

# BRIGHTER FUTURES

*Transforming Paterson Public Schools*

## ANNUAL REPORT

July 2014 - June 2015



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## PATERSON PUBLIC SCHOOLS

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# Introduction

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

## The Paterson Public School District

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

With the Community Eligibility Provision (CEP) in place, all Paterson students receive free breakfast and lunch. Approximately thirteen percent or 3,200 students receive special education services and 3,500 students are English Language Learners (ELL) who receive bilingual/ESL services.

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

Since 2009, The Paterson Public School District has been engaged in a major effort to improve student achievement at both the elementary and secondary levels. During the 2009-2010 school year, the district developed an ambitious five-year Strategic Plan for transforming itself into a high

performing urban school system. The Plan, known as Bright Futures, was driven by an urgent need to improve student academic outcomes, school and district culture, family and community involvement, and operational functions.

## Paterson Public Schools Demographic Profile

		Number in District	Percent of District Population
	Total Student Enrollment*	25,247	
Ethnicity	Black	5,992	23.7%
	Hispanic	16,799	66.5%
	White	1,158	4.6%
	Asian	1,238	4.9%
	American Indian/Alaskan Native	23	.1%
	Hawaiian Native/Pacific Islander	21	.1%
Gender	Female	12,351	48.9%
	Male	12,896	51.1%
Economic Status	Community Eligibility Provision (CEP)	25,247	100%
Special Populations or Programs	Limited English Proficient (no pre-K students)	3,524	14.0%
	Special Education	3,236	13.3%
	In-District Preschool	611	N/A
	Out-Of-District Preschool	2925	N/A
Staff	Total Instructional and Non-Instructional Staff	5247	N/A
	Instructional (includes administrators)	2650	50.5%
	Non-Instructional (includes substitutes)	2597	49.5%

\* Does not include pre-K



# Executive Summary

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

- Significant, and in some cases, record-breaking improvements in performance on state and districts assessments;
- Historic increases in high school graduation rates;
- Significant improvements in meeting QSAC standards and successfully earning the return of local control in one District Performance Review Area (which is Operations); and
- The best audits ever of the district's finances since State Control was imposed in 1991.

Now, guided by our *Brighter Futures* strategic plan for 2014-2019, the school district has been engaged in a number of initiatives and activities. These include, but are not limited to:

- Reviewing and restructuring divisions and departments responsible for human resources and related functions including accountability (data management, staff evaluation, etc.), and technology;
- Making adjustments to and sharpening our focus on implementing recommendations for improving the delivery of educational and related services to students with disabilities;
- Developing a comprehensive five-year facilities plan that was driven by an inclusive process that involved the entire community;
- Implementing the first district-wide administration of PARCC testing to all students in grades three through eleven;
- Creating a balanced budget for 2015-16, as an outcome of planning to avoid a fiscal cliff; and
- Implementing performance-based compensation systems for staff.

# Brighter Futures: The Strategic Plan for Paterson Public Schools 2014-2019

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

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

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

Goal 1: Increase achievement levels - expected growth - by 20 percentage points for grades 3-11 by 2019

Goal 2: Increase graduation rate of students

Goal 3: Increase college preparedness

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

Goal 5: Technology and 21st century learning

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

Goal 1: The Paterson Effective Schools Model (PESM)

Goal 2: Reconfigure schools to increase student engagement

Goal 3: Revise Student Assignment/School Choice Plan

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

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

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

Goal 2: Create more Full Service Community Schools

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

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



**Priority IV: Efficient and Responsive Operations** – The district’s administrative offices must be well organized, procedures are well-known, and interactions are built on the principles of exemplary customer service. Improved communications (both internal and external) as well as ongoing training of our staff are essential components of an effective and responsive organization.

Goal 1: Improve Internal and External Communication

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

Goal 3: Increase Accountability for Performance

Goal 4: Increase administrative and staff capacity



# District Transformation Initiatives: 2014-2015

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

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

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

## **District Transformation Initiatives 2014-2015**

Comprehensive Assessment System	Common Core	Healthy School Culture	Capacity Building	Teacher/Principal Evaluation	High Impact Interventions	Efficient & Responsive Operations
Star Math & ELA	<b>Instructional Model</b>	Effective Schools	Univ. of Pittsburgh IFL	<b>AchieveNJ</b>	Breakfast After the Bell	Cliff Planning
PARCC	DOE Model Curriculum	NJPBSIS	Pre K-3 Literacy Initiative	Leadership Institute	RAC	Five-Year Facilities Plan
Unit Assessments	<b>CTE Initiative</b>	Elementary School Choice	<b>Urban Schools Human Capital Academy</b>		End Social Promotion	Strategic Planning
		<b>Family &amp; Community Engagement Reformation</b>	<b>Strategic Data Project</b>		Attendance Initiative	<b>Technology Initiative</b>
			Special Education Restructuring		Graduation Enhancement	<b>Transportation Restructuring</b>
			<b>Guidance Restructuring</b>			<b>Facilities Restructuring</b>
			ELL Restructuring			

## A Comprehensive and Robust Interim Assessment System

Consistent with state requirements, the district annually administers state assessments to grades 3-11. These assessments have changed with the implementation of PARCC in early 2015. Fourth and eighth grade students will continue to participate in New Jersey Assessment of Skills and Knowledge (NJASK) for science until a new assessment is in place.

Among the strategies for improving student achievement in the district is frequent and regular use of interim assessments. This is accomplished through formative assessments that are administered to monitor student academic growth and to inform teaching. Classroom teachers use the results to determine if students have accomplished mastery of content to desired expectations and targets. Formative assessments used in the district include Renaissance Learning's STAR Math and Reading, the Preliminary Scholastic Aptitude Test (PSAT), and the Model Curriculum Unit Assessments.

### *Renaissance Learning Star Mathematics and English Language Arts Assessments*

Renaissance Learning's assessment tools are short-cycle interim assessments that provide formative assessment and periodic progress-monitoring to enhance delivery of the core curriculum and support differentiated and personalized instruction in reading, writing and mathematics. All students take the fifteen minute computerized tests once each nine-week grading period.

STAR assessments are aligned to the Common Core State Standards (CCSS) and state-specific standards so teachers can assess mastery. They are also linked and aligned to standards and tests for 50 states and the District of Columbia to help identify students at risk of not meeting.

Test results that are available to teachers immediately upon completion by students provide actionable information that helps drive curriculum and instruction decisions quickly and intuitively. Key features include:

- **Reports** that provide information on screening, progress-monitoring, instructional planning, state standards, CCSS standards, and state performance;
- **Skills-based testing** to assist teachers with instructional planning;
- **Benchmarks** to show if a student is on track to reach proficiency or in need of intervention; and
- **Tools** such as learning progressions for math and reading and Student Growth Percentile measurements.

For this school year, we have continued utilizing STAR Assessments for student growth objectives which are part of TeachNJ and AchieveNJ regulations.

## **PARCC**

This school year was the first full administration of the Partnership for Assessment of Readiness for College and Careers (PARCC). PARCC – computerized assessments which replaced former paper-based state assessments (i.e. NJASK and HSPA) – are designed to measure whether students are on track for college or careers. To this end, PARCC assessments ask students to demonstrate critical-thinking and problem-solving skills in an in-depth manner. Students are asked to answer various types of questions, show their work, and explain their reasoning.

The Paterson Public School District aggressively sought grant opportunities to support the roll-out of this new computerized assessment. The district applied and successfully secured the State’s “Bridging the Device Gap Grant Program” – which helps districts effectively implement the PARCC online assessments at the school level by reducing and/or eliminating identified student device gaps through the purchase, configuration, deployment and usage of student devices in time for the PARCC online assessments, along with the accompaniment of instruction throughout the school year.



With the support of this \$250,000 grant, the district worked diligently to ensure that all 54 district schools were, and will continue to be, prepared for the PARCC assessment process. The district, through cooperative efforts with instructional leaders and the Technology department, were able to secure bids, purchase, and distribute the digital devices ordered through the allotted timeframe of the Bridging the Device Gap Grant. This provided opportunities for students to become well-versed in the use of the devices purchased to support the PARCC assessment process. Instructional leaders were also tasked to ensure the security of the digital devices, to identify device managers, and support continuous use during standard instructional times.

Through a collaborative effort of district departments, school leaders, test coordinators, and teaching staff, Paterson Public Schools successfully implemented the new PARCC assessments to over 16,000 students.

