

# MOVING into GREATNESS



ORANGE PUBLIC SCHOOLS  
STRATEGIC PLAN  
2021- 2026



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## MESSAGE FROM THE **SUPERINTENDENT** *of Schools*

Dear Students, Parents, Guardians, Staff, and Community Members,

It is a distinct honor to lead Orange Township Public School District. Since my arrival in July 2019, I have been humbled by our community's support for our schools as well as its insistence upon excellence for all of our students. The children in our 15 schools and programs deserve as outstanding of an education as any other child in New Jersey or the nation. Our teachers, staff, and school leaders are eager to provide it. Having a strategic plan to focus and unify our efforts is necessary for all of us to meet that goal. As your Superintendent, it is my pleasure to present to you *Moving into Greatness: Orange Public Schools 2021-2026 Strategic Plan*.

The rapidly changing nature of our world takes my breath away. I am particularly in awe of all that our young scholars will need to know and be able to do in the years to come. Our school district, like most districts in the nation, is slowly adjusting to the new realities of this hyper-connected, global society in which we live. Now is the time for us to step up the pace of change; our children are counting on us to do this. The very future of Orange Township depends on how well we educate our next generation of leaders and contributors. These realities are the reason that as a district we set out to create a strategic plan that will guide us for the next five years.

No strategic plan can encompass every aspect of the education process or every tactic needed to achieve important goals such as reducing inequities or mobilizing community support for our students and schools. The intangibles of public education are as important as the priorities and strategies we identify in this strategic plan. We believe the joy of learning, the building of good citizenship, appreciation of and expertise in the arts, and fostering habits of healthy living are important to the education we provide. We expect our school communities, educators, and staff to continue to innovate because creativity is in our DNA. *Moving into Greatness* ensures that we will not lose sight of our purpose while we continue to expand our horizons. This will be a living plan. In addition to regular progress updates to our Board of Education, families, and community, we will also assess the goals and strategies as we work to implement and achieve them.





## MESSAGE FROM THE **SUPERINTENDENT** *of Schools*

Over one year ago, the Orange Public Schools embarked on an ambitious mission: to chart a path to the future that builds on the momentous progress we have achieved thus far while accelerating the process of change so that all of our 5,500 children will be prepared to thrive in the world that awaits them. As your Superintendent, it was my goal to have a process where all voices would be celebrated and heard. Many of you were a part of this community-engaged process. Some stakeholders participated in the strategic planning meetings held at Lincoln Avenue School. Others completed a survey about the direction of the Orange Public School District. We are proud and grateful that so many people in Orange Township, no matter your stakeholder affiliation, took the time out of their busy schedules to participate in the creation of our collective roadmap to an exciting new day in the Orange Township Public School District. As you read, *Moving into Greatness: Orange Public Schools 2021-2026 Strategic Plan*, you will see your ideas and input echoed throughout.

In the field of education, there is much talk about personalized learning. What that means is that educators must be attuned to the strengths and needs of each child in their classrooms and create a vastly expanded toolkit of strategies for reaching every child. This is no small feat. We must work and learn together, share resources, and build the relationships necessary to provide each child with the learning experiences and opportunities they need to succeed in school and life. Realizing our dream of becoming a world-class school district, second to none in New Jersey and beyond, demands that we communicate, collaborate, and cooperate like never before. I ask you to join me in embracing this ambitious—but achievable—dream.

Every child in our community has come into this world with a set of natural gifts. Let us commit to one another that it is our collective mission to develop these gifts to the fullest capacity. Let us help all of our children find their sense of purpose and develop the capabilities that will enable them to become responsible family members, productive workers, and engaged citizens. We will all be the beneficiaries of such efforts for years to come.

Educationally yours,

*Gerald Fitzhugh, II*

Gerald Fitzhugh II, Ed.D.





## MESSAGE FROM THE

# BOARD OF EDUCATION

It is with much excitement and enthusiasm that the Orange Board of Education celebrates our new strategic plan, *Moving into Greatness: Orange Public Schools 2021-2026 Strategic Plan*. This strategic plan, coined "Moving into Greatness," is our roadmap to ensure that our scholars have a true path to success now and the years to come.

The Board of Education has utilized strategic plans for years. These plans help focus the work of the district and have resulted in new programs, facilities, and schools. Some recent highlights include the partnerships with Students 2 Science, Apple, and higher education institutions throughout the state of New Jersey. Strategic planning has ensured that delivering public education that meets the social-emotional and academic needs of each learner and supports the whole child is front and center for the district. Strategic planning has also guided the Board of Education in setting priorities that support prudent management of student achievement and fiscal accountability.

Please join the Board of Education and our Superintendent of Schools, Dr. Fitzhugh, in the unveiling of *Moving into Greatness: Orange Public Schools 2021-2026 Strategic Plan*. This plan includes the voices of all community and school stakeholders throughout the document. The Board is so very proud of the community engagement that occurred throughout the process. Your participation demonstrates the Superintendent's belief, "There is no I in TEAM." This collaborative effort is what makes this school district so unique. In closing, the Board of Education looks forward to working with our partners and community organizations to achieve the ambitious goals of the plan.

In Partnership,

*Shawneque Johnson*  
Shawneque Johnson, Board President



## MESSAGE FROM THE **MAYOR**

Dear Neighbors, Parents, Students, and School Staff,

In spite of the obstacles imposed by COVID-19, the Board of Education leadership has developed a plan to pave smooth our school children's road to success. The strategic plan for 2021-2026, "Moving into Greatness: Orange Public Schools 2021-2026 Strategic Plan", is an academic roadmap to the future for our children - and our community. The plan will continue to amass resources and substantive interactions to stimulate total growth for our 5,000 students and their families.

In the district's plan, outlined is a path to excellence for our students to follow with the guidance of our teachers, staff, and school leaders. Together, we will sow the seeds of progress that in the years to come will bear fruit. The community will be rich with productive citizens to lead and serve our diverse communities. I call on the entire community to engage and support the Superintendent's vision for our district with our prayers and our deeds as we move Orange forward.

Yours in Service,

*Dwayne D. Warren*

Hon. Mayor Dwayne D. Warren, Esq.



# Our Purpose



## VISION

"The Orange Public School District commits to provide a safe and caring environment where each student is expected to grow and succeed. We pledge to prepare all students with equitable opportunities for college and career readiness, leading to lifelong learning and responsible citizenship in a competitive global community."

## Mission



The Orange Public School District in collaboration with all stakeholders is responsible for promoting the academic, social, emotional and personal success of all students.



With a commitment to academic excellence, the district provides teachers, families, and administrators the tools needed for all students to reach their full potential.



The district serves all students in our schools, acknowledging their unique backgrounds, cultural perspectives and learning styles.



The district recognizes that curiosity, discipline, integrity, responsibility and respect are necessary for success.



The Orange Public School District cultivates a community of 21st century learners where students take ownership of the learning process, achieve high standards of excellence, and focus on academics.

# Orange

Public Schools  
Getting Great Now



The Orange Public Schools (OPS) is a school district on the move. A comprehensive community public school district located in the city of Orange, New Jersey, OPS serves students in pre-kindergarten through twelfth grade. We are dedicated to the development of the whole child. The district is currently made up of three early childhood centers (the latest of which was erected in 2020 and named after the late United States Congressman John Robert Lewis), eight elementary schools, three secondary schools, and one alternative secondary program. Over 5,500 students with a full complement of over 850 teaching and support staff comprise our district community.

OPS is one of 31 former Abbott Districts statewide, now referred to as "SDA Districts." SDA Districts are districts that require the state to cover all costs for school building and renovation projects under the supervision of the New Jersey School Development Authority. OPS is classified by the New Jersey Department of Education (NJDOE) as being in the District Factor Group "A," the lowest of eight statewide district groupings. District Factor Groups categorize districts statewide to allow for comparison by common socioeconomic characteristics of the local districts. From lowest socioeconomic status to highest, the categories are A, B, CD, DE, FG, GH, I and J. OPS students perform at the top of our District Factor Group.



