

GLASSBORO PUBLIC SCHOOLS
GLASSBORO, NEW JERSEY

REPORT OF THE SUPERINTENDENT OF SCHOOLS FROM THE
CHIEF ACADEMIC OFFICER
Dr. Robert Preston

January 19, 2022

I. GLASSBORO ALTERNATIVE EVENING HIGH SCHOOL
Denise Barr, Head Teacher

INSTRUCTION / STUDENT NOTES:

- As of December 30, 2020 there are 12 students enrolled in the AEHS program, seven have an IEP.
- Teachers and administrators have been in Webex meeting room each night to assist students as needed.
- Students are monitored for attendance through the Webex meeting room, APEX work progress log, and email contact.
- Request for student courses to be set up in Powerschool was made to Erin Williams. Courses and students seem to be entered, but teachers unable to add assignments or grades.
- Handbook was approved in November.
- During this month a student present was in distress and they were able to work together as a team to monitor the student and contact 911 for a check on the student. They were also able to assist this family with signing up for the food program to help with some of the stressors on this family.
- While still in the fully virtual format, staffing will follow the remote learning hours in the chart below. When they return to hybrid, they will use the hybrid plan below:

	Budgeted hours Per May 2020 board request	Remote Learning hours	Return, hybrid hours
Teachers	68hr/week	16hr/week	50 hr/week 2 teachers in 1 teacher remote PE teacher 2 hr in
Counselor	4hr/week	As needed to meet with students per IEP, not to exceed 4hrs/week	As needed to meet with students per IEP, not to exceed 4hrs/week
Administration	18hr/week	12hrs/week	18hr/week

II. STATE AND FEDERAL PROGRAMS

A. English As A Second Language

Rona Johnson: ESL Teacher Pre-K – 2nd Grade

B. Title I - Basic Skills Improvement Program

Carrie Owens: Basic Skills Coordinator
J. Harvey Rodgers School

Number of children currently in the program:

Literacy 32 Math

Four new entrants tested into the program in December.

All students were identified at the beginning of the school year as needing Basic Skills Instruction. Parents only conceded after conferences this December.

No students exited the program in December.

During the month of December, the kindergarten BSI students worked on the following phonemic awareness skills: rhyme, syllable segmentation, phoneme segmentation and identifying initial sounds in consonant-vowel-consonant words. Students reviewed the terms consonant and vowel. The upper and lower case letters V, W, Y, X, Z, and Q were introduced along with the sounds they make and vocabulary pictures that coordinate with each letter. A variety of multi-sensory activities using Orton Gillingham and Project Read strategies were used. The sight words **to, up, down, here, in, she, he, play, & two** were introduced. All basic skills students practiced syllable deletion with compound words. In addition, fine motor skills were reinforced through handwriting and letter formation. Also, students practiced name writing using large hand and arm movements to help create automaticity. (Fine motor skills is a huge weakness for most students this year.)

Amy Masso-Ferrer: Supervisor of Basic Skills
Dorothy L. Bullock School

Summary of Bullock BSI ELA Services - November 2021

1st – 3rd Grade BSI Student Totals										
Grade	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
1st	36	40	40	43						
2nd	19	26	26	26						
3rd	19	24	24	30						
Total	74	90	90	99						

Teacher Providing Services/# of Students per Teacher									
Teacher	Oct	Nov	Dec	Jan	Feb	March	April	May	June
Werner	47	47	27						
Stewart	43	43	35						
Pagan (start 12/1)	N/A	N/A	37						

1st – 3rd Grade BSI Exits											
Grade	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Grade Totals
1st	0	0	2	0							2
2nd	3	0	4	0							7
3rd	4	0	7	0							11
Total	7	0	13	0							20

Fall MAP data revealed students' greatest needs in the areas of foundational skills such as letter recognition and letter sounds. Students are receiving 30 minutes of daily Basic Skills instruction in English Language Arts (ELA) through both push-in and pull-out supplemental teaching models during the Foundations instructional block in first and second grade and during the Wit & Wisdom block in third. This month marked the end of our first quarter and the opportunity to exit and enter students into and out of the program. Consent was received for the newly identified students to begin services for the start of the new marking period as well as exit consents for students who were exited from the program. Students are progressed and monitored with the Foundations Progress Monitoring kits and a phonics and phonemic awareness screener. All identified students were also assessed on Dolch Sight Word knowledge. The assessment data is used to determine the specific skills/concepts that are needed to teach/reinforce, as well as groups for tiered interventions and differentiation.

Rene Seabrook Hart

Thomas E. Bowe School

Heather Rittman

Thomas E. Bowe School

Number of children currently in the program.

Literacy: 41

Math: 0

No new entrants tested into the program in December.

No students exited the program in December.

Rationale for testing: Benchmarks Assessments are used to determine specific skills/concepts to teach or reinforce, and grouping for pull-out tiered intervention.

Acadience 4-6 FALL/21 Benchmark Progress Monitoring - To continue to track student progress in literacy skills and goals

- Oral Reading Fluency-ORF
- Retell- ORF
- MAZE-Comprehension

BSI/PUSH-IN & PULL- OUT BSI utilizes standards-based curriculum built on best practice research and study in all subject areas to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables BSI students to progress academically and increase students' academic achievement in state standards.

