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

Gerald Fitzhugh, II, Ed.D.
Superintendent of Schools
" The Teaching Superintendent"
November 15, 2022
Focus Core Area Numbers 1- 4
District Goal Number 1-4 and All Sub Sections

Orange
Public Schools
"Good to Great"

Celebration of Students
Student of the Month Announcement

Gerald Fitzhugh, II, Ed.D.
Superintendent of Schools
" The Teaching Superintendent"
November 15, 2022
Focus Core Area Numbers 1 & 2
District Goal Number 1&4 and All Sub Sections

Orange
Public Schools
"Good to Great"

Students of the Month
October 2022
Congratulations to our STAR Students!

Name of School	Student of the Month
Orange High School	Akasha Baranello
Orange Preparatory Academy	Lindsay Carrion
Twilight U	Ludwin Currichich
Cleveland Street School	Jackson Jackman
Forest Street School	Nicole Alas Tobar
Heywood Avenue School	Callie Torres

Name of School	Student of the Month
Lincoln Avenue School	Nala Steele
Oakwood Avenue School	Oscar Gonzalez-Martinez
Rosa Parks Community School	Jessenia Lema
Park Avenue School	Nevaeh Holman
STEM Innovation Academy of the Oranges	Naomi Sonubi
Central Elementary School	Jordy Garcia

Start Strong:
Fall 2022 Assessment

Gerald Fitzhugh, II, Ed.D. Superintendent of Schools
&
Tina Powell, Ed.D.
Assistant Superintendent of Innovation and Systems
November 15, 2022

Start Strong Assessment Overview

Start Strong Fall 2022 assessments:

- Produced information to be used as a standards-based complement to the resources used by educators in their classrooms to evaluate the needs of students.

- Were administered quickly, in person, and provided immediate results.

- As determined by the U.S. Department of Education, the administration of Start Strong satisfied federal statewide assessment requirements to administer general assessments in English language arts, mathematics, and science only for the 2020-2021 school year. The spring NJSLA schedule will resume for the 2021-2022 school year.

Start Strong Fall 2022 assessments do not:

- Replace local standards-based benchmark assessments districts may already have in place.

- Replace the spring 2023 New Jersey Student Learning Assessments (NJSLA) statewide summative assessments or are predictive of their results.

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Start Strong Test Design

- Based on a **subset** of prioritized **prior-year** academic standards to provide a data point on the level of support a student may need to engage in grade-level content.

  - Example: Grade 5 ELA Start Strong assessment is aligned to a subset of the NJSLS for Grade 4 ELA.

  - Example: Algebra I Start Strong assessment is aligned to Grade 8 learning standards relevant to algebraic concepts.

- Used **released** high-quality items from the NJSLA item bank

- Contained efficient question types to produce on-demand results for educators

- Could be administered in 45–60 minutes

Note: **The test design, which allowed for shortened testing time and immediate results, means that Start Strong results must be interpreted and used differently than NJSLA results. They do not cover the breadth and depth of standards as seen on the NJSLA and do not support the same comparisons or inferences about student proficiency.**

Start Strong Grade And Content Alignment

Content Area	Grade/Course in SY 2021 - 2022	Content of the Assessment
English Language Arts (ELA)	• Grade 4 • Grade 5 • Grade 6 • Grade 7 • Grade 8 • Grade 9 • Grade 10	• Grade 3 • Grade 4 • Grade 5 • Grade 6 • Grade 7 • Grade 8 • Grade 9
Mathematics	• Grade 4 • Grade 5 • Grade 6 • Grade 7 • Grade 8 • Algebra 1 • Geometry • Algebra 2	• Grade 3 • Grade 4 • Grade 5 • Grade 6 • Grade 7 • Grade 8* • Grade 8* • Algebra 1
Science	• Grade 6 • Grade 9 • Grade 12	• Grades 3–5 • Grades 6–8 • Grades 9–11

• Students beginning Algebra I, Geometry, and/or Algebra II in the 2021–2022 school year may have taken different mathematics courses depending on their individual course pathways. The Start Strong Assessments for Algebra I and Geometry are based on the Grade 8 learning standards and, therefore, measure some of the same concepts. The Start Strong Assessment for Algebra 1 contains more items from the Grade 8 learning standards relevant to algebraic concepts, and the Start Strong Assessment for Geometry contains more items from the Grade 8 learning standards relevant to geometry concepts.

Start Strong Result Interpretation Considerations

When publicly reporting assessment results, consider the impacts of COVID-19 on learning and testing conditions, as well as the impact on student participation in the assessments, which were administered in person.

Districts **should not** compare any individual student/school/district Start Strong data to any state-level data for Start Strong, nor should comparisons be made to any NJSLA data.

Please note that the Start Strong assessments were not designed to predict future student performance on the NJSLA, nor was it designed to estimate what score a student would have received if they had taken the NJSLA in Spring 2021.

Start Strong Score Interpretations

- All students are described as possibly needing support regardless of how well they perform on the Start Strong Assessment. Students for whom Less Support May Be Needed may or may not require additional academic/instructional support in the tested content area, while students for whom Strong Support May Be Needed will likely benefit from considerable academic/instructional support in the tested content area.

Table 3. Start Strong Support Levels and NJSLA Performance Levels

Start Strong Support Levels	NJSLA-ELA Performance Level	NJSLA-Math Performance Level	NJSLA-Science Performance Level
Strong Support May Be Needed	• Did Not Yet Meet Expectations • Partially Met Expectations	• Did Not Yet Meet Expectations • Partially Met Expectations	• Below Proficient
Some Support May Be Needed	• Approached Expectations	• Approached Expectations	• Near Proficiency
Less Support May Be Needed	• Met expectations • Exceeded expectations	• Met Expectations • Exceeded Expectations	• Proficient • Advanced Proficiency

Start Strong Result Interpretation Considerations, Continued

Start Strong assessments provide a data point to support:

- District-level curriculum planning and revisiting prerequisite concepts and skills (Note: District curriculum was revisited such to provide stronger supports for remediation/acceleration/enrichment).

- Evaluating scope and sequence based on distribution of student support needs

- Providing professional learning supports for differentiation and scaffolding based on student results, aligned to principles and practices outlined in the NJDOE Learning Acceleration Guide

- Using the Individual Student Reports (ISRs) for conversations between parents and educators on where their child might need support at the beginning of the school year

District And School Context That Impacted Start Strong Data

The Department encourages districts to clearly and prominently provide information about the context of Start Strong data, including its limitations as a result of the pandemic or other factors.

The results should include clearly worded context that such data are incomplete and/or not representative of the make-up of the district or school population.

For example, if a district sees:
- Low participation rates at a school as a result of school quarantine.
- Skewed results at school/grade level as a result of large numbers of individual student quarantines.

As always, assessment data should be analyzed alongside other important measures of student outcomes, like benchmark assessments, teacher-created formative assessments, and attendance data to provide a more complete perspective on resources, support, and student success.

Orange Public Schools
Number of Students Tested*
Start Strong Fall 2022
Administrations

- Note: "Students Tested" represents individual valid test scores for English Language Arts, Mathematics and Science

- * includes OOD and shared time Voc Tech students

English Language Arts	Students Tested	Mathematics	Students Tested	Science	Students Tested
ELA04	371	MAT04	381		
ELA05	356	MAT05	361		
ELA06	368	MAT06	376	SC06	377
ELA07	336	MAT07	343		
ELA08	401	MAT08	369		
ELA09	286	Algebra I	359	SC09	283
ELA10	323	Geometry	385		
		Algebra II	340	SC12	290
Total	2,441	Total	2,914	Total	950

Orange Public Schools
Start Strong Fall 2022 Administrations
English Language Arts – Support Levels

Grade	Strong Support May Be Needed (Count)	Strong Support **May Be** Needed (Percentage)	Some Support **May Be** Needed (Count)	Some Support **May Be** Needed (Percentage)	Less Support **May Be** Needed (Count)	Less Support **May Be** Needed (Percentage)
	225	**60%**	73	**20%**	74	**20%**
5	163	**46%**	96	**27%**	97	**27%**
	191	**52%**	76	**21%**	101	**28%**
7	154	**46%**	87	**26%**	95	**29%**
	217	**54%**	85	**21%**	99	**25%**
9	129	**45%**	37	**13%**	119	**42%**
	137	**42%**	56	**17%**	130	**40%**

Orange Public Schools
Start Strong Fall 2022
Administrations
Mathematics – Support Levels

Grade	Strong Support May Be Needed (Count)	Strong Support **May Be** Needed (Percentage)	Some Support **May Be** Needed (Count)	Some Support **May Be** Needed (Percentage)	Less Support **May Be** Needed (Count)	Less Support **May Be** Needed (Percentage)
	223	**59%**	105	**28%**	54	**14%**
5	275	**76%**	54	**15%**	32	**9%**
	277	**74%**	68	**18%**	31	**8%**
7	199	**60%**	92	**28%**	52	**16%**
	219	**60%**	113	**31%**	37	**10%**
Algebra I	255	**72%**	74	**21%**	28	**8%**
	258	**67%**	57	**15%**	70	**18%**
Algebra II	205	**60%**	91	**27%**	44	**13%**

- *Approximately 30,000 New Jersey students in grade 8 participated in the Algebra I assessment. Thus, Math 8 outcomes are not representative of grade 8 performance as a whole.