The district's Board of Education, composed of nine members, sets policy and oversees the fiscal and educational operation of the district through its administration. The Board appoints a superintendent to oversee the day-to-day operation of the district. In November 2016, voters approved a referendum to change from a Type I school district, in which the Board was appointed by the mayor, to a Type II district, in which residents vote for the members of the Board. In November 2017, the first election for the first elected Board took place. Beginning with this election, the Board's trustees have been elected directly by voters to serve three-year terms of office on a staggered basis. Since 2018, three members have been

elected each year as part of the November general election. As of January 2021, all nine members of the OPS Board of Education were elected by the voters within Orange Township.



# Orange

Public Schools  
Getting Great Now



OPS is making significant progress as measured by the New Jersey Quality Single Accountability Continuum (NJQSAC), the NJDOE's monitoring and district self-evaluation system for public school districts. On June 18, 2020, OPS was notified for the first time since NJQSAC was enacted that our performance in the area of Curriculum and Instruction exceeded 80% of the weighted indicators assessed by the NJQSAC. The prior year's score in this area was 74%. Throughout the 2019-2020 school year, the Curriculum Directors, Supervisors, teachers, and Superintendent began the process of revising all district curricula. In this particular area of the assessment, we received a perfect score of 40 out of 40. Per the NJDOE, the district has satisfied at least 80% of the weighted indicators in each of the five areas of the NJQSAC review process (Instruction and Programs, Operations, Personnel, Governance, and Fiscal) and has been designated as "high performing." As we continue to build on this foundation, curriculum and instruction, as well as the importance of self-care, will be the district's primary focus points.

For the last two years, the district has increased our emphasis on the importance of self-care for staff, students, and families. This focus was amplified as a result of the COVID-19 pandemic and led to the creation of the Superintendent's Trauma Informed Team. Adopting a trauma informed approach has provided the necessary toolkit to assist staff, students, and families with supports so the academic development of our students remains at the center of our instructional program.

The importance of our collective well-being and responsibility to each other is echoed via the district's website as well as on our social media platforms and at parent and family events district-wide. As the district continues to move from "Good to Great," the administration prides itself on ensuring that all stakeholders are valued, supported, and have a seat at the table to ensure all voices are a part of the district's new direction.



# The Strategic Planning Process

Creed Strategies, a Newark-based consulting group, partnered with us to support the development of our transformation process and strategic plan.

Creed is a catalytic partner that collaborates with clients to help them examine and transform the beliefs, systems, policies, and practices that drive their organizations. Creed uses an education, social justice, and racial equity approach to development, collaboration, capacity building, and design in order to help partners situate their work in the shared aspirations and needs of the communities they serve. Creed works with partners to identify and develop sustainable strategies for systemic problems. Creed Strategies brings together a diverse community of experts serving school districts, nonprofits, government agencies, private entities, and philanthropy to customize support to clients. When people work with Creed, they can expect to challenge the status quo and collaborate with a nimble, diverse, and creative team of experts who loves and believes in the genius of the communities Creed serves.



Culturally Responsive Education Equity Design (CREED), Creed's transformation framework, is designed to support the development of collaborative, strength-based, and culturally responsive learning environments that optimize student learning and student achievement in schools and districts. CREED empowers partners to redesign learning, create strong and mutual family and community partnerships, and achieve meaningful student outcomes. The CREED framework guided Creed's work with the district and the development of this strategic plan.





# The Strategic *Planning Process*

The strategic planning process began in October 2019 by engaging the Executive Leadership Team in data analysis and the design of the community engagement component of strategic planning. Beginning in February 2020 a series of three strategic planning roundtable meetings were convened to engage school personnel, students, families, elected officials, community members, and partners in the process.

Over 250 stakeholders participated in the strategic planning roundtables. Each meeting included breakout sessions during which participants analyzed data to identify root causes, proposed strategies, and recommended action steps for the strategic plan. The output of these meetings was then analyzed for themes and trends and reviewed by the Executive Leadership Team to develop the priorities and strategies included in this plan.

Moving into Greatness is a comprehensive plan that incorporates the voices and knowledge of our stakeholders in order to ensure that our path to the future this plan envisions is purposefully inclusive and responsive. The plan includes our framework for student learning, the priorities and strategies on which we will focus, and indicators that will measure our progress.

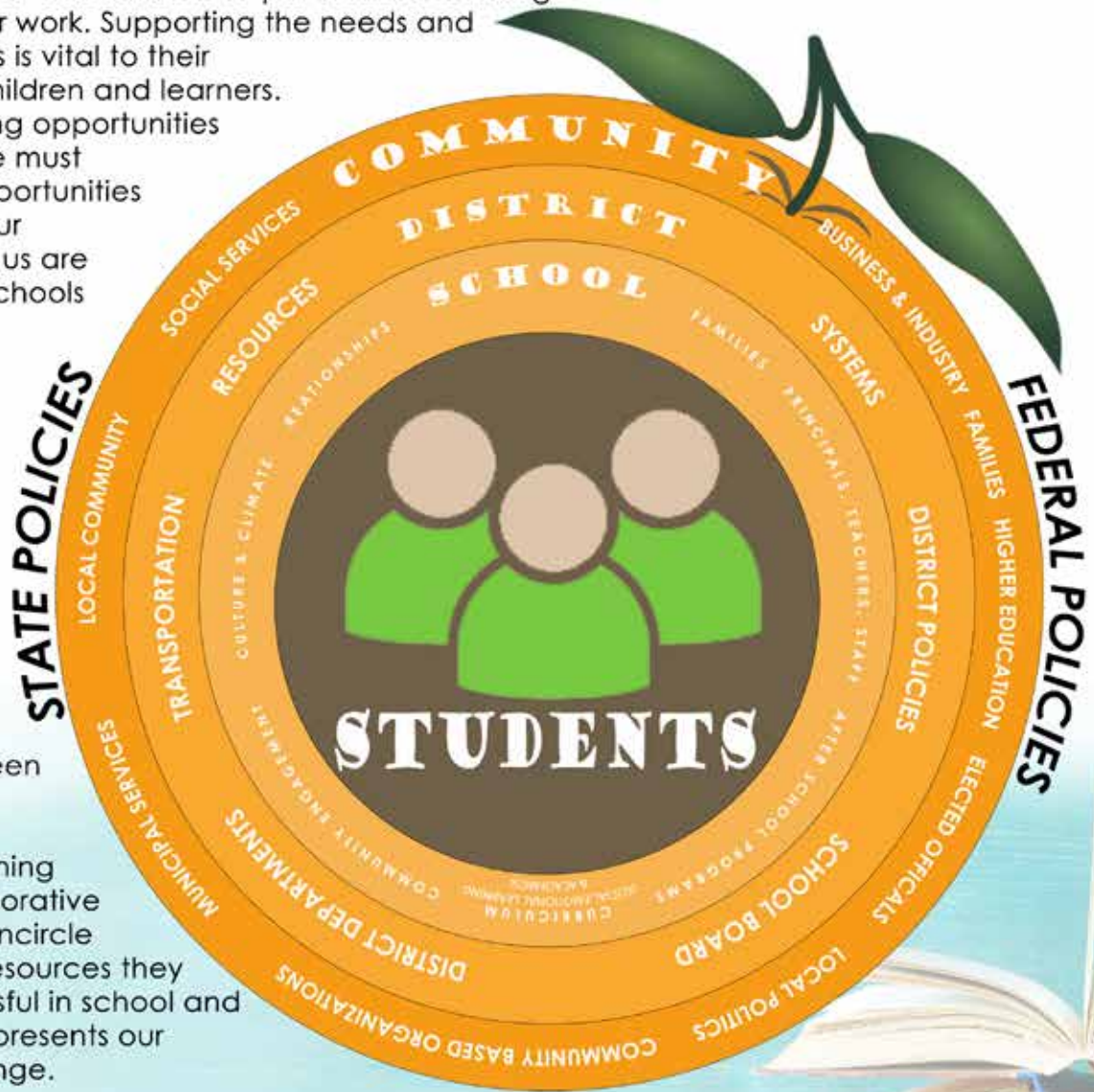
There are four Core Focus Areas and 22 strategies included in the plan. Each strategy also incorporates major action steps necessary for implementation.



