

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

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

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



Summer School Has Begun at Several Locations

- From the academic acumen to the social emotional supports, summer programming will encompass the whole child.
- Summer attendance is vital to acquisition of instructional understanding. We need students to be present and engaged throughout the summer months.
- The district will provide those attending summer programming (academic programs) the end of session progress report to track progress. All summer administrators will certainly send the progress report to all schools for planning purposes for September 2022.

Summer Lunch Opportunities for Enrolled Students

- Break and Lunch are available at the following locations:
- Cleveland Street School (7/5-8/4 M-Thur.), Forest Street Community School (7/5-7/28 ASP Summer Program and 7/5-7/29 M-Fri. Summer Breakthrough Program), Heywood Avenue School 7/5-7/28 M.-Thur.),
- Lincoln Avenue School (7/11- 8/4, M- Thur.), Oakwood Avenue School (7/5 - 8/5, Mon - Thurs; Only Friday is 8/5),
- Park Avenue School (PAS Summer Program 07/05-07/15, Mon - Fri); (ESY Program 07/18-08/05, Mon - Fri, Rosa Parks Community School 7/5 - 7/22, Mon - Friday; VPA Camp Mon - Fri 7/5 -7/29
TinkrWorks Mon - Fri 7/5 -7/29)
- John Robert Lewis Early Childhood Center 7/5-7/7, Tues- Thurs. - & 7/27-8/12, Mon - Fri, Orange Early Childhood Center 7/5-7/7, Tues- Thurs. - & 7/27-8/12 Mon – Fri)
- Orange High School (6/27 to 7/29, CTE Camps at Orange High School (7/5 - 7/29, Mon – Fri) Summer ESL Program at Orange High School Summer ESL SEA @ OHS: 7/5 - 7/29, Mon – Fri)
- STEM Innovation Academy of the Oranges 7/5 - 7/15, Mon - Fri

Illustrative Mathematics Curricular Resource

David Scutari
Executive Director of STEM Focused Learning
July 12, 2022



Why now?

1. The return to in-person instruction has provided additional insights into the instructional needs of staff and learning needs of students
2. Selecting curricular resources and implementing a new curriculum is an opportunity to foster cohesion, trust, and professional learning, as well as to assess and respond to interests and needs (Joshua Starr, *To Improve the Curriculum, engage the whole system*)

What was the Process?

- RFP issued in May 2022
- Sub-committee convened to review submissions using guidelines outlined in RFP and select top 2 vendors
- Top 2 vendors invited to present and unpack the curricular resources to full committee.
(Open Up Resources Illustrative Mathematics and McGraw Hill Reveal Math)
- Committee convened for instruction on use of the Instructional Materials Evaluation Tool (IMET)
- The committee probed each vendor's materials during in depth Q&A session
- Committee members completed assigned sections of IMET
- Open dialogue amongst committee members
- The committee's findings presented to Superintendent

Who was on the committee?

- Representation from across title, grade level, and servicing of student sub-group
 - 9 Teachers who service grades K-5
 - 3 Teacher Coaches
 - 6 Administrators
 - 1 Assistant Superintendent, 2 Executive Directors, 1 Principal, 2 Supervisors

Evaluation Materials

- Achievethecore.org Instruction Materials Evaluation Tool (IMET)
- New Jersey Student Learning Standards for Mathematics
- Standards for Mathematical Practice
- Student Achievement Partners: Where to Focus

Instructional Materials Evaluation Tool

The IMET attends to the following Non-negotiables and Alignment criteria.

Non-Negotiable & Alignment Criteria

- New Jersey Student Learning Standards
- Freedom from Obstacles to Focus
- Focus and Coherence
- Rigor and Balance
- Standards for Mathematical Practice
- Access to the Standards for All Students

Illustrative Mathematics via Open Up Resources

About These Materials

These materials were created by Illustrative Mathematics. They were piloted and revised in the 2019–2020 and 2020–2021 school years. Open Up Resources adapted the materials for the 2022–2023 school year.

Each grade level contains 8 or 9 units. Units contain between 8 and 28 lesson plans. Each unit, depending on the grade level, has pre-unit practice problems in the first section, checkpoints or checklists after each section, and an end-of-unit assessment. In addition to lessons and assessments, units have aligned center activities to support the unit content and ongoing procedural fluency.

Illustrative Mathematics via Open Up Resources

IM K–5 Math Meets Expectations in All EdReports Gateways

The IM K–5 Math certified curriculum is rigorous, problem-based, and fully aligned to the standards, with coherence across grade bands.



