

**SYSTEM-WIDE FRAMEWORK FOR TRANSFORMATION - 2012**  
***PATERSON PUBLIC SCHOOLS***

**Executive Summary**

The purpose of this plan is to accelerate improvements in the overall performance of Paterson Public Schools through a bold system-wide framework for transformation developed to increase focus on 3 key areas: ***School-based Transformation, Effective Academic Programs, and Staffing Changes and Reductions***. It represents a major step toward the attainment local control for the school district as desired academic and non-academic outcomes are realized and sustained. The ten components of the plan are as follow:

**School-Based Transformation**

1. **Close and reconfigure or restart the district's lowest performing schools**, targeting six (6) elementary schools and two (2) high school academies (see attached chart). The strategically selected schools will undergo specific changes including: administration and/or teaching staff, grade reconfiguration, curriculum, or closure and restart based upon the educational program and facility needs of the district. The newly configured schools will also have an increased focus on family and community engagement. *Paterson Public Schools (PPS) is committed to achieving at least 10% gains per year based on the in 2012 NJ ASK and HSPA scores in all reconfigured schools.*
2. **Create more high-performing district magnet schools** to support accelerated learning opportunities for academic achievers. PPS will open the *Paterson Academy for the Gifted & Talented* for high performing students in grades 4-8 by September 2012. PPS will also begin a process to open a magnet *International Baccalaureate (IB) Middle School* linked to Paterson's International High School by September 2014. Additionally, PPS will reinstate the *Academy for Performing Arts* for grades 5-8 linked to Rosa L. Parks School of Fine and Performing Arts.
3. **Continue to partner with charters** to support reforms, share services and collaborate on innovative practices within the district.

**Effective Academic Programs**

4. **Expand early childhood opportunities and strengthen K-4 program to focus on literacy**. Early childhood classrooms will be created or expanded at schools located in neighborhoods that are currently underserved for pre-school (see chart). The expansion of district-run early childhood programs will allow PPS to discontinue costly contracts with underperforming pre-school providers and align the Pre-K curriculum with that of K-4 Common Core standards. PPS will also implement a comprehensive early childhood literacy campaign in all district schools from Kindergarten through 4<sup>th</sup> grade. *PPS will increase the number of district-run early childhood seats by 150 in 2 years and will have every student reading on grade level by 3<sup>rd</sup> grade.*
5. **Strengthen programs for Limited English Proficient (LEP) and Special Education (SPED) students**. PPS will develop a "newcomers" program that will promote rapid language acquisition and foundational literacy skills for LEP students in order to successfully transition into mainstream district classrooms. Additionally, recommendations from Montclair State University's study on the district's special education program will be implemented to improve SPED performance. SPED students will be reassigned to schools in

their neighborhoods to reduce travel time and to increase “time on task”. Similarly, recommendations from the University of Pittsburgh’s study of the district’s programs for LEP students will inform restructuring this program. *PPS will pilot a Newcomers’ Learning Center at School 11 to serve approximately 300 Spanish-speaking LEP students by September 2012. PPS will also transition 160 SPED students back to schools in their neighborhood.*

6. **Expand effective academic interventions** such as the Innovation Zone, to all priority and focus schools. The Innovation Zone was designed to accelerate student achievement by creating an aligned instructional system, building capacity among teachers and principals through intensive professional development, creating a strong district-level support system, and involving parents and community partners. Each school will employ the essential components of the Innovation Zone, which includes: a managed instruction “theory of action”; analysis of performance data, establishing academic targets; providing extensive professional development; lesson plan development; frequent formative assessments; and end of the year summative assessments.
7. **End Social Promotion** by enforcing the district’s policy on retention and providing a required summer intervention to students who failed to meet performance targets. The summer intervention will include an intensive and integrated extended learning opportunities in math and/or language arts.

