

Superintendent's Report Orange Public Schools “Good to Great”

Gerald Fitzhugh, II, Ed.D.
Superintendent of Schools
“The Teaching Superintendent”
April 12, 2022

Focus Core Area Numbers 1- 4
District Goal Number 1-4 and All Sub Sections



Celebration of Students

Student of the Month Announcement

Gerald Fitzhugh, II, Ed.D.
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Focus Core Area Numbers 1 & 2
District Goal Number 1&4 and All Sub Sections



Students of the Month

March 2022

Congratulations to our STAR Students!

Name of School	Student of the Month
Orange High School	Aguita Sanogo Grade Twelve
Orange Preparatory Academy	Jefferson Erago Santo Grade Nine
Twilight U	Riky Tecun Mendez Grade Twelve
Cleveland Street School	Jahki Brewer Grade Seven
Forest Street School	Ian Dunn Kindergarten
Heywood Avenue School	Abby Gonzalez Grade Six

Name of School	Student of the Month
Lincoln Avenue School	Wisdom Ibe Grade Four
Oakwood Avenue School	Faith Mathis Grade Five
Rosa Parks Community School	Yajaira Romero Grade Four
Park Avenue School	Lindsay Carrion Grade Seven
STEM Innovation Academy of the Oranges	Samuel Mensah Grade Ten
Central Elementary School	Hansel Garcia Costop Grade One

Attendance Presentation from the Month of March 2022



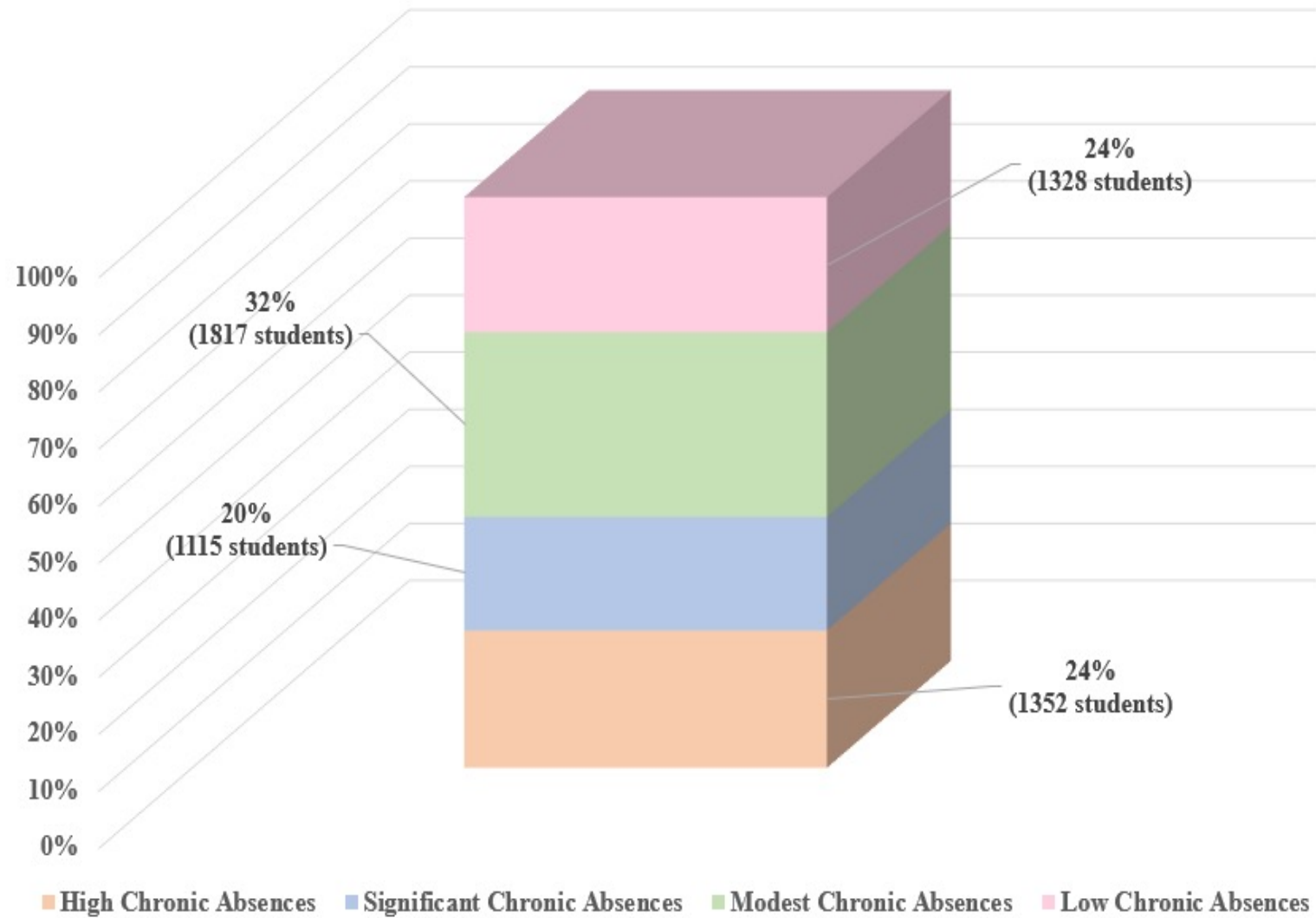
Gerald Fitzhugh, II, Ed.D.
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Focus Core Area Number 1-4
District Goal Number 1-4

Chronically
Absence
Categories
are
Identified As:

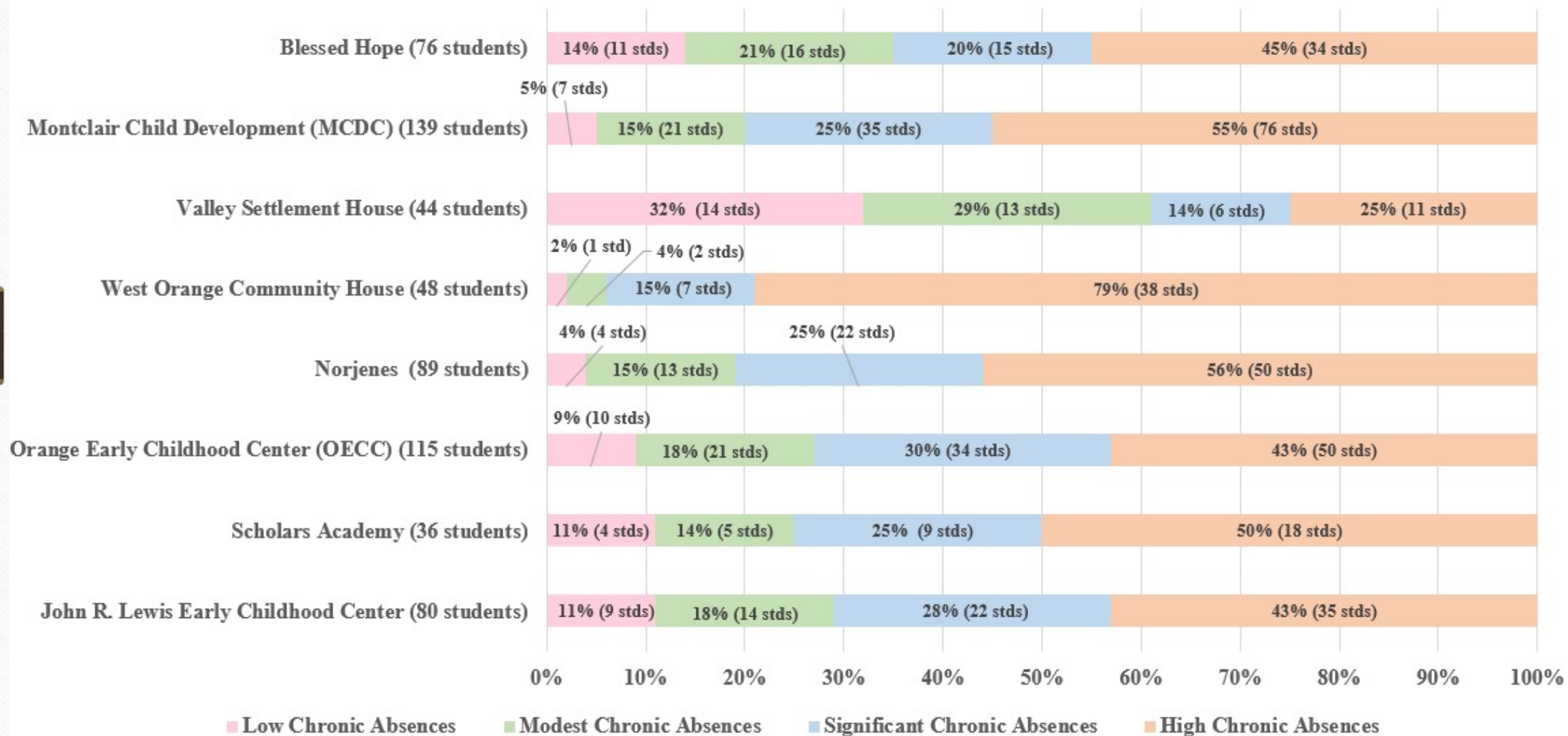
Absences Category	Cumulative Days Absent for the Month of March
High Chronic Absences	13 days or more
Significant Chronic Absences	8 to 12.99 days
Modest Chronic Absences	3 to 7.99 days
Low Chronic Absences	0 to 2.99 days

*Students are chronically absent when excused or unexcused absences are equal to or greater than 10% of the total number of days enrolled in the school year.

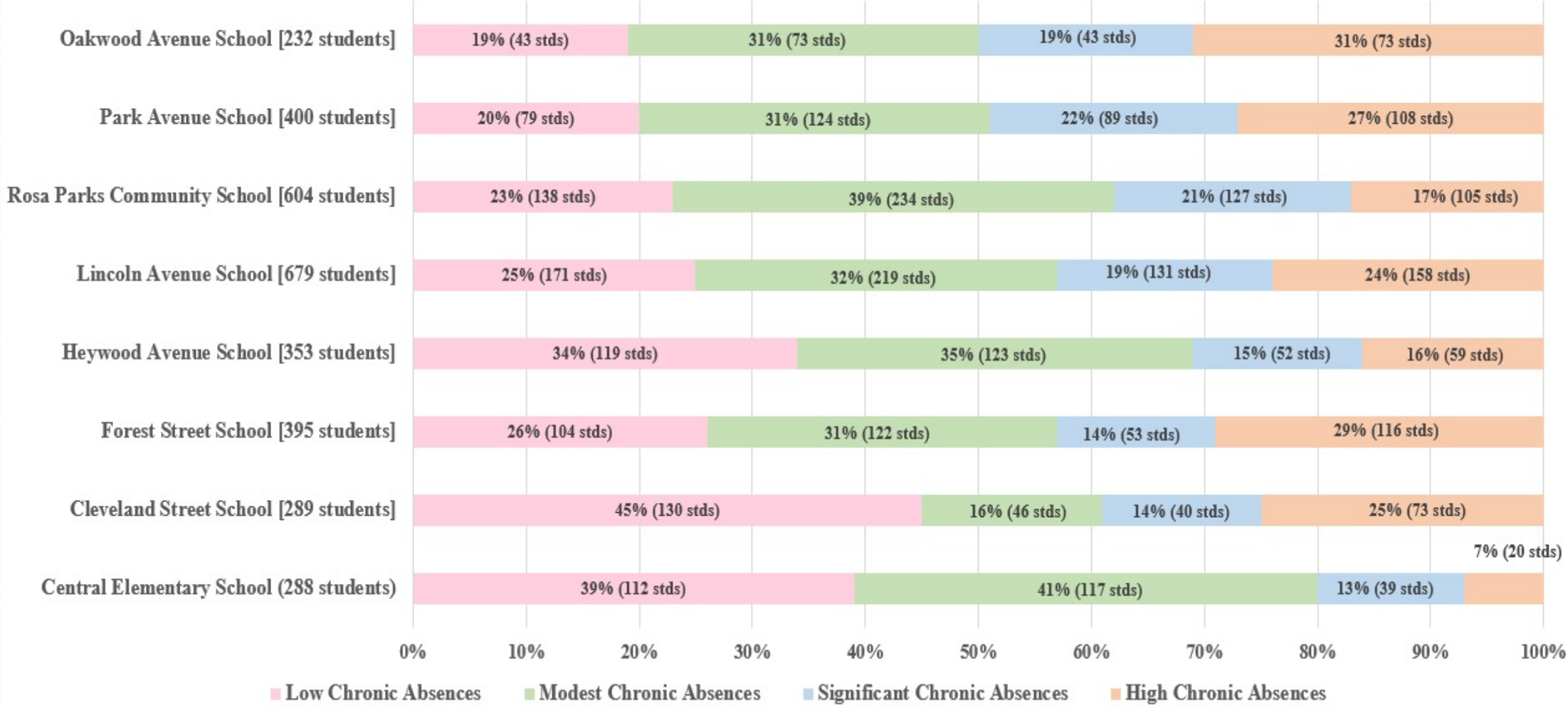
Cumulative Absences for the Month of March by Category



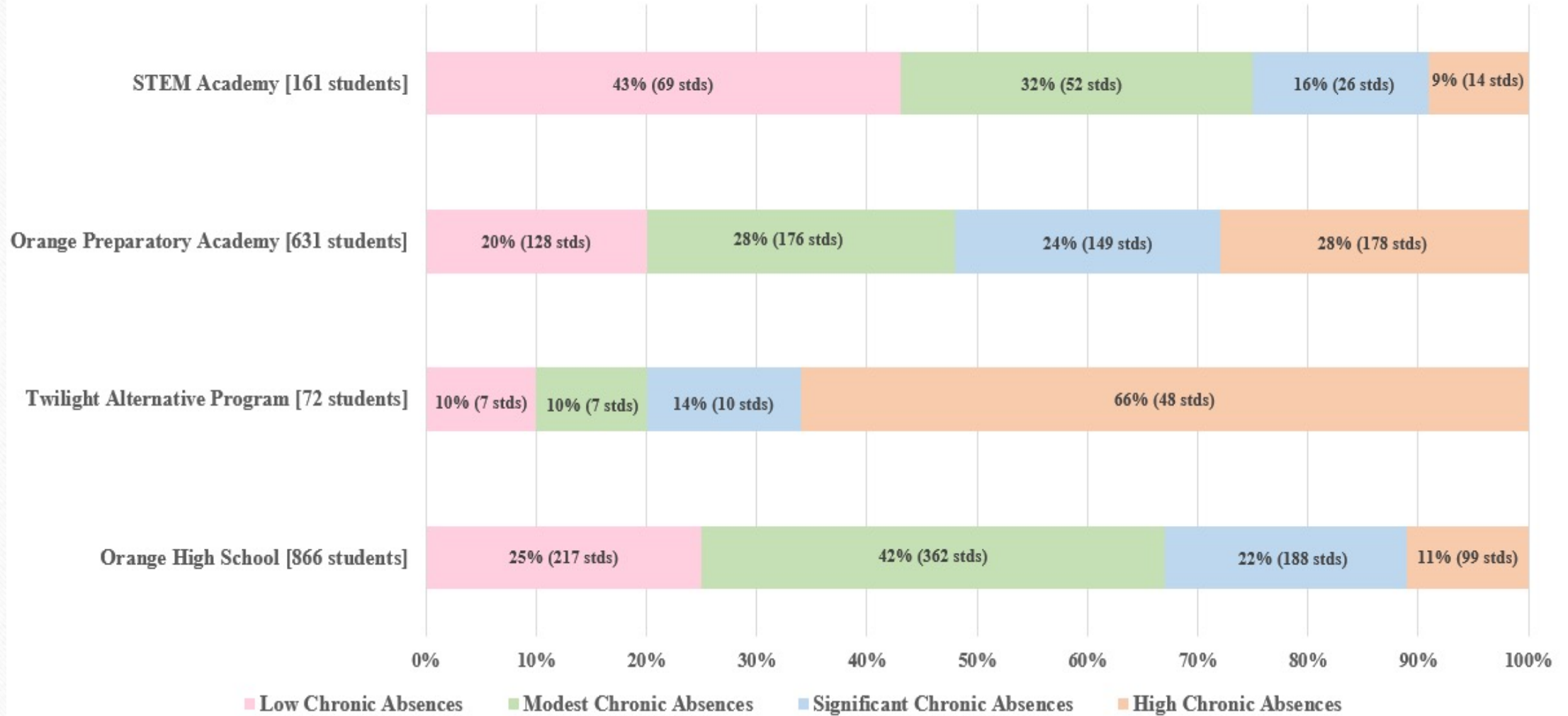
Cumulative Absences by School for the Month of March Early Childhood Program



