

PATERSON PUBLIC SCHOOLS

ANNUAL REPORT 2005-2006



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State District Superintendent**

“Children First”

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ANNUAL REPORT Executive Summary

The Executive Summary presents the highlights from each standard/section of Paterson's Annual Report

STANDARD 1: CURRICULUM: The district preschool-12 curriculum is rigorous and aligned to state standards

The re-created Department of Curriculum and Instruction brings together the entire preschool to grade 12 Program and standardizes district-wide curriculum and instructional practices. A Strategic Plan developed by the department contains priority activities and benchmarks for grade spans (K-3, 4-5, 6-8, 9-12), and delineates department activities, teacher activities, timelines and staff responsible. In addition, district-wide Instructional Frameworks that span the K-12 continuum specify the Core Curriculum Content Standards, strands, cumulative progress indicators (benchmarks) and specific skills to be mastered with evidence of mastery at each grade span.

The Curriculum and Instruction Department is developing and implementing processes to support an intentional focus on curriculum implementation and instructional practices with the goal of supporting higher levels of student achievement. To this end, the Excellence in Curriculum Evaluation and Learning protocol (EXCEL) institutes a process to assess and monitor program implementation and provide technical support to schools. This tool highlights and aligns the salient components found in the New Jersey Quality Single Accountability Continuum (QSAC), Collaborative Assessment for Planning and Achievement (CAPA), Superintendent's Initiatives, No Child Left Behind District and school-based plans, the Department of Curriculum and Instruction Education Action Plan, and the Stupski Foundation's Organizational Assessment (OA).

STANDARD 2: CLASSROOM ASSESSMENT/EVALUATION

The Paterson Public Schools district implements a four-prong approach to assessment (screening, diagnostic, formative, summative). Multiple evaluation and assessment strategies include longitudinal analysis of test results for students and programs, observations and dialogues, traditional quizzes and tests, and performance tasks and projects, as well as students' self-assessments gathered over time. Formative assessments include quarterly benchmarks in grades 1-8 in language arts and K-8 in math and midterm exams in the secondary schools.

The district is participating in two assessment-based initiatives designed to affect teacher/classroom practices and create system-wide formats to ensure standardization of assessment practices and collegial teacher conversations. One of the superintendent's

current initiatives involves site-based data teams to enhance the use of data to inform instruction.

STANDARD 3: INSTRUCTION: The district’s instructional program actively engages all students by using effective, varied and research-based practices to improve student academic performance

Research-based practices

In order to ensure that instructional resources are sufficient and that all materials are aligned to the curriculum, the role of central office staff is evolving. These new roles focus on central office staff as “brokers.” New responsibilities include roles as tool designers, data managers, trainers and support providers, and network builders.

Instructional Teams comprised of a principal, vice principal, facilitator, language arts and mathematics coach in each elementary school provide curriculum and instructional support to all students and staff (including English language learners and special education students). Protocols were developed to guide and monitor site-based coaches’ roles who seek to mentor and support teaching and learning through modeling, coaching, and professional development.

Academic Support services assist struggling students (including English language learners and special education students) who have not yet attained the established level of proficiency. An extended day/year program provides students with additional time to achieve mastery of the Core Curriculum Content Standards. Programs and activities provided in the extended day/year program are based on data and linked to strategies and activities that occur during the regular school day.

Instructional strategies in literacy and mathematics

Ninety-minute learning “blocks” for grades K-8 allow students to delve into the key areas of language arts literacy in longer, uninterrupted sessions. The 90-minute literacy block provides a “balanced” approach that targets the six essential components of reading (phonemic awareness, phonics, fluency, vocabulary, text comprehension, motivation and background knowledge) along with exposure to good literature and writing experiences. Throughout the district, learning centers and stations, along with the use of word walls, provide students with a literacy-rich classroom environment that maximizes student learning. Learning centers include a listening center, writing center, reading/library center and technology center.

The district continues to incorporate the ingredients of intensive early literacy into middle school. These components include a framework for the 90-minute block that outlines parameters for whole and small group instruction with a focus on dedicated time for guided and independent reading. Middle school initiatives also include systematic instruction in writing process procedures and strategies to improve writing proficiency.

Paterson also continues to integrate key components of intensive early literacy into math instruction including whole group instruction, guided instruction in small groups, and learning centers that differentiate instruction. As a complementary focus to language arts, 90-minute instructional blocks are implemented in grades K-8. Mathematics centers include activities and manipulatives, problem-solving materials, and technology..

STANDARD 4: SCHOOL CULTURE: The district functions as an effective learning community and supports a climate conducive to performance excellence

The issue of supporting a safe and orderly learning environment is a priority in Paterson. In 2005-2006, the district began implementation of a security identification card system for its 6,000 employees. The cards track daily attendance for staff (which has averaged over 93 percent over the past 5 years) and serves as an identification card for security purposes. The combined efforts of Human Resources, Technology, and School Security help make this system work to optimal capacity.

The Paterson Public Schools district has significantly reduced its violence and vandalism rates through intervention, education of staff, and community involvement. The district dropout rate of 7.6 percent (2005) is considerably less than the 14.2 percent rate evidenced in 2001. In addition, the district continues to maintain a satisfactory attendance rate of 92 percent.

The Department of Technology provides improved remote and onsite service as well as improved user support. The installation of over 1,000 computers and software and connectivity to the network further enhances district capacity. In addition, the district upgraded, refurbished, reinstalled, and connected approximately 400 existing computers to maximize resources. A major upgrade to the phone system takes advantage of the district's robust network.

Through collaboration with the Schools Construction Corporation (SCC), Paterson has initiated six new major construction projects. Those in construction include the new International High School for over 500 students, and an addition and modernization for over 700 elementary students at School 24. Those currently slated to start within the next 6 months include the new Marshall Hazel School for 700 elementary students, the new Marshall Hazel Bridge, an addition and modernization for 700 elementary students at School 25, and the Roberto Clemente Kindergarten Center for 80 children.

The issue of inadequate facilities remains in the forefront in Paterson and with good reason. Thirty-five Paterson facilities are over 50 years old, 17 of these are over 75 years old. Many of these schools have suffered from deferred maintenance and have not been modernized since their construction. These schools are so old that they are virtually not maintainable. Hundreds of millions of dollars in capital maintenance is required to modernize these schools with new infrastructure that unfortunately has long since outlived its normal life expectancy.

STANDARD 5: STUDENT, FAMILY AND COMMUNITY SUPPORT: The district works with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career, and developmental needs of students consistent with 6A:10A-3.6 Supports for Parents and Families and NCLB §1118 Parental Involvement

Community involvement is a critical component in the district's efforts to achieve student success. In the 2005-2006 school year, over 800 parents and community members attended a series of Community Zone Meetings to meet with the superintendent and other district administrators to voice their thoughts. In December of 2005, a summary of their concerns and solutions was presented at the annual Parent Awareness Day event.

Every school in the Paterson district is now hosting two Community Forums in the fall and in the spring. These forums provide an opportunity for parents and other residents to voice concerns and participate in key decisions, such as the implementation of a school uniform policy.

Also during the 2005-2006 school year, three unique advisory groups were created to involve parents, families and community members in the educational policies and programs that impact students. The Parent Leadership Alliance, Multi-Ethnic Task Force and Community Advisory Committees meet monthly to coordinate and implement parent involvement programs and activities with other programs such as the Marilyn J. Morheuser Parent Resource Center.

Parents, staff and students are invited to participate in the selection of new school principals. In 2005-2006, parents, staff and students participated in the principal selection process at six district schools.

Communications via print, telephone, local media and the internet, is a district priority. Parents, stakeholders and community members are routinely informed of events and district news via a new phone notification system. Last year, over 600 messages were recorded and distributed to small and large groups in the district community. District newsletters, translated into Spanish, are distributed to 35,000 students and staff members at three-month intervals. The new Paterson Public Schools district website receives an average of 18,000 "hits" a week; 3,000 of these visitors are new to the site. Additionally, a weekly internal newsletter communicates district news to all employees and stakeholders.

A parent involvement policy outlining how parents, the entire school staff and students share the responsibility for improved student academic achievement, is being developed for the district. The compact will detail the means by which the school and parents build and develop a partnership to help the students reach the state's high standards.

To date, the Paterson Public School District has registered 100 percent of its eligible student population allotted under the No Child Left Behind regulations for Supplemental Educational Services. Provider fairs gave parents the opportunity to meet with state-approved Supplemental Educational Services representatives to make informed decisions that would best meet the needs of their children.

STANDARD 6: PROFESSIONAL DEVELOPMENT: The district provides professional development opportunities based on an evaluation of individual and collective teacher needs

The heart of Paterson's progress lies in the skill and dedication of its 3,000 teachers. Extensive professional development is held throughout the year, with a special focus on the skills needed to successfully implement differentiated instruction, and Paterson's new, extended learning blocks. Paterson is currently working in partnership with the Education Information Resource Center (EIRC) to offer instructional classes facilitated by teachers who have already obtained National Board Certification. Currently, 21 Paterson teachers have benefited from participating in the program.

The district has implemented a multi-pronged approach to staff development for the current school year. The content of all staff development to district coaches, building coaches, and building administrators has been consistent throughout the district. As required under Abbott Regulations, the district's staff development plan also includes the implementation of Professional Learning Communities (PLC), which will afford staff the opportunity to deepen their work with content coaches.

New teacher induction began with an expanded program that transitioned from a two-day orientation to a three-day learning session which included instruction by current district staff (teachers and administrators). The program is being followed-up by increased training specific to the needs of novice teachers.

The school district believes that the enhancement of skills for its school based administrative staff is a priority in order for students to demonstrate the academic growth on assessment tests as required by the N.J. Department of Education. Assistant superintendents devote a portion of their bi-weekly Principals' meeting to staff development that enhances the skills of the building administrator.

Professional Improvement Plans (PIP) for teachers and administrators are aligned to the instructional priorities of each school. The district's initiatives of increasing student achievement primarily in the areas of mathematics and language arts literacy, along with

building level goals, become the basis for development of professional improvement plans for teachers and administrators throughout the district.

