

SLT Day I

Wednesday, August 11, 2021

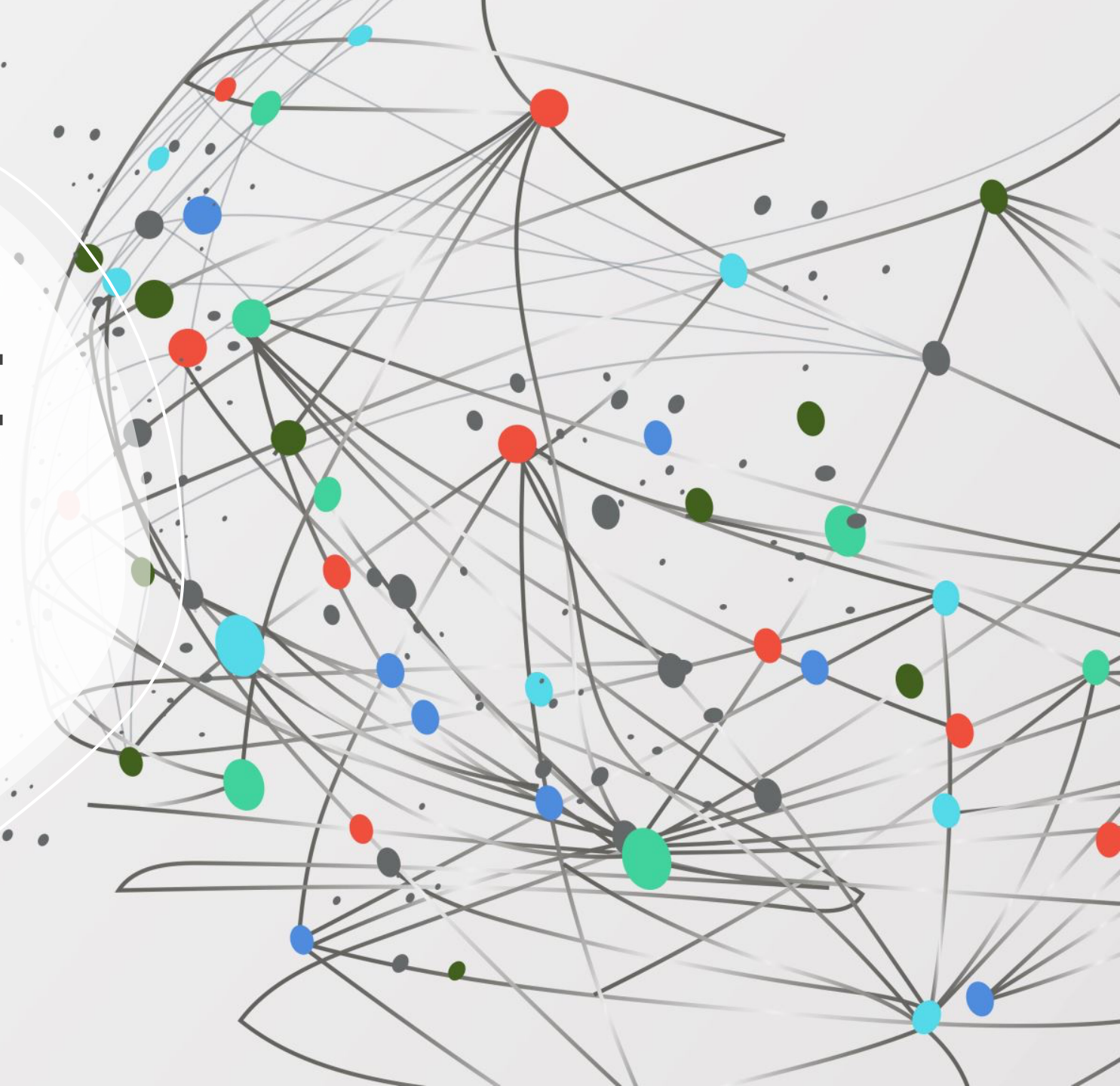
8:30 a.m. – 4:00 p.m.