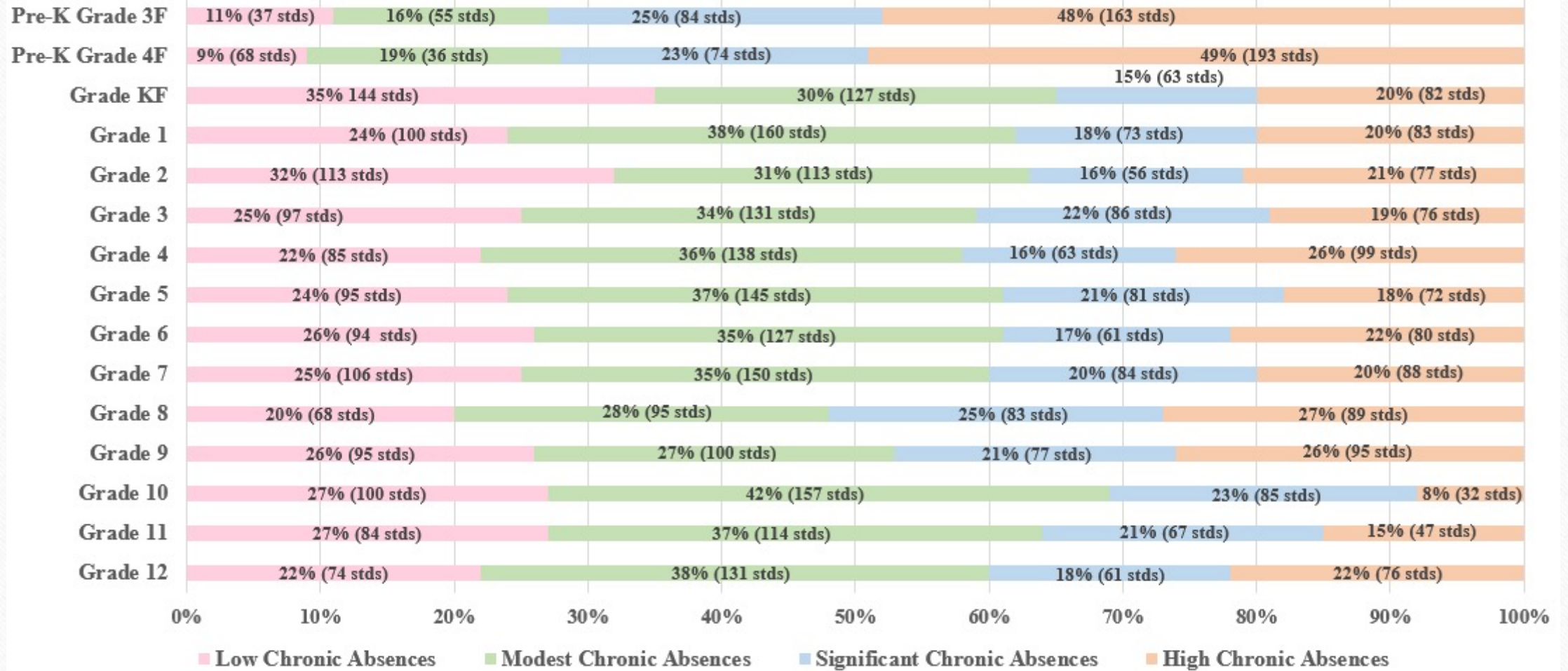
Cumulative Absences by School for the Month of March Kindergarten through Grade 7



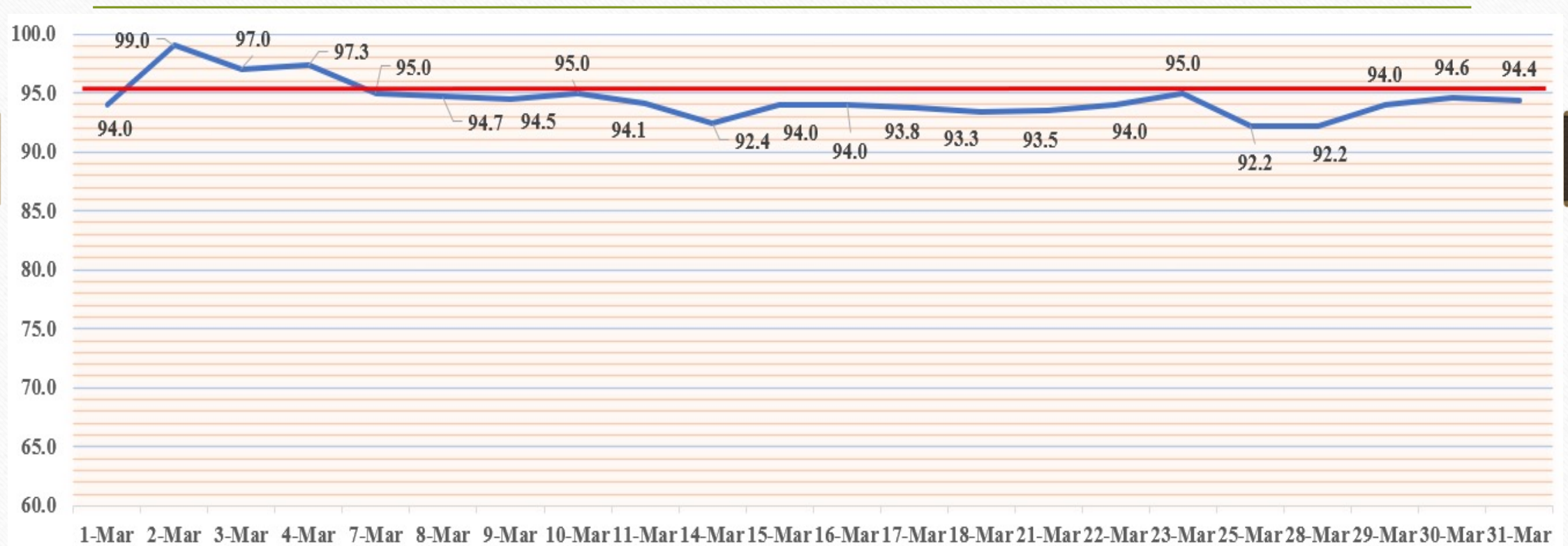
Cumulative Absences by School for the Month of March Grades 8 through 12



Cumulative Absences for the Month of March by Grade Level



March 2022
Average Daily Attendance Percentages
***State Average is 95%**
District Average Daily Attendance was 95%





Curriculum Mid-Year Updates

Executive Directors

Ms. Faith Alcantara

Jacquelyn Blanton, Ed.D.

Ms. Shelly Harper

Ms. Karen Harris

Mr. David Scutari



Curriculum Priorities

2021-2022

Office of Early Childhood Learning

Office of Early Childhood Learning



- Build the coaching capacity of preschool coaches to better support teachers' instructional practices in social and emotional development, fine motor skills, and literacy development.
- Incorporate dramatic play and essential resources into the kindergarten classrooms.
- Implement four preschool bilingual transitional classrooms with embedded support for teachers and families.
- Create a preschool curriculum resource that outlines how children learn at this age as well as the scope and sequence of foundational skills in each content area to support teaching and learning.

COACH'S CORNER

Any Questions?



WEEK OF: March 21-25, 2022



CALENDAR

March 21st – JRLECC CPT 3:30pm
March 24th – Block PD : 1, 2, 3...Come Build with Me! Revitalizing the Block Center to Promote Math, Science, and Literacy Skill

CHALLENGE

Look at your house area and think of one or two things that can be added that reflect your children's communities, cultures, and experiences outside of school.

<https://www.naeyc.org/resources/pubs/tyc/de-c2017/supporting-language-culturally-rich-dramatic-play>

HIGHLIGHTS



I enjoyed making St. Patrick's Day pudding in a bag with Ms. Morales' class. We had the opportunity to incorporate lots of math, literacy and science concepts during this cooking experience.



To make connections to last week's block challenge, I wanted to share an article about how to incorporate the engineering design process into block play. Children as engineers are problem solvers. The article addresses the following steps:
Step 1: Asking questions and defining problems
Step 2: Using background research to plan and create
Step 3: Building, testing and redesigning
Step 4: Communicating results

N.J.A.C. Chapter 13A

6A :13A-4.2 – Program Staffing (Coaches)

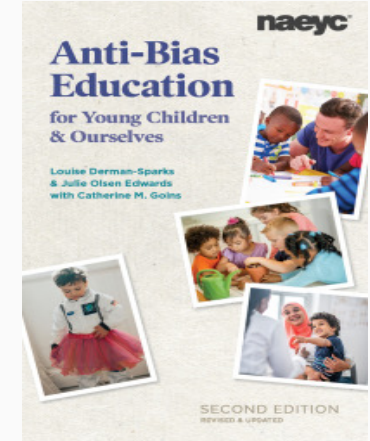
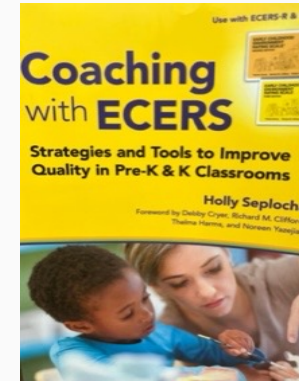
Priority 1 - Building the capacity of the preschool coaches

Progress

- Professional Development
- **Book Study (Coaching and Anti-Bias Education for Young Children and Ourselves)**
- Modeling, Focused Coaching Cycles, Resource Sharing
- Parent University

Moving Forward

- Anti-bias Education PD
- Joint focused walkthroughs
- **Best practice videos**
- Resources for Kindergarten



District Strategic Plan Alignment

- Core Focus Area 2 – Develop a district-wide universal learning supports system that addresses barriers to learning and teaching and eliminates the predictability of outcomes for all students based on race, gender, socio-economic status, learning modality, language, or sexual orientation (bullet #5 specifically).
- Core Focus Area 3 – Establish an effective leadership development framework that strengthens and aligns support for school leaders to serve as instructional leaders (bullet #2 specifically).
- Core Focus Area 4 – Research, identify, and integrate evidence-based prek through grade 12 social-emotional learning (SEL) aligned resources and practices throughout curriculum, instruction, assessment, and professional development designs.



Priority 2 - Incorporate dramatic play into the kindergarten classrooms

Progress

- Dramatic play center
- Block center and puppets in all K-classrooms
- **Collaborative review with Bank Street Education Center**
- **Working on our vision and mission statements for early learning**
- **Four PD session**

Moving Forward

- One-on-one support
- **Model dramatic/block centers in at least 4 to 5 classrooms**

District Strategic Plan Alignment

- Core Area 4 – Continue to identify, develop, and implement inclusive, evidence-based, and college and career ready standards – aligned prek through grade 12 instructional materials and curricula for all learners and subgroups, and across all disciplines (bullet #2 specifically).



Feedback from PD Sessions – Prek & K

I loved meeting in the breakout room with other staff members, it was nice to connect and talk out my thoughts.
-AP

What was most valuable for me was understanding that centers are not limited to tools provided, but the experiences students bring to the class.
-Paraprofessional

That social studies is part of every day and we can manipulate things in our classroom to help kids understand day to day life.
-Paraprofessional

What was most valuable from today's session?

What was most valuable for me was understanding that centers are not limited to tools provided, but the experiences students bring to the class.
-Paraprofessional

Hearing ideas from other educators.
-Teacher

Brainstorming ideas for center theme/unit.
-Teacher

The exchanging ideas with the other teachers was the most valuable.
-Paraprofessional

I loved meeting in the breakout room with other staff members, it was nice to connect and talk out my thoughts.
-AP

Ideas of how to create and integrate social studies in dramatic play for unit of studies.
-Teacher

Watching the video and looking for the different ways the teacher added to her unit.
-Teacher

That social studies is part of every day and we can manipulate things in our classroom to help kids understand day to day life.
-Paraprofessional

Demonstrating children engagement in planning on their unit of study.
-Teacher

Feedback from PD Sessions – Prek & K

The importance of linking your centers to units of study.
-SEL Coach

To use more instructional tools during dramatic play to tie the concepts together.
-Teacher

Remember to challenge children with vocabulary like the teacher in the video who said "aviation books" instead of books about airplanes.
-Teacher

What is one new learning from today's session?

Remember to challenge children with vocabulary like the teacher in the video who said "aviation books" instead of books about airplanes.
-Teacher

Incorporating the children in the repurposing of materials for centers.
-Paraprofessional

To use more instructional tools during dramatic play to tie the concepts together.
-Teacher

Adding new materials to my dramatic play area.
-SEL Coach

Always listen to the students and let them bring you to your themes/connections in the center areas.
-AP

Centers can be expanded as long as it is student driven. Creativity to how students can partake and have an active role in the centers is important.
-Paraprofessional

Helping students to expand and connect in dramatic play area by recreating an artifact.
-Teacher

Definitely the use of videos. And also to remind teachers to take the child's lead, and how doing this expands their academic learning.
-Coach

The importance of linking your centers to units of study.
-SEL Coach



Priority 3 - Create four preschool bilingual transitional classrooms

Progress

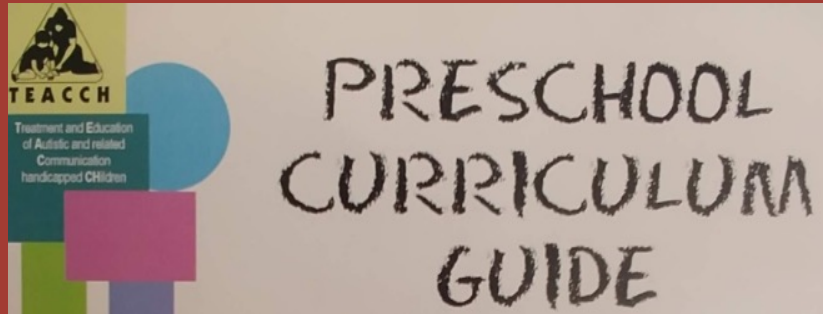
- Purchased books/resources in children's home language,
- **Partnered with National Institute for Early Education Research (NIEER) and Building Early Learning Latinx Educators (BELLE) Project – the partnership combines mentoring and PD to create a leadership pipeline for current bilingual preschool teachers**
- **Supports for Emergent Bilingual Acquisition (SESEBA) tool for on-going assessment**

Moving Forward

- Purchase additional books in children's home language
- Continue with the BELLE Project
- Creating additional transitional classrooms for SY 2022-2023

District Strategic Plan Alignment

- Core Area 1 – Increase capacity across the district through the implementation of research-based strategies to engage families and communities in education and develop successful parent-family-community partnerships (bullet #s 1-4 specifically).
- Core Area 2 – Develop a district-wide universal learning supports system that addresses barriers to learning and teaching and eliminates the predictability of outcomes for all students based on race, gender, socio-economic status, learning modality, language, or sexual orientation (bullet #3 specifically).
- Core Area 3 – Allocate the resources and staffing necessary to ensure that special learners and Ell students receive mandated services and programs to meet their learning needs (bullet #3 and 5 specifically).



