

GLASSBORO PUBLIC SCHOOLS
GLASSBORO, NEW JERSEY

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

June 14, 2022

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

INSTRUCTION / STUDENT NOTES:

- As of May 31, 2022 there are 26 students enrolled in AEHS. Seven have IEPs, and five are attending day and evening courses to be able to graduate on time, one is from Intermediate school. Two new students will remain on their day-school teacher rosters as the days of AEHS are so short they couldn't possibly pass any course work.
- 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. They are still hopeful that as this district wide issue gets resolved this time will get closer to 3pm.
- They have increased their staff and APEX licenses to accommodate the increase in the number of students

FACILITIES:

Due to the rising numbers of students, they have been utilizing two classrooms. They will continue to communicate with GHS custodial staff and Mr. Booth regarding 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

<i>GRADE</i>	<i>TOTAL</i>
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

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 the Spanish-speaking population in grades First and Second is in place at Bullock School. The district will be transitioning to a sheltered instruction model for all students beginning September 2022.

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.

Sheltered Instruction training will be offered to teachers throughout the district who will have ESL students on their roster for the 2022-23 school year. Staff will receive 15 hours of professional development in this area prior to the start of the new school year.

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 May.

No students exited the program in May.

During the month of May, 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 please, too, must, this, not, what, there, now, soon, away, & who were introduced. All basic skills students practiced syllable deletion with initial sounds. In addition, fine motor skills were reinforced through handwriting and letter formation. Some groups worked on the word families -it and reading decodable text.

Amy Masso-Ferrer: Supervisor of Basic Skills

Dorothy L. Bullock School

Summary of Bullock BSI ELA Services – May 2022

1 st – 3 rd Grade BSI Student Totals										
Grade	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
1 st	36	40	40	43	43	43	43	43	43	
2 nd	19	26	26	26	26	26	32	32	32	
3 rd	19	24	24	30	30	30	38	38	38	
Total	74	90	90	99	99	99	113	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	31		
Stewart	43	43	35	35	35	38	38	38		

Pagan (start 12/1)	N/A	N/A	37	37	37	44	44	44	
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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	1	0	0		6
2 nd	3	0	4	0	0	0	1	0	0		16
3 rd	4	0	7	0	0	0	7	0	0		18
Total	7	0	13	0	0	0	9	0	0		29

The BSI teachers assisted with the administration of the NJSLA assessment for third grade and began meeting with their students individually to complete end of the year assessments to note their progress from the time they entered the program to the end of the year. The BSI teachers will spend the last few weeks of school completing these assessments, completing state mandated reporting forms for each student, and assisting with building level activities and will provide input during end of the year tasks such as student placements. 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

Number of children currently in the program.

Literacy: 43 Math: 0

No new entrants tested into the program in May.

No students exited the program in May.

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.

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 and Standardized Assessments (NJSLA)

Heather Rittman
Thomas E. Bowe School

Number of children currently in the program.

Literacy: 42 Math: 0

No new entrants tested into the program in May.

One student exited the program in May. She was classified by CST.

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 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.

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Language Arts: Michele Meehan
Intermediate School

Number of children currently in the program:
Literacy 25 Math _____

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

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 May.
No students exited the program in May.

End-of-year data was collected via MAP test.
Mini Research project to prepare 10th graders for grade 11.

Students worked with 6th grade ELL students at Bowe School.

Language Arts: Alexis George

High School

Number of children currently in the program:

Literacy 11 Math _____

No new entrants tested into the program in May.

No students exited the program in May.

They are currently concluding 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 took the MAP test in May to assess how far they have come since first taking the MAP in February. Out of the 11 students, 9 improved drastically and the other 2 stayed the same.

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 May.

No students exited the program in May.

Unit #9 is being explored in Integrated Algebra 2. This Unit pertains to Statistics. Within this unit they have learned Module 19 consisting of Data Distributions. More Specifically, Probability Distributions, Normal Distributions, Data-Gathering Techniques, and Sampling Distributions. Module 20 consisted of Making Inferences from Data. Specifically, Confidence Intervals and Margins of Error, Surveys, Experiments, and Observational Studies, and Making Inferences from Experimental Data. 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 May, June, and July 2022:

DATE	SCHOOL	TO
5/20/22	GHS	Gloucester outlets
5/25/22	GHS	Shop Rite, Glassboro
5/25/22	GHS	Glassboro Senior Center
5/26/22	GHS	Collingswood Public Park
5/26/22, 5/27/22	GHS	J. Harvey Rodgers School
5/30/22	GHS	Glassboro Memorial Day parade
6/1/22	GHS	Dave & Buster's
6/2/22, 6/3/22	Bullock	New Street Park
6/9/22	GHS	Nifty Fifty's
7/21/22	Bullock/CST	Edelman Planetarium

B. Curriculum Committees:

The following curriculum committees met during the month of May 2022:
District Technology Committee

Members present: Susan Kornicki, Danielle Fiscella, Chuck Baur, Joan Beebe, Victoria Toczylowski, Rob Hemmes, Christina Gennaoui, Jordan Armstrong, Matthew Schwarz

Agenda:

Old Business:

- New Network Administrator - Nick Molewicz, starting soon!
- Rodgers received 11 Clear Touch devices April 13-14, 2022 - thank you to all who helped rush to get these up and running in record time!
- Need to create a CAD/Coding subcommittee - Volunteers? Schwarz, Pagan, Fiscella, Tocz, Gennaoui, Pimpinella (?)
 - 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)

- Need to add CAD/Coding objectives/PD to SMART goals for 22-23 (See Engineering and Design portion of NJSL standards)

New Business:

- GPSD EdTech Teacher Hub - Recommendations welcome, found on Technology website and in Kornicki’s e-mail signature
- Laptop collection schedule and recommendations
- Clever dashboard pilot
- Smartpass pilot
- Chuck will be sending a letter home to be proactive about repairs and parts ordering

Building concerns:

GHS - Everything on track, Ray is on top of things

GIS - getting ready to move

Bowe - students using email to talk to other students and sharing zoom links.

Chuck will look to see if we can carve student emails out and disable student-to-student conversation.

Bullock - Kids are hard on the computers, teachers are preparing a list of needed repairs.

Rodgers – No concerns, would like to expand interactive activities and learn more about setting up centers with laptops/panel.

Thank you for participating! This is our last meeting of the 21-22 school year!

IV. **PERSONNEL**

A. **New Staff Members**

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

Alexis Gould	Aide	Bowe
Allison Swank	English/LA Teacher	GHS

Vacancies

LTS – Spec Ed Elementary Teacher

Custodian/Housekeeper

Science Teacher – TEBMS

PC Support Technician

Groundskeeper

ABA Aide

LTS – World Language – TEBMS

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