STANDARD 7: District instructional decisions focus on support for teaching and learning, organizational direction, high performance expectations, creating a learning culture, and developing leadership capacity

As outlined in the district’s instructional priorities, K-8 principals and vice principals have been engaged in a two-year literacy training program with nationally recognized consultants from Sopris West. The training focuses on leadership responsibilities in literacy instruction.

Administrators are engaged in small group and whole group discussions, focusing on current trends in education and participate in problem solving activities, which foster conversation around authentic problems within their schools. To further support building administrators, vice principals are taking part in a year-long training program in “Balanced Leadership” which is designed to provide participants with guidance on what school improvements are most likely to raise student achievement and how to effectively guide and sustain positive change efforts.

In an effort to address the anticipated need to fill administrative vacancies, that will occur as a result of retirements and attrition, the district supports a “Balanced Leadership” program for aspiring administrators which mirrors that of the vice principals’. The program is designed to engage participants in problem-based learning activities in a small cohort setting which is limited to forty members.

STANDARD 8: District instructional decisions focus on support for teaching and learning, organizational direction, high performance expectations, creating a learning culture, and developing leadership capacity

The organizational structure of the school district focuses on teaching and learning in the schools. Four assistant superintendents have direct oversight of the schools allowing Paterson’s principals to focus more fully on learning and instruction. Four other assistant superintendents including Curriculum and Instruction, Human Resources, Pupil Personnel Services and Community Involvement exercise direct support to the schools. This strong, visionary, results-oriented core group of professionals, work in tandem to create a clear and laser-like focus on increasing student achievement.

In collaboration with the Stupski Foundation, four literacy consultants from Sopris West continue to conduct monthly site visits to twelve low performing schools (Schools 5, 6, 8, 10, 12, 13, 15, 20, 21, 28, Edward Kilpatrick, Martin Luther King). A mathematics

consultant also assists schools (particularly in grades 6-8) to develop strategies and instructional practices that will impact the district's status, promote best instructional practices, and build the capacity of mathematics coaches in providing support to schools.

Site visits target high priority schools for language arts and math (primary, middle, and secondary). Walkthrough Implementation Protocols for each content area focus on specific indicators such as classroom environment, instructional practices and fidelity to the program/curriculum. School visits are documented via a web-based Visitation Log. Curriculum and Instruction staff and district wide coaches enter visitation notes and plans for follow-up visits. The web based Visitation Log serves as an accountability measure that is accessible to principals and assistant superintendents. Visitation Logs also contain a place to note any problems in need of immediate attention.

STANDARD 9: District leadership and the SLC or NCLB planning committee communicates a clear purpose, direction and strategies focused on teaching and learning through the development, implementation and evaluation of the following: vision, goals, NCLB district improvement plan and report on instructional priorities for Abbott districts

Strategies in the Abbott Report on Instructional Priorities, No Child Left Behind (NCLB) Improvement Plans, and Restructuring Plans are aligned with each other and with district initiatives on both school and district levels. These documents also incorporate Collaborative Assessment for Planning and Achievement (CAPA) recommendations.

An Annual Needs Assessment process is used by the district to collect data on student demographics and trends. The data is used to determine where resource/support is needed. The process begins with a thorough review of school-level and district-level instructional priorities and an assessment of the students' progress in meeting academic achievement and behavioral performance standards, and a review of district and school progress in closing the achievement gap. Assessment is also made of the district's progress in ensuring that all teachers are highly qualified, as well as assessing the level of parental involvement

The Paterson Public Schools district's assessment matrix groups assessment into four related, but distinct categories: screening, diagnostic, formative/ongoing, and summative. This configuration creates an assessment cultural movement in the school district that shifts the concern away from overall school average performance, to looking at individual student performance.

STANDARD 1: CURRICULUM

THE DISTRICT PRESCHOOL-12 CURRICULUM IS RIGOROUS AND ALIGNED TO STATE STANDARDS

Standard 1.1(1.1a)

The curriculum is aligned with the NJCCCS and specifies the content to be mastered by grade, and subject for each grade, and includes benchmarks, interim assessments and requires all students to take courses, with sufficient academic rigor to prepare for college preparatory courses and pass the HSPA and provides specific links to life and career options.

RESTRUCTURED CURRICULUM AND INSTRUCTION DEPARTMENT

The Department of Curriculum and Instruction was recreated in 2005-2006 to bring together the entire preschool to grade 12 program and to standardize district-wide curriculum and instructional practices. This comprehensive department now links the academic effort between twelve critical areas: Language Arts, Mathematics, Science, Social Studies, World Languages, Libraries/Instructional Technology, Health and Physical Education, Fine and Performing Arts, Bilingual/ESL, Early Childhood, Staff Development, and No Child Left Behind. Paterson's Curriculum and Instruction Department seeks to meet the specific needs of all student groups in the Paterson Public Schools district, including bilingual/English as a Second Language (ELL) and special education students.

STANDARDS-BASED CURRICULUM AND STRATEGIC PLANNING

Conscious and purposeful planning outlines the Curriculum and Instruction Department's resources and results through a Strategic Plan that is implemented through an integrated planning, implementation, and review cycle. A retreat sponsored by the Curriculum and Instruction Department in the summer of 2006, led to the development of a Strategic Plan by each department. The Strategic Plan contains priority activities and benchmarks for grade spans (K-3, 4-5, 6-8, 9-12), and delineates department activities, teacher activities, timelines and staff responsible.

Under the direction of the Assistant Superintendent for Curriculum and Instruction, district-wide Instructional Frameworks that span the preschool -12 continuum were initiated. Instructional Frameworks specify the Core Curriculum Content Standards, strands, cumulative progress indicators (benchmarks), and specific skills to be mastered with evidence of mastery at each grade span (APPENDIX I). Instructional Frameworks were presented to the district's leadership team and to the Paterson Board of Education. Each content area framework includes the following:

- Standards-Driven Grade Level Expectations by strands, which include benchmarks for “power standards,” grade specific concepts/skills, and student activities that tell us what children should know and be able to do, and evidence of student progress towards proficiency
- Scope and Sequence of Skills that indicate when each skill is introduced, developed, mastered and applied
- Note-Taking Skills (study skills for independent learning) to augment the curriculum and assist students in processing classroom lessons, research activities, and home study information more effectively
- Benchmarks and Interim Assessments that assess progress and guide future instruction in language arts and math
- Listing of current textbooks and available resources that include online sites for educators and students
- Glossary that includes definitions and terms for each content area
- Best practices (Pre K -12)
- Course listings for grades 9-12 that include an overview, course description, and goals and objectives

The format of both the Strategic Plan and Instructional Frameworks ensures horizontal and vertical alignment across grades.

POWERFUL TEACHING

The Curriculum and Instruction Department works to ensure that standards-based curriculum and powerful teaching take place in each of the district’s schools by developing site-level processes to regularly assess, align, and implement improvement in teaching. To this end, the department:

- Implements rigorous, comprehensive, and common standards-aligned K-12 curricula, including a focus on literacy throughout the system
- Develops a validated approach for increasing quality teaching and a way to measure its effectiveness in every classroom
- Provides on-going embedded professional development for teachers and principals to ensure successful fidelity of curriculum implementation in the classroom

An Education Action Plan developed by the Department of Curriculum and Instruction delineates support mechanisms that focus on delivery and monitoring of instruction. The Education Action Plan helps district principals and teachers use data and personal judgment to diagnose achievement challenges and implement instructional responses that result in high student achievement. This approach helps build capacity system-wide.

ACADEMIC RIGOR/LINKS TO LIFE AND CAREER OPTIONS

The following initiatives are being implemented at the secondary level:

- Subject supervisors are upgrading and reviewing courses to provide a more rigorous curriculum
- Each high school student receives the individual services of a guidance counselor who guides him through his high school experience by advising and counseling with the selection of courses and monitoring earned credit toward graduation. Counselors ensure course sequences and appropriate course selections
- College fairs are held annually to provide on-site admissions opportunities
- Plans are underway to pilot First Things First at the secondary level for implementation of Family Advocacy/Personalization initiative as mandated by the Secondary Education Initiative.
- Honors classes and Advanced Placement courses are offered to students.
- Extended day programs provide extra instructional support for the HSPA
- Small Learning Communities have theme-based curriculum offerings which provide students access to internships, partnerships, and mentors to assist in decision-making for careers and future planning.

BENCHMARKS AND INTERIM ASSESSMENTS

Assessments are aligned to the NJCCCS and are used for data-driven decision making and as tools in guiding instruction. Multiple assessment measures provide the tools our schools need to plan strategically, meet student needs, and establish effective instructional practices.

At the elementary level, assessments include:

- DIBELS (Dynamic Indicators of Early Literacy Skills) – a reading readiness screening administered in grades K, 1 and 2 to assess students’ foundational reading skills: phonemic awareness, alphabetic principle, phoneme segmentation, and reading fluency
- ELAS (Early Learning Assessment System) – an ongoing formative literacy assessment developed by the NJDOE in conjunction with William Paterson University. This assessment consists of benchmark tasks to be collected and scored on a learning continuum in preschool and kindergarten. The ELAS also includes student work samples and teacher anecdotes
- DRA (Developmental Reading Assessment) – a screening in grades 3 and 4 that assesses comprehension, vocabulary and fluency skills. Results are used for differentiation of instruction, guided reading instruction, and to provide reading intervention based on students’ needs
- Language Arts and Math Benchmarks – Formative measures to assess grade level skills derived from the NJCCCS. Benchmarks are administered in grades 1 – 8 in language arts and math

At the secondary level, assessments include:

- Standards Proficiency Assessment (SPA) - a summative assessment in mathematics and language arts designed by Paterson Public Schools in conjunction with Newark Public Schools. This test is administered annually in grades 9 and 10. The SPA, which is aligned to the NJCCCS, is also used as a placement indicator to ensure success on the HSPA
- Scholastic Read 180 required for all incoming freshmen who fail to demonstrate the reading skills necessary to pass the HSPA. Scholastic Read 180 is a commercial product which is remedial in nature and is embedded with ongoing formative assessments to monitor student growth
- District approved and state mandated mathematics and language arts high school courses, all of which use college preparatory texts and ancillary materials. In addition, these commercial materials contain ongoing, formative assessments that represent a repertoire of additional materials at the discretion of the teacher
- District midterm exams in mathematics and language arts for grades 9, 10, 11, and 12 are administered in January. These assessments monitor mastery of skills and assess district progress in reaching the standards necessary to demonstrate mastery on the HSPA
- NovaNET program enabling students to regain credits for failed courses. The program provides potential dropouts with the opportunity to retain graduation status along with their classmates. The curriculum for credit recovery is aligned to the NJCCCS. Currently, staff is undergoing training for the credit recovery and the HSPA components of NovaNET. Other NovaNET components include programs for the gifted and talented, bilingual education, accelerated courses, tutorials, higher order thinking and project based learning. Students will have direct access to the NovaNET system at school and from their individual homes wherever computers are available
- A Special Review Assessment course that is required for seniors who fail to demonstrate proficiency on the state test. This course targets skills reflected in the HSPA and provides multiple opportunities for students to demonstrate mastery in the NJCCCS. These assessments are untimed and are developed by the state

Standard 1.2(1.1b)

The district initiates and facilitates sustained discussions among schools and appropriate stakeholders regarding curriculum standards and frameworks to: (1) ensure they are clearly articulated across all levels (P-12); and, (2) smooth student transition at key points such as from preschool to kindergarten, primary to middle grades and middle to high.

