Strategic Planning Meeting
Orange Public Schools
"Good to Great"

Gerald Fitzhugh, II, Ed.D.
Superintendent of Schools
"The Teaching Superintendent"
January 30, 2020

Core Values of this Strategic Planning

Vision: Quality Learning and Superior Performance for All

Mission: We prepare and inspire all learners to lead and succeed.

Beliefs:
Trust among all stakeholders is vital.
Expectations influence accomplishments because everyone has the capacity to learn.
A school-community partnership is essential.
Change creates opportunity.
High-performing leadership makes visions reality.

Strategic Improvement Planning Pyramid

Strategic

Vision, Mission & Beliefs

Strategic Goal Areas

Performance Objectives

Strategy Map

Performance Measures

Performance Targets

Initiatives & Action Steps

Department & School Improvement Plans

Operational

Strategic Goal Areas	Performance Objectives	Performance Measures	Initiatives and Action Steps
▸ Strategy to reach mission and vision	▸ High level work to achieve desired results	▸ High level indicators that are tracked to report progress in each performance objective	▸ How you will improve performance ▸ Things you will do to complete the initiative

Strategic Planning and Stakeholder Support

- **Two Essential Questions**

- **What is the purpose of Strategic Planning?**

- **How does Strategic Planning impact a School District?**

- Nothing affects a school district more than its ability to create and execute a strategic plan. A good strategic plan can improve student outcomes, keep great teachers and enhance the reputation of district leadership.

- Strategic planning is the process of setting goals, deciding on actions to achieve those goals and mobilizing the resources needed to take those actions. A strategic plan describes how goals will be achieved through the use of available resources.

- School districts of all sizes use strategic planning to achieve the broad goals of improving student outcomes and responding to changing demographics while staying within the funding box they are given.

COMMUNITY

DISTRICT

SCHOOL

STUDENTS

STATE POLICIES

SOCIAL SERVICES

BUSINESS & INDUSTRY

FEDERAL POLICIES

FAMILIES

RESOURCES

SYSTEMS

RELATIONSHIPS

FAMILIES

LOCAL COMMUNITY

HIGHER EDUCATION

CULTURE & CLIMATE

PRINCIPALS TEACHERS STAFF

TRANSPORTATION

DISTRICT POLICIES

AFTER SCHOOL PROGRAMS

DISTRICT DEPARTMENTS

COMMUNITY ENGAGEMENT

SCHOOL BOARD

CURRICULUM

ELECTED OFFICIALS

MUNICIPAL SERVICES

LOCAL POLITICS

COMMUNITY BASED ORGANIZATIONS

NJSLA RESULTS

Orange Township Public School District

Orange Board of Education, New Jersey

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NJSLA Results and Recommendations

- This section is dedicated to review of the test data results by number and content.

- We delved deeper at the school level....Remember the skill based reports will assist with the "real time" information to make an impact on practice.

- Think about lesson reflective practice as well as implications of tiered instruction.

- Questioning and discussion techniques to gauge learning models (Bloom's Taxonomy Questioning Cues).

NJSLA Performance levels

- Level 1: Not yet meeting grade-level expectations

- Level 2: Partially meeting grade-level expectations

- Level 3: Approaching grade-level expectations

- Level 4: Meeting grade-level expectations

- Level 5: Exceeding grade-level expectations

Grade 3 NJSLA 2019 Disaggregation

DISTRICT (GRADE 3)	2019 NJSLA PERFORMANCE DATA							TREND ANALYSIS		
	N Valid Scores	Average Scale Score	Level 1	Level 2	Level 3	Level 4	Level 5	2017	2018	2019
All	391	733	71	80	111	110	19	26%	30%	33%
Gender										
Male	182	735	29	41	40	60	12	26%	29%	40%
Female	209	731	42	44	76	52	7	25%	30%	28%
Ethnicity/Race										
Black or African American	206	734	45	33	61	55	11	22%	27%	32%
Hispanic	189	733	27	47	50	59	8	30%	33%	35%
Students with Disability										
N	355	736	56	69	105	108	17	28%	32%	35%
Y	36	710	14	12	6	0	3	5%	8%	8%
English Language Learners										
N	300	738	40	56	86	99	19	N/A	32%	39%
Y	91	676	32	21	25	11	0	N/A	2%	12%

DISTRICT (GRADE 3)	2019 NJSLA PERFORMANCE DATA							TREND ANALYSIS		
	N Valid Scores	Average Scale Score	Level 1	Level 2	Level 3	Level 4	Level 5	2017	2018	2019
All	374	729	103	67	84	113	7	28%	30%	32%
Gender										
Male	170	727	51	26	45	45	3	26%	25%	28%
Female	204	730	52	41	39	68	4	30%	36%	35%
Ethnicity/Race										
Black or African American	201	733	47	31	52	68	3	27%	28%	35%
Hispanic	177	724	57	37	35	44	4	28%	32%	27%
Students with Disability										
N	339	732	83	58	80	111	7	31%	34%	35%
Y	35	701	20	9	4	2	0	5%	0%	6%
English Language Learners										
N	298	737	60	50	73	108	7	N/A	32%	39%
Y	76	699	43	17	11	5	0	N/A	0%	7%

Math   ELA

Grade 4 NJSLA 2019 Disaggregation

Math

DISTRICT (GRADE 4)	2019 NJSLA PERFORMANCE DATA							TREND ANALYSIS		
	N Valid Scores	Average Scale Score	Level 1	Level 2	Level 3	Level 4	Level 5	2017	2018	2019
All	450	735	73	96	123	135	25	24%	27%	36%
Gender										
Male	221	736	36	39	64	67	14	23%	28%	37%
Female	229	734	37	55	58	68	11	23%	27%	34%
Ethnicity/Race										
Black or African American	261	731	53	58	68	71	11	21%	26%	31%
Hispanic	189	740	20	37	55	64	13	28%	29%	41%
Students with Disability										
N	391	740	45	75	114	132	25	26%	31%	40%
Y	59	702	28	19	8	3	0	4%	3%	5%
English Language Learners										
N	409	738	56	85	113	122	25	N/A	30%	36%
Y	41	708	17	11	10	3	0	N/A	0%	7%

ELA

DISTRICT (GRADE 4)	2019 NJSLA PERFORMANCE DATA							TREND ANALYSIS		
	N Valid Scores	Average Scale Score	Level 1	Level 2	Level 3	Level 4	Level 5	2017	2018	2019
All	443	739	69	85	120	135	34	30%	35%	38%
Gender										
Male	219	736	40	45	58	63	13	26%	29%	35%
Female	224	742	29	40	62	72	21	35%	42%	42%
Ethnicity/Race										
Black or African American	259	739	40	49	72	79	19	30%	37%	38%
Hispanic	185	740	29	36	51	55	14	30%	30%	37%
Students with Disability										
N	384	745	39	66	111	134	34	34%	41%	44%
Y	59	703	30	19	9	1	0	6%	2%	2%
English Language Learners										
N	409	742	56	71	114	134	34	N/A	37%	41%
Y	34	712	13	14	6	1	0	N/A	0%	3%

Grade 5 NJSLA 2019 Disaggregation

DISTRICT (GRADE 5)	2019 NJSLA PERFORMANCE DATA							TREND ANALYSIS		
	N Valid Scores	Average Scale Score	Level 1	Level 2	Level 3	Level 4	Level 5	2017	2018	2019
All	365	728	64	115	91	88	7	17%	22%	26%
Gender										
Male	195	728	36	60	50	44	5	20%	21%	25%
Female	170	728	28	55	41	44	2	16%	22%	27%
Ethnicity/Race										
Black or African American	231	726	42	80	54	53	2	17%	18%	24%
Hispanic	140	732	23	38	37	37	5	18%	27%	30%
Students with Disability										
N	308	732	39	89	86	87	7	19%	24%	31%
Y	57	702	25	26	5	1	0	12%	4%	2%
English Language Learners										
N	334	730	52	101	87	87	7	N/A	23%	28%
Y	31	707	12	14	4	1	0	N/A	0%	3%