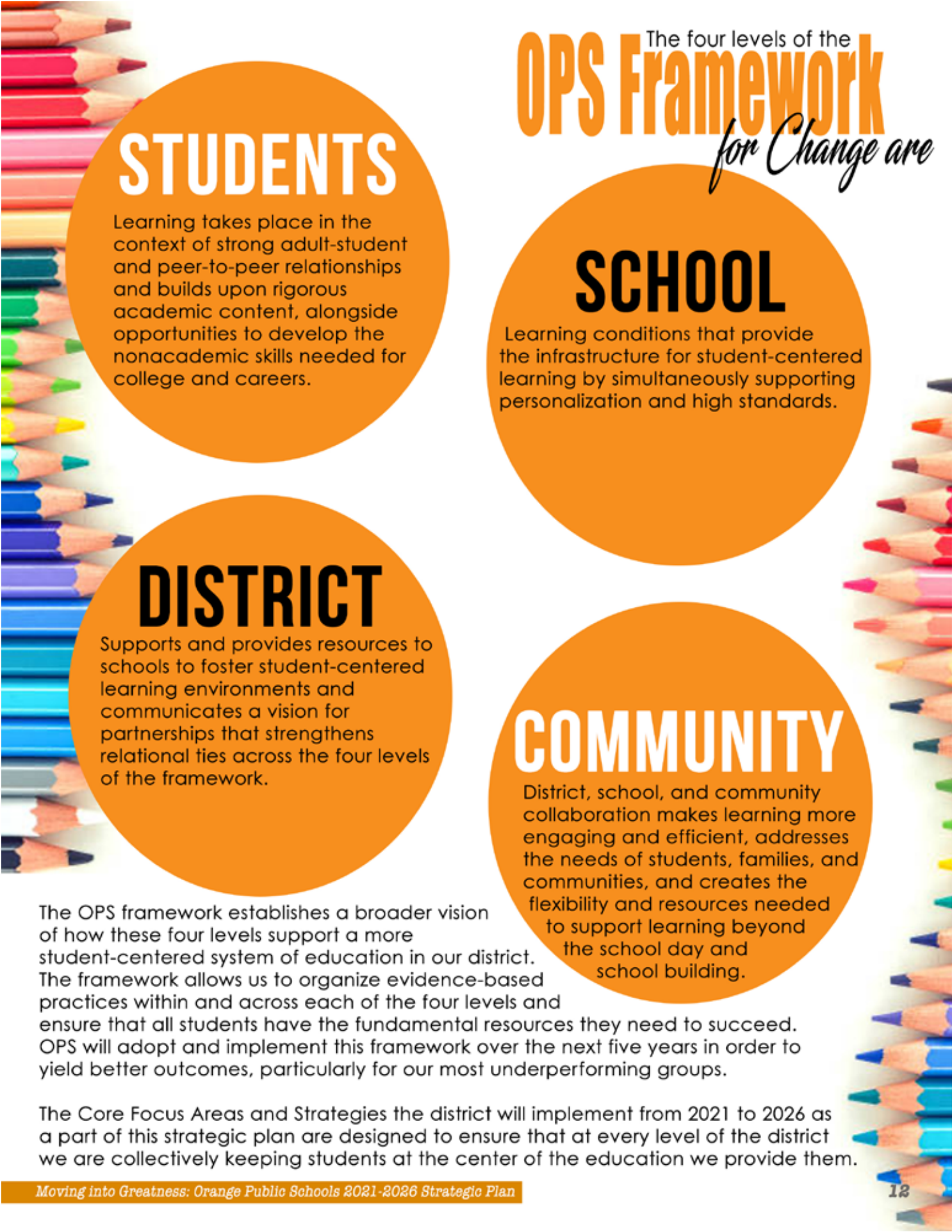
# OPS Framework *for Change*

Students are the center of the Orange Public Schools. Our main purpose for education is to put student learning at the center of our work. Supporting the needs and interests of students is vital to their development as children and learners.

To maximize learning opportunities for our students, we must understand the opportunities and experiences our students have with us are nested within the schools they attend, the district as a whole, and the many communities within our city. Our goals, and the goals of this strategic plan, are to set a vision and framework for student learning that strengthens the connections between the various environments that affect student learning and to build collaborative relationships that encircle students with the resources they need to be successful in school and life. This graphic represents our framework for change.







The four levels of the  
**OPS Framework**  
*for Change are*

## STUDENTS

Learning takes place in the context of strong adult-student and peer-to-peer relationships and builds upon rigorous academic content, alongside opportunities to develop the nonacademic skills needed for college and careers.

## SCHOOL

Learning conditions that provide the infrastructure for student-centered learning by simultaneously supporting personalization and high standards.

## DISTRICT

Supports and provides resources to schools to foster student-centered learning environments and communicates a vision for partnerships that strengthens relational ties across the four levels of the framework.

## COMMUNITY

District, school, and community collaboration makes learning more engaging and efficient, addresses the needs of students, families, and communities, and creates the flexibility and resources needed to support learning beyond the school day and school building.

The OPS framework establishes a broader vision of how these four levels support a more student-centered system of education in our district. The framework allows us to organize evidence-based practices within and across each of the four levels and ensure that all students have the fundamental resources they need to succeed. OPS will adopt and implement this framework over the next five years in order to yield better outcomes, particularly for our most underperforming groups.

The Core Focus Areas and Strategies the district will implement from 2021 to 2026 as a part of this strategic plan are designed to ensure that at every level of the district we are collectively keeping students at the center of the education we provide them.

# On the Path from *good* to Great

District Accomplishments and Achievements

## New Jersey Quality Single Accountability Continuum (NJQSAC) Highlights

*83% in Curriculum and Instruction on the New Jersey Quality Single Accountability Continuum (NJQSAC) report for the school year 2019-2020.*

*Perfect score of 40 out of 40 in the area of curriculum.*

*The district has satisfied at least 80% of the weighted indicators in each of the five areas of the NJQSAC review process (Instruction and Programs, Operations, Personnel, Governance, and Fiscal).*

*Designated as "high performing" by the NJDOE.*

*The Commissioner will recommend to the State Board of Education that the Orange Township Public School District be certified as providing a thorough and efficient system of education for three years or until the next NJQSAC review.*

## Orange Public Schools

has begun our forward march from **Good to Great!** In addition to our recent scores on NJQSAC in 2019-2020, we have aggressively implemented policies, programs, and curricula that have set a strong foundation for our continued growth and success. This section highlights our achievements on NJQSAC and provides a brief glimpse at the effort and hard work of our district staff over the last year to ensure our vision of greatness.







## Culture and Climate

A number of major initiatives have been implemented in order to promote and support positive culture and climate across the district. Self-Care Wednesdays are held on the third Wednesday of each month to assist staff with mental, physical and emotional health. The district established a Trauma Informed Team to assist with the updating of resources for staff, students, and families. The district's current resource guide was published December 2020.

Student, staff, and parent training is provided by the district in the area of social-emotional learning (SEL) to assist students on how to understand and manage their emotions. School counselors and social workers conduct classroom discussions on harassment, intimidation, and bullying (HIB), and cyber-bullying, and provide positive behavior and intervention supports (PBIS). Grade-level small and large group forums are held by counselors. All students participated in Week of Respect activities. Teachers have added SEL activities to their lesson plans and incorporate Brain Breaks with the students.

Various partnerships between the district and community-based organizations have been developed to enhance the experience of students, parents, and staff. Contests and social events including the Heywood Color Run and the Orange Page Turners' Reading Challenge, a community wide endeavor to increase the literacy of all Orange residents, are examples of how the town and the school district work together to improve outcomes for students. The My Little Libraries Initiative, spearheaded by Councilwoman Summers-Johnson, affords students free access to books.

The Superintendent meets with parents and students in separate advisory groups, giving stakeholders opportunities to share their experiences and offer feedback and input into district decisions. School climate surveys are taken twice per year for analysis and action steps.



## Curricula and Instruction

The district has worked closely with teachers and administrators to revamp curriculum from kindergarten through 12th-grade. As a result, all curriculum guides have been updated to include new standards. All departments have been supported for cross content standards implementation.

