

GLASSBORO PUBLIC SCHOOLS
GLASSBORO, NEW JERSEY

REPORT OF THE SUPERINTENDENT OF SCHOOLS FROM THE
INTERIM DIRECTOR OF CURRICULUM AND INSTRUCTION
Robert Preston

May 27, 2020

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

As of April 30, 2020 there were 15 students enrolled in the Alternative Evening High School. Six students have an IEP. One student has a 504. One student from Intermediate school has been placed in the AEHS program. One student will be receiving ESL services. Two students need counseling per IEP. Administrative staff has submitted a first draft of a handbook for the AEHS program awaiting further directions. The staff has been in contact with students to continue to support them through the Covid-19 cyber learning days.

II. STATE AND FEDERAL PROGRAMS

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

B. Title I - Basic Skills Improvement Program

Carrie Owens: Basic Skills Coordinator
J. Harvey Rodgers School

Number of children currently in the program:

Literacy 45 Math

No new entrants tested into the program in April.

No students exited the program in April.

During the month of April, the kindergarten BSI students worked on the following skills: phonemic awareness rhyme, syllable segmentation, phoneme segmentation and initial & final sounds. Students reviewed the terms consonant and vowel. The digraphs sh, ch, th, & wh were reviewed, along with the sounds they make and vocabulary pictures that coordinate with each digraph sound. Also, welded sounds were reviewed: am, an, all, ang, ing, ong, ung, ank, ink, onk, & unk. A variety of multi-sensory activities using Orton Gillingham and Project Read strategies were used. The sight words *there, came, of, by, don't, because, not, what, & new* were introduced. There are three groups in reading in level A, five groups in reading level B, and two groups in reading level C and one group in level D. These were the groupings as of the last day of in-person instruction.

On site schooling ceased after March 16, 2020 due to COVID-19. Remote teaching was implemented to continue student learning. On-line videos and other resources were posted to the BSI teachers' websites. In addition, a daily newsletter is distributed via email to all BSI families. The newsletter contains a guided reading book, word work activities, and numerous links to educational websites each day. Virtual hours are available for parents every Tuesday and Thursday from 1:00 – 2:00 pm.

Gianna Leto: Basic Skills Teacher

J. Harvey Rodgers School

Melanie Sweeney: Supervisor of Basic Skills

Dorothy L. Bullock School

Number of children currently in the program:

Literacy X Math

1 st – 3 rd BSI Student Totals										
Grade	September	October	November	December	January	February	March	April	May	June
1	46	44	49	48	49	47	47	47		
2	48	48	53	53	53	49	49	49		
3	45	43	34	32	31	33	33	33		
Grades 1-3	139	135	135	133	133	129	129	129		

1 st – 3 rd Total Students with a Double Dose of BSI (seen for a total of 60 minutes)										
Grade	September	October	November	December	January	February	March	April	May	June
1	0	0	10	10	10	0	0	0		
2	5	5	7	7	7	7	7	0		
3	0	0	7	7	6	0	0	0		
Grades 1-3	5	5	24	24	23	7	7	0		

Teacher	1st Grade	2nd Grade	3rd Grade	Teacher Totals
Tartaglione	10	18	3	31
McConnell	12	14	8	34
Werner	8	7	12	27
Peale	17	10	10	37
Total	48	49	33	129

New entrants tested into the program:

New Entrants: Current Students Who Tested In											
Grade	September	October	November	December	January	February	March	April	May	June	Grade Totals
1	0	0	11	0	1	7	0	0			17
2	0	0	2	0	0	2	0	0			4
3	0	0	0	0	0	1	0	0			1
Grades 1-3	0	0	12	0	1	10	0	0			23

New Entrants: New Students to District											
Grade	September	October	November	December	January	February	March	April	May	June	Grade Totals
1	0	0	1	0	0	2	0	0			4
2	0	0	1	0	0	0	0	0			1
3	0	0	2	0	0	2	0	0			4
Grades 1-3	0	0	4	0	0	4	0	0			9

Students who exited the program.