Math

DISTRICT (GRADE 5)	2019 NJSLA PERFORMANCE DATA							TREND ANALYSIS		
	N Valid Scores	Average Scale Score	Level 1	Level 2	Level 3	Level 4	Level 5	2017	2018	2019
All	359	738	41	77	102	125	14	31%	32%	39%
Gender										
Male	193	734	28	47	50	62	6	24%	29%	35%
Female	166	744	13	30	52	63	8	38%	34%	43%
Ethnicity/Race										
Black or African American	230	730	25	50	65	83	7	30%	28%	39%
Hispanic	135	739	17	27	40	43	8	31%	38%	38%
Students with Disability										
N	301	744	20	57	90	120	14	34%	36%	45%
Y	58	707	21	20	12	5	0	6%	4%	9%
English Language Learners										
N	335	740	34	70	95	122	14	N/A	33%	41%
Y	24	714	7	7	7	3	0	N/A	11%	13%

ELA

Grade 6 NJSLA 2019 Disaggregation

DISTRICT (GRADE 6)	2019 NJSLA PERFORMANCE DATA							TREND ANALYSIS		
	N Valid Scores	Average Scale Score	Level 1	Level 2	Level 3	Level 4	Level 5	2017	2018	2019
All	399	726	77	122	100	97	3	18%	22%	25%
Gender										
Male	197	723	42	66	48	39	2	18%	18%	21%
Female	202	728	35	56	52	58	1	18%	26%	29%
Ethnicity/Race										
Black or African American	236	720	56	81	55	43	1	18%	21%	19%
Hispanic	166	732	21	42	47	54	2	18%	224%	34%
Students with Disability										
N	344	730	49	103	94	95	3	21%	25%	28%
Y	55	701	28	19	6	2	0	2%	2%	4%
English Language Learners										
N	360	728	57	109	94	97	3	N/A	23%	28%
Y	39	701	20	13	6	0	0	N/A	0%	0%

Math

DISTRICT (GRADE 6)	2019 NJSLA PERFORMANCE DATA							TREND ANALYSIS		
	N Valid Scores	Average Scale Score	Level 1	Level 2	Level 3	Level 4	Level 5	2017	2018	2019
All	386	744	36	84	91	148	27	37%	38%	45%
Gender										
Male	172	739	21	46	48	65	10	31%	29%	44%
Female	214	751	15	38	43	83	17	43%	49%	47%
Ethnicity/Race										
Black or African American	233	740	27	53	59	83	14	36%	39%	42%
Hispanic	153	749	9	31	32	67	13	40%	37%	52%
Students with Disability										
N	328	748	22	58	81	143	27	44%	43%	52%
Y	58	715	14	26	10	5	0	5%	4%	9%
English Language Learners										
N	361	746	30	74	92	145	27	N/A	40%	48%
Y	25	715	6	10	6	3	0	N/A	0%	12%

ELA

Grade 7 NJSLA 2019 Disaggregation

Math

DISTRICT (GRADE 7)	2019 NJSLA PERFORMANCE DATA							TREND ANALYSIS		
	N Valid Scores	Average Scale Score	Level 1	Level 2	Level 3	Level 4	Level 5	2017	2018	2019
All	382	733	48	109	118	93	14	17%	27%	28%
Gender										
Male	198	729	29	64	58	41	6	14%	22%	24%
Female	184	737	19	45	60	52	8	20%	31%	33%
Ethnicity/Race										
Black or African American	242	732	30	76	73	56	7	18%	25%	26%
Hispanic	145	734	19	33	50	36	7	14%	31%	30%
Students with Disability										
N	339	737	26	93	116	90	14	20%	33%	31%
Y	43	702	22	16	2	3	0	2%	0%	7%
English Language Learners										
N	352	735	37	98	111	92	14	N/A	27%	30%
Y	30	710	11	11	7	1	0	N/A	4%	3%

ELA

DISTRICT (GRADE 7)	2019 NJSLA PERFORMANCE DATA							TREND ANALYSIS		
	N Valid Scores	Average Scale Score	Level 1	Level 2	Level 3	Level 4	Level 5	2017	2018	2019
All	378	749	40	55	84	150	48	37%	56%	52%
Gender										
Male	196	742	24	34	53	69	16	25%	50%	43%
Female	181	757	16	21	31	81	32	49%	62%	62%
Ethnicity/Race										
Black or African American	245	749	23	34	63	95	30	39%	55%	51%
Hispanic	137	749	17	21	23	58	18	34%	59%	55%
Students with Disability										
N	332	754	21	43	74	147	47	43%	66%	58%
Y	45	709	19	12	10	3	1	10%	8%	9%
English Language Learners										
N	358	751	33	49	79	149	48	N/A	59%	55%
Y	19	709	7	6	5	1	0	N/A	5%	5%

Grade 8 NJSLA 2019 Disaggregation

Grade 8 (MATH) ORANGE PREP ACADEMY	2019 NJSLA PERFORMANCE DATA						TREND ANALYSIS		
	N Valid Scores	Average Scale Score	Level 1	Level 2	Level 3	Level 4	Level 5	2017	2018	2019
All	257	722	75	69	50	63	0	9%	11%	25%
Gender										
Male	145	722	42	42	28	33	0	8%	8%	23%
Female	112	723	33	27	22	30	0	11%	15%	27%
Ethnicity/Race										
Black or African American	157	721	48	45	24	40	0	7%	11%	25%
Hispanic	62	728	16	16	13	17	0	17%	11%	27%
Students with Disability										
N	214	728	46	58	49	61	0	12%	13%	29%
Y	43	692	29	11	1	2	0	0%	0%	5%
English Language Learners										
N	227	725	60	62	44	61	0	11%	12%	27%
Y	30	706	15	7	6	2	0	0%	6%	7%

NJSLA GRADE 8 (ELA) ORANGE PREP ACADEMY	2019 NJSLA PERFORMANCE DATA						TREND ANALYSIS		
	N Valid Scores	Average Scale Score	Level 1	Level 2	Level 3	Level 4	Level 5	2017	2018	2019
All	296	745	33	46	82	105	30	36%	35%	46%
Gender										
Male	156	741	20	29	44	50	13	30%	24%	40%
Female	140	749	13	17	38	55	17	43%	45%	51%
Ethnicity/Race										
Black or African American	180	742	22	32	45	64	17	33%	33%	45%
Hispanic	118	749	11	14	37	43	13	43%	38%	47%
Students with Disability										
N	252	752	14	31	75	102	30	44%	41%	52%
Y	44	704	19	15	7	3	0	3%	6%	7%
English Language Learners										
N	274	747	28	40	73	103	30	N/A	37%	49%
Y	22	719	5	6	9	2	0	N/A	0%	9%