CLEARLY ARTICULATED STANDARDS AND FRAMEWORKS

The district's leadership team meets weekly to ensure system-wide implementation of key initiatives and programs. This leadership team incorporates a cross-section of expertise that includes the superintendent, deputy and assistant superintendents in the

areas of instruction, pupil personnel, human resources, and directors of school security, technology and communications.

The Curriculum and Instruction Department meets regularly to facilitate learning, communication, sharing of best practices, and assess the performance of the district from a systems perspective – building capacity. A “roll-out” plan is underway to ensure consistent implementation of curriculum standards and frameworks in each school. During the “roll-out” initiative, content area directors and supervisors attend principal and grade level meetings to provide staff development in the use of Instructional Frameworks. In addition, Curriculum and Instruction staff conduct “pull-out” staff development and follow-up visits to ensure that standards and curriculum are taught and articulated across all levels. The Education Action Plan, developed by the Curriculum and Instruction Department, creates a shared understanding of district curricula, and brings focus to improvement efforts.

SMOOTH STUDENT TRANSITIONS

The district initiates and facilitates sustained discussions among schools and appropriate stakeholders regarding curriculum standards and frameworks (preschool – 12). Discussions incorporate research-based curriculum, instruction and assessment, and best practices including cross grade articulation dialogues between preschool and kindergarten staff and personnel. Professional development is planned for preschool and kindergarten staff in core content areas, developmentally appropriate instructional strategies, and assessment practices.

A standard curriculum framework at the preschool level sets the foundation for each content area. This curriculum includes specific prerequisite skills in language arts and math required for students to be successful in primary grades.

The district uses several strategies to ensure a smooth transition from preschool to kindergarten with regard to curriculum standards and frameworks:

- Master teachers and social workers attend kindergarten level meetings to build and support the curriculum from preschool to kindergarten.
- Kindergarten teachers visit preschool classrooms during in-service days and preschool teachers observe kindergarten classes.
- Kindergarten teachers receive a transition folder for each student that attended an Abbott preschool.
- Transition committee members (teachers, principals, and social workers) conduct community meetings to provide parents with information pertaining to kindergarten registration and academic expectations.

In order to ensure that curriculum standards and frameworks are clearly articulated across all levels (preschool-12), schools utilize vertical planning, grade level planning, and on-site professional development that is reflective of school wide data analysis. School and district study groups, and annual surveys provide vital information needed to create programs that meet the needs of all stakeholders. The School Leadership Council and parent liaison foster collaboration and partnership between the community and parents at each school site. Student advisory teams, team teaching, and summer bridge programs for freshman help personalize the relationships between staff and students. District-wide benchmarking in mathematics and language arts at each grade level, along with collaborative dialogues among guidance, bilingual and the special education departments create a strong link between central office and schools.

Per the NJDOE regulations, the secondary level is currently viewed as grades 6 through 12. In order to assure a smooth transition from elementary school to the secondary level, the district is implementing all aspects of the Secondary Education Initiative. The Secondary Education Initiative Task Force acts as a catalyst for planning, development and implementation of the SEI components. Consequently, various subcommittees are actively involved in delivering the SEI: Small Learning Communities, Academic Rigor, Personalization/Family Advocacy, Professional Development, Community Services/Partners, Funding and Middle School. Membership on these committees includes district personnel, administrators, teachers, community members and partners.

In order to meet state guidelines outlined in the Secondary Education Initiative, the district created a middle school subcommittee that is focused on academic rigor in grades 6-8. The district has also adopted Navigation 101, a personalization program for the middle school child. In addition, the district is reviewing vertical and horizontal data to determine quarterly schedule changes in mathematics based on the careful review of vertical and horizontal data.

Ongoing meetings are held with elementary school personnel, including Special Education and Guidance and Counseling to apprise staff of secondary initiatives and opportunities for all students. All eighth grade students are afforded the opportunity to apply for placement in small learning communities at the secondary level. Annual Academy Fairs are held to inform parents and guardians about the theme based programs available to students at the secondary level. School visitations are made to the eighth grade students through the Office of Student Placement to personally inform students about the opportunities and to supply them with applications for the various small learning communities. The comprehensive high schools and off-site academies (APPENDIX IV) host Open House days to allow parents, guardians, staff and students an opportunity to see a small learning community in operation. Presenters for these events include students and staff members. This provides students at the elementary level with a close-up and personal look at the 9 – 12 grade programs available to them.

In addition to the aforementioned, eighth grade students receive freshman orientation programs and/or Summer Bridge programs prior to entry into high school. These activities, hosted by high school personnel at the receiving school, provide our incoming 9th grade students with an overview of expectations, project based activities, an introduction to the theme courses, pertinent to the small learning community into which the student is entering, and an opportunity to meet new classmates and staff for the upcoming school year.

To further ensure a smooth transition from middle school to high school, the district is currently involved in a professional development initiative to address the Personalization/Family Advocacy component of the Secondary Education Initiative. Through the implementation of *Navigation 101* at the 6th grade level and *First Things First* at the 9th grade level, students and their families will be recipients of a personalized advocacy program. Each program will be phased in at the aforementioned grade levels - *Navigation 101* for grades 6 – 8 and *First Things First* for grades 9 – 12.

At the secondary level, college language arts literacy skills are being aligned with college skill assessments (e.g., Accuplacer). This project, which includes staff development, is being implemented with ongoing collaboration with Passaic County Community College.

Individually and collectively, the stated strategies provide an ongoing link across all grade levels from preschool through kindergarten, elementary through middle school and middle school through high school.

The Paterson Public School District is on track towards fulfillment of the Secondary Education Initiative as mandated by the State Department of Education.

Accomplishments are evidenced as follows:

- Creation of the Secondary Education Initiative Task Force. The Task Force includes staff, community and other stakeholders as well as the following subcommittees.
 - Small Learning Communities
 - Academic Rigor
 - Personalization/Family Advocacy
 - Professional Development
 - Community Services and Partners
 - Funding
 - Middle School

- Other accomplishments to date:
 - Eight (8) Small Learning Communities plus freshmen houses at comprehensive high schools (John F. Kennedy and Eastside)
 - School Instructional Leadership Teams formed at each high school
 - “High Schools that Work” grant received by the two comprehensive high schools
 - “High Schools That Work” National Conference (Orlando, FL) attended by high school teams from the two comprehensive high schools

- School Leadership Teams attended “High Schools That Work” professional institute on academic rigor
- District staff participated in NJDOE-sponsored networking meetings
- All eighth grade students were afforded an opportunity to apply to small learning communities at the secondary level
- Presentations to eighth grade students informing them of School Leadership Councils at grades 9-12
- Academy Fairs inform grade 8 parents and guardians of high school options
- US Department of Education Career Cluster Inventory administered to current grade eight students
- All comprehensive high schools and off-site small learning communities/academies participated in “Standards for Implementing the Abbott Secondary Regulations” assessment
- Professional development initiative planned for Personalization/Family Advocacy

Standard 1.3(1.1f)

The district works with school leadership, supervisors, coaches and faculty to systematically monitor, evaluate, and adjust the curriculum based on the evidence of student achievement.

MONITORING AND EVALUATION OF INSTRUCTION

The reorganization of the district creates an educational organization that functions as a unified “school system” to carry out the district’s primary focus - student achievement. Four assistant superintendents each oversee a cluster of schools to ensure implementation of district initiatives. Assistant superintendents visit their assigned schools on a regular basis.

The Curriculum and Instruction Department is developing and implementing processes to support an intentional focus on curriculum implementation and instructional practices with the goal of supporting higher levels of student achievement. To this end, the Excellence in Curriculum Evaluation and Learning protocol (EXCEL) provides a vehicle to drive standards-based curriculum and powerful teaching. Standardized instruments (Implementation Protocols) guide staff in monitoring academic achievement, instructional practices and AYP targets at every school. These standardized instruments allow assistant superintendents, curriculum staff, principals, vice principals, and building-based staff to assess schools with one voice and one direction.

The EXCEL protocol institutes a process to assess and monitor program implementation and provide technical support to schools. This tool highlights and aligns the salient components found in the following plans and assessments: The New Jersey Quality

Single Accountability Continuum (QSAC); Collaborative Assessment for Planning and Achievement (CAPA); Superintendent’s Initiatives; No Child Left Behind; District and school-based plans; the Department of Curriculum and Instruction Education Action Plan; and the Stupski Foundation’s Organizational Assessment (OA). Each of these documents support curriculum implementation and standards-based instruction. The EXCEL protocol contains six sections:

1. Academic Performance in Curriculum
2. Academic Performance in Instruction
3. Classroom Evaluation/Assessment
4. High Quality Instruction, Professional Growth, Development & Evaluation
5. Comprehensive & Effective Planning
6. Appendices – Content Area Implementation Protocols to be utilized when conducting classroom visitations.