Curriculum Guide Content

- Introduction: How children learn
- Curriculum Statement and Alignment
- Assessment: How do we assess children
- Content Areas
 - Math, Science, ELA, SS, Physical Development, S&E
- Scope and Sequence for each content area
- Appropriate Learning Environment
- Inclusion/Bilingual Education
- Purposeful Play
- Advancing Diversity

**Live Links embedded within the document*

Priority 4 - Create a preschool curriculum resource guide

Progress

- Curriculum guide content areas defined

Moving Forward

- Team will complete the guide the month of July

District Strategic Plan Alignment

- Core Area 4 – Coordinate efforts with state agencies and community partners to establish a strong early childhood/Prek 3 continuum that prepares students for elementary schools and generates enthusiasm for learning (bullet #s 1, 2, and 4)

N.J.A.C. Chapter 13A 6A:13A-5.1 – Curriculum; 6A:13A-5.2 - Assessment

Office of Early Childhood Learning



Strategic Plan Indicators

Core Focus Area 1

- 25% increase in the number of parent participants in virtual Special Education Parent Advisory meetings, English Language Learner Parent Advisory meetings.
- 50% attendance increase in parent teacher organization meetings, fund-raising activities, parent conferences, Orange Board of Education meetings, and volunteer opportunities.

Core Focus Area 2

- 5% increase in reported sense of belonging for students of color
- 100% of students of color report increase sense of belonging

Core Focus Area 3

- 15% employees participate in leaderships development.
- 95% staff receive support that enables and empowers them.
- 100% of staff reporting their ability to apply strategies for developing their knowledge and understanding of the diversity of different cultural groups and for moderating the impact of their own cultural background on the development of their values and beliefs.

Core Focus Area 4

- 100% of all curriculum departments establishing an annual “department level” strategic plan in alignment to the District’s Strategic plan and responsive to research and data.
- 100% of all courses aligned to curriculum articulation guides (e. curriculum guides, unit plans) satisfying the state’s required per NJQSAC.

Office of Early Childhood Learning



KEY DISTRICT MILESTONES



GRADES K – 2 By the end of 2026,

75% of all students in grades K-2 will exit the grade reading within or above the grade level proficiency band as defined by the New Jersey Student Learning Standards; with 80% of kindergarten, first, and second grade students achieving a passing score on grade level phonics and phonemic awareness assessments before exiting the respective grade level.

75% of all students in grades K-2 will accurately use the eight science and engineering practices to demonstrate proficiency and understanding of core ideas on district administered benchmark assessments, while observing, recognizing and predicting patterns and formulating answers to questions about the world around them.

75% of all students in grades K-2 will demonstrate proficiency across grade-level concepts of numbers sense and place value; demonstrating the ability compose and decompose numbers to 10 (Kindergarten), and to 100 (Grade 1) and to 1000 (Grade 2) using strategies based on place value and using addition and subtraction to solve word problems



Curriculum Priorities

2021-2022

Office of Humanities

Office of Humanities

Content Areas 3 and 4
District Goal 1



Bilingual Education, English As a Second Language, and World Languages

- Expand and support the Bilingual class offerings to grade 3 at two elementary schools.
- Improve teacher pedagogies in relation to the implementation of sheltered English practices and facilitate the development of Bilingual and ESL teachers as they teach to the New Jersey Student Learning Standards.
- Increase the number of students taking and achieving passing level scores on STAMP (Standards-based Measurement of Proficiency) assessments in Spanish and French.

Progress

- Added 3rd grade Bilingual classes at Lincoln (1) and Rosa Parks (1) elementary schools
- As a result of internal needs assessment:
 - an RFP for new Curricular Resources issued in February of 2022.
 - researching model Bilingual programs to enhance the Newcomer experience
 - introducing the new WIDA standards to cohorts of teachers
- Conducted walkthroughs with targeted feedback to Bilingual and ESL teachers
- Conducting Common Planning Sessions with Bilingual and ESL teachers in grades K-2
- Exploring professional development models for Sheltered English Instruction from the developers
- Although STAMP Test takers decreased from 148 to 112 the # of students receiving SEAL of Biliteracy increased: 31 to 49.

Moving Forward

- Conduct coaching cycles
- Continuing Bilingual focused CPTs
- Continuing research on successful programs
- Convene World Languages Resource Committee to identify resources to support curriculum that incorporates the ACTFL standards

Office of Humanities

Content Areas 3 and 4
District Goal 1



English Language Arts

- Design and institute an overall districtwide intervention strategy such to provide intensive academic supports to students who are multiple grades below grade level beginning as early as Grade K.
- Introduce new foundation skills assessment in grades K-2 to better determine learning loss resulting from COVID-19 and provide clear road maps for targeted instruction and acceleration.
- Implement and support new curricula for grades 3-8 to attend to learning loss while moving students towards standards mastery.
- Improve the implementation of the Writing Folder Initiative across all grade levels.

Progress

- Implementing 3 models of intervention: one with a reading specialist at Oakwood Avenue School, the other a Tutoring Center, Varsity Tutors
- Teachers of ELA Grades 3-8
 - attended trainings on the new curricular platform
 - Walkthroughs with targeted feedback
 - Coaching cycles
 - Common planning sessions
- Collaborative Analysis Protocol
- Professional Development videos are being compiled: supervisor, coach, and teachers modeling best practices
- Writing Folder Support & Audits have been provided and conducted (the data has assisted in recognizing areas to strengthen during individual coaching cycles)

Moving Forward

- Developing monitoring of intervention strategies for replicable components
- Continuing CPTs, coaching cycles, walkthroughs and audits
- Compiling data on curricular improvements

Office of Humanities

Content Areas 3 and 4
District Goal 1



Social Studies

- Implement district wide Benchmarks and Performance Tasks that build from Document Based Questions (DBQs) and transition to On Demand Writing drawing from the New Jersey Student Learning Standard for Social Studies.
- Institute Coaching Cycles that focus on the intentional implementation and execution of standards-based Writing instruction in the Social Studies classroom.
- Collaborate with Early Childhood to utilize the Social Studies curriculum to incorporate dramatic play into the kindergarten classrooms.

Progress

- Teachers of Social Studies in Grades 5-12 attended trainings
 - on the new benchmarks and the platform Edulastic
 - how to score Prose Constructed Responses (PCRs) with the rubric
- Benchmark I and II have been administered
 - data has been disaggregated and reviewed with teachers
 - implications on lesson design and delivery
- Collaborative Analysis Protocol to be conducted with staff during the March PD
- Lesson Plan reviews have provided opportunities for targeted feedback on lesson design and delivery
- Kindergarten classrooms have been equipped with kitchens and other role-playing artifacts
- Teachers have had professional development on how to organize, lesson plan, conduct, and note-take observations while students are in the role-playing space

Moving Forward

- Continuing CPTs, coaching cycles, walkthroughs and audits of PCR assessments
- Compiling data on curricular improvements

Office of Humanities

Content Areas 3 and 4
District Goal 1



Visual & Performing Arts

- Review curricula, pedagogy, and schedules to increase students' opportunities to progress through the performance bands identified by the New Jersey Department of Education: Proficient, Accomplished, and Advanced.
- Support the execution of the newly revised curricula, which incorporate the new New Jersey Student Learning Standards for the Visual and Performing Arts, through coaching and collaborative planning.
- Reinstate and expand partnerships with community-based organizations and institutions of higher learning to explore, instruct, and promote the arts.
- Expand opportunities for students to showcase their talents in and outside of school through exploiting opportunities for performances, competitions, and contests.

Progress

- Focused Instrumental Techniques Program (FIT) piloting at Lincoln Elementary
- MOU with Monmouth University
- William Paterson University – Professional Development
- Scheduling Audit conducted
- Lesson Plan reviews have provided opportunities for targeted feedback on lesson design and delivery
- Coaching cycles conducted
- Performance Assessments being developed for all disciplines
- Reinstated the Instrumental Strings Music Residency with South Orange Performing Arts Center
- Fall and Spring plays back in person

Moving Forward

- Finalize memorandum with Monmouth University
- Coaching cycles, walkthroughs
- Roll out performance assessments in Edulastic
- Evaluate the FIT pilot in preparation for possible expansion

KEY DISTRICT MILESTONES



HIGH SCHOOL

By the end of 2026,

75% of all students in grades 9 - 12 will demonstrate proficiency of the Reading and Writing New Jersey Student Learning Standards for English Language Arts.



Curriculum Priorities

2021-2022

Office of Innovation

Office of Innovation

•**District Goals 1 – 3:** 21st Century Integration, Community Engagement, Facilities & Finance

•**Strategic Plan Core Focus 2 and 4:** Universal Student Supports and Rigorous & Relevant Curricula and Instruction



Technology Coordinators

- Develop a strategic District Technology Plan that defines the acquisition of research-based instructional, assistive, and assessment learning tools, supports the intentional use of available technologies, attends to current educational trends, and maximizes the expertise of our human capital (staff and parents) to support the academic success of our students.

Progress

- Over 6,000 student Chromebooks are managed district-wide to support online instruction; new Promethean boards installed across the district to provide teaching staff with increased capacity
- Over 11,000 help desk tickets resolved since the start of the school year to ensure minimal disruption to the availability of technology resources for our students and staff
- All teaching staff utilize Go Guardian to provide monitoring of student devices; keeping our students safe in their online environment, reducing security breaches and reducing damage to our devices
- Surveyed staff for building instructional and technological needs; developed training schedules specific to each building's staff needs to support implementation of available technology tools
- Provided parent and student training/support on Genesis Parent Portal to ensure both are receiving email and phone blasts in order to receive school and district communications

Moving Forward

- Creating Google Sites for all students in grades 6 – 11; online student portfolios to house student work in all subject areas
- Continue to use Go Guardian to review analytics on use of devices to optimize availability and use of instructional platforms; create grade level groups to determine access/policy development
- Continuous Training Opportunities for ALL Stakeholders
- Monthly tech byte to provide resource shortcuts, theme-based, web 2.0 tools, one stop shop section, i.e. Bilingual/ESL; use QR code that would access links for resources

1st Period

End Session

Screens

Timelines

Snapshots

Call Students

ON



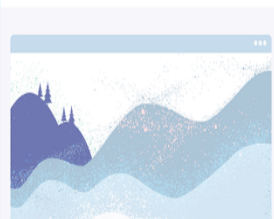
Chat 3

ON



Off-Task Alerts

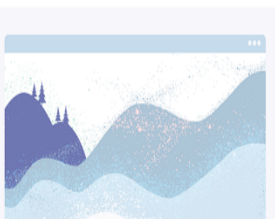
Student Name



www.website.com



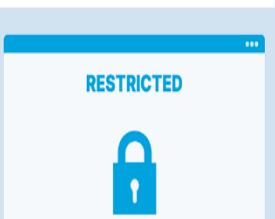
Student Name



www.website.com



Student Name



www.website.com



Student Name

Student Name

Student Name

Ana's Digital Portfolio

Home

8th Grade

ELA

Math

Science

Social Studies

9th Grade

10th Grade

11th Grade

12th Grade

Activities



My Digital Portfolio

Dream Career

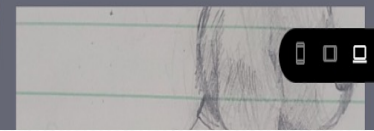


Later on in my life I want to become an animator. Since my passion or hobby is drawing, I would love to see people enjoy my works of art in

About Me

I grew up in Azusa California and then moved to Orange City. Later on attended Rosa Parks Community school in my elementary years. One of my skills is drawing. My future aspirations that I have is becoming a decent writer and artist. Later on in life I want to become a cartoonist or an animator.

Goals



Office of Innovation

District Goals 1 – 3: 21st Century Integration, Community Engagement, and Facilities & Finance

Strategic Plan Core Focus 4: Rigorous and Relevant Curricula & Instruction



Career & Technical Education (CTE) (N.J.A.C. 6A:19 – Career & Technical Education Program & Standards)

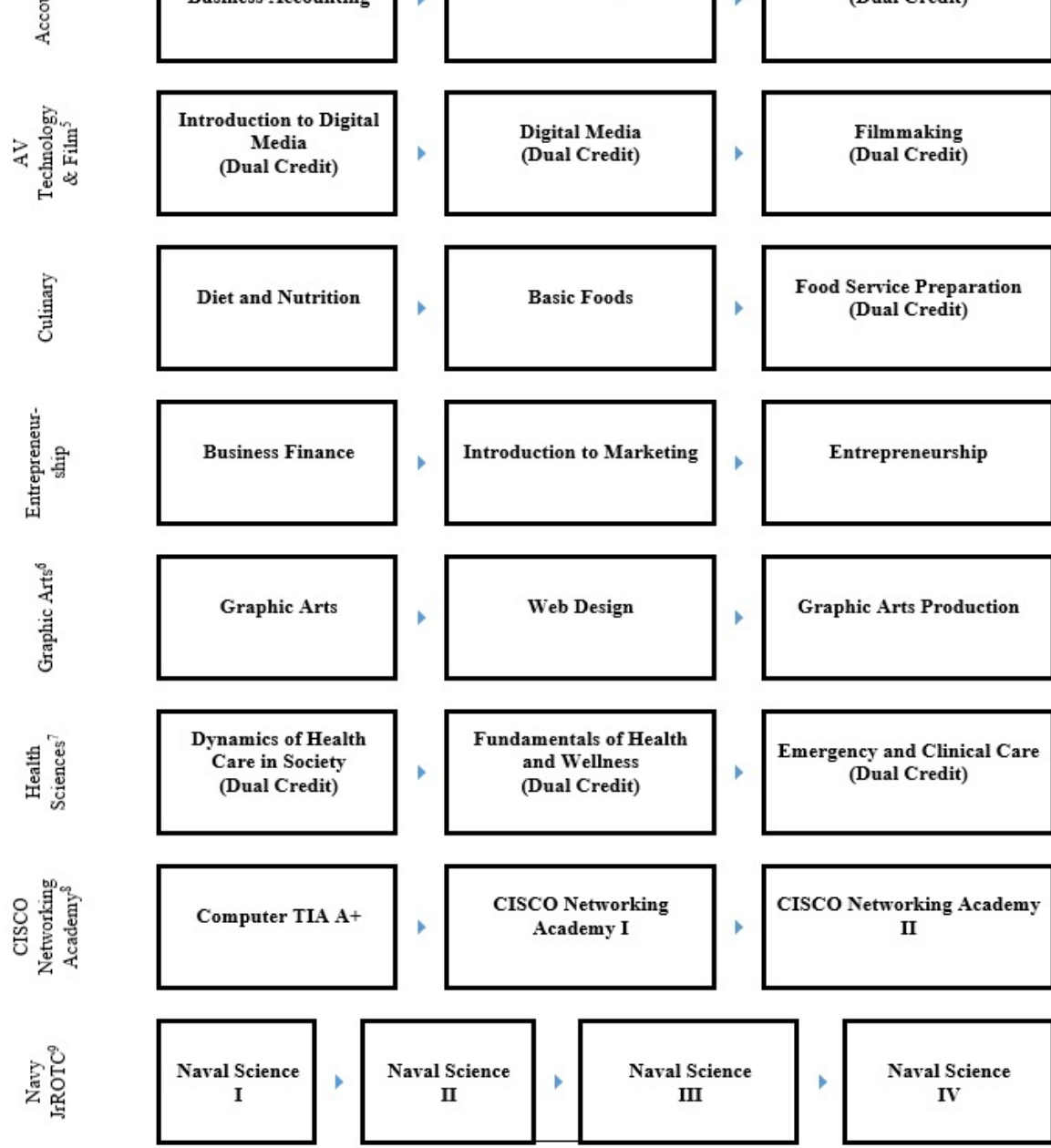
- Meet all required elements such to qualify all CTE programs as CTE Programs of Study (POS) by 2023
- Introduce one new Career Pathway, Design & Architecture, as on track to become a new POS for Orange High School.
- Certify STEM Academy tracks as CTE programs

