

GLASSBORO PUBLIC SCHOOLS
GLASSBORO, NEW JERSEY

REPORT OF THE SUPERINTENDENT OF SCHOOLS FROM THE
DIRECTOR OF CURRICULUM, SPECIAL EDUCATION, AND PERSONNEL
Danielle M. Sochor

May 27, 2015

I. GLASSBORO ALTERNATIVE EVENING HIGH SCHOOL

Robin Boyd, Head Teacher

As of April 2015 there are 14 students enrolled in the alternative evening high school. Eleven students currently have an IEP and are serviced by a special education teacher. Two students are part-time. There are two students in the BD classroom. One student is in the 8th grade and is being serviced by an 8th grade teacher as well as the night school staff.

II. STATE AND FEDERAL PROGRAMS

A. English As A Second Language

Rona Johnson: ESL Teacher Pre-K – 2nd Grade

We had no new entrants into the ESL Program this month. We have no students exit the program this month. We had no new entrance tests performed this month and we are conducting WIDA's ACCESS for ELL's testing. Test administration will be proctored for all ELLs receiving services as well as any ELLs whose parents refused services per NJDOE mandate.

Administration has decided that Pre-Kindergarten services will be provided in the form of ELL specialist to teacher collaboration with monthly meeting dates set for the first Thursday morning of each month. Kindergarten will receive daily guided reading lessons infused with regular ESL materials and supports. First grade will receive daily push-in or pull-out instruction with guided reading, content, and language arts skill support.

For the month of April, all incoming ELLs received regular services April 8th-April 30th except for April 1st, 2nd, and April 13th as ACCESS testing occurred for 1st grade. Translation services were provided for positive phone calls needed to be made for homeroom teachers, in addition to my normal positive phone calls, and other inquiries.

On April 13th, the ESL Department, Mrs. Sochor, Mr. Taibi and several teachers and guidance staff were in attendance for the new PLC book club. We are reading, Collaboration by Andrea Honigsfeld. Additionally, Mr. Taibi has invited us to follow a Twitter feed that occurs Monday evenings at 9 p.m. for any who are still awake and interested.

Due to testing and spring break, no other activities occurred; however, I was invited to chaperone the Rowan Planetarium trip on April 22nd and I assisted the JHR School's new entrant's registration as needed.

B. Title I - Basic Skills Improvement Program

Charlene White: Basic Skills Coordinator

J. Harvey Rodgers School

All new kindergarten registrations were administered the KDI and letter/sound testing. During the month of April the kindergarten BSI students worked on the following skills: phonemic awareness rhyme, syllable segmentation, phoneme segmentation and initial sounds. Students reviewed the terms consonant, vowel and digraph. The majority of the students are writing sentence dictation and using editing strategies to check their work for spacing, neatness, punctuation and correct capitalization. Students are also reading phrases to build fluency as well as oral reading lists.

The sight words there, your, was, her, of, they, then, went, must, this, with, and new were introduced.

Mari Kay Heyel-Matteo: Basic Skills Coordinator

Dorothy L. Bullock School

FIRST GRADE

In April, Ms. Peale serviced 33 first graders. One student transferred on May 1, 2015. ($33-1=32$). Ms. Peale volunteered to present information from a book titled Literacy Work Stations-Making Centers Work by Debbie Diller during the first grade team meeting held in April. Ms. Peale discovered that first grade teachers do use centers wisely, but that perhaps words walls are an area where teachers can explore making them more usual.

The current total first graders in literacy basic skills are 32 by May 12, 2015.

SECOND GRADE:

In April, Ms. DeFrank serviced 24 second graders in literacy basic skills along with one third grader. However, one student transferred and one student tested out. ($24-2=22$). One student was never added. ($22-1=21$) During the month of April, the second grade BSI students worked on the following skills: reading with phrasing, pausing, and appropriate stress on words, composing and writing sentences to summarize a story recognizing and using consonant digraphs, recognizing and using letters that represent consonant clusters at the beginning and end of words, recognizing and using letters that represent no sound, and recognizing and using letter combinations that represent long vowel sounds. The students are working in the LLI Reading program. The major area of focus is fluency.

The current total of second graders in literacy basic skills are 21.

Ms. Lynn McConnell began Math BSI support services for grade 2 March 2, 2015. She services 34 students in mathematics.

Currently, 34 second graders are serviced in mathematics.

Current total of students receiving both literacy and mathematics basic skill services are $55(21+34=55)$. However, 17 students are serviced in both mathematics and

literacy. Therefore, the total of students receiving services in second grade is 38 students.

Total of basic skill students in grade 2 is 38 .

