

# GLASSBORO HIGH SCHOOL

## June Report

Submitted by: Dr. Danielle F. Sneathen

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### ADMINISTRATION:

- Staff Evaluations (May)

Tenured Certified Staff	12	
Non-Tenured Certified Staff	4	
Non-Certified Staff	6	

- Committee Meetings

5.1.18 Distinguished Alumni Mtg.  
5.2.18 Safety Team Mtg.  
5.2.18 Student Life Mtg.  
5.1.18 ScIP Mtg.  
5.4.18 Future Ready Schools Mtg.  
5.8 & 5.10.18 Department Meetings  
5.14.18 Athletic Hall of Fame Mtg.  
5.21.18 Administrative Council Mtg.  
5.21.18 Academy Mtg.  
5.15.18 Faculty Mtg.  
5.4 & 5.11 GHS Admin. Mtg.  
5.23.18 BOE Mtg.  
5.29.18 IR&S Mtg.

- PTO Meetings

5.7.18 After Prom Mtg.

#### Professional Development

5.9.18 Safety Conference with Mr. Henry  
5.10.18 Safety Conference with Officer Rawles  
5.18.18 – Individual SGO & PDP Analysis and Development  
5.23.18 Women In Leadership Dinner Mtg.  
5.25.18 – End of the year responsibilities

### INSTRUCTION / STUDENT NOTES:

#### Guidance

Total number of Parent Contacts- by Phone: 107  
By Email: 93  
Parent sessions: 32

Total Number of Consultations with Teachers, Administrators and Child Study Team Members:  
133

Total Number of Conferences with Teachers, Administrators and Child Study Team Members:  
147

Total Number of Contacts with outside Services, Agencies, School:48

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Meetings Attended: I&RS, SCIP, GCPCA, Friends of Rachel, HIB, Diversity, STEM, PARCC,

Training/Additional Activities:

Attended GCPCA Mtg

Orientation and tour of GCIT Continuing ed program

Master Schedule- continued to fine tune-scheduling process with E. Williams

SAT Registrations

RCGC HSOP Scheduling and EOF

Planned and proctored PARCC

Prepared for and proctored AP Testing

Prepared and proctored State NJSLA-S

Met with TRACE Scholarship Committee, planned and organized interviews

Met with ICG Scholarship Committee, planned and organized interviews

Met with GFWC Women's Club Scholarship Committee, planned and organized interviews

Planned and implemented Prom Assembly with SRO

Helped to set up pre prom

Continued to meet with seniors for college and career

Attended CST meetings

Coordinated tables for Army and Marine

Course selection

Bianca's Closet

Student Sessions- Ms. Boyd is the school test coordinator. **Of the 22 school days in May, she was testing for 18 days. When not testing she was preparing for upcoming testing.**

R. Boyd	M. Mattioli	M. Ragozzino
Total 53	Total- 163	Total 164
12 <sup>th</sup> -15	12 <sup>th</sup> - 34	12 <sup>th</sup> - 43
11 <sup>th</sup> - 11	11 <sup>th</sup> - 39	11 <sup>th</sup> - 31
10 <sup>th</sup> - 14	10 <sup>th</sup> - 54	10 <sup>th</sup> - 53
9 <sup>th</sup> - 13	9 <sup>th</sup> - 36	9 <sup>th</sup> - 37

### **Math/Science**

BSI Math/English:

**All members of the Class of 2018 are cleared to graduate.** Three students are graduating with a portfolio appeal. There are 20 students in the Class of 2019 who have yet to meet their graduation test requirement. They will continue to receive Basic Skills Instruction. Spring, 2018 PARCC Scores may clear some of these students.

PARCC MATH and NJSLA-S assessments have taken place. We anxiously await these test results.

