

Promising Tomorrows

Annual Report
July 2018 - September 2020



Eileen F. Shafer
Superintendent of Schools

Susana Perón
Deputy Superintendent of Schools

PATERSON PUBLIC SCHOOLS

Paterson — A Promising Tomorrow
Together We Can



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INTRODUCTION

Paterson is New Jersey's third largest city. 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. As of July 1, 2019, the U.S. Census population estimate of this historic and diverse city is 145,233 people.

THE PATERSON PUBLIC SCHOOL DISTRICT

The Paterson Public School District is working to draw out the true potential within every student to become lifelong learners and 21st century leaders in their communities, this nation, and the world. With more than 40 languages spoken in its classrooms, the Paterson Public School District is among the most diverse districts in the state. The 2018-2019 kindergarten to 12th grade enrollment was 24,834 students, with an additional 683 students in the District's pre-kindergarten programs. Another 2,946 pre-kindergarten students were educated through partnerships with pre-kindergarten community providers. In the 2019-2020 school year, the District had 23,756 students in kindergarten to 12th grade, with 779 students in District pre-K programs and 2,611 enrolled in partnering community providers of pre-K programs.

The Paterson Public School District has been under state control since 1991. The 2018-2019 school year marked the first year in a two-year transition plan that was approved by the State of New Jersey's Board of Education. That approval followed the state board's decision on May 2, 2018 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 and Program and Governance.



Through the Community Eligibility Provision, all Paterson students are eligible to receive breakfast, lunch, dinner and a snack at no cost to them. In 2018-2019, more than 4,200 students received special education services and 5,307 students were English Language Learners (ELL) who received bilingual/ESL services. In 2019-2020, 4,491 students received special education services and 5,814 students were English Language Learners (ELL) who received bilingual/ESL services.

The student population demographics in 2018-2019 were as follows: 67 percent of its students were of Hispanic origin, 22 percent were African-American, six percent were of Asian descent, and five percent were Caucasian. The demographics remained roughly the same in 2019-2020: 68 percent of the students were Hispanic, 21 percent were African-American, six percent were Asian, and five percent were Caucasian.

The majority of students in Paterson speak a primary language other than English, with more

than 40 languages spoken in District schools. The rich diversity in the school District is an asset as it enables students to learn firsthand about other cultures and develop an appreciation for similarities and differences as they prepare for success in a multicultural world.

Since 2009, the Paterson Public School District has been engaged in a major effort to improve student achievement at both the elementary and secondary levels. During the 2009-2010 school year, the District developed an ambitious five-year strategic plan, called *Bright Futures*, for transforming itself 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. The completion of the District's new five-year strategic plan, *Paterson - A Promising Tomorrow*, was an effort that involved students, parents and guardians, community stakeholders, staff, and Board of Education commissioners. It is one of the District's major achievements of the 2018-2019 school year.

During 2018-2019, the District achieved new milestones and continued to embark on groundbreaking initiatives to provide more opportunities for students to achieve academic excellence. The first U.S. Department of Education Blue Ribbon of Excellence ever awarded to a Paterson Public School was awarded to Public School No. 28/Paterson Academy for the Gifted and Talented. The first class of International Baccalaureate students graduated in 2018-2019. With the help of N.J. Department of Education grant, the District established the P-TECH at PANTHER Academy program. Students who complete the program graduate with a high school diploma, an associate degree in applied science from Passaic County Community College, and practical work experience in the tech sector with the help of the IBM Corporation. Meanwhile, the District was approved to expand its career and technical education programs, while it continued its campaign to combat chronic absenteeism, and its aggressive K-5 reading program.

| Demographics | | | | |
|--|--------------------|--------------------------------|--------------------|--------------------------------|
| | 2018 - 2019 | | 2019 - 2020 | |
| Ethnicity | Number in District | Percent of District Population | Number in District | Percent of District Population |
| Black | 5,368 | 21.6% | 5,209 | 20.9% |
| Hispanic | 16,720 | 67% | 16,760 | 67.7% |
| White | 1,252 | 5% | 1,262 | 5.1% |
| Asian | 1,410 | 5.7% | 1,448 | 5.8% |
| Multi | 79 | Less than one percent | 83 | Less than one percent |
| Gender | Number in District | Percent of District Population | | |
| Female | 11,995 | 48.3% | 11,876 | 47.9% |
| Male | 12,839 | 51.7% | 12,891 | 52% |
| Special Populations or Programs | Number in District | Percent of District Population | | |
| Limited English Proficient (no pre-K) - On Roll | 4,855 | 19.5% | 5,226 | 21.9% |
| Limited English Proficient (no pre-k) - Resident | 5,307 | 21.4% | 5,814 | 24.5% |
| Special Education - On Roll | 3,483 | 14% | 3,671 | 15.5% |
| Special Education Resident | 4,202 | 16.9% | 4,491 | 18.9% |
| In-District Preschool | 683 | | 779 | |
| Out-Of-District Preschool | 2,946 | | 2,611 | |
| Total Student Enrollment | 24,834 | | 23,756 | |

2019-2020: A YEAR LIKE NO OTHER

As pivotal as the 2018-2019 school year was it was nowhere near as historic as the following school year of 2019-2020. The outbreak of the COVID-19 pandemic was unforeseen as classes resumed in September and as the new Peace Center opened at Eastside High School in October. When Eastside's Joshua Cash hit a thrilling three-point buzzer shot to put his team in the Passaic County tournament finals in February, news had already been reported of the first American diagnosed with COVID-19 in the State of Washington. After Deishon Harrison led the Kennedy Knights to its second consecutive Passaic County championship, the team played in the state basketball tournament before empty bleachers on March 12. Five days later, after reports of COVID-19 cases had become increasingly more local, the District made the difficult decision to close its school buildings and teach its 29,000 students remotely.

With that decision, the District entered a time of great challenges and a heartbreaking loss to our community. Dr. Gerald E. Glisson, Principal of Operations of the Eastside Educational Campus, passed away on May 3, 2020 after testing positive for the COVID-19 virus. Dr. Glisson was a gentle giant, a profound educator, and a cornerstone of the future of Paterson Public Schools. He is dearly missed as everyone in the District perseveres through the pandemic.



But this has also been a period of triumphs. The District achieved many great accomplishments in the first six months of the 2019-2020 school year. Those accomplishments included:

The District's First International Baccalaureate Diploma Awarded

Amya Perez, International High School's valedictorian of the Class of 2019, became the first graduate in the District's history to earn the prestigious International Baccalaureate Diploma in November. Perez, who is now a student at the University of Pennsylvania, would later be followed by seven other graduates to be awarded the IB Diploma. One of them, Cindy Munoz, valedictorian of the Class of 2020, completed her coursework on a smartphone during the first month of the health-related school closure until a Chromebook could be provided to her.

More Elementary Students Reading At Or Above Grade Level

As the 2019-2020 school year began, the District found that more students in grades kindergarten through the fifth grade were reading at or above reading level. This came at the end of the first year of the District's use of a more rigorous reading program in those grades, McGraw-Hill Education's "Wonders" reading program. When the 2019-2020 school year began, 37 percent of students K to 5 were reading at or above grade level. By the time school buildings closed in March, the numbers grew to 45 percent.

New Jersey's First Full Service Community High School Opens

With the help of a \$2.5 million federal grant, the John F. Kennedy Educational Complex opened in January as New Jersey's first federally-funded Full Service Community High School. As a Full Service Community High School, the Kennedy Educational Complex partners with local community agencies to provide a range of services in the school including health care services, laundry facilities, academic assistance, counseling services, parent workshops, adult education programs such as ESL, job hunting assistance, and social services. The partnering agencies are Health N Wellness, LLC; the New Jersey Community Development Corporation (NJCDC), the St. Paul's Community Development Corporation, and Felician University.

The Number Of District Students With High AP Exam Scores Doubles - Twice

At the beginning of the school year, the District was informed by the College Board that the number of District students who scored three or higher on AP exams had doubled from 43 in 2018 to 86 in 2019. That number would more than double again in 2020, despite the duress of the pandemic, to 183. A score of three or higher is the threshold for many colleges to award college credit in a particular subject area. The student saves the tuition dollars that would have been spent taking the course.

District Ranks Third In New Jersey In Growth Of AP Exam Success

In September 2019, the College Board informed Paterson Public Schools that the District ranked third in the State of New Jersey in growth in the number of exams with scores of three or higher on Advanced Placement (AP) exams since 2016.

IHS Wins Second Consecutive AP Computer Science Female Diversity Award

For the second consecutive year, International High School (IHS) has received the College Board's Advanced Placement (AP) Computer Science Female Diversity Award. The award recognizes schools that have a majority-female class in the AP Computer Science Principles course. A total of 40 students were enrolled in AP Computer Science Principles at IHS during the 2018-2019 school year, and 28 of those students were female. During the 2017-2018 school year, 33 students were enrolled in the class that year, and 21 of those students were female. Only 639 schools earned the AP Computer Science Female Diversity Award.

Number Of Students Earning College Credit Through Dual Enrollment More Than Doubles

Enrollment among Paterson Public School District high school students in Dual Enrollment classes more than doubled from 197 in 2017-2018 to 510 in 2018-2019. The Dual Enrollment program allows students to earn college credit for classes they are taking during high school. This is made possible through partnerships with colleges and universities throughout northern New Jersey including Rutgers University, Passaic County Community College, Seton Hall University, Fairleigh-Dickinson University, and William Paterson University.

Ten Students Earn College Credit In District's New STEPS Program

The District launched its new Students Taking an Early Pathway to Success (STEPS) program in the 2019-2020 school year. The program enabled 10 district students to complete their senior year at Passaic County Community College earning college credits for the courses they completed. All tuition and fees were paid for by the District, and the credits are transferable to other colleges. By June 2020, the 10 graduating seniors had earned a total of 277 college credits.

IBM Mentors Work With P-TECH At PANTHER Students

In November, 15 IBM Corporation employees came to PANTHER Academy to spend a day with the inaugural freshman class of the District's new P-TECH (Pathways in Technology and Early College High School) at PANTHER Academy. P-TECH at PANTHER Academy began with a \$300,000 grant from the N.J. Department of Education. Graduates from the four-to-six year program will have a high school diploma, an associate degree in applied science from Passaic County Community College, and practical experience through internships at IBM.



Hundreds Of District Staff Trained In Mental Health First Aid

The District made significant progress in developing its capacity to address the social and emotional needs of its students by providing Mental Health First Aid training to hundreds of staff members. Mental Health First Aid USA provides a skills-based training course that teaches participants about mental health and substance-use issues, according to its website.

PATERSON PUBLIC SCHOOLS FROM MARCH 17, 2020 AND BEYOND

On March 17th, 2020, the District's school buildings closed. The schools, however, did not. Under the leadership of Superintendent of Schools Eileen F. Shafer, the District maintained its commitment to serving the students and families of Paterson Public Schools. The following are just a few of the highlights of the District's efforts in keeping that commitment.

Distribution Of Student Meals

From the first day of school buildings being closed, the District had an operational plan to distribute students meals to parents at sites throughout the community. The plan has been modified over time, and its effectiveness has made the District a statewide leader in making sure students' nutritional needs are met. By the end of August 2020, the District had distributed 1.2 million meals to students. This was achieved by the commitment of the District's Food Services Department and the selfless dedication of volunteers who worked at distribution sites throughout the District. The provision of student meals has only grown more critical as the pandemic continues. As jobless rates increase as a result of the pandemic, students are more vulnerable to not having access to nutritious meals.



Communication With Families

The closing of school buildings made it more difficult for students and parents to communicate with schools. The solution was the establishment of an Information Call Center. The center has four dedicated phone lines, and each line can receive phone messages from parents in a specific language. The four languages are English, Spanish, Arabic, and Bengali. District staff members respond to the messages within 24 hours. At the time of this publication, the District had responded to more than 3,200 calls to the Information Call Center.

Bridging The Digital Divide

The closing of school buildings exposed the great digital divide that existed in the District. Because there simply were not enough Chromebooks for every Paterson Public Schools student, all students were sent home with academic assignments in paper packets. When it became clear that buildings would remain closed through the end of the school year, and when thousands of paper packets had been returned by the students, Paterson Public Schools' digital divide was no longer tolerable. In the year 2020, a full fifth into the 21st century, computers and access to the internet were absolute necessities of education - even more so when students need to learn remotely.

The District's quest to bridge the digital divide and provide a Chromebook for every one of



the more than 29,000 students began with the distribution of the devices The District already had. Fundraising efforts were launched, and more than \$80,000 had been raised. Among the donors were Paterson's churches and community organizations, as well as private individuals who made donations at the District's website. Paterson's own Super Bowl Champion Victor Cruz personally donated 100 Chromebooks for the District's students.

When federal CARES Act money was awarded to the District, it has seemed that the digital divide had been filled with the District's order of thousands of Chromebooks made on June 2nd. However, that was not the case. Because of human rights allegations made against one of the companies in China that was doing business with the vendor, the order was delayed until October.

Under the leadership of Superintendent of Schools Eileen Shafer and Deputy Superintendent Susana Perón, the Information Technology Department and other District personnel rallied to find devices from another vendor and refurbish thousands of the District's laptops and tablet computers to perform the same functions as Chromebooks. Because of these intrepid efforts, every Paterson Public Schools student has a device for the 2020-2021 school year.

Remote Learning Support For Students And Parents

The District has established a PPS Google Help Desk for students and parents who need assistance using their devices or Google Classroom. Callers who need assistance in English can call 973-321-0914, while those who need assistance in Spanish can call 973-321-2484. The PPS Google Help Desk can also be emailed at ppsgooglehelpdesk@paterson.k12.nj.us.

Developing The Restart Plan

The summer of 2020 was dedicated to the development of the District's restart plan. This collaborative effort started in April with a steering committee that later developed into a full-fledged task force that included teachers, nurses, counselors, union leaders, principals, vice principals, supervisors, administrators, Board of Education commissioners, parents, students, community leaders, and leaders from institutions of higher education. The comprehensive plan was written in full compliance with New Jersey Department of Education and federal Centers for Disease Control and Prevention (CDC) guidelines and requirements. On August 12th, 2020, the Board of Education commissioners unanimously voted in favor of starting the 2020-2021 school year with remote learning. The District immediately amended the restart plan to comply with the Board's directive.

The Decision To Reopen School Buildings

At the time of the publication of this report, the District is in the process of monitoring conditions in order to make a recommendation to the Board on October 15th of whether school buildings should reopen on Monday, November 2nd. Among the criteria being monitored are the numbers of local cases of people testing positive for COVID-19, as well as the State's rate of infection and availability of teaching and administrative staff. If conditions are favorable for school buildings to reopen, the District will move forward with its hybrid restart plan, which would have students come to school two days a week and attend school through remote learning three days a week. As the District's administration considers whether to reopen, the safety of students and staff will be the top priority.

EXECUTIVE SUMMARY

The 2018-2019 school year was a pivotal year for Paterson Public Schools. It was the final year of the District's five-year *Bright Futures* strategic plan, which focused on four key areas: effective academic programs, creating and maintaining healthy school cultures, engaging families and the community, and maintaining efficient and responsive operations. The new strategic plan, *Paterson - A Promising Tomorrow*, was completed in collaboration with Board of Education commissioners, parents, teachers, students, administrators and community stakeholders. Its four goal areas focus on new objectives for teaching and learning, the District's facilities, communications and connections, and social-emotional learning.

This was also the first year of the District's state-approved two-year plan to restore local control of the school District, and a year when the District continued to implement specific transformation strategies in order to achieve its goals.

Some of the key accomplishments of the 2018-2019 school year are:

- Public School No. 28 became the District's first school to be recognized by the U.S. Department of Education as a National Blue Ribbon School for its track record as an exemplary high performing school.



- The number of high school students who scored three or higher on Advanced Placement (AP) exams doubled from 43 to 86, which significantly contributed to the District ranking third-highest in the state in growth among students who scored three or higher on AP exams during the previous three years.
- The number of students who earned college credit through dual enrollment classes increased from 197 in 2017-2018 to 560 in 2018-2019.
- The first class of the International Baccalaureate (IB) Program at International High School graduated, with one of its members earning the District's first IB Diploma.
- The District launched a new program called Students Taking an Early Pathway to Success (STEPS), founded in partnership with Passaic County Community College (PCCC), to provide 10 high school seniors the opportunity to complete their senior year while earning credits at the college.

- Seventy-three graduating seniors from various high schools attained the state's Seal of Biliteracy, certifying that they are highly proficient in two languages.
- Numerous parent workshops were held as part of the District's efforts to engage families and communities.
- The District was awarded a \$300,000 state grant to begin a new Pathways in Technology and Early College High School (P-TECH) program in collaboration with the IBM Corporation and Passaic County Community College. Sixty eighth-grade students who were accepted through the program's unique application process committed to enroll at P-TECH.



- The District was awarded a \$2.5 million federal Full Service Community Schools grant to expand learning programs, health care and other critical services to Public School No. 2 and to make the John F. Kennedy Educational Complex the State's first Full Service Community High School.
- The Adult High School conferred high school diplomas on 92 students, the school's largest graduating class.
- The District's Food Services Department launched a Halal food pilot program, the first self-operated program in the State, for students of the Islamic faith.



The District ended the 2018-2019 school year poised for a tremendous future. A vision for the future had been created through a new strategic plan, and the District completed the first year of a two-year transition plan to restore local control for the first time since the state takeover in 1991. That is a long time for Paterson families to have a diminished voice in the education of their children. The administration, teachers, and support 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.

STRATEGIC PLAN

PATERSON – A PROMISING TOMORROW: THE STRATEGIC PLAN FOR PATERSON PUBLIC SCHOOLS 2019 – 2024

The District’s new strategic plan, *Paterson – A Promising Tomorrow*, is a five-year plan created with the input from students, parents, staff, teachers, administrators, business partners, Board of Education commissioners, and community members. The plan highlights four main goal areas that were identified as being vital for the District, and it provides a framework for all the services and work the District will provide.

The District and community worked to create the strategic plan for 2019 to 2024. This initiative was led in collaboration with the New Jersey School Boards Association (NJSBA), via the “3-D Process,” which stands for Dream, Determination, and Destiny by Design. Three public strategic planning forums were held on March 14, 2019, April 9, 2019 and May 16, 2019 to elicit the help, opinions and ideas of the people of the Paterson community. Also, members of the Superintendent’s Cabinet worked to develop an action plan that delineates specific tasks and actions for all four goals in the strategic plan.