Grade	Strong Support May Be Needed (Count)	Strong Support **May Be** Needed (Percentage)	Some Support **May Be** Needed (Count)	Some Support **May Be** Needed (Percentage)	Less Support **May Be** Needed (Count)	Less Support **May Be** Needed (Percentage)
6	259	**69%**	80	**21%**	38	**10%**
9	175	**61%**	95	**34%**	13	**5%**
12	203	**70%**	52	**18%**	35	**12%**

Orange Public schools Start Strong Fall 2022 Administrations
Science – Support Levels

Orange Public Schools
Start Strong Fall 2022 School- & Grade-Level Outcomes
English Language Arts Grade 4 – Support Levels

ELA04	Strong Support May Be Needed (Count)	Strong Support May Be Needed (Percentage)	Some Support May Be Needed (Count)	Some Support May Be Needed (Percentage)	Less Support May Be Needed (Count)	Less Support May Be Needed (Percentage)
Cleveland	22	59%	9	24%	6	16%
Forest	19	47%	11	28%	10	25%
Heywood	34	65%	11	21%	7	13%
Lincoln	54	73%	13	18%	7	9%
Rosa Parks	65	60%	19	17%	25	23%
Oakwood	13	57%	4	17%	6	26%
Park	19	51%	6	16%	12	32%
District	225	61%	73	20%	73	20%

Orange Public Schools
Start Strong Fall 2022 School- & Grade-Level Outcomes
English Language Arts Grade 5 – Support Levels

ELA05	Strong Support May Be Needed (Count)	Strong Support **May Be** Needed (Percentage)	Some Support **May Be** Needed (Count)	Some Support **May Be** Needed (Percentage)	Less Support **May Be** Needed (Count)	Less Support **May Be** Needed (Percentage)
Cleveland	17	45%	12	32%	9	24%
Forest	7	22%	8	26%	16	52%
Heywood	16	36%	12	27%	16	27%
Lincoln	36	48%	21	28%	18	24%
Rosa Parks	49	48%	29	28%	25	24%
Oakwood	15	54%	5	18%	8	29%
Park	25	66%	9	24%	4	11%
District	163	46%	96	27%	96	27%

Orange Public Schools
Start Strong Fall 2022 School- & Grade-Level Subgroups
English Language Arts Grade 5 – Support Levels Percentages

Subgroup	Strong Support Needed	Some Support Needed	Less Support Needed
District			
Students with Disabilities			
English Learners			
Economically Disadvantaged Students			

Orange Public Schools
Start Strong Fall 2022 School- & Grade-Level Outcomes
English Language Arts Grade 6 – Support Levels

ELA06	Strong Support May Be Needed (Count)	Strong Support **May Be** Needed (Percentage)	Some Support **May Be** Needed (Count)	Some Support **May Be** Needed (Percentage)	Less Support **May Be** Needed (Count)	Less Support **May Be** Needed (Percentage)
Cleveland	32	73%	7	16%	5	11%
Forest	9	25%	11	31%	16	44%
Heywood	18	47%	8	21%	12	32%
Lincoln	42	50%	17	20%	25	30%
Rosa Parks	52	54%	20	21%	25	26%
Oakwood	8	42%	6	32%	5	26%
Park	29	62%	9	19%	12	26%
District	190	52%	75	21%	100	27%

Orange Public Schools
Start Strong Fall 2022 School- & Grade-Level Subgroups
English Language Arts Grade 6 – Support Levels Percentages

Subgroup	Strong Support Needed	Some Support Needed	Less Support Needed
District			
Students with Disabilities			
English Learners			
Economically Disadvantaged Students			

Orange Public Schools
Start Strong Fall 2022 School- & Grade-Level Outcomes
English Language Arts Grade 7 – Support Levels

ELA07	Strong Support May Be Needed (Count)	Strong Support **May Be** Needed (Percentage)	Some Support **May Be** Needed (Count)	Some Support **May Be** Needed (Percentage)	Less Support **May Be** Needed (Count)	Less Support **May Be** Needed (Percentage)
Cleveland	9	45%	2	10%	9	45%
Forest	13	30%	14	32%	17	39%
Heywood	6	19%	10	31%	16	50%
Lincoln	45	54%	18	21%	21	25%
Rosa Parks	50	48%	32	31%	22	21%
Oakwood	10	67%	2	13%	3	20%
Park	23	59%	9	39%	7	18%
District	154	46%	87	26%	95	28%

Orange Public Schools
Start Strong Fall 2022 School- & Grade-Level Subgroups
English Language Arts Grade 7 – Support Level Percentages

Subgroup	Strong Support Needed	Some Support Needed	Less Support Needed
District			
Students with Disabilities			
English Learners			
Economically Disadvantaged Students			

Orange Public Schools
Start Strong Fall 2022 School- & Grade-Level Outcomes
English Language Arts Grade 8 – Support Levels

ELA08	Strong Support May Be Needed (Count)	Strong Support **May Be** Needed (Percentage)	Some Support **May Be** Needed (Count)	Some Support **May Be** Needed (Percentage)	Less Support **May Be** Needed (Count)	Less Support **May Be** Needed (Percentage)
Orange Prep	216	**54%**	85	**21%**	98	**25%**
District	216	**54%**	85	**21%**	98	**25%**

Orange Public Schools
Start Strong Fall 2022 School- & Grade-Level Subgroups
English Language Arts Grade 8 – Support Level Percentages

Subgroup	Strong Support Needed	Some Support Needed	Less Support Needed
District			
Students with Disabilities			
English Learners			
Economically Disadvantaged Students			

Orange Public Schools
Start Strong Fall 2022 School- & Grade-Level Outcomes
English Language Arts Grade 9 – Support Levels

ELA09	Strong Support May Be Needed (Count)	Strong Support **May Be** Needed (Percentage)	Some Support **May Be** Needed (Count)	Some Support **May Be** Needed (Percentage)	Less Support **May Be** Needed (Count)	Less Support **May Be** Needed (Percentage)
Orange High	126	**53%**	31	**13%**	81	**34%**
STEM	4	**9%**	6	**13%**	36	**78%**
District	130	**46%**	37	**13%**	117	**41%**

Orange Public Schools
Start Strong Fall 2022 School- & Grade-Level Subgroups
English Language Arts Grade 9 – Support Level Percentages

Subgroup	Strong Support Needed	Some Support Needed	Less Support Needed
District			
Students with Disabilities			
English Learners			
Economically Disadvantaged Students			

Orange Public Schools
Start Strong Fall 2022 School- & Grade-Level Outcomes
English Language Arts Grade 10 – Support Levels

ELA10	Strong Support May Be Needed (Count)	Strong Support **May Be** Needed (Percentage)	Some Support **May Be** Needed (Count)	Some Support **May Be** Needed (Percentage)	Less Support **May Be** Needed (Count)	Less Support **May Be** Needed (Percentage)
Orange High	131	**47%**	54	**19%**	95	**34%**
STEM	6	**14%**	2	**5%**	35	**81%**
District	137	**42%**	56	**17%**	130	**40%**

Orange Public Schools
Start Strong Fall 2022 School- & Grade-Level Subgroups
English Language Arts Grade 10 – Support Levels

Subgroup	Strong Support Needed	Some Support Needed	Less Support Needed
District			
Students with Disabilities			
English Learners			
Economically Disadvantaged Students			

Orange Public Schools
Start Strong Fall 2022 School- & Grade-Level Outcomes
Mathematics Grade 4 – Support Levels

MAT04	Strong Support May Be Needed (Count)	Strong Support **May Be Needed** (Percentage)	Some Support **May Be Needed** (Count)	Some Support **May Be Needed** (Percentage)	Less Support **May Be Needed** (Count)	Less Support **May Be Needed** (Percentage)
Cleveland	24	63%	9	24%	5	13 %
Forest	20	50%	16	40%	4	10%
Heywood	33	63%	11	21%	8	15%
Lincoln	46	57%	27	33%	8	10%
Rosa Parks	64	58%	28	25%	19	17%
Oakwood	19	83%	2	9%	2	9%
Park	18	49%	12	32%	7	19%
District	223	59%	105	28%	53	14%

Orange Public Schools
Start Strong Fall 2022 School- & Grade-Level Subgroups
Mathematics Grade 4 – Support Level Percentages

Subgroup	Strong Support Needed	Some Support Needed	Less Support Needed
District			
Students with Disabilities			
English Learners			
Economically Disadvantaged Students			

Orange Public Schools
Start Strong Fall 2022 School- & Grade-Level Outcomes
Mathematics Grade 5 – Support Levels

MAT05	Strong Support May Be Needed (Count)	Strong Support May Be Needed (Percentage)	Some Support May Be Needed (Count)	Some Support May Be Needed (Percentage)	Less Support May Be Needed (Count)	Less Support May Be Needed (Percentage)
Cleveland	30	79%	4	11%	4	11%
Forest	18	56%	10	31%	4	13%
Heywood	30	68%	5	11%	9	20%
Lincoln	65	84%	7	9%	5	6%
Rosa Parks	81	77%	17	16%	7	6%
Oakwood	21	75%	4	14%	3	11%
Park	31	82%	7	18%	0	0%
District	274	76%	54	15%	32	9%

Orange Public Schools
Start Strong Fall 2022 School- & Grade-Level Subgroups
Mathematics Grade 5 – Support Levels Percentages

Subgroup	Strong Support Needed	Some Support Needed	Less Support Needed
District			
Students with Disabilities			
English Learners			
Economically Disadvantaged Students			

Orange Public Schools
Start Strong Fall 2022 School- & Grade-Level Outcomes
Mathematics Grade 6 – Support Levels

MAT06	Strong Support May Be Needed (Count)	Strong Support **May Be Needed** (Percentage)	Some Support **May Be** Needed (Count)	Some Support **May Be Needed** (Percentage)	Less Support **May Be** Needed (Count)	Less Support **May Be Needed** (Percentage)
Cleveland	41	**89%**	3	**7%**	2	**4%**
Forest	16	**43%**	16	**43%**	5	**14%**
Heywood	18	**46%**	11	**28%**	10	**26%**
Lincoln	67	**81%**	15	**18%**	1	**1%**
Rosa Parks	84	**82%**	15	**15%**	4	**4%**
Oakwood	12	**63%**	3	**16%**	4	**21%**
Park	39	**83%**	4	**9%**	4	**9%**
District	277	**74%**	67	**18%**	30	8%

Orange Public Schools
Start Strong Fall 2022 School- & Grade-Level Subgroups
Mathematics Grade 6 – Support Levels Percentages

Subgroup	Strong Support Needed	Some Support Needed	Less Support Needed
District			
Students with Disabilities			
English Learners			
Economically Disadvantaged Students			

Orange Public Schools
Start Strong Fall 2022 School- & Grade-Level Outcomes
Mathematics Grade 7 – Support Levels