Math   ELA

Algebra I and ELA NJSLA 2019 Disaggregation

NJSLA Algebra 1	2019 NJSLA PERFORMANCE DATA						TREND ANALYSIS			NJSLA GRADE 9 (ELA)	2019 NJSLA PERFORMANCE DATA						TREND ANALYSIS		
DISTRICT	N Valid Scores	Average Scale Score	Level 1	Level 2	Level 3	Level 4	Level 5	2017	2018	2019	DISTRICT	N Valid Scores	Average Scale Score	Level 1	Level 2	Level 3	Level 4	Level 5	2017	2018	2019
All	335	725	65	134	44	85	7	16%	26%	27.4627%	All	288	729	68	59	79	65	17	25%	27%	28%
Gender											Gender										
Male	190	720	43	77	27	40	3	9%	22%	23%	Male	163	722	44	43	38	36	2	17%	19%	23%
Female	145	731	22	57	17	45	4	22%	29%	34%	Female	125	738	24	16	41	29	15	33%	35%	35%
Ethnicity/Race											Ethnicity/Race										
Black or African American	192	727	34	77	24	53	4	15%	23%	30%	Black or African American	190	731	40	42	47	50	11	26%	27%	32%
Hispanic	143	723	31	56	21	32	3	17%	31%	24%	Hispanic	106	721	36	16	32	16	6	22%	26%	21%
Students with Disability											Students with Disability										
N	294	727	52	110	41	84	7	18%	29%	31%	N	244	734	44	47	73	64	16	28%	31%	33%
Y	41	706	13	24	3	1	0	0%	2%	2%	Y	44	699	24	12	6	1	1	2%	0%	5%
English Language Learners											English Language Learners										
N	273	731	38	104	39	85	7	N/A	29%	34%	N	245	736	39	49	75	65	17	N/A	31%	33%
Y	62	696	27	30	5	0	0	N/A	0%	0%	Y	43	689	29	10	4	0	0	N/A	0%	0%

Math

ELA

Algebra II and Grade 10 NJSLA 2019 Disaggregation

NJSLA Algebra 2	2019 NJSLA PERFORMANCE DATA							TREND ANALYSIS		
DISTRICT	N Valid Scores	Average Scale Score	Level 1	Level 2	Level 3	Level 4	Level 5	2017	2018	2019
All	260	705	142	58	22	37	1	12%	4%	14.62%
Gender										
Male	128	702	74	33	6	14	1	10%	3%	12%
Female	132	708	68	25	16	23	0	16%	5%	17%
Ethnicity/Race										
Black or African American	196	704	109	43	17	26	1	13%	4%	14%
Hispanic	64	707	33	15	5	11	0	11%	5%	17%
Students with Disability										
N	229	708	115	54	22	37	1	15%	5%	17%
Y	31	683	27	4	0	0	0	0%	0%	0%
English Language Learners										
N	231	707	121	50	12	37	1	N/A	5%	16%
Y	29	685	21	8	0	0	0	N/A	0%	0%

NJSLA GRADE 10	2019 NJSLA PERFORMANCE DATA							TREND ANALYSIS		
DISTRICT	N Valid Scores	Average Scale Score	Level 1	Level 2	Level 3	Level 4	Level 5	2017	2018	2019
All	311	719	117	48	56	66	24	21%	25%	29%
Gender										
Male	164	708	77	30	22	27	8	17%	16%	21%
Female	137	733	40	18	34	39	16	26%	33%	40%
Ethnicity/Race										
Black or African American	205	729	62	30	44	49	20	22%	26%	34%
Hispanic	106	702	55	18	12	17	4	18%	22%	20%
Students with Disability										
N	272	724	94	38	51	65	24	24%	28%	33%
Y	39	691	23	10	5	1	0	0%	0%	3%
English Language Learners										
N	249	734	58	45	56	66	24	N/A	30%	36%
Y	62	662	59	3	0	0	0	N/A	0%	0%

Math   ELA

Geometry and Grade 11 NJSLA 10 Disaggregation

NJSLA Geometry	2019 NJSLA PERFORMANCE DATA							TREND ANALYSIS		
DISTRICT	N Valid Scores	Average Scale Score	Level 1	Level 2	Level 3	Level 4	Level 5	2017	2018	2019
All	250	725	37	85	72	51	5	10%	21%	########
Gender										
Male	121	724	19	43	32	25	2	15%	19%	22%
Female	129	727	18	42	40	26	3	10%	22%	22%
Ethnicity/Race										
Black or African American	164	726	24	56	47	34	3	6%	19%	23%
Hispanic	86	725	13	29	25	17	2	10%	23%	22%
Students with Disability										
N	223	728	30	67	70	51	5	11%	23%	25%
Y	27	703	7	18	2	0	0	12%	3%	0%
English Language Learners										
N	231	727	31	76	69	50	5	N/A	24%	24%
Y	19	705	6	9	3	1	0	N/A	0%	5%

NJSLA GRADE 11 (ELA)	2019 NJSLA PERFORMANCE DATA							TREND ANALYSIS		
DISTRICT	N Valid Scores	Average Scale Score	Level 1	Level 2	Level 3	Level 4	Level 5	2017	2018	2019
All	282	740	57	38	58	100	29	29%	33%	46%
Gender										
Male	137	729	43	15	28	44	7	16%	26%	37%
Female	145	750	14	23	30	56	22	41%	42%	54%
Ethnicity/Race										
Black or African American	185	742	32	26	39	70	18	33%	33%	48%
Hispanic	97	737	25	12	19	30	11	19%	33%	42%
Students with Disability										
N	251	743	44	34	49	95	29	32%	35%	49%
Y	31	717	12	4	9	5	0	7%	14%	16%
English Language Learners										
N	242	747	36	27	52	99	28	N/A	39%	52%
Y	40	699	21	11	6	1	1	N/A	6%	5%

Math   ELA

Closing the Achievement Gap

- Grade 3 in 2015 had 14% met/exceeded. By 7th grade in 2019, 52.5% met/exceeded.
- Grade 8 increase over the prior year +10.9.
- Grade 11 increase over the prior year+12.8.
- The state % decreased in 8 of the 9 grades while Orange increased in 8 out of 9 grades.

Areas for Growth

- Grades 9 and 10 have the largest achievement gaps related to the state averages.
- Instructional Planning and Preparation to take form across common planning meetings.
- Full-time certified teachers matter.
- Classes with rigorous activities had greater increases.

Grade/Subject	2015 % Met Expectations/ Exceeded Expectations	2016 % Met Expectations/ Exceeded Expectations	2017 % Met Expectations/ Exceeded Expectations	2018 % Met Expectations/ Exceeded Expectations	2019 Orange Met Expectations/ Exceeded Expectations	2019 New Jersey % Met Expectations/ Exceeded Expectations	Orange Difference	NJ Difference
3	14%	23%	28%	30.0%	32.1%	50.3%	+2.1	-0.6
4	24%	24%	30%	34.5%	38.1%	57.4%	+3.6	-0.6
5	24%	30%	31%	31.8%	38.7%	57.9%	+6.9	-0.1
6	25%	30%	37%	38.4%	45.3%	56.2%	+6.9	0.0
7	30%	34%	37%	55.8%	52.5%	62.8%	-3.3	-0.1
8	31%	34%	36%	34.6%	45.5%	62.8%	+10.9	-2.4
9	24%	25%	24%	26.6%	28.5%	55.3%	+1.9	-1.2
10	12%	26%	21%	24.6%	28.9%	58.0%	+4.3	+8.1
11	21%	24%	29%	32.9%	45.7%	29.9%	+12.8	-8.2

ELA

Closing the Achievement Gap

- All courses increased the number of students who met or exceeded expectations; Orange's year-to-year gains exceeded the State's in 8 of 9 cases.
- The average achievement gap between District and State continues to narrow [2017: 23 pts; 2018: 20 pts; 2019: 15pts]
- Greater %'s of students are meeting expectations: [2017: 19%; 2018: 22%; 2019: 27%]