The plan is the result of our belief that our students can achieve their full potential by participation in an educational experience that is relevant, challenging and individualized. This can be accomplished by providing an experience that shares such common values as equity, cultural understanding, accountability and leadership. The new strategic plan was designed with the overarching goals of achievement, innovation, instruction, collaboration, and safety for all students in all schools.

At the conclusion of the process, the District’s new strategic plan, mission and vision statements were developed and adopted by the Board of Education. During the 2019-2020 school year, Superintendent of Schools Eileen Shafer followed up the strategic plan’s adoption by scheduling a series of community forums to further discuss the plan.

Mission Statement

Recognizing our proud traditions and diverse community and partnerships, the mission of the Paterson Public School District is to provide an academically rigorous, safe and nurturing educational environment by meeting the social, emotional and academic needs of our students as we prepare them for post-secondary education and career.



Vision

The District will be a leader of 21st century innovation where students develop habits of lifelong learning and excel academically to become future-ready leaders.

Goal Area #1: Teaching & Learning

Goal Statement: To create a student-centered learning environment to prepare students for career, college readiness and lifelong learning.

Objectives:

1. Create high quality opportunities for educators to deliver research-based strategies that will ignite motivation and promote lifelong learning
2. Design, implement and monitor equitable, credible and rigorous K to 12 assessments that are aligned to the curriculum and state academic standards that will inform students and educators of their progress
3. Empower educators to integrate the arts in all areas of learning, utilizing innovative activities, partnerships and incorporating students' learning styles and differentiated instruction
4. Provide students the opportunities to have real world experiences via internships, work/independent studies and exposure to a variety of post-secondary institutions
5. Increase educators' capacity to utilize technological resources and strategies to prepare students to become future-ready leaders

Goal Area #2: Facilities

Goal Statement: To enhance and maximize learning opportunities provided by first-class facilities and technological improvements that prepare students for 21st century learning.

Objectives:

1. Address facilities issues that impact student achievement by including this in the Five-Year Long Range Facilities Plan
2. Monitor and hold accountable the cleaning crews tasked with improving appearance and sidewalk appeal of school grounds
3. Provide instructional areas designed/equipped with special built-in equipment for industrial arts and vocational trade learning activities; including, but not limited to, cosmetology, electrical work and plumbing
4. Develop a comprehensive preventative maintenance program that is geared towards the long term upkeep of all Paterson Public School facilities
5. Prioritize and align with the budget adequate resources for timely implementation



Goal Area #3: Communications & Connections

Goal Statement: To establish and grow viable partnerships with parents, educational institutions and community organizations to support Paterson Public Schools educational programs, advance student achievement and enhance communication.

Objectives:

1. Establish mentoring programs:
 - Peer-to-peer mentoring that will support and assist elementary students transitioning into secondary schools
 - Support schools' current community-based mentorship programs that assist in character building and academic growth
 - Assist in establishing new community partnerships with adult mentoring for students in grades 6 to 12 that will promote character building, improve student achievement and reduce chronic absenteeism
2. Partner with faith-based organizations to increase parental engagement to fulfill our District's mission and vision
3. Increase partnerships to provide before and after school childcare resources to K to 8 students
4. Utilize all available media platforms to promote the Paterson Public Schools brand, provide social media or press releases as warranted to increase family and community engagement
5. Continue to improve clear and accurate internal and external communication with all stakeholders

Goal Area #4: Social - Emotional Learning

Goal Statement: Build the capacity of all stakeholders to address the social and emotional needs of the students and staff through professional development, instruction and support services.

Objectives:

1. Create a culture that recognizes the need to educate the whole child by meeting their social, emotional, academic and physical needs
2. Provide professional development regarding mental health for all stakeholders
3. Develop K to 12 age-appropriate mental health curriculum to empower students by increasing their self-esteem, confidence and character development.
 - Mindfulness
 - Social Emotional Learning and Character Education
 - Mental Health First Aid
 - Crisis Prevention and Intervention
4. Identify root causes for at risk behavior in students and develop appropriate interventions.
5. Implement a comprehensive Harassment, Intimidation and Bullying awareness and prevention program.



NJ STUDENT LEARNING STANDARDS

INSTRUCTIONAL MODEL

The Division of Academic Services is in its fourth 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. Furthermore, 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 providing an academically rigorous, safe and nurturing educational environment as we prepare students for post-secondary education and career.

Dual Language Program

The Dual Language program at Edward W. Kilpatrick Elementary School and Senator Frank Lautenberg School offers students academic instruction in two distinct languages. This program is available to native English speakers and native Spanish speakers who are integrated for instruction 100 percent of the day.

The District's Bilingual and Early Childhood departments 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 third grade class for the 2018-2019 school year and a fourth grade class in 2019-2020. Each year, the program will continue to expand.

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

English Language Learners/Bilingual Program

The District's Bilingual/ESL Department's efforts to efficiently address the academic and socioemotional needs of bilingual/English learners (EL) were recognized by the N.J. Department of Education in 2020 as one of the state's 2020-2022 N.J. Second Language Learning Regional Model Programs. The state grants this recognition once every two years. The District's schools that were recognized in the honor were Public Schools No. 8, 16, and 21. These K to 8 programs offer native language instruction for all content areas and high intensity ESL instruction. Students are selected for the programs on the basis of English language proficiency, recommendations from teachers and parents, and number of years living in the United States. The program's goal is to have participating students perform on or above academic grade level in English and Spanish in order to develop a high level of proficiency in both languages. The bilingual programs at Public Schools No. 8 and 21 were established in 2013, while the program at Public School No. 16 was launched in 2017. In 2018-2019, an additional grade was added to the Newcomers Program, which now teaches students in grades three through eight.



World Language

The World Language Department added the Advanced Placement (AP) Spanish Language and Culture course to the high school curriculum to improve the morale as well as recognize the

strengths of the District's Spanish-speaking students. This proved to be an extremely successful initiative. It exceeded expectations by being the content area with the highest number of students achieving a passing score on an AP exam. In 2018-2019, 57 students scored a 3 or higher on the AP Spanish Language and Culture assessment. In 2019-2020, that number grew to 64 students.

Paterson Public Schools also participated in the state's Seal of Biliteracy program. The Seal of Biliteracy is an award given by the State and the District in recognition of students who have studied and attained proficiency in two or more languages by the time they graduate high school.

To qualify for the Seal of Biliteracy, students must earn a score of proficient or higher in English by passing the ELA NJSLA exam or attaining a 4 on the ACCESS for ELL test. They must also attain a score of 5 or higher on all four sections of the STAMP 4S test.

In 2019, 73 graduating seniors from various high schools attained the Seal of Biliteracy. In 2020, that number grew to 91. Students who qualified for the New Jersey Seal of Biliteracy were issued a high school diploma by the State of New Jersey with the Seal of Biliteracy during their graduation ceremony.

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.

For the eight high schools that participated in the Perkins Grant, the District was awarded \$310,045 in the 2018-2019 school year and \$287,180 in the 2019-2020 school year. The participating schools were:

- Academy of Health Science (HARP)
- Garrett Morgan Academy (GMA)
- Rosa L. Parks School of Fine and Performing Arts (RPHS)
- School of Government & Public Administration at Eastside (GOPA)
- School Culinary Arts, Hospitality and Tourism School at Eastside (CAHTS)
- School of Information Technology at Eastside (SOIT)
- School of Business, Technology, Marketing & Finance at JFK (BTMF)
- School of Education & Training at JFK (SET)

During the 2018-2019 school year, the District expanded its CTE offerings by adding the Perkins-funded programs of Engineering Technology, Drama & Dramatics, Logistics, Materials and Supply Chain Management, Marketing & Marketing Management, and Education. At the conclusion of the 2019-2020 school year, the District expanded its CTE offerings with the approval of P-TECH at PANTHER Academy as the District's newest Program of Study. Programs of Study are CTE Programs that offer opportunities for college credit within the scope of the program's three-course or four-course sequence. P-TECH students take courses at Passaic County Community College toward an

applied science associate degree in computer information technology with a focus on either web and mobile development or network administration. In total, the District offered 12 CTE programs, which includes three Programs of Study.

THE INTERNATIONAL BACCALAUREATE PROGRAM

The International Baccalaureate (IB) Program at International High School (IHS) is the only program of its kind in Passaic County and one of only 17 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 has adopted the "IB for All" model. 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 to all IHS students the opportunity to take at least one IB course during their time at the school. The IB Program at International High School graduated its first class of IB Diploma and Course students in June 2019. Students were offered admission to competitive universities such as University of Pennsylvania, Rutgers University, University of Pittsburgh, Howard University, Lehigh University, Rensselaer Polytechnic Institute, Rochester Institute of Technology, Stevens Institute of Technology and New Jersey Institute of Technology to name a few. The graduates were awarded more than \$2 million in scholarship money. The IB Program added two additional courses, IB Spanish and IB World Religions, during the 2019-2020 school year. Other accomplishments of IB Program include the following:

- The District has a total of eight graduates of the IB Program who have passed the rigorous requirements to earn the IB Diploma.
- Aamya Perez, Class of 2019 valedictorian, became the first graduate in the District's history to earn the prestigious International Baccalaureate Diploma in November 2019.
- Seven members of the Class of 2020 earned the IB Diploma, including valedictorian Cindy Munoz.
- IB Senior Cindy Munoz was accepted early decision to the University of Pennsylvania.
- A total of 97 graduates of the Class of 2020 earned college credit through IB courses. Thirty-one qualified for college credit in IB Language and Literature and 18 graduates qualified for college credit in IB Mandarin, two graduates qualified for college credit in Environmental Systems and Societies, 13 qualified for IB World History of Africa and the Middle East, nine qualified for IB World Religions, 11 qualified for IB Physics, 12 qualified for IB Mathematics, and one qualified for IB Art.
- Two IB seniors were Quest Bridge finalists for College Matches.
- The IB Equitum Robotics Team has increased female enrollment. There are 21 female and 10 male students on the team.
- The IB Equitum Robotics Team has received a grant for a third year in a row from the Picatinny Arsenal US Army STEM Office.
- The IB Equitum Robotics team secured a Comcast NBC grant.

HEALTHY SCHOOL CULTURE

FAMILY & COMMUNITY ENGAGEMENT

The Department of Family & Community Engagement has continued its efforts to empower parents to meet the needs of their children. Through a variety of strategies, the department has supported bringing parents together to come up with solutions on the complex challenges of parenting. By treating parents with dignity and respect, the department has galvanized a community that is solely focused on eliminating both academic and non-academic barriers.

Throughout the District's schools, staff members have provided workshops, career training seminars, enrollment support for continuing education, and direct support on social stability issues. At every level of outreach, the goal has been to remove obstacles that deny families a solid foundation towards success. Staff members help families by referring them to resources, connecting them with employment opportunities, and creating the conditions to become a stronger partner in education. The department's Parent Teacher Organizations (PTO's) and Action Teams continue to be the flagship models for parental involvement. By encouraging parents and community members to collaborate, the department helps to ensure that the process to educate children becomes an inclusive one.

The efforts of the community-based programs have also yielded a great amount of change in the neighborhoods around the District's schools. These initiatives are targeted to break generational poverty, provide access to healthcare, and cultivate career opportunities. Thousands of people throughout the city have benefited from the services provided. The Parent University Program has provided hundreds of parents with the information they need to be successful. The Medical Services Fair has worked to bring direct medical care to individuals who are either underinsured or not insured. The Heating Assistance Event helps parents apply for heating subsidies to lower their gas and electric bills. Along with these community-based initiatives, the department also continued its efforts to build partnerships with other social service agencies in the city. While working with these agencies, the department has helped bring them to the table to have a greater impact on the families of students attending the District's schools.



Staff members are laser-focused on supporting the next generation's dreams and aspirations. Every parent and community member has a role to play in the successful development of a child. By creating the conditions for optimal growth, the Department of Family & Community Engagement helps build a better future for all.

FULL SERVICE COMMUNITY SCHOOLS

Paterson Public Schools began the Full Service Community Schools (FSCS) initiative in 2011. In the 2018-2019 school year, the District opened seven Full Service Community Schools. Each of these schools has a partner in a community-based agency:

- Public School No. 2 partnered with Oasis - A Haven for Women and Children
- Public School No. 5 partnered with New Jersey Community Development Corporation
- Public School No. 15 partnered with St. Paul's Community Development Corporation
- Dr. Frank Napier School partnered with The Boys and Girls Club of Paterson and Passaic
- New Roberto Clemente School partnered with St. Paul's Community Development Corporation
- Senator Frank Lautenberg School partnered with New Destiny Family Success Center
- John F. Kennedy Educational Complex partnered with New Jersey Community Development Corporation

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 recreation opportunities. Parental engagement is a large component of the FSCS initiative with parent workshops, family nights, and parent education programs. To meet the needs of educating the whole child, the District has partnered with Health N Wellness Services, LLC to establish a health clinic at each school. The health clinics offer pediatrics, dentistry, optical health, audiology screenings, nutrition education, and behavioral health.



Paterson Public Schools was awarded its third Full Service Community Schools grant from the U.S. Department of Education. The grant will run for five years and the funding has enabled the District to open Public School No. 2 as a Full Service Community School, and the John F. Kennedy Educational Complex as New Jersey's first FSCS high school. These newest Full Service Community Schools provide a pipeline of services for Paterson students through partnerships with community organizations including Oasis - A Haven for Women and Children, New Jersey Community Development Corporation, El Mundo de Colores Preschool, Felician University, and the Paterson Education Fund.

During the 2019-2020 school year, Paterson Public Schools entered the second year of a five-year 21st Century Community Learning Centers grant. This federal program provides funding for afterschool and summer programming. The program serviced approximately 255 students at Dr. Martin Luther King, Jr. School and New Roberto Clemente Middle School. The selected theme was STEAM (science, technology, engineering, art, and mathematics), which students engaged in through project-based learning. Students experienced creating roller coasters, building self-propelled vehicles, constructing bridges, and expressing their creative side through art and writing. The program also provided academic intervention and homework help, along with opportunities for recreation and character education. Students took a number of field trips, culminating in a week 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

Recognizing the District's proud traditions, diverse community, and partnerships, the mission of the Department of Early Childhood is to build a solid foundation for learning through connecting and collaborating with stakeholders and families and educating students. Our fundamental purpose is to increase student achievement.

The department's vision is to be the leader in educating New Jersey's preschool children by igniting a passion for learning through a high-quality preschool experience. The Department of Early Childhood Education focuses on empowering every administrator, teacher, and staff member to develop the knowledge, skills and behaviors required to create learning environments that enable all students to demonstrate high levels of achievement.

The Department of Early Childhood Education is pleased to share the following activities offered during the 2018-2019 school year:

- The 2018 and 2019 Summer Institutes were attended by more than 100 preschool professionals.
- Professional development on the following areas was provided for all department staff:
 - Mindfulness
 - The Foundation of Child Development and the Implementation of the Creative Curriculum- Overview of The Creative Curriculum
 - Creative Curriculum: Intentionally Teaching in the Interest Areas
 - Implementation of STREAM into the Daily Components
 - The Foundation of The Creative Curriculum was presented to all provider secretaries, family workers, nurses, directors and custodial staff
 - DECE coaches received side-by-side coaching support in the field by Teaching Strategies
 - All preschool center directors received training on Teaching Strategies' Coaching to Fidelity tool



All preschool center directors were given access to Global PD Library and SolutionTree.com online resources to facilitate their site-based professional learning communities. The preschool assessment data from Teaching Strategies GOLD was transmitted electronically to the District's assessment database, Performance Matters.

The Fifth Annual Preschool Conference was held in October 2019. It was attended by more than 500 Early Childhood Department staff.

Ongoing communication between the preschool and kindergarten programs was done throughout the 2018-2019 and 2019-2020 school years. Transition data of children entering kindergarten were reviewed with kindergarten teachers.

TURNAROUND INITIATIVES

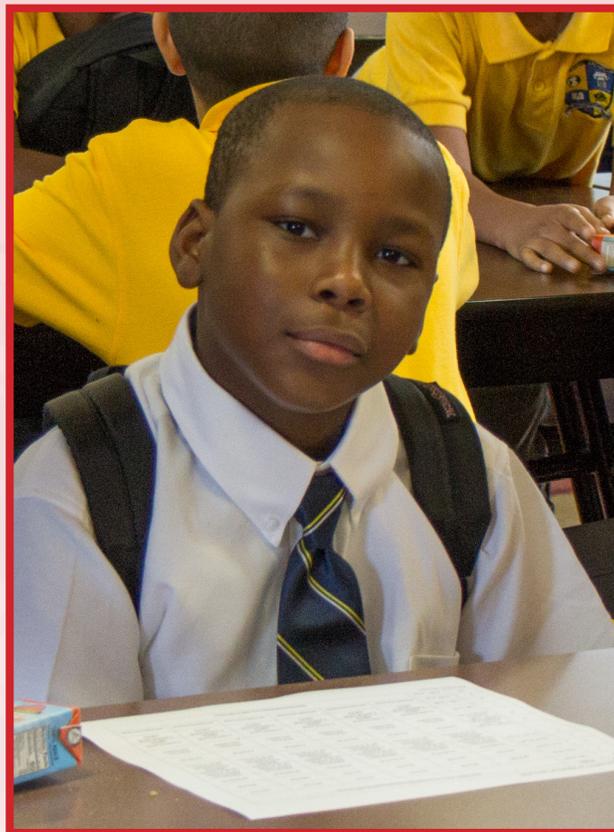
Turnaround School - Young Men's Leadership Academy

In May 2018, Young Men's Leadership Academy (YMLA) was identified as a Turnaround School due to its designation as a comprehensive school by the N.J. Department of Education. YMLA's mission is to develop the leadership potential of each student by providing an instructional program grounded in the Six Pillars of Character as defined by the Character Counts! educational framework, which are scholarship, leadership, ownership, stewardship, mentorship, and partnership. The District's goal in establishing YMLA was to develop an academic program that addressed the historical disparities in academic outcomes for young men of color. The turnaround designation allowed for an extended instructional day, additional professional development for staff, and more targeted instructional supervision.

The following supports and action steps were implemented to monitor and support the turnaround plan at YMLA from May 2018 through May 2019.