MAT07	Strong Support May Be Needed (Count)	Strong Support **May Be** Needed (Percentage)	Some Support **May Be** Needed (Count)	Some Support **May Be** Needed (Percentage)	Less Support **May Be** Needed (Count)	Less Support **May Be** Needed (Percentage)
Cleveland	11	55%	2	10%	7	35%
Forest	17	40%	17	40%	9	21%
Heywood	13	41%	7	22%	12	38%
Lincoln	58	67%	19	22%	10	11%
Rosa Parks	61	56%	36	33%	12	11%
Oakwood	10	66%	4	27%	1	7%
Park	31	79%	7	18%	1	3%
District	199	58%	92	27%	52	15%

Orange Public Schools
Start Strong Fall 2022 School- & Grade-Level Subgroups
Mathematics Grade 7 – Support Level Percentages

Subgroup	Strong Support Needed	Some Support Needed	Less Support Needed
District			
Students with Disabilities			
English Learners			
Economically Disadvantaged Students			

Orange Public Schools
Start Strong Fall 2022 School- & Grade-Level Outcomes
Mathematics Grade 8 – Support Levels

MAT08	Strong Support May Be Needed (Count)	Strong Support **May Be** Needed (Percentage)	Some Support **May Be** Needed (Count)	Some Support **May Be** Needed (Percentage)	Less Support **May Be** Needed (Count)	Less Support **May Be** Needed (Percentage)
Orange Prep	218	**59%**	113	**31%**	36	**10%**
District	218	**59%**	113	**31%**	36	**10%**

Orange Public Schools
Start Strong Fall 2022 School- & Grade-Level Subgroups
Mathematics Grade 8 – Support Level Percentages

Subgroup	Strong Support Needed	Some Support Needed	Less Support Needed
District			
Students with Disabilities			
English Learners			
Economically Disadvantaged Students			

Orange Public Schools
Start Strong Fall 2022 School- & Grade-Level Outcomes
Algebra I – Support Levels

Algebra I	Strong Support May Be Needed (Count)	Strong Support **May Be** Needed (Percentage)	Some Support **May Be** Needed (Count)	Some Support **May Be** Needed (Percentage)	Less Support **May Be** Needed (Count)	Less Support **May Be** Needed (Percentage)
Orange Prep	8	**21%**	16	**42%**	14	**37%**
Orange High	237	**82%**	47	**16%**	6	**2%**
STEM	9	**32%**	11	**39%**	8	**29%**
District	254	**71%**	74	**21%**	28	**8%**

Orange Public Schools
Start Strong Fall 2022 School- & Grade-Level Subgroups
Algebra I – Support Level Percentages

Subgroup	Strong Support Needed	Some Support Needed	Less Support Needed
District			
Students with Disabilities			
English Learners			
Economically Disadvantaged Students			

Orange Public Schools
Start Strong Fall 2022 School- & Grade-Level Outcomes
Geometry – Support Levels

Geometry	Strong Support May Be Needed (Count)	Strong Support **May Be** Needed (Percentage)	Some Support **May Be** Needed (Count)	Some Support **May Be** Needed (Percentage)	Less Support **May Be** Needed (Count)	Less Support **May Be** Needed (Percentage)
Orange High	255	**74%**	48	**14%**	41	**12%**
STEM	3	**7%**	9	**22%**	29	**71%**
District	258	**67%**	57	**15%**	70	**18%**

Orange Public Schools
Start Strong Fall 2022 School- & Grade-Level Subgroups
Geometry – Support Level Percentages

Subgroup	Strong Support Needed	Some Support Needed	Less Support Needed
District			
Students with Disabilities			
English Learners			
Economically Disadvantaged Students			

Orange Public Schools
Start Strong Fall 2022 School- & Grade-Level Outcomes
Algebra II – Support Levels

Algebra II	Strong Support May Be Needed (Count)	Strong Support **May Be** Needed (Percentage)	Some Support **May Be** Needed (Count)	Some Support **May Be** Needed (Percentage)	Less Support **May Be** Needed (Count)	Less Support **May Be** Needed (Percentage)
Orange High	200	**66%**	80	**26%**	24	**8%**
STEM	5	**14%**	11	**31%**	20	**56%**
District	205	**60%**	91	**27%**	44	**13%**

Orange Public Schools
Start Strong Fall 2022 School- & Grade-Level Subgroups
Algebra II – Support Level Percentages

Subgroup	Strong Support Needed	Some Support Needed	Less Support Needed
District			
Students with Disabilities			
English Learners			
Economically Disadvantaged Students			

Orange Public Schools
Start Strong Fall 2022 School- & Grade-Level Outcomes
Science Grade 6 – Support Levels

SC06	Strong Support May Be Needed (Count)	Strong Support May Be Needed (Percentage)	Some Support May Be Needed (Count)	Some Support May Be Needed (Percentage)	Less Support May Be Needed (Count)	Less Support May Be Needed (Percentage)
Cleveland	36	78%	6	13%	4	9%
Forest	21	57%	13	35%	3	8%
Heywood	22	57%	12	32%	4	11%
Lincoln	64	76%	13	15%	7	8%
Rosa Parks	67	65%	28	27%	8	8%
Oakwood	12	63%	4	21%	3	16%
Park	36	77%	2	4%	9	19%
District	259	69%	78	21%	38	10%

Orange Public Schools
Start Strong Fall 2022 School- & Grade-Level Subgroups
Science Grade 6 – Support Level Percentages

Subgroup	Strong Support Needed	Some Support Needed	Less Support Needed
District			
Students with Disabilities			
English Learners			
Economically Disadvantaged Students			

Strong Fall 2022 School- & Grade-Level Outcomes
Science Grade 9 – Support Levels

SC09	Strong Support May Be Needed (Count)	Strong Support **May Be** Needed (Percentage)	Some Support **May Be** Needed (Count)	Some Support **May Be** Needed (Percentage)	Less Support **May Be** Needed (Count)	Less Support **May Be** Needed (Percentage)
Orange High	161	**69%**	71	**30%**	3	**1%**
STEM	13	**28%**	24	**52%**	9	**20%**
District	174	**62%**	95	**34%**	12	**4%**

Orange Public Schools
Start Strong Fall 2022 School- & Grade-Level Subgroups
Science Grade 9 – Support Level Percentages

Subgroup	Strong Support Needed	Some Suppor4%t Needed	Less Support Needed
District			
Students with Disabilities			
English Learners			
Economically Disadvantaged Students			

Orange Public Schools
Start Strong Fall 2022 School- & Grade-Level Outcomes
Science Grade 12 – Support Levels

SC12	Strong Support May Be Needed (Count)	Strong Support **May Be** Needed (Percentage)	Some Support **May Be** Needed (Count)	Some Support **May Be** Needed (Percentage)	Less Support **May Be** Needed (Count)	Less Support **May Be** Needed (Percentage)
Orange High	196	**79%**	35	**14%**	16	**6%**
STEM	6	**14%**	17	**40%**	19	**45%**
District	202	**70%**	52	**18%**	35	**12%**

Orange Public Schools
Start Strong Fall 2022 School- & Grade-Level Subgroups
Science Grade 12 – Support Level Percentages

Subgroup	Strong Support Needed	Some Support Needed	Less Support Needed
District			
Students with Disabilities			
English Learners			
Economically Disadvantaged Students			

Orange Public Schools
Subgroup
Start Strong Fall 2022 Administrations
English Language Arts- Percentages

Subgroup	Strong Support Needed	Some Support Needed	Less Support Needed
District			
Female			
Male			
IEP			
504			
ELL Current			
ELL Former			
Economically Disadvantage			
NON-Economically Disadvantage			

Orange Public Schools
Subgroup
Start Strong Fall 2022 Administrations
Mathematics - Percentages

Subgroup	Strong Support Needed	Some Support Needed	Less Support Needed
District			
Female			
Male			
IEP			
504			
ELL Current			
ELL Former			
Economically Disadvantage			
NON-Economically Disadvantage			

Orange public Schools
Subgroup
Start Strong Fall 2022 Administrations
Science - Percentages

Subgroup	StrongSupport Needed	Some Support Needed	Less Support Needed
District			
Female			
Male			
IEP			
504			
ELL Current			
ELL Former			
Economically Disadvantage			
NON-Economically Disadvantage			

Intervention Strategies

- Multi-tiered systems of support are occurring through multiple formats with a need to expand these opportunities in the 2022-2023 school year.

- The District continues to advance the consistent implementation of developmentally appropriate, evidence-based instructional materials and strategies, appropriate to support each special education and bilingual/ESL service, informed by students' individualized plans (ex: IEPs, transition) or ACCESS level (post- secondary education, employment, and independent living skills.) The District has established and maintains comprehensive and current Pre-K to 12th grade educational programs for all curricula areas through the development, implementation, and evaluation of courses of study, curricular guides, and instructional services.

- The District supports students using personalized and blended learning models occurring during the instructional blocks in ELA and Mathematics. The models reflect small group, teacher lead opportunities for differentiation; technology-enhanced stations offering personalized pathways through resources such as iReady; etc.

- Extracurricular Programming (After School): Schools have identified students using data and other inputs and have tailored after school academic interventions across the core content areas; including ELA and mathematics.

- The District has instituted formal pull-out academic intervention programs in two pilot sites; serviced by Interventionists in ELA and mathematics whereby select Tier II and III students received intervention support 2 days per week. The sessions are customized and provide multiple and continuous opportunities for goal setting, feedback, parental involvement and progress monitoring.

- The District has instituted formal and individualized tutoring support for 1))+ students to receive live, synchronous virtual tutoring in preparation for State and college-readiness assessments (NJSLA, AP, and SAT support) and to address learning losses occurring during the pandemic.