### **Staffing Changes and Reductions**

8. **Reduce, replace and reconfigure district’s Central Administration** to increase capacity and to support and assist with the re-design, implementation and sustainability transformation initiatives and to support processes that will constitute a transformational support system for all schools and academic programs. PPS will continue to work with American Productivity Quality Center (APQC) to redesign costly key processes that impede organizational change and will implement management shifts to prepare the organization for the process design/redesign activities.
9. **Improve principal autonomy and remove ineffective teachers from school settings** using an aggressive performance evaluation system linked to student achievement. PPS will enhance principal autonomy by implementing a “no forced placement” policy, removing “excess educators” from the classroom due to poor performance. Excess educators will receive enhanced professional development, will be reassigned to support district initiatives, and will be evaluated throughout the year to determine if they are ready to return to the classroom. PPS will continue to work with University of Pittsburgh’s Institute for Learning (IFL) and Mike Miles’ Focal Point education consulting group to enhance teacher and principal capacity. Also, PPS will expand the *Effective Schools Leadership Program* in partnership with Seton Hall University to train more principals and vice principals on effective teacher recruitment and hiring methods, school building budgeting, and managing positive school environments.
10. **Implement new Teacher and Administrator Evaluation Systems** that tie teacher and administrator performance to student achievement and academic results. This reform element will make the teacher evaluation process more rigorous and accurate and will differentiate teacher effectiveness by enabling the district and school leaders to use evaluation information to make better decisions related to tenure, assignments, and non-renewals.

## **Methodology and Stakeholder Engagement**

In 2009, the Paterson Public School District developed a college-ready mission for its 29,000 students. Over the past two years, the district has significantly restructured at the high school level by implementing twelve thematic programs and converting each to “schools of choice”. Additionally, in our efforts to greatly improve student achievement district-wide, PPS has implemented numerous intervention strategies for its elementary and high schools (e.g. advanced professional development for staff, creation of an Innovation Zone, implementation of ongoing assessments and the development of a new teacher and administrator evaluation system tied to student achievement).

In November 2011, Acting Commissioner Cerf visited PPS and addressed the ongoing challenges of the school district and its hope to regain local control. In a follow-up visit in February 2012, Commissioner Cerf encouraged the district to develop a bold, transformative proposal to dramatically improve student academic performance in 25 schools (6 priority schools and 19 focus schools) as a first step to returning local control of Paterson’s public school system.

The development of the System-Wide Framework Transformation Plan began with Superintendent Evans convening a committee of School Board members, district personnel, NJDOE personnel, and community stakeholders. This committee, deemed the Paterson School District Transformation Committee, participated in a thorough review and discussion of the scope and design of Paterson’s Transformation Plan, and provided critical analysis and feedback of the interventions being proposed. The committee specifically sought to address the unique challenges of the school district including but not limited to: improving student outcomes, creating healthy school cultures, managing high mobility, and balancing contractual obligations with staffing considerations.

The Transformation Committee met biweekly during the months of February, March, and April. The State Superintendent reviewed comments and feedback provided during each meeting, prepared modifications to the draft of the Transformation Plan based on stakeholder feedback, and submitted a redrafted proposal at each subsequent meeting. Stakeholders were encouraged to engage in discussion and debate about each individual component of the plan in order to select a thoughtful course of action that was aligned to district realities and the needs of the affected students and families within the Paterson Public School District. The meetings of the Transformation Committee were open to the general public. The general public was invited to attend by way of local media and district’s televised School Board meetings.

A discussion of the Transformation Plan by the School Board occurred on April 24, 2012 during a special workshop meeting that was scheduled and publicized pursuant to the Open Public Meetings Act and made open to the public. During this meeting, School Board members reviewed and critiqued the components of the Plan, as drafted by District Administration. At this meeting, the public was also encouraged to provide verbal feedback to the plan.

A Community Forum was held on April 30, 2012. In attendance were 250-300 parents, students, teachers, and school and district administrators. The Superintendent presented an overview of the Transformation Plan and answered questions from parents, staff, and community stakeholders. The final plan was edited to reflect stakeholder issues before final adoption. On May 2, 2012 during their regularly scheduled meeting, the Paterson Public School Board voted to support the Transformation Plan.

## **Components of the Plan**

The following is a description of each of the ten (10) components of the System-Wide Framework for the Transformation Plan; its purpose is to outline and provide more detailed explanations of Paterson’s strategic efforts to improve student achievement. It is designed to aid in the realization of the district

mission to prepare all students for success in the college or university of their choosing and in their chosen professions by:

- Building healthy school cultures & climates
- Redesigning critical processes & procedures
- Revising teacher & administrator evaluation systems
- Implementing the state common core standards
- Strengthening the district's assessment system
- Building capacity among staff
  - Teachers
  - Principals & vice-principals
  - District administrators & supervisors

### ***Close and Reconfigure the District's lowest performing schools***

Of PPS's six Priority schools, two have received School Improvement Grants (SIG), and as such, they are implementing interventions and support services consistent with the three year grant. In previous years, the remaining four schools have undergone various levels of district imposed interventions with varying degrees of success. With the creation of this plan and consistent with the direction in which the district is moving, it was important to demonstrate to all stakeholders that PPS is committed to student achievement and will no longer tolerate failure. To that end PPS will be closing and restarting four underperforming schools and reconfiguring others (see attached chart).