The EXCEL protocol is used by the following Paterson staff:

- **Superintendent/Deputy Superintendent**– to provide evidence of the district’s progress toward measuring academic achievement and individual school’s accomplishments of Collaborative Assessment for Planning and Achievement (CAPA) and New Jersey Quality Single Accountability Continuum (QSAC) recommendations and meeting adequate yearly progress targets (AYP).
- **Assistant Superintendents** – to provide a basis for generating school profiles, preparing schools for monitoring, developing principal protocols for meeting adequate yearly progress (AYP), and visiting classrooms
- **Principals** – to guide for self assessment when preparing for New Jersey Quality Single Accountability Continuum (QSAC), Collaborative Assessment for Planning and Achievement (CAPA) visits, meeting adequate yearly progress (AYP)
- **Directors, Supervisors, District Coaches, School-based Coaches, Facilitators, and School Leadership Councils** – to create content area protocols to provide evidence of building and classroom strengths and areas needing further development and technical assistance.

Standard 1.4(1.1g)

The curriculum provides access to a common academic core for all students including but not limited to special education and ELL students.

COMMON ACADEMIC CORE FOR ALL STUDENTS INCLUDING ENGLISH LANGUAGE LEARNERS AND SPECIAL EDUCATION STUDENTS

English language learners

Paterson’s significant population of English language learners (ELL’s) represents the largest in the state. The ELL population consists of 4,667 students or about 17.8 percent of the student population. The majority of English language learners in our schools speak

Spanish. The growing number of Bengali, Arabic, and Turkish speakers account for 7 percent of the total ELL population

The curriculum provides access to a common academic core for all English language learners by focusing on detailed descriptions of expected understandings. Just as Chamot and O'Malley maintain that content should be the primary focus of instruction and academic language skills, the curriculum develops the content, and ELL students are able to apply learning strategies to a variety of contexts because those strategies are explicitly taught. Classroom instruction seeks to value and cultivate the educational and personal experiences ELL student bring to the classroom, rather than ignoring or trying to replace these experiences. In addition, the curriculum enables students to make meaningful connections with what is being taught. Teachers in the mainstream classroom as well as the specialists in bilingual and English as a Second Language program (ESL) participate in staff development sessions and work in conjunction with district and school coaches to assure they are providing bilingual/ESL students with scientifically-based instructional programs. This is further improved on by the departments' workshop initiatives which involve parents, teachers, and community stakeholders.

The curriculum accommodates the use of the students' native language and focuses on the development of higher order thinking skills and the clarification and elaboration of key concepts and vocabulary by acknowledging the proficiency levels of the ELL students. This in turn has developed a great potential for accelerating and enhancing ELL's access to the mainstream curricula where their cognitive academic language proficiency skills (CALP) are further developed. Additionally, because the ELL students' native language is valued and utilized in the curriculum, they are more likely to have increased self esteem and greater self-efficacy. Access to materials written in their native language supports ELL's literacy and cognitive development resulting in the achievement of a common academic core for all ELLs.

Special Education

The curricular programs that are selected and implemented support the New Jersey Core Curriculum Content Standards (NJCCCS) for Paterson's special education students. Implementing programs and resources that support the core content standards ensures access to a common academic core for all special education students. This academic access is possible through the full continuum of services offered from in-class support to self-contained classes. Special education students are included in the same instructional model for language arts and math as the general education students. All K-8 students are engaged in the 90-minute instructional blocks for language arts and math. The instructional materials and resources used within the special education programs parallel the materials and resources in the general education program. The Language Arts Literacy program makes addressing the needs of special education students attainable since the program is designed for students functioning on and below grade level. By using materials written at specific levels, while integrating grade level vocabulary and skills, access to the academic core for special education students is afforded.

Additionally, the special education literacy coaches, the Director of Special Education Instructional Programs, and the Department of Curriculum and Instruction work closely together to design curriculum for all students. Through modeling, training, and consultation, the special education literacy coaches provide direct support to both special education and general education teachers on best literacy practices. The Director of Special Educational Instructional Programs also works with the building administrators and teachers to ensure access to the curriculum for special education students.

STANDARD 2: CLASSROOM ASSESSMENT/EVALUATION

THE DISTRICT AND SCHOOLS USE MULTIPLE EVALUATION AND ASSESSMENT STRATEGIES TO CONTINUOUSLY MONITOR AND MODIFY INSTRUCTION TO MEET STUDENT NEEDS AND SUPPORT PROFICIENT STUDENT WORK

Standard 2.1 (2.1A)

The district ensures that multiple assessments are frequent, rigorous, aligned with NJ CCCS, used to gauge student learning and adjust instruction to individual needs.

Disaggregated data from a variety of sources including state, interim, and annual local/national assessments is distributed to principals. The data includes results by subgroups (Total Students, General Education, Special Education, LEP), gender, ethnicity and socio economic status.

Principals and building-level staff have received training especially focused on disaggregated data interpretation and analysis. The Division of Assessment, Planning and Evaluation has conducted training for principals, facilitators and literacy and math coaches on the use of assessment for teaching and learning, and on the use of data to guide instruction.

The data obtained from local assessments at the elementary level (Terra Nova, DIBELS, DRA, Benchmarks) is utilized at the district and building levels along with the data obtained from state assessments to adjust instruction, group students, plan interventions and programs, and to identify professional development needs at the building and district levels.

At both the elementary and secondary levels, the Division of Assessment, Planning and Evaluation is currently developing an extensive data team initiative in collaboration with the Stupski Foundation, the Department of Staff Development, and the Office of Curriculum and Instruction. This will enable school-based instructional teams to enhance their understanding of, and use all data effectively in developing school-level plans, establishing professional development objectives, and impacting instruction and student learning to close achievement gaps.

FREQUENT, RIGOROUS MULTIPLE EVALUATION AND ASSESSMENT STRATEGIES

The district is participating in two assessment-based initiatives designed to improve teacher/ classroom practices and create system wide formats to ensure standardization of assessment practices and collegial teacher conversations. One of the superintendent's current initiatives targets site-based data teams. Data team development will provide a foundation for teachers to analyze data, discuss individual student outcomes and further develop content strategies to re-teach and enhance skill development and extend learning.

Improvements in all areas of assessment (assessment methods, pre-test procedures, auditability, data warehousing and analysis) are in progress. Highlights of these assessment method improvements include:

- Performance-based assessments, and detailed literacy assessments in all grades
- Teacher training in holistic scoring and in individualizing instruction based on collegial results analysis in a continuous improvement model

The district is implementing a four-prong approach to assessment (screening, diagnostic, formative, summative). Multiple evaluation and assessment strategies include longitudinal analysis of test results for students and programs, observations and dialogues, traditional quizzes and tests, and performance tasks and projects, as well as students' self-assessments gathered over time.

Screening and diagnostic assessments include DIBELS and DRA. Formative assessments include quarterly benchmarks in grades 1-8 in language arts and K-8 in math, and midterm exams in the secondary schools. Summative assessments include state and local assessments such as the Standards Proficiency Assessment (SPA) and the Terra Nova. (APPENDIX II)

Data from the Terra Nova in grades K–2 was provided to all elementary schools in different formats to include student individual reports, class reports, and school performance summaries. The data was analyzed to determine student needs. Results were utilized to indicate student readiness in meeting the individual student rigor of the NJASK in grade 3.

Training in data analysis and score interpretation was provided by the Department of Assessment to principals, school level facilitators and literacy coaches. The dual focal points were data-driven decision making and using assessment results to guide instruction. The data reviewed included state assessment results (NJASK 3 - 7, GEPA 8), disaggregated data by gender and ethnicity, data from local assessments (Terra Nova K-2, DRA, DIBELS)

Language Arts Literacy

Paterson is utilizing assessments to direct and redefine classroom instruction at all levels.

For children in the youngest grades, DIBELS and DRA screening assessments help instructors pinpoint learning gaps early on. In grades K–2, student progress in literacy is closely monitored through the DIBELS Progress Monitoring System. This system helps to design intervention instruction, apply teaching strategies, and plan instructional supports (learning centers, supplemental instruction) that are skill focused. Progress monitoring of students allows for an immediate turn around of the data to be used for instructional purposes.

Similarly, results obtained from the DRA are employed at the building level in grades 3 and 4 for guided reading grouping purposes, and to provide Tier 2 and Tier 3 intervention instruction.

At the elementary level, language arts benchmarks for grades 1 – 8 are administered on a quarterly basis. Benchmarks assess student mastery of grade level skills and provide instructional support by the district coaches to all building-based literacy coaches. Monthly meetings with building-based literacy coaches focus on data, and modeling of effective instructional practices based upon identified needs. The data is analyzed to ensure the effectiveness of classroom instruction and to review individual students' performance and needs to guide further instructional support.

At the secondary level, interim assessments are collected and reported as midterm exam grades. Language arts assessment includes revision of select midterm and final exams to reflect revised curricular focus and benchmark development and revision for specific courses.

Mathematics

The mathematics department has developed pacing guidelines for grades K through 8 to ensure all NJCCCS are addressed at the appropriate grade levels. This guarantees that students are learning appropriate grade level mathematics in a timely and consistent manner. Topics are organized so that teachers build upon prior concepts and move students to more complex concepts and applications. Quality instruction continually assures student progress toward goals by checking for understanding, adjusting instruction and intervening as needed.

A series of quarterly benchmark assessments (K-8) guide instruction and test for mastery. These assessments (correlated to the NJCCCS) evaluate prior instruction/learning and provide a basis for future instruction and practices. Assessments are administered following instruction of related concepts. Post-assessments are conducted upon completion of grade level courses to determine student strengths or weaknesses for the subsequent school year.

Role of Paterson Facilitators

Given the current emphasis by the district and state on the increased administration and use of assessment as an integral part of the curriculum and instruction cycle, facilitators play a vital role. School facilitators assume the responsibilities necessary to coordinate the administration of all state and local assessments.

Testing protocols include:

- Pre-test procedures to identify the proper testing environment for each student based on their educational program and special needs.
- Auditable security, for test materials and procedures that is maintained and checked before, during, and after testing

Although facilitators work side-by-side with his/her colleagues to administer the assessments, (s)he is the primary point of contact between each school and the district Division of Assessment, Planning, and Evaluation. Any questions, concerns, problems, training, and information are communicated to the facilitator and then disseminated to the appropriate personnel within each school.