New Jersey Student Learning Assessment Results in Science

Gerald Fitzhugh, II, Ed.D.
Superintendent of Schools
&
Tina Powell
Assistant Superintendent of Innovation and Systems
November 15, 2022

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District NJSLA-Science Comparison 2019 to 2022

Science	2019 Orange % Performance Level 3 & 4	2022 Orange % Performance Level 3 & 4	2022 New Jersey % Performance Level 3 & 4	Orange Difference	NJ Difference 2019-2022
5	8.3%	8%	26%	-.3	-3.3
8	5.3%	2.2%	16%	-3.1	-3.8
11	7.7%	16.7%	29%	9	1.7

NJSLA-Science Grade 5

Performance Distribution By %	PL1 Below Proficient	PL1 Below Proficient	PL2 Near Proficient (count)	PL2 Near Proficient	PL3 Proficient (count)	PL3 Proficient	PL4 Advanced Proficient (count)	PL4 Advanced Proficient
Cleveland Street	33	83%	5	13%	2	5%	0	0%
Forest Street Community	30	64%	11	23%	5	11%	1	2%
Heywood Avenue	22	50%	13	30%	8	18%	1	2%
Lincoln Avenue	50	68%	19	26%	4	5%	0	0%
Oakwood Ave Community	14	67%	3	14%	4	19%	0	0%
Park Avenue	32	71%	8	18%	4	9%	1	2%
Rosa Parks Community	91	76%	27	23%	1	1%	0	0%
District	272	70%	86	22%	28	7%	3	1%

NJSLA-Science Grade 8

Performance Distribution By %	PL1 Below Proficient (count)	PL1 Below Proficient	PL2 Near Proficient (count)	PL2 Near Proficient	PL3 Proficient (count)	PL3 Proficient	PL4 Advanced Proficient (count)	PL4 Advanced Proficient
Orange Preparatory Academy of Inquiry &Innovation	214	67%	100	31%	6	2%	1	0.4%
District	214	67%	100	31%	6	2%	1	0.4%

NJSLA-Science Grade 11

Performance Distribution By %	PL1 Below Proficient (count)	PL1 Below Proficient	PL2 Near Proficient (count)	PL2 Near Proficient	PL3 Proficient (count)	PL3 Proficient	PL4 Advanced Proficient (count)	PL4 Advanced Proficient
OHS	197	72%	39	14%	20	7%	0	0%
STEM	3	7%	10	23%	20	47%	10	23%
District	200	63%	49	15%	40	13%	10	3%

ACCESS for ELL's

Tina Powell, Ed.D.

Assistant Superintendent of Innovation and Systems

November 15, 2022

State of the District

- The Orange Public School's current enrollment is **5,889** students

- The total number of student receiving English Language Learner support is **1,060** students (18% of the total population)

- The District operates Bilingual programs (instruction in dual languages) in 4 schools:

Native Languages spoken in OPS: Afrikaans, Dutch, French, Haitian Creole, Creole Pidgins, Hungarian, Ibo, Spanish, and Yoruba…

State of the District

Bilingual Programming: *Based on the tenet that children's first language skills must be well developed to ensure that their academic and linguistic performance in the second language is maximized.*

The District operates Bilingual programs (instruction in dual languages) in 4 schools:

- Central (SPA, K – 2)
- Rosa Parks (SPA, 3 - 7)
- Lincoln (SPA, K – 4)
- Oakwood (HC, K – 3)

218 students

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State of the District

ESL Programming: *Designed to meet both state academic standards and develop English language proficiency*

- The District operates English as a Second Language supports in 10 schools:

  - Central
  - Cleveland
  - Forest
  - Heywood
  - Lincoln
  - Rosa Parks
  - Oakwood
  - Park
  - Orange Preparatory Academy of Inquiry and Innovation
  - Orange High School

842 students*

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What We've Done So Far this Year

- Updated all of our Genesis records to ensure that students are properly assigned and in the correct programs
- Processed 198 new ELL students and started this year
- Ensured that all Bilingual Classrooms will have core requisite materials in English & Spanish (where available) inclusive of classroom libraries
- Ensured that all Bilingual Classrooms will have access to core requisite materials via Snap & Read where dual language materials are not available
- Extending our Supervision and Coaching Models to engage all bilingual teachers in content coaching throughout the year

ACCESS

- Annual proficiency tests providing individualized student performance and monitoring of progress in English language proficiency.

- Supports the teaching and learning of English language learners (ELLs)

- Standards-referenced test

- Students are not ranked against each other or against the expected performance of monolingual English speakers

- Takes place across several days among four language domains: *Listening, Speaking, Reading, and Writing*

- Individual Student Report: Single student's performance, including proficiency level and scale scores for each language domain and four composite areas

- Student Roster Report: Overview report of group performance proficiency level, scale scores for each language domain and composite area by school, grade, tier, and grade-level cluster

- Frequency Report: Report for a single grade in a school, district, number and percentage of tested students that achieved proficiency level

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Proficiency Levels

- Interpretive scores are based on the 4 language domains (*Listening, Speaking, Reading, and Writing*) and describe the student's performance in terms of the six WIDA English Language Proficiency Levels:

  ➢ Level 1-Entering: knows and uses minimal social language and minimal academic language with visual and graphic support

  ➢ Level 2-Emerging: knows and uses some social English and general academic language with visual and graphic support

  ➢ Level 3-Developing: knows and uses social English and some specific academic language with visual and graphic support

  ➢ Level 4-Expaniding: knows and uses social English and some technical academic language

  ➢ Level 5-Bridging: knows and uses social and academic language working with grade level material

  ➢ Level 6-Reaching: knows and uses social and academic language at the highest level measured by this test

- Proficiency levels are grade and domain specific which informs what students at this level can generally understand and communicate in English.

How is ACCESS data used?

Entering Placement Decisions (K – 7)

- 1 – 1.9: Bilingual Placement
  - 2 – 2.9: ESL placement

Exiting Cut Scores (K – 7)

- 3.0 Exiting of Bilingual Program
  - 4.5: Exiting of ELL Programs

Entering Placement Decisions (8 - 12)

- 1 – 1.9: NCA-I
- 2 – 2.9: NCA-II

Exiting Cut Scores (8 - 12)

- 3.0 – 3.9: Intermediate
- 4.0 – 4.4: Advanced
- 4.0 - 4.5: Exiting of ELL Programs

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Additional Data Used to Make Decisions:

- Age of Student

- Years of ESL Service

- Acadience Reading Level

- iReady Math Level

- Grades for Core Subjects

- Class Performance/Student Work

- Speaking, Listening, Reading, Writing Performance Indicators

- ESL/Teacher Team Recommendation

- Exit Meeting Notes & Anecdotal Records

WIDA

ACCESS for ELLs®
English Language Proficiency Test

District: ORANGE BOARD OF EDUCATION
Grade: 09
Cluster: 9-12

District Frequency Report — 2022

Proficiency Level	Listening		Speaking		Reading		Writing		Oral Language[A]		Literacy[B]		Comprehension[C]		Overall Score[D]	
	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested
1 – Entering Knows and uses minimal social language and minimal academic language with visual and graphic support	12	20%	34	57%	22	37%	20	33%	29	48%	15	25%	14	23%	21	35%
2 – Emerging Knows and uses some social English and general academic language with visual and graphic support	21	35%	11	18%	18	30%	12	20%	8	13%	19	32%	24	40%	13	22%
3 – Developing Knows and uses social English and some specific academic language with visual and graphic support	9	15%	12	20%	12	20%	23	38%	11	18%	21	35%	9	15%	21	35%
4 – Expanding Knows and uses social English and some technical academic language	3	5%	3	5%	1	2%	5	8%	12	20%	5	8%	5	8%	5	8%
5 – Bridging Knows and uses social and academic language working with grade level material	7	12%	0	0%	4	7%	0	0%	0	0%	0	0%	6	10%	0	0%
6 – Reaching Knows and uses social and academic language at the highest level measured by this test	8	13%	0	0%	3	5%	0	0%	0	0%	0	0%	2	3%	0	0%
Highest Score	462		388		440		398									
Lowest Score	228		185		296		232									
Total Tested	60															

A – Oral Language = 50% Listening + 50% Speaking
B – Literacy = 50% Reading + 50% Writing
C – Comprehension = 70% Reading + 30% Listening
D – Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking

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2022 District Scores by Grade & Proficiency

GRADES	(N)	ENTERING	EMERGING	DEVELOPING	EXPANDING	BRIDGING	REACHING	AVERAGE SCORE
K	130	90	20	12	8			**1.7**
1	111	50	41	19	1			**1.9**
2	103	46	22	32	3			**2.2**
3	114	30	28	44	12			**2.9**
4	66	12	13	21	19	1		**3.0**
5	74	21	18	25	8	2		**2.9**
6	56	21	22	12	1			**2.4**
7	46	24	15	3	4			**2.3**
8	43	20	12	10	1			**2.3**
9	60	21	13	21	5			**2.7**
10	82	40	25	15	2			**2.7**
11	54	20	17	15	2			**2.8**
12	59	20	18	16	5			**2.9**
DISTRICT	998	415	264	245	71	3	0	

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Central Elementary School

GRADES	(N)	ENTERING	EMERGING	DEVELOPING	EXPANDING	BRIDGING	REACHING
K	38	12	6	4			60
1	17	21	4	1			43
2	22	8	11	1			42

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Cleveland Street School

GRADES	(N)	ENTERING	EMERGING	DEVELOPING	EXPANDING	BRIDGING	REACHING
K	6	4		2			
1	3	1	1	1			
2	8	1	2	5			
3	5		2	3			
4	3		1		1	1	
5	4	1	1	1	1		
6	1	1					
7	2	1	1				

Forest Street School

GRADES	(N)	ENTERING	EMERGING	DEVELOPING	EXPANDING	BRIDGING	REACHING
K	8	4	3	1			
1	10	3	6	1			
2	10	4	4	2			
3	10	4	3	2	1		
4	7	1	2	2	2		
5	1		1				
6	4	1	2		1		
7	2		1	1			

Heywood Avenue School

GRADES	(N)	ENTERING	EMERGING	DEVELOPING	EXPANDING	BRIDGING	REACHING
K	3	2			1		
1	4	3	1				
2	3			3			
3	2		1	1			
4	5	1		4			
5	8		1	5	2		
6	1	1					
7							

Lincoln Avenue Elementary School

GRADES	(N)	ENTERING	EMERGING	DEVELOPING	EXPANDING	BRIDGING	REACHING
K	30	30					
1	33	17	9	7			
2	24	16	4	4			
3	33	16	7	9	1		
4	9	4	1	2	2		
5	12	3	3	3	2	1	
6	16	7	8	1			
7	7	5	1		1		