Mr. Jason Belton

Mr. Anthony Frantantoni

Mrs. Kavita Cassimiro

Dr. Shadin Belal



Welcome Back



Introduce SLT Committee



Recap of SY



Purpose of SLT





SLT

Icebreaker

Share the most memorable moment(s) from this past SY and tell us why you decided to highlight it. You can present this memory through writing, pictures, video, and/or voice recording.

[Icebreaker Link](#)

Agendas At-a-Glance



AUGUST 11, 2021



AUGUST 12, 2021

Presenter: Ms. Linda Denis

Ms. Linda Denis currently serves as the 9th grade English Teacher at Orange Preparatory Academy.

She earned her B.A. in English from Kean University with a certification in Secondary Education k-12 with a Teacher of Students with Disabilities endorsement.

Her experience includes teaching English in the following settings: General Education, Honors, Twilight Alternative program, and Resource/Inclusion for students with disabilities.

From curriculum writing, I&RS and Data Team, she has served in a variety of capacities while working for Orange Public School district. Ms. Denis' instructional focus is differentiating instruction to work successfully with students from all levels and abilities.



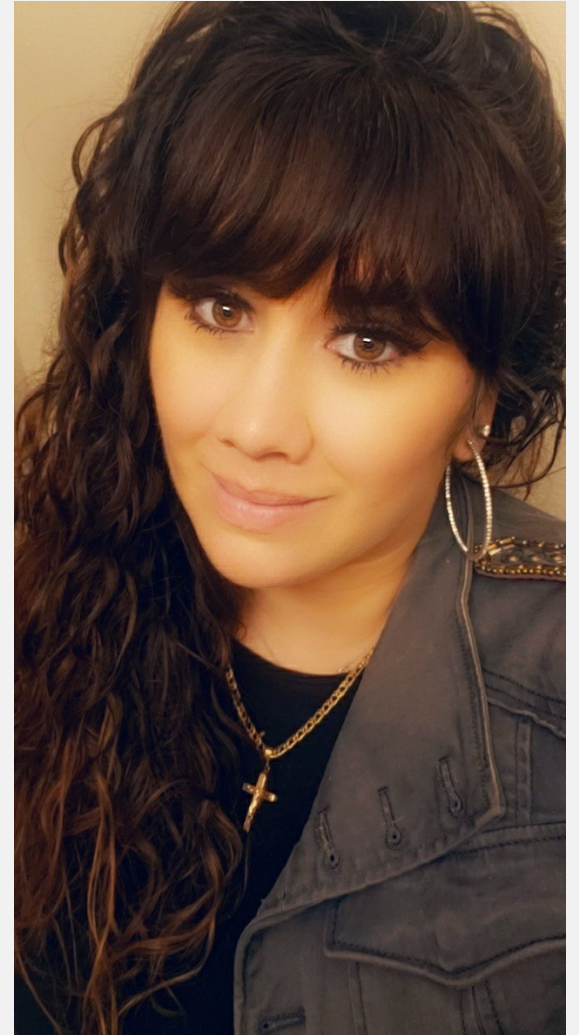
Presenter: Ms. Stephanie Ross

Ms. Ross is a proud ESL teacher from Orange High School and the 2020-2021 Governor's Educator of the Year Award nominee for OHS. She earned her Master's Degree in Urban Education with specialization in ESL from NJCU. She currently teaches an academically diverse group of students with varying skill levels. She is a lifelong learner and proactively seeks different opportunities to enhance her instructional skills to inspire her students and help them succeed academically.

She advocates for her students, colleagues, and community. Throughout the years, she has demonstrated leadership and innovation inside and outside the classroom. She serves on several capacities in the building and plays an active role in the community; OHS Leadership Team member, Data Team member, ACCESS Coordinator, ESL Math Portfolio Advisor, Student of the Month Committee Chair, Student Council Advisor, NEA Emergent Bilingual Caucus Northeast Director, NJEA Early Career Network Leader. She has provided workshops within the school building, district, and at state level. She also led and co-led different initiatives in the high school, such as Student of the Month Committee, Hispanic Heritage Scholarship, OHS Future Leaders and Healthy Living in Orange. She obtained community grants to host different activities at the high school to help engage the Orange Community, such as the Wellness and Hispanic Heritage event.