Illustrative Mathematics via Open Up Resources

IM K-5 Math supports:

Culturally responsive pedagogy

Collaborative learning opportunities, instructional routines that invite students to bring their whole selves to math class, and problem-solving contexts that positively reflect ethnically diverse cultures support implementation of culturally relevant and responsive pedagogy.

Academic language development

Math vocabulary is introduced to formalize student ideas, and Mathematical Language Routines are embedded as lesson activities to support academic language development for all learners and included as suggested supports for English Learners.

Illustrative Mathematics via Open Up Resources

Mathematical Language Development and Access for English Learners

Mathematical Language Routines

Mathematical Language Routines (MLRs) are instructional routines that provide structured but adaptable formats for amplifying, assessing, and developing students' language. The MLRs included in this curriculum were selected because they simultaneously support students' learning of mathematical practices, content, and language. They are particularly well-suited to meet the needs of linguistically and culturally diverse students who are learning mathematics while simultaneously acquiring English. These routines are flexible and can be adapted to support students at all stages of language development in using and improving their English and disciplinary language use.

Principle 1. Support sense-making: Scaffold tasks and amplify language so students can make their own meaning. Students need multiple opportunities to talk about their mathematical thinking, negotiate meaning with others, and collaboratively solve problems with targeted guidance from the teacher. Teachers can make language more accessible by amplifying rather than simplifying speech or text. Simplifying includes avoiding the use of challenging words or phrases. Amplifying means anticipating where students might need support in understanding concepts or mathematical terms, and providing multiple ways to access them.

Principle 2. Optimize output: Strengthen opportunities for students to describe their mathematical thinking to others, orally, visually, and in writing. All students benefit from repeated, strategically optimized, and supported opportunities to articulate mathematical ideas into linguistic expression, to communicate their ideas to others. Opportunities for students to produce output should be strategically optimized for both (a) important concepts of the unit or course, and (b) important disciplinary language functions (for example, explaining reasoning, critiquing the reasoning of others, making generalizations, and comparing approaches and representations).

Principle 3. Cultivate conversation: Strengthen opportunities for constructive mathematical conversations. Conversations are back-and-forth interactions with multiple turns that build up ideas about math. Conversations act as scaffolds for students developing mathematical language because they provide opportunities to simultaneously make meaning, communicate that meaning, and refine the way content understandings are communicated. During effective discussions, students pose and answer questions, clarify what is being asked and what is happening in a problem, build common understandings, and share experiences relevant to the topic. Meaningful conversations depend on the teacher using activities and routines as opportunities to build a classroom culture that motivates and values efforts to communicate.

Principle 4. Maximize meta-awareness: Strengthen the meta-connections and distinctions between mathematical ideas, reasoning, and language. Meta-awareness, consciously thinking about one's own thought processes or language use, develops when students consider how to improve their communication and reasoning about mathematical concepts. When students are using language in ways that are purposeful and meaningful for themselves, in their efforts to understand—and be understood by—each other, they are motivated to attend to ways in which language can be both clarified and clarifying. Students learning English benefit from being aware of how language choices are related to the purpose of the task and the intended audience, especially if oral or written work is required. Both metacognitive and metalinguistic awareness are powerful tools to help students self-regulate their academic learning and language acquisition.

These design principles and related mathematical language routines, described below, ensure language development is an integral part of planning and delivering instruction. Moreover, they work together to guide teachers to amplify the most important language that students are expected to know and use in each unit.

Illustrative Mathematics via Open Up Resources

Universal Design for Learning and Access for Students with Disabilities

When planning to support access, teachers should consider the strengths and needs of their particular students. The following areas of cognitive functioning are integral to learning mathematics (*Addressing Accessibility Project*, Brodesky et al., 2002).

- *Conceptual Processing* includes perceptual reasoning, problem solving, and metacognition.
- *Language* includes auditory and visual language processing and expression.
- *Visual-Spatial Processing* includes processing visual information and understanding relation in space of visual mathematical representations and geometric concepts.
- *Organization* includes organizational skills, attention, and focus.
- *Memory* includes working memory and short-term memory.
- *Attention* includes paying attention to details, maintaining focus, and filtering out extraneous information.
- *Social-Emotional Functioning* includes interpersonal skills and the cognitive comfort and safety required in order to take risks and make mistakes.
- *Fine-motor Skills* include tasks that require small muscle movement and coordination such as manipulating objects (graphing, cutting with scissors, writing).

