

GLASSBORO PUBLIC SCHOOLS
GLASSBORO, NEW JERSEY

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

March 21, 2022

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

INSTRUCTION / STUDENT NOTES:

- As of February 28, 2022 there are 22 students enrolled in AEHS. Nine have IEPs, and eight are attending day and evening courses to be able to graduate on time,
- Students have been enrolled in courses in APEX.
- Dr. Preston, Erin Williams and Denise Barr met this month to put a plan in place regarding getting the courses set up in PowerSchool system. On 2/8 a course list and schedule was emailed to Ms. Williams and again on 2/23. Courses still are not set up in PowerSchool to enroll the AEHS student in.
- Transportation has been able to arrange pick up for the students, and they are arriving by 3:35. It is still hopeful that as this district wide issue gets resolved, this time will get closer to 3pm.
- Due to increase this month and the anticipated increase in the near future, a request has been made to increase staff as well as the number of APEX licenses.

FACILITIES:

Due to the rising numbers of students, two classrooms have been utilized, and they anticipate needing to expand to three or four in the upcoming weeks. With the current day school schedule and adjusted basketball practice schedule, they have been able to continue to use the gym and have divided the growing numbers between the gym and the weight room. Students seem to enjoy the variety of activities and the change of space. They will continue to communicate with GHS custodial staff and Mr. Booth in regard to changes to the schedule.

II. STATE AND FEDERAL PROGRAMS

A. English As A Second Language
Rona Johnson: ESL Teacher Pre-K – 2nd Grade

Number of children currently in the program:
The district-wide breakdown is listed below:

District-wide Enrollment

GRADE	TOTAL
PRE-K3/4	NA
K	16
1	11
2	15
3	10
4	16
5	9
6	9
7	9
8	3
9	3
10	2
11	4
12	2
Declined	7
TOTALS	116

Languages spoken by ELL students across the district include:

- Spanish
- Urdu
- Arabic
- Vietnamese
- Turkish
- Mandarin
- Russina
- Persian

New entrants tested into the program in February.

No students exited the program in February.

ACCESS testing begins February 22, 2022

Pre-Kindergarten services are provided in through collaboration between the ESL teacher and the classroom teacher as needed. Kindergarten through 6th grade receive daily skill-based lessons in addition to vocabulary instruction based on the Wit & Wisdom lesson/module the class is currently focusing on through either a push-in or pull-out model based on students' level of language proficiency. Grades 8 through 12 receive content instruction, and language arts skill support for one period each day. A Bilingual program to address the specific needs of the Spanish-speaking population in grades First and Second is in place at Bullock School. They will be transitioning to a sheltered instruction model for all students starting September 2022.

The ESL/BE Department held a BPAC event on February 17th with a focus on getting students ready for the ACCESS assessment.

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 _____

No new entrants tested into the program in February. 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 February.

During the month of January, the kindergarten BSI students worked on the following phonemic awareness skills: rhyme, syllable segmentation, phoneme segmentation and identifying initial and final sounds in consonant-vowel-consonant words. Students reviewed the terms consonant and vowel. The upper and lower case letters of the alphabet were reviewed, 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 **blue, three, get, with, ran, brown, was, out, all, ate, white, & saw** 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.) In addition, some groups worked on the word families -at and -op.

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

Summary of Bullock BSI ELA Services – February 2022

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

Teacher Providing Services/# of Students per Teacher										
Teacher	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	
Werner	47	47	27	27	27					
Stewart	43	43	35	35	35					
Pagan (start)	N/A	N/A	37	37	37					

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

The BSI team at Bullock is currently entering and exiting students based on MAP, MAP Fluency, and classroom performance. Students will begin services when the BSI consent form is returned with a signature from a parent/guardian. 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 block focusing on phonics and phonemic awareness skills or during the Wit & Wisdom instructional block with a focus on foundational literacy skills. Students are progressed monitored with the Foundations Progress Monitoring kits and a phonics and phonemic awareness screener. All identified students are also assessed and progress monitored 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

Number of children currently in the program.

Literacy: 39 Math: 0

One new entrant tested into the program in February.

Student entered into BSI after I&RS recommendation to test her using Acadience Benchmarking, subsequent scores, along with teacher recommendation, MAP Scores, and current classroom performance.

Two students exited the program in February.

