

SLT Day II

Thursday, August 12, 2021

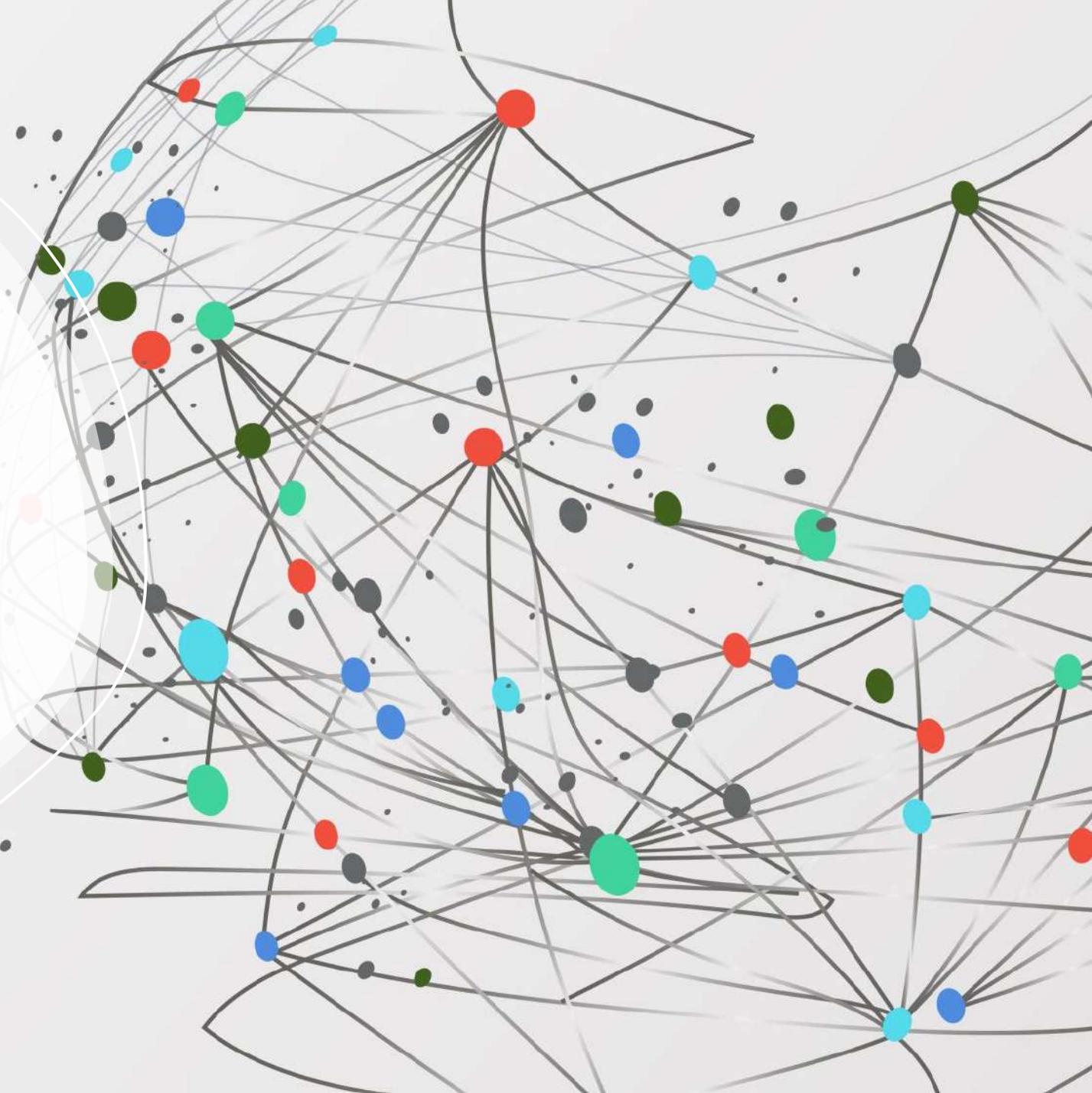
8:30 a.m. – 4:00 p.m.

