELA/L Grade 9	2017 NUMBER OF STUDENTS	2017 Percent Met or Exceeded Grade-Level Expectations	2018 NUMBER OF STUDENTS	2018 Percent Met or Exceeded Grade-Level Expectations
PARCC	189,287	42.2%	129,057	48.5%
STATE	98,847	50.9%	99,370	54.1%
DISTRICT	1,602	16.9%	1,535	15.4%

ELA/L Grade 10	2017 NUMBER OF STUDENTS	2017 Percent Met or Exceeded Grade-Level Expectations	2018 NUMBER OF STUDENTS	2018 Percent Met or Exceeded Grade-Level Expectations
PARCC	173,815	44.6%	190,651	46.7%
STATE	88,332	45.2%	95,296	49.9%
DISTRICT	1,560	12.9%	1,502	17.3%

ELA/L Grade 11	2017 NUMBER OF STUDENTS	2017 Percent Met or Exceeded Grade-Level Expectations	2018 NUMBER OF STUDENTS	2018 Percent Met or Exceeded Grade-Level Expectations
PARCC	109,354	37.0%	104,429	39.2%
STATE	70,856	37.6%	69,346	38.1%
DISTRICT	1,382	15.9%	1,465	17.5%



2018-2019 GO FORWARD PLAN

Under the leadership of Superintendent, Eileen F. Shafer, M. Ed., Paterson Public Schools will continue to implement strategies and initiatives that are aligned to the district's Brighter Futures strategic plan. The following table represents the priorities and goals for the 2018-2019 school year:

2018-2019 District Priorities

Instruction & Programs	
Accelerate Student Achievement	GMA Theme
PSAT, SAT, ACT	Mathematics Intervention Programs
PARCC Strategies Implementation	Project Based Learning
K-5 Reading Program	Science Instruction
Textbook Plan	Marching 100 Band (Plan)
Implement 5 H.S. Certification Programs	Special Education Curriculum Aligned
Summer Professional Development	Special Ed. Professional Development
Increase 3-5 AP Courses	Technology Integration
Elementary Coding Curriculum	21st Century Skills
Plan to Develop H.S. Newcomers Program	Plan to Reduce Out of School Suspension
Plan for Vocational Education Programs	Increase Dual Enrollment Participants
Special Education Compliance IEP Compensatory Time	Plan for Student Centers Throughout the District
Programmatic Changes at PANTHER	Staff/Teacher Evaluation
Infinite Campus	8th Grade Seminar for High Schools
Genius Hour	Protocol for I&RS (Intervention Periods)
Restructure YMLA	
Governance	
Local Control 2-Year Transitional Plan	Plan for District Strategic Plan
Fiscal	
Fiscal Plan for Hinchliffe Stadium	
Operations	
Decrease Chronic Absenteeism	Positive Perception of the District
Student School Safety Patrol	Weighted Lottery System
Implement School Clubs	Grant Procurement
Personnel	
2 Media Specialists	Settle PEA Contract
4 Art Teachers; 9 Music Teachers Art/Music in every school at least half of the year	Hire Engineer at PANTHER Academy
2 Physical Education Teachers	5 World Language Teachers
5 Bilingual Staff	Customer Service Training

Facilities	
Update 5 Science Labs	Facilities Upgrade
New DBT Middle School (Parking Issue)	Decision on Plan for Paterson Catholic
Plan for Five-Year LRFP	Lockers at International High School
Shade Maker	Security Cameras – 5 Schools
ESIP	

Technology	
Implement G-Suite	1:1 Devices

Family & Community Engagement	
Increase Family Community Engagement	Increase Community Schools by 2

CURRENT INITIATIVES IN PROGRESS

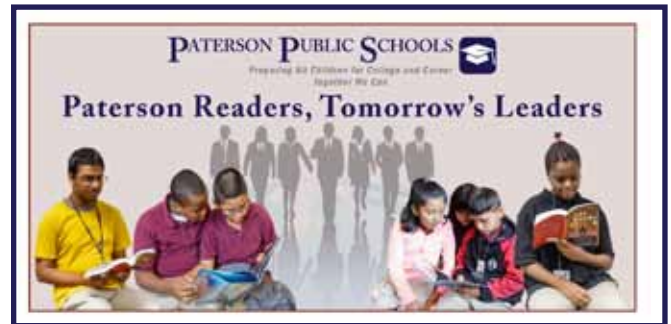
Literacy Campaign

District:

- created a slogan with the assistance of the district's stakeholders
- designed banners for each school with the slogan
- will share the campaign information with principals and will provide T-shirts and wristbands to students with slogan
- will provide books for students who attend regularly scheduled Board of Education meetings

Schools:

- **A Reading Campaign Poster Competition**
Have students create posters decorating the school to motivate students to read.
- **Reading Campaign Kick-Off** Share information about the campaign with a reading kick-off where all students are invited to an assembly to hear a book read by an administrator or an invited guest, and are given a wristband supporting the campaign.
- **Reading Level Increase Contest** Kindergarten through fifth grade classrooms will compete throughout the year to increase the most guided reading levels. The classroom with the most increased reading levels will get a party and prize in June.
- **Novel Reading Contest** Students in grades 6 -12 compete throughout the year to read the most novels. The classroom with the most books read and book responses written gets a party and prize in June.
- **Mystery Readers** Invite mystery readers throughout the school year to read to students in kindergarten through the third grade.
- **Read to the Principal** Recognize students' accomplishments in reading by having the one or



two children read to the principal daily. Have a banner hanging in/near the principal's office that says "I READ TO THE PRINCIPAL" and have students sign the banner after they have had the chance to read. The principal might provide each student with a bookmark to recognize the accomplishment.

- **Read-A-Thon** Have a daylong reading experience where everyone in the entire school reads (principal, secretary, custodial staff, teachers, students) and reports the number of pages read every hour. Hourly results are posted on the rungs of a ladder reaching the sky.
- **Buddy Books** Students in the fifth through the eighth grades can be assigned younger grade students to interview and find out about their family, birthday, friends, pets and favorite things. Using the information, the older grade students can write a story with their younger buddy as the main character using the information learned from the interview as the basis of their story. Stories can be published in book form by the older students, and then presented to their younger buddies during Children's Book Week, which takes place annually in either late April or early May.
- **Home Reading Log Competition** Students record the number of minutes read each night and their responses to reading. The students in each classroom/grade level/school wins a prize.
- **Summer Reading Kick-Off** End the school year with a summer reading campaign (i.e. "Summer Reading is Sweet") and provide students with ice pops.
- **Paterson Education Fund (PEF) 50 Book Club** Elementary school students are encouraged to read 50 books for pleasure.



Flyers will be distributed to all district students with the information.

Science and Math Initiatives

For the 2018-2019 school year, the Mathematics Department is building on the progress made regarding increased proficiency by promoting a Balanced Instructional Model for mathematics instruction. This model emphasizes the simultaneous development of students' conceptual understanding, problem solving and procedural/computational fluency. It also provides students with opportunities to learn about concepts and skills through guided, shared and independent instructional phases to the lesson.

The high school level math courses have received additional resources to assist in this effort. New textbook resources were adopted for Algebra I, Geometry, Algebra II, Pre-Calculus, Calculus and AP Calculus. These resources included traditional textbooks, digital textbooks and a full cadre of resources for teachers. In addition to the *Big Ideas* math workbook, the intervention program ALEKS (Assessment and Learning in Knowledge Spaces) has been adopted and implemented to help high school students fill in gaps, extend their understanding and increase proficiency in mathematics.

During the 2018-2019 school year, the Science Department will continue to deepen teachers' pedagogical skills to support three dimensional science instruction. In high school, science teachers will be trained to utilize the *Defined STEM* K-12 project-based online learning platform to incorporate more technology as a part of the new 1:1 Chromebook initiative. In kindergarten through eighth grade, the department will focus more intently on the use of formative assessments to gauge students' understanding and



provide meaningful feedback to students and their families. It will also begin to incorporate three-dimensional summative assessments to better prepare students for the New Jersey Student Learning Assessment in Science.

Transition from Passing Grade of 60 to 63

Paterson Public Schools is committed to holding all students to high academic standards and expectations. That is why the district raised the passing grade of 60 to 63. By raising the bar on student achievement, the district has taken a significant step in reducing failure rates, raising standardized test scores, and preparing students for college and careers.

Special Education

The Paterson Public School District has nearly 4,000 special education students. To support the continuum of Least Restrictive Environment, the district offers provisions to meet a variety of special education needs including:

- resource in-class support

- resource pull-out support
- resource pull-out replacement
- full-day pre-school disabilities
- emotional and behavioral disabilities
- autism
- severe learning and/or language disabilities
- learning and/or language disabilities
- mild cognitive disabilities
- moderate cognitive disabilities
- multiple disabilities

Individualized related services embedded in these programs are:

- speech therapy
- occupational therapy
- physical therapy
- auditory consultations
- counseling
- behavior analysis.