For the past eight years, she was heavily involved with the OHS athletic program. She coached Girls Varsity Volleyball, Basketball, Soccer and Softball. In 2017, the team made school history by winning the softball division. Additionally, for two years, she was the Athletic Assistant where she worked closely with the Athletic Director to ensure that the athletic programs ran smoothly and successfully. These experiences have helped her become a better mentor and educator.

She is committed to making a difference with a positive attitude, kindness, patience, and a warm smile. She considers Orange High School her second home and she is proud to be part of the Tornado family!

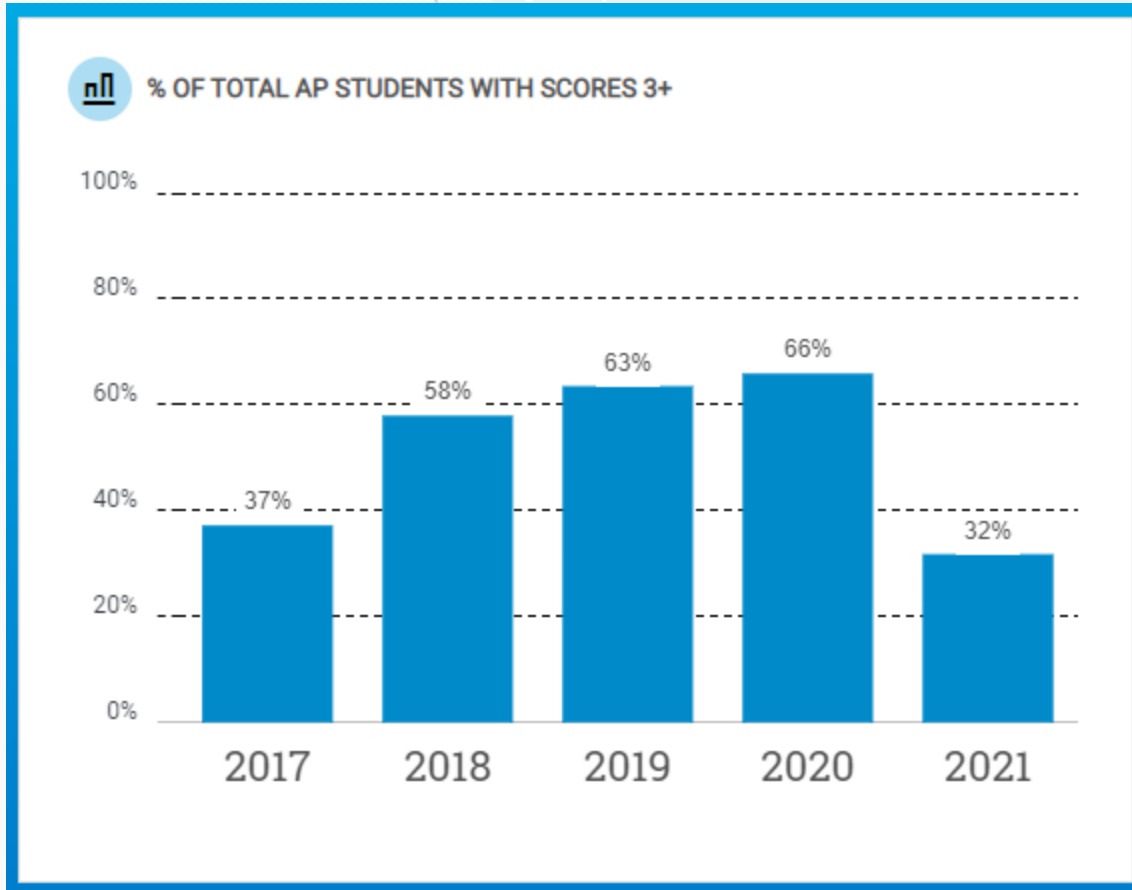


Presenter: Mr. Joel Lemke

Mr. Lemke has been teaching in Orange for the last seven years. He teaches AP World History-Modern, Essex County College Dual Enrollment classes, and Global Studies. He received his bachelor's degree in History and his master's degree in American History. His teaching philosophy focuses on creating a space that optimizes student comprehension. The foci of his lessons are not only based on content and skill but also on establishing a welcoming classroom environment where students feel comfortable learning and expressing their ideas.