## Common Core State Standards

The Common Core State Standards initiative is a state-led effort coordinated by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO). In June 2010, the New Jersey State Board of Education (NJBOE) and the New Jersey Department of Education (NJDOE) adopted the Common Core State Standards (CCSS). The standards were developed in collaboration with teachers, school administrators, and experts, to provide a clear and consistent framework to prepare our children for college and the workforce.

The standards are informed by the highest, most effective models from states across the country and from countries around the world, and provide teachers and parents with a common understanding of what students are expected to learn. Consistent standards will provide appropriate benchmarks for all students across the nation.

These standards define the knowledge and skills students should have within their K-12 education careers so that they will graduate high school able to succeed in entry-level, credit-bearing academic college courses, and in workforce training programs. The standards:

- Are aligned with college and work expectations;
- Are clear, understandable and consistent;
- Include rigorous content and application of knowledge through high-order skills;
- Build upon strengths and lessons of current state standards;
- Are informed by other top performing countries, so that all students are prepared to succeed in our global economy and society; and
- Are evidence-based.

### *Instructional Model*

In a continued effort to create greater consistency in the delivery of curriculum and effective instruction across the district, the Division of Academic Services instituted the research-based Paterson



Instructional Model for the core subject areas and intervention. The Workshop Model is utilized for language Arts and social studies; the Conceptual Based Model is utilized for mathematics; and the Inquiry Based Model was chosen for science. The selected instructional models are closely aligned with the work of the Institute for Learning (IFL) and are designed to assist teachers in lesson planning and instructional delivery. These models also promote critical thinking and more active and collaborative learning. Principals, supervisors, teachers and staff were all professionally developed on the different components of the Instructional Model.

### ***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.

In 2014-2015, Paterson Public School District was awarded \$180,160.00 has seven (7) high schools that participated in the Carl D. Perkins Grant:

- Academy of Health Science (HARP);
- School Culinary Arts, Hospitality and Tourism at Eastside;
- School of Information Technology at Eastside;
- Academy of Business, Technology, Marketing & Finance at JFK;
- School of Education & Training at JFK;
- Academy of Architecture & Construction Trades at JFK; and
- Garrett Morgan Academy for Transportation & Engineering.

The purpose of this grant is to more fully develop the academic, career and technical skills of secondary students and postsecondary students who elect to enroll in CTE. Per the grant's guidelines, this goal is accomplished by assisting students in meeting high standards, integrating academic and career and technical instruction, linking secondary and postsecondary education, collecting and disseminating research and information on best practices, providing technical assistance and professional development, supporting partnerships among diverse stakeholders, and providing individuals with the knowledge and skills to keep the U.S. competitive.

The district is focused on adding more theme-related courses across all of its high schools, including some form of licensure or certification for students to earn at the end of their respective program. For instance, the School of Information Technology has recently partnered with the Cisco Networking

Academy, a global education program that helps students prepare for ICT careers. This partnership requires that the instructional staff be familiar with the 21st Century Technology Standards and its implementation. The Cisco Networking Academy launched in 1997, provides the necessary curriculum and support to schools that are a part of the network. Students who complete the required coursework will receive certification from the Cisco program.

## Healthy School Culture

### *Effective Schools Model*

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

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



Research has clearly demonstrated that a school that rates high on the first nine effectiveness dimensions is highly effective in meeting the needs of all its students. To this end, each school will use

a locally developed assessment instrument to internally assess its performance on all ten dimensions of the model. This instrument will assess the attitudes and impressions of school faculty (teaching and non-teaching staff), parents and students. The results of the assessments will be used in the development of individual school improvement plans and will inform performance appraisals of principals.

Several guiding assumptions provide the foundation for this model:

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

The Ten Dimensions of School Effectiveness are:

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



instructional program;

9. School Culture: The school's culture, climate, or both are responsive to and support the needs of the students, parents and community; and
10. Ethics in Learning: The school community is innovative in modeling and building a school culture that is characterized by integrity, fairness and ethical practices.

Successful implementation of this model requires that all dimensions are fully implemented.

Successful implementation requires that all stakeholders, including unions, community partners, parents, and colleges and universities work collaboratively.

### ***NJPBSIS (Positive Behavior Support in Schools (PBSIS))***

PBSIS is an integrated system of support that continues to be implemented in 24 of the district's schools. While some NJ districts may have a few schools that participate in PBSIS, Paterson is unique in that almost half of our schools, including high schools, have a PBSIS Program.

PBSIS promotes and encourages positive social behavior and climate school-wide, applies function-based problem solving to address the needs of students engaging in repeated behavior problems and engages staff in routine reflection and data-based decision making to guide intervention planning.

The district continues to work collaboratively with the NJDOE/Office of Special Education representatives and the Boggs Center at Rutgers University and members of the Regional Achievement Center (RAC) to support and monitor training, school wide activities and implementation.

The 24 schools have developed school-wide and classroom-wide rules and incentive programs to encourage positive school-appropriate behaviors. Each school has selected a core or universal team. Child Study Teams have received training on Function-based Problem Solving in which specific interventions are developed that focus on social skill instruction, goal-setting and mentoring to facilitate socially appropriate behavior among students at risk for developing chronic behavior problems.

Guidance Counselors were trained in the 2014-15 school year in this process, as intervention planning usually begins through the Intervention & Referral Service (I&RS).

As a result of PBSIS and its strategies, there has been a reduction in Office Conduct Referrals (OCR) in some PBSIS Schools. We look forward to PBSIS strategies continuing to support both staff and student towards a positive and healthy climate and culture.

### ***HIB Culture and Climate***

As expressed by the State's Bullying Commission: "bullying and peer harassment is a function of

school climate”. To that end the district has taken very aggressive strides in implementing the State’s Anti-Bullying Bill of Rights (ABR) legislation to: “Develop, foster and maintain a positive school climate by focusing on the on-going, systemic process and practices in the school and to address school climate issues such as Harassment, Intimidation and Bullying (HIB).” In the 2014-15 school year, the district has: trained every employee on the district’s HIB policy, established School Safety Teams (SST’s) at every school, and trained the SST’s on their role in promoting a positive school culture that is conducive to teaching and learning, based upon mutual respect and shared values. The district continues to utilize an online paperless reporting system to accurately track HIB (and Affirmative Action) investigations, ensuring compliance with State reporting timelines. Additionally, the reporting system has allowed SST’s to monitor HIB trends by month, time, location, grade and other distinguishing characteristics in order to address trends at the school level. The district has also begun to integrate culture and climate initiatives in the schools and at the district level much more closely; coordinating HIB, Affirmative Action, PBSIS and Attendance efforts in order to improve practices, allow for better utilization of resources, eliminate redundancy, and streamline reporting and compliance.

### ***Family & Community Engagement***

The mission of our Family and Community Engagement is to ensure that every parent has the tools necessary to give their children the best possible chance for success. Our drive is to fill in the gaps where



parents may not know many of the best practices needed for quality student achievement. In addition, it is our goal to assist in relieving any non-educational barriers to education that may exist in their family, community of learning and/or with respect to their personal capacity.

Within the major strategic components of our Family & Community Engagement departmental goals, there are four(4) core fundamentals objectives

that shape our approach to assisting families. These four objectives are, Direct Parent Support, Parent Education, Parent Involvement Development, and Community Engagement. By working each of these strategies in a seamless fashion we can strive to help remove the series of barriers that inhibit the success of a family.

Direct Parent Support involves assisting parents in traversing what can sometimes be a very complex system. At times parents may have issues with respect to understanding grades and grade-level expectations, arranging communication with school staff, or even where to go for assistance with non-educational barrier items. This year to better service our parents our district has moved to a paperless document management system based on the Versiforms auto-forms platform. The automation of this process will better enable our school-based and central office staff in servicing our parents through more efficient communication and cross-departmental collaboration.

Parent Education is the corner stone of any healthy school community of learning. Our department has instituted numerous parenting classes, in areas of Health & Nutrition, Parent Awareness, Personal Development and Academic Support. This year we have added programs directly aimed at teaching families about college readiness. Our College Ready Families' program covers areas, such as, study skills, student mentorship, admission expectations, college life exposure via family-college tours, parenting workshops and more.

Parent Involvement Development ensures that parents are developed as educational leaders within their families, possessing the competencies and best practices that will help their children achieve. Our department has placed great emphasis on creating strong Parent Teacher Organizations (PTO's), Action Teams and PTO Leadership development. This year each school has a Parent Organization and our Parent Organization Leaders meet monthly to share projects, learn together and network as leaders. Recognizing the need for exposure to new ideas, our PTO leadership group organized parents to attend the 2015 Latino Parent Conference. As a result, our group will be implementing these strategies to enhance their schools.