Progress

- Full assessment of all (7) CTE programs for alignment with Program of Study requirements; (4) out of 7 programs currently meet requirements
- Increasing branding and visibility of all programs; CTE banners, showcases, competitions, student ambassadors
- University partner for dual enrollment credit for Graphic Design program identified
- Established more Work Based learning opportunities for Health Science and Culinary
- Monthly strategic planning meetings with Community Engagement officer and WBL coordinator to develop plans of actions to engage community partners for job shadow and internship opportunities
- Meetings held with NJIT to begin process in designing program for Architecture & Design

Moving Forward

- Complete Comprehensive Local Needs Assessment (CLNA) and begin Perkins V grant application
- Summer curriculum writing for new and current CTE courses
- Providing more opportunities for student Work Based learning experiences and real-world applications of theory into practice in classroom setting
- Continue to assess and address resource needs in all CTE programs (curriculum, curriculum resources, equipment needs, staff training, etc.) to prepare for industry credentialing and college/career readiness



⁵ Introductory Course: Grade 9: Exploring Media & Film
⁶ Introductory Course: Grade 9: Introduction to Graphic Arts
⁷ Introductory Course: Grade 9: Introduction to Health Care in Society
⁸ Introductory Course: Grade 9: Computing Ideas
⁹ Introductory Course: Grade 9: Naval Science I

ORANGE HIGH SCHOOL

CTE

CHOOSE YOUR PATH!

ACCOUNTING, Culinary, CISCO, ENTREPRENEURSHIP, FILMMAKING, Graphic Design, Health Science, NAVY JROTC

For more information on OHS Career & Technical Education (CTE) please scan here

FAIRLEIGH DICKINSON UNIVERSITY

HUDSON COUNTY COMMUNITY COLLEGE

RUTGERS
THE STATE UNIVERSITY OF NEW JERSEY

Syracuse University



Office of Innovation

District Goals 1, 2 and 4: 21st Century Integration, Community Engagement, and Social & Emotional Supports

Strategic Plan Core Focus 1 and 2: Strong Home-School-Community Connection and Universal Student Supports



Community Engagement

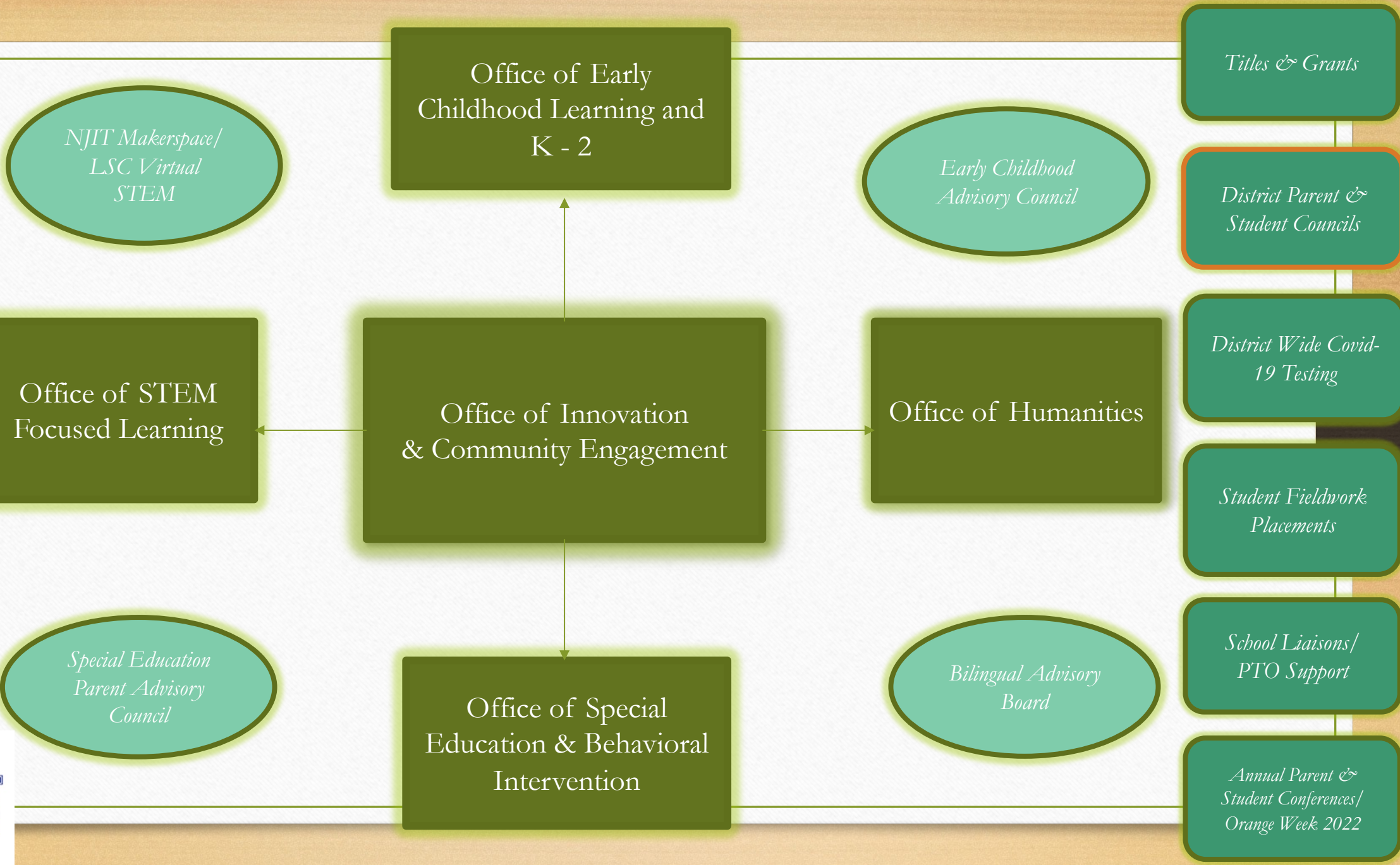
- Develop a strategic Family-School-Community Engagement Plan that is data informed and incorporates models of research-based best practices;
 - attends to the individual and collective needs identified by the stakeholders of all district schools and departments;
 - capitalizes on the community resources available within and surrounding our school community;
 - intentionally focuses on developing business partnerships and defining ways for these entities to meaningfully engage with the work of the school district;
 - and is widely communicated for all stakeholders to fully benefit from.

Progress

- Collaboratively developed with all district departments and launched the Orange Public Schools “Parent University”; with over 30 vendors and 88 class offerings provided in our initial launch
- Over 40 placements of student interns for Social Work, Guidance and teacher field work experiences from various universities in NJ and NY
- Provided/collaborated on community engagement activities/support to all District Curriculum Departments and district wide engagement activities
- School liaison membership established with representation from each school
- Determined PTO leadership membership at each site and working to further engage PTO leadership in community engagement programming; training provided

Moving Forward

- Continue to promote, support and ensure the success of the district Parent University; secure more partnerships to expand opportunities
- Deliver District-wide engagement activities to include Annual Parent Conference and Orange Week 2022



Office of Innovation

District Goal 1 and 4: 21st Century Integration and Social & Emotional Supports

Strategic Plan Core Focus 1 and 4: Strong Home-School-Community Connection/Rigorous and Relevant Curricula & Instruction



Physical Education

- Expand partnerships to supplement Physical Education/Health curriculum to;
 - Serve as possible feeders to our secondary sports programs
 - Work in tandem with School Counselors and Social Workers to address components of SEL (social/emotional learning)

Progress

- Received USTA Tennis grant; establishing tennis programming for 8 weeks at all elementary schools and training for all PE/Health teachers
- Received federal grant in partnership with NJ Physician Advisory group to supplement curriculum in the area of Sexual Risk Avoidance for students in grades 8 – 12; programming to begin in quarter 4

Moving Forward

- Submit USTA grant to extend tennis programming for 6 weeks for balance of this school year
- Summer curriculum writing for HS Health courses
- Discussion with Orange Recreation to structure feeder programming for Tennis through school-based curriculum, after school and summer opportunities and working with community partners



Office of Innovation

District Goals 1 – 4: 21st Century Integration, Community Engagement, Facilities & Finance, and Social & Emotional Supports

Strategic Plan Core Focus Areas 1 – 4: Strong Home-School-Community Connection, Universal Student Supports, Human Capital & Job-Embedded Professional Development, and Rigorous and Relevant Curricula & Instruction



Titles & Grants

- Research and submit applications for available grant opportunities
- Support all departments and schools in utilizing title and grant funding to maximize the opportunities to address learning acceleration and learning loss with innovative and research-based approaches

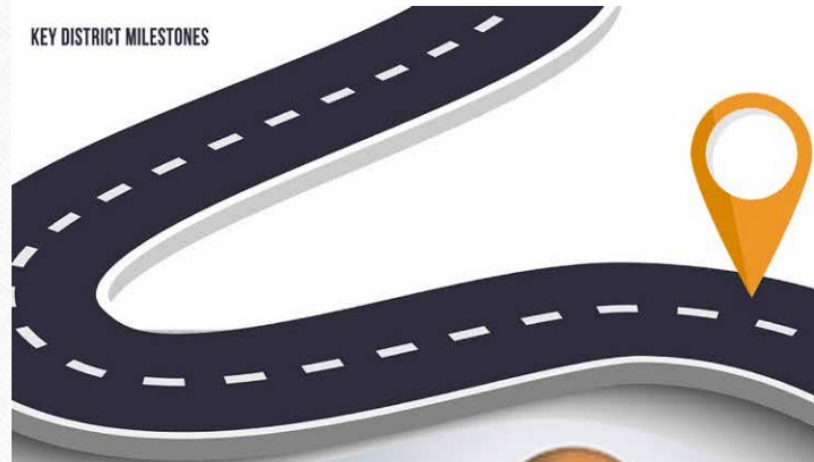
Progress

- Grants submitted: Titles I – IV, ESSR III and (3) subgrants; performance reports submitted for Title I and ESSR grants to demonstrate programming and outcomes
- Clearly communicated all grant programs currently in place and programming impact on departments and schools
- Work with all schools to ensure program objectives supported by grants are met, needed resources from grant are procured and received and established outcomes are addressed

Moving Forward

- Begin to research and define Full-Service Community School Clinic with a mental health and community health focus
- Continue to seek and explore grant funding opportunities through DOE and other entities
- Submit application for Perkins V and Titles I – IV grants for the 2022 – 2023 SY

KEY DISTRICT MILESTONES



**GRADUATION:
COLLEGE & CAREER READY**

- AP 3 or higher
- SAT scores at and above the statewide average
- Belonging, Hope, Engagement, and Well-Being
- Actionable Post-secondary Plan
- On-Time Graduation
- On-Track to graduation credits
- Belonging, Hope, Engagement, and Well-Being
- Peer relationships and at least one relationship with a caring adult at the school





Curriculum Priorities

2021-2022

*Office of Special Education and
Behavioral/Academic Intervention*

Office of Special Education and Behavioral/Academic Interventions

Priority I

Develop and implement the Coaching Cycle for special education self-contained programs

District Strategic Plan Alignment

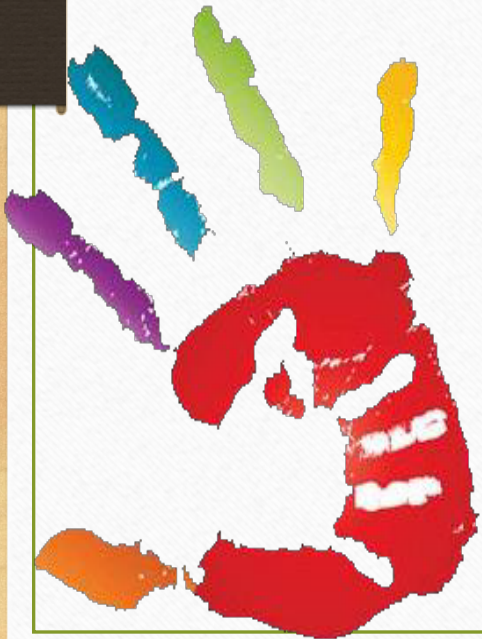
- **Core Focus Area 2** - Develop a district-wide universal learning supports system that addresses barriers to learning and teaching and eliminates the predictability of outcomes for all students based on race, gender, socio-economic status, learning modality, language, or sexual orientation.
- **Core Focus Area 3** – Implement job-embedded professional development that provides differentiated support and learning opportunities for instructional staff, creates leadership opportunities for teachers and coaches, and affords incentives for continuous learning.

Progress

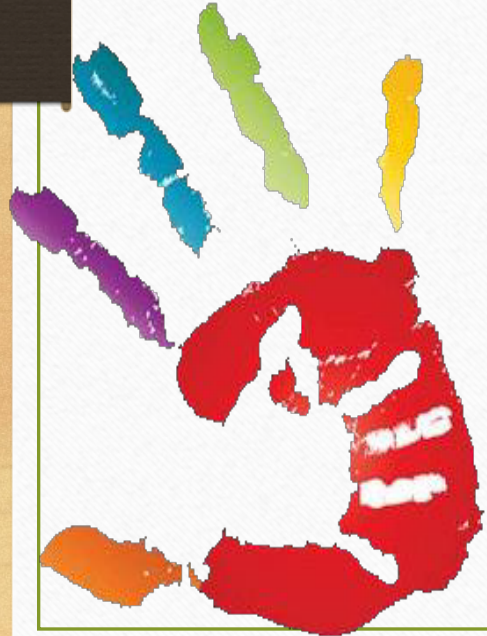
- PD Training on academic interventions
- Provide instant feedback of walkthroughs, observations and evaluations to teachers
- Provide support to teachers through the Coaching Cycle: Identify, Learn and Improve
- Use coaching tools to enhance collaboration with teachers: Develop effective communication, trust, build rapport

Moving Forward

- Conduct Coaching Cycles in collaboration with content area supervisors
- Continue to provide immediate feedback to teachers
- Prob for deeper learning and understanding through the Coaching Cycle



Office of Special Education and Behavioral/Academic Interventions



Priority II

Enhance and expand on the Applied Behavioral Analysis (ABA) practices for students with Autism.