Since parents and community stakeholders are seen as partners in the district, PPS works with families and the community at-large on interventions to increase student achievement. Based upon an informal survey of parents, teachers and students at PS #6 and PS #15, stakeholders identified school safety and school climate as one of the biggest contributing factors to the poor academic performance of students in these schools. Both of these schools have been identified as Priority Schools. Located in two of the city's most challenging neighborhoods, each school currently requires school personnel to simultaneously address the diverse academic, social, behavioral, and emotional issues of not only very young children, but also adolescent age students – issues which are oftentimes very different in nature and require unique attention.

Therefore, in consideration of the best academic and social interests of students in *both* age groups, PPS will reconfigure these schools into middle schools in order to adequately address the daily realities of adolescent children while removing challenges which negatively impact the younger students. With the reconfiguration of School 15 and 6 into middle school settings, PPS will select talented school leaders who will maintain a disciplined environment conducive to positive school culture. These exemplary middle schools will focus on the intellectual, social, emotional, moral, and physical developmental needs of adolescents. These schools will also implement small learning communities, positive behavior supports, character education, and problem-based learning to prepare students for high school both academically and socially. Characteristics of the schools will include:

- *Small Learning Communities:* Implement (SLC) grade teams that utilize common planning time to collaborate on interdisciplinary projects and cross-curricular skill development. This allows for more focused leadership and personalized academic engagement.
- *Positive Behavior Support:* Establish a school-wide system that rewards model behavior and uses preventative and proactive efforts to foster positive social behaviors, minimize disruptions and provide a continuum of support. PBS uses anecdotal data to make informed decision and document best practices.
- *Program Advisory/Character Education Class:* Integrate a curriculum that promotes healthy social and emotional learning and builds leadership skills. This course would serve as a safe forum to discuss conflict resolution techniques and make meaningful connections to the academic culture.

- *Problem Based Learning:* Implement student-centered learning for real-world problem solving through content-skill application. PBL projects allow students to be team oriented, hone interests, drive motivation and deepen understanding of community and global needs.

Two small high schools, Public Safety Academy and Sports Business Academy will close at their current facilities. A pathway for Public Safety Academy will be added to the School of Government at Eastside High School. A pathway for the Sports Business Academy will be added to Business Technology and Management Academy at John F. Kennedy High School.

### ***Create more high-performing district magnet schools***

In our continued efforts to be a leader in urban education, PPS plans to offer differentiated programs and services (beyond the core curriculum) for students who demonstrate exceptional abilities in mathematics, language arts, world languages, science and the fine and performing arts.

The magnet schools' learning environments will prepare students to be leaders in a global society by promoting a culture of rigorous expectations, student-centered learning, and safe risk-taking designed to enhance their potential for creative production. To maximize academic, social, and emotional needs of students, the district will offer these students a comprehensive articulated program which develops talents in the areas of greatest aptitude and interest and fosters longevity in the program through high school. Collaborative efforts of educators, parents and students will provide a variety of learning opportunities, designed to meet the needs of learners in a dedicated program setting.

*Paterson Academy for the Gifted and Talented:* will employ a variety of specialized learning activities for the academically gifted and talented students, including but not limited to the following emphases at relevant levels:

- Instructional grouping in mathematics, reading and language arts, and science for advanced students
- Interdisciplinary and cross-disciplinary learning around key concepts and issues
- Accelerated or specialized academic programs and independent studies based upon individual educational needs
- Development of leadership skills and habits of mind
- Academic, athletic, and performing arts competitions and /or performing groups
- Counseling services that include psychosocial issues and academic planning
- Special classes in talent development areas

*Administrators/Teachers:* Administrators and teachers selected for the program will be required to complete course work (12 credits) in gifted education recommended by the National Standards and offered through the certificate program at Rutgers University.