Mr. Jason Belton

Mr. Anthony Frantantoni

Mrs. Kavita Cassimiro

Dr. Shadin Belal



Agenda At-a-Glance



AUGUST 12, 2021

Presenter: Ms. Daneisha Shaw



Ms. Shaw is from New York City and a proud mother of four boys. She has a B.A in History from the University of North Carolina Charlotte and a Masters in Instructional Leadership from North Central University. This up coming year will be her 5th year as an educator. She currently serves as the AP and Honors History teacher at Orange High School. In her free time, she likes to travel and take long road trips.

Presenter: Ms. Marcey Thomas

Marcey Thomas has served as a dedicated New Jersey public school teacher for 15 years. A graduate of University of Delaware and Georgian Court University, Marcey holds a Bachelor of Arts in English, a Master of Arts in Education, and a New Jersey Supervisory certification. She is currently pursuing a certification in Teaching of the Holocaust and Prejudice Reduction from Kean University. In her tenure at Orange High School, she has served as a mentor, cooperating teacher, and advisor to several student organizations, including eight years as advisor of the OHS chapter of National Honor Society. Marcey brings with her an appreciation for shared best practices, educator collaboration, and professional development. Marcey has served on the School Leadership Team, School Management Team, and School Improvement Panel and is an active union representative for the Orange Education Association. She is also a member of several professional organizations including the National Council of Teachers of English. The daughter of two dynamic public school educators, Marcey's belief in the potential of every student is as strong as her belief in the potential of every teacher. She maintains a professional mission to improve the quality of education one relationship at a time.



Presenter: Mr. Keven Quinn

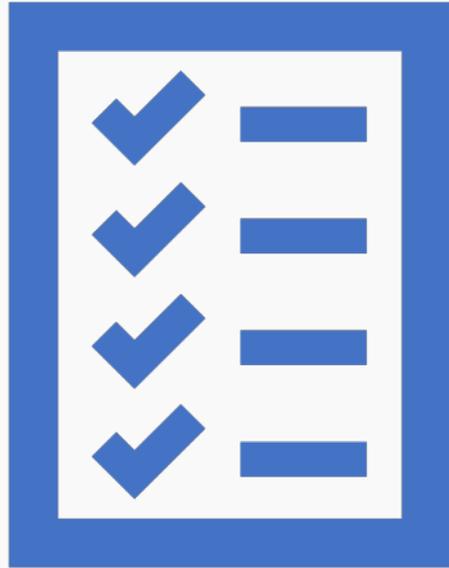
Kevin Quinn grew up in Newtown, CT along with four brothers. He attended Fordham University (Class of '09) double majoring in French Language & Literature and International Political Economy. Upon graduating he had a short stint in the business world before deciding to pursue a Masters in TESOL from CUNY Hunter College (Class of '15). He began his teaching career at Pan American International High School at Monroe in the Bronx. He spent five years there serving as the 12th grade ELA teacher. After moving to South Orange, NJ, Mr. Quinn started teaching at Orange High School in an ESL and Social Studies co-teaching role. He will be entering his third year at OHS. In his spare time Mr. Quinn enjoys music, exercising, the New York Knicks, and spending time with his wife, Jaclyn, his four-month-old daughter, Serena, and his Great Dane, Bruce.





