

**Paterson ARTS AND SCIENCE CHARTER SCHOOL REPLICATION AND
EXPANSION GRANT NARRATIVE**

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Competitive Preference Priority 1—Supporting High-Need Students by Increasing Access to High-Quality Educational Choice

Paterson ASCS serves K-9 students across the city of Paterson, and is growing by one grade per year through 12th grade. Admission to the school is not limited on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion, or ancestry. According to the Census Report, high school graduation rates are at 71.4-percent while a mere 15.7-percent of high school graduates attend colleges or universities. Approximately 60-percent of the population in Paterson is Hispanic, 26-percent is Black, 9-percent is White, and 5-percent is Asian or other. With an exceedingly high population density of 17,346 people per square mile, which is nearly 16 times greater than the overall average population density across New Jersey, the need is apparent for Paterson ASCS to not only continue growing in the way of grade levels served, but also in terms of students served per grade. 29-percent of Paterson residents fall below the poverty line with the per capita income being a meager \$16,821. The cost of living in Paterson is also considerably high, with the average mortgage payment on a home at \$1,826 and the average monthly rent payment at \$1,122. 53.4-percent of people living in Paterson are Spanish speaking, while 46.1-percent speak English. Only 8.3-percent of the population is unemployed; however, over 80-percent of workers are manual laborers making near minimum wage. The need for furthering education across the city of Paterson in order to create better lives and enable our citizens to pursue a broader range of careers is clearly apparent. Brighter futures will begin with continued education.

Educational Program

Passion and purpose combined are what can fuel never-ending progress. Success is not merely

stumbled upon by chance, but rather the result of a consistent and purposeful process toward achieving a great and meaningful vision. With true intrinsic motivation at the heart of real progress in people, Cares for College is beyond driven to prepare its students for college, meaningful careers, and inspired living. American philosopher and educator John Dewey once said, “Education is not preparation for life; education is life itself.” With teaching life lessons at the core of its purpose, Cares for College believes that building bright futures is a lifestyle process constantly driven by passionate discovery with good intention and real wisdom. Our great leaders of tomorrow are born from our great leaders of today. Exemplifying passion for teaching and content, and demonstrating the kind of character needed to succeed in life, Cares for College is the breeding grounds for bright futures that will follow after great examples.

Life lessons will forever remain at the heart of meaningful learning and self-discovery. As educators, teaching character and purpose is just as vital as exploring content. Facilitating consistently positive and productive real world application of skill is essentially the goal in teaching. By encouraging others to become intrinsically motivated lifelong scholars who develop the undying hunger for good wisdom that will help each person to contribute in creating a more promising future, we can teach our students not only how to react in a rapidly changing 21st century world, but to be proactive in positively shaping it. A race has never been won in one step. Instead, it is the sheer determination and consistency of one step placed with intention in front of the next that leads to eventual success. Care for College believes that facilitating growth in students as scholars and people is an ongoing process – a process comprised of productive struggle, risk-taking, and reward that bares relevancy and meaning. We are constantly questioning with purpose, digging deeper, and delving into concepts from multiple angles to ensure that all students see equal opportunity to explore topics through fresh, fearless eyes so that

each one may add to a new collective discovery.

While multiple interpretations are always encouraged and even embraced, students must truly work to substantiate claims by grounding them in the most apt evidence and through world connections. Connections, in fact, are the pathway to continuous learning. The more connections that a student can make, the more likelihood he or she has of expanding and branching out to further heights. With Cares for College at Paterson ASCS, we believe in a cross-curricular approach to learning that seamlessly intertwines the disciplines in such a way that students can build well-rounded conceptual knowledge grounded in all perspectives. Students need to work tirelessly to obtain knowledge, and it can never be simply given. Where there is no struggle, there can be no progress. As teachers, we must inspire our students to stretch their thinking in the process of reaching for greater limits each time. It is our task to lead students toward self-discovery, and to teach students to think in investigative and innovative ways that will help them to solve ever-evolving problems time and again. The most critical actions that we must take as teachers in facilitating lifelong real world application of skill and purposeful learning are: planning carefully and meticulously in preparation for lessons, layering questions, providing specific and meaningful feedback, remaining current and relevant, assessing with purpose, and always modeling passion, scholarship, and good character.

Our students are always watching us, and they will learn from what we do and how we carry ourselves as people more than anything else. Modeling passion for the content in relevant ways is the most efficient means of revealing similar passions in those around us. When teaching a Shakespeare play, for instance, our teachers always love taking on different accents throughout the dramatized reading of characters in order to help students differentiate between them while

naturally becoming more engaged through our reenactment. When then conducting film study of a scene, detective-like precision is modeled through questioning of how cinematic effects either create alignment or contradiction with original interpretations of text. The message that every instructional minute matters is made clear, as students know that whether they are crafting answers to short answer response questions inside a quiz, completing a creative and multilayered project, or comparing and contrasting short segments of film with text, they are always working with clear intention and thinking critically with purpose.

The most rewarding lessons always begin outside the classroom and derive from careful planning. Just as quarterback Peyton Manning studied film of opposing defenses in preparation for a game throughout his great NFL career, we firmly believe that a teacher must be incredibly prepared for each minute of instruction. Meticulous planning is hugely beneficial to the seamless transitions that should occur in a lesson and which make learning relevant and lasting.

Overarching worldly questions can then hook students from the start of a well-planned lesson, relate with the objective and content, and align with topical inquiries that deepen and reinforce learning through meaningful assessment. Lifelong development of character, scholarship, and purpose is a process that begins with inspired planning. Through inspiration, productive struggle, and meaningful progress, students can continue to learn how to grapple with any problems that arise and overcome any challenges in life. As educators, it is the goal of Paterson ASCS to help either create or reveal everlasting inspiration, strength of character, and positive direction in our students for the sake of our future course as people.

Paterson ASCS's Cares for College embodies and carries out the mission and vision of its network of charter schools across iLearn Schools. By integrating the Arts into Science, Technology, Engineering, and Math, iLearn Schools believes that a STEAM team can achieve

more through collaboration among all subject matters. Combining the arts together with science and math creates an understanding that lessons are not separate from each other, but instead extensions of one another - all a part of a larger picture. One specific example of how STEAM education plays a fundamental role in development at Paterson ASCS is when students explore the Egyptian pyramids through the scientific, literary, social, and historical viewpoints by examining how the pyramids are decaying, their impact on culture throughout history, and their effect on literature over time. Students also research global scientists and compare the resources, landforms, weather patterns, and ecosystems of New Jersey with those seen throughout other regions of the world. STEAM challenges our students to not only learn content standards, but also to apply this new knowledge of 21st century skills and discoveries in tackling evolving real world challenges. Essentially, the focus is on inquiry approaches and project-based learning for students to develop problem solving skills that will allow them to make positive changes in their communities throughout life.

How Cares for College Implements the Educational Model

In addition to preparing its students for college during demanding everyday instruction at Paterson ASCS, Cares for College implements a College Coaching Program (CCP), hosts college visits from top schools throughout the country, and offers SAT Prep courses along with a myriad of Advanced Placement classes that are taught by well-qualified and College Board certified instructors.

A major aspect of its college preparatory approach, the CCP is designed to help steer students toward schools and along career paths that best fit their strengths, passions, and future desires. Cares for College believes that students within a challenging, cooperative and collaborative environment will excel in academics while fulfilling their intellectual, mental, and social potentials. The CCP provides a unique opportunity for students around self-discovery by committing to long-term interactive mentor-mentee relationships that greatly enhance the student's probability of acceptance into top ranking colleges and universities. The goal of the CCP is to motivate, educate, and mentor students in the program in order to enable as many students as possible to apply for and attend top ranking four year colleges and universities. We strive to permanently better the lives of our students in the program so that they can ultimately improve the lives of their families and positively impact their communities. Throughout the CCP, students are expected to take responsibility for personal growth and success, attend all weekly sessions unless there is an emergency, and perform to their highest potential behaviorally and academically. Each week, students are exposed to a college or university from the top 100 schools across the country. Breaking down all aspects of the school from academics and athletics to campus life, extracurricular opportunities, and career paths thereafter, this introduction to each school grants students the ability to seek out the best possible fits for them. Rather than merely stressing the prestige of the university, our goal in this is to align the school with the student's interests. Another fundamental component of the CCP is self exploration. Students are encouraged to truly know themselves before they even make a decision as important as where they will go. Instructors facilitate deep inward thinking around inspiration and goals, helping students to align these beliefs with colleges and career readiness. Throughout this process, instructors and guidance also help students to prepare and take college entrance exams, complete

the FAFSA, visit colleges, apply to colleges, and make a final determination that is truly grounded in a firm belief about that choice and the road that it will lead to moving forward.