*Students:* The screening stage will use existing student data at target grade levels. The NJASK test results will be used as a measure for achievement in assessed academic areas. Other screening measures may include parent and teacher nominations and student grades. The identification stage will use the Cognitive Abilities test at all grade levels to discern the most promising students in three domains: verbal, mathematical, and nonverbal. A selection committee will review the files of students selected for the program. Students will be placed in grouped classes according to their grade level designations. Thus, it is anticipated that students would be cross-grade grouped for English language arts, math and science.

*Paterson Academy of Fine and Performing Arts:* PPS recognizes that the Arts allow students to explore a variety of creative expression forms and have the opportunities to think, build, create, and perform, building confidence in self-expression enhancing their educational experience. The Academy of Fine and Performing Arts can be sustained as a feeder academy for Rosa Parks High School of Fine and Performing Arts. The fine and



performing arts foci will include the following: creative writing, visual arts, vocal music, instrumental music, drama, and dance. The adjudication process will allow cross curricular studies for students completing a successful audition and application process in one of the art genres.

The total population for the first year then will be 200 students. Once the adjudication process is completed, students will complete their course of studies prepared to audition for RPHS. Core subjects which will be offered only on a grade specific basis will include Mathematics, English Language Arts, Social Studies, Science and Physical Education. Presently the district arts curriculum is being aligned with the NJCCS and the State core standards for the arts. A spiral interdisciplinary curriculum will drive the instruction. This approach will allow the arts to stand alone as core content. Professional development for all staff will help to shape, support and sustain a viable school for the arts and allow certified staff an opportunity to understand arts inclusion where applicable.

The revitalization design will develop into three professional learning communities K-2, 3-5 and 6-8. To ensure that middle school students are guided by a distinct arts prerequisite course of study, the new arts curriculum scope and sequence will establish a foundation of core content in the arts as well as skills and strategies for cross-content integration. This will better prepare students to direct a tripod focus to include the following: 1) Competency in utilizing skills learned through explicit instruction while focusing on one of the genres, vocal music, instrumental music, dance, or drama. 2) Audition requirements for RPHS and finally, 3) Cross content knowledge necessary to move seamlessly from middle school, through high school, and on to college.

*Paterson Academy for International Studies – IB Middle School:* The *International Baccalaureate (IB) Middle Years Program (MYP)* is an educational program intended for students in grades 6-10 in international schools in the United States, Canada, and Australia. In the United States the program is taught throughout the middle school years and the first two years of high school. It provides a foundation of academic challenge that encourages students to embrace and understand the connections between traditional subjects and the real world and become critical, reflective thinkers. Thus, the International Baccalaureate (IB) middle school program would work in coordination with and in support of International High School's IB program with the complete IB sequence lasting 5 years.

*Initial Steps:* In order to attain IB World School status, the middle school must first go through the authorization process. Since the IB is a challenging program that demands the best from both motivated students and teachers, the authorization process is designed to ensure that the school is well prepared to implement the program successfully.

*Consideration Phase:* Before starting the application process to become an IB World School, the school must conduct a feasibility study. The purpose of this study is not only to ensure thorough school-based understanding of the IB philosophy, program structure, and other program requirements, but also to define and plan what needs to be so that the IB program is implemented with fidelity to the specific and rigorous requirements of the IB model.

*Request for Candidacy:* After completing the consideration phase, the school will decide whether to start the authorization process by requesting to become a candidate school. In order to formally apply for candidate status, a school must complete an Application for Candidacy which includes submission of a Middle Years Program form and supporting documentation.

*Candidate Phase and Request for Authorization:* Following the acceptance of application for candidacy the school will be recognized as an IB candidate school. During this period, the school will take the actions necessary to address the IB requirements for authorization and will start trial implementation of the program, a process which will last at least one academic year. During this process, special attention will be given to timely implementation of the professional development plan to ensure that teachers are duly trained in adherence with IB-recognized professional development activities.

### ***Continue to partner with charters***

The District will continue to partner with the Community Charter School of Paterson. CCSP maintains a strong working relationship with PPS as part of the District's Innovation Zone. CCSP adheres to a strict non-selective admissions process by conducting a blind lottery which offers all Paterson families the opportunity to apply regardless of students' academic records or IEP status. CCSP will help support district reforms, participate in district professional development, make a concerted effort to recruit struggling students, implement the district's benchmark assessments and share data, abide by the district's policies on enrollment/expulsion, and collaborate on innovative practices. The district has also agreed to partner with Rutgers University and Passaic County Community College in a virtual charter school for students who have dropped out of high school.

