

GLASSBORO PUBLIC SCHOOLS
GLASSBORO, NEW JERSEY

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

July 20, 2022

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

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

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. They will be transitioning to a sheltered instruction model for all students beginning September 2022.

Conferences and workshops attended:

- 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 was 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

Six students exited the program in June.

By the end of the school year, six students exited the program at Rodgers School. During the school year, 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. Sight words were introduced and practiced for mastery. All basic skills students practiced syllable deletion with initial sounds. In addition, fine motor skills were reinforced through handwriting and letter formation. Groups also worked on word families and reading decodable text.

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

Bullock BSI ELA Services – June 2022 – End of Year Summary

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	43	43
2 nd	19	26	26	26	26	26	32	32	32	32
3 rd	19	24	24	30	30	30	38	38	38	38
Total	74	90	90	99	99	99	113	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	31
Stewart	43	43	35	35	35	38	38	38	38
Pagan (<i>start 12/1</i>)	N/A	N/A	37	37	37	44	44	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	0	6	9
2 nd	3	0	4	0	0	0	1	0	0	6	14
3 rd	4	0	7	0	0	0	7	0	0	10	28
Total	7	0	13	0	0	0	9	0	0	22	51

The Basic Skills program at Bullock School serviced 134 students and has exited a total of 51 students this school year. The students who were exited will be monitored during the first marking period of the 2022-23 school year by the BSI staff in addition to their classroom teachers to ensure they are maintaining the skills that they were taught through BSI interventions during the previous school year. The BSI teachers met 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 spent the last few weeks of school completing these assessments, completed state mandated reporting forms for each student, and assisting with building level activities. All BSI students received 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 were progress monitored with the Foundations Progress Monitoring kits as well as a phonics and phonemic awareness screener. All identified students were also assessed, and progress monitored on Dolch Sight Word knowledge. The assessment data was used to determine the specific skills/concepts that were taught/reinforced 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: 41 Math: 0

No new entrants tested into the program in June.

No students exited the program in June.

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 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) 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.

Additional comments:

- BSI June Newsletter sent to Parents
- Proctor/ Test Administrator NJSLA Testing/ Make -Up Testing Grades 4-6

Language Arts: Michele Meehan

Intermediate School

Number of children currently in the program:

Literacy 25 Math

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 Math

End-of-year data was collected via MAP test.

Mini Research project to prepare 10th graders for grade 11.

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 June.

No students exited the program in June.

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, nine improved drastically and the other two stayed the same.

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

Mathematics: Wayne Rulon
High School

Number of children currently in the program:

Literacy _____ Math 24

No new entrants tested into the program in June.

No students exited the program in June.

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 June and July, 2022:

DATE	SCHOOL	TO
7/22/22	GHS	Phillies game

B. **Curriculum Committees:**

The following curriculum committees met during the month of June 2022: N/A

IV. **PERSONNEL**

A. **New Staff Members**

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

Alyssa Fooks	1:1 Aide		Bowe
Lauryn Satchell	ABA Aide		Rodgers
Anthony Fields	1:1 Aide		Bowe
Stacey McWilliams	Aide	from Bullock	Bowe
Marie Altieri	Aide	from Bowe	Bullock
Carleigh Davis	Aide	from GIS	GHS
Kathleen Estes	Aide	from GIS	Bowe
Lydia Littles	Aide	from Bowe	Bullock
Angelina Coppola	Music	from Bowe	Bullock
Kristen DiMatteo	Music	from Bullock	Bowe
Christina Gennaoui	K to ESL	from Rodgers	District
Aileen Matias-Castro	WL to GT	from Bullock	District

Vacancies

Security Guard
 Classroom Aide Special Education
 ABA Aide
 Evening School Classroom Aide
 LTS Elementary Teacher
 World Cultures/World Language Teacher
 LTS Kindergarten Teacher
 LTS Special Education Elementary Teacher
 LTS Elementary Teacher

B. Substitute Teachers

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

V. MISCELLANEOUS