

# Superintendent's Report Orange Public Schools "Good to Great"

Gerald Fitzhugh, II, Ed.D.  
Superintendent of Schools  
"The Teaching Superintendent"  
August 9, 2022

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





# District Goals for SY 22-23



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“The Teaching Superintendent”  
August 9, 2022  
Focus Core Area Numbers 1- 4  
District Goal Number 1-4 and All Sub Sections

# District Goal #1: 21<sup>st</sup> Century Integration

## Overarching Overview of the Goal

**Goal #1: 21<sup>st</sup> Century Integration** The Orange Public Schools will continue to invest in its teachers. The district values and promotes a culture of excellence in teaching and learning through increased and improved opportunities for quality, sustained professional development that address district needs and individual school needs as outlined by data points. The emphasis has been on best practices in teaching and learning. As a result of the pandemic and performance on assessments, a continued understanding of providing targeted and intentional delivery of instruction is paramount district-wide.

**1) Increase in the number of job-embedded professional learning opportunities that incorporate the expertise of building principals planning alongside district administration by 70% from SY 21-22**

- Administrative Meetings will continue to be instructionally-focused learning sessions for principals and district administrators. Ultimately, all training sessions will be germane to data points resulting from walk-through trend analyses.
- Administrative meetings will continue to have instructionally focused agendas with accompanying sign in sheets. Meetings will take place for horizontal and vertical articulation supports to build content knowledge and pedagogy if applicable.

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**2) By May 2023, 60% of students in each preparedness group will meet or exceed their assigned end of year growth target in mathematics.**

- The assessments that will be used to measure progress towards the assigned growth targets include the iReady Diagnostic, NWEA MAP, District Benchmark Assessments, and select Performance Tasks in the area of Mathematics.
- The district will continue to report out all data in the area of mathematics in Curriculum Committee as per the assessment calendar as well as the Board of Education Meeting.



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**3) By May 2023, 60% of students in each preparedness group will meet or exceed their assigned end of year growth target in ELA.**

- The assessments that will be used to measure progress towards the assigned growth targets include the FRA, SRI, Insight, District Benchmarks, and Performance Tasks in the area of English Language Arts.
- The district will continue to report out all data in the area of English Language Arts in Curriculum Committee as per the assessment calendar as well as the Board of Education Meeting.

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**4) By May 2023, 60% of students in each preparedness group will meet or exceed their assigned end of year growth target in Science.**

- The assessments that will be used to measure progress towards the assigned growth targets include District Diagnostic and Benchmark assessments in the area of Science.
- The district will continue to report out all data in the area of Science in Curriculum Committee as per the assessment calendar as well as the Board of Education Meeting.

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**5) By June 2023, 5% increases across all areas on the New Jersey Student Learning Assessment (Mathematics, Science, and English Language Arts) and the New Jersey Graduation Proficiency Assessment (Mathematics and English Language Arts) at the high school level.**

- The district will provide assessments to prepare students and staff for the high stakes assessment.
- Review of data from the last year's assessment in public as well as during several points throughout the year.

# District Goal #2: Community Engagement

## Overarching Overview of the Goal:

### **Goal #2: Community Engagement**

The Orange Public Schools will continue a system of consistent communication system for disseminating and receiving information between school administration, teachers, staff, students, parents, and the community.

**1) Increase the timeliness, access, and effectiveness of all communication with all stakeholders via multiple measures by 60% from the previous school year (the previous year was at a 50% increase.) With the year after returning to school five days per week, it is important to provide in the moment information to families**

- Social Media Platforms & Website (Instagram, Facebook, and Twitter)-Utilize the platforms for immediate news-worthy information as well as the district website via the latest news and announcements section.
- RoboCalls via School Wires at the district and school levels; we are incorporating more text to speech and emails for as well as translated versions of all messages both district and at the school level.



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- Superintendent's Report (online access to staff and community stakeholders) the day immediately following the board meeting by noon.
- Routine face-to-face opportunities to engage with community and stakeholders via PTO, Back to School Nights, Report Card Conference Nights, Community Events within Orange Township as well as partnership meetings based on those established and forthcoming within the school district. We will continue the parent and student councils at the Superintendent's Level.
- Provide Bilingual Supports for all families to ensure their engagement within the school district via translations, translator supports, and district as well as social level meetings.

# District Goal #2: Community Engagement

## Overarching Overview of the Goal:

### **Goal #2: Community Engagement**

The Orange Public Schools will continue a system of consistent communication system for disseminating and receiving information between school administration, teachers, staff, students, parents, and the community.

**2) Increase the use of emerging and available communications outlets to transmit information by 40% (Last Year the Percentage was at 30%)**

- Partner with universities (local and throughout the state) in order to get information to prospective candidates for job fairs and other industry level announcements. We will conduct virtual and in person job fairs as well to widen the search for potential candidates outside of the University realm.
- Continue to utilize the Orange Public School App for more timeless information.
- Continue to utilize the Emergency Pop Up on the website for transmitting important, time sensitive information weekly.
- Provide Translations on all documents that are disseminated from schools and district offices.

# District Goal #2: Community Engagement

## Overarching Overview of the Goal:

### **Goal #2: Community Engagement**

The Orange Public Schools will continue a system of consistent communication system for disseminating and receiving information between school administration, teachers, staff, students, parents, and the community.

