

GLASSBORO PUBLIC SCHOOLS
GLASSBORO, NEW JERSEY

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

December 14, 2022

I. GLASSBORO ALTERNATIVE EVENING HIGH SCHOOL
Rob Hemmes, Head Teacher

INSTRUCTION / STUDENT NOTES:

- As of October 31, 2022, there are 21 students attending full time not including one additional student placed with us for the next one to two weeks.
- We have five additional part-time students working on completing course work to help meet college and or graduation requirements.
- Students have been enrolled in courses in APEX and we have recently requested additional licenses as we have reached our maximum and are expecting more students in the program soon.
- Transportation has been a great help getting our students here on time and safely back home.
- To avoid contact between different groups of students we have adjusted our schedule to include two different lunches/Gym classes. This does not impact the students' time working on their academics.

FACILITIES:

Due to the rising numbers of students, we have been utilizing three classrooms and anticipate needing to expand to four in the upcoming weeks. With the beginning of basketball season AEHS student are using the weight room and cafeteria for their Gym Class. Students seem to enjoy the variety of activities and the change of location. We will continue to communicate with GHS custodial staff and Mr. Booth regarding any changes to our schedule.

II. STATE AND FEDERAL PROGRAMS

A. English As A Second Language
Amy Masso: District-wide ESL Support

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	17
2	11
3	13
4	9
5	10
6	11
7	10
8	6
9	4
10	1
11	2
12	4
Declined	9
TOTALS	123

Languages spoken by ELL students across the district include:

- Spanish
- Urdu
- Arabic
- Vietnamese
- Turkish
- Mandarin
- Russian
- Persian
- Cambodian
- Portuguese
- Polish

Two students exited the program according to their language proficiency levels achieved on the Fall WIDA MODEL Assessment.

Pre-Kindergarten services are provided in through collaboration between the ESL teacher and the classroom teacher as needed. Kindergarten through 5th grade receive daily skill-based lessons in addition to vocabulary instruction based on the Wit & Wisdom lesson/module the class is currently focusing on or support in the Foundations program through either a push-in or pull-out model based on students' level of language proficiency. Grades 6 through 12 receive content instruction, and language arts skill support for one period each day. The transition has been made to a sheltered instruction model for all students and all teachers who are instructing English Language Learners were given 15 hours of Sheltered English Instruction training through Stockton University's SEI online training modules.

The WIDA MODEL screener (grades 1-12) or the kindergarten screener were administered to students who were either new to ESL services (kindergarten or immigrant students) or to students who teachers and ESL providers felt would be able to test out of services based on performance in the classroom and MAP assessments.

B. Title I - Basic Skills Improvement Program

Carrie Owens

J. Harvey Rodgers School

Number of children currently in the program:

Literacy 38 Math

During the month of November, 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 S, D, E, R, P, J, L, H, & J 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 go, yellow, we, it, little, on, jump, am, at, black, run & big 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 – September 2022

1 st – 3 rd Grade BSI Student Totals										
Grade	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
1 st	26	26	25							
2 nd	27	27	26							
3 rd	20	20	19							
4 th	18	18	17							
5 th	22	22	18							
Total	113	113	105							

1 st – 3 rd Grade BSI Exits											
Grade	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Grade Totals
1 st	0	0	1								1
2 nd	0	0	1								1
3 rd	0	0	1								1
4 th	0	0	1								1

5 th	0	0	4							4
Total	0	0	8							8

During the month of November, students were serviced through both the push-in and pull-out models. BSI teachers contacted parents through email and forms sent home to sign up for conferences through sign-up genius and made themselves available for day or night conferences. Basic skills teachers are working on skills based on the findings from the MAP assessment, MAP Fluency, and classroom assessment data. Students who are serviced in grades 4 and 5 were also administered the MAP Fluency assessment for baseline information.

Students were identified for services using Spring 2022 and Fall 2022 MAP scores. All students who are receiving services were screened for progress monitoring baseline data along utilizing the Foundations Progress Monitoring Baseline assessments or phonemic awareness screeners. 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. 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. Basic Skills teachers will collaborate with classroom teachers to enhance and support the skills being taught in the classroom. The Basic Skills program at Bullock School is currently servicing 113 students. The students who were exited in the spring of 2022 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.

Nicole Werner-Pidgeon
Dorothy L. Bullock School

Sarah Pagan
Dorothy L. Bullock School

Rene Seabrook Hart
Dorothy L. Bullock School

Heather Rittman
Dorothy L. Bullock School

Language Arts: Michele Meehan
Thomas E. Bowe Middle School

Number of children currently in the program:
 Literacy: 23 students ELA/Study Skills

Students in this class work to hone their skills in ELA: reading comprehension, writing, grammar, etc.