Oakwood Avenue School

GRADES	(N)	ENTERING	EMERGING	DEVELOPING	EXPANDING	BRIDGING	REACHING
K	11	6	2	1	2		
1	12	5	2	5			
2	11	1	3	5	2		
3	5	1		3	1		
4	1	1					
5	1			1			
6	11	6	2	1	2		
7							

Park Avenue School

GRADES	(N)	ENTERING	EMERGING	DEVELOPING	EXPANDING	BRIDGING	REACHING
K	12	6	3	2	1		
1	6	4	1	1			
2	5	2	1	2			
3	6	1	2	3			
4	2	1	1				
5	9	5	1	3			
6	10	2	5	3			
7	2	1	1				

Rosa Parks Community School

GRADES	(N)	ENTERING	EMERGING	DEVELOPING	EXPANDING	BRIDGING	REACHING
3	53	8	13	23	9		
4	39	4	8	13	14		
5	40	12	11	13	3	1	
6	23	9	7	7			
7	33	17	11	2	3		

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Public Schools
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Orange Preparatory Academy of Inquiry and Innovation

GRADES	(N)	ENTERING	EMERGING	DEVELOPING	EXPANDING	BRIDGING	REACHING
8	43	20	12	10	1		
9	59	20	13	21	5		

Orange High School

GRADES	(N)	ENTERING	EMERGING	DEVELOPING	EXPANDING	BRIDGING	REACHING
9	1	1					
10	82	40	25	15	2		
11	54	20	17	15	2		
12	59	20	18	16	5		

Districtwide Efforts to Improve Access

1. Develop a 1-year ESL/Bilingual Strategic Plan that aligns to the NJDOE English Language Learner 3-year Plan
2. Provide Sheltered English training to >35% of the ESL-supported General Education teachers
3. Bilingual Parent Advisory Councils
4. Ensure access to curriculum in all Bilingual classrooms
5. Facilitate common planning time for all Bilingual/General Education teachers in school-based CPTs or districtwide Professional Development sessions
6. Monitor the participation of all ESL students in advanced courses and increase the % of students taking the STAMP assessment
7. Improve monitoring protocols in 100% of the Bilingual classrooms by way of administrative and peer walkthroughs
8. Develop a protocol to monitor and report ELL participation and performance on the following assessments/measures
    a. Start Strong
    b. WIDA
    c. NJSLA
    d. Diagnostic in ELA & Mathematics
    e. Attendance

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Walkthroughs (CES and RPCS)
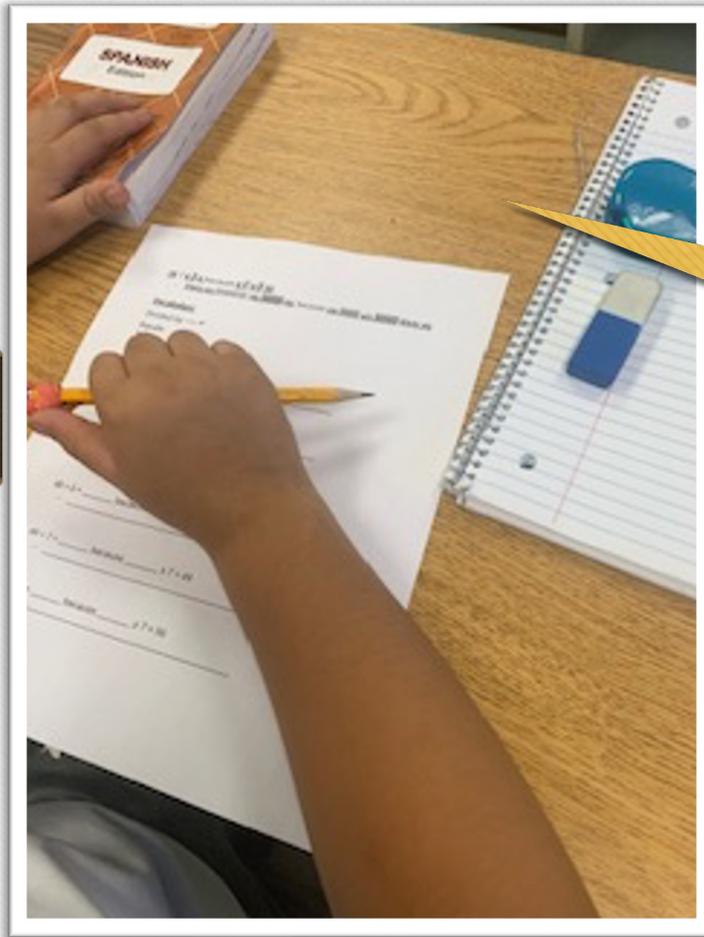
Student uses a word to word dictionary

Wall space is a complete resource for bilingual students
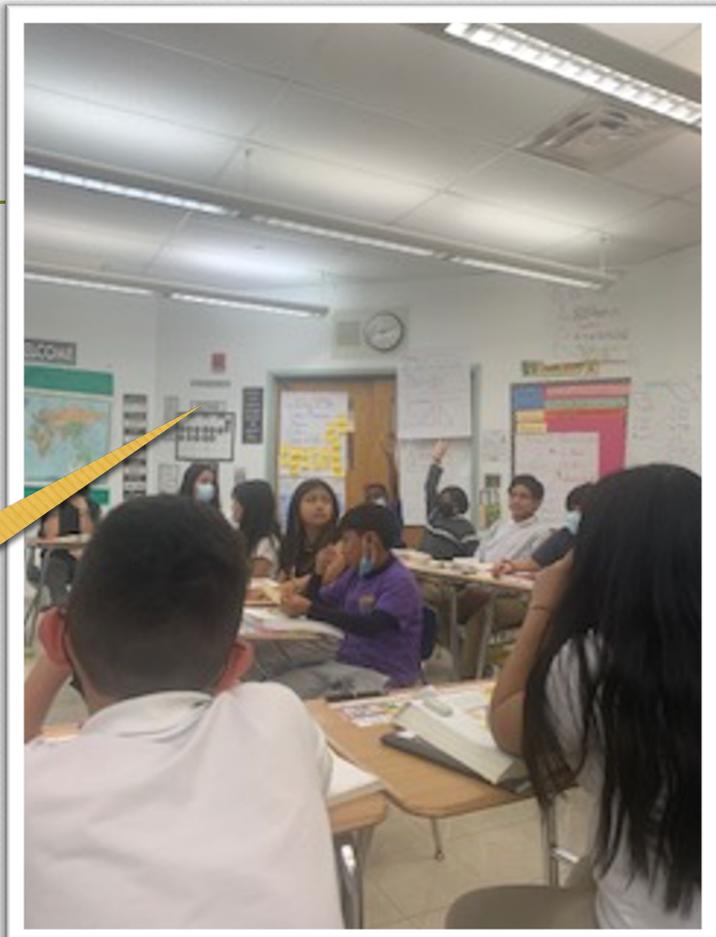
Walkthroughs (CES and RPCS)
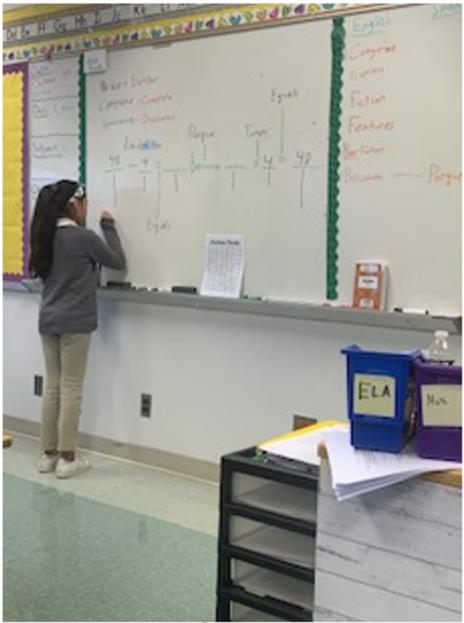
Student teaches the class fact families
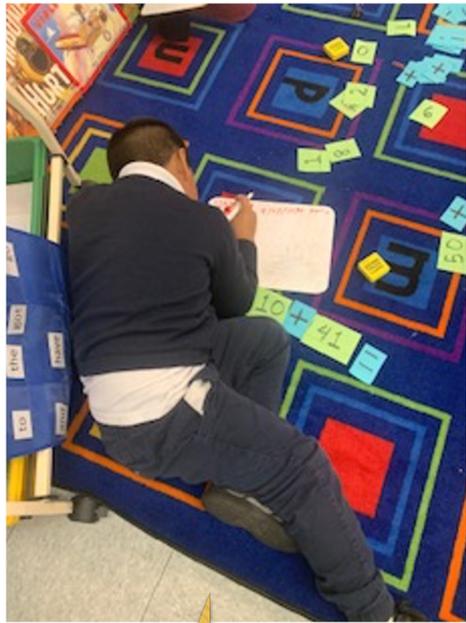
Student works on a fluency exercise
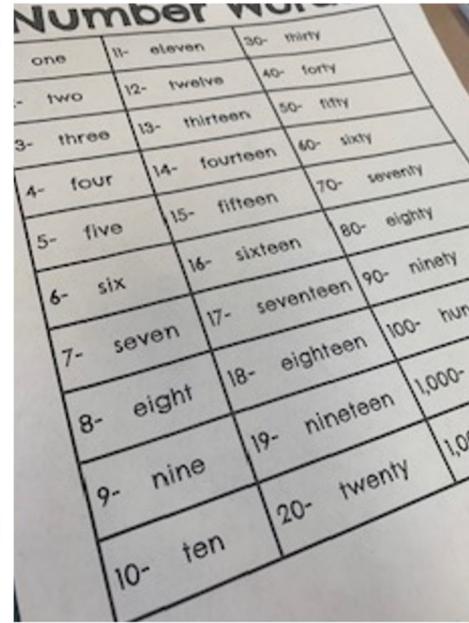
Reference materials encourage independence

Teacher uses SGI to review +/- concepts

Student practices a self-paced lesson in iReady

Differentiated Sheltered English Instruction Training

SIOP Training for K – 7 ESL and General Education co-teachers (4 days)

SIOP Train the Training Model for 9 – 12 ESL (4 days)

SIOP Newcomers training for all 8 – 12 NCA teachers (2 days)

SIOP for Dual Language Training for all Bilingual Education teachers (3 days)

SIOP English Institute grade 11 teachers who teacher NCA III/English III (3 days)

Coming Soon!