One of Paterson ASCS's partner schools, Bergen ASCS, has already held college visits to and from: NYU, Princeton, Seton Hall, Rutgers, Lehigh, Columbia, UPenn, Drexel, Ramapo, Rochester, John Jay College, the University of Miami, and the United States Naval Academy. All of this tireless effort in arranging such trips has expanded our students' horizons, encouraging them to see a vast world of opportunity ahead well beyond the city of Hackensack. International community service trips have even expanded the students' horizons beyond the nation's borders, as students traveled to far away places such as: Kenya, Haiti, and Tanzania. In fact, 14 students, 2 parents, and 4 faculty members participated in a memorable trip to Africa in 2016. As a part of this project, nearly \$10,000.00 was raised in order to build a water well in a public school with approximately 2,000 students to distribute food packages to 50 families, and to help roughly 25 orphans. Students learned in this trip to appreciate the simple things in life that may sometimes be taken for granted growing up in the United States. The water well project also brought clean drinking water to impoverished students living in Africa who were so desperately in need of it. The families residing in this region of the world were so grateful for these fundraising efforts, and the Bergen ASCS family was more than happy to help. This incredible experience taught students eye-opening life lessons that could never be entirely discovered within the walls of any classroom.

While CCP and the structure of college visits at Paterson ASCS is intended to help students broaden their horizons and view the world through boundless perspectives, the SAT Prep courses offered are tailored to fit this test but also connected directly with content. Students

can therefore relate with material and grasp a full understanding of both the subject and the test-taking strategies needed to excel. Moreover, a vast array of Advanced Placement (AP) courses are intended to be offered, allowing students to develop greater expertise within their areas of focus, while also providing the opportunity for dual enrollment and earning college credits throughout high school. At Bergen ASCS, which Paterson ASCS aspires to model after again, these AP courses include: English Language & Composition, English Literature & Composition, Psychology, Sociology, Chemistry, U.S. History, World History, and Spanish. As Paterson ASCS expands to serve all grade levels, it will include more AP course offerings over time. It will start, though, with Psychology, Sociology, Chemistry, U.S. History, and Spanish.

Paterson ASCS aspires to emulate the same approach taken at Bergen ASCS. In a graduating class of 53 students in 2016 at Bergen ASCS, these young adults received a total of over 2.5 million dollars in financial assistance in order to attend some of the finest colleges and universities throughout the country. In fact, 86-percent of students gained admission into 4-year schools, with nearly 40-percent of students being admitted to colleges and universities in the top-100 schools across the nation. These astounding numbers are the product of tireless work ethic and meticulous attention to detail with every student. Throughout the school year, the guidance department spends at least an entire day with each senior, helping each one to create resumes, submit applications to approximately 10 colleges or universities on average, craft college essays, and complete and submit financial aid applications including FAFSA. These passionate and tireless leaders by example also write letters of recommendation for all students after interviewing them, and tailor these letters to genuinely fit each unique person in the ways of character, scholarship, and involvement in school activities. The guidance department understands all of the students in the school exceptionally well, and has developed a close

relationship with each one. Taking a hands-on approach to preparing students for college, our guidance department's work never ends after a regular school day or upon completion of the college application process. Our guidance department understands subtle nuances in the varying structures of statewide assessments exceptionally well, and their extensive knowledge of testing ranges from the SAT and PSAT to the Accuplacer and ASVAB. assistance. This kind of closeness and care for college and career readiness allows us to gain insight into helping each student to determine his or her best possible direction moving forward beyond high school.

PARCC Results:

In English Language Arts (ELA), Paterson ASCS is greatly outperforming Paterson public schools in every tested grade level (grades 3-11). In ELA, 48-percent of students who took the PARCC (grades 3 to 11 aggregated) scored a 4 or 5 in 2017. Compared to its district of residence of Paterson and based on the latest available public data, the school is outperforming the district by a whopping 20 percentage points. In Math, 31-percent of Paterson ASCS students scored a 4 or 5 in 2017. Again, compared to its district of residence and based on the latest available data, Paterson ASCS is outperforming the district by 13 percentage points. Moreover, Paterson ASCS's growth scores ranked in the 84th percentile in the entire state in ELA and in the 61st percentile in the state in Math in 2016. Even more impressively, Paterson ASCS received Tier-1 ranking in 2016. As we prepare our students for college, PARCC scores at Paterson ASCS suggest that our students are ready. Moreover, our focus on social emotional learning and character development ensures that our students are prepared in every way possible to not only succeed in college, but to make a truly positive difference in life.

PARCC Preparedness:

English Language Arts

Teaching and Learning:

The iLearn English Language Arts program requires *intentional* instruction in reading and writing with complex texts across several disciplines and for a variety of purposes.

Instruction will move from teacher modeling to student independent application that is an authentic, hands-on use of the modeled literacy skills. Teachers are expected to model passion for the subject matter, material, and for the art and science of teaching English. Students are then expected to emulate our highly-driven, motivated teachers of English. One critical aspect of this process is that teachers are the facilitators of thinking and performance, and not the givers of information. Our teachers are coached to ask the right questions and demand the right tasks that will make our students work meticulously and think critically in order to solve problems that could arise in the future.

Classroom Environment:

An English Language Arts classroom at iLearn schools is to be a literacy rich environment. An enriched environment is one that is stimulating, curiosity-feeding, capable of answering many questions from multiple angles, and a setting that is alive with resources, reflective of real life, and bursting with academic energy. At the very minimum, ELA classrooms are expected to contain all items within the ELA classroom environment checklist, which includes:

- Big Ideas, Essential Questions, Daily Lesson Objectives
- Word walls – Words should be organized and color-coded by any 2 of the following three options: word structure (common prefixes & roots); theme; synonyms

- Accelerated Reader data
- Student work with detailed feedback and rubrics where applicable
- Reader’s and Writer’s Workshop expectations
- Books, materials, manipulatives

Access and Equity:

iLearn schools’ English Language Arts Program requires that all students have access to a high-quality, individualized ELA curriculum, with effective best practice instruction from teachers, a mentality of high expectations, and the resources needed to maximize his or her learning potential.

Curriculum:

iLearn schools’ English Language Arts curricula provide a specific outline of skills and mini-lessons to be taught based upon the four components of the balanced literacy approach that are in alignment with the grade level’s Common Core State Standards. Five units comprise the year’s scope of instruction, sculpted after the New Jersey Department of Education’s model curriculum released in 2014. The curricula ensure daily instruction around reading and writing that is connected directly to the Social Studies curricula and instructional units at iLearn schools. Seven PARCC focus skills have been identified as non-negotiable to be included in weekly lesson plans. These skills have been identified as vocabulary in context, close reading strategies, text-based evidence discussion/activities, analyzing paired passages, digital analysis, note-taking, connecting topical questions with the essential understandings of each unit, and addressing the monthly writing task. Essential and topical questions are rich in relevancy and meaning, and always at the forefront of instruction. Additionally, each grade’s ELA curriculum works in synchronization with that same grade’s Social Studies curriculum.

Tools and Technology:

iLearn schools' English Language Arts program integrates technology that supports content objectives and standards. Instruction must include elements of digital analysis and response to multiple forms of media. Students are to make constructive use of iPads for independent reading conducted in the classroom and at home. Schoology is to be used as a learning management system for typing final drafts, administering unit-writing benchmarks, keeping digital student portfolios, and submitting digital assignments.

Assessment:

iLearn schools' English Language Arts program utilizes the data from multiple assessments to assist teachers in making informed decisions around student instruction—both horizontally and vertically. A targeted approach to instruction can only be achieved through the time taken to analyze any given data and the planning needed thereafter. The ELA program's assessment sources encompass the whole literate child as a reader and writer. STAR Reading, Accelerated Reader, Reading and Language MAP testing, bi-weekly comprehension benchmarks, and monthly writing benchmarks are staples in the schools' assessment program.