Student Expectations

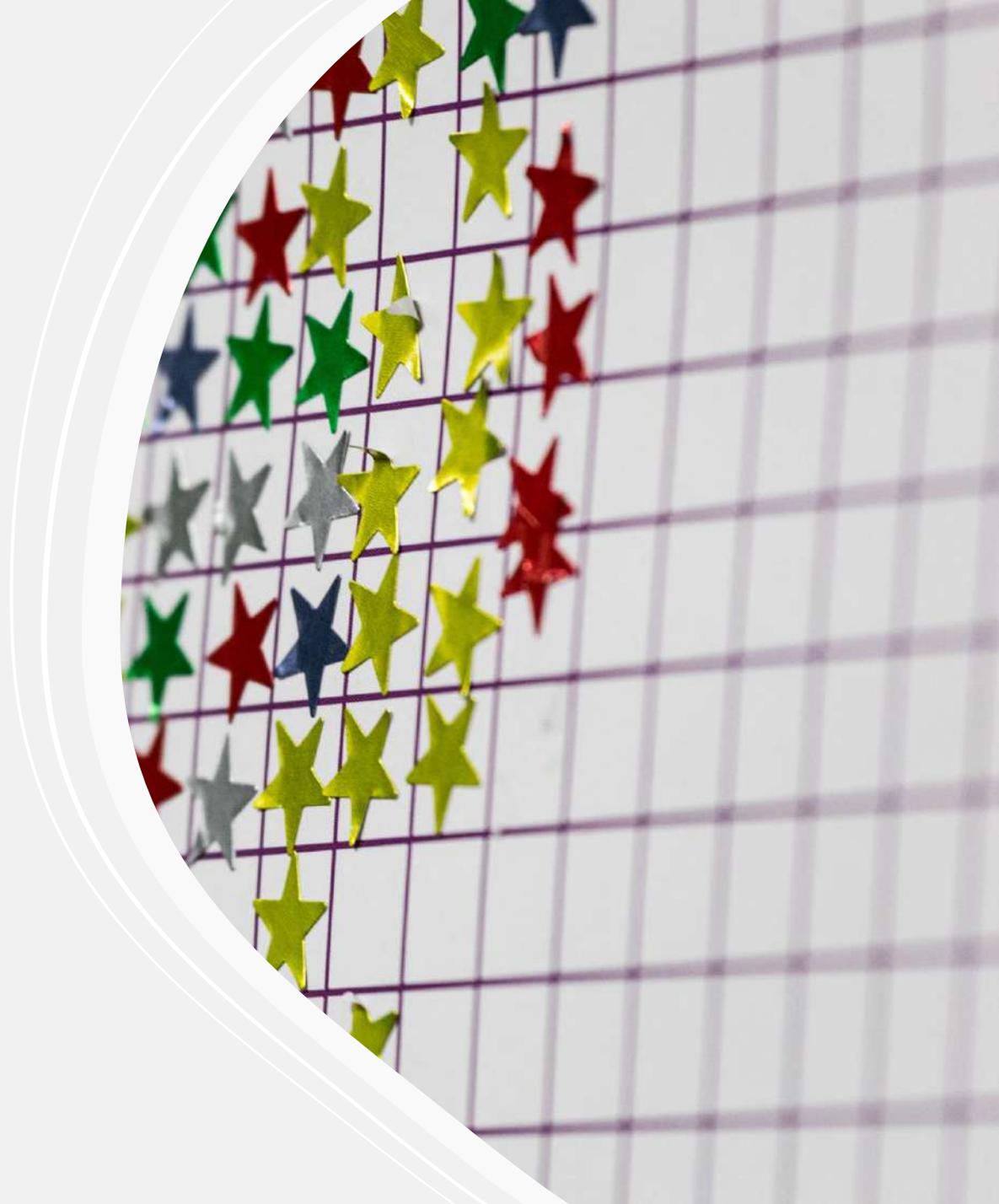
Dress Code Policy vs. Uniforms



Accountability

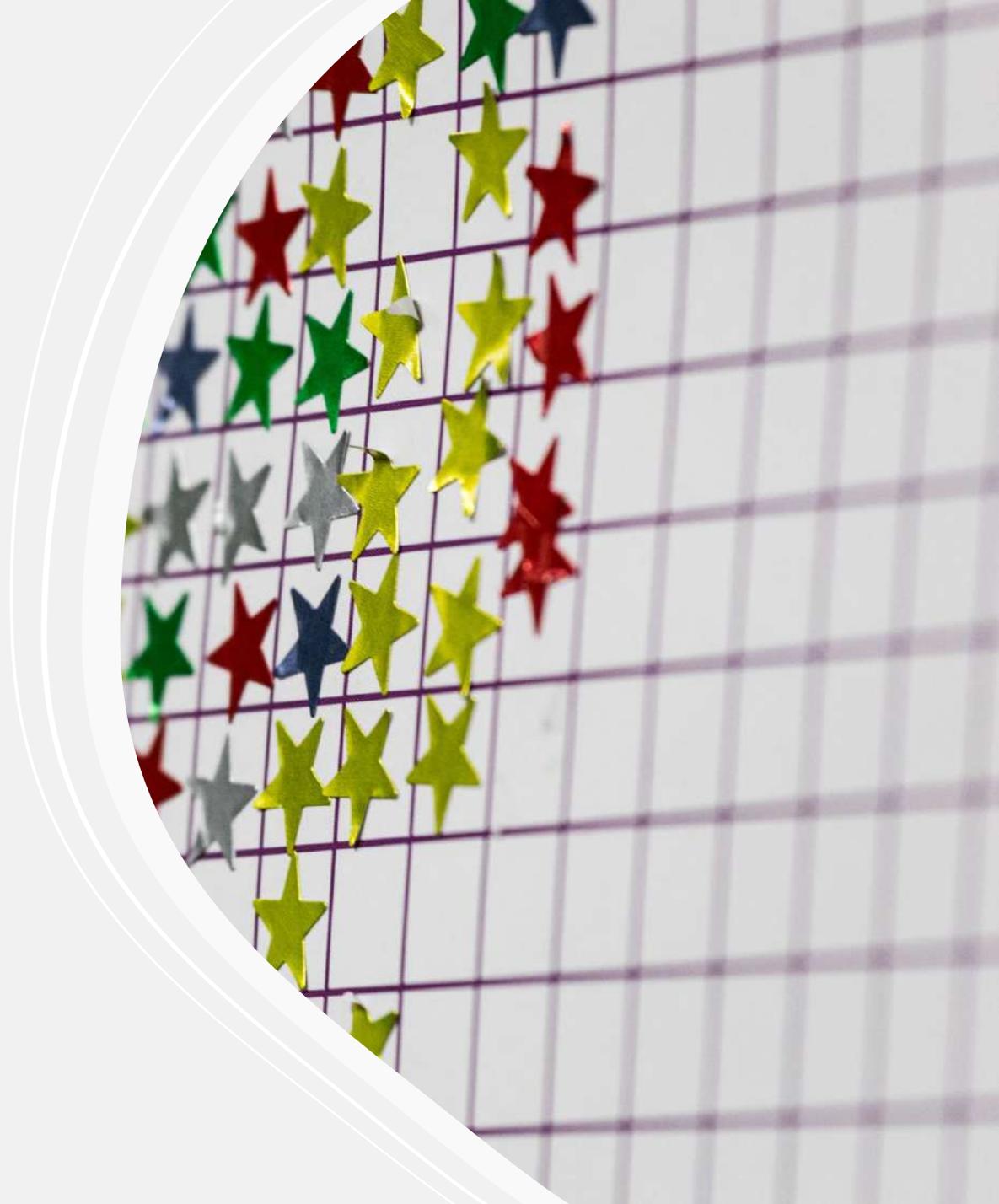
SMART Goal 1

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 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 the task, purpose and audience. As a result, an ELA initiative was developed.