AP Courses - Five Year Score Summary



SCHOOL SUMMARY

	2017	2018	2019	2020	2021
Total AP Students	105	102	104	79	82
Number of Exams	158	168	173	127	123
AP Students with Scores 3+	39	59	66	52	26
% of Total AP Students with Scores 3+	37.14	57.84	63.46	65.82	31.71

Note:

1. Results includes STEM
2. 2017 & 2018 includes courses no longer offered in our AP track at OHS

AP Courses

Course	2016					2017					2018					2019					2020					2021											
	Total	1	2	3	4	5	Total	1	2	3	4	5	Total	1	2	3	4	5	Total	1	2	3	4	5	Total	1	2	3	4	5							
AP Calculus AB	22	7	1	5	5	4	24		3	4	7	10	28		1	8	6	13	21		1	4	8	8	11				2	9	13	10	2		1		
AP Calculus BC	2		1	1									15		1	4	5	5	17		1	4	3	9	14				3	11	N/A	N/A	N/A	N/A	N/A	N/A	
AP Computer Science Principles (A)							4	1	1	1	1								17	2	6	6	1	2	3	1	1	1			N/A	N/A	N/A	N/A	N/A	N/A	
AP Computer Science Principles (Swift)																														1	1						
AP ELA Language & Composition	31	15	14	2			32	15	14	3			17	2	9	4	1	1	20		8	11	1		12	4	6	2			14	6	7		1		
AP ELA Literature & Composition	12	7	4	2			23	7	13	3			23	11	10	2			26	9	11	3	2	1	17		10	3	2	2	11	9	1	1			
AP Spanish	17		4	7	2	4	14		2	2	6	4	19		4	6	8	1	18		1	6	7	4	14		1	4	5	4	27	1	6	8	9	3	
AP French	9	1	4		3	1	6	1	2	2	1		4	1	1	2			10	3	3	2	2		5	1	1	1	2		4		3	1			
AP US History	39	33	5	1			36	31	4		1		17	16	1				16	11	5				18	3	5	5	3	2	9	7	2				
AP World History													22	9	9	3	1			24	6	9	5	4		13	4	3	2	4		16	6	6	3	1	
AP Psychology																														15	15						
	132	63	33	18	10	9	139	55	39	15	16	14	145	39	36	29	21	20	169	31	45	41	28	24	107	13	27	18	21	28	110	56	28	22	12	3	

SAT School Day

School Year	Gr.	Participation	OHS Avg. Score	OHS Avg. ELA	OHS Avg. Math
2018 – 2019 (Spring)	11	164	897	455	442
2019 – 2020 (Fall)	12	151	918	464	454
2019 – 2020 (Spring)	N/A	N/A	N/A	N/A	N/A
2020 – 2021 (Fall)	12	72	851	434	417
2020 – 2021 (Spring)	11	87	839	416	423

Key for Benchmark Score:










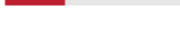
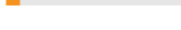

	Red	Yellow	Green
Evidence-Based Reading and Writing	200–450	460–470	480–800
Math	200–500	510–520	530–800

Section Scores (200-800)

Legend

Evidence-Based Reading and Writing ?


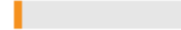
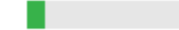




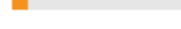


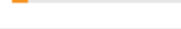
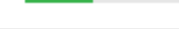
Mean Score **416**

	Need To Strengthen Skills	Approaching Benchmark	Meets Or Exceeds Benchmark
School	74%  64 Test Taker(s)	8%  7 Test Taker(s)	18%  16 Test Taker(s)
District	62% 	10% 	28% 
State	35% 	8% 	57% 
Total Group	33% 	7% 	60% 

[See Students in Each Performance Group](#) [See Question Analysis Report](#)

Math ?