New K-2 English language arts (ELA) curricula were selected, implemented, and supported. Additionally, a closer collaboration with the Bilingual Department was developed to strengthen curricular materials and instruction. Steps to Advance ELA self-contained classes curriculum for grades 3-6 were reviewed and implemented to support special education students in English language arts. The Writing Folder Initiative was implemented in grades 3-12. During the summer of 2020, all ELA curricula were reviewed and teachers and administrators participated in revisions.

Mathematics curricula and pacing calendars have been realigned to improve access and depth of knowledge. Assessments were redesigned to increase alignment and to monitor progress. Mathematics content routines and strategies for enhancing mathematical discourse were emphasized across the district.

In the area of Science, the district provided all students with equitable access to rigorous curriculum and aligned instructional materials in all grade levels with articulation between Discovery, FOSS, Techbook, STC, Gizmos, and Students 2 Science virtual labs. Equitable access to assessments was also made available to students in all grade levels as follows: Quarterlies in grades 5, 8, 11 (tested grades) via Rocket Lit and Midterms/Finals in all other grades via Edulastic.

A number of STEM initiatives and partnerships have been implemented to increase our focus district-wide. The district partnered with Apple's Community Education Initiative (CEI) and Rutgers University-Newark(RU-N)/Collaborative Teaching Initiative (CTI) to broaden opportunities for computer science district-wide, utilizing resources within Apple's Swift platform. STEM Academy Capstone Panels and projects were instituted. Enrolled Advanced Placement Computer Science courses into College Board's AP Classroom.

The district continues to provide curriculum support for general education teachers who have English Language Learners (ELLs). We have also increased the number of elementary Bilingual classes. During the 2020-2021 school year, we added grade 2 and plan to continue to increase classes up to and including grade 6 in all content areas (Social Studies, Visual and Performing Arts, Bilingual/ESL, Career and Technical Education, Health, Physical Education, Computer literacy, Educational Technology, World Languages).





## Personnel

The district has developed coordinated strategies to increase our substitute pool and fill district vacancies, targeting hard to fill positions in Mathematics, Science, ESL, and Special Education. Additionally, we are developing a district retention plan based on the four-stage KRAM Mentoring Model. This model emphasizes relationship building in the coaching and mentoring process to provide dynamic and personalized support to instructional staff. Partnerships with colleges and universities such as New Jersey Institute of Technology (NJIT) and The College of New Jersey (TCNJ) allow us to recruit candidates who have exhibited strong characteristics aligned to STEM education. We are focused on hiring qualified clinical interns when they have completed their degrees based on strategic evaluation from building-level and district-level administrators to increase our capacity for providing student and family supports. The development of a Diversity Jersey Program for the Recruitment of Diverse Educators (CJPride) and Society for Human Resources Management (SHRM) is underway.

The district has undertaken an internal focus on supporting certification in hard to staff areas that draws on federal grant programs to provide certification in the areas of Bilingual and Career and Technology Education (CTE). Title IIa funds are being utilized for Bilingual/Bicultural certification and staff are introduced to this certification program through Montclair State and Seton Hall Universities. Perkins funds are being used to provide the opportunity for CTE certification.

A social media campaign highlights the efforts of staff and shares their good news (Teacher Spotlight). District-wide CPTs are used to provide teachers opportunities to share their ideas in a judgement free zone. Prior to the pandemic, literacy teachers were invited to team building events, like paint and sips, and encouraged to be a part of district events, like the Literacy Block Party, to promote camaraderie and build rapport among teachers from different schools.



## Student Supports

The district maintains a number of student supports partnerships, for example with Family Connections, as well as other outside agencies. There is a full complement of school social workers and guidance counselors within schools and across the district that serve as the conduit for student supports.

Teachers provide office hours in the afternoons to assist students in specific areas of need. Teachers and paraprofessionals provide one-to-one sessions and small group instruction through breakout groups, parent and student consultations conducted by administrators, teachers, CST, and nurses. Students participate in SEL and receive counseling in identified areas by school counselors and social workers. Peer to peer tutoring is in place at the high school level.

Multi-Tiered Support Systems (MTSS) are in various stages of implementation at all schools. This allows schools to develop interventions and supports that address a range of academic and behavioral needs. The MTSS integrated framework uses collected data to assess student needs and provide them with interventions in appropriate tiers. For example, grant funds have been used to identify and provide small-group and one-to-one literacy support for students who need tier 3 interventions.



### **The following programs and activities are currently in place to support student needs:**

- Student participation in Career and Technical Education organizations to compete regionally and nationally.
- Summer camps that are grounded in New Jersey Student Learning Standards but present the material in innovative ways (e.g., Orange Film Makers, Red Cross Babysitting Certification, Debate, Entrepreneurship, Medical Clinic, Google Expedition, Coding, and other educational technology activities).
- English as a Second Language (ESL) before and after school tutoring.
- Career and Technical Education before and after school tutoring for non-traditional and at-risk students.
- Extra-curricular activities: enrichment, remedial, athletic, visual and performing arts, field trips.
- Work-based learning experiences.
- Dual enrollment programs to begin the college experience in secondary learning situations.
- Advanced Placement Boot Camps.



## Home-School-Community Connection

The district has taken a number of steps to increase the frequency and potency of our relationships to the homes and communities we serve. The establishment of the Superintendent's Student and Parent Councils allow stakeholders to have a seat and voice at the table. In addition, the Community Engagement Officer offers programs for family and school engagement and creates a conduit for strengthening family and community engagement. The Parent University Program continues to build upon the established relationship between Ready, Set, Go and the Orange Public School District.

A concerted communication push has allowed the district to increase our reach to families and communities and has supported greater real-time understanding of what is occurring throughout the district. The district's Facebook page has increased followers eightfold from 300 in July 2019 to over 2,800 in 2021. The district posts on Facebook, Instagram, and Twitter multiple times daily. As the Superintendent has stated, "It is important to get the district's narrative out there. Who better to do it than us?" The staff have joined the ranks of establishing this narrative on the social media platform, Twitter. They, too, are posting classroom and school-level accomplishments.

The establishment of the Orange App provides information in real-time. Launched in October 2020, the district has pushed this initiative. Over 600 stakeholders have signed up for and are actively using the Orange App.

The pandemic has provided the district with the opportunity to strengthen the home-school connection. This time, like no other before, have teachers been invited into the homes of the students. Teachers are maximizing this opportunity to meet, digital chat, and text message through Zoom, Google Meet, Class Dojo, Remind, and various other social platforms to connect with parents during office hours and outside of the academic day. Teachers, administrators, and parents are discussing student progress on a much more consistent basis than they did in the past.





Orange Public Schools will strengthen home, school, and community connections through the implementation of the following strategies.

**Establish and communicate a shared vision for family-community-school engagement by a committee of stakeholders, led by the Superintendent of Schools.**

- Develop and promote specific values, expectations, and norms for family-community-school engagement.
- Institutionalize practices and rituals that support the district's values, expectations, and norms for family-community-school engagement.
- Foster and support the development of parent and student organizations across the district.
- Continue to recognize and celebrate exemplary examples of family-community-school engagement across the district.
- Review and modify the School Parent Engagement Policy on an annual basis.

**Revise the framework for parent, family, and community engagement in order to increase student and family connectivity to community resources, programs, services and partnerships.**

- Ensure that the Office Community Engagement continues to be aligned and works cross-functionally with all departments.
- Engage parent and student organizations and external partners to assess the quality and outcomes of existing partnerships.
- Host a community and partner townhall to build awareness of partnerships and elicit input on how to better meet parent, family, and community needs with the goal of supporting student achievement.
- Survey existing partners and service providers to gauge partner perceptions and needs in order to strengthen partnerships.
- Communicate the updated framework clearly to all stakeholders.





**Ensure that meaningful communication with families and community members is readily available and easily accessible.**

- Establish a district-wide campaign that amplifies our outreach to parents and community members and that identifies and leverages multiple modes of communication.
- Increase enrollment in the Parent Portal, membership in the Orange Public School Phone App, and individual school phone apps.
- Reduce response time to questions on the district website Help icon.
- Increase the number of parent participants in virtual Special Education Parent Advisory Meetings, English Language Learner Parent Advisory meetings.
- Expand participation in Parent Teacher Organization meetings, fund-raising activities, parent conferences, Orange Board of Education meetings, and volunteer opportunities.
- Continue, expand, and create new opportunities for families and community members to provide feedback and input about district communication.