UDL Strategies to Enhance Access

Engagement

Representation

Action and Expression

Accessibility for Students with Visual Impairments

Illustrative Mathematics via Open Up Resources

Some direct quotations from the Committee:

- Tasks allow student to demonstrate understanding
- Students have opportunities to work, collaborate, and challenge partners
- There are many opportunities for single and multi-step problem solving opportunities
- Modeling is embedded within curriculum along with use of manipulatives
- Students are challenged to think, analyze, and solve problems in ways that are not typically structured the same
- Lessons address the standards in a way that provides a deep understanding of the major work
- Correlation to Mathematical Practices are embedded with each lesson and interwoven throughout each activity

Illustrative Mathematics via Open Up Resources

Some direct quotations from the Committee:

- Student discourse of the major work is embedded throughout
- Intentional and sufficient time is given for students to persevere in problem solving
- Mathematical Language Routines are addressed in all areas
- Does not “rescue” students from doing the math
- Students have opportunities to demonstrate proficiency of standards in several ways
- Materials feature high-quality conceptual problems and conceptual discussion questions
- Procedural skills are interwoven with a focus on developing conceptual understanding

What does it cost?

- Student Materials – \$24 per student edition ~ \$56,568
- Teacher Materials – \$110 per teacher ~ \$22,000
- Additional Costs – Vary by option

The Orange Public Schools Facilities Update



Edwin Vasquez
Manager of Security
July 12, 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 AC 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 Landscaping

Oakwood Avenue School

- As we continue to visit district properties, we noticed that the fence around the playground had to be addressed to ensure the continued safety of our staff and students.

Oakwood Avenue School

- These are some pictures of the newly installed fence



STEM Innovation Academy of the Oranges

- At STEM Innovation Academy of the Oranges, the flat roof needed to be fixed for the roof to drain properly. The district took precautionary matters and addressed this issue before it became a bigger problem.

STEM Innovation Academy of the Oranges



Photo 1

STEM First Floor Addition (June 25): The existing roof was torn off down to the concrete deck. Deck was primed prior to installed new insulation.

STEM Innovation Academy of the Oranges



Photo 2

STEM First Floor Addition (June 25): New tapered sump at internal drain locations getting installed.

STEM Innovation Academy of the Oranges



Photo 7

STEM First Floor Addition (June 25): New tapered insulation system installed over the concrete deck in insulation adhesive.

STEM Innovation Academy of the Oranges



Photo 10

STEM First Floor Addition (June 25): New tapered insulation system installed over the concrete deck in insulation adhesive. tapered sump installed at drain.

STEM Innovation Academy of the Oranges



Photo 35

STEM First Floor Addition (June 26): Modified bitumen mineral cap sheet installed throughout the field in cold applied adhesive.

In the
Month of
July 2022

- The team and I will continue to meet with the Schools Development Authority and Terminal Construction alongside the School Business Administrator, Mr. Jason Ballard 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

- 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.