### ***Expand early childhood opportunities and strengthen K-4 program to focus on literacy***

The District plans to align our early childhood preschool programs with our K-4 classrooms to develop a seamless system of early education. The premise is based on the fact that in order for a child to succeed in school and in life we must address the needs of the whole child- *i.e.*, physical and mental well-being, as well as intellectual and social-emotional developmental skills. This plan attempts to provide everyone who works with students and families from preschool through fourth grade with a common road map and unified goals.

The Paterson Public School District will strengthen the P-4 continuum by:

- Aligning the curriculum, instruction and assessment;
- Providing high-quality staff;
- Supporting student-centered learning environments and appropriate grouping practices;
- Developing consistent schedules and a strong parent involvement component;
- Training Administrators in Early Childhood theory and teachings; and
- Enhancing and creating literacy rich classroom environments.

Current and future activities to support our P-4 initiative include:

- Implementing the Core Curriculum Standards for Mathematics and Language Arts with uncompromising fidelity;
- Aligning the Guidelines for Preschool learning experiences and Kindergarten learning experiences with the new standards;
- Rolling out and implementing the new kindergarten guidelines;
- Integrating content areas to create an interdisciplinary curriculum;
- Revising and refining existing early education curriculum that focuses on literacy and language;
- Ensuring developmentally appropriate practice in P-4 classrooms;
- Providing shared professional development opportunities to teachers, administrators and assistants in the areas of child development, differentiated instruction, tiered systems of support, and literacy learning experiences for children;
- Considering additional policies during the next few years involving mandatory attendance, class-size and/or ratio regulations in grades K – 4;
- Implementing Phonics training and teaching, *i.e.* Phonics First;
- Employing Reading Specialist trainers;
- Increasing the use of Professional Learning Communities to strengthen transition activities;
- Expanding and enhancing the Intervention system across grade levels;
- Implementing pilot Dual Language programs in PK-K 2012-2013 adding a grade level every year;
- Implementing character education program;
- Expanding health services and training for Administrators, Teachers and Parents;
- Enhancing Family Outreach programs; and
- Implementing a seamless assessment system to track student's progress over time.

***Strengthen programs for Limited English Proficient (LEP) and Special Education (SPED) students***

*Paterson Newcomers Program* will be created to provide immigrant students with an academic program geared to achieve excellence by responding to their unique needs. In accomplishing this goal, the district will design an instructional program while, at the same time, providing our students and their parents with a supportive environment in their new country.

The school's staff will work with each student in identifying abilities, strengths, needs and interests, while offering programs that meet these needs. The instructional program will emphasize learning objectives such as the acquisition of English with intensive English as a Second Language Program, the developing of native language skills, and the appreciation of cultural diversity.

The Newcomers Program will provide a safe and caring environment to help newly arrived immigrant students adjust academically, culturally, and socially. It will serve as a centralized program that will bring staff, resources and specialized personnel to one location. The continuum of services and programs will be expanded into School No. 9 for the Arabic population, School No. 5 for the Bengali population, and designated elementary and high school programs throughout the district for Spanish-speaking students.

The centerpiece of the program is its intensive bilingual instruction. Since the Newcomers Program will only accept non-English speakers, students will be placed in tracks on the basis of their assessment results on a series of diagnostic tests. The program will also ensure that high quality support for English Language Learners is embedded in the core instructional program.

The Newcomers Program will employ a variety of specialized learning activities for the students, including but not limited to the following:

- Multiage classes for instruction;
- Intensive intervention approach for the attainment of basic, foundational skills in literacy and math;
- Intensive English as a second Language approach incorporating methods such as Total Physical Response (TPR) and the Natural Approach to language;
- Specialized academic programs and a literacy curriculum that includes phonics, decoding strategies and vocabulary development;
- Bicultural learning units to provide students with American culture and U.S. history;
- Thematic and interdisciplinary units inclusive of music, physical education, and art;
- Sheltered Instruction Observation Protocol (SIOP) as an instructional strategy;
- Transition Activities; and
- Family Outreach and involvement and support services: counseling and health.