In support of the screening initiatives required by Abbott and implemented by the district, the facilitator is the primary person responsible for coordinating the DIBELS and DRA one-on-one administrations. Once all of the students are assessed with the DIBELS/DRA, the facilitator works with the teachers, coaches, and administrators to ensure that the data is used to make appropriate decisions and alterations to the instructional program.

The facilitators also work with the literacy and math coaches to provide direct support in the dissemination and administration of the benchmark assessments in addition to the ultimate use of the results once the assessments are scored.

Standard 2.2 (2.1d)

Disaggregated test scores from state and interim assessments are used by the district to identify curriculum gaps, plan for professional development and adjust instructional practice, as needed, for all students and sub-groups.

Throughout the district, elementary school teams (principal, facilitator, literacy and math coaches, and vice principals) received individual and/or small group staff development on disaggregating test scores for all students and sub-groups. The staff development focused on a comparative analysis of testing data for grades 3, 4, and 8 as well as Terra Nova data for grades K, 1, and 2 and NJASK 3-7 data. (APPENDIX III).

DATA-BASED INSTRUCTION

Measures of student performance are disaggregated by student subgroups and aligned to core instructional objectives.

Literacy

Based on spring 2006 district and building data analysis in grades 2, 3, 6, and 7 (inclusive of English language learners and special education) summative assessments results indicating a need for improvement was noted in the following areas:

- Grades 2 and 3 – writing picture and poetry prompts
- Grades 6 and 7 – persuasive writing and picture prompts

A resource packet developed for the after-school program (all grades) provides additional instructional support including the Six Traits of Writing, a holistic rubric that increases in complexity across the grade levels.

To address challenges in answering open-ended questions, teachers were directed to incorporate more of these types of questions into their daily instruction. Open-ended questions are based on core reading selections, enabling teachers to model the process of responding to text in a thorough and effective manner.

Mathematics

Based on the analysis of district test data, need of improvement was noted for the following areas:

- Grades K-3 - Patterns and Algebra
- Grades 4-6 - Patterns and Algebra, Data Analysis, Probability and Discrete Mathematics
- Grade 7 - Patterns and Algebra, Geometry and Measurement
- Grade 8 - Geometry and Measurement
- Grades 9-12 - Data Analysis, Probability and Discrete Mathematics

Additional support is provided for these standards in terms of materials, instructional strategies, staff development, and assessment. Analysis of individual school, grade level and student results may require additions/alterations to the identified areas in need of improvement. The extended-day programs in grades 3, 4, 7 and 8 focus on identified areas and target subgroups that demonstrate need for additional support. A grade 8 algebra program is offered to students daily (either before or after the regular school day) by certified mathematics teachers.

STANDARD 3: INSTRUCTION

THE DISTRICT'S INSTRUCTIONAL PROGRAM ACTIVELY ENGAGES ALL STUDENTS BY USING EFFECTIVE, VARIED, AND RESEARCH-BASED PRACTICES TO IMPROVE STUDENT ACADEMIC PERFORMANCE

Standard 3.1 (3.1f)

The district ensures that instructional resources are sufficient and that all instructional materials are aligned to the curriculum.

EFFECTIVE, VARIED, AND RESEARCH-BASED PRACTICES

In order to ensure that instructional resources are sufficient and that all materials are aligned to the curriculum, the role of central office staff is evolving. These new roles focus on central office staff as “brokers.” New responsibilities include roles as:

- Tool Designers to translate curriculum frameworks into tangible strategies, practices, and materials for schools to use
- Data Managers that work with implementation and student outcome data to help teachers and principals use it to improve instruction
- Trainers and Support Providers that design staff development and training to support instructional leadership at different levels
- Network Builders that create routines and practices that build or sustain connections between people who have expertise to share but have limited contact with their colleagues

Instructional Teams comprised of a principal, vice principal, facilitator, language arts and mathematics coach in each elementary school provide curriculum and instructional support to all students and staff (including ELL and special education students). The instructional coach is a certified, highly qualified teacher who demonstrates leadership skills and has expertise in curriculum, instructional strategies, child development, classroom management, and knowledge of adult learning theory.

Protocols have been developed to guide and monitor site-based coaches' roles who seek to mentor and support teaching and learning through modeling, coaching, and professional development. Instructional team members attend grade level meetings to assist teachers in analyzing assessment results and discuss modifications in instruction. Language arts and math coaches conduct classroom visitations to assist staff in implementing instructional suggestions and recommendations. Collaborative teaching facilitates the inclusion of limited English proficient and special education students in the classroom, support implementation of learning centers, and provide smaller instructional groups

Central office provides professional development designed to foster tailored, job-embedded assistance to coaches and grade level staff. This is accomplished on site in addition to traditional pull-out training.

In an effort to increase the number of certified mathematics teachers at the middle grade level and improve the mathematics knowledge of district elementary certified staff, a mathematics endorsement program, through William Paterson University, is offered to district teachers. The 30 credit mathematics graduate program results in mathematics certification.

Academic Support services assist struggling students (including ELL and special education students) who have not yet attained the established level of proficiency. Results of screening and diagnostic assessments are utilized to plan instructional strategies and activities based on student needs. Academic support teachers, teachers of English language learners and special education resource teachers collaborate with classroom teachers to provide scaffolded, differentiated instruction to improve student achievement. Workshops on the use of data-driven instruction are provided for staff.

An extended day/year program provides students with additional time to achieve mastery of the Core Curriculum Content Standards. This program offers the opportunity to provide individualized attention to students as it focuses on specific subgroup performance in ASK, GEPA, and HSPA cluster skills, builds on student strengths, and scaffolds instruction to improve student achievement. Programs and activities provided in the extended day/year program are based on data and linked to strategies and activities that occur during the regular school day.

Standard 3.2

Instructional strategies and learning activities are effective, varied and aligned with the district, school and state goals and assessments

EFFECTIVE AND VARIED, INSTRUCTIONAL STRATEGIES

Language Arts Literacy

In order to ensure that students will be able to read on grade level by the end of grade 3, intensive early literacy components are integrated into instruction.

Ninety-minute learning “blocks” for grades K-8 allow students to delve into the key areas of language arts literacy in longer, uninterrupted sessions. Paterson’s Intensive Early Literacy Program incorporates all components approved by the New Jersey State Department of Education. The 90-minute literacy block provides a “balanced” approach to literacy that targets the six essential components of reading (phonemic awareness, phonics, fluency, vocabulary, text comprehension, motivation and background knowledge) along with exposure to good literature and writing experiences. Teachers utilize whole group instruction, small group instruction, one-to-one tutoring and computer assisted instruction. These instructional practices support the early literacy initiative and enable teachers to differentiate instruction to meet the needs of all students.

Throughout the district, learning centers and stations, along with the use of word walls, provide students with a literacy-rich classroom environment that maximizes student learning. Learning centers include a listening center, writing center, reading/library center and technology center.

The district continues to incorporate the ingredients of intensive early literacy into middle school. These components include a framework for the 90-minute block which outlines parameters for whole and small group instruction with a focus on dedicated time for guided and independent reading. Middle school initiatives also include systematic instruction in writing process procedures and strategies to improve writing proficiency. Additional initiatives include:

- Staff development for all grade 6–8 teachers in effective implementation of the 100 Book Challenge - Varsity Collection
- Thinking Reader
- Application of individual reading comprehension strategies that are part of the Reciprocal Teaching model
- Research Labs

Mathematics

The district continues to integrate key components of intensive early literacy into math instruction including whole group instruction, guided instruction in small groups, and learning centers that differentiate instruction. As a complementary focus to language arts, 90-minute instructional blocks are conducted in grades K-8. Mathematics centers include activities and manipulatives, problem-solving materials, and technology.

The accomplishments listed below have laid a strong foundation for improved student achievement in mathematics.

- Participation of K-8 teachers in mathematics certificate programs at state universities.
- Development of a staff development program (preschool-12) based on best practices grounded in current research
- Teacher training sessions to enhance student understanding of mathematics concepts and applications, problem-solving, and communication.
- Development of mathematics pacing guides K-8 to assist in the consistent, effective delivery of instruction.
- Development of a revised K-12 Mathematics Curriculum Scope and Sequence aligned to the New Jersey Core Curriculum Content Standards. Extensive district teacher input was sought and provided in this process
- Provision of demonstration lessons and activities in district classrooms to model a variety of instructional strategies
- Mathematics learning centers that provide differentiated instruction on a consistent and uniform basis
- Development of a Mathematics Program Evaluation and researching recommendations/suggestions for the learning centers.

Mathematics instructional coaches participate in monthly staff development in-service meetings provided by the district. As part of the School Instructional Team, the responsibilities of the mathematics coach include site-based mathematics staff development, instructional assistance, leadership and planning/actions/instruction based on assessment analysis and identification and procurement of appropriate materials and support.

The district continues to review the way in which middle school teachers of mathematics become highly qualified. Stipends are paid to teachers who enroll in and successfully complete courses leading to math certification.

The high school curriculum has been revised and aligned to NJCCCS, including an exceptional child component that will now be available for use in the secondary school. The extended mathematics instructional block was employed to ensure adequate instructional time for whole group instruction and differentiated (small group) support.

The Paterson Public Schools district has instituted additional scientifically based research strategies in language arts and math that include:

- Use of texts and supplementary materials to support the curriculum. Language arts textbooks include *Trophies* in grades K-5 and *Elements of Literature* in grades 6-12. Math texts include *Passport to Math* in grades 6-8. All texts are aligned to the New Jersey Core Curriculum Content Standards.
- A system of literacy support to increase comprehension skills for students in grades 6-8. Resources include a guided reading program (100 Book Challenge), Varsity Collection, and Thinking Reader. Scholastic Read 180 is utilized in ninth grade.
- Instructional materials aligned with the CCCS
- Team teaching
- Delivery of “push-in” supplemental services (resource room, academic support teachers, bilingual/ESL support) rather than “pull-out”
- Continuous assessment of student work and progress
- Common planning time and grade level meetings to discuss strategies, best practices, scheduling, integration of strategies presented at district workshops

STANDARD 4: SCHOOL CULTURE

THE DISTRICT FUNCTIONS AS AN EFFECTIVE LEARNING COMMUNITY AND SUPPORTS A CLIMATE CONDUCTIVE TO PERFORMANCE EXCELLENCE

Standard 4.1

The district leadership is responsible for and supports a safe, orderly, and equitable learning environment.