1. A customized instructional model was developed for YMLA by a specialized team of school-based supervisors. This team participated in training provided by the Coalition of Schools Educating Boys of Color (COSEBOC) along with the building principal.
2. A partnership was established with the Eagle Institute to provide professional development for the YMLA leadership and teachers during the summer and throughout the school year.
3. Staff members received ongoing professional development and resources regarding male adolescent development, brain-based instructional strategies, culturally relevant pedagogy, social-emotional learning and restorative practices.
4. A reading specialist, a full-time guidance counselor, and character education training for all instructional staff were also part of the YMLA turnaround plan.
5. Each student participated in an array of mentorship opportunities, such as the mentoring I.A.A.M. Initiative, Boy Scouts, Alpha Arts Restoration Program and Omega Teens.
6. District administration made weekly school visits, provided coaching to staff, and gave quarterly cycle reviews regarding the following domains:
 - Academics and Instruction
 - Professional Development
 - Character Education and Leadership Development
 - Parent and Staff Collaboration

All these supports have yielded positive results in student achievement, reduced suspensions and improved attendance rates.



SCHOOL IMPROVEMENT GRANT

In 2018-2019, Paterson Public Schools began its fifth and final year of the School Improvement Grant (SIG), the second 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 the 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 a 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 2018-2019 SCHOOL YEAR

| Grants | Grants Received Total |
|---|-----------------------|
| School Improvement Grant (SIG): Public School 6 and New Roberto Clemente Middle School | \$2,922,437 |
| Turnaround School Leaders (3-year federal grant) | \$1,500,000 |
| Workforce Learning Link/PCWDC Grant – Workforce Basic Skills | \$1,252,300 |
| Full Service Community Schools | \$999,616 |
| 21st Century Community Learning Centers | \$535,000 |
| NJ Youth Corps/NJDOL – High School Equivalency Diploma & Work Experience | \$465,000 |
| USDA/NJDA Fresh Fruit and Vegetable Grant for 11 elementary schools | \$390,775 |
| Work First New Jersey/PCWDC Grant – Various assistance toward self-sufficiency/career | \$291,000 |
| NJ Youth Corps/PCWDC- High School, Equivalency Diploma & Work Experience | \$150,000 |
| P-TECH (NJ Department Of Education) | \$100,000 |
| River Story Project (Paterson Education Fund & Taub Foundation) | \$90,000 |
| VH1 Save The Music | \$83,000 |
| Great Falls Summer STEAM (Paterson Education Fund, Victor Cruz Foundation & Hamilton Partnership) | \$35,000 |
| BASF NJ Audubon Water Quality Program | \$10,000 |
| Paterson Ambassadors (Ramapo NJDOE MSP) | \$10,000 |
| Sustainable Jersey for Schools | \$10,000 |
| Students 2 Science Laboratory Field Trips | \$2,500 |
| Target Field Trip Grant | \$2,100 |
| Total | \$8,848,728 |

GRANT FUNDING ACQUIRED IN THE 2019-2020 SCHOOL YEAR

| Grants | Grants Received Total |
|--|-----------------------|
| US CARES Act | \$11,476,874 |
| US CARES Act Digital Divide Allocation | \$1,041,303 |
| Full Service Community Schools | \$999,616 |
| NJ Youth Corps/NJDOL – High School Equivalency Diploma & Work Experience | \$548,880 |
| 21st Century Community Learning Centers | \$535,000 |
| NJ Youth Corps/PCWDC – High School Equivalency Diploma & Work Experience | \$320,000 |
| USDA/NJDA Fresh Fruit & Vegetable | \$352,825 |
| STOP School Violence Category 7 | \$250,000 |
| Workforce Learning Link/PCWDC – Workforce Basic Skills | \$162,371 |
| Work First New Jersey/PCWDC | \$150,000 |
| P-TECH (NJ Department of Education) | \$100,000 |
| NJ Child Nutrition Program | \$20,000 |
| NJCAP | \$6,802 |
| Take The Vape Away | \$6,000 |
| Salad Bars To School | \$3,147 |
| | \$15,972,818 |

PRINCIPAL AND TEACHER EVALUATION

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

ELEMENTARY SUMMER INTERVENTION AND REMEDIATION

The Paterson Public School District's 2019 Summer School Program provided students with an instructional curriculum to achieve proficiency in the State's learning standards to help students progress to the next grade level. Students in the third through seventh grades were encouraged to participate. The summer program operated at 10 elementary school sites across Paterson from July 8th through July 31st from 8:00 a.m. to 12:30 p.m.

The mathematics classes focused on solving problems using mathematical reasoning and modeling principles. The English Languages Arts (ELA) classes focused on reading multiple passages followed by writing essay responses, along with literacy analysis, research and narrative tasks. All math and ELA activities were aligned with the State standards. All content lessons included assessments that measured progress toward learning goals.

GRADUATION ENHANCEMENT/TRANSCRIPT REVIEW/POST-SECONDARY 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 educational program. The type of service varies for students that receive Intervention & Referral Services, Section 504 accommodations or special education services.

High school students also participate in transcript review conferences (TRCs) in which counselors review and monitor students' academic progress and map post-secondary options. Students are encouraged to set high educational priorities and participate in honors, Advanced Placement, and Dual Enrollment courses that will enhance their existing knowledge as well as prepare them for higher education.

College & Career Readiness is provided via Naviance, pre-college programs, standardized test preparation and mentoring. Students in the eighth grade are able to meet with their counselor and identify a potential high school placement. Once a placement is secured, students will attend a summer orientation meeting to review the high school's overall program and the District's graduation requirements.

FOOD SERVICES

COVID-19 Food Distribution Sites

After the final bell rang on Monday, March 16th, 2020, the District closed all of its school buildings due to the COVID-19 pandemic. This could have been an enormous problem for the thousands of students who depend on the District to provide nourishing meals every school day. That is why on the morning of Tuesday, March 17th, the District's Food Services Department was ready to open 12 student meal distribution sites throughout the city's six wards. By April 20th, the District had streamlined its operation to efficiently distribute five days' worth of student meals at eight District schools every week on Mondays and Wednesdays. Student meal distribution continued through the summer and by the end of July 2020, more than one million meals had

been distributed. This could not have been accomplished without the selfless dedication of the volunteers who worked at the distribution sites to make sure that students had access to nutritious meals. Student meal distribution is continuing and has only become more critical as the pandemic continues to negatively affect the economy and threatens children's food security.

Food Diversity

Prior to school buildings closing due to the pandemic, the Food Services Department continued its efforts to diversify students' menu options. After a successful 2018-2019 pilot program, the department expanded its independently-run Halal food program to all appropriately equipped schools in 2019-2020. More vegetarian menu options were also added allowing students to freely choose their meal in accordance with religion or dietary preferences. Efforts to continue expanding the District's supper program continued early in 2019-2020. The Food Services Department was averaging 16,000 supper meals per month - a 16.8 percent increase over the previous year - until school buildings closed in March.

Reducing Food Waste

During the 2018-2019 and 2019-2020 school years, Food Services and the Rutgers Cooperative Extension of Passaic County collaborated on the Paterson Grow Healthy Project. A total of 120 fifth grade students at the Dr. Martin Luther King Jr. Educational Complex and Public School No. 15 participated in the project, which taught them the importance of minimizing food waste, as well as how food waste occurs and every student's role in the entire food system. The \$5,000 award paid for stipends for two teachers who administered the project.

Fresh Fruit and Vegetable Grant

In 2019-2020, the District continued its participation in the U.S. Department of Agriculture/ N.J. Department of Agriculture Fresh Fruit and Vegetable Program (FFVP), which promotes healthy eating among elementary students by introducing a variety of fresh fruits and vegetables into their daily diets. Funding for the 11 District elementary schools that participated was \$352,825. The District has been a participant in FFVP for nine years. Throughout this time, the aggregate amount of funding awarded to the District has been more than \$2.2 million.

Impactful Initiatives For 2020-2021

Reimbursable Meal Vending

Reimbursable meal vending remains a priority initiative for Food Services. In 2018-2019, funding for this initiative was made possible by the Reinvestment Fund, a subsidiary of the Robert Wood Johnson Foundation. However, after a year of designing the machine and having it built to the District's specifications, the project came to an abrupt stop in March 2020 due to the pandemic. In 2020-2021, Food Services is planning to restart the project while following all COVID-19 safety protocols. The actual operation of the machine will not occur until students are safely back in school.

Digital Cafeteria Signage

Integrating digital signage throughout cafeterias remains another impactful initiative the Food Services Department is committed to starting in 2020-2021. The signage will display daily menus, show nutritional and wellness programming, as well as highlight District and school events.

Contract With Another School Food Authority

The Food Services Department is currently being considered to provide meals to a local Charter School. If an agreement is reached, it would be the first time the District becomes a food supplier for a neighboring school. If successful, this could be developed into a new revenue stream for the District.

EFFICIENT AND RESPONSIVE OPERATIONS

FISCAL PLANNING

In its planning and preparation of the 2019-2020 fiscal year budget (approved in spring 2019), 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 for almost an entire decade, the Paterson Public School District was able to present a balanced budget. The District was supported largely by an additional \$13 million dollars in state aid. However, the District is still being hampered by increases in cost drivers like payments to charter schools. The District has continued to successfully improve its fiscal audits while significantly reducing audit findings, and increasing its state QSAC (Quality Single Accountability Continuum) scores in the fiscal DPR (District Performance Review). This has resulted in the return of local control of this area in May 2016 through leveraging the use of fund balance and other cost-saving strategies. Furthermore, 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, the District raised taxes by 14 percent. This increase was made after the local tax levy had remained relatively flat for the last 10 years. This increase generated an additional \$5 million in revenue.

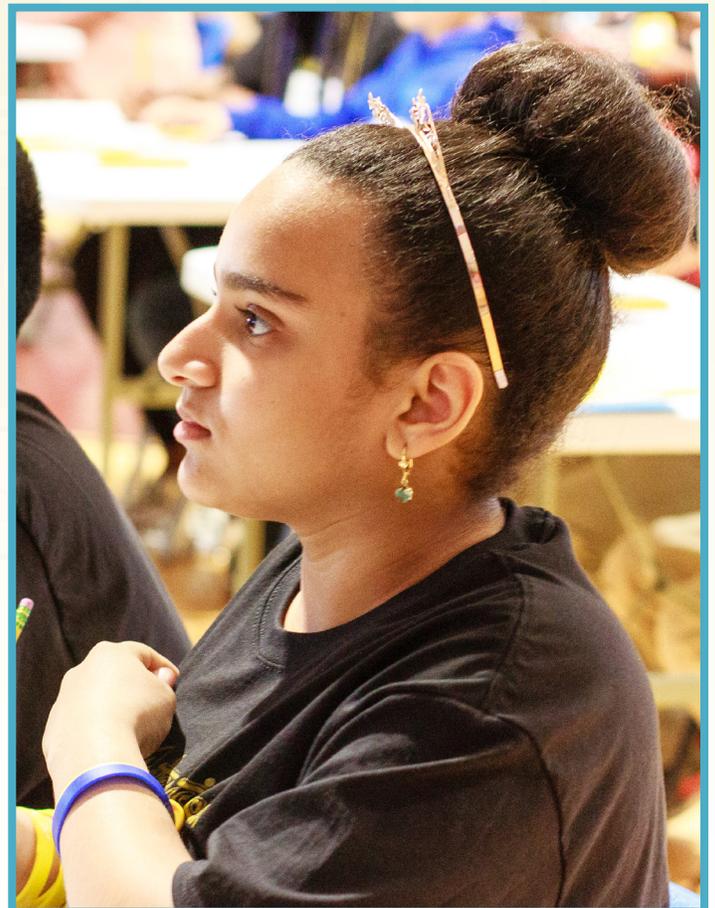
The following is a list of some of the budget initiatives for the 2019-2020 fiscal year budget:

- 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

The following is a list of cost drivers in the District's annual budget:

- Collective bargaining agreements
- Substitute teachers/staff absences
- Special education compliance/IEPs
- Lease agreements
- Transportation
- Health benefits
- Legal costs
- Workers' compensation
- Curriculum and instruction

Creating an annual District budget directly impacts the District's ability to manage its day-to-day operations. Most importantly, the District must support its efforts to provide a quality education



for more than 29,000 children. As the District moves forward, the budget planning process will begin in early fall and will provide more opportunities for community input. The Business Office will continue to have community forums and solicit feedback from all internal and external stakeholders. Furthermore, the Business Office will ensure that the process is transparent and will be student-centered as tough decisions are made.

DATA INITIATIVES IN SCHOOLS

The Paterson Public School District has taken the initiative to improve the accuracy and alignment of data in its systems. The effort consists of:

- Improving the ongoing accuracy of the District's Infinite Campus Parent Portal system, which feeds data to many of the District's other systems.
- Developing processes and procedures for consistent and accurate data collection and reporting.
- Improving the quality of the fall Application for State School Aid (ASSA) data collection.
- Improving the exactitude of the mSGP process.



ACADEMIC RESULTS

ADVANCED PLACEMENT

The District's Advanced Placement (AP) course offerings, student enrollment, and student achievement continued to grow during the 2018-2019 and 2019-2020 school years. After 43 students had scored a three or higher (on a scale of five) on AP exams in Spring 2018, the number of students who scored a three or higher doubled to 86 in Spring 2019. In Spring 2020, that number climbed to 183. A score of three on an AP exam is the threshold for most colleges to award college credit for a particular subject area.

In 2019-2020, the following Advanced Placement (AP) courses were offered:

- AP Biology
- AP Calculus AB
- AP Chemistry Lab
- AP Chemistry Lecture
- AP Computer Science Principles
- AP Macroeconomics
- AP Environmental Science
- AP Language and Composition
- AP Literature and Composition
- AP Physics (Algebra-based)
- AP Psychology
- AP Seminar (first course in the AP Capstone program)
- AP Spanish Language & Culture
- AP Studio Art
- AP US History I
- AP US History II
- AP World History

In 2019-2020, the District launched the AP Capstone diploma program. The program signifies the District's commitment to offering advanced level courses to Paterson's students and it supports the District's efforts to build college readiness and expand equitable access to AP courses in the school district. A total of 63 students in six schools participated in AP Seminar and will have the opportunity to participate in AP Research in later years.

In January 2020, International High School was recognized by the College Board for the second consecutive year with its AP Computer Science Female Diversity Award for having a majority-female class in the AP Computer Science Principles course. A total of 40 students enrolled in AP Computer Science Principles during 2018-2019, and 28 of the students were female. During 2017-2018, 33 students enrolled in the class, and 21 of the students were female. Only 639 schools earned the AP Computer Science Female Diversity Award for having a majority-female class in the AP Computer Science Principles course.

DUAL ENROLLMENT

Another opportunity for Paterson Public Schools students to earn college credit is through the District's Dual Enrollment program. A total of 639 students participated in the program in 2019-2020, a 14 percent increase over 2018-2019's enrollment of 560. The program offered 33 college-level courses in partnership with four northern New Jersey colleges and universities.

| School year | Number Of AP Courses Offered | Total Enrollment in AP Courses | Number of Dual Enrollment Courses | Total Enrollment in Dual Enrollment Courses |
|-------------|------------------------------|--------------------------------|-----------------------------------|---|
| 2018-2019 | 16 | 724 | 28 | 560 |
| 2019-2020 | 17 | 835 | 33 | 639 |

THE STEPS PROGRAM

The District launched its new Students Taking an Early Pathway to Success (STEPS) program in the 2019-2020 school year. The program enabled 10 district students to complete their senior year at Passaic County Community College earning college credits for the courses they completed. All tuition and fees were paid for by the District, and the credits are transferable to other colleges. By June 2020, the 10 STEPS program participants had earned a total of 277 college credits.

GRADUATION, DROPOUT RATE AND POST-GRADUATION PLANS

Improving the graduation rate is a critical goal for the District. A number of initiatives have been 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 2018-2019, Paterson's graduation rate was 79.5 percent, a significant increase over the 2009 District graduation rate of 45.6 percent.

The adjacent 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.

The District continued its strong 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 2018 and 2019. 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.

| Graduation Year | Total Students | Graduated # | Graduated % |
|-----------------|----------------|-------------|-------------|
| 2009 | 2112 | 964 | 45.6% |
| 2010 | 1960 | 987 | 50.4% |
| 2011 | 1377 | 881 | 64% |
| 2012 | 1466 | 974 | 66.4% |
| 2013 | 1537 | 1109 | 71.9% |
| 2014 | 1542 | 1149 | 74.2% |
| 2015 | 1596 | 1249 | 78.2% |
| 2016 | 1617 | 1270 | 78.5% |
| 2017 | 1441 | 1265 | 87.8% |
| 2018 | 1479 | 1254 | 84.8% |
| 2019 | 1786 | 1420 | 79.5% |

| Year | 2018 | | 2019 | |
|------------------------------------|---------|-------------|---------|-------------|
| | NUMBERS | PERCENTAGES | NUMBERS | PERCENTAGES |
| Total Students Enrolled | 1520 | N/A | 1517 | N/A |
| Total Received Diploma | 1276 | 84% | 1409 | 93% |
| Four-Year College | 442 | 34% | 482 | 34% |
| Two-Year College | 563 | 44% | 681 | 48% |
| Trade/Technical/Certified Programs | 118 | 9% | 142 | 10% |
| Military | 12 | 1% | 38 | 3% |
| Employment | 15 | 1% | 66 | 5% |

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 2018-2019, the overall attendance rate for the District was 91.5 percent.

| Average Daily Attendance | | |
|--------------------------|------------|-------------|
| Year | Elementary | High School |
| 2018-2019 | 93.2% | 86.1% |
| 2019-2020 | 94.9% | 92.2% |

2019-2020 STAFF ATTENDANCE

| | | | |
|---|--------------|----------------------------|---------------|
| Instructional (includes admin, certified personnel and specialists) | 2,889 | Elementary teaching staff | 92.18% |
| Non-Instructional (includes subs) | 1,781 | High school teaching staff | 92.00% |
| Total | 4,670 | Total | 91.04% |

HIB, CULTURE AND CLIMATE

The 2011 "Anti-Bullying Bill of Rights Act" (ABR) was intended to strengthen the standards and procedures for preventing, reporting, investigating, and responding to incidents of harassment, intimidation, and bullying (HIB) of students that occur in school and off school premises and to reduce the risk of suicide among students.