**Integrate ongoing and meaningful input from parents and stakeholders into planning and decision-making.**

- Ensure School Leadership Committees (SLCs) have active parent and community members that is representative of their school communities.
- Continue to integrate parent and community representatives into District ESSA meetings.
- Assess parent and community stakeholder participation in existing structures for engagement in policy and decision-making and develop plans to address gaps and remediate deficits.
- Designate executive level leadership to support and provide annual training to all SLCs to foster and maintain parent and stakeholder engagement in school-level planning and decision-making.



**Increase capacity across the district through the implementation of research-based strategies to engage families and communities in education and develop successful parent-family-community partnerships.**

- Provide district-wide professional development about best practices and models of family and community engagement and partnerships.
- Increase district collaboration with community, citywide, and state-level organizations.
- Establish inter-district and intra-district learning opportunities, including site-visits and school walk-throughs, to provide school leaders, social workers, teachers, guidance counselors, and other school staff with the opportunity to learn from exemplars.
- Deepen support for staff and expand resources to strengthen family and community partnerships with schools.
- Seek funding for family-community-school partnerships and leverage state and federal resources to strengthen the work of schools.

**Continue to establish community and business partnerships to strengthen student work-based and out-of-school learning experiences.**

- Review community and business partnerships models employed by similar school districts and implement a model and programs based on findings.
- Conduct a survey of local businesses to ensure graduates are obtaining skills relevant to the needs of the local business community and to identify opportunities for businesses to partner with the district.
- Work with the Mayor's Office, Chamber of Commerce, and other organizations to establish cooperative education programs that provides students with career exposure and out-of-school learning experiences.
- Increase in the number of partnerships with businesses that connect students with mentoring, job shadowing, internships, and apprenticeships and connects local businesses with students.





**Indicators:**

- 75% student enrollment in before and after school activities.
- 75% increase in attendance at community engagement and outreach programs.
- 25% increase in the number of memorandums of understanding (MOUs) and partnerships with college, universities, and post-graduate trade schools.
- 25% increase in partnerships with museums, performing arts centers, libraries, and other community-based organizations.
- 100% enrollment in the parent portal.
- 100% membership in the Orange Public School phone app and individual school phone apps.
- 100% responses to questions on the Help icon on the district website within 48 hours.
- 25% increase in the number of parent participants in virtual Special Education Parent Advisory Meetings, English Language Learner Parent Advisory meetings.
- 50% attendance increase in Parent Teacher Organization meetings, fund-raising activities, parent conferences, Orange Board of Education meetings, and volunteer opportunities.
- 100% of School Leadership Committees (SLCs) will have active parent and community members that are representative of their school communities.
- 100% of the district Every Students Succeeds Act's (ESSA) meetings will have parent and community representatives.
- 75% increase in the number of partnerships with businesses that connect students with mentoring, job shadowing, internships, and apprenticeships.
- 100% of the schools contribute to the development of a shared vision statement of positive culture and climate for the district.
- 100% of the schools establish Culture and Climate Teams to foster the shared vision of positive culture and climate.
- 25% annual increase of survey returns from all stakeholder groups (students, parents, teachers, administrators, community members/organizations).



Orange Public Schools will develop and implement a system of universal student supports through the implementation of the following strategies.

**Develop a district-wide universal learning supports system that addresses barriers to learning and teaching and eliminates the predictability of outcomes for all students based on race, gender, socio-economic status, learning modality, language, or sexual orientation.**

- Research and identify best practices in the design and implementation of universal learning support systems, including needs assessment and student identification, and use the findings to support the design of the district's system.
- Design and implement a district-wide universal learning supports policy.
- Ensure the district has the personnel, resources, and infrastructure to support the development and sustainability of the universal learning supports system.
- Design and institute an overall district-wide intervention strategy such to provide intensive academic/behavioral supports to students who are multiple grades below grade level beginning as early as kindergarten.
- Build knowledge and capacity of school leaders, teachers, and support staff in core content areas of learning support systems (Student and Family Assistance, Community Outreach, Home Involvement in Schooling, Support for Transitions, Crisis/Emergency Assistance and Prevention, Classroom-Based Approaches to Enable Learning, and Cultural Literacy).

**Conduct a comprehensive assessment (program evaluation) to develop a district-wide universal learning supports plan and select relevant programs, interventions, and tiered supports that match the unique needs of each school and each student.**

- Develop or adopt a needs assessment framework to assess programs, interventions, and supports provided to students and parents/families.
- Identify the most significant factors interfering with students learning and teachers teaching in the district and across schools.
- Use district surveys, school and district data, to assess existing areas of strength and identify needs and gaps in the programs, interventions, and supports available to students.





- Appraise the fidelity of implementation and impact on outcomes of existing programs, interventions, and supports in order to determine effectiveness.
- Integrate Multi-Tiered System of Supports (MTSS) to address academic and social-emotional concerns of students.
- Review learning supports programs, resources, and interventions annually in order to increase alignment with student needs, assess quality and impact, and increase academic growth.

**Build capacity to collaborate with existing providers and recruit new partners, strategically bringing additional resources into the school that builds capacity without duplicating efforts.**

- Host annual Listening and Learning Sessions with providers and partners to build relationships across partners and increase coordination of partnerships, programs, etc.
- Implement a partnership rubric to assist in researching and selecting community and university partners for collaborative partnerships with the district and schools.
- Support schools and partners to collaboratively identify the results they want to achieve for children, youth, families, and the community.
- Provide resources and training about strategies for coordinating and linking the array of supports and opportunities to eliminate fragmentation and duplication.
- Ensure students and families are connected to the right supports and services to enhance student learning in a seamless manner.
- Continue to develop and enhance district and school communication systems for providing information to parents and families about the resources available to support student learning.
- Deepen district support to schools to expand partnerships with mental health and social service agencies.
- Strengthen partnerships with local and state agencies (Perform Care, Family Connections, Main Street Counseling, New Life Counseling and Mental Health Services, and Clara Mass).
- Require partners to provide the district and schools with feedback from students and parents/families about the services and resources they receive



**Develop a system for ongoing data tracking and evaluation to ensure high-quality implementation and continuous improvement of student learning supports.**

- Design a uniform system of data collection for all partnerships that tracks information about programs, services, and interventions.
- Require all partners to provide the district and schools with explicit and measurable objectives and data about the programs, services, and interventions they provide for the data system.
- Ensure that school leaders and support staff know how to access partnership data and are supported in using data to inform decisions about programs, services, and interventions.
- Assess partnership data with all partners to establish open lines of communication and increase accountability for partnership goals and outcomes.

**Work together with parents, caregivers, and community partners to help schools meet the needs of the whole child.**

- Create a strong home-school connection by strengthening two-way communication systems between school and home.
- Enhance digital mechanisms to improve outreach and real-time communication to parents and families.
- Coordinate community resources and services for family supports with all schools within the district

**Indicators:**

- 25% increase in the number of families with access to health and social service agencies.
- 100% of schools will have representation on the Multidisciplinary K-12 Team.
- 20% of the Multidisciplinary K-12 Team will be composed of community partners.
- 100% of the Multidisciplinary K-12 Team's work will be made available to the public.
- 25% decrease in percentage of students referred to a discipline hearing.
- 25 % increase in percentage of students suspended/expelled and receiving support services for rehabilitation for substance abuse, anger management, academic intervention, alternative programs, etc.
- 5% increase in reported sense of belonging for students of color.
- 100% of students of color report increase sense of belonging.
- 10% decrease annually in suspensions of students of color.





Orange Public Schools will prioritize human capital and job-embedded professional development through the implementation of the following strategies.

**Establish a model to recruit, support, and develop newly hired teachers and staff through coaching, peer collaboration, fellowships and residencies, and mentorship.**

- Develop a multi-year plan for recruiting, supporting, and developing teachers and staff that incorporates employee feedback and ideas.
- Improve the recruiting process to impact trauma, diversity, and cultural competence.
- Create and implement an on-going personalized mentoring program for new hires that allows for strengthening of practice and support.
- Implement the KRAM Model and align it to the priorities of the district to allow for mentors and mentees to fully engage in the model's four stages: Initiation, Cultivation, Separation, and Redefinition.
- Establish pipeline for the training and hiring of qualified pre-service teachers in partnership with local universities (Teacher Village).
- Create opportunities for new career ladders to retain teachers in the classroom and develop into teacher leaders and mentors.