THIRD GRADE:

In April , Matteo serviced 25 third graders. There was one new entry in April. ($24 + 1 = 25$). Five students receive extra support with sight words recognition and phonetic sound symbols with Foundations twice a week and two additional first grade students are serviced daily in Foundations for 25 minutes. Students continue to read, discuss, and write about text using the LLI program. Students read both fiction and nonfiction text. Phonics skills emphasized included suffix endings of “-er, -ing, -ed”, -es, -s, words ending in consonant digraphs and consonant blends, prefixes of “re- and -un”, adding suffix “y” to a noun to make it an adjective, and two syllable words with VCV pattern where syllables are open or closed as in “lemon and spider”. Ms. McDonnell was able to pick up students for math support beginning in early May. (1)

Title 1 Literacy students in third grade serviced by Matteo are 25. De Frank services one student. ($25 + 1 = 26$)

Total third grade serviced for mathematics: 1

Bullock unveiled its Children’s Garden on Monday May 4. Due to the hard work and effort of Ms. Harris, several staff members, community members, and celebrity Ahmad. Ms. Peale requested to attend a professional development seminar on dyslexia, which will meet three times during the months of April, May, and June. On April 22nd the first seminar was held. The presenters went into great detail about the early signs of dyslexia, which she found extremely critical as a first grade BSI teacher. Early screening is going to be the key to helping these children as well as adding strategies to the BSI curriculum to address learning disabilities. One strategy that Ms. Peale has implemented is recording the same books used in the classroom to assist children who may potentially have a learning disability. Since the remaining two seminars are at the end of May and beginning of June, Ms. Peale anticipates implementing other strategies into her classroom next year. Hosted at the EIRC office, presented by Learning Ally, it is highly recommended by Ms. Peale.

The number of students in the Literacy Basic Skills Program at the Bullock School, as of May 12, 2015 is:

1st grade: 32 2nd Grade: 38 (math and literacy services) 3rd Grade: 26

Total of school: $32 + 38 + 26 = 96$ students

Lisa Rencher: Basic Skills Coordinator

Thomas E. Bowe School

During the month of April, Mrs. Rencher began working with my groups after a pause for the PARCC Test. Since she had already worked on the test prep portion of the LLI kits with her groups to help prepare them for the PARCC, they moved back into the LLI kits and finished the last few books on their level kit and then moved into the novel for that level. Mrs. Rencher has one group of 5th graders that have been split into two groups to allow for more individual time with each student. One of these has yet to finish their leveled kit and move on to their novel. All of her other LLI groups have begun their leveled novel and have been working on: responding to reading through writing, citing textual evidence to support their answers, summarizing chapters, as well as character analysis. The novels we have started reading are: Surviving Brick Johnson by Laurie Myers level O, Archer's Quest by Linda Sue Park level S, Baseball in April and other stories by Gary Soto level V, Pacific Crossing by Gary Soto level U, and for my non LLI group we are reading Gossamer by Lois Lowry level W.

Language Arts: Diane Villec

Intermediate School

During the month of April, students began working on a workshop called Turning Points. Students worked on skills such as previewing texts to activate prior knowledge and make predictions. They also read three social studies' texts three times for fluency and support comprehension.

Students identified compare/contrast details from a profile using text markings and graphic organizers. Summarize the topic and important details of a section of a profile. Students also practiced responding to personal essays in writing, stating a point of view and supporting it in writing, and evaluating information from a profile. As a small group, we discussed several texts using complex sentences and formal English. Students used new academic vocabulary in both speaking and writing, and practiced previously taught words.

Language Arts: Michelle Demery

Intermediate School

Math Test Prep 7 & 8: Students completed the unit on data with creating box and whisker plots. Students then began a unit on theoretical and experimental probability.

During class, both grade levels collected data using the "March Madness" basketball games, graphed the data in a box and whisker plot, and analyzed the data to determine if there were any outliers. Next, students determined the probability of events when rolling dice, spinning a spinner from the game "Twister", and choosing various items from a box of "Lucky Charms". Students also worked independently to solve PARCC practice questions on probability, including compound events.

Mathematics: Jennie Hara

Intermediate School

Emphasis in Language Arts during this unit will be on Narrative Writing and its elements based on the Lucy Calkins Units of Study. Students will write every day following the sessions and bends of the Narrative Writing Unit. The following topics will be covered:

- Plot development
- Character development: traits and motivation
 - Point of view
 - Scene cultivation
 - Dialogue
- Grammar and mechanics

As per Mr. Hempel and Mr. Matthews, the Narrative Unit of Study is to be completed daily for 3-4 weeks in Language Arts. We are to follow the Unit explicitly.

Mathematics: Amy Stewart

High School

Throughout the month of April, program emphasis was on simplifying exponential expressions. Students focused on simplifying exponential expressions when dealing with products and quotients. Students learned the properties used to simplify those expressions as well as making a connection between exponential expressions and radical expressions. Students investigated and simplified radical expressions and square roots.