*Administrators and Teachers* selected for the program will be required to have the appropriate teaching certification in Bilingual/ Bicultural studies and English as a Second Language, Appropriate Grade Level/Subject and Language Certifications.

The process for *Student Identification and Placement* will take into consideration a variety of factors including but not limited to age, language proficiency, literacy in native language, and years of schooling. Students selected for admission will have low English language proficiency levels or very low levels of literacy or formal education in any language.

At present, there are 124 self-contained special education programs in Paterson serving students in restricted environments. These students attend programs at locations in the district that require extensive transportation between various schools limiting “time on task” lost in travel and making it hard for parents without transportation to get involved in their child’s school. Based on recommendations from Montclair State University’s study on PPS’s special education program and services, as well as on the need to create equity



amongst all schools within the district, we have identified neighborhood schools which could feed into one another. PPS will ensure the equity of classroom and or categories distributed throughout the district. It is proposed that each community of schools have at least and not exceed the following make-up of Special Education classrooms:

- Two (2) Learning Language Disabled classes
- One (1) Multiple Disabled or Cog. Moderate
- One (1) Behavioral Disorder

### ***Expand effective academic interventions***

The Innovation Zone (Zone) was created in an effort to provide systematic support and interventions to focus and priority schools. The Zone is designed to accelerate student achievement by creating an aligned instructional system, building capacity among teachers and principals through intensive professional development, creating a strong district-level support system, and involving parents and community partners. The Zone has a dedicated team of content/department Supervisors (Leaders) who work inclusively with the Zone schools to collectively monitor the academic progress of the students. Toward this end, tasks consist of the planning, implementation, assessment, and maintenance of new initiatives, which include, but are not limited to:

- Institute for Learning (IFL), University of Pittsburgh
- IFL Learning walks
- School Based PD around the *Principles of Learning*
- Grade Level PD for Math, ELA, Science, and Social Studies
- Renaissance Interventions (ELA/Math)

In addition to facilitating Zone-specific initiatives, the Supervisors also facilitate the streamlining of district-wide initiatives into the Zone schools, including but not limited to Renaissance STAR Assessment, CCSS, The Mike Miles Focal Point Spot Observation Tool, and new Teacher Evaluation Pilot. The Zone also houses two SIG schools (Rev. Dr. Frank Napier, Jr. School and PS #10) and the district's three Full Service Community Schools (PS#5, Rev. Dr. Frank Napier, Jr. School and New Roberto Clemente). Thus, all Zone schools can access and adopt successful practices from the field. The Zone will increase from 17 to 25 district schools that includes all priority and focus schools.

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

In 2011 almost two-thirds of students in the 3rd through 8th grades scored below proficient in English/Language Arts (ELA) and half of these students scored below proficient in mathematics. At the high school level, 40 % of eleventh graders taking HSPA for the first time scored below proficient in ELA and 66% of these students scored below proficient in mathematics.

It is clear that one contributing factor to our district's low performance is the continuous promotion of students who are not reading or numerating at or above proficiency (grade level). This practice is compounded by the impact of regression for students who are not exposed to extended learning activities during the summer.

Therefore, the district will require a mandatory 4 week summer school program for students who do not meet the district's promotion policy and continue to score below proficient in English/Language Arts and/or Mathematics on district or state assessments. In order to be considered for promotion, students attending summer school must demonstrate achievement growth, as illustrated by their growth rates on Renaissance STAR assessments.

*Extended Learning Opportunities:* Renaissance Star assessment spring results will be used by teachers during summer school to inform instructional strategies and to provide students with the targeted skills needed for

improvement. The spring data and next year's fall assessment will be used to create individual student progression plans that are specific to students' instructional needs and may signal the need for extended learning opportunities.

### ***Reduce, replace and reconfigure District's Central Administration***

The Superintendent is continuing to restructure the central administrative staff with the intent of reducing redundancy and assisting with the re-design, implementation and sustainability of processes that will provide a transformational support system for all schools and academic programs. PPS will continue to work with American Productivity and Quality Center (APQC) to identify key processes that impede organizational change and will implement management shifts to prepare the organization for the process design/redesign activities.

Metrics have been created for all staff to directly align actions and support to principals/teachers. Principals' metrics encompass coaching, providing feedback to teachers, improving the quality of instruction and measuring growth on district administered assessments. Implementing these new metrics requires a full retooling of Assistant Superintendents, all evaluators of teachers, and central office supports to teaching and learning.