**Establish an effective leadership development framework that strengthens and aligns support for school leaders to serve as instructional leaders.**

- Provide principal support sessions led by the Superintendent of Schools that are differentiated and targeted based on walk-through trend analysis and evaluation reports.
- Ensure principals, assistant principals, coaches or mentors, and central-office departments understand their role as instructional leaders.
- Guide administrative meetings to further develop the practices of school leaders, build their understanding of staff development, and increase their capacity to develop teachers and staff.
- Ensure sufficient time and opportunities for teachers and school and district leaders to collaborate around data, problems of practices, and external partnerships.
- Encourage participation in approved leadership programs by working with universities to create pipeline and incentive opportunities.
- Support School Leadership Councils (SLCs) to understand the characteristics of high-quality school and district leaders.



# CORE

*Focus Area*

**Human Capital and Job-Embedded Professional Development**

# 3

**Implement job-embedded professional development that provides differentiated support and learning opportunities for instructional staff, creates leadership opportunities for teachers and coaches, and affords incentives for continuous learning (ex: stipends, micro-credentials, supplies, finders bonus).**

- Advance the integration of high-quality, research and evidence-based student-centered instructional models that incorporate personalized, differentiated, blended, and universal designs for learning.
- Establish a professional development plan for the district aligned with district, school, and student needs.
- Allocate the necessary resources to engage teaching staff in high-yield, job-embedded, and differentiated supports.
- Identify professional development needs across the district based on student data and staff surveys about interests and needs.
- Implement elementary and secondary bell schedules that are the same by grade level and content strand so targeted support can be given via remote option for staff.
- Support schools to identify, develop professional development goals for teachers and other school staff, and implement supports.
- Provide monthly vision and goal check-in sessions with staff members and discuss alignment to goals and necessary steps to remediate if necessary.
- Evaluate professional development opportunities based on their direct support for classroom teaching, and other role-specific outcomes, as well as feedback from participants about their application to their roles.
- Develop and adopt incentives for extended-learning and development across all grade bands within the district.
- Expand district portfolio of tertiary institutions that provide specialized professional development opportunities.





# CORE

*Focus Area*

**Human Capital and Job-Embedded Professional Development**

# 3

**Allocate the resources and staffing necessary to ensure that special learners and ELL students receive mandated services and programs to meet their learning needs.**

- Adopt a professional development plan that utilizes evidence-based practices to prepare and support all staff so they are able to implement Individual Education Plans (IEPs) and provide services to meet students' individual needs.
- Conduct a needs assessment yearly to ensure that staffing needs for subgroups are delineated appropriately.
- Increase academic intervention options through Response to Intervention, English Language Development Instruction, and Specially Designed Instruction for students with disabilities.
- Continue to identify and train teachers in best-practices to implement the district's co-teaching model.
- Support districtwide systems and procedures that support students' individual academic, socioemotional, and behavioral needs.
- Empower families as partners in the education process through family education opportunities and staff professional development on IEP facilitation and collaborative teaming.

**Adopt a Diversity, Equity, and Inclusion (DEI) framework that supports the development and retention of a diverse workforce and addresses systemic inequities.**

- Ensure the diversity of our students, and staff reflects the character and contours of our demographically diverse society and is leveraged to deepen and enrich teaching and learning across the district.
- Cultivate and protect diversity of identity, culture, perspective, language, and modes of expression in our curricular, pedagogical, data collection, and work activities.
- Ensure all practices and policies drive the full inclusion and empowerment of persons who identify as members of historically disenfranchised groups and cultivate among all community members shared competencies, sensitivities, and equity-oriented habits of mind.
- Recognize each member of our community both as an individual with distinct talents, perspectives, and insights, and as a member of social groups who have benefited from or been disadvantaged by historical and contemporary inequities.
- Establish a shared understanding that our institutional responsibility to enact these principles of diversity, inclusion, justice, and equity requires that all of our community members contribute to an environment

# CORE *Focus Area*

**Human Capital and Job-Embedded Professional Development**



**Indicators:**

- 15% employees participate in leadership development.
- 10% faculty and staff earning local, state, national, and/or international awards or recognitions.
- 75% faculty and staff who observe a colleague sharing feedback.
- 85% faculty and staff are effective or rated distinguished leaders in the district.
- 95% staff receive support that enables and empowers them.
- 95% stakeholders report quality customer service with OPS staff.
- 100% of staff reporting their involvement is trainings designed to help them better understand cultural differences in a cross-cultural school environment.
- 100% of staff reporting their ability to apply strategies for developing their knowledge and understanding the diversity of different cultural groups and for moderating the impact of their own cultural background on the development of their values and beliefs.







# CORE

*Focus Area*

## ***Rigorous and Relevant Curricula and Instruction***

4

Orange Public Schools will ensure the delivery of rigorous and relevant curricula and instruction through the implementation of the following strategies.

### **Continue to identify, develop, and implement inclusive, evidence-based, and college and career ready standards-aligned pre-K through grade 12 instructional materials and curricula for all learners and subgroups, and across all disciplines.**

- 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.)
- Establish and maintain an articulated, 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.
- Establish annual "department level" strategic plans in alignment to the district's strategic plan such to shape and promote targeted departmental goals, to monitor progress, and to evaluate processes for efficiency and effectiveness.
- Institute principal and teacher committees, and grade level and departmental meetings, to effect horizontal and vertical articulation and continuity of the curricular, instructional, assessment, and professional development programs through the district.
- Realign curricula and pacing calendars to improve access and depth of knowledge.
- Audit all existing courses (middle school through high school) to ensure alignment and that all students are prepared for rigorous academic honors-, AP-, and dual enrollment level courses by their junior and senior years.
- Introduce intermediary course offerings prior to students' taking high-failure courses (ex: Algebra II).
- Promote opportunities for acceleration in lieu of remediation to ensure that all students have access for high-quality, standards-aligned, grade level instruction.
- Identify and offer a wider range of high-level course options across all content areas to increase students' chances for academic success, expanding the number, levels, and variety of courses available to students while eliminating the most basic courses.
- Provide English Language Learners (ELLs) with ample early, opportunities to exit from or be identified for ELL status to empower the district to better support their needs.



# CORE

*Focus Area*

**Rigorous and Relevant Curricula and Instruction**

4

**Advance the use and management of a multi-faceted district-wide assessment system that is aligned to curricula, integrates multiple measures, and allows accessibility and modifications, and that acts as a continuous thread of instructional practice.**

- Articulate a consistent vision for data use, set and model expectations, and implement and uphold policies for data use in the district.
- Improve the alignment of District-level assessment content, priorities, calendars, and windows with Statewide testing windows to improve the student assessment experience, gain a better understanding of assessment data, and improve overall curriculum articulation instruments (curriculum guides, lesson plans, pacing calendars, etc.)
- Establish a Testing Committee to assist in realigning district- and state-level (AP, PSAT/SAT/ACT) assessment windows and calendars, holistically and across all content areas such to improve participation and performance on State and College-readiness assessments (DLM, ACCESS and Alternate ACCESS/for ELLs, NJSLA in ELA, Mathematics, and Science, and NJ Start Strong.
- Redesign assessments to improve curriculum alignment, integrate multiple measures, and monitor academic progress.
- Identify criteria, set benchmarks, gather continua of exemplar/benchmark student work.
- Strengthen structures at the district- and school-level for leadership teams, administrators and teachers to analyze state- and district-level assessment data and use it appropriately to guide improvements to instruction.
- Strengthen structures at the school-level to standardize the administration of state-level assessments in accordance with NJDOE and district protocols.
- Provide support to school leaders to guide school teams in the appropriate use of assessment data.
- Support district leadership to review and disseminate aggregated, district-wide and school-wide assessment and other data, and to serve as data coaches for the schools.
- Establish metrics for calculating "indicator scores" and "cut scores" that provide predictive validity on state assessments for all benchmark and interim assessments in Mathematics, ELA, and Science.
- Institute and promote practices that encourage student participation on district- and state-level assessments such to maintain the 95% participation standard.
- Use data markers to quickly identify cohorts of consistently underperforming and low-performing students in need of additional targeted supports.
- Use data marker to quickly identify students need opportunities for acceleration and enrichment in the form of on-going and targeted supports.
- Design metrics for district-level assessments to measure and report progress towards long- and short-term goals.