Language Arts: Christi Baldissero

High School

In April, Mrs. Baldissero's English Language Arts class completed the Romeo and Juliet Unit. During the unit Mrs. Baldissero utilized the Text, Lens, and Patterns reading strategy. For each Act a new lens was presented to the students that provided the opportunity for the students to track development of characters and see how those characters change over the course of the text. Mrs. Baldissero also utilized Task Rotation notes that allowed students to "rotate" their thinking skills and express different levels of learning through different types of questions. Upon completion of the play the students were able to create a book titled "Letters of Verona." Here, each student was able to express the development of character through creating the letters that were undelivered or diary entries that were never read in the play. Students worked on this project in class. Students typed their letters and were able to exercise artistic control over their layout and design of each letter using a variety of fonts and layouts. The students expressed interest in creating a historic look to their letters. Mrs. Baldissero brought in tea and blow dryers to show students how to go about creating the look they wanted. Each student compiled all of his or her work into a hardbound book. On the day the project was due the students shared their books with each other. Each student graded each book based off the project rubric and wrote comments of progress.

April 23rd, 2015: Field Trip to the University of Penn's Anthropology and Archeology Museum- This trip was offered to all Mrs. Baldissero's English classes as a follow-up to the study of Greek Mythology and the focus text The Odyssey.

April 24th, 2015: Penn Jersey Renaissance Spring Conference: The Renaissance conference was superlative. The knowledge and enthusiasm presented at the conference provided me with a plethora of ideas and suggestions to bring back to GHS. The conference also sparked my interest in wanted to participate in a leadership role with the Renaissance program at GHS.

III. **CURRICULUM**

A. Field Trips

Field trips for the month of April:

DATE	SCHOOL	TO	TIME	BUSES
4/1/15	GHS	Philadelphia	8	1
4/2/15	GHS	Ocean & Atlantic Cities	7	1
4/6/15	GHS	Philadelphia Airport	2	1
4/8/15	GHS	NYC	14.5	1
4/11/15	GHS	Philadelphia Airport	2.25	1
4/15/15	GHS	Camden Co. College	1.5	1
4/20/15	GHS	Atlantic City Aquarium	5.5	1
4/21/15	GHS	Philadelphia	6.5	1
4/23/15	GHS	Univ. of Penn.	5	1
4/30/15	GHS	Six Flags	6	1
4/1/15	Intermediate	Wilson Hall	2	2
4/20/15	Intermediate	Bowe School	1	1
4/24/15	Intermediate	Camden Co. Animal Shelter	3.5	1
4/1/15	Bowe	Rodgers School	1.5	1
4/15/15	Bowe	Georgian Ct. Univ.	7.5	1
4/24/15	Bowe	Wheaton Village	25	5
4/29/15	Bullock	Campbell Library	2	1
4/22/15	Rodgers	Rowan Planetarium	5	5
4/28/15	Rodgers	Wash. Twp. Performing	6	4
4/16/15	Pitman	Haddonfield MS	5	1
4/17/15	Pitman	Shakespeare Theater	5	1
4/28/15	Pitman	Wash. Twp. Performing	2	1
4/30/15	Pitman	Glouc. Co. College	2	1
4/24/15	ACA	Philadelphia Zoo	5	1

B. Curriculum Committees:

The following curriculum committees met at the end of the school day, during the month of April, the World Language Committee:

District World Languages Curriculum Committee Meeting Notes:

Date: April 23, 2015 (3:15 to 4:15 pm)

In attendance:

Patricia Villarreal (GIS); Anne-Sophie Meeks (GHS); Madji Fall (Bullock)
(Unable to attend-Patricia Yanez, Katiria Ortiz, & Caterina Dawson)

I. District Lesson Collaboration

Madji Fall is planning a trip to GHS to Madame's French 3 Honors class with a group of her students from Bullock School. Students will be presenting projects related to world cultures to Madame's class. Madame brought her French 4 Honors students to Madji's class at Bullock in the fall. They are looking forward to this collaboration on May 20, 2015.

II. End of Year Discussion

We discussed the introduction of an online distance learning course possibly at GHS for next year. Madame Meeks had attended a meeting about this earlier in the winter and did not know if further decisions have been made in the district to test the program for teaching languages. Madji Fall indicated she also heard this was a strong possibility. We hope to hear soon officially if testing the program is moving forward.

We discussed the end of the year activities we are doing in our courses, how students are performing, etc. Ms. Villarreal and Ms. Fall were talking of elementary programs in other school districts that are different than our program in Glassboro with regards to frequency, lack of teacher instruction, use of videos, etc. We acknowledge the benefits of having our Glassboro world languages program in place with talented & qualified educators. Having more time & frequency with students at the elementary level and middle school level would be ideal though for true proficiency in world languages.

IV. **PERSONNEL**

A. **New Staff Members**

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

Jovanna Pickering- Associate Aide at Bullock
Dionne Young- Computer Applications Teacher at Bullock
Robert Johnson- General/Credentialed Aide at Bullock

B. **Vacancies**

Summer School Positions (Internal Applicants Only)
Co-Curricular Athletic Positions
School Psychologist - Long Term Substitute
ANTICIPATED - Administrative Secretary to the Director of Curriculum, Special Education, and Personnel

B. **Substitute Teachers**

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