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SEAL of BILITERACY

The New Jersey State Seal of Biliteracy is an award given by the New Jersey Department of Education (NJDOE) in recognition of students who have studied and attained proficiency in at least one language in addition to English by high school graduation.

This designation on a student's high school diploma emphasizes the importance of both bilingualism and cultural understanding.

To attain the Seal of Biliteracy, the student must demonstrate proficiency in English by meeting the NJ State Graduation requirements for ELA and by scoring a 5 or higher on the STAMP Assessment.

For ELLs, the student must demonstrate proficiency in English by scoring a 4 or higher on the ACCESS for ELLs and by scoring a 5 or higher on the STAMP Assessment.

2022 STAMP TEST RESULTS
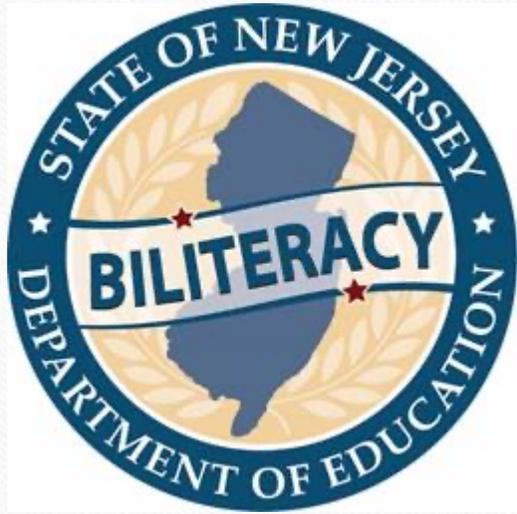
27

of our seniors scored a 5 or better on the STAMP assessment and met all graduation requirements for ELA thereby qualifying them for the NJ Seal of Biliteracy (**13** were ELLs).

# Attendance Presentation from the Month of October 2022

Gerald Fitzhugh, II, Ed.D.
Superintendent of Schools
" The Teaching Superintendent"
November 15, 2022
Focus Core Area Number 1-4
District Goal Number 1-4

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Chronically Absence Categories are Identified As:

Absences Category	Cumulative Days Absent for the Month of October
Low Chronic Absences	0 to 1.99 days
Modest Chronic Absences	2 to 2.99 days
Significant Chronic Absences	3 to 3.99 days
High Chronic Absences	4 days or more