#### **3) Continue Parent and Student Councils at the Superintendent's Level**

- Have monthly meetings with parents and students about academics as well as self-care supports; student council meetings will take place separately from the parent council.
- Continue the Bilingual Parent Advisory and ensure that the meetings are quarterly.
- Continue the Special Education Advisory Council Meetings and ensure that the meetings take place quarterly.
- Continue the Early Childhood Advisory Council Meetings and ensure that the meetings take place quarterly.
- Establish the Nutrition Advisory Council alongside school level student councils. Ensure that the meetings take place quarterly.



# District Goal #3: Facilities and Finance

**Overarching Overview of the Goal:** The Orange Public Schools will continue to redesign the fiscal management, operations, and human resources of the organization to ensure a system of accountability, transparency, and efficiency for the optimal delivery of services.

**1) Create a district budget under constraints that accommodates and supports the needs of central office departments, all schools and students while sustaining systems that have yielded results through a strategic assessment of data**

- Analyze and clarify how all budgeted funds are allocated and expended at the department and school levels.
- Examine and evaluate contracted services provided to the district and continuously improve effectiveness.
- Identify and execute capital projects (short term/long term, prioritized, and categorized on the basis of need.)
- The transfer of moneys from account lines on the district level will decrease by 20% from the previous school year.

# District Goal #3: Facilities and Finance

**Overarching Overview of the Goal:** : The Orange Public Schools will continue to redesign the fiscal management, operations, and human resources of the organization to ensure a system of accountability, transparency, and efficiency for the optimal delivery of services.

**2) Implement innovations that empower teaching and learning as well as efficiently allocate funding within their locations**

- Continue to monitor the new budgeting module My Budget File to ensure adherence to staff and federal mandates.
- Create a long-term and short-term facilities development plan to outfit buildings district wide in the effort of expanding programming throughout the school district. These plans will be presented at the Facilities and Finance Committee Meetings as well as via the Regular Board of Education Meeting.

# District Goal #4: Social and Emotional Supports

**Overarching Overview of the Goal:** The Orange Public Schools will continue to ensure that all students will receive social and emotional support to become adaptable, confident citizens who embody self-awareness and strong interpersonal skills, and who are capable of responsible decision-making and managing their emotions and behaviors.

**1) Provide research-based curriculum to strengthen students' social/emotional relationships**

- Continue to utilize Restorative Practices as a means of providing effective supports to students in the effort of problem solving. This includes at both the elementary and secondary levels.
- Continue the monitoring of mental health to provide students another avenue to combat social-emotional concerns and thus remediate areas of deficiency related to mental health.

**2) Enhance community-based partnerships in order to assist students and families**

- Continue to utilize the District's community engagement officer as well as community school liaisons to assist school-based staff with establishing partnerships to support families and students and thus have a vehicle to support families Pre-K through Twelve.
- Provide self-care supports for students and families based on surveys (conducted twice per year) as well as discussion with support staff members including the Superintendent's Trauma Informed Team.



# District Goal #4: Social and Emotional Supports

**Overarching Overview of the Goal:** The Orange Public Schools will continue to ensure that all students will receive social and emotional support to become adaptable, confident citizens who embody self-awareness and strong interpersonal skills, and who are capable of responsible decision-making and managing their emotions and behaviors.

## **3) Improvement of Student Attendance from Pre-Kindergarten to Grade Twelve**

- By May 2023 students with severe and chronic absences will decrease by 30% through shared expectations, shared support and shared accountability by all stakeholders (parents, students and school staff)

# Academic Intervention Outcomes

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**Presented by:**

**Gerald Fitzhugh, II, Ed.D. Superintendent of Schools**

**Tina Powell, Ed.D.; Assistant Superintendent of Innovation & Systems**

**Karen Harris, Executive Director – Office of Humanities**

**David Scutari, Executive Director – Office of STEM-Focused Learning**



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The quality of a school as a learning community can be measured by how effectively it addresses the needs of struggling students.

- Wright (2005)



# Academic Intervention

## What is Academic Intervention?

Academic Intervention provides additional instruction and supports that supplement the general curriculum (regular classroom instruction) and are necessary to improve academic performance for some students. A successful academic intervention process includes providing quality instruction with interventions matched to student need, and monitoring progress frequently to make decisions about change in instruction, intervention, and/or student goals.

# Academic Intervention

- **What questions are answered within an Academic Intervention Framework?**
- How do we know which students need help?
- What do we do for our students that need help?
- How do we organize and support helping our students?
- How do we involve all stakeholders in helping students learn?
- How do we know that what we are doing for our students is effective?

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Intervention @

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Oakwood Avenue School





# Model 1

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INTERVENTIONIST - ELA: Angie  
Hawthorne (Start Date: 12/13/21)

INTERVENTIONIST - MATH: Melissa  
McSweeney (Start Date: 1/10/22)

## **Oakwood Avenue School**

The District hired two part-time Academic Interventionist's to assist schools in improving the academic achievement of a targeted population of students. The Academic Interventionists supported students needing reinforcement in ELA and Mathematics in Grades 2 through 5.

The Academic Interventionist for ELA & Mathematics interacted in small group settings with students who were 1 to 2 grade levels below their typically performing peers (We call this level PLD-2). Students performing at this level are partially proficient in the standards for their grade. These students demonstrate some knowledge, skills, and practices embodied by the New Jersey Student Learning Standards but their knowledge and skill base are insufficient to meet the expectations at their respective grade.

Without early intervention, students performing at PLD 2 will not be ready for next grade work by the end of the school year.