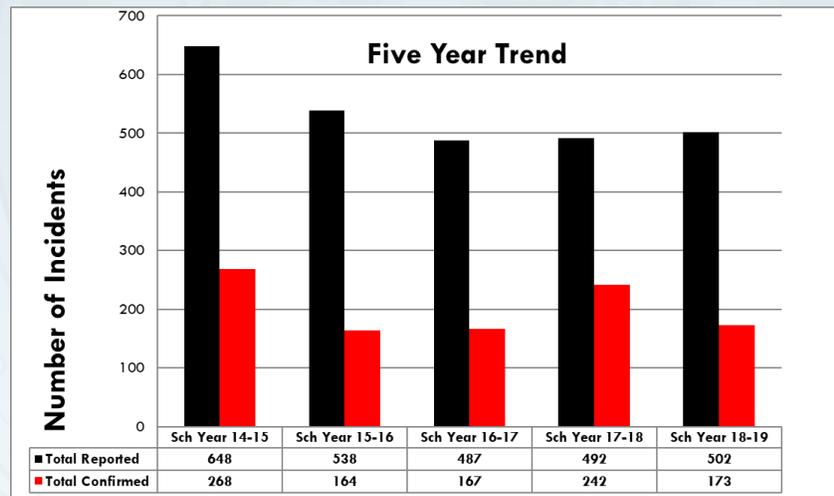
The goal of the ABR law is to "develop, foster and maintain a positive school climate by focusing on the ongoing, systemic process and practices in the school and to address school climate issues such as Harassment, Intimidation and Bullying (HIB)."

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 anti-bullying specialists are trained on how to investigate cases with fidelity, document their findings, and provide possible outcomes of HIB findings.

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 SST members to monitor 29 HIB trends by month, time, location, grade and other distinguishing characteristics. This enables the SST members 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, which significantly impacts the incidents of HIB.

HIB Data

The following chart compares the number of reported HIB cases with those that were confirmed HIB cases districtwide from 2014 to 2019. Although, there was a slight increase in cases from 2017-2018 to 2018-2019, the number of confirmed incidents decreased. This can potentially be attributed to improved investigative techniques, distinguishing conflicts as opposed to HIB incidents, and the overall impact of positive school climate and culture activities throughout the District. The number of reported and confirmed HIB incidents has decreased and stabilized after the adoption of the online reporting system in 2013, and due to the increased training and improving school culture and climate.



Spring 2019 State Assessment Change

In 2019, the State of New Jersey ended its membership in the interstate consortium that produced the Partnership for Assessment of Readiness for College and Careers (PARCC) assessments. The statewide assessment is now called the New Jersey Student Learning Assessment (NJSLA) and the assessments for English Language Arts (ELA) and mathematics are now called:

- The NJSLA-ELA - for grades 3 through 10
- The NJSLA-M - for grades 3 through 10, including the end of course assessments (Algebra I, II and Geometry)
- The NJSLA-Science - for grades 5, 8, and 11

The New Jersey Department of Education will not require districts to administer end-of-course statewide assessments in ELA and mathematics to students in grade 11.

The NJSLA 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

Comparison of Paterson Public School’s
Spring PARCC 2018 and Spring NJSLA 2019 Administrations
by Grade Level

| English Language Arts/Literacy | | | | | | | | | | | | | |
|--------------------------------|--|-------|---|-------|-----------------------------------|-------|--------------------------------|-------|----------------------------------|-------|---------------------------------------|-------|------------------|
| Grade | Not Yet Meeting Expectations (Level 1) | | Partially Meeting Expectation (Level 2) | | Approaching Expectation (Level 3) | | Meeting Expectations (Level 4) | | Exceeding Expectations (Level 5) | | ≥ Level 4 Met or Exceeded Expectation | | 17/18 -18/19 +/- |
| | 2018 | 2019 | 2018 | 2019 | 2018 | 2019 | 2018 | 2019 | 2018 | 2019 | 2018 | 2019 | |
| 3 | 31.3% | 33.1% | 21.8% | 21.5% | 22.5% | 20.5% | 22.9% | 22.9% | 1.6% | 2.0% | 24.5% | 24.9% | 0.4% |
| 4 | 19.4% | 20.1% | 24.5% | 22.2% | 25.0% | 25.0% | 24.4% | 28.0% | 6.8% | 4.7% | 31.2% | 32.7% | 1.5% |
| 5 | 17.5% | 16.9% | 23.7% | 21.6% | 27.4% | 28.8% | 27.8% | 28.7% | 3.6% | 4.0% | 31.4% | 32.7% | 1.3% |
| 6 | 15.6% | 17.4% | 24.2% | 20.7% | 31.9% | 29.9% | 25.1% | 27.4% | 3.2% | 4.6% | 28.3% | 32.0% | 3.7% |
| 7 | 19.1% | 22.4% | 16.1% | 17.6% | 23.8% | 22.9% | 30.7% | 26.0% | 10.2% | 11.0% | 40.9% | 37.0% | -3.9% |
| 8 | 20.9% | 22.1% | 19.1% | 17.5% | 24.6% | 22.3% | 28.9% | 29.9% | 6.5% | 8.2% | 35.4% | 38.1% | 2.7% |
| 9 | 39.9% | 39.3% | 23.4% | 25.1% | 21.3% | 23.0% | 14.3% | 12.1% | 1.0% | 0.5% | 15.4% | 12.6% | -2.8% |
| 10 | 48.5% | 46.3% | 16.8% | 17.1% | 17.4% | 17.5% | 14.6% | 15.8% | 2.7% | 3.4% | 17.3% | 19.1% | 1.8% |
| 11 | 42.0% | 33.3% | 21.6% | 50.0% | 19.0% | 16.7% | 15.2% | 0.0% | 2.3% | | 17.5% | | |

Percentages may not total 100 due to rounding

The 2019 NJSLA results for Paterson Public Schools indicated that six out of the eight grade levels tested showed improvement over 2018’s state assessment results. (In 2019, NJSLA for ELA was not taken by the District’s students.) The overall percentage increase of students who met or exceeded expectations in ELA ranged from 0.4 percent to 3.7 percent in the following grades:

- Grade 3 increased by 0.4 percent
- Grade 4 increased by 1.5 percent
- Grade 5 increased by 1.3 percent
- Grade 6 increased by 3.7 percent
- Grade 8 increased by 2.7 percent
- Grade 10 increased by 1.8 percent

In mathematics, the overall percentage increase of students who met or exceeded expectations ranged from 0.1 percent to 5.4 percent in the following grades:

- Grade 3 increased by 2.6 percent
- Grade 4 increased by 0.2 percent
- Grade 7 increased by 0.1 percent
- Algebra II increased by 5.4 percent

2019-2020 GO FORWARD PLAN: DISTRICT PRIORITIES

2019-2020 HIGHLIGHTS

- Implemented the Backpack feature of Infinite Campus, giving parents the ability to download and print progress reports and report cards.
- In September 2019, the District launched the new Pathways in Technology and Early College High School (P-TECH) at PANTHER Academy with the help of partnerships with the N.J. Department of Education, Passaic County Community College and the IBM Corporation.
- Advanced Placement Capstone Diploma program launched in 2019-2020 with 63 students enrolled.
- The District's new STEPS (Students Taking an Early Pathway to Success) program began in 2019-2020 with 10 high school seniors enrolled. The students spent their senior year at Passaic County Community College and earned a total of 277 college credits before graduating from high school.
- After a successful pilot program, the District's halal food program to expanded to Public Schools No. 9, 19, 28, the Dr. Hanı Awadallah School and International High School.
- As part of the District's expansion of the use of restorative justice practices, a new Peace Center opened at the Eastside Educational Campus in October 2019.
- The District opened the Full Service Community Center at 512 Market Street, which offers many of the services available at many Full Service Community Schools including ESL classes, Serv-safe food service classes and parent/community workshops.
- The Paterson Police Department's Community Policing Division, in partnership with Great Falls Academy and the Unity Foundation, implemented an Anti-Violence Outreach Leadership and Development Program. The program's goal is to inspire youth and young adults to put together powerful community forums to educate peers on violence, gangs, self-esteem, drugs and alcohol, sex education, personal and interpersonal relationships, conflict resolution, anger management, jobs and education, entrepreneurship, and police and the community.



- The District opened the Silk City Academy Student Suspension Center, where students continue their studies while receiving counseling to help address negative behaviors.
- The District launched an anti-vaping campaign to raise awareness of the facts about the health risks related to vaping and to discourage students from developing the habit.
- The District implemented the ALEKS middle school/high school mathematics intervention program to help raise students' performance in math.
- The District revised grade-level expectation guides.
- In order to increase Harassment, Intimidation & Bullying (HIB) awareness, a new HIB Resource guide was published by the District. HIB professional development was also provided for the staff.
- The District implemented two \$250,000 federal safety grants.

The following are ever-present goals for the Paterson Public School District:

- Increase IEP compliance
- Increase graduation rate
- Increase student attendance
- Increase student achievement
- Increase PTO participation
- Decrease suspensions
- Increase Dual Enrollment/AP Courses participation and scores
- Rectify compensatory time for special needs children
- Decrease number of students taking portfolio process to graduate
- Increase the number of students reading on grade level
- Increase state assessment scores

MULTIPLE MEASURES FOR PROMOTION TO THE NEXT GRADE LEVEL

- Grades (quizzes, participation, homework, projects, assignments, classwork)
- Intervention growth with programs (Success Maker, ALEKS, Achieve 3000)
- State Testing:
 - ACCESS 2.0 for ELLs - Grades K - 12
 - Dynamic Learning Maps: ELA - Grades 3 - 8 and 11
 - Dynamic Learning Maps: Math - Grades 3 - 8 and 11
 - Dynamic Learning Maps Science - Grades 5, 8 and 11
 - NJSLA -ELA - Grades 3 - 10
 - NJSLA -Math- Grades 3 - 8, and HS (Algebra I, Algebra II, and Geometry)
 - NJSLA-SCIENCE - Grades 5, 8 and 11
- Attendance data
- Unit assessments - language arts, mathematics
- Teacher created tests based on standards



CURRENT INITIATIVES IN PROGRESS

EFFORTS TO BUILD LITERACY

The District continues to build on the work of its aggressive literacy campaign. McGraw-Hill's "Wonders" K to 5 reading program was implemented in the 2018-2019 school year to help provide a more rigorous reading education. This program allows teachers to follow the workshop model of instruction while maintaining consistency throughout the same resource for students. New unit assessments have been created that include longer texts that are at a higher reading level in order to be aligned with the program. The comprehensive approach led to an 8 percent increase in K to 5 students reading at or above reading level in 2019-2020.

2019 Districtwide Reading levels (K-5) - As of Unit 1 administration

| Not at Grade Level (Below + Approaching) | At or Above Grade Level |
|--|-------------------------|
| 6597/10413 (63%) | 3816/10413 (37%) |

2019-2020 Districtwide Reading Levels (K-5) - As of Unit 2 Administration

| Below/Approaching Grade Level | At or Above Grade Level as of Unit 2 Administration |
|-------------------------------|---|
| 5842/10663 (55%) | 4821/10663 (45%) |

Other efforts to bolster students' literacy include providing books to students who are in attendance at Board of Education meetings to increase students' access to books at home. Additionally, five District schools are entering the third and final year of partnership with the U.S. Department of Education's Campaign for Grade-Level Reading. The schools are Public Schools No. 9, 13, 29, the Dr. Hani Awadallah School and the Dr. Martin Luther King, Jr. Educational Complex. The focus for 2020-2021 will be on professional development for third grade literacy teachers.

The District continues to partner with the Paterson Education Fund (PEF) in promoting the Paterson 50 Book Club challenge in the elementary schools. Promoting the love of reading for pleasure by reading at least 50 books per year is the goal of the challenge. Students are then recognized for their efforts at the end of the school year with a celebration at the Paterson Public Library.

The District has also partnered with Paterson Reads, a community-based literacy effort that involves PEF, the Paterson Alliance, the City of Paterson and Paterson's First Lady Farhana Balgahoom Sayegh. In the summer of 2020, Paterson Reads benefited the District's students through its Summer Reading Book Bundles fundraiser, in which 1,500 books were donated to students. Also in the summer of 2020, Paterson Reads teamed up with the District to launch "Talking is Teaching: Talk, Read, Sing." The campaign aims to give parents and caregivers the tools to talk, read and sing more with their young children, increasing meaningful interactions that are critical to healthy brain and language development.

MATH AND SCIENCE INITIATIVES

Math

During 2018-2019, the Mathematics Department continued its progress made via the Balanced Instructional Model by focusing on the intervention and enrichment needs of all students. The Balanced Model for mathematics instruction emphasizes the simultaneous development of students' conceptual understanding, problem solving, and procedural/computational fluency. In the instructional cycle, students experience guided instruction, shared instruction, and independent instruction. Guided instruction enables students to explore concepts and skills through visual models via direct teacher instruction and to connect new material to prior learning. Shared learning enables students to develop a deeper conceptual understanding through discourse and collaboration. Students explore their burgeoning understanding through working on tasks with peers. This phase encourages students to discuss their understanding, develop a common vocabulary and see multiple solution paths. The independent instructional phase dedicates time to the individual mastery of the concepts, skills and procedures needed to successfully solve problems so that students can develop confidence in their ability to problem solve.

Digital intervention programs are available at every grade level to facilitate this proficiency building. Students in grades K to 5 have access to Imagine Math Facts, which is designed to build math fact fluency through a game-like interface. Students in grades 2 to 5 have been using Success Maker to determine each student's individual proficiency level. Success Maker also develops students' increased understanding of the skills and concepts they need. Students in grades 6 to 12 are using ALEKS (Assessment and Learning in Knowledge Spaces) to help students fill in gaps, extend understanding, and increase proficiency in mathematics. The program was introduced to middle school students in 2019-2020 after the success that was seen in the implementation of the program in high schools. With ALEKS, there was a 65 percent increase in mastery among students in the District from September to June based on the content in their path.

Science

During 2019-2020, the Science Department continued to deepen teachers' pedagogical skills to support equity, access, and three-dimensional (3D) science instruction. In high schools, science teachers engaged students in multiple project-based learning tasks embedded in the curriculum that supported 3D learning and relevant data collection in experiments. In kindergarten through the eighth grade, teachers focused on the use of formative assessments to gauge student understanding, provide meaningful feedback to students, and began to incorporate 3D summative assessments to better prepare students for the New Jersey Student Learning Assessment in science. In middle school, teachers began project-based learning training in an effort to implement this authentic learning experience for the students.

SPECIAL EDUCATION

The Paterson Public School District has nearly 4,500 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

- 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

The Special Education Department facilitated a wide variety of professional development opportunities for administrators, guidance counselors, and child study teams. Areas of professional development focus included 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 regarding the education and evaluation of English learners that may be immediately applied in decisions regarding instructional and intervention practices to make them developmentally appropriate and capable of producing equitable outcomes. The enhancement of the District's professionals' skills helped the Special Education Department achieve an average IEP (Individualized Education Plan) compliance rate of 90 percent over 2018-2019 and 2019-2020.



Twelve staff members were trained in the Character Counts! framework, which helps foster positive climate and culture within the District's schools and promotes academic, social, and emotional skills in students. At the core of the framework are the Character Counts! "Six Pillars of Character," which are trustworthiness, respect, responsibility, fairness, caring, and citizenship. The framework is used in daily lesson plans, as well as afterschool and Saturday enrichment programs.

The Special Education Department also facilitated the following professional development opportunities for District staff:

- 340 District staff and stakeholders received Mental Health First Aid in Youth training to help identify students who are experiencing trauma that has impacted their academic and social development.
- 29 staff members were trained to be trainers in Mental Health First Aid in Youth.
- 200 staff members were trained in crisis prevention, including 11 staff members who were trained as Crisis Prevention Institute (CPI) trainers, to help provide de-escalation methods for staff working with students exhibiting challenging behavior.

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 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 efforts enabled the Special Education Department to complete 11,622 hours of compensatory services in the 2018-2019 school year.

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

The department has implemented the use of McGraw-Hill Education's Direct Instruction program using texts including *Language for Learning*, *Reading Mastery* and *Connecting Math Concepts* to support the department's autism program. Public Schools No. 2, 6, 7, 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 provides continuous professional development throughout the school year to monitor and maintain fidelity of the Direct Instruction program. The supervisor's supports have been shifted to be in the field, providing job-embedded coaching for the Child Study Teams and teacher.

CHRONIC ABSENTEEISM/ATTENDANCE

Promoting good attendance continues to be a priority of all levels of the District from the Superintendent's Office to the Early Childhood classrooms. Paterson Public Schools continues to promote its attendance campaign in multiple forms of media. A majority of schools have opted to include decreasing chronic absenteeism as a goal of their Annual School Plan as well as Administrative Goals. Through Attendance Review Committee meetings, principals' meetings, task force meetings, community presentations, as well as parent outreach, good attendance has been consistently promoted, monitored and addressed. The District and schools are continuously reviewing and monitoring attendance data in order to put interventions in place. School-level campaigns continue to show progress. Students, with the help of attendance mentors and Chronic Absentee Specialists, continue to take ownership of their attendance because they realize that attendance impacts student achievement.

The District's Average Daily Attendance Rate (ADA) is 91.86 percent. Early grades, such as pre-K through the first grade, as well as students in the secondary level, have continuously shown attendance to be a challenge. Challenges impacting the District's efforts include illness, weather, suspensions, and family-related issues.

THE SCHOOL COUNSELING DEPARTMENT AND UNITED WAY

The Paterson Public School District has partnered with United Way of Passaic County in the FAFSA (Free Application for Federal Student Aid) Completion Challenge. This partnership has forged a data-sharing agreement with the Higher Education Student Assistance Authority (HESAA), in which school counselors are able to track and monitor each student's application status. The goal is to strengthen communications with students and their families, host a plethora of FAFSA completion sessions within the community, and provide educational workshops for community partners. Ultimately, this FAFSA Finish Line Challenge will encourage a college-going culture within the District's high schools.

IMPROVED INTERNAL AND EXTERNAL COMMUNICATIONS

Paterson Public Schools' Communications Department continues to work aggressively to create and implement effective communications that support the District's vision and mission, and to enhance the overall public perception of the school District.

The 2018-2019 school year was a pivotal year in the District's external communications as the Communications Department took a more proactive approach in media relations. Outreach to media was increased through a greater regularity of press releases being issued - three times as many as the previous year - to promote public awareness of student achievement and the District's progress on the Board's goals and objectives. The result was an 88 percent increase in earned media ("positive press") by the end of 2019-2020.

As part of its efforts to raise community awareness of the District's accomplishments, the Communications Department launched the *Pathways* newsletter, which is distributed in Paterson's houses of worship. Like *The Paterson Post* newsletter, which is distributed to all District employees, this publication highlights the notable accomplishments of Paterson Public Schools students, faculty and administrators.

The District continued to utilize critical tools such as the mobile app, the District website and social media. The District's Facebook page reached more than 7,600 followers during the 2018-19 school year, an increase of 1,300 followers since the previous year. The District ended the 2019-2020 school year with 9,568 Facebook followers, as well as 1,750 followers on Instagram and nearly 300 Twitter followers.

