

GLASSBORO PUBLIC SCHOOLS
GLASSBORO, NEW JERSEY

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

May 25, 2022

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

INSTRUCTION / STUDENT NOTES:

- As of April 30, 2022 there are 23 students enrolled in AEHS. Eight have IEPs, and six are attending day and evening courses to be able to graduate on time, one is from Intermediate school. One student transferred out this month and one returned to Intermediate School.
- Students have been enrolled in courses in APEX.
- Most courses seem to be set up in PowerSchool except for recently new transfers in needing courses not already established.
- Transportation has been able to arrange pick up for the students, they seem to be arriving later now that the number of students has increased, arriving by 3:45. It is still hopeful that as this district-wide issue gets resolved, this time will get closer to 3pm.
- The AEHS staff has increased, and APEX licenses to accommodate the increase in the number of students.

FACILITIES:

Due to the rising numbers of students, they have been utilizing three classrooms. They will continue to communicate with GHS custodial staff and Mr. Booth regarding changes to their 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
- Russian
- Persian

No new entrants tested into the program in April.

No students exited the program in April.

ACCESS testing has been administered to all ESL students in the district.

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 skills support for one period each day. A Bilingual program to address the specific needs of our Spanish-speaking population in grades First and Second is in place at Bullock School. We will be transitioning to a sheltered instruction model for all students beginning September 2022.

Conferences and workshops attended:

- Simone Marque and Rona Johnson will be attending the NJ Teachers of English Speakers of Other Languages (NJTESOL) Annual Conference on June 2 and 3.
- Amy Masso and Simone Marques are currently attending training through Stockton University for Sheltered English Instruction and will receive training from the NJ Department of Education for Sheltered Instruction Training of Trainers. This training will take place over 3 days: May 25, June 28, and July 20, 2022. Both trainings are available at no cost to the district.

B. Title I - Basic Skills Improvement Program

Carrie Owens: Basic Skills Coordinator
J. Harvey Rodgers School

Number of children currently in the program:

Literacy 31 Math

No new entrants tested into the program in April.

No students exited the program in April.

During the month of March, 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. Most groups are reading consonant-vowel-consonant words and matching the words to pictures. The sight words ride, well, our, one, say, they, came, will & new were introduced. All basic skills students practiced syllable deletion with compound words. In addition, fine motor skills were reinforced through handwriting and letter formation. In addition, some groups worked on the word families -ug and reading decodable text.

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

Summary of Bullock BSI ELA Services – April 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	43	43		
2 nd	19	26	26	26	26	26	32	32		
3 rd	19	24	24	30	30	30	38	38		
Total	74	90	90	99	99	99	113	113		

Teacher Providing Services/# of Students per Teacher										
Teacher	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	

Werner	47	47	27	27	27	31	31		
Stewart	43	43	35	35	35	38	38		
Pagan (start 12/1)	N/A	N/A	37	37	37	44	44		

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	1	0			6
2 nd	3	0	4	0	0	0	1	0			16
3 rd	4	0	7	0	0	0	7	0			18
Total	7	0	13	0	0	0	9	0			29

The Basic Skills program at Bullock School is currently servicing 113 students and has exited a total of 29 students this school year. The students who were exited will continue to be monitored by the BSI staff in addition to their classroom teachers to ensure they are maintaining the skills that they were taught through BSI interventions. All BSI students are receiving 30 minutes of daily Basic Skills instruction in English Language Arts (ELA) through either push-in or 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 progress monitored with the Foundations Progress Monitoring kits as well as 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 and for creation of 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: 43 Math: 0

Two new entrants tested into the program in April.
No students exited the program in April.

Other tests: Acadience Reading Benchmarking and Progress Monitoring (BSI) SGO Data, MAP (Measuring Academic Progress)

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

Program emphasis:

BSI/PUSH-IN & PULL-OUT BSI utilizes standards-based curriculum built on best practice research 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 student's 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) and 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

Standardized Assessments (NJSLA)

Bowe Parent Compact 2021

Activities of special interest:

- a. 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.
- b. Personal Learning Advocate- January 2022 until - current. Weekly mentor 1 student who struggles academically and/or socially to discuss difficulties at school and home, problem solve better choices. Students share important events and success in their lives.
- c. Pop-Up Booksmiles for Battle of the Books Participants - provided students who took part in the Battle of the Books program with the opportunity to select "new to them" books leftover from the previous book drive. Set out books in the library and provided students with invitations to come and select (April 29).

Conferences and workshops attended:

Teaching Vocabulary to Students with Learning Disabilities: virtual webinar, provided by Fairleigh Dickinson University. 9 hours completed, finishing out the 12 total hours to complete the webinar. This online course provides valuable

information regarding how to use word study to enhance student's understanding, particularly in reference to content area learning, comprehension, and morphological understanding.

Seizure Training for School Personnel - 1 hour professional development - training taught types, symptoms, 1st aid for seizures.

Language Arts: Michele Meehan
Intermediate School

Number of children currently in the program:

Literacy 25 Math

No new entrants tested into the program in April.

No students exited the program in April.

In this writing class, students work on the basic principles of Writing and Grammar. They work on writing five paragraph essays, proofreading, grammar skills, close reading, research projects of student interest, argumentative writing, narratives (fictional and personal), and poetry/song.

Language Arts: Maureen Morrison
High School

Number of children currently in the program:

Literacy 12 (two transfers) Math

No new entrants tested into the program in April.

No students exited the program in April.

In April students read and analyzed the dystopian novel FEED.

Language Arts: Alexis George
High School

Number of children currently in the program:

Literacy 11 Math

No new entrants tested into the program in April.

No students exited the program in April.

They are continuing their work on Unit 4 of the curriculum. This unit's main piece is, "The Things They Carried." Unit 4 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 are also preparing to take the second administration of the MAP test later in the month.

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

Mathematics: Wayne Rulon
High School

Number of children currently in the program:

Literacy _____ Math 24

No new entrants tested into the program in April.

No students exited the program in April.

Unit #8 is being explored in Integrated Algebra 2. This Unit pertains to Probability. Within this unit they have learned Module 17 consisting of Probability of Compound Events. More specifically, Theoretical and Experimental Probabilities, Two-Way Tables and Probability, and Mutually Exclusive and Inclusive Events. Module 18 consisted of Probability and Decision Making. Specifically, Conditional Probability, Dependent and Independent Events, and Analyzing Decisions. They used the graphing calculator and desmos.com frequently to explore all these varying types of probability.

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 April and May, 2022:

DATE	SCHOOL	TO
5/15/22	GHS	NYC Broadway show
5/26/22	GHS	Rowan University
5/27/22	Bowe	Cohanzick Zoo, Bridgeton, NJ
6/3/22	Bowe	Launch Trampoline Park

B. Curriculum Committees:

The following curriculum committees met during the month of April 2022:
Science Fair Committee

IV. **PERSONNEL**

A. New Staff Members

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

Schurr Little	Spec Ed Aide	Bullock
Carol Anderson	Classroom Aide	Rodgers
Dr. Joseph Bell	Chemistry Teacher	GHS
Mary Aruffo	from Bowe Teacher	to Bullock Asst.Principal
Nikotae Molewicz	Network/Systems Admin.	District

Vacancies

Gifted and Talented Teacher/Coordinator
LTS ESL Teacher
Part time Library/Media Specialist
Teacher of Chemistry
Groundskeeper
ABA Aide
English Teacher
LTS Middle School World Language Teacher
LTS Elementary 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**