Community Engagement builds upon our overall department strategies by taking the message of parent support to the community. While engaging community stakeholders to collaborate with our district, our parents gain an additional support source around parenting best practices and the removal of non-educational barriers. As an example we have partnered with several community agencies to host events such as Medical Health Fairs, Heating Assistance programs, Housing and Health Insurance assistance. These programs combined have helped over 1,500 parents this year.

### ***Elementary School Choice***

Paterson Public Schools has experienced tremendous success with its high school choice initiative and the district sought to expand its choice initiative to the elementary school level. During the 2014-15 school year, planning was underway to open three new thematic magnet programs: a Dual

Language School, a Single-Gender Boys Academy and a Fine Arts & Performing Arts Academy. The decision to offer these three themes was driven by existing research, parental input, and observation of successful programs in other school districts.

### ***1) Dual Language***

Students attending the Dual Language program at Edward W. Kilpatrick Elementary School will receive all of their daily academic instruction in two distinctly different languages. The district's Bilingual and Early Childhood departments worked collaboratively to plan and implement this program for Pre-K (age 4) and Kindergarten classrooms to help promote bi-literacy and multi-cultural competency. This program will begin at this school with Spanish and English, but the language offerings and grade levels will continue to expand in future years. Students who are educated in a dual-language format are uniquely prepared to be successful in the new Global Economy.

### ***2) Paterson Leadership Academy for Young Men***

Research on single-gender schooling and its academic and social-emotional benefits, is yet another approach to achieve higher academic success. Paterson Public Schools conducted an analysis that revealed that a single-gender school for boys would indeed be beneficial to help close its current achievement gap. In September 2015, the Paterson Leadership Academy for Young Men will be located in a separate facility and its enrollment will begin with grades 3 – 5. The school will follow the district's curriculum; however, materials will be personalized for young men to support their learning. By offering a rigorous curriculum, combined with mentorship by adult males and a focus on the special needs of urban boys, the new Leadership Academy for Young Men seeks to cultivate future role models and leaders.

### ***3) Fine & Performing Arts Academy***

A School of Fine & Performing Arts represents a proud tradition in this school district; embracing and developing the natural talents of Paterson children while instilling in them an appreciation for the arts in general. The district will open this academy at School 24 and will begin its enrollment with grade 4 students. Working alongside the Wharton Music Center and the New Jersey Youth Symphony, students will receive training in the areas of Music Theory, Band, Hand Drumming, Guitar, Chorus and Musical Theater. The vision of the school will be to inspire students to realize their full potential through the arts and academics, while impacting the community in a positive way.



## Capacity Building

### *The University of Pittsburgh/Institute for Learning*

The University of Pittsburgh's Institute for Learning (IFL) is a non-profit organization dedicated to improving the education and achievement of all students, especially those traditionally underserved. Their research-based curriculum materials, assessment instruments, and professional development build instructional and leadership capacity of teachers and administrators, and provide students with high quality instruction and learning opportunities that align with the Core Curriculum Content Standards (CCCS), Common Core State Standards (CCSS) and emerging assessments. Their work is rooted in the research on teaching and learning that confirms that virtually all students, if they work hard at the right kinds of learning tasks, in the right kinds of environments, are capable of high achievement.

The IFL base their work on nine *Principles of Learning*, which was introduced to Paterson Public Schools in the 2011-12 school year. They are:

1. Organizing for Effort;
2. Clear Expectations;
3. Fair and Credible Evaluations;
4. Recognition of Accomplishment;
5. Academic Rigor in a Thinking Curriculum;
6. Accountable Talk;
7. Socializing Intelligence;
8. Self-management of Learning; and
9. Learning as an Apprenticeship.

In its fourth year working with Paterson Public Schools, the University of Pittsburgh's Institute for Learning (IFL) continued its effort to help the district fully implement the Common Core and to build capacity among district administrators, building administrators and classroom teachers. Outcomes of this work have included students citing textual evidence from complex text, and students providing solutions via class discussions and writing to cognitively demanding tasks.

This year, language arts school-based supervisors worked with the IFL fellows on determining text complexity and planning for lesson/unit design utilizing complex texts. Saturday sessions were offered to K-12 teachers to further the work on the instructional units utilized in the curriculum and to improve their instructional practices. In mathematics, the focus was on training all K-8 and Algebra I Math Teachers in the IFL work which supports the district's Conceptual Based Instructional Model. Sets of

related lessons developed by IFL were embedded into the curriculum guides to provide teachers with readily available high level tasks.

Additionally, schools throughout the district performed three Learning Walks with IFL Fellows and district level administrators (Guiding Coalition Members). Principals were provided with training and coaching by IFL on Engaging Professional Learning Communities (PLCs) using a specific Protocol, as well as providing instructional staff with high quality feedback after classroom visits.

### ***Pre-K – Grade 3 Literacy Initiative***

The Department of Early Childhood’s goal is to create model kindergarten classrooms that are developmentally appropriate, aligned to the NJDOE Kindergarten Implementation Guidelines and support the New Jersey Kindergarten Entry Assessment initiative. Through the creation of model kindergarten classrooms that support the Kindergarten Guidelines and state initiatives, the district will be able to provide children with rich learning environments that meet children where they are as individuals and as a group and allow children to reach challenging and achievable goals that support their on-going development (NAEYC).

The NJDOE in collaboration with the district developed Kindergarten Seminar training for kindergarten teachers. This training provided developmentally appropriate classroom practices for kindergarten that included; NJDOE Kindergarten Implementation Guidelines, classroom environment, curriculum/center based learning, positive behavior supports, and Race to the Top Early Learning Challenge initiatives (Kindergarten Entry Assessment and Pre-K – grade 3 continuum).

Follow-up support will include in-class support and trainings provided by the Department of Early Childhood Education.

The Department of Early Childhood’ will continue the dialogue between the teachers at both the preschool and kindergarten levels.

Master Teachers and PIRT are assigned to kindergarten classrooms in each public school building. The main purpose is to ensure ongoing communication regarding students and curriculum alignment. Kindergarten teachers will receive transition academic folders for each student who attended a State Mandated preschool program.

### ***Urban Schools Human Capital Academy***

The Urban Schools Human Capital Academy (USHCA) is a national nonprofit helping urban districts become great managers of teacher and principal talent. Established in 2011, USHCA offers a

sustainable method for addressing the unique human capital needs of urban school districts by building the capacity of district staff to better recruit, deploy, and retain highly effective teachers and principals.

As part of its work with the district, USHCA will design and develop a new senior leadership role to oversee and lead the district's human capital efforts to recruit, select, develop and retain the best and brightest educators for its students; provide support for a national search effort; and develop a process to screen and select a top candidate through performance-based exercises that align with key competencies for the position.

### ***Strategic Data Project***

Accurate and reliable data play a key role in informing and driving quality decision-making. To that end, Paterson Public Schools is participating in the Strategic Data Project (SDP) – a three year intensive professional development opportunity for specifically chosen employees of the district who have been identified as analytic leaders.

The SDP training program, which is housed at the Center of Education Policy Research at Harvard University, will support and develop agency fellows to have an immediate impact on policy and management decisions that can improve academic outcomes. The focus of this 3 year partnership is to enable the district: to use data more effectively to drive decision making; and to manage human capital in terms of placement and retention and address policies and strategies that would be necessary to assist the district in addressing the immediate needs for our students to be college and career ready.

By bringing together the right people, assembling the right data, and performing the right analysis, the SDP partnership can help district leaders make better decisions—ultimately improving student achievement.

### ***English Language Learners/Bilingual Program***

The efforts of this past year were focused on restructuring to better serve the needs of our bilingual/ English Language Learners (ELL) students. First, two bilingual magnet schools were created at Schools 8 and 21 for grades 6-8. These schools provide bilingual Spanish speaking students with native language instruction while simultaneously learning English as a second language. Second, the ELL curriculum is now embedded into the English Language Arts curriculum. This curriculum is intended to promote stronger collaboration among teachers as they serve the district's English language learner students.

Additionally, there were several training programs offered for various grades and needs:

- Bilingual/ELL teachers in grades K-3 received district curriculum training on a new phonics program, Imagine It for English speakers and Imagínalo for Spanish native language classrooms;
- Teachers were also trained in Wonderworks, a phonics program for grade 3 as well as Comprehension Club for grades K-2;
- Teachers in grades K-5 received district curriculum training on Writers workshop, a writing program that meets the needs of all learners; and
- High school teachers received multi-day trainings with IFL fellow Dr. Tabetta Bernstein-Danis on two new English Learner Literacy Units with expected implementation in 2015-2016 school year.