The COVID-19 pandemic led the Communications Department to revitalize its commitment to its mission of making sure that students, families, staff and the public understand the work that the District is doing through clear and reliable communications.

To that end the Communications Department has:

- Launched and maintained comprehensive COVID-19 webpage that includes critical information for families about meal and home instruction packet distribution, as well as parental resources to aid in home instruction and guard against the spread of the virus.
- Launched the District's live streaming platform called Eduvision, enabling Board of Education meetings, community forums, senior meetings to be broadcasted to the public in real time.
- Created, produced and distributed numerous video messages.
- Maintained the reliability of the District's automated phone messaging and other communications capabilities.
- Cultivated extensive media coverage of two-thirds of PPS students being stranded on the wrong side of the digital divide during the pandemic.
- Edited and published *Keeping The Promise: The District's Restart Plan for 2020-2021* in time for the start of new school year.
- Conducted surveys of parents on home technology needs, the reopening of school buildings, and childcare needs.
- Produced numerous robocalls, website and social media posts, letters and visual public service announcements in multiple languages.

SCHOOL FACILITIES IMPROVEMENTS

Paterson Public Schools is committed to maintaining a safe and healthy learning and teaching environment for its students and staff. The District's buildings and classrooms, playgrounds and fields are available to support educational and physical programs in compliance with NJDOE Educational Adequacy Standards.

The school District has over four million square feet of educational and administrative space with many school facilities averaging 85 years old. Ongoing repair work, along with scheduled preventative maintenance, is key to maintaining the District's aging infrastructure. To that end, capital and state grant funding is needed to replace mechanical equipment that may have reached its useful life and to upgrade life-safety systems. A significant amount of capital projects are scheduled for this school year and many more are in progress or in the planning phase.



State Funded Projects

- Public School No. 5 - new roof and façade repointing - project on-hold by N.J. Schools Development Authority (NJSDA)
- Public School No. 9 - structural repairs to the elevated playground and new play surface - project complete
- New Roberto Clemente School - new terrazzo floor tile installed in the main/community entrance and hallway - project complete

New Playgrounds

In partnership with the nonprofit organization Alexandra's Playgrounds, playground equipment has been installed at the following locations:

- Public School No. 3
- Public School No. 10
- Public School No. 12
- Public School No. 13
- Public School No. 15
- Public School No. 19
- Public School No. 25
- Public School No. 26
- Public School No. 28
- Edward W. Kilpatrick School



Ornamental Security and Perimeter Fencing Projects Completed

- Public School No. 5 - new perimeter fencing and gate
- Public School No. 6 - new ornamental fencing and gates
- Public School No. 10 - new ornamental fencing at main entrance
- Public School No. 11 - new perimeter fencing
- Public School No. 16 - security ornamental fencing at playground
- Dr. Martin Luther King, Jr. Educational Complex - perimeter fencing repair & new gates

- Edward W. Kilpatrick School - playground fencing and safety bollards
- JFK Educational Complex - new automatic gate and guard booths

New Gym Floor, Refurbished Wood Gym Floors and Wall Pads - Projects Complete

- Public School No. 2 - new rubber floor and wall pads
- Public School No. 6 - new wall pads in gym
- Public School No. 9 - refurbished gym floor
- Dr. Martin Luther King, Jr. Educational Complex - refurbished gym floor, installed divider curtain and wall pads
- New Roberto Clemente - refurbished gym floor

Auditorium Improvements

- Public School No. 5 - new seats installed, wood floors refurbished, aisles carpeted
- Public School No. 8 - new seats installed
- Public School No. 13 - new seats installed

Blacktop Paving

- Edward W. Kilpatrick School - parking lot and playground

General Painting

- Public School No. 4 - hallways and cafeteria painted
- Public School No. 7 - plaster repair and painted
- Public School No. 10 - gym painted
- Public School No. 11 - exterior façade painted
- Public School No. 25 - approximately 75 percent of the building has been painted
- Rosa Parks High School - auditorium and gallery hallway painted

Building Façade and Structural Repair

- Public School No. 10 - repointed brick face and caulked windows and coping stones
- Roberto Clemente School - repointed brick face and caulked windows
- Dr. Hani Awadallah School - backfill structural supports for walking bridge

Remove Temporary Classroom Units, Decking, Ramps and Stairs

- Public School No. 1 - two double-wides
- Public School No. 18 - one double-wide
- Public School No. 27 - two double-wides
- Eastside Educational Campus - five double-wides

Life Safety and Building Infrastructure

- Public Schools No. 10, 11, 17, 20, 24, 25 - wireless fire alarm dialers
- Edward W. Kilpatrick School - wireless fire alarm dialers
- Eastside Educational Campus - wireless fire alarm dialers
- Dale Avenue School - wireless fire alarm dialers
- Dr. Martin Luther King, Jr. Educational Complex - wireless fire alarm dialers
- Eastside Educational Campus - micro droplet fire suppression system
- Eastside Educational Campus - uninterruptable power supply
- 90 Delaware Avenue - uninterruptable power supply
- Public Schools No. 7, 8, 10, 13 and 20 - separated comingled fire water and potable water services

- Rosa Parks High School - installed new sprinkler system over stage
- Eastside Educational Campus - installed new gas service to existing labs
- Eastside Educational Campus, JFK Educational Complex, Rosa Parks High School - Wheel Chair Lifts
- Public School No. 9 - installed new lock cores buildingwide

Capital Projects and Equipment Installation

- Public School No. 2 - new cooling air conditioning in the gym
- Public School No. 4 - new cooling air conditioning in the auditorium
- Public School No. 10 - new cooling air conditioning in the gym
- Eastside Educational Campus - two ductless split air conditioning units for MDF room
- Rosa Parks High School - two ductless split air conditioning units for MDF room
- 90 Delaware Avenue - replaced three rooftop air conditioning units
- Public School No. 19 - new rooftop air conditioning unit for the gym

Classroom Heating/Cooling Units

- Rosa Parks High School - Airedale package units in three rooms
- Public School No. 9 - installed condenser fans in four rooms, installed an Airedale package unit in one room, installed new package air handling unit to service rooms 304 & 305
- Public School No. 8 - installed an air handler and condenser in the kitchen
- Dr. Martin Luther King, Jr. Educational Complex - installed three new air conditioning rooftop units to service rooms 403, 407, 410
- JFK Educational Complex - installed a two-ton ductless split
- Rosa Parks High School - installed three new Package Air handling units in rooms 109, 113, 116

New Roof

- Public School No. 19

Miscellaneous Projects

- Public School No. 11 - installed new carpet on first floor main lobby

New Construction

A new middle school is currently under construction on Union and Sherwood Avenues. The new school will have a capacity for 1,100 students. The building plan includes 36 classrooms, nine science labs, six special education classrooms, three art rooms, three science/math/tech project labs, six small group instruction rooms, an occupational therapy room, physical therapy sensory room, cafetorium, stage/dance studio, gymnasium, music/instrument room, a computer lab and a media center. The N.J. Schools Development Authority, which is managing the project, reports that construction is on-target for a September 2021 opening. The building's footings and foundations along with structural steel work have been completed. The exterior wall framing as well as interior and exterior masonry work are underway as of September 2020. Students currently attending classes at the Paterson Catholic school building will relocate to the new facility. On August 12, 2020, the Board of Education approved the "Joseph A. Taub School" as the name of the new middle school. Joseph A. Taub was an Eastside High School alumnus and philanthropist with a long history of supporting the Paterson Public School District. Taub died in 2017.



Energy Savings Improvement Program (ESIP)

ESIP Phase One

Complete

ESIP Phase Two

Paterson Public Schools secured funding for the second phase of the Energy Savings Improvement Program (ESIP). This phase will be a two-year project that will improve the physical environment by upgrading 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-dollar capital improvement. A highlight of the second phase's work will be the installation of air conditioning in the gym or the auditorium at Eastside High School. This work will be funded by the savings realized from all the energy improvements throughout the District.

Comprehensive LED lighting upgrades will begin Oct. 1, 2020 at 24 locations. The highlight of the Phase Two energy conservation scope of work will be the installation of air conditioning systems in the auditorium and gymnasium at the Eastside Educational Campus.

LOCAL CONTROL SCORE CARD

After nearly three decades under full intervention by the State Department of Education, Paterson Public Schools is in transition to local control. Upon concluding that the District has made significant progress and had satisfied the regulatory requirements of New Jersey Quality Single Accountability Continuum (NJQSAC) in December 2017, the New Jersey State Board of Education (NJSBOE) voted to initiate the return of local control on May 2, 2018. With this vote, the State and the District were required to develop a transition plan, outlining the process through which full voting authority and governance will be returned to the Paterson Board of Education. This document, the full transition plan, officially recognizes the local Board's control, and became effective on September 6, 2018.

The content of this plan focuses on fundamental considerations for the overall transition as well as specific expectations for all five of the NJQSAC areas (Governance, Instruction & Program, Personnel, Fiscal Management, and Operations) as part of one comprehensive transition plan. As voting authority for the areas of Operations, Fiscal Management and Personnel were returned by the NJDOE to the District in 2014, 2016, and 2016, this plan focuses more heavily on the areas of Governance and Instruction & Program, each returned by the NJSBOE on May 2, 2018 subject to the completion of this plan.

Due to the magnitude of the transition and the number of years since the District was last under local control, the State has had specific elements of monitoring and supporting the District during the period of transition.

The State appointed Highly Skilled Professionals (HSPs) to monitor progress and assist the District in the transition to local control by providing guidance and expertise. The Commissioner appointed three HSPs for Paterson to support the District and Board in the implementation of this plan.

LAUNCH NEW MEALS PROGRAM

New Year, New Decade, New Outlook

The Food Services Department looked at 2020 not only as a new year, but as a new decade with a new outlook as well. Progressive changes in food presentation, food selections, food accessibility and food awareness were crucial elements in staying relevant and financial solvent in today's school foodservice marketplace.

Current initiatives include reimbursable meal vending, introducing new Grab & Go Breakfast selections, adding more Grab & Go kiosks throughout the elementary schools, restructuring kitchens and serving areas to allow for greater menu diversity, and introducing digital signage for displaying menus and other wellness campaigns.

The concept of reimbursable meal vending began in 2018-2019 and came to completion during the 2019-2020 school year. Funding of \$20,000 made possible through the Reinvestment Fund, a subsidiary of the Robert Wood Johnson Foundation, has allowed the Food Services Department to plan, create and introduce a vending machine specifically designed to dispense complete reimbursable meals during any part of the day to students studying at the District's Full Service Community Center. To receive a meal, a student simply has to enter their ID number. All meals are at no-cost to the students, however there will be cost for adults.

An assessment of the current Grab & Go Breakfast Program showed that students prefer a wider variety of choices and quicker service. To address these issues, Food Services will revamp its current menu selections by offering more choices and changing the menu more often. Installing additional kiosks will help speed service and reduce the lines. Food Services will also pilot a new breakfast program called "Breakfast 2-Go." This program will include premade breakfast bags containing all required components. Students can quickly take a bag without taking the time to look at what is available.



2018-2019 ACCOMPLISHMENTS

Curriculum & Instruction

- Cohesive, aligned curricula in pre-K to 12.
- Curriculum provided support to subgroups (SPED and English Learners).
- Instructional model assisted teachers with lesson planning design and delivery.
- Continuity and systemic planning in high school science.
- Rollout of new math instructional model for K to 12.
- Ongoing professional development for teachers of Amistad/Holocaust mandates.
- Increased availability of Advanced Placement (AP) and Dual Enrollment courses.
- Public School No. 28 became the District's first school to be recognized by the U.S. Department of Education as a National Blue Ribbon School.
- Professional Learning Community (PLC) initiative launched with administrators and teachers.
- Rolled out a 1:1 high school technology device program.
- Adopted textbook for high school math and K to fifth grade ELA.
- Implemented a standard-based report card for grades K to second grade.
- Changed minimum passing grade from 60 to 63.
- Established standard grading weights for different class assignments (formative, summative assessments).
- Established bilingual learning walks with guiding coalition.
- Public Schools No. 16 and 24 received grants for musical instruments from the VH1 Save The Music Foundation and the Sound Start Foundation.
- Increased participation in the state Seal of Biliteracy program, state certification of student proficiency in two languages.
- Participated in Students 2 Science, a program that encourages elementary and high school students to pursue STEM careers through hands-on laboratory experiences.
- Co-hosted a High School Science Symposium with Ramapo College where students interacted with higher education partners and District alumni currently working in STEM fields.
- Established seven federally-funded Full Service Community Schools (FSCS) that provide academic support, intervention opportunities, and other services.
- Instituted a campaign to decrease chronic absenteeism.
- Launched a viable K to 5 reading program and a contest for students to read 50 books in a school year.
- Promoted positive school cultures through restorative justice techniques.
- Deputized elementary and middle school students in a Junior School Safety Patrol.
- Increased scores in nine grades, six grade levels showed higher scores in math and eight showed higher scores in ELA.
- Became the first International High School (IHS) International Baccalaureate (IB) World School in Passaic County and one of only 15 (at the time) high schools in New Jersey to offer the IB Program. First International Baccalaureate Diploma Program class graduated in June 2019.
- Received a \$300,000 NJDOE grant to collaborate with the IBM Corporation and Passaic County Community College to establish the P-TECH at PANTHER Academy.
- The IB Program at International High School earned a College Board award for female diversity in AP Computer Science Principles.
- Revitalized arts program and recognized as a "Renaissance District" by Arts Ed NJ.

- Rosa L. Parks School of the Fine and Performing Arts and Public School No. 24/Fine & Performing Arts Academy recognized for outstanding music education with national awards by The NAMM (National Association of Music Merchants) Foundation.
- A PANTHER Academy junior received first place honors in the 42nd annual Association of Mathematics Teachers of New Jersey (AMTNJ) math contest while the PANTHER team won second place for their division.
- Hosted the District's first mock trial competition with our students from six high schools along with Passaic County Superior Court judges.
- Five high school students competed in DECA's International Career Development Conference.
- A delegation of Paterson students and staff presented at the American Geophysical Union Conference in Stockholm, Sweden.
- Implemented an intervention program (ALEKS) for high school mathematics.
- Held a variety of activities as part of the reading campaign including:
 - Reading campaign poster competitions
 - Novel reading contests
 - Read-A-Thons (Who can read the most pages in an hour?)
 - Home reading log competitions
 - Paterson Education Fund (PEF) 50 Book Club (Who can read 50 books for pleasure during the school year?) - 2,165 students
- Enrollment in Advanced Placement (AP) courses grew to 724, up from 309 in 2017-2018.
- District approved to launch AP Capstone Diploma program.
- Enrollment in Dual Enrollment courses grew to 560, an increase of 96 percent from 2017-2018.
- District and Passaic County Community College collaborated to establish the STEPS (Students Taking an Early Pathway to Success) program, which allows 10 high school seniors to earn college credits before graduation.
- In March 2019, the District received state approval to launch five additional Career and Technical Education (CTE) programs in September, which will be:
 - Engineering Technology
 - Drama and Dramatics/Theatre Arts
 - Logistics, Materials and Supply Chain Management
 - Marketing and Marketing Management
 - Education
- An additional K to 8 Bilingual Magnet Program was created at Public School No. 16.
- The World Language Department expanded its curriculum guides to include the following:
 - AP Spanish curriculum
 - 6-8 Mandarin curriculum
- The Dual Language Program at Edward W. Kilpatrick Elementary School (grades pre-K to 3) is expanding to the Senator Frank Lautenberg School's fourth grade.
- Implemented the Zaner-Bloser handwriting resources for grades K to 6.
- The District continued its trend of increasing the number of students going to college. The number of graduates enrolled in two-year colleges was 21 percent higher in 2019 than in 2018. The number of graduates enrolled in four-year colleges in 2019 was 9 percent higher than in 2018.
- Professional development was offered for all levels of instructional staff through:
 - three days of new teacher orientation.
 - a week-long Leadership Institute for administrators.
 - a Summer Professional Development Institute for teaching staff.

- Early Learning Center engaged in the Paterson Education Fund (PEF)'s 50 Book Club.
- Established a partnership with the I.A.A.M. Initiative at the Dr. Martin Luther King Educational Complex and Don Bosco Technology Academy.
- 100 percent of Great Falls Academy seniors graduated in 2018 and 2019.
- STEM Academy moved to the national First Robotics competition for the 2019-2020 school year.
- STEM Academy participated in three Ivy League SPLASH! Programs at Columbia University and Princeton University.
- Three STEM Academy seniors conducted scientific research with Ramapo College professors on neuroscience and the developing brain, genetics and nursing.
- STEM Academy completed its first full year of the Resilience and Grit program, which is aimed at understanding the need to address students' social and emotional needs.
- STEM Academy students participated in the NJ Sea Consortium trip to Sandy Hook Bay to study biodiversity at the Jersey shore.
- STEM Academy's Environmental Field Studies students participated in a video conference with scientists studying the environment in Antarctica.
- STEM Academy hosted a visit by NASA Pilot Manny Antimisiaris who flies the Stratospheric Observatory for Infrared Astronomy (SOFIA), an airborne telescope that can provide images from space that the largest land-based telescopes cannot.

Governance

- After 27 years of state control, on May 2, 2018 the N.J. Board of Education approved a resolution placing the District on a two-year plan to restore local control.
- The District amended its promotion policy with using multiple criteria for promotion.
- The District automated the high school summer school registration process.
- Board of Education members completed their professional development.
- Board members worked together and extremely hard with District administration as the District transitions to local control.

Personnel

- After years of having vacancies that numbered in the hundreds, the District achieved an all-time low in vacancies in September 2018 with vacancies numbering in single digits.
- Fifty-three administrators received year-long professional development on providing effective feedback to teachers through a partnership with William Paterson University.
- William Paterson University (WPU) had two federal grants partnering with the District:
 - Leaders as Learners (LAL) grant, which builds capacity and best practices among current administrators, while developing a pipeline of aspiring leaders
 - The Turn Around Partnership NJ Grant (TAP-NJ), which provides scholarships to aspiring educational leaders, and allows Leaders in Residence (LIRs) and Professors in Residence (PIRs) to work at the District's schools
- The District worked with the N.J. Schools Development Authority on the design and build stages of the replacement middle school on Union Avenue, which is expected to open in September 2021 to serve 1,100 students.
- Reduction In Force exercise was conducted with highest degree of sensitivity and was error-free.
- Interviewing, hiring and staff restructuring were conducted for the upcoming P-TECH at

PANTHER Academy high school.