In preparation for collegiate studies, our literacy mission is to lead our students toward developing and eventually mastering the skills necessary for embarking upon a life of scholarly pursuance. This academic journey entails critically examining textual rhetoric, structurally analyzing word parts and decoding complex vocabulary as it is used in context, discerning between essential and nonessential information in both fiction and nonfiction texts, summarizing lengthy works in succinct yet capturing fashion, acknowledging multiple interpretations through an investigation of subtle nuances in text, and entering scholarly conversation through grounded

research and synthesis that effectively conveys outside-the-box or even groundbreaking ideas and thinking.

Through our English Language Arts (ELA) course offerings, students will need to emerge capable of critical rhetorical analysis in the form of closely examining diction, sentence structure, characterization, theme, and possible intentions behind the author's style and craft. In other words, students will work on the necessary life-long skills of reading between the lines in an intensive manner before then making extensive connections with outside sources. In this, English scholars of iLearn Schools will be expected to make inferences around how major themes, morals, and overarching messages from texts connect with the real world. Apt citation will be a critical component within this realm, as students will need to locate pertinent lines for argumentation before analytically expounding upon the importance of them in relation to larger worldly matters. To this end, Social Studies will play a fundamental role in this vision, as well. In fact, viewing literary work through an historical contextual lens will further deepen understanding and enable students to draw all-important connections and pathways leading to the same wisdom.

Conventional wisdom will constantly be challenged, as the problems our students encounter will require an awareness of the broader picture, again making cross-curricular ties and reinforcement across the disciplines so vital. Other essential elements of English will be: meticulous film study, examination of cinematic effect, text-to-film comparison, dramatized reading, and re-enactment. Overall, it is our goal to create eager, self-driven, life-long learners, who crave the investigation of a literary world, and strive to portray this close reading of text through equally inspired writing.

Although English is a far less linear subject than Math, and is abstract enough for various topics covered to remain open to various interpretations, all claims will need to be thoroughly substantiated. No answer will be considered plausible unless sustained. As aforementioned, citing the most apt, fitting lines for support will be critical in this regard. Moreover, expounding upon these claims and adding unique author's voice to argumentation will be equally paramount.

7. Professionalism

iLearn schools' English Language Arts program holds educators and their colleagues accountable for themselves and one another. In turn, student success across the schools is the responsibility of the entire ELA team in addition to the school-based administration, the iLearn schools academic team, and other community stakeholders. In addition to student success, continued growth of the schools' educators is a core value of the English Language Arts program. For this purpose, teachers are supported weekly with one-on-one interactions from a content specific ELA coach. In addition, weekly Professional Learning Community (PLC) meetings are held with all grade level teachers from all schools.

Academic Expectations through High School:

Upon reaching the high school level, in preparation for collegiate studies, iLearn Schools' literacy mission is to lead students toward developing and eventually mastering the skills necessary for embarking upon a life of scholarly pursuance. This academic journey entails critically examining textual rhetoric, structurally analyzing word parts and decoding complex vocabulary as it is used in context, discerning between essential and non-essential information in both fiction and non-fiction texts, summarizing lengthy works in succinct yet capturing fashion, acknowledging multiple interpretations through an investigation of subtle nuances in text, and entering scholarly conversation through grounded research and synthesis that effectively conveys

outside-the-box or even groundbreaking ideas and thinking.

Through collective efforts as a department, students need to emerge capable of critical rhetorical analysis in the form of closely examining diction, sentence structure, characterization, theme, and possible intentions behind the author's style and craft. In other words, teachers work with students on developing the necessary life-long skills of reading between the lines in an intensive manner before then making extensive connections with outside sources. In this, students are expected to make inferences around how major themes, morals, and overarching messages from texts connect with the real world. Apt citation is a critical component within this realm, as students need to locate pertinent lines for argumentation before analytically expounding upon the importance of them in relation to larger worldly matters. To this end, Social Studies plays a fundamental role in this vision, as well. In fact, viewing literary work through an historical contextual lens further deepens understanding and enables students to draw all-important connections and pathways leading to the same wisdom.

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Mathematics

iLearn Schools' Mathematics Program incorporates the enVisionMATH™ Program. The iLearn Schools Mathematics Program Director and a group of mathematics teachers reviewed the results of the research study described below, evaluated the sample materials, and graded them using the iLearn Schools Mathematics Textbook Evaluation Form (See Appendix B). The decision was made in favor of the enVisionMATH™ Program based on the results of the review and evaluation process.

Pearson Education has used a variety of research methods as a base on which to build the enVisionMATH™ program. The 2011 enVisionMATH™ program (iLearn Schools use the revised, improved 2016 edition) is a research-based instructional model designed to make mathematics more accessible to a wide range of students. Through interactive learning and problem-based activities, students are able to build their own understanding of concepts and skills before the formal representation of ideas occur. Gagne and Driscoll (1988)¹ found that the learning of skills typically requires the explicit prior development of simpler component skills (prerequisite skills). The use of the Daily Spiral Review sections ensures that students are accessing prior knowledge. The development of skills acquisition and conceptual understandings are an important component of enVisionMATH™. Ball (2001)² states that mathematics needs to be developed with a clear sense of the big mathematical ideas that support each of the skills students are expected to develop. In order to communicate clear lesson objectives, a Problem of the Day introduces each

¹ Gagne, R. M. and M. P. Driscoll (1988). *Essentials of Learning for Instruction*, 2nd ed., Englewood Cliffs, NJ: Prentice Hall

² Ball, D. L. (2001). *Teaching With Respect to Mathematics and Students*. In *Beyond Classical Pedagogy: Teaching Elementary School Mathematics*, In Wood, T., Scott Nelson, B., & Warfield, J. (eds.). Mahwah, NJ: Lawrence Erlbaum Associates.

portion of the enVisionMATH™ lesson.

Visual representations drive concept and skill development and each lesson contains a student “visual learning band” which incorporates a dynamic presentation of the objective and essential understanding of the lesson. enVisionMATH™ author, Stuart Murphy, concludes “Visual learning strategies can make a profound difference in a student’s depth of understanding about mathematics” (Murphy, 1997, p. 5)³.

One example of a visual strategy incorporated into the program is using bar diagrams to solve word problems—problems that “too many students continue to be unsuccessful at solving!” (Charles, 2007, p. 1)⁴. Bar diagrams provide a visual representation to show how quantities are related in a word problem and help a student to see relationships and connect those to operation meanings (Charles, 2007). Indeed, Nickerson (1994)⁵ found that the ability to use bar diagrams is integral to mathematics thinking and learning.

Jitendra et al. (1999)⁶ found that each lesson should provide an adequate number of practice exercises on the new skill. Guided Practice and Independent Practice within each lesson provide ample practice for enVisionMATH™ users. Further, timely, frequent assessments throughout lessons assist teachers in individualizing instruction, which is supported by the large range of differentiated instructional resources provided to teachers. Technology alternatives allow the print version to come alive through motion and sound. Teacher explanations and Center Activities reinforce, deepen, and extend learning.

³ Murphy, S. J. (2007). Visual Learning in Elementary Mathematics: How Does Visual Learning Help Students Perform Better in Mathematics ? Research Monograph: Pearson Education, Inc.

⁴ Charles, R. (2007). Solving Word Problems: Developing Students’ Quantitative Reasoning Abilities . Research Monograph: Pearson Education, Inc.

⁵ Nickerson, R. S. (1994). The Teaching of Thinking and Problem-Solving. (pp. 409–449) In Sterberg, (Ed.) Thinking and Problem Solving. San Diego, CA: Academic Press.

⁶ Jitendra, A. K., M. M. Salmento, and L. A. Haydt (1999). A Case Analysis for Fourth-Grade Subtraction Instruction in Basal Mathematics Programs: Adherence to Important Instructional Design Criteria, Learning Disabilities Research & Practice 14, no. 2, pp. 69–79.

