



ORANGE HIGH SCHOOL

District: CITY OF ORANGE TWP

County: ESSEX

Team: NA

School Identification: NA

Targeted Subgroup

CDS: 133880050

Annual School Planning 2021-2022

ASP Development Team Members

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs	Root Cause Analysis	Smart Goal Development	Signature	Date
Principal	Jason Belton	Yes	Yes	Yes		
Assistant Principal	Dr. Shadin Belal	Yes	Yes	Yes		
Assistant Principal	Kavita Cassimiro	Yes	Yes	Yes		
Assistant Principal	Anthony Frantantoni	Yes	Yes	Yes		
Teacher - Special Education	Anthony Dietrick	Yes	Yes	Yes		
Teacher - ESL/ELL	Stephanie Ross	Yes	Yes	Yes		
Teacher - ELA	Marcey Thomas	Yes	Yes	Yes		
Teacher - Math	Jineui Hong	Yes	Yes	Yes		



Stakeholder Representative Title	Name	Comprehensive Analysis and Needs	Root Cause Analysis	Smart Goal Development	Signature	Date
Teacher - Science	Brian Kelly	Yes	Yes	Yes		
Attendance Officer	Pia Frazier	Yes	Yes	Yes		
Community Member	Dr. E. T. Stoddart	Yes	Yes	Yes		
Parent	America Lewis	Yes	Yes	Yes		
Parent	Nicole West	Yes	Yes	Yes		

SMART Goal 1

By the end of the 2021-2022 school year, 60% of students enrolled in ELA IV will show a 20% increase of the possible 19 points in the average writing performance scale score on the Performance Writing Task.

Priority Performance	During the 2020-2021 school year, Orange High School's average writing scale score on the district Performance Tasks for the current 11th graders was 55%. Based on analysis of the data, we have determined that our growth moving forward will be based on how our students perform on the writing assessment. Writing standards outlined in each unit of instruction for each core English course demonstrated that students are having difficulty producing clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience. As a result, an ELA Writing Initiative was developed.
Strategy 1:	Provide structured differentiated professional development to identify and implement interventions to improve students writing proficiency.
Strategy 2:	Embed data driven practices and analyzing student work protocol during weekly Common Planning Time meetings.
Strategy 3:	Ensure that 95% of the students take the performance tasks and benchmarks assessment through an assessment schedule that includes make ups for absences.
Target Population:	GE, ESL, SPED students enrolled in ELA IV for the SY 2021-2022

SMART Goal 2

By June 2022, 60% of Orange High School students enrolled in Algebra II will meet their targeted end of year growth goal as projected by the NWEA diagnostic assessment.

Priority Performance

Based on review of NJSLA data 2018 - 2019 and the district unit assessment for SY 2020 - 2021 students in grade 10-12 continues to struggle in Math with real-life application problems, reasoning and applying critical thinking skills to solve problems. According to the NJ School Performance Summary Report for the school year 2018 - 2019, students that met or exceeded expectations on the statewide assessment was 16.7% on the statewide assessment. The MAP Grade report for 2019-2020 Fall administration of the NWEA shows that 47% of students enrolled in the current 10th Grade class is on or above grade level and that 33% of the students enrolled in the current 11th Grade class is on or above grade level. The 2019 NJSL Standards-Science and NJSLA Assessment report shows that 7.6% of eleventh graders performed at a Level 3 and higher.

Strategy 1:

Utilizing information collected through learning walks, instructional walkthroughs and observations teachers will be provided ongoing coaching and support to implement the use of data to identify standard that students were not proficient in to reteach and drive instruction.

Strategy 2:

Provide ongoing coaching and support during CPTs and professional development to improve teaching practices in the areas of posing purposeful questions, establishing mathematical goals focus on learning, utilizing project-based learning to allow students to engage deeply with target content and bring focus to long-term retention and implementing extended response task that promotes reasoning and problem solving.

Strategy 3:

Build students understanding and confidence through modeling, being prepared to teach, teaching students to accepting mistakes with grace, praise and encouragement, allowing multiple opportunities for success, allowing productive struggle time and teaching organization skills. selection of instructional and response strategies.

Target Population:

GE, ESL, SPED students enrolled in Algebra II for the SY 2021-2022

SMART Goal 3

By June 2022, through effective implementation of Restorative Practices, Orange High School will be below a the Out-of-School Suspension Rate of 5%, as measured by the Genesis suspension report and Restorative Justice Coordinator's session logs.

Priority Performance	Based on data provided in Genesis, during the 2019-2020 school year, 108 students were suspended at least one time and 310 students received In-School-Suspensions Cycles 1 and 2. Many times, students receive Out-of-School Suspensions for behavioral infractions that may be better suited for Restorative Justice initiatives. Between March 2020 and April 19, 2021, students were not present in school current data is not apropos. The amount of time spent out of school has led to reports of anxiety and depression that can lead to adverse behaviors if programs are not in place to address these emerging behaviors.
Strategy 1:	Establish a Restorative Justice Coordinator position to build a strong school culture of achievement and respect based on principles of Restorative Justice.
Strategy 2:	The Restorative Justice Coordinator will collaborate with Admin Team/SLT/I&RS to assess and ensure faithful implementation of the Restorative Justice Program, through coaching and professional development workshops on classroom management, classroom culture and restorative practices.
Strategy 3:	<p>Build students understanding and confidence through modeling, being prepared to teach, teaching students to accepting mistakes with grace, praise and encouragement, allowing multiple opportunities for success, allowing productive struggle time and teaching organization skills.</p> <p>The Restorative Justice Coordinator will serve as liaison between parents, staff and students when managing student behavioral issues and intervention plans.</p>
Target Population:	All students enrolled at OHS