Professional development was facilitated for administrators, guidance counselors, and child study teams to educate staff on the pre-referral, referral, and evaluation of culturally and linguistically diverse students. The professional development was designed in three tiers. Tier I provided training and education in knowledge and skills that can be immediately applied in decisions regarding instructional and intervention practices that will lead to less biased and more equitable outcomes. Tier II provided training in education and practical skills that can be immediately applied into practice by all practitioners, irrespective of prior training or bilingual ability. Tier III provided information supported by scientific research that fosters accurate knowledge regarding the education and evaluation of English learner that may be immediately applied in decisions regarding instructional and intervention practices so as to make them developmentally appropriate and capable of producing equitable outcomes.

Twelve staff members were trained in the *Character Counts* framework. This framework combines its own practical strategies and tools with existing Positive Behavior Support in Schools (PBSIS) programs. The goal is to foster positive climate and culture within the district. At the core of the *Character Counts* framework are its “Six Pillars of Character” that are infused into students’ daily structure. The six pillars are trustworthiness, respect, responsibility, fairness, caring, and citizenship. Implementation of *Character Counts* promotes academic, social, and emotional skills to develop positive student character traits. Each summer, more than 150 teachers are trained in the *Character*

Counts framework so that it is incorporated in multiple schools throughout the district. The framework is used in daily lesson plans, afterschool and Saturday enrichment programs.

The department also facilitates professional development on crisis prevention through a Crisis Prevention Institute (CPI) and its in-district certified trainer. The CPI supports de-escalation methods for staff working with students who may exhibit challenging behavior. The training provides nonviolent crisis intervention. Staff members were trained on early intervention and nonphysical methods for preventing or managing challenging behaviors. The training components support staying calm, managing responses to challenging behaviors, setting limits, handling challenging questions, and preventing physical confrontation in the most effective and safest manner.

The department participated in the Saturday enrichment program by infusing a Speech Academy. The Speech Academy was developed to support the compensatory speech services that backlogged during in the 2016-2017 school year. The district hired two professionals, a director of compliance and a supervisor of related services, to closely monitor the new processes established to ensure students who were owed compensatory services were identified and scheduled to receive those missed sessions.



The Master Teacher

Professional Development training and assessment modules were shared districtwide to support all district staff with multiple facets of special education. Teachers, administrators, custodial staff, parents, and para-professionals are able to engage in more than 130 training courses that are delivered online about the basic skills required to be effective in the classroom and the specific skills necessary to support students with special needs. The program offers nine assessments to determine position placement, assess specific job skills, and highly qualified requirements for Title I para-educators. Trainings are assigned, monitored, and documented by time-on-task and mastery of each subject area.

The Easy-IEP database has been enhanced to include immediate translation of a student's individual education plan (IEP) from English to Spanish.

The department has implemented the use of Direct Instruction using texts including McGraw-Hill Education's *Language for Learning*, *Reading Mastery* and *Connecting Math Concepts* to support the department's autism program. Public Schools 2, 6, and 7, as well as the Dr. Martin Luther King, Jr. Educational Complex and the Dale Avenue School are implementing the program.

The *Direct Instruction* program places particular emphasis on teaching thinking skills and helping students acquire background knowledge. The program uses fully scripted lessons to guide teachers through carefully constructed instructional steps. It models new content and provides guided and individualized practice for students. Signals and group responses are used to keep students involved, help them stay on task and help with lesson pacing. The supervisor of special education for the autism program does continuous professional development throughout the school year to monitor and maintain fidelity of the direct instruction.

Chronic Absenteeism Initiative

Promoting good attendance has been a priority at all levels of the district from the Superintendent's Office to the Early Childhood Education Department's classrooms. Paterson Public Schools continues to promote its attendance campaign of Attendance Matters via The Attendance Task Force. A majority of schools have opted to include decreasing chronic absenteeism as a goal of their Annual School Plan (ASP). Attendance has been monitored and addressed through various meetings, including but not limited to, attendance review committee meetings, principals' meetings, task force meetings, community presentations, as well as parent outreach. The district administration and schools are continuously reviewing and monitoring attendance data in order to put interventions in place. School level campaigns continue to show progress, purpose and promise. Students continue to take ownership of their attendance because they realize that attendance really matters.