Attendance Presentation from the Month of June 2022



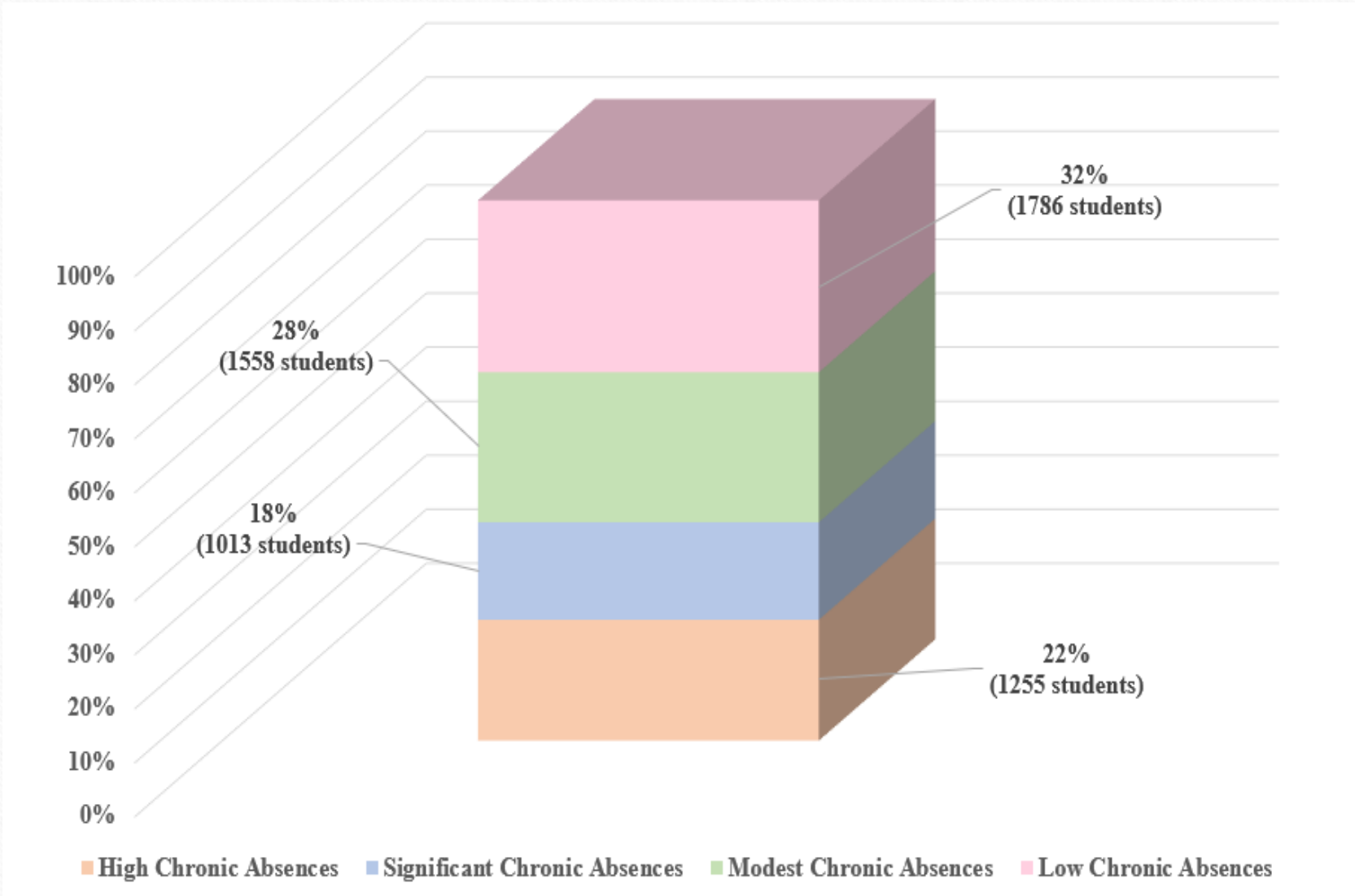
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July 12, 2022
Focus Core Area Number 1-4
District Goal Number 1-4

Chronically
Absence
Categories
are
Identified As:

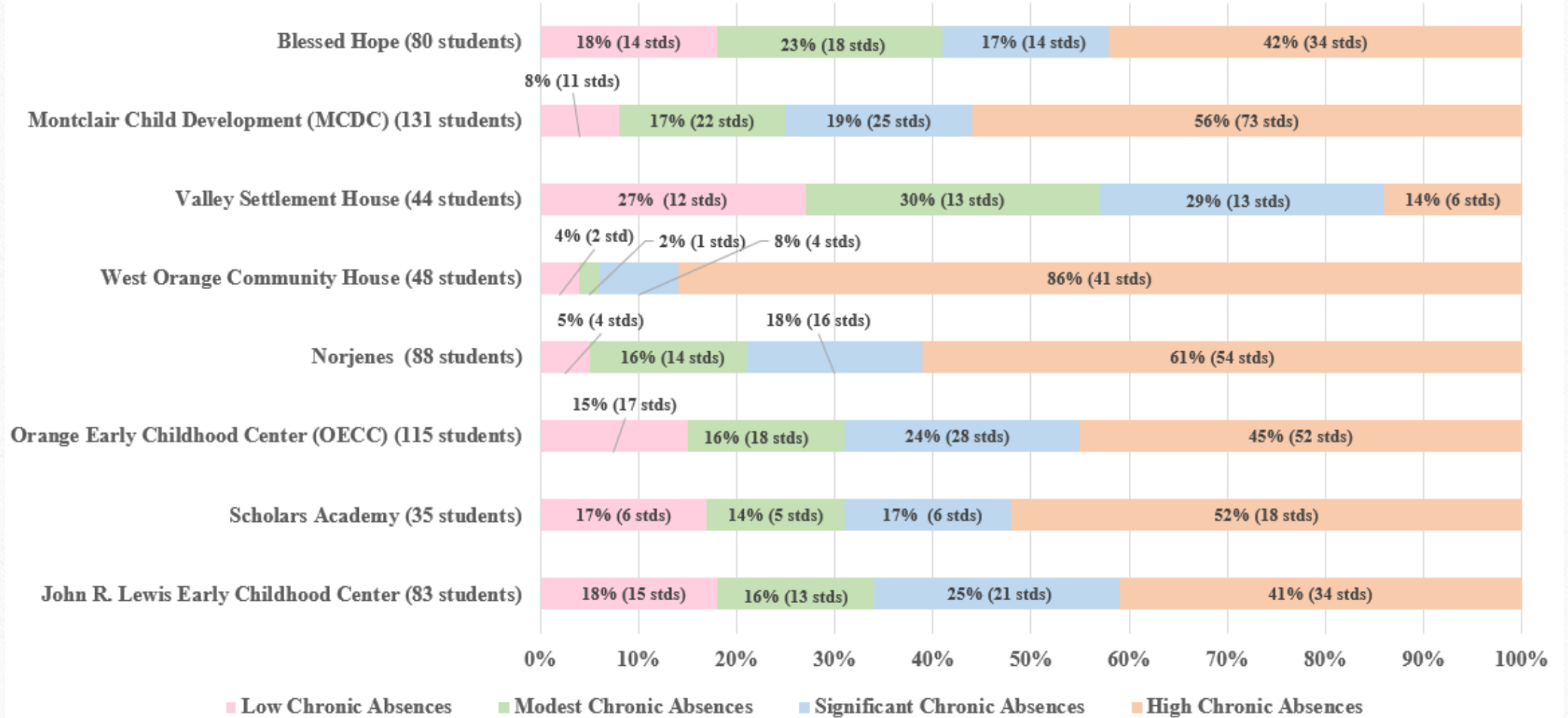
Absences Category	Cumulative Days Absent for the Month of June
High Chronic Absences	18 days or more
Significant Chronic Absences	12 to 17.99 days
Modest Chronic Absences	6 to 11.99 days
Low Chronic Absences	0 to 5.99 days

*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.

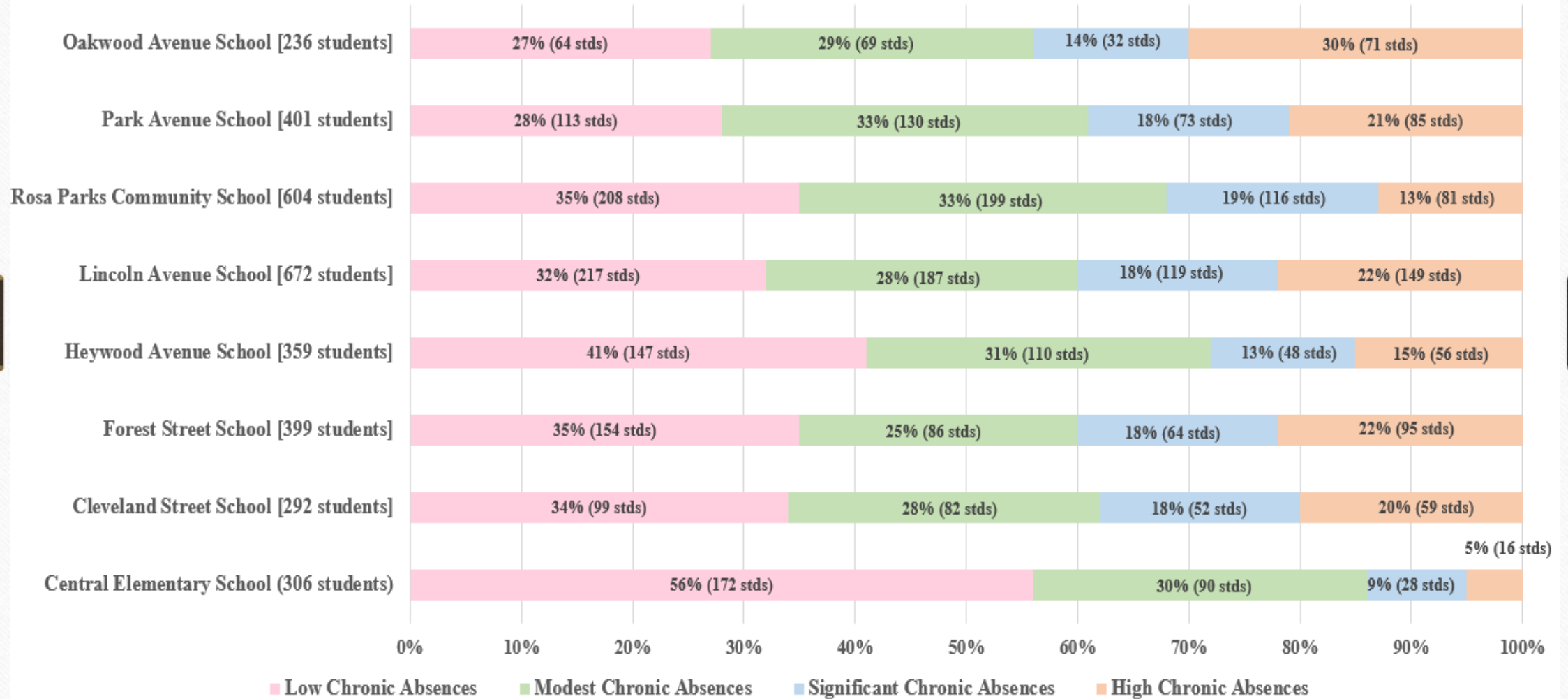
Cumulative Absences for the Month of June by Category