*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.
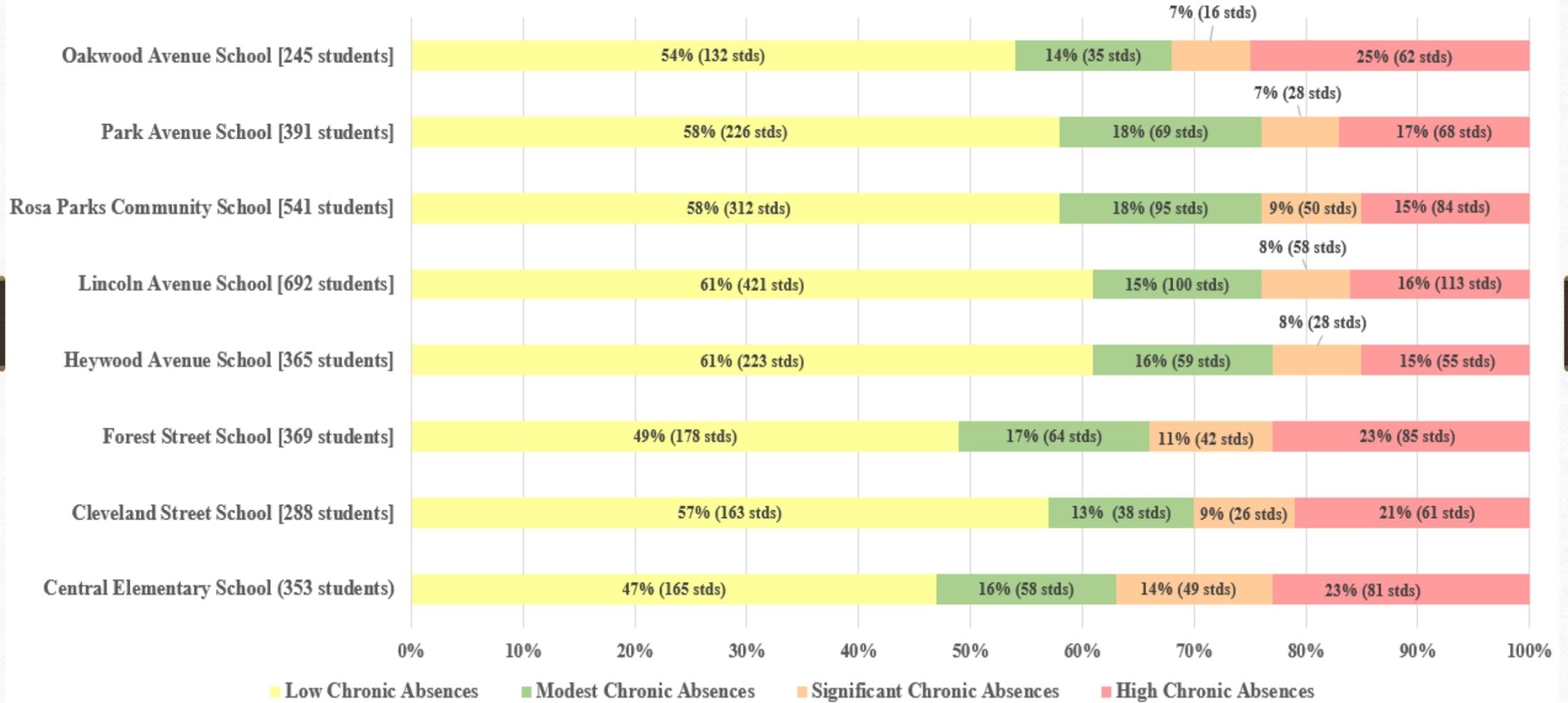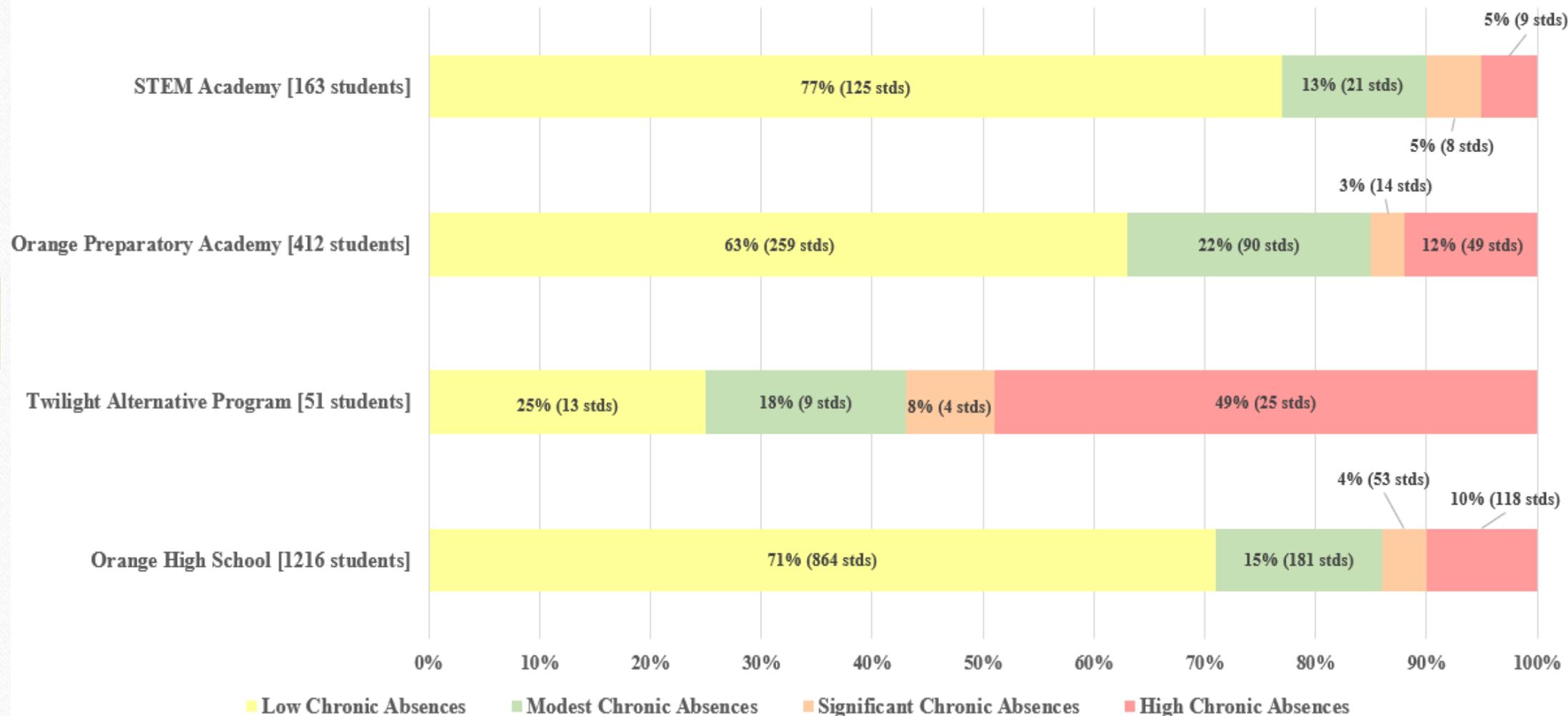
Cumulative Absences for the Month of October by Category
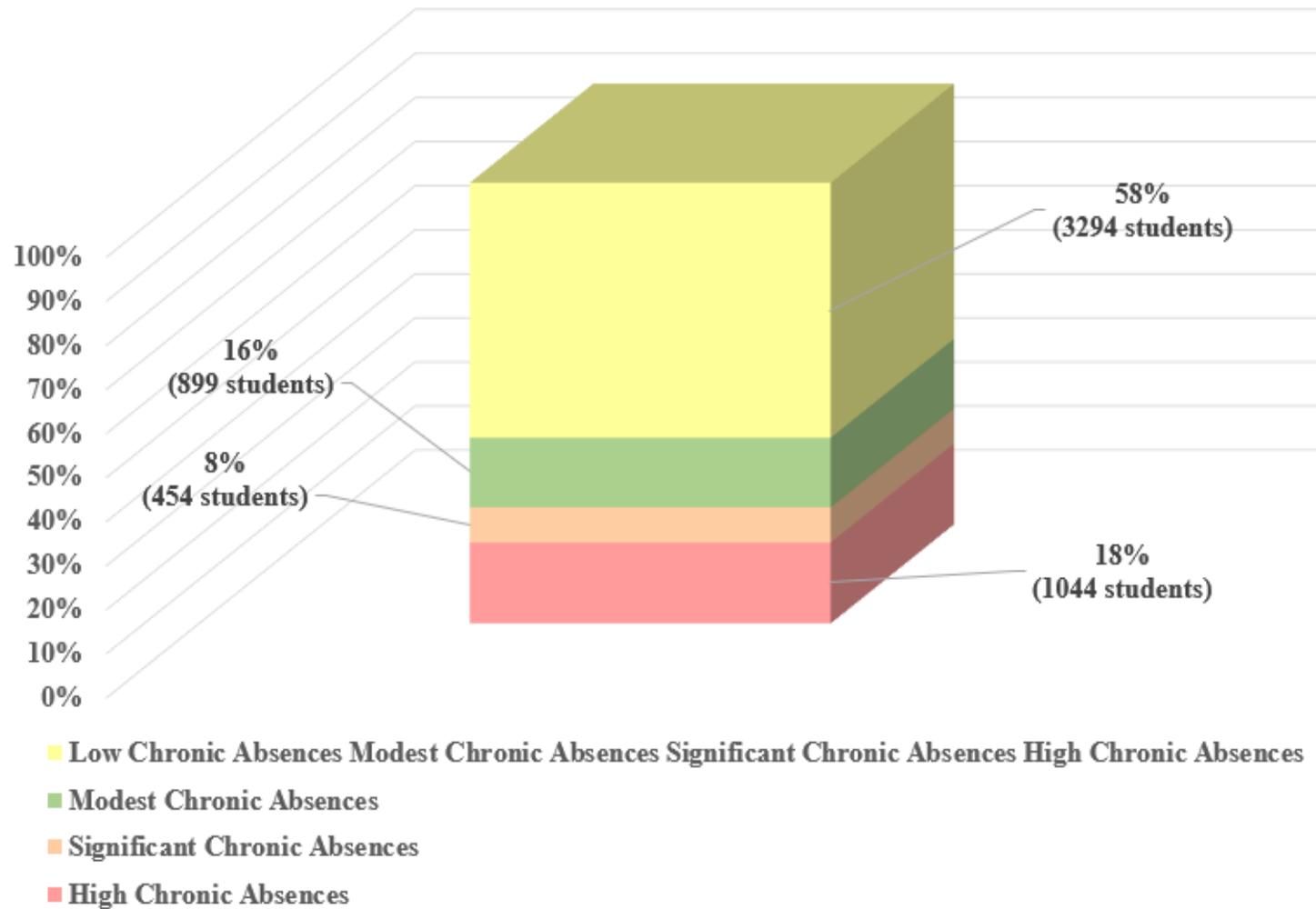
Cumulative Absences by School for the Month of October
Early Childhood Program
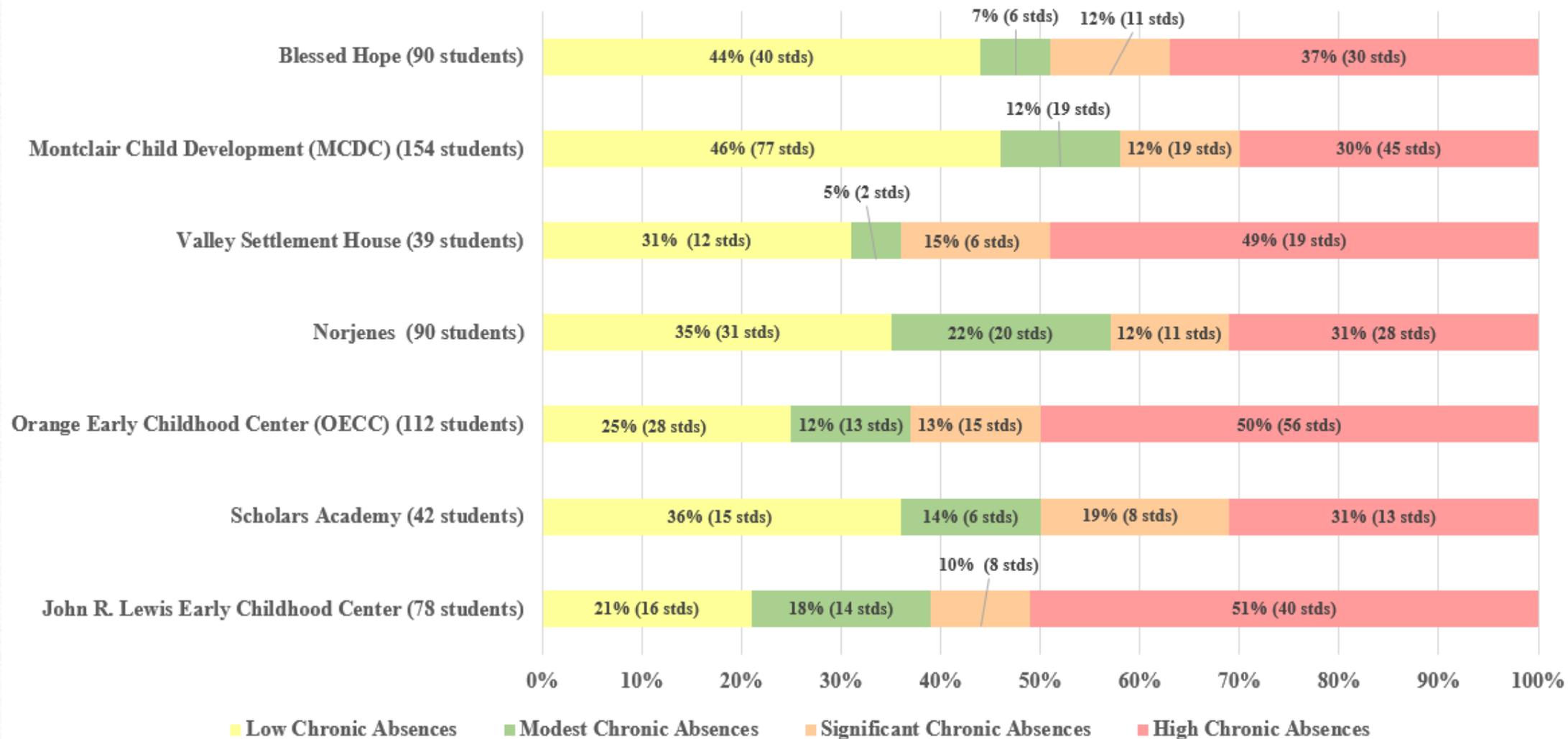
Cumulative Absences by School for the Month of October
Kindergarten through Grade 7

School	Low Chronic Absences	Modest Chronic Absences	Significant Chronic Absences	High Chronic Absences
Oakwood Avenue School [245 students]	54% (132 stds)	14% (35 stds)	7% (16 stds)	25% (62 stds)
Park Avenue School [391 students]	58% (226 stds)	18% (69 stds)	7% (28 stds)	17% (68 stds)
Rosa Parks Community School [541 students]	58% (312 stds)	18% (95 stds)	9% (50 stds)	15% (84 stds)
Lincoln Avenue School [692 students]	61% (421 stds)	15% (100 stds)	8% (58 stds)	16% (113 stds)
Heywood Avenue School [365 students]	61% (223 stds)	16% (59 stds)	8% (28 stds)	15% (55 stds)
Forest Street School [369 students]	49% (178 stds)	17% (64 stds)	11% (42 stds)	23% (85 stds)
Cleveland Street School [288 students]	57% (163 stds)	13% (38 stds)	9% (26 stds)	21% (61 stds)
Central Elementary School (353 students)	47% (165 stds)	16% (58 stds)	14% (49 stds)	23% (81 stds)

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

STEM Academy [163 students]: 77% (125 stds), 13% (21 stds), 5% (9 stds)

Orange Preparatory Academy [412 students]: 63% (259 stds), 22% (90 stds), 3% (14 stds), 5% (8 stds), 12% (49 stds)

Twilight Alternative Program [51 students]: 25% (13 stds), 18% (9 stds), 8% (4 stds), 49% (25 stds)

Orange High School [1216 students]: 71% (864 stds), 15% (181 stds), 4% (53 stds), 10% (118 stds)

Legend: Low Chronic Absences, Modest Chronic Absences, Significant Chronic Absences, High Chronic Absences