Areas for Growth

- Certified full-time teachers matter. We have to ensure that certificated staff members are in place from Day One.
- Classes with rigorous assignments had greater increases.
- Subgroup performance does not mirror district growth

Grade/Subject	2015 % Met Expectations/ Exceeded Expectations	2016 % Met Expectations/ Exceeded Expectations	2017 % Met Expectations/ Exceeded Expectations	2018 % Met Expectations/ Exceeded Expectations	2019 Orange % Met Expectations/ Exceeded Expectations	2019 New Jersey % Met Expectations/ Exceeded Expectations	Orange Difference	NJ Difference
3	15%	28%	26%	29.5%	33.0%	55.1%	+3.5	+1.8
4	19%	20%	24%	27.2%	35.6%	51.0%	+8.4	+0.6
5	18%	21%	17%	21.4%	26.0%	46.8%	+4.6	+2.0
6	15%	15%	18%	22.1%	25.1%	40.5%	+3.0	-3.0
7	18%	16%	17%	26.7%	27.7%	42.1%	+1.0	-1.3
8	13%	17%	9%	11.0%	24.4%	29.3%	+13.4	+1.1
Algebra I	23%	25%	16%	25.3%	27.5%	42.9%	+2.2	0.0
Algebra II	9%	14%	12%	4.0%	13.8%	31.2%	+9.8	+1.7
Geometry	Scores suppressed	11%	10%	20.5%	21.5%	31.2%	+1.0	+1.7

Mathematics

ORANGE PUBLIC SCHOOLS'
2019 NJSLA GRADE-LEVEL OUTCOMES IN MATHEMATCS

	Count of Valid Test Scores	Not Yet Meeting (Level 1)	Partially Meeting (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectation (Level 5)	District % >= Level 4	NJ % >= Level 4
Grade 3	391	18.2%	20.5%	28.4%	28.1%	4.9%	33.0%	**55.1%**
Grade 4	450	16.2%	20.9%	27.3%	31.3%	4.2%	35.6%	**51.0%**
Grade 5	366	17.8%	31.4%	24.9%	24.0%	1.9%	26.0%	**46.8%**
Grade 6	399	19.3%	30.6%	25.1%	24.3%	0.8%	25.1%	**40.5%**
Grade 7	386	12.7%	29.0%	30.6%	24.1%	3.6%	27.7%	**42.1%**
Grade 8	258	29.5%	26.7%	19.4%	24.4%	0.0%	24.4%	**29.3%**
Algebra I	337	19.3%	40.4%	13.1%	25.3%	2.1%	27.5%	**42.9%**
Algebra II	261	55.2%	22.2%	8.8%	13.4%	0.4%	13.8%	**45.8%**
Geometry	256	15.6%	34.4%	28.5%	19.5%	2.0%	21.5%	**31.2%**

Mathematics Disaggregated Data
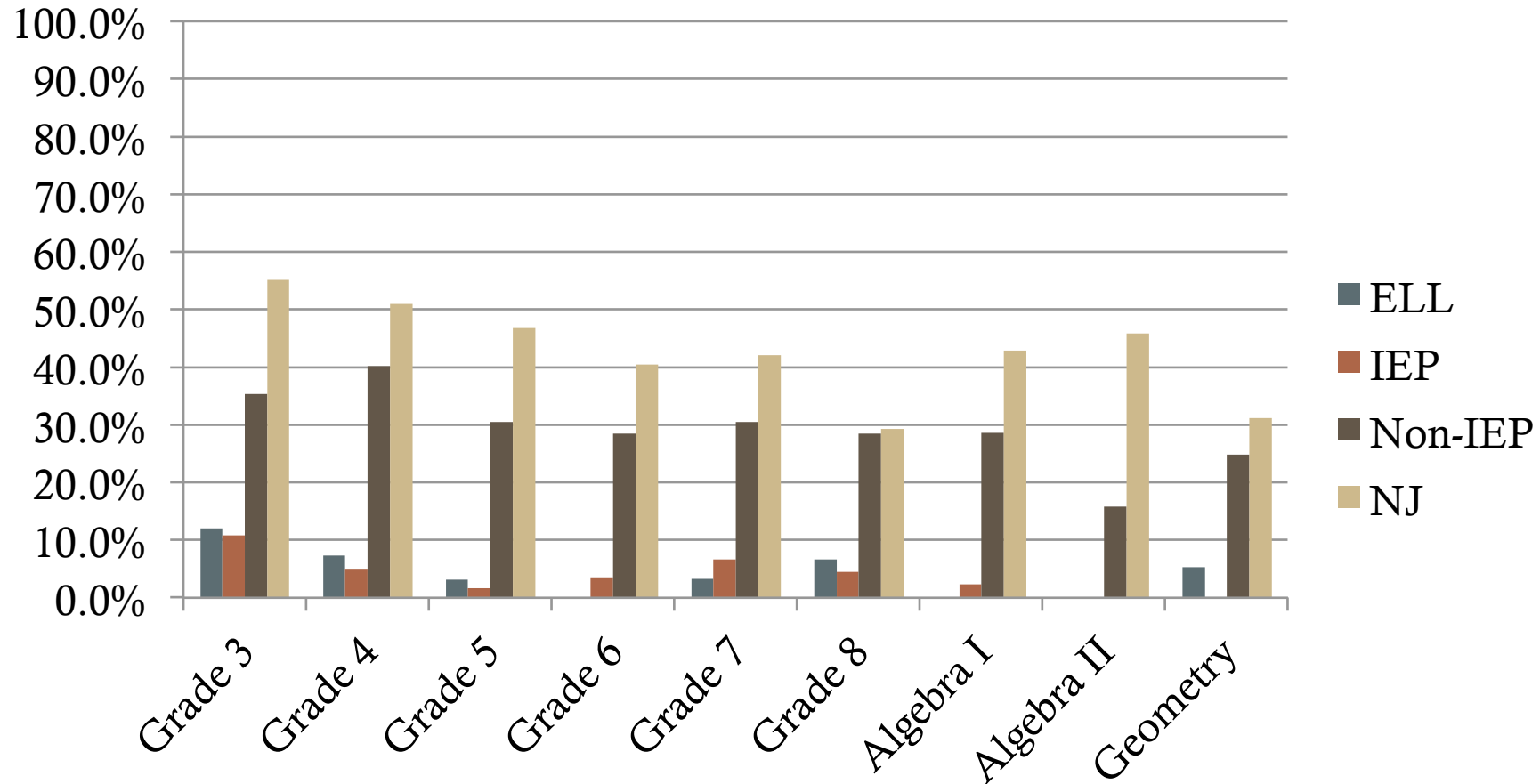
Glows

- **Forest Street School outperformed the state average in Grades 3, 4, 6, & 7.**
- **OHS outperformed the state average in Grade 11.**

Grows

- **Strengthen K-2 instruction**
- **Promote grade level collaboration across schools and skills**
- **Targeted supports for subgroups (SpEd & ELLs)**

	3	4	5	6	7	8	9	10	11
Cleveland	39.3%	20.0%	34.1%	25.7%	41.4%				
Forest	**51.0%**	**59.3%**	50.0%	**78.4%**	**65.2%**				
Heywood	48.6%	41.2%	53.3%	47.6%	58.1%				
Lincoln	34.3%	34.4%	32.8%	56.0%	53.8%				
Oakwood	29.4%	28.0%	41.2%	20%	29.2%				
OHS/STEM*								28.9%*	**45.7%**
OPA/STEM						45.6%	34.6%*		
Park	34.1%	54.7%	20.0%	36.8%	46.9%				
RPCS	16.9%	30.4%	44.1%	41.5%	54.6%				
State	50.3%	57.4%	57.9%	56.2%	62.8%	62.8%	55.3%	58.0%	29.9%