Mean Score **423**

	Need To Strengthen Skills	Approaching Benchmark	Meets Or Exceeds Benchmark
School	85%  74 Test Taker(s)	5%  4 Test Taker(s)	10%  9 Test Taker(s)
District	68% 	8% 	24% 
State	53% 	8% 	39% 
Total Group	55% 	8% 	37% 

[See Students in Each Performance Group](#) [See Question Analysis Report](#)

EBRW – Command of Evidence, Words in Context, Expression of Ideas, and Standard English Conventions

This component of the SAT evaluates students' ability to interpret, analyze, synthesize, and use evidence found in a wide range of sources. These include passages from literature texts and on career-related, humanities, history/social studies, and science topics, as well as informational graphics (such as tables, graphs, and charts). The Evidence-Based Reading and Writing Section score is the sum of the Reading Test score and the Writing and Language Test score multiplied by 10.

Math- Heart of Algebra, Problem Solving and Data Analysis and Passport to Advanced Math

This component of the SAT evaluates skills using linear relationships, ratios, percentages, proportional relationships, data analysis, and non-linear equations and functions. The Math Section score is the number of questions you answered correctly converted to a scale score.

Cross- Test Scores

Analysis in Science: This component of the SAT focuses on the assessment of students' ability to apply reading, writing, language, and math skills to answer questions in science contexts. This component is based on selected questions from the Reading Test, Writing and Language Test, and Math Test. The Analysis in Science score is the number of questions you answered correctly converted to a scale score.

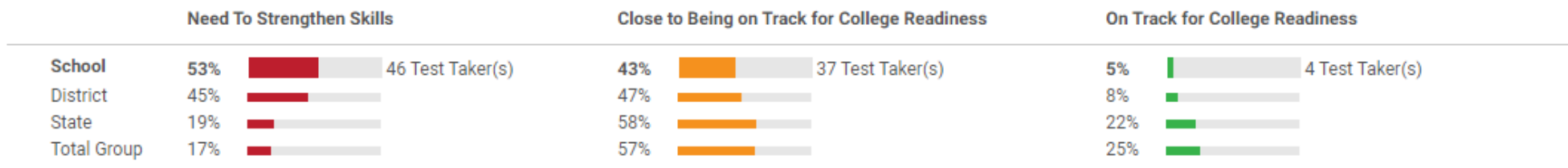
Analysis in History/Social Studies: This component of the SAT focuses on the assessment of students' ability to apply reading, writing, language, and math skills to answer questions in history and social studies contexts. This component is based on selected questions from the Reading Test, Writing and Language Test, and Math Test. The Analysis in History/Social Studies score is the number of questions you answered correctly converted to a scale score.

Test Scores (10-40)

Legend

Reading ?

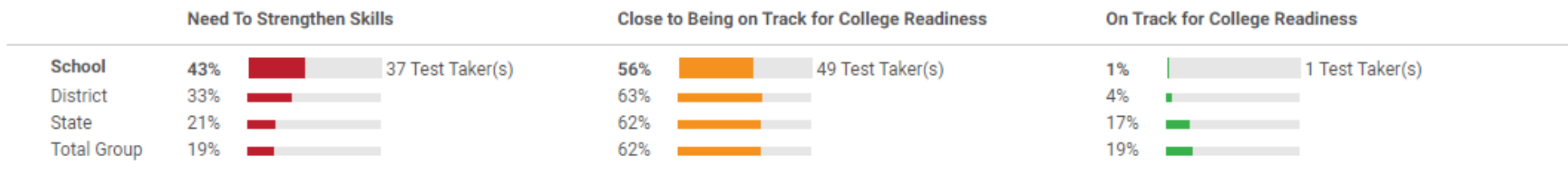
Mean Score **21**



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Writing and Language ?