Cumulative Absences for the Month of October by Grade Level
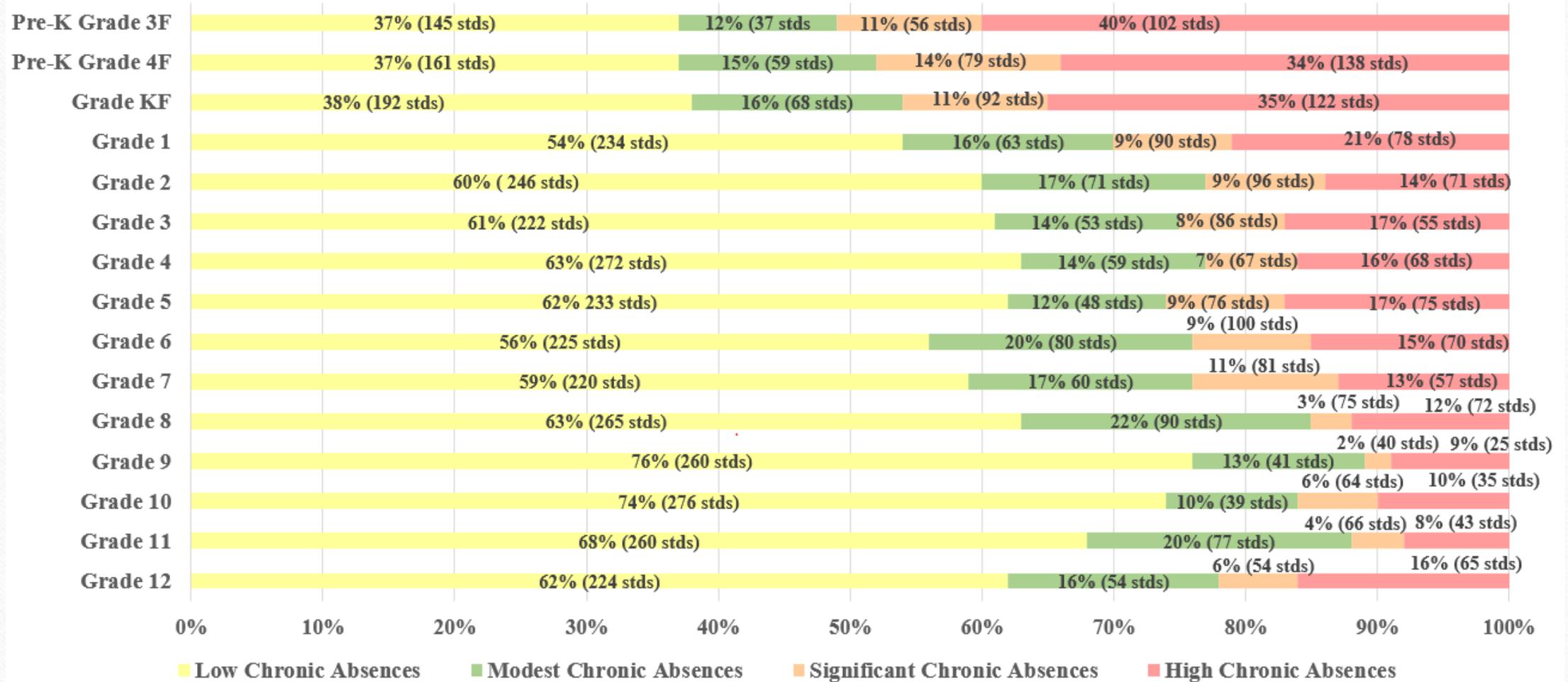
October 2022
Average Daily Attendance Percentages
***State Average is 95%**
District Average Daily Attendance was 95%
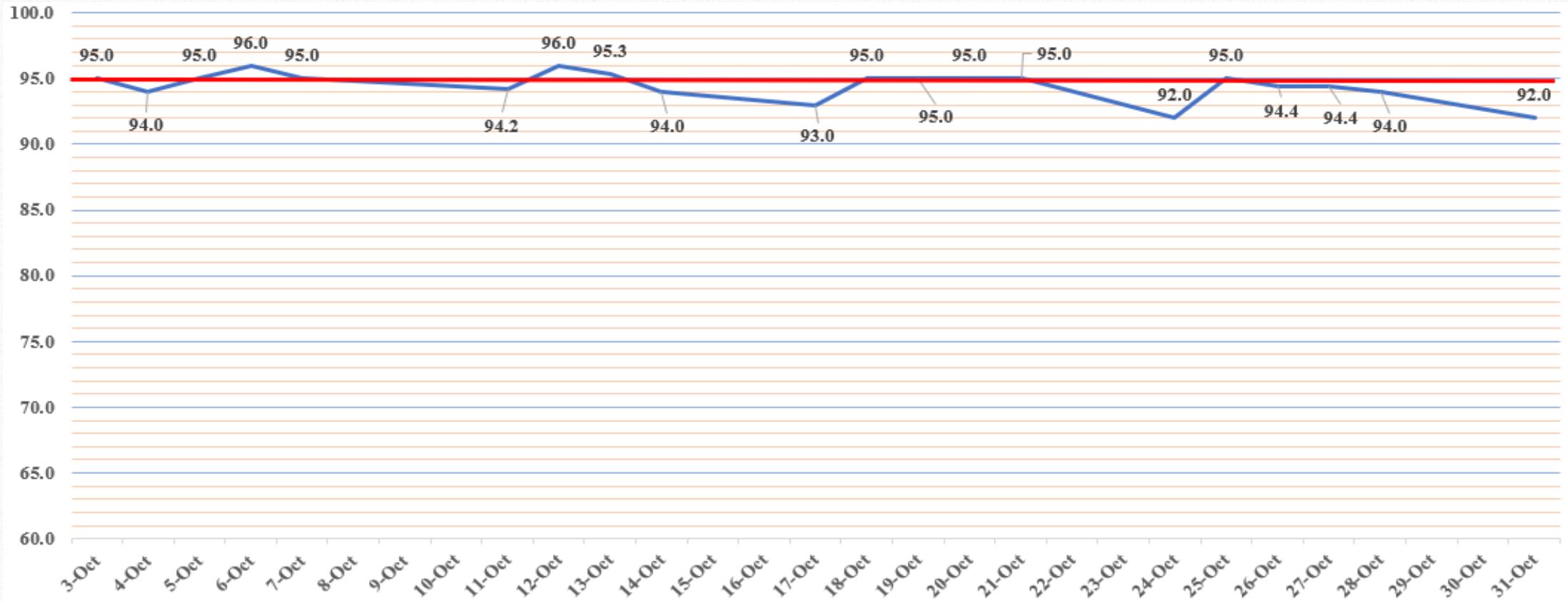
The Orange Public Schools Facilities Update

Mr. Jason Ballard
School Business Administrator
November 15, 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 point in the building (examples include but not limited to: Door handles, bathrooms, entrances, and exits, bannisters)

- Walk-through of all school district facilities

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

- Facility projects continued so we can insure a safe and clean learning environment for our children and staff

Orange Preparatory Academy of Inquiry and Innovation

- The next slide will show the construction of the exterior concrete stairs in front of the school.

- The stairs needed to be repaired to prevent one from tripping and potentially falling on the school property.

Orange Preparatory Academy of Inquiry and Innovation

Rosa Parks Community School

As the team continues to conduct walkthroughs of our facilities, we noticed that we have several doors in the district in need of replacement . These are the new front doors at Rosa Parks Community School.

Water Coolers

NEW WATER COOLERS ARE BEING INSTALLED THROUGHOUT THE DISTRICT. THE FOLLOWING IS AN EXAMPLE OF THE WATER COOLERS THAT ARE BEING INSTALLED

Stem Innovation Academy of the Oranges

- At STEM, we were able to install some basketball hoops on the tennis court.

In the Month of November 2022

- The team and I will continue to meet with the Schools Development Authority and Terminal Construction to keep the district up to date with the ongoing progress at the Orange High School 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.

District Updates

Opening of the Lincoln School Store: This past week, Lincoln Avenue School opened their school store. This initiative was part of the school's Positive Behavior Supports in Schools Initiative (PBSIS). A little background on PBSIS: is a general term for educational practices that promote positive student behaviors and avoid rewarding negative student behaviors. The idea is that students consistently do what works for them. When students exhibit the same challenging behavior, it is because that approach has previously produced the desired results. The purpose of PBSIS is to identify the reasons for the challenging behavior, teach alternate approaches, reward positive behaviors, and minimize factors that trigger the challenging behavior.

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District Updates

Film Boot 24 Virtual Film Screening: Congratulations to the "FilmBoot24 Virtual Film Screening Event" winners! Orange High School students in the CTE Audio Visual Technology and Film program as well as STEM Innovation Academy students had their films reviewed by professional judges after a virtual 24-hour filmmaking boot camp at Drew University on November 6. In the 6th year of this program, a partnership with Cinema Ed and Drew University, Orange Public School students were engaged in filmmaking with professional mentors. Superintendent Dr. Fitzhugh, Principal Dr. Reid, CTE Supervisor Drakeford, and Executive Director Alcantara were online to cheer on the teams. Special guest Dr. Russo, former Director of Curriculum and Instruction, was also at the unveiling along with the educational lead, instructor Danielle Earle.

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District Updates

<u>Fraser's Mathematics Nights:</u>   Throughout the month of November, the Office of STEM Focused Learning through our partners from Fraser Mathematics, conducted mathematics nights across the district. In the effort of families helping their children through complex mathematics at home, these nights were designed to show parents strategies to solve problems with their children present. The robust conversations and problems explored allowed for sound conversations. For our Lincoln Avenue families, mark your calendars, your mathematics night will be held on November 17, 2022, at 6:00 PM in the school's gymnasium.

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District Updates

<u>Reminder: Traveling Board Meetings:</u> In the effort of gathering more community input, the Board of Education has elected to visit several school locations. The Board of Education Meetings take place the second Tuesday of each month. Further, meetings begin at 6:00 PM for Roll Call. The board members alongside members of the Superintendent's Team will retreat into Executive Session from 6:05 PM to 6:45 PM the earliest and 7:30 PM the latest. Next month, the board meeting will take place at Park Elementary School.

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Reminder School Closure Days Forthcoming

- November 23rd will be a half day session for all staff and students
- Thanksgiving Observance: November 24th and 25th
- December 23, 2022, will be a half day session for all staff and students
- December 24-January 2, 2023 (Holiday Recess)
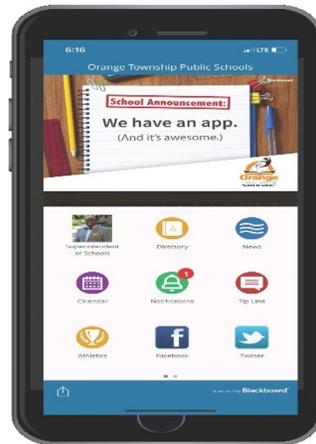- Please mark your calendars accordingly.

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