ELA

ELA Disaggregated Data
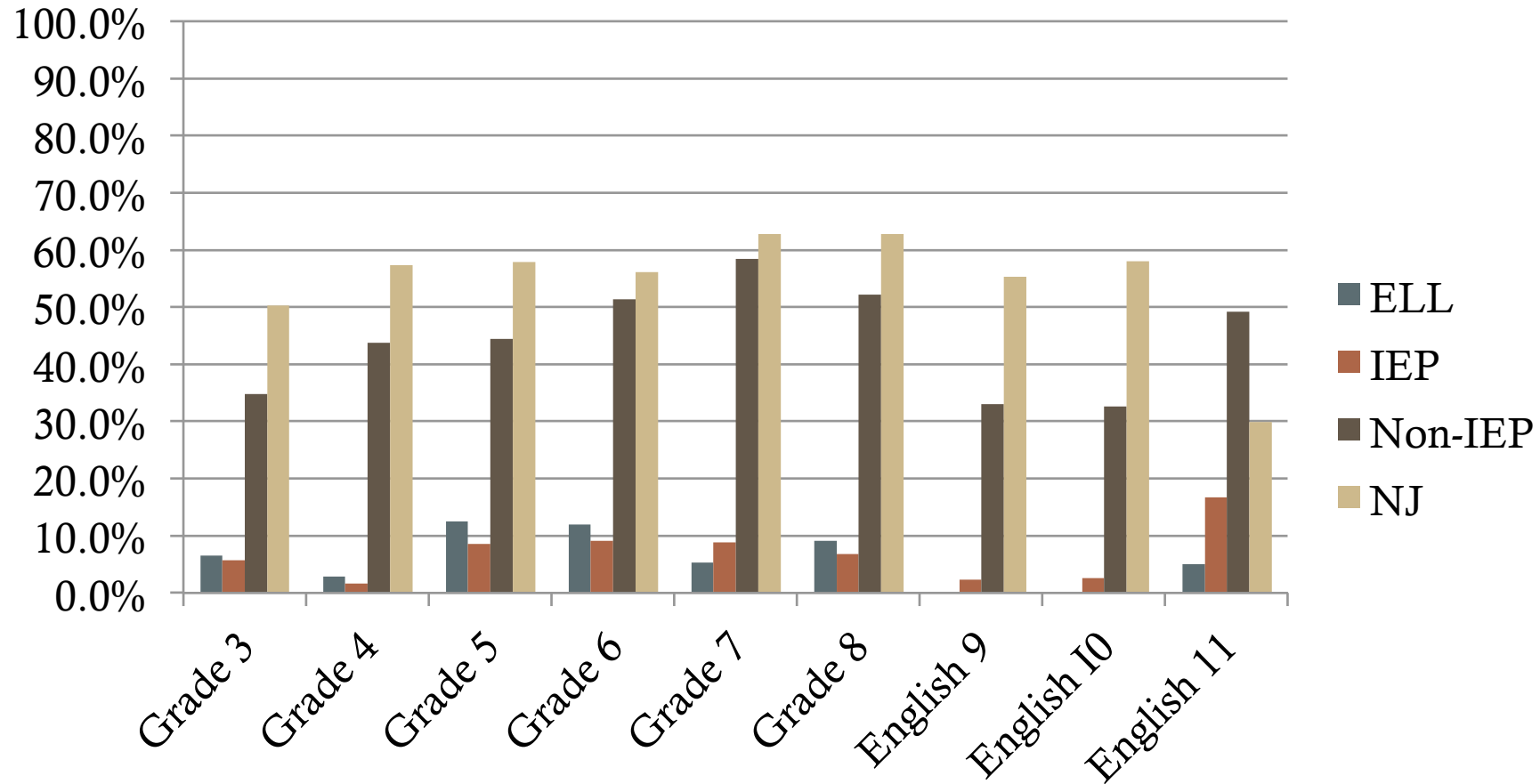
- **Forest had double-digit growth in ALL tested areas**
- **Heywood's 3rd graders exceeded State performance with 62% meeting>**
- **95% of OHS's Calculus students passed the 2019 AP exam**
- **100% of STEM students met/exceeded expectations in Alg2 and 95% in Alg1**
- **OPA's grade 8 performance grew 14 pts.**

- **Improve Interventions and/or Early Warning Systems in K – 8**
- **Strengthen curriculum gaps to include more reasoning and problem solving opportunities**
- **Mitigate the impact of vacancies**

	3	4	5	6	7	8	Algebra I	Algebra II	Geometry
Cleveland	50.0	34.3	19.5	14.3	24.1				
Forest	44.2	39.3	42.9	35.9	31.9				
Heywood	**62.2**	38.2	28.9	19.0	39.5				
Lincoln	28.0	34.3	19.1	20.0	22.1				
Oakwood	22.2	20.0	17.6	8.0	8.3				
OHS/STEM*							1.4	13.0*	22.4*
OPA/STEM*						24.5	34.7*	**55.6***	
Park	12.2	39.1	13.3	19.3	22.4				
RPCS	27.5	35.8	34.4	38.7	33.3				
State	55.1	51.0	46.8	40.5	42.1	29.3	42.9	45.8	31.2

Mathematics

ELA Next Steps

- Focus on engagement with complex texts and language standards to improve writing

- Ensure adherence to the literacy block

  (intentional whole group, small group, independent work, and targeted instruction)

- Increase digital silent reading support and practice

- Build knowledge, strengthen comprehension, and increase fluency

LETRS

Revised end of module performance tasks

Emphasis on Language Standards and Writing

iRead

Learning Ally

Reading Plus

System 44
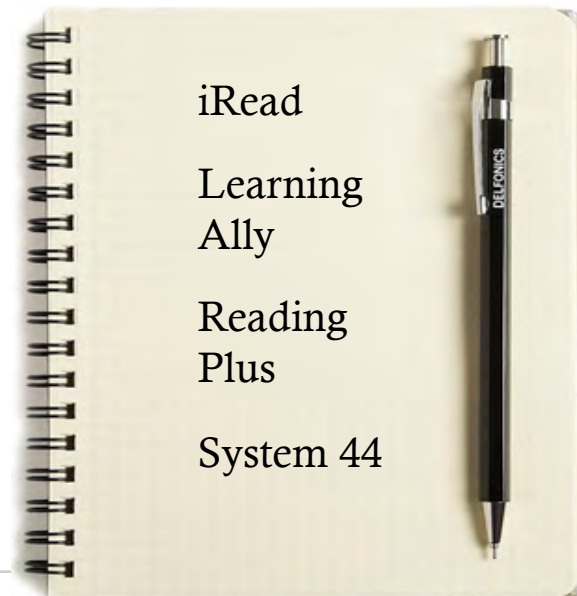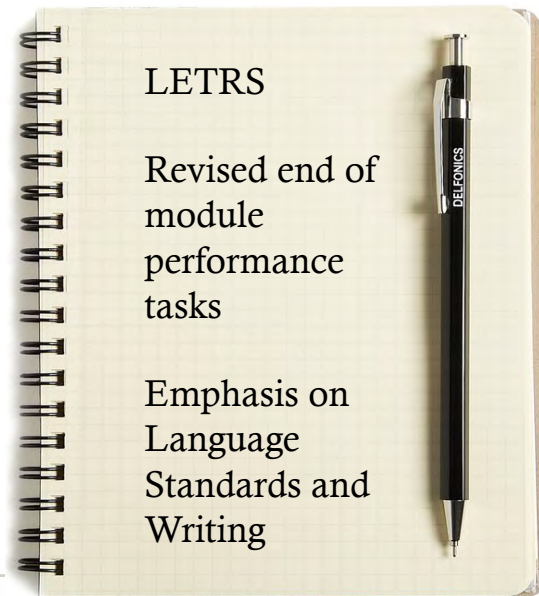
Mathematics Next Steps