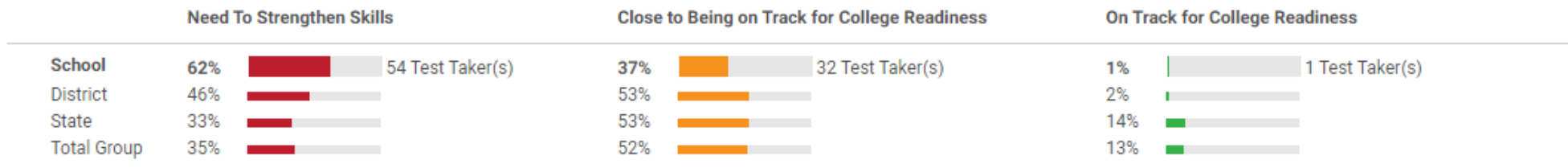
Mean Score **21**



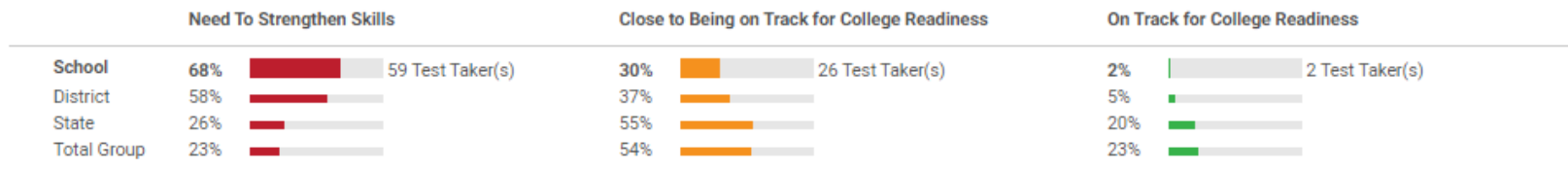
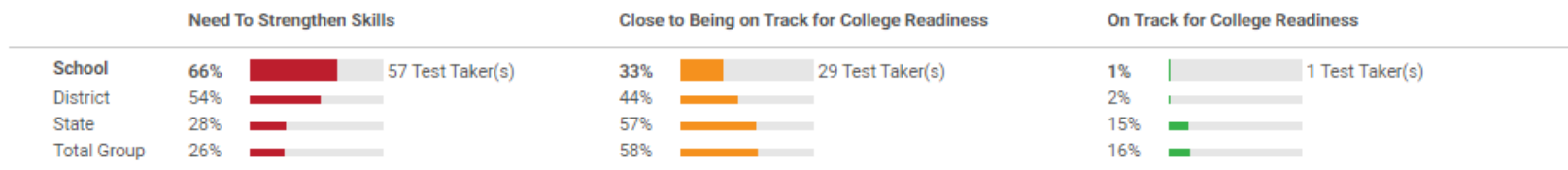
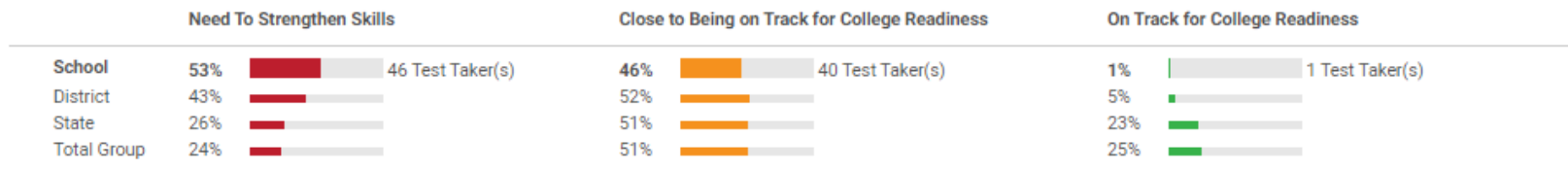
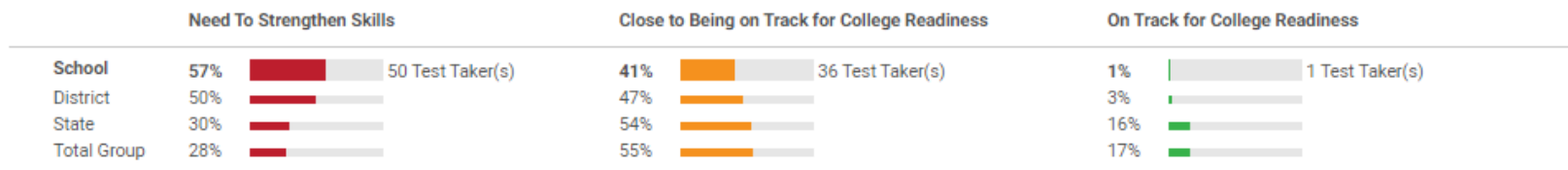
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Math ?