# Oakwood Avenue School

## **Primary Responsibilities of the Academic Interventionist include:**

- Accelerating the skill acquisition of students receiving intervention support
- Planning, developing, and assessing intervention supports during Common Planning or Preparation periods
- Pulling small groups of students in grades 2 – 5 to provide intervention supports in either ELA or Mathematics
- Monitoring the progress of students and implementing intervention strategies using the instructional platform and adjusting along the way as needed
- Collaborating with respective teacher teams and other interventionists

# Oakwood Avenue School

## Logistics:

The Academic Interventionists:

- supported 1 school during the course of 2 full marking periods.
- worked from January through May 2022 for a total of 18 to 20 instructional weeks
- were onsite for 5 hours per day, during the instructional day
- supported 31 students in ELA and 65 students in Mathematics, respectively
- engaged in direct intervention support to small groups of 4 – 6 students
- engaged in direct intervention support during five (5) 45-minute sessions per day
- dedicated 45 minutes per day to academic planning
- tracked progress through student portfolios, anecdotal notes, and check-ins with teachers

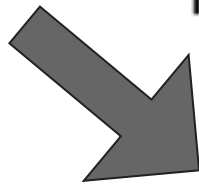


# Goals for ELA

- For students to attend more than 90% of sessions
- To increase student independent reading ability to reach grade level expectations
- To improve and strengthen students' literary skills, reading comprehension, and writing skills, and overall confidence
- To increase the number of secure, skilled readers who can engage fluently with grade level reading materials so they can focus on text analysis beyond basic reading comprehension

# Grade Level Reading Expectations

## HMHISG Student Reading Inventory Guidance



Grade	Below Expectations	Approaching Expectations	Meets Expectations	Exceeds Expectations
3	BR -329	330 -519	520 -820	821 - Above
4	BR -539	540 -739	740 -940	941 - Above
5	BR -619	620 -829	830 -1010	1011 - Above

**Typical yearly growth for on grade level students is between 25-50 lexiles**

## ELA: Who were the students? 31 students

### ➤ Grade 2

Developing decoder  
inconsistently matching letters  
to sounds; lexile score  
determines independent reading  
comprehension at a Below  
Expectations reading level for  
the grade  
(majority were 2 grade levels  
below)

### ➤ Grade 3

Developing decoder  
inconsistently matching letters  
to sounds; lexile score between  
BR-417L that determines  
independent reading  
comprehension between Below  
Expectations and the lower end  
of Approaching Expectations  
reading levels for the grade  
(majority were 2 grade levels  
below)

### ➤ Grade 4

Developing or unsecured advanced  
decoder who doesn't  
consistently/quickly apply decoding  
or encoding knowledge to read  
words with a lexile score between  
310L - 625L that determines  
independent reading  
comprehension between Below  
Expectations and the lower end of  
Approaching Expectations reading  
levels for the grade (majority were 2  
grade levels below)

### ➤ Grade 5

Developing or unsecured  
advanced decoder who doesn't  
consistently/quickly apply  
decoding or encoding knowledge  
to read words with a lexile score  
between the range 450L - 800L  
that determines independent  
reading comprehension between  
Below Expectations and the lower  
end of Approaching Expectations  
reading levels for the grade  
(majority were 2 grade levels  
below)



# Outcomes for ELA: Attendance

Attendance:

Average intervention attendance was 91%

- 75% of the students (15 out of 20) who attended intervention at least 90% of the time significantly increased their overall performance
- Students whose parents interacted with the interventionist had better attendance

# Outcomes for ELA: Reading Prowess

Reading prowess (independent reading ability):

Students strengthened their independent reading ability from the fall to spring administrations of the diagnostics

- 21 of 31 (68%) students in this intervention increased reading lexile beyond typical average yearly growth (+50 pts); 17 showed significant growth(+100 pts)
- 7 students (23%) are now reading on grade level thereby needing fewer supports when reading grade level texts

# Outcomes for ELA: Mastery of Standards

Progress towards standards mastery:

Overall, 21 students (68%) improved their performance towards meeting the grade level standards, skills, and literary concepts, moving to a higher PLD from Benchmark 1 to Benchmark 3 demonstrating literacy skill acquisition beyond basic comprehension

- *In grades 3-5*
  - 8 improved by one performance level
  - 9 improved by two performance levels
  - 11 of the 20 students specifically improved on the **reading** portion of Benchmarks to a passing score of 70% and higher indicating that they were able to analyze the reading passages
- 12 students significantly improved their writing scores demonstrating that they could express their understanding of the reading passages better ([Grade 3 student sample](#))



# Outcomes for ELA: Mastery of Standards

Progress towards standards mastery:

- ELA portion of the NJSLA
  - 3 of the 31 students Met expectations scoring above 750 points
  - 11 of the 31 students Approached expectations scoring above 725 points

After careful consideration, we recommend that 9 students exit the interventions w/continued Tier 1 and 2 supports; 22 students are recommended to continue with this intervention in SY2022-2023.

# Goals for Mathematics

- For students to attend more than 90% of sessions
- To build student proficiency across domains leading toward middle school Algebra: Numbers & Operations, Algebra and Algebraic Thinking
- to accelerate the learning of students who are identified to be below grade level so that they can improve their achievement and score at or significantly closer to grade level

An important subset of the major work in grades K–8 is the progression that leads toward middle school algebra.