To accomplish the goals of the enVisionMATH™ program, resources were carefully designed to meet the needs of all students. Cognitive research on multiple intelligences (Gardner, 1991)⁷ indicates the need for children to experience a variety of pedagogical methods. enVisionMATH™ uses a variety of representations to help students understand mathematical concepts. Some of the ancillary materials included with the program and used by participating teachers include the following:

- Interactive Homework Workbook
- Interactive Math Series Big Book (K–2)
- Math Diagnosis and Intervention System
- Individual Student Manipulative Kits
- Teacher Overhead Manipulative Kits
- Center Activities Kits
- Visual Learning Bridge Transparencies
- MathStart readers by Stuart Murphy (K–2)
- World Scape readers (3–6)
- ExamView® Assessment Suite
- eTools

It should be noted that several built-in components of the enVisionMATH™ program, such as the Math Diagnosis and Intervention System (MDIS), are designed to aide teachers in providing intensive or Tier 3 intervention. The MDIS and other program tools help teachers provide individual instruction and intervention to students below level. This is crucial in terms of meeting the needs of the target student population at District 10.

⁷ Gardner, H. (1991). *The Unschooled Mind: How Children Think and How Schools Should Teach*. New York: Basic Books.

In 2007, an independent research group, PRES Associates, Inc., conducted a longitudinal study of the enVisionMATH™ curriculum materials. The study commenced in 2007–08 with second and fourth-grade students, following them into third and fifth grades in 2008–09. This report summary presents the evaluation design and methods, an assessment of program implementation, student performance results, and a discussion of findings.

The purpose of this study was to evaluate and assess the effectiveness of the enVisionMATH™ curriculum in helping students attain critical math skills and to document the teachers' implementation of the enVisionMATH™ program. The study employed a longitudinal randomized, controlled trial (RCT) design with the random assignment of teachers to treatment and control groups. That is, teachers within each participating school were randomly assigned to use either enVisionMATH™ materials or their current school math curriculum. This study design was utilized in order to address all quality standards and criteria described in the What Works Clearinghouse (WWC) Study Review Standards⁸ (2008). Specifically, the study addressed the following overarching evaluation questions:

1. Do students in treatment groups demonstrate significant learning gains in math during the study period?
2. How does the math performance of students in treatment groups compare to that of students using other math programs?
3. How do teachers implement the enVisionMATH™ curriculum?
4. What are teachers' perceptions of the quality and utility of the enVisionMATH™ program?

PRES Associates determined that students who used enVisionMATH™ demonstrated statistically significant gains in math achievement over the two-year study period. Moreover, significant gains

⁸ More info can be found at this link: <http://ies.ed.gov/ncee/wwc/interventionreport.aspx?sid=618>

in achievement were evidenced after just one year of implementation as well. Specifically, students using enVisionMATH™ significantly improved in the areas of math concepts and problem solving, math computation, math vocabulary, and communication in math.

The results also provided evidence of accelerated growth rates during the second year of enVisionMATH™ usage in the areas of math concepts, problem solving, and math vocabulary skills. This suggests the cumulative effects of enVisionMATH™ become stronger over time.

The breadth and depth of research that supports this program proves that enVisionMATH™ is truly a scientific, evidence-based program with empirical data to prove its effectiveness in increasing student math achievement. In addition, independent evaluators found that enVisionMATH™ students statistically outperformed students using other math programs in the areas of math problem solving, concepts, computation, and communication. Teachers and students using enVisionMATH™ reported satisfaction with the program. In summation, scientific research indicates that the enVisionMATH™ program is an effective and useful program for both teachers and students.

RTI, 504 and Special Education

Paterson ASCS features: a tiered system that addresses students who are partially proficient in meeting standards, a Student Support Team, and an Response to Intervention (RTI) tracking system. A merit and demerit points system also provides students and parents with constant updates in regard to the students' daily academic and behavioral performance. Students then realize positive and negative consequences as a result of actions. All classrooms are full inclusion classrooms. In addition to the regular classroom instructional personnel, there are three teachers employed as special education resource teachers. These teachers help the classroom instructional personnel plan and implement appropriate instruction and accommodations and

write the IEPs for special education students. They also assist the classroom instructional personnel in planning for and implementing instruction for ELLs and students with IEPs and 504 plans. The resource teacher(s) may teach classes and/or work with individual students or groups of students, and/or refer to services outside the school, should they be needed as identified via the assessment, evaluation and planning process. Since these special education students remain with the same class as regular education students, they have the same opportunities that all other class members have to be a part of the group. Being a member of a school with a wide range of abilities increases the likelihood of academic and social success. Paterson ASCS believes that early identification of needs leads to better educational outcomes for each student. The classification process includes obtaining data on each student, through direct assessment and observation, or by indirect means of examination of the student's academic performance, gross and fine motor skills, receptive and expressive language skills, vision, hearing, and cognitive skills. School staff, parents/caregivers, or representatives from outside the school may refer students to the resource teacher if they believe that the student, because of a disability, may be in need of special education and supportive services in order to benefit from regular education. Paterson ASCS shall ensure that an appropriately certified school psychologist participates in the initial evaluation and all subsequent re-evaluations of the student. Final identification of students with disabilities and programming for such students occurs only after an appropriate evaluation is conducted and a determination has been made by the multidisciplinary team. This team includes, at a minimum, a Licensed Clinician, resource teacher, and others, as appropriate. If it is determined that the child requires special education and supportive services in order to benefit from regular education, an Individual Education Plan (IEP) shall be developed for the student in accordance with federal law. Paterson ASCS Academy ensures the confidentiality of the

activities and procedures used to evaluate students with disabilities. Referral can also be made directly to the School Director or Special Education Coordinator. Programming at Paterson ASCS provides a tiered system that addresses students who are not demonstrating mastery of standards. At the lowest level, or Tier 1, teachers use varied instructional supports and strategies to assist students who are not meeting standards. If students continue to demonstrate low achievement levels, parent meetings are held and academic and behavior plans are used to track data with the purpose of developing specific behavioral action plans. If a student is placed on a behavior plan, then they are moved to Tier 2 which could include after school support or support during the day. If progress is still not being made, then a teacher, administrator, or parent can refer a student to be evaluated by special education, or in the case of a medical or some other concern, a 504 meeting takes place. Students with a 504 are referred by self, parents, or teachers, and evaluated according to IDEA by the 504 administrator and team. Paterson ASCS has a Student Support Team and is building an RTI tracking system. A Discipline ladder system is used to convey clear expectations, but also to provide supports for students struggling in school. Students who enter Paterson ASCS with an existing Individualized Education Plan (IEP) from another school and in compliance with New Jersey state statutes and rules will automatically be scheduled for a conference to review the student's existing IEP, and appropriate services and procedures will be implemented. For students with mental health concerns, staff reviews the student's file to determine if the need for special education services has been considered and makes such a referral or re-referral if warranted. In some cases, a student is referred to a licensed social worker to assist the team in determining needed services. For students with developmental disabilities, as a result of evaluation completed as part of the pre-referral process and/or the IEP process, students with a defined disability have, as appropriate, either a 504 Plan or an IEP

written and monitored in accordance with state and federal guidelines. For students with physical disabilities, all buildings are accessible. When indicated on IEPs, speech, occupational, and/or physical therapies are provided by licensed professionals contracted by Paterson ASCS, as is any assistive technology.

Hands-on, real-world problem solving and a cooperative social environment form the foundation of Paterson ASCS's learning approach and are important for all children, including meeting the educational needs of special education and ELL children. It is especially important for the task at hand to be relevant to students' lives and to be one in which results are forthcoming and complete. The positive nature of Paterson ASCS's classrooms in which there is excitement and acceptance of diversity, developmentally appropriate practices, and encouragement to take risks without punishment for failure, provides an environment in which all students, including the special education and limited English proficiency students, can flourish.

Assessment of Learning Standards-Based Assessment

Paterson ASCS's English Language Arts and Math programs utilize data from multiple assessments to assist teachers in making informed decisions around instruction—both horizontally and vertically. A targeted approach to instruction can only be achieved through the time taken to analyze any given data and the planning needed thereafter. The ELA program's assessment sources encompass the whole literate child as a reader and writer. STAR Reading, Accelerated Reader, Reading and Language MAP testing, bi-weekly comprehension benchmarks, and monthly writing benchmarks are staples in the schools' assessment program. PARCC Practice tests (2 tests per year) in English and Math help students to prepare for

statewide assessments. Standards-based grading is used in Math, as students have the opportunity to submit work more than once in order to learn continuously through risk-taking and revision.