Mean Score **21**

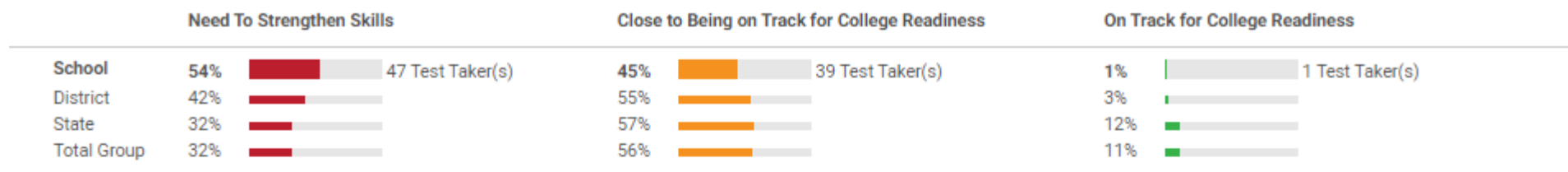


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Command of Evidence [?](#)Mean Score **6**[See Students in Each Performance Group](#)Words in Context [?](#)Mean Score **6**[See Students in Each Performance Group](#)Expression of Ideas [?](#)Mean Score **6**[See Students in Each Performance Group](#)Standard English Conventions [?](#)Mean Score **5**[See Students in Each Performance Group](#)

Heart of Algebra ?

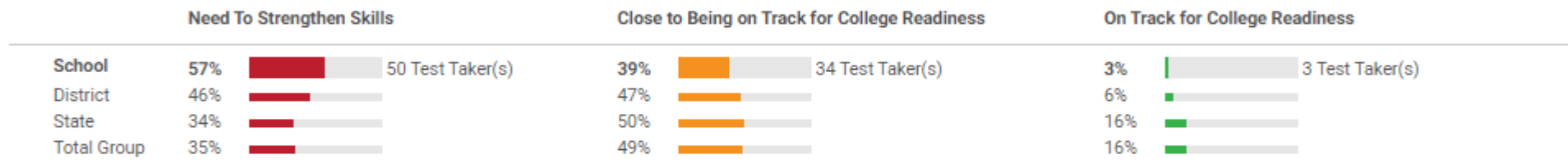
Mean Score **6**



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Problem Solving and Data Analysis ?

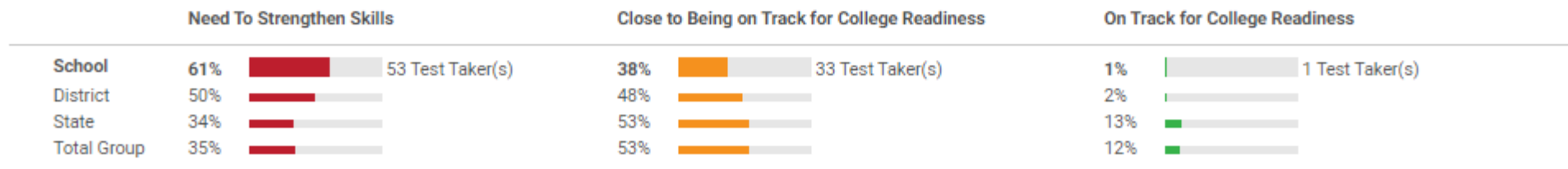
Mean Score **6**



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Passport to Advanced Math ?