K	1	2	3	4	5	6	7	8
Know number names and the count sequence	Represent and solve problems involving addition and subtraction	Represent and solve problems involving addition and subtraction	Represent & solve problems involving multiplication and division	Use the four operations with whole numbers to solve problems	Understand the place value system	Apply and extend previous understandings of multiplication and division to divide fractions by fractions	Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers	Work with radical and integer exponents
Count to tell the number of objects	Understand and apply properties of operations and the relationship between addition and subtraction	Add and subtract within 20	Understand properties of multiplication and the relationship between multiplication and division	Generalize place value understanding for multi-digit whole numbers	Perform operations with multi-digit whole numbers and decimals to hundredths	Apply and extend previous understandings of numbers to the system of rational numbers	Analyze proportional relationships and use them to solve real-world and mathematical problems	Understand the connections between proportional relationships, lines, and linear equations**
Compare numbers	Understand and apply properties of operations and the relationship between addition and subtraction	Understand place value	Multiply & divide within 100	Use place value understanding and properties of operations to perform multidigit arithmetic	Use equivalent fractions as a strategy to add and subtract fractions	Understand ratio concepts and use ratio reasoning to solve problems	Use properties of operations to generate equivalent expressions	Analyze and solve linear equations and pairs of simultaneous linear equations
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from	Add and subtract within 20	Use place value understanding and properties of operations to add and subtract	Solve problems involving the four operations, and identify & explain patterns in arithmetic	Extend understanding of fraction equivalence and ordering	Apply and extend previous understandings of multiplication and division to multiply and divide fractions	Apply and extend previous understandings of arithmetic to algebraic expressions	Solve real-life and mathematical problems using numerical and algebraic expressions and equations	Define, evaluate, and compare functions
Work with numbers 11–19 to gain foundations for place value	Work with addition and subtraction equations	Measure and estimate lengths in standard units	Develop understanding of fractions as numbers	Build fractions from unit fractions by applying and extending previous understandings of operations	Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition	Reason about and solve one-variable equations and inequalities	Use functions to model relationships between quantities	
	Extend the counting sequence	Relate addition and subtraction to length	Solve problems involving measurement and estimation of intervals of time, liquid volumes, & masses of objects	Understand decimal notation for fractions, and compare decimal fractions	Graph points in the coordinate plane to solve real-world and mathematical problems*	Represent and analyze quantitative relationships between dependent and independent variables		
	Understand place value		Geometric measurement: understand concepts of area and relate area to multiplication and to addition					
	Use place value understanding and properties of operations to add and subtract							
	Measure lengths indirectly and by iterating length units							



## REFERENCE SHEET

### Diagnostic Results (Student)



**A comprehensive picture of student instructional needs based on data from each Diagnostic, with specific recommendations and resources for differentiating instruction**

#### Use For:

- Planning instruction
- Setting student growth goals

#### When:

- After an administration of a Diagnostic assessment

# Mathematics: Who were the students? 65 students

## ➤ Grade 2

19 students

- Need additional support in the following:
  - Addition and subtraction
  - Working with equations
  - Understanding place value
  - Properties of operations
  - Applying place value understanding to addition and subtraction

## ➤ Grade 3

18 students

- Need additional support in the following:
  - Addition and subtraction
  - Working with equations
  - Understanding place value
  - Properties of operations
  - Applying place value understanding to addition and subtraction
  - Understanding the relationship between multiplication and division
  - Identifying and explaining patterns in arithmetic
  - Solving problems involving the four operations
  - Developing understanding of fractions as numbers

## ➤ Grade 4

14 students

- Need additional support in the following:
  - Understanding the relationship between multiplication and division
  - Identifying and explaining patterns in arithmetic
  - Solving problems involving the four operations
  - Developing understanding of fractions as numbers
  - Using place value understanding to perform multidigit arithmetic
  - Equivalence and ordering of fractions
  - Decimal notation
  - Comparing fractions

## ➤ Grade 5

14 students

- Need additional support in the following:
  - Using place value understanding to perform multidigit arithmetic
  - Equivalence and ordering of fractions
  - Decimal notation
  - Comparing fractions
  - Understanding the place value system
  - Operations with multidigit whole numbers and decimals to hundredths
  - Addition and subtraction of fractions
  - Multiplication and division of fractions



# Outcomes for Mathematics: Overall

Average intervention attendance was 80%

## Overall Progress:

- 37 of 65 (57%) students increased placement by at least one grade level
- 25 of 65 (38%) students met Annual Typical Growth
- 16 (25%) students scored on grade level in April 2022
- 9 (20%) students Met Expectations on NLSLA scoring above 750 points
- 16 (36%) students Approached Expectations on NJSLA scoring above 725 points

# Outcomes for Mathematics: Domain Specific

## Progress within Focus Domains:

### *Numbers and Operations*

- 25 (38%) students scored on grade level in April 2022 as compared to 4 (6%) students on the initial diagnostic assessment

### *Algebra and Algebraic Thinking*

- 25 (38%) students scored on grade level in April 2022 as compared to 8 (12%) students on the initial diagnostic assessment

## Recommendations for Mathematics

After careful consideration, we recommend the following:

- 9 students exit the intervention program w/continued Tier 1 and 2 supports
- 56 students continue with this intervention in SY2022-2023.