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### Biology

In Ms. Keefer's ICS Biology classes, with Mr. Humes and Mr. Scheuer, we are currently working on the UbD unit, Evolution. Students are completing assignments to gain knowledge on topics such as natural selection, diversity, variation, and how these things affect populations. They completed a lab activity in which the students took on the role of a paleontologist to investigate how fossilized bones suggest information about the evolutionary history of species. Students also completed a collaborative project in which they were working with a researcher that has discovered several fossils off the coast of Mexico. The task required them to take the scientific data of this new animal and use it to classify the new discovery based on the characteristics. The unit culminates with a performance task that involves the creation of a new species. Students work in groups to create a new species based on factors and pressures of a given environment. They are required to choose traits that would ensure success for their species in its environment, providing at least two variations of said trait. Then, given an environmental change, the groups must determine the traits that are and are not helpful in the new environment, providing evidence for such.

### Human Anatomy

In Ms. Keefer's Human Anatomy class, we just completed a UbD unit on Transportation and Defense. The students' worked collaboratively on the unit performance assessment. Students' job was to work their way through a medical case involving a male, female, and heart disease. They took information, e.g., blood pressure, blood glucose, and lipid levels and made a reasonable inference (several hypotheses/diagnoses) based on that information. They identified healthy and not-so-healthy lifestyle choices, as well as the medical consequences of these lifestyle choices, described some of the mechanisms that lead to these medical consequences, compared and contrasted symptoms of coronary artery disease and heart attack in men and women and explained the importance of including both sexes and individuals of different racial and ethnic backgrounds in clinical studies.

### English/Social Studies

**World History:** The classes are studying the World Wars, Holocaust, and genocide. Ms. Spadafora brought in photos and other items from her time in Sudan and spoke about her first hand experience with genocide.

**US History II:** Over the course of May, students completed the units of study regarding the Civil Rights Movement and Vietnam War. A wide range of activities and assessments were completed, as with all units. Students were particularly interested in discussing connections between the CRM of the 1950s/60s, and race relations today. Throughout these units of study, students have also been completing a collaborative group project/presentation where they must "re-teach" a past unit to the class (using a tech resource of their choice.) This is being done in order to begin preparations for the upcoming final exam.

**English III:** In English III, juniors read, *The Crucible* by Arthur Miller. Students used their reader response journals to respond to a variety of quick writes and questions, to practice their summary skills, apply new vocabulary and to practice sentence imitations and sentence combining exercises. Students also completed several CommonLit articles pertaining to The Salem Witch Trials and McCarthyism. We also studied several poems relating to the time period.

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At the end of the unit, students will present a text-based oral argument related to *The Crucible* in preparation for writing an editorial related to a contemporary issue.

**CP English II:** Students finished reading *The Things They Carried*. Students read the poem “The Soldier” as well. During the reading of *The Things They Carried*, students focused on soldiers’ coping mechanisms, O’Brien’s writing style, and descriptive language. Students created posters that depicted different themes in *The Things They Carried*. Students completed PARCC. Students are reading Tennessee Williams’ *A Streetcar Named Desire* and viewing particular scenes from the film version. Students read two brief biographies of Williams and identified his inspiration for writing plays. Students are actively partaking in google classroom, google forms, Poll Everywhere, Kahoot, etc. Students continue to learn in-context and tiered vocabulary.

**H English II:** Students finished reading *The Things They Carried*. Students read the poem “The Soldier” and “Why Soldiers Don’t Talk”; students listened to an interview with Tim O’Brien and viewed a TED Talk by author and soldier Wes Moore. During the reading of *The Things They Carried*, students focused on soldiers’ coping mechanisms, O’Brien’s writing style, and descriptive language. Students completed PARCC. Students are reading Tennessee Williams’ *A Streetcar Named Desire* and viewing particular scenes from the film version. Students read two brief biographies of Williams and identified his inspiration for writing plays. Students are actively partaking in google classroom, google forms, Poll Everywhere, Kahoot, etc. Students continue to learn in-context and tiered vocabulary.

**CP English III:** Students completed their assessment on *The Crucible* which included writing letters from one character to another and writing and sharing clerihew poems based on characters from the play after completing PARCC testing, students began reading *Sold*, a fictional verse novel about human trafficking and have been imitating the author’s style by writing vignettes of their own.

**Honors English III:** Students wrote a literary analysis based on *The Crucible* then began their study of slavery and human trafficking by reading *Sold* and *The Narrative of the Life of Frederick Douglass*. They will be analyzing the use of logos, ethos and pathos as they analyze his famous 4th of July speech.