The district is making significant strides in this area. In fact, in the spring of 2015, the School of Government and Public Administration at Eastside had 50 high school students who took the National Spanish Examination, which assesses mastery of content and performance standards. Out of these 50 students – the only students to take this exam in the district – 37 attained national recognition for excellence and mastery. Awards are determined on scores that range from 75th-95th national percentiles. The School of Government and Public Administration earned a total of 7 Gold Medals, 10 Silver Medals, and 8 Bronze Medals along with 12 students earning Honorable Mention. These are very prestigious awards because these exams are the largest of their kind in the United States with over 157,000 students participating in 2015.

### ***Guidance Restructuring***

At the request of the Superintendent and the Paterson Board of Education, a complete review of the district’s Guidance Department was conducted to improve the district’s guidance program. This review included a 20 person Guidance Study committee – comprised of Board Members, Central Office Administrators, Principals and Guidance Counselors – who met during the 2014-15 school year under the leadership of former Commissioner of Education Dr. William Librera.

The work of this committee resulted in changes made to district policy and regulations. Additionally, job descriptions were revised, the district implemented a more consistent “counselor to student” ratio for all schools, the guidance curriculum was revised, and new Director of Guidance hired. The Committee also discussed the status of the Student Assistance Coordinators (SAC’s) including the ratio of students to coordinator.

Collaboration between counselors, teachers and building administrators has led to a more focused approach in the support of students academically, socially and emotionally; and in our efforts to prepare students for college and career.



## Teacher And Principal Evaluation Systems

### *AchieveNJ*

Paterson Public Schools District has set high expectations for ensuring all staff members succeed at high levels, thus resulting in positive outcomes for the students of Paterson. For the 2014-2015 school year, Paterson Public Schools continued to make significant strides in the implementation of its evaluation system. Through its successfully negotiated contractual agreement with the Paterson Education Association (PEA) in the summer of 2014, the district now offers a new single salary guide option for teachers, as well as a “pay for performance” provision to ensure its most outstanding educators are recognized for their hard work and contribution to the district.

The district continues to approach its teacher and principal evaluation systems as a means to support professional growth and to celebrate educational excellence. To that end, observations and walkthrough data are accessible and transparent to the individual who is observed, and feedback is provided in a timely manner. The observations and walkthrough tools are used to determine the district’s focus in the classroom and to promote greater accountability. Additionally, job-embedded professional development support is provided time throughout the day/week; and the district works to ensure continual open lines of communication via its District Education Advisory Committee (DEAC) which meets regularly throughout the year.



During the 2014-15 school year, the district achieved significant milestones in the implementation of its evaluation system under AchieveNJ:

In supporting the expectations for high quality instruction and progress toward professional growth, the district started the 2014-2015 school year with 320 Corrective Action Plans. Through collaboration, professional development, and using the legislative process, the 2015-2016 school started with 47 Correction Action Plans.

## ***Leadership Institute***

### ***Aspiring Leaders Project***

Aspiring Leaders is based on the Strategic Plan of the Paterson Public School District and its Effective Schools Model. It is the pipeline to administrative development of Turn Around School Leaders. Seton Hall coaches mentor Principals, vice principals, and supervisors on time management and communications, sharing best practices with staff, disciplinary learning, balanced literacy, principles of learning, and workshop model. They help principals expand rigor within the curriculum throughout all stakeholders accountable for viable instruction to our students. Coaches review and revise school improvement plans to ensure they emphasize on student achievement aligned to the school's mission and vision statement. They assist administrators in gaining an understanding of building and district budgets, using and tracking data, creating healthy school cultures, and family and community engagement. The coaches aim to achieve supportive efforts from stakeholders in implementing effective instruction strategies and building healthy cultures that will improve student achievement.

### ***Turnaround School Leaders Program***

Through a three year, \$1.5 million federal grant, Paterson Public Schools is strengthening its existing turnaround school leadership pipeline. The goal of this work is to increase student achievement by enhancing our current leadership pipeline (Aspiring Leaders Project with Seton Hall University) to develop future leaders for the district's School Improvement Grant (SIG) and SIG-eligible schools.

The turnaround project has three objectives:

- 1) To create web-enabled, computer simulations of "A Year in the Life of a Paterson School Leader" tailored for the district's unique challenges;
- 2) To recruit and prepare exemplary administrators and teacher leaders to excel as leaders in SIG/SIG-eligible schools in the district; and
- 3) To create a sustainable and effective model for turnaround school leadership preparation that can be used for additional schools and additional settings.

Dr. Dale Mann, professor emeritus, Columbia University and managing director, Interactive, Inc., is Paterson's technical partner in creating the interactive and immersive computer simulation training. By augmenting and extending its existing pipeline activities through this state-of-the-art, next generation tool, Paterson Public Schools is creating a national model for professional leadership training in education.

## High Impact Interventions

Initiatives being implemented in the district to improve student achievement and other outcomes include research-based strategies and programs that have proven highly effective in producing and sustaining desired outcomes from students and staff over time as well as “high impact strategies” or programs designed to accelerate increased achievement among the lowest performing students on a much shorter timeline. Implementing the IFL’s Principles of Learning represents a highly effective and research-based long term strategy. Technology driven reading or math programs such as Read 180 represent a highly effective short-term strategy.

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

### ***Breakfast After the Bell***

Per the Community Eligibility Provision (CEP), 100% of Paterson students are now eligible for free breakfast and lunch. But even with its previous “Free & Reduced” levels at 92%, the district’s meal participation rates – especially for breakfast – were very low. Recognizing that breakfast is an important meal that can help to improve attention spans during the school day, and at the urging of many vocal community organizations, the district piloted a program in FY 2014 to serve breakfast “after the bell” in six of its K-8 schools. During that year, breakfast participation within those six schools more than doubled from 34% to 73%. As a result of a successful pilot program, the district expanded the program to all remaining K-8 schools during FY 2015, thereby increasing the average overall breakfast participation throughout the district from 33 % to over 63%. Having also implemented the CEP in every school during FY 2014, students – at every grade level – have the advantage of enjoying a nutritious breakfast at no cost. This too was instrumental in helping to boost participation for breakfast as well as lunch.



### ***Regional Achievement Centers***

In 2012, through New Jersey’s waiver from provisions of the Elementary and Secondary Education Act (ESEA), the New Jersey Department of Education developed a new school accountability system

to replace certain provisions of No Child Left Behind. One outcome of the waiver is the identification of priority, focus, and reward schools in the state. A Priority School is one “that has been identified as among the lowest-performing five percent of Title I schools in the state over the past three years, or any non-Title I school that would otherwise have met the same criteria. A Focus School is a school that has room for improvement in areas that are specific to the school such as low graduation rates or within school achievement gaps. Reward Schools are those with outstanding student achievement or growth over the past three years. As previously mentioned, Paterson includes six Priority schools and eighteen Focus schools.

A second outcome of the waiver is the creation of Regional Achievement Centers (RAC). RACs represent a new system of seven field-based centers that are charged with working with school districts on making improvements in New Jersey’s Priority and Focus Schools. RAC staff partner with Priority and Focus Schools to execute comprehensive School Improvement Plans aligned to the eight turnaround principles that are:

- **School Leadership:** The principal has the ability to lead the turnaround effort;
- **School Climate and Culture:** A climate conducive to learning and a culture of high expectations;
- **Effective Instruction:** Teachers utilize research-based effective instruction to meet the needs of all students;
- **Curriculum, Assessment, and Intervention System:** Teachers have the foundational documents and instructional materials needed to teach to the rigorous college and career ready standards that have been adopted;
- **Effective Staffing Practices:** The skills to better recruit, retain and develop effective teachers and school leaders;
- **Enabling the Effective Use of Data:** School-wide use of data focused on improving teaching and learning, as well as climate and culture;
- **Effective Use of Time:** Time is designed to better meet student needs and increase teacher collaboration focused on improving teaching and learning; and
- **Effective Family and Community Engagement:** Increased academically focused family and community engagement.

In addition to school improvement initiatives and strategies created and implemented by the district during the 2014-15 school year, the following RAC financed interventions in Priority and Focus schools:

- Onsite school-based supervisors; and

- Teacher mentor leaders (data, climate and culture).

The role of a school-based supervisor is two-fold: 1) to bring a higher level of support to principals and teachers, and 2) to bring a stronger and deeper level of pedagogy and increase content knowledge of Priority and Focus schools' staff.