Assessments are given by the classroom teacher and/or the Title 1 staff and are used to assess students' strengths, weaknesses, eligibility for program, and growth over time. Assessments are on-going and both formal and informal.

The program emphasis for Literacy at each grade level covers the following components in various degrees:

- Phonemic Awareness
- Phonics
- Decoding
- Vocabulary Development
- Comprehension
- Fluency

The following components are emphasized in the Writing area of the Title 1 Program:

- 1) Process Writing
- 2) Editing Skills in various contexts (Grammar, Spelling, Mechanics, & Usage)
- 3) Sentence Construction

Resources/Materials:

- Great Minds Wit & Wisdom
- Wilson Language System
- Dolch and Fry Word Lists
- iXL Language Arts

The methods of evaluating student progress include but are not limited to:

- Acadience Reading
- NWEA Measures of Academic Progress (MAP)
- NWEA MAP Reading Fluency
- Work Samples
- Dolch and Fry High Frequency List of Sight Words
- Standardized Assessments (NJSLA)

Bowe Parent Compact 2021

Activities of special interest:

Cheer Committee (collects dues/meets monthly) provides encouragement and support for staff during grief and celebrating personal and professional milestones. Committee assists in organizing staff to spread cheer through encouraging notes and surprises, faculty lunches, or end of year celebrations. Committee supports staff morale.

ELL/BSI PLCS - Data meetings conducted on 12/9 and 12/16 - during these meetings they analyzed MAP Growth data using the Notice and Wonder protocols.

Conferences and workshops attended:

READ for Parents - Spelling and Dyslexia with Dr. Louisa Moats (December 8, 2021) - this one-hour virtual webinar provided a good background knowledge of information provided to parents regarding spelling and dyslexia. It gave foundational

knowledge that would be useful to disseminate to families, as necessary, to provide additional home support for struggling students.

Additional comments:

Parent Contact with BSI Parents

1. Conferences conducted via Zoom from 12/6/21-12/9/21 with parents who signed up for conferences.
2. BSI Monthly Newsletter distributed to parents via paper copies on 12/22 and digital copies on 12/23.

Language Arts: Alexis George

High School

Number of children currently in the program:

Literacy 12 Math _____

No new entrants tested into the program in December.

No students exited the program in December.

Unit 2 emphasized critical reading strategies, grammar and punctuation development, and proper sentence structure in written pieces. Students read the memoir, Night by Elie Wiesel and kept a study guide that they were responsible for. They used the RACE strategy when answering open-ended questions. Vocabulary consisted of vocab in context.

Students and teacher utilized the classroom's new clear touch panel to share their classwork.

Language Arts: Maureen Morrison

High School

Number of children currently in the program:

Literacy _____ 15 Math _____

No new entrants tested into the program in December.

No students exited the program in December.

Students read Night, (Unit 2) and responded to a variety of text-dependent questions, as well as short written responses. Students read A Christmas Carol and compared the text to a more contemporary young adult fiction by 2021-2022 National Ambassador for Young People's Literature author Jason Reynolds.

Mathematics: Wayne Rulon

High School

Number of children currently in the program:

Literacy _____ Math 25

No new entrants tested into the program in December.
No students exited the program in December.

Unit #4 is being explored in Integrated Algebra 2. This Unit pertains to Exponential and Logarithmic Functions and Equations. Within this unit the students have learned Module 8 consisting of Exponential Growth and Decay Functions, The Natural Base e, and Compound Interest. Module 9 consisted of learning and creating Logarithmic Functions and their graphs, and Module 10 is all about forming an understanding of logarithms, properties of logarithms, and solving logarithmic and exponential equations.

Graphing Calculator Explorations are always utilized to further understand concepts, in addition to On Your Own Exercises found in HMH and ixl.com problems online. Also, students have been using desmos.com for both graphing calculator and scientific calculator activities.

III. **CURRICULUM**

A. **Field Trips**

Field trips for the month of December, 2021 and January, February, 2022:

DATE	SCHOOL	TO
1/16/22	GHS	African American Museum, Washington, DC
2/8/22	GHS	West Deptford High School

B. **Curriculum Committees:**

The following curriculum committees met during the month of December 2021:
n/a

IV. **PERSONNEL**

A. **New Staff Members**

The following staff members were hired or transferred to another position during the month of December:

Catherine Plourde	1:1 Aide	Bullock
Allison Deschler	Math Teacher	GIS
Carleigh Davis	1:1 Aide	GIS
Chynna Mitchell	Classroom Aide	Bowe
Robert Martinelli	Bus Driver	District
Amelia Salvatore	Bus Driver	District

Vacancies

Middle School Language Arts Teacher
ESL Teacher
Special Education Teacher
Teacher of Business
LTS Middle School World Language Teacher
Middle School Special Ed Math
LTS Elementary Teacher
Part Time Special Ed Teacher
Classroom Aide (7)
School Bus Aide
Bus Drivers

B. Substitute Teachers

From this point on all potential Substitutes are being referred to
ESS/Source4Teachers.

V. MISCELLANEOUS