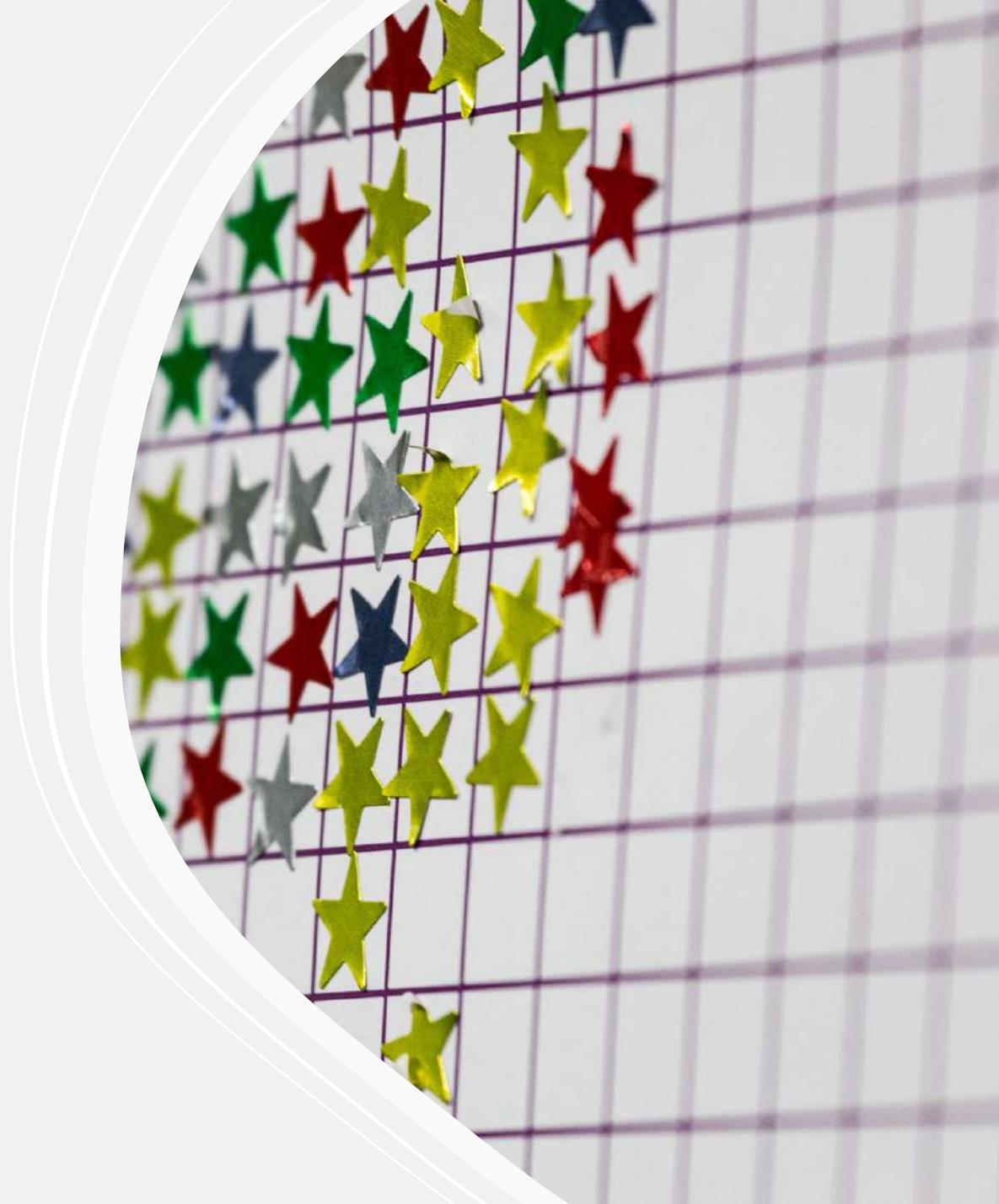
SMART Goal 2

Based on the review of NJSLA data 2018-2019 and the district unit assessment for the SY 2020-2021 students in grades 10-12 continue 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 are 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.



SMART Goal 3

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 received 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, so 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.





Professional Development Plan: Goal 1

By June 30, 2022, all staff members will continue to learn and **implement Social Emotional Learning strategies**, with an **emphasis on Restorative Practices**, to provide support systems for academic, social and emotional growth of learners.

Professional Development Plan: Goal 2

By June 30, 2022, all teaching staff members will **engage** in professional development **focused on aligning classroom instruction and assessments** with the framework of the New Jersey Student Learning Standards (NJSLA).





Professional Development Plan: Goal 3

By June 30, 2022, all teaching staff members will **engage** in professional development focused on **designing coherent instruction that promotes higher order thinking and robust classroom discussions.**

Professional Development Plan: Goal 4

By June 30, 2022, teaching staff members will **engage** in professional development that allows teachers to **analyze formative and summative assessment data to drive instruction and increase student achievement and discuss best practice for student achievement** based on these findings during Common Planning Time.





1. Review the Five Elements of Instruction.



2. Rotate in pairs.



3. Read the questions per station.



4. Discuss previous group's responses and add content of your own.



5. Repeat until you have completed visiting all five stations.

Gallery Walk: Elements of Effective Instruction

Developing a Template

Create and name a 'look-fors' walkthrough template to include important elements of effective instruction. This tool will be shared with teaching staff and referenced throughout the school year.