In 2014, School Improvement Grants (SIG) were awarded to School 6 and New Roberto Clemente Middle School. During the first year of implementation, Regional Achievement Centers provided the support of State Turnaround Coaches (STCs). Regional STCs dedicate time and resources to each priority school based on coordinated efforts with the school leader.

### ***PARCC Readiness After-School Program***

In preparation for the Partnership for Assessment of Readiness for College and Careers (PARCC), the 2014-2015 PARCC Readiness After-School Program provided 4,724 students in grades 3-8 with an extended day program. This program, aligned to the Common Core State Standards (CCSS), included practice with a variety of technology skills. Students were engaged in both content areas of Mathematics and English Language Arts (ELA). In Mathematics, students solved problems using mathematical reasoning and model mathematical principles. In ELA, students read multiple passages and wrote essay responses in literary analysis, research tasks and narrative tasks.

### ***End Social Promotion***

The Paterson Public School District is committed to ensuring that all students learn the skills necessary to meet or exceed the requirements for learning the college and career readiness standards for the 21st century. We are dedicated to establishing learning opportunities to ensure their success.

The district has continued its efforts in monitoring the progress of students in Grades 3-7 to determine if they are meeting benchmark targets. This monitoring occurs in the fall, winter, and spring. Students who fail to meet the required growth trajectory must attend the Mandatory Elementary Summer Program.

The program is held for twenty days. Students are engaged in 4.5 hours of instruction in either Literacy or Math. The instructional program is developed by the Content Area Supervisors using interventions that support each student's deficiencies.

The 2015 results indicate 1954 students were required to attend the Mandatory Summer School Program (1581 for literacy and 373 for mathematics). After successfully completing assessments given at the end of the program, students were promoted to the next grade.

## Efficient and Responsive Operations

### *Five Year Facilities Plan*

In preparation of its 5 Year Long Range Facility Plan, the district contracted with DeJONG RICHTER, a firm that specializes in facilities planning. This firm, along with a 66 member Steering Committee made up of district staff and community members, helped to guide the development of this plan. Then through a community forum process, both initial and revised plans were reviewed and discussed to ensure the priorities of the community, and the geographic zones affected by the facility plan, were met. Forum participants completed an individual questionnaire to share their opinions, and were given the opportunity to voice their recommendations about specific school needs. Additional feedback was gathered via online surveys.

As an outcome of this comprehensive, collaborative process, three priorities emerged: technology use and preparedness, community partnerships, and the improvement of transportation services. The final version of the 5 Year Long Range Facility plan was presented to the Paterson Board of Education during the March meeting; and on June 17th, the plan received final Board approval.

The recommendations set forth in this five year plan include that each school will have one to two science rooms, one- 2D/3D art room, one music room, one library, and access to gym/play space. Additionally, many classrooms will have interactive projection technology along with whiteboards. Over the next five years, Paterson Public Schools will provide flexible furniture in the classrooms, move students into permanent facilities, add laptop carts (where needed) and expand the Wi-Fi bandwidth across the district.

### *Technology Initiative*

Improving and strengthening the district's technological capabilities continued to be an important focus for the 2014 – 2015 school year. In addition to, and in preparation for the PARCC assessments the district embarked on several major technology-focused projects:

- NJEDGE – By partnering with the largest internet connection network in the State of New Jersey, the district's access to the internet will increase to 10 gigabits per second and will double during PARCC testing. This partnership also provides Paterson Public Schools with access for professional development opportunities with all of the universities and local community colleges in the state;
- New fiber optic network – the district has secured and is scheduled for a January 2016

installation of a new fiber optic network throughout all of the public schools in the city. These lines will guarantee that the district does not lose connectivity and will provide Paterson Public Schools with a reliable internet access; and

- Operational Systems – the district rolled out a new student information system (Infinite Campus) and will be implementing a new HR, payroll and finance system in 2016.



### ***Transportation Restructuring***

Paterson Public School District entered into an agreement with Essex Regional Educational Services Commission (ERESC) to manage and support the school district with regard to the transportation services. This agreement was made effective from December 2014 until June 2016. The agreement will consist of a myriad of services from ERESC. To start, the district has assigned liaisons that will facilitate communications with ERESC. Further the services provide: school transportation to all the district students that require services based on application requests; create and maintain accurate and secure databases of student transportation applications; create and maintain a roster of students, drivers, aides and vehicles assigned to each route; monitor bus contractors' performance and compliance based on Federal, State Law and Bid Specifications; impose penalties and sanctions to ensure safe and appropriate transportation for all students. The goal of this agreement is to provide excellent customer to all parents, students and district employees with regards to student transportation.

### ***Facilities Restructuring***

The Paterson Public Schools facilities management program, a critical support service for the instructional program, confronts daily challenges resulting from: the advanced age of most school facilities; the need for significant upgrades to either repair or replace components that are no longer functional; systems that have exceeded their life cycle expectancy and/or to fail meet current code requirements.

The organizational structure of a facilities department is critical to ensuring that emergency and

routine services are provided schools and support buildings in a timely manner. In order to improve the efficiency and operations of the department, numerous personnel and operational changes were implemented this year.

The division was previously divided into three sectors; however, the new structure consists of two Sector Supervisors plus one Supervisor of Trades to help improve efficiency.

The Sector Supervisors now oversee the maintenance as well as custodial needs of their sectors. For example, the district painters now report to the sector supervisors who coordinate their work with school principals. These painters have been reassigned to the evening shift to allow for more productivity as work is now done when the schools are not in session.

The maintenance foremen who directed the activities of the 48 tradesmen within the department were reclassified so that each major area within facilities, electrical, plumbing, HVAC and carpentry will be under the direction of a Supervisor of Trades with more managerial oversight. In addition, the glaziers and masons have been placed under the supervision of the Supervisor of Trades who also oversees the carpentry division. This supervision streamlining has improved the efficiency of service delivery and provided a more coordinated work flow.

From an operational perspective, the School Dude system is currently being restructured in order to ensure work orders are closed out daily with a full accounting of staff hours available and utilized on any particular workday. The department is also currently studying the cost benefit analysis of going from a contracted custodial operation to a full in-house program or a hybrid structure to improve service delivery and potential cost reduction.





# Accomplishments: 2014-2015 School Year

## Process, Fiscal and Other Outcomes

1. The district successfully implemented new Paterson Education Association (PEA) contract which includes new salary guide and pay-for-performance provision;
2. New Jersey Department of Education continues to recognize the district for its effective implementation of teacher and principal evaluation systems;
3. Superintendent's contract renewed for three additional years;
4. Extensive planning and preparation – from technology to staff training – resulted in a seamless, first-time PARCC administration across the district;
5. Organized a steering committee and held several community forums to solicit feedback regarding district's 5 year Long Range Facility Plan; plan was approved by Board in June 2015;
6. Held fall "Family & Community Engagement Conference" which featured a rotation of workshops on creating healthy school cultures and helping children succeed in school;
7. Selected and tested new online forms system to help district more efficiently route and store inter-departmental forms via a secure, hosted environment;
8. Celebrated 251 elementary students who achieved perfect scores on the 2014 NJASK; eight students received perfect scores on the math and science assessments;
9. Officials broke ground on new \$62 million elementary school – School 16 – scheduled to open September 2016;
10. New Jersey State Board of Education invited School 5 principal to speak at state board meeting on how the school has made strides in addressing chronic absenteeism;
11. Auditor's Management Report (AMR) for the 2014-15 school year has once again resulted in no significant findings, one repeat finding, and no material weaknesses to report;
12. Eastside's School of Government & Public Administration became the first high school in Paterson's history to compete in the Vincent J. Apruzzese Mock Trial Competition;
13. At the 2015 National History Day (NHD) Competition, Paterson's results were stellar with five



School 7 eighth graders winning in the website category, one Rosa Parks Fine & Performing Arts' high school student winning for individual performance, and a teacher from the School of Government and Public Administration at Eastside was one of two NJ teachers to be selected as the winner of the Patricia Behring Teacher of the Year Award (must be a NHD participating teacher);