As additional transformation strategies are instituted and capacity of principals and teachers increases, their support and guidance needs will change. To this end, the nature and focus of the work of district office staff will change accordingly. As a result, changes in district office departments and divisions that directly support the delivery of instruction will be restructured and re-staffed to provide school staff the support they require. These include, but may not be limited to: the Division of Academic Services; the Department for Special Education; and the Department of English Language Learners. This restructuring will also ensure needed support systems for the new teacher and administrator evaluation systems and overall coordination of all district and school-level reforms.

### ***Improve principal autonomy and remove ineffective teachers from school settings***

At the heart of improving student achievement in New Jersey and Paterson Public Schools is a thorough review of educator effectiveness. The Paterson Effective Schools Initiative includes ten dimensions of school effectiveness designed to fundamentally change the culture and climate of schools. The ten dimensions are:

- 1) ***Principal as Leader***: The principal leads, manages and communicates the total instructional program to staff, students and parents.
- 2) ***Clearly Stated Vision and Mission***: The school's vision/mission is clearly articulated and understood.
- 3) ***High Expectations***: The staff believes, demonstrates and promotes the belief that all students can achieve at a high level.
- 4) ***Assessment and Monitoring***: Students' academic progress is monitored frequently with a variety of assessment tools.
- 5) ***Instructional Delivery***: Teachers consistently use effective teaching practices and allocate a significant amount of time to instruction in essential content and skill areas.
- 6) ***Safe, Caring and Orderly Environment***: The school's atmosphere is orderly, caring, purposeful and professional.
- 7) ***Parent and Community Involvement***: Parents support the school's mission and play an active role in its achievement.
- 8) ***Professional Development***: Professional development for all faculty and staff supports the instructional program.
- 9) ***School Culture***: The school's culture and climate are responsive to and support the needs of the students, parents and community.
- 10) ***Ethics in Learning***: The school community is innovative in modeling and building a school culture that is characterized by integrity, fairness and ethical practices.

Paterson Public Schools is committed to providing all schools in the district with highly qualified and capable teachers. District leadership will focus on controlling resource allocation to ensure the equitable distribution of the district's work force and eliminating forced placement of educators into core teaching positions within the district. Additionally, PPS will provide extensive teacher and principal staff development to build capacity among staff in order to gain the human capital necessary to achieve the district's goals for teaching and learning.

Therefore, teachers who are excessed will be considered for vacancies where a better "goodness of fit" can be achieved. Teachers who have been excessed will have priority over voluntary transfers and new hires. The unplaced excessed teachers will be assigned through the collaborative work of the Assistant Superintendents and HRS as follows:

- Substitute teachers
- Temporary assignments in lieu of hiring outside consultants or temporary employees
- Other positions as appropriate

The district will create a teachers academy to retrain excessed teachers for one year to prepare them for reassignment in their certificated fields. Teachers who are determined to be inadequate for reassignment after the training will either be reassigned to other positions for which there is a good fit or counseled out of the district.

IFL will conduct a Summer Launch, PD training for principals, central office staff, and teachers at specified grade levels and in defined subjects or courses. Descriptions of the professional development are divided into sections by content/subject area, and then subdivided by instructional levels and cohorts.

### ***Implement new Teacher and Administrator Evaluations System***

Based on our pilot model, the district will begin implementation of a new teacher and principal performance evaluation system that includes four categories of effectiveness and includes at least 50 percent weighing attributable to objective measures of student achievement and 50 percent attributable to teacher practice.

In concert with the district's Bright Futures Strategic Plan and the Effective Schools Initiative, we are committed to fully adopt and implement a new teacher practice model framework, a new Teacher Performance Evaluation and Principal Performance Evaluation. As part of the NJDOE support to DINI districts, we have continued the work with Mike Miles and Focal Point that began in the spring of 2010. Ongoing professional development for our principals targets the required focus and skills which promote the shift from management to instructional leadership.

In reviewing our current evaluation system for teachers and administrators, we noted the lack of scoring accuracy; no rubrics accompany the ratings defining performance on a continuum of improvement, no inter-rater reliability for evaluators within buildings or across schools, and no consistent coaching or monitoring support for teachers or evaluators are embedded in our system. As a result, based on this current system, few, if any, tenure charges have been successful, non-renewals and withholding of increment(s) are sparse, and our student achievement scores at the district or school level are not congruent with our current rating system. Moreover, the current system does not include measures of student achievement as part of teachers' or principal's evaluation. This lack of congruence between student achievement and teachers' evaluations as well as other considerations which affect our students' academic achievement have called for a specific review of "what" we are measuring and "how" we are evaluating our professional staff.