Acadience Reading Benchmarking and Progress Monitoring (BSI)

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

BSI / PUSH-IN & PULL- OUT BSI utilizes standards-based curriculum built on best practice research study in all subject areas to provides 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, and Fluency.

The following components are emphasized in the Writing area of the Title 1 Program: Process Writing, and Editing Skills in various contexts (Grammar, Spelling, Mechanics, & Usage) 3) Sentence Construction

Title I teachers and Bowe teachers are utilizing the following Resources/Materials: Great Minds Wit & Wisdom, Wilson Language System, Dolch and Fry Word Lists, iXL Language Arts, and Read 180 and other resources.

The methods of evaluating student progress include but are not limited to: Acadience Reading, NWEA Measures of Academic Progress (MAP), and NWEA MAP Reading, Fluency, Work Samples, Dolch and Fry High Frequency List of Sight Words and Standardized Assessments (NJSLA)

Activities of special interest: (NARRATIVE/PARAGRAPH(S) FORMAT)
SLT-(School Leadership Team)- Committee meets monthly to bring concerns, challenges of staff brainstorm or gather information to clarify for grade level peers.

School Safety/ School Climate Committee: Committee meets (monthly) to discuss the SE- Social and Emotional Welfare of students and Staff and develop activities to address SE Welfare of Bowe committee and individuals. Bowe 2021-22 School Year Theme Calendar- "We're All in this Together"

BPAC- Bowe Parent Advisory Committee- A committee consisting of stakeholders to the academic, social, emotional climate of the students of Thomas E. Bowe. The committee members consisting; of building administrators, parents, staff which meet bi/monthly to discuss Bowe Schools Concerns and Achievements to assist the Bowe/GPS school community.

Battle of the Books: Co-captain of the team. Students read a list of books and complete a book write up. Competition answering questions Mar 24, 2022

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, faculty lunches, or end of year celebrations. Committee supports staff morale.

Bowe's Fall Family Fun Nights Tuesday March 22, 2022 from 6-8 pm. Virtual Event Thomas E. Bowe School Title I Family Fun Night THEME: PASSPORT TO THE WORLD: Families will engage in a virtual tour of countries around the world.

They will have the opportunity to plan to visit various countries around the world. Staff will take families on virtual tours of the country. Staff will explain and facilitate activity. Families will be presented with a budget. They must create an itinerary, using links to teacher-created Google site “Travel Agency” resources. Using Mathematics, problem solving, and literacy skills, families must calculate and explain reasoning for choices of the following: Airline tickets, Hotel, Food, Transportation, and Sightseeing attractions (Excursion).

African American Read In- Day. February 9, 2022. Participated as a Reader. Read virtually reading to 4th grade classes “Why Frog and Snake Never Play Together”. Relating Pourquoi Tale to Young Martin Luther King playing baseball with two white boys, until their mother saw he was black.

Scholastic Book Fair: to be held March 14-18, 2022. Scholastic Book Fair provides displays with books and materials for students to purchase. Scholastic Dollars are earned from purchases to help fund materials for school.

Read Across America - Week of February 28 - March 4: Themed spirit days planned for Bowe’s “Reading Rocks!” celebration, organized in conjunction with popular children’s authors and books.

Booksmiles Book Swap - February 28 - March 4: In conjunction with Read Across America Week, students will take part in a book swap. Donations will be collected each day, Monday to Thursday, and then on Friday, each homeroom will visit the library to allow students to select a “new to you” gently used book.

Booksmiles- Book Fair March 25 Students will be able to choose books in the cafeteria the day of the event. Books have been donated and gathered to provide to students. Homeroom teachers will nominate several students who would benefit from gently used books to come down and select.

Conferences and workshops attended: Data Review PLC 2/7/2022 - Inservice-Reviewed students MAP Data for strengths and weaknesses to inform instruction.

Additional comments:

Parent Contact with BSI Parents/Student - February BSI newsletter was sent home to all parents with tips and strategies to assist parents

Progress Reports sent home to parents for the second marking period.

Heather Rittman
Thomas E. Bowe School

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African American Performance and Arts Festival: Committee to prepare this year’s virtual performance and arts festival. Teacher-developed projects are assigned to students in each grade level to feature influential African Americans and support research. Completed projects are uploaded and presented via FlipGrid and then reviewed and released for the festival, which was held on February 24, 2022.

Title 1 Schoolwide Committee: Committee meeting to discuss key goals and programs to implement in grades K-12 for the 2022-2023 school year.