District Strategic Plan Alignment

- **Core Focus Area 2** - Develop a district-wide universal learning supports system that addresses barriers to learning and teaching and eliminates the predictability of outcomes for all students based on race, gender, socio-economic status, learning modality, language, or sexual orientation.
- **Core Focus Area 3** – Implement job-embedded professional development that provides differentiated support and learning opportunities for instructional staff, creates leadership opportunities for teachers and coaches, and affords incentives for continuous learning.
- **Core Focus Area 4** – Continue to identify, develop, and implement inclusive, evidence-based, and college and career ready standards-aligned pre-K through grade 12 instructional materials and curricula for all learners and subgroups, and across all disciplines.

Progress

- Embedded support from district BCBA (Board Certified Behavior Analyst)
- Included additional assistive technology for students
- Paraprofessional training towards becoming a Registered Behavioral Technician (RBT)
- Provide support and strategies at CPT meetings (Common Planning Time)

Moving Forward

- Continue to expand Autism Classes with evidence-based strategies
- Add a 2-3 ABA Class at Park Avenue School
- Continue to provide ABA training for CST and teachers
- Develop a life-skills/sensory activity room
- Extend the Empower U afterschool and ESY program for Students with Autism

*Office of Special
Education and
Behavioral/Academic
Interventions*



Office of Special Education and Behavioral/Academic Interventions

Priority III

Design and implement intervention strategies and targeted supports that are specifically aligned to the student's classification and disability

District Strategic Plan Alignment

- **Core Focus Area 2** - Develop a district-wide Universal Learning Supports System that addresses barriers to learning and teaching and eliminates the predictability of outcomes for all students based on race, gender, socio-economic status, learning modality, language, or sexual orientation.
- **Core Focus Area 3** – Implement job-embedded professional development that provides differentiated support and learning opportunities for instructional staff, creates leadership opportunities for teachers and coaches, and affords incentives for continuous learning.
- **Core Focus Area 4** – Continue to identify, develop, and implement inclusive, evidence-based, and college and career ready standards-aligned pre-K through grade 12 instructional materials and curricula for all learners and subgroups, and across all disciplines.

Progress

- Provided staff with research-based strategies for various Special Education Classifications under IDEA
- Provided training on student learning modalities
- Provided positive reinforcements to increase desired behaviors
- Training on Handle with Care

Moving Forward

- Continue to support staff with targeted strategies to meet the individual needs of students
- Monitor IEP goal achievement
- Assess student placements



IDEA Categories

- Autism (Added in 1990)
- Deaf-Blind
- Deafness
- Hearing Impairment
- Intellectual Disability (updated 2010)
- Multiple Disabilities
- Orthopedic Impairments
- Other Health Impaired
- Emotional Disturbance
- Specific Learning Disability (IDEA 2004 change in definition)
- Speech and Language Impaired
- Traumatic Brain Injury (added in 1990)
- Visual Impairment including Blindness

Office of Special Education and Behavioral/Academic Interventions

Priority IV

Expand opportunities for project-based learning in the special education self-contained programs

District Strategic Plan Alignment

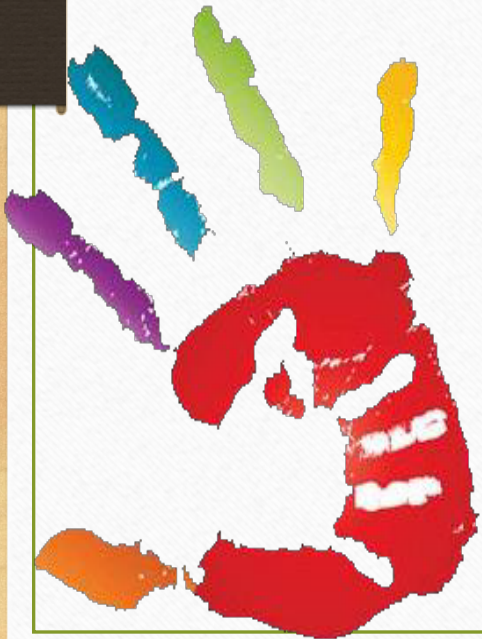
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Progress

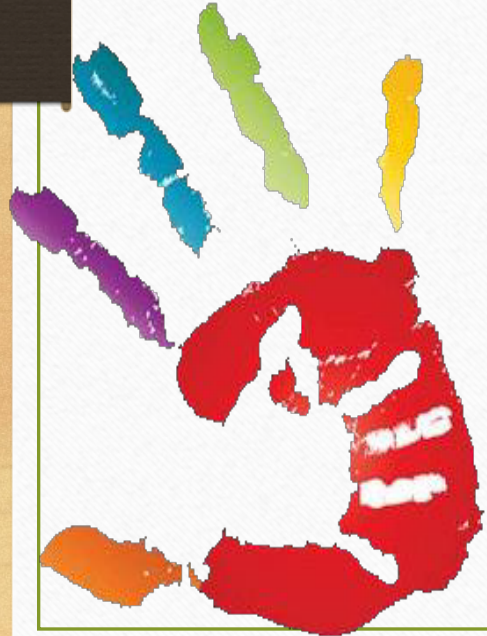
- Provided suggestions on Project Based Learning based on curriculum standards
- Developed Extended School Year (ESY) program based on Project Based Learning

Moving Forward

- Continue to provide Project Based learning aligned to the curriculum standards
- Provide teachers with online Project Based learning activities



Office of Special Education and Behavioral/Academic Interventions

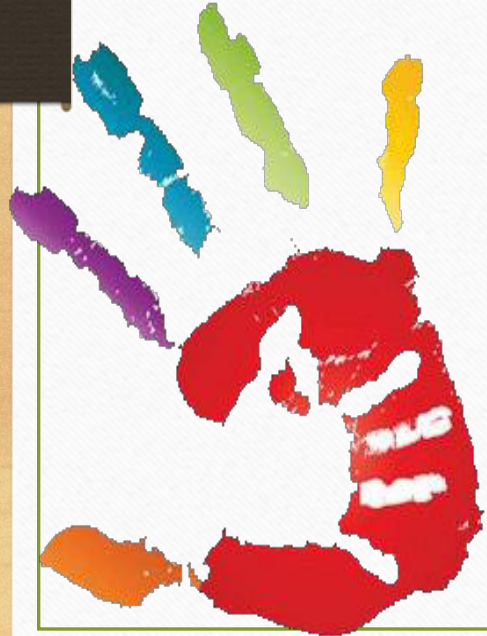


Priority IV

Expand opportunities for project-based learning in the special education self-contained programs

Grade	Thematic Unit Farm Animals	Resources
Pre-K		
	<ul style="list-style-type: none"> ❖ Baby Animals on the Farm by Rebecca Bondor (80L) ❖ Farm Friends by Liza Charlesworth (BR160L) 	https://classroommagazines.scholastic.com/support/le_arnathome/grades-prek-k/daily-reading-quest.html
Kindergarten-1 st	Thematic Unit Life of a Plant	
	<ul style="list-style-type: none"> ❖ Seed to Plant by Kristin Baird Rattini (470L) ❖ A Tree Is a Plant by Clyde Robert Bulla, Stacey Schuett (AD420L) 	https://www.spellingcity.com/ https://classroommagazines.scholastic.com/support/le_arnathome/grades-1-2/daily-reading-quest.html
2 nd	Thematic Unit Oceans and the Water Cycle	
	<ul style="list-style-type: none"> ❖ Water by Melissa Stewart (NC740L) ❖ The Magic School Bus Wet All Over by Patricia Reif, Carolyn racken (350L) 	https://www.spellingcity.com/ https://classroommagazines.scholastic.com/support/le_arnathome/grades-1-2/daily-reading-quest.html
3 rd	Thematic Unit Metamorphosis	
	<ul style="list-style-type: none"> ❖ It's a Butterfly's Life by Irene Kelly (AD800L) ❖ From Caterpillar to Butterfly by Lora Marsh 	https://www.spellingcity.com/ https://classroommagazines.scholastic.com/support/le_arnathome/grades-3-5/daily-reading-quest.html

Office of Special Education and Behavioral/Academic Interventions



Priority V

Provided SEL Training to staff and parents

District Strategic Plan Alignment

- **Core Focus Area 1** – Increase capacity across the district through the implementation of research-based strategies to engage families and communities in education and develop successful parent-family-community partnerships.
- **Core Focus Area 3** – Implement job-embedded professional development that provides differentiated support and learning opportunities for instructional staff, creates leadership opportunities for teachers and coaches, and affords incentives for continuous learning.
- **Core Focus Area 4** – Continue to identify, develop, and implement inclusive, evidence-based, and college and career ready standards-aligned pre-K through grade 12 instructional materials and curricula for all learners and subgroups, and across all disciplines.

Progress

- Provided SEL Training to staff and parents
- Continued Restorative Circles practice throughout the district
- Small group sessions conducted within the classroom focus around specific topics

Moving Forward

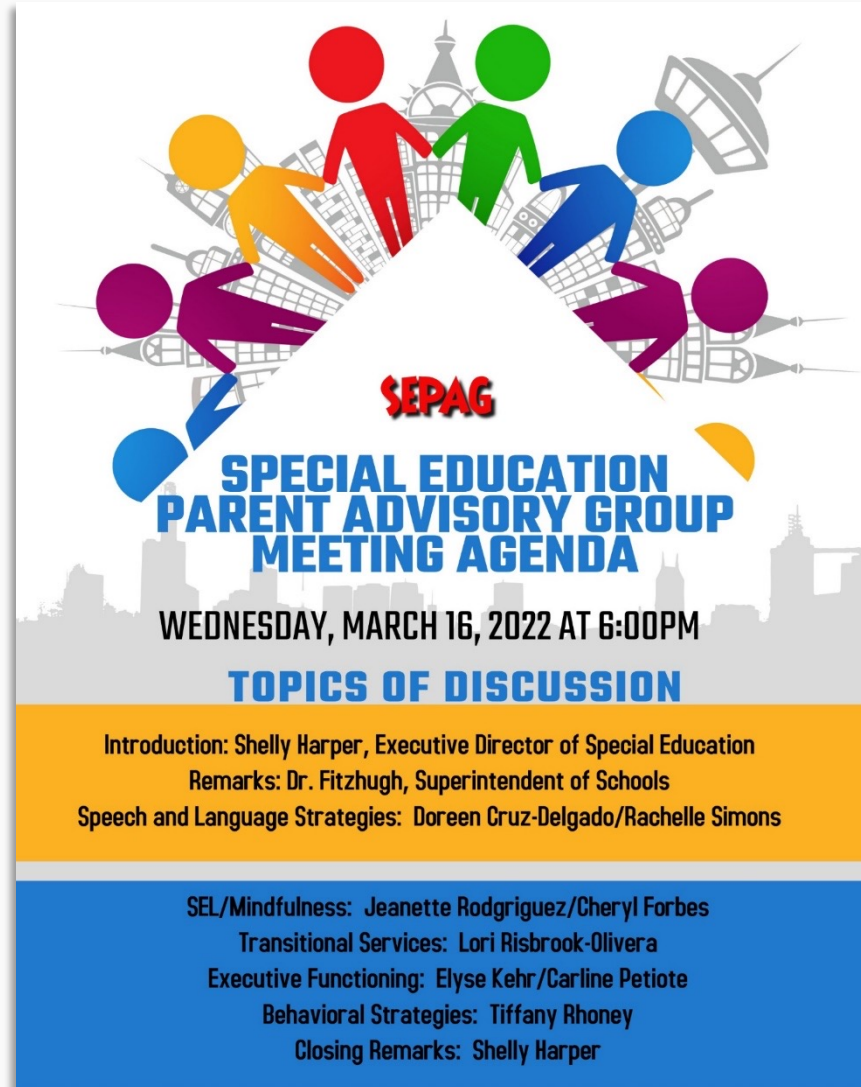
- Continue to assess and provide training for staff and parents on SEL through workshops and SEPAG (Special Education Parents Advisory Group)
- Continue with training for Restorative Practice and training from other facilities such as Rutgers University Behavioral Health Care and Re-Think

*Office of Special
Education and
Behavioral/Academic
Interventions*



Priority V

Provided SEL Training to staff and parents



The graphic features a central white triangle with the acronym 'SEPAG' in red. Below it, the full name 'SPECIAL EDUCATION PARENT ADVISORY GROUP MEETING AGENDA' is written in blue. The background includes a grey city skyline and several colorful stick figures holding hands in a circle. The text is organized into three horizontal bands: a grey top band for the date and time, an orange middle band for the topics, and a blue bottom band for the agenda items.

SEPAG
**SPECIAL EDUCATION
PARENT ADVISORY GROUP
MEETING AGENDA**

WEDNESDAY, MARCH 16, 2022 AT 6:00PM

TOPICS OF DISCUSSION

Introduction: Shelly Harper, Executive Director of Special Education
Remarks: Dr. Fitzhugh, Superintendent of Schools
Speech and Language Strategies: Doreen Cruz-Delgado/Rachelle Simons

SEL/Mindfulness: Jeanette Rodriguez/Cheryl Forbes
Transitional Services: Lori Risbrook-Olivera
Executive Functioning: Elyse Kehr/Carline Petiote
Behavioral Strategies: Tiffany Rhoney
Closing Remarks: Shelly Harper

Office of Special Education and Behavioral/Academic Interventions



Priority VI

Assess Child Study Team IEP Compliances

District Strategic Plan Alignment

- **Core Focus Area 2** - Develop a district-wide universal learning supports system that addresses barriers to learning and teaching and eliminates the predictability of outcomes for all students based on race, gender, socio-economic status, learning modality, language, or sexual orientation.
- **Core Focus Area 3** – Implement job-embedded professional development that provides differentiated support and learning opportunities for instructional staff, creates leadership opportunities for teachers and coaches, and affords incentives for continuous learning.
- **Core Area 4** – Continue to identify, develop, and implement inclusive, evidence-based, and college and career ready standards-aligned pre-K through grade 12 instructional materials and curricula for all learners and subgroups, and across all disciplines.