1 st – 3 rd BSI Exits											
Grade	September	October	November	December	January	February	March	April	May	June	Grade Totals
1	0	0	7	0	0	4	0	0			11
2	0	0	1	0	0	4	0	0			5
3	0	0	8	2	0	3	0	0			13
Grades 1-3	0	0	16	0	0	11	0	0			29

1 st – 3 rd BSI Student Transfers											
Grade	September	October	November	December	January	February	March	April	May	June	Grade Totals
1	0	2	0	1	1	1	0	0			4
2	0	0	0	0	0	0	0	0			0
3	0	2	0	0	0	0	0	0			3
Grades 1-3	0	4	0	1	1	1	0	0			7

All new students to Glassboro Public Schools in the 2019-2020 school year will be administered the following assessments to determine eligibility into the Basic Skills Program:

Fountas & Pinnell Reading Benchmark Assessment

The Phonological Awareness Profile (designed to diagnose deficits in phonological processing and phoneme/grapheme correspondence) It is given based upon the results of the Fountas & Pinnell Reading Benchmark Assessment.

The Dynamic Indicators of Basic Early Literacy Skills (set of procedure and measures for assessing acquisition of early literacy skills from Kindergarten through sixth grade that can identify areas of weakness in indicators of phonemic awareness, alphabetic

Guided reading times have been created for each teacher and all basic skills instruction in 1st through 3rd will take place during that block of time. All basic skills

students will be seen by their classroom teacher as well as receive instruction from a basic skills teacher for small group reading instruction.

At the middle of 1st grade, students should be reading at a Level G/H. We are currently able to service all students identified in the 1st grade as Levels A – F (except for four students at a Level F in an inclusion setting).

At the middle of 2nd grade, students should be reading at Level L. We are currently able to service all students identified in the 2nd grade as Levels A – J (except for one student at a Level J in an inclusion setting and three students in a general education classroom setting who are reading at Level K).

At the middle of 3rd grade, students should be reading at Level O. We are currently able to service all students identified in the 3rd grade as Levels A – N.

Since March 17, 2020, BSI instruction has changed since it has moved to virtual instruction. The following platforms are being utilized to connect with Basic Skills students during the time of virtual instruction:

Push-in Web-ex meetings with classroom teachers

Weekly Foundations lessons through Web-ex

Weekly BSI meetings with groups of students based upon their levels and needs

Weekly office hours

Book Club

Teacher Edmodo and Smore pages for additional resources and videos

Weekly emails to all BSI parents

Lisa Rencher: Basic Skills Coordinator

Thomas E. Bowe School

Number of children currently in the program:

Literacy 31 Math 0

No new entrants tested into the program in April.

No students exited the program in April.

BSI teachers switch to developing resources for online learning platform as of school closure.

BSI teachers “push-in” to teachers’ Google Classrooms to support their learners.

BSI teachers support the students through Google Classroom, making comments on their work.

BSI teachers post mini-lessons and support materials in the BSI Google Classroom.

BSI teachers answer individual student questions within Google Classroom.

BSI teachers provide support to classroom teachers as needed.

BSI teachers send home a weekly BSI newsletter to parents

Continued to hold “Building Bowe’s Best” meetings for novice teachers

Continued to hold “Cooperating Teachers Support Meeting”

Continued to attend monthly ScIP & SLT Committee Meetings

Continued to attend monthly Bowe PDS Committee Meeting
Continued to work with the Bowe Scheduling Committee
Continue to attend BSI and grade level PLC meeting, via WebEx.
Continue to attend the weekly Rowan Clinical Intern meetings with Dr. Elder and the Bowe student teachers.

BSI Teachers attend Workshop Wednesdays with Tech Coach Sue Kornicki.
BSI Teachers attend Coffee with the Coach on Friday with Sue Kornicki.
On 4/30/20 Ms. Rencher attended Matching Instruction to Your Readers Using Conferencing, Small Groups and Strategy. The workshop was better suited for novice teachers.

Language Arts: Andrea Locastro
Thomas E. Bowe School

Number of children currently in the program:
Literacy _____ 27 _____ Math _____ 0 _____

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

The designated Basic Skills program, Fountas & Pinnell's Leveled Literacy Intervention, has been adjusted to follow a more formulaic Guided Reading approach. Prior to school closure, BSI teachers continue working hard to develop and deliver lessons that follow this format, incorporating elements of the Fountas & Pinnell's LLI program with elements of the Fountas & Pinnell's Literacy Continuum.

BSI teachers switch to developing resources for online learning platform as of school closure.

BSI teachers "push-in" to teachers' Google Classrooms to support their learners.

BSI teachers support students through Google Classroom, making comments on their work.

BSI teachers post mini-lessons and support materials in the BSI Google Classroom.

BSI teachers answer individual student questions within Google Classroom.

BSI teachers provide support to classroom teachers as needed.

BSI teachers send home a weekly BSI newsletter to parents.