CLIMATE CONDUCTIVE TO PERFORMANCE EXCELLENCE

The issue of supporting a safe and orderly learning environment is a priority in Paterson. In 2005-2006, the district began implementation of an identification card system for its 6,000 employees. The cards track daily attendance for staff (which has averaged over 93 percent over the past 5 years) and also serve as security card. The combined efforts of Human Resources, Technology and School Security help make this system work to optimal capacity.

SAFE SCHOOLS

The district has been able to significantly decrease its violence and vandalism rates as illustrated in the six year comparison below. This has been achieved through intervention, education of staff, and community involvement.

	Violence	Vandalism	Weapons	Total
2000-2001	322	79	58	459
2001-2002	293	60	55	408
2002-2003	178	28	33	239
2003-2004	162	82	32	276
2004-2005	79	34	18	131
2005-2006	94	23	19	136

The Substance Awareness Department has increased its efforts for early detection, counseling, and referrals and has established evening hours to accommodate families that aren't available during school hours. This has resulted in better services for our students and parents while fostering a stronger bond between families and the school district. The superintendent established a Multi-Cultural Task Force of educators and community members to assist whenever a problem surfaces in our community.

The School Security Department has developed school safety plans for every school that takes into account the unique characteristics of school location and facility. It also has undertaken the added responsibility of internal investigations to uncover practices that

aren't in the best interests of children. Paterson is the only municipality in Passaic or Bergen counties that has had successful tenure convictions.

The district realizes that in the current climate of fiscal austerity, it is essential to look at all available resources. The Paterson Public Schools district has partnerships with the Passaic County Sheriff Department, Paterson Police Department, Passaic County Prosecutor's Office, Passaic County Village Initiative, Passaic County Drug Alliance, and the Paterson Department of Recreation. The district is constantly seeking partners to either improve the environment for our school community, establish internships for our students or help our children achieve their maximum potential.

STUDENT ATTENDANCE/DROP OUT RATE

The district continues to maintain a satisfactory student attendance rate of 92 percent. The 2005 district dropout rate of 7.6 percent is considerably less than the 14.2 percent rate evidenced in 2001. The District continues to employ the following strategies to maintain and improve attendance and reduce the drop out rate:

- Dropout Prevention Specialists work actively with students whose attendance needs improvement
- Expansion of small learning communities
- Opportunities for students to earn attendance credit by exploring other programs that have provided a state approved remedy
- Mentoring program established by Paterson Municipal Court for chronically truant students
- Auto-call system to notify parents of a student's failure to attend school

As the small learning communities evolve from the Secondary Education Initiative, attendance will be further enhanced.

INTEGRATION OF TECHNOLOGY

The Department of Technology was reorganized to provide improved remote and onsite service and user support. The installation of over 1,000 computers and connectivity to the network further enhances the district's capacity. The district also upgraded, refurbished, reinstalled, and connected approximately 400 existing computers to maximize our resources. Paterson Public Schools is in full compliance with the Children's Internet Protection Act. All internet traffic is filtered to block inappropriate content.

In 2005-2006 the district completed a major upgrade to the phone system which allows it to take advantage of the robust computer network. During 2005-2006, the help desk processed and provided resolution of over 5,000 requests.

Every school has an internet television facility that provides access to the network. The award winning program entitled "The Day of the African Child" was made possible by technology working in conjunction with the education component of the school system.

The ability to talk to students in Africa, Netherlands, and other countries provided Paterson's students with an important educational experience.

Technology and the Curriculum and Instruction Department's relationship has been strengthened by working together as part of the leadership team created by the administration. The fruits of this partnership are paying significant dividends to the students and staff of the district. Some examples are:

- Leapfrog Schoolhouse in all K-3 classrooms
- GeoPhysical Systems Science labs newly installed at five schools
- A new partnership with NJEDge.net (Consortium NJ colleges & universities)

FACILITIES PLAN

Paterson also suffers from severe overcrowding. Although the district has 1,300 classrooms, it requires 700 more to be educationally adequate. In order to be equal in just physical school quality, the Paterson school system needs nearly \$1.5 billion for 25 new schools, additions, and capital maintenance. The district needs to move to a neighborhood school concept through redistricting, and implement grade succession planning. Students should know where their K-8 school will be and be able to walk to it. Currently some Paterson children are outsourced to feeder schools; some of which are not located in Paterson.

Early Childhood education is mostly outsourced to private providers. Some of these private provider facilities are grandfathered and unfortunately fall well below DOE educational adequacy standards. The district needs to take control and build seven new centers to provide in-house facilities for all eligible 3 and 4 year olds.

In an effort to cope with overcrowding, the district leases many facilities including School 29, Pre-Collegiate, Alexander Hamilton, Sports and Business, HARP, STARS, IMPACT, Great Falls, Garrett Morgan, Alternative Middle School, etc. We are reluctant to invest the required capital maintenance into these leased facilities and need to rapidly move towards occupying district-owned schools.

The district has not been standing still. Through collaboration with the SCC, Paterson has six new major projects, in the works. Those in construction include the new International High School for over 500 students, and an addition and modernization for over 700 elementary students at School 24. Those currently slated to start within the next 6 months include: the new Marshall Hazel School for 700 elementary students, the new Marshall Hazel Bridge, the School 25 addition and modernization for 700 elementary students, and the Roberto Clemente Kindergarten Center for 80 children.

STANDARD 5: STUDENT, FAMILY, AND COMMUNITY SUPPORT

THE DISTRICT WORKS WITH FAMILIES AND COMMUNITY GROUPS TO REMOVE BARRIERS TO LEARNING IN AN EFFORT TO MEET THE INTELLECTUAL, SOCIAL, CAREER, AND DEVELOPMENTAL NEEDS OF STUDENTS CONSISTENT WITH 6A:10A-3.6 SUPPORTS FOR PARENTS AND FAMILIES AND NCLB §1118 PARENTAL INVOLVEMENT

Standard 5.1 (5.1a)

The district jointly develops with, and distributes to, parents of Title I students a written parental involvement policy consistent with NCLB §1118(a).

NCLB PARENT INVOLVEMENT POLICY

A parent involvement policy outlining how parents, the entire school staff and students share the responsibility for improved student academic achievement is being developed for the district. The compact will detail the means by which the school and parents build and develop a partnership to help the students reach the state's high standards. The Paterson Public School district compact will require a strong commitment from the parent/guardian, pupil, teacher and school administrator to support the student's learning by addressing the importance of on-going communication, frequent progress reports, reasonable access to staff, and opportunities to volunteer and participate in school activities.

SUPPLEMENTAL EDUCATIONAL SERVICES

To date, the Paterson Public School District has registered 10 percent of its eligible student population allotted under the No Child Left Behind regulations. The Paterson Public School District continues to encourage parental decision making and involvement in their child's education by exercising choice and Supplemental Educational Services are offered to eligible students. To this end, several provider fairs were held throughout the year. This process was facilitated through the use of two district sponsored provider fairs with additional provider fairs held at each school. Parents had the opportunity to meet with state-approved Supplemental Educational Services representatives and were able to make informed decisions on Supplemental Educational Service programs that would best meet the needs of their children through one-on-one question and answer sessions.

FAMILY AND COMMUNITY INVOLVEMENT

Community involvement is a critical component in the district's efforts to achieve student success. Under the direction of State District Superintendent Michael E. Glascoe, Paterson Public Schools work closely to involve parents, community members and all stakeholders in the education process. The Department of Community Services and the

Office of Communications work closely together to keep all stakeholders engaged, aware of activities and apprised of all opportunities to become involved in the education effort.

In the 2005-2006 school year, over 800 parents and community members attended a series of Community Zone Meetings held in every ward in the city. At these meetings, which were attended by translators, they met with the superintendent and other district administrators and voiced their thoughts. In December of 2005, a summary of their concerns and solutions was presented at the annual Parent Awareness Day event.

In an effort to build on last year's Community Zone communications efforts, every school in the Paterson district is now hosting two Community Forums in fall and spring of the school year. These forums provide an opportunity for parents and other residents to formulate suggestions and participate in appropriate decisions relating to the education of their children. Parents are able to inquire about curriculum in use at the school, forms of academic assessment, and proficiency levels students are expected to meet. Additionally, these opportunities are also provided at the district's Back to School nights.

When school leadership is poised to change, parents, staff and students are also invited to participate in the selection of new school principals. Meetings are held for all three groups and surveys are distributed to attendees, requesting their thoughts on leadership qualities for potential candidates. In 2005-2006, parents, staff and students participated in the principal selection process at six district schools.

Communications via print, television, local media and the internet, is a district priority. A new Communications Office oversees this effort and fields all inquiries from the media in an effort to build awareness of district programs and successes. To assess the effectiveness of its various efforts, a recent survey was distributed, in English and Spanish, to all 30,000 students in the district. The response was exceptional – over 10,000 surveys were completed and returned.

Parents, stakeholders and community members are routinely informed of events and district news via a new phone notification system. Messages, which are always translated into a second appropriate language, can be relayed to as many as 45,000 homes in less than two hours. Last year, over 600 distinct messages were recorded and distributed to small and large groups in the district community.

District newsletters, translated into Spanish, were distributed to 35,000 students and staff members at three-month intervals in 2005-2006. The new Paterson Public Schools district website receives an average of 18,000 "hits" a week; 3,000 of these visitors are new to the site. This site is used to broadcast information about important school events, and news that is important to the school and district community. Additionally, a weekly internal newsletter communicates district news to all employees and stakeholders.

In the 2005-2006 school year, three unique district advisory groups were created to involve parents, families and community members in the educational policies and programs that impact students. The Parent Leadership Alliance, Multi-Ethnic Task Force and Community Advisory Committees meet monthly to coordinate and implement parent involvement programs and activities with other programs such as the Marilyn J. Morheuser Parent Resource Center.