Unfortunately, 885 families were referred to Truancy Court during the 2017-2018 School Year. Early grades, such as pre-K through the first grade, as well as students in the secondary level, have shown attendance to be a challenge. Challenges impacting the district's efforts include illness such as the flu and asthma, weather, suspensions, and family related issues. Nevertheless, the district continues to work with families and students to improve attendance in order to impact student achievement.

Counseling and United Way

It is the Paterson Public School District's intent to be a major partner with United Way of Passaic County in the FAFSA (Free Application for Federal Student Aid) Completion Challenge. United Way of Passaic County will have access to student FAFSA completion data and demographic data for the 2018-2019 academic year. The district will continue its strong partnership with United Way by communicating with students and parents about the program, hosting the program in school and encouraging a college-going culture in high schools. United Way is doing all of these things with the district already. The district and The United Way will continue to provide workshops to students and their parents, provide trained volunteers to assist with FAFSA preparation, and provide follow-up support to students for questions about their financial aid awards.

Improved Internal and External Communications

The Communications Department continues to work aggressively to create and implement effective

communications that support the district's vision and mission, and to enhance the district's overall image.

The major development in the district's internal communication efforts during the 2017-2018 school year was the launching of *The Paterson Post* newsletter, an original publication written and edited by the Communications Department. This publication highlights the notable accomplishments of Paterson Public Schools students, faculty and administrators. It is distributed to all district employees, Board of Education members, and partners in the Paterson community.

The district's external communications were greatly enhanced by the launching of the free mobile app. This app, which can be downloaded to most smart phones, makes district information conveniently accessible to the palm of a user's hand. In addition to housing the district website and all school websites, it can also be used to send out district notifications such as school closings due to inclement weather. The mobile app is also conveniently linked to the Infinite Campus parent portal, which allows parents to access student information including grades and attendance records.

During the 2017-2018 school year, the Communications Department worked in partnership with Paterson Mayor Jane Williams Warren in her Student Ambassadors Program. This was an endeavor in which selected Paterson students met with Mayor Williams Warren to provide their thoughts in improving the quality of life in the City of Paterson.

The district will continue to utilize critical tools such as the district website as well as social media. The district's Facebook page garnered more than 6,300 followers during the 2017-2018 school year, and the district launched its official Twitter account during the past year.

The Paterson Public School District wholeheartedly supports a robust and free press as an essential part of protecting American democracy. It is

to be expected that the district be held accountable by inquiring members of the press in keeping its commitment to the public; specifically, the people of Paterson. At the same time, it is incumbent upon the district's Communications Department to constantly work toward improving the public image of the district by promoting the good works and accomplishments that are achieved by students, faculty and administrators. This can be best accomplished by the Communications Department maintaining good relations with the media, keeping members of the media informed, and producing in-house media promotions to communicate directly with the Paterson community.



School Facilities Improvements

The Paterson Public School District is committed to ensuring a safe and comfortable learning environment for students and staff. Its buildings and classrooms, playgrounds and fields are available to support educational and physical programs in compliance with N.J. Department of Education Educational Adequacy Standards.

With many district school facilities averaging 85 years old, ongoing repair work, preventative maintenance and safety upgrades are made regularly across the district as funding availability allows. Many projects and enhancements that are underway and completed include:

- Public School 9 refurbishment of raised playground, deck resurfacing and building façade
- Public School 19 resurfacing of play yard, retaining walls, fencing, sidewalks and stairs and chimney
- Public School 2 chimney and brick work pointing and waterproofing
- Public School 15 new security fencing installed
- Public School 5 roof and facade repairs
- Public School 1, Public School 28 & Rutland Center roof replacements
- water quality testing at all schools and ongoing surveillance exceeding state mandates
- planned upgrade/modernization of ESH school laboratories
- professional development and certification to improve skillset of custodian and maintenance staff
- shared service with county for road salt storage and loading
- exploration of an apprentice program employing district students and residents to assist the skilled trades and build future capacity
- Energy Systems Improvement Program construction phase underway at 17 schools
- new high efficiency boilers installed at Public Schools 10, 20, and 24
- roof restorations with 15-year warranty at 9 schools installed
- solar panels installed at 9 schools
- steam traps replaced at 16 schools
- 37,000 LED lights installed at 17 schools improving energy and learning environment
- Powermiser high-efficiency power transformers installed Public Schools 9 and 24
- repairs and upgrading Roof Top HVAC units at 13 schools
- installing CHP cogeneration units to generate electricity on-site at Public Schools 5 and 24
- boiler and building control systems installed at 8 schools to improve comfort levels
- fire safety system upgrade design underway at Rosa Parks stage theatre
- fire alarm monitoring wireless system installation underway to improve life safety
- snow vehicle upgrades to improve longevity, safety and expedite snow/ice removal
- purchase of backhoe to eliminate annual rental charges
- HealthLink International hands-on STEAM learning program funded by ESIP program underway