- 14 Over this past year, athletic teams from Eastside and John F. Kennedy (JFK) high schools had significant accomplishments:
  - ◇ JFK's Indoor Track team became the Passaic County champions and their head coach was named by local newspaper as "Coach of the Year";
  - ◇ Eastside's Girls Basketball team were this year's Passaic County champions; and
  - ◇ Eastside's Boys Basketball team also won the Passaic County championship title, and then went on to win the Group 4 Sectional Championship which sent them on to the Tournament of Champions for the second time in four years
- 15 The JFK Robotics/College Prep Team won 2nd place in the North Jersey Robotics Competition which were hosted at Passaic County Community College;
- 16 A Norman S. Weir elementary school math teacher was named to the Renaissance National Honor Roll for optimizing students' growth in mathematics;
- 17 Paterson students from the Class of 2015 were accepted to several prestigious colleges and universities including: Columbia University, Berklee College of Music, Howard University, Stevens Institute, NJIT and The College of New Jersey;
18. District's Gifted & Talented program received national recognition (EDUCATION WEEK - N.J. Gifted School Serves Mostly Poor, Minority Students, May 2015); and
19. Acquired additional grant funding to support school improvement initiatives:

Grant	Total Grant
School Improvement Grants (SIG): School 6 and New Roberto Clemente – 3 years	\$12,000,000
USDOE Grant for Full Service Community Schools 6 & 15 (\$250,000 per school for five years)	\$ 2,500,000
Turn-around School Leaders Program – 3 year Federal Grant	\$ 1,500,000
Bridging the Digital Device Gap Grant	\$ 250,000
IFL one year grant to work in Paterson Pre-K classrooms	\$ 108,372
AMETEK Foundation/The SPARKS Foundation Science Explorers Grant for School 27	\$ 89,000
USDA's NSLP Equipment Assistance Grant (Food Services) for 6 Paterson schools	\$ 50,444
Principal Effectiveness Evaluation System	\$ 50,000
United Way's Paterson Readers in Schools 15 and 29	\$ 23,000
The Center for Green Schools at the U.S. Green Building Council (USGBC)	\$ 20,000

## Academic Results

### NJASK Science Results

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

In 2015, Paterson Public Schools grade 4 students increased by 6.8 percentage points yet decreased by 8.0 percentage points in grade 8. For grade 4 students, there was significant year over year growth for all student populations:

- General Education - 17.6 percentage points
- Special Education - 7.6 percentage points
- Limited English Proficiency - 7.5 percentage points

NJASK 2014-2015 Science Sub-Group							
	2014			2015			
Total	Science			Science			+/-
Grade	# Valid Score	# Proficient & Above	% Proficient & Above	# Valid Score	# Proficient & Above	% Proficient & Above	
4	1869	1321	70.7%	1,924	1,492	77.5%	6.8%
8	1963	997	50.8%	2,005	958	47.8%	-3.0%
General Education	Science			Science			+/-
Grade	# Valid Score	# Proficient & Above	% Proficient & Above	# Valid Score	# Proficient & Above	% Proficient & Above	
4	1,382	1,095	79.2%	1,474	1,427	96.8%	17.6%
8	1,332	879	66.0%	1,429	859	60.1%	-5.9%
Special Education	Science			Science			+/-
Grade	# Valid Score	# Proficient & Above	% Proficient & Above	# Valid Score	# Proficient & Above	% Proficient & Above	
4	238	116	48.8%	234	132	56.4%	7.6%
8	347	54	15.6%	317	47	14.8%	-0.8%
Limited English Proficient	Science			Science			+/-
Grade	# Valid Score	# Proficient & Above	% Proficient & Above	# Valid Score	# Proficient & Above	% Proficient & Above	
4	440	250	56.8%	459	295	64.3%	7.5%
8	341	86	25.2%	346	81	23.4%	-1.8%

## SAT Results

The SAT assesses students in the areas of reading, writing, and mathematics. The district has focused more aggressively on SAT preparation within the past few years and will continue to prepare our students through daily instruction and cross-curricular integrations.

SAT Mean Scores							
Mean Score	2009	2010	2011	2012	2013	2014	2015
Critical Reading	367	360	362	365	365	368	362
Mathematics	387	387	388	389	389	392	388
Writing	362	360	358	365	366	360	359

## PSAT Results

The district replaced the Standard Proficiency Assessment (SPA) with PSAT in the 2011-12 school year for all ninth and tenth grade students. The College and Career Readiness Benchmarks are included in PSAT reporting to help educators better understand how many and also which students are on track to have the skills necessary for success in college.

PSAT October 2014			
Grade	Critical Reading (CR) Score	Mathematics (M) Score	Writing Skills (W) Score
	% Acceptable & Above	% Acceptable & Above	% Acceptable & Above
9	57.5%	69.0%	41.1%
10	56.1%	68.6%	46.5%

## Advanced Placement and Dual Enrollment

In 2014-2015, a total of 264 students, from 11 of the district's 17 high schools, were enrolled in Advanced Placement (AP) courses. The following courses were offered: AP Language and Composition, AP Literature and Composition, AP Calculus AB, AP Chemistry B-Lecture/Laboratory, AP World History, AP US History I, AP US History II, AP Economics, and AP Studio Art.



Of those students, 262 passed the course, 104 of whom passed with a B or above. Additionally, a total of

33 students participated in Dual Enrollment courses and all are eligible to receive college credit.

In 2015-2016, course enrollment in both Advanced Placement and Dual Enrollment have increased with the largest margin in AP US History I and AP US History II.

**Graduation, Drop-Out Rate and Post Graduation Plans**

Improving the graduation rate is a critical goal for the district. A number of initiatives are in place including credit recovery programs and comprehensive transcript reviews for all high school seniors. Over the last several years the district has seen steady increases in its graduation rates which in 2015 reached 78.2%. Alternative high school graduation rates increased from 39.9% in 2014 to 46.8% in 2015.

Paterson Public Schools Graduation/Dropout Rate*									
Graduation Year	Total Students**	Graduated		Dropouts		Transfers		Other	
		#	%	#	%	#	%	#	%
2009	2112	964	45.60	435	20.60	470	22.25	243	11.50
2010	1960	987	50.36	350	17.86	400	20.41	223	11.38
2011	1377	881	64.0%	86	6.2%	56	4.1%	354	24.5%
2012	1466	974	66.4%	140	9.5%	95	6.5%	257	17.5%
2013	1537	1109	71.9%	166	10.8%	97	6.3%	166	10.8%
2014	1542	1149	74.2%	164	10.6%	87	5.6%	142	9.2%
2015	1596	1249	78.2%	162	10.2%	94	5.9%	91	5.7%

\*The “Four-Year Cohort Method” was used to calculate the Graduation/Drop-out rates

\*\*Total students entering 9th grade as a “cohort”

Although the district has more students receiving a high school diploma, more work is needed in helping students pursue a two and four year college degree. With the restructuring of the district’s guidance department, hosting college fairs and scheduling visits to nearby universities will be a priority focus area.

Paterson Public Schools Post-Graduation Plans				
Category	2014		2015	
	Numbers	Percentage	Numbers	Percentage
Total Students Enrolled	1244	N/A	1381	N/A
Total Received Diploma	1219	98%	1280	92.68%
Four-Year College	379	31.09%	381	27.58%
Two-Year College	598	49.05%	516	37.36%
Trade/Technical/Certificated Program	103	8.44%	82	5.93%
Military	34	2.78%	25	1.81%
Employment	105	8.61%	225	16.29%

## ***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 there is fidelity toward implementing these plans. The 10 schools with the lowest attendance rates are given priority focus. Additionally, staff members meet with the schools to create new initiatives to reduce absentee rates. Every effort is made to contact parents so that they are aware of the importance of attending school and its impact on a student’s future potential.

Combined with the work to improve school cultures, the following actions are being implemented to improve student attendance rates and to reduce truancy.

1. Increase instructional time;
2. Increase family involvement;
3. Increase community awareness; and
4. Increase state aid entitlements

As a result the district’s student attendance rate remains relatively strong with continued improvement at the high school level.