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Additional comments:

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Progress Reports sent home to parents for the second marking period.

Language Arts: Michele Meehan
Intermediate School

Language Arts: Maureen Morrison
High School

Number of children currently in the program:
Literacy 16 Math _____

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

Students have been preparing and practicing for the upcoming NJ state testing.

Language Arts: Alexis George
High School

Number of children currently in the program:
Literacy 11 Math _____

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

MAP Test (benchmark) has been done.

The class is currently working on Unit 3 of the curriculum. This unit's main piece is, "A Streetcar Named Desire." Unit 3 continues to emphasize critical reading strategies, grammar and punctuation development, and proper sentence structure in written pieces. Students have also been practicing for the standardized test they will be taking later this year. Practice includes answering multiple-choice questions, responding to open-ended questions, and writing informational and argumentative pieces.

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

Ms. George has attended Utilizing Google Slides at Stockton University. This workshop was beneficial in terms of utilizing Google Slides in an English Language Arts setting.

Mathematics: Wayne Rulon
High School

Number of children currently in the program:
Literacy _____ Math 24

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

Unit #6 is being explored in Integrated Algebra 2. This Unit pertains to Sequences and Series. Within this unit they have learned Module 13 consisting of Explicit Formulas for Sequences and Series. More Specifically, defining sequences and series that are arithmetic in nature, geometric in nature, and that are neither arithmetic or

geometric. Module 14 consisted of Recursive Formulas for Sequences. Specifically, recursive formulas for both arithmetic and geometric sequences. They also discussed finding sums of arithmetic and geometric sequences utilizing the Ti-83 graphing calculator approach.

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 February, 2022:

DATE	SCHOOL	TO
5/5/22	Bullock	Philadelphia Zoo
3/10/22	GHS	Riverwinds College Fair
3/25/22	GHS	Schalick High School, Jazz Festival
3/26/22	GHS	Kingsway High School, Jazz Festival

B. **Curriculum Committees:**

The following curriculum committees met during the month of February 2022:
Technology

District Technology Committee Meeting
2/22/22

Members present: Danielle Fiscella, Chuck Baur, Sarah Pagan, Matthew Schwarz, Sue Kornicki, Victoria Toczyłowski

Agenda:

Old Business:

1. Consequences for breakage of district laptops
 - Are we being consistent? How can we streamline/codify this?
 - Review User Agreement for charges
 - Look into a form for technicians to complete following destruction of tech
2. Purchase chargers through the district?
 - Streamline; Ensure compliance with chargers
3. Rodgers phones - C Gennaoui (add extension), McCarron/Brice sharing ext. THIS IS RESOLVED.

New Business:

4. New Technology Director - to be approved 2/23/22
5. Rodgers getting 11 Clear Touch devices - to be approved 3/21/22
6. Need to create a CAD/Coding subcommittee - Volunteers? Schwarz, Pagan, Fiscella, (Renee Vanartsdalen?)
 - a. Research
 - i. What are we already doing?
 - ii. what should we be doing?
 - iii. what are other schools/districts doing?
 - iv. What do we need? Curriculum/Supplies
 - v. What will this cost? Quotes?
 - vi. How can we fit this into our schedules?
 - vii. What are some sites we can use? (Code.org, etc.)
 - b. Site Visits
 - c. Vendor Contact/demos (EducateMe)
7. Need to add CAD/Coding objectives/PD to SMART goals for 21-22 and 22-23 (See Engineering and Design portion of NJSL standards)
- 8 Building concerns:
GHS: none
GIS: none
Bowe: none
Bullock: ext. Pagan/Peale
Rodgers: sp ed classes have no tech on the wall.

IV. **PERSONNEL**

A. **New Staff Members**

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

Bianca Jurek	Associate Aide	Bullock
Patricia Conn	Business Teacher	GHS
Darielle Cross	Spec. Ed. Aide	GHS
Paul Lancaster	Bus Driver	District
Stacey McWilliams	From Bowe	To Bullock
Charles Baur	Director of Technology	District

Vacancies

Groundskeeper
Math Teacher

Network/Systems Administrator
English Teacher
Teacher of Mathematics
Teacher of Health and Physical Education
LTS Kindergarten Teacher
LTS Middle School World Language Teacher
LTS Elementary Teacher
PT Special Education Teacher
Classroom Aide
School Bus Aide
Bus Drivers

B. Substitute Teachers

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

V. MISCELLANEOUS