Management of the Paterson ASCS Charter School

In implementing a cross-curricular approach to providing a well-rounded education for students, Paterson ASCS operates under the Charter Management Organization (CMO) known as iLearn Schools. In addition to serving students in Paterson, iLearn Schools is comprised of charter schools across Bergen, Paterson, and Paterson. Paterson ASCS sees many benefits from being a part of this larger CMO, as the school is able to model after other successful charter schools across the organization. Additionally, district level school leaders are able to make a positive impact inside the school.

Roles and Responsibilities: The Paterson ASCS Board retains ultimate responsibility and control of the school's charter. The Board ensures academic, fiscal, and organizational success. The CMO reports to the Board and supports the school leader to execute the day-to-day functions of the school.

Description of Services: iLearn Schools is responsible for developing and implementing school curricula, managing human resources, handling regulatory reporting requirements, overseeing facilities and special programs, managing finance and accounting, directing communication and public relations, managing enrollment, implementing information technology (IT), coordinating grants, and carrying out other policies adopted by the Board.

The mission of iLearn Schools is to provide the ideal environment for the intellectual and social development of its students, while utilizing the combined effort of students, educators, families, and the community as a whole. Paterson ASCS's vision, as a part of iLearn Schools, is the

realization of a generation of students who have been encouraged and nurtured by a community of dedicated individuals who collectively believe that children are the key to a better world. Through tenacious engagement in interdisciplinary learning experiences, students integrate knowledge, skills, and methods of inquiry across the disciplines. Within this holistic immersion, students develop deep understanding of complex concepts by incorporating rigorous content and application of knowledge through higher-order thinking skills and performance-based assessments. This knowledge then transfers to opportunities for real-world application of skills-mastery. Creating a climate of mutual respect, Paterson ASCS embraces the philosophy of educating the whole child. Students learn valuable social skills, set high expectations, demonstrate leadership, and remain accountable as they develop both academically and socially. By employing research-based best practices to accommodate differences in cognitive styles and achievement levels, students gain the skills and knowledge to support critical thinking and embrace both team and independent problem-solving. iLearn Schools is in its eleventh year of operation. Over the past decade, the organization has grown from one campus to now serving students in seven campuses across the districts of Bergen, Passaic, Paterson, and Paterson. Although technology integration into education is at the forefront of iLearn Schools' mission and vision, it also believes in educating the whole child through character development.

Leadership Team

Our network team of professionals is led by Chief Executive Officer Nihat Guvercin and five chief officers, as well as other integral team members with responsibility for broad areas of network operations. The Chief Financial Officer, Mr. Mustafa Coban, leads a group of seven team members who manage network and school financial matters. The Chief Schools Officer, Mrs. Lori S. Cobb, supervises all aspects of the schools' leadership, evaluation practices, professional development,

and human resources. The Chief Academic Officer, Mrs. Yanivis Hage, oversees the entire academic structure of the schools and leads a team of program directors and academic coaches. The Chief Innovation Officer, Dr. Yasin Demir, leads a group of eight team members who support all technology needs across the network, which also includes the intentional implementation of technology in classrooms. The Lead Writer, Mr. Greg Del Russo, leads written communications, and is responsible for establishing and continuing strategic partnerships. At a school level, Paterson ASCS is led by School Director Mr. Danny Necimo, who is in charge of all educational programs and daily school operations. The Assistant Director of Academics, Mrs. Jaimie Phillips, leads all academic projects, curriculum development and implementation, and evaluations following the Danielson framework for teaching and learning.

iLearn Schools is a dynamic and diverse organization. Our leadership team (see biographical statements below) is comprised of expertise across all three sectors and many disciplines. Our team has established a network that effectively manages four high-performing charter schools in New Jersey. At a time when approvals for new charter schools in the state have declined significantly, iLearn Schools was able to secure approvals to operate two new charter schools opened in 2016 and 2017. iLearn Schools' instructional model is rigorous and aligns with the demands of the communities served. Waiting lists for the Bergen, Paterson, and Paterson schools exceed 4,000 students. This will likely likewise be the case in Paterson in the coming years.

Leadership Experiences

Nihat Guvercin holds both Texas and New Jersey Principal Certifications and has earned a Master's degree in Educational Leadership from Sam Houston State University. The New Jersey Charter School Association selected him as the 2010 New Jersey Charter School Administrator of the Year. This award is presented to the nominee who has demonstrated strong leadership, a

commitment to quality and accountability, and the ability to drive strong student performance. Mr. Guvercin is currently serving as CEO/Founder of iLearn Schools, Inc. As CEO, his responsibilities include general oversight of coordinated instructional, operational, and fiscal management of all network schools, as well as setting the strategic vision for growth and innovation in consultation with the Chief Officers. He has shown great determination and leadership by using his experience and passion for education to enhance the development of educational and assessment programs that include purposeful science and technology integration. With 22 years of educational experience in both private and public schools, he is a staunch support of the charter school movement.

Mustafa Coban holds a New Jersey School CFO Certificate and serves as the Chief Finance Officer for iLearn Schools. Mr. Coban is responsible for financial operations, budgeting, accounting, purchasing, and HR for network schools and for iLearn Schools, Inc. He also contributes to the development of iLearn Schools' strategic goals and objectives, as well as the overall management of the organization. Prior to joining iLearn, Mr. Coban worked as an Operations Manager at Syracuse Academy of Science Charter School in New York and has experience as a business consultant, working for a non-profit organization providing fiscal and human resources consultancy services to public charter schools. He holds a Master's degree in Business Administration with an emphasis in global business.

Yanivis Hage is the Chief Academic Officer and English Language Arts Program Director at iLearn Schools. Mrs. Hage is responsible for overseeing the organization's academic structure and progress across all subjects, with an especial focus on English Language Arts. A true leader by example, Mrs. Hage helped to infuse a culture of academic achievement, mutual respect, positive reinforcement, and overall drive as the School Director for Paterson Arts and Science Charter

School Intermediate from 2013 to 2017. Prior to her tenure as School Director, Mrs. Hage also served as the fourth and fifth grade ELA teacher, ELA Department Chair, School Testing Coordinator, and School Professional Development Chairperson at Paterson ASCS. Before arriving at iLearn Schools, Mrs. Hage also taught sixth grade ELA, Social Studies, and Science at Jersey City Community Charter School. She obtained her Bachelor of Arts degree in American/United States Studies in Civilization from Ramapo College, before then completing her Master's degree in Educational Administration and Supervision in 2010 at St. Peter's University. Since then, Mrs. Hage moreover earned an Educational Specialist degree in K-12 Educational Leadership and Administration from Grand Canyon University. Yanivis's skills and experience include: project management, strategic planning, research, academic coaching, professional development, curriculum writing, Response to Intervention, and public speaking.

Greg Del Russo is the District High School English Coach and Lead Writer at iLearn Schools. Greg earned his Bachelor of Arts degree in English and Writing at Drew University before completing an accelerated Master of Arts in Teaching program at this same institution. He was Drew's 41st annual Shakespeare Studies Award recipient, and also possesses an extensive background in sports journalism. Since beginning his career in education as an English teacher and cross country coach, Greg has embraced his transition into school administration. Working closely with teachers around lesson planning, best instructional practices, and developing intention inside the classroom as a Curriculum Supervisor, Master Mentor Teacher, and District English Coach, Greg is always striving to facilitate improvement through effective modeling and communication. Also serving as iLearn Schools' Lead Writer, Greg continues to help develop and maintain partnerships between iLearn Schools and outside organizations, such as Rutgers University and NYU. His prior teaching experience ranges from 7th, 10th, and 11th grade English to Advanced

Placement Composition, while his teaching and leadership strengths include: building character alongside content in education, relating learning to life, higher-order questioning and assessment, and providing feedback that is highly-targeted, thorough, and meaningful for the purpose of reflection.