**Continue to identify, develop, and leverage digital design formats and capabilities that can support learning in person, remotely, or in hybrid formats, enabling improved and continuous access to and engagement with instructional content.**

- Identify and implement a technological infrastructure software necessary to support students and staff efficiently and effectively, including device monitoring.
- Develop an instructional technology strategy that assesses and maps the current uses of instructional technology across the district in order to identify ways to leverage technology (a) as an improved tool for learning, (b) to maximize and improve student schedules, (c) to build community for staff and students, (d) to expand academic experiences and access, and e) to deliver related services through various assistive technology programs.
- Develop a district-wide system to improve the mechanism for ensuring rapid and responsive troubleshooting for technology related issues at the district, school, and classroom level.
- Design, develop, and implement an all-inclusive, flexible, and user-friendly content management system that provides 24/7 access to all curricular areas to ensure continuity of learning during school closure and/or out-of-school time.
- Develop sustainable and non-person specific infrastructure and capacity within the information technology department so that knowledge and expertise are diffused across technology areas and personnel.
- Develop and implement a district-wide plan that promotes the use and awareness of technology in communities.

**Research, identify, and integrate evidence-based pre-K through grade 12 social-emotional learning (SEL)-aligned resources and practices throughout curriculum, instruction, assessment, and professional development designs.**

- Establish a multidisciplinary pre-K to 12th-grade team, composed of representation from all schools and community partners, to oversee the identification, development, and support of social-emotional wellness.
- Embed SEL practices through explicit instruction as an integral part of core instruction.
- Ensure the balance between the social-emotional needs of students and their academics matters such to inform student workload, testing calendars, schedules, and homework
- Support school leaders to implement effective, research-based processes that address the critical components of positive behavior intervention and supports (PBIS), restorative practices, equitable practices, and Multi-Tiered Systems of Support (MTSS) to increase the conditions for learning for all students.
- Provide professional development for instructional and support staff to implement social-emotional learning practices in all schools in order to engage all students.



# CORE

*Focus Area*

***Rigorous and Relevant Curricula and Instruction***

## 4

- Facilitate the professional development of adult social-emotional learning and skills through training and coaching to support student learning.
- Further the implementation and use of restorative practices as an integral part of school-level SEL and behavior management plans.
- Create bridges between extended-learning time programs and other SEL-related initiatives and programs.

### **Coordinate efforts with state agencies and community partners to establish a strong Early Childhood/PreK-3 continuum that prepares students for elementary schools and generates enthusiasm for learning.**

- Institute quality-control mechanisms to ensure all students demonstrate readiness to transition to kindergarten.
- Ensure all students experience a developmentally appropriate school and classroom environment that extends their academic knowledge and their functional, physical, and social-emotional skills.
- Improve family and community engagement systems to ensure all students are actively engaged at home and within their school community
- Implement constructivist, developmentally appropriate curricula and practices within early childhood classrooms that incorporate teacher-initiated small-group activities, unplanned yet structured experiences, and reflect knowledge of child development and careful observation of the needs and interests of individual children.
- Strengthen the collaboration between the district and local Head Start agencies, such to provide high quality preschool programming to lower income children.
- Coordinate efforts to support and partner with parents in order to understand their perspectives, enhance their understanding of child development, assist them in reaching their goals, and involve them in the preschool program.
- Institute professional development focused on the use of performance-based assessments (Teaching Strategies GOLD, CORE, Work Sampling, etc.), including supporting quality assessment, interpretation of data and use of assessment data in planning.
- Administer structured program evaluation instruments to measure quality practices in preschool classrooms (e.g., ECERS3, SELA, PCMI, High/Scope Preschool Program Quality Assessment, Creative Curriculum Fidelity Tool, etc.).
- Confer regularly with the preschool intervention and referral teams to discuss how to support teachers and parents with children who have challenging behaviors.
- Institute assessment instruments that are tied to the comprehensive preschool curriculum and that connect to developmentally appropriate learning goals and provide understanding of the early growth and development.





# CORE

*Focus Area*

***Rigorous and Relevant Curricula and Instruction***

# 4

- Implement strengthened supports for dual-language learners that provide the ideal foundation for their language and literacy development and ensures proper screening and placement.

**Build out career-centered programs that specialize in the skilled trades, applied sciences, modern technologies, and career preparation; offering both academic and career-oriented courses, and opportunities for students to gain work experience through internships, job shadowing, on-the-job training, and industry-certification opportunities.**

- Improve alignment and articulation of high school curricula and post-secondary education (including, matching content, determining pre-requisites, identifying co-requisites, and cross-cutting content)
- Establish new career and technical education programs and programs of study approved pursuant to N.J.A.C. 6A:19-3.1 as part of the comprehensive high school curriculum in collaboration with local community organizations, colleges, universities, industry affiliates, etc. and in areas of high-skill, high-wage, or high-demand, current or emerging occupations.
- Engage our students in more competitive opportunities to interact with students and programs outside of the school district.
- Establish admission requirements and programming that include equity and access for all populations, including special populations, English Language Learners (ELLs), and special education students.
- Create a bi-annual process that will evaluate CTE pathway offerings, capacity, student participation and interests, and labor market demands so that decisions to increase access and effectiveness of the CTE programs are data-informed.
- Build awareness of CTE programs among all stakeholders using communication strategies to allow every student to have the opportunity to pursue a CTE program.
- Reduce barriers for external partners to provide career exploration opportunities for high school students outside of the regular school day or year (e.g., organizations to provide after-school activities and/ or events; community and technical colleges partnering with school districts to provide summer opportunities, and others).
- Continue to establish partnerships with industry/workforce and colleges, universities, and trade schools such to drive programs, collaborative curriculum development, and structures learning experiences.
- Integrate career planning for all students into counseling and courses, regardless of career or postsecondary path, to ready all students for the world of work.



# CORE

*Focus Area*

**Rigorous and Relevant Curricula and Instruction**



- Ensure that all career and technical education programs within the district reflect:
  - a coherent sequence of not fewer than three identifiable courses.
  - classroom instruction combined and coordinated with field, shop, or laboratory experiences, structured learning experiences, or other experiences which are appropriate to the competencies of the career clusters.
  - academic content that is aligned to the New Jersey Student Learning Standards (NJSLS) for secondary programs.
  - content that meets industry-approved or nationally recognized standards.
  - industry-recognized credentials and skill certificates, when available.
  - a valid third-party technical skills assessment, when available.
  - opportunities to participate in structured learning experiences.
  - opportunities to participate in career and technical student organizations.
  - a career and technical education safety and health program and plan if the program is in a hazardous occupation.

## Indicators:

- 100% of all curriculum departments establishing an annual "department level" strategic plan in alignment to the District's Strategic Plan and responsive to research and data.
- 100% of all courses aligned to curriculum articulation guides (ex: curriculum guides, unit plans) satisfying the State's required as per NJQSAC.
- 85% of all courses providing digital and at-home access for students.
- 80% of Pre-K students ready to enter kindergarten.
- 2% of elementary and middle school students (excluding kindergarten) participating in the Scholars gifted program.
- 15% increase in enrollment in all CTE programs.
- 30% increase in the number of CTE pathway completers.
- 5% decrease in the gap in proficiency rates between our student populations and State results.
- 100% of the Career and Technical Education Programs of Study and Programs will have industry experts from the community on the Advisory Panels.
- 100% increase in students reporting rigorous and culturally responsive learning experiences in their schools and classrooms.



# KEY DISTRICT MILESTONES



## GRADES K – 2

By the end of 2026,

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

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

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



## GRADES 3 – 8

By the end of 2026,

65% of all students in grades 3 - 6 will demonstrate proficiency of the Reading and Writing New Jersey Student Learning Standards for English Language Arts.

70% of all students in grades 7 - 8 will demonstrate proficiency of the Reading and Writing New Jersey Student Learning Standards for English Language Arts.