An overall strategic plan outlining community involvement is being developed with the assistance of the district community. This plan will outline the means by which the school and parents build and develop a partnership to help the students reach the state's high standards. The Paterson Public School District community involvement plan will require a strong commitment from the parent/guardian, pupil, teacher and school administrator to support the student's learning by addressing the importance of on-going communication, frequent progress reports, reasonable access to staff, and opportunities to volunteer and participate in school activities.

STANDARD 6: PROFESSIONAL DEVELOPMENT

THE DISTRICT PROVIDES PROFESSIONAL DEVELOPMENT OPPORTUNITIES BASED ON AN EVALUATION OF INDIVIDUAL AND COLLECTIVE TEACHER NEEDS

Standard 6.1 (6.1e)

Professional development is high quality, job-embedded, continuous, tailored to teacher needs and school-based.

The heart of Paterson's progress lies in the skill and dedication of its 3,000 teachers. Extensive professional development is held throughout the year, with a special focus on the skills needed to successfully implement differentiated instruction, and Paterson's new, extended learning blocks. To introduce new teachers and instructional aides to the district, a comprehensive three-day induction program is held every August. This program provides the information our educators need for the first day of school.

To maintain excellence is always a priority. Paterson's 2006 Job Fair drew over 1,000 applicants to John F. Kennedy High School. Extensive interviews were conducted with teaching professionals in World Languages, Bilingual Instruction, English as a Second Language and Math and Science. As a result of the Job Fair, 46 new certified teachers were hired.

Highly qualified teachers

The Federal No Child Left Behind Act (NCLB), requires that all teachers be or become highly qualified in the core content area or areas that they teach. NCLB places major emphasis upon teacher quality as a factor in improving achievement for all students. The district has the responsibility to support and monitor teacher progress toward meeting the goal of satisfying the Highly Qualified Teacher definition. Through rigorous recruitment practices and credential reviews, Paterson's administrative team is continuing to provide every child with a highly qualified teacher.

National Board Certification

The highest symbol of professional teaching excellence, National Board Certification, provides a nationwide standard for evaluating and encouraging accomplished teaching. This rigorous, rewarding program requires extensive independent study and collaboration focusing on project-based learning and research. Paterson is currently working in partnership with the Education Information Resource Center (EIRC) to offer instructional classes facilitated by teachers who have already obtained National Board Certification. Currently, 21 Paterson teachers have benefited from participating in the program.

JOB-EMBEDDED STAFF DEVELOPMENT BASED ON TEACHER NEEDS

In the spring of 2006, teachers and administrators completed an online staff development assessment to assist the Office of Staff Development, content area directors and supervisors in developing the 2006-2007 staff development program. The results of the survey were also presented to every building administrator.

As a result of the survey, the district has implemented a multi-pronged approach to staff development. The content of all staff development to district coaches, building coaches, and building administrators has been consistent throughout the district. Individual cohorts of teachers are provided staff development in small groups to address specific content area and/or grade level deficiencies. Throughout the district with emphasis on the 12 highest priority schools, staff development has included training on how to disaggregate data based on test scores.

At the building level, teachers meet with coaches and facilitators to receive turn-key training on current content and best practices. Building level coaches receive direct staff development from content area directors and supervisors. Twelve of our highest priority schools also receive on-site K-2 literacy support from nationally recognized consultants from Sopris West.

To better support novice teachers, this year's New Teacher Induction began with a new three-day expanded program. The program is being followed-up by increased training specific to the needs of novice teachers. Additionally, the district mentoring program has been revised to include a more stringent application process and increased rigor in the training component.

PROFESSIONAL LEARNING COMMUNITIES

As required under Abbott Regulations, the district's staff development plan includes the implementation of Professional Learning Communities (PLC) which will afford staff the opportunity to deepen their work with content coaches. In the spring of 2006, building level staff development teams participated in a learning opportunity which allowed them to experience PLC protocols at a two-day conference. At the secondary level, attention is being given to addressing the Secondary Education Initiatives in an effort to achieve the requirements for 2008 as they relate to each of the priority areas.

For the 2006-2007 school year, support for the implementation of professional learning communities includes:

- Sponsoring a grant program whereby schools can receive support for the implementation of professional learning communities
- Sponsoring Best Practices Forums to enable teachers to reflect on their own practices and share that knowledge with their peers

- Working with Sopris West and the Stupski Foundation to provide on-site literacy support to 12 of the district's high priority schools
- Giving attention to the secondary education initiative by addressing the three priorities: developing small learning communities, academic rigor, and personalization
- Focus on content development in math and science for all staff

Standard 6.2 (6.2d)

The district provides instructional leadership opportunities for all principals aimed at improved student achievement, including time for sharing problems and effective practices with one another. The district identifies specific instructional leadership needs and uses the six Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders to accomplish these goals. For Abbott districts, these needs are identified in District Report on Instructional Priorities and referenced in the Abbott regulations. (http://www.ccsso.org/projects/Interstate_School_Leaders_Licensure_Consortium/)

INSTRUCTIONAL LEADERSHIP OPPORTUNITIES

Our school district is organized into four cohorts of 12 to 13 schools with an assistant superintendent assigned to each group. Assistant superintendents devote a portion of their bi-weekly principals' meetings to staff development. Some themes have included: the teacher evaluation process, creating a corrective action plan, using data to evaluate effective teaching, and how to evaluate the 90-minute instructional block. The themes are based on needs as expressed by the building administrators (principals and vice principals) to the assistant superintendents. In addition, vice principals are involved in our mentoring program and are given the opportunity to cover buildings in the absence of a principal.

Standard 6.3 (6.1c, 6.2f)

- 1) *The district is responsible for a professional development plan that is built on the evidence of student achievement compared to the NJ Core Curriculum Content Standards and an assessment of teacher mastery of the NJCCCS content;*
- 2) *the requirements for introducing changes in curriculum, instructional materials, or strategies for helping struggling students;*
- 3) *priorities set by aligning goals for student performance with the evidence of achievement*

Content area directors work with the Office of Staff Development to develop individual staff development plans for their respective departments annually. Plans are then modified monthly using observation and feedback. A review of student assessment data and staff surveys provided data which informed the overall framework for the 2006-2007 staff development plans. Attention was specifically given to increasing the content knowledge of K-8 teachers in literacy and mathematics in order for staff to effectively meet the NJCCCS. Collaborative conversations with bilingual and special education staff continue to enhance the staff development program.

- 4) *evidence of alignment with Professional Improvement Plans (PIPs) for principals and teachers.*

PROFESSIONAL IMPROVEMENT PLANS

Professional Improvement Plans (PIP) for teachers and administrators are aligned to the instructional priorities of each school. The district's initiatives of increasing student achievement, primarily in the areas of mathematics and language arts literacy, along with building level goals, have led to increased professional improvement plans for teachers and administrators in these areas. Additionally, professional improvement plans are designed to focus on areas needing improvement. Appropriate training and resources are aligned with the needs of each school. This alignment enhances the professional growth of teachers and administrators toward the delivery of effective instructional strategies.

For a comprehensive view of the district's professional development initiatives, reference APPENDIX III.

STANDARD 7: DISTRICT INSTRUCTIONAL DECISIONS FOCUS ON SUPPORT FOR TEACHING AND LEARNING, ORGANIZATIONAL DIRECTION, HIGH PERFORMANCE EXPECTATIONS, CREATING A LEARNING CULTURE, AND DEVELOPING LEADERSHIP CAPACITY

Standard 7.1

The district demonstrates a priority to academic performance, sustaining a learning environment that promotes development of school leaders and efficiency of operations.

LEARNING ENVIRONMENT THAT PROMOTES SCHOOL LEADERS AND EFFICIENT OPERATIONS

Building administrators are divided into four cohorts and are supervised and supported by an assistant superintendent. As part of the development of each cohort of principals, each assistant superintendent conducts monthly meetings and devotes a portion of the meeting to staff development. Often, content area administrators present critical information during these meetings. Administrators are engaged in small group and whole group discussions, focusing on current trends in education and participate in problem solving activities, which foster conversation around authentic problems within their schools. To further support building administrators, vice principals are taking part in a year-long training program in “Balanced Leadership” which is designed to provide participants with guidance on what school improvements are most likely to raise student achievement and how to effectively guide and sustain positive change efforts.

In an effort to fill administrative vacancies that will occur as a result of retirements and attrition, the district has designed a program to identify, recruit, and train a pool of qualified candidates from within the district. This “Balanced Leadership” program is for aspiring administrators and provides a year-long learning opportunity on how to effectively guide and sustain positive change.

As outlined in the district’s instructional priorities, K-8 principals and vice principals have been engaged in a two-year literacy training program with a nationally recognized consultants from Sopris West. The training focuses on leadership responsibilities in literacy instruction. High School administrators implementing the Scholastic READ 180 Program have received in-service training to support proper implementation of the program.

STANDARD 8

DISTRICT INSTRUCTIONAL DECISIONS FOCUS ON SUPPORT FOR TEACHING AND LEARNING, ORGANIZATIONAL DIRECTION, HIGH PERFORMANCE EXPECTATIONS, CREATING A LEARNING CULTURE, AND DEVELOPING LEADERSHIP CAPACITY

Standard 8.1

The district plans and allocates resources, monitors progress, provides organizational support, and removes barriers to sustain continuous school improvement.

The focus of the Paterson Public Schools district is on the children, the teaching and learning that takes place in the classrooms, and providing a safe learning environment for students and staff.

The District planned and implemented a major reorganization during the 2005-2006 school year

ORGANIZATIONAL SUPPORT

The organizational structure of the school district focuses on teaching and learning in the schools. In addition to the four assistant superintendents with direct oversight of the schools, four assistant superintendents (curriculum and instruction, human resources, pupil personnel services and community services) provide direct support. Results-oriented core group of professionals works in tandem to create a clear and laser-like focus on increasing student performance and closing the achievement gap in all schools.

Under the leadership of the superintendent, resources have been allocated to all district schools to ensure student achievement. An analysis of position control systems was conducted to ensure that highly qualified staff members are assigned to schools. Academic support teachers were assigned equally to all schools using a ratio of 1 teacher per 100 students. The academic support teachers provide in-class support to children who need academic assistance. Staff transfers were implemented based on certifications, highly qualified status and district needs.