**ELA I:** PARCC test review; argumentative/mini-research writing and independent reading unit

**ELA II:** PARCC test review; social issue awareness writing unit; independent reading unit

**ESL:** Instructor assisted ELL students in English III CP classes.

**AP Composition:** Many students in this class took the AP Exam in mid-May. They spent time focusing on the rhetorical analysis essay, by which they studied ethics and morality in Cormac McCarthy’s *Sunset Limited*, and reviewed key skills and terminology for the exam. After the exam, we began a unit called *The Mind* that tracks various theories of perception, cognition, and reality as proscribed by Plato, Descartes, and others.

**English IV CP:** Students explored the concepts of self-reliance and growing up in the modern world by reading excerpts from Ben Sasse’s *The Vanishing American Adult*. Students responded

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to the text in writing in various ways, such as journaling and peer revision activities.

Additionally, students identified their own tier 2 vocabulary in the choice text and supplemental informational articles that commented on the state of American youth. In the final days of the month, students prepared for and completed a summative assessment by way of a department created Unit 4 exam.

### Art

NAHS students are wrapping up *The Memory Project* in which our students adopted an orphanage abroad, created portraits, and wrote exchange letters. Our students received pictures of children from Mexico and completed drawings/paintings of each portrait.

Ms. Clements' brother, John Clements, came to film a segment for PHL17 *WeekendPhiller*. He filmed and interviewed our students about the Memory Project. The students were filmed while working on their portraits.

Mrs. Abrams met with a potential art academy student, Anna Park, on Wednesday, May 9. Due to transportation issues, we will not be able to accept Anna at this time.

Anna Haltiwanger was awarded \$1000.00 for the Creative Glassboro Art Scholarship and she will be displaying her artwork on June 9<sup>th</sup> at the community day.

After 5 weeks without computers, Graphic Design is working to catch up on projects before the end of the year.

Mrs. Abrams and Ms. Clements welcomed parents to the Academy Night here in the high school library on Wednesday, May 23. Parents came to ask questions about the academy programs.

Ms. Clements will have an art studio in Philadelphia for the upcoming summer.

### ATHLETICS:

Baseball program has experienced great success this season and will be playing in the South Jersey Sectional Championships for Group 1. The team has won 16 games this spring and is the most by any varsity baseball team since 1993.

Evaluations on all spring head coaches are completed. Mr. Cusack has met with Mr. Cynewski, Ms. Bernat, Mr. Farquhar and Mr. Cleary. Will be meeting with baseball season once season is over.

Softball- I have discussed the progress of the varsity program, we will continue to field a varsity program, and if student interest permits a junior varsity program for next year.

Recommending cross-country programs at the high school and middle school be dropped due to lack of student participation. The student who do participate do not run for the spring track teams.

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Requesting to use funds budgeted for those positions to be added to the spring track and field programs (boys & girls).

Request requirements for volunteer coaches. Do they need a teaching certificate and/or a county substitute certificate to be eligible for board approval?

Spring sports awards night was held on 5/29/18 and approximately 80 people attended.

### Currently teachers are teaching:

9<sup>th</sup> grade- Ms. Bernat. is teaching a flag football unit.

10<sup>th</sup> grade – Callahan is teaching flag football unit.

11<sup>th</sup> grade- Mr. Neilio is out on medical and doing well.

12<sup>th</sup> grade- Mr. Cynewski is teaching health unit.

### ADMINISTRATION (PERSONNEL)

Vacant coaching positions- Head Coach M.S. Field Hockey, Assistant Boys Soccer coach, Assistant field hockey coach, winter cheerleading coach.

Special Education – Math – (1) candidate submitted due to retirement and (1) candidate submitted due to non-renewal

Self- contained special education – needed due to retirement – candidate submitted

Music teacher – needed due to non-renewal – candidate submitted

### OPERATIONS (FACILITIES AND TRANSPORTATION)

Tennis courts need to be fixed.