Language Arts: Alexis George
Thomas E. Bowe Middle School

Number of children currently in the program:
Literacy 22 Math _____

The English Intervention program allows the teacher to work closely with students who need assistance in the successful completion and passing of a standardized test such as the NJSLA. During intervention, the teacher will be working closely with students to improve their informational reading comprehension and decoding skills as well their grammar and writing skills.

In the month of November, students worked in various areas of ELS in CommonLit and each student began a tailored program to help improve their reading comprehension skills.

The teacher attended an online workshop tailored to students who are unmotivated and disengaged. This workshop was beneficial because it provided to use the next day.

Language Arts: Maureen Morrison
High School

Number of children currently in the program:
Literacy _____ 31 _____ Math _____

The program emphasis is to help students develop proficient reading skills that will contribute to their academic growth. The reading focus in November was dissecting vocabulary in context.

Mathematics: Wayne Rulon
High School

Number of children currently in the program:
Literacy _____ Math 13

Algebra 2 – In Algebra 2, students have been solving and analyzing polynomial functions and equations. Utilizing desmos.com as a graphing calculator tool, analyzing zeros, x-intercepts, and roots has been key to their understanding. Students also have been adding, subtracting, multiplying, and dividing polynomials. Finally, students have been solving polynomial equations and understanding the fundamental theorem of Algebra.

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 continued to use desmos.com for both graphing calculator and scientific calculator activities.

III. **CURRICULUM**

A. **Field Trips**

Field trips for the month of December and January, 2023:

DATE	SCHOOL	TO
12/13/22	GHS	Deptford Mall
12/20/22	GHS	The Craft Room
1/18/23	GHS	Gariel Screen Printing, W. Deptford, NJ

B. **Curriculum Committees:**

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

District Technology Committee
11/21/22

Members present: Sue Kornicki, Erin Pimpinella, Danielle Fiscella, Chuck Baur, Jordan Hess, Victoria Toczykowski, Sarah Pagan

Agenda:

Old Business:

- GPSD EdTech Teacher Hub - Recommendations welcome, found on Technology website and in Kornicki's e-mail signature
- Student security - 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 conversations. (Using Zoom outside account.)
- Opportunities for Computer Science PD
- Devices for next year - Chromebooks 6-12, Laptops for staff (all touchscreen); will this be suitable for GHS?
- Professional Development - Need to put together ideas for quick, in-house PD on Schoology, ClearTouch, by request from staff
- New goals template for 22-23?
- Bowe - kids on unblocked games using sites.google.com, Impero is not always easy for teachers; maybe more training on Impero, compare interfaces, look into another product.
- Rodgers - loving the clear touch panels, kiddos not ready for laptops in the classroom yet, Erin will be getting logins for the stem chromebooks.

- Bullock - Code.org, panels are in use
- GHS - SmartPass seems to be working well
- Goal Templates

New Business:

- Update from CAD/Coding Subcommittee - Meeting on Dec. 21, 2022
- Update on Impero/student monitoring platform - C. Baur
- Work on goals (see goal template above)
- GHS -
- Bowe - Blocking of “unblocked games” and “cool math games” is working, may be asking for whitelisting, thank to Pat F.; **symboloo.com** has webmixes that are related, all educational
- Bullock - Panels are being used more than last year
- Rodgers - Using Google Slides, links to videos, Seesaw, Starfall with panels

Tool Share:

<https://classroomscreen.com/>

<https://bookcreator.com/>

<https://www.kamiapp.com/certified>

<https://bouncyballs.org/>

IV. **PERSONNEL**

A. **New Staff Members**

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

Katherine Katzin	ABA Aide	Rodgers
Phyllis Martin	Interim AP	Bullock
Kendra Caldwell	Trans Aide	District
Tracey Smith	Bus Driver	District
Cheron Gamble	Bus Driver	District
Capree Williams	Housekeeper	
George Gall	Housekeeper	
Cheron Gamble	Sub Custodian	
Mary Aruffo	from AP to K Teacher	Rodgers
Sarah Pagan	from Basic Skills to SE	Bullock

Vacancies

World Language Teacher

Custodian/Housekeeper (2)
Boys Middle School Basketball Coach
Security Guard
LTS Social Studies Teacher TEBMS
Security Aide
LTS Elementary Teacher
LTS Special Ed Elementary Teacher
School Bus Aide
ABA Aide
Classroom Aide
Substitute Custodian/Housekeeper
ESL Teacher

B. Substitute Teachers

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

V. MISCELLANEOUS