Intervention  
@

Lincoln Avenue School

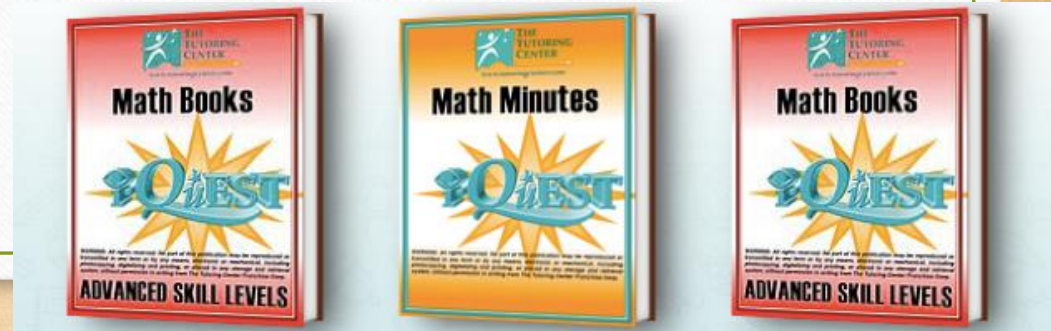
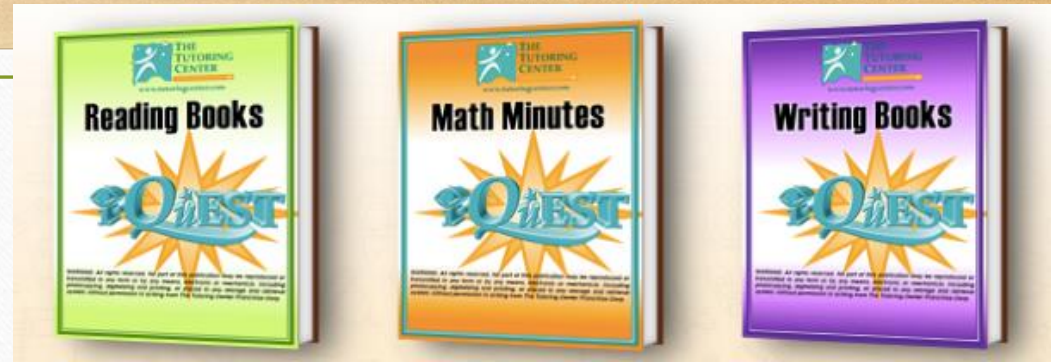
# Model 2

The Tutoring Center @Lincoln Avenue School

The Tutoring Center offers a unique system of one-to-one instruction, combined with The Rotational Approach to Learning®.

This one-to-one instructional model encourages quicker progress and more engaged learning.

The center's primary responsibility is to assist schools in improving the academic achievement of a targeted population of students; offering reinforcement in ELA and/or Mathematics in Grades 3 through 5.



# The Tutoring Center @ Lincoln Avenue School

## Logistics:

- supported 1 school during the course of 2 full marking periods.
- worked from January through May 2022 for a total of 19 of 29 instructional weeks
- were onsite for 5 hours per day, during the instructional day; offering up to 6 sessions each day
- supported 20 students in ELA and 27 students in Mathematics, respectively
- engaged in direct intervention support to small groups of up to 6 students
- engaged in direct intervention support during six (5) 45-minute sessions per day
- embedded incentives
- designed for The Rotational Approach To Learning, the programs were split into Section (1) 20 minutes, followed by Section (2) Math Minutes 10 minutes, and Section (3) 15 minutes
- utilized proprietary content
- School counselor supported student attendance



# The Tutoring Center @ Lincoln Avenue School



## Primary Responsibilities include:



Providing a diagnostic placement test



Accelerating the skill acquisition of students receiving intervention support



Planning, developing, and assessing intervention supports



Pulling small groups of students in grades 3 – 5 to provide intervention supports in either ELA and Mathematics



Monitoring the progress of students and implementing intervention strategies using the instructional platform and adjusting along the way as needed



Collaborating with district leadership to provide weekly progress updates

# Goals for ELA

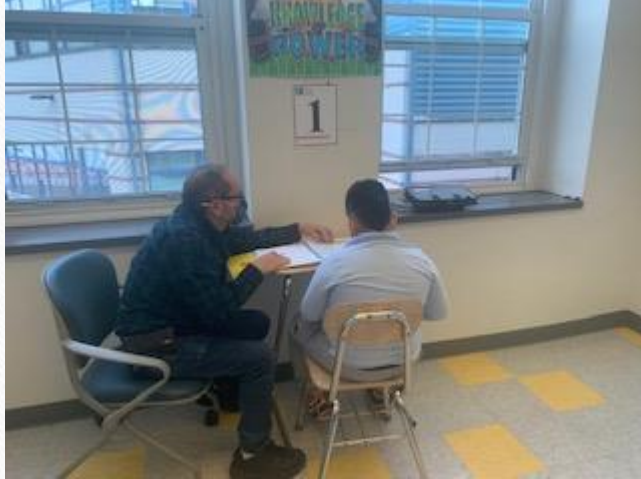
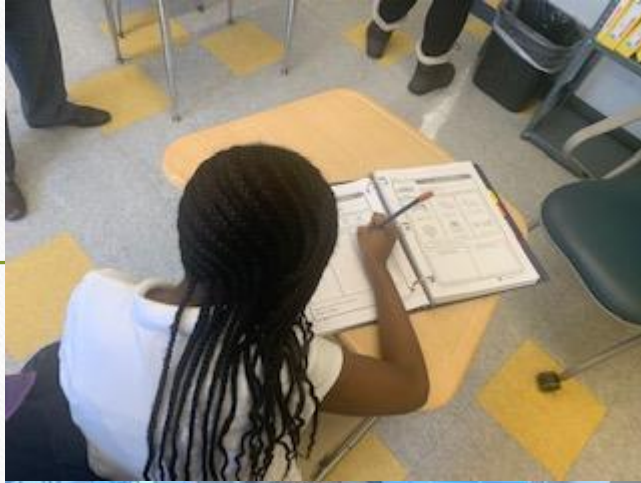
For students to attend more than 90% of sessions