60% of all students in grade 5 will accurately use the eight science and engineering practices in the context of the Disciplinary Core Ideas to demonstrate integrated grade-appropriate proficiency in gathering, describing, and using information about the natural and designed worlds and using evidence to construct scientific explanations about observed phenomena or demonstrate understanding of core ideas on state mandated/administered NJSLA-S benchmark assessments. This cohort will achieve a 25% increase in the collective performance of Grade 5 students on state NJSLA-S over the 2019 District scores.

60% of all students in grade 8 will accurately use the eight science and engineering practices in the context of the Disciplinary Core Ideas to demonstrate an integrated grade-appropriate proficiency in gathering, describing, and using information about the natural and designed worlds to construct scientific explanations about observed phenomena and demonstrate understanding of core ideas on state mandated/administered NJSLA-S benchmark assessments. This cohort will achieve a 25% increase in the collective performance of Grade 8 students on state NJSLA-S over the 2019 District scores.

55% of all students in grades 3 – 5 will demonstrate proficiency on the NJSLA for Mathematics; demonstrating the ability to solve and model real world and mathematical multi-digit arithmetic problems using place value strategies, and an understanding of fraction equivalence to add, subtract, multiply, and divide to solve word problems.

55% of all students in grades 6 – 7 will demonstrate proficiency on the NJSLA for Mathematics; applying and extending their understanding of whole and rational numbers and operations to write, analyze, reason about, and solve word problems and algebraic equations.

50% of all students in grade 8 will demonstrate proficiency on the NJSLA for Mathematics; demonstrating the ability to analyze and solve linear equations, define, evaluate, use, and compare functions, and analyze two- and three-dimensional spaces and figures using geometric principles.



## KEY DISTRICT MILESTONES



## HIGH SCHOOL

*By the end of 2026,*

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

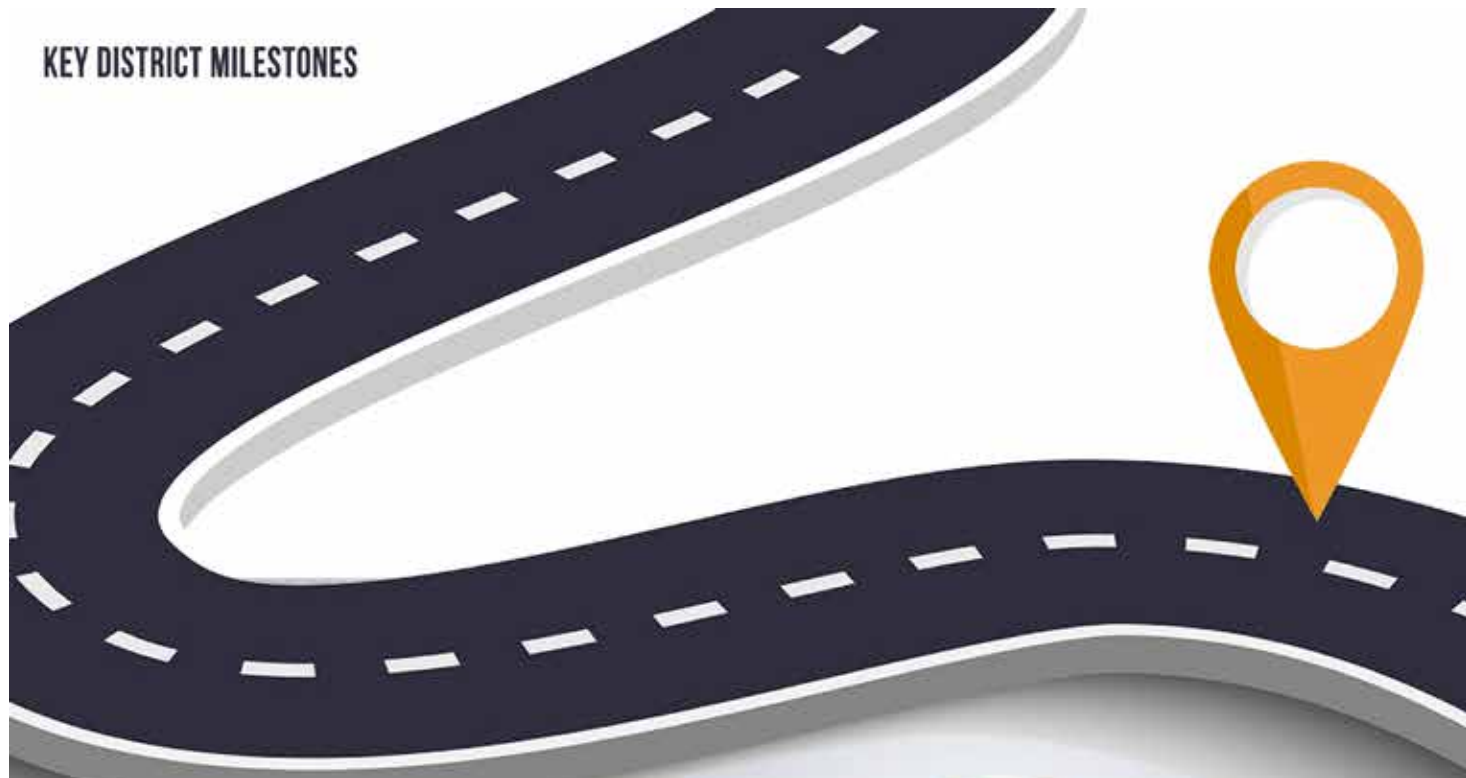
55% of all Algebra I students proficient on the NJSLA for Algebra 1; demonstrating the ability to solve and model real world mathematical problems using Algebra concepts and skills which will prepare students for future advanced courses in mathematics.

40% of all Algebra II students will demonstrate proficiency on the NJSLA for Algebra 2; mastering the concepts and skills in all families of functions and demonstrating the ability to use functions to model and solve real world mathematical problems.

50% of all Geometry students will demonstrate proficiency on the NJSLA for Geometry; demonstrating the ability to use inductive and deductive reasoning skills to solve Geometry proof problems and apply geometric concepts in modeling situations.

40% of all students in grade 11 will accurately use the eight science and engineering practices in the context of the Disciplinary Core Ideas to demonstrate an integrated grade-appropriate proficiency in gathering, describing, and using information about the natural and designed worlds to construct scientific explanations about observed phenomena and demonstrate understanding of core ideas on state mandated/administered NJSLA-S benchmark assessments. This cohort will achieve a 25% increase in the collective performance of Grade 11 students on state NJSLA-S over the 2019 District scores.

70% of all Engineering and Biomedical Engineering students will demonstrate proficiency on Project Lead the Way (PLTW) End of Course exams; demonstrating an understanding of the Science and Engineering Practices relating to improving the social, economic, and environmental conditions of their local and/or global community.



## GRADUATION: COLLEGE & CAREER READY

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





## ACKNOWLEDGEMENTS

The Orange Public School District would like to thank all students, faculty, staff, and community members who participated and contributed to the development of Moving into Greatness through committees, workshops, focus groups, web input, and planning meetings. In our quest to move from "Good to Great," the district's pledge to remain transparent is echoed throughout this strategic plan.

Thank you to the Board of Education who continues to work in tandem with Superintendent of Schools, Dr. Fitzhugh, in the effort to ensure that all stakeholders are provided a sound voice within the school district as well as to uphold the social-emotional and academic expectations of our district.

The letter scripted by Board President, Shawneque Johnson, on Behalf of the Board of Education echoes the importance of the strategic plan and how it will be used to shape the underpinnings of the district. Thank you to Mayor Dwayne Warren, Esq. for being a champion for the students in the school district. To the community at large, I express the district's deep appreciation of each of you. You are consistent advocates for the children and staff. Thank you so very much for your commitment to our schools. In addition, to Creed Strategies, who worked as a collaborative partner in the development of the plan, the district appreciates your tireless and unwavering efforts.



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

To the 5,500 students within the Orange Township Public School District, this is for you. WE pledge to make you great. WE are here for you each and every day and always know that.

We are headed in the right direction to move the district from "Good to Great." The time is now! So, be guided by the strategic plan and assist the district in moving the priorities forward to ensure all of our children WIN!