- Developing Conceptual Understanding

- Incorporating Rich Tasks

- Promoting Student Discourse and Incorporating Formative Assessment

- Providing Differentiated Support

Tiered Teacher Supports

The 5 Practices for Mathematical Discussion

Language & Content Routines

Data Action Model

Extended Constructed Response Tasks
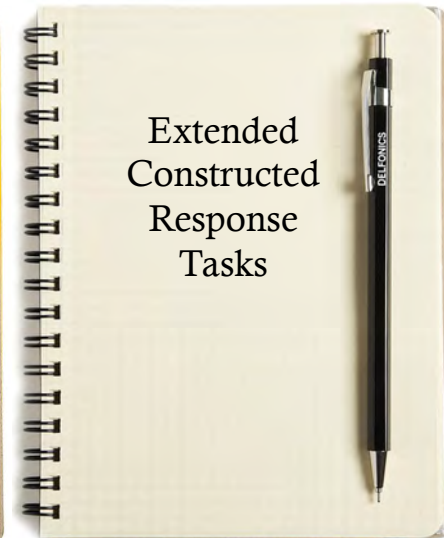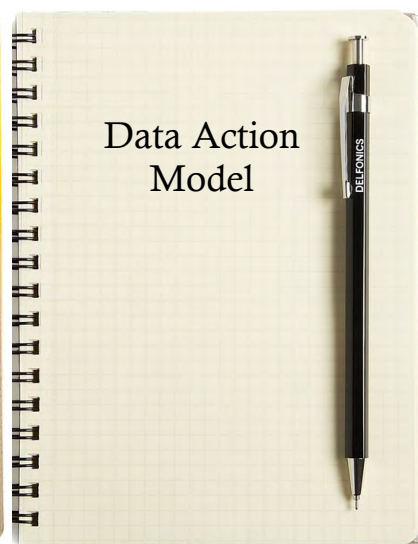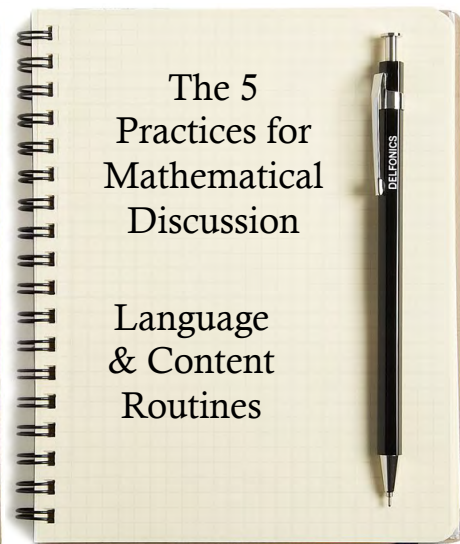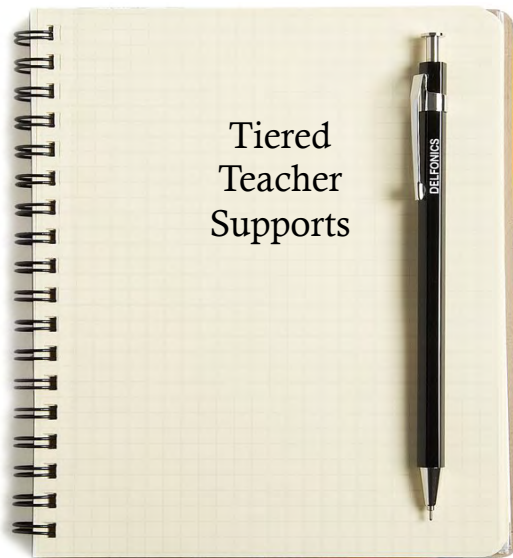
AP Results by Subject

Subject	% Passing (scoring 3-5)
English Language and Composition	60%
English Literature and Composition	23.7%
Calculus AB	95.2%
Calculus BC	94.1%
Computer Science Principles	56.3%
United States History	0%
World History	39.1%
Music Theory	0%
Spanish	94.4%
French	44.4%

High School AP Results

School Year	# of Exams Taken	# Passing (score of 3-5)	% Passing
2015	156	25	16.0%
2016	154	36	23.4%
2017	155	45	29.0%
2018	181	88	48.6%
2019	168	93	55.4%
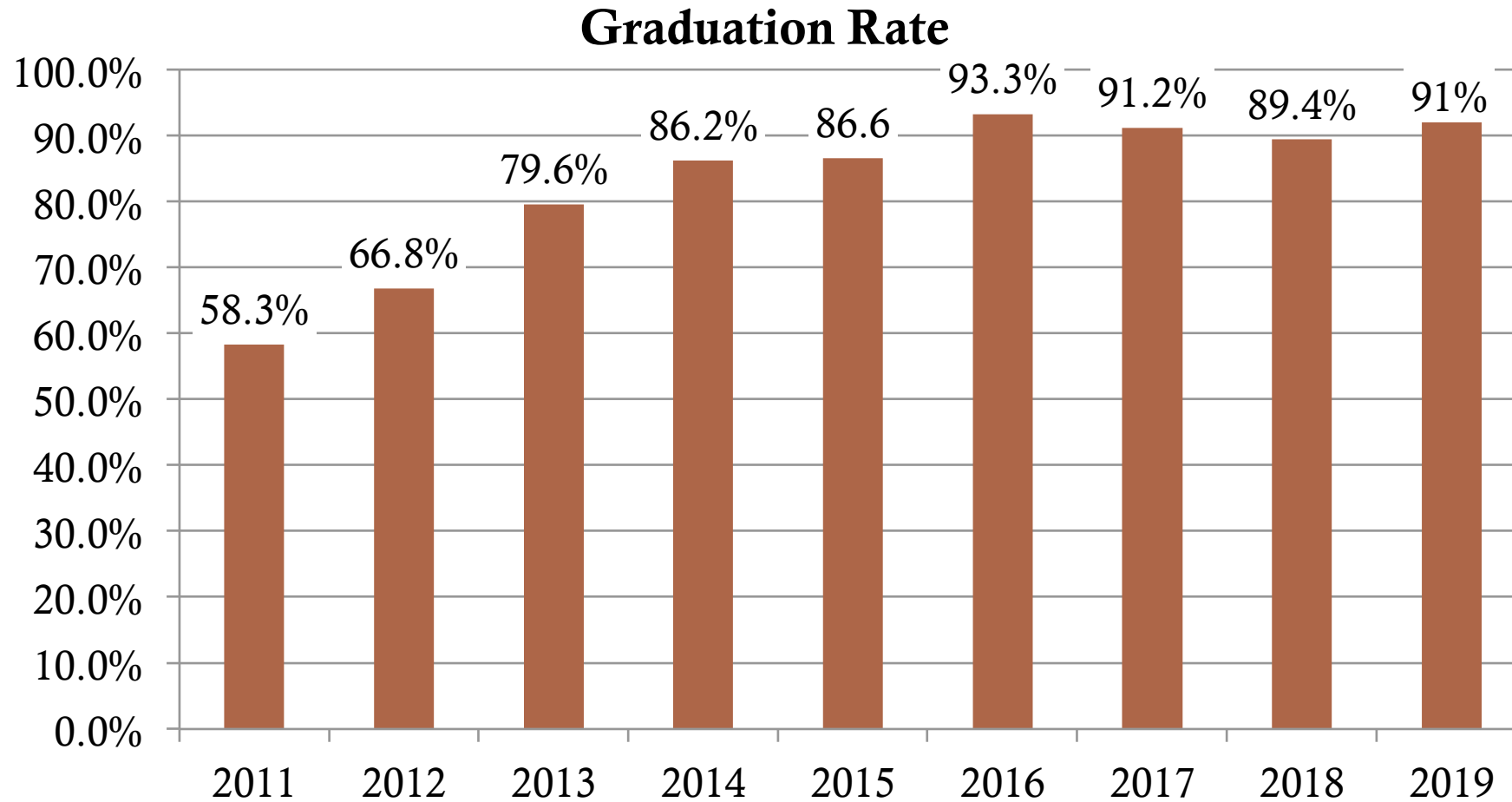
Why Take the ACCESS?