To increase student independent reading ability to reach grade level expectations

To improve and strengthen students' literary skills, reading comprehension, and writing skills, and overall confidence

To increase the number of secure, skilled readers who can engage fluently with grade level reading materials so they can focus on text analysis beyond basic reading comprehension

## ELA: Who were the students? 27 students



- **Grade 4**

Developing or unsecured advanced decoder who doesn't consistently/quickly apply decoding or encoding knowledge to read words with a Lexile score between 530L - 720L that determines independent reading comprehension between Below Expectations and the lower end of Approaching Expectations reading levels for the grade (majority were 1 grade level below)

- **Grade 5**

Developing or unsecured advanced decoder who doesn't consistently/quickly apply decoding or encoding knowledge to read words with a Lexile score between the range 600L - 805L that determines independent reading comprehension between Below Expectations and the lower end of Approaching Expectations reading levels for the grade (majority were 1 grade level below)



# Outcomes for ELA: Attendance

Attendance:

Average intervention  
attendance was above 90%

- 52% of the students (14 out of 27) attended intervention with perfect attendance; these students significantly increased their overall performance
- The school counsellor was an integral support in ensuring student attendance remained consistent



# Outcomes for ELA: Reading Prowess

Reading Prowess (independent reading ability):

Students strengthened their independent reading ability from the fall to spring administrations of the diagnostics

- 15 of 27 students(56%) increased reading lexile beyond typical growth(+50); 12 showed significant growth (+100)
- 13 students are now reading on grade level thereby needing fewer supports when reading grade level texts

# Outcomes for ELA: Mastery of Standards

Progress towards standards mastery:

- Overall, 18 students (67%) improved their performance towards meeting the grade level standards, skills, and literary concepts on district benchmarks from B1 to B3
  - 6 improved by one or more performance levels
  - 13 students improved on the **reading** portion of Benchmark to move to a higher performance band (3 students moved from the lowest band to Met grade level expectations)
- 10 students significantly improved their writing scores demonstrating that they could express their understanding of the reading passages better (Grade 4 student sample)

# Outcomes for ELA: Mastery of Standards

Progress towards standards mastery:

- ELA portion of the NJSLA
  - 8 of the 27 students Met expectations scoring above 750 points
  - 9 of the 27 students Approached expectations scoring above 725 points
- After careful consideration, we recommend that 9 students exit the interventions w/continued Tier 1 and 2 supports; 18 students are recommended to continue with this intervention in SY2022-2023.




# Goals for Mathematics

- For students to attend more than 90% of sessions
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K	1	2	3	4	5	6	7	8
Know number names and the count sequence	Represent and solve problems involving addition and subtraction	Represent and solve problems involving addition and subtraction	Represent & solve problems involving multiplication and division	Use the four operations with whole numbers to solve problems	Understand the place value system	Apply and extend previous understandings of multiplication and division to divide fractions by fractions	Apply and extend previous understandings of multiplication and division to divide fractions by fractions	Work with radical and integer exponents
Count to tell the number of objects	Understand and apply properties of operations and the relationship between addition and subtraction	Add and subtract within 20	Understand properties of multiplication and the relationship between multiplication and division	Generalize place value understanding for multi-digit whole numbers	Perform operations with multi-digit whole numbers and decimals to hundredths	Use equivalent fractions as a strategy to add and subtract fractions	Apply and extend previous understandings of numbers to solve real-world and mathematical problems	Understand the connections between proportional relationships, lines, and linear equations**
Compare numbers	Use place value understanding and properties of operations to add and subtract	Use place value understanding and properties of operations to add and subtract	Multiply & divide within 100	Use place value understanding and properties of operations to perform multidigit arithmetic	Apply and extend previous understandings of multiplication and division to multiply and divide fractions	Understand ratio concepts and use ratio reasoning to solve problems	Analyze proportional relationships and use them to solve real-world and mathematical problems	Analyze and solve linear equations and pairs of simultaneous linear equations
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from	Add and subtract within 20	Measure and estimate lengths in standard units	Solve problems involving the four operations, and identify & explain patterns in arithmetic	Extend understanding of fraction equivalence and ordering	Apply and extend previous understandings of multiplication and division to multiply and divide fractions	Apply and extend previous understandings of arithmetic to algebraic expressions	Use properties of operations to generate equivalent expressions	Define, evaluate, and compare functions
Work with numbers 11–19 to gain foundations for place value	Work with addition and subtraction equations	Relate addition and subtraction to length	Develop understanding of fractions as numbers	Build fractions from unit fractions by applying and extending previous understandings of operations	Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition	Reason about and solve one-variable equations and inequalities	Solve real-life and mathematical problems using numerical and algebraic expressions and equations	Use functions to model relationships between quantities
Use place value understanding and properties of operations to add and subtract	Use place value	Solve problems involving measurement and estimation of intervals of time, liquid volumes, & masses of objects	Solve problems involving measurement and estimation of intervals of time, liquid volumes, & masses of objects	Understand decimal notation for fractions, and compare decimal fractions	Graph points in the coordinate plane to solve real-world and mathematical problems*	Represent and analyze quantitative relationships between dependent and independent variables		
Measure lengths indirectly and by iterating length units	Measure lengths indirectly and by iterating length units	Geometric measurement: understand concepts of area and relate area to multiplication and to addition	Geometric measurement: understand concepts of area and relate area to multiplication and to addition					