Continued to hold "Building Bowe's Best" meetings for novice teachers

Continued to hold "Cooperating Teachers Support Meeting"

Continued to attend monthly ScIP & SLT Committee Meetings

Continued to attend monthly Bowe PDS Committee Meeting

Continued to work with the Bowe Scheduling Committee

Attend all grade Level PLCs

Attend biweekly BSI PLC

BSI Teachers attend Workshop Wednesdays with Tech Coach Sue Kornicki.

Language Arts: Michelle Meehan

Intermediate School

Number of children currently in the program:

Literacy 45 Math

No new entrants tested into the program in April.

No students exited the program in April.

ELA: In April, Ms. Meehan began Unit 4, Evolving within to Overcome Adversity unit. The students are currently reading the novel *Freak the Mighty*. They are working on inferences, character traits, foreshadowing, symbolism, context clues/vocab, author's purpose, while annotating the text. The students also spent a couple class blocks learning about the Legend of King Arthur, since it is referenced several times in the text. They also have been discussing the main characters disabilities and how they are overcoming adversity in their own way throughout the text. Students hand in a read log and annotating sheet at the end of each week.

They also completed online and paper sample NJSLA tests.

Writing: In April, Ms. Meehan began prep for NJSLA testing. Students wrote literary analysis and Narrative essays. Students looked at students' samples and used the PARCC rubric to discuss and score student sample essays. They looked closely at and unpacked the rubric for the NJSLA essays. Students complete paper and computer based samples.

They also began the Poetry unit. They used several Flocabulary videos to discuss what poetry is defined as, rhyme and rhythm, and figurative language. Students looked at and analyzed songs and poems and identified elements of figurative language and discussed figurative meanings. Students will eventually be writing their own cinquains, haikus, and free verse poems.

ELA: The students are really enjoying *Freak the Mighty* and look forward to coming in to class each day and reading. They have also become interested in the medical condition the one main character suffers from and have been doing some research to get more information.

Writing: Students are really enjoying watching the Flocabulary videos in class and analyzing songs they enjoy.

Mathematics: Wayne Rulon **High School**

Number of children currently in the program:

Literacy Math 16

No new entrants tested into the program in April.

No students exited the program in April.

In Integrated Algebra 1, explorations involving data analysis were of concern. Students learned how to analyze surveys and samples, use measures of central tendency and dispersion, and how to interpret stem-and-leaf plots, histograms, and box-and-whisker plots. Currently, students have begun their last new unit on probability. As always, several graphing calculator activities were used to analyze data.

Graphing Calculator Explorations are of constant interest and a great way of explaining challenging concepts.

Language Arts: Thomas Struck
High School

Number of children currently in the program: 21
ELA 2

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

Mr. Struck administered MAP tests in January to assess strengths and areas needing improvement, as well as to assist in differentiating instruction. He also administered various classroom assessments.

The students read CommonLit and Newsela articles, then performed writing tasks pertaining to the identification of main ideas and supporting details.

Activities of special interest:

- Flip-Grid
- Newsela
- Quote of the Day

Language Arts: Maureen Morrison
High School

Number of children currently in the program:
Literacy 26 Math:

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

Program emphasis:

Continue working with students via at home learning that will attempt to enhance reading comprehension, writing, focusing skills, with a focus on their mental and emotional health.

(CommonLit.org ActivelyLearn.com, Khan Academy, Headspace.com)

Using student data and classroom progress to drive instruction, Ms. Morrison has noticed a need for increased guided instruction in applying textual evidence to open-ended questions.

Activities of special interest:

Research and apply Growth Mindset to goal setting

Visited student houses to deliver sunshine via chalk drawings on sidewalks.

III. **CURRICULUM**

A. **Field Trips**

Field trips for the month of April 2020:

DATE	SCHOOL	TO

B. **Curriculum Committees:**

The following curriculum committees met during the month of April 2020:
none

IV. **PERSONNEL**

A. **New Staff Members**

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

Raymond Yansick

Janae Dockins

Joanne Salvatore

Technology Tech

Guidance Counselor

ESL Teacher

GHS

Bullock

Vacancies

Supervisor Basic Skills-Compensatory Education

Anticipated Human Resources Generalist/Food Service Administrator

Elementary Computer Teacher

Elementary Inclusion Teacher

Director of Special Education

Biology Teacher/Special Education

Chief Academic Officer

ABA Aide

Classroom Aide

Pre-K Teacher

Transportation Supervisor

Special Education Teacher – Math Preferred

B. Substitute Teachers

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