<b>Paterson Public Schools’ Average Daily Attendance</b>		
<b>Year</b>	<b>Elementary</b>	<b>High School</b>
2009-2010	93.4%	88%
2010-2011	93.3%	85.1%
2011-2012	93.6%	85.2%
2012-2013	94.4%	89.0%
2013-2014	94.1%	89.3%
2014-2015	94.5%	88.9%

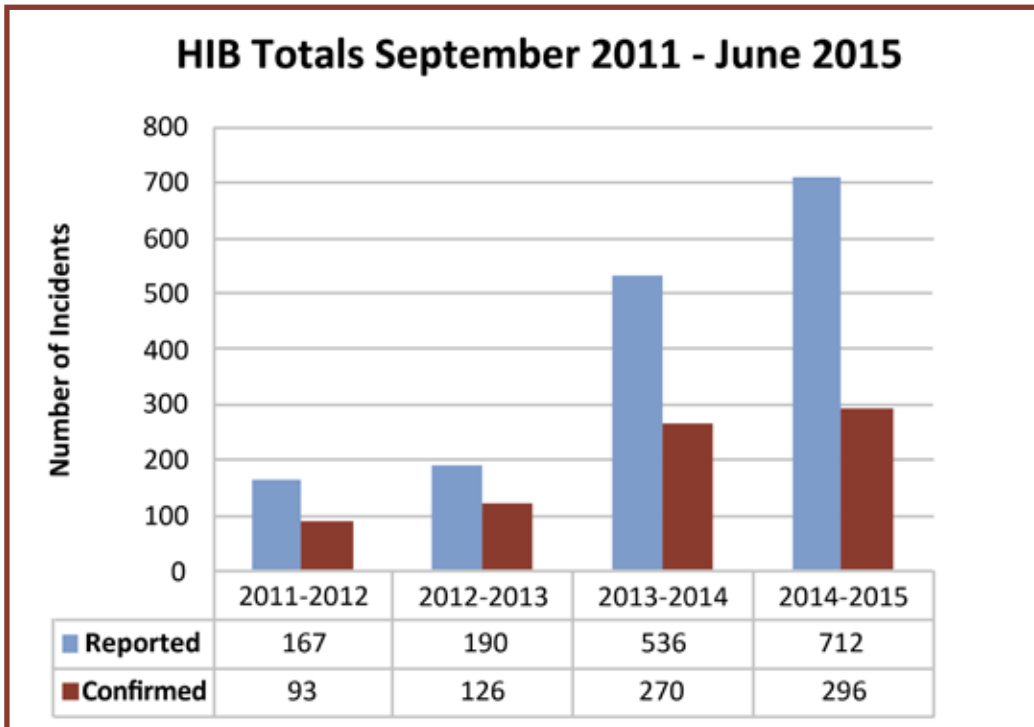
## ***Staff Attendance for 2014-2015***

Elementary Teachers	94.3% in attendance
High School Teachers	94.3% in attendance
Total Teachers	94.3% in attendance

## ***New Jersey Anti-Bullying Bill of Rights***

The chart below compares the number of reported versus confirmed cases of Harassment, Intimidation, and Bullying (HIB) districtwide from 2011 to 2015. The high number of reported cases demonstrates Paterson’s commitment to taking every complaint seriously. Although Paterson Public Schools

has a high number of reported HIB cases, the district ranks #145 in the State in the total number of incidents per 1,000 students (according to NJDOE's recent EVVRS study).



## PARCC Scores

As noted on page 12, the PARCC assessments are designed to be a more accurate measure of whether students are on track in their preparation for college and careers. PARCC assessments measure higher learning expectations for students and focus more on the application of knowledge of concepts and skills over memorizing facts than previous assessments.

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

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

It should be noted that the 2015 PARCC results are a first-year baseline and are presented in the tables below and on the following pages.

## Preliminary Data (Elementary)

### Mathematics

Grade 3	Number of Students	Percent Exceeding Achieving Grade-Level Expectations
PARCC	649,471	38%
STATE	95,988	45%
DISTRICT	2,028	21%

Grade 4	Number of Students	Percent Exceeding Achieving Grade-Level Expectations
PARCC	634,705	32%
STATE	94,572	40%
DISTRICT	1,867	19%

Grade 5	Number of Students	Percent Exceeding Achieving Grade-Level Expectations
PARCC	639,592	32%
STATE	95,354	41%
DISTRICT	1,772	20%

### English Language Arts

Grade 3	Number of Students	Percent Exceeding Achieving Grade-Level Expectations
PARCC	518,291	38%
STATE	95,276	44%
DISTRICT	1,988	16%

Grade 4	Number of Students	Percent Exceeding Achieving Grade-Level Expectations
PARCC	632,154	42%
STATE	93,852	51%
DISTRICT	1,813	21%

Grade 5	Number of Students	Percent Exceeding Achieving Grade-Level Expectations
PARCC	637,921	40%
STATE	94,655	51%
DISTRICT	1,713	25%



### Mathematics

Grade 6	Number of Students	Percent Exceeding Achieving Grade-Level Expectations
PARCC	631,545	32%
STATE	93,201	41%
DISTRICT	1,724	17%

Grade 7	Number of Students	Percent Exceeding Achieving Grade-Level Expectations
PARCC	608,462	29%
STATE	87,430	37%
DISTRICT	1,748	18%

Grade 8	Number of Students	Percent Exceeding Achieving Grade-Level Expectations
PARCC	504,142	27%
STATE	58,158	24%
DISTRICT	1,495	10%

Mathematics Grade 3-5	Number of Students	Percent Exceeding Achieving Grade-Level Expectations
DISTRICT	5,667	20%

Mathematics Grade 6-8	Number of Students	Percent Exceeding Achieving Grade-Level Expectations
DISTRICT	4,967	15%

Mathematics Grade 3-8	Number of Students	Percent Exceeding Achieving Grade-Level Expectations
DISTRICT	10,634	18%

### English Language Arts

Grade 6	Number of Students	Percent Exceeding Achieving Grade-Level Expectations
PARCC	631,735	39%
STATE	92,635	49%
DISTRICT	1,665	23%

Grade 7	Number of Students	Percent Exceeding Achieving Grade-Level Expectations
PARCC	623,741	42%
STATE	90,331	52%
DISTRICT	1,703	32%

Grade 8	Number of Students	Percent Exceeding Achieving Grade-Level Expectations
PARCC	617,336	42%
STATE	88,494	51%
DISTRICT	1,699	30%

ELA/L Grade 3-5	Number of Students	Percent Exceeding Achieving Grade-Level Expectations
DISTRICT	5,514	20%

ELA/L Grade 6-8	Number of Students	Percent Exceeding Achieving Grade-Level Expectations
DISTRICT	5,067	28%

ELA/L Grade 3-8	Number of Students	Percent Exceeding Achieving Grade-Level Expectations
DISTRICT	10,581	24%

**Preliminary Data (High School)**

**Mathematics**

Algebra I	Number of Students	Percent Exceeding Achieving Grade-Level Expectations
PARCC	480,463	31%
STATE	91,740	36%
DISTRICT	1,494	16%

Geometry	Number of Students	Percent Exceeding Achieving Grade-Level Expectations
PARCC	205,203	27%
STATE	71,137	23%
DISTRICT	1,096	1%

Algebra II	Number of Students	Percent Exceeding Achieving Grade-Level Expectations
PARCC	186,821	21%
STATE	58,026	24%
DISTRICT	820	1%

**English Language Arts**

ELA/L Grade 9	Number of Students	Percent Exceeding Achieving Grade-Level Expectations
PARCC	412,961	40%
STATE	82,467	39%
DISTRICT	1,061	11%

ELA/L Grade 10	Number of Students	Percent Exceeding Achieving Grade-Level Expectations
PARCC	267,145	37%
STATE	73,235	36%
DISTRICT	1,106	9%

ELA/L Grade 11	Number of Students	Percent Exceeding Achieving Grade-Level Expectations
PARCC	171,107	39%
STATE	62,765	41%
DISTRICT	972	11%



# 2015-2016 District Transformation Initiatives

For the 2015-16 school year, Paterson Public Schools will continue to implement strategies and transformation initiatives that are aligned to our Brighter Futures Strategic Plan’s priorities. These initiatives include:

- Opening three new choice offerings at the elementary level – single gender, dual language and fine & performing arts schools;
- Restructuring our special education programs to better serve our students with disabilities and their families;
- Reorganizing district office departments and divisions to better serve our staff, parents, students, other stakeholders; and
- Helping all of our schools and departments to improve their customer service orientation.

## *District Transformation Initiatives 2015-2016*

Comprehensive Assessment System	Common Core	Healthy School Culture	Capacity Building	Teacher/ Principal Evaluation	High Impact Interventions	Efficient & Responsive Operations
Star Math & ELA	Instructional Model	Effective Schools	Univ. of Pittsburgh IFL	AchieveNJ	Breakfast After the Bell	Cliff Planning
PARCC	CTE Initiative	NJPBSIS	Pre K-3 Literacy Initiative	Leadership Development Institute	RAC	Technology Initiative
Unit Assessments		Elementary School Choice	Urban Schools Human Capital Academy		End Social Promotion	Local Governance Initiative (QSAC)
		Alternative Education	Strategic Data Project		Attendance Initiative	Image Improvement Initiative
			Special Education Restructuring		Graduation Enhancement	

## **Special Education Restructuring**

The Paterson Public School District's Department of Special Education conducted a comprehensive evaluation with help from Montclair State University's Center for Research and Evaluation on Education and Human Services (MSU-CREEHS). As a result, the district created an initiative to ensure that recommendations in the MSU-CREEHS report findings would be executed through a comprehensive Special Education Action Plan aligned to those recommendations. The first step of the Action Plan is to assign new leadership with a Chief Special Education Officer (CSEO) at the helm. Next, the Superintendent, in collaboration with the CSEO, will develop restructuring plans for the Special Education department at the district and school based levels. A steering committee has been developed for advisement on the overall effort of the transitions needed to successfully accomplish the goals of the Action Plan. As the district moves forward, the CSEO and internal teams will work to develop a strong and healthy organizational culture that will support collaboration and teaming across and throughout the department, maintain open communication with parents, increase capacity of all district-based and school-based staff, and improve academic and non-academic outcomes of the district's children with special needs.