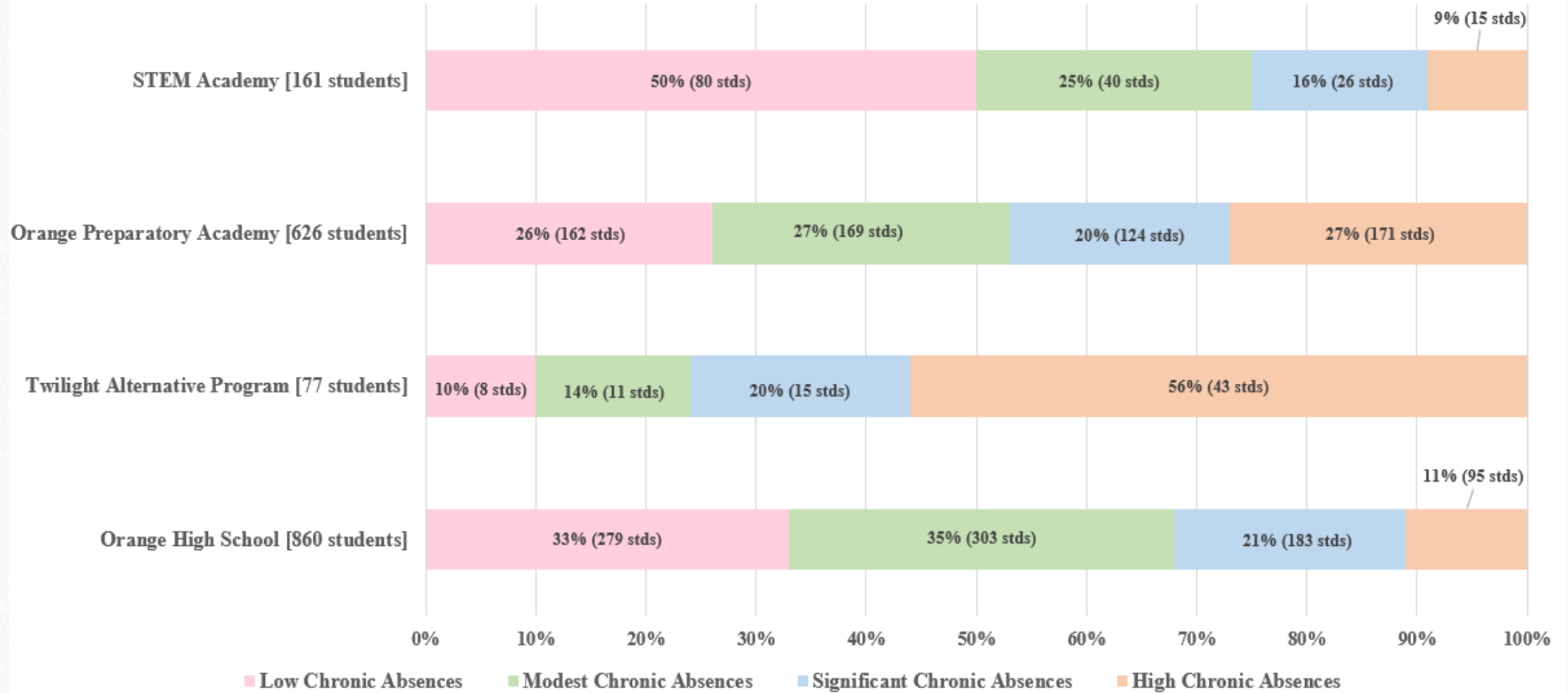
Cumulative Absences by School for the Month of June Early Childhood Program