- ACCESS for ELLs (ACCESS) is the collective name for WIDA's suite of summative English language proficiency assessments. ACCESS is taken annually by English language learners in Kindergarten through Grade 12 in WIDA Consortium member states (NJ is certainly one of those states)

- The assessments measure students' academic English language in four language domains: Listening, Speaking, Reading, Writing.

The content of the assessments aligns with the five WIDA English Language Development (ELD) Standards:

- Social & Instructional Language

- Language of Language Arts

- Language of Mathematics

- Language of Science

- Language of Social Studies

Why is the ACCESS Test Important?

- The ACCESS for ELLs test is important because it gives educators and school districts information about a student's progress in English. With this information, especially when the child has been tested since kindergarten, many decisions can be made to help the student's educational growth as much as possible, for instance:

- Whether or not the child is attaining English proficiency according to state standards

- When the child can enter or exit the ELL program

- How classroom teachers can best be informed about specific instruction in the classroom

- To see the child's overall growth with English over time

- **To EXIT ELL Programming, students need a composite score of 4.5.**

ACCESS for ELL's

- Level 1 (Entering) The student knows and uses minimal social language and minimal academic language with visual and graphic support.

- Level 2 (Emerging) The student knows and uses some social English and general academic language with visual and graphic support.

- Level 3 (Developing) The student knows and uses social English and some specific academic language with visual and graphic support.

- Level 4 (Expanding) The student knows and uses social English and some technical academic language.

- Level 5 (Bridging) The student knows and uses social and academic language working with grade level material.

- Level 6 (Reaching) The student knows and uses social and academic language at the highest level measured by this test.

2019 ACCESS

Number of Students Tested- 750

| Grade Level	Number of Students
Kindergarten	134
Grade 1	104
Grade 2	83
Grade 3	93
Grade 4	38
Grade 5	31
Grade 6	34
Grade 7	30
Grade 8	28
Grade 9	44
Grade 10	53
Grade 11	42
Grade 12	36
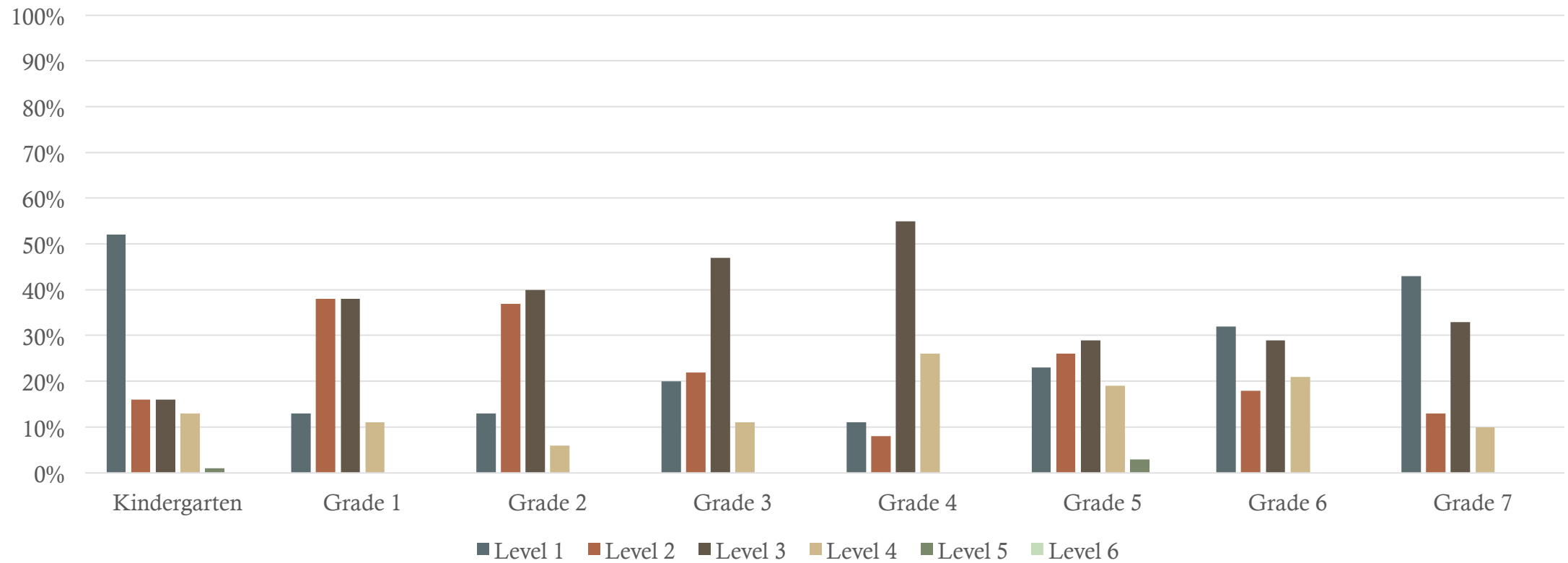
2019 ACCESS Secondary
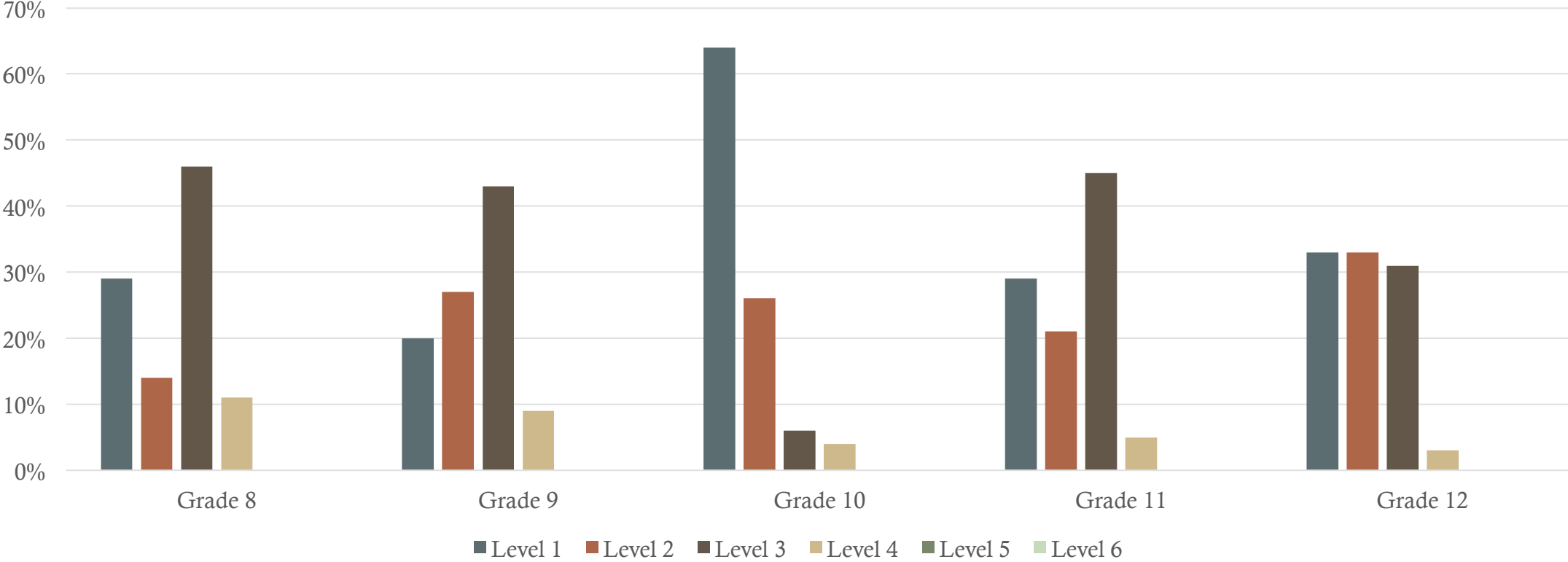
2019 ACCESS-Alternate Assessment