**REFERENCE SHEET**

## Diagnostic Results (Student)



Mathematics

**A comprehensive picture of student instructional needs based on data from each Diagnostic, with specific recommendations and resources for differentiating instruction**

**Use For:**

- Planning instruction
- Setting student growth goals

**When:**

- After an administration of a Diagnostic assessment

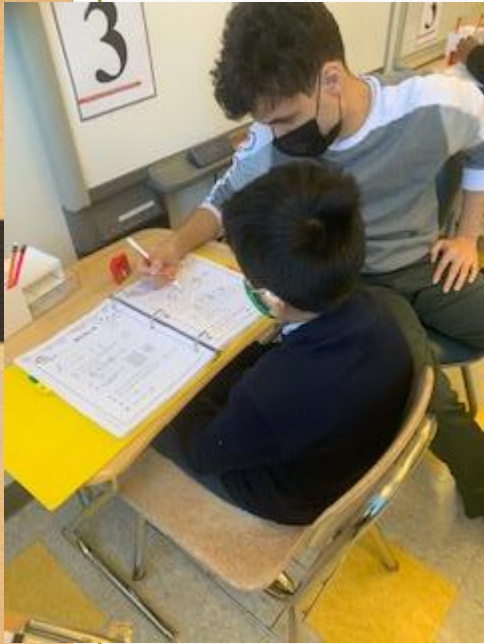
# Mathematics: Who were the students? 27 students

## Grade 3

- 12 students
- Need additional support in the following:
  - Addition and subtraction
  - Working with equations
  - Understanding place value
  - Properties of operations
  - Applying place value understanding to addition and subtraction
  - Understanding the relationship between multiplication and division
  - Identifying and explaining patterns in arithmetic
  - Solving problems involving the four operations
  - Developing understanding of fractions as numbers

## Grade 4

- 15 students
- Need additional support in the following:
  - Understanding the relationship between multiplication and division
  - Identifying and explaining patterns in arithmetic
  - Solving problems involving the four operations
  - Developing understanding of fractions as numbers
  - Using place value understanding to perform multidigit arithmetic
  - Equivalence and ordering of fractions
  - Decimal notation
  - Comparing fractions



All students 1 grade level below as defined by iReady diagnostic



# Outcomes for Mathematics: Overall

Average intervention attendance was 92.5%

## Overall Progress:

- 15 of 27 (56%) students increased placement by at least one grade level
- 15 of 27 (56%) students met Annual Typical Growth
- 15 (56%) students scored on grade level in April 2022
- 13 (48%) students Met Expectations on NLSLA scoring above 750 points
- 10 (37%) students Approached Expectations on NJSLA scoring above 725 points



# Outcomes for Mathematics: Domain Specific

## Progress within Focus Domains:

### *Numbers and Operations*

- 17 (63%) students scored on grade level in April 2022 as compared to 1 (4%) student on the initial diagnostic assessment

### *Algebra and Algebraic Thinking*

- 20 (74%) students scored on grade level in April 2022 as compared to 4 (15%) students on the initial diagnostic assessment

## Recommendations for Mathematics

After careful consideration, we recommend the following:

- 13 students exit the intervention program w/continued Tier 1 and 2 supports
- 14 students continue with this intervention in SY2022-2023.

# The Orange Public Schools Facilities Update



Mr. Jason E. Ballard  
School Business Administrator  
August 9, 2022  
Focus Core Area Number 1-4  
District Goal Number 3



# District Facility Maintenance & Custodial Services Updates

Thorough Cleaning Daily and Disinfecting of all touch points in the building (examples include but not limited to: Door handles, bathrooms, entrances, and exits, bannisters)

Minor and major repairs on air conditioning units through out the district

Walk-throughs of all school district facilities

PCI and District Meetings based on Updates related to COVID-19 mandates and expectations

Summer Cleaning Is in progress

# Facility Updates

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- In the month of July, we have started our summer cleaning in preparation of the new school year.
- As we entered the summer months, we have had some air conditioning issues that we are aggressively tackling. We have replaced and added window air conditioning units at STEM Innovation Academy of the Oranges and Forest Street School
- Park Avenue School had several Pumps break down. To add, the chillers were also in need of some repair. To date, one of the two chillers are now operational. New pumps are on order.
- Lincoln Avenue School had a chiller that became non-operational towards the end of July. The flange on the chiller was leaking and one of the tech boards malfunctioned needing replacement. Only portions of the building are being cooled at this time. We are currently waiting on the parts to come in to repair the chiller with hopes of this being completed in time for school this September.



# Facility Updates

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- Orange Preparatory Academy is undergoing a much-needed interior facelift. As shared at the Roundtable Series, we are painting all classroom, offices, stairwells, hallways, gymnasium and the auditorium. The Restrooms are all being re-tiled and new plumbing fixtures are being installed.
- Cleveland Elementary School (OLV) room 010 the floor was damaged last school year due to the room flooding. The floor will be replaced prior to the beginning of the school year.
- The next few slides will show you some of the work that is currently being done.