Mean Score **6**



[See Students in Each Performance Group](#)

ACT School Day

College Course/Course Area	ACT Score	Benchmark Score
English Composition	English	18
Algebra	Mathematics	22
Social Sciences	Reading	22
Biology	Science	23
STEM	STEM	26
ELA	ELA	20

School Year	Gr.	Participation	English	Math	Reading	Science	Met All Four
2019 - 2020	11	127	24% (30 students)	19% (24 students)	24% (30 students)	10% (12 students)	6% (8 students)
2020 - 2021	11	98	5% (5 students)	2% (2 students)	3% (3 students)	1% (1 students)	1% (1 students)

ELA Benchmark

2020-2021								
	Cycle 1		Cycle 2		Cycle 3		Cycle 4	
Grade	%Participation	%Proficient	%Participation	%Proficient	%Participation	%Proficient	%Participation	%Proficient
9th	50%	0%	60%	0%	N/A	N/A	67%	12%
10th	71%	12%	73%	17%	N/A	N/A	68%	47%
11th	55%	37%	74%	24%	N/A	N/A	68%	45%
12th	88%	22%	74%	30%	N/A	N/A	62%	33%
2019-2020								
	Cycle 1		Cycle 2		Cycle 3		Cycle 4	
Grade	%Participation	%Proficient	%Participation	%Proficient	%Participation	%Proficient	%Participation	%Proficient
9th	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
10th	96%	33%	97%	41%	38%	58%	47%	37%
11th	96%	31%	98%	41%	44%	56%	37%	34%
12th	99%	52%	98%	68%	50%	49%	40%	46%
2018-2019								
	Cycle 1		Cycle 2		Cycle 3		Cycle 4	
Grade	%Participation	%Proficient	%Participation	%Proficient	%Participation	%Proficient	%Participation	%Proficient
9th	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
10th	95%	19%	92%	52%	97%	54%	94%	48%
11th	94%	40%	92%	27%	95%	32%	87%	50%

Math Benchmark

2020-2021								
	Cycle 1		Cycle 2		Cycle 3		Cycle 4	
Grade	%Participation	%Proficient	%Participation	%Proficient	%Participation	%Proficient	%Participation	%Proficient
Algebra I	86%	36%	87%	31%	78%	50%	83%	58%
Geometry	71%	48%	75%	48%	82%	35%	82%	33%
Algebra II	92%	31%	89%	19%	86%	22%	82%	20%
2019-2020								
	Cycle 1		Cycle 2		Cycle 3		Cycle 4	
Grade	%Participation	%Proficient	%Participation	%Proficient	%Participation	%Proficient	%Participation	%Proficient
Algebra I	82%	7%	98%	20%	67%	8%	81%	65%
Geometry	95%	31%	88%	28%	77%	17%	79%	79%
Algebra II	97%	19%	96%	10%	81%	29%	67%	70%
2018-2019								
	Cycle 1		Cycle 2		Cycle 3		Cycle 4	
Grade	%Participation	%Proficient	%Participation	%Proficient	%Participation	%Proficient	%Participation	%Proficient
Algebra I	88%	18%	95%	29%	83%	14%	92%	4%
Geometry	98%	49%	97%	39%	98%	17%	98%	35%
Algebra II	98%	29%	95%	18%	100%	27%	95%	42%



Mr. Dietrick and Ms.
Thomas



Ms. Ross, Ms. Hong and Ms.
T. Brown



Ms. Frazier, Mr. Kelly and
Mr. Clerie

Pairs/Groups

Pair/Group Share: Data Analysis

Guiding Questions

In pairs or groups of three, use the guiding questions below to drive your data analysis. Post answers on the data analysis [Padlet](#).

- What do you notice?
- What are you wondering?
- What relevant data should be reviewed? Break this down by department and list specific assessments and teacher work/student artifacts.



Professional Reading: Chapter 4: Planning for Action

Read Chapter 4: Planning for Action.

Pair/Group Share: Action Plan Tracking Sheet



Mr. Dietrick and Ms. Thomas



Ms. Ross, Ms. Hong and Ms. T. Brown



Ms. Frazier, Mr. Kelly and Mr. Clerie