English Language Proficiency Test for ELL students with Significant Cognitive Disabilities

There were only two students who took the Alternate ACCESS

Legend: A1, A2, A3, P1, P2, P3

X-axis: Grade 8, Grade 11
Y-axis: 0% to 100%
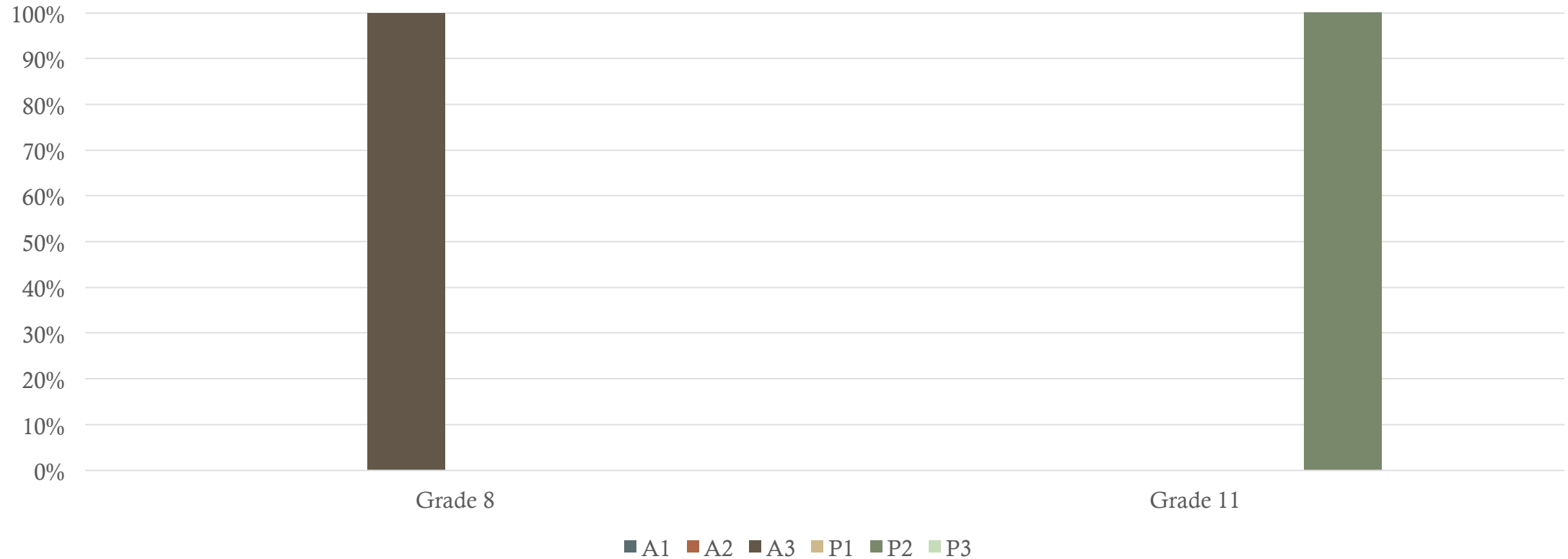
Your Contributions to the Roundtable Work

- The redefining of the Orange Student is critical to this work.

- In order for the district to move stakeholder feedback is necessary. Every voice and opinion is valuable

- Commitment to the three sessions will assist the district in the creation of the new strategic plan

- Be forward thinking and a visionary….We must move our agenda forward!

What is CREED?

- **C**ulturally
- **R**esponsive
- **E**ducation
- **E**quity
- **D**esign

Figure 1. Bronfenbrenner's ecological systems theory
(in Berk & Roberts, 2009, p. 28)

Culturally Responsive Education and Equity Design

COLLECTIVE PLANNING

Components | Delivery

Components	Delivery
Understanding/ Awareness	One-on-Ones
SWOT Analysis	Focus Groups
Needs Assessment	Town Halls
Gap Analysis	Professional Development
Strategy & Action	Training
Alignment	Advisory Group
	Planning Teams
	Surveys

COLLECTIVE CONTEXT

Stakeholders | Planning Goals | Design Anchors

LOCALLY DEFINED

COLLECTIVE PURPOSE

Build	Systematize	Organize
Beliefs	Transparency	Systems
Mission	Accountability	Programs
Vision	Alignment	Pedagogy
Values	Coherence	Policy
Goals	Collaboration	Supports
		Resources
		Partnerships

Elements of Strategic Planning

- Awareness & Understanding

- Strengths, Weaknesses, Opportunities, and Threats (SWOT)

- Needs Assessment

- Gap Analysis

- Strategies & Actions

- Alignment

Strategic Planning Meeting # 1 Objectives

Identify historical experiences (policies, programs, events, actions, and people) within the Orange Township Public Schools.

Create a vision for the future of the Orange Township Public Schools.

CREED TEAM

- **Okaikor Aryee-Price, EdD,** MapSO Freedom School Co-Founder and Organizer

- **Jessica Figueroa**, Math Coach, New Venture Community School

- **Shakira Harrington**, **EdD**, Assistant Superintendent, Newark Public Schools

- **Emily Jones, PhD**, Deputy Director, Center on Culture, Race & Equity (CCRE) Director, NYSED OSE Technical Assistance Partnership (TAP) Equity, Bank Street College of Education

- **Duke Jumah**, Dean of Students, Uncommon Schools: North Star Academy

- **Dr. LaShawn Gibson**, Principal, Hamilton Board of Education

- **Clifton Thompson**, Principal, Teaneck High School

ROOM ASSIGNMENTS

Room	OPS Facilitator	Creed Facilitator
D-203 (Green Folder)	Dr. Russo	Dr. Shakirah Harrington
D-202 (Yellow Folder)	Dr. Powell	Mr. Duke Jumah
Library (Blue Folder)	Ms. Harris	Dr. Emily Jones
C-303 (Red Folder)	Ms. Harper	Mr. Clifton Thompson
C-302 (Purple Folder)	Ms. Dismuke	Dr. LaShawn Gibson
C-306 (Burgundy Folder)	Mr. Iannucci	Ms. Jessica Figueroa
Cafeteria--Childcare Location		

ORANGE PUBLIC SCHOOLS

"Good to Great"
Strategic Plan Roundtable
We look forward to continuing the work
on February 13th and February 27th.