School operations and facility issues are being addressed through a new streamlined process so that our building principals focus on teaching and learning rather than custodial and maintenance issues.

TECHNICAL ASSISTANCE TO SCHOOLS

The district provides direct assistance to all schools in the supervision and evaluation of curriculum and instructional practices. Administrative staff support teaching and learning through modeling, coaching, and professional development at the school site. This process accelerates student achievement through a relentless focus on quality instruction and equity of outcomes.

The district also provides direct assistance to schools in program implementation based on need. Technical assistance includes on-site staff development, urgent action recommendations, content area program implementation protocols that include a web-based visitation log and turn-key training to building based coaches. A four-tiered support system provides technical assistance as follows:

Tier 1: High Priority Schools receive technical assistance to build capacity for systemic change and academic achievement. Technical assistance includes on site staff development, progress monitoring, and curriculum implementation

Tier 2: All K-8 schools receive technical assistance to build capacity for systemic change and academic achievement. Technical assistance will target specific staff working with curriculum and instruction in schools (principals, vice principals, literacy coaches, math coaches, facilitators)

Tier 3: All preschool -12 schools receive technical assistance that supports, maintains, and initiates systems to build capacity and enhance academic achievement. Tier 3 schools are afforded the opportunity to work with external partners and service providers in the area of staff development. External partners and service providers work with principals, directors, and assistant superintendents to determine the needs of individual schools. Secondary schools also have the opportunity to work with external partners or service providers to build the capacity of content chairpersons to supervise and monitor instruction

Tier 4: Directors and supervisors in the Curriculum and Instruction Department may be requested to work with principals and assistant superintendents to develop a corrective action plan including a monitoring plan for teachers in danger of non-renewal of contract, termination, or tenure charges. The assistant superintendent, the principal and the Department of Curriculum and Instruction collaborate to develop a protocol that includes documentation that demonstrates previous efforts to assist the teacher. The development of an action plan may be subsequently created in collaboration with the principal, assistant superintendent, and staff from the Curriculum and Instruction Department to guide and monitor instructional improvement.

Paterson Public Schools/Stupski Foundation Partnership

In collaboration with the Stupski Foundation, four literacy consultants from Sopris West continue to conduct monthly site visits to twelve low performing schools (Schools 5, 6, 8, 10, 12, 13, 15, 20, 21, 28, Edward Kilpatrick, Martin Luther King). During these visits, Sopris West literacy consultants:

- Observe K-3 classrooms (teaching environment, use of materials, instructional strategies) using the Implementation Protocol
- Provide feedback to teachers regarding observations
- Model lessons (90-minute block)
- Analyze data (DIBELS, DRA)
 - Determine students needs
 - Determine flexible grouping of students for instruction
- Provide instructional strategies based on student needs
- Provide professional development
 - Components of literacy
 - Reading research
 - Effective coaching techniques
- Attend grade level meetings (working with data, professional development)
- Debrief with principal

Summary reports reflecting the conversation during the debriefing (what can be celebrated, what needs to be accomplished, and the schools' responsibility before the next visit) are sent to principals, assistant superintendents, and Curriculum and Instruction staff. Follow-up visits to schools assist site-based coaches and teachers in implementing suggestions and recommendations made by the Sopris West coaches.

In order to build capacity within the system, Sopris West literacy consultants also provide monthly staff development to district-wide coaches and supervisors (including bilingual/ESL and special education). Topics include reading research, components of reading, analysis and use of data, best practices, and effective coaching techniques. District wide coaches subsequently hold monthly meetings with building level coaches to turn-key this information. Building based coaches, in turn, provide the information to site-based staff at grade level meetings.

The district is implementing a new program called *Language!* to assist targeted students in the lowest performing schools (Schools 4, 5, 6, 10, 12, 15, 20). *Language!* is a research based reading intervention core replacement program for students in grades 6 – 8 who are reading two or more years below grade level. The program provides a comprehensive instructional approach by teaching the essential concepts and skills necessary for literacy: reading, spelling, vocabulary, grammar, and writing. The *Language!* Program is cumulative, systematic, and explicit in its instructional method.

Paterson staff members who are implementing the program attended a five day training session in May, 2006. Additional site-based support by a Sopris West consultant is provided to staff throughout the school year.

A mathematics consultant assists elementary schools to develop strategies and instructional practices and increase content knowledge of coaches and teachers (particularly in grades 6 – 8). Schools that have been identified as high priority schools in mathematics (Schools 4, 5, 6, 8, 10, 2, 15, 20, 21, 26, Kennedy High School, Eastside High School) receive special support.

RESTRUCTURING OF SCHOOLS

On October 19, 2006, the New Jersey Department of Education approved the restructuring plans for Schools 5, 10, 12, 15, and 20. After a comprehensive analysis of data to determine the reasons for low student achievement, the governance option was chosen. A committee of district and school personnel collaborated to develop the plans which incorporated Collaborative Assessment for Planning and Achievement (CAPA) recommendations, No Child Left Behind (NCLB) requirements, and district initiatives.

MONITORING OF PROGRESS

Curriculum and Instruction staff visit schools at least three times a week to observe classroom instruction and meet with principals to discuss recommendations. Visitations utilize Walkthrough Implementation Protocols for each content area to focus on specific indicators such as classroom environment, instructional practices and fidelity to the program/curriculum. School visits also focus on the implementation of recommendations and activities suggested by literacy and math consultants funded by the Stupski Foundation.

School visits are documented via a web-based Visitation Log. Curriculum and Instruction staff and district wide coaches enter visitation notes and plans for follow-up visits. The web based Visitation Log serves as an accountability measure that is accessible to principals and assistant superintendents. The web-based system allows the district to sort the information in the visitation logs by location, (schools visited), target audience (teachers, coaches), target grade level and purpose of the visit.

Visitation Logs also contain a place to note any problems in need of immediate attention. If this is the case, an Urgent Action Request is completed, describing the problem or situation that inhibits curriculum implementation and/or instructional delivery. This request is forwarded to the Assistant Superintendent for Curriculum and Instruction for immediate action. Collaborative discussions are additionally held with the building-level assistant superintendent to provide site based support for continuous improvement.

STANDARD 9

DISTRICT LEADERSHIP AND THE SLC OR NCLB PLANNING COMMITTEE COMMUNICATES A CLEAR PURPOSE, DIRECTION AND STRATEGIES FOCUSED ON TEACHING AND LEARNING THROUGH THE DEVELOPMENT, IMPLEMENTATION AND EVALUATION OF THE FOLLOWING: VISION, GOALS, NCLB DISTRICT IMPROVEMENT PLAN AND REPORT ON INSTRUCTIONAL PRIORITIES FOR ABBOTT DISTRICTS

Standard 9.1

Strategies in the Abbott Report on Instructional Priorities or NCLB District Improvement Plan are aligned with the district's vision and student and district goals; identifies resources, and contains an evaluation plan that evaluates the degree to which it achieves the goals and objectives for student learning.

CLEAR PURPOSE AND DIRECTION

Strategies in the Abbott Report on Instructional Priorities, No Child Left Behind (NCLB) Improvement Plans, and Restructuring Plans are aligned with each other and with district initiatives on both school and district levels. These documents also incorporate Collaborative Assessment for Planning and Achievement (CAPA) recommendations.

School Leadership Council

The School Leadership Council (SLC) is a collaborative, decision-making body that works to improve teaching and learning in the school. In collaboration with the school administration and the district, the SLC ensures participation of staff, parents, and the community in school level decision-making to develop a culture of collaboration, accountability, and commitment. Members of the SLC:

- Develop a shared vision
- Ensure implementation of the Core Curriculum Content Standards
- Develop and implement school policies
- Analyze student needs and assessment data
- Identify obstacles to improve performance
- Monitor and assess the quality and effectiveness of the school's plan and program
- Participate in the development of Abbott Report on Instructional Priorities and NCLB Plans
- Align plans/strategies: NCLB, Restructuring, Two-Year Report on Instructional Priorities
- Participate in interviewing principals and staff

Equitable Access

The services provided under Titles I, II, III, IV, and V are coordinated with each other as well as with the programs contained in Paterson's Report on Instructional Priorities, District In Need of Improvement Plan and Strategic Plan. These plans, along with Collaborative Assessment for Planning and Achievement (CAPA) recommendations, serve as the long-range planning documents for systemic improvement of education within the district.

Services are provided to all students in school-wide programs who are eligible for Title I services because of school-wide status. Services are also provided to English language learners who are provided with supplemental instruction, special education students as stipulated by their IEP, migrant, homeless and neglected or delinquent students who are assessed and served in an equitable manner (when applicable).

An Annual Needs Assessment process is used by the district to collect data on student demographics and trends. The data is used to determine where resource/support is needed. The process begins with a thorough review of school-level and district-level instructional priorities and an assessment of the students' progress in meeting academic achievement and behavioral performance standards, and a review of district and school progress in closing the achievement gap. Assessment is also made of the district's progress in ensuring that all teachers are highly qualified, as well as assessing the level of parental involvement.

Paterson Public Schools has reviewed data over the last five years to determine district trends and needs. This assessment includes English language learners and special education students as well as other subgroups (race, ethnicity and gender). The performance of each subgroup is analyzed as to whether they met Adequate Yearly Progress or reduced their failure rate by 10 percent. Additionally, results and strategies are reviewed for effectiveness. This review provides the basis for the development of annual objectives for the district as well as for each school.

The assessment matrix groups our assessment data into four related, but distinct categories: screening, diagnostic, formative/ongoing, and summative. This configuration creates an assessment cultural movement in the school district that shifts the concern away from overall school average performance to looking at individual student performance. In the spirit of No Child Left Behind, Paterson Public Schools seeks to use multiple forms of assessments that generate data to identify the specific and diverse needs of our students early enough so that meaningful instructional interventions can be instituted to target deficiencies and build upon strengths of all students. To this end, the new system does not simply rely on the administration of a variety of assessment types; it also focuses on the use of the data to inform instruction. Professional development for staff and administrators is paramount to the implementation of the data movement to ensure ample support and ultimate success.