- Professional development was conducted on Leave/American with Disabilities Act Accommodations.
- Reorganization with all schools and departments was completed.
- Health benefits transition was completed.
- Certified bilingual teachers were recruited through a trip to Puerto Rico.
- 4,667 classroom observations were conducted for instructional and support certificated staff.
- 7,218 classroom visitations were conducted for instructional and support certificated staff.
- District automated the principal and vice-principal observation and evaluation rubrics.

Fiscal

- Developed a budget calendar and gave presentations to the community on District budget development and fiscal challenges.
- Energy Savings Improvement Program (ESIP) continued to be established at school facilities.
- Implemented new risk management insurance with New Jersey School Insurance.
- Completed mid-year budget review with Passaic County superintendent and business administrator.

Special Education

- The percentage of districtwide IEP compliance improved to 92 percent.
- McKinney-Vento training has been provided to District staff.
- The Saturday Speech Academy completed 11,622 hours of compensatory speech services.
- The Easy-IEP database has been enhanced to include immediate translation of a student's Individual Education Plan (IEP) from English to Spanish to better serve parents.
- Reading Mastery Program of Direct Instruction, Discrete Trials and Applied Behavioral Analysis (ABA) supports have been implemented to support students with autism, as well as students who are moderately cognitively impaired, and those who have severe learning and language disabilities.
- Evaluation rubrics were revised to more effectively align them to the job descriptions of special education staff members.
- Sixty-eight child study team members and special education supervisors received NJDOE training entitled, *The Transition from School to Adult Life: Regulations and Best Practices*.
- All child study teams received professional development on effective and meaningful parent communications.
- Two hundred staff members were trained in crisis prevention.
- Eleven staff members were trained and certified as CPI (Crisis Prevention Institution) trainers.
- Professional development was provided to 340 District stakeholders on Phase 1 Mental Health First Aid in Youth to help identify students who are experiencing trauma outside of school that may have a negative impact on their academic and social development. Phase 2 training of Mental Health First Aid in Adults took place August 2019.
- STARS Academy students worked in summer jobs at Paterson Public Schools' Central Office and Marshall's retail store at the Center City Mall with the help of New Jersey Division of Vocational Rehabilitation Services, Passaic County Workforce Development Center Youth Program, and Jewish Vocational Service.

- Resources (de-escalation rooms, increased number of classrooms) have increased for students with autism, multiple disabilities, severe language learning disabilities, intellectual disabilities, and cognitive impairment.
- STARS Academy utilized Person Centered Approaches in Schools and Transition (PCAST), planning for effective transitions from school to adult life, which includes employment and engaging with adult service systems for students and families.
- STARS Academy students experienced a day at the New Jersey Division of Motor Vehicles to complete the application process for non-driver identification cards.
- STARS Academy students participated in the Special Olympics.
- The Master Teacher Professional Development training and assessment modules were shared districtwide to support District staff with multiple facets of special education professional development for all teachers and aides working with students with disabilities. Modules within this training also allowed for staff to become certified in autistic student supports.
- The department established a partnership with McGraw Hill to develop individualized curriculum and resource supports for high school special education students. Work sessions were held to identify resources to have in place for September 2019.
- Staff members were trained on the use and implementation of Proloquo Augmentative and Alternative Communication tools that help non-verbal and limited-verbal students to communicate.
- Special education programs expanded throughout the District with preschool being the largest population within the expansion.
- A plan was developed for all drivers and aides to receive training on safe transportation of students with disabilities.
- Twelve staff members were trained in the Character Counts! framework to enhance the District's Positive Behavior Support in Schools (PBSIS) programs.

Culture & Climate

- Guidance and training were provided to increase Harassment, Intimidation, and Bullying (HIB) awareness.
- Chronic Absenteeism Specialists (CAS) were hired to assist with increasing student attendance rates.
- A student forum was held at John F. Kennedy Educational Complex to discuss student safety in and out of school.

Full Service Community Schools

- In September 2018, the District was awarded a \$2.5 million federal Full Service Community Schools grant to provide services at Public School No. 2 and the John F. Kennedy Educational Campus, bringing the District's total number of Full Service Community Schools to seven.
- Each Full Service Community School has a clinic providing health care services including pediatric care, dentistry, optical health, audiology screenings, nutrition education and behavioral health services.

Family & Community Engagement

- Parent coordinators and parent liaisons facilitated a variety of events at various schools including:
 - 10 Parent University events
 - medical services fairs
 - heating assistance drives

- Section 8 housing application drives
 - tenant rights workshops
 - financial planning classes
 - health insurance sign up events
 - job training workshops
 - parenting support classes
 - legal guardianship of special needs adults workshops
- A Paterson Public Schools/ City of Paterson community forum was held at Public School No. 9 to discuss student safety in and out of school.

Food Services

- A Halal menu pilot program was launched at the John F. Kennedy Educational Complex and Public School No. 5. The program expanded to other schools in September 2019.
- A partnership with Rutgers University reduced food waste while encouraging students to make healthier food choices. Smarter lunch techniques, rearranging serving lines, and eating healthier saved 12 pounds of waste per day and \$70,000 per year.

Technology Instruction

- Board-approved coding curriculum launched in grades K to 8.
- Provided Go Guardian online student safety monitoring system.
- Automated the Honor Roll calculation for high school guidance counselors.
- Implemented the Infinite Campus parent and student portal.
- Implemented the Backpack feature of Infinite Campus, giving parents the ability to download and print progress reports and report cards.

Strategic Plan

- The District completed the process of developing its next five-year strategic plan with the helpful guidance of the N.J. School Boards Association (NJSBA).
- Three public forums were held in March, April and May to engage parents, staff and community stakeholders in the development of the new plan. Roundtable discussions were also held with students, teachers, and instructional aides to seek their input into the plan.
- NJSBA made a presentation to the Board of Education to ensure that board commissioners' recommendations were included in the plan.

Early Childhood

- Added four preschool classrooms at Public School No. 25.
- Published preschool expectations guides for parents.
- In language development, 90 percent of exiting four-year-olds met or exceeded the expectations.
- In literacy, 97 percent of exiting four-year-olds met or exceeded the expectations.
- Provided Mindfulness Training for all preschool staff as a follow up to the preschool conference.
- Integrated "STREAM" (science, technology, relationships, engineering, arts, mathematics) in all preschool classrooms.
- All State Mandated Preschool Providers were enrolled in the NJDOE/DHS rating system program, *Grow NJ Kids*.

Communications

- Promoting the District through the use of videos and social media has been accomplished with greater efficiency and higher viewership.
- In-house publications, including the biweekly newsletter *The Paterson Post* and the monthly *Pathways* newsletter for clergy, were executed in a timely manner.
- The Communications Department used a proactive media outreach to raise the profile of the District that began with 78 press releases being issued, a dramatic increase over the previous year.
- Paterson Public Schools was covered by media outlets such as *The New York Times*, it made its first appearance in *New Jersey Monthly* magazine, and was covered more frequently by Spanish-speaking media such as Telemundo and Univision.
- 78 press releases were issued by the District in 2018-2019, a dramatic increase over the previous year.
- Among the areas that have gained the most media coverage were:
 - Academics
 - P-TECH grant and launch
 - Two mechanic apprentices
 - STEM symposium
 - Math Olympiad
 - AP Capstone program announcement
 - Athletics
 - Gilbert siblings - WABC TV, WNBC TV, Northjersey.com, TAP into Paterson
 - Numerous student-athletes' signings to colleges
 - Special occasions such as Nicole Loudon's return to KHS
 - Profiles of players like Shaqir Herbert, nominated for player of the week.
 - Promoting the District's interests
 - Need for more state funding - *The Star-Ledger*, WPIX TV
 - Coverage of budget hearings in Trenton - News 12, FIOS,
 - Need to improve school facilities - NJ Spotlight, NJTV
 - Editorial in *The Record* urging for more state funding
 - Other Areas
 - The Halal food pilot program
 - The Anti-Weed Rappers at John F. Kennedy Education Complex

Social Media & Beyond

- Followers of the District's Facebook page grew by 1,151 for a total of 7,632 by June 2019.
- The Communications Department's management of TV and film productions has brought \$15,000 into the District.
- The Communications Department produced two events that brought Scholastic children's authors to Paterson Public Schools - Joe Brown to Public School No. 28 and Lucille Colandro and Rita Williams-Garcia to Public School No. 25.
- The Communications Department also arranged for students at the Rosa L. Parks School of Fine and Performing Arts to spend a morning at Montclair State University's School of Media and Communications and learn about its summer institute program.

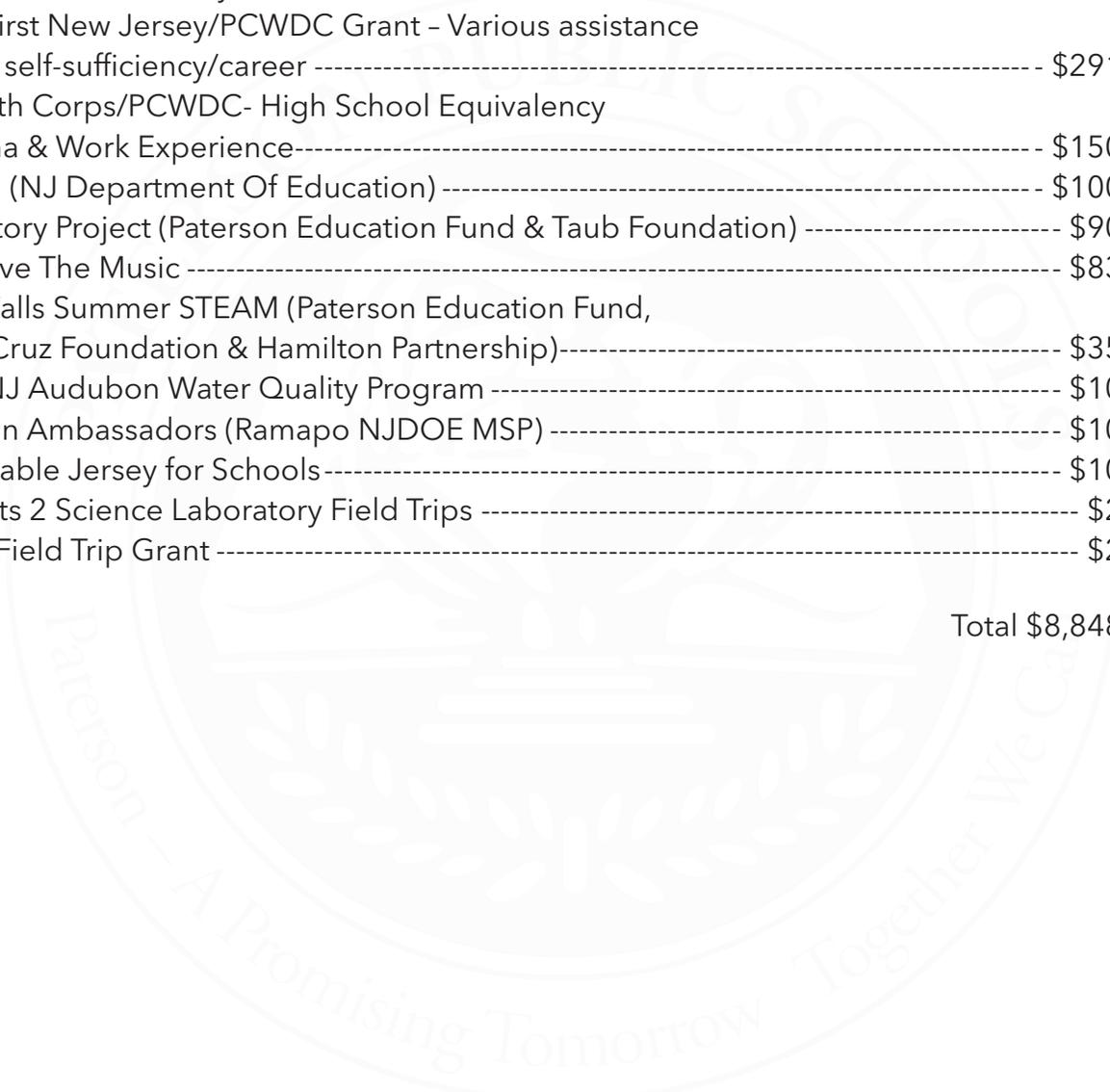
Partnership with Paterson Police Department

- *Anti-Violence Summer Camp - South Paterson Library.*
A two-week summer camp ran for four consecutive sessions, servicing between 40 and 60 children per session ages 12 to 17. This camp taught children important lessons of conflict resolution, bullying recognition and response, drug and gang awareness and avoidance techniques, as well as sexting, dating and domestic problem resolution.
- *Anti-Violence Teen Summit After-School Program - 60 Temple Street.*
A youth committee consisting of over 30 youth ages 11 to 18 who participated in an eight-week afterschool program that focused on anti-violence through music, dance and modeling. The Paterson Police Community Policing officers lectured youth on bullying, self-esteem and being a role model for their community.
- *Saturday Anti-Violence Program - International High School.*
The Community Policing Anti-Violence Mini Conference Out of School Saturday Program values and goals are specific to the growth and advancement of boys and girls through holistic self-esteem, awareness and acceptance techniques that are paramount to promoting goal development and improved social skills.
- *Young Men's Anti-Violence Conference - International High School.*
This program was based on bringing young men and older men of the community together to learn conflict resolution. It also addressed building a stronger community by reducing the violence that is commonly observed, but too often ignored. The program also seeks to empower the participants with the self-confidence to move forward in a positive way and help others to do the same.
- *Female Conference - International High School.*
Designed to enhance female empowerment, this conference provided workshops on self-esteem, character building, domestic violence resolution, anti-violence techniques, and thought conflict resolution.
- *Anti-Violence Outreach Program - Great Falls Academy.*
The Paterson Police Department's Community Policing Division, in partnership with Great Falls Academy and the Unity Foundation, implemented an Anti-Violence Outreach Leadership and Development Program that inspired youth and young adults to put together powerful community forums to educate peers on violence, gangs, self-esteem, drugs and alcohol, sex education, personal and interpersonal relationships, conflict resolution and anger management, jobs and education, entrepreneurship, and police and the community.
- *Anti-Violence Autism Outreach Program - STARS Academy*
This program provided \$4,000 in items needed by the school. It also provided funds for the STARS Academy carnival.

2018-2019 Grant Funding

| | |
|---|-------------|
| • School Improvement Grants ----- | \$2,922,437 |
| • Turnaround School Leaders (three-year federal grant) ----- | \$1,500,000 |
| • Workforce Learning Link/PCWDC Grant - Workforce Basic Skills ----- | \$1,252,300 |
| • Full Service Community Schools ----- | \$999,616 |
| • 21st Century Community Learning Centers ----- | \$535,000 |
| • NJ Youth Corps/NJDOL - High School Equivalency Diploma & Work Experience----- | \$465,000 |
| • USDA/NJDA Fresh Fruit and Vegetable Grant for 11 elementary schools ----- | \$390,775 |
| • Work First New Jersey/PCWDC Grant - Various assistance toward self-sufficiency/career ----- | \$291,000 |
| • NJ Youth Corps/PCWDC- High School Equivalency Diploma & Work Experience----- | \$150,000 |
| • P-TECH (NJ Department Of Education) ----- | \$100,000 |
| • River Story Project (Paterson Education Fund & Taub Foundation) ----- | \$90,000 |
| • VH1 Save The Music ----- | \$83,000 |
| • Great Falls Summer STEAM (Paterson Education Fund, Victor Cruz Foundation & Hamilton Partnership)----- | \$35,000 |
| • BASF NJ Audubon Water Quality Program ----- | \$10,000 |
| • Paterson Ambassadors (Ramapo NJDOE MSP) ----- | \$10,000 |
| • Sustainable Jersey for Schools----- | \$10,000 |
| • Students 2 Science Laboratory Field Trips ----- | \$2,500 |
| • Target Field Trip Grant ----- | \$2,100 |

Total \$8,848,728



2019-2020 ACCOMPLISHMENTS

Accountability Department

- Submitted the Annual Summative Conference data to the New Jersey Department of Education.
- Conducted the new teacher orientation for new staff members, provided over 10 professional training sessions for administrators and teachers.

Bilingual/ESL/World Languages Department

- WPU Bilingual Cohort for teachers.
- WPU Dual Enrollment Course for ELLs - WPU Dual Enrollment provides EL learners the opportunity to take college courses for credit.
- Extended the Dual Language Program to fourth grade at Sen. Frank Lautenberg School.
- Increased Advanced Placement (AP) Spanish enrollment. With the 100 percent success rate of the AP Spanish exam at the Eastside Educational Campus, the department has expanded and has two AP classes that include students from all three academies.
- The District's Bilingual Magnet Program has been named a state model program for 2020-2022 by the N.J. Department of Education. Schools recognized in the honor are Public Schools No. 8, 16, and 21.

Business Applications Department

- Partnered with Keyboard Consultants to purchase and install 77 Promethean Boards throughout the District with more to come.
- Purchase and deployed over 1,200 devices with the Federal Programs Department to prevent funds from being returned.
- Outfitted Public School No. 13 with devices to make them 1:1.
- Performed user training with Promethean to assist teachers in using Promethean Boards.
- Migrated board members to Google accounts and issued Chrome devices to all of them.
- Migrated the board packets from paper to online.

Business Services Department

Business Office

- No fiscal audit findings.
- Thoroughly prepared application for N.J. Department of Education for an additional \$5,100,000 million in aid.
- Seamless transition to remote workforce without any business interruption to all requirements i.e. payroll, purchasing, contract, Cares Act funding, bid specifications, reports to Department of Education, budget preparation, and fiscal management.
- Supported District to implement virtual graduations.

Food Services

- Expanded Halal offerings to all schools except plate warming schools.
- Expanded vegetarian options by creating more varieties in all high schools.
- Received a \$20,000 NJ Child Nutrition Program grant from The Reinvestment Fund (Robert Wood Johnson Foundation) to fund Reimbursable Meal Vending Project.
- Received a \$352,825 in Fresh Fruit & Vegetable Program grant funding from USDA/NJDA for 11 schools.
- Dinner program expanded from 17 schools in 2018-2019 to 21 in 2019-2020.

- Established eight student meal distribution sites throughout Paterson in response to school building closures due to COVID-19. As of August 31, the District had distributed more than 1,000,000 breakfast and lunch meals.
- Implemented Fresh Fruit and Vegetable program at all eight student meal distribution sites in May 2020.