Progress

- Transitioned student information from EdPlan to Frontline-IEP Direct
- Provided staff with training in the Special Education Student Information System Frontline-IEP Direct
- Hold monthly meeting on IEP compliance and transitional plans

Moving Forward

- Continue to provide training for all staff on the new Special Education Student Information System-Frontline IEP Direct portal
- Continue to conduct compliance meetings
- Review transitional plans monthly

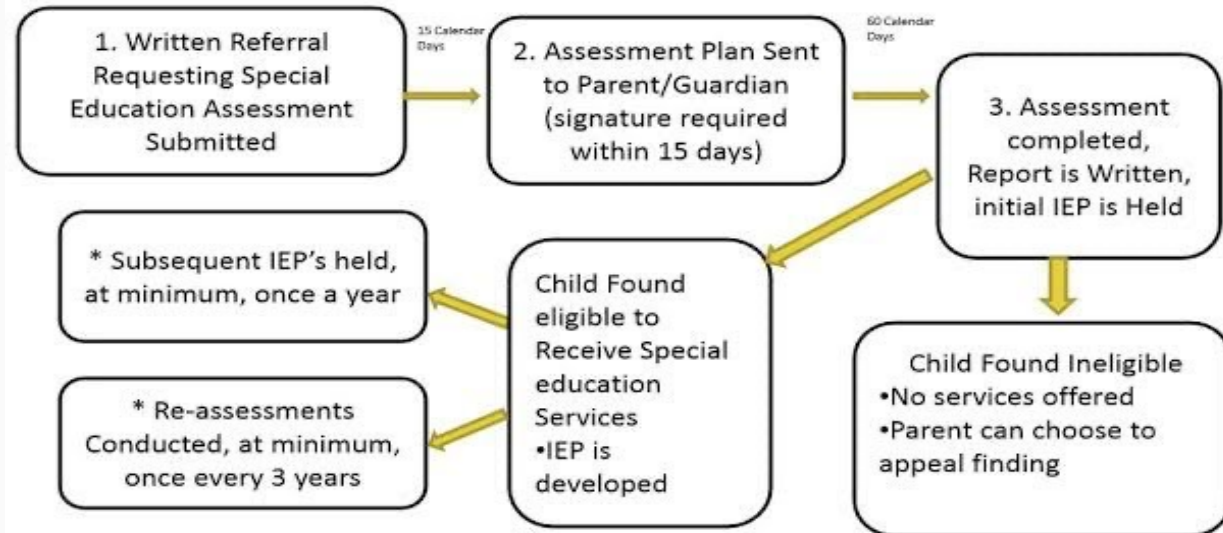
*Office of Special
Education and
Behavioral/Academic
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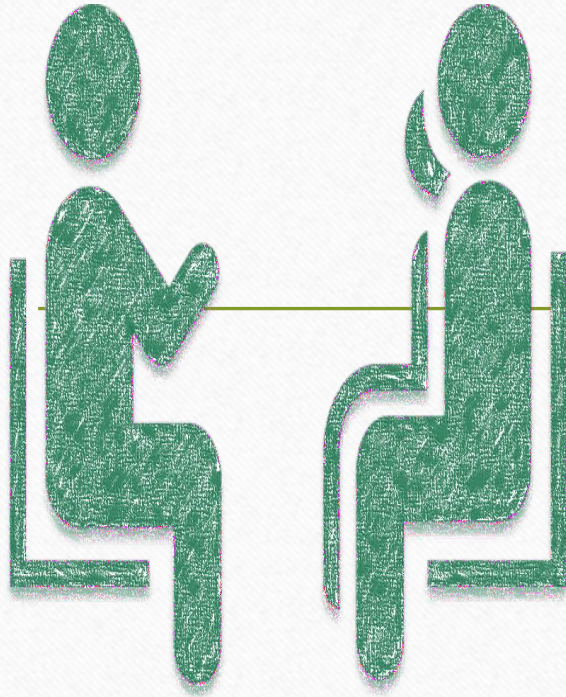
Priority VI

Assess Child Study Team IEP Compliances

Special Education: IEP process map



Office of Guidance, Scheduling and Testing



Priority I

Conduct a comprehensive audit on student transcripts to ensure graduation rates are aligned to State mandated percentages.

District Goal Alignment

- **Core Focus Area 2** - Develop a district-wide universal learning supports system that addresses barriers to learning and teaching and eliminates the predictability of outcomes for all students based on race, gender, socio-economic status, learning modality, language, or sexual orientation.
- **Core Focus Area 3** – Implement job-embedded professional development that provides differentiated support and learning opportunities for instructional staff, creates leadership opportunities for teachers and coaches, and affords incentives for continuous learning.

Progress

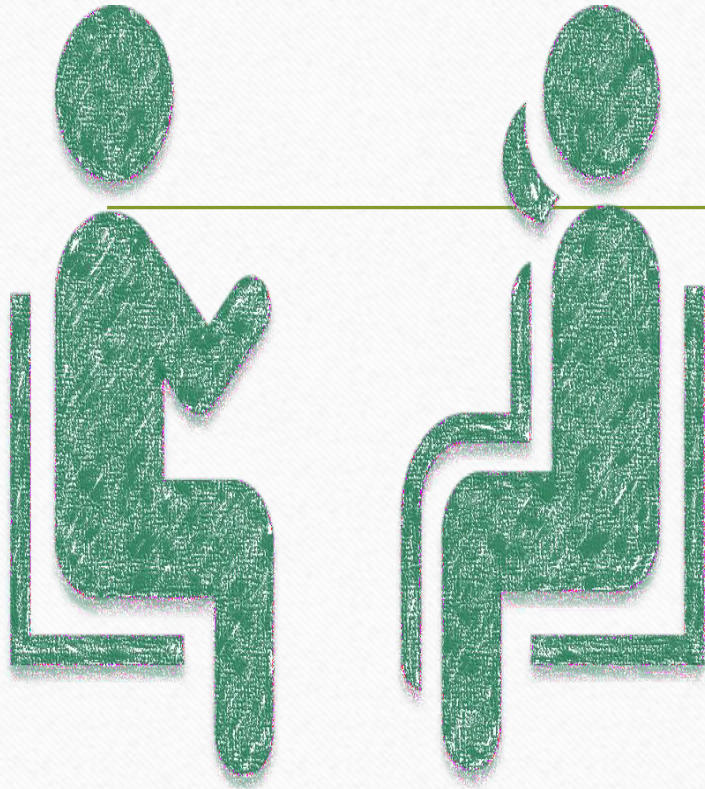
- Conducted and completed review of transcripts for the following grades utilizing the district approved Memorandum of Understanding
 - 12th Grade October - 2021 (Credit Recovery Plan for those students who are credit deficient)
 - 11th Grade November – 2021
 - 10th Grade November – 2021

Moving Forward

- Continue meeting with school counselors and reviewing transcripts for newly registered students
- Credit Recovery through Saturday and or Twilight Program



Office of Guidance, Scheduling and Testing



Priority II

Enhance, expand, and support SEL and Restorative practices for teachers and students in grades K-12

District Strategic Plan Alignment

- **Core Focus Area 1** – Increase capacity across the district through the implementation of research-based strategies to engage families and communities in education and develop successful parent-family-community partnerships.
- **Core Focus Area 3** – Implement job-embedded professional development that provides differentiated support and learning opportunities for instructional staff, creates leadership opportunities for teachers and coaches, and affords incentives for continuous learning.
- **Core Focus Area 4** – Continue to identify, develop, and implement inclusive, evidence-based, and college and career ready standards-aligned pre-K through grade 12 instructional materials and curricula for all learners and subgroups, and across all disciplines

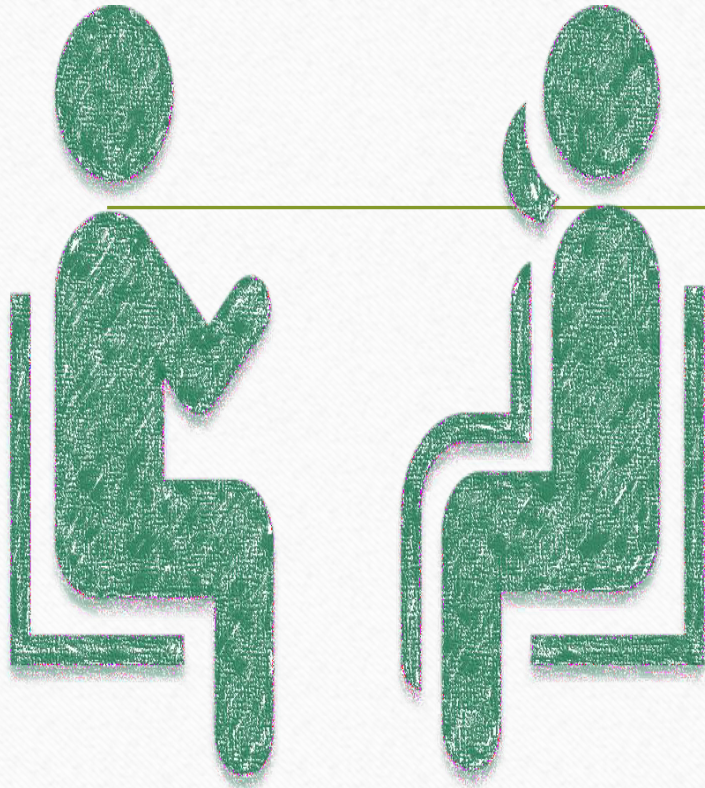
Progress

- New Life Counseling services collaborated with the district in working with parents and students
- Restorative Circles has been a constant practice throughout the district
- Outside Agencies have been brought in as guest speakers to discuss the importance of mindfulness
- District has developed a Trauma Team to assist building administrators with SEL activities for their staff

Moving Forward

- Continue with Restorative Practice within the district and training for school counselors and teachers
- District Trauma will continue to meet with superintendent of schools to discuss activities for staff
- Restorative circles will continue in all schools to build positive relationships among students and staff

*Office of Guidance, Scheduling and
Testing*

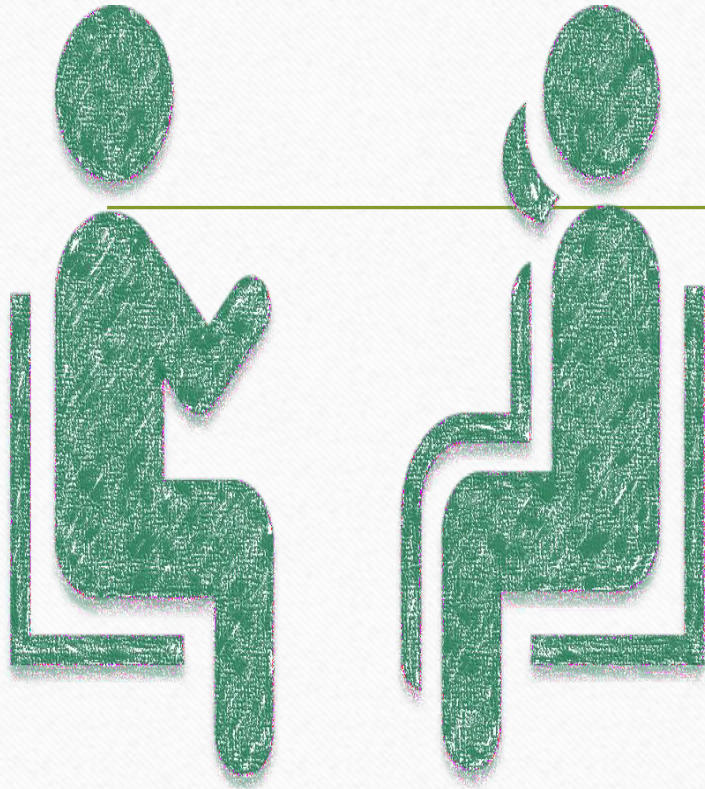


To respond to
challenging behavior

- 1** WHAT HAPPENED?
- 2** WHAT WERE YOU THINKING OF AT THE TIME?
- 3** WHAT HAVE YOU THOUGHT ABOUT SINCE?
- 4** WHO HAS BEEN AFFECTED BY WHAT YOU HAVE DONE AND IN WHAT WAY?
- 5** WHAT DO YOU THINK YOU NEED TO DO TO MAKE THINGS RIGHT?



Office of Guidance, Scheduling and Testing



Priority III

Explore all prospects to increase scholarship opportunities and post-secondary programs for students.

District Strategic Plan Alignment

- **Core Focus Area 1** – Ensure that meaningful communication with families and community members is readily available and easily accessible.
- **Core Focus Area 2** - Develop a district-wide universal learning supports system that addresses barriers to learning and teaching and eliminates the predictability of outcomes for all students based on race, gender, socio-economic status, learning modality, language, or sexual orientation.
- **Core Focus Area 3** – Implement job-embedded professional development that provides differentiated support and learning opportunities for instructional staff, creates leadership opportunities for teachers and coaches, and affords incentives for continuous learning.

Progress

- School counselors have provided the following opportunities for students and parents
- Free Application for Federal Student Aid (FAFSA) Night at Orange High School and STEM Innovation Academy of the Oranges
- Student and parent training on Naviance
- Students provided the opportunity to participate in Instant Decision Day with various colleges/trade schools/military branches
- Post-Secondary plans with Kean University, Essex County College, Seton Hall University, Montclair State University, etc.

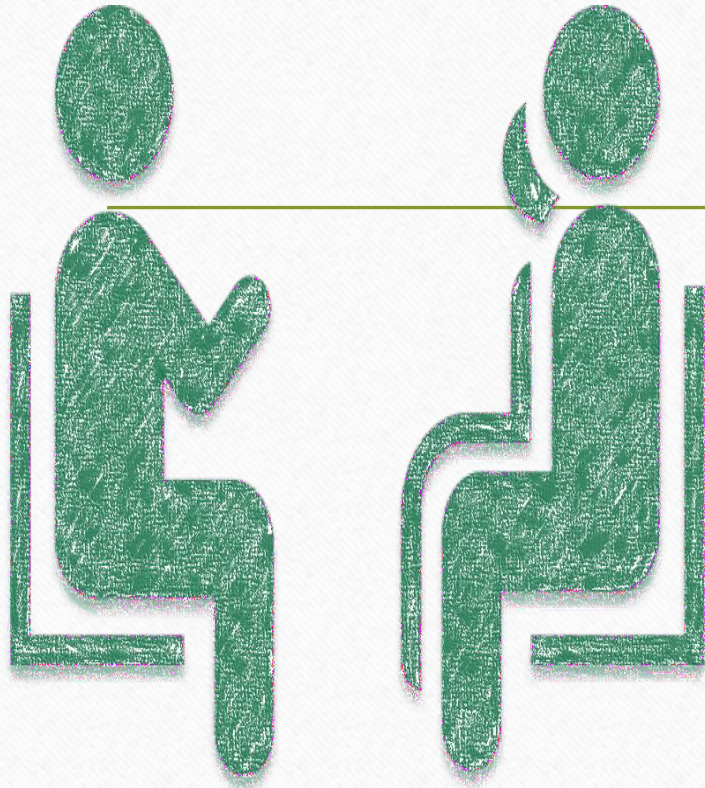
Moving Forward

- Continue to provide new scholarship opportunities and dual enrollment program for students
- Increase the number of scholarship from the previous year

*Office of Guidance, Scheduling and
Testing*

Priority III

Explore all prospects to increase scholarship opportunities and post-secondary programs for students.