The additional elements to be considered to fully implement the system include: identifying and calibrating effective teaching practice; building capacity and consistency to utilize classroom observation as a major

component; reconciling the collection of evidence-based data on teacher practice (the learning environment, planning and preparation, instructional practice/classroom strategies and behaviors, self-reflection on teaching practice, professional responsibilities and collegiality inclusive of collaborative practice and ethical professional behavior); providing on-going professional development to train administrative evaluators in using rubrics with a minimum of 4 levels of performance ratings for assessing teacher practice.

Beginning July 2011, the district established and implemented progress-monitoring metrics outlining the accountability measures for Principals during the 2011-2012 school year. The Progress Monitoring Metric included four essential components:

1. Review of the school’s action plan for 2011-2012 by Mike Miles and Focal Point. A score of proficient was established as the target.
2. Student Achievement results (K-12) on Renaissance Reading and Math for three quarters was reviewed. The target benchmark in both content areas was the 40<sup>th</sup> percentile.
3. Quality of Instruction which required that principals conduct focused “Spot Observations” and provide “instructional feedback” to all teachers. The data for the spot observations was documented on McCrel software where PD needs were determined by building, grade, and individual teacher and provided when and where appropriate. Assistant Superintendents accessed the data and were able to monitor the implementation of the Spot Observations and subsequent PD.
4. Mid-Year Reviews were conducted in January by Assistant Superintendents accompanied by Focal Point Team Members who provided rubric scores and narrative/recommendation(s) for each principal.

The “Progress Monitoring Metric” will establish “accountability measures” in conjunction with the New Principal Evaluation Performance Areas. The five areas on the new Principal Evaluation will pinpoint expectations in the following: leadership, the instructional program, staff development, effective management and professional responsibilities. The district has adopted the Mike Miles Focal Point Principal Evaluation System and is gearing up for full implementation during the 2012-2013 school year. Eleven schools will pilot the new teacher evaluation in 2012-13 and all schools will participate in 2013-14. The evaluation model for school and district administrators system-wide will be implemented beginning 2012-13.

***Paterson Public Schools Implementation Timeline***

<b>SYSTEM-WIDE FRAMEWORK FOR TRANSFORMATION</b>				
<b>Activity</b>	<b>Person(s) Leading</b>	<b>Planning year</b>	<b>Implementation year</b>	<b>Current Status</b>
1. Close and restart lowest performing schools a. NRC & Schools 11 & 15 b. School 28 c. Schools 6 & 21	Assistant Superintendents for Administration (ASA)	2011-12 2011-12 2012-13	2012-13 2012-13 2013-14	Planning underway Planning underway
2. Create more magnet schools a. Gifted and Talented b. Literacy c. Elementary performing arts d. International baccalaureate	Deputy Superintendent	2011-12 2011-12 2012-13 2012-13	2012-13 2012-13 2013-14 2013-14	Planning complete Planning underway

3. Partner with charters	Chief Reform & Innovations Officer (CRIO)	2011-12	2012-13	Implementing
4. Expand early childhood and strengthen K-4 program a. Expand Early childhood b. Strengthen K-4 literacy	Assistant Superintendent for Early Childhood and Special Programs (ASEC)	2011-12 2011-12	2012-13 2012-13	Implementing Planning underway
5. Strengthen Limited English Proficient (LEP) and Special Education (SPED) programs	ASEC	2011-12	2012-13	Planning
6. Expand effective academic interventions	Chief Academic Officer (CAO) & CRIO	2011-12	2012-13	Planning
7. End Social Promotion	ASA	2011-12	2012-13	Implementing
8. Reduce, replace and reconfigure district's Central Administration	Superintendent/Executive Director for HR	2011-12	2012-13	Planning
9. Expand principal autonomy and remove ineffective teachers	Executive Director for HR	2011-12	2012-13	Planning Complete
10. New Teacher and Administrator Evaluation Systems	Chief Accountability Officer	2011-12	2012-13 (Pilot) 2013-14 (All)	Planning Complete