Danny Necimo is the School Director of Paterson Arts & Science Charter School. This is his fourth year with iLearn Schools. Danny became the Assistant Director of Operations for Paterson ASCS in 2014. In this position, he handled Harassment, Intimidation, and Bullying (HIB) cases for the school, while also organizing daily school functions. He then became the School Director at Paterson ASCS in 2016. Danny holds a School Administrator's certificate, and has been on the team to develop multiple curricula, transitioning from the NJ standards to the Common Core Curriculum standards. He was also on the committee to develop the iLearn Schools evaluation rubric, which was used prior in transitioning to the Danielson framework. Whether working with students or with teachers, Danny believes that the key to success is the right combination of clear communication, work ethic, and high expectations.

Jaimie Phillips is the Assistant Directors of Academics at Paterson Arts and Science Charter School (Paterson ASCS). A graduate of Rutgers University, Jaimie earned her Bachelor's Degree in Communication and Africana Studies along with a K-6 New Jersey Teaching Certificate in 2003. At Rutgers, Jaimie completed a curriculum of courses in Public Speaking, Interpersonal Communication, Communication Theory and Facilitation, and African Societies. Jaimie's teaching career began in 2003 as a first grade teacher at Paterson Public Schools 6 and 25. She then taught at the Coordinated Early Intervening Services and NJ ASK After School Program beginning in 2012, before teaching at Paterson ASCS in 2014. Because of her impeccable classroom management and strong relationship with students and staff, Jaimie became the

Assistant Director of Academics after just two years at Paterson ASCS. In this role, she has been able to use her knowledge of lesson planning and instructional practices to develop the newest teachers at the school. As a school administrator, she now takes great pride in upholding a safe and successful learning environment.

Relationship between the charter school and the authorized public chartering agency

Paterson ASCS signed a charter agreement with the authorized agency, NJDOE on June 15 2017. This agreement outlines the accountability systems what will be used to evaluate the school's performance in many different aspects. The NJDOE uses a performance framework to measure the success of Paterson ASCS in the following areas:

Education Program and Capacity. School's education program must demonstrate strong academic outcomes. In order to improve academic outcomes, the school's curriculum, instruction and assessment systems must be clear and effective with a well-functioning organizational structure that leads to continuous improvement. Additionally, the school must implement the mission and key design elements outlined in its original charter.

School Culture and Climate. School's environment is critical to student success. School will be evaluated on the expectations it sets for its students and whether or not the school environment is safe, respectful and supportive.

Board Governance. School must practice sound governance and comply with relevant laws and regulations. the board of trustees must have the capacity to govern the school effectively and whether or not the board complies with relevant laws and regulations.

Access and Equity. The school must serve and meet the needs of all students, especially the highest need students requiring special education services, students who are English Language

Learners, students who qualify for free or reduced-price lunch and other underserved or at-risk populations. School must demonstrate that their recruitment, application, admissions, lottery and enrollment policies and practices are fair and equitable, as required by law. Additionally, school must comply with state and federal laws relating to special education students and students who are English Language Learners.

Compliance. school must comply with relevant laws and regulations in reporting related to NJSMART financial management and all other relevant state and federal requirements.

Parent and Community Involvement

School Partnerships and Support

Paterson ASCS is proud of the strong relationships it has developed throughout the community.

Paterson ASCS will work with its partnering schools under the umbrella of the iLearn Schools network in order to keep improving college and career readiness. These partner schools include Bergen Arts and Science Charter Schools, Passaic ASCS, and Paterson ASCS. Information about college programs is disseminated to those partner schools via each school's website and through social media, thus keeping all schools synchronized and moving forward together.

Parental and Community Outreach

The first Paterson ASCS Family Math Night was a huge success with over 300 parents participating in the event. Parents saw the opportunity to solve problems alongside the students with multiple pathways to reaching the same answer being not only embraced but also highly encouraged. Mr. Gurkan Kose, the Program Director of Mathematics, led this great academic enrichment experience with the help of Math coaches and teachers, along with the support of school administration.

Paterson ASCS shares information via the News section of its main website and on each school's social media page. The Paterson ASCS website is user-friendly, colorful, and informative, and includes specific information for parents and students to find in regard to college applications and admissions. The other primary means of online dissemination is via the iLearn Schools website's main page. Paterson ASCS will also utilize an app to communicate immediately with parents when needed in real-time. Home Visits are also critical in developing relationships with families and understanding student backgrounds. By conducting home visits, teachers and school administrators are able to gain a better sense of the students they teach and where they come from. This helps our schools to form strong and essential bonds with families. Home visits generally last up to 2 hours, and include a meal together along with invaluable casual discussion outside of school doors. We believe that the students, parents, teachers, and school administrators all play equally critical roles in the learning process. For that reason, we strive to bring all of these parties together on a consistent basis to ensure that everyone is working in harmony toward collective success. By understanding the students better, we are essentially able to help them find the best possible fits for colleges and career paths for the future.

Concentration is placed on parent programs, community outreach, and fostering school, family and community collaboration/involvement. The students of Paterson ASCS are afforded the benefits of partnerships currently established with local universities, businesses, and community leaders. Paterson ASCS recognizes the school as an anchor in the community; the school serves as the grounding mechanism that promotes connectivity and collaboration. All children deserve the opportunity to be educated in a rich, nurturing, equitable and culturally-sensitive environment that fosters inquiry-based learning and innovation.

iLearn Schools uses the Office of Charter Schools' (OCS) performance framework as a guide for developing high-quality educational programs. In alignment with the OCS, we too are committed to ensuring that New Jersey families have access to charter schools that will "raise the bar" and "close the gap". In this spirit, Paterson ASCS embraces the philosophy of educating the whole child; students learn valuable social skills, demonstrate leadership, reach their full academic potential, and remain accountable as members of the school community and the community at large.

Sustainability

Paterson ASCS relies upon state funding, fundraising and donor support, and grant funding organized by the Director of Development. The iLearn Schools Education Foundation and iSupport Foundation reaches out to individual funders, vendors, and donors, raising over \$10,000 to be used for college trips, visits, resources, and academic preparation. Communications are made via the school website, email, phone blast, and with flyers at Back-to-School Night. Direct mailing also takes place in the fall of each year. We maintain our current donor's list and continue to seek potential donors in the area. Paterson ASCS has been awarded 501c3 status. Pursuing grants involves researching, creating relationships with, and applying for funds from private foundations and corporations. A significant amount of research has been done on foundations supporting education, charter schools, Paterson development, and other areas that relate directly to our program. This grant will help provide needed support for the expansion of our STEAM program to accommodate an increasing population of students.

In regard to public relations, the Director of Development will develop opportunities to gain positive recognition in the community for the Paterson ASCS STEAM program. The Paterson ASCS Maker's Fair will participate in the STEM Showcase. This achievement has afforded us

opportunities for program visibility and promotion. Our team is continuously striving to create engaging videos demonstrating our student success through determined work ethic, creativity, and innovation.

The Project Administrator will work closely with the Paterson ASCS Grants Administrator and development officer to identify and leverage other sources of funding. The STEAM program will benefit from all the grants received whether directly or indirectly. With the hard work and diligence of the school's Grants Administrator, last month an application for a \$25,000 Pre-Psychology Program was submitted to Esther Katz Rosen, along with a submission to Bank of America. The Project Administrator is familiar with the grant administration of Paterson ASCS's federal grants and works closely with the School Business Administrator to coordinate federal and state grants. The Project Administrator and development officer will attend meetings within the community to network and identify potential resources within the community. The Project Administrator will seek input from the Advisory Board, Partners, Paterson ASCS PTO, and Collaborators.