GRADUATION: COLLEGE & CAREER READY

AP 3 or higher
SAT scores at and above the statewide average
Belonging, Hope, Engagement, and Well-Being
Actionable Post-secondary Plan
On-Time Graduation
On-Track to graduation credits
Belonging, Hope, Engagement, and Well-Being
Peer relationships and at least one relationship
with a caring adult at the school

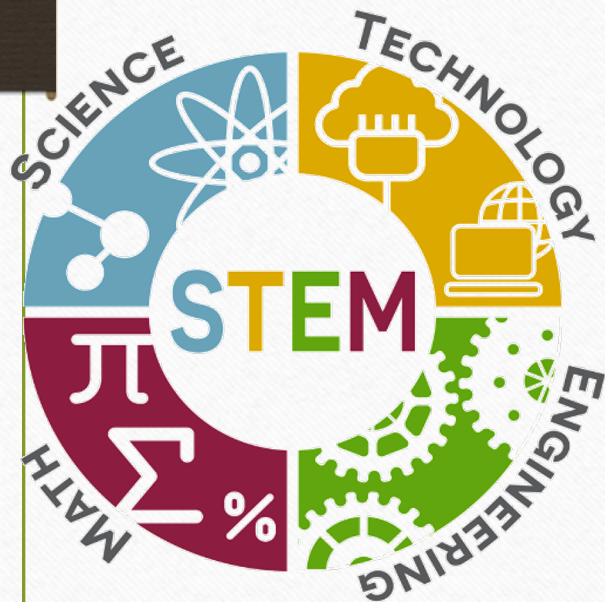


Curriculum Priorities

2021-2022

Office of STEM-focused Learning

Office of STEM-focused Learning



Mathematics

- Promote the overall development of mathematical conceptual understanding and increase depth of knowledge through the use of rich tasks, multiple representations, and mathematical routines.
- Design and institute an overall districtwide intervention strategy such to provide intensive academic supports to students who are multiple grades below grade level beginning as early as Grade K.
- Create, develop, and expand extended classroom experiences for students that support and amplify existing curricular initiatives.

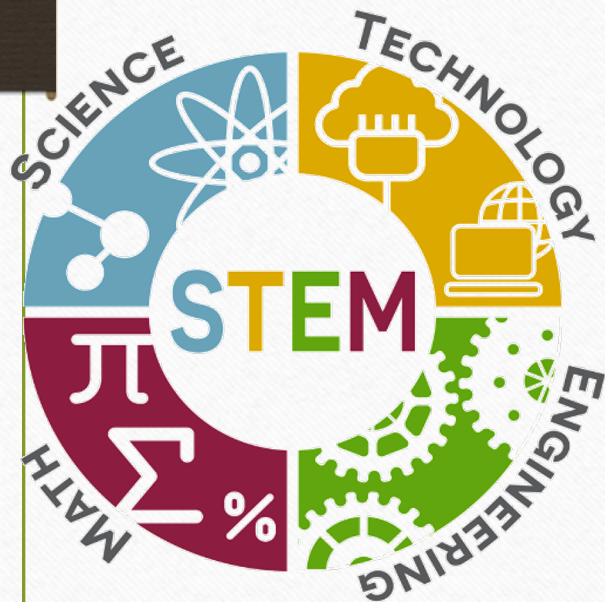
Science

- Enhance curriculum, assessment, and teacher pedagogy to ensure full implementation of the Next Generation Science Standards through authentic, three-dimensional learning.
- Reinforce the rigor of honors-level curricula and develop a 2-year approach to promote access to Advanced Placement course offerings in Biology, Chemistry, Physics, and Environmental Science.
- Ensure that all middle school and high school science labs are on track for OSHA-compliance.

STEM

- Expand STEM programming, pedagogical practices, and authentic learning opportunities at the elementary, middle, and high school levels.
- Develop the plan for STEM Innovation Academy's Graduate Center for Innovative Practice to serve as a conduit for cultivating high-impact teachers capable of reimagining educational settings with a focus on equity, deeper learning, and shared leadership.

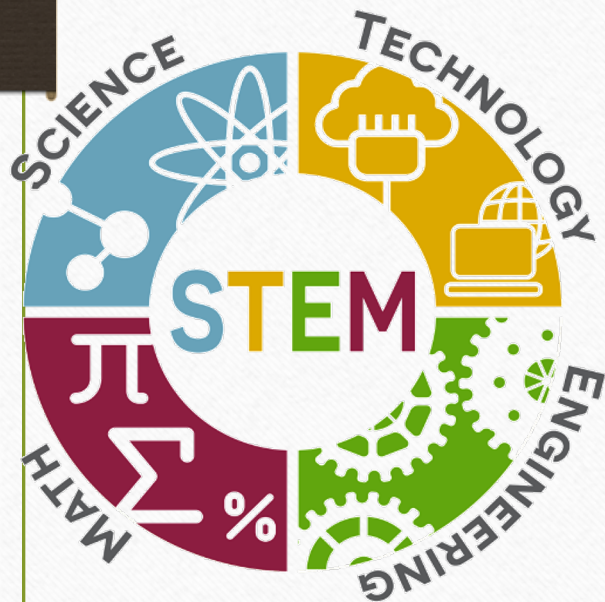
Office of STEM-focused Learning



Mathematics

- Promote the overall development of mathematical conceptual understanding and increase depth of knowledge through the use of rich tasks, multiple representations, and mathematical routines.
- District Strategic Plan Core Area 3: Human Capital and Job-Embedded Professional Development
- District Strategic Plan Core Area 4: Rigorous and Relevant Curricula and Instruction
- Design and institute an overall districtwide intervention strategy such to provide intensive academic supports to students who are multiple grades below grade level beginning as early as Grade K.
- District Strategic Plan Core Area 2: Universal Student Supports
- District Strategic Plan Core Area 4: Rigorous and Relevant Curricula and Instruction
- Create, develop, and expand extended classroom experiences for students that support and amplify existing curricular initiatives.
- District Strategic Plan Core Area 1: Strong Home-School-Community Connection
- District Strategic Plan Core Area 4: Rigorous and Relevant Curricula and Instruction

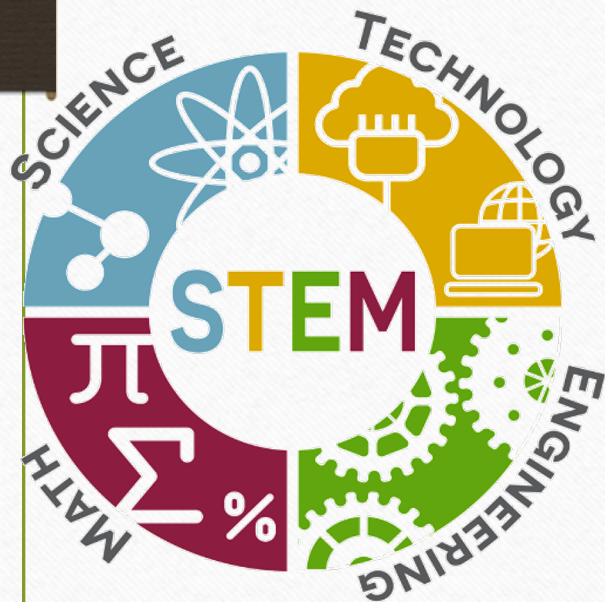
Office of STEM-focused Learning



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- District Strategic Plan Core Area 4: Rigorous and Relevant Curricula and Instruction

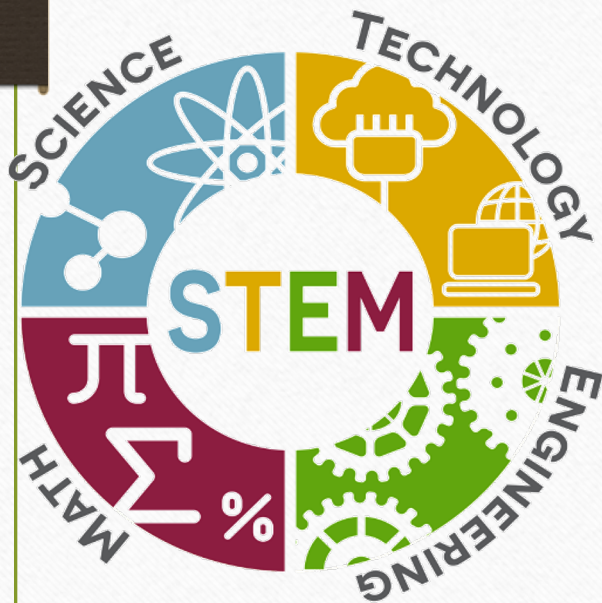
Office of STEM-focused Learning



STEM

- Expand STEM programming, pedagogical practices, and authentic learning opportunities at the elementary, middle, and high school levels.
 - District Strategic Plan Core Area 1: Strong Home-School-Community Connection
 - District Strategic Plan Core Area 2: Universal Student Supports
 - District Strategic Plan Core Area 3: Human Capital and Job-Embedded Professional Development
 - District Strategic Plan Core Area 4: Rigorous and Relevant Curricula and Instruction
-
- Develop the plan for STEM Innovation Academy's Graduate Center for Innovative Practice to serve as a conduit for cultivating high-impact teachers capable of reimagining educational settings with a focus on equity, deeper learning, and shared leadership.
 - District Strategic Plan Core Area 1: Strong Home-School-Community Connection
 - District Strategic Plan Core Area 3: Human Capital and Job-Embedded Professional Development
 - District Strategic Plan Core Area 4: Rigorous and Relevant Curricula and Instruction

Office of STEM-focused Learning



Mathematics

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- Design and institute an overall districtwide intervention strategy such to provide intensive academic supports to students who are multiple grades below grade level beginning as early as Grade K.
- Create, develop, and expand extended classroom experiences for students that support and amplify existing curricular initiatives.

Progress

- October 11 and March 24 Professional Development Sessions
- Standardized Coaching Cycles
- CPTs
- Program of Study Updates
- ECRs, Start Strong, Diagnostic, and Interim Assessments
- Hanover Research
- Collaborative Analysis Protocol
- iReady, ALEKS
- Staffing
- Intervention Programs at Oakwood and Lincoln
- Varsity Tutors
- Parent University
- Math and STEM Nights
- Spring STEM Festival

Moving Ahead

- Expanded Guidance, Support, and Resources for Instructional Implementation
- Master Classes and Labsite Program
- New Curricular Resources K-5, 9-12
- Curriculum Writing

Professional Development

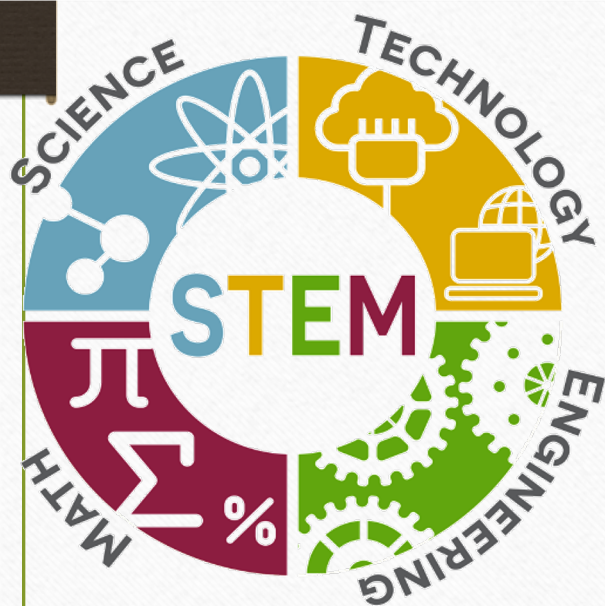
[Apply to Posting 22-042](#)

PD: Gr. K - 2 Mathematics Master Class
Max: 10 teachers

This class will focus on implementation of the NJSL for Mathematics through innovative, student-centered instructional strategies and preparing teachers to transform their classrooms into progressive learning spaces that foster inquiry, collaboration, and growth mindset. Participants will be prepared to participate in the Teacher Labsite Project for the 2022-2023 school year.

- July 5 – July 29, 2022
- 40 hours
- Meeting Times: TBD; 2 days per week for 2.5 hours each
- Homework Hours: 2 days per week for 2.5 hours each
- Location: Remote/Central Office

Office of STEM-focused Learning



Science

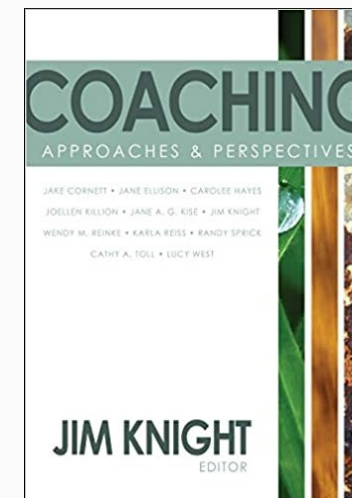
- Enhance curriculum, assessment, and teacher pedagogy to ensure full implementation of the Next Generation Science Standards through authentic, three-dimensional learning.
- Reinforce the rigor of honors-level curricula and develop a 2-year approach to promote access to Advanced Placement course offerings in Biology, Chemistry, Physics, and Environmental Science.
- Ensure that all middle school and high school science labs are on track for OSHA-compliance.

Progress

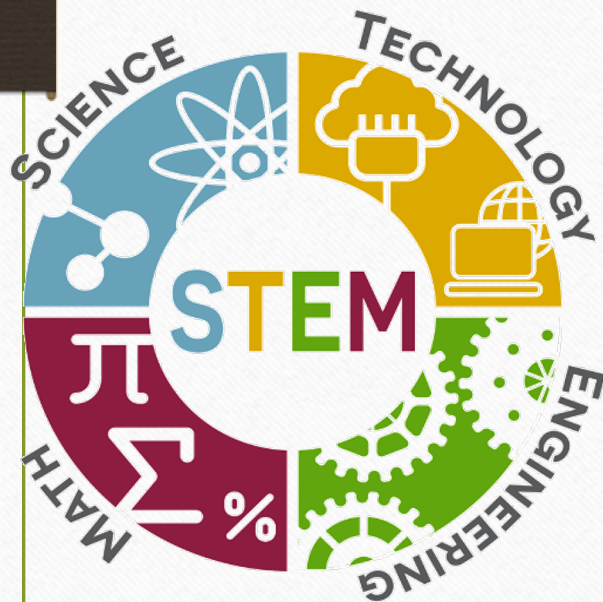
- October 11 and March 24 Professional Development Sessions
- Partnership with Raritan Valley Community College
- Standardized Coaching Cycles
- CPTs
- Start Strong, Diagnostic, and Interim Assessments
- Collaborative Analysis Protocol
- Students to Science
- Liberty Science Center Events
- Math and STEM Nights
- Spring STEM Festival
- Staffing
- Program of Study Updates
- Honors Courses in Biology, Chemistry, Physics, and Environmental Science
- Varsity Tutors
- Garden State Environmental Audit of Science Labs

Moving Ahead

- Expanded Guidance, Support, and Resources for Instructional Implementation
- Partnership with MSU and PRISM
- Master Classes and Labsite Program
- New Curricular Resources for AP Courses
- Curriculum Writing
- Science Lab Upgrades



Office of STEM-focused Learning



STEM

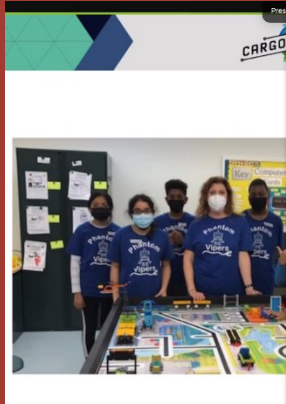
- Expand STEM programming, pedagogical practices, and authentic learning opportunities at the elementary, middle, and high school levels.
- Develop the plan for STEM Innovation Academy's Graduate Center for Innovative Practice to serve as a conduit for cultivating high-impact teachers capable of reimagining educational settings with a focus on equity, deeper learning, and shared leadership.