- Right to Know survey completed and posted to state web site
- Long Range Facility Plan program development underway for 5-year submittal
- Tri-Annual AHERA monitoring program underway
- NJ QSAC annual Building Checklist completed, and Statement of Assurance delivered to county
- playground safety surfacing throughout district replenished
- refurbishing of auditorium seats at Public School 13
- Public School 2 gym floor VAT abatement and synthetic floor installation underway
- Public School 2, PS 12 installation of safety matting on walls
- Public School 18 media center carpet replacement
- hardened security hardware and locks being installed at numerous locations



Paterson Public Schools will be embarking on Phase 2 of the Energy Savings

Improvement Program (ESIP). This phase will be a two-year project that will improve

the physical environment by upgrading heating, ventilation, and air-conditioning (HVAC) mechanical, plumbing, electrical, controls, steam traps, solar panel systems at 26 schools. The program has a guaranteed energy savings life of 20 years. The goal is to ensure comfortable, safe, secure, accessible, well-illuminated, well-ventilated, and aesthetically pleasing high-efficiency facilities utilizing reduced energy costs as the financing vehicle. This is a budget neutral project and will include 26 identified schools and incorporate a \$30-40 million capital improvement.

The district will continue to reduce its operating costs by purchasing and maintaining all custodial cleaning equipment, snow removal equipment and landscaping/ground maintenance equipment.

Finally, the district is currently working with the N.J. School Development Authority on the design and build stages of the replacement middle school on Union Avenue, which is on the site of the former Don Bosco Technical School. Facilities staff attend biweekly meetings in Trenton. 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, media center and rooftop greenhouse.

Local Control Transition

The Paterson Public School District has been under state control since 1991. In recent years, the district implemented many transformative programs to improve academic outcomes, create better

school cultures and operate more effectively and efficiently. On May 2, 2018 the New Jersey Board of Education approved a resolution to put the district on a path to local control. District and state officials will be working together to restore local control to the Paterson Public School District by the year 2020.

Launch New Meals Program

Currently, some of the exciting new initiatives on the table for the Food Services Department include Reimbursable Meal Vending and expanding the At-Risk Supper Program to community organizations throughout the City of Paterson.

Reimbursable Meal Vending is a fairly new concept in terms of providing a complete nutritious meal to students without the need for much labor. It allows a student to grab a meal whenever it is convenient for them. In light of a new Full-Service Community Schools HUB soon to open at a location that once was the Madison-K pre-school center, reimbursable vended meals will fit perfectly in this setting. The idea of the HUB was to create a location that has Wi-Fi where a student can go after school to study, do homework, or socialize with friends. Providing meals through reimbursable vending is the perfect fit for a setting such as this.

Expanding the At-Risk Meals program to community organizations would be beneficial to those sites that have difficulty obtaining meals throughout the school year. Like the Summer Food Service Program (SFSP), the Food Services Department could offer breakfast, lunch and even dinner to those sites in need. At-Risk program regulations are slightly different than those of the SFSP, but the outcome is still the same in that those in need are served. The Food Service Department sponsorship during the summer provides breakfast and lunch meals to more than 40 locations throughout the city. This does not include schools that are also open for academic summer school and serve meals. Expanding services in this area will have a significant impact to the community by providing much needed-meals and jobs.



CLOSING COMMENTS

The Paterson Public School District has been a school system under the watchful eye of the state for nearly 30 years. In that time, the world, the nation and the great City of Paterson have undergone immense changes. Consider that internet access in homes and schools was a rarity when the state takeover began. Today, it's in most people's hands.

What will the world, the nation and Paterson be 30 years from now? Many of the people who will answer those questions are today in the classrooms of the Paterson Public Schools. That fact should

be the guiding principle for the educators and families who anticipate the restoration of local control to this school district.

Soon, the decisions that are made in the district will no longer be in the context of state oversight. They will be made in a context of much greater consequence: the future that Paterson's children will inherit and define, in a world that can change drastically and frequently.

Let us all work together to lead the best out of our students, the children of Paterson, as the greatest work of a self-governing school district.

Together, we can!