School-wide Objectives and Performance Measures

Paterson ASCS will implement and expand a schoolwide college and career readiness program over the next five years. Resources will be allocated in hiring qualified personnel to establish and maintain the program. Students will be equipped with required skills to adapt to 21st century careers.

iLearn Schools will implement two PARCC Prep exams. Each exam will be used to measure student growth at 10-week intervals throughout the school year. These checkpoints will serve to

allow school administrators, academic coaches, teachers, parents, and ultimately students to gauge performance levels. Tracking student growth and accomplishment throughout the year will also allow for frequent reflection and adjustment to pedagogical practices, formative assessments, and test-taking strategies. Each assessment will be closely analyzed in order to discern where areas for improvement exist both individually and class-wide. In fact, teachers will develop action plans around each standard that most require revisiting. Formulating a specific approach to re-teaching each standard and skill will be vital to reaching overall mastery. Students will also complete writing assessments for each unit, and will sharpen writing skills in tandem with practicing close reading. Hence, reading comprehension and writing will go hand in hand. In math, students will need to demonstrate conceptual understanding. Rather than simply displaying computational awareness, students will be required to denote real wisdom of real world applications. Math problems, along with problems in all other subject areas as well, will constantly center on the larger world and the students' lives. In addition to summative assessments, students will need to hone their abilities through skills-based practices and formative assessments that occur on a regular basis. All of this will prepare students for end-of-year assessments, such as PARCC. Nevertheless, the focus will not strictly be placed on PARCC, but instead on real world issues and how our students can help to create a better world. Student performance on PARCC Prep exams, benchmarks, writing assessments, and skills-based practices will be maintained over the school's online database under the label "Test Center". School administrators, teachers, parents, and students alike will have access to this information at all times. Reports will also be generated through LinkIT, the school's online testing platform in preparing for PARCC. Printouts of these reports will be sent home to students and parents, and also broken down in detail inside of classes. After receiving these reports, teachers will design

lessons with the purpose of dissecting each standard that needed the most attention whole group. Any standards requiring addressing with particular students will moreover be handled during small group and independent tutorials. Additionally, parents will receive their children's reports through both regular mail and email communication. All information will be organized and displayed inside the school report, which is made accessible to all external organizations as well.

Paterson ASCS needs grant funding in order to further develop and expand its STEAM program in modeling after the already proven programs established across iLearn Schools. As the student population continues to expand each year, additional funds are needed in order to make the same opportunities available for more students. Across iLearn Schools, all Bergen, Passaic, and Paterson schools have already proven to be successful in not only implementing this STEAM approach to education, but in expanding upon it year after year. Paterson ASCS needs to see this same opportunity as a part of a successful CMO.

Funding will help support the expansion of CCP, along with which place students at the center of the learning process. In this, students improve their skills through productive struggle toward creativity, evidence gathering, and innovation. With grant funding support, Paterson ASCS strives to reach the following Goal:

1. EXPAND AND ENRICH THE ACADEMIC PROGRAM AND RESOURCES OF THE SCHOOL

Objective 1.1 Create and implement presentations and operations for College Coaching Program (CCP).

- Create calendar, daily and weekly schedules, and materials for CCP (attached separately in the application). A presentation is given to introduce CCP to all parents and students at the start of the program. This is done for both recruitment and awareness purposes.

Schedules are shared with students for both CCP and CCP+. CCP+ students meet for a longer period of time on Saturdays. The CCP and CCP+ calendars are also shared with parents and students right at the onset of each program. This includes weekly meeting dates, parent events, and field trips to places like Niagara Falls and Africa.

- Hire or assign well-qualified CCP instructors. CCP instructors may be hired from outside of the organization, or they may also be teachers already working in the organization. In the latter case, these teachers are able to develop even stronger relationships with students outside of the regular school day while showing that they are truly invested in their futures.
- Procure and create curriculum and instructional materials for CCP. A curriculum is followed, which may either be purchased or created in house. This is carefully chosen or designed to specifically prepare students for college. A College-of-the-Week is also presented on each week, granting students an inside-look at one of the top 100 schools across the country.
- Provide Professional Development opportunities for teachers to become well-versed in the concepts of productive struggle and the specific instructional approaches that work best for college readiness.

Indicator 1.1. Student Academic Proficiency and Growth in CCP will be measured by tracking student proficiency in PARCC. The goal is for at least 80-percent of all CCP students to score a “4” or “5” in PARCC. Additionally, college projects will be assessed as a project grade and counted toward the 4th marking period. An accompanying presentation will also serve as 25-percent of the overall project score.

Objective 1.2. Establish Advanced Placement courses for U.S. History, Psychology, Sociology, and Spanish that will prepare students for college.

- Hire or assign well-qualified and College Board certified instructors for courses.
- Acquire and create appropriate curricula, syllabi, and educational materials for courses.
- Prepare students to score proficient or higher in AP tests.
- Evaluate the effectiveness of the program regularly.

Indicator 1.2. Student Academic Proficiency and Growth in AP courses will be measured by tracking student proficiency inside AP testing. The goal is for at least 75-percent of all AP students to score a “3”, “4”, or “5” on the AP exam.

Objective 1.3. Create an SAT Prep program designed to equip students with the necessary knowledge and skills to perform at a proficient level or higher in testing.

- Provide professional development for SAT prep instructors. SAT prep instructors will be exposed to and grapple with a myriad of SAT style questions themselves before ever teaching courses. Throughout this process, they will gain first hand experience in decoding questions and sharpening test taking strategies.
- Acquire and create necessary SAT prep materials. SAT prep materials will include three SAT practice tests, along with specific review organizers and formative assessments.
- Organize SAT prep testing for students. Arrangements will be made for all students taking SAT prep courses to take both the PSAT and SAT. Results will be kept and growth will be monitored throughout. Test-taking fees will be waived for those students qualifying for free or reduced lunch.
- Make stipend payments to instructors for leading extracurricular activities.

Indicator 1.3. Paterson ASCS will organize three school-wide enrichment events each year.

Objective 1.4. Organize college visits to and from many of the top-100 schools across the country.

- Determine which colleges and universities will be the most desirable and fitting for students.
- Organize visits to and from colleges and universities for students.
- Complete college applications and admissions processes after attending each college.

Indicator 1.4. The school will host at least 10 colleges and universities from the top-100 schools across the United States, and will visit at least 5 campuses in total as well.

Objective 1.5. Effectively address college readiness standards throughout everyday instruction.

- Constantly revise and implement curricula with college and career readiness at the heart of life lessons.
- Create interdisciplinary awareness and cross-curricular connections by aligning curricula to reinforce and support each subject.

Indicator 1.5. Student Academic Proficiency/Growth will be monitored by gathering data and analyzing it within the assessment portal. 2 PARCC Prep tests each year will be used as checkpoints to determine growth. The actual PARCC will then be used to evaluate the program's level of effectiveness. The goal is for at least 70-percent of all students to score proficient or higher in PARCC.

Objective 1.6. CCP and SAT instructors, along with AP teachers, will receive professional development training and certification that enables them to instruct at the highest possible levels.

- CCP instructors will attend professional development sessions geared toward preparing students for college. Sessions will delve into the college applications and admissions processes, developing the right kind of character to succeed in life beyond high school,

and inward exploration - discovering schools that best fit unique passions and strengths by gaining a strong sense of purpose.

- SAT instructors will attend professional development sessions geared toward preparing students for the SAT. Test-taking strategies and content will be broken down in depth, and a wealth of resources will be shared.
- Pay stipends to SAT instructors and AP teachers. AP teachers will receive an additional stipend for each AP class taught. AP teachers will also receive an additional stipend as incentive if over 75-percent of their students score proficient or higher on the AP tests.

Indicator 1.6. Evaluations of SAT and AP teachers will reveal at least 75-percent of them to be highly effective, with all remaining teachers scoring effective.

Student Recruitment and Enrollment Policy and Procedures

Paterson Arts and Science Charter School is a public charter school open to all students living in the city of Paterson. The school does not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, religion, ancestry, or athletic performance. Students who use English as a second language and students who are classified as eligible for special education are welcomed as all. A broad approach to outreach is utilized to seek the enrollment. This effort will cross all areas of socio-economic status, diversity of racial and ethnic background. Applicant students will not be evaluated or assessed in any prior to the opening of the school. Students are assessed after the beginning of the academic year in order to determine their needs and strengths and to provide them with proper instruction, including remedial assistance and additional resources as appropriate.

In the event that more students apply than space allows, eligible students will be enrolled by a lottery system. This lottery system will become a weighted lottery in the 2019-2020 school year

and moving forward. Per the guidelines set forth in ESEA section 4303(c)(3)(A), Paterson ASCS will not use such weighted lotteries for the purpose of creating schools exclusively to serve a particular subset of students. A non-biased individual, such as the school's accountant or attorney, will oversee the lottery in a public forum, the date, time and place to be announced in advance. The lottery will be held by the school, until the apportioned number of students is drawn. All students' names will be drawn and recorded in sequence. The first names drawn will fill available slots; all other names will be retained in the sequence of the drawing, and placed on a waiting list. In the event that a student withdraws, the next name on the list for the corresponding district will be contacted and offered enrollment. In the event that a student drops out after the academic year begins, the same procedure will apply: the next name on the list will be contacted. As a child's name is drawn, and the student enrolled, all siblings otherwise eligible for enrollment will be automatically enrolled, assuming availability of a seat in the grade required.