# Lincoln Avenue School

The first picture is of the Falange that was leaking. The second picture is the repaired Falange

# Orange High School

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- At Orange High School the district decided to renovate the outdoor Amphitheater. The next few slides will show the work in progress.

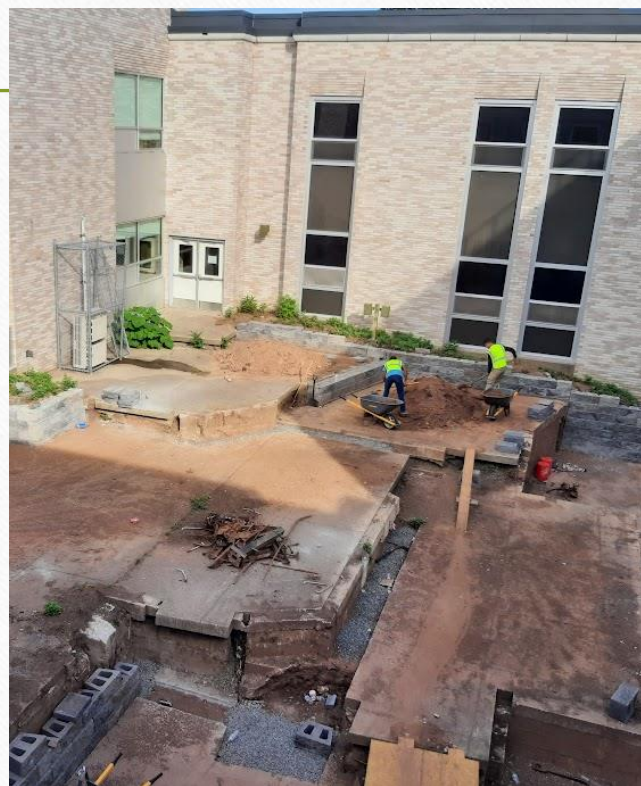




# Orange High School

Amphitheater work in  
progress





# Orange High School

Amphitheater work in  
progress

# In the Month of August 2022

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- The team and I will continue to meet with the Schools Development Authority and Terminal Construction alongside the Office of Facilities in order to keep the district up to date with the ongoing progress at the Orange HS renovation project.



# Reminder from the Office of Facilities

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- We will continue to update the community, staff, and Board of Education Members of all progress.
- The health and safety of staff and students are at the apex of all facilities undertakings.





# SSDS Period Two Report

## January 2022-June 2022



Gerald Fitzhugh, II, Ed.D.  
Superintendent of Schools  
"The Teaching Superintendent"  
August 9, 2022  
Focus Core Area Number 1-4  
District Goal Number 1-4

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# **Overview of Student Safety Data System**







**2022 - 2023  
school year**

**ORANGE TOWNSHIP PUBLIC SCHOOLS  
Kindergarten - 12th Grade Virtual Registration  
July 5 - August 31, 2022  
Monday through Thursday  
from 9AM to 1PM**

**Please visit the District Registration webpage for further information at [www.orange.k12.nj.us](http://www.orange.k12.nj.us).**

- The parent or guardian and child must domicile within the Township of Orange, NJ.
- Registration packets must be completed for each student being registered.
- Completed registration packets and all required documentation must be sent to the email address below for verification.
- The Genesis Online Registration Portal is also available for virtual registration. An email confirmation will be provided to be sent with the completed registration packet and required documentation.

**Questions?**

**Email: [Kindergarten12registration@orange.k12.nj.us](mailto:Kindergarten12registration@orange.k12.nj.us)**



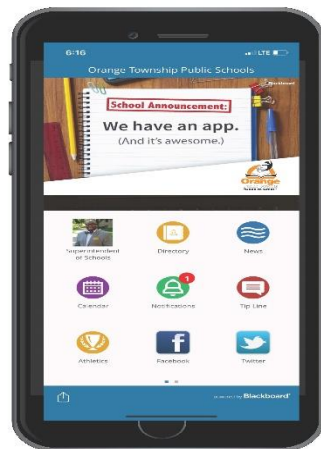


Reminder: The Orange App  
Have you signed up?  
You know I am sending blasts out for folks to sign up...Stay Tuned

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## Announcing the NEW Orange Public Schools Mobile App!



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# Reminder: School Times for Staff and Students SY 2022-2023

School Level	Arrival Time for Students	Arrival Time for Staff	End Time for Students	End Time for Staff
Elementary Level (Including Pre-Kindergarten)	8:30 AM	8:20 AM	3:00 PM	3:10 PM
Orange High School	8:20 AM	8:05 AM	2:40 PM	2:55 PM
Orange Preparatory Academy of Inquiry and Innovation	8:25 AM	8:15 AM	2:50 PM	3:05 PM
STEM Innovation Academy of the Oranges	8:20 AM	8:15 AM	Mondays 2:20 PM for Teacher Professional Development Tues – Fri 3:30 PM	4PM* *includes stipend
Twilight Program	3:30 PM* *3:00 PM - lunch	3:00 PM	7:30 PM	7:30 PM



# Orange Public Schools Social Media





## Social Media Hashtags:

#GoodtoGreat

#MovingintoGreatness

#OrangeStrong

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