Progress

- October 11 and March 24 Professional Development Sessions
- Standardized Coaching Cycles
- Application and Receipt of PLTW Expansion Grant
- NJIT 3D Printed Bridge Competition – 1st Place (STEM)
- FIRST Tech Challenge Northern League Tournament – 1st Place and State Tournament Berth (OHS)
- First Lego League Tournament – Rookie Rising All-Star Award (Park)
- NJIT eSTEM Competition
- STEM Panels
- Expansion of Robotics Programming
- Liberty Science Center Programming
- Staffing
- Program of Study Updates
- Math and STEM Nights
- Spring STEM Festival

Moving Ahead

- Expanded Guidance, Support, and Resources for Instructional Implementation
- Master Classes and Labsite Teachers
- Continued Expansion of Robotics Programming
- Expansion of PLTW at Oakwood and Orange High School



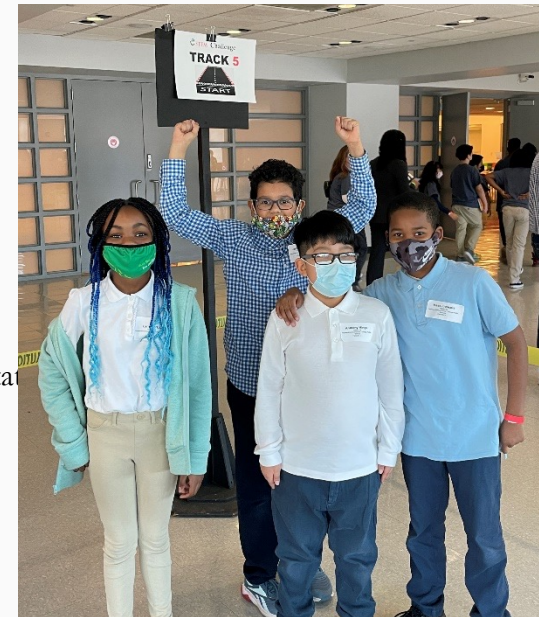
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- Develop the plan for STEM Innovation Academy's Graduate Center for Innovative Practice to serve as a conduit for cultivating high-impact teachers capable of reimagining educational settings with a focus on equity, deeper learning, and shared leadership.

Progress

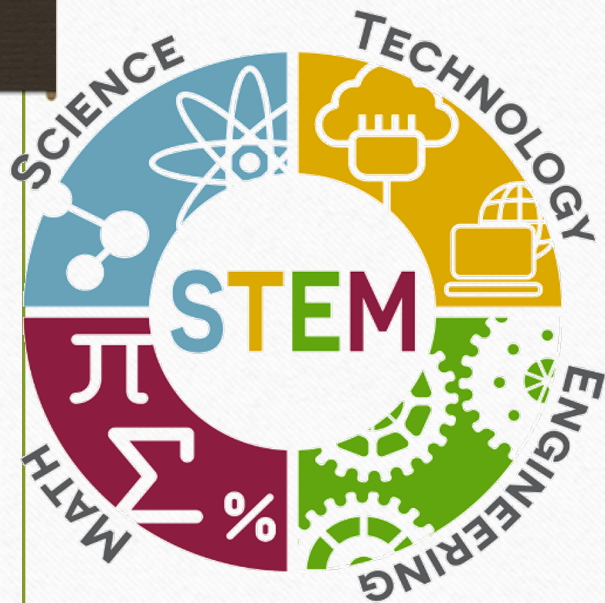
- October 11 and March 24 Professional Development Sessions
- Standardized
- NJIT 3D Printed Bridge Competition – 1st Place (STEM)
- FIRST Tech Challenge Northern League Tournament – 1st Place and State Tournament
- First Lego League Tournament – Rookie Rising All-Star Award (Park)
- NJIT eSTEM Competition
- STEM Panels
- Expansion of Robotics Programming
- Liberty Science Center Programming
- Staffing
- Program of Study Updates
- Math and STEM Nights
- Spring STEM Festival

Moving Ahead

- Expanded Guidance, Support, and Resources for Instructional Implementation
- Master Classes and Labsite Teachers
- Continued Expansion of Robotics Programming
- Expansion of PLTW at Oakwood and Orange High School



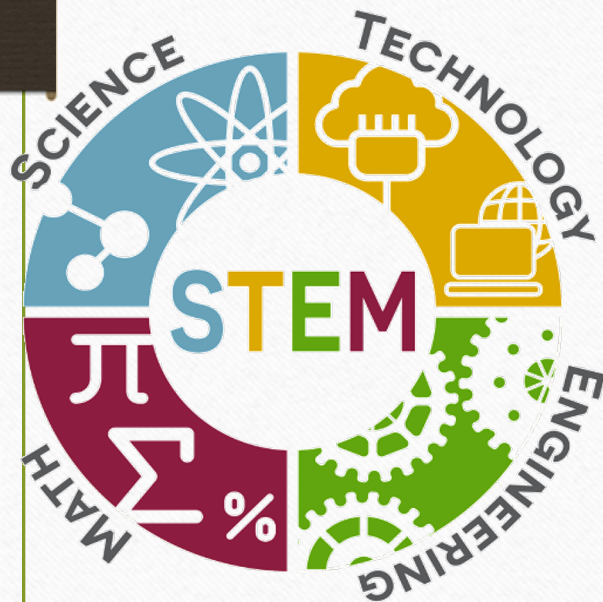
Office of STEM-focused Learning



2026 Milestones - Mathematics

- 75% of all students in grades K-2 will demonstrate proficiency across grade-level concepts of numbers sense and place value: demonstrating the ability to compose and decompose numbers to 10 (Kindergarten), and to 100 (Grade 1) and to 1000 (Grade 2) using strategies based on place value and using addition and subtraction to solve word problems
- 55% of all students in grades 3 - 5 will demonstrate proficiency on the NJSLA for Mathematics; demonstrating the ability to solve and model real world and mathematical multi-digit arithmetic problems using place value strategies, and an understanding of fraction equivalence to add, subtract, multiply, and divide to solve word problems.
- 55% of all students in grades 6 - 7 will demonstrate proficiency on the NJSLA for Mathematics; applying and extending their understanding of whole and rational numbers and operations to write, analyze, reason about, and solve word problems and algebraic equations.
- 50% of all students in grade 8 will demonstrate proficiency on the NJSLA for Mathematics; demonstrating the ability to analyze and solve linear equations, define, evaluate, use, and compare functions, and analyze two and three-dimensional spaces and figures using geometric principles.
- 55% of all Algebra I students will demonstrate proficiency on the NJSLA for Algebra I; demonstrating the ability to solve and model real world mathematical problems using Algebra concepts and skills which will prepare students for future advanced courses in mathematics.
- 40% of all Algebra II students will demonstrate proficiency on the NJSLA for Algebra II; mastering the concepts and skills in all families of functions and demonstrating the ability to use functions to model and solve real world mathematical problems.
- 50% of all Geometry students will demonstrate proficiency on the NJSLA for Geometry; demonstrating the ability to use inductive and deductive reasoning skills to solve Geometry proof problems and apply geometric concepts in modeling situations.

Office of STEM-focused Learning



2026 Milestones – Science and STEM

- 75% of all students in grades K-2 will accurately use the eight science and engineering practices to demonstrate proficiency and understanding of core ideas on district administered benchmark assessments, while observing, recognizing and predicting patterns and formulating answers to questions about the world around them.
- 60% of all students in grade 5 will accurately use the eight science and engineering practices in the context of the Disciplinary Core Ideas to demonstrate integrated grade-appropriate proficiency in gathering, describing, and using information about the natural and designed worlds and using evidence to construct scientific explanations about observed phenomena and demonstrate understanding of core ideas on state mandated/administered NJSLA-S benchmark assessments. This cohort will achieve a 25% increase in the collective performance of Grade 5 students on state NJSLA-S over the 2019 District scores.
- 60% of all students in grade 8 will accurately use the eight science and engineering practices in the context of the Disciplinary Core Ideas to demonstrate an integrated grade-appropriate proficiency in gathering, describing, and using information about the natural and designed worlds to construct scientific explanations about observed phenomena and demonstrate understanding of core ideas on slate mandated/administered NJSLA-S benchmark assessments. This cohort will achieve a 25% increase in the collective performance of Grade 8 students on slate NJSLA-S over the 2019 District scores.
- 40% of all students in grade 11 will accurately use the eight science and engineering practices in the context of the Disciplinary Core Ideas to demonstrate an integrated grade-appropriate proficiency in gathering, describing, and using information about the natural and designed worlds to construct scientific explanations about observed phenomena and demonstrate understanding of core ideas on state mandated/administered NJSLA-S benchmark assessments. This cohort will achieve a 25% increase in the collective performance of Grade 11 students on state NJSLA-S over the 2019 District scores.
- 70% of all Engineering and Biomedical Engineering students will demonstrate proficiency on Project Lead The Way (PLTW) End of Course exams; demonstrating an understanding of the Science and Engineering Practices relating to improving the social, economic, and environmental conditions of their local and/or global community.

Reminder School Closure Days and Proposed Change in Calendar for SY 21- 22

- Spring Break will begin on April 15th and conclude on April 22, 2022. School will reopen on Monday, April 25, 2022. Please mark your calendars accordingly.
- One of the additional snow days will be used on Friday, May 27, 2022. All schools and the district office will be closed on that day. I will provide guidance on the final day that we will use under separate cover.



High School Musical Update

The Orange Public School District Presents Disney's High School Musical on Thursday, April 28, and Friday, April 29, 2022, at 7:00 PM and a matinee at 2:00 PM on Saturday, April 30, 2022. Tickets are \$10 at the door and can be purchased in advance for \$8 (from actors and crew members). Join the cast from Orange High School and Orange Preparatory Academy as they bring to life the Disney Channel's smash hit movie musical on the stage at the Auditorium at Orange Preparatory Academy. It is fun for the whole family!



Parent University Programs Continue

The Parent University is a series of free and reduced-price workshops running now through June. This program offers parents a wide range of experiences across various topics from Study Skills Seminars designed to give parents academic strategies to parent wellness workshops and job placement and certification offerings. Courses will be accessible to parents via our online registration system. We invite parents, families, and Orange community members interested in attending the workshops to apply. Families, take a moment to register for this upcoming weekend. The level of learning is phenomenal. We listened and knew these workshops were of importance to you. Please use the following link to register for the great workshops and programs being offered

<https://sites.google.com/orange.k12.nj.us/parentuniversity/home>.



National Paraprofessional's Day

The Orange Public School District celebrates the important work of paraprofessionals in our schools. It is important that we thank these educators for their hard work and dedication to their students. Paraprofessional Appreciation Day is observed annually on the first Wednesday of April and honors educators such as teacher's aides and instructional assistants. Paraprofessionals often provide teachers with administrative support, work with students outside of the classroom, and provide one-on-one support for students who have disabilities, special educational needs, within our kindergarten and pre-kindergarten classrooms district wide. Please take the time to recognize the vital work paraprofessionals do and thank them for their contributions!



Orange Preparatory Academy Redesign Series

As shared at the March Board of Education Meeting, in order to create a sound Grade Eight Academy, we want to hear from you. The following meeting dates will take place in the gymnasium at Lincoln Avenue School:

April 5, 2022 (The first meeting was such a success!)

April 28, 2022

May 12, 2022

All meetings will begin at 6:00 PM in the Lincoln School Gymnasium. Families, you are encouraged to attend all three sessions as one session builds from the previous. We need all of your support as we transform Orange Preparatory into a Grade Eight Academy. As we did with the strategic plan, breakout sessions will take place in order for us to delve a bit into the following:



Orange Preparatory Academy Redesign Series (Breakout Room Themes)

Mission and Vision

School Programming (Social Emotional Learning and Guidance Support)

School Uniform Implementation

School Themes (with a discussion about the impact of facilities on themes)

Academics and 21st Century Learning

Summer Bridge Academy



The Orange Public Schools Celebrates Autism Awareness Month District Wide

Autism Awareness Month has a rich history dating back to the early 1970s. The autism community, parents, and professionals came together to form autism organizations and hold the first ever autism awareness events

The goal of Autism Awareness Month is to educate the public about autism and its effects on people's lives.

Each year, the autism community comes together to participate in a range of events and activities during Autism Awareness Month.

One of the main ways autism awareness is raised is using autism awareness ribbons and blue lights.

Autism Awareness Month was created to increase autism funding, but it has since evolved into raising autism awareness in all its forms.



Public Budget Hearing

Each year, the School Business Administrators alongside the Assistant School Business Administrator, Superintendent of Schools and Instructional Executive Directors will present items for consideration. The budget presentation allows the community to see how funds will be allocated. This meeting will take place in person on Tuesday, April 26, 2022, at 6:00 PM in the Orange Preparatory Academy Auditorium.



STEM Innovation Academy of the Oranges Top School in Essex County Graduation Rates

STEM Innovation Academy of the Oranges has been recognized as the top school in Essex County in terms of graduation rates for SY 2020-2021. As a point of reference, STEM became a standalone school for the 2020-2021 school year based on my recommendation to the Board of Education after consultation with STEM staff and students.

Congratulations to our STEM Innovation Academy of the Oranges Seniors from the Class of 2021 as well as our dynamic STEM Staff on this honor. Further, a special thank you to our elementary staff for preparing our students for success in the secondary sector.



Compass Night: Twilight Program

On Wednesday, April 13, 2022, Dr. Stewart, Principal of Twilight U, has invited all Orange School District secondary students to Compass Night, Finding your passion, find your path evening. Students had the opportunity to:

- 1) Explore Future Careers
- 2) Meet Representatives from Colleges
- 3) Learn about Financial Aid
- 4) Explore Areas of Study

The following collegiate, occupational, and military representatives entered our doors and shared information with our students: Berkeley College, Bloomfield College, William Patterson University, New Jersey City University, Essex County College, Union County College, Lincoln Tech, National Career Institute, Marines, and the National Guard.



National Assistant Principals' Week

National Assistant Principals Week was April 4–8, 2022! Join me in honoring the enormous contributions of our Orange School District Assistant Principals.

Thank you for your continued support of staff, students, and families. Your support has not gone unnoticed. It is important to share that our assistant principals have demonstrated unwavering leadership and continue to be a source of strength and inspiration for us all. Thank you thank you thank you.



National School Librarians' Day

On Monday, April 4th, the district celebrated National School Librarian's Day. Please join me in celebrating all of our wonderful school librarians within the Orange Public School District. We are thankful for all the knowledge that librarians possess. Take a moment and say thanks to the awesome librarians that are always on hand to help us each and every day. We salute and thank you always.



Week of the Young Child

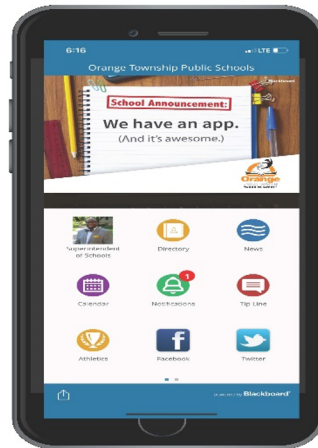
Week of the Young Child took place last week. Established in 1971 by the National Association for the Education of Young Children (NAEYC), the Week of the Young Child takes place from April 2 to 8, and promotes the needs of young children, their families and the early childhood programs that serve them. Dr. Blanton, Ms. Machuca, and I sat on a panel with several renowned trailblazers in early childhood reform. This podcast took place on Friday, April 8th at 9:00 AM. If you missed it, the video is on the district's Facebook page. Take a look at the conversation; you will not be disappointed. Thank you Dr. Blanton and the Office of Early Learning for promoting this great conversation.



Reminder: The Orange App
Have you signed up?
You know I am sending blasts out for folks to sign up...Stay Tuned



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