Purchasing Services

- Supported District personnel to strengthen Full Service Community Schools with approved contracts for medical services valued at \$512,940.17.
- Awarded contract for students to receive a Social and Emotional Learning Program at Public School No. 10 for \$22,500.
- Awarded contract for educational services to Fine Arts with Wharton Institute for the Performing Arts valued at \$47,000.
- Completed the competitive contracting process for Social/Emotional Learning Program for the Dr. Martin Luther King, Jr. Educational Complex.
- Approved a contract for school uniforms for homeless students in conjunction with McKinney Vento valued at \$37,500.
- As of December 2019, the districtwide vending machine contract raised an average of \$80,000 annually. Funds have been used to support various student initiatives and incentives.
- Generated new procedures to collaborate more effectively with the Accounts Payable Department to streamline and standardize the electronic payment authorization of direct deposits for charter schools.
- Enhanced communication and internal controls with the Accounting/Financing Department to verify all vendors' W-9 tax information.
- Staff meetings conducted with new potential vendor/bidders to explain the public bidding process and to properly inform the vendor community on how to do business with the District.
- Updated the District's bid specifications for goods and services to reflect statutory and policy changes in the public purchasing industry.

Payroll Department

- No audit findings.

Communications Department

- Achieved an 88 percent increase in earned media coverage of the District's good news from 2018-2019 to 2019-2020.
- Edited and published *Keeping The Promise: The District's Restart Plan for 2020-2021* in time for the start of the 2020-2021 school year.
- Produced numerous robocalls, website and social media posts, letters and visual public service announcements in multiple languages.
- Produced more press conferences celebrating achievements such as:
 - Opening of the Full Service Community Center on Market Street.
 - Unveiling of new warning lights at Eastside High School's crosswalk.
 - Groundbreaking at the Union Avenue Middle School.
 - Micro Center's donations of Intel Chromebook to Public School No. 14.
 - Opening of the Kennedy Educational Complex as New Jersey's first Full Service Community High School.
 - Paterson's own Super Bowl champion Victor Cruz's donation of Chromebooks.
 - Honoring COVID-19 volunteers at student food distribution sites.

- Closing of the District's digital divide.
- COVID-19 Initiatives
 - Launched and maintained comprehensive COVID-19 webpage that includes critical information for families about meal and home instruction packet distribution, as well as parental resources to aid in home instruction and guard against the spread of the virus.
 - Cultivated extensive media coverage of two-thirds of PPS students being stranded on the wrong side of the digital divide during the pandemic.
 - Conducted surveys of parents on home technology needs, the reopening of school buildings, and childcare needs.
 - Coordinated the transmission of virtual graduations of high schools on the website.
 - Continued media outreach during the pandemic to promote student and staff accomplishments.

Headlines

In a school year that began with the State Education Commissioner urging District leaders to think about the headlines they wanted to see, the Communications Department made sure they were delivered.

- Paterson International High School Senior Admitted To University of Pennsylvania - 2/3/2020.
- Paterson Student In International Baccalaureate Program Going To Cornell - 4/14/2020.
- Paterson Seventh-Grader Gets Perfect Scores On State Tests For Second Straight Year - 12/22/19.
- Paterson Seventh-Grader Accepted Into Prestigious Academic Program - 5/14/2020.
- Three Paterson Schools Picked By NJDOE As Statewide Models For ESL Programs - 6/10/2020.
- Second Graders At Norman S. Weir School Send Message Of Support To Health Care Workers Battling COVID-19 - 4/8/2020.
- Despite Missing Milestones, Seniors Proving Class Of 2020 Full Of 'Resilient Young People' - 5/2/2020.
- Paterson's Public Schools Were Prepared For Murphy Announcement, Superintendent Shafer Says - 5/4/2020.
- Paterson Students' Reading Levels Improve - 8/2/19.
- IBM Employees Mentor Paterson Students In New Program To Prepare For Technology Careers - 11/13/19.
- Football Team In New Jersey Cleans Yard Of Elderly Woman - 8/14/19.
- Paterson Students Earn High Marks On College Level Exams - 8/22/19.
- Paterson Student Receives National Honor For Bus Safety Message - 11/21/19.
- Paterson School 21 Students Win State Award For Immigration Essays - 10/22/19.

More Press Releases

- The Communications Department issued more than 124 press releases in 2019-2020, compared to 78 press releases in 2018-2019.
- More Social Media Engagement
 - Facebook followers = up more than 21 percent to 9,568.
 - Twitter followers = up more than 72 percent to 286.
 - Instagram followers = up more than 3660 percent from 38 to 1,750.
- More Video Production

The Communications Department scripted, shot, and edited videos in order to:

 - Instruct parents on how to sign up for the parent portal.

- Promote parent response to the Household Information Survey.
- Promote Full Service Community Schools.
- Deliver Superintendent’s messages to families during the pandemic.

Live Events

The Communications Department produced the following live events:

- Hispanic Heritage Month Celebration.
- Honoring Top Scorers on State Assessments.
- Holiday Celebration.
- Black History Month.

Other accomplishments

- Successfully launched live streaming of Board of Education meetings and other events.
- Built closer ties with Hispanic media with greater regularity of news coverage, events such as the *Unidos Por Los Nuestrros* event, and Public School No. 5 teacher Francisco Gonzalez being honored by Univision as an “Angel del 41.”
- Promoted, supported and assisted in the launch of the All City Band.
- Continued to reliably provide services to the District including photography, translations, graphics, website maintenance, robocalls, facilitation and maintenance of the school calendar, and publication of newsletters.

Department of College and Career Readiness

- *Rutgers University Supply Chain Management Training* - In support of the School of Business, Technology, Marketing & Finance (BTMF)’s new Career and Technical Education (CTE) Program, “Logistics, Materials and Supply Chain Management,” faculty attended two one-week sessions at Rutgers University to learn best practices in the implementation of the curriculum. Students who complete BTMF’s new three-course program accumulate three credits that can be transferred to the Rutgers University School of Business.
- *P-TECH Summer Bridge Program* - More than 50 students attended the two-week long P-TECH Summer Bridge Program in preparation for the first cohort of the District’s new P-TECH Program. Students participated in cross-curricular projects, engaged in targeted social-emotional learning sessions, as well as team-building activities and field trips.
- *Edhesive Computer Science Platform/Courses* - The School of Information Technology (Eastside) and the School of Science, Technology, Engineering and Mathematics (STEM) launched the first level of a three-course computer science sequence. The sequence is Level One: Introduction to Computer Science, Level Two: AP Computer Science Principles, and Level Three: AP Computer Science A. The sequence was developed by Edhesive and earned through a grant awarded to the District in 2018-2019. The department seeks to expand this program’s availability in additional schools.
- *Students Taking Early Pathway to Success (STEPS)* - This program afforded students the opportunity to spend senior year at Passaic County Community College participating as full-time students while obtaining college credit. Ten students participated in 2019-2020 earning a total of 277 credits. All tuition and fees were paid by the Paterson Public School District.
- *Advanced Placement (AP) Courses* - In 2019-2020, the District offered 17 courses with 835 seats being filled. This was a unique school year as students were provided the AP assessments remotely at home.
- *AP Capstone Program* - This was the initial year of the AP Capstone Diploma Program. During the 2019-2020 school year, 63 students in six schools participated in AP Seminar, the program’s first course, and will be afforded the opportunity to participate in AP Research.
- *Dual Enrollment* - Eleven of the District’s high schools offer Dual Enrollment courses to allow

students to earn college credits before graduating high school. The District partners with Rutgers University, Fairleigh Dickinson University, William Paterson University and Passaic County Community College. In 2019-2020, 639 seats were filled by Paterson Public School students. This was also the first year bilingual students participated in Dual Enrollment, providing English language learners the opportunity to take college courses and accumulate college credits through William Paterson University. Twenty-five English Language learners participated.

Department of Guidance and Counseling

- The N.J. Child Abuse Prevention project aims to prevent child assault by teaching children to recognize and deal with potentially dangerous situations and by training teachers and parents to help prevent the victimization of children. The program has three components: a parent program (1 hour), a teacher/staff in-service (1 hour), and individual classroom workshops. These workshops empower and teach children on how to deal with bullying, assault by strangers and assault by a known adult.
- The N.J. Disaster Response Crisis Counselor certification represents a collaborative effort by the N.J. Division of Mental Health & Addiction Services' Disaster & Terrorism Branch, the Mental Health Association of New Jersey, and The Certification Board of New Jersey.
- National College Access Network: FAFSA Completion Challenge Grant - This project's goal is to strengthen urban postsecondary ecosystems by raising their FAFSA completion rates among high school seniors.

Early Childhood Department

- Summer Institute - 100 preschool staff attended trainings on early childhood best practices and The Creative Curriculum.
- Cynthia Rice presented to early childhood directors.
- All Preschool Instructional Assistants PD - All IAs were trained on the foundation and framework of The Creative Curriculum.

Facilities

- Completed a successful QSAC Inspection of nine schools.
- Comprehensive maintenance plan completed, submitted and approved.
- Temporary Classroom Units at Public School No. 18 and Eastside Educational Campus were removed, and program elements relocated to rooms inside the respective buildings.
- Completed installations of guard booths and motorized gates at vehicle entrances at the JFK Educational Complex.
- Installed UPS, micro-droplet fire suppression system and air conditioning in the MDF room at the Eastside Educational Campus.
- New gym synthetic floor installed at Public School No. 2.
- Installed new playground equipment at Public Schools No. 9, 10, 19, 28, & Edward W. Kilpatrick.
- Painted the auditorium at Rosa L. Parks School of the Fine and Performing Arts, as well as replaced the sprinkler system over the stage, replaced the sound attenuation walls in the auditorium, and painted the pre-function hallway outside the auditorium.
- Repairs to building facades at Public School No. 10 and Roberto Clemente School.
- Installed air conditioning in the gym at Public School No. 2 and in the auditorium at Public School No. 4.
- Repaired bridge supports at Dr. Hani Awadallah School.
- Refurbished gym floor at New Roberto Clemente School and applied school logo.
- Installed new divider curtain in gym at the Dr. Martin Luther King Educational Complex.
- Refurbished floors on stage and in the orchestra section and installed new chairs in the auditorium at Public School No. 5.

- Successfully completed the first phase of the ESIP energy saving measures.

Full Service Community Schools

- The District completed a second year of a \$2,498,340 grant from the U.S. Department of Education's Full Service Community Schools program to provide services at Public School No. 2 and the John F. Kennedy Educational Complex. The grant raised the District's total number of Full Service Community Schools to seven.
- The John F. Kennedy Educational Complex opened as the State's first Full Service Community high school.
- The 21st Century Community Learning Centers grant provided a STEAM afterschool and summer program for Public School No. 24 and Dr. Martin Luther King Educational Complex. The third year of this five year grant has been completed.
- Drafted updated version of *Theory of Change*, a work plan that drives Full Service Community Schools. Professional development was facilitated by ActKnowledge and the Children's Aid Society.

Humanities Department

- *Summer Institute* - Teachers were offered the ability to participate in professional development related to their content area. Topics included the Holocaust Mandate, Amistad Mandate, Supporting Students with Guided Reading, and Making the Most of RAZ Kids.
- *Paterson Readers, Tomorrow's Leaders* - The department continues to promote the initiative as we work to ensure that all students are reading on grade level by the end of third grade. All students K to 3 were provided bracelets with the slogan "Paterson Readers, Tomorrow's Leaders."
- *Sharron Miller School of the Performing Arts* - Six elementary schools had an eight-week dance residency for students in grades K to 3 exposing them to the elements of dance.
- *New Jersey Symphony Orchestra* - Six elementary schools were able to attend the performance of New Jersey Symphony Orchestra to gain insight into the instruments of the orchestra at the JFK Educational Complex. Students from Paterson Public Schools who are provided instruction through the Paterson Music Project participated alongside the orchestra at the event.

Human Resources

Personnel

- After years of having vacancies that numbered in the hundreds, the District was at an all-time low in 2019-2020. In September 2018, the school year began with vacancies in the single digits and in 2019 the District opened school with less than 2 percent vacancies (overall teacher totals).
- Traditional recruitment efforts such as job advertisements, college partnerships and job fairs have been enhanced by out-of-the-box efforts like using highway billboards and recruiting in Puerto Rico for Bilingual/ESL teachers.
- Chronic Absenteeism Specialists have been hired to assist with increasing student attendance rates.
- Twelve staff members were trained in the Character Counts! Six Pillars of Character framework to enhance the District's Positive Behavior Support in Schools (PBSIS) education.
- The department worked with the N.J. Schools Development Authority on the design and build stages of the replacement middle school on Union Avenue, which is expected to open in September 2021 to serve 1,100 students.

Affirmative Action Accomplishments

- Six professional development sessions were provided for building-based representatives to keep them informed and to help the District remain in compliance with mandates.

- Principal meeting led to more school-based representatives to attend the initial training at the beginning of the school year:
 - In 2018-2019, 55 out of 71 Affirmative Action representatives attended September training.
 - In 2019-2020, 64 out of 74 Affirmative Action representatives attended September Training (all other employees receive training via HIBster online guided professional development).
- Comprehensive Equity Plan 2019-2022 was approved by Passaic County and the District is on the right track with mandates:
 - PPS is in compliance with all State and Federal mandates.
 - AA training via HIBster.
 - AA training for building-based representatives.
 - AA training by building-based representatives to school staff.

HR Employee Services

- Process for staff attendance has been simplified. Timekeepers no longer need to update and edit timecards in Kronos. The clock information screen was added to Edu-Met and that is where they make these edits.
- The smooth transition of health insurance provider from Cigna to Horizon.

Legal Department

- Developed system for tracking and analyzing fees paid to outside counsel.
- Assisted in resolving 19 special education disputes, including four that were resolved in court through settlement agreements, and 15 that were resolved without litigation.
- Streamlined legal review of board actions and contracts and developed new board action templates that consolidate related action items in a single resolution.
- Developed written proposal to create a district-controlled education foundation.
- Updated District regulations to make it easier for schools to accept donations.
- Wrote collection letters for Business Office, HR Department, and Office of Family & Community Engagement.
- Created new contract template for Articulation Agreements with colleges/universities that offer dual enrollment or CTE programs for Paterson students.
- Updated forms and procedures for tracking loaned District equipment, use of facilities by outside groups, and provision of services at Full Service Community Schools.
- Spearheaded initiative to improve parking near schools for teachers.
- Provided legal guidance to administrators on topics including special education, contracts, employee accommodations, IRS payroll requirements, student privacy and First Amendment rights.

Information Technology

- Refurbished 6,000 devices, laptops and tablets, as part of the efforts to close the digital divide.
- Prepared and distributed thousands of Chromebooks and other devices to students and families in time for the start of the new school year.
- Worked with Google to enhance teachers' control over Google classrooms.

Certification

- P-TECH - Recruitment successfully helped the principal of P-TECH and supervisor of science restructure the P-TECH program and have all new hires start for the first day of school.
- Successful Submission of SMID Upload. SMID was uploaded 100 percent error free.

- Audited for any staff who lives out of state and ensured that they were hired before the NJ First Act or made sure they provided proof of N.J. address within one year of being hired.
- Started writing “board approval dates” on each PTF to ensure that no one is hired prior to being board-approved, and to help the Payroll Department know when someone was board-approved.

Mathematics Department

- Summer Institute - Math teachers throughout the District were provided the opportunity to engage in professional learning aimed at enhancing their professional practice. Some of the topics addressed were: math centers, fraction strategies, and effective planning.
- Summer Bridge - The Math Summer Bridge Program was offered to all incoming ninth grade students and designed to enhance their mathematical proficiency and confidence as mathematical thinkers.
- ALEKS Expansion and Training - The ALEKS Program was expanded to include middle school math students as well as students enrolled in Algebra I, Geometry and Algebra II courses. This expanded the implementation from 5,500 students to 11,000 students districtwide. All teachers using ALEKS were provided with professional learning on the program and best practices.

MIS Department

- Implementation of Campus Backpack.
- Submitted NJ SMART state submission, course rosters, graduation files, end-of-year submission, registration submission and performance reports.
- Submitted NJDOE ASSA, state facilities enrollment count, charter school enrollment, school register summary and county district schools submission.
- Infinite Campus training sessions - Gradebook, CEP.
- Translating kindergarten through second grade standards-based report card into Spanish and Arabic.

Network Services

Voice Network

- Upgraded voice platform to a new robust Primary Rate Interface (PRI) telephone system.
- Original copper PRI wiring was upgraded to Fiber PRI installation and configuration by DNS in coordination with Network Operations technicians.
- Implemented a new voicemail System (Office Link System) to support over 5,000 phone stations.

Data Network

- Installed over 1,000 wireless AP’s (access points) in 32 schools.
- CTCI completed ethernet cable runs and AP installations. The AP’s configuration and monitoring were completed by Paterson’s Network Operations team.
- Management of Ethernet cables was performed at all MDFs/ IDF’s; Replacement of all old low-grade data patch cables in all Main Distribution Frame and Intermediate Distribution Frame districtwide.
- Upgraded all District IDF’s from one Gigabit to 10 Gigabit fiber network bandwidth.
- Installation of three wireless controllers to support 1 to 1 student devices.
- E-rate Switch Upgrade:

| Projects | ERATE Funded | District Funded | Total Cost |
|----------------------|----------------|-----------------|--------------|
| Phase 1: 1 2018/2019 | \$1,919,000.80 | \$338,647.12 | 2,257,647.92 |

- Over 600 Cisco switches installed districtwide to support internal 10 gigabit network infrastructure. The overall project was completed by Core-BTS, while the configuration and

installations were coordinated by the Network Operations team.

- Datacenter switches upgraded from Cisco 7000 version switches to Cisco 9000.
- Chromebooks / Laptops availability:
 - The department refurbished and distributed over 1,200 Chromebooks and laptops to support the 1 to 1 initiative, which included the following schools:
 - o Norman S. Weir
 - o Edward W. Kilpatrick
 - o Public School No. 3
 - o Public School No. 7
 - o Public School No. 8
 - o Public School No. 19

Special Education

- The IEP compliance is at 88 percent.
- The department is onboarding additional child study team members to address the volume of enrollment for preschool students with disabilities.
- All corrective actions for the department, not including compensatory services, have been closed out.
- STARS Academy high school students continue to partner with local business for onsite work training during the school day.
- 29 staff members were certified in Mental Health First Aid in Youth to turnkey training throughout the District.
- The department is working to develop a partnership with William Paterson University for transition certificate program for students with disabilities from ages 18 to 21.