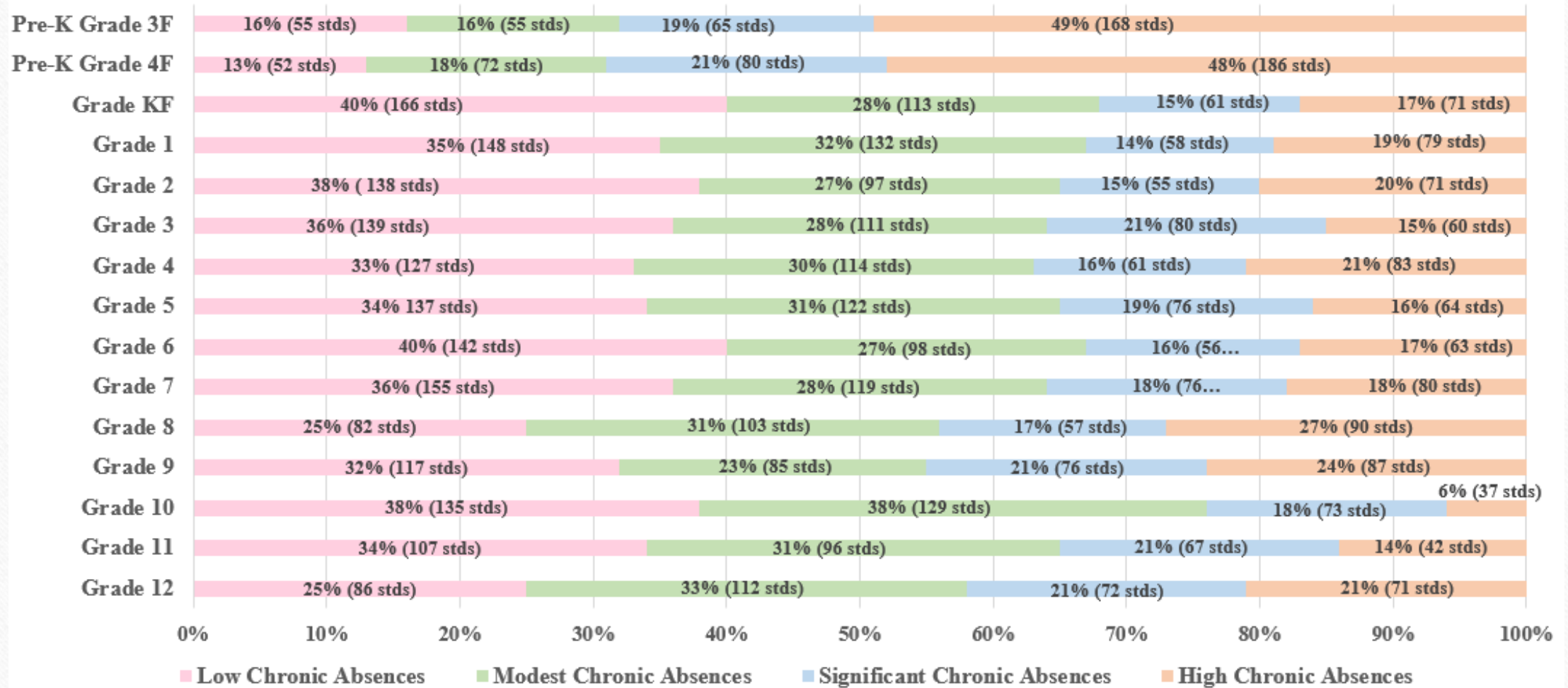
Cumulative Absences by School for the Month of June Kindergarten through Grade 7