### NURSE: Attachment

### COMMUNITY:

5.3.18 People's Choice Awards

5.7-5.11 Staff Appreciation Week

5.12.18 Orchid Club Luncheon

5.18.18 PreProm, Prom, After Prom

5.22.18 Spring Choir/Orchestra Concert

5.23.18 Coffee Haus

5.24.18 Spring Band Concert

5.29.18 Spring Sports Awards Night

5.30.18 GHS Retirement Party

5.31.18 Academic Awards Night

### UPCOMING EVENTS:

6.1.18 Group 1 State Sectional Final Baseball Game v. Pennsville, 3PM

6.2.18 Drama Alumni Show, 7PM

6.4.18 Athletic Hall of Fame Mtg.

6.4.18 After Prom Mtg.

6.4-6.8 Senior Trip

6.9.18 Thespian Awards Night

6.11.18 Graduation Walk at Bowe, GIS & GHS 8-10:30AM

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6.11.18 Baccalaureate and Yearbook Ceremony, 6PM

6.12.18 Class Night, 6:30PM

6.15.18 GHS Graduation, 6:30PM

A		B	C	D	E	F	G	H	I	J	K	L	M	N
Board report- GHS nurse		Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	
1	Health office log #of days/month			18	21	18	16	19	18	20	17	22	11	
2	Illness (1a,3a)			116	87	119	136	113	120	127	66	66		
3	First Aid/injury(1a,3a)			101	118	111	83	100	100	83	105	135		
4	Health Information Counseling (1b,2a, 2b)			80	46	51	67	62	64	53	72	68		
5	gym excuses (1a,3a,1e)			24	14	16	15	13	10	4	6	6		
6	medications (daily, as needed) (2e, 3b)			38	55	55	41	51	53	48	42	66		
7	asthma (rescue inhalers, nebulizers)			8	13	21	6	11	14	20	13	7		
8	Accident reports (student)			20	8	10	6	8	10	2	4	9		
9	infectious exculsion (1a, 1e)			1	0	1	2	0	1	4	0	2		
10	Sent home (1a, 1e)			7	17	14	18	25	14	15	9	8		
11	sent home and referred to physician/hospital (1e)			11	11	1	2	4	9	1	5	13		
12	medical emergency/911 required			0	0	0	0	0	0	8(evac)	0	0		
13	doctors notes			40	43	22	23	15	17	11	16	25		
14	diabetic management (bloodsugars, insulin, carb counts/insulin pumps)			8	1	10	2	5	8	3	7	2		
15	CONCUSSION (evaluation, assessment, referral/health care plans/504, education to staff/students) S=sport injury; G=gym class; O=other/home injury			7	2	1	1	2	0	1	2	0		
16	other	3	S=3	G=0	G=1	G=0	O=1	G=0	O=	G=1	G=0	O=1		
17	Screening (1b, 4c, 2e)	22	26	13	33	15	28	37	50	32				
18	heights/weights/blood pressures	0	52	8	132					13	29	0		
19	Additional blood pressure screenings	4	0	0	0	3	1	2	0	0	0	0		
20	Hearing	0	0	0	82	0	30	0	0	0	0	0		
21	Vision	1	10	8	14	0	9	2	3	0	0	0		
22	Screening Referrals	1	1	1	0	0	0	0	0	0	0	0		
23	CDS assessment	0	3	2	3	2	2	2	2	2	2	6		
24	I&RS	1	0	0	0	0	0	0	0	0	0	0		
25	CST	1	1	3	0	1	0	2	0	2	0	0		
26	Sport Physicals processing	72	60	13	24	31	15	9	26	18	4	3		







	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	<b>Board report- GHS nurse</b>													
2	<b>Health office log</b>	<b>Jul</b>	<b>Aug</b>	<b>Sep</b>	<b>Oct</b>	<b>Nov</b>	<b>Dec</b>	<b>Jan</b>	<b>Feb</b>	<b>Mar</b>	<b>Apr</b>	<b>May</b>	<b>Jun</b>	
	<b>#of days/month</b>	18	21	18	16	19	18	20	17	22	11			
	Additional Nurse's office Coverage/class	0	0	3	1	0	0	0	0	0	0	1		
75	trips to GHS													
76	health Classes taught	0	0	0	0	0	0	3	0	0	0	0		