All enrolled students will be eligible for re-enrollment the following year, until they graduate from the 8th grade.

Beginning at the end of the initial enrollment period (and every year thereafter), Paterson Arts and Science Charter School will maintain a waiting list of all eligible students who have applied for enrollment and who were not selected. This list will be in sequential order of the drawing of the names. This list will be maintained until the close of the academic year. During the recruitment periods, Paterson Arts and Science Charter School will notify parents that their children's names will remain on the waiting list for the subsequent school year only.

Paterson ASCS Logic Model

| RESOURCES | ACTIVITIES | OUTPUTS | SHORT-TERM OUTCOMES | LONG-TERM OUTCOMES | IMPACTS |
|--|---|--|---|--|--|
| College Readiness instruction by qualified and certified teachers | Everyday instruction; AP and SAT Prep courses | Students will gain skills and knowledge in grappling with and tackling problems through a myriad of lenses that prepare them for collegiate studies. | Greater confidence in content and improved engagement in school as a result of understanding the full picture and practicing test-taking skills | Commitment to mastery learning and the ability to solve ever-evolving problems in a rapidly changing world | Low income students seek careers in 21st century skills, exploring strengths and making the world a better place by implementing them in their work. |
| Project-based learning opportunities for students | Organize programs for CCP, AP, and SAT Prep courses. | Students will increase college readiness by consistently applying skills in the classroom. | Improved attitude toward learning and create lifelong learners with college desires | Individuals committed to independent learning skills and critical thinking | Low income students seek careers in 21st century skills that enable them to pursue passions, and which require college. |
| Special supportive programming for high-needs students, students with disabilities, and ELLs | Close achievement gaps; provide immediate corrective action; more students meet proficiency standards | Students will explore their full potentials, becoming capable of grappling with the English and able to express their strengths throughout the learning process. | Improved attitude toward learning; stronger family/school interactions | Individuals able to overcome obstacles and attain personal success | Students with disabilities and ELLs will see equal opportunity to shine in pursuing careers with passion in the 21st century world. |
| Extended day CCP program and after-school AP and SAT tutoring | More students are exposed to colleges, the college application | Students will be college ready, and will also make informed decisions when | Well-rounded understanding of a wide array of schools, and a strong | Lifelong learners who connect learning with personal | Students will realize that learning in school and life are connected. Learning does not end when the school day |

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| | process, and the skills needed to succeed after high school. | selecting colleges that best fit their passions and strengths. | understanding of self when choosing schools and career paths | enrichment and career goals | ends. Pursuing passions in life begins with purposeful and continued education. |
| Professional Development | Develop and deliver exemplary lesson plans, and train teachers around SAT preparedness and college readiness | Teachers will be equipped with more advanced teaching skills, honing instructional abilities through purposeful planning, practice, and constant reflection | Well-rounded teachers who will provide quality instruction with clear intention inside the classroom | Good quality instruction, along with an improved approach to lifelong learning with meaningful lessons at the heart of content | Low income students achieve more through skills gained in the right settings, and by modeling after passionate and successful scholars who pave pathways to college |

Paterson ASCS Project Management Plan

| Project Objective 1: Create and implement presentations and operations for College Coaching Program (CCP) | | | |
|---|--------------|-------------------------------|---|
| Activities | Timeline | Responsibility | Documentation |
| 1.1.1 Create schedule and materials for CCP | Aug-Oct | Veysel Sahin | Board approval of curriculum |
| 1.1.2 Procure and create curriculum and instructional materials for CCP | Aug-Oct | Jaimie Phillips, Veysel Sahin | Purchase Orders |
| 1.1.3 Hire highly qualified CCP instructors | Sep-November | Veysel Sahin | Employment Contracts |
| 1.1.4 . Provide Professional Development | Monthly | Danny Necimo, Veysel Sahin | Purchase Orders, Evaluation Forms, Presentations, and other documents |
| Project Objective 2: Implement school-wide Advanced Placement courses aligned with College Board. | | | |

| Activities | Timeline | Responsibility | Documentation |
|---|-----------------|---|--|
| 1.2.1. Establish Advanced Placement courses for U.S. History, Psychology, Sociology, and Spanish. | Aug-June | Danny Necimo, Jaimie Phillips, Veysel Sahin | Program of Studies and transcripts |
| 1.2.2 Hire or assign well-qualified and College Board certified instructors for courses. | July-Aug | Danny Necimo, Jaimie Phillips | Contracts and College Board certifications |
| 1.2.3 Acquire and create appropriate curricula, syllabi, and educational materials for courses | July-Aug | Danny Necimo, Jaimie Phillips | Student Database system reports |
| 1.2.4. Score proficient or higher in AP tests. | April-June | Danny Necimo, Jaimie Phillips | College Board AP Exam results |
| 1.2.5. Evaluate the effectiveness of the program | Sep-August | All stakeholders | Meeting minutes |
| Activities | Timeline | Responsibility | Indicator |
| 1.2.1 Establish a College Coaching Program (CCP) | Nov-June | Yanivis Hage, Danny Necimo | Presentations and other documents |
| 1.2.2 Establish SAT prep courses | Aug-June | Yanivis Hage, Danny Necimo | Presentations and other documents |
| 1.2.3 Establish College Board aligned Advanced Placement courses | Aug-June | Yanivis Hage, Danny Necimo | Class materials and AP test results |
| 1.2.4 Organize College Visits | Sep-June | Veysel Sahin | Stipend Contracts |

| Project Objective 3: Create an SAT Prep program designed to equip students with the necessary knowledge and skills to perform at a proficient level or higher in testing. | | | |
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| Activities | Timeline | Responsibility | Indicator |

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| 1.3.1 Provide professional development for SAT prep instructors. | Aug-Sep | Jaimie Phillips, Danny Necimo | Student Participation list, schedule of activities |
| 1.3.2 Acquire and create necessary SAT prep materials. | Aug-June | Jaimie Phillips, Danny Necimo | Purchase Orders and instructional materials |
| 1.3.3 Organize SAT prep testing for students | Annually | Veysel Sahin | SAT results |

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| Project Objective 4: Organize college visits to and from many of the top-100 schools across the country. | | | |
| Activities | Timeline | Responsibility | Indicator |
| 1.4.1 Determine which colleges and universities will be the most desirable and fitting for students. | Aug-Sep | Veysel Sahin, Danny Necimo | Meeting minutes and student academic records |
| 1.4.2 Organize visits to and from colleges and universities for students. | Aug-June | Veysel Sahin, Danny Necimo | Email communication logs and field trip requests |
| 1.4.3 Complete college applications and admissions processes after attending each college. | Oct-June | Veysel Sahin, Danny Necimo | Students' college applications and admissions |

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| Project Objective 5: Effectively address college readiness standards throughout everyday instruction. | | | |
| Activities | Timeline | Responsibility | Indicator |
| 1.5.1 Constantly revise and implement curricula with college and career readiness at the heart of life lessons. | Ongoing | Jaimie Phillips | Curricula and Academic Records |
| 1.5.2 Create interdisciplinary awareness and cross-curricular connections by aligning curricula to reinforce and support each subject. | Monthly | Jaimie Phillips | Curricula and Academic Records |

Project Objective 6: CCP and SAT instructors, along with AP teachers, will receive professional development training and certification.

| Activities | Timeline | Responsibility | Indicator |
|---|-----------------|---|--|
| 1.6.1 CCP instructors will attend professional development sessions geared toward preparing students for college. | 2 weeks | Danny Necimo, Veysel Sahin | Board approval of curriculum |
| 1.6.2 SAT instructors will attend professional development sessions geared toward preparing students for the SAT. | 2 weeks | Danny Necimo, Jaimie Phillips, Veysel Sahin | Purchase Orders, District Staff Development agendas, Academic Calendar |
| 1.6.3 Pay stipends to teachers | Oct-June | Mustafa Coban | Stipend Contracts |