McKinney-Vento

- The McKinney-Vento Department has managed, tracked and provided services to over 400 students.
 - 315 in-district students.
 - 61 out-of-state/out-of-county students.
 - 33 out-of-district students.
- The department assisted and collaborated with the Purchasing and Special Funding Department in securing \$40,000 for the purchase of uniform vouchers for homeless students. A total of 280 uniform vouchers (\$150 each) were issued to enable displaced/homeless students to purchase the District-required school uniforms and gym apparel.
- The department entered partnerships with two vendors, Kits for Kidz and Serve Inc., to allow the District to procure 1100 hygiene kits, 416 bookbags (with supplies), and personal hygiene kits to aid and support displaced students.
- The department recouped \$423,822 in Homeless Tuition Reimbursement for the 2018-2019 academic school year from the NJDOE for out-of-state and out-of-county homeless students who are enrolled in Paterson Public Schools.

Student Attendance Department

- Created Compulsory School Attendance & Student Accounting Department Resource Manuals.
- Created a data-tracking system to measure and analyze the Chronic Absenteeism Specialists' progression by month and marking period.
- Collaborated with McKinney-Vento Department to support the needs of displaced students.

Transportation Department

- Training more staff on the routing system.
- Reinforcing the laws by inspecting the buses.
- Achieved a decrease in violations for drivers not having commercial driver's licenses.

Schools

Edward W. Kilpatrick

Grants and community recognitions:

- Sharron Miller Academy for the Performing Arts (dance classes grant).
- Winter 4 Kids: Students were provided the opportunity to engage in winter skiing.

Eastside Educational Campus

Operations

- Restorative Justice practices are being implemented throughout the campus.
- Eastside Educational Campus "Peace Room" was opened.
- Athletic Tutorial Program is being utilized by athletes.
- Developed and implemented a "Full-Service Student Intervention Program."

Advanced Placement (AP) Exams

- The Eastside Campus had a total of 19 out of 26 students pass the AP Spanish Exam.
- Two students had a perfect score of 5.

School Of Culinary Arts, Tourism And Hospitality

- School sent the most students (four) to attend the STEPS (Students Taking Early Pathway to Success) Program. (A total of 10 students participated.)
- Expanded AP course offerings to include World History, U.S. History I & II, Calculus, Biology, Language & Composition, ESL and Writing.
- Established ServSafe Certification (Food Handlers' Certification) program.

School Of Government And Public Administration

- Established an auto-apprenticeship program.

School Of Information Technology

- Developed a partnership with Cisco.
- Placed three students in summer internships at Cisco.
- Through the use of ALEKS, the school showed a growth of 14.5 percent in mathematics.

Garrett Morgan Academy

- Two teachers were hired last year who had engineering degrees.
- One of those engineering teachers completed the "Project Lead The Way" certification to teach all three levels of the engineering program.
- Maintained one of the lowest chronic absenteeism rates, and one of the highest attendance rates, graduation rates, and parent portal usage rates of the District's high schools.
- Maintained an extremely low number of student suspensions.

International Baccalaureate Program At International High School

- Seven Class of 2020 graduates of the International Baccalaureate (IB) Program at

International High School (IHS) have met the rigorous requirements to earn the distinctive IB Diploma.

- 31 Class of 2020 graduates qualified for college credit in IB Language and Literature.
- 18 Class of 2020 graduates qualified for college credit in IB Mandarin.
- Two Class of 2020 graduates qualified for college credit in Environmental Systems and Societies.
- 13 Class of 2020 graduates qualified for college credit in IB World History of Africa and the Middle East.
- Nine Class of 2020 graduates qualified for college credit in IB World Religions.
- 11 Class of 2020 graduates qualified for college credit in IB Physics.
- 12 Class of 2020 graduates qualified for college credit in IB Mathematics.
- One Class of 2020 graduate qualified for college credit in IB Art.
- Cindy Munoz, valedictorian of the Class of 2020, was accepted early decision to the University of Pennsylvania.
- Two IB seniors were Quest Bridge finalists for College Matches.
- The IB Equitum Robotics Team increased female enrollment. There were 21 female and 10 male students on the team.
- The IB Equitum Robotics Team received a grant for a third year in a row from the Picatinny Arsenal U.S. Army STEM Office.
- The IB Equitum Robotics team secured a Comcast NBC grant.

John F. Kennedy Educational Complex

School Of Business, Technology, Marketing And Finance

- School's DECA chapter had four groups win in the DECA Regional Championship on December 15, 2019.
- School's DECA chapter won DECA State Championship on March 3, 2020 with three groups qualifying to compete in the national competition.
- Rutgers Logistics Showcases Third Place - On Thursday, January 16, 2020, Business Education Teacher Nicole Capouet's Logistics I and II students attended the Rutgers Logistics Showcase in Piscataway. Jaynelle Capacha, Desierio Tavares and Jeremy Vidal diligently worked on a project for the advanced competition. While competing against teams from other schools from around New Jersey, the students won third in the advance competition.
- AP Seminar students competed in the Rutgers Science Symposium on March 2, 2020.

School Of Education And Training

- Ten students were recipients for the Historic Calvary Baptist Church 50th Annual Dr. Martin Luther King, Jr. Academic Achievement and Community Leadership Service Award on Saturday, January 18, 2020. The students were Jestina Brown, Terena Bygrave, Shantel Whatley, lolannalee Franklin, Tanishka Daley, Roanna Wilmot, Mikayla Dixon, Jahnya Babb, Markita Davis, and Kevin Francis.
- Eleven Class of 2020 graduates attained the New Jersey Seal of Biliteracy. The students were Sammy Carvajal, Crisbel Castillo Ramos, Denisse Cespedes, Kimberlyn Cruz, Ileana De La Cruz, Andria Felipe, Rosward Hernandez, Josselina Holguin, Kency Olivia, Ruthsheily Padilla Sanchez, and Maha Salem.
- One student, RoAnna Wilmot, was accepted into the STEPS (Students Taking an Early Pathway to Success) Program for the 2020-2021 school year.
- Zi'yion Simpson was recognized by the Passaic County School Boards Association with the organization's inaugural Unsung Hero program, which honors high school seniors who

inspired their fellow students as well as the staff in their schools.

- Shantel Whatley represented the school in the video shown at the Paterson Education Fund's Jazz Brunch Honors.

School Of Science, Technology, Engineering And Mathematics

- The project team of Dr. Dante Petretti and Engineering Teacher Brian Grilk created an Engineering Makerspace with new collaborative workspaces, tools and equipment.
- Began refurbishing the STEM greenhouse with funds from a grant from Sustainable Jersey for Schools and PSE&G. STEM's grant writing team wrote the grant. The team consisted of Dr. Dante Petretti, Marianne McCoshen, Kathleen Sayad, and Danielle Hoffman.
- The STEM Robotics team completed their second year in the First Robotics competition. They placed 12th out of 229 teams in New Jersey and they won the prestigious Science and Technology Award for their engineering process in development of this year's robot. STEM's Robotics advisors are Brian Grilk, engineering teacher, and Andrew Santiago, math teacher.
- Students in STEM's Animal Welfare Club participated in the free pet spay/neuter and vaccination program at the John DeCando Dog Park in Paterson on Saturday, October 19th. The event was organized by St. Hubert's Animal Welfare Center in Madison, N.J. The club also built shelters for stray and feral cats to protect them from the elements and placed a number of them around the city. Club advisers were Mindy Prosperi and Danielle Hoffman.
- STEM students participated in a trip with the N.J. Sea Consortium to Sandy Hook to study biodiversity in oceans on October 29th, 2019. Marianne McCoshen, Christine Gish and Carl Cascone chaperoned the trip.
- STEM increased its presence on social media with a Facebook page and Twitter handle. Updates on projects are posted regularly.
- STEM student Emdadul Haque won the President's Volunteer Service Award and the Prudential Spirit of Community Award.
- STEM student Gianfranco Romani won the Martin Luther King Youth Recognition Award.
- Sixteen STEM students attended the Rutgers University Young Engineers Day on February 20th, 2020. Teachers Brian Grilk and Eric Glatz chaperoned the trip.
- STEM received a \$1,000 grant to provide Holocaust education for students.
- STEM Salutatorian Tyrique Arthur earned over \$655,000 in scholarships from various colleges and universities.

New Roberto Clemente School

- Peer Group Connection (PGC) Middle School implemented to assist with peer mediation.
- Attendance mentors for chronic and at-risk students have been assigned and meet regularly.
- Chronic Absenteeism went from 116 students in September to 83 students in December.

Norman S. Weir School

- Featured on News 12 New Jersey for the "Red Carpet Welcome" for students.
- Received the NJPAC/Disney Musicals in Schools grant.
- First place winner the Paterson Poetry Festival.
- Students earned NJSLA high/perfect scores.

PANTHER Academy

- Members of the Class of 2020 earned acceptances in the following colleges and universities: Penn State University, Rutgers University, New Jersey Institute of Technology, Seton Hall

University, Adelphi University, PRATT Institute, Montclair State University, Morgan State University, Quinnipiac University, University of Hartford, Kean University, Stockton University, Saint Peter's University, Ramapo College, Cheyney University, Virginia Union University, William Paterson University, Miles University, Livingstone College, Fairleigh Dickinson University, and Berkeley College.

- Members of the Class of 2020 declared majors in biochemistry, neuroscience, computer science, engineering, software development, architecture, criminal justice, psychology, sports management, digital marketing, information technology, and interior design.
- Nada Aly, valedictorian for the Academy of Earth & Space Science, successfully completed her first year in college through the STEPS program at Passaic County Community College. Nada is a Questbridge Scholar and is on her way to attending Haverford College to pursue a degree in biochemistry and neuroscience.
- This was the first year for the P-TECH (Pathway in Technology Early College High School) at PANTHER Academy program. A total of 51 students were selected to be part of the program's inaugural class. As part of the six-year program, students will move on to Passaic County Community College after completing high school courses and work with mentors provided by IBM. Cohort II has been finalized with 60 students for the 2020-2021 school year and a wait list of more than 90 students.

Roberto Clemente School

- The school raised \$2,500 for the Leukemia & Lymphoma Society and was awarded the 2019-2020 Gold Champions Banner.
- The school received the following donations in 2019-2020:
 - \$3000 bus grant from the Winter 4 Kids Organization.
 - \$2500 ski instruction grant from the Winter 4 Kids Organization.
 - \$500 from Rutgers University for a bus to take fifth-graders to the State House in Trenton.
 - \$500 from the Taub Foundation for a bus to take parents and students to the Liberty Science Center.
 - 30 coats from Ramapo High School.
 - 10 coats from the Paterson Police Department.
 - \$100 from the Kellogg's Foundation Adopt a Classroom for school supplies.

Public School No. 1

- Winter 4 Kids grant for winter sports (skiing, snowboarding, cross country).
- Teaching through opera with partnership with Metropolitan Opera Guild in New York City and grades three, four and five.
- Dance partnership with Sharron Miller Academy for the Performing Arts for grades kindergarten to three.
- Cooking in Schools grant for parent workshops and grades two to five.
- Istation pilot program for ELA/Math in grades kindergarten to five.
- Third place winner in the District's STEM Fair.
- Installation of Makerspace Lab for STEM learning.
- Partnership with "I Can Problem Solve" program to promote social-emotional learning.
- Partnership with Rosa L. Parks School of Fine and Performing Arts in dance and drama in grades four and five.
- School garden grant.

Public School No. 5

- When comparing the percentage of students in Public School No. 5 who met or exceeded expectations on the NJSLA ELA and math to the percentage of students in the overall District

who met or exceeded expectation on the NJSLA ELA and math, Public School No. 5 had a higher percentage than the District in all testing grades (grades 3, 4 and 5). In the area of grade 4 math, the percentage of students who met or exceeded expectations was 47.8 percent. In the State, it was 51 percent. This is only a 3.2 percent difference.

- Public School No. 5 follows PBSIS (Positive Behavior Support in Schools) practices. The school's suspension rates show the effective implementation of these practices. There were five student suspensions from September through December 2019.
- Public School No. 5 continues to partner with the Paterson Adult Education Department to host both day and evening adult ESL classes.
- The Full Service Community Schools program hosted the second annual "Dads Take Your Children to School Day." The event had 149 male parental figures and 160 children come for breakfast.
- The Full Service Community Schools program hosted several activities during the week of October 7, 2019 as part of the annual "Stomp Out Bullying" week of respect. The event culminated with the traditional "Scare Away The Bullies" scarecrow contest.
- The Full Service Community Schools program hosted 16 homeroom pizza parties that honored 185 students as part of the school's attendance improvement initiative.

Public School No. 6

- The school's Drum Corps led the All City Band at the Thanksgiving football game.
- National Junior Honors Society inducted new members.

Public School No. 8

- A team of students was one of the 100 state winners in Samsung's "Solve for Tomorrow" contest, which challenges sixth to eighth grade students to show how STEM can be applied to help improve local communities. Teacher Martha Cruz was one of the faculty advisors of the team.
- Public School No. 8 was one of the District's three schools to be recognized by the New Jersey Department of Education as part of the District's Model Bilingual Magnet Program 2020-2022 honor.
- Public School No. 8 became a 1:1 school providing a computer device for every one of its students, including in the magnet program. All students have equitable access to technology.
- Social emotional learning has been embraced by the Public School No. 8 staff. Teachers have been part of a book study by discussing and delving deeper into the chapters of *All Learning is Social and Emotional* by Frey, Fisher and Smith during professional learning communities.
- Public School No. 8 hosted soccer, basketball and volley tournaments for all students.

Public School No. 9

- Two students were accepted to NJ SEEDS and awarded \$300,000 in scholarships for high school.
- National Junior Honor Society raised over \$3,000 for charity.
- Twenty-five students were inducted into the National Junior Honor Society.

Public School No. 13

- Hosted MLK Community Service Day with Jersey Cares drawing 200 volunteers.
- Held weekly yoga classes with Inner Faith Performing Arts.
- Hosted a blood cancer drive with Pennies For Patients.
- Hosted a sock drive for Eva's Kitchen.
- Hosted a Foot Locker trip with former New York Giant Victor Cruz and Assemblyman Benjie Wimberley.
- Achieved 1:1 Chromebooks in grades three to eight.

Public School No. 15

- Achieved a 30 percent increase of parent participation in using the Infinite Campus parent portal.
- Established an extended-day program for English language learners.
- Started professional learning communities among teachers.

Public School No. 16

- Public School No. 16 was one of the District's three schools to be recognized by the New Jersey Department of Education as part of the District's Model Bilingual Magnet Program 2020-2022 honor.
- National Junior Honor Society chapter was established.
- Teacher-Student Mentoring Program was established to improve attendance and behaviors.
- Monthly attendance rewards were given to students with good and improved attendance.
- Morning mindfulness and social emotional learning practices were established.
- Morning math intervention and tutoring programs were established.
- "My Game Plan" student academic self-monitoring, goals and strategies booklet published.

Public School No. 18

- Sixteen fifth-graders were acknowledged for writing "Spooky Sagas" with the Young Writers USA organization and had their stories published. They were also featured in a News 12 New Jersey story.
- Fifth grade teacher Tanya White was selected to teach on NJTV Learning Live and taught a lesson on close reading strategies.

Public School No. 21

- Public School No. 21 has remained out of status for the past three years after being designated a Turnaround School in 2016 based on Spring 2019 NJSLA results and chronic absentee and attendance goals.
- Public School No. 21 was selected to receive a Professor in Residence (PIR) with the help of William Paterson University and the Dodge Foundation. The PIR worked with the art teacher of STEAM and schoolwide diversity projects in November 2019.
- Public School No. 21 was one of the District's three schools to be recognized by the New Jersey Department of Education as part of the District's Model Bilingual Magnet Program 2020-2022 honor.
- A Public School No. 21 student was accepted to NJ SEEDS program.

Public School No. 24

- Public School No. 24 National Junior Honor Society (NJHS) partnership established with Oasis - A Haven for Women and Children.
- Public School No. 24 NJHS partnership was established with St. Joseph's Medical Center.
- Violin/String Program residency was established for the fine and performing arts students.
- Partnership with children's book author Jason Kraus (Belly Rubbins for Bubbins) to teach students how to be kind to animals.
- Community yoga outreach program established to help relieve stress.

Public School No. 27

- The school closed temporary classroom units and moved four kindergarten classrooms into the school building.
- The school continued with Science Explores program, which provides students in grades K to 4 with monthly hands-on interactive learning experiences.

- The school established a mentoring program with Big Brothers and Sisters program for students in grades four and five.

Urban Leadership Academy

- Third grader won first place in fire safety poster contest.
- School participated in the Winter 4 Kids skiing experience.
- School named as a Wellness School.
- School completed its fourth year of implementing the Safety Patrol Program.
- School supported young boys with mentoring through the Omega District Chapter.
- Students accepted to the National Leadership Forum.

Young Men's Leadership Academy

- News coverage of school's comeback from being a turnaround school.
- News coverage of four students, principal and graduation keynote speaker Isaac Newton Farris, Jr. (nephew of MLK) as a part of a story about Juneteenth.
- Recruited over 25 new students during the pandemic via Google Meet/Zoom interviews of parents and students.
- Twenty-three YMLA students were exposed to the sport of skiing as a part of the Winter 4 Kids program in three field trips to the facility in Vernon, N.J.
- 96 percent of students met with the school's reading specialist and increased one or more reading level in 2019-2020.
 - 33 percent increased five or more reading levels.
 - 43 percent increased three to four reading levels.
 - 20 percent increased one to two reading levels.
- School hosted 26 guest speakers from various fields who spoke to the students regarding their current career and academic preparation required for their chosen field.

2019-2020 Grant Funding

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|--|--------------|
| • US CARES Act----- | \$11,476,874 |
| • US CARES Act Digital Divide Allocation ----- | \$1,041,303 |
| • Full Service Community Schools ----- | \$999,616 |
| • NJ Youth Corps/NJDOL - High School Equivalency Diploma & Work Experience----- | \$548,880 |
| • 21st Century Community Learning Centers ----- | \$535,000 |
| • NJ Youth Corps/PCWDC - High School Equivalency Diploma & Work Experience----- | \$320,000 |
| • USDA/NJDA Fresh Fruit & Vegetable ----- | \$352,825 |
| • STOP School Violence Category 7 ----- | \$250,000 |
| • Workforce Learning Link/PCWDC - Workforce Basic Skills----- | \$162,371 |
| • Work First New Jersey/PCWDC ----- | \$150,000 |
| • P-TECH (NJ Department of Education)----- | \$100,000 |
| • NJ Child Nutrition Program ----- | \$20,000 |
| • NJCAP ----- | \$6,802 |
| • Take The Vape Away----- | \$6,000 |
| • Salad Bars To School ----- | \$3,147 |

Total \$15,972,818