It is important to note that in the 2014-2015 school year, a combination of general and special education teachers were enrolled into the Orton-Gillingham program with Fairleigh Dickinson University. This program offers structured, phonic, rule-based, multisensory approach to teaching reading, spelling, and writing. It consists of 4 levels of multisensory reading approaches. This goal for this teacher training is to advance our staff to be on the forefront in meeting New Jersey's Dyslexia Laws and the needs of our lower level readers in both general education and special education. The first cohort of 18 teachers will complete the program in Spring 2016. Upon completion, candidates from this cohort will be selected to become trainers to turn-key to staff. Then based on the effectiveness of this program, the plan is to extend it with the second cohort of general and special education teachers (40 in total) starting in Spring 2016. Teachers will continue to be trained on providing instruction tailored to meeting the individual needs of students to accommodate a diversity of learning styles to integrate these approaches into their daily classroom instruction.

## **Leadership Development**

The Department of Professional Development is responsible for facilitating several training throughout the school year. These trainings are state mandated to ensure that the district is providing for and responsive to the needs of our staff members. These trainings include Mentoring and School-Based

Supervisors CAP/IIP Support which are both State Mandated. In an effort to ensure that the district is meeting the needs of our staff members, the PD department is coordinating meetings with different departments to ensure that these trainings are productive and fruitful. Trainings that will be conducted include Mentoring Training, Teacher Evaluation Rubric and Common Core State Standards. These trainings will occur in the fall and in the spring. Ongoing meetings and trainings will ensure that the district is providing support to the schools and their staff members.

### ***Turnaround School Leaders Program***

As a component of the TSLP outlined on page 26, administrators, supervisors, and teacher leaders will participate in the usage of the web-enabled, computer simulations of “A Year in the Life of a Paterson School Leader”. These simulations will be used to help identify administrators who may be effective turn-around leaders for SIG eligible schools.

There are approximately 15-20 candidates selected from the pipeline of the Aspiring Leaders Project who will participate in the Transformation Academy, tailored to the turn-around needs of the district. The collaboration with Seton Hall and Interactive Inc., will continue to strengthen the leadership capacities of administrators to achieve success in district turn-around schools.

In August 2015, William Paterson University (WPU) was notified that the university will also be the recipient of a \$1.99 million U.S. Department of Education Turnaround Schools Leadership Program grant. These funds will be used in WPU’s continued efforts to partner with Paterson Public Schools in support of the district’s top priority to improve academic achieve-



ment of K-12 students. This grant will provide support by selecting, preparing, supporting and retaining school leaders and leadership teams for schools that have either received or are eligible to receive a School Improvement Grant. The four participating schools that have been identified are: School 4, School 10, School 13 and School 28.

## **Cliff Planning/Future Grant Procurement**

In an effort to address the flat funding challenges, the district will seek federal grants and partnerships with private entities to secure funding for the additional resources needed within the district.

### **Attendance Initiative**

Paterson Public Schools recognizes that in order for students to achieve, they must first be in attendance. Although the district's average daily attendance (ADA) rates have steadily increased every year since 2010, peaking at 93.21% in the 2014-15 school year; the district still lags behind the state ADA of 96%. After close analysis of district ADA data and trends, the district has identified high school students over 16 years of age as the greatest area of concern. To that end, the district has developed a comprehensive strategy to address chronically absent students who are no longer eligible for truancy court. Paterson is focusing on best practice efforts to use incentives and co-curricular activities in order to entice students and families to improve their attendance.

### **QSAC/Local Control**

In June 2014, the district received the placement scores of the latest Quality Single Accountability Continuum (QSAC) Full Review. The review process demonstrated that the district had made substantial and sustained improvement in the areas of Operations and Finance with score over 80% and Partial Local Control being awarded in the area of District Operations. The district is currently awaiting the results of the 2015 Interim Review conducted by the Passaic County Executive Superintendent of Schools in November 2015. Early indication shows that the district has made advancements in implementing both its short- and long-term improvement plans and as a result, positive placement on the continuum is expected.

### **International Baccalaureate Diploma Program**

In its quest to open Passaic County's first International Baccalaureate Diploma Program, Paterson Public Schools hired an International Baccalaureate (IB) Coordinator in October 2014. With the IB Coordinator in the lead, the district began a three-year authorization process and submitted the necessary paperwork to the International Baccalaureate Organization. Additional steps that were taken to be on target for a September 2016 opening included:

- Conducting a feasibility study to evaluate Paterson's International High School's strengths and

challenges; assessing faculty, facilities, curriculum, student achievement, and technology;

- Attending IB workshops and training; and
- Visiting two IB World Schools.

Over the past year, the IB Coordinator introduced the Diploma Programme to various stakeholders through community forums, Paterson Board Curriculum Committee meetings and a Board Workshop Meeting. A total of 42 students were recruited for the first cadre of Paterson students in the Pre-IB Accelerated Cohort. Paterson Public Schools is well on its way towards its goal to IB authorization.

## **Planning for New Schools Opening in 2016**

In our continued efforts to provide a safe and caring learning environment for all students, the district has leased a new downtown facility (Colt Street) for its Academy of Health Science (HARP) and Youth Engaged in Success (YES) high school academies. This facility, scheduled to open January, 2016, will have a Card Access control panel which will allow staff and students to access the building as well as utilize the elevator as programmed for each school. There will be shared Science labs, separate fire egress routes, new sprinkler system, a new gymnasium, cafeteria, wireless internet access throughout the building and specialized labs for the programs particular to HARP Academy's course of study.

The district is also planning for the opening of two new elementary schools in September 2016. These two schools will greatly assist in alleviating the overcrowding that exists in the surrounding neigh-



borhood schools. The new School 16, located on the corner of 22nd avenue is a three story, 109,000 square feet facility that will house approximately 700 students in grades Pre-kindergarten through eight.



This school will include 22 general use classrooms, three kindergarten classrooms, and four pre-kindergarten classrooms. The facility will also house specialized instructional spaces and labs, a media center, cafeteria, and gymnasium as well as administrative and support facilities.

The second new school is located at the intersection of Hazel and Marshall Streets in South Paterson.

The school has been officially named the Dr. Hani Awadallah School in memory of Dr. Awadallah, a prominent political and educational leader in the local Arabic community. This school, which is two story, 111,000 square feet, will enroll 650 students in grades kindergarten through grade 8. As with School 16, this elementary school will include state-of-the-art facilities, with wireless connectivity throughout the building. At both schools, each student and staff member will receive a tablet or laptop to align their instruction with 21st Century Learning Skills. The funding for the construction of these schools has been provided by the New Jersey Schools Development Authority, which is also responsible for the funding, modernization and construction of school facilities projects within the State for selective school districts.

## Closing Comments

The Paterson Public School system has much to be proud of as this district remains steadfast on its vision to be the statewide leader in urban education and its mission to prepare all students for college and career. Although the 2014-2015 school year had its challenges – including a reduction in force – there were also many accomplishments and reasons to celebrate. For instance, the district’s graduation rate continued to rise (over 78%), its Gifted & Talented program received national recognition (EDUCATION WEEK - N.J. Gifted School Serves Mostly Poor, Minority Students, May 2015), and the district is set to launch a national simulation training model for education.

Whether it was the implementation of a new evaluation system or the roll-out of new statewide



assessments (PARCC), the district’s staff rose to the occasion – and as a result, others across the state have taken notice. Paterson is truly becoming a leader in urban education and with so many beneficial programs on the horizon for the 2015-2016 school year, including the opening of two elementary schools, this district is poised to achieve greatness. Our faculty, administrators and support staff deserve to be acknowledged for their tireless work in helping to ensure that each and every child in our system will have the opportunity for a “brighter future” when they leave our care.