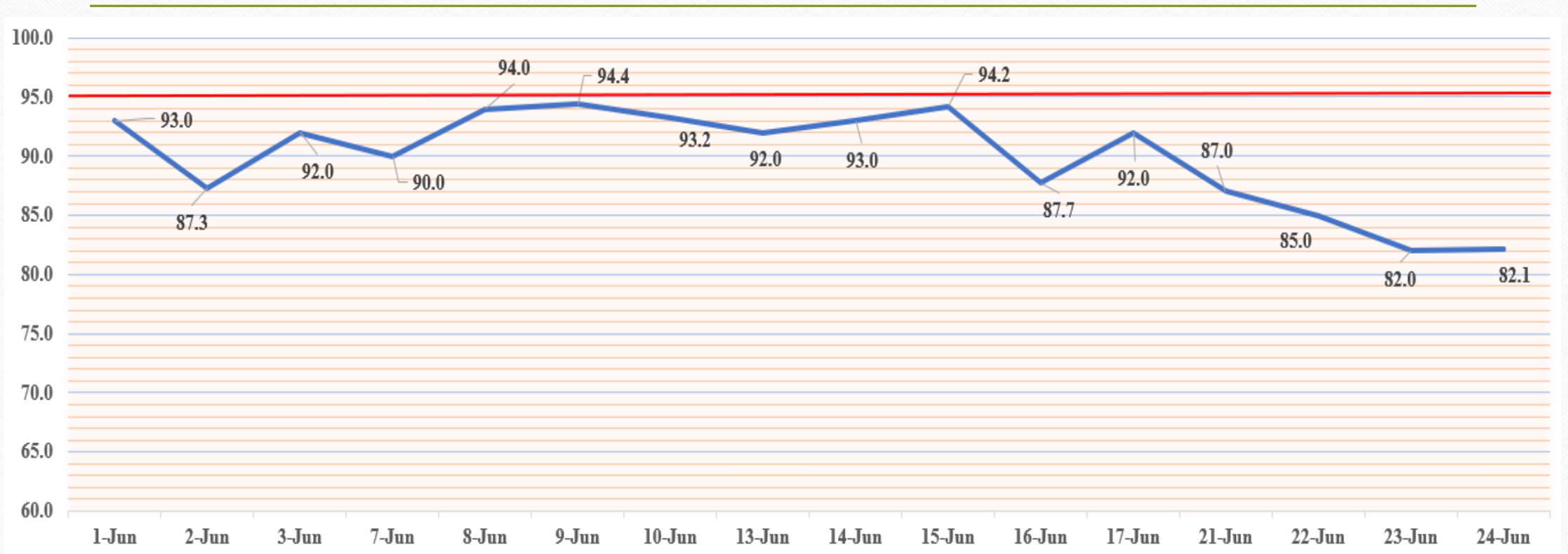
Cumulative Absences by School for the Month of June Grades 8 through 12



Cumulative Absences for the Month of June by Grade Level



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





**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.

- 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





Preschool 2022-2023

In-Person & Virtual Registration

PROGRAM INCLUDES:

- Breakfast & Lunch
- Special Needs & ELL Services
- High Scope Curriculum
- Certified Trained Staff
- Middle States Accredited
- And a lot more...

REQUIRED DOCUMENTS:

- Child's Original Birth Certificate
- Vaccination Record
- Current Lease or Mortgage Statement
- 2 Additional Proofs of address
- Photo I.D. of Parent/Guardian

DATES:

JULY

5, 6, 7, 12, 13 & 14 2022

9 AM - 1 PM

LOCATION:

Orange Early Childhood Center
397 Park Avenue, Orange, NJ

email contact:

prekindergartenregistration@orange.k12.nj.us

Orange Early Childhood Program includes all children regardless of abilities. If you are concerned that your child is learning or developing differently, you can call the District to request an evaluation for preschool special education and related services.

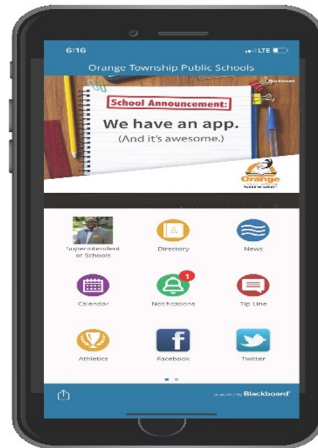
TO REGISTER ON THE
DATES LISTED ABOVE,
SCAN THE QR CODE



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



Announcing the NEW Orange Public Schools Mobile App!



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The app is **FREE** and available for **download today. You are encouraged to sign up.**

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2. Search **Orange Public Schools**
3. Then select our **Orange Public Schools** app for free download

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Download it today!

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